

Pathways to India

Promoting Student Mobility

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A feasibility study commissioned by the Commonwealth Department of Education and Training

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EXECUTIVE SUMMARY

The following feasibility study by La Trobe Asia analyses the establishment and operation of the Australian Consortium for In-Country Indonesian Studies (ACICIS) and explores the possibility of using the ACICIS model to establish a program to promote university student mobility with India.

Commissioned by the Commonwealth's Department of Education and Training (DET), the study has been undertaken collaboratively with a number of universities that have an established interest in Indian studies or teach disciplines where students may benefit from study in India. While there is broad in-principle agreement to the creation of a new consortium for India, in researching this study, universities would not make a firm commitment on its membership until there had been further multi-lateral discussions between potential participating institutions. From the outset, DET has informed that no new Commonwealth funding is available for the creation of a national mobility program with India.

The study uses a wide range of interviews with university mobility staff, senior administrators, academics and members of the ACICIS Secretariat to evaluate the Indonesian program's strengths and weaknesses and their implications for the establishment of an Indian equivalent.

The study evaluates the data collected to outline possible operating models that would encourage student mobility between Australia and India. A model that replicated the structure and governance of ACICIS could work well for India but would require considerable thought about where in the sub-continent it had an in-country base. Once in place, the program would be a valuable asset in the range of outward mobility programs and help to increase the number of Australian-based students studying in India.

SUMMARY OF KEY FINDINGS

- ACICIS is seen as a high-quality provider of student mobility services to Indonesia that is widely thought to have played a key role in driving up the numbers of Australian students studying there. It is perceived to have done this through centralising the visa process, providing in-country pastoral care and a high-quality educational experience, making it a more appealing option for students.
- The ACICIS program is recognised as providing strong educational experiences in a safe and supportive environment. These will be vital elements in the establishment of any comparable Indian program.
- The ACICIS fee structure received some criticism as it was perceived as creating a net loss for participating universities, while others saw the program's in-country pastoral care of students and handling of the visa application process as a net gain. With operating costs in India likely to be low, fee structure may be less of an issue in an Indian mobility program.
- Consortium input to the educational programs through advisory panels was seen as a vital ingredient by academics but there was some negativity among administrators for a system of governance that requires all 26 consortium members to sign-off on substantive decisions of change.
- Mobility staff said they have difficulty in persuading students of the merits of study in India. A new consortium-based program would help raise awareness about educational opportunities in India, provide branding for those activities and raise student appeal.

- For an in-country program to be successful, there will need to be educational experiences on offer that could not be replicated in Australia or elsewhere in the world. Initially, this may be easier to achieve through such disciplines as technology, medicine, business, sports science and fashion.
- A first step towards the establishment of a successful program for mobility with India will be reaching agreement on the membership and breadth of an operating consortium.
- If a new consortium is established as a not-for-profit entity, it will need to be sustained by institutional membership and student participation fees, beyond any ad hoc government grants for student mobility or study abroad. The alternative would be a commercial model. No new Commonwealth funding is being offered to help establish such an entity or Indian in-country mobility program.
- Deciding the nature and scale of any in-country presence will be an important element in establishing the program. The main decision will be whether an Indian mobility program starts out with activities solely in one city or is established on a 'hub and spoke' model.
- Crucial to ensuring the quality of the academic experience offered to participating students will be the establishment and maintenance of good links with the right partner institutions.
- Establishing a consortium to promote student mobility from Australia to India should be seen as a foundational point before laying any plans for a broader full exchange program.

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STUDY ABROAD IN THE INDO-PACIFIC

THE CURRENT SITUATION

The Australian Consortium for In-Country Indonesian Studies (ACICIS) was founded in 1994 as a vehicle for increasing the level of Australian student mobility to Indonesia. It has become the longest running provider of Indonesian in-country studies for Australian university students, establishing partnerships with eight of Indonesia's universities.¹ In addition to its university-level programs, it now offers school study tours and professional internships.

This feasibility study, commissioned by the Commonwealth's Department of Education and Training (DET), critically analyses the ACICIS model for student mobility to lay out a roadmap for creating a similar program to increase the number of Australian-based students studying in India. It also explores the possibility of establishing a model that could also promote the inward mobility of Indian students to Australia.

The Australian and Indian governments share a desire to extend and expand their collaboration in education. Key to that was the creation of the Australia India Education Council (AIEC) in 2010. Student mobility raises cultural awareness, provides unique educational opportunities and helps establish long-standing collaborative relationships. Added to this, Harrison and Potts highlight the role of study abroad for students who want to 'build their personal experience portfolio' to improve their chances in a global employment market.²

The significance of India as a higher education partner is reflected in the forecast data:³

- ❖ In 2024, India will be home to the largest tertiary-aged population, numbering over 119 million.
- ❖ India will have the highest number of tertiary enrolments in 2024, numbering 48 million, followed by China (37 million), the USA (22 million) and Indonesia (11 million).
- ❖ India's postgraduate outbound mobility will have a higher annual average growth rate through the next decade than China.

Braskamp, Braskamp and Merrill have argued that student engagement in education abroad experiences enhances global learning and development.⁴ While not a new concept in Australia, study abroad has grown exponentially over the last 15 years with the introduction of a range of loan and scholarship schemes within individual higher education institutions and from the Commonwealth Government. Yet where does Australia sit globally in seeing India as a study abroad destination?

The United States and the United Kingdom have long-standing educational partnerships with India. With the US, this has been underpinned by commercial and strategic forces while the relationship with the UK has a great deal to do with history as well as business interests. Australia and India both stand to gain by an increased level of student exchange through establishing relationships that lead to broader collaboration in the future.

The real level of student mobility to India is not reflected in a superficial review of the data. In the following graphic it should be noted that, while the American and Australian figures relate to a range of undergraduate study, the available data for the UK relates only to credit-earning courses and does not include study tours. What also has to be borne in mind is the comparative difference in population of the three partnering countries.

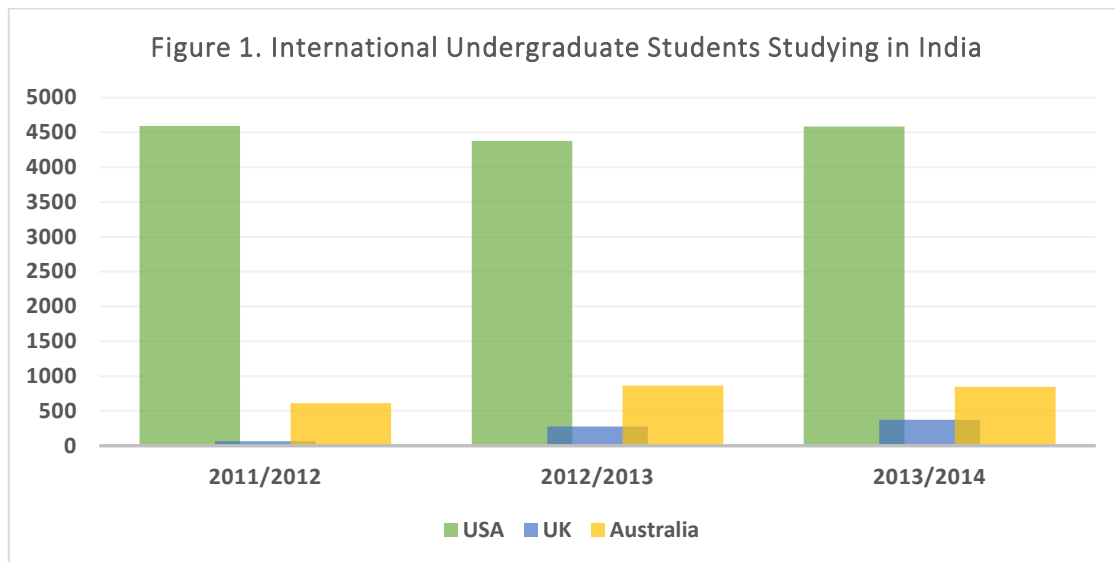
¹ University of Indonesia, Indonesian Islamic University, Parahyangan Catholic University, Bogor Agriculture University, Gadjah Mada University, Atama Jaya University, Muhammadiyah University, Sanata Dharma University.

² Harrison, L., Potts, D., *Learning Abroad at Australian Universities. The Current Environment*. Universities Australia 2016

³ *Postgraduate Student Mobility Trends to 2024*, British Council, 2014, p.3

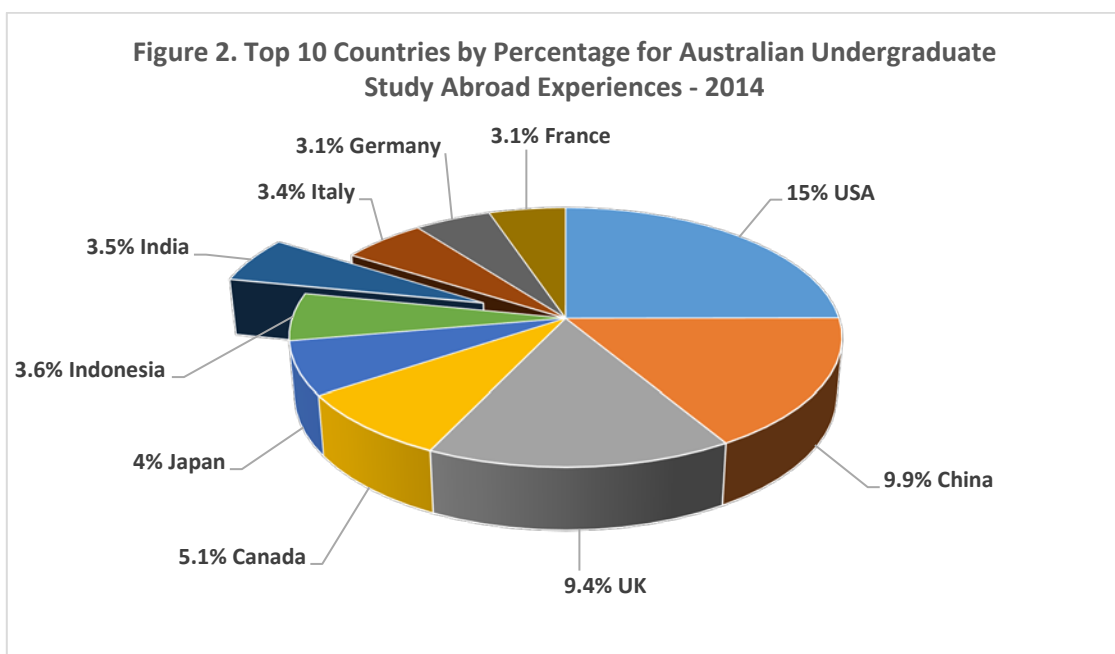
⁴ Braskamp, L., Braskamp, D., Merrill, K., *Assessing Progress in Global Learning and Development of Students with Education Abroad Experiences*, Frontiers – The Interdisciplinary Journal of Study Abroad, Vol. 18, 2009, pp. 110 -111,

Between 2011 and 2014, the number of Australian university students having some educational encounter in India rose by 38%, the UK figure rose by 323%, while the US remained steady at just over 4,500 students per annum. To add context, it is worth noting that the Generation UK-India program hopes to support up to 25,000 students in India by 2020, as teacher assistants, and on non-credit short-term courses and internships.⁵



Sources: Institute of International Education (USA), Higher Education Statistics Agency (UK), Australian Universities International Directors Forum. NB: academic years do not run consecutively in the USA, UK and Australia.

As a percentage of the total number of Australian-based undergraduate students studying overseas in 2014, India ranked in the top ten destinations, just behind Indonesia. However, the ranking sits well behind China. A national consortium that promoted outward mobility to India would have a serious impact on those figures and increase the chance of achieving the collaborative benefits mentioned above.



Source: AUIDF. NB: Some participants may have been included in more than one category.

⁵ British Council website: <https://www.britishcouncil.org/education/ihe/what-we-do/international-mobility/generation-uk-india>. Accessed 05/09/16

The percentages set out in Figure 2 reveal the sharp differences that exist currently between India and China as study abroad destinations for Australian students. Yet India remains an important element in the internationalisation policies of many universities in this country. The forecast data for India as a potential educational partner, suggest undeveloped opportunities exist there. Defining exactly where those opportunities lie on the sub-continent is more important than a narrow push to see outward mobility or inward recruitment increase. It is not a question of rankings but one of possibilities. The commissioning of this feasibility study is evidence of a desire to see student mobility with India rise.

Forming a consortium of Australian universities to focus on identifying where that potential lies and how it could be best achieved, is far more likely to realise a broad success than an ad hoc approach by individual universities. A consortium could also help combat the perception among some students that India is not a place where they would like to study abroad. It could help to promote India as a study abroad destination by presenting to students nationally-endorsed educational opportunities in a safe and secure program with academically-credited outcomes. ACICIS has already given an indication of what is possible.

BUILDING ON EXPERIENCE

THE LESSONS TO BE LEARNED FROM ACICIS

There are many ways to provide higher education students with the opportunity for a study abroad experience. Models range from faculty-led study tours and semester study that form part of university-to-university collaborations at one end of the spectrum to those offered by differing forms of third-party, commercial providers. As a joint venture between universities, ACICIS sits somewhat as a hybrid in that it does not fit into a pure third-party provider model, nor is it a faculty-led program.

Figures for Australian-based students studying in Indonesia have risen significantly over the past two decades. The ACICIS founder and Consortium Director, Professor David Hill AM, says that in 1995 there were less than a handful of Australian undergraduates each year that had a learning abroad experience in Indonesia. According to the Australian Universities International Directors Forum (AUIDF), by 2014 that annual figure had risen to 880.

While ACICIS does not claim to have been the sole driver in that increase, the positive role of the program in facilitating engagement with Indonesia is widely recognised by representatives of the consortium's university membership. There is recognition of the expertise that has been built up over more than 20 years. Professor Hill says that a collective of scholars on Indonesia in Australian universities have helped to drive the success of ACICIS.

The consortium model allows the development of in-country programs to be enriched and focused with input from a range of institutions. There are economies of scale operationally and administratively, while relationships with partner institutions in-country are maintained far more smoothly through one Australian entity.

For it to be an enduring success, an Indian equivalent of the ACICIS program would need a similar cohort of academics committed to establishing and maintaining a quality outward mobility program to the sub-continent.

THE STRENGTHS OF ACICIS

- ❖ ENSURES HIGH-QUALITY EDUCATIONAL EXPERIENCES
- ❖ PROVIDES IN-COUNTRY STUDENT PASTORAL CARE
- ❖ OVERSEES RISK MANAGEMENT
- ❖ HANDLES VISA APPLICATION PROCESSES
- ❖ HAS HELPED INCREASED OUTWARD MOBILITY TO INDONESIA

THE ACICIS MODEL

ACICIS was never intended to be a two-way exchange program. It has always focused on the mobility of students from Australia to Indonesia. A flow in the other direction already existed. What started as a program that offered primarily Bahasa Indonesia language and cultural studies has grown over the years to provide eight semester programs, five 'Practica' programs that combine academic work with industry placements, as well as school and study tours. The programs now cover a wide range of disciplines that range from language, community development and agriculture to business, law and journalism.

This has allowed ACICIS to broaden both its appeal and to meet the extended demands of diverse university needs. Ang, Tambiah and Mar⁶ have stressed the importance of language skills in what they term as the need for Australia's 'smart engagement' with Asia. Yet, basing an outward mobility program to India on language courses alone would be unsustainable.

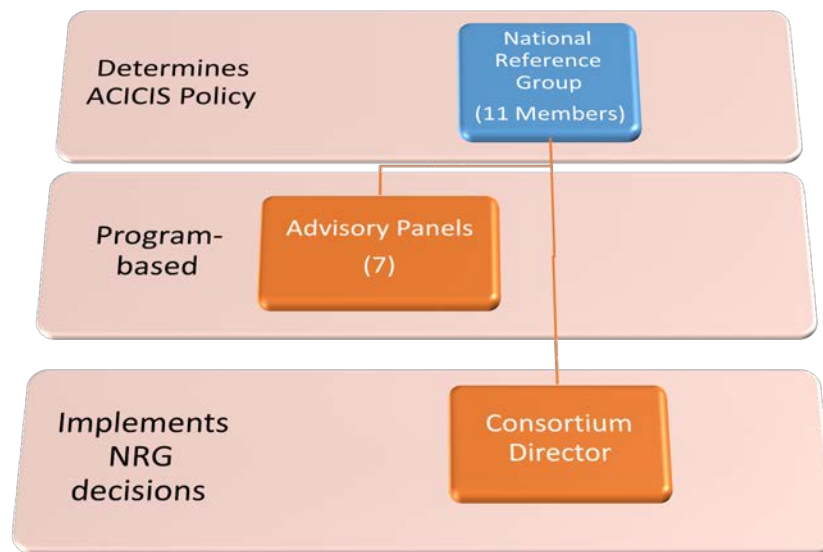
ACICIS was established as a joint venture consortium to focus efforts on promoting student mobility to Indonesia and to combine academic expertise from around Australia. A consortium provided the basis for potential student numbers that could make the program sustainable. Currently, it is made up of 24 Australian universities, as well as the University of Leiden in the Netherlands and the School of Oriental and African Studies (SOAS), part of the University of London. Professor David Hill has been a driving force in the evolution and recognition of the program.

Students who have taken part in ACICIS programs have strong praise for the experience. They emphasise the benefits of a semester's study abroad particularly, and stress the importance of the in-country support and local knowledge that they received. These are elements that are not always provided by faculty-led study tours. Equally, a travelling student cohort of companions from diverse institutions has a different level of interaction with the local environment. Students who have participated in ACICIS talk of making life-long friendships.

Working as a non-profit organisation, ACICIS has a fairly streamlined governance structure. As its highest governing body, the National Reference Group (NRG) is made up of 11 members, consisting of senior Indonesia studies academics, representing all Australian states and territories, and has as its Chair the Consortium Director. They are elected by the consortium members.

⁶ Ang, I., Tambiah, Y., Mar, P., *Smart Engagement with Asia: leveraging language, research and culture*, Australian Council of Learned Academies, March 2015

Figure 3. ACICIS Governance



Source: ACICIS Secretariat, 14/06/16, 13/07/16 and 25/08/16

The NRG approves and takes the lead in implementing all of the ACICIS' activities and initiatives. It determines matters of policy and decides fees payable by participants.⁷ Its decisions are made on a simple majority basis. Any amendments to the joint venture must be put to the full consortium membership and agreed unanimously.

Assisting the Consortium Director in implementing the outcomes of NRG meetings is a small secretariat of six staff, based in Perth.⁸ ACICIS employs a further group of just over twice that number in Indonesia, including a country director that oversee the in-country implementation of programs, pastoral care of participating students and risk management.

As part of its organisational structure, it has seven advisory panels also. Each of these is program-specific and comprises academics with expertise in the relevant discipline and drawn from the member universities. The aim of each advisory panel is to ensure that the program area for which it provides oversight, has rigorous academic standards and meets the needs of consortium members.

Identifying partner institutions and commercial entities of quality in Indonesia has been key to the success of ACICIS. This was done through the knowledge base of Indonesia-focused academics among the consortium membership and with the support of the in-country resources of the Department of Foreign Affairs and Trade (DFAT). The academic quality of the in-country experience was mentioned frequently in interviews with student mobility staff and academics in universities around Australia.

The role played by ACICIS in securing visas for their outwardly mobile students is important. Not unlike India, there are a number of bureaucratic processes to be negotiated in Indonesia. For any foreigner studying there for more than a few weeks, they have to enter the country on a Temporary Stay Visa (VITAS) that has to be converted subsequently into a Temporary Residence Permit (KITAS) on arrival in their city of study. The fact that this whole process is handled by ACICIS staff makes it centralised and a less complicated procedure for all. India is no less

⁷ Fees are payable both by member universities and individual students who participate in ACICIS programs.

⁸ ACICIS website: <http://www.acicis.edu.au/about-us/staff-members/>. Viewed 15/06/16

complex in its visa processes and a central visa application point would smooth enormously the path to greater outward mobility to the sub-continent.

ACICIS says that it aims to ‘provide students with the best possible educational experience in Indonesia in a safe, secure and supportive environment’. Most members of the consortium feel that ACICIS achieves that aim. However, when looking at broader operational issues, some universities raised issues about fees and credit transfers. Both topics have implications for the creation of a program for in-country Indian studies.

CORE ELEMENTS

FEES

Setting a fee basis for student participation will be one key element in establishing an Indian in-country studies program. If the new entity were to follow the ACICIS model, there would be membership fees for universities as well.

In 2016, to be a member of the ACICIS consortium, a university pays an annual levy of AUD\$6,100 plus the Goods and Services Tax (GST). Students from those universities may then take part in ACICIS programs for an individual fee of AUD\$3,120 (six-week programs) or AUD\$3,245 (semester study). The comparable fees for students at non-member universities are higher, being AUD\$4,160 and AUD\$4,326 respectively. These costs will rise in 2017.⁹

They cover the cost of:

- ❖ all tuition fees at Indonesian partner institutions,
- ❖ an in-country, live-in orientation period (that varies according to the type of study program),
- ❖ a 12-month residency permit,
- ❖ a six-month multiple re-entry permit if required;
- ❖ and where applicable, two ACICIS field trips per semester.

Participants are responsible for their own air fares, accommodation (outside of the orientation period), living expenses and insurance.¹⁰

There are various ways that Australian students can apply for financial assistance to take part in outward mobility programs. These apply equally to study in Indonesia or India. The New Colombo Plan (NCP) has a mobility and a scholarship program. Endeavour Scholarships and OS-HELP loans are among other Commonwealth-funded support schemes which each have their own eligibility requirements. State governments, trusts and home universities also offer their own scholarships for study overseas.

ACICIS students reflect this spectrum of funding possibilities. Some have won some form of government grants or loans, others have received scholarships from their home universities or have been provided financial support from their family.

Under the Commonwealth Government Grants Scheme (CGS), universities receive a subsidy on the tuition costs for higher education students in designated courses. This is calculated according to the ‘equivalent full-time student load’ (EFTSL) enrolled in various ‘clusters’.¹¹ The CGS is divided between a direct Commonwealth contribution and a student contribution, that may be paid upfront to a university or deferred, in the form of a HECS-HELP loan.

⁹ <http://www.acicis.edu.au/programs/semester/costs/> Viewed 07/07/16

¹⁰ Insurance is covered normally by the home university.

¹¹ The Commonwealth’s Department of Education 2016 cluster figures can be found at: http://docs.education.gov.au/system/files/doc/other/2016_allocation_of_units_of_study_revised_2015_09_23.pdf

Fees paid to study abroad service providers are a contentious issue for university mobility staff. While acknowledging that the internal dispensation of Commonwealth funds varies from institution to institution, a handful of ACICIS universities feel that funds were 'being lost' by faculties when students take part in the Indonesian program.

In fact, the situation is not a simple one of cause and effect. It is true that on one side of the equation, funds come into the university from a number of sources, one of which is Commonwealth funding in the form of HECS-HELP. However, there is not a direct accounting line from that to expenditure on mobility for an individual student. While the CGS is calculated on a per student basis, it does not mean that there is a pool of money attached to individual students. Universities dispense their block grants according to internal policies of allocation.

Yet, while the issue is not binary, the fact that the topic of funding is frequently the first issue raised by a variety of mobility staff when discussing ACICIS means that the problem is a real one.

There is a tendency among some mobility staff to calculate the net gain or loss to a university for the participation of one of its students in ACICIS by taking the elements of the CGS funding for that individual and then measuring those against the program fee. The CGS funding will vary according to the discipline cluster and to the EFTSL level accorded the various ACICIS and Practica programs. As stated earlier though, this is predicated on tranches of Commonwealth funding 'belonging' to students and that is not the case.

Equally, it is not a calculation that can be made solely on the basis of fees and income. There are other costs associated with running an in-country studies program that have to be taken into consideration when calculating the value of a third party service mobility provider. While the cost of maintaining an in-country presence will be lower in India than in some countries, they will still exist. Participating universities in a consortium for mobility to India will need to evaluate the cost to them of participation. Setting the financial levels of consortium membership and student participation will determine to what extent fees become an impediment to establishing a new institutional partnership.

These are underlying, yet important, issues in evaluating the benefits of participation in ACICIS. The relative success of ACICIS compared to other third-party, faculty-led study tours or bilateral institutional exchange programs must be based as much on qualitative as well as quantitative issues. In playing a role in increasing study abroad in Indonesia, in the experiential and educational benefits expressed by participating students and in focusing attention on Indonesia as an outward mobility destination, ACICIS must be seen as a success.

PASTORAL CARE AND RISK MANAGEMENT

It is difficult to put a financial figure on some of the services provided by ACICIS but these would be real costs for any individual university establishing its own ad hoc arrangements for outward student mobility. Currently, non-research engagement with India is faculty-led or through third-party providers.

The level of in-country support that ACICIS gives to students is significant. The consortium's Perth-based Secretariat office on the campus of the University of Western Australia (UWA) oversees the visa application process. This is facilitated by an expertise built up in close to a quarter of a century's dealings with the Indonesian bureaucratic system.

Having one central point of contact for visa applications, reduces the workload on individual universities and students. The Perth staff are also responsible for a pre-departure online briefing for students while they are still in Australia. Then, from their main office in the Indonesian city of Yogyakarta, the ACICIS staff deliver an arrival orientation of two to four days, depending on the program of study. Each student is assigned a local 'buddy' to help to find ongoing accommodation (normally in a boarding house) and as a further introduction to Indonesian culture. This 'buddy' remains a point of contact, in addition to an ACICIS staff member, throughout the in-country experience. ACICIS Resident Director, Elena Williams, in Yogyakarta says many long-term friendships have developed out of this system.

Equally, the local staff play an important pastoral care role when things are not going well. That can range at one level from dealing with homesickness to a natural disaster or a significant security incident. In the aftermath of the 2002 Bali bombing, the semester was curtailed and all students were ordered home by ACICIS staff. Eight years later, during the eruption of Mount Merapi, classes were suspended and students were told to leave the Yogyakarta area until the conditions improved. Having local staff accurately assessing risks and taking appropriate action for student safety is far more efficient than faculty or mobility staff in home universities having to deal with such situations at a trans-continental distance.

Personal safety and security are among issues covered in the ACICIS arrival orientation. All students are encouraged to register their presence in Indonesia with their embassy. Elena Williams is designated by the Australian Embassy as a warden for Yogyakarta.

ACICIS states that its risk management procedures are premised 'on the fact that ACICIS students are immersed in their local communities and do not constitute a visible ex-patriate community'. It notes that students on its programs frequently speak Indonesian and live in local communities, rather than hotels, have a network of Indonesian and Australian friends, while being supported by the ACICIS staff. The emergency procedures include compulsory mobile phones for students, prearranged safe houses and evacuation plans.

The creation of any in-country program for student mobility to, and from, India must be underpinned by a duty of care. To a great extent, this is handled currently by faculty in cases where staff lead shorter study tours, organised by individual universities. Were a consortium to be formed that provides cross-institutional study abroad programs, pastoral care and risk management will be as important in its creation as matters of finance.

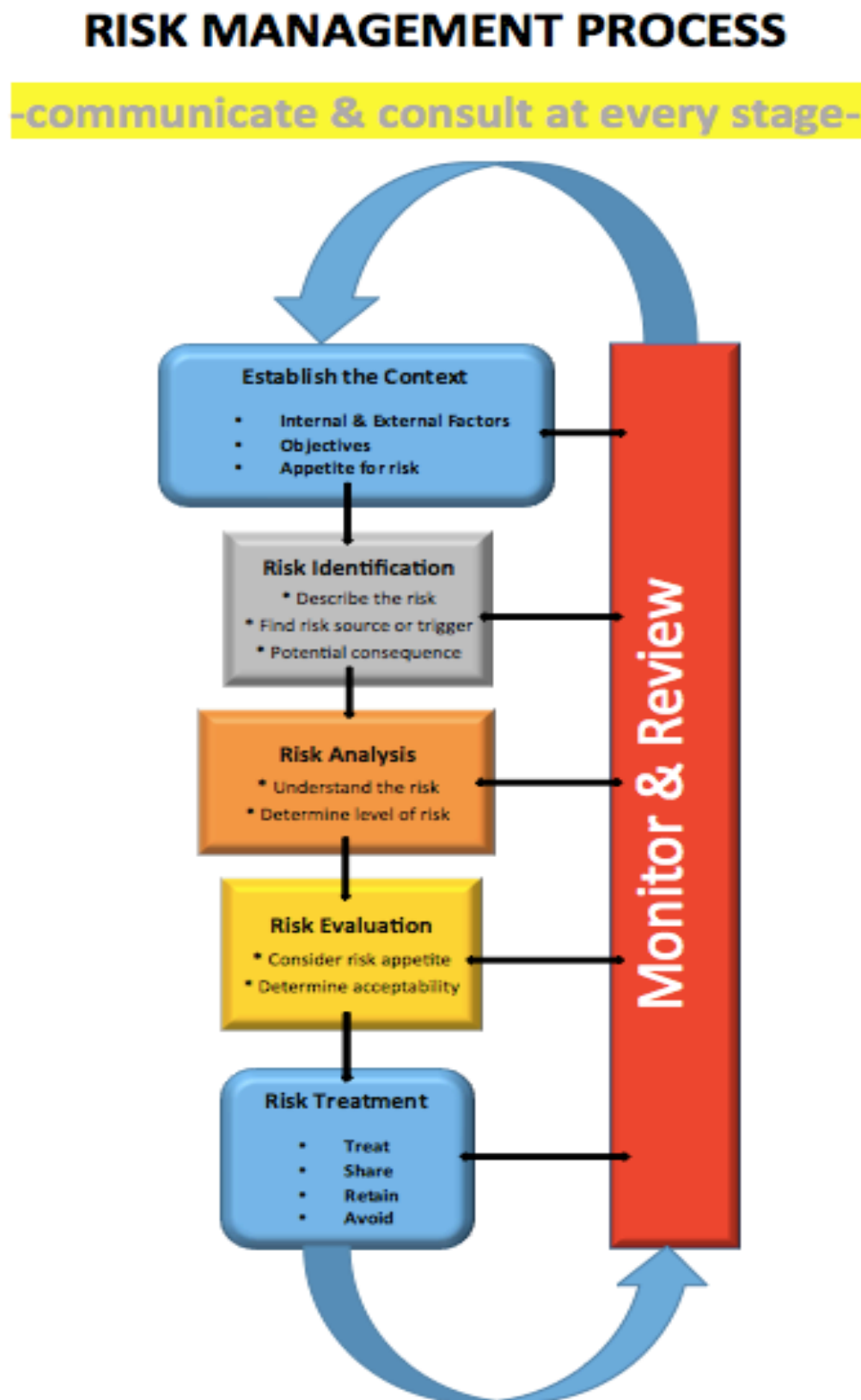
The risk management policies of universities vary with regard to out-of-country activity but, in general, cover eight key topics:¹²

- ❖ Risks to safety, security and general wellbeing of participating students and academic staff
- ❖ Emergency/disaster events impacting business continuity and/or campus assets
- ❖ Risk of not meeting quality course delivery or student experience expectations
- ❖ Risk of poor third-party contractual teaching arrangements impacting reputation
- ❖ Poor management of student records and course systems, impacting reputation
- ❖ Non-compliance with in-country and Australian laws and regulations
- ❖ Inadequate program governance, impacting program quality
- ❖ Lack of adequate funding or course revenue, impacting viability of operations

In fact, there is an international standard for risk management, known as ISO 31000 that sets out a process for handling issues.

¹² Vanessa Cover, Director Risk, Assurance & Compliance, La Trobe University. Interview 20/06/16 and 16/09/16.

Figure 4. Risk Management



Source: Created from ISO 31000 guidelines

CREDIT WHERE IT IS DUE

Mobility staff said they have challenges in promoting India as a destination to students and faculty alike, particularly outside of social sciences and humanities. International perceptions of India are not always positive. Images of poverty, religious volatility, as well as a sense of a crippling bureaucracy, can obscure the richness of a country of broad opportunity. Policies of educational engagement with India must be led from the highest levels within Australian universities to have broad success.

Certainly, study tours that go beyond a 'cultural immersion' to focus on educational outcomes have an important role to play. Semester-length study and internships extend the experience and outcomes. Offering academic credit for the activity adds incentive in promoting study abroad.

Credit transfer for study away from a home university is well-established with the Australian higher education system. Evaluating that transfer in an international setting can become more problematic and ACICIS has sought to establish a streamlined and systematic way of achieving this for study in its Indonesian partner institutions.

Professor David Hill says that while the ultimate decision about the level of credit awarded (if any) for in-country study with ACICIS in Indonesia rests with the home university, the program has put in place systems of assessment to assist in that process. These vary between the types of program.

For the semester study programs, ACICIS bases its assessment on a pass or fail system. It has established that the minimum equivalency load for a full-time semester at an Indonesian university is 12 points, where each credit point equates to the following weekly activity:

- ❖ 50 minutes of contact time (lectures)
- ❖ 60 minutes of structured academic work, in the form of homework and assignments
- ❖ 60 minutes of independent study

ACICIS sends a copy of the academic transcript for each student to the home university but makes no attempt to translate local grades into Australian equivalents. Additionally, a one-page Resident Director's report is produced for each participating student. This document is based on the Resident Director's contact with the student and an exit interview.

The design of the Practica programs has been based on an equivalency of one half of a full Australian semester load (0.25 EFSTL). Once again, there is an assessment report written at the end of the student's time in Indonesia, but in this case it is done by the respective Program Manager for each Practicum. The students must be able to demonstrate their ability to perform workplace tasks at a professional level and also be able to relate their experiences back to their academic study to receive a pass mark.

The way that faculties of participating universities treat these assessments varies. Some use them as the main determining factor in crediting the study or not. Other universities use the ACICIS' reports and transcripts as an indicator while setting their students work projects prior to, during and after their time spent in Indonesia that will be marked at the home institution; thus having complete control over credits.

Study tours tend to be much shorter in length and outcome assessments are very much in the hands of home universities. In some cases, a study abroad element is built into Australian university course structures for disciplines such as foreign language or community development studies.

The formulation of a system of credits, recognised by Australian universities, will be a significant element in establishing any consortium for an Indian in-country study program. The 'value proposition' must include the

ACICIS addresses the key issues when considering Indonesia as a potential outward mobility destination:

- ❖ The quality of the educational experience is ensured by the involvement of Australian academics in the program design process and by maintaining in-country relationships with partner organisations
- ❖ Administrative processes, in-country pastoral care and risk management are all handled by one central organisation that is underpinned by the support of 26 universities
- ❖ It provides a focal point for information on in-country expenses, cultural, educational and other matters of importance to students considering Indonesia as a destination
- ❖ It offers participating universities a system that can supplement or replace their own credit transfer calculations

development of programs that would give Australian students an opportunity for academic experiences in India that would offer unique opportunities and extend the course work that they are doing in their home institution.

These are all important elements in establishing a consortium of higher education institutions to promote student mobility between Australia and India. Its membership will be determined by the extent to which individual universities see India as one of their study abroad destinations, the exact nature of the educational programs and internships on offer and the extent to which financial and time expenditure are matched by educational outcomes. Central to all of those things will be the way any new entity is governed.

MODELING A PROGRAM

GOVERNANCE AND MEMBERSHIP

ACICIS has evolved considerably in its structure since the mid-1990s. Its consortium membership has grown to include two European partners and its programs have increased in number and include now 'Practicum' internships and school tours as well as semester study. Driven very much by the enthusiasm and energy of Professor Hill, he has taken a step back in recent times and the day-to-day running of ACICIS is now in the hands of a small Secretariat, based at UWA. The provision of this office space to ACICIS is part of the university's contribution to the program.

Key to that operation though are the directions set by the advisory panels, the NRG and the broader consortium membership. Deciding on a governance and funding model for any new in-country mobility program for India will be central to ensuring the program's sustainability.

The following is not a proscriptive list of potential governance models. They provide alternative forms of governance to the ACICIS model and from which elements could be used in establishing a consortium for a mobility program between Australia and India.

THE AUSTRALIA INDIA INSTITUTE MODEL

Dr Haripriya Rangan, the Director of Research and Academic Programmes for the Australia India Institute (All), proposes creating a new not-for-profit entity that would sit within the Institute and be a partnership with a consortium of Australian universities. The entity's Managing Director would implement decisions through a Melbourne-based administration, as well as with the help of a resident Director in Delhi and Regional Program Managers in India.

Dr Rangan contributed the following outline of an All model for this study.¹³

The All Consortium Model

The All Consortium would adapt the major features of the ACICIS model. The Consortium would be headquartered at All-Melbourne, with its in-country office at All-Delhi.

Study programs

Semester-length programs

Discipline-centred

All will establish relationships with reputed academic institutions and universities in India that, between them, offer a range of coursework options for Australian students in disciplinary areas such as legal studies, media and communication, architecture and design, cultural studies, development, social sciences and environmental studies. For logistical purposes, All recommends a 'city cluster' approach to identifying these institutions. These could be in major urban agglomerations such as the greater Delhi region, Kolkata, Mumbai, Pune, Guwahati, Bangalore, Chennai, and Hyderabad.

Indian Languages

Since study opportunities for Indian languages within Australia is limited to two or three universities, the All would establish relationships with one university or equivalent educational institute in each of the major regions for basic to advanced training in languages such as Hindi, Urdu, Punjabi, Bengali, Gujarati, Marathi, Tamil, Telugu, Kannada.

Study + internship programs

These would be offered at a few select institutions that have professionally-oriented graduate (Masters) programs. Students could complete 4 to 6 weeks of coursework followed by a 4- to 6-week internship in an organisation arranged by the host institution.

Short-term study

There are a number of short, 2- to 3-week study tour subjects taught in India by academics at Australian universities. Some universities also give credit approval for study tours offered by Australian private organisations and private universities and NGOs in India.

The All Consortium would publicise all study programs offered by member universities to students across Australia. It would also provide quality assessment for study credit for study tours offered by private operators.

Other services

The All Consortium would apply for study abroad funding on behalf of its member institutions for schemes such as NCP and Endeavour scholarships and arrange placements for students in both semester-long and shorter-term study programs in India. It would provide appropriate pre-departure travel advice and in-country support services to these students through its Melbourne and Delhi offices.

¹³ Received by email from Dr Rangan 09/09/16

Consortium Membership

Membership will be open to all Australian universities and registered tertiary level education providers. It could have a uniform fee structure or a two- or three-tier structure. In case of the latter, the membership fee for institutions would be in accordance with the extent of services provided and the number of study programs, students, and duration.

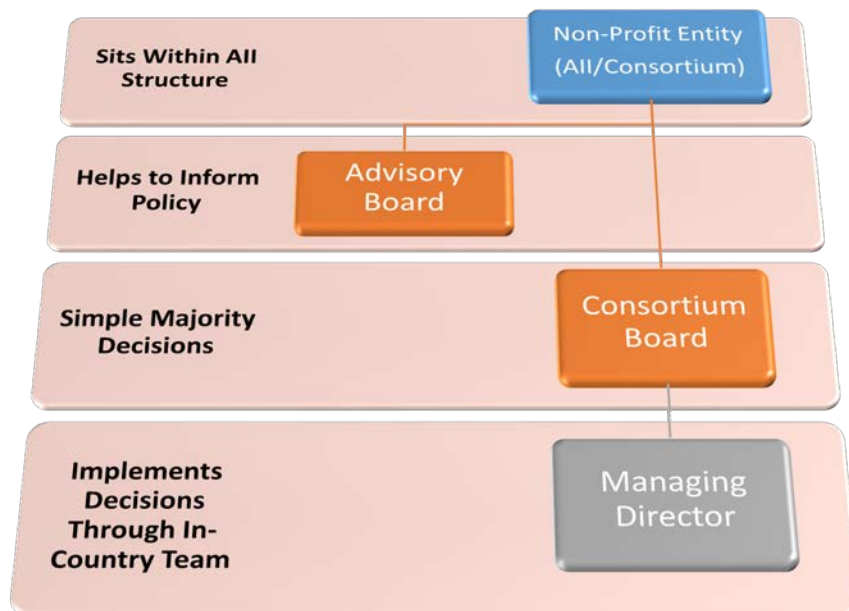
Tier 1 membership would be for universities that intend to grow India-focused teaching and research programs through collaborations with Indian counterparts. The Consortium would provide extensive support, including services such as: visa recommendation; assistance with police registration (for in-country studies beyond a semester) and continuous contact in case of emergencies and security alerts; travel logistics and administrative support for short-term programs.

Tier 2 and *Tier 3* memberships would offer a more limited range of the above services for universities that have little or no India-focused teaching or research.

Governance structure

The Consortium would be constituted as a not-for-profit company with a governing body consistent with ACNC (Australian Charities and Not-for-Profit Commission) rules. Appointment to the boards would include representatives of member institutions. It could also administer a DGR (Deductible Gift Recipient) fund for furthering Australia-India teaching and research in member universities

Figure 5. All Model Governance



Source: From information provided by the All

THE VTAC MODEL

Other governance models are different in that their focus is on educational activities that take place within Australia. To each would need to be added an in-country element to cover the matters of pastoral care, risk management and institutional partnership maintenance. However, the following alternatives provide a framework for how higher educations could come together to form an operating consortium.

While not involved in student mobility, the Victorian Tertiary Admissions Centre (VTAC) could provide a governance model for creating an entity based on a university partnership.

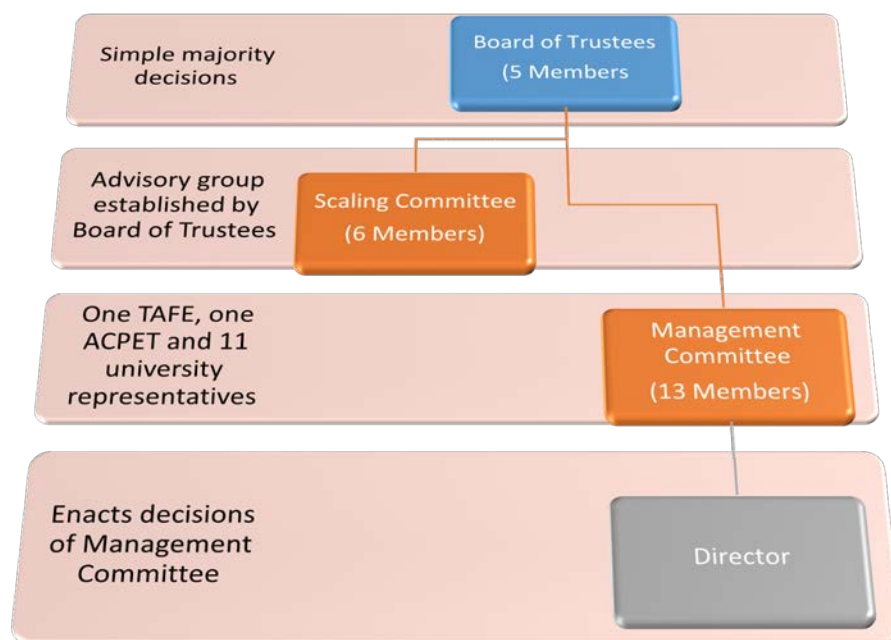
VTAC is a central office that administers the application processes for places at higher education courses at universities, Technical and Further Education (TAFE) institutions and independent tertiary colleges, primarily in Victoria. It does not determine selection criteria, nor does it decide who will receive an offer.

It is an unincorporated agency that was established by its member institutions. In 2014, those numbered 62. It is a non-governmental body that is funded by the participating institutions and the processing fees that are paid by applicants.

As well as universities, TAFE institutions are members of VTAC. Broadening a study abroad program to include this sector has particular benefits in terms of the relationship with India. Vocational Education and Training (VET) is a big growth area in links between the two countries.

VTAC's Board of Trustees is chaired by the person holding the Chair of the Victorian Vice-Chancellors' Committee (VVCC). The VVCC also nominates a second Trustee, a third is nominated by Skills Victoria and the other two places are taken by members of the Management Committee.

Figure 6. VTAC Model Governance



Source: VTAC annual report 2013-2014: <http://www.vtac.edu.au/pdf/reports/Annual-Report-2013-14.pdf> Viewed 11/06/16

The Management Committee is made up of 11 university representatives, one TAFE nominee and a representative from the Australian Council for Private Education and Training. As part of its constitution, there is an agreed set of operating rules that VTAC says are based on 'cooperation and goodwill'.

The VTAC model provides a framework for establishing a new consortium for in-country study in India by separating the overall operational direction of the entity from the daily running of the organisation. A Board of Trustees has an outward view and supports external relationships while the Management Committee oversees the implementation of policies. This form of governance has one advisory committee, although the ACICIS model of panels for individual disciplines would be better-suited for a mobility program.

A strength in this model lies in the breadth and scope of the membership and in a governance structure that has a clear decision-making and implementation process. Yet there are also inherent difficulties with this model for an outward mobility program. The first is that resolving differences between the educational needs of universities and those of TAFEs would be problematic. Equally, funding this consortium model, solely on membership and student participation fees, would raise similar issues to those associated by some with ACICIS.

THE IDP EDUCATION MODEL

A bit like ACICIS, IDP Education Limited is also a bit of a hybrid for student mobility. However, unlike ACICIS, this is a commercial enterprise, combining the business world and a large group of Australia's higher education institutions. It is an Australian Stock Exchange (ASX) listed company with a 50% shareholding by Education Australia Limited (formerly IDP Education Australia Limited). This latter is a company that is 100% owned by 38 Australian universities.

IDP Education presents itself as a governance model option because it does have a simple decision-making process that keeps it flexible and responsive to a changing environment, it draws on its experience internationally and does not rely on government funding.

The company dates its origins back nearly 50 years, says that it 'and its predecessors have played a major role in the development of the international education industry in Australia',¹⁴ while stating that it has more than 1,600 employees based in 89 offices across 30 countries. It also owns and operates English language schools in South East Asia, as well as organising educational events and conferences around the world. Additionally, IDP Education Ltd wholly owns IELTS Australia which, in turn, has a three-way partnership with the British Council and Cambridge English Language Assessment in ownership of the International English Language Testing System (IELTS).

As an ASX-listed business entity, its share value will depend on the profit and loss (P&L) performance of the company. With the listing comes a series of requirements:

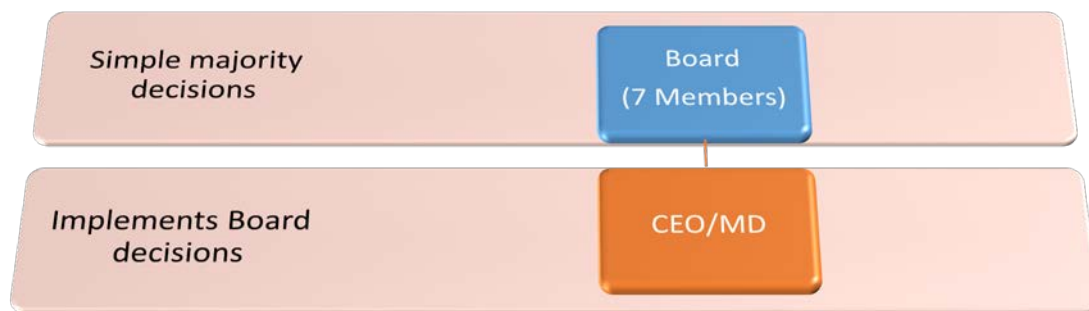
- ❖ The company must have at least 300 shareholders with holdings valued at a minimum of \$2000 each, and at least 50% of the company's shares must be held by parties unrelated to the company and its directors.¹⁵
- ❖ There is a requirement for half-yearly and annual financial reporting to the ASX. There must be a constitution for the company and a board charter.

The governance structure is a very streamlined one, in keeping with many corporate entities.

¹⁴ IDP Education Ltd prospectus for Initial Public Offering of Ordinary Shares, June 2016

¹⁵ ASX listing requirements: <http://www.asx.com.au/listings/listing-capital-raising/listing-requirements.htm>. Viewed 08/06/16

Figure 7. IDP Model Governance



Source: Craig Mackey, Director IDP Corporate Development, IDP Education Ltd. 09/06/16 and IDP website: <https://www.idp.com/global/aboutus/companyoverview>. 10/06/16

In using such a commercial model to promote student mobility between Australia and India, there would be no need to look to external bodies for sustaining grants or funding. However, with 50% ownership by a consortium of higher education institutions, there would still be need to find another entity or individual willing to invest heavily in owning the other half of the shares, as detailed in the ASX listing requirements stated above. This differs from a commercial entity that was fully owned by a university consortium.

Such potential entrepreneurial partners do exist in India and Australia. However, the commercialisation of education is a contentious issue among academics who feel that the provision of study abroad opportunities should not be seen as a profit-making opportunity. However, that could be mitigated by the extent to which surpluses are treated as educational investments. Set against that is the reality that, at this stage, the Commonwealth government is not offering to underpin financially the creation of a new Indo-Australian student mobility entity.

As a commercial model, this has the advantage of not needing government support. Arguably, one of its strengths would be that it would only offer educational programs where there was a perceived demand. However, that could be problematic in the Indian context where a broad awareness does not yet exist among Australian universities of the educational and professional opportunities in India.

THE THIRD-PARTY PROVIDER MODEL

In many ways, the third-party model can be seen as a good entry point for Australian universities seeking a higher level of educational engagement with India. While this model can, and does, operate independently, by including a third-party provider in a university-led consortium, in-country support would exist for the oversight of programs designed to meet the broader membership's needs.

There are many international third-party providers that offer study abroad programs on a commercial basis. The extent of the service offered depends on the budget of participating universities. The great advantage of this model is that programs can be developed to meet the specific needs of the individual Australian institution and varied between cohorts of students. Students can also elect to join programs, independent of any educational institution.

The services provided would extend normally to some areas of in-country pastoral care and risk management. In general, but not exclusively, the ongoing 'off the shelf' programs centre on short study tours that focus on language courses or cultural experiences.

Not many third-party providers include India as a destination. One is [AFS Australia](#) that offers year-long (10 months) study in India but aimed at high school students (aged 14 – 18) on exchange. AFS does offer 'intensive programs' for older students but none of those are available currently for India.

One third-party provider that does offer study abroad experiences in India, and is based in New Delhi, is [IndoGenius](#). Founded in 2009, it partnered with 13 Australian universities recently in a successful bid for New Colombo Plan (NCP) funding for 2017. Up to 60 students, selected from across the consortium, will travel to the sub-continent to visit industry leaders, social enterprises, government figures and cultural venues as part of a program to develop a broader understanding of India. These 'immersion' tours on the sub-continent will form part of credit-bearing or course requirement study.

In-country programs can be designed to meet the ad hoc needs of individual institutions. Success of initial study tours could be used as a foundation for the future establishment of longer semester study programs or internships. Of course, all of that comes at a price which, cumulatively, is likely to have a greater financial impact on universities than a consortium-led program like ACICIS. The *IndoGenius* partnership model may provide some guidelines.

A MODEL FOR INDIA

ESTABLISHING A STUDY PROGRAM

In creating a program to promote student mobility between Australia and India, universities may decide on an existing model, one that combines elements of different models or a complete paradigm shift. However, whatever the governance structure may be of a new mobility entity, there are certain factors that must form part of any planning.

Deepening an understanding between Australia and its regional neighbours requires a patience that helps to build long-term interconnections and networks, according to Ang, Tambiah and Mar: ¹⁶

The sense of distance is mutual: in most countries in the region there is a lack of knowledge about contemporary Australia and outdated stereotypes prevail. Transforming this state of affairs will require patience and long-term investment in deepening cultural relations.

The Australia India Council (AIC) was established in May 1992 to broaden the relationship between the two countries. To support that goal, it is the initiator and funder of projects under a series of categories that include higher education.¹⁷ The educational ties between the two countries are strengthened further by the work of the AIEC and it was one of its working groups, on student mobility, that first proposed this feasibility study.

If a program is to be developed that would promote the mobility of students between the two countries, it has the great advantage of being able to draw on the expertise that ACICIS has developed over more than two decades. The question is whether a new Indo-Australian consortium should be formed, using the existing scale of ACICIS activities as a starting point or, in doing so, run the risk offering a program that over-promises and under-delivers.

¹⁶ Ang, I., Tambiah, Y., Mar, P., *Smart Engagement with Asia: Leveraging language, research and culture*, Australian Council of Learned Academies, 2015, p.17

¹⁷ Commonwealth Department of Foreign Affairs and Trade website: <http://dfat.gov.au/people-to-people/foundations-councils-institutes/australia-india-council/pages/australia-india-council.aspx> Viewed 19/08/16

ACICIS' origins were modest; some way from the range of disciplines offered in its current form. Its focus was on Bahasa Indonesia language courses and cultural studies. Its in-country presence was based in and around Yogyakarta. This proved an important foundational decision. It made issues of pastoral care for visiting Australian students and risk management far easier to control. It meant also that relationships with partnering Indonesian institutions could be maintained on a face-to-face basis. With a narrower range of disciplines, the process of quality control was simpler.

India can offer high quality higher education institutions across a range of disciplines in a variety of regional destinations, and that lends itself to a 'hub and spoke' model where the mobility program could have its base in one city but have partnerships in different cities around the country.

However, for all the points mentioned in the ACICIS establishment process, there would be advantages in basing the in-country centre of a new Indo-Australian consortium in one area; at least during a foundational period. Regular contact with visiting students would be possible in an ongoing way, along with their care at times of natural disasters or conflict. Relationships with partner universities will be more personal and it will be possible to monitor any changes of faculty involved in the mobility programs.

There are many Indian centres that could be the focal point for a new in-country base for Australian inward mobility. Delhi has a number of high quality institutions and good air links. Mumbai and nearby Pune are the same. However, not always on the list for international educational partnerships with Australia but worth consideration is Bengaluru/Bangalore.

The city is based in India's southern Karnataka state. Unlike some of the climatic extremes faced in other parts of the country, Bengaluru's weather tends to be far more stable and manageable. Importantly, it is also a strong academic centre. The Indian Institute of Science, one of the Indian Institutes of Management and the University of Agricultural Sciences are all based there. It is sometimes referred to as the 'Indian Silicon Valley' because of the number of world class high technology enterprises based there, has a number of institutions for medicine and nursing, and a thriving fashion industry. The Victorian State Government has a business office in Bengaluru to 'help to develop stronger people to people links and institutional ties'.¹⁸ The value proposition on offer in Bengaluru for Australian students is to have academic experiences and professional internships not available elsewhere in the world.

An added advantage of establishing institutional and commercial relationships with entities in Bengaluru is that it is not a city so widely present in existing Australian university collaborations with India and, therefore, less likely to be seen as conflicting with those institutional partnership agreements already in place.

Yet there is an unavoidable caveat in choosing any one city. Having identified Bengaluru as a potential initial base for an in-country studies program, events put the city back in the news in September 2016. A curfew was imposed after civil disturbances flared over a court decision to release water to neighbouring Tamil Nadu state from the disputed River Cauvery. While localised, it is an important reminder how such disputes can escalate and the need for risk management programs that provide a speedy response and ensure the safety of visiting students and staff.

¹⁸ Victorian Government website: <http://www.invest.vic.gov.au/all-offices/india/victoria-s-relationship-with-india> Viewed 14/09/16

FORMING A CONSORTIUM

When it was established in the mid-nineties, the ACICIS consortium was made up of 15 universities.¹⁹ In terms of establishing a partnership of Australian universities and colleges to promote mobility with India, there is no sustaining tipping point that determines an ideal number of higher education partners. It could be a consortium of four or 40. The important factor will be a shared belief in the need for such a program, agreement on its model and a driving commitment to see it happen.

The consortium model provides a number of benefits to support and promote outward mobility:

- ❖ The development of in-country programs is enriched by input from a spectrum of academics
- ❖ Cross-institutional student cohorts are formed, broadening the level of engagement both in-country and back in Australia
- ❖ There are economies of scale in administration and maintenance of programs
- ❖ It is easier to maintain relationships with partner in-country institutions
- ❖ Cost control is simplified

ACICIS has benefited throughout its existence from the energy of Professor David Hill. He has been central to its growth and sustainability. While any organisation that relies too heavily on one individual for its continued existence, Professor Hill has ensured over time that a team is now in place that secures the organisation's sustainability. Finding a similar figure with a strong understanding of promoting educational links with India and a passion for making it happen, would be a catalyst for success during the establishment of a mobility consortium for India.

The Commonwealth has no funding available to support financially the creation of such a consortium. Initially, it will need to be a commercial venture or funded and sustained by member institutions and the fees of participating students. To that end, there would be value in planning something scalable; both in terms of its membership and the breadth of educational experiences that it offers. The success of such a smaller, contained program could provide the evidence and justification for growth. Institutions are more likely to seek membership of an organisation with a proven track record. Also, educational, administrative and staffing costs in India are lower than they are in Australia. The fee structure for Australian students could be competitive with third-party providers, reducing some of the expressed financial pressures on faculty when participating in study abroad programs.

ACICIS grew out of a program that had language and cultural studies at its core. However, with English more widely used in Indian higher education, the need for a compulsory language component in study abroad programs there is diminished. With only two universities in Australia offering multi-level Hindi courses, the potential number of students wanting to further their studies in India would be too small to sustain a whole program.²⁰ However, language study, in Hindi as well as other regional Indian languages, could be an important element in a range of disciplines offered by a new in-country study program. Added to that, disciplines that offer India-specific experiences in medicine, nanotechnology, fashion, community development or sports science could provide a core for partnerships with Indian universities. Having a smaller number of partner institutions would make the maintenance of relationships, and monitoring of academic or professional standards, a lot easier.

Containing the program to study tours initially has advantages of scale. However, a program that only offered short-term experiences risks being too limiting; in effect, giving a 'cultural taste' of the sub-continent but falling short of being something more educationally edifying. From the beginning, a new Indian mobility program should offer semester-length and professional internship opportunities; what one Global Study Manager referred to as 'custom-designed, faculty-led courses'.

¹⁹ ANU, Curtin, Deakin, Flinders, Griffith, La Trobe, Monash, Murdoch, Swinburne, Queensland, Sydney, UNSW, UTS, UWA, Western Sydney

²⁰ The Australian National University and La Trobe University offer degree-level courses in Hindi.

A small, but not insignificant factor in creating a program for in-country study in India, will be in deciding what to call it. Professor Hill said that using an acronym like ACICIS is problematic. People pronounce it in a number of different ways. He felt that any acronym should be easily pronounced in English or be a name that conveyed a sense of what the program has as its goal.

The following is a far from complete list of possibilities that includes Hindi words that can be said in English with ease. They may well stimulate some other ideas though.

यात्रा Yatra: Journey

समझ Samajh: Understanding

IndoVisible

सहयोग Sahayog: Cooperation

Consortium for Australia-India Mobility (CAIM)

अन्वेषण Anveshan: Investigation

मित्रता Mitrata: Friendship

India-Australia Exchange Consortium (IAEC)

साझेदारी: Sajhedaari: Sharing

IndoMobility

For a new consortium for outward mobility to succeed, it will need to be underpinned by trust among partners, trust in and of the Indian institutional collaborators and trust in the quality of experience offered to participating students. Building all that trust would take time.

What are outlined here are some of the issues to be addressed in creating a consortium to promote higher education study in India. Finding a model that does that and also encourages Indian students to come and study in Australia, presents new challenges.

DESTINATION AUSTRALIA

The first point of difference for Indian students coming to study in Australia is one of expenditure. Institutional fees, accommodation, transport and food all cost more. Another point, equally important for Australians studying at an Indian institution, is that the teaching environment is different and requires some adjustment.

While pastoral care and risk management for study abroad students in India would probably be best handled by a central, in-country support staff, the same issue in Australia would be handled probably by individual universities. It is questionable whether issues like this, and local orientation would demand the creation of a separate administration staff with responsibility for Australian in-country program oversight and student support.

One can argue that Australia is already seen as an educational destination by Indian students and while numbers dropped in 2009 amid reports of crimes against Indians, closure of unregistered colleges and the tightening of rules for vocational course participation, applications for higher education visas have risen.²¹ The number of Indian students studying in Australia is far greater than those travelling in the opposite direction. According to the Australian Universities International Directors Forum (AUIDF), a total of 31,912 Australian students at all levels had a learning abroad experience. Of those, 3.3%, or 1,053, had that experience in India.²² By contrast, the UNESCO Institute of Statistics (UIS) reports that, in the same year, 25,562 Indian tertiary level students travelled in the opposite direction and had their international education experience in Australia.²³

A challenge for Indian students studying short-term or semester courses outside of India is getting credit at their home universities for the work. While whole degrees are recognised, part course study is not by most Indian universities. An exception to this, in general, are the newer, private universities in India. To help identify what institutions and what short courses will be credited in India, the AIEC has established a database where partner institutes in both countries list possible credit transfers.²⁴ However, this falls far short of something that would facilitate a broader exchange program. The AIEC has played a lead role in trying to ensure that there is a mutual recognition of Australian educational pathways but this has some way to go.

While encouraging Indian students to come and study in Australia fits perfectly into the objectives of study abroad programs, namely a greater understanding of other people's cultures in a so-called 'global society', it also highlights potential divisions between Australian universities. Student recruitment is a key element in the international strategies of most higher education institutions in Australia and touches on matters of commercial sensitivities. They are very protective around their recruitment data. It is not clear what level of support would exist for a national program of inward mobility from India that would sit alongside the recruitment programs of Australian universities and how that would operate in a cross-institutional consortium.

Perhaps the best path to a study abroad program for Indian students to Australia would have as its first step the establishment of a successful outward mobility program to the sub-continent. The student relations developed could lay the foundational spark of interest for study at an Australian institution.

²¹ Department of Immigration and Border Protection website: <https://www.border.gov.au/about/reports-publications/research-statistics/statistics/study-in-australia>. Viewed 29/09/16

²² Potts, D., *Students from Australian Universities in Learning Abroad 2014*, Australian Universities International Directors Forum

²³ UNESCO Institute of Statistics website: <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>. Viewed 03/10/16

²⁴ AIEC website. <http://www.australiaindiacredittransfer.org/>

A PATHWAY TO INDIA

CHARTING A COURSE

The benefits of study abroad are well-documented. As Kauffman, Martin and Weaver state:

Study in a foreign culture brings into play forces which affect personal growth but which also stimulate and enhance cognitive learning.²⁵

The broad range of study abroad programs offered by the ACICIS consortium has been developed over a long period of time. The process may have at times seemed slow but the organisation has adapted over the decades. Certainly, in interviews for this feasibility study, a few expressed criticisms of funding or governance issues but it would be strange for a comparatively large consortium of universities not to have some detractors. No doubt its form and membership will continue to evolve in coming years. While the extent to which it has driven up the numbers of Australian students studying in Indonesia cannot be determined precisely, it is widely regarded as an important vehicle for student mobility.

In looking at the feasibility of using the ACICIS model for creating a program of study in India, yes, there are many key factors that could be transposed. However, as this study explores, there are other operational models that could, in whole or in part, provide a structure.

At this stage, universities are unwilling to commit to membership of a consortium, until the exact nature of that partnership, its governance, funding and scope of its educational activities are determined.

The important steps forward will be:

1. Agreeing the membership and breadth of a consortium
2. Reaching agreement on a governance and operational model (this will need to include proposals for self-funding and self-sufficiency)
3. Deciding on the nature and scale of any in-country presence (hub-and-spoke or one initial centre)
4. Identifying partner institutions/commercial entities in India and reaching agreement on their participation
5. Determining the initial range of disciplines/experiences covered by the program
6. Choosing a name

This feasibility study is designed to map out options. Higher education institutions, or a consortium thereof, will have to be the foundational drivers now in realising the prospect of a new entity that can promote a greater level of student mobility between Australia and India.

²⁵ Kauffman, N., Martin, J., Weaver, H., *Students Abroad: Strangers at Home. Education for a Global Society* Intercultural Press, Inc, 1992, p.46

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