

National Conference for  
**TAFE  
Directors  
Australia**

# 2012

East meets West

**Occasional Paper One 2012**  
Eleventh in the series



Australian Government

Department of Industry, Innovation, Science, Research and Tertiary Education

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# PREFACE



The TAFE Directors Australia 2012 National Conference, *East meets West* was held on 6-7 September at the Hyatt Regency, Perth.

The title of the 2012 National Conference *East meets West* recognised the spectacular growth of our Asian neighbours and the challenges and opportunities for technical and further education providers in engaging with them. Delegates were invited to explore issues of skills development that not only reflected the developing relationship between Australia and Asia but also the changing relationships between our western and eastern states.

This year's conference was held at a significant time for the future of public providers. Australian Governments via COAG reached agreement in April 2012 to endorse a range of reform principles that included adoption of national entitlement and a more competitive training market. The landscape in which Australia's technical and further education providers operate had changed.

The conference explored a range of topics, including the opportunities and challenges facing technical and further education public providers; improving training and employment outcomes for Indigenous Australians; the question of whether Australia has a sustainable competitive advantage in skills development; how federal VET policy is impacting productivity; and best practice in TAFE governance and organisation.

The conference provided opportunities for delegates to look beyond Australia for new ideas, new strategies and new relationships, with over 55 national and international speakers from Hong Kong, India, Indonesia, New Zealand and the United Kingdom.

The Conference was opened by WA Premier, the Hon. Colin Barnett, MLA; and also addressed by the Minister for Tertiary Education, Skills, Science & Research, Senator Chris Evans; the Shadow Minister for Employment Participation, Sussan Ley, MP, and the Hon. Murray Cowper, MLA, WA Minister for Training and Workforce Development.

Our gala dinner speaker, Chetan Bhagat, author, columnist and former international investment banker, gave a multimedia presentation that was a very touching and humorous focus on youth and national development issues facing education institutions.

This Occasional Paper, the eleventh in the series, brings together papers and summaries of presentations and we acknowledge with gratitude the valuable input of each of our presenters and facilitators.

The support of our sponsors is invaluable and we acknowledge their generous and ongoing involvement which is integral to the success of our conferences.

Next year our conference will be held in Brisbane and we look forward to your participation in what we are confident will be another stimulating event.

## **Pam Caven**

Director Policy and Stakeholder Engagement  
National Secretariat, TAFE Directors Australia  
Conference Organiser

## Conference ratings

- > 89% said the 'discussions contributed to my understanding of the issues'
- > 87% rated the conference as 'excellent' or 'good'
- > 86% found the exhibitors to be a 'valuable opportunity'
- > 85% said the conference 'delivered on its aims'

## Some common messages

*Another excellent conference with an exceptional range of speakers*

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*... one of the most interesting and best run conferences – the overall calibre of speakers was outstanding*

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*Rethinking globalisation and education – a real call to action and a new way of engaging*

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*Diverse range of topics but all appropriate to the current VET environment*

---

*Issues honestly presented and discussed – important focus on Asia, international and higher education*

---

*A very valuable conference experience with lots of opportunities to take back to the workplace*

---

*Relevance to the current environment – really stimulated open thought in a number of vital areas*

---

*Industry-specific and related to the challenges being faced*

---

*Assisted exhibitors to connect with right business contacts*

---

*Mix of the program, time to network, understanding of the local context*

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*Thanks for such a wonderful experience!*

# WELCOME

Dear Colleagues

On behalf of the Board of TAFE Directors Australia, we are delighted to extend a warm welcome to the 2012 TAFE Directors Australia conference in Perth.

The 2012 national conference *East meets West* starts from a global perspective with a focus on the spectacular growth of our Asian neighbours. Delegates will be challenged to explore issues of skills development that not only reflect the developing relationship between Australia and Asia but also the changing relationships between our western and eastern states.

Delegates from all States and Territories to this year's conference are meeting at a significant time for the future of public providers. Our institutions will be challenged to become even more agile and market savvy in this new tertiary environment. This year TDA is offering a pre-conference workshop *Executive leadership in a tertiary environment*.

The conference will explore a range of topics, including the opportunities and challenges facing technical and further education public providers; improving training and employment outcomes for Indigenous Australians; the question of whether Australia has a sustainable competitive advantage in skills development; how federal VET policy is impacting productivity; and best practice in TAFE governance and organisation.

TDA is honoured that the conference will be opened by WA Premier, the Hon. Colin Barnett, MLA; and addressed by the Minister for Tertiary Education, Skills, Science and Research, Senator Chris Evans; the Shadow Minister for Employment Participation, the Hon. Sussan Ley, MP, and the Hon. Murray Cowper, MLA, Minister for Training and Workforce Development.

With over 55 national and international speakers from Hong Kong, India, Indonesia, New Zealand and the United Kingdom, the conference will be a key network for the Australian VET sector. This year, we again welcome a number of international delegates. You will get to know them during the course of the conference.

TDA is the national peak body representing the interests of Australia's 61 publicly funded technical and further education institutes. Every year, our members provide education and training to over 1.7 million Australians seeking new skills and training.

Our thanks go to the conference's official sponsor, the Department of Industry, Innovation, Science, Research and Tertiary Education, to our gold sponsor, TechnologyOne, to our silver sponsors, Fuji Xerox and West Coast Institute of Training, and to our corporate affiliates. We also thank our other TAFE sector commercial products and services bronze sponsors and exhibitors for supporting the 2012 conference.

We especially acknowledge the contribution of the Conference Organising Committee, enthusiastically led by Sue Slavin, Deputy Chair, TDA.

We look forward to your contribution to a stimulating, lively consideration of the issues arising from *East meets West*.



**Stephen Conway**  
Chair, TAFE Directors Australia



**Martin Riordan**  
CEO, TAFE Directors Australia

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**Dr Ruth Shean, Director General, Department of Training and Workforce Development, WA**



**Premier of WA, the Hon. Colin Barnett, MLA**



**Professor Fazal Rizvi, Global Studies in Education, University of Melbourne**



**Dianne Murray, Institute Director, TAFE NSW – Illawarra Institute & Deputy Chair, TDA Board; Lisa Scaffidi, Lord Mayor of Perth; Sue Slavin, Managing Director, West Coast Institute of Training & Deputy Chair, TDA Board; Stephen Conway, Chair, TDA Board & Managing Director, TAFE SA – Adelaide South**



**Brad Howarth, Journalist and author**



**Ken Wyatt AM, MP, Federal Member for Hasluck, WA**

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# **PRE-CONFERENCE PROGRAM**

## **Pre-conference workshops**

### **Wednesday 5 September**

#### **Executive leadership in a tertiary environment**

Introduction by

**Martin Riordan, Chief Executive Officer**  
**TAFE Directors Australia**

with

**Professor Leo Goedegebuure, Director**  
**LH Martin Institute**

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# Pre-conference workshop 1

## ***What does it mean to be a higher education provider in a TVET environment?***

Issues to consider in entering the higher education sector ...

- What challenges do providers face?
- Defining scholarship?
- What does it mean for organisational structures - quality processes, teaching profile, reporting arrangements?
- What does it mean for students?
- What are the costs? What are the rewards?

SPEAKER/FACILITATOR:

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**MARY FARAONE**

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RESPONDENTS:

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**PROFESSOR SIMPSON POON**

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**DR AMANDA TORR**

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WHAT DOES IT MEAN TO BE A  
HIGHER EDUCATION PROVIDER  
IN A TVET ENVIRONMENT?



Mary Faraone

Executive Director, Educational Development  
and Design, Holmesglenn Institute of TAFE

Email: maryf@holmesglenn.edu.au

Key features of Australian higher education

In 2010, the Australian higher education  
system comprised:

- 39 universities (37 public and 2 private  
entities)
- 2 Australian branches of overseas universities
- 4 other self-accrediting higher education  
institutions
- Around 150 non self-accrediting (NSA) higher  
education institutions, including several that  
are registered in more than one state and  
territory.

The NSA higher education institutions form a  
very diverse group of specialised, mainly private  
bodies that range in size and offer courses in  
areas such as business, information technology,  
theology, natural therapies, hospitality, health,  
law and accounting.

Of the NSA higher education providers,  
11 are TAFE institutions.

(Source: DEEWR, Higher Education Report, 2010; Wheelahan  
et al. 2011)

Non self-accrediting higher education  
in Victoria

- TAFE providers constitute a small fraction  
of student enrolments among NSA higher  
education providers.
- Nationally, TAFEs account for about 5%  
of NSA enrolments in higher education. In  
Victoria, the figure is 11.6% (see Table 1:  
NSA HE providers in Victoria).
- Holmesglenn is the largest of the TAFE  
providers, accounting for 5.2% of total  
higher education enrolments among the NSA  
institutions (or 45% of TAFE enrolments in  
higher education) in Victoria.
- Holmesglenn provides FEE-HELP to eligible  
higher education students and is only one of  
two TAFEs granted Commonwealth Support  
Places (CSP).
- Higher education provision among the NSA  
institutions in Victoria is dominated by three  
large providers – all of which are non-TAFE.  
Together, they make up 52.6% of the NSA  
higher education student enrolments

Table 1: Non self-accrediting HE  
providers in Victoria

Provider type	No. of providers	Total HE enrolments
TAFE	3 • Holmesglenn TAFE • Box Hill TAFE • NMIT TAFE	1,990 (11.6%)
Non-TAFE	21 • 3 large (>2,000 students) • NMIT • Holmes Institute • Monash College Group • 2 medium (>500 but <2000) • 16 small (<500 students)	15,148 (88.4%)
Victoria Total		17,138 (100%)

Source: DEEWR: Selected Higher Education Statistics, 2010

**Table 2: TAFE providers of higher education, 2011**

TAFE	State	Commonwealth students as %	EFTBL	FEE-HELP	CSP	No. of HE programs accredited (2010) <sup>2</sup>
TAFE Commission NSW	NSW	23	22			1
Box Hill Institute of TAFE	VIC	28	23	Yes		16
Deakin Institute of TAFE	VIC	26	17	Yes		1
Gordon Institute of TAFE	VIC	< 5	< 5			1
Holmesglenn Institute of TAFE	VIC	303	399	Yes	Yes	26
Northern Melbourne Institute of TAFE	VIC	426	353	Yes	Yes	23
William Angliss Institute of TAFE	VIC	196	151			2
Southern Institute of Technology	QLD	154	85	Yes		2
Polytechnic West (formerly Swan TAFE)	WA	199	118			6
Cardinia Institute of Technology	ACT	49	41	Yes		4
<b>Total TAFE</b>		<b>1,899</b>	<b>1,343</b>			
TAFE as % of all NSA providers		4.7%	4.6%			

Source: \*DEEWR, study-assist website, ^Wheelahan et al. 2011

### Why higher education provision?

- Improve access for students to higher education.
- Diversify products and services to remain relevant in the new world.
- Decline of intermediate occupations and growth in occupations at the higher and lower ends of the spectrum – more occupations are now Degree entry (Skills Australia).
- Decline of the traditional Diploma student market.
- Established experience in higher education delivery through franchising with universities.

**Table 3: Proportion of domestic government funded/supported students by selected characteristics (2006)**

Student characteristic	TAFE <sup>1</sup>	University <sup>2</sup>
Total domestic students (government funded)	859,903	645,406
	Proportion of students (%)	
Indigenous	4.9	1.2
With a disability	8.1	4.0
Non-English speaking background	14.8	3.6
Regional and remote	42.2	17.7
Aged 25 years or more	49.2	24.0
		(No data published for university students, figure here is for all undergraduate students)

1 NCVER, *A profile of VET providers: 2006*, Individual TAFE institutes and other registered providers: Government and state recurrent funded activity, NCVER, Adelaide, 2009.

2 Department of Education, Science and Training, *Students: Selected Higher Education Statistics*, Appendix 2.3, DEST, Canberra, 2007.

**Table 4: Commonwealth grant scheme funding, 2012**

Type of Provider	No of CSP granted	As % of total CSP places	Remarks
Universities	65,363	97.4%	Total of 38 universities
TAFE Institutes	419	0.6%	Only 2 TAFEs have CSP: Holmesglenn (350), NMIT (60) ^Holmesglenn – for Nursing (140) and Education (215) ^NMIT – for Education (60)
Others	1,325	2.0%	Tabor College Adelaide (200), Avondale College (745), Tabor Victoria (60), Christian Heritage College (325)
<b>Total</b>	<b>67,098</b>	<b>100.0%</b>	

Source: DEEWR

**Table 5: Holmesglenn: Phases in higher education**

Passing Phase 2003 – 2004	Emerging Phase 2004 – 2006	Consolidating Phase 2006 – 2012	Maturing Phase 2012 onwards
Initial planning and identification for the first degree programs	Higher Education Academic Committee (HEAC) established	Holmesglenn is re-registered as NMI without condition	Implement new Strategic Plan 2010 – 2017
Developed and started delivery of the following: • Bachelor of Vocational Education and Training • Bachelor of Business (Executive Administration) • Bachelor of Applied Science (Built Environment)	New degrees are developed i.e. Nursing, and Accounting Approved as HEP under HESA Commenced with offer of HELP loans External review and accreditation of course begin	CSP awarded for nursing & early childhood education Key Performance Indicators (KPIs) implemented for HE Holmesglenn participates in the AQN/TEQSA audit Inter-sector delivery of Holmesglenn degrees The Higher Education Executive Committee and Higher Education Support Unit are established	Position Holmesglenn as a distinctive education provider Facilitate student success Foster teaching and learning excellence Extend Holmesglenn's reach internationally Drive innovation and entrepreneurship
Higher education governance framework determined	Higher education policies & procedures developed and placed in the Holmesglenn Management System		Drive innovation and entrepreneurship
Graduate attributes and course characteristics developed to guide program design and delivery	QITE Australia identifies the Bachelor of Business (Accounting) Built environment programs accredited to the relevant professional bodies	New degree programs i.e. Business IT, Fashion, and early childhood graduate diploma in building IT Re-accreditation of built environment, accounting and executive admin programs	Maximise the effectiveness of business processes and systems Invest in a sustainable future

### The higher education journey

Challenges:

- Organisational structures
- Potential cultural divide between VET and HE
- IR issues
- Not VET at a higher level
- Resource intensive
- Scholarship versus research
- Recruitment of staff
- Perception of the community
- Funding

## Operational changes

- New academic governance structures
- New policies and procedures
- New structures within each faculty
- New procedures within faculties
- More highly qualified staff
- HE teaching conditions
- More academic support for staff and students
- New continuous (auditing) processes
- Student surveys and benchmarking

## Challenges? A few ...

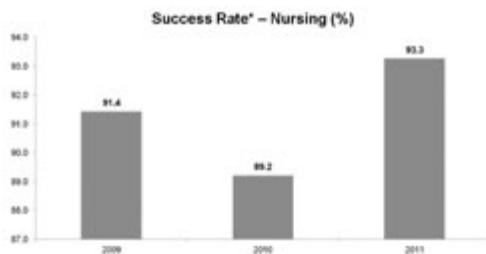
- Holmesglen is the first Victorian non-university HEP to start a nursing degree.
- It is also the first TAFE provider in Australia to be awarded CSP for a degree course.
- But Holmesglen faced numerous hurdles to deliver the Bachelor of Nursing.
- Although the course was accredited by the state regulator (VRQA) in mid-2008, it required approval from the Nurses Board of Victoria (NBV).
- Pressure groups led by the Australian Nursing Federation (Victoria Branch) objected to a nursing degree being offered by Holmesglen (or any TAFE provider) and wanted NBV to withhold approval or seek direction from the Victorian Health Minister.
- Major concerns raised:
  - o that approval by the NBV will have immediate adverse impact on the supply of registered nurses into the Victorian health workforce
  - o that approval will, in the medium to long term, adversely impact on the recruitment and retention of registered nurses within Victorian health workforce
  - o that, with the imminent move to National Accreditation of Nursing Courses in Australia, the course may not meet the criteria for accreditation

- o that graduates from the course may not have the required education or undertake their degree in an educational environment that meets the demanding complex needs of the future nursing workforce.
- o They likened education in TAFE to doctors studying at a barber shop!

## Opposition

- A state-wide nursing rally was held in September 2008 to discuss the implications of Holmesglen's application to offer the nursing degree, and a submission made to the NBV.
- The rally was endorsed by Australian Nursing Federation (ANF), Royal College of Nursing Australia (RCNA), National Tertiary Education Union (NTEU), Metro Health Services Nurse Executive Group, and the Victorian and Tasmanian Deans of Nursing and Midwifery.
- Despite the pressure and following a stringent approval process, the Nurses Board of Victoria (NBV) endorsed Holmesglen's Bachelor of Nursing program at end-2008.
- The program was rolled out in mid-2009 and Holmesglen secured a total of 140 CSP for it.
- ANMAC shifted position on accreditation of providers.

**Figure 1: Nursing – success rates**



\* Success rate is defined as the proportion of actual student load (EFTSL) for units of study passed divided by all units of study undertaken (passed + failed + withdrawn)

Data based on the first cohort of 40 students.

Key issues – scholarship

With quotes from Earnest L Boyer (1990):

- By believing themselves to be what they are not, institutions fall short of being what they could be.
- Because higher education in our current type of institution is so poorly defined and ill understood, we need to create our own meaning and interpret its significance to higher education.
- Rather than imitate the research university or arts and sciences model, we should be viewed as institutions that blend quality and innovation.

Scholarship – Boyer’s model

Boyer advanced a redefinition of the concept of scholarship as four separate yet overlapping functions (Table 6).

Table 6: Boyer’s redefinition of the scholarship concept

Type of scholarship	Purpose	Measure of Performance
Discovery	Build knowledge through traditional research	• Publish in peer-reviewed forums. • Producing and/or performing creative work within established field. • Creating infrastructure for future studies.
Integration	Interpret the use of knowledge across disciplines	• Preparing a comprehensive literature review. • Writing a textbook for use in multiple disciplines. • Collaborating with colleagues to design and deliver a core course.
Application	Aid society and professional in addressing problems	• Serving industry or government as an external consultant. • Assuming leadership roles in professional organisations. • Mentoring student leaders, thereby fostering their professional growth.
Teaching	Study teaching models and practices to achieve optimal learning	• Advancing learning theory through classroom research. • Developing and testing instructional materials. • Mentoring graduate students. • Designing and implementing a program level assessment system.

- National Protocols and university application is generally in terms of teaching and learning only.
- Definition of research in higher education (MCEETYA 2007):

Research comprises creative work and artistic endeavours undertaken systematically in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications. Research is characterised by originality and includes creative activity and performance. It has investigation as a primary objective, the outcome of which is new knowledge,

with or without specific practical application, or new or improved materials, products, devices, processes or services. Research ends when work is no longer primarily investigative.

There are three broad types of research activity:

- o **Basic research** – experimental and theoretical work undertaken primarily to acquire new knowledge without a specific application in view. It consists of pure basic research which is work undertaken to acquire new knowledge without looking for long term benefits other than advancement of knowledge and strategic basic research which is work directed into specific broad areas in the expectation of useful discoveries thus providing the broad base of knowledge necessary for the solution of recognised practical problems.
  - o **Applied research** – original work undertaken primarily to acquire new knowledge with a specific application in view. It is undertaken either to determine possible uses for the findings of basic research or to determine new ways of achieving some specific and predetermined objectives.
  - o **Experimental development** – systematic work, using existing knowledge gained from research or practical experience that is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.
- Scholarship in mixed sector – wrestle between VET culture and deep rooted higher education tradition
  - This division is less evident in private providers – why?

Scholarship – more work to be done

Need for rethink in the mixed sector:

- More than teaching and learning
- Not just activities but an institutional scholarship approach
- Opportunities for investigative and leadership roles within the academic community
- Must convey a sense of engagement with knowledge, peers or individual practice.

## Where to start?

Let's take the tiger by the tail:

- Develop pedagogical position
- Implement structural organisational arrangements
- Be prepared to resource initially up front
- Develop Teaching and Learning Framework (Academic Standards)
- Be clear about scholarship – adopt a model, that is, Boyer
- Develop KPIs to ensure alignment with new Framework
- Develop partnerships with industry to support delivery
- Develop shared approach to gathering data
- Benchmark

## Issues

How distinctive and effective is the mixed sector in higher education?

## Mixed sector in the UK

Understanding higher education in FE Colleges:

1. Localism – student access
2. HE provision in FECs is highly diverse (ranging from quasi university to general purpose colleges)
3. HE provision in FECs is very resilient – flexible and adaptable
4. Attitudes of FECs and HEIs are relatively conservative – play by 'rules of the game' – reflect the complementarity and stability of respective mission of FECs and HEIs

## Key observation of HE provision in FECs

Incrementalism – new form of higher education added to a stable core

or

Fundamental challenge to traditional higher education?

## Australia – key issues

- Is diversity without funding possible?
- Is diversity more than adding new higher education providers?

- Is there evidence that there is a distinctive pedagogy in higher education in the mixed sector, particularly TAFE?
- Is higher education provision sustainable without research?

## Challenges facing TAFE providers

- Uncapping of university higher education places.
- Limited access to CSP – TAFEs make up only 0.6% of the 67,000+ provision for CSP. Bulk of courses are full-fee paying.
- Vulnerability of TAFE and the TAFE brand in a marketised environment – impacts recruitment and retention of students.
- Decline in international enrolments.
- TAFE higher education courses not included as part of the streamlined visa processing for international students.
- Transition from VET to higher education – additional support to prepare students with English language, academic skills and different learning modes.
- Scholarship – issue of research-based versus applied scholarship.
- TEQSA accreditation and re-accreditation requirements.
- Decline of TAFE, 1% growth in 2011, mainly in private providers – NSW -9.2%, QLD -9.2%, VIC -6.2% and SA -6.2%.

## Where to?

- No to incrementalism
- Yes to real change – challenge to traditional higher education

And remember ...

## PIGS CAN FLY!





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## Pre-conference workshop 2

### ***Capacity building for an agile organisation***

An interactive session facilitated by  
LH Martin Institute and ATEM

- Are new business models required given the challenges that tertiary education is facing?
- How do you identify and develop critical capabilities for management and leadership in your organisation to effectively deal with these challenges?
- How can you maximise the return on investment for leadership and management training?
- What strategies can be used to improve organisational agility?

SPEAKERS/FACILITATORS:

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**PROFESSOR LEO GOEDEGEBUURE**

---

**PAUL ABELA**

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RESPONDENTS:

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**WAYNE COLLYER**

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**DR RUTH SCHUBERT**

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**ROD JONES**

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## CAPACITY BUILDING FOR AN AGILE ORGANISATION



### Wayne Collyer

*Managing Director, Polytechnic West*

Email: Wayne.Collyer@polytechnic.wa.edu.au

#### Introduction

My thesis is that capacity building for an agile quality organisation is predicated on people, organisational culture, behaviour and structures.

#### 1. Overview of Polytechnic West

- Dual sector VET provider
- Large trade base and applied technologies focus
- Significant service provider locally, state-wide and internationally

#### 2. Need to understand the environment

- The competitive environment in which we operate becomes increasingly harsh and unpredictable, that is, dynamic to say the least!
- No real difference from what we have experienced over the last 20 years? Continuous change is now considered to be the normal business environment, and therefore, organisations need to be agile, flexible and in a position to respond quickly and purposefully.

#### 3. What are the key imperatives/drivers that we crucially need to monitor and react to?

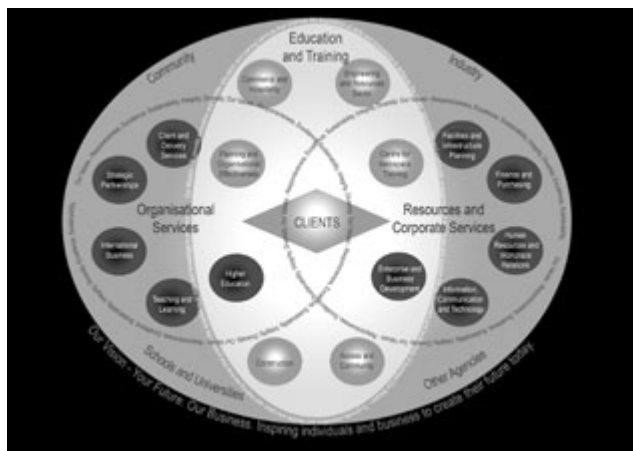
- The VET Sector has always needed to focus on:

- > Balancing the needs of industry and the range of stakeholders, for example, large corporations versus small business, school leavers versus mature students that are currently employed.
- > The needs of all levels of government – local, state and federal.
- > Global changes – onshore and offshore.
- > Meeting the aspirational needs of Australians.
- > It's been my experience that industry will always be reactionary with a continued "just in time" focus on skill needs. This means that at times, there is an expectation that government and training providers will meet the gap produced in a boom or bust economy. Training providers need to be cautious that key stakeholders with a vested interest do not hijack the training agenda, for example, Unions can hinder innovation by training providers by insisting on a traditional regimented model of delivery.
- > It is critical for training providers to focus on what they are good at.
- > It is also imperative to have faith in your own planning.

#### 4. Building the organisational culture

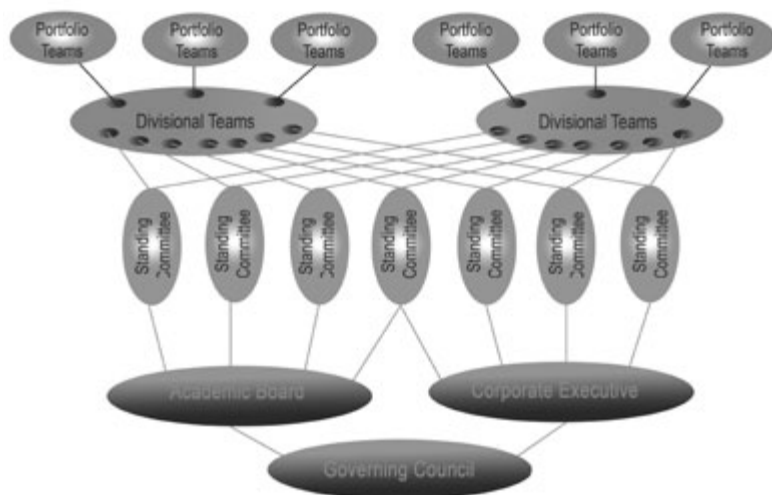
- One of the most important roles for CEOs in organisations is to get the balance right between trust and compliance. Our experience has been that by encouraging participative leadership at all levels of the Polytechnic underpinned by a strong understanding of the strategic intent, we have made significant advances in dealing with this issue.
- We also have a view that we get the best out of staff by empowering through trust, with an underpinning of relevant compliance. People will respond really positively when they feel they are trusted; and this then has facilitated compliance.
- We also strategically invest in targeted professional development including Succession and Leadership; Leadership Development programs; and targeted inductions.
- Attractive place to work.

## 5. Structures need to reflect the operations of the organisation



## 6. The way of working ...

The way of working needs to reflect the culture of the organisation, that is, participative, empowered, decision making at the right level of the organisation.



In summary, I contend the agility of an organisation in the education and vocational education training sectors is reflected in organisational culture, behaviours and structures.

## THE AGILE ORGANISATION – TAFE SA REGIONAL



### Dr Ruth Schubert

*Director, Strategy and Business –  
TAFE SA Regional*

Email: Ruth.Schubert@sa.gov.au

The following are the key points of my presentation:

1. **The basic premise:** using the “from good to great” language.
  - TAFE SA Regional and I would argue that TAFE’s **legislative model** – empowerment, support, advocacy, accountability – devolved power and influence.
  - TAFE SA Regional has, on the surface, many disadvantages: 43 sites, 96% of the state, thin markets, small communities, flat structure, managers who are elsewhere. **Necessity breeds innovation**, adaptability to the situation, state-wide structure to capitalise, and theory of replication. **Structure is important** to expand and capitalise on the intellectual property/process across the organisation.
  - TAFE SA Regional is a **mature** organisation – seven years of **consistent leadership**, however, constantly reducing budgets has kept all of us hopping and not too comfortable, so there have been major changes of structure, at least three times.

- **Getting the right person in the right job** has taken time.
- **Evidence based** – AHC/EFTL, per lecture on average 50% increase, costs reduced, satisfaction rating 92%, received Large Training Provider of the Year award. Our strategic planning focus is on KPIs.
- **Quality** – Continuous improvement, self-auditing against the Excellence Criteria, QAGS at the lecturer level.
- **Investment in people** – VET CAT, CURCAT, Admin CAT, Manage CAT – measurement on skills required for the business; results drive professional development investment.
- MD/Executive accessibility – **Road shows**, talking to staff personally, focusing on relationship, honesty, and accountability, and a consistent message.

### 2. Key characteristics

- **Collaboration** not control and command.

### 3. The Gulliver conundrum

- Direct contact and response – our **SERVICE** culture.

# CONFERENCE SPEAKERS AND PANELLISTS

## Thursday 6 September 2012

### Welcome

- to Country, **Barry McGuire**, a Balladong Nyungar Man
- to national and international delegates to the TDA Conference, **Stephen Conway**, Chair, TDA Board; Managing Director, TAFE SA, Adelaide South

### *The role of TAFE Directors Australia in the changing technical and further education environment*

#### PREMIER'S ADDRESS

**The Hon. Colin Barnett, MLA**,  
Premier of Western Australia

### *East/West and shifts in the balance of influence and power*

#### MINISTERIAL ADDRESS

**Senator the Hon. Christopher Evans**,  
Minister for Tertiary Education, Skills, Science and Research; Leader of the Government in the Senate

#### TDA Conference Gala Dinner

**Speaker: Chetan Bhagat**, author, columnist and former international investment banker

*India–Australia: Bonding beyond Cricket*

#### MC/FACILITATOR:

**DR JANE FIGGIS**

**DUNCAN CALDER**

**DR RUTH SHEAN**

**JAMES PEARSON**

**ROBIN SHREEVE**

**PROFESSOR FAZAL RIZVI**

**IAN SATCHWELL**

**THE HON. PHIL HONEYWOOD**

**NEIL FERNANDES**

**PETER MACKEY**

**SYARIEF SYAMSURI**

**PROFESSOR ARIS JUNAIDI**

**PROFESSOR SIMPSON POON**

**JAN TEKELY**

**DR PIM BORREN**

**KAY GILES**

**THE HON. MURRAY COWPER, MLA**

**BRAD HOWARTH**

**JOHN VINES, OAM**

**DR STEVE MACKEY**

**RIC HARRISON**

**DR WAYNE OSWIN**

**THE HON. JOHN DAWKINS, AO**

**ASSOCIATE PROFESSOR LEESA WHEELAHAN**

**ADRIENNE NIEUWENHUIS**

**JEANETTE ALLEN**

## MINISTERIAL ADDRESS



### Senator the Hon. Christopher Evans

*Minister for Tertiary Education, Skills,  
Science and Research; Leader of the  
Government in the Senate*

I pay my respects to the Noongar people, the traditional owners of the land we are meeting on.

Thank you for that warm welcome and for inviting me to join you at your annual conference here in Perth.

It's a pleasure to be here—and that's not just because your conference is being held in my home town.

I really do welcome the opportunity to talk to you today about Australia's TAFE system and the important role it plays in our vocational education and training (VET) efforts.

#### **A reputation for excellence**

One of the things that first came to mind when I saw your conference theme 'East meets West' was just how highly regarded Australia's VET system and TAFE network is—by countries across the world, but particularly in the region.

When I am in Asia on official visits or meeting incoming delegations the two things I am most asked about are Australia's VET system and our TAFE network.

Delegations from Malaysia to Mongolia quickly turn the conversation to vocational education and training.

It's a topic the Chinese Government, the Malaysian Government, the Indian Government and the Mongolian Government are keen to pursue.

That interest is evident at larger international gatherings too.

At the East Asian Summit of education ministers in Yogyakarta a month or so back, the spotlight was well and truly on technical vocational education and training—TVET as it is known across the region.

And Australia was at the forefront of discussion on issues like qualifications recognition, standards, quality assurance and labour mobility.

There's no question that in today's fast changing world, VET is a big ticket item—and there is particular interest in high quality systems like Australia's.

That is because—as they say—our reputation precedes us.

Australia's VET system and TAFE network are world-class and something we should be very proud of.

It's a credit to the quality of our system that we are seen as having a system others want to emulate or access or learn from—and obviously we can learn from them too.

In the coming months the Government will release the former Treasury Secretary Ken Henry's Asian Century White Paper.

The Prime Minister commissioned the paper to explore ways to strengthen Australia's engagement in the region as the balance in global economic power shifts to our region—not surprisingly education, training and skills are key focus areas.

As economies in the region become interconnected, it is vital our education and training standards are better integrated and aligned with one another.

Going forward, countries in the region are placed to learn from one another and share our respective expertise.

It is important that this engagement is two-way, not just one way.

There are significant numbers of students from the region studying at Australian universities and VET colleges but the numbers are less impressive when it comes to Australians studying in Asia.

Our students need to get better exposure to Asia and a better understanding of Asia—many of them will look to work in the region in coming years; many of them will have opportunities to respond to the growth in those economies; work opportunities, skill transfer opportunities.

Part of the challenge of the White Paper process is to work out how we do that.

There are many other opportunities to be afforded by the Asian century.

I know some of you, and the institutions you represent, have for many years worked to deepen your engagement in the region.

On my way in today I've just spoken to a delegation of college directors and senior officials from India who are here as part of TDA's vocational leadership program.

Sharing our expertise is part of the way forward; so too is delivering quality training offshore.

The opportunities presented by the Asian century are boundless—we will see millions of people across the region looking for training in coming years.

And I can assure you the Commonwealth will be continuing to engage with countries in the region at a government-to-government level.

The formation of the Australia-India Education Council, for example, has formalised annual visits between the two countries' education ministers.

Back in July, I attended the Australia India Skills Conference here in Perth.

Hosted by our new Australian Workforce and Productivity Agency, the conference was a great success where industry players and training providers worked on strengthening partnerships and linkages.

### **TAFE's place in Australia today**

There has been some concern expressed by the sector about the reform process and where the role of TAFE fits in that.

The reality is we have a mixed model of provision which will continue to diversify and grow—and that's a good thing as we will see the size of the market increase in coming years.

The Government is very keen to drive innovation; we want to drive responsiveness to industry needs; we want to drive adaption; we want to see people responding by providing choice and working with industry to meet their needs.

I see TAFE remaining as the cornerstone of our VET system.

We have a massive, long-term public investment in the TAFE sector which is internationally regarded as world-class.

It's a huge community asset and one of the challenges in the reform process is to get full value from that national asset.

In order for our VET system to be strong, our TAFE system must be strong, innovative and responsive.

Today Australia boasts close to 60 TAFE providers who deliver 80 per cent of the nation's vocational education and training in some 1300 locations.

TAFE is part of the very fabric of communities across Australia—from the Pilbara to Launceston.

Few Australian families have not been touched by the life-changing opportunities that a TAFE education offers.

TAFEs have an unparalleled ability to reach out to Australians from all walks of life, including:

- students who prefer an adult learning environment
- adults who are seeking to change careers or improve their skills
- those who want to balance parenting with flexible education and training options; and
- disadvantaged members of our community who would otherwise be denied the chance to develop job-ready skills.

I continue to be amazed by the reach of TAFE to change lives.

Yesterday I was down in Kwinana with the Prime Minister at a Jobs & Skills Expo.

Kwinana is a classic case of an area where we have real issues with youth unemployment and people who have been disconnected from participation.

One of the strengths of TAFE is the excellent job it does to bridge the gap between isolation, disadvantage and participating in the workforce.

It can, and does, reach those who have had poor school experiences, who are marginalised or who have been intermittently connected to formal education and the world of work.

TAFEs give Australians a fair go and provide pathways to a better life.

From foundation skills to advanced diplomas; TAFEs offer Australians the chance to train, to retrain, to reskill, to upskill.

This breadth of options and capacity for lifelong learning is what Australians have come to expect over the years from the nation's biggest VET provider.

This is where growing numbers of Australians are getting qualifications that are setting them up for high skilled, well paid jobs—jobs with salaries comparable, and sometimes higher, than those that require a university degree.

### **Our skills challenge**

In addition to the social equity dimension, there's also an economic imperative driving the Government's education and training agenda.

More jobs are being created in our economy than there are skilled people to fill them.

Only 7 per cent of future new jobs will be unskilled.

Recent economic modelling tells us we will need around 1.7 million more workers with a Certificate III or higher qualification in the four years to 2015.

That really isn't very far off.

We are already dealing with a patchwork economy and the mobility issues that come from having fluctuating skills needs in different parts of the country.

Our jobs growth is in the north and west but our population is concentrated in the south and east.

Our population is ageing, our baby boomers are retiring and the workforce is shrinking.

At the same time, we are facing a time of rapid technological change as well as the creation of new industries and new jobs with new skills sets.

We know we need to tap into the skills of more Australians; and we need to make sure we are training them for the jobs on offer.

In addition to 200,000 school leavers each year, we need to make it possible for our existing 11.5 million strong workforce to retrain, reskill and upskill for the jobs of the future.

Some people see this as a skills crisis.



Call me an optimist but I see it as an opportunity.

- An opportunity to support Australians to reach their full potential through education and training.
- An opportunity to help them get the skills and qualifications that will set them up for the high skilled, high paying, high value-adding jobs of the future.
- An opportunity that will allow more Australians to contribute to, and share in, the prosperity of the nation.

Australia's future depends on being able to tap into the potential of more Australians and on how well we are able to align capabilities and talents with the needs of the economy.

One of the key ways the Gillard Government is meeting the nation's skills challenge is by placing industry at the heart of our reforms.

Headed up by Phil Bullock, the new Australian Workforce and Productivity Agency is engaging directly with industry to address Australia's skills and productivity challenges.

One of its key roles is to oversee the Government's industry-driven partnership, the National Workforce Development Fund (NWDF).

The NWDF is part of the landmark \$3 billion skills package announced in the 2011-12 Budget and is geared to help businesses partner with the Commonwealth to train, retrain and upskill workers.

One year in, and the NWDF is already well on the way to provide training for 52,000 Australians.

Almost 500 projects are underway with \$174 million in Commonwealth funding matched by \$100 million from industry.

Businesses of all shapes and sizes are putting "skin in the game" and partnering with the Government to deliver training that meets their workforce development needs.

Here in WA, for example, Argyle Diamonds and the Commonwealth are jointly investing half a million dollars for 60 workers—16 new and 44 existing—to undertake a Certificate III in Underground Metalliferous Mining.

At the other end of the scale we have a \$6 billion development project like Barangaroo South in Sydney.

The training for the project involves a significant partnership between the Gillard Government, Lend Lease and the Construction and Property Services Industry Skills Council.

It will see more than 100,000 jobs created through the life of the project and will deliver on-the-job training to thousands of Australians including 500 apprentices thanks to funding from four of our programs—including the NWDF—via our Skills Connect initiative, which acts as a one-stop-shop for training.

We are trying to drive improvements to our apprenticeships system.

Yesterday we announced a \$1.1 million mentoring partnership with the Chamber of Commerce here in WA that will target apprentices who need additional assistance to complete their apprenticeships.

Currently only about half of all apprentices complete their trades training.

Mentoring is a proven way to increase retention rates.

Competency-based progression is another priority for the Government.

We have a skills shortage; we need to be able to meet that skills need with Australian workers.

There's a lot about our current model that is outdated; we need to bring our apprenticeship system into the 21st century.

We obviously need to look to the horizon ahead to meet our skills challenge—and that is what we are doing with the Agency and initiatives like Skills Connect and the NWDF.

### **Our strong reform record**

This Government has in fact been driving landmark reforms in education and training since coming to office.

Our reforms are underpinned by the belief that access to training and education should be the right of all Australians not just a few.

That's why we've improved access for regional Australians, for those from low SES backgrounds, for Aboriginal and Torres Strait Islander people.

These are reforms that will go the distance; reforms that are already getting results.

We've made it possible for more Australians to get a vocational qualification.

Last year we saw 200,000 more students enrolled in VET courses.

That's 1.9 million VET students, up from a long-time average of 1.7 million.

We've been working hard to modernise our apprenticeship system and are seeing record numbers of Australians doing apprenticeships and traineeships—last year we topped the scale with 462,000, the highest ever.

We've opened the doors to a university education to more Australians than ever before.

More than 150,000 additional Australians are getting a university education, many of them the first in their family to do so.

In 2012, the number of Government-funded places in regional universities has increased from 62,600 in 2007 to 77,700.

As a result of removing the cap on university places we expect there to be a record 770,000 students enrolled in regional and city campuses across the nation by 2015.

We've also invested \$5 billion in the infrastructure of our universities, our research facilities and our TAFEs.

Many of our training facilities, in particular, had been neglected for decades.

Today, virtually every TAFE campus across the country has had a much needed capital injection; the first major investment into some TAFE infrastructure in a very long time.

I've visited many of these campuses and seen not only the investment in technology, bricks and mortar but the enthusiasm of staff and students about the new state-of-the-art facilities.

We know Australia's tertiary institutions—in our capital cities and regional areas—need to be cutting edge and contemporary if they are to deliver the world-class education, training and research that will keep us competitive in the 21st century.

### **Safeguarding the cornerstone of our national training system**

And that brings me to one of the key points I want to make today.

The Government is a supporter of TAFE and recognises the important role it has played, and will continue to play in Australia's future.

But we also recognise that in order to meet the enormous skills demands ahead, the training system must adapt and innovate.

Australia's training system has always had to bend to deliver what was needed.

Our challenge today as a nation is to expand and improve our training system.

We need to ensure we have a robust and responsive system that can cope with the growth ahead and deliver for students and employers.

We need to drive stronger linkages with industry to ensure we are not training people for the sake of training.

No one wants to do the hard yards of getting a “work-ready” qualification to find there is no need for their skill set when they complete.

That is the philosophy underpinning the landmark offer the Prime Minister made to the states and territories at COAG in April.

We committed \$1.75 billion to the states and territories to help them build a stronger, more responsive training system.

This is in addition to the \$1.4 billion the Commonwealth provides each year to support their VET needs.

The new funding will deliver a guaranteed training place for any Australian who wants to gain a first qualification up to the Certificate III level.

It also aims to help level the playing field between university degrees and higher level vocational qualifications by offering HECS-style loans for subsidised diploma and advanced diploma students.

It's an offer that all the states and territories signed up for, and they are in the process of submitting their implementation plans to us.

Each implementation plan must tick off some big items including how the states will support disadvantaged Australians to access and complete training; how they will extend their reach to industry; how they will provide meaningful achievement data; how they will improve completion targets and how they will support public providers.

One of the other big ticket COAG items that hasn't received a lot of airplay is how the states will drive “external validation” to ensure standards remain high.

The Government's commitment to quality remains strong.

Quality is important for the student for their outcomes; for the employer who wants to know they are getting someone with the skill sets they need; and for Australia in terms of our domestic capacity and our international reputation.

Under the national partnership agreement all states will implement external validation of training assessments.

They will begin implementing systems in 2013, initially small scale trials, with the objective of expanding those arrangements in 2014.

It is anticipated we would look to develop nationally consistent arrangements informed by the initial trials.

A key issue will be managing the costs and targeting the validation which will basically involve independent testing of graduates.

When I was Immigration Minister, this kind of testing showed itself to be effective for the “job ready” program which independently tested international students and found many had not reached the skill levels claimed by their provider institution.

I am a great advocate for external validation—I think we need to be absolutely reassured about the quality of our qualifications.

This is something the Commonwealth will be driving hard.

External validation will be a good way to protect quality and sits alongside the Australian Skills Quality Authority which we set up in response to the failure of state regulators to manage our international sector a few years back.

Most states are on board and I continue to offer the olive branch to the WA Government to join.

We are also driving transparency and quality through the MySkills website which will be launched later this year; and will make it easier for students and employers to make informed choices.

At the end of the day, we want to see a sustainable role for both public and private providers; one that spans high quality, high level training and engagement with industry.

I'd like to acknowledge TDA's strong advocacy role and considered views during this process to date.

I know we do have a common interest in ensuring Australia has a high quality, responsive, accessible and efficient national training system.

The Government is committed to working with the states and territories to implement the VET reform package.

The developments in Victoria, and the cuts to TAFE funding, fly in the face of our agreed objectives.

The human face of these cuts was really brought home to me in Victoria when I met the individuals, families and communities that stand to be affected by the proposed course cancellations and campus closures.

The training needs of the nation are a joint responsibility of federal and state governments and both must live up to their end of the bargain.

We will not reward any state that chooses to defund its TAFE system and denies opportunity to those Australians who happen to live in that state.

Any action that downgrades our TAFE infrastructure, downgrades the cornerstone of Australia's training system and is contrary to the national interest.

## Closing words

There a lot still to be done.

The Government doesn't support change for the sake of change but the world is moving fast.

The skills needs of Australia are changing quickly.

The population demographics are changing.

And the need for lifelong learning and skills acquisition means there are many challenges ahead for your sector.

But many opportunities too.

It's an exciting time to be part of the sector.

I look forward to continuing to drive the Government's reform agenda because, at the end of the day, it's about giving Australians more opportunity—to develop their skills, to earn higher wages, to participate in society.

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# Panel session: East meets West

MC & FACILITATOR

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**DR JANE FIGGIS**

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*This facilitated session introduced  
some of the big Conference themes.*

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**DUNCAN CALDER**

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**DR RUTH SHEAN**

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**JAMES PEARSON**

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**ROBIN SHREEVE**

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## WHAT SHOULD AUSTRALIAN TECHNICAL AND FURTHER EDUCATION PROVIDERS PLAN FOR IN DOING BUSINESS WITH CHINA?



### Duncan Calder

*President, Australia China Business Council (WA Branch); Partner (Corporate Finance), KPMG*

Email: [dcalder@kpmg.com.au](mailto:dcalder@kpmg.com.au)

Good morning and thank you for the honour of addressing this TAFE Directors Australia conference on behalf of the Australia China Business Council (ACBC) on the topic of what should Australian training and further education providers plan for in doing business with China.

*East meets West* is a great conference theme.

There is no doubt that the world is experiencing a seismic change in global power:

- West to East
- North to South.

The question on everyone's mind is how the Chinese economy will fare this year and next.

This is a crucial issue for Australia.

China is not only our largest merchandise export market but also the largest source of international students for our education market and the highest spending source for our tourism sector.

And there is, of course, a close nexus between education and tourism.

Independent research undertaken by the ACBC this year showed that on average, Australian households benefit to the extent of greater than AUD13,470 per annum from trade and investment flows with China. That is over AUD250 per Australian family per week.

The most important thing happening in China this year is the once in every decade change in the Communist Party leadership expected to take place in late October. China wants to ensure a smooth transition and in this regard, they will do everything in their power to ensure that the economy stays on an even keel.

The likelihood of a hard landing in a year of the leadership change seems to me to be somewhat remote.

After growing at an average 9.6% for the last 20 years, China's near term policy challenge is to sustain growth through a soft landing.

Whilst China's GDP growth hit a three-year low of 7.6% in the second quarter of 2012, China's leaders remain confident of achieving this year's amended growth target of 7.5%. Indeed, only last week, Premier Wen made positive statements on this point during his visit to Zhejiang.

Unlike the United States (US) with a large fiscal deficit and interest rates close to zero, the Chinese government still has many policy levers at its disposal to manage the situation, in particular, fiscal policy. In addition, reduced inflationary pressures mean more room for stimulatory monetary policy adjustments.

The main issue for China's economy is its over-reliance on the export sector.

China's leaders are trying to address this through the current five-year plan to 2015. This is recognised by Premier Wen, who has called for China to develop a strategy of reducing reliance on exports and increasing domestic consumption.

The problem is that achieving such a change is difficult amongst a nation of 1.38 billion savers.

China does not have pension and health care social safety nets and Chinese people tend therefore to both worry about the future and to be prodigious savers.

The other thing that is often not understood by the western media is that the Chinese tend to save a lot not for themselves but for their children's education.

In the Confucian tradition, any self-respecting Chinese parent would want their child to grow up and become a "jinshi" or "imperial scholar".

The Chinese view education as the pathway to advancement for their families' prosperity. Hence they would gladly work hard all their life to save money and send their children to get a good education overseas.

In this regard, we should look beyond the immediate economic figures and realise that whether it is 7% or 8% or 9% growth, China's GDP per capita will still be increasing at a rapid rate as China's population growth is a very low 1.3%.

This means that incomes of the average Chinese family will rise over the medium term and a lot of this income will be allocated to their children's education.

One challenge for our training providers in dealing with China is simply the size and scale of the country. For example, China produces more than 2.1 million engineering graduates alone every year. That is why so many of China's leaders have an engineering background. It could also explain why China is so good at getting massive engineering projects done on time and on budget – within China. The last point is an important qualification.

China is still getting to grips with evolving its construction model for first world markets.

As China grows, the rise of China as an education "hub" is a certainty. China plans to double its intake of international students by 2020, to welcome at least 500,000 international students each year.

Instead of Chinese students going outside to study, there will increasingly be a flow of foreign students heading the other way – to China to study. And the reasons for this are very simple. With China becoming a world economic superpower, more foreign students would want to study at the source of that growth. To learn about Chinese business at ground zero, if you like, and also to learn its language and culture in the process.

In fact, an increasing number of American students, over 23,000, are now studying at Chinese universities, many more than their Australian counterparts.

Chinese educational institutions are also getting better in international rankings. This can be shown by the fact that more and more MBA students now want to study in Chinese MBA schools like Cheung Kong or CEIBS rather than go to the US or Europe.

As education standards in China increase, we may find that our Australian institutions' partners in China may soon be our competitors.

There is already an emerging view that China has already peaked for transnational education partnerships and they don't really need foreign education any more.

We cannot sit on our laurels!

At the same, the value of an overseas education to the Chinese will also undergo a reassessment.

The primary reason a Chinese student goes overseas to study is to get a good "Western" education, in the expectation of getting a qualification that will differentiate him or her from the millions of other Chinese students in competing for jobs in China.

Many Chinese students desire to work for a western multinational based in China after graduation and hence the value of an overseas qualification in helping to secure such a job.

However, with Chinese companies going out to invest overseas and becoming giants in their own right, it will not be hard to foresee the day when Chinese students themselves would prefer to work for a Chinese company as they see more prospects for career advancement.

In this regard, Australian training and further education providers need to look beyond the present and plan for these changes and ask themselves what are the drivers of value for an Australian qualification to the Chinese student. For example, understanding the culture, politics, systems and goals of China's trading partners.

We need to better understand the mindset of Chinese parents and students.

There has been a decline in Chinese students studying in Australia in recent years. In the year to June 2012, total enrolments by Chinese students fell by 8% to about 120,000 in Australian educational institutions. China however still formed the largest proportion, the largest international student cohort, about 30% of international students. The reasons for this fall include:

- competition from the US and other key markets
- the high Australian dollar, and
- changes to migration/visa regulations done without prior consultation.

Managing the forex environment, for example through developing natural hedges, should be an area of increasing focus.

In the past, Australian education providers have benefitted in monetary terms from the Asianisation of our classrooms via the influx of international students, but, based on a western worldview, we have continued to use the same teaching and learning pedagogy.

This is a major problem. Very few have acknowledged the different ways in which different cultural traditions see history. Without an appreciation of this nuance, it will be very difficult for Australians to understand what drives the East.

The final issue facing our educational institutions that I will briefly touch on is funding.

As government funding particularly for higher education declines and we rely ever more on foreign students, we need to look at alternative funding models.

A foreign student full fee paying model works only so long as we can continue to attract foreign students.

I can foresee a reverse trend in which Chinese universities and colleges may set up campuses overseas, just like American and Australian universities have set up overseas centres in China.

This "zou chu qu" of Chinese educational institutions can be seen as China's way to transmit its soft power.

Chinese educational institutions will conduct courses from a different perspective, looking at issues from a Chinese or Asian perspective.

ACBC previously organised a seminar with the alumni of the Cheung Kong Graduate School of Business and it was instructive to see how their business case studies are seen through the prism of China's economic model.

I believe we should welcome co-investments and joint ventures from these Chinese educational institutions into our education sector and seek to explore cooperation models with them not just in China but in Australia as well.

Because Australia has a great reputation as a clean and green destination, I believe there will always be an attraction for Chinese students to come here to study.

Thank you for the opportunity to address you today and for your kind attention.



## DOES AUSTRALIA STILL HAVE A SUSTAINABLE COMPETITIVE ADVANTAGE IN SKILLS DEVELOPMENT?



### Dr Ruth Shean

*Director General, WA Department of Training & Workforce Development*

Email: [Ruth.Shean@dtwd.wa.gov.au](mailto:Ruth.Shean@dtwd.wa.gov.au)

The composition of Western Australia's employment growth can vary quite markedly at times. It is an interesting demonstrator of just how dynamic conditions can be, and why it pays to have a flexible and adaptable approach to workforce and training planning.

The construction of new and expanded resource sector projects in Western Australia over the mid to late 2000s was a key reason why it enjoyed strong growth in construction sector employment over that time. However, what might be less well appreciated was that the state was insulated from the worst of the subsequent GFC downturn in part due to legacy effects from the boom. In particular, since 2008, the state has recorded very strong growth in mining employment (from around 60,000 people employed to around 100,000 currently) as resource projects undergoing construction back in the mid to late 2000s increasingly moved into their operational phases. Indeed, mining was responsible for about a third of the state's jobs growth over the past four years.<sup>1</sup>

However, jobs growth in Western Australia is not just a resource sector story – the health care and social assistance sector has been responsible for about a fifth of the state's total jobs growth over the past four years. And while the total number of people employed in the state is now nearly 11% higher than four years ago, it is perhaps not surprising to note that employment levels in the state's industries of manufacturing and agriculture, forestry and fishing contracted over the same period.<sup>2</sup>

Employment projections for the next four years for Western Australia similarly show broad-based growth. Construction relating to the latest wave of new resource projects (like the Gorgon and Wheatstone LNG developments and many others) is expected to see the construction industry again become the strongest contributor to jobs growth, accounting for about a fifth of all additional jobs. Even so, the health care and social assistance sector is also forecast to grow strongly, accounting for 16% of the state's jobs growth over the next four years, followed by professional and technical services (12% share), and then education and training (11% share).<sup>3</sup>

Looking at these same projections on a qualifications basis shows that employment growth in the state over coming years is likely to have a strong base in high level skills, with the vast majority of growth expected in qualifications of at least Certificate Level III or higher. In distinct contrast, while the past four years saw around a quarter of total jobs growth in the state come from positions that did not require any post-school qualifications, this segment of the state's labour market is expected to contract over the next four years.<sup>4</sup>

A broadly similar outlook is expected nationally. The Australian Workforce and Productivity Agency's project to map out a number of plausible future workforce scenarios for the nation to 2025 showed a common theme was the higher skill levels Australia is expected to require, underpinned by factors such as technological change, structural adjustment, a shift to services-based industries, and Australia's changing demographics.<sup>5</sup>

This is by no means meant to diminish the importance of Certificate I and II qualifications, given their important role in providing foundation skills and also as a pathway for higher-level qualifications.

Looking at recent trends in international students studying in the VET sector also provides an interesting context in respect to future dynamics. As an idea of the relative size of this part of the VET sector, data show that while the total number of public and private VET students nationally has grown by about 13% over the past four years,<sup>6</sup> the number of international VET enrolments has grown by a much higher 41% over the same period.<sup>7</sup>

Notwithstanding this strong growth, there has been some significant year-to-year volatility in Australia's international student market, with international enrolments initially growing from around 121,000 in 2007, to almost double that level two years later (around 232,000 in 2009). Changes to the criteria for student visas, the GFC, the high Australian dollar and a number of other factors have since seen international VET enrolments drop back down to around 171,000 by 2011 – a lower level than that recorded in 2008.<sup>8</sup>

Even so, international students still account for 3.7% of all students in Western Australia's public VET system, and around 2.5% nationally.<sup>9</sup> And for the total VET sector (public and private), international education services earned Australia AUD3.1 billion in export income in 2011, representing 21% of the national total for all international education services.<sup>10</sup> The VET sector is also becoming an increasingly important segment of Australia's international student market – it now accounts for around a third of all international students in Australia, compared to about a fifth a decade ago.<sup>11</sup> In addition, the past decade has seen Australia's share of international students globally increase from about 5% to 7%,<sup>12</sup> despite having only about 1% of the world's population.

And, aside from monetary benefits such as export earnings, or the cross-subsidy opportunities full fee paying students bring, international students arguably provide many intangible benefits to Australia, including a cultural exchange of ideas, the formation of international business networks, the fostering of long-term goodwill within the region and among our major trading partners.

But how well is the nation's VET sector performing in this global market?

It would seem there is at least a *prima facie* case to suggest Australia's VET sector enjoys a reasonable competitive advantage – Australian Education International's 2010 International Student Survey found that 85% of those respondents attending Australian Technical and Further Education colleges were either satisfied or very satisfied with their study and living experience. It also found that the top factors influencing the decisions of international students to study in Australia were: quality of teaching (95%); personal safety (93%); reputation of institutions' qualifications (92%); study costs (91%); country (90%) and institutional reputation (also 90%).<sup>13</sup>

Whether or not any current advantages Australia has are sustainable is another matter – the dynamics of economic conditions, the expected emphasis on higher level skills over coming years, and many other factors raise an interesting context in respect to the VET sector's ability to maintain its future competitiveness.

Other variables which are likely to impact on the international student market include:

- technology improvements may make remote learning a more cost-effective option for some training, lessening the need to physically attend a training location
- Australia may not always enjoy a healthier economic environment relative to its competitors

- continuing strength in the Australian dollar may test the international student market's ability to wear higher costs on a more permanent basis
- the standard of the product delivered by competitors (other international providers of VET-type services) may 'catch up' to Australia's (or even surpass it)
- qualification standards in the source countries from which international students come may evolve down a different path to that in Australia
- even with the likely greater requirement for higher-skilled positions, the specific industries and occupational areas requiring them both in Australia and overseas may continue to wax and wane.

Further, Australia's current main sources for international VET students – India (responsible for about a third of all students) and China (responsible for about a tenth)<sup>14</sup> – are different with respect to their cultural norms, future skills needs, demographic characteristics, and many other factors, meaning they cannot be treated with a generic approach.

And while the strong reputation and accreditation processes associated with Australia's VET sector may be one of its key competitive advantages currently, the 2010 Baird review showed there is no room for complacency in respect to the VET sector's oversight and proper functioning.

Economic conditions are currently better in Australia (and in Western Australia in particular) than most other developed nations, in part due to the strength of the nation's resources sector.

However, if we are to be more than just a provider of mineral and energy resources, a high quality and responsive VET sector should be seen as a valuable resource in its own right.

## Notes

- 1 Australian Bureau of Statistics, catalogue 6202.0.
- 2 Australian Bureau of Statistics, catalogue 6202.0.
- 3 Monash University Centre for Policy Studies, employment projections: 2011-12 to 2015-16.
- 4 Monash University Centre for Policy Studies, employment projections: 2011-12 to 2015-16.
- 5 Australian Workforce and Productivity Agency, *Australia's skills and workforce development needs* (July 2012).
- 6 National Centre for Vocational Education Research, *Students and Courses 2011, Australian vocational education and training statistics*.
- 7 Australian Education International, international student enrolment data sets. Note that international students are defined as those full fee paying students studying in Australia on a student visa – this definition therefore does not include New Zealand citizens, as they do not require a student visa to study in Australia.
- 8 National Centre for Vocational Education Research, *Students and Courses 2011, Australian vocational education and training statistics*.
- 9 Australian Education International, *Research Snapshot, Onshore international students at public VET institutions, September 2011*. Note that international students studying in private RTOs are not a part of this scope.
- 10 Australian Education International, *Research Snapshot, Export income to Australia from international education activity in 2011, May 2012*.
- 11 Australian Education International, international student enrolment data sets.
- 12 Australian Education International, *Research Snapshot, Onshore international students at public VET institutions, September 2011*.
- 13 Australian Education International, *International Student Report, 2010*.
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## CAN VET AND HE HELP RESOLVE THE AUSTRALIAN PRODUCTIVITY DILEMMA?



### Robin Shreeve

Chief Executive Officer, Australian Workforce and Productivity Agency (AWPA)

Email: Robin.Shreeve@SkillsAustralia.gov.au

### The concept of productivity and decline in Australia

At its simplest productivity can be conceived of as a reporting ratio that shows how inputs and outputs move relative to one another. If more can be produced with less this can promote economic growth and improve living standards.

As an OECD report succinctly put it, 'Productivity growth reduces production costs and increases returns on investments, some of which provide greater income for business owners and investors, while some are turned into higher wages'.<sup>1</sup>

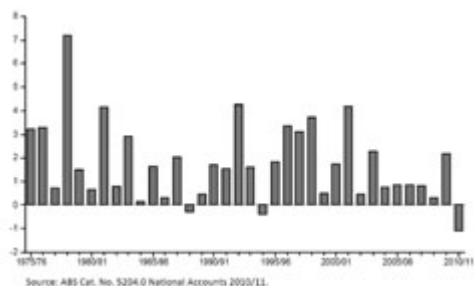
At peak government and industry levels there is now a bi-partisan consensus in Australia that we should be concerned about the decline over the last decade in our performance in productivity. This decline, it is argued, threatens our long term economic prosperity.

The last great leap forward in productivity occurred in the 1990s.

Workplace changes such as award restructuring and the massive investment in information technology especially for white collar workers

are often cited as causes. Other causes ascribed include reducing central regulation and control of the economy through strategies such as floating the Australian dollar and opening up industry and services to increased competition.

Figure 1: Labour Productivity in Australia, % change, 1975–2011<sup>2</sup>



### Skills and productivity

There is a general view that skills development is central to improving labour productivity. Total or multifactor productivity also involves capital investment in new equipment and technology innovation.

Ironically it is often argued that the “investment tsunami” in the mining sector as a result of the boom in the export of coal, iron ore and other natural resources to China and India is a cause of a short term decline in productivity. The core argument is that this investment has yet to pay off. An even more nuanced approach is that though this investment will increase output, the high prices achieved for Australia’s resources are encouraging miners to exploit more marginal resources that are more difficult to extract.<sup>3</sup> Though these mines are still profitable, they are not operating as efficiently and hence as productively as some of their predecessors. Our high terms of trade are, in this view, a factor that can limit productivity growth. However our terms of trade are unlikely to remain high indefinitely. This will bring some relief to manufacturing and other trade-exposed industries but may also heighten the productivity dilemma for the future and its impact on our national economic performance.

## An alternative view

A far more radical view about productivity in Australia is held by the labour economist John Buchanan. He points out that strong productivity performance has also on occasion been associated with subsequent weak economic performance. For example, prior to the global financial crisis both Ireland and Greece had stronger productivity growth than Australia.<sup>4</sup> Buchanan argues that the productivity debate in Australia is incorrectly premised and some management strategies to improve productivity, such as increasing contract workers and outsourcing, have in themselves contributed to subsequent skill shortages<sup>5</sup> which have then in turn reduced productivity.

## Tertiary education and innovation

Tertiary education can help improve Australia's productivity by equipping workers with the skills they need to produce existing products more efficiently and develop new products.

Innovation is linked to productivity. Innovation is as much about adaption and continuous improvement of existing processes as massive investment in large scale standalone research and development programs. Highly skilled and highly educated workers have greater potential to be innovative as they have a deeper understanding of underlying principles and processes. Philip Toner and others have researched the key role the vocational education and training (VET) sector in Australia plays in technology diffusion and incremental innovation.<sup>6</sup>

## Participation and productivity

There is incontrovertible evidence that people who complete Year 12 and/or gain post school qualifications suffer less unemployment. Both the VET and higher education (HE) varieties of tertiary education are thus good for workforce participation. Increasing workforce participation can bring economic benefits similar to those achieved by improved productivity through more tax income and less government expenditure on welfare. Employed people also tend to be healthier and happier.

Workforce participation is also critical as an element in contributing to human capital formation. Workers learn through experience as well as formal training. For many employers in Australia there is an experience shortage as well as a skills shortage. Foundation programs that help job seekers get onto the first rung of the experience ladder are critical in remedying this.

## VET and Higher Education

Though we can argue that both VET and HE are good for workforce participation – are they equal in their contribution to labour productivity? By one measure they are not. On the basis that employers value what they pay for, comparative wage rates are often taken as a surrogate measure for increases in productivity.<sup>7</sup> The more advanced the qualification, in general, the higher the rate of pay. Hence it is argued that the higher the qualification the greater the increase in productivity. There are obvious exceptions, for example, traditional male apprenticeships at AQF level 3 such as electro-technology offer a very good initial rate of return though this effect “washes out” over a working lifetime compared to degree and diploma holders. The same is not true of traditional female occupations such as hairdressing and childcare where possession of a Certificate 3 may be good for getting and keeping a job but does not often result in significant increases in wages. This might be why there are now often more female than male students in the newer universities as with widening participation these institutions are accessible alternatives for women.

## Systemic imperatives

The OECD has identified a number of systemic imperatives that can maximise the increases in productivity gained from investment in skills.<sup>8</sup> These are:

- Skills need to be relevant, promote lifelong learning and be of sufficient quality.
- Skills need to be available and affordable to help mitigate the impacts of structural and technological change in industry and regions.

- Skills policies need to deal with immediate gaps and long term human capital development.

Reforms to our tertiary education system over the past twenty-five years, such as greater industry leadership and the recent push on quality and regulation indicate Australia is addressing these imperatives.

## Conclusions

Tertiary education on its own cannot solve the productivity challenge. However, more education, training and skills can help us do new and old things more efficiently and effectively, which will contribute to increased productivity and national prosperity.

## Notes

- 1 International Labour Office 2008, *Skills for improved productivity, employment growth and development*, International Labour Conference, OECD, Paris, p. vii.
- 2 Skills Australia 2012, 'Future focus: Australia's skills and workforce development needs', Discussion paper, p. 6.
- 3 Patrick D'Arcy and Linus Gustafsson 2012, *Australia's productivity performance and real incomes*, RBA Bulletin, June Quarter, p. 23.
- 4 John Buchanan 2010, 'Raising productivity in an era of sustainable practice', presentation to 'Strategies for the Future' National Industry Skills Councils Conference, 1 June.
- 5 John Buchanan 2012, 'Productivity and Labour: four paradoxes and their implications for policy', Submission to the review of the Fair Work Act, [http://www.deewr.gov.au/WorkplaceRelations/Policies/FairWorkActReview/Documents/Buchanan\\_John-Supportinginformation2.pdf](http://www.deewr.gov.au/WorkplaceRelations/Policies/FairWorkActReview/Documents/Buchanan_John-Supportinginformation2.pdf).
- 6 Philip Toner 2010, *Innovation and vocational education*, The Economic and Labour Relations Review, p. 24; Philip Toner and Robert Dalitz, *Vocational education and training: the 'terra incognita' of Australian innovation policy*, <http://www.aomevents.com/media/files/ISS%202012/ISS%20SESSION%208/Toner.pdf>.
- 7 PMG Econtech 2010, 'Economic modelling of improved funding and reform arrangements for universities', Report prepared for Universities Australia, p. 3.
- 8 International Labour Office 2008, *Skills for improved productivity, employment growth and development*, International Labour Conference, OECD, Paris, p. viii.

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# Asia Focus

“In the next generation, the global middle-class will grow by a billion people, most of them in Australia’s neighbourhood ... In the long-term, we will become an Anglo-European-Asian hybrid ... Already migration from China outweighs numbers coming from Britain and Ireland ... It is a grave mistake to treat, say, South Korea, Vietnam and Malaysia as if the dynamics of government and markets were identical in each case ... Many of the economic, ecological, urban and social issues facing Asian nations have global origins and some are felt in Australia as well ... ,”  
Simon Marginson, *The Australian*,  
7 March 2012.

FACILITATOR:

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**DR JANE FIGGIS**

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KEYNOTE SPEAKER:

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**PROFESSOR FAZAL RIZVI**

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## RETHINKING GLOBALISATION AND EDUCATION: ENGAGING THE ASIAN CENTURY



### Professor Fazal Rizvi

*Global Studies in Education  
University of Melbourne*

Email: [frizvi@unimelb.edu.au](mailto:frizvi@unimelb.edu.au)

Over the course of 2012, much has been said in Australia about its future in the Asian century. The Australian Prime Minister has established a high-level Task Force, chaired by the former Treasury Head, Ken Henry, to produce a White Paper that has been given the task of mapping the scale and pace of Asia's transformation and its implications for Australia. The government is convinced that just as the United States (US) dominated the 20th century, the 21st century will be an Asian century; and that Australia will have to negotiate this reality to take advantage of the likely economic and strategic changes in the region. To be released in late 2012, the White Paper has been asked to examine Australia's links with the diverse nations of Asia in an attempt to define the government's policy settings and strategies across most of the policy domains, including education and the arts. It will thus consider 'the potential contribution of business, non-government organisations and individual citizens and provide a blueprint to navigate the Asian Century – a period of transformative economic, political, strategic and social change' (Henry 2012, p. 1). Fundamental to the demand for this blueprint is a conviction

that Australia's integration into Asia is essential for its national prosperity, to its social and economic vibrancy and its security.

The idea of the 'Asian Century' emerged in the late 1980s to describe the fast growing economies of the region. It is based on a prediction that the region could account for over half of global output by the middle of this century. The idea of the Asian century is, however, not only descriptive of the rates of economic growth in Asia but also expresses a postcolonial confidence in its growing geopolitical significance, particularly with the rise of China and to a lesser extent India. This confidence is based on a particular understanding of international relations, of how regions relate to each other within a framework of uneven and asymmetrical distribution of power. The rise of Asia is thus assumed to imply an inevitable decline in the power of Europe and the US. Within the context of such political shifts, Australia faces a range of strategic choices relating to the ways in which its geographical location within the Asian region might dictate its economic and political affiliations. During a recent visit of the US President Barack Obama, many Australian analysts seemed troubled, for example, by the question of how the nation might reconcile the facts of its geographical and economic realities with its historical links with Europe and its political loyalties to the US.

There is of course nothing new about this existential anxiety. From the very beginning of British colonisation, Australia has struggled to establish a coherent and consistent position with respect to Asia. Accordingly, the suggestion that Australia might have an Asian future has always aroused a range of conflicting responses, from deep fears that Australia could be overrun by the 'yellow hordes' to a more progressive notion that a closer involvement with Asia is not only inevitable but should also be welcomed for the opportunities it provides. In the late 19th century, the anti-Asian sentiment was strong. Indeed one of the first legislative acts that the newly forged Commonwealth of Australia passed in 1901



was the infamous Immigration Restriction Act, often referred to as the White Australia policy. The founders of the Australian federation viewed 'whiteness' as a sign of moral and intellectual superiority, and regarded Asians as dangerous economic competitors. That is not to say that the White Australia policy was universally supported. Indeed there has always been a pro-Asian lobby within Australian politics, which regards Australia's economic destiny to be inextricably tied to Asia (Walker & Ingleson 1989). Indeed, it is this sentiment that eventually led Australia to abandon discriminatory immigration policies in the late 1960s; and has now become the driving force behind the Government's attempts to reframe Australia-Asia relations.

The Henry Review has generated a great deal of interest within the Australian community, with almost 300 submissions from a broad spectrum of individuals, associations and government and non-government organisations. Most of these submissions are highly supportive of the importance that the Australian government attaches to Asia-Australia relations. Most insist on the need to enhance the ability of Australians to engage with people living and working in Asia. Highlighted too in these submissions is the importance attached to learning an Asian language, and to the development of a broader program in Asia-related cultural literacy. It is noted moreover that Asia-literacy is much more than language fluency, and that it must therefore include attempts that 'encourage effective engagement with Asia, deepen interpersonal relationships, augment Australia's security strategy and capitalise on the economic potential of the Asian Century' (Submissions 2012, p. 11). In their submissions, business groups in particular speak of the importance of 'Asia capabilities' appropriate for expanding trade links and working in Asia. This, they argue, requires people-to-people links and a better cultural understanding of Asian cultures. This business perspective is grounded in the belief that the growing middle class in Asia has created enormous commercial opportunities for Australia. For Australia to take advantage of these

opportunities, it needs to develop appropriate economic policy settings, with respect not only to trade and taxation but also to education, skills formation and migration.

The Henry Review has welcomed the level of support that appears to exist in Australia for stronger links with Asia. Its recommendations are therefore likely to build on the hundreds of suggestions that have been proposed for promoting a better understanding of Asian cultures, and for learning Asian languages. The government too is likely to accept the symbolic policy discourse surrounding the idea of Asia literacy, and will clearly fund some of the programs and projects the White Paper will recommend. However, I fear that the Paper will not include a more critical appraisal of the conceptual framework within which the idea of Asia literacy is located. In what follows, I want to argue that such an appraisal is needed if Australia is to engage the Asian century in terms which go beyond the instrumentalism that appears embedded within the popular discourses of Asia-Australia relations that circulate not only in the popular media but also within academic, business and policy circles. This discourse is based on a dualism between Australians and their Asian others. Despite almost three decades of scholarship in postcolonial studies, which has problematised such constructions, this dualism implies an instrumentalism that not only separates 'us' and 'them' but also encourages Asia to be viewed instrumentally – as means to our ends.

This instrumentalism necessarily invokes conceptions of the Asian others whose cultures must be understood, whose languages must be learnt, and with whom close relationships must be developed – in order for us to realise our economic and strategic purposes. A crude social distance is thus assumed between Australian 'us' and Asian 'them', a distinction that is often exploited by right-wing ideologues uncomfortable with recent demographic and policy shifts in Australia. This instrumentalism, which operates on a particular politics of difference, of course, has a long history.

In its popular form, it is built on a binary between the East and the West. Though its current expressions are a great deal more complex and sophisticated, this is essentially the same binary that Edward Said (1987) had shown to be implicit in the discourses of orientalism. Inspired in part by Said, postcolonial theorists, such as Homi Bhabha (1996), have shown such discourses to be characterised by a deep ambivalence, which trades on an indeterminacy that views the orient as both an object of desire as well as derision. Following the same line of thinking, Asia is often recognised as inextricably tied to our economic and political interests, but is also viewed in terms of various stereotypes – as a homogeneous mass whose differences from us must be understood and managed.

Perhaps the most articulate and influential characterisation of this logic is to be found in the 'class of civilizations' thesis put forward some years ago by the Harvard political theorist, Samuel Huntington (1996). According to Huntington, world politics is entering a new phase in which the basic source of conflict will be cultural rather than economic. He argues that:

... the differences between civilizations are not only real; they are basic. Civilizations are differentiated from each other by history, language, culture, tradition, and, most importantly, religion. The people of different civilizations have different views on the relations between God and man, the individual and the group, the citizen and the state, parents and children, husband and wife, as well as differing views on the relative importance of rights and responsibilities, liberty, authority, equality and hierarchy (Huntington 1996, p. 6).

Far from being on the verge of a global cultural convergence, defined in terms of the modern, liberal, western, democratic, individualistic, capitalist way of life, as some globalisation theorists, such as Francis Fukuyama (1991) suggest, Huntington predicts that international relations in the post-Cold War era would no longer be between social classes but between

identities and interests shaped by cultural heritage. Huntington suggests that such civilisational differences will need to be carefully managed, if the West is to retain its hegemonic position in the world.

Since its publication, the 'clash of civilizations' thesis has generated a great deal of debate. On the one hand, realist thinkers in international relations have found it perfectly plausible, since it describes new forms of political conflict, often in response to modernisation and globalisation. Even if some of his claims are a little overstated, Huntington is admired for pointing to the importance of culture in international formations.

In contrast, many theorists have shown Huntington's argument to be fundamentally flawed. Chiozza (2002) has shown, for example, how Huntington's thesis cannot be supported by empirical evidence, and that interactions across the civilisational divide are no more conflict prone now than in the past. Political theorists such as Noam Chomsky (2001) have found the clash of civilisations thesis to be highly objectionable on both theoretical and political grounds. They have argued that the thesis is mistaken in casting the differences between the West and the East as absolute, conceptualising them in terms of a range of metaphysical postulates rather than in terms of the political conflicts that produce them, through a range of specific historical processes. To articulate differences between civilisations in such absolutist terms is to represent the world as essentially polarised – in terms of a binary that runs the ideological risk of increasing levels of misunderstanding and conflict. In his book, *Fear of Small Numbers*, Appadurai, (2006, p. 115) has noted that Huntington's thesis is based on a '... primordialism with a macro-geographical base. [It overlooks] the vast amount of global interaction between civilizational areas, it erases dialogue and debate within geographical areas, and it deletes overlaps and hybridities. In a word, it evacuates history from culture, leaving only geography'.

These criticisms of the clash of civilisations thesis do not seem however to have undercut its popular appeal in explaining the emerging architecture of global politics. As Seyla Benhabib (2002) has observed, many in America seem to have accepted the events of September 11 as offering a belated confirmation of Huntington's thesis concerning an unbridgeable East-West cultural divide. Even in many parts of Asia itself, the distinction between the East and the West continues to be regarded as self-evident. Indeed, a number of political leaders in Asia, such as Singapore's Lee Kuan Yew, have sought to promote a set of values that they regard as distinctively Asian, and which supposedly do not bear much resemblance to western moral precepts. These so-called Asian values include an emphasis on social stability and continuity, a belief in discipline and hard work, an acceptance of social order and authority, a commitment to the traditional values, and a prioritisation of obligations ahead of rights. Collectivist modes of social organisation are portrayed as Asian compared to the liberal individualism that is believed to be a distinctively western tradition. And it is suggested that while Asian cultures are also committed to democracy and human rights, their conception of these values differs markedly from those found in the West.

It would clearly be foolish to deny significant cultural differences across the world, but must they be defined in such generalised categories as the East and the West? As Ien Ang and Jon Stratton (1995, p. 180) argued some years ago, if there is a master narrative of East and West then it must be a contrast between an *imagined* East and an *imagined* West. They insist that both East and West are imaginary categories, 'constructed through a mutual symbolic mirroring, in a battle of overlapping, interested Self/Other representations'. More recently, Kuan-Hsing Chen (2010, p. 216) has suggested that the imaginary West has performed different functions in various discourses at different times '... it has been an opposing entity, a system of reference, an object from which to learn, a point of measurement, a

goal to catch up with, an intimate enemy, and sometimes an alibi for serious discussion and action'. It is a framework used to categorise different societies and their characteristics. However, such a construction of the West leads Asia to be named as a homogenous and monolithic structure that elides specific cultural, historical and economic considerations. To assume a fundamentally static notion of Asia is to overlook furthermore the vast differences that exist within Asia across region, religion, gender, and political divides, and also to ignore the level of intercultural contact that has taken place for centuries.

The talk of core eastern and western traditions masks the irrefutable fact that all cultures are dynamic, changing through their engagement with other cultures, not only through the development of new cultural forms but also through the struggle to maintain traditions that retain relevance. Indeed, in my view, in the idiom 'East Meets West', the concept of 'Meet' deserves greater attention because it is through the politics of meeting of cultures that the ideas of East and West are imagined in the first place. Indeed, the differences between cultures only become significant in the contexts of cultural interconnectivities: otherwise there is no need to note them. Moreover, cultural differences are not facts to be taken into account in cross-cultural exchange but matters that are constitutive of intercultural relations. It is important to finally abandon the view that cultures can be defined in terms of a set of closed cultural boundaries expressed in language, arts and cultural traditions, bracketed as homogenised entities frozen outside history and contemporary interactive cultural relations not only within particular national spaces but increasingly beyond them as well. Cultures cannot be assumed to exist prior to the global dynamics of historical and political interactions.

If this is so then engagement with Asia must necessarily be historical and political – 'historical' because cultural interconnections are a product of various historically contingent factors and 'political' because they require naming and

negotiating constantly evolving differences. A historically informed account of engagement with Asia must thus acknowledge that all social practices and institutions in Asia are at least in part affected by the colonial experience. It is true that most Asian leaders have not always admitted the importance of colonial legacy in the constitution of their contemporary social institutions, such as education. However, this postcolonial sensibility appears now to have been largely abandoned in favour of a pragmatism that demands building on existing legacies, both indigenous and colonial. In an emerging confident Asia, the need to consider 'new' or 'emergent' forms of cultural practices, linked to contemporary social relations interpreted in terms both of valued traditions as well as the prevailing relations of power, is now widely recognised. In this way, traditions are treated as necessary resources with which to engage with new cultural circumstances and practices, and understand and relate to others. In a sense, then, cultural practices are always 'new' representations – involving narratives that are constituted by a history of the traditions that are recognised and sometimes creatively invented to interpret and negotiate changing circumstances.

This dynamic view of culture suggests the need to recognise intercultural relations historically and politically, expressive both of traditions and of new cultural possibilities, within spaces that are sometimes tied to the nation-state, and to our communities, but which are increasingly embedded in wider transnational spaces. In the era of globalisation, the production and circulation of cultural practices is now to be found in a huge variety of places, across spaces and scales that are often distant and remote. This is as true of Asia as it is of Australia. Our cultural condition is now necessarily a complex and 'hybrid' one – and cannot be neatly packaged as a collection of ethnicities, for the purposes either of administrative convenience or of hegemonic control. Our national histories and cosmopolitan aspirations present us with a new cultural space in which we can simultaneously

engage with both the local and the global. This space has opened up new ways of thinking about intercultural exchange, and by implication, Asia literacy.

Asia literacy is thus not simply about learning externalised cultures and languages but interpreting and negotiating the possibilities of intercultural relations. Such relations should now best be explored as a complex and inherently unstable product of a range of historical narratives and the contemporary experiences of the cultural economies of globalisation. It should be noted that these cultural economies are increasingly restructuring our established ways of looking and working across cultures, even if some policy makers and institutions appear reluctant to recognise this. And such is the pace of cultural change that the politics of looking and working across cultural differences involves inherent fluidity, indeterminacy and open-endedness. Many educators have of course long understood this, as they work with the complexities of cultural difference that defy the packaging of people into neat and convenient stereotypes, especially now in the age of globalisation.

Globalisation has been defined as an 'intensification of world wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa' (Giddens 1990). While this intensification was initially caused by migration of people and long-distance trade connections, its acceleration during this century has been caused by the spread of technologies, finance and people, as well as of images, ideas and ideologies. There have thus emerged new spaces in which cultural practices are no longer tied unambiguously to territories. There is a loss of the 'natural' relation of culture to geographical and social territories. Recent theorists of globalisation of culture have used the notion of 'deterritorialisation' (Tomlinson 2000) to show how communities have become embedded within broader global relations. Global mobility has become a deterritorialising force that has the

effect of re-shaping both the material conditions of people's existence and their perspectives on the world, leading to '... the gradual and constant alterations in the cognitive maps of people, in their loyalties and in their frames of social and cultural reference' (Tomlinson 2000, p. 34). It has enabled people to think of cultural exchange as dynamic and creative, even as it has led to the homogenisation of some cultural practices and has contributed to some people becoming dislodged from their communities; removed from their social links and obligations. Either way, deterritorialisation has become a powerful transformative force in an era in which borders and boundaries are reconfigured.

An agenda for engaging the Asian century clearly needs to take account of these changing conditions. But here we confront a number of dilemmas. While we might support initiatives that recognise shifting and hybrid cultural practices, we cannot afford to simply valorise difference and hybridity, allowing such practices to be shaped by transnational cultural markets, media and capital. In recent years, neo-liberal states have indeed celebrated the emergence of global markets in the production, consumption and distribution of cultural diversity, consistent with the imperatives of what has been referred to as the 'globalisation from above'. However, it is impossible also to overlook the realities of other practices of globalisation – 'globalisation from below' – which involve the criss-crossing transnational circuits of communication, the contested practices of place-making, the resistance of power differentials and the making of new identities with their corresponding fields of difference. The Australian encounter with the Asian century needs to engage with both the globalisation from above, expressed in practices promoted by large corporations and powerful states, and globalisation from below, embedded in the cultural practices of Australians living and working in Asia and those diasporic Asians who now call Australia their home but retain synchronous links with their countries of origin.

In my view, educational institutions have a major responsibility for creating spaces in which a critical examination of such developments can take place; where students are encouraged to explore the contours of global interconnectivity and interdependence, and their implications for questions of identity and culture; and where they can develop skills that enable them to link locally grounded practices of cultural exchange to the broader processes of globalisation. If our future is to be tied to Asia then we need to develop forms of self-reflexivity about how our identities are historically constituted but are socially dynamic; how our practices of the representations of the other reflect particular relations of power; and how this understanding is necessary to develop cultural relations that transcend instrumentalism and are informed instead by a moral discourse that views Asian cultures in their own terms and not simply as a means to our economic and strategic ends.

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# Skills for a global workforce

***Does Australia still have a sustainable competitive advantage in skills development?***

**Recommendation 34\***

That Austrade be asked to prepare a more detailed outlook document that provides effective business planning intelligence demonstrating the opportunities for offshore provision of vocational education.

**Recommendation 35\***

That the highest quality Australian VET providers including TAFEs, be encouraged to explore offshore market opportunities.

\* Strategic Review of the Student Visa Program 2011 (Knight Review)

- How realistic are we in our assessment of offshore opportunities for VET providers?
- China, South Korea, Japan, and India are now Australia’s top four trading partners accounting for more than 53% of exports (*AFR Boss*, 12 March 2012) – are these countries growing VET trading partners?
- What does the need for increased skills development in ASEAN countries mean for Australian VET providers?
- Institutional capacity building in Asia and elsewhere
- Cross-border recognition of standards and qualifications

KEYNOTE SPEAKER:

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**IAN SATCHWELL**

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FACILITATOR:

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**DR JANE FIGGIS**

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PERSPECTIVES:

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**THE HON. PHIL HONEYWOOD**

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**NEIL FERNANDES**

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**PETER MACKEY**

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## DOES AUSTRALIA STILL HAVE A SUSTAINABLE COMPETITIVE ADVANTAGE IN SKILLS DEVELOPMENT?



### Ian Satchwell

*Director, International Mining for Development Centre; National President, Australia Indonesia Business Council; Board Member, Committee for Economic Development of Australia (CEDA)*

Email: [ian.satchwell@uwa.edu.au](mailto:ian.satchwell@uwa.edu.au);  
[director@im4dc.org](mailto:director@im4dc.org)

The opportunities for the Australian training sector in the developing world are wide, deep and multi-faceted. Australia is recognised as having world class training knowledge, technology and capability that the developing world needs and wants. The main questions are whether the Australian training sector:

- recognises the multiple and often differentiated opportunities
- is ready and willing to take them
- can be resourced to deliver multiple outputs across a broad spectrum of developing country needs.

This summary of the presentation is based on personal experience and observations over several years in Australia and Asia while an investment, development and trade adviser – and during the past year, assessment of mining-related education and training needs in several countries in Africa and Latin America. While the observations made and conclusions drawn may have some geographic and sectoral bias, they should have general relevance.

### Multiplicity of opportunities

The presentation is predicated on the interests of the Australian training sector going well beyond simply training delivery, and extending across a spectrum of activity, including institutional design and development at macro and micro levels, development of qualification frameworks, design of curricula and training programs, program delivery in developing countries and Australia, partnerships with public and private training organisations in Australia and developing countries, and funding by development assistance (aid) programs, developing country governments, industry and training participants.

### Unleashing the demographic dividend

Demographics in most developing countries are quite different to those of the developed world. There is a very high proportion of young people. In Indonesia, for example, half of the population of 240 million is aged under 25. Some two million young people a year enter the workforce. Across Africa, the demographic story is similar, with the median age in Sub-Saharan Africa 18.6 years, and 40 per cent of the population of 1,000 million aged under 15.

If this demographic dividend can be unleashed, the young workers of Africa, Asia and Latin America can help power their countries to greater economic growth and prosperity. If this does not occur, there will be problems, not just of opportunity foregone but also of large numbers of unempowered youth.

### Economic growth and transformation

The developing world economic growth story is different from that of the developed world. In many countries in Asia, Africa and Latin America, annual growth of close to five per cent has become the norm for much of the past decade.

Along with high rates of growth, the drivers and patterns of developing country growth are changing, and economies are transforming:

- Resources development (mining, petroleum and in some locations, forestry and agribusiness) is becoming an important driver of many economies, with mining services growing with these primary sectors.
- Manufacturing and services industries are growing rapidly in several countries, notably manufacturing in South-East Asia, and services in India, with increasingly sophisticated industries requiring workforces with greater skills.
- As economies grow, more people emerge from poverty and start to consume, creating new demands, notably for more sophisticated services (including education), as well as for foodstuffs and manufactured goods.
- In more advanced developing country economies, the economic structure is transforming, with proportionally less subsistence and semi-subsistence agriculture, higher proportions of manufacturing and larger and more sophisticated services sectors – requiring increasingly higher and more diverse levels of skills.
- Economies are becoming more open, with greater trade, foreign investment and development of cross-border supply chains, as well as more movement of skilled people between countries.

In addition, regional trade and investment agreements are beginning to include more trade in services provisions, including movement of people. The ASEAN Economic Community, due to be implemented from 2015, is proposed to include much freer movement of skilled people between ASEAN countries. The African Union proposes to harmonise standards and qualifications in a number of sectors, including mining, across African nations.

Future economic partnership agreements between Australia and Asian countries may also include provisions for easier two-way movement of skilled people, as well as greater access for Australian education services.

### Developing country labour markets

Based on observations and assessments over the past few years, there are three main conclusions that can be drawn about the labour markets of developing countries:

- There are huge opportunities for developing countries to activate their young labour forces and value-add through more skilled workforces.
- The labour market ‘sweet spot’ in the developing world is for people with technical and vocational skills.
- The *lack* of such skilled people to service industry needs (the *capability gap* between labour market supply and skills demand) is the principal reason for shortfalls in benefits that could flow from investment.

This mismatch of skills demand and skills supply results in many countries not being able to fully leverage the opportunities presented by investment. Mining in Africa, for example, has a theoretical employment multiplier of 8. That is, for every direct job in mining, there are eight more in first, second and third round goods and services sectors. But this multiplier is only achievable where workforce capability exists to underpin the full development of these sectors.

To date, the history of mining in the developing world has shown that many countries fall short in achieving theoretical benefits, with many goods and services being imported by mining operations that are essentially enclaves, with little interaction with their host economies and low levels of job creation. Now, there are several reasons other than lack of required skills for producers of goods and services, but it is not possible to develop such sectors without skilled people.



Therefore, the imperative for nations with fast-growing economies is to overcome the capability gap through technical and vocational education and training.

The solution is not easy, however. In many nations, technical and vocational education and training (TVET) institutional frameworks and infrastructure are rudimentary or do not exist. In most countries, TVET training outputs are mismatched to labour market needs in terms of providing relevant skillsets and work-ready people, and/or simply do not produce sufficient graduates. These problems become more acute in regional areas outside major cities.

### **Opportunities for Australia**

The issues described present major challenges to the developing world, but of course provide opportunities for the Australian education and training sector.

The International Mining for Development Centre is working closely with AusAID to assess needs for mining governance capacity-building in a range of countries. This involves building institutional and personnel capability within government and civil society organisations to host mining operations in ways that deliver lasting benefits to countries and communities.

From these assessments, capability in the TVET sector looms large as a principal requirement to enable community benefits to flow in the form of business and employment. Capacity-building is not only a matter of delivery of training in-country or in Australia, or even of working with existing TVET providers to deliver more and better training. These modes are part of the solution but, usually, more fundamental interventions are needed. This includes development of institutional, policy and qualifications frameworks at government level, building of physical and virtual training infrastructure, and development of new TVET delivery capability.

While governments have a strong policy and oversight role to play, severe resource constraints together with urgent need mean that TVET capability needs to be delivered predominantly in public-private partnership modes, with most investment coming from the private sector. This does raise the question of the business case for Australian providers in developing countries.

Australia's reputation and standing with many fast-growing potential partner nations delivers it an advantage in delivery of a range of TVET services, provided Australian institutions are able to respond in ways that meet the needs of developing countries.

## DOES AUSTRALIA STILL HAVE A SUSTAINABLE COMPETITIVE ADVANTAGE IN SKILLS DEVELOPMENT?



### The Hon. Phil Honeywood

*National Executive Director, International Education Association of Australia (IEAA)*

Email: phil.honeywood@rmit.edu.au

As we all know, we exist in an increasingly competitive global market, so I will begin my remarks today by sharing with you compelling examples of what countries such as the United Kingdom (UK) and Germany have done by way of collaboration in vocational education with emerging training markets such as India and China.

#### United Kingdom: UKIERI

Firstly, in the United Kingdom, the UK India Education and Research Initiative (UKIERI) was set up 'in April 2006 with the aim of enhancing educational links between India and the UK. In the last five years, UKIERI has played a pivotal role in establishing a step change in the educational relations between the two countries. In recognition of the substantial achievements and building on the success of this initiative, the programme has been extended for 5 years from 2011 to 2016 ... [as] announced by the UK Prime Minister Mr. David Cameron and Indian Prime Minister Dr. Manmohan Singh in July 2010. Both governments have confirmed funding for UKIERI and the programme aims to now deliver systemic change by reaching out to larger numbers.

It will also provide opportunities for professional and leadership development of schools, higher education institutions and vocational institutions, support partnerships and develop student mobility and skills development programmes' (<http://www.ukieri.org/>).

Clearly, the message here is of a government-led holistic approach to collaboration and partnerships with Indian industry and training providers.

#### Germany: iMove

Secondly, we come to Germany, where iMove was established by the Federal Ministry of Education and Research in Germany in 2001 with the aim of promoting the international business relations of German training providers with international public and private organisations.

iMOVE's services include a multilingual database that contains information about German training providers, seminars, training curriculum, and trade missions abroad. ... German training services range from consulting services and standard education courses to tailor-made in-house training sessions. ... With its wide range of training offers and strong emphasis on employability, "Training – Made in Germany" has the potential to successfully support and promote the ongoing transformation process of the Indian training system (see, [www.imove-germany.de](http://www.imove-germany.de)).

Again, the message from the iMove initiative is of a German government-led comprehensive approach to engagement with Indian industry and vocational education providers – notwithstanding the obvious language barrier.

#### China

Another important model in vocational training delivery is China. Two years ago, I was a member of a Victorian Government vocational education delegation to China as one of two private provider representatives. Other delegates included William Angliss, Sunraysia and South-West TAFE Institutes and Victoria University TAFE representatives.

It would be fair to say that after 10 days of visiting over 20 technology institutes across China, our entire delegation came away with the impression that China's progress in vocational training delivery was far more advanced than we could have previously believed possible. Row after row of CAD CAM and other sophisticated technology used for teaching and learning purposes lay gleaming before our eyes. All the large European motor vehicle companies were sponsoring state of the art automotive training facilities with a clear employment pathway for Chinese students to follow. Other multinational logistics and engineering corporations had similar joint ventures integrating training with employment outcomes at these institutes as well.

### **Australia in the global context**

So, where then do these competitor nations and global trends leave Australia if we are to maintain a sustainable competitive advantage in skills development? Being a glass half full person – and drawing on the excellent insights provided by my co-panellists, Neil Fernandes and Peter Mackey in their papers – I would highlight three points that my Indian students liked to refer to as 'plus points' for Australia going forward in skills development.

### **'Plus points' for Australia in skills development**

Firstly, in 1998 on an education mission that I led to the Middle East, I met separately with the Ministers for Tertiary Education, Training and Skills Development in Oman, Saudi Arabia and the United Arab Emirates. Their common message was that British vocational education programs were far too regulated and traditional craft-based. The ministers were very much attracted to the flexibility of our module-based teaching and learning methodology. The concept of our national training packages appealed to them as did our emphasis on multi-skilling.

The Victorian Department of Education has been heavily involved in Oman and Saudi Arabia ever since. While I am not sure if competitor nations such as the UK and Germany have not since cottoned on to this and adapted their vocational

education to suit client nations' requirements accordingly, Australia's willingness and ability to be flexible and meet its clients' training needs must stand us in good stead. So this is our first 'plus point'.

In relation to our second 'plus point', many of our TAFE institutes and vocational education training providers have moved on from the first and second wave of internationalisation and are already committed to the third wave. They are, in their own quiet way, getting on with the job of engagement and this is the key to our second plus point. Before I elaborate on this, for those of you who are unfamiliar with this wave concept, it goes as follows. The first wave of Australian education internationalisation is attributable to the post World War II Colombo Plan. The second wave, from the mid-1980s, was characterised by the recruitment of full-fee paying overseas students and nascent transnational education delivery. The third wave of internationalisation is an altogether more complex creature. It involves a much broader conception of integration in international education, embracing faculty and research links, enhanced industry input, broader disciplinary representation and far more Australian students studying abroad. Sustained collaboration will be more important here than immediate bankable income.

As surfers anywhere will tell you, there are different approaches to catching a wave: you can lunge at the big waves and experience the highs and the wipeouts, or look strategically for the small breaking waves that will build momentum, instil confidence and ultimately provide a more sustainable ride. There is no doubt that Australia lunged headlong into the big waves of international education. We've ridden the Chinese and Indian waves with a determined focus on obtaining bums on seats. However, a clear message is emerging: the need for greater coordination of the national effort invested in global education engagement. There is disappointment that in the past Australia has underplayed the Bologna opportunities for meaningful engagement with Europe. There is frustration that we have not made more of the

natural and new-world synergies that exist with Latin America. More importantly, there is a sense that in our own backyard, the Asia-Pacific region, Australia has not done enough with neighbouring countries to build up their education systems, build up their training institutes and build up their research.

Yet there are TAFE institutes in Australia that have chosen, often in small but strategic ways, to invest over time in genuine overseas community engagement programs. I will mention just two examples here. Southbank Institute of Technology in Brisbane has established a successful partnership with Qilu Normal University in Jinan, Shandong Province in China, where they deliver a Diploma of Children's Services. The partnership is now in its fourth year and they currently have 330 students enrolled. Four Chinese teachers, who are completing the course, also help to co-deliver it with two Australian teachers from Southbank TAFE – with 'train the trainer' programs now a strong element of the partnership.

NMIT TAFE in Victoria has a longstanding partnership with Zhongshan College in Nanjing. This commenced as a consortium with four Australian universities but NMIT was the only partner that put the theory of the relationship into practice. According to Mal Rowe from the Institute, this started out as the standard "cookie cutter" program delivery arrangement with Business and IT courses. However, NMIT soon realised that there was potential to take the relationship to another level (as my teenage daughter might say) and began to customise some curriculum to Zhongshan's needs. Aged Care and Financial Services are now the key delivery areas with Zhongshan determined to set themselves up as a key institute for what they call "Greying China". This multi-layered partnership with NMIT included a United Nations auspiced conference on ageing issues which took place in Nanjing last year. NMIT regularly send their relevant Australian teaching staff over there now as well as delivering 'train the trainer' programs. One of Zhongshan's senior directors has been employed at NMIT for some years in Melbourne and has now achieved Australian citizenship via Employer Sponsorship with the Institute. So my

second 'plus point', in Australia's favour if you like, is that many of the TAFE directors and institutions have, in their own quiet way, got on with the job of engagement.

This brings me to my third 'plus point' or glass half-full proposition, but it is only a potential one at this stage. Unfortunately, in the absence of any overarching international education stakeholders commission such as the UK's British Council, or Germany's Goethe Institute and iMove, Australia has left these important engagement programs and initiatives mostly to you as individual institutions. In this respect we lag behind other countries such as the United States (US) and Canada for even these once inwardly-focused North American countries can point to a longstanding commitment to global education engagement. The US has the Kennedy inspired Peace Corps and the American Study Abroad Program as well as the Higher Education for Development (HED) organisation and programs such as the Africa-US Higher Education Initiative. Canada also has equivalent coordinating bodies.

Clearly, therefore, for Australia to be competitive, our federal and state governments have a key role to play in encouraging and supporting collaboration in education, research and community building beyond our borders. As previously noted, most of our public universities and many of our TAFE institutes already have external engagement and institution-to-institution partnerships in place. Without compromising their autonomy, there is no reason why the energy and goodwill of each of these small waves cannot be harnessed to present a unified Australian policy framework as our third 'plus point'.

The IEAA is hopeful that both the Chaney review of international education and the Ken Henry 'Australia in the Asian century' white paper will contain significant recommendations that will assist Australia's education institutions to more comprehensively compete with the likes of UK, Germany and the US in the provision of world-class vocational education and training. Many of you here today have done the hard yards and put the building blocks in place – it is now time for government to step up and play its part.

## DOES AUSTRALIA STILL HAVE A SUSTAINABLE COMPETITIVE ADVANTAGE IN SKILLS DEVELOPMENT?



### Neil Fernandes

*Managing Director, Central Institute of Technology; TDA's representative on the Australia-India Education Council*

Email: [Neil.Fernandes@central.wa.edu.au](mailto:Neil.Fernandes@central.wa.edu.au)

Thank you for the opportunity to present to you this morning. The perspective I bring to the proceedings is based on some work that we've been doing in India over the last year or so that has culminated in a number of contractual arrangements that we hope will pave the way for other Australian VET providers who are yet to venture there in the future.

The theme of *East meets West* signifies not only a national frame of reference but is one that does begin to acknowledge the role that I think we'll continue to and must play in shaping the skills systems of our regional partners.

If our experience in India is anything to draw from, then I think it can rightly be said that the next decade, or two, will see each of the countries in the region focusing upon establishing their VET structures, recognising the important role that the knowledge and skills imparted by the sector play in their economic growth and social wellbeing.

The Indian statistics are often quoted: 500 million people to be trained by the year 2022. The establishment of the National Skills

Development Corporation (NSDC) to foster public-private partnerships and to increase the engagement of the private sector in skills development, itself has a skills target of 100 million people by the year 2022. The CEO remarked to our Training Minister that that amounted to training five times the population of Perth each year for the next ten years. Now there's a challenge for responsiveness and flexibility!

There are some interesting facets as this agenda unfolds: the Indian Government has explicitly stated that it will have 50 million more young people trained than its economy needs by that time – a pertinent point in the context of our discussion topic on global skills. I'll leave it at that. The Indians enjoy what they refer to as their 'demographic dividend' – a quite different demographic picture than that of China, where, it is reported, that the population will begin to decline from the year 2026.

Another interesting aspect is the fact that the corporate sector in India has voiced concern about the unresponsiveness of the training sector. Yet I'd argue that, until very recently, it has not considered the role that *it* must play in shaping that sector, as industry and employers have done and continue to do in Australia. You may be aware that there are a number of people from our Skills Councils working on this now in India as they seek to replicate the industry advisory system that we have in Australia.

The recent Australia-India Skills conference in Perth, that many of you attended, served to expose the Indian delegates to the characteristics of our training system. It was reportedly very successful, and many partnerships will be formed as a result. What we must remember is that there is yet to develop to the full extent amongst many of our regional counterparts the recognition of the intrinsic value of a VET qualification, and the contribution that VET skills make to an economy and its productive capacity. They face the fact that, as yet, little value is placed by young people and their parents on VET's status.

The essential characteristics that we've all come to know about our VET – that it's industry driven; that it operates under a national quality assurance framework; that there is a national qualifications framework that supports portability and mobility for recipients – are all features that, to a lesser or greater extent, are only recently beginning to be grasped; that our teaching staff are recruited from industry and are not academics, is sometimes a revelation; that we place such great emphasis upon our occupational safety and health standards and practices is respected.

So what role, if any, do we have to play, and why? We are without doubt amongst the two, or three, best organised training systems in the world; others have much to learn from us; from being informed by what we do, if not adopting our system itself. There is no doubt in my mind that we do have a role in shaping the skills needs of our region. On the basis of our experience at Central to date, our know-how will be increasingly in demand offshore.

In terms of our own needs, there are others who would be more qualified to talk about the features of our own labour force, its static participation rates, and ageing demographic. But if you take that too into account, we're possibly looking at a win-win!

There will be some members in the audience who will have travelled to India on a TDA delegation a few years ago. I was advised by delegates from WA that there was no point in pursuing the Indian 'market' as there was 'no money in it'.

I can recall a very pointed observation made to me by a senior official from another country a while back: 'You tend to have a mercenary approach to dealings with us, rather than seeing the gains that will flow from a long term, strategic relationship'.

I'm not saying for a minute that we should not explore these opportunities, ultimately, for commercial purposes but that how we portray what we do is critical. While we often say of what we do that "we're in business", such a depiction

can be an anathema, even offensive, in some cultures and societies where education and training are considered a social good – at least publicly!

I think there is no doubt that, in the longer term, benefits will flow. Philip Bullock himself told me recently that he expected the market to mature over the next 10 years. From our own experience now, we're reaping the gains in China from the seeds we sowed in the mid-1990s.

In the meantime, the challenges for us are going to be how we respond to these requests; we've got to find better ways of sharing the information; coordinating ourselves; of promoting our credentials individually and collectively; of establishing alliances and partnerships amongst ourselves and with our private sector colleagues; with our enterprises and industries working offshore; of informing the agencies that seek to represent our strengths and capabilities; of dealing with our capacity constraints; and of ensuring quality.

We've done pretty well in this regard to date, and there are very notable successes. However, as the demands grow from around the region, we'll have to do them at least as well as, if not better than, our international competitors – the British, Americans, Canadians, Scandinavians, and Germans.

At Central, we're currently at what I'd describe as an exploratory stage: we have agreements in train with the schools sector, enterprises, training providers, universities, labour companies, and governments – state and national – with the expectation that as these evolve so will a model or models for a sustainable presence in that market.

There are some amongst us who may say, 'I know that patience is a virtue, but I just don't have the time (or money)'; there are others, like us at Central – at least for as long as I'm there – who will be prepared to wait, hopefully not as we would for Godot!

## DOES AUSTRALIA STILL HAVE A SUSTAINABLE COMPETITIVE ADVANTAGE IN SKILLS DEVELOPMENT?



### Peter Mackey

*Education Commissioner ASEAN,  
Austrade, Singapore*

Email: [Peter.Mackey@austrade.gov.au](mailto:Peter.Mackey@austrade.gov.au)

#### Introduction

The region of South East Asia, consisting of Cambodia, Laos, Burma (Myanmar), Thailand, Vietnam, Malaysia, Brunei, East Timor, Indonesia, the Philippines, and Singapore, is typically described as an emerging or growth market for Australia. Australian education institutions have a strong history with countries across the region, stemming from the Colombo Plan and continuing today with a growing number of Australian providers offering in-market education programs.

#### Key market characteristics and major trends

South East Asia is seeing some of the strongest GDP growth globally, with all countries forecast to continue to grow over the coming years.<sup>1</sup> A number of countries are seeing rapid change in the make-up of their domestic industries with growing services and manufacturing sectors. These changes bring with them increasing commercial opportunities for Australia.

Markets across the region are seeking to increase their economic capability as the region moves to establish an ASEAN Economic Community (AEC) by 2015. The AEC will 'transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital'.<sup>2</sup>

There is a growing awareness that nations need to invest in skills and education to support ongoing economic development. Many jurisdictions are redoubling efforts to improve educational outcomes for their large populations of youth. This is producing a new focus on vocational education to support ongoing industry priorities and skills needs.

#### Education

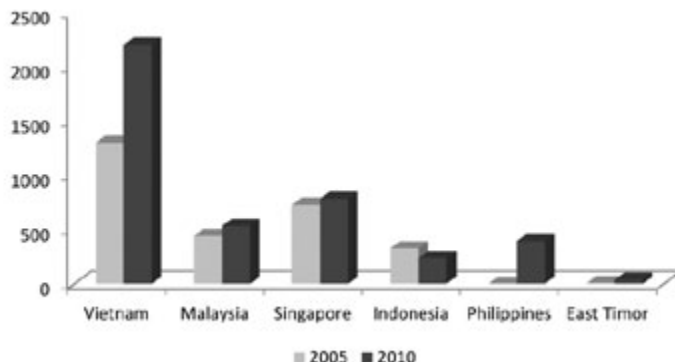
The South East Asian region offers significant opportunities for Australian education institutions as governments are seeking to expand the placement of students to include greater enrolments in vocational education sectors.

Traditionally, international education and training opportunities for Australian institutions in the region have been in the recruitment of international students to study in Australia. For some time now there has been a drive to develop local institutions to meet the increasing demand for education from a young population, improve the quality of education provision across the education sectors and internationalising systems through student mobility measures and joint research activities. Australian institutions are well placed to pursue these opportunities with Australian alumni well known, highly regarded and frequently employed in senior positions in government and industry.

#### Vocational education and training

Vocational education is forecast to be in high demand across the region. Major infrastructure development and investment, and increasing investment in emerging industries as national economies move towards regional integration are all increasing the demand for skills.

**Figure 1: VET Offshore enrolments by public providers, SE Asia, 2005 to 2010**



Source: DEEWR, VET Offshore Provision by Public Providers 2010, [www.deewr.gov.au](http://www.deewr.gov.au)

Enrolments in VET programs in Vietnam dominate the offshore delivery by public providers in South East Asian countries. However, there is growing diversity in the share of enrolments across the key markets in the region, with the Philippines seeing major growth over the last five years.

### **Workforce skills development: sourcing opportunities in-market for Australian providers**

Increasingly, Austrade is identifying a wide range of education and training needs of industry across a number of sectors in various markets across ASEAN that create potential opportunities for Australian VET providers in particular. These often involve a three-way partnership between an Australian provider, a local provider and an industry player.

Such models are proving to be more sustainable models of transnational education (TNE) delivery than previous institution-to-institution partnerships, which may be seen as unviable by the Australian partner and as unaffordable in the long term for the local partner. Bringing local industry partners into the equation can often provide a more sustainable and viable source

of revenue for the Australian partners as the local businesses, state-owned enterprises and multinationals have the capacity to pay to address urgent skills needs that are impacting their productivity and competitiveness. There is also a growing expectation by governments that industries demonstrate how they are contributing to addressing the skills needs of the broader workforce beyond their own employee base.

Austrade is seeking to leverage the industry contacts it has developed over many years across a range of sectors to expand these companies' understanding of Australian capability beyond traditional goods or services. In particular, Austrade is focusing on increasing the awareness of the capability of Australia's vocational education sector and how this can be seen as a long term, value-add solution to the skills needs of their workforce.

A number of initiatives undertaken earlier this year and those planned for 2013 are listed below, and outline the approach being taken to source such opportunities and bring these to the attention of the sector in Australia.



## VET Mission 2012

In 2012, Austrade managed a number of key in-market activities including a targeted vocational education and training mission to key South East Asian markets. The 2012 mission met with key stakeholders in the region, and already there have been successful follow-up activities by a number of providers who attended.

A number of the presentations from individual in-market meetings and events are now available in the main Austrade website ([www.austrade.gov.au/Publication/default.aspx](http://www.austrade.gov.au/Publication/default.aspx)). The mission visited Indonesia, Malaysia and Brunei.

### Indonesia

The program aimed to profile Australian capability across vocational education and training and to identify potential partnerships, linkages and opportunities in Indonesia for Australian VET service providers in both public and private sectors. The major activity involved a VET Symposium (in collaboration with a number of allies, including TDA) with 130 participants across industry, government and the Indonesian VET sector, which included presentations, case studies and business matching meetings.

### Malaysia

The program aimed to bring together key Malaysian decision makers and Australian VET providers. This was achieved through an initial VET forum, followed by targeted business matching sessions and a networking evening with the Malaysian Australian Business Council. There were also tailored visits and meetings with the Malaysian Employers Federation (MEF). Austrade arranged business matching for Australian providers with eight key stakeholders comprising representatives from the Ministry of Higher Education and the Ministry of Human Resources, VET providers and participants from key local businesses.

## Brunei

The program in Brunei was anchored around a VET forum on the theme 'Harnessing Australia-Brunei Collaboration to Enhance Human Capital Development', co-organised by Austrade and the Southeast Asian Ministers of Education Organisation for Vocational and Technical Education (SEAMEO VOTECTH). There was a particular focus on the oil and gas/energy industry-government partnerships and identifying possible collaboration models.

The program has led to advanced discussions with one of the participating institutes and the Government of Brunei in respect of training needs in the oil and gas sector and paved the way for a recent visit to Australia by the Minister for Energy from Brunei.

## Austrade ASEAN skills development initiative and VET mission 2013

Austrade has identified ASEAN skills development as a key area for potential opportunities for Australian VET providers and is increasing its focus on engaging education and industry stakeholders across the region. Primary markets of focus include Brunei, Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam. The aim of the initiative is to identify opportunities for education and training in-market to address skills needs across a range of sectors including but not limited to: agribusiness; building and construction; food and beverage; auto and advanced manufacturing; mining and resources; tourism and hospitality; transport.

### Key objectives include:

- Provide detailed market intelligence to the Australian VET sector regarding the short and medium environment for TNE engagement/delivery in the region.
- Leverage Austrade's existing business contacts and knowledge base across a range of industry sectors to identify and articulate real, contestable and quantifiable opportunities for the Australian VET sector.

- Identify sustainable business models in TNE delivery to maximise take-up of such opportunities for the Australian VET sector.
- Contribute to an increase in the number of short and long term courses, delivery/training onshore in areas of potential.

#### **Activities and research:**

- Research key trends/economic drivers impacting skills needs in major markets in ASEAN.
- Conduct roundtable consultations with high level representatives from targeted sectors, government allies and other relevant stakeholders onshore and relevant markets offshore to identify key opportunities.
- Identify case studies of successful/sustainable business models for Australian providers.
- Conduct industry demand/employer surveys to identify main sectors in each market where major skills gaps exist and opportunities for Australian providers may be found.

#### **Recent opportunities**

In 2012, Austrade has already identified a number of opportunities across the region for Australian education providers. Some recent examples include:

- EOI VET Training in Electronics and Communications (January 2012)
- Vietnam Institute for Trade and Industry Studying, Ministry of Industry and Trade (MOIT): short course training on protecting intellectual property and market visit in Australia (forthcoming)
- English Training Courses for Teachers Project 2020 (June 2012)
- Early Childhood Opportunities in Malaysia (July 2012)
- Short course Butler training in Indonesia (August 2012).

Austrade will continue to publish opportunities, as well as market intelligence and details of upcoming events, through the Market Information Package (MIP).<sup>3</sup> Austrade's key mechanism for communicating such opportunities is the fortnightly Global Education News (GEN), with full access to detailed information available to subscribers of the MIP.

#### **Notes**

1 World Bank, World Development Indicators Database, <http://data.worldbank.org/data-catalog/world-development-indicators>.

2 ASEAN, Roadmap for an ASEAN Community, 2009, [www.aseansec.org/publications/RoadmapASEANCommunity.pdf](http://www.aseansec.org/publications/RoadmapASEANCommunity.pdf).

3 Subscriptions to the Market Information Package can be accessed at: [www.austrade.gov.au/Export/Export-Markets/Industries/Education/Market-Information-Package/](http://www.austrade.gov.au/Export/Export-Markets/Industries/Education/Market-Information-Package/).

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# Concurrent sessions: Opportunities and challenges

**A1: Opportunities and challenges  
for business and educational  
institutions in Indonesia**

CHAIR:

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**IAN SATCHWELL**

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SPEAKERS:

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**SYARIEF SYAMSURI**

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**PROFESSOR ARIS JUNAIDI**

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## OPPORTUNITIES AND CHALLENGES FOR BUSINESS AND EDUCATIONAL INSTITUTIONS IN INDONESIA



### Dr Aris Junaidi

*Education Attaché, Embassy of the Republic of Indonesia*

Email: arjunavet03@yahoo.com

When I think of the challenges of business and educational institutions in Indonesia today I think of the various Vocational Education institutions. They represent the close connection between business and educational institutions in Indonesia. The objective of vocational education is to prepare students to enter employment and to develop professional skills, and to prepare students to choose a career; to instill the ability to compete and develop independently; and to foster a national workforce to meet the manpower needs of business and industry.

TVET education in Indonesia is offered through a broad range of avenues and is available to young people, students, unemployed and incumbent workers in Indonesia. The most common source of TVET is attained at SMK (*Sekolah Menengah Kejuruan* – technical/vocational senior high school). In 2010, there were 1.4 million students enrolled in SMKs throughout the country.

The vocational nature of the TVET curriculum enables students to master a number of specific job-related knowledge and skills needed for employment. Altogether they offer roughly 40

different study programs, some of them with a number of different majors. These include business management; technical, which includes machinery, carpentry and information technology; agriculture and forestry; community welfare; tourism; health; marine studies, etc. A unique feature in Indonesia's system is the integration of the traditional arts and handicrafts and rural skills into TVET. This is particularly relevant to a country that has a rural population of 66 per cent (2010 estimate).

### Opportunities and advantages

#### 1. Increase connections with labour market

Nowadays, companies prefer a broad range of vocational skills, as well as other fundamental skills, such as reading, writing, and arithmetic as well as leadership, communication, and problem solving abilities, etc. As a result, the need for the students to graduate with a wide range of both technical and social skills has become more apparent over the last decade.

Therefore, if TVET is going to continue to generate business expertise, it will require more integration of entrepreneurial subject matter to stimulate business creation capabilities from their qualifying students, in conjunction with a greater focus on the more basic skills, such as reading and arithmetic.

#### 2. More on-the-job training and work experience

It has been a common trend that around 80 per cent of all young job seekers (aged 15-24 years) are without previous work experience. It is this continuous flow of inexperienced school leavers and college graduates undergoing their transition from full time education to full time work that is contributing to the high youth unemployment rate in Indonesia.

SMK-industry links are important for on-the-job training which provides students with valuable work experience.

Since 2007, local linkages with industry and the business community have strengthened. Industry partners such as chambers of commerce and local business people sit on school committees; advise on course content; provide instructors and work placement opportunities and, in districts with significant industry, have supplied vehicles, equipment and scholarships. In addition, 'close contact with the business community enables schools to be flexible and maintain program relevance'.

## **Challenges and problems**

### **1. Cost of development**

Vocational education is, by definition, costlier to run than general education. Government funding and development may be able to improve the quality of the schools, but this improvement will not have a significant effect on the out-of-pocket cost of SMK. Increased funding will not lessen the use of the specialised facilities and laboratories, equipment, teachers, etc. (in fact, it may increase it) and therefore it is unlikely that fees will lessen. Combining this with the rise in public cost, SMK is not proving very cost effective for the Indonesian government in the short term. However, it is important to remember that this is a long-term investment which will take a while before the effects can be seen or even calculated.

### **2. Societal values towards TVET education**

Social attitudes towards vocational education are not encouraging in many Asian countries and Indonesia is no exception. 'Low prestige attached to vocational education, negative attitudes to manual work and its inherent inequities are somewhat of a common phenomenon.' Furthermore, TVET is often perceived as a system of education for the poor, ill-educated students who didn't receive high enough marks to get into SMA (*Sekolah Menengah Atas* – upper/secondary high school). The comparative EBTANAS scores of SMA and SMK schools show that students entering SMA have higher junior secondary scores than that of SMK students, and score higher again at the end of their SMA education.

Because of this, vocational education is still considered a second option by many students. The ratio of applicants to entrants is much higher for general track studies. This suggests that there is a strong preference for general education in the population, who may resort to vocational school when they are not accepted into general school. And, unfortunately, there is no escaping the influence from the family unit and parental bias. There is a perception among many parents, of whom many have come from an SMA education background, that SMK education is secondary to SMA education. This usually 'biases their choice of education for their children' (Choi 2010, p. 21).

### **3. May fail to decrease youth unemployment**

It should first be admitted that there is no guarantee the development of SMKs will be able to raise employment, particularly youth employment in Indonesia. In 2011, the total Indonesian labour force reached 119.4 million, gaining about 2.9 million from August 2010 (116.5 million), and 3.4 million from February 2010 (116.0 million). Unfortunately, in this timeframe, Indonesia's employment growth has failed to keep up with population growth, with more than 2.5 million entering the Indonesian labour market each year, only 1.5 million participate in some kind of vocational employment. 'Almost 80% of Technical and Vocational Education and training (TVET) [SMK] graduates are either unemployed, require extensive retraining after finding work or are in some way self-employed and quite often facing precarious conditions' (Federal Ministry for Economic Cooperation and Development 2009, p. 4).

At present, the foremost problem for youth employment in Indonesia is employment demand. In ideal circumstances, the number of SMK graduates available for work and employment opportunities should be balanced. However, this is not often the case. At present, the 'slow economic growth leading to slow creation of jobs in the formal sector', is the chief catalyst of the high unemployment rate. There is limited work for everyone. '[D]espite macroeconomic stability

and relatively high growth rates – economic growth is still mainly driven by consumption, not yet investment, and the growth of the real sector, especially manufacturing, is far below expectation' (Federal Ministry for Economic Cooperation and Development 2009, pp. 5-6). As a result, economic development has not yet been able to generate a substantial number of new job opportunities for SMK graduates.

Overall, the social and economic state of the Indonesian workforce remains the most significant crucial influence on employment. It is a simple fact that if there are no jobs available in a particular sector, there are no employment opportunities in that sector, even if the person is highly educated and skilled.

## Conclusions

Overall, the Indonesian government's projects for TVET are clearly justified by supportive evidence. However, the rationale and main catalyst for embarking on such development, that is, that SMK graduates experienced a lower unemployment rate than SMA graduates, has proven more of a problem than the Indonesian government originally anticipated. The gap between SMK to SMA graduates has narrowed, and is almost equal. The advantage of increased employment probability that used to accompany SMK graduates is now gone. This throws doubt on the ability of SMK development to reduce the high youth unemployment rate.

Overall, it seems that while the Indonesian government may be able to raise enrolments and improve the quality of SMKs, there are other contributing factors that, if not treated effectively and appropriately, are going to stop development in its tracks, unable to reach its goals and reduce youth unemployment.

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# Concurrent sessions: Opportunities and challenges

**A2: China's TVET vision and  
priorities**

CHAIR:

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**DIANNE MURRAY**

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SPEAKERS:

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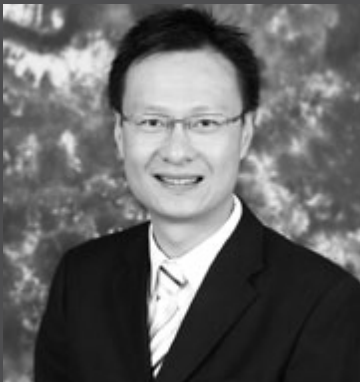
**PROFESSOR SIMPSON POON**

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**JAN TEKELY**

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## CHINA'S TVET: VISION AND PRIORITIES



### Professor Simpson Poon

*Vice President, Technological and Higher Education Institute (THEI), Hong Kong*

Email: spoon@vtc.edu.hk; www.thei.edu.hk

#### Introduction

As China is transforming itself from being a “world-factory” towards a “hi-tech, high-quality” producer of goods and services, the importance of TVET in China continues to increase. While there are still many un-skilled workers coming from rural communities, under the one-child policy, these un-skilled workers might not be as resilient and willing to take up low paid jobs as their counterparts one generation before. In addition, better developed coastal provinces such as Guangdong are no longer tolerating high pollution and high wastage industries. They are moving towards hi-tech and high-quality manufacturing in areas such as electronics, pharmaceutical products and automobiles, among others. Coincidentally, unemployment rates of university graduates are increasing (up to 20% in 2011) (Sharma 2011). Those who graduated with a traditional university degree are increasingly having difficulty finding jobs. In recent years, TVET has been a policy focus of the Chinese government. The 11th Five-Year Plan (Guideline), and the 12th, have repeatedly mentioned how to

strategically deploy TVET to improve quality of the labour market, alleviate poverty and improve unemployment rates. In this paper, the latest vision and priorities of China's TVET, as well as the challenges faced and opportunities that have arisen will be discussed.

#### Vision of China's TVET

According to the *Medium to Long-term Plan of Education Reform 2010-2020 (the Plan)* (People's Republic of China 2010), China will continue to emphasise further development of TVET. China sees the ongoing development of TVET as a driver for economic growth, a solution to improve employment and an avenue leading to the betterment of livelihood of its people, particularly in the rural communities. It will also be the solution for skills mismatch in the labour market as the economy is going through a rapid transformation.

#### Priorities of TVET in China

To realise this vision, a number of priorities have been proposed in this Plan.

First, further emphasis will be put on the development of professional ethics and entrepreneurship in TVET curricula beyond skill-based training. Life-long learning and articulation between middle level and advanced level TVET is being considered. This is a major change in direction as, traditionally, middle level and advanced level TVET were not well integrated and articulation was difficult. Recently, the Ministry of Education has put middle level and advanced level TVET under one Division to be managed.

The Government is now integrating the planning of TVET as part of the economic and infrastructure development planning process. This means TVET will be better guided by the evolution of societal needs.

Another priority is to tightly couple TVET with industry. This is a three-pronged approach, namely, “learning through practice”, “collaboration between TVET institutes and the industry”; and “industry placement and attachment”. In fact,



resources (and rewards) were given to TVET institutes which had demonstrated excellence in these three areas. In the 'National Demonstrative Vocational and Technical Colleges Construction Project' recently completed, 108 TVET colleges were given special funding up to RMB5.6 billion (AUD0.83 billion) over three years to improve TVET provision in all aspects. Follow-on projects are now being developed and implemented based on the positive outcomes of this Project in other TVET institutes.

Improvement in the quality of teachers and their career path is another key priority. Traditionally, TVET teachers are recruited from graduates of teachers' colleges (in China called Normal Universities). While these graduates are well equipped in teaching skills and pedagogies, they often lack industry experience and professional qualifications. This leads to TVET teaching in general being strong in theory but weak in practical industrial content. As such, the Plan is encouraging TVET teachers to attain dual qualifications – teaching and professional qualifications. According to the 12th Five-year Plan (Guideline) of China, the Government will inject at least RMB2.6 billion (AUD0.4 billion) to improve the quality of TVET teachers between 2011 and 2015 (People's Republic of China 2012). One of the hindrances discouraging TVET teachers to focus on industry-based staff development is that their career paths are benchmarked based on publications and research. In the Plan, a separate career development system for TVET teachers is mentioned but my evaluation is that this may take some time before it can be fully functional.

Traditionally, TVET development is driven and governed by the Government. While this provides a strong policy directive, it may not have sufficient industry input for the benefit of key stakeholders such as graduates, employers and society at large. It was proposed in the Plan to develop a 'Government-led, industry directed and enterprise participative' approach to drive future development of TVET. When implemented, it will build a TVET system with active industry inputs which, in turn, will see China's TVET improve in relevance.

A priority which is unique in China is TVET's role in strengthening the development of the agricultural industries. Given the agricultural sector covers a significant percentage of the low income population, it is important through the acquisition of modern skill sets to enable:

1. the establishment of modern agricultural industries through deployment of new technologies and equipment
2. upward mobility of the farming communities to join the industrialisation of more developed cities.

A proposed strategy is to extend the nine years of subsidised education (equivalent to Years 1 to 9 in Australia) to a "9+3" model with a 3-year middle level TVET education, making it a 12-year subsidised education system for the rural communities.

A longer term if not more difficult to achieve priority is to re-brand TVET. Quite differently to the western world, where tradespersons often enjoy good social status and living standards, this is not true in China. TVET is labelled for the less privileged, sometimes the "less smart" groups of young people. From the admission standards, the career paths and the demography of its students, TVET has failed to attract the academically strong or the more talented students. It is often a choice for the "run-out-of-choices". The Government is developing strategies and campaigns to re-brand TVET as a valued alternative through development of articulation pathways and high graduate employment rates (95.7% for middle level TVET and 70% for advanced level TVET in 2011). However, it might take some time to change a deep rooted perception that white collar jobs are preferred to blue collar ones (*Global Times* 2010).

### Challenges for TVET in China

Despite recent developments, China's TVET faces a number of challenges. Here are a few:

## Enormity of TVET in China

To develop quality TVET curricula requires resources. Hiring qualified teaching staff, providing modern equipment and setting up partnerships with industry are just a few resource intensive items. There are 13,177 middle vocational schools with a student population close to 22 million, with another 1,280 higher vocational schools and a student population of 9.6 million. This means the TVET system in China has over 30 million students, 14,457 TVET institutes and 1.4 million teachers. Despite the Government having injected over RMB14 billion (AUD2.2 billion) into TVET (People's Republic of China 2005) over the last five years, disparities between the most advanced TVET institutes and the least advanced are enormous. Developing a set of centralised policies and then implementing them accordingly is a difficult endeavour, if possible.

## Serving multiple priorities

There are many priorities in China's TVET. To serve them all and to serve them well is a fine balance. An observed approach by the Government is to implement trial initiatives by involving the best prepared institutes. Based on the experience gained and the establishment of a workable model, the next tier of institutes will be engaged. However, scarcity of resources, after thinning out to the large number of institutes, can be the Achilles heel of well-intended projects.

## Managed by multiple bureaus

TVET in China is managed by at least two large Ministries, the Ministry of Education and the Ministry of Human Resources and Social Security (HRSS) with resources input from a few more. Because of this, TVET students have to achieve "dual awards". The Education system awards a "qualification" and the HRSS system awards "certifications". For some trades, graduates need both a qualification and one or more certifications to practise. This complex system of management and resources provision

might create a situation of "everybody's business is nobody's business" although centralised coordination efforts are streamlining the liaison between bureaus.

## Learning from whom and how?

China has been proactive in learning from TVET systems of developed countries/cities. However, to distil a system suitable for China's unique circumstances and localise it is a challenge. There were collaboration projects with Australia, Germany, Singapore and Hong Kong, among others. However, few had really resolved all the fundamental issues of China's TVET. The wisdom to know which bits of which systems are best to resolve what issues in China's TVET requires vision, expertise and intrinsic knowledge of the systems involved.

## Conclusions

TVET in China is a behemoth. It is one of the world's largest TVET systems encompassing thousands of trades and millions of students. Increasingly, the Chinese Government is putting more emphasis on and resources into TVET. As China is moving away from low cost manufacturing to advanced technologies, TVET will play an important role in producing world class technicians and technologists to sustain its growth. TVET in China also plays the role of driving social transformation, particularly to alleviate poverty. To address the intertwined priorities will require either a multi-faceted TVET system, or multiple systems working together.

Despite that there are many issues facing China's TVET, it is an actively evolving system of national importance and priority. It will continue to seek out and learn from other TVET systems which have proven to be successful, at least in their own context. Therefore, it provides ample opportunities for countries/cities which have such systems to collaborate with China to attain win-win situations. Ultimately, I hope China will develop a modern TVET system, incorporating the best practice of others and consolidating that into its own.

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## CHINA'S TVET VISION AND PRIORITIES



### Jan Tekely

*Director International Business Operations,  
Central Institute of Technology,  
Perth Western Australia*

Email: [jan.tekely@central.wa.edu.au](mailto:jan.tekely@central.wa.edu.au)

### Background

A major challenge for China is to develop talented employees with professional knowledge and specialised skills who can address the long-term needs of the Chinese workforce and economy. There is also a strong demand for vocational education to address areas such as life and employability skills to better equip students for their journey into employment. Research indicates that the top ten areas of skill dissatisfaction with Chinese employers as at 2010 were communication, learning ability, teamwork, interpersonal, positive attitude, problem solving, time management, integrity, organising and planning.

With a focus on “talents” and the need to increase the highly skilled workers pool, the strategic objectives of the 17th Communist Party of China National Congress was to give priority to educational reforms and create a learning society across all sectors. To achieve these reforms, the Ministry of Education developed and implemented the *National Plan for Medium and Long-term*

*Education Reform and Development 2010-2020* (the Plan), which was formally launched by President Hu Jintao in July 2010. The education reform program will thoroughly overhaul the way education is delivered, examined and administered in China.

### National Plan for Medium and Long-term Education Reform and Development 2010-2020

The Plan identifies the need for more than five million skilled individuals for the private and public sectors and more than eight million professionals over the next 10 years.

The aim is to turn China into a country rich in human resources through a modernised education system. Education reform will be carried out on all levels of education, namely, pre-school, compulsory high school, vocational, higher, continuing, minority, and special education. The main goal of the Plan is for the development of highly competitive graduates that have a globalised appreciation and understanding of the international workplace.

The Plan addressed ten priority areas for vocational education:

1. To keep the number of students enrolled in secondary vocational schools equal to those enrolled in high school.
2. To encourage high schools to introduce more vocational education content.
3. To improve teaching and technical occupation standards.
4. To establish a sound vocational education operating system led by government and guided by industry.
5. The gradual introduction of free secondary vocational education.
6. Implementation of a dual qualification system to link vocational school, college course standards with occupation skills.
7. To improve the employment entry scheme.
8. To improve articulation pathways from vocational education to further study.

9. The independent recruitment of students into secondary vocational education.
10. Entry examinations to higher vocational colleges to be administered by education authorities in each province.

During the next 10 years reforms and development will focus on:

- Increased employer engagement and industry collaboration.
- Increased vocational education in rural areas to close the gap between labour supply and demand.
- Attracting more students into the vocational training system.
- Internationalisation of the vocational education curriculum.
- Increased capacity building for teaching and management staff of vocational colleges.
- Increased international partnerships for the delivery of international programs.

### **China's National Plan for Medium and Long-term Talent Reform and Development 2010-2020**

By 2020, more than five million individuals will be urgently needed in equipment manufacturing, information technology, biotechnology, new materials, aeronautics and astronautics, aged care, social services, oceanography, finance and accounting, international business, environmental protection, energy resources, renewable energy, electronics, agriculture technology, and modern traffic and transportation.

More than seven million professionals will be needed in the fields of education, political science and law, medicine, public health, publicity and cultural information, as well as disaster prevention. The *National Plan for Medium and Long-term Talent Reform and Development 2010-2020* is addressing these requirements.

The Plan's aims include:

- a goal of 20 per cent of the labour force attaining higher education
- cultivation of around 100 "strategic entrepreneurs" to head the top 500 corporations in 2020, with the number of those who work for state-owned enterprises hitting 40,000
- the introduction of further measures to attract overseas Chinese talent to return to the country and to offer talent-favourable policies in households, medical care and the education of children.

### **Central's alignment with China's education and workforce development plans**

The Central Institute of Technology has been working with Chinese vocational institutions for over 10 years for the joint delivery of vocational courses and technical skills-based training. Prior to 2007, Central's international strategy was limited in that it lacked research and was not client driven. In 2007, Central developed and continues to update its robust international strategy with a strong focus on the China market. The plan ensures that the real needs of the counterpart institute and industry are being met. We have adopted a market-orientated approach that assists Chinese educators to build a knowledgeable and innovative workforce that can meet the goals of China's reforms.

Central's China strategy is flexible and has incorporated China's 11th and 12th Five-Year Plans, the *National Plan for Medium and Long-term Educational Reform & Development 2010-2020* and the *National Plan for Medium and Long-term Talent Reform & Development 2010-2020* in an effort to maximise offshore and onshore opportunities that meet the national, provincial and local agendas.

Central continues to work closely with the Chinese Ministry of Human Resources and Social Security, Ministry of Education, China Education Association for International Exchange, Chinese provincial government representatives and Presidents of individual

vocational institutions to meet the Central government's strategic agenda. We have identified the internationalisation components pertaining to vocational education in the provincial plans for Sichuan, Chongqing, Zhejiang, Jiangsu, Guangdong, Shanghai, Tianjin and Beijing.

With the Chinese government's focus on improving and promoting vocational education in West China, Central is also working strategically with the Ministry in piloting the delivery of customised training for the up-skilling of vocational teachers.

### Central's focus in China includes:

- Capacity building for vocational teachers.
- Delivery of joint vocational programs in national demonstration colleges and vocational high schools in alignment with the National Talents Plan and provincial action plans.
- Linkage building with Chinese and international businesses, inclusive of Australian companies based in China, for pathways of employment for graduates. This includes opportunities for Chinese students studying in Perth (attracting human capital back to China post studies).
- Fostering closer linkages with industry associations and promoting industry involvement in curriculum unit selection to meet current and future skills needs.
- Developing joint industry and lecturer reference groups for continuous improvement.
- Building strategic linkages with provincial governments in West China.
- Negotiating industry-specific student scholarships for offshore and onshore programs.
- Continuing teacher and student exchange initiatives.
- Contributing expertise to the Chinese Central government and provincial government vocational education think tanks.
- Implementing student retention approaches.

## Conclusions

Approximately six million men and women graduate from Chinese colleges every year and are finding it increasingly difficult to find a job in the profession that they have studied. In 2009, China had 98.3 million college educated people in the working population and it is expected that this number will increase to 195 million by 2020.

While the Chinese Government continues to implement plans at a macro level to meet its workforce needs into the future, its educators are increasingly looking to align with countries like Australia who have proven and innovative vocational education sectors.

Australian institutes such as Central can bring experience in areas crucial to the development of the Chinese vocational sector such as industry collaboration, capacity building for teachers and internationalisation.

China is a massive market for Australian vocational institutes in both the offshore delivery of courses and for Chinese students onshore. With the Government's stated goals for reform and expansion of the vocational sector, there will be many more opportunities for collaboration in the future.

Central places of delivery in China are in Hangzhou, Jinhua, Nanjing, Nantong, Chongqing, Beijing, Tianjin, Hefei and Shaoxing.

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# Concurrent sessions: Opportunities and challenges

**A3: VET reform and new tertiary models – a conversation between Australia and New Zealand**

CHAIR:

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**WAYNE COLLYER**

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SPEAKERS:

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**DR PIM BORREN**

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**KAY GILES**

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## WA Minister's address

**The Hon. Murray Cowper, MLA**

Minister for Training and Workforce Development  
and Corrective Services



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# How connected and clever are we at home and abroad?

CHAIR:

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**KEVIN HARRIS**

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“The higher-education market is reinventing what a university is, what a course is, what a student is, what the value is. I don’t know why anyone would think that the online revolution is about reproducing the classroom experience.”

“Every one of those students in India that wants to connect to Stanford now — connect to a mentor — now has a way to connect by bypassing their local institutions. Every institution that can’t offer a robotics course now has a way of offering a robotics course.”

From an interview with Richard A DeMillo, Director, Georgia Institute of Technology, in ‘Could many universities follow Borders Bookstores into Oblivion?’ by Marc Perry, *The Chronicle of Higher Education*, 7 March 2012.

- How prepared are businesses and educational providers for a high speed broadband future? Is there a gap between the vision and the current reality?
- How will high speed broadband impact on teaching and learning and assessment in technical and further education providers in the 21st century?
- The NBN – new centres of excellence?
- Skills development in a broadband future
- How can high speed broadband boost the productivity of businesses and educational providers?

KEYNOTE SPEAKER:

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**BRAD HOWARTH**

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RESPONDENT:

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**JOHN VINES OAM**

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IN PRACTICE:

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**DR STEVE MACKAY**

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**RIC HARRISON**

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## HOW CONNECTED AND CLEVER ARE WE AT HOME AND ABROAD?



### Brad Howarth

Journalist and Co-author, *'A Faster Future'*

Email: [bhowarth@lagrangecomms.com](mailto:bhowarth@lagrangecomms.com)

I was originally approached to speak at this event because the organisers were looking for someone who could talk about the future as it relates to skills and education in Australia.

Talking about the future is an interesting challenge – it's like describing a country you've never been to, and know no one whom you can ask for an eyewitness account. You can pick up scraps of information, inferences and so forth. But ultimately it's guesswork.

With a little application though, that guesswork can become educated. This was the approach that I brought to co-authoring the book that I published last year. By extrapolating current trends and cross referencing these against multiple points of view, probabilities emerged. And that's the future that we wrote about. We even called it *A Faster Future*.

But I realised something in the last few months that has reshaped my thinking. No one really cares about the future. It's too abstract. We don't need to worry about it now because it hasn't happened yet. And it only 'might' happen. We're too worried about what's happening now.

So what I want to use my remaining time talking to you about today is exactly that – what's happening now. Because there is more happening than many of you might think.

But true to my scatterbrained nature, I'm going to start my presentation in the distant past.

Technology tends to descend across the world in events that we call revolutions.

First there was the agricultural revolution. That started in a region of the Middle East called the Fertile Crescent in the Neolithic era around 10,000 BC, and took the next 12,000 years until its impact had been felt in all parts of the world, concluding in the European colonisation of Australia over 200 years ago.

Then there was also the Industrial Revolution, which started in the UK in approximately 1750 and took over a hundred years to be felt around the world.

We are currently in the midst of another revolution. We haven't settled on a name for it yet, so I am going to call it the Internet Revolution. It got going in 1991 with the creation of the World Wide Web, so has barely been running for 20 years.

Like previous revolutions, it is having a significant impact on society – disrupting industries, redistributing wealth, causing population shifts, etc.

But there is something very different about this revolution.

For starters – it directly affects EVERYONE. I cannot think of an industry that is not being reshaped by the internet, if not completely remodelled.

Secondly – and most importantly – it is happening EVERYWHERE SIMULTANEOUSLY.

It started in the US – although technically the Web was born in Europe – but is happening all around the world AT THE SAME TIME. The advantages of speed to market enjoyed in the US – and to a lesser extent here in Australia – have been shorter lived than those experienced in the UK in the Industrial Revolution.

In this way the internet is enabling globalisation in ways that we have barely begun to consider.

For instance, we already know that it is possible to get qualifications from overseas universities – just take a look at MITx – MIT's new online learning initiative. Harvard has now joined. These are tentative steps, but they point to a future where Australian higher education will have to compete against foreign higher education. Where would you rather get your MBA?

But there are changes happening which are far more fundamental and much more far reaching.

Put simply, Australia has two industries – mining and services.

One employs very few people and generates a lot of wealth, in cycles. The other employs everyone else.

Mining is relatively safe – the minerals are either here or they aren't. You have to be here to get to them; although the prosperity of the sector is tied to external influences.

Services are a different kettle of fish.

Many of our services sectors were built on two factors: geography and skill set.

In the Internet Revolution, geography diminishes in relevance. When service discovery, booking and delivery shifts from an office or a shopfront to a web portal, the actual location of the service provider becomes less relevant.

And provided that the service provider offers the right level of skill, who cares where they are based? Especially if they offer the right price.

Right now we are seeing this in software development, where much of the local development work has moved to Asia and Eastern Europe where skills are strong and costs are lower.

There are numerous services that make it easy to find and book these services – Freelancer.com, elance, Odesk, etc. You use the service to hire a programmer and then rate the quality of their work afterwards.

Some interesting things are happening as a result.

You can guarantee that all of those programmers bidding for work through Freelancer.com are hoping one day to be the one using the service to buy skills, as they build out their own ideas.

And they are already working from a low cost base.

We are starting to see this with the rise of the Indian entrepreneurial internet companies – over the next ten years expect that the next Facebook or Twitter or Pinterest won't come from Silicon Valley. It will come from Bangalore. Or Manila. Or Jakarta.

Offshore service outsourcing has moved far beyond just software coding. It has trained up the next wave of the world's entrepreneurs.

And it is not just software. When we were writing *A Faster Future* we got much of the transcribing done in Singapore, India and the Philippines.

We outsourced our book cover design through a design contest, for which we received 29 offers and awarded the contract to someone in London.

We're only talking hundreds of dollars of work here – but it was work that ten years ago would have had to have been done locally. Not anymore.

We are seeing a steady progression of work out of Australia. Simple stuff, like design, and secretarial services, and bookkeeping. And house plans. And advanced algorithmic design. And theoretical chemical research.

Provided that it does not require a physical onsite delivery – such as pool cleaning or plumbing – it can be delivered through these services.

The consequences are staggering.

The Internet Revolution will lead to a rise in offshore service provision which will have the same impact on the Australian services sector that the rise of offshore manufacturing has had on the Australian manufacturing sector. It has the potential to gut it.

I just can't see the government tipping in millions of dollars to save Australian bookkeeping, design and secretarial jobs.

What I can see is Australian businesses tipping billions of dollars of services spending into foreign hands. If it's equivalent quality and half the price, why not?

This is the world that graduates will find themselves emerging into. One where many of the entry level roles have disappeared offshore.

It's all well and good to say that we'll hold on to the higher value-add jobs – but how will anyone get the on-the-job training needed to acquire these advanced skills from a graduate position?

And as an economy – what will our response be? We talk about wanting to export our service capability today. Certainly the markets are emerging. But will those opportunities really exist in a way that we can meet them?

Let's take Indonesia as an example.

It has a population of 240 million, with 200 million mobile subscribers and 55 million internet users – that is more than South Korea with 40.3 million. Internet use in Indonesia is set to triple by 2015, according to Boston Consulting Group. It is the world's fourth largest market for Facebook with 42 million users.

By all means, Indonesia is emerging as a key regional market for Australia – potentially for our services sector.

But it is maturing incredibly quickly.

More importantly, it is coming out of a much lower cost base. Indonesian businesses are already geared to servicing a market that has limited financial resources. They can run incredibly lean.

We can't.

My fear is that as these markets mature, the opportunities will be there, but we won't know how to engage.

We risk losing our relevancy as a service provider before we even get a chance to establish it – because entrepreneurship is not culturally specific. And let's face it: as you level the playing

field in terms of education and technology, competitive advantage is reduced to speed-to-market and cost-of-delivery.

We already know that the world of tomorrow will be different to the world of today. We know that we need to spend more time planning for that future. My fear is that that future may be beyond our comprehension.

So, what is my advice?

Firstly, as educators, we need to engage far more closely with Asia because we need to embrace it as our domestic market. We need to understand preferences. We need to learn to be lean. We need to partner. We need to learn.

Secondly, we need to stop turning out employees and start turning out entrepreneurs. We need to equip our graduates with more capabilities to get out there and start something. Because, as the services sector erodes, we will need those entrepreneurs to be creating new jobs at a rate much faster than they are being lost – because we want at least some of those jobs to be onshore.

Thirdly, we need to embrace and refine every advantage that we have. We have good digital literacy, but we need to have the best, so that we can squeeze every last drop from that advantage before it erodes away. Digital literacy needs to be mandatory in every level of education – not just typing skills and web searching but how to use the web to extract maximum value for a business. We need to teach web marketing. We need to teach how to use offshore outsourcing services. The National Broadband Network will provide an amazing test bed for designing the services of the future. We need to take advantage of it now.

And finally, we need to instil within ourselves a sense of urgency.

This is all happening everywhere at once, and it is all happening now. We need to stop worrying about the future, and start panicking about today.

Because today is already here. Thankfully, today is not yet over, and we can still do something about it.

## HOW CONNECTED AND CLEVER ARE WE AT HOME AND ABROAD?



### **John Vines OAM**

*Chair, Innovation and Business Skills Australia*

Email: [johnvines@hotmail.com](mailto:johnvines@hotmail.com)

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Innovation and Business Skills Australia worked closely with NBNC0 to identify competency/skill requirements for the build of the National Broadband Network (NBN).

IBSA's interest in the NBN has now moved on to the identification of competencies/skills to enable the uptake of Very High Speed Broadband by business and industry.

IBSA takes the view that the NBN provides a once in a generation opportunity for productivity growth in Australia if business and industry have an appreciation of the potential impact and opportunities for Australian enterprises and have the workforce skills to respond to the opportunities.

IBSA has commenced a series of pilot studies to work with enterprises in selected sectors to engage those enterprises in thinking about and identifying the potential impact opportunities and skill requirements to take advantage of the NBN. Pilots conducted in the printing sector and the insurance brokerage sector have highlighted the challenges and opportunities for businesses and the associated skill requirements.

My comments will outline the findings from these pilots.

## A PERFECT STORM FOR TAFE INSTITUTES BUT AN OPPORTUNITY TO SEIZE THE NETTLE WITH THE NATIONAL BROADBAND NETWORK



### Dr Steve Mackay

*Dean, Engineering Institute of Technology (EIT)*

Email: tech@idc-online.com



### Ric Harrison

*Engineering Education Manager,  
Engineering Institute of Technology (EIT)*

Email: ric.harrison01@gmail.com

## 1. Introduction

Successfully managing a TAFE in 2012 has never been more challenging with massive (and often 'unfair') competition, higher costs, shrinking government support and rapid technology change. The impact from the online world means that over the next few years many traditional training processes will change dramatically or simply vanish.

We all accept online learning has a contribution to make but the devil is in the detail. New disrupting influences such as those from MOOCs (Massively Open Online Courses) are going to make things interesting over the next few years, with the potential for massive student numbers (but what completion rate?).

This is a very short presentation. We are going to give you a taste of how we see eLearning now, some features of our current model (which of course is always subject to change!), and some suggestions for the future.

The Engineering Institute of Technology (EIT) has been achieving very strong annual growth rates with online course offerings for diplomas, advanced diplomas and graduate diplomas with students from over 72 countries ranging from Azerbaijan to Zimbabwe. All our programs are exclusively delivered online.

## 2. The state of play with online learning

All of us here today know about the rise and rise of eLearning. We provide references to some recent papers in the notes. We have seen and heard the phrase "flexible learning" repeatedly in our daily professional lives – and in the papers for this conference. "Flexible learning" often suggests massive investment in online resources that are designed for students to access in their own time.

**In fact, there is a danger that we put so much effort into online resources that we lose sight of the fundamentals.**

**We believe that although exciting and engaging resources have a place, it is absolutely critical for us as educators to provide a structured format for the majority of students, lest they waiver in their initial resolve – because they will waiver in their initial resolve. They will not complete.**

Recently we spoke to staff from a major provider. Their business, like ours, delivers 100% online. Theirs is a massive organisation with turnover in the tens of millions of dollars. But their model is quite different to ours. Students sign on and can study whenever they want. Once they have signed on they can almost instantly access the online resources and submit their assignments, working at their own pace. Does this sound like learning Nirvana? In fact, when we talked about our own student “intakes”, with the whole class starting at set dates and moving through the subjects lock-step, there was much shaking of heads. Their alternative model (perhaps very typical) is based on the idea that “when students decide they want to study for a qualification, they want it now and to do it entirely at their own pace”. It is possible that by having set dates we do lose a few potential students because of this.

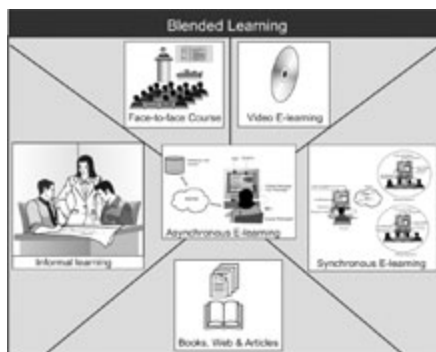
But here is the clincher: **When we asked about how many students actually finished, the response was a completion rate of 30%. Students have a 3 in 10 chance of completing their qualification. This is not acceptable, surely?**

As you will know, there are two main categories of e-learning: asynchronous which is web based; and streaming interactively over the internet which is referred to as synchronous (Rossett & Sheldon 2001). Blended learning (Mackay & Stockport 2006), as indicated in figure 1, is a combination of the different training media, such as classroom instruction, on-the-job training and e-learning. Harding, Kaczynski and Wood noted that **in blended learning “... the conveniences of online courses are gained without the loss of face-to-face contact”** (2005, p. 56).

**What we are saying is that there must be a structure in that blend to replicate the discipline provided by face-to-face learning.**

One method we use at the EIT to create a more interactive hands-on approach (and maintain motivation and discipline) is the use of guided remote laboratories or simulation software; resulting in a significantly improved learning experience. Another absolutely critical element to our model is live interactive synchronous web and video conferencing.

Figure 1: Blended learning



### 3. Online engineering education

Figure 2: Engineering education



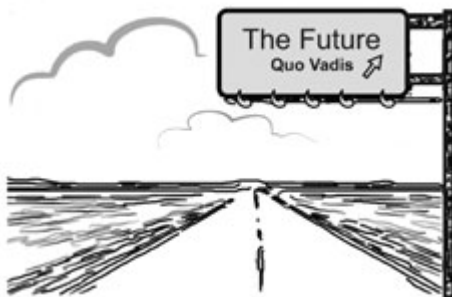
Lahoud and Tang (2006) pointed out that many distance learning students found that traditional lab experiments were not an option due to geographical separation. They suggested offering some form of **virtual or remote lab environment** for these students. They described two possible solutions:

- Virtual labs comprising the simulation software running on a host machine; but they believed that it is difficult for students to achieve the required skills and practice. Often very powerful and expensive servers are required to make the simulations as realistic as possible.
- **Remote labs equivalent to the traditional lab environment, using real equipment but situated at a significant distance from the learner.**

One of the requirements highlighted in recent studies, is the need for high quality interactive e-learning with a hands-on component. With the current wide availability of high speed internet connections (such as broadband with the National Broadband Network), **synchronous e-learning providing web and video conferencing is now a practical reality. In combining this with a hands-on remote or virtual lab, a highly effective solution can be achieved.**

## 5. Successful strategies and the future

Figure 3: The future



Four years ago, the EIT embarked on an extensive e-learning teaching program in the engineering field using synchronous e-learning (web and video conferencing) together with virtual and remote labs, with strong growth rates. There are over twelve accredited programs typically running over eighteen months (for example, Advanced Diploma in Industrial Automation and Advanced Diploma in Applied Electrical Engineering). A short exit survey (Mackay & McMillan 2010) conducted at the conclusion of each of these programs showed a high degree of satisfaction with this approach together with a very low attrition rate. The results of this survey indicated that this synchronous approach for online courses was considerably more engaging and motivating than face-to-face and classroom designs.

A number of recommendations are made on the application of synchronous e-learning and remote labs, as follows:

- The poor perception of traditional (dare I say 100% asynchronous) online learning needs to be counteracted with high quality training materials and resources focusing on high quality **synchronous e-learning**, simulation software and hands-on training techniques.
- **Synchronous learning makes for an inflexible learning experience but reduces attrition rates** as students are forced to keep up by attending at fixed times (although multiple sessions are run due to different time zones). "Flexible" (or asynchronous) learning means a far lower completion rate (and higher attrition rate).
- Other vital aspects are national and international online delivery (to gain economic numbers), using high quality engineering education of international standard. Unfortunately, many National Packages are not of the appropriate standard for international delivery so we have had to develop our own. At diploma level and above there is a very strong case for accredited courses rather than use of national packages.



- An essential buttress to high quality, highly experienced instructors are trained **course coordinators** to manage the students, resources and instructors and to maintain and assess quality.

In a decade from now, the TAFE system may have gone the way of Kodak, bookshops and indeed, the dinosaur, unless these suggestions are considered. We are already working with a local TAFE to take a qualification in a specific field to a world-wide audience. Perhaps the future will see TAFEs specialise in certain areas with a national or even international audience. We would be delighted to collaborate with TAFEs in bringing your courses and expertise to the national and global market.

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# A new paradigm for technical and further education

CHAIR:

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**ADRIAN MARRON**

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- Training Packages: Housing Commission Flats or Sydney Opera House?
- Training Packages: inflexible, lack educational foundation and prevent innovative practices?
- How should we measure successful outcomes for employers? Students? The community?
- Does compliance with the AQTF/NVR equal quality in education?

KEYNOTE SPEAKER:

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**THE HON. JOHN DAWKINS AO**

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*Is the federal technical and further education system designed to unleash productivity?*

FACILITATOR:

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**DR JANE FIGGIS**

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RESPONDENTS:

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**ASSOCIATE PROFESSOR  
LEESA WHEELAHAN**

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**ADRIENNE NIEUWENHUIS**

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**JEANETTE ALLEN**

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## A NEW PARADIGM FOR TECHNICAL AND FURTHER EDUCATION: WHY VET IS FRAGMENTED



### Associate Professor Leesa Wheelahan

*LH Martin Institute and the Melbourne Graduate School, University of Melbourne*

Email: leesaw@unimelb.edu.au

Competency-based training wasn't seriously introduced into Australian vocational education until 1997, when training packages were introduced. We've been trying (and failing) to get it right ever since. I think 15 years is long enough; we need to recognise that we've gone about as far as we can with training packages and that it is time to consider alternatives.

We need to reform qualifications and the VET system, and we need to do these things together and not separately. At the moment, we've got fragmented qualifications in a fragmented system and fragmented processes of reform. The National Skills Standards Council (NSSC) is conducting two separate reviews in VET at the moment: one is of standards for the regulation of VET encompassing registered training organisations, data and registering and accrediting bodies and its focus is on quality. The other is a review of standards for the development and endorsement of training packages.

There are several problems with these reviews. The first is that they are separate and each is excluded from the scope of the other. The quality of institutions and of the qualifications they deliver are intrinsically linked, particularly when providers are policed and judged on the way they implement badly designed training packages.

The second problem is that they are secret reviews. The review of VET standards started with a discussion paper and invited submissions, but these submissions will not, as far as I know, be made public for others to read. We therefore don't know about the nature of the advice and recommendations that the NSSC is receiving from key bodies and this advice can't be disputed by others. Moreover, we won't be able to see the extent to which this advice is reflected in the final outcome and how different interests have been accommodated.

The second review is even less transparent. I cannot find any terms of reference, discussion paper or invitation to make submissions. While this review is the outcome of earlier work by the National Quality Council in 2009 which indicated broad directions for reform, three years have elapsed and there has been no public input on how this is to be enacted in new standards.

This is an example of what my partner Gavin Moodie (2009) refers to as the 'democratic deficit' in VET. In contrast to higher education which boasts ostentatious processes of consultation, VET is 'acted upon' after closed reviews, and this is one reason why the outcomes are so contested and highly political. Moodie argues that the public must have an opportunity to contribute to public debate about VET to improve policy outcomes, build the legitimacy of VET policy, and provide the basis for policy implementation.

Consequently, I don't have much confidence that the current reviews are going to help much. Carving up bits means that the whole is never questioned and therefore the framework

and conceptual basis of the system is not challenged. All we get are recommendations for exacting greater levels of compliance by screwing everything down more tightly with more specific and prescriptive standards. The emphasis is on stamping out dodgy practice, rather than building a quality system. Two key problems won't be tackled: fragmentation of the VET system and fragmentation of VET qualifications.

There are about 5,000 VET providers in Australia, yet most are tiny. In 2010, the biggest 100 VET providers (that is, 2% of all providers) delivered 86% of teaching, while only 61 VET providers had 1,000 or more equivalent full-time students. This shows the scale and scope of the regulatory problem in VET. Millions are spent regulating a system in which 98% of providers deliver 2% of teaching. There are too many providers in VET, and the entry level is too low as demonstrated by scandals about dodgy behaviour in VET which, in turn, elicits calls for tighter regulation. Higher entry levels wouldn't preclude serious small providers, as is illustrated in higher education where most private providers are relatively small.

We've also got too many qualifications in training packages. In 2010, there were about 1,400 qualifications (Wheelahan 2012). Half of these qualifications had more than 34 equivalent full-time students in all of Australia, and half had less than 34 equivalent full-time students.<sup>1</sup> Government spends millions to develop training package qualifications even though there are not many students in them, and VET providers deliver them which means they don't have to go to the expense of developing their own. This is one reason why the cost for a provider to enter VET is so low and why there are no real economies of scale in VET overall.

Some qualifications are vitally important even if they will never have high enrolments, such as statutory positions on mine sites. I am not trying to undermine safety in the mines. However, these qualifications are in the minority and given their importance, we should make specific arrangements to support them rather

than organise the whole system around them, otherwise we've got the tail wagging the dog.

Finally, even though efforts have been made to improve the definition of competency, VET qualifications are still fragmented because, as the *Training Package Development Handbook* explains:

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements.

It is the 'discrete workplace requirement' that is the problem. The *Handbook* says that while knowledge should be included, elements of units of competency or performance criteria shouldn't be entirely knowledge-based unless it describes 'a clear and assessable workplace outcome' and knowledge 'should only be included if it refers to knowledge actually applied at work'. This means that knowledge is always contextually specific applications of knowledge, but students need principled knowledge such as maths and not just formulas. Students need to know *why*. As well as fragmenting learning, competency-based training fragments work which makes it harder to develop the knowledge base of practice. Moreover, in tying learning to 'discrete workplace requirements' as they currently exist, training packages tie learning to the present and don't prepare students for the future. For example, the *Handbook* says:

Language, literacy and numeracy requirements in Training Packages must reflect and not exceed the LLN skills required in the workplace to carry out particular jobs.

We need a new approach that starts with the person and the knowledge, skills and attributes they need in broadly defined occupations or vocational streams rather than discrete workplace requirements. This means rethinking the nature of qualifications, but also the way we design the system. We've given the current system long enough.

## References

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Wheelahan, Leesa 2012, 'Too many for too few for too much', *The Australian*, Sydney.

## Note

- 1 One criticism of this work has been that it doesn't include delivery by private providers because their enrolment numbers aren't published. However, even if we gave private providers the benefit of the doubt and accepted their claims that the private system is about the same size as the public system (which has yet to be demonstrated), all that would do is double these figures – so instead of the midpoint of the number of equivalent full-time students in qualifications being 34, it would instead be 68. This is still tiny.

## QUALITY ASSURANCE IN A DEMAND DRIVEN SYSTEM: SELECTING *SKILLS FOR ALL* TRAINING PROVIDERS



### Adrienne Nieuwenhuis

*Director, Quality, Tertiary Education, Science and Research, Department of Further Education, Employment, Science and Technology, South Australia*

Email: [adrienne.nieuwenhuis@sa.gov.au](mailto:adrienne.nieuwenhuis@sa.gov.au)

### Introduction

*Skills for All: The Strategic Direction of Vocational Education and Training in South Australia* was released in February 2011 as the strategic direction for vocational education and training in South Australia. It represents the most significant reform to, and the most substantial single investment in, vocational education and training in the history of the training system in South Australia.

*Skills for All* aims to:

- raise the skills level of South Australians
  - increase the number of South Australians with post school qualifications
  - increase labour force participation
- by making the VET system:
- demand driven, responding quickly and flexibly to the needs of individuals and industry
  - simpler to access and navigate.

In introducing a demand driven system and opening up access to public funding to a broader range of training providers, *Skills for All* includes a number of key control points in order to manage the system:

- Establishment of a Funded Training List that is linked to industry and workforce needs. A system of caps on the number of funded enrolments will be used to ensure the State Government does not over-invest in areas relative to job opportunities.
- Monitoring of enrolment numbers across all qualifications, training providers and regions to tailor the subsidy levels and funded enrolments to ensure that the State Government makes best use of available funds.
- The rigorous assessment of registered training organisations (RTOs) that wish to become a *Skills for All* Training Provider, to ensure that all training providers in receipt of government funding will provide training of a consistently high standard and which meets the training needs of students and industry.
- The monitoring of the performance of training providers throughout the term of their contract as a *Skills for All* Training Provider.

### **Skills for All Training Providers**

Under *Skills for All*, the selection criteria for RTOs to become a *Skills for All* Training Provider focus on evidence of *performance* in delivering quality education and training and *capability* to deliver services that will meet the objectives of *Skills for All*.

As such, the selection criteria *extend beyond the national standards for registration* and include:

- a satisfactory regulatory record and, where applicable, public funding record as an RTO
- a management team with skills and background sufficient to lead an educational organisation including appointment of an accountable officer
- sound financial health

- services that support the diverse needs of students
- sufficient numbers of past graduates to support evidence of RTO performance and capability
- student and employer satisfaction and satisfactory graduate outcomes.

Strong links with industry are core to *Skills for All*. Industry engagement is an important part of the selection criteria. South Australian Industry Skills Boards were invited to provide advice on selection criteria and assessment processes relevant to industry engagement. RTO applicants are required to provide data about:

- how they engage with industry at a strategic and at an operational level
- employer satisfaction through Quality Indicator data
- assessment validation processes at each AQF level for each Training Package
- the proportion of training and assessing staff who are currently employed in occupations relevant to their Training Package or who were employed in industry in the previous three years
- industry referees
- evidence that the graduates gain relevant employment in industry or go on to further education and training.

To ensure delivery arrangements are sound each RTO applicant is required to provide data about their current and proposed training activity including:

- the numbers of graduates and Statements of Attainment issued over the past three years for each qualification
- delivery specifications for each qualification and student type covering course completion rate, recognition of prior learning (RPL) rates, maximum student teacher ratios, course duration, course contact time and work placement.

Only RTOs that meet the selection criteria have been offered a contract as a *Skills for All* training provider. The term (up to five years) and scope of courses (number of qualifications approved under the contract) offered to each RTO is determined by the extent to which the application met all of the criteria and the level of potential risk identified through the assessment process.

The terms and conditions of the *Skills for All* Training Provider contract place a number of obligations on the RTO to maintain a high level of performance. Throughout the term of the contract, the performance of *Skills for All* Training Providers will be monitored through:

1. real time monitoring of performance and outcomes through the payment system
2. the systematic consideration of stakeholder views, including those of students, employers and other industry groups, about the quality of vocational education and training
3. validation of assessment through engagement with employers and industry representatives
4. the aggregation, analysis and interpretation of performance measures that serve as reasonable proxies of quality or provide benchmarks against which superior or under performance within the system may be identified and investigated.

Through the Department of Further Education, Employment Science and Technology's (DFEEST) VET professional development program, resources will be directed to sector-wide areas of weakness or under-performance in order to further enhance the capability and professionalism of the sector.

## Outcomes to date

*Skills for All* commenced on 1 July 2012.

Applications to become a *Skills for All* Training Provider opened in November 2011. To date, DFEEST has assessed 260 applications, of which 74% have been approved. However, only 10% of those approved were of sufficiently high standard to warrant a five-year contract. The majority of providers received contracts of two or three years.

The selection criteria that most consistently contributed to either the refusal of a contract or a contract with a reduced term were:

- student and employer satisfaction and satisfactory graduate outcomes: RTOs struggled to provide evidence of how they systematically captured, evaluated and acted upon information about their training outcomes
- industry engagement: the level of engagement with industry across RTO planning, governance and operations was inadequate or not consistent with the nature and scope of operations
- delivery specifications: specifications did not provide assurance of quality training outcomes, including insufficient numbers of enrolments and graduates to judge quality of performance. Of particular note was the significant variation in duration of courses across the same qualification and student type.

## Conclusions

The selection process for *Skills for All* Training Providers has enabled the State to put in place a key quality assurance control to support the introduction of its reforms to the VET sector in South Australia. The data collected through the selection process is also providing a source of information in monitoring and quality assuring *Skills for All* Training Providers and improving the capacity and capability of the sector.



## UNDERSTANDING THE REAL VALUE OF TRAINING PACKAGES: NATIONAL STANDARDS FOR SKILLS



### Jeanette Allen

*Chief Executive Officer, Service Skills Australia*

#### Literature review – Summary of findings Overview

There is substantial evidence that the national system of competency-based qualifications is achieving great outcomes for industry, students, and the broader economic and social goals of government in Australia. The quantitative evidence is strong, and there are many recent case studies that also demonstrate this. Re-examining the history of competency-based training (CBT) and Training Packages in Australia provides some of the most compelling examples of why a return to the fragmented systems of the past would be a big mistake.

#### Summary of the literature

1. The literature signals unanimous agreement, both in Australia and internationally, of the enormous social and economic benefits of training with strong links to the workplace/occupational outcomes. (OECD, Skills Australia/AWPA, UNESCO, Productivity Commission, CEDEFOP ... the list goes on).
2. Multiple examples can be found in the literature and public policy more broadly where training packages have been able to drive the social, economic and environmental goals of government quickly, comprehensively and, importantly, nationally.

Significant examples include Skills for Sustainability/Green Skills, LLN and foundation skills, OH&S (DEEWR 2010; AWPA 2012; NQC 2011).

3. By all the quantitative measures we have, CBT is providing positive outcomes for students, employers and the economy. Assertions of a declining national training system need to be carefully evaluated to ensure that the perspective and evidence are clear.
4. The overwhelming majority of system users do not wish to abandon the national system of qualifications.
  - Industry leaders are vocal supporters of the current system of industry-developed competency standards (recent submissions by AIG, ACTU, and ACCI all provide examples and quotes).
  - Students and employers report very high levels of satisfaction with the VET system. The comparison of stakeholder satisfaction prior to the introduction of Training Packages and now is particularly telling. (Survey of Employer Use and Views 2011; Student Outcomes Survey 2011).
  - Multiple reviews have signalled almost unanimous support for industry leadership, CBT and Training Packages as central elements of the VET system (DEST 2004; COAG/NQC 2009). This includes anecdotal evidence of widespread support from VET practitioners, trainers and assessors.

*Key to the future direction of Australian vocational education and training must be the centrality of industry in a national system*

– AIG 2010

5. The literature shows that industry and employers have never been more engaged in VET (NCVER). This is bolstered by targeted programs such as the Enterprise Based Productivity Places Program and the National Workforce Development Fund, which demonstrate the flexibility of Training Packages to meet complex and varied needs of industries (see examples in the ACIL Tasman report).
6. There are assessments of the national system that do not account for private- and enterprise-funded training (including offshore delivery of VET) that is not counted in the national data collection. Experts estimate that private provision is “very sizable” (Karmel 2011; NQC 2011) and could even be greater in size and scope than publicly funded provision (ACPET 2009; ERTOA 2011).
- Licensing, regulation and compliance (see ACIL Tasman Report, for example, Heritage Building Society, Energy Resources Oz case studies).
- Productivity and risk management (see ACIL Tasman Report, for example, GEON, Broome Port Authority).
- Australia’s international competitiveness (see ACIL Tasman Report, for example, Hyne).
8. Contrary to some broad criticism, there is a general consensus that underpinning knowledge, language, literacy and numeracy, and broader competencies or so called “soft skills” are essential for performance.

*“It is [wrong] to assume that volume of take-up reflects the importance of the qualification. For example, statutory positions on mine sites are not large in number but [are] essential to the operation of the mine”*

– Steve McDonald, 2012

*Workplaces are a favourable learning environment for the development of many soft skills*

– OECD 2010

7. Enrolment numbers alone are not the sole indicator of a qualification’s relevance or economic importance. Broader economic benefits of training packages include:
  - Occupational mobility, within and between industries and countries, including through skilled migration. Enabling benchmarking for the Trans-Tasman Mutual Recognition Agreement (TTMRA) is one compelling example.
  - Workforce development, performance management, recruitment and retention, etc. (see examples in the ACIL Tasman Report, for example, Raine Horne).
9. The research base provides many examples that describe training packages as forward-looking and responsive tools that are continuously improved to reflect emerging technologies, industry needs and government strategy. Most recently, training packages were able to update the standards base to ensure that skills for sustainability were included. (NQC, Speed to Market of Training Packages 2010; ISC Environmental Scans). There are many examples of how Training Packages can be used innovatively to meet the often complex and multi-faceted needs of particular students and employers.

Delivery of CBT does not preclude teaching of broader capabilities. Debate needs to be clear about the barriers to this capability development. Training Packages for instance describe employability skills and will soon embed foundation skills. There is a significant evidence base which describes competency as encompassing broader elements of skill such as underpinning knowledge, behavioural competence, etc. (for example, Delamare Le Deist & Winterton 2005).

Far from being inflexible, in the hands of a quality registered training organisation (RTO), they are a key enabler to social, economic and personal success. The Broome Port Authority used training packages to improve organisational multi-skilling, develop broader capabilities and provide flexible delivery.

*Skills Australia has concluded that ongoing reforms to training packages to increase their flexibility [coupled with other reforms] will together create the products that equip learners with the adaptive skills and knowledge required for the future world of work.*

— Skills Australia, 2011

10. Major reform of training packages has already occurred to maximise flexibility and user choice.<sup>1</sup> It continues as ISCs streamline training packages to be more user-friendly and true to their purpose as competency standards. These reforms have the potential to deliver on many of the recommendations of the OECD, COAG and the Ministerial Council about flexibility, usability and responsiveness. (See Draft Standards for Training Package Development 2012)
11. Qualifications developed by RTOs and accredited locally would return Australia to the highly fragmented and complicated system that precipitated the move to our current framework. The historical references are particularly useful here. There are “voices from the past” that describe the “absolute wastefulness” and “useless duplication” of the previous state-based system of accrediting courses (Hewett 1994). In 1988, John Dawkins described how ‘there is still no concerted or co-ordinated effort at a national level to develop more uniform and measurable standards for vocational education and training’ and that ‘equity, quality and efficiency all suffer as a result’.
12. To accommodate increasingly mobile workforces globally, there is a move internationally towards greater national consistency and comparability, not less. The use of benchmarked skills is key to achieving this. This is an equity issue, as well as one of quality. The OECD in particular advocates national systems of qualifications and VET assessment in order to improve quality, consistency and equity.
13. Developing countries are looking to Australia as a source of high quality VET training and as a source of international expertise on establishing sustainable, economically relevant frameworks. The Australian Government has committed to assisting the Indian National Skill Development Corporation to meet its target of up-skilling 500 million people by the year 2022 by providing advice and support to establish its national framework. Just this month Spain has announced its intention to turn to CBT, specifically modelled on the German apprenticeship system, as a means to address its high youth unemployment rate.
14. The OECD also advocates for mechanisms to involve industry stakeholders in the development of VET programs, and cites Australia’s Industry Skills Councils as one example. Other nations have recognised this model of developing national qualifications – India, for example, is employing the help of Australia through a joint ministerial agreement to develop a national framework for qualifications and Sector Skill Councils.

## Note

- 1 There is quantitative evidence that Training Packages are more flexible in terms of choice than ever before, for example, 75% of qualifications allow students and providers to choose electives towards one-third or more of their course.



Anubha Bang, Content Head, teamcbcb; Martin Riordan, CEO, TDA; Pam Caven, Director Policy & Stakeholder Engagement, TDA National Secretariat; Chetan Bhagat, Author, columnist and former international investment banker and Gala Dinner speaker



The Hon. Sussan Ley, MP, Federal Shadow Minister for Employment Participation



Stephen Conway, Chair, TDA Board; Sue Slavin, Managing Director, West Coast Institute of Training and Deputy Chair, TDA Board



Kaylene Harth, Institute Director, Metropolitan South Institute of TAFE and TDA Board Member; Janelle Chapman, Director International Business Development, TAFE Queensland International; Mary Campbell, Institute Director, SkillsTech Australia



Assoc. Professor Leesa Wheelahan, LH Martin Institute for Higher Education Leadership and Management, University of Melbourne; Dr Andrew Giddy, CEO, Northern Melbourne Institute of TAFE; Melinda Waters, Business Development Manager, VET Development Centre; Nita Schultz, Executive Officer CEO Council/Education Policy Consultant, Victorian TAFE Association



Kaylene Harth, Institute Director, Metropolitan South Institute of TAFE and TDA Board Member; John Scott, Managing Director, C.Y. O'Connor Institute

# Conference Gala Dinner

Fraser's State Reception Centre  
Kings Park, West Perth

**Dinner Speaker:** Chetan Bhagat, author,  
columnist and former international investment banker  
**India – Australia: Bonding beyond Cricket**



You are invited to join Chetan Bhagat, national and International conference delegates, corporate sponsors and affiliates for a wonderful evening which will include entertainment by a Western Australian Academy of Performing Arts (WAAPA) Classical Trio.

*Chetan is the author of five blockbuster novels which have been bestsellers, some adapted into major Bollywood films.*

*Chetan's columns in leading English and Hindi Newspapers focus on youth and national development issues. He quit his international investment banking career in 2009 to devote his time to writing and making change happen in his country.*

*The New York Times called him 'the biggest selling English language novelist in India's history'*

*Time magazine named him in the '100 most influential people in the world'*

*Fast Company, USA listed him as one of the world's '100 most creative people in business'.*

**Dress:** Lounge suit/Cocktail attire

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# CONFERENCE SPEAKERS AND PANELLISTS

## Friday 7 September 2012

CONFERENCE MC & FACILITATOR:

DR JANE FIGGIS

KEN WYATT AM, MP

KAREN DICKINSON

MICHELE HALL

TROY COOK

KEITH SPENCE

IAN CURRY

LYN FARRELL

MIKE DEEKS CSC

NICOLE ROOCKE

ROD COOKE

WARWICK LAVIS

THE HON. SUSSAN LEY, MP

KIM BANNIKOFF

DR ANDREW GIDDY

NIEGEL GRAZIA

HUGH BECKER

SHRI T C SARAVANABAVA

JOANNA WOOD

PETER HOLDEN

ROD JONES

LINDA CONDON

BOB PATON

JILL JAMIESON

GARETH MACRAE

MIKE TEECE

BRUCE MACKENZIE PSM

KEVIN HARRIS

KELLEY YEATS

CORALIE MORRISSEY

DR ALEX MAROYA

SUE SLAVIN

MARTIN RIORDAN

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# Successful vocational outcomes for Indigenous people

KEYNOTE SPEAKER:

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**KEN WYATT AM, MP**

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**Issues:**

- Partnerships which deliver outcomes
- Investing in student support which addresses barriers to successful outcomes
- Industry commitment to providing ongoing and meaningful employment for Indigenous graduates
- What do we know about Indigenous students' experience of technical and further education?

FACILITATOR:

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**DR JANE FIGGIS**

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RESPONDENTS:

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**KAREN DICKINSON**

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**MICHELE HALL**

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**TROY COOK**

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## SUCCESSFUL VOCATIONAL OUTCOMES FOR INDIGENOUS PEOPLE



### Karen Dickinson

*Managing Director, Kimberley Training Institute*

Email: Karen.Dickinson@kti.wa.edu.au

In the key findings of the recently released 2012 auditor general's report on *Supporting Aboriginal Students in Training*, it stated that support services for Aboriginal students in Western Australia were appropriate and effective. The report suggested that State Training Providers (STPs) deliver a broad range of support that often goes beyond their normal training role. The STPs and the Department of Training and Workforce Development (DTWD) were found to work well to identify support needs for students and their communities and demonstrated key elements of national best practice. This best practice included Aboriginal staff being employed at STPs to support students, specific courses and programs that removed barriers to training, working with employers to support students, delivering the training on and off campus and mainstream support services. The report validated what we knew.

The report identified there were many barriers to participation in training and for a number of reasons the DTWD and STPs could not meet all of the support needs. Students often had legal, housing, and financial problems which the STPs could not fix. The report acknowledged that many Aboriginal people enrol and complete training with no more difficulty than other students.

However, other Aboriginal people face significant barriers to successful training. Long term issues such as disengagement from education and training, unemployment, poor health, housing and poor literacy and numeracy are some of the obstacles present for Aboriginal students. The model Kimberley Training Institute (KTI) has in place attempts to address this complexity through managing students on a case-by-case basis, building rapport and working in collaboration with a variety of groups.

KTI services an area of some 424,000 square kilometres with campuses located in all the six major towns of Broome, Derby, Fitzroy Crossing, Halls Creek, Kununurra and Wyndham. The Institute has over 4,500 students and more than half the students are Aboriginal. In 2011 the Institute achieved the highest level of student satisfaction in Western Australia and either met or exceeded all of its Key Performance Indicators. Some of the successes included increased participation and completion for Aboriginal students studying at all levels including at the higher certificate levels.

KTI prides itself on knowing a bit about delivering successful outcomes for Aboriginal students. Strengthening support services to Aboriginal students, strengthening the role of the Western Australian Aboriginal Education and Training Council (AETC) and developing an Aboriginal Training Plan with clear and specific measurable goals has contributed to success. However, the service delivery model requires regular review to find ways of improving it and making it relevant to individuals and groups of students studying at KTI. There is little doubt the model requires 'looking outside the box' to find ways to improve Aboriginal participation and outcomes. Whatever successful vocational training programs KTI has developed, they are intensive, often expensive and not always easily measured. In an environment of budget efficiencies and expeditious outcomes it is not easy to plan and deliver sustainable long term success for Aboriginal students.



For some disadvantaged Aboriginal students vocational training can make a significant difference in their lives and this is likely to involve selection of the right course, intensive support, literacy and numeracy support, youth engagement programs and immense flexibility in service delivery.

While lecturers have a significant role in providing support to students, Aboriginal support staff also provide supportive 'wrap around' services to Aboriginal students to facilitate their engagement, retention and participation. Support and mentoring for KTI's Aboriginal student trainees has contributed to improve retention and decreased cancellations.

Literacy and numeracy tailored for the individual to meet their study requirements is necessary. Some students will enjoy an open learning environment where they mix with peers, others will choose the Tutorial Assistance Scheme (ITAS), which offers one-on-one tutorials, study groups and targeted skills study sessions delivered by teacher-qualified literacy and numeracy specialist staff. KTI's experience suggests these programs have been instrumental in the successful retention of students, contributing to a higher completion rate. However, while literacy and numeracy are important, we recognise that language also needs to be addressed for Aboriginal people and would argue that linguistics is a significant underlying factor why our students struggle with literacy and numeracy.

Youth Engagement programs provide a valuable alternative to youth aged between 15 and 21 who have disengaged from school and are not involved in training or employment. All youth programs delivered in partnership with local schools, community groups and local government usually have wide support from communities as the programs support their young people.

As much as possible training occurs in partnership with local organisations to strengthen delivery. By way of example, the Kimberley Ranger Program is a hugely successful program of about 70-80 rangers studying across the Kimberley. The program is delivered in partnership with Kimberley Land Council (KLC). KTI delivers the training in Conservation and Land Management and the KLC facilitates the ranger groups through the Working on Country program in consultation with traditional owners and elders. This training program is one of the most successful programs for engaging and retaining Aboriginal students as it provides meaningful work while aligning to what communities want.

In summary, successful outcomes for Aboriginal students will be achieved through flexible practice and delivery, vocational training programs that align interest and communities' priorities, targeted literacy and numeracy support, investment in Aboriginal staff who can provide support services for students and strengthen delivery of youth programs. All of these strategies stand a better chance of success if agencies are aligned in their delivery and work collaboratively to meet the broader goals of students.

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# Beyond the boom

**Has Australia's affluence produced complacency?**

CHAIR:

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**JESSIE BORTHWICK**

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**The short and medium term challenges of the resource boom:**

- How does Australia ensure that we have skills post the boom?
- Booms tend to end in busts. Consider the Irish property boom ...
- Projections of major job shortages (95,000 by 2015)
- By 2050 the growing proportion of older people (65 to 84 years) is expected to double
- Do guest workers make sense in an Australian skills development context? Are 457 visas a sustainable solution?

“We are losing the skills, equipment and the markets. When the Australian dollar collapses, we won't have the industries any more”, Frank Gelber, Director, BIS Shrapnel, quoted by Tim Colebatch in ‘Irish nightmare: prepare’, *The Age*, 27 March 2012.

KEYNOTE SPEAKER:

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**KEITH SPENCE**

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FACILITATOR:

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**DR JANE FIGGIS**

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RESPONDENTS:

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**IAN CURRY**

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**LYN FARRELL**

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## HAS AUSTRALIA'S AFFLUENCE PRODUCED COMPLACENCY?



### Keith Spence

*Chair, WA State Training Board; Board Member, Australian Workforce and Productivity Agency (AWPA)*

Email: [Keith.spence@iinet.net.au](mailto:Keith.spence@iinet.net.au)

Australia has been riding the wave of Asia's rapid growth by providing many of the raw materials used to power new industry and build the infrastructure needed in China and other emerging markets in Asia. Investment in resource projects in Australia over the past five years exceeds that over the previous twenty,<sup>1</sup> and the terms of trade are at record levels.

Australia's economy has become more reliant on the resources sector and it is exposed to any sharp fall in commodity prices.<sup>2</sup> A slowdown in China or our other major Asian trading partners could impact negatively (and significantly) on the economy.

The strength of the resources boom has masked underlying weaknesses in the economy. The structural adjustment being experienced is not a result of the mining boom alone but also the long-term transformation of the global economy currently under way. The emergence of China has changed production and consumption patterns, affecting global relative prices and comparative advantage. Production is moving where labour is cheapest.

### Australia's productivity growth has been declining

Australia's main weakness is declining productivity. This needs to lift to build a more sustainable high-growth economy, able to compete in the global market, building the economy beyond the boom.

Harnessing the skills and capabilities of employees should be at the heart of strategies to improve productivity in the workplace. Effective use of employees' skills and knowledge contributes to productivity growth and the ability of organisations to absorb new ideas and technological innovation. Leadership and management skills are also vital in driving innovation.

### The future "beyond the boom"

Given the uncertainties in forecasting Australia's future economy, industry structures and labour markets, the Australian Workforce and Productivity Agency (AWPA) has adopted a scenario approach so that policy can be developed that is flexible enough to deal with a range of possible futures including "beyond the boom". For its second national workforce development strategy AWPA has developed four plausible scenarios for Australia to 2025:

1. The Long Boom – which sees sustained prosperity and a restructured economy
2. Smart Recovery – uncertainty to 2015 with low growth and a knowledge-based recovery
3. Terms of Trade Shock – resources prices fall, a more balanced economy
4. Ring of Fire – a risky world characterised by a world of ongoing uncertainty and volatility.

### What the scenarios are telling us

The continuing growth of Asian countries means Australia will require a high-skill workforce as services to Asia develop. This will include skills in Asian languages and cultures, as well as business skills to support Australia's capability to participate in 'the Asian Century'.

Health care and social assistance, and retail trade are projected to be the top two employing industries in 2025. Of note, in the last five years 283,000 jobs were created in the health and aged services sector, which is more than the current total employment in the mining industry. Other significant contributors to overall employment in the scenarios to 2025 are professional, scientific and technical services; education and training; accommodation and food services; construction; public administration and safety, and manufacturing.

Industry continues to demand higher level qualifications. Higher skilled jobs are projected to grow at around 1.6 times the rate of low skilled jobs in a range of scenarios. Higher skilled occupations are expected to have the strongest growth. Regardless of scenario, the strongest growth is in professional occupations, followed by community and personal service workers and managers.

In the future Australians will be more highly skilled. Currently almost 60% of people have achieved a qualification since leaving school. By 2025, this is expected to increase to between 65% and 75%, depending on the shape and growth in our economy. Migration continues to play an important role, by topping up the domestic qualifications supply, particularly when the economy is doing well. Investment in tertiary education is needed to avoid an undersupply of qualifications to 2025. Based on three scenarios, there is expected to be an undersupply of between 45,000 and 280,000 higher level qualifications (diploma and above) per year by 2025.

Generic skills such as problem solving, innovation, teamwork and communication will be required across scenarios. Tertiary education will need to maintain a focus on these skills and on the nurturing of innovation capacity. Upskilling and reskilling of existing workers will also be required to avoid skills obsolescence in the face of new technologies. Research and development is critical in all scenarios.

VET will play an important part in delivering labour market programs for those impacted by structural adjustment. This will include language, literacy and numeracy and assistance to people transitioning to other industries and developing new careers.

### **Investment in resource projects will continue**

There has been recent speculation about the end of the resources boom. Even if the pipeline of new projects were to be suddenly turned off, there is massive investment in construction projects already committed to 2017. The demand for construction workers to build the 96 committed projects, with a total capital cost of AUD261 billion, is locked in.

In its second annual resources report, *2012 report on resources sector skill needs*, AWPA has concluded that the outlook is for continued strong demand for construction skills with the peak demand occurring from 2013 to 2014. Further, resource enterprises have yet to recruit their future operating workforce as new production comes on line. This phase typically requires fewer but more highly skilled workers than for construction. Therefore, even with a reduction in the pipeline of new projects, demand for workers will remain high.

### **Thinking beyond the boom**

While Asia is expected to sustain demand for natural resources for many decades, there is no room for complacency – unless fundamental weaknesses are addressed now, sustainable future prosperity is at risk. Increasing productivity is the greatest challenge facing Australia.

Australia has the opportunity to insure against a potential slowdown in our economy by implementing effective policies to lift productivity, being more innovative, and increasing overall participation, especially from marginalised groups. By safeguarding the economy, by putting mechanisms in place to ensure that we are growing smarter people, smarter technology and processes, and smarter management

– these are the characteristics that will build a productive economy and ultimately ensure greater prosperity into the future for Australians.

## Notes

- 1 McKinsey Global Institute, *Beyond the Boom: Australia's productivity imperative*, August 2012.
- 2 McKinsey Global Institute, *Beyond the Boom: Australia's productivity imperative*, August 2012.

## HAS AUSTRALIA'S AFFLUENCE PRODUCED COMPLACENCY?



### Ian Curry

*National Co-ordinator – Skills, Training and Apprenticeships Policy, Australian Manufacturing Workers' Union*

Email: [ian.curry@amwu.asn.au](mailto:ian.curry@amwu.asn.au)

I sat down to consider what needed to be said here today to respond to the question 'Has Australia's affluence produced complacency?'

I do this from the perspective of a Union official who's watched 125,000 manufacturing jobs disappear between 2008 and 2012, and who's being told that in the absence of change, another 85,000 jobs will go in the next five years.<sup>1</sup>

I also do this from the perspective of a son that lost his mother to dementia, and a father of three, who now has a keen understanding of the need for us to do something fundamental in the areas of aged care, early childhood development, education and health.

Australia has always been an affluent country, but it's an affluent country in much the same way that a room which has 50 people in it who are 99 years of age, and another 50 who are only 1 year old will produce an average age of 50 years old.

I suspect that even a rabidly purist statistician would propose caution before calling for aged care, early childhood development, education or health policies based on that average!

The reality is that there is a wide diversity of economic conditions being experienced by businesses in Australia, many of which depend on:

- your proximity to the resources sector
- the extent to which you are trade-exposed
- your access to capital.

One would have thought that with the roll-out of committed investment in the resources sector Australian industry would be run off its feet.

One would have thought that young unemployed Australians, or Australians displaced or marginally attached to the labour market would be more popular than Justin Bieber!

But of course they're not!

Fabrication shops up and down the Kwinana strip here in Western Australia lie dormant and youth unemployment remains at unacceptably high levels at the same time as some are calling for the wholesale importation of both 'skilled', and so-called 'unskilled' labour, not through the permanent skilled migration upon which Australia was built but through 457 Temporary Worker Visa Programs, and that combination, in our opinion, is a national disgrace!

Can I say that we recognise that a consistent theme in Australia's history is our reliance on natural resources.

That's not entirely new of course, but this time what's happening is happening at a pace that is testing the ability of other industries to adjust.

The high Australian dollar, increasing trade liberalisation and international uncertainty combined with diminished domestic confidence, and an emerging debate about the quality and capability of Australian management are all taking their toll on our ability to adjust.

Notwithstanding the scenarios that the Australian Workforce and Productivity Agency (AWPA) has constructed, there are a few things we know for sure:

- our economy teeters on a narrow foundation of resource development that, in itself, is captive to global economic volatility as South Australians learnt the hard way in the last couple of weeks
- we have serious societal issues and we have to find a way to fund solutions
- we're an innovative country that doesn't appear to know how to capitalise on our innovations
- we're not as productive as we should be, and we don't appear to understand the drivers of productivity
- we're struggling to get the right people with the right skills, in the right jobs at the right time
- we don't have a lot of time to get our act together!

### **Diversify the economy**

We need to build more diversity into our economy to avoid becoming what former AMWU National Secretary, now Senator, Doug Cameron described as 'a farm, a quarry, and a nice place to visit'!

There is no better place to start than with rebuilding a strong foundation for our manufacturing industry based on innovation, productivity, improved management capability, and getting our skills pipelines back to delivering skilled workers to the economy, and away from experiments with market economics such as those we see in the Victorian economy that are devastating our publicly owned TAFE sector at a time when high quality skills are central to our economic prospects.

Historically, manufacturing has been a catalyst for driving economic activity, jobs, exports, R&D, and innovation, and it remains the fastest knowledge growth domain we have.

Professor Göran Roos from the Warwick Business School in the UK tells us that **'A healthy manufacturing sector is a must for any advanced economy with ambitions to maintain both economic and social wellbeing'**.<sup>2</sup>

The employment multiplier effect of manufacturing is more than twice that of mining and five times that of the service sectors.

The work of Professor Roos has informed the report<sup>3</sup> of the non-government members of the Manufacturing Taskforce released recently and while it's not exactly 'Fifty shades of grey', it's a ripping read nonetheless!

Manufacturing makes sense!

But I'm not saying manufacturing at the expense of mining or any other sector, particularly not the community services and health, or education sectors.

The skills that are in such short supply in the construction phase of many resource sector mega projects are, in the main, skills that have application in other areas of the economy and, if we get smarter about delivering those broad vocational skills, we could build the workforce for a future that might be based on marine engineering and naval ship building, sustainability including building more of the wind farm and solar technology and other emerging technologies.

Industries around which communities and services would gravitate to as they always have.

We also need to have some serious tripartite conversations about:

1. productivity that doesn't involve the temperance society and attacking the wages of workers
2. innovation, and the need to connect the dots between business systems, supply chain management R&D and skills analysis, workforce planning and development to capitalise on innovation

3. management capability and the need to grow collaborative efforts to build critical mass and share best practice that we know we can do, but struggle to make common practice.

Then we might smooth out the bumps, and start to approach the future with the boldness and optimism that Australia, and Australians need and deserve.

## Notes

- 1 Smarter Manufacturing for a Smarter Australia: the report of the Non-Government members of the Prime Minister's Taskforce on Manufacturing.
- 2 Department of the Premier and Cabinet 2012, *Summary of recommendations: manufacturing into the future*, prepared by Professor Göran Roos, Adelaide Thinker in Residence 2010-2011, Government of South Australia, [www.thinkers.sa.gov.au](http://www.thinkers.sa.gov.au).
- 3 [www.innovation.gov.au/Industry/Manufacturing/Taskforce/Documents/SmarterManufacturing.pdf](http://www.innovation.gov.au/Industry/Manufacturing/Taskforce/Documents/SmarterManufacturing.pdf).



## HAS AUSTRALIA'S AFFLUENCE PRODUCED COMPLACENCY?



### Lyn Farrell

*Managing Director, Pilbara Institute*

Email: [lyn.farrell@pilbaratafe.wa.edu.au](mailto:lyn.farrell@pilbaratafe.wa.edu.au)

I have been encouraged to be bold, so I will begin by saying that I don't think there is much to be gained by our preoccupation with a simplistic Boom and Bust perspective on resource sector activity. I have been in the Pilbara for just over two years, so I am still not immune from being overwhelmed by the vastness of the numbers that are used to describe the resource sector activity in the region. While it is true that some projects are currently on hold, it is also the case that others are pushing full steam ahead, with billions (not millions) of dollars pouring into the State.

In Dampier, there is no indication of slow-down. The ships are still lining up for LNG, the trains are still crawling their way across the horizon with carriage after carriage loaded with ore and the workers are still coming, in greater and greater numbers through the airports at Karratha and Port Hedland. And there is a sense of fortunes being made by individuals as well as large companies.

During my time in the Pilbara, I have been on a steep learning curve and realised that clichés aren't helpful in describing activity in the region. Unfortunately, what we tend to do, (perhaps in order to reduce the magnitude and complexity of the resource sector to sound bites and

platitudes) is to invent simplistic perspectives. So, instead of grappling with the complex cycles of investment, we talk in terms of Boom and Bust, of two-speed economies and impending doom.

By taking a simplistic approach, I think we are in danger of avoiding the real issue. I think that by talking about Boom and Bust we are focusing on failure as an inevitable consequence of prosperity rather than concentrating on how we can actually meet the current and future workforce needs of the resource industry and ensure a long-term sustainable outcome.

As training providers we have a responsibility to grapple with the complexities of the skills needs of a construction workforce, compared to the skills needs of the operational workforce. We need to understand the training needs of the contractors, as well as downstream businesses.

I think the Scenario Planning Approach that Keith [Spence] has outlined (that has been adopted by the Australian Workforce and Productivity Agency) indicates how sophisticated we need to be in responding to the challenges of workforce development in this country.

Furthermore, as well as understanding the needs of industry we need to understand the requirements of our other major client group – our individual students.

From an individual perspective, the Pilbara is a very exciting region in which to live and work. There is a sense of fortunes being made, of money lining the road to the Burrup. The lure of high salaries, the seductive nature of three on-one off (replete with massive pay packet) is the reason why people from all over the country are adopting a fly-in fly-out (FIFO) lifestyle to grab their piece of the pie.

This is also the reason why many school leavers delay study and go straight into employment. This is certainly true in the Pilbara where school leavers either leave the region to go to university, and often the whole family goes too, or they get a well-paid job in the resource sector. In contrast to the money to be made even at entry level jobs, there is little attraction in taking up full time VET study.

There are those, of course, that take up an apprenticeship. This choice has become much more attractive as some of the companies are starting to direct indenture and pay very good salaries to their junior workforce.

But, by and large, our corridors are not jam-packed with students. At Pilbara Institute, we do not have full time courses in Child Care, Accounting or Community Services. That is not to say that we do not have enrolments in these courses. We do. But these students are enrolled part time and are studying by external modes of delivery. **In fact 40% of our students are enrolled in external, online and flexible modes of delivery.**

So people in the Pilbara are choosing to learn while they earn. Their motivations are to 'upskill', change jobs, change careers, look for promotions. In short, they are looking beyond their current employment situation to ensure their future. (Concerned no doubt by the constant threat of 'the end of the boom'.) It is also pertinent to point out that resource sector workers work very hard and often in difficult conditions so there is a sense that they are biding their time (and paying off their mortgage) before they move on to a more sustainable lifestyle, where they sleep in their own bed every night, spend more time with their families, and get a job with 9-to-5 hours.

Whatever the motivations, we need to encourage the interest in formal learning as well as the on-the-job skills development. The Future Focus Discussion Paper put out by the Australian Workforce and Productivity Agency, links increase in productivity to innovation, and

suggests that developing skills for innovation happens on the job but that 'formal training is the foundation on which this learning is built'.<sup>1</sup>

In this unique environment, what Pilbara Institute is attempting to do, is ensure we provide those learning opportunities in a way that suits our students. We have adopted a number of strategies to provide training that fits with the nature and rhythm of life in the Pilbara. For example, we are developing community learning hubs with 24/7 access to e-labs to provide reliable internet access to our e-learners whenever they have the time, given the nature of shift work and rosters that have swings of three weeks on, one week off.

We are also concerned with ensuring career pathways for Aboriginal people. All the resource companies make a strong commitment to providing Aboriginal people with entry level employment opportunities. Pilbara Institute Work Ready programs have a 90% completion rate because of the guaranteed job at the end of the course. However, the next step is to ensure that there are pathways from those entry level jobs to higher level positions which form the basis of a career.

In the Pilbara and across the nation, people are benefitting from the considerable growth in the resource sector. Have we become complacent – I don't think so – many people are making the most of the opportunity while it lasts – or for as long as they can endure the rigors of working in the sector. But many people are also continuing to upskill while they are on the job. The responsibility of the training sector is to provide the training and education opportunities needed by individuals and industry to face whatever is needed whenever one of those future scenarios eventuates.

## Note

<sup>1</sup> Australian Workforce and Productivity Agency 2012, *Australia's skills and workforce development needs, Discussion paper*, July, p. 10.

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# Concurrent sessions: Industry case studies: Where are the jobs now and in the future?

## **B1: Defence Industry**

CHAIR:

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**KERRY PENTON**

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SPEAKER:

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**MIKE DEEKS CSC**

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## SKILLING THE AUSTRALIAN DEFENCE INDUSTRY



### Mike Deeks CSC

*WA Site Executive, Raytheon Australia; Member, WA State Training Board; Deputy Chair, Challenger Institute; Director, Dampier Port Authority*

Email: [mike.deeks@raytheon.com.au](mailto:mike.deeks@raytheon.com.au)

Good morning. In the brief time I have been allocated today, I want to demonstrate to you the uniqueness of the defence industry, explain the environment in which it operates and the challenges and opportunities that arise from these circumstances.

The defence industry is unique amongst industry sectors for a couple of reasons.

Firstly, it is the only industry sector which defines itself by its customer as opposed to the products or services it provides. The mining sector, agriculture, and tourism, for example, are all defined by their products or services; on the other hand, the defence industry can be as diverse as a manufacturer of missiles and weapon systems to the provision of software, chefs or support craft. All are contributors to the defence machine and all are providers to the single customer, the Department of Defence.

The second significant difference between it and other industry sectors is that the defence industry is a strategic asset that cannot always be allowed to simply be responsive to the cut and thrust of

pure economic forces. It cannot be left to live or die (like, for example, the manufacturing industry) based simply on its economic viability. There are certain facets of the defence industry which are essential to the smooth operation of the defence force and which may provide a service or product which *must* be available during a time of tension or war. These are recognised by the Federal Government through their defining certain capabilities as Priority Industry Capabilities (PICs) which the government will, if necessary, take steps to support to maintain their viability. PICs are defined as those capabilities that confer an essential strategic advantage by being available from within Australia and which, if not available, would significantly undermine defence self-reliance and Australian Defence Force (ADF) operational capability.<sup>1</sup>

When intervention is necessary, strategies may include demand management by defence, export promotion and support, skills development, investment facilitation and long-term contracting arrangements to assist firms in terms of access to finance and productivity investment decisions. Companies with PIC may also be given priority access to a wide range of existing programs, such as the Skilling Australian Defence Industry (SADI) program, the Capability and Technology Demonstrator (CTD) and CTD Extension programs, and the Australian Industry Capability program.<sup>2</sup>

PICs are as diverse as phased array radars and Collins class submarine combat system in service support to ship dry docking facilities and combat clothing.

Other features of the defence industry which distinguish it from other industry sectors include:

- It operates in an environment of long project cycles with projects running for a generation or more.
- There are peaks and troughs in the defence business with gaps between major defence acquisition projects which make it extremely difficult to maintain a highly trained and gainfully employed workforce during the dips.

- The defence industry landscape is characterised by a small number of large primes and a large number of small to medium enterprises.

## **The defence industry environment**

### **Process**

In the past ten years Defence procurement has gone through two major reviews conducted by David Mortimer AO<sup>3</sup> and Malcolm Kinnaird AO.<sup>4</sup> These reviews were aimed, inter alia, at improving the success of defence acquisition projects through better defining the early phases of project definition, requirements and acquisition strategies. They introduced a two-phase review process. Whilst this has provided a considerably improved arrangement, it has also lengthened the project approval process from an average of 20 months to around 30 months. This increased time costs industry money and makes retention of a workforce even more of a challenge.

### **Budget impact**

Recent announcements by the federal government promise an interesting time ahead for the defence industry. After the largest defence budget cuts since 1953, defence spending is now down to 1.56% of GDP, the lowest percentage since 1938. Defence industry has already been affected by the slow-down in approvals and the compound effect of the budget cuts has seen a reduction in the defence industry workforce by 10% since 2008.

The immediate future for the defence industry includes a new Defence White Paper, a new Defence Capability Plan and a federal election all due to occur in 2013. These are all events which lead to process inertia and a slowing down of acquisition approvals.

### **Characterising the workforce problem**

The complexity of Defence procurement and ebbs and flows in procurement activity inhibit the ability of organisations in the Defence industry to grow, attract and retain specialist skills.

The number of staff employed to support Defence procurement projects is relatively small in the context of Australia's industrial base. However, some skills and occupations that are critical to the Defence industry are in general shortage within our economy, and there is competition for these skills from other industries.

The exacting capabilities required to support Defence procurement projects create further recruitment challenges for organisations in the defence materiel supply industries.<sup>5</sup> Security constraints can limit opportunities for work experience, vacation placements and graduate or apprenticeship programs.

### **Addressing the challenges**

In September 2011, the Hon. Jason Clare MP, the Minister for Defence Materiel, commissioned Skills Australia (now known as Australian Workforce and Productivity Agency) to develop a workforce strategy for Australia's defence industry. The report of this body of work was presented to the Minister in July 2012. It is anticipated it will be made available to the public by the end of September 2012.

The analysis by Skills Australia identified four key issues:

1. The complexity of Defence procurement and ebbs and flows in procurement activity inhibit the ability of organisations in the defence industry to grow, attract and retain specialist skills.
2. The size of the workforce is relatively small and some skills and occupations that are critical to the defence industry are in general shortage across Australia and there is competition for these skills from other industries.
3. The exacting capabilities required to support Defence procurement projects create further recruitment challenges for organisations in the defence industry.

4. A partnership approach to workforce development between industry, government and the education and training sector is required to maximise the access of defence industry to suitably skilled workers, to link these workers to effective and ongoing skills development, and to position organisations to retain and nurture specialist skills.<sup>6</sup>

## Outcomes

The findings of the Skills Australia study have been mapped across five themes:

1. improving the attraction and recruitment of critical skills to the defence industry
2. upskilling existing workers to meet skills gaps and enhance capability development
3. retaining specialist skills in the industries
4. enhancing policy drivers and incentives related to skills supply
5. building management capability to nurture effective workforce development.<sup>7</sup>

These findings challenge many of the paradigms of defence industry workforce management. Some of the findings and key recommendations will be presented at the Conference.<sup>8</sup>

## Notes

1 Defence Materiel Organisation (DMO) 2009, 'Priority industry capabilities', Fact Sheet, July, p. 1, [www.defence.gov.au/dmo/id/pic/PIC\\_Factsheet.pdf](http://www.defence.gov.au/dmo/id/pic/PIC_Factsheet.pdf).

2 Defence Materiel Organisation (DMO) 2009, p. 2.

3 Defence Materiel Organisation (DMO) 2008, 'Going to the next level: the report of the Defence Procurement and Sustainment Review', [David Mortimer AO, Review Chairman], Commonwealth of Australia, Canberra, [www.defence.gov.au/publications/mortimerReview.pdf](http://www.defence.gov.au/publications/mortimerReview.pdf).

4 Department of Defence 2003, 'Defence Procurement Review 2003', [Malcolm Kinnaird AO, Review Chairman], Commonwealth of Australia, Canberra, [www.defence.gov.au/publications/dpr180903.pdf](http://www.defence.gov.au/publications/dpr180903.pdf).

5 Skills Australia 2012, 'Building Australia's defence supply capabilities: main report for the Defence Industry Workforce Strategy', July, Commonwealth of Australia, Canberra, p. 10, [www.awpa.gov.au/publications/documents/BuildingAustraliasDefenceSupplyCapabilities\\_260912.pdf](http://www.awpa.gov.au/publications/documents/BuildingAustraliasDefenceSupplyCapabilities_260912.pdf).

6 Skills Australia 2012, pp. 8-12.

7 Skills Australia 2012, p. 13.

8 At the time of submission of this paper the Skills Australia report has not been released. It is expected that it will be publicly released by the end of September 2012.

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# Concurrent sessions: Industry case studies: Where are the jobs now and in the future?

## **B2: Resources Industry**

CHAIR:

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**JOHN HASSED**

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SPEAKER:

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**NICOLE ROOCKE**

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## Concurrent sessions: Industry case studies: Where are the jobs now and in the future?

### **B3: Health Industry**

CHAIR:

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**KAYLENE HARTH**

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SPEAKER:

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**ROD COOKE**

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## HEALTH INDUSTRY



### Rod Cooke

Chief Executive Officer, Community Services and Health Industry Skills Council

Email: [rod.cooke@cshisc.com.au](mailto:rod.cooke@cshisc.com.au)

#### Our role

The Community Services and Health Industry Skills Council (CS&HISC) is the nationally recognised advisory body on skills and workforce development for the two important industries of community services and health in Australia.

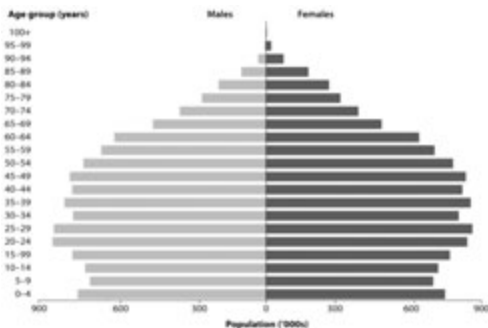
Our sectors include health, aged care, disabilities, mental health and Aboriginal and Torres Strait Islanders.

#### Population/demographic demand drivers

Population status/other demographics:

- ageing population
- 18.5% of population with a disability (50% aged over 65)
- 1.5 million children 0-5 – 76% on track per early childhood development index – 24% vulnerable; 12% at risk developmentally
- 317,526 child protection reports in 2007-08; 55,120 (17%) substantiated (child abuse risk factors are domestic violence, AOD abuse, mental health issues).

Figure 1: Australian Institute of Health and Welfare (AIHW) Figure 2.1: Australian population by age and sex, June 2010 ('000s)

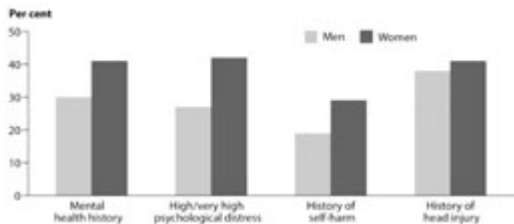


Source: Australian Bureau of Statistics

Burden of disease impact on Australian population:

- Cancer 19%
- Cardiovascular disease 16%
- Mental health disorders 13%
- Type 2 diabetes leading cause of disease burden by 2023.

Figure 2: AIHW, Figure 3.10: Mental health and head injury status of prison entrants, by sex, 2010 (per cent)

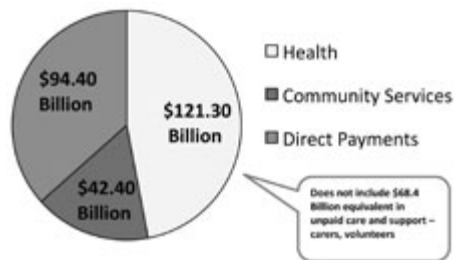


The incidence of mental illness is also rising, with 45% of the population likely to experience a mental disorder within their lifetime, with one in five people experiencing symptoms of a mental disorder in any given year. In 2009, almost 18.5% of people in Australia had a disability. Mental health is currently higher for women than men (AIHW 2011h).

### Australia's Community Services and Health Cost

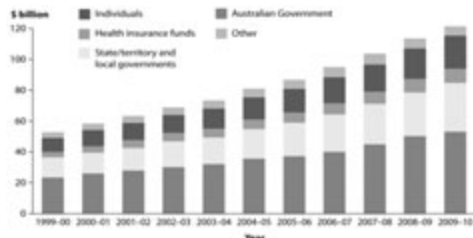
Australia's Community Services and Health Industries spend of about AUD176.67 billion (20% of GDP).

Figure 3: Health, and Community Services expenditure



Sources: Australian Institute of Health and Welfare (2011), Health expenditure Australia 2009-10; Health and welfare expenditure series no. 46, (Cat. No. HWE 55), AIHW, Canberra; and *Australia's welfare 2011* (Cat. No. AUS 145), AIHW, Canberra.

Figure 4: Total funding for the health industry, by source, 1999-00 to 2009-10 (a) (\$ billion)



Source: AIHW 2012, Australia's Health 2012, Figure 8.3.

In the recent AIHW publication 'Australia's Health 2012', it states that:

Of the total health funding of \$121.4 billion in 2009-10, the Australian Government contributed 44% and state, territory and local governments 26%. The non-government sector funded the remaining 30%.

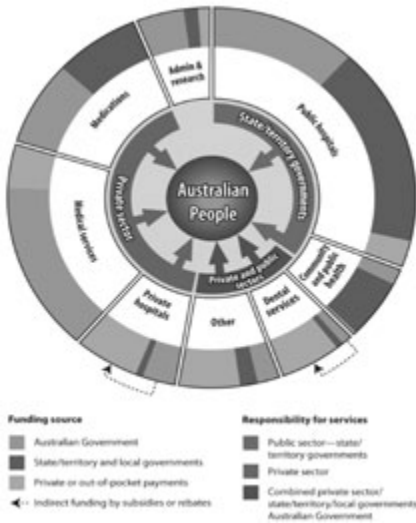
This means that more than two-thirds of health-care spending was funded by governments; about the same contribution as each year in the previous decade. While overall health funding has steadily increased, the share that each funding source contributes to the total has changed very little over time. However, there has been greater variation in the shares of funding each source provides for particular areas of health spending (AIHW 2012, p. 473).

### Health services – funding and responsibility (\$ million)

Table 1: AIHW 2012, 'Australia's Health 2012', Figure 1.4: Health services – funding and responsibility (\$ million)

Area of expenditure	Government sector			Private or out-of-pocket	Total all sectors
	Australian Government	State/territory and local governments	Total		
Public hospital services	13,878	19,522	33,400	2,838	36,238
Community & public health	1,795	5,673	7,468	389	7,857
Dental services	1,257	628	1,885	5,805	7,690
Other health goods & services	2,213	1,681	3,894	5,938	9,832
Private hospitals	3,289	382	3,671	6,379	10,050
Medical services	16,610	0	16,610	4,632	21,242
Medications	8,437	0	8,437	7,866	16,303
Administration and research	4,766	1,170	5,936	1,158	7,094
<b>Total recurrent expenditure</b>	<b>\$2,245</b>	<b>29,056</b>	<b>\$1,341</b>	<b>\$5,005</b>	<b>116,306</b>

Figure 5: AIHW 2012, 'Australia's Health 2012', Figure 1.4: Health services –funding and responsibility (\$ million)

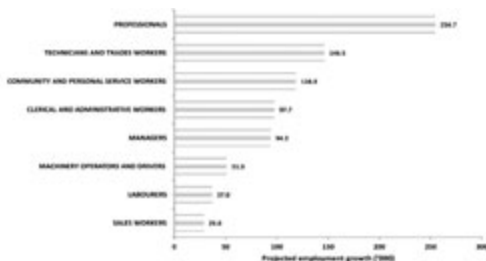


### Community Services and Health Workforce

- Over 1.35 million community services and health workers (11.3% of workforce)
- Workforce grew 4.6% over the past year (all industries 0.2%)
- Need 323,000 new workers over next five years (25% of shortages).

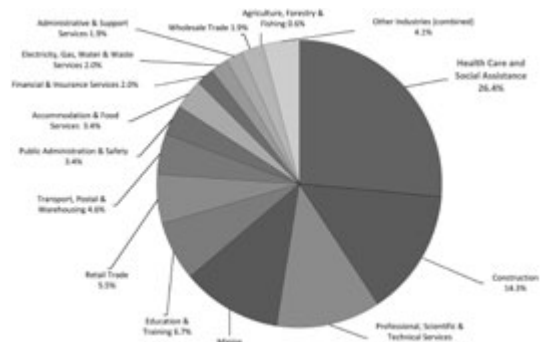
### Projected Employment Growth to 2016-17 by Occupational Group

Figure 6: DEEWR Employment Growth to 2016-17, Occupational Group ('000)



### Projected Employment Growth to 2016-17 by Industry

Figure 7: DEEWR Projected Employment Growth to 2016-17 Industry (% share)



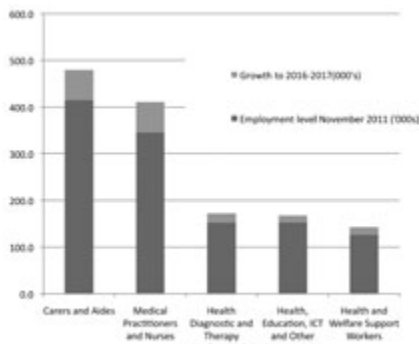
### Projected Employment Growth to 2016-17, Top 10 Industries ('000)

Figure 8: DEEWR Projected Employment Growth to 2016-17, Top 10 Industries ('000)



## Community Services and Health Workers Projected Employment Growth to 2016-17

Figure 9: CS&HISC Community Services and Health Workers Graph, developed from the DEEWR Projected Employment Growth to 2016-17 by occupation



## Community Services and Health Workforce – Current and Future

Table 2: Community Services and Health Workers – Current and Future

Occupation	Current Employment Level Nov 2011 ('000s)	Employment growth 2011-12 to 2016-17 ('000s)	Employment level at 2016-17 ('000s)
Registered Nurse	228.0	46.8	274.8
Aged and Disabled Carers	116.8	23.9	140.6
Child Carers	115.1	18.4	133.4
Nursing Support and Personal Care Workers	82.1	13.6	95.6
Welfare Support Workers	56.2	8.3	64.6
Enrolled and Mothercraft Nurses	27.5	3.0	30.6
Dental Assistants	20.9	2.3	23.2
Ambulance Officers and Paramedics	16.0	2.6	18.6
Massage Therapists	15.2	2.2	17.3
Complementary Health Therapists	7.6	0.4	7.9
Dental Hygienists, Technicians and Therapists	5.8	0.2	6.0
Podiatrists	5.2	0.5	5.8
Indigenous Health Workers	1.0	0.1	1.0

Source: DEEWR 2012, Workforce Projections by Occupation to 2016-17

## Health Care and Social Assistance – Some Projected Regional Employment Growth – 5 years to 2016-17

Table 3: Some projected regional employment growth for health care and social assistance

Regional	State	Regional Employment Growth 5 years to 2016-17 ('000s)
Hunter	NSW	7.6
Banwon Western District	VIC	7.2
Gold Coast	QLD	5.9
Northern, Far West NW, Central West NSW	NSW	5.2
Loddon-Mallee	VIC	5.1
Sunshine Coast	QLD	5.1
Richmond Tweed, Mid North Coast	NSW	5.0
Lower Western WA	WA	3.0
Metropolitan or State	State	Regional Employment Growth 5 years to 2016-17 ('000s)
North Perth	WA	7.9
Outer Western Melbourne	VIC	7.0
Southern Adelaide	SA	7.0
Brisbane City Inner Ring	QLD	6.9
Brisbane City Outer Ring	QLD	6.8
North Eastern Melbourne	VIC	6.6
South Eastern Melbourne	VIC	6.3
North Western Sydney	NSW	5.8
North Adelaide	SA	5.7
South East Perth	WA	5.2
Inner Sydney	NSW	5.1
St George-Guthrie	NSW	5.0
Northern Territory	NT	2.5
Australian Capital Territory	ACT	2.4
Robert-Southern	TAS	2.2
North & North West Tasmania	TAS	1.8

Source: DEEWR 2012, Projected Regional Employment Growth by Industry 5 years to 2016-17

## Training activity

Table 4: Students ('000) by industry skills councils, 2007-11

Industry skills council	2007 <sup>1</sup>	2008	2009 <sup>1,2</sup>	2010 <sup>1</sup>	2011 <sup>1</sup>
Agri-Food	50.4	50.9	53.5	57.8	51.9
Auto Skills Australia	40.0	40.4	39.9	40.1	40.0
Community Services and Health	111.3	117.6	115.2	104.2	100.8
Construction and Property Services	17.2	26.1	27.8	125.2	126.6
Electronics and Energy Utilities	37.8	41.5	44.7	31.4	34.7
FoodNetwork	4.1	5.1	5.1	4.8	4.9
Government	11.4	11.6	9.2	10.8	12.8
Innovation and Business	250.6	256.2	254.7	238.0	260.3
Manufacturing	77.7	80.7	80.9	87.3	86.7
Service	228.6	222.7	220.9	248.5	273.6
Health/ICT	14.1	15.4	15.0	16.2	20.4
Transport and Logistics	35.9	35.9	41.1	43.5	33.6
Total training packages assigned to industry skills councils	888.7	1 000.1	1 130.0	1 208.7	1 300.8
Total training packages not assigned to industry skills councils	8.0	-	-	-	-
Total training packages	888.7	1 000.1	1 130.0	1 208.7	1 300.8
Total non-training packages	678.3	646.6	676.7	546.2	463.1
Total students	1 555.0	1 650.7	1 796.7	1 750.9	1 851.9

A dash (-) represents a true zero figure, with no data reported in this category.  
For notes on values, see pages 23-4, or <http://www.nsw.edu.au/education/industry-skills-councils/index.pdf>

Table 5: Students in top 20 parent training packages, 2007–11

Training packages	2007 <sup>a</sup> (2005)	2008 <sup>a</sup> (2005)	2009 <sup>a,11</sup> (2005)	2010 <sup>a</sup> (2005)	2011 <sup>a</sup> (2005)	%
Business Services (BSA, BSB)	138.9	138.0	141.4	174.7	221.0	11.6
Community Services (CHC)	87.3	108.2	108.8	144.2	171.6	10.6
Tourism, Hospitality and Events (TSE, TSH, TST)	118.9	132.0	138.0	136.2	142.0	10.1
Construction, Planning & Services Integrated Framework (BCP, BCP, BCP, CPC)	64.3	89.8	78.8	101.0	101.3	7.2
Retail Services (SR, SRP, SRP, SRW)	48.3	53.8	47.0	52.0	50.0	4.3
<b>Health (HLT)</b>	<b>13.8</b>	<b>28.4</b>	<b>31.8</b>	<b>55.1</b>	<b>58.5</b>	<b>4.2</b>
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTP, RUA, RUW)	47.2	46.8	58.1	53.2	54.5	3.8
Electrotechnology (ETE, LTE, LTL)	38.8	38.8	42.9	48.0	52.2	3.7
Mine and Engineering (MEW)	64.8	52.4	54.8	48.9	56.5	3.4
Transport and Logistics (TAL, TLT, TLO)	27.2	28.7	28.7	27.9	48.0	3.6
Financial Services (FSA, FNB, FND)	34.8	38.0	38.8	43.5	47.8	3.4
Information and Communications Technology (ICA)	55.8	49.1	47.2	44.3	48.7	3.6
Automotive Industry Retail, Service and Repair (AIR)	38.3	38.8	38.8	38.6	40.3	3.0
Training and Education (TAE, TAA, TAE)	28.9	27.1	36.7	34.4	36.6	2.8
Sport, Fitness and Recreation (SS, SRC, SRP, SRD, SRW)	17.8	18.2	21.0	20.9	28.2	2.0
Resources and Infrastructure (RIC, RIT, RNC, RND, RNE, RNC, RND)	14.1	16.4	18.0	18.2	28.6	1.9
Healthcare (HC, HNC)	16.8	16.2	16.8	21.2	21.1	1.6
Property Services (PP, PPD, PND)	9.8	9.1	13.4	16.1	18.7	1.3
Manufacturing (MCM, MDA)	3.0	3.8	3.8	8.8	10.8	1.2
Beauty (SB, SBD)	7.1	7.2	8.2	10.7	13.2	0.9
<b>Students in top 20 training packages</b>	<b>848.2</b>	<b>916.8</b>	<b>894.0</b>	<b>1 133.0</b>	<b>1 284.6</b>	<b>88.6</b>
<b>Other training packages</b>	<b>138.8</b>	<b>143.3</b>	<b>134.8</b>	<b>136.7</b>	<b>143.2</b>	<b>10.2</b>
<b>Total training packages</b>	<b>987.0</b>	<b>1 060.1</b>	<b>1 028.8</b>	<b>1 269.7</b>	<b>1 427.8</b>	<b>100.0</b>

For notes on tables, see pages 23–4, or <http://www.cesr.edu.au/data/tables/tables/tables.htm>.

Table 6: Qualification completions<sup>17</sup> in top 20 parent training packages, 2007–10  
(Revised August 2012)

Training packages	2007 <sup>a</sup> (2005)	2008 <sup>a</sup> (2005)	2009 <sup>a</sup> (2005)	2010 <sup>a</sup> (2005)	%
Business Services (BSA, BSB)	42.9	48.9	52.8	85.9	10.9
Community Services (CHC)	23.4	27.3	47.8	58.2	14.4
Tourism, Hospitality and Events (TSE, TSH, TST)	25.0	28.9	28.4	31.5	8.1
Retail Services (SR, SRP, SRP, SRW)	14.5	17.8	18.0	21.8	5.8
Training and Education (TAE, TAA, TAE)	13.2	14.8	15.0	19.0	4.9
Construction, Planning & Services Integrated Framework (BCP, BCP, BCP, CPC)	9.6	12.7	10.4	18.4	4.7
<b>Health (HLT)</b>	<b>5.2</b>	<b>7.3</b>	<b>11.8</b>	<b>14.6</b>	<b>3.7</b>
Information and Communications Technology (ICA)	12.7	13.8	14.8	13.5	3.5
Financial Services (FSA, FNB, FND)	9.5	10.4	12.9	13.4	3.4
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTP, RUA, RUW)	10.0	10.8	12.3	13.2	3.4
Automotive Industry Retail, Service and Repair (AIR)	10.5	11.1	11.2	12.1	3.1
Mine and Engineering (MEW)	8.1	8.7	11.4	11.3	2.9
Transport and Logistics (TAL, TLT, TLO)	5.8	6.5	8.8	10.7	2.7
Electrotechnology (ETE, LTE, LTL)	8.1	7.8	7.7	10.8	2.8
Property Services (PP, PPD, PND)	2.9	3.8	3.2	8.8	2.3
Sport, Fitness and Recreation (SS, SRC, SRP, SRD, SRW)	5.7	6.2	7.3	9.2	2.4
Healthcare (HC, HNC)	4.5	5.4	5.5	8.8	1.7
Resources and Infrastructure (RIC, RIT, RNC, RND, RNE, RNC, RND)	1.0	3.0	4.4	4.8	1.2
Beauty (SB, SBD)	2.8	3.3	3.8	4.1	1.0
Automotive Industry (AIT)	4.0	3.8	4.1	4.0	1.0
<b>Qualification completions in top 20 training packages</b>	<b>217.9</b>	<b>258.0</b>	<b>300.4</b>	<b>349.9</b>	<b>89.6</b>
<b>Other top 20 packages</b>	<b>34.4</b>	<b>37.2</b>	<b>38.3</b>	<b>45.4</b>	<b>10.4</b>
<b>Total training package completions</b>	<b>252.3</b>	<b>295.2</b>	<b>338.6</b>	<b>395.3</b>	<b>100.0</b>

For notes on tables, see pages 23–4, or <http://www.cesr.edu.au/data/tables/tables/tables.htm>.

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## Concurrent sessions: Industry case studies: Where are the jobs now and in the future?

### **B4: Hospitality Industry**

CHAIR:

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**BRYAN MCGOLDRICK**

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SPEAKER:

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**WARWICK LAVIS**

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## Federal Shadow Ministerial address

**The Hon. Sussan Ley, MP**

Federal Shadow Minister for Employment Participation

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# Concurrent sessions: Issues about Governance – International networks and partnerships – Education for sustainability (EfS)

## C1: A question of governance

CHAIR:

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**MALCOLM WHITE**

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How well will our current organisational and governance structures serve us?

- Western and eastern States and Territories are implementing different governance arrangements for their public providers. Are they different in form and/or substance?
- How do state/territory training authorities calibrate the right level of 'arm's length' governance? Have we got the balance right?
- How do we shift from administrative prescription to professional trust?
- What is the risk to government as owners of public providers?
- What is the 'appropriate' level of autonomy for public technical and further education providers?
- What are the appropriate roles, responsibilities and expertise of members of governing councils and boards?
- How free should public state-owned providers be to respond to their local communities? Note the much greater autonomy and power for English governing bodies.
- Have the 'commercial-in-confidence' norms of business corroded the idea of education?

SPEAKER:

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**KIM BANNIKOFF**

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FACILITATOR:

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**DR JANE FIGGIS**

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PERSPECTIVES:

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**DR ANDREW GIDDY**

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**NIEGEL GRAZIA**

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**HUGH BECKER**

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## A QUESTION OF GOVERNANCE



### Dr Andrew Giddy

*Chief Executive Officer, Northern Melbourne Institute of TAFE, formerly Chair, NMIT Board*

Email: [andrewgiddy@nmit.edu.au](mailto:andrewgiddy@nmit.edu.au)

#### Thoughts on governance

My experience of TAFE governance is based on six years membership of the Board of Northern Melbourne Institute of TAFE, three years as a Director, two years as Board President and most recently, six months as CEO/Director.

Victorian TAFEs have a long history of relatively autonomous boards, however that autonomy is sometimes more perceived than real. Currently Victorian TAFEs are statutory authorities with the Higher Education and Skills Minister appointing half the board with the rest of members being co-opted.

Whilst the existing board is accountable to the Minister and does exercise some degree of autonomy, there are many regulations through either the relevant legislation or more formally through the “owner’s letter of expectation” that is responded to via a “statement of corporate intent” – the state as ‘owner’.

Adding to the regulation and expectations of the board are the “Performance Agreement” that relates to state funds or the purchasing component of the board’s relationship to government – the state as ‘purchaser’.

The board has significant responsibilities to manage the TAFE on behalf of the state and to optimise and maintain the state’s assets. This can be difficult where the board has this responsibility, however the asset maintenance costs are not fully funded and capital replacement is subject to a bidding process and raising external capital is not currently allowed. The Victorian Auditor General regularly highlights this anomaly that boards are responsible for something they can’t effectively control.

One of my first observations on joining NMIT’s board was how long it took to really come to grips with the TAFE business model. With board meetings only held six times per year and other committees and board events, the total board contact time with management is actually quite short. I found it took at least a year to understand the complexity of the business and then another year to become effective as a board member.

TAFE in a contestable market environment becomes even more difficult for a board, because the ‘owner’ is effectively making decisions which have the potential to threaten the state’s assets – whilst at a macro policy level this may be a good thing for the state (although many would argue this!), it is somewhat like a shareholder of a company saying to management “I am investing elsewhere in your competitors ... but keep meeting your obligations”.

As many are aware, Victorian TAFEs are facing severe budget challenges with the ‘owner’ requesting transition plans to new models that will be sustainable in the more marketised environment. This is the first time that many TAFEs will really have to look closely at their sustainability and the need to look at leveraging their balance sheets – which are mostly debt free at present.

To allow greater freedoms for boards, there is much discussion around moving to a Government Business Enterprise model (GBE).

Extract from a briefing note on GBEs –  
dandolopartners, October 2011:

*GBEs are either State business corporations or State owned companies with a strong commercial focus. Victoria has a robust and mature framework for Government Business Enterprises (GBEs).*

*They operate under the 'two shareholders' model (a 'portfolio' Minister and a 'shareholder' Minister (The Treasurer):*

- *GBEs are primarily accountable to their portfolio Minister and the Parliament for their performance*
- *They are also accountable to the Treasurer where the Treasurer has a legislated role to receive corporate planning or other financial documents. In undertaking a thorough corporate planning process the oversight body can understand the GBE's forthcoming strategic direction and major operational and capital decisions. This formal process also provides adequate time for intervention if warranted.*

*The main differences between the two models are that as GBEs TAFEs would:*

- *be established as Corporation Law companies or alternatively as a statutory corporation*
- *have company constitutions that are consistent with the notion of devolved management authority, unless specified thresholds are reached for particular activities where Government approvals are required (e.g. property purchases or business acquisitions)*
- *have similar operating capabilities (including the power to borrow) and accountabilities as other GBEs, commensurate with the need to have a strong commercial focus*
- *have Boards that undertake the significant governance responsibilities appropriate for corporations*
- *have changes to Board size and structure (7 – 9 Directors appointed on the basis of skills and experience)*
- *have dual Ministerial oversight as per well-established arrangements for GBEs.*

Whilst it may be appealing to boards to have more freedom to manage capital, there may well be more regulation to contend with in a dual ministerial model. The second issue for boards under a GBE model is that the boards will be smaller and 'skills based' – this implies a typical corporations law board model with finance, strategy, legal, HR, marketing and sectoral knowledge. As I stated previously, TAFE, and particularly TAFE with Higher Ed + International + Fee for service are complex businesses – combining a breadth of skills in a small board for a complex business can be challenging. I have worked as a strategy consultant in telcos, agriculture, banking, health care and pharmaceutical industries – VET is one of the more complex businesses I have worked in.

In a market-based model that is still evolving, with relatively poor consumer information – particularly regarding quality – and relatively unsophisticated purchasers holding 'vouchers' for education, there are many challenges for boards. Nimble RTOs and quality RTOs will both succeed, boards need to decide what their institute aspires to be – maybe both.

## HOW WELL WILL OUR CURRENT ORGANISATIONAL AND GOVERNANCE STRUCTURES SERVE US? – A UK PERSPECTIVE



### Hugh Becker

*Governor and Chair, New College, Durham, UK*

Email: [hughbecker@aol.com](mailto:hughbecker@aol.com)

(The views and opinions expressed in this document are those of the presenter and do not necessarily reflect the views of New College, Durham or any UK educational authority.)

Undoubtedly, tertiary education in the UK presents many anomalies, but none so curious as the structural complexity that seems to disadvantage VET. Given that proverbial blank piece of paper, would anyone commission a structure where 5% of providers deliver 80% of the load, while the remaining 95% must still be regulated; where State and Federal Governments vie for supremacy and where national sectoral regulation is split between two separate bodies (TEQSA and ASQA)?

This convolution, perhaps the product of evolution rather than design, raises the further question: to whom does the 'us' in today's title refer? I hope that, in future, TAFEs will be adequately resourced to encompass, and be accountable to, a broad, compassionate community which will include, for example, rural dwellers and those illiterate and innumerate adults who, for a variety of reasons, will not have prospered at school.

In the UK, in common with the USA and other developed, western industrial nations, our failure to equip a proportion of our citizens with the basic building blocks has contributed to, and continues to exacerbate, the growing phenomenon known as the NEET Group.<sup>1</sup>

How much more attractive for politicians to announce plans to send 50% of the population to university, how much easier to squeeze headline grabbing funds from a beleaguered Treasury than to respond to the underlying warnings from the OECD<sup>2</sup> and other objective observers. Yet someone must decide on the fundamental purpose of the VET system.

UK qualifications such as the Foundation Degree (FD)<sup>3</sup> are specifically vocational and intended to respond to employer needs as well as student demand. In contrast, the largely mainstream academic US community colleges, which consider FDs overly mechanistic, promote social inclusion, especially for immigrant (notably the Hispanic) communities.<sup>4</sup> Will VET be tasked to tackle similar issues and with what resource?

So, *East meets West* – or will the suggested convergence represent the momentary intersection of two distinct courses plotted across a common graph? While Australia's Asian neighbours make steady progress in balancing autonomy with accountability in their HEIs, domestically the recent liberalisation of VET provider licensing and Federal and State funding adjustments have traumatised the established TAFE structure. However, these are not simple, linear trends. Culturally, the Chinese, with their traditionally deferential approach to learning, struggle to deliver high quality VET products. In this specific, East looks to West for guidance.

Governments of all persuasions need to provide a reliable supply of skilled technicians and graduates to service their respective knowledge-based economies. Depending on the level of their sophistication, most Asian governments are now prepared to countenance the fundamental organisational and governance changes required to stimulate this flow and thus to better match skills to market demand. Indeed, some go further and empower their elite universities through a shift from directly managed to steered systems of governance. They take this risk in the hope of generating competition and delivering certain national policy objectives through innovation and research.

The decentralisation of control, whether by its devolution to a ministry, via a buffer agency, or directly to an autonomous institution, can represent a complex proposition. Current moves to place the more successful UK Further Education (FE) colleges under a light touch regulatory régime illustrate this well. Accountable and auditable, subject to the vagaries of policy change and Ofsted<sup>5</sup>/QAA<sup>6</sup>, output orientated and increasingly competitive, these institutions must stand without the prop of tacit government financial guarantees.

Institutional failure is now a real possibility not least because, without a notional government guarantee, UK lending banks intend to renegotiate many existing college loans. The asking interest rate has risen from 0.5% to a typical 5.0% above base, posing a fresh and immediate threat to the viability of marginally profitable institutions.

Of course, for the sake of the students, staff and general reputation, the daily business of a failing college will be caught in a safety net, but not so its primary governance structure. The how and when to intervene remains untested but the subsequent forensic dissection of blame is likely to fall on the Principal, Chair and Board of Governors. And these latter individuals are volunteers, who donate their time and skills; these are people of a stature and calibre who

are not easy to recruit or replace; these are the people who, sadly, the media will pillory should something go wrong, yet fail to laud for their commitment and successes.

UK FE colleges also need to grapple with the impending issue of student fees, typically valued at AUD10-12,000 per annum. The impact on student recruitment, ameliorating HE and FE loans for the over 24s notwithstanding, has yet to be seen, but the UCAS<sup>7</sup> system has registered an 8% drop in applications for 2012-13. Other European Union colleges retain a low or no fee offer, rendering UK FE colleges unattractive to Continental students. That said, there is evidence that, over the next decade at least, Asian students will continue to pay a premium to gain a quality qualification, but perhaps increasingly on a co-sponsored domestic campus. New College's exploratory relationships<sup>8</sup> indicate that the Chinese wish to add "western" teacher training methods to their ambitions for student progression.

Fiscal tightening inhibits risk taking. Consequently, the populist policy pressures inherent in short-term political electoral cycles tend to shrink college prospectuses. The cheapest and simplest vocational qualifications to deliver and validate rarely match those that employers need to be competitive in the global market. English colleges have been criticised for training too many hairdressers and not enough engineers, but whose choice should it be? Often it's the course, plus the transferable customer service skills, etc., that engages the student.

So, how well current Australian organisational and governance structures will serve a broadly defined future 'us' depends on many factors. Much may depend on whether TEQSA will ultimately be allowed to reflect its title and become the sole regulatory agency for Tertiary Education.<sup>9</sup>

Because there is no one-size-fits-all template, especially given variable constitutional arrangements, rationalisation and simplification will be the watchwords. The principles of good governance must remain constant while the processes they direct and scrutinise, including the management of inter-State and Commonwealth tensions, will need to evolve. By rationalising its structures, putting the learner first, giving hope and changing lives, and by paying due regard to corporate social responsibility, TAFE can and will shake off its Cinderella status.

## Notes

- 1 Not in Employment, Education or Training describes the numerous and disparate, disengaged and disaffected citizens whose plight, sometimes the result of inappropriate careers advice and guidance, must be addressed.
- 2 The Organisation for Economic Co-operation and Development, [www.oecd.org](http://www.oecd.org).
- 3 New College, Durham was one of the first two UK FE Colleges to be granted Foundation Degree Awarding Powers in 2011.
- 4 Hence the inclusion of US history and English language in many US Arts Associate Degrees.
- 5 Office for Standards in Education, Children's Services and Skills – UK Government agency.
- 6 Quality Assurance Agency for Higher Education – subscription funded 'independent' UK body.
- 7 Universities and Colleges Admissions Board – UK student application clearing house.
- 8 New College is building working relationships with Wulanchabu Vocational College, Inner Mongolia and the Beijing Institute of Business and Technology.
- 9 Bradley Review of Australian Higher Education 2008 recommended:
  - the Australian Government will assume the primary funding and overall regulatory responsibility for tertiary education;
  - the Australian Government will establish an independent national tertiary education regulatory body and;
  - the Australian Government will progressively extend the tertiary entitlement to the vocational education and training (VET) sector commencing with higher level VET qualifications.'

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# Concurrent sessions: Issues about Governance – International networks and partnerships

## C2: International networks and partnerships

CHAIR:

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**MARIE HILL**

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According to a 2011 TDA survey commissioned by Austrade, 41 TAFE institutes listed 247 active offshore partnerships in 40 countries. A 2010 NCVET survey indicated almost 65,000 students were studying offshore with TAFE.

- How can Australian industry and businesses work with TAFE institutes in expanding offshore provision?
- Where are the opportunities and how do you find out about them?
- What lessons can we learn from previous and existing partnerships?
- What is needed to encourage public providers of technical and further education to develop and expand international networks and partnerships?
- The implications of the current Australian visa processing of international students.

PERSPECTIVES:

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**SHRI T C SARAVANABAVA**

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**JOANNA WOOD**

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**PETER HOLDEN**

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**ROD JONES**

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## Peter Holden

*Director International Engagement and Business Development, TDA National Secretariat*

Email: [peter.holden@tda.edu.au](mailto:peter.holden@tda.edu.au)

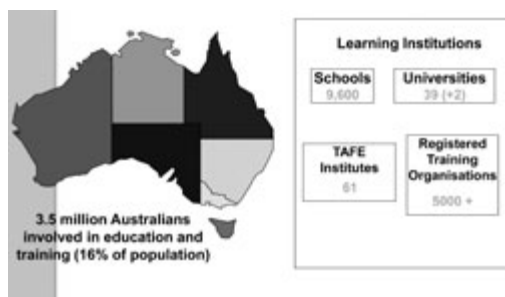
### Outline:

1. Preliminary comments
2. TAFE Directors Australia and the TAFE sector
3. Models of international cooperation
4. TAFE offshore engagement
5. Current & emerging markets
6. Some key markets

**Preliminary comments:**

- TAFE institutes have been actively engaged offshore for over 20 years
- Success is built on personal relationships, not just on institutional reputation – prepare for a lead time of up to four years
- Our TVET system is highly regarded – beware the tarnishing of this reputation
- If we're not smart enough, our offshore partners will soon be (are) our competitors

## Australia's education and training sector



### Mission and role of TDA

To provide national leadership in the TVET sector through:

- Advocacy
- Research
- Marketing & promotion
- National & international networks
- Business development

## TDA international cooperation

Formal agreements and associations with:

- World Federation of Colleges and Polytechnics
- China Education Association for International Exchange
- Community Colleges for International Development (USA)
- BECAS Chile Technical Scholarships Program

- Mongolian Agency of TVET
- New Zealand Institutes of Technology and Polytechnics
- Indonesian Ministry of Education and Culture and Ministry of Manpower and Transmigration

### International policy development

- Review of student visa assessment level framework
- Implementation of the Tuition Protection Service for overseas students
- White paper on Australia in the Asian Century
- TDA Position Paper on international education

### TDA International Engagement

Some of our 2012 projects:

- BECAS Chile scholarship program
- China Leadership Program & Student Exchange platform
- China Green Skills conference & USA Green Skills network
- Indonesia capacity building and industry engagement
- International student survey
- East Asia network of TVET providers

### Models of cooperation (1)

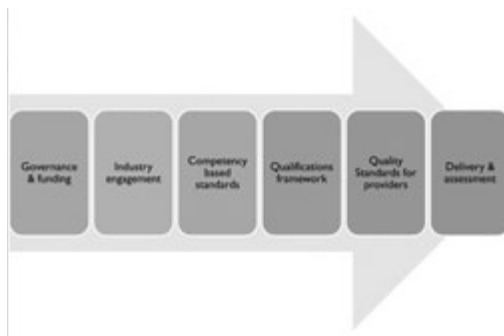
#### *High level consultancies*

- TVET systems
- Competency based training
- Industry engagement
- Resource development
- Teacher training

#### *Partnerships with:*

- Local providers
- Government agencies
- Industry

### Focus areas for capacity building



### Leveraging our expertise

- Workforce planning
  - Olympic Games 2000, 2004, 2008
  - African, Asian & Commonwealth Games
  - Shanghai 2010 World Expo
- College construction and management
  - Abu Dhabi, Singapore, Oceania, Mongolia

### Models of cooperation (2)

#### Study tours

- High level short term (3 to 5 days)
- Institute & college tours (5 to 10 days)
- Professional development (10 to 30 days)

#### Student / Teacher Exchange

- Short term (one Semester – 16 to 18 weeks)
- Academic year

### Models of cooperation (3)

#### Course delivery in another country

- Australian qualification and/or local qualification
- Australian teachers and trainers
- Training facilities hired, built or provided by partner
- All resources provided by Australian provider



## Models of cooperation (4)

Joint course delivery in another country (twinning)

- Australian qualification and/or local qualification
- Australian and local teachers and trainers
- Local training facilities hired or provided by local partner
- All resources provided with some locally developed

## Models of cooperation (5)

Supported delivery in another country (auspicing)

- Australian qualification and/or local qualification
- Local teachers and trainers
- Quality assurance by TAFE managers and teachers (usually twice a year)
- Training facilities provided by local partner
- Customised Australian resources and locally developed resources

## TAFE offshore engagement

Partnership agreements (TDA 2011 survey – 41 respondents)

- 247 active partnerships
- 40 countries

China – 95
India – 28
Korea – 16
Singapore – 11
Indonesia – 9
PNG – 8
Malaysia – 8
Japan – 5
Sri Lanka – 5
UAE – 5
Vietnam – 5

## Students studying offshore with an Australian institution

NICVER Survey 2010	VET private providers	VET public providers	Total
Providers	105	37	142
Students	8 452	64 819	73 271
Students based in China	1 282	48 971	50 253
Students based in countries other than China	7 170	15 848	23 018
Students studying all award (a) courses	7 005	52 476	59 481
Students studying diploma & advanced diploma courses	3 801	34 973	38 774
Students studying non-award (c) courses	1 447	12 341	13 788
Students studying courses taught in English only	5 231	38 947	44 178
Students studying courses also offered in Australia	7 533	53 540	61 073
Courses	463	572	1 035
Countries (a)(d)	68	30	68

## Current and emerging markets

HOT	WARM	EMERGING	SLEEPERS
China	Brazil	Colombia	Italy
India	Chile	Kazakhstan	Russia
Indonesia	Japan	MENA	Turkey
Malaysia	Philippines	Myanmar	USA
Mongolia	PNG	Sub Sahara	
Singapore	Sri Lanka		
South Korea	Vietnam		
Taiwan			

## CHINA

- 1,100 tertiary TVET colleges
- 200 demonstration colleges
- Rise of 2nd & 3rd tier cities
- 260k international students
- 282 Confucius institutes in 88 countries

Trade and distribution development will be the initial focus in new cities. Tourism Australia will build upon the strong distribution networks of over 2,000 qualified Aussie Specialist Program agents in line with this geographic strategy to ensure consumers have access to well-trained and knowledgeable distribution.

CHART 2: EXISTING MARKETS



## AFRICA

"Second, the Chinese side will continue to increase assistance to Africa to bring the benefits of development to the African people. China will build more agricultural technology demonstration centres as necessary to help African countries increase production capacity. China will implement the 'African Talents Program' to train 30,000 personnel in various sectors, offer 18,000 government scholarships and build cultural and vocational training facilities," said President Hu Jintao.

- 33% of world's population by 2100
- Strong interest in TVET in sub-Saharan countries
- China to invest USD133m in Kenyan TVET system
- Australia to offer 1,000 scholarships next year

## INDONESIA

- 33 State Polytechnics; over 600 private TVET providers
- Major ADB capacity building loan for TVET
- Indonesia Australia Comprehensive Economic Partnership Agreement in place



TDA Survey of Indonesian government polytechnics (February 2012)

What type of partnerships are you interested in?	Response Percent	Response Count
Delivering overseas qualifications on your campus	47.4%	9
Exchange of students to receive training	84.2%	16
Exchange of students for industry internships	89.5%	17
Exchange of teachers to receive training	86.5%	17
Exchange of teachers for industry internships	65.2%	12
Hosting study tours	26.3%	5
Sending study tours	36.8%	7
Deliver non-accredited training in collaboration with overseas partner	25.3%	5
Joint programs where the qualification is valid in Indonesia and another country	66.4%	13
Programs that offer an introduction to a higher qualification overseas	50.6%	10
Other	0.0%	0
For other please give examples		0

## Australian Aid & Development

More emphasis on:

- assisting people overcome poverty
- national interests
- capacity to make a difference

Projected AusAID budget allocations	2010-11	2015-16	Growth to 2015-16
	\$ millions		
PNG	460	590	30%
Solomon Island and East Timor	330	430	30%
South Pacific Microstates	60	120	100%
Other Pacific	340	510	50%
<b>Indonesia</b>	<b>460</b>	<b>920</b>	<b>100%</b>
Other East Asia	520	940	80%
South Asia	170	270	60%
Afghanistan and Pakistan	190	270	40%
Sub-Saharan Africa	200	200	0%
North Africa and Middle East	80	120	40%
Latin America and Caribbean	40	0	-100%

**Australian Government initiative: support the development of an East Asia Network of TVET Providers**

1. To build the capacity of TVET institutions to meet the skill demands of industry and contribute to the social and economic development of participating countries.
2. To build this capacity through the exchange of ideas, knowledge, expertise and experience.
3. To further develop this capacity through joint research programs, institutional partnerships and cooperation with government agencies, donor organisations and other networks.

TAFE Directors Australia will lead the development of the network with a residential workshop planned for 4-5 September 2012 in Perth.

Thank you.

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# Concurrent sessions: Issues about Governance – International networks and partnerships

**C3: What is education for sustainability (EfS) and how do we build this into our teaching and learning?**

CHAIR:

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**SUE SLAVIN**

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“... to build the capacity of the vocational education and training (VET) sector to deliver the skills for sustainability required in the workplace and to enable individuals, businesses and communities to adjust to and prosper in a sustainable, low-carbon economy”, Green Skills Agreement, COAG 2009.

The challenges we face to integrate EfS can be addressed by examining:

- What is EfS?
- What are the challenges and opportunities to integrate EfS?
- How can we integrate EfS?

**Launch of the International Green Skills Network by Martin Riordan, Chief Executive Officer, TAFE Directors Australia**

SPEAKER:

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**LINDA CONDON**

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PERSPECTIVES:

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**BOB PATON**

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**JILL JAMIESON**

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**GARETH MACRAE**

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## WHAT IS EDUCATION FOR SUSTAINABILITY (EfS) AND HOW DO WE BUILD THIS INTO OUR TEACHING AND LEARNING?



### Linda Condon

*Director, International Green Skills Network,  
TAFE Directors Australia*

Email: lcondon@tda.edu.au

### What is education for sustainability?

Education for sustainability (EfS) is about the present and the future. It is about learning to recognise that actions taken today will have an impact in the future and that all of us have the ability to change the way we live and work. We also need to learn the importance of connections and relationships and how we can work together towards achieving sustainable outcomes (see Appendix 1).

EfS can be empowering, and can help overcome a sense of helplessness, often seen in young people. It prepares students to take action, individually and collectively, through the encouragement of critical thinking and problem solving. The transformative rather than transmissive style of education used in EfS provides the opportunity for students to explore and evaluate challenging and emerging issues, examine evidence, and form solutions for a sustainable future. EfS deals with complexity and uncertainty and allows students to explore

the difficult issues without judgment or fear of being ridiculed. It can also encourage them to realise that there is rarely a single solution or a single perspective. This acknowledges respect for diverse, well-founded views and the realisation that new knowledge is continuously being generated which can affect the way we act in the future.

Therefore EfS encourages open dialogue, exploration of values and attitudes and the development of critical thinking and problem solving by exploring connections between concepts, ideas, processes and outcomes. It also encourages holistic thinking – that is, recognising that we are part of a larger system which entails finding sustainable solutions that are creative through working together in partnerships with others.

### So what are the challenges for educators to deliver EfS?

One of the first challenges for EfS is to ensure that leaders in education realise that reorientating education to achieve sustainability is essential. Fortunately, at the international level, EfS is recognised as important and central to the success of sustainable development around the world. At the sixth meeting of the UN Commission on Sustainable Development, delegations from countries worldwide repeatedly mentioned the importance of EfS in achieving goals of sustainability. In Australia, at many levels of government, in education, in business and in the community, there are now leaders who support and encourage the teaching of EfS with many great examples emerging.

Decisions must be made not only to create another 'add on' subject, but also to reorientate entire education programs and practices to address sustainability. Another challenge is to ensure that educators are not only being asked to teach **about** sustainability but to change their teaching methods to transformative (engaging students to achieve change) rather than transmissive methods which are only about provision of information rather than exploration of ideas and concepts.

To add to the task, EfS is cross-disciplinary resulting in a challenge to all teachers to respond by asking them to change the way they teach, what they teach and how they teach.

Even more challenging, sustainability, rather than being clear, simple, and unambiguous, has concepts which are complex. This complexity stems from the intricate and complicated interactions of natural and human systems. The challenge to educators is to derive messages that illustrate such complexity, without overwhelming or confusing the learner. This challenge can also be illustrated in the continual debates around the 'climate change' science in Australia with many non-experts buying into the argument without fully understanding the intricacy of and uncertainty in science.

So, what is needed to assist teachers are learning resources, incentives, support to build confidence in their sustainable knowledge and teaching skills and above all, a willingness in teachers to challenge the past ways of teaching and create a new way of engaging students.

### **What are the opportunities?**

Teachers have always understood the importance of engaging students effectively. EfS has been shown to more effectively engage students than past methods of repetitive learning and unquestioning pedagogy.<sup>1</sup> As a result, one of the great opportunities to emerge in using the principles of EfS (see Appendix 1) is that students will respond more openly and more enthusiastically to ideas and concepts.

Encouraging problem solving in groups and supporting an environment where students are able to question and critique long-held assumptions is how we, as teachers, can promote the thinkers for the future. Today's students need to be able to use a range of skills in different contexts, and this is central to EfS. System thinking and recognising the effects of actions today on our future are also fundamental to EfS. Give a student a can of tuna and ask them where the content and container might have come

from and watch the extraordinary responses that emerge – they will never think of a can of tuna the same way again.

With the principle of collaboration celebrated in EfS, opportunities emerge where students and teachers develop partnerships and stronger relationships. This often progresses as a more respectful understanding is reached between opposing views resulting in the generation of ideas for solutions to complex problems. Is this all too idealistic? It may be but it is worth trying to reach students to create greater cooperation and a deeper understanding of the confusing and complex problems faced by the world today.

Finally, increasingly, employers are looking for graduates that know how to solve problems, can think critically and holistically, work in teams and partnerships and understand the importance of questioning long-held assumptions – so students who have been taught EfS will be held in high regard because they will have developed many of these skills.

### **How to integrate EfS?**

There are many ways in which EfS can be integrated. There are now a range of Units of Competency that are specifically designed to address the sustainability of technical skills in manufacturing, automotive, building and other trades and professions.<sup>2</sup> In addition, rather than develop more add-ons and crowding the curriculum further, it is often more appropriate to re-orientate the curriculum. Some of the ways this can be done are:

- Including ideas and content which focus on sustainable practices such as in hairdressing – discuss water conservation, use of toxic chemicals and their effect on people and the environment, washing and drying of towels and energy consumption, etc.
- Through assessment tasks such as in tourism – ask students to compare an eco-tourism resort with a standard resort, or in carpentry – ask students to examine the difference between plantation timber (with FSA) to old growth forest timber.

- Allow the students to lead the discussion on sustainable practices in their industry – they often know even more than we do!
- Set up working groups and study groups with a particular focus on sustainability and get the groups to report back to the class.
- Design projects for group work which have a focus on sustainability and then students might even come out with some real outcomes which change old, unsustainable practices.

These are just some ideas that you can use with students but there are many great resources available, so it is worth doing a little research and using them with your students. In the end, we need teachers who are enthusiastic and prepared to take on a new challenge.

## Appendix 1

### Principles of Education for Sustainability

**Source:** The Australian Research Institute for Environment and Sustainability (ARIES), [http://aries.mq.edu.au/about/education\\_for\\_sustainability\\_processes/](http://aries.mq.edu.au/about/education_for_sustainability_processes/)

#### 1. Envisioning

Envisioning a better future (or Futures Thinking) creates a link between where we are now and where we want to be in the future, so we can plan a series of steps to get us there.

- It provides direction and energy to make changes by harnessing our deep desires.
- It identifies relevance and meaning for different people.
- We can explore how to achieve change.
- It results in ownership of visions, processes and outcomes.

*If you want to build a ship, don't drum up people to collect wood, and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.*

Attributed to Antoine de Saint-Exupery, French author and aviator.

#### 2. Systems Thinking

Systems Thinking can help us to understand the big picture we are working within, and to create solutions that go beyond just addressing the isolated symptoms of a larger problem.

- It recognises that the whole is more than the sum of its parts, and is a good way to understand and manage complex situations.
- It also helps us to identify connections and relationships within a particular system so we can create beneficial outcomes for the whole system.
- It shifts thinking from about 'things' to about 'processes'.
- It integrates decision-making with adaptive management techniques.

**For example:** The best solution for a busy road might not always be to build another road.

#### 3. Critical Thinking

Critical Thinking and reflection challenges us to examine and question the underlying assumptions that affect [the] way we interpret the world. For example, how we are influenced by media and advertising [sic].

- It means not jumping to conclusions, but reflecting on our thoughts.
- It encourages us to look beneath the symptoms to identify the root causes of unsustainable practice.
- It enables us to see that people with different backgrounds might view a specific problem - and any possible solutions - from a completely different perspective.
- It can also stimulate us to examine what is going on in the world - and what we believe about it.

**For example:** We might question the assumption that all progress towards sustainability must inevitably be costly.

#### 4. Participation

Participation goes beyond consultation, to empowering people by directly involving them in the decision-making process. Engaging people in decision-making creates a greater sense of ownership and commitment, both of which mean they are more likely to take action.

- It puts decision-making and responsibility for outcomes in the hands of participants.
- It builds capacity for self-reliance and self-organisation.
- When everyone is actively involved in the challenge, amazing results are achievable.

*When the best developments are done, the people all say, "We have done it ourselves".*

From *Many Publics: Participation, inventiveness and change*, State of Victoria.

#### 5. Partnerships

Creating partnerships for change strengthens ownership of a problem and a commitment to sustainability amongst diverse stakeholders.

- Workloads are shared.
- A greater skills base is accessed.
- It promotes learning how to work together to build a shared vision of the future by combining knowledge, technology and resources.
- It also recognises that one of the best ways to understand different world views is to collaborate with people from different cultures and backgrounds.

**For example:** Working with other organisations in your supply chain can bring valuable sustainability outcomes for all.

*We could always be doing more, innovating everywhere with pipelines, transport sharing, methane collection ...*

From *Many Publics: Participation, inventiveness and change*, State of Victoria.

#### Notes

- 1 Yona Sipos, Bryce Battisti & Kurt Grimm 2008, 'Achieving transformative sustainability learning: engaging head, hands and heart', *International Journal of Sustainability in Higher Education*, vol. 9, no. 1, pp. 68-86.
- 2 Resourcesmart for educators, [www.resourcesmart.vic.gov.au/for\\_educators.html](http://www.resourcesmart.vic.gov.au/for_educators.html).



## WHAT IS EDUCATION FOR SUSTAINABILITY (EfS) AND HOW DO WE BUILD THIS INTO OUR TEACHING AND LEARNING?



### Bob Paton

*Chief Executive Officer, Manufacturing Skills Australia*

Email: [bobpaton@mskills.com.au](mailto:bobpaton@mskills.com.au)

### Education for sustainability – what actually is it?

#### Sustainability explained

Sustainability is a broad, developing and sometimes confusing field of practice. Manufacturing Skills Australia has taken a lead in developing qualifications and units of competency to cover education and training in skills for sustainability.

Apart from any personal reasons, business sustainability is a goal for most enterprises. Traditionally businesses maintain a strong focus on factors that have a clear and direct effect on their economic performance. This is usually assessed by looking at financial measures such as cost of materials and overheads, quantity of sales and profit margins.

Increasingly firms are taking a broader view and taking account of their relationship to the environment and the community. This is not just for the “feel good” factor. It enables them to fully

assess the potential and actual impact to their business – the costs and the benefits – from their interactions with the local and broader community and with the physical environment.

Sustainability usually makes us think about carbon footprints, greenhouse gases and ecosystems. This is the environmental aspect of sustainability. Two additional aspects are generally recognised as contributing to sustainability: economic factors and social factors.

Together these three pillars of sustainability are often referred to as “people – planet – profit”.

#### Role of management

Sustainability is a balancing act where business decisions take into account the impact they may have on the three aspects of sustainability including the economic viability of the business. It is clear that many of the business strategies and actions that deliver sustainability also deliver improvements in productivity and profitability.

Environmental sustainability activities focus on the impact of resource usage, hazardous substances, waste and emissions on the physical environment. These activities may have a direct benefit for a business by reducing costs.

Social sustainability activities focus on maintaining mutually beneficial relationships with employees, customers and the community. These activities often have benefits in terms of positive profile and customer and community support.

Economic sustainability activities focus on business efficiency, productivity and profit.

Through strategic decisions and management processes, businesses can drive improvements for sustainability throughout the whole business. The focus might be in areas such as community impact, compliance, governance, planning and procedures.

Strategic decisions will guide the implementation of operational efficiency projects and how investments are made in technology and product design improvements. A strong commitment at the senior levels of any business will provide leadership, values and procedures to support the consistent application of sustainability skills and knowledge throughout the enterprise.

### **Design and technology**

Design and technology cover areas such as environmental monitoring and control, facility design and management, product improvement and lifecycle.

An enterprise might want to develop new energy efficiency features or clever products that help consumers be more sustainable. Or managers might set targets to improve the energy efficiency of your buildings and facilities.

An enterprise could set up an environmental management system to help manage risks and take regular measurements of air, water and soil quality so that you can respond quickly to any incidents.

Design and technology decisions will play a significant role in enterprise performance in sustainability, particularly in economic viability and environmental sustainability.

Investments in upgrading equipment or developing new production technology to reduce energy consumption will achieve cost savings over time as well as environmental benefits. Further, use of alternative materials having lower carbon footprints can also deliver savings and benefits to any enterprise in terms of overall efficiency and productivity but also in the market. One example is the use of fibre composite materials for structures instead of more traditional materials such as the various metals or concrete.

### **Enterprise operations**

The day-to-day operations of any business are the front end for many sustainability activities. Most, if not all enterprises can gain through targeting day-to-day operations. This could include areas such as measuring and reporting sustainability performance, operational resource efficiency, process improvement, supply chain decisions and waste management.

Strategies can also include encouraging employees to make energy savings and to find ways to make processes more efficient. These could include setting up productivity and efficiency systems that target process waste and waiting time as well as waste materials. Another front for action could be to work on a more sustainable supply chain taking into account the carbon footprint of materials as well as a supplier's track record in ethical treatment of workers.

Operational employees have a crucial role in achieving business strategies. A sustainable business will encourage and respond to suggestions for efficiency improvements and other innovations.

Reduced waste in terms of time, material and unnecessary processes can be supported by skilled workers who are genuinely engaged with maintaining a viable business.

In turn they can be supported by clear procedures, consistent expectations and strong leadership.

Employees who participate in a workplace culture of respect and collaboration and who make suggestions for improvements are an invaluable resource to a sustainable organisation.

These changes and improvements need strong management support. This is critical so that procedures are applied consistently in areas such as occupational health and safety and waste management.

## **Education and training for sustainability**

Education and training for sustainability, from the boardroom to factory floor, are essential if firms want to gain the benefits that can arise from addressing the three fundamental aspects of sustainability. The drive to address sustainability will involve change. These changes will span knowledge, skills and attitudes. There will be changes in behaviour and codified practices. Workers will be charged with undertaking activities that are new and in ways that are not familiar.

All of these changes (knowledge, skills and attitudes) must be underpinned by sound education and training. Some new learning might be dealing with quite perfunctory matters but the key learning must deliver in the critical areas of attitudes and behaviours. In pedagogical terms, these will always be the most difficult and challenging.

Education and training for sustainability is one of the greatest challenges for education and training professionals.

## WHAT IS EDUCATION FOR SUSTAINABILITY (EfS) AND HOW DO WE BUILD THIS INTO OUR TEACHING AND LEARNING?



### Jill Jamieson

*General Manager Training Services,  
Challenger Institute of Technology*

Email: [Jill.Jamieson@challenger.wa.edu.au](mailto:Jill.Jamieson@challenger.wa.edu.au)

### Our Green Skills journey

Challenger Institute of Technology is the leading provider of natural resource management training in Western Australia and a National Centre for Sustainability collaboration partner. Since the early 2000s Challenger Institute has been on a sustainability journey to provide the vocational education and training (VET) services required by industry and the community to transition to a "green economy".

The Institute's School of Science and the Environment continues to play a significant role in the adoption of sustainable work practices and new resource management technologies for the WA primary industries sector. In 2004, in response to WA's Sustainability Strategy, the School completed a Reframing the Future change management project. The project engaged teaching areas across the Institute in embedding sustainability principles in their delivery and driving sustainability conversations with industry partners. In 2008, Challenger Institute was the first WA training provider

to deliver the Diploma of Sustainability. The Diploma of Sustainability provided a successful dual qualification pathway for all Challenger diploma level students and attracted many external students.

In 2012, the School of Science and the Environment continues to lead professional development for VET teachers to embed sustainability skills across Training Packages. The Department of Industry, Innovation, Science, Research and Tertiary Education, as part of the implementation of the National Green Skills Agreement, has funded Challenger Institute through the National Centre for Sustainability to deliver the TAE Sustainability Skill Set to more than 60 VET teachers in WA.

In 2009, the Institute's Sustainability Action Plan was reviewed and aligned to the National VET Sector Sustainability Action Plan. Key objectives and strategies were identified with an executive level committee overseeing the implementation of key projects. A range of minor works and equipment projects aimed at minimising waste and use of energy and water were implemented, however, the most significant achievements have been gained by our people development projects. These projects are focused on building a commitment to sustainable work practice and values across the organisation. For example, one of the successful 2012 projects, titled "Innovate", recognises the importance of innovation in meeting future challenges and an intranet site has been launched to capture and evaluate ideas and facilitate collective problem solving at all levels of the organisation.

Challenger Institute is a values driven organisation with sustainability as one of our core values, together with excellence, integrity and collaboration. Our purpose is "for everyone a pathway to a better future" and continuing our sustainability journey will be critical to the long-term success of the Institute and successful career pathways for our students.

## WHAT IS EDUCATION FOR SUSTAINABILITY (EfS) AND HOW DO WE BUILD THIS INTO OUR TEACHING AND LEARNING?



### Gareth MacRae

Sustainability Coordinator, West Coast Institute of Training (WA)

Email: Gareth.MacRae@wcit.wa.edu.au

VET training organisations face similar challenges and opportunities posed by the Green Skills Agreement (2009) and the integration of 'Green Skills' (or 'Skills for Sustainability'). In order to do this effectively and to benefit trainers, graduates and employers alike, there are a number of key business areas which training organisations need to address.

In the first instance, it is important to leverage relevant key drivers for embedding Education for Sustainability (EfS) into teaching and learning to build the business case foundations, for example:

✓ Legislation	✓ Economic climate
✓ Employer demand	✓ Financial benefits
✓ Global challenge	✓ Moral imperatives
✓ Student demand	✓ The carbon economy
✓ Committed individuals	✓ Sustainability networks
✓ 'Green' campuses encourages 'green' curriculum	✓ Sustainability awareness among school leavers
✓ Professional bodies' interest	✓ International initiatives (e.g. UNDESSED)

Simultaneously, there are a number of barriers which need to be identified and some common ones are listed below.

Barriers	Attitudes/perceptions	Example pathways
Crowded curriculum	'There's no space for more material'	Does not necessarily mean adding significant new content: often it is a matter of modification of existing content
Perceived irrelevance	'It's not relevant to my subject'	Virtually all qualifications can both relate to and benefit in some way
Limited staff awareness and/or expertise	'I'm interested and think it's important but I don't feel I know enough to handle this area'	Professional development, linking up with experienced colleagues and plugging into EfS networks, it's not necessary to be an expert to begin or explore possibilities

West Coast Institute of Training (WCIT) has taken a whole-of-institute approach to integrating and embedding sustainability throughout its teaching and learning. Of particular importance, WCIT is focusing on creating the right conditions for embedding sustainability into its training, such as those given below.

Condition	Indicators
<b>Leadership</b>	Senior staff empower others to make EfS changes Senior staff give vocal support on EfS
<b>Entrepreneurship</b>	Staff are actively encouraged and supported by colleagues and senior staff to try new approaches to bring sustainability to life in the curriculum, even if not successful all the time New resources, equipment and funds are committed to this
<b>Training</b>	Explicit and practical approach to staff training on sustainability Provide space to explore sustainability, encourage cross-disciplinary learning Let staff explore subjects and content once perceived as outside their role
<b>Conviction to start</b>	EfS is recognised as a significant undertaking requiring continuous commitment Willingness to recognise and share mistakes and lessons learned Celebrate successes and target new challenges

The lessons learned to date and actions which are planned for the three years ahead will be of particular interest and applicability to many other organisations across Australia's training sector.

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# What could a post-secondary education system look like?

## Issues for discussion:

- What are the implications for the demand-driven higher education system?
- How can governments support a diverse and vibrant HE sector?
- How can the public be sure that quality is maintained?
- Where should public providers of technical and further education sit in the HE sector?

FACILITATOR:

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**DR JANE FIGGIS**

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FACILITATED CONVERSATION  
BETWEEN:

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**MIKE TEECE**

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**BRUCE MACKENZIE PSM**

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**KEVIN HARRIS**

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## WHAT COULD A POST-SECONDARY EDUCATION SYSTEM LOOK LIKE?



### Mike Teece

*Director – Policy, Group of Eight (Go8)*

Email: Mike.Teece@go8.edu.au

### What *would* a post-secondary education system look like?

It would be:

- Bigger.
- More diverse/differentiated
  - o as to provider types
  - o modes of delivery/study
  - o characteristics of students.
- More dynamic and responsive to demand (both student and employer demand).
- More competitive and market-driven: driving differentiation and responsiveness.
- Differentiated, but integrated: offering a wide diversity of pathways, with different entry points suited to different learners' needs, interest and priorities, and open, multi-directional pathways through the system.
- More efficient and cost-effective.

### What are the implications for the demand-driven system?

The demand-driven system of funding higher education places, as it currently operates, is limited and discriminatory. Deregulating volume within public universities was envisaged in the Bradley Report as only the first phase of a bigger freeing up of the system.

Instead, the Government has limited supply of places to public universities (with minor exceptions), and to bachelor degrees only, even at these institutions.

At the same time, the Provider Category Standards impose a fairly arbitrary requirement of research activity (though not research quality) as a condition of registration as a university.

This means that growth in demand is catered to in the most expensive kind of higher education provider, namely, public research universities. The Government shows no interest in considering a broader system in the future: on the contrary, this limited demand-driven system was hailed as the final element of a 'higher education revolution'. Likely future demand for higher education (due to demographic growth from late in the current decade, and from the long-term trend to higher qualification levels) means that this is not fiscally sustainable in the medium term.

The system is unfair to private higher education providers and to VET providers – both public and private – who offer (or might offer) higher education courses.

Excluding sub-bachelor courses even at universities – for fiscal rather than policy reasons – removes an important pathway, and works against the Government's participation goals.

The system invites universities to cannibalise TAFE.

To improve the system we need a broader and more differentiated supply.

- CSPs should be more widely available to non-university HEPs, including TAFEs and private providers.
- Deregulation of prices should accompany deregulation of volume.

The diversified but interconnected tertiary sector that Australia needs is likely to develop in a competitive market, provided that policy, regulatory and funding settings are open and flexible and based on principles of competitive neutrality.

While there are several specific policy changes which are necessary, it is important to start by recognising the value of and need for diversity, and enshrining diversity in policy settings.

There is a fair bit of talk about how diverse the university sector allegedly is, but all universities really try to follow very similar models. The Government's initiative of 'mission-based compacts' with universities has largely been a fizzer, as the compacts are pro formas to which no meaningful funding is attached.

### **How can governments support a diverse and vibrant higher education sector?**

Government's role is to set funding, regulatory and other policy settings in a way that:

- is competitively neutral – equitable between different provider types
- is fair and non-discriminatory to different groups of students
- protects the value and efficiency of public investment by maintaining minimum quality standards
- provides public subsidies in recognition of the public goods arising for education and training
- operates appropriate income-contingent loan schemes to help students pay their private contributions to the cost of learning, in order to maintain equity

- subject to the above, allows providers maximum opportunity to innovate and compete, in order to meet students' different interests and needs.

### **How can the public be sure that quality is maintained?**

The architecture is already in place to maintain quality in a broader, more diverse system.

The new national higher education regulator – TEQSA – is another recommendation of the Bradley Review which has been only partly implemented. The rationale for a powerful new regulator was precisely to allow for the growth of a broader system and the entry of new providers into the market, while protecting quality.

The recommendation was for a single regulator to regulate 'all types of tertiary education'. So the Government's decision to set up separate regulators for higher education and VET is another backward step from Bradley's broader concept of tertiary education.

In a more diverse system, TEQSA would come into its own. As it is, the regulator struggles a bit for a role, and does not necessarily apply its forces with maximum efficiency.

In a more flexible system, CSPs would be available to higher education providers recognised under HESA. New providers would have to be registered by TEQSA and approved by the Minister. They would have to meet both the Threshold Standards and the requirements in the Act (as to financial viability, quality, fairness, etc.) to become and remain registered HEPs.

### **The role of public VET and FE providers in the higher education sector**

Public VET providers would have an important role.

Several TAFEs have been successfully delivering higher education in particular areas for many years. CSPs are currently limited to 'national priority' disciplines (and funding is not demand-driven but by means of annual funding agreements).



Go8 has argued for some years that CSPs should be made more generally available to TAFEs.

**TAFEs can offer:**

- pathways from VET qualifications through to degrees
- higher education at a competitive cost
- a practical focus with strong industry links.

**TAFEs are more accessible – in the metaphorical sense:**

They can offer higher education programs to students who may be less comfortable with traditional 'academic' settings and approaches, including first-in-family students, students from traditionally under-represented groups, mature age learners and 'second chance' learners.

**TAFEs are also more accessible – in the most literal sense:**

They are widely spread across the country, including in outer suburban and regional areas that are less well served by universities and where higher education participation rates are lower. This brings the potential to make higher education more widely available.

This potential was recognised by the CTEC review of the efficiency and effectiveness of higher education in 1986, but it remains largely untapped.

## WHAT COULD A POST-SECONDARY EDUCATION SYSTEM LOOK LIKE?



### Bruce Mackenzie PSM

*Chief Executive, Holmesglen*

Email: [bruce.mackenzie@holmesglen.vic.edu.au](mailto:bruce.mackenzie@holmesglen.vic.edu.au)

#### 1. What could a post-secondary education system look like?

In 2007 TAFE Directors Australia produced a blueprint for the structure of a tertiary education sector. It identified five types of institutions:

- Universities (Research) Specialised
- Higher Education Providers
- TAFE Institutes
- 'Polytechnic Universities'
- University Colleges.

The blueprint envisaged the emergence of tertiary institutions that were characterised by their size, robustness, accessibility, practical focus, and scholarship rather than research-led delivery and with a suite of undergraduate and post graduate studies that focus on the application of theory to practice.

These undergraduate programs were underpinned by VET studies and a hybrid institution.

The Blueprint envisaged a revision of the national protocols to create a new type of provider or a space in which it was possible to differentiate between non-university categories of providers.

The current national protocols for non-universities poorly define higher education in Australia. Non-university higher education providers are not differentiated irrespective of size and scope.

I believe that a contemporary post-secondary system should consist of categories of providers which included Universities (research-led) TAFE Institutions, other higher education providers (small) and Polytechnic Universities (characterised by applied learning and scholarship led focus).

#### 2. What are the implications for a demand-driven system?

- The current system is unfair, discriminatory and inefficient. There is no differentiation between non-university higher education providers, and they cannot access CSPs and government support. Equity targets which underpinned much of the Bradley Review will not be realised under existing arrangements. The current arrangements arguably stifle institutional diversity and educational innovation.
- The creation of a new category of higher education providers such as a Polytechnic University will raise issues associated with policy, funding and quality.
- The Australian Government has to decide if diversity and equity are important ingredients of higher education policy in Australia. If they are important, the existing structural arrangements need to be altered. CSPs will need to be available to a wider range of providers who are offering similar and different undergraduate qualifications to diverse equity groups in skills shortage areas. Different in that these emerging providers will:
  - (i) develop enabling degrees
  - (ii) have their undergraduate qualifications underpinned by VET qualifications.

3. How can governments support a diverse and vibrant sector?

Government support could be to:

- Create a policy framework and funding streams to support diversity and equity.
- Modernise the current quality system – especially accreditation – two years to get a degree re-accredited is unacceptable. The United States’ system for Community Colleges is a good alternative. In this system, once a degree is accredited externally, the quality focus is on accrediting the institute and the processes within, including accreditation processes.
- Ensure that funding for all providers is equitable and understood and supports students repaying their debt.
- Of course, the issue of funding education is a key one. The Liberal Coalition are considering increasing student contributions – this probably won’t mean much if existing inequitable arrangements remain (the wealthy will pay). However, an alternative would be to allow universities, especially where there was greater student benefits (G8), to increase or charge fees and face a reduction in government funding of say, 50c in the dollar. Say, for example, a G8 university raised the student fee by AUD6,000 – there are 200,000 students in the G8 institutions that would create a saving of AUD600 million alone.

Thus, university rank:	9 – 20	AUD5,000 – fee
	21 – 30	AUD4,000 – fee
	30 plus	AUD1,000 – fee

The formula is Ranking x allowable fee x student numbers x 50% discount off CSP rate.

The estimated saving using this discounting model for the period 2013 to 2020 is AUD16.5 billion, or if you just focused on freeing up the fee caps for the G8, some AUD2.4 billion over four years could be saved, and that does not include indexation.

An alternative model – which I think is worth exploring – is based on an article in the *Financial Review* (Saturday 25 August 2012) by Brian Toohey, ‘Education investment gives high returns’.

Toohey’s arguments go something like this:

*There is a simple, economically responsible, way to fund extra spending on education – change the Future Fund’s objective so it helps the economy to grow. At present, the fund does nothing to improve productivity. Instead, it focuses on the non-problem of paying after 2020 for the pensions of a dwindling band of retired public servants with the immense good luck to be in defined benefits superannuation schemes that closed long ago.*

The Future Fund does nothing to create new physical or human capital. It buys property and existing assets using taxpayers’ money. Toohey quotes Ted Evans (former Treasury Head) who says the best way to maximise future production is to spend more on education as a well-educated population provides both economic benefits and personal gains.

We all know that there is an unacceptable link between low levels of achievement and educational disadvantage.

The fund’s return on AUD77 billion was 2.2% at 31 March. Toohey argues the Fund should be required to focus on annual payouts. Using the annual payouts for education would provide a better future for the sectors.

Clearly a system that provides greater access to students means that funding has to be increased. Two ideas have been presented. The problem is that the Future Fund model belongs to a policy position of the Liberal Party and no fees to the Labor Party. However, the evidence is that where CSPs are available to non-universities, the results from an equity perspective are remarkable (see handout). If TAFE Directors Australia can think of finding strategies then the fiscal argument is not valid. Policy courage is what’s missing.

#### 4. Quality

Not an issue – huge overlay already exists. TEQSA – ASQA and threshold standards. Threshold standards are critical to maintain otherwise you will be a system like VET in Victoria if threshold standards are relaxed.

#### 5. TAFE and higher education

- TAFE could play an important role in higher education – pathways, access, perhaps cheaper deregulated programs, applied learning, student diversity, etc.
- It does have some support. G8 – have always supported greater institutional diversity with better targeted research effort. Commonwealth ministers are also supportive.
- The reality is that there has been little growth in higher education outside the universities and reluctance on the part of institutions to partner with each other.

In my view, this is a serious problem for Australia because the larger TAFE institutes are not familiar with the quality processes associated with higher education. It is a different culture and it has more stringent demands. Without buy-in from TAFE the chances of an accessible, diversified and efficient higher education system in Australia are limited as is the future of TAFE.

Even if universities wanted or were encouraged to partner with TAFE institutions, there is little capacity in the system for TAFE to be able to respond because:

- (i) They simply don't have the knowledge of higher education quality processes.
- (ii) They have not developed and delivered their own higher education degrees.
- (iii) They will not have developed a sustainable position on scholarship.

TAFE institutes need to consider their future very carefully. They cannot let the system become a residual part of Australia's tertiary education landscape. In 2010-11 TAFE enrolments fell by 6.7% whilst private providers rose by 56.4%.

Total number of students rose by only 4.6% (and this is an aberration because in Victoria figures rose by 14.8% – primarily in non-productive courses).

The largest falls in student numbers in TAFE were:

New South Wales	9.2%
Queensland	9.2%
Victoria	6.3%
South Australia	6.2%

In other words, TAFE is losing market share and VET enrolments across Australia are falling or increasing by no more than 1%. So, for sustainability, TAFE needs to find new markets. TAFE has a dual purpose of providing access to tertiary education and declining education with an industry-relevant framework.

It is important for the future of so many people who are currently marginalised by existing HE arrangements that TAFE institutions and policy makers address the issues of delivering enrolments and the place of higher education in the VET landscape.

The Victorian disaster is an example of failed policy that did not deliver its core aims. Higher education policy in Australia is arguably heading down the same path and it will cannibalise TAFE institutions. Arguably, TAFE Directors Australia has an important role to play to facilitate growth in TAFE. The TDA needs to have a policy on higher education in TAFE and tertiary education; it may assist in the system's survival and regeneration. TAFE is once again at the crossroads – perhaps crossroads so murky that a clear direction is hard to discern. The TDA Board can play an important role in influencing policy makers in relation to the future composition of tertiary education in Australia.

## WHAT COULD A POST-SECONDARY EDUCATION SYSTEM LOOK LIKE?



### Kevin Harris

*Institute Director, TAFE NSW – Northern Sydney;  
TDA Board Member*

Email: kevin.harris@tafensw.edu.au

#### 1. What could a post-secondary education system look like?

Rather than address the question what can it look like, I am very anxious to see that we clarify what should a post-secondary education system be. And in that regard I think we are running out of time.

It is my view that the Australian post-secondary education system should include a set of attributes embodied in practice empowered by government policy and which includes but is not limited to:

- Partnerships on equal footing and recognising the role and overlapping mission of both VET institutions and universities.
- Robust collaboration with VET institutions and universities in development and delivery of courses – meaning we work within a competitive environment, capitalising on the strengths of each, honed by our overlapping missions.
- Equitable funding from government for a diverse higher education sector.

- Governance and regulation ensuring quality and consistency in the competitive tertiary education market.
- Community service provision effectively supported.
- Pathways that are seamless, integrated and can be understood by the student (not just the providers).

#### 2. What are the implications for a demand-driven system?

The post-secondary education system required now is one where students are at the centre. Getting the right balance between an industry-driven approach and one that is student centred and enabled by government policy we all recognise is challenging. And certainly the Victorian experience with the roll out of entitlements hasn't helped that view. But, nevertheless, we need to challenge the view that market design and market forces on the supply side only will insure the right outcomes for the nation.

If we can say that for the higher education arm of the tertiary sector the student is at the centre, for example, uncapped funded places and let the market advise what the student pursues, why not the same for VET? Government policy that provides for all in the tertiary sector needs to be balanced for its customers' benefit – students, enterprises and the community, and applied evenly, without the current blaringly obvious imbalance we now have between the VET and higher education arms.

We need a connected tertiary sector. Three years on from Bradley's vision of a single tertiary sector, we are still debating how this should be achieved. With a flexing and twisting dual economic personality and the world market suffering from more than just hiccups, we may be running out of time. Our tertiary education system has to provide for pre-emptive workforce solutions rather than continuing to produce just-in-time solutions (if you are lucky).

The debate so far has produced policy responses since the Bradley Review, making the tertiary sector an increasingly complex space to navigate, for students, providers and enterprises. Rather than integrating the tertiary education sector, these policy changes have meant that the tertiary landscape is becoming unnavigable. Bradley's vision of a seamless tertiary sector seems even more distant than it was three years ago.

### **3. How can governments support a diverse and vibrant sector?**

In the university sector, the major policy response has been to uncap HECs places and provide financial incentives to encourage universities to enrol more students from low socio-economic status (SES) backgrounds.

In April this year, the Commonwealth released preliminary data showing the increase in university offers this year, compared to previous years. The figures show that offers have grown 5.5% on 2011 figures. But while offers to low SES have increased by 19%, the proportion of offers to low SES students has not improved.

The last Commonwealth budget also increased funding to universities under the Commonwealth Grants Scheme to offer enabling courses which includes an amount in lieu of student contribution, allowing universities and their private colleges, to offer pathway programs free of charge. These programs, in many cases are in direct competition with programs offered in the VET sector which offer credit or articulation to degree programs.

There has been no deregulation of fees and no opening up of HECS places to non-university higher education providers as suggested by Bradley should happen.

The COAG reforms promise recognition of the role of the public provider in delivering community service obligations for government, however there has not been the same level of additional investment from the Commonwealth either in structural adjustment or in growth in demand as seen in the university sector.

### **4. How can governments support a diverse and vibrant sector?**

In the first place, governments should create a policy framework and funding streams to support diversity and equity and address the imbalance of today's policies.

Perhaps it's time to get the dead elephant in the room back on the table. If the universities are advantaged by their policy environment and in comparison to the VET arm of the tertiary education sector, then is it time to provide the same policy construct for the VET sector? The question of will more problems be solved than not if the VET system as nationalised may never go away and rightly so.

### **5. QUALITY – How can the public be sure that the quality is maintained?**

Overcoming the differences in the governance of the HE and VET sectors, standards regulation, etc. would no doubt facilitate efficient resource management and smoother student movement between courses. Removing the chasm between TEQSA and ASQA threshold standards and strengthening these would be a huge step in the right direction.

### **6. TAFE and higher education – Where should public vocational education and training providers sit in the HE sector?**

The way I envisage TAFE's place in the HE space is like thinking about a wonderful and very large and shiny drop of water hitting the surface of a large and previously flat pond. Creating waves and sending many droplets into the air to land elsewhere, creating more waves. And everybody knows waves are great forms of energy.

TAFE has the responsibility to provide for both greater opportunities in the lower SES sector (the large base of my shiny drop of water) and to provide work ready and highly skilled graduates in rolling skill shortage areas (the many droplets created).

For example, TAFE has a greater footprint in remote and regional communities and therefore a leading role to play. Students from these regions often experience difficulty at school and have requirements for literacy and numeracy support which would prevent their direct admission to university. TAFE has developed expertise in engaging with these students, especially those from indigenous backgrounds.

TAFE continues to demonstrate its leading and very successful close engagement with enterprise and industry. TAFE has the ability through this engagement to respond well and with agility to provide higher education graduate programs in thin and not so thin markets. In fact a number of TAFE institutes are already very active in this regard.

To finish my presentation I want to express my personal view about the challenges at hand. I have been around a long time and in the main, I have come to recognise that at the fundamental core of most TAFEs is a person who loves competition and who sees any challenge as an opportunity. Bring it on!

Thank you.

# Apprenticeships – Everything old is new again. Can there be a breakthrough?

CHAIR:

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**MARY CAMPBELL**

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*“Completion rates for Australian Apprenticeships are unacceptably low (about 48 per cent). This represents a significant economic cost, given the time and resources provided for both on the job and off the job training. There are a range of issues that commonly emerge from the research about reasons for non completion, including: workplace or employer issues, lack of support, low wages and not liking the work.”*

*(A shared responsibility: apprenticeships in the 21st century, 2011.)*

- Strategies for successful outcomes for apprentices
- Pathways from apprenticeships to further education
- Master tradespersons – attainable in Australia?

A FACILITATED DISCUSSION:

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**KELLEY YEATS**

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**CORALIE MORRISSEY**

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**DR ALEX MAROYA**

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## APPRENTICESHIPS – EVERYTHING OLD IS NEW AGAIN. CAN THERE BE A BREAKTHROUGH?



### Coralie Morrissey

*Deputy Director, TAFE and Executive Dean, Faculty of Technical & Trades Innovation, Victoria University*

Email: [Coralie.Morrissey@vu.edu.au](mailto:Coralie.Morrissey@vu.edu.au)

I wonder sometimes if training providers are the easy target for broader challenges of the apprentice system. Rather than questioning the policies that encouraged the emergence of less credible providers, repeated statements about the need for training to be industry-led rather than 'training being undertaken for training's sake' implicitly taints all registered training organisations (RTOs). This misrepresents the endeavours and expertise of many providers – particularly TAFEs – and it undervalues the role of quality trades pedagogy and education in supporting apprentices and their employers.

The reasons for apprentice non-completion do not immediately identify problems with the RTO experience – the reasons are seemingly industry-based – centred on workplace culture and support, wages, expectations and the desire for meaningful or interesting work. However, in recognising these factors it could be more explicitly acknowledged that training organisations can play a role in addressing them, by better supporting workforce development and workplace learning culture. But this might require a more engaged partnership model than is supposed by being presumed simply as agents of an industry-led system.

There will be pendulum swings or cycles of reform to any system. Yet, there are some contextual challenges that demand new or invigorated responses. Some can be improved by quality training that is informed by vocational learning and teaching principles and provides apprentices with a community of support. These include generation gaps and dynamics, the challenge of 21st century problems, the rapid emergence of technologies (both in industry settings and as learning tools), and the need for better pathways.

What is it that we need to break through? Is it just completion rates or do we need to think about enhancing perceptions of and esteem for trade careers and better recognising the role of learning and teaching? Measurable outcomes and industry requirements should be key drivers for how we do things. But in this there needs to be consideration for how individuals learn and are motivated, and how this impacts on their success. We know some employers relish the master-apprentice relationship but for others this role is a challenge. Some apprentices might need more targeted assistance or tailoring that an employer is not well equipped to provide, in terms of their capacity to supervise or in the breadth of on-site work experiences required to become a qualified tradesperson.

These considerations are contributing to how we are reshaping things at Victoria University (VU) as we embark on a transition to become a distinct Trades Academy with renown in trades education and innovation. Critical to this are three major factors for delivering positive outcomes:

- industry engagement and partnership model
- distinct apprenticeship products, including TradeApps™
- trades hub with a new facility, Sunshine Construction Futures.

## Strategies for successful outcomes for apprentices

Last year at VU we began to revise our apprenticeship product – the first stage of which we are currently evaluating with stakeholders. The TradeApps™ development provided the foundation for reinvigorated pedagogy, learning delivery, assessment practices and employer and apprentice engagement. We now have a project-based model that is flexible, responsive to industry, innovative and tailored to individuals and their employer, and quality assured. It implicitly addresses attrition issues like meaningful work, and encourages engaged conversations with clear expectations to generate a positive training experience. The cultural change aspects of this for all stakeholders mean that we still have some way to go to implement this new approach. But we believe it has breakthrough potential.

We are also looking at further ways of supporting employers to support apprentices, and recognising the divergent needs of different cohorts to consider how we might better target and stream programs. This includes mentoring possibilities and also blended learning and evidence portfolios with credibility and rigour, along with new state-of-the-art facilities.

Partnerships are also critical to good, relevant outcomes. The League of Innovation and the Seattle Community College Professional-Technical Advisory Committees provide examples of how to involve stakeholders in the institutional training processes to make it more of a collective responsibility with recognised shared outcomes meeting job and skill needs. This model could also be a good way of involving peaks and enterprises, which often have disparate imperatives, but I would be interested to hear other ideas or experiences from the floor.

## Pathways from apprenticeships to further education

We also need to consider pathways into apprenticeships as part of the bigger picture trades training framework. It is all connected but it can be difficult for people to join the dots.

It is important that people have an idea of what they can pursue, so we can attract and retain people in trade careers. This means better career advice, enhanced understanding and perceptions of trades, and clearer pathways that apprentices and employers recognise and support. We need to promote apprenticeships as a route to professions and management but also as a desirable career in their own right. We need to showcase trades as attractive but also be realistic in setting expectations and providing support – so that they can be understood as stimulating, challenging and not the ‘wooden spoon’ alternative to university that is the focus of schools and careers teachers.

There are higher skill needs in industry – both in breadth and depth – in areas such as project or construction management, supervisory roles or more advanced technological skills in engineering, for example. Recent research VU undertook showed that there is demand for apprentices to advance their skill and knowledge for job outcomes, particularly to Certificate IV, Diploma and degree level. Our work showed that motivated students will navigate their way through the current system with the support of an employer with a strong learning culture. However, feedback pointed to a consistent lack of awareness about opportunities for further education and training.

Competency-based progression seems a good opportunity to embed higher skills. Our research showed us that this is beginning to happen in bigger organisations, and that employers prefer this ‘value-add’ option to acceleration. The challenge is how we can be flexible and responsive enough to facilitate tailored programs.

Also, how can we collaborate to promote a lifelong training-learning culture that keeps our workforce current and equipped to meet higher skill needs of the future? Employer co-contributions to training are potentially recognition of responsibility but will this provide enough incentive, particularly for SMEs? What role can RTOs play by working with enterprises to support or inculcate an approach to training that recognises its tangible benefits and moves beyond the disparaging idea that training is just for training's sake?

### **Master tradespeople – attainable in Australia?**

Whether it is attainable presupposes merit without first asking whether there is industry demand or need, and clarifying intent and purpose. Are we talking about developing a culture of esteem or a framework for formal recognition of experience and expertise? Do we intend to emulate the European model and does that realistically translate to our culture and context? Or do we mean to create a new qualification and pathway for design, creativity and skill development that people can choose to advance their trade career? The response might vary across industries depending upon the perceived value of artisan craftsmanship, skill gaps or status. There are also issues around whether there is demand for a distinct vocational route compared to a pathway into professions, such as the Associate Degree options currently being developed in the mining industry or the Higher Apprenticeships model adopted in the United Kingdom.

NCVER research suggests that there could be benefits for elevating esteem, but the feedback points to general interest, rather than need for or commitment to implementation. In a recent consultation VU undertook on higher apprenticeships, we asked employers about their support for developing higher *vocational* pathways, including Masters. The response was underwhelming. Their focus was on progression more directly related to the work context and skill need – which meant pursuing existing

Certificate IV/Diploma qualifications and for some, pathways into academic degrees. A master tradespeople qualification might be too niche or symbolic. But perhaps there is merit in its development as one prong of a collective approach to build esteem and opportunity, recognising that this requires a suite of activities in sustained effort, rather than any magic breakthrough.

## APPRENTICESHIPS – EVERYTHING OLD IS NEW AGAIN. CAN THERE BE A BREAKTHROUGH?



### Dr Alex Maroya

*National Training Director, Master Builders  
Australia Ltd*

Email: [amaroya@masterbuilders.com.au](mailto:amaroya@masterbuilders.com.au)

### The construction skills crisis and the industry response

Education policy in Australia is bedevilled by blame-shifting to the point where good public policy outcomes sometimes appear impossible. Apprenticeship reform is, unfortunately, a leading example of where this can be the case. The territory is well worn. Industry is said to be narrowly focused on job skills and lacking genuine commitment to training. Training providers are said to be inflexible and lacking in understanding of current industry work practices. Governments of all colours are quick to be photographed in trades environments but are said not to have the will to reform archaic apprenticeship regulations or the means to fund trades training properly. None of this gets us very far, as over two years of discussion since the Apprenticeships Expert Panel was appointed have shown!

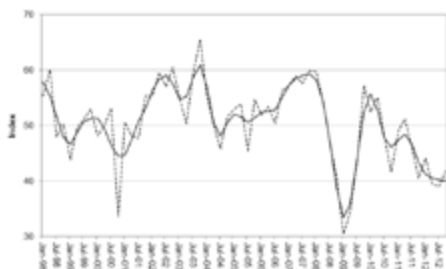
Meanwhile, construction apprenticeships are experiencing a dramatic decline that threatens the ability of the industry to meet the expected turnaround in demand for residential housing during 2013. Apprentices in training dropped by over 10 per cent in the year to March 2012 (the last available NCVER data), while commencements fell 29 per cent to 17,459 over the same period. Of equal concern is the record number of apprenticeship cancellations: 15,757 in the year to March 2012.

Unless addressed quickly, this decline in apprenticeship numbers will inevitably lead to inflationary pressures and blow-outs in project times as housing recovers. For example, Kim MacDonald writes in the *West Australian* (28 November 2012, p. 1) that 'WA faces the worst trade shortage the home building industry has seen, with builders warning construction times could double in the next 12 months'.

The picture varies somewhat between different states and different trades. The decline in numbers has been most pronounced in Queensland, while the Northern Territory and Western Australia have remained relatively stable. Bricklayers and carpenters have experienced significant declines, while plumbers and some finishing trades have not. Overall, however, the industry picture remains bleak.

The decline in construction apprenticeships results from a combination of poor construction industry conditions, growing concern at the cost and complexity of apprenticeship engagements, and a possible shift in industry culture away from valuing the apprenticeship pathway. According to the Master Builders National Survey, available work has been ebbing for almost three years, particularly since the drying up of work associated with the building the education revolution program.

*Figure 1: Construction industry level of activity (trend and quarterly)*



Source: Master Builders' National Survey

Meanwhile, focus group research and other outreach activities conducted by Master Builders reveal an employer cohort increasingly baffled by the multiple incentive arrangements, numerous state and federal bodies, and byzantine reporting requirements now associated with the Australian Apprenticeships system. Most concerning, anecdotes abound of employers encouraging workers not to undertake, or to drop out early from, construction apprenticeships, on the grounds they can make more money and learn on-the-job outside the apprenticeship system.

For many young people, for whom living on the wage during the initial stages on an apprenticeship can be daunting, this must seem very tempting. However, it means that the worker will almost certainly not gain the full range of skills that a properly structured apprenticeship provides, while the lack of a formal credential may impede future career prospects and in some states prevent the person from obtaining a subcontractor licence.

With apprenticeships coming under increased pressure, and with a broader restructuring of the Australian economy in the offing, the need for effective reform of the Australian Apprenticeship system is more pressing than ever. Governments, industry and training providers all have important roles to play. Master Builders strongly supports

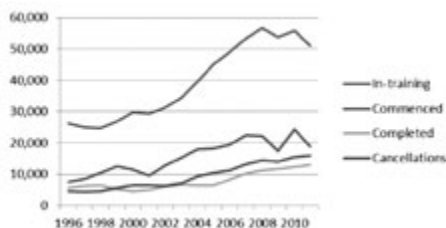
the Government's intention to provide more effective support for apprentices and to harmonise apprenticeship regulation within Australia. However, real progress on harmonisation appears some way off, while the proposed return of most support functions to the states may have the unintended effect of creating further headaches for business.

Industry players also remain concerned at the continuing erosion of employer apprenticeship incentives. The basic employer incentive for taking on and retaining apprentices has been static at around AUD4,000 for many years – which represents a fraction of the net cost of on-the-job training, administration and wages – while eligibility for this incentive has been progressively rolled back.

In this context, the Government's announcement of a renewal of the successful Kickstart Apprenticeship program from December 2012 to February 2013 for construction apprentices is very welcome. Kickstart offers an AUD3,350 sign-on bonus (payable in two instalments) to small and medium businesses and Group Training Organisations in the building and construction industry who take on a new apprentice in most construction trades.

The first Kickstart incentive ran from December 2009 to November 2010 and is widely credited with the turnaround in apprentice commencement numbers at that time (see Figure 2).

*Figure 2: Construction trade apprenticeships 1996-2011*



Source: NCVER Apprentices and Trainees Series

The Kickstart program will undoubtedly provide a much needed boost to the industry's capability to take on young apprentices for 2013. However, given the factors outlined above, and the short-term nature of the incentive, it may not be sufficient in itself to push numbers up to the desired levels. Master Builders estimates that around 35,000 new entrants to the industry will be needed to fill skilled roles over the next decade per annum, compared with a current apprenticeship completion rate of 12,000 per annum.

Another Commonwealth Government measure that can help complement the Kickstart program is the AUD101 million Apprenticeship Mentoring Package, which is an industry-led program to improve retention and promote trade careers. The AUD101 million is being allocated on a rolling basis through a competitive selection process (including a co-contribution requirement) open to a range of organisations including Group Training Organisations, Australian Apprenticeship Centres, Industry Skills Councils and industry associations.

In common with a number of other industry associations, Master Builders has obtained funding under the Apprenticeship Mentoring Package for a sector-specific initiative known as the Construction Apprenticeship Mentoring Scheme (CAMS). CAMS involves:

1. Apprenticeship Engagement Officers placed with state and territory Master Builders Associations to provide advice and referrals to apprentices and their employers
2. online resource materials with links to social networking
3. a Volunteer Apprentice Mentoring Program to match trained volunteer mentors to apprentices who would benefit from more intensive one-on-one support
4. trials of support mechanisms for 'out-of-trade' apprentices (NSW and SA)

5. working with schools and communities to provide information about apprenticeships.

CAMS allows for a much greater level of support on a national basis to be provided to construction trades apprentices and their employers, which should lead to increased apprenticeship completions and a greater commitment to a career in the building and construction industry.

There are thirteen staff in the program nationwide, including a National Manager based in Canberra, plus over a hundred volunteer mentors (and more every week). The project has already supported over a thousand construction apprentices and has been involved in hundreds of school visits, trade shows and other outreach activities.

The CAMS team convenes fortnightly by teleconference, and has face-to-face meetings approximately every two months. CAMS is supported by an Industry Reference Committee that offers employer, apprentice, training provider, union and other perspectives on the implementation process.

Future priorities in the roll-out of CAMS include:

- ramping up the volunteer program to the matching of at least 600 apprentice mentees to volunteer mentors in the first year
- building brand awareness through a variety of communications channels so that CAMS becomes the first place of call on apprenticeship issues for construction employers and apprentices
- maintaining strong governance and accountability for the project
- introduction of a tailored mentoring offering for women and Indigenous construction apprentices
- rolling out from December 2012 a support program for out-of-trade apprentices in two jurisdictions.

CAMS has provided a unique opportunity for the construction industry to step up and take a leading role in addressing the persistent problem of low apprenticeship completions. But for Master Builders this would not have been possible without the strong support of TAFE Directors Australia and the collaboration at a local level with individual TAFE institutes. Enhanced cooperation and sharing of resources between industry and training providers is one of the many beneficial effects of the project.

There will inevitably be some bumps in the road ahead with such an ambitious national scheme, but our attitude with CAMS has been to get on and do something about completions, and to put the industry back into 'industry-led' training, rather than just complaining and expecting someone else to do the hard work!

*CAMS is funded by the Commonwealth Government's Apprenticeship Mentoring Package. For more information, visit [www.masterbuilders.com.au/cams](http://www.masterbuilders.com.au/cams), phone 1300 394 092, email [cams@masterbuilders.com.au](mailto:cams@masterbuilders.com.au) or like us at [www.facebook.com/apprenticeshipmentoring](http://www.facebook.com/apprenticeshipmentoring).*



Mary Faraone, Executive Director, Educational Development & Design, Holmesglen Institute of TAFE; Kay Hemsall, Project Manager, Joint ATEM-LHMI Project



Coralie Morrissey, Deputy Director, TAFE and Executive Dean, Faculty of Technical & Trades Innovation, Victoria University; Kath Curry, Associate Dean Quality and Capability, Faculty of Technical & Trades Innovation, Victoria University; Jeanette Allen, CEO, Service Skills Australia



The VET Development Centre maintains a firm commitment to deepening excellence in VET practice: a commitment we have fulfilled since our establishment in 2005 as the TAFE Development Centre (TDC). We continue to deliver highly regarded programs and services, developing a professional VET workforce that is high performing, well skilled, confident and resilient.

Our programs and services can be customised to meet the needs of individual training providers and can be delivered nationally either in house at a location of your choice. The range of programs provided by the VET Development Centre address initial and ongoing teacher education, development of VET specialist or non-teaching staff and leadership and management capability.

For full program details visit  
[www.vetcentre.vic.edu.au](http://www.vetcentre.vic.edu.au)




Level 1, 478 Albert Street  
 East Melbourne VIC 3002

**T** (61 3) 9250 6000

**F** (61 3) 9663 6674

[info@vetcentre.vic.edu.au](mailto:info@vetcentre.vic.edu.au)

[www.vetcentre.vic.edu.au](http://www.vetcentre.vic.edu.au)

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# **SPEAKERS AND PANELLISTS**

Note: Facilitators and Chairpersons were not invited by TDA to submit papers

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**Paul Abela**, *Executive Director, Association of Tertiary Education Management (ATEM)*

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Paul Abela has been a member of ATEM for 23 years and has had almost 30 years of experience in Tertiary Education management.

Holding roles in Student Administration, International Education, Faculty Management, and specialising in cross-sectoral partnerships, Paul has worked right across the tertiary education sector including working for the University of Western Sydney, TAFE NSW and, most recently, at a private liberal arts college as Deputy Registrar. Paul has also consulted on cross-sectoral partnerships and articulation to universities, private organisations and the NSW Department of Education.

Paul is a contributor to *Campus Review*.

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**Jeanette Allen**, *Chief Executive Officer, Service Skills Australia*

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Jeanette Allen is the Chief Executive Officer of the Service Industry Skills Council (2004-12), and is responsible for the strategic direction and overall management of the activities of the Skills Council.

After many years working in the service industries and vocational teaching, Jeanette was appointed the Executive Director of the National Wholesale Retail and Personal Services Industry Training Council in 1998. This council, along with the other 29 industry training advisory bodies, was later reformed and replaced by the 11 national Industry Skills Councils. Jeanette was appointed CEO of the Service Industries Skills Council on its establishment in 2004.

Jeanette has been instrumental in achieving the charter set out for the Council. She has successfully facilitated the provision of advice on industry training, skills and workforce development needs to government, industry and stakeholders.

Jeanette is currently Chair of Worldskills Australia, Chair of the IPSN, a member of the Australia India Education Council's skills working group, and a member of the NSW Council for Women's Economic Development.

In 2011, Jeanette was the inaugural winner of the Australian Training Awards Leadership in Quality Award.

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**Kim Bannikoff**, *VET Sector Representative, Australian Qualifications Framework Council (AQFC)*

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Kim Bannikoff has wide experience in education and training as a consultant and public servant in Victoria, Queensland, and the Commonwealth.

Kim now specialises in advising institutions involved in tertiary education on how to work effectively and efficiently in the current environment. He has a particular interest in developing cooperation between institutions and assisting their work with government.

Kim has been appointed to represent the Vocational Education and Training (VET) sector on the Australian Qualifications Framework Council and is a member of the Boards of Cape York Australian Aboriginal Academy and Djarragun College.

He is a Senior Fellow at LH Martin Institute at Melbourne University.

## **The Hon. Colin Barnett, MLA, Premier of Western Australia; Minister for State Development**

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Colin Barnett was elected as Western Australia's 29th Premier on 6 September 2008.

Following the election victory, he formed a Liberal-National Government with the support of three Independent Members of Parliament.

Becoming Premier is the culmination of a long parliamentary career. Mr Barnett was first elected as the Liberal Member for Cottesloe in 1990 and became Deputy Leader of the Liberal Party in 1992. He was a senior Minister in the Court Government (1993–2001) holding the portfolios of Resources Development, Energy, Education and Tourism. Mr Barnett was also Leader of the House. From 2001 to 2005, he was Leader of the Opposition.

As well as Premier, Mr Barnett is also Minister for State Development.

Mr Barnett is best known for his role in the economic development of Western Australia. As a Minister, he was involved in major projects including the Goldfields Gas Pipeline, hydro-electric power on the Ord River, the Onslow Salt Project, expansion of the North West Shelf Project and the Perth underground power project. As Education Minister, he introduced a kindergarten and pre-primary program for children throughout the state.

In October 2010, he announced the creation of the Kimberley Wilderness Parks, one of the most significant environmental initiatives in Western Australia's history.

As Premier, Mr Barnett holds a strong pro-development position and is committed to large-scale projects around the state that will provide a strong foundation for Western Australia's economic growth, including a liquefied natural gas precinct for the Kimberley region and a new deep sea port at Oakajee near Geraldton. For the capital city of Perth, his government is undertaking to sink the railway that physically divides the central business district, develop a major city square and create a waterfront tourism area on the Swan River.

Mr Barnett is also committed to ensuring economic growth supports all Western Australians, including the most vulnerable, through the Liberal-National Government's strong and innovative social agenda.

Mr Barnett holds Honours and Masters Degrees in Economics from the University of Western Australia.

## **Hugh Becker, Governor and Chair, New College, Durham, UK**

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Hugh Becker has been a governor of New College, Durham since 2005 and was elected Chair of the Corporation in 2009. New College, a successful mixed economy Further Education provider located in the North East of England, was granted Foundation Degree awarding powers in 2011.

Before becoming a governor of New College, Hugh had served on the board of the Hospitality Training Foundation, as a director of the County Durham and Darlington TEC, and as Chair of the County Durham Learning and Skills Agency.

Hugh's extensive experience of governance spans the voluntary, private and public sectors. His most demanding role in this field is as a Public Member of Network Rail, on whose behalf he co-chaired the Governance Review Group and served as the inaugural Members' Co-ordinator.

A fellow of the Tourism Society, Hugh has wide, practical experience of tourism, hospitality and the rural economy. He also has considerable experience in the aquatic environment, where he served 8.5 years as a consultative committee chairman for the UK Environment Agency.

A CEDR accredited mediator, Hugh is a member of the Chartered Institute of Arbitrators and has a successful track record in dispute resolution and the chairing of contentious public meetings.

Hugh, a keen fly fisherman and walker, is Chair of Pond Conservation and a trustee of several other environmental and animal welfare charities.

### **Chetan Bhagat**, *author, columnist, and former international investment banker*

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Chetan Bhagat is an Indian author, columnist, and speaker. Chetan's books have remained bestsellers since their release, and have been adapted into major Bollywood films.

The *New York Times* called him 'the biggest selling English language novelist in India's history.' *Time* magazine named him in the '100 Most Influential People in the world', and *Fast Company, USA* listed him as one of the world's '100 most creative people in business'.

Chetan's columns in leading English and Hindi newspapers focus on youth and national development issues. He quit his international investment banking career in 2009 to devote his time to writing and make change happen in his country. He lives in Mumbai with his wife Anusha, an ex-classmate from IIMA, and his twin boys Shyam and Ishaan.

Chetan's stellar education and diverse professional background make him the ideal person to share his thoughts and experiences on topics such as leadership, passion, values, team building, motivation and achieving goals.

### **Dr Pim Borren**, *Chief Executive, Southbank Institute of Technology*

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Dr Pim Borren is Chief Executive at Southbank Institute of Technology in South Brisbane, a leader in vocational education and training, which each year delivers over 150 courses to more than 20,000 students from Australia and overseas.

Previously, Pim worked as Chief Executive at Waiariki Institute of Technology in Rotorua, New Zealand. Waiariki employs over 500 vocational teaching and administrative staff across four campuses in Rotorua, Taupo, Whakatane and Tokoroa.

Prior to Waiariki, he worked as Deputy Chief Executive at Christchurch Polytechnic Institute of Technology (CPIT), a tertiary education provider with over 2,000 staff. Pim had eight executive reports including direct responsibility for the five Deans of CPIT's teaching faculties. Prior to this role, Pim was the Dean of Commerce at CPIT.

Pim holds a PhD in Economics and has also worked as the Director of Business at Christchurch College of Education before joining CPIT. He has also previously operated his own economics consulting company where he managed numerous policyrelated projects involving multi-disciplinary teams and a variety of sponsors. He built up a specialisation in the health sector and, as one of New Zealand's leading authorities on health economics, continues to be called upon to commentate on health reform.

Pim has been a Lecturer in Economics, Professional Economist and Economics Research Fellow and has worked at several New Zealand universities as well as in the UK. He has had a high profile academic career, with many publications and co-authorship of a book to his name. Pim is also a trained teacher and began his career in education as a secondary teacher.

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**Jessie Borthwick**, *Division Head, Tertiary Quality and Participation, Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)*

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Jessie Borthwick is Division Head, Tertiary Quality and Participation in the Department of Industry, Innovation, Science, Research and Tertiary Education. She returned to the Department in 2011 from the Australian National University where she worked as Executive Director, Strategy, for the Australian National Institute for Public Policy.

Jessie joined the previous DIISR following Machinery of Government changes in 2007 as Division Head for Science and Research. She was also Group Manager, Science, and earlier, Strategic Analysis and Evaluation in the then Department of Education, Science and Training. Jessie has extensive experience at senior levels in state and commonwealth agencies across tertiary education, including in the NSW TAFE Commission, the Employment and Skills Formation Council, the Australian National Training Authority and the National Centre for Vocational Education Research.

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**Duncan Calder**, *President, Australia China Business Council (WA Branch); Partner (Corporate Finance), KPMG*

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Duncan Calder is the President of the Australia China Business Council in Western Australia. The ACBC is the peak national body promoting Sino-Australian trade and investment with branches in Western Australia, New South Wales, Victoria, South Australia, Queensland, the Australian Capital Territory and the Northern Territory. The Western Australian branch is the most active branch and largest by revenue, reflecting the high complementarity between the Chinese and WA economies.

Duncan is the Partner in charge of KPMG's China Business Practice and the Mining M&A and Forensic Services teams in WA. He was the Chairman of KPMG's Energy and Natural Resources team in Western Australia for over a decade and focuses heavily on the industry specialisation of bulk commodities and associated infrastructure. He founded KPMG's national China Business Practice in Australia some nine years ago working very closely with The Hon. Richard Court AC, former Premier of Western Australia and adviser to KPMG.

Duncan and his team have worked for many Chinese companies including Baosteel, Ansteel, Sinosteel, MCC, CITIC Pacific, Nanjing Iron and Steel and Hunan Valin as well as working with many Australian companies dealing with Chinese customers and investors.

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**Mary Campbell**, *Institute Director, SkillsTech Australia*

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As Institute Director, Mary Campbell is responsible for the strategic direction and overall operation of SkillsTech Australia as the lead TAFE institute and the largest public provider of trade and technician training in Queensland.

Mary has over 25 years' experience in the vocational education and training (VET) sector, and brings a wealth of knowledge to this important role. She has held a number of senior leadership positions within the VET sector including Director of Education and Training at SkillsTech Australia, Metropolitan South Institute of TAFE and Moreton Institute of TAFE.

On a day-to-day basis, Mary works with the institute's Senior Executive Team to ensure the efficient operation of the institute. She also works closely with the Institute Council to deliver the strategic vision for SkillsTech Australia's long-term success.

Mary has a Bachelor of Arts Degree, Diploma of Teaching (TAFE), Graduate Diploma in Open and Distance Learning, and a Masters Degree in Education and Learning Innovations.

### **Wayne Collyer**, *Managing Director, Polytechnic West*

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Wayne Collyer was born in Brisbane and spent most of his early childhood in Cairns, North Queensland. Over the years, he has held various positions within TAFE institutes in Queensland and Western Australia and in 1993, he completed a Masters in Education Leadership.

Since 2004, Wayne has been Managing Director of Polytechnic West in Perth, Western Australia, having spent the previous 10 years in Central West TAFE in Geraldton. Under his direction, the institute has undergone immense changes. A commitment to providing quality training has distinguished Polytechnic West as *WA Large Training Provider of the year 2011*. Wayne continues to make significant contributions to training policy development and delivery especially in employment-based training and pathway for students acquiring higher qualification through a VET pathway.

Wayne was a board member of TAFE Directors Australia for nine years and serves the training sector on many state and national committees.

He is highly sought after as a guest speaker and presenter at national and international conferences for his experience and knowledge in positioning high performance organisations and contemporary training delivery in the VET sector.

### **Linda Condon**, *Director, International Green Skills Network, TAFE Directors Australia*

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Linda Condon is the Director of a newly formed international US/ Australian Green Skills Network for TDA. She is also the founder of the Centre for Sustainability at Swinburne and was until 2007, the Head of the National Centre for Sustainability at Swinburne University of Technology, Melbourne.

In these roles, Linda was involved in a wide range of sustainability projects including provision of strategic advice to government, communities and industry on issues relating to sustainability. Her professional career has involved industry experience which spans 20 years in a range of environmental areas, including environmental audits and the development of sustainability strategies for organisations. Linda has been involved in the judging of awards, in particular the Banksia Environmental Awards, Savewater, and the United Nations Environmental Awards, and is engaged in promoting the uptake of sustainability in education and training.

She has published the following relevant papers focusing on issues relating to sustainability: 'Sustainability and small to medium sized enterprises—how to engage them', *Australian Journal of Environmental Education* (2004); 'Measuring community engagement with sustainability: "Living for our Future",' *Change in the 21st Century*, co-authored with J Donlen & A Tournay (2005), and 'Design for sustainability and the aging population', in eds L Anderson & S Jackson, Lab Report 04—The New Design Nexus: ICT, changing demographics and sustainability, Melbourne (2004).

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**Stephen Conway**, *Chair, TDA Board; Managing Director, TAFE SA – Adelaide South*


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Stephen Conway is the Managing Director of the TAFE SA Adelaide South Institute.

With a background in engineering, Stephen has been in the TAFE SA system for twenty-five years. During that period he has been the Director of both metropolitan and regional institutes at the time when there were 10 separate TAFE institutes in South Australia.

As well as his institute leadership roles, Stephen has taken responsibility across the system in the areas of Marketing, International as well as Industrial Relations. In 2011, Stephen was appointed Chair of TAFE Directors Australia, having served as a Board Member for several years.

Stephen holds formal qualifications in organisational development, vocational education and training as well as corporate governance. His Master's thesis was based on the professional development needs of educators/administrators, and teaching and learning processes are of particular interest to him. Stephen was the recipient of an Australian Fellowship and has undertaken international research around flexible learning.

Working as part of a commercially focused Executive Team for TAFE SA, Stephen is looking forward to the challenges facing the system through the latest South Australian VET Reform Agenda – Skills For All.

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**Troy Cook**, *NAIDOC 2012 Person of the Year; Program Manager, Troy Cook Health and Leadership Program in the David Wirrpanda Foundation, Perth*


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Ex-AFL footballer Troy Cook hails from Carnarvon, Western Australia, and is a proud Yamatji man. He played 43 games for the Sydney Swans before moving back to the West to play another 150 games for the Fremantle Dockers Football Club.

The runner-up 1996 Sandover Medallist is now the Program Manager for the Troy Cook Health and Leadership program, which is part of the David Wirrpanda Foundation in Perth. Troy's program aims to build a healthy and active lifestyle for our future generation. He has developed the program which includes topics such as health and fitness, mental wellbeing, leadership, and substance abuse.

Troy's program is designed to provide the opportunity to experience the life of a professional athlete by participating alongside him and other mentors, all positive role models in the local Aboriginal community.

The program empowers young Aboriginal and Torres Strait Islander participants to evaluate opportunities and challenges associated with day-to-day living in society. It builds their capacity to take action to lead a healthy lifestyle, to avoid injury, make socially and personally responsible decisions and reduce threats to their health and well-being. He delivers the program to participants in the Foundation's Plan 2day 4 2morrow Indigenous employment program, and also to Aboriginal youth at four schools in the Peel region of Western Australia.

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**Rod Cooke**, *Chief Executive Officer, Community Services and Health Industry Skills Council (CS&HISC)*


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Rod Cooke is the Chief Executive Officer of the Community Services and Health Industry Skills Council (CS&HISC). The CS&HISC's role includes identifying workforce challenges for the community services and health industries and leading the response to industry changes, growth, workforce shortages and workforce development issues on a national basis.

CS&HISC works closely with government, industry, unions and training providers to identify changes in these industries and work roles, advice on workforce development, assists in supporting workforce participation and develops the appropriate job performance, skills standards and qualifications required.

Rod has an extensive background in leadership, management, workforce development and in vocational education and training.

He has held senior management and training positions including the positions of CEO with Orana Education & Training Cooperative Ltd, National Learning & Development Manager with NRMA, and as an Officer of the Army.

Rod has a strong community services background and is currently on the Board of the Lane Cove and North Shore Community Services, Rural Financial Counselling Service NSW – Central West, and was on the Board of United Protestant Association NSW (Aged Care) for eight years.

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**The Hon. Murray Cowper, MLA, Minister for Training and Workforce Development and Corrective Services, WA**

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The Hon. Murray Cowper, MLA, was elected to the Western Australian Parliament in the seat of Murray-Wellington on 26 February 2005. After more than seven years in the Western Australian Legislative Assembly, Murray was appointed Minister for Training and Workforce Development and Corrective Services on 29 June 2012. During the Liberal Party's time in opposition Murray served as the Shadow Spokesperson for Road Safety, Transport and later Emergency Services and Industrial Relations.

Murray has worked to make a difference to benefit the people of Western Australia. While in Opposition, Murray wrote several Private Member's Bills. His work to ensure proper workers' compensation for police officers, making seatbelts on school buses mandatory and improving the Misuse of Drugs Act saw these moves later become legislation.

Following the September 2008 election, Murray became Parliamentary Secretary to the Minister for Police; Emergency Services; Road Safety between September 2008 and August 2009. He was then appointed Parliamentary Secretary representing the Minister for Training and Workforce Development; Indigenous Affairs, remaining in this important role from 2010 to 2012.

Murray has also held the position of Acting Speaker.

Murray has worked as a police officer across the vast state of Western Australia. He has developed a deep understanding of the many issues affecting Western Australian people over an impressive 28-year career within the police force. For 13 years Murray held the senior position of Officer-in-Charge at various country police stations, overseeing police operations and working with communities to deliver law and order services.

He has led major operations to apprehend dangerous offenders, mediated between disagreeing parties during strikes, conducted search and rescue missions after severe flooding and worked with the community on law and order issues.

He is a member of Rotary and has volunteered with sea rescue. Murray is Patron of the Alcoa Peel Football League.

Murray lives with his wife Kathy, and two of his three teenage children. Two of his children are undertaking apprenticeships, while the third has a traineeship.



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**Ian Curry**, *National Coordinator – Skills, Training and Apprenticeships Policy, Australian Manufacturing Workers' Union*

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Ian Curry is the National Coordinator of the Australia Manufacturing Workers' Union skills, training and apprenticeship policies.

He is a product of the VET system having completed trade and post-trade training in Boiler-making through an apprenticeship with Australian National Railways.

He represents the AMWU or the ACTU on a range of state and national VET advisory and regulatory bodies, and participates in the National Skills and Workforce Development Roundtable. He is the Deputy Chair of Manufacturing Skills Australia and Chairs the Steering Committee of the National Apprenticeship program.

Ian's involvement in skills and workforce development reform stems from the Structural Efficiency and Award Restructuring processes of the late '80s and early '90s and he maintains his keen interest in the role of vocational education and training as it relates to the world of work.

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**The Hon. John Dawkins AO**, *Chair, National Skills Standards Council (NSSC)*

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The National Skills Standards Council (NSSC) is chaired by the Hon. John Dawkins AO.

John served for 18 years in the House of Representatives and, from 1983 to 1994, was a member of the Governments of Bob Hawke and Paul Keating as Finance Minister, Trade Minister, Employment Education and Training Minister and finally Treasurer.

Since leaving politics in 1994, John has advised Australian universities, state and foreign governments on education and training issues. He has worked with The World Bank, UNESCO and the OECD on education reform projects.

John was Chair of the National Quality Council from June 2010 to June 2011. He is Chair of the Australian Qualifications Framework Council which advises the Ministers on the maintenance and development of the Australian Qualifications Framework.

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**Mike Deeks CSC**, *WA Site Executive, Raytheon Australia; Member, WA State Training Board; Deputy Chair, Challenger Institute; Director, Dampier Port Authority*

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Mike Deeks CSC is the WA Site Executive at Raytheon Australia's Henderson site, having joined the company in November 2007. He is responsible for the Raytheon Integrated Solutions team in both WA and SA and for the performance and expansion of the WA operations.

Mike has a wealth of experience, having previously been the Commander of the Australian Submarine Group and the Senior Defence Officer in WA (2001–04). From 2005 to 2007 Mike was Executive Chairman of Nautronix Ltd. He was also a part of the WA Government Defence Industry development team and a key driver behind the expansion of the Defence and Marine Industries in WA.

His 32-year Naval career included command of the submarines HMAS OTWAY (1989–90) and HMAS ORION (1990–92 and 1993–95), and the Fleet Replenishment ship HMAS SUCCESS (2000–01). He retired in the rank of Commodore.

Mike was awarded the Conspicuous Service Cross in the 2005 Queen's Birthday Honours List for his 'superior leadership, consummate management skills and a total commitment to the submarine service'. Other awards include the Australian Service Medal with Special Operations clasp.

He currently holds a number of Board positions including Deputy Chair of the Governing Council of Challenger Institute; Member of the WA State Training Board; Director, Dampier Port Authority, and Chair, Stepping Stones Child Development Centre. He is a past president and current committee member of the Submarine Institute of Australia.

Mike's interests include ocean yacht racing and he has completed numerous offshore yacht races including four Sydney to Hobart Races.

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### **Karen Dickinson, *Managing Director, Kimberley Training Institute***

Karen Dickinson is Managing Director of the Kimberley Training Institute. Based in Broome, Karen spends much of her time on the road visiting the Institute's six Kimberley campuses spread across the 420,000 square kilometres of the region.

Although one of the smallest State Training Providers in the West, it's also one of the most culturally diverse with over 50 per cent of students coming from an Aboriginal background. The Kimberley Training Institute not only works with a large cohort of Aboriginal students but also steps up to meet the burgeoning requirements of industry in the Kimberley. Working in collaboration with other agencies is critical and Karen has built a range of close networks with industry and government organisations in the Kimberley and across the State.

Kimberley Training Institute is one of the fastest growing Institutes in Australia and much of this is attributed to the Institute's leadership, strategic direction and professional staff.

Karen has worked in the north of Australia for seven years and is committed to ensuring quality vocational training can be provided to even the remotest places in Australia.

Karen has a Bachelor of Health Science (nursing), a Graduate Diploma in OHS, and a Masters in Health Services Management. She has been in her current role as Managing Director for three years and previously worked for the Australian Government, DEEWR in the NT.

In Karen's spare time, she enjoys walking along Cable Beach and travelling around the Kimberley, enjoying its magnificent beauty. She is an active member of the Broome Rotary Club.

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### **Senator the Hon. Christopher Evans, *Minister for Tertiary Education, Skills, Science and Research; Leader of the Government in the Senate***

Senator the Hon. Chris Evans was elected to Federal Parliament in 1993.

From December 2007, Senator Evans served as Minister for Immigration and Citizenship in the Rudd Government and following the 2010 election, he was appointed Minister for Tertiary Education, Skills, Jobs and Workplace Relations in the Gillard Labor Government.

In December 2011, he was sworn in as the Minister for Tertiary Education, Skills, Science and Research. Senator Evans is also the Leader of the Government in the Senate.

By bringing together training, education, innovation and research, the Government is putting a major emphasis on ensuring Australia has a workforce with the skills and research capabilities to allow industry to grow and improve productivity.

Prior to Labor achieving office, Senator Evans held a variety of shadow portfolios including Family and Community Services, Aged Care, Defence, Social Security, National Development and Resources and Energy.

Prior to entering Federal Parliament, Senator Evans was the State Secretary of the Labor Party's WA Branch and before that was Secretary of the Fire Fighters Union in WA.

He holds a Bachelor of Arts from the University of Western Australia and lives in Perth with his wife and two sons. Although his rugby playing days are long over, he maintains a keen interest from the stands and supports the Western Force in the Super Rugby and the Fremantle Dockers in the AFL.

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**Mary Faraone**, *Executive Director, Educational Development & Design, Holmesglen Institute of TAFE*

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Mary is currently the Executive Director, Educational Development and Design at Holmesglen Institute of TAFE. The span of the role and responsibility is varied and covers all areas related to teaching and learning. Mary is the Chair of the institute's Higher Education Executive Committee and Executive Officer of the Board's Higher Education Academic Committee.

Before joining Holmesglen, Mary was the Executive Officer of Business Skills Victoria, the Industry Training Board for Business Services, Finance, Property Services and Local Government. In this role, she developed policy for the Board, liaised with government, worked with TAFEs and private RTOs to ensure that industry needs were being met by the training system.

Prior to that position, Mary worked at Swinburne University, TAFE Division, initially as a teacher and later in industry consulting, developing industry relationships with industry, undertaking national and state projects, developing curriculum and resources and facilitating professional development.

Mary led Holmesglen's recent AUQA audit and has had a central role in developing higher education at the institute, including the development of the 15 current undergraduate and post graduate programs, and the development of Masters level programs for accreditation in 2013. Holmesglen has a long history in higher education, commencing in 1985 with a university partner. In 2007, Holmesglen delivered its first accredited undergraduate program. The following five years have seen significant growth in higher education at the institute.

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**Lyn Farrell**, *Managing Director, Pilbara Institute*

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Lyn Farrell is the Managing Director of Pilbara Institute. She has over 20 years' experience in the Vocational Education and Training sector.

Lyn has a Masters in Professional Education and Training and her research interests and work experience have focused on lifelong learning and cross cultural education and training.

Most of her working life, Lyn has spent living and working in regional areas. She also spent a number of years working in Perth as the CEO of an independent indigenous Registered Training Organisation (RTO) and then in the role of General Manager, Organisational Services for Polytechnic West, the largest State Training Provider in WA.

In her current role, she is keen to build the capability and capacity of the Institute, to respond to the growing education and training needs in the Pilbara.

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**Neil Fernandes**, *Managing Director, Central Institute of Technology; TDA's representative on the Australia-India Education Council*

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Neil Fernandes has been the Managing Director at Central Institute of Technology since July 2005.

Prior to his appointment at Central, Neil was the Deputy Director-General (Training) in the Department of Education and Training for 18 months and was the inaugural General Manager of WestOne between July 1999 and August 2003.

Neil has held a number of senior positions in the vocational education and training (VET) system in Western Australia over the last 20 years and was instrumental in the development of VET legislation and the governance framework for TAFE colleges. He is a strong advocate for vocational education and training.

Born in Nagpur, India, Neil's family migrated to Australia in 1969. He completed his high schooling in Perth and holds a BA (Philosophy) from the University of Western Australia. Neil is married with two children.

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**Dr Andrew Giddy**, *Chief Executive Officer, Northern Melbourne Institute of TAFE, formerly Chair, NMIT Board*

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Dr Andy Giddy is the Chief Executive Officer of Northern Melbourne Institute of TAFE (NMIT) – the largest provider of vocational education in Melbourne's northern region.

NMIT is situated on six campuses and six training centres throughout Melbourne's north and a regional campus at Ararat. The institute has approximately 43,000 local enrolments plus an additional 24,000 enrolments through an extensive offshore program with 25 partner institutions across Asia.

Educated at the University of Melbourne (Veterinary Science), University of Technology Sydney (Bioethics) and London Business School, Andy initially practised as a Vet prior to working in the biotechnology research and pharmaceuticals industries where he held senior positions with F Hoffman-La Roche.

Andy went on to work as a management consultant with The Boston Consulting Group and was involved in a review of the Queensland VET sector. He has also held the positions of Executive Chairman, Australian Centre for Health Innovation, Chairman, AMREP AS Pty Ltd, and CEO of Nucleus Network, a not-for-profit medical research and education company.

After joining the NMIT Board as a Director in 2006, Andy served as Board President from 2009 until commencing as CEO in March 2012. He therefore brings extensive experience in corporate governance and a thorough understanding of NMIT's strategic objectives, educational and operational culture to the role of CEO.

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**Kay Giles**, *Chief Executive, Christchurch Polytechnic Institute of Technology*

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Kay Giles was appointed Christchurch Polytechnic Institute of Technology's (CPIT) Chief Executive in August 2010 and has successfully steered the South Island's largest vocational education provider through many challenges since then.

CPIT has two main campuses and four campus-connect branches offering computing education to the local communities. CPIT attracts more than 24,000 learners from its shores and across the globe into programs from foundation studies to degree level across a wide range of disciplines. CPIT also undertakes significant research, technology transfer, and community outreach activities.

Kay has a passion for vocational education and training and the role it plays in contributing to economic, industry, community and individual development.

Prior to joining CPIT, Kay was Institute Director at SkillsTech Australia, the trades and technician institute in the Brisbane metropolitan area. Also in Australia, she has held management and directorship positions at the Department of Employment and Training; the Open Learning Institute; the Wide Bay Institute of TAFE and Wide Bay/Sunshine Coast Region TAFE; Training and Employment Queensland (TAFETEQ).

Kay is a member of the Canterbury Tertiary Alliance (involving University of Canterbury, Lincoln University and CPIT), Youth Futures Canterbury, Healthy Christchurch Advisory Board, and Chair of the Industry Training Federation (ITF) Vocational Education and Training Working Groups. She is also involved in a number of committees and working groups associated with the Christchurch rebuild following the 2011–12 earthquakes.

Kay holds a Bachelor of Sciences (Hons) and a Master of Social Planning and Development from the University of Queensland.

## **Professor Leo Goedegebuure, *Director, LH Martin Institute***

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Professor Leo Goedegebuure is Director at the LH Martin Institute where he is active in the field of higher education policy research and management. Prior to his move to Australia in 2005 (to join the University of New England's Centre for Higher Education Management and Policy), Leo was Executive Director of the Center for Higher Education Policy Studies (CHEPS), at the University of Twente, Netherlands, Europe's largest research centre in this field.

Leo's research interests are in the areas of governance and management, both at the systems and institutional level, system dynamics including large scale restructuring policies, university–industry relationships, and institutional mergers. Most of his work has a comparative focus, both within and outside of Europe, which has resulted in a strong international network. He is an auditor for the Hong Kong Quality Assurance Council and has been a member and rapporteur for the OECD tertiary education review of New Zealand.

He has worked as an expert on governance and management in Central and Eastern Europe, the Russian Federation, Africa, South East Asia and South America on projects initiated by the European Commission, the World Bank and UNESCO. Over his career, Leo has published some 15 books (both monographs and edited volumes) and over 100 articles, book chapters and papers on higher education policy, mergers, quality assessment, evaluation research, differentiation, system dynamics, engineering education, institutional management and comparative research.

## **Niegel Grazia, *Vice President – Kimberley, Browse LNG Development***

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Niegel Grazia's career includes fifteen years with the Western Australian Public Service and a further seventeen years in the oil and gas industry. Challenging roles include assignments with successive Western Australian Ministers across the energy, resources and emergency services portfolios, the petroleum industry's peak representative body and senior corporate affairs assignments with Woodside Energy Ltd.

In 1994, he was appointed Assistant Director of the Pilbara Development Commission located in Karratha. In this role he developed an understanding of the regional economy and its social dimensions.

Niegel left the Public Service in 1995 to join the Australian Petroleum Production and Exploration Association (APPEA) as its first full time representative in Western Australia. Apart from establishing APPEA's new office, the work involved dialogue with government and non-government organisations over a range of public policy issues concerning the State's emerging petroleum industry. These include the development of local content, land access and multiple use marine management policies and legislation.

Niegel joined Woodside in 2000, holding down a number of senior roles covering Woodside's corporate affairs interests in the Carnarvon and Browse Basins offshore Western Australia, the Timor Sea and West Africa. Following a successful assignment as Corporate Affairs Manager for the Pluto LNG development, Niegel transferred to Woodside's Corporate Centre in 2007 to lead the Government Affairs Team and in 2010 was appointed Vice President of Corporate Affairs.

His work experience has provided an environment in which to develop leadership, communication, advocacy, strategic thinking and problem solving skills. Through exposure to complex public policy issues, challenging approval processes and stakeholder perspectives, decision making around project operations, community investment, indigenous participation and corporate communications, Niegel brings rounded management experience to company activities that intersect with community interests and perspectives.

In early 2011, Niegel moved his family to Broome to work on the Browse LNG development as Vice President – Kimberley, adding further operational experience to his corporate affairs background. He is also a member of the Kimberley Regional Planning Committee and Chairman of the Kimberley Training Institute Governing Council.

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**Michele Hall**, *Director, Aboriginal Education and Training, NSW Department of Education and Communities*


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Michele Hall is a Gammallraay woman whose cultural connections are linked to South Western Queensland and the North Western region of NSW.

For the past 30 years, Michele has worked in a broad range of educational instruction, principalship, advisory, managerial and Senior Officer Leadership positions within the sphere of education and specifically within Aboriginal and Torres Strait Islander education.

Michele is the Director of the Aboriginal Education and Training Directorate within the NSW Department of Education and Communities. She is a member of numerous State advisory committees including the Smarter Schools State Advisory Committees (Literacy/Numeracy and Low SES); the Youth Attainment and Transitions National Partnership Advisory Committee; the Minister's Advisory Group on Attendance for Aboriginal Students; and the Connected Communities State Steering Committee.

Michele represents the NSW Department of Education and Communities on a number of national committees including the Standing Council on School Education and Early Childhood (SCSEEC) Aboriginal and Torres Strait Islander Education Working Group; National Alliance for Remote Indigenous Service (NARIS) National Steering committee; Australian Curriculum, Assessment and Reporting Authority (ACARA) Aboriginal and Torres Strait Islander Advisory Group; the EALD On-line national project steering group; and the National Evaluation Committee for the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014.

Michele is the current chair of the Senior Officers National Network of Indigenous Education (SONNIE) and in that capacity represents SONNIE on the National 'What Works' Advisory Committee; the Australian Mathematics Association's – Make it Count national numeracy program; and the Australian Institute for Teaching and School Leadership (AITSL) National Steering group on 'Improving Teaching in Aboriginal and Torres Strait Islander Education project'.

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**Kevin Harris**, *Institute Director, TAFE NSW – Northern Sydney; TDA Board Member*


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As leader of a dynamic government institution with a strong commercial focus, Kevin Harris is responsible for all elements including the development and future directions of TAFE NSW – Northern Sydney Institute. The Institute is one of the largest in Australia with over 50,000 students, and conducts its business at the regional, national and international level. Northern Sydney Institute is well known for its leadership in Green Skilling, Tourism and Hospitality, and ICT including vendor-specific training in partnership with Cisco and Microsoft.

Kevin is very active at the national and state level in ICT and e-learning. He chairs TAFE NSW Business Systems Strategies and Knowledge Management peak bodies and represents TAFE NSW on numerous Department of Education and Training peak ICT committees and programs. He is also a member of national industry advisory committees. Kevin's other commitments include board membership of TAFE Directors Australia and WorldSkills Australia.

Scratch the surface slightly and you will find that Engineering is part of Kevin's being. A degree in Mathematics and Physics from Macquarie University followed trade and para-professional qualifications. Further qualifications include diplomas in both Engineering (Electronics) and Teaching (Sydney University), a graduate diploma from the Australian Company Directors Institute, and certification as a Quality Management Assessor (Australian Quality Council).

With a diverse career that has included roles at Honeywell Australia as a Supervising Project Engineer, Assistant Director (TAFE NSW – Southern Sydney Institute), Program Manager – Engineering Education Services (TAFE NSW), Senior Head Teacher – Electronics (TAFE NSW – Sydney Institute), Kevin understands the importance of self-development and the essentiality of ongoing education and training.

An avid surfer, Kevin is an active member of Surf Lifesaving Australia and has a number of Australian Master SLSA titles.

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**Ric Harrison**, *Engineering Education Manager, Engineering Institute of Technology*

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Ric Harrison manages the development of the Engineering Institute of Technology's business, with particular emphasis on new strategies. He is also responsible for the Institute's offices in India and Malaysia.

He has extensive experience in the development and marketing of new programs. He began his career teaching senior secondary and then tertiary students. Other past roles include successful management of his own multi-million dollar business (which included a substantial IT training division) and he has been CEO of regionally-based Chambers of Commerce.

Ric holds a Bachelor of Arts and a Diploma of Education.

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**Kaylene Harth**, *Institute Director, Metropolitan South Institute of TAFE; TDA Board Member*

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Kaylene Harth has been involved in vocational education and training for over 20 years in various contexts. Key roles have included leading the implementation of user choice in Queensland in 1998, followed by the position of Director, Infrastructure for the Department of Employment and Training from 2001 to 2004. From 2004 to October 2008 she was Director of The Bremer Institute of TAFE, during which time the institute won a number of state and national awards, including the Australian Training Provider of the Year in 2006.

Kaylene describes her leadership style as 'evolved' and is always looking for ways in which to broaden her leadership capability. Her style is very much about empowering and mentoring staff. She is a good listener and values the richness of various perspectives before taking action.

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**John Hassed**, *Pro Vice-Chancellor – VET, Charles Darwin University; TDA Board Member*

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John Hassed currently holds the role of Pro Vice-Chancellor – Vocational Education and Training (VET) at Charles Darwin University (CDU), and joined the TDA Board in 2011.

Prior to joining CDU he held the position of Deputy Chief Executive in the Northern Territory Department of Education and Training and was responsible for the Training, Higher Education and Corporate Services Portfolio. John also held senior executive positions in the Queensland public service, including General Manager of Training Services and Workforce Services.

He has represented Queensland and the Northern Territory on the National Senior Officials Committee for VET for almost a decade and was also Chair of the National Training Statistics Committee and a Director on the Board of the National Centre for Vocational Education and Research.

VET at CDU currently comprises more than two-thirds of total student numbers.

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**Marie Hill**, *Senior Manager, International Education, International Education Group, Australian Trade Commission (Austrade)*

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Marie Hill is a Senior Manager in Austrade's International Education Group. She looks after Austrade's relationships with VET and ELICOS sector peak bodies, coordinates Austrade's VET and ELICOS-focused service initiatives, and oversees the implementation of the Future Unlimited brand.

Marie joined Austrade in 2003, and has worked in a variety of roles, including as an Export Adviser in Melbourne and Education Manager in Johannesburg. In between, she was the Marketing Manager of the University of Melbourne's School of Engineering, and previously worked for the Department of Foreign Affairs and Trade, in Canberra and in Budapest, Hungary.

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**Peter Holden**, *Director International Engagement and Business Development, TDA National Secretariat*

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Peter commenced working with TDA in October 2009. He began his professional career as a high school teacher in Melbourne, Victoria. He then helped form a theatre-in-education company which toured throughout Victoria in the late 1980s. After a brief period as a community-based adult literacy teacher, including a term as President of the national Australian Council for Adult Literacy, Peter joined the NSW TAFE sector in 1991.

Since then, he has held a wide range of senior business development and project management roles including national literacy initiatives, access and outreach programs, the NSW LearnScope program, the TAFE NSW Sydney 2000 Olympic Games Training Unit, TAFE Global, the NSW Centre for Learning Innovation and DET International.

Peter has been a guest lecturer at a number of universities, worked closely with industry groups and was a Board member for eleven years at his local community youth association.

His international experience includes eighteen months in Athens, Greece as part of a small team developing workforce training plans and programs for the Athens 2004 Olympic Games, five months in the United Arab Emirates managing a school leadership program, and project management roles in PNG, Nigeria and China.

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**The Hon. Phil Honeywood**, *Executive Director, International Education Association of Australia*

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The Hon. Phil Honeywood was elected to the Victoria State Parliament for the seat of Warrandyte in 1988 at 28 years of age.

From 1992 to 1996, he was Parliamentary Secretary to the Premier, Jeff Kennett. After the 1996 election, Phil became Minister for Tertiary Education and Training and Minister Assisting the Premier on Multicultural Affairs and served in these portfolios until 1999.

Already a passionate believer in the benefits of international education for Australia, he led four overseas missions of University Vice Chancellors, TAFE Directors and large private college owners to promote Victoria as the 'Education State'. Upon losing government in 1999, Phil became Shadow Minister for Education and later Deputy Leader of the State Opposition.

Upon retiring from politics in 2006, he became Marketing Director for Stotts Business College and Melbourne Language Centre, then Associate Director of Development at Swinburne University. From 2009 until 2011, Phil was Marketing Director then CEO of a large Australia-wide private college, Cambridge International College.

In November 2011, he commenced in his current position as National Executive Director of the International Education Association of Australia (IEAA). In this capacity, he plays a key role in lobbying and advocacy for international education issues as well as conducting policy and professional development functions and events. Phil also works collaboratively with TAFE Directors Australia and other peak industry associations to achieve an agreed national strategy on international education.

Phil's community service includes being Chairman of VicTech (370 Degrees) not-for-profit Group Training Company, a member of the Melbourne Lord Mayor's Charitable Foundation and a volunteer adviser to the Bennelong Foundation.



### **Brad Howarth, *Journalist and Co-author, 'A Faster Future'***

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The path of technology change is accelerating. The internet and related technologies in particular have had a massive impact on our professional and personal lives, and Brad Howarth is a strong believer that we are only at the beginning of this revolutionary wave of technological change.

His presentations serve to highlight the changes that are possible while providing practical advice on how to both negotiate the challenges that lie ahead while profiting from new opportunities.

Much of Brad's thinking is contained in his 2011 book, *A Faster Future*, co-authored with Janelle Ledwidge. His message is simple—technology is changing the world and, therefore, we much change with technology.

As a working journalist, Brad spent the mid to late 1990s reporting on the rapid growth of Australia's IT industry as it rode the dotcom bubble. In 1999, at the age of 26, he joined the editorial team at *BRW* as Information Technology Editor and subsequently moved into the role of Marketing Editor. While at *BRW*, Brad authored his first book, *Innovation and Emerging Markets* (2004), a study of the process of commercialisation for innovative Australian high-tech companies.

During his career, he has interviewed many of the world's leading thinkers on technology, digital media, innovation and entrepreneurship, including Seth Godin, Vint Cerf and Michael Dell. While much of his career has focused on the intersection of technology and business, Brad has taken a strong interest in innovation, entrepreneurship, marketing and advertising, and global affairs, and has written extensively on these topics.

Brad left *BRW* in 2004 to pursue a career as a freelance journalist and has since travelled extensively, reporting on a range of topics across North America, Europe, Asia and Africa. He has penned articles for Australian and international publications including *AFR Boss*, *BusinessWeek*, *CIO Australia*, *GQ Australia*, *The Guardian*, *Rolling Stone Australia* and *SmartCompany.com.au*.

Brad's presentations take complicated topics and future scenarios and present them in a straightforward and compelling manner. He brings a global perspective and demonstrates the interconnectedness of many developments.

### **Jill Jamieson, *General Manager Training Services, Challenger Institute of Technology***

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Jill Jamieson has been an executive member of the Challenger Institute since 2006 with responsibility for the training and workforce development services delivered by the Institute's eight schools and an Applied Aquaculture Research Centre.

She has extensive experience across all education sectors and has worked with a wide range of regional and metropolitan communities and industry sectors to implement comprehensive workforce development strategies.

Jill also has a strong interest in developing accessible education services, leading a range of national e-learning projects.

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**Rod Jones, *Managing Director/Chief Executive Officer, Navitas Limited***

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Rod Jones is the Managing Director, and Executive Board Member of Navitas Limited, the largest listed entity in the education sector in Australia.

Rod has 30 years' experience in educational administration and has held a number of senior administrative positions within the government and the private education sectors. His background covers both secondary and university education including being Deputy Director of the Tertiary Institutions Service Centre and the Secondary Education Authority in Western Australia.

Rod has been involved in international education since 1987 and is recognised as one of the leaders in the successful establishment of the sector in Australia. He is one of the co-founders of Navitas and has been instrumental in the expansion and development of Navitas colleges into most major cities in Australia as well as a number of locations overseas including the US, UK, Canada, Sri Lanka, Singapore and Africa.

In 2007, Rod received a Doctor of Education (*honoris causa*) awarded by Edith Cowan University in recognition of his outstanding contribution to the development of the international education sector both in Australia and overseas, and was the 2008 Australian Ernst and Young Entrepreneur of the Year.

He has a longstanding relationship with the John Curtin Gallery at Curtin University and has more recently become a supporter of the West Australian Ballet and the Art Gallery of WA.

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**Professor Aris Junaidi, *Education and Cultural Attaché, Embassy of The Republic of Indonesia, Canberra***

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Professor Aris Junaidi is the Education and Cultural Attaché at the Embassy of The Republic of Indonesia in Canberra.

Prior to this appointment, Professor Junaidi was a lecturer at the Faculty of Veterinary Medicine of Gadjah Mada University in Yogyakarta, Indonesia. From 2006 to 2007, Professor Junaidi served as head of the university's Postgraduate Study Program, and from 2008 until 2009, he served as head of the Quality Improvement Management System at Gadjah Mada University.

Professor Junaidi received his PhD in reproductive endocrinology in 1999 from Murdoch University, Perth, Western Australia. In 2003, he took up a position as a Research Scientist in the School of Veterinary Science at the University of Queensland, and in 2003–04, he did a postdoctoral fellowship at the Institute of Reproductive Medicine, Muenster University, Germany.

In 2007, Professor Junaidi was awarded the Endeavour Postdoctoral Fellowship to do a research project in Animal Biology, and in 2008, he was awarded the Endeavour Executive Award to attend a course on Universities Management, at the University of Western Australia.

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**Warwick Lavis, *Managing Director, Matilda Bay Restaurant & Bar; WA State President, Restaurant and Catering Association of Australia***

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Warwick Lavis is Managing Director of Matilda Bay Restaurant & Bar, and has held this position for the past 25 years. He is a busy man, looking after the restaurant, the Matilda Bay Tearooms as well as producing fine wine at Pepperilly Estate—his vineyard in the Ferguson Valley.

Over the years Warwick's focus has been on maintaining an extremely high level of service as well as training and supporting key staff. He is a 'hands on' Managing Director and will often be found assisting staff in the bar or restaurant through busy times or just having a chat with customers.

Warwick is also WA State President of the Restaurant and Catering Association of Australia.

### **The Hon. Sussan Ley, MP, Federal Shadow Minister for Employment Participation**

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Sussan Ley was born in Nigeria and spent her early childhood in the Middle East, including two years at an English boarding school, before migrating to Australia as a teenager.

Her career path has been wonderfully varied, with odd jobs on the way to a commercial pilot's licence at age 20, followed by roles as an air traffic controller, aerial stock-mustering pilot, shedhand and shearer's cook.

While raising three children and helping run the family farm in north east Victoria, Sussan undertook ten years of study and gained a Bachelor of Economics, Master of Accounting and Master of Taxation Law. She worked in a senior position at the Australian Taxation Office before successfully seeking Liberal Party pre-selection for the federal seat of Farrer.

The electorate of Farrer has doubled in size in the ten years since Sussan has been its representative and now extends from Jingellic in the Upper Murray, west to the South Australian border and then north to the border with Queensland; all-in-all, some 30% of NSW.

The challenges of the city-country divide, the value of rural communities and contribution they make to Australia's prosperity and identity are the themes that drive the day-to-day work of Sussan and her staff.

Sussan has held various portfolios in Opposition and was most recently appointed Shadow Minister for Employment Participation, Childcare and Early Childhood Learning.

She enjoys working with policy in the critical area of getting people into jobs, particularly through VET pathways, and being able to play in so many of the nation's sandpits along the way!

### **Bryan McGoldrick, Director, Angliss National, William Angliss Institute**

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Bryan McGoldrick has over 15 years' experience in training and education with the majority directly related to the provision of training in industry. Bryan was also a hospitality and tourism operator up until 2005 and is currently employed as the Director of Angliss National Division at William Angliss Institute. National Division is responsible for providing training specifically delivered in industry settings for the foods, hospitality and tourism sectors. The Division also conducts the institute's commercial activities in Australia and Papua New Guinea. Angliss National is also responsible for the provision of the institute's resort management, youth and travel programs.

Bryan is responsible for providing training support to the institute's industry clients to address their local and national training issues and to provide innovative and flexible training solutions to meet industry needs. In the last five years, a campus facility has been opened in Sydney and offices have been established in South Australia, Western Australia and Queensland to complement Angliss National's extensive Victorian delivery and to match the increasing demand for industry-focused training solutions across all Australian states and territories.

Recently, Bryan has overseen considerable expansion in the provision of training for 'at risk' youth, working with local communities, social welfare agencies and schools and also in the provision of a range of Indigenous training and employment programs in locations around Australia and Papua New Guinea.

In all of this work, Bryan is supported by a dedicated national team at William Angliss who enjoy the challenge of working with partners throughout the country.

Bryan has over 35 years of senior executive experience in a range of commercial enterprises and holds formal qualifications in Education, Enterprise, Business Administration, Hospitality and Tourism.

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### **Dr Steve Mackay**, *Dean, Engineering Institute of Technology*

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Dr Steve Mackay has worked mainly in the automation, data acquisition, instrumentation, data communications and process control areas of engineering throughout Australia, Europe, Africa and North America for the past 35 years.

Steve pioneered the application of new technologies such as high speed industrial data communications systems with considerable success.

He has been responsible for activities ranging from detailed hardware and software design for control system interfaces to the management of complex multimillion dollar mechanical and electrical projects ranging from power stations, mining, and oil and gas installations. Over the past two decades, Steve has also presented numerous courses world-wide to clients such as NASA, Rolls Royce and Manchester University to over 30,000 engineering professionals.

Steve is currently Dean of the Engineering Institute of Technology which provides accredited advanced and graduate diplomas to over 1,500 students per year from 72 countries using video/web conferencing and remote lab technologies. He also serves part time with sister company, IDC Technologies, which has trained over 400,000 engineering professionals on over 300 different subjects throughout the world.

He has over 25 of his books (either as editor or author) published by Elsevier throughout the world on aspects of engineering. A Fellow of Engineers Australia, he has recently been audited to practise as a Chemical, Mechanical and Electrical Chartered Professional Engineer.

Steve is currently completing a book: *Practical e-learning and e-laboratories for Engineering, Science and Technology*, which should be published in late 2012.

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### **Bruce Mackenzie PSM**, *Chief Executive, Holmesglen Institute of TAFE*

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Bruce Mackenzie has been the Chief Executive of Holmesglen since 1982.

In that time, Holmesglen has become one of Australia's pre-eminent tertiary providers with educational programs in secondary, vocational and higher education. Holmesglen has a range of international consultancies in the Middle East and India, as well as a large international student program.

Bruce was a founding member of TAFE Directors Australia, its Deputy Chair for nine years and Chair in 2010.

Bruce has undertaken national and international consultancies and has spoken at a number of national conferences on tertiary education. He was awarded the Public Service Medal for outstanding services to vocational education in 2005.

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### **Peter Mackey**, *Education Commissioner ASEAN, Austrade, Singapore*

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Peter Mackey joined Austrade, in Sydney, in December 2007 as Senior Industry Adviser, Education and Business Services, which involved working closely with key government and industry allies and coordinating Austrade's worldwide education network of education industry specialists.

Peter's background is primarily in the education and training sector over the past 15 years. This has included various roles in the secondary, higher education, and ELICOS sectors as well as the private sector.

Before joining Austrade, Peter spent nine years with an export-orientated, educational software business, Planet Learning, which originated from the University of New South Wales, and in the role of General Manager for the last two years of his time with that business.

Peter was appointed as Trade Commissioner to Hanoi in September 2010 with a regional team leader role as Education Commissioner, ASEAN.

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**Gareth MacRae**, *Sustainability Coordinator, West Coast Institute of Training*

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Gareth MacRae has been working in the field of sustainability since moving to Australia six years ago. One of his first roles was as program leader for an award-winning sustainability behaviour change initiative, which was trialled with a national logistics company, before then taking up a position to work on state and national sustainable transport policy initiatives. Gareth has also been involved in several other sustainability-related ventures and community projects, and continues to volunteer for an Australasian biodiversity conservation NGO.

Prior to this, Gareth taught geography, history and science for seven years in a number of secondary schools in the UK, Northern Europe and East Africa. During and after this time he travelled extensively with the aim of getting involved in and learning from a range of community- and sustainability-based projects.

Gareth has a deep passion for and understanding of sustainability, but has a particular interest in the teaching and learning for sustainable development, which is an important part of his work in the Australian VET sector. He is studying the new Vocational Graduate Certificate in Education and Training for Sustainability, part of a national initiative to advance education for sustainability (EfS) practice in the VET Sector. There are two particular fields of interest that Gareth is researching, testing and refining at present: successful methods for engaging VET practitioners in the design and delivery of EfS; and designing and implementing organisational action plans on embedding sustainability across the 'Four Cs' – Campus, Curriculum, Community and Culture.

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**Dr Alex Maroya**, *National Director, Training Policy, Master Builders Australia Ltd*

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Dr Alex Maroya is National Training Director at Master Builders Australia, the leading building and construction industry association. He is also a Director of the Construction and Property Services Industry Skills Council and the Australian Brick and Blocklaying Training Foundation. At Master Builders, Alex is responsible for policy and program development on issues including training, licensing, workforce development and immigration.

Alex has over fifteen years of experience in education, government and private industry. Before joining Master Builders, he was a senior policy adviser with the peak bodies Universities Australia and the Australian Council for International Development. He holds a Bachelor of Economics from Sydney University and a PhD in Politics from the Australian National University.

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**Adrian Marron**, *Chief Executive Officer, Canberra Institute of Technology; TDA Board Member*

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Adrian Marron is Chief Executive Officer of the Canberra Institute Of Technology (CIT), the largest vocational education and training institution in the Australian capital, with more than 26,000 students, and annually providing programs and services in a wide range of disciplines.

Adrian joined CIT in early 2010 from his role as Managing Director, TAFE SA – Adelaide North Institute, South Australia where he had responsibility for providing effective leadership to the largest of the three Institutes that comprise the South Australian TAFE system. In addition, he was the International Director for the SA TAFE System.

He has an extensive background in the education sector, including experience in schools, colleges and universities. Since arriving in Australia twenty years ago, he has worked in the vocational educational and training sector beginning as a short term contract teacher of Business Studies at a rural campus which led to a position of CEO of the Wodonga Institute of TAFE within six years. After six years in that position, he moved to Adelaide in 2004.

Adrian's work experience also includes three years drilling for oil in the North Sea in the 1970s and four years in a brewery in Papua New Guinea prior to coming to Australia.

Adrian has contributed to a number of policy debates at the state and national levels and has spoken at a number of international conferences and events. He is a Fellow of the Australian College of Educators, a board member of the TAFE Directors Association, and a fellow of the Australian Institute of Management. He is currently the TDA representative on the national Quality Council. He has gained a sophisticated understanding of the policy agenda at both commonwealth and state levels, and has an intrinsic understanding of the education industry and its needs.

Adrian has a commitment to organisational capability building and believes in and is committed to educational quality and a very strong focus on the customer as well as excellent business practice in the provision of educational services in VET.

Adrian is passionate about life, music, and the Glasgow Celtic, not necessarily in that order!

**Coralie Morrissey**, *Deputy Director, TAFE and Executive Dean, Faculty of Technical and Trades Innovation, Victoria University*

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Coralie Morrissey has been a leader in vocational education for many years and across jurisdictions, holding TAFE leadership positions in Western Australia and Victoria in institutions with a commitment to quality trades training.

In her former position as General Manager Swan TAFE (now Polytechnic West), Coralie was instrumental in developing partnerships with industry and community through a range of projects that have gained national and international recognition.

In 2007, Coralie relocated to Melbourne to lead the Faculty of Technical and Trades Innovation at Victoria University. Strong industry connections, clear pathways and work-integrated and e-learning are key components of Victoria University's strategy. This includes a commitment to national leadership in modernising the apprenticeship system, which is driving the development of a new Trades Academy.

The Trades Academy will be underpinned by reforms Coralie has led to date including TradeApps™, which is an innovative approach to trades training, designed to meet the needs of industry and our future workforce by incorporating competency-based completion, flexibility and blended learning.

Coralie's vision for innovative learning platforms for the trades is further reflected in Sunshine Construction Futures. From 2013, this distinctive building will provide state-of-the-art training facilities to meet the new and emerging educational requirements of the building and construction industries and to strengthen links with manufacturing and engineering training co-located on the Sunshine campus.

Coralie welcomes the national focus on skills reform, and opportunities to strengthen the apprenticeship system to inspire people to undertake trade careers and to support trades training pathways from foundation levels through to lifelong learning.

**Dianne Murray**, *Institute Director, TAFE NSW – Illawarra Institute; Deputy Chair, TDA Board*

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Dianne Murray was appointed in 2006 as Director, Illawarra Institute after an extensive career as a teacher and manager in both schools and the vocational education and training sector. Dianne also has high level experience in strategic planning, policy setting, systems development and resource management. Dianne has been involved in the development of international programs in the People's Republic of China.

Dianne wants the organisation she leads to be recognised as the leading provider of flexible, personalised learning which supports individual choices, and meets the business goals and skills needs of its partners.

She has extensive experience providing leadership to support improvements in organisational performance and the provision of support services for education and training services and initiatives. Her commitment to the Illawarra Institute is to build the business performance of the organisation through engagement with staff, open and honest communication, and support for individuals to challenge themselves by responding to customer needs in innovative ways.

Dianne holds a Master of Education, Graduate Diploma in Education and a Bachelor of Arts. Her academic areas of interest are sociology, psychology and education and her personal interests are in film, literature, politics, music and travel.

Dianne is a member of the Illawarra Business Chamber Board of Directors, member of the Board of Regional Development Australia – Illawarra, Chair of the Wollongong City Centre Advisory Committee, and a member of the regional Keep Australia Working Committee and the Illawarra Industry Apprenticeship Project Committee.

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**Adrienne Nieuwenhuis**, *Director, Quality, Tertiary Education, Science and Research, South Australian Department of Further Education, Employment, Science and Technology*

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Adrienne Nieuwenhuis is the Director, Quality, Tertiary Education, Science and Research in the South Australian Department of Further Education, Employment, Science and Technology. In this role, Adrienne is accountable for the provision of strategic leadership, policy advice and investment direction to support tertiary education, science and research in South Australia.

She is a key contributor in the implementation of the State's Skills for All strategy, ensuring that the state retains its reputation for high quality education and training and that training providers in receipt of public funding meet the highest standards of quality.

From 2010 to 2012, Adrienne was responsible for the strategic management of, and accountable for a range of regulatory services derived from the Training and Skills Development Act 2008, and worked closely with the Commonwealth to manage the many changes and challenges in establishing national regulatory systems for VET and higher education.

Adrienne is now a member of both National Skills Standards Council and the Higher Education Standards Panel.

She joined the South Australian executive service in 2010, following 20 years' experience in academic and student administration in higher education. She holds an Honours degree in science and a Masters degree in educational administration.

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**Dr Wayne Oswin**, *Education Solution Manager, TechnologyOne*

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Dr Wayne Oswin is TechnologyOne's Solutions Manager for Education with responsibility for sector strategy and guiding solution development, and brings to the role 20 years' experience in higher education.

Wayne came to this role from Queensland University of Technology (QUT) where he was Senior Project Manager (Technical Environment and User Interfaces) working with the TechnologyOne Student Management solution. Prior to that, he managed QUT's Web Solutions section for a number of years.

With direct experience both in research and academia, and in leading administrative operations in the sector, Wayne brings substantial practical knowledge to his current role. He is particularly keen on shaping innovative information systems to support current and future challenges in the sector.

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**Bob Paton**, *Chief Executive Officer, Manufacturing Skills Australia*

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Bob Paton is the Chief Executive Officer of Manufacturing Skills Australia (MSA). This is one Australia's eleven national Industry Skills Councils, recognised and funded by the Australian Government. The organisation's roles include the ongoing development and maintenance of national vocational qualifications and training products for the manufacturing industry, gathering and providing industry intelligence and assisting companies with their workforce development.

MSA is pursuing the future success and sustainability of a vibrant, traditional and advanced manufacturing sector.

Bob was appointed at the end of 2004 after more than eight years as National Executive Officer of the Manufacturing, Engineering and Related Services Industry Training Advisory Body.

Prior to that Bob spent 20 years working for TAFE NSW as a teacher and then in various administration roles associated with state-wide and national manufacturing and engineering curriculum development and implementation.

Bob originally served an apprenticeship as a motor mechanic.

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### **James Pearson, *Chief Executive, Chamber of Commerce and Industry WA***

As Chief Executive of the Chamber of Commerce and Industry of Western Australia (CCI), James Pearson leads the peak employer group in Western Australia. With a membership of over 6,000 enterprises, CCI represents the largest and smallest businesses in the state and speaks for business and industry in all sectors and all regions of WA. CCI makes it easier to do business in Western Australia through advocacy and workplace, workforce and industry advice.

James held senior roles in the public and private sectors before his present appointment in 2008. As a diplomat and trade negotiator, and policy and project adviser, he represented Australia in Africa, the Pacific and in China. He helped companies win markets and develop projects in Australia and abroad.

In the private sector, James represented the petroleum industry in WA and the Northern Territory; led a national productivity improvement program; and was responsible for advocacy, workforce communications and corporate social responsibility for Chevron in Australia, Papua New Guinea and the Philippines.

James has an MBA from Victoria's Deakin University and an Honours Degree in Science from the University of Western Australia.

He is a keen sailor, supports the Fremantle Dockers and is married with two adult sons and a teenage daughter.

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### **Kerry Penton, *Institute Director, TAFE NSW – Riverina Institute***

Kerry Penton is the Institute Director of TAFE NSW – Riverina Institute. She has over 25 years' experience in the vocational education and training sector, and has held a range of management positions throughout the Riverina Institute before being appointed as the Institute Director in 2010.

Prior to taking up this appointment, Kerry led the development of the Riverina Institute's strategic plan for the Health and Community Services Faculty and established a range of initiatives forging strong partnerships and strategic alliances with industry bodies, such as Greater Southern Area Health Service. Also, as the driving force behind the long established training and consulting arrangement with the NSW Rural Fire Service, Kerry played a leading role in the development of the Centre for Emergency Services Management Training based at the Cootamundra, Young and Tumut Campuses. In addition to the Health, Community Services and Emergency Management sectors, other key industry developments have included local government, Snowy Hydro, forestry, food and wine.

The key aspect of a client-centred response requires the development of work-based training solutions, enabling staff to gain recognition for previous skills acquisition and development of individualised training plans based on flexible learning solutions. This was the basis for the development of the Allied Health project which was recognised at the 2009 Community Services and Health Industry Skills Council National Accolades Awards.



Kerry holds a Diploma of Teaching, Bachelor of Education and a Graduate Certificate in Management.

Throughout her career Kerry has been a VET practitioner, commercial training consultant and leader in rural based TAFE institutes and is passionate about ensuring access to world class education regardless of where people live and work.

Since taking up the position of Institute Director, Kerry has undertaken a major reform process for the Institute culminating in the development of the 2012-2017 Strategic Plan and new organisational values. This realignment will continue to ensure Riverina Institute is responsive and agile in a challenging vocational education and training environment.

Kerry is a member of the Regional Development Australia – Riverina Board, independent member of the Airservices Learning Academy Board, and member of the Cancer Council, South West Region Committee.

### **Professor Simpson Poon, *Vice President, Technological and Higher Education Institute of Hong Kong (THEI)***

Professor Simpson Poon, PhD, is currently the Vice-President of the Technological and Higher Education Institute (THEI) of the Vocational Training Council (VTC) in Hong Kong. Prior to that he had been the Director of the Applied Research Office and Deputy Director of the Mainland Services Office. In the latter role, Simpson made a contribution to the development of VET in Mainland and Business-VET collaboration projects. Highlights included the HKDI (Guangdong) project which became part of the Framework Agreement on Hong Kong/ Guangdong Co-operation signed by the Chief Executive of Hong Kong in 2010 and dual-award programs fully accredited by the Ministry of Education.

Professor Poon had also been a Vice-Principal in the Hong Kong Institute of Vocational Education.

Before working in Hong Kong, he was a Sub-dean and Professor of Information Systems at Charles Sturt University (2001–03). He was the Founding Director for the Centre for E-Commerce and Internet Studies and Associate Professor of E-Commerce at Murdoch University (1998–2001).

He was a visiting professor at the School of Business, University of Hong Kong in 2000–01.

Professor Poon has over 25 years' experience in research, business consulting and management and has provided leadership in the academic and business community. He has worked on consulting projects with organisations such as Arthur Andersen, Ericsson, the Commonwealth of Australia, State Government of Western Australia, Singapore Pools, and other companies in Australia, Singapore and Hong Kong.

Professor Poon has also been a visitor to many international institutions, including several universities in the United States of America, the London School of Economics, University of Strathclyde (Scotland), Austrian University of Business, National University of Singapore, Nanyang Technological University (Singapore), and the University of Hong Kong.

Professor Poon has been invited to visit various ministerial departments of the People's Republic of China as part of industry and/or professional delegations. He has twice attended training courses at the Party School of the Central Committee of the CPC. He was a committee member of the Australian Council for Professors and Heads in Information Systems in 2001, and a senior member of the Australian Computer Society.

In Hong Kong, he was a staff officer of the Greater Pearl River Delta Business Council working under the Legislative Councillor the Honourable Andrew K Y Leung, GBS, JP. He represented the VTC on the Committee for Information Technology Training and Development. Professor Poon is a Sector Specialist of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

### **Martin Riordan**, *Chief Executive Officer, TAFE Directors Australia*

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Martin Riordan is Chief Executive Officer of TAFE Directors Australia, the peak incorporated body representing Australian TAFE and technology institutes.

Martin was appointed as CEO of TDA in 2006, following executive appointments with Federal Education (DEST) in Canberra, and an extended posting in Singapore. He was recruited to DEST on his relocation to Australia, and was a recipient team member in the Corporate Strategy Group of the DEST Secretary's Award for Excellence in 2005. During that period Martin was invited as a lecturer at Northern Sydney Institute of TAFE NSW (Meadowbank campus, 2004-05), in the newly launched Diploma of Media and Communications.

Martin was awarded an Australian American Fulbright Professional Scholarship in 2009 to review financial models with non-government funding in the American Community College system. He holds a BA (Hons) from Macquarie University, and an MBA from the University of Technology Sydney. Martin has enjoyed further study at TAFE institutes: Asian language studies at Sydney Institute of TAFE NSW, and information technology at Canberra Institute of Technology.

Martin is a Trustee of the Mick Young Scholarship Trust, a national student scholarship program which raises funds for disadvantaged students at TAFE institutes.

### **Professor Fazal Rizvi**, *Global Studies in Education, University of Melbourne*

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Professor Fazal Rizvi is a professor in Global Studies in Education at the University of Melbourne, as well as an Emeritus Professor at the University of Illinois at Urbana-Champaign.

He has held a number of academic and administrative appointments, including as Pro Vice Chancellor (International) at the Royal Melbourne Institute of Technology and as the Founding Director of the Monash Centre for Research in International Education.

Much of Fazal's recent research has focused on issues of identity; culture; global mobility of students; and theories of globalisation and the internationalisation of higher education.

His current projects include an examination of the ways in which Indian universities are negotiating pressures of globalisation and the knowledge economy, as well as a more theoretical exploration of the cosmopolitan possibilities of education. His recent books include *Youth Moves: Identities and Education in a Global Era* (2007), *Globalization and the Study of Education* (2009), and *Globalizing Educational Policy* (2010).

From 1993 to 2000, Fazal edited *Discourse: Studies in the Cultural Politics of Education*. In 1996, he was the President of the Australian Association for Research in Education. He has served on a number of government bodies, including the Australia Council for the Arts and the Australia Foundation for Culture and the Humanities, and as an international panel member on the UK's Research Assessment Exercise.

Fazal is currently on the board of Asia Education Foundation, and has recently been elected a Fellow of the Academy of the Social Sciences in Australia.

### **Nicole Roocke**, *Director, Chamber of Minerals and Energy of Western Australia*

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Nicole Roocke, having been appointed Director of the Chamber of Minerals and Energy (CME) of Western Australia in December 2007, has responsibility for the portfolios covering Occupational Safety and Health, Land Access, Environment, Education and Training, Immigration, Skill shortage initiatives, the Kimberley Region, Mine Security Services and internal services.

Prior to this, Nicole was employed at CME as the Executive Officer, Safety and Health for a period of four and a half years where she was responsible for coordinating industry input on a variety of government regulatory and policy issues and facilitating communication within the minerals and resources sector on safety and health in WA.

Before joining CME, Nicole was employed in a policy position at the Chamber of Commerce and Industry of WA as an adviser – health, and had also worked extensively in the area of workers' compensation and injury management having undertaken policy and systems development.

Nicole is a registered psychologist and has completed a Masters of Science in Industrial and Organisational Psychology from the University of Western Australia and a Masters in Risk Management from the University of New South Wales.

### **Ian Satchwell**, *Director, International Mining for Development Centre*

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Ian Satchwell is Director of the new International Mining for Development Centre, a joint venture between the University of Western Australia, University of Queensland and the Australian Government, though AusAID.

The Centre provides practical advisory, education and training services to developing nations, including Indonesia, across mining-related issues. It is part of an AUD125 million development assistance initiative to assist developing countries to develop sustainable mining and petroleum industries. As such, it represents a welcome further shift of Australia's aid program towards economic development.

Ian also has 25 years' experience in industry and development policy at state, national and international levels, operating at the business-government-community interface. For the past 10 years, he has held management roles in national economics consultancy firms, advising industry and government on a broad range of issues.

Previously, Ian was a manager within four different minerals and energy industry bodies. He has held board-level positions in three other business associations. In these roles, Ian has been closely involved in policy development and strategy design, with particular emphasis on investment, infrastructure and regional development.

Ian has work experience in all Australian states and territories and in several countries in Asia, including Indonesia, Malaysia, Vietnam and Brunei. In 2011, he undertook a six-month assignment in Indonesia, advising the Government of Indonesia on trade and investment policies and regulations.

In his current role, Ian is a regular visitor to countries in Africa, Asia and Latin America. He is National President of the Australia Indonesia Business Council, and a Board Member of the Committee for Economic Development of Australia (CEDA).

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**Dr Ruth Schubert**, *Director, Strategy and Business – TAFE SA Regional*


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Dr Ruth Schubert holds the position of Director, Strategy and Business – TAFE SA Regional. Ruth's role covers all of regional South Australia. Ruth has thirty years' experience covering all of the education sectors, schools, university, private RTO, and TAFE. Ruth was instrumental in the Institute's bids for the State and National large training provider wins in 2011.

Ruth was awarded a *Premier's Award for Postgraduate Research* into Lifelong Learning and has completed a Masters and PhD with Flinders University. She is an inaugural member of the Governor's Leadership Foundation, and was an active and leading member of the Regional Communities Consultative Council for over six years.

For the past two years, Ruth has served on the Regional Development Australia Limestone Coast Board, and has recently been appointed Deputy Chair of the RDA. Since 2004, Ruth has been a Director of the Stand like Stone Foundation, one of the largest community foundations in South Australia.

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**Dr Ruth Shean**, *Director General, Department of Training and Workforce Development, WA*


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Dr Ruth Shean is the Director General of the Western Australian Government's Department of Training and Workforce Development (DTWD), a position which she commenced in December 2009.

While at DTWD, Ruth has led the development of Skilling WA, Western Australia's Workforce Plan. She has also overseen the development of the state's Skilled Migration Strategy and the Western Australian State Migration Plan.

Prior to her current role, Ruth was Commissioner for Public Sector Standards, the government watchdog which oversaw standards within the public sector and assisted with the appointment of government CEOs. Her other previous roles include Director General of the Disability Services Commission and Director General of the Department for Community Development.

Ruth has also been a non-government CEO, and has held leadership positions on both state and federal government reviews and committees. She has comprehensive experience in university governance, having been on governing councils of both Curtin and Murdoch Universities.

Ruth has a Masters Degree and a Doctorate of Philosophy from the University of Western Australia. She is a Fellow of the Chartered Institute of Secretaries, a Fellow of the Australian Institute of Company Directors, and holds a Graduate Diploma from the Institute.

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**Robin Shreeve**, *Chief Executive Officer, Australian Workforce and Productivity Agency (AWPA)*


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Robin Shreeve has worked in the skills sector for more than 30 years in Australia and England. He is currently the Chief Executive Officer of the Australian Workforce and Productivity Agency (AWPA) having also been CEO of its predecessor organisation, Skills Australia.

AWPA is an independent research and advisory body advising the Australian Government on workforce development and workforce skill needs. It also sets priorities for the National Workforce Development Fund which supports enterprises to undertake innovative workforce development programs.

Robin has been the Chief Executive of two large tertiary institutions – one in Australia, the North Coast Institute of TAFE, and one in Westminster, Central London.

For different periods between 1989 and 2005 Robin worked for the Department of Education and Training in New South Wales. His final position was Deputy Director-General for Technical, Further and Community Education (TAFE).

Robin has also been a Board Director for a number of organisations including the NSW Board of Studies, AESharenet, Worldskills Australia, TAFE Global Pty Ltd, the Paddington Development Trust, the London Apprenticeship Company, and the Westminster Small Minority Business Council.

Robin holds degrees from the Universities of York and Sheffield and has spoken and published widely on vocational education and training and marketing topics.

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**Sue A Slavin**, *Managing Director, West Coast Institute of Training; Deputy Chair, TDA Board*

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As Managing Director of West Coast Institute of Training, Sue Slavin has led the creation of a vibrant, values-based culture enabling the reinvention of this innovative and future-focused government vocational education and training organisation.

Situated in Perth's northern suburbs, one of Australia's fastest growing regions, West Coast has a well-earned reputation for its resourceful, agile and partnered approach. Results include a 42% improvement in the institute's financial position, a 50% increase in government subsidised SCH and a 270% increase in RPL in the past five years, and the delivery of one-third of its training activity through nontraditional modes despite the establishment of a new AUD24 million trades campus. In addition, the institute is regularly recognised as 'a better practice agency' by the Office of the Auditor General.

Sue has introduced a range of innovative partnerships including a unique arrangement with the Western Australia Police to create the International Academy of Law Enforcement and Security.

In addition to 20 years in the government vocational education and training sector, Sue has worked in marketing and public relations and as a journalist and teacher. She is a Deputy Chair of TAFE Directors Australia, Director of the Board of Workpower WA, a member of the Executive Committee of the Australia-China Business Council WA and Chair of its Relationships Committee. She is a former Western Australian finalist in the Telstra Businesswomen's Awards.

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**Keith Spence**, *Chair, WA State Training Board; Board Member, Australian Workforce and Productivity Agency*

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Keith Spence is Chair of the WA State Training Board, and a board member of the recently launched Australian Workforce and Productivity Agency (AWPA) which replaces Skills Australia.

With over 30 years' experience in the oil and gas industry, including 18 years with Shell, Keith has a broad knowledge of the industry. He retired from Woodside in 2008 after a fourteen-year tenure in top executive positions in the company.

Keith held many roles during his period with Woodside, including Chief Operating Officer, Acting Chief Executive Officer, Director Oil Business Unit, Director Northern Business Unit and Exploration Manager North West Shelf. Most recently, he was Executive Vice President Enterprise Capability.

He is a member of the National Carbon Capture and Storage Council and chairs the Board of the National Offshore Petroleum Safety and Environmental Management Authority, the Australian Institute of Management (WA), and the Industry Advisory Board of the Australian Centre for Energy and Process Training. He is a member of the Curtin University council and a member of the Western Australian Academy of Performing Arts board.

He is a Non-Executive Chairman of Clough Limited and Geodynamics Limited and a Non-Executive Director of Verve Energy.

Keith graduated from the University of Tasmania with a Bachelor of Science in Geophysics (First Class Hons) and is married with two adult children.

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**Syarief Syamsuri**, *Consul General, Consulate-General of the Republic of Indonesia, WA*


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Syarief Syamsuri has been the Consul General of the Republic of Indonesia since 2010.

Previously, between 2004 and 2009, he was Director, International Cooperation with the Indonesia Food and Drug Administration, and between 1998 and 2000, he was Counsellor (Economic), Embassy of the Republic of Singapore.

Syarief has also worked with the Indonesian Permanent Mission to the United Nations, Geneva, and was Chief, Environment and Natural Resources Section at the Directorate of Multilateral Economic Cooperation Foreign Ministry.

He holds a Master of Economics (University of Padjadjaran) and a Master of International Relations (University of Indonesia), and is married with two children.

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**Mike Teece**, *Director – Policy, Group of Eight (Go8)*


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Mike Teece has been Director, Policy at the Group of Eight for the past two years. Before that, he worked in the Commonwealth public service in policy and analysis roles in both higher education and international education.

Mike's work at the Group of Eight covers a wide range of current policy issues in the higher education sector, especially funding and regulation, as well as policy options for a more diverse and responsive structure of higher education supply in a 'post-mass' system.

Mike is interested in research and analysis on demand for and supply of tertiary education.

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**Jan Tekely** *Director, International Business Operations, Central Institute of Technology, WA*


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Jan Tekely is the Director of International Business Operations for Central Institute of Technology, Perth. She has held this position for the past seven years and oversees international onshore and offshore activity for the institute. In her offshore capacity, Jan has been instrumental in developing and negotiating Central's market share in the People's Republic of China, Hong Kong, Kuwait, Mauritius, Singapore, Malaysia, Indonesia and East Timor.

Jan has also contributed to Central's India strategy. She has established sustainable linkages with the Ministry of Labour, Human Resources and Social Security Beijing, China, and numerous national demonstration colleges for the delivery of Australian VET qualifications.

During Jan's time at Central she has forged partnerships for the co-delivery of the following courses in mainland China: Oil and Gas Engineering; CAD; Business Management; Accounting; Electro-technology; Information Technology; Financial Services; International Trade; Building and Construction; Building and Technology; Residential Drafting; Renewable Energy; Aged care; Surveying; Graphic Design; Photo Imaging; Mass Communications, Events Management; Estimating, and Business English.

Prior to working at the Central Institute of Technology, Jan was a private consultant to the World Bank, Asian Development Bank and AusAID in the areas of community and business development, capacity building, and monitoring and evaluation throughout Indonesia, Thailand, and the South Pacific.

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**Dr Amanda Torr**, *Director Higher Education, Polytechnic West*

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Dr Amanda Torr is an educator who has worked in a range of roles over that last 26 years in the tertiary education system in New Zealand and, in the last 18 months, in Western Australia where she is the Director of Higher Education at Polytechnic West.

Amanda has held a wide range of management and governance roles in both education and pharmacy and holds a PhD from Victoria University of Wellington, a Masters degree in Clinical Pharmacy (Otago University), and a Graduate Certificate in Executive Management Skills (University of Technology Sydney).

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**John Vines OAM**, *Chair, Innovation and Business Skills Australia Ltd*

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John Vines is currently Chair of Innovation and Business Skills, Australia Ltd and a Board Member of the National Skills Standards Council. He is also Chairman, Austbrokers Countrywide Financial Services Group Pty Ltd, a board member of Carroll and Richardson Pty Ltd, and the Management Department Advisory Board, Monash University. He is also a member of the Minimum Wages Panel of Fair Work Australia.

John has been a member of a range of other boards as well as a member of the Prime Minister's Science Engineering and Innovation Council; Board Member, Australian Science and Technology Council, and a member of the Victorian Premier's Knowledge Innovation, Science and Engineering Council. He has been a member of Government Inquiries including as Deputy Chair, Industry Taskforce on Leadership and Management Skills (aka Karpin Committee).

John holds tertiary qualifications in Civil Engineering, Economics and Business Administration. He was CEO of the Association of Professional Engineers, Scientists and Managers, Australia for 24 years until stepping down from that role in 2008.

He is a Fellow of the Institution of Engineers, Australia, and a fellow of the Australian Institute of Company Directors.

John was awarded an Order of Australia Medal in 2001 for his contribution to Science and Engineering and a Centenary of Federation Medal in 2002.

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**Associate Professor Leesa Wheelahan**, *LH Martin Institute for Higher Education Leadership and Management, University of Melbourne*

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Dr Leesa Wheelahan is an associate professor at the LH Martin Institute for Higher Education Leadership and Management at the University of Melbourne.

Leesa's research encompasses student equity, lifelong learning, qualifications frameworks, relationships between the VET and higher education sectors, and student pathways.

She has taught in tertiary education for approximately 18 years, which includes time as a teacher in technical and further education institutes (TAFE), in policy development, as an academic developer, and as a teacher of VET teachers in universities.

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**Malcolm White**, *Chief Executive Officer, Skills Institute, Tasmania; TDA Board Member*

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Malcolm White was appointed Chief Executive Officer of TAFE Tasmania in November 2005 and CEO of the Skills Institute upon its inception in 2009. Malcolm has a background in Telecommunications and Electronics Engineering previously working with Hamersley Iron as a Specialist Engineer, and later establishing a Tasmanian business, Professional Computer Maintenance.

Malcolm holds qualifications from RMIT in telecommunications and has an MBA from the University of Tasmania.

Malcolm was previously on the Board of TAFE Tasmania as an Executive Director and until recently on the National Board of the Royal Flying Doctor Service.

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**Joanna Wood**, *Director, South Asia, International Education Division, Department of Industry, Innovation, Science, Research and Tertiary Education*

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Joanna Wood is the Regional Director of the South Asia Team, International Education, Department of Innovation, Industry, Science, Research and Tertiary Education (DIISRTE). The section is focused on the bilateral education relationship with key countries including India and Sri Lanka. Joanna spent four months in India during 2011 at the Australian High Commission, supporting Minister Evans' visit to India and the inaugural Australia India Education Council (AIEC) meeting. Joanna is a member of the AIEC skills working group, which organised the Australia India Skills Conference, 10-11 July in Perth.

Joanna has 10 years' experience in the Australian Public Service including Commonwealth and state/territory relationships and leading policy, research and program development in the areas of employment, and climate change policy and programs. Prior to this, she has 15 years' private sector experience.

Joanna holds a Master of Public Policy, specialising in international policy, from the Crawford School, Australian National University.

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**Ken Wyatt AM, MP**, *Federal Member for Hasluck, WA*

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Ken Wyatt grew up in Corrigin before moving to Perth to commence a career as a teacher.

More recently, Ken has held a number of important leadership roles in both education and in health. His experiences have shown him the importance that education plays and the need for an effective health system.

One important leadership position he held was as the Director for the Swan Education District. Ken's leadership was also central in securing AUD6.7 million from the Federal Government for ongoing support of Aboriginal education in Western Australia.

Ken has also been a member of the Council of Australian Governments (COAG). As a member of this group, Ken has fought hard for a record AUD1.5 billion from the Federal Government for indigenous health.

Ken was elected as the Member for Hasluck, Western Australia, on 21 August 2010 making him the first Member of the House of Representatives with an Indigenous background.



**Kelley Yeats**, *General Manager, Apprenticeships Australia*

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Kelley Yeats started with the Chamber of Commerce and Industry (CCI), Western Australia, as Manager, Communications and Publishing in October 2007.

In July 2008, she was appointed General Manager, Communications and Marketing and took carriage of CCI's marketing unit. The following year the unit was renamed Brand in order to highlight the additional responsibilities of the group's ongoing activities associated with reinvigorating CCI's brand.

In January 2011, Kelley had a seven-month appointment as acting Chief Commercial Officer before taking up the role of General Manager for CCI's professional apprentice and trainee management and consulting service, Apprenticeships Australia.

Kelley's qualifications and early work history are in the resources industry; however, in 1997 during a cycle of declining mineral prices, she made a switch to publishing and marketing. Kelley was with Sydney-based financial services company, Aspect Huntley, for six years before moving to Perth and working as a Business Manager for a resources publishing and consultancy company.

Kelley has a BA (English), a BSc (Geology), an MSc (Geology) and is a Leadership Western Australia Fellow.

## CONFERENCE ORGANISER

**Pam Caven**, *Director Policy and Stakeholder Engagement, National Secretariat, TAFE Directors Australia*

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Pam Caven took up the position of Director Policy and Stakeholder Engagement, TAFE Directors Australia (TDA) in May 2007.

Pam's career has included being a secondary school teacher, teachers' college lecturer, TAFE teacher, senior manager in State and Federal Government departments, and author. She was a Director in the Victorian Department of Education and Training prior to moving to the Australian National Training Authority (ANTA) as Project Director. Post ANTA, Pam managed a variety of projects and was engaged as an audit consultant by the Victorian Auditor General. At TDA, Pam has drawn on input from members to develop formal TDA submissions to a range of government and departmental enquiries and consultations. She has managed significant national projects and organised a range of seminars and the annual TDA national conferences.

Pam holds a BA (Hons), Dip Ed, Cert. IV (Training & Assessment) and a Masters degree in Education – Leadership and Management.

## CONFERENCE MC

**Dr Jane Figgis**, *Director, AAAJ Consulting Group*

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Dr Jane Figgis's original background was in science—she has a PhD in inorganic chemistry—which eventually led to a career at the ABC, Radio National, first with the program Science Bookshop. Later she created and presented the award-winning weekly program, The Education Report.

Ten years ago Jane, and three colleagues, established the AAAJ Consulting Group which has done a significant amount of work in vocational education and training.

Highlights include: the Blue Sky project Fresh Thinking about Learning and Learners; Advancing Equity: merging 'bottomup' initiatives and 'top-down' strategies; and What Convinces enterprises to value training and learning and what does not? Her joint study of practitioner-driven changes to teaching and learning in vocational education was followed by a national 'road show' which revealed some underlying difficulties in educational innovation in VET.

A new direction in her work centres on the rather broad field, 'the second half of life', and has encompassed studies of aged care workers, housing decisions in later life, and local government planning for an ageing population. Her recent NCVET study fits into that program: Encore Careers for (what once were) retirement years.



Panel session in the Ballroom, Hyatt Regency Perth



Senator the Hon. Christopher Evans, Minister for Tertiary Education, Skills, Science and Research & Leader of the Government in the Senate



TDA CEO Martin Riordan, Lord Mayor of Perth, Lisa Scaffidi, and the Hon. John Dawkins AO



Linda Condon, Director, International Green Skills Network, TDA; Malcolm White, CEO, Skills Institute, Tasmania and TDA Board Member



Neil Fernandes, Managing Director, Central Institute of Technology & TDA's representative on the Australia-India Education Council



Ian Satchwell, Director, International Mining for Development Centre; National President, Australia Indonesia Business Council; Board Member, Committee for Economic Development of Australia (CEDA)

## PROGRAM AT A GLANCE

### Wednesday 5 September Pre-conference Program

12.00pm	Conference registration opens	Grand Ballroom Foyer, Lobby Level
12.30 – 1.30pm	Executive Leadership in a Tertiary Environment	
	Networking lunch	Plaza 3, Lower Lobby Level
1.30 – 3.00pm	What does it mean to be a higher education provider in a TVET environment?	
3.00 – 3.10pm	Changeover	
3.10 – 4.40pm	Capacity building for an agile organisation	Plaza 1, Lower Lobby Level
5.10pm	Welcome Reception Bus Transfers	Council House, 27–29 St Georges Terrace, Perth
5.30 – 7.00pm	Conference Welcome Reception	Council House 11th Floor Reception Suite, 27–29 St Georges Terrace, Perth

### DAY 1 – Thursday 6 September

7.45am	Registration opens	Grand Ballroom Foyer, Lobby Level
8.30am	OFFICIAL CONFERENCE OPENING	
8.50am	Premier's address	
9.15am	Ministerial address	
9.45am	Panel session: East meets West	
10.45am	Morning tea	
11.15am	Asia Focus	
11.45am	Skills for a global workforce	
12.45pm	Changeover	
12.50pm	Concurrent sessions: Opportunities and challenges	
1.20pm	Lunch	Mezzanine

2.10pm	WA Minister's address	
2.35pm	How connected and clever are we at home and abroad?	
3.40pm	Gold sponsor: Dr Wayne Oswin, Education Solution Manager, Technology One Group	
3.45pm	Afternoon tea	
4.10pm	A new paradigm for technical and further education	
5.20pm	Close Day 1 proceedings	
6.45pm	Gala Dinner bus transfers	
<b>7.00 – 11.00pm</b>	<b>Gala Dinner</b>	<b>Fraser's Reception Centre Kings Park, West Perth</b>

## **DAY 2 – Friday 7 September**

7.45am	Registration opens	Grand Ballroom Foyer, Lobby Level
8.30am	Successful vocational outcomes for Indigenous people	
9.30am	Beyond the boom	
10.30am	Morning tea	
11.00am	Concurrent sessions: Industry case studies: Where are the jobs now and in the future?	
11.30am	Changeover	
11.35am	Federal Shadow Ministerial address	
12.05pm	Concurrent sessions: Issues about Governance – International networks and partnerships – Education for sustainability (EfS)	
1.10pm	Lunch	Mezzanine
2.05pm	What could a post-secondary education system look like?	
3.05pm	Apprenticeships – Everything old is new again. Can there be a breakthrough?	
3.50pm	Conference wrap	
4.00pm	Conference close	
4.00pm	Refreshments	



Gala Dinner speaker, Chetan Bhagat, Author, columnist, and former international investment banker



Indian delegates with Senator the Hon. Chris Evans, Minister for Tertiary Education, Skills, Science and Research



Jeanette Allen, CEO, Service Skills Australia



Keith Spence, WA State Training Board & Board Member, Australian Workforce and Productivity Agency



Wayne Collyer, Managing Director, Polytechnic West; Wendy Burns, Managing Director, South West Institute of Technology; Karen Dickenson, Managing Director, Kimberley Training Institute; Lyn Farrell, Managing Director, Pilbara Institute



Robin Shreeve, CEO, Australian Workforce and Productivity Agency (AWPA)



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National Secretariat  
Sydney Institute of TAFE NSW  
Turner Hall (Building B) - Ultimo College  
Cnr Mary Ann and Harris Streets Ultimo  
NSW 2007

#### Postal Address

TAFE Directors Australia  
National Secretariat  
Sydney Institute of TAFE NSW Ultimo College  
PO Box 707 Broadway NSW 2007

Telephone: 02 9217 3180  
Facsimile: 02 9281 7335  
Email: [memberservices@tda.edu.au](mailto:memberservices@tda.edu.au)  
Website: [www.tda.edu.au](http://www.tda.edu.au)



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