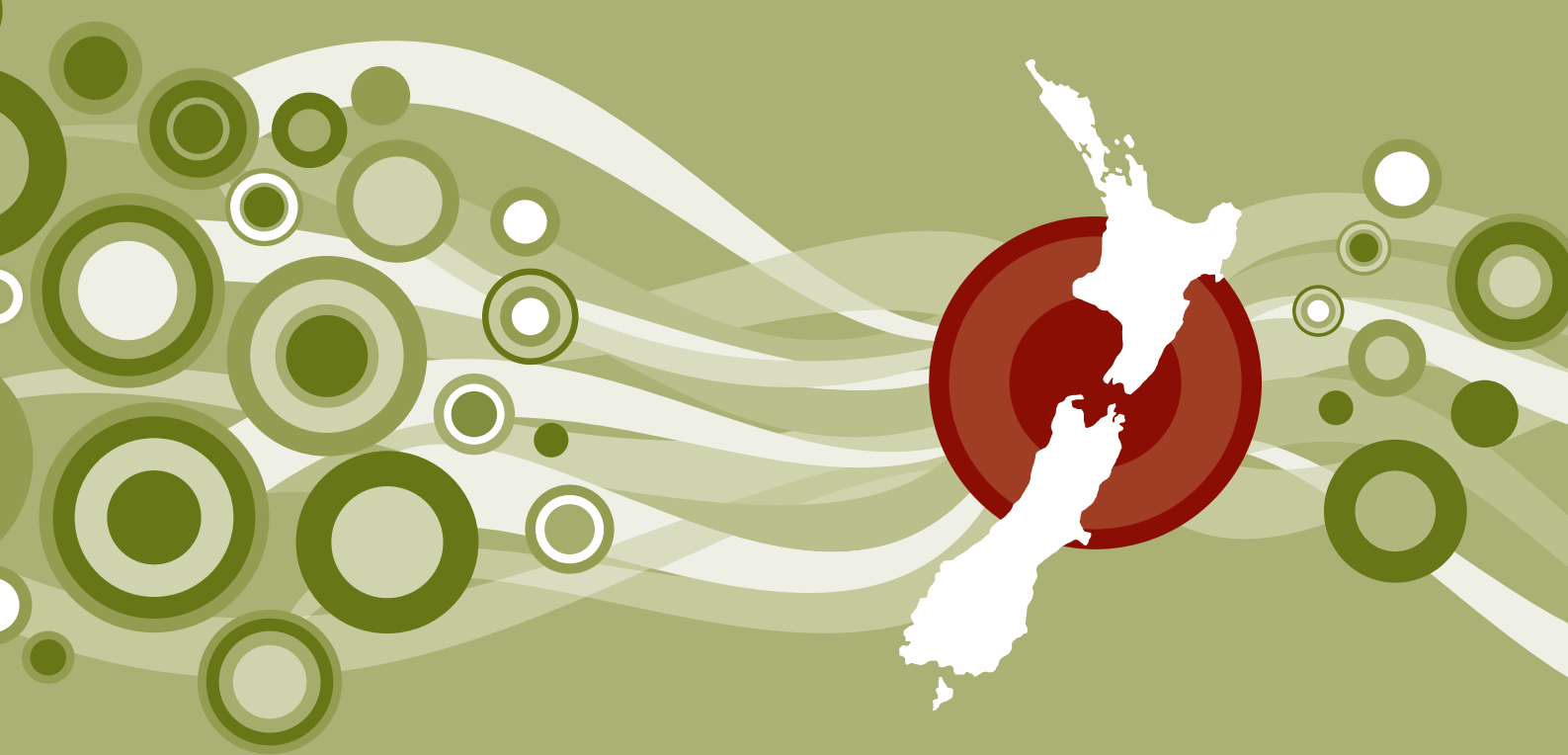


# The International Education Agenda

A STRATEGY FOR 2007–2012



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## Ministerial Foreword

The International Education Agenda 2007–2012 sets out government’s vision and strategy for international education in New Zealand over the next five years.

International education connects New Zealand with the world through the flow of ideas, and the relationships formed between people and institutions. These help to build a sustainable economy based on innovation and quality, and sustain our national identity, in a world of globalised business, media, and culture.

In April 2007, I released a discussion document on the development of an International Education Agenda. Schools, tertiary institutions, other education providers, interested individuals, and organisations from across New Zealand responded in 77 submissions, which represented more than 100 providers/organisations, including key education bodies.

This feedback, which has been used in developing this document:

- supported the view taken of international education, and confirmed the direction and goals proposed
- supported internationalising our education system to give New Zealand students the knowledge, skills and international experiences they need in a globalised world
- reflected the diversity of education providers and organisations involved in international education, and their different interests
- highlighted the challenges for providers, the community, and government.

The International Education Agenda is a statement by nine key government agencies involved in international education. It sets out the government’s objectives and priorities



for international education. It outlines the complementary roles government and providers have in achieving the objectives, and sits alongside the industry strategy for international education developed by Education New Zealand as the lead industry body.

The International Education Agenda links strongly to other initiatives that can assist with ‘internationalisation’. One is the revised national curriculum, due to be released in late 2007. Another is the 2007 – 2012 Tertiary Education Strategy/Statement of Tertiary Education Priorities, which has the goals of “creating and applying knowledge to drive innovation” and “success for New Zealanders through lifelong learning”. Education relationships are also a critical part of the government’s commitment to deepening and strengthening New Zealand’s relationships with Asia.

Together with these initiatives, the International Education Agenda will support the continued development of sustainable, high-quality, innovative education that benefits all New Zealanders.

Hon Michael Cullen  
 MINISTER FOR TERTIARY EDUCATION  
 (with responsibility for international education)

## Introduction: Why an International Education Agenda for New Zealand?

The International Education Agenda (the Agenda) builds on the achievements of recent years and sets a new course for New Zealand's engagement in international education over the next five years. It is a key part of the New Zealand government's Economic Transformation strategy for building a sustainable economy based on innovation and quality, and it contributes directly to the aims of 'growing globally competitive firms' and 'innovative and productive workplaces'.

Maintaining and improving New Zealand's economic performance, and therefore its standard of living, depends on the quality and depth of New Zealand's engagement with the global economy. Our students need to learn to operate comfortably in different countries and cultures, and to be conscious of the opportunities available in a globalised world. As the education system is a key way they learn about who they are as New Zealanders and their nation's place in the world, it also works towards sustaining our national identity.

The International Education Agenda sets out how we can achieve the internationalised education system New Zealand needs in order to be fully integrated with the global economy. It aligns with and supports other government strategies and education initiatives – in particular the 2007-2012 Tertiary Education Strategy/Statement of Tertiary Education Priorities and government's commitment to strengthening relationships with Asia.

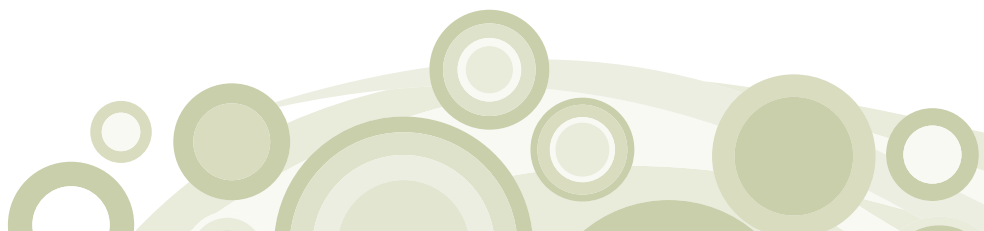
New Zealand has developed a highly successful export education industry, with a reputation not only for quality but also for offering something different. The Organisation for Economic Cooperation and Development (OECD) has described New Zealand as "one of the leading exporters of tertiary education in the world", and we also attract large numbers of international students into our school system. At its best, our education system is world class: New Zealand 15-year-olds rank among the top in the world as measured by the Programme for International Student Assessment (PISA), and more than half of our universities are in the world's top 500 in the *Times Higher Education Supplement* rankings.

But with a more integrated, sustainable, and forward thinking approach to international education we could do even better. We need to go beyond the traditional focus on hosting international students, and adapt to the international trends that are already having an impact on our education system. These trends include increasing competition for academics, students and funding, an enhanced demand for education as developing economies grow and changes in technology require new skills, and moves to harmonise qualifications.

The International Education Agenda is relevant to anyone involved in education in New Zealand, including those who:

- study, or intend to study, in New Zealand
- teach New Zealand students in schools or tertiary institutions
- teach, or work with, students from other countries studying in New Zealand schools, tertiary institutions or language schools





- manage and make decisions about their institution's participation in international education
- provide New Zealand educational services and products internationally
- have an interest in the New Zealand education system.

The Agenda is both a strategy document and an overview of international education in New Zealand, providing a framework for the wide variety of international education providers, including primary, intermediate, and secondary schools, universities, polytechnics, Private Training Establishments (PTEs), English language schools, and other organisations involved in intercultural learning and exchange.

As an overview of international education in New Zealand it gives a snapshot of what is happening today, and outlines government initiatives to date.

As a strategy document it sets the direction for government's engagement in international education over the next five years, and identifies priority areas for government action. Government will regularly review progress and formulate further specific actions to be taken, advising education providers and other interested organisations of progress and consulting them on the development of initiatives.

The Agenda has been developed by the key government agencies with a role in international education; the Department of Labour, the Education Review Office, the Ministry of Education, the Ministry of Foreign Affairs and Trade, the Ministry of Research, Science and Technology, the New Zealand Agency for International Development, the New Zealand

Qualifications Authority, New Zealand Trade and Enterprise, and the Tertiary Education Commission (see page 44 for a summary of each agency's role).

A discussion document was published for public consultation in April 2007, and the feedback received from more than 100 interested organisations has been taken into account in producing this document.

While the Agenda is a statement of the government's strategy, the international education industry has its own collective strategy developed through Education New Zealand, the industry lead body. The industry's strategy has a strong export focus, but it also embraces a wider understanding of the benefits of international education for New Zealand. Government has had a strong partnership with Education New Zealand, and with individual education providers. Continuing to strengthen these relationships, and those with other organisations, such as the Asia New Zealand Foundation and exchange organisations, will be critical to achieving the outcomes described in the Agenda.

The Agenda seeks to balance the diverse interests, priorities, and operating timeframes of different groups in the international education arena by proposing a mix of short, medium, and long term measures. While some benefits will be visible in the short term, others will take years to realise, and will require sustained investment of time and effort.

## International education: its context and rationale

The term 'international education' refers in this document to international programmes, perspectives and activities. 'Internationalisation' describes the process through which these are implemented – for example, through change to curricula and development of linkages.

### **What is 'international education' and why is it important for New Zealand?**

International education has multiple dimensions including those that are social, cultural, academic, economic, and political.

International education gives students a global context, which helps them understand how local issues (such as rising energy costs and the need for environmental sustainability) are shaped by world events. It develops their global citizenship skills and enhances their understanding and respect for other cultures, and their own national identity.

'Internationalising' the education system is a means of enhancing the quality of teaching and research, building human capital, strengthening educational partnerships with developing and developed nations, and increasing trade in education services.

### **What does international education look like in practice?**

International education is often described in terms of internationalisation 'at home' and internationalisation 'abroad'.

Internationalisation of education at home can include:

- offering curricula and programmes with international/intercultural content and perspectives

- offering joint degrees or courses with overseas institutions
- using teaching/learning processes that make use of cultural diversity in the classroom, international experts, or virtual mobility through Information and Communications Technology (ICT)
- learning foreign languages
- involving community cultural and ethnic groups in teaching, research or extracurricular events
- hosting international students.

Internationalisation abroad can include:

- students, teachers, and researchers spending time overseas for study, research, professional development, consulting or provision of technical assistance
- delivering programmes to students offshore in partnership with foreign institutions
- establishing branch campuses or stand-alone institutions in other countries
- participating in international projects in areas such as curriculum development, joint research, capacity building or professional development.





### WHAT MIGHT INTERNATIONAL EDUCATION LOOK LIKE FOR NEW ZEALAND STUDENTS?

Pania is a typical Year 13 student in South Auckland in 2015. She speaks Samoan at home, learned Spanish in years 7 and 8, and has been taking Chinese since year 9. A Chinese student in her class is her good friend and 'language buddy'. Pania's maths teacher is on a year-long teacher exchange from the United States. He is planning to take back a new learning approach which has been successful in New Zealand schools. Pania's economics class is doing a joint online project with a German high school in which students develop a product and a marketing campaign for it.

Pania's sister is studying biotechnology at Auckland University and has just come back from a semester at the university's partner research institute in Chile. She is going to work for a New Zealand firm developing her research commercially.

Pania has good National Certificate of Educational Achievement (NCEA) results, is thinking about studying computer science but she has decided to spend a year overseas first. She has plenty of choice about where to go, as New Zealand has working holiday schemes with more than 20 countries.

# The New Zealand International Education Agenda

The four goals of the International Education Agenda are:

- New Zealand students are equipped to thrive in an inter-connected world
- International students are enriched by their education and living experiences in New Zealand
- New Zealand providers are strengthened academically and financially
- New Zealand receives wider economic and social benefits.

These goals contribute to building stronger and deeper international linkages and skills for New Zealanders through opportunities for international study, research, and academic exchange. They contribute to a strong New Zealand economy by sustaining a high-value export education sector that provides quality education for international students. They also embrace New Zealand's contribution to the development of human capital and system capability in other societies, whether on an aid basis or a commercial one.

The International Education Agenda takes a long term view, while also outlining short term priorities.

Many of its potential benefits are very long term – for example, holders of New Zealand International Doctoral Research Scholarships progressing to top research positions, and the benefits of international alumni links for New Zealand universities and institutions being evident.

Some are short term, including the need to rebuild international enrolments, which have fallen since 2003. This will require further strengthening the quality of the services we

provide, and providing students with pathways to further study or employment whether in New Zealand, their home countries or elsewhere.

## GEE EXEMPLIFIES INTERNATIONAL EDUCATION IN THE TERTIARY SECTOR



Chloe Dallaway accepts the award on behalf of the winning team Bios Investments.  
Photo: David St George

The Global Enterprise Experience (GEE) is an international undergraduate student business competition that aims to develop the skills of managing across time zones, world views, languages, levels of wealth, and cultures.

The three week contest requires students to meet with their team online, design a business idea, and together write a concept proposal. It encourages the development of future leaders who can think and act globally, and work collaboratively across cultures.

New Zealand company Te Kaihau developed the contest, with the help of New Zealand Trade and Enterprise and Victoria University of Wellington,



to improve international business skills and allow New Zealand to take the lead in fostering global citizenship.

Four international contests have been held to date, linking 1200 students from 46 countries. These were all led by international business students studying at Victoria University.

A South Pacific contest that linked students from regions across New Zealand and the Pacific, has also been run to help real businesses to export outside their region. Teams were led by business communication students at WelTec and the Southland Institute of Technology.

The topic for this year's GEE was to write a business concept proposal for a venture to foster a sustainable environment. Participants had to draw on the cultures and world views of team members in preparing their proposal.

The winning business concept – Bios Investments – was an asset management company that strategically invests in companies offering both immediate financial returns and environmentally sustainable returns for future generations. The team also proposed that rather than simply returning dividends to investors, two percent of profits would be devoted to implementing a green marketing campaign.

Students from all countries rated GEE as an exceptional learning experience, with comments such as "this was the best

learning experience I had received in all my years at university".

Chenjie, He, a Chinese student studying in New Zealand, said he "now understands the meaning of leader, understands the difficulty and happiness of dealing with people from different parts of the world, learning how to wait, how to forgive, how to accept the difference, how to put the right people in the right position, how to adjust to different people, and more importantly how to lead a team to the target, to be a leader. I actually liked it!"

## The International Education Agenda

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Government has four key goals for international education in the next five years. Each goal contributes to the overarching national priorities of Economic Transformation and National Identity. Several outcomes are sought from each goal. Some are already being achieved, so the challenge is to improve on current performance in these areas. Achieving the other outcomes will require innovative approaches, and a willingness to learn from successful examples in New Zealand and overseas.

The four goals are interdependent – for example, meaningful contact between New Zealanders and international students in our institutions and communities also helps develop the global knowledge and multicultural skills of New Zealand students. This interdependence makes it important that steps taken towards the desired outcomes are well integrated and follow a logical sequence.

Government's priority areas are listed in more detail under each goal, but can be summarised as:

- enhancing the reputation and awareness of New Zealand education internationally
- strengthening the capability of providers to deliver high-quality education
- building institutional and system-level links – for example, to support research and improve qualification recognition
- supporting industry and providers to rebuild and achieve sustainable growth in revenue from international education, particularly in the countries identified as 'depth' markets.

## GOVERNMENT'S PRIORITIES FOR NEW ZEALAND

*National Identity*

*Economic Transformation*

### INTERNATIONAL EDUCATION GOALS SUPPORTING GOVERNMENT'S PRIORITIES

#### Goal 1

New Zealand students are equipped to thrive in an inter-connected world.

#### Goal 2

International students are enriched by their education and living experiences in New Zealand.

#### Goal 3

Domestic education providers are strengthened, academically and financially, through international linkages.

#### Goal 4

New Zealand receives wider economic and social benefits.

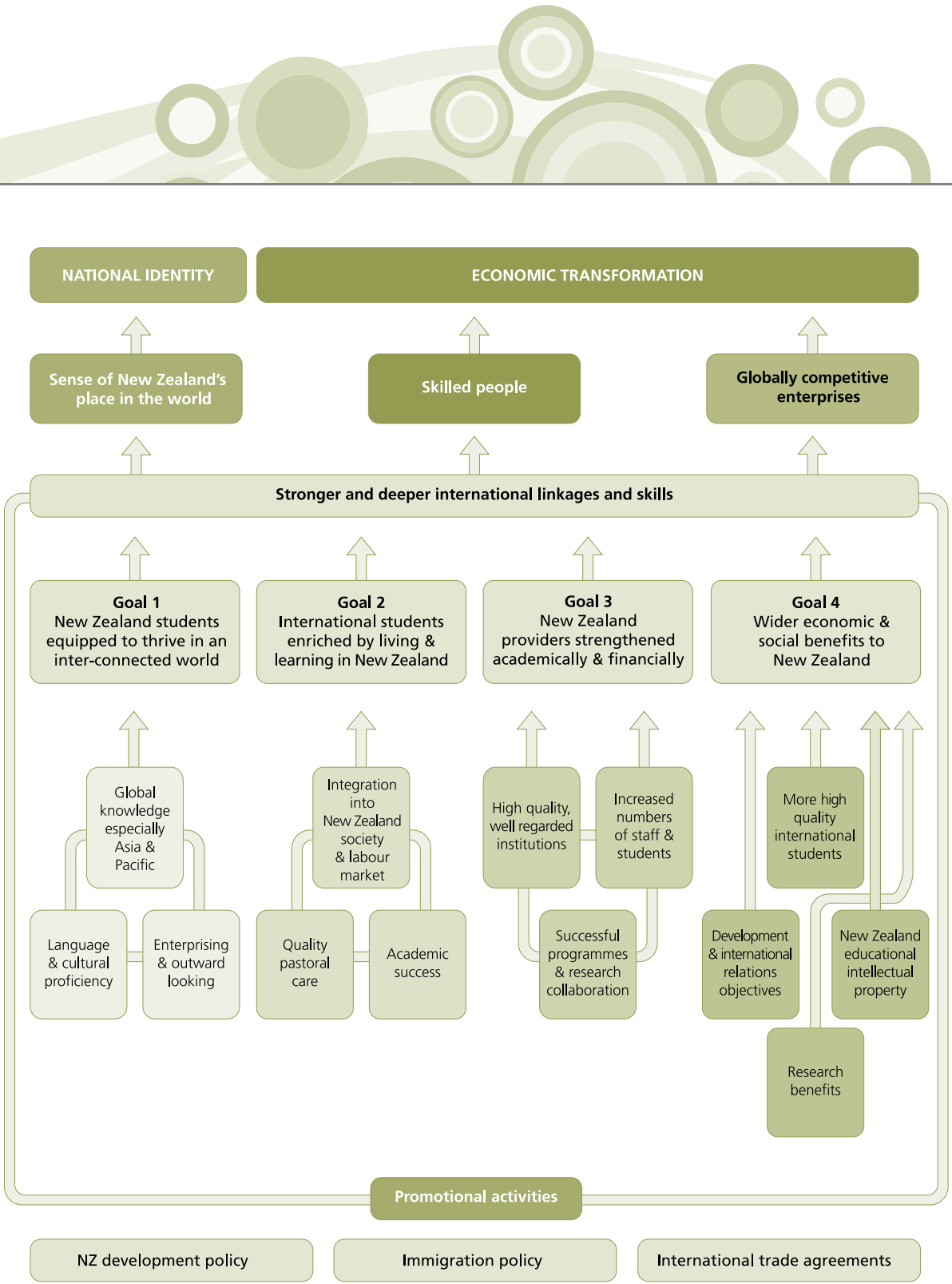
### KEY OUTCOMES SOUGHT

- New Zealand students have well developed global knowledge, especially of Asia and the Pacific rim.
- They understand and respect other cultures, and contribute to the good of national and international communities.
- They have the skills to succeed in multi-cultural and multi-lingual settings at home and overseas.
- They are enterprising and outward-looking, and their identity as New Zealanders is strengthened by their international experiences and interactions.

- International students are welcomed, receive effective orientation guidance, exemplary pastoral care, and learning support.
- They succeed academically and increasingly choose to continue their studies in New Zealand.
- They are well integrated into our education institutions and communities.
- Employers benefit from their talents, supported by responsive immigration policies.
- They become ongoing advocates for New Zealand, facilitating future academic/economic connections.

- The academic and research performance of New Zealand education providers is further strengthened through international linkages.
- International education programmes are:
  - high quality
  - strategic
  - well aligned with providers' missions
  - diversified
  - innovative
  - sustainable
  - well managed.
- New Zealand school and tertiary qualifications are internationally recognised and valued for study and employment purposes.

- New Zealand's international relationships are further strengthened through educational partnerships.
- New Zealand research benefits from increased international collaboration, funding, and commercialisation.
- There is greater uptake of our educational intellectual property and services overseas.
- International education and other New Zealand business activities are well linked.
- There is sustainable growth in New Zealand's export education earnings, with beneficial flow-on to local communities.



## Government support for international education

The New Zealand government provides support for international education through a variety of mechanisms. These include:

- postgraduate and undergraduate scholarships for top international students, and domestic fee status for new international PhD students and their dependents
- a network of offshore education counsellors to strengthen long term education partnerships with key countries and regions, together with other education diplomacy initiatives
- support for New Zealand students to undertake study abroad (including an awards programme), and support for alumni networks of international student graduates
- support for New Zealand education providers to develop innovative delivery options, build capability, and undertake research
- contributing to generic promotion and marketing of New Zealand education, and providing dedicated staff and resources to support Education New Zealand's student recruitment and related offshore activities
- engagement with regional and multilateral education organisations
- negotiation of arrangements for qualification recognition and quality assurance internationally
- support for English for Speakers of Other Languages (ESOL) provision for international students
- policy advice.

These initiatives complement work funded from the export education levy paid by providers, especially in the promotions area.

Government also provides Official Development Assistance (ODA) for education in developing countries. With a priority on supporting primary and basic education within developing countries, ODA for education also includes provision of scholarships for study in New Zealand and in the Pacific region, and support for regional education institutions. (See further details on page 34).

## WIN/WIN IN SOUTHLAND



Photo courtesy of Alex Leung, Academic Access Hong Kong.

The Education Southland delegation seated includes Ferg Harding (Menzies College), Noreen Melvin (Southland Girls' High School), Lyn Cooper (Verdon College), Rex Capil (Venture Southland), Peter Turnbull (Central Southland College), Nadia Rose (James Hargest College), Ian Baldwin (Southland Boys' High School). Behind are interpreters and supporters, including Alex Leung from Academic Access standing on the far left, who hosted and organised the Education Southland Expo in Hong Kong in January 2007.

A regional approach to marketing Southland as a tourist and education destination is paying dividends both in attracting international students to the region and broadening Southlanders' views of the world.

For two years half of the region's schools and its economic development agency, Venture Southland, have jointly marketed under the Southland brand to Hong Kong, China, Thailand, and South Korea.

Venture Southland's Group Manager for Community Development and Events, Rex Capil, says the collaboration has been very successful. "We find that the families of international students studying at our secondary schools also want to come and visit, so it makes sense to have a joint education/tourism approach to promoting the region."

Venture Southland also organises activities for international and local students and their families, including ski trips to Queenstown. "These activities really help to integrate international students into our community and to break down language and cultural barriers," Rex says.

The presence of international students in Southland is also having a positive spin-off for New Zealand students, says Rex. "Southland is a reasonably isolated region, so having international students in schools and the community raises the awareness of New Zealand students of the wider world, study exchanges, and overseas work opportunities.

"The local families the international students stay with often form life-long connections, not only with the students, but also with their families. And, of course, those international students who have a good study and living experience in Southland go on to be our ambassadors wherever they go."



# Putting the International Education Agenda into practice

## Goal 1:

New Zealand students are equipped to thrive in an inter-connected world

### Reaching this goal will be reflected in these outcomes:

- New Zealand students have well developed global knowledge, especially of Asia and the Pacific rim
- they understand and respect other cultures, and contribute to the good of national and international communities
- they have the skills to succeed in multicultural and multilingual settings in New Zealand and overseas
- they are enterprising and outward looking, and their identity as New Zealanders is strengthened by their international experiences and interactions.

These outcomes also reflect the Māori Education Strategy goal of “facilitating participation as citizens of the world”.

### Achieving these outcomes requires:

- good teachers with access to high-quality, internationally focused teaching/learning resources, and appropriate professional development
- frameworks that support international content – for example, the revised national curriculum, the National Certificate of Educational Achievement (NCEA)<sup>1</sup>, and the Tertiary Education Strategy

“[One of the public purposes of education] is to develop citizenship. In the twenty-first century citizenship includes global citizenship. To function effectively, [students] need to develop global citizenship skills of three kinds:

- The promotion of attitudes that reflect an openness, interest, and positive attitude towards cultural differences. This will empower students who do not have the opportunity to develop such attitudes at home, and will also engage students for whom cross-cultural navigation is a more frequent experience.
- Understanding world history, geography and international law and institutions, including human rights.
- Foreign language skills.”

Fernando Reimers, Ford Foundation Professor of International Education and Director of Global Education at Harvard Graduate School of Education

- increased opportunities for students to interact with people from other countries and cultures inside and outside the classroom – for example, through student mobility (exchanges and study abroad programmes), and the use of information technology, such as video conferencing and virtual field trips.

<sup>1</sup>The National Certificate of Educational Achievement (NCEA) is New Zealand’s main national qualification for secondary school students.

### MORE KNOWLEDGE OF ASIA NEEDED IN THE NEW ZEALAND EDUCATION SYSTEM

Asia is becoming increasingly important to New Zealand, yet the Asia Knowledge Working Group says that “only a few New Zealanders understand the region well enough to see the opportunities before us”.

The Group’s report identified that:

- New Zealand’s school curriculum framework supports cultural diversity but “in reality there is very little ongoing commitment to the study of Asia within most schools”
- few New Zealanders speak Asian languages
- “There is little commitment to Asia in teacher education” and few teachers are of Asian descent
- at tertiary level, Asian expertise is concentrated on China and Japan, and most Asia-related courses are in languages. There are very few Asia-focused business courses, and there is little integration between business and language studies.

Source: Ministry of Education and Asia: NZ Foundation (2006) *Preparing for a Future with Asia: How New Zealand Can Benefit from Asia’s Growing Influence*

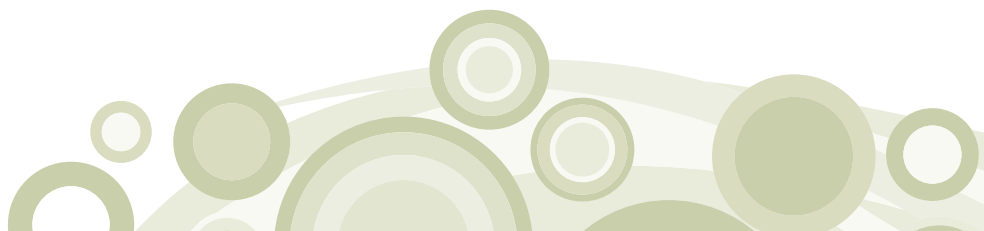
### Current situation

At present, the Asia-related content in most schools and tertiary courses is limited. Other international content varies, depending on the interests and knowledge of individual teachers. However, there are some excellent examples of incorporation of international perspectives – for example, through the UNESCO Associated Schools Project Network, which involves 44 New Zealand primary and secondary schools.

Improving New Zealanders’ language skills is a challenge. Our geographic location means it is much more difficult for New Zealand students from English speaking backgrounds to have exposure to other languages than it is for students in other parts of the world – for example, Europe and Asia. In 2006, just over half of all schools with Year 7-8 students, and 96 percent of schools with Year 9-10 students, were offering opportunities for language learning. Almost 20 percent of students in Years 1-8 learned a language other than English or Te Reo Māori, but this included students learning for fewer than 30 hours in total. In secondary school there was relatively high take-up in Year 9 (with 15,974 students learning French and 9,678 learning Japanese). But numbers dropped significantly in Year 10, and fewer than 10 percent continued through to Year 13.

‘Learning languages’ is a specific learning area in the revised national curriculum due to be launched in late 2007. The government is also developing a national strategy for languages in schooling, due to be completed by the end of 2007.

Key challenges are deciding which languages to focus on, ensuring quality of teaching, teacher supply, and pathways for language learning between primary, intermediate, secondary, and tertiary education. A range of teaching resources



and professional development opportunities for language teachers are available to improve language fluency and teaching methodology. Information and Communications Technology (ICT) is already being used in some areas for language learning and has the potential to be used much more widely.

Opportunities for exchanges and other international contact should be available to students from all backgrounds and types of institutions. The number of secondary school students participating in exchanges remains steady at about 600 per year. Reported barriers to higher take-up are expense, and the difficulty of gaining formal recognition for achievement in an overseas programme – for example, in the form of credits for the National Qualifications Framework.

At tertiary level there are various opportunities for students to study abroad as part of their New Zealand education, but take-up is relatively low (see box).

#### **MORE INTERNATIONAL EXPOSURE FOR NEW ZEALAND TERTIARY STUDENTS**

About 450 students went on an overseas exchange or study programme in 2004 (compared with about 280 in 1998). Another 800 were involved in some other form of international experience – for example, a collaborative project with overseas students. These figures are relatively low compared with other countries, although the figures are probably conservative.

Changes to student loan policy have made it easier for New Zealand students with a loan to undertake study overseas. From 1 April 2007 students enrolled in full-time undergraduate courses overseas continue to pay no interest on their loans while they are studying (some conditions apply). Previously this applied only to postgraduate students. Students enrolled with a New Zealand tertiary provider, who choose to complete part of their study overseas through a recognised exchange scheme also pay no interest while studying overseas, provided they apply to the Inland Revenue Department for an exemption.

Anecdotal evidence suggests that New Zealand universities and polytechnics have difficulty filling available exchange places, especially at undergraduate level and to non-traditional countries, despite the availability of funding for students to participate. Reasons given for the low participation include language barriers, cost, a lack of awareness of opportunities, and confusion around student loan policy. New Zealand also has a culture of young people undertaking an 'OE' (Overseas Experience) following graduation, often leading to employment overseas.

The Ministry of Education has contracted research looking at ways to encourage higher take-up, and this is due to be completed in 2007.

Source: Ministry of Education (2006)  
*Internationalisation in New Zealand Tertiary Education Organisations*

**Government's overall approach is to:**

- work through existing mechanisms such as the revised national curriculum for schools, the Tertiary Education Strategy and Ako Aotearoa, and the National Centre for Tertiary Teaching Excellence
- encourage awareness and demand for language learning and student mobility, and provide targeted financial support where appropriate
- encourage providers to meet government's expectations by helping them build their capabilities.

**Short term priorities for government:**

- continue, in partnership with organisations such as the Asia New Zealand Foundation and UNESCO, to develop resources that help teachers incorporate authentic international content and perspectives into course delivery, particularly in relation to Asia and the Pacific rim. Initially this will focus on:
  - a campaign to increase the awareness of principals and Boards of Trustees of the importance of Asia knowledge, supported by exemplars of best practice
  - a 'Beijing 2008' online resource for teachers, with Asia knowledge incorporated into traditional Olympic Games units
  - scope and sequence guidelines that identify the opportunities within the New Zealand curriculum for Asian contexts. Social sciences and the arts are the initial priorities
- develop a strategy for languages in schooling to provide direction to teaching and learning, and to assist in guiding the implementation of the new languages area in the curriculum

- increase tertiary and secondary student take-up of opportunities to study abroad by reducing barriers, and diversifying the range of students and destinations involved. Specific initiatives will be developed for 2008 following the completion of current research
- work with Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, to investigate and share good practice in internationalising tertiary curricula and tertiary teaching.

**Medium term priorities for government:**

- continue building the capability of teachers in schools offering second languages to Year 7-10 students – for example, through scholarships for further language study, and professional learning opportunities
- evaluate and report on the capacity of schools to offer second languages to Year 7-10 students. (This will be carried out by the Education Review Office)
- following the review of initial teacher education currently underway, work with the New Zealand Teachers Council on mechanisms to ensure that graduating teachers are well equipped to develop their students' global knowledge and cultural understanding.

**Supporting actions and areas for future work:**

- continue to support the development and use of virtual exchanges via Information and ICT at school and tertiary level – for example, the Beijing Olympics unit will give New Zealand students the opportunity to engage with model schools in China during the Olympics and beyond

- develop and promote curriculum materials that support education for enterprise and input from business. The 'Thinking Globally' resources published for Export Year 2007 will be updated to incorporate the revised curriculum, and for the Shanghai Expo 2010. An Asia-Pacific Economic Cooperation (APEC) resource for senior economic students is being investigated.

#### FARM COVE SCHOOL CELEBRATES DIVERSITY

Farm Cove School in Pakuranga, Auckland is a great example of a school modelling tolerance, appreciation, and celebration of their multicultural community.

Farm Cove is an intermediate school with 40 (mostly Korean) international students, and approximately 30 percent of the school population is of Asian descent. There are 36 ethnic groups represented at the school.

The staff and Board of Farm Cove have made a conscious effort to not distinguish between their international students and those who live permanently in New Zealand.

"We don't distinguish between any of the pupils at our school," says Farm Cove principal Madeleine East. "Everyone is important, everyone is valued for who they are and we all learn from each other."

The school promotes understanding of that diversity in their community via newsletters and by inviting the wider community to their end of year assembly. The different

cultural and religious practices of those at the school are taught as an integral part of the school's curriculum.

"The beauty of a diverse school community is that the learning goes both ways. At lunchtime you have your typical New Zealand student eating their ham and salad roll beside a Korean pupil who might be eating their noodles or rice with chopsticks. They talk about what they got up to at the weekend, all sorts of differences are shared without judgment."

As well as wanting to experience the New Zealand way of life, many of the school's Asian students are focused on learning, Ms East says. "Our more capable students are challenged and motivated by the attitude of our Asian students to learning excellence and success. They have to make an extra effort if they want to be top in some subjects like maths."

She also notes that creating an inclusive and tolerant school environment creates good word of mouth promotion in places like Korea, and so other extended family members and friends of international students at Farm Cove enrol there. "And of course ensuring they have a great living and learning experience at intermediate means they want to stay on to do their secondary and tertiary education here as well."

Embracing and celebrating the diversity of the Pakuranga school and wider communities has been a slow but rewarding learning process for everyone involved, Ms East says.

## GOAL 2:

International students are enriched by their education and living experiences in New Zealand

### Reaching this goal will be reflected in these outcomes:

- international students are welcomed to New Zealand. They receive effective orientation guidance and exemplary pastoral care and learning support
- they succeed academically and increasingly choose to continue their studies in New Zealand
- they feel part of our education institutions and communities
- New Zealand employers benefit from their talents during and after study, where appropriate, with the support of responsive immigration policies
- international students become ongoing advocates for New Zealand, facilitating future academic and economic connections.

### Achieving these outcomes requires:

- international and local students, the public and employers have positive attitudes towards one another, and opportunities to interact and build ongoing links
- good quality ESOL teaching and resources are available for international students from all education providers
- user-friendly, efficient government policies and processes – for example, in immigration

- quality standards that are enforced, and which providers are helped to meet
- good information and assistance for students on living and studying in New Zealand.

### WHO ARE INTERNATIONAL STUDENTS?

The term 'international student' technically describes any student not defined as a 'domestic' student (for fees purposes) in the Education Act 1989. Foreign fee-paying students are therefore 'international', as are exchange students (although exchange students are exempt from international fees). However, many students who are 'domestic' for fees purposes come from international backgrounds and can be thought of as 'international students' in a broader sense. These students may be recipients of New Zealand government scholarships (and their children), international PhD students (and their children), or children of migrants on temporary work permits. They often have similar needs to foreign fee-paying students or exchange students (for example, in terms of ESOL) and make the same valuable contribution to the diversity of our classrooms and



communities. This document uses the term 'international student' in its broader sense, including these groups. (Refugees and permanent residents may also have similar needs but these are addressed through settlement programmes).

There is huge diversity among international students in New Zealand. Students may study in schools at primary, intermediate or secondary level or at universities, polytechnics, English language schools or other training providers. Students may come for a short period, study here for several years, or end up living in New Zealand permanently. Some come predominantly to improve their English language ability or to experience life in New Zealand, sometimes while on a working holiday. Others also aim to gain a New Zealand qualification, and New Zealand residence. While this document talks about 'international students' as a group, it is vital that providers, communities, and government recognise the diverse nature of this group, and their individual needs and aspirations.

### **Current situation**

Overall, the quality of pastoral care and support for international students is good, but there is room for improvement. Such care at tertiary level has particular challenges, as institutions are generally much larger, and students have more independence. International students moving into tertiary education in New Zealand face many of the challenges first time domestic students do in adjusting to tertiary study and independent living,

but often do not have the same level of support from friends and family.

Additional funding has been provided for ESOL for international students since 2003. This has covered additional professional development for ESOL teachers, classroom subject teachers, and teacher aides. Feedback indicates that teachers value this extra support. However, teachers say there is a strong need for more pre-service training, and ongoing professional development to help equip all teachers to deal with increasing cultural and language diversity in classrooms. New standards for graduating teachers to be introduced by the New Zealand Teachers Council from 2008 will support this, and a review of initial teacher training is currently underway.

Just as raising academic achievement is a key focus for government in relation to New Zealand students, it is also important for international students. But not enough is known about how well they are doing academically, as we have only limited data, derived primarily from NCEA, New Zealand Scholarship, and tertiary course completion statistics. It is important to recognise the different reasons why students are studying in New Zealand as for some students academic success may be of secondary importance relative to language learning or experiencing the New Zealand lifestyle.

In 2005, changes to immigration policy gave international students greater ability to work part-time to support themselves, gain work experience, and improve their English. However, the benefits of part-time work need to be carefully balanced against its impact on students' study, and the risk of exploitation if they are not aware of their rights.

For New Zealand to prosper, it is critical that international graduates and other skilled migrants who want to work in New Zealand are able to find satisfying employment. A 'study to work' policy allows some international students to look for work in New Zealand once they have graduated<sup>2</sup>. However, despite a tight labour market, international graduates often face challenges finding employment. Lack of relevant experience is a common factor, as it is for New Zealand graduates. But cultural differences in communication and employer attitudes are also factors.

International students can become influential, ongoing advocates for New Zealand at a high level as was seen with the Colombo Plan. In some countries the New Zealand government supports outreach activities directed at international student alumni of New Zealand institutions (including through KEA, formerly Kiwi Expatriates Abroad). However, a more strategic approach is desirable. New Zealand does not have a strong alumni culture (compared with the United States, for example), so maintaining long term connections to New Zealand among international alumni is difficult.

## STUDENT SATISFACTION

The first national survey of international students' experiences in New Zealand in 2003 found generally positive results in terms of students' satisfaction with their education, accommodation, and the services/support available. However, 22 percent of students said they would not recommend New Zealand to family or friends, and 34 percent were unsure. In particular, students from China and other Asian countries expressed lower satisfaction. However, 2007 research focusing on Chinese students found an overall improvement in their perceptions of New Zealand education since 2003.

Seventy percent of the students wanted more meaningful contact with New Zealanders, but less than half believed that New Zealanders had positive attitudes towards international students. The survey will be repeated in 2007, and government hopes to see an improvement, especially with regard to social contact with students. Research suggests that this does not happen automatically, and that teachers, institutions, and communities need to consciously create structured opportunities for international students and New Zealanders to interact – for example in sports and cultural activities. There are some excellent examples of good practice, which government will continue to share.

Sources: Ministry of Education (2004), *The Experiences of International Students in New Zealand: Report on the Results of the National Survey*  
Ho, Li, Cooper and Holmes (2007), *The Experiences of Chinese International Students in New Zealand*

<sup>2</sup> Recipients of NZAID scholarships must return to their home country for a minimum of two years on completion of their studies.



**Government's overall approach is to:**

- focus on the welfare of students, monitoring and reporting on the quality of their experience in New Zealand, and the quality of education delivery
- protect and enhance New Zealand's reputation as an excellent destination for international students
- recognise the long term and less tangible benefits international students bring to New Zealand – for example, as talent in a tight labour market and as potential future advocates for New Zealand in their own countries and internationally.
- continue research and sharing of good practice on improving contact between New Zealanders and international students. Initially, this will focus on analysing and disseminating the results of a repeat of the 2003 national survey of international students' experiences, and on investigating (in conjunction with the industry body) options for encouraging cultural training for teachers and staff dealing with international students.

**Short term priorities for government:**

- maintain a focus on high-quality pastoral care. The key task will initially be reviewing and updating the Code of Practice for the Pastoral Care of International Students, and a discussion document will be published for consultation in late 2007
- work to promote opportunities and reduce barriers to international graduates finding suitable employment in New Zealand. The Department of Labour holds seminars at tertiary institutions for international students seeking to gain work permits or New Zealand residence. Information on these is available at [www.immigration.govt.nz/grads](http://www.immigration.govt.nz/grads). Further initiatives are being planned to put employers in touch with international students, specifically in the fields of information technology, healthcare, and engineering

### THE CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS

It is important that international students are well informed, safe, and properly cared for. The Code of Practice for the Pastoral Care of International Students provides a framework for service delivery by educational providers, and their agents, to international students.

The Code sets out the minimum standards of advice and care expected of educational providers. It applies to pastoral care and provision of information only, and not to academic standards.

The Code is mandatory for all education providers in New Zealand who enrol international students. The Ministry of Education administers the Code and maintains a register of all signatories to it. The Code came into force on 31 March 2002, and was revised in 2003.

The Ministry of Education is reviewing it again and any amendments will be implemented in 2008.

A copy of the Code, which is available in multiple languages, and more information can be obtained from the international pages of [www.minedu.govt.nz](http://www.minedu.govt.nz)

### Medium term priorities for government:

- further strengthen coordination and cooperation among government agencies involved with international students' education and welfare
- evaluate and report on the quality of education and pastoral care provided for international students in New Zealand schools (Education Review Office). This will also improve the information on academic achievement of international students
- investigate factors affecting the progress of international students from primary/intermediate to secondary and then tertiary studies, and from undergraduate to postgraduate studies. This will initially focus on revisiting eligibility of international students in senior secondary school for New Zealand Scholarship
- work with providers and other organisations to promote public understanding of international education and its benefits
- investigate ways institutions and government can work together to help international alumni maintain active links with New Zealand.

## INTERNATIONAL STUDENTS PROVIDE FIRM'S COMPETITIVE EDGE



Doris Stroh (Germany), Nyan Aung Lin (Myanmar), and Donna Liu (China) are part of the biggest New Zealand-owned engineering consulting firm. Photo: Richard Robinson, APN.

One of New Zealand's biggest engineering consulting companies, Auckland-based multinational Beca, says hiring migrants is giving the firm an international competitive advantage.

Beca has offices in New Zealand, Australia, Fiji, New Caledonia, Singapore, Indonesia, Myanmar, China, United Arab Emirates, Britain, Brazil, Chile, and the United States. Since 2002, staff numbers have almost doubled to 1,730. Beca's Technical Director for Transportation, Matthew Ensor, says the New Zealand-based staff are also multinational. In his division, 26 of the 45 staff members were born overseas – in Britain, Australia, India, Hong Kong, Bangladesh, Myanmar, China, Germany, Indonesia, Malaysia, South Africa, Sri Lanka, and Taiwan.

"We couldn't have grown without them. There are not enough skilled people in New Zealand to allow that. All our competitors are crying out about the lack of skilled labour. For us, it's a good indicator that we are taking advantage of skilled talent," says Matthew.

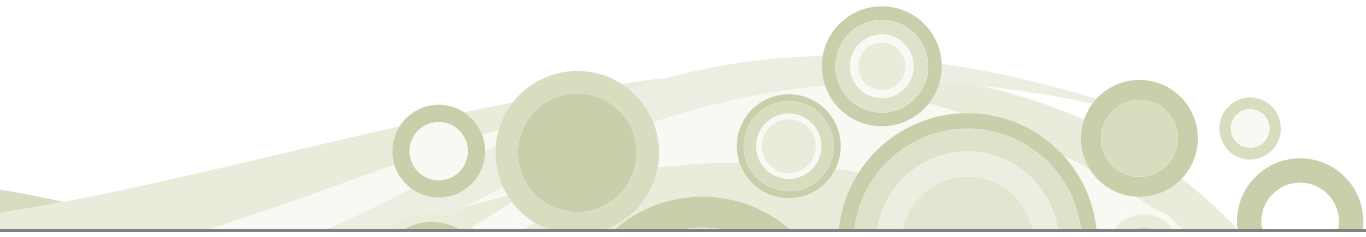
He estimates that the overseas recruits have earned the company \$20 to \$30 million in the past three years.

Most of his foreign-born recruits – 17 out of 26 – were hired in New Zealand. Donna Liu, for example, came from China in 2003 to do her master's degree at Auckland University, and stayed.

"At that time it was really easy to get a visa in New Zealand," says Donna. "I thought it would take a long time to get a visa for other countries. I'm quite happy staying here. All my family are in China, but last year my parents visited and they felt it was quite a nice country." Donna's parents may join her here permanently.

Dian Witono transferred from Melbourne University to Auckland four years ago because her parents had moved to New Zealand. "I feel safer here. Everything is stable and the people are nice."

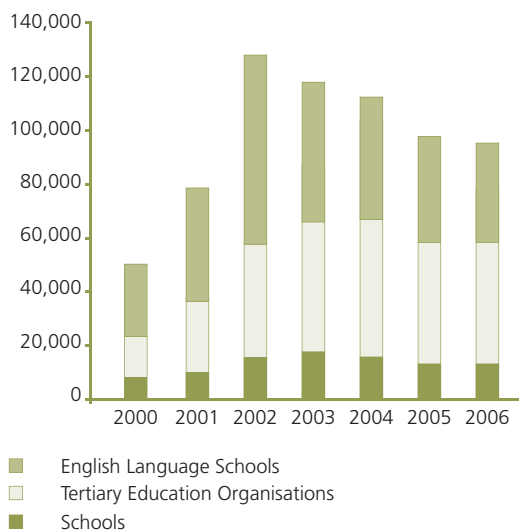
Beca also has seven interns from India, who spend 10 weeks with the company every winter, and a similar number from New Zealand universities in summer.



### Statistics on international student enrolments

International education in New Zealand is affected by external factors, which are reflected in fluctuating international student numbers (see table below). For example, enrolments fell sharply during the Asian economic crisis of 1997–1999 and surged dramatically in 2002–2003, but then fell again, partly because of a change in Chinese government policy. This variability emphasises the need for New Zealand to diversify source countries, and to balance its heavy reliance on onshore delivery – that is, students coming to New Zealand – with investment in other modes of delivery.

**Chart 1: International enrolments in New Zealand**



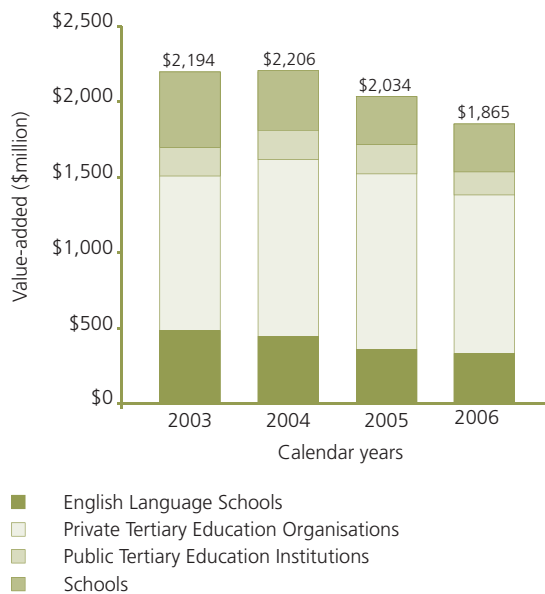
Sources: 2000–2002: School July roll returns, TEI and PTE full-year SDR data, and Statistics NZ Survey of English Language Providers. 2003–2006: Ministry of Education Export Education Levy database.

**Chart 1**

Total enrolments of international students across all provider groups rose by 153 percent between 2000 and 2002 – from 50,026 to 126,919. Since the 2002 market peak enrolments have declined approximately 23 percent to 98,246 enrolments in 2005, but have since largely stabilised.

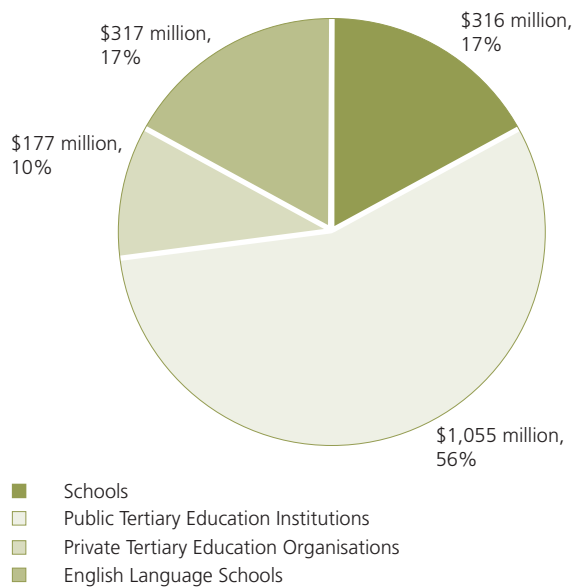
Data for 2006 indicates that international enrolments at English language schools have stabilised after several years of decline. In schools, total international enrolments increased by 8 percent between March 2006 and March 2007, with a particularly strong increase in enrolments of South Korean students (18 percent), who make up almost half of school-aged international students. Enrolments in primary/intermediate schools increased by 25.9 percent, while there was a modest increase in secondary schools of 2.6 percent. By contrast, at tertiary level providers continue to feel flow-on impacts as Chinese students who enrolled three to five years ago complete their degrees. However, there has been a rapid growth in the number of international students studying at PhD level – from 685 in 2005 to 1,085 in 2006.

**Chart 2: Economic Value-Added from International Student Enrolments**



Sources: Ministry of Education estimates based on Export Education Levy data, and Infometrics calculations for the 2004 year.

**Chart 3: Economic Value-Added from International Student Enrolments, 2006 (est.)**



availability of higher education places in our traditional source countries, like Malaysia and China. Government initiatives such as funding for international PhD students, scholarships, money for generic promotions, and increased education diplomacy will help providers meet these challenges.

The above measure of economic value does not include New Zealand exports of education services, such as educational software and consultancy services. Developing a methodology which includes these aspects will be part of government's work on measuring progress towards the objectives of the International Education Agenda.

#### Charts 2 and 3

The economic returns to New Zealand from international student enrolments are mainly from state sector institutions (schools, universities, and polytechnics) followed by English language schools and private tertiary providers. In 2006 there was an estimated value-added economic benefit to New Zealand of \$1,865 million, including tuition fee revenue, living costs expenditure and flow-on impacts.

Although it is not realistic, or necessarily desirable, to expect enrolments to grow as they did between 2000 and 2002–2003, government is committed to helping export education providers to stabilise and to grow sustainably. Although student numbers are usually the focus of discussion, volume is not the whole story. Revenue and other benefits from international students also depend on factors such as students' level of study and length of stay in New Zealand.

There are significant challenges to attracting more students including increasing competition from other English speaking countries and the growing

## GOAL 3:

Domestic education providers are strengthened academically and financially through international linkages

### Reaching this goal will be reflected in these outcomes:

- the academic and research performance of New Zealand education providers is further strengthened through international linkages
- international education programmes are high-quality, strategic, well aligned with providers' missions, diversified, innovative, sustainable, and well managed
- New Zealand school and tertiary qualifications are internationally recognised, and valued for both study and employment.

### Achieving these outcomes requires:

- providers being able to attract talented teachers and researchers from New Zealand and overseas, and providing them with opportunities to form international connections – for example, through collaborative research and/or teaching projects
- an environment that facilitates connections and partnerships between researchers in the public and private sectors, in New Zealand and internationally
- high international awareness of the New Zealand education system, and high regard for our system in general and for individual providers

- international best practice and benchmarking is used to improve the quality of education provided by New Zealand institutions – for example, PISA<sup>3</sup>
- education providers with the necessary capabilities to manage and operate strategic, sustainable international programmes and activities
- a coordinated approach to promotion and marketing by education providers that makes the most of New Zealand's limited resources
- maintaining policy, funding, and regulatory settings supportive of government's international education goals
- bilateral and multilateral mutual recognition agreements (such as the Bologna process<sup>4</sup>) that increase the portability of New Zealand qualifications.

<sup>3</sup> Programme for International Student Assessment (PISA): a three-yearly international study of 15-year-olds in nearly 60 countries, which assesses maths, science and reading skills.

<sup>4</sup> The Bologna Process, launched in 1999, aims to harmonise higher education systems across 45 European countries to increase student and staff mobility.

## REPTILIAN ROMANCE



NZIDRS student Jennifer Moore with Robo-Ollie  
Photo: Dave Hansford

New Zealand International Doctoral Research Scholarship (NZIDRS) recipient Jennifer Moore is using state-of-the-art film industry technology to study one of the oldest reptile species on earth, the tuatara.

Tuatara are threatened with extinction by climate change, predation, and habitat loss. A key to ensuring their ongoing survival is understanding their behaviours, particularly those that lead to successful reproduction. This understanding can then inform captive breeding programmes and guide conservation managers to the genetically fittest, most productive males.

Jennifer, a Victoria University of Wellington post-doctoral student from the United States, is focusing on aggression between male tuatara and how they establish dominance, which leads to reproductive success.

She approached Weta Workshop, the Wellington-based animatronics company

renowned for creating weird and wonderful creatures for such films as Peter Jackson's Lord of the Rings trilogy. Her idea was for Weta to create a model she could remotely control to mimic the behaviour of aggressive males.

"We could then get an idea of who was winning the fights, who was getting the ladies, who was fathering the children, who was more successful generally."

Robo-Ollie was the result. Named after Oliver, a captive tuatara that recently died at Victoria University, Robo-Ollie has implanted miniature devices to control its movements. The robot cannot walk around, but it can move its head in a way that is similar to Oliver's territorial posturing.

Jennifer and her team spent five weeks with Robo-Ollie on Stephens Island in the Cook Strait in March 2007, gaining valuable insights into the tuatara breeding hierarchy. They discovered that just 25 percent of the males produce all of Stephens Island's young. Typically, these are the biggest individuals, some of which could be up to 90 years old. But much remains unexplained. "I'm just starting to get some of the details figured out," says Jennifer.

The NZIDRS scholarship, which is awarded for three years, has been priceless, Jennifer says. "Without it, I wouldn't have been able to come to New Zealand to study such a fascinating animal. I'm also benefiting from the many resulting connections and opportunities."

## Current situation

### *Tertiary providers*

Government has recently given tertiary education providers greater support for research through Performance-Based Research Funding (PBRF) and Centres of Research Excellence. Other initiatives have been designed specifically to attract top international research students – in particular, doctoral scholarships and the granting of domestic fee status to PhD students and their dependents.

Research carried out in 2006<sup>5</sup> found that international research agreements and partnerships are increasing among tertiary providers, and that the PBRF has had a positive impact. The international scholarships programme has been well received, and international PhD student numbers increased by almost 60 percent between 2005 and 2006, to over 1,000. An initial review of both initiatives will be undertaken in 2007–2008.

Research<sup>6</sup> done in 2006 found that the vast majority of tertiary education organisations recognised that an international dimension was valuable for their institutions, and that they had established structures and strategies to support internationalisation. However, there was limited common understanding of the potential scope of internationalisation, and in many cases institutions remained predominantly focused on the recruitment of international students.

In the state tertiary sector, fee revenue from international students totalled \$381.7 million in 2006. International student numbers have not fallen as much in tertiary institutions as they have in English Language Schools (see statistics on page 24) since 2003. However, flow-on effects will continue as the current cohort of

students, particularly from China, complete their degrees and are not replaced. In spite of the recent growth in international PhD students, there is still concern about the low proportion of postgraduate students in New Zealand's tertiary international student population compared with other countries.

### *Schools*

International students add to the cultural diversity of New Zealand schools as well as being a source of revenue. Total international student fee revenue in schools was \$106 million in 2006. Student numbers and revenue generated are of particular concern to many schools, as schools do not have the same opportunities as universities or polytechnics to engage in international research collaboration or consulting. The 2007 academic year has seen an increase in international enrolments in schools (see statistics on page 24).

While schools enrol a relatively small proportion of the total number of international students, they constitute the largest number of providers and are very diverse. A relatively small number of schools, generally in urban areas, have significant numbers of fee-paying international students and exchange students, while many other schools have fewer than 10 international and/or exchange students.

Word of mouth recommendations and family networks are important sources of students, particularly for primary and intermediate schools. Information is not currently collected nationally on students' pathways, but it is likely that students who have a positive experience at a New Zealand school will return for further study, or retain some connection with New Zealand. Anecdotal evidence suggests that an increasing number of students are enrolling for short periods as a 'taster' of New Zealand education, prior to deciding on longer study.

<sup>5</sup> Ministry of Education (2006) Internationalisation in New Zealand Tertiary Education Organisations, p 50.

<sup>6</sup> Ministry of Education (2006) Internationalisation in New Zealand Tertiary Education Organisations, p 34.



While schools and tertiary providers operate in a competitive recruitment environment, there is also scope for collaboration for more efficient marketing. There are a number of examples of regional industry organisations doing this on behalf of providers in addition to the work done by Education New Zealand, which has primary responsibility for marketing New Zealand education.

International recognition of New Zealand qualifications is essential both for New Zealand students wishing to study and work overseas, and for international students choosing to study in New Zealand at school and at tertiary level. New Zealand qualifications are well regarded and recognised internationally. The National Recognition Information Centre for the United Kingdom (UK NARIC), which is responsible for qualifications recognition in the United Kingdom and provides a benchmark for recognition agencies worldwide, states that the Level 3 NCEA with some Merits/Excellence grades is comparable to English and Scottish University Entrance requirements. In early 2007, UK NARIC and the New Zealand Qualifications Authority reached agreement that Level 2 NCEA is comparable to the General Certificate of Secondary Education (GCSE), the entry requirement to further education/vocational education institutions in the United Kingdom.

In June 2007, New Zealand was unanimously invited to accede to the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Area. This is a significant advance for the recognition of New Zealand qualifications internationally. Membership of the Lisbon Convention will give New Zealanders easier access to overseas employment and academic opportunities. It will also strengthen New Zealand institutions' ability to recruit overseas students, providing potential

students with increased confidence that their qualifications will be readily recognised when they return home.

As part of its education diplomacy work New Zealand has education counsellors established in or planned for Beijing, Washington, Brussels, Kuala Lumpur, Delhi, Santiago, Seoul and Riyadh. Education counsellors are developing and deepening important relationships with local government agencies and education institutions. They work together with other New Zealand government officials offshore, in particular the Ministry of Foreign Affairs and Trade and New Zealand Trade and Enterprise.

Education counsellors have facilitated Chinese government recognition of New Zealand polytechnics and degree-granting Private Training Establishments, have assisted our universities with access to the United States Federal Student Aid loan scheme, have been instrumental in New Zealand being invited to accede to the Lisbon Convention on qualification recognition, and have worked with Education New Zealand, the Ministry of Foreign Affairs and Trade, and New Zealand Trade and Enterprise to negotiate and implement the King Abdullah Scholarship Programme for Saudi Arabian students to study in New Zealand.

Education counsellors report back regularly to the Ministry of Education. Information they provide about developments in their region is passed on to providers and other agencies through regular newsletters from the Ministry of Education and Education New Zealand. A 'Counsellor Week' in early 2007 included opportunities for providers to meet them and ask questions. This will be repeated annually, possibly at the Education New Zealand conference, and the Ministry of Education will continue to consult on the most effective ways to disseminate relevant information.

### NEW ZEALAND QUALIFICATIONS AUTHORITY IMPROVES QUALITY ASSURANCE AND QUALIFICATIONS RECOGNITION

The New Zealand Qualifications Authority (NZQA) is working to improve the quality assurance of New Zealand qualifications, secure their recognition overseas, and engage in the Bologna Process.

NZQA is developing a quality assurance process that will support the new tertiary investment plans. The objectives are to ensure accountability and transparency, and that tertiary education providers focus on building capability and continuous improvement.

Recognition of New Zealand qualifications, via the Register of Quality Assured Qualifications, has the potential to benefit individuals for many reasons – including further study, employment and labour mobility, and professional registration. In the context of bilateral and multilateral trade negotiations, NZQA is discussing mutual recognition agreements with some of New Zealand's major trading partners, and maintains a high level of contact with education and quality assurance/qualifications bodies in those countries.

NZQA also provides assistance to Pacific nations to set up national qualification frameworks.

#### Government's overall approach is to:

- focus on quality and educational success above all
- encourage providers to engage with international education in ways that are most appropriate for their strengths, character and distinctive contributions, and make sure international education is well integrated into their overall educational and business planning
- work cooperatively with, and through, Education New Zealand to support providers particularly in maintaining international student enrolment levels
- develop the collective capability of providers through the work programme funded by the Export Education Levy, New Zealand Trade and Enterprise business capability assistance, and other initiatives
- maximise New Zealand's limited resources for government-to-government relationships by engaging multilaterally while being strategic about bilateral engagement.

#### Short term government priorities:

- continue work by NZQA to increase international recognition of New Zealand's quality assurance system and qualifications. This will include engagement in the Bologna Process, continuing discussions to enhance qualifications recognition with China, Malaysia, and Thailand, and making sure information on the international recognition of New Zealand qualifications, including NCEA, is widely available and understood



- work with Education New Zealand to assist schools with less experience in international education, or small student numbers, to strengthen their approach to international education programmes and marketing. An action plan for government's engagement with international education in the school sector will be developed by government with input from schools by early 2008
- communicate to tertiary providers how the Tertiary Education Commission will approach international education in discussions on investment plans from 2008–2009
- extend education diplomacy initiatives by expanding the government's education counsellor network to Seoul and Riyadh, while continuing to increase the impact of existing counsellor positions. (Also Goal 4)
- fund Education New Zealand's work to refocus the 'New Zealand-educated' brand for international education and increase government resources for generic marketing. (Also Goal 4).
- complete an initial evaluation of initiatives, including PhD scholarships and domestic status for PhD students
- undertake further research into internationalisation among both tertiary providers and schools, and disseminate good practice examples.

**Supporting actions and areas for future work:**

- investigate the feasibility of extending scholarships for top international students, with the particular aim of increasing the proportion of postgraduate and research students
- implement the Ministry of Research, Science and Technology's (MoRST's) new International Science Linkages strategy, building on current activities

## LEARNING LEADERS



Tokelau school leaders at the Principals' Development Planning Centre (PDPC) pictured with PDPC programme director Keriana Tawhiwhirangi (front right)

Better understanding leadership and the expectations that come with it were two of the challenges taken up by a group of Tokelau school leaders when they spent a week at the Principals' Development Planning Centre (PDPC) in Wellington.

Three principals and three deputy principals, accompanied by the director of education for Tokelau, completed the centre's programme as part of the New Zealand International Aid and Development Agency (NZAID) and Ministry of Education-funded initiative to improve outcomes for learners through developing Tokelau's school leadership capability.

The PDPC's five day programme was based on 'real' work situations. Participants received feedback on how they reacted and responded to each situation.

Sef Vulu, who is Principal of Matiti School in Nukunonu, said the programme forced him to move out of his comfort zone. "The challenge now is to develop and work with the feedback from the facilitators and to have the confidence to share this vision with the whole community, particularly our school community," he said.

Each participant produced a plan for their future leadership development, with achievable goals and a process for receiving ongoing feedback.

The Tokelau group will continue to have access to New Zealand professional development programmes by being partnered with their counterparts in New Zealand through the Ministry of Education's Leadspace website.

PDPC programme director Keriana Tawhiwhirangi said that the facilitators also improved their own practice by working with the group from Tokelau.

## GOAL 4:

### New Zealand receives wider economic and social benefits

#### Reaching this goal will be reflected in these outcomes:

- New Zealand's international relationships (including our development assistance objectives) are strengthened through education partnerships
- New Zealand research benefits from increased international collaboration, funding, and commercialisation
- there is greater up-take of New Zealand's educational intellectual property and services overseas
- international education and other New Zealand business activities are well linked
- there is sustainable growth in New Zealand's export education earnings with beneficial flow-on to local communities. Growth to \$2.5 billion annually is an initial medium term target.

#### Achieving these outcomes requires:

- delivery of quality education and educational services that are competitive internationally, and meet both market and social needs
- policy and regulatory settings that maintain minimum standards and enable sustainable growth
- policy frameworks that support international relationships of various types – for example, free trade agreements, bilateral agreements and development assistance relationships
- an environment that facilitates connections and partnerships between researchers in the public and private sectors, in New Zealand and internationally

- a strategic, coordinated approach to promotion and marketing by providers, industry, and government aimed at increasing recognition of the New Zealand 'brand' and making the best use of resources.

#### Current situation

International education, while being a major export industry in its own right, is also a key to enabling New Zealanders to be globally connected. Education is one of the strongest ways of encouraging people-to-people links between countries, which can lead to future economic ties and cultural exchanges. International education is therefore one long term way of improving New Zealand's international standing.

Strong international relationships lay the foundation for useful education knowledge sharing. New Zealand's education expertise is often called upon by other countries, and we benefit from other countries' experiences.

The number of international students grew rapidly from the late 1990s until 2002, when there were about 120,000 studying in New Zealand. But by 2006 the number had reduced to about 93,000. A number of factors contributed to the decline, many of which were outside New Zealand's control, including currency fluctuations, the increasing availability of university places in source countries such as China, and increased competition worldwide for international students. The estimated annual economic value to New Zealand has varied between \$2.2 billion (2004) and \$1.9 billion (2006). (This does not include exports of education services such as consultancy services or educational software. Developing a method for including these services will form part of government's work on measuring progress towards the Agenda objectives).

Education providers are becoming increasingly successful at marketing their expertise and services to other countries. New Zealand supports clear and consistent regulation of the export of private education services through the World Trade Organisation and our trade agreements with other countries. Trade in private education services has been agreed to as part of the New Zealand-Singapore Closer Economic Partnership and the Trans-Pacific Strategic Economic Partnership between New Zealand, Singapore, Chile, and Brunei.

There has been ongoing interest in New Zealand literacy schemes and materials, including those produced by Learning Media. Interest in the New Zealand approach to assessment (for example, national monitoring – NEMP – and the asTTle tool) is also growing. However, there is scope for a clearer and more consistent approach to intellectual property protection of New Zealand government educational material.

As part of its education sector strategy, New Zealand Trade and Enterprise (NZTE) is working to match offshore education and training opportunities with New Zealand organisations capable of delivering profitable solutions. The strategy also aims to build the capability of New Zealand education providers to create a wider range of innovative products and services which respond to market opportunities. NZTE's focus is on the provision of knowledge services (education, training, consultancy and research) to the corporate, industry, and government markets. These are high-growth potential segments that can contribute to New Zealand's economic development and create significant leveraging opportunities with other industry sectors.

Government encourages diversification among providers by funding the Export Education Innovation Programme. Education New Zealand is working to raise awareness of the programme, and to improve the quality of applications.

### THE EXPORT EDUCATION INNOVATION PROGRAMME (EEIP)

EEIP was launched by the government in 2004 with the aim of further developing New Zealand as a world class and innovative provider of international education.

Applicants with viable and innovative plans for offshore education can apply to a contestable fund. Funding is for one year on a dollar-for-dollar matching basis.

Twenty four projects have been funded in five funding rounds. They include the delivery of aviation management courses in Asia and the Middle East, e-learning to support postgraduate teaching in Vietnam, and the development of a midwifery programme in Beijing.

For further information, see: [http://www.educationnz.org.nz/indust\\_eeip.html](http://www.educationnz.org.nz/indust_eeip.html)

### Education for Development: an important aspect of international education

'Education for development' is a major area of New Zealand government international education partnerships. The New Zealand Agency for International Development (NZAID) is the government's lead agency on education for development partnerships, but other government agencies also play an active role. A quality basic education is both a fundamental human right and a tool for eliminating poverty.

NZAID's education sector priorities are:

- basic education, encompassing early childhood education, primary education, non-formal education, literacy programmes, junior secondary, and technical/vocational education and training



- post-basic and tertiary education, with a particular emphasis on gender equity.

NZAID is working with partner governments and other development partners to improve education service provision and quality across the entire education sector. The approach is to support comprehensive and integrated education sector plans, in order to achieve sustainable benefits for partner countries. Priorities include an engaging and relevant curriculum, trained and motivated teachers, high-quality learning materials, relevant assessment and qualification frameworks, strengthened educational management practices, and appropriate educational infrastructure (buildings and facilities).

In the 2005–2006 financial year, NZAID allocated \$68.3 million – 20 percent of its total programme budget – to education activities around the world. While \$24.2 million went to basic education, \$29 million went towards post-basic and tertiary education programmes through which participants gain knowledge and skills that can be applied to the sustainable development of key sectors in their countries. NZAID also supports multilateral organisations, such as the Commonwealth of Learning, and regional organisations such as the University of the South Pacific.

In support of the identified human resource development needs of developing countries, NZAID offers targeted scholarships and training programmes. The number of scholarships funded for study in New Zealand will increase from 550 annually to 750 annually by 2010-2011. In addition, the NZAID-funded New Zealand Regional Development Scholarships (NZRDS) scheme provides the opportunity each year for up to 370 individuals from targeted Pacific Island countries to study at post-secondary education institutions within the Pacific region.

The New Zealand government accords high priority to working with partner governments to improve education outcomes for all peoples. This reflects our commitment to the United Nations Millennium Development Goals (MDGs) and the global Education for All (EFA) goals.


Through these goals the world has committed to ensuring that all children, especially girls, complete a primary education of good quality. The goals target large increases in adult literacy rates, the elimination of gender disparities, and an overall improvement in the quality of education for all by 2015.

Underpinned by substantial regional and bilateral relationships, these education for development activities seek to reduce poverty, provide greater life choices, and promote stability, security, and cooperation in the Asia-Pacific region and beyond.

#### **Activities and linkages**

The New Zealand government supports a large number of education activities in Asia and the Pacific. For example:

- NZAID provides funding for the Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) Project. PRIDE aims to improve the quality of basic education by strengthening the education planning and implementation processes in 15 Pacific nations
- through the Strengthened Cooperation Programme with Niue, the Ministries of Education and Pacific Island Affairs and the Niue Department of Education are working together on a project to support language curriculum development
- NZAID is supporting the Vietnamese government to achieve its Education for All action plan, with a special focus on primary education

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- under the Treaty of Friendship with Samoa, the Ministry of Education is developing a joint teaching resources project with the Samoan Ministry of Education. NZAID is supporting a six year programme of primary curriculum reform, teacher training, and infrastructural improvements
  - in Timor Leste, NZAID is supporting improved efficiency and effectiveness of the education system at national and district levels
  - the Ministry of Education supports the Tokelau Ministry of Education's efforts to improve its delivery of compulsory education services, including national curriculum development, professional development for school principals and special education
  - in the Solomon Islands, NZAID is supporting the Ministry of Education and Human Resource Development to work towards achieving quality basic education for all children by 2015. NZAID support has enabled the government to deliver teaching materials to all primary schools, restart in-service training, commence a nationwide infrastructure development programme, and begin to address teacher management systems
  - NZAID and the World Bank collaborate with the Government of Tonga in the Tonga Education Support Programme (TESP). Guided by Tonga's fifteen-year Education Strategy, TESP takes a sector-wide approach, supporting programmes to improve the quality of schooling, public expenditure management, policy making, and monitoring and evaluation.
- Government's overall approach is to:**
- continue the strategic, coordinated 'NZ Inc' approach to intergovernmental education relationships in which the various players have complementary emphases
  - give high priority to the building of education capacity in partner countries through ODA and other means
  - strategically resource and focus promotion and marketing efforts, while still addressing the various interests of different players within international education.
- Short term government priorities:**
- fund Education New Zealand's work to refocus the 'New Zealand-educated' brand for international education and work with the industry and providers to support the 'depth marketing' approach. Government has committed \$3.96 million additional funding over four years for brand refocusing and an ongoing increase in the budget for generic education promotion activities
  - extend education diplomacy initiatives through the expansion of the education counsellor network to Seoul and Riyadh, and continue to build the impact of existing counsellor positions
  - Implement increased ODA funding targeted at education for development.
- Medium term government priorities:**
- continue to strengthen interagency cooperation offshore to ensure a seamless 'NZ Inc' presence and approach
  - implement New Zealand Trade and Enterprise's education sector strategy to build the product and services development capability of education providers. The strategy focuses on providing knowledge services (education, training, consultancy, and research) to the corporate, industry, and government markets
  - continue to encourage greater innovation and diversification among providers. An initial focus will be reviewing the effectiveness of the Export Education Innovation Programme as a mechanism



- further develop regional/country strategies that target government effort where the greatest gains are possible – focusing in the short term on Europe, North America, and China, and in the medium term on South-East Asia, South Asia, the Gulf States, and Latin America.

#### DIFFERENT BUT COMPLEMENTARY: THE 'NZ INC' APPROACH

The various players involved in overseas promotion and marketing of education each have a different focus.

*Education New Zealand*, the main body representing providers, concentrates on student-focused generic marketing and development.

*New Zealand Trade and Enterprise* looks to the medium term, focusing on markets that will develop in three to five years. An agreement signed in 2006 clarified that Education New Zealand will focus on student recruitment while NZTE will concentrate on the provision of knowledge services to the corporate, industry, and government markets.

The Ministry of Education and its seven offshore education counsellors do not do direct marketing or recruitment, but support these and other objectives through education diplomacy, building long term relationships with governments, educational policy bodies and key sector groups and institutions to promote understanding of New Zealand's education system internationally.

#### 'DEPTH' MARKETING

Providers, industry, and government have agreed on a 'depth strategy' whereby generic marketing activity is focused on key markets. This approach will achieve maximum results from our relatively limited promotion resources and allow different interests to be balanced.

The depth markets chosen with input from providers are China, India, Vietnam, and South Korea, with North America, Germany, Malaysia, Thailand, and Brazil forming a second tier.

#### Supporting government actions and areas for future work:

- continue negotiations on reducing barriers to trade in education services under bilateral free trade agreements (currently China, Malaysia, Association of Southeast Asian nations) and potentially the World Trade Organisation
- implement MoRST's International Science Linkages strategy, building on current activities. Facilitate more international opportunities for researchers in tertiary institutions (see Goal 3), with spin-off effects for the wider New Zealand research community
- develop policy standards and procedures to commercialise and protect government's education related intellectual property.

## WHICH REGIONS AND COUNTRIES DO WE FOCUS ON?

New Zealand has limited resources, so we need to focus our efforts. Government and the industry have each identified key regions and countries for engagement, reflecting their different interests. These are outlined below, and in some cases overlap. They will change over time, and do not exclude engagement with other countries as appropriate.

Government has focused its education diplomacy activities on:

- China, including Hong Kong and Macau
- the United States and Canada
- South-East Asia, with a particular initial focus on Malaysia
- Europe, focusing primarily on relationships with the European Higher Education Area
- South Asia, with a focus on India
- South Korea
- Chile, Brazil, and Argentina, with a particular initial focus on Chile
- the Gulf States.

These countries and regions have been chosen because of potential education benefits, the maturity of existing government and institutional education relationships, and existing 'NZ Inc' education capacity offshore – for example, through the Ministry of Foreign Affairs and Trade and the Ministry of Research, Science and Technology.

Government has strong education relationships with countries in Asia and the Pacific as part of New Zealand's Official Development Assistance. Around the world NZAID committed \$68.3 million to education in 2005–2006.

Education New Zealand's current depth markets for student recruitment are:

- China
- India
- Vietnam
- South Korea
- North America, Germany, Malaysia, Thailand, and Brazil.

New Zealand Trade and Enterprise works with Education New Zealand in these key markets, and, as part of its new strategy, is also focusing on the corporate, industry and government sector in China, South / South-East Asia, the Middle East, and Latin America. NZTE's three year Market Diversification Project, which has focused on Indonesia, Sri Lanka, the United Kingdom, and Pakistan, continues until mid-2008.



### COLLABORATING TO SHOWCASE NEW ZEALAND'S EDUCATIONAL EXPERTISE

New Zealand education providers are collaborating to create innovative education programmes for other countries. Examples include a three day virtual tour of the South Island's West Coast for Malaysian primary school children, and an ICT pilot involving five schools in Malaysia's Perak state.

Both projects have resulted from sustained market development by Innovation New Zealand Education (iNZed), formed in 2005 with the support of New Zealand Trade and Enterprise, and its subsidiary iNZed Malaysia Ltd. iNZed Malaysia is made up of CORE Education Limited, CWA New Media, Heurisko Limited, and Learning Media.

One education provider to benefit from the iNZed umbrella is Christchurch-based Heurisko Limited, which has successfully pioneered the use of educationally designed virtual field trips in New Zealand for more than 10 years under a programme known as LEARNZ.

In its virtual field trip to the West Coast's Kahurangi National Park, a Malaysian primary school's students and teachers explored on foot and by helicopter the habitat of the Whio, an endangered species of Blue Duck. They were able to monitor the transmitters worn by the rare birds, seek the food they eat, explore

limestone cave systems, and even help Department of Conservation staff to capture the predators that eat Whio.

The ICT project with the five schools from Malaysia's Perak state was managed by iNZed Malaysia. Trainers from New Zealand worked closely with their Malaysian counterparts to help build teacher confidence and capability using ICT in classrooms.

Economic Development Minister Trevor Mallard says these projects present a significant opportunity to showcase New Zealand's capabilities to a large audience in Malaysia. "They also have the potential to prove the iNZed concept for further roll-out in Malaysia and other international markets."

## International education in New Zealand: roles and relationships

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In addition to students, there are three key groups in international education:

- education providers (state and private, schools and tertiary institutions)
- organisations that support international education – for example, industry or representative bodies, education service providers and consultants, and organisations promoting intercultural understanding
- government departments and Crown entities.

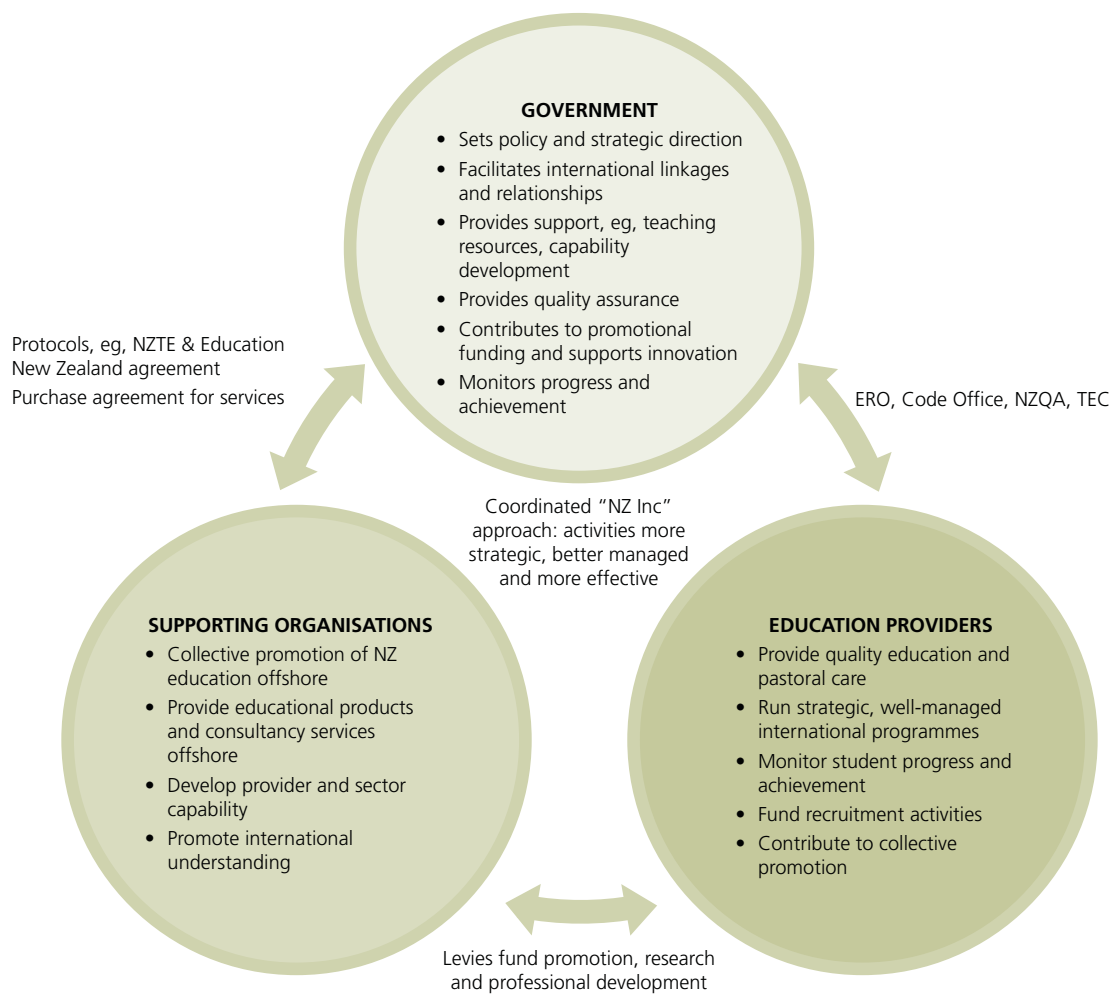
Their roles are different, but complementary. In some areas of international education, government has a leading role – for example, in setting minimum quality standards or the curriculum framework. But in others, it is chiefly the actions of individual education providers and the industry that determine whether or not good outcomes are achieved, and whether they (and their students) enjoy the results, including financial benefits and enhanced reputation.

Government's main tasks in international education are to set overall policy and direction, and to facilitate international linkages and government-to-government relationships. These are achieved by education diplomacy, by providing scholarships for international and domestic students and researchers, and by negotiating education cooperation arrangements, qualification recognition agreements and trade agreements. These activities support the work of education providers and the industry.

Government provides funding for sector development, but does not promote individual providers or engage in student recruitment. While a substantial proportion of promotion and professional development activity is funded by providers and delivered by the industry through the export education levy, government contributes to generic marketing and provides funding for the development of teaching resources, and also funds schemes to promote innovation and build the capability of providers.



**Figure 1: International education – roles of education providers, supporting organisations and government**



## Measuring progress

The International Education Agenda requires work by government agencies, providers, and other organisations to achieve the desired outcomes.

Government has two distinct roles in monitoring and measuring progress towards the Agenda objectives.

### 1. Government agency activities

Individual government agencies are accountable to Ministers for delivering agreed outputs in relation to international education, and for monitoring the impact of their activities. Agencies already regularly monitor and evaluate some of their actions. For example, NZAID monitors and evaluates the effectiveness of its education for development initiatives and the Ministry of Education will evaluate the effectiveness of the domestic fees policy for international PhD students and other initiatives funded through Budget packages.

Collectively, government agencies with a role in international education are accountable to a group of senior officials, who form a cluster group on international education and report regularly to Cabinet.

Government agencies will report regularly to Ministers on activities which contribute to achieving the objectives of the Agenda. Government will also regularly communicate with the sector on progress and planned further work.

### 2. The state of international education in New Zealand

There are many aspects of international education in which government plays a facilitating role through the development of relationships and frameworks, but is not directly responsible for outcomes – for example, international student numbers, the extent to which providers choose

to take up opportunities opened up through free trade negotiations on education services, or the extent to which institutions form collaborative arrangements.

However, in these areas government does have a role in monitoring the overall state of international education in New Zealand and making information available on trends. This information helps providers make business decisions and assists government in developing effective policy.

By the end of 2007–2008, government officials will have developed indicators to assess New Zealand's overall progress against the objectives of the Agenda, and will report on these to providers and the public. These measures will not necessarily be attributable to any particular organisation, but will provide an overall picture. Measures will draw on existing information where possible, rather than creating unnecessary duplication.

In some cases, it will take several years to see tangible results – for example, the employment of international PhD students in New Zealand when they complete their studies.

Below are some examples of potential 'state' indicators that might be used to assess progress towards the Agenda's outcomes.



<b>Government's desired outcomes</b>	<b>Potential indicators of the state of international education in New Zealand</b>
New Zealand students have well developed global knowledge, especially of Asia and the Pacific.	<ul style="list-style-type: none"> <li>● Results from the inclusion of global knowledge questions in existing student achievement surveys.</li> <li>● Numbers of students learning second languages.</li> <li>● The impact of study abroad on students.</li> </ul>
International students are welcomed, receive effective orientation guidance, and exemplary pastoral care and learning support.	<ul style="list-style-type: none"> <li>● Results from three-yearly survey of international students' experiences in New Zealand (to be repeated in 2007).</li> <li>● Results from regular evaluations of the Code of Practice for the Pastoral Care of International Students, and Education Review Office reports.</li> </ul>
The academic and research performance of New Zealand education providers is further strengthened through international linkages.	<ul style="list-style-type: none"> <li>● Research output of international PhD students in New Zealand – for example, through the Performance-Based Research Fund.</li> <li>● Results from periodic studies of the internationalisation of providers.</li> </ul>
There is sustainable growth in New Zealand export education earnings.	<ul style="list-style-type: none"> <li>● Regular updates of the economic contribution of export education to the New Zealand economy.</li> <li>● Export education levy receipts.</li> </ul>

In addition to government's monitoring role, it is important that providers individually and collectively undertake their own research and evaluation to feedback into practice. One tool for provider research and evaluation is the Step-By-Step Guide, which allows providers to use questions from the national survey of international students on their own student populations.

## WHAT DO THE DIFFERENT KEY AGENCIES DO?

While the various agencies active in international education have different roles, they work together to ensure a coordinated approach.

### **Government agencies**

**Department of Labour (DOL):** issues student permits and has responsibility for student immigration policy, including opportunities for international students and graduates to participate in the New Zealand labour market.

**Education Review Office (ERO):** investigates and reports on the quality of education and care of students in schools and early childhood services. This includes reviewing the extent to which each school that is a signatory to the Code of Practice for the Pastoral Care of International Students provides a safe emotional and physical environment for international students.

**Ministry of Education:** leads the development and implementation of strategy, policy, and regulations relating to international education for New Zealand students and international students. The Ministry negotiates education cooperation arrangements and its education counsellors offshore raise the profile of New Zealand's education system internationally.

### **Ministry of Foreign Affairs and Trade (MFAT):**

leads the development, coordination, and facilitation of initiatives to promote international linkages. MFAT works with the Ministry of Education to implement offshore initiatives, particularly education diplomacy and scholarships. It also works to secure greater opportunities for education exporters through trade negotiations.

### **Ministry of Research, Science and Technology (MoRST):**

facilitates connections between New Zealand science and technology researchers, including those in the tertiary education system, and their international colleagues, to increase innovation, technology transfer, capability enhancement, and joint investment.

**New Zealand Agency for International Development (NZAID):** supports basic, post-basic, and tertiary education in a range of developing countries as part of New Zealand's development assistance objectives.

### **New Zealand Qualifications Authority (NZQA):**

undertakes quality assurance of qualifications offered by New Zealand education providers onshore and offshore alongside the New Zealand Vice Chancellors Committee and ITP Quality, and works to achieve recognition of New Zealand qualifications overseas, and overseas qualifications in New Zealand.



**New Zealand Trade and Enterprise**

**(NZTE):** the New Zealand government's national economic development agency. NZTE's education sector strategy is to build the capability of New Zealand education providers to create innovative products and services for the high growth potential corporate, industry, and government knowledge services (education, training, consultancy, and research) markets. NZTE provides country market intelligence reports and strategic advice to Education New Zealand.

**Tertiary Education Commission**

**(TEC):** implements government's strategy for tertiary education, including international dimensions. TEC also funds the government's contribution to tertiary education and monitors the performance of state tertiary education providers.

***Non-government agencies***

**Education New Zealand (ENZ):** a not-for-profit charitable trust that is governed by, and works to empower, New Zealand's education exporters. ENZ is recognised by government as the umbrella industry body and works in partnership with New Zealand Trade and Enterprise to jointly manage the generic and collective marketing of New Zealand education internationally.

Other non-government agencies that support international education in New Zealand include the Asia New Zealand Foundation and organisations that promote intercultural exchange and understanding, such as AFS Intercultural Programmes and Rotary.

## New Zealand government scholarship information

The New Zealand government funds scholarships for students from other countries to study in New Zealand, and for students in New Zealand to study or undertake research in other countries. Individual universities and other education providers also offer a range of other scholarships, more details on which can be found in the scholarships section of the New Zealand Vice Chancellors Committee website <http://www.nzvcc.ac.nz>

### **New Zealand International Scholarships**

The New Zealand International Scholarships are funded by the New Zealand government and administered by Education New Zealand. The scholarships reflect the government's commitment to deepening New Zealand's educational partnerships with participating countries and regions. Scholarships are available for both incoming international students and outgoing domestic and international students.

Incoming Scholarships for International Students

- New Zealand International Doctoral Research Scholarships
- New Zealand International Undergraduate Fees Scholarships

Outgoing Scholarships for Domestic and International Students

- New Zealand Undergraduate Study Abroad Awards
- New Zealand Postgraduate Study Abroad Awards.

For further information see <http://www.newzealandeducated.com/scholarships/homepage.html>

### **Domestic fee status for international PhD students and their school-aged children**

Since April 2005, all international PhD students who are supervised by leading researchers at New Zealand universities (and students' school-aged children) pay the same fees as New Zealand domestic students. International PhD students must be resident in New Zealand during their study.

More information is available from university international offices, and applications should be made directly to each university.

### **New Zealand Agency for International Development Scholarships**

NZAID offers scholarships to citizens of some developing countries for vocational training or tertiary level study in New Zealand. Scholarship holders are required to return to their home country to contribute to its development. The following scholarships are available for candidates of selected developing countries:

- New Zealand Development Scholarships
- Short term Training Awards
- Commonwealth Scholarships
- New Zealand Regional Development Scholarships (for countries in the Pacific region).

For further information see <http://www.nzaid.govt.nz/scholarships/>

For general information on studying in New Zealand see <http://www.newzealandeducated.com/>



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