

**ANNUAL REPORT 2022/23**  
**EDUCATION NEW ZEALAND**  
**MANAPOU KI TE AO**



# TABLE OF CONTENTS

BOARD CHAIR'S FOREWORD .....	3
CHIEF EXECUTIVE'S FOREWORD .....	4
WHO WE ARE AND WHAT WE DO .....	6
SECTOR OUTLOOK.....	13
OUR ACHIEVEMENTS.....	15
OUR PEOPLE.....	29
STATEMENT OF RESPONSIBILITY .....	37
ANNUAL FINANCIAL STATEMENTS .....	62
INDEPENDENT AUDITOR'S REPORT.....	86
Appendix One .....	90
Appendix Two .....	91
Appendix Three.....	92
Appendix Four.....	95

# BOARD CHAIR'S FOREWORD

Our vision is to transform lives through international education experiences and deliver a thriving and globally connected Aotearoa New Zealand through world-class education.

With Te Tiriti as our foundation, we connect the international education sector globally and partner for mutual economic, social and cultural benefits for Aotearoa New Zealand.

Connecting and partnering is crucial for Education New Zealand Manapou ki te Ao (ENZ). We do nothing alone, and we thank our partners in the public sector, in the education sector, and around the world, as we have all worked together to rebuild in a time of significant global change.

The ENZ teams in New Zealand and offshore have shown true passion for our work as we ourselves have had to make changes in our focus and respond to resourcing adjustments. This year, guided by the New Zealand International Education Strategy, our priority has been balancing the needs of the present (helping the sector to build back fast) with the needs of the future (encouraging innovation and diversification in the sector).

I joined Education New Zealand at a time of significant change. Post-pandemic, we will continue to help the sector adapt – and to adapt ourselves.

# KAIARATAKI O TE POARI

I would like to acknowledge my predecessor, Steve Maharey, for the guidance and leadership he provided to ENZ during his tenure. I would also like to acknowledge and thank our outgoing Chief Executive, Grant McPherson, who has helped shape and direct the work of ENZ since its inception in 2012.

Although much is changing, the one thing that remains the same is the importance of global citizenship to the New Zealand spirit; and the value of exchange through education to our people and our economy. I am excited about the future of international education in Aotearoa New Zealand, and the role that Education New Zealand Manapou ki te Ao will play in that future.



Tracey Bridges  
Board Chair

# CHIEF EXECUTIVE'S FOREWORD

# KUPU TAKAMUA A TE MANUTAKI

Education New Zealand is reconnecting New Zealand with the world.

The 2022/23 year was marked by reopening, reconnections, rejuvenation, realignment and resilience. Education New Zealand undertook a great deal of activity as we sought to re-engage beyond our borders, with the twin pillars of sustainability and recovery clearly outlined in the New Zealand International Education Strategy 2022-2030.

Our border reopening was a pivotal moment as the sector began its recovery from the uncertainty of recent years. Since then, Education New Zealand Manapou ki te Ao has sought to position the sector for the years ahead as the Government's dedicated agency tasked with promoting and marketing the value of an Aotearoa New Zealand education experience to a world filled with opportunities.

Our diversification programme, which began in 2021, was further embedded with our workstream this year. Several initiatives went live throughout the 12 months, each bringing innovative product and delivery to the student experience. I am certain that the work to date will serve as a benchmark in the years ahead and bring important benefits both for New Zealand learners and international students.

Our ongoing collaboration with the Ministry of Foreign Affairs and Trade allowed for a smooth transition of the operational management of the Maanaki New Zealand Scholarship Programme to occur during the year.

We also successfully relaunched the Prime Minister's Scholarships to Asia and

Latin America, which has generated opportunities for New Zealand learners to step out into the world and bring back valuable insights and experiences that benefit them and their communities.

Our renewed participation in the global international education sector has highlighted that New Zealand is once again welcoming international students, and our work in diversifying New Zealand's education offerings has seen us reach out to new audiences in new ways. These are both exciting opportunities to leverage New Zealand's unique offerings for learners, as well as showcasing New Zealand to academics, institutions, governments and other partners.

In particular I would like to thank ENZ staff for their ongoing commitment to the rebuild of the international education sector. Our people are our greatest strength, and embody our Ngā Manapou values on a daily basis.

While not without challenges, I am proud of the engagement and presence we had over the year. It is not, and never will be, a singular pathway, and ENZ will continue to bring its expertise and enthusiasm to the fore as we navigate this next chapter in our country's international education journey.



Grant McPherson  
Chief Executive

# Highlights 2022/23



## 41,360

international students studying towards a New Zealand qualification

## \$1.278 billion

in economic contributions from New Zealand's international education sector

## Manaaki New Zealand Scholarship Programme



## 470

completed scholarships

In the year to June 2023, **470 scholars** completed their Manaaki New Zealand scholarship



### Prime Minister's Scholarships

## 73

**Scholarships awarded for study in Asia**

Eight groups were awarded a group scholarship for Asia

## 38

**Scholarships awarded for study in Latin America**

Six groups were awarded a group scholarship for Latin America

## 7/14

**rōpū/group awarded** have a kaupapa Māori and/or Māori participant focus

**3000+** in-person and virtual attendees at ENZ events

## 27

**ENZ events for international education**

Big and small, global, local, online, hybrid and in-person

## 11

**Senior ministerial and sector delegations**

Brazil, Canada, Chile, China, India, Japan, South Korea, Thailand, US, Viet Nam

### Digital engagement



## 2 million

Active visits to Study With New Zealand

## 1.5 million

New users

## 60,000

Sign-ups

## 21,000

Enquiries to education providers

### Innovation

**2** FutureLearn online pilots completed with New Zealand education providers

**1** Study With New Zealand online and learning management system pilot delivered

# WHO WE ARE AND WHAT WE DO

# KO WAI MĀTOU, HE AHA Ā MĀTOU MAHI

Our purpose is to take New Zealand's education experiences to the world for enduring economic, social and cultural benefits

International education delivers economic, social and cultural benefits for New Zealand. ENZ is the only Crown Agency solely focused on international education. It was established in 2011 to bring leadership to New Zealand's international education sector, supporting them to deliver on the Government's priorities for international education.

The Education and Training Act 2020 sets out ENZ's functions (refer to Appendix One) which include promoting New Zealand education overseas, providing information to international students in New Zealand, undertaking research and providing intelligence, and managing, in collaboration with other government agencies, activities for the Government in relation to international education. Our monitoring agencies are the Ministry of Education and the Ministry of Business, Innovation and Employment.

We published a new Statement of Intent 2022-2026 in June 2022, strongly aligned to the NZIES, which outlined our impacts and deliverables in line with the Government's priorities for international education.<sup>1</sup> We continued to operate within the context of our strategic framework, which identified four key strategic priorities:

- **Tono / Invitation:** New Zealand's unique education offerings and services are highly sought after by international learners.
- **Pono / Integrity:** New Zealand delivers high-quality and diverse education experiences that are sustainable and globally competitive, and deliver value to all involved.
- **Hono / Global connections:** New Zealand makes the best possible use of its international education expertise to improve educational outcomes, establish partnerships and grow global connections.
- **Kono / Nourishers:** Our core capabilities nourish our organisation and support the delivery of all Strategic Objectives under the 4-year plan.

The strategic framework is shown on the next page. Our achievements within our framework are outlined on pages 15-28.

---

<sup>1</sup> At instruction from the Minister of Education, ENZ developed and published a new Statement of Intent for 2023-2027. From

2023/24, we will report against the Impact measures outlined in that Statement of Intent.

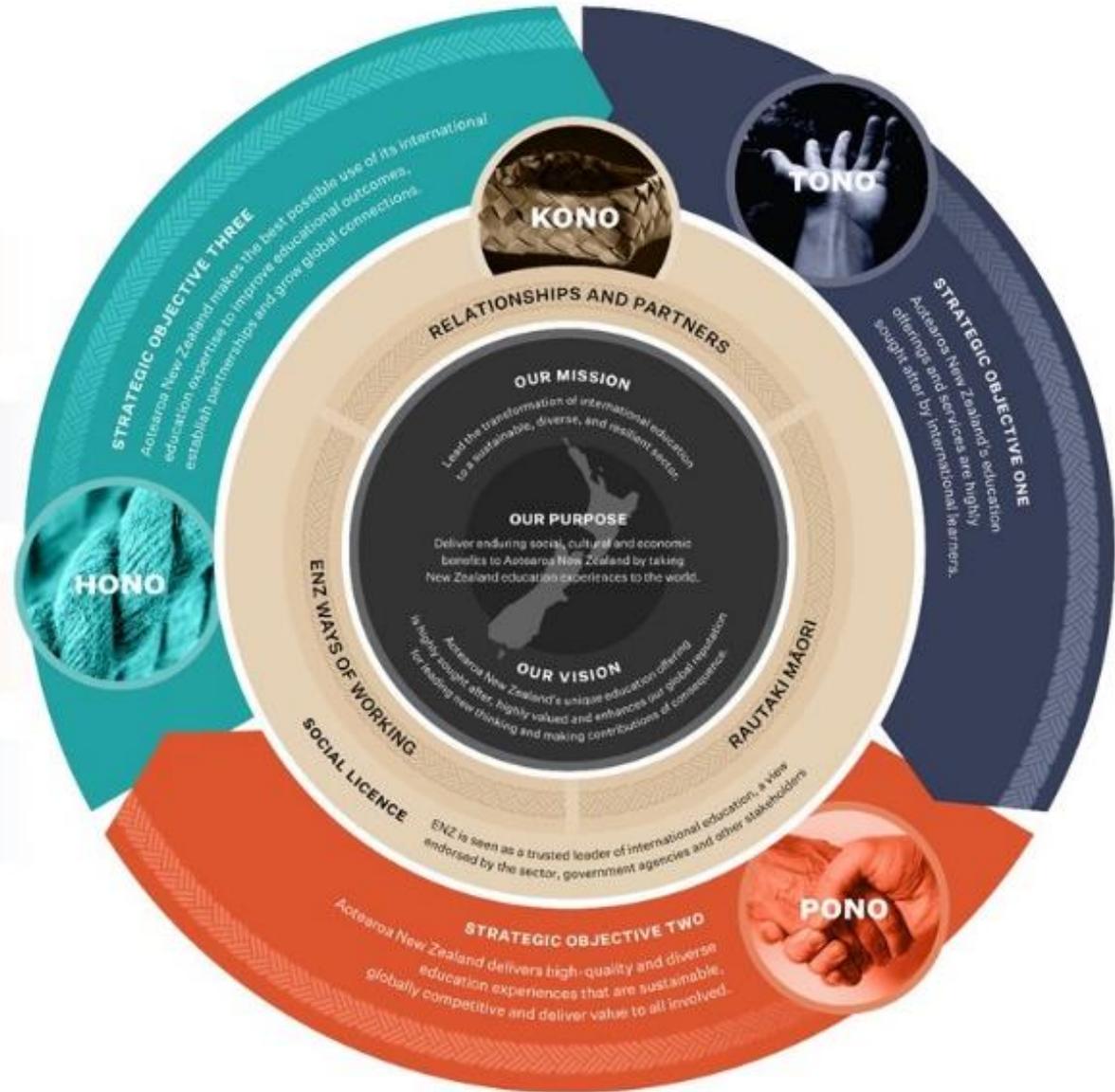
# ENZ's Strategic Framework

**KONO**  
Kono is a woven food basket, nourishing the organisation with its range of offerings – the idea that the enablers 'provide' for the whole organisation, and are vital to the well-being of every area.

**TONO**  
Tono is to extend an invitation or request. In this context it is about understanding what we have to offer and what learners and markets need, in order to extend a compelling invitation to learn with Aotearoa New Zealand.

**PONO**  
Pono is about truth, integrity and authenticity. In this context it is about creating and upholding the highest standards of student experience and delivery.

**HONO**  
Hono is to connect and bind. In this context it refers to the myriad networks and relationships we build and draw on to give effect to our role and aspirations.



To fulfil our purpose, ENZ works with international students, the international education sector in New Zealand and offshore, government agencies in New Zealand and offshore, peak bodies, and New Zealand's regions. ENZ brings the international student voice into decision-making and is also part of the New Zealand Story which works to enhance global perceptions of, and favourability towards, New Zealand.

Our name, Manapou ki te Ao, means nourishing and empowering, and

represents how New Zealand education enables students to flourish and creates the world's next generation of problem solvers.

ENZ employs 110 staff globally, including staff supporting the Manaaki New Zealand Scholarship Programme. In New Zealand, ENZ has offices in Auckland, Wellington and Christchurch. ENZ's offshore staff are generally co-located with other government agencies in New Zealand Embassies and High Commissions.

## Our commitment to Te Tiriti o Waitangi

We are committed to giving effect to the Crown's Te Tiriti o Waitangi (Te Tiriti) responsibilities, including delivering on Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo in our day-to-day operations, and giving effect to Te Tiriti obligations in the Education and Training Act 2020. This will help establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We are committed to taking a wide and deliberate view of Te Tiriti across our

structure, roles and functions to build a comprehensive and applied understanding of what it means in practice.

ENZ's ministerial expectations are to further the groundwork laid out and embed meaningful connections.

We engage with Māori, iwi, hapū and Māori providers of education products and services to ensure international education delivers on our Te Tiriti commitments.

## Taking te Ao Māori to the world

Our goal is to ensure the richness of Te Ao Māori is imparted within our organisation and beyond from ENZ into the international education eco-system.

Since the development of our first Māori strategy, He Rautaki Māori, in 2018, we have continually refined and strengthened our commitment to our Te Tiriti responsibilities. The current strategy has three distinct, but intertwined, focus areas.

- Pou Roto (internal) is reflective of ENZ and its values. Our work towards Māori-Crown relations as a valued across-Government partner is also part of driving enhanced staff capability within

Aotearoa New Zealand and around the world.

- Pou Waho (external) is about partnerships and relationships. We have identified indigenous-to-indigenous education as a central lever of this. Partnerships with iwi and hapū are a key component of ensuring Pou Waho evolves to better inform the sustainable contribution indigenous education can make both to New Zealanders and international students.
- Pou ki te Ao (international) is building blocks. Constructive relationships lead to conversations, interactions and nurturing. This visibility on a global stage can bind

sustainable indigenous partnerships and drive the concept of a global citizen.

## The New Zealand International Education Strategy 2022-2030

We are guided by the refreshed New Zealand International Education Strategy 2022-2030 (NZIES), which was launched in August 2022 at the New Zealand International Education Conference. It reflects the Government's aspirations for a focus on high-quality, high-value international education.

The refreshed NZIES sets out a clear path for the rebuild of the country's international education sector, centred on these three goals:

- Excellent education and student experience
- Sustainable and resilient
- Global citizens.

Phase One of the Strategy, Building & Recovery, was a touchstone for ENZ throughout the year, ensuring sector insights, student delivery, market settings and promotional campaigning were directed by the ethos of the Strategy.

Phase One focuses on resilience and recovery and will run well into 2024 as the sector continues to respond to the opportunities and challenges of a post-lockdown.

The NZIES continues to guide ENZ's objectives and activities as we support the rebuild of the sector within Aotearoa New Zealand.



## How we engaged with the international education sector

We work directly with international education providers, including tertiary education organisations, English language schools, schools and organisations that export education products and services. We also work with international education peak bodies, education agents, and regional agencies with a strong interest in maintaining and growing the sector.

Our focus on sector capability saw us work directly with providers as well as with peak bodies and other organisations, in

particular regional bodies, to support the rebuild of strategic relationships, awareness of the regions in-market, and enhancing the student experience.

We supported the sector with key intelligence and insights to inform their decision-making, including market analysis, sector-wide insights and continuing to support the Peak Body Forum to bring education providers and government agencies together.



## How we engaged with the New Zealand Government

Throughout the year, ENZ continued to work with other New Zealand international education and education sector agencies, including the Ministry of Education (MoE), the Ministry of Business, Innovation and Employment (including Immigration New Zealand), the Ministry of Foreign Affairs and Trade (MFAT), the New Zealand Qualifications Authority, the Tertiary Education Commission and New Zealand Trade and Enterprise, including the Government-to-Government office.

This engagement includes both high level and working level collaboration and

cooperation, ensuring international education is a key consideration for the Government as it makes decisions about reconnecting New Zealand to the world.

We supported several Ministerial visits once our borders re-opened, including the then-Prime Minister visiting Singapore and Japan in October 2022, visits to India and China in February and March 2023, and Canada and the United States in April 2023, all enabling international education to be part of the wider NZ Inc response signalling that New Zealand was truly open once more.

## How we engaged offshore

A key part of ENZ's role is building the reputation of New Zealand's education system internationally. Throughout 2022/23, our engagement ramped up following the border reopening as we sought to quickly bring the momentum and energy of this new period to markets around the world, both old and new. This work involved identifying, initiating and supporting activities to support long-term, sustainable benefits to New Zealand. We supported government-to-government activities, and institutional, academic and research relationships to help improve New Zealand's reputation and global connectivity once our borders re-opened.

Through our international relationships, and utilising data and market intelligence, we support the sector to leverage opportunities to position New Zealand as a high-quality education partner.

ENZ is also progressing towards the goal of developing global citizens (a stated goal of NZIES) in 3 key ways:

- Ensuring that recipients of ENZ managed scholarships and facilitated programmes develop as Global Citizens.
- Expanding New Zealander's access to being Global Citizens.
- Increasing awareness of the contribution of international education to New Zealand

Since 2013, the Prime Minister's Scholarships to Asia and Latin America (PMSA/LA) have enabled more than 2,400 New Zealanders to broaden their horizons through life-changing learning experiences where they can study the language, undertake undergraduate and post-graduate studies or intern.

In terms of increasing awareness following our border re-opening, we spoke at several national and international events to showcase the role of effective global citizenry in fostering and enabling

transformative international experiences for the next generation.

## The Maanaki New Zealand Scholarship Programme

The Maanaki New Zealand Scholarship Programme (MNZSP) is a key pillar of our international development and cooperation, traditionally offering more than 1,100 scholarships annually to students from 112 eligible developing countries to study in New Zealand, in the Pacific, or online. This is the Government's single largest investment in international scholarships which have been awarded for more than 70 years.

MFAT is responsible for the appropriation that funds the MNZSP and retains responsibility for strategic decisions in relation to the programme. This includes decisions such as scholar allocations and profiles, high-level budgets for cohorts and courses, and operating expenses. ENZ's responsibilities are for delivery of the programme, which includes management of scholar selection and placement processes, and management of funding processes for institutions hosting MNZSP scholars.

In February 2023 ENZ began a programme of work to ensure that scholars build affinity with New Zealand, including that Te Ao Māori experiences are embedded throughout the scholarships journey, that scholars received an excellent scholar experience and that stronger ties between Manaaki scholars are being enhanced. This work will continue into the 2023/24 financial year.

We have also collaborated with Māori educators and others to create and foster a conceptual basis for the use and understanding of global citizenship in New Zealand that is founded on Te Ao Māori and is of high-value and of benefit to Māori.

## Our funding

In 2022/23, ENZ delivered its activities through \$34.998m funding which mostly comes from the Crown through Vote Tertiary Education.

In 2022/23 ENZ received \$4.0m from the Covid Recovery and Response Fund to support research, planning and programme delivery for the diversification of education products and services.



# SECTOR OUTLOOK

International education is a highly competitive global sector. It is also a diverse one. New Zealand's international education sector is made up of schools, universities, Te Pūkenga, private training establishments (PTEs), English language schools (ELS) and education businesses (such as education technology and publishers).

The sector has significant potential for New Zealand. Before the onset of the COVID-19 pandemic in 2020, international education was New Zealand's fifth largest export sector.

Globally, there has been a significant push by competitor countries to attract international students following the pandemic. Traditional international

# TĀ TE RĀNGAI TITIRO

education destinations, including Australia, Canada, the United Kingdom and the United States, have undertaken multi-pronged approaches via a mix of initiatives, including increased investment and changes to policy settings, that reflect their governments' broader objectives.

As of March 2023, overall international student numbers for competitor countries had recovered to or exceeded pre-COVID-19 levels.

Other countries, such as Singapore, have emerged as competitors, offering an English-speaking destination and competing for the same pool of prospective international students as New Zealand.

## What this means for New Zealand's international education sector

New Zealand has had a varied return to the global student recruitment space, and the recovery for international education in Aotearoa New Zealand was uneven throughout 2022/23. Our tertiary sub-sector has led with the strongest returns, albeit not yet to the same levels as pre-pandemic. PTEs and English language schools had the widest shortfall between pre- and post-pandemic enrolments.

The full opening of the border in August 2022 marked a pivotal moment for ENZ and the sector, having worked through the challenges of lockdowns, border closures and hybrid learning environments.

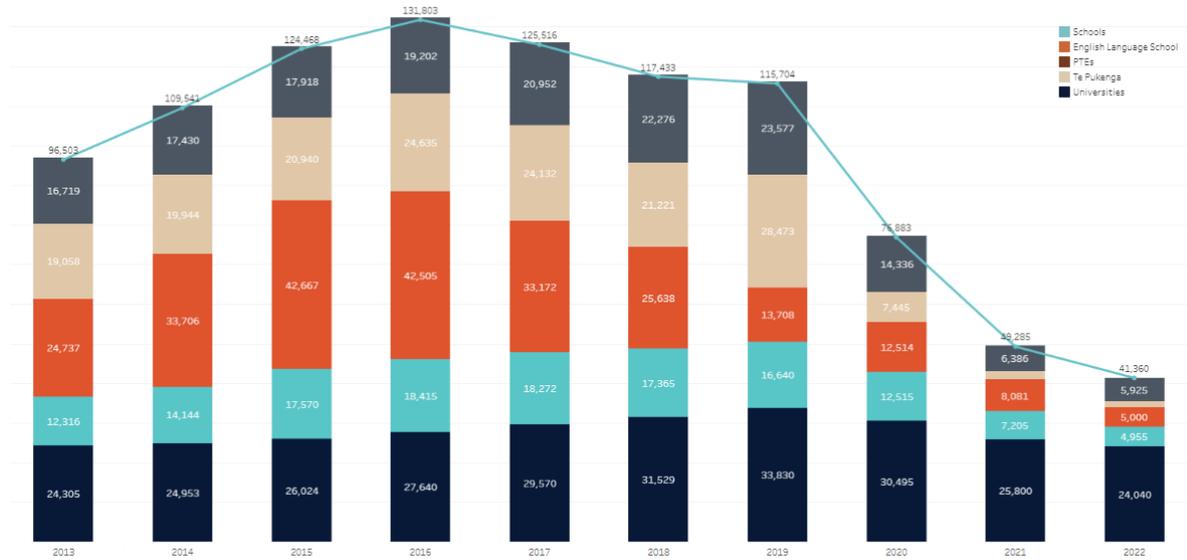
Consistent with the New Zealand International Education Strategy, we

focused on supporting the rebuild of sector capability, which was significantly affected by the closure of New Zealand's borders. We co-funded the development of training resources for use across the sector, including for people who were new to the sector, as well as working with different sub-sectors which were more heavily impacted by the border closures such as PTEs.

A clear learning of that time was the need for the sector to be more responsive to external global and domestic factors, nimbler in how it responds to those external factors, requiring an ability to pivot and to sustain that new momentum going forward. In essence, resilience and sustainability.

## International Student Enrolments 2013-2022 by sector

Source: Ministry of Education



2022/23 marked the final year of appropriation from the COVID-19 Response and Recovery Fund, which was utilised for our International Education Diversification Programme workstream. Several projects went live during the year, each complementing our existing sector response and deepening our drive towards greater resilience in the face of future challenges. Detailed information

about ENZ's use of this funding is included on pages 58-61.

Alongside the return to our previous markets we also established new avenues of development, reflecting the need for better resilience in the face of increasing global impediments to international education.

# OUR ACHIEVEMENTS

# Ā MĀTOU TUTUKINGA

Our outcome: New Zealand international education activities provide enhanced social, cultural and economic benefits.

The opening of our borders on 1 August 2022 enabled ENZ to lead the rebuild of a high-value, resilient and innovative education sector. Knowing our country was open for business meant the international education sector could set about bringing back its value to the classrooms, campuses, regions and people of Aotearoa New Zealand.

Innovation and diversification were key themes of our work throughout the year. The funds received from the Government's COVID-19 Response and Recovery Fund supported the successful roll out of pilot projects aimed at education delivery and the development of fresh approaches to hybrid learning.

New Zealand Government delegations around the world were key to the sense of connectivity and direction, ranging from the Minister of Education attending the

world's biggest international education conference in the United States, to the Prime Minister's visit to Singapore and Japan. Leveraging off this momentum, ENZ worked with our partners to secure our international education mahi.

Connections and welcomes were also marked by the re-commencement of the Prime Minister's Scholarships to Asia and Latin America, a valuable tool in ensuring New Zealanders remained active global citizens in an increasingly shared world, both individually and as part of the wider collective of New Zealanders sharing knowledge, kōrero and connection beyond our borders.

The opening of China's borders in January 2023 was an important milestone for the international education sector to re-engage with our largest inbound student market.

## Tono / Invitation

New Zealand's education offerings and services are highly sought after by international learners.

### **I AM NEW global marketing campaign**

The first phase of the I AM NEW campaign focused on raising awareness of New Zealand as an education destination.

From 1 June 2022, when the paid component of the campaign commenced targeting students and parents in Brazil,

China, Colombia, Germany, Japan, Korea, India, , Thailand, the United States and Viet Nam, we:

- generated 651,000 engagements across the I AM NEW social media campaign
- sent 20,800 emails with an open rate of 54% and a click rate of 15%

- achieved a view through rate (VTR) on the campaign videos of an excellent 53%. This measures the percentage of people that watched the entire video. Previous ENZ campaigns have had an average VTR of 31-41%.

The campaign saw around 20,000 visits a day to the campaign page on the Study with New Zealand website.

### NAFSA 2023

ENZ attended the annual National Association of International Educators (NAFSA) conference and exhibition in Washington, DC, which attracted more than 8,000 participants from more than 90 countries. It is the world's largest nonprofit association dedicated to international education and exchange and the largest business-to-business conference and international education event in the world.

ENZ supported the New Zealand education delegation, comprising representatives from all eight universities, Te Pūkenga and Whitecliffe PTE. ENZ hosted a New Zealand education networking event at the US Embassy that attracted more than 200 attendees.

New Zealand's branded pavilion provided a platform for delegates to meet with current and potential partners. This was also the first year that included two senior Māori Deputy and Pro vice Chancellors from the University of Waikato and the University of Auckland.

### EAIE 2022

ENZ attended the annual European Association for International Education (EAIE) conference and exhibition in Barcelona from 13-16 September 2022, which attracted more than 6,300 participants from more than 90 countries. EAIE is the largest business-to-business

conference and international education event in Europe. This was the first in-person EAIE event since 2019.

ENZ supported the New Zealand education delegation, comprising representatives from all eight universities and Te Pūkenga. ENZ hosted a New Zealand education networking event with New Zealand institutions for more than 100 key stakeholders.

New Zealand's branded pavilion provided a platform for delegates to meet with current and potential partners and agents. Post-conference, we found that Aotearoa New Zealand providers had busy schedules and were keenly sought after by international partners.

### Australia International Education Conference (AIEC)

Several ENZ staff presented, either virtually or in person, at AIEC in October 2022, held in regional New South Wales. The theme was 'Beyond Borders'. AIEC is the most significant international education conference in Australia and was attended by nearly 1,800 people. ENZ's presentations included:

- Student Experience: 'Taking the Aotearoa New Zealand student experience beyond borders'
- Global Citizenship: A panel together with [Value Learning Australia](#) explored the process for the development of monitoring and evaluation of global competencies and how research was applied to inform practice
- Virtual Exchanges: Findings from a new international digital virtual exchange between South Korea and New Zealand.
- Scholarships: A virtual panel presented in partnership with [TupuToa](#), and members of the Prime Minister's Scholarships Māori alumni group, Kahui

Kaupapa, on increasing indigenous participation in outbound mobility programmes. This was the only panel across the conference that addressed indigenous inclusion.

### Ministerial travel

ENZ supported the coordination of international education events as part of the Minister of Education's visit to Canada and the United States in April 2023, which coincided with NAFSA 2023.

Being able to be present and garner significant coverage and conversation surrounding New Zealand's international education offerings, especially with the high-profile inclusion of our Minister of

Education, was highly beneficial to our wider re-engagement efforts, which had been on-going since our borders opened.

ENZ worked with MFAT to support Ministerial travel to India in February 2023, and to Japan and Singapore in March 2023.

In India, the Minister of Foreign Affairs visited a group of Prime Minister's Scholarships for Asia (PMSA) recipients undertaking their 6-week placement in Mumbai. As part of this programme, students completed internship roles in a wide range of areas including, social services agency development, education & public health, marketing and communications and social justice.



### Pono / Integrity

New Zealand delivers high-quality and diverse education experiences that are sustainable and globally competitive, and deliver value to all involved.

During COVID-19, hybrid/blended learning became increasingly common place across our classrooms and campuses. A key motivation for ENZ in 2022/23 was to further enable providers to increase their offerings across a range of platforms,

utilising what was learned in the preceding two years, refining it and ensuring it was fit-for-purpose as we rejuvenated our innovation relationships.

## Capability development for international education professionals

ENZ's work with ISANA New Zealand in 2021/22, to develop a range of resources to support international education professionals, continued in 2022/23. The aim was to upskill sector capability for the return of international students. For the 2022/23 year, ENZ contracted ISANA to:

- Refine resources that were developed in 2021/22, based on sector feedback, and deliver professional development workshops to roll out to the sector and host online
- Develop specialist training products for homestay hosts and accommodation providers.

The main areas for resource development were:

- Wrap-around tailored support for international students
- Critical incident management for international students
- Innovative leadership in international education
- Intercultural competence in education contexts
- Student experience in New Zealand (content developed for agents).

Throughout 2022/23, seventeen workshops took place to deliver resources relating to the focus areas. Feedback was uniformly positive with strong support for an online go-to repository of tools, tips, cases and guidelines.

## Support for the PTE sector

ENZ supported the PTE sector with capability building activity encompassing topics such as:

- Ako Aotearoa professional workshop in indigenous capability

- Māori relationship building community of practice (Kaiārahi cultural navigator)
- Digital adapting and adopting for competitive advantage.
- Deep dives into international markets (both traditional and new) to give the subsector the opportunity to understand / explore what opportunities exist and help providers make informed decisions on where to focus their recruitment efforts, in what disciplines and student personas.

ENZ also supported research to define the scope, scale and strengths of the New Zealand PTE sub-sector and contribution to international education, with a view to inform focus, provide a consistent voice and define a clear value proposition to improve the sector's international marketing. Work continues in this space.

## Capability building initiatives for the school sector

An online and in-person year long programme for new school international department heads commenced in February 2023. The programme was partially funded by ENZ and organised and run by SIEBA, with the aim of creating a network of professional support for newly appointed international staff in schools.

ENZ also co-invested with SIEBA in the following strategic projects:

- Establishment of an Enrolment Service: an opt-in service where SIEBA manages the enrolment process from enquiry to arrival to provide efficiencies and enable schools to focus their resources on areas such as pastoral care and student experience. Since its launch, 22 schools have signed up with 60 enrolments in progress.

- Placement Service 2022: upgrading the SIEBA website to allow agents to list placement requests which can be picked up by interested schools. This has received more than 50 listings since mid 2023, including 250 group students for 2024 (mainly for primary and intermediate schools).

## Regional support

### ***Regional Partnership Funding***

ENZ supported regional economic development agencies with Regional Partnership Funding of \$460k during 2022/23 agencies to support providers to build back student numbers in the regions following the reopening of borders. Funds were directed towards the development of marketing collateral, activation of in-market regional led activity and to grow strategic partnerships with regional stakeholders. Our support further assists the rebuild of the sector through a collaborative regional approach to destination marketing, student experience and the long-term retention of students.

### ***ENZ social licence support of the regions***

ENZ also supported the regional economic development agencies with access to professional public relations support, in the form of paid hours with a public relations agency. The agency was available to help the regions generate media coverage of international education successes in their regions. The same agency also prepared a toolkit on the social licence messaging and ran webinars for the regions on the toolkit and how to generate media coverage.

## Facilitating the Peak Body Forum

ENZ has continued to facilitate the Peak Body Forum which meets every quarter. The forum provides an opportunity for all provider representative peak bodies involved in international education to engage with key Government agencies such as ENZ, MOE, INZ and NZQA.

Areas of discussion during 2022/23 have included: immigration policy changes and impact on the sector, pathway visas, the green list, export education levy, homestay capacity, change to NCEA literacy enrolments and a cohesive and coordinated approach to market diversification to continue to support the rebuild of international education.

ENZ initiated a process to review the Peak Body Forum to inform its potential development as a key component of Government agency engagement with the international education sector.

## New Zealand successes at PIEoneer Awards 2022

New Zealand's international education sector achieved global recognition at the annual PIEoneer Awards in London in September 2022. These Awards are highly sought after as they recognise innovation and achievement in global education. Around 550 people from around the world attended in person, including our Chief Executive, as part of his visit to EAIE 2022 in The Netherlands, with hundreds more online.

- the University of Auckland's India Support Programme won 'Marketing campaign of the year'
- University of Waikato was highly commended in the 'Championing diversity' category.

The New Zealand Global Competence Certificate, which is a collaboration

between ENZ, AFS Intercultural Programs and Massey University was also a finalist in two categories of the awards.

### **New Zealand International Students Association (NZISA) Roadshow**

NZISA delivered a Roadshow in Dunedin, Christchurch, Wellington and Auckland to raise NZISA's visibility with international students across the country and across the sector, and coincided with NZISA's five-year anniversary.

This was a student-led, student-delivered initiative, with support provided by ENZ, and offered an opportunity for students to

connect with each other, student association representatives, government agencies and NGO organisations who work alongside international students.

### **COVID-19 Response and Recovery Fund**

ENZ received \$13m across three years from the COVID-19 Response and Recovery Fund, including \$4.0m in 2022/23. Detailed information about how we utilised this funding is included under 'Budget specific initiatives' on pages 58-61.

## **Hono / Global connections**

**New Zealand makes the best possible use of its international education expertise to improve educational outcomes, establish partnerships, and grow global connections.**

Complementing our existing Prime Minister's Scholarships for Asia and Latin America, ENZ became the operational home of the Maanaki New Zealand Scholarship Programme this year. We greatly welcome the kaitiaki that comes with this and are working closely with MFAT to ensure the Maanaki New Zealand Scholarship Programme will continue to be a trusted partner globally. This will support MFAT's objectives, as

well as the next generation of enablers, both at home and abroad, to harness their potential. MFAT's overarching goals for the Programme are for partner countries to be able to progress their development goals (through enhanced human development) and for relationships (between New Zealand and partner countries) to be strengthened for mutual benefit.

### **Building relationships for New Zealand**

This year, we have sought to capture the work undertaken by ENZ staff in the development of global connections for New Zealand, to underline the value and impact of the relationships that we foster, build and nurture. This is reflected in both our Impact and Performance measures.

We have focused on the development of a usable and understandable framework for these connections, which is included in our Statement of Performance, and have included in this section some examples of the often long-term work that we undertake, and the benefits it delivers.



# South Korea

The New Zealand–South Korea digital student exchange is an outcome of the reciprocal partnership between ENZ and the Gangwon International Education Institute and the Seoul Metropolitan Office of Education.

## Delivering on the NZIES

The **New Zealand International Education Strategy (NZIES) 2022-2030** includes global citizenship as a high-level goal. The objectives include that international education provides stronger global connections, research links and partnerships for all New Zealanders, and that New Zealanders understand and embrace the benefits of international education.

## Formalising Education Cooperation

The **Education Cooperation Arrangements (ECA)** signed in 2021 formalise the shared desire to promote education cooperation to strengthen human connections and mutual understanding, and develop the potential of young people in New Zealand and South Korea.

“ **83% of South Korean students reported they are interested in visiting New Zealand.** ”

## Outcomes

Possible initiatives indicated in the ECA include promoting and encouraging international education and exchanges (including online language exchanges) to foster better education experiences for students.

## Government priorities

ENZ works with other New Zealand government agencies to ensure joined-up and trusted relationships within the Korean government. The Korean government has implemented several policies and initiatives to **support Korean students in experiencing global education** through global education curricula and studying abroad.

## Internationalisation

This case exemplifies that establishing **intentional global connections**, internationalisation in action, can lead to outcomes for the benefit of the student experience and contribution to global citizenship.

2021

## Cross-cultural Exchange

This project delivers a digital student exchange programme for New Zealand and Korean students from a range of primary, intermediate and secondary schools. It is designed as a cultural exchange, allowing students from both countries to learn about and better understand each other’s cultures.

## Foundation for success

The first edition of the New Zealand–South Korea digital student exchange in 2021 involved 30 primary, intermediate, and secondary schools from both countries, including a number of Kaupapa Māori schools, and had **more than 300 New Zealand students** joining with more than 700 students from Seoul and Gangwon in digital classroom cultural exchanges.

2022

## Learning Objectives

The programme fosters opportunities for Korean 13–14 year olds to have **English language learning**, cross-cultural relationships, and New Zealand students in low decile schools to **engage with their international peers**. Small, facilitated student-led discussion groups for direct student engagement with peers are a key feature of the programme.

## Expanding

The digital student exchange continued in 2022. **More than 1,200 students took part in the digital exchange programme**, contributing to the development of leadership skills, cultural understanding, and overall to the ideal of enduring global citizenship.

2023

“ I really enjoyed talking to the Korean students, it was a great opportunity for me to teach them some English as well as learning some Korean words and sentences. I enjoyed meeting new people across New Zealand as well. ”  
– Vao Matua-Kuresa, former Papakura High School student

## Future cooperation

Both ECA partners, Gangwon and Seoul have committed to co-funding 50% of the digital exchange sessions for September – December 2023 with a total of 56 sessions delivered to Korean and NZ schools.

ENZ has a team dedicated to the development of education relationships and promotional activities in South Korea which includes one staff member in Seoul, a Regional Director in Singapore and one staff member in New Zealand.

## **Education Cooperation Agreement with the METEOR delegation**

In August 2022, ENZ signed an ECA with METEOR, a consortium of 11 Malaysian universities, during their visit to New Zealand. This was the first post border opening visit to New Zealand by an international education delegation.

The ECA signals a formal partnership. It provides a foundation for ENZ to cooperate with METEOR to support New Zealand institutions potentially partnering with METEOR to deliver joint undergraduate or postgraduate programmes in Malaysia (including via online delivery).

## **New Zealand-China 10<sup>th</sup> Joint Working Group (JWG) on Education and Training**

The 10<sup>th</sup> New Zealand-China Joint Working Group met in November 2022, with both Ministers of Education in attendance. The meeting coincided with the celebration of 50 years of diplomatic relations between the two countries. It was the first time that Education Ministers and Ambassadors have provided opening remarks, which is an important mechanism for demonstrating high-level Government support for education cooperation and exchange.

An outcome of the meeting was the renewal of the Addendum to the New Zealand-China Arrangement on Cooperation in Education and Training, which covers a range of joint projects such as the New Zealand-China Tripartite Partnership Fund.



The New Zealand-China Early Childhood Education (ECE) Symposium is a government-to-government partnership under one of the identified areas of focus for cooperation between the two countries.

## Symposium beginnings

The Symposium was created as a part of the virtual event “New Zealand Education Week” in November 2020.

The New Zealand Week was a series of interconnected initiatives developed by ENZ to continue strengthening New Zealand’s international education relationships and reputation through virtual connections while border restrictions were in place.

Data from 2020 show there were over 48 million children enrolled in Chinese kindergartens and a shortage of nearly 300,000 full-time ECE teachers.

## Government-to-government

The education relationship between China and New Zealand is long-standing and broad and supports our overall relationship with China. It includes joint research programmes, institution-to-institution relationships, specific education-focused initiatives and student recruitment.

## Shared outcomes

Further mutual outcomes between both countries included the deliverable for the basic education section of the education cooperation agreement, Government to Government (G2G) supported platform for exchanges and professional development opportunity for ECE educators to learn about best practices in both countries.

## Long-term impacts

A long-term impact to be highlighted is the overall reach and number of livestreams in the Chinese language, which has increased each year, raising awareness of New Zealand’s teaching practices and education system.

2020

## Collaborative goals

The Symposium aims include:

- create a New Zealand-China mechanism for early childhood education academic exchanges and cooperation platforms
- promote mutual understanding and cooperation in the field of ECE
- advance the in-depth development of bilateral ECE cooperation and communication.

## Symposium delivery

The 2020 event, titled Thrive Under Five: The Importance of ECE in Modern World had more than 1,000 participants. ENZ ensured reciprocity was a key element of the initial 2020 event by developing the event with Chinese government officials and the New Zealand Embassy in Beijing.

2021

## Focus on the ECE future

The 2021 event, with the theme: **best practice for developing high-quality ECE teachers** attracted an audience of around 24,000 viewers on a Chinese language streaming service, 170 at the venue and dozens more online from Norway, Mexico and Turkey.

The audience for the symposium had grown 20-fold since the first event in 2020, proving the appeal of events streamed in several languages.

2022

## Sustainable development

In 2022, with the theme Together for a Shared Future: Sustainable Development in Early Childhood Education and Care, the Symposium’s reach grew to 84,000 livestream views in the Chinese language, 200 in person attendees in Guilin, China and 43 virtual attendees and panellists in New Zealand.

## In-person cooperation

In September 2023, for its fourth edition themed around Advancing Inclusiveness in Early Childhood Education the event reunited ECE experts, scholars, practitioners and institution representatives from New Zealand and China in person to **share their insights, enhance ECE communication and further cooperation between the two countries**. It attracted an audience of 350 attendees and a livestream audience of 100,000, well over the number of attendees in previous years.

“As an organisation Te Rito Maioha found this experience to be overall well executed and amazed at the number of participants across China. That was lovely to see, and should the opportunity come around again, we will be sure to increase the numbers of participants attending from Aotearoa. The line-up of presenters from both countries absolutely showed that the early childhood sector is in good hands.

– Arapera Card, Senior Advisor Māori at Te Rito Maioha & Presenter at the 2022 event

”

ENZ has a team dedicated to the development of relationships and promotional activities with China, with one dedicated staff member in New Zealand and five staff based in Greater China working under a Regional Director (RD). The RD role is also accredited as an Education Counsellor, a diplomatic title that demonstrates the importance of education to New Zealand’s relationship with China.

## **Indigenous-to-indigenous connections**

Eight members of Te Pirurutanga mō ngā uri o Puku Papakainga Marae who were awarded a Prime Minister's Scholarship to Asia travelled to Japan in early 2023. The whānau led delegation visited the indigenous Ainu-related organisations and cultural facilities to learn about the Ainu people and deepen cultural exchange between the two countries. Our Manukura travelled with the group in Hokkaido representing ENZ and enabling indigenous-to-indigenous education.

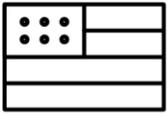
## **Agent engagement review**

In June 2022 ENZ commissioned a review of the education agent landscape and

ENZ's current activity in relation to agents. The review aimed to help shape ENZ's future direction with agent engagement and was a key action for ENZ under the NZIES.

The review considered the international environment and the approaches and activities that ENZ might undertake in relation to education agent engagement to provide most value to Aotearoa New Zealand's international education sector.

The draft report was finalised in mid-2023. ENZ is now re-calibrating its agent engagement workstream to reflect the changes which have occurred because of COVID-19.



**ENZ is partnering with influential US stakeholders around scholarships, mobility, and research to increase engagement between Māori and Native American indigenous groups and ensure international education provides opportunities and benefits for more New Zealanders.**

## New relationships

ENZ started a relationship with the US National Science Foundation (NSF) in 2019. The NSF is an independent US federal agency established in 1950 to, among other goals, support the progress of science and education across all US states and territories.

## Expectations

**In December 2020 ENZ launched a six-month workplan that included giving effect to the Crown’s Te Tiriti responsibilities.**

As the relationship with the NSF developed, in the following years, ENZ collaborated with the Louis Stokes Alliance for Minority Participation – National Science Foundation Foundation Center for Excellence (LSAMP-NICE).

## Indigenous focus

The main focus of this relationship is supporting the work led by Te Kāhui Amokura (comprising the Deputy Vice-Chancellor Māori, Assistant Vice-Chancellor Māori or Pro-Vice Chancellor Māori from each university) through their Ngā Here Mātauranga (Indigenous Internationalisation Plan), to progress discussions towards the development of a mutual co-funding partnership around indigenous bilateral research.

## Importance of te Ao Māori

The partnership between ENZ and NSF is in alignment with ENZ’s letter of expectations and **presenting New Zealand’s education system to the world in a way that acknowledges the importance of Te Tiriti, te reo Māori and te Ao Māori.**

## Memoranda of Understanding (MoUs)

ENZ aims to progress individual LSAMP-NICE MoUs, to promote research study abroad experiences where New Zealand students conduct research on US campuses (and vice versa) with priority for Māori students to the US and for US under-represented students (including indigenous) to New Zealand.

2019

2020

2021

2022

2023

## Relationship opportunities

LSAMP-NICE met with ENZ and New Zealand institutions at the NAFSA international education conference in Denver, Colorado, in August 2022.

## Relationship consolidation

In September 2022, ENZ hosted the combined annual meeting and full conference of the LSAMP-NICE at the New Zealand Embassy in Washington D.C.

The conference concluded with the signing of the ENZ and LSAMP-NICE education co-operation agreement (ECA) outlining our mutual intent to facilitate research collaboration and student exchange.

### The ECA is:

- **believed to be the first official international ECA written in both te reo Māori and English**
- ENZ’s first ECA to be signed by Manukura – Chief Advisor Māori
- a demonstration of the deepening links ENZ is building for New Zealand indigenous education.

## New Zealand visit

ENZ hosted a delegation from the NSF in New Zealand in February 2023. The visit focused on indigenous research and study in science, technology, engineering and mathematics subjects and gave the delegation the opportunity **to learn more about Te Ao Māori.**



We are working to build people’s understanding of New Zealand as a country with a unique bicultural heritage and strong social justice values.

**- DuBois Jennings, ENZ Director of Engagement, North America**



## Future opportunities

Following the signing of the ECA, ENZ and LSAMP-NICE are exploring opportunities for furthering the relationship. The goal is to create exchange opportunities for historically marginalized US and New Zealand students.

**NZ has a team dedicated to the development of relationships and promotional activities in the US, which includes one staff based in New Zealand and two staff based in Washington D.C. Our Regional Director Americas, Middle East and Europe, based in Washington D.C. is also accredited as an Education Counsellor, a diplomatic title that demonstrates the importance of education to New Zealand’s relationship with the United States.**

## Prime Minister's Scholarships to Asia and Latin America (PMSA/LA)

Since 2013, the PMSA/LA have enabled more than 2,400 New Zealanders to broaden their horizons through life-changing learning experiences in Asia and Latin America where they can study the language, and undertake undergraduate and post-graduate studies or internships.

For 2022/23, ENZ had the goal of broadening access to international education through increasing participation in the PMSA/LA by Māori and Pasifika students. We report on this measure in the Statement of Performance.

A total of 111 individual scholarships were awarded, while 171 individuals were part

of a group scholarship across 14 successful programmes. The most popular destination country in Asia was South Korea and the most popular destination country in Latin America was Colombia.

Māori applications comprised 17% of all applications across both individual and group scholarships, with the age of applicants ranging from 18 to 66 years.

Seven of the successful group applications were granted to groups with a Kaupapa Māori and Māori participant focus.

## Manaaki New Zealand Scholarships Programme (MNZSP)

ENZ took over the operational management of MNZSP in November 2022. The transition was overseen by both a Governance Group and an operational group that include ENZ and MFAT officials.

MFAT is responsible for the appropriation that funds the MNZSP and retains responsibility for strategic decisions in relation to the programme. This includes decisions such as scholar allocations and profiles, high-level budgets for cohorts and courses, and operating expenses. ENZ's responsibilities are for delivery of the programme, which includes management of scholar selection and placement processes, and management of funding processes for institutions hosting MNZSP scholars.

ENZ's operational management supports the following MFAT scholarships outcomes, which are reported on by MFAT:

- Scholars and alumni develop personal and professional connections to each other
- Scholars and alumni have a greater understanding of New Zealand and its people
- Increased affinity between New Zealand, scholars and alumni through a positive scholarship experience.
- The capability of scholars and alumni is increased.

Under the banner of the MNZSP, the New Zealand Short Term Training Scholarship (NZSTTS) and English Language Training for Officials (ELTO) programmes resumed in New Zealand for 2023, following a 2020-2022 pause due to COVID-19. ENZ oversaw the delivery of:

### ***NZSTTS He Manawa Titi***

Created as part of the suite of reparations announced during the Government's

Dawn Raids Apology for Pasifika in 2021, He Manawa Tītī was a bespoke, one-off training, offered for 28 emerging leaders across public, private and civil societies in Fiji, Samoa, Tonga, and Tuvalu.

### **ELTO ASEAN**

English Language Training for Government Officials, based around a theme of Good Governance. This is the first full in-person intake since 2020 and involved 40 participants from Cambodia,

Indonesia, Laos, Timor-Leste and Viet Nam.

## **Kono / Nourishing**

Our core capabilities nourish the organisation and support the delivery of all strategic objectives under the 4-year plan.

As the sector began to emerge from its most difficult operating environment in years, ENZ led and provided in-market knowledge, intelligence insights, Government relationships and academic collaboration.

### **Building ENZ's capability to meet its commitment to Te Tiriti o Waitangi**

Our cultural capabilities in Te Tiriti o Waitangi were also greatly enhanced this year as the development of our Rautaki Māori team continued, further embedding core Māori values at the heart of the organisation.

We established a measure for our performance in this area that focuses on empowering staff to embed the principles of Te Tiriti o Waitangi in their work. We have reported on this measure in the Statement of Performance.

ENZ welcomed two new Māori advisors in August 2022 to the Rautaki Māori team, increasing in-house expertise and enabling the development of the cultural capability and confidence of ENZ's global whānau.

ENZ participated in marking the 50th anniversary of the Māori Language Petition, an event that led to many of the initiatives that we have today, including **Te Wiki o te Reo Māori** itself. It is also 35 years since te reo Māori became an official language of Aotearoa New Zealand.

ENZ attended the World Indigenous Peoples Conference on Education (WIPCE) in Adelaide in September 2022 as part of the intention to build indigenous networks. This conference was a focal point for international indigenous scholarships. Iwi/hapū Māori attended which provided opportunities to link ENZ to Māori education and educational providers.

ENZ's Rautaki Māori and Latin America staff also launched the Lingogo project in Colombia which involved a partnership with IndieCollab, a Māori New Zealand EdTech company and Muysca indigenous communities.

IndieCollab specialises in creating bilingual indigenous stories as reading resources and distributing them digitally.

These are the first quadrilingual digital book series to be launched in Colombia in Muysca, Māori, Spanish and English languages.

### **International Education Chief Executives' group**

In December 2022, the International Education Chief Executives' Group, established to have oversight of the

COVID-19 Recovery Plan, reviewed the value, role and purpose of the group with the refreshed NZIES, signalling a shift from recovery to rebuild.

The Group was superseded by the inclusion of ENZ in the Economic Chief Executives' Forum convened by Treasury and the Ministry of Business, Innovation and Employment.



# OUR PEOPLE

# Ā MĀTOU TĀNGATA

## Ngā Manapou | Our Values

Ngā Manapou means sustaining growth and supporting progression, and it's woven into everything we do here at Manapou ki te Ao. We strive to create a culture at ENZ where we value the beliefs and culture of all ENZ people. Our Manapou (our values) inform who we hire,

and guide how we behave with each other and with our external partners and clients.

Guided by the overarching principal of Aroha, we say what we mean, listen respectfully and work together in everything we do.



## Being a good employer matters

We assess our status as a good employer against the 7 'good employer' elements set out by the Human Rights Commission. We implement these elements through our annual People Plan to ensure our ENZ whānau are supported and empowered to work together and do their best work. The four themes in our plan in the year under review were:

- Strengthening performance and capability

- Enabling exceptional people
- Enriching wellbeing
- Evolving people practices.

Underpinning all four themes were the need to embed the Fit for Purpose organisation restructure which took effect from 1 June 2022, respond to the results of a pulse survey in July/August 2022; support Rautaki Māori to grow ENZ's cultural capabilities; and build the right

culture to support ENZ in its mission to rebuild the international education sector.

### **Embedding the Fit for Purpose organisation restructure**

In July 2022 we implemented an organisation restructure following consultation and feedback from staff. This included reviewing roles, particularly at Tier 2 and Tier 3. As part of the restructure, we established two dedicated groups: Sector Services and Sector Engagement.

### **Safety and wellbeing**

In the past year, we continued to improve our approach to managing our health, safety and wellbeing. The refresh of The Be Safe, Be Well section on ENZ's intranet was aimed at ensuring our people could easily access information to support them.

We have strengthened our focus on Safety and Wellbeing reporting to the Board and developed a dashboard reporting approach to capture the complexity of areas that feed into our organisational health. A Board People, Culture, Safety and Wellbeing Committee has been established to increase Board oversight in these areas.

### **Kia Toipoto – closing gender, Māori, Pacific and ethnic pay gaps**

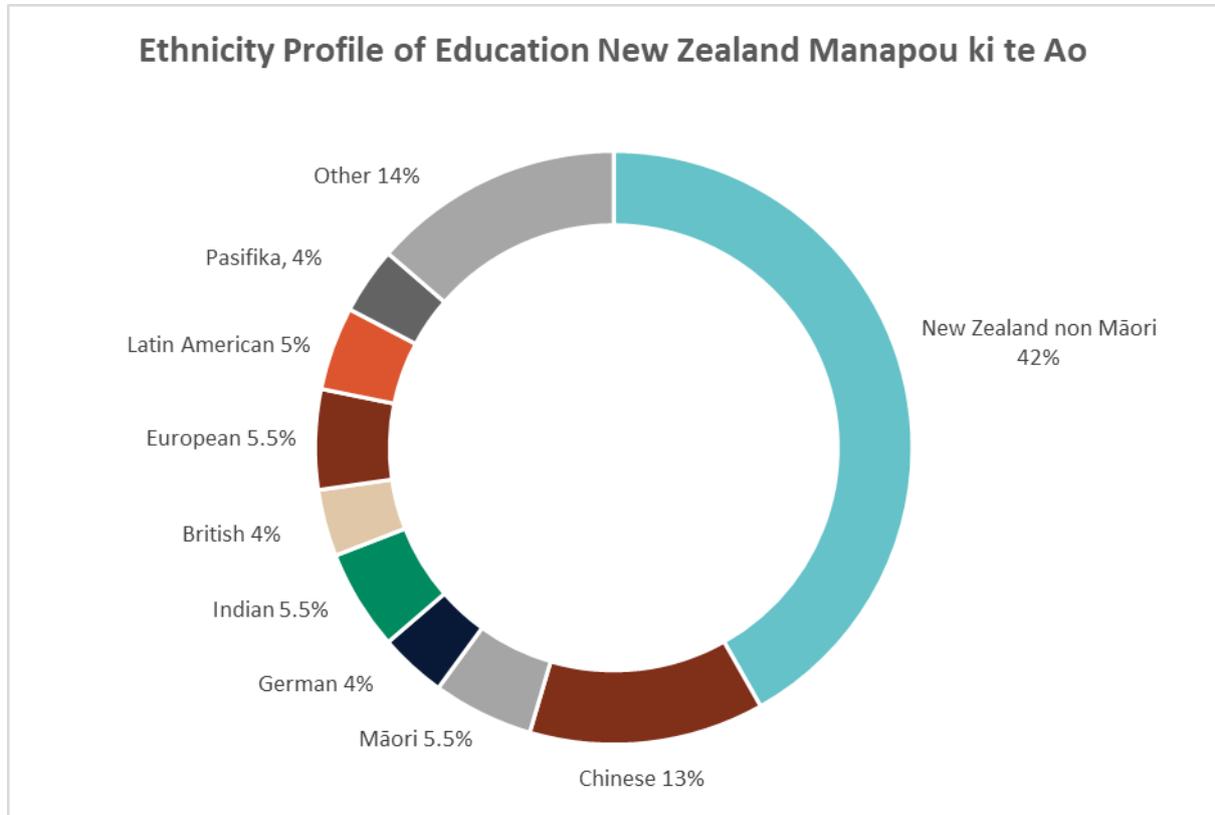
Kia Toipoto is the Public Service Pay Gaps Action Plan to reduce workplace

inequities. ENZ published its [Pay Gaps Action Plan in April 2023](#). Our size means small changes in our staffing can impact significantly on our pay gap statistics. However, looking at our information we can see:

- We have more women than men in our workforce, with more women holding leadership roles than in previous years, and more women than men at Senior Leadership team LT level.
- We have a good gender spread across all quartiles. This is a positive improvement from previous years.
- Since our Fit for Purpose organisation review, 18 people have progressed to a more senior role, including 12 women.
- We have recruited 30% more women than men since 30 June 2022.
- A review of starting salaries for the last 12 months showed no difference by ethnicity but did show women had been appointed slightly higher in the band than men.
- As we review salaries for people in same or similar roles to identify pay gaps, we will make corrections to address any gaps.

## Our workforce at 30 June 2023

### 108.1 Full-time equivalent staff



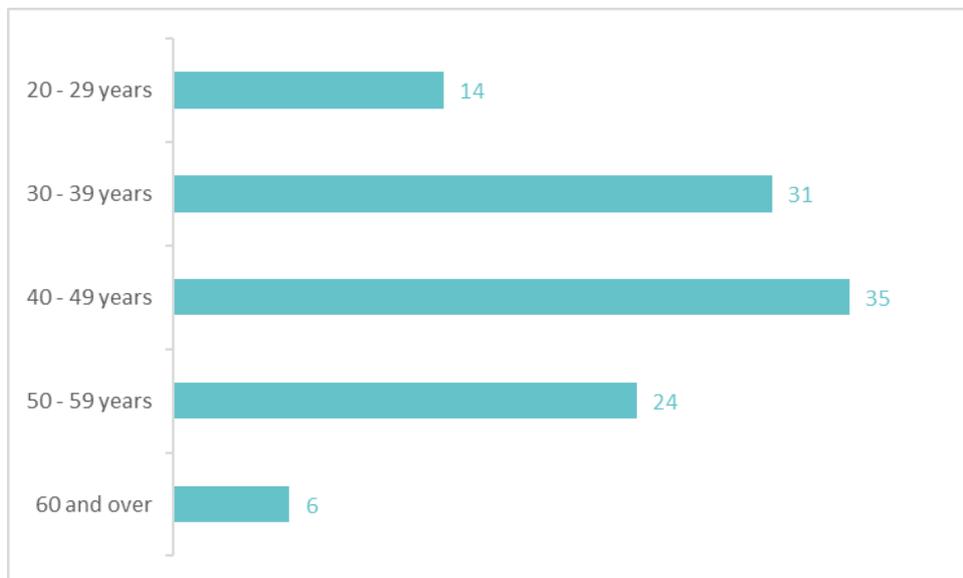
### Disability profile

No one among our current staff has reported a disability. We invite staff to disclose any disabilities once they have been accepted for employment, so we can make any necessary adjustments to the work environment. Our offices are accessible to people with disabilities.

## Our gender profile



## Our age profile



## Employee Remuneration

During the year 64 employees received remuneration and other benefits that exceeded \$100,000 per annum as follows:

Remuneration range	2023 Actual	2022 Actual
\$100,000 – 109,999	9	4
\$110,000 – 119,999	4	12
\$120,000 – 129,999	7	6
\$130,000 – 139,999	8	9
\$140,000 – 149,999	8	4
\$150,000 – 159,999	7	5
\$160,000 – 169,999	2	3
\$170,000 – 179,999	3	-
\$180,000 – 189,999	1	1
\$190,000 – 199,999	4	2
\$200,000 – 209,999	-	1
\$210,000 – 219,999	1	-
\$220,000 – 229,999	2	2
\$230,000 - 239,999	1	-
\$240,000 – 249,999	1	2
\$250,000 – 259,999	2	1
\$260,000 – 269,999	1	-
\$280,000 – 289,999	1	-
\$290,000 – 299,999	-	1
\$310,000 – 319,999	-	1
\$360,000 – 369,999	-	1
\$440,000 – 449,999	-	1
\$450,000 – 459,999	1	-
\$470,000 – 479,999	1	-
<b>Total employees</b>	<b>64</b>	<b>56</b>

# Organisational Sustainability

## Carbon Neutral Government Programme

Measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Decrease ENZ's gross carbon emissions.	Not measured	Establish baseline	Baseline established	Achieved

This measure was included in ENZ's Statement of Intent 2022-2026, however it is not an impact measure.

### Commentary

ENZ commenced reporting on its carbon footprint – greenhouse gas (GHG) emissions, starting with a baseline year of 2022/23. Due to the lack of data availability pre COVID-19, this baseline year was selected because it best represents a time of normal business operations. Given this is the first year of reporting, ENZ has focused primarily on reporting mandatory emission requirements.

The timing of establishing the baseline recognises the reopening of New Zealand's borders in August 2022, and ENZ recommencing its initiatives and activities (including travel and supporting Ministerial delegations) to support the rebuild of the international education sector. For ENZ, this has meant that a significant amount of its carbon emission has been apportioned to travel.

We have gathered the baseline information, including mandatory emission sources and additional material sources, required under the Carbon Neutral Government Programme (CNGP). ENZ is required to report this information to the Ministry for the Environment by 1 December 2023, and to continue reporting this information on an annual basis.

This includes:

- Business travel
- Consumption of electricity and natural gas
- Waste to landfill
- Freight/couriers
- Recycling
- Paper usage (not mandatory)

ENZ has contracted Toitū (Envirocare) to support measurement of greenhouse gas emissions. Toitū provides tools and guidance to assist with measuring and reducing emissions. Toitū also arranges an independent audit of the inventory to verify reporting is accurate and complete, and that it meets international standards. Once the inventory is confirmed as having met these standards, ENZ will have achieved Toitū's carbon reduce certification. Results of the audit and certification are expected before the end of 2023.

As part of delivering on the CNGP commitments of reaching carbon neutrality and certification requirements, ENZ has developed a sustainability roadmap which outlines our approach to reducing our emissions and meeting our targets. The Sustainability Roadmap sets out a commitment to lead towards a sustainable future and draws from global and national frameworks to build our understanding of what sustainability means to ENZ. The road map, therefore, provides an establishing document for ENZ's

direction of travel to 2030 to achieve the CNGP expectations and objectives.

ENZ has set the following emission reduction targets in line with the CNGP requirements; a 21% reduction (330.5t) by 2025 from the baseline year and a 42% reduction (242.64t) by 2030 from the baseline year. ENZ will seek to reduce emissions from all sources, recognising that the largest gains will be made through focusing on our main source which is business air travel. We are assessing effective and efficient ways to reduce our emissions to meet these targets.

In addition, other emissions reduction and sustainability initiatives have also been undertaken. These include:

- Initiatives to improve the energy efficiency of properties (for example, the installation of LED lighting into our refurbished main Wellington office)
- Working with suppliers and providers who offer a sustainable option.
- Encouraging cultural and behavioural change within the organisation (for example, removal of side bins to encourage recycling, reduce one use plastics and reduce the need for printing by staff).

While mandatory emissions have been our main emphasis, we acknowledge that a significant portion of material emissions have not been recorded. As a result, we will continue to work directly with suppliers to enable more accurate reporting in the future, to capture and improve data quality. We are working on an emission reduction plan that will outline the steps considered to achieve these targets by 2025 and 2030.

### Summary and breakdown of the mandatory and additional emission sources for baseline year and first year reporting.

Measurement period: 01 July 2022 to 30 June 2023.

Category	Toitū carbon mandatory boundary (tCO <sub>2</sub> e)	Additional emissions (tCO <sub>2</sub> e)	Total emissions (tCO <sub>2</sub> e)
Category 1: Direct emissions	0.00	0.00	0.00
Category 2: Indirect emissions from imported energy (location-based method*)	3.26 Electricity	0.00	3.26
Category 3: Indirect emissions from transportation	386.78 Car Average (unknown fuel type), Freight (pre-verified tCO <sub>2</sub> -e), pre-calculated (tCO <sub>2</sub> -e) - Business travel, Taxi (regular)	3.39 Working from home	390.17
Category 4: Indirect emissions from products used by organisation	1.38	23.56	24.94

Category	Toitū carbon mandatory boundary (tCO <sub>2</sub> e)	Additional emissions (tCO <sub>2</sub> e)	Total emissions (tCO <sub>2</sub> e)
	Electricity distributed T&D losses, Waste landfilled LFGR Mixed waste	Natural Gas distributed commercial, Natural Gas distributed T&D losses, Paper use - default, Recycling - Mixed paper and card, Recycling - Paper, Wastewater for treatment plants (average), Water supply	
Category 5: Indirect emissions associated with the use of products from the organisation	0.00	0.00	0.00
Category 6: Indirect emissions from other sources	0.00	0.00	0.00
<b>Total direct emissions</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Total indirect emissions*</b>	<b>391.42</b>	<b>26.94</b>	<b>418.36</b>
<b>Total gross emissions*</b>	<b>391.42</b>	<b>26.94</b>	<b>418.36</b>
Category 1 direct removals	0.00	0.00	0.00
Purchased emission reductions	0.00	0.00	0.00
<b>Total net emissions</b>	<b>391.42</b>	<b>26.94</b>	<b>418.36</b>
<b>Emissions intensity</b>		<b>Mandatory emissions</b>	<b>Total emissions</b>
FTE (gross tCO <sub>2</sub> e / head)		3.56	3.80
Operating revenue (gross tCO <sub>2</sub> e / \$Millions)		11.22	11.99

# STATEMENT OF RESPONSIBILITY      TAUĀKĪ KAWENGA

We are responsible for the preparation of Education New Zealand's financial statements and statement of performance, and for the judgements made in them.

We are responsible for any end-of-year performance information provided by Education New Zealand under section 19A of the Public Finance Act 1989.

We have the responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In our opinion, these financial statements and statement of performance fairly reflect the financial position and operations of Education New Zealand for the year ended 30 June 2023.

Signed on behalf of the Board:



**Tracey Bridges** | Board Chair  
31 October 2023



**Lyn Provost** | Deputy Chair  
31 October 2023

# COMPLIANCE WITH PBE FRS 48

The Statement of Service Performance complies with the Public Benefit Entity Financial Reporting Standard 48 (PBE FRS 48). Reporting against this standard comprises pages 38-57. Education New Zealand is a Crown Agency established through an amendment to the Education Act 1989, which was superseded by the Education and Training Act 2020. Education New Zealand's role and functions are set out in s. 511 of the Education and Training Act 2020. This Statement of Service Performance was prepared by Education New Zealand. The

relevant legislation governing the requirement of the reporting of ENZ's service performance is the Crown Entities Act 2004 (s.156). The financial statements have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education and Training Act 2020, which includes the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP). The Statement of Service Performance of ENZ is for the year ended 30 June 2023.

## Basis of preparation including choice of performance measures

The performance measures presented in the Annual Report 2022/23 cover quantitative and qualitative measurement of progress towards the key goals of ENZ's [Statement of Intent 2022-2026](#), in addition to metrics and targets which are stated in ENZ's [Statement of Performance Expectations 2022/23](#). These goals and targets demonstrate ENZ's progress in delivering on the Government's priorities for international education, which are outlined in the New Zealand International Education Strategy 2022-2030. This Statement of Service Performance includes reporting against measures in both the Statement of Intent 2022-2026, and the Statement of Performance Expectations 2022-23.

ENZ's Strategic Framework has four strategic objectives. Each has a set of metrics that are reported in this Statement of Service Performance. ENZ reviews its performance measures periodically to ensure they best reflect ENZ's aims, and that data to inform these measures is available in a timely and accurate manner. ENZ monitors and considers factors such as government policy settings in New Zealand or in countries that are the target of international student recruitment efforts,

broader Government commitments, sector priorities and operational delivery and technology advances, in setting its performance measures.

The choice of performance measures in the Statement of Service Performance in the Annual Report 2022/23 takes into consideration the impact on international education of New Zealand's borders being closed in the preceding years, such as capturing sector sentiment on the rebuild of the sector following New Zealand's borders re-opening in August 2022. Most measures relate to ENZ's performance, including a measure related to ENZ's requirements under the Carbon Neutral Government Programme, and a measure that relates to ENZ's responsibilities in supporting Māori-Crown relations. Two measures relate to ENZ's use of funding provided under the Covid Response and Recovery Fund. Detailed information about how ENZ used this funding is on pages 58-61.

As a result of the development of the new Statement of Intent 2022-2026, and to better align with the New Zealand International Education Strategy 2022-2030, the following measures previously

reported in the 2021/22 Annual Report are no longer included in this Statement of Service Performance:

### **Statement of Intent 2022-2026 (measures no longer in use):**

- International student perceptions of education quality
- The economic value per international student
- Awareness of the contribution of international education to New Zealand

### **Statement of Performance Expectations 2022/23 (measures no longer in use):**

- An increase in onshore international student numbers

- Increased ENZ engagement and collaboration with providers and businesses to support a diversified international education sector
- Number of students studying towards a New Zealand qualification through ENZ's offshore study partners or partner qualifications.

We also did not measure employee engagement in 2022/23, which was reported in 2021/22.

The final set of performance measures included in this Annual Report give a rounded picture of the work undertaken by ENZ to support the international education sector and deliver on the outcomes of the New Zealand International Education Strategy 2022-2030.

## **Disclosure on critical reporting judgements, estimates and assumptions**

The Statement of Service Performance includes information about the performance of ENZ that can be viewed as subjective, or reference expectations about the future where the outcome cannot be known with certainty. ENZ continually evaluates underlying estimates and assumptions, which are based on historical experience and other factors, as outlined above. Many factors affect ENZ's service performance results and they may cause the actual results to differ from those currently expected or anticipated.

In preparing the Statement of Service Performance, ENZ has made judgements on the application of reporting standards and has used some estimates and assumptions concerning the future. The actual results may differ from these estimates and assumptions. The main judgements, estimates and assumptions are discussed below:

### ***Enrolment measures***

Measures based on enrolments are based on data extracted from full year enrolment data collected by the Ministry of Education via the Single Data Return (SDR), which is used for funding and statistical purposes by government, and data collected on unfunded international education providers. In certain circumstances, results based on enrolment percentages do not add to 100%. This is because some international students enrol in more than one New Zealand education institution. The enrolment numbers reported in the Annual Report 2022/23 are the full year enrolment numbers for the 2022 academic year.

These measures are:

- Number of students studying towards a New Zealand qualification onshore and offshore

- The economic value from New Zealand's international education sector
- The percentage of the international education sector's economic value coming from outside New Zealand's top two markets.
- The percentage of international students enrolled to study outside Auckland

The comparatives for prior years largely reflect those published in previous annual reports, to provide a fair comparison at a similar point in time. In some cases, historical values are restated as outlined in the notes to the relevant measures.

### **Surveys**

The surveys used in the 2022/23 Statement of Service Performance have been developed over a number of years by experienced data analysis experts. The responses received assist ENZ in understanding the perceptions of New Zealand education by international students, and of ENZ by the international education sector, conducted on behalf of ENZ by professional survey companies.

These measures are:

- International student perceptions of education quality
- The percentage of international students who were satisfied or very

satisfied with their overall experience

- Improved confidence and resilience within the international education sector
- The percentage of facilitated customers that agree ENZ's services and support have added value to their organisation
- The percentage of users satisfied with the information and intelligence provided by ENZ

### **Staff measures**

Staff data is not presented in the SSP but is included in the Annual Report 2022/23 in the section titled 'Our People' on pages 29-36. The demographic staff measures are based on the number (headcount) of employees, and the proportion of staff who identify as female as recorded within ENZ's People, Culture and Capability information system. However, the number of staff reported is full time equivalent staff.

### **Targets**

All measures in the Annual Report 2022/23 have been reported against their targets. ENZ's reporting against the Carbon Neutral Government Programme includes provisional and unverified data, as this information was not verified at the time of preparing this Annual Report.

# STATEMENT OF SERVICE PERFORMANCE

# TAUĀKĪ WHAKATUTUKINGA

The Statement of Service Performance (SSP) provides an update on Education New Zealand Manapou ki te Ao's (ENZ) performance in relation to its contributions to the New Zealand international education sector. The New Zealand International Education Strategy 2022 – 2030 (NZIES) outlines the Government's priorities for international education. It positions our goals and guides our activities and measures of success in 2022/2023.

The measures used in this SSP were developed through the business planning process in 2022. In addition to these measures, the SSP reports on other key performance indicators that support the achievement of our Strategic Objectives, outlined in our Statement of Intent 2022-2026.

At instruction from the Minister of Education, ENZ developed and published a new Statement of Intent 2023-2027, and therefore some of the measures outlined in this SSP will not be reported on in future years.

The SSP measures are reported from pages 44-57.

Additional information is provided for ENZ's operational management of the Manaaki New Zealand Scholarship Programme, for which it is contracted by the Ministry of Foreign Affairs and Trade. Disclosures and financial statements related to the programme are included for completeness.

Other information included in the SSP is not audited and does not form part of the SSP, but provides additional context to

ENZ's performance in 2022. ENZ's Strategic Framework that covers 2022/23 has four key priorities:

- **Tono / Invitation:** New Zealand's unique education offerings and services are highly sought after by international learners.
- **Pono / Integrity:** New Zealand delivers high-quality and diverse education experiences that are sustainable, globally competitive and deliver value to all involved.
- **Hono / Global connections:** New Zealand makes the best possible use of its international education expertise to improve educational outcomes, establish partnerships and grow global connections.
- **Kono / Nourishers:** Our core capabilities nourish our organisation and support the delivery of all Strategic Objectives.

The reporting of the 2022/23 results in this SSP outlines the contributions that ENZ has made in the international education sector. Our core activities contribute to the Government's goals for international education as stated in the NZIES, promote New Zealand as a high-quality study destination, and help New Zealanders realise the social, cultural and economic benefits of international education.

The SSP also focuses on our efforts to honouring Te Tiriti o Waitangi in the wider education system and supporting Māori-Crown relationships.

## Total appropriations, revenue and expenses

\$000s	2023 Actual	2023 Budget
Revenue from the Crown – Operating	34,998	34,997
Revenue – Other – Manaaki New Zealand Scholarships	4,736	-
Revenue – Other	1,392	568
<b>Total Revenue</b>	<b>41,126</b>	<b>35,565</b>
<b>Expenditure</b>	<b>41,305</b>	<b>35,565</b>
<b>Surplus</b>	<b>(179)</b>	<b>-</b>

## International education programmes appropriation

\$000s	2023 Actual	2023 Budget
Revenue – Crown	31,248	31,247
Revenue – Other	1,392	568
<b>Total Revenue</b>	<b>32,640</b>	<b>31,815</b>
<b>Expenditure</b>	<b>32,830</b>	<b>31,815</b>
<b>Surplus</b>	<b>(190)</b>	<b>-</b>

## What is intended to be achieved with this appropriation?

This appropriation is intended to achieve enhanced social, cultural and economic benefits to New Zealand through New Zealand international education activities.

This appropriation is limited to delivery of services in respect of international education, including promotion, information, research and professional development, both in New Zealand and overseas, for the purpose of delivering an excellent student experience, achieving sustainable growth and developing global citizens.

## Tertiary Scholarships and Awards appropriation

\$000s	2023 Actual	2023 Budget
Revenue – Crown	3,750	3,750
<b>Total Revenue</b>	<b>3,750</b>	<b>3,750</b>
<b>Expenditure</b>	<b>3,739</b>	<b>3,750</b>
<b>Surplus</b>	<b>11</b>	<b>-</b>

## What is intended to be achieved with this appropriation

This appropriation is intended to achieve access to wider international educational opportunities for skilled New Zealanders to enhance their existing skills. Funding of \$3.739m was fully allocated to group applicants in 2022/23.

This appropriation is limited to providing scholarships and other awards in the tertiary sector to students, researchers and teachers, within New Zealand and internationally. We receive funding through this appropriation to fund the Prime Minister's Scholarship for Asia and the

Prime Minister’s Scholarship for Latin America. The administration costs for running the scholarship programmes sit within the International Education Programmes appropriation.

## Manaaki New Zealand Scholarship Programme revenue and expenses

\$000s	2023 Actual	2023 Budget
Other Revenue	4,736	-
<b>Total Revenue</b>	<b>4,736</b>	<b>-</b>
<b>Expenditure</b>	<b>4,736</b>	<b>-</b>
<b>Surplus</b>	<b>-</b>	<b>-</b>

MFAT is responsible for the appropriation that funds the MNZSP and retains responsibility for strategic decisions in relation to the programme. This includes decisions such as scholar allocations and profiles, high-level budgets for cohorts and courses, and operating expenses. ENZ’s responsibilities are for delivery of the programme, which includes management of scholar selection and placement processes, and management of funding processes for institutions hosting MNZSP scholars.

## Appropriation funding

\$000s	2023 Actual	2023 Budget
<b>Vote Tertiary Education</b>		
<b>Non-departmental output expense</b>		
International education programmes	31,248	31,247
<b>Benefits and related expenses</b>		
Tertiary scholarships and awards	3,750	3,750
<b>Total baseline</b>	<b>34,998</b>	<b>34,997</b>

# OUR IMPACT IN 2022/23

Our strategic framework for 2022/23 was made up of four objectives that work together to support the rebuild of the international education sector.

ENZ can only be successful in achieving its strategic objectives by:

- gathering and disseminating rich, evidence-based international education insights
- strengthening partnerships and relationships with key onshore and offshore stakeholders
- using Rautaki Māori to lift the organisation’s cultural capability and practice in order to honour the Crown’s commitment to Te Tiriti o Waitangi.

In 2022/23, our work delivered the following outcomes (impact measures) and outputs (performance measures), which are reported together to demonstrate the alignment between our strategic intent and our operating intent.

## Tono / invitation

Aotearoa New Zealand’s unique education offerings and services are highly sought after by international learners.

Tono is about understanding New Zealand’s unique education offering to the world and matching it with what global learners and countries need.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
A. Prospective international students’ preference for a New Zealand education is increased.	Not measured	Establish baseline	8.2	Achieved

Indicator of success: International student perceptions of education quality

This measure is from an annual survey of 3,600, 16-25 years old who were interested in studying overseas across ten markets. In each market, 20% of students were aged 16-17 and 80% were 18-25. The survey took place in June 2023. The result is the mean of all scores for a survey question related to perceptions of New Zealand’s education quality from approx. 3600 responses.

### Commentary

The perceptions of education quality, as measured in the annual Kantar Brand research, have increased over 2021/22 levels. This is a good result and likely reflective of, alongside other activities, the marketing campaigns and in-market efforts since the borders reopened to “put New Zealand back on the map”.

This measure captures sentiment about New Zealand’s education quality among prospective international students and allows ENZ to target its marketing activity.

Brand awareness and brand preference are measured through three questions. Brand awareness comprises asking unprompted awareness and prompted awareness. The prompted awareness is the basis of this measure.

Education quality is a separate question from brand awareness and preference and is treated as a 'brand association.' Perceived education quality is important to measure separately as it is seen as a 'driver' of brand preference. A number of 'brand association' statements are asked in the survey.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
A. Number of students studying towards a New Zealand qualification onshore and offshore is increased.	Not measured	Establish new baseline	Total Students 41,360	Achieved

Indicator of success: Number of students studying towards a New Zealand qualification onshore and offshore.

ENZ is provided enrolment data by MOE based on ENZ's definition of an international student:

- NZAID student
- International fee-paying student
- student is on a recognised exchange scheme
- foreign research based post-grad student
- international on-shore PhD student
- studying at an overseas location but are not a domestic student (based on the fees category assessment) or a New Zealand citizen
- neither a New Zealand or Australian citizen.

## Commentary

Total number of onshore enrolments: 33,170

Total number of offshore enrolments: 10,125

Note that the number of students may not sum to the total, as a student may study on and offshore in a year.

This was a new measure for 2022/23. The inclusion of 'offshore' enrolments reflects the direction from the Transformation Plan to improve diversification and resilience within the international education sector, in response to the COVID-19 pandemic and the subsequent border closures of New Zealand. This measure also reflects the increased focus on diversifying New Zealand's education offering by capturing offshore delivery separately.

For the Sol 2022-2026, this measure incorporated a previous ENZ measure, which was to capture the number of onshore enrolments only. While it is not directly a measure of ENZ's performance, as a system-level measure, it captures the impact of international education across New Zealand's education system. This measure is also reporting on the end-of-year performance information set out in the Vote Tertiary Education Estimates 2022/23.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Percentage of Active Visits on ENZ's studywithnewzealand.govt.nz website.	73%	≥ 75%	45.6%	Not achieved

Indicator of success: Percentage of visits to studywithnewzealand.govt.nz that are 'active visits'.

The number of active visits is the basis for reporting against this performance measure. An active visit is defined as a session of at least 30 seconds or one event (e.g. a click). The target is based on performance of the previous website, set at 75% for the 2019/20 year. The result for this measure for 2021/22 was a part-year result, as the website was migrated during the 2021/22 year. This is reported in ENZ's Annual Report 2021/22. This means the result for 2022/23 is not directly comparable with 2021/22.

## Commentary

Active visits were low in the first and second quarters because we drove visitors to Study with New Zealand (SWNZ) to generate awareness that the border was open. Further, we had challenges with measuring this data in those quarters, which were noted and corrected in December 2022. This generated inconsistent data for comparison across the full year. We are closely monitoring active visits on SWNZ and have established stronger reporting tools to keep track of performance. We are confident that data we are now reporting on is accurate, and regular checks are made as soon as any irregularities are spotted.

There were 2,984,456 total unique visitors to the site, with 4,329,157 visits (an average of 1.45 visits each). Of these, there were 1,438,043 total active visitors to the site, who carried out 1,974,157 active visits (an average of 1.37 active visits each).

This measure reflects ENZ's digital marketing activity and its success at driving potential international high-value students to ENZ's student-facing website. The aim is to monitor and improve ENZ's digital marketing activity as it drives visitors to ENZ's student-facing website, [www.studywithnewzealand.govt.nz](http://www.studywithnewzealand.govt.nz).

Not all campaigns seek to drive traffic to this website. Other campaigns throughout the year promoted products such as 'Mission NZ' and 'SwNZ Online' and did not point to the student-facing website.

## Pono / integrity

Aotearoa New Zealand delivers high-quality and diverse education experiences that are sustainable, globally competitive and deliver value to all involved.

Pono enables us to create and uphold the highest standards as we deliver high-quality and diverse education experiences for international learners.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
C. The economic contribution from New Zealand's international education sector.	\$790m	Increase	\$1.278b	Achieved

Indicator of success: The economic value from New Zealand's international education sector

In November 2022 EY completed a Baseline Valuation: *Broader benefits of international education for New Zealanders*. This was released in early 2023. This contained two economic components: an immediate and a longer-term value.

EY constructed a model for the immediate economic benefits which calculated the benefits comprised the following components:

- Student expenditure (non-tuition, general) (excl. GST)
- Student expenditure (non-tuition, tourism) (excl. GST)
- Student earnings
- Visiting family & friends tourism expenditure
- Student tuition fees (excl. GST)

### Commentary

This number reflects the increase in enrolments with New Zealand providers following the re-opening of New Zealand's borders in August 2022.

For the 2021 and 2022 years the actual numbers of international students were not available at that point in time, so EY constructed a forecast for student numbers in those years.

This forecast was 33,090 students in 2021 and 24,410 students in 2022. The benefits arising from these students were forecast to be \$1.12bn in 2021 and \$0.76bn in 2022.

Actual student numbers have since become available from MOE Enrolment data for these two years, namely 49,285 students in 2021 and 41,360 students in 2022.

The EY model was constructed on the basis of student numbers by subsector, not total student numbers. We have updated the EY model by subsector with actual student numbers for 2022.

This measure is also reporting on the end-of-year performance information set out in the Vote Tertiary Education Estimates 2022/23. The target for 2022/23 was to increase the contribution.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
D. The international education sector diversifies its offerings for international students.	Not measured	Establish baseline	Baseline established	Achieved

Indicator of success: The international education sector diversifies its offerings for international students.

Diversification within International Education is defined as the development of new products and services and/or repurposing of existing modes of delivery. Both qualitative and quantitative methodologies were used to collect and analyse insights – both within the CRFF programme and across the sector to encompass a greater diversity of innovation initiatives.

The sector's progress as a whole was measured against the following ratings:

- Excellent progress
- Good progress
- Further development/investment beneficial

## Commentary

This measure captures the work underway across the international sector to build its resilience to future shocks, and ENZ's role in supporting that work. This work was supported through funding provided via the COVID-19 Response and Recovery Fund, via the Transformation Plan for International Education, and ongoing direction from the Minister of Education.

The COVID-19 Response and Recovery Fund (CRRF) programme has identified a number of opportunities and blockers to diversification of both product offerings and delivery models. The baseline for innovation across the sector is low and typically occurs on the fringes of the sector, with a need to build both capability and competency. A series of recommendations for both MOE and ENZ are detailed with supporting evidence in the CRRF report, which is currently in final draft phase.

Detailed information on the CRRF programme is provided later in this section under 'Budget-specific initiatives.'

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
E. The percentage of the international education sector's economic value coming from outside New Zealand's top two markets is increased.	Not measured	Increase	48%	Not achieved

Indicator of success: The percentage of the international education sector's economic value coming from outside New Zealand's top two markets.

## Commentary

This measure relies on the EY Baseline Valuation, updated to reflect the immediate economic benefits in line with Impact Measure C. New Zealand's top two markets for

2022/23 were China and India. The percentage of value of economic benefits from outside those markets did not increase when calculated using this valuation. The target for this measure was set prior to the completion of the valuation. This measure was not reported in 2021/22.

This measure intends to capture the effectiveness of international education providers throughout New Zealand to attract international students from countries outside New Zealand's two top student attraction markets.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
F. The percentage of international students enrolled to study outside Auckland is increased.	50.3%	Increase	36%	Not achieved

Indicator of success: The percentage of international students enrolled to study outside Auckland.

ENZ uses enrolment data from MOE, based on ENZ's definition of an international student:

- NZAID student
- International fee-paying student
- student is on a recognised exchange scheme
- foreign research based post-grad student
- international on-shore PhD student
- studying at an overseas location but is not a domestic student (based on the fees category assessment) or a New Zealand citizen
- neither a New Zealand or Australian citizen.

## Commentary

This measure captures the enrolment of onshore international students with New Zealand providers only, as we are unable to determine the location of providers for offshore enrolments.

While it is not directly a measure of ENZ's performance, as a system-level measure, it captures the impact of international education across New Zealand's education system.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
G. International students have a positive experience.	Not comparable	Establish baseline	84%	Achieved

Indicator of success: The percentage of international students who were satisfied or very satisfied with their overall experience.

The data is collected via the Student Experience Survey, which was carried out by Nielsen IQ on behalf of ENZ. It is an online survey of international students comprising a sample of international onshore and offshore students with current New Zealand visas. The sample is drawn by MBIE Research from Immigration New Zealand visa data. The survey is representative of the New Zealand international student population by sector. The survey

asks respondents a wide range of questions about their experience of studying in New Zealand.

The survey was completed by 4755 international students (current and recently graduated). The result is the percent (%) who answered 6 to 10 on a 10-point scale where 0=Poor, 5=Adequate-just Ok, 10= Excellent.

### Commentary

The result as a point estimate indicates a drop, however statistically it is not different from the similar measure that was used for 2020/21. Given the result includes the COVID-19 period and the challenges international students have faced, this is considered a good result.

This measure provides an understanding of the factors that affect international students' experience studying in New Zealand. The information gained is shared with the international education sector.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Deliver recommendations on diversified products and services per CRRF funding requirements	Not measured	Finalise	Finalised	Achieved

Indicator of success: Draft report completed by June 2023.

### Commentary

This measure captures ENZ's intent to explore innovation in the development of new education products, services and channels for the international education sector, aligned with its appropriation across three years from the CRRF. It demonstrates accountability for ENZ's delivery of recommendations for supporting the development of a sustainable and resilient international education sector.

The draft CRRF report has distilled three years of programmes, insights, opinions and a dynamic and disruptive education industry into a report of insights and recommendations on how to build a sustainable and diverse international education sector. We worked closely with MoE in developing the draft report, which had a due date of 30 September 2023. Treasury also provided productive feedback on the draft.

Detailed information on how ENZ utilised CRRF funding in the development of the recommendations report is included further in this section under 'Budget specific initiatives.'

## Hono / Global connections

Aotearoa New Zealand makes the best possible use of its international education expertise to improve educational outcomes, establish partnerships and grow global connections.

Hono connects and binds us and is about the myriad networks and relationships that ENZ draws and builds on to give effect to our role and aspirations. Through these relationships and global connections, international education contributes to the achievement of broader New Zealand Government goals.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
----------------	-------------------	-------------------	-------------------	-------------------

H. Build impactful global connections and partnerships for iwi, institutions and government.	N/A	Establish baseline	Baseline established	Achieved
--	-----	--------------------	----------------------	----------

Indicator of success: New Zealand institutions have improved quality of connections with international partners in key markets

## Commentary

This measure captures the work that is predominantly undertaken by ENZ staff offshore to develop connections in targeted markets to benefit New Zealand. This measure also supports ENZ’s efforts to develop and facilitate international education relationships for Māori education providers, and to deliver high quality outcomes for iwi and hapū.

This is a new, qualitative measure and an important development to bring transparency to the broader value of international education and the extent of ENZ’s contribution to the sector and to New Zealand. It provides a framework for the global, mutually beneficial connections that ENZ seeks to build and facilitate for New Zealand. These are medium to long-term connections, that will drive engagement and deliver benefits over time.

The framework identifies the types of organisation with whom ENZ will work to develop global connections for New Zealand’s international education sector. These include, but are not limited to:

- Government departments, government agencies and local government bodies
- Institutional representative bodies and individual education institutions
- Research centres, research foundation centres and research commercialisation offices
- NGOs and non-profit organisations
- Indigenous associations and Indigenous communities
- Education agents
- Specialised media

ENZ considers a range of criteria when determining whether a connection is impactful, such as:

- Willingness to partner and collaborate with New Zealand
- Mutual areas of interest to New Zealand
- Ways that collaboration would deliver
- In-country influence and reputability of potential partner institutions
- Global rankings of potential partner institutions (where applicable)
- Possibility to optimise results (partnership for reach)

- Indigenous-to-indigenous connections that will support the Māori-Crown relationship and present New Zealand’s education to the world in a way that acknowledges the importance of Te Tiriti, te reo Māori and te Ao Māori.

There is a significant range of relationships and connections that deliver value for New Zealand’s international education relationships. We have provided case studies that outline the process for building impactful connections in the section ‘Our Achievements’. Full details of the case studies can be found in Appendix Four on pages 95-101.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
I. Broader access by New Zealanders to international education experiences	N/A	Establish baseline	25.2% for Māori	Achieved

Indicator of success: Increase in participation in the Prime Minister’s Scholarships for Asia and Latin America by Māori and Pasifika

The scholarship rounds are run twice a year: one individual round in July – September and one group round in February – April. For the scholarship individual round, we have reported on the number of selected scholars who identify as Māori compared to overall scholars selected. For groups, we have reported on the number of applications with an indigenous-to-indigenous theme, or who specify that the programme is targeted to Māori and/or Pasifika scholars vs general number of applications.

## Commentary

ENZ administers the Prime Minister’s Scholarships for Asia and Latin America (PMSA/PMSLA). This measure captures the work that is done to ensure that there is broader access for New Zealanders to the benefits of international education. This measure also reflects ENZ’s commitment to delivering on the Crown’s Te Tiriti obligations, and on ENZ’s Letter of Expectations from the Minister of Education.

Traditionally, Māori and Pasifika students have been under-represented in the Prime Minister’s Scholarships. ENZ’s collected data on the scheme between 2016 and 2019 showing that only 5% for PMSA and 7% for PMSLA of the total scholarship awardees identified as Māori in the individual round. Only 3.2% of PMSA awardees and 3.1 % of PMSLA awardees identified as Pasifika in the same scholarship category.

In 2022/23, a total of 96 participants who identified as Māori travelled as part of the Prime Minister’s Scholarship to Asia and Latin America across both group and individual programmes. This equates to 25.2% of the total scheme (total students who travelled was 380) (noting that this involves scholars awarded for both the 2021/22 and 2022/23 rounds). We consider this to be a satisfactory result and a significant improvement on previous years.

Travel for groups does not necessarily take place within the existing financial years. Scholars have up to 18 months from the time they are awarded to undertake travel. Further, ENZ records this data for individual applicants at the point of application. Institutions and organisations awarded are responsible for providing information on their participants. This information is not collected until travel takes place so there may be a lag between

organisations receiving their award and the collection of participant data for group programmes.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Number of impactful global connections to New Zealand providers in target markets	Not measured	Establish baseline	208	Achieved
Indicator of success: Number of impactful global connections to New Zealand providers in target markets				

We have established a baseline for this measure based on the work undertaken to facilitate impactful global connections by ENZ, predominantly offshore. In most cases, there are two phases in the process of facilitating connections for the sector:

- Phase 1 – ENZ builds the relationship with a stakeholder, and they become part of ENZ’s network.
- Phase 2 – ENZ facilitates the connection between this stakeholder and the sector in New Zealand, based on the global connections framework.

The indicator for this measure captures Phase 2 connections.

### Commentary

This measure operationalises the related impact measure: *Build impactful global connections and partnerships for iwi, institutions and government*. Utilising the framework outlined for that measure, we capture the impactful global connections that we are facilitating. Some relationships can take several years to develop from introductions to outcomes, and therefore this measure is a way of providing visibility to the efforts that are made to build global connections. ENZ’s key markets are defined in ENZ’s SOI and SPE.

We have provided case studies that demonstrate how global connections are developed in the ‘Our Achievements’ section of the Annual Report. Full details of the case studies can be found in Appendix Four on pages 95-101.

## Kono / nourishers

ENZ’s core capability lies in its rich basket of services that help us put our best foot forward both internally and externally. They nourish the organisation to support the delivery of our Strategic Objectives.

ENZ plays its part in the wider international education system by using our core capability to provide strategic, policy and operational advice to decision makers across government and the international education sector, as well as learners. We do this by influencing overall system settings and direction, providing secretariat services and support to the ENZ Board, and the collection, development and dissemination of research, analytics, and information.

Impact measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
ENZ staff have an understanding of and are empowered to uphold the principles and articles of Te Tiriti	Not measured	Establish baseline	86%	Achieved

Indicator of success: ENZ staff have undertaken te reo Māori and cultural training.

During the 2022/23 year, ENZ staff were required to complete Te Rito bi-cultural training modules. The full year result reflects staff completing courses 1-4 of Te Rito training. As of 14 July 2023, 58 staff had completed courses 5-7 of Te Rito, 18 were in progress and 19 had not started. Staff were expected to complete courses 5-7 by Matariki 2023, which was 14 July 2023.

Staff were also offered three Level One Te Reo courses during the year. Each course comprised two classes per week for eight weeks. ENZ monitored attendance rather than completion, and each class had an average of eight attendees. Staff who left ENZ or joined ENZ during the year may not have completed the full eight weeks of a course. This has meant some uncertainty in verifying completion rates. We intend to improve monitoring of Te Reo attendance and report more fully on this in 2023/24.

The two data sources do not fully reflect Mātauranga Māori and Te Tiriti engagement, as the courses are broad and contain other elements. In addition, ENZ undertakes other work via its Rautaki Māori strategy that contributes to staff understanding of Te Tiriti o Waitangi. This measure may develop further as we refine our approach.

### Commentary

This measure reflects some of the requirements for ENZ to ensure that it is meeting its obligations towards the Government’s Crown-Māori relations, and reflects some of the direction from ENZ’s Letter of Expectations that covers this financial year. It intends to capture ENZ’s efforts towards lifting the level of cultural capability for staff.

**Supporting the rebuild of the international education sector by leading the implementation of the government’s Strategic Recovery Plan’s ‘Transforming to a more sustainable future state’ workstream, with:**

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Improved confidence and resilience within the international education sector	Not measured	Establish baseline	40% confidence 36% resilience	Achieved

This measure is also reporting on the end-of-year performance information set out in the Vote Tertiary Education Estimates 2022/23. This was a new measure for 2021/22, intending to capture the sentiment of the international education sector in terms of its recovery from and resilience following the impact of the global COVID-19 pandemic. However, it was reworded as 'Increased ENZ engagement and collaboration with providers and businesses to support a diversified international education sector' in ENZ's Statement of Performance Expectations for 2021/22 in line with a decision by ENZ's Board to better reflect the intent of the measure, which was to demonstrate ENZ's support for the sector. This updated measure was reported in ENZ's Annual Report 2021/22.

ENZ surveyed managed (facilitated) customers during the period 26 June to 9 July 2023 and unmanaged (unfacilitated) customers during the period 3-16 July 2023. Managed customers are defined as large education providers, peak bodies and regional partners that ENZ business development managers work actively with; whereas unmanaged customers engage indirectly with ENZ.

Invitations were sent to 166 managed customers yielding a response rate of 34%, and 2682 unmanaged customers with a response rate of 9%. Education product and services providers and universities comprised the predominant managed organisation types at 32% and 30% respectively, compared to schools, which comprised 70% of unmanaged customers.

### Commentary

40% of all respondents reported that they were confident that the international education sector was moving in the 'right direction'; managed respondents were statistically less confident than non-managed. Approximately 36% of all respondents reported that they believed the sector was resilient.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
Facilitate cross-Government collaboration via the Chief Executives' group and strengthening links with International Ministers	N/A	4 meetings	4 meetings	Achieved

This measure is also reporting on the end-of-year performance information set out in the Vote Tertiary Education Estimates 2022/23. This was a new measure for 2022/23, intending to capture work that was undertaken during the year to improve visibility of the importance of international education within Government as part of ENZ's actions under the New Zealand International Education Strategy 2022-2030.

## Commentary

The Recovery Plan Chief Executives work programme followed an annual calendar year. Their Terms of Reference expectation was that they met at least four times in a year.

For the calendar year 2022, they met four times:

- 20 April 2022
- 17 June 2022
- 22 September 2022 (2022/23 financial year)
- 2 December 2022 (2022/23 financial year)

The 2 December meeting included a workshop to consider the future of the group, given the Recovery phase had ended and the Rebuild phase had begun.

This workshop resulted in terminating this group. The group recommended this to the Minister of Education with the added recommendation that ENZ be included in the Economic Chief Executives' portfolio jointly chaired by the Secretary for the Ministry of Business, Innovation and Employment, and the Secretary for the Treasury. ENZ's Chief Executive participated in this group in April 2023 to discuss matters impacting the rebuild of the international education sector.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
The percentage of facilitated customers who agree ENZ's services and support have added value to their organisation.	82%	≥ 85%	73%	Not achieved

## Commentary

This measure provides a customer assessment of the services and support that ENZ provides to the international education sector. ENZ surveys facilitated customers annually to understand the value of ENZ services and support. For 2022/23, the survey was sent to 166 managed customers and 2,682 non-managed customers. We received 299 responses for an overall response rate of 10%.

Based on the sector survey conducted 26 June to 9 July 2023, 73% of managed customers agree or strongly agree that ENZ's services and support over the last 12 months has added value to their organisation, down from 82% in 2022.

Top level results indicated mixed views across the sub-sectors that reflect different operating environments. For example, responses from regional partners reflect ENZ's decision to withdraw regional partnership funding, our engagement with Te Pūkenga has shifted from working with 16 individual business units to one, and universities received notification of further direct funding from central government while the survey was live.

Managed (facilitated) customers reported using a larger range of ENZ support and services and support than non-managed customers. Using more services (up to 3) was associated with greater value in ENZ, with this effect being stronger for non-managed customers.

Business and market advice was the most used service by managed customers, whereas E-News was the most used service overall.

This measure is also reporting on the end-of-year performance information set out in the Vote Tertiary Education Estimates 2022/23. The target in the Vote Tertiary Education Estimates 2022/23 was 'At least 75%', however this target was set in ENZ's Statement of Performance Expectations 2022/23 as 'at least 85%'.

Performance measure	Actual 2021/22	Target 2022/23	Actual 2022/23	Status 2022/23
The percentage of users satisfied with the information and intelligence provided by ENZ.	65%**	≥ 87% of users rate it as good or higher	59%	Not achieved

ENZ surveys facilitated customers annually to understand the value of ENZ services and support. For 2022/23, the survey was sent to 166 managed customers and 2,682 non-managed customers. We received 299 responses for an overall response rate of 10%. For this measure, only managed customers' results are considered, rather than including non-managed customers. This is because of their direct engagement with ENZ, meaning they are more likely to have a view on this.

The measure is based on responses to the question: *'I am satisfied with the quality of information and intelligence provided by ENZ.'*

\*\*In 2021/22, the result for this measure was based on survey responses to the question *'to what extent do you agree or disagree that the information and intelligence provided by ENZ is useful for my organisation's decision making?'* and the result for this measure was reported as 83%. The result that is reported here for 2021/22 is based on the same question as 2022/23 and is provided for comparability. The change of question as the basis for the result better reflects the intent of the measure, which is to evaluate perceptions of the quality of information and intelligence that ENZ provides for the international education sector.

## Commentary

This measure provides a customer assessment of the value of the information and intelligence that ENZ provides to the sector by way of its various channels. Based on the sector survey conducted during 26 June to 9 July 2023, 59% of managed customers indicated that they are satisfied with the quality of information and intelligence provided by ENZ.

## Budget specific initiatives

For the 2020/21 financial year, ENZ received funding from the COVID-19 Response and Recovery Fund (CRRF) across three financial years to provide support for the international education sector. This funding was allocated across those financial years as follows:

Financial year	Funding provided (\$000)	Purpose of the funding
2020/21	1,850	Diversification of education products, services and delivery  Funding of \$2m for marketing and brand protection was transferred to 2021/22
2021/22	7,150	Diversification of education products, services and delivery (\$4.150m)  Marketing and brand protection (\$3.000m)
2022/23	4,000	Diversification of education products, services and delivery.

The activities carried out using the CRRF funding were detailed in the Government's [Strategic Recovery Plan for International Education](#), published in July 2020. In particular, ENZ's role was to lead the workstream of 'Transforming to a more sustainable future state', which outlined the following objectives:

- Diversifying products and services to extend reach (\$10 million over three years)
- Marketing and brand protection (\$3 million over two years)
- ENZ activities aligned to recovery plan (no funding allocated).

Each of these objectives outlined specific activities and projects that ENZ would undertake to support the sector through the disruption caused by the COVID-19 pandemic.

In August 2022, the Government published a refreshed New Zealand International Education Strategy 2022-2030. ENZ continued to utilise funding from the CRRF in line with the above appropriation, incorporating the diversification workstream within the goals of the New Zealand International Education Strategy.

### Diversifying products and services to extend reach (\$10 million over three years)

As part of the International Education strategic recovery, funding was received from the COVID-19 response and recovery plan to undertake a programme of work to diversify education products and services. In total \$10.0m funding was received over a three-year period:

In 2020/21, \$1.850m was received and fully utilised.

In 2021/22, \$4.150m was received and fully utilised, except in relation for a project to develop education pathway products under a New Zealand Education Centre initiative. The initiative was paused resulting in a saving of approximately \$0.3m. A review was undertaken

to assess whether this consortium or group approach remained the best approach, given the growing transnational education capabilities of our universities.

In 2022/23 \$4.000m was received and fully utilised, except in relation to an ENZ online delivery platform prototype. ENZ adopted a 'Fail Fast' approach thus investment into the Online delivery platform was able to be scaled back as we achieved sufficient learnings earlier than expected. This resulted in savings of approximately \$0.7m.

Subject to finalising the programme report, we expect to return total savings of \$1.020m on funding of \$10.0m to the Crown.

Project Costs	2020/21 \$000	2021/22 \$000	2022/23 \$000	Total 2020 - 2023 \$000
<b>Workstream 1: New products and services</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
Product Accelerator		2,545	1,539	4,084
Co-development of strategic products	320	91	88	499
<b>Total</b>	<b>320</b>	<b>2,636</b>	<b>1,627</b>	<b>4,583</b>
<b>Workstream 2: Diversification of delivery modes</b>				
Offshore delivery pilots	850	690	74	1,615
Establish digital delivery	500	256	5	761
Rent the Platform Pilot	180	305	-	485
Co-designed NZ owned prototype	-	-	966	966
Project Administration			570	570
<b>Total</b>	<b>1,530</b>	<b>1,251</b>	<b>1,615</b>	<b>4,397</b>
<b>Total cost of new products and services programme</b>	<b>1,850</b>	<b>3,887</b>	<b>3,242</b>	<b>8,980</b>

## International Education Product Innovation Fund

In August 2022, ENZ announced the recipients of the [International Education Product Innovation Fund \(PIF\)](#) as part of the Diversification of International Education Products and Services Programme of work which was being funded through the COVID-19 Response and Recovery Fund.

ENZ worked with PIF funding recipients to establish project plans and hypotheses for testing, and identifying areas where ENZ could assist in providing additional support, such as international connections or market insight, to amplify the impact of funding. A partnership management framework was implemented to ensure that each project generates scalable learning and insights to the benefit of the wider sector.

Just over \$1.6 million in funding was awarded to the seven successful pilot projects, with individual funding ranging from \$200,000 to \$450,000 awarded between June 2022 and August 2022. The successful recipients and their projects included BOMA New Zealand – a

global cohort-based course for rugby coaches developed in partnership with the Crusaders rugby union team, Chasing Time English – English language learning based on original, high-quality drama content, Banqer – the evolution of a financial literacy platform for global learners and Te Whare Wānanga o Awanuiārangi (with a number of United States based universities) – Iwi taketake: Co-construction of an Indigenous Postgraduate Curriculum.

In addition, ENZ supported a number of strategic projects within the same workstream, including the Te Tiriti Article 2 Pilot with Tokona Te Raki – a Māori led approach to international education innovation (receiving a first tranche of funding in October 2022 for a discovery phase, and a second tranche in April 2023 for continued exploration) – and a collaborative initiative between The University of Canterbury, Lincoln University and Media Design School, who formed a collective (Connect2NZ – receiving funding in October 2022) to explore the benefits of multi-provider partnership in developing new forms of learning.

From among the Product Innovation Fund and strategic projects, multiple initiatives supported ENZ’s efforts to work more closely with Māori education providers and iwi, align with Ministerial expectations and existing work around indigenous education, and complement the programme’s funding of other Māori entities, such as Te Whare Hukahuka and Tokona te Raki.

Tokona te Raki’s Indigenous Future Making project entailed taking a Ngāi Tahu led approach to exploring future learning opportunities in a post-pandemic global learning environment, with Tokona te Raki as the researcher and innovator and ENZ as the connector and supporter. This eventually led to a successful opportunity for Tokona te Raki to exchange ideas and insights in the Moananuiākea Exchange with communities in Alaska, building on the collaboration between Aotearoa New Zealand and Hawaii that had been running since 2006.

Te Whare Hukahuka took its existing Ka Hao Indigenous e-Commerce programme that had been successful delivered in NZ and Australia, and launched this in the Pacific Islands in February 2023. Thirty participants from Fiji, Papua New Guinea, Samoa and the Solomon Islands received scholarships through the fund. Across 18 weeks learners designed, built, launched and grew their own e-commerce system selling products and services to the world. Te Whare Hukahuka will provide insights and learning to ENZ that could be valuable to New Zealand educational providers seeking to develop programmes and teach within the Pacific region.

### **Modes Of Delivery – Online Education Platform Pilots**

Following a successful pilot in December 2021, ENZ ran a second pilot with [FutureLearn](#). This involved a 12-week global promotional campaign that ran from July to October 2022 to promote the New Zealand collection of courses available on the platform. This second pilot had strong sector participation, increasing from 11 to approximately 28 providers. and saw a total of just under 4000 enrolments (both paid and unpaid) into over 70 New Zealand short courses, and highlighted that English-speaking professional learner-earners – those already in employment and perhaps seeking career advancement – were more likely to pay for short online New Zealand courses than the 18-25 year old full-time student audience that we traditionally cater to with inbound education. The pilot also included a number of non-traditional providers such as Te Papa Tongarewa Museum of New Zealand. This initiative was reported in ENZ’s Annual Report 2021/22.

Insight from the FutureLearn pilot was incorporated into the design and planning for the New Zealand Owned Platform (NZOP) pilot.

## **Pilot scheme – New Zealand owned platform for delivery of New Zealand education products**

To explore the demand for online learning from New Zealand education providers ENZ launched a new online platform titled Study with New Zealand Online with a global campaign in March 2023 which ran until June 2023. The pilot launched with approximately 60 short courses from over 20 New Zealand providers. The campaign, which targeted professional learners in 4 key English-speaking markets attracted approximately 150,000 visitors to the site, and generated just under 1,000 enrolments into unpaid and paid courses. The pilot delivered significant learnings around conversion of online enrolments, the importance of targeted marketing, and many of the constraints faced by the New Zealand sector in engaging with online education.

## **Development of recommendations for diversification of New Zealand's international education offerings**

Following the final year of CRRF funding as of 30 June 2023, ENZ began drafting a detailed report which identified patterns and themes amongst the insights over the previous three years, and identified a series of recommendations which will be used as the basis for the diversification work programme as it is folded into wider ENZ business operations.

## **Marketing and brand protection (\$3 million over two years)**

As part of CRRF \$3million was allocated over three years to International Education Strategic Recovery: Communications, marketing, and brand awareness. The aim was to ensure that New Zealand's education brand and reputation was maintained during COVID-19 and recovered post-COVID-19.

Details of the work undertaken in 2021/22 are outlined in ENZ's Annual Report 2021/22. Further information on the work undertaken in 2022/23 are included in this Annual Report under 'Our Achievements'.

Key components of this programme were:

- The strategic shift from 'Study in New Zealand' to 'Study with New Zealand'.
- The development of a digital campaign and brand toolkit called "Take a New Look". This focus of the campaign was to invite prospective learners who may already have a view of what New Zealand offers, to take a new look.
- The development of a new digital platform, [www.studywithnewzealand.govt.nz](http://www.studywithnewzealand.govt.nz)
- The creation and delivery of the 'I AM New' campaign. The campaign told the stories of eight inspiring international students and the unique benefits that come from the weaving together of different cultures and experiences in New Zealand. The objective of this campaign was to build long term preference for a New Zealand education. The campaign was launched at NAFSA in May 2022 and the digital campaign launched on June 1. Paid media ran in India, USA, Colombia, Japan, Vietnam, Germany, South Korea, Thailand, Brazil, and China.
- ENZ and sector participation at ICEE and NAFSA, two of the largest events in the international education global arena.
- Public relations activities in key markets to support the I AM New campaign along with individual in-market initiatives with the agency network to raise awareness of New Zealand after the borders re-opened.

# ANNUAL FINANCIAL STATEMENTS

# TAUĀKĪ PŪTEA Ā-TAU



## Statement of comprehensive revenue and expense for the year ended 30 June 2023

\$'000	Note	2023 Actual	2023 Budget	2022 Actual
<b>Revenue</b>				
Revenue from the Crown - Operating	1	31,248	31,247	37,664
Revenue from the Crown – Prime Minister’s Scholarship	1	3,750	3,750	3,750
Other Revenue – Manaaki New Zealand Scholarship Programme <sup>2</sup>		4,736	-	-
Other revenue	2	914	500	193
Interest revenue		478	68	110
<b>Total revenue</b>		<b>41,126</b>	<b>35,565</b>	<b>41,717</b>
<b>Expenditure</b>				
Personnel costs	3	15,405	14,009	14,576
Other expenses	4	17,200	17,593	23,078
Prime Minister’s Scholarship expenses	5	3,739	3,750	3,753
Manaaki New Zealand Scholarship expenses <sup>3</sup>	6	4,736	-	-
Depreciation and amortisation expenses	10, 11	225	213	211
<b>Total expenditure</b>		<b>41,305</b>	<b>35,565</b>	<b>41,618</b>
<b>Surplus / (Deficit)</b>		<b>(179)</b>	<b>-</b>	<b>99</b>
<b>Other comprehensive revenue / (expense)</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Total comprehensive revenue / (expense)</b>		<b>(179)</b>	<b>-</b>	<b>99</b>

The accompanying notes form an integrated part of these financial statements.

<sup>2</sup> MFAT is responsible for the appropriation that funds the MNZSP and retains responsibility for strategic decisions in relation to the programme. This includes decisions such as scholar allocations and profiles, high-level budgets for cohorts and courses, and operating expenses. ENZ’s responsibilities are for delivery of the programme, which includes management of scholar selection and placement processes, and management of funding processes for institutions hosting MNZSP scholars.

<sup>3</sup> Manaaki New Zealand Scholarship Programme expenses include fees paid to third parties for management of scholarship selection and administration, personnel costs, and operating expenses including marketing and promotion of MNZSP.

## Statement of financial position as at 30 June 2023

\$000	Note	2023 Actual	2023 Budget	2022 Actual
<b>Assets</b>				
Current assets				
Cash and cash equivalents*	7	10,168	711	6,129
Receivables*	8	6,586	250	497
Investments	9	4,500	4,500	5,000
Prepayments		586	300	274
<b>Total current assets</b>		<b>21,840</b>	<b>5,761</b>	<b>11,900</b>
Non-current assets				
Property, plant, and equipment	10	164	87	176
Intangible assets	11	331	-	136
<b>Total non-current assets</b>		<b>495</b>	<b>87</b>	<b>312</b>
<b>Total assets</b>		<b>22,335</b>	<b>5,848</b>	<b>12,212</b>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Payables*	12	18,188	2,000	7,934
Employee entitlements	13	1,198	800	1,172
Provisions	14	-	250	-
<b>Total current liabilities</b>		<b>19,386</b>	<b>3,050</b>	<b>9,106</b>
<b>Non-current liabilities</b>				
Employee entitlements	13	141	-	127
Provisions	14	90	-	82
<b>Total non-current liabilities</b>		<b>231</b>	<b>-</b>	<b>209</b>
<b>Total liabilities</b>		<b>19,617</b>	<b>3,050</b>	<b>9,315</b>
<b>Net assets</b>		<b>2,718</b>	<b>2,798</b>	<b>2,897</b>
<b>Equity</b>				
Accumulated surplus/(deficit)		2,897	2,798	2,798
Total comprehensive revenue/(expense)		(179)	-	99
<b>Total equity</b>		<b>2,718</b>	<b>2,798</b>	<b>2,897</b>

The accompanying notes form an integrated part of these financial statements.

\* includes Manaaki New Zealand Scholarships Programme

## Statement of changes in equity for the year ended 30 June 2023

\$000	Note	2023 Actual	2023 Budget	2022 Actual
Balance at 1 July		2,897	2,798	2,798
<b>Comprehensive revenue and expense</b>				
Total comprehensive revenue / (expense)		(179)	-	99
<b>Balance at 30 June</b>		<b>2,718</b>	<b>2,798</b>	<b>2,897</b>

The accompanying notes form an integrated part of these financial statements.

## Statement of cash flows for the year ended 30 June 2023

\$000	Note	2023 Actual	2023 Budget	2022 Actual
<b>Cash flows from operating activities</b>				
Receipts from the Crown - Operating		31,248	34,997	37,664
Receipts from the Crown – Prime Minister’s Scholarship		3,750	-	3,750
Other Receipts – Manaaki New Zealand Scholarship		21,607	-	-
Receipts from other revenue		888	500	183
Payments to suppliers*		(40,140)	(21,543)	(23,566)
Payments to employees*		(14,281)	(14,009)	(12,287)
Goods and services tax (GST)		448	-	47
<b>Net cash flow from operating activities</b>	<b>15</b>	<b>3,520</b>	<b>(55)</b>	<b>5,791</b>
<b>Cash flows from investing activities</b>				
Payments for new term deposits		(3,000)	-	(3,000)
Interest received		428	68	94
Purchase of property, plant, and equipment		(89)	(90)	(170)
Receipt from sale of property, plant & equipment		-	-	-
Purchase of intangible assets		(320)	-	-
Receipt from maturity of term deposits		3,500	-	2,500
<b>Net cash flows from investing activities</b>		<b>519</b>	<b>(22)</b>	<b>(576)</b>
<b>Net cash flows from financing activities</b>				
Net increase/(decrease) in cash and cash equivalents		4,039	(77)	5,215
Cash and cash equivalents at the beginning of the year		6,129	788	914
<b>Cash and cash equivalents at the end of the year</b>		<b>10,168</b>	<b>711</b>	<b>6,129</b>

The accompanying notes form an integrated part of these financial statements.

\* includes Manaaki New Zealand Scholarships Programme.

# NOTES TO THE FINANCIAL STATEMENTS

## 1. Statement of accounting policies

### Reporting entity

Education New Zealand (ENZ) is a Crown entity as defined by the Crown Entities Act 2004 and was established on 1 September 2011 under the Education Act 1989 (which was superseded by the Education and Training Act 2020). As such ENZ's ultimate parent is the New Zealand Crown. ENZ is funded primarily by government through Vote Tertiary Education.

ENZ's primary objective is to provide services to the New Zealand public as opposed to that of making a financial return. Accordingly, ENZ has designated itself as a public benefit entity (PBE) for the purposes of the New Zealand Equivalents to International Public-Sector Accounting Standards (IPSAS). ENZ is domiciled in New Zealand. ENZ's statutory functions are set out in Appendix One.

These financial statements are for the year ended 30 June 2023 and were approved by the Board on 31 October 2023.

### Basis of preparation

ENZ's financial statements have been prepared on a going concern basis.

### Statement of compliance

The financial statements have been prepared in accordance with the requirements of the Crown Entities Act 2004 and Education and Training Act 2020, which includes the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP).

The financial statements have been prepared and presented in accordance with Tier 1 PBE accounting standards. ENZ qualifies under the Tier 1 reporting framework as it is a public benefit entity with total annual expenditure in excess of \$30 million.

The financial statements comply with PBE accounting standards.

Education New Zealand was required under section 156(3)(b) of the Crown Entities Act 2004 to complete its audited financial statements and service performance information by 31 October 2023.

### Measurement base

The financial statements have been prepared on an historical cost basis.

### Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000), unless otherwise stated.

### Changes in accounting policy

There have been no changes in ENZ's accounting policies since the date of the last audited financial statements, apart from:

PBE IPSAS 41 replaces PBE IFRS 9 Financial Instruments and is effective for the year ending 30 June 2023. ENZ has assessed that there will be little change as a result of adopting the new standard as the requirements are similar to those contained in PBE IFRS 9.

PBE FRS 48 Service Performance Reporting - PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 Presentation of Financial Statements and its effective for the year ending 30 June 2023. The Standard establishes requirements for the selection and presentation of service performance information. The adoption of this standard had resulted in additional disclosures to the standard of service performance.

## Standards issued and not yet effective and not early adopted

Standards and amendments, issued but not yet effective that have not been early adopted, and which are relevant to ENZ are:

### Amendments to PBE IPSAS 1 Disclosure of Fees for Audit Firms' Services

The amendments to PBE IPSAS 1 requires entities to disclose the fees incurred for services from its audit, a description of each service using specified categories of audit of the financial report and other non-audit services. Application of this amendment is required for accounting periods beginning on or after 1 January 2024, with early application permitted. ENZ has not assessed the impact on financial statements and does not intend to early adopt the standard.

### Amendments to PBE IFRS 17 Insurance Contracts in the Public Sector

The amending standard modifies some of the requirements in PBE IFRS 17 Insurance Contracts for its application by public sector entities. Application of these amendments is required for accounting periods beginning or after 1 January 2026. Application is permitted for accounting periods that begins before 1 January 2026 but have not ended or do not end before 20 July 2023. ENZ has not assessed the impact on financial statements and does not intend to early adopt the standard.

## Significant accounting policies

The following accounting policies, which significantly affect the measurement of financial performance and of financial position, have been consistently applied.

### Revenue

Revenue is measured at fair value and is recognised as income when earned and is reported in the financial period to which it relates.

### Revenue from the Crown

ENZ is primarily funded through revenue received from the Crown, which is restricted in its use for the purpose of ENZ meeting the objectives specified in our Statement of Intent and Statement of Performance Expectations.

### Other revenue

Participants were charged to attend events. ENZ's International Education Conference (NZIEC) held in August 2022 was an online delivery approach. We recovered some of the cost of the 2022 NAFSA: Association of International Educators Conference and other events that promote education in New Zealand (education and fairs and agent seminars) from participants.

### Interest revenue

Interest revenue is recognised using the effective interest method.

## Co-funding expenditure

Co-funding arrangements were approved and administered by ENZ for a variety of sector initiatives. Subsequent payment of the co-funding amounts is dependent on the recipient meeting terms and conditions laid out in the co-funding contract between ENZ and the recipient.

At balance date each individual co-funding arrangement is assessed to determine the extent to which the conditions attached to the funding have been satisfied and therefore the amount of funds that will be granted.

Co-funding arrangements with unfulfilled conditions are recognised as a future commitment.

## Foreign currency transactions

Foreign currency transactions are translated into New Zealand dollars using the spot exchange rate at the date of the transaction.

## Operating leases

Leases that do not transfer substantially all the risks and rewards incidental to ownership of an asset to ENZ are classified as operating

leases. Lease payments under an operating lease are recognised as an expense on a straight-line basis over the term of the lease in the statement of comprehensive revenue and expense.

## Scholarships

ENZ approves and administers the granting of scholarships, both for New Zealand students to study abroad and for international students to study in New Zealand.

Scholarship costs are recognised as expenditure on awarding of the scholarship.

## Cash and cash equivalents

Cash and cash equivalents include cash on hand, deposits held on call with banks, and other short-term, highly liquid investments with original maturities of three months or less.

## Receivables

Short-term receivables are recorded at the amount due, less an allowance for credit losses. ENZ applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables.

In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due.

Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators are that there is no reasonable expectation of recovery include the debtor being in liquidation.

## Investments

### Bank term deposits

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

## Property, plant, and equipment

Property, plant, and equipment asset classes consist of leasehold improvements and make-good, computer hardware, furniture and office equipment and a motor vehicle.

Property, plant, and equipment are shown at cost, less accumulated depreciation, and impairment losses.

### Additions

The initial and any subsequent cost of an item of property, plant, and equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to ENZ and the cost of the item can be measured reliably.

Work in progress (assets under construction) is recognised at cost.

In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired through a non-exchange transaction it is recognised at its fair value as at the date of acquisition.

The costs of day-to-day servicing of property, plant and equipment are recognised in the statement of comprehensive revenue and expense as incurred.

### Disposals

Gains and losses on disposals are determined by comparing the sale proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the statement of comprehensive revenue and expense.

### Depreciation

Depreciation is provided on a straight-line basis at rates that will write down the cost (or valuation) of the assets over their useful economic lives. The useful economic lives and associated depreciation rates of major asset classes have been estimated as follows:

Furniture & office equipment	5 years or 20.0% per annum
Computer hardware	3 years or 33.3% per annum
Leasehold improvements & make-good	The lesser of either 10 years, with an annual depreciation rate of 10%, or over the remaining term of the lease of the building that has been fitted out

## Intangible assets

### Software development

Any costs directly attributable to developing internal software applications and digital services in order to bring them into operation are recognised as an intangible asset.

Costs associated with maintaining intangible assets are recognised as an expense when incurred.

### Amortisation

Amortisation begins when the intangible asset is available for use and ceases at the date that the asset is de-recognised. The amortisation charge for each period is recognised in the statement of comprehensive revenue and expense. The useful economic life and associated amortisation rate of the major class of intangible asset owned by ENZ has been estimated as follows:

Internally developed software	4 years or 25.0% per annum
-------------------------------	----------------------------

### Impairment of property, plant and equipment and intangible assets

Property, plant, and equipment and intangible assets that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such an indication exists, and where the carrying values exceed the estimated recoverable amount, an asset is written down to its recoverable amount. Losses resulting from impairment are reported in the statement of comprehensive revenue and expense.

## Payables

Payables are recorded at their face value.

## Employee entitlements

### Short term employee entitlements

Employee entitlements that ENZ expects to be settled within 12 months of balance date are measured at undiscounted nominal values based on accrued entitlements at current rates of pay. This includes salaries and wages accrued up to balance date and annual leave earned, but not yet taken, at balance date.

ENZ recognises a liability and an expense for a bonus where there is a likelihood it will be paid.

### Long term employee entitlements

Employee entitlements which are due to be settled beyond 12 months which include provisions for post-employment benefits payable to some employees upon cessation of employment are reported at current value.

## Superannuation schemes

### Defined contribution schemes

Our obligations for contributions to KiwiSaver are accounted for as a defined contribution superannuation scheme and recognised in the statement of comprehensive revenue and expense.

## Provisions

A provision is recognised for future expenditure of uncertain amount or timing when there is a present obligation (either legal or constructive) as a result of a past event, and it is probable that an outflow of future economic benefits will be required to

settle the obligation, and a reliable estimate can be made of the amount of the obligation.

### **Lease make-good**

Where there is an indication or expectation from the lessor that a building is to be returned to its original condition at the end of the lease period, a provision for the estimated cost to make good the premise is made – see note 14 Provisions. Lease make-good provisions are recorded at cost and are recognised on a straight-line basis over the period of the lease.

### **Equity**

Equity is comprised of accumulated funds and is measured as the difference between total assets and total liabilities.

### **Goods and services tax (GST)**

All items in the financial statements, including appropriation statements, are stated exclusive of GST, except for receivables and payables, which are stated on a GST-inclusive basis. Where GST is not recoverable as input tax, then it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, Inland Revenue is included as part of receivables or payables in the statement of financial position.

The net GST paid to, or received from, Inland Revenue (including the GST relating to investing activities), is classified as an operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

### **Income tax**

We are a public authority and consequently are exempt from income tax. Accordingly, no provision has been made for income tax.

### **Budget**

The budget was approved by the Board and presented in ENZ's Statement of Performance Expectations 2022-2023. The budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Board in preparing these financial statements. See note 22 Explanation of major variances against budget, for further information where Actual differs to Budget.

### **Critical accounting judgments, estimates and assumptions**

In preparing these financial statements we have made estimates and assumptions concerning the future. These estimates and assumptions may differ from subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed reasonable under the circumstances.

ENZ has exercised judgment when recognising expenditure on co-funding agreements, to determine if conditions of the arrangement have been fulfilled. Unfulfilled conditions are treated as future commitments – see note 14 Provisions.

A provision has been made for future restoration costs relating to make-good clauses on office rental leases. The calculation of this provision requires assumptions as to the extent, if any, that landlords will enforce the lease make-good clauses and estimates of the cost of restoration. These uncertainties may result in future actual expenditure differing from amounts currently provided. Provisions are periodically reviewed and updated, based on information available at the time. The carrying amounts are disclosed in note 14 Provisions.

## 2. Other revenue

\$000	2023 Actual	2022 Actual
Other revenue under exchange transactions		
Recoveries for events and fairs	599	107
Gain on sale of property, plant, and equipment	-	-
Other revenue	92	48
<b>Total other revenue under exchange transactions</b>	<b>691</b>	<b>155</b>
Other revenue under non-exchange transactions		
Other revenue	223	38
<b>Total other revenue under non-exchange transactions</b>	<b>223</b>	<b>38</b>
<b>Total other revenue</b>	<b>914</b>	<b>193</b>

## 3. Personnel costs

\$000	2023 Actual	2022 Actual
Salaries and wages	13,351	11,882
Other personnel related costs	781	697
Contractors	933	1,377
Retirement costs	43	178
Employer contributions to KiwiSaver	334	286
Increase / (Decrease) in annual leave	(51)	144
Increase in post-employment benefits	14	12
<b>Total personnel costs</b>	<b>15,405</b>	<b>14,576</b>

## 4. Other expenses

\$000	2023 Actual	2022 Actual
Audit fees to Audit New Zealand for audit of financial statements <sup>4</sup>	88	70
Board member remuneration	126	125
Advertising, events, and fairs	4,876	4,360
Research, policy, and other advice (including CRRF)	7,413	13,126
Staff travel	1,138	517
Operating lease expenses	324	503
Co-funding arrangements	-	824
Other operating expenses	3,235	3,553
<b>Total other expenses</b>	<b>17,200</b>	<b>23,078</b>

<sup>4</sup> Total Audit fees to Audit New Zealand for audit of 2023-24 financial statements total \$120,000, see note 6 for Manaaki New Zealand Scholarships Programme related audit fees.

See Note 22 'Explanation of major variances against budget' – for an explanation of the difference between 2023 and 2022 Actual expenditure.

## Operating lease

ENZ has lease agreements in place for Wellington until 31 July 2032, Auckland until 31 December 2028, and Christchurch has no set end date but terminable upon three months' notice.

The future aggregate minimum lease and sub-lease payments to be made under non-cancellable operating leases were as follows:

\$000	2023 Actual	2022 Actual
Not later than one year	527	435
Later than one year and not later than five years	1,990	27
Later than five years	1,636	-
<b>Total non-cancellable operating leases</b>	<b>4,153</b>	<b>462</b>

## 5. Prime Minister's Scholarship expenses

\$000	2023 Actual	2022 Actual
Prime Minister's Scholarships for Asia	2,757	2,749
Prime Minister's Scholarships for Latin America	982	1,004
<b>Total scholarship expenses</b>	<b>3,739</b>	<b>3,753</b>

Prime Minister's Scholarships for Asia and Latin America are granted to scholars, researchers, and teachers to undertake placements abroad and to participate in reciprocal education exchange arrangements with partner countries in selected areas of priority study, teaching and research. These scholarships are funded through the Awards for outbound New Zealand students appropriation. New scholarships were awarded in 2022/23 of \$3.739 million.

## 6. Manaaki New Zealand Scholarship

\$000	2023 Actual	2022 Actual
Manaaki Scholarship management fees	2,667	-
Personnel costs	1,506	-
Audit fees to Audit New Zealand for audit of financial statements	32	-
Operating expenses	531	-
<b>Total Manaaki New Zealand Scholarship expenses</b>	<b>4,736</b>	<b>-</b>

ENZ assumed responsibility for operational management of the Manaaki New Zealand Scholarships Programme (MNZSP) from 1 November 2022.

## 7. Cash and cash equivalents

The on-call account earned interest at rates set by the bank. ENZ had cash and cash equivalents at 30 June 2023 of \$10.168 million (30 June 2022: \$6.129 million).

## 8. Receivables

\$000	2023 Actual	2022 Actual
Receivables under exchange transactions		
Interest receivable from bank	50	17
Receivables from the sale of services	77	50
Receivables from the operating of Manaaki Scholarships	447	-
<b>Total receivables under exchange transactions</b>	<b>574</b>	<b>67</b>
Receivables under non-exchange transactions	-	-
Receivables from the Manaaki Scholarships	6,012	-
Goods and services tax (GST) receivable	-	430
Total receivables under non-exchange transactions	<b>6,012</b>	<b>430</b>
<b>Total receivables</b>	<b>6,586</b>	<b>497</b>

The aging profile of receivables at 30 June 2023 was:

\$000	2023 Actual	2022 Actual
Not past due	6,538	490
Past due by 1 – 30 days	28	7
Past due by 31 – 60 days	20	-
<b>Total</b>	<b>6,586</b>	<b>497</b>

All receivables greater than 30 days in age were past due. There were no movements in the provision for impairment of receivables in 2022/23 (2021/22: nil).

## 9. Investments

Our investments comprised of term deposits with maturity dates no greater than 180 days. Investments are measured at face value plus accrued interest, with no allowance for expected losses. ENZ had investments of \$4.500 million at 30 June 2023 (30 June 2022: \$5.000 million).

## 10. Property, plant, and equipment

Movements for each class of property, plant and equipment were as follows:

\$000	Furniture & office equipment	Computer hardware	Motor vehicles	Leasehold improvements & make-good	Total
<b>Cost</b>					
Balance at 1 July 2021	63	295	-	332	690
Additions/transfers at cost	-	170	-	-	170
Disposals	-	(56)	-	-	(56)
<b>Balance at 30 June 2022</b>	<b>63</b>	<b>409</b>	<b>-</b>	<b>332</b>	<b>804</b>
Balance at 1 July 2022	63	409	-	332	804
Additions/transfers at cost	-	17	-	70	87
Disposals	-	(93)	-	-	(93)
<b>Balance at 30 June 2023</b>	<b>63</b>	<b>333</b>	<b>-</b>	<b>402</b>	<b>798</b>
<b>Accumulated depreciation</b>					
Balance at 1 July 2021	62	209	-	332	603
Depreciation expense	1	80	-	-	81
Elimination on disposal	-	(56)	-	-	(56)
<b>Balance at 30 June 2022</b>	<b>63</b>	<b>233</b>	<b>-</b>	<b>332</b>	<b>628</b>
Balance at 1 July 2022	63	233	-	332	628
Depreciation expense	-	93	-	6	99
Elimination on disposal	-	(93)	-	-	(93)
<b>Balance at 30 June 2023</b>	<b>63</b>	<b>233</b>	<b>-</b>	<b>338</b>	<b>634</b>
<b>Carrying amounts</b>					
Balance at 1 July 2021	-	86	-	-	86
Balance at 1 July 2022	-	176	-	-	176
<b>Balance at 30 June 2023</b>	<b>-</b>	<b>100</b>	<b>-</b>	<b>64</b>	<b>164</b>

## Capital commitments

As at 30 June 2023, ENZ had nil commitments in respect of property, plant, and equipment (30 June 2022: nil).

## 11. Intangible assets

ENZ's intangible assets are all classified as internally developed software. At 30 June 2023, the assets in this class consisted of ENZ digital properties and the ICT operating environment.

There have been no indicators that the useful economic lives of our internally developed software assets will be materially different to that estimated when they became available for use.

Movements for the internally developed software asset class were as follows:

\$000	Internally developed software	Assets under construction	Total
<b>Cost</b>			
Balance at 1 July 2021	1,003	-	1,003
Additions/transfers at cost	-	-	-
Disposals	-	-	-
<b>Balance at 30 June 2022</b>	<b>1,003</b>	<b>-</b>	<b>1,003</b>
Balance at 1 July 2022	1,003	-	1,003
Additions/transfers at cost	-	320	320
Disposals	(415)	-	(415)
<b>Balance at 30 June 2023</b>	<b>588</b>	<b>320</b>	<b>908</b>
<b>Accumulated depreciation</b>			
Balance at 1 July 2021	736	-	736
Depreciation expense	131	-	131
Elimination on disposal	-	-	-
<b>Balance at 30 June 2022</b>	<b>867</b>	<b>-</b>	<b>867</b>
Balance at 1 July 2022	867	-	867
Depreciation expense	125	-	125
Elimination on disposal	(415)	-	(415)
<b>Balance at 30 June 2023</b>	<b>577</b>	<b>-</b>	<b>577</b>
<b>Carrying amounts</b>			
Balance at 1 July 2021	267	-	267
Balance at 1 July 2022	136	-	136
<b>Balance at 30 June 2023</b>	<b>11</b>	<b>320</b>	<b>331</b>

## Capital commitments

As at 30 June 2023, ENZ had nil commitments in respect of intangible assets (30 June 2022: nil).

## 12. Payables

\$000	2023 Actual	2022 Actual
Payables under exchange transactions		
Creditors	1,602	5,502
Accrued expenses	1,959	1,433
Income in advance <sup>5</sup>	24	-
Manaaki New Zealand Scholarships payable	122	-
<b>Total payables under exchange transactions</b>	<b>3,707</b>	<b>6,935</b>
Payables under non-exchange transactions		
Fringe benefit tax payable	9	9
Goods and services tax (GST) payable	19	-
Co-funding payable	-	-
Scholarships payable	366	990
Payables from Manaaki Scholarships	2,087	-
Advance from Manaaki Scholarships	12,000	-
<b>Total payables under non-exchange transactions</b>	<b>14,481</b>	<b>999</b>
<b>Total payables</b>	<b>18,188</b>	<b>7,934</b>

## 13. Employee entitlements

\$000	2023 Actual	2022 Actual
Current Portion		
Accrued salaries and wages	388	340
Annual leave	810	832
<b>Total current portion</b>	<b>1,198</b>	<b>1,172</b>
Non-current portion		
Post-employment benefits	141	127
<b>Total non-current portion</b>	<b>141</b>	<b>127</b>
<b>Total employee entitlements</b>	<b>1,339</b>	<b>1,299</b>

Post-employment benefits are accrued for offshore employees where there is a requirement to make an end of service payment under local labour laws and regulations. During the year one staff members received post-employment benefits totalling \$2,091. (June 2022: one staff member received \$1,568).

<sup>5</sup> MFAT made an advance payment at the commencement of the ENZ management of the MNZSP. This advance payment is currently \$12 million and provides ENZ with sufficient cover for the payment of scholarship expenses to providers.

## 14. Provisions

\$000	2023 Actual	2022 Actual
Current portion		
Co-funding arrangements	-	-
<b>Total current portion</b>	<b>-</b>	<b>-</b>
Non-current portion		
Lease make-good	88	53
Deferred rent	2	29
<b>Total non-current portion</b>	<b>90</b>	<b>82</b>
<b>Total provisions</b>	<b>90</b>	<b>82</b>

Movements for each class of provision were as follows:

\$000	Co-funding arrangements	Lease make-good	Deferred rent	Total
Cost				
Balance at 1 July 2021	-	53	57	110
Additional provisions made	-	-	-	-
Amounts used	-	-	(28)	(28)
<b>Balance at 30 June 2022</b>	<b>-</b>	<b>53</b>	<b>29</b>	<b>82</b>
Balance at 1 July 2022	-	53	29	82
Additional provisions made	-	35	-	35
Amounts used	-	-	(27)	(27)
<b>Balance at 30 June 2023</b>	<b>-</b>	<b>88</b>	<b>2</b>	<b>90</b>

### Lease make-good

ENZ is required to return any leased premise to its original state at the expiry of the lease. See note 1 Statement of Accounting Policies: Critical accounting judgments, estimates and assumptions, for further information.

### Deferred rent

ENZ signed a new lease agreement for Wellington until 31 July 2032. A rent-free period was provided as an incentive which will be recognised across the duration of the new agreement.

## 15. Reconciliation of net deficit to net cash flow from operating activities

\$000	2023 Actual	2022 Actual
<b>Surplus</b>	<b>(179)</b>	<b>99</b>
Add non-cash items		
Depreciation and amortisation expense	225	211

<b>Total non-cash items</b>	<b>225</b>	<b>211</b>
Add / (Less) items classified as investing or financing activities		
Interest received	(428)	(94)
Gain on disposal of property, plant, and equipment	-	-
<b>Total items classified as investing or financing activities</b>	<b>(428)</b>	<b>(94)</b>
Add / (Less) movements in statement of financial position items		
(Increase) / Decrease in receivables	(6,514)	(17)
(Increase) / Decrease in prepayments	(312)	838
Increase / (Decrease) in payables	10,230	4,531
Increase / (Decrease) in provisions	8	(27)
Increase / (Decrease) in employee entitlements	40	204
(Increase) / Decrease in Goods and Services tax (GST)	450	47
<b>Net movements in working capital items</b>	<b>3,902</b>	<b>5,576</b>
<b>Net cash flow from operating activities</b>	<b>3,520</b>	<b>5,792</b>

## 16. Contingent assets and liabilities

ENZ had no contingent assets as at 30 June 2023 (30 June 2022: none).

Employment investigation

ENZ has engaged a law firm to investigate complaints made under the Protected Disclosures Act. This investigation is currently in progress. (30 June 2022: none).

## 17. Related party transactions

Education New Zealand is a wholly owned entity of the Crown.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those it is reasonable to expect that we would have adopted in dealing with the party at arm's length in the

same circumstances. Further, transactions with other government agencies (e.g. Government departments and Crown funded tertiary institutions) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## Related party transactions required to be disclosed

There were no material related party transactions required to be disclosed.

## Key management personnel

ENZ's key management personnel are the Board, Chief Executive, and the Senior Leadership team. The remuneration and full time equivalent of key management personnel was:

\$	2023 Actual	2022 Actual
Board members Remuneration	126,224	124,671
Full-time equivalent members	0.83	0.85
Leadership Team		
Remuneration	2,320,099	1,822,594
Full-time equivalent members	8.87	7.00
<b>Total key management personnel remuneration</b>	<b>2,446,323</b>	<b>1,947,265</b>
<b>Total full-time equivalent personal</b>	<b>9.70</b>	<b>7.85</b>

The full-time equivalent for Board members was determined using the number of days of commitment to ENZ per annum, as set out in each member's letter of appointment to the Board. The full-time equivalent for the Senior Leadership team, including the Chief Executive, was determined using the contracted hours, as set out in each member's employment agreement.

## 18. Remuneration

### Board remuneration

\$000	2023 Actual	2022 Actual
S Maharey (Chair to 31 March 2023)	25	34
T Bridges (Chair from 1 April 2023)	8	-
L Provost (Deputy Chair)	21	21
D Arseneau (from 1 April 2023)	4	-
Z Jalil (from 31 January 2022)	17	7
L Sissons	17	17
R Tuwhangai	17	17
D Wilson	17	17
V Spackman (to 22 December 2021)	-	8
S Vijayakumar (Future Director) (to 31 January 2022)	-	4
<b>Total remuneration</b>	<b>126</b>	<b>125</b>

During the year, the former Board Chair received a gift valued at \$98 excluding GST in relation to cessation (2021/22: \$nil).

## Employee remuneration

During the year one staff member received compensation and other benefit payments in relation to cessation totalling \$42,500 (2021/22: four staff members received \$178,375).

We hold Directors and Officers Liability and Professional Indemnity insurance which provides protection to Board members and senior management for wrongful acts or professional mistakes committed whilst carrying out their duties associated with the management of the organisation.

## 19. Events after balance date

There were no significant events after balance date.

## 20. Financial instruments

ENZ, as part of its everyday operations, is party to financial instruments that have been recognised in our financial statements. These financial instruments include accounts payable and accounts receivable, cash and term deposits.

All financial instruments are recognised in the statement of financial position, and revenues and expenses in relation to all financial instruments are recognised in the statement of comprehensive revenue and expense.

### A. Financial instrument categories

The carrying amounts of financial assets and liabilities were:

\$000	2023 Actual	2022 Actual
Cash, receivables, and investments		
Cash and cash equivalents	10,168	6,129
Receivables	6,586	497
Investments	4,500	5,000
<b>Total cash, receivables, and investments</b>	<b>21,254</b>	<b>11,626</b>
Payables		
Payables	18,188	7,934
<b>Total payables</b>	<b>18,188</b>	<b>7,934</b>

### B. Financial instrument risks

Our activities expose us to the following financial instrument risks: market risk, credit risk and liquidity risk. We have policies and procedures to manage the risks associated with financial instruments. These policies and procedures do not allow us to enter any transactions that are speculative in nature.

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates.

We limit our exposure to fair value interest rate risk by placing funds in bank term deposits with maturity dates no greater than 180 days. ENZ does not actively manage our exposure to fair value interest rate risk.

#### Fair value interest rate risk

## Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates.

ENZ maintains an on-call bank account denominated in New Zealand dollars. However, we do purchase goods and services overseas that require us to enter transactions denominated in foreign currencies. This activity exposes us to currency risk.

## Credit risk

Credit risk is the risk that a third party will default on its obligations causing us to incur loss.

In the normal course of business ENZ is exposed to credit risk from cash and term

deposits held with banks and receivables. For each of these the maximum credit exposure is best represented by the carrying amount in the statement of financial position. There have been no defaults in the payment of interest or return of principal on our term deposits. ENZ limits its credit risk by only placing funds in an on-call account or term deposits held with banks registered in New Zealand that have a minimum Standard and Poor's credit rating of AA-.

## Credit quality of financial assets

The credit quality of financial assets that are neither past due nor impaired can be assessed by reference to Standard and Poor's credit ratings.

The credit quality of ENZ's financial assets as at 30 June 2023 was:

\$000	2023 Actual	2022 Actual
Counterparties with credit ratings AA-		
Cash at bank and term deposits	14,668	11,129
Receivables	6,504	17
<b>Total counterparties with credit ratings AA-</b>	<b>21,172</b>	<b>11,146</b>
Counterparties without credit ratings		
Receivables with no defaults in the past	82	480
<b>Total counterparties without credit ratings</b>	<b>82</b>	<b>480</b>

## Liquidity risk

### Management of liquidity risk

Liquidity risk is the risk that ENZ will not have enough cash on hand to meet commitments as they fall due. ENZ manages liquidity risk by continuously monitoring cash flow requirements.

### Contractual maturity analysis of financial liabilities

Our financial liabilities were payables. All our payables fell due within three months. The carrying amount of payables was equivalent to the contractual cash flows, as ENZ expected to make all payments by the due date.

## 21. Capital management

Equity is comprised of accumulated funds and is measured as the difference between total assets and total liabilities.

ENZ is subject to the financial management and accountability provisions of the Crown Entities Act 2004. The Act imposes

restrictions in relation to borrowings, acquisition of securities, issuing guarantees and indemnities and the use of derivatives.

ENZ has complied with the provisions of the Act for the year ended 30 June 2023.

## 22. Explanation of major variances against budget

In preparing these financial statements we have made estimates and assumptions concerning the future. ENZ has not identified any material uncertainties in our financial statements from the ongoing impact of COVID-19.

Explanations for major variances from the budgeted figures presented in the Statement of Performance Expectations 2022-2023 are as follows:

Actual other revenue was higher than Budget largely because we received more recoveries from events and fairs.

Actual interest revenue was higher than budget due to assuming a lower interest rate, and interest revenue was earned on funding received to deliver the NZ Manaaki Scholarship programme which was unbudgeted in the SPE.

The major shifts in annual operating expenditure from 2021/22 to 2022/23 are outlined below.

Total personnel costs increased from \$14.576m to \$15.405m as ENZ evaluated our organisation and culture in a review called Fit for Purpose. The purpose of the review was to help us better respond to changes in the world from the COVID-19 pandemic, and to improve our evolving contribution to:

- the sector
- fellow government agencies
- our partners, including Maori, and
- our global connections.

The changes we made after the review.

- Reviewed the structure of our organisation
- Reviewed roles, particularly at Tier 2 and Tier 3, to provide greater clarity and accountability
- Increased engagement with the sector, with 2 dedicated groups (Sector Services and Sector Engagement leading this work.

- Established a dedicated operations team to ensure that all our activities are robustly focused on performance and impact.
- Reviewed delegations and responsibilities to provide more timely and effective decision-making
- Created more learning and development resources and opportunities for staff
- Developed and improved our Performance Management Framework
- Reinforced the values and culture of our organisation (Nga Manapou)

Advertising, events, and fairs expenditure increased from \$4.360m last year to \$4.876m this year. Our global connections work programme continues to underpin our marketing activity. Since the border re-opened ENZ has restarted its global marketing programme to target international students for enrolment into semester 1 2023 study. ENZ has continued to maintain awareness and brand protection campaign activity and completed agent co-investment, events, and student fairs across key student recruitment markets.

Research, policy, and other advice expenditure decreased from \$13.126m last year to \$7.413m this year. This includes funding from the COVID-19 response and recovery (CRRF) plan to undertake a work programme to diversify education products and services, and digital and offshore delivery modes. Pilot projects identified for investment through the Project Innovation Fund presented final results and findings. The Study with New Zealand Online platform was also delivered for New Zealand education providers to showcase online courses that demonstrated New Zealand's areas of expertise. In the previous year one-off CRRF funding was provided for brand, marketing and comms to promote New Zealand when the border opened.

Staff travel expenditure increased from \$0.517m last year to \$1.138m this year as domestic and international travel restrictions were removed, with staff accompanying Prime Minister's and Ministerial visits to Vietnam, Thailand, Korea, Indonesia, Singapore Japan, and China, along with the Education Minister's visit International Summit on the Teaching Profession (ISTP) in the United States and Canada.

Other operating expenses decreased from \$3.553m last year to \$3.235m this year. ENZ

continued to provide financial support for sector peak bodies, and regular professional development workshops and updated online resources to help retain the capability and skills that will be needed to rebuild the sector, along with the provision of data and market insights for Industry and other stakeholders.

The Prime Minister's Scholarships for Asia and Latin America were awarded to successful recipients. New scholarships of \$3.739 million were awarded in 2022/23

## 23. Manaaki New Zealand Scholarship Programme

During the year the Ministry of Foreign Affairs and Trade (MFAT) and ENZ signed a partnership agreement on 5 July 2022. The agreement saw ENZ assume responsibility for operational management of the Manaaki New Zealand Scholarships Programme (MNZSP) from 1 November 2022.

MFAT is responsible for the appropriation that funds the MNZSP and retains responsibility for strategic decisions in relation to the programme. This includes decisions such as scholar allocations and intake profiles, high-level budgets for cohorts and courses, and

operating expenses. ENZ's responsibilities are for delivery of the programme, which includes management of scholar selection and placement processes, and management of funding processes for institutions hosting MNZSP scholars.

The arrangement will harness MFAT and ENZ's individual expertise and strengths to the benefit of New Zealand Government's Manaaki New Zealand Scholarships Programme and to broader New Zealand Government foreign policy and international education objective.

## Statement of comprehensive revenue and expense for the year ended 30 June 2023

\$000	2023 Actual	2023 Budget
<b>Revenue</b>		
Other Revenue - Manaaki New Zealand Scholarship Programme	23,325	26,724
<b>Total revenue</b>	<b>23,325</b>	<b>26,724</b>
<b>Expenditure</b>		
Manaaki Scholarship expenses	23,325	26,724
<b>Total expenditure</b>	<b>23,325</b>	<b>26,724</b>
<b>Surplus / (Deficit)</b>	-	-
<b>Other comprehensive revenue / (expense)</b>	-	-
<b>Total comprehensive revenue / (expense)</b>	-	-

# INDEPENDENT AUDITOR'S REPORT

# PŪRONGO KAIAROTAKE MOTUHAKE

AUDIT NEW ZEALAND  
Mana Arotake Aotearoa

## Independent Auditor's Report

### To the readers of Education New Zealand's financial statements and performance information for the year ended 30 June 2023

The Auditor-General is the auditor of Education New Zealand (ENZ). The Auditor-General has appointed me, Ajay Sharma, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and the performance information, including the performance information for appropriations, of ENZ on his behalf.

#### Opinion

We have audited:

- the financial statements of ENZ on pages 63 to 85, that comprise the statement of financial position as at 30 June 2023, the statement of comprehensive revenue and expenses, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements including a summary of significant accounting policies and other explanatory information; and
- the performance information which reports against ENZ's statement of performance expectations and appropriations for the year ended 30 June 2023 on pages 38 to 57.

In our opinion:

- the financial statements of ENZ:
  - present fairly, in all material respects:
    - its financial position as at 30 June 2023; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with the Public Benefit Entity Reporting Standards; and
- ENZ's performance information for the year ended 30 June 2023:
  - presents fairly, in all material respects, for each class of reportable outputs:
    - its standards of delivery performance achieved as compared with forecasts included in the statement of performance expectations for the financial year; and

- its actual revenue and output expenses as compared with the forecasts included in the statement of performance expectations for the financial year; and
- presents fairly, in all material respects, for the appropriations:
  - what has been achieved with the appropriations; and
  - the actual expenses or capital expenditure incurred as compared with the expenses or capital expenditure appropriated or forecast to be incurred; and
- complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 31 October 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the performance information, we comment on other information, and we explain our independence.

### **Basis for our opinion**

We carried out our audit in accordance with the Auditor-General’s Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General’s Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Responsibilities of the Board for the financial statements and the performance information**

The Board is responsible on behalf of ENZ for preparing financial statements and performance information that are fairly presented and comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements and performance information that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements and the performance information, the Board is responsible on behalf of ENZ for assessing ENZ’s ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to merge or to terminate the activities of ENZ, or there is no realistic alternative but to do so.

The Board’s responsibilities arise from the Crown Entities Act 2004 and the Public Finance Act 1989.

## **Responsibilities of the auditor for the audit of the financial statements and the performance information**

Our objectives are to obtain reasonable assurance about whether the financial statements and the performance information, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers, taken on the basis of these financial statements and the performance information.

For the budget information reported in the financial statements and the performance information, our procedures were limited to checking that the information agreed to ENZ's statement of performance expectations.

We did not evaluate the security and controls over the electronic publication of the financial statements and the performance information.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements and the performance information, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of ENZ's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We evaluate the appropriateness of the performance information which reports against ENZ's statement of performance expectations and appropriations.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on ENZ's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the performance information or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause ENZ to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements and the performance information, including the disclosures, and whether the financial statements and the

performance information represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

## **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 3 to 36, 58 to 61 and 90 to 101, but does not include the financial statements and the performance information, and our auditor's report thereon.

Our opinion on the financial statements and the performance information does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the performance information, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the performance information or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## **Independence**

We are independent of ENZ in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests, in ENZ.



Ajay Sharma

Audit New Zealand

On behalf of the Auditor-General

Wellington, New Zealand

# APPENDIX ONE

## Our statutory functions

Our functions are specified in section 270 of the Education Act 1989. Our statutory functions are to:

- deliver strategies, programmes and activities for promoting, together with providers and other government agencies, New Zealand education overseas
- promote New Zealand as an educational destination for international students
- promote the provision of New Zealand education and training services overseas
- manage, in collaboration with other government agencies, activities undertaken by representatives appointed to act on behalf of the New Zealand Government in relation to international education
- carry out research on international education markets and marketing strategies
- administer any international programmes or activities that are consistent with the Government's policy on international education
- provide information, advice, and assistance to providers on strategies to promote industry coordination and professional development
- provide information to international students about living and studying in New Zealand
- work with other agencies to ensure that international students are adequately supported while living and studying in New Zealand
- foster collaborative networks with former international students.

# APPENDIX TWO

## Glossary and abbreviations

ENZ's markets	ENZ's markets were Brazil, Chile, China, Colombia, the European Union, India, Indonesia, Japan, Republic of Korea, Malaysia, the Philippines, Saudi Arabia, Thailand, the United States of America and Viet Nam
International students	International students are non-residents of New Zealand and have expressly entered New Zealand with the intention of study or have enrolled with a New Zealand provider offshore. ENZ counts international PhD students, exchange students, NZ Aid students, foreign research postgraduate students and full fee-paying international students as international students
Recovery Plan	The Strategic Recovery Plan for International Education
Pastoral Code	The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

# APPENDIX THREE

## Our Board

Our Board is made up of between 5 and 7 members appointed by the Minister of Education. The Board is responsible for the governance of Education New Zealand. This includes setting our strategic directions and our monitoring performance.

The Board regularly meets to carry out governance functions and address major challenges that may affect international education. On the Board's behalf, the Audit and Risk Committee monitors the financial and risk management of Education New Zealand.

### Board Members at 30 June 2023



#### **Tracey Bridges (Chair)**

Tracey is a professional director and social entrepreneur with a background in strategy, leadership and behaviour change. Tracey was appointed as ENZ's Board Chair from 1 April 2022.

She is a co-founder and director of The Good Registry. Her governance portfolio includes serving as Chair of the Wellington Regional Economic Development Agency, and as a member of the boards of Whānau Āwhina Plunket, WELLfed Charitable Trust, the Wellington Regional Stadium Trust, and the Digital Media Trust. She is a volunteer adult literacy tutor, and a member of the Inclusive Aotearoa Collective.



#### **Lyn Provost (Deputy Chair)**

Lyn Provost was Controller and Auditor-General from October 2009 until 2017. From 2001 to 2009 she was the first female and civilian Deputy Commissioner of New Zealand Police. Lyn was a member of the International Auditing and Assurance Board until her term ended in December 2022.

Lyn is also the Chair of our Board's Audit and Risk Committee.



### **Dr Linda Sissons**

Dr Linda Sissons is a highly experienced chief executive in the tertiary education sector. Currently Chief Executive at UCOL, she was most recently Chief Executive at the Primary Industries Training Organisation from 2016 to 2019. Her earlier Chief Executive roles were at Taratahi Agricultural Training Centre (2015 to 2016), Wellington Institute of Technology (2001 to 2015), and Hutt Valley Polytechnic (1999 to 2001).

Dr Sissons was made a Companion of the New Zealand Order of Merit in 2006 for services to vocational education.

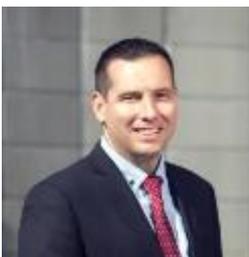


### **Rachael Tuwhangai**

Rachael is a descendant of the Tainui Waka and of Waikato-Maniapoto. She is Co-Director of [MAPSS](#) (Māori and Pasifika Support Services) which focuses on the intersection between indigenous peoples and improving social outcomes. She is a former academic of the University of Auckland's Faculty of Education; Education Manager of the Auckland South Corrections Facility, and a former Secondary School Teacher.

Rachael holds a number of independent directorships for government organisations and charitable trusts including The Auckland Museum, Voyce: Whakarongo mai, Variety Children's Charity, the Auckland Community Law Centre, and the Maniapoto Māori Trust Board.

### **Daniel Wilson**



After positions at several schools in Auckland and London, Daniel Wilson was appointed to the Leadership team at Manurewa High School in 2007, firstly as Deputy, then Associate Principal. In 2015, Daniel moved to Nelson to take up the position of Principal at Nayland College.

Daniel is also the Lead Principal and Governance Chairperson for the Top of the South Trades Academy. Daniel continues to work with various national and regional advisory groups.

## Ziena Jalil



Formerly an international student, Ziena is an award-winning business and public sector leader, with 20 years' experience working in New Zealand and Asia. Her other governance roles include the Asia New Zealand Foundation, Unitec, Manukau Institute of Technology, DNA and the Cancer Society of New Zealand. Ziena joined the ENZ Board in February 2022.

Ziena has received several international awards for her work promoting New Zealand trade and education in Asia, and advises businesses looking to grow in the region. Her previous executive roles include Regional

Director (South and Southeast Asia) for Education New Zealand, New Zealand Trade Commissioner to Singapore, and Head of North Asia Marketing and Communications for New Zealand Trade and Enterprise.

## Dr Therese Arseneau



Dr Therese Arseneau has wide ranging governance experience including as Chair of the Board of ChristchurchNZ, Ara Institute of Canterbury, Regenerate Christchurch and the Christchurch Symphony Orchestra; and as a Director of J Ballantyne Company Ltd, The Open Polytechnic of New Zealand Ltd, Enterprise North Canterbury and the Social Sciences Research Council of Canada.

Therese has over 30 years' experience in the tertiary education sector, including as a university lecturer in Canada and New Zealand. A specialist in elections and New Zealand politics, she is currently an Adjunct Senior Fellow in Political Science at the University of Canterbury and in 2011 she received a UC Teaching Award for excellence in teaching. Therese holds a DPhil and

MPhil from the University of Oxford, which she attended as an international student and Commonwealth Scholar.

# APPENDIX FOUR

## Full details of the case studies for impactful global connections

### Case Study one: New Zealand – South Korea digital student exchange

The New Zealand–South Korea digital student exchange is an outcome of the reciprocal partnership between ENZ and the Gangwon International Education Institute and the Seoul Metropolitan Office of Education. The ECAs signed in 2021 reiterate the shared desire to promote education cooperation to strengthen human connections and mutual understanding, and develop the potential of young people in New Zealand and South Korea. Possible initiatives indicated in the ECA include promoting and encouraging international education and exchanges (including online language exchanges) to foster better education experiences for students.

While the more traditional focus of internationalisation relies on cooperation amongst the Tertiary Education Sector, this case exemplifies how elements of internationalisation can be inserted in education for the benefit of the student experience and contribution to global citizenship.

ENZ partnered with the New Zealand-based Learn English Live (LEL) for the provision of the programme, recruitment of schools in New Zealand and connection with students and schools in South Korea and reporting.

ENZ has a team dedicated to the development of relationships and promotional activities in South Korea which includes one staff based in New Zealand, one staff member based in Seoul and a Regional Director based in Singapore. Both staff based offshore operate out of the New Zealand Embassies, alongside other New Zealand agencies and within the international education sector to build trusted relationships.

### Broad government goals

The New Zealand International Education Strategy 2022-2030, and its predecessor, include global citizenship as a high-level goal. The objectives include that international education provides stronger global connections, research links and partnerships for all New Zealanders, and that New Zealanders understand and embrace the benefits of international education.

ENZ works with other New Zealand government agencies to ensure joined-up and trusted relationships within the Korean government. We also hold a range of connections across the education system that allow us to understand and develop opportunities to deliver on the NZIES objectives.

### Focus

Contributing to the internationalisation of education and the development of global citizens in both countries, this project delivers a digital student exchange programme for New Zealand and Korean students from a range of primary, intermediate and secondary schools. It is

designed as a cultural exchange, allowing students from both countries to learn about and better understand each other's cultures.

The programme fosters opportunities for Korean 13–14 year olds to have English language learning, cross-cultural relationships, and New Zealand students in low decile schools to engage with their international peers. This is done through Zoom sessions using a scaffolded pedagogical approach to learning (such as quizzes and other interactive activities) where students could share aspects of their life. Small, facilitated student-led discussion groups for direct student engagement with peers are a key feature of the programme.

### **South Korea digital student exchange 2021**

The first edition of the New Zealand–South Korea digital student exchange in 2021 involved 30 primary, intermediate, and secondary schools from both countries and had more than 300 New Zealand students joining with more than 700 students from Seoul and Gangwon in digital classroom cultural exchanges.

The sessions included conversation in English, peer-to-peer teaching and learning, cultural learnings and sharing, and interactive games. To further enhance these cultural exchanges, a collaborative approach was used with teachers from both sides countries co-creating the content and lesson plans. Participating schools in New Zealand highlighted the programme was also an enabler for students in low-decile schools who might not otherwise have a chance for such a cultural exchange.

Following that success, the digital student exchange continued in 2022, expanding to more New Zealand schools and implementing new ideas from students to meet their growing interest in other cultures and languages. More than 1,200 students took part in the digital exchange programme, contributing to the development of leadership skills, cultural understanding, and overall to the ideal of enduring global citizenship.

### **What comes next for the New Zealand-South Korea digital exchange**

**Post exchange insights found a high percentage of students who participated in the exchange would like to visit New Zealand and South Korea** (83% of South Korean students and 89% of New Zealand students). This and other insights from the survey demonstrate that we are delivering on the expectations of the ECA, and the New Zealand International Education Strategy, to promote education cooperation in order to strengthen human connections, mutual understanding and develop the potential of young people in New Zealand and South Korea.

## **Case Study two: New Zealand – China Early Childhood Education Symposium**

The New Zealand-China Early Childhood Education (ECE) Symposium had its first edition as a strategic initiative conceived by ENZ as part of the virtual event “New Zealand Week” in November 2020. The New Zealand Week was a series of interconnected initiatives developed by ENZ to continue strengthening New Zealand's international education relationships and reputation through virtual connections while border restrictions were in

place. With its fourth edition scheduled for September 2023, the Symposium has gained the appreciation of sector and government, in both New Zealand and China.

ENZ has a team dedicated to the development of relationships and promotional activities with China, with one dedicated staff member in New Zealand and four staff based in China working under a Regional Director (RD) for Greater China. The RD role is also accredited as an Education Counsellor, a diplomatic title that demonstrates the importance of education to New Zealand's relationship with China. The team in China operates out of the New Zealand Embassy in Beijing and across other regions, working alongside other New Zealand agencies and within the international education sector to build trusted relationships.

## **Broad government goals**

The ECE Symposium is a government-to-government partnership under one of the identified areas of focus for cooperation between the two countries. The education relationship is long-standing and broad, and supports New Zealand's overall relationship with China. It includes joint research programmes, institution-to-institution relationships, specific education-focused initiatives and student recruitment.

## **Focus**

The Symposium aims to

- create a New Zealand-China mechanism for early childhood education academic exchanges and cooperation platforms
- promote mutual understanding and cooperation in the field of ECE
- and advance the in-depth development of bilateral ECE cooperation and communication.

For that it connects researchers, academics, and practitioners; and emphasises processes to improve the quality of early childhood education. The intentional focus on fostering partnership and collaboration has an ultimate impact on New Zealand's international reputation as a reciprocal, quality education partner, promoting cross-cultural awareness and connecting New Zealand to China.

## **Considering New Zealand's international reputation**

The Symposium promotes cross-cultural awareness and connects New Zealand to China. Strategically leveraging and strengthening our government relationships, ENZ ensured reciprocity was a key element of the 2020 Symposium by developing the event collaboration with the China Center for International People-to-People Exchange (CCIFE), the Ministry of Education of China, the China National Society of Early Childhood Education (CNSECE) and the New Zealand Embassy in Beijing.

Since its first edition, the Symposium has continuously expanded its reach and influence. The inaugural New Zealand-China ECE Symposium in 2020 had over 1,000 participants, expanding into 24,000 viewers and participants in 2021, with the theme *Future-focused*

## **High-Quality Development of Early Childhood Education Teachers.**

In 2022, with the theme *Together for a Shared Future: Sustainable Development in Early Childhood Education and Care*, the Symposium's reach grew to 84,000 livestream views in Chinese language, 200 in person attendees in Guilin, China and 43 virtual attendees and panellists in New Zealand. Partners and participants in China are recommended by the government and on the New Zealand side, ENZ announces calls for proposals to reach

institutions and through its various channels to reach researchers, academics, and practitioners.

### **Some direct outcomes of the New Zealand – China Early Childhood Education Symposium**

- NZ providers have been contracted to provide professional development training opportunities for Chinese organisations
- NZ education and service providers have the opportunity to raise awareness of their academic research and offerings
  - The 2022 presenters represented several sectors including Government (New Zealand Ministry of Education), University, Edtech, Private Training Establishments, and Te Pūkenga.
- Increased PR and media awareness of New Zealand education system
  - The 2022 Symposium reach for overall views of the articles: 3.372m
  - Twenty-five key Chinese media outlets profiled the Symposium including People.com, China Education News, Studying Abroad Magazine, NetEase Education, Sohu Education and Phoenix Education.

### **Some mutual outcomes for New Zealand and China**

- Deliverable for the basic education section of the education cooperation arrangement between New Zealand and China
- Government to Government (G2G) supported platform for exchanges around ECE
- Professional development opportunity for ECE educators to learn about best practices
- Sustainable platform for education exchange and opportunities (as annual event with potential for in person attendance).

### **The 2023 ECE Symposium**

In September 2023, for its fourth edition, the symposium will reunite ECE experts, scholars, teachers, practitioners and institution representatives from New Zealand and China to share their insights on the importance of ECE teacher development, building a platform to enhance ECE communication and cooperation between the two countries.

The theme chosen for the 2023 Symposium was *Advancing Inclusiveness in Early Childhood Education*. Of the 13 New Zealand presenters, four travelled Nanjing to present live and participated in site visits to local early childhood education centres and met with Nanjing Normal University leadership. This is the first year New Zealand presenters will be in-country to participate in the Symposium.

Institutions in China collaborating in the organisation of the event include:

- Qingdao Preschool Education College
- Shanghai Normal University, Guangxi Normal University
- Nanjing Normal University.

New Zealand providers participating in the Symposium have included:

- University of Auckland
- AUT
- University of Canterbury
- Massey University
- New Zealand Tertiary College
- Te Pūkenga
- Te Rito Maioha

### **What comes next for the ECE Symposium**

During the August 2023 visit to New Zealand by Minister Huai Jinping, the Chinese Minister of Education, the collaboration in the early childhood education sector was noted in the 11<sup>th</sup> Joint Working Group and continued to be a talking point during the visit. Looking ahead, ENZ is focused on supporting the delegation from New Zealand who attended the 2023 Symposium in Nanjing. We will leverage their in-person attendance to demonstrate New Zealand's commitment to cooperation in the ECE sector with China, and attract more New Zealand participants for future symposiums to continue the sharing of education best practice and ideas.

### **Case Study three: Indigenous collaboration between New Zealand and the United States of America.**

ENZ started a relationship with the US [National Science Foundation \(NSF\)](#) in 2019. The NSF is an independent federal agency established in 1950 to, among other goals, support the progress of science and education across all US states and territories. A major partner for reputation and reach, NSF's budget for 2023 is \$9.877 billion and their investments account for about 25% of federal support to America's colleges and universities for basic research.

The development of mutual beneficial relationships with key government agencies and other influencing education stakeholders is part of ENZ's licence to operate, contributes to New Zealand reputation and paves the way for the international education sector to thrive. In this case study we show how ENZ is partnering with influential US stakeholders around scholarships, mobility, and research to increase engagement between Māori and Native American and indigenous groups.

#### **Broad government goals**

For New Zealand students and researchers, the US is the second most popular international education destination after Australia. There are currently 100 student exchange agreements in place between New Zealand's eight universities and American counterparts.

ENZ has a team dedicated to the development of relationships and promotional activities in the US, with includes one staff based in New Zealand and two staff based in Washington D.C. operating out of the New Zealand Embassy, alongside other New Zealand agencies and within the international education sector to build trusted relationships. The Regional Director for Americas, Middle East and Europe is also based in Washington D.C. a role that

is also accredited as an Education Counsellor, a diplomatic title that demonstrates the importance of education to New Zealand's relationship with the U.S.

The main focus of this relationship is supporting the work led by [Te Kāhui Amokura](#) (TKA) through their Ngā Here Mātauranga (Indigenous Internationalisation Plan), to progress discussions towards the development of a mutual co-funding partnership around indigenous bilateral research. TKA was officially formed in 2004 and comprises the Deputy Vice-Chancellor Māori, Assistant Vice-Chancellor Māori or Pro-Vice Chancellor Māori from each university. TKA has developed the first pan university sector approach to internationalisation from an indigenous perspective - "[Ngā Here Mātauranga - Indigenous Internationalisation 2020-2025](#)".

The Ngā Here Mātauranga internationalisation plan provides a unique opportunity for New Zealand to strengthen its international relationships and connections in an authentic way, leveraging what is unique to New Zealand.

In December 2020 ENZ developed and launched a six-month internationalisation workplan. This workplan included, in alignment with ENZ's letter of expectations to give effect to the Crown's Te Tiriti responsibilities, working in collaboration with TKS towards the achievement of "Ngā Here Mātauranga goals, among them, working with NSF.

### **The LSAMP-NICE programme**

As the relationship with the NSF developed, ENZ collaborated with the Louis Stokes Alliance for Minority Participation – National Science Foundation Center for Excellence (LSAMP-NICE) to explore opportunities for relationship development with ENZ and tertiary institutions in New Zealand. The goal is to create exchange opportunities for historically marginalised US and New Zealand students.

The LSAMP-NICE programme, an alliance of more than 200 US institutions that are either Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Minority Serving Institutions (MSIs) or Tribal Colleges, is an NSF funded programme that aims to diversify the Science, Technology, Engineering and Mathematics (STEM) workforce in the US by increasing the number of STEM degrees awarded to historically underrepresented populations. Specifically, it focuses on African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. It is a 5-year agreement that funds LSAMP institutions to develop short term STEM research programs abroad and funds students to go on these programs.

The partnership between ENZ and NSF is in alignment with ENZ's letter of expectations to give effect to the Crown's Te Tiriti responsibilities and presenting NZ's education system to the world in a way that acknowledges the importance of Te Tiriti, te reo Māori and te Ao Māori.

LSAMP met ENZ and New Zealand institutions at the NAFSA 2022 international education conference in Denver, Colorado. Following the conference, LSAMP-NICE requested for their Annual General Meeting to be held at the Embassy of New Zealand in Washington, D.C. in September 2022. They expressed their intent to develop an Education Cooperation Agreement with ENZ and, eventually, individual New Zealand institutions, in order to fund LSAMP researchers and students to study and research in New Zealand. They were also seeking for LSAMP institutions to receive under-represented New Zealand students on US campuses.

## **LSAMP-NICE/ENZ education co-operation agreement**

ENZ hosted the combined annual meeting and full conference of the LSAMP-NICE at the New Zealand Embassy in Washington DC in September 2022. ENZ's Manukura – Chief Advisor Māori and ENZ staff based in Washington, D.C. office attended. The conference concluded with the signing of the ENZ and LSAMP-NICE ECA, outlining our mutual intent to facilitate research collaboration and student exchange.

The ECA is:

- believed to be the first official international ECA written in both te reo Māori and English
- ENZ's first ECA to be signed by Manukura – Chief Advisor Māori
- a demonstration of the deepening links ENZ is building for New Zealand indigenous education.

## **NSF visit to New Zealand**

ENZ's Rautaki Māori team hosted a delegation from the NSF in New Zealand at the end of February 2023. The visit focused on indigenous research and study in STEM subjects and gave the delegation the opportunity to learn more about Te Ao Māori. The delegation met with Māori researchers and agencies such as Te Puni Kokiri, Te Taura Whiri and The Royal Society Te Aparangi. The NSF delegation also visited Robinson Institute, a multidisciplinary research institute focussed on engineering, applied physics, and quantum science.

