

International Education

Pre Module Discussion

Part 1: Group Discussion

Work in groups of four, and discuss the following questions.

1. Why did you decide to study abroad?
2. Why did you choose Australia?
3. How do your answers compare?

Part 2: Split Readings

Each student (Student A, Student B, Student C, Student D) will concentrate on one reading. Follow the instructions below.

1. Survey the text (Look at the title, sub headings, pictures, captions etc.) and decide what the text is about.
2. Skim the text by reading the first sentence of each paragraph. What is the main idea?
3. Read the text and complete the following table for your text in as much detail as possible.

Title:		
Country	Change	Evidence or example
Effects of International Education		
Positive	Negative	

4. In your group compare and contrast the information collected.
5. Write a summary describing changes that are taking place in International Education and the positive and negative effects of International Education.

Student A: Chinese, Indian students new boom for Victoria

David Rood, Higher Education Reporter 27 July 2004 The Age

INTERNATIONAL STUDENTS AT VICTORIAN UNIVERSITIES

Country	Semester 1, 2003	Semester 1, 2004	Change
China	2071	2898	+39.9%
India	1751	2202	+25.8%
Malaysia	1643	1471	-10.5%
Indonesia	1038	1035	-0.3%
Hong Kong	1010	877	-13.2%
Singapore	758	691	-8.8%
Thailand	440	387	-12%
Sri Lanka	295	249	-15.6%
Bangladesh	182	244	+34.1%
USA	317	230	-24.7%

SOURCE: IDP Education Australia

China and India have emerged as the boom markets for international students at Victorian universities as growth slackens in traditionally strong South-East Asian countries.

International recruitment organisation IDP Education Australia reports a 39.9 per cent rise in Chinese students compared with last year. Indian students increased by 25.8 per cent.

Student numbers from Singapore, Malaysia and Indonesia have fallen: from Malaysia by 10.5 per cent, Singapore by 8.8 per cent and Hong Kong by 13.2 per cent.

The rise in Chinese and Indian students, equating to an additional 1277 students, more than compensated for the South-East Asian decline, with Victorian growth at 7.9 per cent for beginning students.

IDP spokesman Peter Giesinger said international student numbers were growing strongly in Victoria, which recorded the most overseas student enrolments, followed by NSW and Queensland. International students comprise 26.3 per cent of the Victorian student population.

Mr Giesinger said the international student market was stabilising after the soaring demand of the late 1990s. "What we're seeing is a more realistic growth pattern for the next 10 or 20 years," he said.

Dramatic expansion of markets in China and India could be explained by pent-up demand for higher education. "There are many more qualified students than there are places available," he said. "Many of those students from China and India are looking for an international education experience as well as a university place." In Hong Kong, Singapore and Malaysia, Mr Giesinger said, there were more tertiary places so the need for students to travel abroad had decreased.

The lucrative international student market in Victoria had outpaced national growth, the report said. The total of international students, including those studying on Victorian university campuses overseas, has increased from 51,636 to 57,744 or by 11.8 per cent. The national growth rate is 10.2 per cent.

The general manager of Monash International, Don Gregg, said the university's international enrolment reflected the IDP findings, with strong growth in China and softening in South-East Asia. He said the increase in Chinese students stemmed from economic growth in China, where an expanding middle-class was heightening the demand for qualified graduates.

Traditional markets had suffered from the stronger Australian dollar, which has increased the cost of studying in Australia, Mr Gregg said. "For some people, particularly the middle class, it becomes too expensive," he said. There was also increased competition from British universities with more aggressive international marketing and attractive visa arrangements.

Mr Gregg said the US was not aggressive, organised or sophisticated in marketing higher education. "The US has not been terribly welcoming in terms of student access to visas since September 11," he said

Student B: Education Exchanges broaden our horizons

Tim Dodd 19 July 2004 Australian Financial Review

Asia's richest man is fostering international harmony and helping to break down cultural barriers.

There is an often-heard refrain in higher education, particularly among academics who are on the "entrepreneurial university" bandwagon. Having embraced the concept that universities are in business, they realise there is a paucity of successful examples, and they ask: "Why is there not more business participation in higher education? How can we get them involved?"

Step forward Asia's richest man, Li Ka-shing. The Hong Kong billionaire, through his company Cheung Kong (Holdings) Ltd, is set to do more for Australian higher education in the next three years than most Australian companies would contemplate. Last month, Cheung Kong announced it would be putting \$2.25 million into funding 210 Asian students to study in Australia and 210 Australians to study overseas. Altogether the scheme is costing \$4.5 million; the other half of the funding is coming from the federal government, which sensibly decided to chip in.

This scholarship scheme is, of course, beneficial to Australian higher education. But a couple of hundred extra students in the country scarcely adds to the economic benefit to Australia's education export industry. The real value in the scholarship scheme, and one which Li and Cheung Kong appear to understand well, is found in the long-term benefits of international education, both to Australia and to the countries with whom we swap students.

It is about educating young people in the broadest way, nurturing a tolerant and understanding mindset. Deputy managing director of Cheung Kong, H.L. Kam, told me that these values were highly valued in his company and that the scholarships were intended to help spread them more widely among young Asians and young Australians.

"If people are entrenched in an environment they may not be able to see things from a broad perspective," Kam says. The fascinating thing is that it is a Chinese company, from a culture often branded as inward-looking and superior, that is, putting up a substantial amount of money to break down these cultural barriers. Also noteworthy is that half of the money coming from Australia is not from business, but the government.

The long-term benefits that accrue to Australia from student exchanges are not hard to identify. The best example is found in Malaysia, which has a long tradition among its wealthier classes of seeking an Australian university education.

The result is that the Malaysian elite generally views Australia with affection and respect, and this is reaping a huge dividend. For a long time, the benefits

were blocked by Mahathir Mohamad who, until last year, was Malaysia's prime minister for more than two decades. Mahathir did Australia enormous damage, principally by blocking any free-trade deal with Asean countries.

As soon as he departed, enormous Malaysian goodwill towards Australia overwhelmed any residual bad feeling. Australia is now on the path to a free-trade deal with the Association of South-East Asian Nations and Malaysia.

Unfortunately, the traffic of international students to Australia is mostly one-way. Australian universities are hosting 130,000 overseas students this year, but only 2000 Australians are studying at overseas universities. So we do not get nearly as much reciprocal exposure to overseas cultures.

The great benefit of the Cheung Kong scheme is that equal numbers of students will go each way. Each year, 50 Asian undergraduates and 20 postgraduates will come to Australia for a few months (two-thirds of them from Hong Kong and China); and 50 Australian undergraduates and 20 postgraduates will go to Asia for a few months (two-thirds of them to Hong Kong and China).

Cheung Kong has \$10 billion invested in Australia (in diverse areas including electricity, gas, infrastructure and communications) and so has an interest in developing young people in Australia as well as its Asian home base. For that we can be thankful, and let's hope more Australian business people follow the Li Ka-shing example.

Student C: One strong vision for the future

Tim Dodd 19 July 2004 Australian Financial Review

The Faculty of Economics and Business at the University of Sydney has put the days of disunity behind it.

Mention economics and the University of Sydney in the same breath to anyone in the finance industry or the economics profession who wasn't born five minutes ago, and immediately one question comes to their lips. "Is the faculty still riven by the long-running feud in the department of economics between conventional economists and the leftist political economists?"

"It's a non-issue," says the dean of the Faculty of Economics and Business, Peter Wolnizer, who has heard the question more than once. "I think that's history," he says.

Wolnizer has been in charge now for five years and has his eye on the present and the future much more than the past. He has steered through a faculty reorganisation that culminated in an Australian first recognition by the leading international accreditor for both its business programs and its accounting programs.

Last month the US-based Association to Advance Collegiate Schools of Business awarded the University of Sydney Faculty of Economics and Business this double accreditation. The recognition is important in the increasingly competitive business the faculty is in particularly as 43 per cent of its students this year are from overseas, paying full fees and having chosen to come to Sydney in preference to its competitors.

"We are very pleased to be peer-reviewed internationally. That can only enhance the quality of the education that we offer," Wolnizer says.

He was no stranger when he came to the faculty as dean in 1999. Wolnizer had taught accountancy there for 11 years earlier in his career, years in which the ideological dispute had raged within the Department of Economics and damaged the faculty's reputation.

When Wolnizer took on this job after eight years as a faculty dean at Deakin University, he set about restructuring and breaking down compartmentalisation. "The faculty already had very rich intellectual foundations but the organisation of the faculty had been very departmentalised. I saw, given the intellectual strength in the faculty, the opportunity for innovation in our program design and much more collaborative research endeavours," he says.

There were then eight departments within the faculty: economics, accounting, government and public administration, econometrics, industrial relations, economic history, finance and marketing. Now there are just two schools the School of Economics and Political Science, and the School of Business.

While the faculty under Wolnizer has followed the trend of building up the increasingly popular disciplines of finance and marketing, its old strengths (such as industrial relations and international relations) are still there. It has also bolstered itself in business information systems, international business and transport logistics. Wolnizer also beefed up the faculty's resources for scholarship. In 1999 it had only 13 professorial chairs; now there are 32.

So professors are up and student numbers are also booming, up 50 per cent since 1999 to about 7000 full-time equivalent student units. Growth is supported by the wave of foreign students wanting business qualifications, and Australians returning to university for a postgraduate degree, typically a masters, by course work. Since 1999 the proportion of postgraduate students in the faculty has grown from 15 per cent to 34 per cent.

The faculty has also benefited from an enormous increase in fee-paying students, because international students pay full fees as do students doing masters by coursework programs. Now, more than half (53 per cent) of the faculty's students pay such fees, compared with 27 per cent in 1999. The fee revenue helps pay for more professors, improved teaching and learning facilities, and an impressive new building.

So what is Wolnizer's opinion of Opposition Leader Mark Latham's promise to abolish full fee paying places for Australian undergraduates if he wins the coming election? Financially, his faculty will suffer. But he won't be drawn on the issue except to note that fee-paying international undergraduates are admitted, and will continue to be admitted, if they are at a standard which is within five points of the level that local students have to reach to win a subsidised place. "All it would mean is that local undergraduate students who would wish to have that opportunity would not have it," he says.

Student D: Unis attract more foreign students

Matthew Thompson Higher Education Reporter 15 July 2004 The Sydney Morning Herald

Australian universities have captured 10 per cent of the world market for students seeking an English-language education, gaining ground on their major rivals in the United States and Britain, says a new report.

Australia's slice of the global action is centred on Asia, built around two of the highest-demand disciplines - business studies and IT - and has risen from 6.6 per cent in 1997, according to *Vision 2020: Forecasting international student mobility*, co-authored by international education researchers IDP Education Australia and the British Council.

The report describes Australia as "a major international competitor", and shows rapid growth in the number of foreign university students enrolling in Australia - from 49,000 in 1997 to 115,000 last year.

Vision 2020 examines the growing worldwide demand for an English-language tertiary education and finds that "Australia has been very successful over the last few years in winning market share from the UK, particularly in Asia."

Asia provided almost 56 per cent of the 1,096,000 international students enrolled in English-speaking universities last year, and *Vision 2020* predicts that by 2020, when international numbers are expected to hit 2.6 million, more than three-quarters will be Asian. The Asian demand is expected to climb significantly because of a shortage of university places in "some of the key Asian countries ... China, India, Hong Kong, Malaysia".

Australia's largest group of foreign students last year came from China (16,780), followed by Malaysia (12,200), Hong Kong (9480), Indonesia (8890) and Singapore (8690). China also supplied Britain with its largest overseas contingent (32,000), while the US's biggest foreign student intake was from India (74,603), followed by China (64,757). The US had more than 58 per cent of the market last year, and Britain almost 24 per cent.

Most of Australia's market share has been carved out in the two hottest tickets in global education: business studies - in which 36 per cent of all students in Australian universities are foreign - and IT, which boasts 20 per cent international students.

Foreign student enrolments in the US and Britain showed a "greater diversity in subject areas", with the report noting the overseas students' focus on business studies in Australia.

In looking at the relative attractiveness of the major English-speaking countries for international students, the report cites 1997 figures which rate Australia highly for lifestyle and personal security, but poorly in terms of quality of education and employment prospects.



Intensive Entry Program

Centre for English Teaching - University of Sydney

Yet a spokesman for IDP Australia, Peter Giesinger, said that perceptions of quality may have increased in recent years, as the overseas market grew more "sophisticated". Students now investigated the academic strengths of individual universities, rather than making assumptions based on which country they were in, Mr Giesinger said.

He also said that Australia was well placed to absorb a significant portion of Asia's growing demand, because of its proximity to Asia, the high quality of local institutions, and English language. "In Asia it is very prestigious to get a degree from an English-speaking country, and even though I think more people speak Mandarin, English is now the [international] language of business and commerce.