

# EMBEDDING INTERNATIONAL EDUCATION ACROSS YOUR INSTITUTION

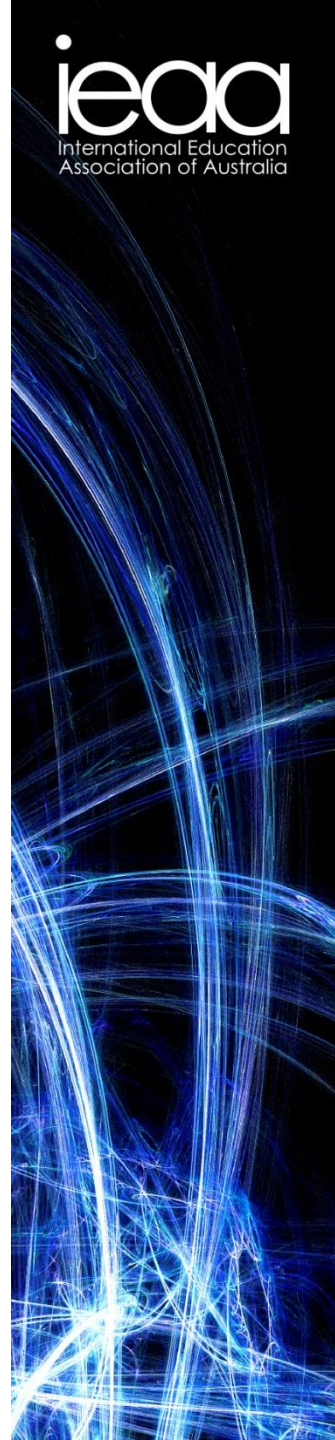
Phil Honeywood  
CEO, IEAA

TDA Conference  
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# KNOW YOUR KEY STAKEHOLDERS

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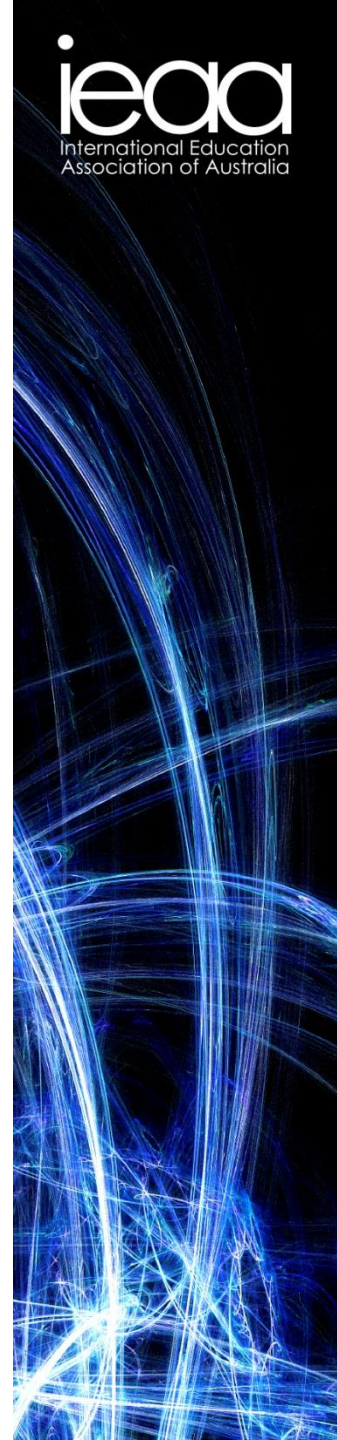
- Where does your State/Territory Government sit re: international education strategy?
- Is the institute CEO committed to internationalisation?
- If not, is it worthwhile lobbying other internal/external senior players?
- Internal commitment vs. reality: does your institute take a holistic approach?



# HOLISTIC INTERNATIONALISATION

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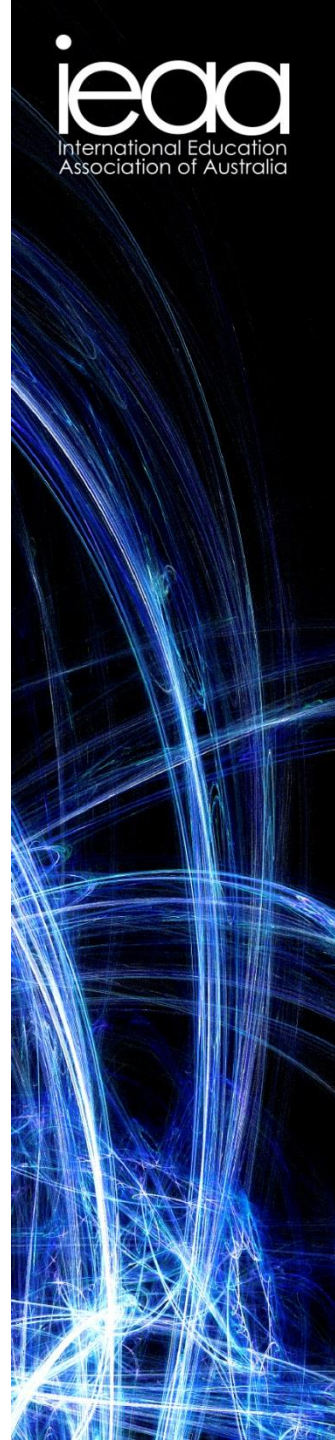
- Requires genuine internal collaboration between teaching and professional staff
- Identify both Australian and offshore partner providers (pathway agreements)
- Focus on your best internationalisation candidate courses/programs
- Be prepared to take (some) risk
- Not just about inbound but also outbound (student and teacher) mobility



# STUDENT MOBILITY

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- Significant growth in outbound mobility in 2014:
  - 31,846 students in Australian institutions studying abroad
  - Around 16.5% of completing undergraduates have a mobility experience
  - 45% going to Asia
- Strong support from government and institutions
- Mobility is increasingly attractive to prospective students and employers, and enhances the student experience
- Broadening beyond exchange into short-term mobility and work placements abroad

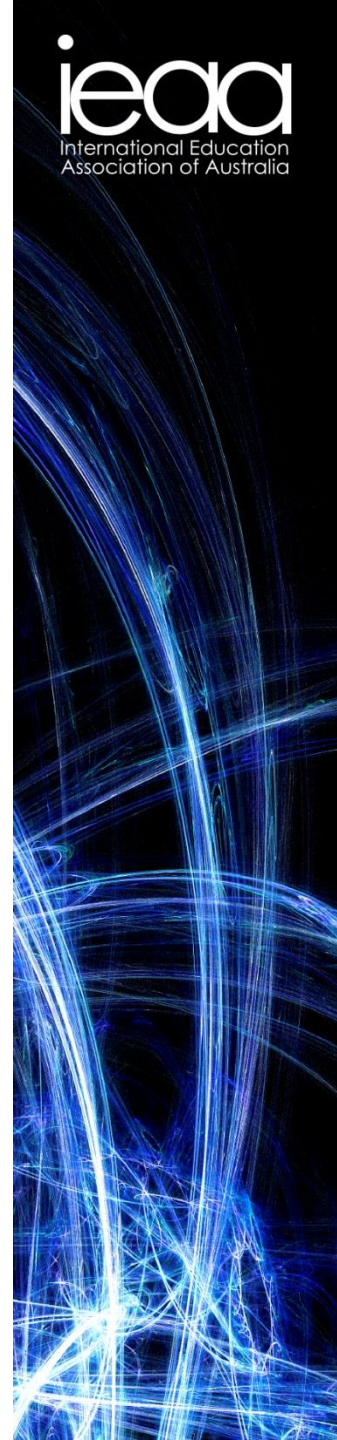


# INTERNATIONALISATION AT HOME / IOC

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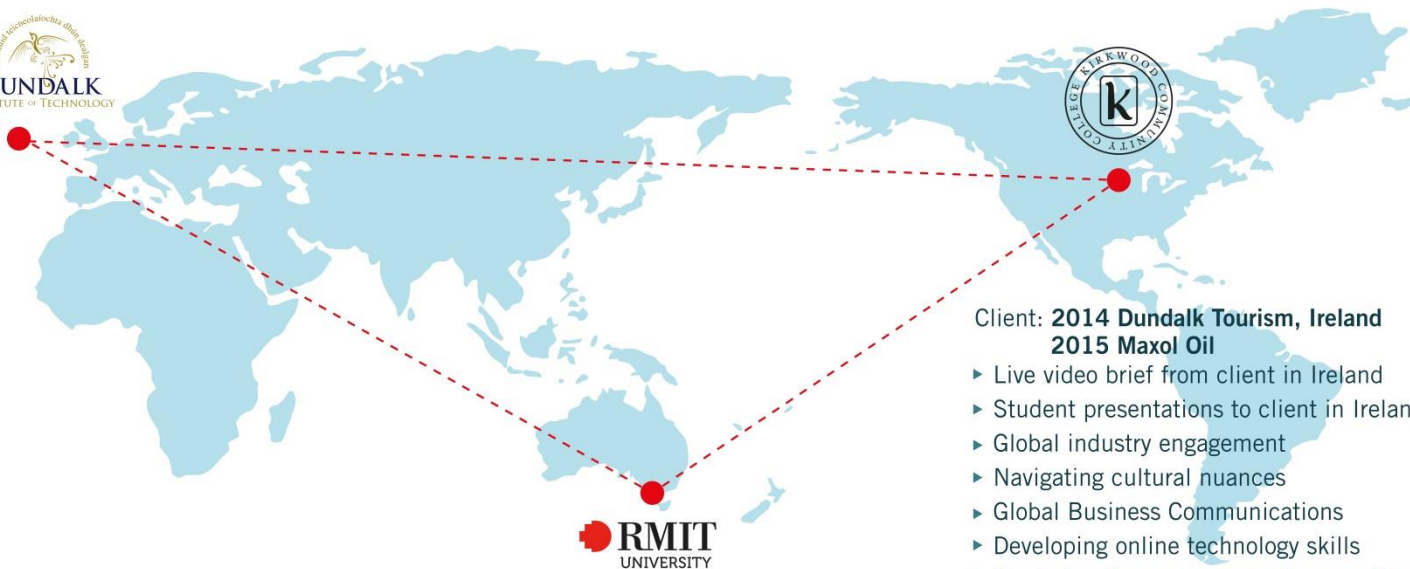
## Access and equity

- Barriers to participation
  - Finance
  - Socio-economic background
  - Cultural linguistic background
- Diverse student body requires diverse programs
  - Widening participation
- Internationalisation of the Curriculum and Internationalisation at Home
  - Extending beyond the syllabus
- Technology
  - Breaking barriers, saving trees



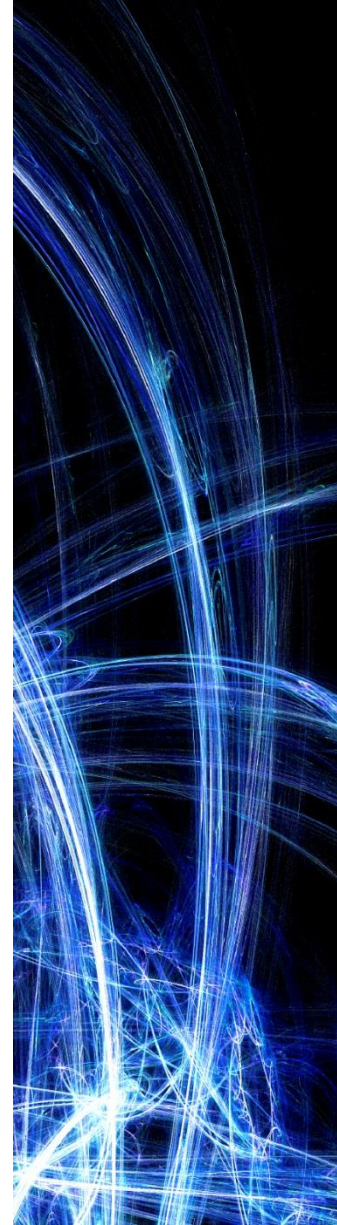
# EMBEDDING EMPLOYABILITY: RMIT CASE STUDY

Exploring a three-way online Global WIL project as a model to develop student's global business skills and enhance global graduate employability.



Client: **2014 Dundalk Tourism, Ireland**  
**2015 Maxol Oil**

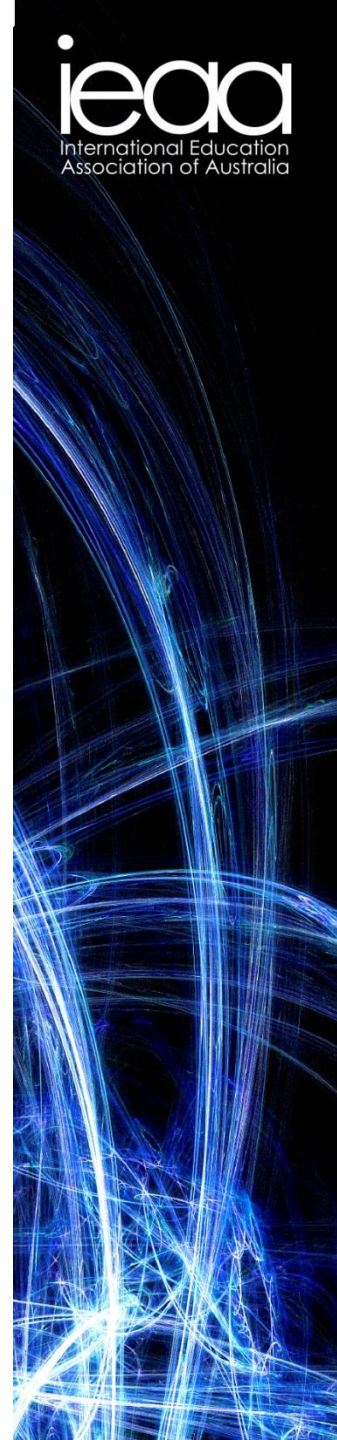
- ▶ Live video brief from client in Ireland
- ▶ Student presentations to client in Ireland
- ▶ Global industry engagement
- ▶ Navigating cultural nuances
- ▶ Global Business Communications
- ▶ Developing online technology skills
- ▶ Mastering time management across three time zones



# EMBEDDING EMPLOYABILITY: RMIT CASE STUDY

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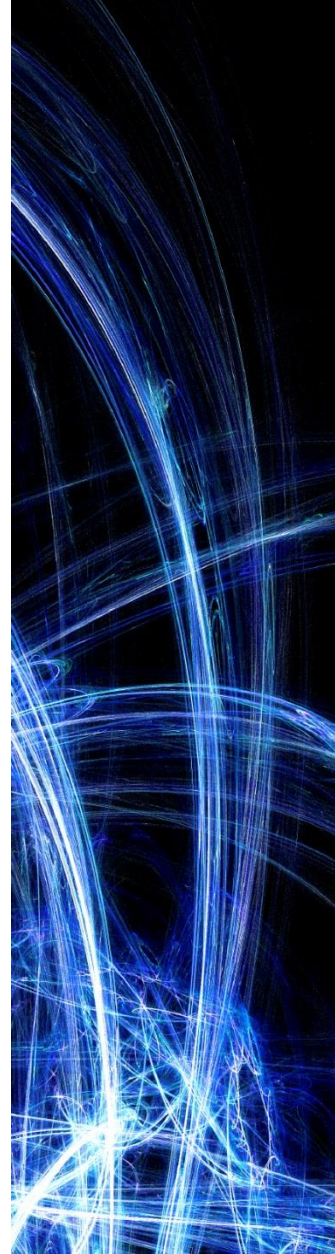
- The challenge
  - Future workforce needs to have new skills to negotiate opportunities and challenges of globalisation (Skrbis 2014)
  - Traditional approach to developing cross-cultural competency has been student exchange – 63% of which relies on funding (UA 2014), limiting accessibility and scalability.
- The opportunity
  - A global, three-way pedagogical model for developing cross-cultural competency and global business skills
  - Students solve a live business problem for a multi-national client
  - Online = affordable, accessible & scalable.
- The evidence
  - Cross-cultural competency and virtual collaboration are 3/10 key skills needed in the future workforce (Future Work Skills 2020)
  - Predicted there will be a shortfall of 85M qualified global workers by 2020 (McKinsey 2012).



# FOCUS ON STUDENT SERVICE DELIVERY

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- Australians good on "hello" not the "goodbye"
- Who is the education agent providing the student?
- Purpose built student accommodation?
- On-campus career and work-integrated learning (WIL) advice?
- Global citizenship skill attribute provision?





THANK-YOU

Phil Honeywood  
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