

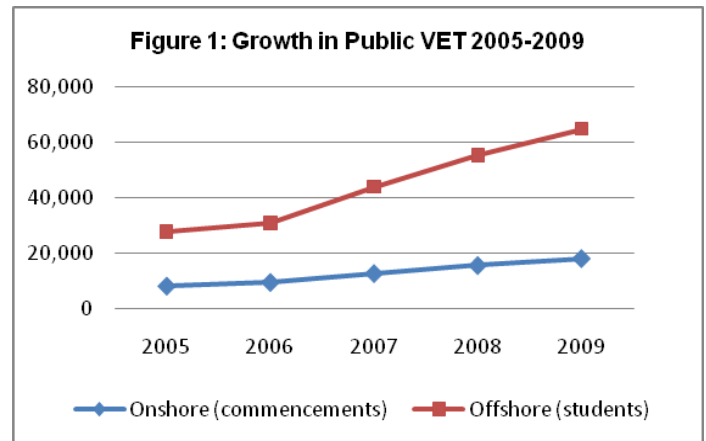


Transnational education in the public and private VET sector

This snapshot provides an overview of transnational education (TNE) delivered by Australian public and private VET sector providers offshore in 2009.

In 2009, 64,819 and 8,452 students were studying offshore with Australian public and private VET providers respectively. In comparison, international student commencements onshore in the VET sector were higher with private providers (100,407) than with public providers (18,187).

Growth in the offshore commencements with public VET providers remained consistent with the growth in the onshore commencements until 2006. Since 2006 offshore public VET student numbers have grown at a faster rate than onshore enrolments up to 2009 (see Figure 1).



Location

Top countries for public VET providers were China (76%) and Vietnam (4%) whereas for private VET providers New Zealand (17%) and China (15%) were the top countries. For comparison, the top source countries of international students for the VET sector onshore were India (41%) for private providers and China (20%) for public providers (Table 1). TNE delivered in China has been the primary driver of overall growth in public VET TNE in recent years.

Level of study and field of education

Diploma and Certificate III were the top two levels of study for public VET students both offshore (44% and 15%) and onshore (53% and 19%) respectively. The top two levels of study among private VET students offshore were Diploma (24%) and Certificate IV (22%). In contrast, Certificate III (32%) and Diploma (31%) were top two levels of study among private VET students onshore.

The top two broad fields of education among offshore students were Management and Commerce with both VET public (51%) and private (39%) VET students, followed by Society and Culture (22%) for public VET students, and Engineering and Related Technologies (18%) for private VET students.

Table 1: Top 5 countries for VET students offshore and for onshore VET commencements in 2009

Nationalities	Offshore		Onshore	
	Private	Public	Private	Public
China	1,282	50,253	9,342	3,701
Fiji		2,450		
India			42,047	2,774
Korea			4,262	1,657
Kuwait		2,232		
Nepal			9,907	
NZ	1,430			
Papua New Guinea	548	1,791		
South Africa	507			
SriLanka				751
Thailand			5,946	
Vietnam	520	3,145		1,946
Other	4,165	4,948	28,903	7,358
Grand Total	8,452	64,819	100,407	18,187

The top country for each category is shaded blue.

The majority of offshore VET providers (76% private and 83% public), delivered courses in English. A combination of English and local language was used as the mode of tuition by some (14%) private and public providers and a few (5% private and 3% public) providers used only local language.

The majority (94%) of public VET courses offshore were classroom-based. However, private VET providers reported either classroom (32%) or online and remote access (31%) as the preferred mode of tuition. The source of teachers for 58% of public VET courses was local communities. Conversely, 67% of private VET courses were delivered by Australian teachers and only 9% by teachers from local communities.

The data in this snapshot is the result of a survey conducted by National Centre for Vocational Education Research (NCVER) for AEI on offshore delivery of public VET and for National quality Council (NQC) on offshore delivery of private VET. AEI data on enrolments and commencements (including the data in this Snapshot) relates only to international students in Australia on a student visa. The full report on Data collection on VET offshore by public and private providers 2009 is available at: http://www.nqc.tvetaustralia.com.au/nqc_publications/nqc_newsletters/may_2011/landmark_data_on_offshore_vet_delivery

Largest number of VET students offshore by location and onshore by nationality are highlighted in Table 1.

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