Education Opportunities in South-East Asia and Sri Lanka
“ASEAN will continue to embrace globalisation, free trade and open regionalism. ASEAN remains committed to its regional integration and for all of these to be sustainable, the Community will continue to put the people back to the core of the agenda.”

H.E. Le Luong Minh, Secretary-General of ASEAN
Importance of South-East Asia

Since the late 1970s the Association of South-East Asian Nations (ASEAN) region has dramatically outpaced the rest of the world in growth of GDP per capita, thanks to productivity improvements, expansion in trade and labour-force expansion which has resulted in ASEAN having the world's third-largest labour force, behind China and India. Between 2007 and 2014 trade in the region increased by nearly £759 billion. ASEAN is now the world’s 4th largest trade power house.

Regional expansion in South-East Asia by multinational enterprises has continued to be robust and ASEAN continues to be a major destination for global Foreign Direct Investment (FDI). In 2015 the region received £91 billion FDI, almost 7% of total global FDI flow and almost 16% of world FDI among developing countries. Income growth has remained strong with average annual real gains of around 4.8% since 2000.

If ASEAN were a single country, it would already be the sixth-largest economy in the world with a combined GDP of £1.9 trillion in 2016. The region’s economic growth trajectory is forecast to continue, and for the region to become the world’s fourth-largest economy by 2050.

The region is also investing heavily in infrastructure, building modern ports, high speed railways, airports and other transport infrastructure, to improve connectivity and accelerate the region's economic expansion.

The ASEAN Economic Community that came into being at the end of 2015 provides the means for further integration of the member states' economies over the next decade. In addition to establishing a single market in a multitude of areas and sectors, the region plans to integrate ASEAN's many different free trade agreements into one group. The goal is to establish an umbrella trade deal known as the Regional Comprehensive Economic Partnership with Australia, China, India, Japan, South Korea and New Zealand, creating an integrated market across the Asia-Pacific region of some 3.4 billion people.

“In ASEAN countries, almost half the population is aged under 30. This is a huge opportunity — and an equally great challenge.”

Christophe Duchatellier – Regional Head Asia Pacific, The Adecco Group
Raising Education and Skill Levels is an ASEAN Priority

Countries in ASEAN have made great progress in improving access to basic education with student enrolments increasing and dropout rates falling. However, for the ASEAN region to take full advantage of its projected economic growth and transition into higher value-added knowledge economy work, it must develop its human capital and workforce skills. This will require ongoing investment in education, Technical and Vocational Education and Training (TVET), development of cross-cutting Science, Technology, Engineering and Mathematics (STEM) skills, soft skills and lifelong learning. As countries in ASEAN move up the knowledge chain, the challenge will be to develop workforce skills in innovation and Research and Development (R&D).

The top education opportunities in ASEAN are:

- Early Years
- Schools
- Higher Education: Transnational Education (TNE) and international students going to the UK
- TVET
- Education Technology
- English Language Training (ELT)
- Lifelong Learning and Continual Professional Development

**Early Years**

Early years childcare, development and education has been increasingly acknowledged by experts, policy makers, governments and parents as a critical foundation for children’s development. In ASEAN, uptake in early years childcare and pre-schooling has traditionally been low. However, in recent years the market in ASEAN has been growing at an exponential rate because of a number of factors: increasing economic and household wealth and disposable income; more women joining the workforce; less ability to rely on extended family networks for childcare and increased awareness of the importance of early years education. This has led both governments and parents to invest increasing amounts in early years childcare and pre-school education.

**Schools**

The high potential for growth in South-East Asia’s education market is well supported by the large school-age population and comparatively low enrolment rates, particularly at the pre-primary and tertiary levels. School-age children in South-East Asia constitute almost 33% of the region’s total population of 625 million people; nearly double that in the US (17%). South-East Asia has approximately 208 million school-age children and, based on gross enrolment rates, the region’s school-age population stands at around 154 million, with 117 million students attending public schools/institutions and 37 million going to private schools/institutions. Rising income levels have driven demand for better schools with world-class infrastructure and international curricula. Emerging markets in the region are expected to contribute to the high demand for education, specifically countries such as Indonesia, Thailand, the Philippines and Vietnam where income levels are increasing.

**Higher Education**

The growth of private higher education in Asia has been much more rapid than in other parts of the world. This growth has helped to expand access to higher education and to reduce the burden on governments to finance higher education through public funds. Across Asia, more than 35% of higher education students enrol in the private sector, and almost 60% of the region’s higher education institutions are private.

The UK is market leader in the provision of TNE in the ASEAN region, with
Malaysia the most popular location. Malaysia is home to five UK university branch campuses, more than any other country in the world, outside the UK. The ASEAN region is also a significant source of international students to the UK, with Malaysia again market leader for the region, with over 17,000 Malaysian students studying in the UK per annum.

**TVET**

Demand for TVET in ASEAN is considered significant and likely to grow substantially in the future. Governments have under-invested in TVET due to lack of demand, and as a consequence, the ASEAN educational system has not kept pace with either the quantity of people that now need to be trained in technical skills, nor kept pace with the rapid shifts in the types of skills that are required especially in ‘hot’ sectors such as engineering and information technology. ASEAN member countries are therefore committing increasing resources into education and training to provide a workforce with the necessary skills needed for business and industry.

**ELT**

In 2009, English was chosen as the official lingua franca of the ASEAN region. In many countries in the region English language proficiency has moved from being an aspirational skill to an essential requirement in the job market. Students and parents in ASEAN place a high value on learning English, particularly in markets such as Thailand and Vietnam, where the public curricula may not offer English-learning opportunities.

**Lifelong Learning & Continual Professional Development**

In response to the world’s socio-economic challenges, governments across the world including ASEAN have turned to lifelong learning as the key to both a skilled and adaptive workforce and a more equitable and cohesive society. Although the ASEAN region reconfirmed its commitment to support lifelong learning in its 2015 ASEAN Charter, there are still in practice significant gaps in the conceptualisation, implementation and delivery of lifelong learning services. As ASEAN countries move up the value chain to a knowledge driven economy, there are more professionals in the workforce requiring continual professional development.

“Develop human resources through closer cooperation in education and life long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community”.

ASEAN Charter (Article 1, para 10) – purposes of ASEAN
Brunei Darussalam

According to World Bank data, Brunei is a high-income country with a population of 423,205 in 2015, and gross national income per capita of £27,815. With its large reserves of oil and gas, Brunei is the third-largest oil producer in South-East Asia and the ninth-largest exporter of liquefied natural gas in the world.

To support the Brunei Vision to have a dynamic and sustainable economy by 2035, the country is diversifying beyond its Oil & Gas industry and aims to have an educated, highly skilled and accomplished Bruneian workforce. Significant reforms have been introduced to attract export-orientated FDI in five priority sectors: Halal, Technology & Creative Industries, Business Services, Tourism and Downstream Oil and Gas. Brunei is also targeting growth in high-tech industries through investment in R&D.

This influx of FDI projects in the manufacturing sector has created a skills gap. Since 2013, the TVET sector has been undergoing a major transformation. The new Institute of Brunei Technical Education is focusing on the development of practical skills with a curriculum that is more relevant and more responsive to the country’s economic demands and is flexible enough to meet the requirements of industry and the community.

Opportunities for UK Education & Training Providers

Brunei Education System

In 2014/2015 the Ministry of Education received the second largest government spend allocation, 13% of the total national budget, worth £430 million. The government provides free education for all citizens and permanent residents at public schools. The literacy rate is over 95%, and the gross enrolment rates both at primary and secondary levels are 100%. The education system has been reformed steadily in line with the National Education System for the 21st Century which has targeted mathematics, science, English and ICT as key subjects in the primary and secondary school curriculum. The UK has a long history of educational partnership with Brunei, with around 2,000 Bruneian students studying in the UK per annum. The UK accounts for 80% of the government’s awarded scholarships (Undergraduate and Postgraduate qualifications). Many of the Bruneian parents that were educated in the UK are also choosing to send their children to study in the UK. The Education Loan Facility Scheme provides loans to Bruneian students who choose to study for their first degree overseas.
**Schools**

The tertiary enrolment rate in Brunei is only 19.6% which the Ministry of Education aims to increase to 35% by 2020. The government is investing in providing multiple pathways for students to pursue higher education and vocational training as well as continuing education training for adults.

The Minister of Education recently announced five strategic plans: quality of teachers; quality of schools and educational institutions; student achievement and success; participation in education; and quality of post-secondary education. The Ministry also has plans to improve professional development and quality leadership of teachers at every level. This represents opportunities for UK companies to provide teacher training especially in STEM subjects, teaching and learning methodologies that foster creativity, education technology, as well as administration, budget management and leadership skills for school heads.

**TVET**

There has been a great push for TVET education in Brunei to support industries’ needs, triggered by the recent significant growth of FDI projects mainly from China. The Ministry of Education, in close collaboration with the Energy and Industry staff at the Prime Minister’s Office, has revamped the technical education system as a top choice post-secondary education capable of producing a highly skilled workforce in line with the needs of industry. TVET opportunities exist in training, programming, resourcing and accreditation to support Brunei’s Energy sector. There are also business opportunities to help Brunei develop its in-country education provision and increase local training capacity and research collaboration, particularly in the fields of energy, biodiversity, agro-technology, food security,
Burma

To lift the country out of poverty, Burma’s government led by the National League for Democracy (NLD) has put education at the heart of its reform agenda. Burma is an emerging economy with a nominal GDP of £50.36 billion dollars in 2016 and an estimated purchasing power adjusted GDP of £254.26 billion dollars in 2017. It has one of the world’s fastest growing economies and a growing middle class. The Burmese government plans to build a 21st century education system to help the country become an upper-middle-income nation by 2030.

Major objectives of Burma’s new National Education Strategic plan include: the redesign and launch of a new basic education curriculum; to develop a world-class higher education system; to expand and strengthen the quality of TVET; and to have a Quality Assurance System that will help achieve national quality standards and improve both teaching and learning.

Opportunities for UK Education & Training Providers

Burma Education System Curriculum Development

Burma’s basic education curriculum is in need of a complete review and to be strengthened and focused on delivering students the skills and knowledge required in the 21st century, and to support teachers to provide students with the required teaching and training. The Government, with the support of international donors, has made the redesign and launch of a new curriculum a strategic priority.

Higher Education

The democratically elected NLD government began the reform of Burma’s education system and especially higher education, when they came into power in 2011. There are now 163 public higher education facilities in Burma operated under 13 ministries, with the majority located in Mandalay, Rangoon and Shan State. There are between 350-800 private providers, including large training institutes and small-scale organisations operated by national and international providers. The most common courses are languages, ICT and business. Historically the private sector market was dominated by UK and Singapore institutions, but recently the US, Australia, New Zealand, France, Japan, Malaysia, Thailand, India and Sri Lanka have been exploring the market and are setting up collaborations with local partners. The main opportunities for higher education in Burma are: business courses, online distance learning courses, English language teaching, ICT and entrepreneurialism.

Quality Assurance

Students currently graduating from Burma’s higher education system are not performing effectively in their chosen professions: engineers, doctors, public servants, secondary school teachers etc. because of the quality of their education in
comparison to their neighbours. To support the transformation of the Burmese economy, the government therefore plans to introduce a good regulatory framework and quality assurance system into its higher education system in order to raise the quality of the country's future graduates.

**TVET**

Burma has the advantage of a large workforce of over 53 million people, of which 40% are between the ages of 15-29. However, as Burma's economy opens up and new jobs are being created, unemployment is still around 4% and youth unemployment is 11.5%. This is because new sectors are demanding new skills currently not being taught in the education system, creating a skills gap.

Burma is committed to up-skilling its workforce to sustain economic growth. This has created TVET opportunities in the agriculture, manufacturing, tourism and hospitality, infrastructure and energy sectors, which account for an estimated 85% of Burma's economic growth potential. ICT and entrepreneurialism are two further core skill sets in high demand, as well as training and qualification services for healthcare workers and teachers.
Cambodia recently attained lower-middle-income status and its GDP growth is a steady 7%. Cambodia’s population is 16 million with more than half its people under the age of 25 years. Cambodia’s membership in the ASEAN Economic Community is driving a step change in the country’s education system. The government recognises the urgent need for human resource development and a future skilled workforce to support the country’s future economic growth.

In 2017 the government allocated £514 million (over 3% of GDP) of its budget to education and that is expected to increase to over £645 million in 2018. The Education Strategic Plan 2014/2018 covers reforms from primary to tertiary education including curriculum development, teacher training, STEM, quality improvement, and educational infrastructure. This addresses the government’s immediate focus on improving the quality of its education and increasing access to education and vocational training opportunities.

Opportunities for UK Education & Training Providers

**Curriculum Development & STEM Subjects**

The Ministry of Education has committed £759,000 to its New Generation School initiative that focuses on strengthening learning in STEM subjects. A five-year programme is being created to integrate arts and culture into public schools to help Cambodians develop a better understanding of their roots and creative ability to take on global challenges. Entrepreneurship and gender-related subjects are other subjects being introduced into the national curriculum. To promote financial literacy, the National Bank of Cambodia and the Ministry have launched the “Let’s Talk Money” comic book for children at primary and secondary level.

**Teacher Training**

The need for more qualified teachers alongside curriculum development is at the heart of the Ministry’s Strategic Education Plan. In addition to increasing the numbers of professionals entering a teaching career, the Ministry is aiming to increase the knowledge and skills for teachers, with a focus on STEM subjects. Reforms include improved in-service training and a staff performance appraisal system.

**Schools**

Cambodia has nearly 3.25 million school students up to secondary school level. Against a relatively low quality public school sector back-drop Cambodia’s growing middle-class is looking to provide their children with quality private education. Franchisee opportunities with local partners are abundant from kindergarten through to high school, as Cambodia has a limited number of internationally certified and accredited private schools and qualified teachers.

**ELT and Vocational English**

English has over-taken French as the first choice for Cambodian students studying a foreign language for a number of reasons. English is now the language of business in Cambodia, university courses are predominantly taught in English, the number of students looking to study in the UK and abroad is increasing year on year and FDI has driven the need for English language skills. English teaching at schools is limited and parents are prepared to invest a premium in private ELT. Neither the British Council nor any recognised British provider is currently operating in the market.

**Educational Technology**

The Ministry has launched an ICT in education policy focussed in four main areas: provision of ICT for
teachers and students, especially at secondary level; the role and function of ICT in education as a teaching and learning tool in different subjects, and as a core subject; to promote education for all through ICT enabled distance education and self-learning and to promote the use of ICT to increase the effectiveness of education management.

**TVET**

Cambodia is in urgent need of a proper functioning system for its 237 TVET institutions. The government is creating a vocational ‘bridge’ programme to enable students without high school degrees to have access to trade-based, university-level coursework in order to up-skill workers and support the country’s growing industrial and light manufacturing sectors. Tourism is a key economic pillar and the Ministry of Tourism plans to build two vocational training centres in Phnom Penh and Sihanoukville. The first Academy of Culinary Arts opened recently in Cambodia providing students with an international hospitality curriculum from the Swiss Hotel Management Academy Lucerne, in alignment with ASEAN standards. Private sector investment is on the rise, with a focus on ‘soft’ skills training and industry-based training. One of the country’s biggest banks ACLEDA recently opened up its own training institute in banking where a projected 3,000 students annually will receive industry based training.

Opportunities exist in the development of a national framework and strategy, curriculum, accreditation system and qualifications development.

**Aid-Funded Business**

Cambodia is a major beneficiary of donor funding and loan provision from the Asian Development Bank (ADB) and other bilateral and multilateral donors, particularly in the education sector. In October 2016 the ADB approved a £34 million loan for Cambodia to overhaul and improve the quality of its upper secondary education with a focus on improving its education infrastructure, STEM subjects and teacher training. Similarly, in 2014 the ADB extended a £23 million loan for a nationwide programme to raise the quality of TVET in Cambodia, whilst the government will provide cash and in-kind contributions totalling £1.97 million. The full programme will run for five years and is expected to be completed in 2019. The Ministry, in collaboration with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Sipar Foundation, has unveiled plans to expand a literacy programme for garment factory workers to tackle adult illiteracy.
Indonesia

Indonesia has a GDP of £707.96 billion and is the largest economy in South-East Asia. Indonesia’s real GDP growth is projected to increase from 5% in 2016 to 5.1% in 2017, and estimated to further strengthen to 5.3% in 2018. Indonesia is predicted to become the world’s 5th largest economy by 2030.

The country has a population of 258.7 million people, a young workforce with 45% of the population below 28 years and a middle class comprising 88 million people which is expected to reach 141 million by 2020. With 40% Internet penetration (100 million users) nationwide, 65% of the population are made of young and tech savvy post-generation-X individuals.

President Joko Widodo’s pledge to simplify the business environment and stimulate economic activity has delivered results. In the World Bank’s Ease of Doing Business index 2018, Indonesia jumped 19 places to 72 from its previous rank of 91 in 2017.

Opportunities for UK Education & Training Providers

Indonesian Education System

Indonesia has the third largest education system in Asia and the fourth largest in the world with over 60 million students and almost 4 million teachers in 340,000 education institutions. The quality of Indonesia’s education system is relatively poor despite a government commitment to spend 20% of the national budget (€23.4 billion) on it, with the majority going into basic education and teachers salaries nationwide in 2017. The Programme for International Student Assessment (PISA) statistics for 2015 ranked Indonesia 62nd out of 70 in mathematics, English language and science achievement for 15 year olds. Indonesian universities are not ranked in the world’s top 400.

Higher Education

There are close to 6 million Indonesian students in higher education in 2017 with a predicted 7.8 million by 2020. There is growing engagement from UK higher education providers recognising Indonesia’s market potential. However, entering the market is not always easy. Government policy, driven by protectionism, does not allow foreign universities to set up branch campuses and education providers have to operate on a not-for-dividend basis. It is however, possible to set up dual/joint degrees and credit transfer schemes with Indonesian universities. A number of British universities including Coventry, Birmingham, Edinburgh, Glasgow and Newcastle have done this successfully. Indonesian universities are also conscious of the need to raise their quality and see UK universities as appropriate R&D partners which many UK universities are pursuing.

Affluent Indonesians often send their children to school and university overseas. 55,000 Indonesian students travelled abroad for their education in 2016 according to the Indonesian Central Bureau of Statistics. Of this group, nearly 3,000 Indonesians travelled to the UK on Tier 4 student visas while 10,000 students chose to study in Australia and 9,000 in the US. The number of Indonesian students going to the UK to study is growing at around 20% each year. The Indonesian Government provides thousands of grants annually at postgraduate level through its scholarship body, Indonesia Endowment Fund for Education (LPDP). The UK has more universities on the LPDP approved list than any other country except the US and wins around a third of the LPDP overseas scholarships.

Continuous Professional Development

President Joko Widodo’s focus on education means that ministries have targets to professionalise their workforce. Coventry University has recently won groundbreaking deals with the Ministry of Religious Affairs and the Ministry of Research, Technology and Higher Education to provide PhD training for lecturers and researchers in State universities and Islamic higher education institutions. This was achieved through regular and consistent engagement with Indonesian universities, the ministries, civil society and strong local representation.

R&D Collaboration

The UK Newton Programme has an allocation of £18 million up to 2021. To date, 21 research partnerships have been agreed with a total value of £4.2 million. Increasing numbers of UK researchers are exploring collaborations and greater research mobility with the best Indonesian universities.
TVET

TVET is a key priority for Indonesia. President Joko Widodo expressed the need to invest in vocational training as the government plans to produce an extra 130 million skilled workers by 2025. There are significant opportunities for UK commercial solutions to meet Indonesia’s requirements to build capacity, improve curricula and develop industry links.

ELT

There is a strong interest in the UK’s English Language Training programmes and to integrate the English language as part of the national schools’ curriculum in Indonesia. Cambridge University Press and Cambridge English Language Assessments have had success in several Indonesian provinces and the incoming Governor of Jakarta has indicated an interest in English language collaboration with British education providers.
Lao PDR

With a GDP of £9.4 billion in 2015, Laos is the smallest economy in South-East Asia, but it has the fastest growing economy with average annual GDP growth of 8% over the last 10 years. Laos has improved access to electricity, schools and roads, and has become an important energy exporter. The Lao economy is projected to expand at around 7% in 2017/2019, supported by a healthy pipeline of power projects and growing opportunities resulting from closer ASEAN integration.

The investment environment and the context for doing business in Laos is gradually improving and there are many British businesses successfully expanding into Laos. The country is on track to leave Least Developed Country status by 2020.

There is no significant history of education in Laos, with the National University of Laos the first ever university in Laos only established 25 years ago. The government has made education its key political priority to tap the full potential of having the youngest population in ASEAN (average age 23 years) and second youngest in Asia. The government is working with development partners to improve education at all levels from primary care to higher education and TVET. The government has pledged to make English the second language of the country, ambitiously following Singapore’s model. The impressive growth of the education sector in Laos is however coupled with a few institutional challenges, for example the Laos Ministry of Education aims to manage and control the development of the sector.

Opportunities for UK Education & Training Providers

There is fast growing demand for education services in Laos with opportunities in the private and development sectors. £60.7 million of overseas development aid is spent on education per year.

Higher Education

Laos is keen to develop its universities. Currently there are 36,000 students at the four Universities (Vientiane, Luang Prabang, Pakse and Savanakhet). The government is expanding the universities’ capacities to total 45,000 students by 2020. There are also a range of public and private colleges.

The government supports the establishment of private higher education colleges and universities. The licensing process can be bureaucratic and time-consuming, however, the Ministry of Education has pledged to facilitate the opening of the first international university by 2020, and the British Embassy can facilitate contacts and negotiations with the relevant authorities.

The existing universities are also open for research and teaching partnerships with overseas universities. Aston University has a wide ranging Memorandum of Understanding (MoU) with the National University of Laos to cooperate on various areas of research as well as university capacity development. This MoU allows Aston University to approach development partners and Lao authorities for funding.

ELT

The ELT market is one of the most attractive segments of the education sector in Laos. There is sizeable demand in both the private and the public sector for training of staff and civil servants, plus high demand for professional translator training. At the moment there is only one significant established
commercial ELT provider, the Australian-funded Vientiane College. This college provides various types of training to students, businesses and the government and is the only International English Language Testing System (IELTS) testing centre in Laos. Around a dozen small-scale English schools exist as well as centres near the Australian, the US, and the French embassies, which all offer English courses.

The government is trying to improve the curriculum for English teaching in schools and the qualifications of English teachers throughout the country. English teacher training and qualification services are therefore an important and promising niche sector in the market, as the government needs partners to implement curriculum development and training.

**Education Technology**

Equipment and teaching methods at all levels of the Lao education sector are somewhat outdated. With a growing number of universities, colleges and language schools, the demand for contemporary and innovative education technology is growing. Significant opportunities exist in direct business with providers as well as in Overseas Development Assistance (ODA) projects aimed at upgrading skills and equipment.

**TVET**

TVET is another growth education sector in Laos. The government is continuously stressing the importance of TVET and technical skills upgrading and is receiving assistance from European Union (EU) countries to upgrade this sector. Enrolment in vocational schools is projected to grow from 34,500 in 2016 to 51,000 in 2020. Areas that see the biggest need for an improved TVET offer are technical professions such as mechanics, engineering and construction for the booming hydropower industry, as well as service professions for the quickly growing tourism industry.
Malaysia

Malaysia is on track to achieve its goal to become a high-income nation by 2020. The Malaysian economy was £227 billion in 2016 and GDP growth averaged 5% over the last five years. Thanks to the country’s Economic Transformation Plan (ETP) the economy is forecast to reach £266 billion by 2020. Education is one of 12 National Key Economic Areas in the ETP.

Malaysia’s rapid development, political and social stability, ease of doing business, familiar legal and financial framework coupled with its close historical and educational ties with the UK, widespread use of English and liberalised education sector make the country a very attractive market for British education providers. Malaysia has allocated £11.2 billion for education in the recent budget announcement.

Opportunities for UK Education & Training Providers

Transnational, Higher & Further Education

Malaysia is fast becoming an ‘Educational Hub’ of the ASEAN region with a thriving TNE sector. There are currently 135,502 international students from over 100 countries studying in Malaysia and the country is on track to achieve its target of 200,000 international students by 2020. Over 79,000 students are studying for UK qualifications in Malaysia, including in the five UK university branch campuses based in Malaysia (no.1 in the world, outside the UK). The Malaysian UK TNE market is worth around £895 million a year. There are a further 17,631 Malaysian students studying in the UK, fourth highest in the world. Over 96,500 Malaysian and international students in Malaysia are studying UK programmes.

The higher education sector is forecast to continue to grow. The Malaysian government target by 2020 is for 40% of the nation’s population to have a tertiary education. Under Vision 2020, 60% of future graduates will be from science and 40% from arts.

R&D Collaboration in Higher Education & Industry

An R&D budget of £72 million has been allocated to Malaysia’s five leading universities to develop R&D links with the world’s leading higher education institutions and industry. The Newton-Ungku Omar Fund set up by the UK and Malaysia will fund R&D projects focused on climate change and sustainable urbanisation. The UK will invest £35 million in the Fund between 2014 and 2021.

Schools

Public and private funded educational institutions co-exist in the education system. Malaysia has more than 30 British international schools including Epsom College, Marlborough College and the soon to be opened King Henry VIII College. Malaysia has 5.48 million pupils, 400,000 teachers and 10,132 schools in the public sector.

In September 2012, the Malaysian Prime Minister launched the National Pre-School to Secondary Education Blueprint which will be implemented in three stages over the course of 13 years (2013/2025). The blueprint highlighted nine priority areas: teachers, school leaders, school quality, curriculum and evaluation, multilingual proficiency, post-school opportunities, the role of parents.
and community, the efficacy resources and information sharing, and the administrative structure of the Education Ministry.

Opportunities for UK companies include teacher training especially in STEM subjects, ELT, teaching and learning methodologies that foster creativity, education technology, as well as administration, budget management and leadership skills for school heads.

**Scaling Up Pre-School Childcare and Early Years**

Pre-School Childcare and Early Years is a significant new growth education sector in Malaysia because of changes in Malaysian Government policy and increased household spending. Pre-school education is now part of the national education system, with childcare enrolment (0-4 years) forecast to reach 25% by 2020.

**TVET**

TVET is another growth education sector in Malaysia. The Malaysian Prime Minister has stressed the importance of TVET, skills training and apprenticeships and is looking at models in EU countries and the region to improve the Malaysian offer. Under the government’s ETP a clearer education pathway has been set, so TVET institutions can offer diploma and higher diploma courses to ease the students’ path to university. TVET will shift towards industry-led programmes to produce the skilled talent to meet industry needs. In the recent budget announcement £890 million has been allocated to TVET institutions.

**Lifelong Learning and Continuing Professional Development**

The National Advisory Council for Education and Training have formulated a comprehensive plan for lifelong learning programmes, which covers distance learning, part-time courses, e-learning and skills upgrading. The enrolment of students in lifelong learning programmes will be increased by 10%.

**Specialist Education Sectors**

The Malaysian Government is also focusing on improving education provision in Islamic finance and business, healthcare and games development.
Philippines

The Philippines has one of the fastest growing economies in the Asia-Pacific region worth about £222 billion in 2015. The International Monetary Fund (IMF) predicts the economy will maintain 6-7% growth in the near term, thanks to its 100 million population, which is 45% urbanised and 50% aged 24 or under. The Philippines has the second biggest population in ASEAN which is forecast to grow to 142 million by 2045.

The Philippines Government is opening up and increasing spending in its education sector while at the same time Philippine households are spending a significant proportion of their disposable income on education. The Philippines therefore has a growing ‘affordable private education’ sector. The medium of instruction in the Philippines is largely English and the country has one of the lowest tax rates in ASEAN for educational institutions. This combination of factors offers excellent business opportunities in The Philippines for UK education companies.

In 2015 the Philippine education sector received the highest government annual budget allocation, which was £6 billion. The education budget is projected to grow given the administration’s focus on developing its human capital and in 2018 the budget for public schools has been set at around £10.5 billion. Latest statistics show that there is a total of 28 million students enrolled annually, composed of 2.2 million pre-school students; 14.5 million elementary students; 7.3 million secondary students; and 3.8 million tertiary students. The majority of higher education institutions are privately run and there are about 650,000 higher education graduates annually. Partnerships with private institutions to deliver basic education were allotted £485 million under the Government Assistance for Students and Teachers in Private Education programme.

Opportunities for UK Education & Training Providers

TNE

The largest opportunity for the UK in the education sector in the Philippines is in higher education, particularly partnerships between UK universities and Philippine universities. The government is keen to improve the quality of education provision. Recognising the UK’s reputation in TNE, the Philippine government has partnered with the British Council to set up the TNE Links Programme. The programme has helped set up exemplary Philippine-UK university partnerships, committed to producing tailor-made, niche degree courses to satisfy national demands and cater to the regional market. Through partnerships between 10 Philippine universities and 9 UK universities, 17 joint or dual postgraduate degrees are currently being prepared in the areas of: creative media technology, robotics engineering, data engineering, sports science, food systems, disaster risk and reduction, oceanography, public health, meteorology, engineering and architecture. This collaborative TNE project is regarded as a model initiative for higher education partnership between the UK and the Philippines. The UK is the only country which has a bilateral partnership with the Philippines in TNE. The British Embassy has been encouraging the Philippine Government to further open the market to foreign education providers.
TVET

The Philippines is one of the top suppliers of international labour. Skills that are in demand include construction, welding, IT, automotive, electronics, care-giving, physical therapy, cosmetology and wellness skills, among others. There is also a need for international qualification and accreditation services among the thousands of workers who want to be internationally competitive.

ADB Education Projects

The Asia Development Bank (ADB) headquarters are located in the Philippines. Education is a priority sector and ADB projects include: consultancies in designing and introducing innovation into education programmes in Asia; curriculum development; policy reform; and capability building for teachers. UK education and training providers are encouraged to register with the ADB Consultant Management System in order to know about the various education projects funded by the ADB around the Asia-Pacific region.

K-12 Opportunities

There are substantial opportunities for teacher training; STEM courses for senior high school students; and International General Certificate of Secondary Education (IGCSE). For 2018, the Department of Education has allotted a £373 million budget for learning implements, books, ICT/e-learning modules, techvoc tools/equipment, and science and mathematics materials.

Education Technology and E-learning

There is a growing demand for online education modules. The government is starting to equip public schools with computer laboratories to offer computer-based lessons. Some leading private schools are now requiring their students to buy laptops/tablets instead of books. Online courses and distance education are also relevant to the higher education and lifelong learning sectors.

Executive Education

The corporate market needs short-term courses for professionals on specialised subjects which may be delivered through partnership with Philippine universities or training institutions, via online programmes or via fly in fly out arrangement with UK universities that are already in the region. Priority sectors include: business process outsourcing, call centres, medical and legal transcription, Computer-Aided Design (CAD), accounting and other back-office operations, especially in terms of ELT, IT courses and client relations. Enterprise-based training is in-demand in order to avoid work disruption for businesses while their staff are being trained.
Singapore

In 2016, Singapore’s GDP per capita was £40,157 - the highest in South-East Asia. The country’s economy grew 2% in 2016 to achieve GDP of £311.5 billion and is forecast to grow around 4% in 2017. Singapore’s population is currently 5.5 million and its youth (age 15-19 years) account for around 6% of its population.

Opportunities for UK Education & Training Providers

The Singapore education system is ranked among the best in the world. Singapore topped The Organisation for Economic Co-operation and Development (OECD) global education ranking, with the highest mathematics and science scores and top PISA scores. The Singapore government consistently ranks education as one of its top spending priorities, accounting for about 12.8% of government expenditure.

Schools

Singapore's education system has often been described as one of the most stressful and competitive systems internationally. The Ministry of Education has therefore shifted its focus from purely academic results to a high quality holistic education, with emphasis on social competency and leadership development including developing students’ interests in music, arts and sports. There is also a focus on developing and improving the standards of early childhood education.

ELT

Bilingualism is encouraged in the Singapore education system and all students must study English as well as their mother-tongue language. The government encourages the use of good English, creating business opportunities for UK providers but there is competition from companies from other English speaking nations.

Higher Education

Singapore has followed a clear strategy of investing in its state institutions and attracting leading foreign and private providers in order to become a top education destination. The country is home to Asia’s top two ranked universities and Singapore’s top state institutions are able to offer an English-medium teaching environment. Local higher education institutions have received significant government funding for research and have been encouraged to collaborate internationally, especially in the areas of engineering, medicine, computer science and materials science.

An increasing number of Singaporean students are looking for higher education opportunities and the government is increasing the number of subsidised places at the public institutions to meet this demand. Singapore currently has a publicly-funded cohort participation rate of 32% which the government plans to increase to 40% by 2020, creating increased competition for international higher education providers.

TNE

Singapore has positioned itself as a hub for higher and international education. It is home to the largest number of branch campuses in Asia and has a wide range of TNE programmes offered through state-run and private higher education institutions. In 2016, Singapore was the second-largest market for British TNE offerings, with 50,000 international students studying for UK qualifications in Singapore, accounting for 31% of the market. However, rising costs and increased competition has forced some international branch campuses to close or relocate. There is however, a healthy demand for new innovative degree programmes to serve the evolving needs of Singapore's growing economy, such as cyber security, data analytics, digital media,
healthcare, human resources, green technology and TVET programmes. International providers may initially be able to gain funding through Singapore’s Economic Development Board.

**UK as an Education Destination**

Singaporeans have a tradition of studying abroad with four in five parents prepared to send their child abroad for university and about 9% of secondary students studying overseas. In 2015, the Ministry of Manpower reported that 39% of degree holders in the resident labour force had obtained their degree abroad. In 2015 around 8,000 Singaporean students were studying in the UK according to the Higher Education Statistics Agency (75% studying undergraduate degrees and 25% studying masters). In 2013, 22,578 Singaporean students went overseas for their higher education, however this was a drop from over 25,000 students in 2002. As the state-run higher education sector continues to improve it is expected that the overall demand for overseas education will dip, although demand for the top UK universities will remain relatively unchanged.

**Smart Nation**

Singapore views itself as advancing towards becoming a Smart Nation, with technology and ICT playing a greater role in education, creating opportunities for cutting-edge educational and learning technology solutions especially at school level. The government has committed until 2020 to spend £760 million per year on the Skills Future Council and Continuing Education and Training Masterplan to upgrade the skills of its people so they can take advantage of job opportunities in new growth industries. This will create opportunities for UK professional and corporate training companies to set up training services in partnership with local providers. The government is also looking to transform industries and enterprises through its Industry Transformation Programme and Techskills Accelerator.
Thailand

The Thai economy reached £309 billion in 2016 achieving average GDP growth of 3.4% over the last five years. Liberalising services and ensuring all Thai people have access to a quality education in order to acquire the necessary skills for work in a modern economy, will be key to raising productivity in the service sector and to a continued acceleration of economic growth. The economy is forecast to reach £266 billion by 2020.

Thailand is an entrepreneurial economy that welcomes foreign investment. For Thailand, development of its education sector is the foundation of a sustainable economy and education reform is a key government priority. On 11th April 2016, the Thai and UK governments signed an MoU on an Education Partnership, committing the UK and Thailand to cooperate on standards of assessment, ELT, STEM education and vocational education.

Opportunities for UK Education & Training Providers

International Schools

With more than one million expatriates living in Thailand, international schools are in high demand. There are approximately 170 international schools in Thailand offering a wide range of programmes including British, American, Australian, Chinese, Japanese, Singaporean and International Baccalaureate. The required license to set up an international school can be applied for from the Ministry of Education.

TVET

Thailand is a value-added manufacturing economy and logistical hub for ASEAN. Many international companies have based their ASEAN hubs in Bangkok, but they are faced with a skills gap in terms of English language proficiency and vocational skills. The Ministry of Education therefore plans to enhance vocational education and is receptive to collaborating with overseas delivery partners. The Ministry’s aim is to increase the number of students enrolling in vocational education and to provide higher quality vocational training so Thailand’s workforce has the necessary skills to support the country’s ongoing economic growth and prosperity.

Higher Education: TNE and UK University Branch Campuses

In order for Thailand to remain competitive within the region and to gear up for a new era of innovation, the country has launched a national strategy Thailand 4.0. This strategy is designed to shift the country from dependency on exports of commodities and finished manufactured goods towards a more knowledge-based economy. Improving the education system and filling the country’s skills gaps are therefore the main focus for the Thai government. With this in mind, the government has agreed to invoke constitutional powers
to allow foreign universities and colleges to set up branch campuses in Thailand.

The government plans to equip the workforce with the necessary skills to be able to catch up and exploit the world’s new economic and business trends. This is part of the government’s broader national strategy to move towards an innovation-driven economy focusing on ten priority industries where a skilled labour force will be required, including:

- ‘First S-curve’, or the five existing industrial sectors, which can be developed by adding value through advanced technologies: Next-Generation Automotive, Smart Electronics, High-Income Tourism and Medical Tourism, Efficient Agriculture and Biotechnology and Food Innovation;
- ‘New S-curve’ or the five sectors which can serve as growth engines to accelerate Thailand’s future growth: Automation and Robotics, Aerospace, Bio-Energy and Biochemicals, Digital and Medical and Healthcare.

**Academic Content for STEM**

For the country to become a more innovation and technology-driven economy, STEM subjects need to be updated. The pedagogy needs to encourage students to learn through project-based and problem-solving-based learning. The government plans to improve the country’s human resource base by adapting new generation education tools and methodologies to boost R&D and innovation projects.

**English for Specific Purposes**

Thailand has an ambition to become a hub for automotive, petrochemicals, tourism, medical tourism and other industries. This has created a demand for specialised English language training courses within specific priority industries and business sectors.

**Teacher Training**

Teaching and learning in Thai schools is conducted in old fashioned classroom style, with the teacher seen as the most important person in the classroom and students generally not encouraged to ask questions. In order to foster innovation amongst schoolchildren, it is recognised that the way teachers are trained needs to change. This creates opportunities for companies that are able to assist the relevant Thai institutions with modern approaches to teacher training programmes.

**Thai is the official language in Thailand and most public schools conduct classes in Thai with English taught only 2-3 times per week, although English language is taught to a much higher standard in private and international schools. This has resulted in low English language competency in Thai students. The Thai Government is therefore investing in improving English language skills for school pupils, higher education and vocational students and also adults.**
Vietnam

Vietnam is one of the fastest growing and most vibrant economies in Asia. Vietnam’s GDP in 2016 was £154 billion and over the last 20 years annual growth has averaged 7%. With a population of over 92 million people, Vietnam is the third most populous country in South-East Asia.

Opportunities for UK Education & Training Providers

Vietnam's large young population offers huge opportunities for top-class UK education products and services. The numbers are staggering – 23 million students, over 1.25 million teachers, and 30,000 schools and higher education/TVET institutions.

Education is a national priority. Since 2008, public spending on education as a percentage of GDP has been the highest in ASEAN – 6.3% or about £7.6 billion a year. However, the real spend on education is much higher because of private financing such as parental contributions or socialisation sources. A growing number of middle and high-income households are sending their children to international and other private schools, which often teach some subjects in English. Schools are also increasingly embracing ICT in education. The market has seen a large influx of private English language providers to take advantage of parents’ investment in English language tuition for their children.

K-12 Opportunities

Significant growth in English language international schools is expected in the coming years. Under current regulations, international schools in Vietnam that are entirely foreign owned are restricted on the number of Vietnamese students eligible for enrolment. A government policy revision is set to remove this cap and, as a result, more international school options will be available. This will open up the market, creating significant opportunities for school growth and new school development. Government figures show that more than 110,000 Vietnamese students moved abroad to study in 2014; this number is growing year on year and includes children from the age of 12 being sent to boarding schools overseas, primarily in the UK, US, Australia and Singapore, because of limitations in Vietnam. The Vietnamese government hopes that more K-12 international school options in Vietnam will encourage families to stay in the country until higher education.

Higher Education

Vietnam’s higher education system has grown quickly. Since 2001 there has been a rapid growth in the number of local universities and colleges; by the beginning of the 2016/2017 school year there were 235 universities and institutes operating (170 public universities, 60 private universities and 5 fully foreign owned universities). The Government of Vietnam is addressing critical challenges by setting longer-term goals for higher education in its Education Development Strategic Plan 2008/2020, as well as in its Higher Education Reform Agenda.

TNE

TNE is booming in Vietnam. The number of TNE programmes registered has increased to 432 programmes in 2016. This includes 55 TNE programmes with 23 British partners. Vietnamese public universities are very active in providing TNE programmes. In comparison with other countries in the region, Vietnam is an active TNE importer.
TVET

Vietnam aims to become an industrialised country by 2020. TVET is central to this aspiration: the demand for skilled workers is increasing steadily as the country’s economy continues to grow and it aims to be competitive both regionally and globally. There is a shortage of skilled workers and technicians with practical training, yet around 1.4 million people enter the labour market each year. Only 27% of workers have training relevant to the job they do, and only 15% have completed formal vocational training. The Government has therefore put vocational skills training and boosting employment at the heart of its development goals. Its aim is that by 2020 trained skilled workers will make up 55% of the labour force (currently 30%) and that one third will have successfully completed intermediate or advanced vocational training. The government wants to tailor its vocational training to the needs of the business community and is promoting the expansion of vocational education and training provision and improvements in the quality and needs-based focus of training.

Other Opportunities

There are also ongoing education business opportunities in: curriculum reform; ELT; teacher training; assessment; digital textbooks; e-learning platforms; joint degree programmes; school equipment; consulting opportunities; and business partnerships.
Sri Lanka

Sri Lanka is classed by the World Bank as a lower middle income country. In 2016 its GDP was £61.76 billion and it registered a growth rate of 4.4%. Amongst its population of 21.2 million there is an established and growing middle class with a strong disposition towards and affiliation with the UK.

The Sri Lankan government’s Vision 2025 statement issued in September 2017 is to transform the country into the hub of the Indian Ocean, with a knowledge-based, highly competitive, social-market economy. To achieve this, one area the government is looking into is the provision and improvement of social goods including education and skills development. The vision reiterates the need for private sector participation in higher education, further education and vocational training because skills shortages and mismatches are widespread, suggesting that the state education system has failed to cater to the job market.

Sri Lanka is seeing a growth in private higher education due to the limited seats available within the state universities, i.e. approximately 29,000 seats catering to only 19% of the total number of students eligible for entry, based on their Sri Lankan A-Level examinations.

The state school network comprises of 10,144 schools. All schools teach in either of the national languages i.e. Sinhala and Tamil, while 664 of these schools offer the option of English language as a medium of study i.e. teaching in two language streams. The government is implementing a programme to ensure completion of 13 years of standardised education including introducing vocational education into the school system. Further reforms are underway to establish school boards and an education inspectorate, with the British Council playing a part through knowledge sharing and training.

British education is highly valued and respected in the Sri Lankan market at secondary, tertiary, professional and vocational levels. Around 45,000 Sri Lankan students study for UK further education and higher education qualifications annually while approximately 8,000 young people obtain UK school qualifications. Additionally, quality English/Business and English programmes are in high demand.

Opportunities for UK Education & Training Providers

Further and Higher Education

The lack of places in the state university system, as well as an increase in demand for international school leaving qualifications, gives rise to opportunities for both TNE and studying in the UK, with TNE the more popular option. For British education providers choosing to operate on a franchise model, many established private Sri Lankan...
educational providers are looking to grow their course offering.

The Sri Lankan government is keen to promote the establishment of education and training institutions in Sri Lanka through direct investment, joint venture or public private partnership. The government also offers investors certain tax incentives and duty free facilities for direct investment.

**ELT**

A lack of adequate English language and communication skills both written and spoken in the workforce is a significant drawback faced by employers. There is therefore a high level of interest from private sector companies in ELT. There is a clear gap in the market for comprehensive English/ Business and English programmes. Provision of generic language and communication courses is another dimension of the education market which is not adequately satisfied.

*Soft Skills Training, Continuous Professional Development Programmes, Management Training and Education*

The private sector feels that the current state education system in Sri Lanka does not deliver either the number or quality of graduates that they require. Common complaints include that school leavers and graduates from the state education system do not possess either the skills or the appropriate attitude to work that is expected by employers. This opens opportunities to deliver customised training programmes to develop soft skills for private sector employees.

**TVET**

State colleges offer national diplomas while the University of Vocational Technology, another state entity, delivers degree courses. The government recognises the limitations in growing their offer and are looking for wider private sector support and participation to expand opportunities.

*Government Sector Education Technology Opportunities*

Developments are under way to integrate ICT literacy into school curricula including the provision of technical infrastructure. A pilot for digitising and implementing SMART classrooms in the state school network has already commenced. The initial stage aims to introduce SMART classrooms to 300 schools by 2018 and to be rolled out across the school system over 2-3 years.
ASEAN

City & Guilds is Helping to Change the Landscape of Skills Education and Training in ASEAN

City & Guilds has been a trusted advisor in many countries since the 1900s and sets the global standard for skills and learning. It is a global leader in skills development and vocational education, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today’s workplace. The company’s workplace-relevant qualifications, apprenticeships, certifications and assessment help individuals develop their talents and abilities for career progression and are valued by employers across the world. The City & Guilds Group includes Kineo, ILM, The Oxford Group, Digitalme and e3Learning, and provides a broad and imaginative range of products and services including e-learning and learning technologies, credentialing and training delivery.

The Malaysia business office was established in 1983 to service the ASEAN region. Today it’s the headquarters for City & Guilds business in East Asia (ASEAN and Greater China). The rapid growth across East Asia offers a strong demand for training and skills provision throughout the region to facilitate economic development. Key qualifications City & Guilds offer include: Engineering, Automotive, Hospitality and Tourism, Hair and Beauty, IT, Business and Leadership and Management. The company also offers a wide range of Skills Proficiency and Foundation courses and Accreditation across many sectors, to help change the landscape of skills education and training, in order to improve lives and economic stature.
Pingu’s English is a three-level pre-school English language programme for 3-8+ years. It is already transforming the way that young children learn English in over twenty countries worldwide, using the entertaining and loveable character, Pingu™. Pingu’s English is produced by the Linguaphone Group, a global British language training provider with a presence in over 40 countries worldwide, and over 110 years of experience in the language training sector.

Sok Im Holding, a holding company with investments across a diverse range of key growth sectors, including telecommunications, trading and hospitality has been appointed the exclusive Master Franchise partner for Pingu’s English across Cambodia. The Cambodia-based company has extensive experience of managing international brands, as well as building substantial businesses from scratch. Headed up by Ms Sodanin Sieng, Pingu’s English Cambodia will launch their first Pingu’s English School in central Phnom Penh early next year. They will also offer Pingu’s English Unit Franchise opportunities to investors across Cambodia.
Case Studies

Malaysia

Heriot-Watt University

Malaysia Aims to Educate 4,000 Students in its £35 million Purpose-Built Campus

With a history dating back to 1821, Heriot-Watt University has a long tradition and proven track record of education excellence; specialising in business, science and engineering. The university was recently named International University of the Year by the Times and Sunday Times Good University Guide 2018, in recognition of the university’s truly global presence and impact. The university’s degree programmes are being studied by over 30,000 students worldwide, in its five global campuses in the UK, Dubai and Malaysia, and via twinning arrangements with partners in 150 countries.

In the 1990’s the university began to increasingly focus on international students, and developed a range of distance learning programmes and set up twinning arrangements with international partner institutions. In 2005 the university set up its first international campus in Dubai and in 2011 set up its second international operation with the establishment of Heriot-Watt University Malaysia.

The UK Government provided a range of services to support the university’s expansion into Malaysia. Services included: market research and due diligence, attendance on a Malaysian business mission, introductions and meetings with senior Malaysian officials. This helped the university to be selected by Putrajaya Holdings as its preferred university partner. In January 2013, Heriot-Watt University Malaysia opened its first premises, with its global MBA programme, and in September 2014 the university moved into a £35 million custom-built campus on the lakeside in Putrajaya. The university’s aim is to grow to some 4,000 students, studying a full range of academic programmes at foundation, undergraduate and postgraduate level.

“The opening of the Heriot-Watt University campus in Putrajaya marks another milestone in the UK-Malaysia education ties, and will support Malaysia’s efforts in becoming an education hub in the region.”

H.E. Vicki Treadell CMG, MVO,
British High Commissioner to Malaysia
Brighton College, educating boys and girls aged 3–18 years, is one of the UK’s leading schools with the college’s academic results consistently placing it among the top 10 schools in England. More and more of Brighton's pupils secure places at the UK's most esteemed universities, particularly Oxford and Cambridge.

Brighton College Bangkok (BCB) opened in September 2016, with capacity for 1,500 boys and girls aged 2 to 18. It shares the aims and ethos of Brighton College UK, offering its pupils the best educational traditions and innovations. The school offers the full Brighton College experience with the avowed aim of becoming the leading British curriculum school in Thailand. The iconic 20-acre campus provides access to the latest educational technology and purpose-built state-of-the-art-facilities for music, art, dance, drama, sports and co-curricular activities.

Brighton College International Schools was established in 2009 as a subsidiary of Brighton College in the UK to plan and set up British curriculum schools around the world under licence to Brighton College. Each overseas school is privately and independently owned. The schools are managed by boards of governors, which include representatives of Brighton College in the UK. Brighton College Bangkok is a collaborative effort between Brighton College UK and Ocean Group, the Thai corporation led by the Assakul family.

“Brighton College is delighted to have opened its sister school in Bangkok, offering parents in the Thai capital an outstanding British education. Education is one of the UK’s best exports, and the Department for International Trade has been instrumental in helping us to understand the different education markets around the world and in making useful introductions.”

Richard Cairns MA Oxon
Head Master, Brighton College

Thailand
Brighton College Brings World-Class British Curriculum to Bangkok
Case Studies

Vietnam

Pearson Education signed Vietnam deal worth £5 million with support from DIT Vietnam

Pearson is a world leading learning company with 35,000 employees across 70 countries worldwide and 173 years of history, working closely with teachers, learners, researchers, authors, and thought leaders. Pearson is committed to strengthening partnerships with the Vietnamese Government to support its education system and workforce development agenda, in alignment with Project 2020 and the wider educational reform taking place in Vietnam. Pearson has identified two key strategic areas where it can provide specific support: English language and international qualifications.

In June 2017, Pearson, the Ho Chi Minh City local government and Pearson’s local partner, EMG Education, signed two partnerships worth approximately £5 million over the next five years. Pearson will supply computer-based English language testing and services, together with its BTEC vocational qualifications to Ho Chi Minh City schools and colleges. All of the services provided by Pearson originate from the UK. The successful roll out of this programme should bring further opportunities for Pearson to expand their services to other cities across Vietnam.
People in ASEAN like to build relationships with potential business partners, and having a strong relationship based on trust can be just as important a factor in decision making as the information about your company.

To succeed in doing business in South-East Asia it is therefore better to have an in-country presence.

British companies wishing to develop their business in a market in ASEAN are advised to undertake as much market research and planning as possible in the UK before visiting the market.

When visiting, it is important to research the market and the companies you intend to meet. Before making your business trip, be sure to:

• Check information that is readily available on government websites;
• Plan your visit, organise appointments before you depart the UK. Follow up with telephone calls on arrival to confirm availability. Meetings can be arranged over breakfast, lunch and dinner as well as normal office hours;
• Arrange a market discussion with the relevant DIT Officer at the British Embassy or High Commission or the British Chamber of Commerce;
• Take plenty of business cards and corporate literature;
• If possible have the reverse of your business card translated into the local language to create a very good first impression;
• Follow up meetings by letter or e-mail on return to the UK. If possible keep the DIT team informed of progress;
• Remember to think about intellectual property rights issues;
• Do not expect to do business immediately or necessarily on the first visit.
Next steps - How we can help

International teams in the Department for International Trade (DIT) have wide local knowledge, experience and contacts and can provide a range of services to British-based companies wishing to grow their business in global markets.

This can include:

- Provision of market information;
- Validated lists of agents and distributors;
- Details of key market players or potential customers in the market;
- Introductions to local contacts with an interest in working with your company;
- Arranging appointments;
- Organising seminars or other events to meet contacts and promote your company in the market.

This support is available through our Overseas Market Introduction Service (OMIS), a chargeable service which assists British-based companies wishing to enter or expand their business in overseas markets.

To find out more about commissioning this service, please visit the DIT website: www.gov.uk/dit

To access other DIT services and specialist advice on exporting, please visit: www.great.gov.uk/uk

For further information please visit the Education is GREAT in ASEAN campaign webpage: www.ukabc.org.uk/educationisgreat
“Education will help ASEAN youths respect the economic, social, cultural and educational differences and thus unite the ASEAN Community. Good education will turn them into good-quality citizens who can help boost the region’s competitiveness.”

Surin Pitsuwan, Former Secretary-General of ASEAN
DIT
The UK’s Department for International Trade (DIT) has overall responsibility for promoting UK trade across the world and attracting foreign investment to our economy. We are a specialised government body with responsibility for negotiating international trade policy, supporting business, as well as delivering an outward-looking trade diplomacy strategy.

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For more information, use the QR code below to log onto the Education is GREAT Campaign Microsite.

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