ELICOS opportunities in the Asian Century

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Three strategic objectives for education

Austrade’s global marketing and promotion framework, endorsed by the Minister for Trade and Competitiveness, has 3 strategic objectives:

1. to contribute to the growth in demand for Australian education
2. to contribute to the repositioning of Australia as a provider of high quality education services to international students
3. to contribute to the building of a sustainable Australian international education sector
Five key priorities to realise our strategic objectives

1. **Improving perceptions** of Australia’s international education through the *Future Unlimited* brand and an effective media strategy;

2. Identification and qualification of **opportunities** for Australian international education providers, especially in Asia and other growth and emerging markets;

3. Executing an effective engagement strategy with offshore education **agents**;

4. Delivering quality and timely **market research, intelligence and services** to Australia’s international education sector; and

5. Engaging with **stakeholders** (key government and non-government organisations, both onshore and offshore).
Asian Century White Paper

- National Objective 13: Australian VET building productive capacity in region
- Asian Century Business Engagement program
Why focus on VET TNE in the Asian century?

• Asia’s strong rates of urbanisation will focus investment activity on infrastructure.

• Future demand will relate to urban lifestyle needs:
  – transportation, infrastructure, housing and utilities, food and other consumables, health care, recreation and education.
  – Industries will need workers skilled relevant trades and professions.
  – Aspirant middle class will seek qualifications and skills that enable them to capitalise on increasing business and career opportunities in the region.

The tyranny of distance from Europe is being replaced by the power of proximity to Asia.
SO WHAT ARE WE DOING ABOUT IT?
ASEAN skills shortages research – starting with Indonesia

![Pie chart showing industry sectors with the following percentages: Other 43.3%, Industrial and Manufacturing 23.3%, Banking and Finance 10.0%, Agriculture/Food/Plantation 3.3%, Telecommunications 3.3%, Mining 13.3%, Tourism/Hospitality 3.3%]
How many firms have skills shortages?

Does your company have any skill shortage areas?

- Yes 73.1%
- No 26.9%
In which areas?

If yes, what are they? (Please select top 5 areas in which your firm is experiencing skills shortages)

- Basic job skills: 26.3%
- Literacy and numeracy skills: 15.8%
- Technical skills related to your field of business: 84.2%
- Occupational health and safety skills: 26.3%
- Management skills: 26.3%
- Leadership skills: 68.4%
- English language skills: 42.1%
- Other skills (please describe): 15.8%
Is proficiency in English required?

Do your employees need to understand English in their roles?

- Yes 73.1%
- No 26.9%
What training areas are being addressed by external providers?

What specific training program(s) are delivered for your company? (You can select more than one option)

- Communication and soft skills: 25%
- English Training: 25%
- Management Training: 50%
- Occupational Health and Safety Training: 50%
- Technical Training: 100%
At what level?
Could Australian providers help?

Do you think Australian vocational education training institutions can assist your company with its human resources development needs?

- Yes, please describe in what ways: 72.7%
- No, why? 27.3%
More research in pipeline

Malaysia
Tourism: Training mostly in-house (for reasons of affordability). Skills most sought: (1) communication skills, (2) customer service skills, and (3) English language skills.

Singapore
Construction: employees well-equipped. Little need for training. Except safety course required by the Building and Construction Authority of Singapore.

Oil & gas, aerospace: specialized technical skills are required, overseas parent companies are used to provide training which is usually conducted overseas.

Philippines
BPO industry: in-house trainings are usually conducted to equip employees with the necessary soft skills - telephone conversation and ethics related. Firms feel they have suitable trainers and materials. Common to offer graduate training programs to graduates with good command of written and spoken English.

Thailand
Auto
1. Production/Project Management skills; 2. After-sales service skills; 3. Soft skills (innovation, creativity, problem solving, etc.); 4. English language skills.

Vietnam - in progress
Demand now – Thailand

- ASEAN Economic Community (AEC) in 2015 is a key driver
- Improving English is national priority at all levels – from school to university
  - Thailand 5th in English proficiency in ASEAN behind Singapore, Malaysia, the Philippines and Indonesia
  - MoE “2012 English Speaking Year” campaign to raise importance of English communication at schools.
    - 1 day/week curriculum conducted in English by both teachers and students.
- Funding to boost the performance of all 450,000 school teachers and directors in five main subjects (sciences, mathematics, Thai language, English language, and social studies) in state and private schools across the country.
- 40 “Rajabhat Universities previously, known as “Teacher Colleges” in provinces, allocated an annual budget to support professional development training or PG studies for their teachers
  - Seek long-term collaboration with Australian English language providers for English language teacher exchange programs, sharing expertise in teaching methodologies and developing teaching materials etc.
- Other Thai universities keen to train their teachers in English to create international programs delivered in English
  - +500 UG & PG international programs introduced by over 40 public and private local universities incl local branches of foreign universities such as Stamford International, Western and Webster Universities.
- Office of Vocational Education MOE improving English teaching and learning in 30 VET colleges
Demand now - Vietnam

- National Foreign Languages 2020 Project Targets
  - Compulsory teaching of foreign languages (mainly English) from grade 3 by 2018–19.
  - achieving language level 3 (Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment) and above for 5 per cent of staff, clerks and officials from governmental agencies by the year 2015 and 30 per cent by 2020.
- Local English language schools has mushroomed
- Govt and firms seek recruits with a high level of proficiency in English. & are willing to pay a premium
- Some Vietnamese universities are keen to develop long-term collaboration with Australian universities to improve teachers’ capabilities ie. teacher exchange programs, sharing expertise in teaching methodologies and developing teaching materials etc.
- Government of Vietnam to build 4 new universities of excellence to an international standard, the Vietnam-German University (VGU) in Ho Chi Minh City, the Hanoi University of Science and Technology in Hanoi and another two universities in both Danang City and Can Tho City with WB and ADB loans
- PG level is high priority in the Vietnamese Government-funded scholarship schemes such as Project 911, HCMC 500, Mekong 1000, Danang 100, Haiphong 100 and Project 165, which demand for English preparation training.
Participants:
• Attendees: Around 80 English language teachers/management executives in English teaching department from 40 Rajabhat Universities (former called ‘Teachers Colleges’) and other prominent Thai universities countrywide
• 13 UECA delegates from 11 UECA institution members
• Two guest speakers from the Thai Government’s the Office of Higher Education Commission and Thailand’s TESOL Association
• The Australian Ambassador to Thailand and Senior Trade Commissioner presided over the networking reception

Format of activities:
• Presentations on demand of teacher development skill in tertiary education by the Office of Higher Education Commission and THAI TESOL Association
• Workshop 1: Teaching communication skills for university students (45 mins)
• Workshop 2: Technology and Innovation in English classrooms (45 mins)
• Workshop 3: Professional development skills for English teachers (45 mins)
• Networking cocktail reception
The most common reason for attending the UECA Mission was professional improvement (44%). Twenty-eight percent of those responding said they were looking for information which included information about studying English in Australia and universities’ courses/programs. The rest 17% and 11% indicated they were invited to come and came for networking respectively.
When asked “of the topics/sessions covered, what would you like to hear from UECA,” most respondents (57%) indicated they were interested in teacher trainings or workshops.

Some (21%) would like to request assistance for teacher/student exchange. Other topics that the respondents would like to be assisted included ELT research (7%), curriculum development (7%), and fellowship/internship (7%).
Market Information Package

- Market Intelligence is a key Austrade contribution
- 500 articles, data sets, stories, market opportunities in 2012
- The new web site pages improve the user experience
- First stage went live 5th April
- Other innovations in 2013:
  - Search functionality
  - User functions
  - Social media
  - Weekly newsletter
