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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

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Ministry of Education and Education New Zealand Briefing Note

Title:	**Consultation on the draft International Education Strategy**
Date:	**28 May 2018**
ENZ ID no:	**1718-145**
MOE METIS	**1129012**

Recommendations

We recommend that you:

a) **Note** that the Ministry of Education and Education New Zealand will consult with key stakeholders on the draft International Education Strategy from 5 to 22 June 2018

b) **Note** that consultation on the draft International Education Strategy will be aligned with consultation on proposed changes to post-study work rights

c) **Note** the attached engagement plan which sets out details of stakeholders and consultation methods and suggest opportunities for your involvement

Grant McPherson
Chief Executive
Education New Zealand

Belinda Himiona
Group Manager
International Education
Ministry of Education

Hon Chris Hipkins
Minister of Education
4/6/18

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Purpose

1. The purpose of this briefing is to provide you with a consultation version of the draft International Education Strategy (the draft strategy) and information on how the Ministry of Education and Education New Zealand intend to engage with international education stakeholders.

Background

2. In early May you agreed to undertake targeted engagement with the international education sector and other key stakeholders on the draft strategy.

3. You agreed with the Minister of Immigration that consultation on the draft strategy be aligned with his planned consultation on proposed changes to post-study work rights. Consultation on these changes was approved by the Cabinet Economic Development Committee on 23 May [DEV-18-MIN-0088] and submitted to Cabinet for approval on Monday 28 May.

Consultation on the draft International Education Strategy

You are announcing consultation on the draft International Education Strategy over the Queen's Birthday weekend

4. Announcements of consultations on both the draft strategy and post-study work rights for international students are planned to be made over the Queen's Birthday weekend.

5. We are working with your office to prepare a press release to support the announcement of consultation on the draft strategy. We are providing this to your office on 29 May.

Consultation on the International Education Strategy and changes to post-study work rights will be aligned

6. Both consultation periods are scheduled to begin on Tuesday 5 June. The consultation on the draft strategy will end on Friday 22 June, and consultation on changes to post-study work rights will end on Friday 29 June.

7. The draft strategy consultation dates will allow you to make changes following stakeholder feedback, and to submit the final strategy to the Cabinet Social Wellbeing Committee on 25 June and to Cabinet on 30 June. This will allow you to launch the final strategy in August at the New Zealand International Education Conference.

8. We are working with the Ministry of Business Innovation and Employment (MBIE) to make connections between our respective online surveys. MBIE will present at some of the face-to-face meetings to ensure that post-study work rights issues can be worked through with key stakeholders as needed.

Consultation will cover a range of key stakeholders and methods

9. An engagement plan is attached to this briefing which sets out who our key stakeholders are and how we intend to engage with them.

10. Engagement will take place through an online survey and face to face meetings with government agencies, community groups and peak body representatives. In addition, we will use the ENZ Connect series of stakeholder engagements to seek input on the draft strategy and encourage stakeholders to complete the online survey which will be open from 5 June to 22 June.

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11. We are making arrangements with your office to provide an opportunity for you to meet with key stakeholders in Dunedin on Friday 15 June. If you are available, officials from Education New Zealand and the Ministry of Education will be on hand to support you.

Next steps

12. We will provide you with a briefing that summarises the outcomes of the consultation and a draft Cabinet paper for your feedback on 28 June.

13. This will allow you to take a Cabinet paper to Cabinet Social Wellbeing Committee on 25 July and Cabinet on 30 July. This is consistent with the timeline for considering proposed immigration changes, which the Minister of Immigration will submit to the Cabinet Economic Development Committee, also on 25 July, with Cabinet consideration on 30 July.

Annexes

Annex 1: Draft International Education Strategy 2018-2030

Annex 2: Engagement Plan for consultation on the draft International Education Strategy

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INTERNATIONAL EDUCATION STRATEGY 2018 -2030

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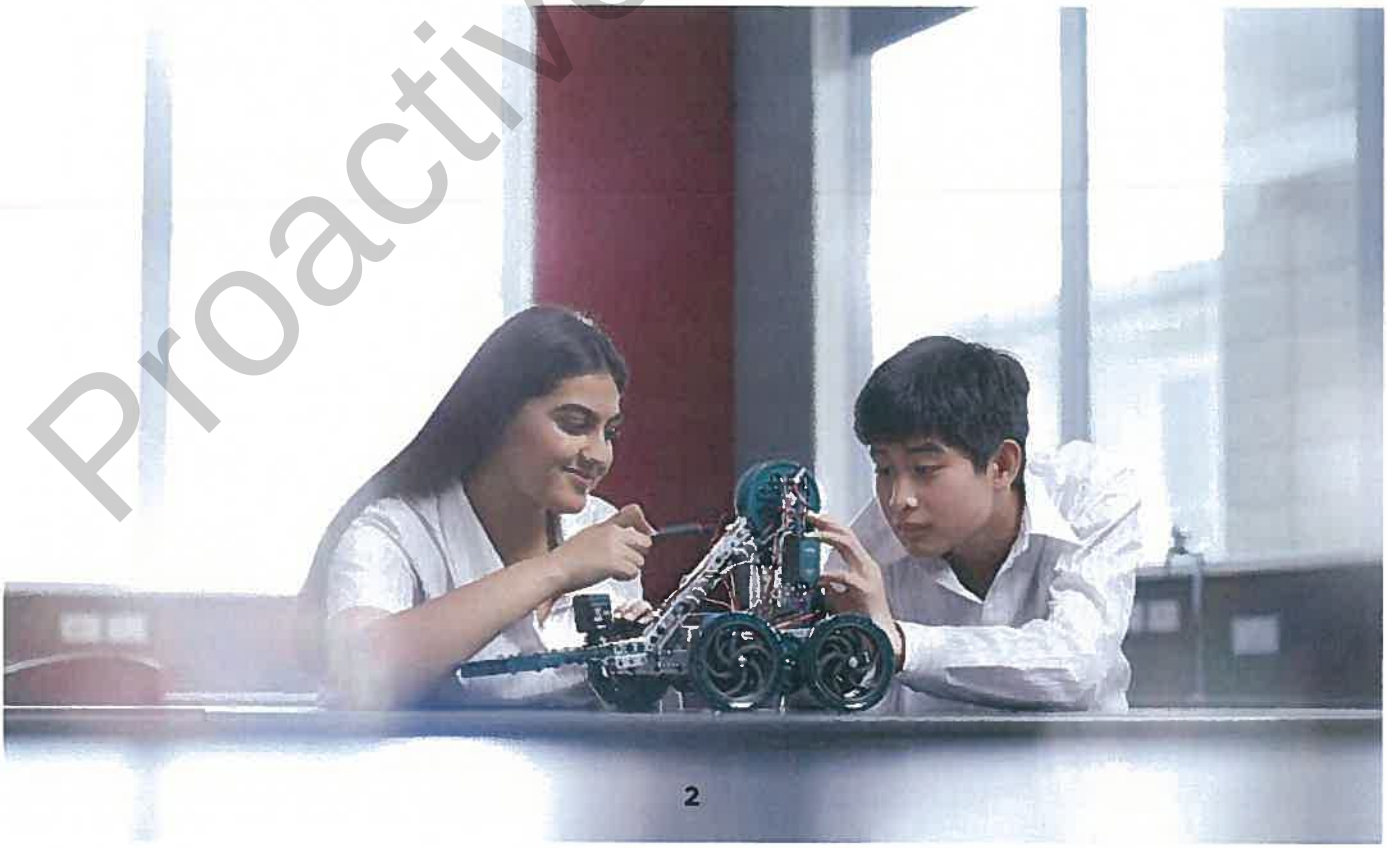
OUR FUTURE

A thriving and globally connected New Zealand through world-class international education



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AN INTERNATIONAL EDUCATION STRATEGY FOR New Zealand

This International Education Strategy aims to create an environment where international education can thrive and provide economic, social and cultural benefits for all New Zealand. It builds on New Zealand's quality education system and focuses on delivering both good education outcomes for international students and global opportunities for domestic students and our educational institutions. The Strategy is underpinned by the International Student Wellbeing strategy, and a commitment to maintaining the integrity of New Zealand's immigration system.

GOALS

Excellent education and student experience

Sustainable growth

Global citizens

WHAT WE WILL ACHIEVE

International students receive a high-quality education

International students are welcome and safe

New Zealand delivers an excellent overall international student experience

International education is a high-value, high-quality sector, sought out for its distinctive New Zealand proposition

Regions throughout New Zealand increasingly share the benefits of international education

The international education system flourishes through diversification of markets, people flows and innovative products and services

All students gain the knowledge and skills they need to live, work and learn globally

International education provides stronger global connections, research links and partnerships for New Zealand

New Zealanders understand and embrace the benefits of international education

OUTCOME

A thriving and globally connected New Zealand through world-class international education

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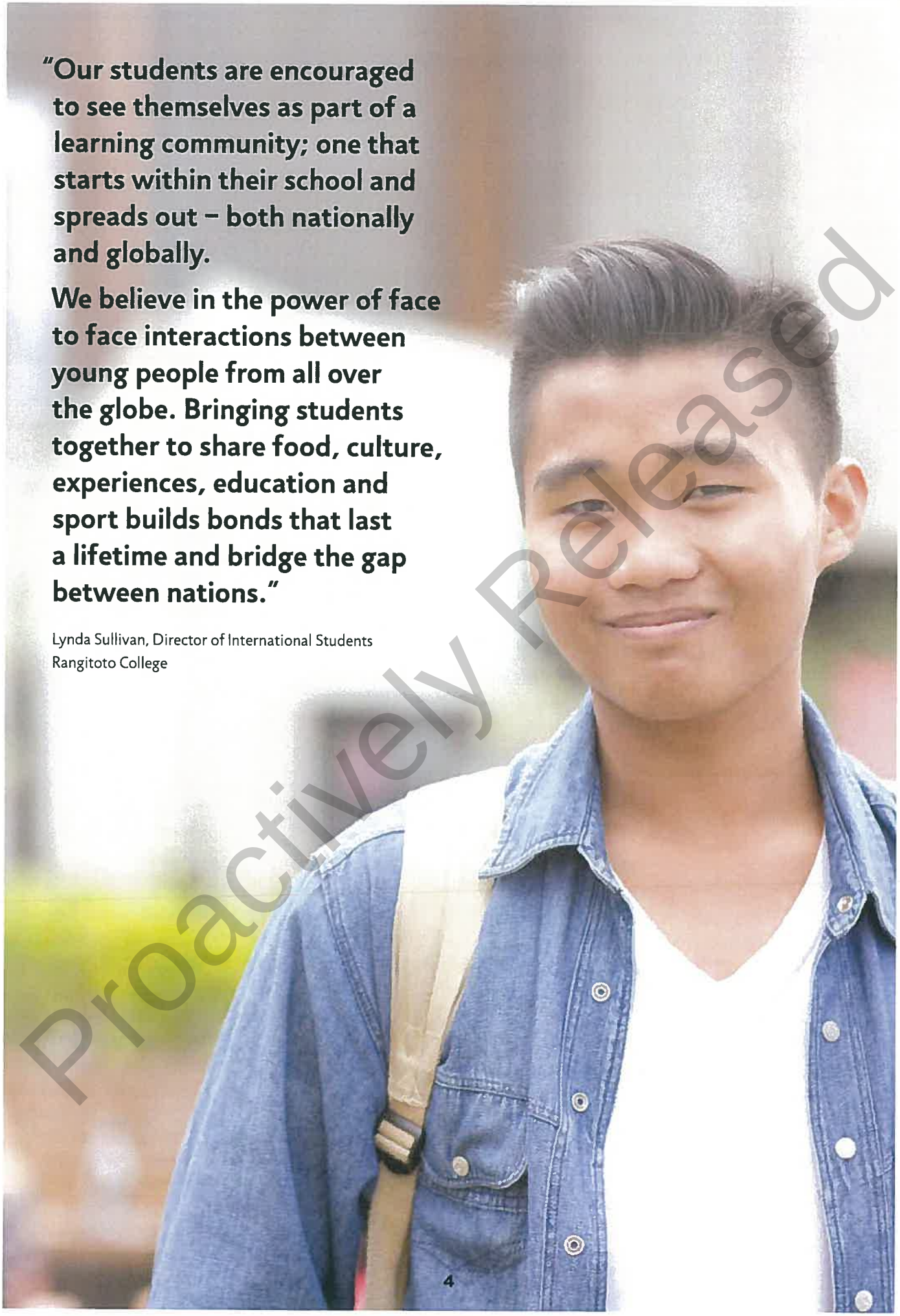

"Our students are encouraged to see themselves as part of a learning community; one that starts within their school and spreads out – both nationally and globally.

We believe in the power of face to face interactions between young people from all over the globe. Bringing students together to share food, culture, experiences, education and sport builds bonds that last a lifetime and bridge the gap between nations."

Lynda Sullivan, Director of International Students
Rangitoto College

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This International Education Strategy has a vision of 'a thriving and globally connected New Zealand through world-class education'. It takes a broad view of 'international education' that encompasses providers, industries, communities, New Zealand's domestic education system and our international connections.

This is a Government strategy, however achieving a thriving and globally connected New Zealand requires much more than government support; it also needs contributions from others in the sector, such as education providers, businesses, researchers, students and communities.

International education has connections with a range of government portfolios, particularly education, immigration, tourism, trade and foreign affairs. Change in one area can have ramifications for others. Policies, practices and regulation in all areas need to align to support not just international education but Government's broader strategic objectives around wellbeing and a sustainable, productive and inclusive economy.

The Government wants an international education sector in which students feel welcome, safe and well, enjoy a high-quality education and are valued for their contributions to New Zealand. This goal builds on the four pillars of the International Student Wellbeing Strategy: economic wellbeing, education, health and wellbeing, and inclusion. The Government is also committed to achieving these outcomes for all New Zealanders.

We also want to share the benefits of international education with regions nationwide, in the same way that we want to share economic prosperity broadly across New Zealand. And alongside these more strategic goals, we need to make sure that we attract students who are in New Zealand for genuine study reasons, and that those students are not placed in positions where they can be exploited.

Most international students leave New Zealand after their study. However, some want to stay here, having had positive experiences and made connections with our country. These students can be an important source of skills for our labour market, as they have New Zealand qualifications and are familiar with how we do things here. We will ensure those students have access to good information about what they need to do to stay and work here.

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The Strategy has three overarching goals

1

Delivering an excellent education and student experience

We will do this by providing high-quality education and making sure that international students feel welcome, safe and well while they're in New Zealand.

2

Achieving sustainable growth

We will do this by making sure that we have high-quality international education providers, we develop the capabilities of the international education sector, we deliver a range of education products and services to a variety of markets, and all New Zealand's regions share the benefits of international education.

3

Developing global citizens

We will do this by providing opportunities for all students to develop global skills and knowledge, making global connections, and helping New Zealanders to understand and embrace the benefits of international education at home and overseas.

Under these three goals we have a set of objectives that, once achieved, will move us towards being a thriving and globally connected New Zealand.

We will measure success in areas that link to our three overarching goals. These include:

- international student satisfaction (an excellent education and student experience)
- international student perceptions of education quality (an excellent education and student experience)
- the economic value of the industry (sustainable growth)
- international students studying outside Auckland (sustainable growth)
- market diversification (sustainable growth)
- New Zealand students undertaking outbound international experiences through their studies (global citizens)
- New Zealand students studying a foreign language (global citizens)
- international students studying at postgraduate level in New Zealand (global citizens)

We have developed a cross-agency action plan to help us achieve the Strategy's three goals. This document includes some examples of the key actions government agencies will take.

The development of this strategy has been co-led by Education New Zealand and the Ministry of Education, in partnership with four government agencies with connections to international education: The Ministry of Business, Innovation and Employment, the New Zealand Qualifications Authority, the Tertiary Education Commission and the Ministry of Foreign Affairs and Trade.

"We aim to have 1 in 4 of our graduates undertaking an international learning experience by 2020. The great kiwi OE tradition is becoming an integrated part of the University of Auckland experience. Today's generation is seeking international learning as part of their university experience. It can strengthen their academic studies, connect them with other perspectives and ways of doing that will benefit their career development."

Brett Berquist, Director International
The University of Auckland

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CONTEXT AND ENVIRONMENT

A long history of international education in New Zealand

New Zealand has a long and proud history of involvement in international education, beginning in the 1950s when students from the Asia-Pacific region attended New Zealand universities under the Colombo Plan. In the past 25 years, international education has grown to become the country's fifth-largest export industry and the second-largest services export sector after tourism.

In 2016 international education:

- Contributed an estimated $4.5 billion to the New Zealand economy
- Provided nearly 132,000 international students with a New Zealand education
- Supported 33,000 New Zealand jobs
- Supported 4,486 international students studying at PhD level and, through that, contributed to New Zealand and global research and development

New Zealand's international education sector was worth

$4.5 billion

to the New Zealand economy

International education also includes offshore experiences for New Zealand students, through student exchanges, undergraduate and postgraduate study, research and internships.

International education has grown rapidly, challenging the Government to ensure that education quality and student wellbeing are safeguarded.

Many students choose to come to New Zealand for our safe communities, welcoming people and natural environment, and because our country is affordable and safe. However, these things are not enough on their own. We know that the quality of the education they experience is one of the key reasons for their choosing to study here.

International education is an important export industry, making a significant economic and cultural contribution to New Zealand, and adding to the diversity of our export industries. To stay competitive, we need to consistently enforce quality standards across the international education sector and have immigration settings that support good outcomes for students and New Zealand.

Building the quality of the international education system also means staying connected to the broader goal of a New Zealand education system that is world class, responsive and student-centred. This includes aligning the International Education Strategy with the other strategies that are being refreshed or developed

#1

New Zealand is the best in the world at preparing students for the future

New Zealand ranks first out of 35 economies in having an education system, and teachers trained, to provide skills needed for the future.

Worldwide Educating for the Future Index, The Economist Intelligence Unit. See http://educatingforthefuture.economist.com/

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as part of the Government's Education Work Programme. The Programme includes a review of the Tertiary Education Strategy, which will be finalised by the end of 2018.

A changing global picture

International education operates in a global environment, and its fortunes are highly sensitive to global demographic and policy changes that affect the flow of international students.

There has been an unprecedented global demand for international education in the past five years. Currently there are an estimated five million internationally mobile students, and this number is expected to increase to seven to eight million by 2025.

China and India make up 50% of all international students in New Zealand, and our competitors also rely heavily on these two markets. However, we expect the number of Chinese students to decline after 2025, leading to increased competition with other destination countries.

New Zealand is facing growing competition from countries that are moving from being source markets to being providers of international education in their own right, alongside the rising use of online channels to deliver education. In addition, more and more destination countries are adopting ambitious government-supported strategies and targets that are designed to maximise the economic and social benefits of international education.

The contribution that the international education sector makes to the New Zealand economy will rely on attracting students from a wider range of markets. There are many opportunities for growth, and New Zealand must stay alert to these opportunities in both new and established markets and in a range of education products and services. A growing middle class in some student source countries will continue to create demand for international education. We are already seeing evidence of this – for example, student numbers from Latin America have increased by up to 31% in recent years, those from North America have increased by 5% in the past five years, and international students from South East Asia grew by 6% in 2016.

There are an estimated five million internationally mobile students, expected to increase to

7-8 million

by 2025

"Our dream is to teach the world to read from New Zealand. Our motto is 'make it happen'. Not only can our writing and publishing compete successfully with the international giants of educational publishing we are also able to deliver exciting digital products to meet the expectations of learners and teachers around the globe".
For the past 15 years the Wendy Pye Group has been selling educational digital content in partnership with major educational publishers to many countries in the world. The group has invested heavily in new digital product and now the Sunshine range includes over 900 titles plus 2,000 skill activities to teach children to read English. Winner of the 2016 New Zealand Content Counts Education Award for exporting it has recently secured a contract with China's Foreign Language Teaching and Research Press that will place thousands of books into junior high schools across China.

Dame Wendy Pye, Founder and Director
Wendy Pye Publishing

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Delivering excellent education and student experience

GOAL 1

WHAT DOES SUCCESS LOOK LIKE?

International students receive a high-quality education

International students are welcome and safe

New Zealand delivers an excellent overall international student experience

KEY ACTIONS:

- Continue research on market perceptions of quality and how New Zealand's education is perceived internationally
- Strengthen policies to ensure that New Zealand education providers continue to provide high-quality education to international students
- Begin an inquiry into the exploitation of migrants and international students
- Implement the Education New Zealand Recognised Agents Programme, which supports agents and agencies that work with students coming to New Zealand
- Improve the provision of accurate information for international students, including the development of an online virtual information hub
- Use International Student Wellbeing Strategy funding to support initiatives that enhance student wellbeing
- Incentivise high-quality study through immigration settings, ensuring that students who wish to seek permanent residence in New Zealand are appropriately skilled and qualified

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International students receive a high-quality education

New Zealand's high-quality education system is a vital component of international education in New Zealand. To support the ongoing success of the sector, we need to keep delivering high-quality education and make sure that we provide an excellent student experience, prioritise student wellbeing, and attract students who are looking for internationally recognised qualifications. We also need to make sure that New Zealand remains valued and recognised internationally for the quality of our qualifications, products, services, providers, educators and research.

Government has an important role in setting clear guidelines for the sector on its responsibility to deliver quality education, that is, education that prioritises student wellbeing and seeks good education outcomes.

International students come to New Zealand, often at considerable cost, for a limited period of time. Without the benefit of previous experience in the New Zealand education system, they rely on providers and our regulatory settings to give them a high-quality education.

Our international reputation for quality has been built on the high standards of the best providers. However, in recent years some programmes and providers have not delivered a quality education to international students. We have had to send a signal that quality education is at the heart of what we do, and all providers have a critical role in delivering it.

To protect students and preserve our reputation, we will make sure that we address quality issues quickly, efficiently and fairly.

International students are welcome and safe

We want all international students to have a great time living and studying in New Zealand, but we know that international students have unique challenges. They are in unfamiliar surroundings, often have English as a second language, and are far from family and social networks.

The International Student Wellbeing Strategy was developed to ensure that student wellbeing is at the heart of our international education sector – that international students feel welcome and safe, enjoy a high-quality education and are valued for their contribution to New Zealand. It is connected to the International Education Strategy and is a key mechanism for ensuring that we meet our wellbeing goals.

The International Student Wellbeing Strategy was developed with input from international students, education providers and community groups on what would make the biggest difference to international students' experiences in New Zealand. It sets out four focus areas that cover the whole international student experience, inside and outside the classroom – economic wellbeing, education, health and wellbeing, and inclusion.

We are already seeing improvements in student wellbeing support through a range of local initiatives that aim to provide international students with better information, lift the capabilities of those working with international students, and help international students to feel they belong and are engaged and connected.

The Education (Pastoral Care for International Students) Code of Practice, to which all providers who enrol international students must sign up, is also a strong signal to the sector and to students that New Zealand cares about the wellbeing of international students. The Code of Practice must be embedded in all our systems to support this signal.

We are working with all the international education agencies to reduce the likelihood of students being exploited by unscrupulous employers, education providers and agents.

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We will focus on regulatory and information systems that support quality by, for example, sharing information, improving the way we identify risks and intervening early in response to potential and actual exploitation

New Zealand delivers an overall excellent international student experience

An excellent education goes beyond a person's learning in the classroom; it is their 'whole experience' as an international student and as a visitor in New Zealand. Providing students with new perspectives and truly authentic New Zealand experiences while they study is an important way to differentiate ourselves from our competitors.

The sector can support this goal by delivering high-quality education and an excellent student experience, and demonstrating its support for student wellbeing.

International students bring an international dimension to our education system, increase our research capability and encourage the development of New Zealanders' understanding of other languages and cultures.

International Student Wellbeing Strategy
June 2017

GOAL 1

"A key focus for our international programme is bringing cultural diversity to our school and wider community ... it has led to an increase in domestic students wanting to study abroad, study languages, and be buddies for international students.
Darfield is a small homogeneous rural community. Every year Darfield High School hosts short term student groups for cultural immersion in the New Zealand education experience. Our students and host families relish the chance to meet and learn from our international students. The cultural exchange and diversity it brings to our community helps build the international education story in New Zealand."

Nicola Hely, Director of International Students
Darfield High School

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Achieving sustainable growth

Government's broader economic objective is 'to improve the wellbeing and living standards of New Zealanders through a sustainable, productive and inclusive economy. Our priority is to move towards a low-carbon economy, with a strong diversified export base, that delivers decent jobs with higher wages and reduces inequality and poverty'[1].

Sustainable growth in international education is dependent on our delivering quality education and student wellbeing, connecting with a diversity of markets, producing innovative products and services, and taking account of immigration and labour market considerations.

1. Policy Targets Agreement 2018 released by Reserve Bank of New Zealand 26/03/2018

WHAT DOES SUCCESS LOOK LIKE?

International education is a high-value, high-quality sector, sought out for its distinctive New Zealand proposition

Regions throughout New Zealand increasingly share the benefits of international education

The international education sector flourishes through diversification of markets, people flows and innovative products and services

KEY ACTIONS:

- Help industries to attract international students and retain graduates with the skills and qualifications New Zealand needs, by creating better links and pathways between students, education providers and industries
- Work in partnership with the sector and other industries to identify and grow specialist education offerings that contribute to a distinctive New Zealand proposition
- Work with regions to identify how they can attract international students and how international education can benefit those regions
- Analyse the long-term impacts of international education on the domestic labour market
- Support the sector to explore and develop its capabilities in delivering education and education products offshore and online
- Review and refine investments in priority markets using leading research and market intelligence

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International education provides significant revenue for a range of education providers, many of whom rely on international students for their long-term viability.

Understanding and investing in areas of the international education sector that bring value to New Zealand is a key part of sustainable growth. The sector needs to be able to seize new opportunities and respond to a future environment that may be quite different from the current one. That response must be backed up by research and evidence, and supported through policies, practices and regulations.

Stable and predictable education and immigration settings are important to providers and students. For providers, they give certainty and enable them to deliver quality education. For students, they support them to make informed decisions about where and what they choose to study.

Most students return home at the conclusion of their studies. Those wanting to stay longer in New Zealand must have the skills and qualifications we need.

The Export Education Levy, which is contributed by all providers enrolling international students, continues to fund promotion and marketing activities and provide international student support. It has also been used to compensate students when providers fail to deliver education to the standards we and they expect. We are strengthening the risk management component of the Levy to ensure that it is fair and transparent, and that it incentivises strong performance by providers.

GOAL 2

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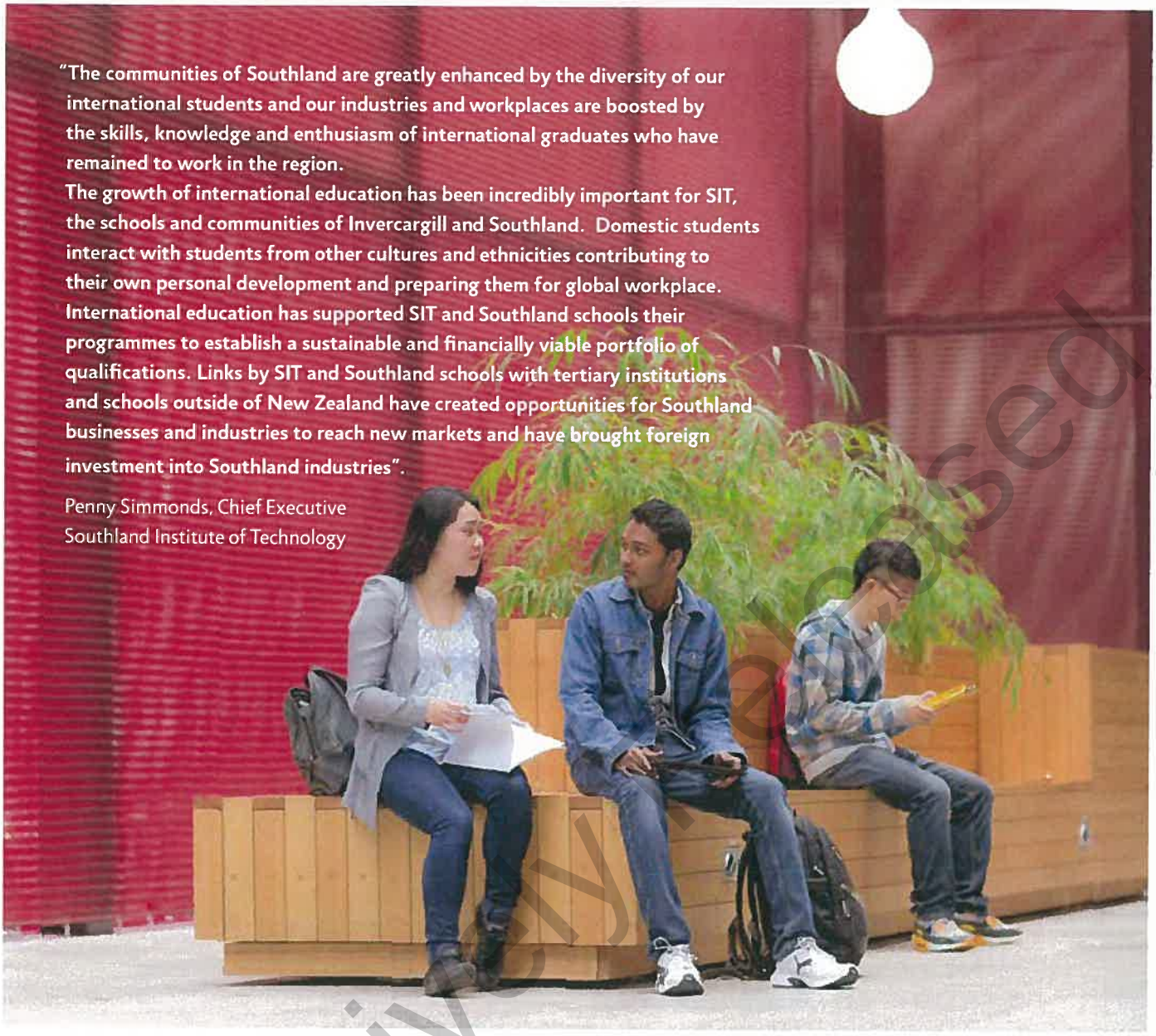

"The communities of Southland are greatly enhanced by the diversity of our international students and our industries and workplaces are boosted by the skills, knowledge and enthusiasm of international graduates who have remained to work in the region.
The growth of international education has been incredibly important for SIT, the schools and communities of Invercargill and Southland. Domestic students interact with students from other cultures and ethnicities contributing to their own personal development and preparing them for global workplace. International education has supported SIT and Southland schools their programmes to establish a sustainable and financially viable portfolio of qualifications. Links by SIT and Southland schools with tertiary institutions and schools outside of New Zealand have created opportunities for Southland businesses and industries to reach new markets and have brought foreign investment into Southland industries".

Penny Simmonds, Chief Executive
Southland Institute of Technology

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International education is a high-value, high-quality sector, sought out for its distinctive New Zealand proposition

To achieve economic growth, Government and the sector must work together to focus on high-quality, high-value programmes and services that attract and meet the needs of international students.

New Zealand's international education sector has grown significantly in recent years. We want to make sure that it continues to be based on quality education and a great student experience.

We will aim to attract students who can provide benefits to New Zealand by helping to lift the educational performance of our institutions and meeting skill needs in our labour market. We will facilitate the entry of students who are coming to New Zealand for genuine study reasons, and make sure they understand their study and work options and obligations while they are here.

Government will work with the sector to enhance our distinctive New Zealand offering. We will build greater collaboration between education providers and other industries, support the development of niche products, and develop our brand to focus on our high-quality education experience.

GOAL 2

Regions throughout New Zealand increasingly share the benefits of international education

International education has a positive impact on New Zealand's regional economies. We have already seen the beginnings of a shift with regions increasing their share of international students, and there is potential for further growth around the country. However, it can be difficult to attract students to regions outside Auckland. We will work alongside regional economic development agencies and others to continue to grow the sector and achieve a greater balance across regions. We will help regions to identify how they can attract international students and how international education can benefit those regions.

... and international education can help to meet our skill needs

The international education sector can attract international students who want to gain the qualifications and skills that the New Zealand labour market needs. We will continue to improve and strengthen policies, regulations and practices that help the international education sector to attract these students.

We will also help industries to attract international students and keep graduates with the skills and qualifications that New Zealand needs. This could include providers working with employers to establish pathways from education to associated employment. We will explore how we can support both providers and industries to establish and deliver innovative, bespoke products that meet New Zealand's needs.

Other industries benefit from our having international students in New Zealand; for example, international students often attract their friends and relatives to visit New Zealand. Government will explore ways to strengthen the connections between the international education sector and other industries such as tourism and information technology, so that we can identify and act upon opportunities across sectors and regions.

We will work with international education agencies to ensure that education, immigration and labour market policies work positively for both international students and New Zealand.

The international education sector flourishes through diversification of markets, people flows and innovative products and services

We are committed to working with the international education sector to identify and understand the opportunities and risks in both existing and new markets.

New Zealand attracts half of all its international students from China and India. Both will remain key focus markets, but in the long term we need to diversify our markets. This market diversification means expanding the number of countries from which we draw international students, as well as developing a greater range of innovative products and services offered by New Zealand providers. New technologies and approaches may mean that education is delivered onshore, offshore, online and through a combination of these channels. Government will support the sector to find more opportunities to develop its educational offerings (including through free trade agreements and the removal of non-tariff barriers) and attract skilled people from other countries to help grow New Zealand's economy.

Diversification may also include expanding New Zealand's education consultancy services and the products marketed to countries overseas for use in their own education systems.

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Developing global citizens

WHAT DOES SUCCESS LOOK LIKE?

All students gain the knowledge and skills they need to live, work and learn globally

International education provides stronger global connections, research links and partnerships

New Zealanders understand and embrace the benefits of international education

KEY ACTIONS:

- Increase support for teaching global skills and awareness in schools
- Review student scholarships with an international focus
- Work with international students to help them promote New Zealand and study in New Zealand
- Support and learn from our work in the Pacific to create education opportunities for Pacific students both in the region and in New Zealand
- Encourage and support more New Zealanders to learn other languages alongside English and te reo Māori
- Work with providers to attract and retain academic talent that can help lift our education institutions' capabilities
- Build and enhance bilateral relationships by using our educational diplomacy networks to support the sharing of best practice
- Provide leadership to the sector, communities and other partners in telling New Zealand's international education story

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GOAL 3

Global citizens are those who can study, work and live across cultural and national boundaries. They are open to new ideas, connected internationally, outward focused and interested in other people and their cultures, and they know that what is accepted in one culture may not be accepted in another. We need to be global citizens so that we can tackle global issues of the 21st century, such as sustainability, globalisation and climate change.

Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

We want to produce global citizens who are well equipped for the world in which they will be living and working. However, global citizenship must be based on knowing who we are, what we stand for and where we sit in the world. The New Zealand Curriculum already enables schools to address citizen education. Activities that support the development of global citizens can support and expand on that education.

It is also important to align global citizenship education with developments in the broader education work programme, such as the 30-year Education Plan, so that our future education system acknowledges and reinforces the need for global citizenship education.

All students gain the knowledge and skills they need to live, work and learn globally

New Zealanders benefit from enhanced knowledge and understanding of other cultures and languages. People who can operate effectively in diverse cultural contexts are needed in greater numbers, both within New Zealand's increasingly diverse population and overseas. Internationally capable people are also more likely than others to interact and form positive connections with international students, migrants and tourists to New Zealand.

Global skills and knowledge are developed in part through the mobility of students across our borders, whether they are international students coming to New Zealand or New Zealand students going overseas for part of their studies. Global skills and knowledge for New Zealand students may be explicitly taught through classroom studies or experienced through opportunities to study overseas under offshore scholarships.

Our geographic location means it can be more difficult for New Zealand students from English-speaking backgrounds to be exposed to other languages and cultures than it is for students in other parts of the world. We want to encourage more New Zealanders to learn other languages alongside English and te reo Māori, both for the insights they provide into other cultures and the cognitive skills they support.

Global citizenship is the point at which "we make sure citizens feel engaged in our position in the world."

Prime Minister Ardern during her keynote speech at the New Zealand Institute of International Affairs sponsored conference: Law of the Jungle. Wellington. March 2018.

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"The school is serious about educating the 'whole person'. Rangitoto College is a place where young people can mature into responsible and self-respecting citizens with a broad and balanced world view.
Through our Globalisation goal, Rangitoto College has committed to establishing opportunities for students and staff to collaborate, share and compete with renowned schools and organisations throughout the world as a means of growing the cultural understanding of the school community and critiquing our performance internationally."
Lynda Sullivan, Director of International Students
Rangitoto College

The Centres of Asia-Pacific Excellence (CAPEs), launched in April 2018, are an important vehicle for contributing to the development of Asia-Pacific knowledge and language skills in New Zealand. Three CAPEs (North Asia, Southeast Asia and Latin America) have been funded to 2023, enabling activities such as study tours for tertiary and secondary school students and short courses to prepare business people for working in particular markets.

Achieving the global citizenship objectives of the International Educatiaon Strategy will also support New Zealand to meet the targets outlined in the United Nations Sustainable Development Goals[2].

2. New Zealand has adopted the Sustainable Development Goals established by the United Nations in 2015

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GOAL 3

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Prime Minister Ardern during her keynote speech at the New Zealand Institute of International Affairs sponsored conference: Law of the Jungle. Wellington. March 2018.

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International education provides stronger global connections, research links and partnerships

International contacts between students and researchers can encourage and enable the spread of knowledge and values from one country to another. Such connections lift the quality of research and help to improve the quality of education, leading to collaborative innovation. Relationships such as those fostered through alumni networks and exchanges also help us to understand our key trading partners and develop opportunities for growth in many other sectors.

The CAPEs work to enhance economic, trade, political and cultural relationships in the Asia-Pacific region. For example, they have supported research and public lectures to build awareness of business opportunities in the Asia-Pacific regions.

Using this Strategy as a basis for activity, Government will encourage links between international education, research and business activities. We will keep growing New Zealand's research capabilities by helping international postgraduate research students to study in New Zealand – and we will look for ways to attract and retain academic talent that can help lift our institutions' capabilities.

Individual institutions in New Zealand already connect internationally through a range of partnerships with overseas institutions. New Zealand's National Statement of Science Investment sets out the importance of working with international partners to co-ordinate and support science and innovation collaborations. We want to build on these partnerships and investments to encourage greater levels of collaboration and cooperation internationally. By building bilateral relationships using our educational diplomacy networks, we can support the sharing of best practice.

Through the New Zealand Aid Programme we are investing in the development of quality education systems in the Pacific region and upskilling individuals by providing scholarships to Pacific students. We are actively exploring how to enhance our connections with education systems in the Pacific, and what we can learn from these systems to create opportunities for Pacific students in New Zealand and the wider Pacific region.

New Zealanders understand and embrace the benefits of international education

A thriving and sustainable international education sector needs the support and buy-in of New Zealanders. As the sector has grown, New Zealanders' understanding and support have not always kept pace.

Making the link between international education and the social, cultural and economic benefits it brings will be crucial in helping New Zealanders to understand the contribution of international education to New Zealand.

> "Our international graduates become life-long ambassadors and advocates for New Zealand, supporting closer international linkages and business opportunities."
>
> International Student Wellbeing Strategy June 2017

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APPENDIX 2:
GOVERNMENT AGENCIES INVOLVED IN INTERNATIONAL EDUCATION

Education New Zealand (ENZ)	ENZ is the government's international education marketing and business development agency. It works to attract international students to study with New Zealand providers and promote the delivery of education products and services offshore and/or online.
The Ministry of Education (MoE)	MoE is the government's lead advisor on the education system, shaping direction for education agencies and providers, including international education. MoE also administers the Export Education Levy and provides policy advice on pastoral care for international students. MoE works with other NZ Inc agencies to develop and support international connections of significance to the whole education system. It reports on New Zealand's international obligations related to education, including the United Nations' Sustainable Development Goal 4. MoE also provides Secretariat support to the NZ National Commission for UNESCO.
The Ministry of Business, Innovation and Employment (MBIE)	MBIE administers the immigration system and develops and administers student visa policies. MBIE also provides advice on the outcomes of students who participate in the labour market and the interface between immigration and the labour market. MBIE also, along with MoE, responsible for oversight of the performance and impact of ENZ and TEC, and is jointly responsible for the overall Tertiary Education Strategy.
The New Zealand Qualifications Authority (NZQA)	NZQA is responsible for the New Zealand Qualifications Framework, the quality assurance of qualifications on the framework and setting the rules for quality assurance in the tertiary sector. NZQA administers the National Certificates of Educational Achievement (NCEAs) for secondary school students, and the Education (Pastoral Care of International Students) Code of Practice 2016 (Code of Practice). NZQA also works to increase the recognition of New Zealand qualifications overseas, including through formal recognition arrangements with other countries.
The Tertiary Education Commission (TEC)	TEC manages public investment in tertiary education, is accountable for the delivery of the government's Tertiary Education Strategy, provides career services from education through to employment, and monitors the Crown's ownership risk in relation to tertiary education institutions.
The Ministry of Foreign Affairs and Trade (MFAT)	MFAT addresses non-tariff barriers affecting delivery of education services, negotiates market access for education providers delivering offshore, promotes and supports education exports through its network of posts, and promotes the New Zealand International Education brand, including engaging with overseas governments to manage any diplomatic issues or risks that may arise.
Education Review Office (ERO)	ERO evaluates and reports on the education and care of children and young people in early childhood services and schools.

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Annex 2: Engagement Plan for consultation on a draft International Education Strategy

Objectives of engagement

1. Seek feedback on the strategy's contents and direction
2. Opportunity to articulate Government's vision and priorities for international education
3. Obtain buy-in and support for the strategy from the sector

Timeline	**Activity**
Saturday 2 June	Public announcement of consultation by the Minister of Education
Tuesday 5 June	Posting of: • Online survey on ENZ website • Announcement on ENZ website and MOE website • Links on MOE and MBIE websites to the online survey for International Education Strategy • Links on MOE and ENZ websites to the MBIE consultation on post-study work rights
Timeline	**Stakeholders**
Officials from MOE, ENZ, MBIE and NZQA will attend the engagement sessions	
Week One: engagement period (5 June to 8 June)	Online survey – All stakeholders Engage with international education government agencies and • Rakesh Naidoo, Human Rights Commission • Sela Finau, Ministry of Pacific Peoples • Ann Carter and Taria Tahana, Te Puni Kōkiri • Stuart Powell, Ministry of Health • (TBC), Ministry of Social Development • Mark Evans, Education Review Office
Week Two: (11 June to 15 June)	Online survey – All stakeholders **ENZ Connect** meetings. 'ENZ Connect' is a roadshow to 5 different centres updating the international education sector on ENZ's strategic direction and current priorities. What these insights mean for industry and how ENZ's work can be leveraged will also be discussed. It will include face-to-face time to listen to industry partners. The seminars are open to all international education professionals. Meeting of representatives of ethnic communities in Auckland, including the Chinese Students Association TBC

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	Thursday 14 June ENZ Connect - Christchurch Friday 15 June ENZ Connect - Dunedin (Minister of Education possibly attending TBC)
Week Three: (18 June to 22 June)	On-line survey – All stakeholders Monday 18 June ENZ Connect – Hamilton Tuesday 19 June ENZ Connect – Wellington Wednesday 20 June ENZ Connect - Palmerston North Thursday 21 June ENZ Connect - Auckland (morning) ENZ Connect - Auckland (afternoon)
Friday 22 June	**Stakeholder Reference Group** (alternative engagement opportunity for the Minister of Education TBC) John van der Zwaan (SIEBA including school principals) Craig Musson (ITENZ) Chris Whelan (UNZ) Wayne Dyer (English NZ) Tony Gray (ITP CEs) Philippa Jones (ITP International) International Students TBC (NZ International Students Association predominantly led by Indian students) Terry McGrath (ISANA) Neil Miller (QTI) Anne Young (Education Tauranga), Mike Walmsley (Code Avengers) Alasdair MacLeod (Growth Solutionz) Carrie Murdoch (Business NZ) David Glover (Creative Strategies)

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DRAFT NEW ZEALAND INTERNATIONAL EDUCATION STRATEGY – ONLINE SURVEY

Feedback on the draft New Zealand International Education Strategy overall

1. What do you like most about this Strategy?
2. What do you like the least about this Strategy?
3. Is there anything missing from the draft strategy that you think should be added or developed further?

Feedback on the goals of the strategy

Goal one: An excellent education and student experience

4. Do you agree or disagree with the proposed outcomes of this goal, and why?
5. Do you have any other feedback on this goal?

Goal two: Sustainable growth

6. Do you agree or disagree with the proposed outcomes of this goal, and why?
7. Do you have any other feedback on this goal?

Goal three: Global citizens

8. Do you agree or disagree with the proposed outcomes of this goal and why?
9. Do you have any other feedback on this goal?

Respondent information

10. Are you:

- ○ An individual respondent?
- ○ An employee or business owner?
- ○ A school or peak body?

Other (please specify)

11. What is your interest in international education?

- ○ I am or I work for a provider of education to international students, only in New Zealand
- ○ I am currently (or was previously) an international student
- ○ I am or I work for a provider of education to international students both in New Zealand and off shore
- ○ There are international students in my community
- ○ I am or I work for a producer or exporter of products or services to support international education
- ○ I am or I work for a provider of education to international students, only off shore
- ○ I represent or I work for a government department with an interest in international education
- ○ I belong to a regional international education group

Other (please specify)

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