International Partnerships

Key factors for success
an Asian Business Engagement project, funded by Austrade

AEIC, Brisbane; 10 October 2014

This research was funded by Austrade, under the 2013 Asian Business Engagement Plan. The purpose of the research was to:

- Identify existing TAFE offshore partnerships and outline partnership models, with a specific focus on China and India
- Analyse factors which help or hinder offshore partnerships being formed, being activated and being monitored and evaluated
- Provide case studies and resources to support each stage of a partnership

Twinning, auspicing, franchising/licensing, consultancies, aid and development projects, study tours/exchanges, contracted training ...
Report Methodology

Information gathered for this report was collected via:

**Offshore Partnerships survey:**
- sent to all member institutes.
- spreadsheet which detailed all offshore partnerships

**Interviews:**

Interviews were conducted with:
- TAFE International & Business Development managers
- Offshore TAFE personnel
- Directors/ Principals of TAFE’s partner colleges in China
- Directors/ principals of VET Colleges in China, who were seeking to form partnerships with Australian TAFEs
- Representatives from AEI and Austrade, both on and offshore

<table>
<thead>
<tr>
<th>TDA Offshore Partnership Survey Results</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TAFE Institute Survey</strong></td>
<td>41 responses</td>
<td>39 responses</td>
</tr>
<tr>
<td></td>
<td>30 with offshore partnerships</td>
<td>22 with offshore partnerships</td>
</tr>
<tr>
<td><strong>PARTNERSHIPS</strong></td>
<td>247</td>
<td>161</td>
</tr>
<tr>
<td>China</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td>PNG</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>South Korea</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Malaysia</td>
<td>8</td>
<td>4</td>
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<tr>
<td>Singapore</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>India</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Students offshore</td>
<td>58,516</td>
<td>57,122 (2012 data)</td>
</tr>
</tbody>
</table>
Table 1 gives a brief summary of VET activity delivered offshore by Australian public providers between 2008 and 2012.

| Reference to | Universities Australia offshore links pdf. |

<table>
<thead>
<tr>
<th>Survey results on motivation</th>
<th># 1 = Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial return to your Institute</td>
<td>1.  50%  2.  30%  3.  10%  4.  10%  5.</td>
</tr>
<tr>
<td>Brand recognition of your Institute</td>
<td>10%  20%  10%  20%</td>
</tr>
<tr>
<td>Internationalisation/expansion of your Institute</td>
<td>20%  30%  10%  10%</td>
</tr>
<tr>
<td>Capacity building offshore</td>
<td>10%  20%  10%</td>
</tr>
<tr>
<td>Professional/cultural development of staff at your Institute</td>
<td>10%  10%  30%</td>
</tr>
<tr>
<td>Mobility opportunities/cultural development of students</td>
<td>10%  10%  10%  20%</td>
</tr>
<tr>
<td>Increasing student numbers from partner Institute</td>
<td>20%  10%  10%  10%</td>
</tr>
<tr>
<td>Graduate outcomes of students at partner Institute</td>
<td>10%  10%</td>
</tr>
</tbody>
</table>
1. **Build your networks**
   - Agents, Austrade, Education Counsellors, DFAT (MoUs), Business Councils, Aid Agencies, Alumni, Australian Universities & Schools, State agencies,

2. **Do the research and profile the market**
   - OECD, UNESCO, World Bank, ILO, Global consultants (eg KPMG)

3. **Identify your strengths & capacity** – focus on innovation

4. **Engage all relevant institute sections/personnel at the beginning**

5. **Develop an integrated approach**
   - Course development & delivery, teacher training, study tours, student & teacher exchange, scholarships, mentoring, volunteering

6. **Consider partners**
   - Local consortium, industry partner, global contracting agency (e.g. CARDNO, GRM, Coffey International etc)

7. **Go to the market with clear and costed proposals**
FOCUS ON CHINA
A Background to our Engagement

- Australian China Chongqing VET Project 2002 – 2007 (ACCVETP)
- Capacity building project funded by Chinese Government and Australian Government (AusAID) with municipal Government support
- Aim was to contribute to economic development of region and China through developing a VET system more responsive to needs of industry
- Impact was far reaching:
  - 5,120 students enrolled in ACCVETP courses;
  - 1,120 teachers trained
- Project provided the framework that enabled a series of innovative education partnership programs

Following the success of Chongqing:

- China Ministry of Education established public sector college relationships with five OECD leaders in VET (Germany, Australia, USA, Canada and Korea)
- TDA signed a MoU with China CEAIE in 2008 to develop deeper linkages; renewed in 2010 and 2013
- This led to the development of the Vocational Education and Leadership Training program (VELT) with over 200 participants to date
A Background to our Engagement

The VELT Program
- Is a leadership program for China college directors
- Established between TDA and CEAIE in 2010 and is ongoing
- TDA has hosted 7 VELT delegations
- While this program was extended to all five OECD countries, Australia has been the most popular destination to date
- CEAIE has established an Alumni group of VELT participants
- English language support provided by Australian TAFE partners

- The number of students studying a VET qualification with TAFE in China in 2012 was 42,097.

This is:
- Almost 3 times higher than the number of students (15,025) studying a VET qualification with TAFE in every other country combined;
- More than double the total number of international students studying at TAFE in Australia (19,352);
- More than 14 times higher than the number of Chinese students studying at TAFE in Australia in the same year (2,969);
- Courses at Diploma level and above were most popular (52%)
- Most popular field of education was Management and Commerce (57% of all student enrolments)
Partnering with China – Chinese Government Priorities

*China’s 2010-2020 Plan for Medium and Long Term Education Reform*

- Participation in Further or Continuing Education is set to double to 350 million students by 2020
- Priority areas to be strengthened include:
  - Promoting international exchange and cooperation
  - Improving institute quality
  - Engaging better with industry
  - Increasing the number of skilled and innovative professionals
  - Updating teaching methodologies
  - Improving access and equity to rural areas and ethnic minorities
  - Building stronger linkages with schools

Partnering with China – Bilateral Government Priorities

*China Australia MoU in Education, Training and Higher Education Research, 2012*

Priorities for bilateral engagement:
- Staff and student mobility
- Quality assurance (processes and standards)
- Training packages
- Teacher training
- Curriculum development
- Language proficiency testing (for example IELTS)
Partnering with China – Chinese VET College’s priorities

Interviews conducted with College Principals and Vice Principals revealed the following priorities:

- Curriculum Development
- Funding models for partnering
- Staff and student mobility/ exchange
- Improving quality of colleges, specifically in standards of learning and teaching
- Improving student’s employment prospects
- Internationalisation

So what is TAFE delivering?

TDA Offshore Partnership Survey revealed:

- Australian TAFE partnerships with China almost exclusively involve the delivery of an Australian qualification in China, in partnership with a local provider (tertiary vocational college or university).

- This type of partnership is commonly referred to as Twinning & Auspicing or Joint Delivery
Twinning and Auspicing / Joint Delivery

Who's using it?

- The 2013 TDA Offshore partnerships survey identified 91 active partnerships between Australian TAFEs and China.

- One TAFE has 25 partnerships in China, with over 20,000 students studying offshore.

- All but one of these partnerships fell under this model. The exception was a TAFE institute providing education consultancy services, with a consultant based in country.

Where are the gaps?

The most important priorities identified in this report for both the Chinese Government and Chinese VET colleges are:

1. Increasing the level staff & students mobility (exchange)
2. Improving the quality of VET colleges (though standards of learning and teaching & greater quality assurance) and;
3. Engaging better with industry to achieve greater employment for students

- There is little evidence of engagement in these three areas through TAFE's current partnerships.
- Opportunities to strengthen and expand engagement, beyond this traditional model, are immense and need to be explored.
Looking ahead for TDA...

- There are currently 30 Australian Study Centres established between Australian and Chinese universities, under the Australia China Council
- In April 2014, TDA and the Central Institute for Vocational Training and Education established the first

**Australia China Centre for Skills Excellence**

This centre will focus on:

- Increasing capacity for industry engagement projects to be established (particularly in the area of competency training)
- Improving quality and teacher training
- English language & new technologies
- Supporting newly endorsed Universities of Applied Sciences and Technology

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**FOCUS ON INDIA**
FOCUS ON INDIA – the challenges

- Limited success to date for Australian institutions
- Bureaucratic and multiple levels of government
- Emphasis on low cost / high volume training
- Limited accessibility for students – travel, accommodation, finances
- Low status of TVET institutions, courses and employment options
- Low levels of English language in some regions
- Minimum five year business plan to achieve results

FOCUS ON INDIA – recent changes

- New government committed to skills training
- Industry corporate social responsibility gaining increased focus
- More and more local and international players entering the TVET market
- NSDC continues to play a lead role in supporting TVET delivery but some confusion over Ministerial responsibilities
- Indian universities now opening community colleges with government support – again some confusion over branding
FOCUS ON INDIA – the way forward

• TDA is building links with universities, NSDC and major industry groups

• Skills recognition and skills gap training in high demand with a focus on the export of skilled labour

• Tri-partite agreements – TAFE / local college / local company

• Mixed mode of delivery with online components

• Capacity building at all levels – college and student management, teacher training, course development, industry engagement

Expanding our International Engagement

TDA has formal agreements with many international associations including:

- American Association of Community Colleges
- Association of Community Colleges Canada
- Association of Colleges (UK)
- Chile Ministry of Education
- China Education Association for International Exchange (CEAIE)
- Commonwealth Secretariat, UK
- Community College Baccalaureate Association
- India Ministry of Human Resource Development & Ministry of Labour and Employment
- Kasipkor Holdings, Republic of Kazakhstan
- Mongolian Ministry of Education
- Indonesian Ministry of Education & Culture and Ministry of Manpower & Transmigration
- UNESCO UNEVOC
- World Federation of Colleges and Polytechnics
Be SMART – specific, measurable, attainable, relevant and time-framed

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