



Submission No: 71

THE HON JULIA GILLARD MP
DEPUTY PRIME MINISTER

Parliament House
Canberra ACT 2600

Ms Maria Vamvakinou MP
Member for Calwell
Parliament House
CANBERRA ACT 2600

05 MAR 2010

~~Dear~~ ^{Maria} Ms Vamvakinou

Thank you for your letter of 2 December 2009, inviting a submission to the inquiry into Australia's international research collaborations. I apologise for the delay in responding.

Please find enclosed the submission for my Department. Please do not hesitate to contact the Department if you require further information to assist with your inquiry.

The contact officer in the Department is Ms Catherine Tranter. She can be reached by email on Catherine.Tranter@deewr.gov.au or by telephone on 02 6240 7672.

Thank you for bringing this matter to my attention.

Yours sincerely


Julia Gillard
Minister for Education

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The Australian Department of Education,
Employment and Workplace Relations

Submission to the House of Representatives
Standing Committee on Innovation, Science and Industry

Inquiry into Australia's International Research Collaborations

February 2010

Introduction

The House of Representatives Standing Committee on Industry, Science and Innovation is inquiring into and reporting on Australia's international research engagement. This submission provides information on the Australian Department of Education, Employment and Workplace Relations' (DEEWR's) international research collaborations, with a focus on:

- DEEWR's engagement with the OECD
- Australian Education International's (AEI's) support for Australian and International research students; and
- DEEWR based research projects.

1. The nature and extent of existing international research collaborations.

DEEWR supports international research collaborations, specifically in the areas of education and employment. International research collaborations provide a forum within which the Australian Government, institutions and academics can undertake cooperative research projects alongside their international counterparts. Through these research collaborations, the Australian Government can utilise internationally comparable information to improve domestic policy and achieve best practice within Australia.

DEEWR's international research collaboration is centred around its involvement in the Organisation for Economic Co-operation and Development (OECD) activities which fall within its portfolio responsibilities.

DEEWR's engagement with the Organisation for Economic Co-operation and Development (OECD)

• ***OECD's Function***

The OECD brings together the governments of countries committed to democracy and the market economy from around the world to: support sustainable economic growth; boost employment; raise living standards; maintain financial stability; assist other countries' economic development; and contribute to growth in world trade. While the OECD has 31 member countries, enlargement and enhanced engagement activity are expected to lead to the inclusion of others.

The work of the OECD is highly regarded and therefore influential in contributing to policy settings for education and employment, including in Australia. Australia is actively engaged in the work of the OECD, both in influencing, and participating in its work program. An important objective is to obtain research and analysis that will underpin progress with achieving a socio-economic environment that supports the achievement of the Australian Government's social inclusion objectives. Further background information on the OECD is provided at **Attachment A**.

- ***Australian participation in the OECD***

Australia has been a member of the OECD since 1971, though initial links were established through membership of the OECD's Development Assistance Committee in 1966. Australia maintains a permanent delegation to the OECD in Paris which is headed by an ambassador.

DEEWR participates in a number of OECD committees and initiatives which are relevant to the portfolio. The department also provides the Minister-Counsellor (Education and Employment) to the Australian Delegation to the OECD.

The four areas of the OECD that are most relevant to the work of the Department are the Directorate for Education, the Directorate for Employment, Labour and Social Affairs, the Centre for Entrepreneurship, SMEs and Local Development and the OECD Local Employment and Economic Development (LEED) Programme. Each of these areas manages particular research projects, some of great relevance to DEEWR's portfolio. Key projects include:

- *Education at a Glance (EAG)*
- *Employment Outlook*
- Teaching and Learning International Survey (TALIS)
- Review of Australia's Activation Policies
- Disability and Work: Challenges of labour market inclusion of people with Mental Illness
- Encouraging Quality in Early Childhood Education
- Review on Evaluation and Assessment Frameworks for Improving School Outcomes

A more detailed outline of OECD projects of relevance to DEEWR is provided at **Attachment B**.

International Students

In the education sector, the Department encourages and facilitates international research engagement through Australian Education International (AEI) and The Endeavour Awards.

- ***Australian Education International (AEI)***

AEI supports Australia's international education providers and supporters with up-to-date, accurate and accessible market information essential to the success of Australia's international education industry in a highly competitive global marketplace. AEI's international network gathers information from in-country sources through its 23 locations across 17 economies.

AEI builds co-operative relationships offshore and develops policy on internationalising Australian education and training. This is achieved through support of the inter-departmental committee on internationalisation of education and training, and the implementation of its recommendations for DEEWR.

Developing relationships and managing cross-portfolio links, including the DEEWR International Forum (DIF), are also important parts of AEI's work. AEI is also focused on establishing effective relationships outside of DEEWR.

- AEI guides Australia's bilateral education relationships, including monitoring policy developments and social and economic trends, and the ongoing review of formal agreements such as Memoranda of Understanding and Mutual Recognition Arrangements. For more information see: <http://aei.gov.au/AEI/GovernmentActivities/GovernmentRelations/BilateralRelationships/Default.htm>;
- AEI supports Australia's education and training participation in a range of international organisations. For more information see: <http://aei.gov.au/AEI/GovernmentActivities/GovernmentRelations/InternationalOrganisationsAndProgrammes/Default.htm>;
- AEI contributes to multinational organisations and projects such as the *APEC Human Resources Development Working Group (HRDWG)* which promotes economic growth, trade and cooperation: http://aei.gov.au/AEI/GovernmentActivities/GovernmentRelations/APEC_HR_Development_Working_Group.htm; and
- *The Education Network*, which fosters strong and vibrant learning systems across APEC Member Economies, promotes education for all and strengthens the role of education in promoting social, individual and economic development.

For more information on Australian Education International see:

<http://aei.gov.au/AEI/AboutAEI/default.htm>.

Current data on international students on a student visa undertaking research in Australia shows that:

- there were over 9,800 enrolments by Masters and PhD research students in Australia in 2008, an increase of 44% over 2004 levels;
- at November 2009, this figure was almost 11,500, up 17% over the annual figure for 2008;
- the top 3 source countries in 2009 represented one third of all research enrolments, being 15% from China, 12% from Malaysia, 6% from India; and
- the most popular fields of education were Society and Culture (Philosophy, Economics and Law), Engineering and the Sciences.¹

¹ Australian Government, Australian Education International: International Student Data for 2009, <<http://aei.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2009/Default.htm>>, accessed 21 January 2010.

2. The benefits to Australia from engaging in international research collaborations.

International research collaborations assist the Australian government build international linkages and networks while strengthening bilateral and multilateral ties and mutual understandings between participating countries. DEEWR's international engagement is primarily concerned with international cooperation and dialogue that contributes to Australia's and other countries' economic and social development in the areas of education and employment. High quality, internationally comparable information provides the Department with evidence to support the development and evaluation of best practices and policy improvements within its portfolio responsibilities.

International Students

Having international students on our campuses studying alongside local students ensures a wider diversity of programs and a richer broad education for both Australian and international students. International students foster cross-cultural understandings and connections vital to expanding our business, diplomatic and academic links with the rest of the world. International education contributed around \$15.5 billion to the Australian economy in 2008. It is our third-largest export earner and supports around 125 000 jobs.²

International students coming to Australia and Australian students travelling overseas to undertake research degrees have opportunities to do so under various Australian and international scholarships at the postgraduate level. Specifically, the Endeavour Research Fellowships provide financial support for international postgraduate students and postdoctoral fellows from participating countries to undertake short-term research (4-6 months), in any field of study, in Australia. The Endeavour Research Fellowships aim to enable high achieving scholars from participating countries to undertake research in Australia and to further develop their knowledge and skills in their specialised field. Australians have the same opportunity to complete an Endeavour Research Fellowship abroad.

The Prime Minister's Australia Asia Endeavour Awards, announced as part of the Government's response to the 2020 Summit, provides the opportunity for Australians and citizens of Asian countries, to undertake international research, study and or an internship experience. The program works in partnership with Australian universities to identify high achieving university students from Australia and Asia, with the aim of building deep and enduring education and professional links in the region.

The benefits of this research to Australia can be seen in the development and strengthening of bilateral ties between Australia and the participating countries, strengthened mutual understandings between the people of Australia and Award Holders' home countries, and sustainable international linkages and networks that can be utilised in the years following the completion of the Award.

The Endeavour Awards Alumni Network has been developed by the Department to support and promote the furthering of important relationships built by Endeavour Award Holders during their Award period. The Endeavour Awards Alumni Network promotes ongoing understanding, cooperation and research amongst its membership base and significantly

² Australian Government, Department of Education, Employment and Workplace Relations: international Group Overview, < <http://www.deewr.gov.au/International/Pages/Overview.aspx>>, accessed on 21 January 2010.

increases networking opportunities for its members on a global scale. Alumni Network initiatives facilitate ongoing professional development opportunities for members, raising the profile of the Endeavour Awards, and in turn, the Alumni themselves. Being a member means participation in a global community of high-achieving individuals, accessing the activities, events, contacts and benefits offered by the Endeavour Awards Alumni Network. More information on DEEWR based research projects is provided at [Attachment C](#).

3. The key drivers of international research collaboration at the government, institution and researcher levels.

An educated and well skilled population is critical to Australia's future and ability to perform successfully in a highly competitive and increasingly global world. This has been recognised by the Department, and DEEWR looks to other countries' knowledge, research and government policy to inform policy improvements and to achieve best practice in Australia.

DEEWR's international research engagement focuses on contributing to, and benefiting from international and OECD activities that fall within the Department's portfolio responsibilities with an emphasis on initiating an improved evidence base. This largely occurs through sharing Australian and Departmental experience and contributing to the development of internationally comparative information, using both quantitative and qualitative analysis to inform evidence based policy and program development. In this regard, the Department has a longstanding and high level of engagement with the OECD across employment, income support, schools, vocational education and training and higher education issues.

In addition to the Department's current international engagement, the Office of Early Childhood Education and Care (OECEC) within the Department is currently developing a more comprehensive strategic position with regard to its engagement with research organisations and the collection and use of research and evaluation data. This will support the Government's considerable reform agenda in this area. For this reason, a critical element of the OECEC's research and evaluation strategy will be to develop a stronger, proactive relationship with the OECD to share Australian findings and results. This is likely to be reflected in the Australian Government's future involvement and investment in early childhood education and care network projects into the future.

4. The impediments faced by Australian researchers when initiating and participating in international research collaborations and practical measures for addressing these.

The Department prioritises its participation in OECD and other international research projects by considering their relevance to the Government's policy agenda and the availability of resources. DEEWR also seeks to influence the OECD's work agenda by actively participating in committees which oversee research on topics relevant to the Department's portfolio responsibilities.

5. Principles and strategies for supporting international research engagement.

DEEWR's engagement in international research is primarily managed by two main areas within the Department. They are:

- the Social Policy Group, which is responsible for the Department's interest in the Organisation for Economic Co-operation and Development (OECD), coordinating participation in the World Association of Public Employment Services (WAPES) and the biennial Windsor Conference of Officials from the major English speaking economies; and
- the International Group (IG), which is responsible for managing Australian Education International (AEI), the Endeavour Awards and the Prime Minister's Australia Asia Endeavour Awards for outstanding students.

DEEWR maintains an overseas post and an International Education Councillor Network in order to facilitate international engagement:

- Paris – the Minister-Counsellor (Education and Employment) is a member of the Australian Delegation to the OECD, the Australian Embassy, in Paris. The Minister-Counsellor is also accredited to the UN and UNESCO. The Minister-Counsellor (Education and Employment) represents Australia's education and employment interests, primarily with the OECD and UNESCO, but more broadly as needed in other relevant multilateral fora as required.
- International Education Councillor Network - DEEWR works with Australia's international education community to promote the capability of Australian education, research and training worldwide. The International Network comprises a combination of Australian Government accredited personnel and locally engaged staff who are located in selected Australian Diplomatic Missions in Europe, Asia, North and South America.

The Department also supports internships and secondments of senior staff with counterpart departments and overseas research institutions. Recent activity includes:

- senior executives undertaking placements in the United Kingdom's Department of Work and Pensions.
- A recent visit by a post-doctoral fellow from the Harris School of Public Policy Studies at the University of Chicago under a policy internship between the Department and the University of Chicago.

DEEWR's International Engagement with the OECD

The OECD provides a setting where governments compare policy experiences, seek answers to common problems, identify good practice and coordinate domestic and international policies. It is one of the world's largest and most reliable sources of internally comparable research on statistics, economic and social data. As well as collecting data, the OECD monitors trends, analyses and forecasts economic developments and researches social changes and evolving patterns in trade, environment, agriculture, technology, and taxation. It is a forum where peer pressure can act as a powerful incentive to improve policy and implement non-binding instruments that can occasionally lead to binding treaties.

The OECD is one of the world's largest publishers in the fields of economics and public policy. OECD publications are a prime vehicle for disseminating the Organisation's intellectual output, both on paper and online.

- ***OECD's Structure***

The OECD secretariat is responsible for providing information and analysis to facilitate exchanges between countries. The secretariat collects data, monitors trends, and analyses and forecasts economic developments. It also researches social changes or evolving patterns in trade, environment/climate change, agriculture, technology, taxation and other areas. The OECD is also a pre-eminent statistical organisation.

The OECD has a governing Council, fourteen directorates and a number of special bodies covering a broad range of policy making work. Australia is active in all directorates. The fourteen OECD directorates are the:

- Development Co-operation Directorate;
- Economics Department;
- Directorate for Education;
- Directorate for Employment, Labour and Social Affairs;
- Centre for Entrepreneurship, Small to Medium Sized Enterprises (SMEs) and Local Development;
- Environment Directorate;
- Executive Directorate
- Directorate for Financial and Enterprise Affairs;
- Public Affairs and Communications Directorate;
- Public Governance and Territorial Development Directorate;
- Directorate for Science, Technology and Industry;
- Statistics Directorate;
- Centre for Tax Policy and Administration;
- Directorate for Trade and Agriculture.

The OECD had a budget for the 2009 calendar year of approximately AUD 513 million (EUR 303m) and employs about 2 500 staff. The organisation's headquarters are located in Paris, which is also the venue for most meetings at which DEEWR is represented.

- **Directorate for Education**

Countries spend a great deal on education as it is considered crucial to economic growth and social cohesion. The Directorate for Education helps Australia and other member countries to achieve high-quality learning that contributes to personal development, sustainable economic growth and social cohesion. It helps countries design and implement effective policies to address the many challenges faced by educational systems. It focuses on how to:

- evaluate and improve outcomes of education;
- promote quality teaching;
- build social cohesion through education; and
- also works on the adjustment needed by tertiary education in a global economy, as well as on the future of education.

The directorate produces regular peer reviews of educational systems of member and non-member countries such as progress in education and training systems. Their work is presented in an annual compendium of statistics and indicators, titled *Education at a Glance*. The Programme for International Student Assessment (PISA) provides direct assessment of the levels of achievement of 15-year-olds every three years. Investigations of long-range trends and innovations in education are the focus of the Centre for Educational Research and Innovation.

For further information see www.oecd.org/education.

- **Directorate for Employment, Labour and Social Affairs**

The Directorate for Employment, Labour and Social Affairs oversees work on the inter-related policy areas that assists Australia promote employment and prevent social exclusion. Its activities are focused on four main themes:

- employment and training;
- health;
- international migration; and
- social issues.

The directorate monitors employment and earning patterns, and the annual *Employment Outlook* publication offers analysis of key labour market trends and policies. The flows and effects of how and why people move between countries are studied in the *International Migration Outlook*. Health and social trends are monitored regularly in *Health at a Glance*, *Society at a Glance* and *Pensions at a Glance*. The directorate also looks at the effectiveness of healthcare, social welfare programs and the role of women in the labour force.

For further information see www.oecd.org/social, www.oecd.org/migration, www.oecd.org/employment.

- **Centre for Entrepreneurship, SMEs and Local Development**

Fostering entrepreneurship, particularly small and medium enterprises (SMEs), is high on Australian policymakers' agendas, as it is in other industrialised countries, as well as in emerging and developing economies. The OECD's Centre for Entrepreneurship, SMEs and Local Development fosters the development of an entrepreneurial society capable of innovating, creating jobs and seizing the opportunities provided by globalisation while helping to promote sustainable growth, integrated development and social cohesion.

For further information see www.oecd.org/cfe , www.oecd.org/regional.

OECD Education Directorate Bodies

- **Education Policy Committee**

The Education Policy Committee (EDPC) is the central decision-making body of the OECD's Education Directorate and reports to the OECD council. The EDPC was established in 1970 as the Education Committee and changed to its current name at the start of 2007. Each of the OECD's member countries has a delegate on the Committee, which meets twice a year.

The EDPC contributes to fulfilling the Directorate's mission of assisting OECD member countries and non-members to achieve high quality lifelong learning for all, which contributes to personal development, sustainable economic growth and social cohesion. The EDPC is responsible for:

- assisting governments to develop effective and efficient policies for education and learning to meet individual, social, cultural and economic objectives through the development of specific policy recommendations, policy reviews, analyses and data collection;
- overseeing the strategic direction, coherence, quality and communication of OECD work on education carried out by the education bodies;
- exchanging information and promoting international co-operation among OECD member countries and, where relevant, with non-members on the objectives identified above; and
- disseminating its policy advice, data and policy analysis to a wide range of stakeholders in OECD member countries and non-member economies.

The EDPC carries out its work program through a large number of subsidiary bodies. DEEWR maintains a high level of engagement with several of these bodies as discussed below.

- **Centre for Educational Research and Innovation Governing Board**

The Centre for Educational Research and Innovation (CERI) carries out studies on and promotes an international dialogue about education across OECD countries. CERI is the main *research-focused* body within the Education Directorate and also reports to the OECD Council. CERI's main objectives are to:

- provide and promote international comparative research, innovation and key indicators on current and emerging education and learning issues and their links to other sectors of policy;
- explore forward-looking and coherent approaches to education and learning in the context of national and international cultural, social and economic change; and
- facilitate practical co-operation among member countries and, where relevant, with non-member economies, in order to seek solutions and exchange views on educational problems of common interest.

Each of the OECD's member countries has a delegate on CERI's Governing Board which meets twice a year. The board is responsible for developing CERI's program of work and budget, monitoring the quality and timeliness of the centre's work and disseminating policy advice, analysis, research and data to stakeholders in member and non-member countries. Participating countries also make an annual financial contribution to CERI's work and running costs.

- **Programme for International Student Assessment Governing Board**

The Programme for International Student Assessment (PISA) assesses the scientific, reading and mathematical literacy skills of 15-year-old students. PISA reports to the OECD Council.

In 2006 all 30 OECD countries and 27 non-members participated. The PISA assessment focuses on young people's ability to apply their knowledge and skills to real-life problems and situations rather than on how much curriculum-based knowledge they possess. PISA is undertaken every three years, and assessments were conducted in 2000, 2003 and 2006, with the 2009 assessment continuing in participating countries.

PISA's Governing Board:

- determines the policy priorities for PISA and oversees adherence to these priorities during implementation;
- works with the OECD Secretariat to ensure compliance with the policy objectives and design parameters at milestones during implementation;
- develops and approves its work program and budget and cost elements of the scale of contributions, taking into account the medium-term strategy developed by the Education Policy Committee;
- prioritises its activities and outputs in consultation with the Education Policy Committee;
- monitors the quality and timeliness of output results, activities and projects;
- disseminates its policy advice, analysis, research and data to a wide range of stakeholders in member and non-member countries;
- evaluates the outcomes of the work; and
- seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

Australia participates in the governing board along with all other OECD members and the non-members who take part in PISA.

- **Programme on Institutional Management in Higher Education Governing Board**

The Programme on Institutional Management in Higher Education (IMHE) is the only OECD forum open to higher education institutions (HEIs) and reports to the OECD Council.

Established in 1969, the IMHE now has 220 members from 41 different countries. IMHE research areas and activities are determined by the IMHE Governing Board.

The main objectives of the IMHE are to:

- Contribute to the improvement of higher education through the strengthening of institutional governance and management. It does this by assisting its participants (including higher education institutions, Ministries and agencies) collectively and individually to understand the social and political environment in which they operate and to meet more effectively their organisational objectives; including high quality research, effective teaching, and contributing to social and economic development.
- Analyse the governance and strategic management of higher education institutions and the development of their role in society. This includes the analysis of policy development and institutional practice and makes use of OECD data and indicators as well as case-studies and the experience of participants.

The IMHE Governing Board:

- develops and approves its work program, the annual amount to be contributed by participants and its budget taking into account the medium-term strategy developed by the Education Policy Committee
- prioritises its activities and outputs in consultation with the EDPC
- monitors the quality and timeliness of output results, activities and projects
- disseminates its policy advice, policy analysis, research and data to a wide range of stakeholders in member and non-member economies
- evaluates the outcomes of the work
- seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

Australia holds a seat on the IMHE Governing Board.

- **Group of National Experts on the Assessment of Higher Education Learning Outcomes Feasibility Study**

The Group of National Experts on the Assessment of Higher Education Learning Outcomes Feasibility Study (AHELO GNE) reports to the IMHE Governing Board. The objective of AHELO is to demonstrate the feasibility – or otherwise – of comparing higher education institutions' (HEIs) performance from the perspective of student learning rather than relying upon research-based measures which are currently being used across the globe as overall proxies of institutional quality.

The feasibility study will assess the scientific and practical feasibility of assessing what undergraduate degree students know and can do across a range of different institutions, countries, cultures and linguistic backgrounds. The overarching goal is to provide better information to HEIs, governments, and other stakeholders including students and employers. The main motivation is that this information could contribute to HEIs' knowledge of their teaching performance, and thereby providing a tool for development and improvement.

The group of national experts on AHELO is responsible for guiding work on the AHELO feasibility study. Its role is to:

- guide the methods, timing and principles of the AHELO feasibility study; and
- allow OECD countries to share information and experience on this issue and to keep in touch with the emerging findings of the exercise.

- **International Indicators of Education Systems**

International Indicators of Education Systems (INES) carries out most of the empirical quantitative tasks in the EDPC's work program. It also provides input for the work of other parts of the organisation, particularly the Economics Directorate and the Directorate for Science and Technology.

INES includes the annual development and production of OECD education indicators as well as various surveys currently in development. Through INES, the EDPC also contributes to the OECD Programme for the International Assessment of Adult Competencies (PIAAC), which is jointly managed by the Directorate for Education and the Directorate for Employment,

Labour and Social Affairs.

INES plays a key role in the production of *Education at a Glance* (EAG), which is one of the OECD's flagship publications. At present, EAG is produced under the auspices of the INES Working Party with CERI staff providing analysis of data collected by the INES Networks. During the 2009–10 biennium the outputs relating to EAG will be financed by the CERI Governing Board.

DEEWR (and the former DEST) have historically had a high level of engagement in INES, including:

- participating in setting the direction of the INES work program through attending meetings of the INES Working Party and participating in its other activities; and
- maintaining a high level of participation in the INES networks, and in particular the INES network which is responsible for measuring the labour market and social outcomes of education, by attending the network's meetings and providing data and advice as part of its work program.

INES' backbone has historically been a series of country-sponsored expert networks and working groups which have carried out longer-term research and developmental work.

These groups have included:

- Network A on measuring learning outcomes
- Network B for measuring labour market and social outcomes of education
- Network C for measuring the learning environment and organisation of schools
- Network D for measuring public perceptions of education

In 2007 the EDPC adopted a new governance structure for INES which included the country-sponsored networks being streamlined into new networks directly administered by the OECD. These networks are the:

- Network for data development on labour-market and social outcomes of education
- Network for the collection and adjudication of system-level descriptive information on educational structures, policies and practices.

The new networks were initiated on 1 January 2009. At their first meeting the networks elected their chairs and established working mechanisms.

- **INES Advisory Group**

The INES Advisory Group is responsible for advising the EDPC on OECD data and indicators of education in order to inform and assist its decision-making processes. The Group also prepares the deliberations of the EDPC on INES.

The INES Advisory Group's specific responsibilities include:

- monitoring the outputs, structures and working arrangements of INES as a basis for the formulation of advice to ensure that the INES program of work is well managed and effectively prioritised within the resources available;
- providing advice to the Education Policy Committee with respect to the acceptability of proposals advanced by the INES Working Party and Boards of Participating Countries; and
- provide a means of horizontal co-ordination of the INES-related work between the INES bodies and other education bodies.

The INES Advisory Group's membership is drawn from the EDPC, INES Working Party, CERI Governing Board, ELSAC, the PISA Governing Board, a representative from each of the other large education surveys and the Working Party of National Experts on Science and Technology Indicators.

- **INES Working Party**

The INES work program is overseen by the INES Working Party. This body's responsibilities include signing off on the national data used in *Education at a Glance* and overseeing the expert networks which carry out research and developmental work on the outcomes of education and the organisation of education systems.

In particular, the Working Party's functions include:

- working with the OECD Secretariat to ensure compliance with the policy objectives and design parameters of the respective data collection programs as established by the EDPC;
- managing the implementation of data collections necessary to support the consolidation and development of indicators, notably the UNESCO/OECD/EU (UOE) data collection on education systems (in collaboration with UNESCO and Eurostat);
- setting priorities and standards for data development, analysis and reporting and, in particular:
 - establishing common data standards, methodologies and advice on all technical matters regarding indicator methodologies;
 - consolidating indicator methodologies; and
 - reviewing proposals for new indicators in areas agreed by the EDPC.
- assuring the quality and timeliness of output results, activities and projects, assesses data and indicator comparability, and establish plans for achieving improvements through the expert groups where necessary;
- disseminating its policy advice, analysis, research and data to a wide range of stakeholders in member and non-member economies;
- reviewing indicator material in preparation for its publication in *Education at a Glance*; and
- signing-off on national data publications and the use of national data in *Education at a Glance*.

The INES Working Party, which meets twice a year, prioritises its activities and outputs within the Work Programme of the EDPC and reports to the EDPC. It also informs and works with the CERI Governing Board and the PISA Governing Board.

The INES Working Party has three informal working groups. These are:

- Student Loan Working Group
- Student Mobility Working Group
- Tertiary Education Indicators Working Group

- **Board of Participating Countries for Programme for the International Assessment of Adult Competencies (PIAAC BPC)**

The Programme for the International Assessment of Adult Competencies (PIAAC) is conceived as an international, multi-year program focusing on the assessment of adult skills and competencies. Its primary objectives are to:

- develop direct measures of competencies believed to underlie both personal and societal success;
- assess the impact of these competencies on social and economic outcomes at individual and aggregate levels;
- gauge the performance of education and training systems in generating required competencies; and
- help to clarify the policy levers that could contribute to enhancing skills.

PIAAC will provide continuity with the International Adult Literacy Survey (IALS) and Adult Literacy and Life Skills Survey (ALLS) which were conducted in Australia in 1996 and 2006 respectively.

Development work on PIAAC is currently underway and will continue into 2010. PIAAC is scheduled to be conducted for the first time in 2011 with results being released in 2013. It is planned that the survey will be conducted at five year intervals.

The PIAAC Board of Participating Countries (PIAAC BPC) is responsible for the overall policy aspects of the program, including the design of assessment instruments and reporting arrangements. The board reports to both the EDPC and ELSAC, and both informs and works with the INES Network for data development on labour-market and social outcomes of education.

Australia provides a representative for the Board of Participating Countries' two annual meetings and the ABS represents Australia at meetings of PIAAC National Project Managers and has had a very high level of engagement throughout PIAAC's development to date. Australia is currently one of 28 countries participating in the survey's development. The European Community is also a participant in the PIAAC BPC.

- **Board of Participating Countries of the Teaching and Learning International Survey (TALIS BPC)**

The Teaching and Learning International Survey (TALIS) is the first international survey to focus on the learning environment and the working conditions of teachers in schools. It aims to fill important information gaps in the international comparisons of education systems and offers an opportunity for teachers and school principals to give their input into education analysis and policy development in some key policy areas. Cross-country analysis from TALIS will allow countries to identify other countries facing similar challenges and to learn from other policy approaches.

The first wave of the TALIS was conducted in 24 countries, and other countries may join at a later stage. TALIS results were included in the *2009 Education at a Glance* for the first time.

The functions of the Board of Participating Countries of the TALIS are to:

- work with the OECD Secretariat to ensure compliance with the policy objectives of the survey and establish the specific priorities for indicators, analysis and instrument development in each wave of the survey;
- ensure compliance with these design parameters at key milestones during the implementation of the project;
- insofar as the survey implementation will be covered entirely by voluntary contributions and grants, draw up the budget and recommend budgetary allocations for participants;
- operationalise the scope of the work to be covered by the main international contractor;
- guide the preparation of the reports and analysis of the survey results; and
- bring policy advice, reports and analysis to the attention of the EDPC.

Australia is an active participant in both the TALIS survey and its Board of Participating Countries.

- **Network on Early Childhood Education and Care**

Also known as *Starting Strong (Early Childhood Education and Care) Network*,

The Network on Early Childhood Education and Care reports to the EDPC. It aims to support the development of effective and efficient approaches and good practice in the field of early childhood education and care (ECEC) policy in participating countries by:

- developing, sharing and disseminating information on experience, research and good practice of country experiences in the field;
- serving as a clearing house of new policy research in the field and identifying new areas for fruitful policy research and analysis;
- identifying data development needs and contributing to the development of methodologies for developing such data;
- organising workshops on selected policy themes; and
- facilitating contacts among researchers, policy-makers and practitioners and among other international networks in related fields.

Australia has a strong ongoing interest in this Network, including sending an Australian representative to Network meetings.

- **Group of National Experts on Vocational Education and Training (GNE VET)**

The Group of National Experts on Vocational Education and Training is responsible for guiding the work on vocational education and training (VET) on behalf of its two parent committees, particularly the collaborative project on "Vocational Education and Training: Policy and Innovation". The Group reports to both the EDPC and CERI Governing Board.

The Group's responsibilities are to:

- guide the methods, timing and principles of the work;
- allow OECD countries to share information and experience on VET policy and policy innovations; and
- keep OECD countries in touch with the emerging findings of the exercise.

DEEWR has actively participated in this group and the major outcomes have included a review of Australia's VET policies.

Employment, Labour and Social Affairs Directorate Bodies

- **Employment, Labour and Social Affairs Committee**

The Employment, Labour and Social Affairs Committee (ELSAC) is concerned with developing policies to ensure utilisation of human capital at the highest possible level, improve the quality and flexibility of working life and promote social cohesion. ELSAC is one of two committees set up under the OECD Directorate of Employment, Labour and Social Affairs, with the other being the Health Committee.

ELSAC meets biannually, and deals with the overarching issues of the committee and its working parties. Each member country sends at least one delegate to these meetings.

ELSAC has three subsidiary working parties. DEEWR participates in the Working Party on Employment, FaHCSIA is the lead agency for the Working Party on Social Policy and the Department of Immigration and Citizenship (DIAC) represents Australia in the Working Party on Migration.

- **Working Party on Employment**

The Working Party on Employment covers the analysis of employment and unemployment and growth-friendly labour market policies. The working party meeting is primarily used to review the draft chapters of the *Employment Outlook* publication. This report covers many aspects of the labour market that often have links with social policies. Recent analysis has covered active labour market policies, school-to-work transitions for youth, labour market discrimination, and the recommendations of the OECD Jobs Strategy. The Working Party meets annually, usually in March or April and is attended by a DEEWR representative.

- **Working Party on Social Policy**

The Working Party on Social Policy's role is to address those issues of social policy which arise in the context of demographic, social and economic changes in member countries, bearing in mind the effective functioning of labour markets. It will, on behalf of the Committee, develop a framework for the assessment of social policy and oversee the development of a comprehensive data base enabling comparative trends to be tracked.

The Working Party's goals are to:

- modernise social protection systems to meet demographic challenges
- foster family friendly policies to help reconcile work and family life
- enhance rights and responsibilities in social protection
- review pension systems
- develop social indicators.

The Working Party meets annually, usually in November or December. FaHCSIA represents Australia on this working party, though DEEWR monitors its meeting agendas for issues of relevance to the portfolio.

- **Working Party on Migration**

The Working Party on Migration is responsible for:

- serving as a forum for OECD Member countries to exchange information on national policies and practices and discuss matters related to migration, with emphasis on labour market and other economic and social aspects;

- systematically collecting, reviewing and disseminating information, using the Continuous Reporting System on Migration (SOPEMI), on migratory trends as well as statistical data and policies and practices of member countries and, to the extent feasible, of relevant non-member countries;
- initiating work on the economic, demographic, and social causes and consequences of migration in sending and receiving countries and discuss the results of this work and its wide-ranging policy implications;
- evaluating and developing, on the basis of analytical work, policy options which would facilitate decisions by OECD member countries to respond to the challenges and opportunities of international migration, including the integration and insertion of migrants and their children in the economy and society at large;
- encouraging and facilitating co-operation among sending and receiving countries by providing information and policy analysis that will assist them in assessing and managing migration flows to their mutual benefit; and
- promoting co-operation among the bodies of the Organisation dealing with work related to migration, and maintaining regular contacts and co-operation with other International Organisations, as appropriate.

Australia is represented in this working party by delegates from DIAC. DEEWR also monitors the Working Party's meeting agendas for relevant issues.

Centre for Entrepreneurship, SMEs and Local Development Bodies

- **Cooperative Action Programme on Local Economic and Employment Development (LEED)**

The Cooperative Action Programme on Local Economic and Employment Development (LEED) identifies, analyses and disseminates innovations in local economic and employment development. The Programme aims to:

- improve the quality of local labour market and social policies, through continuous monitoring and assessment of current practices;
- promote the exchange of experience and information and the diffusion of innovation in local economic, employment and entrepreneurship development; and
- provide assistance for member countries, to support exchanges with non-member economies and to serve as a critical link between the OECD and local authorities.

The LEED Programme identifies, analyses and disseminates innovative ideas relating to economic development, entrepreneurship, local governance and the social economy. Based on the voluntary participation of countries, its program of work provides a large measure of operational flexibility. The LEED Programme has contributed to local development for over 25 years, providing rationale for new policies and improving local practices, and is still exploring and pushing further the frontier of knowledge in this area.

The LEED Programme is a pillar of the Centre for Entrepreneurship, SMEs and Local Development, and collaborates closely with the Working Party on SMEs and Entrepreneurship and the Tourism Committee. It also carries out horizontal work with other OECD bodies, such as the Centre for Co-operation with Non-Members and the Directorate for Employment, Labour and Social Affairs.

In 2003 the OECD Secretary General created the OECD LEED Centre for Local Development in Trento, Italy with the aim of building capacity for local development across the OECD region, with a special focus on Central, East and South-East Europe.

- **LEED Directing Committee (LEED DC)**

The LEED Directing Committee consists of 30 countries (including Australia which shares a rotating chair role with New Zealand) and four international organisations who are all full-participants. It draws on the additional resources and expertise provided by the LEED Partners' Club, a network of more than 100 members gathered in four consultative fora.

The LEED Partners Club Network (LPCN) is a channel of resources and expertise for the LEED Directing Committee Membership of the Partners Club allows partners to participate in the activities of its four fora, created to reflect the different interests of LEED Partners and to reinforce the activities of the LEED Programme:

- The Forum on Partnerships and Local Governance is principally linked to the work of LEED Activity 1 on employment and local governance;
- The Forum on Entrepreneurship is linked to the work of LEED Activity 2 on entrepreneurship;
- The Forum on Innovations is linked to the work of LEED Activity 3 on social inclusion;
- The Forum for Development Agencies and Investment Strategies is principally linked to the work of LEED Activity 4 on development agencies and investment strategies.

Each forum's Chairperson is a recognised authority in his or her field and acts as a counsellor to the LEED Programme. The Chairs of the fora are often invited to attend meetings of the LEED Directing Committee to present initiatives that may be of particular interest to the Committee. Meetings of the fora are often scheduled to coincide with meetings of the LEED Directing Committee in order to create further opportunities for collaboration between LEED Partners and LEED Delegates.

- **LEED Forum**

The OECD LEED Forum on Partnerships and Local Governance was established in September 2004 with the support of the Austrian Federal Ministry of Economy and Labour. The Forum builds on the expertise and the networks developed by the OECD Study on Local Partnerships and serves as a platform for the exchange of experience between partnerships worldwide. Today the Forum has 2 400 members in 45 countries. All institutions and organisations involved in the management of area-based partnerships may become members of the forum.

OECD Research Projects of Relevance to DEEWR

Education at a Glance (EAG).

EAG is the OECD's Education flagship publication, showcasing international education indicators. DEEWR coordinate the collection of data and editing of content for the Australian input to the publication. EAG is released annually in September.

OECD Employment Outlook

The OECD Employment Outlook publication provides an annual assessment of labour market developments and prospects in member countries. The 2009 edition focuses on the jobs crisis in particular and looks at steps taken by governments to help workers and the unemployed. It also recommends ways to prevent the current high levels of employment from becoming entrenched.

OECD Teaching and Learning International Survey (TALIS)

TALIS is the first international survey to focus on the learning environment and the working conditions of teachers in schools and it aims to fill important information gaps in the international comparisons of education systems. TALIS offers an opportunity for teachers and school principals to give their input into education analysis and policy development in some key policy areas. Cross-country analysis from TALIS allows countries to identify other countries facing similar challenges and to learn from other policy approaches.

Review of Australia's Activation Policies

The Activation Review uses country reviews to examine strategies that OECD member countries have implemented to 'activate' the unemployed/inactive. Australia's policies will be reviewed in 2010. The OECD is interested in information on the public employment service systems, benefit sanctions, suitable job criteria, and approaches used to activate recipients of social assistance (and, where relevant, lone parent benefits). Internationally comparable and best practice information, compiled by the OECD during the review will help inform the development of Australia's future employment strategies.

Disability and Work: Challenges of labour market inclusion of people with Mental Illness

This project will aim to improve school outcomes by producing frameworks for assessment and evaluation at different levels (student, teacher and school performance), analyse strengths and weaknesses of different approaches and provide recommendations for approval. DEEWR and other participating countries will be asked to complete a questionnaire and participate in expert workshops.

Encouraging Quality in Early Childhood Education

The project is aimed at addressing the question of how OECD member countries can put into place policies that would raise the quality of early childhood education (ages 0-6 years). The Project involves drawing on evidence from the Starting Strong I and Starting Strong II publications to develop policy orientations and recommendations, a policy tool box and a policy dialogue. Quality measures would include program level indicators, inputs and outcomes.

Review on Evaluation and Assessment Frameworks for Improving School Outcomes

The purpose of the review is to explore how evaluation and assessment systems can be used to improve the quality, equity and efficiency of school education. The Review will be led by a Group of National Experts on Evaluation and Assessment.

As part of the review, the OECD will carry out country reviews in up to seven countries during 2010. The country review will provide an analysis of evaluation and assessment policies within participating countries from an international perspective. The country review will also provide recommendations for policy development and implementation. Australia is one of seven countries participating in this project. DEEWR is the lead agency responsible for liaising with the OECD on this matter.

Programme for the International Assessment of Adult Competencies (PIAAC).

PIAAC is conceived as an international, multi-year program focusing on the assessment of adult skills and competencies. It aims at developing a strategy to address the supply and demand of competencies that would:

- identify and measure differences between individuals and countries in competencies believed to underlie both personal and societal success;
- assess the impact of these competencies on social and economic outcomes at individual and aggregate levels;
- gauge the performance of education and training systems in generating required competencies; and
- help to clarify the policy levers that could contribute to enhancing skills.

PIAAC will provide continuity with the International Adult Literacy Survey (IALS) and Adult Literacy and Life Skills Survey (ALLS) which were conducted in Australia in 1996 and 2006 respectively.

PIAAC will also provide a benchmark for the preparedness of Australia's workforce for the information age and for Australia's competitiveness in the new world economy.

Feasibility Study for the Assessment of Higher Education Learning Outcomes (AHELO)

The purpose of the AHELO feasibility study is to assess whether it is possible to measure what undergraduate degree students know and can do at the international level. This will entail an evaluation of the feasibility of undertaking an international assessment of higher education learning outcomes (in generic and subject-specific skills) at the end of a Bachelor's degree program, as well as gauging the feasibility of its practical implementation.

The Australian higher education sector and Australian government are very interested in the assessment of learning outcomes for students, rather than inputs. The OECD study could provide a useful complement to other higher education ranking systems that are based mainly on research and/or reputation.

OECD Innovation Strategy

The *OECD Innovation Strategy* is an OECD-wide horizontal strategy led by the Directorate for Science, Technology and Industry with contributions from external advisory groups and stakeholders. It comprises four working groups; Global Dimensions, Markets and Governance, Human Capital and Measurement. The Strategy aims to create a comprehensive, coherent understanding of how to promote, measure, and assess

innovation and its underlying dynamics. OECD Ministers mandated the preparation of an OECD Innovation Strategy in May 2007.

The OECD's *Innovation Strategy* offers a cross-government approach to drive sustainable growth and improved social welfare. It links recommendations across education, entrepreneurship, research, immigration, tax and trade needed to help countries capture the economic benefits of innovation in a new era. The final report, due in 2010, will offer rigorous data and evidence-based analysis for updating policies across the whole of government.

Innovation Strategy – Human Capital Pillar

Innovation Strategy for Education and Training

The Human Capital pillar of the *Innovation Strategy* is being co-lead by CERI through the project *Innovation for Education and Training*. The two strands of this project are:

1. Education and Human Capital for Innovation - Identifying the key skills leading to innovation in companies and society, taking into account the changing forms and sources of innovation, and then deducing the main challenges for education and training policies; and
2. Innovation in Education - Providing member countries with an overview of the main features of a strategy for innovation in education, and the various possible sources of innovation and improvements in education.

Timeframes for the project are anticipated to be as follows:

- April 2009 – indication of participation in the project and initial questionnaire
- May-June 2009 and throughout the project – Comment on papers
- September 2009-February 2010 – questionnaires and visits or phone interviews;
- March-June 2010 – development of policy messages for the development of an Innovation Strategy for Education and Training.

Participating countries are invited to take part in two international project meetings (the first took place in the Australian Spring of 2009 and the second is to be held in 2010). These meetings provide the Secretariat with commentary on the progress of work and identifying the key messages to feature in the report on the *OECD Innovation Strategy* and the *Innovation Strategy for Education and Training*.

The following outputs are subject to budget and timeline. This work will inform the broader OECD innovation Strategy which will be the focus of the 2010 Ministerial Council Meeting

- A contribution to the final report of the *Innovation Strategy*. The outcomes of the OECD *Innovation Strategy* will be presented to Ministers at the 2010 Ministerial Council Meeting (MCM).
- A possible thematic report or paper on innovation and human capital that analyses human capital formation inside and outside the education system, as well as its contribution to innovation, including unanswered questions.

A thematic report on innovation in education, with a set of general principles for fostering innovation and improvement in education, illustrated by examples drawn from the strategies and experiences of members.

Programme for International Student Assessment (PISA)

PISA assesses how far students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society. In all cycles, the domains of reading, mathematical and scientific literacy are covered not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life.

Data collection for Australia is coordinated through the Australian Council for Educational Research (ACER). ACER also recently renewed its international analysis data collection and reporting contract with the OECD and distributes its products and services internationally and to other OECD member countries.

PISA results are used as key performance measures within the Australian Government's National Assessment Program to provide data on the progress of Australian school students towards achieving the National Goals for Schooling.

PISA, as an international test, has been identified as an indicative progress measure for Australia's schooling aspirations as part of the Council of Australian Governments' (COAG) participation and productivity agenda. The COAG outcome that PISA results will be used to measure progress towards is "Australian students excel by international standards".

Australia's participation in both national and international student assessments aims to inform the government's human capital productivity agenda and improve the learning outcomes of Australian students by allowing schools and education systems to identify strengths and weaknesses in their teaching programs.

Guidelines on Quality Provision in Cross-border Higher Education

In 2005, Guidelines on Quality Provision in Cross-border Higher Education were jointly produced by UNESCO and the OECD to enhance quality provision of cross-border education at a global level by further strengthening quality assurance.

These Guidelines, which have now been endorsed by the OECD and UNESCO, have four main policy objectives:

- 'Students/learners protection' from the risks of misinformation, low-quality provision and qualifications of limited validity.
- Qualifications should be readable and transparent in order to increase their international validity and portability. Reliable and user-friendly information sources should facilitate this.
- Recognition procedures should be transparent, coherent, fair and reliable and impose as little burden as possible to mobile professionals.
- National quality assurance and accreditation agencies need to intensify their international cooperation in order to increase mutual understanding.

The Guidelines were adopted by the OECD Council in 2005. In 2007 a questionnaire was sent to countries to check the extent to which the Guidelines have been appropriately disseminated and whether some implementation efforts have been developed. The EDPC noted this information and decided that some further efforts should be made in order to ensure the full dissemination and implementation of the Guidelines.

The expected outputs for this project included a consistent set of internationally recognised guidelines governing the quality of education provided to international students.

Attachment C

DEEWR Based Research Projects

Assessment and Teaching of 21st Century Skills (ATC21S)

AT21CS is a collaboration of three companies (Cisco, Intel and Microsoft) and five founding member countries (Australia, Finland, Portugal, Singapore and the UK) to ensure students are equipped with the skills required to participate as productive and creative workers and citizens in the modern economy. Researchers and academics from a wide range of countries are involved in the project.

AT21CS is seeking to build recognition of the importance of both subject specific and generic skills in curriculum and assessment. The aim is to develop assessment instruments for a broad range of skills (where instruments do not currently exist) that can be made available and used to support international, national and classroom assessments, both large scale and at the micro-level, summative and formative to support student learning.

For more information on ATC21S - <http://www.atc21s.org/>

International Assessments

Australia currently participates in three international assessments which provide the ability to compare Australia's education performance with other countries. Information from the assessments helps guide education policy development and review, both in Australia and overseas.

1. Programme for International Student Assessment (PISA)

PISA (as discussed in detail elsewhere in this submission) is an international assessment of 15 year-old students in reading literacy, mathematical literacy and scientific literacy which is conducted on a three year cycle. The focus of PISA is to determine the extent to which students nearing the end of their compulsory schooling have the ability to apply their skills and knowledge in real-life contexts. In 2008, COAG agreed that student performance in PISA testing will be used to measure the agreed COAG outcome "*Australian students excel by international standards*".

66 countries participate in PISA and there are a number of research reports produced on the results.

For more information on PISA - www.pisa.oecd.org

2. Trends in International Mathematics and Science Study (TIMSS)

TIMSS is an international student assessment of Year 4 and Year 8 students in mathematics and science which is conducted on a four year cycle. TIMSS is a curriculum-based assessment which is designed to assess how well students have mastered the factual and procedural knowledge taught in school mathematics and science curricula.

65 countries participate in TIMSS and there are a number of research reports produced on the results.

For more information on TIMSS - <http://timss.bc.edu/>

3. Progress in International Reading Literacy Study (PIRLS)

In 2010-11, Australia will participate for the first time in PIRLS. PIRLS is conducted on a five year cycle and aims to study the acquisition of literacy among primary-school age children. PIRLS complements the work-oriented, across-the-curriculum perspective on literacy offered by PISA. While PISA is concerned with the literacy needs of students as they prepare to make the transition from the world of school to the world of work (aged around 15 years), PIRLS addresses progress at the stage when students move from 'learning to read' to 'reading to learn'.

55 countries participate in PIRLS and there are a number of research reports produced on the results.

For more information on PIRLS - <http://pirls.bc.edu/>

Endeavour Awards

The Endeavour Awards is the Australian Government's internationally competitive, merit-based scholarship program providing opportunities for citizens of the Asia-Pacific, Middle East, Europe and the Americas to undertake study, research and professional development in Australia. Awards are also available for Australians to do the same abroad.

The Endeavour Research Fellowships provide financial support for postgraduate students and postdoctoral fellows from participating countries to undertake short-term research (4-6 months), in any field of study, in Australia.

The Endeavour Research Fellowships aim to:

- enable high achieving scholars from participating countries to undertake research in Australia
- further develop Award Holders' knowledge and skills in their field of research
- strengthen bilateral ties between Australia and the participating countries
- showcase Australia's education sector
- strengthen mutual understanding between the people of Australia and Award Holders' home countries
- build international linkages and networks

From a research perspective the Endeavour Awards also provides:

Endeavour Postgraduate Awards (including the Endeavour Europe Awards) – for international students to undertake a postgraduate qualification at a Masters or PhD level either by coursework or research in any field in Australia.

Endeavour Executive Awards – 1-4 month awards for professional development opportunities for high achievers in business, industry, education or government. These awards have supported development of education / industry research collaborations and government to government exchange on education and research issues.

For more information on the Endeavour Awards - <http://www.endeavour.deewr.gov.au/>

Prime Minister's Australia Asia Endeavour Awards for outstanding students

The Prime Minister's Australia Asia Endeavour Award provides 20 postgraduate students and 20 undergraduates from across Australia with up to \$63,500 to undertake an international research, study and internship experience in either China; India; Indonesia; Japan; Malaysia; Singapore; Republic of Korea; Taiwan; Thailand; or Vietnam. Ten international postgraduate students are also funded to study in Australia.

The Government has committed \$14.9 million over four years to establish this prestigious scholarship program, which was announced as part of the Government's response to the 2020 Summit.

For more information on the Prime Minister's Australia Asia Endeavour Awards - http://www.endeavour.deewr.gov.au/PMs_Awards/.