



Going places

Impact of neo-liberalism on principles of equity and reciprocity in International Student Exchange

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Support for this project has been provided by the Australian Government Office for Learning and Teaching. The views represented in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



Exchange Activities

- social welfare groups and organisations,
- took social work classes,
- visited cultural heritage sites,
- home stays with local students or local communities,
- organised international conferences and
- visited local tourist attractions



Two Way Reciprocal Exchange

Limited

Spasmodic

Expensive

Hampered by bureaucracy





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Neoliberalism:

A theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets and free trade (Harvey, 2007).



What would Donald say?

Individual
“freedom”

Efficiency



Competition

The market
knows best

Neoliberalism and the higher education agenda

- “Internationalisation” of higher education through international students.
- \$11.7 billion export income in 2014 (Department of Education and Training, 2015) .
- Higher Education is Australia’s fourth largest export commodity, following iron ore, coal and gold (Group of Eight, 2014).
- Students are consumers of education.
- Outcomes are measured in terms of employability and student satisfaction (Radloff & Coates, 2013; ; Marchioro, Ryan & Perkins, 2014).

Student exchange and neo liberalism

- Institutionally driven expansion of student exchange.
- Universities need to compete and find ways to differentiate their “product” – distinctive learning opportunities and work ready graduates (Marchioro, Ryan & Perkins, 2014).
- International student exchanges in order to develop global citizens, leaders and relationships (Universities Australia, 2013).

The New Colombo Plan – transforming lives?



*“The idea behind the New Colombo Plan came very much from my **own experience** - travelling overseas as a 17-year-old.... I decided to go through Asia with my sister, It was absolutely **transformational**, it literally changed my life.”* (Bishop, 2014, para. 11).

New Colombo Plan – what's behind it?

*“So often Australia is seen as being very **transactional** in our approach to Asia, to the Indo-Pacific and yet here was Australia saying we want to invest for the future by investing in our young people and **we trust you** and your universities to teach them and we have so much to learn from you. I think it's that **humility** that underlines the benefits of this as a foreign policy that should not be overlooked, that **we have much to learn from our friends in the region** and this New Colombo Plan is evidence of that”* (Bishop, 2014, para. 16).

The New Colombo Plan – transforming lives?

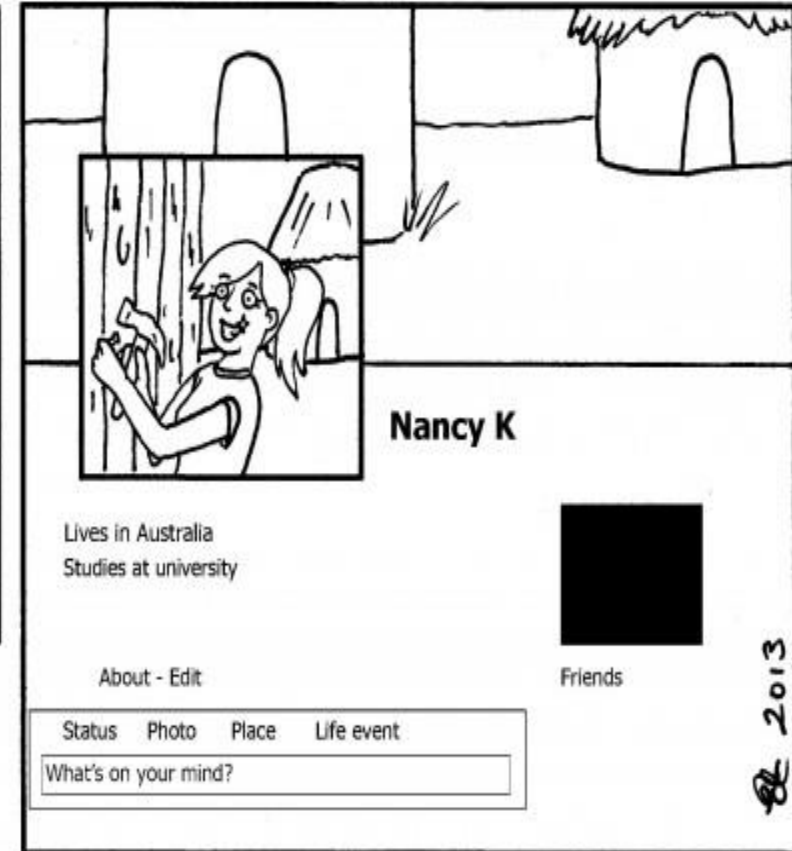
- ❖ Creation of a cohort of **work ready graduates** who are **connected** to the Indo-Pacific Region (Department of Foreign Affairs and Trade, 2014).
- ❖ Encourage a **two-way flow** of students with the region, complementing the thousands of students from the region coming to Australia to study each year (DFAT, n.d.).
- ❖ Over time, the Australian Government wants to see study in the Indo Pacific region become a **rite of passage** for Australian undergraduate students, and as an endeavour that is highly valued across the Australian community (DFAT, n.d., para. 5).
- ❖ Explicitly positions Australia as **the gateway to the Indo-Pacific**

Rhetoric v Reality



- Two Way Flow \neq Reciprocity
- Privileging the Middle Classes
- Co-option of the “rite of passage”
- Limited transformational pedagogy.

two-way flow v reciprocity



Privileging the Middle Classes

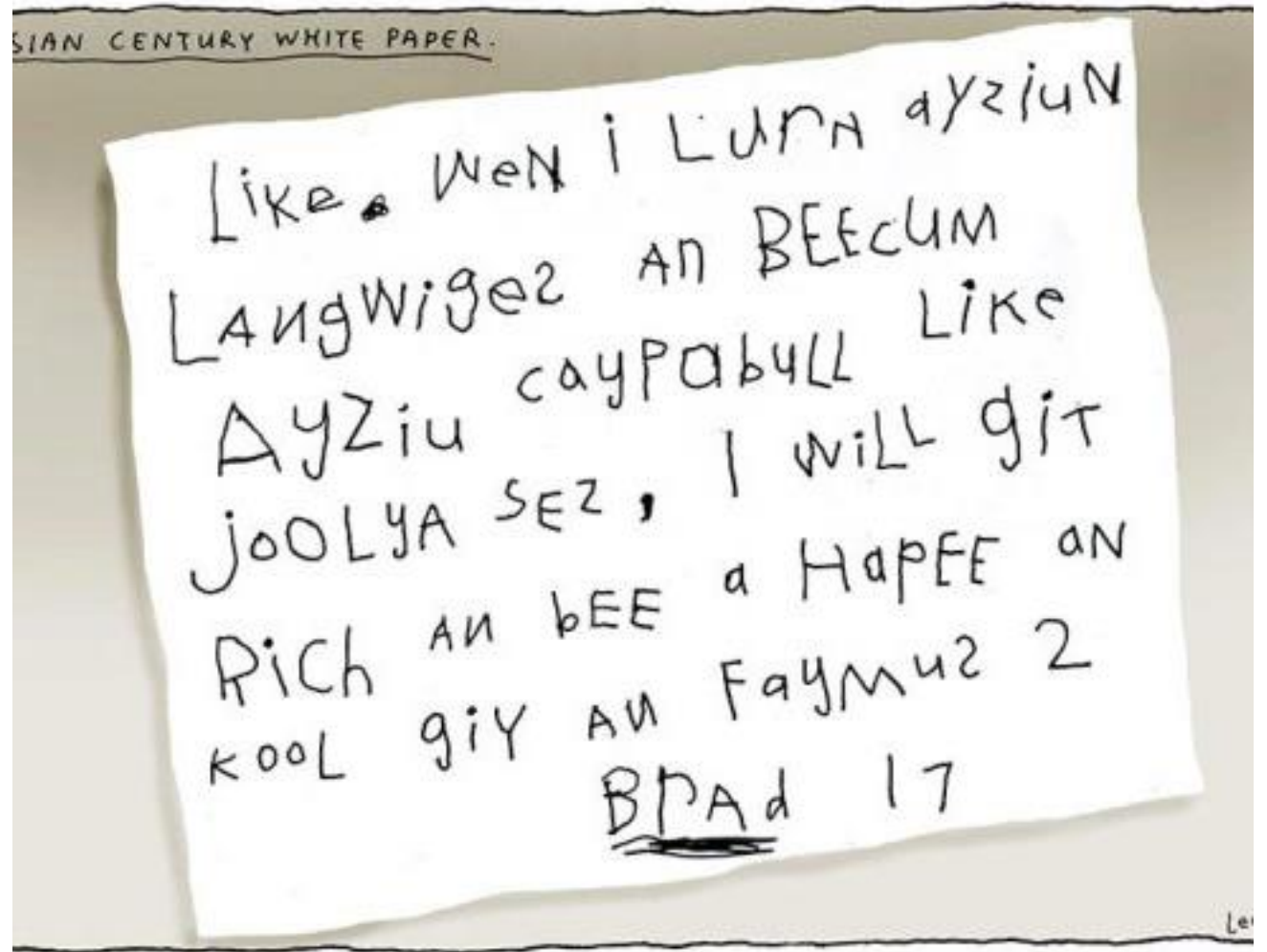


Co-opting the rite of passage



Pedagogy for Transformation

- Lack of curriculum and pedagogy to support Transformative Learning
- Challenge cultural legacies of colonialism, norms and systems (Razack, 2002, 2009).
- Learn position in the world, shifts identities and values (Rizvi, 2009).



Implications for the Good Society



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