

Q20.

# Australian Strategy for International Education consultation submission

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Q1. Name \*

Marcelo Salas

Q2. Organisation \*

Australia Latin America Business Council

Q3. Occupation/role at the organisation (if applicable)

Peak industry Association growing the business links between Australia and Latin America

Q4. Contact email address \*

[REDACTED]

Q5. Contact phone number

Q6. 1 - What do you see as the key priorities for a new Australian strategy for international education? [limit to 500 words]

First of all, the Australian offer of higher education would have to be closely aligned with the international education policies and the future demand for upskilling the labour force, in each of the main target countries. This might have changed as a result of the big impact that COVID-19 had in the region, changing not only government education policies, reallocation of resources, but also the priorities of the students themselves and their families. The sector should be unpacking the needs of prospective (and current) Latam students as these are often quite different to that of other markets. Our impression, as a result of our permanent interactions with Latin American students is that they are not as interested in online education. The social aspect, the improved experience in Australia and many other factors will help strengthen the national brand. Visas and Local opportunities: •A stronger focus on the nexus between international education and skilled migration to capitalise on the depth of talent in Latin America. This also applies to the large number of Latin American students that are already in Australia, looking for Post-Study work visas, Business Talent Visa, Business Innovation and Investment Visa, or the Global Talent Visa. To offer this visa options, will help students from Latin America with pathways to permanent residency.

Q7. 2 - Students should be at the centre of the new Strategy. How can Australian education providers deliver the best possible student experience both now and in the future? [limit to 500 words]

- Working with Government and peak industry accreditation bodies to simplify the two-way transfer of HE credentials (e.g. Extension of Washington Accord - currently only Costa Rica and Peru are full signatories. Chile and Mexico are provisional).
  - o Validation of Secondary degrees that would allow easy transition to higher Education in Australia.
  - o Alumni engagement strategy in particular for higher education.
  - o Potential for deepen the research engagement in the region with industry and government.
- Increase the use of programmes such as IB or similar, that can be completed in LATAM and enable to pursue further studies directly. This will allow Australian Universities to have a wider range of students that can apply
- Validation of degrees to facilitate exchange between regions
  - o More exchange programs
  - o Double degrees
  - o Lifting the requirements to do an exam to “certify” yourself in a given field, for example engineering, law, medicine, architecture, etc
  - o Preferential recruitment for those who have studied in Australia with a streamline career path
  - o Internships while in Australia with the view to hire in LATAM upon return.
  - o Set up of excellence centres across LATAM/Australia through joint University programs, particularly those in common industries (Resources, Agriculture, etc).

Q8. 3 - What changes are needed to make Australia more globally competitive over the next decade? [limit to 500 words]

N/A

Q22. 3.1 - Policy and regulatory flexibility are important in enabling providers to innovate. How can we utilise these settings to pursue opportunities, and in what other ways can we work together to ensure Australia remains globally competitive? [limit to 500 words]

Q21.  
4 - How can providers, governments and stakeholders work together to achieve diversification opportunities (for example of disciplines, source countries, study destinations and delivery models)? [limit to 500 words]

Q9.

5 - What are the necessary skills for the future that students should be prepared for? [limit to 500 words]

Q10.

5.1 - How can Australia improve employability outcomes for international students, ensuring students have the necessary the skills to compete in a globally competitive labour market? [limit to 500 words]

Q11.

6 - How do we create a uniquely Australian education experience? [limit to 500 words]

Q12.

6.1 - What is our value proposition for both international and domestic students? [limit to 500 words]

Q13.

6.2 - How do we offer an Australian education experience while complementing the value of Australian offshore and online education? [limit to 500 words]

N/A

Q14.

7 - What else should the Council for International Education and the Australian Government consider in developing a new strategy? [limit to 500 words]

Connection with Industry. We have also identified the need for industry connections/collaboration to feature more prominently in the Australian education proposition. Moving forward this needs to be further developed and highlighted as one of the key Unique Selling Proposition for the Higher Education sector. • Leverage existing and grow new industry partnerships in Latin America to support overseas placements. This should be coupled with improved government funding for domestic students for use in regions outside of the Asia Pacific (i.e. expanded New Colombo funding). This is critical in profile raising, improving cultural competencies and showcasing Australia's commitment to the region. • Government led industry partnerships to improve graduate employment opportunities for students wishing to return after graduation or required to return home if sponsored by home government or due to financial loan stipulations. • University and Government early engagement with up and coming industries.

Q15.

8 - Do you have any additional comments or feedback to share?

ALABC: Our value proposition Enhanced access, connectivity, visibility for Latin American students t: ALABC provides Australian and other educational institutions enhanced access, connectivity and visibility to potential partners and clients in Latin America. Several universities and other higher education institutions are Patron and Large Corporate members of ALABC. As such they are eligible to receive the full benefits of membership (including access to members-only information and resources, members directory, networking opportunities, newsletter and attendance at all ALABC events). These institutions can also register an unlimited number of individual students from Latin America or Australia with interest in Latin America, as members of ALABC for 12 months. This is recommended for students that are in their last year of studies. This will give students access to all the benefits under the University's membership umbrella as well as complimentary tickets to particular events where students will be asked to provide voluntary support for ALABC activities. Benefits: Through ALABC membership, educational institutions can access channels of communications with industry, key stakeholders and high-level decision makers in the Australia-Latin America business community. The records and capacities of individual institutions can also be promoted at ALABC events and through ALABC newsletters and social media posts to Australian and Latin American constituencies. This will help develop an extensive network for the students themselves to benefit from networking together.

1. ALABC In-country workplace projects: ALABC would like to offer the possibility of Latin American students receiving academic credit for in-country work on behalf of ALABC members not yet actively engaged in the region. ALABC could help arrange for students, as part of their degree, to work on and receive academic credit for consulting projects for Australian companies interested in growing business in Latin America but not yet actively engaged there. Such projects could range from studies of export potential for SMEs, to setting up an international franchise, evaluating alternative market entry strategies, identifying potential distribution networks in Latin America, to assessing the feasibility of establishing a manufacturing plant in the region. Their scope would need to be agreed between the company and the student or a small team of students (and approved by the university). They would generally focus on the potential opportunities in a particular Latin American market taking into account the operating environment (the political and economic framework, laws, regulations and standards), a review of the market (competitors, customers, channels, potential partners) and options for market entry. Implementation would also be determined jointly by the parties to clarify expectations, timeframes, operational arrangements and monitoring procedures. Where appropriate students may engage with individual contacts recommended by the company or academic supervisors as well (subject to the views of Austrade) as representatives in the field. Students would undertake projects on a no fee basis. Throughout the project-also when on location-they will be assisted by academic staff with extensive consulting experience and will have access to data and online library resources of industry and country reports. They would also be responsible for transport and accommodation although, subject to the availability of resources, they could be subsidized by the company or the university. This is recommended for students going back to their countries of origin. Students that stay in Australia could also do consulting work for Latin American SMEs interested in learning about their market opportunities in Australia. The target country will be pre-selected on the basis of a number of criteria: 1. Interest in the Australia business community to explore more opportunities in the selected country. 2. A network, a culture and language that are familiar to the student so that the challenge is stretching those resources and offer a great opportunity for our members to tap into this local knowledge. Benefits: Students would gain practical experience, exposure to professionals in the target country, academic credit for work related to their area of expertise, and the potential for future work opportunities with the requesting company. For their part companies would obtain research and analysis of the market potential for its products or services in particular Latin American markets, as well as access to a network of contacts and the local knowledge provided by the student. There is also an opportunity to share and leverage ALABC's industry networks with universities in order to increase research opportunities for them e.g. research projects and staff mobility.

2. Internships/Volunteer experience in Australia ALABC provides the opportunity for Latin American students to gain work experience in Australia with its members. This could potentially include Australian students completing internships in Latin America. ALABC and its private sector members are committed to assist students from Latin American countries to gain experience from work-based projects related to their courses, improve their professional skills and better understand Australia's business culture and practices while they undergo their studies. Through internships and voluntary work experience in Australian private sector companies that operate in Latin America students could complement their academic programs. ALABC is well placed to identify among its members and stakeholders companies willing to host and mentor student interns. Drawing on this data it could liaise with universities and other educational institutions to match a company's needs with an individual student's skills and expertise. Separately, subject to the availability of resources, there may be the possibility of creating internships within ALABC. Benefits: Students and their educational institutions would gain from hands-on exposure to Australian professionals, technologies and business culture. Industry would benefit from connectivity with young professionals eager to learn and, looking ahead, likely to be future commercial, economic and policy leaders in their home countries.

3. Tailor-made events with Universities: ALABC supports engagement by universities in forums with Australian and Latin American partners to promote their respective interests and capacities and explore opportunities for future collaboration. There is untapped potential for cooperation and collaboration by universities and other educational institutions with Latin American countries in education, research and advanced technologies in areas beyond the traditional sectors such as mining and energy, agriculture and training. Without prejudice to engagement on developments in traditional sectors, ALABC members are increasingly interested in exchanging experiences on advances and opportunities in Latin America in the digital economy (eg. Fintech, AgTech, Regtech, MedTech), health services, medicinal cannabis and water management. There is also value in drawing on the experience in Latin America in shaping public policy on such thematic issues as sustainability, innovation and entrepreneurship. To raise visibility of developments in new and emerging sectors in Latin America, ALABC plans a series of events during 2021-2022 for its members which it will seek to partner with universities and research centres, by co-branding and providing an opportunity for academics to speak at the events. It will build on the experience of recent conferences on the Lithium Value Chain with the support of QUT and the Future of Fintech in Latin America. ALABC has a strategic partnership with the University of Queensland in the UQ Latin American Colloquium, attended by the Latin American Ambassadors and closing with the ALABC Brisbane Annual Dinner. ALABC would like to encourage Universities in other States or Regions to replicate this model to promote academic, training and business opportunities between Australia and Latin America to a broader audience. Benefits: Universities can benefit from engagement with non-traditional partners and being better informed about technical, commercial and scientific developments and opportunities in Latin America which in turn assists with exposure to ALABC network. ALABC benefits from drawing on the expertise of scholars and academics from Australia and Latin America on new technologies, emerging sectors, the social and economic impact of technological disruption.

4. Integration of education in the supply chain of industries in Latin America: ALABC facilitates the matching of skills gaps in the Latin American private sector with the training capabilities of Australian universities and other educational institutions. Members of ALABC which are actively involved in Latin America are well placed to engage with the public and private sectors of the region to identify skills gaps and training needs in the countries where they operate. For their part, Australian universities and other educational institutions have the capacity and experience to offer existing or tailor-made courses to interested Latin American companies and public sector entities to help meet those gaps. ALABC is a logical medium to match the needs of the region and the resources of Australian institutions to integrate education in the supply chain of industries and services in Latin America. Benefits: Universities and other educational institutions would have a clearer understanding of where, and to what extent, skills gaps and training needs exist in Latin American countries and, therefore, which markets to target.

6.-Visibility: ALABC offers very effective channels of communications with industry, key stakeholder and high-level decision makers within the Australia Latin America business community. This is important to disseminate valuable insights and context in Latin America and could be promoted at ALABC events, Newsletters and social media communications. This would assist Universities obtain greater exposure and public awareness for its engagement with Latin America across a range of areas.

Q19.

If you wish to upload a document to support your submission, including a document answering the discussion questions, please upload it here.

Q16.

Do you give the Department of Education, Skills and Employment permission to publish your submission on its website? \*

- Yes – publish my submission with my name
- Yes – but keep my name anonymous
- No – don't publish my submission