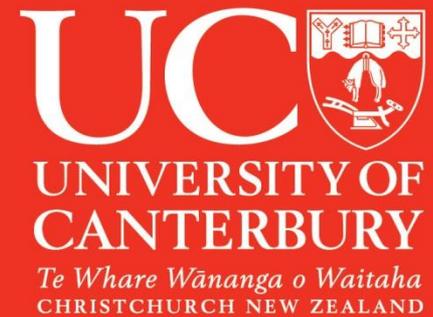


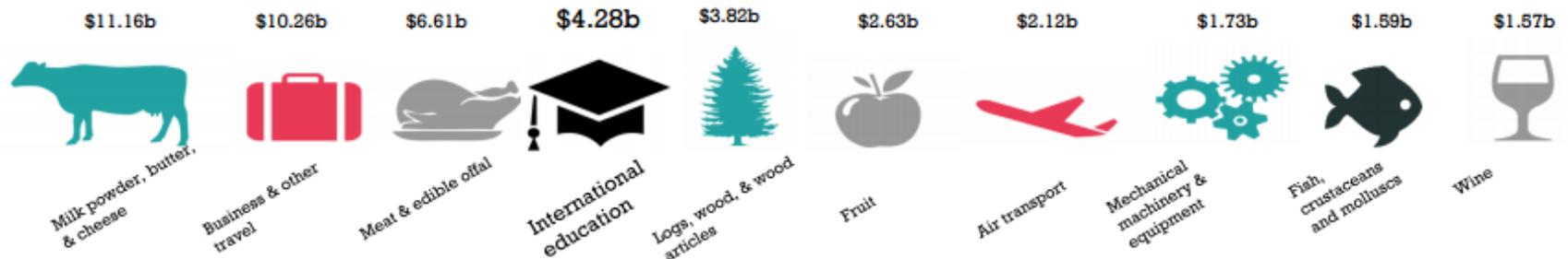
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Initial analysis.

- 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)

Top 10 NZ Exports:



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

Initial analysis.

- International tuition fees have become a necessary funding source for institutions due to shortfalls in government funding.

| | 2000 | 2006 | 2012 | Increase ^a |
|------------------------------------|-----------------|-----------------|-----------------|-----------------------|
| Government education funding | \$724,983,000 | \$873,579,000 | \$1,124,880,000 | |
| Domestic fees | \$340,495,000 | \$403,711,000 | \$598,856,000 | |
| Total income for domestic students | \$1,065,478,000 | \$1,277,290,000 | \$1,723,736,000 | |
| Funded domestic EFTS | 105,763 | 108,976 | 118,440 | |
| Income per domestic student | \$10,074 | \$11,720 | \$14,554 | 44.47% |
| | | | | |
| International fess | \$75,404,000 | \$303,815,000 | \$306,700,000 | |
| International EFTS | 7,067 | 20,133 | 14,740 | |
| Income per international student | \$10,669 | \$15,090 | \$20,807 | 95.02% |
| | | | | |
| Total operating expenditure | \$1,575,226,000 | \$2,400,110,000 | \$3,183,641,000 | |
| Total EFTS | 114,738 | 130,675 | 134,643 | |
| Operating expenditure per EFTS | \$13,728 | \$18,367 | \$23,645 | 72.24% |

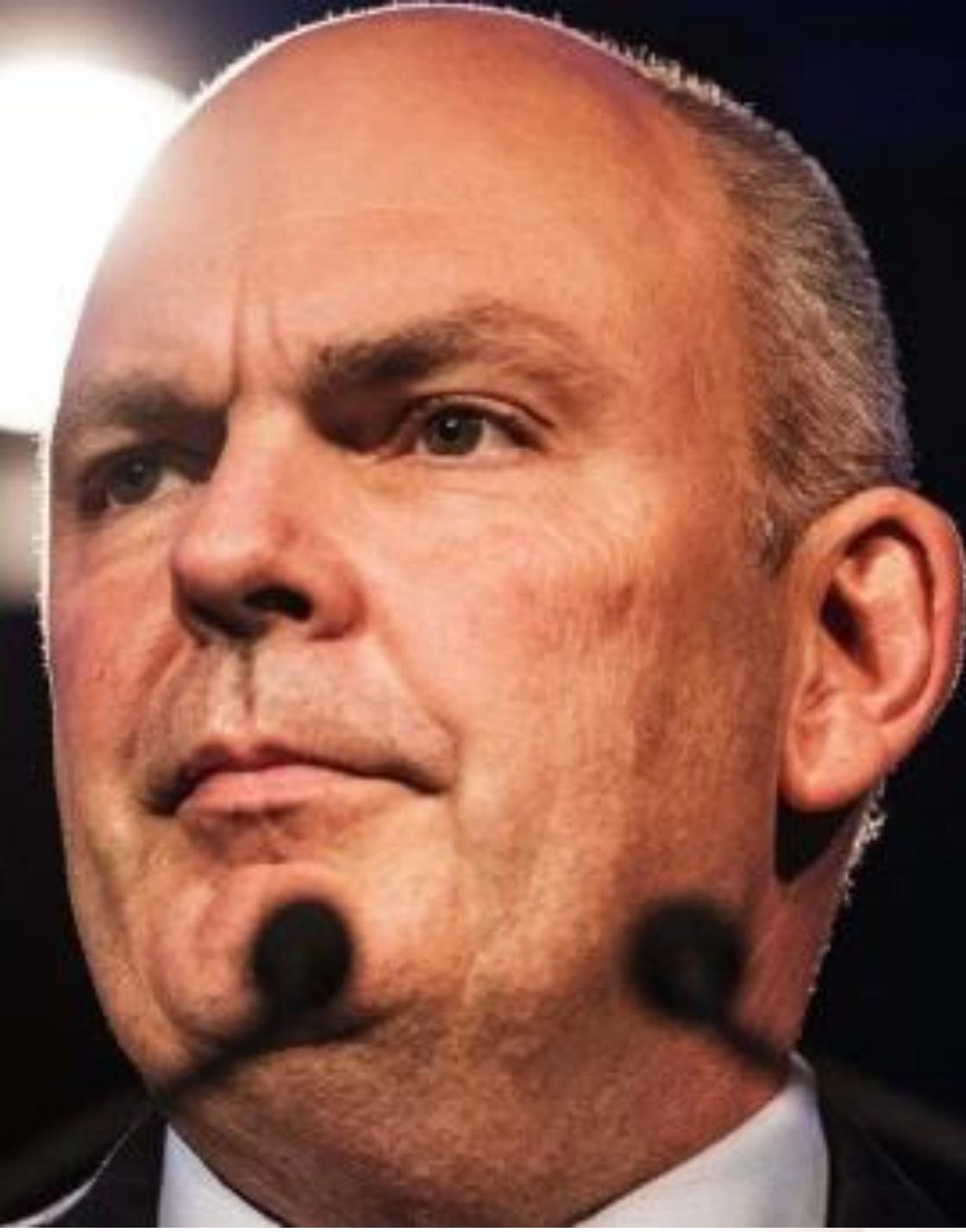
a = Increase from 2000 to 2012.

Source: New Zealand Ministry of Education

Initial analysis.

-
- There is limited data, but number of NZ students who go overseas remains low.
 - Increasing the number of students who spend a study period abroad has become an important political objective, 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’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?



-
- 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.
 - New Zealand acceded to the Lisbon Recognition Convention in 2008.
 - This requires NZ to encourage higher education (tertiary 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, survey found low uptake of the TEQS. What about now?

What about the Bologna Process?

- New Zealand has a degree structure that equates with 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 is awaiting European Commission approval.
- New Zealand's system is compatible with ECTS.

| LEVEL | QUALIFICATION TYPES |
|-------|--|
| 10 | Doctoral Degree |
| 9 | Master's Degree |
| 8 | Postgraduate Diplomas and Certificates, Bachelor Honours Degree |
| 7 | Bachelor's Degree, Graduate Diplomas and Certificates |
| 6 | Diplomas |
| 5 | |
| 4 | |
| 3 | |
| 2 | Certificates |
| 1 | |

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-
- New Zealand responded quickly to the Bologna Process, but the resulting discussion and activity was largely restricted to a small circle of policy and institutional actors at a particular time (2007-2008).
 - Knowledge of the Bologna Process beyond this circle is likely to be limited.
 - Our focus will be educating and promoting discussion about the Bologna Process and Europeanisation of higher education through these activities:
 - Incorporating lectures and workshops into NCRE courses from 2018.
 - Making this the topic of the 2018 Model EU event.
 - Hosting a series of lectures and workshops, including one national event.
 - Scoping relevant media for Bologna content.
 - Publishing relevant news and articles through social media.

- The aim is to not only contribute to a better understanding of the Bologna Process and Europeanisation in New Zealand, but to facilitate a critical conversation about the purpose of internationalisation in higher education.
- If internationalisation is primarily viewed through an economic lens in NZ 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?



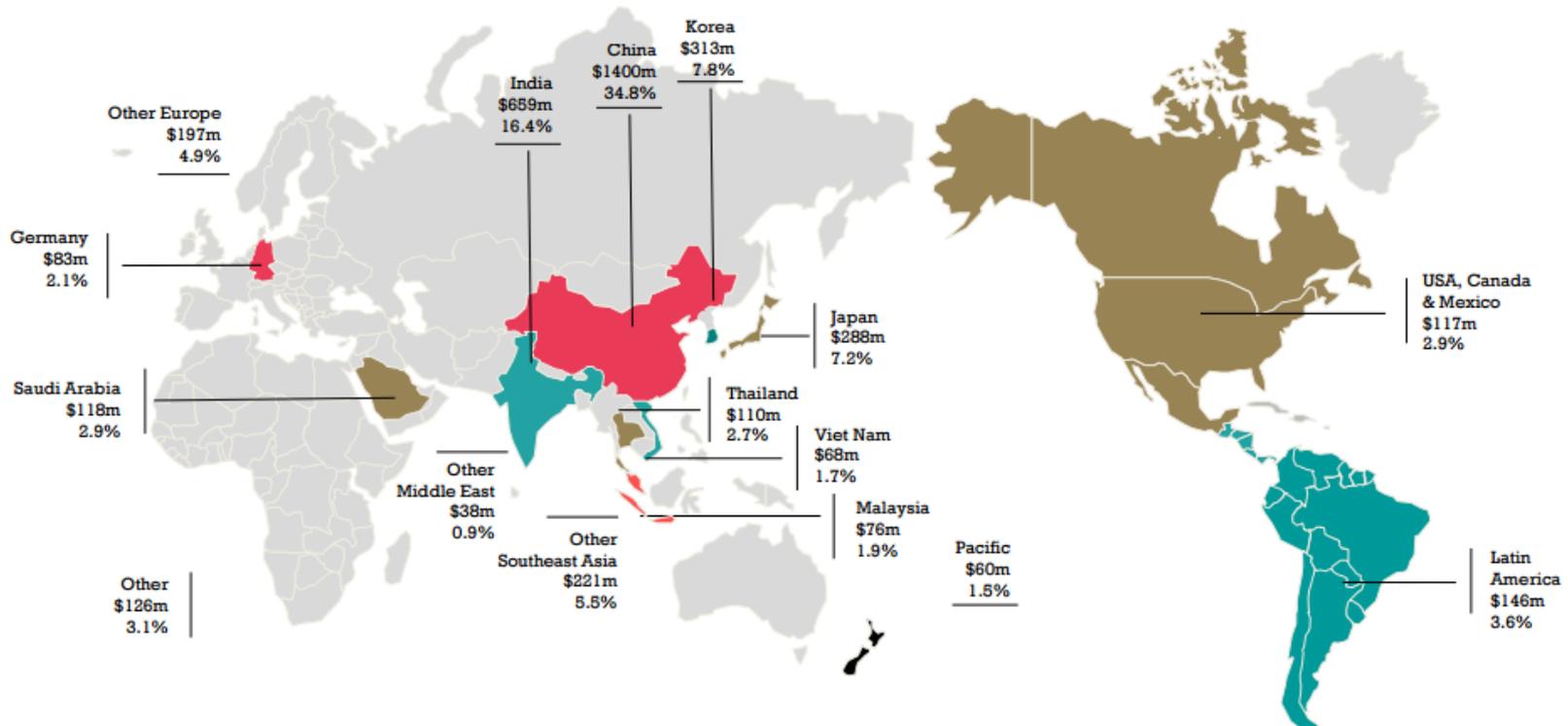
UC Research Project



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What role for Europe?

- Internationalisation = economic, but Europe is not a major market.
- Remains a popular destination for NZ students, but not a government priority.



Research objective & questions

-
- Is the Bologna Process still relevant now that compatibility has been assessed?
 - Is the Bologna Process and the Europeanisation of higher education seen as an opportunity for cooperation (especially making mobility to a wider range of destinations possible) or a source of competition (a central goal of the Bologna Process is to promote the attractiveness of the EHEA)?
 - Our project aims to contribute to a better understanding of how the EHEA is perceived from beyond Europe and the global importance that is attached to Europeanisation in the field of higher education by asking:
 - What do New Zealand higher education policy and institutional elites know about the Bologna Process and the European Higher Education Area?
 - What do they consider to be the main implications for New Zealand?
 - How important do they consider Europe to be to NZ's internationalisation strategy and the internationalisation activities of individual institutions?

Data Collection

There will be two phases of data collection:

1. A questionnaire will be distributed to each of New Zealand's eight universities to collect information about the number of students that go overseas and their destination, as well as about uptake of the Diploma Supplement and other relevant areas where there is limited up to date information.
 2. Individual in-depth face-to-face semi-structured on-record interviews will be conducted with institutional and policy elites (Education New Zealand, Ministry of Education, NZQA, International Directors, VCs or PVCs).
- This is more personal, flexible, and respectful of respondents' status.

Questions and comments



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