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EDUCATION AS AN EXPORT GOOD BASED ON THE EXAMPLE OF AUSTRALIA

EDUKACJA JAKO TOWAR EKSPORTOWY NA PRZYKŁADZIE AUSTRALII

ОБРАЗОВАНИЕ КАК ЭКСПОРТНЫЙ ПРОДУКТ НА ПРИМЕРЕ АВСТРАЛИИ

Abstract


Australia is known for exporting the wide range of goods to almost every place of the world. These goods, among others, are iron, aluminum, gold, coal, natural gas and beef. However, apart from material things, services are also an important segment of exports. The main ones are those related to education and travel. Educational services themselves are the third largest asset exported by Australia. They are not limited to the science itself but constitute a wide range of services accompanying the education process of foreign students. These include travel services, rental of real estate, agencies etc. This specificity and conditions conducive to such a large amount of educational services in a country that has no immediate neighbors is the subject of this description. It covers the characteristics of exported educational services, including data on the scale of its exports, major recipients, types of educational institutions, directions that are most popular among students. In addition, Australia's export educational activity will also be discussed with the Polish example.

Keywords: Australian education system, export of educational services, Australian educational offer.

Streszczenie

Australia znana jest z eksportu wielu dóbr do niemalże każdego zakątka świata. Do głównych towarów należą rudy żelaza, aluminium i złota, węgiel, gaz ziemny czy wołowina. Jednak obok rzeczy materialnych istotnym segmentem eksportu są usługi. Do zasadniczych należą te związane z edukacją oraz podróżami. Same usługi edukacyjne stanowią trzecie, co do wielkości dobro eksportowane przez Australię. Nie ograniczają się one tylko do samej nauki, ale stanowią szeroki zbiór usług towarzyszących procesowi edukacji zagranicznych studentów. Zaliczyć do nich można usługi turystyczne, wynajem nieru-

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chomości, doradztwo, itp. Właśnie ta specyfika oraz warunki sprzyjające tak dużej podaży usług edukacyjnych w kraju, który nie ma bezpośrednich sąsiadów, jest przedmiotem opisu. Obejmuje on charakterystykę eksportowanych usług edukacyjnych, w tym dane na temat skali jej eksportu, głównych adresatów, typów instytucji edukacyjnych, kierunków, które cieszą się największym powodzeniem wśród odbiorców. Ponadto eksportowa działalność edukacyjna Australii zostanie również omówiona na polskim przykładzie.

Słowa kluczowe: system edukacji australijskiej, eksport usług edukacyjnych, Australijska oferta edukacyjna.

Аннотация

Австралия известна тем, что экспортирует много товаров почти во все уголки мира. Основные товары включают железную руду, алюминий и золото, уголь, природный газ и говядину. Однако, помимо материальных вещей, услуги являются важным сегментом экспорта. Основные из них связаны с образованием и путешествиями. Сами образовательные услуги занимают третье место по экспорту. Они не ограничиваются самой наукой, а представляют собой широкий спектр услуг, сопровождающих учебный процесс иностранных студентов. К ним относятся: туристические услуги, аренда недвижимости, консультации и др. Именно эта специфика и условия, способствующие такому большому количеству образовательных услуг в стране, которая не имеет непосредственных соседей, являются предметом, описанным в работе. Он охватывает характеристики экспортируемых образовательных услуг, включая данные о масштабах их экспорта, основных получателях, типах образовательных учреждений и направлениях, которые наиболее популярны среди заинтересованных. Кроме того, экспортная образовательная деятельность Австралии также будет обсуждаться на примере Польши.

Ключевые слова: австралийская система образования, экспорт образовательных услуг, австралийское образовательное предложение.

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Statement of the problem in general outlook and its connection with important scientific and practical tasks.

The subject of export of educational services is often investigated these days. Especially while considering the economic issues and the internalization of education, not only within the European Union but also the Asia-Pacific regions. The globalization process is conducive to the development of such services. The recipient currently has the opportunity to choose a wide

range of ways to acquire the desired knowledge or skills. Educational services become a recipe for generating profits for the countries offering them; on the other hand, educational services increase the chances of acquiring the necessary qualifications among people who do not have such a developed education in their own country.

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Analysis of latest research where the solution of the problem was initiated.

The most up-to-date publications on this topic include those undertaken by international and Australian institutions: Australian Department of Foreign Affairs and Trade (DFAT 2016), Australian Trade and Investment Commission (Austrade, 2016), Organization for Economic Co-operation and Development (OECD, 2018); researchers dealing with the internationalization of Australian education, Anne Chapman, David Pyvis, (Chapman, Pyvis, 2012), Michael Crossley, Greg Hancock, Terra Sprague, (Crossley, Hancock, Sprague 2015), Dorothy Davis, Bruce Mackintosh, (Davis, Mackintosh 2011), Kartik

Chandra Roy, Srikanta Chatterjee, (Roy, Chatterjee, 2007), Peter Ninnés, Meeri Hellstén, (Ninnés, Hellstén, 2006), Colin Picker, Heng Wang, Weihuan Zhou, (Picker, Wang, Zhou, 2017), Christopher Ziguas, Leanne Reinke, Grant Mc Burnie (Ziguas, Reinke, Mc Burnie, 2003). Polish researchers investigate the issue of internationalization of education, including Poland participating in it: Andrzej Szromnik, (Szromnik, 2014), Bianka Siwińska, (Siwińska, 2014), Marek Kwiek, (Kwiek 2010), Magdalena M. Popowska (Popowska, 2016).

Aims of paper. Methods.

The purpose of this article is to show the specifics of the functioning of Australian educational services exports. It was discussed based on the analysis of official data included in reports and studies prepared by

Australian governmental institutions. In addition, it was discussed in the context of Polish conditions as a recipient and provider of educational services.

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

In 2017, Australia exported goods and services for a total amount of 386.7 billion Australian dollars. The most popular goods include iron, coal, natural gas, and gold - nearly 45% of total export. Among services, the most popular ones are tourism services connected to education (many educational activities are included in the so-called educational services, alongside the

costs of education itself, other services not related to student travel or advisory services should also be taken into account) and other related to tourism of non-educational character, constituting a total of 13% of exports. The most important recipients of Australian goods and services are China, Japan, the Republic of Korea and India, the total share is 60% [4].

Table 1. Table showing the 8 most popular goods and services exported by Australia

Table showing the 8 most popular goods and services exported by Australia Liczba l.p[4]						
No.	Type of exported good	2015	2016	2017	Percentage share in relation to total exports in 2017	Change in the last five years
Total exports (billions of Australian dollars)		323 136	336 894	386 687	100 %	3,7 %
1	Iron ores and concentrates	49 100	53 757	63 104	16,3 %	-0,9 %
2	Coal	37 034	42 270	57 132	14,8 %	5,2 %
3	Tourism services related to education (Includes student expenses for tuition and maintenance life costs)	22 738	25 792	30 263	7,8 %	12,9 %
4	Natural gas	16 446	17 912	25 618	6,6 %	11,4 %
5	Personal travel services (excluding education)	19 754	21 192	21 281	5,5 %	8,8 %
6	Gold	14 504	18 857	17 620	4,6 %	4,7 %
7	Aluminum ores and concentrates (including aluminum oxide)	7 493	6 460	8 426	2,2 %	8,3 %
8	Beef	9 296	7 401	7 451	1,9 %	9,6 %

According to 2018 data available on the website of the Australian Government Australian Trade and Investment Commission, nearly 627 thousands of foreign students have used Australian educational services (on student visas). Almost 382,000 (this refers to international student records in various education sectors in Australia, the sum of which is greater than the number of students due to the fact that the student can study more than one course in one calendar year) subscribed for educational services in the academic sector, almost

196,000 for services in the vocational education and training sector (VET - Vocational Education and Training [VET institutions provide practical and vocational training. This allows a student to develop his own career path through learning and work. Courses are conducted by both public institutions called TAFE and private universities, ending with certificates at various levels ranging from Certificate III, Certificate IV, and Diploma to Advanced Diploma]), over 106 thousand for intensive English courses for foreigners (ELICOS - the English Language Intensive Courses

for Overseas Students), and almost 26 thousand to the school sector. To use of sector of non-award services (not related to obtaining a formal diploma) is almost 44000 students [3].

Intensive English courses ELICOS are a popular path to continue education in other sectors, VET or academic. Nearly 30% of foreign students starting higher education, and 37% of those who started the VET course previously used this path [12].

Among the nationalities using the educational services sector at the academic level, the largest number of students came from China (52%), India (18) and Malaysia (9%). Among the use of educational services in the VET sector, respectively from India (39%), the Republic of China (16%), Thailand (11%) and the Republic of Korea (11%). In the ELICOS sector - China (40%), Brazil (13%), the Republic of Korea (12%) and Thailand (11%). In the school sector of China (55%), the Republic of Korea (15%) and Vietnam (11%) [6].

The service of foreign students is an important component of Australia's education policy. For example, 17% of university students come from abroad. It is over three times more than the OECD average (OECD total). The number of foreign students is bigger only in Luxembourg (47%), New Zealand (20%), Switzerland (18%) and the United Kingdom (18%). However, when analyzing these results in absolute values, a larger number of foreign students accept only the United States and Great Britain [8]. The essence of such a great popularity of these three countries among students is the fact that they use English.

In 2016, almost half of foreign students in Australia came from China or India (47%), while on average (weighted average) in OECD countries only 30% of foreign students came from these two countries. In Australia, the percentage of foreign students from OECD countries is relatively

low: 9% compared to the OECD average of 26%. [8]

Australia attracts many foreign students who pay higher tuition than Australian citizens and incur high study expenses. Australian public institutions charge annually USD 7,000 more from foreign students than from the Australian students. In fact, tuition fees for foreign students are over three times higher than national students (undergraduate program) and almost twice higher for undergraduate studies. In countries where data is available, only public higher education institutions in Canada, New Zealand and the United States charge higher fees for foreign students than Australia. [8]

The most popular fields of education are business, administration and law, 34% (10 percentage points more than the OECD average) of the whole. The percentage of graduates in engineering, manufacturing and construction is 8%, which is half of the OECD average. Foreign students are 26% of all students in this field of studies, which is a relatively large amount, comparing to other OECD countries, and it is three times more than the OECD average of 7%.

Reasons for the popularity of Australian educational services

The reasons for such a large popularity of Australian educational services can be found in a few interrelated aspects. Undoubtedly the most important is English language which is national language of Australia. Its presence, both during education and social contacts, favors its easier learning, especially since it is used in contacts all over the world. Presence, both during education and social contacts, favors its easier learning, especially since it is used in contacts all over the world. Another factors are (when presenting factors attracting foreign students, the order of their presence is not equivalent to their importance. Their


influence is not permanent for all students; their presence in combination with other factors is conditioning their significance):

- a wide education offer - from language courses to professional education to universities. Available in various modes; matched to the student in a timely manner.
- openness to a multicultural society - the presence of representatives of various countries and cultures in Australia is visible not only in selected places, but its deeply rooted in society. For many students this factor is making decision about studying in Australia easier. Students can count on the help of other students from his country. In addition, the presence of representatives of many cultures is making establishing relationships with other people easier. A quarter of Australian citizens were born beyond Australia borders.
- years of experience in the export of educational services - Australia offers educational services to citizens of other countries for over several decades. As a result, educational service has developed and tested many procedures that help meet the needs of students as much as possible, not only in an educational context..
- educational infrastructure - the choice of educational institution depends not only on the subject itself, but also accommodation, the availability of educational materials, transport, social relations and available forms of recreation are equally important. The availability and quality of these factors affect both the popularity of Australian education among foreigners and brings income to Australians themselves.
- Emigration policy – visas – in Australia student visas (Student visa [5]) are available, obtaining student visa is relatively easy (compared to some other forms of visas [comparing with applying for other Australian visas – application for student visa, is more complicated than, for

example, an application for a tourist visa or Work visa & Holiday, but still easier than application for emigration visas and their derivatives]) and allows students to take a paid job in Australia, only slightly limited by the hour. This allows the newcomer to make the decision to start education in Australia and helps with at least partial coverage of education costs.

- high position of Australian educational institutions in the world [10]. Many Australian universities have high positions in world rankings, thus their graduates are valuable on the labor markets.
- availability of institutions supporting foreign students – Australia has its own educational representatives in almost every country. They work by promoting Australian educational services, providing information related to educational services conditions, helping with formalities and supporting the student after start of education in Australia, and even helping with finding a job.
- climate and geographic conditions – climate in almost all Australia is warm, during winter, only in some regions, temperature drops below a few degrees Celsius, moreover, most institutions are located close to the ocean, thus the education time often resembles the holiday period. All factors mentioned above are also conducive to the interest of Poles in Australia's educational offer. However interested of Polish students in comparison to students from other nations is still relatively small. The most important reason for this small interest is cost of education, which is high for Polish conditions. For example average cost of English course per week is 200 Australian dollars - the course lasts for several weeks. Cost of studies in the social field is about 15000 Australian dollars, technical about 18000 per semester [7]. In addition, the costs of travel, accommodation, food or living until finding at least part time job in

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Australia should also be added. The second important issue is distance, similar educational has Great Britain, but travel cost is

definitely lower, formalities related to study in Great Britain are also easier than those related to emigration to Australia.

Table 2. Poland as consumer of Australian educational services

Poland as consumer of Australian educational services [3]						
Year	2015	2016	2017	2015	2016	2017
Higher Education	189	178	177	54	67	59
VET	1,213	1,232	1,287	748	768	748
Schools	7	6	6	7	4	5
ELICOS	916	868	707	750	674	544
Non-award	70	77	89	58	62	69
Total	2,395	2,361	2,266	1,617	1,575	1,425

Australian educational services on the Polish market

An example of the export activity of Australian educational institutions in Poland is the functioning of several institutions that working as an agency between students who are interested in education in Australia and the institutions offering education. Based on the offer of Bridge Agency [7], the biggest agency of Australian educational services in Poland, educational offer can be divided into several areas. The main one includes language courses, colleges (vocational courses) and the universities. English language courses are available in various forms depending on the participants' expectations, study purpose and level. These include courses: general (General English); academic EAP (English for Academic Purposes); exam (Exam Preparation), business (Business English & Intensive Business English), specialist (English Plus Program), courses for teachers, and individual lessons (One to One). Education in colleges is based on post-secondary form of courses on the nature of professional preparation and training. These

courses are focused on providing the student knowledge of a practical nature related to the particular profession. Their completion results in receiving Certificate or Diploma. It entitles to work independently on a specific position. However, to start this form of education, student need to have document which proves his English ability at the IELTS 5.5 level (Polish B2, or Upper Intermediate) or a previously completed language course in Australia at the intermediate level. Educational services are offered by private and public schools - TAFE (Technical and Further Education). The first ones have a smaller list of courses, but their offer is directed to foreign students - they often have several dates of starting education during the year, which makes the offer more attractive. The second offers students a wide range of courses like business, humanistic, laboratory, engineering, construction, and science. There can be found also original and unusual ones – floristry, oenology and surf management courses. The public college (TAFE) and the Universities have two semester start dates: February and July.

Universities are the highest form of education in Australia and enable studying at various levels starting from three years undergraduate studies (equivalent of Polish undergraduate studies), through semi-an-

nual or one-year postgraduate studies, master studies, and doctoral studies. Candidates can choose many majors from scientific to the most creative and artistic ones, however, to take them every student has to demonstrate a good knowledge of English.

Conclusions.

When analyzing Australian experience in offering educational services, we should also mention about Polish experience in this matter. According to the studyinpoland portal [13], in 2016 over 57 thousand foreign students studied in Poland. Mostly from Ukraine - over 30,000, from Belarus - less than 5,000, Norway and Spain - about 1,500, followed by Sweden, Turkey, the Czech Republic, Russia and Germany with more than one thousand students from each country. The main reasons for the popularity of Polish educational services include low costs of education, the possibility of having part time job, Polish presence in the European Union, high evaluation of Polish diplomas in the countries of the European Union or a stable political and economic situation [9]. Many universities dealt well with the recruitment of students using a variety of sources, from online advertisements, instructional videos - how to meet all formalities, ending with direct actions [9]. Actions taken by universities in Poland are increasingly focused on acquiring foreign students [Popowska M.M., 2016, p. 131-154]. The reasons for this state are an awareness that the number of Polish students is decreasing, and Universities future on the education market depends on number of students. During the last few years, various initiatives have been taken, one of them is introduced in the 2012 program - Ready, Study, Go! Poland [11], another example are changes in the

functioning of the University – introduced in the Law 2.0, aimed inter alia at internationalization of Polish education. However, the question arises whether the pursuit of internationalization of Polish education, and competing with other countries, can be regulated by law or program? Or should it take the form of steps, in which the every next step is based on the previous one? It is important to first focus on the goal which is introduction to foreign students of Polish educational services (example of this kind of promotion is organization Think Poland. It is organization that deals with the promotion of Polish education. [Http://www.thinkpoland.org/](http://www.thinkpoland.org/)) and second – the way and form - these two should be dependent on stagnant circumstances. This is important also because Polish academic tradition due to its nature (education financed by the state) did not have a strong need to take actions to compete for the "client" - student. An important factor is also the language of instruction; lectures in English would be conducive to greater interest of the university. Another important factor is making studies more practical through the development of standards and activities in which representatives of particular industry sectors actively participate [Korczaek J., 2017, p. 526], as it is done in the Australian educational policy.


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