


Chapter 13

Bangladeshi Students' Family Fertilization for Pursuing Higher Education in Australia

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ABSTRACT

Among the young Bangladeshi people, like many other international students from developing countries, Australian universities created a position as an emerging terminus for higher education. This chapter pursues to explore the family motivations for Bangladeshi higher education students in becoming physically mobile to chase education in Australian universities. The chapter follows a qualitative methodology and includes the stories of 18 young Bangladeshi students studying at two Australian universities. It aims to enlighten researchers and policymakers in both developing and developed countries about the role of the family as a micro-agent of socialisation in contributing to the global level politics and power related to the higher education industry. The findings of the chapter reveal that the dreams and desires developed and disseminated by their family young students experienced in Bangladesh are quite neo-liberal in character. Thus, it provides the analysis of empirical data for both host and sending countries to ensure transnational higher education in developing countries.

INTRODUCTION

A dominant characteristic of capable young students or consumers of higher education in the globalised world appears to be their willingness to be mobile through education (Brooks & Abrahams, 2018; Cuzocrea & Mandich, 2015). The international mobility of students pursuing higher education is the focus of a growing body of education policies and academic practices in almost all the countries in the globalised world (Bhandari & Blumenthal, 2011). Acknowledging the limitation of a research paper, this chapter explores only the family culture (not the educational culture) that influenced or motivated (not the support of the family during international studies) young Bangladeshi students to become internationally

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mobile in pursuing higher education. The research question that the author explores through this chapter is: what family factors have motivated young Bangladeshi students to seek a qualification from Australian universities? This chapter aims to address the unexplored relationship of young Bangladeshi students' international mobility for higher education with family as a social institution in the globalised world.

The author has grounded this chapter in the context of globalisation where young higher education students are considered as the micro aspect of the globalised world. Here, he finds how some macro globalising forces through family motivate young Bangladeshi students to pursue higher education in Australian universities. These mobility factors create neoliberal imaginations among young Bangladeshi students in a way that has led them to become neoliberal actors. Finally, young students express their dreams and desires in developing themselves as global citizens through foreign higher education. Thus, the chapter presents a critical analysis of current practices of globalised cultures and associated politics and power visible in the actions of young students' families related to mobilities in the name of global citizenship. The findings of the chapter will help the universities and policymakers of both host and sending countries to take decisions and make policies in terms of transnational education. In other words, the findings will provide them with the analysis of empirical data to ensure transnational higher education in Bangladesh addresses the issues of international benchmark and affordable international higher education opportunities in-country.

NATIONAL, INTERNATIONAL, TRANSNATIONAL EDUCATION AND FAMILY

In Bangladesh, 52 public universities, 108 private universities and 3 international universities are listed under the University Grants Commission (UGC, 2022). According to the UGC Annual Report of 2019, the total number of students in Bangladeshi higher education institutions is 44,34,451 (UGC, 2020). Moreover, 70,000-90,000 Bangladeshi students move abroad for higher education every year (Siddiqui & Jasim, 2022). In addition to national and overseas higher education, Transnational Education (TNE) is seen as significant for the higher education sector in Bangladesh. TNE ensures the mobility of higher education i.e., education programmes and providers between countries (Knight, 2016). Transnational Education (TNE) is being discussed as a burning issue in the higher education sector in Bangladesh for several reasons. For example, local students will get the chance to get a global education in the country and local teachers will be able to receive international standard training (Haque, 2021). In addition to the quality of higher education, TNE in Bangladesh might bring positive changes to the economy of Bangladesh by producing skilled graduates and reducing the cost of overseas higher education. In this situation, it is important to understand the reasons for students' international mobility in pursuing higher education. The identified reasons will provide the logic and factors that need to be considered for promoting and ensuring quality TNE in Bangladesh.

M. T. Islam (2019) identifies 3Cs – i.e. culture, course and career through analysing the literature on international students' mobility. According to him 3Cs emerge as the three broad categories and cover most of the identified motivations behind mobility in international higher education. In terms of culture, M. T. Islam (2021) claims that the consumerist culture of neoliberalism in both home and the host country motivates students from developing or underdeveloped countries to go to developed countries to pursue higher education. To be specific, mobility motivators for young students from developing countries comprise the influence of local mobility and network capitals (Hannam et al., 2006; M. T. Islam, 2022a, 2022c; Sheller, 2014), i.e. local cultural practices in the job market, their family and global

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