

Internationalisation in New Zealand: What role for Europe?

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Internationalisation in New Zealand.

- Internationalisation is primarily viewed through an economic lens in NZ.
 - The recruitment of fee-paying international students is the main activity.
 - 4th largest export earner (includes tuition fees and wider expenditure).
 - It is also seen as a way to encourage “the immigration of highly skilled people.” Note: international PhD students pay domestic fees.
 - Other features include facilitating people-to-people links and improving the knowledge and skills of New Zealand students.
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“New Zealand is a trading nation, and a key objective of the government’s medium-term economic agenda is to shift resources to the tradeable part of the economy, in order to help earn our way in the world. Growth in the export value of international education is a significant contributor to this objective.”

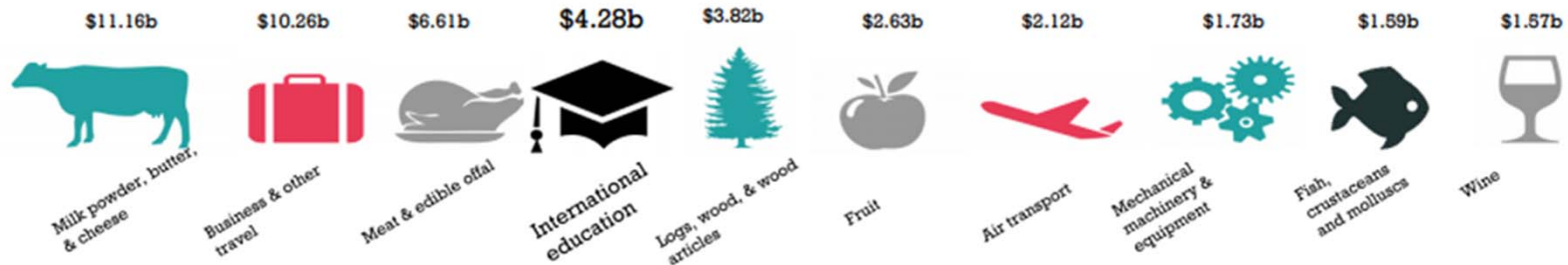
New Zealand International Education Leadership Statement 2011

Key figures.

	2009	2012	2015
Government Tuition Funding	\$ 1,035,290,000	\$ 1,146,566,000	\$ 1,206,676,000
Domestic student tuition fees & related charges & levies	\$ 517,820,000	\$ 584,307,000	\$ 650,534,000
Other compulsory student charges & levies	\$ 5,883,000	\$ 48,156,000	\$ 53,106,000
Total Income for Domestic Students	\$ 1,558,993,000	\$ 1,779,029,000	\$ 1,910,316,000
Domestic EFTS	116,805	116,140	112,070
Income per Domestic EFTS	\$ 13,347	\$ 15,318	\$ 17,046
Total Income for International Students (Tuition fees)	\$ 256,673,000	\$ 306,700,000	\$ 365,955,000
International EFTS	17,160	18,105	19,695
Income per International EFTS	\$ 14,958	\$ 16,940	\$ 18,581

Source: New Zealand Ministry of Education

Top 10 NZ Exports:



Source: Education New Zealand. Economic Value of International Education to New Zealand 2015/16

What about outbound mobility?

- There is limited data, but the number of NZ students who go overseas remains low. In 2015, 1,155 outbound exchange students.
- Europe is a popular destination: 48% of these students went to Europe.
- Increasing the number of students who spend a study period abroad has received recent political support, but the main focus is Asia.
- In 2013, the Prime Minister's Scholarships for Asia were launched.
- These provide funding for New Zealand higher education students to study in Asia for a period of six weeks to two years.

“Our economic future will be determined by interactions with the rest of the world – and especially the national ability to increase trade and wider economic connections with Asia... The education system will need to provide students with the required knowledge and skills”

New Zealand International Education Leadership Statement 2011



‘New Zealand’s economic future is very tied in with our key trading partners in Asia... We need more young Kiwis who have had the experience of spending some time studying in Asia, and can help strengthen our people-to-people links with those countries.’

**Stephen Joyce, 2013.
New Zealand Tertiary
Education Minister.**

What about the Bologna process and Europeanisation?

- New Zealand's initial response at the policy level was to examine and encourage compatibility with the Bologna Process
- The objective was to remove barriers that may inhibit students and graduates from New Zealand institutions studying and working in Europe, including international students with NZ qualifications.
- New Zealand acceded to the Lisbon Recognition Convention in 2008.
- This requires NZ to encourage higher education providers to give their students a Diploma Supplement or equivalent upon graduation.
- New Zealand's Diploma Supplement-equivalent is called the Tertiary Education Qualification Statement (TEQS).
- However, implementation of a TEQS is not mandatory in New Zealand; this remains at the discretion of individual tertiary education providers.
- In 2010, a survey found low uptake of the TEQS.

What about the Bologna process and Europeanisation?

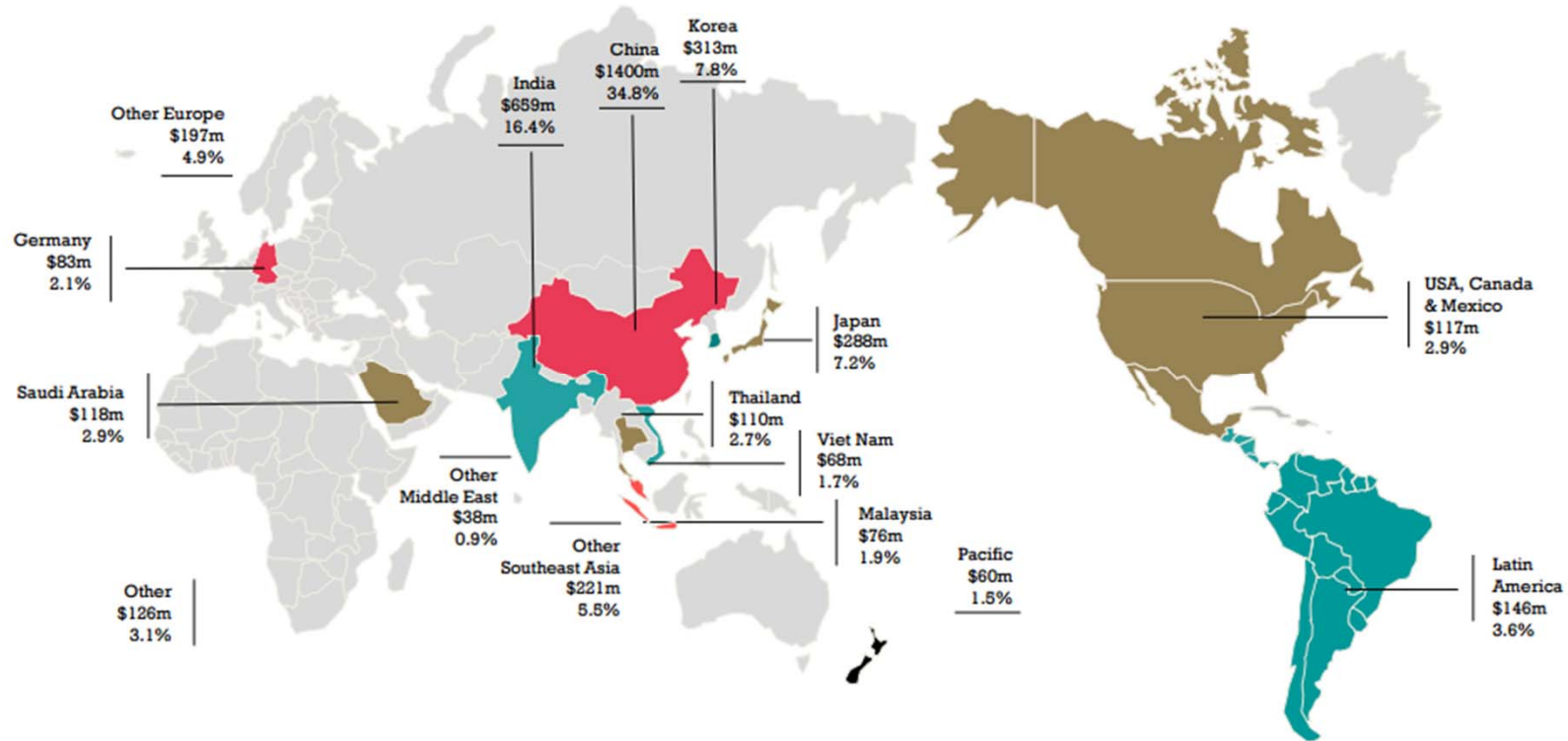
- New Zealand has a degree structure that is equal to Bologna's three cycles.
- New Zealand has completed work to compare the New Zealand Qualifications Framework (NZQF) to the European Qualifications Framework (EQF).
- The resulting report released in 2017 concluded that “while there are conceptual and functional differences between the NZQF and the EQF, due to their different purposes and functions, the analysis shows that both frameworks can be considered comparable.
- The exception is NZQF level 8 (Bachelor Honours Degrees, Postgraduate Diplomas and Certificates). These have been left unlevelled to the EQF.
- New Zealand's credit system is considered compatible with the ECTS.

NZQF		EQF	
Doctoral Degrees	10	8	Third cycle degrees (Doctorate) Higher professional qualifications EE: occ. qual. 'chartered engineer'
Master's Degrees	9	7	Second cycle degrees (Master's) Higher professional qualifications CZ: 'Chemical engineer product 'manager'
Bachelor Honours Degrees* Postgraduate Diplomas and Certificates	8		
Bachelor's Degrees	7	6	First cycle degrees (Bachelor's) IE: Ordinary Bachelor's degree, Honours Bachelor Degree Higher professional qualifications DE: 'Master Craftsman (certified)'
Diploma Qualifications	6	5	SCHE qualifications Higher professional qualifications
Diploma Qualifications	5		
Certificate level 4 Trade qualifications	4	4	Upper secondary general school-leaving certificates Upper secondary VET school leaving certificates
Certificate level 3 NCEA (secondary school - leaving certificate)	3		
Certificate level 2	2	3	VET qualifications Secondary education certificates
Certificate level 1 NCEA	1	2	Lower-secondary education Basic VET qualifications
		1	Primary education Basic VET qualifications

*reflects the Technical Working Group's agreement that NZQF level 8 will remain unlevelled to the EQF.

What role for Europe?

- New Zealand is already considered Bologna compatible.
- Internationalisation = economic, but Europe is not a major 'market'.
- Popular destination for NZ students, but not a government priority.



Concluding remarks.

- Policy vs practice.
- Student mobility vs other activities, such as research collaboration.
- What is vs what could be. Facilitating a critical conversation about the purpose of internationalisation in higher education through comparison.
- If internationalisation is primarily viewed through an economic lens and the recruitment of fee-paying international students is the main activity:
 - How does this compare to the European approach?
 - What can be learned from the European approach and surrounding debates?

