



**Australian Government**

**Department of Education, Employment and Workplace Relations**

Dr Margot Kerley  
Secretary  
Foreign Affairs Sub-Committee  
Joint Standing Committee on Foreign Affairs, Defence and Trade  
Parliament House  
CANBERRA ACT 2600

Dear Dr Kerley

**Inquiry into Australia's relationship with ASEAN**

I refer to your correspondence dated 14 July requesting submissions for an inquiry into Australia's relationship with ASEAN.

The Department of Education, Employment and Workplace Relations (DEEWR) welcomes the opportunity to make a submission to the Joint Standing Committee on Foreign Affairs, Defence and Trade's inquiry into Australia's relationship with ASEAN. I attach DEEWR's submission on Australia's education and employment relations with ASEAN.

If you have any queries regarding this submission, please contact Mr Peter Davies, Director, Trade Agreements and Multilateral Unit, by phone on 6240 8613 or via e-mail at: [peter.davies@deewr.gov.au](mailto:peter.davies@deewr.gov.au).

Yours sincerely,

A handwritten signature in black ink, appearing to read 'F. Buffinton'.

Fiona Buffinton  
Group Manager  
International

5 September 2008







**Australian Government**

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**Department of Education, Employment  
and Workplace Relations**

**Submission to the  
Joint Standing Committee on Foreign  
Affairs, Defence and Trade's inquiry into  
Australia's relationship with ASEAN**

# **Department of Education, Employment and Workplace Relations submission to the Joint Standing Committee on Foreign Affairs, Defence and Trade's inquiry in Australia's relationship with ASEAN**

## **The Department of Education, Employment and Workplace Relations (DEEWR)**

The Department of Education, Employment and Workplace Relations (DEEWR) is the Australian Government Department responsible for education and training, employment, workplace relations and social inclusion policy matters. DEEWR brings together the core elements of the Government's participation, productivity and social inclusion agenda from early childhood learning, through school education, trade training, wider vocational education, universities and employment participation.

DEEWR works in collaboration with various stakeholders across government, industry and the community to support and create Australia's future through improving education outcomes and systems, maximising the effectiveness of training, increasing workforce participation and contributing to employment growth and a strong economy. The Department has a particularly strong interest and responsibility in ensuring that there is a high quality pool of people that can be attracted and retained in Australia's labour force and that Australia's management practices and work arrangements are flexible and adaptive to meet new and emerging challenges.

## **International Education**

Australia is a leader in the field of international education. Australia has the highest proportion of foreign students in our higher education system than any other country – at 19.3 per cent according to the OECD. The OECD average, by comparison is just 7.2 percent. Australia is now the world's fifth-largest provider of education to international students and the export sector continues to grow fuelled by rapid levels of economic growth and prosperity in the Asia-Pacific. Export income from the international provision of Australian education and training contributed \$12.5 billion to the Australian economy in 2007, making it Australia's third largest export industry behind coal and iron ore (\$20.8 billion and \$16.1 billion respectively). It is Australia's largest services export industry, ahead of personal travel services (\$11.8 billion).

International education makes a significant economic and social contribution to Australia. International engagement in education supports the nation's diplomatic and trade objectives, opening up opportunities for exporting and building networks for trade and investment, diplomatic relations and international cooperation. The social and economic benefits of international education flow to individuals, institutions and the wider community, enriching the experience of domestic students, researchers and teaching staff, and building linkages between Australian and international institutions. It is estimated that Australian education and training has produced between one and two million international alumni over the last fifty years and has a role to play in educating the next generation of world leaders.

Australia's leadership position in international education is due to its ability to anticipate and respond to successive waves of international engagement with the region. The first phase of international engagement was through the Colombo Plan, an initiative of the Australian Government for co-operative economic development in Southeast Asia, agreed to by the British Commonwealth Foreign Ministers' Meeting in Colombo, Sri Lanka in January 1950.

The Colombo Plan was established with seven members (Australia, Canada, Sri Lanka, India, New Zealand, Pakistan and the United Kingdom), expanding to include Burma, Cambodia, Indonesia, Japan, Laos, the Philippines, the United States, Thailand and Malaya in 1954, and Malaysia and Singapore in 1963. In the 35 years after 1950 some 40,000 people from Asia came to study in Australian institutions under the Colombo Plan.

The 'second phase' can be seen as the period of consolidation and growth in international education, following the release in 1984 of the report *Committee to Review the Australian Overseas Aid Program* (the Jackson Report). In 1985 a new Overseas Student Policy was introduced by the Australian Government whereby overseas students who were not accommodated within the quota of subsidised students could be enrolled without numerical limits provided they met the institutions' entry requirements and paid the full cost of their courses. The shift from an approach of educational aid to educational trade had commenced. This policy shift allowed Australian providers to respond to demand in the region for education services.

In 1975 the world foreign student market was 600,000 people but by 2000 it was 1.8 million and in 2005 it had reached 2.7 million – a 50 per cent increase in just half a decade. This global education environment is dynamic as population demographics are shifting, skills needs are evolving and students are becoming better informed consumers. The demand for vocational education and training is growing rapidly. In 2007, international student enrolments in vocational education and training (VET) in Australia grew 46 per cent, exceeding 120,000, following a similar increase in 2006. VET is now the fastest growing education sector for international students. English language skills are also in high demand, and will continue to be, as it becomes the common language of commerce and foreign relations. Australia has a key role to play in helping to meet these demands and reap the benefits from the opportunities they represent.

However, countries such as China, Singapore and Malaysia are now putting in place domestic infrastructure to service more of their own educational needs. For example, China is meeting the demands of the 21<sup>st</sup> century with its focus on constructing a broadband network for education and scientific research. And under its 'Project 211' around \$420 million per annum has been spent in China in the seven years from 1996 to bolster existing and construct new facilities. There is also an increasing drive to deliver courses in English in traditionally non-English speaking countries, such as Japan, Korea, Germany and Scandinavia.

The Korean Government is now leading a campaign to raise the English level of all Koreans, starting at pre-school. As part of the 'Brain Korea 21' project institutions are being encouraged – and funded in some cases – to offer more courses in English, more study abroad/exchange programs, dual/joint degrees or articulation courses with overseas institutions to keep Korean students at home.

This dynamic international environment means that Australia needs continually to improve its education choices. As the number of international students in Australian schools, VET institutions, English Language Intensive Courses for Overseas Students (ELICOS) courses and higher education institutions, we must maintain high standards and develop innovative, flexible ways to deliver services.

Australia is now approaching a 'third phase' of internationalisation of education, in which Australia will seek to move from a volume provider of education services to a high-end diverse niche provider. This new phase will also involve a greater degree of offshore delivery through branch campuses in foreign markets and the delivery of courses through information and communications technologies.

This third phase will also involve the internationalisation of curriculum, increased portability of qualifications and course credits, teaching and assessment to international agreed quality standards, increased diversity in the sources of students and academics and stronger linkages between education, migration and labour markets.

To respond to and harnesses the opportunities of the third phase, Australia will need to focus on three key issues:

- Firstly, we must be globally connected to identify the world's best practice and bring back the lessons, so they are embedded into our system;
- Secondly, we must understand what students want so that we can meet their needs. Only then will we attract the best and brightest in a competitive global marketplace for skills; and
- Finally, education providers must know what employers want, both here in Australia and internationally, to be able to supply the increasingly productive workforce that Australia and other countries need for future prosperity. International graduates have played and will continue to play a significant role in meeting our skills needs.

This 'third phase' will directly strengthen regional economies, provide opportunities to strengthen Australia's involvement in ASEAN, enhance regional security and improve cultural links through the region. While the sector is robust and continues to grow, future sustainability will be enhanced by meeting the public policy challenges of providing a coherent policy framework, appropriate investment, internationally relevant qualifications and quality assurance arrangements appropriate to Australia's third largest export earning industry, and meeting student and employer expectations. This integrated model will also be required to meet the emerging opportunities and challenges facing the industry. These include:

- increasing international competition;
- impact of changing international degree structures;
- maintaining and harmonising quality standards;
- enhancing qualifications recognition arrangements;
- concentration of international student source countries;
- shrinking domestic student numbers in developed economies;
- meeting student and employer expectations;
- managing capacity constraints;
- increasing outward student mobility;
- meeting potential community concerns; and
- meeting demand for workers and skills gaps resulting from an aging Australian population.

### **Role of Australian Education International (AEI)**

Australian Education International (AEI) supports the sustainable development of Australia's international education and training system for the intellectual, social, cultural, economic and security benefit of Australia.

AEI has the lead role across Australian Government agencies for the successful international engagement of Australia's education and training industry. Internationally, AEI has strategic linkages with government and industry representatives and stakeholders of Australia's international education system. AEI creates the environment for the successful international engagement of Australia's education services export sector in a number of ways including working with state and territory education and training regulatory bodies to ensure the quality of education and training services delivered to international students and by providing consumer protection for international students.

AEI also uniquely integrates the development of international government relations with support for the commercial activities of Australia's international education sector.

AEI delivers its services through the DEEWR National Office in Canberra and the DEEWR International Network which extends to 18 economies across the world including 25 offices, mainly based at Australian Embassies, Consulates and High Commissions. AEI is also represented by Austrade in a further 9 European and 2 Latin American locations.

AEI promotes Australia's education and training capabilities through brand positioning, promotional events, marketing materials, the multilingual *Study In Australia* website and in-country communications campaigns. AEI administers national legislation for financial and tuition assurance mechanisms and codes of practice such as the *Education Services for Overseas Students Act* (ESOS) and the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS). AEI provides assessment services, information and advice on the recognition of educational and professional qualifications and skills from around the world through the National Office for Overseas Skills Recognition (NOOSR).

AEI advances Australia's international education engagement by working with other governments and multilateral organisations on education policy and supporting Australian education providers in their international activities and interests. It represents all education sectors and supports Australian institutions in identifying and realising international opportunities. AEI supports the systematic identification, examination and appropriate adoption of international best practice thereby contributing to the development of a world class and globally connected domestic education system. This in turn contributes to the development of skills to allow Australian industry to become more productive and internationally competitive.

The AEI International Network undertakes a targeted range of functions to advance Australia's interests in international education including government-to-government representation, provision of advice to Australian education providers on in-country education and training developments and promotion of Australian education and training.

Education is becoming increasingly globally connected and competitive and students have greater choice and are becoming better informed about their options. They want high quality and internationally recognised qualifications. Australia's international education and training industry must connect with the rest of the world to remain at the forefront of international developments. Australia's high quality education system supports education exports by offering continuous learning opportunities in a global context and forming valuable links with international research networks.

AEI also supports international engagement through the facilitation and coordination of international delegations to Australia to showcase Australia's high quality education and training systems and through participation in offshore delegations. Recent delegations for the VET sector have visited countries including India, Malaysia, Singapore, Indonesia, Saudi Arabia and Vietnam. These opportunities engage key markets with Australia's education and training system and highlight the benefits for countries utilising the Australian system as a model.

## **Bilateral Engagement with ASEAN Countries**

### ***Cooperation with ASEAN***

DEEWR has a long history of education cooperation with member countries of ASEAN based on mutual respect and shared interests. Australia has substantive engagement on education issues with most ASEAN countries on a bilateral basis and also engages with ASEAN countries on a multilateral basis.

DEEWR / AEI is represented in a range of ASEAN countries as follows:

- a Counsellor in Hanoi, Vietnam, who also has responsibility for Cambodia and the Philippines;
- a Counsellor in Kuala Lumpur, Malaysia with responsibility for Brunei Darussalam;
- a Counsellor in Jakarta, Indonesia;
- a Counsellor in Bangkok, Thailand which also has responsibility for Laos; and
- a Director in Singapore.

### ***Brunei Darussalam***

- A Memorandum of Understanding (MOU) on Education and Training Cooperation was signed in 1990 to strengthen cooperation and mutual assistance in the provision of education and training at all levels in both countries.
- The AEI Malaysia Office provides support to the Australian Post in Brunei on education matters.
- The Bruneian Minister for Education, Pehin Rahman, visited Australia from 4-9 August 2008 to examine Australia's Vocational Education and Training (VET) system in the context of widespread reform of the Bruneian education system.

### ***Cambodia***

- There are no MOUs or Agreements between DEEWR and its Cambodian counterparts.
- There is no DEEWR representation in Cambodia; however the Counsellor, Hanoi has responsibility for co-ordinating work relating to education for this country. Most of the students from Cambodia studying in Australia are on AusAID scholarships.
- Education opportunities are limited and mostly aid related due to Cambodia's stage of development. Opportunities do exist however for in-country delivery of short-term training (including for English language), technical capacity building (for instance in assisting in building quality assurance and qualifications systems) and consultancies.
- Australia has a growing number of influential alumni situated in key government ministries. This alumni network is largely sourced from Australian Scholarship and this alumni network has the potential to have an important positive influence on Cambodia's development and Australia's long-term bilateral relationship with Cambodia.

### ***Indonesia***

- Australia's education and training links with Indonesia are formalised under the MOU on Cooperation in Education and Training between DEEWR and the Department of National Education which dates back to 1992. DEEWR is represented in Jakarta by an Education Counsellor and through the Australian Education Centres (AECs) in the major cities in Indonesia: Jakarta and Surabaya in East Java.
- A Joint Working Group (JWG) on Education and Training is facilitated under the MOU. JWG activities have focussed on areas including: teacher training; special education; distance education; English and Bahasa Indonesia language training; student, teacher, educational



personnel and academic exchange; and examination and curriculum development. The last meeting of the JWG occurred on 24 February 2005 in Jakarta. Future JWG activities will focus more on policy engagement and outcomes of mutual benefit and interest such as higher education quality assurance, vocational and technical education, and school examination and assessment systems.

- In his visit to Indonesia in June 2008, the Prime Minister, the Hon Kevin Rudd MP, emphasised the importance of people-to-people links, particularly through education.
- Much of Australia's official overseas aid program delivered by AusAID is focussed on education and training, including:
  - over 250 Australian Development Scholarships annually;
  - assistance with the development of madrassah education;
  - a substantial school building program;
  - assistance with the development of primary schools in eastern Indonesia; and
  - the Indonesia-Australia Short Term Training Program.
- AEI at Post has recently received a request from the Indonesian Professional Certification Authority (BNSP) to adopt all Australian Training Packages and Qualifications for trades occupations. BNSP is an independent agency under the Ministry of Manpower and Transmigration. The adoption of Australian Training Packages will ensure that vocational education and training providers in Indonesia deliver the curricula based on the ones used in Australia. This will facilitate the mobility of skilled labour between the two countries as the training packages of both countries are similar and create opportunities for Australian education providers in the delivery of in-country training and capacity building of Indonesian education providers.
- Indonesia is increasing public funding on education. In August 2008 the Indonesian President announced that the Ministry of National Education will receive 20 per cent of the total state budget. This will allow the Ministry of National Education to expand the quality of education and increase enrolments at all levels of education. Opportunities for Australian education providers may include Indonesian Government scholarships for post-graduate study overseas and short-term training for the Ministry's staff.
- DEEWR is a member of the Australia-Indonesian Working Group on Social Security (WGSS) which was formed in April 2005 under a MOU signed by the governments of Australia and Indonesia to focus cooperation on social protection policy and programs. The WGSS operates within the framework of the Australia Indonesian Ministerial Forum (AIMF). Membership of the WGSS provides an opportunity for the Department to build stronger institutional links with Indonesian line ministries members as well as strengthen the existing good relationship between the Department and its counterpart Indonesian agency, the Ministry of Manpower and Transmigration (MOMT).
- As part of the WGSS work program, the Department is developing an Action Plan of Cooperation in collaboration with the Indonesian Ministry of Manpower and Transmigration (MOMT) to enhance Indonesia's economic and social development. Some of the proposed areas of cooperation under the Action Plan include labour market and social protection policies and programs aimed at job creation, increasing workforce participation and improving the welfare of workers; labour compliance and enforcement systems and management of labour disputes; and policies on competency-based training for instructors and training providers. The Action Plan will facilitate the exchange of information on programs and systems as well as other forms of cooperation such as workshops, study tours and projects to assist Indonesia in developing a strong, sustainable and effective labour market, thereby reducing poverty, promoting sustainable development and enhancing regional security.

- The Action Plan is expected to be concluded at the next AIMF meeting, currently scheduled for late 2008

#### *Lao People's Democratic Republic*

- There are no MOUs or Agreements between DEEWR and its counterpart Lao Government agencies.
- There is no AEI representation in Laos. The Education Counsellor in Bangkok has responsibility for co-ordinating work relating to education for this country. Most of the students from Laos studying in Australia are on AusAID development program scholarships.
- Australia has a growing number of influential alumni situated in key government ministries. This alumni network is largely sourced from Australian Scholarship and this alumni network has the potential to have an important positive influence on the development of Laos and Australia's long-term bilateral relationship with Laos.

#### *Malaysia*

- There are three government-to-government arrangements pertaining to education cooperation: a MOU signed in 1996 and two supplementary arrangements concerning qualifications recognition. Since the signing of the MOU, responsibility for education matters in Malaysia no longer rests with a single agency and the nature of the bilateral relationship has significantly changed. The JWG is nominated in the MOU as the primary implementing body.
- Post has negotiated an arrangement with relevant Malaysian agencies to establish a JWG Steering Committee to oversee the priority areas of education cooperation agreed to by the JWG, and ensure that agreed actions are implemented in a timely manner. The Terms of Reference for the Steering Committee were agreed at a meeting of the JWG held in Canberra on 23 June 2008. As a first task, the Steering Committee will examine whether current MOU arrangements are adequate and present options on whether a new MOU is needed.
- In a visit to Malaysia in July 2008, the Prime Minister announced practical initiatives to extend the bilateral education relationship including:
  - a new pilot sister schools program which will link six schools in Malaysia with six schools from Victoria, with a view to expanding it at a later stage to other states;
  - an initiative for Malaysia and Australia to jointly provide training to teachers from Afghanistan;
  - a work and holiday visa program; and
  - an agreement to invigorate bilateral FTA discussions following the conclusion of AANZFTA negotiations.
- Potential exists for Australians to pursue internships in Malaysia following graduation from Australian universities, which would strengthen people-to-people and institutional links.

#### *Burma/Myanmar*

- There are no government-to-government education agreements between Burma/Myanmar and Australia. Burma/Myanmar is a minor market for Australian education providers with only 612 enrolments from Burma/Myanmar students in 2007. There are no Australian Scholarship Awards held by Burma/Myanmar nationals at present.

### *Philippines*

- A Cultural Agreement between the Government of Australia and the Government of the Republic of the Philippines was signed in 1980. The Agreement is ongoing and covers a range of sectors but specifically mentions education, science and research.
- The education system of the Philippines is very different from the Australian model. For historical reasons it is more closely aligned to the United States (US) system. This results in a strong education and training relationship between the two countries and the dominant position the US holds in attracting Filipino students.
- An increasing number of Filipinos are considering Australia as a study destination instead of the United States. This is due to several reasons including that Australia is considered to be safer, with a cleaner environment, lower tuition and living costs and a closer proximity to the Philippines.
- Although the numbers of Filipino students that can afford overseas education is a small proportion of the population, there is still interest from the Filipino community and the promotion of institutional linkages and distance education could encourage an expansion of Australia's educational activities in the Philippines.
- A study is currently being undertaken by Austrade into the potential for expanding education links between Australia and the Philippines.
- Qualifications recognition is an issue of growing importance given that the Philippines is a major source of skilled labour. This will provide opportunities to engage with the Philippines on a bilateral and regional basis on initiatives to facilitate qualifications recognition (e.g. qualifications frameworks) or market access for providers of internationally recognised qualifications.

### *Singapore*

- There is no formal bilateral education/training agreement with Singapore.
- A high level Australian VET delegation led by DEEWR (then the Department of Education, Science and Training) visited Singapore on 8-9 November 2007. The delegation contained representatives of peak bodies, state and territory governments and industry. The mission identified a number of best practice models from Singapore's experience that may be transportable to the Australian VET system.
- On 4 July 2008 the Deputy Prime Minister and Minister for Education, the Hon Julia Gillard MP, met Dr Ng Eng Hen, Singapore Minister for Education and Second Minister for Defence in Singapore. Issues discussed at the meeting included:
  - education policy priorities of the new Rudd Government;
  - Australia's interest in learning from Singapore's experience and achievements in developing a strong mathematics and science curriculum and encouraging its students to attain high global rankings in these subjects;
  - Australian and Singaporean approaches to VET and skills formation;
  - Singapore's plans to expand its higher education sector; and
  - developing a regulatory framework to govern the private education sector in Singapore.
- At the conclusion of the meeting, both Ms Gillard and Dr Ng agreed to establish a platform for regular exchanges between officials to discuss education-related issues. Dr Ng said that, while Australia and Singapore had developed quite different education systems, there was nevertheless scope for both countries to learn from each other. Ms Gillard issued an invitation to Dr Ng to visit Australia in the future as her guest.

- On 12 August 2008, the Prime Minister met with the Singapore Prime Minister, Mr Lee Hsien Loong, in Singapore. At the meeting they reaffirmed the commitment to step up cooperation between Australia and Singapore.
- Singapore is emerging as a competitor to Australia as a study destination. In 2006, Singapore welcomed close to 80,000 international students and the target is for Singapore to host 150,000 foreign students by 2015. Under the Singapore's Global Schoolhouse initiative, more foreign quality institutions are being encouraged to deliver programs in Singapore to help meet this target. While the new initiatives will place competitive pressures on Australian institutions, they will also create opportunities for mutually beneficial flows of students.
- Fifteen leading international universities are now represented in Singapore. These include Massachusetts Institute of Technology, INSEAD the Business School of the World, Johns Hopkins University, University of Pennsylvania's Wharton School of Business, University of Chicago Graduate School of Business, Georgia Institute of Technology, Technical University of Eindhoven, Technical University of Munich, Shanghai Jiao Tong University and Stanford University.
- The provision of Australian courses in Singapore continues to grow. In 2005, 16,736 students, both Singaporeans and foreign nationals, were enrolled to study Australian qualifications in Singapore. The closure of the University of New South Wales' Singapore campus in 2007 has had no lasting negative repercussions for Australia's education reputation in Singapore. It is viewed as a failed business venture, with no further implications for the relationship or other education interests.
- Australian institutions are successfully operating branch campuses in Singapore. The programs that are being delivered to students in Singapore are of the same quality and standard as those taught in Australia. All Australian university courses delivered offshore are subject to audits by a panel of independent auditors appointed by the Australian Quality Universities Agency (AUQA).
- Opportunities continue to grow for Australia to engage in Singapore's plan to develop the country into an international "education hub". The recent opening of the James Cook University campus in Singapore, the recent launch of the International Study Centre by Murdoch University and the plans by Curtin University to establish a Singapore campus, ensures that Australia is engaged with Singapore's expansion into an international "education hub".
- Singapore's elite scholars and researchers have traditionally gone to the UK and the US. Australia is keen to increase the number of Singapore Public Service Commission scholarship holders who choose to study in Australia. Presently only a very small number come to Australia and increasing the numbers of these scholars and researchers who study in Australia would potentially broaden the education relationship and strengthen longer-term Government to Government linkages.

### *Thailand*

- Until 2004, DEEWR (then the Department of Education, Science and Training) had two MOUs with Thailand: one on Educational and Research Cooperation with the Ministry of University Affairs (MUA) signed in 1991 and one on Educational Cooperation with the Ministry of Education (MOE) signed in 1994. Following the 2003 amalgamation of the MOE and MUA under the single Ministry of Education a new Memorandum of Understanding (MOU) was signed in Canberra in July 2004.
- The new MOU covers government-to-government cooperation in all education and training sectors for activities including the exchange of information on areas of mutual interest, the joint planning of collaborative projects, the facilitation of links between government agencies and education and training institutions, the development of appropriate bridging courses and the

facilitation of mutual recognition arrangements. All activities initiated under the MOU will be funded on a joint basis.

- JWG Meetings are the principal forum for government-to-government cooperation under the MOU. Held every two years, they provide an opportunity to discuss developments in education and training systems in both countries and to agree on priorities for future collaboration.
  - The last JWG meeting was held in Bangkok in late February 2005. The Australian delegation was led by Ms Fiona Buffinton, AEI CEO, and included representation from the Australian Vice Chancellors Committee, TAFE Directors Australia and the Schools Group within DEEWR.
  - The JWG will hold its next meeting, hosted by Australia, on 9 September 2008 in Canberra.
- There is strong interest in Thailand in cooperating with Australia on education issues
  - An Australian expert has facilitated the development of a qualifications framework in Thailand for the higher education area, and the opportunity exists to continue this engagement to extend the development of that qualifications framework to the vocational and schools sector.

### *Vietnam*

- An MOU on Cooperation in Education and Training was originally signed with the Vietnamese Ministry of Education and Training in June 1994 for cooperative activities in higher, vocational and school education.
- The MOU was renewed in April 1999 and most recently in February 2008 when the Vietnamese Deputy Prime Minister (DPM) and Minister for Education and Training, Professor Nguyen Thien Nhan, visited Australia at the invitation of the Australian Deputy Prime Minister and Minister for Education, the Hon Julia Gillard MP.
- DPM Nhan expressed particular interest in Australia's workforce planning and modelling.
- Following the visit by the DPM Nhan, the two countries agreed to cooperate in the following areas:
  - working through multilateral organisations and initiatives to strengthen quality assurance and qualifications recognition in the Asia-Pacific region;
  - working on assisting Vietnam's developments in workforce planning and modelling; and
  - sharing information and best practice in vocational training particularly in the areas of national standards and accreditation, qualifications and quality assurance systems.
- A workshop on Quality assurance and accreditation in VET has already been held by AEI in Hanoi with future projects planned as Vietnam continues to look at the Australian VET model as the model for reforming their own system.
- Australia continues to be the market leader in terms of student numbers, in country delivery, alumni groups and activities and scholarships provision. Australia is also very influential in terms of education and training policy advice.

### ***Multilateral Engagement with ASEAN***

The primary vehicle for multilateral engagement between DEEWR and ASEAN is through the Southeast Asian Ministers for Education Organisation (SEAMEO). In recognition of SEAMEO's contribution to human resource development in the region since 1965, the ASEAN Education Ministers agreed in 2005 that the existing ASEAN and SEAMEO forums on education should

integrate their respective programs and activities in a complementary manner and that the priorities of ASEAN cooperation on education would be undertaken through SEAMEO.

SEAMEO is a treaty organisation founded in 1965 to promote regional cooperation in education, science, and culture. It operates according to a charter. SEAMEO has 11 Member Countries, eight Associate Member Countries, one Affiliate Member and one partner country:

Member Countries	Associate Member Countries	Affiliate Member	Partner Country
Brunei Darussalam	Australia	International Council for Open and Distance Education	Japan
Cambodia	Canada		
Indonesia	France		
Laos PDR	Germany		
Malaysia	Netherlands		
Myanmar	New Zealand		
Philippines	Norway		
Singapore	Spain		
Thailand			
Timor Leste			
Vietnam			

SEAMEO member countries are the same as ASEAN member countries with the exception that Timor Leste is not a member of ASEAN.

In 1974, Australia joined SEAMEO as the second Associate Member Country. Australia's annual Associate Membership contribution to the SEAMEO Secretariat is \$20,000. While Australia maintains cooperative relations with SEAMEO, in recent years it has conducted few activities in association with SEAMEO, as that body has tended to focus on its various Centres of Excellence rather than engagement with external partners. The main joint activity with SEAMEO is Australia's ongoing support to the SEAMEO-Australia Press Awards which provide recognition of outstanding Southeast Asian journalists for their coverage of education and research issues in the region. Under the Press Awards, Australia provides the award winner with a three to four week work experience stay in Australia with an Australian newspaper.

SEAMEO has, however, recently shown greater interest in regional engagement on the internationalisation of education, as demonstrated by the 43<sup>rd</sup> SEAMEO Council Conference approval in March 2008 of the activity proposal, *Regional Integration in Higher Education in Southeast Asia*. This regional collaboration initiative is being led by the SEAMEO Regional Centre for Higher Education and Development (RIHED) based in Bangkok.

The initiative aims to establish a structured framework for the regional integration and cooperation of higher education institutions (HEIs) in Southeast Asia along the lines of the European Bologna process<sup>1</sup>. In the past, ASEAN leaders have agreed to launch several initiatives to promote higher education and human resource development but these have been limited to only a select number of institutions and programs, rather than focussing on development across the region.

<sup>1</sup> The Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The three priorities of the Bologna process are: Introduction of the three cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications and periods of study. Further detail is available at [http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html).

The improvement of quality assurance in higher education and cooperation between HEIs has become a new area of focus. This systemic approach represents a break from past SEAMEO practice which has tended to focus on strengthening particular institutions or collaborating in particular fields of study. This provides an opportunity for Australia to engage with SEAMEO on systemic reform with the objective of eliminating behind-the-border barriers to cross-border exchange of education services.

SEAMEO has acknowledged that the link between higher education and economic and social development has led other large regions (e.g. Europe and South America) to develop a structured regional framework in higher education through the establishment of a 'common space' and 'higher education area' to facilitate academic activities between institutions as well as training and employment within industry. This common space would enable student and academic mobility through common approaches to qualifications, quality assurance and other academic standards. SEAMEO RIHED now sees that there is an urgent need for Southeast Asia to establish a similar framework.

Australia supports regional higher education cooperation in the form of policy harmonisation in qualifications recognition and quality assurance. Australia has been pursuing cooperation on these issues and regards these areas as an underpinning for the future establishment of a common space in higher education in Southeast Asia. Creation of such a common space should benefit consumers, providers and national economies in both recipient and provider countries as cross-border education promotes the transfer of ideas and innovation; increases the diversity of educational offerings; represents an effective increase in the supply of education (or equivalently reduces its price); provides an impetus to improving quality; and facilitates the long-run benefits of contacts and cultural understanding that result from international education.

As a supplier of education Australia is well positioned to benefit from the ongoing improvement in education and enhancement of educational facilities resourced from the revenue from fee paying international students. Other areas of desirable cooperative work between countries in the Asia-Pacific region includes the improvement of data collection on cross-border activity and policy harmonisation in regard to the regulation of the cross-border supply of education.

Towards this objective of promoting regional cooperation and harmonisation Australia hosted an Asia-Pacific Education Ministers' Meeting in Brisbane in April 2006. At that meeting Ministers and senior officials representing 27 countries issued the 'Brisbane Communiqué' (available at <http://www.brisbanecommunique.dest.gov.au/about.htm>) in which they agreed to collaborate on:

- quality assurance frameworks for the region linked to international standards, including courses delivered online;
- recognition of educational and professional qualifications;
- common competency based standards for teachers, particularly in science and mathematics; and
- the development of common recognition of technical skills.

The Brisbane Communiqué aimed to better position the education systems of the broader Asia-Pacific region to respond to emerging international trends and developments and to benefit participating countries through:

- increasing coherence and cooperation between countries in the Asia-Pacific region on education and training related issues and activities by building people-to-people, governmental and institutional links and encouraging mutual understanding, knowledge and innovation;
- enhancing mobility of students, academics and skilled workers throughout the region and increasing the transferability of skills and participation in the global workforce;

- increasing reciprocal trust between countries about the quality of education and training; and
- facilitating recognition of qualifications throughout the region for higher education and technical skills for employment or study by providing an overarching yet flexible framework.

To further the objectives of the Communiqué, in 2007 Australia commissioned three scoping studies: *Recognition of Higher Education Qualifications*; *the Development of Teaching Standards*; and, *Quality Assurance Arrangements in Higher Education in the Broader Asia-Pacific Region*. The study on Quality Assurance was presented at an Australian-sponsored Asia-Pacific regional workshop on Principles for Quality Assurance in Chiba City Japan on 18 February 2008, held in conjunction with the AGM of the Asia-Pacific Quality Network. That workshop developed quality assurance principles for higher education for the Asia-Pacific. A further workshop on qualifications recognition is planned for 2009.

To deepen our engagement with SEAMEO on this issue of regional integration, DEEWR intends to support a RIHED convened regional seminar on Regional Integration in Higher Education in late 2008. At that seminar Australia will raise awareness of lessons learned from the Bologna Process and promote the use of specific recognition tools developed in association with that initiative. Australia will achieve this by facilitating the attendance of experts in the field with whom we already have well-established relations. The workshop will provide an opportunity to:

- facilitate information exchange on the key issues and challenges related to the creation of a higher education ‘common space’;
- engage directly with counterpart education ministries on an initiative led by RIHED;
- discuss the differences and commonalities of how higher education is regulated between different countries in the region; and
- discuss the benefits of, and barriers to, the creation of a higher education ‘common space’.

### ***Trade Agreements with ASEAN***

DEEWR works in partnership with the Department of Foreign Affairs and Trade (DFAT) to ensure that the best possible outcomes are obtained for the Australian international education and training sector in bilateral trade negotiations. The Department ensures the dual interests of market access and safeguarding the quality of Australia’s domestic education and training system, including our quality assurance measures, are balanced.

Many countries find it difficult to deal in policy terms with education as a traded service and in this context it is often difficult for barriers to trade in education to be effectively addressed through bilateral consultative mechanisms. Free Trade Agreements (FTAs) provide an important way of discussing relevant commercial trade-related matters.

The Department supports Australian education service exporters by ensuring their opportunities and challenges are recognised in FTA negotiations. FTAs can provide for increased trade in education services if they can facilitate:

- recognition of Australian professional and academic qualifications;
- establishment of Australian educational institutions overseas;
- reduction of licence and market access restrictions;
- regulatory transparency; and
- movement of educational professionals.



DEEWR supports the negotiation of FTAs with individual ASEAN countries that are premised on achievable economic benefits for Australia. Of the ten ASEAN countries, Australia has concluded FTAs with Singapore and Thailand and the renewal of FTA negotiations with Malaysia is pending. Information on these FTAs and the current feasibility study for an Indonesia-Australia FTA, is available on the Department of Foreign Affairs and Trade website at: <http://www.dfat.gov.au/trade/ftas.html>.

DEEWR actively pursued opportunities to open ASEAN markets for Australian education exporters through the recently concluded Australia-ASEAN-New Zealand FTA (AANZFTA) negotiations. However, DEEWR is also mindful of the dual interests of trade liberalisation and safeguarding Australia's domestic labour market and its education and training system including our quality assurance measures, as well as protecting government funding and subsidies.

Australian education service providers and investors are making inroads into key ASEAN markets but many still face a range of challenges either operating in, or doing business with, a number of these trading partners. These issues include licence and market access restrictions, foreign equity and joint venture partner restrictions, burdensome entry requirements for education professionals, recognition of qualifications and transparency issues. DEEWR has been pursuing these issues in the negotiations and it is anticipated that the FTA as it stands will provide a constructive platform on which to engage more fully with ASEAN countries and obtain more liberalising education commitments in the future.

### ***Labour Mobility***

DEEWR provides labour market and workplace relations input to FTA negotiations and more generally is interested in ensuring reciprocity for Australians in terms of temporary visa access, recognition of Australian qualifications and spouse work rights.

Under the World Trade Organisation (WTO) General Agreement on Trade in Services, Australia has bound commitments for the temporary entry of overseas workers (also known as "movement of natural persons" or "Mode 4" commitments). These commitments are primarily given effect through the temporary business (subclass 457) arrangement.

In considering opportunities for enhancing Australia's relationship with individual ASEAN countries through FTAs, it is important to note Australia's migration arrangements are non-discriminatory and are among the most liberal and transparent of developed and developing countries.

#### ***Australia's Temporary Business Visa Arrangements***

In general, labour mobility to Australia is based on demonstrated economic or related benefit where the primary aim of the visa holder is to work in a skilled occupation. Overseas workers entering under the temporary business (subclass 457) arrangement must be sponsored by an Australian (or overseas) employer to vacancies which cannot be filled through domestic recruitment or training.

In response to business demand for more flexible migration arrangements for the temporary entry of skilled overseas workers, the Government introduced in 1996 streamlined short (up to 3 months) and long term (up to 4 years) temporary business arrangements:

- the short-term visas are targeted at overseas persons exploring business and investment opportunities in Australia; and

- the long-term temporary arrangements require the sponsoring employer to demonstrate that there will be benefit to Australia from the employment of the overseas workers.

On 1 July 2001, following further review, changes were introduced to the employer-sponsored long-term arrangements. Specifically, and to increase transparency and objectivity, the Government introduced a gazetted list of eligible occupations and a minimum salary threshold:

- the gazetted list of eligible occupations is largely based on occupations identified in the Australian Standard Classification of Occupations as managerial, professional, associate professional and advanced trade occupations;
- a minimum salary threshold to target the entry of experienced workers; and
- combined, these criteria aim to ensure that employer-sponsored long-term arrangements are limited to skilled occupations and skilled workers.

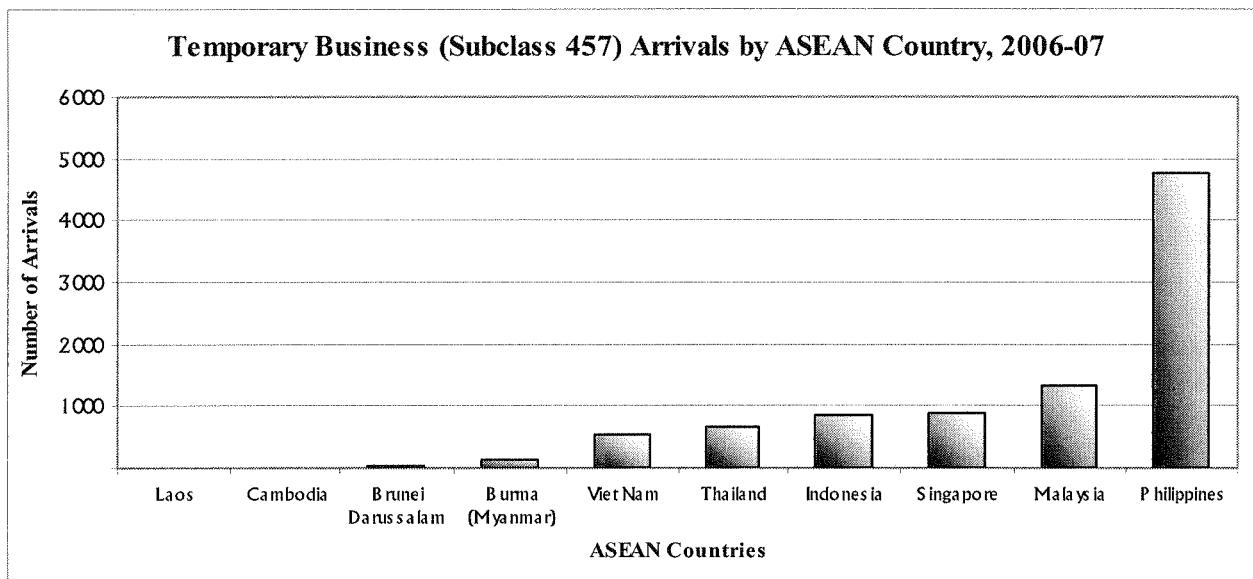
*Skills and Qualification Requirements*

Australia’s movement of natural persons commitments in FTAs and the WTO target business professionals and skilled workers seeking temporary entry to Australia for the purposes of work. As such, permanent migration and access to Australia’s labour market for less-skilled and unskilled workers is not within the scope of its FTA commitments.

Some ASEAN countries are growing economies and have a relatively unstructured labour market in comparison to Australia. While differences in educational and licensing standards may be perceived as a barrier to labour mobility, Australian licensing or registration standards usually reflect public health and safety or national interest provisions. These requirements are non-discriminatory and are not in place to restrict entry to an occupation for the purposes of limiting the supply of labour.

*ASEAN Countries and the Temporary Business (Subclass 457) Arrangement, 2006-07*

In 2006-07, there were some 9,200 temporary business (subclass 457) arrivals from ASEAN countries. This represents approximately 13 percent of total arrivals with the Philippines the largest source country within ASEAN. See Figure 1 below.



Source: Department of Immigration and Citizenship.

### *Student enrolments from ASEAN countries*

Australia is a leading provider of on-shore and off-shore education services to the region, with over 77,000 students enrolled from ASEAN countries studying at Australian educational institutions in 2007. Of this, over 19,000 students were enrolled from Malaysia and Thailand and 14,000 from Indonesia. There was also strong growth in student enrolment numbers from the Philippines (by 32 per cent to over 1,900) and Vietnam (by 44 per cent to over 9,700).

**Attachment A** contains a detailed break down of student enrolment data from ASEAN member countries.

Many Australian universities and education and training providers have set up campuses in, or have cooperative education agreements with, providers in ASEAN countries. Off-shore delivery of Australian education complements delivery within Australia to international students and provides access to potentially much larger numbers of students. The Australian Government is committed to ensuring the quality and integrity of Australian education and training in all locations wherever it is delivered. Over 120,000 students study with Australian institutions offshore, comprising about one in every four international students in the Australian system.

Delivery of transnational education helps to raise the profile of Australian education and qualifications, and provides a means of constructive and positive engagement between Australian institutions and local communities in-country. It broadens opportunities for Australian staff and students to work or study overseas. However, it is not without risk, particularly in operating across multiple legislative and regulatory systems, and across different cultural contexts. Free Trade Agreements can provide improved and more secure access to offshore markets while measures to reduce behind the border barriers can reduce or eliminate some regulatory risks.

Under its Transnational Strategy, DEEWR has introduced the Australia List of Institutions and Courses in Other Countries (AusLIST), an online directory of Australian providers who have indicated a commitment to providing quality education offshore by meeting Australian registration, accreditation, quality assurance and reporting standards.

### *DEEWR Scholarships to students from ASEAN countries*

In addition to the 'Australian Development Scholarships' that are administered by AusAID, DEEWR manages the Endeavour Awards program, which enables international candidates from the Asia-Pacific (and Middle East) region to undertake a study, research or professional development opportunity in Australia, and for Australians to do the same overseas.

DEEWR plays an important role in ensuring that Endeavour Awards deepen and enhance Australia's engagement in the Asia-Pacific region and advances Australia's foreign and development policies. Attracting high quality scholarship holders to Australia contributes to regional capacity building and builds stronger international people to people networks.

The nature of the Endeavour Awards, the fact that they are two-way and are internationally competitive, promotes mutual understanding of cultural, social, economic, political and religious aspects of the international community, enhancing regional security.

Providing Australians with the opportunity to work and study overseas creates globally-minded citizens with the potential to develop a broader range of global linkages and contribute to the global knowledge economy.

Through the Endeavour Awards and the other Australian Government international exchange programs outbound mobility is encouraged and facilitated for Australian students, researchers and professionals. The participation of Australians in an outbound mobility experience enhances Australia's knowledge base, improves language skills and builds people-to-people links. Education is an excellent medium through which to engage with ASEAN countries as for cultural reasons it is held in high esteem and assistance is understood and genuinely appreciated.

In 2008 residents of ASEAN member countries will take up 1,066 new scholarships and fellowships to study in Australia under the Australian Scholarships Scheme. These are for PhD and Masters scholarships, research fellowships and executive awards. Australian Scholarships will also provide 20 scholarships and fellowships for Australians to study in ASEAN member countries, and support 113 student exchanges between ASEAN countries and Australia. **Attachment B** provides details.

### ***National Asian Languages and Studies in Schools Program***

In order to build a secure and economically strong nation Australia needs to increase engagement with its ASEAN regional neighbours – in particular Indonesia. Education engagement can enhance regional security by building economic, cultural and social links between Australia and ASEAN members. One of the most effective ways of doing so is by providing the best opportunity for students to become familiar with the languages and cultures of those neighbours. Early engagement with foreign studies can be especially effective in building high levels of language competency and cultural sensitivity. In recognition of this need, DEEWR is administering the National Asian Languages and Studies in Schools Program with funding of \$62.4 million over 2008–09 to 2010–11 to provide:

- additional Asian languages classes in high schools;
- teacher training and support; and
- development of specialist curriculum for students who display advanced abilities in Asian languages and studies programs.

ASEAN Member  
Student Enrollment Data

	Annual Enrollments											
	2002	2003	2004	2005	2006	2007	2002- 2003 % Change	2003- 2004 % Change	2004- 2005 % Change	2005- 2006 % Change	2006-2007 % Change	
<b>Brunei Darussalam</b>												
Higher Education	429	502	552	574	566	550	17.0	10.0	4.0	-1.4	-2.8	
VET	149	157	124	95	92	99	5.4	-21.0	-23.4	-3.2	7.6	
Schools	32	30	28	16	20	16	-6.3	-6.7	-42.9	25.0	-20.0	
ELICOS	3	6	8	10	6	6	100.0	33.3	25.0	-40.0	0.0	
Other	57	43	31	15	27	32	-24.6	-27.9	-51.6	80.0	18.5	
<b>Total</b>	<b>670</b>	<b>738</b>	<b>743</b>	<b>710</b>	<b>711</b>	<b>703</b>	<b>10.1</b>	<b>0.7</b>	<b>-4.4</b>	<b>0.1</b>	<b>-1.1</b>	

	Annual Enrollments											
	2002	2003	2004	2005	2006	2007	2002- 2003 % Change	2003- 2004 % Change	2004- 2005 % Change	2005- 2006 % Change	2006-2007 % Change	
<b>Cambodia</b>												
Higher Education	125	141	123	122	141	162	12.8	-12.8	-0.8	15.6	14.9	
VET	81	63	48	44	43	55	-22.2	-23.8	-8.3	-2.3	27.9	
Schools	43	33	29	34	34	47	-23.3	-12.1	17.2	0.0	38.2	
ELICOS	32	21	29	28	53	64	-34.4	38.1	-3.4	89.3	20.8	
Other	6	9	8	18	25	49	50.0	-11.1	125.0	38.9	96.0	
<b>Total</b>	<b>287</b>	<b>267</b>	<b>237</b>	<b>246</b>	<b>296</b>	<b>377</b>	<b>-7.0</b>	<b>-11.2</b>	<b>3.8</b>	<b>20.3</b>	<b>27.4</b>	

	Annual Enrollments											
	2002	2003	2004	2005	2006	2007	2002- 2003 % Change	2003- 2004 % Change	2004- 2005 % Change	2005- 2006 % Change	2006-2007 % Change	
<b>Indonesia</b>												
Higher Education	11,424	11,374	10,560	9,556	8,739	7,968	-0.4	-7.2	-9.5	-8.5	-8.8	
VET	5,191	4,714	4,036	3,634	3,589	4,183	-9.2	-14.4	-10.0	-1.2	16.6	
Schools	1,353	1,241	1,029	791	591	485	-8.3	-17.1	-23.1	-25.3	-17.9	
ELICOS	2,033	2,039	1,631	1,431	1,428	1,591	0.3	-20.0	-12.3	-0.2	11.4	
Other	1,047	1,057	884	706	652	692	1.0	-16.4	-20.1	-7.6	6.1	
<b>Total</b>	<b>21,048</b>	<b>20,425</b>	<b>18,140</b>	<b>16,118</b>	<b>14,999</b>	<b>14,919</b>	<b>-3.0</b>	<b>-11.2</b>	<b>-11.1</b>	<b>-6.9</b>	<b>-0.5</b>	



	Annual Enrolments															
	2002		2003		2004		2005		2006		2007		2002-2007 % Change			
	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007	2007	2002-2003 % Change	2003-2004 % Change	2004-2005 % Change	2005-2006 % Change	2006-2007 % Change
<b>Lao People's Democratic Republic</b>																
Higher Education	55	60	60	60	43	44	54	54	9.1	0.0	-28.3	2.3	22.7			
VET	53	51	40	27	23	26	26	-3.8	-21.6	-32.5	-14.8	13.0				
Schools	31	22	22	19	17	26	26	-29.0	0.0	-13.6	-10.5	52.9				
ELICOS	28	25	16	19	19	26	38	-10.7	-36.0	18.8	36.8	46.2				
Other	7	3	5	1	1	3	3	-57.1	66.7	-80.0	0.0	200.0				
<b>Total</b>	174	161	143	109	111	147	147	-7.5	-11.2	-23.8	1.8	32.4				

	Annual Enrolments															
	2002		2003		2004		2005		2006		2007		2002-2007 % Change			
	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007	2007	2002-2003 % Change	2003-2004 % Change	2004-2005 % Change	2005-2006 % Change	2006-2007 % Change
<b>Malaysia</b>																
Higher Education	13,574	15,438	15,902	15,365	14,897	15,200	15,200	13.7	3.0	-3.4	-3.0	2.0				
VET	1,990	2,193	2,072	2,109	2,366	2,740	2,740	10.2	-5.5	1.8	12.2	15.8				
Schools	812	878	866	801	766	761	761	8.1	-1.4	-7.5	-4.4	-0.7				
ELICOS	309	363	288	283	327	359	359	17.5	-20.7	-1.7	15.5	9.8				
Other	855	955	866	778	762	814	814	11.7	-9.3	-10.2	-2.1	6.8				
<b>Total</b>	17,540	19,827	19,994	19,336	19,118	19,874	19,874	13.0	0.8	-3.3	-1.1	4.0				

	Annual Enrolments															
	2002		2003		2004		2005		2006		2007		2002-2007 % Change			
	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007	2007	2002-2003 % Change	2003-2004 % Change	2004-2005 % Change	2005-2006 % Change	2006-2007 % Change
<b>Burma/Myanmar</b>																
Higher Education	244	280	267	244	241	285	285	14.8	-4.6	-8.6	-1.2	18.3				
VET	171	113	83	111	145	224	224	-33.9	-26.5	33.7	30.6	54.5				
Schools	22	26	23	21	20	16	16	18.2	-11.5	-8.7	-4.8	-20.0				
ELICOS	24	15	25	31	36	61	61	-37.5	66.7	24.0	16.1	69.4				
Other	7	9	10	13	12	26	26	28.6	11.1	30.0	-7.7	116.7				
<b>Total</b>	468	443	408	420	454	612	612	-5.3	-7.9	2.9	8.1	34.8				

	Annual Enrolments																						
	2002		2003		2004		2005		2006		2007		2002-2003 % Change		2003-2004 % Change		2004-2005 % Change		2005-2006 % Change		2006-2007 % Change		
<b>Philippines</b>																							
Higher Education	443	452	489	505	595	650	2.0	8.2	3.3	17.8	9.2												
VET	408	342	311	480	743	1,122	-16.2	-9.1	54.3	54.8	51.0												
Schools	81	66	54	49	54	59	-18.5	-18.2	-9.3	10.2	9.3												
ELICOS	17	23	48	70	82	118	35.3	108.7	45.8	17.1	43.9												
Other	36	39	37	42	39	50	8.3	-5.1	13.5	-7.1	28.2												
<b>Total</b>	985	922	939	1,146	1,513	1,999	-6.4	1.8	22.0	32.0	32.1												

	Annual Enrolments																						
	2002		2003		2004		2005		2006		2007		2002-2003 % Change		2003-2004 % Change		2004-2005 % Change		2005-2006 % Change		2006-2007 % Change		
<b>Singapore</b>																							
Higher Education	10,445	10,195	9,235	8,349	7,855	7,516	-2.4	-9.4	-9.6	-5.9	-4.3												
VET	742	726	689	664	633	632	-2.2	-5.1	-3.6	-4.7	-0.2												
Schools	393	438	445	411	322	264	11.5	1.6	-7.6	-21.7	-18.0												
ELICOS	25	15	19	12	10	16	-40.0	26.7	-36.8	-16.7	60.0												
Other	469	478	472	462	409	425	1.9	-1.3	-2.1	-11.5	3.9												
<b>Total</b>	12,074	11,852	10,860	9,898	9,229	8,853	-1.8	-8.4	-8.9	-6.8	-4.1												

	Annual Enrolments																						
	2002		2003		2004		2005		2006		2007		2002-2003 % Change		2003-2004 % Change		2004-2005 % Change		2005-2006 % Change		2006-2007 % Change		
<b>Thailand</b>																							
Higher Education	4,905	5,618	5,683	5,221	4,871	4,744	14.5	1.2	-8.1	-6.7	-2.6												
VET	3,638	4,362	4,347	4,942	5,803	7,193	19.9	-0.3	13.7	17.4	24.0												
Schools	793	901	893	805	732	682	13.6	-0.9	-9.9	-9.1	-6.8												
ELICOS	6,010	5,876	5,112	5,325	6,284	7,169	-2.2	-13.0	4.2	18.0	14.1												
Other	392	337	285	232	175	199	-14.0	-15.4	-18.6	-24.6	13.7												
<b>Total</b>	15,738	17,094	16,320	16,525	17,865	19,987	8.6	-4.5	1.3	8.1	11.9												

Viet Nam	Annual Enrolments										
	2002	2003	2004	2005	2006	2007	2002- 2003 % Change	2003- 2004 % Change	2004- 2005 % Change	2005- 2006 % Change	2006-2007 % Change
Higher Education	1,736	2,011	2,164	2,373	2,604	2,991	15.8	7.6	9.7	9.7	14.9
VET	1,083	762	688	820	1,088	1,829	-29.6	-9.7	19.2	32.7	68.1
Schools	430	471	566	812	1,225	1,742	9.5	20.2	43.5	50.9	42.2
ELICOS	700	761	1,050	1,149	1,635	2,907	8.7	38.0	9.4	42.3	77.8
Other	149	104	148	165	194	250	-30.2	42.3	11.5	17.6	28.9
<b>Total</b>	<b>4,098</b>	<b>4,109</b>	<b>4,616</b>	<b>5,319</b>	<b>6,746</b>	<b>9,719</b>	<b>0.3</b>	<b>12.3</b>	<b>15.2</b>	<b>26.8</b>	<b>44.1</b>