

# Annual Review of Regional Plan Template 2018/19

Date: Version – July 2018  
Region: East Asia  
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## 1. Summary

### **Identify your priorities to 2020** (please refer to what was submitted to Board of Trustees in February 2017)

- We will be known and respected in East Asia as the go-to expert organisation for insights, research and thought leadership in fields of priority, challenge and interest to stakeholders and partners, underpinning our value and relevance as a cultural relations organisation.
- We will ensure the relevance of the British Council and the UK for HE mobility and partnerships more broadly (TNE and research collaborations), particularly in the context of changing priorities and focus of some HMG departments and UK organisations.
- Our contracts, Education Services and EES businesses will diversify and grow, responding to shifting donor, UK Sector and government priorities and expectations, will contribute to our wider Cultural Relations agenda and mission but will be commercially viable and affordable, particularly in non-ODA countries
- Our exams business will diversify and grow in the face of increased competition
- Our teaching centres will continue to grow; we will grow our new business in China, rationalise those in deficit and resolve business issues in Thailand and Korea
- Through the embedding of new ways of working, a partnership development focus, programme-based planning and the introduction of the regional Partnerships and Contracts Approvals Process (PCAP) our commercial and non-commercial contracts (grants and partnerships) and programmes we deliver will be impact-led, sustainable, appropriate scale, managed to consistent and professional standards and increasingly multi-country with an increasing proportion funded beyond HMG
- We will complete and embed our prioritised change programmes: Programme-based Planning, FTP, GNOME, BESS, MEEP and FFP HR and ensure the agreed benefits are delivered; we will embed changes to the Country Directorate as a dependency to these.
- We will embed the Results and Evidence Framework across the region leadership, capacity and capability is in place the right resource is in place at the right levels.

**Identify top risks and assumptions to 2020 to deliver the above priorities** (to be used at corporate quarterly business reviews)

**Current key risks (from 02/2018 Risk Register – see RR for latest version)**

Risk 1: Competition or market disruption challenges IELTS China growth:

- Existing competition takes market share
- New competition or alternatives to testing – including those across borders – disrupt the business
- Even if candidate numbers grow, volumes drop as they repeat less frequently
- Market disrupted by tech innovation e.g. AI
- Exams Transformation risks BAU

Risk 2: Our Education, Society and English portfolios do not deliver to genuine market or UK sector needs in a cost effective / sustainable way:

- How to deliver long term sustainable impact in these areas and ensure REF is implemented effectively?
- How can we ensure we embed new ways of working and deliver BESS benefits?
- How can we stabilize the EES and commercial contracts businesses; the former is reliant on a small number of countries; the latter on a small number of clients who are showing anxiety as a result of Brexit and demand shrinking margins?

Risk 3: We are not successful in securing partnership funding for non-ODA countries in particular

- Lacking experience and capability in partnership development
- Reduction in funding from UK government sources

Risk 4: Our change programmes do not deliver stated benefits:

- Growth and efficiency hampered by 'cottage industries' ways of working
- Staff demotivation/ turnover through change for no gain

Risk 5: Reputational damage due to data loss or failure to protect children in our care

**Risks on our horizon**

Risk 6: Insecurity in or arising from a number of countries i.e. DPRK, Philippines and Myanmar due to political tensions, internal conflicts and terrorism impacting ability to deliver operational plans

Risk 7: Future grant funding for a post-ODA China inhibits our ability to deliver impact at scale

**Outline any platform, capability and/or programme changes for 18/19** (e.g. what is new, what has stopped, changes to funding).

- Ongoing review of our estate, e.g. Hong Kong and Bangkok premises
- Completion of significant E&S and EES contracts and positioning for repeat business (MyJustice, Pyoe Pin, CSO SEED, GoJust, EU

SHARE, LEEP and RETC), positioning for new opportunities (Burma, Laos, Philippines, Indonesia, China)

- Developing the new Developing Inclusive & Creative Economies (DICE) programme in Indonesia as part of global ODA uplift
- Rationalisation of programme portfolio through Programme Based Planning implementation including closure of some programmes (.e.g Famelab; Science Communications) and stopping ad hoc arts events
- Reduction in funding for non-ODA countries
- Building professional services capability (HR, Finance, Marketing) without increasing overall costs

### **Priority country deliverables (from country plans 02/2018)**

#### **China in 18/19**

##### English:

- We will develop an integrated English strategy for China (English assessment, teaching and learning)
- We will work to maintain the China Exams surplus and the market share of IELTS against TOEFL (65%)
- We will invest in the development of new digital learning and assessment products, drawing on our data, AI and formative assessment
- We will advance at least one transformative commercial partnership that addresses the huge opportunities around digital English and assessment in China
- We will deliver the 'English is GREAT' campaign in China in 2018/9, engaging 1 bn audience
- We will implement operational efficiency change programmes realising the benefits articulated in change plans for 18/19 (e.g. OSM, Remote Speaking, CD IELTS)
- We will enable 9m learners of English to achieve their goals more quickly, through 425 students learning English directly and 16.4m accessing our resources online
- We will manage the rapid expansion of products and services (Aptis, IELTS secondary programmes, new domestic English tests, Jiangsu expansion)

##### Higher Education and Science:

- We will develop with partners a new x-Whitehall 5-year strategy on education and skills with China positioning BC China as the UK's lead education organisation in China
- We will maintain UK market share of total Chinese students going overseas at 14%
- We will maintain UK's position as China's number one partner in TNE, at 23% of all degree level and above TNE programmes
- We will help 10500 British students and young people to engage with China in 18/19, contributing to the target of 80,000 by 2020
- We will set up at least two new subject cluster and/or new regional partnerships with China
- We will open our first British Council School in China by September 2018 contributing to British Council's global sustainability

- We will bring together x-Whitehall partners to take forward a new leadership engagement programme by June 2018

#### Arts:

- We will deliver an 'Inspiring Women in the Arts' campaign
- We will create new opportunities for Chinese and UK artists and organisations to develop networks and the critical experience to work internationally (reaching an audience of 150,000 directly, supporting 150 x cultural partnerships between the UK and China and generating £180k in partnership income)
- We will enable over 1,000 UK arts practitioners / organisations to deepen their understanding of the cultural industries in China, through our membership based platform China Now

#### Stakeholder relations:

- We will leverage to advantage our position as UK-lead in China on 'Influence' and 'People-to-People', maintaining strong relationships across the Embassy/Consulates

#### Growing and diversifying our income:

- We will grow and diversify our English and Exams income (details - see above) and develop a new British Council schools business
- Ensure the effective operation of robust governance processes for all decision making related to China-focused business development (BC Schools, English strategy), to ensure prioritisation of investment and strong risk management including status-related and political risk.
- We will manage communications and process on transition out of ODA eligibility (by 2023) and work closely with DFID based on policy advice on shared understanding of HMG ODA spend in China (clear analysis and forward plan by September 2018)
- We will drive an integrated approach to business development across English, Exams and Education SBUs through joint planning, prioritisation and resourcing of opportunities under new China English strategy for 18/18 onwards

#### Improving our operational efficiency:

- We will develop and strategic premises plans by end Q2 2018 that support the current and future business and platform needs of the different China entities, enabling initial roll-out of OSM in 2018 / full roll-out over 2019 and implementing remedial premises work in Shanghai and Chongqing to ensure that current premises meet business need both in terms of staff volumes and separation of entities.

### **Indonesia**

#### English:

- We will reach 4,183 students and grow surplus to £590k by improving sales rates, re-registration rates and teaching quality
- We will achieve £250K income through EES CSR projects from national/international companies in 5 high value provinces, reaching 900

teachers, 800 students, 200 parents and 75 communities;

- We will meet or exceed Exams targets of £1.643m income, £0.479m surplus, and 10,856 candidates;
- We will diversify income by gaining IELTS market share from IDP (increase from 24% in FY17/18 to 28% in FY18/19);
- We will position British Council as thought leaders in English Medium Instruction for higher education.

#### Higher education and science:

- Continue to support research and innovation partnerships and skills transfer via the Newton Fund and our other HE programmes, building capacity towards greater international collaboration to address global grand challenges as well as create new and extend existing trade opportunities;
- Through our work in skills development, help young people attain their place in the future work force;
- Implementation of thought leadership agendas that target higher education (including English Medium Instruction) and vocational institutions.

#### Arts

- Building on the momentum achieved with UK/ID to date and in the final year of this three year programme, increase the number of new relationships, partnerships and collaborative works between the UK and Indonesia in the arts and creative industries;
- From April 2018 devise the new DICE programme to strengthen our support to creative enterprise and the employability of young people, particularly women, who wish to work in the creative sector

#### Civil society and justice:

- Continue to prioritise our work in social enterprise and the encouragement of active citizenship and self-starting social action to help provide far-reaching impact across key government and civil society organisations and potentially across extensive Indonesian geographies and socioeconomic groups. Our focus will be on programmes that empower women and girls in Indonesia as well as supporting the economic development of multiple communities across the country.
- From April 2018 the new DICE programme will amplify this ambition;
- Continue to work, in collaboration with the British Embassy, on promoting the pluralism of Indonesia's alternative model to radicalisation by developing a new mainstreamed project concept
- Expand *Premier Skills* programme as a core country in the next phase of the programme with focus on working with the most vulnerable, especially women and girls. We will also explore other *Sports for Development* opportunities and act as advisor to the Indonesian Government on the development of the Para Asiad Games in 2018.

#### Growing and diversifying our income:

- Meet new growth targets set for English (see priority 1 above);
- Deliver exams for more UK examinations boards and professional bodies (e.g. ACCA's first delivery in September 2018);
- New partnership pursuit strategy with targets to be agreed by March 2017 for the 18/19 year. This to include partnership pursuit for new programmes DICE and Kerukunan; pursuit of 2 year extension of EU SHARE project at a value of £5 million

Improving our operational efficiency:

- Further delivery of a holistic inter-SBU strategy and programme with consolidated impact, scale and relevance as resourced by BAU grant-partnership, Yayasan and other FCR, ODA Uplift funding and other resources (Prosperity Fund, Global Britain Fund et al);
- Review of our tax and status and of the governance, management, protocols and legitimate inter-reliance of our two entities, to guarantee a risk free constitution of British Council Indonesia capable of delivering against higher impact ambitions and long-term business growth, health and marketability

Increasing the capability and effectiveness of our people:

- Staff capabilities, professionalism, confidence, TACOS, wellbeing and morale attuned to strategic ambition and achievement of the full year 'agenda', with planning and commissioning of appropriate L&D and full enactment of agreed Action Plan following 2017 Employee Survey and staff-related change programme requirements (particularly BESS, Arts, Finance, HR and Marketing Review

Improving our research and evidence base:

- Various research programme already in process to underscore the efficacy of expanding programme – including for UK/ID (Arts & Disability) and DICE (baseline social and creative entrepreneurship survey); deliberations with HQ re conducting *Next Generation* research in Indonesia in 2018.19

**Japan**

English:

- We will reach 18,000 students and grow from 5% to 7.5% surplus (£375k). To grow and diversity our income we will launch myClass Elementary, simplify non-myClass adult portfolio, sell longer seasonal courses. We will also withdraw from Osaka, and focus marketing spend on our Tokyo business.
- We will change the teaching and assessment landscape to retrain an extra 12,000 English teachers resulting in income of £1m and a total surplus of £102k.
- We will develop a new speaking test to meet the needs of major higher education entrance test reform. We will increase the number of institutions that accept IELTS for the purpose of university entrance resulting in an extra £105k surplus (from £750k in 17/18 to £855k in

18/19).

Higher education and science:

- We will increase the number of students studying in the UK on UG, PG and independent school courses by c700 (currently 16,000)
- We will improve young UK people's employability prospects by increasing the number of UK students studying at higher education institutions in Japan to 640 by 2018 (563 in 2017)
- We will connect 80 institutions and 500 higher education stakeholders in both countries through consultancy and brokering services.

Arts:

- We will plan a major UK Season of Culture (announced by PM May in 2017) to be implemented in 2019/2020 and will create 100 new relationships between the UK and Japan. We will generate £100k in partnership funding
- 200 Japanese arts practitioners/institutions will deepen their understanding around accessibility, the social model of disability and ageing resulting in more inclusive practice and programming

Improving our operational efficiency:

- We will reduce layers of management within teaching
- We will begin to look at new models of operating for Tokyo

**Korea**

English:

- We will reach 10,000 students and grow from 1% surplus to 11% surplus
- We will train 160 teachers of English in nine regions of Korea
- We will grow and diversify our Exams business increasing the number of people certifying English with us by capturing 4% of US and 36% of Canada bound candidates

Higher Education and Science:

- We will increase the number of students studying in the UK on UG, PG and independent school courses by cX (currently Y)
- We will improve young UK people's employability prospects by increasing the number of UK students studying at higher education institutions in Korea to X by 2018 (Y in 2017)
  - We will connect 30 higher education stakeholders in both countries through programmes, consultancy and brokering services
  - We will give intercultural skills training to 200 school teachers
  - We will train 80 community activists in social leadership

#### Arts:

- We will build on the success of the UK/Korea 2017-18 season by taking forward two of its themes, diversity and inclusion, and innovative technology by connecting 35 arts institutions and 320 artists and arts professionals in both countries
- Growing and diversifying our income
- We will diversify the Exams market (see English above)
- In the context of declining non-ODA funding, we will develop further the partnerships established during the Korea season to support our work across education, arts and society. We will generate an agreed level of partnership funding.
- We will build partnerships with major Korean corporates (e.g. Samsung) to support multi country programmes

#### Improving our operational efficiency:

- Efficiencies [to be quantified] through programme based planning and BESS (including SIEM) change programmes

#### Digitally enabled organisation:

- We will develop our online engagement with Koreans interested in English and UK arts, culture and education on Naver the largest online platform in Korea (42 million enrolled users)

#### Improving our research and evidence base:

- We will conduct an evaluation of the UK/Korea 2017-18 season. The findings will be used to inform planning and design for the UK season of culture in Japan and other seasons and major festivals led by the British Council.

## 2. Portfolio priorities (Please list in order of priority)

This section should identify priority activity for 2018/19 that responds to your contextual analysis, priorities and demonstrates mutuality.

### Notes:

- 1) Women and Girls, Skills and Enterprise and Young People are not listed separately as priority Results Areas but embedded within programmes under other RAs
- 2) Senior Evaluation Advisor will design evaluation and measurement for all Result Areas, working with Result Area leads, SBU leads and programme SROs

### PRIORITY RESULT AREA 1: English - Good English teaching helps people to study and work and to develop careers, confidence and networks.

#### Outcomes in 2018/19 (please refer to impact statements from the REF level 3)

*It is recognised that most outcomes will be achieved over several years, therefore please indicate what outcomes you are working to and the progress being made this year. To be reviewed at corporate quarterly business reviews. Please note you will only need to report on result areas where there is anything of significance to report.*

#### Outcomes in 2018/19

- British Council and UK research, thought leadership and advocacy will contribute to the development of English language policy in the fields of language teaching and assessment
- Teaching YLs volume: from 220,550 (17/18) to 255,154 (18/19) class hours
- Teaching Adults volume: from 156,775 (17/18) to 139,487 (18/19) class hours
- 1,042,000 will take examinations with us
- 95,536 students will study English with us
- Education system change will have a sustainable and transformational impact supporting growth and internationalisation strategies in Vietnam and Burma
- Agreed number of teachers will be better equipped to support the learning needs of their learners through EES projects that we deliver in our priority countries of China, Japan, Thailand and Burma (while still seeking opportunities across the wider region).

**Link to contextual analysis** (250 words maximum, your text should cover all of the outcomes stated above)

We are seeing growth in IELTS across the region linked to continuing demand for overseas HE (especially China) and employment opportunities (especially Philippines), although this has slowed considerably – partly due to domestic supply of HE, reduced repeater rates and availability of alternatives. Patterns of test taking have also changed as the still-increasing number of unique Chinese candidates are now often taking tests elsewhere in EA. Demand for distribution and English solutions remains strong. We are aiming to invest significantly especially in school exams by introducing PSGN as private English Medium Instruction (e.g. GCSE/A levels) is one of the fastest growing sectors in EA education. We are also investing in innovation as new national-scale opportunities present themselves, such as the China Scale of English and university entrance testing in Japan.

EA Teaching centre network will continue to offer quality language learning to Adults and Young Learners in Korea, Japan, Taiwan, China, Thailand, Hong Kong, Malaysia, Burma, Vietnam, Indonesia and Singapore. We will meet the needs of Young Learners and their parents by providing classes that develop language ability, confidence and 21<sup>st</sup> Century Skills that are sought after in all markets and for Adults we will develop their confidence and language skills to be successful in their work and study lives.

English language provides access to new technologies and the global market place, as well as access to employment and education across the region. As a result, improving English language proficiency, especially the productive skills of listening and speaking, is a focus of many country's education reform initiatives, for example in Vietnam, Malaysia, China, Japan, Thailand. These reform initiatives often span the areas of English language teacher education and development, curricula and assessment and provide numerous opportunities for the British Council and the UK to support improvements in the provision of quality ELT. As a result, our focus in EES is on delivering commercially viable, sustainable, transformational and high impact English language offers that address key areas of demand difficult to access for UK providers and to build strategic and commercial partnerships which contribute to the shared prosperity of both the UK and the countries in which we work. Our focus will be on the markets of Thailand, China, Japan and Burma.

**Please summarise the benefits for your region and for the UK, and how these will be evaluated and measured**

*Please use the relevant impact statements from the REF*

<b>Impact statement (REF level 3)</b>	<b>Benefits for region / evaluation and measurement</b>	<b>Benefits for UK / evaluation and measurement</b>
1. <i>British Council and UK research and innovation contribute to a better understanding of 'what works' in English language teaching and learning.</i>	EA governments and academics in target countries benefit from British Council and UK research in developing their own approaches to English language learning	British Council and the UK continue to be recognised as experts in English language teaching and learning in EA target countries

2. <i>British Council thought leadership and advocacy contribute to the development of context-appropriate, equitable and resource-efficient English language policy</i>	Governments and academics partner with the UK to find the solutions to English language challenges supporting internationalisation and growth strategies	The UK is recognised as a leading source of ideas, expertise and approaches to English language teaching and learning (Influence).  Perceptions of and trust in UK qualifications, assessment and education is improved (Prosperity)
3. <i>Learners of English achieve their goals more quickly</i>	Individuals improve English language capability supporting access to education and employment opportunities	The UK is recognised as a high quality provider of English language products and services to support government/individual ambitions (Prosperity)
4. <i>Education system change has a sustainable and positive impact</i>	Governments and academic institutions find solutions to English language challenges supporting internationalisation and growth strategies	The UK is recognised as a high quality provider of English language products and services to support government/individual ambitions (Prosperity)
5. <i>Teachers improve their students' learning outcomes</i>	Teachers are better equipped to meet the learning needs of their students	The UK is recognised as a high quality provider of English language products and services to support government/individual ambitions (Prosperity)

**Summary of how you will achieve these outcomes (outputs) 250 words maximum**

1. Joined up strategy which positions BC and UK as thought leader in English teaching, learning and assessment in China
2. Government to government agreements; New Directions assessment conference in Malaysia; higher education conference Going Global 2018, also in Malaysia; strong government and stakeholder relations built through these and other government relations.
3. Through securing increased market share and building market demand we will increase the number of candidates taking IELTS exams; Through growing student numbers in the newly-established China teaching centre and through increased capacity and sales in Vietnam, Korea and Taiwan, we will increase the number of teaching hours (see above)
4. Education system change: We will deliver successfully and evaluate the following priority EES teacher development-focused projects this year: Thailand Regional Training Centres, Japan LEEP Year 5 and China teacher training programmes. We will also bid for new projects such as: EFECT2 in Myanmar, respond to the China Standards of English project through appropriate teacher training programmes and secure a new region wide project with HSBC corporate social responsibility programmes.

**PRIORITY RESULT AREA 2: Higher Education and Science - People in tertiary education and research institutes get access, partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies.**

**Outcomes in 2018/19** (please refer to impact statements from the REF level 3)

*It is recognised that most outcomes will be achieved over several years, therefore please indicate what outcomes you are working to and the progress being made this year. To be reviewed at corporate quarterly business reviews. Please note you will only need to report on result areas where there is anything of significance to report.*

**Outcomes in 2018/19**

**Students, teachers and researchers have partnerships etc:**

- 10,500 British students build their international experience and career prospects through quality study and internship opportunities in East Asia in 2018-19

**Internationalisation and systems development etc:**

- Agreed number of new research partnerships facilitated by us are established between the UK and East Asia in priority sectors.
- Greed number of new Asia education partnership (TNE) initiatives are directly supported by British Council IES in 2018-2019
- EU SHARE – support to enhance the quality, internationalisation and competitiveness of ASEAN HEIs and other regional HE agencies and structures, improving intra-ASEAN mobility and creating an environment which is conducive to producing a skilled and highly qualified workforce.

**There is a positive international predisposition towards UK Higher Education**

- East Asia remains the biggest sending region for international students and continues to provide 60% of international students going to study in the UK in 2018-19
- An increased number of UK school and professional exams are delivered in the region - from 339,063 in 2017-18 to 436,800 in 2018-19

**British Council-led research etc**

- Graduate employability pathways in China and emerging economies or south-east Asia
- Openness of ASEAN countries to internationalisation of HE particularly TNE to be presented at Going Global 2018
- EMI in Indonesia (as a model for other countries across the region) will ...contribute to the development of UK-EA partnerships that can make a sustainable and positive impact on conducting research and improving learning through English contributing to wider internationalisation strategies

**Link to contextual analysis** (250 words maximum, your text should cover all of the outcomes stated above)

### **Contextual analysis**

Student mobility, both inward to the UK from East Asia, and outward from the UK to the region is a high priority for countries across the region and in the UK. East Asia represents 60% of global Tier 4 visas issued globally and has 10 of the top recruiting markets for the University sector in the UK, generating revenues of approximately 4bn to the UK economy annually. All countries in the region are embarking upon an ambitious reform agenda in HE, driving more towards a knowledge economy. They see internationalisation as a route to economic growth, delivered not only through mobility and TNE initiatives, but also through the switch to EMI and improvement in their research capacity and translation outputs to support innovation, particularly in Science. In the growing markets of China, Indonesia, Japan, South Korea EMI helps HEIs attract international students and compete with traditional markets such as the UK. Although internationalisation in higher education is a key thrust of the government's development strategy, there are challenges: massive and rapid expansion of access to tertiary education has resulted in inconsistencies in the quality of provision, inadequate innovation capacity and often a mismatch between graduates' skills and the specific needs of the modernising and developing economies in the region.

In China, while the early success of the UK's activities was based mostly on student recruitment, the last ten years have been marked by more in-depth engagement, including the development of bilateral academic exchanges, academic research collaborations, and the establishment of a presence in China through transnational education, such as joint-degree programmes. In Japan, too, internationalisation of universities has been an ongoing agenda by the national government for many years. The UK and Japan, both economically driven countries, are among the world's foremost producers of cutting-edge research and technology, and face similar demographic, social and industrial challenges. There is a greater need for academic and research collaborations to tackle these issues. Hong Kong has also seen a shift in its domestic agenda focusing more on social innovation, ageing and pluralism – complex issues shared by the UK. As a result, the Hong Kong government has put an emphasis on education as a foundation with which to respond and rectify these issues. In Indonesia, Philippines, Thailand, Taiwan and Vietnam, there is growing awareness to internationalise higher education, drawing on UK experience and expertise to upgrade quality and relevance of higher education. These countries are now actively setting enabling policies and investing to support higher education sector to establish international engagements. In this rapidly changing context, for the UK to remain competitive and to be a significant education and research partner in East Asia over the next decade, we need to propel our engagement to a new level that is driven not just by the various demands from the region, but by UK's own ambitions to develop international education and R&D through a proactive, focused and planned approach.

<b>Please summarise the benefits for your region and for the UK, and how these will be evaluated and measured</b>		
<i>Please use the relevant impact statements from the REF</i>		
<b>Impact statement</b>	<b>Benefits for region / evaluation and measurement</b>	<b>Benefits for the UK / evaluation and measurement</b>
<ul style="list-style-type: none"> <li>• <i>Students, teachers and researchers have partnerships, training and collaboration which improve their careers and help produce high quality teaching, learning and research</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students from East Asia improve their careers through high quality teaching, learning and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people in the UK gain experience of living/working/studying in East Asia as well as language/ICR capability, positioning them well for future careers in or working with East Asia or other different nationalities (Prosperity)</li> <li>• UK HE continues to be seen as world leading/attractive destination, attracting income from overseas students (Prosperity)</li> <li>• Young students gain positive affinity with/understanding of UK which influences future attitudes and actions towards UK (Influence)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Internationalisation and systems development in Higher Education, research and science institutions and organisations delivers long term benefits for the UK and target countries</i></li> </ul>	Countries are supported in their higher education internationalisation strategies	UK higher education institutions benefit from internationalisation of HE sector in East Asia
<ul style="list-style-type: none"> <li>• <i>There is a positive international predisposition towards UK Higher Education</i></li> </ul>	UK recognised as a trusted partner, collaborator and source of knowledge and experience	A strong UK education brand increases interest from EA in partnership, collaboration and exchange
<ul style="list-style-type: none"> <li>• <i>There is a deeper engagement between science and wider society</i></li> </ul>	Agreed to undertake more formal review in response to initial stakeholder discussions	Agreed to undertake more formal review in response to initial stakeholder discussions
<b>Summary of how you will achieve these outcomes (outputs) 250 words maximum</b>		
<ul style="list-style-type: none"> <li>• EA Inward Mobility programme will ensure East Asia continues to lead in the number of international students going to study in the UK in 2018-19 (based on Tier 4 visas issued)</li> </ul>		

- EA Outward Mobility programme will support British students to build their international experience and career prospects through quality study and internship opportunities in East Asia
- Through Newton Fund programme we will develop research partnerships and researcher exchange between countries in EA and the UK
- Through Higher Education Partnerships programme we will build capacity and opportunity for the UK to partner with EA's HE sector
- Through Internationalising Higher Education Governance and Leadership programme we will build the capacity of rectors and VCs
- Through Going Global 2018 (in Malaysia) we will position the UK as the leader in International Higher Education
- BC IES business will directly support 15 new UK-East Asia education partnership (TNE) initiatives directly support

### PRIORITY RESULT AREA 3: Skills and enterprise

People have the skills to be employable and to build inclusive and creative economies which support stable and prosperous societies.

**Outcomes in 2018/19** (please refer to impact statements from the REF level 3)

*It is recognised that most outcomes will be achieved over several years, therefore please indicate what outcomes you are working to and the progress being made this year. To be reviewed at corporate quarterly business reviews. Please note you will only need to report on result areas where there is anything of significance to report.*

RESULT AREA: Skills and Enterprise - People have the skills to be employable and to build inclusive and creative economies which support stable and prosperous societies.

REF Level 3 Impact Statements mapped to 2018-2019 portfolio:

- New or enhanced policies and approaches foster skills, employability and (social/creative) enterprise.
- Young people have increased knowledge, skills and understanding which enable them to contribute positively to society, locally and globally

**Link to contextual analysis** (250 words maximum, your text should cover all of the outcomes stated above)

The biggest challenge for countries in East Asia is to ensure inclusive growth so that prosperity can be shared by all. Governments across South East Asia are recognising the importance of developing policies to address these societal challenges and social enterprise and social entrepreneurship are recognised as being models for inclusive growth and sustainable development.

As a result, many countries in East Asia are keen to draw on UK experience and expertise in fostering the growth of social enterprise and social entrepreneurship locally. Similarly the UK's social enterprise sector has demonstrated a commitment to internationalise, through exporting goods and services and through sharing and learning with partners overseas.

Indonesia, Vietnam, Malaysia, the Philippines, Myanmar and Thailand are experiencing different rates of growth, however similar challenges and opportunities remain:

- Under employment, lack of jobs or career pathways for aspiring and early stage social entrepreneurs and those particularly in rural areas or marginalised groups
- Education systems that are not meeting labour market needs in terms of 21st century skills including social entrepreneurship and innovation

- A lack of infrastructure, policies and legal systems that support small/medium enterprises operating with social purpose
- Across the region social enterprises struggle to secure the funding and investment they need to grow beyond the start-up stage
- Lack of awareness and understanding of social enterprise amongst the public, government and private sector

The East Asia Society portfolio addresses the key external challenges of: Inequality through the lens of inclusive economic growth/shared prosperity– our work in Social Enterprise

**Please summarise the benefits for your region and for the UK and how these will be evaluated and measured**

Please use the relevant impact statements from the REF

<b>Impact statement</b>	<b>Benefit to region / evaluation and measurement</b>	<b>Benefit to UK / evaluation and measurement</b>
New or enhanced policies and approaches foster skills, employability and (social/creative) enterprise.	Social/creative enterprises and social/creative entrepreneurs have the skills and knowledge to make a valuable contribution to society and have a supportive policy and infrastructure environment	UK is recognised as a leader in social enterprise/creative economy  UK priorities: FCO prosperity; DFID Economic Development Strategy

**Summary of how you will achieve these outcomes (outputs) 250 words maximum**

- EU CSO SEED (Philippines) will deliver a final year of outputs in social enterprise policy engagement; in building coalitions of support for CSO's to advocate for jobs and decent work; building the capacity of social enterprise support services and delivering small-scale SEED grants to SME's, CSO's and social enterprises.
- South East Asia Social Enterprise will continue to strengthen the enabling conditions for social enterprises to flourish through developing the capacity of policy makers; developing Higher Education systems linkages for teaching and developing student capacity in social entrepreneurship; building a baseline for social enterprise through SE surveys across key ASEAN countries working with UNESCAP
- Indonesia ODA uplift (DICE – Developing Inclusive and Creative Economies) will support social and creative entrepreneurs to build their capacity to grow their social/creative enterprises
- NZ/Pacifics New Audiences New Approaches and Active Citizens Korea will develop the skills of diverse social innovators and community leaders to deliver community based social action projects to support more inclusive societies.
- Premier Skills Indonesia will continue to strengthen the network of community coaches to deliver skills/confidence to young people through the medium of sport.
- Distribution Exams business will increase in number of UK school and professional exams delivered from X in 2016-17 to Y in 2017-18

**PRIORITY RESULT AREA 4: Arts - People's lives are enriched by arts and culture and cultural heritage is valued.**

**Outcomes in 2018/19** (please refer to impact statements from the REF level 3)

*It is recognised that most outcomes will be achieved over several years, therefore please indicate what outcomes you are working to and the progress being made this year. To be reviewed at corporate quarterly business reviews. Please note you will only need to report on result areas where there is anything of significance to report.*

People's lives are enriched by arts and culture and cultural heritage is valued as a result of our work:

Impact statement for Arts result area

**Cultural professionals and artists in the UK and target countries develop their knowledge, skills and networks. (SKILLS)**

- The BC cultural skills programmes contribute to professionalize the creative sector by equipping 300 creative practitioners by 2020 with skills and knowledge and networks necessary and relevant for successful (self)employment in the creative sector through diverse partnerships between UK and EA.

**Individuals develop their collaborative, reflective and critical thinking skills and promote greater social inclusion. (INCLUSION/CITIES)**

- 762 cultural practitioners in EA have become more inclusive in their practice and programming and profile of the UK in inclusive arts has opened increased opportunities in EA for UK organizations

**Arts and cultural organisations in the UK and target countries raise their profile, share more practice and increase the economic value of their partnerships. (PARTNERSHIPS)**

- Stronger and more sustainable partnerships between organizations in the UK and EA will lead to better capacity for more equitable exchange and better economic opportunities

**The arts and cultural infrastructure and creative economies of the UK and target countries are strengthened through investment and collaboration.**

- Supporting the development of creative spaces, infrastructure development and creative economy policy to increase artistic and commercial collaboration

**The UK's international reputation is enhanced through experiences of arts and culture.**

- We position the UK as partner of choice in creativity, innovation and inclusion through increased number of **significantly deepened**

**connections** demonstrating a step change in CR in season countries and through reaching targets for face to face and digitally through media partnerships and digital platforms .

**Link to contextual analysis** (250 words maximum, your text should cover all of the outcomes stated above)

As evidenced by the *United Nations Creative Economy Report 2013, Special Edition*, the creative economy is the most rapidly growing sectors of the world economy. Japan, China and Korea put significant investments in creative capacities via education and institutions. By 2020, the Chinese government predicts its cultural industries will represent 5% of economic turnover. The UNCTAD 2010 report estimates creative exports from Asean 10<sup>1</sup> countries have more than doubled in the last 10 years. Cultural skills and leadership research in EA (2014 in HK, SGP, Burma, Indonesia and in 2016 in China) evidence the reputation of the UK in developing skills and infrastructure in the creative sector and demonstrate interest in collaborations for mutual sharing and learning both in skills and in creative exchanges.

The growing economic of East Asia goes hand in hand with challenges for less privileged people in cities and rural areas where arts can work with other sectors to drive social change and where creative industries can contribute to improved livelihood, as evidenced by the BC research in NEA on the role of arts in inclusive societies (focus on disability and ageing ), by our research SEA mapping the crafts sector to understand the support needed for women artisans , and by the mapping creative spaces hubs contributing to social change in cities.

This growth in EA goes together with geo-political change in East Asia and is bringing about a renewed confidence in cultural identity. The changing demographics in AU and NZ and the interest in Asia for Asia ask for new ways of engaging with the UK. The UK's art sector is predominantly familiar with North Asia and countries with a historical connection. The exchanges with and knowledge about some South-East Asian countries (e.g. Indonesia) has much opportunity for growth.

**Please summarise the benefits for your region and the UK and how these will be evaluated and measured**

*Please use the relevant impact statements from the REF*

<b>Impact statement</b>	<b>Benefit for region/ evaluation and measurement</b>	<b>Benefit for UK / evaluation and measurement</b>
<i>Cultural professionals and artists develop their knowledge, skills and networks</i>	Better skills and stronger networks will increase capacity and professionalism of creative practitioners in EA to build stronger creative sector and with more countries, with a focus on China, Indonesia, Burma.	Stronger capacity of EA practitioners will lead to more equitable and better/ stronger creative collaborations for UK practitioners in EA.

<sup>1</sup> Vietnam, Indonesia, Singapore, Myanmar, Philippines, Laos, Cambodia, Thailand, Brunei, Malaysia.

<i>Individuals develop their collaborative, reflective and critical thinking skills and promote greater social inclusion</i>	EA countries are interested in the UK experience in building more inclusive societies through work in arts & disability and ageing, in NEA . SEA and AU are interested in learning how the arts practitioners and art spaces can become more inclusive.	Developing opportunities for UK stakeholders to play a key role in developing skills and solutions in areas like inclusion/well being, creativity and innovation, with strong focus on cities
<i>Arts and cultural organisations raise their profile, share more practice and increase the economic value of their partnerships</i>	Particular attention to developing opportunities for stronger and more sustainable partnerships between Indonesia, Japan , Korea and China to help raise profile of these countries (particularly Indonesia) in the UK	Opportunities to raise profiles of city partnership and develop deeper partnership opportunities with particular key countries like Indonesia, Japan and China (also through China Now)
<i>The arts and cultural infrastructure and creative economies are strengthened through investment and collaboration</i>	Countries in SEA are asking support in creative economy development and China is interested in greater opportunities for collaboration with the UK.	Opportunities to share UK practice and influence on policy development in countries like Indonesia, Philippines, Malaysia ,Vietnam ) and creative opportunities for artistic and commercial collaboration in an important market in the world.
<i>The UK's international reputation is enhanced through experiences of arts and culture.</i>	Practitioners in EA are interested in UK experience and network in developing creativity, innovation and inclusion. Perception toward the UK is changing in Indonesia and there is stronger awareness of what the UK can offer in terms of skills development and artistic collaboration across different countries as a result of deeper engagement (eg. Post Korea season)	UK sectors become better aware of what the opportunities are (e.g. through China Now) and build up their reputation as a source of creativity and skills development
<p><b>Summary of how you will achieve these outcomes (outputs) 250 words maximum</b></p> <ul style="list-style-type: none"> <li>• 100 creative partnerships are set up in Indonesia to develop and present collaborative work in the framework of the UK/ID and Japan /UK Season programmes. Successful completion of year 3 of the UK/ID season will see a strong evidence of impact (and reaching 2 Million people digitally a year) , perception change evidence through social media listening and sustained connections between the UK and Indonesia</li> <li>• 310 better trained arts professionals equipped with skills and knowledge to develop stronger museum, fashion and performing arts sector in</li> </ul>		

China & HK and 75 better trained museum professionals Myanmar by end 2019 through Cultural Skills Programme.

- 350 female artisans and crafts leaders across Burma, Thailand and Malaysia are equipped in 2018-9 with skills and knowledge necessary and relevant for successful employment /business development in the creative sector through social and creative enterprise skills through the Crafting Futures global programme.
- 50 cultural leaders in SEA and AU are equipped with better skills and networks are set up between cultural leaders across EA. New programme in Australia to connect BAME/ CALD artists from the UK with AU to develop improved cultural leadership and inclusion of arts professionals in both UK and Australia
- Through Creative Hubs programme the capacity of 50 creative hubs in SEA is developed to become more sustainable and new hubs are emerging to promote diverse thinking and inclusion. The EU-Vietnam creative hubs programme will substantially stimulate this area in the coming 3 years.
- 762 creative practitioners and institutions are trained and develop collaborations in the area of arts and disability and inclusive practice through programmes in Indonesia and NEA as well as arts and ageing, and arts and technology.
- 40% increase in stronger and more sustainable partnership between the UK and China via our work in Brokering and Connecting Institutions and through the China Now digital platform.
- 23 more cities in the UK area connected through our work in NEA (Urban Futures programme) , our work in creative hubs & cities (SEA) supporting the emerging global cities programme.

**PRIORITY RESULT AREA 5: Civil Society and Justice - Citizens interact with states in ways which encourage collaboration and create societies that work better for people.**

**Outcomes in 2018/19** (please refer to impact statements from the REF level 3)

*It is recognised that most outcomes will be achieved over several years, therefore please indicate what outcomes you are working to and the progress being made this year. To be reviewed at corporate quarterly business reviews. Please note you will only need to report on result areas where there is anything of significance to report.*

REF Level 3 Impact Statements mapped to the Society Portfolio 2018-2019

- Citizens work in their communities to improve their own and others' well-being, contributing to societies that work for all
- More effective, transparent and consultative citizen-state interactions reduce tensions and conflict in society.
- More inclusive thinking is integrated on (i) promoting inclusive growth and (ii) service provision that works for the poorest or most marginalised.
- Young people have increased knowledge, skills and understanding which enable them to contribute positively to society, locally and globally
- Fairer access to justice and improved rule of law creates more stability and prosperity.

**Link to contextual analysis** (250 words maximum, your text should cover all of the outcomes stated above)

The story of the Asia-Pacific region in recent years is the story of remarkable change. From widespread poverty to increasing prosperity, from mainly rural communities to urban megalopolises, development has boomed, and that trend is expected to continue.

Inequalities remain stark in the Asia and the Pacific region, and in some cases have become worse. People in rural areas and minority groups are among those still left behind. Gender gaps continue in employment and political representation. Youth populations have reached record numbers, but they are not consistently making smooth transitions into adulthood, for reasons that include inadequate training and insufficient employment. People across the region are increasingly aware of the impacts of unsustainable depletion of natural resources, severe air pollution, and deadly natural disasters.(UNDP, Asia Pacific Result report 2015-2016)

The long-term challenge is to sustain growth and make it more inclusive” (World Bank Asia/Pacific projections report 2016-2018)

The East Asia Society portfolio addresses the key external challenges of:

- Inequality through the lens of inclusive economic growth/shared prosperity– our work in Social Enterprise
- Citizen voice/rights and accountability - through our work in Governance and Civil Society
- Security and stability in areas of conflict/fragile democracies - through our work in Justice and the Rule of Law. (Myanmar, Philippines)

<b>Please summarise the benefits for your region and for the UK and how these will be evaluated and measured</b> Please use the relevant impact statements from the REF		
<b>Impact statement</b>	<b>Benefit to region / evaluation and measurement</b>	<b>Benefit to UK / evaluation and measurement</b>
<i>Citizens work in their communities to improve their own and others' well-being, contributing to societies that work for all.</i>	Strengthened capacity of civil society, communities and social leaders to support community empowerment; community cohesion and sustainable development.	Shared UK experience of engagement between citizens in governance at local and national levels . UK is an effective advocate for the role of civil society organisations (part of the 'golden thread') in development.
<i>More effective, transparent and consultative citizen-state interactions reduce tensions and conflict in society.</i>	An enhanced relationship between CSOs , communities, local authorities and government in fragile and conflict affected areas in EA	Develop trust between citizens and the state as a basic premise for furthering democracy and the promotion of UK values of equality of opportunity, justice and inclusion  FCO/DFID/EU priorities: Stability/Security agenda CSSF; UK Aid priorities (Golden Thread)
<i>More inclusive thinking is integrated on (i) promoting inclusive growth and (ii) service provision that works for the poorest or most marginalised.</i>	Citizens are more able to engage with public institutions so that (1) policies are more inclusive and (2) access to services improves	Develop trust between citizens and the state as a basic premise for furthering democracy and the promotion of UK values of equality of opportunity, justice and inclusion  FCO/DFID/EU priorities: Stability/Security agenda CSSF; UK Aid priorities (Golden Thread)
Young people have increased knowledge, skills and understanding which enable them to contribute positively to society, locally and globally	Mutual understanding of young people's roles, responsibilities and rights	UK assets in youth empowerment through sport harnessed (Premier Skills).

<p><i>Fairer access to justice and improved rule of law creates more stability and prosperity.</i></p>	<p>Increased capacity within communities to use/apply knowledge and understanding about their rights</p> <p>Justice services and authorities are more widely available and of higher standard, and increasingly meet the needs of communities and their residents.</p>	<p>UK values of fair, inclusive, democratic and open society are recognised, creating opportunities for UK influence on trade and governance.</p> <p>FCO/DFID/EU priorities: Stability/Security agenda CSSF; UK Aid priorities (Golden Thread)</p>
<p><b>Summary of how you will achieve these outcomes (outputs) 250 words maximum</b></p> <ul style="list-style-type: none"> <li>• Network of Millennium Centres in Myanmar are trained and supported to deliver services for underserved community groups (Frontiers 2020 programme)</li> <li>• DFID Pyoe Pin 3 - the project will build on the success and lessons learnt from the first and second phase. Emphasis on consolidating past successes: verifying significant results; sharing lessons and developing sustainability strategies.</li> <li>• EU MyJustice (Myanmar) , EU GoJust (Philippines) and Community Policing Philippines continue to work with partners to deliver awareness of access to justice; drive better citizen/state relations; deliver justice sector reform and share insights and evidence with state/policymakers</li> </ul>		

## 2. Enablers

This section should describe what you need in order to achieve the objectives and priorities described above, as required.

Please ensure these are aligned with the key corporate enablers (to grow and diversify surplus, to improve our operational efficiency, to increase the capability and effectiveness of our people, to create a digitally enabled organisation and to improve our research and evidence base). These could include for example new products to grow surplus and impact, new operating models, a reform of the estate/premises, a rationalisation of the portfolio, new capacity, learning and development etc.

Please add a separate box for each deliverable

<b>ENABLER 1: To grow and diversify surplus</b>	
SMART description of what you are seeking to achieve	Grow our Exams and Teaching business to support the corporate target of 8.5% CAGR in surplus.
Summary of the outputs to realise this	<p>Diversify from our reliance on China IELTS through growing Distribution exams in China, through building the market in China for English assessment for domestic use, and growing all exams across the rest of East Asia.</p> <p>Diversify from our large teaching businesses in mature markets such as Singapore by ensuring our business in newer markets like China, Burma and Vietnam continue to grow through partner school centres where possible.</p>
Measure of success/ target for 18/19 (please refer to corporate KPI documentation)	<ol style="list-style-type: none"> <li>Priority key performance indicator: percentage/£ gross surplus: <ul style="list-style-type: none"> <li>Exams gross surplus increase from £70,690k in Q2RF 2017-18 to £73,299k in 2018-19 (yoy 3.7% (@2017-18 BP Rate))</li> <li>Teaching gross surplus 19.8%/£78m (19.4%/£73.8m 17/18)</li> </ul> </li> <li>Total exams (by key products) and teaching volumes: <ul style="list-style-type: none"> <li>IELTS volume: From 941k (Q2RF 17/18) to 986k (18/19)</li> <li>Distribution volume: From 436k (Q2RF 17/18) to 503k (18/19)</li> <li>Aptis volume: From 41k (Q2RF 17/18) to 56k (18/19)</li> </ul> </li> </ol>

	<p>3. Teaching volumes</p> <ul style="list-style-type: none"> <li>• Teaching YLs volume: from 220,550 (17/18) to 255,154 (18/19) class hours</li> <li>• Teaching Adults volume: from 156,775 (17/18) to 139,487 (18/19) class hours</li> </ul> <p>4. Distribution Exams business will increase in number of UK school and professional exams delivered from:</p> <ul style="list-style-type: none"> <li>• Total Distribution - 399,063 in 2016-17 to 436,800 in 2017-18</li> <li>• UK School - 18,101 in 2016-17 to 19,403 in 2017-18</li> <li>• Professional exams - 342,256 in 2016-17 to 378,845 in 2017-18</li> </ul>
<p>Key assumptions and constraints in achieving success/ targets</p>	<p>Assumptions:</p> <ul style="list-style-type: none"> <li>• We are able to capture a significant share of the Chinese candidates travelling to 3<sup>rd</sup> countries to take the exam against IDP.</li> <li>• We are able to focus our marketing activities fast enough to generate adequate new leads for teaching.</li> </ul> <p>Constraints:</p> <ul style="list-style-type: none"> <li>• IELTS repeater rate in China is reducing as levels of English improve</li> <li>• New products entering high stakes English testing market lead to increase competition</li> </ul>
<p><b>ENABLER 2: To improve our operational efficiency</b></p>	
<p>SMART description of what you are seeking to achieve</p>	<p>Drive efficiencies to achieve agreed targets</p>
<p>Summary of the outputs to realise this</p>	<ul style="list-style-type: none"> <li>• Embed the appropriate level of professional service and ensure benefits for change projects promoting standardisation, repeatability and economies of scale (e.g. Exams Transformation, MEEP, FTP) are realised</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement Procurement Reform programme reducing number of suppliers we work with and managing supplier relationships</li> <li>• Achieve operational efficiencies in English and Exams</li> <li>• Achieve staffing efficiencies and higher standards of management through implementation of Programme Based Planning (larger scale multi-country, multi-year projects)</li> <li>• Lead different ways of working through use of Zoom and Skype for Business to reduce travel costs</li> </ul>
Measure of success/ target for 18/19 (please refer to corporate KPI documentation)	<ol style="list-style-type: none"> <li>1. Priority key performance indicator: indirect costs (including shared premises) as a percentage of total costs does not exceed 7.2% of income</li> <li>2. £150,000 income per full time equivalent member of staff.</li> <li>3. Number of systems outages affecting customers is no more than 3</li> </ol>
Key assumptions and constraints in achieving success/ targets	<p>Assumptions</p> <ul style="list-style-type: none"> <li>• Change projects will realised planned benefits</li> <li>• Staff will adapt to new ways of working in order to reduce travel</li> </ul> <p>Constraints</p>
<b>ENABLER 3: To increase the capability and effectiveness of our people</b>	
SMART description of what you are seeking to achieve	A high performing workforce which enables the delivery of our strategy
Summary of the outputs to realise this	<ul style="list-style-type: none"> <li>• Robust talent management process to identify and develop key talent and build pipeline for business critical roles including strong leadership development offer</li> <li>• Strong Management development offer to ensure all managers are equipped to effectively manage change, performance and employee relations issues</li> <li>• Effective change implementation which embeds change and new ways of working through developing skills, changing behaviour and engaging all impacted stakeholders proactively in the process</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective implementation of HR change including MyHR and realisation of benefits</li> <li>• Strong performance management culture, driven from the leadership team down</li> <li>• Robust measurement and evaluation of business impact of transformation and development programmes</li> <li>• An effective communication plan which engages all stakeholders at the right level and fosters two-way communication</li> </ul>
<p>Measure of success/ target for 18/19 (please refer to corporate KPI documentation)</p>	<ol style="list-style-type: none"> <li>1. Priority key performance indicator: percentage total headcount voluntarily leaving during the year is no more than 20%</li> <li>2. Priority key performance indicator: percentage staff engagement = 75% (currently 69%)</li> <li>3. Percentage confidence in senior leadership = 50% (currently 44% for regional team)</li> <li>4. Employee survey completion rate = 55% (currently 45%)</li> <li>5. Percentage confidence in change management 50% (currently 39%)</li> <li>6. Percentage women in senior management exceeds 45%</li> <li>7. £ spent on staff development per member of staff is no less than £400 per capita and is effectiveness evidenced</li> <li>8. Global Diversity Assessment Framework score of.....</li> <li>9. At least 85% of leadership roles filled by internal talent</li> </ol>
<p>Key assumptions and constraints in achieving success/ targets</p>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Diverse teams deliver greater performance than homogenous teams</li> <li>• Staff development, engagement &amp; diversity has a positive effect on retention and capability and on</li> </ul>

	<p>business results</p> <p><b>Constraints</b></p> <ul style="list-style-type: none"> <li>• Pay constraints in high salary markets such as China, Singapore and Hong Kong make recruiting and retaining top talent a challenge</li> </ul>
<p><b>ENABLER 4: To create a digitally enabled organisation (owned by Digital lead)</b></p>	
<p>SMART description of what you are seeking to achieve</p>	<p>Take advantage of digital technologies to support our strategy</p>
<p>Summary of the outputs to realise this</p>	<ul style="list-style-type: none"> <li>• Transformation of areas of business through the use of digital technologies</li> <li>• Use of digital technologies to become more experimental and collaborative</li> <li>• Use of data and analytics to drive decision making</li> <li>• Integrate use of digital technologies to drive efficiencies and increase agility</li> <li>• Build the necessary skills to identify and realise how digital technology can impact the business and to capitalize on digital trends</li> </ul>
<p>Measure of success/ target for 18/19 (please refer to corporate KPI documentation)</p>	<ul style="list-style-type: none"> <li>• Number and performance of new digital products</li> </ul> <p><u>Customers:</u></p> <ul style="list-style-type: none"> <li>• CD IELTS launched in at least 3 markets and grows to 40% of IELTS delivered within first year.</li> <li>• At least one new digital assessment product launched in East Asia.</li> <li>• AI and assessment – aim to launch in 2020</li> <li>• PSGN digital engagement through OSS in China and three other markets</li> <li>• Enhance and create economies of scale with regionally led digital marketing activity to improve overall customer experience as well as knowledge with the organisation. <ul style="list-style-type: none"> <li>• 4 regionally co-ordinated digital marketing campaigns</li> <li>• regional way of managing/co-ordinating corporate social media</li> </ul> </li> <li>• Be more responsive with customers by leveraging CRM and new technologies such as live chat to ensure that we are more front of mind in their journey with us. <ul style="list-style-type: none"> <li>• 20% improvement in conversions for sales in teaching centres</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• improvement in customer satisfaction index</li> <li>• Use StoryPort externally to encourage a more coherent narrative of our impact across East Asia that will help position our organisation as a leading and valued partner. <ul style="list-style-type: none"> <li>• 30% uplift in online positive mentions of the British Council across East Asia</li> </ul> </li> <li>• Improve L&amp;D opportunities in digital marketing and communications for staff in East Asia to improve and enhance the use of our digital channels. <ul style="list-style-type: none"> <li>• Improvement in online external engagement across all channels</li> </ul> </li> </ul> <p><u>Internal:</u></p> <ul style="list-style-type: none"> <li>• Use StoryPort to enable a more coherent way in which we manage the stories of our impact to help improve the overall positioning of the organisation. <ul style="list-style-type: none"> <li>• Enhanced understanding internally of the impact the British Council makes in East Asia.</li> <li>• Improved understanding of the East Asia contribution to the value to Britain in the various business reviews initiated by the UK.</li> </ul> </li> <li>• Use regionally led data and analytics that supports for all business units to ensure better informed customer services, decision making and business performance management. <ul style="list-style-type: none"> <li>• Improved ROI across all businesses</li> </ul> </li> <li>• MyHR is implemented across East Asia</li> <li>• Retention of staff in roles linked to digital communications, marketing, analytics, technology etc</li> </ul>
Key assumptions and constraints in achieving success/ targets	
<b>ENABLER 5: To improve our research and evidence base</b>	
SMART description of what you are seeking to achieve	<p>The British Council is valued by customers and stakeholders as an organisation which helps them meet their objectives and we can evidence this.</p> <p>British Council research and thought leadership is recognised by stakeholders as influencing and shaping the UK's cultural relations engagement in priority sectors</p>

Summary of the outputs to realise this	Strong overall strategy for our brand and narrative in a country led by the Country Director function.
Measure of success/ target for 18/19 (please refer to corporate KPI documentation)	<ol style="list-style-type: none"> <li>1. Priority key performance indicator: percentage brand sentiment score in our top 21 priority countries.</li> <li>2. Qualitative feedback from stakeholders and influencers (including government and perceptions surveys). <ul style="list-style-type: none"> <li>• At least 10 outstanding pieces of qualitative feedback evidencing how we have significantly supported a stakeholder objective</li> <li>• Agreed EA research influencing the UK's international engagement</li> </ul> </li> </ol>
Key assumptions and constraints in achieving success/ targets	<p>Constraint:</p> <ul style="list-style-type: none"> <li>• Measuring our overall brand sentiment in China is complex with different entities and names.</li> </ul>

## Annex 1: East Asia grant, partnerships and FCR contracts summary

No	Name	SBU	SRO	Programme end			Participating country													
				18/19	19/20	20/21	AUS	HK	JPN	KR	NZ	SG	TW	ID	MM	MY	PH	TH	VN	CH
1	Outward Mobility	E&S	Matt Knowles																	
2	Japan Season	E&S, Arts	Matt Burney																	
3	Newton Fund	E&S	Sue Milner																	
4	HE Partnerships <sup>2</sup>	E&S	Sue Milner																	
5	Inward Mobility	E&S	Jazreel Goh																	
6	IHE Leadership and Governance	E&S	Sue Milner																	
7	Industry and Skills Development Programme	E&S	Jazreel Goh																	
8	UK/CH Football Development	E&S	Jazreel Goh																	
9	Frontiers 2020	E&S	Matt Sheader																	

<sup>2</sup> Contains Supporting University-Industry Links (including RENKEI Japan) and Transnational Education and Quality Assurance

10	Active Citizens Korea	E&S	Jakira Khanam																	
11	New Audiences, New Approaches	E&S, Arts	Ingrid Leary / Helen Salmon																	
12	Support for Social Enterprise in SEA	E&S	Jakira Khanam																	
13	Creative Hubs	Arts	Katelijan Verstraete																	
14	Cultural Skills and Leadership Networks	Arts	Katelijan Verstraete																	
15	Urban Futures	Arts	Nick Marchand																	
16	Crafting Futures	Arts	Katelijan Verstraete																	
17	Internationalising Cultural Sectors	Arts	Nick Marchand																	
18	Famelab	E&S	Sue Milner																	
19	Going Global	E&S	Sue Milner																	
20	Future Leaders	E&S	UK																	

21	Future News	E&S	UK																
22	Community Policing	E&S	Jakira Khanam																
23	CSO-SEED	E&S	Jakira Khanam																
24	Premier Skills ID	E&S	UK																
25	ID Season	Arts	Paul Smith																

FEMVA

**Annex 2: RESULT AREAS AND IMPACT STATEMENTS – V 25 June 2017**

RESULT AREA	IMPACT STATEMENT
<p><b>Arts</b> People’s lives are enriched by arts and culture and cultural heritage is valued.</p>	<ul style="list-style-type: none"> <li>• Cultural professionals and artists in the UK and target countries develop their knowledge, skills and networks.</li> <li>• Individuals develop their collaborative, reflective and critical thinking skills and promote greater social inclusion.</li> <li>• Arts and cultural organisations in the UK and target countries raise their profile, share more practice and increase the economic value of their partnerships.</li> <li>• The arts and cultural infrastructure and creative economies of the UK and target countries are strengthened through investment and collaboration.</li> <li>• The UK’s international reputation is enhanced through experiences of arts and culture.</li> </ul>
<p><b>English</b> Good English teaching helps people to study and work and to develop careers, confidence and networks.</p>	<ul style="list-style-type: none"> <li>• British Council and UK research and innovation contribute to a better understanding of ‘what works’ in English language teaching and learning.</li> <li>• British Council thought leadership and advocacy contribute to the development of context-appropriate, equitable and resource-efficient English language policy.</li> <li>• Learners of English achieve their goals more quickly.</li> <li>• Education system change has a sustainable and positive impact.</li> <li>• Teachers improve their students’ learning outcomes.</li> </ul>

RESULT AREA	IMPACT STATEMENT
<p><b>Higher Education and Science</b> People in tertiary education and research institutes get access, partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies.</p>	<ul style="list-style-type: none"> <li>• Students, teachers and researchers have partnerships, training and collaboration which improve their careers and help produce high quality teaching, learning and research.</li> <li>• Internationalisation and systems development in Higher Education, research and science institutions and organisations delivers long term benefits for the UK and target countries.</li> <li>• There is a positive international predisposition towards UK Higher Education.</li> <li>• There is a deeper engagement between science and wider society.</li> <li>• British Council-led research informs and shapes international education and cultural relations.</li> </ul>
<p><b>Skills and enterprise</b> People have the skills to be employable and to build inclusive and creative economies which support stable and prosperous societies.</p>	<ul style="list-style-type: none"> <li>• People are more employable, entrepreneurial and successful because of the skills they acquire.</li> <li>• Institutions and organisations implement more effective approaches to skills and enterprise development.</li> <li>• Stakeholders have the knowledge required to support effective approaches to skills and enterprise development.</li> <li>• New or enhanced policies and approaches foster skills, employability and (social/creative) enterprise.</li> <li>• Networks and partnerships in skills and enterprise enhance the international flow of information and trust, raising the UK's profile and reputation in this field.</li> </ul>

RESULT AREA	IMPACT STATEMENT
<p><b>Young people</b> Young people (aged 4 – 30) have the skills, resilience and networks to find pathways to better lives.</p>	<ul style="list-style-type: none"> <li>• Young people experiencing conflict, crisis and rapid transition develop resilience to cope with shocks, and contribute to greater stability.</li> <li>• Changes to structural conditions enable young people to contribute to the creation of more stable and prosperous societies.</li> <li>• Young people develop the knowledge, skills and understanding which enable them to contribute better to society, locally and globally, and to prosperity and greater stability.</li> <li>• Education systems, teaching and learning are improved and have better outcomes, through international collaboration and support.</li> </ul>
<p><b>Women and girls</b> Women and girls participate in, and benefit from, decision making and social change.</p>	<ul style="list-style-type: none"> <li>• Women and girls have the awareness, skills, confidence and networks to improve their own and others' lives and contribute economically, socially and/or politically.</li> <li>• Women and girls and men and boys tackle gender norms and attitudes in ways which enable women and girls to participate and benefit in different spheres.</li> <li>• Women and girls get access to services, resources and opportunities that improve their lives.</li> <li>• Partnerships and collaborations address problems faced by women and girls and make progress towards gender equality.</li> <li>• Policy and legislative changes support gender equality and improve the lives of women and girls.</li> </ul>

RESULT AREA	IMPACT STATEMENT
<p><b>Civil Society and Justice</b> Citizens interact with states in ways which encourage collaboration and create societies that work better for people.</p>	<ul style="list-style-type: none"> <li>• Citizens work in their communities to improve their own and others' well-being, contributing to societies that work for all.</li> <li>• More effective, transparent and consultative citizen-state interactions reduce tensions and conflict in society.</li> <li>• More inclusive thinking is integrated on (i) promoting inclusive growth and (ii) service provision that works for the poorest or most marginalised.</li> <li>• Fairer access to justice and improved rule of law creates more stability and prosperity.</li> <li>• UK values of fair, inclusive, democratic and open society are recognised, creating opportunities for UK influence on trade and governance.</li> </ul>
<p><b>Testing and Assessment</b> Students and professionals get internationally recognised UK qualifications for study, life and work.</p>	<ul style="list-style-type: none"> <li>• UK tests and qualifications are recognised as high quality and trustworthy.</li> <li>• The increased knowledge and confidence of test-users enables them to make more informed decisions to achieve their educational and professional goals.</li> <li>• English language testing and assessment policies enable people to access education, career and personal opportunities more successfully and governments optimise resources to deliver appropriate assessment systems.</li> <li>• Our work with governments and institutions influences systemic approaches and practice and delivers reputational benefits and economic partnerships for the UK.</li> <li>• The British Council's is recognised for its expertise and leadership in testing and assessment through research and innovation.</li> </ul>