

# Education New Zealand Annual Report 2019

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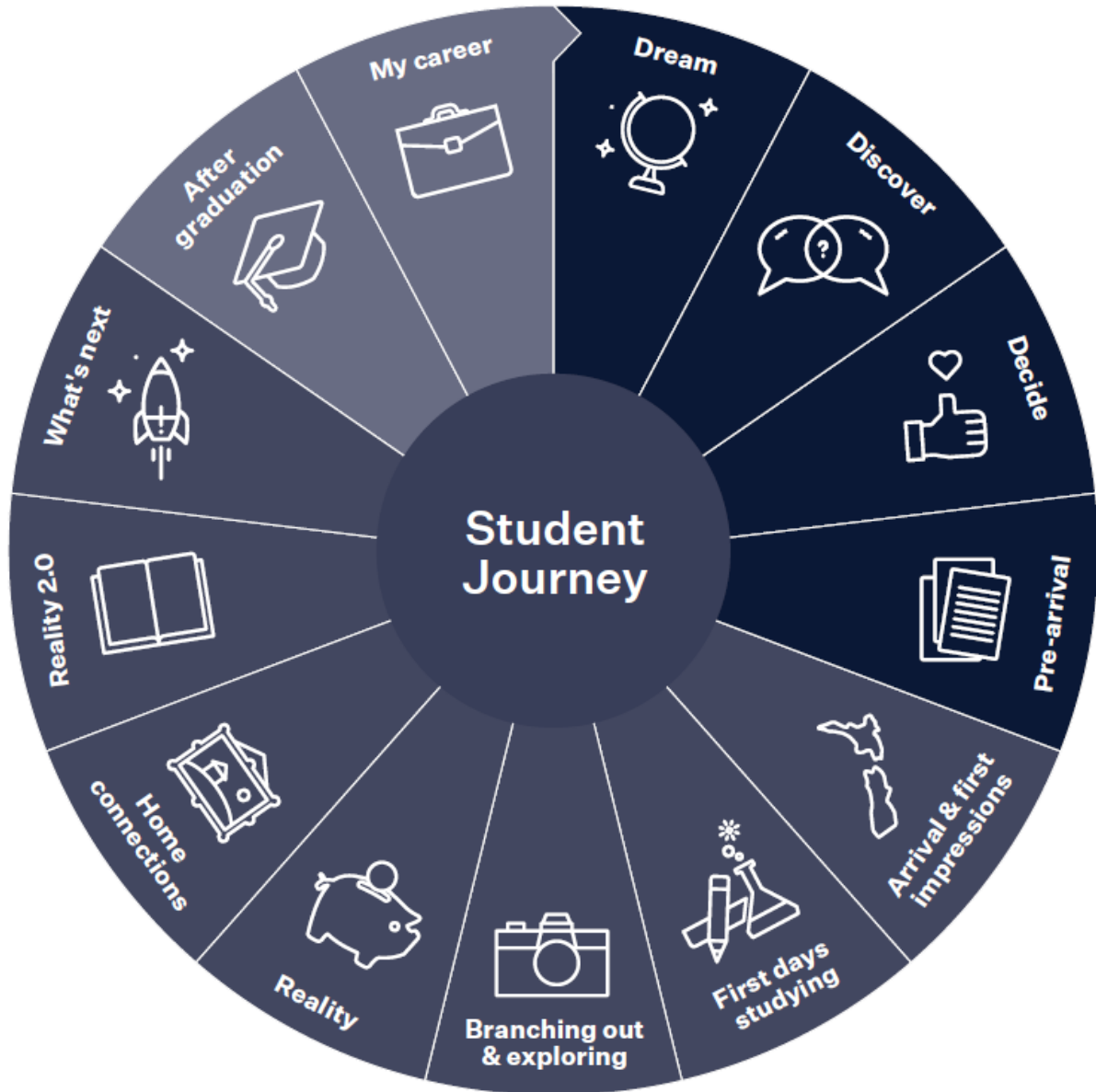


NEW ZEALAND  
EDUCATION  
Manapou ki te Ao



# THE INTERNATIONAL STUDENT JOURNEY

For students who travel offshore for study, this diagram shows the different stages of their journey – from when they start dreaming about studying offshore to their career after graduation.



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In accordance with the Crown Entities Act 2004, we approve this Annual Report on behalf of Education New Zealand's Board.



**Steve Maharey** | Board Chair  
31 October 2019



**Lyn Provost** | Board Member  
31 October 2019

# BOARD CHAIR'S FOREWORD

**International education is at a point of major change, both in New Zealand and internationally. Decisions we make now will set directions for years ahead.**

There's a growing realisation of the extent to which the *International Education Strategy 2018-2030* signals a new approach to international education. International education must be a sustainable, high-quality sector – for the benefit of New Zealanders and their communities.

The adoption of a forward-looking new Strategy marked a milestone of maturity for the international education sector and set big goals for New Zealand. Instead of merely pursuing growth, the Government would foster the quality of education and the student experience, the long-term sustainability of the sector, and the benefits of global citizenship – the encouragement of skills, attitudes and experiences which truly equip today's learners for tomorrow's realities.

International education has much to offer New Zealand learners. The Prime Minister's Scholarships for Asia and Latin America have been terrifically successful in growing international competence; what if we look at them also as tools to address domestic equity issues? What if we embraced international education more vigorously to help shape New Zealand's place in the Pacific?

International learners, like their domestic counterparts, are increasingly discriminating, in a world of growing choice. Many expect an educational experience that will make them sought after, highly employable global citizens. Many want to be adept in cultural skills and alive to the issues and perspectives that indigenous populations bring to world issues. And that is an area where New Zealand – a nation of openness, inclusion and acceptance – has so much to offer on the world's pressing issues and opportunities.

International students have long made a great contribution to New Zealand's research needs. There's scope to grow that even more if we plan intelligently. How could we build stronger links between New Zealand education providers and those around the world in order to solve global challenges such as climate change and inequality? How do we also find solutions to the carbon footprint generated by internationally mobile learning?

International education exists in a vastly different world from anything policy makers envisaged even five or six years ago. International education has some challenges that were not foreseen a few years ago – and a lot of potential to deliver solutions to pressing issues and create lifelong people-to-people linkages that are sorely needed, today more than ever.

All of these are factors that international education providers increasingly have to weigh up. The Board of Education New Zealand is grappling not just with today's issues but with these issues, trends and opportunities that will shape the sector for many years.

The Board has challenged Education New Zealand – and the other agencies we work closely with – to ask difficult questions. The International Education Strategy gives New Zealand an enviable platform for thinking bravely about the future. It's vital that New Zealand's policy-making and regulation-setting continues to be based on the Strategy's framework. We must bring a co-ordinated government approach to these opportunities, and to problem-solving perennial issues such as the quality of all education providers, the role of international graduates in

meeting New Zealand's national and regional skills needs and the activities of internationally based agents.

It's a complex environment – and one that is full of opportunity for students, education providers and New Zealand communities. We foresee a future in which international education expresses New Zealand's place in the world, delivering for New Zealanders and their wellbeing.



**Steve Maharey** | Board Chair



ENZ's Board members at 30 June 2019 (Left to right): Dr Linda Sissons, Lyn Provost (sitting), Karen Rolleston, Rachael Tuwhangai, Chair Steve Maharey (sitting) and Victoria Spackman.

# CHIEF EXECUTIVE'S FOREWORD

**Education New Zealand (ENZ) has been working hard to invest in the sustainable future for students, for education providers and for New Zealand.**

For the last decade or more, international education has been a buoyant sector marked by steady growth and big aspirations. In New Zealand, education providers have seen the potential of an international component to bring added diversity, depth and cultural competence. Revenue from international students has provided scope for discretionary activities and infrastructure investment.

However, there are some major changes in play. The growing supply of international education options – many of them within countries that until recently were fuelling demand for places – means countries like New Zealand can no longer take for granted a steadily growing source of international students.

Demographics and growing delivery options in home countries are changing that. So are the ways education is delivered. There's growing demand for blended learning options made up of online and classroom learning, and for micro-credentials and life-long learning options in the so-called gig economy. Technology is disrupting old ways of working, for ENZ as it is for others. We have new ways to market and recruit, and learners have new ways to access education.

The world never stands still. We are always anticipating new challenges and new opportunities, to ensure international education continues to deliver on its potential for New Zealand.

We've worked to build the tools and channels to help education providers succeed, and to address needs that international students or education providers have come to us with, or opportunities that have been identified as we have worked to deliver on the goals of the *International Education Strategy 2018-2030*.

Overwhelmingly, our research and our contacts with international students told us that they need reliable, up-to-date information about studying and living in New Zealand, how much it costs and where to go for help. So we created NauMai NZ, a one-stop on-line portal of information from many sources.

To help students and providers deal with international education agents, we have refreshed and re-launched ENZRA, the ENZ Recognised Agencies programme. It's not a regulatory tool but it does give agents an incentive to stay well informed about New Zealand and give the best possible service to providers and to students.

The New Zealand international education brand – the attributes that a New Zealand education represents – is arguably the most valuable asset we can build and maintain on behalf of providers. We know it is a powerful brand, but it needs to be fresh and in-tune with today's realities. So we have overhauled the brand and its properties.

Because we work in an increasingly complex and fragmented world media environment, it's increasingly hard to get the New Zealand story told through traditional channels. So we have created the Media Centre – a readily accessible online source of high-quality images and content.

We are proud that our work on behalf of the international education sector has been receiving national and international recognition. The work we have done in areas as diverse as building marketing insights and approaches based on innovative use of data and telling the story of international education to local and international audiences has been rightly recognised in a number of awards.

This recognition is a great endorsement of ENZ's highly skilled staff, but more importantly it underlines the work that New Zealand providers do in taking New Zealand education to the world.



**Grant McPherson** | Chief Executive







# INTERNATIONAL EDUCATION

## The global picture

Globally, international education is a highly competitive sector. The changing nature of work, innovative education delivery and continued growth in the capacity to provide international education are increasing the quality options available to learners.

There are expected to be 8 million globally mobile learners by 2030<sup>1</sup>, with supply of places outstripping demand by learners. There will also be around 800 million non-mobile learners seeking a quality education. For some of these learners, their countries' education system will not meet their needs. To succeed in the future, New Zealand will need to be alert to emerging opportunities in international education markets.

## The New Zealand picture

International education brings social, cultural and economic benefits to New Zealand and its communities. It forges enduring links with other countries through friendships and relationships between New Zealand and other countries governments and education providers.

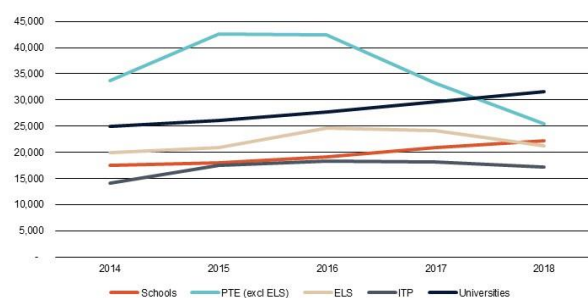
At its best, international education transforms lives. The Government wants a thriving international education sector where international students<sup>2</sup> feel welcome, safe and well, enjoy a high-quality education and are valued for their contribution to New Zealand.

International education is an important export service for New Zealand. It generated an estimated \$4.94 billion<sup>3</sup> in economic value in

2018, down from \$5.1 billion<sup>4</sup> in the previous year. International education is New Zealand's fifth largest foreign exchange earner.

## International students enrolled with New Zealand providers

In 2018, 117,248 international students were enrolled with New Zealand providers, a 6% decrease on the previous year. This was driven by decreases in the number of international students at private training establishments (down 23%) and English language schools (down 12%).<sup>5</sup>



Number of international students enrolled with New Zealand providers, 2014-2018

China and India continued to be New Zealand's largest markets for international students in 2018, making up 46% of all international students enrolled with New Zealand providers.

The number of international students enrolling with New Zealand providers decreased in seven of New Zealand's top ten international student markets<sup>6</sup> in 2018. Increased international student numbers came from Brazil (up 3%), Thailand (up 7%) and Viet Nam (up 13%).

Our priority markets were Brazil, Chile, China, Colombia, European Union, India, Indonesia,

1. This report includes calendar year and financial year information. With the exception of the Annual Financial Statements, dates such as 2018/19 refer to the financial year while dates such as 2018 refer to the calendar year. All information in the Annual Financial Statements refer to the financial year.

2. 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.

3. The information about international student enrolments with New Zealand providers is from TED 2018 (The Enrolments Data), Education New Zealand.

4. m.e consulting: *Economic valuation of international education in New Zealand and PWC: The value of New Zealand's education exports 2018.*

5. More detailed information about 2018 international student enrolments is available on IntelliLab.

6. New Zealand's top ten markets were China, India, Japan, Korea, Brazil, Thailand, United States of America, Germany and Viet Nam.

Japan, Korea, Malaysia, the Philippines, Saudi Arabia, Thailand, United States of America and Viet Nam.

Seven of New Zealand's regions had an increase in international students in 2018, with the strongest growth occurring in Taranaki (up 21%), Canterbury (up 4%) and Manawatu-Wanganui (up 4%). During 2018/19, ENZ worked closely with a targeted group of New Zealand's regions to sustainably grow their international education sectors.

### Satisfaction of international students in New Zealand

Prospective international students often rely on advice from current and former international students when choosing where to study.<sup>7</sup> It is important that international students have a positive experience while they are in New Zealand.

In 2019, 90% of international students studying at New Zealand universities and 87% of international students studying at New Zealand institutes of technology and polytechnics were satisfied or very satisfied with their overall experience in New Zealand.<sup>8</sup>

### New Zealanders' perceptions of international education

International education needs to operate with an accepted social licence in New Zealand. We tell the story about the social, cultural and economic benefits that international education brings to New Zealand communities to help build the sector's social licence.

In 2018/19, 58% of New Zealanders agreed or strongly agreed that international education brings benefits to New Zealand. A further 31% were neutral or slightly positive.<sup>9</sup>

Research also identified that New Zealanders are increasingly recognising that international education provides opportunities to make friends and connections and brings needed skills into New Zealand workplaces. New Zealanders identified that international education created some challenges, including impacts on housing, ability to get jobs and access to education and medical services.

### New Zealanders studying offshore

International education includes New Zealand students travelling the world to experience a global component in their education. This helps to produce New Zealanders who are global citizens able to study, work and live across cultural and national boundaries.

In 2018/19 we administered the Prime Minister's Scholarships for Asia and the Prime Minister's Scholarships for Latin America. These scholarships funded 577 New Zealand students to enhance their international skills through a period of study or internship in those regions.

7. Kantar TNS: *Brand Health Monitor*, 2017.

8. ENZ partly funds I-Graduate surveys of international students with New Zealand providers. Not every sector is surveyed each year. In 2019.

9. Kantar: *Understanding New Zealanders' perceptions of international Education*, 2019.



# WHO WE ARE AND WHAT WE DO

**ENZ is charged by the Government to work on many fronts to secure a vibrant, healthy international education sector.**

ENZ is a Crown Agency. It is the only New Zealand government agency solely focused on international education. ENZ provides a range of marketing, promotion and representation functions to give effect to the Government's goals for international education.<sup>10</sup> The Ministry of Education and the Ministry of Business, Innovation and Employment are our monitoring agencies.

In New Zealand, staff are based in Auckland, Wellington and Christchurch. Offshore we have staff in Brazil, Chile, China, Germany, India, Indonesia, Japan, Malaysia, Republic of Korea, Saudi Arabia, Singapore, Taiwan, Thailand, the United States of America and Viet Nam. The offshore staff are co-located with the Ministry of Foreign Affairs and Trade or with New Zealand Trade and Enterprise.

The work of our offshore staff includes participating in New Zealand education fairs, organising New Zealand's participation in commercial education fairs, working with PR agencies to promote New Zealand education and strengthening New Zealand's bilateral education relationships with other governments and education providers.

## Who we work with

New Zealand's international education sector is our customer. We work with international education providers, including tertiary education organisations, English language schools, schools and organisations that export education services<sup>11</sup>. We also work with education agents.

The success of the international education sector relies on many government agencies working well together. To achieve our priorities, we work closely with:

- the Ministry of Education
- the Ministry of Business, Innovation and Employment, including Immigration New Zealand
- the Ministry of Foreign Affairs and Trade
- New Zealand Qualifications Authority
- New Zealand Trade and Enterprise, including the Government to Government office
- Tertiary Education Commission

We engage with international students at all stages of their student journey – from when they are just beginning to dream about a New Zealand study experience through to being alumni with successful careers all around the world. We work with education providers, student groups, local government, government agencies and community groups to ensure international students in New Zealand have an overall student experience. A diagram of the international student journey is shown on page 2 of this Annual Report.

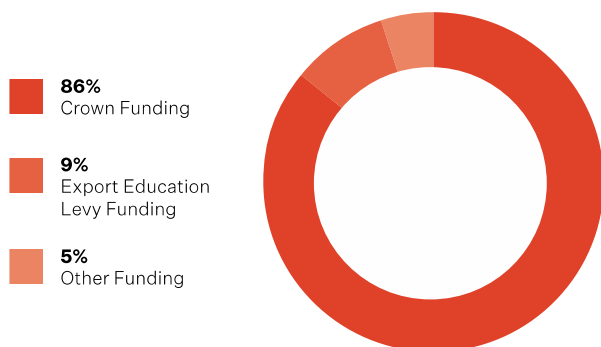
In addition, we support New Zealand students to have offshore study opportunities that help develop their international skills by administering the Prime Minister's Scholarships for Asia and Latin America.

10. The Government's goals for international education are set out in the *International Education Strategy 2018-2030*. Our statutory functions are shown in Appendix One.

11. These organisations include publishers, consultancy services and education technology businesses.

## How we are funded

Most of ENZ's \$36.782 million funding comes from the Crown through Vote Tertiary Education.



In 2018/19, 9% of our funding came from the Export Education Levy, which is administered by the Ministry of Education.<sup>12</sup> We used our funding from the Export Education Levy to support:

- promotional and marketing activity for the New Zealand education brand
- professional and institutional development
- research and resource development, including market intelligence and brand health research.

## What we are seeking to achieve

Our outcome 'New Zealand international education activities provide enhanced social, cultural and economic benefits' contributes to the Government's goals for the social and cultural participation and wellbeing and economic prosperity and growth.

ENZ's outcomes framework for 2018/19 was closely aligned to the then draft International Education Strategy that was released for public consultation in June 2018. Our strategic priorities for 2018/19 were:

- Lead international education thinking
- Promote New Zealand's quality education
- Grow sustainable international education
- Develop global citizens

Our detailed priorities for 2018/19 were outlined in ENZ's *Statement of Intent 2018-2022* and *Statement of Performance Expectations 2018-2019*. Our outcomes framework for 2018/19 is shown on the next page.

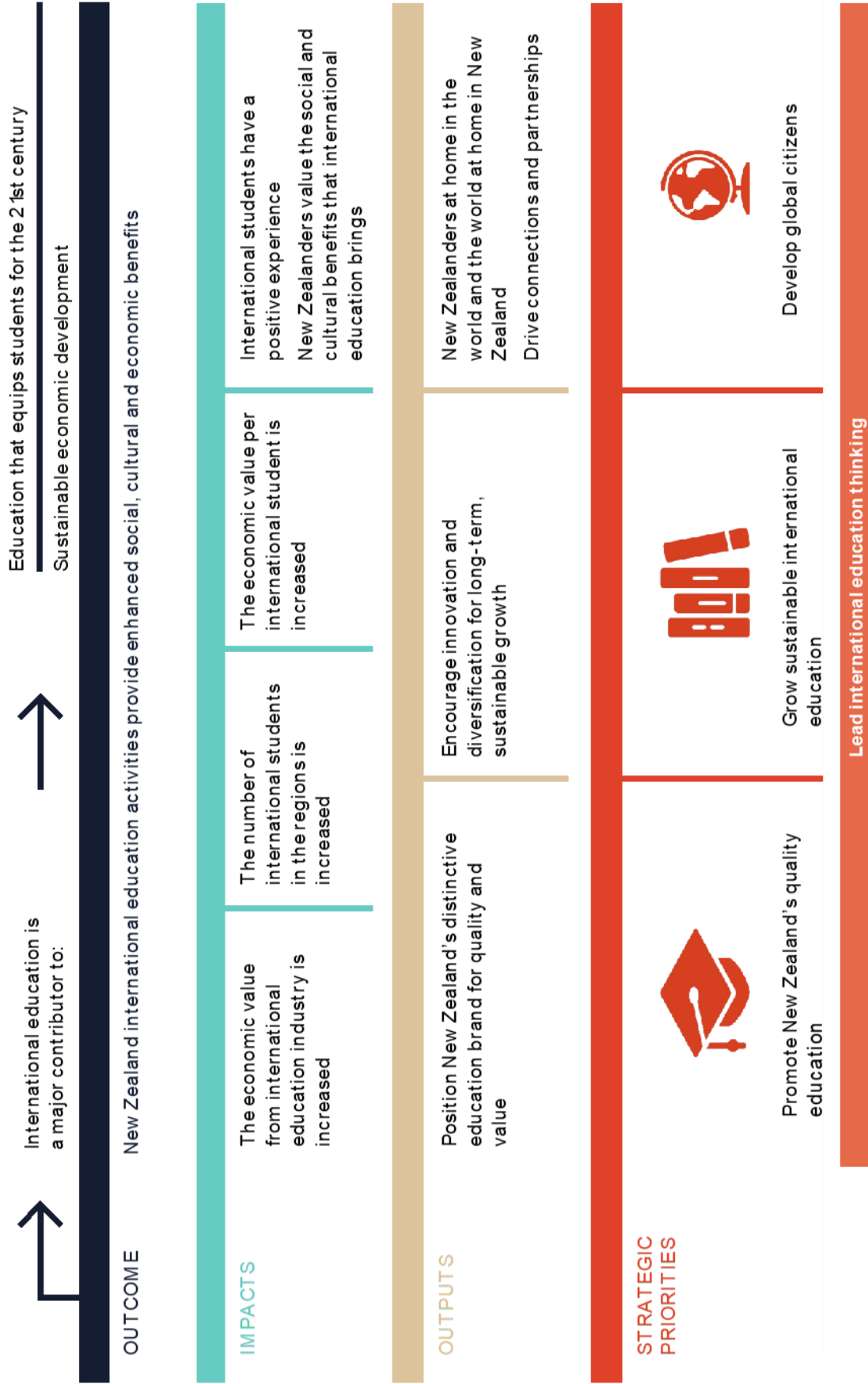
From 2019/20, our outcomes framework will be aligned to the finalised *International Education Strategy 2018-2030*.

### International Education Strategy 2018-2030

In August 2018, the *International Education Strategy 2018-2030* was launched by Minister Hipkins following public consultation on the draft strategy. The Strategy sets out the key actions and work that each international education agency, including ENZ, will deliver. In 2018/19, agencies began to implement the strategy.

12. Further information about the activities funded by the Levy are set out in the Export Education Levy Annual Reports <https://www.educationcounts.govt.nz/statistics/international-education/international-students-in-new-zealand>

# Our outcomes for 2018/19



# OUR ACHIEVEMENTS

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

International education thrives where it delivers economic, social and cultural benefits for all New Zealand. It needs to focus on delivering excellent education outcomes for international students and global opportunities for domestic students and New Zealand education providers.

### Lead international education thinking

International education can be affected by the government's priorities for education, immigration, tourism, trade and export growth and foreign affairs. We work with other New Zealand government agencies to create an environment where international education can thrive. To support this work, we provide information and intelligence about international education to New Zealand's government agencies and international education sector.

For international education to deliver on its potential to New Zealand and the goals of the *International Education Strategy 2018-2030*, a sustainable long-term approach is needed. In 2018/19, we started to explore the potential to build a new approach to international education to reach a larger global audience, for the benefit of New Zealand.

### Education Work Programme

We worked with New Zealand government agencies to support the Government's Education Work Programme, which included the development of an international education strategy and Reform of Vocational Education.<sup>13</sup>

### International Education Strategy 2018-2030

ENZ and the Ministry of Education supported the finalisation of the Government's *International Education Strategy 2018-2030*<sup>14</sup> following public consultation on the draft Strategy in June 2018. Minister Hipkins launched the Strategy in August 2018. The Strategy is underpinned by the *International Student Wellbeing Strategy 2017* and builds on New Zealand's quality education system.



13. More information about the Education Work Programme is available at <http://www.education.govt.nz/our-work/changes-in-education/education-work-programme/>

14. <https://enz.govt.nz/about-enz/international-education-strategy/>

The Strategy's vision is for international education to contribute to **a thriving and globally connected New Zealand through world class education**. The Strategy has three goals:

- Delivering an excellent education and student experience
- Achieving sustainable growth
- Developing global citizens

International education agencies<sup>15</sup>, led by ENZ and the Ministry of Education, developed a detailed plan to implement the Strategy, with a group of senior officials from international education agencies providing governance for the achievement of the Strategy's key actions.

The achievements identified in this Annual Report contribute to the delivery of the Strategy in addition to delivering on ENZ's strategic priorities.

### Reform of Vocational Education

Before the Ministerial announcements of the proposed Reform of Vocational Education, we worked with the Ministry of Education and Tertiary Education Commission to ensure that the implications for international education were considered as part of the proposals, and that messaging considered potential impacts for international markets and operations.

We continued to support the Ministry of Education during the public consultation phase. This included contributing to the International Education Factsheet, communicating with ENZ Recognised Agencies, as well as including content on the proposals on the [studyinnewzealand](#) website and ENZ's chatbot, Tohu. A student-facing brochure was developed and distributed to institutes of technology and polytechnics, ENZ Recognised Agencies and regional networks for use with current and prospective international students.

### Future directions for New Zealand's international education sector

Following the International Education Strategy's launch, we ran workshops for each international education subsector. The workshop's objectives were to:

- identify opportunities for individual subsectors within the Strategy's framework
- identify common priorities and opportunities for pan-sector collaboration.

A pan-sector workshop then identified the activities that the sector most wanted to progress based on the themes and common areas of focus identified by each subsector. Four priority focus areas emerged for joint development which the peak bodies agreed to work together to progress.

A report on these workshops is available on [IntelliLab](#).<sup>16</sup>

### Work with Immigration New Zealand

Through our offshore network and New Zealand's international education sector, we monitored market reaction to the delays being experienced for student visa applications in 2018/19. The sector raised concerns to us that the ongoing visa processing delays impact negatively on New Zealand's attractiveness and competitiveness as an international education market.

We used our communications with education agents to help Immigration New Zealand increase awareness of its dedicated email address that education agents can direct student visa processing queries to. We also assisted Immigration New Zealand to distribute information and updates on visa processing through channels such as *E-News*<sup>17</sup>. We coordinated with ENZ Recognised Agencies to ensure they had access to updated visa processing information.

15. The international education agencies all contribute to the delivery of the Strategy and are ENZ, Education Review Office, Ministry of Business, Innovation and Employment (including Immigration New Zealand), Ministry of Education, Ministry of Foreign Affairs and Trade, New Zealand Qualifications Authority and Tertiary Education Commission.

16. <https://intellilab.enz.govt.nz/> is ENZ's intelligence portal that provides information and market intelligence to New Zealand's international education sector and government agencies.

17. E-News is ENZ's fortnightly newsletter to international education stakeholders, with the stories published on [www.enz.govt.nz](http://www.enz.govt.nz).



Immigration New Zealand and ENZ began a Joint Work Programme, which included developing a communications plan to explain how future visa processing peaks will be smoothed.

### Database marketing

We linked up our digital marketing ecosystem so that we have visibility of the real-time progress of individual students as they move through ENZ's channels and all the different stages of the international student journey.

For example, a prospective student who attended an in-market education fair can be tracked as the student engages with us, and then has a student visa decided by Immigration New Zealand. The linked ecosystem means we can see if the student has engaged with our student experience platform NauMai NZ, enabling us to stay in touch while students study in New Zealand.

We started working with international education providers to ensure they are well positioned to take advantage of ENZ's linked ecosystem. A series of digital technology and social media workshops was held to promote our digital services and explain how to leverage them.

We also started working with some large education providers to enable the prospective students that we refer to those providers to be tracked by the system. In 2019/20 we will look to pilot an approach with a third party who could act for smaller New Zealand education providers.

### Promote New Zealand's quality education

We work to capture the hearts and minds of international students and their families by delivering consistent story-telling around New Zealand's distinctive education experience. This reinforces that New Zealand is an open, welcoming country that provides students with a diverse range of rich and rewarding education experiences to prepare them for the future.

### Refreshed Think New education brand

The "Think New" education brand was launched in 2013/14 to position and promote New Zealand education. In 2017/18, we developed a refreshed brand strategy to guide the brand's evolution after identifying that we needed be more focused in the positioning and creative expression of the brand.



In 2018/19, we worked with Special Group, our brand creative agency partner, to develop a new creative territory for the “Think New” brand: *I am New*. During the creative development, we consulted with:

- New Zealand-based international students
- peak bodies from New Zealand’s international education sector
- Auckland-based education agents
- NZ Inc representatives, including the Ministry of Foreign Affairs and Trade Heads of Mission and the New Zealand Story.

We tested the refreshed brand with prospective tertiary students in Brazil, China, India, the United States of America and Viet Nam, and with the parents of school age children in China and Viet Nam.

We used the refreshed brand at the NAFSA conference<sup>18</sup> in May 2019 in Washington DC. The refreshed brand was launched to the New Zealand international education sector in August 2019, with new marketing assets available for use

by the sector and New Zealand government agencies in ENZ’s Brand Lab<sup>19</sup>.

The refreshed brand supports the international student journey from when prospective students are first dreaming about an international education through to after graduation.

### Global marketing campaigns

ENZ’s global marketing campaigns support prospective students on their international student journey from when they are first dreaming about an international education through to when they decide where and what to study.

### Future Proof 2.0

We ran a global marketing campaign, Future Proof 2.0, to raise awareness of the high quality of New Zealand education with a focus on inspiring New Zealand teachers and academics. The quality of a New Zealand education was one of the reasons for New Zealand’s number one ranking<sup>20</sup> by the Economist Intelligence Unit in 2017.



Image from the Future Proof 2.0 campaign.

18. NAFSA is the world’s largest non-profit association dedicated to international education and exchange. It holds the largest global international education business to business conference annually in the United States.

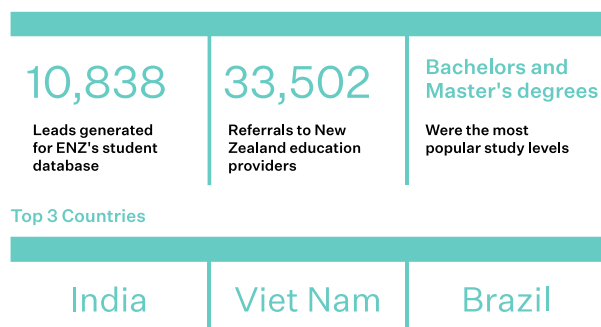
19. ENZ’s Brand Lab provides marketing assets for use by New Zealand’s international education sector and government agencies. The assets range from images to videos and templates, all of which support New Zealand’s “Think New” education brand.

20. Economist Intelligence Unit, *Worldwide Educating for the Future Index* assessed how well education systems were preparing students for the future of work.

The campaign was run across paid advertising, email, the [studyinnewzealand.govt.nz](http://studyinnewzealand.govt.nz) website and our social media<sup>21</sup> and PR channels. We encouraged education providers to use the campaign assets in our Brand Lab and provided advice on how to leverage the campaign for their own promotional activity.

This campaign built on the successful Future Proof 1.0 global campaign run in 2017/18.

#### Future Proof 2.0 outcomes

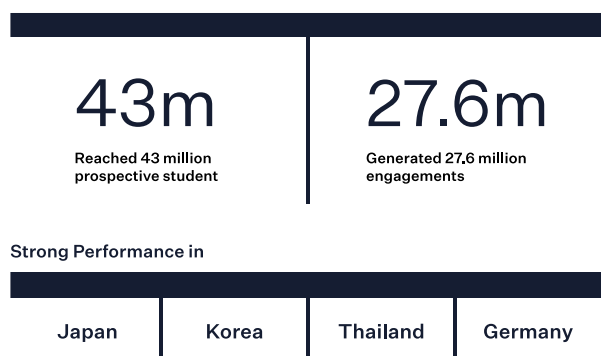


#### New Futures Need New Paths

We ran New Futures Need New Paths, a global campaign which featured three international students who are working towards their vision of a better future. The campaign highlighted how a New Zealand education provides students with the skills required to excel in their future and make a positive impact in the world.

The campaign built on the messaging introduced in the Future Proof global campaigns run in 2018, while moving towards the updated positioning of our refreshed "Think New" brand.

#### New Futures Need New Paths outcomes



#### Tohu, our chatbot

Our chatbot, Tohu, was launched on the [studyinnewzealand](http://studyinnewzealand.govt.nz) website. Tohu provides a friendly, helpful and trustworthy 24/7 service for answering questions from prospective international students and their parents about studying in New Zealand. Before going live, Tohu was tested by prospective international students who were signed up to the MyStudyNZ database.



Tohu can answer over 300 questions, including questions in te reo Māori. Tohu will be able to answer more questions the more that students interact with it. Prospective students' questions about visas are directed to the relevant page on Immigration New Zealand's website.

Kia ora 🙌 I'm Tohu, the chatbot 🤖 You can ask me questions about studying in New Zealand (NZ for short) like 'How to apply to study?' I'm very new and learning more things every day 😊

Tohu currently supports the international student journey from when prospective students are first dreaming about an international education through to when they decide where and what to study.

The next steps are to further develop Tohu so it can answer questions on our student experience portal, NauMai NZ. Tohu will then also support the international student journey stages from pre-arrival through to reality 2.0 when students are in the later stages of their studies.

21. Our social media channels are Facebook, Instagram, YouTube and, in China, WeChat.

## Media Centre

The Media Centre was developed to provide information and improve the media’s understanding of what the New Zealand international education sector offers. The centre is a resource for New Zealand and offshore media, international education providers and PR agencies who want story ideas, case studies and fast facts.

The centre’s content was developed after discussions with education providers, regional economic development agencies, peak bodies and the offshore PR agencies we work with. We expect the number of story ideas and case studies in the centre to grow with contributions from New Zealand education providers.

Launching the Media Centre has enabled us to use PR strategically in target markets and tell the story about the importance of international education in New Zealand.<sup>22</sup>

## ENZ Recognised Agency programme

Education agents are a key student recruitment channel for New Zealand education providers. In many instances, they act as education providers’ primary marketing channel. Agents can support students on the international student journey from when prospective students are first discovering where and what they could study through to the pre-arrival stage before they undertake their studies in New Zealand. Agents can also provide support to students while they are studying in New Zealand.

The refreshed ENZ Recognised Agency programme was launched in November 2018 to support high-quality, top performing education agents and agencies who work effectively with students coming to New Zealand. The programme provides increased and sustained support to quality education agents who are both promoting New Zealand as an international study destination and successfully placing students at New Zealand education providers.

## Alexandra Lischka

German student Alexandra Lischka is profiled in our Media Centre and was one of three international students profiled in our New Futures Need New Paths global campaign.

For Alexandra, studying with an international marine expert in New Zealand is a step towards her goal of bringing people together to protect the world’s oceans. She’s now studying for a PhD at Auckland University of Technology.

One of the attractions of studying in New Zealand was the opportunity to work with experts in her field.

She says she has benefited from a practical way of learning based on solving real-world problems. “The style of teaching is more hands-on, and people are very innovative.” Lecturers encourage students to think critically and analytically, and to broaden their horizons.



22. Telling the story about international education in New Zealand contributes to ENZ’s strategic priority to “develop global citizens”.

The programme acts in coordination with the regulatory work of the New Zealand Qualifications Authority and Immigration New Zealand. ENZ Recognised Agencies need to meet core standards each year to gain or retain Recognised Agency status.<sup>23</sup>

During the year we regularly communicated with ENZ Recognised Agencies to ensure they had access to timely and relevant information to effectively promote New Zealand as a study destination and provide information and guidance regarding topical issues. This included ENZ communicating with ENZ Recognised Agencies following the Christchurch terrorist attacks and about the public consultation phase of the Reform of Vocational Education.



## Grow sustainable international education

We encourage innovation of education products and services, and diversification of source markets for international students and where students study in New Zealand. This is intended to sustainably grow international education and ensure the benefits of international education are spread across New Zealand.

### Brazil

In March 2018 and November 2018, ENZ supported academic delegations from seven New Zealand universities on a visit to Brazil to capitalise on the Brazilian Federal Agency for Support and Evaluation of Graduate Education's programme to internationalise the postgraduate departments of Brazilian universities.

More than half of the participating Brazilian universities selected a New Zealand partner for the programme. For the next four years, this initiative will be the focus of the Brazilian universities which will deepen institution-to-institution relationships and create momentum in the market. The initiatives are likely to be academic and post-doctoral exchanges, joint research and the development of academic programmes.

Building reciprocity between New Zealand and Brazilian universities is a key way for New Zealand to position itself as an expert in a number of fields. We anticipate that by using this approach, New Zealand will begin to compete with more popular study destinations for Brazilian students and countries more popular for building institution-to-institution relationships.

### United States of America

Historically, the United States of America (US) has been a study abroad market for the tertiary sector. We partnered with AFS New Zealand<sup>24</sup> to develop an innovative pilot high school study abroad programme to promote New Zealand experiences to US secondary school students. The students could choose one of four specially developed, themed programmes at a New Zealand secondary school (Māori culture, outdoor education and leadership, environmental studies, or the arts).

The objectives were to diversify markets for New Zealand secondary schools and to build on the success of the tertiary subsector in the US study abroad market.

The first six US high school students undertook their study abroad programme in New Zealand from January 2019.

23. The requirements to become member of the ENZ Recognised Agencies programme are found at: <https://enz.govt.nz/support/agent-engagement/enz-recognised-agent/>

24. AFS Intercultural Programs is an international, non-profit organization that facilitates international student exchange programmes.

We brought the students together for a visit to Wellington to create brand assets and gather information for ENZ to use to further publicise and promote the programme while enabling the students to connect with each other and enhance their New Zealand experience.

### Viet Nam

ENZ and the Schools International Education Business Association (SIEBA) developed a market development strategy for Viet Nam after an ENZ-commissioned report identified opportunities for New Zealand schools. The strategy aims to diversify the source markets of the international students enrolled in New Zealand schools<sup>25</sup> and increase the number of international school students enrolled outside Auckland.

The implementation plan focused on:

- scholarships and pricing, including co-investment by participating schools
- agent channel development
- in-market activities with a focus on building school-to-school partnerships.

ENZ and SIEBA selected 36 New Zealand schools to participate in the 2019 New Zealand Schools Scholarships for Viet Nam with the scholarships to start from term 3 in July 2019. The scholarships drove regional diversification, with 24 of the scholarships being for study outside Auckland.

### China

China is New Zealand's largest international student market with 32% of international students in 2018 coming from China.

Our action plan to address the decline in Chinese first-time student visas continued to be implemented. We also updated China and New Zealand-based sector representatives on the declining number of first-time student visas and shared our action plan with them.

As part of the plan, we launched a WeChat MyStudyNZ mini-programme and the [www.studyinnewzealand.cn](http://www.studyinnewzealand.cn) website to enable Chinese students to learn about studying in New Zealand.

We ran an entrepreneurship education campaign to prospective Chinese students. The campaign showcased Chinese alumni stories and entrepreneurship education experts in China and New Zealand using content from Massey University, Southern Institute of Technology, University of Canterbury and University of Otago.

ENZ and the Ministry of Education supported Minister Chris Hipkins' visit to Beijing and Guangzhou in 2018. The visit reaffirmed the high value that New Zealand places on its education relationship with China and promoted New Zealand as a welcoming study destination. During the visit, Minister Hipkins signalled New Zealand's commitment to providing a quality student education and experience and having more New Zealanders study in China.

### New Zealand's regions

In 2018, 58% of international students studied in Auckland. However, all New Zealand regions are well placed to offer rich and diverse experiences and opportunities to international students. In 2018/19, our approach was to work closely with a targeted group of high-performing regions.

Both Northland and Southland were in the early stages of implementing their international education strategies and establish core business activity under the themes of:

- Student mobility
- Telling the story
- Student experience
- Destination marketing
- Industry capability

25. In 2018, five markets (China, Japan, Korea, Germany and Thailand) accounted for 79% of international student enrolments in New Zealand schools.

We supported the two regions to undertake activities including agent familiarisation visits to the region, offshore marketing missions, collateral development, provider workshops, student welcome events and employability programmes.

Targeted support for high-impact projects was provided to regions that had been implementing their international education strategies for more than three years. These regions included Wellington, Christchurch, Dunedin and Queenstown. High-impact projects included activities to attract international investment, talent and high-value tourism and through collaboration with key business sectors, education providers, local government agencies and other regional stakeholders.

### Develop global citizens

International education brings people together from all parts of the globe to share ideas, skills and knowledge, and in doing so creates enduring friendships. Placing students at the centre of our approach to the student experience is vital to ensure New Zealand continues to present an attractive, compelling proposition to internationally mobile learners.

International education needs to operate with an accepted social licence in New Zealand. This helps New Zealand maintain a reputation for being a welcoming place for international students and supports students' overall experience in New Zealand.

### Student experience

Research shows that international students need easy access to truthful information throughout their international student journey, and that social connectivity is key to inclusion and should occur early in their journey.<sup>26</sup>

The Ministry of Education develops the pastoral care standards for international students that New Zealand education providers must meet. The New Zealand Qualifications Authority administers the Education (Pastoral Care of International Students) Code of Practice and monitors the performance of education providers who are signatories to the Code.



Image from ENZ's partnership with AFS to pilot a high school study abroad programme to US students.

26. GrantThornton: *International Student Experience Project*, 2017. This report was produced for ENZ and Auckland Tourism, Events and Economic Development (ATEED) and is available on IntelliLab.



HELP AND ADVICE

## Personal wellbeing



SCROLL

Share this page

### Our help and advice

Check out our help and advice on keeping happy, healthy and safe in New Zealand.

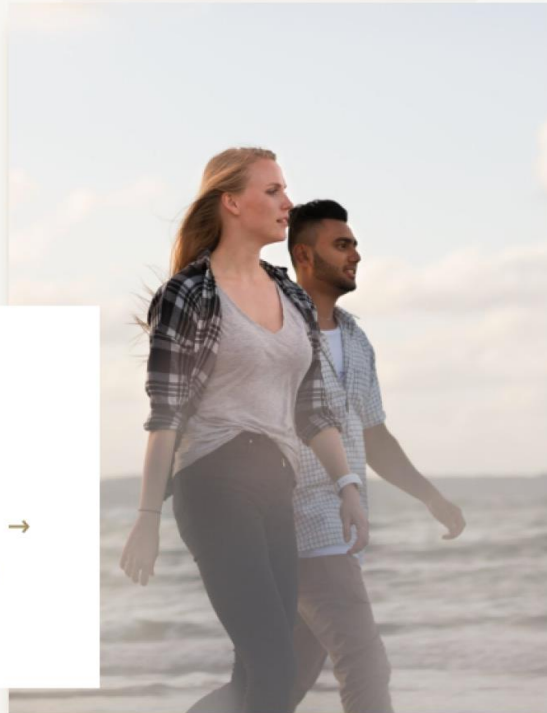
**Feeling lonely, homesick or depressed** →

**Making friends in New Zealand** →

**Staying safe in New Zealand** →

**Keeping your things safe** →

**Being safe online** →





ENZ takes a thought leadership role around research, insights and best practice on the delivery of excellent student experience and wellbeing for international students across New Zealand. This includes ensuring that the international student voice is heard, and informs the development of programmes and initiatives delivered by education agencies and education providers.

### **NauMai NZ**

The first phase of our student experience platform NauMai NZ<sup>27</sup> was launched to deliver a trustworthy New Zealand government source of information that is focused on the needs and interests of international students. This phase drew together immigration and work rights information from the Ministry of Business, Innovation and Employment and the [studyinnewzealand](http://studyinnewzealand.govt.nz) website. Additional content was created, focusing on student wellbeing.

NauMai NZ helps international students start their journey on a positive note by delivering information during the pre-arrival and arrival stages of their New Zealand journey.

NauMai NZ complements information provided by New Zealand education providers and regional destination websites.

The platform embodies the spirit of manaakitanga (hospitality). It invites international students to explore their new home and helps them navigate life in New Zealand. Students who sign up to NauMai NZ will also receive personalised, trusted information and advice via personalised email.

Following NauMai NZ's launch, Immigration New Zealand's student visa approval letters refer international students to the platform for information about pre-arrival and arriving in New Zealand.

NauMai NZ supports the international student journey from when prospective students are first dreaming about an international education through to the pre-arrival stage before students undertake their studies.

### **#MyStudyinNZ journey**

We created #MyStudyinNZ Journey, a Facebook group for international students living in New Zealand to connect, share upcoming events and meet-ups, ask questions and offer advice. This idea originated from research where international students said that they value advice from other students.

Membership is open to international students who are living and studying in New Zealand and to education providers and regional contacts who are interested in sharing information and event details that will enhance students' experience while in New Zealand. The group has over 460 members. Moderators ensure that students get the information they need while maintaining it as a safe and positive space.

#MyStudyinNZ Journey supports the international student journey from when the students first arrive in New Zealand and gain their first impressions through to reality 2.0 when students are in the later stages of their studies.

### **Christchurch – Parkland Youth Leadership Summit**

In July 2018, students from Marjory Stoneman Douglas High School<sup>28</sup> in Parkland, Florida participated in a week-long youth leadership summit hosted by the University of Canterbury and the Volunteer Student Army<sup>29</sup>. ENZ and the Ministry of Foreign Affairs and Trade provided funding and support for the summit.

27. NauMai NZ is a companion site to the [studyinnewzealand](http://studyinnewzealand.govt.nz) website and sits within ENZ's digital ecosystem at: <https://naumainz.studyinnewzealand.govt.nz/about-naumai-nz>

28. On 14 February 2018, the high school was the site of one of the deadliest school shootings in the US. In its aftermath, the high school's students mobilised to create 'Never Again MSD', a student-led gun control organisation that advocates for tighter regulations to prevent gun violence in the US.

29. The Student Volunteer Army is a New Zealand student movement born from a Facebook page started following the 2011 Christchurch earthquake and is focused on facilitating community action through youth engagement, preparing for disasters and service.

The summit enabled students to exchange experiences, ideas and knowledge to support sustainable youth-led movements and community engagement. The students conducted a tree planting project, held panel discussions and heard from prominent speakers from across New Zealand's business, government, university and non-profit sectors.

The summit generated significant media coverage in the United States and showcased New Zealand as a desirable education destination that is well placed to host aspiring student leaders.

### **Prime Minister's Scholarships for Asia and Latin America**

New Zealanders need to develop their skills, knowledge and capabilities to become global citizens and live, work and learn globally.

ENZ runs the Prime Minister's Scholarships for Asia (PMSA) and Prime Minister's Scholarships

for Latin America (PMSLA) which are an important tool to build the cultural competencies of New Zealanders. The scholarships strengthen New Zealanders' people-to-people connections and New Zealand providers connections by building lifelong friendships and networks. Of the recipients that completed their scholarship in 2018/19, 56% of PMSA and PMSLA recipients reported making five or more professional or business connections during their time on scholarship.

In 2018/19, we funded 413 PMSA recipients and 164 PMSLA recipients.

### **Impact measures**

Overall our impact measures show mixed results for 2018/19. The economic value of the sector decreased, while the average value per student remained flat.

Measure	Baseline	Target	Result
The economic value <sup>30</sup> from New Zealand's international education sector.	<b>2008:</b> \$2.51b <sup>31</sup> <i>Trend</i> <b>2012:</b> \$2.60b <sup>32</sup> <b>2014:</b> \$2.85b <sup>33</sup> <b>2016:</b> \$4.29b <sup>34</sup> <b>2017:</b> \$5.09b <sup>35</sup>	<b>2018:</b> \$4.6b	<b>2018:</b> \$4.94 b <sup>36</sup>
<b>Commentary:</b> The 2018 target was achieved. However, there was a slight decrease in the value of the sector. The increase in tuition fees paid by international students was offset by a decrease in the number of international students studying in New Zealand in 2018.			
The percentage of prospective students in priority markets who rank New Zealand in the top three preferred countries. <sup>37</sup>	2017/18: 13% <sup>38</sup>	<b>2021/22:</b> Increase	2018/19: 10%
<b>Commentary:</b> ENZ is not on track to achieve the 2021/22 target as the preference declined between 2017/18 and 2018/19. Decreases in preference among prospective students from India, Viet Nam and Germany offset increases in preference among prospective students from China and Thailand.			
The number of international students enrolled to study outside Auckland. <sup>39</sup>	<b>2013:</b> 38,118 <sup>40</sup> <i>Trend</i> <b>2014:</b> 41,408 <sup>40</sup> <b>2015:</b> 45,582 <sup>40</sup> <b>2016:</b> 48,000 <sup>40</sup> <b>2017:</b> 49,414 <sup>40</sup>	<b>2018:</b> Increase	<b>2018:</b> 49,244
<b>Commentary:</b> The 2018 target was not achieved as the number of international students enrolled to study outside Auckland was flat between 2017 and 2018.			
The economic value per international student. <sup>41</sup>	<b>2012:</b> \$25,370 <i>Trend</i> <b>2014:</b> \$25,540 <b>2016:</b> \$32,100 <b>2017:</b> \$39,290	<b>2018:</b> Increase	<b>2018:</b> \$39,000
<b>Commentary:</b> The 2018 target was not achieved as there was no change in the value per international student between 2017 and 2018.			

30. ENZ commissions a full economic value analysis of the international education sector biennially. In alternate years, ENZ reports an estimated industry value based on the most recent valuation and the latest full year student enrolment figures. This measure is also reporting on the end of year performance information set out in the Vote Tertiary Education Estimates 2018/19.

31. Infometrics, NRB and Skinnerstrategic: The Economic Impact of Export Education, 2008.

32. Infometrics: The Economic Impact of the International Education Industry 2012/13.

33. Infometrics: The Economic Impact of International Education 2014.

34. Infometrics: The Economic Impact of International Education in New Zealand 2015/16 and Infometrics/Covec: Development and Implementation of a new Valuation Methodology for New Zealand's Education Services Exports.

35. m.e. consulting: Economic Valuation of International Education in New Zealand 2018 and PwC: The value of New Zealand's education exports 2018.

36. Estimated value of the international education sector by Education New Zealand. The estimated value is calculated based on the most recent valuation and the number of international students in New Zealand in 2018.

37. ENZ measures the preference of prospective students in priority markets as part of its regular brand monitoring activity. We report the result annually, although the target is focused on an increasing trend over a four-year period.

38. This is a revised baseline for 2017/18. In 2018/19, we measured the preference of prospective international students aged 18-24 years, while the 2017/18 result, reported in the ENZ Annual Report 2017/18 measured the preference for prospective students aged 16-30 years. In 2017/18, the preference for prospective students aged 18-24 years was 13% and the preference for prospective students aged 16-30 years was 15%.

39. This measure is also reporting on the end of year performance information set out in the Vote Tertiary Education Estimates 2018/19.

40. Ministry of Education: Export Education Levy and Tertiary Single Data Return for 2017.

41. Calculated by dividing the total economic value of international students studying in New Zealand by the number of international students studying in New Zealand.

The proportion of international students who were satisfied or very satisfied<sup>42</sup> with their overall experience.<sup>43</sup>

Sector	Baseline	Trend					Target	Result
	2011/12	2013	2014	2015	2016	2017	2018/19 <sup>44</sup>	2019
Secondary school	94%	-	-	93%	-	-		-
Private training establishments	87%	-	88%	-	88%	-		-
English language schools	88%	-	89%	-	88%	-	≥ 85%	-
Institutes of technology and polytechnics	89%	89%	-	88%	-	89%		87%
University	89%	88%	-	90%	-	90%		90%

**Commentary:** The 2019 target has been achieved for the university subsector while it was not achieved for the institutes and polytechnics subsector.

Awareness of the contribution of international education to New Zealand.<sup>45</sup>      New baseline established in 2018/19      **2021/22:** Increase      **2018/19:** 58%<sup>46</sup>

**Commentary:** The 2018/19 result has set a new baseline for this measure. In 2018/19, ENZ developed an improved survey which focused on the overall contribution of international education, rather than the contribution to New Zealand's economy which was previously measured. In 2018/19, 65% agreed that international education benefited New Zealand's economy and economic growth, up from 63% in 2017/18 and 56% in 2016/17<sup>47</sup>.

42. Survey ratings = Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied.

43. i-graduate International Insight: The International Student Barometer. This measure is also reporting on the end of year performance information set out in the Vote Tertiary Education Estimates 2018/19.

44. This target applied to any sectors surveyed in 2018/19 as not all sectors are surveyed every year.

45. ENZ commissions research (including both qualitative and quantitative approaches) to identify New Zealanders' perceptions of international education. The target is focused on an increasing trend over a four-year period.

46. Kantar: *Understanding New Zealanders' perceptions of international Education*, 2019. The survey results are reported on a scale of 1-4 (does not contribute), 5-6, 7-8 and 9-10 (contributes strongly). The reported result is based on the percentage of respondents who provides survey ratings of 7-10 on this scale.

47. Kantar TNS: *Understanding New Zealanders perceptions of international education*, 2018. The 2016/17 and 2017/18 surveys measured how many New Zealanders believed that international education benefitted "New Zealand's economy and our economic growth" in line with the *Leadership Statement for International Education (2011)*. The Leadership Statement has been replaced by the *International Education Strategy 2018-2030* which focuses on delivering economic, social and cultural benefits to New Zealand.

# ORGANISATIONAL DEVELOPMENT

Our organisational development and capability building activities during 2018/19 were aligned to help us achieve our long-term strategy and support the implementation of the *International Education Strategy 2018-2030*. We also worked to ensure that we effectively and efficiently delivered our activities.

## He Rautaki Māori

We developed and launched He Rautaki Māori, ENZ's first Māori Strategy, and identified three Ngā Whaingā (key objectives):

- Develop and foster the use of te reo me ōna tikanga by all staff
- Work towards identifying a Māori name for ENZ that encompasses our role, vision, Ngā Mātāpono and Ways of Working
- Weave te reo me ōna tikanga Māori into ENZ's purpose

We started working through a process to establish a Māori name for ENZ, with the aim of launching the name in 2019/20. We also started working to increase cultural competence and capability within ENZ. This included resources and activities to encourage staff to improve their te reo Māori skills.

As part of developing the strategy, we identified our ngā mātāpono (principles):

- Manaakitanga
- Kaitiakitanga
- Whakawhanaungatanga
- Aroha

Along with our Ways of Working, our ngā mātāpono will create the foundation for ENZ and support the "Think New" international education brand.

## Organisational structure

ENZ implemented a new organisational structure to help us achieve the goals set out in the

International Education Strategy and ENZ's strategic priorities and encourage greater coordination, alignment and integration of activities. The changes included the merging of our Student Marketing and Industry Development teams and the creation of a single International team.

## Ipu

We developed a new intranet, Ipu, as a central communications hub for staff. Ipu brings together all the knowledge streams within ENZ and enables staff to easily access our document management and client management systems. Staff can browse Ipu on their mobiles or laptops, stream and share videos, and instantly engage with their colleagues anywhere in the world.

## Campaign return on investment

ENZ analysed campaign performance data from our digital marketing ecosystem to improve our return on investment. We used live dashboards and data to monitor digital campaign and website performance in real time, with key metrics available to staff via a live campaign dashboard.

Analysis of performance data for recent campaigns was also used to determine media buying costs for future campaigns, including optimum target audience size, reach and frequency for each priority market. It also enabled us to test and evaluate creative and content approaches to increase target audience engagement.

## New Zealand Business Number

ENZ records the New Zealand Business Number (NZBN) identifiers for suppliers in our finance system and we are using these to match financial transactions. ENZ will investigate new and emerging NZBN-related opportunities like e-invoicing.

## Monitoring organisational capability

Measure	Baseline	Target 2018-2022	Result 2018/19
Ratio of administration expenses to core operating expenses.	<b>2013/14:</b> 11% <b>2014/15:</b> 14% <b>2015/16:</b> 15% <b>2016/17:</b> 16% <b>2017/18:</b> 15%	13-18%	13%
Core unplanned turnover.	<b>Year ended 30 June 2014:</b> 9% <b>Year ended 30 June 2015:</b> 11% <b>Year ended 30 June 2016:</b> 10% <b>Year ended 30 June 2017:</b> 7% <b>Year ended 30 June 2018:</b> 10%	< 11%	<b>Year ended 30 June 2019:</b> 7%
Employee engagement.	New baseline in 2018/19.	Top quartile of the staff engagement performance index for the public sector.	ENZ was just over the average for the 12 government organisations listed on the State Services Commission website. <sup>48</sup>
Identify and actively manage a targeted portfolio of markets that drives current opportunities and creates future market positions:			
— Country Activity Plans document business activity and investment for each 'promote' and 'explore' market	2017/18: 100%	100%	100%
— Country team reviews completed three times per year.	2017/18: 100%	100%	100%

48. <https://ssc.govt.nz/resources/public-service-workforce-datahrc-workplace/>. A new baseline was created in 2018/19 as a new survey provider was used.

# OUR PEOPLE

## Good employer matters

We are proud of having built a diverse workforce to deliver excellence to our customers. We provide equal employment opportunities to ensure we harness the talents of all of our people.

Our status as a good employer is assessed against the seven 'good employer' elements set out by the Human Rights Commission. We ensure that all elements are in place and working well through our People Strategy. We continue to evolve our People Strategy to ensure it is appropriate for ENZ's needs and business model. The key elements of the current People Strategy are:

- planning and resourcing
- employee engagement and performance improvement
- developing our people
- recognising and rewarding our people.

## Leadership, accountability and culture

Our Ways of Working are a foundation for ENZ – they are integrated into our performance framework, culture and daily interactions. The three pillars of our Ways of Working are:

- Think Bold
- Think Open
- Think Team

In 2018/19 the focus of our staff engagement initiatives was to provide strategies to deal with work related stress and maintain a positive work life balance, following our sixth annual staff engagement survey. In this survey our overall engagement levels improved for the sixth successive year.

We continued to use a Team Management Index to identify the working preferences of staff and to enhance our ability to work together.

## Recruitment, selection and induction

The People and Culture team use their well-established relationships with external

organisations and online media to assist with staff recruitment and selection. Equal employment opportunity principles are applied throughout the selection process and have resulted in the rich ethnic diversity of staff as shown in our staff profile. A robust induction programme also forms an integral part of training new staff worldwide.

## Employee development, promotion and exit

Professional learning and development form part of staff annual performance agreements and are regularly reviewed and updated throughout the year, both by direct managers and at Leadership Team level.

As a smaller agency, opportunities for career development within ENZ are somewhat restricted but we place a strong emphasis on developing our people with new on-the-job opportunities. Some of the opportunities available to staff include internal and external secondments (particularly with our NZ Inc partners), project work, tertiary study assistance, coaching and mentoring, formal training programmes and opportunities to step in to more senior roles on a temporary basis.

Exit interviews are offered to departing staff. The intention of the interviews is to continually improve the workplace environment and experience for staff. In 2018/19, the interviews did not indicate any trends causing concern about ENZ's culture or the development opportunities available to staff.

## Flexibility and work design

ENZ accepts its responsibility to act as a good employer and tries to build flexibility into employees' work practices. It is common for staff to change their hours or location of work to accommodate the needs of their families, temporarily or longer term, and family-friendly practices are reflected in a clause in our standard employment agreement.

Flexible working arrangements have been offered to male and female staff in equal proportion where

they have needed to alter their work hours or location to meet family responsibilities.

### Remuneration, recognition and conditions

All staff are employed on individual employment agreements. The standard terms and conditions are regularly reviewed to ensure they are legally compliant. While ENZ does not have collective employment arrangements, one staff member belongs to the Public Service Association.

Permanent employees and fixed term staff on long-term agreements participate in regular performance reviews. Self-assessments, performance planning and the identification of development and learning opportunities are integral to this process. Remuneration is reviewed annually, taking into account market conditions, performance and affordability. Staff can receive an increase to their remuneration, and in rare instances a lump sum payment, in recognition of their performance over the previous year.

### Harassment and bullying prevention

ENZ is committed to providing a work environment that is free from any form of workplace harassment including bullying. Our workplace harassment policy provides behaviour expectations, clear guidelines and processes to assist managers and staff in the resolution of any workplace harassment complaints raised by any staff member.

### Safe and healthy environment

ENZ regards a safe and healthy working environment as integral to our positive workplace culture. Staff again rated the organisation very highly in our staff engagement survey for initiatives in this area. All staff worldwide have 24/7 access to EAP services. We also provide on-call medical and safety expertise to staff travelling internationally for work anywhere in the world.

Our focus on flexible work hours and locations has assisted with managing stress issues.

Sick leave and annual leave usage is monitored monthly. Managers, assisted by our People and Culture team, work closely to support staff who need to put leave plans in place.

The ENZ Board takes a very active interest in staff wellbeing and are briefed about this at every Board meeting.

### Equal employment opportunities workplace

ENZ actively seeks to be a good employer through our values, our recruitment, retention and development policies and our engagement with staff. We actively support staff in their professional development, and we will continue to focus on talent management, succession planning and retention.

### Review programmes and policies

Our HR policies are reviewed regularly to ensure compliance with legislation and to maintain their relevance.

Throughout the year, we remind staff about certain policies to ensure their visibility. Our focus for this year was our Leave Policy, with the addition of Domestic Violence Leave after changes to the Employment Relations Act 2000 on 1 April 2019.

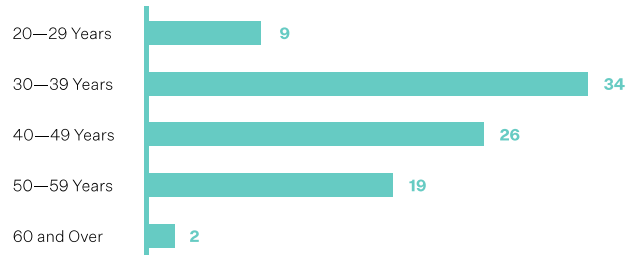


## Our workforce profile at 30 June 2019

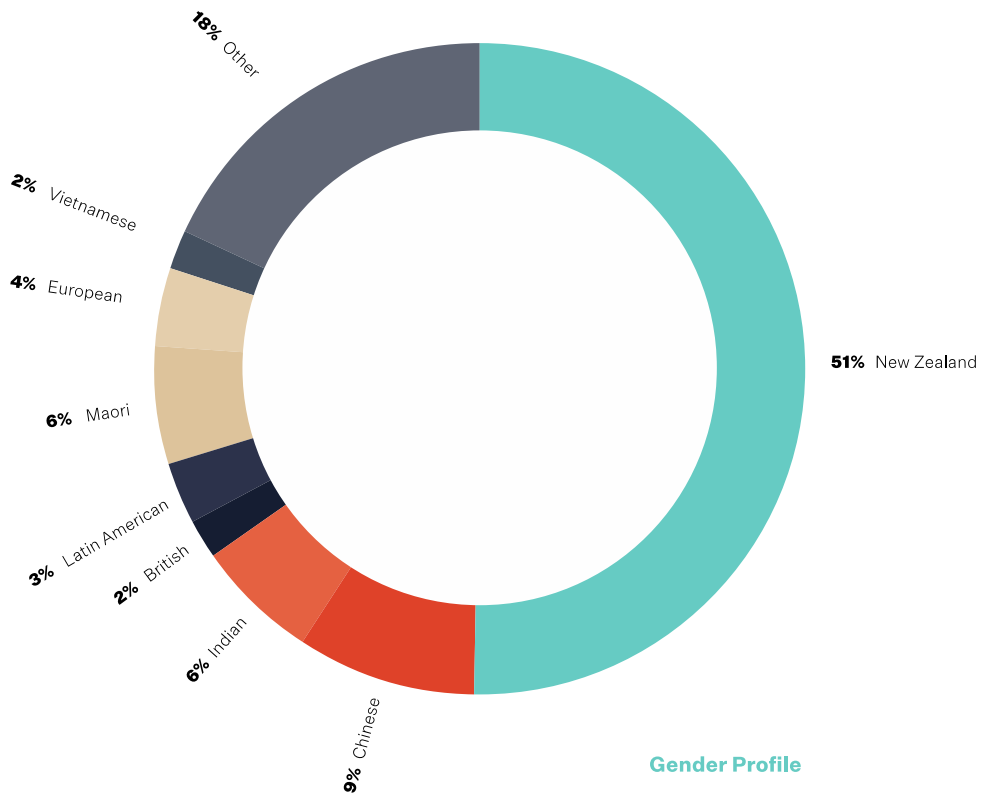
# 87.3

Full time equivalent staff

### Age Profile



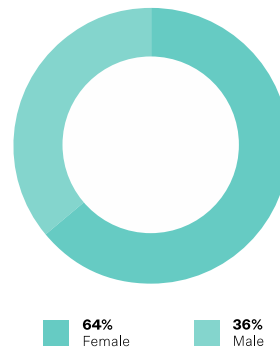
### Ethnicity Profile <sup>49</sup>



### Disability profile

No current ENZ staff members have reported a disability. Staff are invited 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.

### Gender Profile



<sup>49</sup> Voluntarily reported by staff. The 'Other' category includes American, Arabic, Filipino, Indonesian, Japanese, Jordanian, Korean, Malaysian, Pasifika, South African and Taiwanese.

# STATEMENT OF RESPONSIBILITY

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 2019.

Signed on behalf of the Board:



**Steve Maharey** | Board Chair  
31 October 2019



**Lyn Provost** | Board Member  
31 October 2019

# Statement of Performance

This Statement of Performance reports against the performance measures in ENZ's Statement of Performance Expectations 2018-2019. It covers the period from 1 July 2018.



## Total appropriations

<b>\$000</b>	<b>2018/19 Actual</b>	<b>2018/19 Budget</b>
Revenue – Crown	35,114	35,063
Revenue – Other	1,668	1,675
<b>Total Revenue</b>	<b>36,782</b>	<b>36,738</b>
<b>Expenditure</b>	<b>36,728</b>	<b>36,738</b>
<b>Surplus</b>	<b>54</b>	<b>-</b>

## International education programmes

<b>\$000</b>	<b>2018/19 Actual</b>	<b>2018/19 Budget</b>
Revenue – Crown	30,564	30,513
Revenue – Other	1,668	1,675
<b>Total Revenue</b>	<b>32,232</b>	<b>32,188</b>
<b>Expenditure</b>	<b>32,192</b>	<b>32,188</b>
<b>Surplus/Deficit</b>	<b>40</b>	<b>-</b>

## Awards for outbound New Zealand students

<b>\$000</b>	<b>2018/19 Actual</b>	<b>2018/19 Budget</b>
Revenue – Crown	3,750	3,750
Total Revenue	3,750	3,750
Expenditure	3,739	3,750
Surplus/Deficit	11	-

## Scholarships for inbound international students

<b>\$000</b>	<b>2018/19 Actual</b>	<b>2018/19 Budget</b>
Revenue – Crown	800	800
<b>Total Revenue</b>	<b>800</b>	<b>800</b>
<b>Expenditure</b>	<b>797</b>	<b>800</b>
<b>Surplus/Deficit</b>	<b>3</b>	<b>-</b>

# STATEMENT OF PERFORMANCE

## International education programmes

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 managing and increasing the flow of international students and promoting international education linkages.

### 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.

Performance measure	Actual 2017/18	Target 2018/19	Actual 2018/19	Status 2018/19
Percentage of users that agree <sup>50</sup> ENZ's services and support have added value. <sup>51</sup>	71%	≥ 75%	79% <sup>52</sup> of customers agreed that ENZ's services and support have added value to their organisation	✓
Percentage of users satisfied <sup>53</sup> with the information and intelligence provided by ENZ. <sup>54</sup>	87% of industry users rated ENZ's information and intelligence as "good" or higher	Overall rating = good or higher	78% of users rated the information on IntelliLab as "good" or higher	✓
Number of key messages about the benefits to New Zealand from international education delivered through third parties <sup>55</sup> .	198	≥ 150	156	✓
Percentage of Active Visits <sup>56</sup> on ENZ's <a href="http://studyinnewzealand.govt.nz">studyinnewzealand.govt.nz</a> website.	76%	≥ 70%	77%	✓
Number of registrations to ENZ's Student Membership Programme through <a href="http://studyinnewzealand.govt.nz">studyinnewzealand.govt.nz</a> website.	83,512	80-100,000	108,837 <sup>57</sup>	✓

50. Measured by a survey of users. Survey ratings = Strongly agree, Agree, Neither agree nor disagree, Strongly disagree, Don't know.

51. This measure assessed whether users of ENZ's services and support agreed that ENZ had added value to their organisation. The survey results are influenced by how the survey administrator sets up the survey parameters such as number of responses per user, when and to whom the survey link is sent, and the collation of the outcome. Limitations of the survey have been identified as a) participants can complete a survey more than once and b) results may not reflect all the completed surveys. This survey was sent to 712 customers and 159 customers responding, resulting in a response rate of 22%. This measure is also reporting on the end of year performance information set out in the *Vote Tertiary Education Estimates 2018/19*.

52. The result for ENZ's managed customers (primarily large education providers, peak bodies and regional partners) was 93%, up from 84% in 2017/18.

53. Survey ratings = Excellent, Very good, Good, Neither good nor poor, Poor, Very poor, Dreadful.

54. This survey was sent to 1,064 users, with 50 responding. The response rate was 5%.

55. Third parties include media, opinion leaders and broadcast production.

56. Active visits' are defined as those where the visitor engages with the website content e.g. clicking links, scrolling and viewing multiple pages or video. It is considered a measure of both the quality of the traffic to the website and the quality of the content on the website. A rate of 20% is considered an indicator of quality website by industry standards.

57. One of the objectives of the *Future Proof 2.0* global campaign was to increase registrations to the membership programme. The objectives of this campaign had not been identified when the 2018/19 target was set.

Activity indicator	Actual 2017/18	Activity standard 2018/19	Actual 2018/19
Number of referrals to institutional websites from ENZ's studyinnewzealand.govt.nz website.	166,887	120,00058	207,668 <sup>59</sup>
Usage of IntelliLab.	New activity in 2018/19	New activity in 2018/19	1,071 registered users
Usage of the Brand Lab.	15,081 downloads	25,00060 downloads	16,423 downloads
Usage of the Skills Lab.	476 registered users	400 registered users	496 registered users <sup>61</sup>

## Awards for outbound New Zealand students

This appropriation is limited to awards granted to provide assistance 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.

ENZ receives funding through this appropriation to fund the Prime Minister's Scholarships for Asia and the Prime Minister's Scholarships for Latin America. The administration costs for running the scholarship programmes sit within the International Education Programmes appropriation.

### 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.

Performance measure	Actual 2017/18	Target 2018/19	Actual 2018/19	Status 2018/19
Percentage of Prime Minister's Scholarship recipients who report making five or more professional/business connections during their time on scholarship. <sup>62</sup>	New measure in 2018/19	Establish baseline	56%	✓
Percentage of Prime Minister's Scholarship recipients who report making five or more academic connections during their time on scholarship. <sup>62</sup>	New measure in 2018/19	Establish baseline	52%	✓
Percentage of Prime Minister's Scholarship recipients who record that the scholarship has benefited their future career aspirations. <sup>62</sup>				
— Asia	96%	95%	98%	✓
— Latin America.	98%	95%	100%	✓

58. The reduced target for this activity compared to previous years is a result of resource and focus being redirected to matching prospective students with education providers through ENZ's database marketing programme.

59. The communications streams of ENZ's database marketing programme has been developed and built out to better nurture leads towards contacting an institution through MyStudyNZ. The impact of the programme has been greater than expected.

60. Once content (images, templates, posters, videos etc) has been downloaded by a user they have an unlimited ability to re-use it. A reduced level of download activity is therefore expected as the Brand Lab resource matures.

61. ENZ promoted new Skills Lab modules to the sector which resulted in a higher number of registered users than had been forecast.

62. The completion of this report within one month of completing their scholarship is compulsory for all recipients.

Activity indicator	Actual 2017/18	Activity standard 2018/19	Actual 2018/19
Number of new and existing Prime Minister's Scholarships funded. <sup>63</sup>			
— Asia	253	300-350	413
— Latin America.	72	100-150	164

## Scholarships for inbound international students

This appropriation is limited to scholarships available to international students wishing to study in New Zealand.

ENZ receives funding through this appropriation to fund the New Zealand International Doctoral Research Scholarships. The administration costs for running this scholarship programme sits within the International Education Programmes appropriation.

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

This appropriation is intended to achieve an increase in New Zealand's economic value from international students studying in New Zealand.

Activity indicator	Actual 2017/18	Activity standard 2018/19	Actual 2018/19
Number of new and existing New Zealand International Doctoral Research Scholarships funded.	28	10-20	27

63. The number of scholarships that can be funded from this appropriation is dependent on the duration of the study undertaken by the successful recipients.

# Annual Financial Statements





## Statement of comprehensive revenue and expense for the year ended 30 June 2019

\$000	Note	2019 Actual	2019 Budget	2018 Actual
<b>Revenue</b>				
Revenue from the Crown - Operating	1	30,564	30,513	30,689
Revenue from the Crown - Scholarships	1	4,550	4,550	4,550
Other revenue	2	1,461	1,500	3,478
Interest revenue		207	175	201
<b>Total revenue</b>		<b>36,782</b>	<b>36,738</b>	<b>38,918</b>
<b>Expenditure</b>				
Personnel costs	3	12,010	12,152	11,495
Other expenses	4	19,899	19,691	22,575
Scholarship expenses	5	4,536	4,550	4,566
Depreciation and amortisation expenses	9, 10	283	345	346
<b>Total expenditure</b>		<b>36,728</b>	<b>36,738</b>	<b>38,982</b>
<b>Surplus / (Deficit)</b>		<b>54</b>	<b>-</b>	<b>(64)</b>
<b>Other comprehensive revenue / (expense)</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Total comprehensive revenue / (expense)</b>		<b>54</b>	<b>-</b>	<b>(64)</b>

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

## Statement of financial position as at 30 June 2019

\$000	Note	2019 Actual	2019 Budget	2018 Actual
<b>Assets</b>				
Current assets				
Cash and cash equivalents	6	418	840	2,866
Receivables	7	109	250	682
Investments	8	4,800	5,000	4,000
Prepayments		748	100	449
<b>Total current assets</b>		<b>6,075</b>	<b>6,190</b>	<b>7,997</b>
Non-current assets				
Property, plant and equipment	9	204	368	409
Intangible assets	10	574	-	172
<b>Total non-current assets</b>		<b>778</b>	<b>368</b>	<b>581</b>
<b>Total assets</b>		<b>6,853</b>	<b>6,558</b>	<b>8,578</b>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Payables	11	3,346	3,000	5,268
Employee entitlements	12	730	400	670
Provisions	13	158	500	161
<b>Total current liabilities</b>		<b>4,234</b>	<b>3,900</b>	<b>6,099</b>
<b>Non-current liabilities</b>				
Employee entitlements	12	118	-	32
Provisions	13	53	-	53
<b>Total non-current liabilities</b>		<b>171</b>	<b>-</b>	<b>85</b>
<b>Total liabilities</b>		<b>4,405</b>	<b>3,900</b>	<b>6,184</b>
<b>Net assets</b>		<b>2,448</b>	<b>2,658</b>	<b>2,394</b>

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

## Statement of Changes in Equity for the Year Ended 30 June 2019

\$000	Note	2019 Actual	2019 Budget	2018 Actual
Balance		2,394	2,658	2,458
<b>Comprehensive revenue and expense</b>				
Total comprehensive revenue / (expense)		54	-	(64)
<b>Balance at 30 June</b>		<b>2,448</b>	<b>2,658</b>	<b>2,394</b>

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

## Statement of Cash Flows for the Year Ended 30 June 2019

\$000	Note	2019 Actual	2019 Budget	2018 Actual
<b>Cash flows from operating activities</b>				
Receipts from the Crown - Operating		30,564	30,513	30,689
Receipts from the Crown – Scholarships		4,550	4,550	4,550
Receipts from other revenue		1,538	1,500	3,558
Payments to suppliers		(27,825)	(24,241)	(26,259)
Payments to employees		(10,597)	(12,152)	(10,124)
Goods and services tax (GST)		439	-	(533)
<b>Net cash flow from operating activities</b>	<b>14</b>	<b>(1,331)</b>	<b>170</b>	<b>1,881</b>
<b>Cash flows from investing activities</b>				
Payments for new term deposits		(800)	-	(1,000)
Interest received		176	175	113
Purchase of property, plant and equipment		13	(165)	(231)
Receipt from sale of property, plant & equipment		(13)	-	81
Purchase of intangible assets		(493)	-	(30)
Receipt from maturity of term deposits		-	-	1,500
<b>Net cash flows from investing activities</b>		<b>(1,117)</b>	<b>10</b>	<b>433</b>
<b>Net cash flows from financing activities</b>				
Net increase/(decrease) in cash and cash equivalents		(2,448)	180	2,314
Cash and cash equivalents at the beginning of the year		2,866	660	552
<b>Cash and cash equivalents at the end of the year</b>		<b>418</b>	<b>840</b>	<b>2,866</b>

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

# 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 (the Education Amendment Act 2011). 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 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 2019 and were approved by the Board on 29 October 2019.

### 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 Act 1989 (the Education Amendment Act 2011), 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.

### 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.

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

In line with the Financial Statements of the Government, ENZ has elected to early adopt PBE IFRS 9 Financial Instruments. There are no material changes to these financial statements as a result of adopting the new standard.

The XRB issued PBE IPSAS 41 Financial Instruments in March 2019. This standard supersedes PBE IFRS 9 Financial Instruments, which was issued as an interim standard. It is effective for reporting periods beginning on or after 1 January 2022. ENZ has not assessed the effect of the new standard, however it does not expect any material changes as the requirements are similar to PBE IFRS 9.

### Amendment to PBE IPSAS 2 Statement of Cash Flows

An amendment to PBE IPSAS 2 *Statement of Cash Flows* requires entities to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This amendment is effective for annual periods beginning on or after 1 January 2021, with

early application permitted. ENZ does not intend to early adopt the amendment.

### **PBE FRS 48 Service Performance Reporting**

PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 and is effective for reporting periods beginning on or after 1 January 2021. ENZ has not yet determined how application of PBE FRS 48 will affect its statement of performance.

### **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.

#### **Recovery for conference, events and fairs**

We recover some of the cost of the New Zealand International Education Conference and other events that promote education in New Zealand (education fairs and agent seminars) from participants.

#### **Interest revenue**

Interest revenue is recognised using the effective interest method.

#### **Co-funding expenditure**

Co-funding arrangements are approved and administered by ENZ for a variety of industry development purposes and periods. 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 – see note 13 Provisions.

#### **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 held on-call with the bank.

#### **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.

### Previous accounting policy for impairment of receivables

In the previous year, the allowance for credit losses was based on the incurred credit loss model. An allowance for credit losses was recognised only when there was objective evidence that the amount due would not be fully collected.

## 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:

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	
Computer hardware	3 years annum	33.3% per
Furniture & office equipment	5 years annum	20% per
Motor vehicles	4 years annum	25% per

## Intangible assets

### Software development

Costs that are directly associated with the development of software are recognised as an intangible asset. These costs include software development, employee costs and any directly attributable overheads.

Costs associated with maintaining computer software and the development and maintenance of ENZ websites 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 25% per annum
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## 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.

### Co-funding arrangements

See Statement of Accounting Policies: Co-funding expenditure, for further information.

### 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 13 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 2018-2019. 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.

The budget was revised during the year – see note 21 Explanation of major variances against budget for further information.

### 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 13 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 13 Provisions.

## 2. Other revenue

\$000	2019 Actual	2018 Actual
Other revenue under exchange transactions		
Recoveries for conference, events and fairs	1,108	1,275
Gain on sale of property, plant and equipment	-	51
Other revenue	68	1,814
<b>Total other revenue under exchange transactions</b>	<b>1,176</b>	<b>3,140</b>
Other revenue under non-exchange transactions		
Other revenue	285	338
<b>Total other revenue under non-exchange transactions</b>	<b>285</b>	<b>338</b>
<b>Total other revenue</b>	<b>1,461</b>	<b>3,478</b>

## 3. Personnel costs

\$000	2019 Actual	2018 Actual
Salaries and wages	10,370	9,929
Other personnel related costs	643	684
Contractors	615	593
Restructuring costs	44	-
Employer contributions to KiwiSaver	235	228
Increase in annual leave	17	75
Increase in post-employment benefits	86	(14)
<b>Total personnel costs</b>	<b>12,010</b>	<b>11,495</b>

## 4. Other expenses

\$000	2019 Actual	2018 Actual
Audit fees to Audit New Zealand for audit of financial statements	80	70
Board member remuneration	123	128
Advertising, events and fairs	7,064	7,811
Research, policy and other advice	4,900	4,386
Staff travel	1,268	1,430
Operating lease expenses	380	336
Loss on disposal of property, plant and equipment	13	-
Loss on disposal of intangible assets	-	15
Co-funding arrangements	1,459	1,885
English language training programmes	-	1,905
Other operating expenses	4,612	4,609
<b>Total other expenses</b>	<b>19,899</b>	<b>22,575</b>



## Operating lease

ENZ entered a six-year agreement to lease Wellington premises from 1 August 2014. The lease expires on 31 July 2020, with one right of renewal of six years.

## Disposal of property, plant and equipment

ENZ completed a laptop refresh during 2018/19 and installed Win10 and Office365 software. Some older non-compliant laptops were disposed of which resulted in a loss of \$12,897 (2017/18: nil).

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

\$000	2019 Actual	2018 Actual
Not later than one year	369	309
Later than one year and not later than five years	55	323
Later than five years	-	-
<b>Total non-cancellable operating leases</b>	<b>424</b>	<b>632</b>

## 5. Scholarship expenses

\$000	2019 Actual	2018 Actual
New Zealand International Doctoral Research Scholarships	797	784
Prime Minister's Scholarships for Asia	2,697	2,766
Prime Minister's Scholarships for Latin America	1,042	1,016
<b>Total scholarship expenses</b>	<b>4,536</b>	<b>4,566</b>

New Zealand International Doctoral Research Scholarships enable international students to come to New Zealand to undertake or continue PhD study. These scholarships are funded through the Scholarships for inbound international students appropriation.

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.

## 6. 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 2019 of \$0.418 million (30 June 2018: \$2.866 million).

## 7. Receivables

\$000	2019 Actual	2018 Actual
Receivables under exchange transactions		
Interest receivable from bank	31	88
Receivables from the sale of services	16	94
<b>Total receivables under exchange transactions</b>	<b>47</b>	<b>182</b>
Receivables under non-exchange transactions		
Goods and services tax (GST) receivable	62	500
Total receivables under non-exchange transactions	62	500
<b>Total receivables</b>	<b>109</b>	<b>682</b>

The aging profile of receivables at 30 June 2019 was:

\$000	2019 Actual	2018 Actual
Not past due	110	682
Past due by 1 – 30 days	-	-
Past due by 31 – 60 days	(1)	-
<b>Total</b>	<b>109</b>	<b>682</b>

All receivables greater than 30 days in age were considered to be past due. We await the refund details for an overpaid event registration.

There were no movements in the provision for impairment of receivables in 2018/19 (2017/18: nil).

## 8. 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 \$4.8 million at 30 June 2019 (30 June 2018: \$4.0 million).

## 9. 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
Cost					
Balance at 1 July 2017	107	612	204	332	1,255
Additions	-	231	-	-	231
Disposals	-	(149)	(135)	-	(284)
<b>Balance at 30 June 2018</b>	<b>107</b>	<b>694</b>	<b>69</b>	<b>332</b>	<b>1,202</b>
Balance at 1 July 2018	107	694	69	332	1,202
Additions	-	-	-	-	-
Disposals	-	(137)	-	-	(137)
<b>Balance at 30 June 2019</b>	<b>107</b>	<b>557</b>	<b>69</b>	<b>332</b>	<b>1,065</b>
Accumulated depreciation					
Balance at 1 July 2017	56	501	141	158	856
Depreciation expense	20	72	33	66	191
Elimination on disposal	-	(149)	(105)	-	(254)
<b>Balance at 30 June 2018</b>	<b>76</b>	<b>424</b>	<b>69</b>	<b>224</b>	<b>793</b>
Balance at 1 July 2018	76	424	69	224	793
Depreciation expense	18	117	-	57	192
Elimination on disposal	-	(124)	-	-	(124)
<b>Balance at 30 June 2019</b>	<b>94</b>	<b>417</b>	<b>69</b>	<b>281</b>	<b>861</b>
Carrying amounts					
Balance at 1 July 2017	51	111	63	174	399
Balance at 1 July 2018	31	270	-	108	409
<b>Balance at 30 June 2019</b>	<b>13</b>	<b>140</b>	<b>-</b>	<b>51</b>	<b>204</b>

### Capital commitments

As at 30 June 2019, ENZ had nil commitments in respect of property, plant and equipment (30 June 2018: nil).

## 10. Intangible assets

ENZ's intangible assets are all classified as internally developed software. At 30 June 2019 the assets in this class consisted of the system operating environment, brand digital assets and the corporate intranet website. ENZ is currently refreshing its brand digital assets and these were recorded in assets under construction.

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
Cost			
Balance at 1 July 2017	905	-	905
Additions	-	30	30
Disposals	(88)	-	(88)
<b>Balance at 30 June 2018</b>	<b>817</b>	<b>30</b>	<b>847</b>
Balance at 1 July 2018	817	30	847
Additions	30	463	493
Disposals	-	-	-
<b>Balance at 30 June 2019</b>	<b>847</b>	<b>493</b>	<b>1,340</b>
Accumulated amortisation			
Balance at 1 July 2017	593	-	593
Amortisation expense	155	-	155
Elimination on disposal	(73)	-	(73)
<b>Balance at 30 June 2018</b>	<b>675</b>	<b>-</b>	<b>675</b>
Balance at 1 July 2018	675	-	675
Amortisation expense	91	-	91
Elimination on disposal	-	-	-
<b>Balance at 30 June 2019</b>	<b>766</b>	<b>-</b>	<b>766</b>
Carrying amounts			
Balance at 1 July 2017	312	-	312
Balance at 1 July 2018	142	30	172
<b>Balance at 30 June 2019</b>	<b>81</b>	<b>493</b>	<b>574</b>

## Capital commitments

As at 30 June 2019, ENZ had nil commitments in respect of intangible assets (30 June 2018: nil).

## 11. Payables

\$000	2019 Actual	2018 Actual
Payables under exchange transactions		
Creditors	1,928	2,629
Accrued expenses	1,085	703
Income received in advance	185	163
<b>Total payables under exchange transactions</b>	<b>3,198</b>	<b>3,495</b>
Payables under non-exchange transactions		
Fringe benefit tax payable	15	10
Co-funding payable	61	403
Scholarships payable	72	1,360
<b>Total payables under non-exchange transactions</b>	<b>148</b>	<b>1,773</b>
<b>Total payables</b>	<b>3,346</b>	<b>5,268</b>

## 12. Employee entitlements

\$000	2019 Actual	2018 Actual
Current Portion		
Accrued salaries and wages	146	103
Annual leave	584	567
<b>Total current portion</b>	<b>730</b>	<b>670</b>
Non-current portion		
Post-employment benefits	118	32
<b>Total non-current portion</b>	<b>118</b>	<b>32</b>
<b>Total employee entitlements</b>	<b>848</b>	<b>702</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.

### 13. Provisions

\$000	2019 Actual	2018 Actual
Current portion		
Co-funding arrangements	158	161
<b>Total current portion</b>	<b>158</b>	<b>161</b>
Non-current portion		
Lease make-good	53	53
<b>Total non-current portion</b>	<b>53</b>	<b>53</b>
<b>Total provisions</b>	<b>211</b>	<b>214</b>

Movements for each class of provision were as follows:

\$000	Co-funding arrangements	Lease make-good	Total
Cost			
Balance at 1 July 2017	257	53	310
Additional provisions made	2,047	-	2,047
Amounts used	(2,143)	-	(2,143)
<b>Balance at 30 June 2018</b>	<b>161</b>	<b>53</b>	<b>214</b>
Balance at 1 July 2018	161	53	214
Additional provisions made	(1,479)	-	(1,479)
Amounts used	1,476	-	1,476
<b>Balance at 30 June 2019</b>	<b>158</b>	<b>53</b>	<b>211</b>

#### Co-funding commitments

As at 30 June 2019, ENZ had commitments relating to co-funding arrangements of \$0.115 million (30 June 2018: \$0.184 million), with substantially all payments to be made within one year.

#### 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.

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

\$000	2019 Actual	2018 Actual
<b>Surplus / (Deficit)</b>	<b>54</b>	<b>(64)</b>
Add non-cash items		
Depreciation and amortisation expense	283	346
<b>Total non-cash items</b>	<b>283</b>	<b>346</b>
Add / (Less) items classified as investing or financing activities		
Interest received	(176)	(113)
(Gain) / Loss on disposal of property, plant and equipment	13	(51)
Loss on disposal of intangible assets	-	15
<b>Total items classified as investing or financing activities</b>	<b>(163)</b>	<b>(149)</b>
Add / (Less) movements in statement of financial position items		
(Increase) / Decrease in receivables	72	(606)
(Increase) / Decrease in prepayments	(299)	291
Increase / (Decrease) in payables	(1,860)	2,625
Increase / (Decrease) in provisions	(3)	(96)
Increase / (Decrease) in employee entitlements	146	67
(Increase) / Decrease in Goods and Services tax (GST)	439	(533)
<b>Net movements in working capital items</b>	<b>(1,505)</b>	<b>1,748</b>
<b>Net cash flow from operating activities</b>	<b>(1,331)</b>	<b>1,881</b>

## 15. Contingent assets and liabilities

ENZ had no contingent assets as at 30 June 2019 (30 June 2018: none).

ENZ had no contingent liabilities as at 30 June 2019 (30 June 2018: none).

## 16. 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:

\$	2019 Actual	2018 Actual
Board members		
Remuneration	122,830	127,999
Full-time equivalent members	0.85	0.88
Leadership Team		
Remuneration	2,234,385	2,604,493
Full-time equivalent members	8.38	10.00
<b>Total key management personnel remuneration</b>	<b>2,357,215</b>	<b>2,732,492</b>
<b>Total full-time equivalent personal</b>	<b>9.23</b>	<b>10.88</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.

## 17. Remuneration

### Board remuneration

\$000	2019 Actual	2018 Actual
C Finny (Chair to 28 February 2019)	22	32
S Maharey (Chair from 1 March 2019)	18	-
K Rolleston	16	16
V Spackman	16	16
L Sissons	16	16
L Provost	13	-
R Tuwhangai	13	-
P Broughton	3	16
R Leggat	3	16
J Morris	3	16
<b>Total remuneration</b>	<b>123</b>	<b>128</b>

No Board members received compensation or other benefits in relation to cessation.

### Employee remuneration

During the year 45 employees received remuneration and other benefits that exceeded \$100,000 per annum as follows:

Remuneration range	2019 Actual	2018 Actual
\$100,000 – 109,999	7	4
\$110,000 – 119,999	6	3
\$120,000 – 129,999	5	10
\$130,000 – 139,999	5	5
\$140,000 – 149,999	7	2
\$150,000 – 159,999	2	1
\$160,000 – 169,999	1	1
\$170,000 – 179,999	-	3
\$180,000 – 189,999	2	-
\$190,000 – 199,999	1	-
\$200,000 – 209,999	2	2
\$210,000 – 219,999	1	1
\$230,000 – 239,999	-	2
\$240,000 – 249,999	3	-
\$250,000 – 259,999	-	1
\$290,000 – 299,999	1	-
\$340,000 – 349,999	-	1
\$350,000 – 359,999	-	1
\$370,000 – 379,999	1	-
\$400,000 – 409,999	-	1
\$410,000 – 419,999	1	-
<b>Total employees</b>	<b>45</b>	<b>39</b>

During the year two staff members received compensation and other benefit payments in relation to cessation totalling \$54,766 (2017/18: one staff member received \$36,667).

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.

## 18. Events after balance date

There were no significant events after balance date.

## 19. 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:

<b>\$000</b>	<b>2019 Actual</b>	<b>2018 Actual</b>
Cash, receivables and investments		
Cash and cash equivalents	418	2,866
Receivables	109	682
Investments	4,800	4,000
<b>Total cash, receivables and investments</b>	<b>5,327</b>	<b>7,548</b>
Payables		
Payables	3,346	5,268
<b>Total payables</b>	<b>3,346</b>	<b>5,268</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 into any transactions that are speculative in nature.

### Market risk

#### Fair value interest rate risk

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.

#### 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 into transactions denominated in foreign currencies. This activity exposes us to currency risk. ENZ does not actively manage our exposure 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 2019 was:

\$000	2019 Actual	2018 Actual
Counterparties with credit ratings AA-		
Cash at bank and term deposits	5,218	6,866
Receivables	32	88
<b>Total counterparties with credit ratings AA-</b>	<b>5,250</b>	<b>6,954</b>
Counterparties without credit ratings		
Receivables with no defaults in the past	77	594
<b>Total counterparties without credit ratings</b>	<b>77</b>	<b>594</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 forecast and actual 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.

## 20. 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 2019.

ENZ manages its financial dealings prudently, enabling the business to meet its objectives.

## 21. Explanation of major variances against budget

Explanations for major variances from the budgeted figures presented in the Statement of Performance Expectations 2018-2019 are as follows:

Revenue from the Crown – Operating budget was revised during 2018/19 as funding for the NZ Story of \$0.383m was transferred from ENZ's International education programmes appropriation to New Zealand Trade and Enterprise.

Actual revenue of \$0.333m was transferred to New Zealand Trade and Enterprise. Expenditure was also reduced as NZ Story funding was a pass-through cost for ENZ.

# INDEPENDENT AUDITOR'S REPORT

## To the readers of Education New Zealand's financial statements and performance information for the year ended 30 June 2019

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 41 to 58, that comprise the statement of financial position as at 30 June 2019, the statement of comprehensive revenue and expense, 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 of ENZ on pages 27 to 28 and 36 to 39.

In our opinion:

- the financial statements of ENZ on pages 41 to 58:
  - present fairly, in all material respects:
    - its financial position as at 30 June 2019; 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 Public Benefit Entity Reporting Standards; and
- the performance information on pages 27 to 28 and 36 to 39:
  - presents fairly, in all material respects, ENZ's performance for the year ended 30 June 2019, including:
    - 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
    - what has been achieved with the appropriations; and
    - the actual expenses or capital expenditure incurred compared with the appropriated or forecast expenses or capital expenditure.
  - complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 31 October 2019. 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 2018-2019 and Statement of Intent 2018-2022.

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 reported performance information within ENZ's framework for reporting its performance.
- 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 2 to 26, 29 to 35 and 63 to 64, 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 (Revised): Code of Ethics for Assurance Practitioners 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.

A handwritten signature in black ink that reads "Ajay Sharma". The signature is written in a cursive style with a horizontal line underneath the name.

**Ajay Sharma**

Audit New Zealand

On behalf of the Auditor-General

Wellington, New Zealand

## APPENDIX ONE: OUR STATUTORY FUNCTIONS

ENZ's 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

<b>ENZ's priority markets</b>	ENZ's priority markets were Brazil, Chile, China, Colombia, the European Union, India, Indonesia, Japan, Korea, Malaysia, the Philippines, Saudi Arabia, Thailand, the United States of America and Viet Nam
<b>International students</b>	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
<b>NZ Inc</b>	The collaboration of New Zealand government agencies, particularly when operating offshore.
<b>SIEBA</b>	Schools International Education Business Association

# APPENDIX THREE: OUR BOARD

ENZ's Board is made up of between five and seven members appointed by the Minister of Education. The Board is responsible for the governance, including setting its strategic directions and its 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 ENZ.

Special advisers to the Board help guide and shape the Board's work and ensure connections with the strategic direction of other agencies. The special advisers represent:

- the Ministry of Education
- the Ministry of Business, Innovations and Employment
- the Ministry of Foreign Affairs and Trade
- the New Zealand Qualifications Authority.

## Board Members at 30 June 2019

### Steve Maharey (Chair)

Steven Maharey is an independent director and consultant on a wide range of social and political issues. He was previously the Vice-Chancellor of Massey University and was a Member of Parliament and Senior Minister in the New Zealand Government (1999-2008). Earlier in his career, he was a Senior Lecturer in Sociology at Massey University. Steve joined ENZ's Board on 1 September 2018.

### Lyn Provost

Lyn Provost was Controller and Auditor-General from October 2009 until 2017, and from 2001 to 2009 she was the first female and civilian Deputy Commissioner of New Zealand Police. Lyn is currently a member of the International Auditing and Assurance Board. Lyn joined ENZ's Board on

1 September 2018 and she is also the Chair of the ENZ Board's Audit and Risk Committee.

### Karen Rolleston

Karen Rolleston is the Chief Executive at Telco Technology Services and former New Zealand Chief Executive for 3P Learning Ltd, a global Australian online education company specialising in literacy and numeracy programs for schools and students. Karen has held directorship roles with Limestone Risk Management Ltd, 2Touch Technologies and Interactive Whiteboards Australia Pty Ltd.

### Dr Linda Sissons

Dr Linda Sissons is the Chief Executive of the Primary Industry Training Organisation and prior to that was Chief Executive of the Wellington Institute of Technology (2001-2015) and of Hutt Valley Polytechnic (1999-2001). Dr Sissons is also Chair of the Board of Governors of the Commonwealth of Learning and a member of the New Zealand Institute of Skills & Technology Establishment Board.

### Victoria Spackman

Victoria is a director and leader across many sectors including education, media, arts, creativity and technology. She is a previous CEO of Gibson Group and remains a director of that company. In 2016 she was made an Officer of the New Zealand Order of Merit for services to theatre, film and television.

### Rachael Tuwhangai

Rachael is Managing Director of Niu Digital, an app and web development company, and of Maori and Pasifika Support Services (MAPSS). Rachael has previously served on the board of NZQA and is a current Member of Council for Manukau Institute of Technology. She is a former lecturer of the University of Auckland in Teacher Education. Rachel joined ENZ's Board on 1 September 2018.





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