

## **3<sup>rd</sup> meeting of the Australia-India Education and Skills Council**

### **JOINT COMMUNIQUÉ**

**between**

**the Department of Education and the Department of Employment  
and Workplace Relations of the Government of Australia**

**and**

**the Ministry of Education and the Ministry of Skill Development and  
Entrepreneurship of the Government of India**

**8 December 2025**

**New Delhi, India**

#### **Preamble**

1. Ministers reaffirmed the Australia-India Education and Skills Council (AIESC) as the premier bilateral forum for advancing cooperation in education, skills, and research. Building on the momentum of AIESC 2024 meeting, both sides committed to deepening collaboration across six strategic pillars: transnational education, regulatory cooperation, skilled workforce development, school education, sports education and research collaboration.
2. Ministers reaffirmed their shared commitment to India's implementation of the National Education Policy 2020 (NEP), recognising it as a transformative framework for achieving the Viksit Bharat vision of a developed India by 2047. They acknowledged that the NEP's emphasis on universal access, quality, equity, and internationalisation aligns closely with Australia's strengths in education, skills and research.
3. As 2025 marks five years since the launch of India's NEP, Ministers noted its impact in catalysing bilateral cooperation in the education and skills partnership between India and Australia. Bilateral cooperation has expanded through meaningful exchange

between our institutions, researchers, academics and students. This strengthened partnership embodies the shared commitment to national and personal prosperity through education and skills.

### Transnational education

4. Ministers welcomed the continued establishment of Australian university campuses in India, including the commitments made by Deakin University, University of Wollongong, University of Western Australia, Western Sydney University, Victoria University, La Trobe University and the University of New South Wales.
5. Ministers highlighted online and blended delivery as a strategic enabler for access, equity, and quality in higher education, supporting India's NEP 2020 and Viksit Bharat 2047 vision. Building on the 2023 Mutual Recognition Mechanism, they agreed to collaborate on scalable models leveraging Australia's strengths in digital pedagogy and quality assurance and welcomed India's move to allow Australian courses on SWAYAM to deepen institutional partnerships and expand student access.
6. Ministers reaffirmed commitment to expanding dual qualifications to boost mobility, employability, and global competitiveness. They agreed to encourage institutional partnerships, noting successful models like RMIT-BITS Pilani's expansion, which demonstrates scalability and impact in priority sectors. Ministers underscored the value of such initiatives in deepening institutional linkages and contributing to workforce, reinforcing the shared commitment to building competitive, knowledge-driven economies.

### Regulatory cooperation

7. Ministers endorsed deeper engagement between Australia's **Tertiary Education Quality and Standards Agency (TEQSA)** and India's **University Grants Commission (UGC)** to advance quality assurance in higher education. This includes joint efforts on best practice in higher education innovation and addressing emerging challenges such as the integration of generative artificial intelligence (AI) in teaching and learning. Ministers tasked regulators to share best practices and regulatory insights to support innovation while safeguarding academic integrity.
8. Ministers look forward to an expanded cooperation between the **Australian Skills Quality Authority (ASQA)** and India's **National Council for Vocational Education and Training (NCVET)**. This includes collaboration on transnational vocational education and training (VET) delivery, trainer exchange programs, support joint development of qualifications, bridging courses and knowledge and practical exchange on quality assurance tools and mechanisms. The partnership will support the development of

portable, industry-relevant qualifications and mutual understanding of regulatory arrangements and priorities.

## Skilled workforce development

9. Ministers reaffirmed the role of education collaboration as a critical enabler of economic growth and workforce transformation. They recognised that partnerships between Australian and Indian institutions are essential to building skilled, adaptable workforces for priority sectors that drive economic growth.
10. The Ministers recognised the importance of creating seamless pathways for learners and professionals and agreed to facilitate enhanced access to existing and emerging scholarship schemes for Indian students and professionals in Australian institutions, particularly in vocational and applied skill domains. Both sides agreed to review existing frameworks and promote greater awareness and uptake, with a view to strengthening transnational education, supporting learning progression, and deepening people-to-people connections.
11. Ministers welcomed the success of the Developing Critical Skills project in agriculture. They noted plans to integrate the project's microcredentials into India's Kendriya Vikas Kendra network, deliver courses at Australian campuses in India, and expand student access via microcredentials on SWAYAM.
12. Ministers acknowledged the growing collaboration between India and Australia in advancing skills development for the renewable energy sector. They welcomed ongoing efforts to upgrade skill training for the renewable's workforce of the future in areas such as solar technologies, green hydrogen, energy storage, and allied emerging domains. Both sides recognised that enhanced skilling cooperation will support the development of a skilled workforce for a sustainable future.
13. Ministers committed to the **Australia-India Workforce Futures Initiative** for targeted projects in workforce forecasting, gap training, and R&D workforce development with pilot projects in sports, early childhood, and mining sectors for mapping job roles, aligning competencies, and driving commercialisation. These efforts will support the development of institutional and industry partnerships that respond to shared economic priorities.
14. Ministers also highlighted **industry-academic partnerships**, including through the Australia-India CEO Forum, to ensure that courses and qualifications are co-designed with employers and aligned to workforce demand. To ensure these efforts are responsive to future workforce needs, Ministers reiterated the need for workforce

forecasting through Jobs and Skills Australia and NCVET, to enable institutions to **anticipate skills gaps and design education pathways** accordingly.

15. Ministers noted the mutual benefits of industry-based learning and encouraged the development of partnerships and programs between India's Industrial Training Institutes and Australia's TAFEs in priority sectors. In this context, the Ministers also committed to the organisation of an Annual India–Australia Skills Meet, to be held alternately in both countries, focusing on institutional partnerships in VET (including with TAFEs), skilling ecosystem alignment, and exchanges, on the lines of the WorldSkills Competition, to inspire young competitors, make skills aspirational, and set benchmarks for skills excellence.
16. Both Ministers agreed to explore collaboration on an Employability Matrix as a trusted and standardised measure of job readiness, and on the flexibility and stackability of micro-credentials, to support learners, employers, policymakers, and large-scale reskilling efforts.

### School and teacher education

17. Ministers reaffirmed the foundational role of early childhood and school education in building inclusive, high-quality systems. They agreed to deepen cooperation in early childhood education through comparative curriculum development between India's Central Board of Secondary Education (CBSE) early childhood care and education certificate and Australia's Certificate III in Early Childhood Education, enabling scalable gap training to strengthen India's early childhood workforce.
18. Ministers welcomed the **mapping of teaching standards** by the Australian Institute for Teaching and School Leadership (AITSL) and the National Council for Teacher Education (NCTE), recognising this as a foundation for deeper institutional partnerships in teacher education, including the co-development and piloting of dual qualifications for teachers. Building on this progress, Ministers encouraged ongoing cooperation between AITSL and NCTE and consideration further exchanges and collaborative activities to strengthen teacher education cooperation.
19. Ministers noted Monash University's Teaching Excellence Academy in Uttar Pradesh as a landmark initiative to train master teachers and drive systemic uplift in teaching quality. They also welcomed the forthcoming Toolkit for Teachers, developed by the Australia India Institute with leading Indian and Australian partners, offering evidence-based resources for Indian teachers. Both sides agreed that microcredentials and online delivery provide scalable models for professional development and committed to expanding Indian teachers' access to Australian resources.

20. Further, Ministers agreed to collaborate on enabling delivery of the **CBSE Global Curriculum** in Australia by facilitating consultations between CBSE and relevant Australian educational authorities, sharing information on regulatory and quality assurance procedures, and supporting outreach to prospective Australian schools for CBSE affiliation. Both sides will also consider any mutually agreed activities that further enable establishment of CBSE-affiliated schools in Australia.

## Sports education and research

21. Ministers recognised the strategic importance of sports education and research as drivers of economic growth, social inclusion, and bilateral engagement. Ministers welcomed the increasing policy, partnership and economic momentum in this sector. Reflecting priorities in Australia's Sports Diplomacy 2030 strategy and India's Khelo Bharat Mission, Ministers noted the opportunity for education and research partnerships in sports to drive sporting excellence and economic growth.

22. Ministers welcomed the completion of the **Australia-India Sports Education and Research Webinar Series** as a strategic platform to deepen bilateral cooperation in sports education, research, and workforce development. The series showcased Australian university expertise in sports curriculum design, sports industry partnerships, elite sporting performance, and teaching innovation. Ministers noted this initiative brought together over 400 participants to build capability and excellence in sports education, while fostering institutional partnerships and knowledge exchange.

23. With Australia hosting the 2032 Olympics and Paralympics and India hosting the 2030 Commonwealth Games and possibly the 2036 Olympics, Ministers noted the potential for Australia to assist India with preparing its sports technology, sports management and construction workforce. Ministers also noted the potential of Australia's expertise in sports science and training to complement India's expertise in sports manufacturing.

24. Leveraging the momentum of this engagement, Ministers encouraged institutions to explore opportunities for dual qualifications that will meet sports industry demand. The workforce forecasting for the sports industry under the **Australia-India Workforce Futures Initiative** will serve as a testbed for mapping priority job roles to meet India's future sports workforce needs through institutional partnerships.

25. Ministers acknowledged the importance of integrating sports education into school curricula to promote physical literacy, student wellbeing, and lifelong engagement in active lifestyles. They supported further engagement between Australian Curriculum, Assessment and Reporting Authority (ACARA) and National Council of Educational Research and Training (NCERT) to support implementation of a **sports education curriculum** for school education, as outlined in the NEP 2020. Ministers further noted

the need for **teacher professional development in sports education** to complement the curriculum and encouraged institutions to explore partnership opportunities that support this objective.

26. The Ministers underscored the importance of developing a holistic sports ecosystem, encompassing sports education and capacity building, health awareness, sports science including biomechanics and data driven motion analysis, coaching and athlete support mechanisms, and institutional collaboration, to nurture excellence, sustainability, and global competitiveness.
27. Ministers endorsed deeper cooperation in sports research to advance innovation and performance. They encouraged Australian and Indian institutions to partner with sports bodies to address shared priorities in athlete development, coaching science, injury prevention, and community participation. These partnerships will support the translation of academic research into practical outcomes, enhance the evidence base for sports education, and foster commercialisation opportunities.
28. Ministers emphasised the importance of structured cooperation in the sports and physical wellness sector, recognising it as a sunrise industry with significant employment potential and the capacity to contribute nearly 2% to India's GDP. They highlighted Australia's global leadership in sports management and sports technology as complementary to India's growing strengths in sports manufacturing and the gig economy in sports management.

## Research collaboration

29. Ministers reaffirmed the strategic importance of Australia–India research partnerships as drivers of innovation, economic growth, and societal progress, with a focus on commercialisation, translation, and building a skilled research workforce. They welcomed the **Australia–India Research Collaboration Framework** to guide practical cooperation and reaffirmed the value of the **Australian Researcher Cooperation Hub India (ARCH-India)** platform for connecting institutions and researchers.
30. Ministers encouraged deeper collaboration through shared access to incubators and accelerators, innovation funding, and industry engagement in academic research. They highlighted the importance of researcher mobility and capability-building via joint doctoral programs, early-career exchanges, and mentoring schemes. Ministers noted initiatives in mining, renewable energy, and critical minerals to develop a research-ready workforce and translate innovation into real-world applications.
31. Recognising the role of Australia's Indian diaspora, Ministers welcomed the **Forum of Academics of Indian Origin in Australia** as a platform for knowledge exchange,

interdisciplinary collaboration, and mentoring. Ministers tasked officials to explore linking the Forum with Indian and Australian industries, which could benefit from the expertise and research and development initiatives of the Forum members.

32. They also acknowledged India's **Scheme for Promotion of Academic and Research Collaboration (SPARC)** as a key mechanism for strengthening researcher mobility and encouraged continued engagement to advance bilateral research outcomes.

## Closing

33. Ministers reaffirmed their commitment to the Comprehensive Strategic Partnership and agreed to convene the next AIESC meeting in Australia in 2026, with a continued tripartite focus on schools, skills, and higher education.