Contents

Executive summary .................................................................................................................. 1
Next steps ................................................................................................................................. 1

International education in Tasmania ..................................................................................... 2
  Benefits to the economy ......................................................................................................... 3
  Tasmanian international education market ............................................................................. 4
    Numbers of international students enrolled in the different educational sectors in Tasmania in 2015 .......................................................... 5
    Sources of international students in Australia and Tasmania in 2015 .................................. 6

Challenges and opportunities ................................................................................................. 8
  Growth and opportunity ......................................................................................................... 8
  Constraints and challenges ..................................................................................................... 9
  Migration pathways ............................................................................................................... 9
  Priority Markets .................................................................................................................... 10

Possible pathways forward – strengthening partnerships ..................................................... 11
  Industry coordination ........................................................................................................... 11
  Global Partnerships .............................................................................................................. 12
    Sister schools .................................................................................................................... 12
    International education agents ......................................................................................... 12

Possible pathways forward – enhancing student experience ............................................... 13
  Community awareness ......................................................................................................... 13
  Embracing Tasmania’s growing cultural and linguistic diversity ......................................... 14

Possible pathways forward – destination branding and marketing Tasmanian international education ........................................................................... 15
  Study Tasmania .................................................................................................................... 15

Working towards an international education strategy for Tasmania .................................... 16
Executive summary

International education is a significant contributor to Tasmania, providing social and economic opportunities, linkages across the world and enhancing our cultural and linguistic diversity.

The sector was worth $164 million to the Tasmanian economy in 2014-15 and continues to demonstrate strong potential for further growth. Tasmania is well-positioned to benefit from new opportunities in the sector, especially if undertaken through a collaborative, targeted and strategic manner.

The University of Tasmania is the major driving force for international education in Tasmania and has been integral to building our reputation in the international market. The revitalisation of the University’s campuses and improved accommodation options for students will help to make Tasmania an even more attractive destination for international students.

The schools and vocational sectors also play an important role in providing pathways to higher education and visibility of Tasmania in the market.

International students are also attracted to Tasmania’s vocational education providers, schools, and other education service providers. These markets are developing and have further growth potential to cater to the Asian regions increased demand for high quality education experiences.

Tasmania’s international education initiatives should build on the Tasmanian brand and encourage our reputation for quality and innovation. Strong partnerships through a collaborative network of industry and government representatives will place Tasmanian in a position to grow its share of the international education market.

Tasmania’s international education initiatives should seek to:

- increase Tasmania’s share of the Australian international student market
- target an overall increase in international student numbers
- support opportunities and migration pathways for international students
- strengthen connections with existing and emerging markets, primarily in Asia
- develop stronger international relationships
- encourage and support the entry and growth of new education providers where this will complement the Tasmanian market and its reputation
- build community awareness and support for international students in Tasmania.

Next steps

The Tasmanian Government will undertake consultations to develop an international education strategy for Tasmania. Priorities will be developed into initiatives that provide a strong return on investment.
International education in Tasmania

Tasmania has many of the elements needed for success in the international education market. It has strong schools and vocational training products and historically strong university programs at research and undergraduate level.

Tasmania’s international education sector is facilitated through two main avenues: the provision of places to overseas students at Tasmanian education and training institutions on a fee-paying basis, and the provision of education and training overseas by Tasmanian-based institutions.

International education’s contribution to Tasmania is significant, and includes:

- contributing to Tasmania’s cultural and linguistic diversity and increasing global links through the presence of international students in the community
- contributing to the state’s economic growth and diversification
- supporting job creation and opportunities for Tasmanians
- providing opportunities to address the state’s skills and population needs and ambitions
- adding significant value to Tasmanian industry
- providing Tasmanian students with the skills and knowledge to create enduring people, country and professional links.

The importance of the international education sector in Tasmania is highlighted in the following documents.

- Tasmania’s Population Growth Strategy, which aims to increase our population to 650,000 by 2050. The Population Growth Strategy identifies international students as a valuable source of overseas migrants to Tasmania in recent times and commits the government to actively pursuing migration pathways to retain our international students. This includes assisting Tasmanian businesses to sponsor and employ international students.
- T21 Tasmanian Visitor Economy Strategy 2015-20, targets growth in the visitor economy to 1.5 million annual visitors by 2020 and identifies international education and the University of Tasmania’s expansion as critical pillars in achieving this.
- Tasmanian Multicultural Policy 2014, underscores the Tasmanian Government’s commitment to multiculturalism and aims to enhance social cohesion, and lift social and economic participation by migrant groups.
- The State of Tasmania and University of Tasmania – Making the Future Partnership 2015-2025, recognises the significant cultural, social and economic benefits to be gained through investing in the international education sector and identifies increasing the flow of international students into the Tasmanian community as a key long term target.

Working with key stakeholders, the Tasmanian Government is seeking to explore opportunities to grow Tasmania’s share of Australia’s international student market; strengthen connections with existing and emerging markets; develop stronger international relationships; and encourage the expansion of high quality education providers into the international market, where this will complement the existing Tasmanian sector and its reputation.
This will require:

- an integrated and collaborative approach, building on the leadership of the University of Tasmania, to consolidate, strengthen and grow partnership driven student pipelines
- community support and engagement to make the student experience positive
- unified and consistent promotion of Tasmania’s brand to maximise success
- facilitating linkages between Tasmanian institutions and partners.

The Tasmanian Government will continue to support our education providers to be internationally competitive and responsive to emerging opportunities across the Asia Pacific region.

Benefits to the economy

International education is a significant sector in the Tasmanian economy, and was estimated by Deloitte Access Economics to be valued at around $164 million in 2014-2015, up from $153 million in 2013-2014. The true value may however be much higher, particularly when taking into account the additional non-market benefits international students can provide such as through increased cultural diversity.

Each long-term international student contributes more than $42,000 in fees and expenses to the economy each year\(^1\). International education supported 1,474 full time equivalent Tasmanian employees in 2014-2015, comprising 0.8 per cent of all employment in the state.

International students have a benefit to Tasmania that goes far beyond just the education sector. In Tasmania, international students:

- are stimulators of economic, social and cultural activity. International students spend money on a range of different local products and services, such as food, housing, transport, clothing, tourism and hospitality
- enablers of the visitor economy through the associated visiting of family and friends, and can be ambassadors for Tasmania in their home markets
- bring diversity to Tasmania’s education sector, helping to provide an international dimension that benefits all students and institutions.

Graduate, international students have also shown themselves to be innovators in business, are a source of skilled labour, and contribute to the diversity of the Tasmanian economy. They help to create linkages with Tasmania’s overseas markets and can be important in attracting new students or opening up new export markets.

Tasmanian international education market

International students studying in Tasmania are enrolled across five sectors of education:

- schools
- vocational education and training (VET)
- higher education
- English language intensive courses for overseas students (ELIOCS)
- other (religious courses, non-award).

Tasmania has 17 registered Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers who are approved to host international students:

- Department of Education (Tasmanian Government schools and colleges)
- TasTAFE
- University of Tasmania
- eight independent and Catholic schools
- one independent ELICOS provider
- one private VET provider
- four independent religious providers.

In addition, Tasmania has other registered training organisations that may have the capacity to register for CRICOS or provide offshore training. There are also CRICOS registered providers operating nationally moving into Tasmania. Seven registered not-for-profit secondary exchange organisations also place students in Tasmanian schools and provide placements for Tasmanian students overseas.

The University of Tasmania is the major driving economic force for the growth of international education in Tasmania and is fundamental to maintaining our international reputation for quality education.

The University of Tasmania ranks among Australia’s finest in teaching and research and has a long history of hosting international students and researchers. Its internationally significant research institutes and centres are drawcards for a community of scientists, researchers and commercialisation experts.

Its reputation for excellence in research and teaching is supported by three specialist institutes:

- the Australian Maritime College (AMC)
- the Institute for Marine and Antarctic Studies (IMAS)
- the Menzies Research Institute Tasmania.

- plus the joint Tasmanian Government and University funded Tasmanian Institute of Agriculture.

To maintain this position and support further growth, the University is working to increase its on-shore international student enrolments to achieve the national average by 2020.
The breakdown of international student enrolments in Tasmania reflects the University of Tasmania’s leadership role, with 69 per cent of total students enrolled in higher education. In most other states and territories the higher education share is around 50 per cent.

Tasmanian Government initiatives to boost international education have traditionally been spearheaded by Government Education and Training International (GETI), Tasmania’s international education unit in the Department of Education. GETI specialises in connecting international students and businesses with flexible education and training development solutions from Tasmanian Government schools and TasTAFE. GETI augments this role through the development of effective relationships with the University of Tasmania and other international education providers.

Tasmania currently has the lowest proportion of students enrolled in the VET sector. However, TasTAFE experienced a 14 per cent increase in international student enrolments between 2015 and 2016 indicating that there is opportunity for international growth for the Tasmanian VET sector.

The school sector in Tasmanian is diverse and includes a mixture of Tasmanian Government schools, religious based, and other independent schools. Tasmanian Government schools have been enrolling international students since the early 1980s. In 2015, the growth rate of full-time international students at Tasmanian Government schools was 33 per cent year-on-year, the highest growth rate for any state or territory.

Numbers of international students enrolled in the different educational sectors in Tasmania in 2015

![Diagram showing the distribution of international students in different sectors in Tasmania in 2015](https://internationaleducation.gov.au/research/international-student-data/pages/default.aspx)

Sources of international students in Australia and Tasmania in 2015

Tasmania’s two largest source countries for international students are China and India. This reflects the national trend, where they are also the leading source of international students Australia-wide.

Malaysia and Nepal are the next largest sources of international students in Tasmania, and offer the potential for further growth. These enrolments reflect the University of Tasmania’s and the Tasmanian Government through GETI’s continued investment in developing these key markets.

Tasmania also hosts students from a number of other countries, including Singapore, South Korea, United Arab Emirates, Vietnam and Japan. Many of these countries may offer further growth potential as sources of international students.

<table>
<thead>
<tr>
<th>Australia</th>
<th>Students</th>
<th>Tasmania</th>
<th>Source country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>170 015</td>
<td>China</td>
<td>1 493</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>72 131</td>
<td>India</td>
<td>722</td>
<td></td>
</tr>
<tr>
<td>Vietnam</td>
<td>29 460</td>
<td>Malaysia</td>
<td>631</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>28 343</td>
<td>Nepal</td>
<td>382</td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td>27 552</td>
<td>Singapore</td>
<td>286</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>24 126</td>
<td>South Korea</td>
<td>189</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>23 940</td>
<td>United Arab Emirates</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Nepal</td>
<td>19 749</td>
<td>Hong Kong</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td>19 219</td>
<td>Vietnam</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Pakistan</td>
<td>16 022</td>
<td>Japan</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>210 365</td>
<td>Other</td>
<td>1 057</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>640 922</td>
<td>Total</td>
<td>5 242</td>
<td></td>
</tr>
</tbody>
</table>
Challenges and opportunities

The global international education market has many competitors offering a huge range of products and employing an array of marketing approaches. Increasingly, technology is being used to enhance the student experience and make learning more accessible and open to all students.

Students are also becoming more informed regarding the range of education options available to them. A variety of quality assurance mechanisms are available, including third-party ranking systems and reviews. Students are keenly aware of the job opportunities and potential migration pathways that different education institutions may be able to provide.

Many students use social media to exchange stories and experiences with different education providers using a variety of different platforms (some of which may not be commonly used in Australia). Successful international education providers need to be able to cultivate a strong and positive social media presence that is accessible to their target markets.

There are opportunities for niche education providers with products developed to suit their target market. Tasmania is well-positioned to benefit from opportunities presented globally, especially if undertaken through a collaborative, targeted and strategic manner.

Growth and opportunity

In April 2015, the Australian Government released the National Strategy for International Education 2025 (the National Strategy) and AIE2025 Roadmap, a long-term market development roadmap for the international education sector.

The National Strategy highlights international education as a “super growth sector” that is an important contributor to Australia’s transition from a resources-based to a modern services economy. It sets out a ten-year aspiration for strengthening Australia’s role as a leader in education, training and research.

In the last ten years the global international education market has significantly expanded, and further growth is expected. Total global student numbers are expected to more than double by 2025.

The National Strategy projects that Australia’s onshore enrolments will grow by 45 per cent to 2025, equating to about 720 000 students onshore. Australia’s international student cohort is overwhelmingly from Asia, and this is expected to continue into the future.

Over the past decade, developing countries in Asia have accounted for most of the growth in Australian education-related travel exports. The countries that account for the most student enrolments vary by the type of education institution – China is the largest source country for higher education enrolments, India is the largest source country for VET enrolments, while the main source countries for secondary school enrolments are China, South Korea, and Vietnam.

Rising incomes, particularly in emerging economies in Asia, have increased the proportion of students that consider international education opportunities. In China, GDP per capita is projected to increase in purchasing
power parity (PPP) terms by 7.2 per cent year on year until 2024. This is closely followed by India at 6.8 per cent and Indonesia at 5.5 per cent.

While China is expected to experience a decrease in the size of its 15-29 year old market from 292 million to 252 million from 2015-2025, its urbanisation rate is expected to increase from 55 per cent to 65 per cent over the same period. India over the 2015-2025 period is expected to see a 16 million increase to its 15-29 year old population.

The National Strategy identifies India as an off-shore opportunity for registered training organisations. Through its 2015 Skill India campaign, India aims to train 400 million people by 2022. It has publically identified Australia and the United Kingdom as best-practice partners for international training. This presents opportunities in the establishment of onshore train-the-trainer programs as well as premium-end opportunities for niche offerings targeting the Indian market.

**Constraints and challenges**

Attracting international students does not take place in a vacuum. The National Strategy recognises intensifying competition in international education from both traditional and emerging players.

Australia (and Tasmania) has traditionally competed for market share with education institutions in the United Kingdom, the United States, Canada and New Zealand. In addition, Asian education hubs in Malaysia, Singapore and Korea, in which large numbers of international universities have been encouraged to establish campuses or joint-programs, are now reducing the market share traditionally captured by onshore providers.

Traditional student export markets in the Asia Pacific region are also increasing their internal education capacity. China, Australia’s major source country, is itself becoming a competitor and is investing more to attract international students and position itself as an education destination in its own right.

The Australian dollar is also an important determinant of demand, influencing the cost of living against competitor countries.

**Migration pathways**

National policy settings including immigration and visa regulations are also growth levers for international education. For some international students, the availability of pathways to permanent residency may be an attractive factor.

The Tasmanian Government supports a simplified international student visa framework that demonstrates the Australian Government’s commitment to international education and recognition of its significance to the economy.

The Tasmanian Government provides state visa nomination for international students who have completed study at a Tasmanian tertiary or vocational education institution. In certain market segments, this can be an important factor in attracting potential students.

---

2 For comparison, the ABS estimated Tasmanian GSP per capita grew 1.3 per cent year on year in 2014-15. Nationally, GDP per capita was estimated to have increased by 0.8 per cent.
Priority Markets

The National Strategy identifies the Indo-Pacific region as a particular focus for engagement at the national level. Free Trade Agreements entered into with China, Korea and Japan as well as the Trans Pacific Partnership will enhance economic and social ties in the region and are expected to further strengthen Australia’s appeal as a destination for international education.

The large majority of international students studying in Australia are Chinese, who are the largest single source of students enrolled across all sectors. Tasmania broadly follows the national trend and also has strong numbers of students from India, Malaysia and Nepal.

The promotion of Tasmania as an inbound market for international education must match our competitive strength as a state. With finite resources, the value of Tasmania’s reputation as an international education provider rests on cost-effective and cohesive promotional and engagement strategy through industry-led partnerships.
Possible pathways forward – strengthening partnerships

The Tasmanian Government is committed to working with key stakeholders in the international education sector to advance shared goals.

This includes leveraging existing national international education initiatives and more broadly by ensuring Australia’s diplomatic assets are harnessed to generate growth in support of the pursuit of success by our education providers.

The Tasmanian Government has supported international student and education agent engagement coordination through Study Tasmania and collaboration during promotional events run by the Department of State Growth.

The Tasmanian Government has also promoted our education industry through its successful trade missions to China, helping to boost the profile of the University of Tasmanian, TasTAFE and other local providers. The international engagement program is widening with education to be a key feature of trade missions over the coming year to India, Sri Lanka, Indonesia, Taiwan, Japan and South Korea.

Industry coordination

As a small state with a limited number of providers, institutions in the Tasmanian international education industry are mutually dependent. Improved performance by one provider generally contributes to more opportunities for all local providers as awareness of Tasmania in international markets grows.

There is an appetite among stakeholders for establishing a shared vision of Tasmania’s future international education industry and a coordinated and targeted approach to market engagement and promotion.

Strengthening existing partnerships, and forming new collaborative partnerships across the sector through a centralised function is one mechanism that may complement planning of activities across the sector.

Through such a centralised function, a collaborative approach could be taken to increase the number of international students; increase the offshore activity of Tasmanian education providers; identify support needs for international students and support the economic value-add of international students to the economy.

As a single point of contact for the industry, a centralised function would support the industry and encourage collaborative action on:

- issues related to community awareness, and onshore student support
- facilitating industry partnerships, including student pathway development
- coordinating efforts to position Tasmania as a respected destination of choice
- working with other industry sectors to encourage awareness, including providing input on behalf of the sector to the Premier’s Visitor Economy Advisory Council
- position international education appropriately within all outbound government-led trade missions to priority markets, including through engagement with Tasmanian alumni in those markets.
Global Partnerships

Sister schools

Sister schools and exchanges have long been used to increase cultural engagement by Tasmanian schools. For example, Elizabeth College’s relationship with Japan is the longest sister school relationship in Australia.

Sister school arrangements may also offer opportunities to grow awareness of Tasmania and improve the positioning of our educational products. A number of Tasmanian independent schools are developing sister-school partnerships of great significance. Following President Xi Jinping and Madam Peng Liyuan of China receiving letters in Chinese from Scotch Oakburn students and meeting them during the State visit in 2014, the school now has a sister relationship with Beijing Jingshan School, one of the most prominent in China.

Government-to-government connections are becoming a significant part of transnational education at the school level. International visits by students from sister-schools are one of the best sources of positive word-of-mouth promotion of the sector. In addition, these arrangements support goodwill between countries and have the potential to provide opportunities for other industries through new export opportunities.

There is opportunity for Tasmania to strengthen visibility and support of these existing relationships with overseas schools, and potentially facilitate new sister-school arrangements in key markets.

International education agents

International education agents are an important mechanism for developing pathways for international students to study in Tasmania.

Although Tasmanian education providers deliver training for their networks of agents abroad, other agents are unfamiliar with Australian markets beyond Victoria and New South Wales. The value of commissions offered to education agents also has a significant impact on the degree to which they promote certain institutions or regions.

All providers maintain their own international networks of agents, including through support for their in-country marketing and promotion. The University of Tasmania maintains its own international networks of agents, including through sophisticated support for their in-country marketing and promotion. GETI supports an officer in China and coordinates familiarisation programs for inbound agent delegations on an average twice-yearly basis.

Engagement with agents could be enhanced through increased due diligence and monitoring to ensure quality partnerships with measured outcomes, consistent with best practice guidelines to ensure student protection.
Possible pathways forward – enhancing student experience

Ensuring that Tasmania’s international students have the best possible education experience is vital to the ongoing health and promotion of the sector. Tasmania has a number of key attributes to attract international students and provide an exceptional education experience based around our high quality education providers, friendly and welcoming communities, high degree of personal safety, scenic natural environment and international transport linkages.

The University of Tasmania and the Tasmanian Government’s ongoing investment into higher education infrastructure will strengthen Tasmania’s reputation for providing modern student-focused products. This investment includes the Northern Campus Revitalisation Project and the Southern Campuses Revitalisation and Activation Project, and school and TasTAFE infrastructure upgrades.

Work or internship opportunities for international students are also of growing importance. Relevant working experience opportunities increase both the quality of learning and the living experience and are something that international students are seeking out when considering their education options.

The partnership of industry associations, together with government and the education sector, is essential for continuing to develop gateways to Tasmanian businesses for international students. This includes promoting awareness among employers about the value of engaging international students in the workplace as well as continuing to promote international students as integral to Tasmania’s need to sustain and grow its population and, thereby, the sustainability of the business community.

Community awareness

Ensuring that the Tasmanian community is able to cater to international students and provide a welcoming environment is an important facet of maintaining and improving the student experience.

Consistent with national efforts, Tasmania will benefit from work to promote the social benefits of the international education industry through a commitment to encouraging international students’ participation in and contribution to the social, economic and cultural life of Tasmania.

The Tasmanian Government is actively pursuing and facilitating migration pathways for international students. This includes by:

- assisting Tasmanian business to sponsor and employ international students
- targeted international liaison to attract people to Tasmania to live and work
- working with industry associations to further develop vibrant and productive industries.

Positive public messaging already occurs at the city and community level, including through welcoming activities for international students undertaken by the Hobart and Launceston City Councils in partnership with education
providers, notably the University of Tasmania. The Love Launceston project is another best practice example that features stories and imagery of international students and promotes visibility of the sector in the local community.

**Embracing Tasmania’s growing cultural and linguistic diversity**

The existence of strong social networks that support international students to study in Tasmania and achieve positive educational outcomes can also be an important factor in attracting and retaining international students. These networks may be made up of fellow students, interested locals, and other international visitors to the State.

International students’ experience of studying in Tasmania is supported and enhanced by distinct social networks with students from other countries. Social inclusion is a major area of importance for international students. Through the Multicultural Policy 2014, the Tasmanian Government will continue to develop a welcoming and cosmopolitan environment through:

- promoting cultural, religious and linguistic diversity as a social, cultural and economic asset for Tasmania
- celebrating Tasmania’s cultural heritage and identity, promoting multiculturalism and engaging all Tasmanians
- making Tasmania welcoming as a strong, diverse and inclusive state
- increasing cultural education among communities and community organisations
- supporting initiatives to increase community cohesion, diversity, harmony and equality.

The Tasmanian Government is also implementing a number of initiatives through its *Population Growth Strategy* to promote and celebrate Tasmania’s cultural and linguistic diversity. This includes the establishment of the Multicultural Grants Fund, with thirteen recipients sharing in grant funding in 2015-16; and the formal celebration of Harmony Day in partnership with the Multicultural Council of Tasmania.

Through the *Population Growth Strategy*, the Tasmanian Government is also undertaking research to understand the lived experience of migrants in Tasmania, and identifying pathways for international students, which will inform the development of the International Education Strategy.

---

3 A collaborative project between the Launceston City Council, Launceston Chamber of Commerce, University of Tasmania Launceston Church Grammar School, The Examiner, Cityprom, Tasmanian Broadcasters and Launceston Tamar Valley Tourism Association to promote Launceston as a learning destination
Possible pathways forward – destination branding and marketing Tasmanian international education

Tasmania’s global profile has significantly increased in recent years and the Tasmanian Government is continuing to engage with key international markets to promote Tasmanian products and services, including education. Targeted international engagement activities, economic policy, and a lower Australian dollar have spurred growth across key economic indicators, including visitor numbers and international exports.

The importance of a strong and recognised brand for Tasmania may be an important factor in attracting more students to our state. In its 2016-17 Budget, the Tasmanian Government has committed $650 000 to enhance the Tasmanian brand. Work will be undertaken to take stock of the Tasmanian brand attributes and determine how to support and promote it in the future. Increasing the value of the Tasmanian brand can benefit local education providers.

Tasmanian education providers also have their own individual brands that they cultivate and promote. The University of Tasmania has traditionally provided the bulk of direct investment into marketing efforts to attract international students. Targeted marketing effort also comes from individual independent schools and from GETI, on behalf of Tasmanian Government schools and TasTAFE.

Study Tasmania

The Tasmanian Government maintains an online presence under the ‘Study Tasmania’ brand and presents the range of educational services available in the state.

Study Tasmania promotes visibility to potential students, their parents and agents of Tasmania as a modern, quality education destination that welcomes diversity and is supportive of students.

The Tasmanian Government will continue to explore options to enhance the Study Tasmania online presence against national benchmarks to further appeal to priority markets.

Migration is an important driver that exists in the international education market and is part of Tasmania’s value proposition. Greater positioning of migration pathway information into the Study Tasmania website will support actions through the Population Growth Strategy to demonstrate that students can be supported through migration pathways at the end of their education.
Working towards an international education strategy for Tasmania

The Tasmanian Government will continue to work with key industry partners to explore and prioritise international education initiatives and opportunities that can deliver a strong return on investment. These may include:

- strengthening partnerships between key industry stakeholders and Government to build on the momentum established by the University of Tasmania and foster coordinated and collaborative growth more broadly across the sector
- exploring opportunities for an expansion of educational products, such as the program of associate degrees currently being implemented by the University of Tasmania
- continuing to identify opportunities to celebrate Tasmania’s growing cultural and linguistically diverse community
- highlighting opportunities for private sector investment in services to support international students
- promoting the benefits of international education to the Tasmanian community and local businesses
- continuing to work with the Australian Government to provide improved and accessible visa pathways to Tasmania, including the retention of international students in the state
- considering broader educational opportunities that may appeal to international clients, such as short courses and business events, which are draw cards for visitors and contribute to the educational sector and economy
- continuing to promote international education opportunities in Tasmania, including through the Tasmanian Government’s trade missions across the broader Asian region
- supporting positive student experiences, including by providing a welcoming and supportive environment for international students
- promoting Tasmania’s broader brand, harnessing the state’s lifestyle and liveability advantages, and highlighting the quality education products on offer in the state
- continuing to work with Tasmanian businesses to support pathways to employment and/or sponsorship of international students.

Further work to identify international education initiatives will also be informed by the Tasmanian Government’s Population Growth Strategy. The work to date to implement this strategy includes a number of research projects and pilots. The output of this work will provide a key input into the development of a future Tasmanian international education strategy.