

# *The role Victoria can play in the provision of vocational education and training in the Asian region and the experiences of NMIT – the opportunities and challenges*

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# ***NMIT - actively engaged in Asia since 1995***

## ***Inbound students - 2012 data***

### **CRICOS registered courses**

- 100 + VET qualifications
- 20+ Higher Education (degrees)
- ELICOS – English Language Intensive Courses for Overseas Students

### **Top source countries for international students**

- Vietnam
- Pakistan
- China, P.R.
- Colombia
- India

# *Transnational Education (TNE)*

*(2011 data)\**

\*Offshore delivery of VET by public providers

- 31 public funded institutes (stand alone TAFEs and dual sector)
- 27 countries
- 533 courses
- 58,516 students
- 12 of the 31 providers were Victorian based and accounted for 75.3% of the total delivery
- NMIT being responsible for 40% of the total delivery from all Australian providers

\*National Centre for Vocational Educational Research data

# *Strategic Review of the Student Visa Program 2011*

*Michael Knight 30 June 2011*

## **Recommendations**

- 35 - That the highest quality Australian VET providers including TAFEs, be encouraged to explore offshore market opportunities.
- 36 - That the Australian Government, through programs such as the Export Market Development Grants Scheme and other forms of assistance, support high quality Australian vocational education providers in expanding their offshore training services.

# ***National Objective 13***

## ***Australia in the Asian Century***

Australia's vocational education and training institutions will have substantially expanded services in more nations in the region, building the productive capacity of the workforce of these nations and supporting Australian businesses and workers to have a greater presence in Asian markets.

# ***Benefits of Transnational Education (TNE)***

Drivers for entering international partnerships, may include:

- the opportunity to expand international networks
- build on international profile
- exchange ideas and practices
- improve the quality of their programs
- increase graduate opportunities and mobility experiences for students
- gain access to new markets and funding
- increase opportunities for staff development and expanding teachers' international experiences

## ***Australia's VET system***

- closely aligned to industry
- courses and qualifications come from Training packages and are nationally recognised
- teachers are required to be qualified and vocationally competent
- vocational qualifications lead to employment outcomes

## ***What in particular makes the Victorian TAFEs attractive***

- fiercely competitive in domestic and overseas markets
- act independently which gives overseas “Buyers” an option
- responsive and commercially minded

# *Opportunities*

## *China*

- Government's focus on vocational colleges and schools
- Emerging industries and needs which are compatible with Australian expertise

## *Malaysia* - Tenth Malaysian Plan – 2011-2015

- Mainstreaming and broadening access to quality Technical Education and Vocational Training
- Improving the perception of TEVT and attracting more trainees



# *Opportunities*

## ***South Korea*** – International education hub

- Government providing substantial financial support for overseas institutions to set up branch campuses in special zones
- particularly keen on institutions with English language delivery

## ***India***

- huge population with ambitious goals and targets
- skills development high on the agenda

# Challenges

- competition – everyone is looking to Asia including Asia itself
- finding the right partner
- poorly funded and resourced institutions in other countries, ill equipped for delivery of Australian courses and qualifications
- promoting courses with a low return on investment for those undertaking study in their own country
- high cost of delivery and compliance