

ASEAN Education Policy and Market Evaluation

Technical Report
Part One: Conclusions
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Abbreviations and Acronyms

ALS	Alternative Learning System
ASEAN	Association of Southeast Asian Nations
CHED	Commission on Higher Education (Philippines)
DAC	Development Assistance Committee
EDT	Education Development Trust
ELT	English Language Training
GE	General Education
GIZ	German Corporation for International Cooperation GmbH
HE	Higher Education
HEI	Higher Education Institution
IES	International Education Strategy (UK)
IQTS	International Qualified Teacher Status
K-12	Kindergarten to 12th grade education (compulsory basic education)
MICs	Middle Income Countries
MOECRT	Ministry of Education, Culture, Research and Technology (Indonesia)
MORA	Ministry of Religious Affairs (Indonesia)
NEET	Not in Employment, Education or Training
NFE	Non formal Education
ODA	Official Development Assistance
OECD	The Organisation for Economic Cooperation and Development
SEND	Special Educational Needs and Disability
STEM	Science, Technology, Engineering and Mathematics
TESDA	Technical Education and Skills Development Authority (Philippines)
TNE	Transnational Education
TVET	Technical and Vocational Education and Training
UKABC	UK ASEAN Business Council
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund

Notes:

- 'The UK' is used in this study to encompass His Majesty's Government departments (e.g. FCDO and DBT), UK education firms (e.g. Edexcel), commercial firms, UK education institutions (e.g. universities) and UK-based international non-governmental organisations (e.g. Save the Children).
- All values are presented in Pound Sterling. Consistent exchange rates were used:
£1 =
 - 1.26 US dollar (USD)
 - 19,710 Indonesian Rupiah (IDR)
 - 6.04 Malaysian Ringgit (MYR)
 - 70.73 Philippine Peso (PHP)
 - 45.43 Thai Baht (THB)
 - 30,952 Vietnamese Dong (VND)

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Summary

- The study aimed to evaluate the education market in the five middle income countries (Indonesia, Malaysia, the Philippines, Thailand and Viet Nam) in the Association of Southeast Asian Nations (ASEAN) region to identify potential opportunities for the UK to engage both from a *commercial* and *policy* perspective.
- The focus of the study was on a few thematic areas. From a commercial perspective, higher education (HE), Technical Vocational Education and Training (TVET), International Schools, Teacher Training and Education Technology. From a policy viewpoint, access and participation for vulnerable populations (especially girls) to education were the main thematic areas. These areas were chosen as they align with UK priorities and expertise.
- The evidence shows there are commercial opportunities for UK engagement in all the submarkets we looked at: in all five countries. However, the two submarkets with good commercial potential across the sub-region were (a) HE with an estimated projected value for the UK between £ 4.3 and £ 4.6 billion 2030 and (b) International Schools between £6 and £7 billion. Other submarkets have reasonable commercial opportunities. The two countries with the biggest commercial opportunities are Malaysia (between £4 and 4.7 million) followed by Indonesia (£ 2.8 to £ 3.2 million). Viet Nam is the market with the fewest opportunities.
- The best opportunities for UK commercial engagement in Higher Education are (a) increase student mobility to UK universities (and vice versa) as this is currently quite low (except in Malaysia) and (b) establish joint programmes with local universities. Consultations revealed that the UK has a very good reputation in terms of HE, and local universities are enthusiastic about collaboration. Although there is the possibility of setting up branch campuses, this is expensive and quite controversial in some countries. There is also a lot of strong competition from Australia, the USA and increasingly China.
- There is not much opportunity for engagement in the formal TVET sector. All five countries recognise TVET as an important strategy to equip workers with skills that meet current and future labour-market demands ranks high on the political agenda. There is a lot of work to do in each country to improve the sector, but a lot of support already from Germany, Korea, the Netherlands and Japan, who all have well recognised expertise and a strong track record in TVET. There may be niche areas for UK engagement. All countries have clearly identified skills gaps and mismatches and the UK could identify skill areas where the UK has expertise (e.g. maritime skills in Indonesia) and work with TVET institutions to develop flexible credentialling models (e.g., micro credentials).
- The International Schools submarket has grown by 39% in the past four years in the sub-region and is predicted to continue to increase. The UK has a clear competitive edge, with 64% of the international schools in the region using a British curriculum and a greater percentage using English as a medium of instruction. There is no close competitor. Good

commercial opportunities identified include services for exam administration, quality assurance, teacher support, accreditation and training including opportunities for the UK international qualified teacher status (IQTS).

- The EdTech market has grown substantially across all five countries, with £85.4 million invested in the past eight years (2015–2023) and it is expected to continue to grow. There are gaps in goods available in the market (limited use of EdTech as part of core teaching and learning in government schools and not much EdTech for children with SEND^[1]) and significant equity issues (digital divide). There are strong competitors (USA, Singapore, and Japan) and constraints to market access, which will present obstacles.
- Opportunities to engage in teacher training for general education (K–12) are limited. Most teacher training is managed by the national government and most countries benefit from ODA funded education projects supporting teacher training from major donors such as USA, Australia and Japan. A few countries have recently changed their curriculum (e.g. Indonesia, Viet Nam) and evidence suggests that many teachers are struggling to deliver some aspects of it so there may be some opportunities to develop training in niche areas to help upskill or re-skill teachers.

Policy

- There are issues in terms of girls' access and participation in education, but they are minimal. In general, females are accessing education on a par with males and are performing better. In some countries (e.g., Malaysia) boys' education is becoming a concern. The exception is TVET. Female enrolment is lower across all five countries, especially in subjects that are traditionally male dominated. In some countries (e.g., Indonesia) females that do enrol in traditionally male dominated areas face discrimination and harassment.
- Socio economic status and location are the most common and significant drivers of inequity in education across in all five countries. Unique country level factors include ethnicity in Viet Nam and children affected by conflict and natural disaster in the Philippines.
- Whereas all five countries promote the inclusion of children with SEND in education through policy and regulations and are making some progress, challenges in practice remain, due to limited skills and understanding of teachers, lack of infrastructure and attitudes and stigma around disability.
- There are safeguarding challenges in K–12 education in all five countries. Violence and bullying (including cyber bullying and violence from teachers) is widespread in schools and has become a contemporary issue high on the agenda of Governments. Some countries (e.g., Indonesia) do not train teachers on safeguarding and others do not train them well.

^[1] Out of 108 EdTech suppliers identified across the five markets, only 22 (20%) indicated that they provide inclusive solutions that can improve accessibility for disadvantaged users, with only four of those 22 (18%) aimed at teachers continuing professional development (CPD)

Whilst all countries are now working to address this through various initiatives there is room for improvement. The UK has a strong reputation in child protection, and safeguarding and is well respected in this area.

- Other areas that emerged as potential commercial or policy opportunities are: (a) transition from primary to secondary education (b) youth employment (school to work transition) and (c) continuing education (for adults).

1.0 Background

1.1 This study was completed by Education Development Trust (EDT) on behalf of the UK Evidence Fund. The findings are intended to contribute to the development of UK evidence-informed policy and programming decisions to support the achievement of outcomes in Education across the Association of Southeast Asian Nations (ASEAN) region.

1.2 The study was designed to answer the following research questions.

1. Where and how can the UK engage with the region through the education market?
2. What is the projected educational market value in the middle-income countries in the ASEAN region by 2030?
3. What is the potential and projected ASEAN education market value for UK education institutions/companies in the provision of goods and services in ASEAN middle-income countries?
4. What is UK's competitive edge against other donor countries in ASEAN middle-income countries?
5. What other areas of potential UK engagement from an education perspective are there in ASEAN, particularly for the five ASEAN middle-income countries?
6. What recommendations around the nature of UK engagement emerge from the analysis?

1.3 Potential opportunities were evaluated from both a market (commercial) and a policy (ODA programming, advocacy, capacity building) perspective. For commercial opportunities, we focused on several submarkets within the education market, as shown in Table 1.

Table 1: Focus areas

Area	Tertiary Education		General Education (K-12)
	TVET	HE	
Submarket	Advanced skills training (level 5 +, green skills and digital skills) Professional qualifications and courses (e.g. Micro-credentials)	Transnational Education (TNE) Programmes	International Schools Teacher Training Education Technology (EdTech)

- 1.4 Access and participation in education for vulnerable populations was the policy area investigated. In keeping with FCDO priorities, girls and young women were the primary focus. Other dimensions of vulnerability were reviewed, but not in as much depth. Child protection and safeguarding was the second key policy area.
- 1.5 Although we looked at them separately, policy opportunities arose in the submarkets and commercial opportunities arose in the policy areas.
- 1.6 These focus areas were selected as they align with current UK priorities and expertise as detailed in the international education strategy¹ (IES), the FCDO international development strategy (IDS)² the international sustainable development goals (SDGs) for education³. A definition of each of the focus areas (and other terms used in this report) and what was and was not included in the scope is in Annex A.
- 1.7 As the study progressed, other areas for potential UK engagement emerged, particularly through consultations with local stakeholders. These are presented throughout the report as potential opportunities for UK engagement. It should be noted that we have not investigated the extent or value of these other opportunities, as they were outside the agreed scope; we are presenting them here as suggested areas for further investigation.

2.0 Methodological Overview

- 2.1 To answer the research questions, we collected and reviewed evidence in several thematic areas as shown in Table 2 below. A more detailed explanation of these areas and the type of evidence reviewed is provided in Annex B.

Table 2: Key Questions for Data Collection

Thematic Area	Key Questions
Market	Is there a growing market to engage in? (demand) Is there a potential value in the submarket? (profitability)
Providers	Are there gaps in the submarket the UK could fill? Is there a market in the gaps?
Clientele	Are there potential customers for the UK to work with?
Competition	Are there others better placed to fill the gaps in the submarket?
Context	Do the submarket opportunities align with the host Government policy and priorities?
UK offer	Does the UK have expertise in the opportunities or a competitive edge? Is the UK perceived as being a good potential investor? Do the opportunities align with UK policies and priorities?

¹ The IES sets out the UK Government's ambition for education exports and how the UK Government will support the UK education sector to access global opportunities, available [here](#)

² Which sets out how UK aid will be delivered, available [here](#)

³ As detailed [here](#)

- 2.2 The evidence was collected through (a) a review of publicly available datasets and reports, and (b) insights from consultations with key stakeholders and experts in each country and across the sub-region. All evidence was consolidated and analysed to provide a strategic view of the largest and most feasible and appropriate market and policy opportunities for the UK across the five countries. The criteria and framework used to analyse the commercial opportunities are described in Annex C.
- 2.3 Throughout this paper, projected value is presented as (a) a conservative figure and (b) an ambitious figure considering potential foreseen and unforeseen disruptions. The methodology and assumptions used to determine value is presented in Annex D.
- 2.4 There were challenges in conducting the study. These included inconsistency of data across the countries and the lack of similar levels of information accessibility. Accessing commercial information to assess value was often very difficult. A further limitation was that it was not always possible to consult with a wide variety of stakeholders in each market area. Therefore, some views expressed might be subject to bias and may not be fully representative.
- 2.5 Despite the challenges and limitations, we believe the conclusions reached are credible and consistent with the broad direction of the data that was available. They are based on a triangulation of the desk study, the consultations and our own (the researchers') knowledge and previous experience – alongside work EDT has carried out across the region.

3.0 Report Structure

- 3.1 The results of the study are presented in two parts. This first part presents the findings and conclusions around the market and policy opportunities. These are presented by individual countries and then the commonalities found across the countries are brought together to explain the regional opportunities. Education is context driven and we believe this approach will enable His Majesty's Government to develop individual-level and country-level plans, approaches and policies as well as at the sub-regional level.
- 3.2 The second part presents a detailed profile of each country, the education system, key context factors that affect education, statistics and facts, which were used to arrive at the conclusions presented in Part One. The evidence is also presented by country and sub-region.

4.0 Indonesia

4.1 Opportunities

- 4.1.1 *Higher Education:* Demand is growing fast but supply and quality is not. With recent changes in regulations in 2018, there are now three possible engagement opportunities for the UK. The first is mobilising Indonesian students to study in British universities. With only 5% Indonesian mobile students currently heading to the UK there is room in the

market. Creating joint programmes with Indonesian universities is another option. The consultations highlighted a great deal of enthusiasm for collaboration with UK universities as internationalisation is a performance indicator for Higher Education Institutions (HEIs). These opportunities also align with both the Indonesian and UK Government policy as spelled out in the recent Joint Economic and Trade Committee (JETCO) agreement. Local stakeholders suggested the UK should prioritise working with the private HE sector, which makes up 90% of the provision and are most in need of quality improvement. Establishing branch campuses is the third possibility within the new regulations, but it is expensive and currently dominated by Australian universities.

- 4.1.2 *TVET*: There is some potential for the UK to engage in the formal TVET submarket in Indonesia in a commercial sense, but as the market for general quality improvement is currently dominated by Germany, it is likely to be limited to the development of learning resources or providing training for targeted skill or thematic areas that align with Indonesian priorities and oriented toward Fourth Industrial Revolution⁴ (4IR) competencies. The most needed skills identified by the Indonesian Government include English, creativity, critical thinking and problem-solving skills, in areas such as tourism, maritime programmes, food security, creative industries, energy and construction. There may be opportunities for UK TVET institutions to establish partnerships or transnational programmes with Indonesian TVET providers. This was done successfully in the Skills for Prosperity project, demonstrating a clear appetite and a successful model to build on.
- 4.1.3 *International Schools*: The evidence suggests the International Schools submarket presents the best opportunities for UK commercial engagement. It is a fast-growing market dominated by UK goods and services (53%) and a widespread demand for UK curricula and English language. As the market grows so will the demand for teachers. There may be opportunities for the UK to engage in teacher training using the IQTS. In setting up any new schools or providing services, the UK should focus on middle-range schools, as this is where the market is growing most. UK firms should first approach the large foundations in Indonesia providing international education, such as Sampoerna and Tanoto.
- 4.1.4 *Teacher Training*: Outside the International Schools market, other opportunities for the UK to engage in teacher training revolve around training *better* teachers rather than *more* teachers. Critical learning outcomes remain low despite positive reforms to the teacher training system and a fourfold increase in teachers. The introduction of a new K-12 curriculum in 2022 (Kurikulum Merdeka) has left many in-service teachers struggling to implement it. The UK could potentially develop and implement short in-service courses or workshops in areas of need. Consultations suggested Science, Technology and Mathematics were areas of need but also formative assessment and

⁴ The fourth period of rapid industrial change characterized by automation, artificial intelligence and digital technologies.

project-based learning, which are relatively new approaches. With education decentralised and many districts/cities with limited resources to implement non-salary related education programmes, despite its importance for improving learning outcomes, UK firms could directly approach districts. The consultations suggested there may be opportunities to engage in pre-service teacher training through establishing partnerships between UK and Indonesian teacher training institutions. A key activity would be to review and revise initial teacher training courses, ensuring they focus on practice (including sufficient school-based practice) which has been identified as an area of weakness. The UK is also particularly well placed to provide advice and support to the Government on alternative models for teacher training (based on Teach First) so Indonesia could introduce different pathways to train teachers in and for the more remote areas.

- 4.1.5 *Education Technology*: The EdTech market in Indonesia is large and still emerging. Whilst much has been done, both by the Government and increasing numbers of private companies, there has been little real demonstrated success. There are gaps in the current provision of EdTech, especially in developing subject content, assistive devices, and for early years and primary levels, which UK providers could fill. However, supply and demand constraints make market access a challenge. There is a low willingness to pay amongst consumers. The low level of digital literacy among teachers and inertia in adopting digital technology is a major obstacle to growth.
- 4.1.6 *Girls' Education*: The evidence reviewed suggests that access and participation to education for girls and young women is not a major challenge in Indonesia and is not a major national priority. The overall gender gap index score in education in 2023 was 0.97 (with a score of 1 being absolute parity). PAR TVET is a slightly different story, however, with females making up only 38.5% of tertiary students. Girls generally outperform boys in learning. Girls performed better in Mathematics and Reading in the recent PISA assessments (2022).
- 4.1.7 *Equity and Inclusion*: Other equity issues, beyond gender, are more significant. Socio-economic and regional differences at all levels of education are very pronounced. Java (the most populous island in Indonesia) and other areas in Western Indonesia are far advanced. Areas in the eastern part of Indonesia, such as Papua or Sulawesi are designated as 3T areas⁵ have significant issues with education provision and quality. Religion also affects educational outcomes. Religious schools (Madrasah) make up 18% of the overall K-12 provision and are managed by the Department of Religious Affairs (MORA) rather than MoECRET. Most of these are private and serve the rural or remote areas.. Quality and outcomes are generally worse in these institutions. Although inclusive education is promoted, and the number of inclusive schools has grown, less

⁵ Area 3T stands for Disadvantaged, Frontier, and Outermost Areas. Areas included in the 3T category have less-developed geographical, social, economic and cultural conditions compared to other regions and are mostly found in Eastern Indonesia.

than 13% of schools have teachers trained in inclusive education and are ready to provide adequate learning support for children with disabilities.

- 4.1.8 *Safeguarding*: Tackling bullying and violence in schools is an urgent Government priority. The Ministry of Education, Culture, Research and Technology (MOECRT) issued regulation # 46 in 2023 with the aim of creating safe schools, free from violence along with the Child Friendly Schools Initiative. However, consultations with stakeholders suggested schools are finding it challenging to implement the regulation. There is a lack of teacher (and school leader) awareness of safeguarding, child protection and positive management techniques. The Government is also looking to increase the skills (and number) of Guidance and Counselling teachers in schools. This is a very opportune time for the UK to engage in policy and programming around safeguarding.
- 4.1.9 *Other opportunities*: Consultations with stakeholders highlighted improving school management and leadership as a main priority for K-12 education in Indonesia. The Government is presently spending a lot of money on a school leadership programme including funding private education firms, such as Sampoerna, to roll out the training across some provinces. Outside the formal TVET sector, there may be opportunities for engagement in continuing adult education. Indonesian firms are currently looking to develop innovative learning, upskilling and credentialing modules (including micro-credentials and online learning) for employees ensuring they are more accessible to women and other underserved populations. This presents an area of opportunity for the UK and potentially UK firms based in Indonesia (such as BP and Standard Chartered Bank). Other areas mentioned were English Language Training (ELT) and collaborating in research and development with Higher Education Institutions.

4.2 Market Value

- 4.2.1 The biggest market for UK suppliers in Indonesia is likely to be in International Schools. This market segment is estimated to have a value of between £2.1 billion and £2.4 billion for UK suppliers over the period 2026–2030.
- 4.2.2 The UK's market share in Higher Education is estimated to be between £520 million and £735 million over the same period. Over 70% of this is likely to come from Indonesian students studying at universities in the UK. The remaining 30% is likely to come from Indonesian students studying at UK branch campuses within Indonesia if these are established.
- 4.2.3 Assuming a UK market share of 5%, the EdTech market is going to be the smallest segment of the market for UK suppliers, with the market value being between £77m and £117m over the five-year period.
- 4.2.4 The UK market share for TVET and for Teacher Training is likely to be negligible by comparison to international schools, higher education and EdTech. Level 5 TVET is largely covered within higher education in Indonesia, so we have not been able to draw out an estimated market value for this segment separately from higher education.

However, the UK is not currently seen as a strong potential TVET partner and the Government of Indonesia is looking towards Korea, Germany and the Netherlands for support. While there has been a long history of sizeable ODA for teacher training from Australia and the United States, this is not linked to UK companies. There may be some small-scale opportunities for online in-service teacher training and for safeguarding training in private schools, but like TVET, but this is difficult to estimate a market value for.

Table 3:
Indonesia estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures Conservative estimate	2026	2027	2028	2029	2030	2026–2030
Higher Education	£123.91	£125.17	£126.49	£27.86	£129.28	£518.66
International Schools	£402.21	£410.93	£419.65	£428.37	£437.09	£2,098.25
EdTech	£14.90	£15.22	£15.54	£15.87	£16.19	£77.71
Total market value to UK suppliers	£541.01	£551.32	£561.68	£572.09	£582.56	£2,808.67

Summary Figures Ambitious estimate	2026	2027	2028	2029	2030	2026–2030
Higher Education	£136.74	£142.01	£147.34	£152.73	£156.94	£735.74
International Schools	£434.39	£460.24	£486.79	£514.04	£524.51	£2,419.97
EdTech	£17.70	£20.46	£23.44	£26.65	£29.14	£117.38
Total market value to UK suppliers	£588.82	£622.70	£657.57	£693.43	£710.59	£3,273.10

5.0 Malaysia

5.1 Opportunities

- 5.1.1 *Higher Education:* The Higher Education submarket shows the most promise for UK investment in Malaysia. The UK already has a strong track record of successful engagement in this submarket with five branch campuses of UK universities. Remote and hybrid learning now appears to be the preference for many students, therefore providing high-quality offers in this space will make UK institutions competitive. Australian higher education institutions are amongst the biggest group of competitors, both in country and with remote learning and overseas students.
- 5.1.2 *TVET:* Opportunities within formal TVET are limited to smaller scale ventures, and partnering with private institutions already established may be an initial step forward for UK-based TVET providers who are hoping to enter the market in Malaysia.

Engineering and manufacturing are the two areas where the greatest needs currently exist and are likely to remain so over the next decade and beyond.

- 5.1.3 *International Schools*: The market in Malaysia appears to be open to fluctuations, with projected growth that is heavily tied to economic prosperity and opportunities, particularly for ex-pats. The Association of International Malaysian Schools may provide an avenue for offering services to a selection of international schools (this could include inspections, teacher training, safeguarding etc.), and as the association has been expanding its membership, it may be a more lucrative partner in the future. Schools offering British curricula are the most popular in Malaysia, with minimal competition from other countries.
- 5.1.4 *Teacher Training*: Opportunities are limited to the private sector, which is fragmented, therefore making it a low market value overall relative to higher education. This would be appropriate for small-scale consultancies or services but would not be a recommended area to pursue for large-scale investments.
- 5.1.5 *Education Technology*: Higher Education is likely to have the greatest potential in relation to EdTech opportunities. The Ministry of Education has pushed hybrid or remote learning to increase enrolment in higher education institutions. Provision of remote learning that offers flexibility for students to also engage in employment appears to be the direction of travel for a substantial part of the market. Related to equity and inclusion, Malaysia recently launched an Inclusive Open Educational Resources national policy based on recommendations from UNESCO. The resources are learning, teaching and research materials that can be accessed under open licence, that permits no-cost access, re-use, adaptation and redistribution by others. This indicates a step towards a non-commercial approach to educational resources.
- 5.1.6 *Girls' Education*: As a consequence of decades of implementing 'education for all' policies, girls in Malaysia consistently outperform boys at every level; the gap in performance is already evident at primary level and increases over a student's lifetime up to university level, where females comprise approximately 70% of the cohort. Malaysian girls are performing well in STEM from primary schools up to university. Malaysia is now facing a problem of lost boys.
- 5.1.7 *Equity and Inclusion*: Socio-economic status is more of a driver of student outcomes in Malaysia than gender. The evidence consistently demonstrates that students from poor families are less likely to perform well than students from middle-income or high-income homes. Where a child goes to school can determine outcomes. States with a higher proportion of rural schools, like Sabah and Sarawak, on average perform worse than states with fewer rural schools. In the primary examinations, the gap between urban and rural schools is four percentage points in favour of urban schools. Inclusive Education is covered by the 2013 policy that aims to have most children with special educational needs integrated into mainstream education by 2025. Studies have indicated there have been challenges to implement this policy, and there is potential

for UK ODA funding to explore the integration of children with disabilities into mainstream settings.

- 5.1.8 *Safeguarding*: Training in safeguarding is conducted by the Ministry of Education, though there are also external private providers such as LeapEd who are a Malaysian organisation. However, the number of violent incidents in schools has been increasing and as recently as November 2023, the Deputy Minister of Education announced that they would be increasing the number of counselling teachers. This may present opportunities for UK engagement.
- 5.1.9 *Other opportunities*: Continuing education emerged as a major investment opportunity for the UK during the study. Artificial Intelligence (AI) and automation are two areas identified through the study where upskilling of the current labour force is required, yet recent studies have indicated that employees are not being given adequate opportunity. The Digital Transformation Acceleration Programme (DTAP) was an initiative launched by the Ministry of Human Resources, with the Talent Corporation Malaysia to address upskilling issues, though it only had places for 900 employees nationally with a budget of US\$1.5m. Sectors where automation is likely to be an important growth factor are not currently proactively providing opportunities for employee upskilling; therefore, working with these sectors to potentially demonstrate the advantages of adult education, or working with UK firms with experience in this area, may provide opportunity for the UK. This is also a potential ODA opportunity to further expand nationally limited programmes such as DTAP.

5.2. Market Value

- 5.2.1 The two biggest markets for UK suppliers in Malaysia are Higher Education and International Schools.
- 5.2.2 The Higher Education market segment is estimated to have a value of between £2.06 billion and £2.13 billion for UK suppliers over the period 2026–2030. Around 71% of this is likely to come from Malaysian students studying at universities in the UK. The remaining 29% is likely to come from Malaysian students studying at UK branch campuses within Malaysia.
- 5.2.3 The UK's market share in International Schools is estimated to be between £1.95 billion and £2.59 billion over the same period.
- 5.2.4 We were not able to find any data on the size of the EdTech market in Malaysia, making it impossible to estimate the UK's potential market share.
- 5.2.5 The UK market share for TVET and for Teacher Training is likely to be negligible by comparison to international schools and higher education. Demand for TVET in Malaysia is not high. Over 70% of TVET graduates are at Malaysian Skills Certificate Level 1 and Level 2 which is post-secondary but below Level 5. Level 5 TVET is largely covered within higher education. As a result, we have not been able to draw out an estimated market

value for this segment separate from higher education. There are limited commercial opportunities in teacher training for UK companies as this is typically organised and delivered by the Government and its agencies.

Table 4:
Malaysia estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures Conservative estimate	2026	2027	2028	2029	2030	2026-2030
Higher Education	£401.78	£407.13	£412.48	£417.83	£423.18	£2,062.38
International Schools	£360.00	£375.00	£390.00	£405.00	£420.00	£1,950.00
Total market value to UK suppliers	£761.78	£782.13	£802.48	£822.83	£843.18	£4,012.38

Summary Figures Ambitious estimate	2026	2027	2028	2029	2030	2026-2030
Higher Education	£411.18	£418.88	£426.58	£434.28	£441.98	£2,132.88
International Schools	£472.50	£495.00	£517.50	£540.00	£562.50	£2,587.50
Total market value to UK suppliers	£883.68	£913.88	£944.08	£974.28	£1,004.48	£4,720.38

6.0 The Philippines

6.1 Opportunities

- 6.1.1 *Higher Education:* There is the potential to increase the number of Filipino students studying in the UK and to offer UK qualifications in partnership with national universities, but developing campuses for UK universities is likely to be challenging. The Philippine Development Plan aims to widen access to higher education and steer career interest towards science, technology, engineering, agri-fisheries and mathematics. The UK could consider these as priority areas.
- 6.1.2 *TVET:* There are strong existing relationships with Australia, Germany and other countries in the TVET space, so opportunities for UK engagement are limited. There may be space for the development of industry-specific programmes or additional assistance with standards.
- 6.1.3 *International Schools:* Although small compared to other ASEAN countries (37 international schools, all in Manila) the international school market offers strong potential for UK engagement. Of these schools, 27% offer a British curriculum providing opportunities for the development of an accreditation or inspection market. The nearest competitor is the USA with 21% of the market.

- 6.1.4 *Teacher Training:* The strong national commitment to improving learning outcomes suggests that there is a potential market working with the Ministry around teacher training and professional development. The quality of pre-service training is poor and an important area for improvement, along with improved conditions, toward improving learning outcomes. There may be opportunities for suppliers in the tutoring market or EdTech products. Working with private schools may be possible but away from large chains of schools there is likely to be fragmented procurement.
- 6.1.5 *Education Technology:* There is a strong Government commitment to growing the use of EdTech and the distance learning platforms developed during Covid-19 all remain in place. The Ministry of Education has a relatively traditional attitude towards technology and has previously focused on access to software and infrastructure. The Commission on Higher Education (CHED) and the Teaching Education and Skills Development Authority (TESDA) are enthusiastic about the use of EdTech for learning and more innovative in their approach. English language EdTech is popular and there is demand from young people for non-traditional learning in English.
- 6.1.6 *Girls' Education:* Girls' access to and participation in education is not a major policy priority in the Philippines. Gender ratios for net enrolment at primary and secondary are above 1–1.02 at primary, 1.05 at lower secondary and 1.10 at upper secondary, indicating that a higher proportion of girls than boys are in the formal school system. Data also shows that more boys than girls are out of school. In consultations, drop-out for girls did remain a concern particularly due to a lack of facilities in schools, early marriage and early pregnancy. The UK expertise in and experience from the Girls' Education Challenge programme could be an area of policy entry for the UK.
- 6.1.7 *Equity and Inclusion:* Children affected by conflict is a potential area for policy engagement in the Philippines. In the conflict-affected Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) the long closure of schools during Covid is known to have had a strong negative impact – students at the end of grade 4 have barely progressed from where they were at the end of grade 1; students in conflict-affected areas and lower socio-economic groups have lower socio-emotional skills. The Philippines is also prone to natural disasters such as floods, typhoons and earthquakes – in 2021 Typhoon Rai put 711,000 children in need of education in emergencies support. To date, World Bank funding has aimed to improve infrastructure and Save the Children and DepEd's partnership on climate and education includes the development of an app to report disaster-related damages. Further work around climate-smart education systems is a potential opportunity for UK suppliers. The 2019 Special Education Act aimed to institutionalise inclusive education through the establishment of special education centres, but these remain poorly equipped and teacher training has been very limited. An Act institutionalising a policy of Inclusion for Learners with Disabilities was passed in 2022 which aims to provide the resources needed by children including learning resource centres and accessible materials; support with training and

implementing these commitments could be an entry point for the UK, as could support to increase the quality of data available around the experiences of learners with disabilities in the education system.

- 6.1.8 *Safeguarding*: Teachers are not trained in safeguarding and there seems to be limited policy engagement in the need for these skills and knowledge. There is a need for action: 65% of Filipino students experience bullying at least a few times a month, corporal punishment is common practice, children are exposed to risks through digital technology and social media, and they do not know how to report abuse or disclose abuse even to friends and family. These are all potential areas for UK engagement.
- 6.1.9 *Other Opportunities*: The Philippines is an English language teaching destination for students within the region and increasingly across the world, due to lower costs. This offers opportunities for UK teachers and providers. Tutoring forms part of the Government's learning recovery programme and may offer commercial potential in training and accreditation. The parallel Alternative Learning System (ALS) offers a learning pathway for out-of-school children; with support from UNICEF work is underway to develop certification for students and effective learning. UK expertise in non-formal education could open access to this submarket.

6.2 Market Value

- 6.2.1 The biggest market for UK suppliers in the Philippines is likely to be in International Schools. This market segment is estimated to have a value of between £830 million and £935 million for UK suppliers over the period 2026–2030.
- 6.2.2 The UK's market share in Higher Education is estimated to be between £580 million and £606 million over the same period. Nearly all of this is likely to come from Filipino students studying at universities in the UK. A very small percentage is likely to come from Filipino students studying at UK branch campuses or UK partnered courses within the Philippines.
- 6.2.3 We were not able to find any data on the size of the EdTech market in the Philippines, making it impossible to estimate the UK's potential market share.
- 6.2.4 There does not seem to be a drive or push for international support for TVET and much of Level 5 TVET is likely to take place in higher education institutions, so we have not been able to draw out an estimated market value for this segment separately from higher education. Regarding teacher training, there may be some opportunities to engage with ODA-supported projects that are focusing on teacher training and small-scale opportunities for support to accreditation and/or quality assurance of private tutors or in private schools, but these are difficult to put a market value on and are likely to be negligible in size compared to opportunities in International Schools, Higher Education and EdTech.

Table 5:
Philippines estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures Conservative estimate	2026	2027	2028	2029	2030	2026–2030
Higher Education	£98.20	£107.25	£116.30	£125.35	£134.40	£581.50
International Schools	£157.41	£162.04	£166.67	£171.30	£175.93	£833.33
Total market value to UK suppliers	£255.61	£269.29	£282.97	£296.65	£310.33	£1,414.83

Summary Figures Ambitious estimate	2026	2027	2028	2029	2030	2026–2030
Higher Education	£100.70	£111.00	£121.30	£131.60	£141.90	£606.50
International Schools	£163.70	£175.00	£186.67	£198.70	£211.11	£935.19
Total market value to UK suppliers	£264.40	£286.00	£307.97	£330.30	£353.01	£1,541.69

7.0 Thailand

7.1 Opportunities

- 7.1.1 *Higher Education:* The Higher Education market is currently small but offers strong opportunities for UK suppliers in line with national commitments to TNE. These are likely to be university partnerships offering joint or dual degrees which provide opportunities for students from Thailand to gain UK qualifications. Consultations indicated an appetite for TNE programmes with UK HEIs.
- 7.1.2 *TVET:* Thailand is not a member of the Global Partnership for Education (GPE) and there is limited evidence of large-scale education sector improvement programmes. National strategies seem to have been focused on Thai organisations and suppliers with strong existing relationships with Japan and Germany in the TVET space. There is a strong national commitment to building the skills of the workforce and particularly green skills but is likely to be most relevant for ODA than commercial engagement. In consultations it was mentioned that awareness of micro-credentials is currently low, but credentials certified by UK institutions in areas of high demand such as science and technology could be an opportunity for UK suppliers and industry.
- 7.1.3 *International Schools:* The International Schools market is the strongest potential market for the UK in Thailand. Out of the 162 international schools in Thailand, over 50% are British in orientation. Schools have previously been accredited and inspected by UK organisations and there is potential to renew and expand this work, potentially also working with the private schools and the Ministry to offer teachers professional development programmes and teacher qualifications within these schools. There may

be scope for additional international schools in cities outside Bangkok, particularly in the Eastern corridor catering for higher-income Thai families who are considering international options for higher education. Thailand's international schools also cater to students from across the region with specific visas available for this and there is potential for growth in this market.

- 7.1.4 *Teacher Training:* Whilst teacher quality is one of the issues behind the poor learning outcomes, the main drivers are inequalities in resources allocated for teachers and other educational resources between schools with higher and lower socio-economic status schools and students in Thailand. These were much more pronounced than in other countries in the EAP region and the OECD. Closing the inequality gap is a key area for support required by Thailand to improve learning outcomes. However, as with other countries this is perhaps better suited to ODA policy. The UK could potentially engage in systems-level support to the Thai MOE to improve policies and practices around teacher recruitment and deployment.
- 1.1.5 *Education Technology:* Thailand has high levels of access to the internet and mobile phones but there are low levels of digital literacy among students and teachers. Building digital skills is an important part of Thailand's plans for workforce skill development. Existing partnerships have focused on providing hardware and software; however, there may be opportunities to partner with local firms on EdTech products and services, particularly around English language learning.
- 1.1.6 *Girls' education:* This is not a national policy priority in Thailand. Gender ratios for net enrolment are 1+ at lower and upper secondary school and 0.98, very close to parity, at primary level. Girls performed better than boys in maths, science and reading in the PISA analysis of the 2018 results, which showed that grade mismatch, due to grade repetition and late entry to schooling, was particularly prevalent among socio-economically disadvantaged students and boys.
- 1.1.7 *Equity and Inclusion:* There is significant geographic inequality, the north, northeast and three most southern provinces have the poorest education outcomes and lack of economic opportunities. The 2017–36 National Education Plan sets inclusive education as a policy goal; however, full endorsement and implementation has been slow in part due to lack of facilities and adequate staff. There are no national teacher standards related to inclusive education: a special education teacher in Thailand should have a university qualification in special education, however teachers most often do not have sufficient training.
- 1.1.8 *Safeguarding:* Teachers are not trained in safeguarding and there seems to be a culture of the use of corporal punishment in schools despite it being prohibited. Bullying is also widespread and there are reports of young people involved in gang violence in urban areas. Children, teachers and caregivers are not reporting abuse and there is a lack of awareness of how and where to report. There is also a serious online sexual exploitation

and abuse problem affecting Thai children. A report, jointly conducted by UNICEF, ECPAT and INTERPOL (2022), revealed that 9% of children aged between 12 and 17 had been victims of online sexual exploitation and abuse in 2021.

- 1.1.9 *Other Opportunities:* There is a keen interest and commitment to improving English language skills across the Thai workforce. Teacher training, accreditation and ELT learning providers are all potential market options. There are also strong potential opportunities for non-degree adult education through online courses, accreditation and qualifications and for non-formal TVET suppliers including industry.

7.2 Market Value

- 7.2.1 The biggest market for UK suppliers in Thailand is likely to be in International Schools. This market segment is estimated to have a value of between £1 billion and £1.2 billion over the period 2026–2030.
- 7.2.2 The UK’s market share in Higher Education is estimated to be between £580 million and £625 million over the same period. Over 95% of this is likely to come from Thai students studying at universities in the UK. The remaining 4–5% is likely to come from Thai students studying at UK branch campuses or UK partnered courses within Thailand.
- 7.2.3 There was no data available on the size of the EdTech market, so it was not possible to estimate potential UK market value. Any potential opportunities may be best done through partnership with Thai EdTech firms. There are likely to be opportunities for online child protection and safeguarding training, given that 9% of children in 2021 became victims of online sexual exploitation and abuse.
- 7.2.4 The UK market share for TVET and for Teacher Training is likely to be negligible in comparison with International Schools, Higher Education and EdTech. Level 5 TVET is largely covered within higher education in Thailand, so we have not been able to draw out an estimated market value for this segment separately from Higher Education. While the Government is seeking out international expertise, technical support is already coming from Denmark, Germany, Japan, UNICEF and UNESCO. In addition, there is a desire to partner with Australia, making it a competitive market. While there may be small opportunities (e.g. in 2020 the Government signed an agreement with Pearson to provide career-oriented business and technical qualifications, strengthening collaboration between the UK and Thailand), these are likely to be of a relatively small size in comparison with the much larger opportunities in International Schools and in Higher Education. Regarding teacher training, any opportunities are likely to be through ODA as there are limited commercial opportunities.

Table 6:
Thailand estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures	2026	2027	2028	2029	2030	2026–2030
Conservative estimate						
Higher Education	£117.77	£117.78	£115.56	£115.56	£113.34	£580.00
International Schools	£194.84	£198.73	£202.71	£206.76	£210.90	£1,013.94
Total market value to UK suppliers	£312.61	£316.51	£318.26	£322.32	£324.24	£1,593.94

Summary Figures	2026	2027	2028	2029	2030	2026–2030
Conservative estimate						
Higher Education	£122.21	£124.44	£124.44	£126.66	£126.66	£624.40
International Schools	£233.81	£238.48	£243.25	£248.12	£253.08	£1,216.73
Total market value to UK suppliers	£356.02	£362.92	£367.69	£374.77	£379.74	£1,841.13

8.0 Viet Nam

8.1 Opportunities

- 8.1.1 *Higher Education*: The Higher Education market has the most potential for UK investors. As the UK has a lower market share for studying abroad compared to other countries in the region (and Australia and the US), the key area of focus should be on creating and expanding in country partnerships. As UK institutions have a strong reputation in Viet Nam, and English language skills are some of the top skills required for economic growth, there is likely to be continued high demand for UK-based institutions operating in the country.
- 8.1.2 *TVET*: The TVET market has relatively low potential for commercial engagement. Germany has a strong presence in the market through ODA, though there may be more ODA-oriented opportunities in relation to gender equity in TVET. As with other countries, there may be some niche markets the UK can engage with. The key skill gaps in the labour market, according to a 2023 survey of employers, is analytical and digital skills, particularly advanced digital skills (such as User Experience (UX) Design, AI, machine learning etc.). Other areas include services, tourism, construction, architecture, wholesale and retail sales, accounting and finance.
- 8.1.3 *International Schools*: There are over 120 international schools in Viet Nam, in eight different cities. The British curriculum is the most popular, offered by both British-based and other nationality schools. There are four international schools that are UK owned, two of which opened in 2023, indicating potential market opportunity and demand.
- 8.1.4 *Teacher Training*: This has limited opportunity for investors outside of ODA. The Government is responsible for delivery of teacher training throughout Viet Nam, and

there is a very low likelihood, in this type of political economy, of the Government funding teacher training from international organisations.

- 8.1.5 *Education Technology*: The EdTech market in Viet Nam is seen as saturated with low-quality content, and there are opportunities for more products in Early Childhood Learning, science, technology, engineering and mathematics (STEM), and competency-based K-12 learning. Higher Education is likely to provide the greatest opportunity for EdTech, with Covid-19 making remote learning a more appealing option for many students who have increased their technical capacity. There are many small-scale EdTech startups, in addition to larger-scale national providers. Investment in small-scale startups might provide a good opportunity for market entry. Remote private tutoring also continues to have appeal, though it is a crowded market.
- 8.1.6 *Girls' Education*: This is not a priority policy in Viet Nam. The gender parity index is 0.99 (primary), 1.00 (lower secondary) and 1.03 (upper secondary). Gender expectations affect boys more at upper secondary level and they are more likely to drop out because of gendered expectations around male wage earning and the family. Regarding tertiary-level completion rates, there is little gender difference at bachelor's degree level, but a slight one at postgraduate level. There are issues with access and participation in formal TVET. Only 23% of trainees in the TVET system are women. In the technical occupations the percentage is around 5%. This is reportedly due to perceptions among both students and parents about what courses and roles are appropriate for women, with technical occupations still considered unsuitable. This is a potential area for UK policy engagement, although it is also being addressed through GIZ ODA programmes.
- 8.1.7 *Equity and inclusion*: The main drivers of inequitable outcomes in education in Viet Nam are location, socio-economic status and ethnicity. Access to quality education, especially at lower secondary levels is limited in rural/remote areas. Enrolment in secondary school in rural areas is nearly 15 percentage points lower than in urban areas (76% vs. 90%). Ethnic minorities face problems accessing education and finishing school in the remote highland areas where they tend to live. Kinh households spend over seven times as much on extra classes for their children as do ethnic minorities. This disparity is driven by lower household incomes, less availability of extra classes in remote areas where many ethnic minorities live, and the higher cost of keeping children in school. Inclusion: there are several NGOs and INGOs working in this space, but the UK could engage in advocacy, discussion and ODA programmes.
- 8.1.8 *Safeguarding*: National safeguarding policies and structures have the potential to be strengthened in Viet Nam. International schools are likely to have the strongest approaches to safeguarding, with many adapting policies from UK settings (amongst other international sources). Organisations such as Plan International work with several provincial governments on community-based child protection and on reducing gender-based violence in schools. One of the groups with continued marginalisation is

ethnic minority students in Viet Nam, as well as children with disabilities, though there are several international and national NGOs working in this space on child protection and improving equity in education.

- 8.1.9 *Other Opportunities:* There are opportunities in the continuing education submarket and with reskilling and upskilling current employees. Challenges for upskilling include lack of agreement over whose responsibility it is (with a large proportion of employers believing the Government is responsible), lack of time to upskill (the International Labour Organisation estimate that 27% of the Vietnamese workforce are overworked), and a lack of clarity amongst employees on the areas they need to upskill. Apprenticeship schemes may be particularly interesting for Viet Nam, and the UK has excellent policy background in this area, though the commercial value of this is uncertain.

8.2 Market Value

- 8.2.1 The biggest market for UK suppliers in Viet Nam is likely to be in Higher Education. This market segment is estimated to have a value of between £460 million and £580 million over the period 2026–2030. Around 65% of this is likely to come from Vietnamese students studying at universities in the UK. The remaining 35% is likely to come from Vietnamese students studying at UK branch campuses within Viet Nam.
- 8.2.2 The UK's market share in International Schools is estimated to be between £205 million and £340 million over the same period.
- 8.2.3 There are several players in the EdTech market and opportunities are largely limited to existing providers. Assuming a UK market share of 1%, the EdTech market is going to be the smallest segment of the market for UK suppliers, with the market value being between £7 million and £10 million over the five-year period.
- 8.2.4 The UK market share for TVET (Level 5 and above) and for Teacher Training is likely to be negligible by comparison to International Schools, Higher Education and EdTech, so these have not been estimated. As in other countries, Level 5 TVET is likely to take place mostly within higher education institutions, so we have not been able to draw out an estimated market value for this segment separately from Higher Education. GIZ is the main international player in the TVET space and there are limited commercial opportunities in the Teacher Training space.

Table 7:
Viet Nam estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures Conservative estimate	2026	2027	2028	2029	2030	2026-2030
Higher Education	£85.59	£88.24	£91.16	£94.37	£97.90	£457.27
International Schools	£37.04	£38.90	£40.84	£42.88	£45.03	£204.69
EdTech	£0.93	£1.11	£1.33	£1.60	£1.92	£6.89
Total market value to UK suppliers	£123.56	£128.25	£133.34	£138.86	£144.85	£668.86

Summary Figures Ambitious estimate	2026	2027	2028	2029	2030	2026-2030
Higher Education	£96.94	£105.73	£115.17	£125.36	£136.42	£579.62
International Schools	£61.74	£64.83	£68.07	£71.47	£75.05	£341.15
EdTech	£1.39	£1.67	£2.00	£2.40	£2.88	£10.34
Total market value to UK suppliers	£160.07	£172.22	£185.24	£199.24	£214.35	£931.11

9.0 Sub-region

9.1 Opportunities

- 9.1.1 The five markets are comparatively and internally diverse and, as the evidence presented above shows, there are varying needs and priorities and therefore opportunities and levels of opportunity within each submarket. The UK will need to take this into account in developing country specific strategies. However, there are also many commonalities across the countries, which suggest the UK can adopt a general sub-regional approach.
- 9.1.2 *Higher Education:* Access to higher education has expanded significantly over the past forty years across the five countries, mostly because of economic and demographic changes. The market is predicted to grow. Quality and access remain challenges and internationalisation is commonly viewed as a substantial stimulus to strengthen the performance of ASEAN HEIs. It is a major trend across the region, with access to the market and number of programmes rising. This provides opportunities for the UK in terms of international faculty and staff, collaborating on programmes and increasing the numbers of ASEAN students in UK universities.
- 9.1.3 *TVET:* The economies in all five countries shifted labour from agriculture to industry and services between 2011 and 2022. As a result of this shift and other megatrends such as technological advances, skills imbalances have emerged as a major issue in the labour markets. According to a large-scale survey conducted by the World Economic Forum

(2019)⁶ with young people in six ASEAN countries, this includes a lack of: language skills (the ability to communicate in multiple languages), advanced digital skills (such as programming and data analytics) and maths and science skills. The formal TVET submarket has become a prominent feature of Government priorities to bridge the skills gap and future-proof the economy in all five countries and there are efforts to improve quality and make it more responsive to the changing labour market demands. Opportunities for the UK are limited as there is strong competition from Germany, the Netherlands, Japan and Korea. However, the positive results of the Skills for Prosperity project in three countries (Indonesia, Malaysia and the Philippines) suggest there is scope for UK engagement in niche areas such as establishing partnerships between local TVET providers in those in the UK and/or establishing sectoral skills bodies in areas of identified need (perhaps including UK firms) to develop flexible and innovative credentials.

- 9.1.4 *Teacher Training:* Country-level reforms are increasing the attractiveness of the profession and the demand for training but are not yet resulting in better teachers or learning outcomes. Core numeracy and literacy outcomes across four markets (except Viet Nam) are below OECD averages and in some cases are worsening. All five countries (including Viet Nam) continue to focus on improving the quality of teachers to improve learning outcomes. Efforts include updating initial teacher training courses and upskilling in-service teachers through continuing professional development. This provides opportunities for the UK to engage in developing short courses or online in-service teacher training modules in some niche subject areas.
- 9.1.5 *International Schools:* The International Schools market provides significant commercial opportunities for UK engagement in all five countries. The Southeast Asia K-12 International Schools market was valued at \$396.2 million in 2020 and is anticipated to grow at a compound annual growth rate of 22.93% from 2021 to 2028. The UK has a clear competitive edge. Of the 7,614 international schools in the region, 4,919 (64.6%) use a British curriculum (including the National Curriculum and Cambridge) and English is the most common medium of instruction. This provides potential opportunities for private British education firms (e.g. Edexcel and Cambridge International) to provide services for exam administration, quality assurance, teacher support or accreditation. The growth in the International Schools sector will also increase the need for teachers qualified to teach an international (British) curriculum, in a foreign language (English). This has the potential to generate demand for the UK IQTS, from individuals or from foundations and organisations managing international schools. It is difficult to assess the size of the market and demand for this.
- 9.1.6 *Education Technology:* The EdTech market has grown substantially across all five countries, with £85.4 million invested in the past eight years (2015-2023) though it is unclear how much of this investment has moved beyond startup investment into

⁶ The study can be found [here](#)

profitable EdTech business opportunities. The market is likely to continue to grow as EdTech has been identified as a tool to transform education and meet development aspirations by all five Governments. Although there has been some EdTech innovation, in general success varies and EdTech seems to be for the more affluent in advantaged schools and regions at present. There appears to be limited use of EdTech as part of core teaching and learning in Government schools and more products focusing on 21st century skills and English language, rather than core literacy and numeracy. There is not much EdTech for children with SEND⁷. This provides potential opportunities for the UK to fill these gaps. However, there are strong competitors. Most investors in Southeast Asia EdTech are from the USA and the most active regional investors are from Japan and Singapore. There are also challenges to market access in some countries. There is an unwillingness of investors to invest in EdTech because (a) has not been demonstrated impact of Ed Tech on learning and (b) in most countries, it does not yet have a proven track record of financial success. Market opportunities should be assessed and addressed separately in each country, before moving forward.

- 9.1.7 *Girls' Education K-12.* Girls' education is not a major equity issue across the five countries in K-12 and higher education and is not a priority policy for any of the national governments. Girls are accessing, persisting in and completing school at least in parity (if not more than) with boys and are generally performing better in core skills. There may be niche areas for UK policy engagement in some countries, such as encouraging more young females to study STEM subjects (e.g. Indonesia) or study at postgraduate level in higher education (e.g. Viet Nam). The UK could consider broadening its strategy to gender in education in the sub region and provide policy and programming support for boys' education which is emerging as a concern in some countries (e.g. Malaysia).
- 9.1.8 TVET is a different picture. Apart from the Philippines, female enrolment in TVET is generally lower than for males. The number of females enrolled in technical subjects such as automotives, construction, engineering and metals in all countries is even lower. With experience and expertise in inclusion strategies, especially for females, the UK could provide technical advice to support the Government, private schools, industries to give the special attention needed to creating pathways to TVET for female workers (and other marginalized populations to access the requisite skills development resources necessary for the upcoming economic repositioning).

⁷ Out of 108 EdTech suppliers identified across the five markets, only 22 (20%) indicated that they provide inclusive solutions that can improve accessibility for disadvantaged users with only four of those 22 (18%) also aiming to be used by teachers to support learning, and target teacher CPD.

- 9.1.9 *Equity and Inclusion:* Socio-economic status and location are the most common drivers of inequity in education across all five countries with ethnicity being a factor in Viet Nam and children affected by conflict and natural disaster in the Philippines. Whereas all five countries promote the inclusion of children with SEND and are making progress, challenges and room for improvement remain and provide opportunities for UK engagement. There are competitors. Inclusive and equitable education is a key element of sustainable development goal 4 (alongside quality and lifelong learning) and all Development Assistance Committee (DAC) donor countries and all INGO's working in the sub region are likely to prioritise working in the hard-to-reach areas, and with hard-to-reach populations. This does not mean there are not opportunities for UK policy engagement, but what to do and where should be well considered.
- 9.1.9 *Safeguarding:* Few countries seem to train teachers on child protection and safeguarding. Violence and bullying in schools (including by teachers in some contexts) is commonplace and cyber-bullying is increasingly becoming a challenge. Increased screen time has been associated with adverse impacts on physical and mental health: 70% of adolescents in Indonesia, Malaysia and Thailand reported having been upset by their online experiences over the past year (UNESCO: 2023).

9.2 Market Value

- 9.2.1 The total estimated regional UK market value over the period 2026–2030 is between £10.5 billion and £12.3 billion. Just under 60% of this is likely to be in International Schools, and around 40% is likely to be in Higher Education, with just a few per cent in EdTech.
- 9.2.2 Across the five countries, Malaysia offers the largest potential market for UK suppliers, followed by Indonesia. The Philippines and Thailand offer moderate opportunities and Viet Nam the smallest market.
- 9.2.3 Within International Schools, Indonesia and Malaysia are the two biggest potential markets for UK suppliers, making up around 66% of the overall regional market value for UK companies. Thailand and the Philippines make up around 16% and 13% of the overall market and Viet Nam just over 3%.
- 9.2.4 Within Higher Education, Malaysia is the biggest market for UK suppliers making up nearly 50% of the overall regional market value for UK companies.
- 9.2.5 Within EdTech, there was only data for some countries on the value of the national market. Nonetheless, for those countries where data was available, it shows that this market segment is currently likely to be a much smaller size compared to the likely opportunities available in Higher Education and International Schools.
- 9.2.6 The UK regional market share for TVET and for Teacher Training is likely to be negligible by comparison to International Schools, Higher Education and EdTech. Demand for TVET in most of the countries was greatest at secondary rather than tertiary level. Level 5 TVET is largely covered within higher education, so it was not straightforward to draw out an

estimated market value for this segment separate from Higher Education. There are limited commercial opportunities in teacher training for UK companies in most countries, as this is typically organised and delivered by the Government and its agencies, with a few countries having some ODA-supported teacher training projects.

Table 9:
Regional estimated summary figures –
conservative and ambitious scenarios (£ millions)

Summary Figures Conservative estimate	Indonesia	Malaysia	Philippines	Thailand	Vietnam	5 countries
Higher Education	£632.70	£2,062.38	£581.50	£580.00	£457.27	£4,313.85
International Schools	£2,098.25	£1,950.00	£833.33	£1,013.94	£204.69	£6,100.22
EdTech	£77.71	£0.00	£0.00	£0.00	£6.89	£84.61
Total (Conservative)	£2,808.67	£4,012.38	£1,414.83	£1,593.94	£668.86	£10,498.67

Summary Figures Ambitious estimate	Indonesia	Malaysia	Philippines	Thailand	Vietnam	5 countries
Higher Education	£735.74	£2,132.88	£606.50	£624.40	£579.62	£4,679.14
International Schools	£2,419.97	£2,587.50	£935.19	£1,216.73	£341.15	£7,500.54
EdTech	£117.38	£0.00	£0.00	£0.00	£10.34	£127.73
Total (Ambitious)	£3,273.10	£4,720.38	£1,541.69	£1,841.13	£931.11	£12,307.41

10.0 Other Opportunities

- 10.1 As part of the study, we were asked to identify other areas of potential UK engagement in education across the five countries. As we were reviewing the evidence and engaging in consultations, several other opportunities emerged. We have not investigated the extent or value of these opportunities or from a commercial or policy perspective, as they were outside the scope of the current study but are recommending them as areas for further investigation.
- 10.2 *English Language Training (ELT)*: English Language Training was the most frequently mentioned area across the five countries where the UK was felt to have the greatest potential for engagement. This was at all levels of education and training, including providing English language education to staff in TVET and HEI, so that they would be able to keep up with the most recent research.

- 10.3 *Youth Education*⁸: The five countries have now achieved near universal enrolment in primary level education. However, the flow from primary to secondary is lower (see Table 10, below) means many children are not transitioning into secondary education and not achieving the basic level of skills needed for employment or to continue into higher education. The UK could engage in supporting efforts to increase transition between primary and secondary education.

Table 10: NER (%) 2022

	Primary	Secondary
Indonesia	97.8%	80.6%
Malaysia	96.8 (2019)	90.7% (2020)
Philippines	89.8%	86.4%
Thailand	99.9%	79.2%
Viet Nam	98.6%	86.2%

- 10.4 *Youth Employment*: In general, the five countries have young populations with around 25% aged between 15 and 19 and 50% between 20 and 54. As shown in Table 11, people aged 15–24 in the region have higher unemployment rates than their older counterparts and in some countries (e.g. Indonesia) females aged 15–24 are more likely to be unemployed than males. Most studies indicate it is their limited skills that explain the younger population’s difficulties in securing employment, suggesting that schools are not adequately preparing young people for participation in the workforce and the transition from school to work is not easy.

 Table 11:
Percentage of youth unemployment and youth not in education,
employment or training (NEET) 2022

Country	Unemployment rate	Youth unemployment	NEET 2022
Indonesia	3.5%	14.1%	22.3%
Malaysia	3.9%	11.7%	10.2%
Philippines	2.6%	6.9%	12.8%
Thailand	0.9%	5.1%	13.3%
Viet Nam	1.5%	6%	11.3%

Source: ASEAN Stats Yearbook (2022) ILO: [Country profiles - ILOSTAT](#)

- 10.5 *Continuous learning*: As detailed in the country-specific analysis and in section 9.1.3, the economies in all five countries shifted labour needs from agriculture to industry and services between 2011 and 2022 and this shift, combined with the other megatrends mentioned previously, have changed the skills that people need to find work. As well as

⁸ ASEAN Member States (AMS) have agreed on an age range of population categorised as youth which is between 5 and 35 years.

affecting people preparing for work (currently in education or training discussed in 9.1.3) this trend poses a threat of job loss to people *already* in the workforce (especially the manufacturing, construction, retail and services sector). Consequently, many governments and employers are aiming to upskill or reskill employees through developing innovative, flexible courses and credentialing models, such as micro-credentials. The UK education service providers or even UK companies in the countries could potentially engage with continuing education providers or employers to develop and endorse any new credentials.

11.0 Conclusions

11.1 To conclude, we will answer the key research questions. Note that any recommendations given are intended for general guidance only, apply to a point in time (September 2023 to March 2024) and have not been verified independently. As such, we recommend users take responsibility to check facts before acting upon any of the findings in the report.

11.2 *Q1: Where and how can the UK engage with the region through the education market?* The opportunity matrix presented below identifies the sectors, and level of opportunities that the evidence indicates offers the best *commercial* opportunities for UK engagement, as follows: **Red** indicates low or limited commercial opportunities, **Amber** indicates reasonable commercial opportunities, worth further investigation and **Green** indicates there are good commercial opportunities for UK engagement. The analysis framework used can be seen in Annex C. Due to a lack of data on value, we have not been able to make a credible conclusion on EdTech in Malaysia, the Philippines and Thailand.

	Indonesia	Malaysia	Philippines	Thailand	Vietnam	Region
HE	Green	Green	Green	Green	Green	Green
TVET	Green	Green	Amber	Green	Amber	Amber
International schools	Green	Green	Amber	Green	Amber	Amber
Teacher Training	Red	Red	Red	Amber	Red	Red
Ed Technology	Amber	Data not available	Data not available	Data not available	Amber	Amber

This second opportunity matrix, below, identifies the areas for potential UK *policy* engagement categorised according to areas of **high**, **medium** and **low** priority/need.

	Indonesia	Malaysia	Philippines	Thailand	Viet Nam	Sub Region
Girls' Education (K-12)	Low	Low	Low	Low	Low	Low
Females in TVET	High	High	High	High	High	High
Location	High	High	High	High	High	High
SES	High	High	High	High	High	High
Ethnicity	Low	Low	Low	Low	High	Low
Religion	Low	Low	Low	Low	Low	Low
Language	Medium	Low	Low	Low	Medium	Medium
Conflict-affected	Medium	Low	Medium	Low	Low	Low
SEND	High	High	High	High	High	High
Safeguarding	High	High	High	High	High	High

- 11.3 *Q2. What is the projected educational market value in the middle-income countries in the ASEAN region by 2030?*

It is difficult to estimate any kind of realistic projected educational market value of the five countries as: (a) we were not able to find any data on EdTech market value for three of the countries (Malaysia, the Philippines and Thailand); and (b) for Higher Education, the overall market value would include higher education provided by government, by private sector universities, by foreign universities hosting students from the five countries, and by foreign universities offering transnational education in each country. Collecting all this data would be a very time-consuming exercise and is beyond the scope of this study.

- 11.4 *Q3. What is the potential and projected ASEAN education market value for UK education institutions/companies in the provision of goods and services in ASEAN middle-income countries?*

The total estimated regional UK market value over the period 2026–2030 is between £10.5 billion and £12.3 billion. Just under 60% of this is likely to be in International Schools, around 40% is likely to be in Higher Education and just a few per cent in EdTech. Across

the five countries, Malaysia offers the largest potential market for UK suppliers, followed by Indonesia. The Philippines and Thailand offer moderate opportunities and Viet Nam the smallest market.

11.5 *Q4. What is UK's competitive edge against other donor countries in ASEAN middle-income countries?*

The UK has a clear and significant advantage in the International Schools market. There do not seem to be any close competitors. The USA is the next nearest competitor, but it is not close. The UK does not have a clear edge in any of the other subsectors and faces competition, especially from Australia and Japan (both of which have the advantage of proximity), the USA and increasingly China in Higher Education; Germany, Japan and South Korea in TVET; and the USA, Japan and Singapore in EdTech. The UK may have an advantage in certain subjects and issues within teacher training, such as STEM or safeguarding and could potentially carve out a niche market (expanding in different countries).

In terms of policy engagement, the UK is seen as a leader in child protection, safeguarding and in girls' education; and through the Girls' Education Challenge is seen to have expertise and experience. With other policy issues, many other countries, donors and INGO's mainstream these into all programming.

11.6 *Q5. What other areas of potential UK engagement from an education perspective are there in ASEAN, particularly for the five ASEAN middle-income countries?*

Potential other areas of engagement suggested by the evidence are shown in Table 12 below. Four clearly emerge as relevant national and sub-regional priorities. These areas need further investigation however, to better understand the size and value of the market or how the UK could engage.

Table 12: Potential other areas of engagement

	Indonesia	Malaysia	Philippines	Thailand	Viet Nam	Sub Region
ELT	✓	✓	✓	✓	✓	✓
School transition	✓	✓	✓	✓	✓	✓
School to work	✓	✓	✓	✓	✓	✓
School Leadership	✓	×	×	×	×	×
Private Tutoring	×	✓	✓	×	×	×
Continuous education	✓	✓	✓	✓	✓	✓
NFE	×	×	✓	×	×	×

- 11.7 Q6. What recommendations around the nature of UK engagement emerge from the analysis?

Table 13 below identifies the themes where the evidence suggests the UK may have the greatest commercial opportunities. Numbers 1 – 3 indicate the recommended order of priority with 1 indicating the largest opportunities with the greatest value.

Table 13: Specific areas of opportunity

	Indonesia	Malaysia	Philippines	Thailand	Vietnam	Region
HE	1	1	1	1	1	1
TVET	3	3	3	3	4	4
International schools	2	2	2	2	2	2
Teacher Training	4	4	4	4	5	5
Ed Technology	3	No data	No data	No data	3	3

Table 14 below details the specific activities the evidence suggests the UK could engage in and have the most impact in supporting the five MICs to achieve goals that align with UK policies and priorities.

Table 14: Specific activities

	Recommended	Not Recommended
Higher Education	<ul style="list-style-type: none"> Increasing student mobility to UK universities. Learn from how Australian universities have been doing this. Setting up transnational joint programmes, but addressing the challenges found around learning in previous programmes. Targeting the private market in some countries (e.g. Indonesia) for quality improvement. 	<ul style="list-style-type: none"> Setting up branch campuses. These are expensive. They may also be controversial as they are seen to take students away from national universities. There is strong competition from Australia, who has the advantage of proximity.
TVET	<ul style="list-style-type: none"> Supporting the development of innovative and flexible skills courses and credential in niche areas identified and a need. Building on the foundations laid in Skills for Prosperity in Indonesia, Malaysia and the Philippines and the positive practices generated 	<ul style="list-style-type: none"> General quality, reputation or policy improvement activities. This is dominated by other countries, who have a long history and are well respected in this field.
International Schools	<ul style="list-style-type: none"> Providing services to international schools around examinations, quality assurance, curriculum delivery. Providing teacher training to new teachers in international schools, potentially with the IQTS. Focussing on middle-range international schools as this is where greatest growth and demand is. 	<ul style="list-style-type: none"> Setting up new high-end or low-end international schools; there is not a large demand for these at the present time.
Teacher Training	<ul style="list-style-type: none"> Supporting the development of flexible, short in-service training modules to improve delivery of aspects of new national curriculum. Safeguarding training and awareness training for general teachers and school staff. Partnering with TTI to review and improve the pre-service curriculum with a focus on practice. 	<ul style="list-style-type: none"> General quality improvement across the teacher training system. It is politically sensitive area, managed by the national government and a lot of ODA is used or this.

EdTech	<ul style="list-style-type: none"> • Develop EdTech that focuses on learning and aligns to Government priority areas (STEM, language) and policies. • Using widely available and affordable technologies (including radio, television, mobile phones), and work offline for a wider reach, especially in remote areas. • Consider teachers' capacity when designing any EdTech. • Monitoring and collecting data about achievements to add to the evidence base on the impact of EdTech. 	<ul style="list-style-type: none"> • Using high-tech solutions or Infrastructure which may increase the digital divide
Girls' education	<ul style="list-style-type: none"> • Female enrolment in formal TVET education and technical subjects. • Transition of females into employment. • Addressing issues around boys' education (K-12) 	<ul style="list-style-type: none"> • Girls' access and participation in K-12 education and HE
Equity and inclusion	<ul style="list-style-type: none"> • Supporting Governments to address regional inequalities in education quality and provision e.g. policies and practices on teacher recruitment and deployment. • Adopting a geographic focus in any ODA programming to address regional inequities. • Training (all) teachers on inclusive education strategies. 	
Safeguarding	<ul style="list-style-type: none"> • Teacher and School Leader Training on child-positive management techniques and how 	
Other	<ul style="list-style-type: none"> • Involve UK companies based in each country to partner with training providers (TVET and continuing education) to support the development of short, flexible credentials 	

Annex A: Definitions

Access and Participation: Access refers to enrolment. Participation refers to the related issues of persistence (attendance, retention and completion) and outcomes (attainment, transitioning to higher educational levels or into the labour market).

Continuing Education: Education and training provided for adults after they have left the formal education system, consisting typically of short or part-time courses.

Education Technology (EdTech): We used the World Bank definition of Education Technology, which is software designed to enhance learning in classrooms, or to improve students' education outcomes, as well as software or hardware products designed specifically for schools and education systems. The study looks at EdTech in the General Education (K-12) sector only and focuses primarily on software, as providing hardware is not a priority of the UK.

Equity, inclusion: In line with UK policy, the focus here is on girls and young women, where they are under-represented or over-represented in education.

Higher Education: The third level, optional stage of formal education. In this study we define it as education leading to an academic qualification, usually a degree at undergraduate or postgraduate level.

International Schools: Are defined as private schools (1) hosted by a foreign country, or (2) locally run but following an international curriculum and using a foreign language as a medium of instruction. It does not include private schools that follow the host country's national curriculum.

Market: Commercial opportunities for the UK to sell education goods and services to customers.

Policy: Is used in this study to indicate opportunities where the UK may engage in Overseas Development Assistance programmes, advocacy or human capacity building, activities that are not for profit.

Safeguarding: Protecting all children (and vulnerable adults) from all and any harm.

Teacher Training: The Government system of preparing teachers (initial teacher training) and continuing professional development for schools in the national general education system (K-12). It does not include instructors for higher education or TVET or separate private teacher training courses.

Technical and Vocational Education and Training (TVET): Refers to all forms and levels of education and training which provide knowledge and skills related to specific occupations in various sectors of economic life, as well as general knowledge, skills, and values. In many ASEAN countries, TVET is available at secondary level. For this study, we focused only on TVET available at tertiary level and through the formal education system. Skills training outside the formal TVET system we refer to as continuing education (see below).

Vulnerable Populations: Groups of people who are at higher risk of marginalisation, harm and exploitation than the general population. In development contexts, this includes, but is not limited to, people with disabilities, people in remote or rural areas, people living in poverty, girls and young women and indigenous populations.

Annex B: Evidence collected and reviewed

Thematic area	What information we collected
Education market (size and value)	We collected and compared information on the past (2015) and current (2023) education market. We looked at areas such as size, supply and demand, products, services, growth areas, learner preferences, performance, challenges, trends, and the drivers of any trends identified. Through this historical analysis we were able to assess which areas had grown, which are most likely to grow by 2030 and where the greatest opportunities may be for UK engagement. We examined the sources, composition and allocation of funding to education (government, development partners and where possible the private sector, households, and remittances) over time. This helped us to answer questions around current market value and generate credible projections up until 2030.
Education clientele	We examined the vision, values, needs, preferences, behaviours and levels of satisfaction (and dissatisfaction) of the main consumers of education in each country. This included those directly receiving the education service (students and parents) and those that influence the education service (governments, employers and institutions). We looked at the potential procurers of UK services and goods (both national and regional) and where the opportunities to grow or develop new services or goods might be.
Education providers	We looked the current and potential providers of education (Government, national, international (non-UK) private providers, and religious and secular providers (if any) and the goods and services they currently provide along with their strengths, weaknesses, mission, vision, values and goals and their capacity to meet the needs and challenges identified, to see how this compares to the UK. We will also compare international providers of TNE programmes and international schools to see how well they perform in comparison to the UK.
Education context	We examined internal and external factors that may affect the future value of the education market and inhibit or support greater UK engagement. This included looking at current priorities, policies and regulations around education and foreign cooperation and investment including ease of doing business. Any potential changes in regulations or policies, technological disruptions or education market saturation were also examined.
UK offer	We looked at current goods and services being provided in each country by UK education institutions/companies along with any support through ODA (For the three countries that are ODA recipients). We also looked at how the UK and UK education is perceived and what the UK current policies, strengths, programmes, and priorities are which could match with the opportunities identified through the analysis of the market.

Annex C: Opportunity assessment framework

The results presented in the commercial opportunities matrix (page 33) was completed following an analysis of all the evidence collected against the framework below. The evidence for each criterion was reviewed and a score given between 0 and 6. 0 was given where there was no evidence available. The top score in each level was reserved for instances where evidence was most comprehensive and clear.

Factor	Key Question	Response		
		No (Score 0-2)	Maybe (Score 3-4)	Yes (Score 5-6)
Market	Is there a growing submarket to engage in? (demand)	The submarket has reduced or stagnated (5% or less growth) in the past five years.	The submarket has grown slowly in the past five years (5% to 10%).	The submarket has grown rapidly (10%+) in the past five years.
	Is there a potential value in engaging?	The projected value is less than £1 million.	The market is expected to continue to grow with a projected value of between £1 million and £20 million.	The market is expected to continue to grow with a projected value of more than £20 million.
Provision	Are there gaps in the submarket the UK could fill?	There are no gaps in the submarket.	There are gaps in the submarket the UK could fill.	There are clear gaps in the submarket the UK could fill.
Clientele	Are there customers the UK could work with?	There were no obvious customers identified in the submarket.	There are some potential customers identified in the submarket.	There are some clearly identified customers in the submarket.
Competition	Are there others better placed to fill the gaps in the submarket?	There are strong competitors identified in the submarket with a good history and competitive edge.	There are competitors identified in the submarket but on an equal standing with the UK.	There are no other competitors identified in the submarket.
Context	Are there constraints in the submarket which would make engagement challenging?	There are many constraints in the submarket which will make engagement very challenging.	There are some constraints in the submarket which will make engagement challenging but not impossible.	There are a few constraints in the submarket, but these are outweighed by the enablers.

	Do the submarket opportunities align with the host Government's policy and priorities?	The opportunities identified do not align with the host Government's stated priorities.	The opportunities identified align with the host Government's plans for education but are not necessarily a priority.	The opportunities identified align with the host Government's priorities.
	Is the host Government open to foreign support in the submarket?	Host Government does not seem open to foreign investment in the submarket.	Host Government seems open to foreign investment in the submarket although has no clearly stated plans and policies indicating this.	Host Government is open to foreign investment in the submarket and has clearly stated plans and policies indicating this.
UK offer	Does the UK have expertise or a competitive edge in the submarket?	The UK does not currently have a competitive edge in the submarket.	The UK does not currently have a competitive edge but has a history of work in the submarket.	The UK currently has a clear competitive edge in the submarket.
	Is the UK perceived as being a good potential investor?	The UK is not seen as a potential in the submarket.	The UK is not seen as the leading brand in the submarket but as a potential brand.	The UK is seen as the leading brand or one of the leading brands in the submarket.
	Do the opportunities align with UK policy and priorities?	The opportunities identified do not align with UK policies or priorities.	The opportunities identified align mostly with UK priorities.	The opportunities identified are well aligned with UK policies or priorities.

To complete the Opportunities matrix, scores were totalled, and an overall score was given out of 36 using a RAG rating where: **Red** indicates low or limited opportunities, **Amber** indicates reasonable opportunities, worth further investigation and **Green** indicates there are good opportunities for UK engagement. This score was used to complete the matrix.

RAG rating	Overall score	Indicating
Red	0 – 12	Low, limited opportunities and market
Amber	13 – 24	Reasonable opportunities and market, worth more investigation
Green	25 – 36	Good opportunities and market which should be followed up

Annex D: Market Value methodology and assumptions

Higher Education

1. Students from five ASEAN studies studying in the UK

We took the number of students from each of the five ASEAN countries who were studying at a UK university in 2021/22^[1] and compared this with the same data from 2016/17 to see if there was an upwards, downwards or no trend. Based on any trend pattern, we then extrapolated this trend forward to 2030. This led to the following growth assumptions:

Country	Baseline 2022	Conservative growth	Ambitious growth
Indonesia	3,690	Remains at 3,690 through to 2030	Slowly increases to reach 4,500 by 2030
Malaysia	12,135	Downwards trend by 50 students per year to 11,735 by 2030	Remains stable at 12,135 through to 2030
The Philippines	2,480	Increases by 350 per year to reach 5,280 by 2030	As conservative growth until 2024 but increasing by 400 per year from 2025 to reach 5,580 by 2030
Thailand	5,405	Downwards trend by 100 students per year from 2025 to reach 4,805 by 2030	Remains stable at 5,405 through to 2030
Viet Nam	2,660	Remains stable at 2,660 through to 2030	Increases to reach pre-Covid level of 3,860 by 2030

We assumed each student pays an average of £22.2k academic fees per year^[2] and then calculated the monetary value to the UK higher education market as £22.2k x the number of students.

There will also be the added monetary value to the UK of any money those students spend on accommodation, living costs, teaching and learning materials, etc. but as these may be paid privately rather than via a university, these costs have not been included in the market value estimates.

2. Potential share of each ASEAN country's domestic higher education sector that could be provided by UK universities expanding or opening branch campuses or other transnational education (TNE) programmes in country

We looked at the most recent higher education student enrolment numbers and trends and then extrapolated from these to project growth through to 2030. We found data on average fees and calculated overall size of the domestic higher education market (student enrolment x

average fees) and then estimated the UK's share of this market. If there were already figures/estimates for students in UK branch campuses in the country, we have started with these and made assumptions about growth and average student fees to calculate market share estimates.

Country	Baseline data	Conservative growth	Ambitious growth
Indonesia	7.71m (2018) students enrolled in all higher education institutions (public and private)	<ul style="list-style-type: none"> 4% annual growth rate in enrolment Average fees £6k per student Assume UK gets 0.005% of the target market through TNE UK market share is number of students x £6k per student x 0.005% 	<ul style="list-style-type: none"> As conservative growth but assume UK gets 0.006% of the target market through TNE
Malaysia	14k (2022) students enrolled in TNE	<ul style="list-style-type: none"> 2022 baseline takes 12k students from 4 UK branch campuses plus assumes 2k for 5th Assume 1.2k increase in branch campus enrolment per year (based on average size of private university being 1.2k) Assume student fees are £5.5k per year^[3] UK market share is number of students in TNE x £5.5k per student 	<ul style="list-style-type: none"> As conservative growth but assume 1.4k increase in branch campus enrolment per year
The Philippines	90 (2018) students enrolled in TNE	<ul style="list-style-type: none"> Assume 100 by 2022, 200 by 2024 and then annual growth of 100 new students a year to reach 900 by 2030 Assume average fees of £3k per year^[4] UK market share is number of students in TNE x £3k per student 	<ul style="list-style-type: none"> As conservative growth
Thailand	0 (2023) students enrolled in TNE	<ul style="list-style-type: none"> Assume 1 UK branch campus opens every two years from 2025 with each one enrolling 1k students Assume average fees of \$3k per year^[5] UK market share is number of students in TNE x \$3k per 	<ul style="list-style-type: none"> As conservative growth

		student x 0.61 (\$ to £ exchange rate)	
Viet Nam	\$256m (2018) higher education market value ^[6]	<ul style="list-style-type: none"> Projected average 15% year-on-year growth but with more conservative 10% year-on-year growth from 2025 Assume UK could have 25% of TNE/international market; 5% of overall market (based on 20% of the market being private) UK market share is market value x 5% x 0.61 (\$ to £ exchange rate) 	<ul style="list-style-type: none"> As conservative growth but assume projected average 15% year-on-year growth through to 2030

International Schools

We looked at the most recent international private school data (schools and/or student enrolments) and trends and then either extrapolated from these (or made assumptions) to project growth through to 2030. We used data on average fees, overall size of the domestic international private school market (student enrolment x average fees) and then estimated the UK's share of this market.

Country	Baseline number of international schools or students	Conservative growth	Ambitious growth
Indonesia	61,000 students enrolled in international schools (2018)	<ul style="list-style-type: none"> Assume annual enrolment growth of 1,600 students (based on growth rate between 2013 and 2018) Assume 50% UK market share (53% are British in orientation, 61% use British curriculum) Assume annual fees are £10,900 per student UK market value is student enrolment x 50% x £10,900 	<ul style="list-style-type: none"> As conservative growth but assume UK progressively captures 60% of the market by 2030
Malaysia	180 international schools (2020)	<ul style="list-style-type: none"> Assume 10 new schools open per year (slightly lower than past trends given market is sensitive to economic fluctuations) Assume 40% UK market share 	<ul style="list-style-type: none"> As conservative growth but assume 12 new schools open per year (as per last decade) and assume UK has

		<ul style="list-style-type: none"> Assume annual fees of £5k per student and average school size of 750 students^[7] UK market share is number of schools x 40% x 750 x £5k 	50% of market share
The Philippines	30,000 students enrolled in international schools (2022)	<ul style="list-style-type: none"> Assume annual enrolment growth of 1,000 students Assume 25% UK market share Assume annual fees are \$25k^[8] UK market value is student enrolment x 25% x \$25k x 0.61 (\$ to £ exchange rate) 	<ul style="list-style-type: none"> As conservative growth but assume UK market share moves progressively to 30% by 2030
Thailand	162 international schools (2022)	<ul style="list-style-type: none"> Assume 2% year-on-year growth in total number of international schools Assume UK has 25% market share (53% of schools in Bangkok are British in orientation) Assume annual fees of \$10k per student and average of 600 students in a school UK market share is number of schools x 25% x 600 x \$10k x 0.61 (\$ to £ exchange rate) 	<ul style="list-style-type: none"> As conservative growth but assume UK market share is 30%
Viet Nam	72 international schools (2023)	<ul style="list-style-type: none"> Assume 5% annual growth rate in number of private schools Assume 3% UK market share (we know that British curriculum is followed in 8% and English is language of instruction in 70 schools) Assume annual fees around US\$20k, average size of school is 1,000 	<ul style="list-style-type: none"> As conservative growth but assume 5% UK market share

		students and exchange rate of £1 = \$1.35 <ul style="list-style-type: none"> UK market share is 3% x number of schools x 1,000 x \$20k x 0.61 	
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EdTech

Country	Baseline market value	Conservative growth	Ambitious growth
Indonesia	\$112m (2019)	<ul style="list-style-type: none"> Projected 24.9% annual growth rate over next 10 years Assume UK has 5% market share UK market share is market value x 5% x 0.61 (\$ to £ exchange rate) 	<ul style="list-style-type: none"> As conservative growth but assume UK grows its market share progressively to 7.5% by 2030
Viet Nam	\$20.2m (2016)	<ul style="list-style-type: none"> Projected 20% annual growth rate (based on projected growth rate of the e-learning market) Assume UK has 1% market share UK market share is market value x 1% x 0.61 (\$ to £ exchange rate) 	<ul style="list-style-type: none"> As conservative growth but assume UK market share is 1.5%

No data was found on EdTech market value for Malaysia, the Philippines or Thailand.

^[1] <https://www.hesa.ac.uk/data-and-analysis/students/where-from>

^[2] <https://study-uk.britishcouncil.org/moving-uk/cost-studying#>

^[3] <https://www.nottingham.edu.my/Study/Undergraduate-courses/Tuition-fees.aspx>

^[4] <https://www.moneymax.ph/personal-finance/articles/cost-of-education-philippines>

^[5] Assume exchange rate of £1 = \$1.35

^[6] <https://www.technavio.com/report/vietnam-higher-education-market-analysis>

^[7] <https://www.edarabia.com/schools/curr/british/in/malaysia/>

^[8] <https://www.ismanila.org/admissions/school-fees>