

A Manifesto for International Education

**Prepared by the
Education New Zealand Trust**

25 August 2005

Background on Education New Zealand

Education New Zealand is the industry body for New Zealand's education exporters. Established in 1999, Education New Zealand is a not-for-profit organisation that is owned by New Zealand's educational institutions.

Education New Zealand is governed by an independent Chairperson and a Board of Directors (The Trust Board) that is elected by an Electoral College comprising of the education sector peak bodies, covering state and private, secondary and tertiary providers. The current Education New Zealand Board is as follows:

- Hon David Caygill, Chairman
- Deirdre Dale, Chief Executive, Whitireia Community Polytechnic
- Madeline East, Principal, Farm Cove School
- Mark Hellyer, Mt Maunganui Language Centre, and Director, Academix Group
- Professor Judith Kinnear, Vice Chancellor, Massey University
- Ron Noordijk, Principal, Burnside High School
- Professor Neil Quigley, Pro Vice Chancellor (International), Victoria University of Wellington
- Dr Christopher Tremewan, Pro Vice Chancellor (International), University of Auckland

Education New Zealand is recognised by the New Zealand Government as the industry body for New Zealand's education export industry. In fulfilling this role, Education New Zealand undertakes activity in a number of functional domains, including:

- advocacy on behalf of New Zealand's education export industry;
- assisting the New Zealand government and its agencies with policy development in relation to the education export industry;
- advice to foreign governments;
- generic and collective promotion of New Zealand as a study destination, including promotion of the national 'New Zealand Educated' brand;
- implementation of a range of Government initiatives in the international education area, including scholarships, study abroad awards and education export innovation fund; and
- some market research and scoping of new opportunities for New Zealand providers.

Education New Zealand is committed to promoting public policy that enhances the overall interests of New Zealand's education export industry.

International Education Manifesto 2005

After some years of considerable growth peaking in 2003, the business of international education has become considerably more challenging over the last two years, and looks set to continue being challenging in the years ahead. A downturn in numbers of students has impacted severely on private providers of English language and schools, but private tertiary providers, ITP's and Universities have not been immune. In particular, the demand for more basic and precursory services (such as basic English) has been affected, and there are concerns about the pipeline effect – notwithstanding the development of new products, new sources of students, diversifying entry points and diversifying modes of supply.

The industry currently stands at a critical point and faces a number of challenges. This document has been prepared by the Education New Zealand Trust to set out a list of the critical actions and policy decisions needed to meet these challenges. In advance of the 2005 General Election, the Education New Zealand Trust wishes to seek the views of the main political parties on the list of critical actions/decisions/policies that have been identified by the industry body.

Challenge One – Maintain the Industry-Government Partnership.

Over recent years the education export industry and the Government have strengthened their relationship with each other. The view of the Trust is that this has been a positive development. Government agencies have been active participants in the development of the Industry-Wide Strategy for Export Education, and have actively participated in the various industry reference and consultative groups that are convened by Education New Zealand. Equally, Education New Zealand has participated in the development and implementation of a range of government initiatives (ie: the strengthened relationship between industry and government has been a two way process and benefit).

The Education New Zealand Trust believes the incoming Government should:

- (i) retain the International Education Postgraduate and Undergraduate Scholarships, New Zealand Study Abroad Awards, the Education Export Innovation Programme and the appointment of a limited number of Education Counsellors to work on education policy issues/relationships in targeted countries/regions where they can add-value. These initiatives play an

- important role in long term relationship building that facilitates a more conducive environment for the trade in education services;
- (ii) commit to active Government participation and support for a review of the 2004 Pan Industry Strategy, and ensure that the Government develops a coherent 'whole-of-government' strategy that complements the industry strategy and facilitates better coordination between government agencies;
 - (iii) through the abovementioned whole-of-government strategy, ensure that the New Zealand Overseas Development Assistance programme is strategically linked to facilitating commercial opportunities for the export education industry in the countries where New Zealand is providing foreign aid; and
 - (iv) commit to ongoing active participation and support for the industry's reference groups.

Challenge Two – Move Towards Industry Self Management, within the baselines of Government regulation

The Education New Zealand Trust has consistently been a champion for the following current objective for Government intervention in export education: "the sector should be increasingly self-managing over time, as far as is possible consistent with government regulatory responsibilities." The Education New Zealand Trust is philosophically in support of this principle and wishes to see it not only retained, but continue to be implemented.

The Education New Zealand Trust believes the incoming Government should:

- (i) make 'empowering industry self management/self determination' an overarching principle for Government policy interventions (regulatory interventions and market facilitation interventions); and
- (ii) maintain strong strategic support for Education New Zealand as the umbrella industry body for New Zealand's education exporters.

Challenge Three – Internationalisation of the New Zealand Economy

The Education New Zealand Trust values the internationalisation of New Zealand education, and the benefits that this process offers to the development of New Zealand's human capital. The process of internationalisation is defined as the process of integrating an international, intercultural and global dimension into the purpose, function and delivery of education. The Education New Zealand Trust believes the incoming Government should:

- (i) give a top line commitment to the internationalisation of New Zealand's education through the integration of an international, intercultural and global dimension into the curriculum, research, teaching and learning process, and encourage educational institutions to adopt a similar commitment.

Challenge Four: Industry Growth and Development

With foreign exchange revenue currently estimated to be \$2 billion per annum, education is now New Zealand's fourth largest export earner. Matters of economic yield per student, and stronger offshore competition are focussing the attention of the industry on questions of sustainability and future growth beyond \$2 billion per annum. The Government needs to be a participant in this dialogue as Government policy settings (particularly in the immigration domain) have the ability to facilitate or constrain industry growth. The Education New Zealand Trust believes the incoming Government should:

- (i) view the export education industry and its key drivers in the context of the contribution it can make to the Government's broad economic goals;
- (ii) work with Education New Zealand and its industry reference groups to set a target for the future economic value of the industry;
- (iii) work with Education New Zealand to improve the range of statistical information available to the industry, including updating Education New Zealand's economic impact model for export education; and
- (iv) ensure that immigration policy is optimised to meet the government's and industry's goals, and is viewed as a critical element in determining New Zealand's competitive advantage. Specifically, the Trust seeks a commitment to maintaining a competitive edge for the New Zealand industry through the adoption of a commitment to frequent benchmarks against other countries of immigration policy settings.

Challenge Five: Elimination of barriers to the trade in education services

Barriers to the free trade in education services are progressively being identified and eliminated. The Education New Zealand Trust is committed to the active liberalisation of offshore trade policy settings in the field of education. The Education New Zealand Trust believes the incoming Government should:

- (i) maintain, and enhance New Zealand's efforts in seeking trade agreement commitments from offshore Government's in education services. In particular, the industry seeks a significantly expanded schedule of education commitments that liberalise other countries trade policy settings under the World Trade Organisation's GATS Agreement; and
- (ii) continue to involve the industry body, Education New Zealand, as a 'behind-the-scenes' counsel on trade negotiation strategy as it relates to education.

Challenge Six: Recognition of Public and Private Sector Provision in Export Education

New Zealand's export education industry is made up of both State and private providers. Both sectors have an important role to play, and often both public and private sectors must work together in the tradition of 'NZ Inc' when offshore. The Education New Zealand Trust believes the incoming Government should:

- (i) recognise that private and public sector involvement in education exports is entrenched, and both are interdependent in that they often rely on each other for student articulation, and are mutually affected by issues that may arise (such as quality perception).

- (ii) recognise that the contribution to the broader social good and cultural enhancement comes from both public and private providers. As such, the Government should give recognition to the coexistence of different modes of ownership in education exports.
- (iii) encourage institutions to ensure that the educational benefits for domestic student learning are maximised from international education operations (both onshore and offshore activities).

Challenge Seven: A commitment to assist the industry to maintain and build public support for international education within New Zealand and Abroad

Much like the tourism sector, education exports can be affected by perceptions of how welcoming New Zealand is as a destination. With this in mind, negative statements from high profile opinion leaders in New Zealand can have a detrimental impact when reported in offshore markets. The Education New Zealand Trust believes the incoming Government should:

- (i) support the industry by giving public recognition of the range of significant benefits that accrue from international education; and
- (ii) commit to a principle of 'do no harm' by recognizing that negative public statements related to immigration/migrants can have a significantly detrimental impact on the offshore positioning of New Zealand's education export industry, and subsequent national foreign exchange earnings.

Conclusion

With the support of the current Government, New Zealand's export education industry has put in place a number of important and much needed initiatives to assist in the medium term growth and development of New Zealand's education export industry. With an economic value of \$2 billion per annum, New Zealanders benefit from the successful achievement of these strategies.

Education New Zealand believes that attention to the recommendations of this International Education Manifesto should be given priority by the incoming Government.