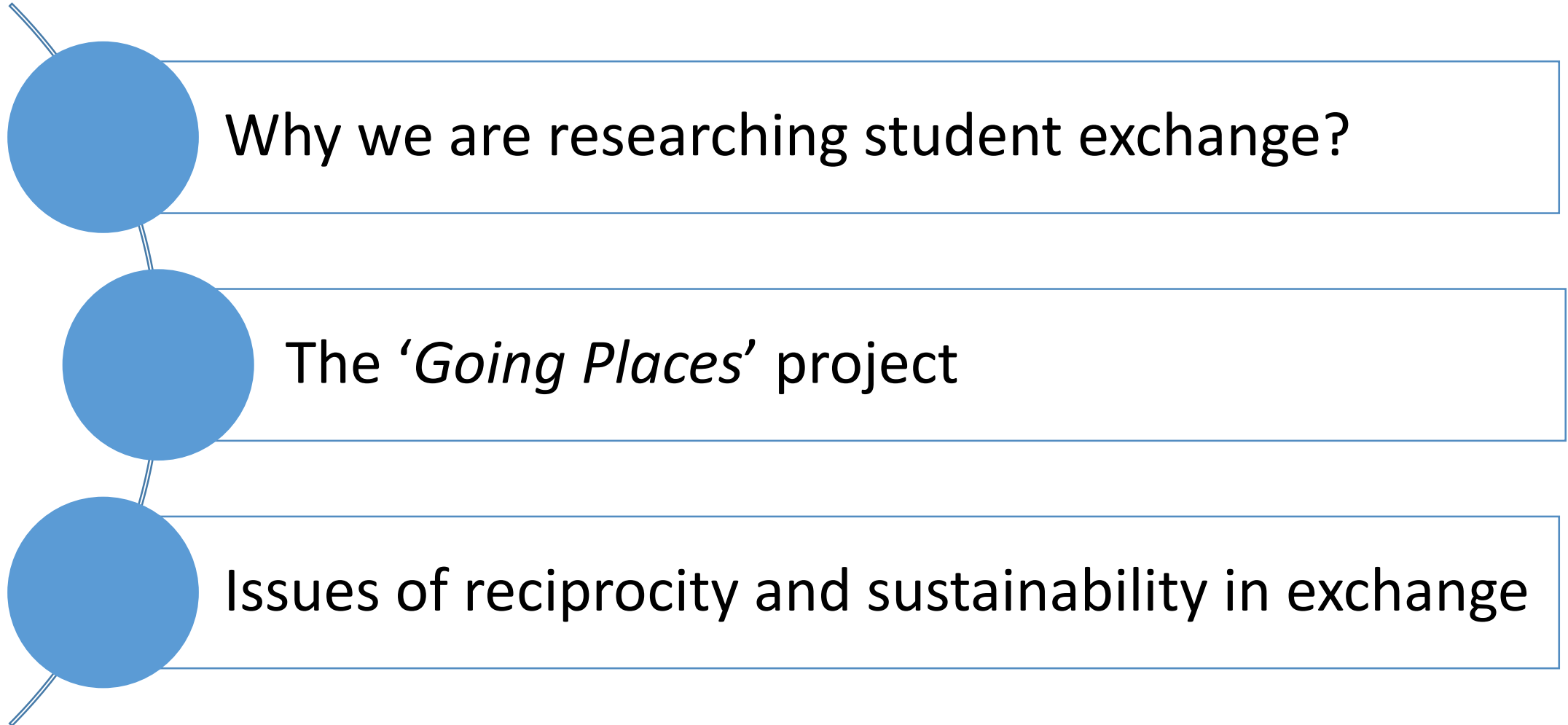


International student exchange in an era of internationalisation: sustainability of the current state of practice

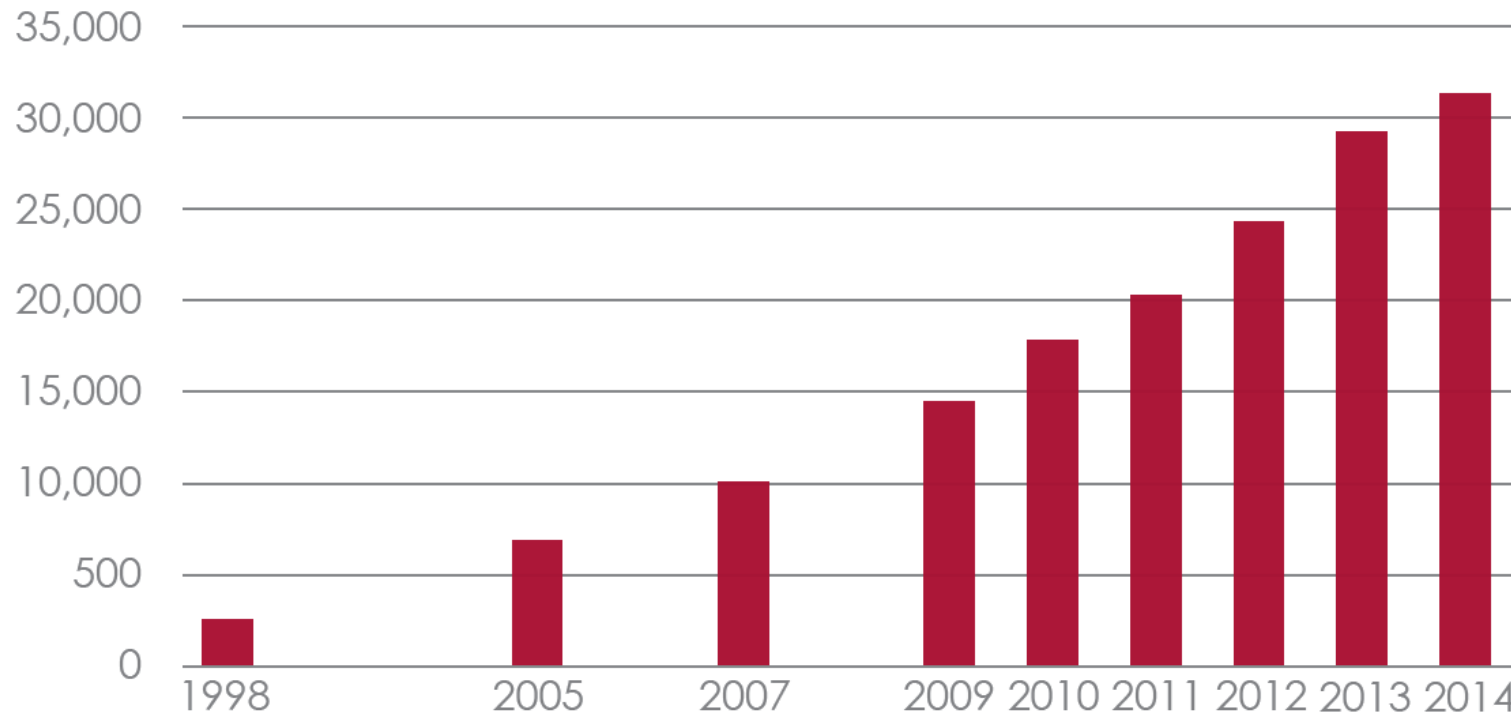


Our focus today



Student exchange is on the rise

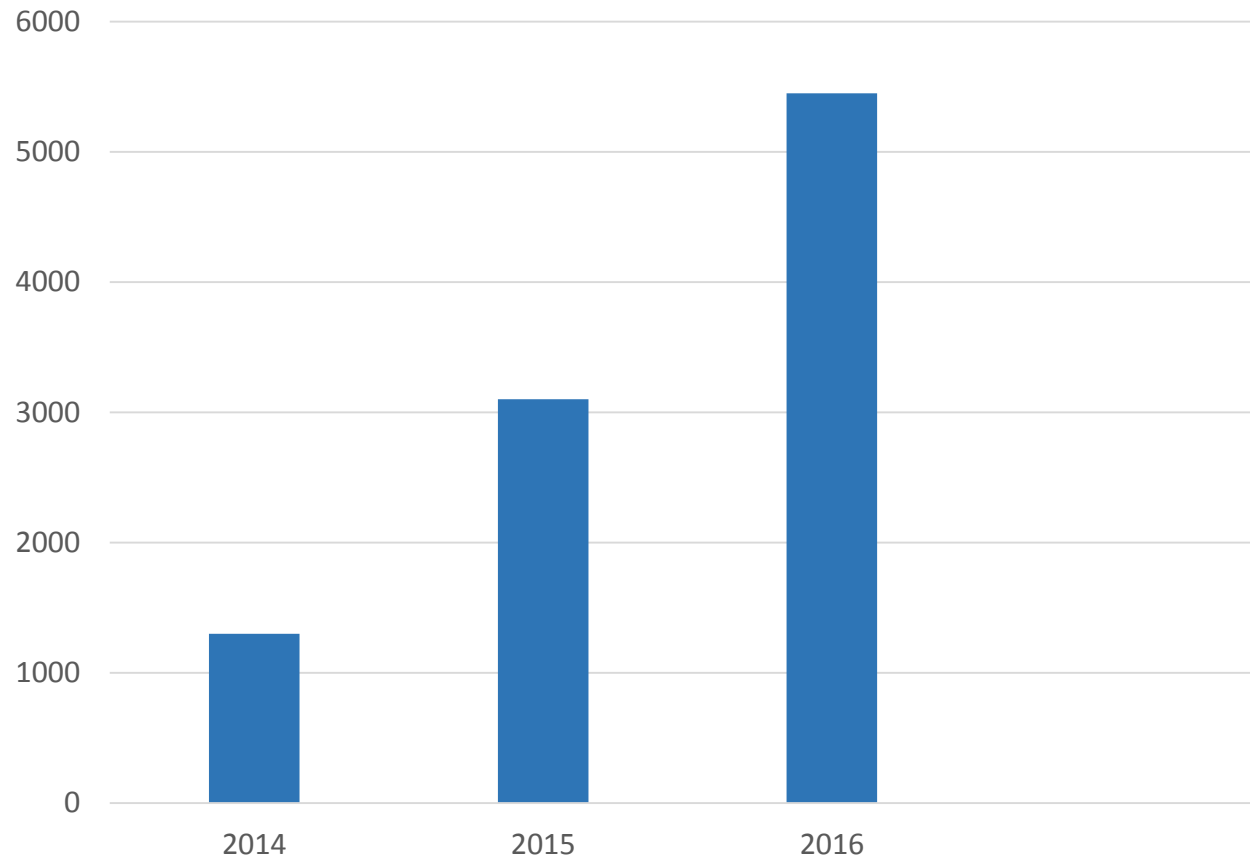
CHART 1: PARTICIPATION IN LEARNING ABROAD
(by Headcount) 1998, 2005, 2007 and 2009–2014



Harrison & Potts, 2016, p.4

New Colombo Plan – Mobility Program

Aims to support up to 10,000 students to participate in an international study experience in the Indo-Pacific Region by the end of 2016, with further growth in future years.



(Department of Foreign Affairs and Trade, 2016).

The narrative of exchange

Transforming lives

“Our country will benefit enormously from having young ambassadors from Australia who have an understanding of and an insight into the region that only comes from living and studying and working there.”

Experience new cultures, make friends from all over the world and gain a competitive edge whilst travelling the globe.





Going places

International social work student exchange: facilitating good practice in Australia and the Indo-Pacific.



Our relationships



So what have we done so far...



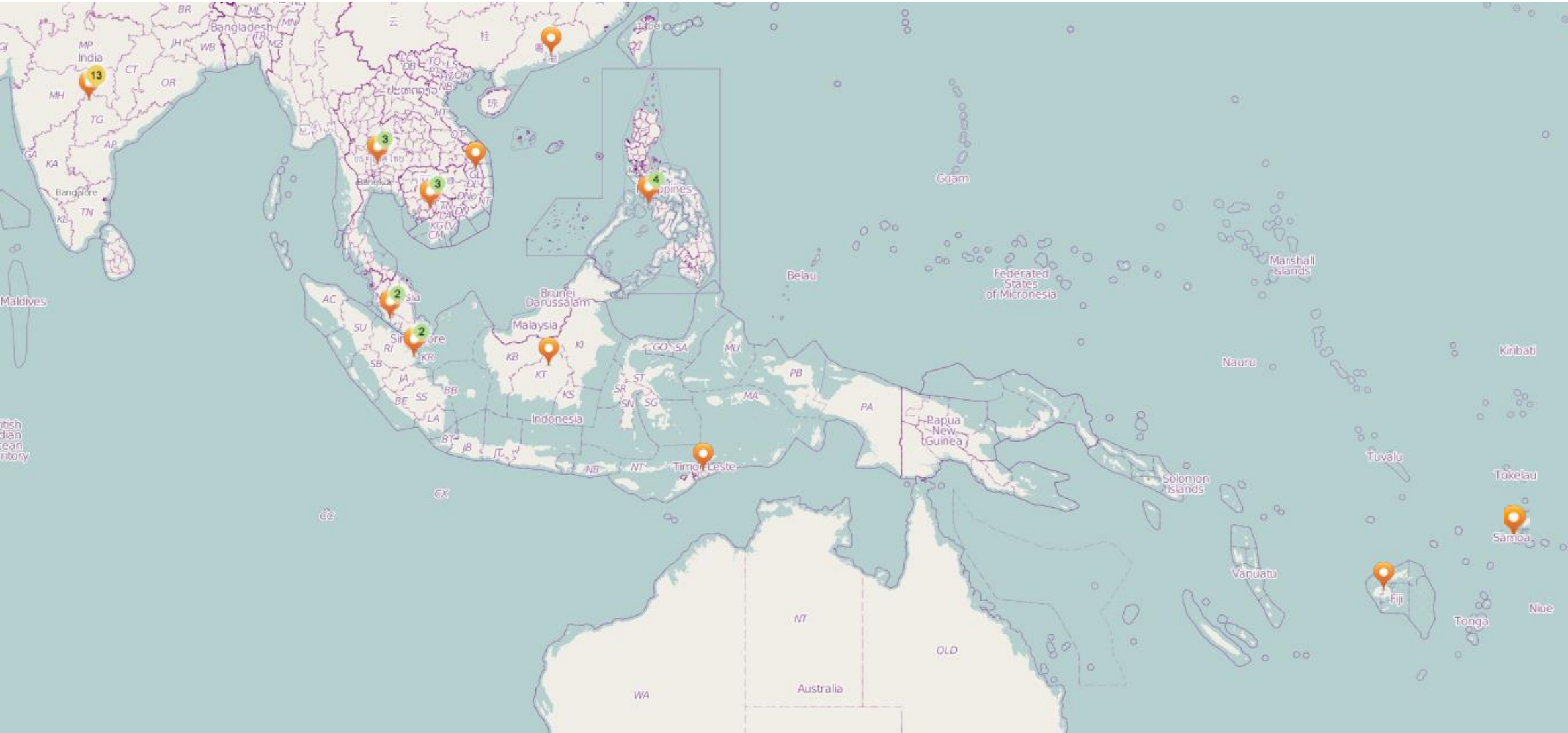
- ***Quantitative Online Survey** with Australian Schools of Social Work*
- ***Qualitative Interviews** with 10 Australian academics, 10 host organisation staff and academics, and 13 travelling Australian students*

Survey of Australian Schools of Social Work



- **30** Schools of Social Work
- **90%** completed the Survey (**27** schools).
- **85%** engaged in international exchange activity (**23** schools).
- **What do they do?**
 - field placement (**20** schools)
 - study abroad programs (**13** schools)
 - short-term programs (**9** schools).

Where do Australian Schools of Social Work have exchange relationships?



Exchange practice and social work values: challenges and tensions

Respect for persons – recognises and respects group identity, interdependence, **reciprocity** and collective needs of particular communities.

Social justice – advocates change to social systems and structures that preserve **inequalities** and injustice.

Professional integrity – make **considered** and **ethically accountable** professional decisions.

‘Internationalisation of curriculum and international social work education offerings are not easy goals to achieve. They involve multiple transformations of both people and institutions’ (Brydon in Crisp, 2015, p. 10).

Survey data: reciprocity

	Responses
Host their students for field placements	9
Host their staff for visiting scholar activities	9
Host their students for a short-term study program	6
Collaborative research activities	6
Collaborative teaching activities	5
Joint conferences	3
Joint curriculum development	2
Other (joint conference presentation)	1

Note: N = 15

Qualitative interview data: reciprocity

- ***Reciprocity*** is not universally *understood, defined* or *readily implemented*.
- Descriptions of reciprocity in practice included:
 - *sharing resources*
 - *making a contribution in the host country*
 - *two-way flow of students and staff.*



Sustainable practice?

- Exchange programs rely heavily on ***personal connections***
- Occasionally ***Institutionally driven***

Well, I think one of the things that we could have done more of is not to rely on particular points of contact as much maybe as we've had to. So for example, if the key person in India and the key person here were both suddenly to not be there, we would have to re-negotiate the whole thing. Now it's been sustainable because both of those people are committed to being involved in this and at that end and at this end the team has worked with them and it's been a team effort in both places. But take those two individuals out of the equation and I think that that would really require total re-negotiation.

Sustainable practice?

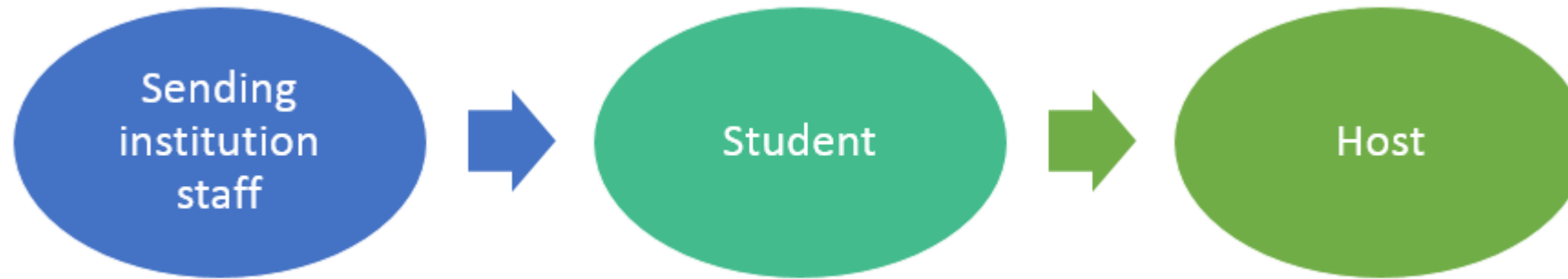
- ***Inadequate*** Resourcing
- Creative responses to challenging situations
- Individual '***champions***'

We've had to allocate staff resources to it that we've had to claw that out of a program.

I always feel that there's insufficient - and this is me - insufficient time to really set it up properly and somehow we scrape it together, ... But the exchanges happen and the students are happy so I think that's probably as far as it goes.

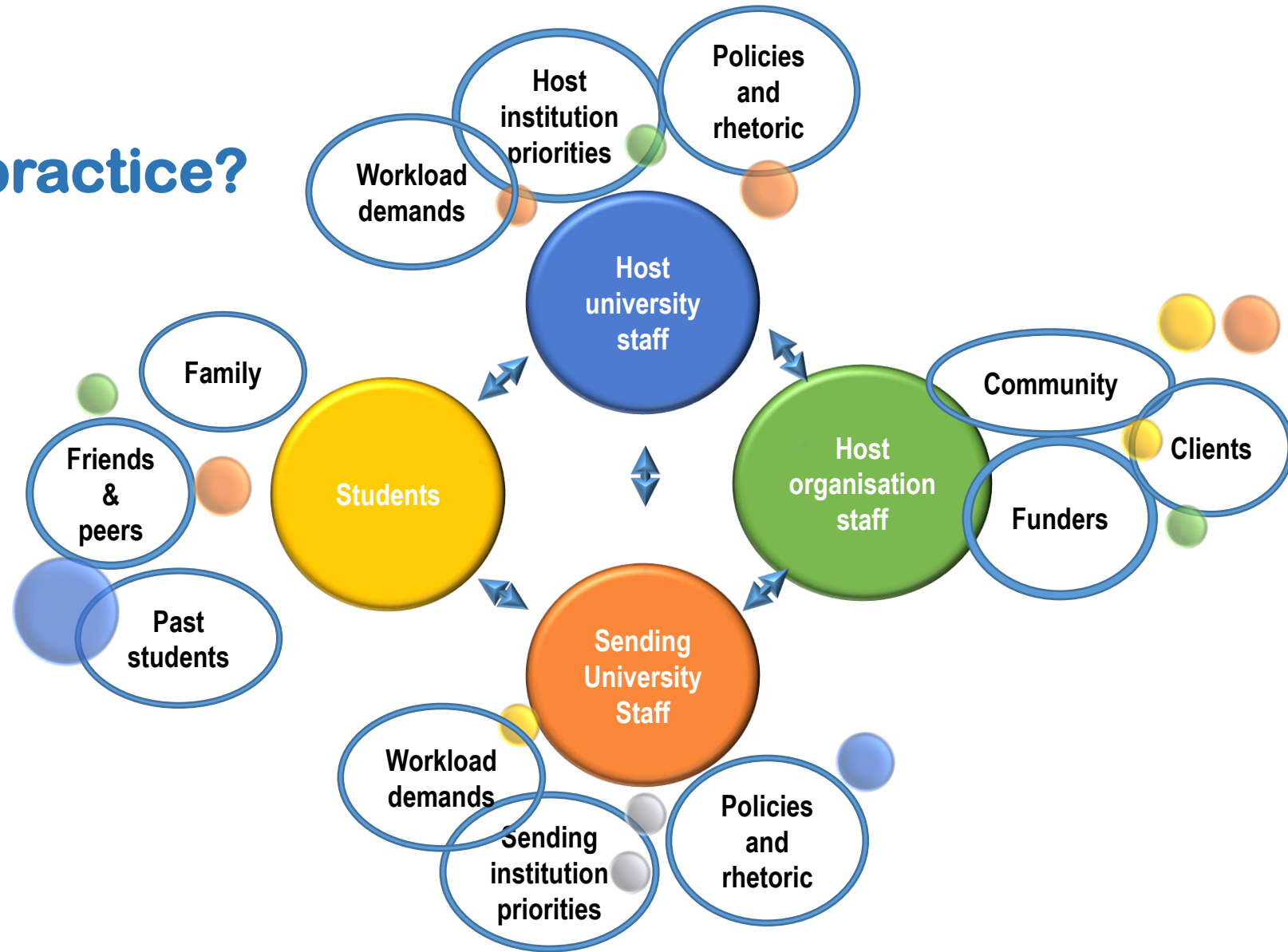
There's no extra - it's done within existing resources.

Sustainable practice?



The narrative of exchange is often simplified and the work required to set up exchanges and *maintain* relationships lacks *visibility* and *support*.

Sustainable practice?



In summary

- Lack of resourcing negatively impacts on the possibility of *reciprocity, equality in relationships* and *sustainability*.

Data collected from Australian institutions, students and hosts from the Indo-Pacific region indicates that despite good intentions, exchange arrangements can be ad-hoc and goals such as reciprocity and mutual benefit can be difficult to achieve in the absence of strong institutional support.

We wonder what this might mean for negotiating exchange programs in an ethical and socially just way?

Where to from here?

Jan – April 2017

Workshops to explore 'good practice' principles.

Brisbane, Melbourne, Sydney, India, Thailand and Singapore.

Mar-June 2017

Workshop data analysis and formulation of a 'good practice' guide.

June – July 2017

Dissemination of final project outcomes.

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