



NEW COLOMBO PLAN AND ITS INFLUENCES ON STUDENTS' CAREER ASPIRATIONS

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NEW COLOMBO PLAN

Connect to Australia's future - study in the region



Presentation outline

- Broader context
- Overview of the project
- Motivations
- Students' career aspirations and “life possibilities”
- “Mobility as becoming”



- 31,912 Australian students undertaking international study experiences in 2014 (Australian Universities International Directors' Forum, 2015)
- Increased **fourfold over the last 10 years** (Potts, 2016)
- Access rate: **16.5%** (UG)
- US undergraduate access rate: **14.8 %**
- UK undergraduate access rate **5.4%** (AUIDF, 2014:13; Go International, 2015).



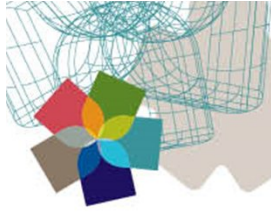


Overview of Learning Abroad Participation Rates and Policies (Gribble & Tran, 2016)

Country	Current participation	Target participation	National policy/strategy	National scholarships
Australia	16.5% (UG)	-	New Colombo Plan	Yes
UK	5.4% (based on DLHE respondents)	20% by 2020	UK Strategy for outward mobility	Yes (Erasmus) Other
USA	14.8% (UG)	Double (600,000 by 2020)	Generation Study Abroad (not Government)	No
Canada	10-12% (estimated)	-	International Education Strategy	Yes for research through Mitacs Globalinks program
NZ	-	-	Prime Ministers Scholarships for Asia	Yes
Germany	33% (estimated 2009/10)	50%	DAAD Strategy 2020	Yes (Erasmus) DAAD
France	-	Double by 2025	National Strategy for Higher Education	Yes (Erasmus)
The Netherlands	22% (2012)	-	Government's vision on the internationalisation of higher education	Yes (Erasmus)
China	-	10-100% (leading institutions)	China Scholarship Council + World Class University 2.0	Yes
Japan	60,000	Double by 2020	Go Global Japan	Yes



- Introduced in 2014
- a rite of passage for Australian undergraduate students
- Pilot phase: around 1300 students and 40 scholarship holders, 4 pilot locations
- 2015: expanding to the Indo-Pacific region, 69 scholarships and more than 3,100 mobility students
- 2016: 5450 mobility students and 100 scholars
- by the end of 2016, supporting 209 scholarship holders and more than 9,850 mobility students (DFAT, 2016)
- Indo Pacific:
 - a non-traditional to an emergent major destination
 - host up to 60 per cent



Pilot project members: Ly Tran, Cate Gribble,
Glen Stafford

- Examine students' motivations, access and equity in the NCP
- Analyse whether and how participation in the NCP affects students' academic learning and personal, cultural and social development
- Examine the impacts of participation in the NCP on students' career directions and future aspirations
- Identify the implications of the findings for educational policies and practices



Research Design

- Pilot study with two Universities: Vic and SA
- Semi-structured interviews with
 - (1) policy makers
 - (2) NCP students
 - (3) academics
 - (4) mobility staff
- Two rounds of interviews with students: pre-departure and re-entry interviews
- a critical discourse analysis of national and institutional policy texts and **international programs and policy settings** (Gribble & Tran, 2016)
- 52 interviews so far (47 with students and 5 with staff)



Motivation to undertake short-term mobility in Asia

- **New experience**

It was just to experience something that I couldn't experience in Australia, something new.

- **Professional and personal development**

And I guess I'll just grow professionally and as a person, to be able to do something like this.



Diverse and multiple motivations

Well, as a social work student, I really just want to **gain as much knowledge and experience as possible to upskill my future career** I guess. So by **understanding the culture in India**, and just different people's culture in general I think is really important for me as a social worker. Being able to **learn how to help people in disadvantaged circumstances**, so because we're going on a tour group with teachers, I just feel like this is a really **good hands on experience** to learn how to actually implement health services and actually be there for it to be done. (Social work, short term mobility to India)



Life ‘possibles’ and potential future engagement with the Asia Pacific

I’ve always enjoyed travel. It’s probably just **changed the direction** of it a little bit. I’ve never thought of doing like a medical mission kind of thing. But now, seeing the impact that it has, I’m probably **more inclined to go somewhere like that [Nepal] than just, say, go to the UK** or something.
(Public Health, 4-week mobility to Nepal)



Change in career direction: mobility, place and identity

Actually for me it's more **opened up the doors to one day want to teach in Asian countries**, because prior to this I was **more inclined to move away to go to English speaking countries, so across to Europe, England or the Americas**. But that's opened up Asia and I think I do want to go back to Malaysia or somewhere close, somewhere near there. So it definitely **changed my views on where I want to be in the future, what I want to do** as well.
(Bachelor of Teaching Science, 3-week teaching round in Malaysia)

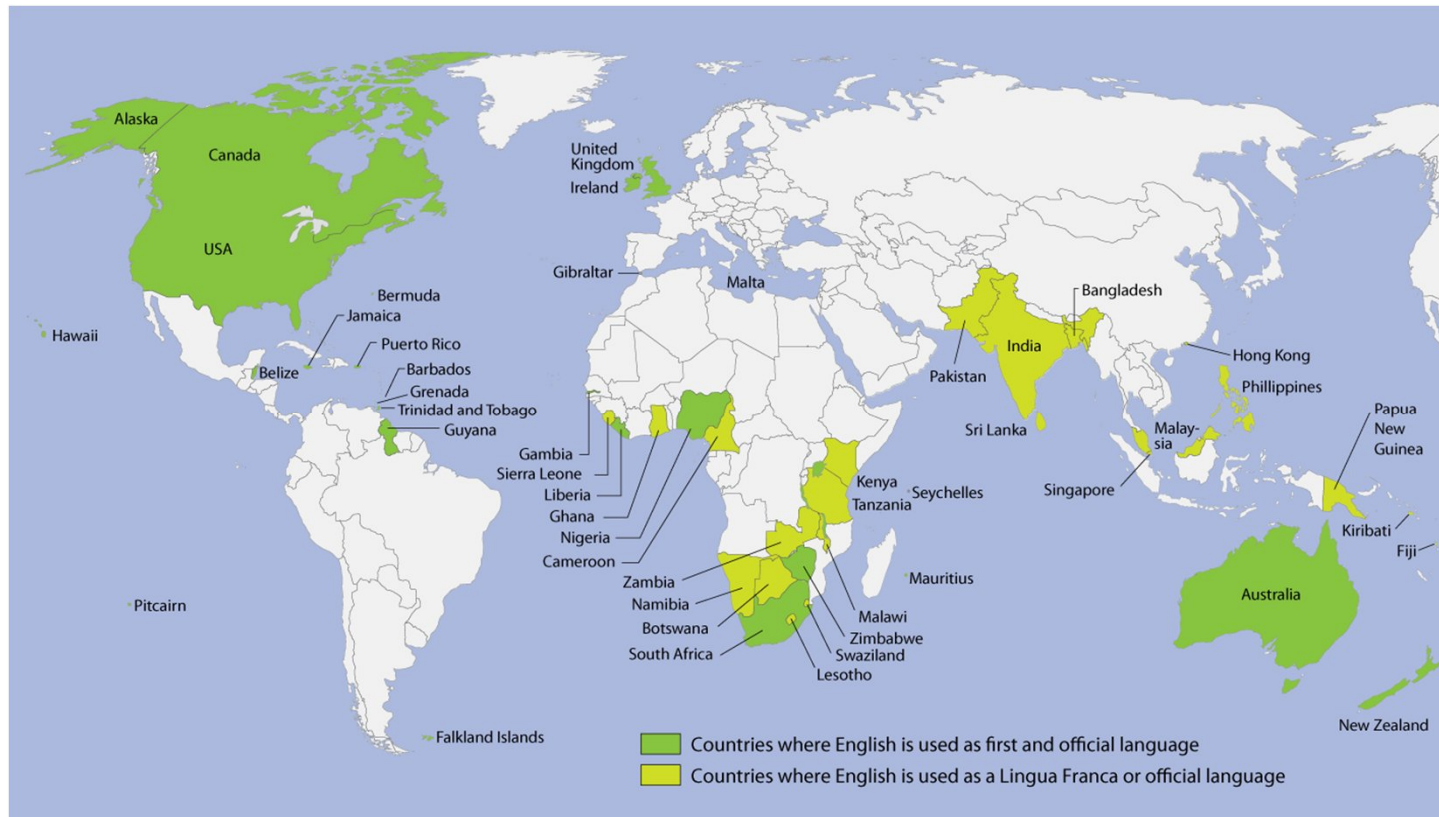


Shift from being Euro-centric to more Asia awareness

I think it did change my interests, because **I never really thought that much about Australia's connection with South East Asia.** I've been learning French for nine years, so for me, when I thought about international business **I mainly thought about Europe,** because that's where I saw myself potentially working in the future.. But going on this study tour to Indonesia, I have learnt a lot more about Indonesian and South East Asian culture and the significant opportunities that Australian businesses have there. (*International Business, short term mobility to Indonesia*)



Why do Australia's outbound students traditionally tend to prefer Anglophone destinations?





‘Yes I can!’ – become conscious of potential of the professional self: Redefining one’s identity

It also taught myself, I’ve shown to myself that I can, to a reasonable degree, go into a place where people don’t speak English as their first language... and I can communicate to a certain degree ... because I do maths and science, so I can communicate to a degree quite interesting and complex sort of ideas... But for me it’s a good skill to have in the future, so that I can go to these kind of countries again and **make a name for myself and be respected, and also respect them.** (*Education, 3-week teaching round in Malaysia*)



More independent professional learning: growth of professional identity

I stepped up in that moment **like a ready teacher** I guess, I felt like **I was actually a teacher on the job or in working as a teacher** because I ran the whole thing there was no assistance from anyone else, **I was able to teach without being watched or judged**, and it just felt like my class group which was a great feeling. (*Education, 3-week teaching round in Malaysia*)



Do you think that your career aspirations have changed?

Yes. I do really like working with kids from other nationalities and other cultures now... I think definitely in confidence, because it was a great experience. All the teachers over there were just amazed by what we were doing, it was very different to everything they were doing. So that was good to sort of do low SES schools with quite a few refugee kids, so it's nice to be able to relate to them a little bit more and say, "I've been there," and sort of understand their culture a little bit more, which is good.
(Education, 3-week teaching round in Malaysia)



“Mobility as becoming”

- “Mobility as becoming” encompasses students’ aspirations for educational, social, personal and professional development” (Tran, 2015).
- “Mobility as becoming”: form of **profession-advanced capital** > **not just symbolic capital but integrated** spatial, cultural, social, professional-based and ‘participatory’ capitals
- **Spatial movement**: as producing new conditions and possibilities for the transformation of themselves as a human being and a professional (Tran, 2015)
- The process of ‘becoming’ is paralleled **with individuals’ evolving perspectives** (Walkington, 2005), their **imagining of the future life chances** and their **awareness of the ‘possibles’** (Tran, 2015)
- Awareness of the ‘possibles’ in terms of **life chances**, **career prospect** and the self



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