

**AIEC 2016**

**2.3.C. Schools**

## **Diversification in schools: getting the balance right**



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# Diversification in schools: getting the balance right

With China being the main source country for schools and driving growth in the sector, how do schools achieve diversification?

A panel comprising representatives from the independent and government school international peak bodies and principals from urban and regional schools will discuss the challenges, opportunities and realities for schools in achieving diversification in international programs.

- What is diversification in this context?
- Why is it important and how does it impact on individual schools?
- What does it mean in urban versus regional locations?
- How can diversification enhance a school's internationalisation strategy and how can schools promote or market diversity as a desirable attribute?

These issues and more will be discussed in an open and interactive forum specifically designed for the school sector.

Definition <https://www.macquariedictionary.com.au/>

## diversify

▶ /daɪˈvɜːsaɪ/ (say duy'versuhfuy), ▶ /də-/ (say duh-)

*verb* (**diversified**, **diversifying**)

—*verb* (t) **1.** to make diverse, as in form or character; give variety or diversity to; variegate.

**2.** to vary (investments); invest in different types of (securities).

—*verb* (i) **3.** to extend one's activities, especially in business, over more than one field.

[French *diversifier*, from Medieval Latin *dīversificāre*, from Latin *dīversi-* diverse + *-ficāre* make]

—**diversifiable**, *adjective*

## diversification

/daɪˈvɜːsəfəˈkeɪʃən/ (say duy.versuhfuh'kayshuhn), /də-/ (say duh-)

*noun* **1.** the state or act of diversifying.

**2.** the art of manufacturing a number of different articles; selling a number of different goods, or putting money into a number of different investments in order to diminish the effects of a possible financial failure of one part.

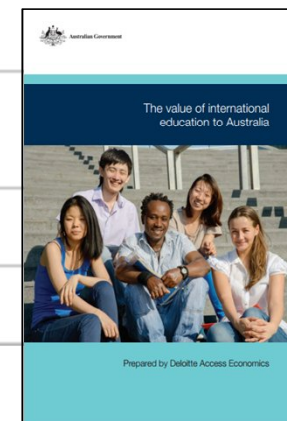
# Diversification in schools: some perspectives

Mariana Lane  
Project Manager (International Education)  
Independent Schools Queensland

# Ways schools diversify

## Schooling

International students enrolled full time in an Australian school (CRICOS)	Student Visa Needed		Classroom	
TNE students enrolled full time in an Australian school in their own country			Classroom Online Blended	
TNE students enrolled full time in an Australian school in a 3 <sup>rd</sup> country			Classroom	
International students attending on a temporary basis an Australian school	Student Visa Not Needed		Classroom	Includes study tour, study abroad, holiday programs.
International students enrolled with an Australian online provider undertaking online tutoring			Online	
International students undertaking an experiential learning tour (no official formal education component)	Student Visa Not Needed		Non Formal Within Australia	
International students sitting Australian qualifications/ assessments offshore			Classroom Online	
Teacher exchange/teacher study tour/temporary foreign teacher			Classroom	



The value of international education to Australia Appendix A: Global international education landscape pp.68-9

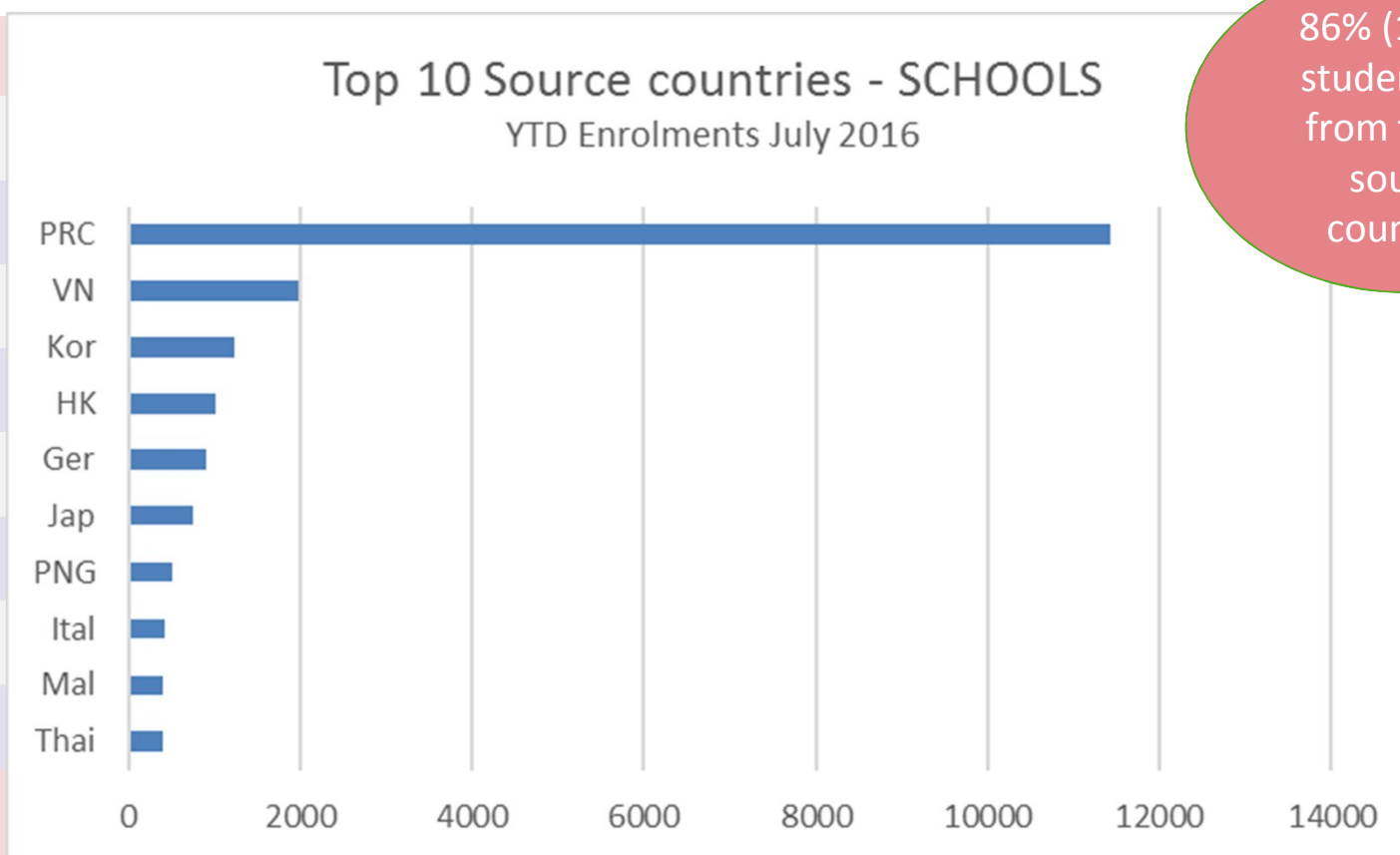
<https://internationaleducation.gov.au/research/research-papers/Documents/ValueInternationalEd.pdf>

## Source countries

### Source countries of international student visas - SCHOOLS

#### 2016 YTD July Enrols

VIC	7456
NSW	5651
QLD	4744
SA	2300
WA	856
ACT	632
TAS	309
NT	104
<b>TOTAL</b>	<b>22052</b>



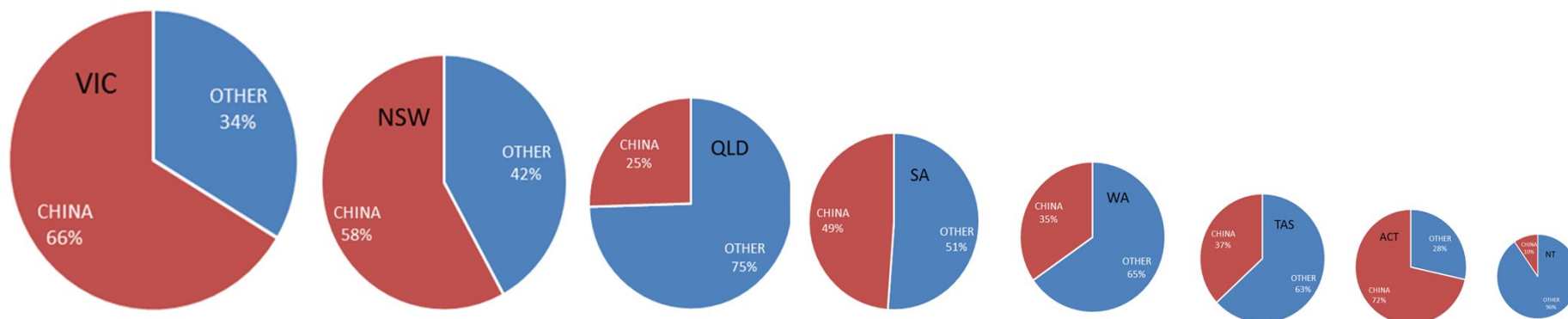
86% (19064)  
students are  
from top 10  
source  
countries

## Major source country

51.8% school students are from China (cf 28.4% students overall)

Current Month Analysis: Enrolments as at year-to-date July 2016						
		Higher Ed.	VET	ELICOS	Schools	Other* TOTAL
Breakdown by Nationality (top 20 and others) and Sector						
China	Volume:	110,119	10,967	26,149	11,431	12,205 170,871
	% of Nationality:	64.4%	6.4%	15.3%	6.7%	7.1% 100.0%
	% of Column:	37.6%	7.3%	26.1%	51.8%	32.2% 28.4%

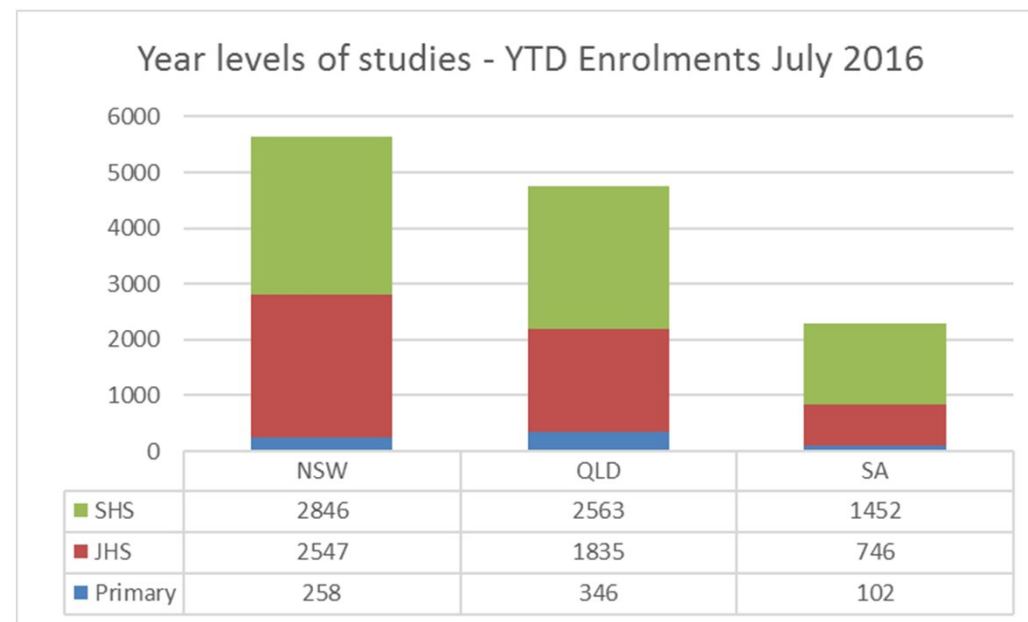
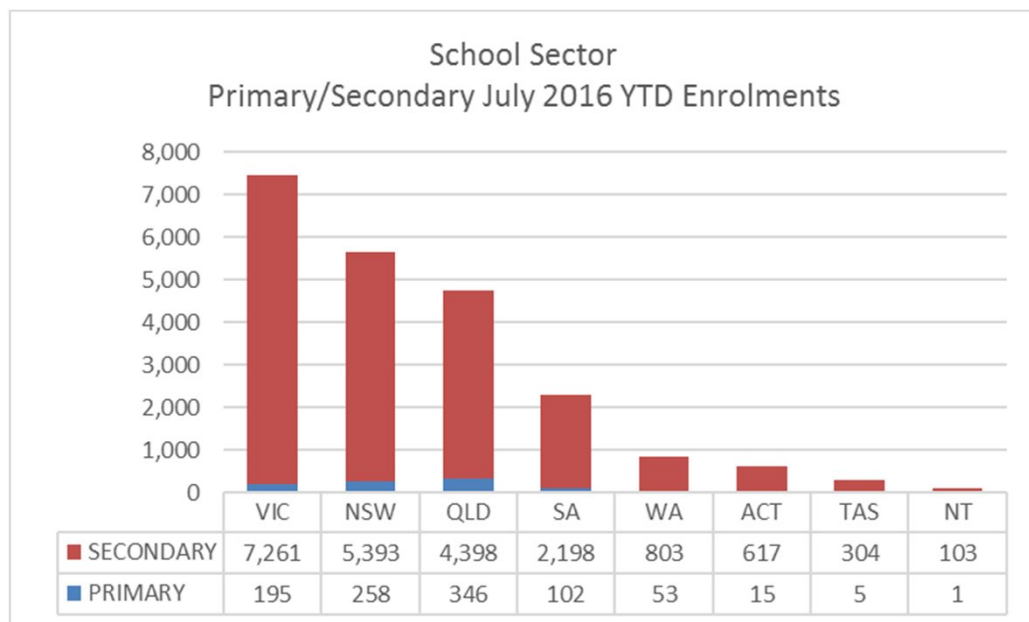
Australian Government Monthly Statistical Summary Report, YTD July 2012 - 2016





## Year levels

### Ages of students – longer term school courses



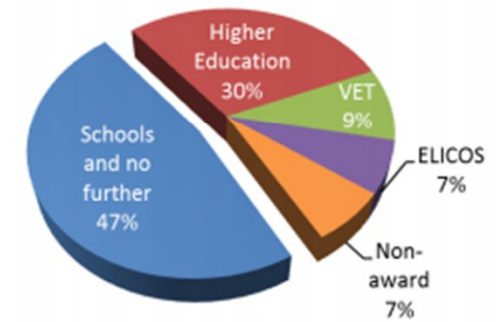
Australian Government Pivot Tables - International Student Data July 2016



## After schooling

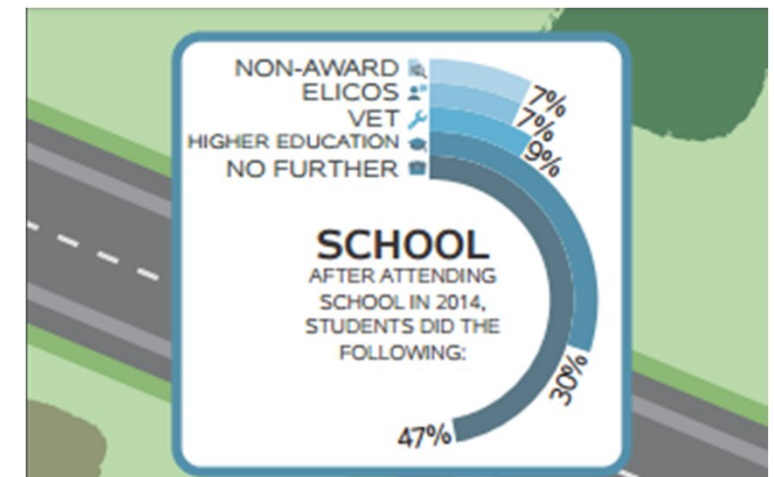
For school students aged 17 or over who completed their school studies in 2014, more than half progressed on to another sector, incorporating almost a third who progressed to higher education (Figure 2). The majority (63%) of Malaysian school students and nearly half of students from Hong Kong (46%) and China (45%) progressed on to higher education. Just over a quarter (26%) of school students from Vietnam progressed on to VET. Most school students from Germany, Italy and Brazil did not progress on to another sector.

Figure 2. Sector in which enrolled immediately after completing school in 2014

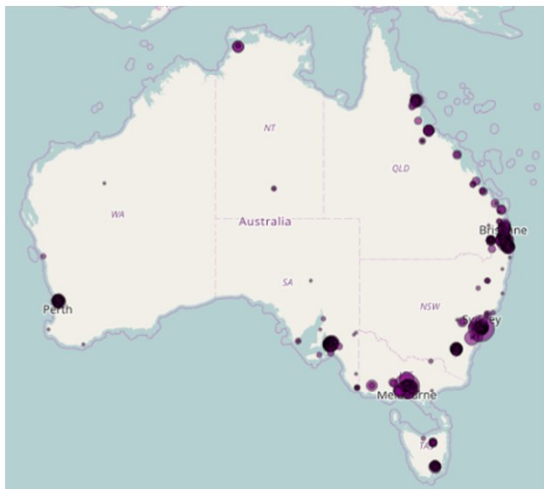


### From Student Pathways 2016 Infographic

- <https://internationaleducation.gov.au/research/Research-Snapshots/Documents/Student%20Pathways%202016%20Infographic.pdf>
- <https://internationaleducation.gov.au/research/Research-Snapshots/Documents/Study%20pathways%202016%20snapshot.pdf>

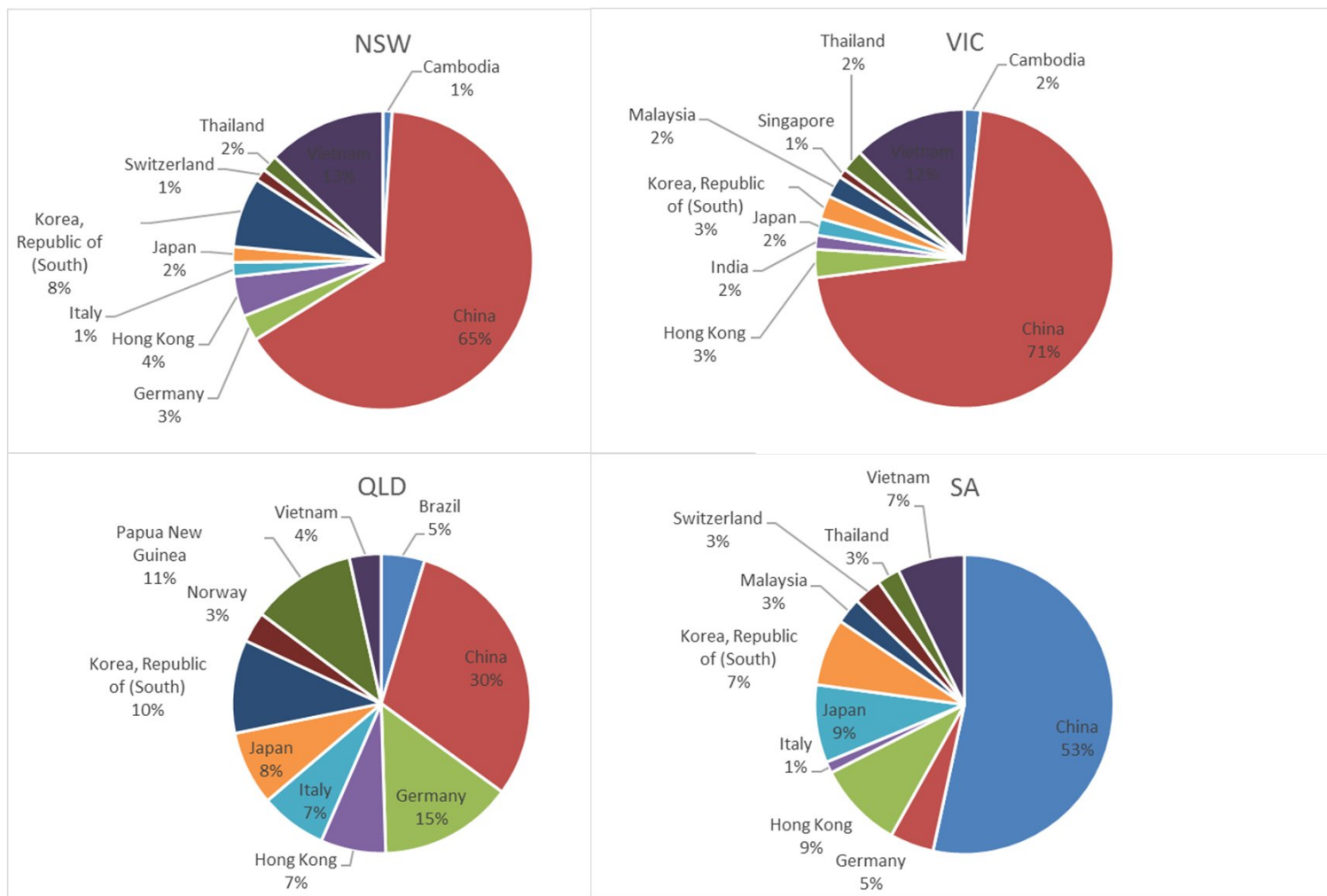


# Diversification of source countries

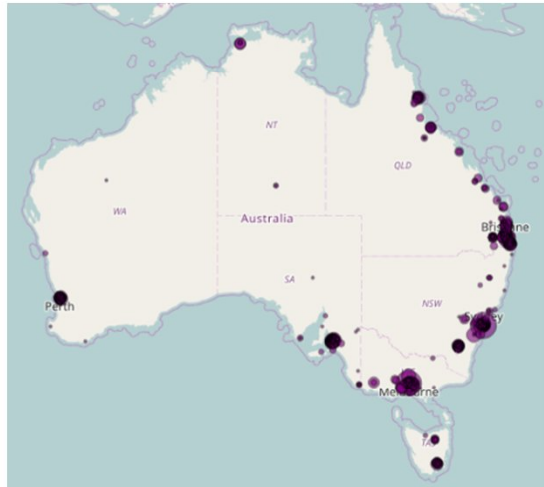


## Data Visualisations – Student location

<https://internationaleducation.gov.au/research/DataVisualisations/Pages/Student-location.aspx>

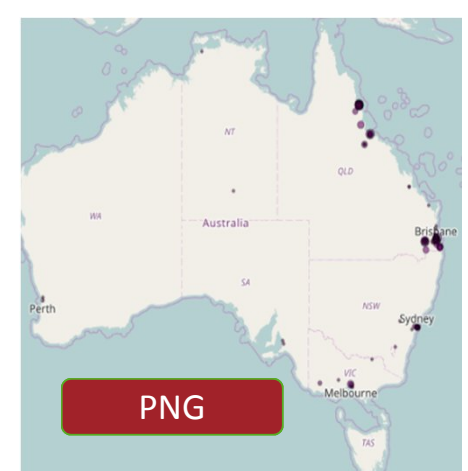
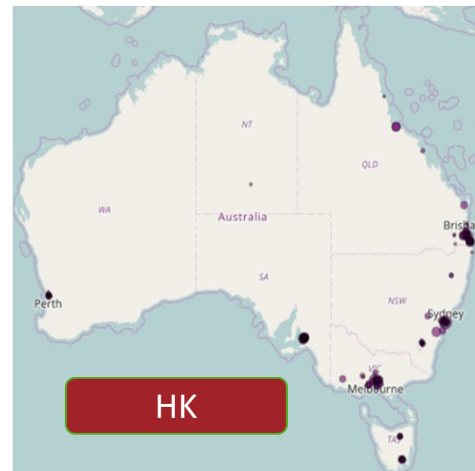


# Regional diversification



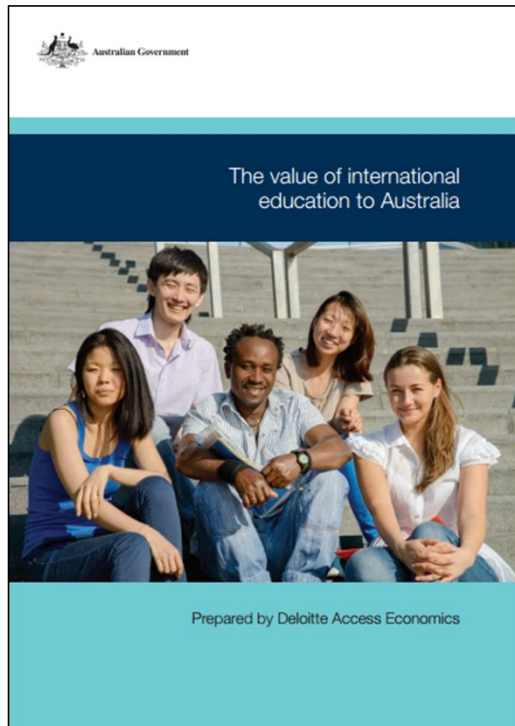
## Data Visualisations – Student location

<https://internationaleducation.gov.au/research/DataVisualisations/Pages/Student-location.aspx>





# Economic value



<https://internationaleducation.gov.au/research/research-papers/Documents/ValueInternationalEd.pdf> (p.31)

## Economic contribution at a state and regional level — key findings:

Deloitte Access Economics estimates that onshore international students studying in Australia contributed between 0.3% and 1.3% to the gross state product (GSP) of their states/territories of enrolment in 2014–15.

The economic and social contribution of international students is also not limited to metropolitan areas. Deloitte Access Economics estimate that international students studying at the University of New England contributing a total of \$33 million to the local economy in 2014–15, equivalent to 2.5% of gross regional product.

Students who choose to study in metropolitan areas also make an indirect contribution to regional areas through supply chain linkages. Deloitte Access Economics estimates that for each dollar spent on goods and services by the average international student in Melbourne, \$0.30 of indirect gross value added is generated in regional Victoria.

Growth and  
opportunity in  
Australian  
International  
Education

A report prepared for  
Austrade

December 2015

<https://www.austrade.gov.au/Australian/Education/Services/australian-international-education-2025/growth-and-opportunity>

## Where to in the future?

In 2025, learners from China are projected to account for 35% of the onshore international education segment, 23% of the ELICOS and 49% of school subsectors. (p.23)

### Schools

There are numerous opportunities in the provision of borderless schools education, with an estimated 3.1 million pupils studying at over 6,300 English-language schools globally in 2012 (HM Government, 2013).

While this market is currently dominated by the United Kingdom (with approximately 1.4 million pupils studying at nearly 3,000 British schools overseas),

**Australian schools are starting to establish themselves in these overseas markets, and there is potential for the sector to grow. An example is the Haileybury International School, which is located in Tianjin, China.** (p.34)

# The national agenda



Australia will:

- conduct market research and intelligence sharing to inform new policies and strategic directions for international education
- be agile and responsive to opportunities to increase the number of international students and international partnerships, capitalising on identified growth areas such as schools.

Australia will:

- attract more international students to regional communities by promoting internationally the excellence and the advantages of education, training and research in regional Australia.

## Action 9.2

Promoting opportunities in regional Australia

## Action 9.3

Identifying and responding to *new opportunities*



<https://nsie.education.gov.au/>



# The education agenda

02.10.2015 - Education Sector

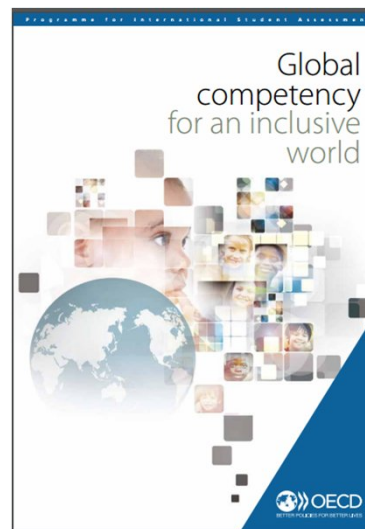
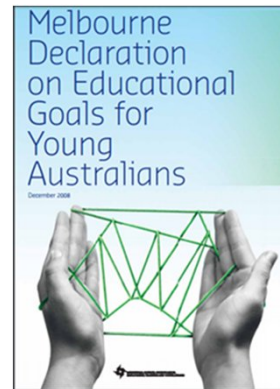
## GCED endorsed as a target of the education SDG at the United Nations Summit



The General Assembly endorsed global citizenship education (GCED) as target 4.7 of the education goal in the outcome document "Transforming our world: the 2030 Agenda for Sustainable Development" adopted by consensus at the United Nations Summit held at UN Headquarters in New York from 25 to 27 September 2015. In this regard, UNESCO has been actively engaged in policy dialogue in relation to post-2015 to assist Member States and education stakeholders in defining the targets and indicators for the education goal.

## PISA 2018

- Major subject area: Reading
- Minor subject areas: Mathematics, science
- Innovative assessment: Global Competence
- Possible optional tests and questionnaires (to be decided)
- Main delivery mode is on computer



What does the future hold for Gen Y and Gen Z?

## SKILLS NEEDED FOR THE FUTURE

CRITICAL THINKING    PROBLEM SOLVING    CREATIVITY    DIGITAL LITERACY    ENTREPRENEURISM

### PREDICTIONS FOR JOBS IN 2030

<b>DIGITAL ARCHITECT</b> Designs a selection of virtual buildings for advertisers and retailers to market their products	<b>WASTE DATA HANDLER</b> Disposes of data waste in a responsible way
<b>ELDERLY WELL-BEING CONSULTANT</b> Specializes in holistic and personalized care for the elderly	<b>CLIMATE CONTROLLER</b> Manages and modifies weather patterns
<b>BODY PART ENGINEER</b> Creates living body parts for transplants	<b>AVATAR MANAGER</b> Designs and manages holograms of virtual people
<b>NANO-MEDIC</b> Creates very small implants for health monitoring and self-medication	<b>MEMORY AUGMENTATION SURGEON</b> Helps preserve and improve memory in an aging population
<b>VERTICAL FARMER</b> Farms crops upwards rather than across flat fields to conserve space	<b>CHILD DESIGNER</b> Designs offspring that fit parental requirements

**SOURCES**

<http://www.forbes.com/sites/meghancassidy/2012/05/15/10-jobs-that-didnt-exist-10-years-ago/>  
<http://www.nasp.org/Content.aspx?topic=52556>  
<http://www.fastcoexist.com/1680341/mapping-the-future-of-education-technology>  
<http://www.good.is/posts/how-to-prepare-young-people-for-jobs-that-dont-even-exist-yet>  
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