

ENZ International Education Product Innovation Fund Project Final Report

Project Title	Experiential and Leadership Micro-credentials
Project Entity	Te Kaihau Ltd
Project Sponsor	Deb Gilbertson
Project Manager(s)	Deb Gilbertson
ENZ Kaitautoko	Marc Doesburg
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Executive Summary

This year the [Global Enterprise Experience](#) placed 1117 participants from 55 countries into 140 global teams. The teams had three weeks to develop a business concept proposal for a profitable venture that addresses a UN SDG using limited capital. It won a UN Alliance of Civilizations Award in 2017 for its impact on growing global leaders who could work across cultures.

This PIF project created three micro-credentials derived from the existing GEE curricula/courses in partnership with Victoria University of Wellington for three roles in the contest – Leader, Peer-Leader and Leader Coach. The edtech was upgraded to support quality, impact and efficiency. Education New Zealand provided extensive support in networking with potential partners.

The aim of the project was to ensure the programme is sustainable, showcases New Zealand education impact, and provides insights into micro-credentials.

Gaining accreditation for the micro-credentials was a lengthy process but provided a rich learning experience for both Te Kaihau and Victoria University of Wellington, Te Kaihau's delivery partner. The micro-credit is unlike most micro-credits available:

- it uses both edtech and deep social engagement,
- it focuses on personal growth
- it has real outcomes such that new social enterprises that address the UN SDGs get established and builds lifelong relationships with colleagues whose world views are worlds apart.

This project provided insights on developing micro-credentials for this kind of market segment and its relevance to learners.

Mid-life learners with income were much more interested in the micro-credentials than traditional university students. The concept of micro-credentials, how they can be used, and university attitudes to them is nascent among a traditional university-aged audience. This currently stands in the way of easily marketing them.

There was strong interest from international corporations with major operations in South Africa for their staff to gain micro-credentials from New Zealand universities. It is perceived as international

and high quality. By contrast, US learners are insular, expecting international programmes to be tightly tailored to US needs and look like a local programme. We found excitement in New Zealand organisations to stack micro-credentials with a focus on work-based learning to addressing organisation challenges

Deliverables/Milestones

Please detail completion of all funding deliverables in the table below.

Phase 1 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Engagement with ENZ around pilot objectives and deliverables and opportunities for ENZ to add value	Engagement meetings held.	Completed	
Development of Hypotheses and Success Measures.	Hypotheses and Success Measures finalised.	Completed	
Define support needs.	Support needs defined.	Completed	
Establishment of operational pilot plan and budget, reporting mechanisms, and partnership cadence	Operational plan and budget provided to ENZ. Monthly reporting process established, and regular partnership meetings scheduled.	Completed	
Formalising external partnerships	n/a	n/a	The proposal was not a joint proposal.
Conducting and analysing early-stage learner research and completion of market research / competitive analysis	n/a	n/a	This was not part of Phase 1 for this project.

Phase 2 Deliverables/Milestones	Success Measures	Completion Status	Commentary
With MFAT co-design the GEE-Plus to support NZ aid aims, and UNDP social entrepreneurship drive	Agreement for MFAT funding of GEE-Plus.	Completed	MFAT has agreed a funding model for GEE-Plus for Manaaki graduates. New discussions are underway with other parts of MFAT on the potential of a graduate diploma with stacked micro-credentials to support social entrepreneurship.
Develop the GEE-Plus and IT management systems	Agreement on dovetailing GEE-Plus and processing of microcredits with VUW IT systems	Completed	Our exploration of VUW IT systems including, the new Canvas platform, concluded that the systems needed to remain separate until the microcredits need to be awarded. That system has been agreed with Wellington Uni-ventures.
Dovetail with Education NZ to promote the GEE-Plus global leadership learning experience to our international audience	Agreement with ENZ on using their database to promote GEE-Plus	Completed	Several discussions were held. Although it appeared promising, the hurdles to use any subset of the ENZ database proved insurmountable.
Get the GEE-Plus formally recognised as a NZ microcredit	Three micro-credentials approved by Victoria University	Completed	Victoria University created new systems and talked about their learning in the process of approving these micro-credentials.
Build partnerships with NZ universities to use the GEE-Plus as a microcredit element of their international offerings	GEE-Plus included in a university offering	Incomplete	Discussions were held with Victoria, Lincoln, and Canterbury universities. There was strong enthusiasm, and commitments from Victoria to get the decision makers together to make it happen. However the microcredits were only approved at the start of December, and it caught the decision makers under extreme pressure through the Christmas/New Year period, then it became too late for the 2023 programme. We are resuming those conversations for the 2024 programme.

Develop the Level 7 Global Leadership and Innovation Certificate with the GEE PLP as a module by Nov 2024 to offer in 2025	Build partnerships and conversations with potential stakeholders	Complete	Ongoing discussions are being held with the VUW Faculty of Commerce, Public Service Commission and MFAT on graduate diplomas with stacked micro-credentials that apply our educational principles.
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Phase 3 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Evaluation of three micro-credential offerings (GEE Peer-Leader, GEE Leader, and GEE Leader Coach)	Market data and insights on the three micro-credentials	Completed	The GEE Leader Coach programme starts in Feb each year, and the GEE-Plus programme starts in Mar. Marketing for these programmes pre-dates the award of the microcredits. So in June 2023 we offered the mcs to those who successfully completed these programmes. We now have rich data to share on market interest in micro-credentials.
Evaluation of international market for GEE-Plus	Market data and insights on the GEE-Plus offering	Completed	The GEE Leader Coach programme was developed to support the GEE-Plus programmes. We have taken that unique model and grown it outside the GEE. It has taken off in South Africa, and negotiations are underway with Australia, Thailand, and the Middle East.
Pilot evaluation and reporting.	Completion of this report.	Completed	

Deviations

Were there any significant deviations from your original proposal (lean canvas)? If so, why? How were these decisions made? In the case of significant deviations, did you seek approval? Please provide details in the table below (if applicable).

Original intent (as per proposal)	Deviation	Rationale	Decision-making process
Upgrade the Global Enterprise Experience with the GEE Plus programme to increase the impact on learners, brand NZ, and implementing UNSDG solutions.	The GEE Peer-Leader Plus programme was significantly improved, but so was the GEE Leader and GEE Leader Coach	Participants in the GEE Leader Coach programme partnered with us to open the South African market for the programme uncoupled from the GEE. This led to intense development and several international agreements. The development of that programme then flowed back into upgrading the GEE 2023 Peer-Leader Plus experience.	Internal @ Te Kaihau, in consultation with ENZ kaitautoko
Develop peer-leader plus micro-credential.	Developed three micro-credentials	We concluded that if we could get VUW to approve one mc, we could get them to approve all three	Internal @ Te Kaihau, in consultation with ENZ kaitautoko

Results / Outcomes

Please provide any further details about results and outcomes from this project you would like to include, such as data on learning outcomes, commercial outcomes or other. This can be attached as an appendix or supporting material if easier.

[Please see this appendix](#)

Finances

Please provide details on your spend, indicating variance, and where variance was significant (greater than 10%) any commentary on this.

INCOME	BUDGET	ACTUAL	VARIANCE (%)	COMMENTARY
ENZ Funding	\$200,000.00	\$ 200,000		
TOTAL INCOME	\$200,000.00	\$		
EXPENSES				
Staff including video and materials development	141,500	141,500	0%	
IT and admin	19,500	19,500	0%	
Marketing including travel	26,000	19,000	-27%	No travel was undertaken, but a lot of network building
Microcredit approval	13,000	20,000	+54%	The micro-credential approval process was protracted.
TOTAL EXPENSES	200,000	200,000		

Insights and Learnings

The following learnings and insights were captured during our kōrero / interviews with you. In this section, please review and amend any that you feel need editing.

Observation/data	Learning
Three micro-credentials (mc) were approved on Nov 28 at the VUW programme academic committee. Getting the mc approved at VUW has required experiential learning of them, as well as learning for Te Kaihau. For example, they created an additional step to get the faculty to discuss the proposal so that when it went to the Academic Committee it had the weight of the Faculty behind it.	System-level Approval of micro-credentials is an evolving process. There is no uniformity as of yet between NZQA and university accreditation processes.

<p>Credits, and the associated quality assurance, might give credibility to a client such as government agencies. We notice that learners are driven by the credits to enrol, but if it is a powerful education experience then the learning becomes profound and the credits less relevant.</p>	<p>Learner-centred The value and relevance of credit or award is dependent on context and audience. Learners and employers (or sponsors) may have different perspectives. Relevance may diminish with depth of learning experience for the learner.</p>
<p>Te Kaihau are working with the Public Services Commission and VUW to get experiential learning adopted in the public sector, using the education sector and the power of credits to get people started on the learning and experiential learning. Cause-focused micro-credentials tested in the public sector in NZ could be adapted for deployment in global contexts.</p>	<p>System-level NZ public sector recognition of learning may act as an effective stepping stone for global recognition.</p>
<p>We spoke with Manaaki graduates about their interest in a Grad Diploma in SDG Social Entrepreneurship. They are very keen - both as graduates after studying in New Zealand, as well as preferring to have done an online, experiential grad diploma to apply their learning instead of coming to NZ. Many talked about the hardships of leaving their family behind, being misfits when they returned, and feeling powerless to apply their learning for the benefit of their country when they returned. MFAT can see the significant cost savings, but education programmes are driven by the perceived needs of the developing country rather than dictated from NZ – so it is a lengthy, complex process.</p>	<p>Learner-centred Micro-credential or short course learning at post-graduate level can function as lead-in courses for longer-term post graduate study, including online, from-home learning.</p>
<p>Those micro-credentials can come from multiple providers. We have held discussions with other education providers who are providing innovative, experiential, purposeful learning programmes to gauge their interest in partnering in a graduate diploma. These include small NZ education providers as well as leading universities in the UK, USA, and the Netherlands. The interest is very strong.</p>	<p>There is global appetite from education providers to collaborate via short-form stackable learning that contributes towards fuller qualifications.</p>
<p>TK and VUW have had a 20-year relationship through the GEE programme. We have repeated experience of using long term relationships and small pilots, that eventually grow into sustained mutually beneficial partnership. However, without this, our priorities</p>	<p>Deliberate Innovation Deep human relationships are key to driving new ventures.</p>

<p>are just one more hassle in someone else's busy life.</p>	
<p>Covid amplified the problems in the university sector. A few elements of the university see significant change to keep themselves relevant, while others are hoping it will return to "normal". Pockets of people in universities are more receptive to what TK has to offer. However, in the last few months as large losses are becoming apparent in some universities, fear of redundancy is the main driver, and innovation is seen as risky.</p>	<p>Deliberate Innovation Despite the critical state of university sector, many still see innovation through a risk lens rather than through an opportunity lens, or are preoccupied with short-term challenges and unable to entertain new approaches.</p>
<p>Barriers to change in the university sector are the current funding model and academic's pursuit of personal status and the institution's status. The current measures of performance in NZ universities, such as international rankings and research performance, bear no relationship to real outcomes for learners. The pursuit of them is a barrier to engaging with more valuable measures, such as learner success.</p>	<p>System-level Measures of success for academics and their universities need to shift to impact – that can be the impact of teaching, impact of research, impact on society, or impact on the performance of the institution. To achieve this, impact needs to be perceived as providing status.</p>
<p>Making learning accessible online makes it cheaper and more accessible. We estimate that online stacked micro-credentials supported with social engagement and personal coaching could be offered at 25% of the cost for international students compared with travelling here.</p>	<p>Learner-centred Digital delivery can enhance access to education for global learners</p>
<p>Having contributed to 2500 new ventures, I have concluded that at the heart of EVERY innovation was one person who chose it as an expression of who they are. And that person had prior experience of making other ideas happen. It is a muscle that grows in strength. So to get innovation into the education system, we need to grow the experience and capacity of individuals to trial new ideas – starting small. I have NOT seen a correlation between innovation and:</p> <ul style="list-style-type: none"> • Business planning • Driving it with money (innovators attract money, but if simply given it is spent) • Education – innovation maximises at trades and bachelors level and drops at masters and PhD. • Most innovation training – in part because they focus on planning and knowledge rather than experience, giving it a go, and personal growth 	<p>Deliberate Innovation Innovation should be treated as a daily-practice, or a skill set to be developed and applied on an ongoing basis – not a discrete effort.</p>

<ul style="list-style-type: none"> • Science and technology – although the potential may be greater, so are the barriers to making an innovation happen • Great ideas. Ideas are a dime a dozen – making it happen is the hard part. 	
<p>Incremental innovation is the enemy of transformational innovation. The universities are good at the current model that has evolved, which has evolved over a long time, and are reluctant to relinquish what appears to be a success story.</p>	<p>Deliberate Innovation Longevity of institution and education models that have evolved over time can inhibit transformational change without the right incentives.</p>
<p>Personal coaching/mentoring has been a critical part of the programme’s success and driving growth and learning.</p>	<p>Learner-centred High-touch, personalised support can differentiate a learning product and orient towards learning outcomes.</p>
<p>Support from ENZ allowed TK to shift out of survival mode and concentrate on the innovation process. ENZ incentivized them to proceed to get the mc approved. ENZ’s support of innovation has many facets, involving more than financial support, and it has a role to play in leading innovation in education, as has been evident in this pilot. Leading with a vision and supporting and validating education providers with resources, knowledge and technical skills is very valuable.</p>	<p>System-level Government support of innovation that extends beyond funding will generate best outcomes.</p>
	<p>System-level There is value in connecting with the other product innovation fund projects to support each other and to feed off others’ energy.</p>
<p>Education NZ’s Product Innovation Programme is exemplary. It has drawn on some of the best principles of driving innovation. The ENZ PIF three step application process, growing in complexity and leading to an interview worked very well. We were able to concentrate our efforts on those innovations that were of most interest to ENZ.</p> <p>The support of Marc Doesburg was invaluable for maintain the flow of the project, and allowing for reflection and growth.</p>	<p>System-level Approaches to supporting Innovation need to be designed with the needs of beneficiaries in mind, including applying principles of manaakitanga.</p>
<p>We have refined our pedagogy through this ENZ process (including sharing our thinking with others):</p> <ul style="list-style-type: none"> • Reflection on learning based on personal development rather than knowledge acquisition 	<p>Learner-centred A learner-centred approach to programme development, placing learner needs and outcomes at the forefront of design can boost the attractiveness and impact of learning experiences.</p>

<ul style="list-style-type: none"> • Experiential learning • Democratisation of learning through edtech • Support through personal coaching <p>Learners are overtaught, and they come to believe that the answers lie in what they have been taught and won't move into domains that are outside of what they are taught. The entrepreneurial skills of the learners in the young enterprise schemes, learned through practical application, can be transferred across the system.</p>	
<p>International learners could be encouraged to come to NZ to become leaders and problem solvers. In young enterprise schemes they become intrinsically motivated. An education system could be built around these things to transform learners. Coaching could become an export education opportunity, and also support students that are in New Zealand's tertiary education. It could be something of a differentiator, it could be something that really creates relationship stickiness between New Zealand and the people that choose to study here.</p> <p>There's a value proposition that is exemplified by the leadership in New Zealand: through experiential learning becoming a leader, rather than learning how to be a leader.</p>	<p>Deliberate Innovation New Zealand can differentiate itself on the world stage via not only the “what”, but also the “how” developing and promoting innovative approaches to education that are based on experiential learning.</p>
<p>Digital delivery enables us to democratise learning, making it affordable, accessible and resilient. This matters to learners for a raft of reasons. For example learners may be in developing countries, remote communities, have obligations in the workforce and home, and have limited in mobility. We can produce high quality online learning, and pull together many providers.</p>	<p>Learner-centred Digital delivery enables NZ providers to access new audiences of learners, and address equity challenges that stem from cost of education.</p>
<p>We were startled at the degree to which the coaching programme transformed both the coaches and the coachees. We were also struck by how many of the coaches then went on and transformed their workplace through applying the coaching skills. We now commit to having personal coaching in all of our micro credential programmes.</p>	<p>Deliberate Innovation An agile approach that incorporates test and learn, and iteration can boost the development of attractive and impactful learning experiences.</p>

<p>We are not interested in learners just acquiring knowledge. Instead, we seek to drive personal growth such as leadership, insight, problem solving, resilience, optimism, creativity, reflection, tapping into signature strengths, and tackling those barriers that block progress. So, our programmes build personal growth into all the learning experiences.</p>	<p>Learner-centred A learner-centred approach to programme development, placing learner needs and outcomes at the forefront of design can boost the attractiveness and impact of learning experiences.</p>
<p>We looked at both Victoria University of Wellington and NZQA for providing the micro-credentials. We were impressed with the openness and willingness of NZQA to make it happen. However, we preferred to go with a university because of the higher perceived value in the marketplace.</p>	
<p>The micro-credentials enable us to access quality learning programmes from multiple providers. We have been in discussion with universities, consultants, and private training establishments that have some impressive learning programmes that can be adapted to a micro-credential. We explored the potential for multiple providers of micro-credentials to stack into two graduate diplomas – “SDG Social Entrepreneurship” and “Leading Innovation in the Public Sector”. We found some exceptional educators with impressive education programmes in both small New Zealand companies and major international universities. They were keen to add their offering to a wider product. What the educators wanted was access to a market, the joy of working with other innovative educators, and making a difference in the world.</p>	<p>System-level Micro-credentials potentially allow providers to effectively build programmes using components of learning from different providers across sector and industry, and even globally. Stackability frameworks would unblock this potential.</p>
<p>Uptake on the microcredential offering (priced at USD 190) was mixed. Cost had an impact, although in some cases, cost was irrelevant.</p>	<p>System-level The value proposition of micro-credentials is not well understood by learners, or standardised, making it difficult for learners to judge value for money.</p>

[Please see the attached document for some further insights, and the preliminary findings from offering the micro-credentials this week.](#)



Impact

Please describe any impact from this project on your organisation or community (1 - 2 paragraphs). For example, has this project accelerated your business growth, highlighted capability/resourcing gaps, established new partnerships, or identified future opportunities?

This project has been invaluable for Te Kaihau. We have had the opportunity to focus on innovation, taking bold steps that would not otherwise be possible.

It has also given us the courage and determination to partner with Victoria University of Wellington to develop the micro-credentials. It took several months to achieve. One striking thing about the application was that we included the Education New Zealand vision of a changing market and how New Zealand education needs to change to meet it. That was a powerful influencer on many members of the Academic Committee. It appeared to also give them the courage to trial something new.

Next Steps

- We are keen to market the micro-credentials as part of the Global Enterprise Experience with sensible lead times. January is not a great time to develop relationships and offer programmes that need longer term planning.
- We have several new leads that we wish to pursue. For example there is a UN backed entrepreneur education programme with 200,000 participants in Asia, and based in Europe there is SOS.Earth – Students Organising for Sustainability International that reaches 3.5 million changemaker students.
- We have discussions coming up with MFAT, VUW and the Public Services Commission on potential to progress the graduate diplomas that apply our educational principles using stacked micro-credentials sourced from many providers.
- The Leader Coach programme is taking off. Our next challenge is to create systems to scale it so that it used the democratising power of edtech and the educational impact of deep human engagement.

Recommendations

What recommendations do you have for ENZ Manapou ki te Ao and/or Government?

Please see the attached document with these recommendations. They include thoughts on:

- Measures of performance for universities to foster innovation and impactful education
- The impressive qualities in the Education NZ process that fosters innovation

- Uncertainty in the marketplace on the potential to use micro-credentials as part of a university degree
- Bring a coaching culture and skills into universities to put manaakitanga at the heart of education – uplifting the mana of others.

Appendices

Please add here any supporting material that helps to illustrate your project – such as screenshots, URLs, testimonials, or transcripts.

[Learning from the PIF Project](#)

[Peer-Leadership in the Global Enterprise Experience micro-credential](#)

[Leadership in the Global Enterprise Experience micro-credential](#)

[Leader Coach in the Global Enterprise Experience micro-credential](#)

[Leading Innovation in the Public Sector Graduate Diploma concept using stacked micro-credentials](#)

[Leading Social Entrepreneurship Graduate Diploma powerpoint outlining concepts](#)