

Department of Foreign Affairs and Trade New Colombo Plan experience survey

Cumulative survey findings of recently completed NCP program participants

June 2019



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Australian Survey Research Group Pty Ltd is accredited under the AS ISO 20252 quality standard applying to market and social research.

This research project was carried out in compliance with the AS ISO 20252 quality standard.

Executive summary

The Department of Foreign Affairs and Trade (DFAT) commissioned Australian Survey Research Group (ASR) to conduct a student experience survey with New Colombo Plan (NCP) Scholarship and Mobility student participants once they had completed their experience and returned to Australia.

This report presents the cumulative results of the Scholarship and Mobility completion surveys that have been administered online. Separate results are presented for each program, that is, Scholarship and Mobility.

Survey period and response rate

Online Scholarship and Mobility surveys were conducted with students who had completed their NCP experience from 1 August 2016 to 30 June 2019. Usually each month, recently returned students are surveyed except over the summer holiday period. This report details the cumulative findings for the period.

The table below outlines the number of survey invitations sent and responses received. Overall response rates were relatively high compared with similar studies of this nature: 62% for Scholars 45% for Mobility students.

Cohort	Invitations emails sent	Completions	Non-completions	Response rate
Scholarship	380	234	146	62%
Mobility	20,391	9,161	11,203	45%

Scholarship survey results summary

The following sections report the cumulative findings of the online Scholar completion survey. The surveys were conducted, usually each month, from 1 August 2016 to 24 June 2019. There were 234 respondents in total during this period.

Scholar profile

Born in Australia	91%
Grew up in a major city	66%
Grew up in an inner regional area	17%
Lived in NSW, VIC or QLD	72%
Male:Female ratio	48:50
Only speak English at home	80%
Identified as Aboriginal or Torres Strait Islander	1%
Reported having a disability	3%
Travelled overseas before participating in their NCP program	98%

Program duration, host institution, and field of study

One in ten (13%) of Scholars had a program duration of up to 6 months, 50% of Scholars had a program duration of 6 months to less than 12 months, and 36% between 12 and 19 months.

Around two thirds of (64%) Scholars had attended multiple NCP host institutions and the remainder (36%) attended only one NCP host institution.

National University of Singapore (7%), followed by the University of Hong Kong and Nanyang Technological University (both at 4%) were the most common hosts.

For 44% of Scholars, their NCP experience involved one field of study, while for 54% it was multi-disciplinary.

Two in ten (19%) of Scholars had Law and Law Enforcement as their primary broad field of study and 4% of Scholars who had a secondary broad field of study listed this same field as their secondary field of study. Language and Literature was the primary field of study for 10% of Scholars and secondary for 25%. 9% had Business, Accounting, Banking, Finance, Marketing and Management or Political Science and Policy Studies as their primary field with 11% indicating Business and related subjects as the secondary field and 8% indicating Political Science / Policy study as their secondary field.

Academic goals

During their NCP experience, 39% of Scholars who participated in the survey indicated that they *exceeded* their academic goals and 52% achieved their goals *to a great extent*.

Language training

- Around two in five (37%) of Scholars studied or worked primarily or entirely in the language of their host location.
- Most (81%) Scholars undertook formal language training. Of those Scholars who undertook formal language training as part of the Scholarship program:
 - All attended this training in their host location.
 - Six in ten (57%) attended one language course as part of their Scholarship program while 29% attended two and 13% attended three courses.
 - Four in ten (38%) studied Chinese / Mandarin / Cantonese, 17% Japanese, 14% Indonesian / Bahasa and 13% Korean.
 - One quarter (26%) undertook a language course for 3 months or more.
 - For in ten (44%) of those doing formal language training spent 16+ hours per week on their language course, 33% spent 1 to 10 hours.
 - Around half (48%) found the language training extremely useful, 28% very useful and 20% moderately useful.
 - Nearly all levels of language proficiency increased after training. 48% of Scholars improved their language proficiency by one level, 27% improved two levels and 18% improved three levels.
- Of the 21% of all Scholars participating in the survey and who did not undertake formal language training, 33% of this group couldn't find a suitable course, 11% were native speakers and 2% did not want to learn the language.

Pre-departure & cross-cultural training

Most (91%) Scholars that attended the New Colombo Plan Pre-Departure training provided by DFAT. Of those Scholars who attended the training, 53% found the pre-departure training extremely useful (17%) or very useful (36%) and 26% indicated that it was moderately useful. Only 9% of Scholars (n=16) completed additional cross-cultural training aside from DFAT.

Work-based experience

Overall 97% of Scholars undertook some form of internship, practicum, mentorship, clinical placement or other work-based experience during their program. Only seven Scholars chose not to undertake a work-based experience during their NCP Scholarship, with diverse reasons for not doing so.

Of those who had completed a work-based experience:

- o 43% of Scholars had only one work-based experience while 57% had more than one.
- o 86% found the first work-based experience extremely valuable (56%) or very valuable (30%), while 82% found the second experience extremely valuable (58%) or very valuable (24%).
- o 94% agreed in total (76% strongly agreed, 18% agreed) they were **better prepared to engage with the Indo-pacific region** as a result of their work-based experience. 93% agreed (67% strongly agreed, 26% agreed) that their work-based experience **improved their knowledge of the business culture in their host location**. 94% of Scholars agreed (68% strongly agreed, 26% agreed) that their work-based experience **enhanced their professional networks** in their host location.
- o 92% in total of Scholars found their own research very useful (59%) or somewhat useful (33%) when looking for work-based experience opportunities. 85% found personal networks very useful (59%) or somewhat useful (26%).
- o The main barriers when arranging a work-based experience were related to visa issues (52%), the limited range of internships or mentorships offered (36%) and negotiating expectations or a project with the host organisation (29%). However, 18% experienced no barriers.
- o 79% of Scholars found cross-cultural communication, professional and personal networks and exposure to an organisation's operation and skills the most useful elements of work-based experience.
- o One third (34%) of Scholars who undertook some form of work-based experience indicated that some type of professional opportunity resulted from the experience. 12% indicated that this was maybe the case. 58% of the professional opportunities were offers for a reference. 47% were offered additional work experience and 31% were offered a job in their host location.

Challenges

Visa issues (43%) and understanding processes of host universities or organisations (39%) were the main challenges for Scholars, followed by arranging work-based experience (27%).

Scholars were able to meet the challenges most of them faced such as visa issues (79% of those who had the challenge), understanding the processes of their host university or organisation (80% of those with the challenge) and arranging a work-based experience (89% of those with the challenge).

A positive attitude and their own research were most frequently mentioned as helping to address the challenges for most issues, followed by local people, other students.

NCP program benefits and outcomes

Overall, the experience was a very positive one for NCP Scholars.

- All Scholars had **improved knowledge and understanding** of their host location(s) (strongly agreed 90% or agreed 10%).
- Almost all Scholars (99%) agreed to some extent that they were **better able to engage with people** in the Indo-Pacific region (90% strongly agreed, 9% agreed).
- 99% of Scholars agreed (strongly, 87% or agreed 12%) that the NCP experience was a **life changing experience**.
- 97% agreed (strongly agreed 85% and agreed 12%) that they were **more enthusiastic about engaging** with the Indo-Pacific region in future.
- All Scholars agreed (strongly agreed 89% and agreed 11%) that their NCP experience had **enhanced their cross-cultural awareness** and skills.
- 98% agreed (strongly agreed 95% and agreed 3%) that they would **recommend** the NCP Scholarship program to other students.
- 98% of Scholars agreed (strongly agreed 89% and agreed 9%) that they had a **rewarding NCP Scholarship Program**.

Mobility survey results summary

The following sections report the key findings of the online Mobility completion survey. Results are cumulative from 1 August 2016 to 24 June 2019. There were 9,161 survey participants in total during this period.

Mobility completion survey participant profile

Born in Australia	84%
Lived in a major city	55%
Lived in an inner regional area	21%
Lived in NSW, VIC or QLD	72%
Male:Female ratio	35:65
Only speak English at home	77%
Identified as Aboriginal or Torres Strait Islander	1%
Reported having a disability	2%
Travelled overseas before participating in their NCP program	91%

Program duration, host location, and field of study

For 57% of Mobility students who participated in the survey, the duration of their NCP experience was two weeks to less than four weeks, whereas 31% of students had an NCP experience of four weeks or more.

The most common host locations were China (15%), Indonesia (12%) and India (11%).

For 65%, their NCP program experience involved one field of study. For 30% it was multidisciplinary.

- The most common **broad fields** of study for Mobility students were Business, Accounting, Banking, Finance, Marketing and Management (14%), Education (8%), Language and Literature (6%) and Law and Law enforcement (6%).
- The most common **narrow fields** of study for Mobility students were International Business (4%), Eastern Asian languages, Teacher Education, General Nursing and Business Management (all 3%).

Value of activities undertaken as part of NCP

Most Mobility students listed all activities undertaken as part of NCP as extremely or very valuable. The top three (based on % extremely/very valuable) were:

- Working in small groups / teams with local people (60% indicated *extremely valuable* and 30% *very valuable*).
- Field or site visits (60% indicated *extremely valuable* and 28% *very valuable*)
- Cultural events (55% indicated *extremely valuable* and 33% *very valuable*).

Language training

- 17% of Mobility students undertook formal language training as part of their NCP experience and another 4% undertook formal language training and studied / worked primarily in the language of their host location.
- 28% indicated they did not undertake formal training, but they had improved their language skills by studying or working primarily in the language of their host location.
- Of those Mobility students who undertook formal language training:
 - 84% of these Mobility students attended their language course in their host location, 14% in

Australia and 2% online.

- o 82% attended one language course as part of their NCP experience, 10% attended two and 9% attended three.
- o The top three languages they trained in were Indonesian/Bahasa (29%), Chinese/Mandarin (27%), and Japanese (14%).
- o 55% undertook their first language course for less than four weeks, 22% for one month up to three months and 22% for three months or more.
- o 46% spent one to five hours per week on their language course, 19% spent six to 10 hours per week and 36% spent more than 10 hours per week.
- o The courses that scored 75% or above in terms of their level of usefulness (*extremely* or *very useful*) were French (97% based on a small sample of 37 respondents), Japanese (82%), Korean (81%), Tetun (78%), Indonesian / Bahasa (77%) and Nepalese (74%).

Cross-cultural training

Six in ten (61%) Mobility students undertook formal cross-cultural training as part of their NCP experience. Of those Mobility students who undertook formal language training:

- 55% of Mobility students answered their formal cross-cultural training was delivered by their home university and for 35% it was delivered by their host institution.
- 62% of cross-cultural training was conducted in Australia, 42% was conducted in a student's host location, 32% was face to face instruction and 26% online (multiple modes were used by some students).
- 60% of Mobility students undertaking cross-cultural training found the cross-cultural training *extremely useful* (24%) or *very useful* (36%).
- Mobility students undertaking cross-cultural training (provided by Asialink Business with Bennelong support) found the training helpful throughout their NCP experience:
 - o 72% indicated that it enhanced their ability to engage with people from different cultures (*strongly agree* 27%, *agree* 45%)
 - o 67% indicated that it helped me to manage the challenges during my New Colombo Plan Mobility program (*strongly agree* 22%, *agree* 45%)
 - o 69% indicated that it helped them to better understand their host location (*strongly agree* 23%, *agree* 46%).

Work-based experience

Two in five (40%) Mobility students undertook some form of internship, practicum or clinical placement as part of their NCP project. Of this sub-set of students, 91% indicated their work the experience helped them develop their professional skills and knowledge (61% to a *great extent* and 30% to a *moderate extent*) and 80% indicated that it helped them make professional connections with people or organisations in their host location (*to a great extent* 48%, *to a moderate extent* 32%).

Challenges

The top three challenges faced by NCP Mobility students during their overseas project were:

- Adapting to the local culture and customs (36%)
- Adapting to local environment/weather (29%) and
- Learning a new language (28%).

Most (89%) Mobility students who experienced the challenge of adapting to the local culture and customs were able to fully meet it, while 84% of those who encountered the challenge of adapting to a new workplace culture were able to fully meet it. A similar proportion of 81% were able to fully meet the challenge of adapting to a natural disaster. A *positive attitude* and *other students or host institution* were most frequently mentioned as helping to address challenges for most items, followed by *home university* for some challenges

Grant allocation

86% of Mobility students indicated that it was clear how much NCP funding they would receive, however, 4% were not clear about the process and 10% partially knew. For 76% of Mobility students, it was clear in advance which elements of the program would be covered by their NCP grant and which they would have to pay for themselves. This was partially clear to 14% and 7% were unclear. Two thirds (65%) of Mobility students were clear in advance about how much their financial contribution would be, if a financial contribution was required, 20% were partially clear and 9% were unclear. Note that 7% indicated this aspect of their NCP grant allocation was not applicable.

Benefits and outcomes of the NCP Mobility program

Feedback on benefits and outcomes of the Mobility NCP program was highly positive among participants.

- Nearly all Mobility students (98% in total) agreed that they had **improved knowledge** and understanding of their host location(s) (*strongly agreed 78% and agreed 20%*).
- Nearly all (98% in total) Mobility students indicated that they would **recommend** the NCP program to other students (*strongly agreed 83% and agreed 15%*).
- 97% in total agreed (*strongly agreed 69% and agreed 28%*) that their NCP experience had **enhanced their cross-cultural awareness** and skills.
- 97% of Mobility students in total *agreed* with that they had a **rewarding NCP program** (*strongly agreed 81% and agreed 16%*).
- 94% in total agreed they were more confident that they were more Asia-capable and **better able to engage with people** in the Indo-Pacific region (*strongly agreed 62% and agreed 32%*).
- 93% of Mobility students in total agreed (*strongly agreed 64% and agreed 29%*) that they were **more enthusiastic about engaging** with the Indo-Pacific region in future.
- 88% in total agreed they had a **life changing experience** (*strongly agreed 61% and agreed 27%*).

Introduction

The Department of Foreign Affairs and Trade (DFAT) commissioned Australian Survey Research (ASR) to conduct a student experience survey of recently returned New Colombo Plan (NCP) Scholarship and Mobility student participants.

This report presents the cumulative results of Scholarship and Mobility surveys from students who completed their NCP experience from 1 August 2016 to 17 October 2018. This report commences with a section describing the survey methodology, followed by sections summarising the NCP experience of Scholarship and Mobility students respectively.

Methodology

Data collection

Online deployment

ASR administered either an online Scholarship or a Mobility survey to respective students who returned to Australia within two to four weeks after completing their NCP experience. Using DFAT-provided lists of students, ASR emailed each student a survey invitation containing a unique, personalised link to their appropriate online survey.

Sample and response rates

The surveys were conducted on a monthly basis from 1 August 2016 to 24 June 2019, although during the summer months the surveys were not distributed. This report details the cumulative findings for this period. Some round comparisons are provided in appendix B.

The table below outlines the number (count) of survey invitations sent and responses received. Overall response rates were relatively high compared with similar studies of this nature: 62% for Scholars 45% for Mobility students.

No incentives were offered for the completion of the surveys. This was not deemed necessary as all survey participants had received a grant to study or undertake a project overseas.

Cohort	Invitations emails sent	Completions	Non-completions	Response rate
Scholarship	380	234	146	62%
Mobility	20,391	9,161	11,203	45%

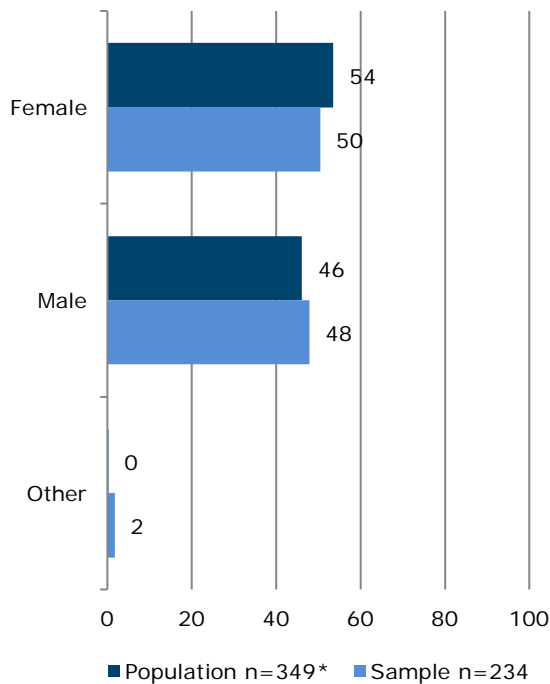
Survey sample profile

Please refer to each major section of the report (Scholars and Mobility) for detailed information on survey participant profiles.

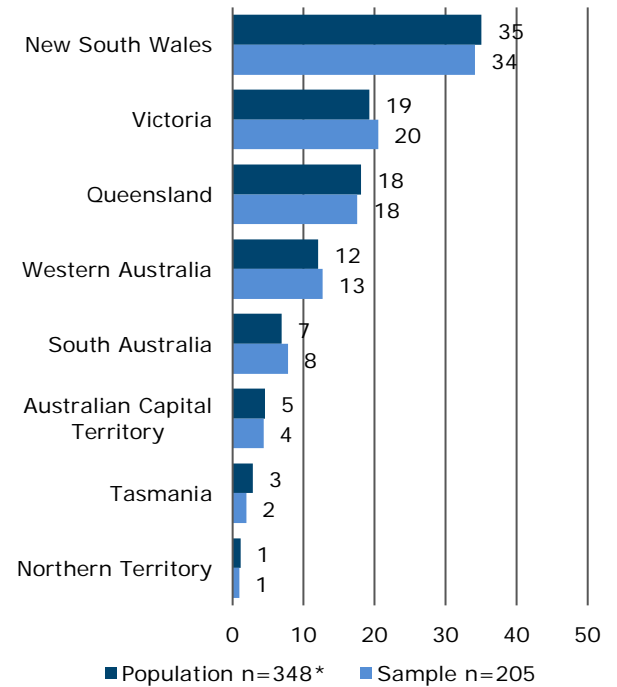
To demonstrate that the survey sample had minimal non-response bias (that the composition of the survey sample closely reflected the composition of the population being surveyed), the following population and sample comparisons have been made. The charts on the next page show that the composition of the survey samples (Scholars and Mobility surveys) compared with the population data provided by DFAT were very similar based on two key demographic variables for each population. Both types of NCP recipients could be compared using gender, but the other demographic variable differed, simply because no population data was available for that specific attribute.

Because the comparisons indicate that two samples closely reflected the key demographic characteristics of their populations—an excellent result for a survey of this nature—no weighting has been applied to the data.

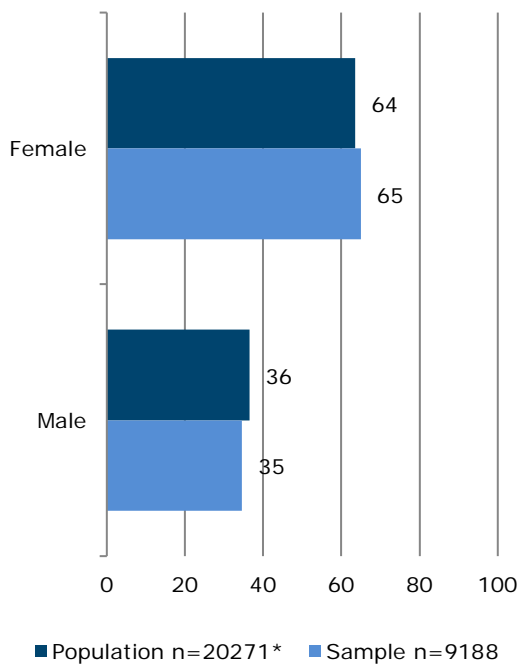
Scholarship gender comparison - population with completion survey sample (%)



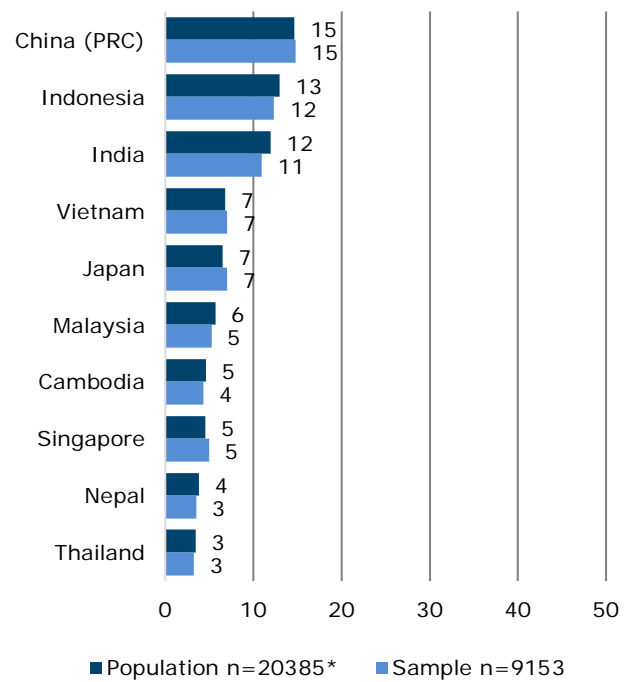
Scholarship state comparison - population with survey completion sample (%)



Mobility gender comparison - population with completion survey sample (%)



Mobility host country comparison - population with completion survey sample (%)



*adjusted base to include only DFAT records that contained data

Reading charts and tables

Within this report, data labels in the charts with values less than 2% have been removed for readability, that is, only values 2% or higher have been labelled.

Both the Mobility and the Scholarship surveys were voluntary, meaning that respondents were not forced to answer all questions. The total counts (n counts) presented in the tables and charts throughout the reports are based on valid counts, that is, missing values have been excluded and only valid answers have been included. Therefore, n counts fluctuate throughout the report depending on how many people answered a question.

Scholarship completions

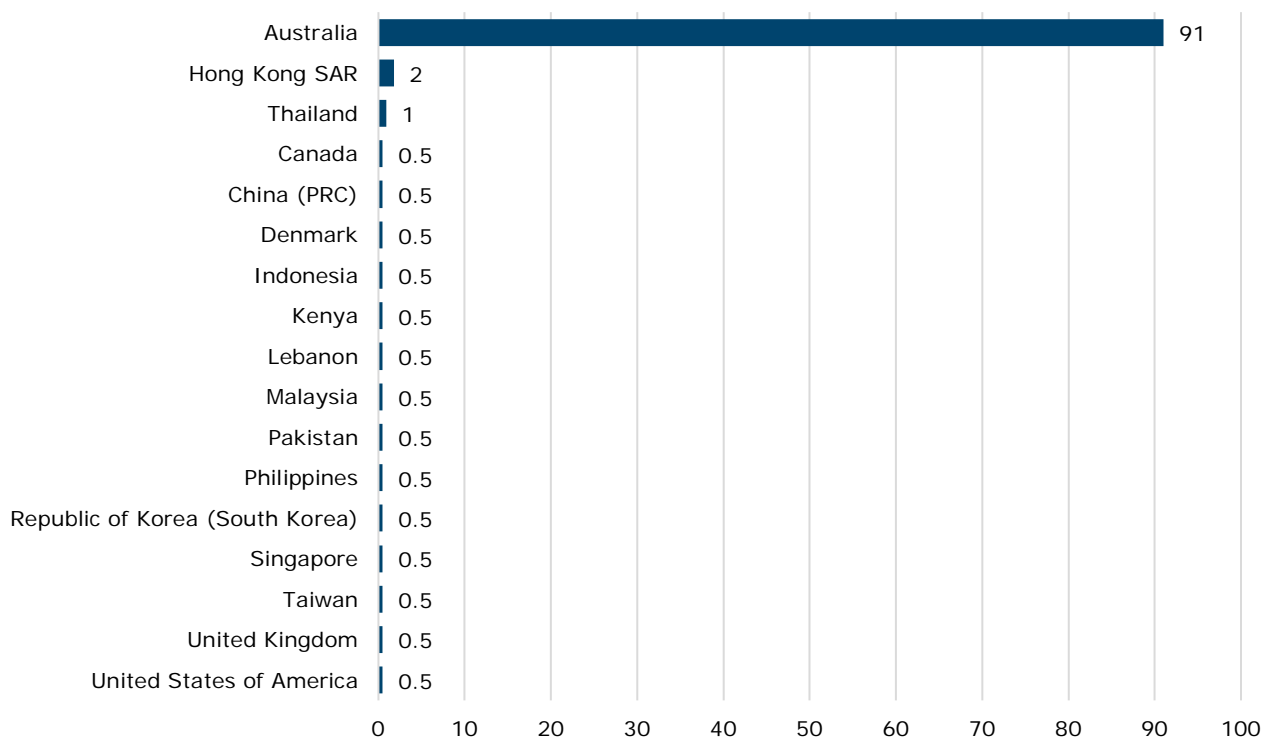
The following sections report the cumulative results of the online Scholarship completion survey from inception on 1 August 2016 to 24 June 2019. A total of 150 respondents completed the survey during this period.

Scholar profile

Nine in ten Scholars who participated in the survey were born in *Australia* (91%). Refer to the chart below.

Most common birth countries

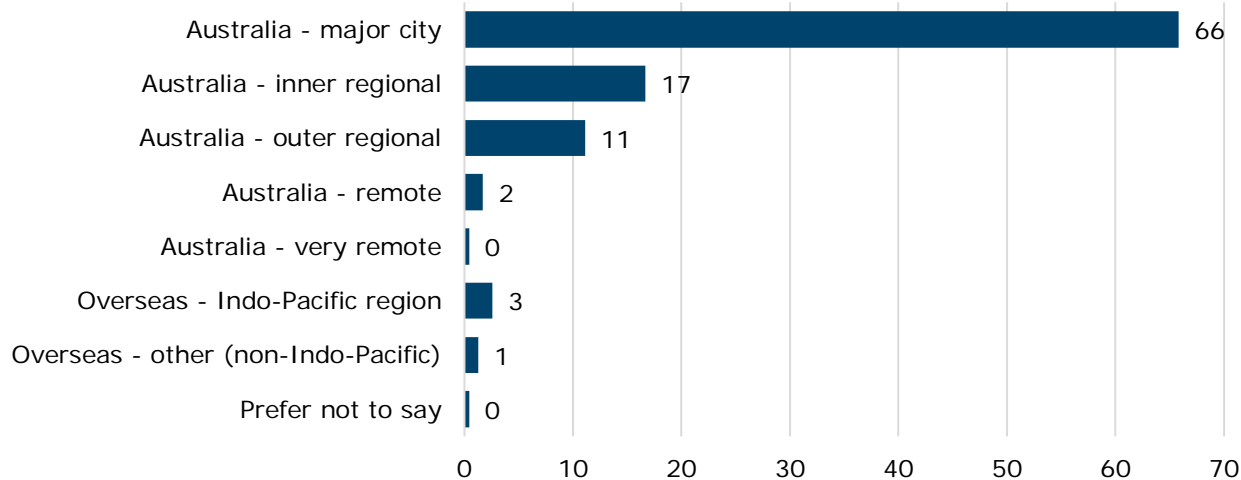
% of respondents, n=222



Most commonly Scholars grew up in a *major city* (66%) or an *inner regional area* (17%).

Where participants mainly grew up

% of respondents, n=234

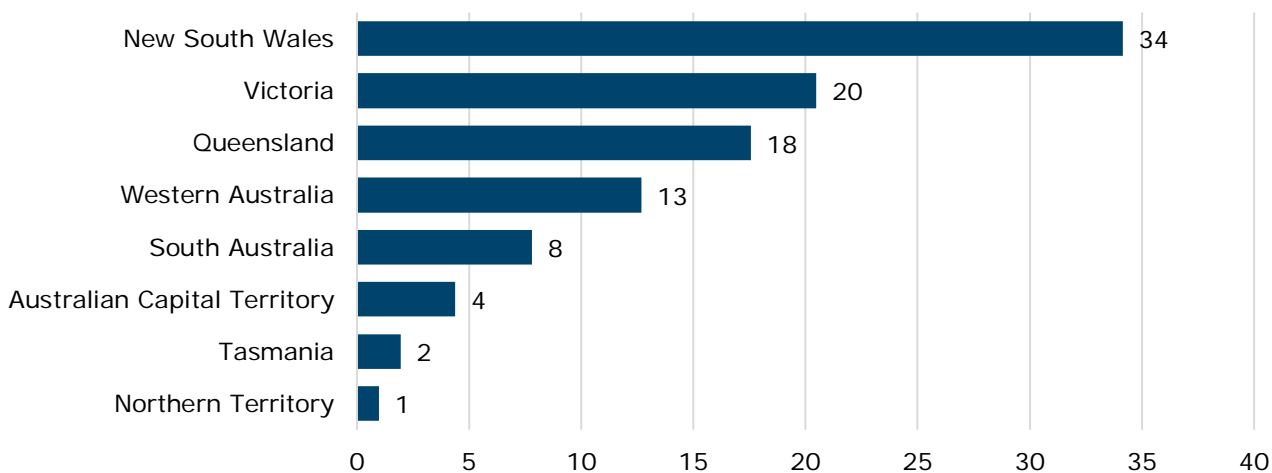


One third (34%) of Scholars currently resided in NSW, with 20% in Victoria and 18% in Queensland. Refer to the chart

below.

State of current residence

% of respondents, n=205

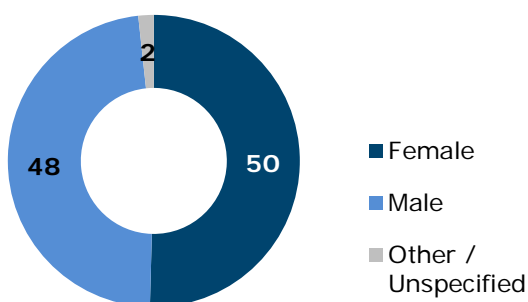


*Based on data provided by DFAT

Half (50%) of the Scholars were female. Refer to the chart below.

Gender

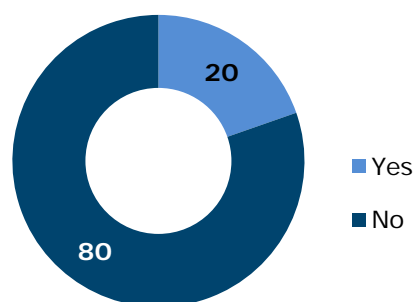
% of respondents, n=234



One in five (20%) Scholars spoke a language other than English at home. Refer to the chart below.

A language other than English is spoken at home

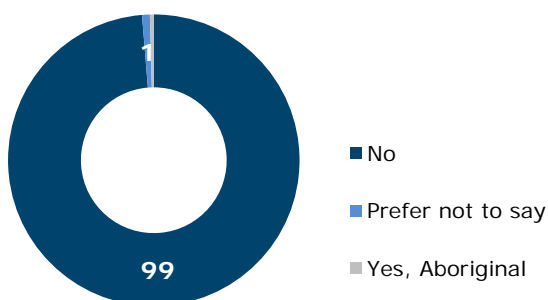
% of respondents, n=229



Only 1% of Scholars identified as Aboriginal. No Scholars identified as Torres Strait Islanders or Torres Strait Islanders and Aboriginal.

Identify as Aboriginal and/or Torres Strait Islander

% of respondents, n=232



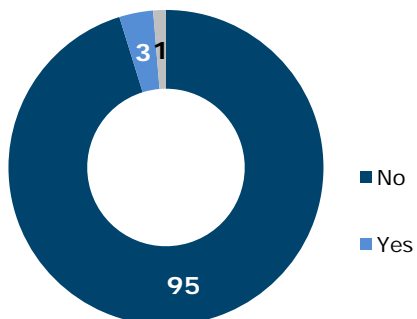
A small minority (3%) of Scholars who

Nearly all (98%) Scholars had travelled overseas before their

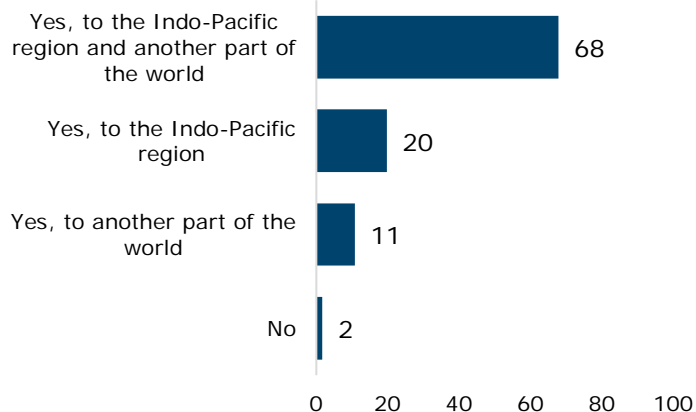
participated in the survey indicated that they had a disability.

NCP program; 68% had travelled to the Indo-Pacific region and another part of the world.

Have a disability
% of respondents, n=230



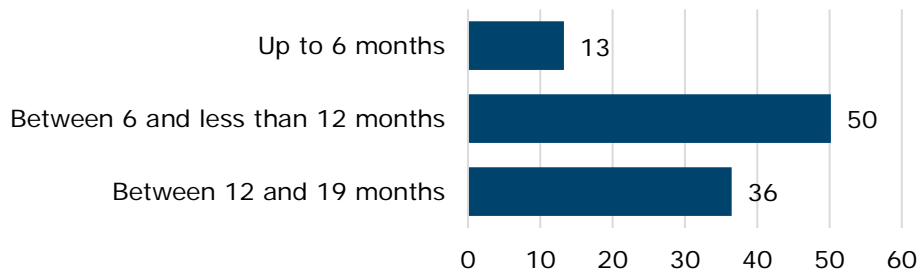
Travelled overseas prior to NCP experience
% of respondents, n=233



Program duration, host institution, and field of study

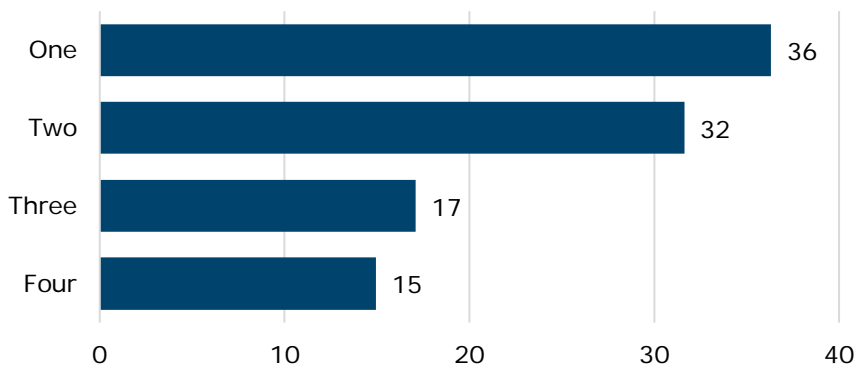
One in ten (13%) Scholars had a program duration of up to 6 months, for 50% the program duration was between 6 months to less than 12 months, and 36% between 12 and 19 months.

Duration of NCP scholarship program
% of respondents, n=233



Overall, around two thirds (64%) of Scholars had attended multiple NCP host institutions, whereas the remainder (36%) had attended only one NCP host institution.

Number of NCP host institutions attended*
% of respondents, n=234



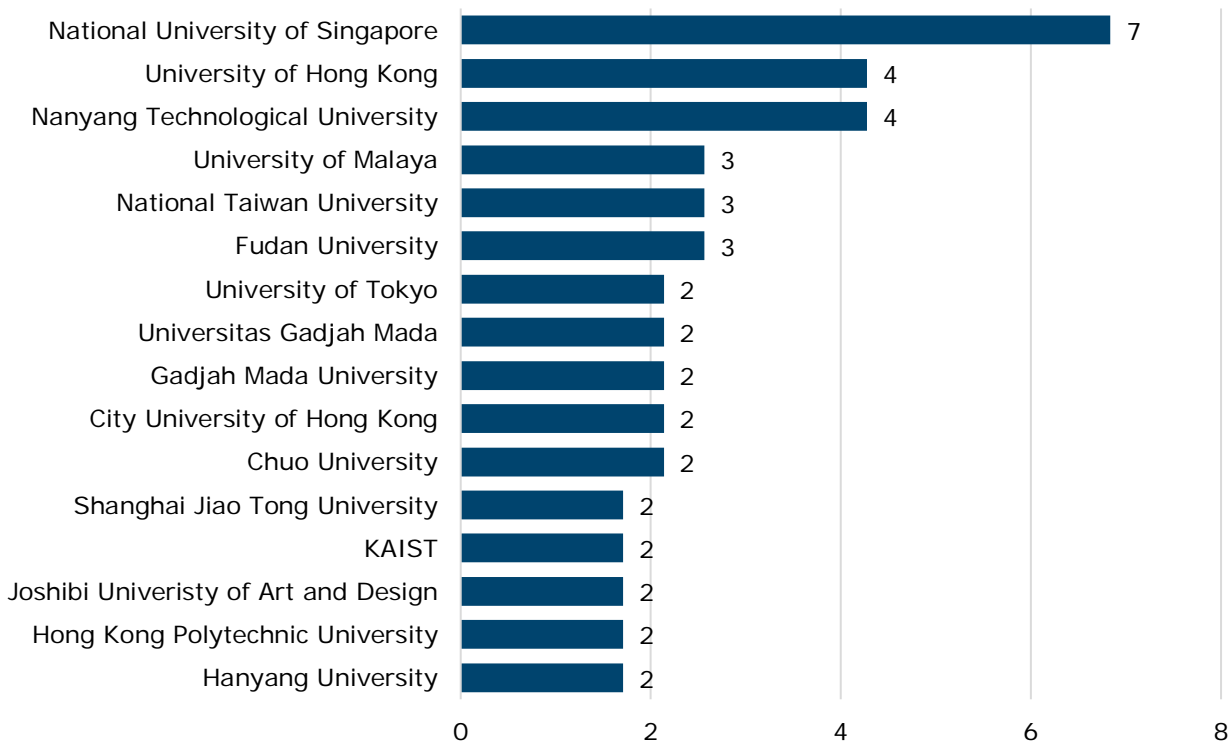
*Based on open ended responses as given by respondents. These may include internship hosts.

The chart below shows the most common NCP host institutions attended by Scholars who participated in the survey.

National University of Singapore (7%), followed by the University of Hong Kong and Nanyang Technological University (both at 4%) were the most common hosts.

Host Institution

% of respondents, n=234

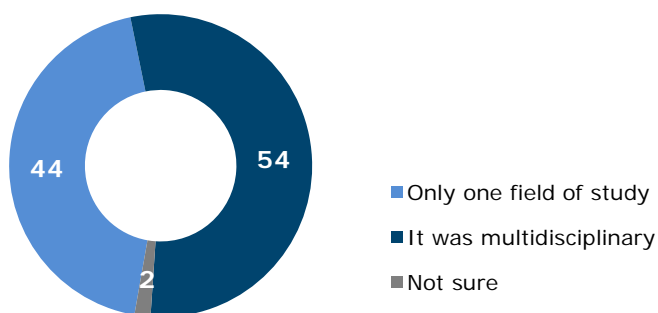


*Only NCP host institutions with ≥2% are displayed. Based on information provided by DFAT.

For 44% of Scholars, their NCP experience involved one field of study, while for 54% it was multi-disciplinary.

Type of NCP program experience

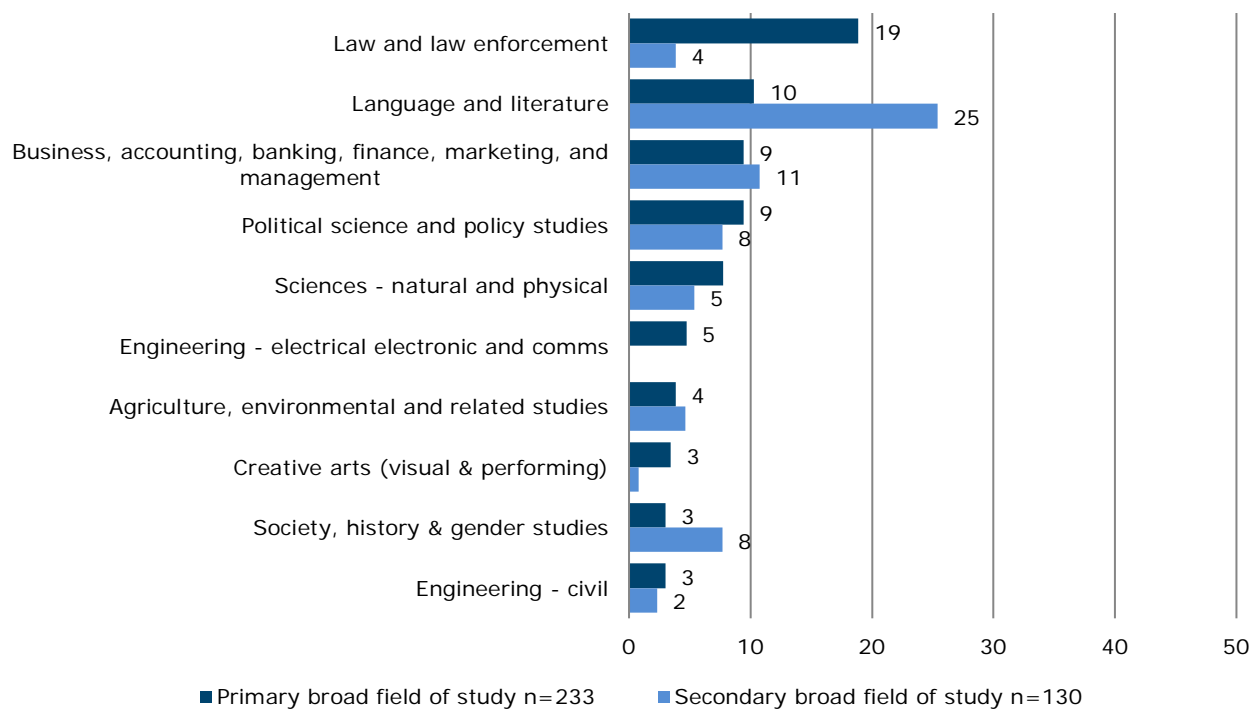
% of respondents, n=234



One in five (19%) Scholars had Law and Law Enforcement as their primary broad field of study and 4% of Scholars who had a secondary broad field of study listed this same field as their secondary field of study. Language and Literature was the primary field of study for 10% of Scholars and secondary for 25%. Business, Accounting, Banking, Finance, Marketing and Management or Political Science and Policy Studies was the primary field of study for 9%, with 11% indicating Business and related subjects as the secondary field and 8% indicating Political Science / Policy study as their secondary field. Refer to the chart below.

Primary and Secondary NCP program broad field of study

% of respondents, n counts listed in legend



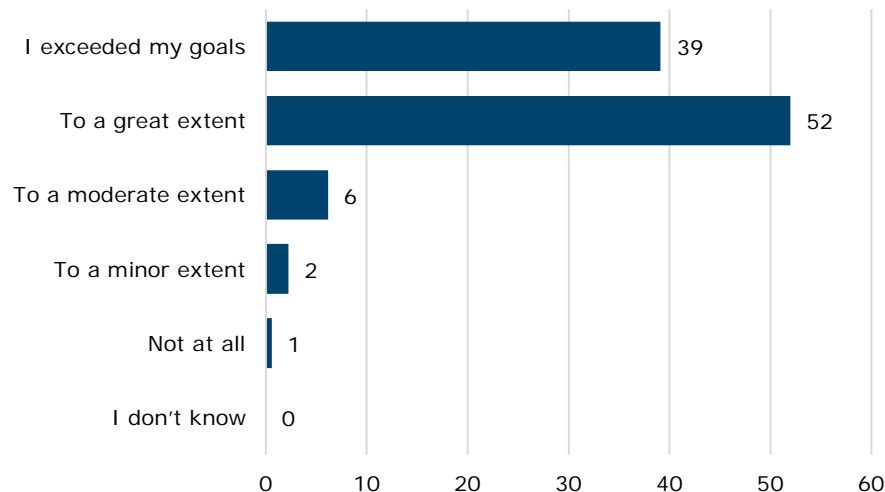
*Only displays top 10 fields of study based on primary NCP program.

Academic goals

During their NCP experience, 39% of Scholars who participated in the survey indicated that they *exceeded* their academic goals and 52% achieved their goals *to a great extent*.

Extent of achieving academic goals

% of respondents, n=179*



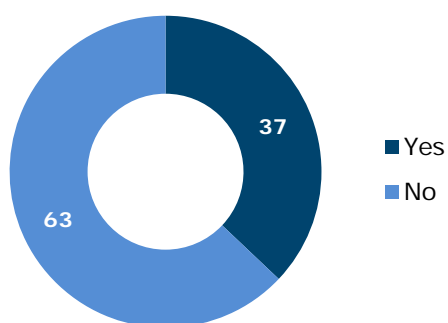
*Note that this question was only introduced in round 2 of the survey.

Language training

Around two in five (37%) Scholars studied or worked primarily or entirely in the language of their host location.

Studied or worked primarily or entirely in the language of host location

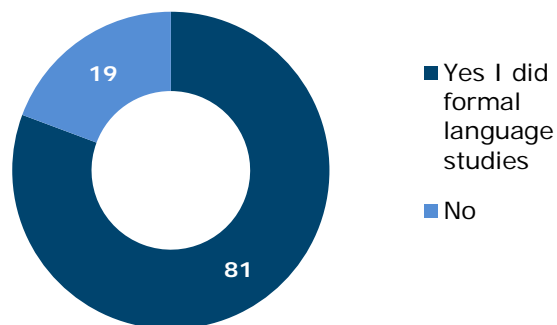
% of respondents, n=232



The majority (81%) of Scholars undertook formal language training and all (100%) attended in their host location.

Undertook formal language training as part of scholarship program

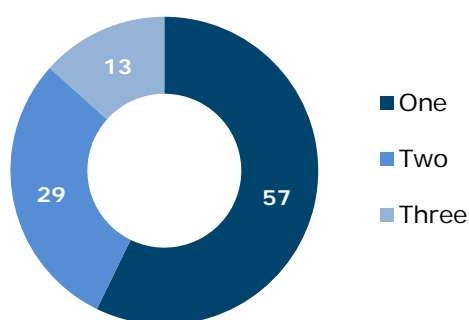
% of respondents, n=233



Of those Scholars who undertook formal language training as part of the Scholarship program, 57% attended one language course as part of their Scholarship program, while 29% attended two courses and 13% attended three.

Number of different language courses attended as part of Scholarship program

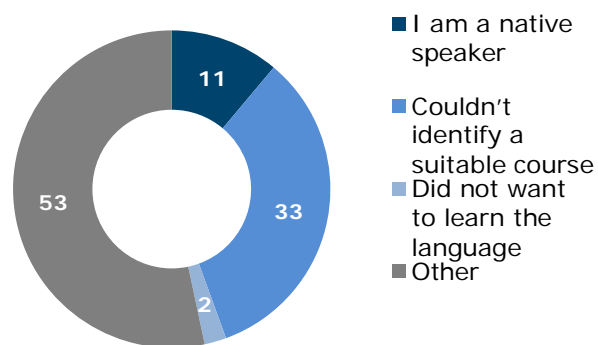
% of respondents, n=187



Those who did NOT undertake a language course (n=45) were asked why. Of the options offered, most commonly survey participants indicated that they could not identify a suitable course (33%). Other responses were quite individual and included reasons like time constraints, issues with scheduling and existing proficiency in the language required.

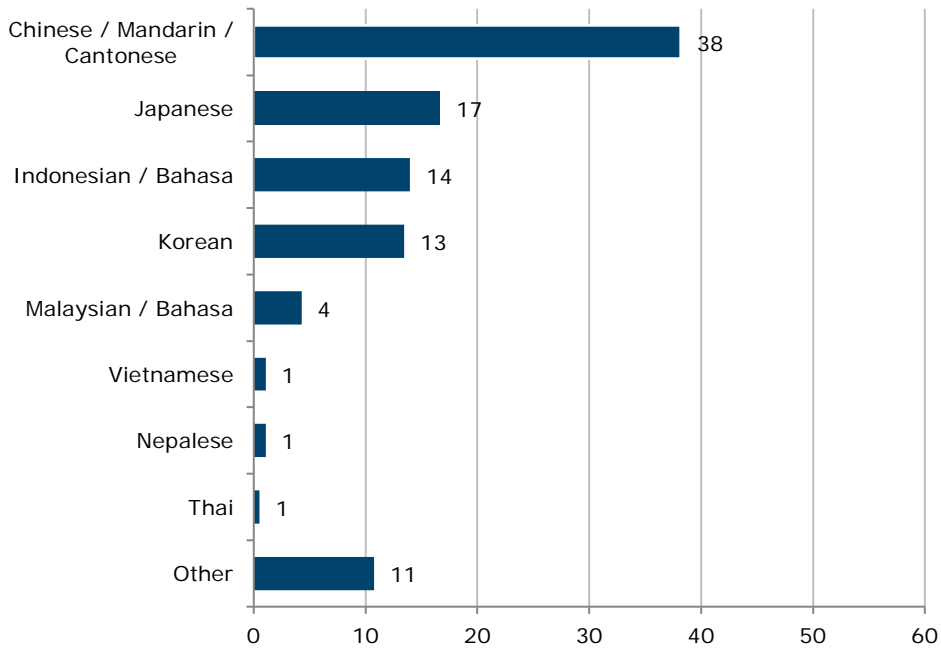
Reasons for not undertaking language course

% of respondents, n=45



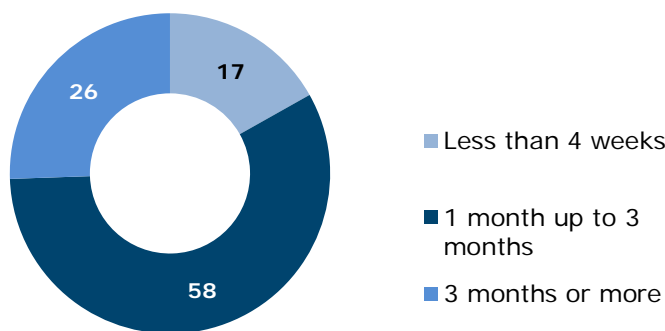
The most common languages that Scholars studied were Chinese / Mandarin / Cantonese (38%), Japanese (17%) and Indonesian / Bahasa (14%).

Most common language/s trained in as part of NCP experience
% of respondents, n=186



Of those Scholars who undertook formal language training, 26% undertook a language course for 3 months or more while 58% participated in training that was from 1 month and up to 3 months.

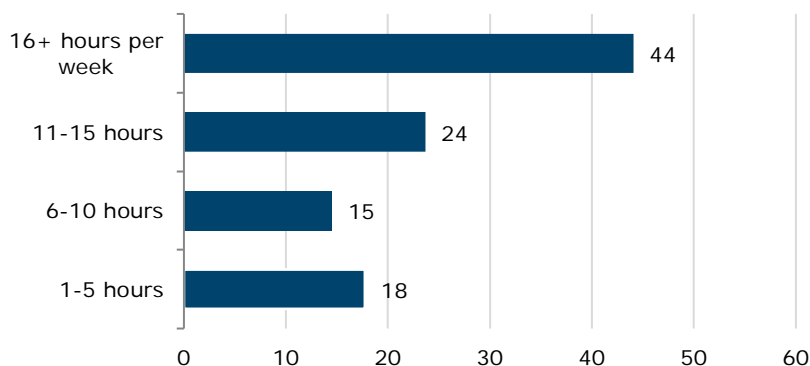
Course duration - Language course 1
% of respondents, n=184



Of those Scholars who undertook formal language training, 44% spent 16+ hours per week on their language course and 33% spent 1 to 10 hours.

Number of hours per week - Language course 1

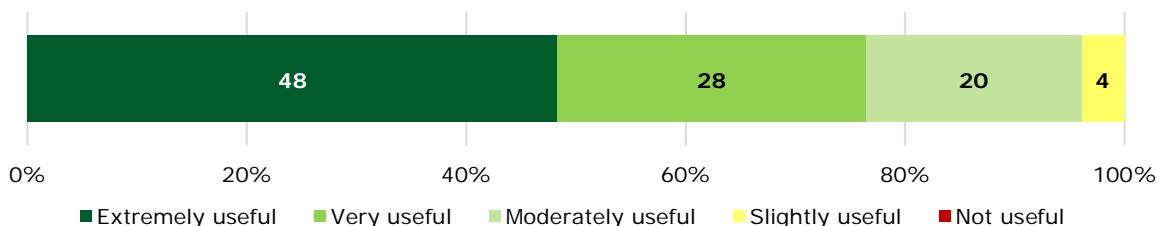
% of respondents, n=186



Of those Scholars who undertook formal language training, 48% found the language training *extremely useful*, 28% *very useful* and 20% *moderately useful*. Refer to the chart below.

Usefulness of language training

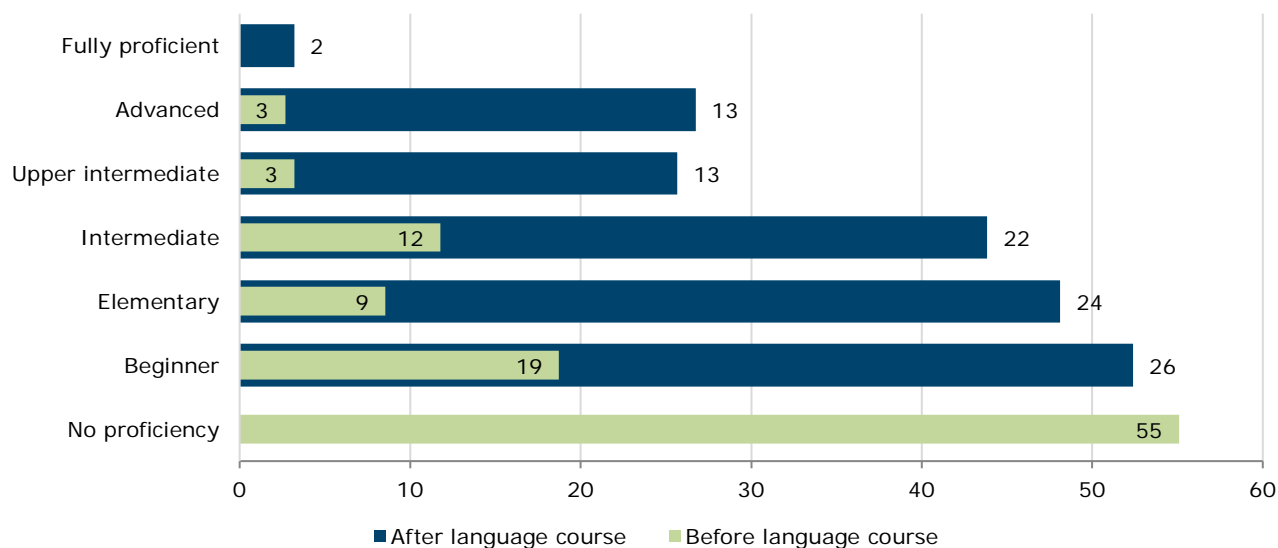
% of respondents, n=178



Just over half (55%) of the Scholars that undertook a language course indicated that they had *no proficiency* in the language before taking their course. This level reduced to zero after the taking the language course, meaning that all Scholars reported proficiency gain after their language training. Nearly all levels of proficiency had increased after language training because those who reported lower levels before their course migrated to higher levels of proficiency afterwards. Refer to the chart below.

Extent of achieving academic goals

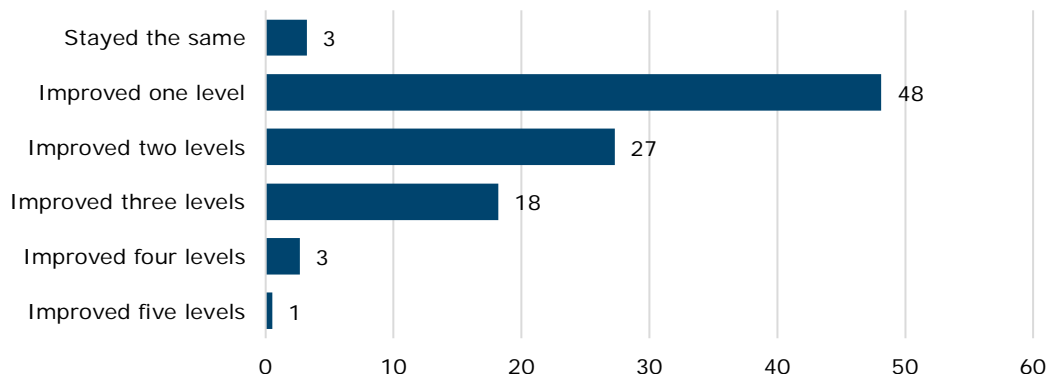
% of respondents, n=187



The following chart shows that 48% of Scholars had improved their language proficiency by one level, 27% improved by two levels and 18% improved by three levels. For example, increasing one level of proficiency may be from *no proficiency* to *beginner* or from *beginner* to *elementary*.

Level of improvement in proficiency after language course

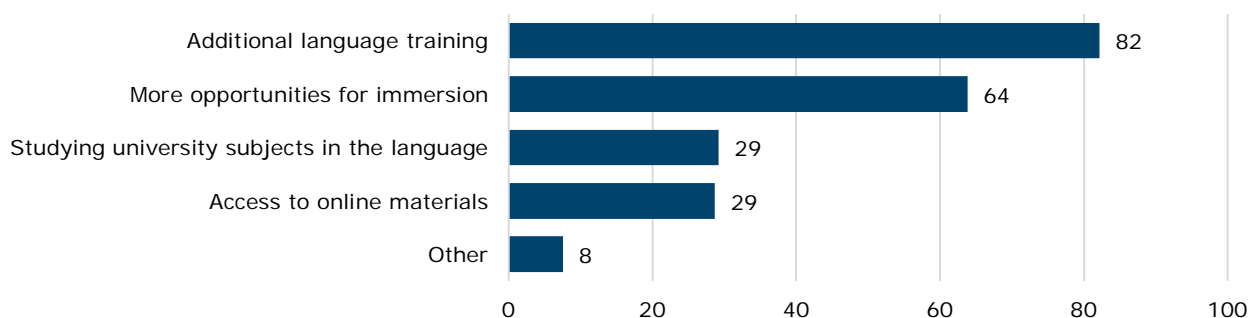
% of respondents, n=187



Of Scholars who undertook language training, 82% indicated that *additional language training* would have helped improve their language skills, while 64% indicated that they would have liked more opportunities for immersion to help them improve their language skills. Refer to the chart below.

Other activities that would have helped improve language skills

Multiple answers allowed so total >%; % based on n=185

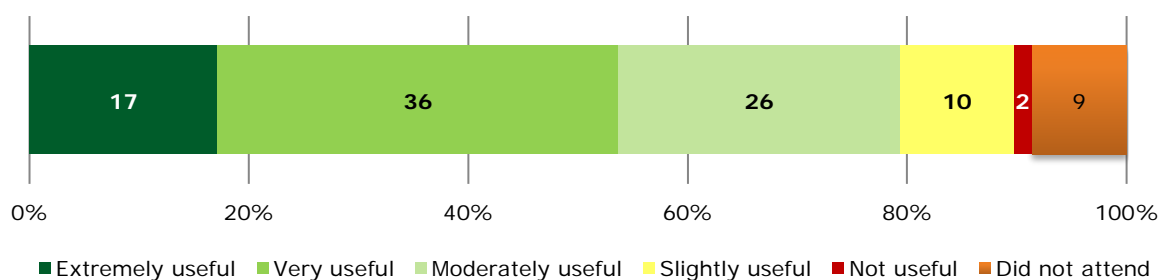


Pre-departure training and cross-cultural training

Most (91%) Scholars attended DFAT's New Colombo Plan Pre-Departure training. Of those participating in the Pre-Departure training, just over half (53% in total) found the training either *extremely useful* (17%) or *very useful* (36%), while a further 26% indicated that it was *moderately useful*. Refer to the chart below.

Usefulness the New Colombo Plan pre-departure training provided by DFAT in Canberra

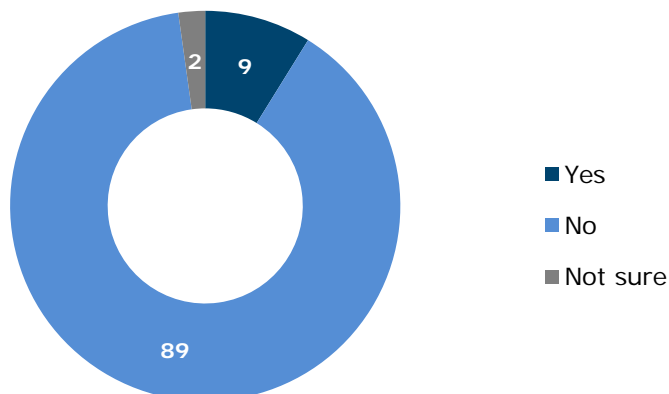
% of respondents, n=233



While 9% of Scholars (n=16) completed additional cross-cultural training aside from DFAT-provided pre-departure training, 89% did not complete any other pre-departure training.

Completed any formal cross-cultural training aside from DFAT pre-departure training in Canberra

% of respondents, n=181



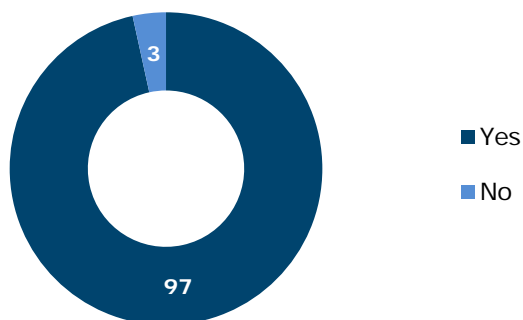
Scholars who attended additional cross-cultural training who were asked to provide details about their additional training, including provider name, total hours of training and the subject matter. Since there were only 16 Scholars and results were varied, these have not been included in charts. Most of these students had completed training at an Australian university, and the training focussed mainly on cross-cultural communication, cultural differences and preparing for exchange. The total hours of training varied from a very short (1 hour) to 100 hours.

Work-based experience

Overall 97% of Scholars undertook some form of internship, practicum, mentorship, clinical placement or other work-based experience during their program. Only seven Scholars (3% in total) chose not to undertake a work-based experience during their NCP Scholarship, with varying reasons, including, but not limited to, not being able to identify a suitable opportunity, local laws preventing the activity, or cancellation of the activity.

Undertook any internships, practicums, mentorships, clinical placements, or other work-based experiences during NCP Scholarship

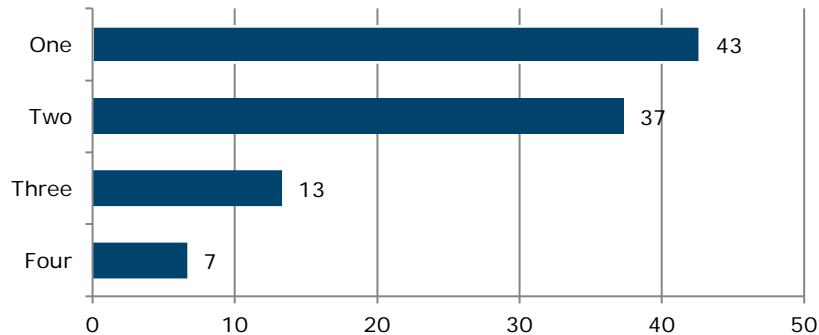
% of respondents, n=233



Just over two in five (43%) of Scholars had only one work-based experience, while 57% in total had more than one.

Number of work-based experiences

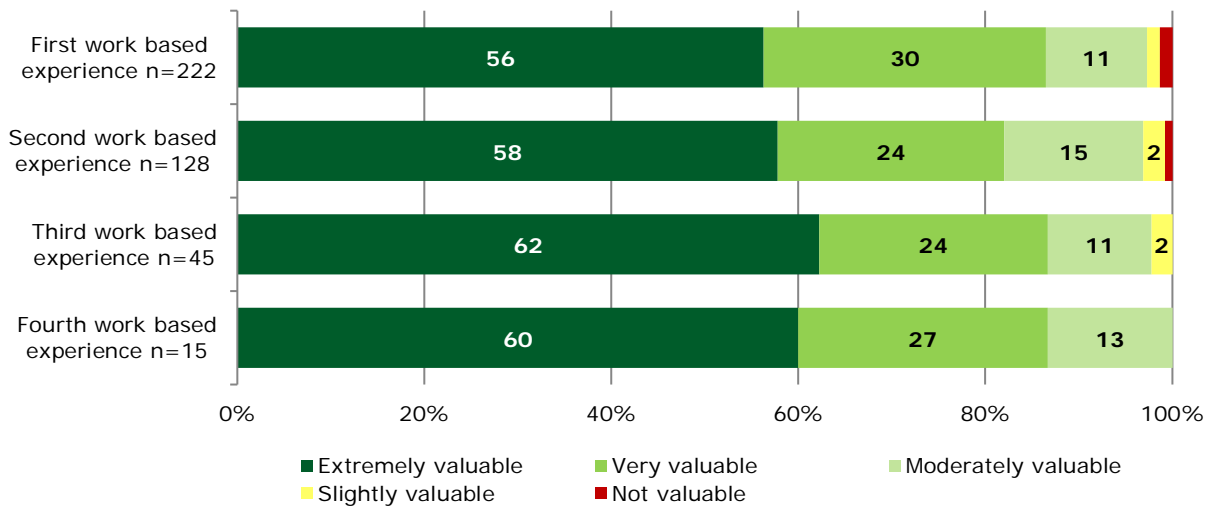
% of respondents, n=225



Close to nine in ten (86% in total) of those who had completed their first work-based experience found that experience either *extremely valuable* (56%) or *very valuable* (30%). A similar proportion of Scholars (82% in total) found the second experience either *extremely valuable* (58%) or *very valuable* (24%). Refer to the chart below.

Value of work-based experience

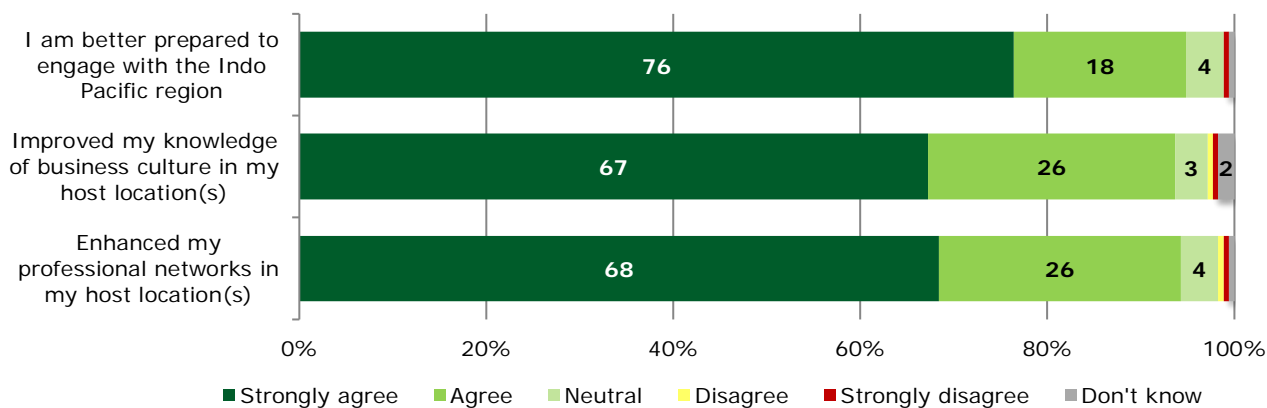
% of respondents



Around three quarters (76%) of Scholars *strongly agreed* they were better prepared to engage with the Indo-Pacific region as a result of their work-based experience. A further 67% *strongly agreed* that their work-based experience improved their knowledge of the business culture in their host location and 68% of Scholars *strongly agreed* that their work-based experience enhanced their professional networks in their host location. Refer to the chart below.

Value of work-based experience

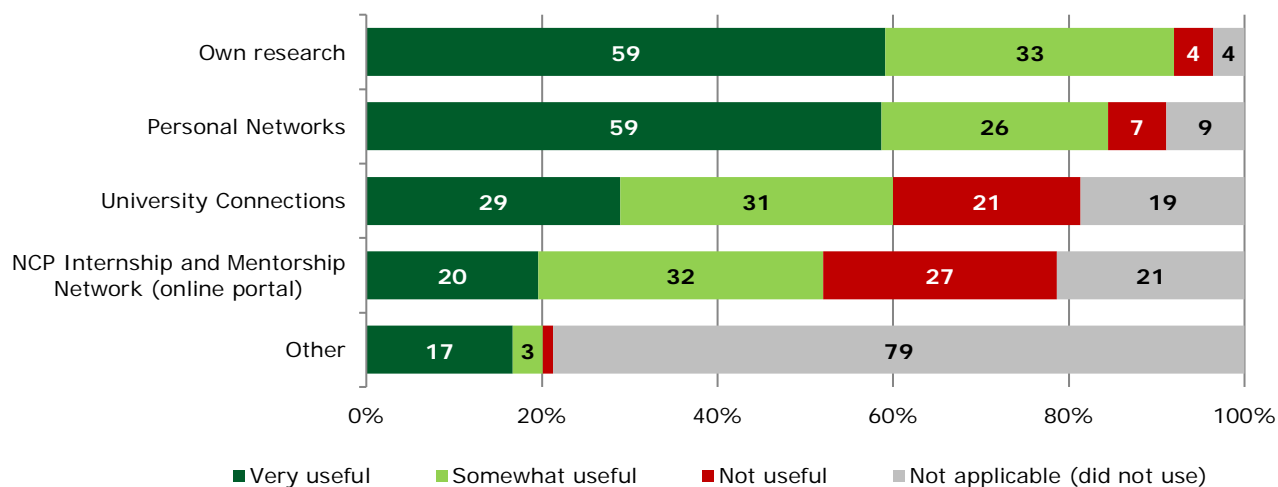
% of respondents, n=174



Nine in ten (92%) Scholars in total found their own research either *very useful* (59%) or *somewhat useful* (33%) when looking for work-based experience opportunities. A total of 85% found personal networks either *very useful* (59%) or *somewhat useful* (26%). Refer to the chart below.

Usefulness of resources when looking for work-based experience

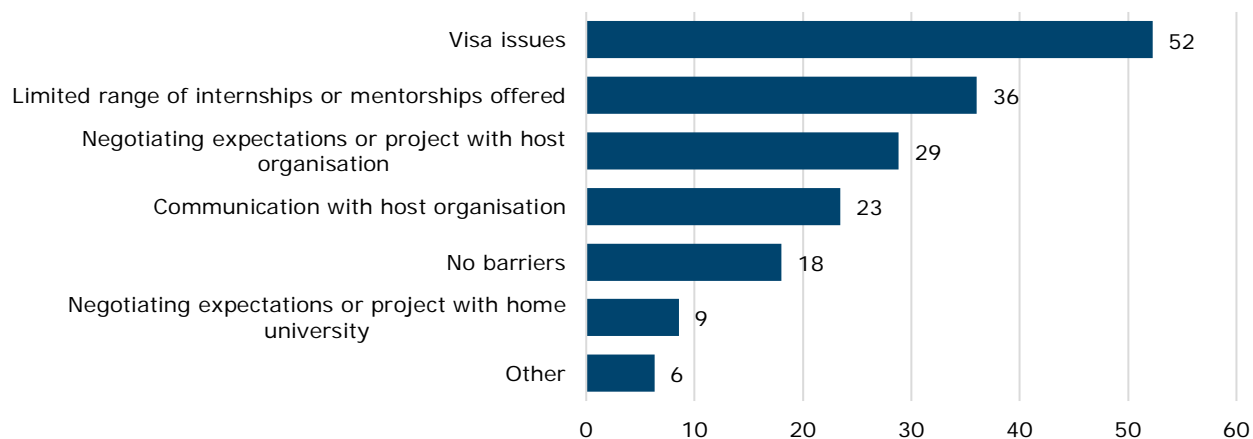
% of respondents, n=225



The main barriers when arranging a work-based experience were related to visa issues (52%), the limited range of internships or mentorships offered (36%) and negotiating expectations or a project with the host organisation (29%). Note that 18% experienced no barriers. Refer to the chart below.

Barriers encountered when arranging work-based experience

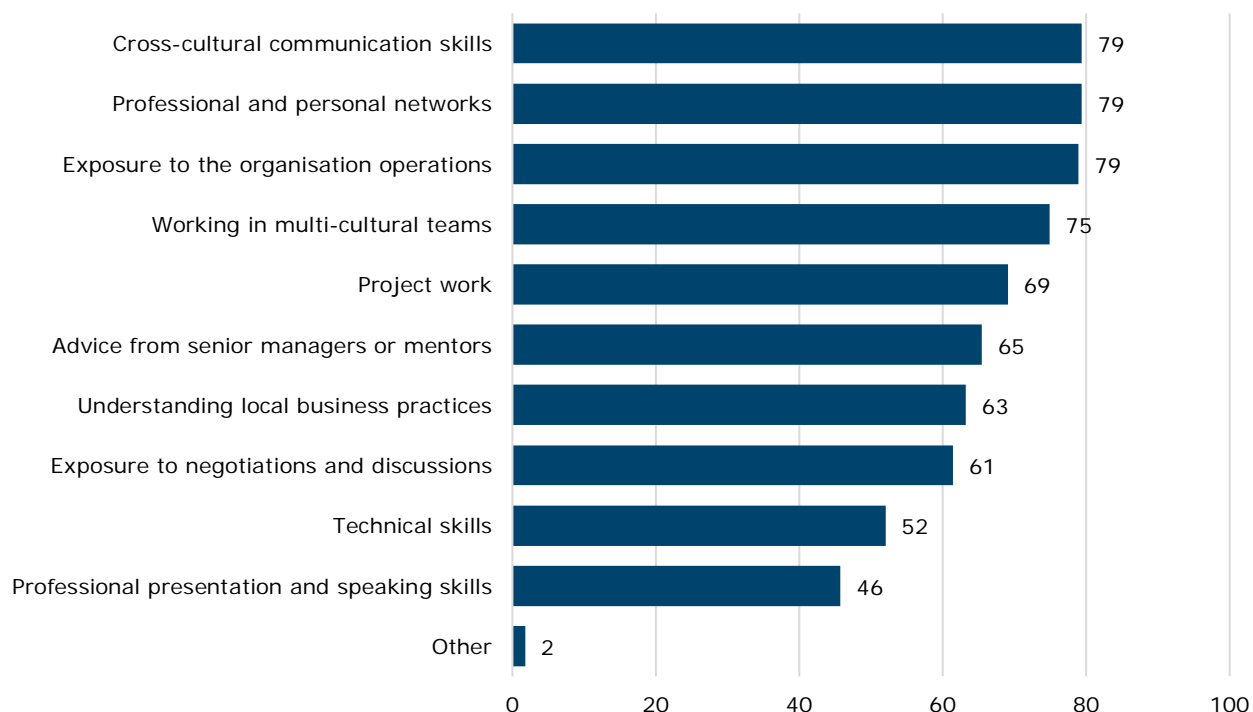
Multiple responses allowed so total > 100%; % based on n=222



Four in five (79%) Scholars found cross-cultural communication, professional and personal networks or exposure to an organisation's operation and skills the most useful elements of work-based experience. Multiple answers were allowed for this question. Refer to the chart below.

Most useful elements of work-based experience

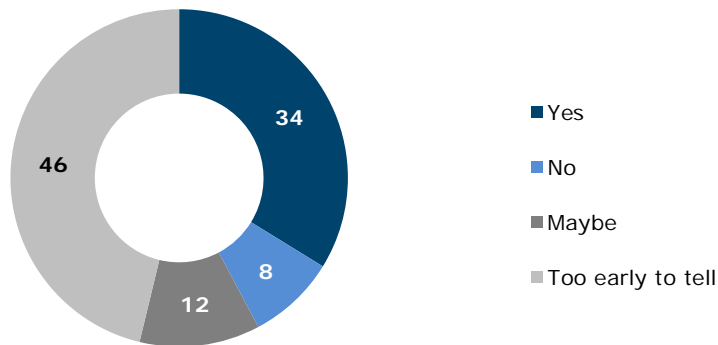
Multiple responses allowed so total > 100%; based on n=223



One third (34%) of Scholars who undertook some form of work-based experience indicated that the experience generated professional opportunities, whereas 12% indicated that maybe this occurred.

Professional opportunities arisen from work-based experience

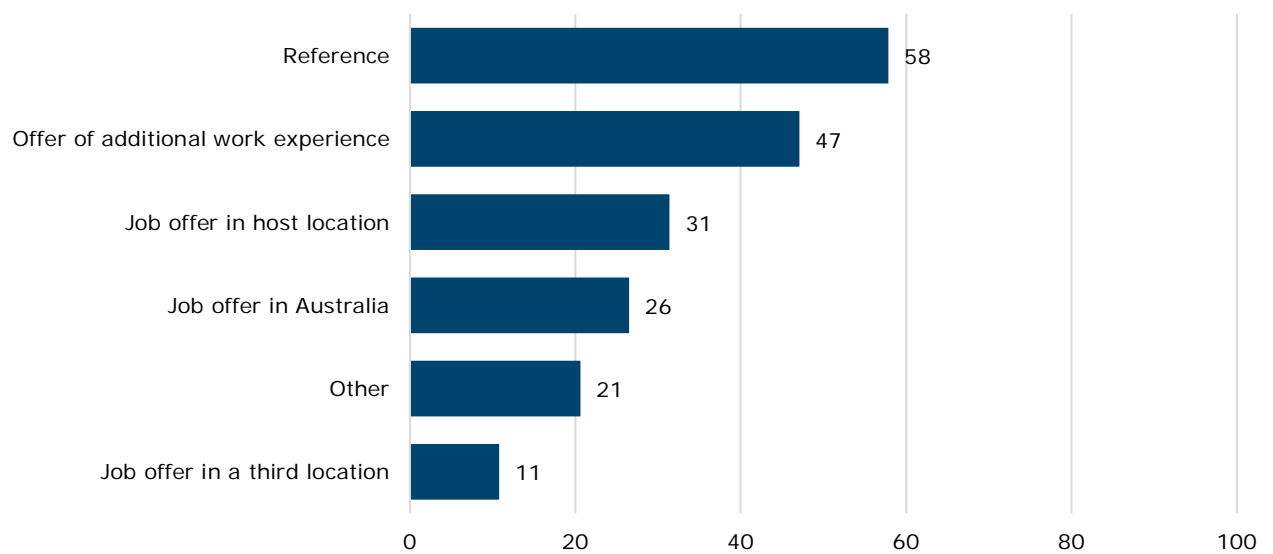
% of respondents, n=225



When analysed further, 58% of the professional opportunities were offers to provide a reference, while 47% were offers of additional work experience.

Details of professional opportunities resulting from NCP experience

Multiple answers allowed so total > %; based on n=102



Challenges

Visa issues (43%) and understanding processes of host universities or organisations (39%) were the main challenges for Scholars, followed by arranging work-based experience (27%). Refer to the chart below.

Main challenges experienced during NCP experience

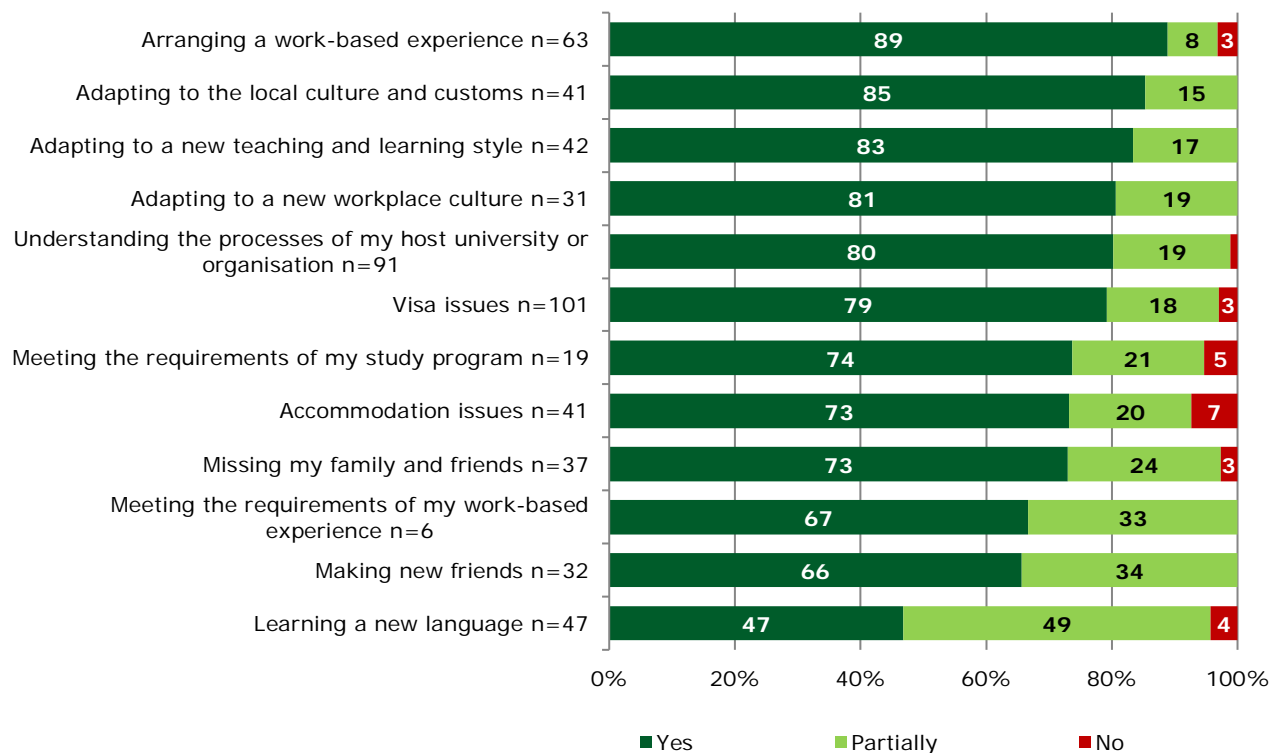
Multiple answers allowed so total >%; based on n=233



Most Scholars were able to meet the challenges they faced such as *visa issues* (79%), *understanding the processes of their host universities or organisations* (80%) and *arranging a work-based experience* (89%). Refer to the chart below.

Meeting challenges experienced during the NCP program

Multiple responses allowed; % based on n in row description



Addressing challenges

A positive attitude and own research were most frequently mentioned as helping to address the challenges for most issues, followed by local people and other students. Host and home institutions helped in relation to study and work requirements. Refer to the table below. Note that rows total 100%.

Challenge <i>% based on row n count</i>	What / who helped address the challenge (%)									
	Case manager	Home university	Host institution	Other students	Friends & family	NCP Secretariat	Own research	Positive attitude	Local people	Other
Adapting to the local culture and customs n=41	0	0	2	20	2	0	7	39	29	0
Understanding the processes of my host university or organisation n=91	2	7	14	32	3	1	8	20	12	1
Making new friends n=32	0	0	6	19	3	0	0	53	19	0
Meeting the requirements of my study program n=19	5	37	16	0	0	0	21	16	0	5
Meeting the requirements of my work-based experience n=6	0	0	33	0	33	0	33	0	0	0
Adapting to a new teaching and learning style n=42	0	2	2	31	0	0	7	45	5	7
Missing my family and friends n=37	0	0	0	5	32	0	0	49	8	5
Arranging a work-based experience n=63	3	3	3	5	6	5	49	10	2	14
Adapting to a new workplace culture n=31	0	0	10	0	6	0	0	48	32	3
Learning a new language n=47	0	2	11	4	2	0	11	23	34	13
Accommodation issues n=41	10	0	0	12	7	0	41	15	12	2
Visa issues n=101							42	12	6	11

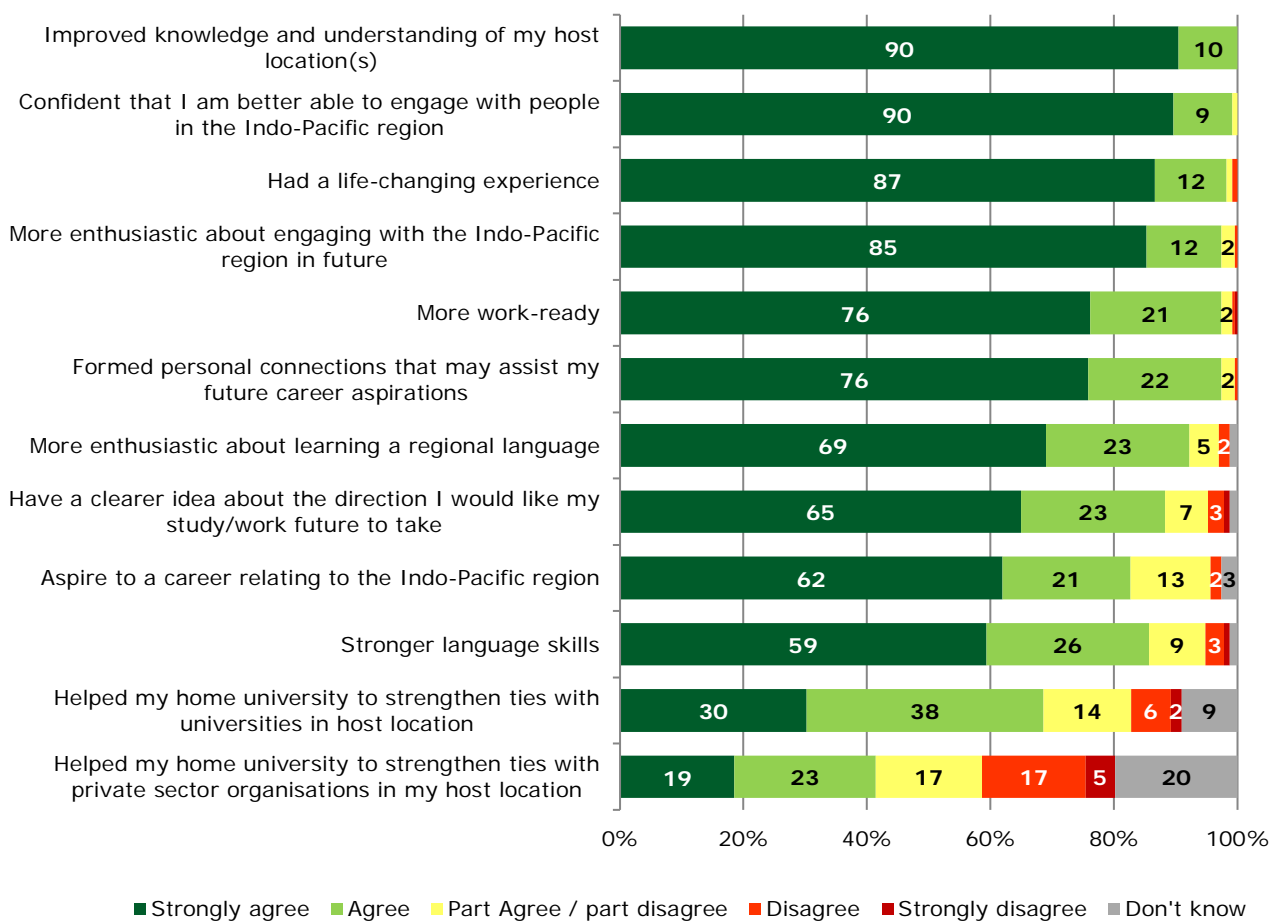
NCP program benefits and outcomes

Overall, the NCP experience was positive for nearly all NCP Scholars. Nearly all (99% in total) of Scholars agreed (*strongly agreed* 87% or *agreed* 12%) that the NCP experience was a life changing experience.

All Scholars (100% in total) had improved knowledge and understanding of their host location(s) (*strongly agreed* 90% or *agreed* 10%). Similarly, almost all Scholars (99% in total) agreed that they were more confident about engaging with people in the Indo-Pacific region (*strongly agreed* 90%, *agreed* 9%). Refer to the chart below.

Benefits and outcomes of the NCP experience

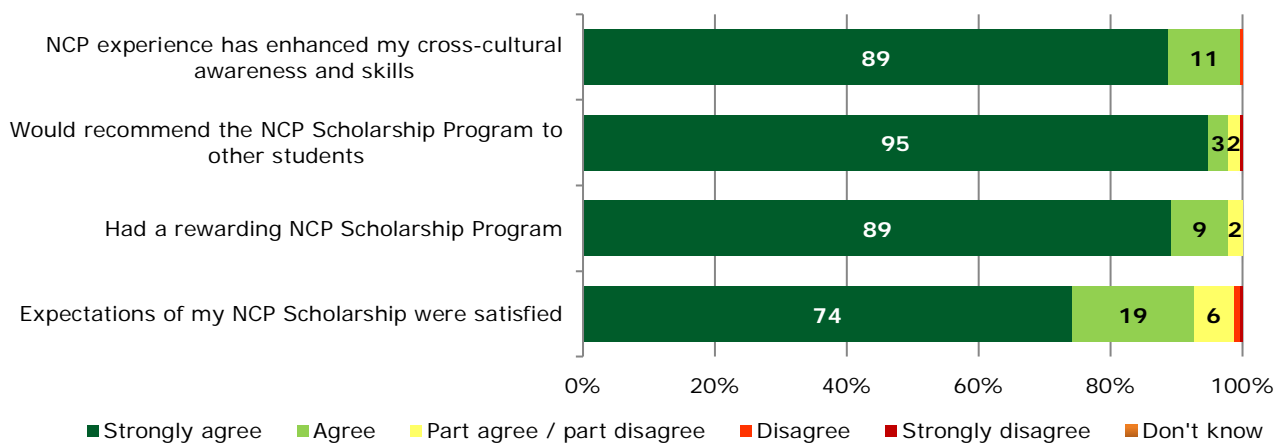
% of respondents, n=232



All Scholars (100% in total) agreed (*strongly agreed* 89% or *agreed* 11%) that their NCP experience enhanced their cross-cultural awareness and skills. Most (98% in total) NCP Scholars agreed (*strongly agreed* 95% or *agreed* 3%) that they would recommend the NCP Scholarship program to other students. A further 98% of Scholars in total agreed (*strongly agreed* 89% or *agreed* 9%) that they had a rewarding NCP Scholarship Program. Refer to the chart below.

More benefits and outcomes of the NCP experience

% of respondents, n=232

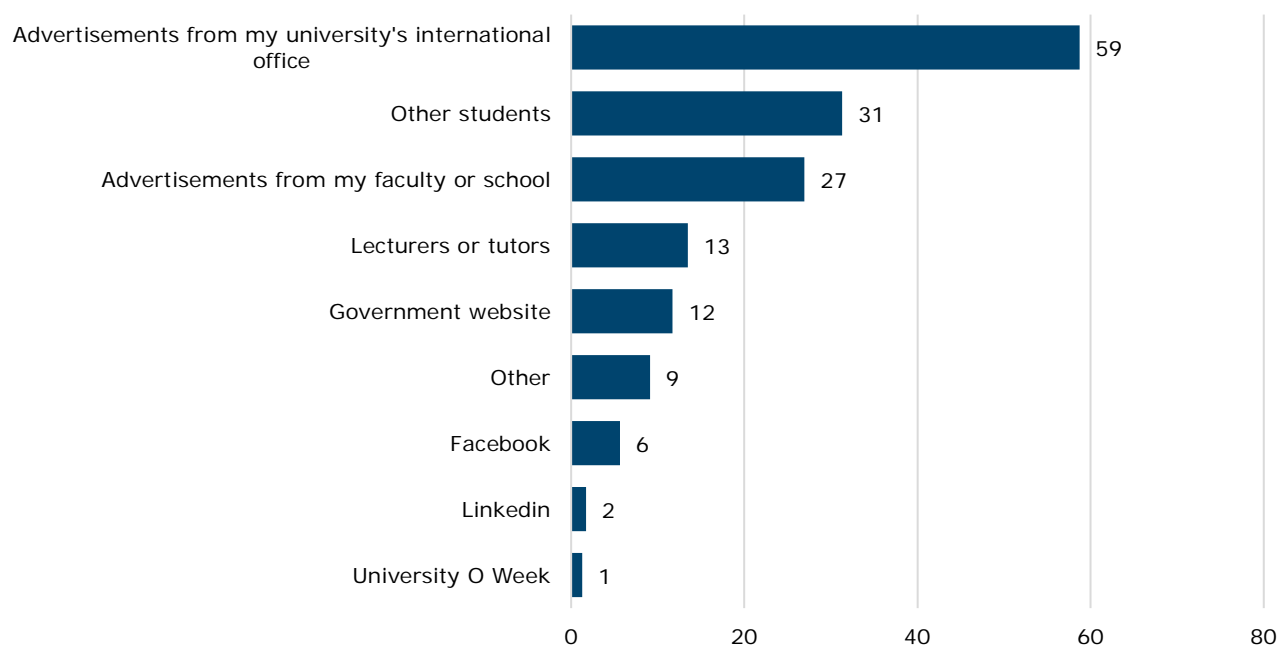


Awareness of NCP

Most commonly, 59% of NCP Scholars found out about the NCP program through advertisements from their university's international office. In addition, other students (31%), advertisements from their faculty or school (27%), lecturers and tutors (13%) and a government website (12%) were also common ways of learning about the program. Refer to the chart below.

Finding out about the NCP

Multiple responses allowed so total >%; based on n=230

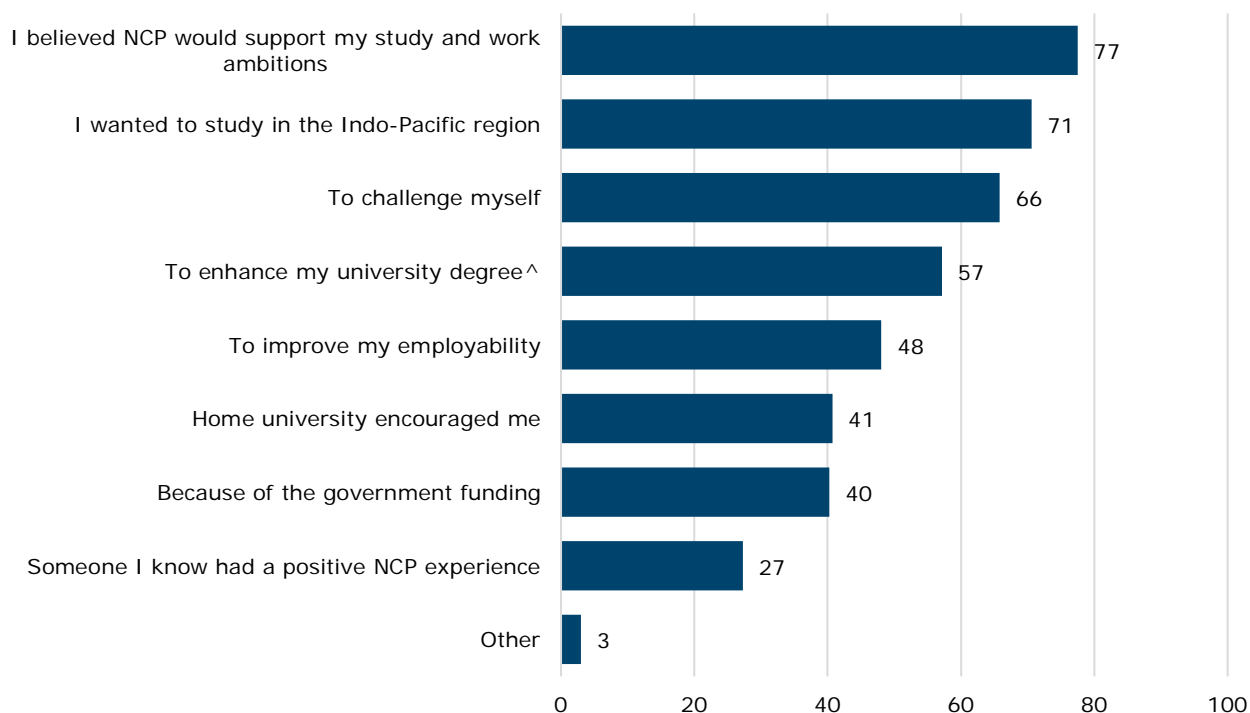


NCP participation

Around three quarters of Scholars (77%) participated in the program because they believed the NCP would support their study and work ambitions. A further 71% wanted to study in the Indo-Pacific region and 66% sought to challenge themselves. Just under six in ten (57%) indicated that the NCP would enhance their degree. Refer to the chart below.

Reason for participating in an NCP program

Multiple responses allowed so total >%; based on n=231

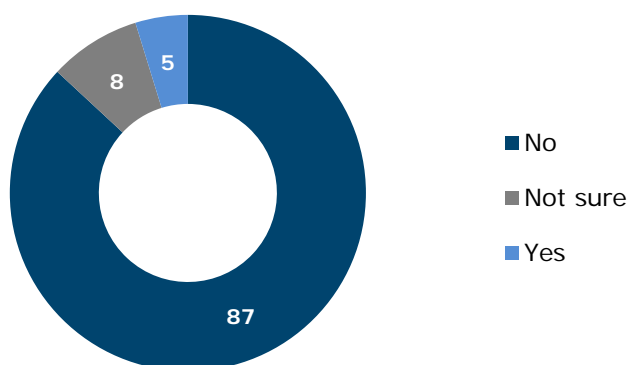


[^]Introduced in round 5, so based on that round, n=84

Nearly all Scholars (87%) indicated that they would have only had an NCP-like experience with funding or support. Only 5% indicated that funding /support was not an issue.

Ability to have had NCP experience without funding / support

% of respondents, n=84



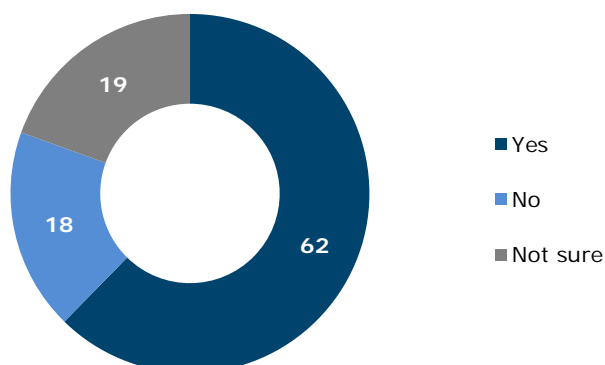
Question introduced in round 5, so based on that round, n=84

Promoting NCP

Around six in ten (62%) Scholars had been involved in promoting the NCP program, 18% hadn't and 19% were not sure.

Involved in promoting NCP program

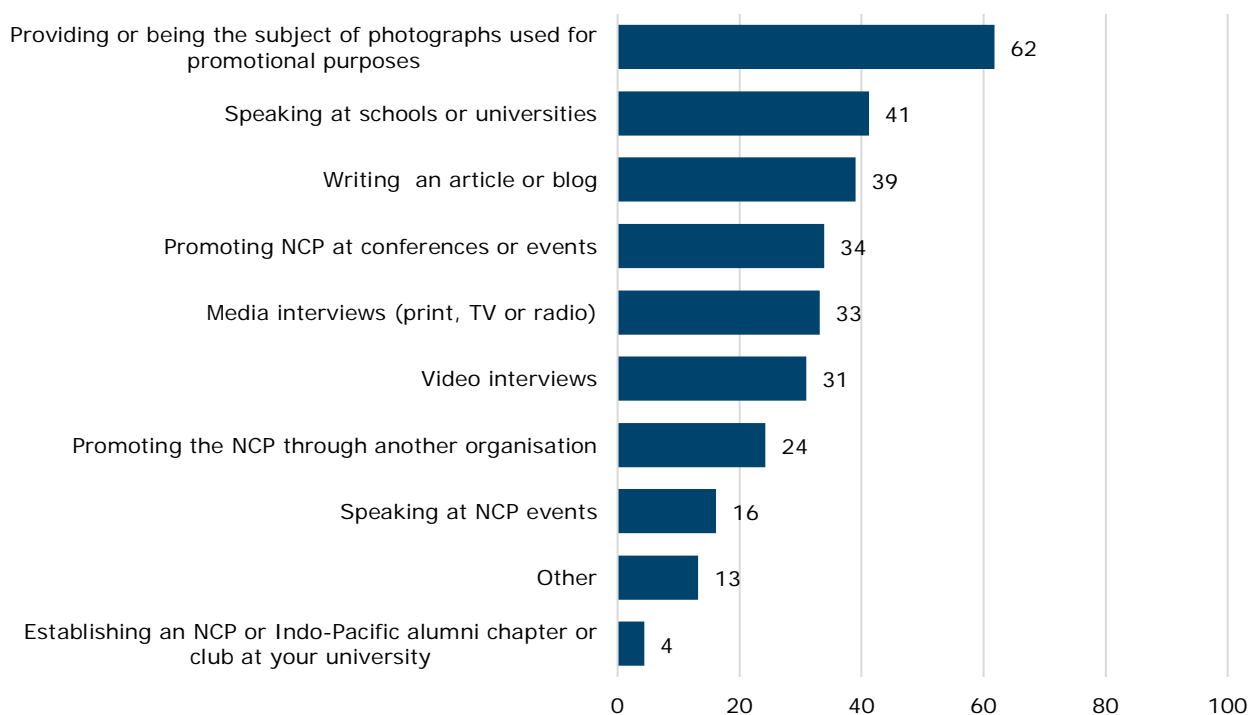
% of respondents, n=231



When asked which promotional activities they had participated in, 62% of Scholars answered they had provided photos or were the subject of photos that were used for promotion, 41% spoke at schools or universities and 39% wrote an article or blog.

Promotional activities participated in to promote the NCP program

Multiple answers allowed so total >100%; % based on n=136

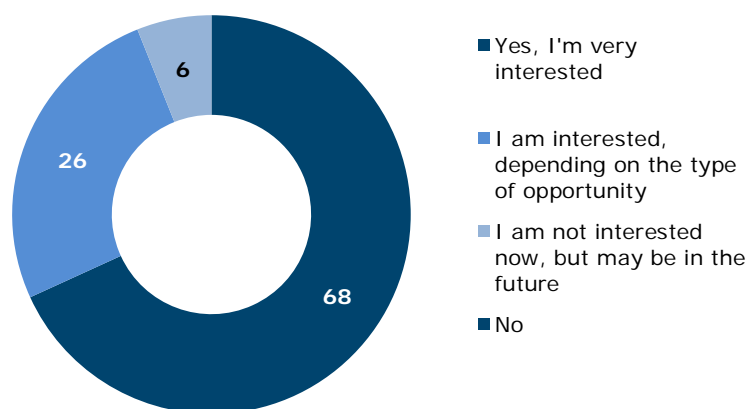


Willingness to promote NCP

Scholars who had NOT promoted the NCP program were asked whether they would be willing to participate in promotional activities and 68% answered they would be very interested.

Willingness to participate in promotional activities

% of respondents, n=66

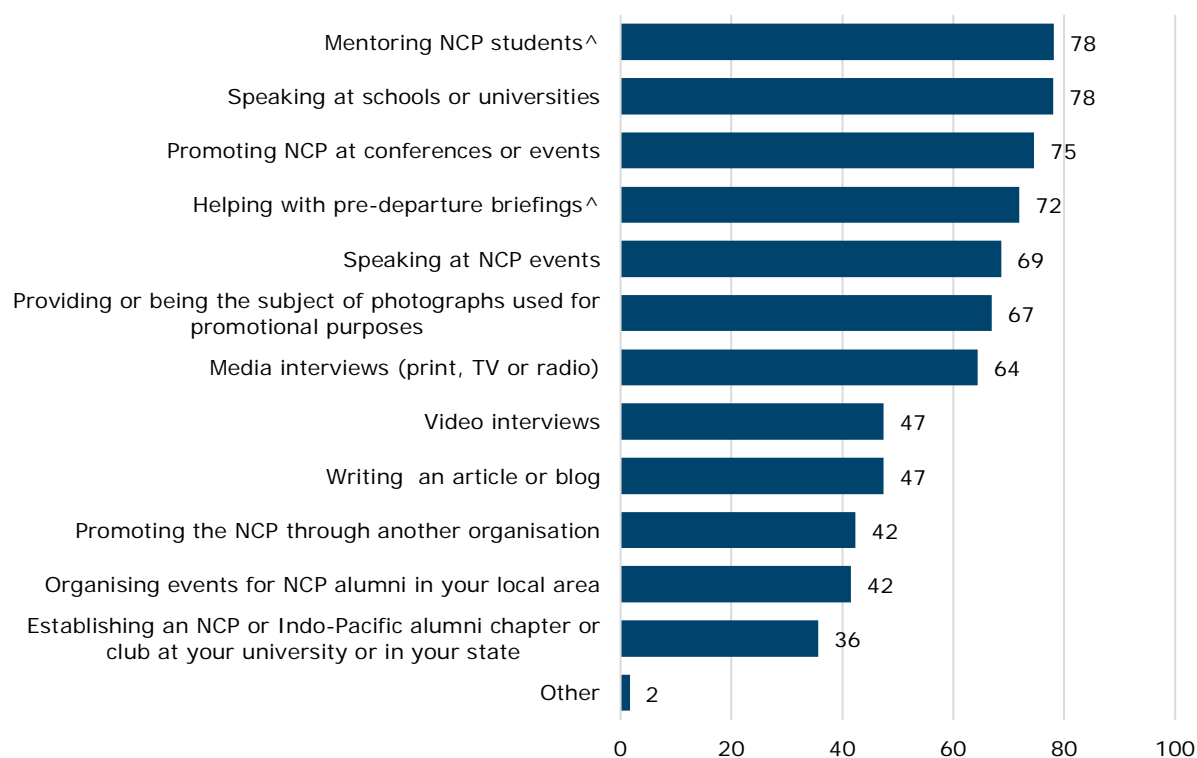


Note: question only introduced after the first round of surveys and therefore has a smaller n count.

Scholars who had NOT been involved in promoting the NCP program indicated that they were willing to participate in most of the activities in the chart below. Most notably, mentoring NCP students, speaking at schools or universities (both 78%) and promoting at conferences or events (75%). Refer to the chart below.

Promotional activities willing to participate in to promote the NCP program

% of respondents, n=118



[^]Introduced in round 5, so based on that round n=84

Mobility completions

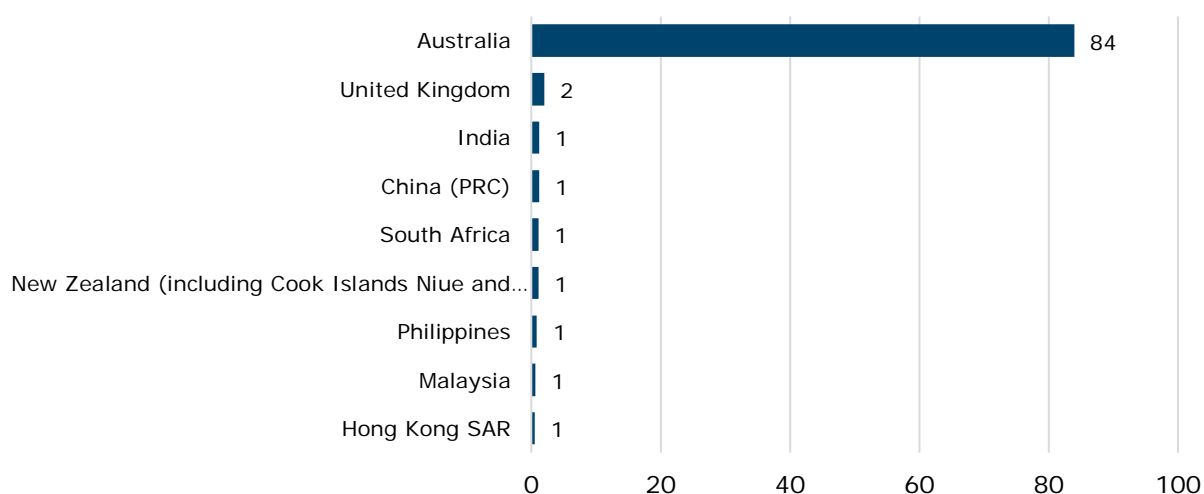
The following section reports on the key findings of the Mobility completion survey. Results are cumulative from students who returned from 1 August 2016 to 30 June 2019. A total of 9,161 respondents completed the Mobility survey during this period.

Survey participant profile

Most (84%) Mobility students who participated in the survey were born in Australia. Refer to the chart below.

Most common birth countries

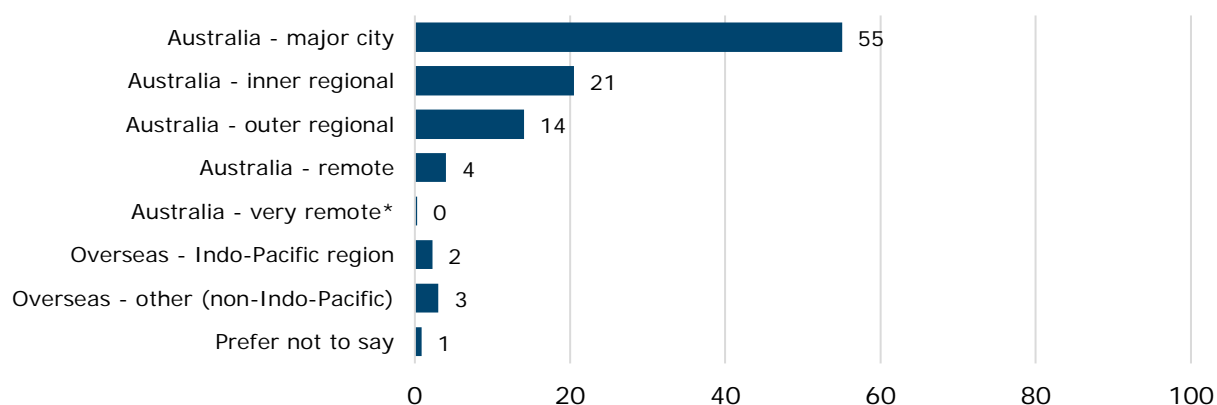
% of respondents based on n=7764



Just over half (55%) of Mobility students grew up in a major city in Australia, compared to 39% in total who grew up in a regional or remote area. Only five percent (5%) grew up overseas. This compares with the Australian Bureau of Statistics estimate that 29% of the Australian resident population was born overseas (at 2016) and the (roughly) 70:30 ratio of city to regional and remote residential location distribution in the general population.

Where participants mainly grew up

% of respondents, n=9089

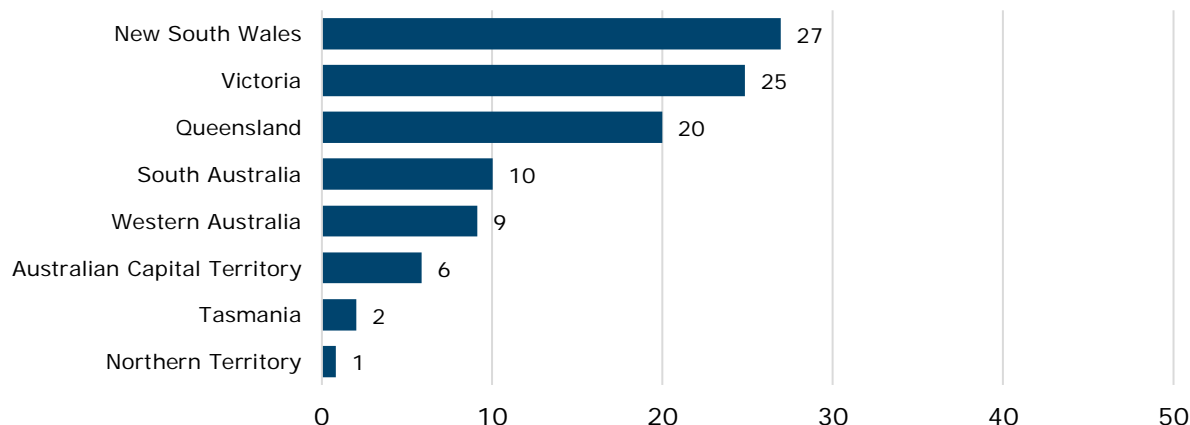


*Less than 1%

Close to three in ten (27%) Mobility students resided in NSW at the time of completing the survey, followed by 25% in Victoria and 20% in Queensland. Refer to the chart below.

State of current residence

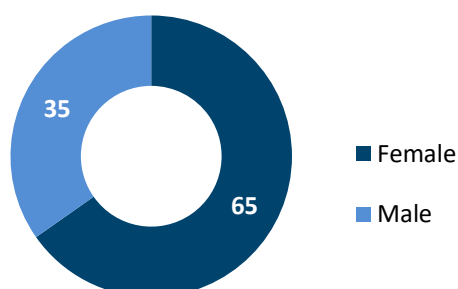
% of respondents, n=9133



Around two thirds (65%) of Mobility survey participants were female.

Gender

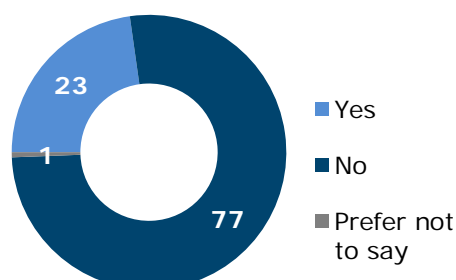
% of respondents, n=9161



Less than a quarter (23%) of Mobility survey participants spoke a language other than English at home.

A language other than English is spoken at home

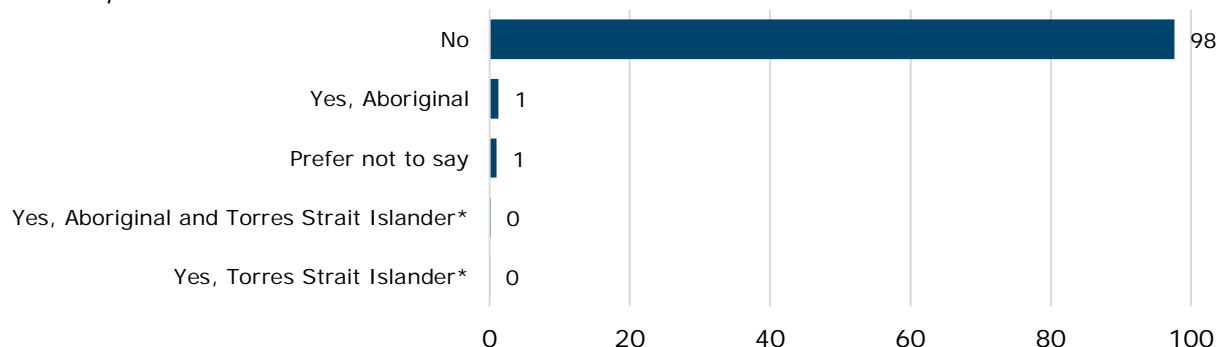
% of respondents, n=9001



Only 1% of Mobility survey participants identified as Aboriginal and/or Torres Strait Islander.

Identify as Aboriginal and/or Torres Strait Islander

% of respondents based on n=9026

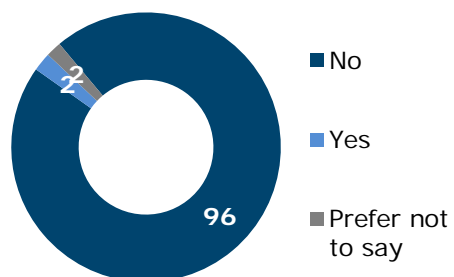


**Less than 1%*

Only 2% of Mobility survey participants answered that they had a disability.

Have a disability

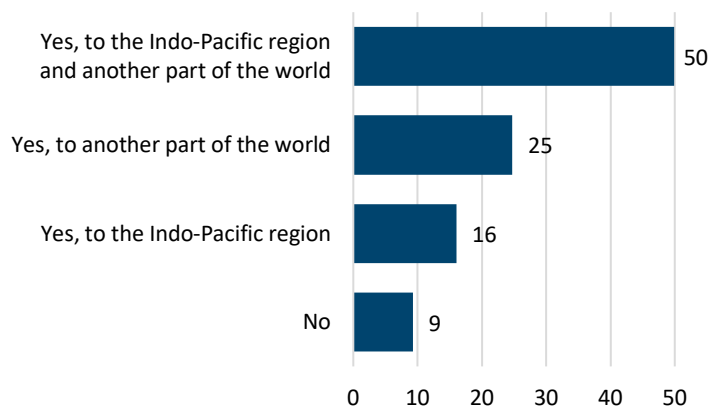
% of respondents based on n=8930



Most (91%) Mobility students had travelled overseas before they participated in the program, whereas 50% had travelled to the Indo-Pacific region and another part of the world; 25% to another part of the world only and 16% to the Indo-Pacific region only. Refer to the chart below.

Travelled overseas prior to NCP experience

% of respondents based on n=9093

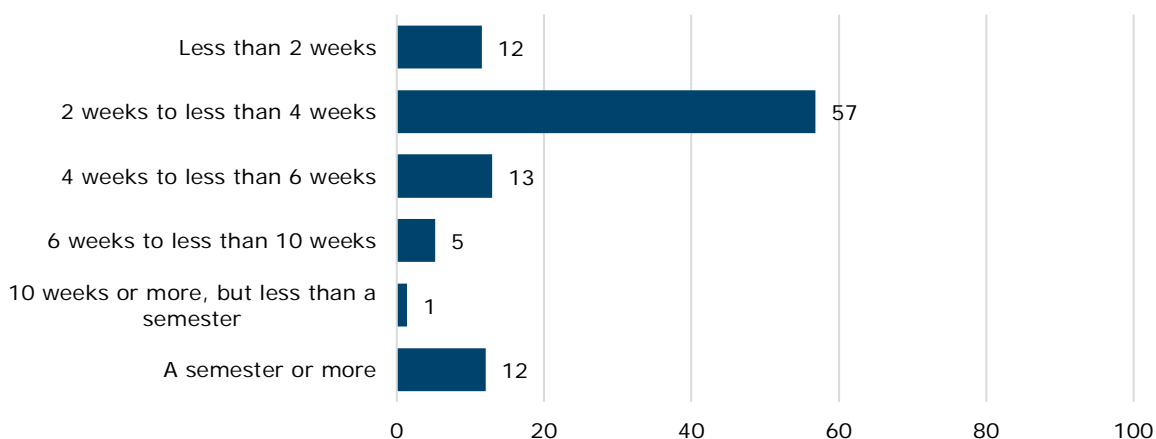


Program duration, host location, and field of study

Almost three in five (57%) Mobility students participating in the survey had an NCP experience of 2 weeks to less than 4 weeks, while 31% of students had an NCP experience of 4 weeks or longer.

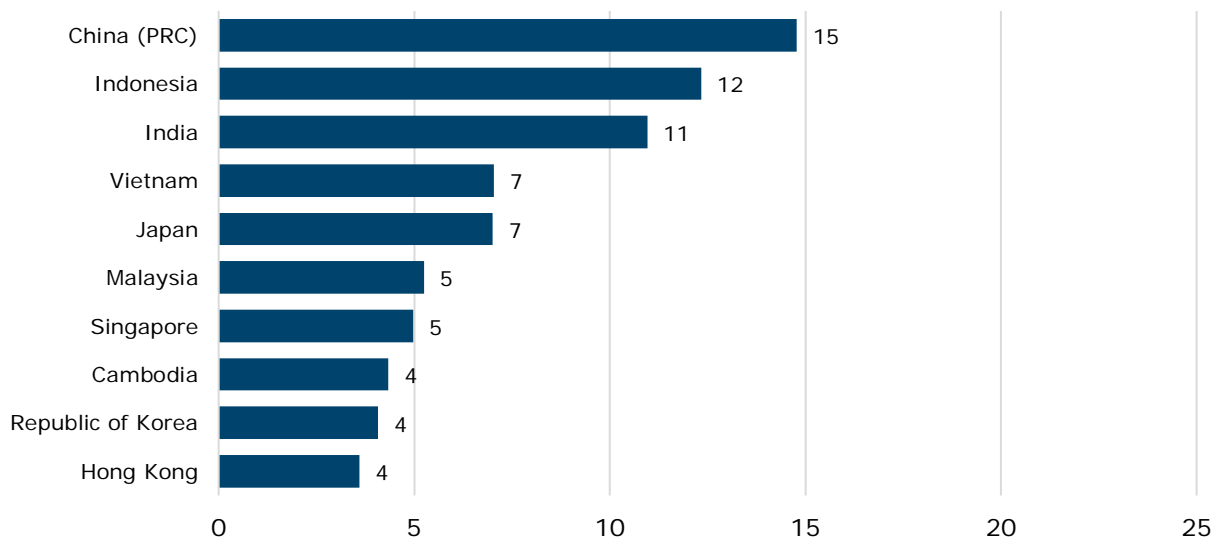
Duration NCP experience

% of respondents based on n=4371



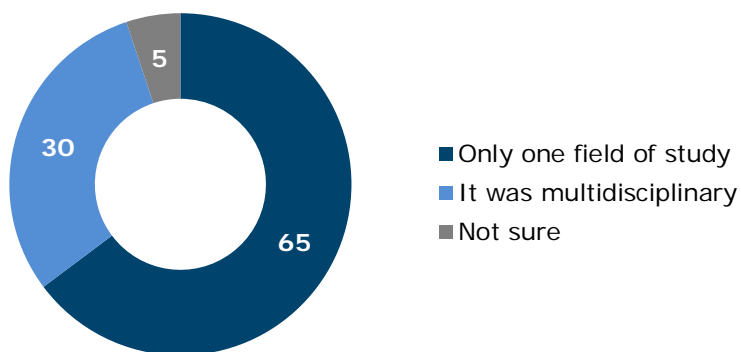
Of the top 10 most common host countries, China (15%), Indonesia (12%) and India (11%) were the three most common countries visited. Refer to the chart below.

Top 10 most common host countries
% of respondents based on n=9153



Close to two thirds (65%) of Mobility survey participants' NCP program experience involved only one field of study, while for 30% it was multidisciplinary.

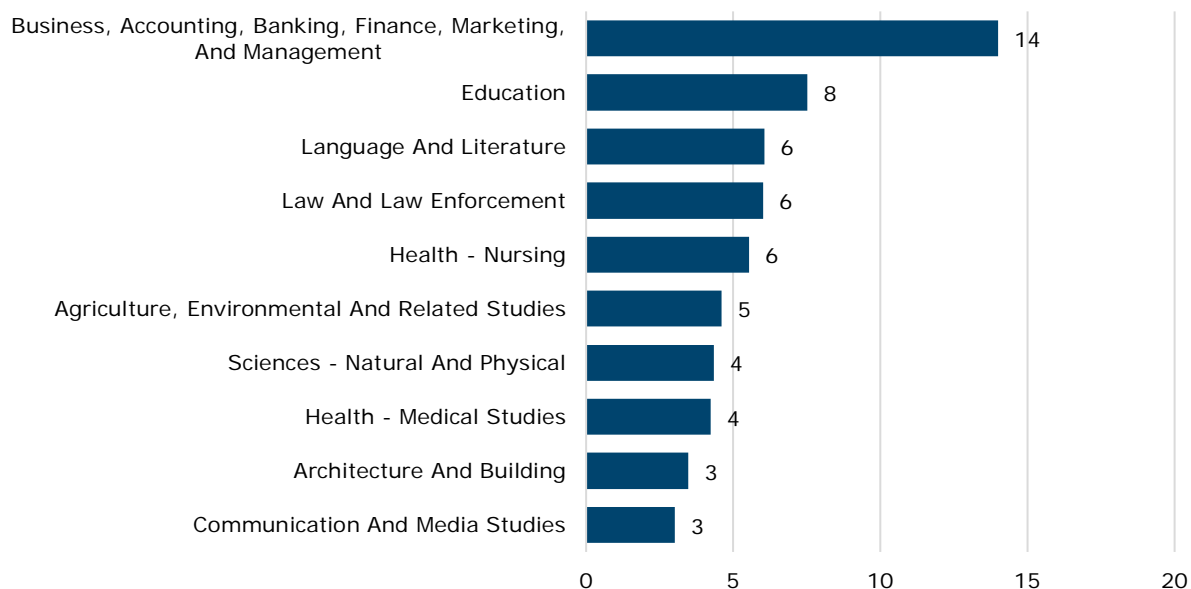
Type of NCP program experience
% of respondents, n=9130



The chart below displays the top ten most common 'broad' fields of study of survey participants. The highest proportion of Mobility students (14%) indicated they were studying Business, Accounting, Banking, Finance, Marketing and Management, followed by Education (8%), Language and Literature (6%) and Law and Law enforcement (6%).

Broad field of study - Top 10

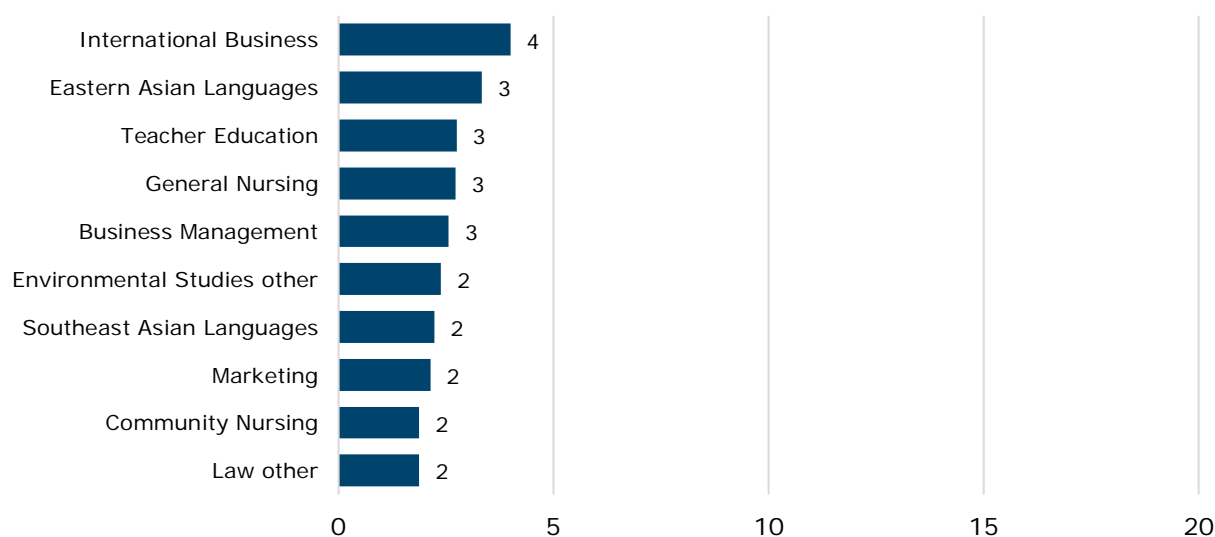
% of respondents, n=9100



The chart below shows the ten most common 'narrow' fields of study. International Business (4%), Eastern Asian languages (3%), Teacher Education (3%), General Nursing (3%) and Business Management (3%) were the 'narrow' fields of study most frequently mentioned. While this chart focuses on the top 10 'narrow' fields, there was a large spread across many fields of study.

Most common narrow fields of study - Top 10

% of respondents based on n=7729



Value of activities undertaken as part of NCP

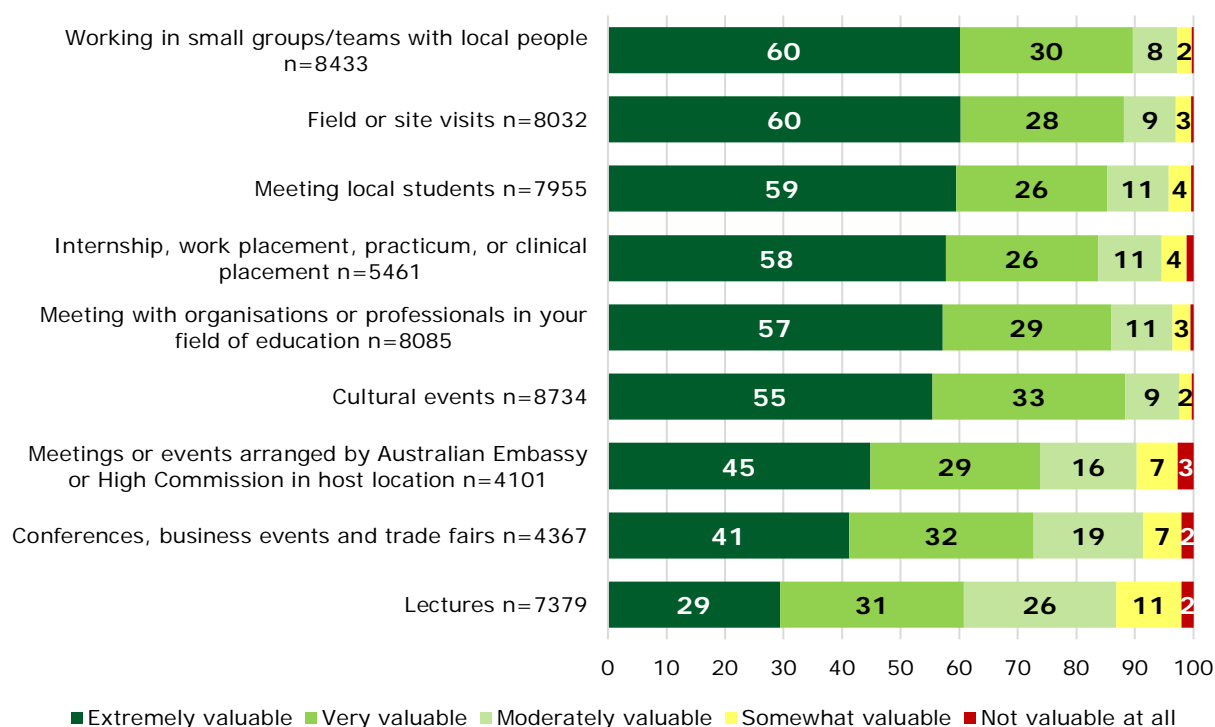
Mobility students were asked to rate the value of activities that they undertook as part of the NCP program. Refer to the chart below.

Most students listed all activities as extremely valuable or very valuable. The top three (based on the total of percent *extremely + very valuable*) were:

- Working in small groups / teams with local people (60% indicated *extremely valuable* and 30% *very valuable*).
- Field or site visits (60% indicated *extremely valuable* and 28% *very valuable*)
- Meeting local students (59% indicated *extremely valuable* and 26% *very valuable*).

Value of activities undertaken as part of NCP mobility experience

% of respondents, n=variable, refer to chart

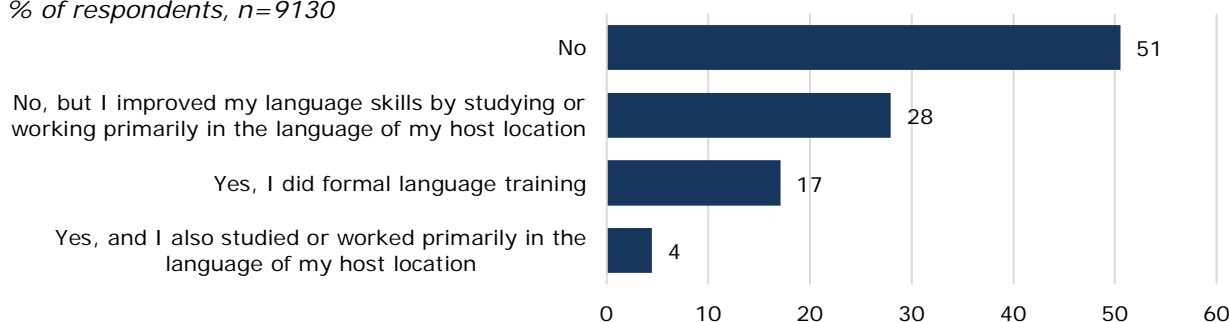


Language training

Close to two in ten (17%) Mobility student survey participants undertook 'formal' language training as part of their NCP experience and 4% undertook 'formal' language training and studied / worked primarily in the language of their host location. Three in ten (28%) indicated they did not undertake formal training, but they had improved their language skills by studying or working primarily in the language of their host location. Refer to the chart below.

Undertook formal language training as part of NCP experience

% of respondents, n=9130

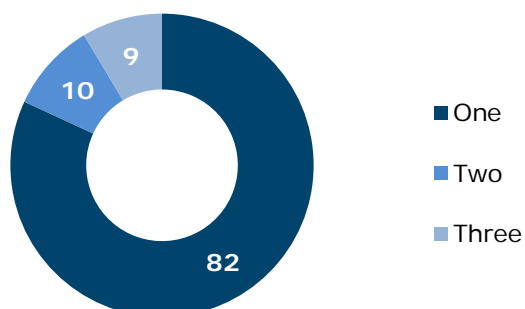


The next section of charts relate to **Mobility students who had 'formal' language training** only as part of their NCP experience and those who also had studied / worked primarily in the language of their host location.

Most (82%) of these Mobility students attended one language course as part of their NCP experience, while 18% attended two or three courses.

Number of different language courses attended as part of NCP experience

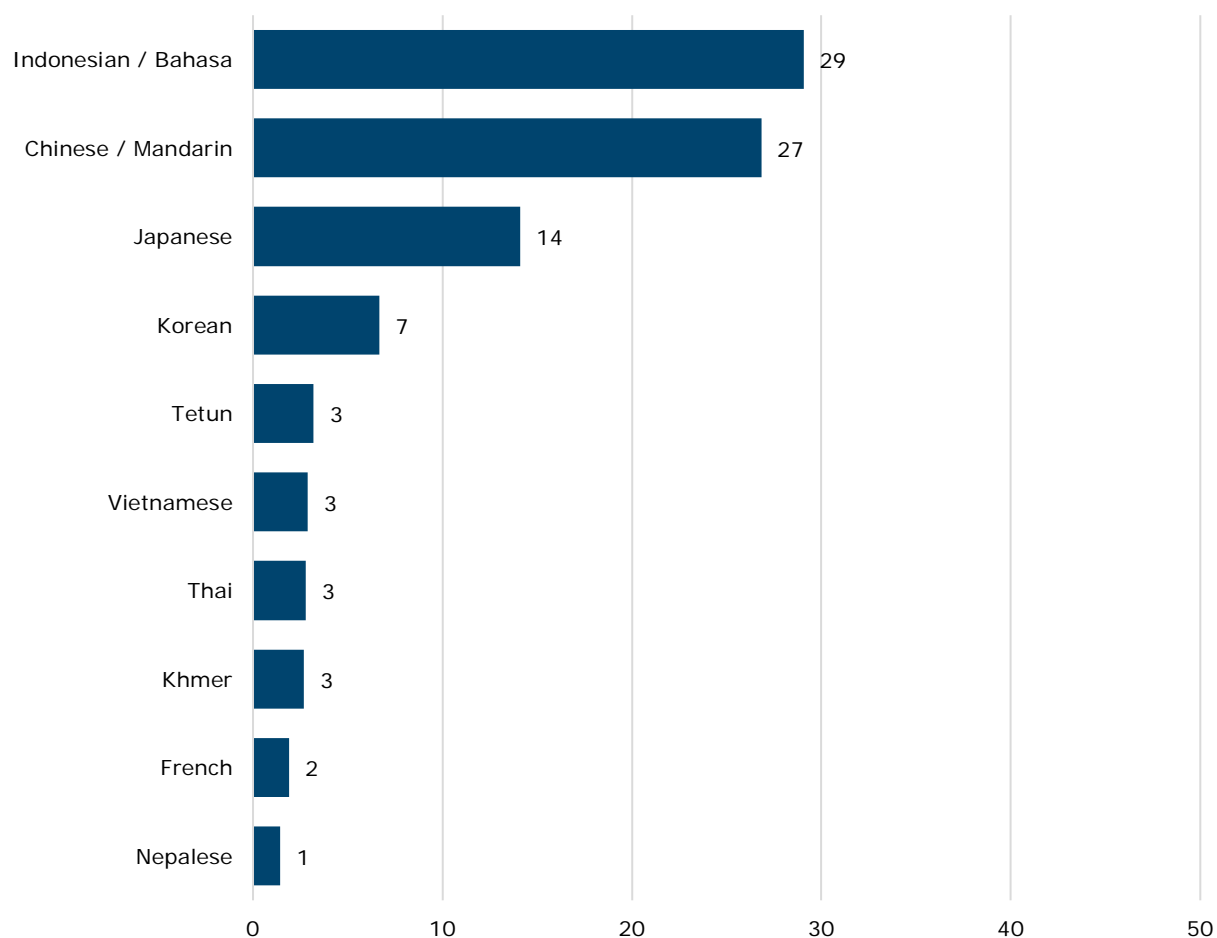
% of respondents, n=1965



The three most common languages studied were Indonesian/Bahasa (29%), Chinese/Mandarin (27%), and Japanese (14%).

10 most common language/s trained in as part of NCP experience

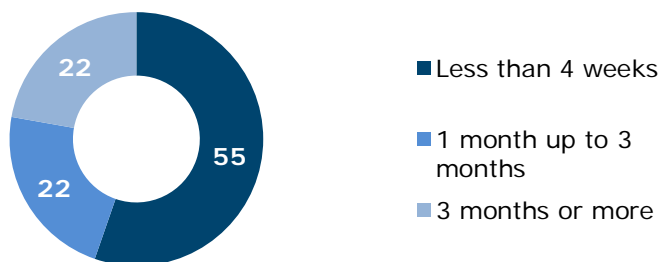
% of respondents, n=1934



Just over half (55%) of the Mobility students who participated in 'formal' language training undertook their first language course for less than 4 weeks, 22% for 1 month up to 3 months and 22% for 3 months or more.

Course duration - Language course 1

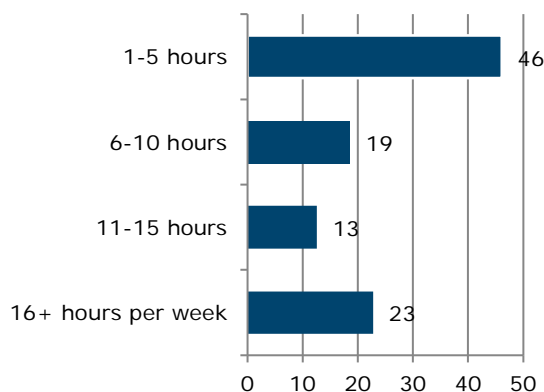
% of respondents, n=1918



Close to half (46%) spent 1 to 5 hours per week on their language course, while 23% spent 16 hours or more per week. Refer to the chart below.

Number of hours per week - Language course 1

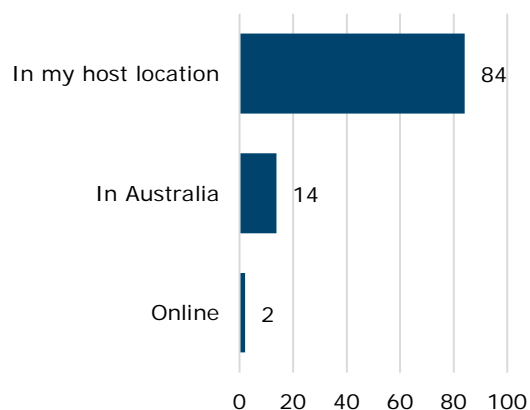
% of respondents, n=1916



Most (84%) Mobility students attended their 'formal' language course in their host location, while 14% attended in Australia and 2% online. Refer to the chart below.

Location of course

% of respondents, n=1953



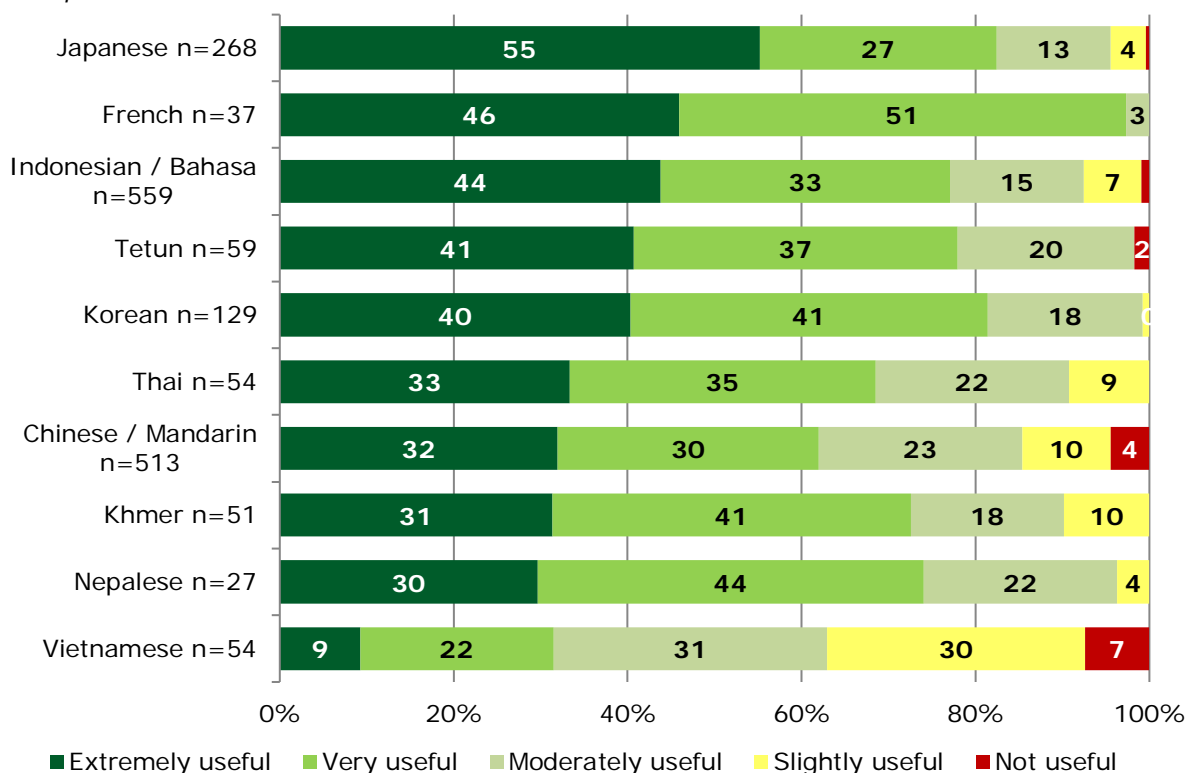
The courses that scored 75% or above in terms of their level of 'usefulness' (*extremely or very useful*) were:

1. French (97%)
2. Japanese (82%)
3. Korean (81%)
4. Tetun (78%)
5. Indonesian / Bahasa (77%)
6. Nepalese (74%)

Note that 7% of Vietnamese and 4% of Chinese / Mandarin language students rated their course as not useful.

Usefulness of language course

% of respondents, n=variable, refer to chart

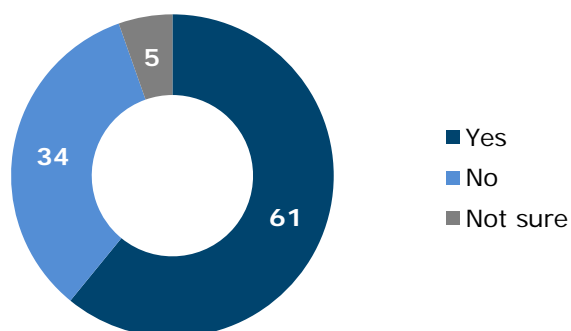


Cross-cultural training

Six in ten (61%) Mobility students undertook formal cross-cultural training as part of their NCP experience.

Undertook formal cross-cultural training as part of NCP experience

% of respondents, n=9130

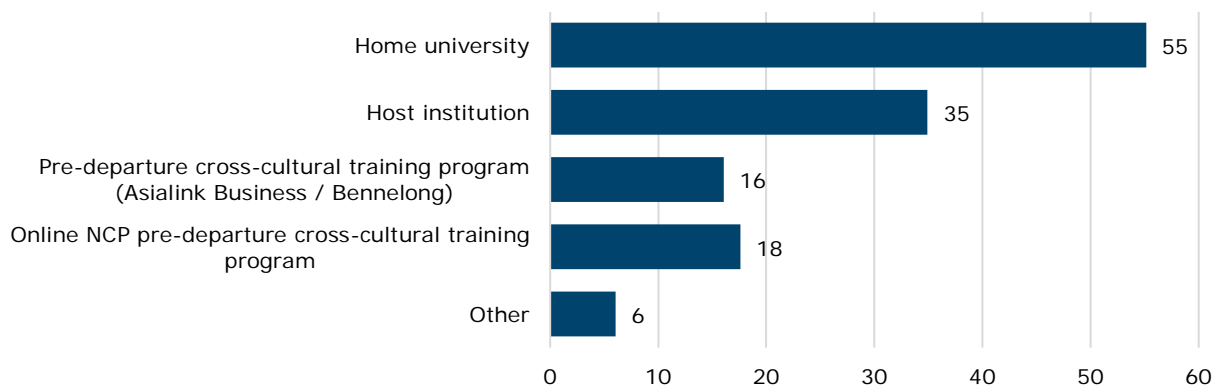


The following charts relate to the 66% of **Mobility students who answered yes and not sure in the chart above regarding undertaking formal cross-cultural training.**

For 55% of Mobility students their formal cross-cultural training was delivered by their home university and for 35% it was delivered by their host institution.

Provider of cross-cultural training

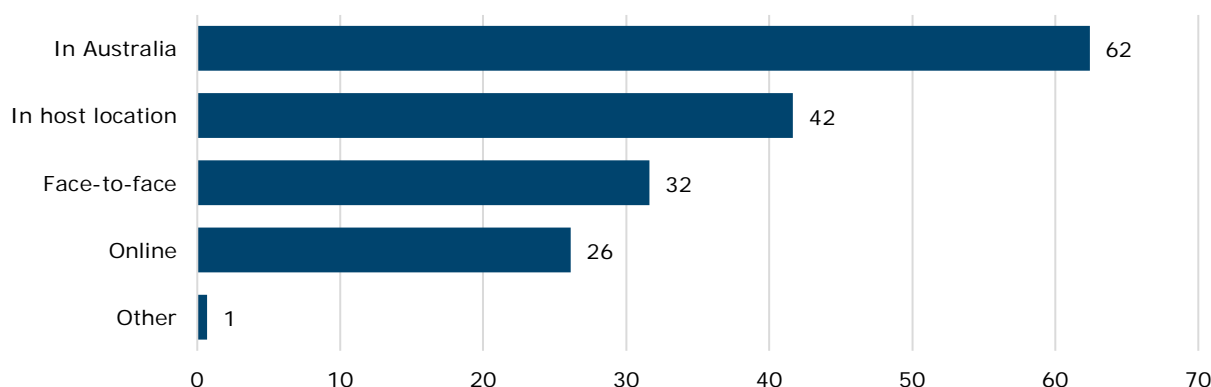
% of respondents, n=6053



The majority (62%) of cross-cultural training was conducted in Australia, 42% was conducted in a student's host location, 32% was face to face instruction and 26% online.

Location of cross-cultural training

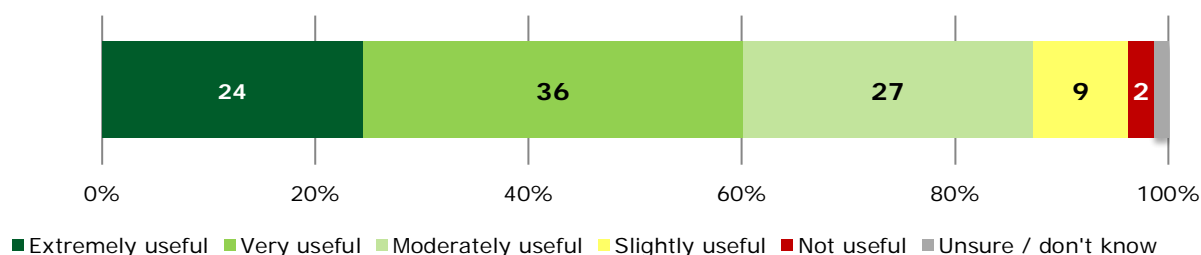
Multiple answers allowed so total >100%; % of respondents, n=6053



Three in five (60%) Mobility students undertaking cross-cultural training found the cross-cultural training *extremely useful* (24%) and *very useful* (36%). Refer to the chart below.

Usefulness of cross-cultural training

% of respondents, n=5978



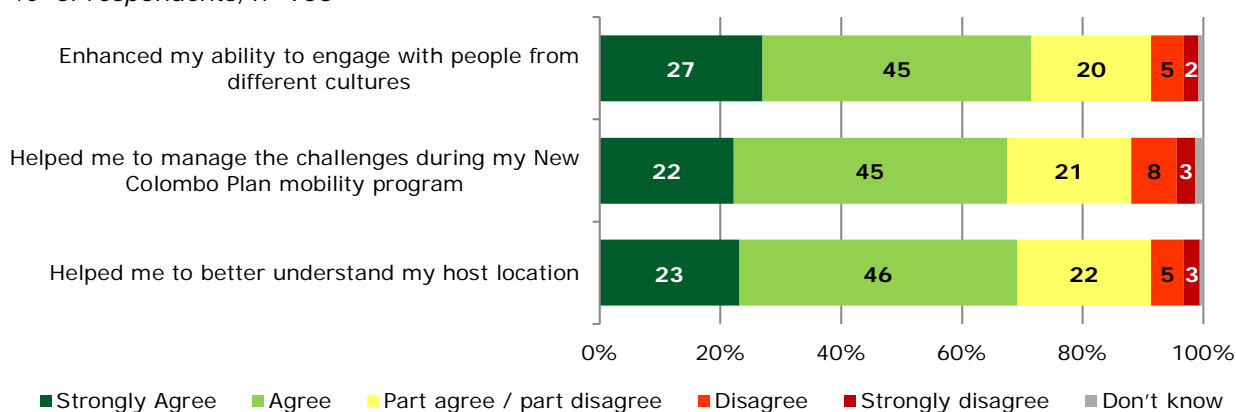
Mobility students undertaking cross-cultural training (provided by Asialink Business with Bennelong support) found the training helpful throughout their NCP experience, as the majority indicated that it:

- Enhanced their ability to engage with people from different cultures (72% total of *strongly agree* 27% and *agree* 45%)
- Helped me to manage the challenges during my New Colombo Plan Mobility program (67% total of *strongly agree* 22%, *agree* 45%)
- Helped them to better understand their host location (69% total of *strongly agree* 23%, *agree* 46%).

Refer to the chart below.

Ratings of cross-cultural training provided by Asialink Business either online or face to face

% of respondents, n=956

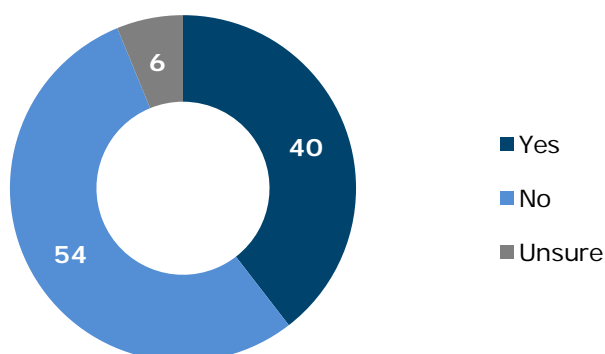


Work-based experience

Two in five (40%) Mobility students undertook some form of work-based experience as part of their NCP project.

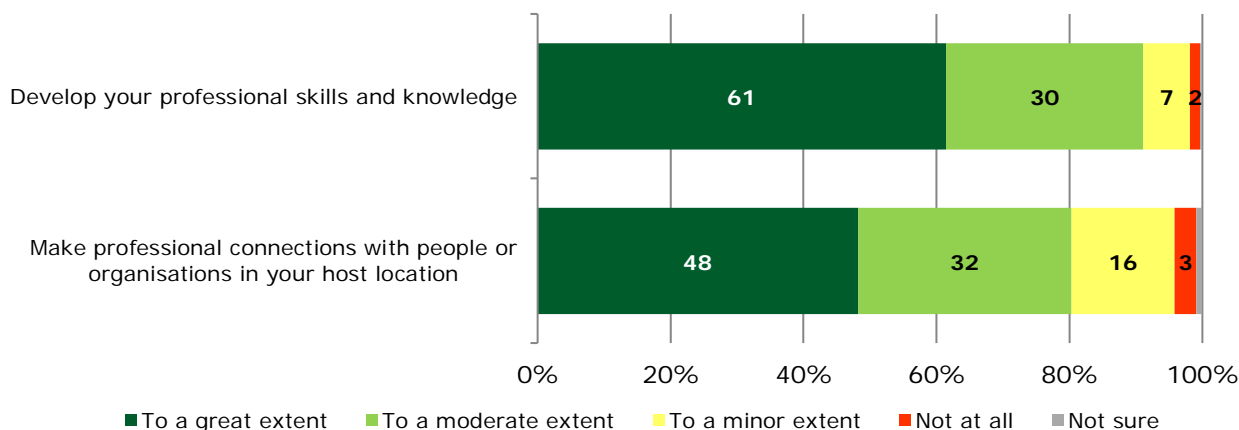
NCP project included an internship, practicum, clinical placement

% of respondents, n=9131



Most (91%) Mobility students who undertook some form of work-based experience indicated that these experiences helped them develop their professional skills and knowledge (61% *to a great extent* and 30% *to a moderate extent*). Four in five (80%) of these work-based Mobility students indicated that the experience helped them make professional connections with people or organisations in your host location (48% *to a great extent* and 32% *to a moderate extent*).

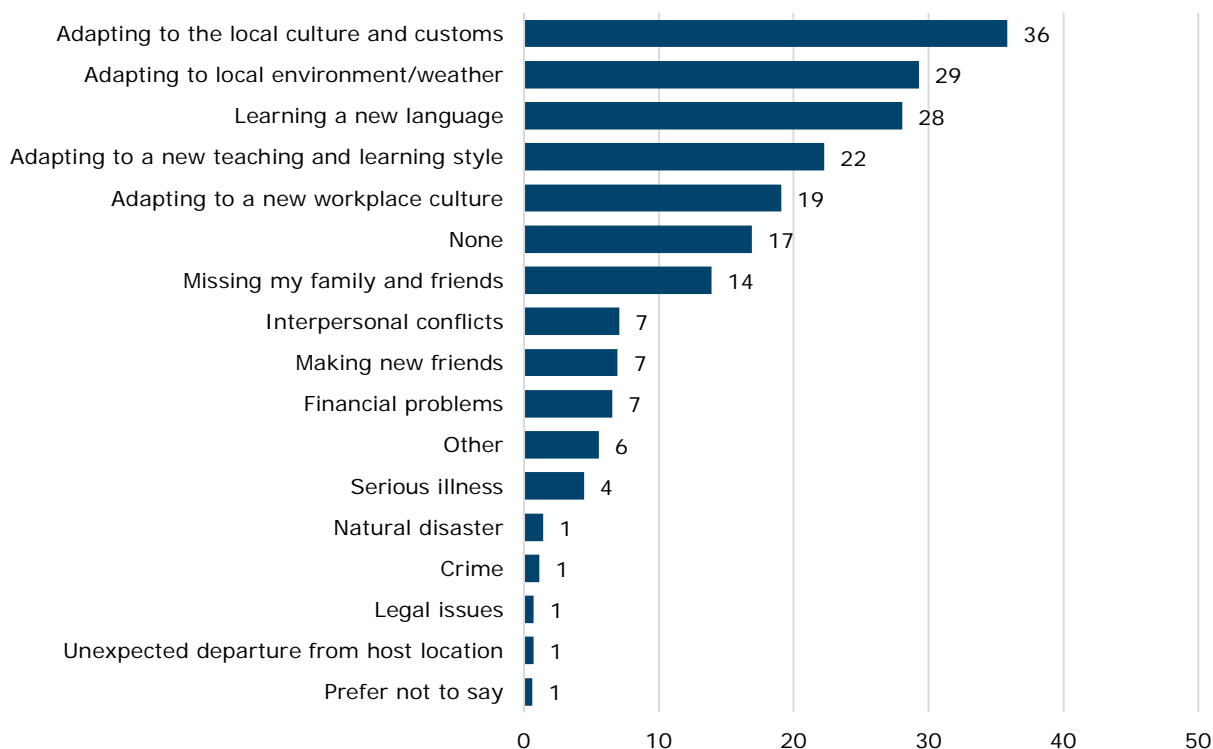
Benefits of work-based experiences
% of respondents, n=3605



Challenges

The chart below lists the challenges faced by NCP Mobility students during their overseas project. Adapting to the local culture and customs (36%), adapting to local environment/weather (29%) and learning a new language (28%) were the top three challenges. Refer to the chart below.

Main challenges experienced during NCP experience
% of respondents, n=9131



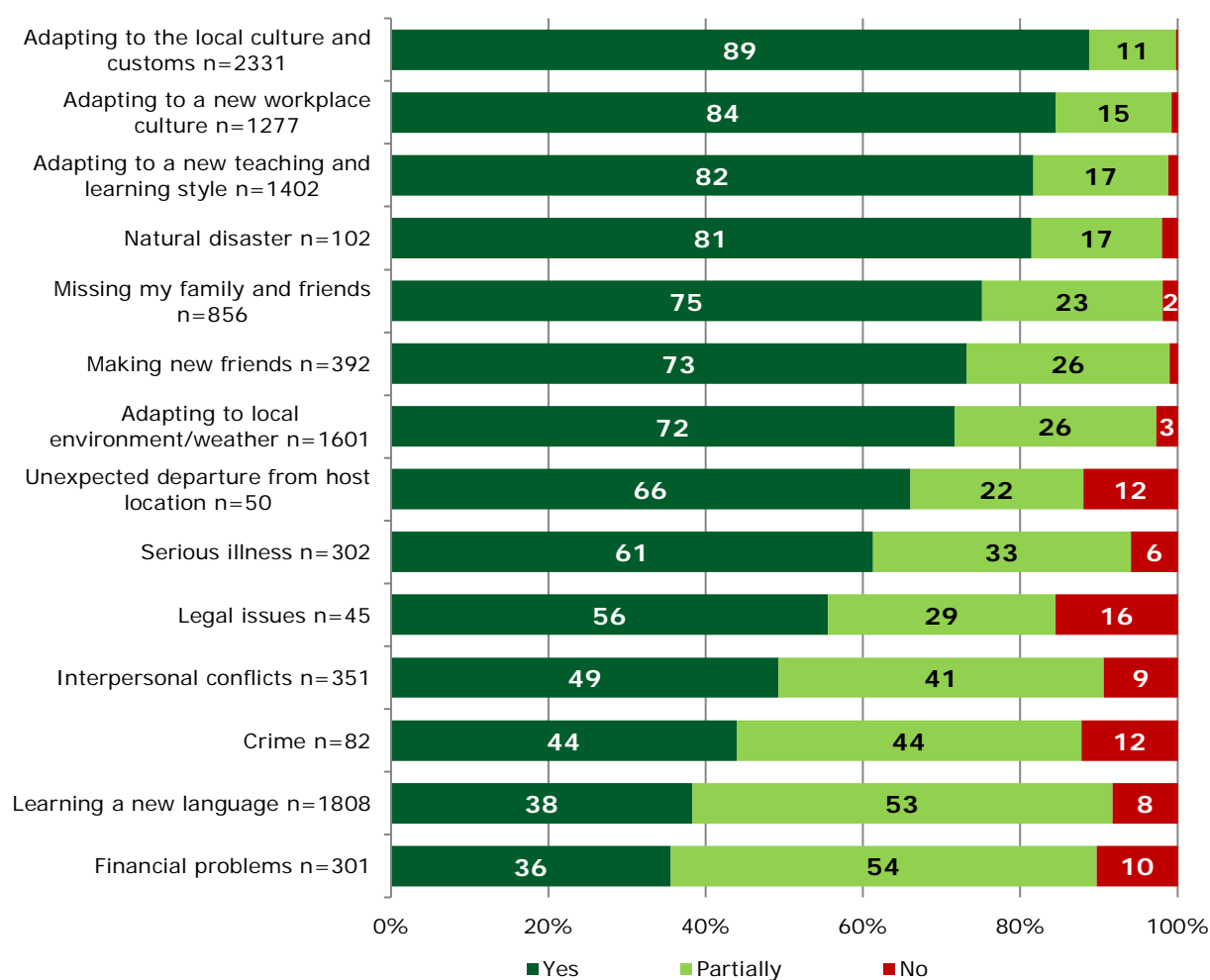
The following chart and discussion are based on the challenges selected by Mobility student survey participants, as shown in the previous chart.

Nine in ten (89%) Mobility students who experienced the challenge of adapting to the local culture and customs were able to fully meet it, while 84% of those who encountered the challenge of adapting to a new workplace culture were able to fully meet it. A similar proportion of 81% were able to fully meet the challenge of adapting to a natural disaster.

Areas where a higher proportion of challenges were not met included legal issues (16%); unexpected departure from host country and crime (both 12%); and financial problems (10%). Note that the number of Mobility students who experienced legal issues was relatively few (small sample size of n=45).

Meeting challenges experienced during the NCP program

% based on n in row description



Addressing challenges

A positive attitude and other students or host institution were most frequently mentioned as helping to address challenges for most items, followed by home university and local people for some challenges. Refer to the table below.

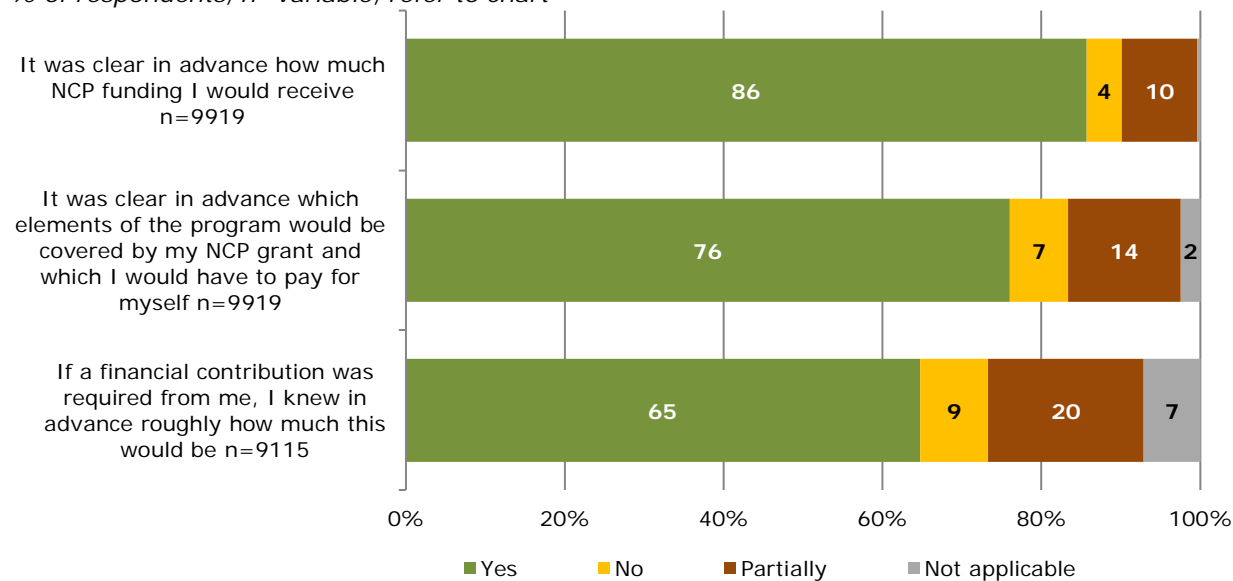
Challenge % based on row n count	Who/what helped address the challenge (%)								
	Home university	Host institution	Other students	Family	Australian embassy or other staff	Own research	A positive attitude	Local people	Other
Adapting to the local culture and customs n=3247	6	15	24	1	0	4	29	20	2
Making new friends n=629	2	7	39	1	0	2	40	7	3
Adapting to a new teaching and learning style n=2018	9	16	28	0	0	4	33	6	2
Missing my family and friends n=1261	1	0	32	28	0	0	30	3	6
Adapting to a new workplace culture n=1728	7	17	23	0	0	3	34	13	2
Learning a new language n=2521	4	25	17	0	0	8	10	31	3
Serious illness n=403	12	15	16	8	1	6	16	6	20
Crime n=101	12	9	19	3	4	6	21	14	13
Natural disaster n=125	13	26	10	2	0	6	22	14	6
Unexpected departure from host location n=60	20	7	12	18	5	2	25	0	12
Legal issues n=64	9	23	11	5	11	11	14	8	8
Adapting to local environment/weather n=2214	1	3	9	1	0	6	62	5	13
Interpersonal conflicts n=497	5	2	34	5	1	2	42	2	7
Financial problems n=422	14	1	4	45	1	5	11	1	18

Grant allocation

Most (86%) Mobility students indicated that it was clear how much NCP funding they would receive. However, 4% of Mobility students were not clear about the process and 10% only partially knew. For 76% of Mobility students, it was clear in advance which elements of the program would be covered by their NCP grant and which they would have to pay for themselves. This was partially clear to 14% and 7% were unclear. Two thirds (65%) of Mobility students were clear in advance about how much their financial contribution would be, if a financial contribution was required, 20% were partially clear and 9% were unclear. Note that 7% indicated this aspect of their NCP grant allocation was not applicable.

NCP grant allocation

% of respondents, n=variable, refer to chart



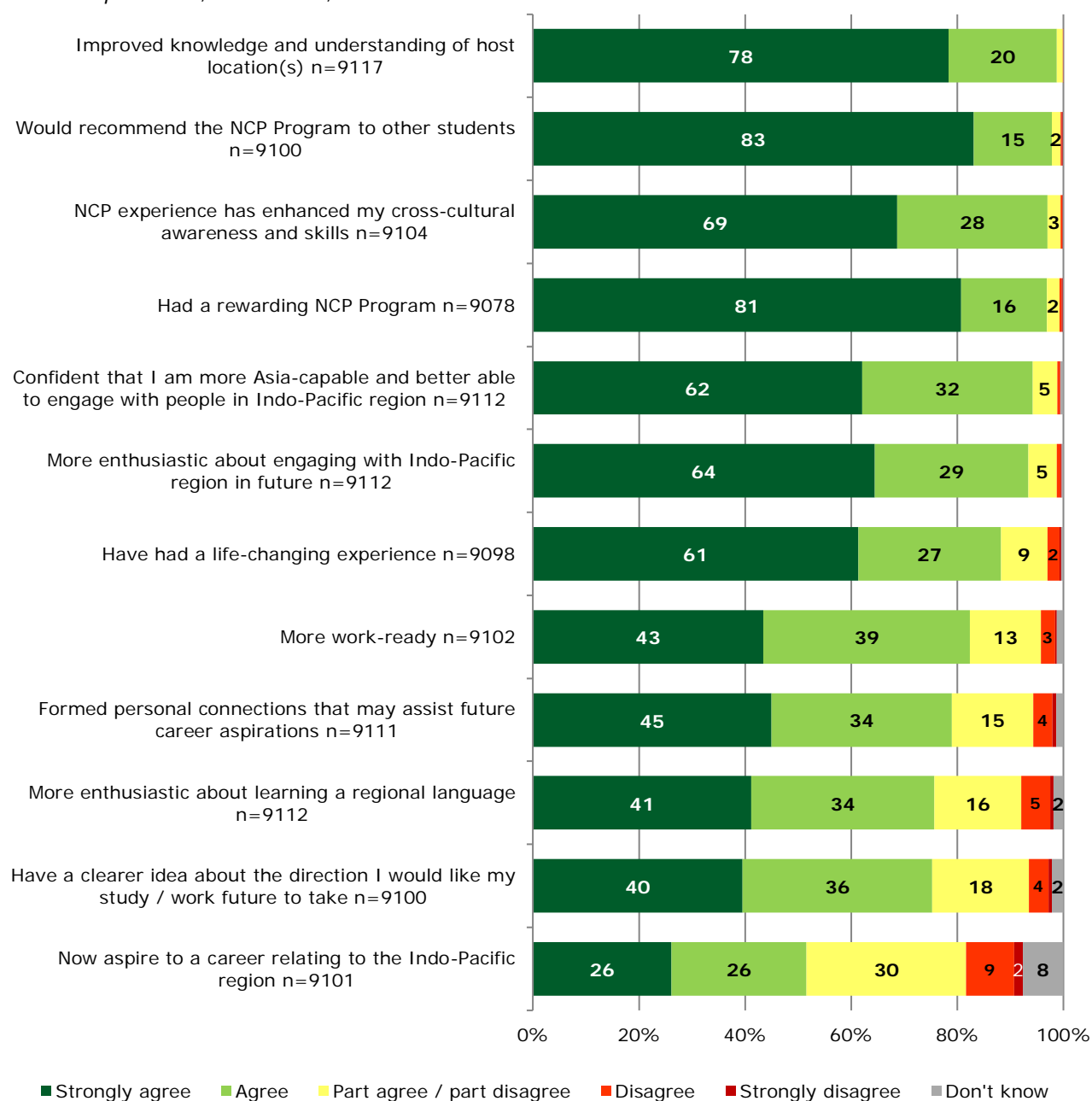
NCP Mobility program benefits and outcomes

Student feedback on benefits and outcomes of the Mobility NCP program was very positive.

Nearly all Mobility students (98% in total) agreed that *I have improved knowledge and understanding of my host location(s)* (78% *strongly agree* and 20% *agree*). Nearly all Mobility students (98% in total) stated that they would recommend the NCP program to other students (*strongly agreed* 83% and *agreed* 15%). A similar proportion of Mobility students (97% in total) agreed that *I had a rewarding NCP program* (*strongly agreed* 81% and *agreed* 16%). Most (97% in total) agreed that *NCP has enhanced cross-cultural awareness and skills* (*strongly agreed* 69% and *agreed* 28%) and 94% in total agreed that *I am confident that I am more Asia-capable and better able to engage with people in the Indo-Pacific region* (62% *strongly agree* and 32% *agree*). Refer to the chart below.

Benefits and outcomes of the NCP experience

% of respondents, n=variable, refer to chart

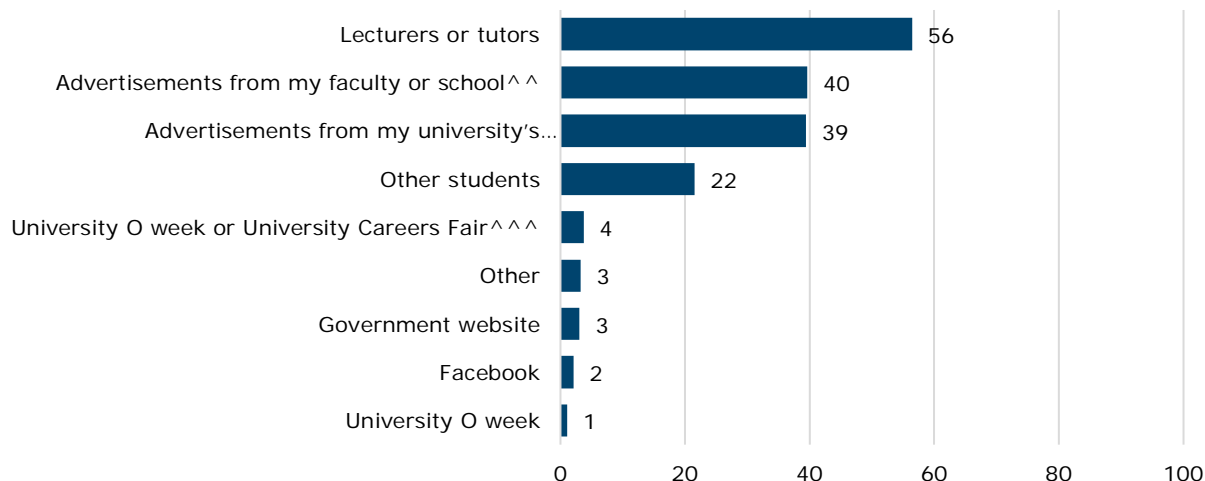


Awareness of NCP

Around three in five (56%) Mobility students found out about the NCP program through lectures and tutors, 40% through advertisements from their university and 22% through other students.

Finding out about the about the NCP

Multiple answers allowed so total >100%; % based on n=9103



Note: Chart only shows results with 1% or more responses.

[^]Advertisements from my university's international office [previously just university]

^{^^}Introduced in round 5, so based on that wave (based on n=1474)

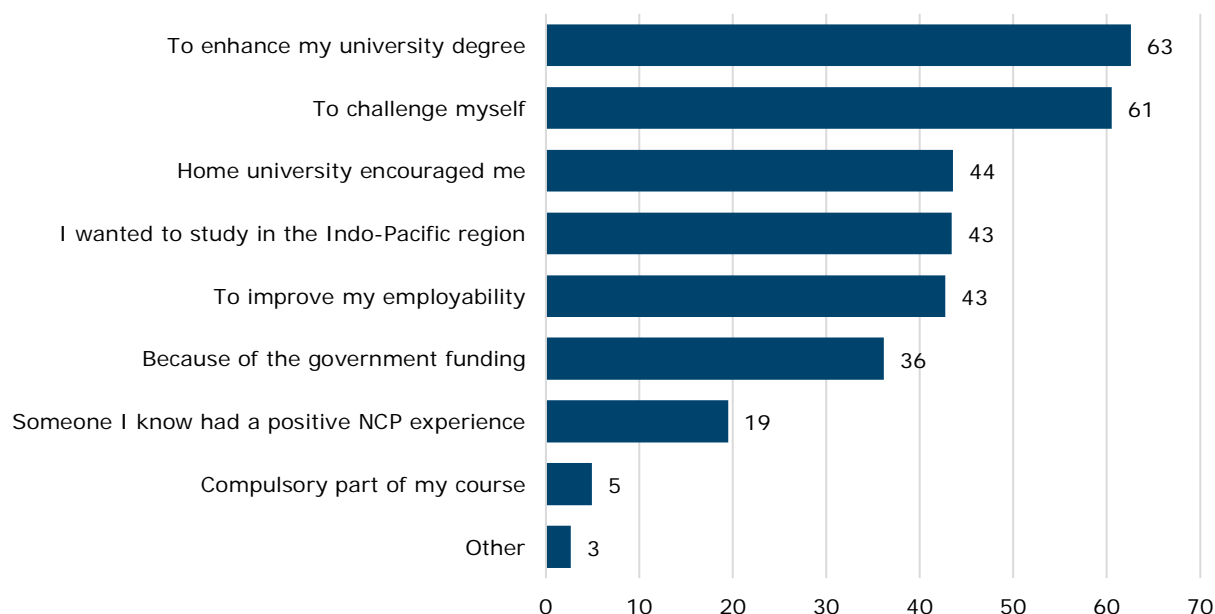
^{^^^}Split up in round 5

NCP participation

The top three reasons for Mobility students' participation in the NCP program were to enhance their university degree (63%), to challenge themselves (61%) and that their home university encouraged them, (44%).

Reasons for participating in an NCP program

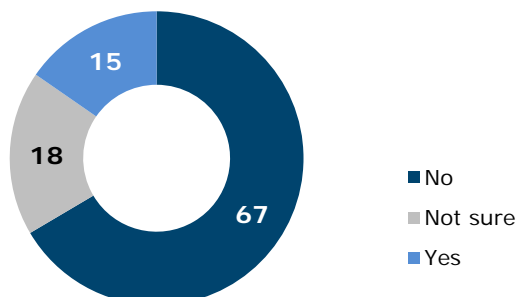
Multiple answers allowed so total >100%; % based on n=9102



Two out of three (67%) Mobility students indicated that they would have only had an NCP-like experience with funding or support, 15% indicated that funding /support was not an issue and 18% were unsure.

Ability to have had NCP experience without funding / support

% of respondents, n=1469



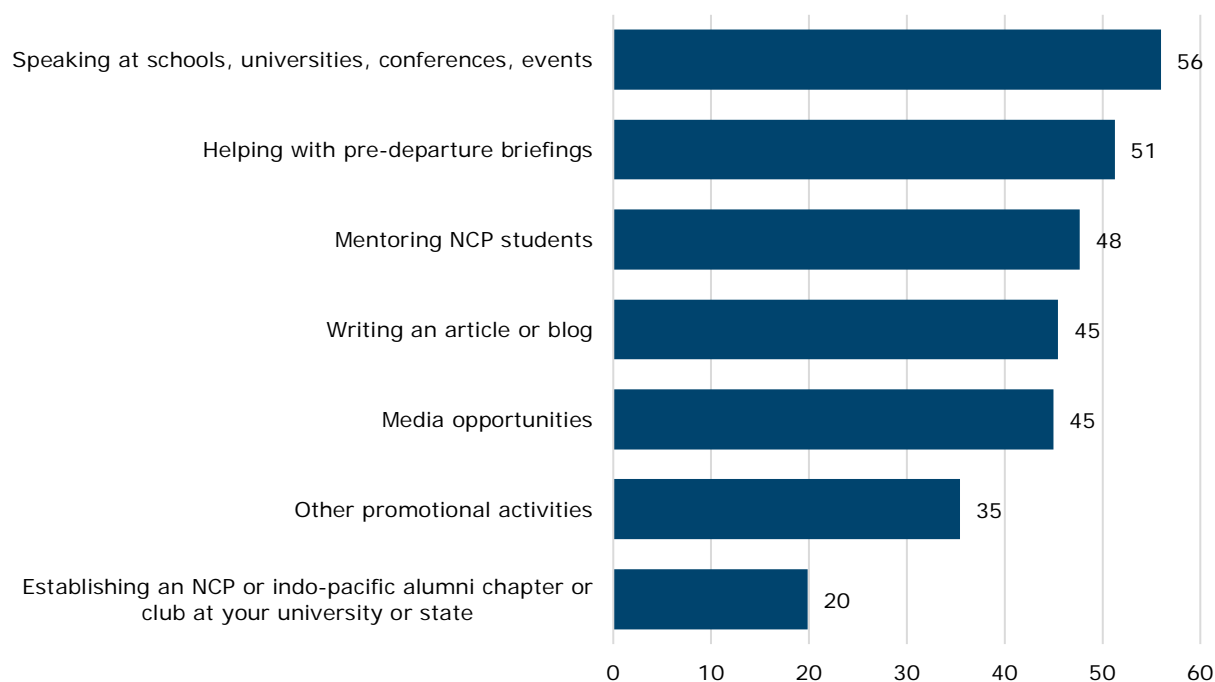
Question introduced in round 5, so based on that round, n=1469

Willingness to promote NCP

Close to three in five (56%) Mobility students were willing to promote the NCP program by speaking at schools, universities, conferences and events; 51% through helping with pre-departure briefings; and 48% with mentoring NCP students. Note that approximately 20% of survey respondents did not select any activity to promote the NCP program.

Willingness to participate in promotional activities promoting the NCP program

Multiple answers allowed so total >100%; % based on n=7337



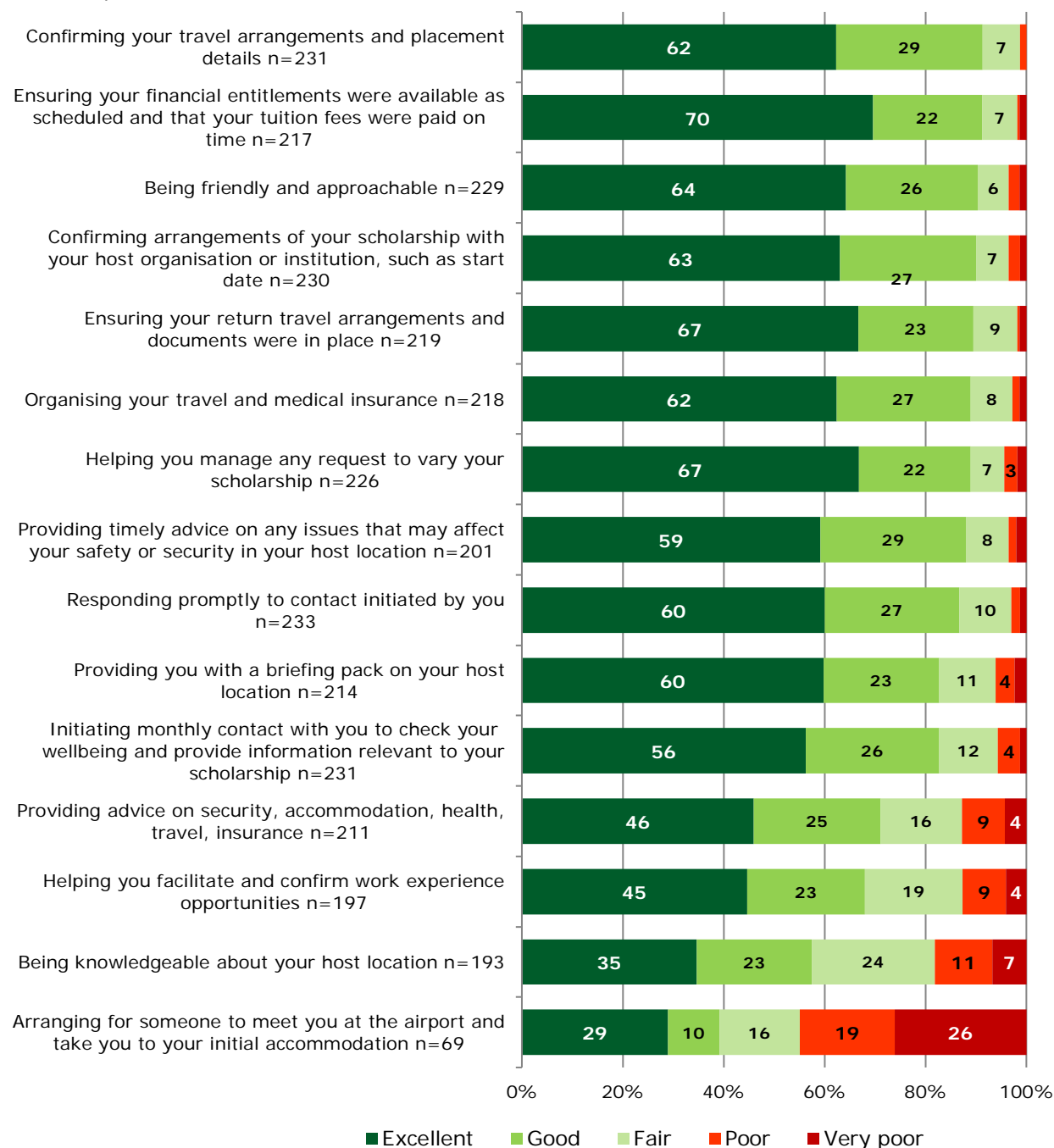
Appendix A - Case managers evaluation

NCP Scholars were asked to rate their case manager on a range of areas as presented in the chart below.

The highest rating for case managers was for confirming travel arrangements and placement details (*excellent* 62% and *good* 29%) followed by ensuring financial entitlements were available as scheduled with tuition fees paid on time (*excellent* 70% and *good* 29%). Airport pickup arrangements and knowledge of the host location rated lowest.

Rating of case manager

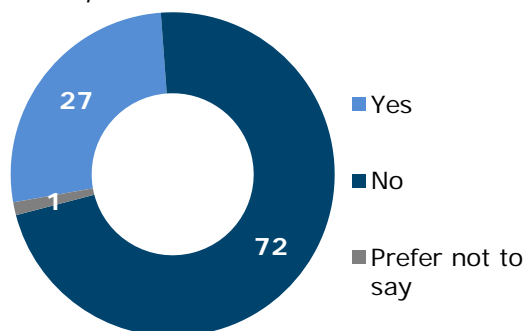
% of respondents, n variable, refer to chart



Three in ten (27%) NCP Scholars had experienced a critical or welfare incident. Of those who experienced an incident, 90% indicated that their case manager was aware of the incident.

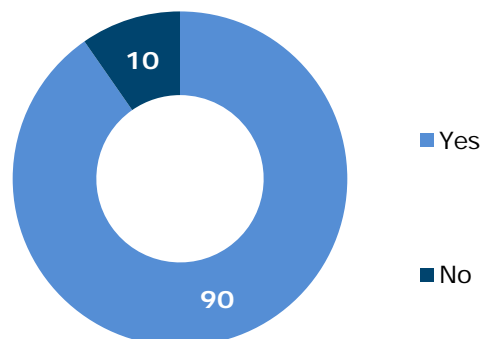
Experienced critical / welfare incident

% of respondents, n=233



Case manager aware of critical / welfare incident

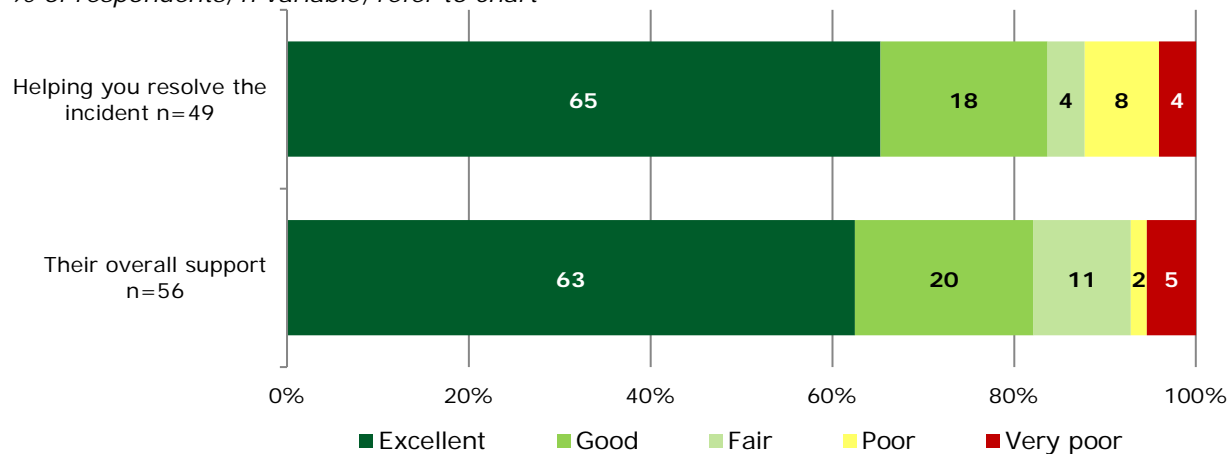
% of respondents, n=62



Close to three quarters (65%) of Scholars who experienced a critical or welfare incident rated their case manager as *excellent* for helping them resolve the incident and a similar proportion (63%) rated their overall support as *excellent*. However, around one in ten in total (12%) rated the case manager as *poor* or *very poor* in helping Scholars to resolve the incident.

Case manager ratings (in regards to incident)

% of respondents, n variable, refer to chart



Appendix B - Analysis by round year

The following tables show selected results by round year for both Scholars and Mobility students.

Scholars

Attribute	2015 (%) n=2	2016 (%) n=24	2017 (%) n=93	2018 (%) n=72	2019 (%) n=42	Total (%) n=234
% Born outside of Australia	5	8	7	17	0	9
% Grew up in regional Australia	21	33	25	38	0	30
% Never travelled overseas prior to NCP	4	0	3	2	0	2
% Speak language other than English at home	13	16	21	27	0	20
% Program duration 12 or more months	42	36	44	21	0	36
% Undertook formal language training as part of NCP	88	75	81	90	100	81
% Undertook some form of work-based experience as part of NCP	96	96	100	100	0	97
% Professional opportunity arose from NCP work-based experience	67	72	100	0	0	80
% Found NCP internship & mentorship network (online portal) useful	52	50	52	50	0	51
% Undertook more than one work-based experience as part of NCP	57	58	43	5	100	44

Note: small sample sizes in year breakdowns, so results must be treated as indicative only

Mobility students

Attribute	2016 (%) n=2976	2017 (%) n=2086	2018 (%) n=28415	2019 (%) n=391	Total (%) n=9161
% Born outside of Australia	15	17	17	14	16
% Grew up in regional Australia	38	39	41	42	39
% Never travelled overseas prior to NCP	9	10	8	9	9
% Speak language other than English at home	22	23	24	18	23
% Undertook formal language training as part of NCP	24	25	17	16	22
% Undertook some form of work-based experience as part of NCP	39	43	39	32	40