

# Asia Aware Students' Survey Research Results

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Report Research

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# How to use this document

Home

Contents

Chapters Navigation

Click to return to start of document.

Click to return to Contents page.

Denotes which chapter you are currently reading.  
Click to go to different chapters.

# Legend

Hyperlinks

This denotes a link to a page within the document or to an external website.

Sources

Endnotes

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Click and jump to endnotes.

# Please note:

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 Asian students. As may be expected, by their very nature many Asian students are particularly interested in and engaged with Asia. For this reason we occasionally exclude Asian students from our analysis, particularly when examining the barriers to Asia Readiness and the triggers that may help students progress towards Asia Readiness. In the body of this report we make it clear when Asian students are excluded from the analysis.

# Contents

## Summary and Recommendations

1

- Main conclusions and supporting statistics
- Recommendations

## Introduction

2

## Asia Readiness

3

- Asia Readiness Framework

## The importance of Asia to New Zealand

4

- Relative importance of Asia to New Zealand
- How other regions/countries will influence New Zealand
- Importance of teaching about Asia

## Preparedness for Engaging with Asia

5

- Self-rated preparedness

## Knowledge of Asia

6

- General knowledge of Asia
- Self-assessed knowledge of Asia

## Motivations for Learning about Asia

7

- Interest in Asian cultures, practices and customs
- Drivers of student interest

## Cultural Competencies

8

- Asia-related knowledge and skills
- Communicating in an Asian language
- Adapting to new cultural contexts
- Perceived involvement with Asian people or cultures

## Further developing Asia Awareness

9

- Study, networking, and attending Asia-related events
- Plans to travel to Asia

## Appendix

10

- Sample profile

## Endnotes

11

## Asia New Zealand Foundation

12

# Summary & Recommendations

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## Summary

Students have been segmented into four groups according to their stages of Asia Readiness. Students were classified in four categories based on their interest and knowledge of Asia, which ranged from students with little or knowledge, to those who can speak a language and thought the region highly important to New Zealand.

# Summary & Recommendations

The Asia New Zealand Foundation (the Foundation) was established in 1994. Its aim is to develop more extensive and effective economic and cultural relationships in the Asian region by building and sustaining New Zealanders' knowledge and understanding of the countries, peoples, cultures and languages of Asia.

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.

The Foundation commissioned Colmar Brunton to carry out this research among New Zealand senior secondary school students (Year 12 and 13 students) to benchmark and track their level of Asia Readiness.

This research complements previous research among heads of departments in New Zealand secondary schools,<sup>1</sup> and will help the Foundation to assist schools and teachers to better prepare young New Zealanders to engage with Asia.

A total of 1,011 Year 12 and Year 13 students were interviewed online from 15 May to 8 June 2012. All students were domestic students.



## Asia Readiness

Students have been segmented into four groups according to their stages of Asia Readiness.

The definition of each segment was determined partly by the data, but is based primarily upon the Foundation's Asia Readiness Framework. An important feature of this framework is its recognition that being 'Asia Ready' is as much about a willingness to engage, and interest in engaging, with Asia as it is about knowledge of Asia and the ability to communicate using a language of Asia.

Overall, only a small proportion of New Zealand's senior secondary school students meet the criteria for being 'Asia Ready'.

### 1. Nineteen percent are Unaware:

These students either do not believe that Asia is important to New Zealand's future or have no interest in Asia or in Asian cultures, practices, customs or languages.

### 2. Eighty-one percent of students are at least at the Beginning stage of Asia Readiness:

All of these students believe that Asia is at least somewhat important to New Zealand's future. In addition, they have at least some interest in Asian cultures, practices and customs, or they can describe a few details about at least one Asian country, or they can say some basic greetings or introductions in an Asian language.

### 3. Thirty percent of students have progressed to at least the Developing stage:

All of these students believe that Asia is important or very important to New Zealand's future. In addition, they enjoy finding out more about Asian cultures, practices and customs and try to consider this knowledge in their interactions with Asian people, or they can describe at least one Asian country in considerable detail, or they can hold a basic conversation in an Asian language.

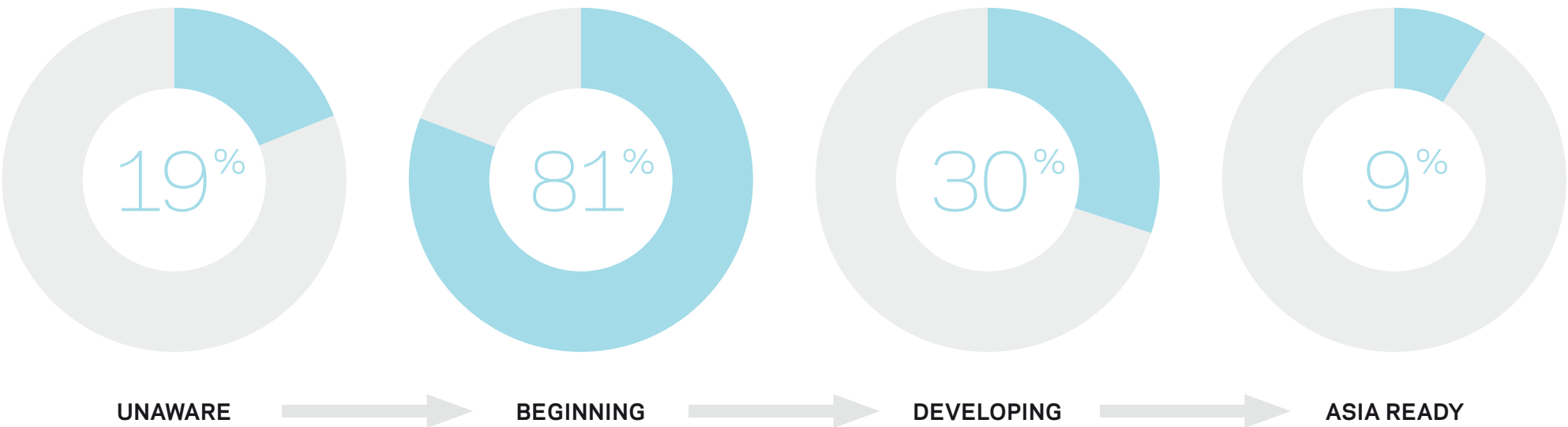
### 4. Nine percent of students are Asia Ready:

All of these students believe that Asia is important or very important to New Zealand's future. In addition, they actively seek out information about Asian cultures, practices and customs and believe that it's important to understand and respect these practices and customs when interacting with Asian people, or they have in-depth knowledge of at least one Asian country, or they can communicate confidently in an Asian language.



# Main conclusions & supporting statistics

Figure 1. Asia Readiness Framework



## The importance of Asia to New Zealand

Like the New Zealand general public,<sup>2</sup> students view Asia as second only to Australia in terms of its importance to New Zealand's future.

- Three-quarters of students (74 percent) see the Asian region as important to New Zealand's future. The Asian region is seen as more important than Europe (64 percent), North America (60 percent), the South Pacific (38 percent), South America (14 percent) and Africa (9 percent).
- Relative to other countries and regions, students believe that Asia will have the most influence on New Zealand's international trade (85 percent) and New Zealand's demography, including the people who will live (63 percent), work (71 percent) and study in New Zealand (75 percent). While just half of students (49 percent) believe that Asia will have an influence on what is taught in New Zealand's schools, Asia is still seen as having more influence on teaching than any other region or country included in the survey.

Consistent with the above findings, the Asian region is rated as one of the three most important regions or countries about which schools should teach New Zealand's students, along with Europe and Australia.

- Sixty percent of students believe that it is important for schools to teach about Asia. Sixty percent of students also believe that it is important that schools teach students about Europe and the United Kingdom, and 59 percent believe that it is important that schools teach students about Australia.

While most students are aware of the importance of Asia to New Zealand, the perception that Asia cannot have a significant impact on New Zealand remains one of the main barriers to learning about Asia among those students who do not believe that teaching about Asia is important.



## Preparedness for engaging with Asia

Overall, the majority of students feel ill-equipped to engage with the peoples and cultures of Asia, both in New Zealand and in Asia. This is consistent with the above finding that only 9 percent of students meet the criteria for being Asia Ready. When students' views are considered alongside the views of the general public, they lend strong support to one of the aims of the Foundation to equip young people to engage confidently with Asia.

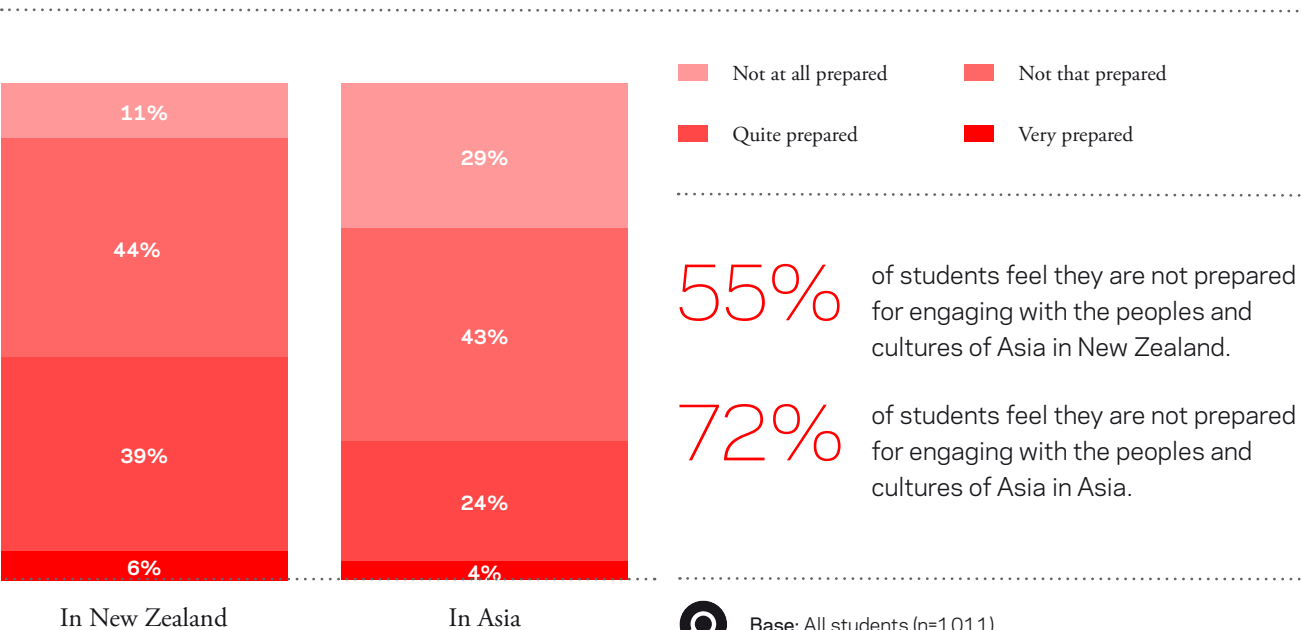
- More than half (55 percent) of students feel ill-equipped for engaging with the peoples and cultures of Asia in New Zealand.
- Nearly three-quarters (72 percent) of students feel ill-equipped for engaging with the peoples and cultures of Asia in Asia.
- The 2011 New Zealanders' Perceptions of Asia survey showed that the majority of New Zealanders (56 percent) do not think New Zealand is doing enough to prepare young New Zealanders to engage confidently with Asia.

The Asia Readiness Framework is a strong predictor of whether students feel equipped to engage with the peoples and countries of Asia, both in New Zealand and in Asia.

**Table 1. Students' preparedness for engaging with Asia**

	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Asia Ready (n=72) %
Feel equipped for engaging with Asia in New Zealand	19	39	68	77
Feel equipped for engaging with Asia in Asia	15	22	36	69

**Figure 2. Thinking overall, how prepared do you personally feel for engaging with the peoples and cultures of Asia...**



# Knowledge of Asia

For non-Asian students, schools are their primary source of knowledge and information about Asia. We know from research carried out among heads of departments in New Zealand secondary schools that when teaching about Asia, content is most likely to focus on China, India and Japan.

The results of this survey support the research with heads of department.

- The majority of students could show the locations of China (87 percent), India (80 percent) and Japan (83 percent) on a map, whereas students had more difficulty locating Indonesia (71 percent) and Malaysia (46 percent).
- Relative to the general New Zealand public, students were more aware of New Zealand's relationship with China. The majority of students (81 percent) know that China is the country in Asia with which New Zealand trades the most (compare with 72 percent of the general public who know this). Half of the students (50 percent) know that the largest number of Asian immigrants to New Zealand in the past five years have come from China (compare with 39 percent of the general public who know this).

- When asked to indicate their knowledge of countries in Asia, students say they know the most about China, India and Japan.

Although this survey was not a comprehensive test of students' knowledge, the results suggest that students' knowledge of Southeast Asian countries may be fairly limited. This is consistent with our research among heads of department, which showed that, relative to China, India and Japan, teaching about Asia in New Zealand secondary schools is less likely to cover countries in Southeast Asia. The 2011 New Zealanders' Perception of Asia survey showed that the general New Zealand public's knowledge of Southeast Asian countries is also low.

- Although more than two-thirds of students (71 percent) can correctly identify that Indonesia, Singapore, Malaysia and Thailand are all countries in Southeast Asia, less than half of students (46 percent) can correctly show the location of Malaysia on a map.
- Just over one-third of students (36 percent) correctly answer that Islam is the religion in Indonesia that has the most followers.
- When asked to name the country in Asia about which they know the most, a maximum of 3 percent of students name a Southeast Asian country.

# Motivations for learning about Asia

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

- More than two-thirds of students (69 percent) find Asian cultures and practices interesting, with half (47 percent) saying they find the topic ‘quite interesting’ and one-fifth (22 percent) saying they like to find out more about Asian cultures, practices and customs. A small minority (2 percent) say they actively seek out more information about Asian cultures, practices and customs.
- The most common reasons for students being interested in Asian cultures, practices and customs centre on a desire to learn about cultures, practices and customs that are different from their own (58 percent). This is followed by personal interest in very specific aspects of Asian cultures, practices and customs, such as Asian food, history, religions and celebrations (28 percent), and an appreciation that Asia is or will be influential (15 percent).

Personal experiences in Asia and with Asian people play a role in motivating students to find out more about Asia, as does the possibility of travelling to or working in Asia.

- Students who like to find out more about Asia are more likely than those who are less interested in Asia to say they want to find out more because of their personal experiences with Asia or Asian people (18 percent, compare with 10 percent who are less interested), and because they may travel to or work in Asia in the future (17 percent, compare with 5 percent who are less interested).

An analysis of motivations against students’ Asia Readiness reveals some key triggers that may aid teachers in progressing students towards Asia Readiness ([see Table 7](#)).

- Students who are not yet at the ‘Beginning’ stage of Asia Readiness are much more likely than others to be interested in future prospects of travel to Asia and working in Asia.
- Students who have progressed beyond the ‘Beginning’ stage of Asia Readiness are more likely than others to be interested in Asian cultures, practices and customs because Asia is important to New Zealand’s future.
- Personal experiences and contact with people from Asia are particularly important factors for those who are ‘Asia Ready’.

## Cultural competencies

While the majority of students believe that Asia is important to New Zealand's future, fewer students appear to appreciate that Asia-related knowledge and skills may be important for their own working lives in future.

- Less than half of all students (46 percent) believe that Asia-related knowledge and skills will be important for New Zealand's future workforce.
- Students who do believe that Asia-related knowledge and skills will be important for New Zealand's workforce generally appreciate that cross-cultural communication skills will be of benefit (61 percent) and that knowledge of Asian cultures, beliefs and backgrounds may be helpful (40 percent).

However, with the exception of those who are 'Asia Ready', fewer students say that awareness of Asian protocols, customs and interpersonal skills will be useful (28 percent). Few students discussed the usefulness of specific knowledge of Asian business interests, technology and politics (5 percent).

- Half of all students (51 percent) know basic greetings or introductions in an Asian language. Thirteen percent can hold at least a basic conversation in an Asian language.
- Half of all students (49 percent) actively try to consider Asian cultures, practices and customs when communicating with and getting to know Asian people.

## Further developing Asia Awareness

Overall, just under one-third of students have plans to develop their Asia Awareness after they leave school. These results are fairly consistent with those discussed earlier, which show that although students appreciate the importance of Asia to New Zealand, they are less aware of the potential benefits that Asia-related knowledge and skills may have for them personally in the future. However, this is the first time that students' future intentions to develop Asia Awareness have ever been measured. Without relevant comparison data it is difficult to know what level of 'student intention to develop Asia Awareness' is achievable.

- Thirty percent of students say they are extremely or very likely to take action specifically to learn more about Asian people, cultures and customs.
- Eight percent say they intend to learn more about Asian people, cultures and customs through some form of formal Asia-related study.
- Twenty-eight percent intend to learn more about Asian people, cultures and customs through social or business networking, or attending Asia-related events.

Importantly, the intention to further develop Asia Awareness differs considerably by stage of Asia Readiness. Progressing students towards the 'Developing' stage of Asia Readiness is likely to have an impact on their intentions to develop Asia Awareness of their own accord.

Table 2. Students' intentions to develop their Asia awareness

	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Asia Ready (n=72) %
Intends to further develop Asia Awareness	12	22	48	69
Through further study	3	5	12	23
Through networking/attending events	12	21	43	62

# Recommendations

We summarise below our recommendations for the Foundation and for educators wanting to progress students towards Asia Readiness. These recommendations are based on a) the detailed analyses presented in the body of this report, and b) the key factors that define each Asia Readiness segment.

## Recommendations for the Foundation

1. The importance of Asia to New Zealand is one of the key facets of the Asia Readiness Framework, and needs to be continually emphasised through the Foundation's professional development resources.
2. Overall, the majority of students felt ill-equipped to engage with the peoples and cultures of Asia, both in New Zealand and in Asia. The Foundation can use these findings, along with those of the New Zealanders' Perception of Asia surveys, to advocate for teaching about Asia in schools.

## Recommendations across all levels of Asia Readiness

1. Teaching and learning about Asia in New Zealand schools tends to focus mainly on China, India and Japan. The Foundation's professional development resources should encourage teachers to broaden the range of Asian countries included in their programmes. Doing so will provide students with a better understanding of the various cultures, practices and customs of Asia, which may enhance their interest in Asia further.

## Recommendations for helping students to progress from 'Unaware' to 'Beginning'

1. 'Unaware' students are unlikely to appreciate the increasing importance of Asia to New Zealand, so it is necessary to demonstrate the importance of Asia to these students. The survey results suggest that demonstrating the importance of Asia should go beyond macro-level information about the economic and cultural importance of Asia to New Zealand. Students need to know what Asia's increasing influence may mean for them personally.

2. Like other students, those students at the 'Unaware' stage are interested in how Asian cultures and practices differ from their own. Comparing and contrasting Asian cultures with the students' cultures will help to raise interest in Asia.
3. Students who are at the 'Unaware' stage are particularly interested in future prospects of travel to Asia and working in Asia. Emphasising opportunities for them in Asia will encourage some of these students towards Asia Readiness.
4. Very few students at the 'Unaware' stage are involved in any way with the peoples and cultures of Asia. Schools should be encouraged to provide opportunities for these students to engage with Asian people in a way that promotes cultural understanding. Experiences that promote co-operation and mutual understanding should be favoured over competitive experiences.



## Recommendations for helping students to progress from Beginning to Developing

1. Students at the 'Beginning' stage see the Asian region as at least somewhat important to New Zealand's future, but do not generally see how Asia-related knowledge and skills will be important for New Zealand's future workforce. As with those who are 'Unaware', demonstrating the importance of Asia to these 'Beginning' students needs to go beyond macro-level information, and to demonstrate how future engagement with Asia has implications for students personally.

This may be achieved by:

- Providing concrete examples of how cultural differences can be a barrier to students own effective and efficient communication. For example, teaching could include examples to help students identify New Zealand slang, and to show how slang can be difficult to interpret by those with differing cultural backgrounds and perspectives.
- Providing knowledge of the communication protocols and customs in various Asian countries, especially that contrast with those we have in New Zealand.

- Providing up-to-date information about Asian countries. Examples may help to demonstrate how Asia-related skills can be of benefit to students' potential careers, and should further emphasise the importance of Asia to students.
2. As with other stages of Asia Readiness, students at the 'Beginning' stage are interested in how Asian cultures and practices differ from their own. Comparing and contrasting Asian cultures with their own cultures should help to raise these students' interest in Asia.
  3. Like those at the 'Unaware' stage, these students at the 'Beginning' stage generally do not have a lot of involvement with Asian people or cultures. Educators should provide experiences for these students to engage with Asian people in a way that builds and promotes cultural understanding.

## Recommendations for helping students to progress from Developing to Asia Ready

1. Students at the 'Developing' stage already see the Asian region as important to New Zealand's future. More specific work and study-related skills will interest these students, for example; information about communication protocols and customs that will help students to interact with people from various Asian countries.
2. Positive Asia-immersion experiences, such as travel to Asia, will help to build cross-cultural understanding for these students, and are likely to provide further motivation for them to engage with Asia in the future.

# Introduction

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## Summary

This research is to determine whether Year 12 and 13 New Zealand students believe that it is important to learn about Asia, the knowledge that they have about the peoples and countries of Asia, the intercultural competencies relating to Asia, the proportion able to speak Asian languages, their intentions to develop Asia Awareness further after leaving school, the opportunities that they see for living and working in Asia, and the barriers to Asia Readiness.





# Introduction

**The Asia New Zealand Foundation (the Foundation) was established in 1994. Its aim is to develop more extensive and effective economic and cultural relationships in the Asian region by building and sustaining New Zealanders' knowledge and understanding of the countries, peoples, cultures and languages of 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 opportunities, international engagement, networking and knowledge-transfer 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 2009, the Foundation commissioned Colmar Brunton to carry out research with the teachers of New Zealand senior secondary school students to find out about the Asian content that was currently taught in New Zealand schools, and to learn how to best support teachers to prepare young people to engage confidently with Asia.<sup>3</sup> The research informed the Foundation's education programme and also contributed to a wider campaign to unite business voices in a high-profile call for education about Asia in New Zealand (called the Business Education Partnership).<sup>4</sup>

The Foundation has commissioned this research with New Zealand senior secondary school students to benchmark and track their level of Asia Readiness. This research will complement the previous research with teachers, and will help the Foundation to assist schools and teachers to prepare young New Zealanders better to engage with Asia.

**In particular, the research should determine:**

- whether Year 12 and 13 New Zealand students believe that it is important to learn about Asia (and whether they see Asia as important to New Zealand's future)
- the knowledge that Year 12 and 13 New Zealand students believe that they have about the peoples and countries of Asia
- the intercultural competencies relating to Asia that Year 12 and 13 New Zealand students possess
- the proportion of Year 12 and 13 New Zealand students able to speak Asian languages
- the intentions of Year 12 and 13 New Zealand students to develop Asia Awareness further after leaving school
- the opportunities that Year 12 and 13 New Zealand students see for living and working in Asia
- the barriers to Asia Readiness for Year 12 and 13 New Zealand students.



# Asia Readiness

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## Summary

The 'Asia Ready' segment tends to over-represent ethnically Asian students, both those who are New Zealand-born and those born elsewhere. New Zealand European and Māori students are under-represented. Those who are 'Asia Ready' are more likely than average to live in the Auckland region.

## Asia Readiness Framework

The Foundation's Asia Readiness Framework underpinned both the development of the questionnaire for this survey and the analysis of the survey results. The framework is shown in Table 3, on the next page. The key facets of this framework are knowledge of Asia, cultural intelligence (a person's ability to adapt in new cultural contexts) and language. In each of these areas a student can be placed on a continuum from 'Beginning', to 'Developing', to 'Asia Ready'.

An important feature of this framework is its recognition that being 'Asia Ready' is as much about a willingness and interest in engaging with Asia, as it is about knowledge of Asia and the ability to communicate using a language of Asia.



**Table 3. Asia Readiness Framework**

	Beginning	Developing	Asia Ready
Knowledge	<ul style="list-style-type: none"> <li>Has some knowledge about an Asian country.</li> <li>Is developing an awareness of the importance of Asia to New Zealand, including: <ul style="list-style-type: none"> <li>the changing demographics</li> <li>the business links between New Zealand and Asia.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Can differentiate between some Asian countries, cultures (art and literature) and religions.</li> <li>Is developing in-depth knowledge of at least one Asian country.</li> <li>Is developing an understanding of the importance of Asia to New Zealand, including: <ul style="list-style-type: none"> <li>the changing demographics</li> <li>the business links between New Zealand and Asia.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Can differentiate between most Asian countries, cultures (art and literature) and religions.</li> <li>Has in-depth knowledge of at least one Asian country.</li> <li>Demonstrates an understanding of the importance of Asia to New Zealand, including: <ul style="list-style-type: none"> <li>the changing demographics</li> <li>the business links between New Zealand and Asia.</li> </ul> </li> </ul>
Cultural intelligence	<ul style="list-style-type: none"> <li>Is developing an awareness of cultural practices and customs.</li> <li>Knows their own whakapapa.</li> <li>Is interested in Asian cultures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Respects cultural practices and customs.</li> <li>Recognises different cultural perspectives.</li> <li>Demonstrates a desire to pursue their interest in Asian cultures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of cultural practices and customs.</li> <li>Recognises and values different cultural perspectives.</li> <li>Seeks opportunities, independently, to learn about/experience Asian cultural practices.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Is aware that the correct pronunciation of words and names is important.</li> <li>Knows basic greetings and introductions in an Asian language.</li> </ul>	<ul style="list-style-type: none"> <li>Endeavours to pronounce words and names correctly.</li> <li>Is continuing to learn an Asian language.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of pronouncing, and actively tries to pronounce, words and names correctly.</li> <li>Communicates confidently beyond a superficial level in an Asian language.</li> </ul>



# Asia Readiness

Students in this Asia Readiness 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 and cultures. The 'Developing' segment closely represents the overall domestic student population, except that Māori students are under-represented and that the students at this stage are more likely than average to be involved in some way with Asian people and cultures.

The 'Beginning' segment over-represents students who identify as New Zealand European and under-represents Asian students. Students at this stage are unlikely to have travelled to Asia in the past five years. Only one-quarter of students are involved with Asian people and cultures in some way.

The 'Unaware' segment tends to over-represent Māori students. Students at this stage are very unlikely to have travelled to Asia in the past five years or to have much involvement with Asian people and cultures. Four percent of students in this segment identify with an Asian ethnic group. Most of these Asian students were born in New Zealand.

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 3, on the next page.

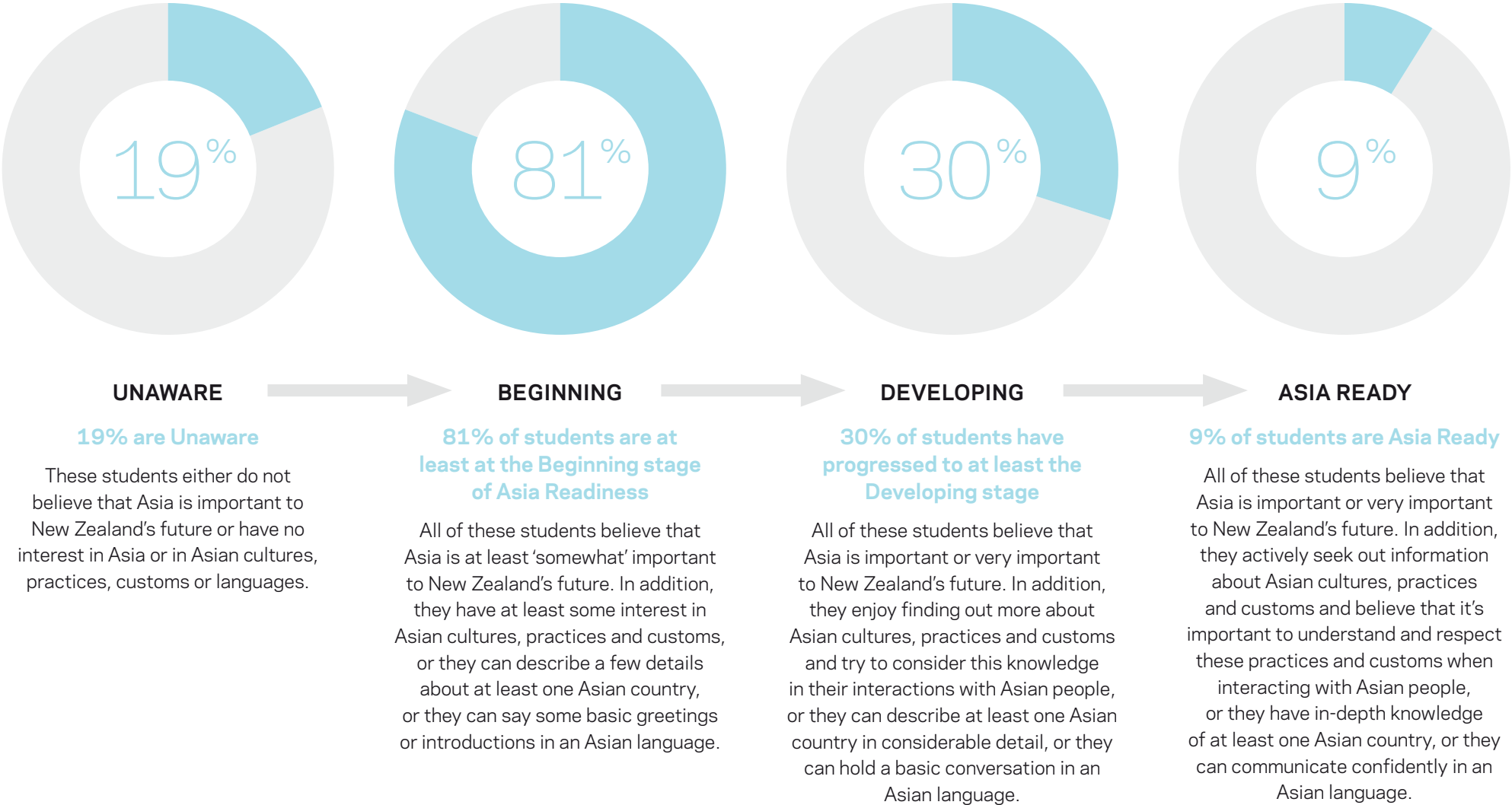
**This segmentation serves three purposes:**

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 towards Asia Readiness.
2. It will allow the Foundation to track changes in the size of each segment over time.
3. It aids the analysis and structure of this report.

## Asia Readiness Framework

As can be seen on the next page, four in every five students (81 percent) are at least at the 'Beginning' stage of Asia Readiness, 30 percent have progressed to at least the 'Developing' stage, and just 9 percent are 'Asia Read'y. One-fifth of students (19 percent) are at the 'Unaware' stage. This means they either do not think that Asia is important to New Zealand's future or have no interest in Asia or in Asian cultures, practices, customs and languages.

Figure 3. Asia Readiness Framework.<sup>5</sup>





**Table 2, on the following pages, provides the profile of each Asia Readiness segment.**

- **Unaware:** The 'Unaware' segment over-represent Māori students. Students at this stage are very unlikely to have travelled to Asia in the past five years or to have much involvement with Asian people and cultures. Four percent of students in this segment identify with an Asian ethnic group. Most of these Asian students were born in New Zealand.
- **Beginning:** The 'Beginning' segment over-represents students who identify as New Zealand European and under-represents Asian students. Students at this stage are unlikely to have travelled to Asia in the past five years. Only one-quarter is involved with Asian people and cultures in some way.
- **Developing:** The 'Developing' segment closely represents the overall domestic student population, except that Māori students are under-represented at this stage of Asia Readiness, and students at this stage are more likely than average to be involved in some way with Asian people and cultures.
- **Asia Ready:** The 'Asia Ready' segment tends to over-represent ethnically Asian students, both those who are New Zealand-born and those born elsewhere. New Zealand European and Māori students are under-represented at this stage, although half of students at this stage identify as New Zealand European. Those who are 'Asia Ready' are more likely than average to live in the Auckland region (although more than half of the students in this segment live elsewhere in New Zealand.) 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 and cultures.

**Table 2. Asia Readiness segmentation profiles**



**Notes:** A percentage in a **dark blue cell** is significantly lower than the average for all students. A percentage in a **red cell** is significantly higher than the average for all students.

	All students (n=1011) %	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Ready (n=72) %
<b>Ethnic group (students can identify with more than one group)</b>					
New Zealand European	75	73	81	73	51
New Zealand Māori	17	27	18	11	5
Pacific Island	10	11	9	11	8
Asian	13	4	6	17	60
Other European	5	4	6	5	1
Other	3	1	4	5	-
<b>Place of birth</b>					
Born in New Zealand	82	86	85	77	62
Born in Asia	6	1	2	9	29
Born in other non-Asian country	13	13	12	14	9
<b>Place of birth (Asian students only)</b>					
New Zealand-born Asian	7	3	3	9	27
Asian born outside New Zealand	6	1	3	8	32
<b>Urban/provincial/rural</b>					
Main city	47	39	46	53	53
Provincial city or town	27	29	27	27	22
Small town or rural area	26	32	27	20	24

**Table 2. Asia Readiness segmentation profiles (continued)**

	All students (n=1011) %	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Ready (n=72) %
<b>Region</b>					
Auckland region	33	26	35	28	47
Wellington region	12	10	11	14	16
Elsewhere in the North Island	31	37	31	34	15
Canterbury region	12	14	11	12	11
Otago region	6	4	6	7	8
Elsewhere in the South Island	6	8	6	6	3
<b>Travelled to Asia in the past five years</b>					
Yes	22	10	17	28	66
No	78	90	83	72	34
<b>Attends a school in the Foundation's Asia Aware Schools Network</b>					
Yes	17	18	17	13	19
No	83	82	83	87	81
<b>Involvement with Asian people and cultures</b>					
A lot/a fair amount	34	14	26	51	76
Not much/hardly any	66	86	74	49	24

Table 2. Asia Readiness segmentation profiles (continued)

	All students (n=1011) %	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Ready (n=72) %
Gender					
Male	49	45	50	48	51
Female	51	55	50	52	49
Funding year					
Year 12	54	59	55	50	47
Year 13	46	41	45	50	53

# The importance of Asia to New Zealand



## Summary

While most students are aware of the importance of Asia to New Zealand, the perception that Asia will not have significant impacts on New Zealand is one of the main barriers among those students who do not believe that teaching about Asia is important.

# The importance of Asia to New Zealand

Appreciating the importance of Asia is one of the key facets of Asia Readiness. This section discusses students' views of the importance of Asia in relation to other regions/countries, of the potential influence that Asia and other regions/countries will have on New Zealand in the future, and on the importance of teaching students about Asia. This section also uncovers the barriers to teaching about Asia.

## Summary: The importance of Asia to New Zealand

Like the New Zealand general public,<sup>6</sup> students view Asia as second only to Australia in terms of its importance to New Zealand, and they recognise that Asia will have the most influence of any region or country on New Zealand's international trade, New Zealand's demography and what is taught in New Zealand's schools.

Consistent with these results, the Asian region is rated as one of the three most important regions or countries about which to teach New Zealand's students, along with Europe and Australia.

The findings suggest that students' views on the importance of Asia to New Zealand are not the sole determinant of their views about whether students should be taught about Asia in schools. This adds weight to the Asia Readiness Framework, which stresses the importance of factors such as interest in Asia and cultural intelligence.<sup>7</sup>

While most students are aware of the importance of Asia to New Zealand, the perception that Asia will not have significant impacts on New Zealand is one of the main barriers among those students who do not believe that teaching about Asia is important.



## 🔗 Recommendation

1. The importance of Asia to New Zealand is one of the key facets of the Asia Readiness Framework, and needs to be continually emphasised through the Foundation's professional development resources.
2. The Foundation should encourage teachers to identify students who are at the 'Unaware' stage of the Asia Readiness Framework. Knowledge of the importance of Asia is a key factor that differentiates these students from those who have progressed further towards Asia Readiness.

## Relative importance of Asia to New Zealand

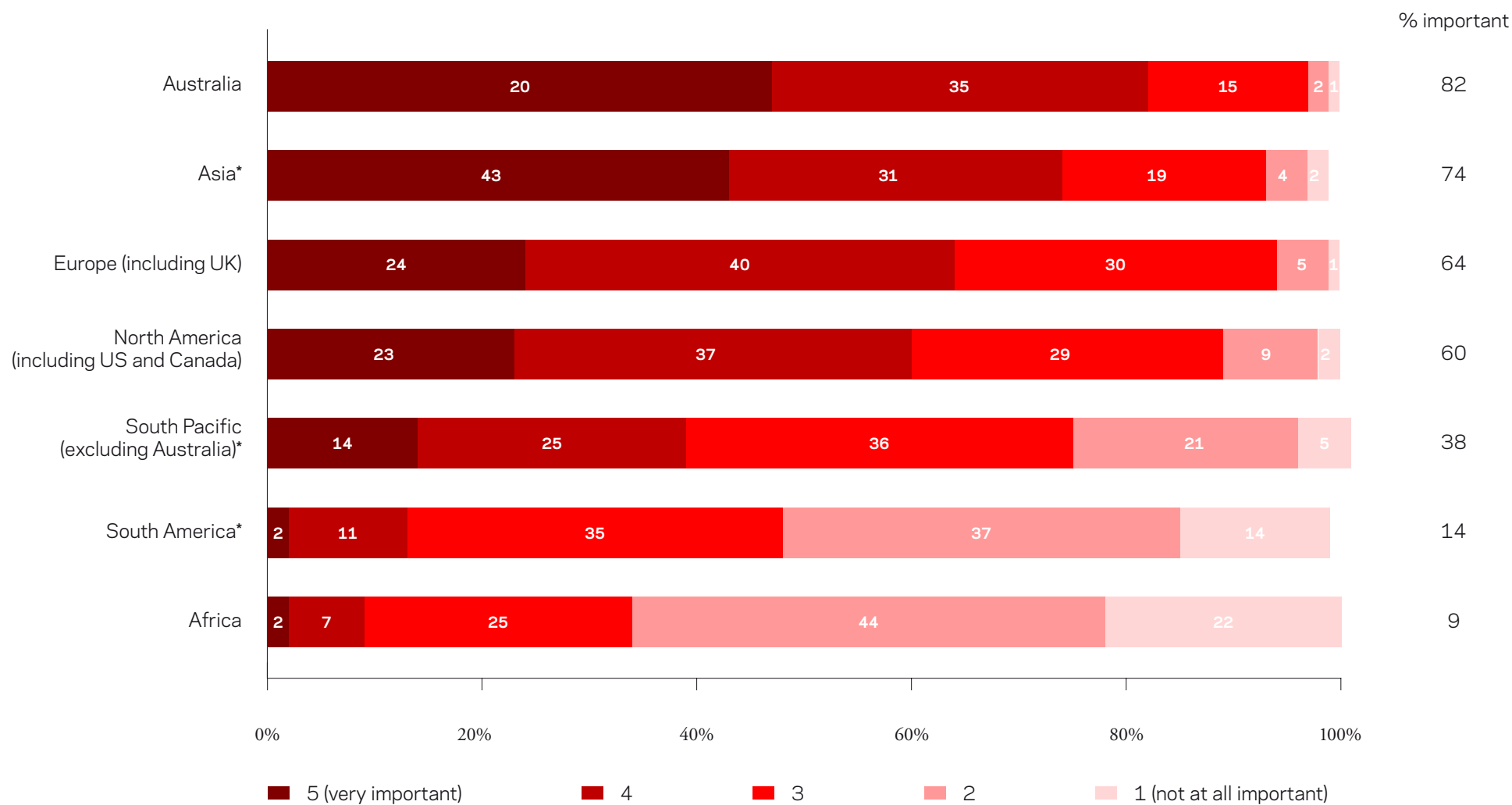
Before students were aware that the survey was about Asia, we asked them to rate the importance of Asia and other regions and countries to New Zealand's future on a scale from 1 (not at all important) to 5 (very important). Three-quarters of students (74 percent) see the Asian region as important to New Zealand's future (a rating of 4 or 5 out of 5).

When it comes to the relative importance of each region and country, the views of students mirror those of the general public. Each region and country receives an identical ranking in the Foundation's annual New Zealanders' Perceptions of Asia aged 15 years and over.

However, relative to students, the general public views nearly all regions as slightly more important. The only exception is the North America region, which receives a nearly identical importance rating by students (60 percent) and the general public (58 percent in 2011). Given the influence of North American pop culture in New Zealand it is perhaps not surprising that 60 percent of students place some degree of importance on North America.



**Figure 4. Importance of other regions/countries to New Zealand's future**



Base: All students (n=1011) Note: \*Percentages do not add to 100 due to rounding.



## How other regions/ countries will influence New Zealand

We took our questioning further by asking students to indicate how they believe 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 Zealand. Again, we asked these questions before students were aware that the survey was about Asia.

Students believe that Asia will have the most influence on New Zealand's international trade (85 percent); and New Zealand's demography, including the people who will live (63 percent), work (71 percent) and study in New Zealand (75 percent), see Figures 5a and 5b, on the following pages. While only half of students (49 percent) believe that Asia will have an influence on what is taught in New Zealand schools, Asia is still seen as having more influence than any other region or country.

New Zealand has close political and economic ties to Australia, and students also recognise this. The results show that students view Australia as having the greatest potential influence on New Zealand politics and our physical environment. Roughly the same proportion of students believe that Australia and the Asian region will influence New Zealand's society and culture in future.



Figure 5a. Students' views about how other regions and countries might influence New Zealand in the next 10 to 20 years.

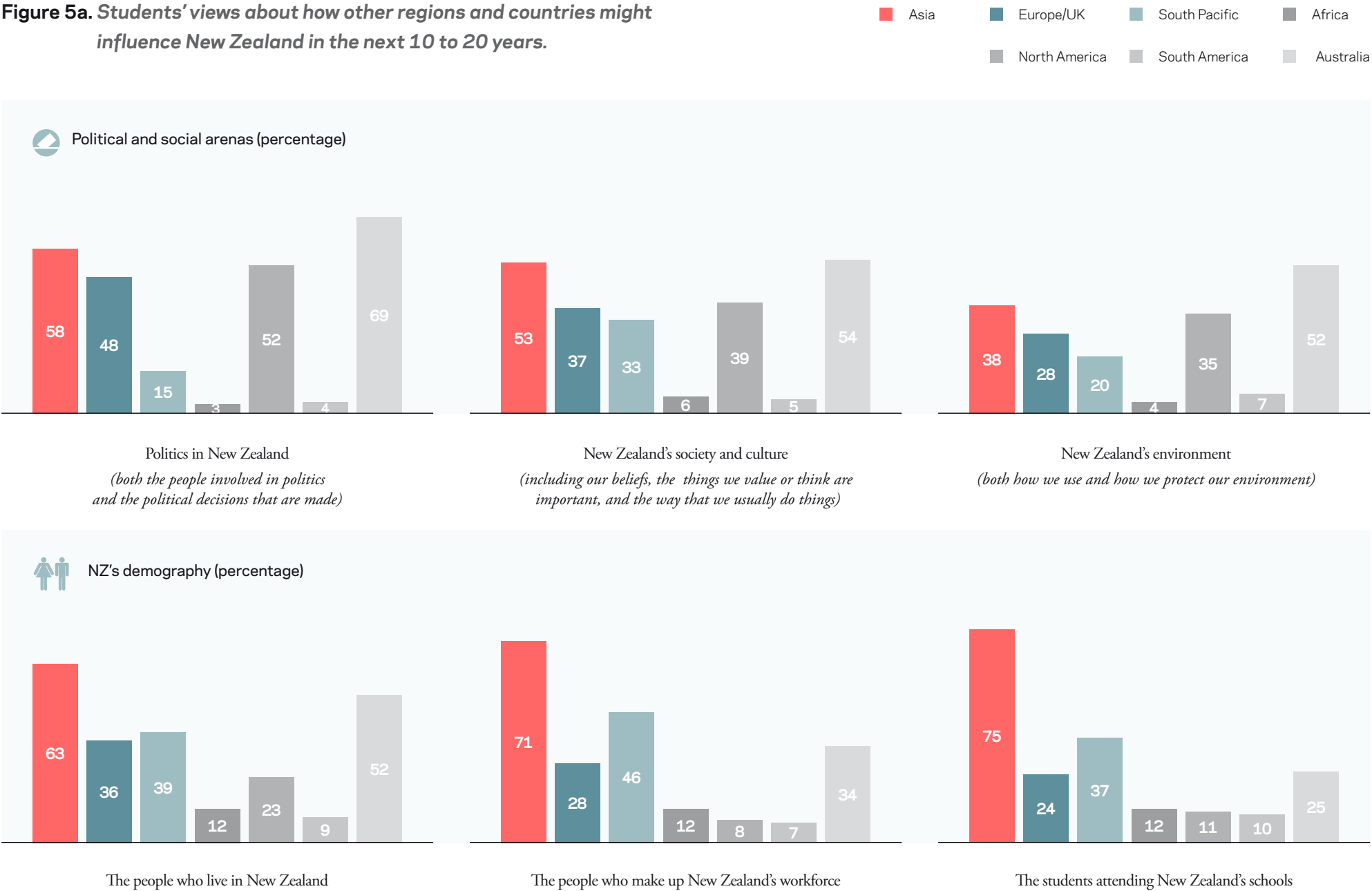
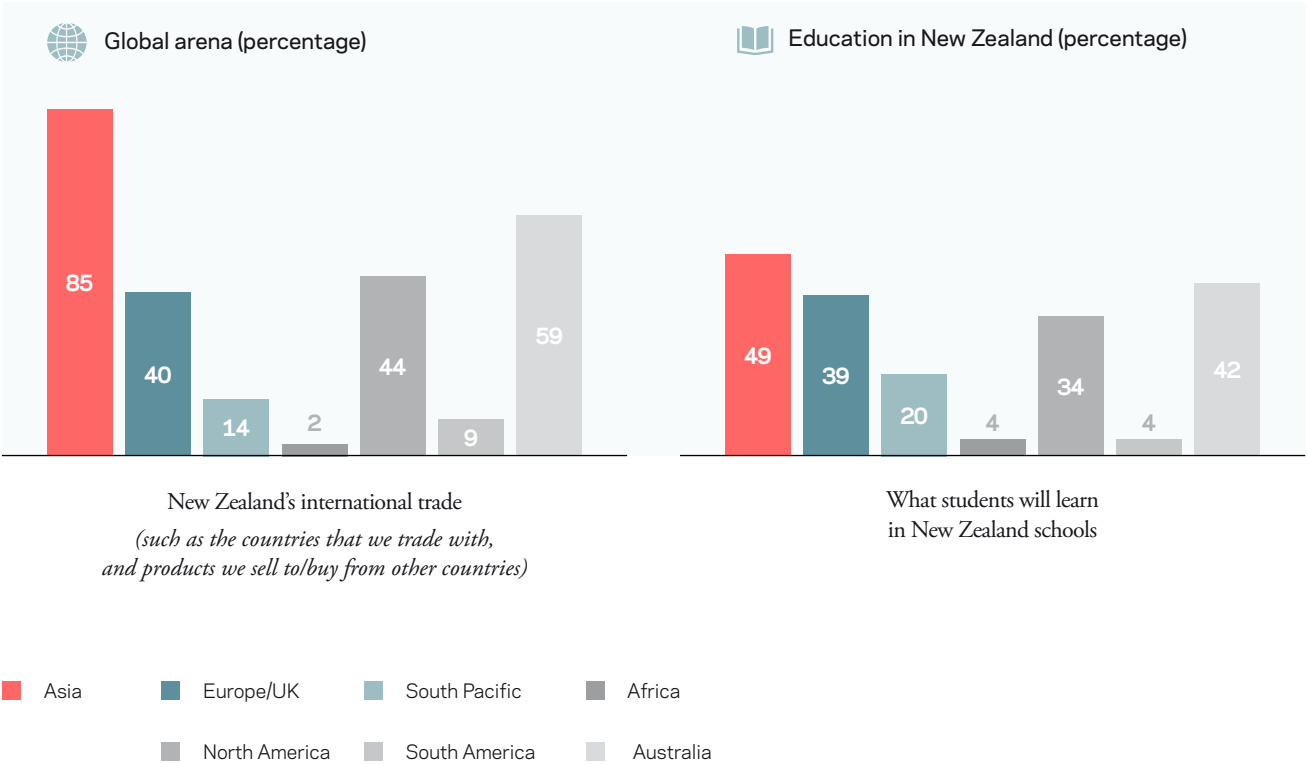


Figure 5b. Students' views about how other regions and countries might influence New Zealand in the next 10 to 20 years.



Students are more likely to see Australia than Asia as having a potential influence on New Zealand's environment. In the 2011 New Zealanders' Perception of Asia survey illustrated that some New Zealanders perceive that Asian people see land primarily as a resource and investment opportunity. This may be at odds with some New Zealanders' values relating to our clean and green environment, and the importance placed by Māori on spiritual and emotional connections to the land. There has also been some opposition in New Zealand to Chinese purchases of New Zealand farm land. These factors may all contribute to students' views about how much influence Asia can or should have on our physical environment.

## Importance of teaching about Asia

Sixty percent of students think it is important for schools to teach about Asia.

The chart on the right hand side in, Figure 6 on the next page, displays the importance of teaching about each region or country in relation to the perceived importance of that region or country to New Zealand's future. The Asian region is rated as one of the three most important regions or countries about which to teach students, along with Europe (60 percent) and Australia (59 percent). Moreover, the relationship between the importance of teaching about regions/countries and the importance of those regions/countries to New Zealand's future is fairly strong.



Figure 6. Importance of teaching about other regions and countries

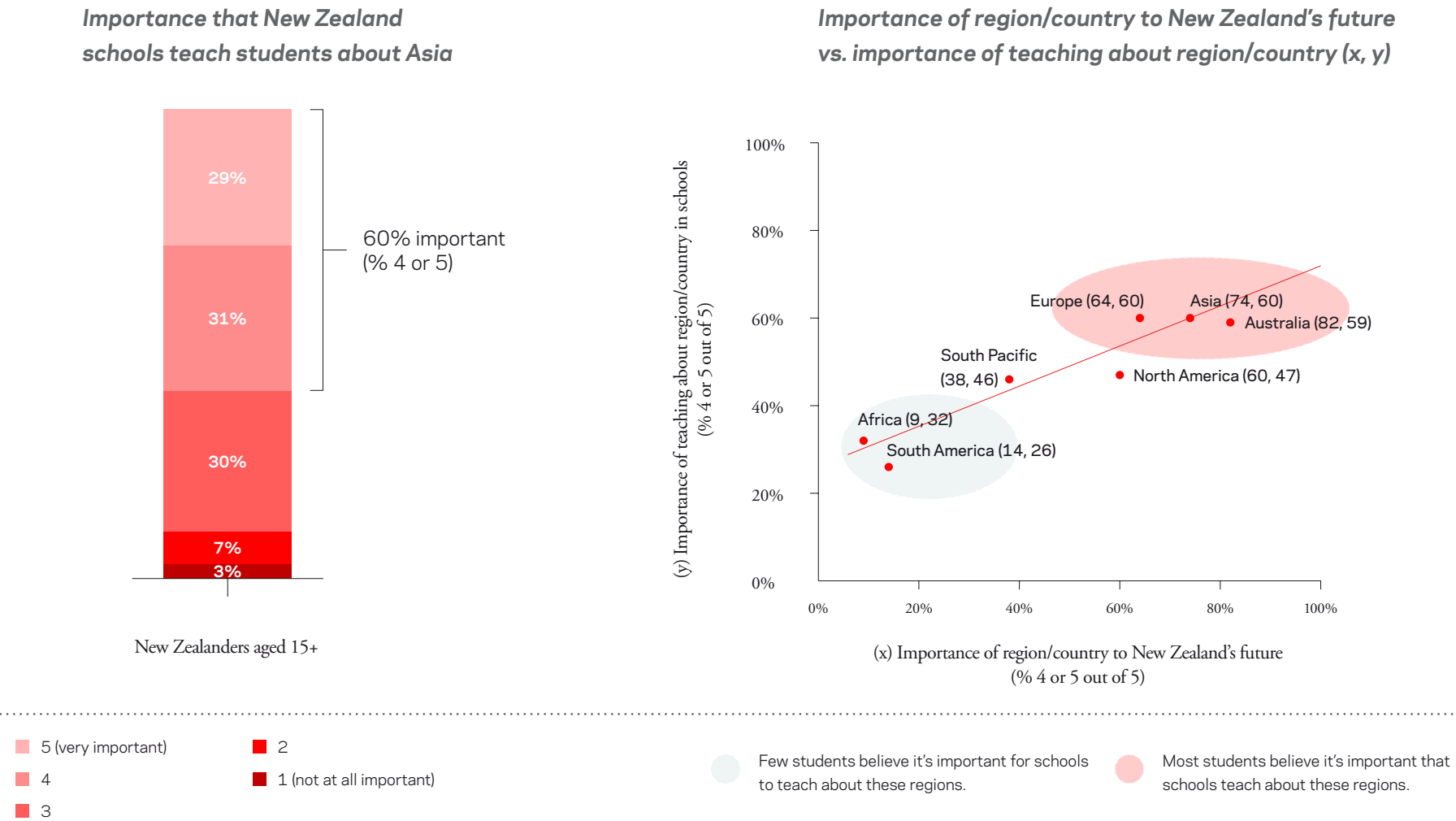


Figure 6, on the previous page, reveals that, statistically speaking, the relationship between these two factors is not perfect.<sup>8</sup> This means that there are likely to be additional factors (as well as the importance of the Asian region to New Zealand's future) that help to determine students' views about the importance of teaching about Asia. This emphasises the importance of the attitudinal and interest-based factors in the Asia Readiness Framework.

### **Why students believe that schools should teach about Asia**

Those students who believe that it is important that New Zealand schools teach about Asia are able to articulate their reasoning fairly well. Students most commonly cite reasons for Asia's importance to New Zealand (55 percent), such as New Zealand's increasing trade with Asia, the importance of Asia to New Zealand's economy, and New Zealand's proximity to Asia, see Table 3 on the next page.

"I think it is likely that New Zealand will become more and more trade dependent on Asia. Schools should be teaching students about Asian culture to allow for better understanding between us and them – also making the cultural relationship between us less distant."

#### **New Zealand European male, Year 12**

Substantial proportions of students also mention the number of Asian people living in New Zealand, that schools have a role in facilitating cultural understanding and integration (44 percent), and that Asia is a region of increasing global significance (37 percent).

"Based on observations, the Asian population is fast growing in this country. We cannot deny that this group contributes largely to the economy and growth of this country, not to mention their participation in some community affairs that results in closer community ties and co-operation."

#### **Asian female, Year 12**



**Table 3. Why it is important for schools to teach about Asia.**

	(n=614) %
<b>Asia is important to New Zealand</b>	<b>55</b>
New Zealand is increasing trade with Asia / Asia is where our future trade will come from	23
Most products are made in / imported from Asia	13
New Zealand relies on Asian countries for our exports / we export a lot to Asia	6
Asia will have an increasing influence in our future	8
Asia is good for our economy / economic development / our survival	7
They are our close neighbours	5
Because of Asia's increasing connections / ties with New Zealand	4
Asia is investing in New Zealand	3
Asian people are good for New Zealand tourism / lots of Asian tourists come here	2
Because more New Zealanders will travel to / work in Asia	2
Don't know	1

	(n=614) %
<b>To encourage integration and understanding between Asian people and New Zealanders</b>	<b>44</b>
There is an increasing number of Asian immigrants in New Zealand	30
There are Asian students coming to New Zealand to study	10
To help us understand them / their culture / so we can integrate better	17
Asia is significant / influential t(not New Zealand specific)	37
Asia has a strong economy / strong influence on the world's economy	13
Because of the size of Asia's population	9
Asia is a global power / growing global power	7
Because Asia is the leader in technological advancement / development	7
Asia is growing / getting bigger / developing all the time	7
Because of the increasing number of people speaking Asian languages	4
Asia is a wealthy / rich region	2

	(n=614) %
<b>To understand their history and culture</b>	<b>14</b>
Too get more knowledge about the world and different cultures	12
Because Asia has an abundance of history	3
Other	8



**Base:** Students who believe that 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.



### Barriers to preparing students for engaging with Asia

To uncover barriers to preparing students for engaging with Asia, and progressing towards Asia Readiness, we asked students who believed that it was not important that schools teach about Asia. The main barrier among these students is that they do not see the Asian region as being important to New Zealand (39 percent) and relatedly, that other subjects are more important (26 percent); see Table 4.

“Not as much emphasis on Asia needs to be made as on our closer neighbouring countries such as Australia and the UK.”

Indian female, Year 13

“We are Kiwis living in New Zealand. What can learning about Asia give us?”

Māori and Cook Island female, Year 13

Other barriers include a perceived cultural mismatch or threat to New Zealand from Asian immigration (21 percent), and a general low interest in Asia (15 percent).

Table 4. Barriers to engagement with Asia.

	(n=105) %
<b>Asia is not important to New Zealand</b>	<b>39</b>
Asia doesn't have much relevance / significance / benefits to New Zealanders	15
Doesn't have much influence / anything to do with New Zealand	13
Asia isn't close to us / is far away	6
Not many people go to visit / work in Asia	8
Because we are here not there	2
<b>Other subjects are more important</b>	<b>26</b>
There are other countries in the world that are of more importance	12
More important things to learn about	7
Need to learn about New Zealand / New Zealand's history	9
<b>Perceived cultural mismatch or threat from immigration</b>	<b>21</b>
Because their culture doesn't fit with ours	10
Because they are taking over New Zealand / taking our jobs	7
Because they come here / they should learn about us	5
<b>Low interest in Asia</b>	<b>15</b>
Don't care / boring / not interested in Asia	11
Students should learn about Asia only if it is their choice	5
Other	7
Don't know / no comment	8



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



# Preparedness for engaging with Asia

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## Summary

A majority of New Zealand's senior secondary school students felt under-prepared for engaging with the peoples and cultures of Asia.

# Preparedness for engaging with Asia

## Summary:

This section discusses students' own views about how prepared they are for engaging with Asia. Overall, a majority of students feel ill-equipped to engage with the peoples and cultures of Asia, both in New Zealand and in Asia.

## 💡 Recommendation

Students feel under-prepared. Along with the results of the Perceptions of Asia survey, the Foundation can use these particular findings to advocate for teaching about Asia in schools.



# Self-rated preparedness

We asked all students to indicate how prepared they felt for engaging with the peoples and cultures of Asia both in New Zealand and in Asia. The questions were deliberately positioned at the end of the questionnaire so that students had the opportunity to reflect on their responses to all the questions in the survey. Along with the Asia Readiness Framework, these questions were intended to provide a key metric for any future surveys that may track Asia Readiness.

A majority of New Zealand's senior secondary school students felt under-prepared for engaging with with the peoples and cultures of Asia: more than half (55 percent) in New Zealand; and nearly three-quarters (72 percent) (see Figure 7).

The views of students match the views of other New Zealanders. The 2011 New Zealanders' Perceptions of Asia survey showed that a majority of New Zealanders (56 percent) do not think New Zealand is doing enough to prepare young New Zealanders to engage confidently with Asia.

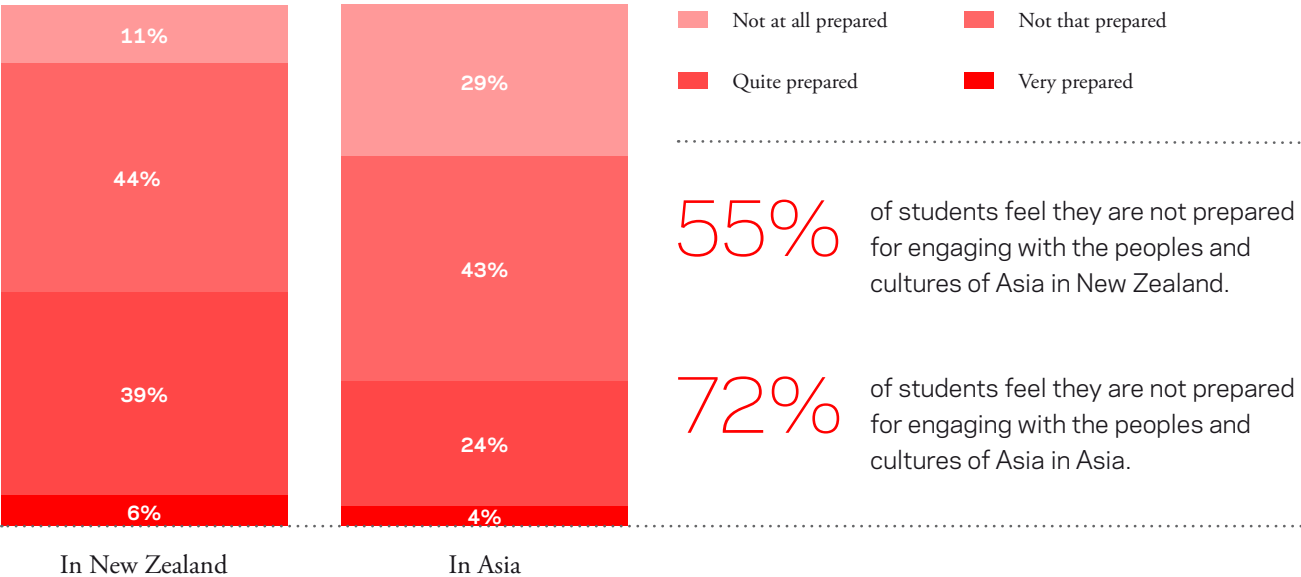
The results shown in Table 5 demonstrate that the Asia Readiness Framework is a strong predictor of whether students feel equipped to engage with the peoples and countries of Asia both in New Zealand and in Asia.

Table 5. Percentage of students at each Readiness stages who feel equipped for engaging with Asia.

	Unaware (n=185) %	Beginning (n=542) %	Developing (n=212) %	Asia Ready (n=72) %
Feel equipped for engaging with Asia in New Zealand	19	39	68	77
Feel equipped for engaging with Asia in Asia	15	22	36	69

Base: Students at each Readiness stages.

Figure 7. Thinking overall, how prepared do you personally feel for engaging with the peoples and cultures of Asia...



Base: All students (n=1011).

# Knowledge of Asia

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## Summary

Schools are a crucial source of student knowledge about Asia. Of those who know something about at least one country in Asia, 59 percent say they learnt this information at school. Asian students (born either in Asia or in New Zealand) are most likely to gain their knowledge through family (63 percent) and on holidays to Asia (55 percent).

# Knowledge of Asia

**Knowledge of Asia is another important facet of the Asia Readiness Framework. In the design stages of this research it was decided that we not would attempt to develop a comprehensive measure of students' knowledge of Asia.**

Knowledge is only one of a number of factors that contribute to Asia Readiness. Therefore, this research casts a wide net, and also measures key factors such as the importance of Asia and interest in Asian cultures, practices and customs.

With this in mind, we measured students' knowledge of Asia in two ways. First, we tested students by asking nine questions about the Asian region. Second, we asked students to self-assess their knowledge of Asian countries, cultures, customs, practices and beliefs.

## **Summary:**

**The main conclusions about students' knowledge of Asia are as follows.**

For students who are not Asian, schools are their primary source of knowledge and information about Asia. We know from research carried out among heads of departments in New Zealand secondary schools that when teaching about Asia, content is most likely to focus on China, India and Japan. The results of this survey support this.

- The majority of students can find China, India and Japan on a map, whereas students have more difficulty locating Indonesia and Malaysia.

- Relative to the general New Zealand public, students are more aware of New Zealand's relationship with China. The majority of students (81 percent) know that China is the country in Asia with which New Zealand trades the most (compare with 72 percent of the general public who know this). Half of students (50 percent) know that the largest number of Asian immigrants to New Zealand in the past five years have come from China (compare with 39 percent of the general public who know this).
- China, India and Japan are the countries in Asia about which students say they know the most.

Our research among heads of departments shows that, relative to China, India and Japan, teaching about Asia in New Zealand secondary schools is less likely to include the countries of Southeast Asia. Furthermore, the 2011 New Zealanders' Perceptions of Asia survey research showed that New Zealanders' knowledge of Southeast Asian countries is fairly low. Although the current survey is not a comprehensive test of students' knowledge, the results suggest that students' knowledge of Southeast Asian countries is limited.

- Although more than two-thirds of students correctly identify that Indonesia, Singapore, Malaysia and Thailand are all countries in Southeast Asia, less than half of students correctly show the location of Malaysia on a map.
- Just over one-third of students correctly answer that Islam is the religion in Indonesia that has the most followers.
- When asked to name the country in Asia about which they know the most, no more than 3 percent of students name any specific Southeast Asian country.

## 💡 Recommendation

Teaching and learning about Asia in New Zealand schools tends to focus mainly on China, India and Japan. The Foundation's professional development resources should encourage teachers to broaden the range of Asian countries included in their programmes. Doing so will provide students with a better understanding of the varying cultures, practices and customs of Asia, which may enhance their interest in Asia further.



## General knowledge of Asia

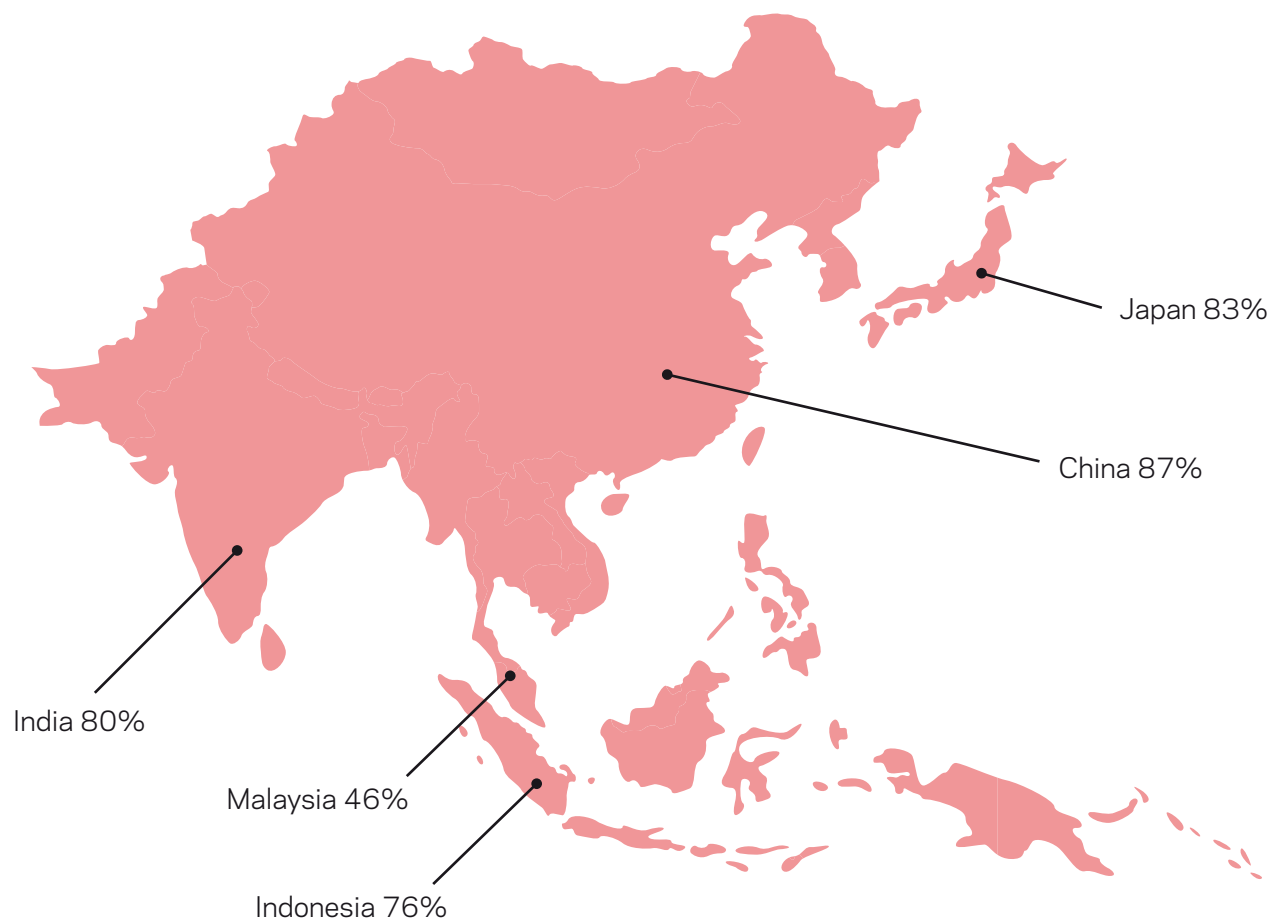
This section discusses students' knowledge of Asia in some detail, and compares the results with available comparison data.

### Locating Asian countries on a map

We asked all students to indicate the locations of five Asian countries on a map. As can be seen in Figure 8, at least four in every five students can locate China, Japan and India.

Our survey of heads of department in New Zealand secondary schools in 2009 showed that China, Japan and India are the three countries that teachers are most likely to include in Asia-specific topics or themes for Year 11, 12 and 13 students. In addition, the Foundation's annual New Zealanders' Perceptions of Asia survey has repeatedly shown that these are the countries that New Zealanders most commonly recall when thinking about Asia.

**Figure 8. Percentage of students who can correctly indicate each country on a map**



Base: All students (n=1011).

There is less knowledge of the locations of the two Southeast Asian countries that were included in the survey. Over two-thirds of students (76 percent) can find Indonesia on a map and less than half (46 percent) can find Malaysia.

There will be a variety of reasons for students' knowledge of the locations of Indonesia and Malaysia being less than their knowledge of the locations of China, Japan and India. Our research among heads of departments in 2009 showed that, of all those heads of departments who had included Asia-relative themes or topics in their teaching programmes in a two-year period, just 28 percent included teaching about Indonesia and 25 percent included teaching about Malaysia. By comparison, 77 percent included teaching about China, 62 percent about Japan, and 54 percent about India.

These two countries (Indonesia and Malaysia) are in close proximity to other countries in so students may find it more difficult to differentiate between them. Further analysis shows that of all those who could not correctly indicate Indonesia or Malaysia on the map, 40 percent and 47 percent respectively indicated another Southeast Asian country.

## Other general knowledge questions

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 6 (see next page).

### Trade with Asia

New Zealand's free trade agreement with China has received media coverage in the past few years. We know from the annual New Zealanders' Perceptions of Asia survey that the free trade agreement (FTA) with China is one of the key events that New Zealanders think of when asked to name Asia-related events, issues or people about which they have recently heard. It is perhaps no surprise then that most students (81 percent) are aware that China is one of New Zealand's major trading partners. By contrast, only 72 percent of New Zealanders knew this in the 2010 New Zealanders' Perception of Asia survey.







**Table 6. Students' responses to four general-knowledge questions about Asia (correct answers shown in bold).**

Question	Answer options				
Which religion in Indonesia has the most followers?	44% Buddhism	3% Catholicism	<b>36% Islam</b>	1% Judaism	16% Unsure
Which of the following lists only includes countries from the region of 'Southeast Asia'?*	8% China, India, Philippines, Vietnam	<b>71% Indonesia, Singapore, Malaysia, Thailand</b>	5% India, Bangladesh, Bhutan, Nepal	3% Mongolia, Nepal, India, Cambodia	12% Unsure
Which of these countries does New Zealand trade with most?	<b>81% China</b>	1% South Korea	10% Japan	1% Malaysia	7% Unsure
Which of the following countries do you think the largest number of Asian immigrants to New Zealand have come from in the last five years?	21% India	14% South Korea	<b>50% China</b>	8% Japan	7% Unsure



Base: All students (n=1011). \*Percentages do not add to 100 due to rounding.

### Countries in South East Asia

Despite not being able to identify Southeast Asian countries correctly on a map, more than two-thirds of students (71 percent) can correctly identify that Indonesia, Singapore, Malaysia and Thailand are all countries in Southeast Asia.<sup>9</sup>

### Asian immigration to New Zealand

Half of students (50 percent) correctly answered that the largest number of Asian immigrants to New Zealand in the past five years have come from China, while one-fifth (21 percent) answered that they have come from India and over one tenth (14 percent), answered that most Asian immigrants have come from South Korea. Students are more likely than the general public to answer this question correctly; 39 percent of New Zealanders answered this question correctly in the 2010 New Zealanders' Perception of Asia survey.

### Religions of Indonesia

The largest proportion of students (44 percent) answered incorrectly that Buddhism is the religion in Indonesia with the most followers. Just over one-third of students (36 percent) correctly answered Islam is the religion in Indonesia has the most followers.<sup>10</sup>

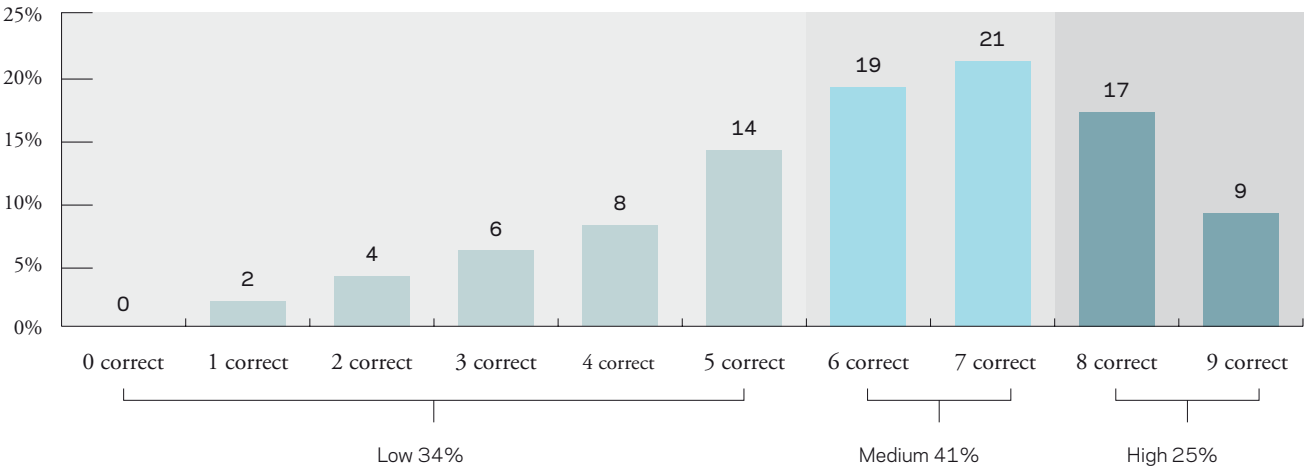


Knowledge and its relationship to Asia Readiness

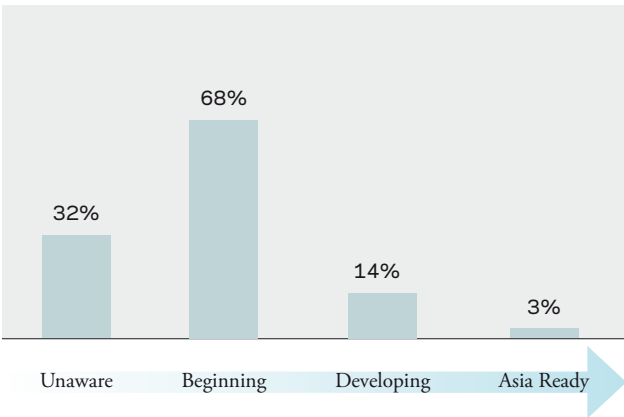
Figure 9 illustrates how we have divided respondents into knowledge groups for the purpose of further analysis within this report, and how those knowledge groups relate to Asia Readiness. The framework defines knowledge as one important factor among other factors that contribute to Asia Readiness. Therefore, even in the 'Asia Ready' group there are a small number of students with a low knowledge of Asia. Similarly, the low-knowledge group contains a small proportion of students who are 'Asia Ready'.

Figure 9. Knowledge groups and their relationship to Asia Readiness

Base: All students (n=1011)

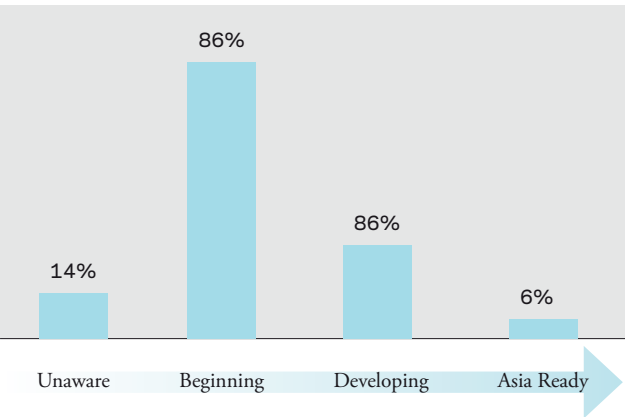


Asia Readiness - Low Knowledge



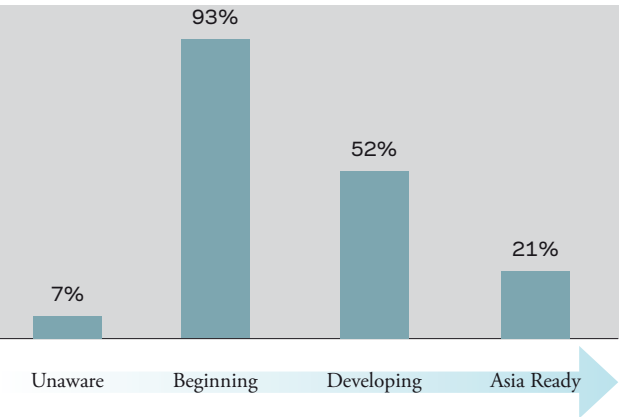
Base: Low knowledge group (n=342).

Asia Readiness - Medium Knowledge



Base: Medium knowledge group (n=427).

Asia Readiness - High Knowledge



Base: High knowledge group (n=242).

# Self-assessed knowledge of Asia

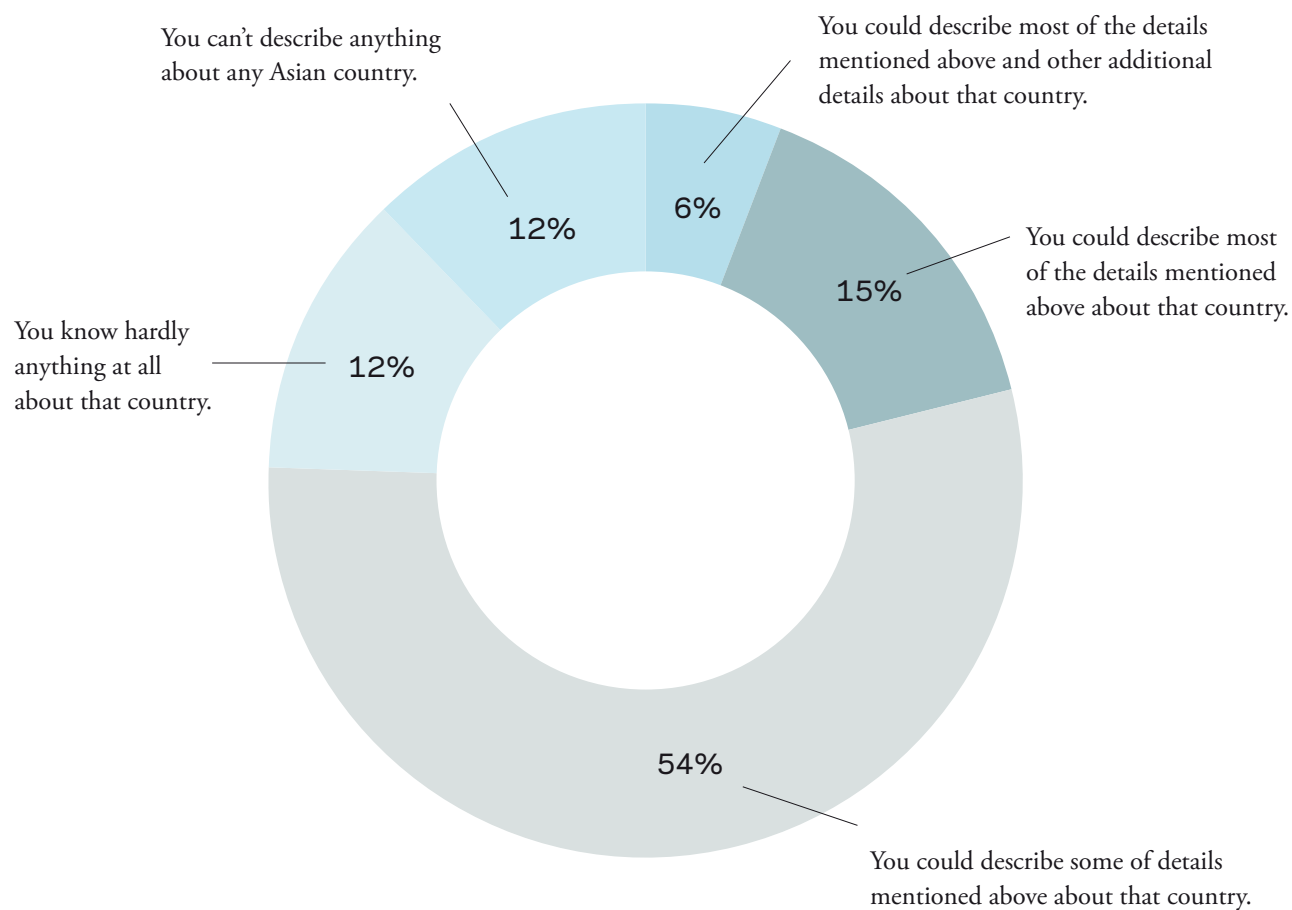
We asked all students to think of the country in Asia they knew the most about, and to tell us their level of knowledge about that country. Students were asked to consider whether they knew of the language(s) spoken, of the customs, cultures and religions of the people who live in that country, and of the geography of the country, such as the name and location of the major city or cities. About one-fifth of students (22 percent)<sup>11</sup> say they can specify most of these details about at least one country in Asia, and 6 percent say they can describe the country in even more depth, (see Figure 10, on the next page). Most students who can provide this level of information can do so for just one country in Asia (63 percent), while 27 percent can provide this level of detail about two countries and 10 percent can do so for more than two countries.

The proportion of students who can describe most of these details about at least one Asian country is fairly consistent across groups, with the exception that those who identify with an Asian ethnic group, either New Zealand-born (46 percent) or born elsewhere (60 percent), and those who have travelled to Asia (44 percent) are more likely to be able to describe most of these details. Students living in one of New Zealand's main cities (26 percent) are also more likely than other students to be able to describe such details (compare with 20 percent who live in provincial cities or towns, and 16 percent who live in small towns or rural areas), as are students who have a lot or a fair amount of involvement with Asian people and cultures (38 percent).

Overall, most students (54 percent) say they can describe just some details about an Asian country, while 25 percent<sup>12</sup> say they know hardly anything or nothing at all about an Asian country.

**Figure 10. Self-assessed knowledge of the Asian country most known about**

*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 (e.g., name and location of the major city or cities). Would you say...*



Base: All students (n=1011) \*Percentages do not add to 100 due to rounding.

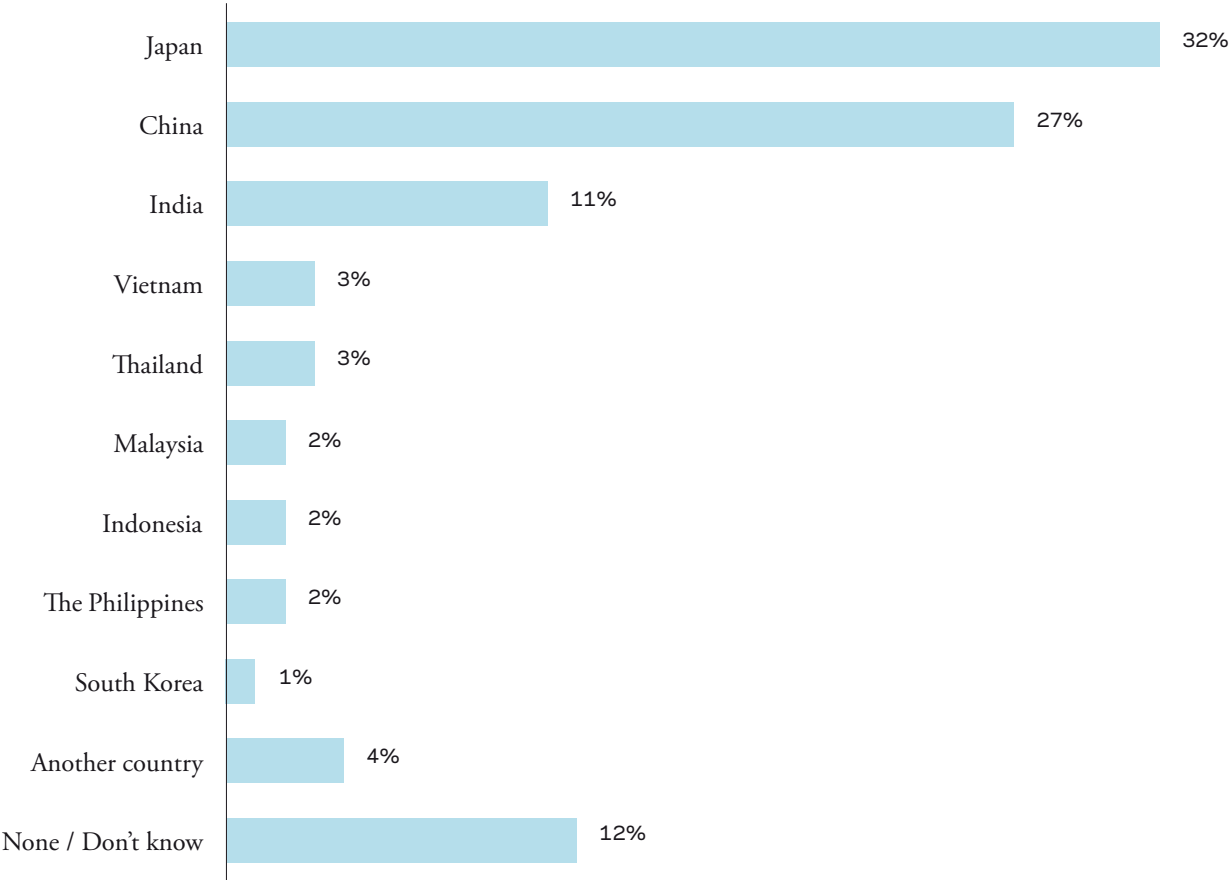
Countries in Asia about which students know the most

Japan, China and India are the countries in Asia about which students know the most (see Figure 11). These results are consistent with those presented earlier in this section: the findings of the 2011 New Zealanders' Perceptions of Asia survey showed that these are the countries about which New Zealanders most commonly think when they think of Asia, and the survey among heads of departments, which showed that these are the countries most commonly taught about in New Zealand secondary schools.

Japanese is the Asian language most commonly taught in New Zealand secondary schools. This will contribute to the result showing that one-third of students (32 percent) know most about Japan.

Only just 14 percent of all students named one of the countries of Southeast Asia, with no more than 3 percent named any one Southeast Asian country.

Figure 11. The Asian country students know the most about (self-reported)



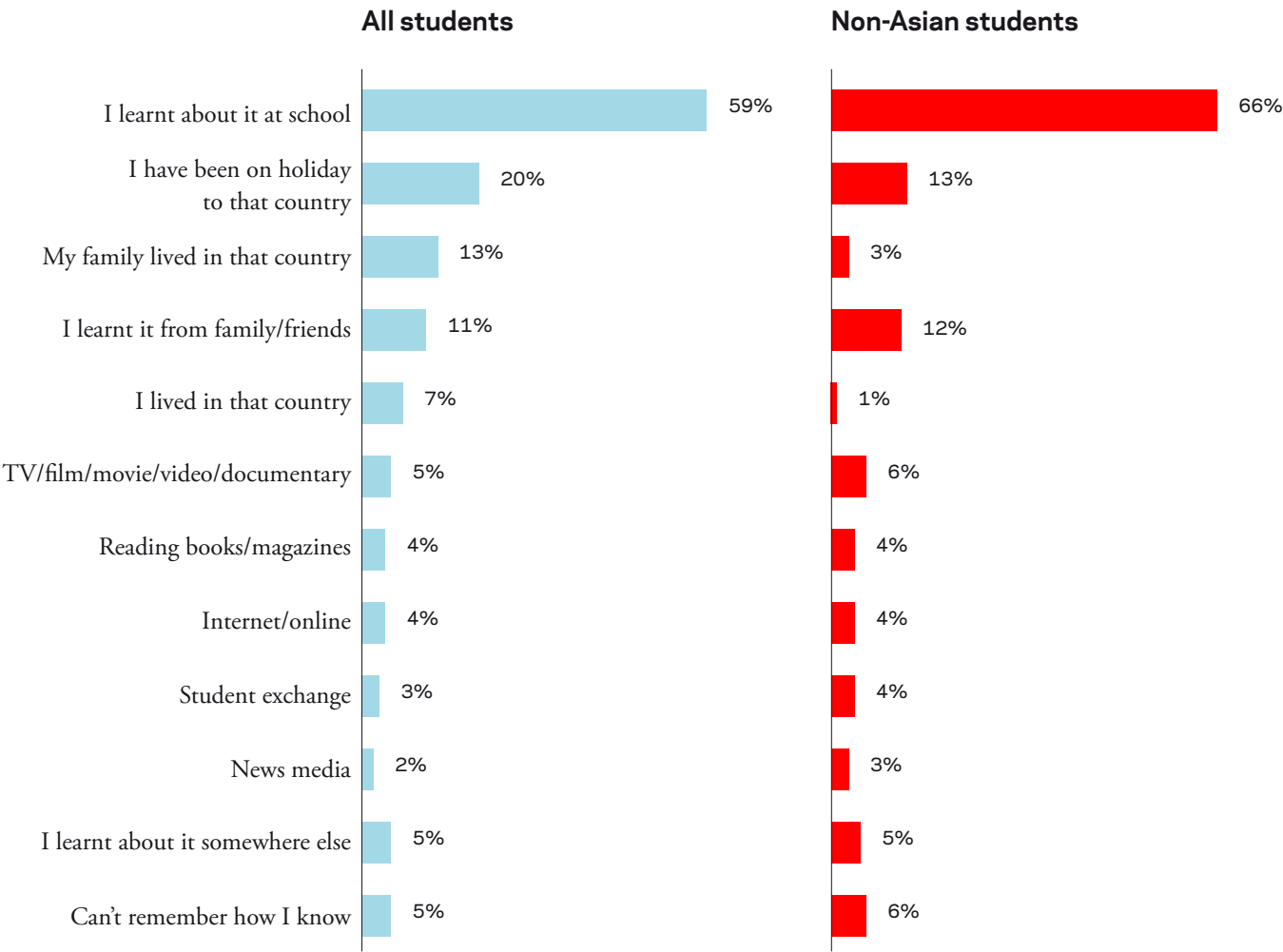
Base: All students (n=1011). \*Percentages do not add to 100 due to rounding.

### Sources of knowledge

Schools are a crucial source of student knowledge about Asia. As can be seen in Figure 12, of those who know something about at least one country in Asia, 59 percent say they learnt this information at school. Asian students (who were born either in Asia or in New Zealand) are most likely to gain their knowledge through family (63 percent) and on holidays to Asia (55 percent).

Among students who are not Asian, sources of knowledge include travelling to Asia (13 percent) and learning about Asia through word of mouth, such as from a family member or friend (12 percent).

Figure 12. Sources of knowledge about Asian countries



Base: Students who know something about at least one country in Asia (n All students=764, n Non-Asian students=687).

# Motivations for learning about Asia

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## Summary

The most common reasons for students' interest in Asian cultures, practices and customs centre on a desire to learn about cultures, practices and customs that are unique or different from their own (58 percent), personal interest in specific aspects of Asian cultures, practices and beliefs (28 percent), for example Asian food, history, religions and celebrations, and an appreciation that Asia is or will be influential (15 percent).



# Motivations for learning about Asia

## Summary: Motivations for learning about Asia

The majority of New Zealand students 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. Personal experience in Asia and with Asian people is also an important factor for encouraging a more active interest in Asia.

### 💡 Recommendation

1. Through the provision of teaching resources and its work with schools and teachers, the Foundation should encourage teachers to compare and contrast Asian cultures, practices and beliefs with those of their students.
2. The Foundation should encourage schools and teachers to provide students with positive Asia-immersion experiences, such as travel to Asia. These experiences would be most effective when targeted at students who have shown an interest in Asia and an openness and willingness to learn about Asian cultures, practices and customs.

### 💡 Recommendation

3. Students who are not yet at the 'Beginning' stage of Asia Readiness are much more likely than others to be interested in future prospects of travel to Asia and working in Asia. Emphasising opportunities in Asia will encourage some of these 'Unaware' students towards Asia Readiness.
4. Students who have progressed beyond the 'Beginning' stage of Asia Readiness are more likely than others to be interested in Asian cultures, practices and customs because Asia is important to New Zealand's future. Further emphasising the importance of Asia to New Zealand is likely to encourage 'Beginning' and 'Developing' students towards Asia Readiness.

## Interest in Asian cultures, practices and customs

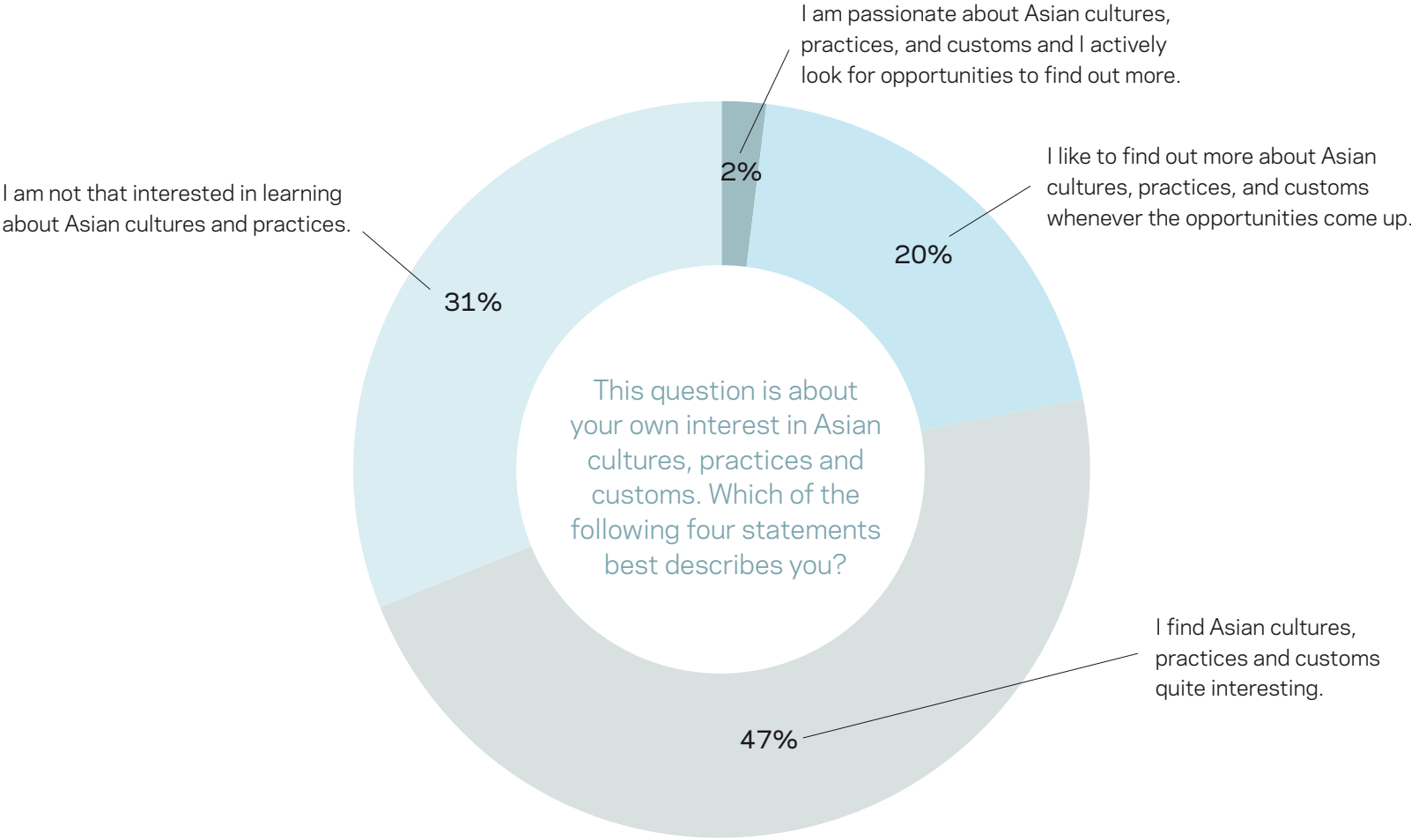
Another key facet of the Asia Readiness Framework is a student's level of interest in Asian cultures, practices and customs, and whether this interest is a driver for finding out more about Asia. We asked students to place themselves into one of the four groups shown in Figure 13, on the next page.

More than two-thirds of students (69 percent) find Asian cultures and practices interesting, with half (47 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 (2 percent) say they try to find out more about Asian cultures, practices and customs.

Those most interested in learning are Asian students who were born outside New Zealand (50 percent),<sup>13</sup> students who have travelled to Asia in the past five years (36 percent) and those with a lot or a fair amount of involvement with Asian people and cultures (36 percent). The higher level of interest among students who have travelled to Asia and those involved with Asian people and cultures remains even after Asian students are excluded from the results.



**Figure 13. Interest in Asian cultures, practices and customs**



## Drivers of student interest

To identify student motivations for learning about Asia, we asked those who found Asia at least quite interesting to tell us why. As can be seen Table 7, on the following pages, the most common reasons for students' interest in Asian cultures, practices and customs centre on a desire to learn about cultures, practices and customs that are unique or different from their own (58 percent), personal interest in very specific aspects of Asian cultures, practices and beliefs (28 percent), for example, Asian food, history, religions and celebrations, and an appreciation that Asia is or will be influential (15 percent).

“They have a very different way of life to New Zealand, and I find that interesting.”

**New Zealand European female, Year 12**

“I am interested in all their different cultural practices and especially religions – I just find them fascinating.”

**New Zealand European male, Year 12**

“I think this is where the future is heading.”

**Māori female, Year 13**

A further analysis of these results uncovered some insightful sub-group variations. First, personal experiences in Asia or with Asian people, or travelling and working in Asia appear to play a role in motivating students to find out more about Asia. Students who like to find out more about Asia say they want to find out more because of their personal experiences with Asia or Asian people (18 percent, compare with 10 percent who are less interested), and due to the possibility of travelling to or working in Asia (17 percent, compare with 5 percent who are less interested).

“I will go over in the future and would like to know more. My brother and sister went to Thailand and sort of enjoyed it, my sister got sick. You have to be extra careful on what you eat.”

**Māori male, Year 13**

“Because one day I hope to visit Japan. I also think that Asia is interesting but I like Japanese the best. Another reason I like the Japanese culture is every year at high school (except this year) I have hosted a Japanese exchange student from Tokyo.”

**Māori female, Year 12**

“I like the idea of travelling and hope to work in many different countries when I'm older. I like to know about people from other places – their stories. I am passionate about wildlife, including those from a number of Asian countries. I also have friends from China, Japan and Thailand and am travelling to Vietnam later this year with other students from my school which will be an opportunity to look at the Vietnamese culture in a way I wouldn't see by myself.”

**New Zealand European female, Year 12**

**Table 7. Students' reasons for being interested in Asian cultures, practices and customs.**

	All students interested in Asia (n=688) %	Those quite interested (n=479) %	Those who like to find out more (n=209) %
<b>Interested in different perspectives / unique cultures / customs</b>	<b>58</b>	<b>58</b>	<b>58</b>
Because Asia's culture / lifestyle is so different from ours	31	34	23
I find it interesting / like to learn about other countries	21	22	17
To have a broader knowledge / understanding of other cultures / places	15	10	26
Asia has such diverse cultures or customs	5	4	7
To learn about their many customs/beliefs/practices	4	3	4
<b>Specific aspects of Asian cultures / practices / customs that I like</b>	<b>28</b>	<b>29</b>	<b>27</b>
I am interested in / like their food	13	13	11
Asia has a long history / one of the oldest civilisations	8	8	9
I'm interested in their religion / religious beliefs / concept of Buddhism	4	4	6
I'm interested / like the Asian festivals / celebrations / performances	3	4	2
Because of their interesting traditions / very traditional	3	3	2
Their languages / would like to learn an Asian language	2	2	3
I like their clothing / costumes	2	2	1
I like their art / paintings	1	1	1
I am interested in / do martial arts	1	1	1

A percentage in a dark blue cell is significantly lower than the percentage for those who are quite interested.

A percentage in a red cell print is significantly higher than the percentage for those who are quite interested.

**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%, but greater than 0.

**Table 7. Students' reasons for being interested in Asian cultures, practices and customs. (continued)**

	All students interested in Asia (n=688) %	Those quite interested (n=479) %	Those who like to find out more (n=209) %
<b>Asia is / will be influential</b>	<b>15</b>	<b>14</b>	<b>16</b>
A lot of Asian people are living in New Zealand / Asian population is growing	6	5	7
Asia will have an influence on our future	4	3	4
Asia has one of the largest populations / land areas in the world	2	2	4
Because of their technology / technological advancements	2	3	1
They have a strong economy / are an economic power	2	2	2
Because we trade with Asia	1	1	1
They are our neighbours / in close proximity to us	1	1	*
<b>Personal contact / experience with people in / from Asia</b>	<b>12</b>	<b>10</b>	<b>18</b>
I have Asian friends	6	5	7
I have visited / lived there	4	2	6
I have family who go there for work / live over there	2	1	2
We have Asian students / homestays	2	2	2

A percentage in a dark blue cell is significantly lower than the percentage for those who are quite interested.

A percentage in a red cell print is significantly higher than the percentage for those who are quite interested.

**Table 7. Students' reasons for being interested in Asian cultures, practices and customs. (continued)**

	All students interested in Asia (n=688) %	Those quite interested (n=479) %	Those who like to find out more (n=209) %
<b>May travel to Asia / work with Asian people in future</b>	<b>9</b>	<b>5</b>	<b>17</b>
I would like to travel / visit there one day	8	5	16
I might end up working in Asia / with Asian people	1	*	3
<b>I like Asian people</b>	<b>4</b>	<b>4</b>	<b>4</b>
They have good values	2	2	3
They are nice / respectful people	2	2	1
<b>Miscellaneous</b>	<b>18</b>	<b>18</b>	<b>19</b>
It's part of my / a family member's heritage	7	6	10
I have been learning / studying about Asia at school	2	3	1
Other	9	10	8
Don't know / no comment	2	2	1

A percentage in a dark blue cell is significantly lower than the percentage for those who are quite interested.

A percentage in a red cell print is significantly higher than the percentage for those who are quite interested.



As can be seen in Table 8:

- Students who are not yet at the 'Beginning' stage of Asia Readiness are much more likely than others to be interested in future prospects of travel to Asia and working in Asia. Emphasising opportunities in Asia may encourage some of these 'Unaware' students towards Asia Readiness
- Students who have progressed beyond the 'Beginning' stages of Asia Readiness are more likely than others to be interested in Asian cultures, practices and customs because Asia is important to New Zealand's future. Continuing to emphasise the importance of Asia to New Zealand is likely to encourage 'Beginning' and 'Developing' students towards Asia Readiness
- Personal experiences and contact with people from Asia have been important factors for those who are 'Asia Ready'. Providing immersion experiences, such as travel to Asia, is likely to progress students towards Asia Readiness. These experiences could be costly, and may be most effective for students who have progressed beyond the 'Beginning' stage, have shown an interest in Asia, and an openness and willingness to learn about Asian cultures, practices and customs.

Table 8. Interest in Asia by Asia Readiness (for non-Asian students only).

	Students interested in Asia (n=610) %	Unaware (n=53) %	Beginning (n=354) %	Developing (n=168) %	Asia Ready (n=35) %
Interested in different perspectives / unique cultures / customs	61	47	62	63	63
Specific aspects of Asian cultures / practices / customs that I like	26	18	27	27	32
Asia is / will be influential	17	7	13	26	32
Personal contact / experience with people in/from Asia	13	13	11	14	30
May travel to Asia / work in Asia or with Asian people in future	10	20	7	12	11
I like Asian people	4	8	4	2	5

A percentage in a dark blue cell is significantly lower than the average for all non-Asian students.

A percentage in a red cell is significantly higher than the average for all non-Asian students.

Base: Non-Asian students at least quite interested in Asian cultures, practices and customs Note: A percentage in green 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.

Second, an analysis of these results against students' Asia Readiness has revealed some key triggers that may also aid educators in progressing students towards Asia Readiness. Table 8 illustrates how interest in Asia differs

by Asia Readiness. We have excluded Asian students (both New Zealand-born and born elsewhere) from this particular analysis so we can better identify potential triggers for those without family connections to Asia.



# Cultural competencies

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## Summary

Although three quarters of students (74 percent) believe that the Asian region is important to New Zealand's future, just half (46 percent) of all students believe that Asia-related knowledge and skills will be important for New Zealand's future workforce.

# Cultural competencies

This section discusses cultural competencies, which include Asia-related knowledge and skills, communicating in Asian languages, the ability to adapt to overcome language barriers, and perceived involvement with Asian people and cultures.

## Summary:

While the majority of students believe that Asia is important to New Zealand's future, fewer students appear to appreciate that Asia-related knowledge and skills may be important for their own working lives in future. When asked what skills may be important, students appreciated that cross-cultural communication skills will be beneficial, and many students believed that knowledge of Asian cultures, beliefs and backgrounds may be helpful. However, with the exception of those who were 'Asia Ready', fewer students discussed awareness of Asian protocols, customs and interpersonal skills. Hardly any students discussed the usefulness of specific knowledge of Asian business interests, technology and politics.

In this section we also present results that show that half of all students know basic greetings or introductions in an Asian language, and actively try to consider Asian cultures, practices and customs when communicating with and getting to know Asian people. Knowledge of an Asian language and consideration of Asian cultures, practices and customs are both key facets of the Asia Readiness Framework.

Finally, results at the end of this section show that students' perceived involvement with Asian people and cultures is considerably lower than that of the general New Zealand public. This result does raise a question about whether schools could be more proactive in encouraging experiences that promote better cultural understanding.



## 💡 Recommendation

1. Teaching about the importance of Asia is important for progressing students towards Asia Readiness, but teachers should be encouraged to go beyond macro-level information about the economic and cultural importance of Asia, to show how future engagement with Asia has implications for students personally.

This may include:

- providing concrete examples of how cultural differences can be a barrier to effective and efficient communication.
- providing knowledge of the communication protocols and customs in various Asian countries, especially that contrast with those we have in New Zealand.
- providing up-to-date information about the current situations in various Asian countries, business, trade and political. Examples such as this can help to demonstrate how Asia-related skills can be of benefit to students' future work lives, and should further emphasise the importance of Asia to students.

## 💡 Recommendation

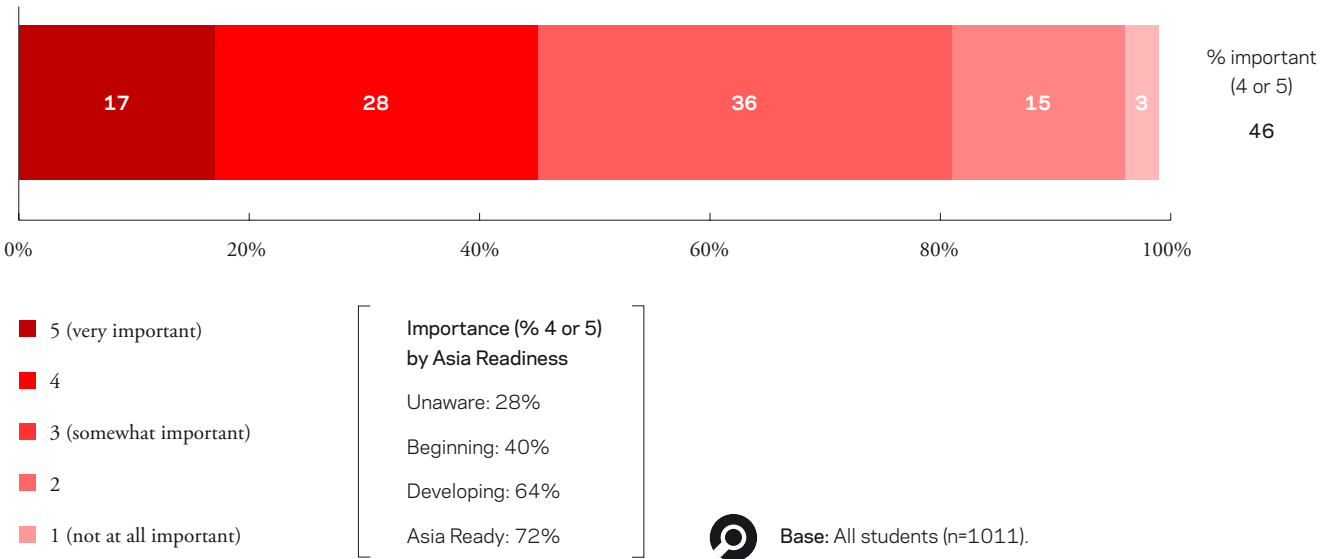
2. Future research could be carried out to understand why students see themselves as being less involved than other New Zealanders with Asian people and cultures.

# Asia-related knowledge and skills

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

The results contrast somewhat with those presented earlier in this report. Although three-quarters of students (74 percent) believe that the Asian region is important to New Zealand's future, under half (46 percent) of all students believe that Asia-related knowledge and skills will be important for New Zealand's future workforce.

Figure 14. *Perceived importance of Asia-related knowledge and skills for New Zealand's future workforce.*



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 (see Table 9). A large proportion of students (40 percent) are also aware that some knowledge of the cultures, beliefs and history of Asia may be helpful.

“The knowledge of the language and the skill of being able to speak basic Asian languages would help with the communications between New Zealand and Asian countries.”

**New Zealand European female, Year 12**

“I think it would be good to know the culture and Asian languages, so it is easier to interact with Asian people, especially overseas.”

**New Zealand European male, Year 12**

Smaller proportions of students appreciate that a knowledge of customs and protocols (28 percent) and up-to-date knowledge of current Asian business interests, technologies and politics (5 percent) would be beneficial.

“A knowledge of acceptable practices regarding culture and religion, an understanding of the different protocols, and an understanding of the different emphasis they put on things like work ethic and study habits.”

**New Zealand European male, Year 12**

**Table 9. Asia-related knowledge and skills that students believe will be important to New Zealand's future workforce.**

	(n=825) %
<b>Language and communication skills</b>	<b>61</b>
To know how to speak / understand the language	44
To have knowledge of basic words / phrases / greetings	12
Need to have communication skills	8
<b>Knowledge of cultures, beliefs and history</b>	<b>40</b>
To have knowledge / understanding of their culture / cultural differences	32
To have knowledge / understanding of their beliefs / religious beliefs	8
To have understanding / understanding of them as people	5
To have knowledge of where they come from / their country / history	4
To have knowledge / understanding of their traditions	2
Know their values	1
<b>Knowledge of customs and protocols</b>	<b>28</b>
To have knowledge / understanding of their customs	20
To know their etiquette / practices / protocols / what's appropriate	7
To have knowledge of their business protocols / work practices / how they do business	5

**Table 9. Asia-related knowledge and skills that students believe will be important to New Zealand's future workforce. (continued)**

	(n=825) %
<b>Interpersonal skills</b>	<b>7</b>
Need to be respectful / polite	6
Need to have patience / tolerance for them	2
Need to be respectful / polite	6
Need to have patience / tolerance for them	2
<b>Knowledge of current business interests, technologies and politics</b>	<b>5</b>
To have knowledge of their businesses / trading / technology	4
To have knowledge of their politics / Government policy	1
<b>Comments relating to skills that Asian people should have</b>	<b>2</b>
Asian people should also have a good knowledge of English	1
Asian people should also have a good knowledge of our way of life / how we live	1
Other	7
Don't know / no comment	16



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.

The perceived importance of Asia-related knowledge and skills differs markedly by Asia Readiness. 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 (although it should be noted that even a substantial proportion of those who are 'Asia Ready', 28 percent, provided an importance rating below 4 out of 5).

"Understanding business etiquette, greetings, etc. is important."

**New Zealand European female, Year 12**

"Trade relations, economies, politics, religion, customs – pretty well everything."

**New Zealand European male, Year 13**

Students who are more 'Asia Ready' are likely to say that a knowledge of cultures, beliefs, history, customs and protocols is important, and that interpersonal skills are important (see Table 10, on the next page). We have excluded Asian students (both New Zealand-born and born elsewhere) from this particular analysis to better understand Asia Readiness among those without family connections to Asia.

"Understanding language, customs and practices - people without this understanding can be very judgemental as they fear what is not familiar."

**Māori male, Year 13**

"Language so you can communicate correctly in trade situations or in legal and moral situations – so you are not offending or being offensive towards either culture."

**New Zealand European female, Year 12**




**Table 10. Interest in Asia by Asia Readiness (for non-Asian students only).**

	All who say Asia-related skills and knowledge are at least somewhat important (n=741) %	Unaware (n=110) %	Beginning (n=428) %	Developing (n=169) %	Asia Ready (n=34) %
Language and communication skills	61	62	61	62	63
Knowledge of cultures, beliefs and history	40	30	38	49	53
Knowledge of customs and protocols	30	19	30	32	47
Interpersonal skills	6	5	5	6	25
Knowledge of current business interests, technologies and politics	5	7	5	5	2
Comments relating to skills that Asian people should have	2	2	2	1	2
Don't know/no comment	16	23	17	13	-

A percentage in a dark blue cell is significantly lower than the average for all non-Asian students.

A percentage in a red cell is significantly higher than the average for all non-Asian students.

 **Base:** Non-Asian students who believe that Asia-related knowledge and skills are at least somewhat important to New Zealand's future workforce.

**Note:** A percentage in green 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.

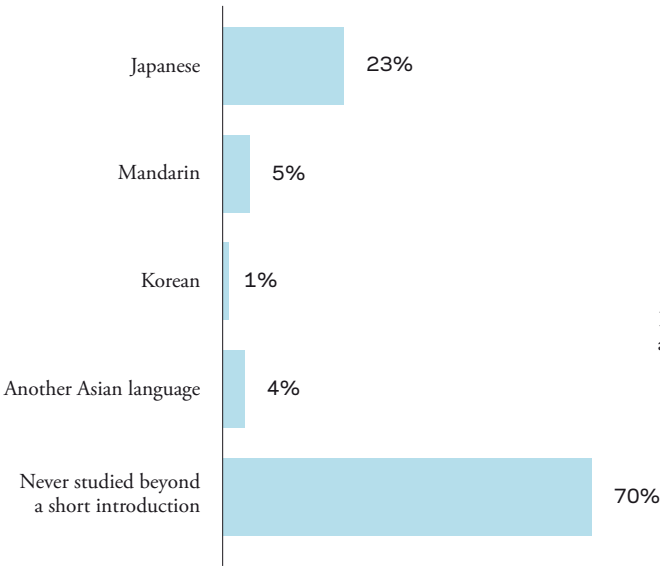


# Communicating in an Asian language

Another key facet of the Asia Readiness Framework is knowledge of an Asian language. We asked all students whether they were studying an Asian language, or if they had done so at some point in the past. Thirty-nine percent of students said they had studied an Asian language at some point. This could include languages studied inside or outside school. If we remove students who have only ever had a short introduction to an Asian language, the proportion of students who have studied an Asian language reduces from 39 percent to just 30 percent.

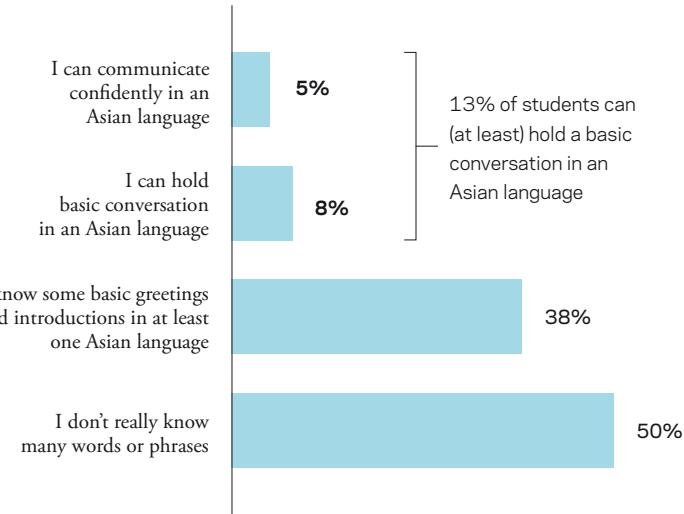
Japanese is the language students most commonly study (23 percent), followed by Mandarin (5 percent) and Korean (1 percent) (see Figure 15 and Figure 16). Half of all students (51 percent) know at least some basic greetings or phrases. Thirteen percent can at least hold a basic conversation.

Figure 15. Asian languages students have studied (beyond having a short introduction to the language)



Base: All students (n=1011). \*Percentages do not add to 100 because students may have studied more than one language.

Figure 16. Ability to speak an Asian language\*



Base: All students (n=1011). \*Percentages do not add to 100 because students may have studied more than one language.

## Adapting to new cultural contexts

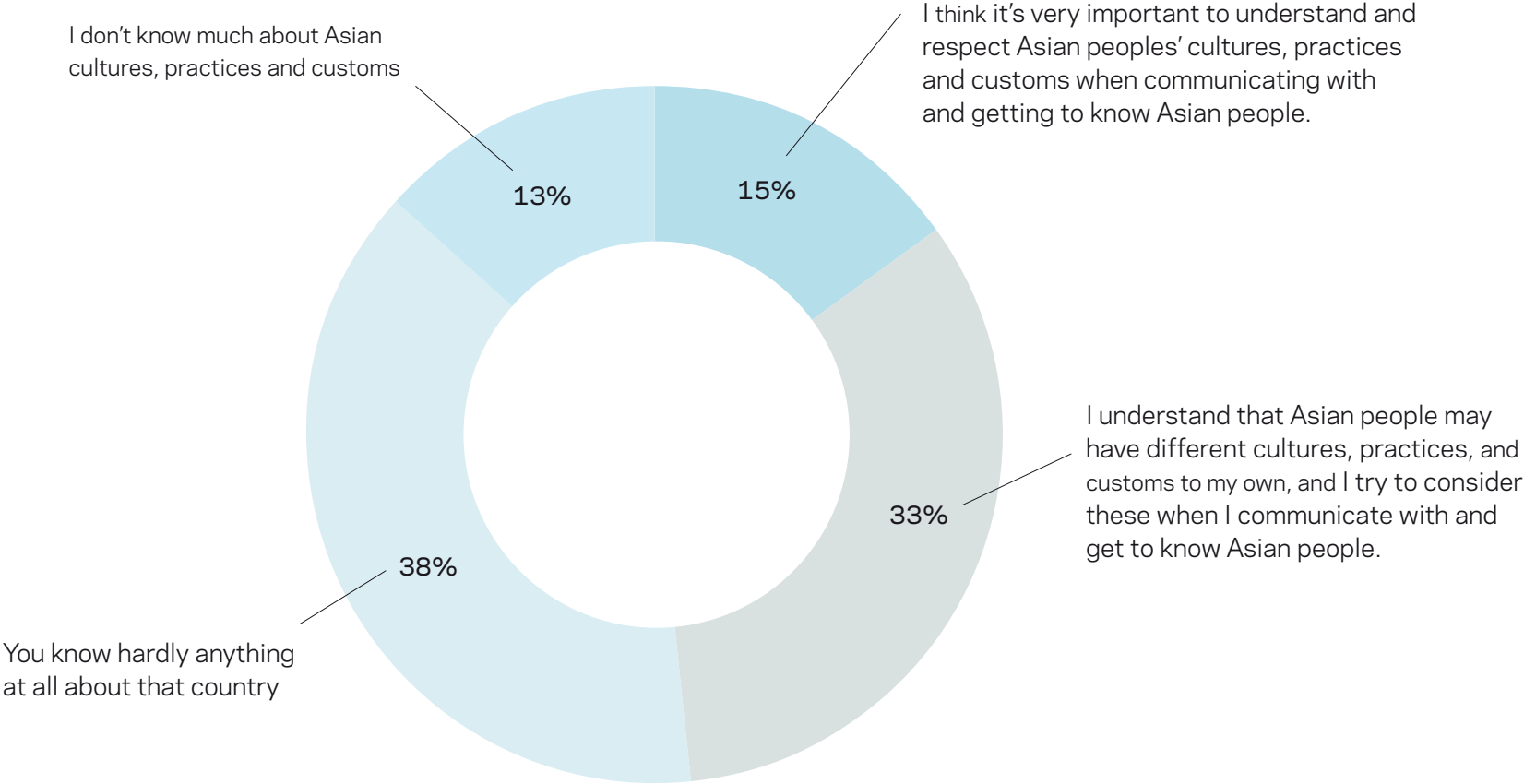
Working with and getting to know people from different cultural backgrounds can be challenging because of the potential of misunderstanding and misinterpretation. A person who is willing to try to understand cultural differences, and to adapt their style of communication, is at an advantage in overcoming cultural communication barriers. This ability is one of the key facets of the Asia Readiness Framework.

We developed a single question to gauge each student's cultural intelligence, or their ability to adapt to new cultural contexts.<sup>14</sup> We 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. Students can be almost evenly divided into those who do attempt to consider cultural backgrounds in their interactions with Asian people (49 percent)<sup>15</sup> and those who do not 51 percent) (see Figure 17, on the next page).

Students more likely than average to consider cultural backgrounds in their everyday interactions include those who have a lot or a fair amount of contact with people from Asia (72 percent), those who have travelled to Asia in the past five years (67 percent), those who are in the high general-knowledge group (60 percent), and those who identify with an Asian ethnic group, either New Zealand-born Asian or born elsewhere (72 percent).

**Figure 17. Use of Asia-related knowledge in everyday interactions.**

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?\*



Base: All students (n=1011). \*Percentages do not add to 100 because students may have studied more than one language.

# Perceived involvement with Asian people and cultures

We know from the annual Perceptions of Asia survey that those who are more involved with Asian peoples or cultures, in both New Zealand and overseas, feel warmer towards people from Asia and are more positive towards Asia and Asian people.

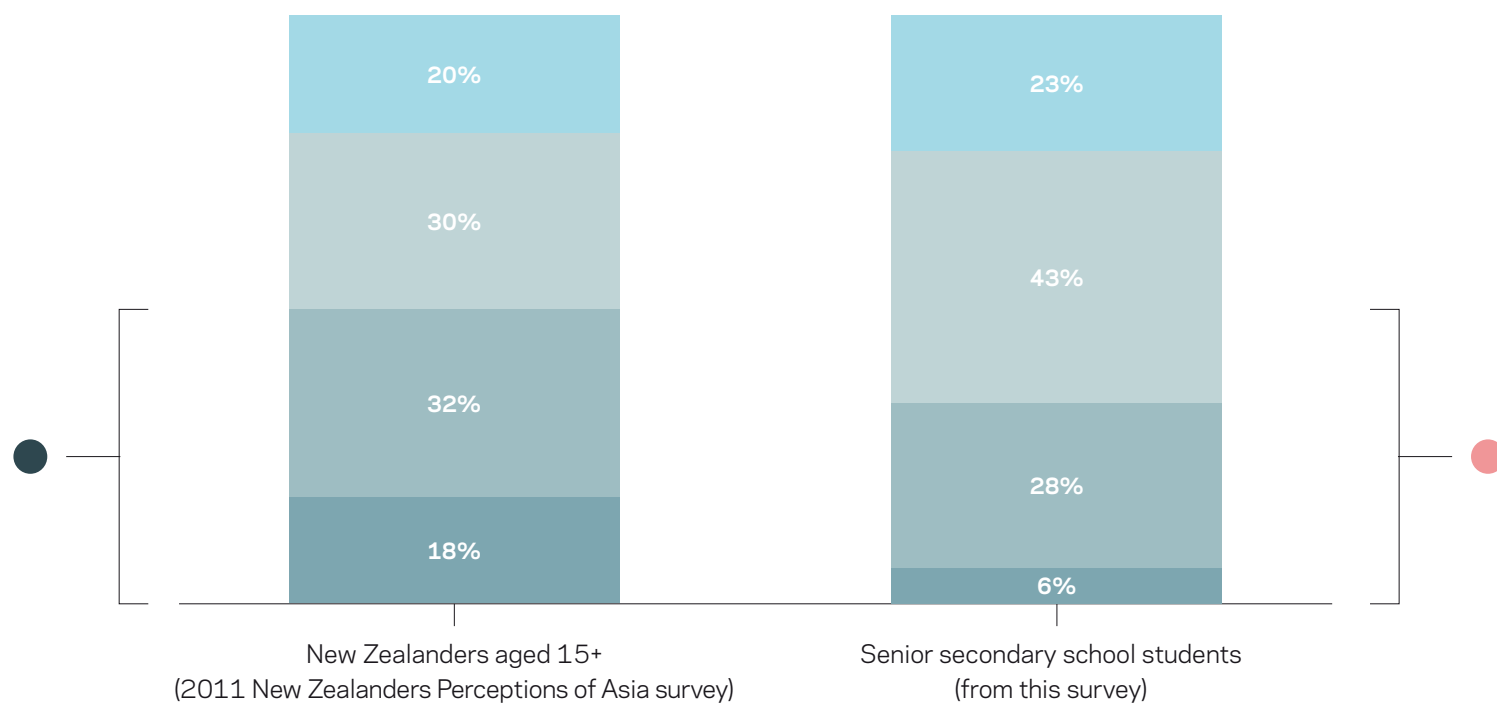
We asked all students whether they felt they had a lot, a fair amount, not much or hardly anything to do with Asian peoples and cultures. The results are presented in Figure 18, on the next page, alongside the results of the 2011 New Zealanders' Perceptions of Asia survey.

Students' perceived involvement with Asian people and cultures is considerably lower than the perceived involvement of the New Zealand general 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.

We are unsure of the reason for this. It may be that, relative to older New Zealanders, school-aged New Zealanders perceive they do not come into contact with Asian people in as wide a range of contexts. Further research would be required to provide less speculative reasons for these contrasting results.

Students more likely than average to see themselves as having a lot or a fair amount of involvement with Asian people or cultures include those who are at the 'Developing' (51 percent) or 'Asia Ready' (76 percent) stages of the Asia Readiness Framework, those who live in one of New Zealand's main cities (41 percent), those who have travelled to Asia in the past five years (59 percent), those living in the Auckland region (47 percent) and those who identify with an Asian ethnic group, either New Zealand-born or born overseas (80 percent).

**Figure 18. Perceptions of involvement with Asian peoples or cultures.**



■ Hardly anything    
 ■ Not much    
 ■ A fair amount    
 ■ A lot



Base: All students (n=1011).



50 percent of New Zealanders believe they have a fair amount or a lot of involvement with Asian people or cultures.



34 percent of students believe they have a fair amount or a lot of involvement with Asian peoples or cultures.

# Further developing Asia Awareness

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## Summary

One-third of students (32 percent) plan to travel to Asia and a small minority (2 percent) say they are very or extremely likely to live or work in Asia in the next five years. Intention to travel to Asia is significantly higher among those who are at the 'Developing' or 'Asia Ready' stages of Asia Readiness.

- Forty-five percent of students who are at the 'Developing' stage, and 71 percent who are at the 'Asia Ready' stage, plan to travel to Asia in the next five years.
- Ten percent of students who are at the 'Asia Ready' stage plan to live or work in Asia in the next five years.

# Further developing Asia Awareness

There will always be opportunities for students to develop Asian Awareness, of their own accord, in future. This can include through formal study and through social and business networking, attending Asia-related events and travel to Asia. This section discusses students' plans for the future.

## Summary:

Just under one-third of students have plans to develop their Asia Awareness after they leave school. These results are consistent with those other findings in this survey, which show that although students appreciate the importance of Asia to New Zealand, they are less aware of the potential benefits that Asia-related knowledge and skills may have for them personally in future. However, this is the first time that students' future intentions to develop Asia Awareness have ever been measured. Without relevant comparison data it is difficult to know what level of 'student intention to develop Asia Awareness' is realistic and achievable.

Importantly, an intention to further develop Asia Awareness differs considerably by stage of Asia Readiness. Progressing students towards the 'Developing' stage of Asia Readiness is likely to have an impact on their intentions to develop Asia Awareness of their own accord.



# Study, networking and attending Asia-related events

We asked students how likely it was that they would take action specifically to develop their Asia Awareness further after they finish school. Results are shown in Figure 19 and Figure 20, both on the next pages.

Although few students say they are very or extremely likely to take any of these individual actions to become more Asia Aware, 30 percent of students say they are extremely or very likely to take at least one action; 8 percent intend to do so through some form of Asia-related study and 28 percent intend to do so through social or business networking, or by attending Asia-related events. Those who are at the 'Developing' or 'Asia Ready' stages of Asia Readiness are much more likely to have intentions to further develop their Asia Awareness after leaving school, see Table 11.

Table 11. Students' intention to further increase Asia Awareness by level of Asia Readiness.

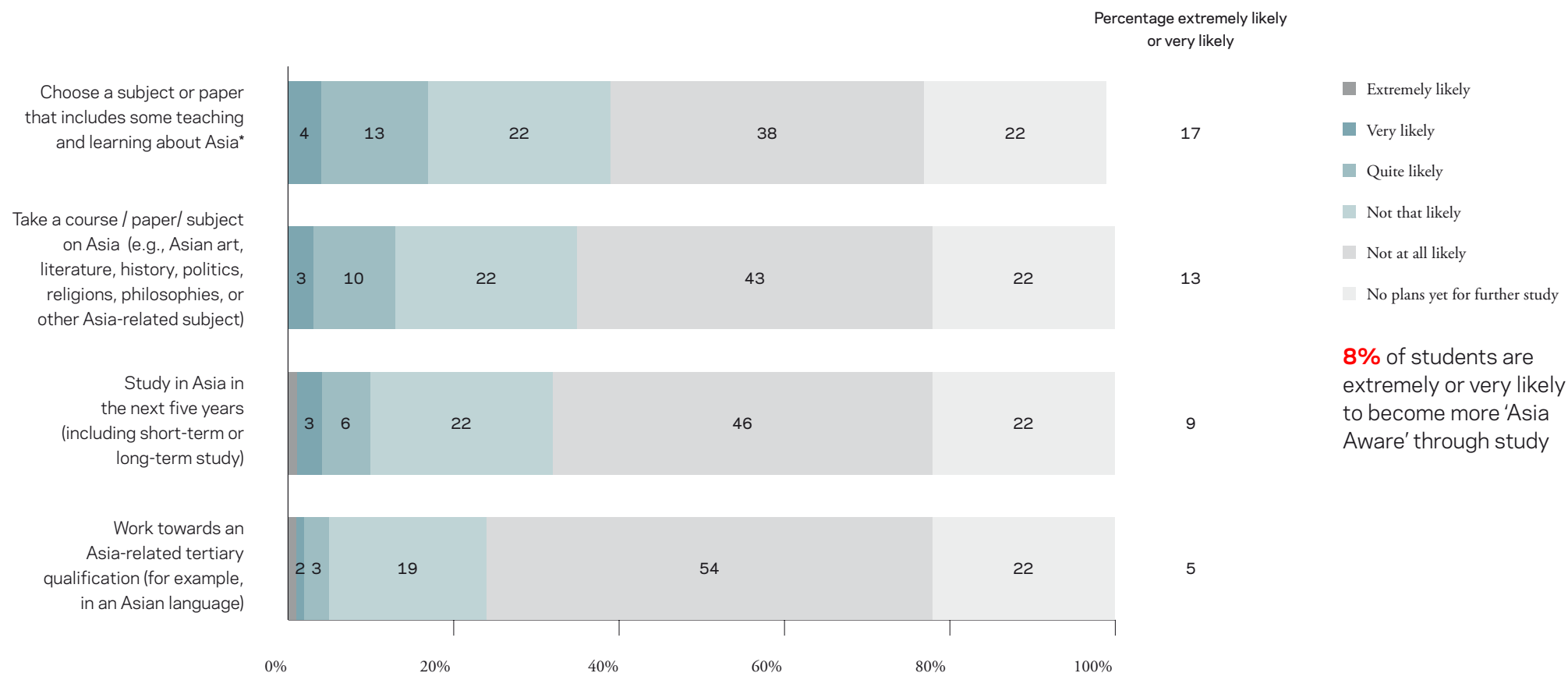
	All students (n=1011) %	Unaware (n=110) %	Beginning (n=428) %	Developing (n=169) %	Asia Ready (n=34) %
Intend to further develop Asia Awareness	30	12	22	48	69
Through further study	8	3	5	12	23
Through networking/attending events	28	12	21	43	62



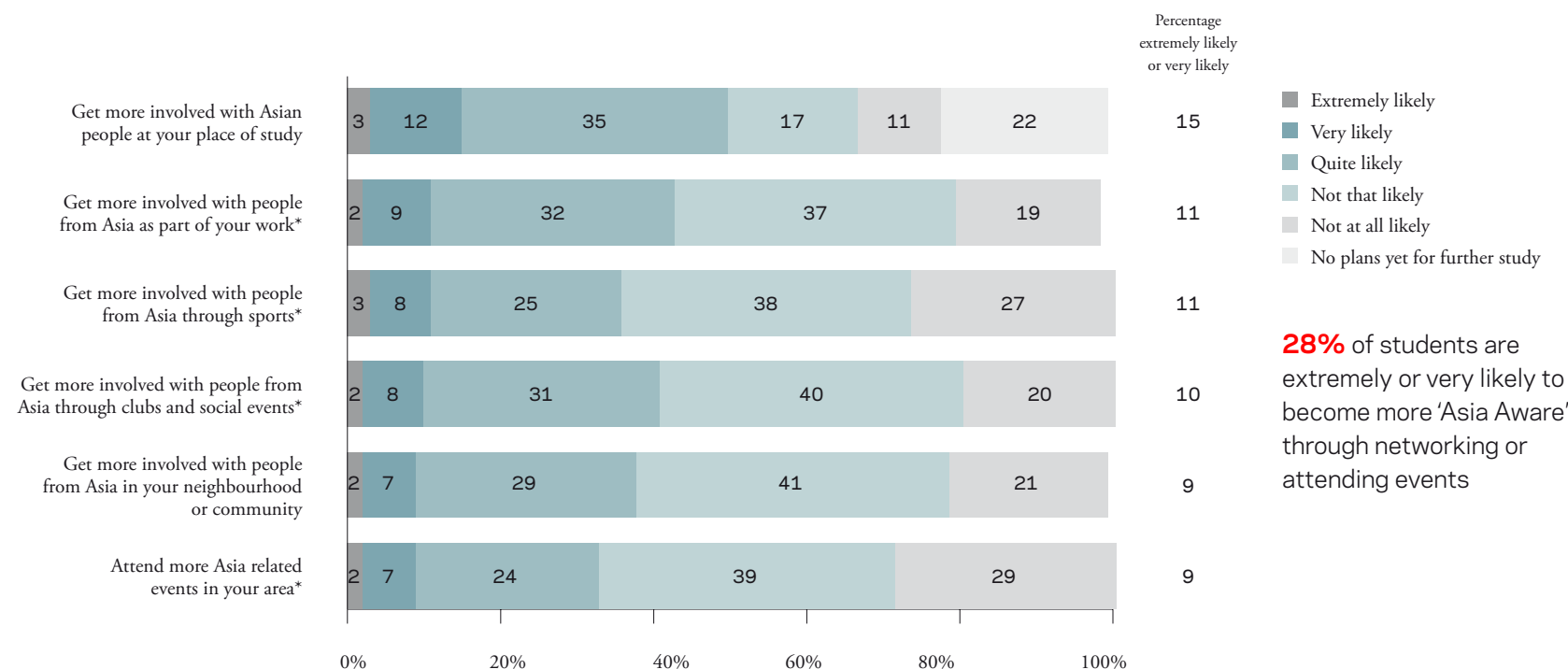
Base: All students Note: A percentage in green print is significantly lower than the average for all students. A percentage in red print is significantly higher than the average for all students.



**Figure 19. Intentions to develop Asia Awareness through formal study.**



**Figure 20.** *There are many different ways people can learn more about and engage more with people from Asia. 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?*



# Plans to travel to Asia

Finally, we asked all students about their intention to travel to Asia or live and work in Asia in the next five years. One-third of students (32 percent) plan to travel to Asia and a small minority (2 percent) say they are very or extremely likely to live or work in Asia in the next five years. Intention to travel to Asia is significantly higher among those who are at the 'Developing' or 'Asia Ready' stages of Asia Readiness, see Figure 20.

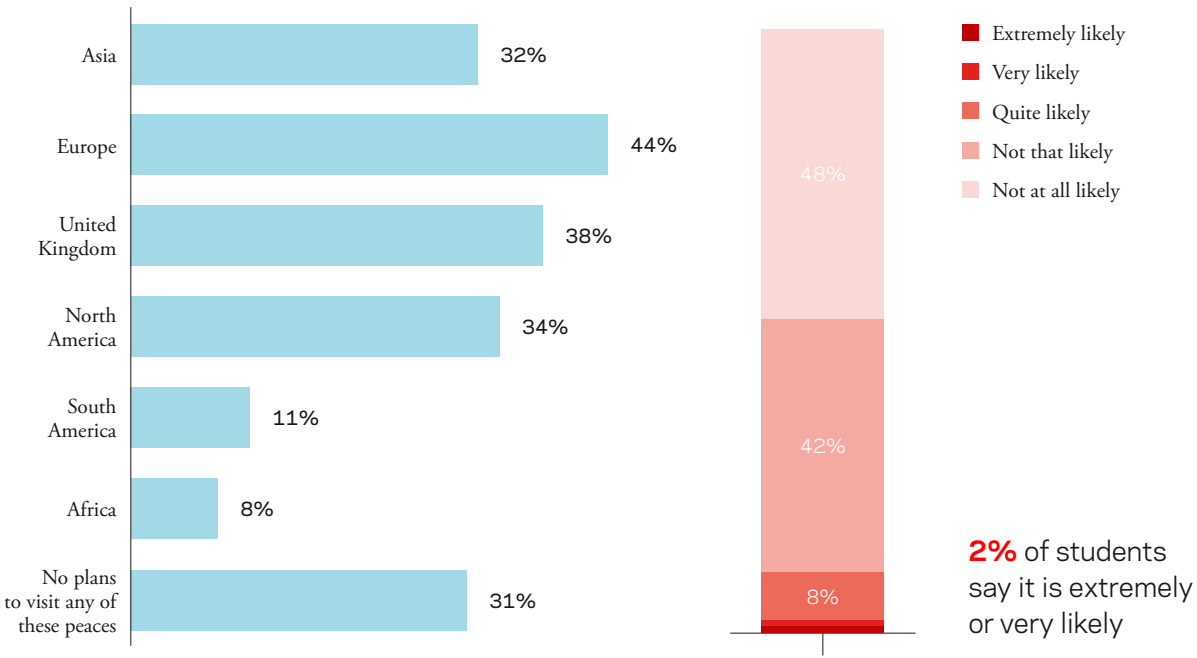
- Forty-five percent of students who are at the 'Developing' stage, and 71 percent who are at the 'Asia Ready' stage, plan to travel to Asia in the next five years.
- Ten percent of students who are at the 'Asia Ready' stage plan to live or work in Asia in the next five years.

These results are probably most useful as comparison benchmarks for future studies tracking Asia Readiness over time.

Figure 21. Intention to travel and live/work in Asia in the next five years.

Do you plan to travel to any of the following places in the next five years?

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



Base: All students (n=1011). \*Percentages do not add to 100 because students may have studied more than one language.

# Appendix

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10



# Sample profile

Table 12. Weighted sample profile.

	(n=1011) %
<b>Gender</b>	
Male	49
Female	51
<b>Age</b>	
15 years	2
16 years	41
17 years	48
18 years	8
19 years	1
<b>Funding year</b>	
Year 12	54
Year 13	46
<b>Ethnicity*</b>	
European (includes non-NZ European)	59
Māori	17
Pacific	9
Asian	12
Other	3

	(n=1011) %
<b>Country of birth</b>	
New Zealand	82
England	3
Australia	2
South Africa	2
A country in Asia	6
Another country	5
<b>Urban/rural</b>	
Main city	47
Provincial city or town	27
Small town or rural area	26

	(n=1011) %
<b>Region</b>	
Northland region	3
Auckland region	33
Waikato region	9
Bay of Plenty region	7
Gisborne region	1
Hawke's Bay region	4
Taranaki region	3
Manawatu-Wanganui region	7
Wellington region	12
Tasman region	1
Nelson region	1
Marlborough region	1
West Coast region	1
Canterbury region	12
Otago region	6
Southland region	2
<b>Attends a school in the Foundation's network</b>	
Yes	17
No	83



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.

# Endnotes

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# Endnotes

Click on numbers to re-direct you back to original endnote.

- 1 Colmar Brunton (2010). *Educating for Asia: Asia in Secondary Schools*. Wellington, New Zealand. Asia New Zealand Foundation. Website address – <http://bit.ly/12gbYFK>
- 2 Colmar Brunton (2012). *New Zealanders' Perceptions of Asia and Asian Peoples in 2011*. Wellington, New Zealand. Asia New Zealand Foundation. Website address - <http://bit.ly/11AqGGI>
- 3 Colmar Brunton (2010). *Educating for Asia: Asia in Secondary Schools*. Wellington, New Zealand. Asia New Zealand Foundation. Website address – <http://bit.ly/12gbYFK>
- 4 Business Education Partnership. Website address – <http://bit.ly/13K8n3j>
- 5 In this chart the Beginning stage is not mutually exclusive of the Developing or Asia Ready stage. This is intentional, and has been done to draw attention to the proportion of all domestic students who are at or have surpassed each stage in the progression towards 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 better understand the triggers and barriers towards Asia Readiness for students at each stage.
- 6 Colmar Brunton (2012). *New Zealanders' Perceptions of Asia and Asian Peoples in 2011*. Wellington, New Zealand. Asia New Zealand Foundation. Website address – <http://bit.ly/11AqGGI>
- 7 This is the ability to adapt to new cultural contexts. See Earley, P. C. & Ang, S. (2003). *Cultural Intelligence: Individual interactions across cultures*. Stanford, CA. Stanford University Press.
- 8 A 'perfect' relationship would be one where the proportion saying the region is important equals the proportion saying it is important that schools teach students about that region.
- 9 This question was taken from a survey of Year 8 Australian students (aged 13 to 14 years), conducted in 2001, in which 44 percent answered the question correctly: Griffen, P., Woods, K., Dulhunty, M., & Coates, H., (2001). *Australian Students' Knowledge and Understanding of Asia*. Melbourne, Australia. University of Melbourne
- 10 This question was taken from a survey of Year 8 Australian students (aged 13 to 14 years), conducted in 2001, in which 25 percent answered the question correctly: Griffen, P., Woods, K., Dulhunty, M., & Coates, H., (2001). *Australian Students' Knowledge and Understanding of Asia*. Melbourne, Australia. University of Melbourne.
- 11 The percentages in the chart do not add to 22 as they have each been rounded to a whole number.
- 12 The percentages in the chart do not add to 25 as they have each been rounded to a whole number.
- 13 The interest of New Zealand-born Asian students is on par with the interest of non-Asian students.
- 14 Earley, P. C. & Ang, S. (2003). *Cultural Intelligence: Individual interactions across cultures*. Stanford, CA. Stanford University Press.
- 15 The percentages in the chart do not add to 49 because each percentage has been rounded to a whole number.

# Asia New Zealand Foundation

The Asia New Zealand Foundation was founded in 1994 as a non-profit, apolitical organisation dedicated to building New Zealand's links with Asia. Through its activities in education, business, media, culture and research the Foundation aims to promote initiatives that deepen understanding and relationships between New Zealanders and the peoples of Asia.

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