



## Education New Zealand Briefing

**Title:** Education New Zealand indigenous education engagement in North America

**Date:** 10 May 2021 **Priority:** Low

**Security level:** In confidence **ENZ ID no:** 2021-199

### Action sought

Addressee	Action sought	Deadline
Minister of Education	<p><b>Note</b> Education New Zealand's focus on diversity, equity and inclusion in North America as they relate to international education and the New Zealand International Education Strategy 2018-2030 focus on diversifying people flows.</p> <p><b>Agree</b> to share this briefing with the Minister of Foreign Affairs for information as requested by that Minister.</p> <p><b>Agree</b> that this briefing will be proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.</p>	

### Contact for telephone discussion (if required)

Name	Position	Cell phone	1 <sup>st</sup> contact
Lisa Futschek	General Manager, International	s9(2)(a)	x
Grant McPherson	Chief Executive	s9(2)(a)	

### The following departments/agencies have seen this report

MoE
  NZQA
  MBIE
  MFaT
  TEC
  Other:

### Comments

Proactive

## Education New Zealand Briefing

**Title:** Education New Zealand indigenous education engagement in North America

**Date:** 10 May 2021

**Priority:** Low

**Security level:** In confidence

**ENZ ID no:** 2021-199

---

### Recommendations

---

Education New Zealand recommends that you

- a. **Note** Education New Zealand's focus on diversity, equity and inclusion in North America as they relate to international education and the New Zealand International Education Strategy 2018-2030 focus on diversifying people flows

**Noted**


- b. **agree** to share this briefing with the Minister of Foreign Affairs for information as requested by that Minister at an event in March 2021

Agree /  Disagree

- c. **agree** that this briefing will be proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982

Agree /  Disagree

  
Grant McPherson  
Chief Executive  
Education New Zealand

  
Hon Chris Hipkins  
Minister of Education  
30 / 5 /2021

## Purpose

---

1. To update you on Education New Zealand Manapou ki te Ao's (ENZ's) activities in North America (the US) in relation to diversity, equity and inclusion, and request that this briefing be shared with the Minister of Foreign Affairs, following her request for information from ENZ in relation to its work on diversity, equity, and inclusion in the US at an event on 18 March 2021 hosted by the American Chamber of Commerce in New Zealand.

## Background

---

2. The New Zealand International Education Strategy 2018-2030 (NZIES) aims to develop "a thriving and globally connected New Zealand through world-class international education" by achieving three goals: "Excellent education and student experience", "Sustainable growth", and "Global citizens". The "Global citizens" goal aims to develop New Zealanders' cross-cultural skills by providing opportunities to interact with and learn from diverse students from around the world.
3. ENZ is committed to honouring and giving practical effect to the Crown's Te Tiriti responsibilities as outlined in its draft Letter of Expectations for 2021. ENZ partners with Māori and Māori providers of education services, and promotes New Zealand's educational system to the world in a way that acknowledges the importance of Te Tiriti and a Māori world view.
4. New Zealand is building a reputation as a global leader in diversity, equity and inclusion in relation to education. ENZ works in a number of countries, including Japan and Brazil, to foster reciprocal and indigenous education relationships, for example utilising New Zealand's connections with the Pacific Alliance<sup>1</sup>. At present, efforts in the US demonstrate our most advanced work to take advantage of strategic opportunities in this area. ENZ is partnering with influential US stakeholders around scholarships, mobility, and research to increase engagement between Māori and Native American and indigenous groups.
5. The US is the second most popular international education destination for New Zealand students after Australia. In the 2018/19 US academic year, 1,841 New Zealand students studied in the US, an increase of 3.1% over the previous year.
6. Together, New Zealand universities have 94 bilateral exchange relationships with US universities. In 2019, 3,008 US students studied in New Zealand, the majority for one semester study abroad programmes.
7. ENZ's Director of Education is based in Washington, D.C. to leverage ENZ's engagement with US federal agencies. Since 2019, ENZ has centred its North American strategy on diversity, equity and inclusion. ENZ works closely with Māori academic departments and groups such as Te Kāhui Amokura (TKA) and is partnering with a range of US government agencies and Native American and indigenous stakeholders.

---

<sup>1</sup> Via the Pacific Alliance English Language Network, ENZ is proposing to deliver Global Competency Certificate training to 40 people, focusing on indigenous teachers and teachers who work in indigenous communities. The Global Competency Certificate focuses on intentional cultural exchange and is usually focused on connecting New Zealand students with international students offshore. This work supports the NZIES goal of equipping students with the knowledge, skills and capabilities they need to live, work and learn globally.

Diversity, equity and inclusion work broadens the pool of viable students to come to New Zealand, rather than replacing existing student attraction pathways.

8. ENZ draws on New Zealand's unique experience and relevance to position itself as a suitable partner in a market where there is demand for indigenous education opportunities and collaboration. Its focus for developing reciprocal relationships within the US is to:
  - increase bilateral academic cooperation and research
  - increase international education opportunities for young indigenous people in both New Zealand and the US
  - establish New Zealand's reputation as a country with a rich bicultural heritage and unique global perspective.
9. There are commonalities between Māori and Pasifika students and Native American and indigenous students around participation in international education. For example, Native American and indigenous students are more likely to attend international study abroad programmes if they are part of a cohort of peers, and if travel takes place over a two-to-three-week period (rather than semester-long study). This reflects similar findings from the University of Auckland's 360 International programme, which aims to increase international participation by Māori and Pasifika students.
10. In 2019, the University of Waikato hosted the first Native American and Indigenous Study Association (NAISA) Conference to be held outside North America and Hawai'i, with approximately 2,000 attendee registrations (ENZ was a conference sponsor). Prior to the COVID-19 pandemic, ENZ had been planning to attend and present sessions at NAISA 2020.

### **Diversity, Equity, and Inclusion**

---

11. In the US, diversity, equity and inclusion relates to marginalised groups of people, encompassing race and ethnicity, sexuality, gender, and first-generation university students. Diversity, equity and inclusion is a hot topic across the US education sector, and across the US more broadly. In recent years there have been growing efforts from institutions to provide more equitable international education opportunities for marginalised students. The Black Lives Matter movements during the 2020 "Summer of Protest" further increased discussion on this topic across the US international education industry.
12. Traditionally, around 65-70% of US study abroad students are white/caucasian women. Within the US study abroad sector, marginalised student groups extend to veterans, athletes, men, and students in science, technology, engineering, and mathematics (STEM) majors. Native American and indigenous students are often not considered in discussions around marginalised student groups<sup>2</sup>.
13. Native American Indian tribes on reservations have their own tribal education systems similar to Māori kōhanga reo, kura kaupapa and wānanga.

---

<sup>2</sup> While there are many commonly used terms for indigenous people in the US including American Indian, Alaska Native, and Native Hawaiian, ENZ refers to these groups as Native American and indigenous, based on advice. It is not uncommon to hear indigenous Americans refer to themselves as Indian. First Nation refers to Canadian indigenous populations.

14. While the diversity of US students is increasing, New Zealand is widely viewed in the US as not being diverse and New Zealand does not tend to attract more diverse students. ENZ has sought to shift this view by promoting New Zealand's expertise in indigenous education and inclusion to position New Zealand as a leader in diversity, equity and inclusion, and offering New Zealand's experience and observations to the international education community.
15. There are existing partnerships between Māori and Native American and indigenous groups at universities, wānanga, and other educational institutions, such as the University of Otago's Tūrangawaewae, Pōkai Whenua, an indigenous exchange programme for outbound Māori students and inbound indigenous students from institutions in the US, Canada, and Australia.

### **The Gilman International Scholarship Program**

---

16. In January 2017 ENZ signed a Government-to-Government arrangement with the US Department of State Bureau of Educational and Cultural Affairs to cooperate on the Gilman International Scholarship Program ("the Gilman"). This was the first Government-to-Government arrangement of its kind for the Gilman for both the US and New Zealand.
17. The Gilman is a prestigious, competitive, and selective scholarship aimed at students of limited financial means with the goal of diversifying the students studying abroad from the US. In November 2016, President Obama signed an Executive Order granting alumni of the Gilman and the Fulbright Scholarship Program non-competitive eligibility for positions within the US Federal Government.
18. ENZ provided NZ\$35,000 for two years in 2017 and 2018 to fund Gilman scholars to study or intern for academic credit in New Zealand. Gilman scholars receive up to US\$5,000 to support tuition, programme fees, and travel costs associated with their study abroad or exchange programme in New Zealand.
19. The arrangement has increased the number of Gilman recipients studying in New Zealand. In the 2016/17 US academic year, 28 Gilman scholars studied in New Zealand. After the arrangement was signed, this increased to 40 in 2017/18 and 34 in 2018/19.
20. In 2019 the Bureau of Educational and Cultural Affairs and ENZ renewed the arrangement through to 2024, with increased funding from both parties of US\$50,000 per year each. ENZ is focusing its funding on indigenous student mobility. Gilman scholars selected in 2020 were given the option of completing online study or deferring their travel to New Zealand until borders have reopened.
21. s9(2)(f)(iv)
22. ENZ plans to promote its work with the Bureau of Educational and Cultural Affairs in developing the Gilman arrangement, to highlight the opportunities in the US and what

support ENZ can offer for education institutes and other interested parties. A case study has been developed and is available upon request.

## National Science Foundation

---

23. s9(2)(f)(iv)

The Foundation is a US federal agency which aims "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defence". The Foundation's annual budget is US\$8.3 billion (FY 2020), and it funds approximately 24% of all federally supported basic research conducted by America's colleges and universities.

24. s9(2)(f)(iv)

25. s9(2)(f)(iv)

26. ENZ is also working with the Foundation to engage Native American and indigenous youth and rangatahi. s9(2)(f)(iv)

27. ENZ and the Foundation are currently working on a joint agenda for a virtual 'multiplier' event, in place of in-country delegations, focusing on Indigenous Language Revitalisation, Genomics, and Food Security and Sustainability. TKA is currently identifying New Zealand academics to participate, while the Foundation is working closely with the American Indian Higher Education Consortium and Tribal Colleges and Universities.

## Te Kāhui Amokura Ngā Here Mātauranga Indigenous Internationalisation

---

28. ENZ has provided TKA with \$50,000 to deliver on the Ngā Here Mātauranga – Indigenous Internationalisation Plan, which has been underway since 2018. It aims to utilise Māori expertise and knowledge to strengthen New Zealand's international relationships, contributing to the development of Māori and New Zealand academics. TKA and ENZ are currently refining activities within the plan, which aligns with the NZIES and ENZ's own internationalisation work. More information about the plan is attached in Appendix 1.

## Appendix 1: Summary of the Te Kāhui Amokura Ngā Here Mātauranga Indigenous Internationalisation Plan

1. The role of Te Kāhui Amokura (TKA) is to advance and promote the collective interests of New Zealand's universities to improve outcomes for taurira Māori (Māori students) and Kaimahi Māori (Māori staff) and in a wider context Māori development, knowledge systems and economies.
2. Since 2018, TKA has been working on the Ngā Here Mātauranga – Indigenous Internationalisation Plan. The plan utilises the unique position of TKA as the collective Māori university leaders to target and build relationships with untapped indigenous economies, populations and knowledge sets not previously explored by typical internationalisation strategies.
3. In 2019, TKA delivered, with partners, a New Zealand Summit as a part of the Second International Conference of the Revitalisation of Indigenous and Minoritised Languages. This included the establishment of an online Global Indigenous Network through the development of an online platform, also called Ngā Here Mātauranga.
4. The Plan and online platform provide an opportunity for New Zealand to strengthen its international relationships and connections in an authentic way, leveraging what is unique to New Zealand.
5. TKA believes there is a shared aspiration and demand from international indigenous communities for programmes and initiatives that support Māori and indigenous development. It has also highlighted opportunities for a collaborative approach between TKA and ENZ to jointly deliver on strategic objectives within a coherent wider programme for Māori and other indigenous peoples.
6. TKA has had ongoing discussions with ENZ on market development opportunities that align with both the New Zealand International Education Strategy 2018-2030 and the Indigenous Internationalisation Plan.
7. Potential development opportunities include:
  - Academic mobility and exchange
  - Research collaboration
  - Online seminars, presentations, forums, conferences and facilitated discussions on areas of interest
  - Sharing the New Zealand experience in relation to Māori development
  - Student learning abroad and mobility opportunities.
  - Development of online/blended delivery of short courses and programmes.