

- 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.

Goal 3

Short term government priorities:

- continue work by the New Zealand Qualifications Authority (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 National Certificate in Educational Achievement (NCEA) is widely available and understood.
- work with Education New Zealand to assist schools with less experience in international education, or with 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 with input from schools by government by early 2008.
- communicate to tertiary providers how the Tertiary Education Commission will approach international education in discussions on investment plans from 2008/09.
- 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).

Goal 4

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 Overseas Development Assistance funding targeted at education for development.

Win/win in Southland

Southland schools and the region's economic development agency are marketing Southland as an education and a tourist destination.

Venture Southland, and half of the region's schools, have jointly marketed under the Southland brand for two years 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.

The spin-off effect of the presence of international students is it raises Southland students' awareness of study exchanges and other overseas opportunities, Rex says.

"The New Zealand families and the international students – and their families – often form life-long connections. And students who have a good study and living experience in Southland will become our ambassadors."

GEE exemplifies international education in the tertiary sector



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.

A South Pacific contest that linked students from regions across New Zealand and the Pacific to help real businesses to export outside their region has also been run. 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 proposals.

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, a two percent portion of profits would be devoted to implementing a green marketing campaign.

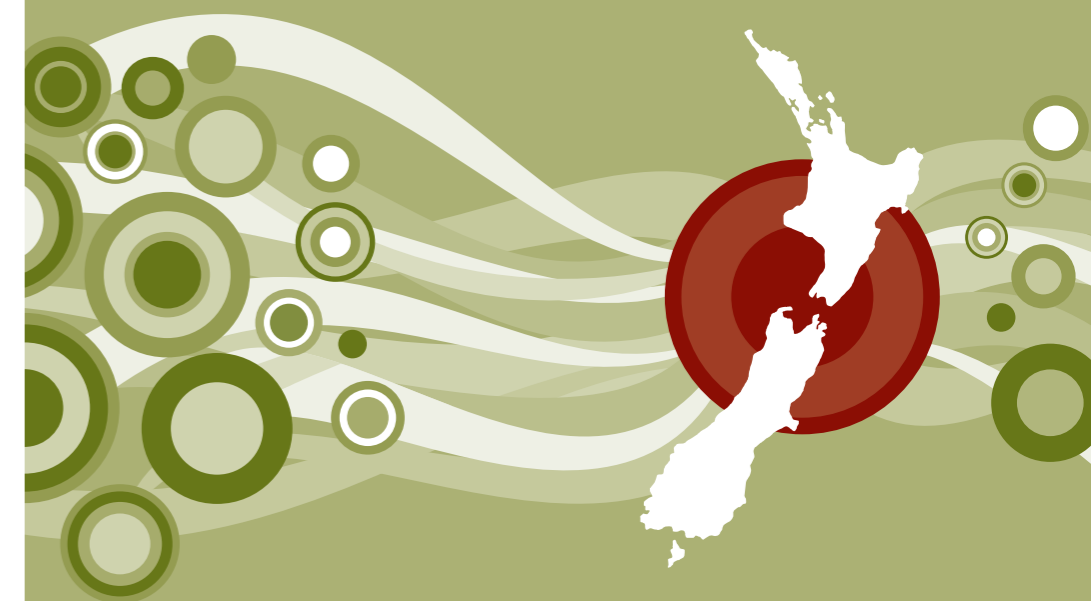
Students from all countries rated GEE as an exceptional learning experience, with comments such as "this was the best learning experience I had received in all my years at university".

Ministry of Education | PO Box 1666
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August 2007

The International Education Agenda

A STRATEGY FOR 2007–2012



The International Education Agenda 2007–2012: Summary

The International Education Agenda 2007–2012 sets out government's vision and strategy to support the continued development of sustainable, high-quality, innovative international education in New Zealand over the next five years.

International education helps connect New Zealand with the world, build our economy and sustain our national identity. It is a key part of the government's Economic Transformation strategy for building a sustainable economy based on innovation and quality.

In April 2007, I released a discussion document on the development of an International Education Agenda, and feedback received from more than 100 providers and other organisations, including key education bodies, has been included in this document.

The feedback supported the concept of internationalising our education system, endorsed the view of international education taken, confirmed the direction and goals proposed, and highlighted the challenges.

The Agenda is a statement developed by the Ministry of Education with the other government agencies that have a role in international education; the Ministry of Foreign Affairs and Trade, New Zealand Trade and Enterprise, the Ministry of Research, Science and Technology, the New Zealand Qualifications Authority, the Department of Labour, the Tertiary Education Commission, the New Zealand Agency for International Development and the Education Review Office.

It sits alongside the industry strategy for international education developed by Education New Zealand, and outlines the complementary roles that government and providers have in internationalising New Zealand education for the benefit of all New Zealanders.

Hon Michael Cullen
Minister for Tertiary Education (with responsibility for international education)

What is the International Education Agenda?

The International Education Agenda sets out how we can continue developing the internationalised education system New Zealand needs to be fully integrated with the global economy.

International education has multiple dimensions, including social and cultural, academic, economic and political. It includes hosting international students, but it also means taking our education enterprise out into the global marketplace.

In New Zealand classrooms and lecture halls, international education gives students a global context to help them understand world events and issues and their impact on our country, and to understand their own identity and other cultures. For this reason the International Education Agenda is relevant to all New Zealand schools and tertiary education providers.

In the International Education Agenda, the term 'international education' refers 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.

GOVERNMENT'S PRIORITIES FOR NEW ZEALAND

National Identity

Economic Transformation

INTERNATIONAL EDUCATION GOALS SUPPORTING GOVERNMENT'S PRIORITIES

Goal 1	Goal 2	Goal 3	Goal 4
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.	Domestic education providers are strengthened, academically and financially, through international linkages.	New Zealand receives wider economic and social benefits.
KEY OUTCOMES SOUGHT			
<ul style="list-style-type: none"> 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 at home and overseas. They are enterprising and outward looking, and their identity as New Zealanders is strengthened by their international experiences and interactions. 	<ul style="list-style-type: none"> International students are welcomed, 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 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. 	<ul style="list-style-type: none"> The academic and research performance of New Zealand education providers is further strengthened through international linkages. International education programmes are: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 overseas of New Zealand's educational intellectual property and services. 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.

Internationalising our education system is a way of boosting the quality of teaching and research, building human capital, strengthening our educational partnerships with developing, and developed nations, and exporting more education services.

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.

Government actions

For medium term government priorities and other supporting actions see the full International Education Agenda.

Goal 1

Short term priorities for government:

- continue, in partnership with organisations such as the Asia New Zealand Foundation and The United Nations Education, Scientific and Cultural Organization (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 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 diversify 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.

Goal 2

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. Initiatives are being planned to put employers in touch with international students, specifically in the fields of information technology, healthcare, and engineering.