

## Submission: Victorian Future Industries International Education

### About Navitas

Navitas Ltd is an Australian global education leader providing pre-university and university programs, higher and vocational education, English language courses, migrant education and settlement services, creative media education, student recruitment, professional development and corporate training services to more than 80,000 students across a network of over 120 colleges and campuses in 27 countries. Navitas listed on the Australian Securities Exchange (ASX) in 2004 and is now an S&P/ASX Top 100 Company, employing more than 5,800 staff globally.

#### General Comments:

Navitas believes an innovative, diverse, globally connected public and private education and training sector is critical to Australia's future prosperity, intellectual capital, social cohesion, and global engagement.

Navitas welcomes the support given by various levels of government to international and transnational education, and the recognition of the contribution the international education sector makes to economies and societies, both in Australia and globally. Navitas supports the development of national, state and territory, and local government strategies and actions that are aligned to ensure *'Australian international education is valued for the benefits it delivers to individuals, communities and economies throughout the world'*<sup>1</sup>.

Navitas has argued in its submission to the Australian Government's draft national strategy for international education that *"...more weight should be given to the profound and irreversible changes occurring, and that will occur, in the delivery of education (both domestic and international) over the coming decade. These changes are being driven by developing and emerging economies, young and ageing populations, geo-political forces, technological advances, and resource, health and environmental issues. Responses to virtually all of these factors require different mindsets, capabilities, and collaborations..."*<sup>2</sup>

Navitas is of the view that the collaboration of all Australian governments within an aligned international education strategic and market development framework will be critical in ensuring the growth and sustainability of Australia's high quality education services.

Navitas commends the Victorian government for its Discussion Paper – **Victoria's Future Industries International Education**. The Paper places 'internationalised' education at the forefront of Victoria's future prosperity, and community, regional and global engagement. It champions many of the elements that are core to a national strategy. *'This means creating a global centre of learning and development excellence, a cohesive education system that relentlessly pursues the best outcomes and opportunities for every learner, regardless of their background or their starting point for learning.'*<sup>3</sup> It envisages Victoria as an 'Education State', where all learners are 'international students' and recognises that international education will require significant changes in delivery, collaboration, outlook and engagement to meet the challenges and opportunities of the coming decades.

Navitas commends the government for making international education one of the six priority sectors for the state and for investing in the sector through the government's Future Industries Fund. We support the government's three current commitments, *'Market development and promotion of Victoria as a quality education provider'*, *'Premium international student experience'* and *'Engagement and Collaboration'*.

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<sup>1</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p 4.

<sup>2</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p 3.

<sup>3</sup> Victoria's Future Industries International Education Discussion Paper, June 2015, p4.

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In the changing global environment of increased competition, continuous change, and new disruptive and innovative delivery models it is essential that the Victorian government works in partnership with educational providers, business and communities.

Navitas is particularly pleased to see initiatives in the Paper to engage with international students, enhance their study experience in Australia and create work experience opportunities including Study Melbourne Internships. We recommend that the government continue its strong support of the Council for International Students Australia, and reach out to international students via agency networks, social platforms, education providers and have a more active role in this initiative.

While exploring new markets and increasing international student market share are key initiatives in the International Education Strategy for Victoria, it is clear that changes in migration and student visa policy have significant impacts (positive and negative) on market growth. We seek a stronger State Government role in advocacy on good policy with the Commonwealth on these issues and other matters central to education becoming Australia's leading export.

## Questions for Stakeholders

### Question 1

Question	How can Victoria draw on the strengths of our international education sector to become the Education State?
Navitas Response	<p><i>'It is clear that on many fronts Australia has been a world leader in the development of the international education industry. However, we need to maintain our vigilance and act to guarantee that our current market position and reputational standing will be maintained.</i></p> <p><i>We are faced with increased competition not only from traditional English speaking destinations such as the USA and the UK, with their historical advantages, but also from other European countries, and emerging regional hubs in Asia, MENA and Latin America. Many of these countries have ambitious growth targets and may offer more relevant experiences for new generations of learners, particularly through strong intercultural experiences, quality infrastructure, new technologies, and government and private sector investment.<sup>4</sup></i></p> <p>The Discussion Paper recognises the opportunities in emerging and developing nations for Australia as a participant in those countries' human capital development agendas and in the enormous growth that is coming in transnational/borderless education.</p> <p>Many providers in Victoria, such as Navitas, have deep multinational experience working in partnership. Government has the ability to bring together organisations (public, private and not-for-profit) that are investing in innovation, entrepreneurship, new technologies, and/or harnessing the benefits of scale, cross-industry and cross-border collaborations of mutual benefit, to share ideas and new ways of collaborating.</p> <p>Navitas further believes there is merit in:</p> <ul style="list-style-type: none"> <li>• The Victorian government working with Victorian education providers (from all sectors), businesses and business groups, local councils, community associations and the Commonwealth government on a series of coordinated</li> </ul>

<sup>4</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p 2.

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communication campaigns to educate Australian society about the benefits and realities of international education and international students, and the value of an 'internationalised' and globally connected Australia.

- Greater involvement of CISA in government (state, local and federal) planning forums through government, industry and provider initiatives and support (in-kind and financial.)
- Government supporting Victorian education providers (from all sectors) to market more collaboratively under the 'Study Melbourne' brand (and perhaps a 'Study Melbourne Plus' brand that is a gateway to regional Victoria). 'Study Adelaide', 'Study Brisbane' and 'Perth - the Education City' are all examples of successful state promotions under a unified brand. We support the government providing unified and up-to-date promotional content and material on Victoria's strength for education providers' use.
- Government is uniquely placed to drive greater collaboration between the international education and tourism sectors, which would strengthen the attractiveness of both.
- Stronger planning and activities between government, providers and business to promote the success of international student alumni in their home countries and Victoria as the 'Education State'.
- The Victorian government playing an active role in contributing to, and participating in, the Australian International Education 2025 ten-year market development strategy that is currently being developed.

## Question 2

**Question** How can Victoria capitalise and respond to market opportunities for online learning and technology solutions to enhance our international education position?

**Navitas Response** *'Digital technologies are critical in enhancing the student experience in 'classrooms', during the student journey from pre-departure to graduation and beyond, as alumni and globally mobile workers. 'International' students of the future are likely to want a truly global experience where, for example, their course blends interactive online learning with a range of immersive in-country on-campus experiences, with work placement as part of the mix. This requires collaboration between educational organisations, industry groups, employers and governments across different countries.*

*While continued research and support into good practice in new 'modes of delivery' and 'online' is to be supported, new digital business models in education have the potential to disrupt the sector and leave Australian education at a disadvantage. Digital technologies are driving systemic changes to educational delivery, business and operating models, and engagement with learners. These changes will open new markets, for example in niche industry training, professional development and*

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*postgraduate education.*

*We need to be looking outside the sector to other industries and their experience of digital disruption and be collaborating with the technology industry...<sup>5</sup>*

The Victorian government could be well-positioned to work with education providers and the technology industry to develop Victoria as innovation state for developing and utilising digital technologies in the enhancement of the learner 'life-cycle', whether in Australia, offshore or online delivery. One example could be in developing an online pre-departure orientation program for studying in the Education State.

### Question 3

Question

How can Victoria capitalise on market opportunities such as short course programs, summer schools, executive education and consultancy projects (both on and off shore)?

The Australian government's 10-year market development strategy, AIE 2025, will require collaboration across all governments. The Victoria government could lead and/or participate in scoping studies of market demand, on and offshore and online, for short course programs, summer schools, executive education and consultancy projects. Government could also identify investors interested in developing these growth opportunities.

The government undertaking a project to identify current offerings across sectors in Victoria and promote these in a range of ways, including through the Education Services Managers. Further, Education Services Managers are in a position to identify potential partnerships with reputable, established overseas providers/consultancies operating in this space.

The government can also use its position to bring together education providers and businesses/Chambers of Commerce to develop tailored executive education offerings suited to offshore markets.

### Question 4

Question

What are the specific market development opportunities for the various sub-sectors of international education (i.e. schools, English language, VET, undergraduate and postgraduate/research)?

Navitas Response

Navitas anticipates that the Australian government's 10-year market development strategy, AIE 2025, will identify specific market development opportunities for all of the sub-sectors of international education. It will provide the necessary framework for identifying, prioritising and supporting growth opportunities. It is critical that the Victoria government is active in helping to shape and in using the strategy. Research into gaps in demand and supply in various sub-sectors of international education in target countries is key to investigating specific market development opportunities in these programs.

<sup>5</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p 14.

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The Schools sector is clearly one where there is increasing demand and scope for expansion, especially offshore. Haileybury School's entry into the China market is a great example of entrepreneurship and strategy<sup>6</sup>, with flow on benefits to the VET and higher education sectors.

### Question 5

Question	Which new markets should be prioritised in the government's market development activity and how should we prioritise efforts between these high-potential markets and traditional markets?
Navitas Response	<p><i>"...most developing and emerging countries have a gap between demand and supply for tertiary education, with domestic tertiary education infrastructure not equipped to meet growth trends. This is also the case with workplace training and re-skilling. Governments send their people overseas for education so that they can gain high level qualifications and skills, and better understand and engage with developed countries. However their largest investment is in internal structural and systemic change. The focus is on national human capital building strategies and targets, which increasingly involve utilising consortia and providers of external training and education from a range of sectors to develop a foundation of expertise on which to grow their economies and their international competitiveness. Governments and businesses are actively seeking partnerships and collaborations with educational providers who can equip their populations with the skills and know-how to build competitive economies and globally engaged societies.</i></p> <p><i>There is a clear shift occurring in international education away from one-way international student recruitment, perceived as primarily benefitting the receiving country, to mutually beneficial<sup>7</sup>, two-way long-term and trusted collaborations with emerging and developing countries that serve their national priorities. For example, a long history of delivering quality education outcomes in Australia for students from a number of countries in the Middle East was an important factor in Navitas English winning a major tender in 2013 with the Omani Ministry of Defence to provide English language training to prepare military cadets and service personnel to undertake trade, specialist, undergraduate and post-graduate engineering programs at the Sultanate's newly established Military Technological College.</i></p> <p><i>The countries, education systems, consortia and individual providers that demonstrate their commitment to building in-country human capital and capacity of emerging and developing nations will also be the countries that will benefit from increasing inward-bound student mobility.<sup>8</sup></i></p> <p>New markets where there is a significant gap in demand and supply of programs and where Victorian providers have strong comparative advantages should be prioritised in the government's market development activity.</p> <p>Two approaches to new markets are geographic and demographic. Geographically, there is clear market potential in South America and the Middle East and North Africa – for inward bound and transnational/borderless education. In the Asia-Pacific high-</p>

<sup>6</sup> Dwyer, N, "Abandoning the body count: one school's strategy to embed its IP in China. A case study", Australia Week in China, Austrade, April 2014

<sup>7</sup> Nelson Mandela Bay Global Dialogue Declaration on the Future of Internationalisation of Higher Education <http://www.ieaa.org.au/documents/item/208>

<sup>8</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p.3

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potential markets Vietnam and India require attention, while maintaining enrolments from traditional markets such as China, Korea, Indonesia and Hong Kong.

A demographic market approach, again for borderless/transnational education and for inward bound, could target the 'non-traditional' learner, e.g. mature age learners seeking continuing professional education and workforce re-skilling, or an older demographic focused on travel and short course/lifelong learning programs.

Volunteer work could be promoted more in markets with Working Holiday visa arrangements.

As well as promotion of Victorian education services government has a role in supporting agreements and policies that facilitate trade in services.

### Question 6

**Question** Given the diverse range of higher education courses, delivery modes and student cohorts, what should the future mix of Victoria's higher education exports look like?

**Navitas Response** Navitas supports a responsive, agile, innovative and diverse education and research 'ecosystem' that offers high quality formal and informal 'internationalised' knowledge and skills-based courses that are delivered to, and valued by learners, globally. Navitas supports a greater focus on transnational education that makes more effective use of digital technologies.

*'...Navitas is of the view that specific strategies to stimulate and incubate innovation, particularly with respect to emerging technologies, and the development of entrepreneurship and intrapreneurship<sup>9</sup> are required.*

*Navitas also notes that many of the strategies are directed at the level of the individual institution. While we are strongly supportive of Australian institutions having 'the freedom to set their own strategic directions, build on their strengths and drive excellence' Navitas believes that the coming decade in internationalisation of education will increasingly see education, particularly offshore, delivered at scale through collaborations, consortia and partnerships.<sup>10</sup>*

<sup>9</sup> Intrapreneur - a person who while remaining within a larger organisation uses entrepreneurial skills to develop a new product or line of business as a subsidiary of the organisation

<sup>10</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p.3

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### Question 7

Question	How can government and institutions work collectively to support international research engagement?
Navitas Response	<p>Navitas supports increased investment in research, and stronger linkages between providers, industry and the state government across both teaching and research. While universities will have the strongest contribution to make in relation to supporting international research engagement Navitas offers two suggestions:</p> <ul style="list-style-type: none"> <li>• There is currently a strong move towards higher education community engagement (for example the UCEC2015 conference<sup>11</sup>). Increased government engagement with education institutions (both public and private) to ensure that opportunities for research engagement (as well as other opportunities) are communicated effectively and promptly to institutions, especially in relation to research from regional Victoria and research linked to the Asia-Pacific.</li> <li>• Government sponsoring PhD research scholarships in areas of research required by Victoria would draw high quality international students to the state.</li> </ul>

### Question 8

Question	How can Victoria gain a greater market share (including growing the non-student visa market) from diverse student cohorts and build capacity in our English Language training sector?
Navitas Response	<p>Changes in migration and student visa policy have significant impacts (positive and negative) on market growth. Navitas would support a stronger Victorian government role in advocating and influencing good policy with the Commonwealth on these issues, specifically:</p> <ul style="list-style-type: none"> <li>• Reducing visa cost and processing times. Availability and/or extension of more electronic visa opportunities would be attractive.</li> <li>• Encouraging the Commonwealth Government to extend Working Holiday visas to more countries (where reciprocity is possible) whereby students can study English for up to one year.</li> <li>• Including an ELICOS component, with choice of length of study, in the Working Holiday Maker Program</li> <li>• Providing marketing support to education providers who promote Working Holiday Maker Programs and supporting employers who employ travelers on Working Holiday visas</li> <li>• Allocating funding to support Victorian teachers across all education sectors to gain qualifications in teaching English as a second language (TESOL)</li> </ul>

<sup>11</sup> <http://ucec2015.com/>

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### Question 9

Question	How will online and offshore models impact the future of Victoria's international education sector and what is the role of government in supporting this growth?
Navitas Response	<p>Australia is not a well prepared as it needs to be to meet the <i>'profound and irreversible changes occurring, and that will occur, in the delivery of education (both domestic and international) over the coming decade. These changes are being driven by developing and emerging economies, young and ageing populations, geo-political forces, technological advances, and resource, health and environmental issues. Responses to virtually all of these factors require different mindsets, capabilities, and collaborations.... [We need to] improve our capabilities and capacities through innovation, entrepreneurship, new technologies, investment, harnessing of scale, and cross-industry and cross-border collaborations of mutual benefit.'</i></p> <p><i>'Digital technologies are critical in enhancing the student experience in 'classrooms', during the student journey from pre-departure to graduation and beyond, as alumni and globally mobile workers. 'International' students of the future are likely to want a truly global experience where, for example, their course blends interactive online learning with a range of immersive in-country on-campus experiences, with work placement as part of the mix. This requires collaboration between educational organisations, industry groups, employers and governments across different countries.</i></p> <p><i>While continued research and support into good practice in new 'modes of delivery' and 'online' is to be supported, new digital business models in education have the potential to disrupt the sector and leave Australian education at a disadvantage. Digital technologies are driving systemic changes to educational delivery, business and operating models, and engagement with learners. These changes will open new markets, for example in niche industry training, professional development and postgraduate education.'</i><sup>12</sup></p> <p>It is critical that all Australian governments work together, within a national strategic framework with educational institutions to identify, support and promote successful models for online and offshore delivery. Currently, there seems to be a lack of knowledge about and recognition of good practice in the delivery of these programs.</p>

### Question 10

Question	In what training fields are VET providers predicting strong demand for onshore education?
Navitas Response	Health, allied health and social assistance, professional, scientific and technical services, education and training, creative industries

<sup>12</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, pp. 14-15

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### Question 11

Question	How can the VET sector better participate in the growing transnational education market?
Navitas Response	<p>The Australian government’s 10-year market development strategy, AIE 2025, will provide the framework and much of the market intelligence for transnational VET opportunities. The Victoria government could lead and/or participate in scoping studies of market demand, offshore and online. A major challenge is to find ways of offering courses for which there is clear demand for quality Australian programs in developing and emerging economies, but at a greatly reduced cost. Modularised, targeted short courses focused on immediate skills needs are likely to be most relevant.</p> <p>Government could:</p> <ul style="list-style-type: none"> <li>• Identify human capital development project and investors interested in developing these growth opportunities</li> <li>• Work more closely with institutions to identify, support and promote successful models for transnational and borderless education</li> <li>• Bring together education providers and businesses/chambers of commerce to develop tailored executive education offerings suited to offshore markets</li> </ul>

### Question 12

Question	What are the opportunities for the secondary schools sector in attracting more international students and in enabling stronger pathways to higher education in the state (including the delivery of VCE offshore)?
Navitas Response	<p>Refer to Question 4 and the Haileybury School initiative. It is important for schools to work more closely with VET and HE institutions to promote continuity of education from secondary to post-secondary education. From discussion, schools are keen to do this but do not always get cooperation from post-secondary sector. The government could facilitate this.</p> <ul style="list-style-type: none"> <li>• Collaboration between State Government and schools in overseas promotional activities to increase awareness and attract more international students to the secondary school sector.</li> <li>• State Government representation in overseas promotional events to raise profile of the Victorian school sector.</li> </ul>

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### Question 13

Question	How can we address supply side challenges relating to: increasing the number of places within the school system, expanding English language provision and exploring new models of student accommodation? What new ways of working will be required?
Navitas Response	<p>Navitas commends Victorian governments for the planning and actions that have resulted in Melbourne being perceived as one of the world’s most livable cities and stresses the importance of this comparative advantage in attracting international students to the state. That said, Victoria will need to continue to invest in maintaining this advantage. Navitas’ submission to the Commonwealth stressed the importance of improving accommodation options for international students.</p> <p><i>'The successful provision of affordable, high quality student accommodation will require a multifaceted approach by education providers, federal, state and local governments and investors (Australian and international). Specific areas that require addressing include:</i></p> <ul style="list-style-type: none"> <li>• <i>Supporting low income housing initiatives specifically in locations proximate to campus locations;</i></li> <li>• <i>Reviewing and implementing planning regulations that support the specific requirements of student accommodation property developments;</i></li> <li>• <i>Reviewing relevant tenancy acts to optimise the private supply of student accommodation rentals to an agreed standard for students;</i></li> <li>• <i>Ensuring State Government policies are supportive of, and do not differentiate against, the interest of international students;</i></li> <li>• <i>Ensuring the identification and enforcement of student accommodation regulation has as its underlying objective the support of students and the international student market; and</i></li> <li>• <i>Developing an industry-based system of accreditation for student accommodation supported by access to relevant information for international and domestic students and encompassing an associated complaint and follow-up mechanism.</i><sup>13</sup></li> </ul> <ul style="list-style-type: none"> <li>• Greater promotion of regional Victoria as a study destination. For example, Deakin College, in partnership with Deakin University is a significant provider of international education in regional Victoria. We have 2 campuses in Geelong (Waurm Ponds and Waterfront campuses) with a strong international student community on campus.</li> <li>• Government taking a strong role in advocating collaboration and consortia between education providers, between providers and business, between providers and investors, between providers and innovators/entrepreneurs with the aim of increasing scope, scale and efficiencies.</li> </ul>

<sup>13</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p 12.

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### Question 14

Question	What is regional Victoria's distinctive value proposition as a provider of international education and how can we market this better to prospective international students and offshore governments and industry?
Navitas Response	<p>Regional Victoria offers distinctive and more community-focused experiences for international students. The strong links of regional schools with local university and higher education campuses and TAFE institutes provide good transition supports to students. We suggest the State Government to consider a regional Victoria specific marketing strategy and to provide promotional materials for overseas promotion. There would be value in advocating to the Commonwealth Government on extra points to be offered for skilled visa under GSM program to draw interest in exploration the benefit and niche experience in studying in regional Victoria.</p> <p>Whereas regional centres can offer many benefits, it is essential that information is provided so that students know they are going to be in a regional centre and not in Melbourne.</p> <p>Greater collaboration between education and tourism to promote regional Victoria and the industries and courses specifically based in the regions, for example wine making, particularly if linked to part-time work opportunities.</p>

### Question 15

Question	How could we support international secondary school students to choose regional Victoria?
Navitas Response	Government working with regional education providers on a regional Victoria specific marketing strategy and providing promotional materials for schools in overseas media and government channels. The Geelong community may offer some insights into effective strategies.

### Question 16

Question	Victorian institutions and governments have been leaders in student experience initiatives; how do we stay ahead of the pack?
Navitas Response	<p>Victorian has a number of comparative advantages in international education, both in the quality and breadth of provision, and in the city of Melbourne, which is ranked one of the most livable in the world however it is critical to ensure that we continue to keep pace with the initiatives being offered by other countries and cities.</p> <p>Some suggestions for government:</p> <ul style="list-style-type: none"> <li>• Undertake a stock-take of what student initiatives are successful or have been successful and focus energies and investment on those. Utilise the insights and advice of CISA and local community groups in this process.</li> <li>• Offer more volunteer work opportunities for students to mix with local</li> </ul>

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	<p>Victorians and learn from one another</p> <ul style="list-style-type: none"> <li>• Promote Victoria as a multicultural society and engage its migrant and refugee populations in the development of international education strategies and initiatives.</li> <li>• Analyse research findings in new and effective student experience initiatives applied in various countries that can assist Victorian institutions to stay ahead</li> <li>• Increase cross provider and CISA input into issues impacting international student wellbeing, such as accommodation, part-time work and graduate employment opportunities, health, transport and safety</li> <li>• Providing more public transport concession options for students, i.e. beyond the half price annual pass, with higher subsidies to make international students feel welcome, even for programs with shorter duration. Concessions on a par with domestic students would not only be equitable, but might also assist in alleviating housing pressures and safety concerns where students travel at night for part-time work.</li> <li>• Work more collaborately with local councils and business chambers, for example in creating and promoting part-time and volunteer jobs and in circulation of an on-line magazine similar to MELD .</li> <li>• Apps for hand-held devices would provide easily accessed important and relevant information – pre, during, and post study in Victoria.</li> </ul>
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### Question 17

Question	Given the consistent feedback that more international students would like to socialise with local students and communities, what innovative approaches and stakeholders can be engaged to facilitate this?
Navitas Response	<p>It is critical to raise the profile of Australia internationally as a welcoming, high quality study destination. Specifically international students need to know that Australia, from the Prime Minister to the person on the street, wants to welcome them to our country and will value them. An Australia-wide campaign, actively supported by Victoria, should also raise awareness that Australia is a leading supporter and contributor to the internationalisation of education, as well as the role international education plays in developing economies and societies, both in Australia and globally.</p> <p>A change in our use of language may be timely; moving away from talking about 'international' and 'domestic' students and using the more inclusive generic term 'students'. For example, a 'champion <u>all</u> students' campaign where Victorian communities become advocates for the benefits international and domestic students bring to their towns, regions and cities.</p> <p>Some suggestions are:</p> <ul style="list-style-type: none"> <li>• The government to seek institutions to provide details of strategies that they implement to provide opportunities for and encourage international students to socialise. This would be particularly important for VET, where anecdotally there are fewer opportunities than in the other sectors</li> <li>• There is great value to Victoria in promoting its multicultural society and engaging</li> </ul>

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migrant and refugee populations in the development of international education strategies and initiatives.

- Greater involvement of Tourism Victoria, community and sporting associations, and private agencies which organise social gatherings.
- Government departments and education institutions providing more resources to international student groups to organise and run activities, e.g. volunteer work, dance, drama etc., with domestic students. These organisations would organise together with locals. This would lead to skills development for employability for international and domestic students, both of whom would be embedded in the process as well as the outcome.
- Government continuing to organise international student events to promote the benefits of international students brought to the community and enhance socialisation of local communities with international students. Expand International Student Awards to encourage local education/service providers and businesses/industry providing WIL and employment opportunities to participate. Awards could be presented during visits from overseas government officials where the receiving student(s) are from those countries.

### Question 18

**Question** How can government’s approach to positioning Victoria as both an international education centre and tourism destination be enhanced?

**Navitas Response** Government should support and coordinate initiatives that build stronger links between these two industry sectors. For example,

- Tourism Victoria participating in international education promotional activities overseas and vice versa. Build on the close links already established between Education and Tourism industries to support school educational camps
- Encouraging international education providers to implement student engagement programs that incorporate “study tours” to popular tourist destinations and regional centres
- Involvement of indigenous communities around Melbourne and in regional areas would be of interest to many overseas visitors and students.

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### Question 19

Question	How can Victoria better leverage its extensive alumni of international graduates to build profile and generate increasing economic activity particularly in trade and investment?
Navitas Response	<p><i>'Navitas strongly supports the development of a whole-of-government alumni engagement strategy, which includes targeted alumni activities at overseas posts. Such a strategy should include alumni from TNE activities and those in-country students accessing Australian education online.'</i><sup>14</sup></p> <p>Some suggestions for Victoria are:</p> <ul style="list-style-type: none"> <li>• A strong focus on improving the student experience of international students, on and off campus, while they are studying will strengthen their connections to, and their advocacy of, Victoria as a study destination and future economic/political engagement.</li> <li>• Coordinated strategy to optimise promotion of graduation ceremonies overseas, on social media, newspapers and on TV overseas and using successful alumni as Victorian education ambassadors.</li> <li>• Supporting institutions to engage and train alumni in mentoring programs. On-line mentoring by alumni of newly arrived international students would promote Victoria by word of mouth.</li> <li>• Taking a more active role in promoting Post Study Work visas to businesses and by increasing government's participation in the scheme.</li> <li>• Transferring study and work skills to students' countries and a better understanding of these skills amongst their employers would help alumni.</li> </ul>

### Question 20

Question	In the face of increasing local and global competition for specialist skills and talent, how can Victoria attract and retain global talent in areas of high value to the Victorian economy?
Navitas Response	<ul style="list-style-type: none"> <li>• The Victorian Government providing incentives to attract global talent by facilitating employment options and opportunities in Victoria</li> <li>• Working with the Commonwealth Government to provide increased temporary resident visas for graduates who are needed, and are suitable, for the Victorian economy</li> <li>• Improving linkages between employment/employers by making it easier to find practicum placements and volunteer work in the field of study of students' choices</li> <li>• Promoting volunteer opportunities that familiarise international students and graduates with Victorian workplace culture and Australian communities.</li> </ul>

<sup>14</sup> Navitas submission on the Draft National Strategy for International Education, May 2015, p.9

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### Question 21

Question	How can we support growth in outbound students programs for Victoria's secondary and tertiary students?
Navitas Response	<p>Learners with a global mindset will seek outbound programs. Navitas stresses the importance of internationalising curricula across all education sectors and promoting the benefits of diversity and different cultural perspectives through positive community campaigns.</p> <p>Some suggestions for Victoria are:</p> <ul style="list-style-type: none"> <li>• Promoting and funding support for languages other than English as foundation skills for participating in the global economy.</li> <li>• Promoting and supporting the New Colombo Plan scheme and advocating to the Commonwealth Government on extending the scheme to beyond the universities and the higher education sector. Victoria could also consider creating a fund to provide more monetary support for Victorian students not able to access other schemes.</li> <li>• Campaigns that link outbound mobility and international engagement of domestic students to better jobs and better opportunities for Australian domestic students</li> <li>• Providing education providers with presentation and promotional material to education providers and coordinating a student ambassador program for mobility programs.</li> </ul>

### Question 22

Question	The Commonwealth Government hold important levers in supporting our global competitiveness. What are the most important areas of reform and action that the Commonwealth Government should take to best support growth in international education in Victoria?
Navitas Response	<p>It is clear that changes in migration and student visa policy have significant impacts (positive and negative) on market growth. Navitas would support a stronger Victorian government role in advocating and influencing good policy with the Commonwealth on these issues, specifically:</p> <ul style="list-style-type: none"> <li>• Visa costs and processing issues, including those related to non-competitive fees and inconsistent application of Genuine Temporary Entrant criteria.</li> <li>• The Commonwealth Government should swiftly and strictly deal with visa breaches reported by institutions.</li> <li>• It is critical to raise the profile of Australia internationally as a welcoming, high quality study destination. Specifically international students need to know that Australia, from the Prime Minister to the person on the street, wants to welcome them to our country and will value them. Potential international students and their families reading much of the media commentary and statements by influential individuals and bodies see Australia as unwelcoming.</li> </ul>

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- Post study work rights could be increased and strengthened by the Commonwealth Government.
- General awareness about international students could be strengthened around the community.

### Question 23

Question	Given their broad responsibilities, what are the top three areas where closer collaboration between state and local government will deliver maximum gain for international education?
Navitas Response	<ul style="list-style-type: none"> <li>• Navitas is of the view that the collaboration of all Australian governments within an aligned international education strategic and market development framework will be critical in ensuring the growth and sustainability of Australia’s high quality education services. Currently there is a sense of competition amongst the parts rather than a focus on collaboration and support to grow the whole. The Australian government’s 10-year market development strategy, AIE 2025, will require collaboration across all governments.</li> <li>• Collaborate to raise the profile of Australia internationally as a welcoming, high quality study destination. Specifically international students need to know that Australia, from the Prime Minister to the person on the street, wants to welcome them to our country and will value them. The campaign should also raise awareness that Australia is a leading supporter and contributor to the internationalisation of education, as well as the role international education plays in developing economies and societies, both in Australia and globally.</li> <li>• Bring together organisations (public, private and not-for-profit) that are investing in innovation, entrepreneurship, new technologies, and/or harnessing the benefits of scale, cross-industry and cross-border collaborations of mutual benefit, to share ideas and new ways of collaborating.</li> </ul>

### Question 24

Question	What are the opportunities for closer engagement with business and industry as partners in the sector’s growth and sustainability?
Navitas Response	<p>Government could support better integration of international education with industry – and promote programs that offer more practical on-the-job learning in Victoria. Close engagement with business and industry is essential for good graduate outcomes of all students.</p> <p>Some suggestions for Victoria are:</p> <ul style="list-style-type: none"> <li>• Practicum placements for on the job training in the field of study of the students</li> <li>• Job creation is vital for graduates in the fields of their study</li> <li>• Research opportunities should be created and/or increased</li> </ul>

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### Other Comments

Navitas Response	
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