



Losing Momentum – School Leavers’ Asia Engagement

Comment from the Executive Director



In any society, there should always be a lively and important debate over whether young people are being equipped to succeed in their future. For young New Zealanders currently going through our education system, Asia will play a defining role – in their careers, their economic prosperity, their personal relationships and their life experiences.

This is the second time the Asia New Zealand Foundation has commissioned research into the 'Asia-readiness' of our school leavers. The survey results suggest we are educating a generation of New Zealanders who will not be able to fully prosper in a world increasingly focussed on Asia.

Depressingly, the results are worse than when we last did this survey in 2012. We are not getting any better at this.

Over half (55 percent) of our school leavers feel they are not prepared to engage with the peoples and cultures of Asia. While the majority of New Zealanders, both students and adults, believe Asia is important to New Zealand's future, less than four in 10 of our school leavers believe Asia-related knowledge and skills

will be important for New Zealand's future workforce. Almost one in five of our school leavers (18 percent) either do not believe Asia is important to our future or they have no interest in Asia or Asian cultures.

Yet we hear from New Zealand businesses that they are looking for employees who can relate to people across cultures. These kinds of competencies open doors to great careers and life experiences in New Zealand and offshore. Are our young people missing out on these opportunities? And are they equipped to engage with other citizens in a country with a growing Asian population?

The Foundation's mission is to equip New Zealanders to thrive in Asia. Our young people are part of this equation. We hope that this report prompts further discussion about what needs to change.

Simon Draper
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Asia New Zealand Foundation

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Key findings

About the survey

This report contains findings from a nationally representative survey of more than 1,000 senior secondary school students (in Years 12 and 13) conducted by Colmar Brunton at the end of 2016. The survey measured students' level of Asia awareness by asking a number of questions about the perceived importance of Asia to New Zealand, cultural competencies and knowledge of Asia.

The findings are compared to an earlier baseline survey conducted in 2012. The report also contains some comparisons with related research, including a survey of 1,000 New Zealand adults commissioned by the Asia New Zealand Foundation in July and August of 2016¹.



1 Colmar Brunton (2016). New Zealanders' Perceptions of Asia and Asian Peoples 2016 Annual Survey. Asia New Zealand Foundation, www.asianz.org.nz/reports/report/new-zealanders-perceptions-of-asia-and-asian-peoples-2016-annual-survey/new-zealanders-perceptions-of-asia-and-asian-peoples-2016-annual-survey/

New Zealand students appreciate the importance of Asia to the nation's future

69%

of students and 70 percent of the general public believe Asia is important to New Zealand's future.

Growth of Asia's influence

Students believe Asia will have an increasing influence on New Zealand's future international trade and demography, and on what is taught in New Zealand classrooms. In fact, students believe the growth of Asia's influence in these areas will outpace influences from other regions in the world. For example:

Trade

Seventy-four percent think Asia will have an increasing influence on New Zealand's future international trade (much higher than the influence of any other major region or country in the world - for example, only 44 percent think Australia will have an increasing influence on trade).

Workforce

Sixty-seven percent think Asia will have an increasing influence on the people who work in New Zealand (much higher than the influence of other regions).

Students

Sixty-nine percent think Asia will have an increasing influence on the make-up of students attending New Zealand schools (much higher than the influence of other regions).

Curriculum

Forty-seven percent think Asia will have an increasing influence on what students learn in New Zealand schools (somewhat higher than the influence of other regions).

However, most New Zealand students do not perceive the need to build Asia-related skills and knowledge

37%

Fewer than four in 10 (37 percent) believe Asia-related skills and knowledge will be important for New Zealand's future workforce. This figure has decreased since 2012 when 46 percent of students believed Asia-related knowledge and skills were important.



Compared with 2012, fewer students are studying Asian languages



Since 2012 there has been a decrease in the proportion of students who are learning an Asian language (or have studied one in the past). The proportion has decreased to 34 percent, down from 39 percent in 2012.

Although the proportion of students learning Chinese increased between 2012 and 2016 (from 7 percent in 2012 to 13 percent in 2016), this was more than offset by a large decrease in the proportion of students learning Japanese (from 30 percent in 2012 to 20 percent in 2016).

No interest

Thirty percent of students say they have no interest in learning an Asian language in the future. The top three barriers to learning an Asian language are:

23%

Perceived difficulty

23%

Lack of interest

20%

Perceived irrelevance

Access to language learning

Seventeen percent of students in schools with Asian language enrolments are unaware their schools offer an Asian language. Knowledge about the availability of Chinese language teaching appears to be the lowest.

Compared with 2012, knowledge of Asia has decreased

1/5

A growing minority of students feel they know 'nothing' about Asian countries. Almost a fifth of students feel they know 'nothing' about any Asian country (this increased from 12 percent in 2012 to 17 percent in 2016).

These students are more likely to:

- Attend schools in the **two lowest deciles** in New Zealand (22 percent compared to 7 percent in 2012).
- Be **Māori** (22 percent) or **Pasifika** (29 percent).
- Live in a small town or a **rural area** (22 percent).

Getting worse

An overall assessment of the knowledge questions included in the survey suggests general knowledge of Asia has decreased since 2012. Students were asked nine general knowledge questions about Asia in the survey. In 2012 the average student answered 2.94 of the nine questions incorrectly. In 2016 this increased to 3.37 (which represents a statistically significant increase).

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There is a persistent lack of knowledge about South East Asia. For example, only 6 in 10 students correctly identified the countries that make up South East Asia after being prompted with four answer options. In 2012, seven in 10 students provided the correct answer.

22%

Compared with the 2012 study, a higher proportion of students say they 'don't know much about Asian cultures, practices, and customs' (22 percent in 2016, up from 13 percent in 2012).

On the other hand, **knowledge of China appears to be increasing**. For example, 86 percent of students are aware that China is our biggest trading partner in Asia (up from 81 percent in 2012). And 59 percent correctly answered that the largest number of Asian immigrants to New Zealand in the past five years have come from China (up from 50 percent in 2012).

The challenge of growing 'Asia Readiness' among school leavers remains significant

8%

Only 8 percent of school leavers are classified as 'Asia Ready' according to Asia New Zealand Foundation's Asia Readiness Framework² (which defines a student as Asia Ready if they have a particular level of Asia-related knowledge, language or cultural skills). The equivalent figure in 2012 was 9 percent.



Since 2012, the proportion of students learning an Asian language has decreased, as has the proportion of students with knowledge about Asia.

Unprepared

Although most students believe Asia will have an increasing influence on New Zealand's demographic profile, over half (55 percent) of all students surveyed feel they are not prepared for engaging with the people and cultures of Asia in New Zealand (this proportion has not changed since 2012).

² The Framework is described on page 13 in the main report.

Introduction

Background

The Asia New Zealand Foundation was established in 1994. Its aim is to equip New Zealanders to thrive in Asia.

A key objective for the Foundation is to prepare New Zealanders to increase their engagement with Asia, and the Foundation has put in place a variety of initiatives and programmes to do this. These programmes target those in the business, education, culture and the arts, media and academic sectors. They are designed to provide professional development, networking, knowledge transfer and international engagement opportunities, as well as financial assistance in the form of scholarships, and research and travel grants.

Through its education programme in particular, the Foundation works with principals, teachers and students at all levels to emphasise the importance of teaching and learning about Asia, and to enable students to:

- Develop a greater knowledge and understanding of the countries and peoples of Asia.
- Acquire skills and competencies to work effectively with Asian counterparts.
- Build New Zealand's links with Asia.

In 2012, the Foundation commissioned Colmar Brunton to undertake baseline research with New Zealand senior secondary school students to measure their level of Asia awareness. Since that time the Foundation has undertaken initiatives to increase student Asia awareness, including workshops for school leaders, Asia-focussed teacher resources, support for Asian language learning, funding for Asia-focussed events in schools, and in-country experiences for teachers. In addition, in August 2014 the government committed \$10 million over five years to increase Asian language learning in schools.

In 2016, the Foundation commissioned Colmar Brunton to repeat the research and update it to include new questions on language learning and sources of knowledge. The findings in this report are drawn from a representative sample of more than 1,000 Year 12 and Year 13 students based throughout New Zealand.

Purpose of the research

The research project aims to determine 'Asia competency' among our school leavers. In particular:



Asia Readiness Framework



The Asia New Zealand Foundation's Asia Readiness Framework underpinned the development of the questionnaire (in both the 2012 and 2016 research) and the analysis of the survey results.




The framework is shown in Table 1.
The key facets of this framework are:

1. **Knowledge of Asia.**
2. **Cultural intelligence**
(a person's ability to adapt in new cultural contexts).
3. **Language.**

In each of these areas a student can be placed on a continuum from 'Beginning', to 'Developing', to 'Asia Ready'.

Being Asia Ready is as much about having a willingness to engage and an interest in engaging with Asia as it is about having knowledge of Asia and the ability to communicate using an Asian language.

Table 1
Asia Readiness Framework

	 Beginning	 Developing	 Asia Ready
Knowledge	<p>Has some knowledge about an Asian country.</p> <p>-</p> <p>Developing an awareness of the importance of Asia to New Zealand.</p>	<p>Can differentiate between some Asian countries, cultures (art and literature) and religions.</p> <p>-</p> <p>Is developing in-depth knowledge of at least one Asian country.</p> <p>-</p> <p>Developing an understanding of the importance of Asia to New Zealand.</p>	<p>Can differentiate between most Asian countries, cultures (art and literature) and religions.</p> <p>-</p> <p>Has in-depth knowledge of at least one Asian country.</p> <p>-</p> <p>Demonstrates an understanding of the importance of Asia to New Zealand.</p>
Cultural Intelligence	<p>Developing an awareness of cultural practices and customs.</p> <p>-</p> <p>Interested in Asian cultures and practices.</p>	<p>Respects cultural practices and customs.</p> <p>-</p> <p>Recognises different cultural perspectives.</p> <p>-</p> <p>Demonstrates a desire to pursue their interest in Asian cultures and practices.</p>	<p>Demonstrates an understanding of cultural practices and customs.</p> <p>-</p> <p>Recognises and values different cultural perspectives.</p> <p>-</p> <p>Independently seeks opportunities to learn about/ experience Asian cultures and practices.</p>
Language	<p>Is aware that the correct pronunciation of words and names is important.</p> <p>-</p> <p>Knows basic greetings and introductions in an Asian language.</p>	<p>Endeavours to pronounce words and names correctly.</p> <p>-</p> <p>Is continuing to learn an Asian language.</p>	<p>Understands the importance of and actively tries to pronounce words and names correctly.</p> <p>-</p> <p>Communicates confidently beyond a superficial level in an Asian language.</p>

Profile of the Asia Readiness segments

The senior secondary student population has been divided into four segments, which are aligned with the Foundation's Asia Readiness Framework.

The size and definition of each segment are provided in Figure 1. This segmentation serves three purposes:

1. It allows us to identify and understand triggers that the Foundation and teachers can use at each stage of the framework, to help students progress toward Asia Readiness.
2. It allows the Foundation to track changes in the size of each segment over time.
3. It assists with the analysis of this report.

Since 2012 there has been no significant change in the relative size of each Asia Readiness segment

As can be seen in Figure 1 on page 16, four in every five students (81 percent) are at least at the Beginning stage of Asia Awareness, 45 percent are in the Beginning stage, 28 percent are in the Developing stage, and 8 percent are Asia Ready.

One-fifth of students (19 percent) are at the 'Unaware' stage. This means they either do not think Asia is important to New Zealand's future, or have no interest in Asia or in Asian cultures, practices, customs and languages.³

Between 2012 and 2016 there were no statistically significant changes in the relative sizes of each of the four segments. For example, in 2012, 30 percent of students were Asia Ready or were Developing their Asia Readiness. The equivalent figure in 2016 was 28 percent. While this is lower, it is not a statistically significant difference.⁴

3 In this chart the Beginning stage is not mutually exclusive of the Developing or the Asia Ready stage. This is intentional; it draws attention to the proportion of all domestic students who are at a particular stage in Asia Readiness. Please note, however, that when we analyse other responses by students' Asia Readiness (such as in Table 2), the groups are treated as mutually exclusive. This allows us to understand better the triggers and barriers for Asia Readiness for students at each stage.

4 In 2012 there were some minor differences in the proportion represented in each segment of the chart, but these differences are not statistically significant - the equivalent proportions in 2012 were: 19 percent of students were Unaware; 81 percent were Beginning (or Developing or Asia Ready); 30 percent were Developing (or Asia Ready); and 9 percent were Asia Ready.

Profile of Asia Readiness segments

Below are the profiles of each Asia Readiness segment, which can inform the tailoring of approaches and interventions.

Asia Ready

The Asia Ready segment contains a relatively high proportion of students who identify with an Asian ethnicity. Students who identify as New Zealand European, Māori or Pasifika⁵ are under-represented in this segment. Those who are Asia Ready are more likely than average to live in the Auckland region (although half of the students in this segment live elsewhere in New Zealand), and less likely to live in small towns or rural areas. Students in this segment are more likely than average to have travelled to Asia in the past five years, and to be involved in some way with Asian people or cultures. Students in this segment are more likely to attend schools with a relatively large number of enrolled Asian pupils.

Developing

The Developing segment contains a relatively low proportion of Māori and Pasifika students, and a relatively high proportion of students who identify with an Asian ethnicity. Students in this segment are more likely than average to have been born in Asia, have travelled to Asia in the past five years, and have a lot or a fair amount of involvement with Asian people or cultures.

Beginning

The Beginning segment has a relatively high proportion of New Zealand European students and a relatively low proportion of students who identify with an Asian ethnicity. Students in this segment are unlikely to have travelled to Asia in the past five years. Only 3 in 10 are involved with Asian people or cultures in some way.

Unaware

The Unaware segment contains a relatively high proportion of Māori students⁶ and students living in other parts of the North Island (not including Auckland and Wellington). These students are more likely than average to live in small towns or rural areas. Students in this segment are unlikely to have travelled to Asia in the past five years, or to have much involvement with Asian people or cultures. Interestingly, 4 percent of students in this segment identify with an Asian ethnic group (most of these students were born in New Zealand). Students in this segment are more likely to attend schools with a relatively small number of enrolled Asian pupils, and are also more likely to attend schools that are in the lowest socio-economic areas in New Zealand.

5 Pasifika students are significantly under-represented in the Asia Ready segment, but the test of significance only holds at the 90 percent confidence level (due to relatively small sample sizes of students who identify with a Pacific ethnicity), whereas all other differences noted in the report are significant at the 95 percent confidence level.

6 Although the proportion of Pasifika students in the Unaware segment appears high, it is not statistically significantly higher (mainly due to the relatively small sample size of Pasifika respondents). However, when the Unaware and Beginning segments are combined, it is clear that Pasifika students are over-represented in both those segments. In fact, almost 9 in 10 Pasifika students are in either the Unaware or the Beginning segment.

Figure 1

Asia Readiness Framework

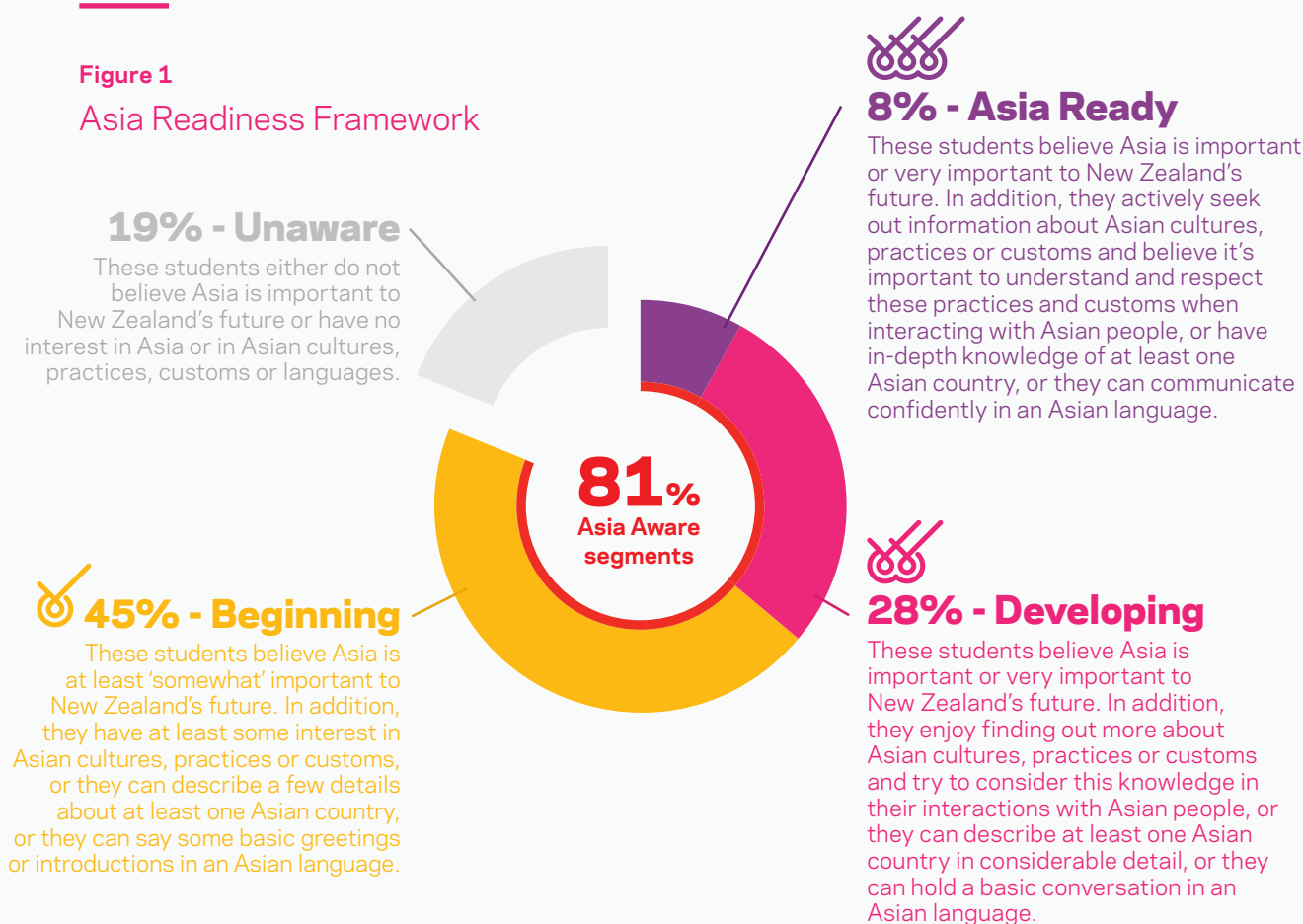


Table 2

Asia Readiness segmentation profiles

Note: A percentage in teal print is significantly lower than the average for all students. A percentage in red print is significantly higher than the average for all students.

	All students (n=1,024) %	Unaware (n=189) %	Beginning (n=536) %	Developing (n=212) %	Asia Ready (n=87) %
Ethnic group (students can identify with more than one group)					
New Zealand European	70	72	73	69	44
New Zealand Māori	19	27	21	13	5
Pasifika	12	15	14	6	6
Asian	14	4	8	22	52
Other European	3	1	3	4	2
Other	3	3	3	4	1

7 The Education Counts data on ethnic population numbers at schools was merged with data on survey-respondents using school-name as a link. The Education Counts data can be found here: www.educationcounts.govt.nz/data-services/collectinginformation/code-sets-and-classifications/ethnic_group_codes

	All students (n=1,024) %	Unaware (n=189) %	Beginning (n=536) %	Developing (n=212) %	Asia Ready (n=87) %
Place of birth					
Born in New Zealand	84	90	88	79	54
Born in Asia	7	-	3	13	33
Born in other non-Asian country	10	10	9	9	12
Place of birth (among students identifying with an Asian ethnicity)					
New Zealand born Asian	52	61	65	50	38
Asian born outside New Zealand	48	39	35	50	62
Urban/provincial/rural					
Main city	48	40	47	53	62
Provincial city or town	31	31	31	33	30
Small town or rural area	21	29	22	14	8
Region					
Auckland region	37	27	37	40	49
Wellington region	12	16	12	13	8
Elsewhere in the North Island	30	38	30	26	23
Canterbury region	12	10	13	11	13
Elsewhere in the South Island	9	9	9	10	6
Travelled to Asia in the past five years					
Yes	25	9	18	46	59
No	75	91	82	54	41
Attends a school in Asia New Zealand Foundation's Asia Aware Schools Network					
Yes	65	60	65	65	67
No	35	40	35	35	33
Involvement with Asia people and cultures					
A lot/a fair amount	34	9	30	53	76
Not much/hardly any	66	91	70	47	24
Gender					
Male	49	47	49	48	52
Female	51	53	51	52	48
Funding year					
Year 12	54	59	55	48	49
Year 13	46	41	45	52	51
School decile					
Attend schools in the two lowest deciles	13	19	13	8	9
Attend schools in the two highest deciles	25	15	25	30	37
Average number of students of Asian ethnicity enrolled at the student's school (based on Education Counts data?)					
Average number of students with an Asian ethnicity at the respondent's school	189	146	173	237	365



The importance of Asia to New Zealand

Second

Similar to the general New Zealand public, students view Asia as second only to Australia in terms of its importance to New Zealand.

Increasing influence

Students think Asia will have an increasing influence on New Zealand's international trade, demography, and on the material taught in New Zealand schools in the next two decades.

7%

A minority of students (7 percent) do not believe teaching about Asia is important. This is because they believe either Asia cannot significantly affect New Zealand or it is more important to focus on learning about our own country.

8 Colmar Brunton (2016). New Zealanders' Perceptions of Asia and Asian Peoples 2016 Annual Survey. Asia New Zealand Foundation, www.asianz.org.nz/reports/report/new-zealanders-perceptions-of-asia-and-asian-peoples-2016-annual-survey/

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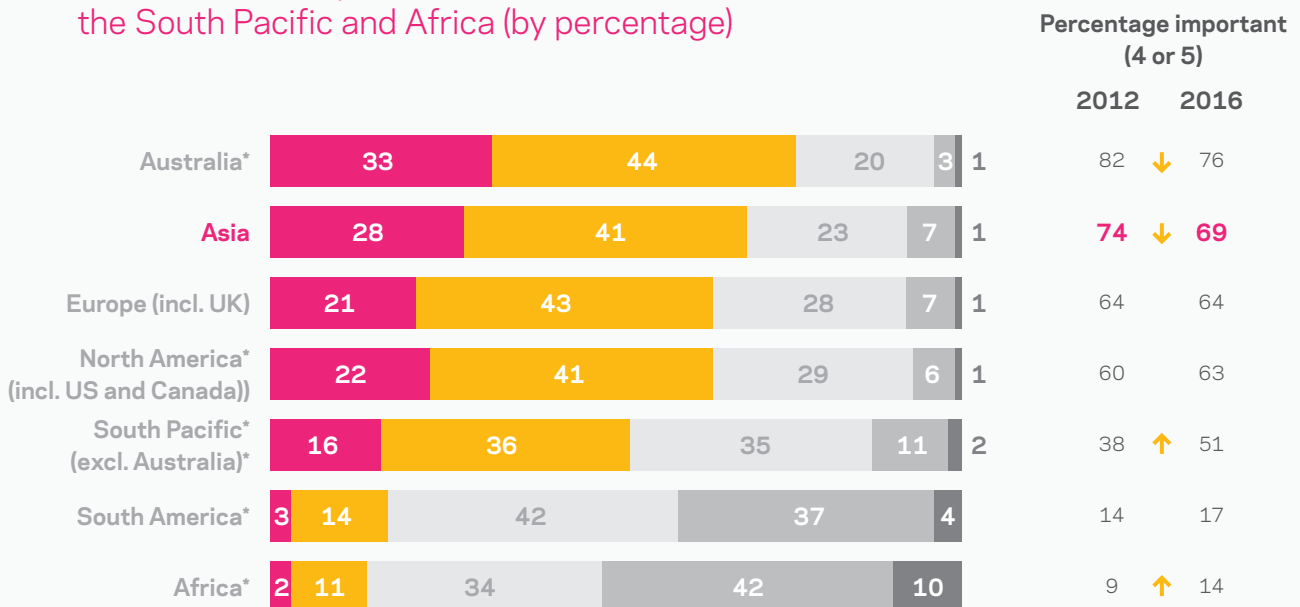
students view Asia as important to New Zealand's future

We asked students to rate the importance of Asia and other regions to New Zealand's future on a scale from 1 (not at all important) to 5 (very important).⁹

As can be seen in Figure 2, students view Asia as second only to Australia in terms of its importance to New Zealand.


Figure 2

The importance of the Asian region in relation to Australia, Europe, North America, South America, the South Pacific and Africa (by percentage)



Source: Q1a
 Base: All students (n=1,024)
 * Percentages do not add to 100 due to rounding.

 5 (very important)
 4  2
 3  1 (not at all important)

 Significant increase/decrease from 2012

9 Students were asked this question before it was revealed that this was a survey about Asia.

Since 2012 the perceived importance of Asia and Australia has declined slightly.

Nearly seven in 10 students (69 percent) see the Asian region as important to New Zealand's future (a rating of 4 or 5 out of 5). This is a decline of five percentage points from the 2012 study (down from 74 percent); however, the proportion rating Australia as important also decreased during this time period to 76 percent, down from 82 percent in 2012.

Over a fifth (23 percent) think that Asia is 'somewhat important' to New Zealand's future and only 7 percent think it is unimportant.

Since 2012 the proportion of students who view the South Pacific as important has increased by 13 percentage points.

Students and the general public share similar views about the importance of Asia.

When compared to the views of the general public¹⁰, the results suggest students and adult New Zealanders have broadly similar views about the effects that global events, global issues and foreign economies have on New Zealand.

Students are just as likely as the general population to view Asia as important to New Zealand's future (69 percent of students rate it as important, compared with 70 percent of the general public). Students' views also largely mirror those of all New Zealanders when it comes to the relative importance of other countries or regions. A notable exception is the North America region, which a greater proportion of students (63 percent) rate as important compared with the general public (51 percent).

Students believe Asia will have more influence than other regions on New Zealand's future trade, demography and education.

Students were also asked how each region or country will influence New Zealand in the next 10 to 20 years. We asked students to consider international trade, political and social arenas, New Zealand's demography and education in New Zealand¹¹.



10 Colmar Brunton (2016). New Zealanders' Perceptions of Asia and Asian Peoples 2016 Annual Survey. Asia New Zealand Foundation, www.asianz.org.nz/reports/report/new-zealanders-perceptions-of-asia-and-asian-peoples-2016-annual-survey/new-zealanders-perceptions-of-asia-and-asian-peoples-2016-annual-survey/

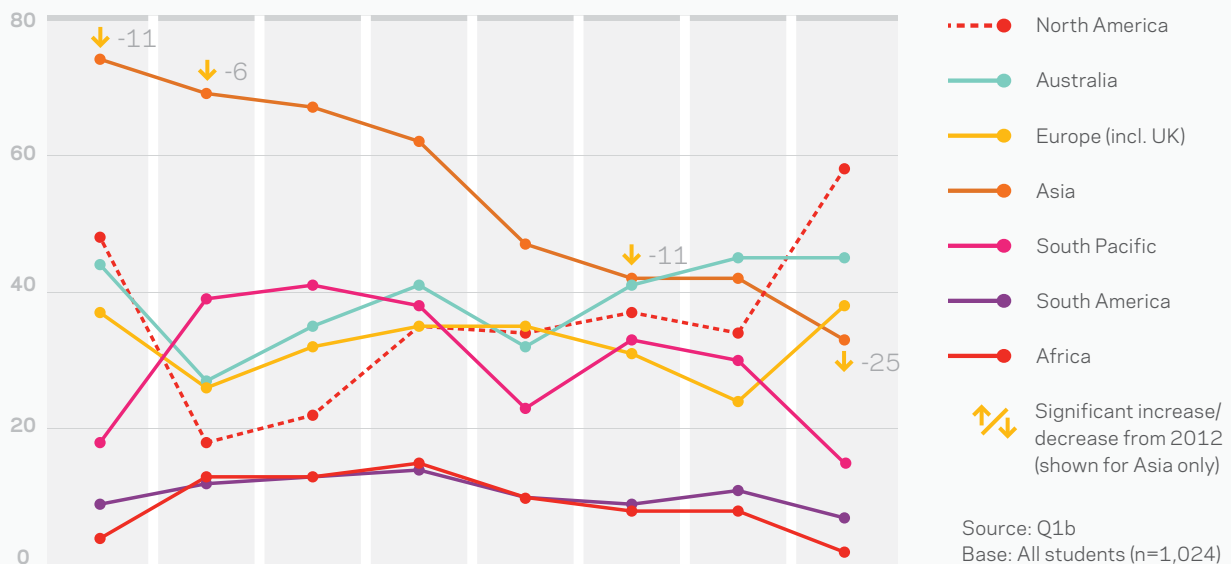
11 We also asked these questions before students were aware that the survey was about Asia specifically.

As can be seen in Figure 3, students believe Asia will have the most influence on New Zealand's international trade (74 percent) and New Zealand's demography, including the people who will live (62 percent), work (67 percent) and study in New Zealand (69 percent).

While only half of students (47 percent) believe Asia will have an influence on what is taught in New Zealand's schools, Asia is still seen as having more influence than any other region or country.

Figure 3

Percentage of students who say each region will have an increasing influence on New Zealand in the next 10 to 20 years (by percentage)



New Zealand's international trade (such as the countries that we trade with, and products we sell to/buy from other countries)

Students attending New Zealand schools

People who make up New Zealand's workforce

People who live in New Zealand

What students will learn in New Zealand schools

New Zealand's society and culture (including our beliefs, the things we value or think are important, and the way that we usually do things)

New Zealand's environment (both how we use and how we protect our environment)

Politics in New Zealand (both the people involved in politics and the political decisions that are made)

Other regions (not Asia) are viewed as having more influence on New Zealand's politics.

Students view Australia as having the greatest potential influence on New Zealand's physical environment and one of the greatest influences on New Zealand's politics, society and culture in the future.

Along with Australia, students believe North America and Europe will have a growing influence on New Zealand's politics.

Compared with 2012, the proportion who believe Asia will have an increasing influence on New Zealand's politics, society and culture has decreased.

In 2012, 58 percent of students believed Asia would have an increasing influence on New Zealand's politics. This decreased to 33 percent in 2016. In 2012, over half of students believed Asia would have an increasing influence on New Zealand's society and culture. This proportion decreased in 2016 to 42 percent, but the proportion is still slightly higher than other regions.



Perceptions of Asia's importance are influenced by views about trade and demographics.

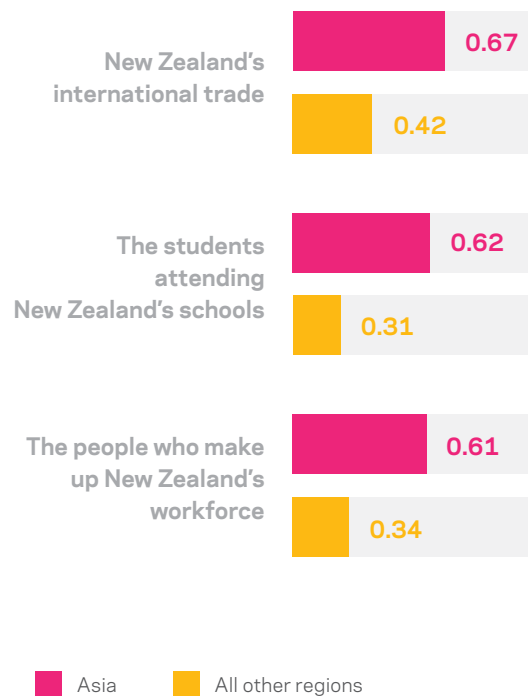
We conducted a further statistical analysis to examine patterns between the individual domains in Figure 4 (politics, trade, etc) and the overall perceptions of importance for each region.¹² The results suggest the top three influences on views of Asia's importance are:

1. Asia's future influence on New Zealand's international trade (a statistical coefficient of 0.67).
2. Asia's future influence on the make-up of students attending New Zealand's schools (a statistical coefficient of 0.62).
3. Asia's future influence on the people who make up New Zealand's workforce (a statistical coefficient of 0.61).

The equivalent scores for 'other regions' (in yellow in Figure 4) are low because 'other regions' includes regions such as Africa and South America, which are viewed as relatively unimportant to New Zealand's future.

Compared with Asia, the perceived importance of other regions is more strongly associated with political influence. For example, the perceived importance of North America and Australia is closely linked to their influence on the future of New Zealand's politics. In contrast, Asia's political influence is viewed as relatively minor and does not appear to shape views about Asia's importance.¹³

Figure 4
Top 3 influencers on perceptions of Asia's importance to New Zealand's future



Source: Q1a, Q1b(i), Q1b(ii), Q1b(iii)

Base: All students (n=1,024)

Note: Figures are not proportions, instead they are statistical coefficients between variables in Q1b and Q1a.

12 For this analysis we employed a technique called the Jaccard similarity coefficient, which is a statistic used for comparing the similarity and diversity of sample sets. The Jaccard coefficient measures similarity between finite sample sets, and is defined as the size of the intersection divided by the size of the union of the sample sets. In essence it identifies common patterns among those who rate a particular country or region as important and how they rate the individual aspects of importance for that country/region for New Zealand's future.

13 The statistical coefficient between perceptions of North America's importance to New Zealand and North America's future influence on New Zealand politics is 0.53. The equivalent score for Australia is 0.45. In contrast, the equivalent score for Asia is only 0.34.

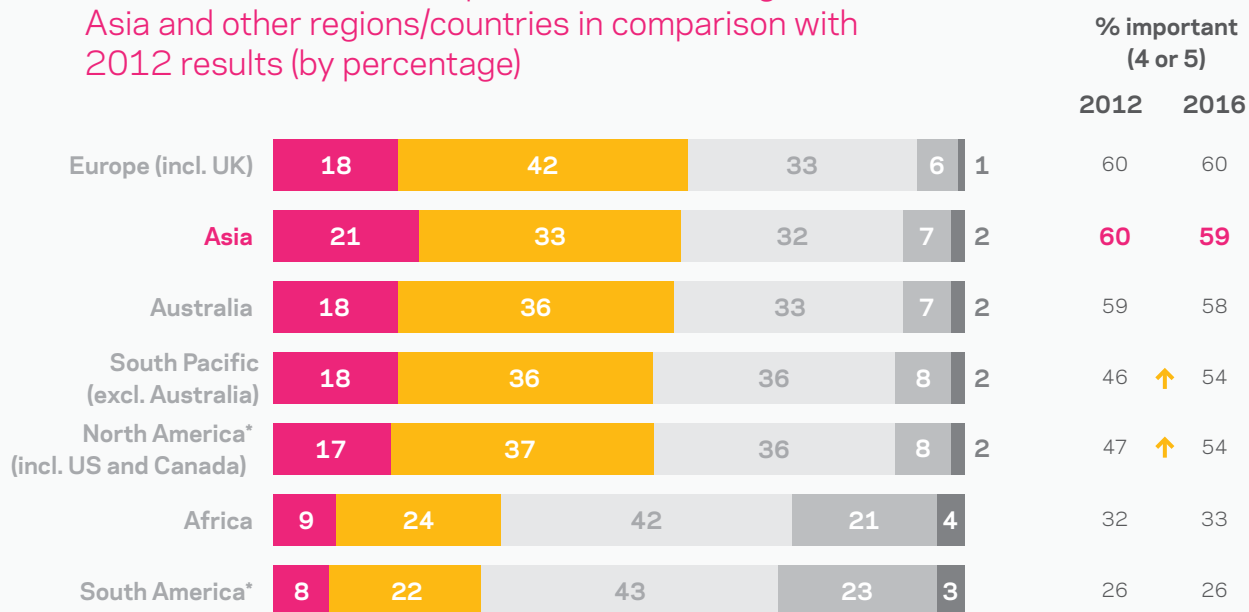
Asia is viewed as one of the three most important regions or countries to teach students about.

A key objective of this research was to determine whether students think it is important for schools to teach about Asia. As can be seen in Figure 5, 59 percent believe it is important (a rating of 4 or 5 out of 5).

The Asian region is rated as one of the three most important regions or countries to teach students about, along with Europe (60 percent) and Australia (58 percent).

Figure 5

Students' views on the importance of teaching about Asia and other regions/countries in comparison with 2012 results (by percentage)



Source: Q1c
Base: All students (n=1,024)
* Percentages do not add to 100 due to rounding.

5 (very important)
4
3
2
1 (not at all important)

Significant increase/decrease from 2012

The following groups of students are more likely to believe it is important to teach New Zealand students about Asia:

- Students who have travelled to Asia in the past five years (74 percent).
- Students who identify with an Asian ethnicity (71 percent) or were born in Asia (81 percent). This compares with 59 percent of New Zealand European students, 55 percent of Pasifika students and 50 percent of Māori students.
- Students who are personally involved with Asian cultures or people (70 percent).
- Students who live in main cities (65 percent, compared with 56 percent of those living in provincial cities/towns and 53 percent of rural students).
- Students in the Asia Ready segment or Developing segment (81 percent and 80 percent respectively, compared with 56 percent of those in the Beginning segment and 39 percent of those in the Unaware segment).

As Figure 5 shows, the proportion of students who believe it is important to teach about Asia has not changed significantly since 2012 (59 percent, compared with 60 percent in 2012). However, the proportion of students who believe it is important to teach about the South Pacific and North America has increased since 2012.

Nine percent of students say 'it is not important to teach New Zealand students about Asia'. The following groups of students are more likely to say this:

- Māori students (16 percent) (there are no other significant variations by ethnicity).
- Students in the Unaware segment (19 percent).

Students believe schools should teach about Asia to build mutual understanding between different populations.

Those students who believe it is important that New Zealand schools teach about Asia are able to articulate their reasoning fairly well. As seen in Table 3 over the page students often believe it is important to encourage mutual understanding between peoples (44 percent).

Because so many people at school come from there and when you are born in New Zealand and haven't been to Asia, you want to know about it so you can understand more about the countries that people in your school come from.

New Zealand European female, Year 12

A substantial proportion of students also mention how important Asia is to New Zealand (39 percent). Many of them talk about New Zealand's trade with Asia (22 percent).

Asia is filled with rising nations. They will continue to exert further influence over us by virtue of their trade potential, and the increasing amount of New Zealanders of Asian descent in our population. Learning about Asian history and culture may be important in understanding how to harvest the most benefit out of relations with them.

Asian male, Year 13

Table 3
Reasons it's important for schools to teach about Asia

	(n=620)%
To encourage understanding between people from Asia and New Zealanders	44
There is an increasing number of Asian immigrants in New Zealand	30
To help us understand them/their culture so we can better connect	17
There are Asian students coming to New Zealand to study	7
Asia is important to New Zealand	39
New Zealand is increasing trade with Asia/Asia is where our future trade will come from	22
Asia will have an increasing influence on our future	6
Asia is good for our economy/economic development/our survival	4
New Zealand relies on Asian countries for our exports/we export a lot to Asia	3
Most products are made in/imported from Asia	3
Because of Asia's increasing connections/ties with New Zealand	3
They are our close neighbours	2
Asian people are good for New Zealand tourism/lots of tourists from Asia come here	2
Because more New Zealanders will travel/work in Asia	1
Asia is investing in New Zealand	1
Asia is significant/influential (not New Zealand specific)	25
Because of the size of Asia's population	9
Asia has a strong economy/strong influence on the world's economy	6
Asia is growing/getting bigger/developing all the time	5
Asia is a global power/growing global power	5
Because Asia is the leader of technological advancement/development	3
Because of the increasing number of people speaking their languages	1
Asia is a wealthy/rich region	*
To understand their history and culture	20
To get more knowledge about the world and different cultures	16
Because Asia has an abundance of history	5
Other	10
No comment	4
Don't know	2

Source: Q1e

Base: Students who believe it is important for schools to teach about Asia

Note: Like responses have been grouped into 'nett categories'. These nett percentages are displayed in bold print and refer to the proportion of respondents who provided at least one of the more detailed comments within that category.

*Percentage less than 0.5 percent but greater than 0.

Some students believe we should learn about New Zealand's history and culture before learning about Asia.

To explore barriers to engaging with Asia, we put an open-ended question to the small number of students who believe it is not important to teach about Asia in schools.¹⁴ As can be seen in Table 4, the main barrier among these students is that they do not see the Asian region as being important to New Zealand (32 percent) and, relatedly, that other subjects, such as New Zealand's history, are more important (25 percent).

I think it's important that we learn about our own surroundings first and for those who want to travel to Asia or trade with Asia in the future, etc., they can go on to this later.

Māori and Cook Island Māori male, Year 13

We have no connection to Asia, therefore we shouldn't need to learn about them so much. Our own culture and values are more important.

Māori female, Year 13

Other more minor barriers include a perceived cultural mismatch or a perceived threat to New Zealand from Asian immigration (seven percent) and/or a general low interest in Asia (6 percent).

Table 4
Barriers to engagement with Asia

	(n=86) %
Asia is not important to New Zealand	32
Asia doesn't have much relevance to/significance for/benefits for New Zealanders	12
Doesn't have much influence/anything to do with New Zealand	9
Asia isn't close to us/is far away	7
Because we are here not there	3
Other subjects are more important	25
Need to learn about New Zealand/New Zealand's history	18
More important things to learn about	7
Perceived cultural mismatch or threat from immigration	7
Because Asian people are here/they should learn about us	5
Because Asian people are taking over New Zealand/taking our jobs	2
Because Asian culture doesn't fit with ours	1
Low interest in Asia	6
Don't care/boring/not interested in Asia	5
Students should learn about Asia only if it is their choice	1
Other	28
No comment	7
Nothing	6

Source: Q1g

Base: Students who believe it is not important for schools to teach about Asia

Note: Like responses have been grouped into 'nett categories'. These nett percentages are displayed in bold print and refer to the proportion of respondents who provided at least one of the more detailed comments within that category.

14 Please note that this analysis is based on only 86 students who believe it is not important to teach about Asia.



Cultural competencies

Decrease

Since 2012 there has been a notable decrease in the proportion of students who think Asia-related knowledge and skills will be important for New Zealand's workforce in the future (**37 percent in 2016**, down from 46 percent in 2012).

22%

Compared with the 2012 study, a higher proportion of students say they 'don't know much about Asian cultures, practices and customs' (22 percent in 2016, up from 13 percent in 2012).

We matched enrolment data to the survey to identify schools that offer Asian language teaching. In these schools, almost **one in five students is unaware that their own school offers an Asian language.**

Less language learning

Since 2012 there has been a decrease in the proportion of students who are learning an Asian language (or have studied one in the past). The proportion decreased to 34 percent in 2016, down from 39 percent in 2012.

Despite this change, the overall proportion of students who can hold 'a basic conversation' in an Asian language (under 14 percent) has not fallen since 2012. We think this relates to a growing number of students who are learning an Asian language outside school (the survey suggests **one in 10 students are learning an Asian language outside school**)¹⁵.

1/3

Only a third (34 percent) of students say they have a 'fair amount' or 'a lot' of involvement with Asian cultures or with people who identify as Asian (this is lower than the equivalent finding for the general public, which is 50 percent). This finding has not changed since 2012 despite a growing number of New Zealanders (including school children) identifying with an Asian ethnicity.

¹⁵ However, this change since 2012 cannot be confirmed because the 2012 study did not ask about learning an Asian language outside school.

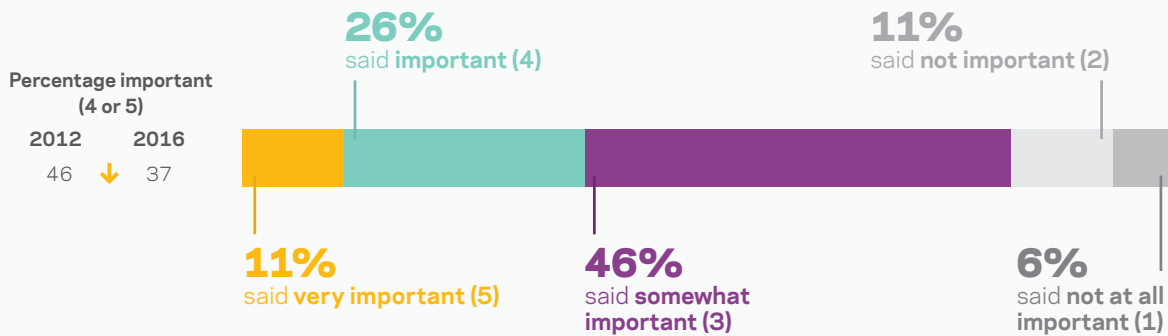
Compared with 2012, fewer students think Asia-related knowledge and skills are important for New Zealand's workforce.

We asked all students to tell us how important they thought Asia-related knowledge and skills will be for New Zealand's future workforce, and to say what knowledge and skills they thought will be important.

The results contrast somewhat with those presented elsewhere in this report. Although seven in 10 (69 percent) believe the Asian region is important to New Zealand's future, **under half (37 percent) of all students believe Asia-related knowledge and skills will be important for New Zealand's future workforce.**

Figure 6

How important do you think Asia-related knowledge and skills will be for New Zealand's workforce in the future?



Source: Q5a
Base: All students (n=1,024)

Significant increase/
decrease from 2012



Since 2012, the proportion who believe Asia-related knowledge and skills will be important in the future has decreased from 46 percent to 37 percent. This decrease is almost entirely confined to the Unaware and Beginning segments.¹⁶

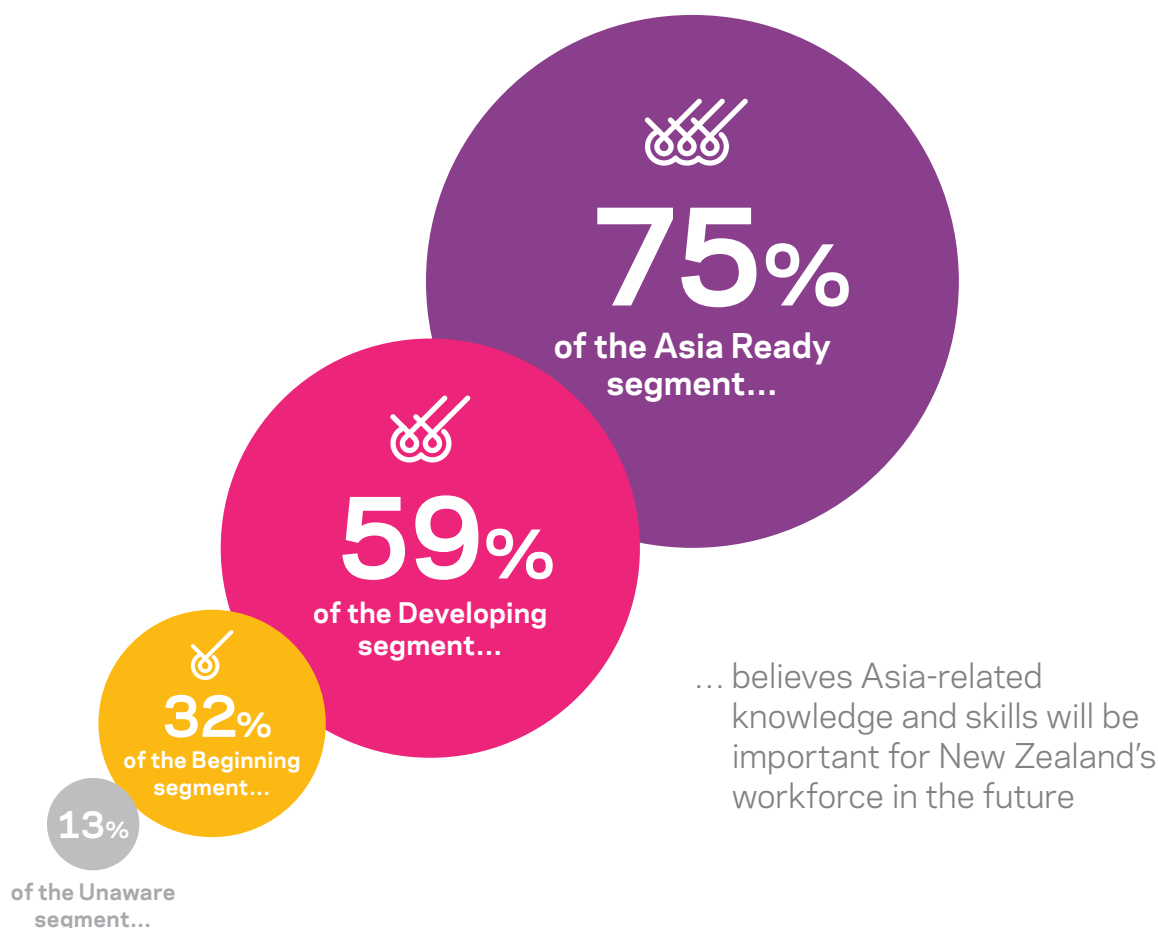
These two segments are now more inclined to think Asia-related knowledge and skills are not important for New Zealand's workforce, and they are also more inclined to think Asia is not important to New Zealand's future generally.¹⁷

Figure 7 shows the proportion of each Asia Readiness segment that believes Asia-related skills and knowledge are important.

Figure 7

Perceived importance of Asia-related skills and knowledge by Asia Readiness segment (in 2016)

Source: Q5a
Base: All students (n=1,024)



16 When these two groups are excluded from analysis, the decrease in the proportion agreeing that Asia-related skills will be important is not significantly different between 2012 and 2016 (66 percent and 64 percent respectively rate those skills as important).

17 In 2012, 28 percent of Unaware students rated Asia-related knowledge and skills as important to New Zealand's workforce. This decreased to 13 percent in 2016: the equivalent figures for Beginning students are 40 percent and 32 percent respectively. In 2012, 47 percent of Unaware students rated Asia as important to New Zealand's future generally. This decreased to 38 percent in 2016: the equivalent figures for Beginning students are 69 percent and 65 percent respectively.

Importance of language and communication skills

When asked what skills may be important, students generally appreciate that cross-cultural communication skills will be of benefit, and many students believe knowledge of Asian cultures, beliefs and backgrounds may be helpful. However, fewer students discussed awareness of Asian protocols, customs and interpersonal skills. Almost no students discussed the usefulness of specific knowledge of Asian business interests, technology and politics.

As can be seen in Table 5 (over the page), students most commonly recognise that language and communication skills will be helpful in the future (61 percent), including knowing how to speak an Asian language or being familiar with basic words and phrases. A large proportion of students (45 percent) are also aware that some knowledge of the cultures, beliefs and history of Asia may be helpful.

Respect for their culture and being able to understand and appreciate the different ways that they do things. Being able to speak an Asian language in that country or with someone else who mainly speaks an Asian language would be beneficial as I've noticed that a lot of New Zealanders rely on other people to be able to speak English and this is not always going to happen.

Chinese, New Zealand European female,
Year 13

Understanding cultural differences, such as values and expectations, so that everyone can work together in a strong way, helps everyone's relationships if they understand each other's unique experiences more.

New Zealand European male, Year 12

Smaller proportions of students appreciate that knowledge of customs and protocols (26 percent), and up-to-date knowledge of current Asian business interests, technologies and politics (3 percent) would be beneficial.

I think as trade with Asian countries is becoming increasingly lucrative for New Zealand, it is always beneficial to learn about their customs and learn some of their language so that they feel confident to communicate with you. This would apply to interaction with any culture, as you might be unaware of it, but you could be offending someone if you are not familiar with their values/culture/customs.

Samoan, Māori, New Zealand European
male, Year 13

Table 5

Asia-related knowledge and skills that students believe will be important to New Zealand's future workforce

(n=476) %

Language and communication skills	61
To know how to speak/understand the language	43
To have knowledge of basic words/phrases/greetings	12
Need to have communication skills	8
Knowledge of cultures, beliefs and history	45
To have knowledge/understanding of their culture/cultural differences	35
To have knowledge/understanding of their beliefs/religious beliefs	8
To have knowledge/understanding of them as people	4
To have knowledge/understanding of their traditions	3
To have knowledge of where they come from/their country/history	3
Know their values	1
Knowledge of customs and protocols	26
To have knowledge/understanding of their customs	19
To know their etiquette/their practices/their protocols/what's appropriate	7
To have knowledge of their business protocols/their work practices/how they do business	3
Interpersonal skills	7
Need to be respectful/polite	6
Need to have patience with/tolerance for them	2
Knowledge of current business interests, technologies and politics	3
To have knowledge of their businesses/trading/technology	3
Comments relating to skills that Asian people should have	6
Asian people should also have a good knowledge of English	6
Asian people should also have a good knowledge of our way of life/how we live	2
Other	8
Don't know /No comment	1

Source: Q5b

Base: Students who believe that Asia-related knowledge and skills are at least somewhat important to New Zealand's future workforce

Note: Like responses have been grouped into 'nett categories'.

These nett percentages are displayed in bold print and refer to the proportion of respondents who provided at least one of the more detailed comments within that category.

As stated above, the perceived importance of Asia-related skills and knowledge differs markedly. Those who are more Asia Ready are far more likely to appreciate that Asia-related knowledge and skills will be important for New Zealand's future workforce.

As our links with Asia grow through trading, the ability to communicate will be a sought-after commodity, hence the ability to speak Asian languages.

New Zealand European male, Year 12

Knowledge and skills that would be helpful when working with people who identify as Asian are, knowing their language, knowing more of their culture, what is respectful, disrespectful, the values that they hold, whether or not they have different systems in business to us, and learning from their techniques and strategies in the jobs they perform so that we can become more productive.

New Zealand European female, Year 12

Respecting their traditions and value system. Accepting them for who they are and not trying to change them. Making them comfortable in New Zealand and contribute to our society with pride.

Indian female, Year 12

Students in the Unaware or Beginning segments often believe it is more important to build knowledge about New Zealand, including its history and culture. Most of these students perceive Asia and 'Asia-related skills' as something separate from and/or irrelevant to New Zealand. Students in these segments often

cannot see how learning more about Asia will help them to develop their own careers or knowledge (this perception has affected how they answer the question about New Zealand's future workforce).

People should learn about where we live. I don't have any intention of travelling to Asia, it is far away, and it won't help me in my career.

New Zealand European female, Year 12

I don't believe that we should learn about Asia. Unless it is social studies talking about culture, overpopulation, and the economy, then learning more about Asia or Asian history does not have much relevance to New Zealand or our jobs.

New Zealand European female, Year 13

Because Asia is not part of our origin story or colonial history, students could easily find out stuff about Asian countries for themselves. I don't see why knowing about Asia will help most of the workforce.

New Zealand European female, Year 12

I believe first and foremost, that everyone should learn about New Zealand, about its history, including its indigenous people - all that is more important than learning about other cultures and countries.

Māori male, Year 12

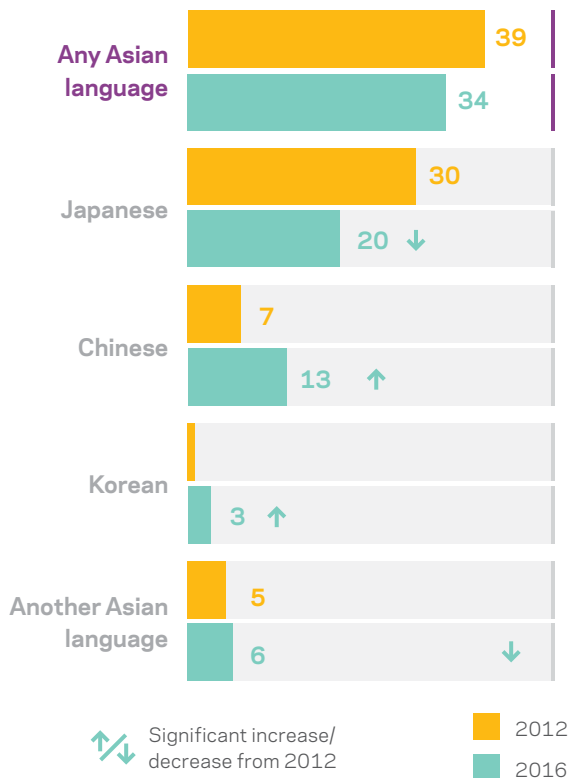
Compared with 2012, fewer students are learning Asian languages.

Another key facet of the Asia Readiness Framework is knowledge of an Asian language. We asked all students whether they were learning an Asian language through school or outside school, and whether they had learned an Asian language at some point in the past.¹⁸

Thirty-four percent of students say they are learning an Asian language or have studied (or learned) an Asian language in the past. This is down from 39 percent in 2012.

Figure 8

Asian languages that students are learning or have learned in the past (by percentage)



Source: Q2l, Q2lii, Q2n, Q2o
Base: All students (n=1,024)

Although the proportion of students learning Chinese or Korean increased between 2012 and 2016, this was more than offset by a large decrease in the proportion of students learning Japanese. This decrease, which corresponded with a decrease in Japanese enrolments in schools¹⁹, explains why the overall learning figure decreased.

Another interesting point to note is that among students who were learning an Asian language, there were more students learning multiple Asian languages in 2016 than there were in 2012. Among students who were learning an Asian language (or had learned one in the past), the average number of Asian languages learned was 1.3 in 2016, whereas it was 1.1 in 2012.

The overall decrease in Asian language-speaking is evenly spread across demographic groups, but the geographical distribution changed between 2012 and 2016:

- The overall decrease in learning an Asian language was greatest among students living in provincial areas (down from 43 percent in 2012 to 31 percent in 2016), and to a lesser extent among students living in rural areas (down from 33 percent to 28 percent). This decrease is due to a decrease in the proportion of students learning Japanese in provincial and rural areas.
- Although there appears to have been no statistically significant change among students living in main cities, the picture is quite mixed (learning Chinese increased in New Zealand's main cities from 8 percent to 18 percent and learning Korean increased from 1 percent to 4 percent, but learning Japanese decreased from 29 percent to 20 percent).

¹⁸ We asked about 'learned in the past' because a sizeable number of students had recently completed courses in Asian languages but may not have been currently studying those languages. This particular measure (that is, learned, or learned in the past) also allows comparability with the previous research in 2012.

¹⁹ Education Counts data suggests that in 2011 there were 14,482 enrolments in Japanese, which decreased to 10,843 in 2015 (available at www.educationcounts.govt.nz/statistics/schooling/student-numbers/subject-enrolment).

Students learn Asian languages through a variety of sources.

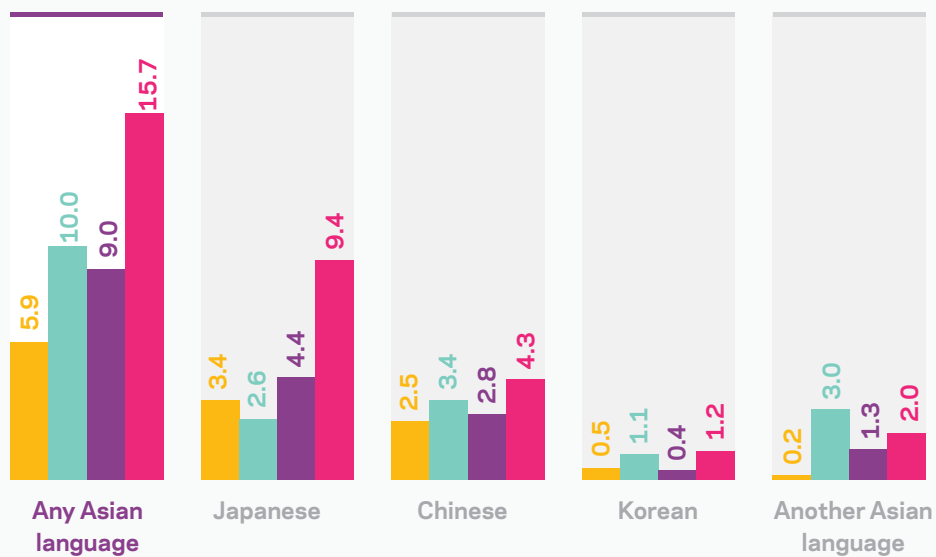
Students learn languages through a variety of sources, not just through school. As Figure 9 below shows, a relatively high proportion (almost one in 10) of all students say they have studied Japanese through a short introduction in the past (defined as studying the language for less than

six months – this learning is very likely to have occurred within a school context).

‘Having a short introduction to the language’ at some point in the past is the most common form of learning Asian languages (1.6 percent of all students).

Figure 9

Source of learning Asian languages (by percentage)



Source: Q2l, Q2lii, Q2n, Q2o
Base: All students (n=1,024)

■ Studying at school ■ Studied in the past (more than an introduction)
■ Learning elsewhere ■ Short intro to language

Ten percent of students reported learning an Asian language outside school, for example through family, friends, non-school courses or part-time work. In particular, ‘other Asian languages’ often involve learning outside school. For example, 3 percent of students say they learn ‘other’ Asian languages (which include Tagalog, Vietnamese, Thai, Hindi, Gujarati and other languages) outside school.

(Please note that the 2012 questionnaire did not ask whether people learned the language at school or outside school, so an historical comparison of these findings is not possible.)

Conversing in an Asian language

We asked students to rate their Asian language ability. As in 2012, under 14 percent of students said they could hold at least 'a basic conversation' in an Asian language.

It is interesting to note the overall proportion of students who can hold a basic conversation in an Asian language is exactly the same in 2012 and 2016; this appears counterintuitive given the finding earlier that fewer students are learning

an Asian language (or have studied one in the past). We think this relates to a growing number of students who speak an Asian language outside the school environment. As stated above, 10 percent of students reported learning an Asian language outside school in 2016. However, we cannot verify this hypothesis because the 2012 survey did not include questions about learning Asian languages outside school.²⁰

Figure 10

Which of these statements about Asian languages best describes you?



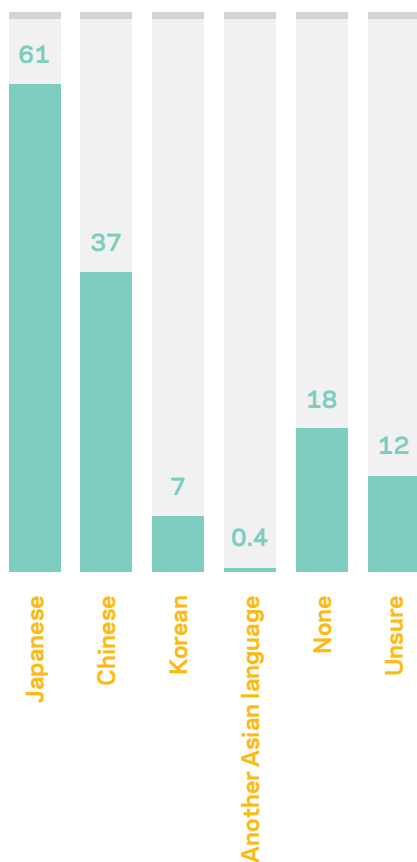
Source: Q2p
Base: All students (n=1,024)

This finding has not significantly changed since 2012.

Almost a fifth of students are unaware their schools teach Asian languages.

We also asked a new question about whether or not students thought their schools offered Asian languages. As Figure 11 shows, around six in 10 think their school offers Japanese, almost four in 10 think their school offers Chinese, and fewer than one in 10 think their school offers Korean. Twelve percent are 'unsure'.

Figure 11
As far as you know does your school teach any of the following languages? (by percentage)



Source: Q21a
Base: All students (n=1,024)

Around one in 15 students who think their school offers an Asian language learn that language at school - this does not appear to vary between Chinese, Japanese and Korean²¹. This suggests take-up rates do not vary much by Asian language.

In order to assess the accuracy of students' answers, we analysed schools that have Asian language enrolments according to 2015 Education Counts data. This is not a perfect match because the Education Counts data was gathered a year before the survey and there is only enrolment data for Chinese, Japanese and Korean. However, the results of this analysis indicate a sizeable minority of students are unaware their schools teach Asian languages:

- 17 percent of students in schools with Asian language enrolments are unaware their schools offer an Asian language.
- Knowledge about the availability of Chinese language teaching appears to be the lowest. Forty-one percent of students attending schools with Chinese enrolments are unaware that their schools offer Chinese - the equivalent figures for Japanese and Korean are 25 percent and 23 percent. This may relate to the relatively recent introduction of Chinese teaching to a number of New Zealand schools. Year 12 and Year 13 students may be unaware that Chinese is now available to their younger counterparts (in Year 9 and Year 10).

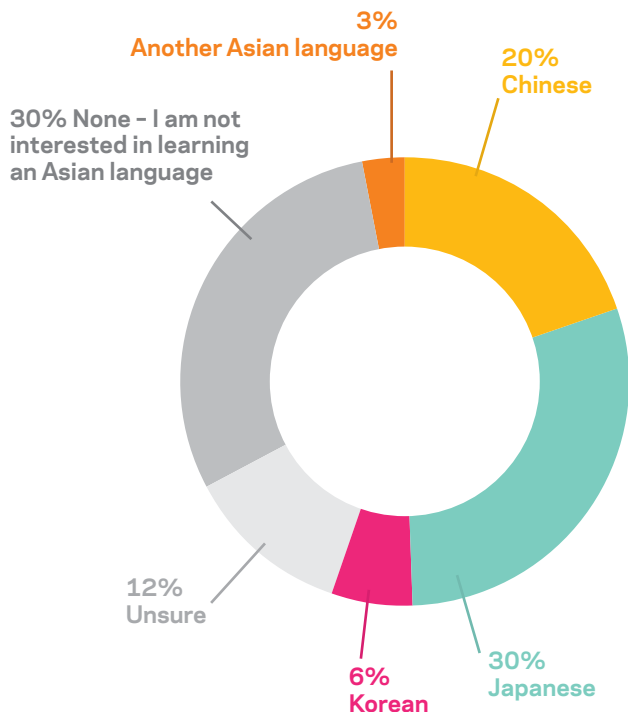
21 Seven percent of pupils who think their schools offer Chinese say they are learning Chinese at school; the equivalent figures for Japanese and Korean are 6 percent each.

Over half of students who do not currently study Asian languages would be interested in doing so in the future.

Figure 12 below shows that over half of those surveyed are potentially interested in studying an Asian language in the future.

Figure 12

Although you are not currently learning or speaking an Asian language, which of these would you be most interested in studying in the future?



Source: Q2pi
Base: Not currently learning or speaking an Asian language (n=891)
Note: Percentages do not add to 100 due to rounding.

Over half (52 percent) of the Unaware segment say 'none - I am not interested in learning an Asian language', which is significantly higher than the other segments (Beginning, Developing and Asia Ready).

The language that attracts the most overall interest is Japanese - 30 percent of students not currently learning an Asian language are interested in Japanese.

Senior secondary school students and adults appear to have different views about language teaching in schools. A survey of the general public commissioned by the Asia New Zealand Foundation found Chinese is widely regarded as the non-English language that children should learn²². In this survey over half (53 percent) of adults who thought school children should learn another language said it should be Chinese. This contrasts with the finding that students in Years 12 and 13 are more interested in learning Japanese than Chinese.

Japanese stands out as being of particular interest to students who have had a short introduction to the language in the past - half would be interested in taking it up again (whereas only 3 in 10 of those experiencing short introductions to other Asian languages show interest in learning those same languages again).

Chinese is of more interest to students who have personal connections with Asia - for example, three in 10 of those who have travelled to Asia recently, or have at least a fair amount of involvement with Asian peoples or cultures, are interested in learning Chinese in the future (whereas these same students do not show strong preferences for Japanese or Korean).

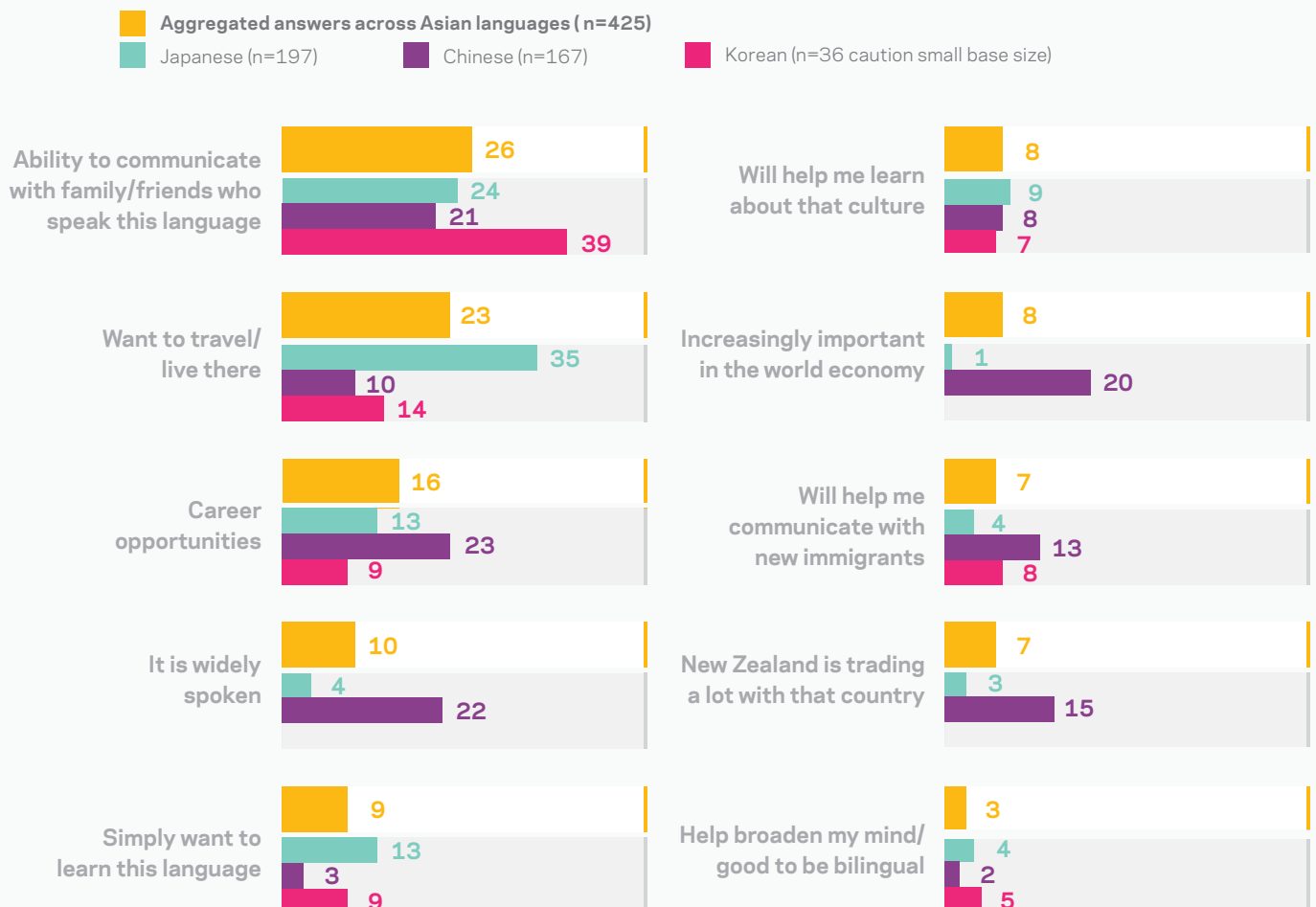
Students want to learn an Asian language in order to communicate with family and friends, travel or live in Asia, or advance career opportunities.

We asked students to describe the main benefits of learning their preferred Asian language (through an open-ended question). The results suggest the main benefit is the ability to communicate with family and friends who speak this language. Other perceived benefits relate to travelling or living in Asia and advancing career opportunities.

There are some differences in the perceived benefits of different languages. Figure 13 shows students who are interested in Chinese mention economic factors such as trade influence career opportunities, whereas those interested in Japanese are motivated by the opportunity to travel to Japan.

Figure 13

What do you think are the main benefits of learning this language? (by percentage)



Source: Q2pii
Base: Not currently learning or speaking an Asian language (n=891)

Note: respondents could provide more than one answer to this question (which is why the percentages do not add up to 100).

Barriers to learning an Asian language

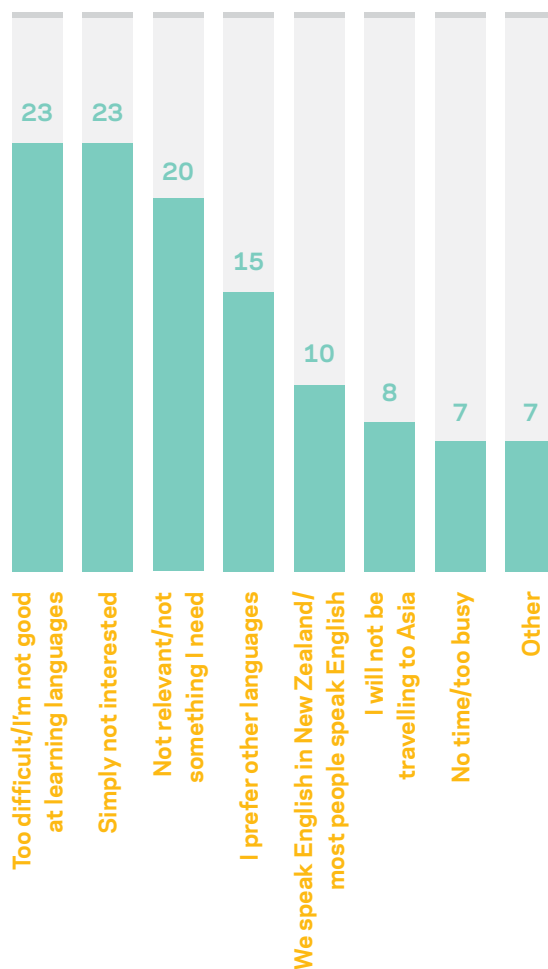
Thirty percent of students say they have no interest in learning an Asian language in the future. We asked students who were not interested in learning an Asian language for their reasons (through an open-ended question).

The findings are illustrated in Figure 14. The top three barriers to learning an Asian language are:

- Perceived difficulty (23 percent of students not interested in learning an Asian language quote this barrier).
- Lack of interest (23 percent).
- Perceived irrelevance (20 percent).

Figure 14

What are the main reasons you are not interested in learning an Asian language? (by percentage)



Source: Q2pii

Base: Not interested in learning an Asian language (n=180)

Note: Respondents could provide more than one answer to this question (which is why the percentages do not add up to 100).



Decline in knowledge and consideration of Asian cultures, practices and customs

The ability to try to understand cultural differences and to adapt communication to suit, is one of the key facets of the Asia Readiness Framework. We asked a question to gauge each student's cultural intelligence, or their ability to adapt to new cultural contexts²³. As can be seen in Figure 15, more than half of students say they do not consider cultural backgrounds in their interactions with people who identify as Asian (59 percent), while about two in five (41 percent) do.

There have been some key changes in the findings since 2012:

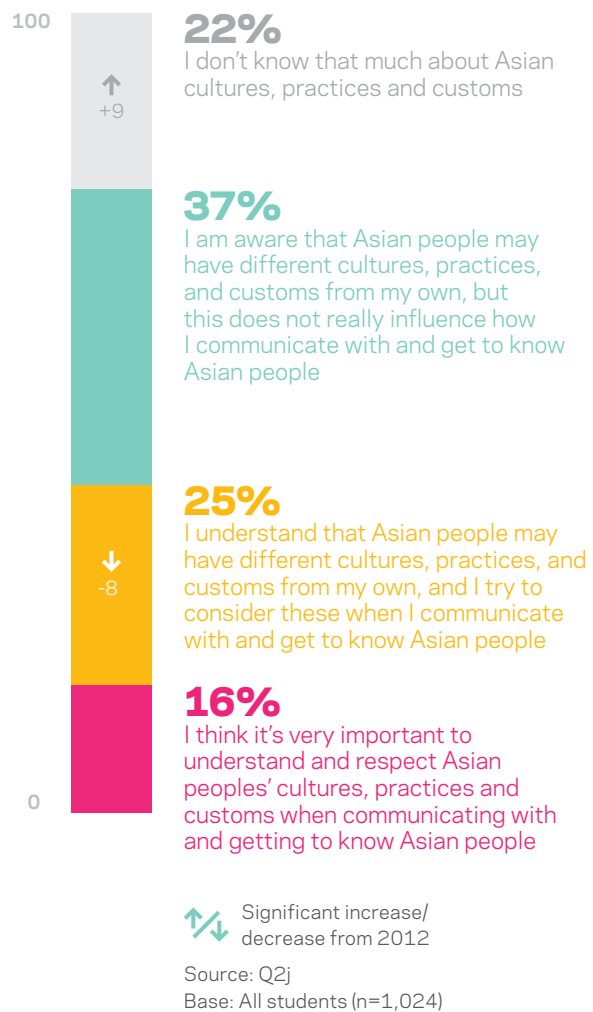
- Compared with the 2012 study, a larger proportion of students say they 'don't know much about Asian cultures, practices and customs' (22 percent in 2016, up from 13 percent in 2012).
- The proportion who say they acknowledge differences in culture, practices and customs, and try to consider these when interacting with Asian people, has decreased (25 percent in 2016, down from 31 percent in 2012).
- These changes have occurred almost exclusively within the Unaware and Beginning segments²⁴.

In total, 41 percent of students consider cultural backgrounds in their everyday interactions (this combines those who think it is 'very important' to do so and those who 'try' to do so). Those who are more likely to do this are:

- Students who identify with an Asian ethnicity (68 percent)
- Students with a lot, or a fair amount, of contact with people from Asia (65 percent)
- Students who have travelled to Asia in the past five years (64 percent)
- Students who are in the high general knowledge group (56 percent).

Figure 15

We are interested in whether your understanding of Asian cultures, practices or customs influences the way you communicate with and get to know Asian people. Which of the following four statements best describes you?



23 This question draws upon work by Earley, P. C. & Ang, S. (2003). *Cultural Intelligence: Individual interactions across cultures*. Stanford, CA. Stanford University Press. The question asked all students to place themselves into one of four groups, depending on the extent to which they used Asia-related knowledge in their interactions with people from Asia. The response text for each of the four groups is shown in Figure 15.

24 In 2012, 48 percent of the Unaware segment said they 'don't know much' - this increased to 60 percent in 2016. The equivalent figures for the Beginning segment are 7 percent and 18 percent. In 2012, 19 percent of the Unaware segment said they 'acknowledge other cultures in communication' - this decreased to 6 percent in 2016. The equivalent figures for the Beginning segment are 31 percent and 23 percent.

Only a third of students feel involved with Asian cultures, or with people who identify as Asian. This is lower than the figure for the general public.

We asked all students whether they felt they had a lot, a fair amount, not much or hardly anything to do with Asian cultures and with people who identified as Asian. The results are presented in Figure 16, alongside the results of the most recent Perceptions of Asia survey (which poses the same question to adults in the general population).

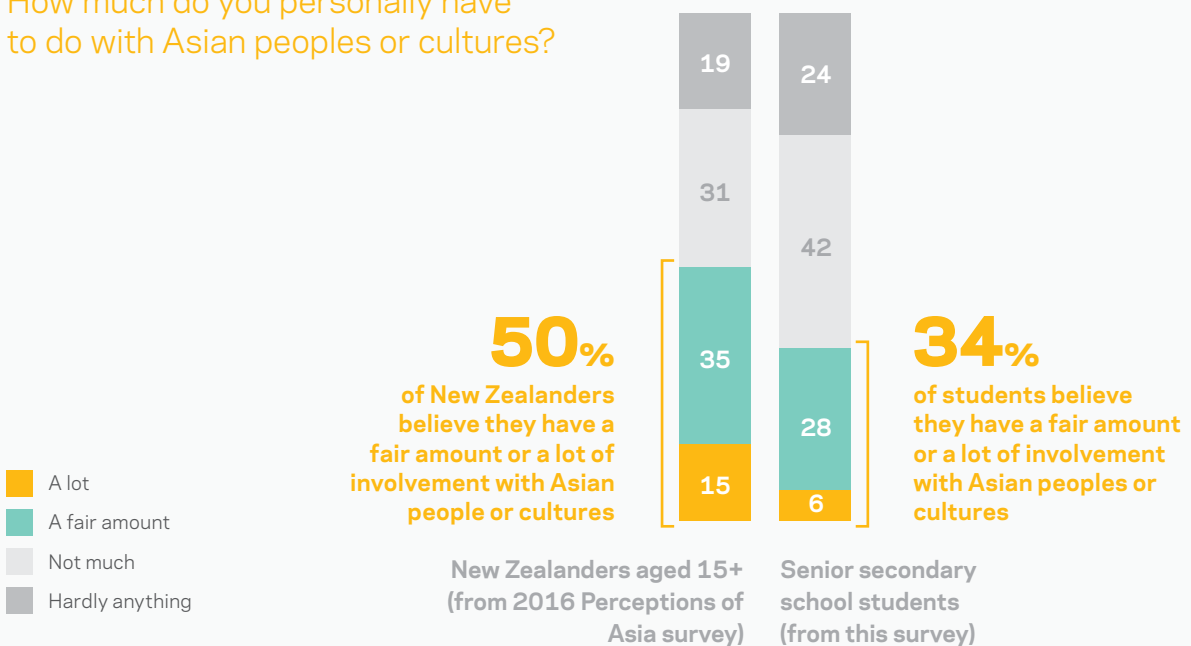
Students' involvement with Asian people and cultures is considerably lower than the involvement of the general New Zealand public. Just over one-third of students (34 percent) see themselves as having a lot or a fair amount of involvement, compared with half (50 percent) of all New Zealanders aged 15 years and over.

Students more likely than average to see themselves as having a lot or a fair amount of involvement with Asian people or cultures are:

- Students who live in one of New Zealand's main cities (39 percent)
- Students who have travelled to Asia in the past five years (56 percent)
- Students living in the Auckland region (45 percent)
- Students who identify with an Asian ethnic group (67 percent).

Figure 16

How much do you personally have to do with Asian peoples or cultures?



Source: Q6b
Base: All students (n=1,024)

Feelings of involvement

The proportion of students who feel involved with Asian cultures or with people who identify as Asian has not changed since 2012, despite growth in migration to New Zealand from Asian countries, a growing number of domestic students who identify as Asian, and growth in the number of international students in New Zealand. However, growth in population numbers does not necessarily mean growth in perceptions of involvement (an examination of the past seven years of the annual Perceptions of Asia survey shows there is no discernible relationship between migration from Asia and increased perceptions of involvement with Asian people).

The Asia Ready segment is significantly more likely to feel involved and significantly more likely to study in schools with large numbers of Asian students.

Finally, we provide some contextual information about the different Asia Readiness segments, in Table 6. There are differences in terms of perceived involvement with Asian people/cultures and there is a link between feelings of involvement and the average number of students attending schools who identify with an Asian ethnicity)²⁵.

Table 6

Asia Readiness segmentation – involvement and number of students with an Asian ethnicity

Note: A percentage in teal print is significantly lower than the average for all non-Asian students. A percentage in red print is significantly higher than the average for all non-Asian students.

	% who have 'a lot' or 'a fair amount' of involvement with Asian cultures or with people who identify as Asian	Average number of students with an Asian ethnicity at the respondent's school
All students (n=1,024) %	34	189
Unaware (n=189) %	9	146
Beginning (n=536) %	30	173
Developing (n=212) %	53	237
Asia Ready (n=87) %	76	365

Source: Q6b and Education Counts data
 Base: All students

25 The data from Education Counts can be found here: www.educationcounts.govt.nz/data-services/collecting-information/code-sets-and-classifications/ethnic_group_codes



Knowledge of Asia

Students' knowledge of South East Asian countries is fairly limited

1/5

Almost one in five students feel they know nothing about any Asian country. This proportion has increased since 2012. Māori and Pasifika students, as well as students in low-decile schools, are over-represented in this group.

- Although more than two-thirds of students can correctly identify Indonesia, Singapore, Malaysia and Thailand as countries in South East Asia, under half of students can correctly show the location of Malaysia on a map.
- When asked to name the country in Asia they knew the most about, only a small minority named a South East Asian country (Singapore was the most commonly mentioned at 4 percent).
- Just 3 in 10 students correctly answered that Islam is the religion in Indonesia that has the most followers.
- Knowledge of South East Asian countries has decreased (for example, in 2012, 70 percent of students could correctly identify the countries in South East Asia on a map, this declined to 63 percent in 2016).²⁶

China, Japan, India

China, Japan and India are the countries in Asia students say they know the most about.

²⁶ In the design stages of this research it was decided we would not attempt to develop a comprehensive measure of students' knowledge of Asia. We made this decision because knowledge is one of a number of factors that contribute to Asia Readiness. It is therefore important that the research cast a wide net, and also measures key factors such as the importance of Asia and interest in Asian cultures, practices and customs.

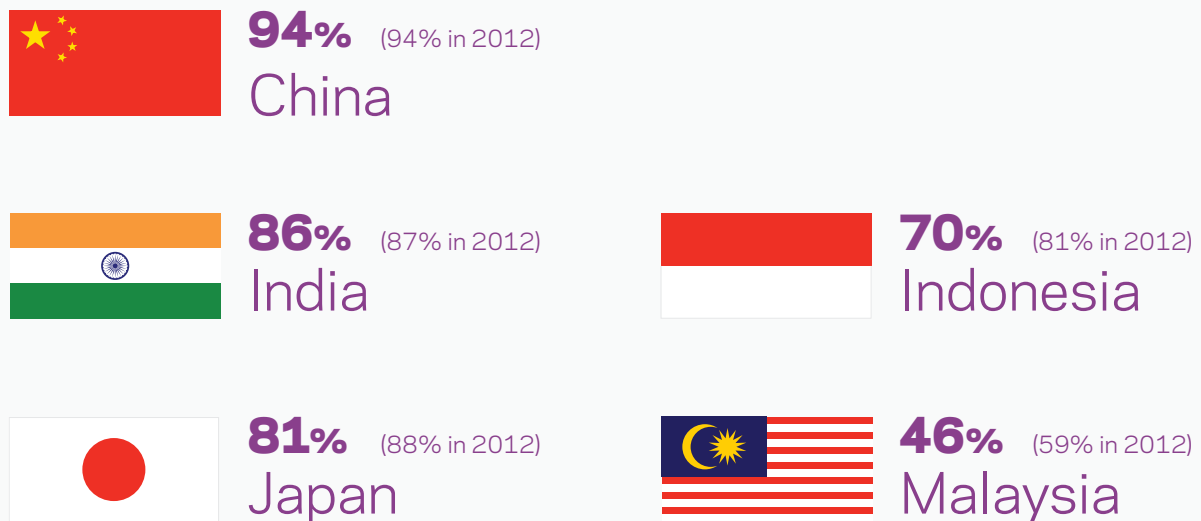
Most students can identify major Asian countries on a map, although only a minority can identify the location of Malaysia, and three in 10 cannot identify the location of Indonesia.

We asked all students to indicate the locations of five Asian countries on a map. As can be seen in Figure 17, at least four in every five students can show the locations of China, India and Japan (although the proportion that can correctly

identify Japan has declined since 2012). Relatively low proportions correctly identify the locations of Indonesia and Malaysia (a higher proportion of students could correctly identify the locations of both countries in 2012).²⁷

Figure 17

Percentage of students that can correctly indicate each country on a map



Source: Q2a (1)

Base: All students who tried to guess the location of a particular country (base varies from n=747 to n=920)

27 The map for Malaysia included Peninsular Malaysia and East Malaysia (Malaysian Borneo).

Since 2012, general knowledge about China has increased and general knowledge about South East Asia has decreased.

We asked students to answer four multiple-choice general knowledge questions relating to Asia. Care was taken to ensure a range of questions in terms of both the topics covered and the expected difficulty. Results are shown in Table 7 overleaf.

Trade with Asia

Most students (86 percent) are aware China is one of New Zealand's major trading partners (up five percentage points from 2012).

Asian immigration to New Zealand

About three in five students (59 percent) correctly answered the largest number of Asian immigrants to New Zealand in the past five years have come from China, while almost one-quarter (23 percent) answered they have come from India and 5 percent answered they have come from Japan. The proportion of students getting this question correct increased compared with the 2012 study (up nine percentage points from 50 percent in 2012).

Countries in South East Asia

More than two-thirds of students (63 percent) can correctly identify Indonesia, Singapore, Malaysia and Thailand as countries in South East Asia. This is a decline from the 2012 results (down seven percentage points from 70 percent).

Religions of Indonesia

The largest proportion of students (42 percent) answered incorrectly that Buddhism is the religion in Indonesia with the most followers. Just two in five students (30 percent) correctly answered Islam is the religion in Indonesia that has the most followers. The proportion answering correctly has decreased six percentage points since 2012.

Compared with 2012, more students answered questions about Asia incorrectly.

An overall assessment of the knowledge questions included in the survey suggests that the proportion of students with knowledge about Asia has decreased since 2012.

In total, students were asked nine general knowledge questions about Asia in the survey. In 2012 the average student answered 2.94 questions incorrectly. In 2016 this increased to 3.37 (which represents a statistically significant increase in the average number of incorrectly answered questions).

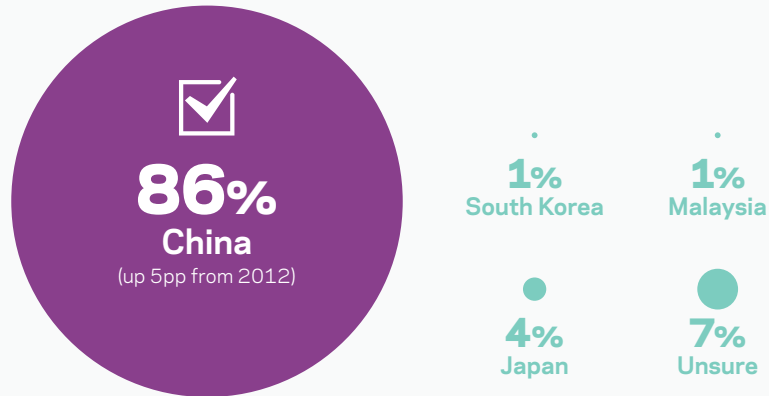
Table 7
Students' responses to four general
knowledge questions about Asia

Source: Q2a (3, 4, 6 and 9)
Base: All students (n=1,024)
*Percentages do not add to 100 due to rounding.
pp : percentage points

Correct answers in purple

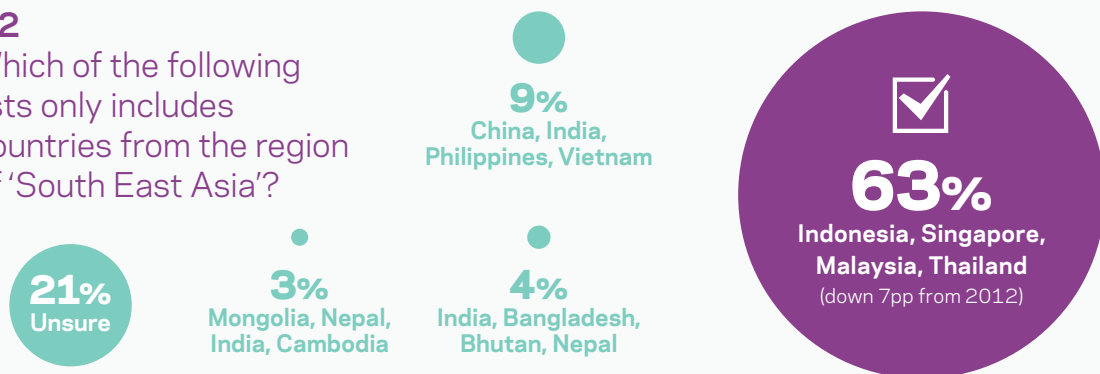
Q1

Which of these
countries does
New Zealand
trade with most?*



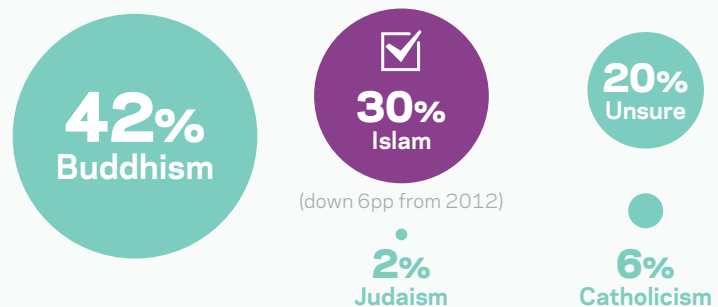
Q2

Which of the following
lists only includes
countries from the region
of 'South East Asia'?



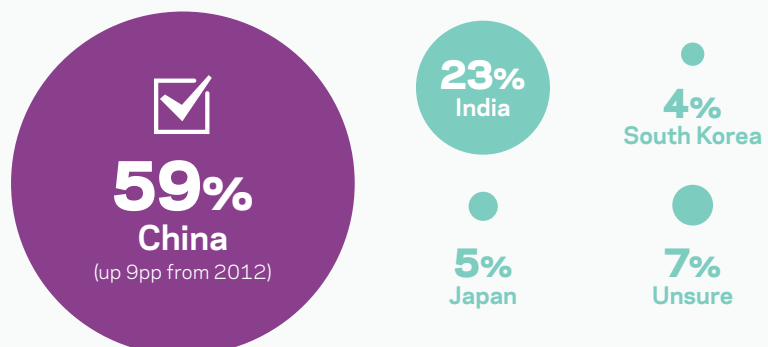
Q3

Which religion in
Indonesia has the
most followers?



Q4

Which of the following
countries do you think
the largest number
of Asian immigrants
to New Zealand have
come from in the past
five years?*



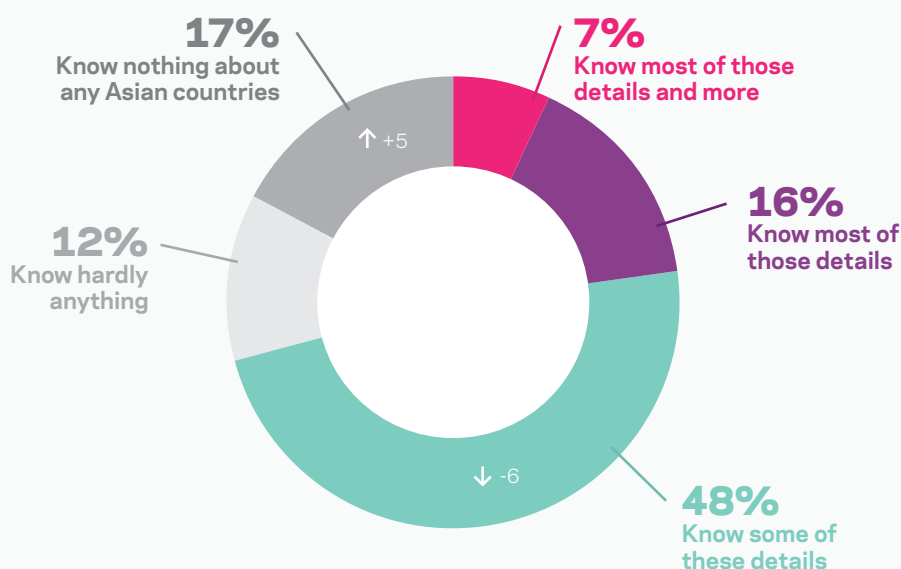
Most students claim to have some knowledge about an Asian country, but not many claim to have detailed knowledge.

We asked all students to think of the country in Asia they knew the most about, and to tell us if they knew various details about that country.²⁸ As shown in Figure 18, more than **seven in 10** (less than 72 percent) believe they can describe at least

some details about a country in Asia. However, only a minority of students claim to have a 'detailed' knowledge. Instead, the most common response is simply 'I can describe just some details about an Asian country' (48 percent).

Figure 18

How much would you say you know about that country?
In answering, please think about whether you know the language(s) spoken, the customs, cultures, and religions of the people who live there, and the geography of the country, eg, name and location of the major city(ies)



Source: Q2d
Base: All students (n=1024)

↑/↓ Significant increase/
decrease from 2012

Almost a fifth of students feel they know nothing about Asian countries

Since 2012 the proportion of students who say they ‘cannot describe anything’ about any Asian country has increased from 12 percent in 2012 to 17 percent in 2016²⁹. This category may lack confidence because although they said they could describe ‘hardly anything’, this same group tended to answer four out of nine Asia-knowledge questions correctly, suggesting **they knew more than they gave themselves credit for**.

A further examination of this group (that is, students who say they know ‘nothing’) suggests they are more likely to:

- Attend schools in the two lowest deciles in New Zealand (22 percent say they can describe ‘nothing’ – compared with only 7 percent in 2012).
- Be Māori (22 percent) or Pasifika (29 percent)
- Live in a small town or a rural area (22 percent).

Countries in Asia that students say they know the most about

As can be seen in Figure 19, China, Japan and India are the countries in Asia that students say they know the most about. Since 2012, the proportion who say they know about Japan has decreased by nine percentage points, meaning China has now overtaken Japan as the Asian country that students know the most about³⁰.

Not many students named a country in South East Asia (the most frequently mentioned South East Asian country was Singapore, at 4 percent).

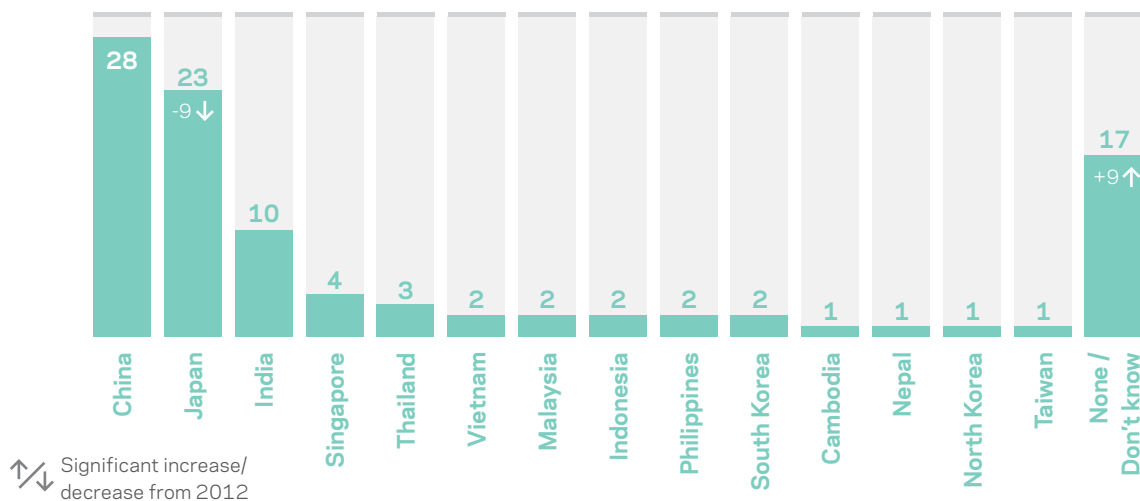
Figure 19

Which places in Asia do you know the most about? (by percentage)

Source: Q2c

Base: All students (n=1,024)

*Percentages do not add to 100 due to rounding.



29 There has also been a corresponding decrease in the proportion of students who say they can describe ‘some details’ about an Asian country (from 54 percent in 2012 to 48 percent in 2016).

30 These results are reasonably consistent with findings presented elsewhere, including: a) knowledge of China has increased since 2012 and almost all students can identify the location of China on a map; and b) learning Japanese as a language has decreased since 2012 and the proportion who can correctly identify Japan on a map has also decreased.

Students learn about Asian countries from school and a wide range of other sources.

Schools are an important source of student knowledge about Asia. Almost half (49 percent) of students who know something about an Asian country say they learnt this information at school.

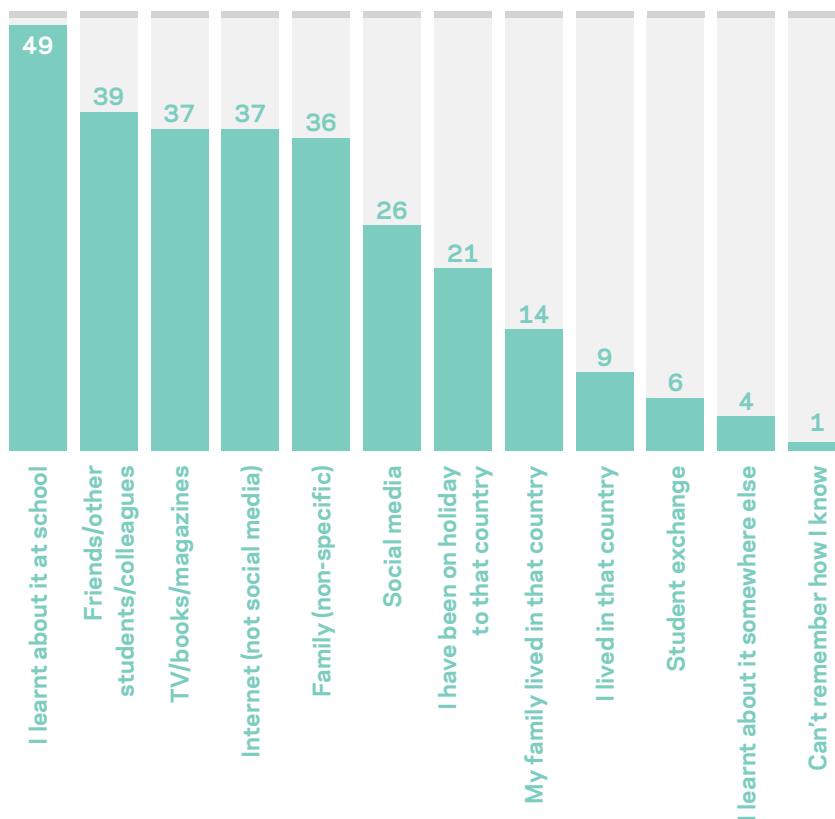
Other common sources of knowledge include friends, students, colleagues, media and family.

Students who identify with an Asian ethnicity are more likely to mention personal connections, including with family (70 percent) or family living in that country (60 percent), being on holiday (46 percent) or living in that country (37 percent).

Students with little or no involvement with Asian cultures/peoples rely on different sources for knowledge, including school (51 percent), TV, books and magazines (36 percent) and the internet (36 percent).

(Please note that 'student exchange' could include students directly or indirectly involved in an exchange, for example helping an exchange student in New Zealand.)

Figure 20
Sources of students' knowledge about countries in Asia (by percentage)





Motivations for learning about Asia

70%

The majority of New Zealand students (70 percent) have some level of interest in Asia, mainly because they are interested in learning about perspectives, cultures and practices that are different from their own.

Interest

Personal experience in Asia and with Asian people is an important factor for encouraging an active interest in Asia.

Students' interest in Asian cultures, practices and customs

We asked students to place themselves into one of the four groups shown in Figure 21.

Seven in 10 students (70 percent) find Asian cultures and practices interesting to some degree, with close to half (45 percent) saying they find the topic 'quite interesting' and one-fifth (22 percent) saying they would like to find out more about Asian cultures, practices and customs. A small minority (3 percent) say they actively try to find out more about Asian cultures, practices and customs. These findings are very similar to those of the previous research in 2012.

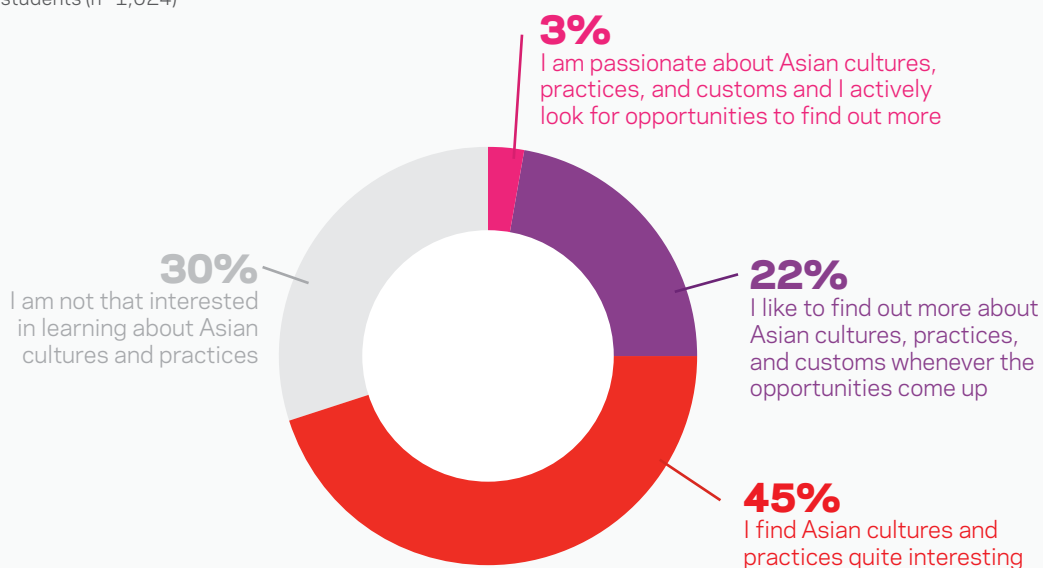
Those most interested in finding out more about Asian cultures, practices and customs tend to be:

- Students who identify with an Asian ethnicity who were either born outside New Zealand (55 percent) or born in New Zealand (38 percent)
- Students who have travelled to Asia in the past five years (44 percent)
- Students with a lot or a fair amount of involvement with Asian people or cultures (41 percent).³¹

Figure 21

Which of the following four statements best describes you?

Source: Q2h
Base: All students (n=1,024)



³¹ The higher level of interest among those who have travelled to Asia and those involved with Asian people or cultures remains even after students with Asian ethnicity are excluded from the results.

Motivation to learn

As can be seen in Table 8 over the page, students are most often driven by a desire to learn about cultures, practices and customs that are unique or different from their own (59 percent). This is followed by personal interest in very specific aspects of Asian cultures, practices and beliefs (18 percent), for example Asian food, history, religions and celebrations, and personal contact or experience with Asian people (15 percent).

Those who are more serious about finding out about Asian cultures, practices and customs are motivated by a desire to gain a better understanding of other cultures in general (26 percent of those who would like to find out more about Asian cultures mention this). They are also more likely to be motivated by exploring their family heritage (13 percent).

It is different than 'normal' stuff, I like learning about the many diverse practices, cultures and customs. I'm interested in hearing about how people do things differently in other parts of the world and Asia is one of the large groups of people.

Other ethnic group female, Year 12

I think that it's really good that we immerse ourselves in different cultures all over the world, not necessarily just Asia. If we have a better understanding of cultures and customs we eliminate racial prejudices and stereotypes. The cultures of Asia are rich and ancient, making them very interesting to see how and why they have contributed to modern society and how the customs that existed centuries ago still exist today.

New Zealand European male, Year 13

I like the food. Also with Japan, I liked learning origami and the morning exercises they do before school.

Māori male, Year 12

The world is a huge place with many, many diverse cultures we can only hope to begin to learn about in school. It is my view that people around the world, not only in New Zealand, need to widen their world views and acknowledge other cultures and obtain more knowledge about them. This will help strengthen relationships and business opportunities between many countries for generations.

New Zealand European male, Year 13

I have lots of friends that are from different parts of Asia and I like to know more about them and their beliefs/culture to get to know them better, but I also believe that having a basic understanding of cultures will later help improve trade.

New Zealand European female, Year 13

My dad grew up in Singapore and then Indonesia so we heard a lot about it.

New Zealand European male, Year 12

Table 8

Students' reasons for being interested in Asian cultures, practices and customs

Note: A percentage in teal print is significantly lower than the percentage for those who are quite interested. A percentage in red print is significantly higher than the percentage for those who are quite interested.

	All students interested in Asia (n=728) %	Those quite interested (n=469) %	Those who like to find out more (n=259) %
Interested in different perspectives/unique cultures/customs	59	58	60
Because Asia's culture/lifestyle is so different from ours	26	29	19
To have a broader knowledge/understanding of other cultures/places	19	15	26
I find it interesting/like to learn about other countries	16	15	18
Asia has such diverse cultures and customs	6	7	4
To learn about their many customs/beliefs/practices	5	4	5
Specific aspects of Asian cultures/practices/customs that I like	18	21	14
I am interested in/like their food	9	11	5
Asia has a long history/one of the oldest civilisations	6	5	6
Their languages/would like to learn an Asian language	3	3	2
I'm interested in their religion/religious beliefs/concept of Buddhism	2	2	1
I'm interested in/like the Asian festivals/celebrations/performances	1	1	1
Because of their interesting traditions/very traditional	1	1	*
I like their clothing/costumes	1	1	-
I am interested in/do martial arts	1	1	*
I like their art/paintings	*	-	*
Personal contact/experience with people in/from Asia	8	8	10
I have Asian friends	5	5	6
I have visited/lived there	2	2	2
We have Asian students/homestays	1	1	1
I have family who go there for work/live there	*	*	1
Asia is/will be influential	8	7	9
A lot of Asian people are living in NZ/Asian population is growing	2	2	2
Asia will have an influence on our future	2	2	2
Asia has one of the largest populations/land areas in the world	1	1	2
They have a strong economy/are an economic power	1	1	1
They are our neighbours/in close proximity to us	1	1	1
Because of their technology/technological advancements	1	1	*
Because we trade with Asia	1	*	1
May travel to Asia/work with Asian people in future	5	6	5
I would like to travel/visit there one day	5	5	5
I might end up working in Asia/with Asian people	*	1	*
I like Asian people	3	3	2
They are nice/respectful people	3	3	2
They have good values	*	*	1
Miscellaneous	19	16	26
It's part of my/a family member's heritage	9	6	13
I have been learning/studying about Asia at school	2	1	3
Other	10	9	10
Don't know/no comment	5	5	5

Source: Q2i | Base: Students at least quite interested in Asian cultures, practices and customs

Notes: Like responses have been grouped into 'nett categories'. These nett percentages are displayed in bold print and refer to the proportion of respondents who provided at least one of the more detailed comments within that category.

*Percentage is less than 0.5 percent, but greater than 0.

Personal experience in Asia and with Asian people is an important factor for encouraging an active interest in Asia.

An analysis of these results against students' Asia Readiness has revealed how motivations vary by the different Asia Readiness segments. The findings are described in Table 9 below, which excludes Asian students (both New Zealand born and born elsewhere) so we can better identify potential triggers for those without family connections to Asia.

- Students in the Developing segment are more likely than others to be interested in Asian cultures, practices and customs
- There is a discernible trend showing that 'personal experiences in and contact with people from Asia' becomes an increasingly strong motivator for students towards the Asia Ready end of the continuum.

Table 9

Interest in Asia by Asia Readiness (for non-Asian students only)

Note: A percentage in red print is significantly higher than the average for all non-Asian students.

	All students (n=1,024) %	Unaware (n=189) %	Beginning (n=536) %	Developing (n=212) %	Asia Ready (n=87) %
Interested in different perspectives/ unique cultures/customs	62	52	61	72	51
Specific aspects of Asian cultures/ practices/customs that I like	19	23	19	21	12
Personal contact/experience with people in/from Asia	10	5	8	14	17
Asia is/will be influential	8	15	6	11	-
May travel to Asia/work in Asia or with Asian people in future	6	3	7	6	-
I like Asian people	3	4	3	3	3

Source: Q2i

Base: Non-Asian students at least quite interested in Asian cultures, practices and customs



Further developing Asia Awareness

3/10

Similar to the 2012 study, around three in 10 students have plans to develop their Asia Awareness after they leave school, through study, networking or attending events.

#AsiaOE

Similar to the 2012 study, around three in 10 plan to travel to Asia in the next five years for an overseas experience.

3%

As in 2012, only 3 percent of students think it is very likely that they will live or work in Asia in the next five years.

Intentions to develop Asia Awareness through formal study

We asked students how likely it was that they would take action specifically to develop their Asia Awareness after they finished school. Results are shown in Figures 22 below and 23 on the following page.

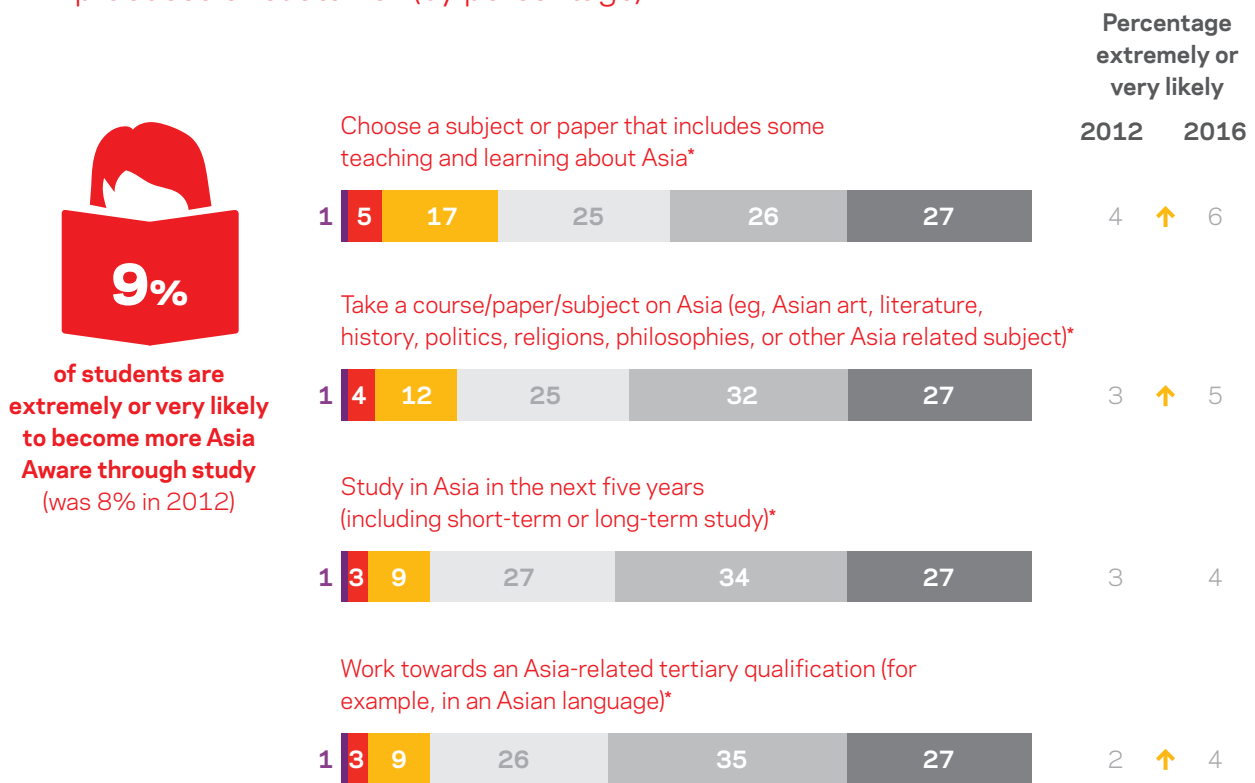
Twenty-eight percent of students say they are extremely or very likely to take at least one action to develop their Asia Awareness after leaving

school. Twenty-six percent intend to do so through social or business networking, or by attending Asia-related events. Nine percent of students intend to do some form of Asia-related study.

Students' intentions have changed little compared with 2012 (when 28 percent said they would participate in networking or Asia-related events and 8 percent intend to do Asia-related study).


Figure 22

How likely are you to do each of the following specifically so you can learn more about Asian people, cultures, practices or customs? (by percentage)



Source: Q5d
 Base: All students (n=1,024)
 *Percentages do not add to 100 due to rounding

■ Extremely likely ■ Not that likely
■ Very likely ■ Not at all likely
■ Quite likely ■ No plans yet for further study

 Significant increase/decrease from 2012


Intentions to develop Asia Awareness in other ways

Since 2012 there has been growth in the proportion of students who do not anticipate going on to tertiary study at all (from 22 percent in 2012 to 27 percent in 2016). Despite this, there has been a very slight increase in the proportion who intend to develop Asia Awareness through

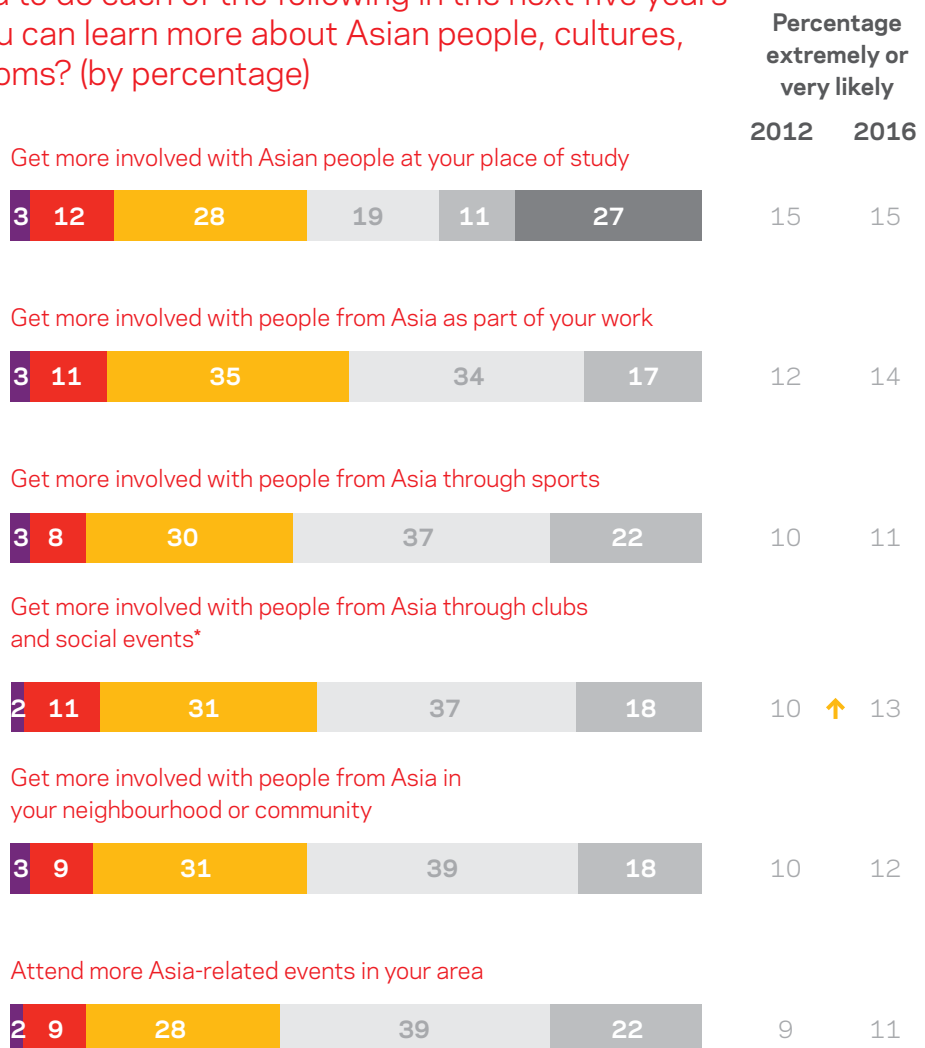
formal study (from 8 percent to 9 percent). And there are stronger intentions for particular aspects of how that will be achieved; for example, 6 percent of students now intend to choose a subject or paper that includes some teaching about Asia, compared with 4 percent in 2012.

Figure 23

How likely are you to do each of the following in the next five years specifically so you can learn more about Asian people, cultures, practices or customs? (by percentage)



26%
of students are extremely or very likely to become more Asia Aware through networking or attending events (was 28% in 2012)



Source: Q5e
Base: All students (n=1,024)
*Percentages do not add to 100 due to rounding

Extremely likely
Very likely
Quite likely
Not that likely
Not at all likely
No plans yet for further study

Significant increase/decrease from 2012

Figure 23 (previous page) shows that just over a quarter (26 percent) plan to develop their Asia Awareness in other ways (not via tertiary education) after they leave school (this is slightly lower than in 2012, when 28 percent said this). Since 2012, there has been an increase in the proportion who anticipate getting more involved with Asian people, cultures, practices or customs through clubs and social events (from 10 percent to 13 percent).

Overall, these results are fairly consistent with those discussed earlier, which show that although students appreciate the importance of Asia to

New Zealand, they are generally less aware of the potential benefits that Asia-related knowledge and skills can have for them personally in future (with only a minority intending to develop their Asia Awareness after leaving school).

As can be seen in Table 10 below, those in the Developing and Asia Ready segments are much more likely to have intentions to further develop their Asia Awareness after leaving school.

Table 10
Students' intention to further increase Asia Awareness by level of Asia Readiness

Note: A percentage in teal print is significantly lower than the average for all students. A percentage in red print is significantly higher than the average for all students.

	All students (n=1,024) %	Unaware (n=189) %	Beginning (n=536) %	Developing (n=212) %	Asia Ready (n=87) %
Intend to further develop Asia Awareness	28	9	22	48	64
▪ Through further study	9	1	55	19	27
▪ Through networking/attending events	26	9	20	44	59

Source: Q5d and Q5e
Base: All students



3/10

students plan to travel to Asia in the next five years

We asked all students about their intention to travel to Asia or to live and work in Asia in the next five years. As can be seen in Figure 24 below, about 3 in 10 students (29 percent) plan to travel to Asia and a small minority (3 percent) say they are very or extremely likely to live or work in Asia in the next five years.

These proportions are consistent with those recorded in 2012, when 32 percent of students planned to travel to Asia and 2 percent said they were very or extremely likely to live or work in Asia in the following five years. The findings are also comparable with a recent survey of 500 18 to 30-year-olds conducted by the Asia New Zealand

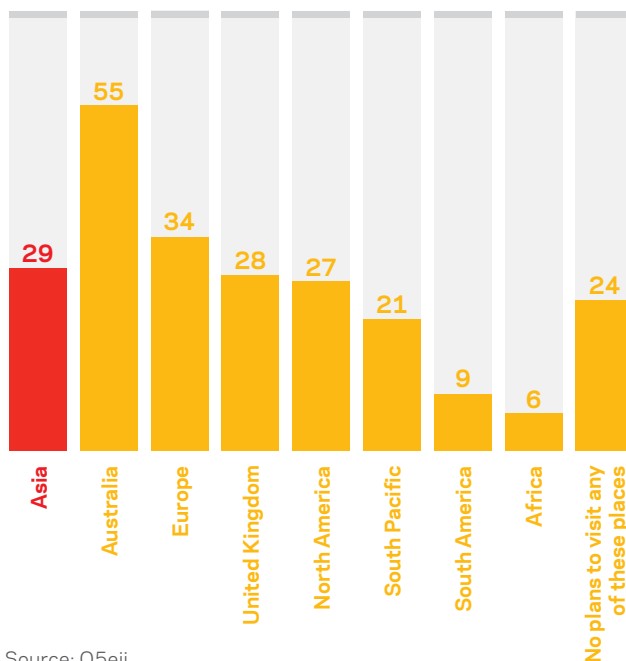
Foundation, which suggested 27 percent were considering an Overseas Experience (OE) to Asia in the next year.³²

An intention to travel to Asia is significantly higher among those who are at the Developing or Asia Ready stages of Asia Readiness.

- Forty-seven percent of students who are at the Developing stage, and 65 percent who are at the Asia Ready stage, plan to travel to Asia in the next five years.
- Fifteen percent of students who are at the Asia Ready stage plan to live or work in Asia in the next five years.

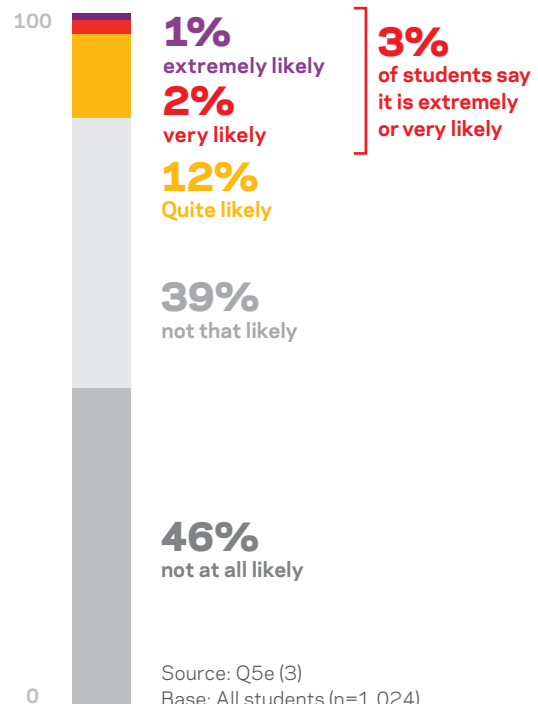
Figure 24

Do you plan to travel to any of the following places in the next five years? (by percentage)



Source: Q5ei
Base: All students (n=1,024)

How likely do you think it is that you will live or work in Asia in the next five years?



Source: Q5e (3)
Base: All students (n=1,024)

Students want to travel to Asia for work or study opportunities and for cultural experiences.

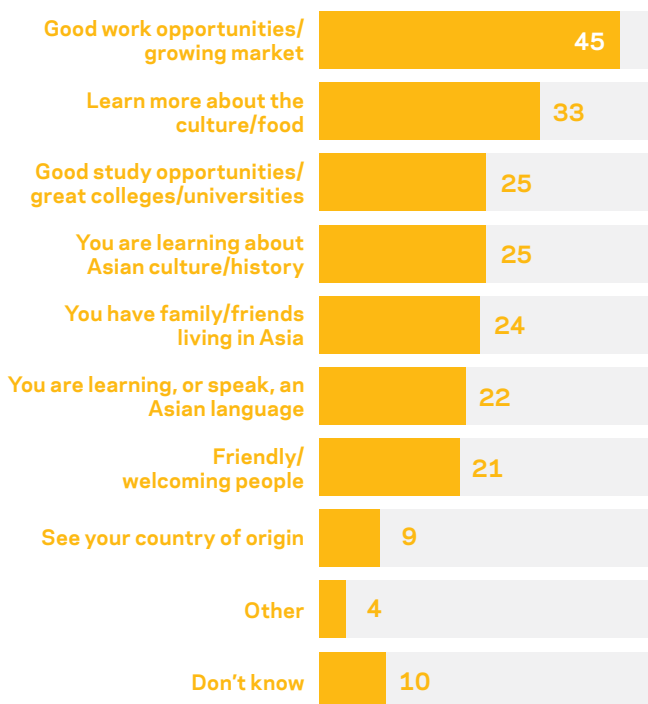
We asked students why they wanted to travel to Asia in the next five years (or not). The top three reasons for intending to travel to Asia relate to what it has to offer – nearly half (49 percent) of students who say they are at least quite likely to migrate to Asia say good work opportunities or the Asian region’s growing markets. A third (33 percent) want to learn more about Asian culture or food, and a quarter (25 percent) are attracted by the region’s universities or study opportunities. (Note that results remain similar when students who identify themselves as Asian are removed from the analysis.)

Two-thirds (65 percent) of students who do not intend to live or work in Asia in the next five years plan to stay in New Zealand instead, while a third (32 percent) want to go overseas, but to a different part of the world. Around one-fifth (21 percent) mentioned perceived language barriers.

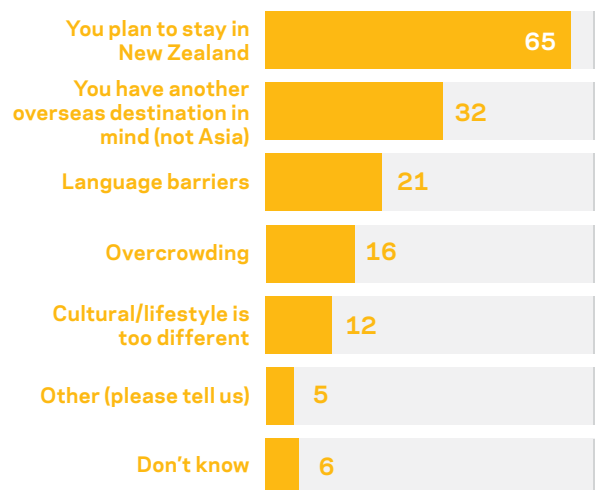
These findings are broadly comparable with a recent survey of 500 18 to 30-year-olds conducted by the Foundation about OEs³³. Both studies suggest that learning more about Asian culture and food is a key motivation. Both studies also suggest that a sizeable minority do not want to travel to Asia because of perceived language barriers. However, Year 12 and Year 13 students are much more likely than 18- to 30-year-olds to be motivated by work or study opportunities³⁴.

Figure 25

What are the main reasons you are likely to live or work in Asia? (by percentage)



What are the main reasons you are unlikely to live or work in Asia? (by percentage)



Source: Q5f
 Base: Students unlikely to live or work in Asia in the next five years (n=887)

Source: Q5g
 Base: Students likely to live or work in Asia in the next five years (n=137)

33 Refer to Asia New Zealand Foundation’s Travel to Asia report: www.asianz.org.nz/sites/default/files/travel_to_asia_research_report_5_december_004.pdf

34 It is not practical to compare exact proportions answering particular motivations and barriers in the two studies, because the surveys used different code-frames to categorise the open-ended data.



Preparedness for engaging with Asia

Engaging with
the peoples and
cultures of Asia...

...in New Zealand:

45%

feel prepared

...if they went to Asia:

31%

feel prepared

Most students do not feel prepared for engaging with Asia.

Near the end of the survey we asked all students to indicate how prepared they felt for engaging with the people and cultures of Asia, both in New Zealand and in Asia. The questions were deliberately positioned at the end of the questionnaire so students had the opportunity to reflect on their responses to all the other questions in the survey.

As can be seen in Figure 26 below, less than half (45 percent) feel prepared to engage with Asian cultures and people who identify as Asian. This proportion drops to 31 percent when students consider whether they would feel prepared for engagement if they went to Asia (for example, to work or study).

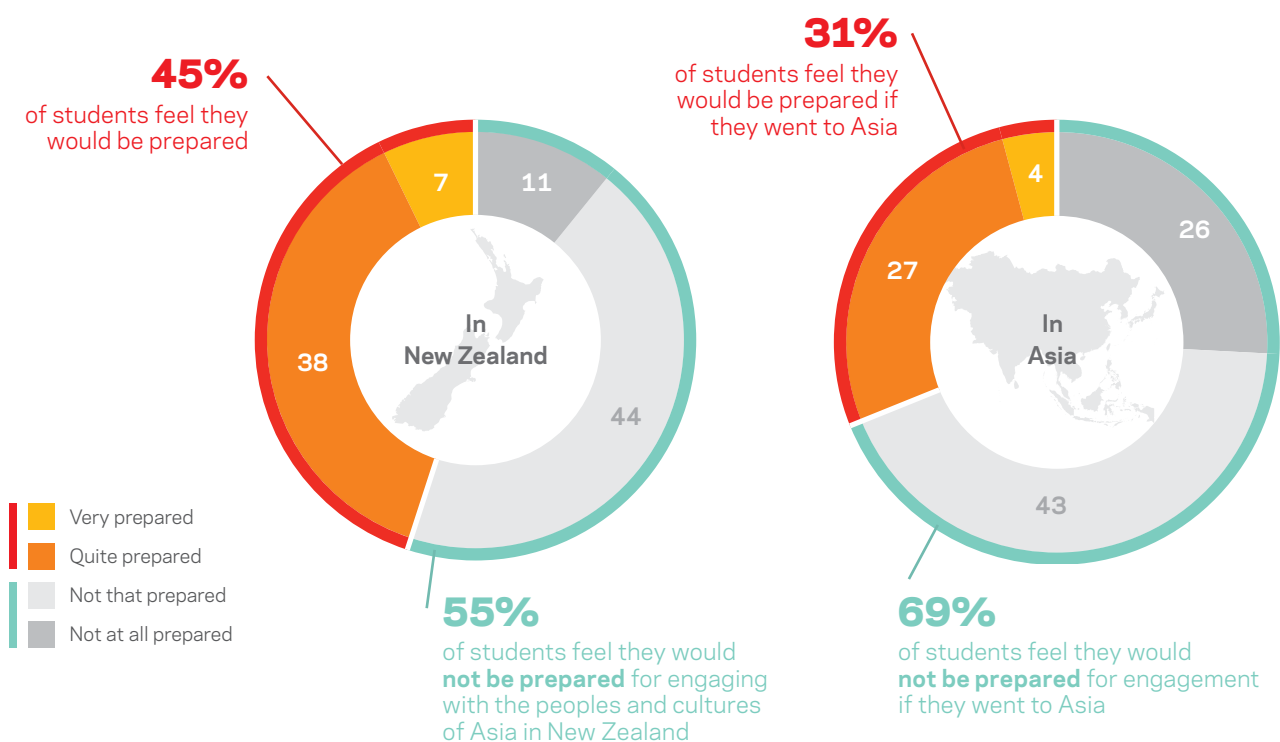
Students living in rural areas and in lower socio-economic areas are more likely to feel unprepared.

Figure 26 below shows that 55 percent of students feel generally unprepared for engaging with Asian cultures and people who identify as Asian. Some groups of students are more likely to feel unprepared:

- New Zealand European and Māori students (60 percent each)
- Students living in rural areas (67 percent)
- Students who attend schools in deciles 1-5 (65 percent, compared with 52 percent of students who attend schools in deciles 6-10)
- Students with limited personal involvement with Asian cultures or with people who identify as Asian (69 percent).

Figure 26

Thinking overall, how prepared do you personally feel for engaging with the peoples and cultures of Asia...



Source: Q6c, Q6d
Base: All students (n=1,024)

Methodology

How the research was carried out

A total of 1,024 Year 12 and Year 13 students were interviewed online from 27 October to 8 December 2016.

Sampling, fieldwork and avoiding response bias

Students participating in this research were recruited through a nationwide sample of parents belonging to Colmar Brunton's online research panel (which contains 120,000 individual panellists spread throughout New Zealand). Potential parents of Year 12 and 13 students (that is, panellists aged 35 to 65 years) were randomly selected from Colmar Brunton's research panel, and senior students in their homes were invited to take part in the survey. To avoid response bias, no mention of the survey topic (Asia Awareness) or of the Asia New Zealand Foundation was made in the survey invitation, the introductory text or the initial questions about the importance of various countries/regions in the world. The methodology for this project was selected to avoid a response bias that would likely result from attempting a survey of schools.³⁵

Sample representativeness

The survey is intended to provide an overall picture that is representative of domestic Year 12 and Year 13 secondary school students. Quotas were applied at the sampling and selection stage, and the final results have been weighted against

Education Counts data (supplied by the Ministry of Education) to be representative of domestic students by gender within funding year, and ethnicity. Not all households have internet access in New Zealand (77 percent of households had internet access in 2013³⁶), and online panels do not include every New Zealand household, so the survey cannot be said to be truly representative of all groups. Having said this, we are confident that the results provide a reasonably good picture of senior secondary school students. The weighted sample profile can be found in the Appendix.

Questionnaire development

The questionnaire was developed in close consultation with the Foundation to meet the aims and objectives of this research. The questionnaire was kept largely consistent with the 2012 study to enable comparisons between the two waves of research. The development of the questionnaire was underpinned by the Foundation's Asia Readiness Framework (discussed further in Table 1). The median interview duration was 15 minutes.

35 Attempting to complete a school-based survey of students in a short timeframe would be likely to result in a poor-quality and difficult-to-replicate sample of schools and students. A school-based survey may result in a strong bias toward schools that are more Asia Aware, or that have a large number of Asian students. An online panel survey avoids these biases because interest in the survey topic is not the primary driver of participation in the survey.

36 Census, 2013. Statistics New Zealand.

Other notes to reading this report

Throughout this document the term ‘students’ refers to Year 12 and Year 13 domestic secondary school students.

Sub-group differences identified in this report are statistically significant at the 95 percent confidence level.

The survey is intended to provide an overall picture that is representative of all domestic Year 12 and Year 13 secondary school students, including domestic students with Asian ethnicity. As may be expected, by their very nature many students with Asian ethnicity are particularly interested in, and engaged with, Asia. For this reason we occasionally exclude students who identify with Asian ethnicity from our analyses, particularly when examining the barriers to Asia Readiness and the triggers that may help students to progress towards Asia Readiness. In the body of this report we make it clear when students with Asian ethnicity are excluded from the analysis.

It should be noted that the ethnic composition of the New Zealand student population has become more diverse since 2012. According to the Level 1 Prioritised Ethnic Group coding used by Education Counts, the Year 12 and Year 13 student profile in 2012 was: 17 percent Māori, 9 percent Pasifika, 12 percent Asian, 3 percent Other or Middle Eastern/Latin American/African, and 59 percent European/Pākehā. In 2016 these proportions changed to: 19 percent, 10 percent, 13 percent, 3 percent and 55 percent respectively (these changes in ethnic composition are mirrored in the survey profile). This contextual change should be taken into account when interpreting the survey results.



Appendix: Weighted sample profile

(n=1,024)

Gender			
Male	49%	Female	51%
Age			
15 years	2%	18 years	29%
16 years	23%	19 years	5%
17 years	41%		
Funding year			
Year 12	54%	Year 13	46%
Ethnicity			
European (Includes non-New Zealand European)	55%		
Māori	19%	Asian	13%
Pasifika	10%	Other	3%
Country of birth			
New Zealand	83%	South Africa	1%
United Kingdom	3%	A country in Asia	7%
Australia	1%	Another country	4%
Urban/rural			
Main city	48%	Small town or rural area	21%
Provincial city or town	31%		
Region			
Northland region	4%	Wellington region	12%
Auckland region	36%	Tasman region	1%
Waikato region	8%	Nelson region	2%
Bay of Plenty region	6%	Marlborough region	*
Gisborne region	1%	West Coast region	*
Hawkes's Bay region	4%	Canterbury region	12%
Taranaki region	3%	Otago region	4%
Manawati-Wanganui region	5%	Southland region	2%
Attends a school in Asia New Zealand Foundation's Educators Network			
Yes	65%	No	35%

Base: All students

Note: Ethnicity is prioritised for the purpose of weighting against Ministry of Education data. The non-prioritised ethnicity profile can be seen in Table 2 in the main body of the report.





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