



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# Increasing Māori participation in learning abroad

Ko te pae tata, whakamaua, kia tīnā  
Ko te pae tawhiti, whaia, kia tata

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# Grow your sphere of influence.



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# Ko te pae tata, whakamaua, kia tīnā Ko te pae tawhiti, whaia, kia tata

*Secure the horizons that are close to hand and pursue the more distant horizons so that they may become close.*

In consultation with key stakeholders, building on best practice, and the growing body of literature on diversity in learning abroad, the International Office at the University of Auckland has developed this strategy to support the goal of increasing Māori participation in learning abroad to align with current representation in the undergraduate student population of 8.7% (Equity Profile, 2018). This document reviews literature on the potential benefits of learning abroad, outlines challenges for Māori students' participation, identifies strategies and actions 360 International has initiated, and other strategies for the University to implement. Awareness and support of academic and professional staff, students and their families, are crucial in achieving this goal.

**Goal: That by 2025 the rate of Māori student participation in learning abroad is at parity or higher than Māori student representation within the undergraduate cohort.**

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*The authors acknowledge the support and expertise of key colleagues in progressing this work including Trudie McNaughton, Prof Tracey McIntosh, Prof Cindy Kiro, Michael Steedman, Prof Damon Salesa, and Prof Bernadette Luciano.*



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**Georgia-Jane Rippon**, Waikato-Tainui, 360 International Award for Māori and Pacific Students, semester in Mexico

10 metre Billboard in Auckland CBD featuring Waikato-Tainui student Georgia-Jane Rippon.

# INTRODUCTION

**The University of Auckland set a target for participation in learning abroad for one in four bachelor graduates to have a learning abroad experience by 2020, including our Māori students.**

The Universities New Zealand Committee on Māori, Te Kāhui Amokura, recently released a paper, *An indigenous perspective on 'Learning Abroad' initiatives*. This paper showcases an Otago indigenous learning abroad initiative, provides some guiding principles when developing programmes and highlights the current learning abroad context across New Zealand universities with the intention to encourage all universities to improve access and participation for Māori students. The University of Auckland acknowledges this work and the principles for developing programming for Māori students.

In 2015, the University of Auckland restructured the mobility team to provide the appropriate student support and commit to a broader approach to learning abroad, resulting in substantial changes in our programme structure and offerings. One outcome has been an increase in our participation in various initiatives including Generation Study Abroad, a global movement developed by the Institute for International Education (IIE), that aims to double and diversify the number of study abroad students in the United States. The University of Auckland was the first institution in New Zealand to become a member. IIE is a pioneer in the learning abroad community, operating for more than a century. Through their commitment to developing scholarships and supporting programmes with an emphasis on equity, inclusion and diversity, they have modelled an approach the University has considered for our Māori students. Of particular value, their Open Doors data informs us of which education providers have been most successful and so serve as case studies for good practice.

The University of Auckland has positioned itself as a leader in outbound student mobility for New Zealand. The University has invested considerably in improving our processes to enable greater student mobility both for our students learning abroad and those coming to Auckland to study. We have actively contributed to global committees, and are engaged and supporting initiatives such as the Generation Study Abroad Campaign of the Institute for International Education, standards for learning abroad developed by the Forum for Education Abroad, and training and certification offered by Diversity Abroad.



The University of Auckland Clock Tower

We recognise the value of the resources developed by those more advanced in enabling students of diverse backgrounds to participate in learning abroad and wish to model the practices developed to be able to promote and advocate learning abroad opportunities for our Māori students. We need to invest in our team so that they can successfully adapt and sensitively manage student participation. Our participation rate in learning abroad is presently over 20%, which compares well to the aggregate of our New Zealand peer institutions at 8.5% (Huckle, Ramirez 2019). Māori students represent 5.6% of those who study abroad at undergraduate level at the University of Auckland.

## **Ko te pae tata, whakamaua, kia tīnā Ko te pae tawhiti, whaia, kia tata.**

This whakataukī (proverb) is the name given to the Māori learning abroad participation and inclusion strategy as it reflects our ambition for overseas learning opportunities.

**“Secure the horizons that are close to hand and pursue the more distant horizons so that they may become close.”**

The University of Auckland provides support and services tailored to Māori students in order to increase access, retention and completion of higher education degrees. Māori students can access academic and personal support,

e.g., Undergraduate Targeted Admission Scheme, Māori and Pacific Admission Scheme, Tuākana network, Unibound, as well as specific resources and spaces such as Waipapa Marae. The University is committed to promoting Māori presence and participation in all aspects of University life (The University of Auckland Strategic Plan, 2013). This commitment should also apply to programmes and services that aim to improve students' learning journeys within the University, including learning abroad opportunities.

As the New Zealand workforce becomes more diverse and as we operate in a highly global market, it is crucial our students develop intercultural and other 21st century skills. In research around the globe, employers have indicated they value learning abroad experience and, in some surveys, employers have noted they are actively seeking graduates with skills that can be gained through a learning abroad experience (QS Global Employer Survey, 2016). The University of Auckland graduate profile lists key attributes and learning for 'global citizenship' (University Graduate profile, 2019), with an appreciation of the role of Te Tiriti o Waitangi/The Treaty of Waitangi and the ability to navigate effectively through the global economy. The University aims to encourage and enable students to participate in activities known to aid in the development of skills that will actively contribute in shaping such graduate attributes. Learning abroad is one of these activities.

In 2018, Māori students represented 8.7% of undergraduate students at the University (The University of Auckland Equity Profile, 2018). In 2017, 1,199 University of Auckland students completed an overseas experience; 67 of these, or 5.6% were Māori students (Studymove Consultants, 2018). While this level of participation by Māori students is well over the national aggregate of 2.9%, there is clearly a participation gap within the University of Auckland.

We know the proportion of Māori students participating in learning abroad experiences has increased (only one Māori student completed an exchange in 2007 compared to nine students in 2017), however pākehā students still make up the majority (44%) of students engaging with the 360 International Office in exchange programming, followed by Chinese students (27%).

The 360 International Office has been consulting with key partners across the University to identify both specific and general barriers to participation for Māori students and strategies to address these.

This consultation process has iteratively progressed over 2018/2019 and has included representatives from the Equity Office, Schools Partnership Office, Tuākana Leadership, the Pro Vice-Chancellor Māori, Te Wānanga o Waipapa, focus groups and surveys of returned Māori exchange students, Unibound students and first year students participating in orientation activities.

The University is a member of the Diversity Abroad Association, a US organisation which aims to increase participation in learning abroad among minority and diverse student cohorts. The 360 International Office has actively engaged with the leadership team of the Association (including hosting the Global Institute for Inclusive Excellence in 2018), attended their annual conference and reviewed the extensive literature and resources available through the Association.

We have combined findings from the consultation phase with the knowledge gained through our commitment and involvement in Diversity Abroad into this strategy. We aim to increase Māori participation in learning abroad, eliminate underrepresentation and achieve parity with undergraduate representation. The 360 International team has started to implement a series of initiatives to increase Māori student participation in overseas programming. This process has seen the 360 team adjust its communications practice, scholarships allocation and approach to programme development.

Example of campus collateral advocating for Māori student participation in learning abroad.

The University has recently been acknowledged with a Diversity Abroad Award for our efforts to increase diversity in learning abroad (Diversity Abroad conference 'Equity & Opportunity through Inclusive Global Education', Boston, 2019). This recognition of our work is very encouraging, but, while we have made progress, achieving our goal will require further work.

The 360 International Office provides expert leadership to the University in learning abroad. It is appropriate that we contribute to an

inclusive campus in our area of expertise, but we must do this in collaboration with Māori leadership, academic and professional staff and student organisations.

A necessary next step in progressing this strategy will be specific advice and ongoing consultation with existing university groups including Ngā Tauira Māori (Māori Students Association), Rūnanga and Te Matānga Reo to champion and implement recommended actions, to expand ownership of the work and progress toward the strategy's goals.

# BENEFITS OF LEARNING ABROAD

The University of Delaware sent eight junior year students abroad in 1923 under the world's first study abroad programme (Gore, 2005). For the next few decades, overseas learning opportunities focused on language acquisition and cultural exchange and were reserved to a small elite. This is changing.

With an increase in the variety of programmes offered and their popularity, many universities and higher education industry bodies have begun researching the benefits of such experiences. We know that the vast majority of students have a positive experience which is often described as 'life changing', but students are often unable to articulate in what sense the experience changed their lives (Gardner, Steglitz & Gross, 2008). Unfortunately, reports from students can often focus on the travel aspects of learning abroad (perhaps because this is what they photograph), the friends made and personal growth rather than the academic or career benefits of learning abroad. While the student voice is key and should be included in all marketing and outreach efforts, if not curated, such messages can undermine efforts to showcase the academic value of learning abroad.

**“Knowing that key priorities of the Equity Office are to increase the recruitment, retention and success of Māori students (Service Division Plan 2019-2021, The Equity Office), learning abroad should be considered as one of the activities that may contribute to achieving these goals.”**

Over the past 20 years a number of large-scale research papers on the impact and the value of learning abroad have been completed. Three main beneficiaries have been identified: students, institutions, and communities. Reflecting on Potts' and Berquist's Research Digest No. 1 for the International Education Association of Australia (Research Digest 1, Potts and Berquist, 2014) and referencing the multiple studies listed at the end of this paper, below is an outline of those benefits considered most pertinent to the University of Auckland.



Easter Fasoo Tuilagi accepting the Diversity Abroad 2019 Excellence in Diversity and Inclusion in International Education Award for outreach marketing and recruitment.

## Enhanced degree

In 2004, Kuh included study abroad as one of six 'High Impact Academic Practices'. High Impact Practices are those undergraduate activities that have a 'positive association with student learning and retention'. Kuh recommends that students engage with at least two high impact activities during their degree.

One of the main values for students (and the University) is that learning abroad fosters enhanced learning and academic success. A key finding is that students participating in a learning abroad experience had higher graduation rates (Sutton and Rubin 2010, Barclay Hamir 2011) and were more likely to progress in their degree (Huckel, Potts and

Ramirez, 2015) as well as graduate with a higher GPA than their peers (Ingraham and Peterson 2004). These findings also apply to students 'at risk', not just the academically strong students who often have greater access to learning abroad opportunities given GPA minimum requirements. Other findings include correlation between learning abroad and interest in graduate studies (Carlson, Burn, Useem and Yackimowicz 1991).

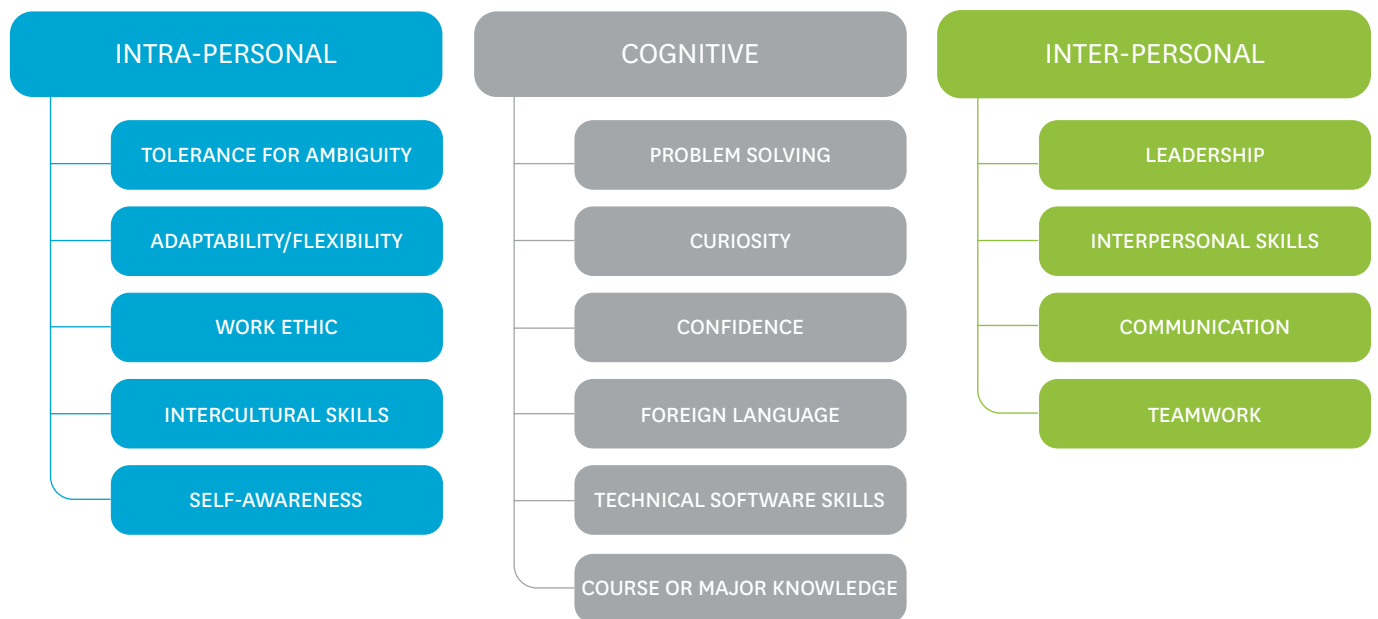
Looking at the data from the University of Auckland Equity Profile 2018, Māori students have lower completion and retention rates than the overall student population. We also note that the University is slightly below its target for Māori enrolment in both undergraduate and postgraduate degrees.

## University of Auckland Equity Profile 2018

Students	2018 Target	2018 Actual	Achieved/Not achieved
% Māori undergraduate students (Domestic EFTS)	10.0	8.7	Not achieved
% Pacific undergraduate students (Domestic EFTS)	12.0	12.5	Achieved
% Māori postgraduate students (Domestic EFTS)	7.3	6.3	Not achieved
% Pacific postgraduate students (Domestic EFTS)	8.5	6.0	Not achieved

Source: Equity Profile 2018

**21ST CENTURY WORKFORCE SKILLS**, Adapted from, Gaining an employment edge: the Impact of Study Abroad on 21st century skills and career prospects (Farrugia, C. & Sanger, J., 2017)



Source: Study Abroad Matters, Linking Higher Education to the Contemporary Workplace through International Experience (AIFS and IIE, 2019)

Knowing that key priorities of the Equity office are to increase the recruitment, retention and success of Māori students (Service Division Plan 2019-2021, The Equity Office), learning abroad should be considered as one of the activities that may contribute to achieving these goals.

It is common to hear students justify their non-participation in learning abroad by citing a fear of delayed graduation. This is a myth that has been well documented, especially where the learning abroad includes academic credit or can be completed in short periods or over study breaks (Barclay-Hamir 2011, Ingraham and Peterson 2004). 360 International has been working with faculties for many years to ensure a robust course approval process to ensure students will transfer a full course load of relevance on their return from a semester exchange. In the case of students going abroad for a shorter period of time, credit may be given, which will progress their degree towards completion.

The 360 International Office has also been working to increase opportunities for learning abroad over the summer break, either through global internships or by accessing summer/winter school programming of partner universities.

### Career Impact

Possibly the most obvious benefit of learning abroad is intercultural and personal development. It is one of the most common areas of outcomes measurement and the body of literature on this topic is dense. However, research on the impact of learning abroad on career progression and the connection with employability skills is more recent. While most of the literature in the past emerged from the US, in the employability context studies have been undertaken across many countries.

Through their Erasmus programme, the European Union has commissioned the *Erasmus Impact study* (Brandenburg, et al. 2014). The study showed that students with an overseas learning experience had an advantage when looking for their first employment, a lower risk of long term unemployment and a better chance to attain a managerial position, which also meant higher salary.

A more recent US study on the impact of study abroad on skills and career prospects (Farrugia & Sanger, 2017) found similar outcomes.

Their additional key findings were that learning abroad has an overall positive impact on the development of a wide range of job skills for 21st century workforce competencies, that

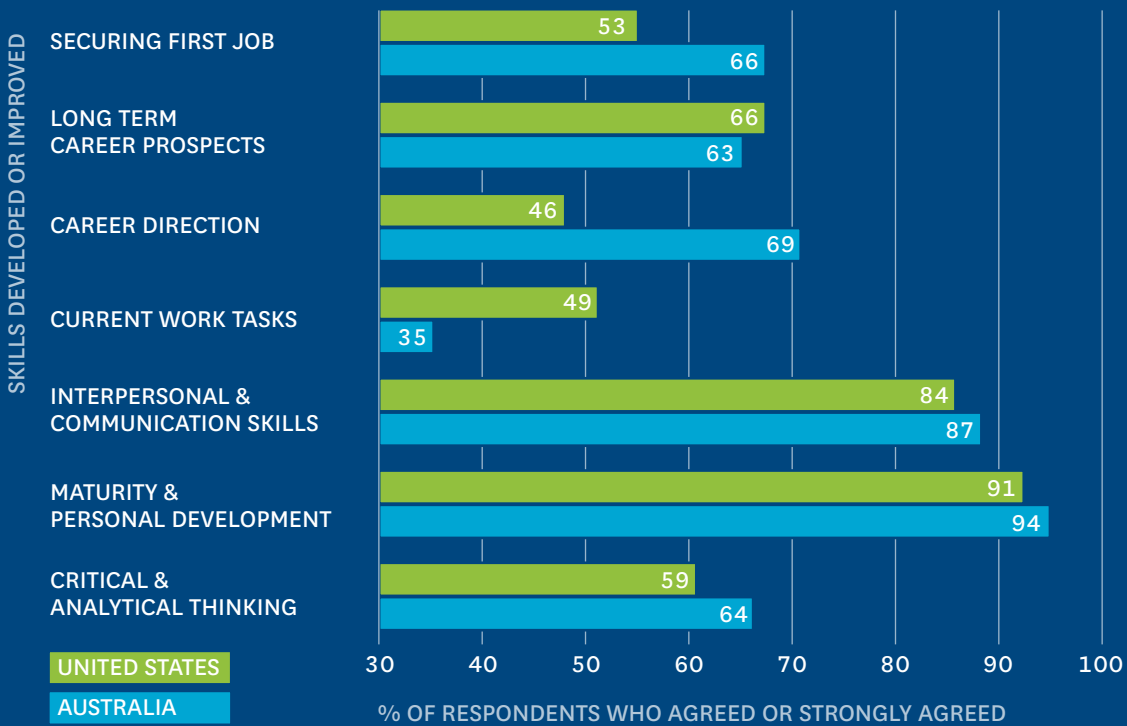
**“... key findings were that learning abroad has an overall positive impact on the development of a wide range of job skills for 21st century workforce competencies”**

learning abroad expands career possibilities and that, while longer periods abroad have a high impact on the development of most skills, short-term programmes were most effective at developing teamwork skills.

Two studies have also focused on students with disadvantaged backgrounds (Di Pietro 2015, Italy and the Gilman Scholars evaluation report, Bureau of Educational and Cultural Affairs 2016, USA). Di Pietro demonstrated that learning abroad had a high impact on the student’s employment status three years after graduation. The Gilman report noted that the learning abroad experience gave students a new perspective on the possibilities for their careers and helped them clarify their professional direction. Scholars described how their experience had committed them to work locally within their own communities. Gilman scholarships enable students of limited financial means to access learning abroad opportunities.

## THE IMPACT OF WORKING ABROAD

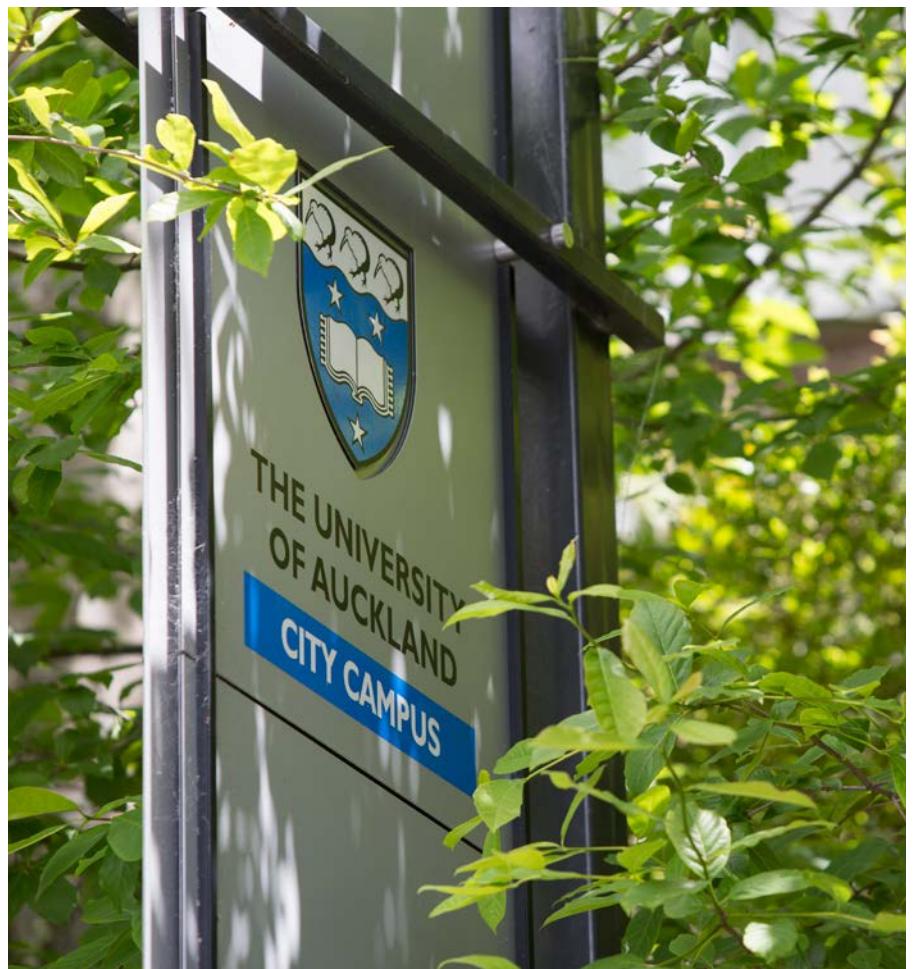
Graduate perceptions from the University of Minnesota (Anderson, 2015) and Australia (Potts, 2015)



Finally, if we look closer to home, Potts has completed a comparison analysis of her research on the early career benefits of learning abroad (Potts, 2015) supporting conclusions from a previous University of Minnesota Study on the positive impact of study abroad on career skills (Anderson, 2015). Both research pieces show that a majority of students in the survey believed their learning abroad experience helped them secure their first job, as well as giving them improved long-term career prospects and direction.

New Zealand university graduates have among the highest mobility rates in the world. One in three domestic university graduates is living overseas within seven years and 41% of domestic doctoral graduates are on their Overseas Experience (OE) within five years of graduation (Park, 2014). Traditionally, the OE has been a post-graduation undertaking, but the current generation is keen to start their OE during university and is particularly driven by employability outcomes (Berquist & Moore, 2019).

The International Education Association of Australia published a research digest on the benefits of learning abroad which summarises many of these points (Potts & Berquist, 2014).





# BARRIERS TO LEARNING ABROAD

While the number of students participating in overseas learning experiences is growing (globally and for the University of Auckland), there are barriers that make it difficult for students to participate.

We have found no specific research on Māori inclusion, but there have been many studies on other minorities and underrepresented cohorts, a summary of which has recently been compiled in the book *Promoting Inclusion in Education Abroad, a Handbook of Research and Practices* (Barclay Hamir and Gozik, 2018). Our Māori students can often identify with more than one cohort, such as first generation, students of colour and indigenous students. It is important to identify the specific barriers (perceived and real) in order to establish effective practice.

The oft-cited 4Fs barriers of Finance, Family, Fear and Faculty (Cole, 1991) are particularly relevant to our reflection and engagement with stakeholders on this issue.

## Finance

Finance is almost invariably cited as the main barrier for all students seeking to study abroad and accessing finance to support study abroad can be a common concern for Māori students. Studies have shown that the cost of a learning abroad experience itself is not the only financial concern (Hembroff and Rusz, 1993, Brux and Fry, 2010). While abroad, students might have to leave active employment (which might impact future earning opportunities) and may not be able to provide financially toward family living costs. Students refer to this effect as a 'double expense' exercise.

**“Studies have shown that the cost of a learning abroad experience itself is not the only financial concern”**

## Family

Another constraint frequently mentioned more specifically for minority students is family concerns, attitudes and support. Minority students often lack the support of their peers and family to pursue overseas learning, most likely due to few or no family members having had an overseas learning experience themselves (Brux and Fry 2010). Families that have not been exposed to such opportunities

## Percentage of students by ethnicity participating in learning abroad in 2017, New Zealand universities and University of Auckland:

Ethnicity	Aggregate 2017	Average 2017	Median 2017	University of Auckland 2017	University of Auckland 2016
A. European (pākehā)	48.6%	49.0%	51.7%	41.2%	47.0%
B. Māori	2.9%	4.7%	2.0%	5.6%	5.4%
C. Pacific peoples	1.3%	1.9%	0.5%	7.2%	4.8%
D. Other Ethnicity	25.8%	13.6%	11.6%	45.8%	41.4%

Source: Huckel & Ramirez, 2017



Māori carving on University of Auckland campus.

might not see the full value of learning abroad or have a perception of the experience as focused on travel rather than learning.

## Fear

Fear is sometimes associated with concerns about racism, however in our case it is more likely fear of the unknown. At various events on campus, students have mentioned how they have never been abroad before, or travelled solo and how doing so would be quite frightening. The lack of support from peers and family can make the endeavour even more daunting.

There are also increasing worries about safety while abroad due to the rise of terrorism and racial attacks globally. For some students there

is also the 'fear of missing out' on events or activities in New Zealand.

## Faculty

This last 'F' represents academic and institutional barriers. The priority for recruiting staff is to enrol students into the university. A key priority for faculties is to ensure students finish their degrees on time and as such they may focus on retention rather than added value experiences. As discussed previously, it is often perceived that a learning abroad experience will delay graduation. Study Abroad programmes are often neither included in students' initial degree plans nor mentioned as an option until much later on in their degrees.

A portrait of Prof. Tracey McIntosh, a woman with long dark hair, smiling. She is wearing a dark patterned top and a green pounamu necklace. The background is a blurred indoor setting with wood paneling.

# Expand your impact with overseas study opportunities

“ Some of my students have been part of 360 International and for all of them the experience was the highlight of their degrees and continues to shape their careers and life choices now.”

*Prof. Tracey McIntosh,  
Professor of Indigenous Studies and Co-Head of Te Wānanga o Waipapa,  
The School of Māori Studies and Pacific Studies*



[www.auckland.ac.nz/360](http://www.auckland.ac.nz/360)

*Example of campus collateral advocating for Māori student participation in learning abroad featuring senior Māori leadership.*

# STRATEGIES AND SOLUTIONS

Drawing from this information the 360 International team has been working with students, faculties and service divisions to see how these barriers can be addressed. There are no 'one size fits all' solutions but we hope that our efforts will provide a pathway to increased access.

Diversity Abroad has been working with underrepresented students for many years, they know that the barriers are often disproportionately more impactful for minority students than the overall student body. They have therefore focused on ensuring that appropriate and targeted strategies are put in place to address those barriers. Many of our outreach, marketing, recruitment and programming strategies have been in alignment with the resources provided through Diversity Abroad's extensive resource centre.

The strategy has seven key facets, with work associated with each. These are improving our message and our visual collateral, increasing access to funding, improving and developing programming for Māori students, improving the support we offer students, improving professional development, and extending our reach beyond existing campus connections to high schools and whānau.

**“There are no ‘one size fits all’ solutions but we hope that our efforts will provide a pathway to increased access.”**

## 1. Improved messaging

We need to **articulate the value of learning abroad** in a much more effective way. This should include clear messaging through the website, presentations, brochures and social media to demonstrate the academic value of overseas learning programmes. It is essential to outline that learning abroad experiences are often for credit, will not delay graduation or the ability to finish on time, but can enhance a degree and have a positive impact on students' future careers.

The current perception that learning abroad is focused primarily on language acquisition, cultural experiences and having 'the adventure of a lifetime' will not gain family support.

Improved and clear messaging will help Māori students to understand the broader benefits of a learning abroad experience and enable them to articulate the benefits and convince their whānau of the value.



Graduation cloaks

### Actions:

- *Clearly articulate the benefits in appropriate language on 360 websites/ social media (consult with Māori Students' Association Ngā Tauira Māori (NTM))*
- *Clearly articulate the benefits in presentations to staff and students (consult with Tuākana Network)*
- *Clearly articulate the benefits through brochures and other publications*

## 2. Improved imagery in collateral

Past 360 International promotional campaigns have not targeted participation by specific student groups, but instead have highlighted destinations or programme type (exchange, internship, etc.). Seldom have Māori students featured explicitly in testimonials, posters or other marketing collateral. This absence can contribute to a perception that overseas study is not for Māori students. It is important that we change the image and perception that this is 'not for us' if we are to increase participation. 360 International aims to ensure diversity in its collateral, representation and presentations. We have initiated a targeted communications campaign featuring Māori students and staff.

### Action:

- *Targeted communications campaigns featuring Māori students and staff.*

## 3. Increased access to funding

Given finance is the number one concern for students, it is important the University helps students fund their programmes through scholarships and awards and also through identifying other available sources of funding.

At the moment, unlike its counterpart in Australia, our government loan and allowance scheme (StudyLink) cannot be used for study abroad or internship programmes where the credit and fees are not paid to the home institution in New Zealand. This makes it difficult for the 360 International office to support students outside the traditional exchange programme where University scholarships are available. We propose to lobby government through Universities New Zealand to reform StudyLink processes.

In 2017, 360 International reworked the allocation of the pool of exchange scholarship funds. This involved moving from an approach where every student participating in semester exchange was getting a small part of the scholarships pie, to a system that enabled larger, timelier grants to a smaller pool of students. As such, we have established a specific scholarship for Māori and Pacific Island students on exchange. Working with the Scholarships Office, the 360 International team is reviewing the regulations, timing, allocation, destination and eligibility to ensure best practice and better access.



Carved gates at entrance to Waipapa Marae on University of Auckland City Campus.

The 360 International team aims to develop and promote programmes and funding opportunities early, to make it easier for students to plan, save for and organise their time away. Being transparent and explicit about the overall cost of programmes will enable students to make informed decisions and both save and plan for overseas learning.

We also aim to provide continuity in programming so students can plan ahead and engage their whānau.

The 360 International team will investigate alternative scholarship opportunities through external funders, including the New Zealand government’s learning abroad scholarship programme. The Prime Minister’s Scholarships aim to build relationships and understanding in Asia and Latin America through mobility opportunities, including those specifically for Māori. They are supported by the Centres for Asia Pacific Excellence, a government initiative to enhance economic and cultural engagement within the Asia Pacific region. We have secured short-term funding pool and a proportion of funding is allocated to Māori students and targeted programmes (e.g., indigenous studies).

In 2019 alone, the University secured more than \$1million in Prime Minister’s Scholarship funds. Within the overall package of scholarships, 360 International has been very successful in winning funds and hosting programmes for Māori and Pacific students

specifically. It is important to note that direct funding alone is not a sustainable way to encourage student participation, as it relies on the availability of funding and is not a scalable strategy.

**Actions:**

- *Work with University Alumni and Advancement to continue to identify further funding sources*
- *Identify potential funding sources*
- *Lobby government to reform StudyLink processes*
- *Review 360 International scholarship regulations*
- *Develop bids for Prime Minister’s Scholarships*
- *Update website on costs of programmes*
- *Investigate and promote alternative funded programmes*
- *Advocate for a University short-term programme funding pool*
- *Work with Education New Zealand, Ministry of Education, Universities New Zealand and other stakeholders to advocate for increased funding specifically for indigenous participation and programmes*

**4. Improved programming**

Māori students are proportionally more likely to participate in shorter overseas programmes (in 2017, 2.4% of semester exchange students were Māori compared to 5.6% of total Māori students participating in overseas experiences).

Some University of Auckland academics have advised that programmes with a component of community outreach may be more appealing, as this is often how Māori students make community connections. These connections may help to convince whānau to support study abroad. We also note that some Māori students have indicated their preference to travel as a cohort rather than alone.

If we are to partner with third party providers or other institutions, we need to identify subject matter that feeds into common issues, goals or achievements. Presently, we have identified education, environmental studies (land, resource management), indigenous studies, community outreach, inclusion and diversity, youth issues (mental health, carers), leadership programmes, health and wellness, and intercultural competencies as potential themes for new programme development.

Some government agencies and institutions have similar targets and strategies for academic participation and success (including through overseas learning), which may provide opportunities for collaboration and

learning. Our office aims to actively engage and participate in the conceptualisation of those strategies. We know that some universities in the US and Canada have strong engagement with their local indigenous populations and could make good partners. We might also consider programming in London (with the support of Ngāti Rānana or the High Commission) or Australia with the Māori population based there (students often mention visiting whānau when abroad in England and Australia).

Some students have mentioned GPA as an issue. While exchange programmes have a GPA requirement, most short-term experiences do not. In the Summer School Prime Minister's Scholarships for Asia Internship 2018 round, 12.5% of applications were from Māori students who would not likely have applied for the exchange programme either because of the length and/or the GPA requirements. We note that some exchange partners have also removed their GPA requirements for our students and these universities may be good options for increasing participation in traditional semester exchange programmes for students for whom the GPA requirement is a barrier to participation.

Key actions to enhance our programme offering include developing an administrative process and platform to simplify, encourage and recognise faculty-led programming. We specifically want to support the development of cohort-based short-term programmes. These could target specific partners such as Dartmouth College, the University of Wollongong, the University of Western Australia, the University of British Columbia and Simon Fraser University for indigenous programming. We will also identify and promote low/no GPA programmes and summer and winter programmes with credit-bearing courses.

#### Actions:

- *Develop student selection processes that consider factors other than GPA*
- *Seek funding to support Māori staff (Kaiārahi) to accompany student cohorts on short-term programmes*
- *Participate in the development of government strategies for learning abroad*
- *Create partnerships for exchange and short-term programming*
- *Propose new targeted programming*
- *Identify cohort based, short-term programmes with no GPA requirements*

## 5. Improved support

Academics play a central role in supporting Māori student success. Students value the opinion of their academic lecturers and advisers, and support service staff who are responsible for providing a learning environment outside of courses also play a key role. It is important that 360 International engages with academics and support services given their ability to build student aspiration for learning abroad. We will not reach our goal without securing the support of academic and support staff across the University.

It has also been noted that students respond and engage best with peers and staff of the similar background. We have seen a noticeable difference since hiring a Pacific adviser, and have recently hired a Māori student peer adviser.

#### Actions:

- *Hire more Māori and Pacific Island advisers and peer advisers*
- *Engage with Māori and Pacific networks around the University (Ngā Tauira Māori (Māori Students Association), Rūnanga, and Te Matānga Reo)*
- *Engage with Māori academics*

**“We also aim to expand beyond the traditional presentation style approach and engage with whānau, community, alumni, employers, networks and clubs.”**

## 6. Improved reach

Currently the 360 International team are making presentations throughout the University and asking students to come to our office hours. A better approach would be to meet students in a familiar environment to reduce the fear of the first approach, but also to encourage them to seek further information.

We should whenever possible attend relevant events, encourage peer to peer conversations and engage with supportive academics to deliver presentations.

We also aim to expand beyond the traditional presentation style approach and engage with whānau, community, alumni, employers, networks and clubs. It was suggested that we host an event for Māori students and their families, to showcase success stories, demonstrate how learning abroad positions students for success, and raise awareness of various programme and funding options.

The event is likely to be well attended if organised in association with highly-ranked staff members, such as the Vice-Chancellor or Pro Vice-Chancellor Māori, and where parents have received a personal invitation to attend.

#### Actions:

- *Meet with students and whānau in familiar places*
- *Host an annual event for whānau*

## 7. Improved professional development

While the 360 International team already have broad skills, it is crucial to support the ongoing professional development of our Advisers. This can be done through courses and seminars offered by the University, however there are alternative programming options offered around the world developed specifically for learning abroad professionals. The Forum on Education Abroad offers a well-regarded series of training and events throughout the year. The University of Auckland was the first New Zealand University to recognise, adopt and include their Standards of Good Practice into our programmes in 2015. The Standards were pivotal in our recent elaboration of a vetting process for our internship providers. This allowed the University to offer a strong set of global internships to our students, trusted by our Māori communities and endorsed by Education New Zealand which supported those experiences through Prime Ministers' Scholarships. This led to an unprecedented number of applications from Māori students. With this success in mind, 360 International and CDES staff have implemented a robust feedback system. Outcomes of the feedback were presented to the Global Internship Conference (GIC) in 2019 through a panel of Māori and Pacific students.

#### Actions:

- *Embed specific training through our partners including Diversity Abroad and the Forum for Learning Abroad*
- *Encourage attendance and presentations at webinars and conferences on learning abroad, including the IEAA learning abroad conference, AIEC and NZIEC*
- *Remain on the Board of the Fund for Education Abroad*



## CONCLUSION

**As New Zealand's leading university, we have a responsibility to make our campus inclusive. While there are many and varied initiatives across the University to support an inclusive campus, there has not been a strategy for inclusion in learning abroad. It is not sufficient to think that by making programmes available to Māori students we are providing them with equal opportunity.**

The 360 International Office provides expert leadership to the University in learning abroad. It is appropriate that we contribute to an inclusive campus in our area of expertise – but we must do this in collaboration with Māori leadership, academic and service division staff and student organisations if we are to make an impact.

Since beginning this consultation process, we have advanced many of the proposed actions in this paper and engagement from faculties,

networks and students is very encouraging. However, more collaborative action will be needed. 360 International will continue to work with students, staff and national agencies to increase Māori participation in learning abroad. We will circulate this strategy, seek endorsement of its ambitions and recommendations, listen to feedback and suggestions for change and continue to build a coalition of academics, support staff and senior leadership to advance our goals.

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# NEXT STEPS AND ACTIONS REGISTER

Initiative	Action	Status
Whole of University engagement	Ongoing consultation for specific advice on strategy with campus based Māori groups	Ongoing
Improved messaging	Clear messaging through the website/social media	In development
	Clear messaging through presentations to staff and students	Ongoing
	Clear messaging through brochures and other publications	Ongoing
Improved imagery in collateral	Targeted communication campaign featuring Māori students and staff	Complete
Increased access to funding	Identify sources of funding	Ongoing
	Lobby government to reform StudyLink processes	In development
	Review 360 International Scholarships regulations	Ongoing
	Develop bids for Prime Minister's Scholarships	Ongoing
	Update website on cost of programmes	Ongoing
	Investigate and promote alternative funded programmes	Complete
	Advocate for short-term programme funding pool	Complete
Improved programming	Participate in the conceptualisation of government strategies in the learning abroad sector	Ongoing
	Create strategic partnerships for exchange and short-term programmes	Ongoing
	Propose new targeted programming	Ongoing
	Identify cohort-based, short-term programmes with no GPA requirements	Ongoing
Improved support	Hire Māori/Pacific advisers/peer advisers	Ongoing
	Engage with Māori and Pacific networks around the University	Ongoing
	Engage with Māori academics	Ongoing
Improved reach	Meet with students and whānau in a familiar and safe environment	Ongoing
	Host an annual event for whānau	Recommended
Improved professional development	Embed specific training through our partners including Diversity Abroad and the Forum for Learning Abroad	Ongoing
	Encourage attendance and presentations at webinars and conferences on learning abroad, including the IEAA learning abroad conference, AIEC and NZIEC	Ongoing
	Remain on the Board of the Fund for Education Abroad	Ongoing

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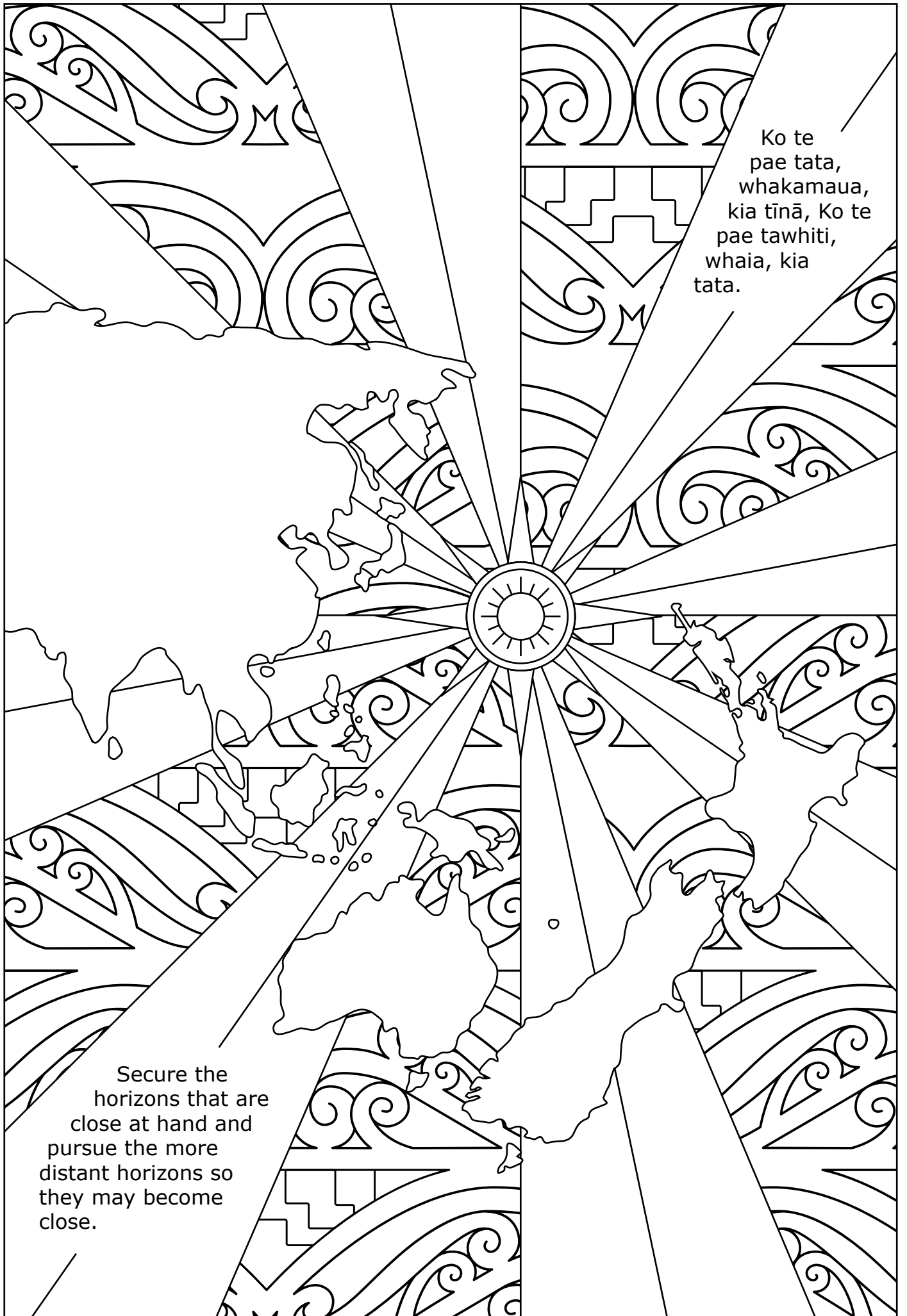
# ***Ko te pae tata, whakamaua, kia tīnā, Ko te pae tawhiti, whaia, kia tata.***

The University of Auckland 360 International team was gifted this whakataukī (proverb) for their strategy by Māori leaders at the University. Translated, it means to secure the horizons that are close at hand and pursue the more distant horizons so they may become close. This is what the University's strategy for increasing Māori participation in learning abroad is about – doing the work here so that our students can pursue distant horizons.

The official University of Auckland kowhaiwhai pattern is featured in this design. Contained within this pattern are two main kaupapa that have been purposely linked and utilised. The Puhoro pattern has been used to depict agility, speed and assertiveness. All very important qualities that Tauira Māori require to succeed in tertiary education. The Mangopare (hammerhead shark) symbolises strength, courage, leadership, bravery and unrelenting determination. Very strong characteristics that would serve the tauira well in their endeavours. The third feature, steps, are significant in their relationship with a student's education and their willingness to ascend higher in their learning and intellectual achievement.

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