

## Student loan access for thousands under threat from proposed Budget funding cuts

Government plans to stop students being able to apply for student loans, while studying at private training establishments (PTEs) that do not receive government subsidies, amounts to protection for government-owned institutions, a sector leader says.



Paul Decker

Since 1996, New Zealand students undertaking a New Zealand Qualifications Authority (NZQA) qualification,

at a PTE, polytechnic or university have had access to student loans for fees and living costs. From January 2007, that eligibility will be removed for qualifications that do not receive 'student component funding' (SCF) – government fee subsidies.

The proposal, announced in this month's Budget, is expected to affect thousands of students.

New Zealand Association of Private Education Providers president Paul Decker told *Subtext* that the move would reduce students' choice about which institution they attended.

"Quite frankly if you don't have the cash then you will have to attend a government subsidised institution. What's happened to freedom of choice?"

Mr Decker said the government was effectively telling students that if the institution they chose did not have SCF it could not guarantee the quality of the course.

"This simply isn't true. All qualifications approved by the NZQA have the Crown stamp of quality, and this has never been associated with the funding structure.

"Many NZAPEP members who do not receive SCF offer qualifications

that have that quality stamp, having been approved by the Qualifications Authority. They just were never subsidised by the government."

Mr Decker said getting SCF was no indication of quality "in any way whatsoever".

"What is most disappointing is that the government is only giving six months' notice to affected providers. It gives them no real opportunity to plan

### In this month's edition

**2 Success of NZ PTEs acknowledged in OECD report**

**3 Boys learn better in boys only classes, leading headmaster says**

**4 PTE have 'tougher' funding requirements**

**4 Top independent school teachers win teaching awards**

**5 Budget funding will give more to better-off childcare centres**

**6 Global private tertiary education update**

**7 Good school education is 'more than vocational training'**

**7 Cap on fees is 'a cap on quality'**

**8 New website looks to boost knowledge of economics in education sector**

**8 Give universities free rein in fees and admissions, says Labor MP**

**9 Briefs**

# Success of NZ PTEs acknowledged in OECD report

**Private training establishments' specialised tuition, use of technology and capital structure have often led to better cost structures than that of public providers, says a report to the OECD on tertiary education in New Zealand.**

The report was prepared by the New Zealand Ministry of Education as input to the OECD's Thematic Review of Tertiary Education.

The report also mentions computer graphics and trades training as being examples of areas of study where private institutions have succeeded and now complement the pattern of provision offered by public institutions.

It also praises sub-contracting alliances between public and private institutions to provide courses in areas where there would not be a big enough population to make it worthwhile for

public institutions to do so on their own.

The report says that the tertiary education funding system needs a greater focus on quality and value for money.

It says that, in recent years, the tertiary sector has shifted from a system that relied on student choice (demand-side) to one where the policy settings are aimed at providers (supply-side) meeting New Zealand's needs.

"There is a recognised need to balance the supply-side interventions with more work on the demand-side, primarily to continue to improve information to inform student choice,

and to provide better means for employers to communicate their needs directly to potential students and tertiary institutions," the report says.

---

*The New Zealand Country Background Report to the OECD is at <http://www.oecd.org/dataoecd/20/46/36441052.pdf>*

*A Subtext story last month looked at another Ministry of Education report that was encouraging of PTEs, in particular, their responsiveness to business. The Subtext story is at [http://www.educationforum.org.nz/documents/e\\_newsletter/04\\_06/Apr06\\_PTE.htm](http://www.educationforum.org.nz/documents/e_newsletter/04_06/Apr06_PTE.htm)*

---

## *Student choice limited by proposed funding cuts Continued from page 1*

for their, or their students', future.

"If the Crown really wants to go down the path of restricting all New Zealanders' access to student loans, then a longer lead time would have made sense."

Mr Decker said the PTEs affected by the move offered all levels of courses and qualifications, and their future to exist beyond 2006 was now in doubt.

The *New Zealand Herald* has reported that Tertiary Education Commission acting policy and advice group manager James Turner said the commission had to accept that some providers would possibly close.

But the policy change would help

students to make informed decisions about selecting tertiary providers and would prevent an "explosion" in the amount of funding.

He said the Government wanted to prioritise its spending now that student loans were interest-free.

Education Forum policy advisor Norman LaRocque said the plan defied logic and was further evidence of the government's anti-private-sector bias.

"Why should students at PTEs be penalised for attending quality assured institutions simply because those institutions are not subsidised through the SCF?

"If students are willing to pay for their own education – without subsidies – why do we then deny them access to student loans to help them finance

that investment? The whole point of the student loan scheme is to help students pay for the costs of education upfront and repay it once they enter the labour force," Mr LaRocque said.

"The government decision to provide loans only to students who also benefit from the SCF is tantamount to a 'double-or-nothing' student assistance policy. It makes no sense.

"The government has well-established mechanisms to ensure quality operating through the NZQA. That, and not subsidies, should be the test for student access to loans."

---

*The Tertiary Education Commission's web page on 2006 Budget education initiatives includes information on the SCF plan and is at [http://www.tec.govt.nz/about\\_tec/news/news13.htm](http://www.tec.govt.nz/about_tec/news/news13.htm)*

# Boys learn better in boys only classes, leading headmaster says

**As girls outperform boys at school, New Zealand's institutional response has been one of "denial, delay and trivialisation", the rector of Waitaki Boys' High School argues.**

Speaking at a Massey University conference on boys' schooling last month, Paul Baker said "a substantial and comprehensive gender gap emerges" from Year 11.

Dr Baker said the evidence suggested teenage boys learnt and developed best in a male environment. Boys' schools or classes had particular advantages in meeting male needs.

He said research showed male teachers were more likely to motivate boys, cater for boys' interests, provide stable male figures for students who lacked them at home, and role model masculinity. The primary school teachers' union – the NZEI – commissioned and endorsed a report that reached similar conclusions.

For many boys, "only mum and a female teacher are involved in their education. The danger was of a subliminal equation of education with femininity".

In 1956, 42 percent of primary school teachers were male, compared with 18 percent today. In 1971, 59 percent of secondary school teachers were male, compared with 42 percent now, and the figure is dropping faster than at primary schools.

There are 66 boys' high schools in New Zealand, attended by about a quarter of all boys. In 2002 NCEA results, those boys were 9 percent ahead of boys in co-ed schools.

## Female teachers 'harmful for boys' reading'

**A large fraction of boys' under-performance in reading in the United States reflects the fact that their reading teachers are "overwhelmingly female", a research paper suggests.**

The National Bureau of Economic Research working paper says the classroom dynamics associated with female teachers is detrimental to boys' reading skills.

Boys and girls have equal skills in pre-school, but the reading under-performance of 17-year-old boys was equivalent to 1.5 years of schooling.

The paper also says male teachers can harm girls' reading performance – "One year with a male English teacher would eliminate nearly a third of the gender gap in reading performance among 13 year olds ... and would do so by improving the performance of boys and simultaneously harming that of girls."

It says 91 percent of the United States' sixth grade reading teachers, and 83 percent of eighth grade reading teachers, are female.

*More information on the NBER working paper, 'Teachers and the Gender Gaps in Student Achievement', is at <http://www.nber.org/digest/may06/w11660.html>*

## Quality teaching 'will help boys'

Meanwhile, Education Minister Steve Maharey this month told a national boys' schools conference in Christchurch that quality teaching would make the biggest difference in efforts to lift boys' achievement.

New Zealand government figures show that more boys than girls left school before they reached Year 13, more girls than boys who did stay for Year 13 gained University Entrance, and the gap was increasing.

They show that achievement gaps are significant at secondary school level in English and other literacy-based subjects.

Mr Maharey said the government believed the best way to address the issue was not through a homogenous approach to teaching boys, but through quality teaching in all schools that focuses on the needs of individual students.

The government currently invests around \$32 million a year in programmes to lift literacy standards. The greatest gains in reading achievement were being made by Maori and Pacific students, including boys, who make up the largest proportion of participants.

# PTE have 'tougher' funding requirements

**Polytechnics do not get favoured over private training establishments (PTEs) in government course-funding decisions, the education and science select committee heard this month, but PTE representatives say the playing field is not level.**

The *Dominion Post* has reported that Tertiary Education Commission (TEC) chief executive Janice Shiner told the committee that PTEs came under more scrutiny because their funding was capped and many were involved in youth training, which required specific contractual arrangements.

The *Dominion Post* reported Mrs Shiner as saying that PTEs were a "really important point for people coming back into education, either as second-chance learners or young people".

PTEs make up around 14 percent of all tertiary enrolments.

The executive director of Independent Tertiary Institutions, Dave Guerin, told *Subtext* that PTEs offering higher-level qualifications faced much tougher requirements than polytechnics or universities.

Many of those requirements were reasonable for accountability, but should be applied equally across the tertiary education sector. The current tertiary education reforms seemed to be heading in that direction, Mr Guerin said.

Second-chance education through Youth Training, and its sister programme

## Some differences between PTEs and public institutions

- PTEs get about 10 percent lower government funding per student
- PTEs have to provide their own capital
- PTEs have more stringent strategic relevance testing

Training Opportunities, made up a significant proportion of PTE funding and had always been treated differently from EFTS or student component funding, he said.

## Top independent school teachers win teaching awards

**Three of the best teachers at independent schools in New Zealand were honoured last week.**

Independent Schools of New Zealand (ISNZ) awarded Philip Lee (ACG Senior College), Harold Russ (Kings College) and Susan Porter (St Cuthbert's College) Excellence in Teaching awards in its second annual awards.

"New Zealand has some of the world's best teachers, and ISNZ wanted to acknowledge those special teachers who work in independent schools," said ISNZ executive director Joy Quigley.

- Philip Lee, English teacher (Years 11–13), was described as an exceptional and gifted teacher with a commitment to excellence and critical thinking.
- Harold Russ, Technology teacher (Years 7–10), was described as "one of those very rare 'expert' teachers" and was always prepared to go beyond the call of duty.
- Susan Porter, (Years 0–6), had a "very warm, caring classroom environment" with "excellent planning and exciting programmes that give the students a love of school and learning".

The teachers won \$2,000 cash as well as registration and travel to ISNZ's annual conference. Award sponsors were Konica Minolta, Distinction Furniture and Fisher and Paykel Finance.

ISNZ's annual conference web page is at <http://www.isnz.org.nz/conference2006/>

# Budget funding will give more to better-off childcare centres

**Better-off early childhood education (ECE) centres are likely to benefit most under the Budget's proposed funding increases, a sector leader says.**

The budget proposals include a \$30 million increase in subsidies to ECE providers to help with costs in employing qualified staff. It is aimed at ensuring that the costs of having all staff fully qualified by 2012 are not passed on to parents.

Early Childhood Council chief executive Sue Thorne said the proposed subsidies would benefit centres that already had a high proportion of qualified teachers, and so were already on a higher government funding rate, by as much as 13.2 percent.

Centres in areas where it was difficult to attract qualified staff – in particular, rural areas and Auckland – would get a much smaller funding increase. Such centres also had to pay higher wages to attract staff, Mrs Thorne said.

“The way the additional money in the Budget for the bulk funding grant has been allocated shows that the government is being true to its word by rewarding those centres that employ more registered teachers. In a perfect world, where staff supply matches demand, this could be an equitable way to fund children attending ECE services.

“The problem is that the adequacy of the supply of registered teachers varies hugely round the country. Children in hard-to-staff regions such as Auckland, Northland, most rural areas and smaller provincial towns will miss out on the extra funding, while their lucky counterparts in easier-to-staff regions – Christchurch, for one – will get a far greater benefit from the new money.

“Clearly the ability for many regions, particularly rural ones, to access the highest rates of funding is severely hampered by their ability to recruit staff.

“To date, none of the numerous government incentives to reduce regional variations in registered teachers have had any impact. And, in the meanwhile, those centres on the highest rates of funding continue to do well and those languishing in the hard-to-staff regions continue to struggle.”

Region	Percentage of centres on 100% funding rate	Percentage of centres on 80–99% funding rate
All New Zealand	8	26
North Island	7	23
South Island	9	39
Auckland region	7	14
South Island cities	13	57
North Shore	6	22
Auckland City	3	13
West Auckland	14	5
South Auckland	7	18
Wellington region	12	45
Christchurch City	21	64

## Dollars per funded child hour for all-day teacher-led centre-based services

	Under-twos' funding	Over-twos' funding
100% registered teachers	\$10.54 (+11.2%)	\$6.00 (+13.2%)
80–99% registered teachers	\$10.02 (+10.4%)	\$5.40 (+11.6%)
50–79% registered teachers	\$8.80 (+8.1%)	\$4.41 (+8.1%)
25–49% registered teachers	\$7.46 (+4.9%)	\$3.74 (+4.8%)
0–24% registered teachers	\$6.69 (+3.6%)	\$3.36 (+3.7%)
Protected rate	\$6.51 (no change)	\$3.26 (no change)

## Dollars per funded child hour for sessional teacher-led centre-based services

	Under-twos' funding	Over-twos' funding
100% registered teachers	\$9.81 (+11.2%)	\$5.30 (+9.3%)
80–99% registered teachers	\$9.33 (+10.4%)	\$4.32 (+9.1%)
50–79% registered teachers	\$8.18 (+7.9%)	\$3.70 (+6.0%)
25–49% registered teachers	\$6.94 (+5.0%)	\$3.29 (+3.8%)
0–24% registered teachers	\$6.17 (+2.7%)	\$3.03 (+2.0%)
Protected rate	\$6.51 (no change)	\$3.26 (no change)

# Global private tertiary education update

Private tertiary education has been in the news around the world over the past month.

We highlight some stories.

## Sweden considers tertiary education tuition fees

Leading Swedish academics have called for tuition fees, saying universities are under increasing pressure to increase quality and teach more students with no government funding increase.

A *Times Higher Education Supplement* article says the Royal Academy of Engineering Sciences has called for institutions to be given the freedom to set fees as they wish. Fees are currently prohibited under Swedish law.

Sweden is considering charging tertiary education tuition fees to non-European Union students studying in the country, in a move that might see it eventually introduced for all students.

The article reports the academics

have also lobbied for universities to be allowed to rent out unused property and for tax breaks for people who donate money to tertiary institutions.

## Private tertiary institutions boom in Australia

Foreign universities are soon to set up in Australia as the tertiary sector goes through a private sector boom.

An American institution is to set up in Adelaide and two registrations are said to be likely for Sydney, the *Times Higher Education Supplement* reported earlier this year.

More than 30 private institutions are now able to access the government's FEE-HELP scheme and are using that availability to promote their courses.

## Greece planning to allow private institutions

The Greek government has proposed a change to the constitution to allow private universities to operate, the *Times Higher Education Supplement* has reported.

## Private institution gets power to grant degrees

The College of Law has become the United Kingdom's first private higher education institution to be given the power to grant its own degrees.

A *Times Online* story about the College of Law is at

<http://www.timesonline.co.uk/article/0,,27969-2167625,00.html>

*Boys do better with male teachers, leading headmaster says* Continued from page 3

Mr Maharey said boys made up around two-thirds of students getting help through the Student Engagement Initiative.

He said the "average" boy needed short, closed tasks, regular physical breaks and boy-friendly curriculum material.

The Numeracy Development Project had resulted in a 57 point increase for Year 5 Pasifika boys and a 70 point increase for Year 5 Maori boys in maths between 1994 and 2002.

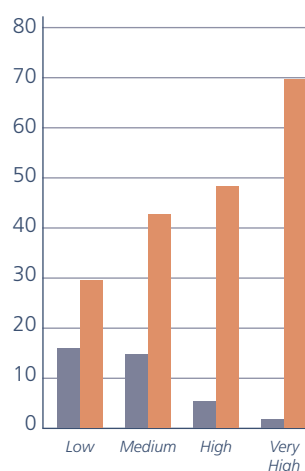
Details on last month's Massey University boys' schooling conference is at <http://boysconference.massey.ac.nz/programme.htm>

Paul Baker's conference speech notes are online at [http://subs.nzherald.co.nz/section/466/story.cfm?c\\_id=466&ObjectID=10378016](http://subs.nzherald.co.nz/section/466/story.cfm?c_id=466&ObjectID=10378016) and [http://www.nzherald.co.nz/category/story.cfm?c\\_id=35&ObjectID=10378017](http://www.nzherald.co.nz/category/story.cfm?c_id=35&ObjectID=10378017)

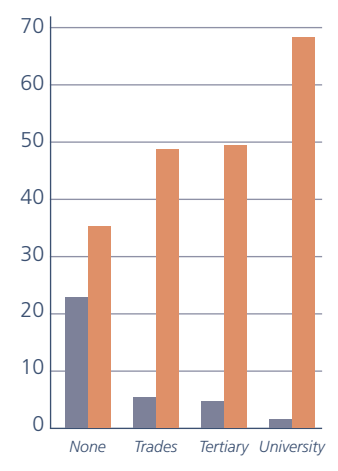
Mr Maharey's speech is at <http://www.beehive.govt.nz/ViewDocument.aspx?DocumentID=25727>

## New Zealand school socio-economic mix

### By family income



### By maternal qualification



Legend: Decile 1-2 (dark blue), Decile 9-10 (orange)

Source: Ministry of Education 'Competent at 14' (2006):

<http://www.nzcer.org.nz/pdfs/14601.pdf>

## Good school education is 'more than vocational training'

A good school education has to do much more than just prepare students for the workplace, argues a prominent headmaster.



Roger Moses

Wellington College headmaster Roger Moses said school education was unbalanced by a focus on 'relevant and appealing' education and vocational subjects.

Good work was happening in information technology, graphics, the applied arts and even emerging subjects such as tourism and hospitality. But these subjects had more to do with vocational training than a liberal education.

"When such apparently relevant subjects, with immediate appeal, supplant the importance of history, English literature, mathematics or science, an

imbalance occurs," Mr Moses said.

"For example, the marginalised place of history in our schools is both a tragedy and a disgrace. How can anyone understand the world post-September 11 without any understanding of the clash between a Western and an Islamic world view?"

Speaking to the Institute of Directors earlier this month, Mr Moses said New Zealand might be selling students short in the drive for a 'relevant' curriculum and by under-estimating students' ability to come to grips with classic works.

Mr Moses also said attracting good people into teaching was key to helping students do well.

"How do we attract such people? More flexible salary arrangements

are part of the equation, but I do not believe that greater remuneration is the only answer.

"Without sounding too precious, there needs to be some rediscovery of a sense of vocation, a conviction perhaps, that society values teaching and that something worthwhile is being achieved."

Mr Moses said teachers should not be locked into traditional teaching methodology and there were many tools available for them to make learning dynamic and absorbing.

---

*Mr Moses' speech to the Institute of Directors is online at [http://www.educationforum.org.nz/documents/speeches/roger\\_moses\\_may\\_2006.pdf](http://www.educationforum.org.nz/documents/speeches/roger_moses_may_2006.pdf)*

## Cap on fees is 'a cap on quality'

Quality will be restricted by a daily cap on the weekly 20 free hours of early childhood education (ECE), which is set to come in next year, a sector leader argues.

Education Minister Steve Maharey last month announced the weekly 20 free hours would have a cap of six hours a day.

Sue Thorne, chief executive of the Early Childhood Council (ECC), said there was no clear rationale for limiting the hours per day that a child could access free ECE.

"The potential negative impact on quality of what is essentially a fee cap at a national average rate is of considerable concern. A cap on fees

will mean a cap on quality."

Mr Maharey has said that services could not charge fees for the 20 free hours, but they could ask parents for donations for extra costs.

In a speech to the ECC's annual conference in Rotorua last month, Mrs Thorne said the daily cap and ban on seeking top-up fees from parents for the 20 free hours raised questions about how well the policy would meet its objective of increasing participation in ECE.

Many working parents would be penalised by the 'surprise' six-hour daily cap on the 20-hour scheme, the *Dominion Post* reported.

The Budget, announced on 18 May, contained \$128.2 million over the next four years for the 20 free hours policy.

Meanwhile, a leading OECD researcher visiting New Zealand recently said New Zealand should move from passive to more active childcare support.

# New website looks to boost knowledge of economics in education sector

**The Economics of Education, a new World Bank website, has gone online recently as a tool to help boost knowledge in education sector economics.**

The website covers all levels of education. It also relates to work in other sectors as diverse as health, infrastructure and private sector development.

Economics of Education Cluster leader Harry Patrinos said the site's first activity would be to present results of recent evaluations of school-based management programmes from around the world.

Another project would look at public-private partnerships in education, with a focus on creating and presenting evidence-based lessons.

The bank was also working with global experts on topics such as school quality and assessments.

The main aims of the Economics of Education group include:

- identifying opportunities for improved efficiency, equity and

quality of education, and promoting effective education reform processes;

- helping improve knowledge of what drives education outcomes and results;
- strengthening the links of education systems with the labour market.

The Economics of Education website is at <http://www.worldbank.org/education/economicsed/>

## Cap on fees is 'a cap on quality'

Continued from page 7

Willem Adema, who recently headed up the review of work and family policies in 13 OECD countries, said active support meant policies that saw results for the job market, such as childcare subsidies.

Mrs Thorne's speech to the ECC conference is at [http://www.educationforum.org.nz/documents/speeches/sue\\_thorne\\_0506.pdf](http://www.educationforum.org.nz/documents/speeches/sue_thorne_0506.pdf)

Mr Maharey's speech to the ECC conference is at <http://www.beehive.govt.nz/ViewDocument.aspx?DocumentID=25563>

The Dominion Post story is at <http://www.stuff.co.nz/stuff/0,2106,3651448a7694,00.html>

A presentation Dr Adema gave at an Education Forum event in Wellington this month is at <http://www.educationforum.org.nz/documents/presentations/eccwillemadema.ppt>

## Give universities free rein in fees and admissions, says Labor MP

**Let universities accept as many students as they want and charge what they want, says a senior Australian Labor MP.**

Craig Emerson, a senior Labor MP and former economics adviser to Bob Hawke, was speaking earlier this year at the Melbourne launch of his new book *Vital Signs, Vibrant Society*.

If a university charged too much, students would go to another institution, Mr Emerson was reported as saying in the *Australian Financial Review*.

His suggestion comes as the Australian Labor party finds itself under pressure to review its opposition to full-fee domestic students as universities become more dependent on the fees.

Mr Emerson has also proposed a schools policy that would abandon the distinctions between government and private schools and give wealthier private schools an incentive to enrol disadvantaged students, such as students with learning difficulties.

An April Subtext story on Mr Emerson's schools policy is at [http://www.educationforum.org.nz/documents/e\\_newsletter/04\\_06/Apr06\\_Labor.htm](http://www.educationforum.org.nz/documents/e_newsletter/04_06/Apr06_Labor.htm)

## Quote of the month:

*"I'm a great believer that not all centres suit all children, and not all centres suit all parents. And that's why we've got the diversity of centres out there. And mine is just another choice. And surely parents should have a choice."*

- Sandra Jane, the woman behind Miracles, a 24-hour 'kids' hotel' in Parnell. A New Zealand Herald story on Miracles is at [http://www.nzherald.co.nz/section/story.cfm?c\\_id=1&objectid=10380534](http://www.nzherald.co.nz/section/story.cfm?c_id=1&objectid=10380534)

### Parliamentary committee plans an inquiry into school system

The education and science select committee plans an inquiry into schools with the aim of making the schooling system "work for every child", NZPA has reported.

Committee chairman and New Zealand First MP Brian Donnelly said it would look at how the system defines standards of achievement; the size and composition of the group of students failing to meet minimum standards; and the extent to which policies minimise the number of students not achieving standards.

More information is at <http://stuff.co.nz/stuff/0,2106,3673441a7694,00.html>

### Gateway school numbers increase

With another 30 schools this year having started the Gateway scheme, the total number of schools on the programme is now over 200.

Gateway combines study at school with workplace learning. Students gain credits towards national qualifications while working in jobs.

Over 6,500 students will participate in Gateway this year, with continuing growth expected. Three-quarters of eligible schools are now in the scheme.

A Tertiary Education Commission article on the programme is on page 10 of the PDF document at [http://www.tec.govt.nz/downloads/a2z\\_publications/manu-matauranga-mar-06.pdf](http://www.tec.govt.nz/downloads/a2z_publications/manu-matauranga-mar-06.pdf)

### Maxim Institute wins prestigious award for education research

The Maxim Institute has received a prestigious award for its Parent Factor reports.

The five reports assess parental perceptions about schooling in New Zealand and offer recommendations to improve educational results by placing greater decision-making power in the hands of parents, principals and teachers.

Maxim won the 2006 Sir Antony Fisher International Memorial "Innovative Project" award for the reports. The award comes from The Atlas Economic Research Foundation, which gives the awards to think tanks for publications and projects promoting public understanding about the ideas of freedom.

More information is at [http://www.atlasusa.org/programs/fisheraward\\_2006.php?refer=programs](http://www.atlasusa.org/programs/fisheraward_2006.php?refer=programs)

The Parent Factor reports are at <http://www.maxim.org.nz/parentfactor/>

### Australian private training to be measured

Plans have been mooted to measure the extent of private training in Australia.

The Australian Council of Private Education and Training (ACPET) wants private training, including fee-for-service activity, to be measured so the government is aware of its extent and contribution to the economy.

ACPET has been meeting with National Centre for Vocational Education Research staff to work out a methodology.

More information is at [http://207.218.208.13/~acpet/index.php?option=com\\_magazine&func=show\\_article&id=310/](http://207.218.208.13/~acpet/index.php?option=com_magazine&func=show_article&id=310/)

### Endowments keep Oxford colleges afloat

Oxford colleges are breaking even, but only by relying on endowments and raising money from alumni, the *Guardian* has reported.

The core activities of teaching, research, accommodating students and caring for historic buildings were heavily in deficit, and subsidised from non-core income, the *Guardian* reported.

Academic fees and tuition income fell in real terms by 2.6 percent in the year to July 2005.

The *Guardian* story is at <http://education.guardian.co.uk/universityfunding/story/0,,1761685,00.html>

## Student loans 'cut risk of investment' in tertiary education

Introducing income-contingent student loans, whereby loan repayments depend on income or earnings after graduation, would allow students to reduce the risks associated with investing in higher education and increase access for students from low-income backgrounds, says a new C D Howe Institute Commentary.

The Commentary is at

[http://www.cdhowe.org/pdf/commentary\\_233.pdf](http://www.cdhowe.org/pdf/commentary_233.pdf)

## Spending increases don't improve student achievement: report

While United States education spending ballooned by 78 percent after inflation adjustments over 20 years, 73 percent of public school eighth-graders performed below proficiency in maths, and 70 percent scored below proficiency in reading, according to a recent study.

More information is at

<http://www.heartland.org/article.cfm?artId=18917>

## Public school joins with charter to attract more students

A struggling public school in Washington DC has come up with a novel way to attract more students and avoid possible closure: join forces with a charter school instead of trying to compete with it.

Over the past five years, Washington DC public schools have lost 10,000 students, mostly to charter schools.

A Washington Post story on the charter school plan is at

<http://www.washingtonpost.com/wp-dyn/content/article/2006/04/21/AR2006042101843.html>

## Universal, high-quality, early childhood education could boost GDP

A high-quality, universal preschool policy would add US\$2 trillion to annual United States GDP by 2080, Brookings Institute research shows.

The national programme would cost the federal government about US\$59 billion, but would generate enough revenue to cover costs several times over.

More information is at

<http://www.brookings.edu/comm/policybriefs/pb153.htm>

## Chilean private school voucher students perform better

Private school voucher students with scholarships show a small achievement advantage relative to public school voucher students, research from Chile finds.

'Using School Scholarships to Estimate the Effect of Government Subsidized Private Education on Academic Achievement in Chile' is by Priyanka Anand, Alejandra Mizala, and Andrea Repetto and is online at

[http://www.ncspe.org/publications\\_files/OP120.pdf](http://www.ncspe.org/publications_files/OP120.pdf)

## Online tertiary education 'skyrocketing' in United States

Enrolment in US online tertiary education is skyrocketing, and growth is expected to continue, the *Wall Street Journal* has reported.

Overall, higher-education enrolment in the United States is virtually stagnant, but by early 2008, one out of 10 college students will be enrolled in an online degree programme, according to a report in the *Wall Street Journal*.

## Online learning taking off worldwide



The global 'e-learning' market is growing annually at 150 percent and is worth around US\$23 billion; and

more than two-thirds of Global 1000 businesses now include e-learning as part of formal workplace training.

A conference in Ethiopia this month looked at online learning. The conference website is at

<http://www.elearning-africa.com/>

More information on the growth of e-learning is at <http://www.elearning-africa.com/newsportal/english/news21.php>

## Education Forum

PO Box 10 539

The Terrace

Wellington, New Zealand

Telephone: +64 21 607 636

Fax: +64 4 471 1304

Email: [info@educationforum.org.nz](mailto:info@educationforum.org.nz)

Web: [www.educationforum.org.nz](http://www.educationforum.org.nz)

Subtext Editor: Norman LaRocque –

[nlarocque@educationforum.org.nz](mailto:nlarocque@educationforum.org.nz)

Writer: Adam Shelton – [www.facttactic.co.nz](http://www.facttactic.co.nz)