

# New Zealand International Education Strategy 2022 – 2030

## Foreword

As I present this refreshed International Education Strategy, New Zealand is reconnecting with the world. Borders are opening, and international education is ready to build back strong. The Government remains committed to international education. International education has delivered a wide range of social, cultural and economic benefits to New Zealanders. Our classrooms, lecture theatres, workplaces and communities have been enriched by international education, which enables New Zealanders to successfully live, work and learn across borders and across cultures. It connects New Zealand to the world and helps to strengthen our overall reputation offshore.

The world we live in is changing. Technology is an integral part of the way new generations live, learn, work, and play, and means they are more globally connected than ever before. New international realities will continue to evolve, and to remain globally connected we will need new kinds of courage and creativity. We will need to identify opportunities to develop world-leading education products that are distinctly New Zealand. The international education landscape that we aspire to will look different to what we had in 2019, but I'm confident that we are all up for the challenge. I'm conscious, particularly, of the innovative use of digital delivery modes that are already proving successful. The pandemic has accelerated a lot of innovation, which will serve us well as we now begin to build back.

The Government wants the build back to support sustainable, resilient providers. This refreshed Strategy is the first step towards that. We need to build back a strong base and then we will be able to build a new future that is even better than what we had before.

I want to stress that we're not starting from nothing. COVID-19 has given us a window to ensure that we're clear about what high-quality and high-value international education looks like and that we are heading in that direction. Before the pandemic we were already at that point, in the process of change, working towards a shared vision of a diverse high-value, high-quality offering. Some parts of the sector had already started to build a more diversified and resilient sector, but we all need to contribute to work towards this goal.

Also in our favour is how well regarded New Zealand is internationally thanks to our handling of COVID-19. We are seen as a safe place to be, and as a country that highly values people's health and wellbeing, a place that people want to come to.

International education intersects with lots of different areas and government portfolios, and the Strategy presents a long-term vision that delivers on the Government's broader priorities, such as diplomacy and trade. I encourage agencies to consider what synergies there are for them, and how they can support the Strategy, starting with the build back.

I'm looking forward to working together in the coming years to rebuild a thriving, if a bit different, international education sector here in New Zealand.

## AN INTERNATIONAL EDUCATION STRATEGY for New Zealand 2022 – 2030

This International Education Strategy enables international education to thrive and grow. It builds on New Zealand's quality education system and focuses on delivering good education outcomes for international students, global opportunities for domestic students and our educational institutions, as well as economic, social and cultural benefits for all of New Zealand.

Goals		
Excellent education and student experience	Sustainable and resilient	Global citizens
What we will achieve		
<ul style="list-style-type: none"><li>• International students receive a high-quality education</li><li>• International students are welcome and safe</li><li>• New Zealand delivers an excellent overall international student experience</li></ul>	<ul style="list-style-type: none"><li>• International education is high-value and high-quality, sought out for its distinctive New Zealand proposition</li><li>• Regions throughout New Zealand increasingly share the benefits of international education</li><li>• International education flourishes through diversification of markets, people flows and innovative products and services</li></ul>	<ul style="list-style-type: none"><li>• All students gain the knowledge, skills and capabilities they need to live, work and learn globally</li><li>• International education provides stronger global connections, research links and partnerships for New Zealanders</li><li>• New Zealanders understand and embrace the benefits of international education</li></ul>
Outcome		
A thriving and globally connected New Zealand through world-class international education		
A high-value international education system		
Providing excellent education and student experience for international students, including world-class wellbeing support	Delivering a range of benefits to wider New Zealand	Enhancing education by developing students' global citizenship skills and strengthening education offerings

Phase One: Help providers of international education to build back onshore offerings.

This phase responds to the immediate needs of providers and focuses on ensuring a sound base. It is short-term. The focus is on shoring up delivery, having regard for the three goals.

Phase Two: Building a new international education future.

This phase positions international education to step into a different future, that is focused on high-value international education that benefits all New Zealanders. International education will grow and diversify, becoming more resilient and less reliant on onshore education delivery. This phase is medium to long-term. Activity in this space will demonstrably help us achieve our goals. There are also ongoing activities that will be undertaken during both phases to deliver on the Strategy.

### Measures and indicators

To ensure we are on track, we will measure success in areas that link to our three overarching goals. One of our actions for Phase One is to develop a monitoring framework and useful indicators.

We do not yet know what an optimal base of onshore and offshore offerings is that will best support sustainability. These are things we will discover while we are building that base. At that point, we will also have a better idea of what the trajectories look like as we build the future for international education and what targets will be realistic and useful.

## Introduction

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, different modes of education delivery, research, New Zealand’s domestic education system and our international connections. International education is focused on high-quality and high-value education that benefits all of New Zealand, not just those within the sector. It will support the Government’s broader objectives, including those in diplomacy, research and trade. International education also includes offshore experiences for domestic students, through student exchanges, undergraduate and postgraduate study, research and internships.

The refreshed Strategy comes as New Zealand reconnects with the world, and we prepare to welcome international students again and New Zealanders are able to participate in offshore study experiences. It will help to guide the sector as it builds back its onshore delivery offerings and reconnects with international markets. This is Phase One of the Strategy – the build and recovery.

As we build back, it is an opportunity to craft a new future for international education that is sustainable, resilient and diversified. International education will embody high-value and benefit all New Zealand. This is Phase Two of the Strategy – building a new future for international education.

The sector had already begun to deliver on these goals pre-COVID-19 and we want to build on that good work. Education New Zealand has been piloting diverse delivery modes and testing different aspects of delivery. Updating the Strategy now has allowed us to incorporate this progress into the actions and set a clearer direction for the sector. The disruption of COVID-19 has set us on a faster track towards a high-value sector and given us an opportunity to become more focussed and targeted about how we deliver on the Strategy.

International education intersects with a range of government portfolios, particularly immigration, tourism, trade and foreign affairs. Achieving a thriving and globally connected New Zealand requires contributions from everyone involved in international education, such as tertiary education providers, schools, businesses, researchers, students and communities. This enables international students to benefit from the high-quality education and excellent student experience offered by New Zealand and build long-term global connections between New Zealand and the rest of the world. This Strategy is one contribution.

## New Zealand is reconnecting with the world

In 2022, our borders are opening and we are reconnecting with the world. Some international students have entered the country already, with small cohorts given special permission as a border-class exception. By the middle of 2022, students from visa waiver countries will be able to enter the country, as will those who already hold a valid visitor visa. Some students were in New Zealand when the pandemic began and renewed their visas before they left, and others had had visas granted but not travelled from their home country yet. They, too, will now be able to return to New Zealand. From October 2022, normal visa processing will resume, enabling international students to enrol for study in New Zealand in 2023.

With New Zealanders now able to travel offshore, New Zealand students can also undertake a study experience in another country. Exporters of education products and services are able to travel to strengthen their relationships with their new and existing partners.

## A changing global picture

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

We have seen over the past two years how COVID-19 and the resulting border closures affected significant parts of international education, leaving prospective students offshore and sending providers into the world of online teaching and learning. This has created new possibilities for international education, as parts of the education sector now have the expertise and experience to offer online courses.

China and India have been significant markets for New Zealand's and other countries' international education sector. The international education market is more competitive as more countries are now offering international education, 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 international education makes to New Zealand will rely on attracting students from a wider range of markets than we have previously. New Zealand has been increasing its focus on high-value, high-quality education, seeking to maximise and promote its unique offerings, and attract students who want to benefit from the excellent education and student experience that we are known for. 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 high-value offering

This Strategy recognises that the benefits of international education go beyond the national economy, and that it is of value to all New Zealand. It seeks to build on these communal benefits, building an industry that focuses on high-quality and high-value education.

New Zealand's 'high-value' offering will provide quality education that helps strengthen the education system, contributions to research and innovation, and other socio-cultural, economic and diplomatic benefits for New Zealand. Providers need to give students a high-quality, high-value experience, and in return New Zealand experiences these benefits.

### Educational value

International education enhances our education system by developing students' global citizenship and strengthening our education offerings. All students, both domestic and international, will gain the knowledge, skills and capabilities that they need to live, work and learn globally.

Integrating international students into New Zealand's education settings will support internationalisation in the New Zealand curriculum. This will allow all students to develop reciprocal relationships internationally and learn from each other's cultures, experiences and backgrounds.

International education also sees New Zealand students study abroad. A focus area for us is supporting and promoting opportunities to study abroad for all domestic students and providing targeted scholarships to groups who traditionally have had less opportunity. In particular, Māori, Pacific Peoples and disabled people have participated in outbound mobility at a proportionally lower rate than other domestic students. An equitable approach to international education would ensure that all learners have these opportunities to enrich their education and experiences.

Lastly, the additional revenue from international students, along with delivering cultural and social benefits, enables education providers to further develop the offerings they have for international and domestic students alike. In the tertiary sector, international students are also important because they can help ensure critical student mass that sustains parts of domestic offerings that align with areas where New Zealand is world-leading or where we offer a unique product of high-quality.

### Longer-term economic value

International education boosts our economy by strengthening our research and innovation partnerships, our economic relationships and contribution to our human capital, knowledge and skills base development. This includes aligning any post-study work rights or other pathways to work in New Zealand with areas of skills needs with potential long-term economic returns to New Zealand.

### International relations value

International education strengthens and diversifies our international connections, reputation, diplomacy and trade with a wide range of countries. This includes government-to-government diplomacy which helps New Zealand address wider goals and objectives, like meeting global environmental objectives. This also includes soft diplomacy on an education provider and education agents' level through, for example, knowledge exchange with international providers. It builds a global network of alumni with ties to New Zealand.

### Socio-cultural value

International education benefits the wider community, providing international exposure to and understanding of New Zealand's culture and Te Ao Māori. It also exposes New Zealanders to different cultures to raise awareness, acknowledgement and respect for differences in background.

### Immediate economic value

International education creates immediate financial benefits to New Zealand education providers, education agents and the wider community. This includes diversified revenue streams from international education fees, products and services. It also includes a positive impact on New Zealand's regional economies through wider international student spending, such as accommodation, travel, tourism and other expenditure.

### Key areas to maximise value

As we build the future for international education, we need to consider where we will be offering incentives to protect and enhance areas of high-value and where we will pivot and develop new offerings. The table below sets out the key focus areas of students, offerings and markets that will contribute to achieve the definition of high-value.

Value	Students, offerings and markets
<b>Educational value</b>	<ul style="list-style-type: none"><li>• Markets that support outbound mobility for domestic students, including reciprocal arrangements between providers.</li><li>• Students interested in offerings that need a critical mass to increase choice for domestic students.</li><li>• Education offerings that align with key priorities or areas where New Zealand is world-leading or where we offer a unique product.</li></ul>

<b>Long-term economic value</b>	<ul style="list-style-type: none"> <li>Students that contribute to our international academic relationships which will feed into research and innovation.</li> <li>Students who strengthen New Zealand's long-term human capital and labour productivity in areas of need.</li> <li>Students that may help New Zealand develop unique products and services.</li> </ul>
<b>International relations value</b>	<ul style="list-style-type: none"> <li>Relationships with a range of priority countries that will support New Zealand's diplomacy, development objectives and trade opportunities/commitments overseas.</li> <li>Education offerings which contribute to addressing government's wider goals and objectives, like meeting global environmental objectives.</li> <li>Education offerings that contribute to a strong New Zealand international reputation.</li> <li>Students that help our diplomatic relationships further through our global network of alumni with ties to New Zealand.</li> <li>Tertiary offerings where students start their New Zealand study experience offshore, including transnational education.</li> </ul>
<b>Socio-Cultural value</b>	<ul style="list-style-type: none"> <li>Students who are interested and motivated to learn about New Zealand's culture and Te Ao Māori.</li> <li>Diversifying markets to contribute to increased cultural diversity in New Zealand.</li> </ul>
<b>Immediate economic value</b>	<ul style="list-style-type: none"> <li>An optimal mix of markets, sectors, modes of delivery, products and services to diversify revenue streams to support New Zealand's economic resilience.</li> <li>Long-term students (staying for multiple years) and ākonga/students who will likely pathway from one education provider to another.</li> <li>Students are more evenly spread across the country to strengthen regional economic development.</li> <li>Students who will likely spend in the community, including educational tourism, travel and accommodation.</li> <li>Students who could contribute to skills needs during study.</li> </ul>

## The Strategy has two phases and three overarching goals

### Phase one: Build and recovery

There is an immediate need to start to build a new international education, and the first priority is to help providers rebuild their bases for onshore student delivery, and to rebuild sustainably so that international education can come back even better than it was before and give us the foundation we need to build a new future that is diversified, high-value and resilient.

### Key actions:

Action	Agency	Timeframe
Build preference for and promote New Zealand's international education brand through marketing and public relations activity to attract learners to study with New Zealand	ENZ	Short-term
Use the broader impact research of New Zealand international education ENZ is undertaking to inform the recovery and sustainability	ENZ	Short-term
Refresh the Prime Minister's Scholarships for Asia and Latin America to attract more diverse participants and enhance connections and partnerships with Asia and Latin America	ENZ	Short-term

Review the Education New Zealand Recognised Agency Programme to support building and thriving international education, ensuring that it is supporting high-quality agents who will support the sector's recovery	ENZ	Short-term
Develop a framework for evaluating how well New Zealand is implementing the NZIES and monitoring progress towards its three goals.	MoE	Short-term
Leverage other diplomatic reconnecting and travel activity to promote international education.	MoE	Short-term

Student recruitment is a big part of this phase. We will focus on the key connections and partnerships we have around the world to promote New Zealand's international education brand and let prospective students know that our high-quality education system is an option for them once again. We will also ensure we are providing timely, accurate information to prospective students to encourage study with New Zealand.

As international education opens back up there will be a focus on identifying and addressing provider capability needs to continue to offer high-quality programmes. We will work with providers to prioritise and respond to their needs.

Prior to COVID-19, providers had shown interest in online and offshore provision, and with borders closed and providers shifting to online delivery, they became more attractive and proved their potential. As the sector recovers, we will consider how online and offshore provision can form part of its base offerings.

People working in New Zealand who represent education products or services, such as publishers, can now travel overseas and reconnect with markets, including the new markets for education technology that have emerged in the past two years. They will be building new relationships, and strengthening existing ones which have only existed virtually, helping to build another part of the international education base.

We will actively look for opportunities to promote international education where there is other diplomatic travel as part of New Zealand's reconnecting with the world.

### Phase two: Building a new future for international education

The international education future we are working towards will be different to what we had in 2019. As well as centring it on high-value, we will diversify the products, services and modes of delivery to create more sustainable and resilient provision and ensure that international education benefits New Zealand and New Zealanders long-term.

The direction we are heading in is not completely different to the direction we set in 2018. However, the shift towards high-value international education has been accelerated and this requires new action. We have the same goals, but the opportunities we see, and the way we will work towards them will look different.

## Goal 1: Delivering an excellent education and student experience

What does success look like?

- International students receive a high-quality education
- International students are welcome and safe
- New Zealand delivers an excellent overall student experience

Key actions:

Action	Agency	Timeframe
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Work with the New Zealand international education sector to identify and address its capability needs	ENZ	Short-medium term
Maintain the Education (Pastoral Care of Tertiary and International Learners) Code of Practice in line with the vision and aims of the International Education Strategy, including updated expectations for schools	MoE	Medium-long term

#### Ongoing actions:

Action	Agency	Timeframe
Foster and maintain key connections and partnerships in targeted markets that contribute to a connected New Zealand	ENZ	Ongoing
Deliver clear, timely and learner-focused information about studying with New Zealand education providers to learners and agents	ENZ	Ongoing
Continue to rigorously monitor the quality of international education provision through programme monitoring, external evaluation and review and investigations, as necessary	NZQA	Ongoing
Continue research on market perceptions of quality and how New Zealand's education is perceived internationally	ENZ	Ongoing
Support initiatives to enhance international student wellbeing	MoE	Ongoing

#### International students receive a high-quality education

Our international reputation for quality has been built on the high standards of the best providers. Quality education is at the heart of what we do, and all providers have a critical role in delivering it.

To support the ongoing success of international education, 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.

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

Government has an important role in setting clear guidelines on responsibilities for quality education, that is, education that prioritises student wellbeing and seeks good education outcomes. 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 – that international students feel welcome and safe, enjoy a high-quality education and are valued for their contribution to New Zealand. It 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. It can be used to guide local initiatives aimed at improving student wellbeing support – for example, 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.

Education providers will ensure students' safety and wellbeing in line with the requirements set out in the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, as well as outcomes described in the Wellbeing Strategy. The Code of Practice must be embedded in all our systems. We will update the expectations for schools offering international students, including updating the Code to include primary and secondary learners.

### 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.

International education providers can support this goal by delivering high-quality education and an excellent student experience and demonstrating their support for student wellbeing. International students will look back positively on their overall New Zealand experience, including in education, community engagement, quality accommodation and appropriate wraparound support.

## Goal 2: Ensuring international education is sustainable and resilient

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:

Action	Agency	Timeframe
Ensure the Export Education Levy is sustainable and remains fit for purpose, and review the International Students Fee	MoE	Short – medium term
Develop new and extend existing education programmes, markets, products and modes of delivery that reflect New Zealand's unique offerings	ENZ	Short-medium term
Explore whether English language schools should be considered as a distinct sub-sector of tertiary education	MoE	Medium – long term
Work with Te Pūkenga and other providers to strengthen vocational educational opportunities for international students	MoE	Medium term

Sustainable, resilient 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. We need to prepare for students' appetite for travel to change and ensure the sector can flex to meet this. Some students may not want to travel as often or for as long while the global situation remains uncertain. There are likely to be more students who want to reduce their air travel because of the impact it has on climate change.

Understanding and investing in areas of international education that bring value to New Zealand is a key part of sustainability. 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. They give certainty and enable providers to deliver quality education and support students 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, has been used 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. It is currently suspended, as a way to support providers during COVID-19, and before resuming, it we will undertake a review to ensure it is sustainable, fit-for-purpose, and contributes to a high-value sector. We also want to similarly review the International Students Fee for schools.

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

We want to ensure that international student enrolment continues to be based on quality education and a great student experience. Government and providers must work together to focus on high-quality, high-value programmes and services that attract and meet the needs of international students and 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.

We will aim to attract students who can provide benefits to New Zealand by helping to lift the educational performance of our institutions and, where relevant, 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.

#### Regions throughout New Zealand increasingly share the benefits of international education

International education has a positive impact on New Zealand's regional economies and populations. However, it can be difficult to attract students to regions outside Auckland. We will work alongside regional economic development agencies and others to 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

International education can attract 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 international education providers to attract these students. This will include working with international education agencies to ensure that education, immigration and labour market policies work positively for both international students and New Zealand.

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. International students are often accompanied by parents or caregivers and often attract their friends and relatives to visit New Zealand. The 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.

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.

China and India will remain key focus markets, but in the long term we need to diversify our markets. This diversification means attracting a greater proportion of students from other countries, as well as developing a greater range of innovative products and services offered by New Zealand providers. New technologies and approaches may mean that more 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.

### Goal 3: 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:

Action	Agency	Timeframe
Undertake policy work on how we can best support outbound mobility, particularly as sectors recover from COVID-19. This will include looking at how student scholarships and exchanges contribute to outbound mobility and if they could be better supported.	MoE	Medium-term
Help students to develop global competencies through delivery of the national curriculum.	MoE	Short-medium term
Enhance our connections with education systems and key stakeholders in the Pacific and create education opportunities for Pacific students both in the region and in New Zealand.	MFAT/MoE	Short-long term
Promote supports that enable schools to offer language learning, including the development of a National Language Strategy and the refresh of the New Zealand Curriculum in 2024	MoE	Medium-long term
Support Centres for Asia-Pacific Excellence to develop globally informed citizens, and monitor their effectiveness	TEC	Short-Medium term

Work with Māori to understand their aspirations for international education, and what it would mean for it to be high-value and of benefit to Māori	MoE	Short-Medium term
Establish an understanding of what it means to honour Te Tiriti in international education.	MoE	Short-Medium term

Global citizens 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. 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 global citizenship 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 is able to meet 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 are comfortable in diverse cultural contexts are needed in greater numbers, both within New Zealand's increasingly diverse population and overseas. They are able 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.

The number of New Zealand students learning other languages is low compared to other learning areas. We want to encourage more New Zealanders to learn other languages alongside English and te reo Māori, for both the insights into other cultures and the cognitive skills they support.

#### 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 ideas 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 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 Centres of Asia-Pacific Excellence, launched in April 2018 and funded to 2023, 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, the 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. The Government's recent Green Paper, Te Ara Paerangi Future Pathways sets out the importance of researchers and institutions 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.

Part of global citizenship education is helping students to understand their place in the world. To contribute to this, we are committed to 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](#)

Thriving and sustainable international education needs the support and buy-in of New Zealanders. Helping New Zealanders to understand international education as a high-value activity that brings social, cultural and economic benefits for all New Zealand will help to sustain growth and development. We will look for opportunities to promote the value of international education domestically.

## Appendix 1: International education agencies group

Many government agencies have a stake in international education, including, but not limited to, New Zealand Trade and Enterprise, G2G Know How, Tourism New Zealand, and the Asia New Zealand Foundation. A broad range of agencies including Ministry of Health, New Zealand Police, Ministry of Social Development and the Human Rights Commission helps to set the environment in which international students live, learn and work. The following is a list of key government agencies that are members of the International Education Agencies group, and that have direct responsibility for the future of international education in New Zealand.

### Education New Zealand (ENZ)

ENZ is the Government's agency for building international education marketing and business development agency. It promotes study with New Zealand and supports the delivery of education products and services offshore and/or online. ENZ also administers scholarships to support New Zealanders studying overseas, particularly in Asia and Latin America.

### 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 of 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 New Zealand 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 the students who participate in the labour market and the interface between immigration and the labour market.

### 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 education 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. 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 the 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.

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

MFAT addresses non-tariff barriers affecting the 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.

### The Education Review Office (ERO)

ERO evaluates and reports on the education and care of children and young people in early childhood services and schools.

Appendix 2: Overview of actions

Phase One: Key actions to support the build and recovery

Action	Agency	Timeframe
Build preference for and promote New Zealand’s international education brand through marketing and public relations activity to attract learners to study with New Zealand	ENZ	Short-term
Use the broader impact research of New Zealand international education ENZ is undertaking to inform the recovery and sustainability	ENZ	Short-term
Refresh the Prime Minister’s Scholarships for Asia and Latin America to attract more diverse participants and enhance connections and partnerships with Asia and Latin America	ENZ	Short-long term
Review the Education New Zealand Recognised Agency Programme to support building and thriving international education, ensuring that it is supporting high-quality agents who will support the sector’s recovery	ENZ	Short-term
Develop a framework for evaluating how well New Zealand is implementing the NZIES and monitoring progress towards its three goals.	MoE	Short-term
Leverage other diplomatic reconnecting and travel activity to promote international education.	MoE	Short-term

Phase Two: Building a new international education future

Goal 1: Delivering an excellent education and student experience

Action	Agency	Timeframe
Work with the New Zealand international education sector to identify and address its capability needs	ENZ	Short-medium term
Maintain the Education (Pastoral Care of Tertiary and International Learners) Code of Practice in line with the vision and aims of the International Education Strategy, including updated expectations for schools	MoE	Medium-long term

Ongoing activity that contributes to this goal

Continue to rigorously monitor the quality of international education provision through programme monitoring, external evaluation and review and investigations, as necessary	NZQA	Ongoing
Foster and maintain key connections and partnerships in targeted markets that contribute to a connected New Zealand	ENZ	Ongoing
Deliver clear, timely and learner-focused information about studying with New Zealand education providers to learners and agents	ENZ	Ongoing
Continue research on market perceptions of quality and how New Zealand’s education is perceived internationally	ENZ	Ongoing
Support initiatives to enhance international student wellbeing	MoE	Ongoing

Goal 2: Ensuring international education is resilient and sustainable

Action	Agency	Timeframe
Ensure the Export Education Levy is sustainable and remains fit for purpose, and review the International Students Fee	MoE	Short – medium term
Develop new and extend existing education programmes, markets, products and modes of delivery that reflect New Zealand’s unique offerings	ENZ	Short-medium term
Explore whether English language schools should be considered as a distinct sub-sector of tertiary education	MoE	Medium – long term
Work with Te Pūkenga and other providers to strengthen vocational educational opportunities for international students	MoE	Medium term

Goal 3: Developing global citizens

Action	Agency	Timeframe
Undertake policy work on how we can best support outbound mobility, particularly as sectors recover from COVID-19. This will include looking at how student scholarships and exchanges contribute to outbound mobility and if they could be better supported.	MoE	Medium-term
Help students to develop global competencies through delivery of the national curriculum.	MoE	Short-medium term
Enhance our connections with education systems and key stakeholders in the Pacific and create education opportunities for Pacific students both in the region and in New Zealand.	MFAT/MoE	Short-long term
Promote supports that enable schools to offer language learning, including the development of a National Language Strategy and the refresh of the New Zealand Curriculum in 2024	MoE	Medium-long term
Support Centres for Asia-Pacific Excellence to develop globally informed citizens, and monitor their effectiveness	TEC	Short-Medium term
Work with Māori to understand their aspirations for international education, and what it would mean for it to be high-value and of benefit to Māori	MoE	Short-Medium term
Establish an understanding of what it means to honour Te Tiriti in international education.	MoE	Short-Medium term