

# Do our students have what it takes?

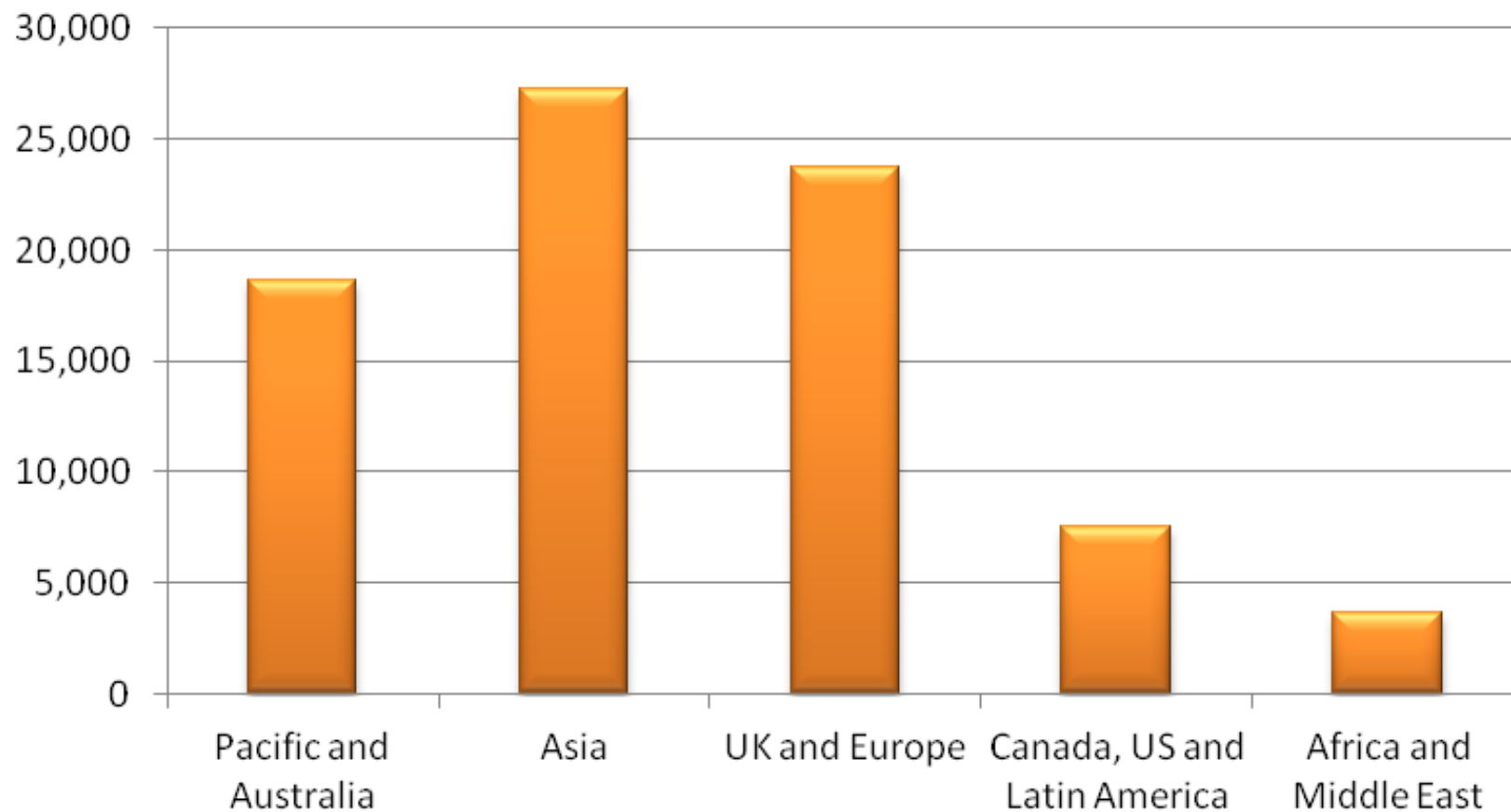
Marie-Louise Siddle  
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New Zealand Ministry of Education International Division

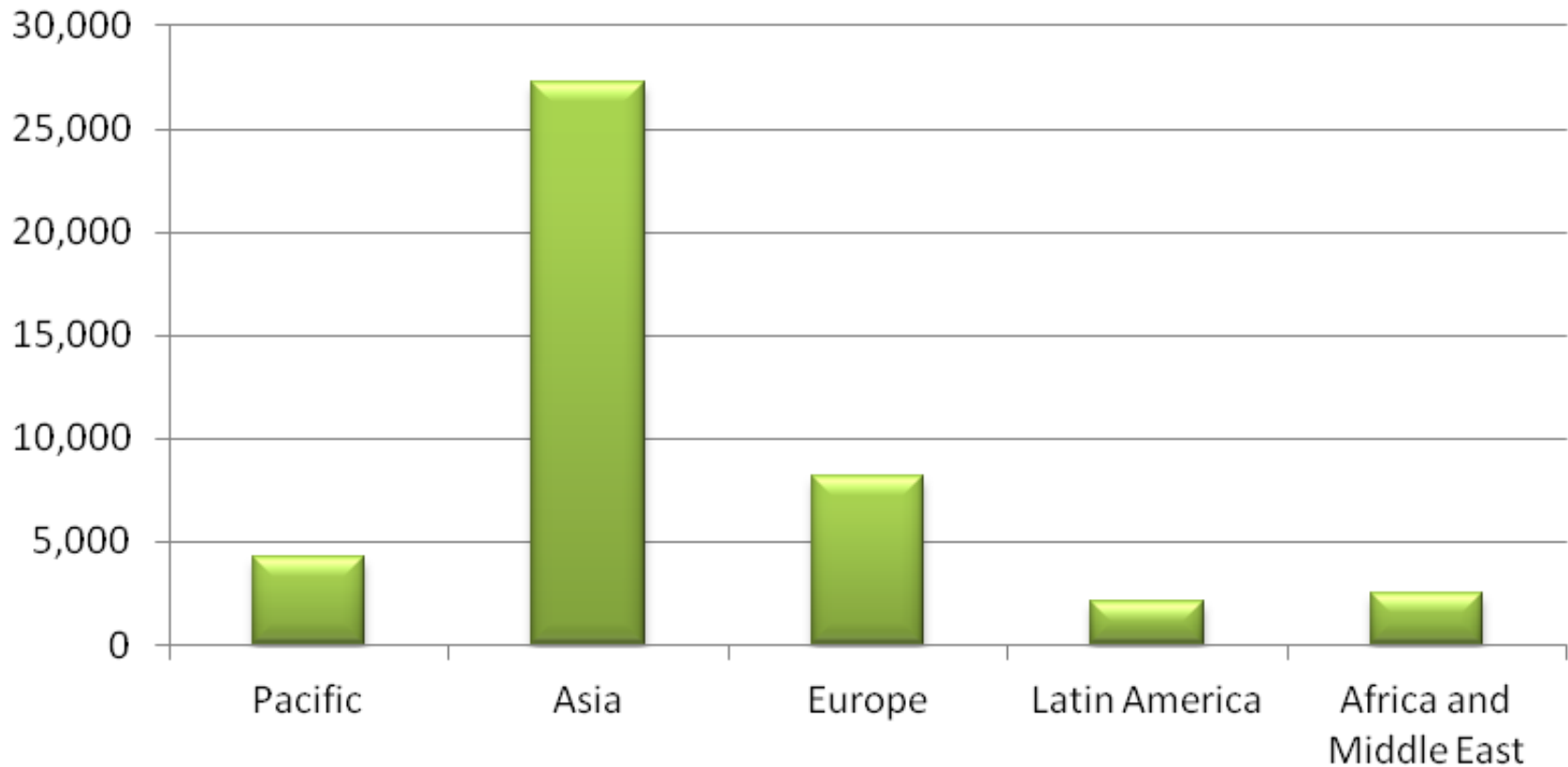
Photo: Marie-Louise Siddle



## Permanent and long-term arrivals for the year ending October 2012

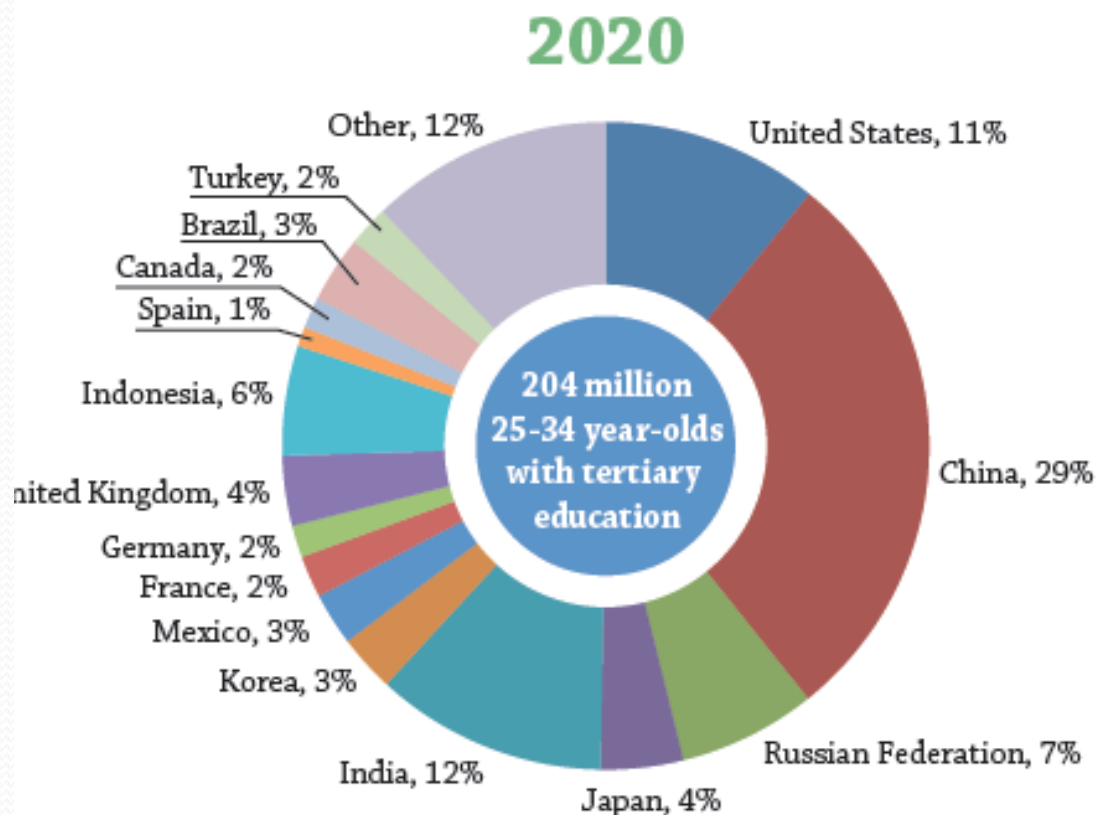


## Permanent and long-term arrivals for the year ending October 2012 unlikely to be native speakers of English



Source: Statistics New Zealand

## Share of 25-34 year-olds with a tertiary degree across OECD and G20 countries (2020)

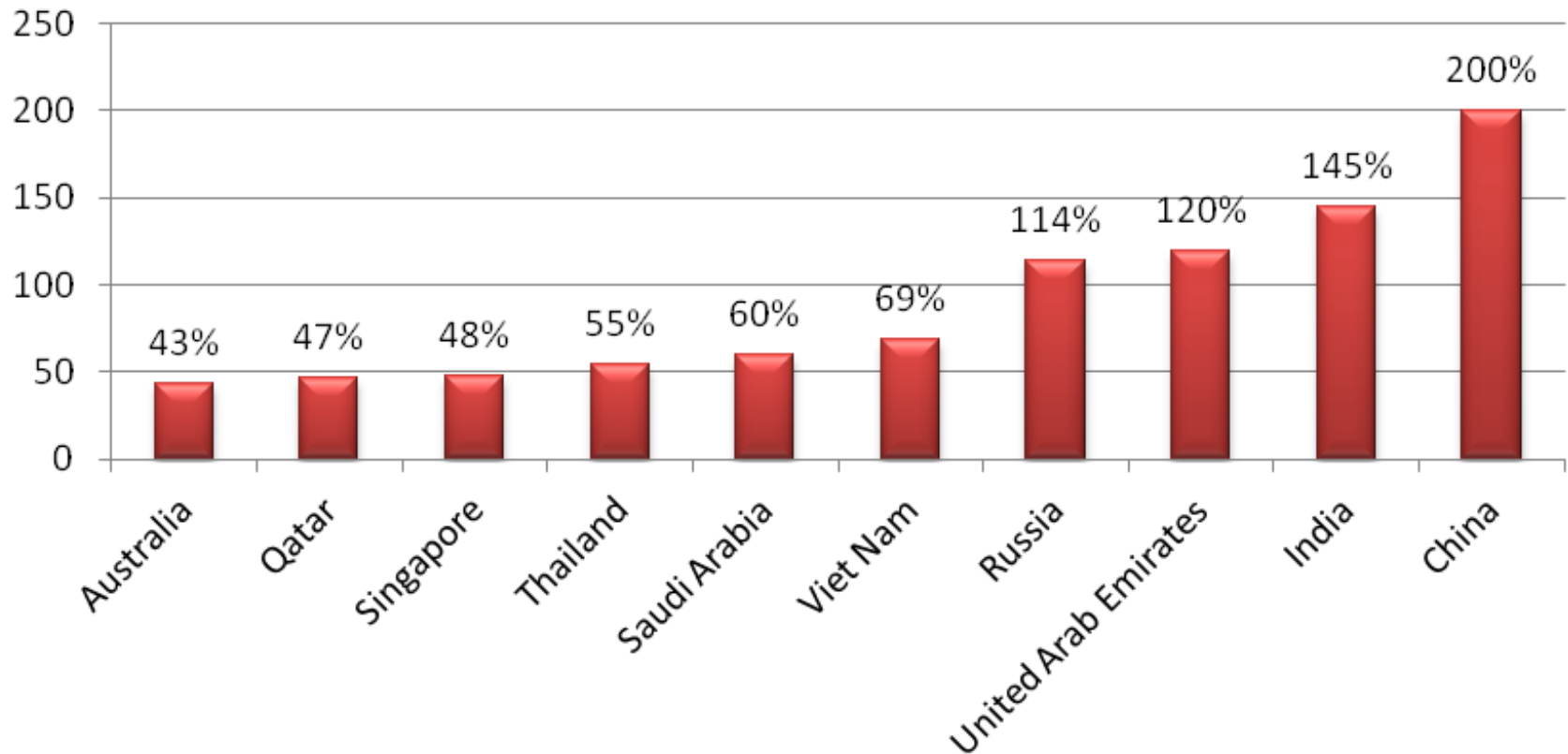


**Note:** The projections presented in this chart do not take into account policy measures being pursued in some countries to increase higher education attainment.

**Source:** OECD Database, UNESCO and National Statistics websites for Argentina, China, India, Indonesia, Saudi Arabia and South Africa.



## The export destinations amongst our Top 25 trading partners where the % increase in the value of our merchandise exports has been highest 2007-2011



# Leadership Statement for International Education

International education is an important enabler in strengthening New Zealand's economic, cultural and social links with the world. 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.

As well as strengthening our education system, international education is expected to contribute to our goals for research, innovation, trade and tourism. International education also encourages the immigration of highly skilled people, and helps to grow links with our major trading partners in Asia, Europe and the Pacific. These links are crucial to our ongoing success.

...important aspect of the international education development objectives sector...  
...contribution to the education development objectives sector...  
...agreements...



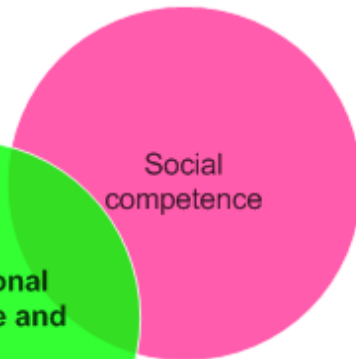


Photo: Marie-Louise Siddle

Asia awareness or  
Asia 'literacy'



International  
knowledge



Social  
competence



"Soft" skills



International  
knowledge and  
skills



Key Competencies

Foreign or second  
language skills



Functional  
skills



Literacy and  
numeracy

Enterprise skills



# Knowledge

- Own perspective, perceptions, culture
- Other countries and cultures
- Another language
- World and its systems: social, economic, political
- Current events around the world
- Global issues and shifts

# Functional skills

- Effective communication (includes effective listening)
- Observation
- Analysis and interpretation
- Making judgements and decisions, problem-solving
- Proficiency in a foreign language
- Proficiency in English
- Self-management
- Technology

# Social competence

- Motivation, perseverance, curiosity
- Tolerance for ambiguity and uncertainty
- Open-mindedness, resisting stereotyping, empathy
- Flexibility and accepting of change and challenge
- Ability to exert influence, persuade, resolve conflict
- To collaborate across cultures
- To live outside your own culture
- To choose culturally-appropriate behaviours and manage your own emotional responses



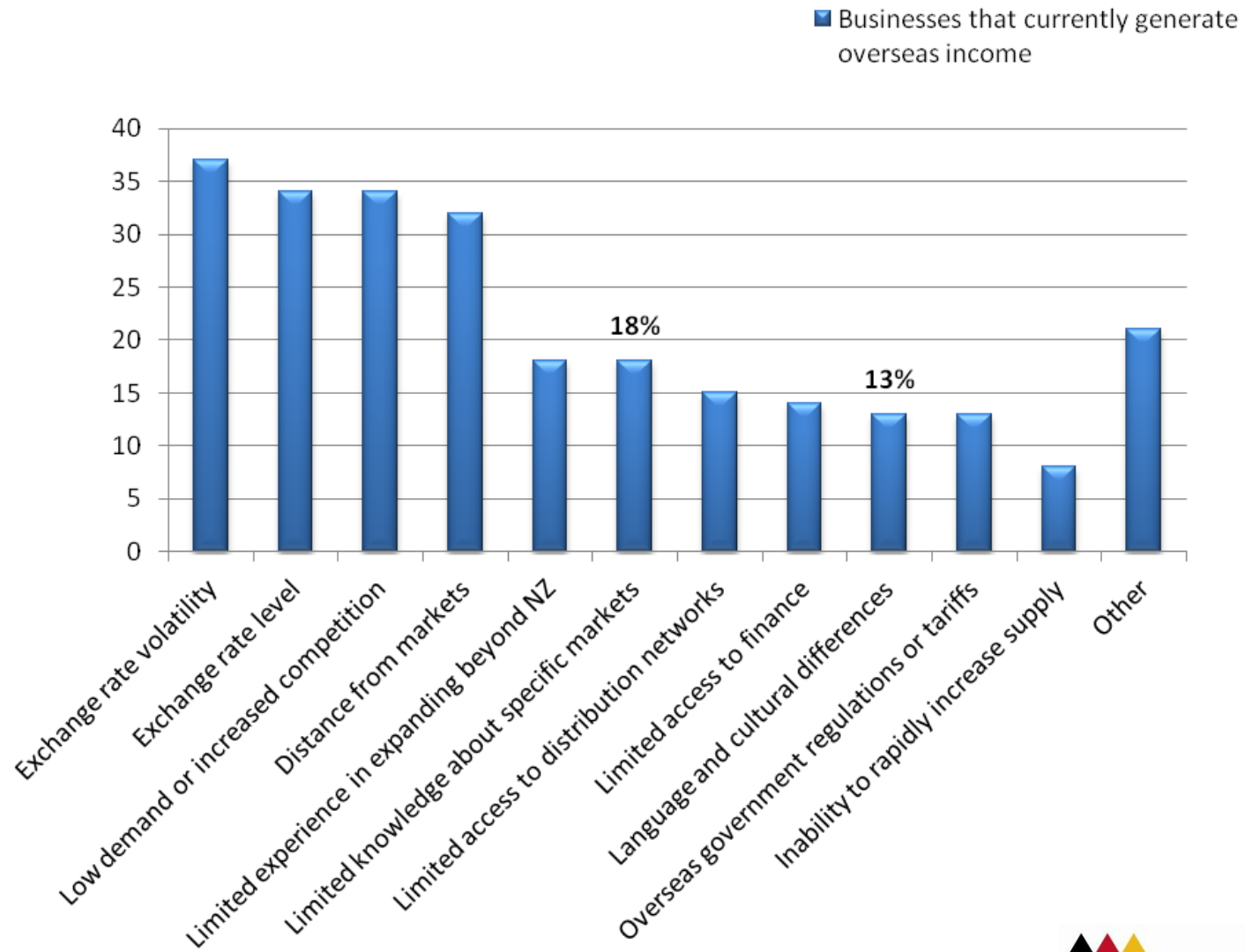
UNIVERSITY  
of  
OTAGO

Te Whare Wānanga o Otāgo  
NEW ZEALAND

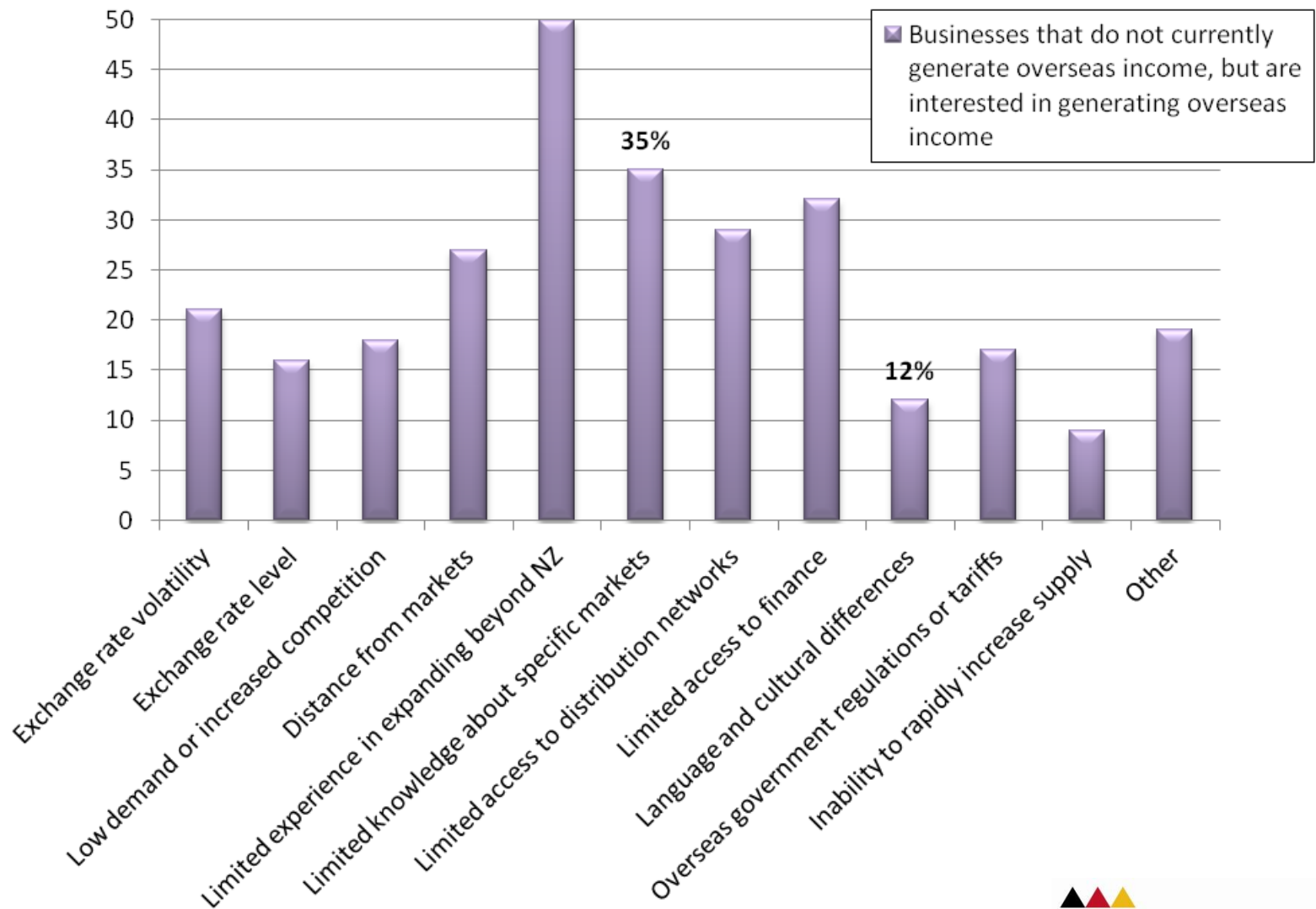


*“...I’ve found out how grass growth in New Zealand affects fashion week in Milan...”*

## Barriers to New Zealand businesses generating \$\$ overseas - StatisticsNZ Business Operations Survey 2011



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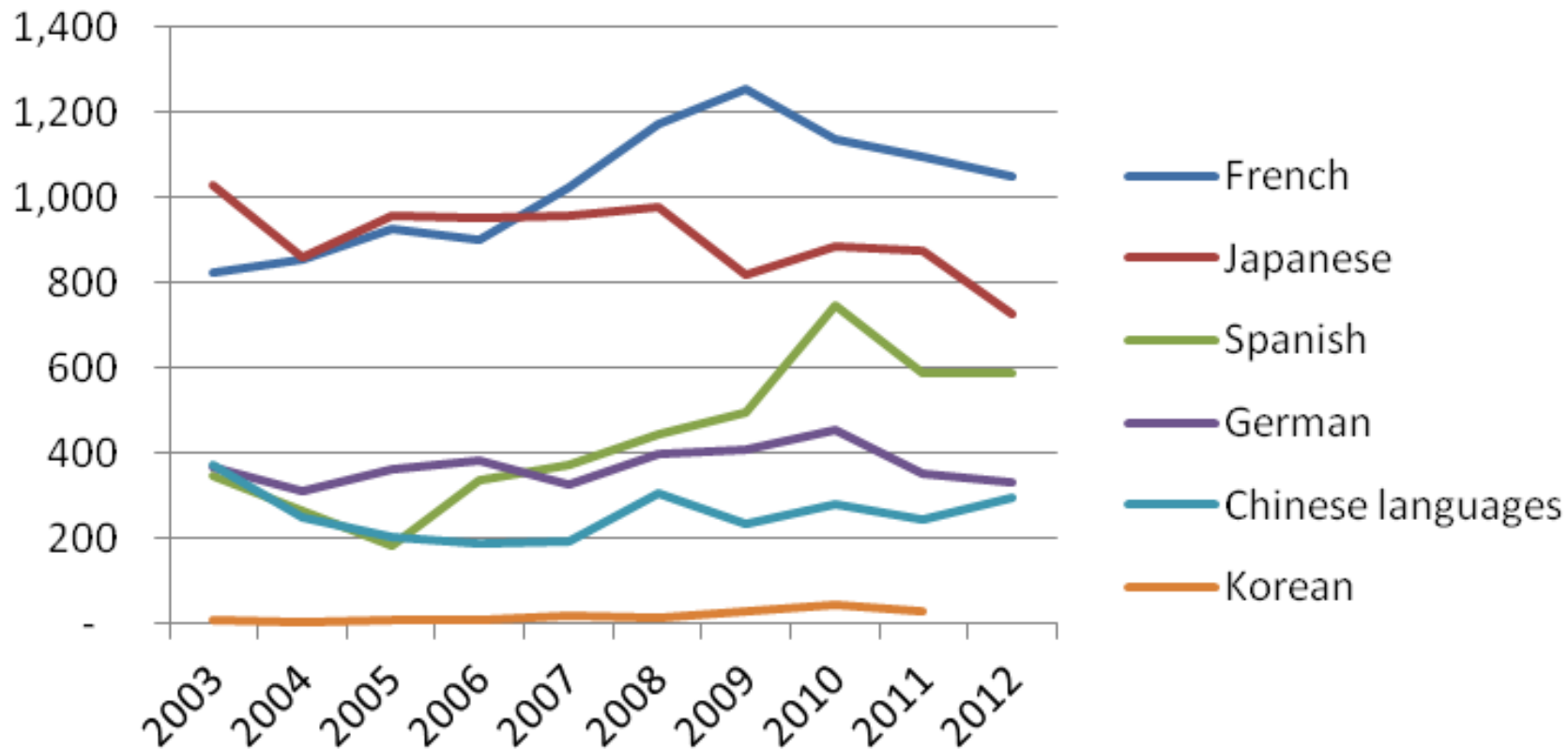
“Cultural diversity represents potential enhancement but is also a source of colossal challenges to be met by these societies... No human organisation in modern times can claim to be unaffected by these issues which, in most cases, are at the forefront of political debates.”

- Bruno della Chiesa, OECD, 2012



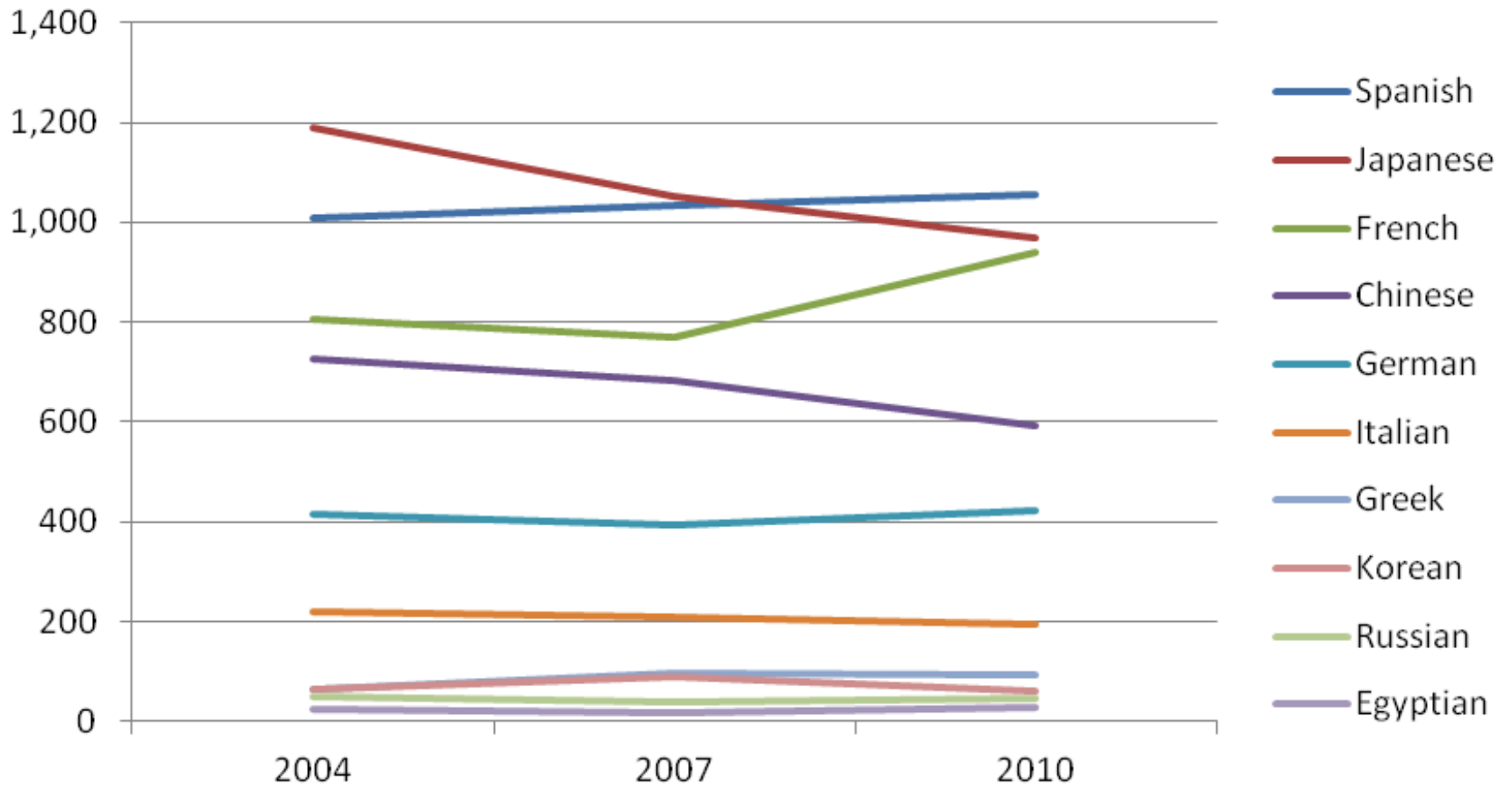
Photo: Marie-Louise Siddle

## Enrolments in main international languages at Year 13 as at July 2003-2012



Source: Ministry of Education

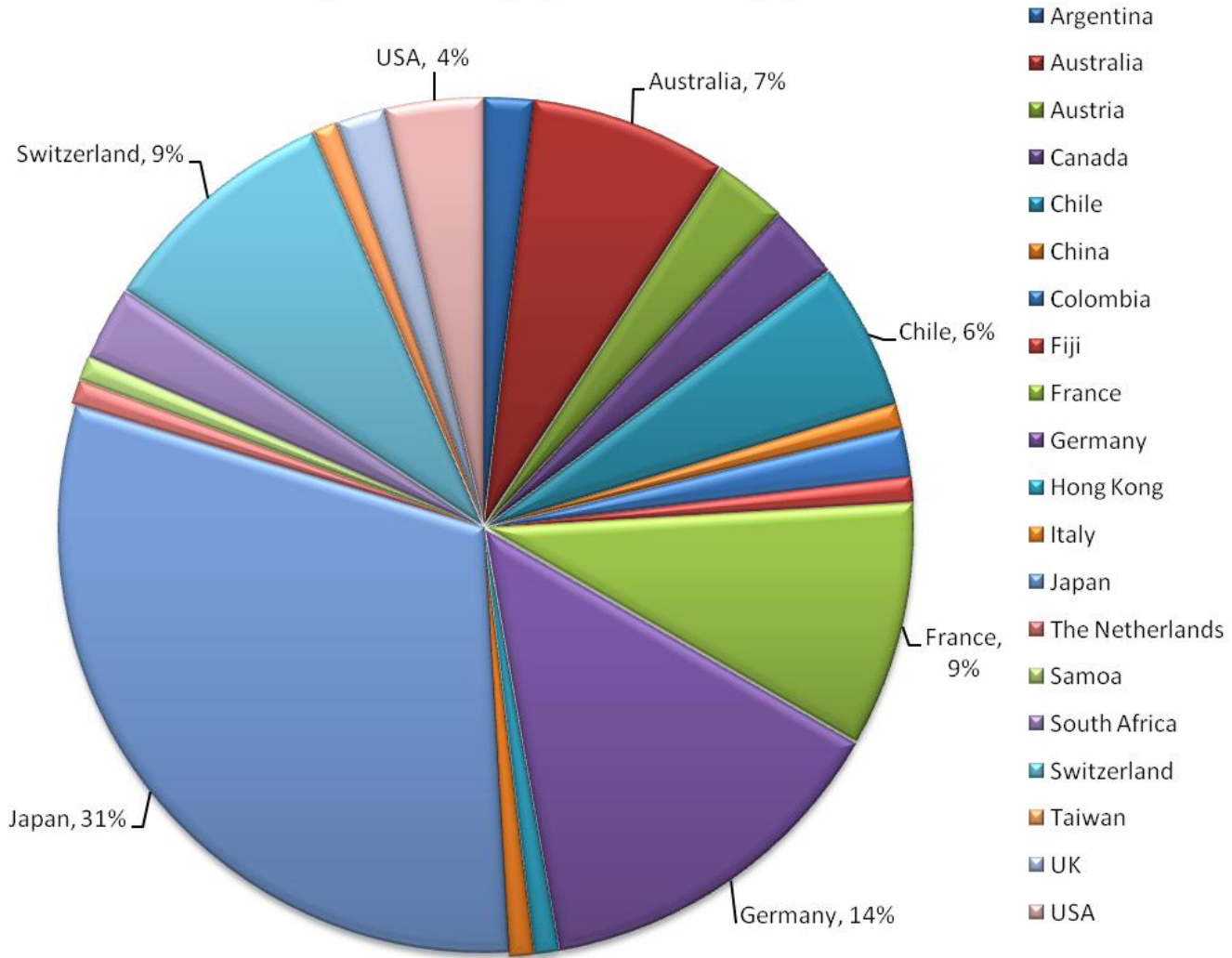
## Formal enrolments in top 10 international languages at Bachelors level in universities



Source: Ministry of Education

<b>Co-curricular or extra-curricular activities</b>	<p>School-to-school exchanges</p> <p>School trips</p>	<p>Study abroad, student exchanges</p> <p>Leadership programmes</p> <p>Buddy programmes</p>
<b>Curriculum and classroom learning</b>	<p>Global content integrated into learning</p> <p>Learning with inherent international content</p> <ul style="list-style-type: none"> <li>• International language learning</li> <li>• Social sciences <ul style="list-style-type: none"> <li>- Business Studies</li> <li>- Economics</li> <li>- Geography</li> <li>- History...</li> </ul> </li> </ul>	<p>Global content integrated into learning</p> <p>Learning with inherent international content</p> <ul style="list-style-type: none"> <li>• Asian Studies</li> <li>• European Studies</li> <li>• International business</li> <li>• International language learning</li> <li>• International relations...</li> </ul> <p>Collaborative learning</p>
<b>School or institution culture</b>	<p>International student recruitment</p> <p>Internationalisation part of school mission, charter</p> <p>Membership of networks that encourage international-mindedness</p> <ul style="list-style-type: none"> <li>- Asia-aware schools</li> <li>- Education for Enterprise</li> <li>- UNESCO Associated Schools Network...</li> </ul>	<p>International student recruitment</p> <p>Internationalisation part of institution investment plan, strategic direction</p> <p>Graduate outcomes that reference international knowledge and skills</p>
	<p><b>Primary</b>                      <b>Middle years</b>                      <b>Secondary</b></p>	<p><b>Tertiary study</b></p>

**Countries where New Zealand schools currently have Ministry-approved exchange partner schools**



Source: Ministry of Education

# What, how, who to measure?

- All components, or just a selection?
- Students' motivation, or just knowledge and skills?
- What things would indicate a students' level of knowledge or skill?
- Group discussion, interview, observation, survey, or test...?
- Account for students' different cultural backgrounds?
- Students across the system, or only in certain Years?
- In schools only, or tertiary as well?
- A once-off, or over a period of time?



Photo: Marie-Louise Siddle