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career outcomes of learning abroad

short-term programs

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Limitations

The instrument used in this study relies on self-reported data for the assessment of career outcomes, which is an accepted research practice in the area of research of student mobility research. The study also relied upon respondents to opt-in to the study and, as such, the sample may represent an optimistic view of the actual phenomenon being studied. Although the value of self-reported data may be discounted against objective measures, the results should be considered to represent the lived experience of the respondents and used to improve our understanding of how learning abroad connects with career experiences for former students. These research findings can improve policy and practice in learning abroad, especially with respect to improving access to international study opportunities and informing advice to specific student groups.

This paper was published by the International Education Association of Australia (IEAA) in December 2019.

In Australia, although learning abroad participation has grown rapidly over the last 10 years, little is known about the outcomes and impact of international study experiences on participants. As such, learning abroad is often still considered a marginal activity for a small group of students, rather than an important educational activity that supports the core goals of higher education.

This paper aims to shift the discussion on learning abroad from a 'nice to have' educational activity to an essential inclusion in a contemporary higher education system. As the first in a series of papers based on the Career Outcomes of Learning Abroad research project, this paper focuses on short-term learning abroad programs, which are classified as seven weeks or less in duration. Consistent with other IEAA research papers (Potts, 2018), learning abroad is defined as an educational experience that may include study, work, volunteering, professional placements, research or competitions, undertaken in another country for recognition towards a student's degree or study program.

In 2007, there were 10,718 students at Australian universities who participated in learning abroad programs (AUIDF, 2011). By 2017, this number had increased to almost 50,000 and represented 17 per cent of the total national graduating cohort. In 2017, most learning abroad students (around 35,000) were studying at the undergraduate level. Although traditionally, Australian students have participated in bilateral semester exchange programs, this generation's mode of learning abroad has changed.

In 2014, 56 per cent of students participating in learning abroad did so through short-term programs. By 2017, short-term programs represented 68 per cent of learning abroad participation at the undergraduate level.

In 2014, 56 per cent of students participating in learning abroad did so through short-term programs¹. By 2017, short-term programs represented 68 per cent of learning abroad participation at the undergraduate level (see Chart 1, p.5). This exceeds the proportion of US students participating in short-term programs, which was 65 per cent in 2016–17 (Institute for International Education, 2018).

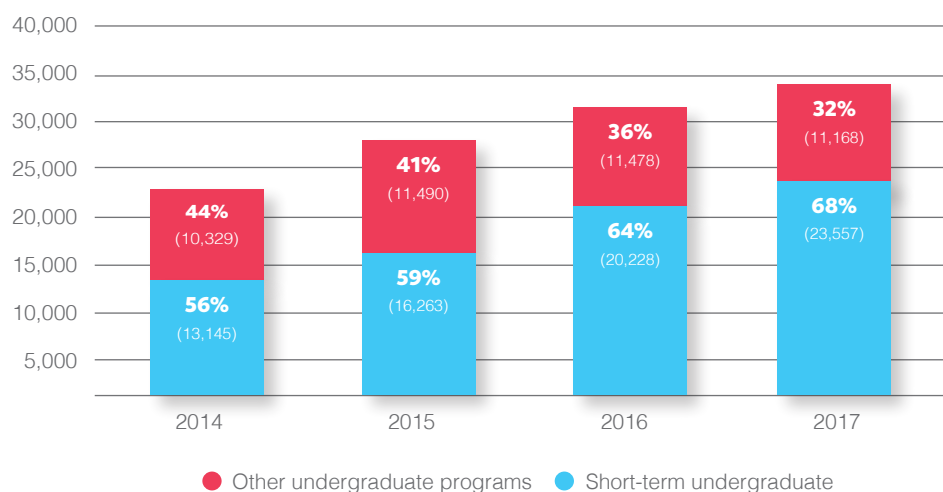
1 2014 was the first year short-term programs were included in the national data collection (AUIDF, 2015).

“Study tours are fantastic as a short but very educational and informative way to explore a country. You won’t regret it and you’ll use this knowledge for the rest of your working life.”

*2 week study tour participant
(South Africa, 2015)*



CHART 1: Australian undergraduates in learning abroad (by duration) 2014–17



Source: AUIDF 2015–18

Short-term learning abroad programs play an important role in expanding access to high-impact international educational experience (Kuh, 2008). Short-term programs – typically offered in the form of faculty-led study tours, summer or winter programs at host universities, internships and practicums – have introduced more diversity to learning abroad cohorts in terms of disciplines of study, destinations of study, types of programs and family backgrounds. For example, 41 per cent of the sample in this study were the first in family to attend university. This compares to 18 per cent first in family average according to the 2018 national data² (AUIDF, 2019).

The cost of a short program overseas can be significantly less than a semester or year program, and the reduced opportunity cost of taking a break from work and other life commitments can make learning abroad more viable for a broader range of students, including those who may be making their first trip abroad. Additionally, degree programs with highly structured curricula, such as health sciences and teacher education, can usually accommodate the inclusion of one or two subjects taken at an international institution or through a study tour. English is commonly the language of instruction for short-term programs, meaning that foreign language skills are not essential.

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Arguably the most important advantage of short-term programs is psychological – travelling overseas for study for a few weeks can be achievable for students who find the prospect of spending a whole semester in an unknown destination daunting.

The introduction of the New Colombo Plan in 2014, which provides grants and scholarships for Australian students to study in the Indo-Pacific region, has changed the profile of learning abroad participation and this is particularly relevant to short-term programs. According to the 2018 national report, 49 per cent of domestic undergraduate students studied in the Indo-Pacific region, compared with 45 per cent in 2014 (AUIDF 2015, 2019). In terms of actual numbers, this represents around 1,000 additional participants per year. Financial support available through the New Colombo Plan to study in the region has underpinned expanded access to learning abroad in Australia (Department of Foreign Affairs and Trade, 2018).

² This was the first year AUIDF reported on this statistic. It included just 13 institutions, so may not be an accurate representation of the national cohort.

Overview of the study

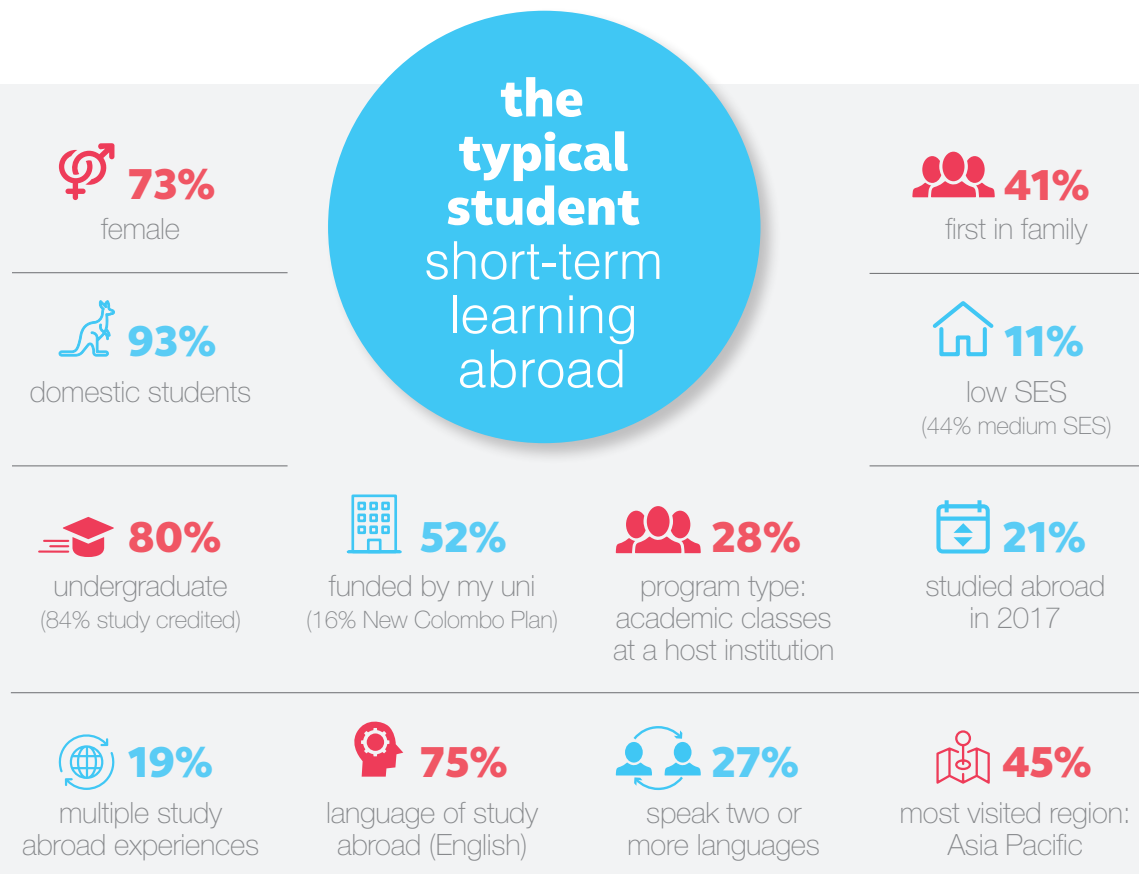
This study was launched by the International Education Association of Australia (IEAA) in 2019 to learn more about how international study opportunities connect to the skills development and employment outcomes of graduates. This is the first large-scale examination of learning abroad outcomes for participants from Australian universities, across all types of programs.

Previous studies (including Nunan, 2006; Potts, 2015) have either considered semester and year exchange programs, or have provided an in-depth analysis of a small group of participants of learning abroad programs (for example, Green, King & Gallagher, 2019, and Tran, Stafford, Vu & Rahimi, 2019). The study is informed by a growing body of research on the connections between learning abroad and career outcomes in Europe, the US and Japan (see Potts, 2018).

A survey was sent to alumni of Australian universities between March and June 2019. A total of 4,976 responses were received. The final dataset of 3,376 – representing respondents who participated in learning abroad and who had graduated at the time of the survey – was used for the first stage of the study. This paper presents data from a sample of 800 respondents who indicated they participated in international study programs of less than seven weeks in duration. The sample represents a national cohort, with the exception of the Northern Territory and Tasmania. Thirty-one universities are represented.

Two research questions guided this study:

1. What is the perceived impact of learning abroad on skills development, job attainment and career prospects of participants?
2. Are former participants engaged in international work (organisations, tasks, location)?



Key findings

When considering overall employability, 83 per cent of respondents were extremely positive or positive about the impact of short-term learning abroad on the development of skills to support their current and future professional role. This is the most important finding of the study: graduates who participated in short-term learning abroad programs report a strong connection between their learning abroad experience and professional skills development.

When considering specific professional skills developed through short-term learning abroad, more than 90 per cent of respondents indicated that learning abroad had a positive or very positive impact on their ability to interact with different individuals (95%), communication skills (94%) and capacity to adapt and learn quickly (90%).

Teamwork, critical thinking and problem solving were the next most highly ranked skills impacted by learning abroad. As skills that are central to graduate attributes across Australian universities, this is a critical finding. Short-term learning abroad helps graduates to develop key skills for professional development and employability.

According to the Australian Association of Graduate Employers (AAGE), teamwork, interpersonal skills and oral communication skills are three of the top four skills lacking in Australian graduates (AAGE, 2018). This study has found that former participants in learning abroad programs believe their international study experience had a positive impact on their skills development in these areas.

How did short-term programs impacted students' employability?

83%

developed skills to support their **current and future professional role**

63%

said it had a positive impact on their **long-term career prospects**

53%

said it helped them **obtain their first job** in their field of study

Long-term career prospects

Sixty-three per cent of respondents believe that learning abroad has improved their long-term career prospects. The sample are recent graduates with 71 per cent graduating between 2016 and 2018. Given their limited experience in the workforce, participants may not have had the opportunity of undertaking work that fully utilises the skills and knowledge developed during their studies and through learning abroad. However, this result indicates that the majority of participants are positive or very positive that learning abroad will have an impact on their career in the future.

This interpretation of the findings is supported by a study by Green, King & Gallagher (2019), which found that in the opinion of graduate employers, learning abroad was more likely to have an impact on the careers of participants at the mid-career stage.

In the opinion of graduate employers, learning abroad [is] more likely to have an impact on the careers of participants at the mid-career stage.

As suggested by the researchers, further longitudinal research is needed to track learning abroad participants to explore the long-term connections with career progression.



Impact on job attainment

Securing a job in their area of study is very important to graduates across all levels. As government funding mechanisms for universities change to include performance funding based on graduate employment (Department of Education, 2019), it is also increasingly important to institutions. In their experience of obtaining their first job in their area of study, 53 per cent of respondents rated the impact of learning abroad as positive or very positive. Additionally, 51 per cent of respondents agreed that learning abroad had a positive impact on obtaining subsequent career-related jobs after graduation.

Comments provided through the survey demonstrate that the positive impact on job attainment can be direct. For example: “My supervisor told me directly he hired me specifically because of my international experience” and “Due to the nature of my international study, my employer wanted to hire me straight away as he is involved in the same work outside of our workplace and it became a topic that we bonded over and conversed about for the majority of the interview.”

In many other cases, the impact was less direct and demonstrated through respondents raising their learning abroad experience in the recruitment process. For example: “I think it has been a good discussion point in job interviews with prospective employers”, “I gained a lot of interviews and job opportunities after graduation because of how impressive and interesting the study tour looked on my resume”, “Great examples from the study trip to use in interviews/networking/meetings.”

These findings should be considered in the context of the Australian graduate employment landscape. Many employers are either not aware of the learning outcomes of international study programs, may believe that learning abroad experiences are not relevant to their business or may even have a negative view of learning abroad (Green, King & Gallagher, 2019).

In the past, low participation rates in learning abroad programs may mean that recruiters have not yet included international study experiences as relevant co-curricular activities for identifying talent in the pool of graduating students. As learning abroad more frequently appears on CVs and in recruitment activities such as interviews and assessment centres, employer awareness may change.

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Graduates need to be trained in how to position their experiences and the relevant skills they have obtained to prospective employers. At the same time, Australian universities should play a role in educating graduate employers on the applicability of skills developed through learning abroad to their workforces. Relevant employability outcomes are even reported for participants of learning abroad programs as short as two weeks or less.

“I know I have skills that I can take with me that will give me an advantage over anyone else, which will make it that much easier for me to learn and explore life in other parts of the world.”

*5–7 week program
participant (USA, 2017)*



Income level

When asked about the impact of learning abroad on their current income level, 82 per cent of respondents were neutral (neither positive nor negative). Five per cent of respondents believed learning abroad had a very positive impact, while a further 12 per cent indicated a positive impact. Only 1 per cent gave a negative response. This result is not surprising, given the multitude of factors that influence graduate salary levels.

The national Graduate Outcomes Survey which reports on salary levels for domestic students indicates that salary can vary by age, gender, discipline, geographic location, institution and other personal background characteristics (QILT, 2018). More extensive research is needed before claims can be made about any connection between learning abroad and higher income levels.

Job satisfaction

While employment status and salary are conventional and quantifiable ways of measuring success in the labour market, these factors do not account for important wellbeing indicators such as doing meaningful work and being in a job one enjoys. As proposed by Jackson & Bridgstock (2018), changing how we view and measure graduate success may provide a more accurate picture of the broader value of higher education to our citizens and our society.

Self-defined career success indicators can better reflect career motivation and satisfaction of graduates. This approach also aligns with recent work in the US examining connections between the higher education experience, job satisfaction and wellbeing.

Based on this broader definition of graduate outcomes, two survey questions were included in the instrument for this study to prompt an exploration into other aspects of success. On job satisfaction, respondents on average rated their satisfaction level with their current job as 65 per cent. When asked about interest in the type of work they do every day, the average rate was 75 per cent. Viewed as a sentiment expressing positive work engagement, this level of agreement indicates that the majority of the sample is generally content with their current job.

We need to again consider the context of the study sample to understand this finding. The majority of respondents are recent graduates; 71 per cent have less than four years of graduate work experience. High levels of job satisfaction at this time in their career may be more difficult to achieve, as they move through entry-level training and the initial stages of professional development. As this is exploratory work in the area of graduate outcomes, these indicators should be revisited in the future to track how satisfaction and engagement may evolve across their career path.

CHART 2



N=667, 665

Current employment

At the time of the study, 92 per cent of respondents were working in Australia or their home country. Eight percent of the sample now work in another country (not Australia or their home country). Top locations of current work engagements include UK, US, Singapore, Germany, Canada and Indonesia. While 8 per cent might appear low, 72 per cent of respondents have been engaged in some kind of international work activity since graduation. This may have included short periods abroad for work, being posted overseas by an employer or working overseas independently for the purpose of employment. When asked about plans for the future, 29 per cent of respondents indicated a desire to work abroad.

As another indicator of international employment, 28 per cent of the respondents worked for an organisation with an international scope. A similar proportion of respondents work for a national organisation and 44 per cent work for a local or regional organisation.

The industry profile of respondents – with 21 per cent working in healthcare and social assistance and 19 per cent working in education and training – somewhat explains this mix, given that most health care facilities and education institutions have a local remit. The third most common industry of employment was professional, scientific and technical services (13%).

In terms of current activity, 66 per cent of the respondents were full-time employed or self-employed at the time of the study. A further 12 per cent were part-time employed. Eight percent were studying full-time and 7 per cent were studying part-time while working part-time. Only 5 per cent of the sample was seeking employment at the time of the survey and 3 per cent were not in the labour market. The median salary for the sample was \$60,000–\$69,999. Due to the method of reporting for graduate outcomes in Australia, direct comparison against all graduates is problematic and further analysis is needed.



Conclusion

This report has summarised research findings from the Career Outcomes of Learning Abroad project conducted by IEAA in 2019 with a focus on study programs of less than seven weeks in duration. According to former participants of short-term learning abroad programs who are mostly in the workforce, there is a strong connection between their international study experience and professional skills developments. These skills include the ability to interact with different individuals, communication skills, capacity to adapt and learn quickly, teamwork, critical thinking and problem solving. As skills that are often included in graduate attribute statements of Australian universities, as well as many published lists of key employability skills, the findings demonstrate that programs as short as two weeks in duration can strengthen graduate career outcomes.

The findings indicate that more work is needed to educate Australian graduate employers about the skills developed through learning abroad and the relevance of these skills to their businesses. Universities can play an important role in communicating the benefits of learning abroad in terms of future workforce development. This is increasingly in focus for institutions, as the Australian Government introduces performance metrics for institutional funding based on graduate employment rates. Notwithstanding, more than half of respondents in this study believed that learning abroad assisted them to secure their first job in their field of study.

According to former participants of short-term learning abroad programs who are mostly in the workforce, there is a strong connection between their international study experience and professional skills developments.

Finally, the sample group was positive about the impact of learning abroad on their long-term career prospects. With the majority of respondents being recent graduates, this finding suggests awareness that they have not fully realised the benefits of their international study experience. Connecting this with international work experiences, while only 8 per cent currently work outside of Australia or their home country, the majority of respondents have engaged in some kind of international work activity since graduation and almost a third plan to work abroad in the future. Future research may extend our understanding of the career paths of our graduates following a learning abroad experience.

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Appendix

Survey

Q. Please consider your international study experience and rate the extent to which your experience has impacted each one of your skills.

EMPLOYABILITY SKILL	% OF RESPONDENTS WHO ANSWERED: EXTREMELY POSITIVE & SOMEWHAT POSITIVE
Ability to interact with individuals different from yourself	95%
Communication	94%
Capacity to adapt and learn quickly	90%
Teamwork	88%
Critical thinking	86%
Problem solving	85%
Creativity	84%
Judgement and decision-making	83%
Entrepreneurship	54%

Rate the extent to which your international study experience impacted your employment in these areas:

EMPLOYMENT IMPACT	% OF RESPONDENTS WHO ANSWERED POSITIVE OR VERY POSITIVE
Developing skills to support your current & future professional role	83% (17% neutral, 0.5% negative)
Long-term career prospects	63% (37% neutral, 0.5% negative)
Obtaining your first job in your field of study	53% (47% neutral, 0.6% negative)
Obtaining subsequent career-related jobs after graduation	51% (49% neutral, 0.4% negative)
Income level in your current role	17% (82% neutral, 1.1% negative)

Total sample = 800

Appendix

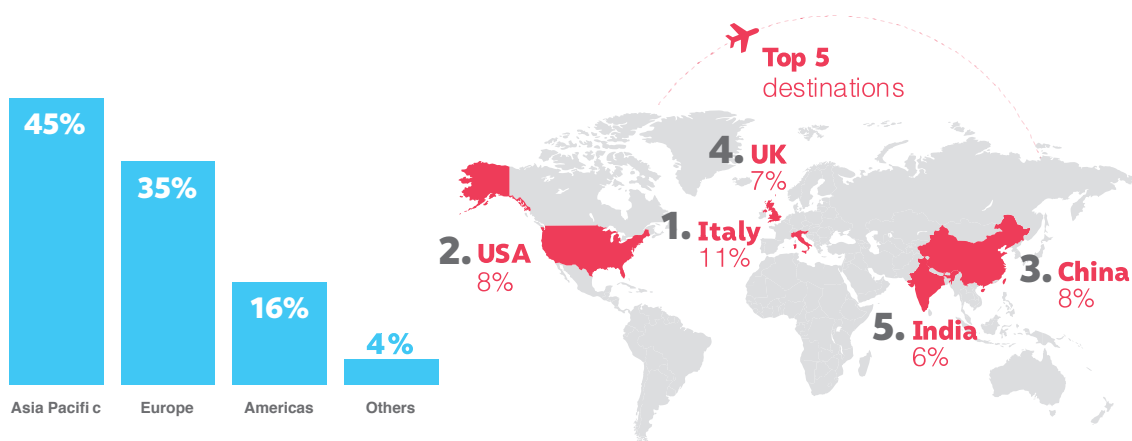
Participating institutions

INSTITUTION	COUNT	PERCENTAGE
Australian National University	28	3.50%
Charles Sturt University	33	4.13%
Curtin University	1	0.13%
Deakin University	8	1.00%
Edith Cowan University	22	2.75%
Federation University Australia	1	0.13%
Flinders University	4	0.50%
Griffith University	4	0.50%
James Cook University	20	2.50%
La Trobe University	21	2.63%
Macquarie University	3	0.38%
Monash University	131	16.38%
Queensland University of Technology	121	15.13%
Royal Melbourne Institute of Technology	15	1.88%
Southern Cross University	13	1.63%
Swinburne University of Technology	1	0.13%
The University of Canberra	8	1.00%
The University of Newcastle	3	0.38%
The University of Western Australia	51	6.38%
University of Adelaide	9	1.13%
University of Melbourne	99	12.38%
University of New England	1	0.13%
University of New South Wales	4	0.50%
University of Queensland	2	0.25%
University of South Australia	52	6.50%
University of Sydney	47	5.88%
University of Technology Sydney	1	0.13%
University of the Sunshine Coast	1	0.13%
University of Wollongong	46	5.75%
Victoria University	2	0.25%
Western Sydney University	44	5.50%
Other / not listed	4	0.50%
TOTAL	800	100%

Appendix

Learning abroad program information

DURATION (N=800)	
2 weeks or less	264 (33.0%)
3-4 weeks	382 (47.8%)
5-7 weeks	154 (19.3%)
TYPE (N=800)	
Academic classes taught at overseas institution	226 (28.25%)
Internship, practicum, clinical placement	154 (19.25%)
Other	129 (16%)
Study tour	291 (36.38%)
MAJOR ACTIVITY WHEN ABROAD (N=800)	
Academic classes taught at an overseas institution	226 (28.2%)
Study tour facilitated by home institution	197 (24.6%)
Study tour or short program facilitated by another organization	94 (11.8%)
Internship, practicum, clinical placement	154 (19.3%)
Language program	33 (4.1%)
Volunteering, community engagement	34 (4.3%)
Research-related activity	32 (4.0%)
Joint/double degree	1 (0.1%)
Conference, competition	16 (2.0%)
Other	13 (1.6%)
REGION	



Country of learning abroad

COUNTRY	COUNT	%	COUNTRY	COUNT	%
Argentina	2	0.3	Lithuania	1	0.1
Australia	8	1	Malaysia	22	2.8
Austria	9	1.1	Mexico	11	1.4
Bangladesh	1	0.1	Mongolia	3	0.4
Belize	1	0.1	Morocco	1	0.1
Bhutan	7	0.9	Myanmar	2	0.3
Bolivia	1	0.1	Nepal	5	0.6
Bosnia & Herzegovina	1	0.1	Netherlands	15	1.9
Botswana	1	0.1	New Zealand	11	1.4
Cambodia	12	1.5	Norway	4	0.5
Canada	17	2.1	Papua New Guinea	6	0.8
Chile	11	1.4	Peru	12	1.5
China	60	7.5	Philippines	5	0.6
Costa Rica	2	0.3	Rwanda	4	0.5
Croatia	1	0.1	Samoa	4	0.5
Cuba	1	0.1	Singapore	19	2.4
Czech Republic	2	0.3	Slovenia	3	0.4
Denmark	10	1.3	South Africa	17	2.1
Ecuador	1	0.1	South Korea	12	1.6
Fiji	6	0.8	Spain	10	1.3
Finland	2	0.3	Sri Lanka	5	0.6
France	27	3.4	Sweden	6	0.8
Germany	32	4	Switzerland	5	0.6
Greece	4	0.5	Thailand	17	2.1
Hong Kong SAR	10	1.3	Timor-Leste	1	0.1
Hungary	1	0.1	Tonga	1	0.1
India	51	6.4	Turkey	3	0.4
Indonesia	39	4.9	Ukraine	2	0.3
Israel	5	0.6	UAE	1	0.1
Italy	85	10.6	UK	59	7.4
Japan	26	3.3	USA	66	8.3
Kiribati	2	0.3	Vanuatu	5	0.6
Lao	4	0.5	Vietnam	16	2
Lesotho	1	0.1	Zambia	3	0.4

YEAR LEARNING ABROAD EXPERIENCE COMMENCED (N=800)			
2019	2 (0.3%)	2009	2 (0.3%)
2018	139 (17.4%)	2008	4 (0.5%)
2017	170 (21.3%)	2007	5 (0.6%)
2016	146 (18.3%)	2006	4 (0.5%)
2015	97 (21.1%)	2005	1 (0.1%)
2014	80 (10%)	2003	1 (0.1%)
2013	67 (8.4%)	2001	1 (0.1%)
2012	34 (4.3%)	2000	2 (0.3%)
2011	25 (3.1%)	1996	2 (0.3%)
2010	18 (2.3%)		
LANGUAGE OF LEARNING ABROAD PROGRAM (N=800)			
English	608 (75%)		
Host country language	49 (6.1%)		
A combination of English and host country language	137 (17.1%)		
Other	6 (0.8%)		
RECEIVED CREDIT TOWARDS DEGREE (N=800)			
Yes	671 (83.9%)		
No	101 (12.6%)		
Don't know	28 (3.5%)		
NUMBER OF TIMES RESPONDENT PARTICIPATED IN LEARNING ABROAD (N=800)			
One	610 (76%)	Three	34 (4%)
Two	150 (19%)	Four or more	3 (0%)
DID YOU RECEIVE A GRANT OR SCHOLARSHIP?			
My institution	415 (52%)	Host institution	17 (2%)
Australian Government	208 (31%)	Foundation	9 (1%)
Foreign Government	5 (1%)	Other	40 (5%)
PROGRAM AFFILIATION			
New Colombo Plan	131 (16%)	Australian Government Endeavour	17 (2%)

CURRENTLY WORKS IN AUSTRALIA (N=671)

Currently works in Australia	618 (92%)	Currently works abroad	53 (8%)
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COUNTRIES OF CURRENT WORK

Australia	618 (92%)	Germany	4 (1%)
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UK	14 (2%)	Canada	4 (1%)
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USA	6 (1%)	Indonesia	4 (1%)
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Singapore	4 (1%)		
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HAVE YOU HAD A PROFESSIONAL WORK EXPERIENCE ABROAD SINCE GRADUATION (MULTIPLE RESPONSES POSSIBLE)

I have mostly worked in Australia or my home country since graduation	580 (73%)
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I have mostly worked in a country other than Australia or my home country since graduation	41 (5%)
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I have been posted (sponsored) overseas by my employer	18 (2%)
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I have been sent overseas on short-term work assignments by my employer	52 (7%)
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I have lived abroad for the purpose of employment after graduation, independent of an employer	44 (6%)
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I plan to work abroad in the future	234 (29%)
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CURRENT ACTIVITY / EMPLOYMENT (N=798)

Full-time employed	488 (61.2%)	Full-time study	67 (8.4%)
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Self-employed	35 (4.4%)	Seeking employment	36 (4.5%)
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Part-time employed	93 (11.7%)	Family care	4 (0.5%)
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Part-time employed + study	58 (7.3%)	Taking a break	17 (2.1%)
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CURRENT WORK (SECTOR) (N=672)

Public or government	264 (39.3%)	Non-profit	70 (10.4%)
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Private	338 (50.3%)		
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SCOPE OF OPERATION OF ORGANISATION (N=671)

Local/regional	279 (44%)	International	186 (28%)
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National	188 (28%)		
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INDUSTRY OF EMPLOYMENT				(N=671)
Accommodation and food services	21 (3%)	Information media & telecommunications		20 (3%)
Administrative and support services	21 (3%)	Mining		7 (1%)
Agriculture, forestry & fishing	12 (2%)	Professional, scientific, and technical services		85 (13%)
Arts and recreation services	22 (3%)	Public administration and safety		21 (3%)
Construction	23 (3%)	Rental, hiring and real estate services		4 (0%)
Education and training	130 (19%)	Retail trade		34 (5%)
Electricity, gas, water services	4 (0%)	Transport, postal and warehousing		4 (0%)
Financial and insurance services	33 (5%)	Other services		88 (13%)
Healthcare and social assistance	141 (21%)			

SALARY				(N=667)
Less than \$9,999	24 (4%)	\$90,000 – \$99,999		40 (6%)
\$10,000 – \$19,990	49 (7%)	\$100,000 – \$109,999		25 (4%)
\$20,000 – \$29,999	40 (6%)	\$110,000 – \$119,999		14 (2%)
\$30,000 – \$39,999	40 (6%)	\$120,000 – \$129,999		13 (2%)
\$40,000 – \$49,999	54 (8%)	\$130,000 – \$139,999		6 (1%)
\$50,000 – \$59,999	84 (13%)	\$140,000 – \$149,999		4 (1%)
\$60,000 – \$69,999	90 (14%)	\$150,000 or more		35 (5%)
\$70,000 – \$79,999	85 (13%)	Prefer not to say		15 (2%)
\$80,000 – \$89,999	49 (7%)			

STUDY DISCIPLINES (TOP 4)			
Society and culture	26%	Health	19%
Management and commerce	20%	Creative arts	15%

STUDY DISCIPLINES (ALL)				(N=800)
Natural & physical sciences	45 (6%)	Education		55 (7%)
Information technology	12 (1%)	Management and commerce		156 (20%)
Engineering and related technologies	17 (2%)	Society and culture (inc. economics, law, international relations, political science, humanities, psychology)		220 (28%)
Architecture and building	17 (2%)	Creative arts (inc. communications and media)		116 (15%)
Agriculture, environmental and related studies	35 (4%)	Food, hospitality and personal services		6 (0%)
Health	153 (19%)	Mixed field programs		21 (3%)


LEVEL OF STUDY				(N=800)
Undergraduate	637 (80%)	Research		22 (3%)
Postgraduate coursework	141 (17%)			
YEAR OF GRADUATION				(N=800)
2016–2018	(71%)	2009 & earlier		(2%)
2010–2015	(27%)			
AGE				(N=792)
24 years and under	41%	35 and older		16%
25–34	41%			
ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI)				(N=788)
Aboriginal and Torres Strait Islander (ATSI)				8 (1%)
AUSTRALIAN / INTERNATIONAL				(N=800)
Australian	93%	International		7%
GENDER				(N=795)
Female	73%	Male		25%
Other/prefer not to say	2%			
SOCIOECONOMIC STATUS*				(N=628)
Low	11%	High		45%
Medium	44%			
<i>* Derived from high school SES classification according to ABS SEIFA – educational advantage.</i>				
HIGHEST LEVEL OF STUDY OBTAINED TO DATE				(N=800)
Undergraduate	405 (51%)	Masters Degree		218 (27%)
Undergraduate Hons	112 (14%)	PhD		18 (2%)
Graduate Certificate or Diploma	47 (6%)			
FIRST IN FAMILY TO STUDY AT UNIVERSITY				(N=773)
First in family	318 (41%)			

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