

# International Student Engagement and Support

*CGHE webinar  
16 May 2023*



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Dr Diep Nguyen, Deakin University*

# Acknowledgement of Country

We respectfully acknowledge the Wurundjeri people of the Kulin Nation, the traditional owners of the land on which this presentation is delivered, and pay our respect to their elders past, present and future.





# Best Practice International Student Engagement Project Overview

The main aims of the project are:

- ❑ to identify good practice in international student engagement across a range of areas
- ❑ to develop and promote good practice Guides and resources to enhance international student engagement

**Project Team:** Ly Tran, Jill Blackmore, Danielle Hartridge, Helen Forbes-Mewett, Renata Aldana and Diep Nguyen

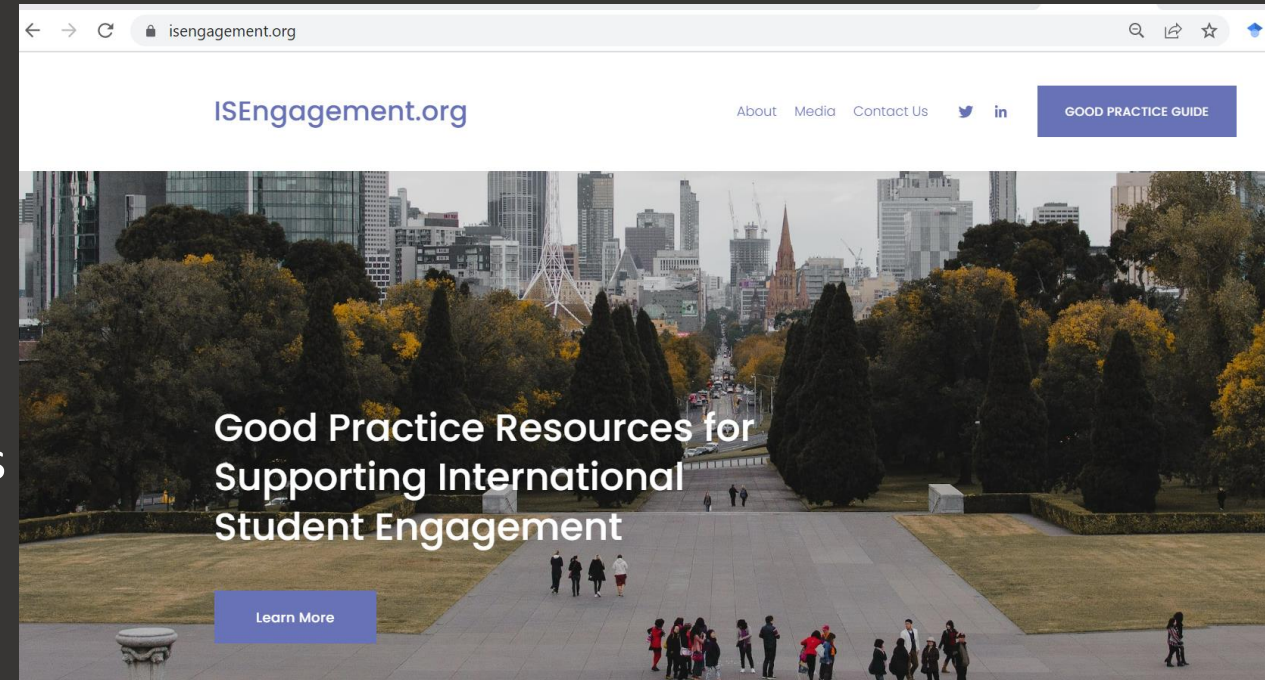


This project is funded by the Australian Government through the International Education Innovation Fund (IEIF)

# Multiple approaches to collect data to assist in the development of a series of evidence-based Good Practice Guides and resources



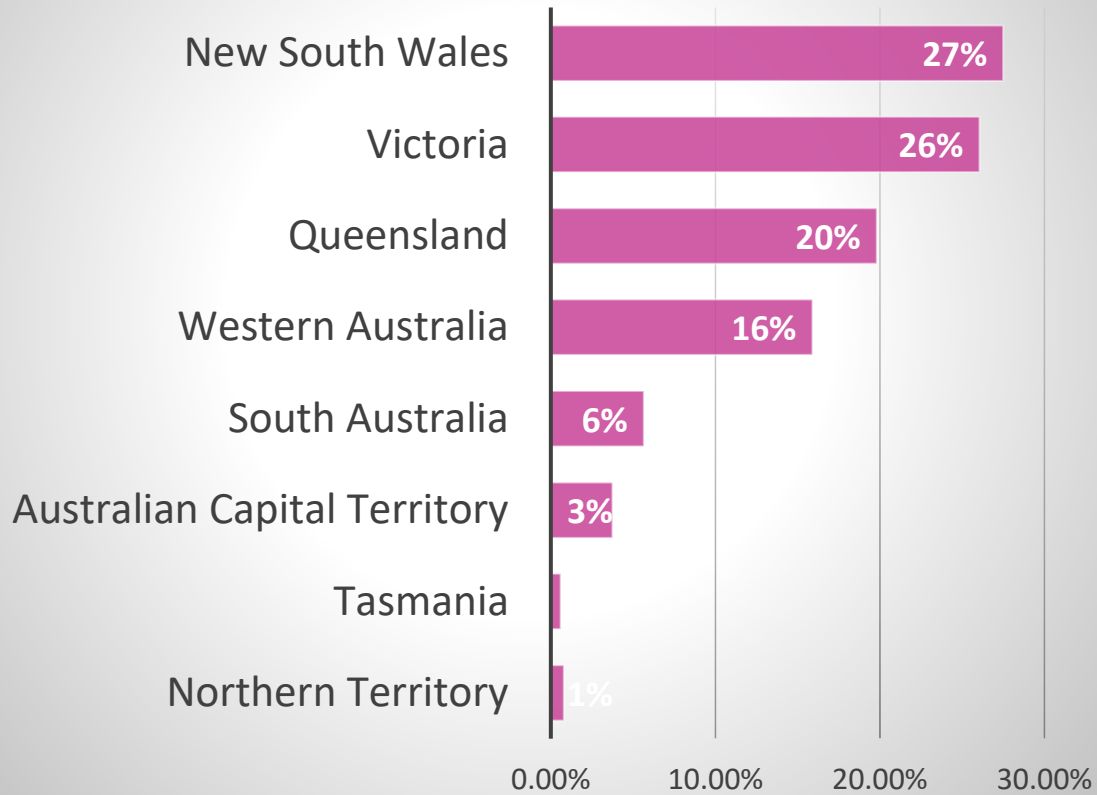
- ✓ Desktop analysis of existing literature and good practice examples
- ✓ Three surveys:
  - As of 31/03/2023: over 6,000 responses
  - International student survey: 3,466 responses
  - Graduate survey: 1,752 responses
  - Stakeholder survey: 956 responses
- ✓ 11 consultation workshops with 213 stakeholders
  
- ✓ Interviews with 40 key stakeholders
  - The project is scheduled to conclude in March 2024.



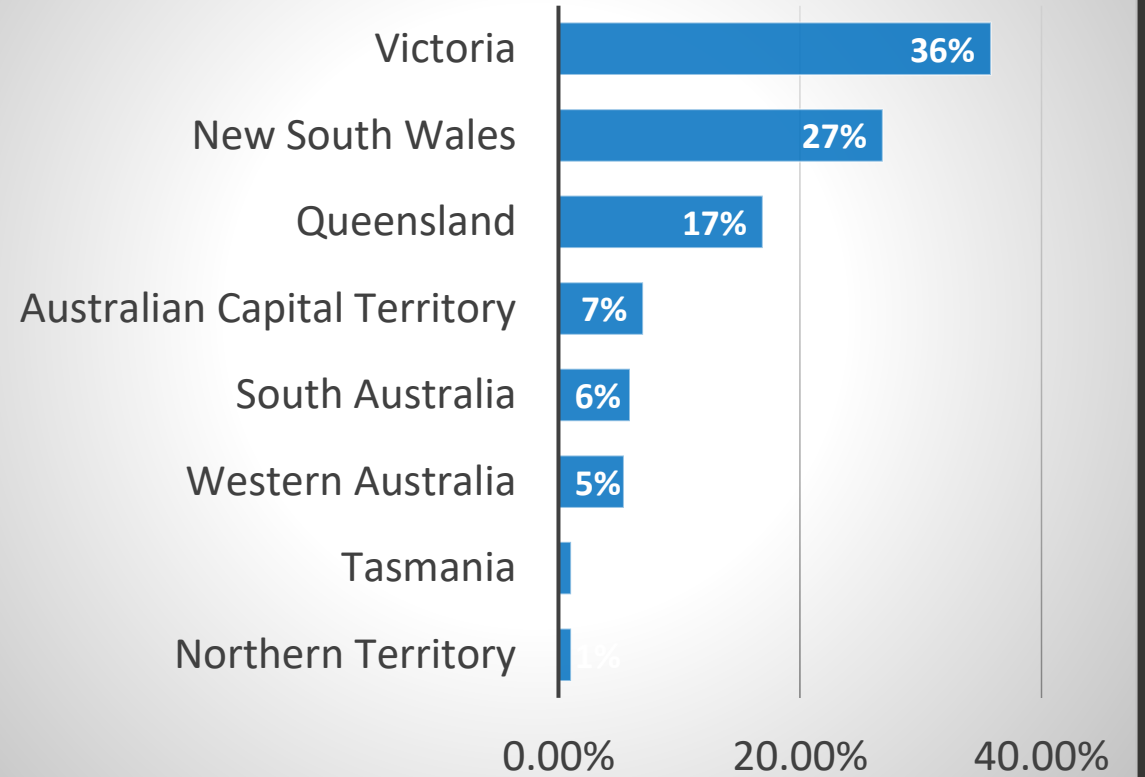
# PARTICIPANTS BY STATE



## Participating international students



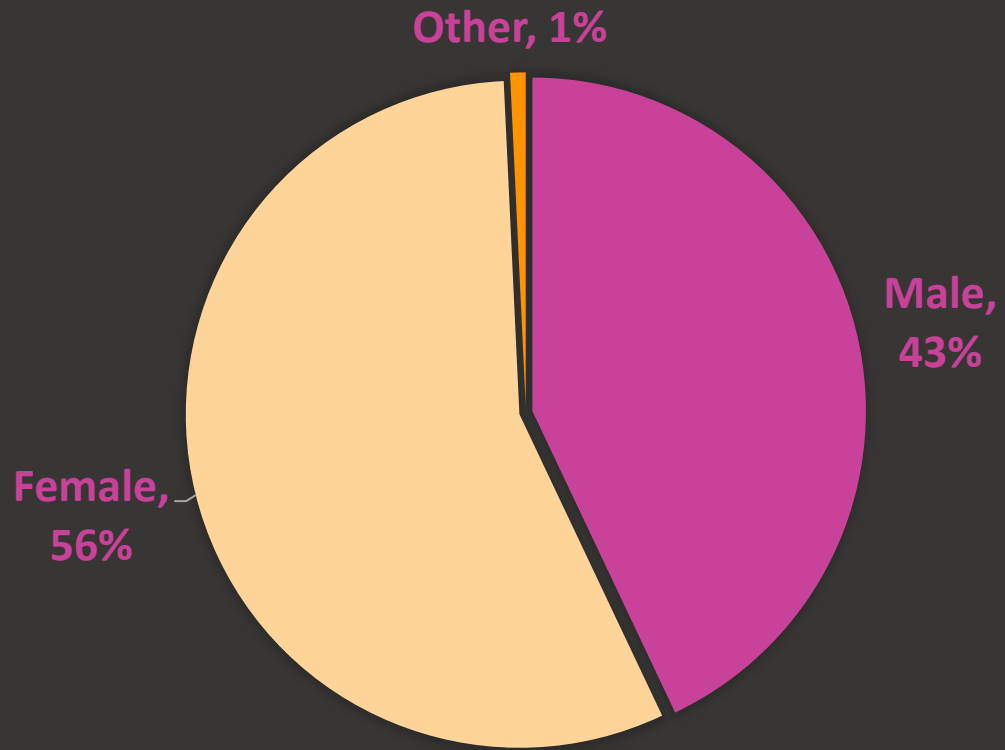
## Participating international graduates



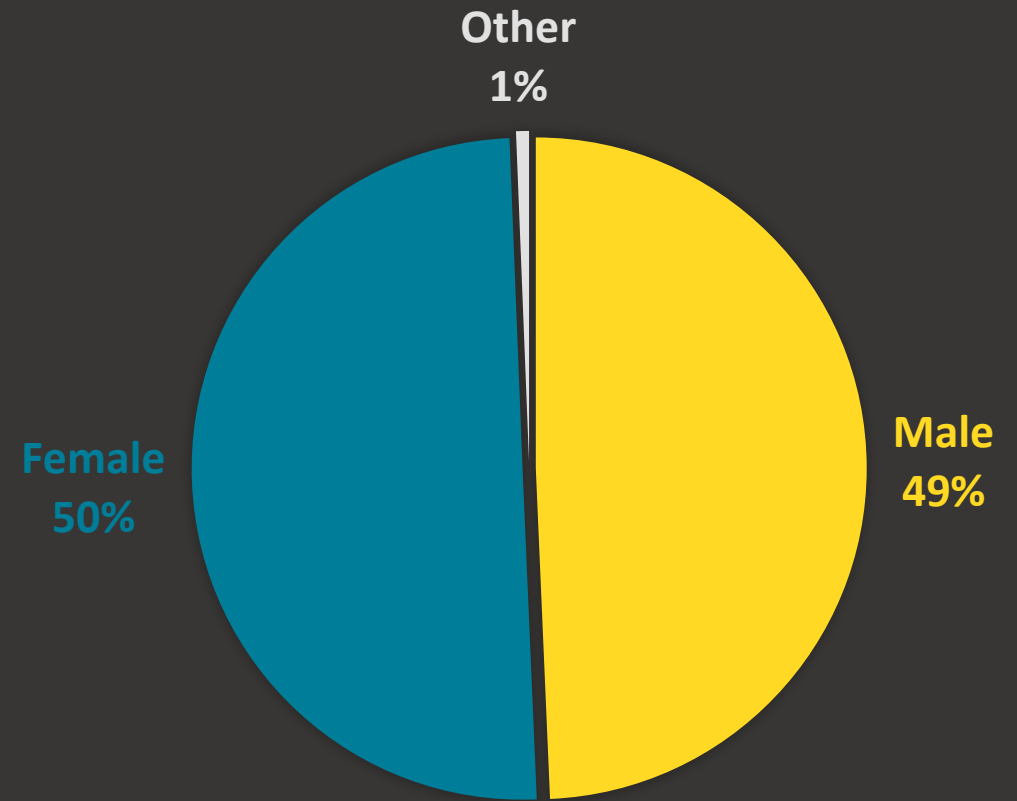
# PARTICIPANTS BY GENDER



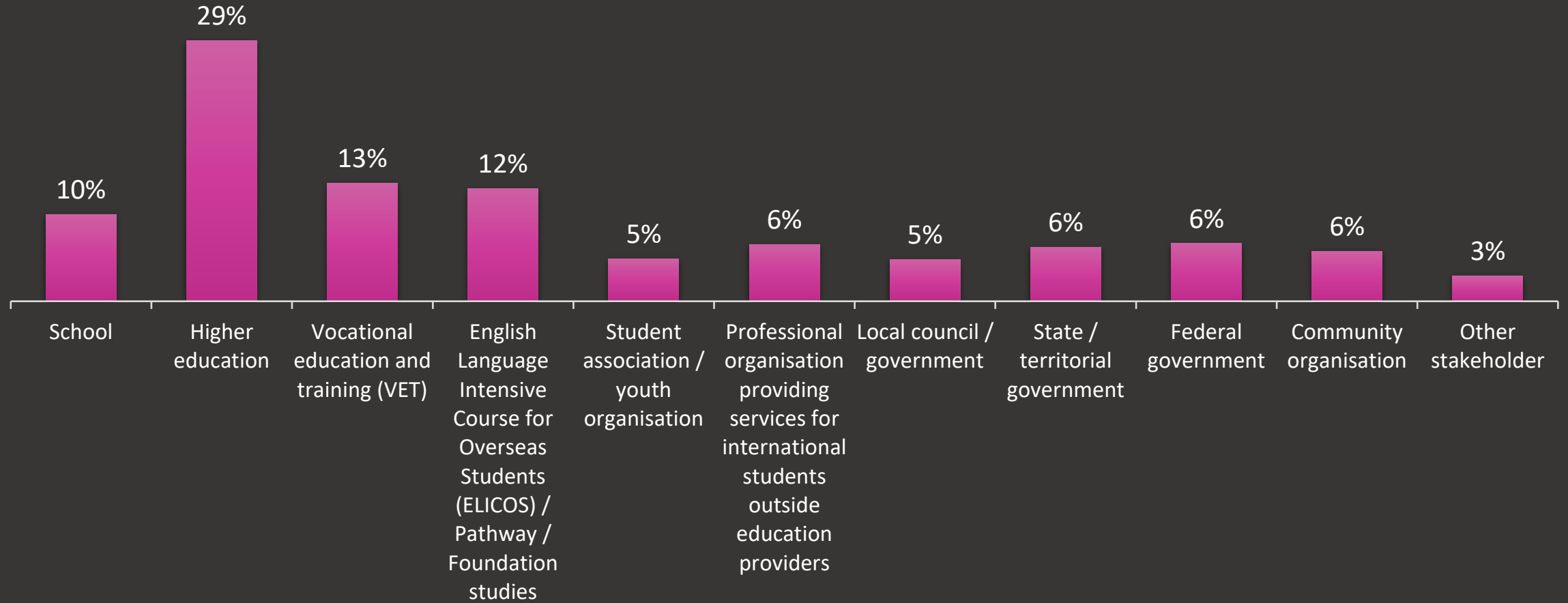
### Participating international students (n=3466)



### Participating international graduates (n=1752)



# STAKEHOLDER PARTICIPANTS – TYPES OF ORGANISATION



From the perspectives of three groups of respondents, the top areas that international students need support the most (from moderately to extremely) were:

## THE NEED FOR SUPPORT ACROSS AREAS OF ENGAGEMENT

From the perspectives of three groups of respondents, the top areas that international students need support the most (from moderately to extremely) were:

International students	International graduates	Education providers and stakeholders
<ul style="list-style-type: none"> <li>• finding jobs (78%)</li> <li>• career orientation and employability (78%)</li> <li>• work-integrated learning/internships (76%)</li> <li>• employment related concerns (70%)</li> <li>• financial issues (67%)</li> </ul>	<ul style="list-style-type: none"> <li>• finding jobs (77%)</li> <li>• career orientation and employability (77%)</li> <li>• work-integrated learning/internships (73%)</li> <li>• employment related concerns (70%)</li> <li>• Connection with domestic students (67%); Dealing with crisis (67%)</li> </ul>	<ul style="list-style-type: none"> <li>• English language skills (99%)</li> <li>• face to face learning (86%)</li> <li>• adjusting to teaching and learning approaches (85%)</li> <li>• Connection with local Australian community (84%); Connection with domestic students (84%); Mental health and wellbeing (84%); Work integrated learning (84%); Career orientation and employability (84%); Employment related concerns (84%)</li> </ul>



# AREAS OF HELP SEEKING

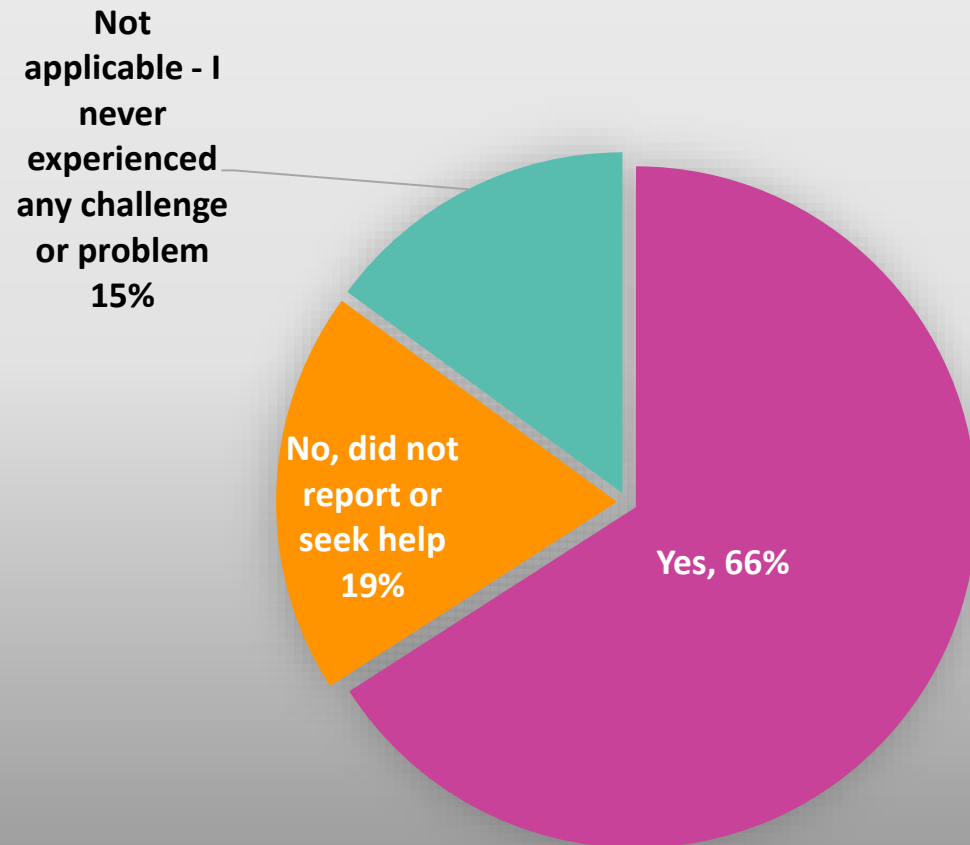
The top areas that international students have sought support from moderately to extremely identified across three surveys are:

International student	International graduate	Education provider and stakeholder
<ul style="list-style-type: none"> <li>Finding jobs (59%)</li> </ul>	<ul style="list-style-type: none"> <li>Finding jobs (70%)</li> </ul>	<ul style="list-style-type: none"> <li>English language skills (80%)</li> </ul>
<ul style="list-style-type: none"> <li>Career orientation and employability (58%)</li> </ul>	<ul style="list-style-type: none"> <li>Career orientation and employability (69%)</li> </ul>	<ul style="list-style-type: none"> <li>Accommodation (65%)</li> </ul>
<ul style="list-style-type: none"> <li>Work-integrated learning/internships (56%)</li> </ul>	<ul style="list-style-type: none"> <li>Work-integrated learning/internships (67%)</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face learning (64%)</li> </ul>
<ul style="list-style-type: none"> <li>Face-to-face learning (56%)</li> </ul>	<ul style="list-style-type: none"> <li>Dealing with the impacts of COVID-19, war, political tension, financial crisis, natural disaster (64%)</li> </ul>	<ul style="list-style-type: none"> <li>Finding jobs (63%)</li> </ul>
<ul style="list-style-type: none"> <li>Connection with teachers and staff (55%)</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face learning (62%)</li> </ul>	<ul style="list-style-type: none"> <li>Dealing with the impacts of a crisis (63%)</li> </ul>

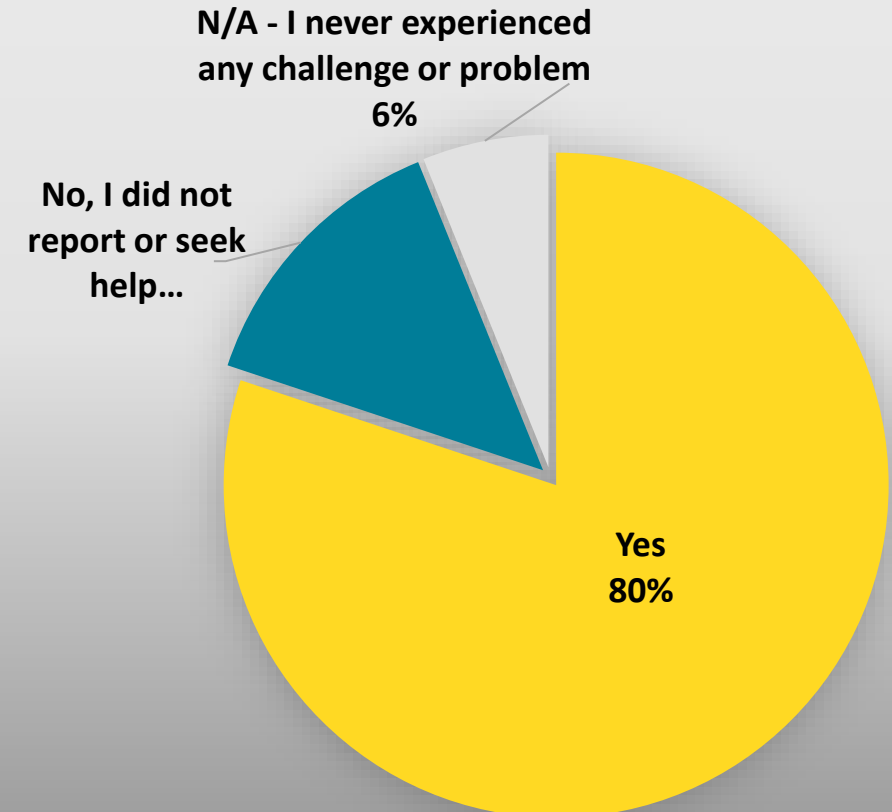
# WHETHER INTERNATIONAL STUDENTS SEEK HELP WHEN EXPERIENCING PROBLEMS



*International students- If you experienced any challenges or problems and needed help, did you actually seek help?*



*International graduates - If you experienced any challenges or problems and needed help, did you actually seek help?*



# REASONS FOR NOT SEEKING HELP

The main reasons why participating international students and graduates did not seek help or report their problems were:

International student survey	International graduate survey
<ul style="list-style-type: none"> <li>• did not know the process (15%)</li> </ul>	<ul style="list-style-type: none"> <li>• did not know the process (14%)</li> </ul>
<ul style="list-style-type: none"> <li>• did not know how to articulate the problem (11%)</li> </ul>	<ul style="list-style-type: none"> <li>• unaware that support would be available (13%)</li> </ul>
<ul style="list-style-type: none"> <li>• unaware that support would be available (11%)</li> </ul>	<ul style="list-style-type: none"> <li>• did not want to get into trouble (10%)</li> </ul>
<ul style="list-style-type: none"> <li>• did not want to get into trouble (10%)</li> </ul>	<ul style="list-style-type: none"> <li>• did not think anything would be done about it (9%)</li> </ul>
<ul style="list-style-type: none"> <li>• fear that my request will be rejected (9%)</li> </ul>	<ul style="list-style-type: none"> <li>• fear of discrimination (8%)</li> </ul>

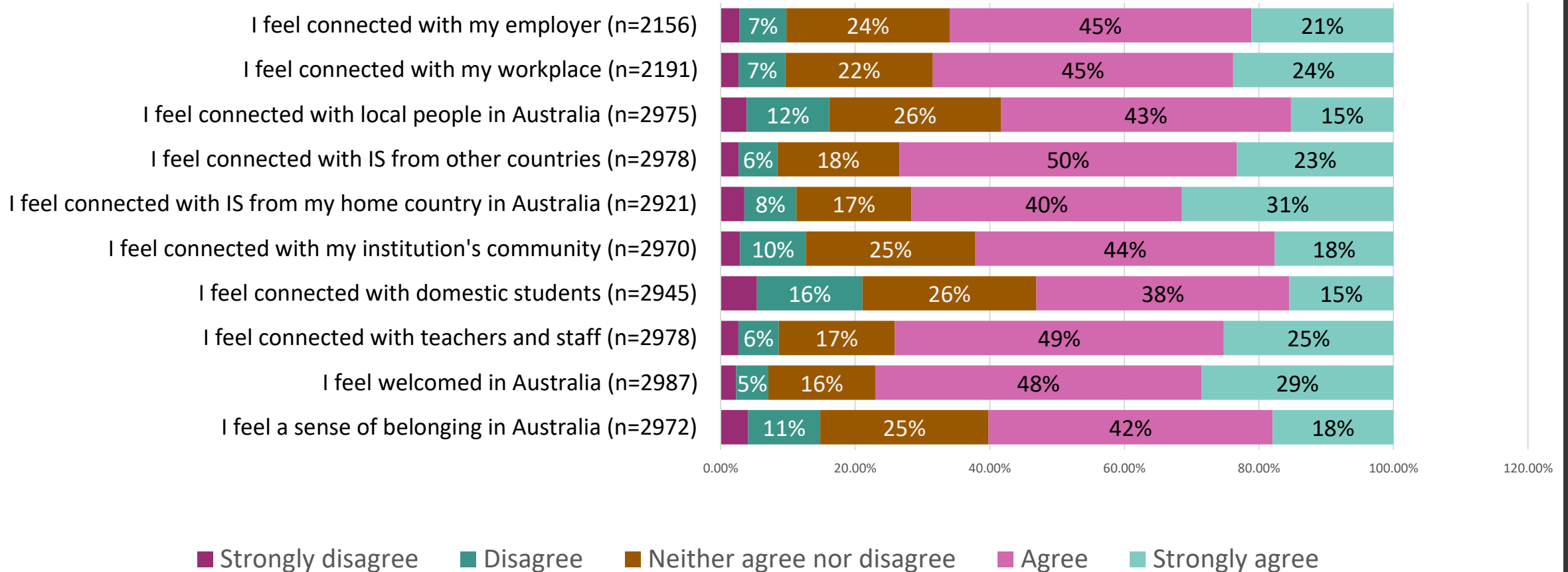
# MOST NEEDED AND USED SUPPORT SOURCES

The top support sources needed and used by international students were:

International student survey	International graduate survey
<ul style="list-style-type: none"> <li>Support from my family at home (61%)</li> </ul>	<ul style="list-style-type: none"> <li>Support from my family at home (55%)</li> </ul>
<ul style="list-style-type: none"> <li>Support from my teachers/lecturers (58%)</li> </ul>	<ul style="list-style-type: none"> <li>Support from my teachers/lecturers (49%)</li> </ul>
<ul style="list-style-type: none"> <li>Support from my international friends from other countries (50%)</li> </ul>	<ul style="list-style-type: none"> <li>Support from my international friends from other countries (46%)</li> </ul>
<ul style="list-style-type: none"> <li>Support services provided by my institution (47%)</li> </ul>	<ul style="list-style-type: none"> <li>Support services provided by my institution (45%)</li> </ul>
<ul style="list-style-type: none"> <li>Support from my domestic friends or co-national friends (43%)</li> </ul>	<ul style="list-style-type: none"> <li>Support from my co-national friends (44%)</li> </ul>

## International student survey

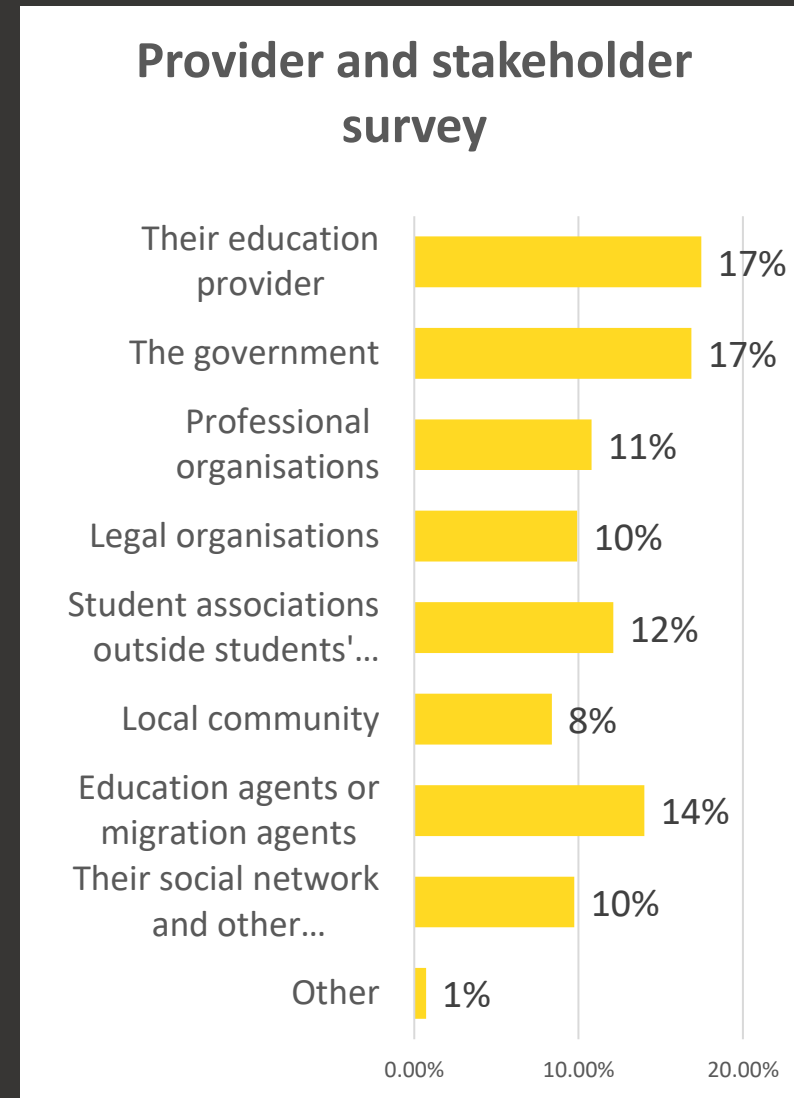
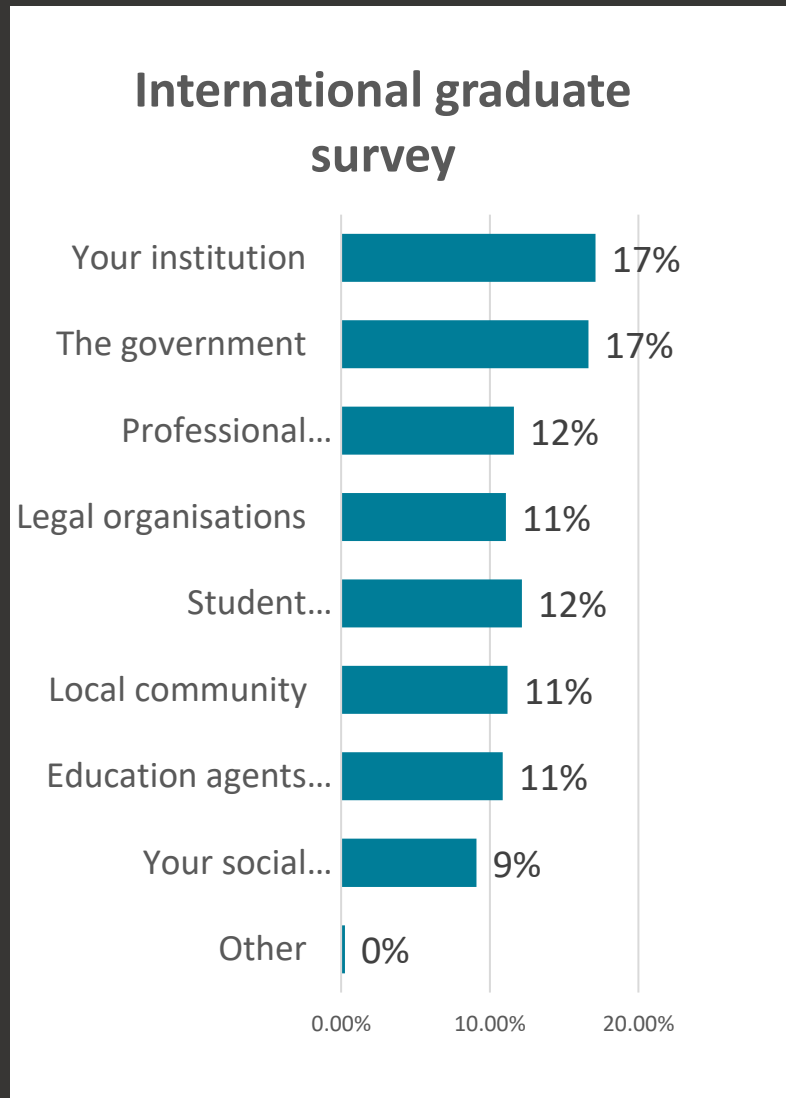
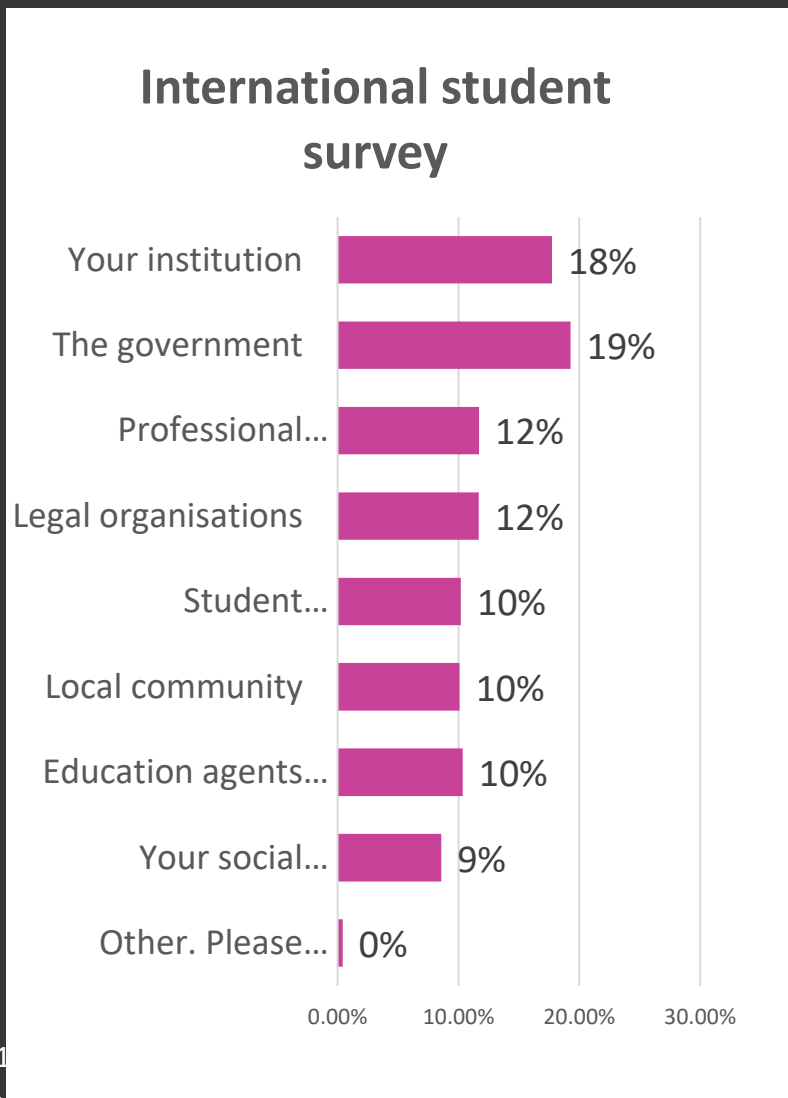
Student survey Q20 - To what extent do you feel engaged while undertaking an Australian qualification?



# WHO SHOULD PROVIDE INFORMATION ON INTERNATIONAL STUDENT RIGHTS?



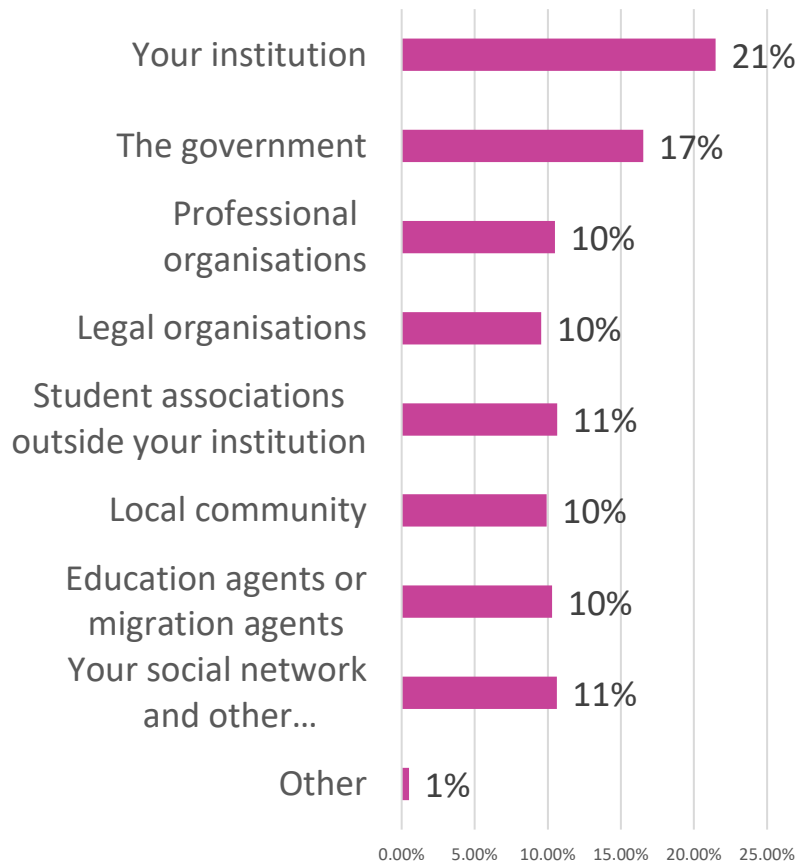
The two most chosen options in three surveys are **education providers and the government**



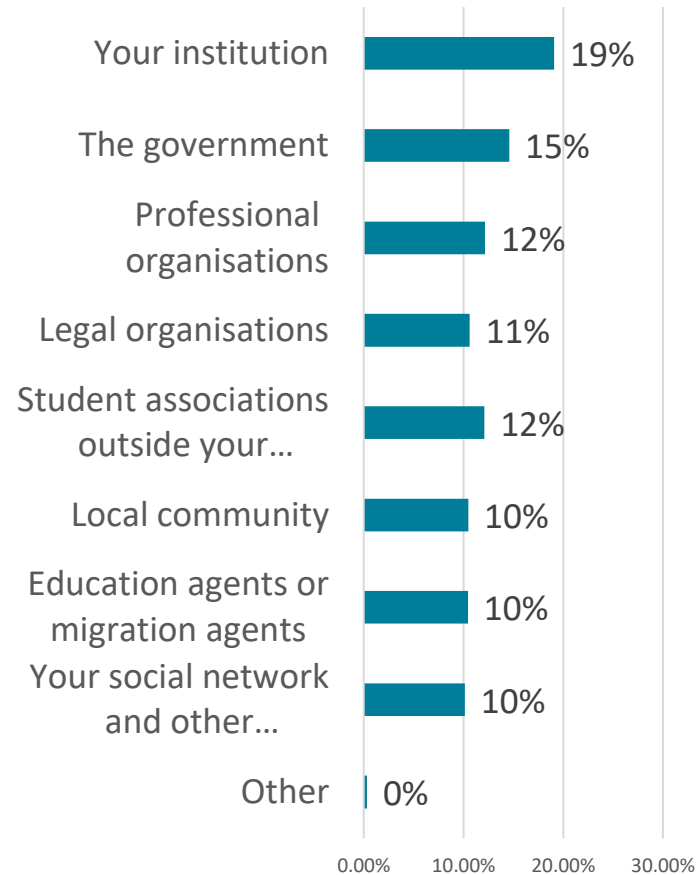
# WHO SHOULD PROVIDE GUIDANCE ON HELP SEEKING AND COMPLAINT MAKING?



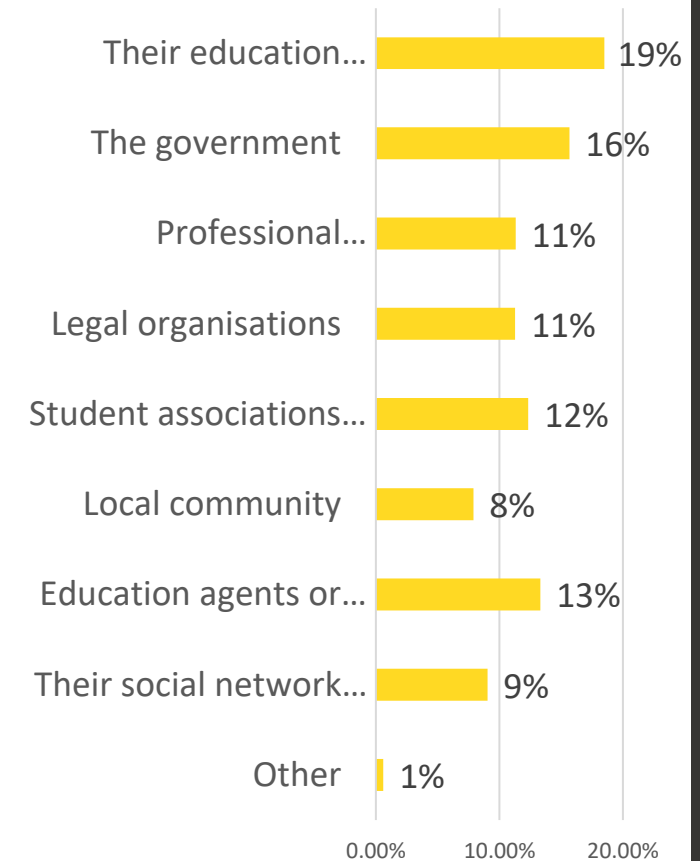
## International student survey



## International graduate survey



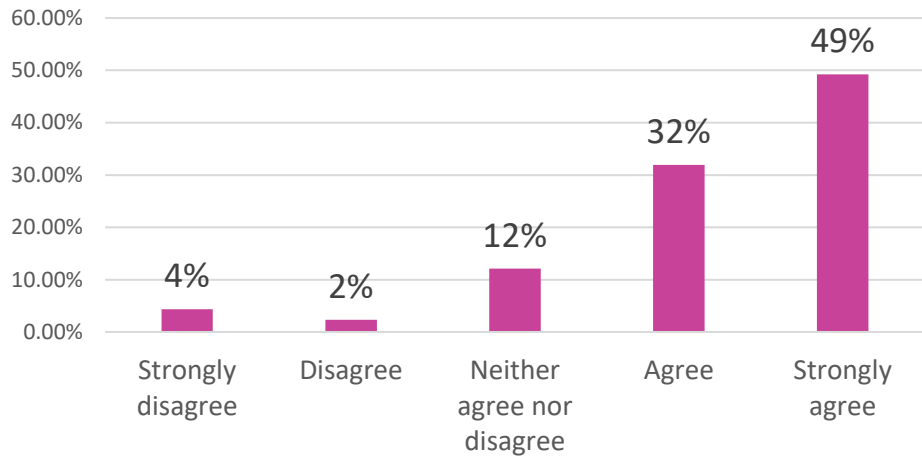
## Education provider and stakeholder survey



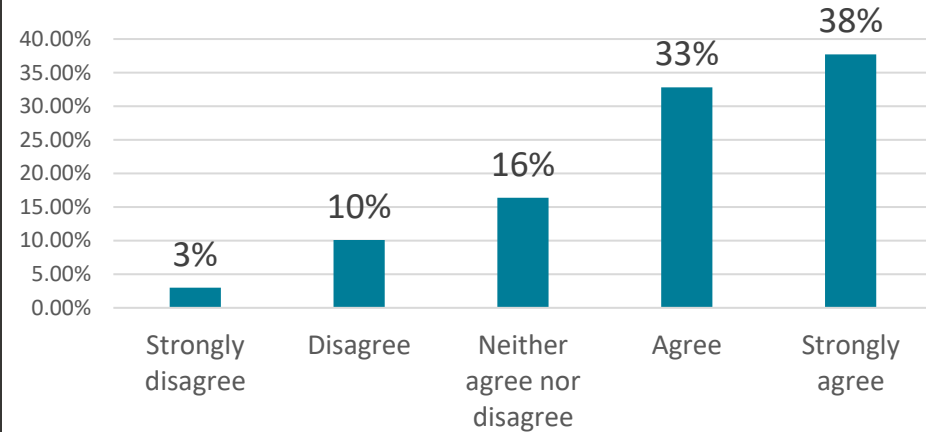
# WHETHER EDUCATION PROVIDERS SHOULD BE ALLOWED TO PROVIDE ADVICE ON POST-STUDY WORK VISA



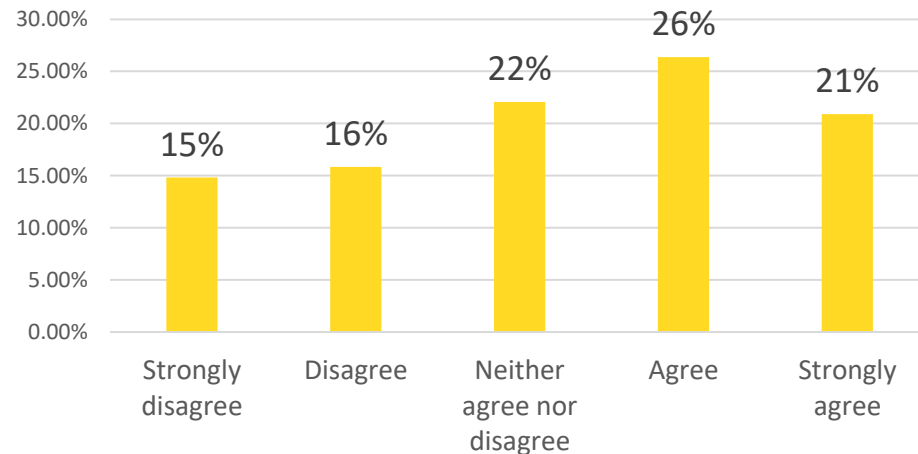
## International students



## International graduates



## Providers and stakeholders

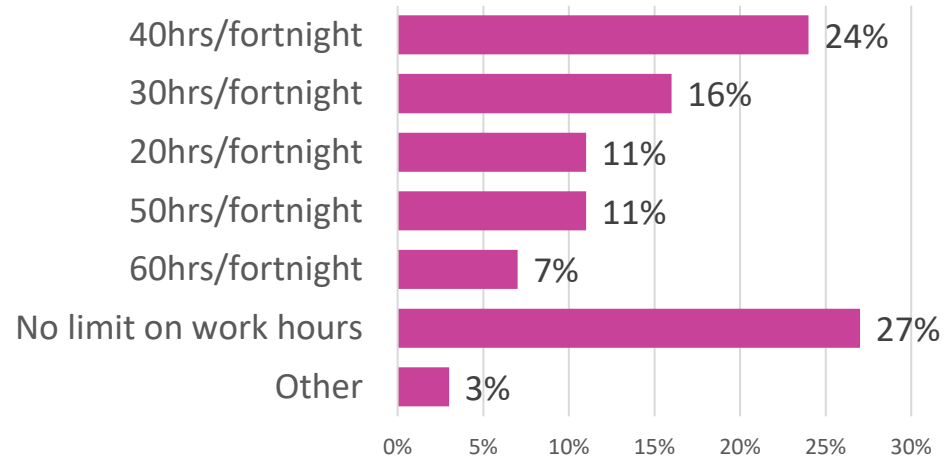




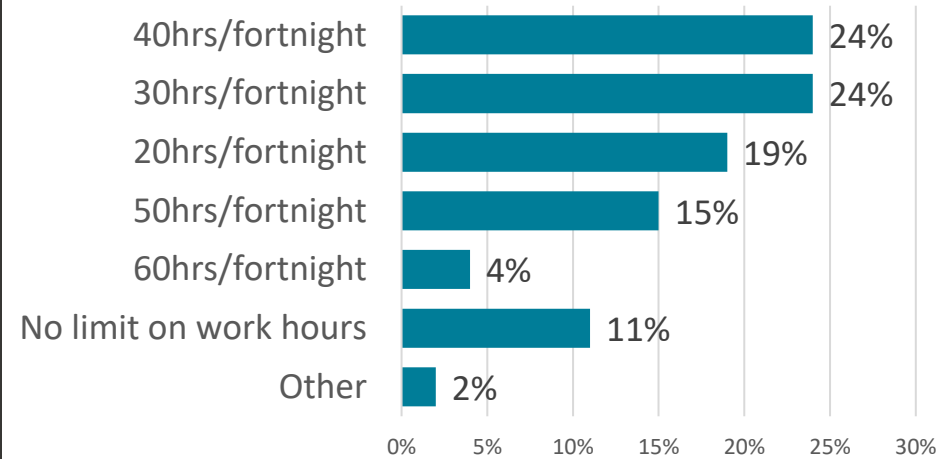
# WORKING HOUR CAP



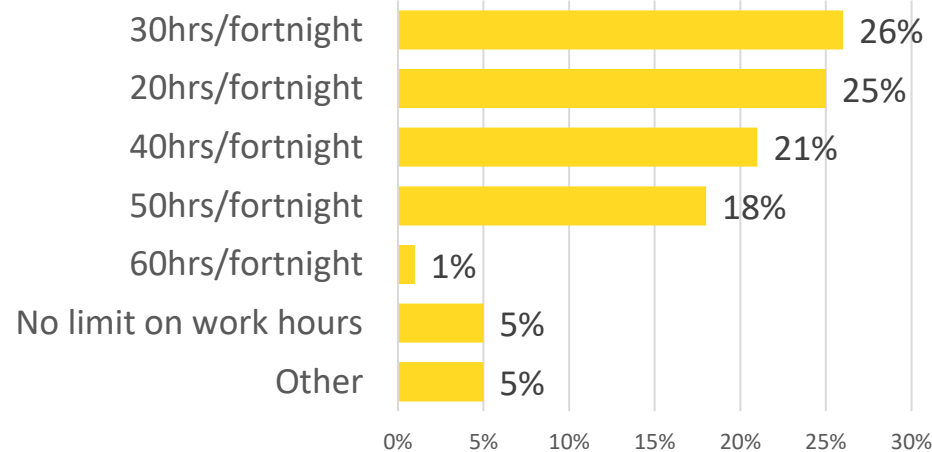
### International student survey



### International graduate survey



### Provider survey



## WHY WORK HOUR RESTRICTION IS NEEDED:



- Students would struggle to prioritise their study without work restrictions.
- Many students, especially undergraduate students, might not be good at time management skills.
- Support service staff indicated that many students come to seek advice on time management.
- Work restriction is needed for not only students' study but also mental health and wellbeing.
- Some parents might expect their children to work more if the policy allows no cap.
- Students might be vulnerable to exploitation at work if there is no work.

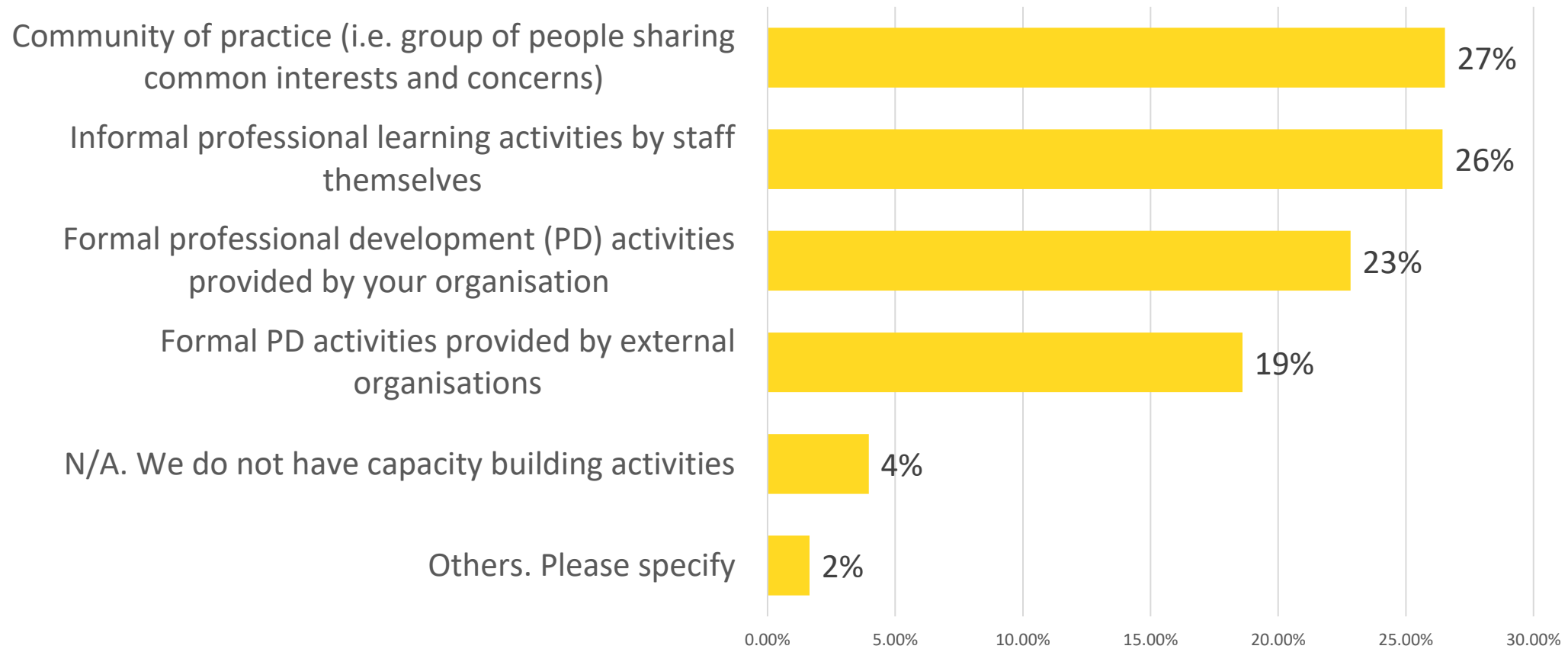
## Top challenging areas for support provision are:

- supporting international students in English language skills (89% of provider respondents believed it was moderately, very much or extremely challenging to provide support in this area).
- dealing with racism or discrimination (74%).
- mental health and wellbeing (73%), finding jobs (73%), adjusting to teaching and learning approaches (73%), and employment-related concerns (73%).

# CAPACITY BUILDING FOR STAFF INVOLVED IN SUPPORTING INTERNATIONAL STUDENT ENGAGEMENT



## Mechanisms available in providers and stakeholders' organisations to build the capacity for staff/people involved in supporting international student engagement



# Thank you for listening!

Website: <https://www.isengagement.org>

Contact: [best-practice-ise@deakin.edu.au](mailto:best-practice-ise@deakin.edu.au)

