

Collaborative Approaches to Developing International Education

Giles Brooker

Giles Brooker Group

Giles Brooker has worked extensively in the evaluation and development of tertiary education organisations and in international and collaborative education. He has provided independent evaluation and development services to New Zealand institutions since 1999.

In 2009, he established Giles Brooker Education Development Services in India to assist in building collaborative research and curriculum relationships and exchanges between education institutions in India and New Zealand and also in countries such as Singapore, and Malaysia.

Giles Brooker Education also assists individual students gain international experience through study in New Zealand, India and other countries. Giles Brooker Group is a member of the India New Zealand Business Council and the Auckland Chamber of Commerce.

Giles has over 35 years' experience in tertiary education both in teaching and administration (Auckland Institute of Technology; University of Auckland) and government agencies (Ministry of Education (NZ), New Zealand Qualifications Authority, National Council for Vocational Qualifications (UK), Qualifications and Curriculum Authority (UK)).

Giles was elected a Fellow of the Institute of Chartered Secretaries and Administrators in 2006 and serves on the New Zealand branch Education Committee and as Chair of its Assessment Review Panel.

Giles' initial academic interests were in linguistics, languages and inter-cultural communication. He is a fluent speaker of English and French and has varying levels of competency in several other languages. He has a strong affinity with migrant and indigenous communities.

The Right Blend in International Education:

We propose a new blend of relationships to transform and enhance international education.

We argue that international education in recent years has been driven by assumptions such as

- the host community is more attractive than the source community
- students from most asian countries are seeking to migrate
- international education is mainly a one-way street
- short-term financial profitability is the most important driver for international education

We suggest that international education will be improved by exploring approaches that treat the source country as stakeholders and seek more subtle understandings of motivations of students and their communities.

We describe new approaches to international education through a public – private partnership in developing international collaborations through a service consultancy model rather than product sales and marketing.

We have identified that for our Indian stakeholders, institution to institution wide collaboration is not the best model. We acknowledge that each institution has strengths

and needs and that addressing these requires multiple collaborative relationships with mutual benefits to all partners.

We also describe how monitoring student flow between countries is enabling the development of triangular relationships which contribute to the social and economic development of the countries in which we work.

Relationships with institutions are based on a high level of engagement and the building of trust.

We describe the development of integrated programmes which provide valuable learning and experience for students and value their return to contribute to their home communities.

Our group includes an educational evaluation and development company, based in New Zealand, and an education development and student recruitment company (Indian registered), with offices across southern India and growing partnerships in other countries.

Our Indian operation was established in 2010 in order to explore different models for sustainable international education through collaboration.

We have initiated collaborative relationships between institutions in India and New Zealand in a wide range of disciplines (including health science, engineering, fashion design, forestry, logistics, environmental science, tourism and hospitality management, social work).