

Quantitative Development and Quality Enhancement in Mobility Asia and the Pacific

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The role of the IEAA

IEAA is a member-oriented, member-driven professional association of international education professionals in Australia.

2500 members from wide range of education institutions, organisations and government

- Professional development
- Networking and career opportunities
- Awards
- Lobbying and advocacy
- Research – International Education Research Network
- [Australian International Education Conference](#), see you in Hobart, 10-13 October 2017!

Growth in Australian outbound mobility

31,846 students in Australian higher education studied abroad in 2014, representing 16.5% of completing undergraduates, continuing to grow rapidly

**CHART 1: PARTICIPATION IN LEARNING ABROAD
(by Headcount) 1998, 2005, 2007 and 2009–2014**

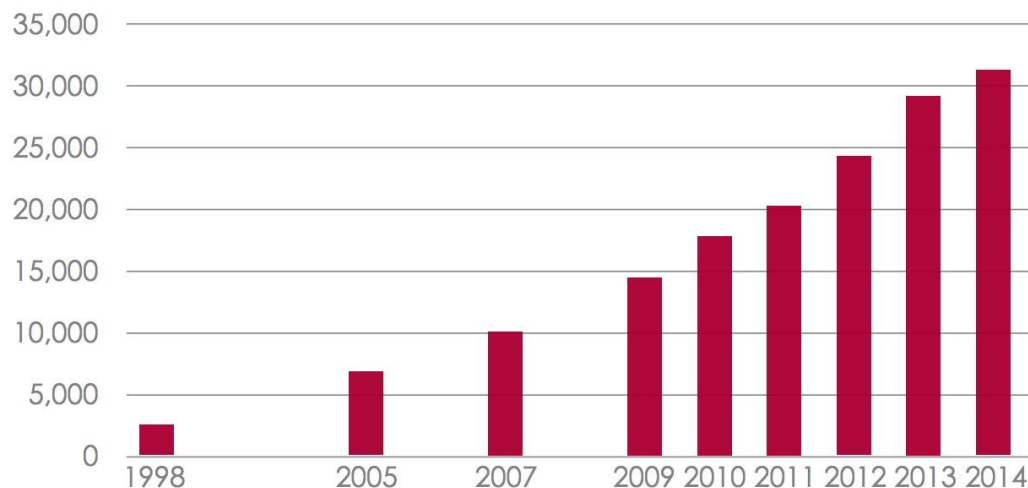
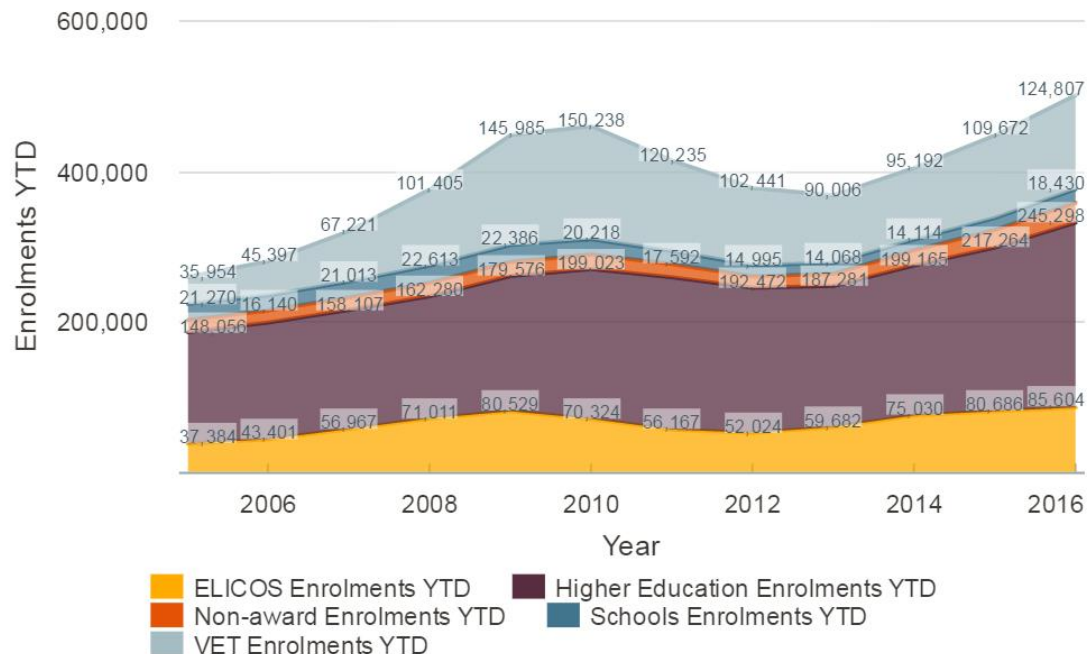


Chart from: Harrison, L. and D. Potts (2016). *Learning Abroad at Australian Universities*. Universities Australia and the International Education Association of Australia.



Meanwhile incoming numbers are growing too



A quarter of Australia's university students are international, and they are also mobile

Filtered by: Sector All and State All

Australian learning abroad destinations

45% of outbound students in 2014 were studying in Asia,
by far the fastest growing region

TABLE 1: TOP DESTINATION COUNTRIES 2014		% OF STUDENTS	RANK 2013	RANK 2012
1	USA	15.4%	1 (15.5%)	1 (14.3%)
2	China	9.2%	2 (9.1%)	3 (8.9%)
3	UK	8.8%	3 (8.9%)	2 (9.0%)
4	Canada	4.8%	4 (5.4%)	4 (4.7%)
5	Japan	3.8%	9 (3.4%)	8 (3.5%)
6	Indonesia	3.4%	13 (2.3%)	n/a (1.8%)
7	India	3.3%	11 (2.6%)	9 (3.0%)
8	Germany	3.3%	7 (3.9%)	5 (4.0%)
9	Italy	3.1%	5 (4.2%)	7 (3.8%)
10	France	3.0%	6 (4.1%)	6 (3.9%)

Source: AUIDF, 2015; Olsen, 2014; Olsen, 2013

Chart from: Harrison, L. and D. Potts (2016). *Learning Abroad at Australian Universities*. Universities Australia and the International Education Association of Australia.



New modes of mobility are growing most rapidly

CHART 3: LEARNING ABROAD – CHINA PROGRAMS

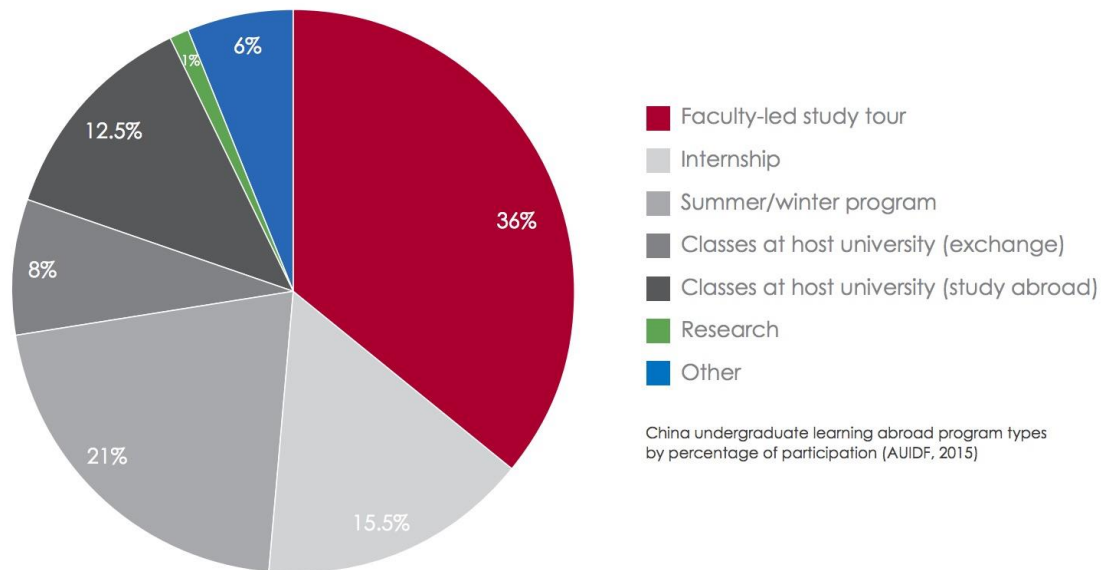


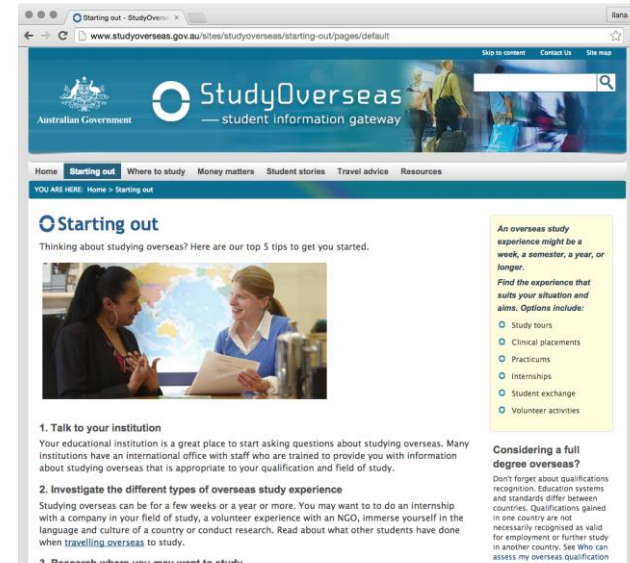
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Why? A fortunate alignment of interests

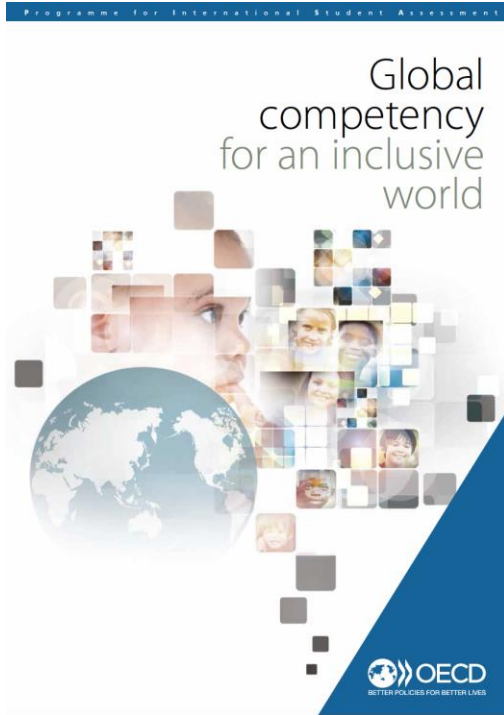
Increasing support from successive government (UMAP grants, AsiaBound grants, New Colombo Plan...), seeking to engage with the region

Attractive to students, who want to escape the classroom

Attractive to institutions – co-creation, transformative experiences, deep engagement



Global Competency



“Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people’s beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognise that their own understanding of the world is inevitably partial.” OECD



Australia's New Colombo Plan

“Our students will return home work ready and Asia-literate, with ideas to boost Australia's innovation and productivity to ensure we take full advantage of the region's economic transformation.”

Julie Bishop, Minister for Foreign Affairs and Christopher Pyne, Minister for Education, 10 December 2013



- Fellowships, short-term, exchange and internships
- 40 destination countries
- Around USD 35 million per annum
- In 2017 supporting 569 mobility projects



New Colombo Plan Strategic Objectives

1. Lift knowledge of the Indo Pacific region in Australia and strengthen our people-to-people and institutional relationships by increasing the number of Australian undergraduate students undertaking study and internships in the region.
2. Deepen Australia's relationships with the region through the engagement of university, business and other stakeholder networks in supporting the program and ensuring such experiences are highly valued across the Australian community.
3. Be transformational in establishing study in the Indo Pacific region to become a "rite of passage" for Australian undergraduates.



Exchange

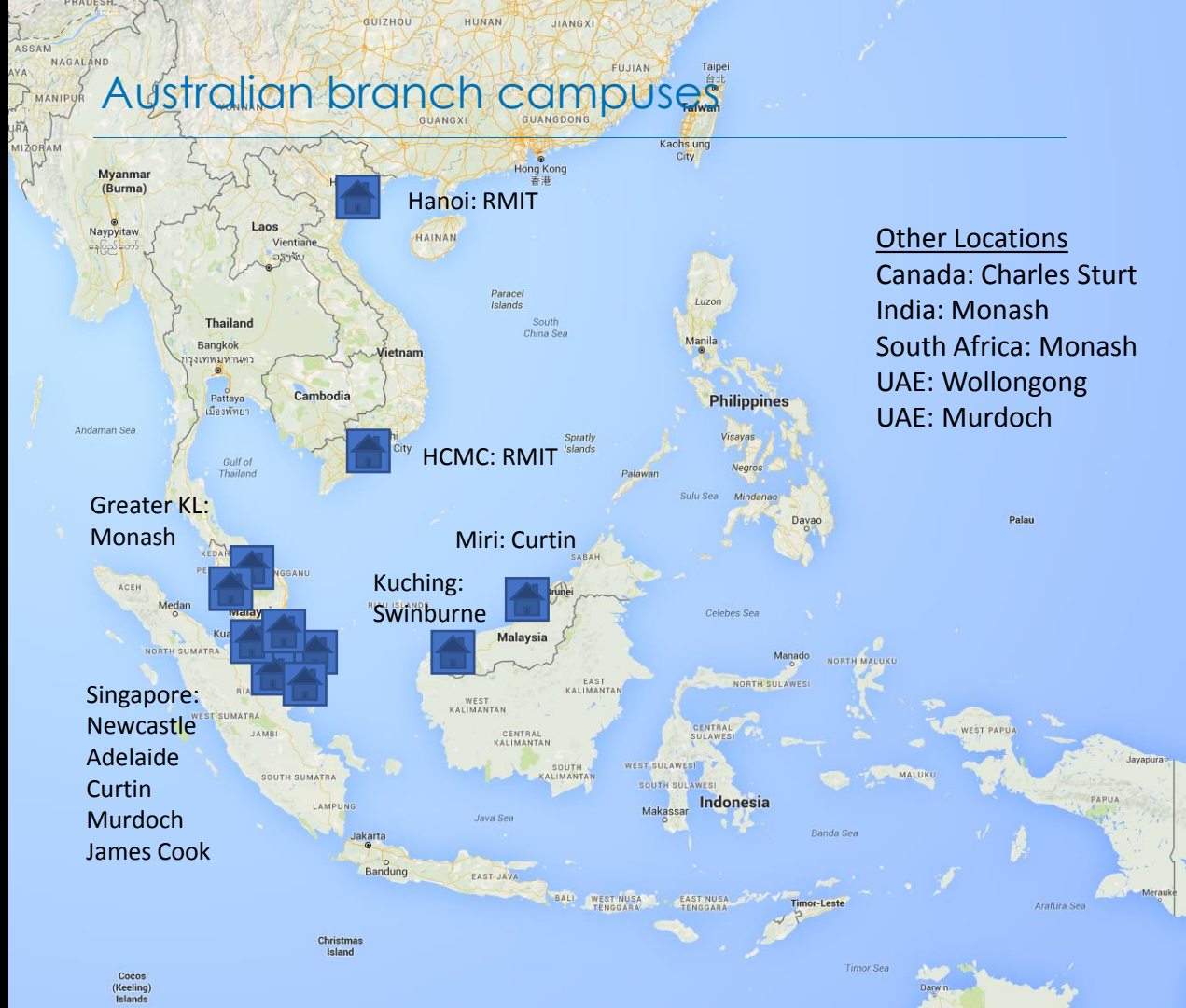
- Growing, but more slowly than other modes, so a shrinking share, perhaps 1/3 of all outbound students now
- Well designed semester programs in English are attractive and funding is concentrated on Asian destinations
- Recent growth in exchange with offshore campuses



- Bilateral relationships are managed at NAFSA, EAIE, APAIE
- Seeking deep lasting partnerships that offer quality student experience, regular reviews



Australian branch campuses



Other Locations

Canada: Charles Sturt

India: Monash

South Africa: Monash

UAE: Wollongong

UAE: Murdoch



Study tours

- Have increased very rapid in recent years
- From ad-hoc and led by individuals to recurring and shared
- Building ongoing in-country partnerships
- Discipline focused

Typical model:

- Two faculty and 25 students (undergrad and postgrad)
- Two weeks in-country, plus workshops pre-departure
- Students enrol in a regular elective unit
- A local partner coordinates accommodation, orientation, local travel, visits
- Cost to students is normal tuition fees, airfare, program fee

NEWS

How a study tour to Myanmar changed my perspective

08 Jun 2016

SHARE 

A study tour to Myanmar transformed Zachary Grimes' thinking about his studies in urban planning and environment – and his perspective on the world.

The [Master of Urban Planning and Environment](#) student shares how the two-week [Global Intensive](#) helped him discover the power of community participation.

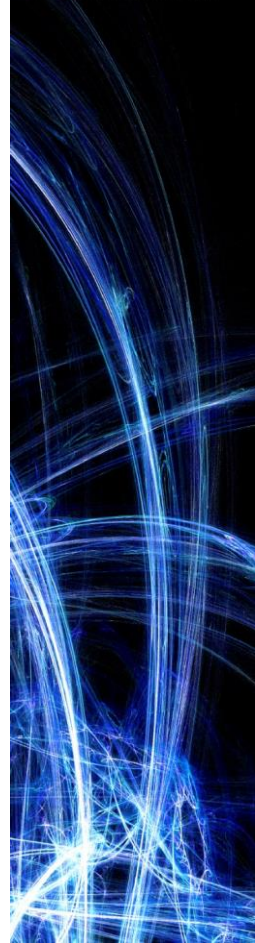
Why did you choose to study at RMIT and complete a Global Intensive?

I chose to study RMIT's Master of Urban Planning and Environment because the courses were well-designed and transferrable to scenarios domestically and internationally.

My interest in planning and resource management had been focused locally on Victoria, so when the International Community Development elective in Myanmar (also known as Burma) came up, I jumped at it.



RMIT student Zach Grimes in Bagan, Myanmar.



Programs offered by partners

- Packages are very attractive to students – course, accommodation, activities
- Easy to promote – recurring, short application lead times, credit mapping simple
- Summer schools are more affordable when incorporated into exchange agreements

UNIVERSITY OF SEOUL INSTITUTE OF INTERNATIONAL COOPERATION AND EDUCATION

SITE MAP | IICE-KOR UOS-KOR go

About IICE Studying in UOS Scholarship Learning Korean Making Korean friends Living in Seoul Community

Studying in UOS

About the Program

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Academic Calendar >

Student Exchange Program

Nomination >

International Admissions >

Seoul International Summer School >

About the Program

Program Calendar

Eligibility & Application

Course List

Scholarships & Fees

Housing

The International Summer School (ISS) program at the University of Seoul (UOS) was first established in 2000, and it has provided international students with a great opportunity to learn about Korean culture and tradition. Reorganized in 2005, the International Summer School (ISS) has been receiving an increased amount of funds from the Seoul Metropolitan Government and offers various incentives to the participants coming from not only the partner universities but also many prestigious universities over the world. From 2017 name of the program is changed to Seoul International Summer School (SISS) and expect the program to be the representative of International Summer School in Seoul.

engineers
without borders
australia

ACICIS
Study Indonesia

Internships

- Graduate employability is a major focus in most countries
- Internship programs being introduced in every university in Australia
- Drawing on alumni networks, partner universities, corporate partners, NGO partners



The banner features a dark blue header with the Australian Government crest and the New Colombo Plan logo. Below the header is a wide image of the Tokyo skyline with the Tokyo Tower in the foreground. The text 'TOKYO' is overlaid on the top left of the image, and 'Internship and Mentorship Network' is overlaid on the bottom.

Australian Government

NEW COLOMBO PLAN
Connect to Australia's future - study in the region

TOKYO

Internship and Mentorship Network

Harnessing global connections



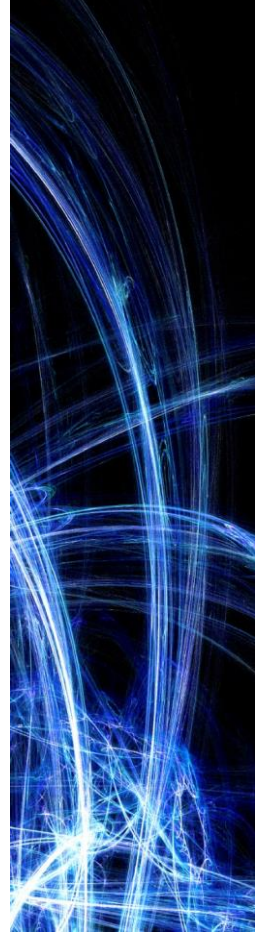
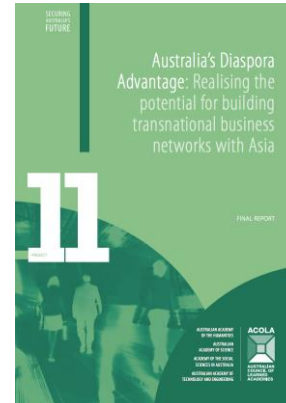
Increasing interest in diaspora engagement:

Over one million Australian citizens living abroad (Advance)

Over 2.5 million former international students onshore in Australia (2016 Strategy)

Over 6.4 Australian residents born overseas (ACOLA studies)

Connecting future, current, past students globally with each other through varied forms of engagement



Integration of learning abroad into programs

- Open Day – pitch to local students who are attracted to overseas study opportunities and professional mobility after graduation, and the many prospective international students already onshore
- O Week – establish mobility awareness early, explain diversity of university student population
- Introductory units – frame course/discipline/profession in global context
- Program design – structured opportunities for learning abroad and international engagement at home
- Employability – international dimensions of professional practice, intercultural and language skills, overseas work placements
- Alumni engagement – connecting graduates with the ongoing international work of the university



Equity in the shift from elite to mass mobility

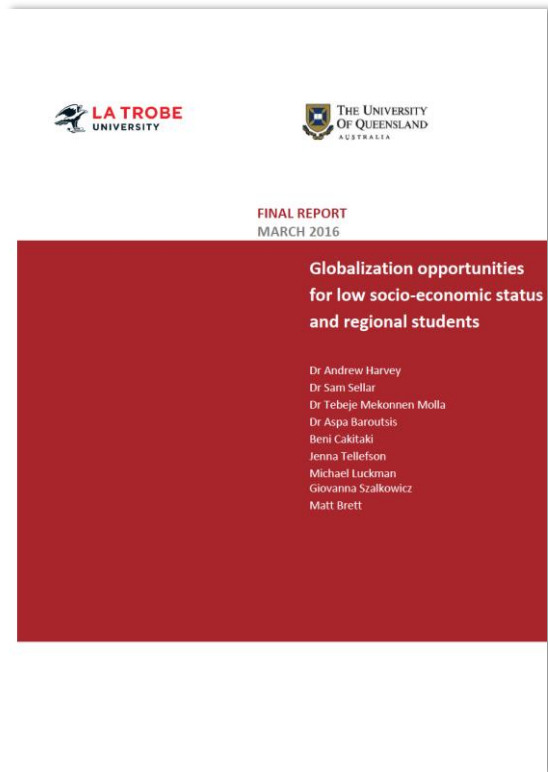
Australia's A Fair Chance for All report (1990) aimed "to improve participation in higher education of people from socioeconomically disadvantaged backgrounds so that the mix of commencing students more closely resembles the mix of the general population".

But, less than one in five Australian undergraduates is mobile, and the inequities in access to higher education are amplified in the mobile student population

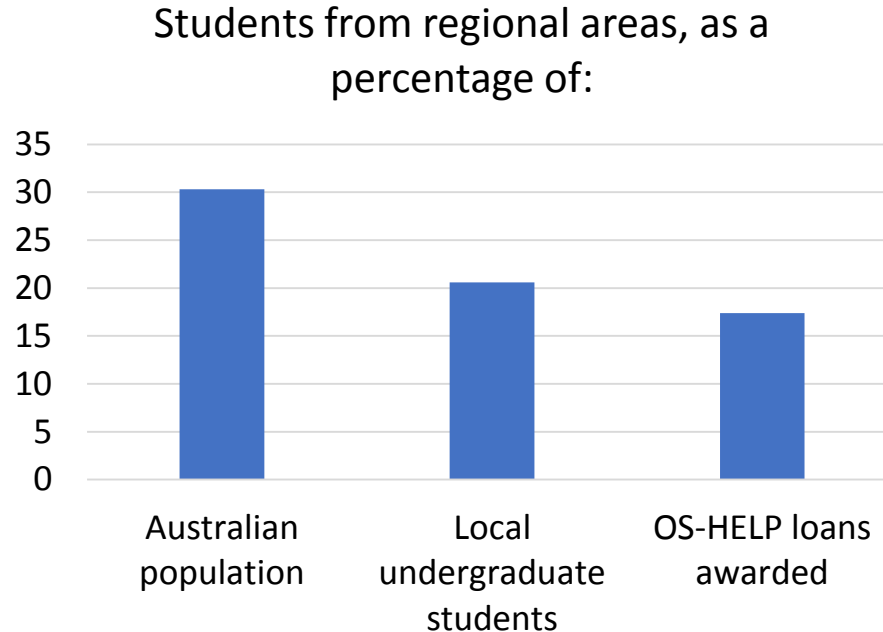
The mobile population, as in other countries is:

- More female
- More urban
- More affluent

Than university students and than the population as a whole.



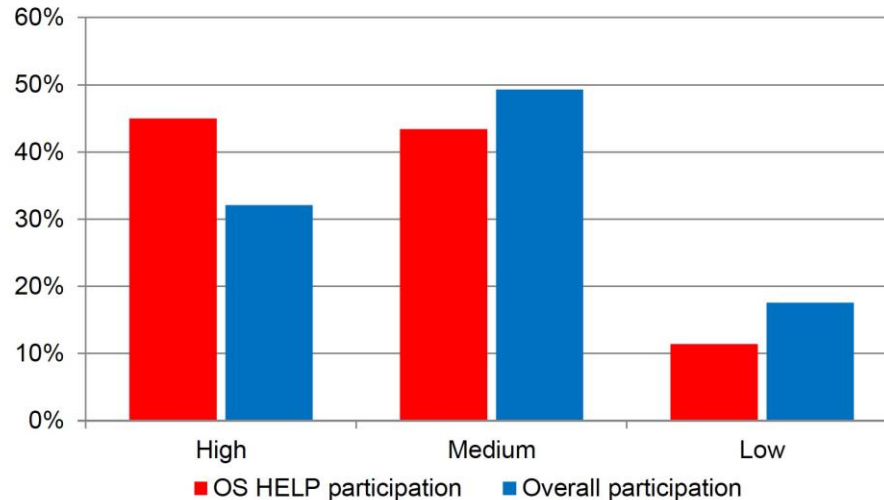
Non-urban students are less likely to go to university and even less likely to study abroad



Data source: Harvey, A., Sellar, S., Molla, T.M., Baroutsis, A., Cakitaki, B., Tellefson, J., Luckman, M., Szalkowicz, G. & Brett, M. (2016). *Globalization opportunities for low socio-economic status and regional students*, Report for the Australian Government Department of Education and Training.

Mobility loans are accessed more by the affluent

Low SES students are under-represented within the OS-HELP loan scheme



Source: Commonwealth Department of Education and Training customised data request from 2014

Chart from Harvey, A., Sellar, S., Molla, T.M., Baroutsis, A., Cakitaki, B., Tellefson, J., Luckman, M., Szalkowicz, G. & Brett, M. (2016). *Globalization opportunities for low socio-economic status and regional students*, Report for the Australian Government Department of Education and Training. (low and high socioeconomic status groups represent 25% of the population, medium 50%)

Innovation in internationalization at home

To cater to the whole student population, many universities are currently expanding 'global experiences' at home.

Micro-credentialed 'global leadership programs' that involve a range of activities, particularly intercultural and engaging the broader community

Globally-connected classrooms (sometimes 'virtual exchange') help students develop an ability to engage internationally through culturally and contextually appropriate use of polymedia (Madianou and Miller, 2012)

- Ryerson University's Global Campus Network
- State University of New York's Center for Collaborative Online Interactive Learning (COIL)
- Macquarie University's Classroom of Many Cultures
- Beezr – teamwork across borders



Global cities, global challenges collaboration



Classrooms at four university partners – University of Hawaii, Waseda University, National University of Samoa and RMIT – are connected through videoconferencing.

Lecture series is provided by those universities and also by guest lecturers from the United Nations University, Tongji University, Asian Institute of Technology, University of the Ryukyus, the Chiba University of Commerce and government officials from Japan and Samoa. Photograph Brendan Barrett.



What we have learned

Expanding access requires programs that are:

- Cheap
- Regular
- Short
- Immersive
- Career-oriented

Promotional information and application processes need to be simple

Working with partners' programs makes life much easier

We are just starting to develop transformative global learning experiences at home



THANK-YOU

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