



# National Regional, Rural and Remote Education Strategy

## Submission form

**Welcome to the submission process for the National Regional, Rural and Remote Education Strategy (the Strategy).**

The Regional Education Expert Advisory Group invites all interested parties to put forward ideas on the [framing paper](#) released on 20 December 2018.

The Advisory Group is seeking action-orientated responses to the challenges and key questions identified in this paper. The paper outlines the background of the strategy formation, the problem facing regional, rural and remote education and the challenges faced by those communities.

Your responses to the Framing Paper should focus on practical steps the Government could take to improve tertiary education access and attainment for people from regional, rural and remote backgrounds.

The form can be submitted any time before public submissions close at **5:00pm (AEDT) on 1 February 2019**.

Please note that the fields in the form are text only and pictures cannot be included. To return your completed form or if you experience difficulties in completing the form, please contact the Strategy Secretariat at [RegionalStrategy@education.gov.au](mailto:RegionalStrategy@education.gov.au).

### Note:

- information provided through the submission process may be published with your permission, including in the documentation relating to the Strategy and on the department's website
- questions marked with a \* require an answer to be provided.

## Privacy agreement

I agree to the Privacy Notice and Terms and Conditions of Submissions included at [Attachment A](#) to this document\*

Yes <input checked="" type="checkbox"/>
---

*Note: If you do not accept the Privacy Notice and Conditions of Submissions please do not complete or submit this form.*

I agree to have my submission published.\*

Yes <input checked="" type="checkbox"/>
No <input type="checkbox"/>

## Your details

Title\*

Mr
----

First name\*

Alan
------

Last name\*

Mainwaring
------------

E-mail address\*

[REDACTED]
------------

State/Territory\*

VIC
-----

Would you like to receive updates about the Strategy's process? \*

Yes <input checked="" type="checkbox"/>
No <input type="checkbox"/>

## Submission details

I am making this submission as a: \*

- Educator
- parent/carer/guardian
- Student / potential student
- School
- University
- Training Provider
- Employer
- community organisation
- government agency
- peak body / Think Tank
- academic person
- Other

Are you submitting on behalf of an organisation (including a business, other body or agency)? \*

Yes <input type="checkbox"/>
No <input checked="" type="checkbox"/>

Please specify the organisation on whose behalf you are submitting

A concerned member of the public
----------------------------------

I confirm that I have the organisation's agreement to make this submission. \*

Yes <input type="checkbox"/>
No <input type="checkbox"/>

Note: If you do not have the organisation's agreement, please go to the previous question and select "No" to confirm you are not submitting on behalf of an organisation.

## Key Questions from the Framing Paper

The Regional Education Expert Advisory Group is seeking responses to the following key questions. Specifically, we are looking for practical steps to overcome the five challenges facing students from RRR backgrounds.

### Challenge A: There are fewer study options available in RRR areas

1. What opportunities exist to expand options for further study in RRR areas?
2. What potential is there for universities, vocational training providers and other service providers to better work together in RRR areas, including opportunities to expand service offerings and better support articulation between VET and higher education?

### Challenge B: Relocating RRR students face significant financial, emotional and social challenges

3. What financial supports work best for students from RRR backgrounds, including those who choose to relocate?
4. What forms of support might be useful in helping students from RRR backgrounds to continue with their tertiary study?
5. How can universities assist RRR students to feel like they belong on their campus?

### Challenge C: Raising aspirations for tertiary education

6. What actions would help to raise aspirations and support informed career choices for students from RRR backgrounds?

### Challenge D: RRR often experience multiple forms of disadvantage

7. What practical steps can be taken to support RRR students who experience multiple forms of disadvantage?
8. How can we better support Indigenous people from RRR areas to access and succeed in tertiary education?

### Challenge E: Attracting people and jobs to RRR areas

9. How can tertiary education providers further stimulate economic growth in RRR areas?
10. What actions would further strengthen and increase the attractiveness of regional universities?
11. What policies would attract more metropolitan and international students to study at RRR areas, including regional universities and campuses?

### Challenge F: Implementing and monitoring a national strategy

12. Would there be value in establishing a National Regional Education Commissioner to oversee the Strategy and, if so, what should their role be?
13. How should success be measured? What goals and targets, including for tertiary education attainment, should be considered both at a national and individual community level?

## Please use the space provided below to respond to the questions above

The table cell will expand to accommodate your response. Please limit your response to 3000 words.

I have been involved in rural higher education for nearly 25 years. On the 29<sup>th</sup> of November 2018 I sent an email to Hon Member Mr Dan Tehan. This email was created mainly because of issues raised by the media on our overcrowded cities. What I outlined was first a history of how my particular campus, the Warrnambool Campus has had a dramatic decline in especially when caps were removed in 2007. For example when I started teaching at the Warrnambool Campus in 1994 we had around 2500 students in the last few years this number has declined to around 200.

We have excellent facilities at the Warrnambool campus recently we have had beautiful student accommodation facilities built. Of course since we now have small student numbers our resources are being underutilised.

Only a few years ago our Vice Chancellor came up with a proposal to close the campus at Warrnambool. In pure economic rational arguments this made perfect sense. But this closure would have devastating social consequences. By the way Warrnambool is not the only regional town suffering from decline in student's numbers, due to one major decision made in 2007 and the evidence is now overwhelming. Removing the caps has or is one the way to destroying regional campuses and overloading city campuses. Believe you me I interact with staff from our city Burwood campus and I don't know how long they will last, the city campus is way overloaded, while our local campus is under loaded we need more students.

So my main argument is that we must cap student numbers where campuses get overloaded even though from an economic argument removing caps seems like a good idea.

## Please provide a short summary of the key points in your submission

Please limit your response to 300 words— note: any text above 300 words will be excluded from your submission. The table cell will expand to accommodate your response.

From my above outline, I have a simple message first bring back the caps. Many times I have seen modern societies question old methods, procedures only to find there was an innate wisdom in why something was done. The caps are a classic example. Australia has unique circumstances which in some ways sound like disadvantages, for example significant remote towns separated by quite large distances with only small populations. But lets us put more emphasis on vocational education which if we are not careful will result in massive skill shortages. The regional areas have an enormous potential to benefit not only the people living there, but also give quality of life for city people.

Think of renewable energy as an example.

Years ago Universities were about education not vocation training the thing is since mass education has come into vogue in the last twenty to thirty years the difference between the TAFE and the University is getting blurred.

I am an old fashioned academic with an emphasis on education through the mathematical and physical sciences, in which I am trained. Yet I also have a great respect for the technical aspect of vocational training as well.

I think bringing back caps may well reduce economic outcomes via short term profits but increase the quality of an economy in the long term by showing people in the city that regional areas have a fantastic quality of life.

# Privacy Notice and Terms and Conditions for Submissions

## Purpose for collection of information relating to submissions, and the use and disclosure of that information

The Australian Government Department of Education and Training (the department) invites you to make a submission in relation to the development of the National Regional, Rural and Remote Education Strategy (the Strategy).

Through the submission process, the department will be collecting certain information, including personal information. The information collected may include your name, your email address, the organisation you represent (if applicable) and any other information that is included in your submission.

The department may use and disclose this information for the purposes of informing or contributing to the Strategy, policy development related to the subject of the Strategy, publishing submissions (including by making submissions publicly available), and providing feedback to the department's Minister about the Strategy and submission process.

The department may also contact you to provide updates on the progress of the Strategy, if you have indicated in your submission response that you would like to receive such updates.

## Publishing submissions

The department reserves the right to publish any submissions, including only a sample of submissions, made in relation to the Strategy. This includes by making those submissions publicly available on the department's website, or through any report/s arising from the Strategy.

You may elect **not** to have your submission published. If you do not want to have your submission published, **do not check** the relevant box on this document.

Before publication, your email address, if provided with your submission, will be removed. **However, your name will be published with your submission.**

Note, any information about individuals contained in your submission will be published. Note also that the name and address of any organisation you represent, if included in your submission, will also be published.

The department reserves the right to amend or redact prior to publication, or to not publish, any submission if it considers the submission to be defamatory or derogatory in any way, or if it includes information relating to individuals.

The department also reserves the right to modify or adapt submissions for the purposes of web accessibility and any publishing formatting requirements.

For more information, please also visit the department's [Copyright](#) page.

## Third party information, including of individuals, in submissions

If you are making a submission on behalf of an organisation, or represent that you are, you must ensure that you have that organisation's agreement prior to making the submission. By making a submission, you represent to the department that you have such agreement.

If there is information in your submission referencing an individual, which is not otherwise publicly available, you must ensure that you have the consent of the individual to whom the information relates to include it in the submission. By making a submission, you represent to the department that you have such consent.

By making a submission, you further represent to the department that your submission does not contain any confidential information about any individual or organisation.

## **Privacy policy and contact**

For further information about the department's privacy policy and how it deals with information, including how you can access or correct your personal information, please see the department's [privacy policy](#).

For any queries relating to this Privacy Notice and Terms and Conditions for Submissions, the Strategy or your submission please contact the Regional Education Strategy Taskforce via email on: [RegionalStrategy@education.gov.au](mailto:RegionalStrategy@education.gov.au)