



**WORKING  
ACROSS THE  
GLOBE**  
**Implications for  
Australian VET**

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# Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

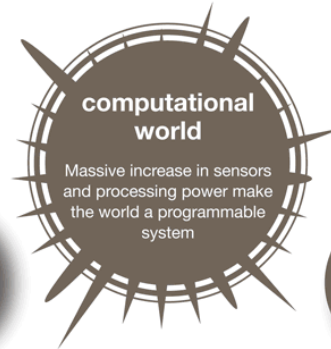
## KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce





*“Becoming citizens of the world demands that students step away from the comfort of assured truths.”*

Martha Nussbaum

***Cosmopolitanism** presupposes a set of skills, outlooks and practices which become necessary tools for individuals as they cross boundaries between the familiar and the unfamiliar...*

*These skills are...important for understanding the broader cultural, economic, political or environmental consequences of one's own actions.*

Zlatko Skrbiš, Monash University

# Erasmus+

## What's new?

- More opportunities for studies, training and youth work abroad
- New funding for sports actions and activities
- Study mobility opportunities around the world
- Study loans for full time Master Studies abroad
- Language learning support for all participants
- And much more...

## What's better?

- A 40% increase in funding compared to the predecessor Lifelong Learning programme
  - = €14.7 billion in grants over 7 years
  - = opportunities for over 4 million people
- A stronger focus on improving young people's job prospects and tackling youth unemployment
- A more open and inclusive programme supporting people with fewer opportunities

## MOBILITY EXCHANGES: Who Can Benefit?



### Students in higher education:

Up to 2 million students, including 450,000 trainees, expected to benefit from grants to study and train abroad - more than doubling opportunities offered over the past 25 years. Master students will be able to apply for an Erasmus-backed loan on more affordable conditions to complete a full degree (the scheme is already available in Spain and will soon be available in Hungary and France).



### Vocational training students and apprentices:

Up to 650,000 grants offered to those undertaking vocational studies or apprenticeships abroad.



### Volunteers and youth workers:

About 500,000 young people to go abroad as part of volunteering or other youth work activities.



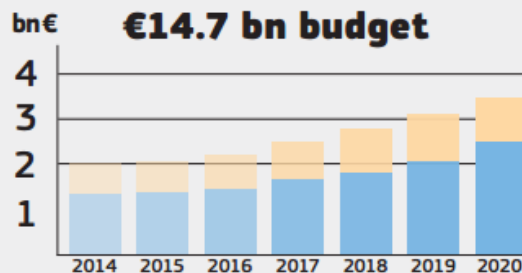
### Teachers, youth trainers and other staff:

Opportunities for 800,000 school teachers, lecturers, trainers, education staff and youth workers to gain new skills abroad.

## The EU programme for education, training, youth and sport

(2014-2020)

### EU funding per year for Erasmus+ 2014-2020



2/3 of budget: learning opportunities abroad for individuals

1/3 of budget: partnerships + reforms of the education and youth sectors reforms

Source: see Erasmus+ 2014 annual report

## COOPERATION PROJECTS:

### Working across disciplines

■ Facilitating the transition between education and work: funding for more than 25,000 partnerships among 125,000 education, training and youth organisations and enterprises. These organisations work with peers in other countries in their own sector and other sectors to develop, transfer and implement innovative education, training and youth practices, for example developing new teaching practices or curricula, or allowing students to study real-life cases with enterprises.

■ Boosting employment and entrepreneurship: support for more than 300 large partnerships among education institutions and enterprises to tackle skills gaps and foster entrepreneurship.

### EMBRACING SPORT: Improving the game, getting Europe active

■ Sport joins Erasmus+: a novelty in the programme, Erasmus+ aims to support a range of sports events, projects and competitions, with funding for up to 600 partnerships. Erasmus+ supports transnational projects involving organisations in grassroots sport, promoting, for example, good governance, social inclusion, the fight against racism, dual careers and physical activity for all.

# Learner mobility in Europe

- Erasmus has expanded to include VET, with 650,000 grants available between 2014 and 2020
- 1 in 3 Erasmus trainees are offered a position by the company they worked in
- Five years after graduation, the unemployment rate of young people having studied or trained abroad is 23% lower than that of their non-mobile peers



# New Colombo Plan

*“The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo Pacific in Australia by supporting Australian undergraduates to study and undertake internships in the region.” DFAT*

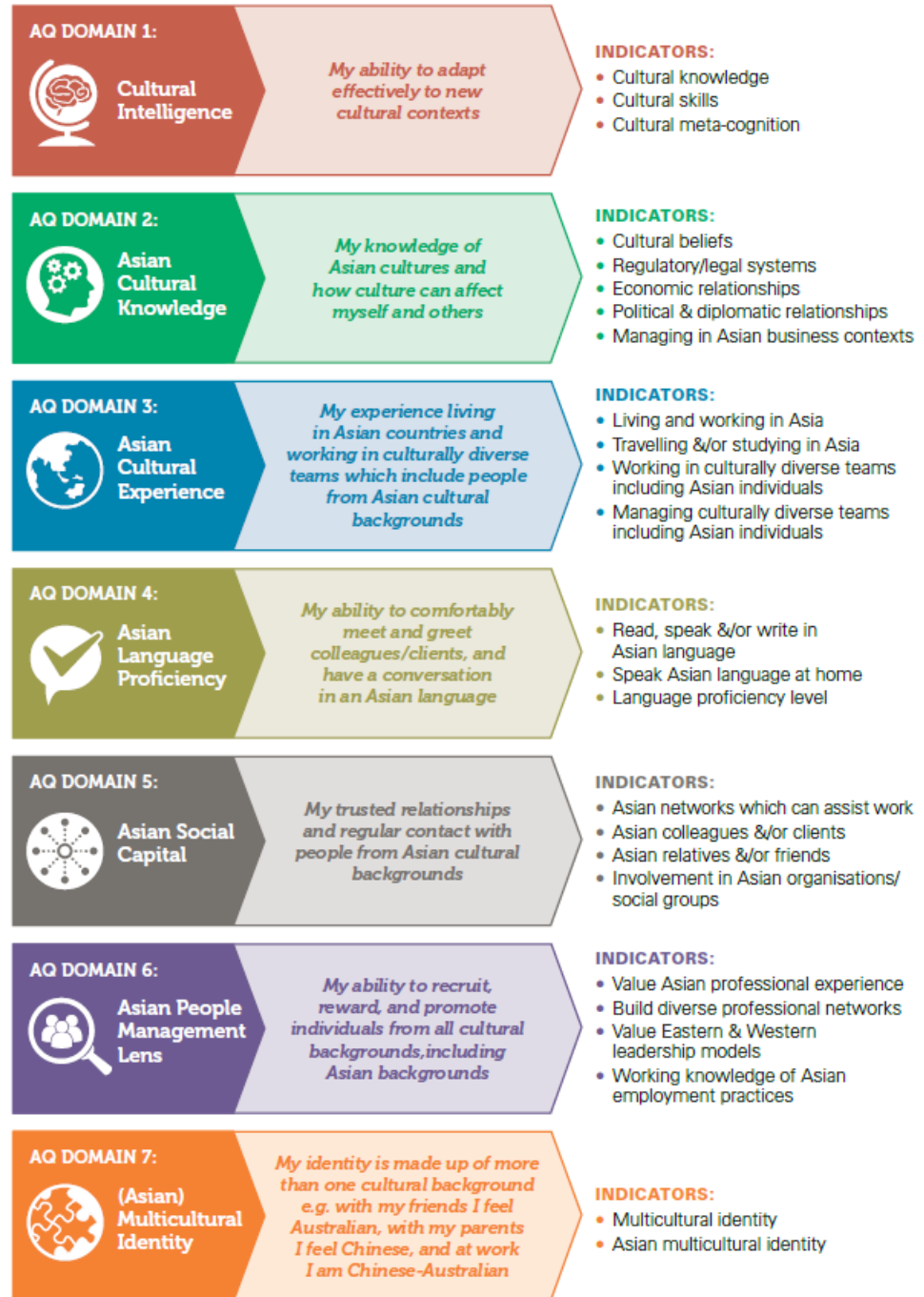
## ***Asialink, Developing an Asia Capable Workforce, National Strategy, 2013***

### Individual capabilities

### Organisational capabilities

1	Sophisticated knowledge of Asian markets / environments	7	Leadership committed to an Asia-focused strategy
2	Extensive experience operating in Asia	8	Customised Asian talent management
3	Long-term trusted Asian relationships	9	Customised offering / value proposition based on customer insight
4	Ability to adapt behaviour to Asian cultural contexts	10	Tailored organisational design with tendency to local autonomy
5	Capacity to deal with government	11	Supportive processes to share Asian learnings
6	Useful level of language proficiency		

# Asia Capability or AQ



## **THE LEARNING IMPERATIVE**

Learning languages, and experiencing learning in other places, cultivates the transversal skills needed in this period of globalisation.

## **THE BUSINESS IMPERATIVE**

The World Economic Forum predicts that:

to be employable in 2020, graduates must be technologically literate and acquire transferable, cross-cultural learning skills. Any nation or company that continues to rely on conventional learning and routine, siloed work without fostering a culture of continuous learning will face an ever-deepening talent gap.

## **THE SOCIAL IMPERATIVE**

Societies around the world are becoming increasingly multicultural. Citizens benefit from education and training infused with a cosmopolitan outlook. This fosters not only tolerance but a greater appreciation of what bi- or multi-lingual citizens and workers can offer. We need to know how to benefit from diasporas, too.

# Sydney Institute Film Academy





# Melbourne Polytechnic

## *The opportunity for offshore students*

By hosting Victorian TAFE students, offshore students:

- feel more integrated with Australia
- improve English ability
- consider pathways to Victorian universities
- enjoy an improved reputation in the Australian program

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*“We are definitely engaging with Asia and reaping the benefits of treating them with respect and equal partners...for our Beauty students, an ability to cater for the Asian customer will lead to better job outcomes; same with our hospitality and event management students (Chinese tourists outnumber any other source country); for our building and design students, visiting China and learning about their system leaves our graduates well placed to work with international clients and also to get jobs around the world.”*

# TAFE Queensland Brisbane



**Fashion students in China 2015**

# TAFE Queensland Brisbane



**Final workshop on Gujarat tour arranged by the Indian National Institute of Fashion Technology, 2015**

# Aged care workforce



# Australian tourism needs AQ

*“The Australian immigration system and the domestic training systems are calibrated to the same kinds of occupations and skills at a high level, which means there is an increasing shortage in the availability of unskilled or lower skilled employees. Better trained staff is critical to ensuring we have a tourism workforce capable of giving visitors a world-class experience. In order to optimise the travel experience for our visitors, a skilled, professional and ‘Asia ready’ workforce is essential.”*

The National Tourism Alliance, 2015



# Fashion is global

