Aim of this Action Plan
As soon as practicable, South Australia should achieve a target of 64,500 international students studying in SA, a 10% market share for international students based on national figures to the end of 2015.
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Background

The South Australian Government’s Economic Priority Number 4, the ‘Knowledge State’, includes the objective of increasing the number of international students studying in South Australia from 28,300 in 2013 (baseline) to 35,500 in 2017. This equates to a market share of approximately 5% (See Appendix A).

If South Australia was to achieve a market share based on its population share of 7.2%, this would equate to 46,500 international students, a significant increase on the existing target of 35,500. Achieving market share is not a particularly ambitious target given the economic challenges faced by the State. If South Australia was to seek to outperform its average and achieve a target of 10% market share, this would equate to 64,518 students studying in SA.

Access Economics previously estimated that each additional student generates approximately 0.29 in FTE jobs. If the target of 10% (64,518 students) were achieved this would equate to approximately an additional 8,400 jobs for South Australians above the existing target.

International education has become South Australia’s fourth largest export - reaching an estimated $1.13 billion in 2014/2015 (Australian Bureau of Statistics).

This is the highest ever export value for international education and represents significant growth from the $1.06 billion in the previous year. Of the total export value, 48% is spent on fees to education institutions and 52% on living costs leading to jobs in a range of service and retail industries. Further information detailing current market shares is provided in Appendix A, and a competitor analysis is provided in Appendix B.
Execution

Cabinet has determined under machinery of Government changes that responsibility for growing the number of international students in SA would be allocated to the Minister for Trade and Investment. Staff within agencies previously dealing with international student attraction now report to a new Minister for International Student matters including elements within The Department of Education and Child Development, TAFE, Scope Global and the Department of State Development.

Under this Action Plan, agencies will be required to work more closely together with a business development focus designed to grow student numbers. Agencies will have revised Key Performance Indicators which will be measured and reviewed. Cooperation and interaction with the University sector and the private education sector including VET will be improved. Some relocation of personnel may be required to build new structures to focus the whole of Government effort at growing SA’s share of international students.

**Actions will concentrate on growing student numbers with individual agencies retaining responsibility for the quality of the education product and for certain administrative functions relating to students.**
A wide range of organisations are active in international student activities, recruitment and management.

**Department of State Development (DSD)**

DSD staff comprises 6.5 FTEs. This covers both International Education and Higher Education, with staff working across both portfolio areas.

The South Australian Government’s role in international education to date has been to provide financial support for destination marketing activities, to ensure that a policy environment is created in which all education sectors thrive and grow their international student numbers, and where international students can have a positive student experience. Increasingly, the Government is considering new initiatives to support the growth of international students including accommodation and student placements as outlined in the Destination Adelaide policy.

In order to achieve the Destination Adelaide target of 35,500 international students by 2017, the International and Higher Education Directorate works to facilitate co-operation that supports achievement of its objectives with the State’s higher education providers and strategic partners in key international destinations. The Directorate seeks to advance co-operation amongst stakeholders, enhance inter-governmental relations and provide policy advice on developments in the higher education sector both nationally and internationally. The Directorate administers the legislation for the state’s universities; provides key policy advice on tertiary education to the Minister for Higher Education and Skills; supports the Premier’s Higher Education Committee; and administers a diverse range of scholarships and other programs to assist in education exchange.

DSD provides co-ordination across government to deliver programs and policies that support student achievement and mobility in higher education, and the global exchange of knowledge. DSD supports the SA Government’s Economic Priorities 4 and 9 and the Premier’s Higher Education Committee (PHEC). The PHEC has identified a number of key issues such as affordable student accommodation, internships and placements.
StudyAdelaide

StudyAdelaide currently receives 60% ($2 million) of its funding from government (including from DECD and TAFE SA), with the remaining 40% predominately made up of membership, sponsorship and grant funding (e.g. Export Market Development Grants or EMDG). There are approximately 40 members of StudyAdelaide across varying funding levels, including private schools, VET providers and the private universities.

StudyAdelaide promotes Adelaide as an international study destination with two clear mandates – destination marketing and student engagement - both supporting the recruitment activities of South Australia’s education institutions. Key activities include:

• Maintaining StudyAdelaide.com as a leading destination website to promote Adelaide and deliver student enquiries to StudyAdelaide members
• Development of marketing collateral
• Digital marketing campaigns in key international markets (including China, India, Malaysia, Vietnam and Hong Kong)
• Education agent training and engagement activities in key international markets, including familiarisations to Adelaide
• Dedicated events for onshore students
• Welcome program for newly arriving students

Schools

The Department of Education and Child Development’s International Education Services (IES) is responsible for providing leadership in all aspects of the development and management of international education in South Australian government schools. This includes promoting South Australian government schools and the South Australian education system in selected overseas markets; placing full-fee-paying international students and study tour groups in accredited South Australian government schools; and arranging customised adult training programs, quality assuring schools and homestay providers and managing business agreements with education agents.
TAFESA

The TAFE SA International Student Unit is part of the Business Development and Regions structure and provides professional services in international student marketing, recruitment, admissions, finance, student support and ESOS compliance. The unit supports TAFESA in its endeavour to be recognised as a South Australian leader in the delivery of high quality, applied education for international students.

The unit has a key administrative function in the management and support of International Students holding student visas.

This includes admissions and matters related to student visas and immigration. The unit provides these centralised services:

- Application & Admission processing
- Academic & Pastoral referrals
- Payment/Refund of fees
- Student & Agent enquiries
- Support & Advice on ESOS/CRICOS matters
- Student Visa enquiries

Universities

The State’s universities have dedicated international recruitment offices and staff and exhaustive web based support information.

The University of Adelaide’s International Office (under the Deputy Vice Chancellor International) incorporates:

- International Student Recruitment and Admissions
- The International Student Centre (specialised support services)
- The Global Engagement Office - responsibilities including assessment and processing of international student applications, marketing, managing international representatives network and support services for international students (orientation, visa, medical, accommodation).
Universities (cont.)

Flinders University’s International Student Services under the Pro Vice Chancellor (International) is the first point of contact for international students and offers a range of programs and student services (orientation, accommodation, visa requirements).

The University of South Australia’s UniSA International (under the Provost and Chief Academic Officer with the DVC for International and Advancement still responsible for Government interface) is responsible for providing support services for international students including arrival, visa Information, pathways finances and Student Health Cover.

In addition to the three public Universities there are also 13 private Higher Education institutions operating in South Australia including:

<table>
<thead>
<tr>
<th>Adelaide College of Ministries</th>
<th>Australian College of Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Institute of Business</td>
<td>Carnegie Mellon University</td>
</tr>
<tr>
<td>Educational Enterprises Australia</td>
<td>International College of Hotel Management</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>Educational Enterprises Australia</td>
</tr>
<tr>
<td>International College of Hotel Management</td>
<td>Kaplan Business School</td>
</tr>
<tr>
<td>Le Cordon Bleu Australia</td>
<td>South Australian Institute of Business and Technology</td>
</tr>
<tr>
<td>Tabor College</td>
<td>Torrens University Australia</td>
</tr>
<tr>
<td>University College London</td>
<td>University of Divinity</td>
</tr>
</tbody>
</table>

Private Vocational Education Providers

There are 34 private vocational education providers currently registered to provide vocational education to international students accounting for approximately 75% of SA international VET students.

The peak body for these providers is the Australian Council for Private Education and Training (ACPET).
The priority tasks to increase international student numbers are outlined in the Destination Adelaide plan. This is the State’s blueprint for attracting international students to Adelaide as well as supporting those in the research and education fields to engage profitably in South Australia’s priority international markets.

Destination Adelaide is an overarching document supporting education and training providers’ institutional-based strategies.

The Destination Adelaide Plan was developed cooperatively with the sector and has four strategic goals:

- Growing SA’s International Education Footprint
- Enhancing the Student Experience
- Supporting the International Student Sector
- Promoting Adelaide – Australia’s Premier Learning City

An implementation plan has been cooperatively developed detailing the initiatives, activities, responsibility and outcomes under each of these four strategic goals.

The outcomes listed in this implementation plan can only be achieved through genuine partnerships between the South Australian Government and other stakeholders, notably the universities, VET and schooling sectors. While individual institutions pursue their own international opportunities that align with their distinctive missions, there are occasions when large scale opportunities can only be captured by a shared commitment to work together to improve strategic co-ordination and leverage existing resources. In some instances this will involve a commitment to jointly fund new initiatives and a willingness to prioritise a state wide perspective over an individual institutional one.
New grouping and tasks

Under previous arrangements agencies worked independently of one another. The current organisational arrangements for international students are to be reset as outlined below so that the target and aim of this implementation plan can be achieved.

### International Students Ministerial Advisory Council

A Ministerial Advisory Council is to be formed to receive stakeholder feedback and drive policy and programs to increase the South Australian share of the international student market. The Council will meet at least four times a year and will involve representatives of the following:

<table>
<thead>
<tr>
<th>University/Board/Association</th>
<th>Council Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flinders University</td>
<td>The University of Adelaide</td>
</tr>
<tr>
<td>The University of SA</td>
<td>TAFE SA</td>
</tr>
<tr>
<td>Study Adelaide</td>
<td>The SA Independent School Association</td>
</tr>
<tr>
<td>The Department of Education and Child Development</td>
<td>The Australian Council for Private Education and Training</td>
</tr>
<tr>
<td>SA Certificate of Education (SACE) Board</td>
<td>Other bodies as nominated by the Minister</td>
</tr>
</tbody>
</table>

The Ministerial Advisory Council will advise the Minister on innovative domestic and international initiatives to significantly increase market share including:

- Accommodation
- Admissions
- Alumni
- Co-operative promotions
- Co-ordinated offshore marketing
- Entering emerging markets
- Improved International Student Services
- Joint marketing activities
- Joint programs
- Offshore offices
- Pathway improvements
- Removing state barriers to market expansion
- Specific country strategies
- Trade missions
- Work Integrated Learning
- Student Placements
- Visa issues with Commonwealth
- Whole of state strategies

Appendix D more fully details a range of potential domestic and international activities that the Council will consider and provide advice to the Minister on. It should be noted that these opportunities are not exclusive and the SA Government will work with the international education sector to identify new opportunities and prioritise opportunities.
SA International Education Office

A South Australian International Education Office will be established to coordinate the range of public bodies involved in international education and maximise efficiency for the limited state resources. This would involve the Department of State Development, Department of Education and Child Development, TAFESA and Study Adelaide.

The role of the SA International Education Office (IEO) would be to coordinate whole of government activities in relation to the initiatives outlined above and to work with education providers in relation to:

- Co-ordinating trade missions
- Joint marketing activities
- Policy development, including whole of state strategies
- Product and pathway development
- Promotional initiatives
- Working with Invest SA to attract new providers

The IEO would be collocated within the Department of State Development. Appropriate officers from the Agencies making up the office would be seconded to the IEO to work on key opportunities. Non-Government international education sectors will also be encouraged to collocate officers in the IEO to work on key programs such as student placements, accommodation and specific international education trade missions.

The IEO will progress initiatives such as:

**Accommodation:** With growth there may be a significant undersupply of affordable, purpose-built student accommodation. DSD is currently undertaking an analysis of existing and future supply and demand for student accommodation using specialist property managers. This analysis includes key constraints and options, if any, for Government to support private sector development and will feed into a comprehensive expert-driven business case detailing opportunities for private sector development.

**International Student Business Internships Program:** This project has the strong support of the Premier’s Higher Education Committee and will be implemented through a joint SA Government-education provider approach. The SA Government’s investment in this program may be to outsource to specialist providers in the implementation and maintenance of the relationships with local businesses and the education providers.
Business Development Managers: Four Business Development Managers will work with the four key education sectors, Universities, VET, ELICOS/Non Award and Schools, to significantly increase their student recruitment. It is envisaged that these staff will be drawn from existing state government agencies and private providers will be encouraged to co-locate.

International Student Hub: A business case for an International Student Hub needs to be developed, similar to that in Victoria. The Hub would be a 'one stop shop' where international students can access a range of support, information and welfare services. Setting up and funding the Hub would encourage collocation of education provider services, leading to greater efficiency.

Offshore Representation: Offshore representation would be outsourced to an appropriate agency with clear results to work on cooperative whole of state promotions into Vietnam. If this trial was effective further offshore officers could be appointed.

Inward Investment: work needs to begin with Investment Attraction South Australia to encourage providers to set up in Adelaide that will not directly compete with existing providers and will increase differentiation and supply of places.

However, as noted above the full range of opportunities identified in Appendix D will be considered and prioritised. The organisational structure for the IEO is set out in Appendix C.

Summary

The Ministerial Advisory Council will be responsible for advising the Minister on the options to identify new growth opportunities and opportunities to remove state barriers to growth. The SA International Education Office will have carriage of these initiatives and work with key partners to achieve whole of state goals.

South Australia is a relatively small market, both geographically and in terms of stakeholders, making our international education sector easier to coordinate. This promotes collaboration and co-operation and makes it easier for our sector to respond to surprise events. Adelaide's smaller size can also allow for a more personalised approach, such as increased engagement with individual students.

A range of options is available to improve market share and international student numbers and these are detailed in Appendix D but are not exclusive. Opportunities also exist to work with the international education sector to identify new program opportunities. However, it is recognised that from the demand side, market conditions and competition provide challenges to rebuilding market share. There are also supply side issues including capacity and other constraints in some areas.
Appendix A
Current Market Shares

On an overall basis South Australia lags behind other states in terms of market share for international students. SA’s market share should be between 7.2% (population share) and 6.1% (gross State product share). The latest year to date (December 2015) aggregate figure across all sectors indicate a share well below this figure.

South Australian Enrolments by sector – 2015

<table>
<thead>
<tr>
<th>Sector</th>
<th>Enrolments</th>
<th>% share of Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>16,290</td>
<td>6%</td>
</tr>
<tr>
<td>VET</td>
<td>4,813</td>
<td>3%</td>
</tr>
<tr>
<td>Schools</td>
<td>2,137</td>
<td>10%</td>
</tr>
<tr>
<td>ELICOS</td>
<td>6,036</td>
<td>4%</td>
</tr>
<tr>
<td>Non-award</td>
<td>2,813</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32,089</strong></td>
<td><strong>5%</strong></td>
</tr>
</tbody>
</table>

Growth in number of international students (all sectors) YTD December 2010 – 2015
Over the last 5 years the overall Australian international student market has grown by 5%. However, the number of international students across all sectors studying in SA has decreased by 2,242 over this period, equating to a decrease of 7%. As a result, SA’s market share has decreased from 5.57% in 2010 to 4.97% in 2015. Over the same period, all other states and territories have broadly maintained market share, with the exception of Victoria which has increased its market share. If SA had maintained its share of the international education market over this period, approximately an additional 3,850 students would be studying in SA.

Growth in number of international students by sector, South Australia only YTD December 2010 – 2015

In South Australia the higher education sector has outperformed other sectors in sheer numbers with an overall growth rate of 3% since 2010, while the VET and school sectors have declined by -44% and -16% respectively with the ELICOS and non-award sectors increasing by 11% and 43%. Since 2013 the higher education sector has shown an upward trend with this also occurring in ELICOS and non-award in 2014.
Appendix B
Competitor Analysis

The vast majority of international student recruitment and management is undertaken by educational providers. These are all registered and regulated under the Education Services for Overseas Students (ESOS) Act 2000 (Cth) (ESOS Act).

South Australia’s largest competitors in the Australian international education market are the eastern states, particularly New South Wales and Victoria. Maintaining a competitive edge in the international education market has been a priority for these states for some years.

Although NSW and Victoria benefit from a first mover advantage, there has been increasing engagement across Australia in the international education market. Poorer performing states are catching up, with once unique programs now being rolled out in most, if not all, States. For example, airport welcome desks, web-based information, volunteering and job placement assistance, Premier/Lord Mayor’s welcomes, central agencies dedicated to international students, stakeholder forums/roundtables, waiving or reducing the schooling costs of children of international students are now commonplace.

Study(insert location) is now the most common branding across all states. In some jurisdictions it operates solely as a brand (e.g. Study Melbourne, Study NSW) and in others it is a statutory body along similar to StudyAdelaide.

Our larger competitors benefit from increased visibility with global companies and a stronger international reputation. The international presence afforded to these states by global events and large economies increases their visibility amongst the potential international student cohort.

Larger states with bigger economies also have more employment opportunities and student internships. This is particularly true of the eastern states and Western Australia, which has a focus on skilled migration to service its mining sector. New South Wales is looking to leverage high level relationships with its many multinational corporations to develop employment opportunities for international students upon their return to their home country.

Victoria is arguably the strongest competitor in the Australian international education market, with a proactive approach that looks set to continue (details outlined below). New South Wales has traditionally dominated the ELICOS market and they are looking to capitalise on this dominance into the future by maximising study pathways.

Detailed budgetary information on interstate competitors is available in limited form and this Appendix provides estimates on these where available. A general description detailing the differences between our main competitors is provided below.
New South Wales

NSW established StudyNSW in 2014 to ensure NSW Government agencies were better organised to assist the sector enhance and promote NSW education and research to international students.

International Education attracts around $6.3 billion pa to the NSW economy.

StudyNSW is a dedicated unit within Department of Trade and Investment and is subject to Ministerial direction through the Deputy Premier. It has an advisory board comprising representation from all education and training sectors, industry and the other relevant peak bodies. Study NSW is fully funded by government.

Decision-making about the expenditures of all government funds on core and co-funded industry partner projects is informed by:

- Advice received from the International Education Advisory Board
- Cabinet-endorsed criteria to guide assessment, prioritisation and other decision-making
- KPIs approved annually by the Deputy Premier, and
- An annual StudyNSW Business Plan approved by the Secretary of NSW Trade & Investment.

StudyNSW runs a partner project program in which the government co-funds a number of strategic projects aimed at supporting NSW’s 2021 goals to rebuild the economy (2015/16 $1.6M total value with $300,000 from NSW Government). An example of these projects is ‘Intersective’, a pilot project that will offer up Work Integrated Learning experience to 300 students in the public and private sectors, with potential to scale the program to include thousands of students every year.

StudyNSW has four main functions:

Marketing, promotion and research

Development of policy and advocacy to enhance the competitiveness of international education in New South Wales

Delivery and evaluation of strategies and programs to improve the experiences of international students in New South Wales

Identification and generation of international market development opportunities and new technology-enabled models of delivery.

Victoria

Study Melbourne is located within the Economic Development portfolio and reports to the Trade Minister who is also Minister for Training and Skills.

The unit is responsible for destination marketing and student experience and StudyMelbourne is the government’s branding of international education (there is no actual entity).

The StudyMelbourne brand is also used by providers as the stamp of government authority.

Destination marketing is not at the student level but targeted at the enterprise and business level and government-to-government relationships

Victoria has educational service personnel located in eight of its overseas offices (locally engaged people)

The Victorian Government provides a social media presence which has a student experience dimension and the focus for this is facilitated through the International Student Hub in the CBD. It is staffed by social workers and provides a range of services from crisis support to employment law service. The Hub is also a gathering point for students, a place for meet-up events, information dissemination and has space available for commercial interests to provide services to international students

The Hub is fully government funded at around $2M p.a.

Victoria has a DVD guide to the local residential market for international students

Currently finalising a new five year intentional education strategy.

Western Australia

Western Australia is stepping up its activity in the international education space in the wake of the post-resources boom and declining market share in some key markets.

The StudyPerth brand operates independently entity from the state government, along very similar lines to StudyAdelaide. It receives around $1.1M p.a. in state government funding.

The strategic direction and other policy is the responsibility of Educational Services, a government agency. The Economic Development portfolio undertakes some of the international education work but this is limited to supporting out-bound missions and a few in-bound missions.

Western Australian is likely to become a significant player in the international area as it moves to diversify into new markets and capitalise on its proximity to Asian markets.
Queensland

Study Queensland represents Queensland’s international education and training providers.

The Study Queensland brand is managed by the International Education and Training Unit (IETU), which sits within Queensland Government’s Trade and Investment Queensland agency.

The Unit leads collaboration between the Queensland Government and industry to:

- Develop a sustainable international education and training industry
- Facilitate access to Queensland’s global network to provide practical assistance for Queensland education and training providers and institutions
- Profile Queensland as an international study destination
- Host delegates and education facilitators from all over the world when they visit Australia.
- Attend many of the exhibitions and seminars held worldwide.

Study Queensland is the main portal for opportunities for international students to live, study and work in Queensland.

Tasmania

Smaller markets like Tasmania benefit from an easily coordinated, consolidated sector. Additionally, a smaller set of stakeholders means that the state’s international education sector is easily mobilised.

The Tasmanian Government Roundtable hosts a welcome program for international students, including a series of networking events with community groups, as well as sponsoring a series of awards for members of the community and international students to help raise the community’s awareness of the contribution of international students. These programs can be offered at more personalised, tailored levels due to the smaller student numbers.

The University of Tasmania is working with the Tasmanian police to set up the Student Experience and Cultural Awareness Taskforce to address concerns raised about student safety. Through the Office of the Antidiscrimination Commissioner, Tasmania has also implemented an Accident Report Form which has been promoted through universities, VET providers and schools. It is intended that information received will inform targeted community education programs.

Northern Territory

NT has recently established a StudyNT to capitalise on the international student market and Darwin’s close proximity to the Asian market.

International education is split into two separate operations.

StudyNT focusses on marketing, promotion and the development of Alumni networks. The unit is placed in the North Australian Development Office and promotes NT education and training from schooling, VET and Higher Education for both the government and non-government sectors. At present the Unit’s budget is approximately $2 million but is expected to rise to $3 million in the new financial year.

International Services covers all policy and operations around international students in government schools only and offers advice to the non-government sector. This area has a current budget of approximately $1 million. Current off-shore work is in China (setting up Sister School relationships, Study Tours for principals etc) and in Timor Leste where it is building a large transnational presence teaching English in the VET, schooling and workplace sectors.
Appendix C
International Education Office Organisation Chart (Proposed)
Four Business Development Managers will be drawn from within the Agency and/or from related agencies involved in international student recruitment. These positions will require specific sector knowledge and will provide support to the four key education sectors (Universities, VET, ELICOS/Non Award and Schools) to significantly increase their student recruitment. Some sectors, particularly VET, will need significant support.

The role of the Business Development Managers will be to:

- Work collaboratively with the sector to develop sector specific plans and targets including opportunities for new market segments, products and countries
- Organise trade fair and business mission support
- Work with Austrade and SA Offices to identify international partners
- Identify and minimise administrative barriers to business growth
- Support new and emerging SA education providers to enter international markets
- Provide linkages and referrals to the network of support services available particularly the SA Government’s Export Partnership Program and the Commonwealth Export Market Development Grants
- Encourage and support collaborative promotion and marketing projects between sector education providers

An IEO Operations Group would also be formed between the Government Agencies to coordinate activity and achieve better results with the limited resources available. This group would not be a senior level Board (e.g. Study Adelaide Board) but would consist of operations managers in each of the organisations.

The role of the IEO Operations Group would include:

- **Reporting**: providing and collecting reports to the Minister against detailed KPIs
- **Information**: sharing market information in relation to international and Australia competition and competitors approaches, product development and major promotion and recruitment activities
- **Cooperation**: identifying opportunities for cooperation in relation to international student recruitment and promotions
- **Issues**: identifying major emerging issues that the SA Government will need to understand and potentially take action
- **Opportunities**: identifying wider opportunities for cooperation in international student recruitment and product development that can be referred to the Minister and Government
- **Marketing planning**: including target countries, student targets by country and overall sector student recruitment targets
- **Country visits and missions**: coordination of in-country visits being planned and undertaken including specific country visits, dates in country, education fairs, visits to institutions and education Agent functions.

Non-Government bodies will continue to operate as currently but opportunities for collocation, secondments and staff exchanges could be included.
### Potential Initiatives - Domestic Opportunities

A range of options exists to make the “non-educational” components of the educational experience more marketable and differentiated. These include:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation Supply</strong></td>
<td>increasing the supply of appropriate student accommodation including Purpose Built Student Accommodation (PBSA) and home stay opportunities</td>
</tr>
<tr>
<td><strong>Accommodation Guarantee</strong></td>
<td>integrating the accommodation offer to the admissions system so that commencing students receive an accommodation offer at the same time as their admission offer</td>
</tr>
<tr>
<td><strong>Admissions</strong></td>
<td>investigate an integrated international student admissions system for selected educational providers to reduce application processing time and reduce costs</td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td>improved Alumni promotion of international student employment to SA businesses that are active internationally</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>determine opportunities for promoting part-time employment opportunities for international students currently studying and promote the Temporary Graduate Visa (subclass 485) to ensure that students can access post-graduate employment opportunities</td>
</tr>
<tr>
<td><strong>Exporters Grants</strong></td>
<td>improve educational providers access to exporter grants and other government support</td>
</tr>
<tr>
<td><strong>Familiarisation Tours</strong></td>
<td>determine opportunities to significantly increase agent, school counsellor and key decision makers familiarisation tours (famils) of SA Institutions</td>
</tr>
<tr>
<td><strong>Immigration SA</strong></td>
<td>clearly articulate migration opportunities and promote the newly developed high GPA visa category for SA students</td>
</tr>
<tr>
<td><strong>Improved International Student Services</strong></td>
<td>establish a new International Student Hub in the CBD to deliver a comprehensive range of services and information to international students. The StudyMelbourne model is best practice in this area and it is something currently missing from the SA landscape</td>
</tr>
<tr>
<td><strong>New Providers</strong></td>
<td>attract new education providers to set up operations in SA that will not directly compete with existing offerings and will provide access to new markets/educational products</td>
</tr>
<tr>
<td><strong>Product Development</strong></td>
<td>work with education providers and key SA Government Agencies responsible for the SA Government’s Economic Priorities to identify future state workforce and skill needs. Then work with providers to develop new and enhanced educational products to meet future workforce needs</td>
</tr>
<tr>
<td><strong>Student Placements</strong></td>
<td>work with relevant State Agencies to improve placement opportunities to support growth in student numbers</td>
</tr>
<tr>
<td><strong>Tourism</strong></td>
<td>work with SA Tourism to offer complementary student/parent promotions of South Australia and develop collaborative promotions. Develop new products with a tourism feel (taster programs) that will lead to longer term students</td>
</tr>
<tr>
<td><strong>Visas</strong></td>
<td>lobbying Commonwealth to ensure Simplified Student Visa Processing rules do not disadvantage SA providers and more closely link the marketing efforts of education providers and Immigration SA</td>
</tr>
<tr>
<td><strong>Work Integrated Learning</strong></td>
<td>support a work integrated learning internship program for international students with relevant SA businesses and government bodies.</td>
</tr>
</tbody>
</table>
### Potential Initiatives - International Opportunities

A range of international and off shore opportunities also exists to make the SA international student sector marketing efforts more effective. These include:

- **Co-operative promotions**: encouraging co-operative promotions between providers including whole of state approaches to trade fairs and education agents.

- **Co-ordinated offshore marketing**: consider adopting the UK model for the provision of information, advice and admissions services for all SA education providers operating internationally.

- **Country plans**: development of co-ordinated market development plans into specifically agreed countries to diversify student cohorts and enter emerging markets.

- **Destination marketing**: more clearly articulate the positive student destination image and significantly increase destination marketing efforts particularly in new and emerging markets including targeting parent and opinion influencers.

- **Diversifying markets**: co-operative efforts made to identify new emerging markets and to diversify markets to offset key market concentration and risk.

- **Joint programs**: encourage the development of more joint programs with study off and on shore.

- **Offshore campuses**: encourage the development of more SA providers establishing offshore campuses leading to onshore students as well.

- **Offshore offices**: embedding education officers in key overseas offices.

- **Pathway Improvements**: facilitate improved pathway opportunities between SA educational institutions including joint offers to international students.

- **Scholarships**: determine key opportunities for targeted SA Scholarships.

- **School Students**: provide a stronger focus on school students as a key educational pathway to other SA institutions and investigate alternative demographics for school age children such as earlier grade starts at SA schools.

- **Scope Global**: determining the range of services that could be provided through Scope Global network and offices.

- **Sister State Relations**: using key government to government relationships in China, India, Indonesia, Malaysia and Vietnam to grow student numbers.

- **South Australian Certificate of Education (SACE)**: investigate opportunities to expand the delivery of SACE in other countries/regions to better link students to SA educational opportunities. This has been very successful in Malaysia for example.

- **Tourism**: integration of tourism and education promotions in specific markets.

- **Trade missions**: linking trade missions to education trade fairs so that trade missions are conducted at the same time as international education trade fairs.

- **Whole of State Approach**: implement a whole-of-state approach to new and existing markets. This is currently being considered for the 2016 Vietnam mission.

It should be noted that these opportunities are not exclusive and the SA Government will work with the international education sector to identify new opportunities and prioritise opportunities.