

New Zealand Institute of Skills and Technology Establishment Board

Mobilising the New World

Report of the Internationalisation Working Group

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Table of Contents

Background	1
Scope of working group	2
Identifying the key priorities	7
Options for the future NZIST	8
Key findings and recommendations	10
The new world – acknowledging diverse perspectives	20
Risks and issues	20
Next steps/priority actions for incoming NZIST Council (from 1 April 2020)	25

Board Report Title	Internationalisation working group skeleton report
Submitted by:	Michelle Jordan – Facilitator Kate West – Principal Advisor (to strawman phase)
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Background

Aotearoa New Zealand has a rich history of connecting with the world and reaching out around the globe. This is particularly true when it comes to tertiary and vocational education, which is recognised for its quality and for attracting both domestic and international learners. Aotearoa New Zealand has a lot to offer to the world, and international education has a lot to offer New Zealanders.

Through its transformative change agenda, the establishment of the New Zealand Institute of Skills and Technology (NZIST) is a once-in-a-generation opportunity to enact a shift in the way international education is delivered and promoted by Aotearoa New Zealand. Taking up this opportunity allows NZIST to bring the New Zealand International Education Strategy 2018-2030 (IES) to life as it promotes sustainable, innovative and high-quality international education that will exist in Aotearoa New Zealand for many years to come.

What is international education and why does it matter?

International education or Internationalisation is ***“the process of integrating an international, intellectual, or global dimension into the purpose, functions or delivery of post-secondary education”*** (Boston College Centre for International Higher Education).

As it stands for many stakeholders in New Zealand, the term “International Education” at tertiary level primarily refers to inbound international learners studying at institutes in New Zealand. However, international education is much more than inbound international ‘export’ education, important though this is.

As Minister of Education, Hon Chris Hipkins states in the IES, “Education providers, learners, communities and families can all be enriched by international education – which is what we seek for New Zealand. International education includes international students coming here to study among New Zealanders, our own people travelling the world to experience a global component in their education, and people anywhere, online and internationally, learning through great products, services and approaches built in New Zealand.”

When pivoted to an Internationalisation focus, international education allows NZIST to truly engage in the global context in which tertiary vocational education exists. This includes not only international learners coming to New Zealand for study but extends and develops to a position where our domestic learners have a global experience component to their education. It also includes people learning anywhere, whether domestically or internationally, using products and services that have been developed in New Zealand, as well as New Zealand learners benefitting from learning alongside visiting international learners.

For enterprises and employers in Aotearoa New Zealand it means solving their talent shortages with the help of international graduates, as well as our enterprises (including educational institutions), and growing their export opportunities through greater global connectivity and partnerships. Aotearoa New Zealand has a well-deserved international reputation as a country that provides high-quality education and work opportunities for international learners, which also contributes to the wellbeing of all our communities. We rely on it to support our trade, multi-lateral relationships and economic growth.

Beyond the wide-reaching qualitative social and cultural benefits to Aotearoa New Zealand, internationalisation makes a substantive contribution to the New Zealand economy, comprising \$4.9 billion per annum with over 45,040 jobs supported by international learner expenditure¹. In turn, international education is a critical component of the institute of technology and polytechnics (ITP) sector in New Zealand, where international learners comprise 15 percent of learners totaling 17,240 students. The business of internationalisation delivers a \$716 million per annum financial contribution to ITPs².

Internationalisation matters because we live in a changing world – a world that requires us to have a global mindset to ensure the sustained wellbeing of New Zealand, our regions, our enterprises and our people. Internationalisation offers a wealth of benefits to Aotearoa New Zealand including generating economic return to the country as a whole, as well as to regions; supporting the tourism sector; enriching New Zealand education; accelerating global trade, investment and collaboration; increased cultural capital and diversity; and it enhances the skills of the New Zealand workforce³. A learning institution without an internationalisation focus embedded across its strategy and operations is at risk of becoming irrelevant and under-delivering to its stakeholders.

Scope of working group

Understanding the brief - what we were asked to do

As a starting point for its mahi, the Internationalisation working group was provided direction from the Minister of Education (the Minister) and the NZIST Establishment Board. This provided the initial scope for the working group as did the requirement to align with the New Zealand International Education Strategy. The working group further examined the initial scope during the co-design work programme, ensuring it was fit-for-purpose and complete.

Ministerial letter of expectation

Prior to the NZIST Council coming into effect on 1 April 2020, the Minister wrote to the NZIST Establishment Board in August 2019 to set out his expectations for this time period. In his Letter of Expectation, the Minister signalled that International Education would be a critical factor when considering the suitability of education services provided by NZIST and an important measure for focusing NZIST on creating better outcomes for learners and employers.

As part of the Mobilising the New World action required by the Minister, International Education was one of seven working groups each comprised of 10 stakeholders representing ITPs, ITOs and other stakeholders across New Zealand. The Minister signalled that the International Education working group should “commence the development of a future operating model for international education for the Institute, including workforce development or capability to deliver, in conjunction with the new brand, utilising the current channels already in place through ITPs and ITOs”. The targeted completion date for this model is 1 July 2020.

¹ Source - Education New Zealand, 2018 Enrolment Data (latest available)

² Source - Education New Zealand, 2018 Enrolment Data (latest available)

³ Source - New Zealand International Education Strategy 2018-2030.

NZIST Establishment Board guidance

Supplementing the Minister's guidance, the NZIST Establishment Board provided direction and six focus areas for the working group's attention. These were considered in light of the Terms of Reference Guiding Principles provided by the Establishment Board, the NZIST Charter, the IES and the Tertiary Education Strategy.

The Board provided the following direction to the group:

“Commence the development of a future operating model for international education, to support the goals of the International Education Strategy.”

The Establishment Board also provided a number of focus points to underpin this description of work as a starting point for NZIST thinking:

1. Setting out a strategic approach to international for NZIST, showing how it aligns to the IES, especially regional vitality
2. “Value over volume” – how to build NZIST brand of international delivery (e.g., regionally based international delivery, possible ‘whole of NZ experience’) as well as supporting financial viability for NZIST
3. What channels are already in place through ITPs and ITOs; how and if to bring all ITP international marketing approaches and offerings together?
4. Analysis of what workforce capability exists, and what development is needed
5. Programme and qualification development - existing and new
6. What needs to be done to ensure consistency of support for learner wellbeing, and what does best practice look like? (Could be different from what is done currently).

New Zealand International Education Strategy (IES) (He Rautaki Mātauranga a Ao) 2018-2030

The Minister specifically requested the IES underpin NZIST's vision for international education. The working group has taken that request on board, and the IES is a core tenant of the work developed by the internationalisation group, where the vision and recommendations give effect to the IES.

Launched in August 2018, the New Zealand International Education Strategy (IES) sets out the strategic direction for New Zealand's international education sector and seeks to strengthen opportunities for New Zealand learners to become global citizens. The strategy has a vision of ‘a thriving and globally connected New Zealand through world-class education’, taking a broad view of ‘international education’ that encompasses providers, industries, communities, New Zealand's domestic education system and our international connections. That vision is underpinned by three goals:

Goal 1: **Delivering an excellent education and student experience - Te hora hīranga mātauranga me nga wheako tauria**

By providing high-quality education and making sure international students feel welcome, safe and well while they are in New Zealand

Goal 2: **Achieving sustainable growth - Kia mau tonu te whai hua**

By making sure that New Zealand has high-quality international education providers, the capabilities of the international education sector are developed, a range of education products and services to a variety of markets are delivered, and all New Zealand's regions share the benefits of international education

Goal 3: **Developing global citizens - Whakawhanake tāngata a ao**

By providing opportunities for all students to develop skills, knowledge and capabilities to be global citizens, making global connections and helping New Zealanders to understand and embrace the benefits of international education at home and overseas

From these IES goals, the working group created six strategic priorities for internationalisation:

1. Develop and deliver high quality vocational education and student supports, in New Zealand and offshore
2. Help regions grow and thrive while staying connected to our local communities
3. Build a sustainable and innovative business model where value is economic, social and cultural
4. Help New Zealand learners, educators, industry and communities enhance their global citizenship and understand and embrace the benefits of international education
5. Integrate Māori knowledge and perspectives into how we think, work and grow
6. Develop a skilled, innovative and engaged vocational education workforce.

Working group scope discussion

At its inception meeting held in late October 2019, the group established clear definitions about what was in and out of scope, guided by the directions outlined above. The working group determined that factors in scope also explicitly included: Level 7 and above provision (previously out-of-scope); funding and pricing (relating to the role of International Education in NZIST), pastoral care (including learning supports and digital), partnership potential, best practice and innovation, New Zealand cultural experience as a drawcard for international learners, capability and capacity-building for NZIST staff members, life-long learning, and development and growth in degree-level qualifications.

Targets for international learner numbers and source countries were considered out-of-scope as the objective was to deliver at a strategic level with actionable recommendations, rather than make provision for specific numerical targets at the transactional level.

How we approached the mahi

The group undertook a collaborative co-design inspired approach to the mahi involved in order to deliver on the scope of the international education working group objectives.

This approach was informed by the guiding principles provided by the Establishment Board in their Terms of Reference. These principles states that “all involved in co-design and co-production work need to recognise that:

- Learners and learning are the heart of design work and decision-making.
- What’s good for Māori is good for all. We must improve outcomes for Māori learners, whānau, hapū, iwi, and Māori communities.
- Industry needs must be high in all design work and decision-making.
- This will be a human-centred system. Pastoral care, peer support, and mentoring for all learners wherever they are learning is crucial to quality vocational education and training provision.
- It’s about breaking down barriers. Inclusivity and accessibility are fundamental principles in a learner-focused system. This means ensuring that there are broad and rich educational opportunities for people to study locally and connect to business through their learning journeys.

- We are not ‘tinkering around the edges anymore’. This process is about co-creating meaningful and lasting change that provides a platform for future change as well. We recognise that not everything is broken and we need to capture good elements in the current system and look for bold innovations if we are to provide world-class learning.
- There will be new roles and activities if the system is transformed sufficiently.
- The competitive model must give way to a collaborative and cooperative approach to providing quality vocational education and training opportunities to all.
- The new unified vocational education and training network must have sufficient space for innovation and processes that support change.
- Quality and relevant vocational education and training enables learners to build careers and lives, not just today but in the future. This is about developing transferable skills, knowledge and attributes in order to cope with the changing nature of the world and changes in the world of work.”

This collaborative co-design approach leveraged the experience and expertise of the working group participants who come from within the ITP sector, the ITO space and from within regional development. It leveraged the connections and relationships of these individuals with those in the sector, student association representatives, and stakeholders including various ministries and government organisations.

The working group process followed a structure where first it undertook to ‘Empathise’ (considering scope, current state, gems to keep, ideal future state, enablers, barriers, opportunities, risks and assumptions) before ‘Defining’ the problem/s and then beginning to ‘Ideate’ and ‘Prototype’, testing and refining before arriving on clear recommendations for the Establishment Board and other users of this report. The work was undertaken collaboratively via physical meetings, online channels (email, chat, Microsoft Teams, phone conversations, online VC meetings), and wider engagement with stakeholders and community, and complemented by research carried out by working group members and organisations the working group sought support from.

Stakeholder engagement formed a key part of the development of priorities and recommendations, as the working group sought expertise and input outside that residing with working group members. This engagement was invaluable and helped refine and test the thinking of the group to ensure robust, well-considered recommendations and solutions. Many government departments and guests were welcomed into the meetings of the working group including NZQA, MoE, student association representatives, NZ Immigration, Education NZ and TEC.

The co-design process resulted in five initial key themes for NZIST in the lead-up to Day 1, to support a smooth transition in relation to internationalisation within NZIST. These formed the foundation for the final recommendations regarding the commencement of a future operating model for international education, and the six key priorities for internationalisation within NZIST (see section 5). These were:

Theme 1: A strategy and a plan (know where we are headed and why, and how we will get there)

Theme 2: Sharing the NZIST story (collaborative development and delivery of clear and consistent messages for our stakeholders offshore and in New Zealand)

Theme 3: Learner wellbeing and reassurance (ensure learners are looked after; maintain confidence and experience a continuity of care)

Theme 4: Change management (be clear on what changes subsidiaries will experience; what they are responsible for during the transition period; and that relationships are maintained)

Theme 5: Strong connections (ensure connections to whole-of-NZIST strategic goals and operating model, and that broader RoVE reforms have considered international education perspectives, risks and opportunities)

Identifying the key priorities

The working group has answered the requirements of both the Minister in his Letter of Expectation and the Establishment Board via their guidance on work description and focus. The group has articulated a set of recommendations regarding the beginnings of a future operating model alongside a series of six priorities to underpin the success of internationalisation for NZIST. This is reflected in the graphic below.

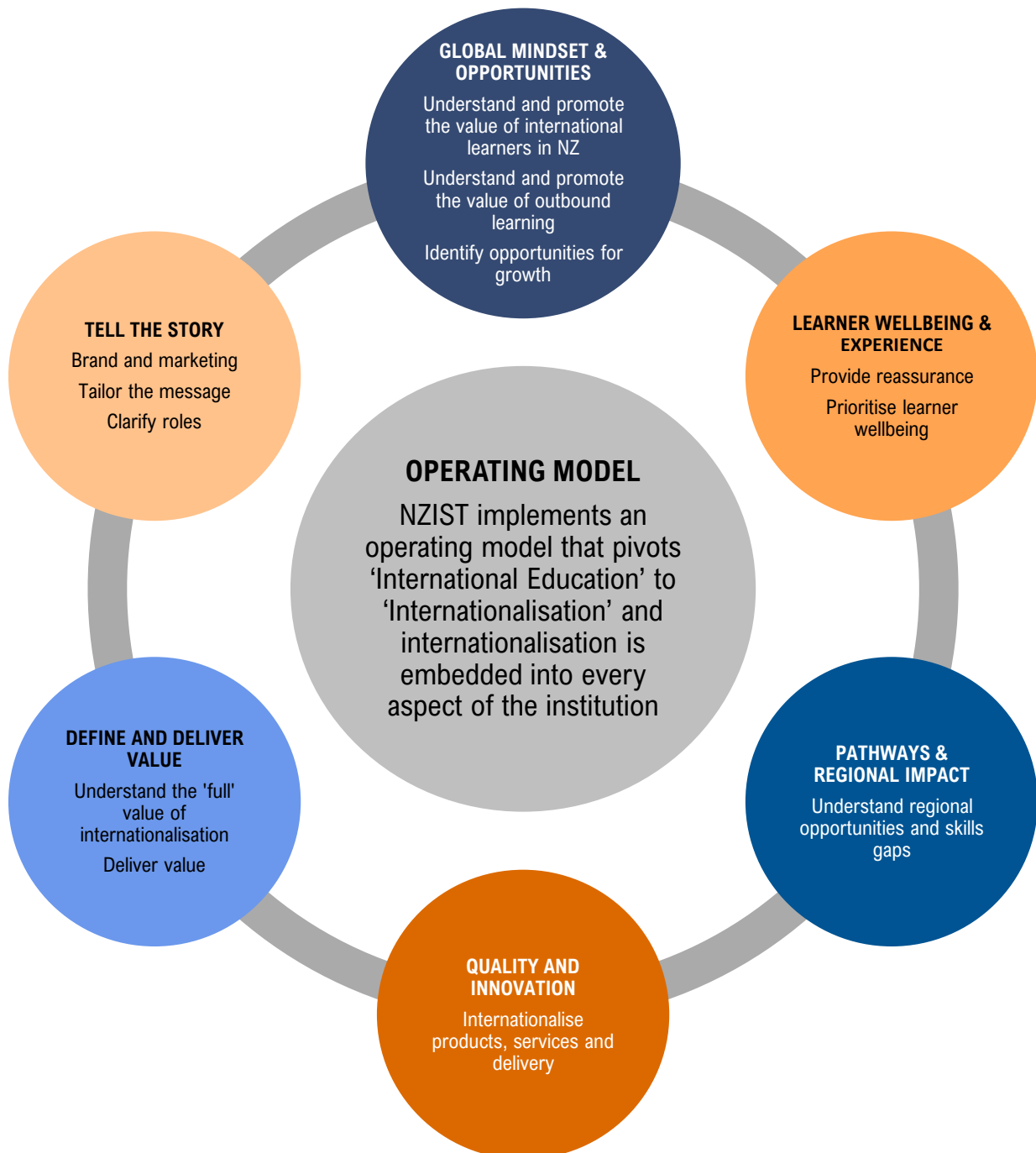


Figure 1: NZIST Operating Model pivoting 'International Education' to 'Internationalisation'

The recommended operating model and series of six priorities outlined above are elaborated in the next sections – Options for the future NZIST and Key findings and recommendations.

Options for the future NZIST

The working group has expanded on the operating model proposition for internationalisation, and the supporting six priority themes, to determine what success looks like and develop recommendations to underpin each element as NZIST it moves towards Day One, the transition period and the longer-term.

Internationalisation has the potential to be transformative in its application, giving benefit to the institution's learners, whether domestic or international, as well as benefiting staff, employers and enterprises connecting with the institute or employing its talent. An internationalisation focus creates a global mindset of benefit to the individual, employers, enterprises and New Zealand Inc.

The beginnings of an operating model

The working group was asked to “*Commence the development of a future operating model for international education, to support the goal of the International Education Strategy*”. Creating a clear vision of the proposition and purpose of that model for the future NZIST has been a central point of discussion, with the working group re-imagining international education, determining what success looks like and developing a series of guiding principles key to ensuring that success.

What success looks like

NZIST has implemented an operating model that pivots ‘International Education’ to an ‘Internationalisation’ focus. Internationalisation is delivering and is recognised for its wide-reaching benefits and contribution to NZIST learners – domestic and international, to staff, to employers and to Aotearoa New Zealand Inc, and this is a visible, well-understood story. Internationalisation is embedded across the entire institution and its subsidiaries. The opportunities and voice of internationalisation are heard, and a global mindset encouraged.

The purpose of the proposed pan-institution internationalisation focus is three-fold to achieve an outcome where:

- NZIST’s learner experience is distinctive in its global experience and integrated into learning, preparing learners with a global approach, and ensuring employers and regions throughout Aotearoa New Zealand are benefiting from globally prepared graduates.
- Internationalisation contributes extensively to NZIST’s reputation, revenue and position as a globally competitive vocational learning institution.
- The value of internationalisation is recognised beyond revenue, and internationalisation attracts investment to grow and leverage opportunities.

As the Government’s IES clearly states, internationalisation is much more than in-bound international learners on campus, and more than a substantive revenue stream for the ITP sector. If we are to pivot successfully from the narrow, commercial view of “international education” to the wider ‘internationalisation’ concept, NZIST as a whole needs to understand and embrace the opportunity. A broadened approach to an operating model and strategy of internationalisation will result in the opportunity for NZIST to take the lead in creating

transformative benefits not only for NZIST and its learners, but also for its staff, employers and New Zealand Inc as it looks to ensure it continues to be globally competitive and maintain relevance as a leading provider of international education world-wide.

How do we make it happen – Guiding principles

The Internationalisation working group strongly recommends that:

- NZIST adopts an operating model and strategy which sees the focus of international education pivot from a predominately narrow focus on inbound education and revenue to a focus on Internationalisation and global mindset. This encompasses inbound international education, outbound education, commercial opportunities and global citizenship.
- The IES sits alongside the NZIST Charter with a pan-institution focus cutting across all aspects of NZIST from governance and executive to delivery and administration.
- Leaders with the expertise to understand and promote this direction are present at every level of the organisation: from the Council, to subsidiary boards, to national and subsidiary management. The national leadership team needs a 'Director – Internationalisation' with the brief to range across the organisation.
- Local subsidiaries work to retain the intellectual property and talent they have built over the years in their committed international teams, while bringing to life a more effective, nationally co-ordinated approach.
- The incoming NZIST council and executive spend time with subsidiaries to understand what is working well and what can be leveraged.
- NZIST equips all learners for work in a global and multicultural context, and embeds internationalisation in its culture; ensuring colleagues are aware and responsive to means of incorporating an internationalisation focus into the curriculum, as well as the learning and teaching activity.
- NZIST ensures international and domestic learners are consistently being enriched academically and culturally, by their internationalisation experiences with NZIST.
- NZIST enables all learners to gain a sense of belonging from their internationalisation experiences i.e. with NZIST subsidiaries and institute-to-institute partners.
- NZIST supports the development of staff and colleagues as learners to ensure internationalisation capability and capacity for improving Aotearoa New Zealand's future social, culture and economic wellbeing.
- NZIST commits to and develops a funding model that supports and encourages the aims of internationalisation to enable reinvestment and growth.
- NZIST leverages internationalisation to develop and deliver high-quality products, services and student wellbeing supports, and enables innovation and agility in internationalisation products and services.
- NZIST leverages the new connectivity between subsidiaries to promote learner mobility and internationalisation as a key contributor to all New Zealand regions.

Learning anywhere, whether domestically or internationally, using products and services which have been built in Aotearoa New Zealand and then collaboratively developed to further enhance their

internationalisation benefits provides significant opportunity. The extension of the existing benefits of New Zealanders learning alongside visiting international learners, to their own opportunities to gain from offshore learning experiences, will not only provide the chance for an individual's development but will enhance Aotearoa New Zealand's global connectivity. Such initiatives could also provide New Zealand enterprises with talent shortage solutions and grow their export options through greater global connectivity and partnerships.

This approach to an operating model and strategy of internationalisation will enable NZIST to take a lead in the international space as it looks to ensure it is globally competitive, globally relevant and a leading deliverer of internationalisation world-wide.

Key findings and recommendations

Priorities

The following six priorities are supported by recommendations that provide for an operating model and strategy which is focused on exploiting the benefits of a broadened internationalisation approach for NZIST.

The result of a co-design process, these priorities present a series of recommendations broken down into broad time periods that act as indicators of potential development and progress. Collectively, these recommendations will build on the existing 'good' and 'what works', and support a successful transition and a transformative outcome for NZIST as it delivers its internationalisation strategy and activity.

Priority 1: Global mindset and opportunities

What success looks like

New Zealanders understand and embrace the benefits of internationalisation. International learners can make a positive and visible contribution to regional employers and communities. All learners gain the knowledge, skills and capabilities they need to live, work and learn globally as well as contribute to Aotearoa New Zealand Inc. More New Zealand learners and workers have an international experience that enhances education and career prospects. NZIST's internationalisation model is increasing Aotearoa New Zealand's global connections, business and educational partnerships, and export revenue.

Recommendation

Understand and promote the value of international learners in Aotearoa New Zealand

- *Day One and Early Stage NZIST Establishment*
 - Share educator, employer and community understanding of the value and non-financial contribution of international learners through research, case studies and success stories.
 - Describe the skills and capabilities international learners require in order to better meet the needs of employers.
- *Within 12 Months (1 April 2021)*
 - Investigate and increase opportunities for work placements and apprenticeships for international learners.

- Create expectations among international learners to embrace and contribute to regional life, complementing subsidiaries' messaging.
- *Longer-term (1 April 2022 and Beyond)*
 - Work collaboratively with Immigration NZ and others to develop improved visa solutions that recognise and enable work-based learning.
 - Ensure the first NZIST graduates promote their experience and the NZIST brand offshore.

Recommendation

Understand and promote the value of outbound learning

- *Day One and Early Stage NZIST Establishment*
 - Quantify the value of global citizenship and life skills gained through outbound activities for New Zealand learners.
 - Identify regional and international networks, including providers and business, that currently support outbound learning.
- *Within 12 Months (1 April 2021)*
 - Develop capability frameworks around outbound learning including academic research and collaboration within and beyond Aotearoa New Zealand.
 - Improve learner and staff mobility offshore to support global citizenship.
- *Longer-term (1 April 2022 and Beyond)*
 - Develop tripartite (learner, employer and NZIST) agreements that relate to outbound learning and career development.
 - Create best practice/community of practice in developing pathways with ASEAN, Asia-Pacific and the world.

Recommendation

Identify opportunities for growth

- *Day One and Early Stage NZIST Establishment*
 - Collate and share current outbound placement opportunities for domestic learners.
 - Collate and share financial and non-financial value, best practise and learnings from existing offshore delivery.
- *Within 12 Months (1 April 2021)*
 - Expand and leverage the alumni network which is already strong.
 - Develop global citizenship pathways for learners, educators and industry, including work experience, placements and scholarships.
 - Ensure existing and newly developed programmes reflect international content and academic staff have an international lens and competence.
- *Longer-term (1 April 2022 and Beyond)*
 - Expand opportunities for offshore delivery of vocational education.
 - Measure and report non-financial benefits of internationalisation.

Priority 2: Learner wellbeing and experience

What success looks like

All learners exposed to internationalisation, including inbound international learners, are well looked after applying the values of manaakitanga and aroha. Learners are provided with a high level of support and have a positive study experience inclusive of tikanga Māori. Learners become ambassadors and advocates for NZIST and Aotearoa New Zealand. NZIST's international learners consistently experience high levels of pastoral support while in Aotearoa New Zealand, across all subsidiaries and in the workplace. NZIST encourages and enables inbound international learner mobility allowing learners to move between subsidiaries and gain an 'all of New Zealand experience'. Learners are engaged with NZIST and Aotearoa New Zealand as NZIST alumni.

Recommendation

Provide reassurance

- *Day One and Early Stage NZIST Establishment*
 - Ensure a range of informative messages are developed for use by all New Zealand Inc agencies and distributed to all learners (reassurance on continuity and information) and stakeholders (information and benefits). These messages should be differentiated dependent on recipient.
- *Within 12 Months (1 April 2021)*
 - Utilise alumni database of international graduates, profiling alumni to ensure markets remain reassured of appealing value proposition and quality outcomes.
- *Longer-term (1 April 2022 and Beyond)*
 - NZIST and subsidiaries engage regularly with alumni who are acting in advocacy roles to promote NZIST internationally.
 - NZIST continues to invest in alumni relationship management, alumni events are established and held annually for continuous engagement.

Recommendation

Prioritise learner wellbeing

- *Day One and Early Stage NZIST Establishment*
 - NZIST continues to invest in alumni relationship management, alumni events are established and held annually for continuous engagement.
 - Develop a database of current Code of Practice (CoP) best practices in place at subsidiaries and share good practice.
 - Establish a "NZIST International Learner Group" with representation from all subsidiaries to feed into and test transitional activities and tasks of NZIST.
 - Establish a framework to allow all inbound international learners an opportunity to participate in orientation programmes across the country. Include an introduction to Te Ao

Māori and take the opportunity to introduce Aotearoa New Zealand's unique history and environment to create a positive experience.

- Use Te Ao Māori principles as an integral part of student wellbeing and experience – what is good for Māori is good for Aotearoa New Zealand and its international students.
- *Within 12 Months (1 April 2021)*
 - Compare the CoP database to practices at national and international universities and private training establishments, using findings to develop a “Pastoral Care of International Learners Toolkit”, and enabling a nationally consistent positive learner experience model that is used across all subsidiaries.
 - Establish Standard Operating Procedures (SOPs) for the national model of pastoral care of international learners, including procedures for accommodation and managing agents to ensure enhanced learner wellbeing and positive experiences.
- *Longer-term (1 April 2022 and Beyond)*
 - Develop a national model for work placement and internships for international learners with a prime focus on learner safety and protection in the workplace extending learner support and pastoral care into the workplace. Ensure all inbound international study experiences (and domestic learners) have an element of work placements, internships or industry projects to enhance the learner experience whilst in Aotearoa New Zealand.
 - Examine opportunities to further enable international learner mobility ensuring all learners are able to access an “All of New Zealand experience”.

Priority 3: Pathways and regional impact

What success looks like

The diversity and number of international learners coming to NZIST have increased and learners and graduates are equipped with skills needed to support regional growth. International learners are working alongside domestic learners to enhance NZIST focus on creating global citizens. International learner pathways are clear and NZIST is working closely with regional subsidiaries. Careful forecasting and planning with regional networks, e.g., Regional Skills Leadership Groups (RSLGs), enables full understanding of opportunities and skills gaps. Employers have the confidence and ability to readily employ international learners. Regional dispersal is active. Local communities are engaging with NZIST and international learners are, in turn, engaging with communities.

Recommendation

Understand regional opportunities and skills gaps

- *Day One and Early Stage NZIST Establishment*
 - Establish a role or roles to learn, facilitate, coordinate and manage connection to regional opportunities, pathways and skills gaps working toward creating consistency and harmony across the existing regional network.

- Empower regional subsidiaries to continue to work alongside regional groups in providing opportunities and meeting skill gaps, while also building knowledge of what regions offer, who they work with, and their opportunities and initiatives.
- Ensure internationalisation voice is included in communication, forums and engagement with Workforce Development Councils (WDCs), RSLGs and Centres of Vocational Excellence (CoVEs).
- *Within 12 Months (1 April 2021)*
 - Provide clear pathways to common ‘blended’ programmes for international learners, i.e., promotion from study through to employment.
 - Work with Immigration NZ to develop mutually agreeable flexible immigration settings that support good outcomes for international learners and the regions.
 - Market and communicate with employers and industries to create a pool of employers keen to take on learners and employees across a full range of programmes.
 - Identify commonalities between industry demand (regional skill shortages) and popular learner programmes that can be blended into nationwide offerings.
 - Establish and build relationships with national and regional organisations such as MBIE, INZ, regional development agencies and Chambers of Commerce. Identify mutually beneficial outcomes and work to overcome regional obstacles.
 - Carry out an awareness campaign demonstrating the value of international students to regions.
- *Longer-term (1 April 2022 and Beyond)*
 - Establish a hybrid of existing ITP systems with a new centralised model adopting best practices, ensuring regional input that works in harmony with a nationalised joined up approach.
 - Implement a comprehensive national database of vetted or accredited employers who can provide work and/or training for international learners, collecting evidence of work placements, learner work history and referrals for learners.
 - Implement regional growth opportunities based on the needs analysis of learners and employers drawing on regional strengths and specialisations.
 - Enable domestic learners to become global citizens through linkages with WorldSkills NZ.
 - Implement an accreditation programme for employers of international learners.

Priority 4: Quality and innovation

What success looks like

NZIST programmes and qualifications are recognised throughout the world for their high quality and innovative features onshore and offshore, attracting a diverse range of international learners to Aotearoa New Zealand for genuine reasons to study, live and work. These programmes are replicated (with customisation) and delivered offshore providing home-based learners and travelling New Zealanders the opportunity to gain valued qualification outcomes. Many vocational programmes are ‘internationalised’, enabling an internationally consistent approach to development, training,

assessment and benchmarking as well as learner transportability, e.g., WorldSkills. NZIST is actively researching international exchange opportunities and identifying best practice, maximising benefits for learners and educators – those heading offshore and those coming into Aotearoa New Zealand.

Recommendation

Internationalise products, services and delivery

- *Day One and Early Stage NZIST Establishment*
 - Establish a senior leadership role responsible for identifying and managing the international quality including consistency in research and development, training, assessment and benchmarking.
 - Continue delivering on existing onshore international vocational training arrangements.
- *Within 12 Months (1 April 2021)*
 - Establish centralised policy, processes and operations for development and delivery of internationalised programmes and services.
 - Ensure internationalisation has a voice on product and service development platforms, regional connection forums/groups and academic forums to enable full integration of internationalisation across NZIST.
 - Establish clear links between internationalisation and regional skills shortages through RLSGs, WDCs and other appropriate avenues to respond to employer and regional needs.
- *Longer-term (1 April 2022 and Beyond)*
 - Research current products and services contrasting international trends with evaluation informing the development of education products and services.
 - Develop a framework for a 'Regional Campus Study Abroad Programme' enabling learners to have the opportunity to take a paper, a semester, a full year or summer school learning option at subsidiaries other than their main study location, enabling learner mobility and the "All of New Zealand experience".
 - Work collaboratively to ensure there is alignment on policy between NZIST and Immigration NZ, creating a unified flexible work experience system.
 - Explore flexibility of credit recognition.
 - Explore increased delivery offshore in first languages working with NZQA to accommodate this progression.
 - Increase delivery of existing vocational training arrangements and investigate opportunities for commercial, NGO, and Government clients.
 - Ensure all existing and future offshore intellectual property is adequately protected.
 - Invest in development of a flexible, scalable, and profitable offshore delivery model.
 - Provide domestic learners with the opportunity to compete and learn on a world stage, e.g., WorldSkills, developing and delivering high-quality NZIST products and services underpinned by an excellent learner experience.

Priority 5: Define and deliver value

What success looks like

NZIST recognises and invests in internationalisation in a holistic sense, pivoting from a predominantly revenue driven model to a comprehensive internationalisation model that brings higher “value” to NZIST and sustainable products and services that benefit the entire internationalisation ecosystem.

Recommendation

Understand the full “value” of internationalisation

- *Day One and Early Stage NZIST Establishment*
 - Establish further clarity on “value over volume” statements and what we mean by this in the new institution.
 - Work with the Ministry of Education, Education NZ, local economic and regional development agencies, RSLGs and WDCs on defining and understanding the full value of internationalisation.
 - Establish internationalisation targets for bringing value to the new institution.
 - Business as usual continues for the first 12 months, where this preserves international reputation, while also focusing on transition processes.
 - Ensure NZIST is clear on the revenue creation expected from international education and reinvests in internationalisation activities to produce a more internationalised institute.
- *Within 12 Months (1 April 2021)*
 - Ensure internationalisation value is defined and targets are established, with clarity over how all NZIST staff and stakeholders are involved in achieving these targets. Confirm distribution of funding investment throughout the NZIST network to realise this.
 - Further develop programme concepts that are truly applied in their teaching and learning delivery, e.g., project- or industry-based and open to international learners, creating a unique selling point for NZIST, and producing a higher “value” educational product sought after by highly capable international learners.
 - Invest in recruitment and international development in a wider range of nations. While the return on investment may be lower than in major markets, ensure NZIST sees value in increased international student diversity, engagement with new geographical regions, and decreased reliance on a limited number of international markets.
- *Longer-term (1 April 2022 and Beyond)*
 - Continue working alongside NZ Immigration to ensure a NZIST internationalisation voice is heard from the inception of immigration policy discussions, and mutually agreeable visa offerings are developed.
 - Promote evidence of success of the NZIST internationalisation model and achievement of IES goals.
 - Identify opportunities for investment into world-class pedagogy and andragogy for all learners.

- Join international trade driven collaborations (including working alongside NZTE and Education NZ) realising social, economic, wellbeing and cultural improvements for Aotearoa New Zealand and our trading partners.
- Develop global applied technology networks with UK, Germany, Australia, Canada and other relevant locations.

Recommendation

Deliver value

- *Day One and Early Stage NZIST Establishment*
 - Look at the breadth of high-value internationalisation activities that are working with subsidiaries, and explore how to scale these.
 - Ensure clear differentiation of value proposition for NZIST vocational and applied learning education in comparison to other tertiary offerings.
- *Within 12 Months (1 April 2021)*
 - Develop and begin investment into education products and services that meet a more sophisticated marketing and international development approach. This includes commercial opportunities (could include tailored programmes, workforce investment, offshore delivery, industrial research and creating reciprocal agreements in the Pacific). Ensure any development is efficient and duplication of product is avoided.
- *Longer-term (1 April 2022 and Beyond)*
 - Apply a responsive model of product and service design that can adapt in an agile way to changing choices and preferences.
 - Create value driven by leadership in sustainability, social responsibility and inclusion.
 - Build on existing Government-to-Government relationships to create new opportunities and new relationships with other countries.
 - Adopt a trans-national education approach to encourage diversity and inclusion from an early stage and move away from the perception that international education only brings students into Aotearoa New Zealand.

Priority 6: Tell the story

What success looks like

A unified, clearly communicated and highly accessible international NZIST brand identity that underpins and enhances a strong domestic and international reputation and builds on the excellent existing relationships and reputations of its subsidiaries. The value of international education as more than just revenue generation and its contribution to NZIST, the regions and the New Zealand economy is a visible and well-understood story.

Recommendation

Brand and marketing

- *Day One and Early Stage NZIST Establishment*
 - Develop a connected NZIST story and marketing approach, supported by Education New Zealand, ensuring all stakeholders are behind the NZIST brand, the relationship between parent and subsidiaries is clearly communicated, and the value proposition and point of difference is articulated.
 - Retain the brand story strength of subsidiaries until such time as the NZIST brand and brand story is ready to be blended with subsidiary brands or replace those brands.
 - Ensure overseas partners and agents are informed and engaged about the marketing approach and are reassured of the continuity of their relationships and partnerships and the benefits that they bring in strengthening NZ Inc. Strong messages of support and commitment need to be developed and communicated to agent networks at the earliest possible time.
- *Within 12 Months (1 April 2021)*
 - Consolidate the work of NZIST subsidiaries, embedding lessons learnt in the NZIST brand and brand story. Further promote the brand enabling increased recognition, understanding and support by the international network creating a global entity that attracts global talent and produces work-and world-ready graduates.
 - Develop a high-level NZIST international marketing and recruitment strategy for 2022, including delegated roles for subsidiaries to develop assigned region or country international marketing and recruitment strategies and plans.
- *Longer-term (1 April 2022 and Beyond)*
 - Ensure the international brand story is focused on a high-value proposition of a world-leading education offering and experience (working with Education NZ).
 - Ensure through an outstanding learner experience, that the first NZIST international graduates are our best ambassadors and advocates and have remained engaged with NZIST proudly promoting the brand and experience.

Recommendation

Tailor the message

- *Day One and Early Stage NZIST Establishment*
 - Tailor the NZIST brand message to subsidiary strengths and relationships in existing international markets.
 - Develop clear, coherent and unified messaging to be used by subsidiaries to distribute to their external international education stakeholders.
- *Within 12 Months (1 April 2021)*
 - Review the status and value of subsidiary brand and marketing (and any NZIST brand status) in individual markets, to inform branding for NZIST and ensure it is nuanced to individual markets.

- *Longer-term (1 April 2022 and Beyond)*
 - Ensure ongoing review of brand perception with agile response and changes made where required.
 - Ensure NZIST branding is well-established and competing strongly with international competition.
 - Ensure full utilisation of market intelligence to inform investment and prioritisation of internationalisation opportunities.

Recommendation

Clarify Roles

- *Day 1 and Early Stage NZIST Establishment*
 - Assure subsidiaries and overseas partners of the continuation of their working relationships.
 - Confirm the retention of subsidiary-based relationship management (marketing and recruitment) staff; recognise and celebrate the success to-date.
 - Provide professional development for subsidiaries to ensure they are well positioned to represent NZIST, both offshore and with stakeholders in Aotearoa New Zealand. Build awareness and domestic understanding of the value of internationalisation and its contribution to NZIST, the regions and Aotearoa New Zealand as a whole.
- *Within 12 Months (1 April 2021)*
 - Confirm the high-level strategy, marketing support and administration (contracts and policies) relating to partnerships (agents and institutions).
 - Ensure duplication of resources and activity is removed, e.g. visits to international markets, and that NZIST is represented in the most effective and efficient way with a coordinated presence at relevant international fairs and expos.
- *Longer-term (1 April 2022 and Beyond)*
 - Review opportunities for centralisation of branding, high-level strategy and marketing support and administration (contracts and policies) relating to partnerships (agents and institutions).
 - Review and adjust as necessary, the change from subsidiary-based relationship management (marketing and recruitment) staff to an all of NZIST marketing and recruitment approach, with regional promotion as a second tier.
 - Pivot towards a genuinely collaborative national approach that supports niches, enables agile innovation and scaling-up of opportunities.
 - Understand the impact of changed structure and functions on New Zealand's international vocational education provision, and implement any changes or refinements to further improve the performance and positioning of NZIST.

The new world – acknowledging diverse perspectives

Internationalisation permeates all aspects of NZIST, impacting a wide-range of learners. The following graphic provides an oversight into the diversity of internationalisation, the breadth of offering and the impact.

Internationalisation - The International Mobility of Learners and Staff

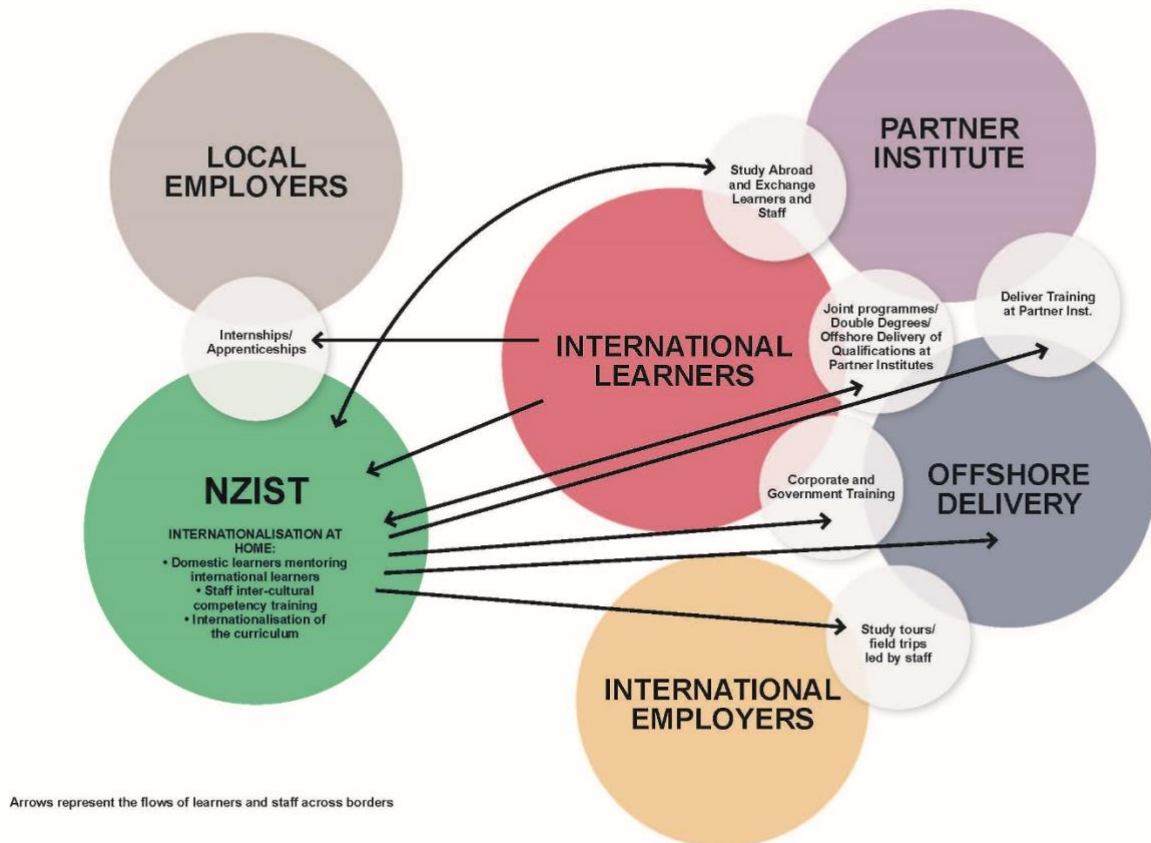


Figure 2: The international mobility of learners and staff

Risks and issues

The following section outlines the key assumptions of the internationalisation working group, alongside the risk profile for internationalisation, including mitigations where relevant.

Key assumptions

- International Education (IE) and internationalisation are fundamental cornerstones of the new entity
- The sustainability of the parent and subsidiary model over the next two years will depend on the financial drivers for ITPs
- NZIST is prepared to invest in international education to successfully transition to a value approach
- NZIST does not need international learner revenue to underwrite the financial viability of the entity
- NZIST will include all current ITP programmes and levels and will continue to develop programmes to meet market demand

Pathways to post study work rights for international learners support regional workforce development.

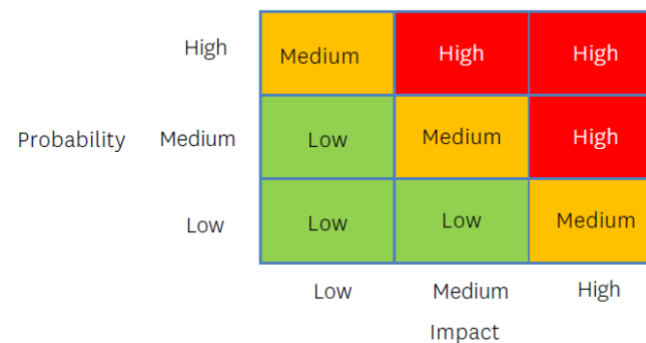
Risk profile for internationalisation and mitigations

Risk	Probability	Impact	Risk Level	Consequence	Mitigation
Drive for revenue growth impacts learner support.	H	M	H	Critical incidents increase and reach global media.	Learner support resourcing and capability benchmarked to international best practice.
Disconnect between Head Office and subsidiaries during transition.	H	M	H	Partners and learners lose confidence in the new entity.	Subsidiaries push for clarity and consistency of message.
Working groups compete for attention and funding at the expense of international.	H	M	H	International relegated as a “nice to have” bringing in supplementary income.	Economic, cultural and social impacts of IE constantly reinforced. Chairs of ITPs, CEs and International Directors consistently advocate for IE.
Ongoing sector uncertainty leads to loss of experienced staff.	H	M	H	Loss of capability and IP at strategic and operational level. Loss of staff and the personalised connections they bring for partners would result in a substantive decline in enrolments and associated financial loss to NZIST for many years.	NZIST recruits key staff from across sectors and globally.
The importance of international education and its contribution remain largely misunderstood.	M	M	M	Decisions are made that have unintended consequences and the opportunity to act globally is lost.	Chairs of ITP CEs and International Directors constantly advocate for IE
Poor transition to new entity and inadequate comms, negatively impact confidence and market share.	M	M	M	Partners disengage from NZIST and learners choose “less risky” destinations.	Confidence is maintained via a managed and staged approach to branding and comms.

IST Establishment

Risk	Probability	Impact	Risk Level	Consequence	Mitigation
Revenue generation drives behaviour at expense of value	M	L	L	A “rack and stack” mentality drives growth in the short term that impacts capacity and capability.	NZIST international education strategy clearly defines value and states explicit goals in \$\$\$ and value terms.
Global brand and regional marketing operations do not align	M	L	L	Confusion in the market and declining enrolments as a consequence	Brand, comms and collateral are launched in a staged and integrated manner.
Centralisation of the international function depersonalises the marketing and recruitment process.	L	M	L	Decreasing enrolments and fewer enrolments in the regions.	Central systems and new recruitment structures are rolled out seamlessly with well-defined roles and responsibilities.
Government agencies apply conflicting policy settings and hamstring IE within NZIST.	L	M	L	TVET enrolments, post study work rights and offshore business are stymied due to poor coordination.	New entity has a place at International Education Senior Officials Group (IESOG) and can influence policy, immigration settings and funding models.

Risk Map:



International education enablers

Category	Issue	Next steps
Funding model	The NZIST funding model will drive future IE behaviour. Most public tertiaries would run deficits without international revenue.	IE working group to provide key recommendations on the design of the NZIST funding model. Achieve a balance between financial sustainability and internationalisation of the staff and learner experience.
Value	What is value terms of the economic, cultural and social benefits IE brings to New Zealand? This needs to be well defined as it fits with the vision and goals of the new entity.	<p>The NZIST leadership group needs to think in terms of:</p> <ul style="list-style-type: none"> ○ The global experience of all learners: inbound and outbound; ○ The benefits internationalisation brings to communities in New Zealand and its regions; ○ The ongoing financial sustainability of NZIST. <p>Consult with stakeholders, industry bodies. ENZ, MoE and relevant government agencies to establish a value model for NZIST.</p>
Student focus	The best marketing and recruitment programme can be undone quickly through poor student services. The learner experience and connection with alumni needs to create a positive feedback loop.	The NZIST IE operating model has the learners experience at the centre. This needs to be continuously benchmarked against global best practice.
Regional focus	Without devolution to the regions and self-determination for subsidiaries it may be difficult to move enrolments outside of the main centres.	Secure an early commitment from NZIST for regional support. Work with ENZ, RSLGs and WDCs to refine their value proposition.
Staff engagement	Existing staff can be the best advocates for the new entity and need to be brought along more actively on the journey via a joined-up stakeholder engagement approach.	Engagement needs to be more frequent and staff issues and concerns openly addressed. Clear communication, disseminated regularly, is required from the Establishment Unit.
Competitor analysis	Existing systems, such as TAFE NSW, have been through a similar change process. There has been no available assessment of lessons learned and key recommendations.	Encourage engagement with colleagues across sectors and industries to learn from their experience. Add this as an action for the next phase of the working group.
International products	IE has grown out of fitting existing domestic products for an international customer. A move away from academic programme plus post study work rights, to integrated work experience and employment would be a	An analysis of what products work and what is required needs to take place. Learner demand, product development and policy settings need to be aligned to meet market and employment demand.

Category	Issue	Next steps
	silver bullet for international customers. However, fundamental changes to immigration and policy settings would need to take place. Study that pathways to work-based opportunities are essential to NZIST differentiation.	
IE working group	The MNW process can be fragmented at times with duplication occurring and, at times, a lack of consultation. There needs to be more discussion, with key input from the IE working group, to shape advice around the NZIST structure, funding model, systems and processes and marketing and branding.	Review the working group approach to date. Key actions for all working groups need to be identified with a timeline for implementation.

Interdependencies

- The RoVE programme: NZIST funding model, marketing and communications model, Centres of Vocational Excellence, Regional Skills Leadership Groups, Workforce Development Councils
- Regional Economic Development strategies, future Immigration Policy changes, Ministry of Education work underway to understand how to define and deliver value in international education
- Mobilising the New World: education products and services, online learning, employer and stakeholder engagement, academic architecture, learner journeys, work-based learning
- Multiple interdependencies exist within the International working group, including but not limited to, learner wellbeing and experience and quality/innovation; regional growth and pathways/defining and delivering value; and telling the story/delivering value.

Next steps/priority actions for incoming NZIST Council (from 1 April 2020)

Delivering the opportunity

The establishment of NZIST presents a rare opportunity for the ITP sector to pivot its international education focus to one of internationalisation, enabling NZIST to take a lead on transforming international education for Aotearoa New Zealand. Delivering on this aspiration will require focus, participation, investment, commitment and active collaboration.

The working group's output and recommendations acknowledge that we are in an early stage and that there are constraints in the co-design process it has undertaken in the past few months, particularly time constraints. Consequently, the depth to which it has been able to undertake its research is limited. That said, the proposed basis for an internationalisation operating model and the priorities (and their respective recommendations) form a strong foundation or 'launch-pad' for next steps.

Critical next steps for the incoming NZIST Council are to:

Communicate & engage

- Re-engage with internationalisation community amongst ITPs and partners to further develop and validate the recommendations encompassed in this report.
- Undertake further research on best practice to add to the evidence base and co-design process delivered through the working group's activity.

Plan & discuss

- Initiate discussions with the incoming CE and executive of NZIST to ensure the internationalisation operating model is in the spotlight as NZIST's broader operating model is developed.
- Consider how best to implement the operating model so that internationalisation is embedded throughout the organisation from Day One, including agreeing immediate actions to be undertaken.

Invest & prioritise

- Invest in resources (human and financial) needed to 'build-out' and develop the business case required to underpin the internationalisation operating model proposed by the working group, using the guiding principles as foundation stones alongside the recommendations presented in the report.
- Recruit for executive level internationalisation expertise with this role being part of the Senior Leadership Team.