

Scoping opportunities for Australian higher education institutions to engage with India

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Brigid Freeman
Australia India Institute, University of Melbourne
brigid.freeman@unimelb.edu.au

Dr Karen Barker
Australia India Institute, University of Melbourne
kareneb@unimelb.edu.au



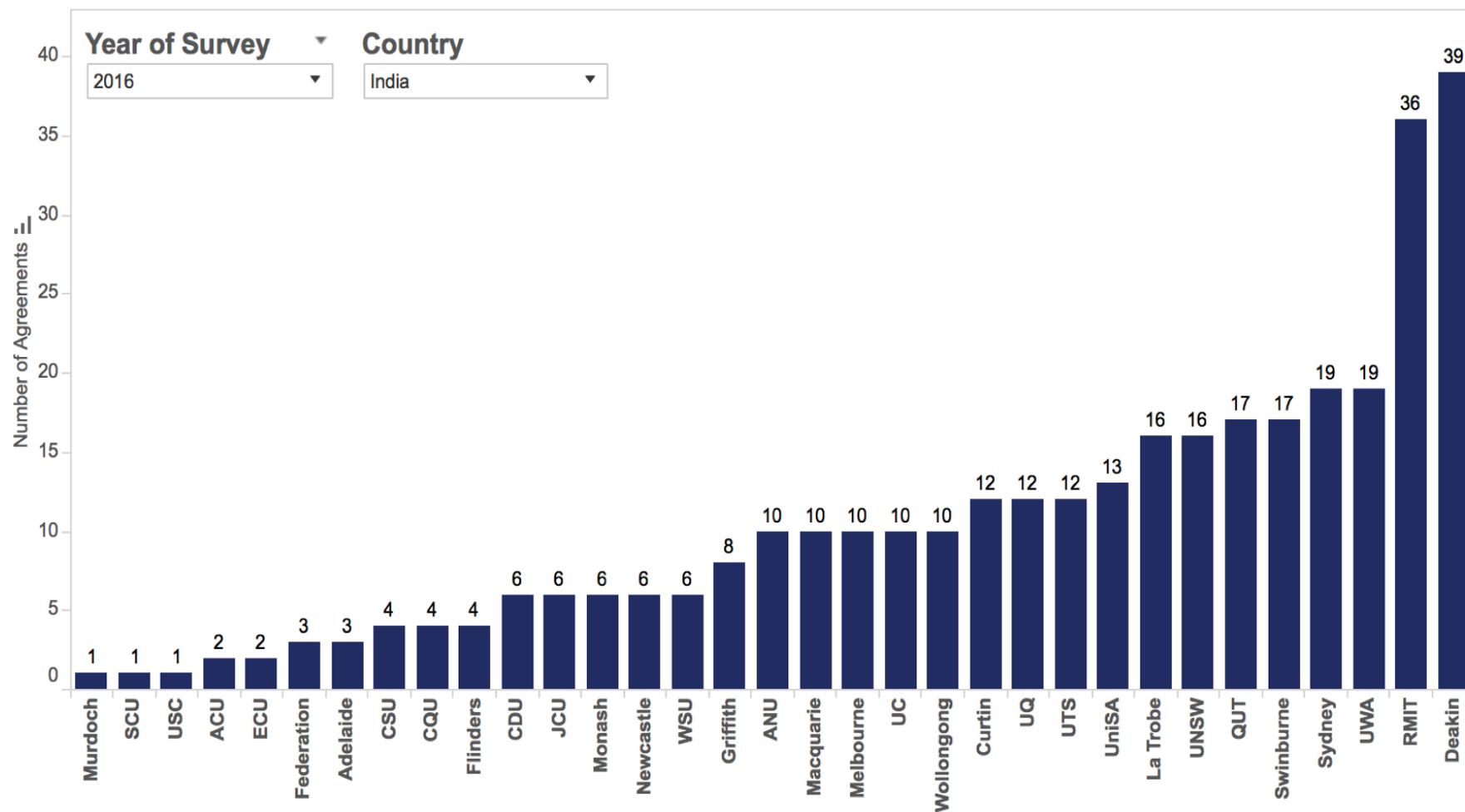
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Introduction

- Australia: India engagement successful (commercially; bilateral relationship)
- Indian nationals = 15% higher education international students at Australian universities
- Longstanding linkages
- The All higher education research was sponsored by the Commonwealth Department of Education and Training (DET).

Australian universities agree to engage with Indian higher education

Figure 1 Formal agreements with India by Australian universities, 2016



Source: Universities Australia, 2016.

India's evolving policy and regulatory environment

- Internationalisation = improved academic quality and broader Indian development objectives vs foreign economic gain
- Complex, evolving environment
- Internationalisation with nationalism and protectionism

Outbound Indian student flows

- Demographic dividend
- Persistent unmet demand in higher education system
- Quality of higher education is highly variable
- Competitive admissions; small intakes
- Government supports outward mobility
- Anglophone countries largest recruiters

Projections remain high

- India is forecast to remain the 2nd largest contributor to global international student flows at least until 2025
 - After China, ahead of Nigeria, Germany, Saudi
- Factors influencing destination choice include:
 - BREXIT vote, Trump election, racism, international student safety, migration policy, graduate employability, quality, tuition costs

Australian student demand for Indian educational experiences

- India: overall, low inbound international student flows (42,000 in 2015)
- Outbound Australian students
 - Predominantly other developed Anglophone countries (US, NZ, UK) (global south: global north)
- Australian university student international study experiences (38,000 in 2015):
 - Predominantly US, China and UK
 - New Colombo Plan (1,550 in 2018)

Transnational education

Table 1: Transnational education opportunities, by regulation, partner and dominant program type

Regulations	Foreign partner	Indian partner	Dominant program level	Dominant disciplinary focus
UGC regulations: Twinning programs	Foreign institution	University	Masters PhD	Comprehensive and specialist (e.g., engineering and technology, medicine, agriculture, law, management and languages)
		College (affiliated to a public university)	Undergraduate	Varies
AICTE regulations: Collaborative degrees	Foreign institution	Technical education institution (e.g., IIT, NIT)	Masters PhD	Engineering and technology, architecture, management and business, applied arts and crafts, hotel management and catering, and computer applications.

Transnational education

Table 2: Transnational education involving Australian universities and Indian higher education institutions, 2016

Australian university	Indian higher education institution	Program	First intake
Monash University	IITB-Monash Joint Research Academy	Doctor of Philosophy (IITB-Monash) (joint degree)	2007
University of New South Wales	LV Prasad Eye Institute (LVPEI)	Master of Community Eye Health	2009
RMIT University	IICT-Hyderabad	Doctor of Philosophy	2010
University of Sydney	TATA Institute of Social Sciences	PhD (Cotutelle) (joint degree)	2012
University of Southern Queensland	Centurion University of Technology and Management	Master of Business Administration, Master of Information Systems, Master of Project Management, Master of Professional Accounting	2012
University of Sydney	St Xavier's	Off-shore Unit of Study	2015

Source: Derived from Universities Australia, 2017.

Faculty exchange

- Faculty exchange = intellectual presence, and bridge to broader internationalisation approaches
- Easing of regulation and bureaucracy
- Programs:
 - GIAN – Faculty from 1/2 Australian universities; +60 courses; STEM and HASS; diaspora
 - VAJRA – diaspora researchers

Other policy developments

- 'Institutes of Eminence' scheme
- Increasing autonomy and improved governance
- Shifts in regulation and structure of university system
- Vocationalisation of higher education

Australia: Engagement framework

- Internationalisation and international education national strategy, departments (Austrade, DET), state/territory policies, structures (CISA, IEAA, ISANA), events (AIEC)
- Australian High Commission in Delhi + offices, Australia India Education Council, agreements/MOUs

University international plans: Signal engagement aspirations

- International education:
 - Mobility, learning experience, population diversity
 - Quality, 'global citizenship', revenue generation
 - Targets, for example: inbound (20%), study experiences (100%), market (35%), revenue (20%)
 - Prioritization of new different regions/countries and North America and Europe, influenced by:
 - Location of branch campuses
 - Dominance of international student sender countries
 - Location of research collaborators

University international plans: Range of internationalisation strategies

- teaching*: teaching international students (inbound, and preparation for outbound), transnational education including twinning programs, dual and joint degree programs, franchising and validation, branch campuses, and flexible modes of delivery (including MOOCs), preparation for medium of instruction (English-language/other languages), program pathways, articulation and advanced standing;
- curriculum*: internationalisation of curriculum (content, graduate attributes), cultural awareness/literacy, curriculum development (niche markets), languages;
- quality and risk management*: course accreditation, assessment and certification, provider regulation and performance monitoring, student retention, strategies for students at-risk, student surveys, professional development (faculty and professional staff), sustainable funding models ... (continued over)

University international plans: Range of internationalisation strategies

- *student experience*:
 - inbound international students (visa processing, orientation, first year experience, scholarships, work integrated learning/ workplacement, internship, peer mentoring, employment opportunities and facilities, including library, information technology, residential accommodation and teaching infrastructure);
 - outbound international students (preparation, co-ordination);
 - student safety and security;
- *marketing*: brand, marketing and promotions; and
- *partnerships and relationships*: institutions, government (Austrade, embassies and consulates), alumni networks, industry.” (Freeman, 2017)

Practical actions

- Signal intentions regarding India in international plans
- High levels visits to India (e.g., VCs)
- Australian university students to India (e.g., New Colombo Plan)
- Australian university faculty exchange (e.g., GIAN and VAJRA)
- International student scholarships as recruitment strategy
- Transnational education under UGC/AICTE regulations (e.g., joint PhDs)
- Australian university professional staff exchange



Australia India Institute

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