



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.

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*

Ms

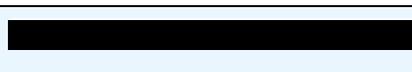
First name*

Linda

Last name*

Beilharz

E-mail address*



State/Territory*

Victoria

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

Please specify the organisation on whose behalf you are submitting

Regional Development Australia Loddon Mallee
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I confirm that I have the organisation's agreement to make this submission. *

Yes <input checked="" 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.

Challenge A:

Caps on Commonwealth Supported Places (CSP) unfairly impact students in regional, rural and remote areas where metropolitan economies of scale cannot be achieved. Removing, or at a minimum, lifting the cap for regional tertiary institutions will allow the growth of enrolments not only for school leavers but for the significant number of mature age students who missed out on university when leaving school. Without financial support, participation and the opportunity for lifelong learning is severely hampered.

The allocation of CSPs should accommodate the needs of regional areas and not just population growth, reflecting the regional skills demand or forecast jobs growth.

There is an opportunity to bring State and Commonwealth Governments together to recognise the value and validate the funding of innovative programs such as the dual enrolment (degree-diploma) model delivered in partnership by LaTrobe University and TAFE. These programs have proven the ability to grow pathway opportunities for students in areas of intergenerational disadvantage, creating large numbers of 'first in family' degree attainment and successfully reached into cohorts with low educational attainment including the local Indigenous community.

This particular program was a victim of the current capping freeze and whilst we are aware that the Commonwealth Department of Education was concerned with the program because of the potential for cost shifting to the Commonwealth, we maintain that this was the right program to deal with the attainment issues in our region. [The Mallee region in Victoria has only 18.05% of the population over 15 with Bachelor degrees or higher compared to Victoria's 40.2%].

Concerns regarding cost shifting should be able to be worked through by the respective Governments for the benefit of regional students.

Challenge B:

Increasing participation of students in the Loddon Mallee region requires addressing the costs of commuting. The Loddon Mallee region is in excess of 59,000km² and occupies more than a quarter of Victoria. Many students therefore either face long commutes to attend tertiary institutes or face relocating to Melbourne for study which removes talent from the region.

Increasing student mobility through travel allowances, including potential up-front payments, would have a significant effect on increasing participation for regional students. Where distances are commutable, this will alleviate the need for students to relocate and can remain part of their community. Where relocation is necessary, low-cost accommodation is a necessity.

Whilst acknowledging the Government's investment in regional study hubs as an intervention to address access and participation for rural and regional students, it has the potential to weaken the viability of the existing campuses in the current policy environment. Consideration is required to ensure the sustainability and growth of these important regional assets as drivers for employment, innovation and social capital.

Funding for programs such as the Murray-Darling Medical Schools Network is strongly supported given the potential to retain students in regional areas ('train in the regions, stay in the regions') particularly when developed in conjunction with existing regional campuses.

There is an opportunity to fund regional skills studies that vision and articulate the skills required for the future that will be impacted by digital disruption, automation and artificial intelligence.

Similarly, a national framework to measure, deliver and credential soft skills would support all educational institutions in readying a future workforce. Deloitte Access Economics predict that by 2030, 67% of all jobs will require soft skills (also referred to as enterprise or global skills) including collaboration, communication, creativity, critical thinking and problem-solving.

Source - DeakinCo, *Soft skills for business success, 2017* available at:

<https://www2.deloitte.com/au/en/pages/economics/articles/soft-skills-business-success.html>

Challenge C:

Raising aspirations is integrally linked to level of attainability and access. For many regional students, limited access and lack of exposure to tertiary education through intergenerational disadvantage means it is perceived as unattainable. Raising aspirations will require a coordinated and place-based effort.

The RDA Loddon Mallee supports the idea of early intervention to increase career knowledge and insights into work opportunities through broader engagement between schools, local business community and tertiary institutes. Regional collaborations bringing these key stakeholders together can foster creative and locally relevant solutions.

There is an opportunity to establish frameworks or programs that incentivise industry engagement to facilitate work integrated learning models and other collaborative initiatives. For example, a number of programs in the Loddon Mallee such as Passions and Pathways, Young Ambassadors, Principal for a Day, Career Horizons, and CityStudio have demonstrated outstanding levels of collaboration to assist in transitioning students into the world of work.

Similarly, industry or even business cluster scholarships could be encouraged with potential tax deduction benefits.

Challenge D: Please refer to Challenge A response, specifically:

There is an opportunity to bring State and Commonwealth Governments together to recognise the value and validate the funding of innovative programs such as the dual enrolment (degree-diploma) model delivered in partnership by LaTrobe University and TAFE. These programs have proven the ability to grow pathway opportunities for students in areas of intergenerational disadvantage, creating large numbers of 'first in family' degree attainment and successfully reached into cohorts with low educational attainment including the local Indigenous community.

Challenge E:

There is an opportunity to fund regional Research and Development partnerships between local industry and tertiary providers. The connection of industries to universities in regions and the growth of regional research profiles are an often overlooked opportunity in rural, regional and remote areas. There is significant potential to build the links both nationally and internationally, strengthening the regional tertiary institutions and creating regional jobs.

Challenge F: No specific feedback

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.

Education at all levels is central to regional development. Without individuals with the necessary skills, quality of life and economic activity fall. Despite this, education policy is currently divorced from regional development policy.

It is proposed that more sustainable and equitable results for the Loddon Mallee (and other Australian regions) will be achieved by addressing these issues through a **regional development policy lens**.

Young adults living in our regional and rural communities face significant barriers to accessing higher education.

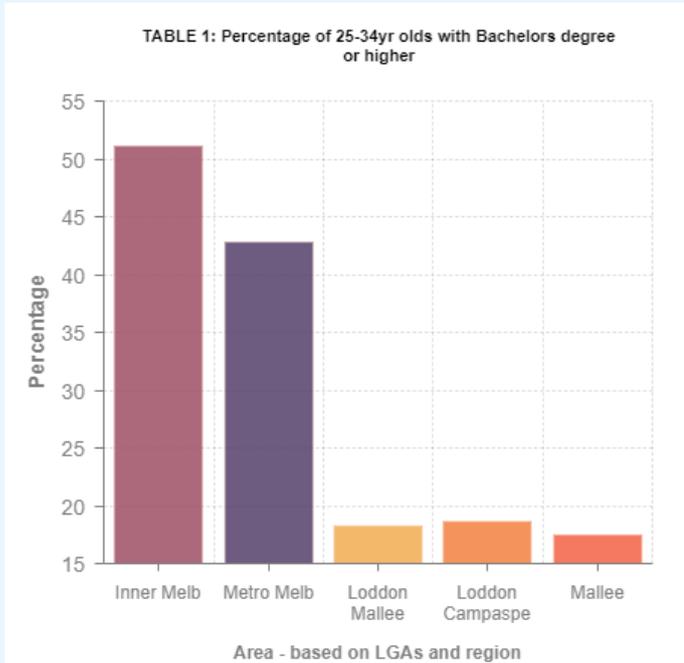
Bachelor degree attainment (or higher) for 25-34yr olds is **below half** that seen in metropolitan Melbourne in seven out of the ten local government areas in the Loddon Mallee.

The allocation of CSPs should accommodate the needs of regional areas and not just population growth, reflecting the **regional skills demand or forecast jobs growth**.

We particularly support study on our **local regional campuses** because of their economic impact in our communities, but any study is to be encouraged.

We also ask that support be given to the introduction of a **travel allowance**, potentially including an up-front payment to assist students to pay for public transport or vehicle costs to reduce the barrier to attending university.

We support the **incentivisation of industry and tertiary sector collaboration** which not only potentially raises aspirations for tertiary education but can provide a pathway to local employment.



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