

An International Education Strategy – key to Australia's future workforce needs?

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Key issues

- **Preparation** of our local graduates for a global employment market
- Recognition of the **diverse, long term non economic benefits** of educating large numbers of international students in Australia
- Commitment to **improved training** of those international graduates who do seek to remain in Australia to add to the skilled migration pool

Onshore snapshot ytd August 2009

Sector	August 2009	Change%
Higher Education	200 754	13.2
VET	203 545	39.0
ELICOS	106 147	14.2
Schools	26 628	-1.1
Other	30 054	7.5
Total	567 128	20.3

Key markets ytd August 2009

Nationality	YTD August 2009	Growth on YTD August 2008	Share of all nationalities
China	137 431	18.7%	24.2%
India	109 356	37.3%	19.3%
Republic of Korea	32 137	2.8%	5.7%
Malaysia	22 463	10.1%	4.0%
Thailand	22 269	19.9%	3.9%
Other nationalities	243 472	18.2%	42.9%
All nationalities	567 128	20.3%	100.0%

Key Drivers for the growth of international education

- Demography
- English language
- Trends in public and private financing of education
- Technology
- Demand for skilled workers

The tax imperative

- As the population base of the developed world ages, there will be increased competition for labor and talent which will initially be channeled through the international education sector
- As long as the West wants a young and skilled workforce, there will be a market for international education
- Bernard Salt, Demographer, KPMG at 2009 Australian International Education Conference

After the perfect storm

“The Indian media greatly overplayed the racism angle, but inadvertently they exposed a real and serious problem with vocational education and visa rules”

Janaki Bahadur

After the Perfect Storm: Indian students in
Australia

A Broad International Education Strategy

Internationalisation is the process of integrating an international/intercultural dimension into the teaching, research and service of the institution

An broad International Education Strategy (cont)

- **study abroad** by Australian students
- expansion of **international education linkages** for teaching, research, innovation and engagement with global industry
- support for **internationalised curricula**, including foreign language learning
- Improved information and support services for international students

The Nature of International Education in Australian Universities and its Benefits



- International students enhance in many less easily measurable ways the social and cultural fabric of the universities at which they study and the communities in which they live
- International development, diplomacy, trade outcomes as well as interpersonal links
- Universities Australia funded study by SPRE 2009

The impact of English language proficiency and workplace readiness on the employment outcomes of tertiary international students



- International students employment outcomes are not as good as their Australian domestic counterparts
...**ELP is not the only or principal issue...**
- Employers' first priority is to engage graduates with **strong professional-specific skills** then consider their 'well roundedness'
- Well roundedness includes **personal characteristics and attributes**, the **diversity of their experience and skills**, as well as their '**cultural fit**' into the workplace
- DEEWR funded study by CSHE, University of Melbourne

International Student Employment Outcomes Survey 2004-2008



- International students remaining in Australia found it **slightly more difficult** to find a job than either those international students who left Australia or Australian domestic graduates
- The global financial crisis had impacted on employment for international graduates
- Higher Education graduates were more likely to be employed full time than VET graduates and more likely (83%) to be working in a field related to their study than VET graduates (73%)
- DEEWR funded study by GCC

Higher Education graduates employment outcomes (2004-2008)

Outcome	Former international students living in Australia	Former international students who left Australia	Australian Domestic Students
Working	73%	81%	81%
Studying and not working	8%	4%	6%
Not working and seeking work	13%	8%	6%
Other	6%	7%	7%
Total	100%	100%	100%

VET graduate employment outcomes (2004-2008)

Outcome	Former international students living in Australia	Former international students who left Australia	Australian domestic students
Working	70%	72%	74%
Studying and not working	15%	10%	11%
No working and seeking work	9%	9%	7%
Other	6%	9%	8%
Total	100%	100%	100%

Professional year

- DIAC initiative to address skill shortages in Australia. 485 Skilled Graduate Visa
- Program controlled by Professional Bodies and delivered by approved providers
- Professions – Accounting (SMIPA); Computer Science (ICT) and Engineering (EEA)
- Employment assistance at the completion of the program

Keys to future success

- A comprehensive **international education strategy** to benefit all students and better prepare all for a global workforce
- **Better communication to the community** about the benefits
- **Integrated approaches** for enhancing ELP and workplace readiness as well as increasing international students' awareness of the value of the experiences and skill outside their studies

Useful References

- Arkoudis S et al 2009 **The impact of English Language proficiency and workplace readiness on the employment outcomes of tertiary international students** DEEWR
- Bahadur J 2009 **After the Perfect Storm: Indian student in Australia** Lowy Institute for International Policy
- Olsen A and Dodd T 2009 **The Nature of International Education in Australian Universities and its Benefits** Universities Australia
- Graduate Careers Council 2009 **International Student Employment Outcomes Survey** DEEWR

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