

Experience Gold Coast

Objective 1

1. Are there further reforms governments should consider that will improve the quality and integrity of the sector?

To further enhance quality and integrity, we recommend:

1. Strengthening and enhancing the Genuine Student requirement: The Genuine Student requirement, which mandates international students to demonstrate how their chosen course aligns with their future employability prospects in their home countries, presents an inherent inconsistency with Australia's marketing and recruitment efforts as a study destination. These efforts often highlight post-study work rights, skills migration pathways, and opportunities for international students to continue their journey in Australia upon completing their studies. This disconnect can frustrate potential international students and hinder Australia's ability to attract the right talent to contribute to its skilled workforce and economic growth.

To address this inconsistency and enhance the quality and integrity of the International Education and Training (IET) sector, Experience Gold Coast proposes a multi-faceted approach: Firstly, align the Genuine Student requirement with Australia's broader value proposition by acknowledging the potential for international students to contribute to the Australian workforce and economy through post-study opportunities, while still maintaining the requirement's core purpose of ensuring students' genuine intent to study. Secondly, provide clear and consistent messaging across all recruitment channels, transparently communicating the various pathways available to international students upon completing their studies, including post-study work rights and skilled migration options.

Furthermore, ensure that the assessment of the Genuine Student requirement considers the global mobility of talent and the potential for international students to contribute to Australia's skilled workforce, particularly in areas of skills shortages, while still prioritising their primary intention to study and acquire knowledge.

Finally, establish a transparent appeals process for visa rejections related to the Genuine Student requirement, allowing applicants to challenge decisions and provide additional supporting documentation, ensuring fairness and due process.

2. Enhancing the "Working with Children Check" (WWCC) or Blue Card services in Queensland to implement stricter regulations for cardholders reported for violations or failing to ensure the full safety of students and children in their care. This will strengthen safeguards and promote a secure environment for international students, particularly minors we choose to homestay as their accommodation option.

3. Regulating services that support the education industry, such as homestays and study tour operators, is imperative, particularly considering that there is currently no regulatory body overseeing homestay provider services. This sector provides essential services to a vulnerable cohort of young international students. Therefore, it's crucial to implement mechanisms to penalise non-compliant providers, enhancing quality assurance.

4. Creating a government framework dedicated to identifying and preventing scams targeting international students. These scams not only exploit students financially but also diminish from their overall experience in Australia. By establishing a proactive measure, we can promote the safety and well-being of international students in the country.

5. Establishing a centralised complaints and grievance mechanism for international students to report issues, ensuring accessibility for regional students. This will provide a streamlined channel for students to voice concerns and promote accountability and responsiveness from education providers.

By implementing these recommendations, the government can further strengthen the quality and integrity of the international education sector, fostering a safe, supportive, and enriching environment for students, particularly in regional areas like the Gold Coast.

2. What more can providers do to improve the integrity of the international education sector?

Experience Gold Coast recommends that education providers in the region can enhance the integrity of the international education sector by taking the following measures:

1. Adopting transparent and ethical recruitment practices, stringently vetting education agents and third-party representatives. This includes conducting thorough due diligence, ensuring compliance with relevant regulations, and maintaining open communication channels with agents to uphold ethical standards throughout the recruitment process.
2. Continued investment into comprehensive support services tailored to the unique needs of regional international students, such as accommodation assistance, mental health resources, and career guidance. By providing a robust support system, providers can ensure a positive student experience, promote student well-being, and facilitate successful academic and professional outcomes.
3. Actively engaging with local industry partners to ensure curriculum relevance and alignment with the Gold Coast's workforce needs. This collaboration will help providers design and deliver programs that equip international students with the skills and knowledge required to contribute to the region's economic growth and meet the demands of local employers.
4. Continuously collaborating and benchmarking courses with global needs and counterparts to ensure curricula align with workplace needs in students' home countries and enhance their employability worldwide. This measure will contribute to the Gold Coast's and Australia's competitiveness in the international education sector, fostering research partnerships, hands-on training, and teaching excellence.
5. Implementing robust quality assurance mechanisms, including regular program reviews, student feedback systems, and continuous improvement processes. This proactive approach will ensure that educational offerings maintain high standards, remain relevant, and adapt to evolving industry and student needs.
6. Fostering a culture of academic integrity by implementing strict policies against academic misconduct, plagiarism, and other forms of academic dishonesty. This commitment to upholding ethical standards will safeguard the reputation and credibility of the international education sector in the Gold Coast region.
7. Promoting diversity, inclusivity, and cross-cultural understanding within the institution and the broader community. This effort will create an inclusive and welcoming environment for international students, facilitating their successful integration and enriching the cultural fabric of the region.

By implementing these measures, education providers in the Gold Coast region can actively contribute to enhancing the integrity, quality, and reputation of the international education sector, while simultaneously supporting the region's economic and social development.

Objective 2

1. What factors should inform government's approach to allocating international student enrolments across sectors, providers, and locations in Australia?

In determining the allocation of international student enrolments, the following factors should be considered for regional cities like the Gold Coast:

- **Caps are an unnecessary measure:** The Department of Home Affairs have already pulled a number of levers to significantly slow down the arrival of international students and therefore a further step of applying caps is unnecessary. In addition, the simple act of announcing potential caps has already had the affect of slowing down the application rate. Imposing caps will do long-term, irreparable damage to a sector that offers immense social and economic benefits to Australia.
- **Domestic versus international percentage:** For the Higher Education sector, a proportional allocation that mandates a maximum of 30% of the cohort to be international is a reasonable approach to sustainable growth.
- **Regional economic priorities and workforce needs:** If caps are applied, enrolment allocations should align with the specific economic priorities and workforce requirements of regional areas such as the Gold Coast, ensuring a balanced distribution across urban and regional locations. This approach will support the development of skilled talent pools tailored to the unique needs of regional economies, such as the visitor economy, which is a significant driver of the Gold Coast's prosperity.
- **Alignment with local industry demands:** Allocations should consider the Gold Coast's specific industry demands, such as tourism, hospitality, healthcare and construction. This alignment will ensure that international students are equipped with the relevant skills and knowledge to contribute to these key industries, addressing critical workforce shortages and supporting the region's economic growth.
- **Capacity and infrastructure of regional providers:** The allocation process should take into account the existing capacity and infrastructure of regional education providers, including accommodation, support services, and teaching facilities. However, it is important to note that regional cities like the Gold Coast have significant potential for growth and expansion if supported by appropriate mechanisms and government assistance.

While the current infrastructure may have limitations, regional areas can accommodate an increased influx of international students with the right investments and support measures. For instance, the government could provide funding or incentives to facilitate the construction of additional student accommodation facilities, addressing the potential shortage of housing options in regional areas.

Furthermore, the government could invest in enhancing transportation infrastructure, such as improving public transportation networks, building new roads, or upgrading existing ones. This would not only facilitate easier access to educational institutions but also contribute to the overall liveability and attractiveness of regional cities like the Gold Coast for international students.

- **Diversity of source countries:** Promoting cultural diversity within regional communities should be a guiding factor in enrolment allocations. The Gold Coast is already known for its diverse student community, which enriches the cultural fabric of the region. To enhance this further, it is crucial to ensure parity in how the government views source markets. Allocations should be based on student merits and adherence to visa requirements, rather than prioritising or discriminating against students based on their passport or country of origin. This approach will promote a fair and inclusive system, ensuring that students from all backgrounds have equal opportunities to study in Australia, regardless of whether they come from Level 1 markets like many European countries or Level 3 countries in regions like Southeast Asia or Africa.
- **Jobs and Skills Australia's Core Skills Occupation List:** Aligning enrolment allocations with the Core Skills Occupation List can help address critical skills shortages in regional areas like the Gold Coast, particularly in industries such as tourism, hospitality, healthcare and construction.
- **Collaboration with local stakeholders:** Engaging with local industry, community organisations, and educational institutions in the allocation process can provide valuable insights into the specific needs and

priorities of regional areas like the Gold Coast. This collaborative approach will ensure that enrolment allocations are tailored to the unique contexts of each region, fostering a sense of ownership and commitment among local stakeholders.

By considering these factors, the government can develop a nuanced and context-specific approach to allocating international student enrolments, supporting the growth and development of regional areas like the Gold Coast while promoting a diverse and globally competitive education sector across Australia.

2. What considerations for government should inform the overall level of international students in Australia?

In determining the overall level of international students in Australia, the following considerations should inform the government's approach:

1. **Capacity of Education Providers:** It is crucial to ensure that education providers have the capacity to maintain quality standards and provide adequate support services to international students. This includes considerations such as classroom sizes, student-to-faculty ratios, accommodation availability, and access to essential resources.
2. **Regional Economic Development and Job Creation:** International students contribute significantly to regional economic development through their expenditure on tuition fees, accommodation, and living expenses. This influx of revenue supports job creation and economic growth in various sectors, including education, hospitality, retail, and services. Offering incentives to attract students to regional locations need to continue to be a priority.
3. **Housing and Community Integration:** The Gold Coast boasts a thriving homestay culture and diverse housing options, coupled with a welcoming community atmosphere. These factors create an attractive environment for international students, facilitating their integration and enhancing their overall experience. A data driven policy framework is critical to ensure that assumptions aren't made about the extent to which the international student market relies on the general rental market.
4. **International Student Fees Subsidise Domestic Tuition Fees:** International student fees play a crucial role in subsidising the cost of domestic student tuition. A decrease in international student numbers could potentially lead to an increase in domestic student fees, impacting accessibility and affordability of tertiary and higher education for domestic students, particularly for marginalised Australians.
5. **International Student Contribution to Visitor Economy:** Beyond its direct economic impact, international education significantly boosts tourism, especially in regions like the Gold Coast. Graduations, family visits, and student travel during breaks all add substantial value to the domestic tourism sector, enriching local economies and supporting the broader visitor economy.
6. **Research Capacity and Innovation:** International student fees contribute significantly to funding research, partnerships, and collaborations not just within the higher education sector, but across various fields of innovation, science, and technology. A reduction in international student numbers could hinder Australia's capacity for cutting-edge research, development, and technological advancements, undermining the country's global competitiveness beyond just the higher education landscape.

Universities play a pivotal role in driving innovation through research and development activities, often in collaboration with industry partners. The revenue generated from international student enrolments provides crucial funding for these endeavours, enabling institutions to invest in state-of-the-art facilities, attract top researchers, and pursue groundbreaking projects.

Furthermore, international students themselves contribute to the research ecosystem, bringing diverse perspectives, cultural insights, and unique experiences that can spark innovative ideas and solutions. Their involvement in research projects and collaborations fosters cross-cultural exchange and knowledge sharing, which are essential for addressing global challenges and driving scientific progress.

Consequently, a reduction in international student numbers could potentially stifle Australia's ability to remain at the forefront of innovation, science, and technology, ultimately impacting its global competitiveness across various sectors and industries that rely on research and development.

7. **Workforce Needs and Skills Shortages:** International students can help address specific workforce needs and skills shortages in key Gold Coast industries like tourism, hospitality, healthcare, and construction. As the Gold Coast grows and prepares for major projects like the 2032 Olympics, the demand for skilled workers rises. Aligning international student enrolments with skills gaps ensures a steady talent supply, supporting economic development and major upcoming projects. This approach boosts key industries' growth and the region's economic prosperity. Increasing international student numbers will help meet the demand for skilled workers, benefiting both the event's success and the local community's long-term development.

By considering these factors, the government can strike a balance between attracting and retaining international students, supporting regional economic development, and ensuring the sustainability and quality of Australia's education sector, particularly in regional areas like the Gold Coast.

3. How will this approach to managing the system affect individual providers?

A managed approach to international student enrolments requires clear communication and robust support for education providers.

The student recruitment cycle is more often than not a very protracted process taking up to 18 months from the time a student makes contact, assesses their options, applies for and secures a visa and commences their course. Therefore, timing of the implementation of any kind of control measures need take into account the fact that the students scheduled to commence their studies in 2025 will have already been recruited by September 2024. It is extremely challenging for providers to continue their current operations not knowing what restrictions might be in place for 2025.

In regional cities such as the Gold Coast, many small private Registered Training Organisations (RTOs) are often family-owned and have limited resources. This approach will significantly impact these smaller VET providers. Experience Gold Coast urges the government to consider their unique challenges and implement support measures, such as financial assistance, training, and resources to help them adapt to changes in enrolment numbers without compromising education quality.

The proposed "fit and proper provider test" poses significant administrative, financial, and operational challenges for VET providers, particularly smaller RTOs. Gathering extensive documentation, undergoing background checks, and demonstrating compliance can be time-consuming, resource-intensive, and costly, potentially straining budgets and impacting financial stability.

If the criteria are perceived as excessively stringent or unfair, it may lead to discontent, a lack of trust among providers, and a contentious relationship between regulators and the sector, undermining the regulatory framework's credibility. While the intent is to ensure high standards, overly burdensome requirements may reduce the number of providers, and limit student options.

Impact on Vocational Education and Training (VET) and Registered Training Organisations (RTOs):

- Enrolment caps or restrictions could disproportionately impact smaller RTOs with limited course offerings, making them vulnerable to financial instability.
- The stringent "fit and proper" provider test and enhanced scrutiny on education agents could create additional compliance burdens for RTOs with limited resources.
- RTOs may face challenges in adapting to the new regulatory environment, with cash flows issues causing businesses to close down.

- Providers in oversupplied or low-priority areas may face enrolment restrictions, impacting their financial viability.

Operationalising the Framework for RTOs:

- Provide clear guidance and support resources to assist RTOs in understanding and complying with the new regulations and enrolment management processes.
- Offer transition periods or temporary exemptions to allow RTOs time to adjust their business models and operations to the new requirements.
- Implement a risk-based approach to regulatory oversight, focusing on high-risk providers while minimising unnecessary burdens on compliant RTOs.

Impact on Universities:

- Enrolment limits at provider/course level could disrupt universities' recruitment strategies and revenue models, undermining autonomy and planning.
- Restrictions on enrolments from certain countries due to over-reliance concerns may hinder universities' efforts to cultivate a truly diverse international student community.
- Imposing limits on course offerings and enrolments could constrain universities' agility to respond swiftly to evolving market demands, global trends in higher education, and emerging fields of study. This rigidity risks stifling innovation and diminishing Australia's competitiveness in attracting international talent.

Addressing Impacts on Higher Education / Universities:

- Conduct a comprehensive assessment of each university's reliance on international student revenue streams in relation to domestic student enrolments, considering the diversity of international source markets.
- Engage in transparent and collaborative consultations with universities to gain insights into their unique contexts, challenges, and concerns regarding the managed approach.
- Develop a clear, objective and data-driven methodology for determining enrolment limits that accounts for institutional capacity, program quality metrics, alignment with national/regional skills priorities, and global competitiveness factors.
- Provide universities with ample lead time and transition periods to adjust their international recruitment strategies, academic planning, resource allocation, and diversification efforts.

Developing flexible policies for gradual cap adjustments will give smaller providers time to adapt, ensuring their sustainability and growth while maintaining access to quality education in regional areas. These measures will help the growth of regional education providers and contributing to the local economy.

4. Should sectors other than higher education and vocational education and training, such as schools, ELICOS and non-award be included in approaches to manage the system for sustainable growth?

Experience Gold Coast recommends excluding sectors such as ELICOS (English Language Intensive Courses for Overseas Students), schools, and non-award programs from the proposed managed approach and strategies for sustainable growth in international education.

5. How should government determine which courses are best aligned to Australia's skills needs?

To effectively determine course alignment with skills needs, the government should adopt a collaborative and evidence-based approach that involves:

1. Conducting regular labour market analyses and comprehensive skills gap assessments in consultation with regional stakeholders, such as Experience Gold Coast, the Regional Development Authority (RDA), and the City of Gold Coast (COGC) Economic Development team. These local entities possess invaluable insights into the region's economic landscape, industry trends, and workforce requirements, enabling informed decision-making.
2. Prioritising courses that directly address identified skills shortages and emerging workforce demands in key sectors driving the Gold Coast's economy, such as healthcare, tourism, hospitality and construction. This targeted approach will ensure that educational offerings align with the region's strategic priorities and contribute to building a skilled talent pool to support sustainable economic growth.
3. Encouraging and incentivising regional education providers to actively collaborate with local industry partners in the design and delivery of curricula. This industry-academia collaboration will ensure that course content remains relevant, practical, and aligned with the evolving needs of employers, equipping graduates with the skills and knowledge valued by potential employers.
4. Fostering public-private partnerships by creating incentives and frameworks that encourage collaborations between local industries and educational institutions. These partnerships can lead to the development of tailored training programs, internships, and employment opportunities for students, providing them with valuable hands-on experience and clear pathways into the workforce, while simultaneously addressing the skills gaps and workforce needs of the local community.
5. Ensuring that course alignment decisions are industry-led and evidence-based, drawing upon comprehensive labour market data, skills forecasting, and direct input from industry representatives and subject matter experts. This approach will ensure that educational offerings remain responsive to real-world demands and contribute to the development of a future-ready workforce.

By adopting these measures, the government can foster a collaborative ecosystem where regional stakeholders, industry partners, and educational institutions work in tandem to align course offerings with the Gold Coast's specific skills needs. This collaborative approach will not only enhance the relevance and quality of international education but also contribute to the region's economic competitiveness, talent development, and overall prosperity.

6. How should government implement a link between the number of international students and an increased supply of student housing?

It is inaccurate to assume that the current housing shortage is attributable to the influx of international students. Students are not traditionally attracted to residential housing accommodation, preferring more convenient and affordable options such as room share or homestay. Further considerations include:

1. It is simply not viable to expect the private vocational sector to invest in student accommodation. These providers often don't operate at scale and service the market by providing niche course offerings. Many do operate homestay services and this could be assessable as a way of meeting an accommodation supply objective.
2. Provide incentives to private investors for developing purpose-built student accommodation (PBSA) on the Gold Coast. This could include tax incentives, infrastructure discounts, streamlined approval processes, or public-private partnerships to encourage investment and enhance the appeal of PBSA projects, particularly in high-demand areas near educational institutions.
3. Explore innovative housing models that cater to the unique needs of regional students, such as co-living arrangements, mixed-use developments, and public-private partnerships. These models could combine student accommodation with affordable housing options for key workers in industries like healthcare, hospitality, and tourism, addressing the broader housing shortage while providing flexible and cost-effective living solutions.

4. Encourage the development of "build-to-rent" housing projects that can serve as transitional accommodation for both students and workers. These developments could offer basic amenities and shared living spaces, providing affordable housing options that can be easily adapted to accommodate different groups, including international students and temporary workers.

5. Incentivise the inclusion of student housing components within larger mixed-use developments, such as residential complexes or commercial projects. This approach can help integrate student housing into the broader community, fostering social cohesion and providing convenient access to amenities and services.

By implementing a combination of these measures, the government can foster a diverse range of housing options tailored to the needs of international students, while also addressing the broader housing challenges faced by growing cities like the Gold Coast. This proactive approach will not only support the growth of the international education sector but also contribute to the overall liveability and attractiveness of the region for students, workers, and residents alike.

7. What transition arrangements would support the implementation of a new approach?

To ensure a smooth and effective transition to the new IET framework, the following arrangements should be considered for regional areas:

1. **Visa Application Clarity:** Addressing concerns regarding visa rejections and processing delays is essential for the successful implementation of a managed approach to International Education and Training (IET). Experience Gold Coast recommends providing clear and transparent guidelines for visa applications to mitigate the uncertainty surrounding regulations. This will help restore confidence in the visa application process, which is crucial for attracting and retaining international students.

Currently, there are inconsistent visa processing and rejection guidelines across different source markets, leading to confusion and unpredictability for both students and education providers. These inconsistencies make it challenging for providers to navigate the visa processing and admission requirement, particularly when they lack specific guidelines that were available in previous years. The uncertainty around rules and requirements not only affects the application success rate but also deters prospective students from choosing Australia as their study destination.

Clear guidelines and efficient processing can significantly enhance the attractiveness of studying in Australia, ultimately supporting the goals of the managed approach to IET. It is vital to standardise the visa processing rules across different markets and IET sectors, and provide comprehensive, updated guidelines to all providers, ensuring they can effectively support their students through the visa application process.

2. **Phased Implementation:** Adopt a phased implementation approach over a reasonable timeframe to allow regional education providers and stakeholders sufficient time to adapt to the new regulations and requirements. A gradual rollout will enable institutions to make necessary adjustments to their operations, policies, and processes without disrupting ongoing activities.

3. **Clear Communication and Consultation:** Maintain clear and transparent communication channels with impacted providers, including regional and peak bodies like Experience Gold Coast throughout the implementation process. Engage in regular consultations to understand the unique challenges faced by regional providers, address concerns, and ensure stakeholder buy-in and support for the new framework.

4. **Guidance and Support Resources:** Provide comprehensive guidance and support resources to assist regional providers in aligning their practices with the new framework. This could include detailed guidelines, training sessions, and dedicated support personnel to address queries and offer practical assistance.

5. Temporary Measures and Exemptions: Implement temporary measures or exemptions for regional providers or smaller Registered Training Organisations (RTOs) that may be significantly impacted by the new regulations. This will allow them additional time to adapt their business models and operations without compromising their financial viability or quality of education.

6. Ongoing Monitoring and Evaluation: Establish a robust monitoring and evaluation process that actively involves regional stakeholders, such as Experience Gold Coast and local industry representatives. This collaborative approach will enable the identification and timely resolution of any unintended consequences or challenges arising from the implementation of the new framework in regional areas.

By implementing these transition arrangements, the government can facilitate a smooth and inclusive implementation of the new IET framework, ensuring that regional education providers and stakeholders are well-prepared and supported throughout the process. This approach will not only minimise disruptions but also foster a collaborative and responsive environment, ultimately contributing to the long-term success and sustainability of the international education sector in regional areas like the Gold Coast.

Objective 3

1. What are the barriers to growth in offshore and transnational delivery of Australian education and training?

The global demand for high-quality education is ever-increasing, and Australian educational institutions have a significant opportunity to expand their reach through offshore and transnational delivery. However, the following barriers hinder the growth and success of these initiatives.

Quality Assurance

Ensuring the quality of education delivery and maintaining the reputation of Australian education abroad is paramount. The challenges in this domain are multifaceted:

- **Qualified local staff:** Recruiting and retaining qualified local educators who meet Australian standards can be difficult. There is a need for comprehensive training programs to bridge any gaps in teaching methodologies and educational philosophies.
- **Consistent student support services:** Providing robust student support services, including academic advising, mental health support, and career counselling, requires significant resources and infrastructure.
- **Resource-intensive monitoring and evaluation:** Continuous monitoring and evaluation of offshore programs are crucial for maintaining quality.

Regulatory Challenges

Navigating the complex regulatory environments of different countries presents significant challenges:

- **Lengthy approval processes:** Each country has its own regulatory framework for education, often involving lengthy and cumbersome approval processes.
- **Local accreditation:** Obtaining local accreditation is often challenging and time-consuming. This process may require substantial modifications to the curricula to align with the specific standards and requirements of the host country.

Financial Implications

The financial implications of establishing and maintaining offshore campuses or partnerships are considerable:

- **Infrastructure costs:** Setting up campuses abroad involves significant investments in infrastructure, including buildings, laboratories, libraries, and other facilities.
- **Staffing expense:** Recruiting, training, and retaining staff both locally and from Australia add to the financial burden. Competitive salaries, benefits, and professional development opportunities are essential to attract and retain high-quality educators.

Operational Management

Managing operations across different time zones and cultural contexts adds layers of complexity:

- **Administrative coordination:** Effective administration requires seamless coordination between the home campus in Australia and the offshore locations.
- **Time zone differences:** Coordinating activities across different time zones can be challenging. Effective use of technology, such as virtual meetings and communication tools, can help bridge this gap.

Local and International Competition

The landscape of international education is highly competitive:

- **Local providers:** Local education providers often have a better understanding of the cultural and regulatory context, making it easier for them to attract students.
- **International competitors:** Other international education providers, including those from the United States, United Kingdom, and Canada, are also vying for the same student pool.

Political and Economic Factors

Political instability and economic conditions in some regions can pose risks:

- **Political instability:** Regions experiencing political unrest can disrupt educational operations and pose safety risks for students and staff. Developing comprehensive risk management plans and establishing clear protocols for emergency situations are essential.
- **Economic conditions:** Economic downturns can affect the affordability of education for students and the financial viability of institutions.
- **Government policies:** Changes in government policies, such as visa regulations and education funding, can impact the operations of offshore campuses. Engaging with policymakers and staying abreast of policy changes can help institutions adapt proactively.

Technological Barriers

Inadequate technological infrastructure in some regions can hinder education delivery:

- **Internet:** Reliable internet connectivity is essential for online and blended learning models. Partnering with local technology providers and investing in infrastructure can improve connectivity.
- **Technological resources:** Providing access to technological resources, such as computers, software, and online libraries, is essential for a quality education experience.

Conclusion

The offshore and transnational delivery of Australian education and training presents significant opportunities for growth and global impact. By addressing the above-mentioned barriers, Australian institutions can enhance their global presence and continue to provide high-quality education that meets the diverse needs of students worldwide.

2. Where can government direct effort to support transnational education?

The government can help Australian educational institutions overcome the barriers to successful transnational education delivery by focusing on regulatory support, financial incentives, fostering bilateral agreements, cultural and language training, and technological infrastructure.

Regulatory Support

One of the most significant challenges faced by Australian institutions in expanding their transnational education offerings is navigating the complex regulatory environments of host countries. Simplifying these processes can greatly enhance the feasibility of establishing and maintaining offshore programs.

- **Centralised regulatory platform:** Establishing a centralised platform where institutions can access all necessary regulatory information and updates for different countries can streamline the compliance process.
- **Streamlined approval processes:** The government should negotiate mutual recognition agreements with key countries to ease the regulatory burden on Australian institutions. These agreements would allow for faster approvals and reduce the need for institutions to navigate multiple regulatory frameworks.
- **Regulatory guidance and support:** Providing comprehensive guidance and support to institutions on navigating foreign regulatory landscapes can also be beneficial. This could include detailed resources, training sessions, and dedicated advisory teams to assist institutions in understanding and complying with local regulations.

Financial Incentives

Financial constraints are a major barrier to the expansion of transnational education. The government can play a crucial role in providing financial incentives and support to institutions venturing into offshore education programs.

- **Pilot programs:** Providing funding for pilot programs can allow institutions to test the viability of their transnational education initiatives. Successful pilots can then be scaled up with further investment, reducing the financial risks associated with new ventures.
- **Tax incentives:** Implementing tax incentives for institutions investing in transnational education can encourage more institutions to explore and establish offshore programs.
- **Partnerships:** Funding for partnerships with local institutions in host countries can facilitate resource sharing, joint program development, and collaborative research initiatives. These partnerships can enhance the quality and reach of Australian education abroad.

Cultural and Language Training

Effective transnational education requires a deep understanding of local cultural contexts and language proficiency. The government can support institutions in providing comprehensive cultural and language training for educators and administrators.

- **Cultural competency training:** Providing cultural competency training for educators and administrators can enhance their ability to understand and adapt to local cultural contexts. This training can cover topics such as communication styles and expectations.
- **Language support:** Offering language support can help educators and administrators develop proficiency in the local language, facilitating more effective communication and teaching.
- **Local cultural integration:** Encouraging educators and administrators to actively engage with the local culture through community involvement and cultural exchange activities can enhance their understanding and appreciation of the host country.

Technological Infrastructure

The government can provide funding and resources to support the development and adaptation of digital learning materials.

- Digital learning materials: Funding the development of digital learning materials that can be easily adapted to different educational contexts and languages is crucial.
- Online learning platforms: Supporting the development and maintenance of online learning platforms can facilitate the delivery of education across borders.
- Training in digital literacy: Offering training programs in digital literacy for educators and students can enhance their ability to effectively use technology in education.
- Research and Innovation: Investing in research and innovation in educational technology can drive the development of new tools and solutions for transnational education.

Conclusion

Supporting the growth and success of transnational education requires a comprehensive and strategic approach. This submission calls for the commitment and collaboration of relevant stakeholders to address the abovementioned key areas and unlock the full potential of transnational education for the benefit of students, educators, institutions, and wider communities worldwide.