

The truth about zoning – it's on the rise

Minister of Education Trevor Mallard said recently that the number of schools with enrolment schemes (or zones) was not increasing. Other government figures show it is. So, what is really going on?

Although the 474 zoned schools today is lower than the 495 in 1999, the trend since 2000, when the Education Minister's scheme took effect, has been going in one direction – up. Each year the number of schools with zones has increased – from 320 in 2000 to 474 in 2004.

Schools with zones	2000	2001	2002	2003	2004
Percentage	12.8	13	14.8	16.9	18.7
Number	320	327	374	427	474

Every region has increasing numbers of enrolment schemes except Auckland.

Official data show the proportion of schools with enrolment schemes (more commonly known as zoning) increased between 2002 and 2003 from:

- 3.8 to 20 percent in Nelson/Marlborough/Tasman
- 4 to 17.5 percent in Hawkes Bay
- 1.9 to 10.8 percent in Southland
- 5.3 to 14 percent in the Bay of Plenty
- 9.8 to 17.1 percent in Wellington.

Education Forum policy advisor Norman LaRocque said the figures, from the Ministry of Education's recently-released *Report on the Compulsory Schools Sector in New Zealand 2003*, understated the true impact of enrolment schemes. The proportion of enrolments in schools with enrolment schemes was likely to be much higher because 'zoned' schools were more likely to have higher enrolments.

National Party education spokesman Bill English said Labour's zoning laws had reduced choice in education.

"The rigid restrictions mean successful schools are not allowed to expand until every classroom in the local area is full. This means the worst-performing schools set the pace.

"Parents are in a much better position than the Minister of Education to know what's best for their children – they want to choose what school their children attend."

An Education Forum briefing paper on enrolment schemes in New Zealand is at http://www.educationforum.org.nz/documents/policy/briefing_no._3.pdf

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Maori: more qualified, better jobs, lower unemployment

The number of Maori with qualifications is increasing and qualification levels are getting higher.

A new Department of Labour survey shows two striking features: a big drop in the proportion of the Maori working age population with no qualification (from 68 percent in 1986 to 39 percent), and a rise in the proportion who gained qualifications at school and went on to get post-school qualifications.

Between 1992 and 2003, Maori employment increased at all skill levels, but the growth was by far the greatest in highly skilled, higher-paid occupations (managers and professionals). Furthermore, this growth was more than three times that of the growth in highly skilled non-Maori employment.

On average, Maori working in highly skilled and skilled occupations have higher qualifications than those working in semi-skilled and elementary occupations.

Much of this employment success has been due to Maori increasing their skills and education, the report says.

Although the increase in the number of Maori leaving school with qualifications has only been slight in the past decade, the number gaining tertiary qualifications has increased dramatically.

Most of this growth has been because of the large increases in enrolments at wananga but there have also been healthy increases in university, polytechnic and private training establishment enrolments, and Maori industry trainee numbers have climbed about 60 percent in the past four years.

The Maori tertiary education participation rate is now higher than

the non-Maori rate: approximately 20 percent of Maori over 15 are in some form of tertiary education, and two-thirds are women.

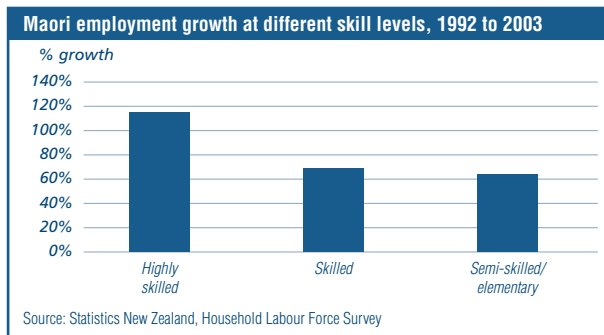
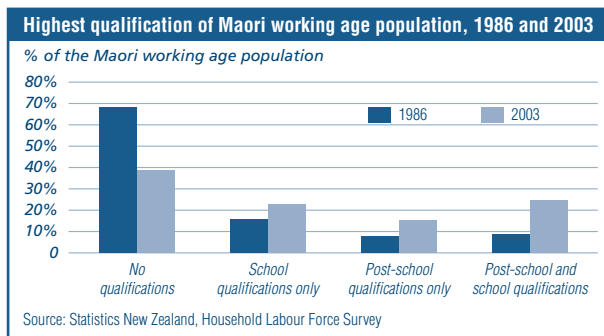
Prominent Maori businessman and NZ Business Roundtable chairman Rob McLeod said the report was very encouraging and showed the importance of human capital development as a gateway to economic performance which was the gateway to social performance.

"The report shows the crucial importance of developing human capital in Maori communities. Treaty settlements will provide only a fraction of the economic power of upgrading human capital.

"Treaty settlements of \$1b, for example, would give a one-off payment of about \$1667 per Maori

person. But the capitalised value of increased wages of \$1667 per annum sustained for a working life would be worth about \$42,000 per person," Mr McLeod said.

The report, *Maori Pathways – Te Ara Maori*, is at <http://www.dol.govt.nz/PDFs/work-insight-issue-5-ch5.pdf>



Private UK university students to get state 'voucher' support

British students will be able to spend their loans and grants on fees at private universities from 2006.

Kim Howells, the new higher and further education minister, has written to private university vice-chancellors advising them that their students will be eligible for support from the government from 2006 when top-up fees are introduced, the *Guardian* has reported.

The voucher-like scheme has led to conjecture that the UK's top state universities may drop out of the state system and go private in a British "ivy league".

Though Oxford's new vice-chancellor, New Zealander John Hood, has told the *Times Higher Education Supplement* that privatisation was not on the horizon, his colleagues have suggested otherwise.

Chancellor Chris Patten has told the *Guardian* that Oxford and other leading

universities could go private.

Mr Patten said there was disquiet over the government's attempts to interfere with the kind of students they are allowed to admit.

Oxford's Trinity College head Michael Beloff has said the university will be private in 20 years and last month called for the government to "take its tanks off Oxford's lawns".

Dr Hood, who became Oxford vice-chancellor last month, said though he was not looking at privatisation he had concerns over increasing regulation. He said that as the proportion of state funding had fallen the level of compliance had risen and there was a risk compliance demands compromised an institution's autonomy.

Dr Hood told the *Guardian* that the



university needed to increase its income from both private and public sources.

The Guardian story on the 'voucher' scheme is at <http://education.guardian.co.uk/students/finance/story/0,12728,1326525,00.html>

The Guardian story on Dr Hood is at <http://education.guardian.co.uk/oxbridge/article/0,5500,1327208,00.html>

UK plans would give schools greater independence

Proposal to let school sponsors appoint governors

The British government is proposing to let existing secondary schools become foundations with their boards run by governors appointed by sponsors, the *Times Education Supplement* has reported.

Since Labour has come to power only 20 schools have become foundation schools, says *TES*.

The government last month launched a three-month consultation programme on

foundation schools. More information is at <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1282>

Scots propose independent schools funded by taxpayer

Independently-run, taxpayer-funded schools are proposed for Scotland in a bid to boost classroom standards, increase competition and give parents more choice.

The plans were unveiled last month by the Scottish Tories.

Council tax could also be cut under

the proposals as schools would be funded from a central pot administered by the Scottish Executive, rather than by local authorities.

It is reported that wealthy private citizens would like to invest in some of the worst performing schools in Scotland in return for taking control of them.

More information on the Scottish proposal is at <http://news.scotsman.com/scotland.cfm?id=1216312004>

OECD suggests vouchers for young kiwi kids

A voucher scheme for early childhood education is suggested by the OECD.

In its recent review of New Zealand's policies supporting parents in work and childcare, the OECD says "bulk-funding" should be redirected from providers to parents for pre-primary school education.



A key recommendation is to better link day-care operating hours with parents' working hours.

"Current funding restricts financial support of childcare services to six hours per day, making it difficult for both parents to work full-time," the report says.

Government requirements push up costs

The report also says that low staff-student ratios and the requirement for all staff to have teaching qualifications may be increasing fees, forcing parents to give up work and increasing the risk of child poverty.

Early Childhood Council chief executive Sue Thorne said that on top of the qualifications requirement, the Government also wanted improved child ratios, more indoor and outdoor space per child and group sizes reduced.

"This wish list comes at a huge cost and one of our concerns is that the hours of care, over and above the funded six hours per day, will become so expensive that full time working parents will be forced into backyard-care arrangements for their children," Mrs Thorne said.

Information on the New Zealand section of the OECD report is at http://www.oecd.org/document/46/0,2340,en_2649_34819_33844782_1_1_1_1,00.html

"Paying childcare subsidies directly to users would remove inequities between parents, and between the childcare and the kindergarten sector.

"Linking such payments to families' working hours could strengthen financial incentives for parents (second earners) seeking work, while a comprehensive licensing system would maintain quality standards."

The report, *Babies and Bosses*, advocates support for working families with infants and early school-age children, so parents can plan their careers. It would also reassure employers their staff would return to work after child-related absences.

It recommends:

- low effective tax rates that ensure being in work is financially rewarding for all parents;
- public investment in child- and out-of-school-hours care to make it easier for mothers to take paid jobs.

Commenting on the report, Social Development and Employment Minister Steve Maharey said allowing parental leave periods to be spread to facilitate part-time work would be considered in policy reviews in the next few years.

Asia increasingly popular for international students

Countries like Singapore, Malaysia and China are now more active than ever in the international education industry and are proving very competitive, a new report finds.

An analysis of international education finds that some countries that have been traditional sources of international students have potential to take market-share away from Australasia.

Singapore is proactively marketing itself in India and Indonesia and has engaged quality US and European education institutions to deliver courses.

Of the five main English speaking destination countries, New Zealand has the lowest living costs but they are more expensive than any emerging Asian destination.

	(per annum)
United Kingdom	US\$11,152
Australia	US\$9,519
United States	US\$8,989
Canada	US\$8,925
New Zealand	US\$8,686
Hong Kong	US\$7,081
Singapore	US\$6,410
China	US\$5,219
Malaysia	US\$3,785
Thailand	US\$2,918
India	US\$1,515

The IDP Australia analysis of the costs of international education is at [http://www.idp.com/mediacentre/october2004/IDP%20research%20Comparative%20Costs%202004%20\(media%20summary\).pdf](http://www.idp.com/mediacentre/october2004/IDP%20research%20Comparative%20Costs%202004%20(media%20summary).pdf)

Tertiary students to be surveyed on quality

Tertiary education students will be surveyed about the quality of programmes they are studying, and the cashflow of low-performing institutions will be hit in a new government measure to monitor and maintain tertiary institution performance.



Steve Maharey

The first survey will take place in 2006 after being trialled next year.

The Tertiary Education Commission will also collect information

on course retention rates and successful course completion at each funded provider.

Each year the weakest-performing two public institutions and 13 private providers will be required to develop remedial action plans.

If their results don't improve the following year, a portion of their tuition funding will be placed at risk – three percent in the first year, rising to a maximum of five percent.

Education Forum policy advisor Norman LaRocque said it was good to see a move that would strengthen the student voice as a key driver of the tertiary system.

"Markets work better when people have good information to base their decisions on," Mr LaRocque said.

Aotearoa Tertiary Student Association president Julie Pettett said the mechanism was welcome as it would place greater emphasis on the learning results of tertiary institutions as opposed to the previous emphasis on enrolments.

The New Zealand Vice-Chancellors' Committee said the measure appeared to be similar to course surveys already

Associate Education (Tertiary Education) Minister Steve Maharey said the Performance Measure would reinforce a focus on the needs of the learner and balance the emphasis that the performance-based research fund had placed on research.

run by some universities.

Association of University Staff president, Bill Rosenberg, in the AUS weekly newsletter last week, said that the proposal for action against institutions based on ranking failed to take into

account overall performance.

"Does this mean that even if all public institutions are performing brilliantly, the 'weakest two' will still be singled out for treatment that could put their funding or reputation at risk? Or, if all private institutions were not performing, should attention be paid to only thirteen of them? It is hard to see the logic."

More information on the Performance Measure is at

<http://www.beehive.govt.nz/ViewDocument.cfm?DocumentID=21343>

The AUS Tertiary Update is at

http://www.aus.ac.nz/publications/tertiary_update/2004/No41.htm

Economists develop new way to rank tertiary institutions

A group of US economists and statisticians has developed a system ranking tertiary institutions on how they perform in the battle for students who are admitted to several colleges and have to choose among them.

There are many university ranking systems in the US but there has been controversy over rigged rankings. The researchers say their new method makes it hard for results to be manipulated because the only way for colleges to improve their ranking is to get more top students to apply and attend.

The top under the new ranking: Harvard.

A story on the system is at

<http://www.cnn.com/2004/EDUCATION/10/19/college.rankings.ap/index.html>

The researchers' paper, "A Revealed Preference Ranking of U.S. Colleges and Universities on their system," is at

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=601105

Streamlining the business of education

'Applying a business mentality to the education sector' is not a phrase you hear often, if ever, in New Zealand tertiary education, but a newcomer is doing just that: talking the language of business to draw focus to its educational services.

Australian-based education management company Campus Group Holdings is this month admitting its first intake of degree-level students to its Upper Hutt campus where they will be taking courses from Australia's Ballarat University.

The campus is the sixth in the CGH stable of campuses – four are in Australia and one in Fiji – where universities run courses in joint ventures with CGH.

Chief executive Kevin Ryan said his company's focus was on developing strategic partnerships with institutions and developing and distributing pre-packaged educational products and curriculum for use in those partnerships.

Its strategy was to be a "distribution- or supply-line" to get students to go to the universities that CGH had formed partnerships with – to be "an invisible link" between the students and the universities.

Although in New Zealand CGH has leased the spacious campus grounds of the now-defunct Central Institute of Technology, in Australia it has put many of its facilities into downtown office blocks: enough space for teaching and computer rooms and libraries, but without the added extra expenses of things like playing fields and gyms.

"It's a bare-bones model to keep costs down and focus on the teaching because it's a very competitive industry and everybody is trying hard to get students – and it has worked well for us," Mr Ryan said.



CGH currently has 12,000 students on its books.

"Our competition are universities, many of whom have tried to set up new or overseas campuses on their own but without any real business expertise – and many have wasted millions of taxpayer dollars in doing so.

"Our model is to look at where the students want to study and then to open facilities in those places and charge the prevailing rate."

The international student market is CGH's niche and teaching is pitched at a level that allows students from a range of cultures to learn at a similar pace in one class.

The company also markets its Global Acceptance Certificate – a pre-university

preparatory programme – which has been accepted at more than 80 universities.

Mr Ryan said the company's growth came mainly from opening new campuses, and it was investigating possibilities in the US and more recently in the UK.

The Upper Hutt campus has capacity for several thousand students, though its aim for the first intake this month is for around 100 students. Mr Ryan said 3000-4000 students was the ideal size for the CGH model.

CGH leased the Upper Hutt site from the government in 2002 and at the time was given permission to operate courses in conjunction with Chosun University of Korea.

Now, with Ballarat University as

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Research centre set up to study school choice

A research centre concentrating on school choice, competition and achievement has received a US\$10 million federal government start-up grant.

Under the terms of the five-year grant the Nashville-based centre will examine how school vouchers affect public schools, how charter and private schools influence student achievement, and what school accountability systems do to political competition within school districts.

A multidisciplinary team that includes political scientists, economists, sociologists, psychologists, curriculum experts, psychometricians, statisticians, public finance analysts and legal scholars will attempt to answer a broad range of questions surrounding school choice.

The centre's first major project will explore the effects of charter schools on student achievement, reading instruction, parental involvement and teacher recruitment and quality.

A second project will examine the effect of competition on public schools and school systems.

The centre also will offer a leadership institute for leaders of nontraditional public and private schools and a leadership development programme for public school principals and assistant principals on competing in an education

marketplace that includes school choice.

Participating institutions in the Center on School Choice, Competition and Achievement include the Peabody College of Education at Nashville's Vanderbilt University, Harvard University's Program on Education Policy and Governance, the Brookings Institution, the National Bureau of Economic Research, the Northwest Evaluation Association, and the Stanford University School of Education.

More information is at <http://www.vanderbilt.edu/register/articles?id=14125>

Streamlining the business of education Continued from page 5

its partner, CGH has gained NZQA-accreditation to provide degrees in business, commerce, computing, information technology, management and business administration.

The New Zealand campus, run by CGH subsidiary New Zealand International Campus (NZIC), also teaches diplomas in business subjects as well as in tourism and hospitality in a joint venture with tertiary institution New South Wales Technical And Further Education.

Upper Hutt is the only CGH campus where more than one education institution provides courses. The other campuses are run in a joint venture with one – Central Queensland University (CQU) – and, Mr Ryan said, from the students' point of view they were studying at a CQU campus.



"We supply the infrastructure, the university oversees the academic side of things and the link is invisible to students."

Because of the range of education products available at NZIC, students do not yet have that seamless approach. Mr Ryan said it was a possibility going forward.

"Whatever the arrangement, the point

is that the standard of education will be the same as if the students were at the parent institution," he said.

The CGH website is at <http://www.campusgroup.com.au/public/home.ehtml>

The NZIC website is at <http://www.nzic.ac.nz/>

Wealthy go to university, dispossessed attend for-profit colleges, study shows

Nearly 80 percent of high-income students enrol at university, compared to three-in-ten low-income students, a new US study shows.

The Pell Institute's "Indicators of Opportunity in Higher Education" report says opportunity for post-secondary education rises as income rises.

"Despite numerous policies to make college more accessible, most low-income students never consider college, many choose to attend for-profit or two-year institutions, most avoid more expensive colleges, and the majority never graduate."

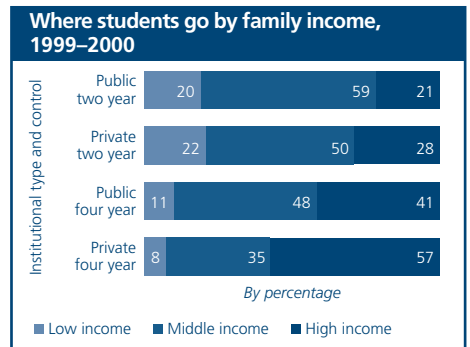
The report says:

- At public two-year colleges, families with income under US\$25,000 account for 20 percent of students; those with incomes up to US\$74,999 59 percent; and for incomes above that it is 21 percent.

- At public four-year universities, 11 percent are from the lowest income group, 48 percent from the middle-income group, and 41 percent from the highest.
- At private four-year universities, eight percent are from the lowest income group, 35 percent from the middle-income group, and 57 percent from the highest.

The report also cites official data showing six percent of low income students attended private for-profit institutions compared to two percent of middle-class students and one percent of high income students.

"The report demonstrates that family



income significantly determines who goes to college, where they go, and ultimately who graduates," said Pell Institute director Colleen O'Brien.

The Pell report is at http://www.pellinstitute.org/statusreport/5b_Indicators_CvrsTxt.pdf

Asia-Pacific private university update

Private universities continue to spring up around Asia and the Pacific. We highlight some recent news.

A US-backed private university is set to transform Adelaide into one of the Asia-Pacific region's most important education centres, Australia's National Nine News has reported.

US university Carnegie Mellon is backing the institution. In an Australian first, it will offer both US and Australian post-graduate degrees in areas such as computer science, information technology, public administration, management, business, trade and commerce.

The university is slated to open in 2006, attracting up to 3000 students from Asia, the Middle East and Australia.

In India, the state of Maharashtra has called for applications for establishing self-financing universities.

In Malaysia, the private Mount Austin International University has been given the go-ahead to open in 2008 and offer degrees in business management, accounting, information technology, design and engineering.

The Adelaide story is at <http://news.ninensn.com.au/article.aspx?id=10424>

The Indian story is at <http://timesofindia.indiatimes.com/articleshow/msid-898531,curpg-1.cms>

The Malaysian private university story is at <http://thestar.com.my/news/story.asp?file=/2004/10/23/nation/9212797&sec=nation>

Philippines increases assistance to private education

Big increases in public money for private education were a feature of the proposed Philippines budget released earlier this year. We look at the Philippines government's investment in private education.

Nearly 400,000 private high school students will be supported by the government following budget proposals this year for 1.8 billion pesos (about NZ\$48 million) for the Government Assistance to Students and Teachers in Private Education scheme.

The budgeted amount is a 250 million peso increase on the last budget, an indication of the importance placed on private education which the government has supported for nearly 20 years.

About 70 percent of the 400,000 students are supported through Educational Service Contracting (ESC) whereby the government contracts with private schools to enrol students in areas where there is no public high school or not enough space in public schools.

The per-student subsidy under the programme has more than doubled in the past four years to 4,000 pesos and discussions are currently underway about further increases.

The number of students supported under ESC has risen from 104,000 in 1989/90 to more than 280,000 in 2003/04. An increase of 50,000 is planned for 2004/05.

The increases mean budgeted spending on the scheme is expected to be around 1.5 billion pesos in 2004/05, nearly double the amount of spending in 2003/04.

ESC schools serve mainly low income families and 80 percent of them charge

fees at or under the average cost of public schools.

Education Forum policy advisor Norman LaRocque carried out a study of the private education sector in the Philippines in 2000. He said the tuition fee data for schools in ESC "suggests that the programme offers a viable and realistic alternative for providing schooling to low-income Filipinos."

The government has a certification programme to help control the quality of education in ESC schools.

The government also supports high school students through the Tuition Fee Supplement, a 'voucher-type' programme that subsidises students in private high schools. That scheme is now being abolished in favour of ESC.

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Adopt-a-School Programme

The Philippines Adopt-a-School programme was established in July 1997 to:

- encourage the private sector, including corporations, business associations, non-government organizations, foundations and individuals to partner with the government to address problems in public education such as shortages of classrooms, desks and textbooks;
- provide mechanisms to allow the private sector to assist in upgrading and modernising the education system;
- provide an environment more conducive to learning, improve completion rates and lift achievement levels;
- widen access to quality education and reduce drop-out rates.

Under the programme, private entities are allowed to assist a public school, preferably located in the 20 poorest provinces, with any number of activities, such as staff and faculty development, construction of new, and upgrading of existing, facilities, provision of books and instructional materials and modernisation of instructional technologies.

Over 270 million pesos have been donated by the private sector under the Adopt-a-School programme.

Bring in market pay for teaching: UK select committee

Schools with staff shortages should be allowed to outbid others for teachers, a UK parliamentary select committee says.

Teachers' pay must be made more flexible to respond to local staff shortages and keep the profession attractive, says a report from the cross-party group of MPs.

"Where there are persistent problems of recruitment it is surely right in the interests of children's education that financial incentives are available to attract teachers. They have worked well in encouraging more people to train as secondary teachers, and could make a significant difference."

Teaching shouldn't be seen as a job for life and there should be more on-the-job training, the report says.

On-the-job trainees are typically older and 90 percent achieve qualified teacher status.

"Greater flexibility of employment patterns must be actively promoted both

by the Department and school leaders and managers to make it easier for mature entrants to come into teaching, to promote flexible working and by providing refresher training for returnees.

"More varied careers are likely to become the norm in all fields of work and teaching will need to adapt to accommodate that trend and facilitate flexibility to allow people to move in and out of the profession."

The report – "Secondary education: teacher recruitment and retention" – is at <http://www.publications.parliament.uk/pa/cm200304/cmselect/cmmeduski/1057/105702.htm>

More information is at <http://www.timesonline.co.uk/article/0,,8164-1283856,00.html>

Rewarding teachers – how best to structure teachers' pay

The annual round of pay negotiations between the government and teachers was completed recently with primary teachers getting a 8.74 percent pay rise over three years and, in September, secondary teachers also accepted a three-year package.

The secondary teachers' package gave salary increases of up to 13 percent over the three years. It also included \$7.5 million in bonuses to union members.

To give a wider perspective on teacher remuneration, we highlight articles and papers that look at a range of ways to structure teacher pay in our Teacher Pay hot topic.

You can access the hot topic from the Education Forum home page at <http://www.educationforum.org.nz>



Philippines increases assistance to private education

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The importance of private education is enshrined in the Philippine Constitution which states that "the State recognises the complementary roles of public and

private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions".

The private sector represents about 20 percent of secondary school enrolments (around two million students). This is down from nearly 46 percent just over 20 years ago.

Mr LaRocque said a range of factors, including low economic growth, the introduction of 'free' high school education in the 1980s, higher subsidies to public schools and a fast growing population, were responsible.

A list of voucher and voucher-like schemes in developing countries is at http://www.educationforum.org.nz/documents/e_newsletter/03_03/Mar03_Briefs.htm#B9

Education Service Contracting

Year	Number of Recipients	Number of Participating Schools
1986/87	4,322	158
1989/90	103,993	1,203
1992/93	168,883	1,275
1995/96	195,533	1,240
1998/99	216,458	1,139
2003/04	280,216	1,517

Quote of the month:

"Governments are justified in trying to get people to pay more for their own higher education because it is almost entirely a private good, compared with the greater public benefits of early childhood education."

* Geoff Mulgan, the former head of policy in British Labour Prime Minister Tony Blair's office, in the *Australian Financial Review*, 28 October 2004.

Education income up, official figures show

Education income rose by 10 percent to reach more than \$8 million in the 2003 financial year, the Statistics NZ annual enterprise survey shows.

The post-school education industry showed strong growth, with the number of fulltime employees rising by 10.7 percent.

Government funding, grants and subsidies within the education industry rose by 7.0 percent, to \$5.16 million.

Increased funding was evident across almost all education industries, ranging from preschool to post-school education.

The only education industry not to receive an increase in government funding was 'other education', which comprises mainly private education providers.

Income from other sources, such as fees for private education, fees from overseas students, and fund-raising, rose by 14.2 percent, and now contributes 32.5 percent of total income, up from 28.2 percent in 2001.

More information is at

[http://www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/Hot+Off+The+Press+Annual+Enterprise+Survey+2003+financial+year+\(provisional\)?open](http://www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/Hot+Off+The+Press+Annual+Enterprise+Survey+2003+financial+year+(provisional)?open)

Norwegian students worry little about debt

A survey of Norwegian student finances has revealed that 40 percent "rarely or never" think about how much they owe.

After completed studies, women have an average debt of Norwegian Krone 138,996 (\$NZ31,000), and men NOK 145,000 (\$NZ32,000).

Although unemployment was low, many graduates struggled to meet their first repayments. Last year, 10,341 recent graduates (36 percent) applied to have their payments deferred, while 3,678 were prosecuted for defaulting on their loan, according to the *Times Higher Education Supplement*.

Loans, plus interest, must be paid back within 20 years.

A Norwegian newspaper story is at

<http://www.aftenposten.no/english/local/article890725.ece>

Funding tertiary education – study looks at five approaches

Around the world, governments are torn between paying for growing education systems and serving the public good by making higher education affordable.

A new Canadian report surveys funding methods from countries that have frozen, reduced or eliminated fees in recent years and those that have introduced fees.

The report "Changes in tuition policy – natural policy experiments in five countries" is at http://www.millenniumscholarships.ca/en/research/tuition_e.pdf

Harvard endowment breaks US\$20b barrier

The world's largest endowment fund – Harvard University's – has pushed through the US\$20 billion barrier.

The fund earns income of more than US\$1.1 billion a year and is more than 25 times larger than the biggest British endowment.

More than half of Harvard alumni donate to the fund, compared to about 20 percent overall in the US and five percent in the UK.

More information is at

http://www.cepr.net/Economic_Reporting_Review/nytimesarticles/educ_mkts.htm

Self-assessment for Malaysian private colleges

Private colleges in Malaysia will assess themselves from 2005 to meet minimum standards or gain accreditation for their degrees.

The move will help institutions gauge their own strengths and weaknesses, National Accreditation Board chief executive Mohamed Suleiman said in the *Online Star*.

The plan was introduced last year for institutions offering medicine and pharmacy.

A story is at <http://thestar.com.my/news/story.asp?file=/2004/10/24/education/9167361&sec=education>

Campaigns needed to promote choice, says study

How to stimulate the supply of school choices is the topic of a new paper that says there is not enough choice for US parents, despite it being permitted under legislation.

The paper says state government campaigns are needed to create an environment in which choice can thrive.

"Stimulating the Supply of New Choices for Families in Light of NCLB: The Role of the State" is at

<http://www.ecs.org/clearinghouse/54/26/5426.htm>

School that combines work and study is a hit

Part-time work and study are parts of the curriculum at a popular, private secondary school in East Harlem, New York.

Several law firms around the city offer part-time work programmes integrated with the school's programmes to help the student pay their tuition fees.

There are 11 such schools in the US, all modelled after a high school in Chicago and designed for communities unable to afford private education.

A story on the New York school is at <http://www.newsday.com/news/local/newyork/columnists/ny-dugg174006763>

[oct17,0,5492541.column?coll=ny-ny-columnists](http://www.newsday.com/news/local/newyork/columnists/ny-dugg174006763)

Less teacher support at low-income schools affects students

A teacher "support gap" exists between new teachers in high-income schools and those in low-income schools who are less likely to experience timely hiring, benefit from mentoring or support from experienced colleagues.

These differences reveal inequity that can have severe consequences for low-income students, a US study reveals.

The report, "New teachers' early experiences in high-income and low-income schools," is at <http://epaa.asu.edu/epaa/v12n61/>

Twenty years of Chilean vouchers studied

A new report looks at Chile's 20 years of experience with a 'flat' voucher system and says that quality of voucher systems depend on their design.

"If an educational system has the objective of compensating for initial social differences, then educational vouchers should be income dependent."

The University of Chile report is at http://www.ncspe.org/publications_files/Voucher_ChileOP94.pdf

US state college tuition prices soaring but not much goes to students

With tertiary education demand rising, prices are going up – real per-student spending rose about 70 percent over the past 20 years, but remarkably little of that has gone toward instruction, a study says. Research has grown, and spending on administrative staffs has soared – since 1976, it took the typical university about three non-faculty professionals to serve 100 students; today, it takes nearly six.

Over the 1980s and 1990s, real average faculty compensation rose about 45 percent, and a large proportion of tuition increases went to making life better for permanent paid staff – lower teaching loads, higher salaries.

Author Richard Vedder said this was because the not-for-profit university system was largely shielded from market forces.

Only about 21 cents of each new dollar per student since 1976 had gone to student instruction, Mr Veder said.

Richard Vedder's new book is Going Broke by Degree: Why College Costs Too Much. *An article on the book is at*

http://www.aei.org/publications/bookID.780/book_detail.asp

Student loan repayments manageable

It's not the size of your student loan but your ability to repay it that counts and over the past decade that ability has stayed level and very manageable, a new US report says.

While debt burden – or ability to repay debts – is a concern for students with larger than average debt or lower than average earnings, in general debt burden for students receiving their baccalaureate degree in the 1990s was manageable and unchanged at seven percent.

The American Council for Education report is at <http://www.acenet.edu/resources/HigherEdFacts/issue-briefs/2004DebtBurden.pdf>

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