


# UK Vietnam higher education collaboration forum

Hilton Opera Hanoi, 30/10/2018

# Workshop 3: Student Mobility and Employability – Increasing Need for Intercultural Skills and Academic English

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Vietnam

## Who Are We?



Welcome to the British Council

The United Kingdom's international organisation for cultural relations and educational opportunities

We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with more than 100 countries across the world in the fields of arts and culture, English language, education and civil society.

## Who Are We?



Our organisational values:

- Mutuality
- Professionalism
- Trust
- Integrity
- Valuing People.

Our organisational behaviours:

- Working Together
- Being Accountable
- Connecting with Others
- Creating Shared Purpose
- Making It Happen
- Shaping the Future.

# Who Are We?

## EMI impacts: Active Citizens

Active Citizens is a community cohesion and leadership programme that is delivered in over 40 countries through a network of 400 partner organisations.

Active Citizens meet to learn about the local volunteering landscape and generate ideas for social action. Currently partnering with MoET Vietnam to deliver a three-year training programme for university lecturers, focusing on Social Entrepreneurship, using Active Citizens as a training methodology.



© British Council Active Citizens

*'The British Council has got an excellent reputation in Pakistan. I wanted to be involved in the report because of the credibility of the institution.'*

Rukshana Rashid, member of the Next Generation Taskforce

*'I think the programme worked because the British Council understood who we are, what we do and what we are trying to achieve.'*

Jacqui Roberts, Chief Executive, Shoreditch Trust

*'We were inspired by the women's organisations we visited in the UK and used the Active Citizens tools to empower women back home.'*

Cherry Naing, Active Citizen, Burma

# Who Are We?

## EMI impacts: Academic Teaching Excellence

With better academic teaching skills, your lecturers are more likely to be successful in teaching students whose first language is not English.

You can run Academic Teaching Excellence courses in higher education institutions in countries where English is not the main language spoken.



In Vietnam British Council has worked with 83 Universities and Colleges and delivered the ATE course for 312 lecturers.

30 hours

B2+

15

participants per class

## Support to English faculties

Areas of cooperation

- Language development
- Teaching methodology
- Evaluate the existing teacher training curriculum, syllabus and teaching materials for each institution and make recommendations for minimum standards

# Who Are We?

## EMI impacts: British Council School, Madrid

We are the oldest British school in Madrid and offer a bilingual and bicultural education to mostly Spanish pupils aged 3 to 18.

- **Caring:** Young people perform at their best when they are in a caring, nurturing environment. Our **family approach** ensures this is the case.
- **Loyalty:** Within their school families, students have responsibilities to each other, support each other and are loyal to each other. We regroup families from time to time to foster loyalty to all fellow students.
- **Flexibility:** In a rapidly changing world, the future is uncertain. We encourage students to embrace opportunities and to open doors to new possibilities.
- **Resilience:** Successful young people are confident that they can overcome adversity. That's why we focus on building resilience.
- **Challenge:** We encourage students to take on and overcome challenges, constantly achieving higher goals and progressing in all aspects of their development.

<https://www.britishcouncilschool.es/en>



## Who Am I?



### Personal and Professional:

- Three university degrees
- Four Teaching Qualifications
- Management Qualification
- 'Globally Mobile' Employee
- Worked or trained in nearly 20 countries on three continents
- Smattering of different languages!

### As Head of Young Learners in Vietnam:

- Running programmes that include English and intercultural skills
- Courses for Primary and Secondary Learners (also High School and Adults)
- 'Mainstreaming' Diversity and environmental awareness through lessons
- Data Protection, Information Management, and Health and Safety too
- IELTS and general academic skills integration into courses.





## What Led You Here?

**30 seconds of self-reflection...**

**Was it...**

**Resilience?**

**A growth mindset?**

**Practical Academic skills?**

**Ability?**

**Your parents / guardians?**

**Their money?**

**Or something else?**

**Like English!**



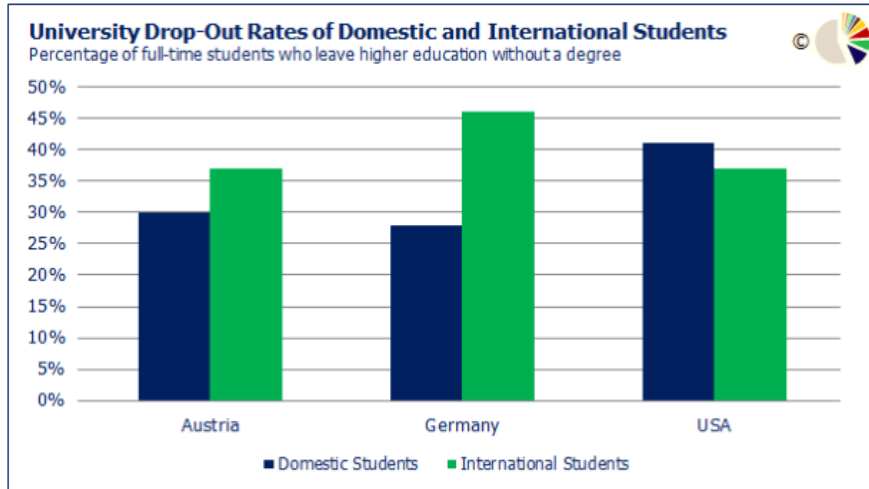
# Washback (or Backwash!)

When you imagine Higher or Further Education, what do you picture?



# Washback (or Backwash!)

## When you were in Higher or Further Education, did you get what you expected?



Notes: Data are not entirely comparable due to differences in data definitions and methodologies (footnote 2)

Data Sources: BMWF, HIS, NCES.

Between 2001 and 2011, the number of international students globally doubled to around 4.3 million.

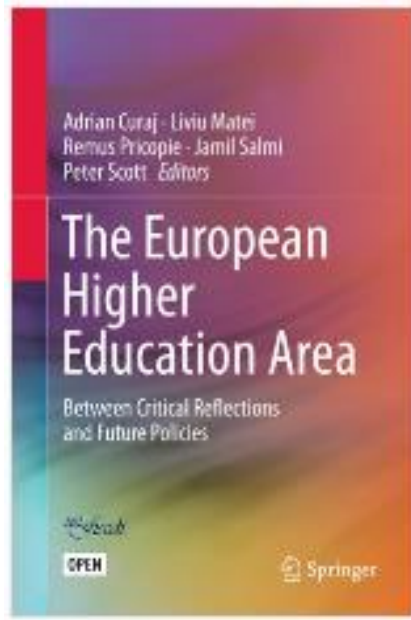
There are around 400 million speakers of English as a first language; 1.1 billion as a second or other language (estimated 2016).

‘East Asian undergraduate students in Germany were found to be the most successful subgroup (only 25% drop out), recent data show that they are also most likely to have serious problems with learning the German language (53% reported to struggle compared to only 25% of students from Eastern Europe).’

<https://outnbrd.wordpress.com/2014/02/23/international-dropout-factories-on-international-student-success-in-higher-education/amp/>

# Washback (or Backwash!)

**When you were in Higher or Further Education, did you get what you expected?**



The Impact of Exposure to Diversity in the International University Environment and the Development of Intercultural Competence in Students

Authors

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‘The results demonstrate that first year master students in this study do not progress in the level of intercultural competence whilst on campus; regardless whether they progress from an undergraduate program or are new to the university; despite the fact that they study in an internationalized university environment and are satisfied with the cross-cultural cooperation and are in frequent contact. The social interactions per se did not lead to an increase of intercultural competence.’

[https://link.springer.com/chapter/10.1007%2F978-3-319-20877-0\\_6](https://link.springer.com/chapter/10.1007%2F978-3-319-20877-0_6)

## Washback (or Backwash!)

**And what did your parents / guardians imagine for you?**

None of us knows what the future holds, in terms of:

Education

Jobs

Automation

Artificial Intelligence

Language Requirements

Or the environment...



You can study abroad at higher education institutions around the world outside Europe.  
Photo © Muhammad Rizwan, used under licence and adapted from the original.

# This Is The End...

## Five major themes about the future of jobs training in the tech age

### HOPEFUL THEMES

#### Theme 1 The training ecosystem will evolve, with a mix of innovation in all education formats

- More learning systems will migrate online. Some will be self-directed and some offered or required by employers; others will be hybrid online/real-world classes. Workers will be expected to learn continuously
- Online courses will get a big boost from advances in augmented reality (AR), virtual reality (VR) and artificial intelligence (AI)
- Universities still have special roles to play in preparing people for life, but some are likely to diversify and differentiate

#### Theme 2 Learners must cultivate 21st-century skills, capabilities and attributes

- Tough-to-teach intangibles such as emotional intelligence, curiosity, creativity, adaptability, resilience and critical thinking will be most highly valued
- Practical, experiential learning via apprenticeships and mentoring will advance

#### Theme 3 New credentialing systems will arise as self-directed learning expands

- While the traditional college degree will still hold sway in 2026, more employers may accept alternate credentialing systems as self-directed learning options and their measures evolve
- The proof of competency may be in the real-world work portfolios

### CONCERNS

#### Theme 4 Training and learning systems will not meet 21st-century needs by 2026

- Within the next decade, education systems will not be up to the task of adapting to train or retrain people for the skills that will be most prized in the future
- Show me the money: Many doubts hinge upon a lack of political will and necessary funding
- Some people are incapable of or uninterested in self-directed learning

#### Theme 5 Jobs? What jobs? Technological forces will fundamentally change work and the economic landscape

- There will be many millions more people and millions fewer jobs in the future
- Capitalism itself is in real trouble



# Thank You!

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