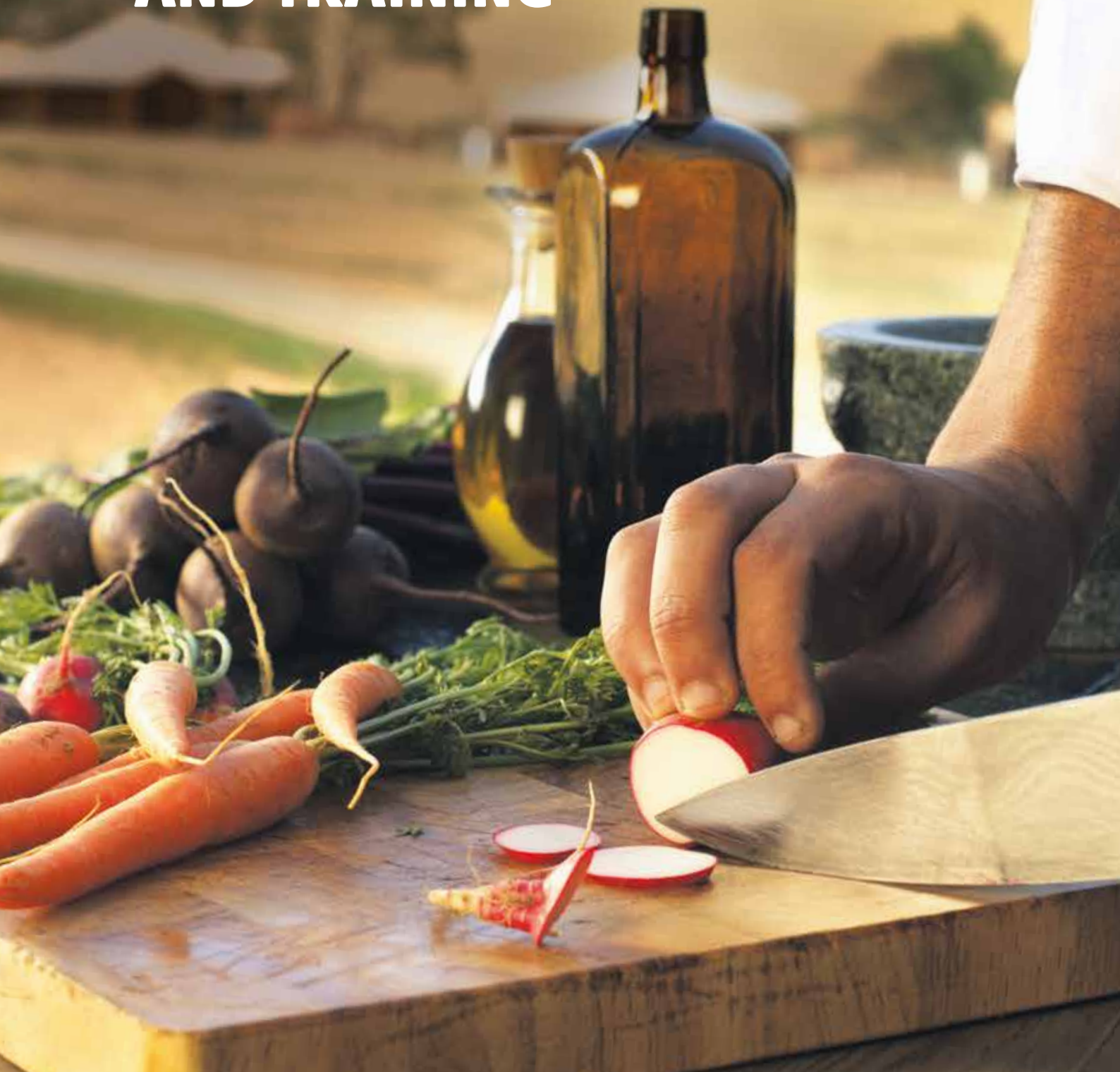




Australian Government
Australian Trade and Investment Commission



TOURISM EDUCATION AND TRAINING





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INTRODUCTION

Australia's education and training providers have significant expertise in equipping employees in the tourism industry with the broad range of skills and knowledge required to service a customer base that is becoming increasingly sophisticated. Access to skilled staff is essential to the success of any business, but is particularly important in the tourism industry, where outstanding service is an integral part of the overall visitor experience and has a direct impact on business performance and profitability.

There are a number of workforce challenges that are common to businesses operating in the tourism industry around the world. Issues include labour shortages and the attraction and retention of employees, along with the additional impact of seasonality in many tourism destinations. These issues are further exacerbated by the fact the industry itself is predominantly made up of small businesses, and by the highly casualised nature of the tourism workforce.

Access to education and training, both for new entrants and also for existing workers within the tourism industry, is vital to developing a job-ready, skilled and sustainable workforce. All sectors of the tourism industry are highly dependent upon ready access to large numbers of staff with appropriate high-quality education and training to ensure exceptional service delivery and a world-class tourism product.

Australia has a well-developed and mature tertiary education system, including both university and vocational education, offering nationally recognised qualifications aligned to the Australian Qualifications Framework (AQF). The AQF provides a framework for progression between education levels and, along with

Australia's strong regulatory and quality assurance system, has helped Australia maintain its reputation for excellence in the delivery of education and training.

This structured approach is also useful when designing and delivering non-accredited training programs in international markets. Programs are tailored to local industry needs and while non-accredited training is not required to adhere to the specifications of the AQF, a methodical and consistent approach to the development of training programs promotes a high quality outcome.

This industry capability statement provides an overview of Australian capability in the tourism education and training sector, including examples of some of the many Australian companies with specialist expertise.

Talk to your local Austrade representative for more tailored advice and information about connecting and partnering with Australian tourism education and training providers.

austrade.gov.au

TOURISM TRAINING AND SKILLS DEVELOPMENT

Australian training and education providers are very experienced in the provision of high quality training and skills development programs across a range of sectors in the broader tourism industry.

Australian providers deliver both accredited and non-accredited training and education for both full qualifications and specialised short-courses across sectors including:

- › Hospitality – food and beverage service, housekeeping, front desk and other hotel operations
- › Tourism – tour driving and guiding, tour planning and operations
- › Events – event coordination and operations, venue management
- › Culinary – commercial cookery, patisserie, food safety
- › Travel – travel sales and agency operations

In addition, a range of transferable skills in areas such as customer service, management, sales and marketing, and human resources are commonly delivered.

A variety of delivery modes can be developed and adapted to suit the individual needs of local industry. Australian training and education providers can tailor programs to ensure the optimum outcome for businesses and students alike, whether it be through face-to-face classroom or workplace based delivery, online delivery, or a combination.

This can also include such adjustments as delivering in a language other than English, adapting training to ensure culturally appropriate delivery, and/or ensuring delivery that is customised for varying levels of literacy and numeracy.

This flexibility and ability to adapt training and education programs allows for the individual needs of students, businesses, regions and industry sectors overall to be met with preeminent training and education solutions that deliver excellence in outcomes.



Image credit: tourism.australia.com

INDUSTRY OVERVIEW

Key Facts

Australia's travel and tourism industry ranks seventh overall in the world for competitiveness,¹ and experienced strong growth in visitor numbers of six per cent to a total of 8.4 million international visitors for the year ending June 2018.² Overall, the tourism industry contributed \$55.3 billion to the Australian Gross Domestic Product in 2016-17.³ For tourism receipts Australia ranked 7th globally in 2017.⁴ In 2016-17 the tourism industry directly employed 598,200 people⁵ and the total number of people employed in Australia as a result of tourism (both directly and indirectly) was estimated at 924,600, or 7.7 per cent of national employment.⁶

The tourism industry encompasses a broad range of sub-sectors, including hotels and accommodation services, restaurants and cafés, bars, transport and travel services, cruising, tourist attractions, guided tours, casinos and gaming, exhibitions and events. The common characteristic across all of these sub-sectors is they are all “people-facing” sectors and therefore, while the practical and technical skills used to complete job tasks are important, there is also great value placed on soft-skills, such as customer interaction and service, communication delivery and cultural awareness.

With 43 universities⁷ delivering higher education and some 4,200 organisations registered to deliver vocational education qualifications in both workplace and institutional settings⁸, employers in Australia have access to a wide range of options for ensuring their staff have appropriate education and training in both technical and soft-skills to contribute to a profitable business. Relevant and effective education and training plays an important role in ensuring the ongoing profitability and sustainability of tourism businesses, and indeed the industry⁹. However, the education and training sector itself has an important role in

Australia's economic prosperity. International education is Australia's fourth-largest export, contributing \$34.9 billion to the Australian economy in 2018.¹⁰

Indeed there is a high level of capability across the tertiary sector as well. Australia is home to ten of the top 50 universities specialising in Hospitality and Tourism Management in the Academic Ranking of World Universities in 2018. These include Griffith University (ranked number two) University of Queensland (three), Monash University (21) University of South Australia (25), South Cross University (28), James Cook University (31), University of NSW (34), University of Technology Sydney (43), Curtin University (44), and Victoria University (46).

It is not only the delivery of education and training to international students within Australia that is in demand. The National Centre for Vocational Education Research (NCVER) reports that in 2017, 34,300 students undertook a nationally recognised Australian training program delivered by an Australian provider at an overseas location. This included delivery by universities, TAFE and private vocational providers. Overall, students in overseas locations enrolled with Australian providers in 425,700 individual subjects during 2017, with the vast majority of training taking place via classroom-based delivery. The Tourism, Travel and Hospitality Training Package was responsible for the second-highest number of vocational training package program enrolments by students based overseas in 2017, with approximately 11 per cent of total program enrolments.¹¹

These statistics provide a clear indication of the high demand for Australian education and training products. However, there is also a significant market in delivery of non-accredited training and education by Australian providers. This is evidenced by the many



tailor-made training and education solutions that are developed in collaboration with local industry and delivered to meet specific skills development needs.

Analysis by Deloitte Access Economics estimates by 2025 there will be over one billion learners actively seeking to engage in education and skills development¹². Combined, the delivery of both accredited and non-accredited training in tourism provides a strong opportunity to make a significant contribution towards this target of one billion learners by 2025, through delivery within Australia, but also through off-shore delivery of training and education by Australian providers.

Comparative Advantage

Australia's education and training system is globally renowned for its robust quality assurance and high-quality student outcomes. The alignment of qualifications to the Australian Qualifications Framework (AQF) ensures transparency and consistency of outcomes and enables easy identification of the level of training achieved and the broad type of skills this will bring to a business.

In particular, as an industry-led system, Australia's Vocational Education and Training (VET) system has strong linkages to the labour market and provides employers with access to relevant training to meet contemporary skills needs.

The development of industry-led national training standards provides a framework for effective workforce development that actively contributes to the viability and productivity of businesses within the tourism industry. The standards support the use of qualifications and programs that reflect current industry skills needs and yet are flexible enough to adapt to future demands.

On the basis of these robust industry linkages, Australian education and training providers possess strong capability to not only meet the skills and knowledge demands of the Australian workforce, but also to cater to the diverse and changing needs of the international workforce.

INDUSTRY STRENGTHS – EDUCATION & TRAINING

Recognised standards for programs and providers

The *2016 International Student Survey* reports an overall satisfaction rate of 89 per cent by international tertiary students undertaking study in Australia. The top two factors identified by survey respondents for deciding to study in Australia were reputation of the qualification (95 per cent) and reputation of the education system (94 per cent).¹³ These responses demonstrate the high regard for Australia's education and training system internationally.

One of the notable reasons for this is Australia's education and training system is based on national standards which reflect industry benchmarks for required skills and knowledge. Through alignment to the AQF and under the umbrella of the regulatory standards set by the Australian Skills Quality Authority (ASQA) and the Tertiary Education Quality and Standards Agency, students, and in turn their employers, are provided with quality education and training outcomes that are consistent, regardless of where a student completes his or her training irrespective of provider.

The regulatory standards for Australian training providers also deal with the professional qualifications and expertise required by the staff delivering and assessing products in the education and training sector. This includes various aspects of industry currency and professional development, making Australian education and training staff among the most professional, skilled and highly sought after worldwide.

The national standards provide consistency and allow for straightforward recognition of skills and qualifications across national and, in some cases, international borders, enhancing labour mobility. This presents a significant opportunity in a global industry sector such as tourism, where skill deficiencies and labour shortages are common. Access to highly skilled employees is critical to building a more consistent, productive and profitable tourism industry as a whole.



Image credit: Visit Victoria



Image credit: Skyrail Rainforest Cableway

CASE STUDY

DETERMINING INTERNATIONAL OCCUPATIONAL STANDARDS IN TOURISM

SkillsIQ was engaged by the Department of Education and Training, and funded through the Department of Foreign Affairs and Trade's APEC Economic Diplomacy Fund, to develop occupational standards for a range of job roles in the tourism sector.

Representatives from six APEC economies formed the working group that led this project, including representatives from Australia, Peru, Viet Nam, Chinese Taipei, Thailand and the Philippines. The involvement of industry in this process was critical to ensure the occupational standards reflected the skills and knowledge required in the workplace of each economy.

Six tourism job roles were identified and agreed upon as having international portability, along with common skills and knowledge that transcended international borders. These were Bar Attendant, Cook, Event Coordinator, Front Desk Attendant, Housekeeper and Travel Agent.

Common skills and knowledge were identified and draft occupational standards were validated by the working group and industry representatives in their respective economies. Additional validation was also led by Peru with a group of representatives from Pacific Alliance economies involving Mexico, Chile and Colombia.

The department will be progressing endorsement of these occupational standards by the APEC Human Resource Development Working Group.

The long-term aims of this project are to enable international recognition of common skills and knowledge in tourism job roles across all APEC economies and to contribute to increased international labour mobility. Further, the development of agreed occupational standards will contribute to improved status and recognition of job roles in the tourism sector across the APEC region.

Flexibility and diversity of delivery options

Australian education and training providers possess expertise across a range of delivery modes.

Providers work with students in many different countries, delivering face-to-face classroom-based training, but also via workplace-based training or online delivery platforms. While a number of Australian providers have on-site campuses in overseas locations, delivery of education and training may also take place through the formation of partnerships with locally-based training organisations.

The Australian education and training system also provides flexibility in catering to a diversity of student characteristics and needs. The wide range of training products available for the tourism industry allows providers to tailor training for delivery to students with varying levels of literacy and numeracy and also for delivery in languages other than English. Australian education and training providers also regularly provide assistance in overseas markets through the development of in-house training curriculum; specialised, tailored training for individual organisations; or through the provision of professional development and training for staff in local education and training institutions in order to increase their skills.

Overseas delivery of Australian education and training programs occurs across both higher education through universities and in the vocational training sector. Often, pathways may be created between vocational training and university.

Employers place great value on practical skills, and this workplace-learning is a key feature of the Australian system that contributes to the development of job-ready graduates. Alternatively, many campuses, particularly in vocational learning, have on-site trade

training facilities that mirror commercial business settings, where students can access training environments that simulate the workplace.

Online platforms allow for cost-effective delivery of training and can be particularly useful when working with students in regional areas, or if travel is costly or travel times are significant. Blended delivery models which combine periods of classroom-based training with online delivery are also common, as they facilitate access through the use of technology, but still maintain the personal contact and transfer of information that comes with face-to-face training.

The opportunity for in-market training providers to partner with Australian education and training providers is available. One of the goals of Australia's *National Strategy for International Education 2025* is to strengthen partnerships abroad, and central to this is collaboration through institution-to-institution partnerships.¹⁴ Australian universities and training organisations are adept at working in partnership with international education and training organisations, to form training alliances and partnerships that deliver high quality outcomes.

Australian training and education staff are highly skilled and sought-after for delivery of training in overseas markets. They may be engaged to deliver training on campus, or at certain key points throughout the duration of a course. Australian training and education staff also commonly provide professional development of local training staff – 'train the trainer' – to upskill local staff. This can have significant benefits, as it not only contributes to the ongoing sustainability of the education and training market in that country, but ensures that training delivered is relevant.

CASE STUDY

DELIVERING HOSPITALITY & EVENTS SKILLS TO HOTELS IN CHINA

TAFE Queensland delivers world-class training in the hospitality and tourism industry and is recognised by local and global employers as the partner of choice. TAFE Queensland's high standing and global reputation resulted in its appointment as an official training partner at the Gold Coast 2018 Commonwealth Games.

TAFE Queensland has been delivering vocational training in China for over 18 years.

In 2000, Queensland College was established at Shanghai Second Polytechnic University (SSPU) under an agreement signed by the Shanghai Municipal Government and the State of Queensland. Since then, over 3,500 students have graduated from TAFE Queensland's diploma programs delivered at the College. Program areas include hospitality, event management, business and international business. Students at Queensland College complete industry placements with international hotels, including Radisson Blu and the Intercontinental Hotel Group.

Through the College, TAFE Queensland has formed close industry relationships with local enterprises, providing students with employment opportunities.

In June 2017, students participated in the annual Mocktail competition organised by TAFE Queensland. Representatives from the Intercontinental Hotel Group joined the judging panel and attended the awards ceremony. The competition, held in a brand-new state-of-the-art hospitality facility at Queensland College, aimed to showcase the students' skills in preparing drinks, as well as organising and managing major events.

The event saw the attendance of senior SSPU staff, as well as representatives from the hospitality industry and the Shanghai Ministry of Education, who provided very positive feedback on the students' performance. "We greatly value the opportunity to cooperate with TAFE Queensland. I believe our cooperation will have a bright future," said Mr Song Baoru, Chair of the University Administration Committee, SSPU.

CASE STUDY

CUSTOMER SERVICE TRAINING FOR THE FORMULA 1 SINGAPORE AIRLINES SINGAPORE GRAND PRIX

The Formula 1 Singapore Airlines Singapore Grand Prix celebrated its 10th year of racing in 2017. The event is the largest event on Singapore's calendar each year, attracting 80,000 people daily to the Marina Bay Street Circuit across an action-packed three days each September.

In preparation for the event each year, the William Angliss Institute (WAI) Singapore trains over 2,000 students and staff to work as ushers, customer service officials, and safety and security officers. WAI Singapore is a wholly owned subsidiary of William Angliss Melbourne, Australia; a Victorian State Government-funded and endorsed TAFE Institute and a partner of SkillsFuture Singapore, operating as a Continuous Education and Training Centre of Tourism in Singapore.

WAI was first selected by the Singapore Grand Prix to be their official Customer Service training partner in 2013, and has been re-selected each year for the past five years. WAI sees its training partnership with the Singapore Grand Prix as a very valuable one; the Singapore Grand Prix has a reputation in Singapore and internationally as an event with a high standard of excellence, and WAI is proud of the part it plays in the success of the event each year.

The Singapore Grand Prix provides thousands of jobs for Singaporeans both leading up to the event and during the event itself. It also provides a once-in-a-lifetime opportunity for the young people of Singapore to be involved in a world-class event, through their employment as ushers, all of whom receive WAI training. WAI is a firm believer in supporting students and supporting industry, and this commitment to young college students is one of the reasons WAI has forged such strong ties with the Singapore Grand Prix.

CASE STUDY

DELIVERING INTERNATIONAL SKILLS IN COOKERY & HOSPITALITY

Bangde Vocational College, a private college based in Shanghai, has maintained a training alliance with TasTAFE for over 12 years. Focusing initially on logistics, the alliance has more recently broadened to focus on tourism and hospitality, and in particular Asian and Western Cookery.

Upon completing an Australian qualification, TasTAFE offers international students the unique opportunity of gaining further qualification by enrolling in the Diploma in Leadership and Management delivered in Shanghai or Hobart, with a pathway to a Bachelor of Business through the University of Tasmania. This program will shortly also include Certificate III (and above) in Hospitality, incorporating Chinese culinary expeditions for Australian hospitality professionals. The partnership enables students from both regions to gain international experience and the job-ready skills to work globally in the tourism and hospitality sector.

As part of Australia's well-established TAFE network, TasTAFE upholds Australia's reputation for excellence in education in Tasmania. TasTAFE operates with a focus upon high performance and quality assurance across all areas of tourism, guiding, and hospitality.



Image credit: Melbourne Food and Wine Festival



Industry-responsive outcomes

One of the determining factors of quality for Australia's international education offering, alongside the calibre of courses, providers and the global recognition of Australian qualifications is improved employment outcomes.¹⁵

Qualifications in Australia's education and training system, particularly in the VET system, are developed via an industry-led process. Industry defines job roles and identifies skills needs. This is then translated into national standards, endorsed by the Australian Government. Delivery of training according to these standards is quality assured via national regulation and policy settings specific to education and training providers. As changes occur that impact on the tourism workforce, qualifications are updated to reflect new ways of operating.

This system, while complex, is recognised worldwide for its industry responsiveness and ability to provide quality education and training outcomes that meet industry needs.

The incorporation of workplace-based training that is a feature of many Australian tourism industry training programs is also of great value in terms of providing practical skills and experience. Employers can be assured that training graduates are not only equipped

with technical skills to undertake various job roles, but they have practised these skills in an industry-relevant environment, be it an actual workplace or a simulated environment in a training centre.

Australian education and training providers are experienced in working closely with the tourism industry to ensure training programs are fit for purpose and deliver content that is relevant and culturally appropriate. Providers work with local industry to determine skills needs and match them with training programs that will cater to these needs. This covers not only the technical content of the training course, but also aspects such as the location of training, delivery duration, delivery mode and other supports that ensure a successful outcome.

The involvement of industry in the development of education and training standards and products from the outset ensures their suitability for satisfying industry requirements. The resulting tourism education and training programs have a clear and direct link to job roles, and this ultimately enhances employment opportunities and contributes to the viability, productivity and profitability of the entire tourism industry.

CASE STUDY

SUSTAINABLE TOURISM FOR REGIONAL GROWTH

Griffith University is a leading provider of tourism education and research, ranked second in 2018 for Hospitality and Tourism Management by ARWU and is highly engaged in developing tourism capacity in the Asia Pacific Region.

Since 2015 the Griffith Institute for Tourism has been collaborating with the University of the Sunshine Coast to deliver annual training for regional tourism operators from East Indonesia. This program, funded by the Australian Aid program through the Australian Government's Department of Foreign Affairs and Trade, reflects the Indonesian Government's desire to develop the tourism industry beyond Bali, supporting regional economic development that leverages the country's natural assets.

Through this program, participating tourism managers from East Indonesia spend three weeks across diverse sites in Queensland, including the Gold Coast, Cairns, Port Douglas, Mungalli Creek and Undara. The program includes consideration of social, environmental and financial sustainability; tourism destination and business planning; adopting a visitor's perspective; and the value of collaboration.

One participant from East Nusa Tenggara said the program had taught him "the importance of integrated tourism development, with holistic communication among the government, the private sector and the community".

Armed with knowledge from this program, participants have returned to Indonesia equipped to drive sustainable development in the tourism industry and new networks to draw inspiration from.

CASE STUDY

DELIVERING TAILOR-MADE PRE-OPENING TRAINING FOR THE WORLD'S LARGEST RESORT HOTEL COMPLEX

Over a 12-month period the William Angliss Institute (WAI) worked with Las Vegas Sands Corporation to develop organisational capability to successfully operate the new Venetian Macau Integrated Resort Hotel, Casino and Convention Centre, and improve performance of the Sands Casino Macau. The tailor-made programs and services included the pre-opening Superior Guest Service Program delivered in the local language for all staff; intensive "train the trainer" programs; short skills-based training programs in food and beverage, housekeeping, front office and retail, as well as a pre-opening simulation; and a Mystery Guest Program.

During this period, WAI, in partnership with Box Hill Institute (BHI), assisted Venetian Macau to open its 3,000-suite Resort Hotel. This involved training approximately 2,500 staff in food and beverage service, housekeeping, front office operations and stewarding operations.

Prior to the opening, WAI and BHI conducted a pre-opening simulation program scheduling more than 5,000 guests over two weeks to trial its accommodation and hospitality establishments, and provided recommendations to the management on how to improve the hotel's services.

As part of the project methodology, "train the trainer" programs were provided to the various department supervisors and managers, particularly in housekeeping, front office and food and beverage operations, to enable them to continue to train staff after the completion of the project



Image credit: Tourism Australia

AUSTRALIAN CAPABILITIES IN VOCATIONAL EDUCATION AND TRAINING

SECTOR	Hospitality	<ul style="list-style-type: none"> Food & Beverage Housekeeping Front desk operations Hotel management
	Tourism	<ul style="list-style-type: none"> Tour planning and operations Tour guiding Tour driving
	Events	<ul style="list-style-type: none"> Event coordination Venue management
	Culinary	<ul style="list-style-type: none"> Food safety Commercial cookery Patisserie
	Travel	<ul style="list-style-type: none"> Travel consultancy Travel agency operations
	General	<ul style="list-style-type: none"> Customer service Human resources Finance Management and leadership Marketing and public relations Sales Workplace health and safety
DELIVERY		<ul style="list-style-type: none"> Face-to-face, in-country Online Blended face-to-face and online Short courses (single subject or specific skill sets) Accredited full qualifications Non-accredited courses Specialised training

ABOUT AUSTRADE

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