

---

# ANNUAL REPORT

2013-2014



**ThinkNew**

# ABOUT EDUCATION NEW ZEALAND

## Our purpose

Education New Zealand’s purpose is to take New Zealand’s education experiences to the world for enduring economic, social and cultural benefits.

## Our role

Education New Zealand (ENZ) is a Crown Agency. The Ministry of Education and the Ministry of Business, Innovation and Employment are our monitoring agencies. We are based in New Zealand, Belgium, Brazil, Chile, China, Germany, India, Indonesia, Japan, Malaysia, the Republic of Korea (Korea), Saudi Arabia, Taiwan, Thailand, the United States and Viet Nam. Our statutory functions are shown in Appendix One.

We work with the diverse international education industry which encompasses six sectors: universities, institutes of technology (ITP), private training establishments (PTE), English language providers, schools, and offshore education service providers<sup>1</sup>.

We work with the industry and across other governments to promote New Zealand as a study destination, and New Zealand’s expertise in providing education and training products offshore. This includes public relations and running promotional events, activities and alumni events.

The capability and capacity of the industry varies between and within sectors. We work with the industry to strengthen their capability so they can benefit from growth opportunities. Our research and market intelligence identify potential growth opportunities and measure the effectiveness of our strategies and activities.

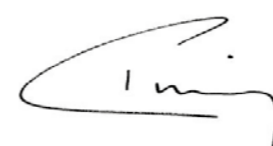
To promote New Zealand offshore, we work closely with other New Zealand Inc. agencies such as the Ministry of Foreign Affairs and Trade, Immigration New Zealand (part of the Ministry of Business, Innovation and Employment), Tourism New Zealand, and New Zealand Trade and Enterprise. We work with other New Zealand education agencies such as the Ministry of Education, which leads international education policy work, and the New Zealand Qualifications Authority, which works to promote and achieve the international portability of New Zealand qualifications.

We also provide information to potential international students and their families about living and studying in New Zealand, and work with other agencies and the industry to ensure international students are adequately supported while studying here. International students are defined as students who are non-residents of New Zealand who have entered New Zealand expressly with the intention to study, or have enrolled in a New Zealand provider offshore<sup>2</sup>.

# CONTENTS

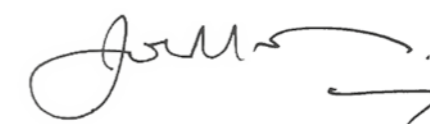
<b>Board Chair’s foreword</b> .....	2
<b>Chief Executive’s foreword</b> .....	4
<b>Part One: International education</b> .....	7
The international education landscape 2013/14.....	8
The New Zealand context 2013/14.....	9
<b>Part Two: Our performance</b> .....	13
Our outcomes for 2013/14.....	14
Our achievements.....	15
Our organisational development.....	36
Statement of Responsibility.....	42
<b>Part Three: Statement of Service Performance</b> .....	43
Statement of service performance.....	45
<b>Part Four: Annual Financial Statements</b> .....	49
Notes to the financial statements.....	54
Independent auditor’s report.....	78
Appendix One: Our statutory functions.....	80
Appendix Two: Our Board.....	81

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



**Charles Finny** | Board Chair

31 October 2014



**John Morris** | Board Member

31 October 2014

<sup>1</sup> Offshore education service providers deliver education products and services offshore, such as education publishing, education technology and education consultancies.  
<sup>2</sup> ENZ counts international PhD students, exchange students, New Zealand Aid students, foreign research postgraduate students and full fee-paying international students as international students.

# BOARD CHAIR'S FOREWORD

We could not achieve any progress towards our goals without the full buy-in and support from our education providers and companies, and our regions. The level of cooperation that has developed has been excellent.



Education New Zealand has moved well beyond the establishment phase and is now focused on utilising our Think New brand and strategy and new immigration policy settings to both grow the value of international students studying in New Zealand and the value of our earnings in offshore jurisdictions. We are not only seeking increased numbers of students from abroad, but we want to achieve more value from every student studying in New Zealand.

It is pleasing to see the number of students studying in New Zealand has begun to grow again. All types of institutions have seen growth, and from some markets and in some sectors, this growth has become quite strong. At the time of writing this introduction, that growth has continued into this financial year.

Good progress has been made in achieving some of our subsidiary goals. We have grown the number of postgraduate students studying in New Zealand and the number of students studying offshore on courses taught by New Zealand education institutions.

The introduction of the Prime Minister's Scholarships for Asia was an exciting development during the year. I was very impressed with the number and quality of those who applied for these. It was wonderful that the Prime Minister was able to meet the recipients at a function in Parliament.

We could not achieve any progress towards our goals without the full buy-in and support from our education providers and companies and our regions. The level of cooperation that has developed has been excellent, particularly around the strategic roadmaps that have been developed for each of the sectors to achieve the goals set in the Government's Leadership Statement for International Education. The Stakeholder Advisory Committee that has been established to assist the Board has also made an invaluable contribution over the past year.

As in previous years, we have learned that having comparable policy settings to those in competitors, such as Australia and Canada, is critical to success. As these settings change regularly in competitor markets it is often necessary to review our own policies quickly and sometimes make changes. To achieve this, the Government has set up the International Education Senior Officials' Group that meets regularly to review policy change suggestions from Education New Zealand. Can I thank the

participants for their hard work over the year and their willingness to consider new policy approaches. Wider coordination domestically with the Ministry of Education, the Ministry of Business, Innovation and Employment, with the Tertiary Education Commission and New Zealand Qualifications Authority has again been essential for progress to be achieved and we are grateful for the cooperation of these ministries and agencies. And externally, we have worked closely again with the Ministry of Foreign Affairs and Trade, New Zealand Trade and Enterprise, Tourism New Zealand and Immigration New Zealand. Some of the collaborations with Tourism New Zealand are particularly exciting.

The support we have received from the Prime Minister, our Minister Steven Joyce and other Ministers has contributed directly to the progress being achieved towards our goals. This is particularly important during overseas visits where high level trade missions led by the Prime Minister and/or his colleagues can open doors for the international education industry that would otherwise remain firmly closed. We are grateful that education has been given such a high profile on many of these missions.

We have had a good year, but we are still a long way from having achieved the goals set by Government

in the Leadership Statement for International Education. The Board has therefore signalled that in the year ahead, we are expecting achievement at an even higher level. We believe that these goals are achievable and we are determined to achieve them.

Can I thank the Board for their contribution over the year and in particular to Jenny Alford who finished her term in September 2013. Jill Tattersall has also finished her term at the end of August 2014. We will miss you Jill also.

Finally, we need to acknowledge the excellent work done by Chief Executive Grant McPherson and his team to take us closer to the achievement of our goals.

Charles Finny | Board Chair

# CHIEF EXECUTIVE'S FOREWORD

In 25 years we have given more than a million international students a life-changing education experience – and they hold a piece of New Zealand in their hearts wherever they go in the world.



It has been 25 years since we changed our outlook from education for aid to education for trade and in that time international student enrolments have grown significantly and increasingly you can find New Zealand institutions and products around the world. International education is firmly established as New Zealand's fifth largest export industry and growing.

Growth brings many benefits – students are getting a great education, our institutions and the communities that support them are increasingly diverse and New Zealand is deepening its vitally important global linkages. In 25 years we have given more than a million international students a life-changing education experience – and they hold a piece of New Zealand in their hearts wherever they go in the world.

We all know the old saying that goes something like, if you keep doing something the same way, you will keep getting the same result. For Education New Zealand and the international education industry, this year has been anything but the same as previous years, and we are beginning to see the results.

A priority this year has been to find an effective answer to that first question from the student who may not even know where New Zealand is – why study in New Zealand?

In late 2013 we launched the Think New brand and the New Zealand Education Story – both designed to tell audiences worldwide about the unique benefits of education in this country. While not ignoring our well-established reputation for beautiful scenery and adventure lifestyles, the story we're telling emphasises our world-class education system and the innovation and creativity that is encouraged in our classrooms by professional and passionate teachers. New experiences, new ideas, new adventures, New Zealand.

Think New can now be seen all over the world thanks to The Brand Lab – a digital home for more than a thousand education-related assets ranging from royalty-free photos to graphics, case studies and a brochure series available in nine languages. Institutions, education businesses and agents are using The Brand Lab to create marketing material that tells a consistent story about New Zealand, and provides a foundation from which to showcase their own distinctive strengths.

We also introduced a comprehensive online training programme to help education agents around the

world to confidently market New Zealand. Agents are a key influencer for many families and students when they are thinking about where to study. Our award winning e-learning modules ensure agents understand what it is like to live and study in New Zealand, education choices and pathways, and visa requirements and processes.

New Zealand's international education industry is diverse in scale, aspiration and capability. Concerted growth across such diversity requires the support of robust strategic planning. This year, over the course of nine months, more than 500 industry participants discussed, debated and developed a targeted strategic roadmap for each sector of the international education industry. I believe the roadmaps process has brought out the best in the industry.

Five themes surfaced early on and became the framework for all the roadmaps. Under the themes: markets; products and pathways; resourcing; capability and leadership; and partnerships; a set of strategic choices and specific actions were selected by each sector of the industry as the key enablers of their success out to 2025.

To continue the roadmaps analogy – it's now time for industry to get into the driving seat. Education New Zealand is committed to supporting the

progress of the strategic choices and actions by taking the lead on initiatives where government action is required and working in partnership with sectors where collaborative effort is needed. But to create a resilient, sustainable future for international education in New Zealand every school, ITP, PTE, university and provider of education products and services must take up the challenges the roadmaps have set.

Over the past couple of years we have worked across government with our key partners – the Ministry of Education, the Ministry of Business, Innovation and Employment, the Tertiary Education Commission and the New Zealand Qualifications Authority – to secure the right policies and strategies for international education. Important changes have been made this year to extend the work rights for international students and the Tertiary Education Strategy 2014-2019 has the internationalisation of education as one of its six priorities. Around the export of education services, we have been working with government partners to develop approaches to the commercialisation of government's intellectual property in education. The task for the year ahead is to consider policy settings that will actively promote international education.

I am optimistic that the tide is turning after three flat years for the number of students choosing New Zealand as their study destination. Enrolments for the first four months of 2014 were up eight percent on the same period last year, marking three consecutive trimesters of growth in student numbers. This growth represents about \$100 million in value for the country.

On top of that, the number of student visas approved for the January to June period is at its highest point in 11 years, indicating that enrolments are set to climb for the rest of the year.

International education is important to New Zealand, both at home and abroad with initiatives to export our education expertise. The people and ideas that come here for a first-class education bring a global outlook to our doorstep, which is vital to our success as a country. And as more institutions and businesses take our education products and services offshore they cement our reputation on the world stage.

Exciting times are on the horizon and I'm proud to be leading a strong and talented team committed to growth in international education. We will continue to ensure we have the right resources in the right places in our international network. Having people on the ground in our key markets

is crucial to building the New Zealand education brand, identifying and supporting business development opportunities and ensuring positive government relations.

I would like to acknowledge the unflagging support of Minister Joyce who continues to position international education within the Government's focus on economic growth. And thanks must also go to the Board for their astute guidance and vision, and the Stakeholder Advisory Committee who provide welcome advice and support.

As we glance back over our shoulder to consider a year of positive and invigorating change, I can assure you we are already turning our minds to the opportunities that lie ahead.



**Grant McPherson** | Chief Executive

# PART ONE

## International education



# THE INTERNATIONAL EDUCATION LANDSCAPE 2013/14

International education strengthens the economic, cultural and social links between countries. It helps create international connections between New Zealand and other countries and encourages the acceptance of other cultures through the building of life-long friendships and networks.

The global economy continued to improve in 2013/14<sup>3</sup>. Many of our key student attraction markets experienced economic growth higher than the rest of the world, including Brazil, China, India and Indonesia. This had a positive impact on the growth of New Zealand's international education industry, with more students from many of these countries choosing to study in New Zealand.

China and India continued to be the major markets for international students, both for New Zealand and most of its competitors. New Zealand's competitors include Australia, Canada, Ireland, the United Kingdom and the United States. They are larger and have more resources, and there is

ongoing strong competition for international students. Some competitor countries or their international education providers are seeking to increase their market share. Comparable data can be problematic to obtain, but available information shows that in 2012/13, international student numbers were at record levels in the United States (up 7 percent on the previous year) and in Australia, international student course enrolments increased by 10 percent in the first trimester<sup>4</sup> of 2014 after two years of decreases.

Technology changes continue to have a significant impact on the nature and delivery of education. Massive open online courses (MOOCs) continued to grow in popularity in 2013/14, with millions of course enrolments globally. Beyond MOOCs, technology is being integrated at all levels of education, from primary and secondary schools to PTEs and English language providers. This trend will continue to impact education delivery and learning expectations.

# THE NEW ZEALAND CONTEXT 2013/14

The second half of 2013 saw the beginning of a turnaround in international student trends in New Zealand. The industry had been beset by decreases after the global financial crisis and the Canterbury earthquakes, but changes to work rights for international students in New Zealand were advantageous for the industry and made a strong contribution to growth. The positive movement has continued into 2014, underlining the importance of keeping up momentum through a mix of strong branding and marketing, working closely with industry and ensuring policy settings continue to encourage growth across all sectors.

The improvements in 2013/14 indicate that New Zealand's international education industry is well-placed to continue growing in line with the government's goals for international education.

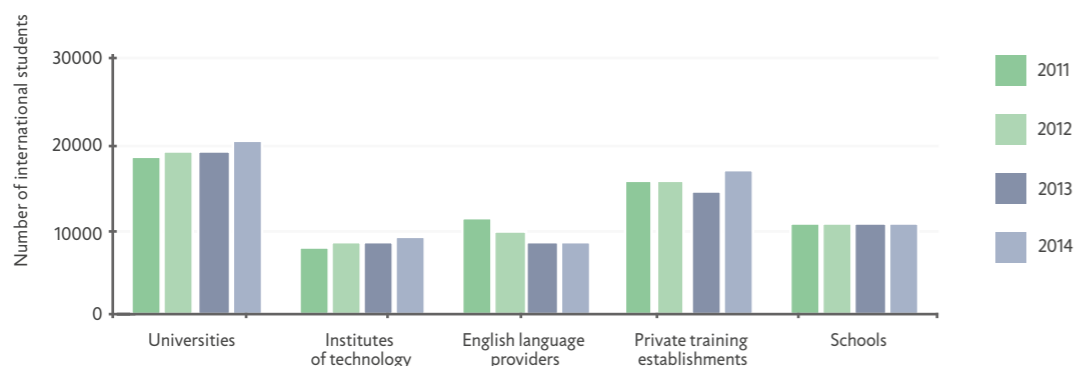
## International student attraction

During 2013/14, New Zealand continued to attract a small but significant slice of the international education market. In the first trimester of 2014, 67,387 international students were enrolled with New Zealand providers. This was an 8 percent increase on the same period in 2013 and a record high number of enrolments, marking three consecutive trimesters of growth for the industry. All sectors saw growth with the largest increase occurring in the PTE sector.

<sup>3</sup> This Annual Report includes calendar year information and financial year information. With the exception of Part Four, a calendar year is shown as a single year, such as 2013, while dates such as 2013/14 refer to a financial year. In Part Four, all information relates to a financial year.

<sup>4</sup> The first four months (January – April) of the year equate to the first trimester of study at an education provider for both New Zealand and Australia.

Graph 1: Number of international students by sector for the first trimester



Source: Single Data Return for 1 January – 30 April 2014, Ministry of Education.

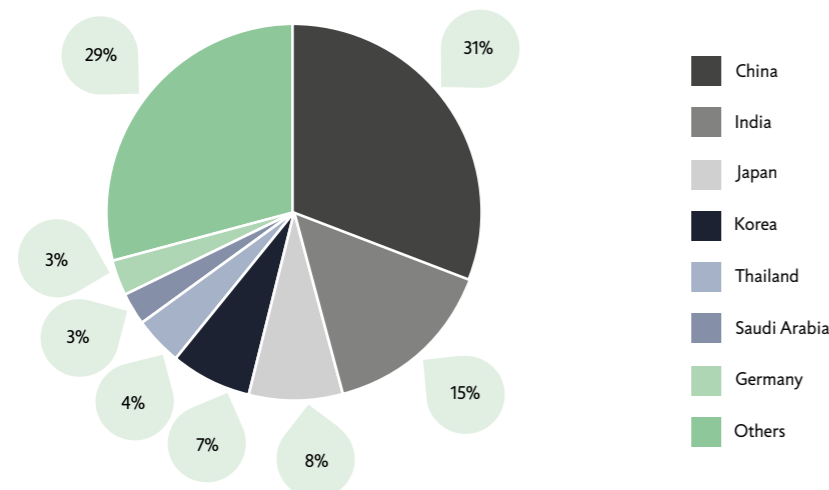
Almost 70 percent of international students are enrolled in Auckland and Canterbury. In the first trimester of 2014, international student enrolments increased in both regions. Enrolments in Auckland increased by 12 percent; driven by the PTE and university sectors. The 40,639 international students enrolled in Auckland is the highest number since 2007.

Following the Canterbury earthquakes, Canterbury experienced a notable decrease in international student enrolments. In the first trimester of 2014, the number of international students enrolled in Canterbury increased by

10 percent to 5,546, driven by the PTE and ITP sectors. This continued the 11 percent growth experienced by the region in 2013. The region is yet to recover to its pre-earthquake international student enrolment numbers.

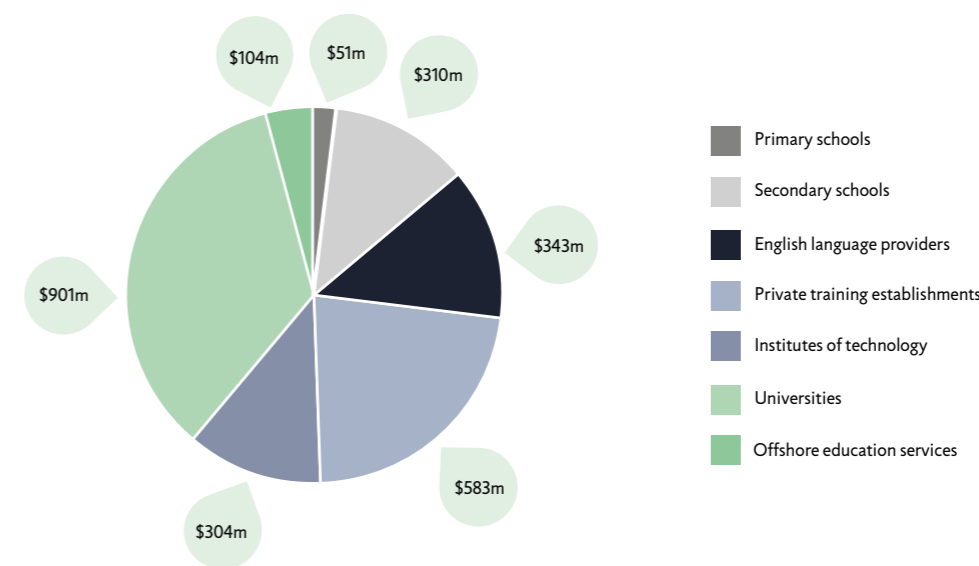
By country of origin, the most significant growth came from India, with a 41 percent increase. Most of the growth occurred in the number of Indian students at PTEs studying level 5 – 7 diplomas in management and commerce. The number of international students from China, our largest student attraction market, continued the year-on-year trend of growth with a 12 percent increase.

Graph 2: Origin of international students in the first trimester of 2014



Source: Single Data Return for 1 January – 30 April 2014, Ministry of Education.

Graph 3: Value of the international education industry by sector



Source: The Economic Impact of International Education 2012/13, Infometrics.

### Postgraduate students

One of the objectives of the Government's Leadership Statement for International Education (the Leadership Statement)<sup>5</sup> is to double the number of international postgraduate students studying in New Zealand to 20,000 by 2025. The efforts being put into achieving this are reflected in the 10,552 international students enrolled at postgraduate level in the first trimester of 2014, a 12 percent increase on the same period in 2013. This is driven by 20 percent increases in both Masters' degree and Graduate certificate and diploma enrolments. Enrolments in Doctoral degrees have also seen a steady 5 percent increase.

### The value of the industry

Doubling the value of the industry to \$5 billion by 2025 is one of the objectives of the Leadership Statement. During the year we supported the industry to develop sector-specific strategic roadmaps and an overall industry roadmap to identify their growth goals to 2025. The industry identified an overall value of \$4.8 – \$6.2 billion as their target. We are working with the industry to support them achieving their goals.

In 2013, the value of international students was estimated to be unchanged at \$2.6 billion, the same valuation calculated for 2012.<sup>6</sup> This was caused by the increase in tuition revenue from full fee-paying international students being offset by a 2 percent decrease in international student numbers.

International student tuition fee income increased by 10 percent in the first trimester of 2014 compared to the same period last year. The number of international students enrolled in New Zealand also increased. Combined, we estimated these increases equate to an extra \$100 million to New Zealand.<sup>7</sup>

<sup>5</sup> The Leadership Statement is at <http://www.enz.govt.nz/sites/public/files/Leadership%20Statement%20for%20International%20Education.pdf>

<sup>6</sup> The 2012 valuation was provided in The Economic Impact of the International Education Industry 2012/13, Infometrics.

<sup>7</sup> ENZ calculated this by updating the value of international students from Infometrics' Economic Impact of International Education 2012/13 report.

## Offshore education products and services

### Students enrolled with New Zealand providers offshore

Increasing the number of students enrolled with providers offshore to 10,000 by 2025 is an objective in the Leadership Statement. In the first trimester of 2014, there were 2,434 international students enrolled with New Zealand providers offshore – a 10 percent increase compared to the same period in 2013.

### The value of offshore education products and services

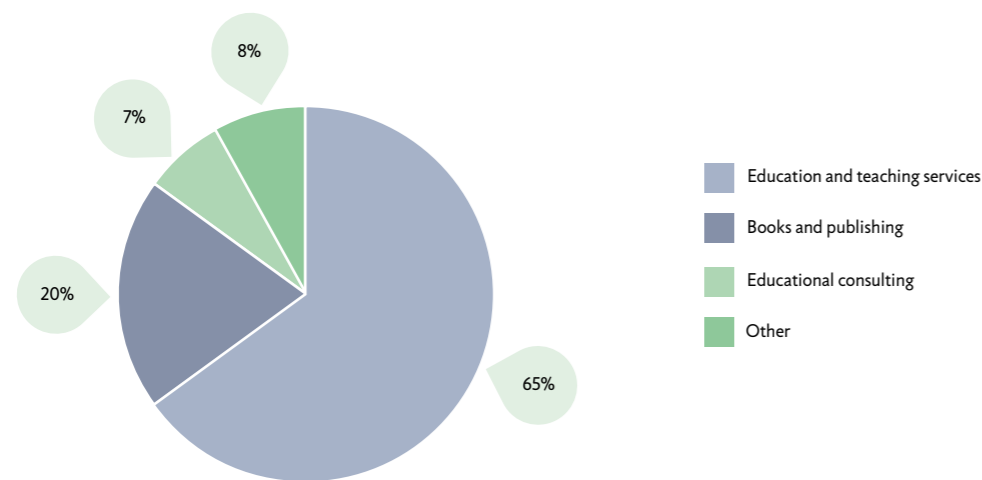
A further objective of the Leadership Statement is to increase the revenue from education services being delivered offshore to \$500 million by 2025. During the year, we worked with the sector to define its growth goal, which was identified as a value between \$502 – \$704 million by 2025.

Infometrics undertook a comprehensive assessment of the sector in 2012/13, which estimated the value of offshore education services at \$104 million. The research identified two dominant regions in terms of revenue; the Middle East and Asia account for 39 percent and 45 percent respectively.

During the year, deals to deliver education products and services offshore were struck, but the overall change in the sector's value will not be known until an assessment is undertaken for the 2015 year.

As part of the development of a strategic roadmap, the sector identified strategic choices and specific actions that could help them achieve their growth goal. We co-hosted a conference for education technology businesses and have continued working with the sector to encourage growth by co-funding activities to increase the value of education goods and services provided offshore.

Graph 4: The value of offshore education service provision



Source: The Economic Impact of International Education 2012/13, Infometrics.

# PART TWO

## Our performance

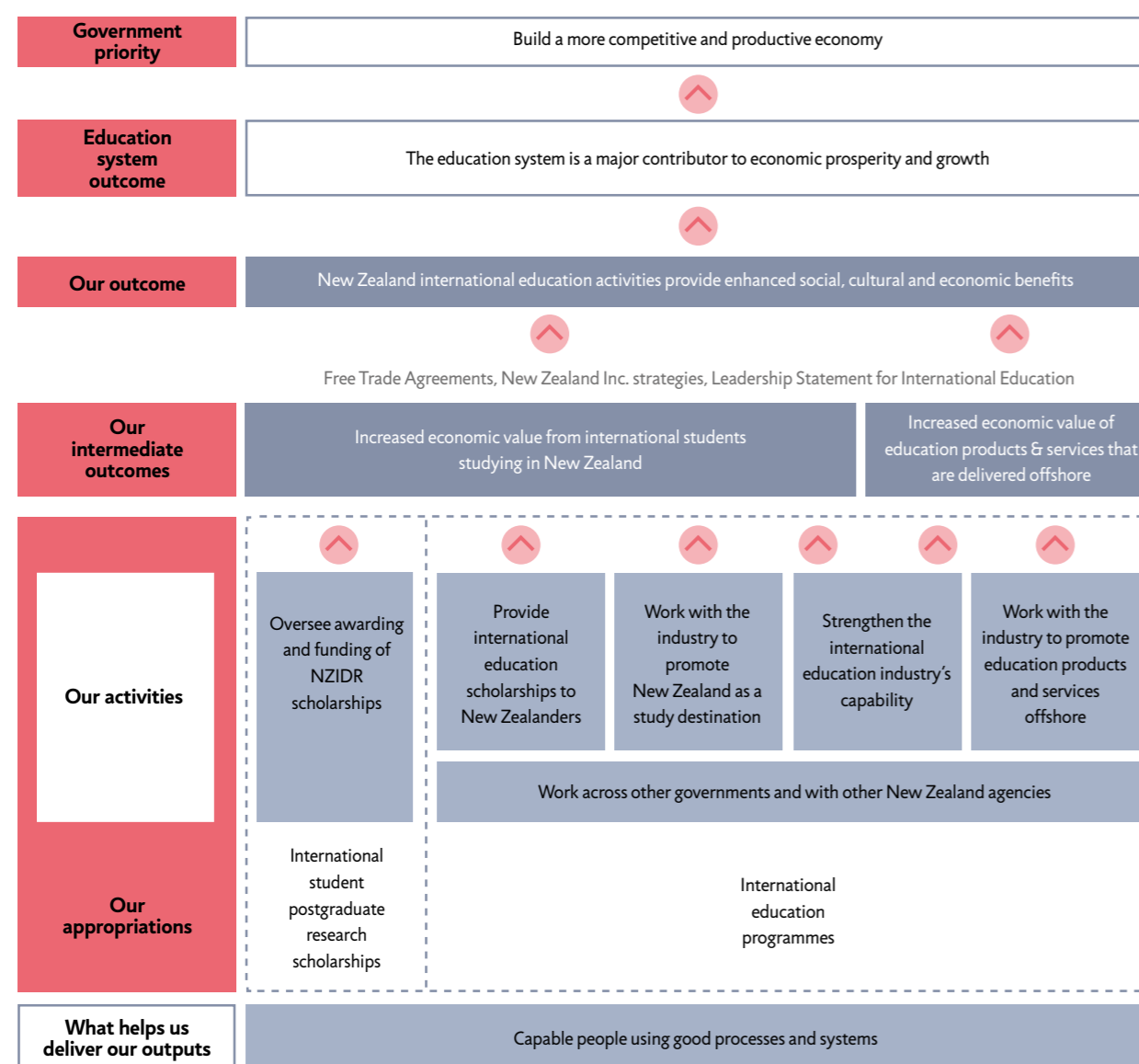




# OUR OUTCOMES FOR 2013/14

During 2013/14, we focused on delivering outputs and ensuring they would help achieve the organisation's overall outcome. ENZ's *Statement of Intent 2013-2016* set out our planned activities and how their impact would be measured.

Our work was organised into two intermediate outcomes: the delivery mechanisms for activities and progress against the activities is set out in the 'Our achievements' section.



Note: 'NZIDR scholarships', mentioned in the above diagram, stands for New Zealand International Doctoral Research Scholarships.

# OUR ACHIEVEMENTS

## Work with the industry to promote New Zealand as a study destination

Awareness of New Zealand as a study destination is low in many markets compared to awareness of our competitors. ENZ worked to increase awareness of, and promote, New Zealand as a study destination.

### Laid the foundations to tell New Zealand's education story<sup>8</sup>

#### Told New Zealand's story

Along with Tourism New Zealand and New Zealand Trade and Enterprise, we led the development of the New Zealand Story, working closely with private and public sector stakeholders.

The New Zealand Story was launched in November 2013 to communicate New Zealand's attributes. It is designed to help New Zealand companies gain competitive advantage in international markets by

providing branding and marketing material they can incorporate into their own strategies. Education is reflected in the 'Open Hearts' and 'Open Minds' chapters, which illustrate New Zealanders' warmth, friendliness, ingenuity and problem-solving skills. Supporting the New Zealand Story are key messages, photos and videos for use by exporters, including education providers.

#### Told New Zealand's education story

Following the release of the New Zealand Story, the complementary New Zealand Education Story and the international education Think New brand were launched. Their messages support the New Zealand Story and represent the New Zealand international education industry.



Think New branding in action at a commercial education fair.

<sup>8</sup> This achievement also supports the activity "Work with the industry to promote education products and services offshore".

Since its launch, ENZ and the industry have used the Think New brand to market New Zealand as a study destination, and New Zealand’s education products and services that can be delivered offshore. The brand has three key attributes:

- > **Learn:** Students will learn in a world-class education system, taught by professional, passionate teachers who have only one thing in mind – students’ success. Students will be challenged to think differently and to push boundaries in an atmosphere of encouragement and excellence.
- > **Live:** New Zealand is a safe, friendly place, and a welcoming and open country where ‘the new’ is celebrated. New Zealanders want to include students and help them experience the full richness of this extraordinary place.
- > **Work:** Students who study in New Zealand gain skills that can lead to employment in New Zealand or offshore.

To support the New Zealand Education Story and Think New brand, we launched a new student attraction website ([www.studyinnewzealand.com](http://www.studyinnewzealand.com)) and The Brand Lab (a marketing toolkit). The Brand Lab contains more than 1,000 images, videos, digital advertising, brochures, posters, ads, presentations and templates for the industry, education agents and ENZ to use. To encourage the

industry to use The Brand Lab, we held a webinar for education agents and released an e-news newsletter to the industry immediately following its launch.

Since then, more than 10,000 items have been downloaded by more than 1,500 people from 60 countries. The most popular downloads include the New Zealand Education Story video, the Think New education brochures, a directory of ITPs and the New Zealand Qualifications Authority’s multilingual student guides. We will continue to monitor the numbers of users and what types of items are being downloaded.

**Promoted New Zealand at events**

**Ran or attended promotional events**

March to April and late August to November are the peak periods each year for potential international students and their families to decide where to study.

We attended or ran 74 promotional events in 2013/14, slightly down from the 76 events held the previous year. The events included New Zealand Education Fairs, commercial education fairs, education agent seminars, alumni functions and school roadshows. All of the events used the Think New brand following its launch.

Diagram 2: Location of events

> Colombia	8	> Brazil	3	> China	17
> Germany/Europe	2	> Chile	2	> India	12
> the United States	2	> Japan	4	> Indonesia	7
		> Korea	3		
		> Malaysia	3		
		> the Middle East	3		
		> Thailand	4		
		> Viet Nam	4		



Live video session with Caio Komatsu and Luana Mazotti at an education fair.

To support the industry’s attendance at two commercial education fairs in Brazil, we held live video sessions with two influential Brazilian bloggers, Caio Komatsu and Luana Mazotti, who were studying in Otago<sup>9</sup>. The sessions enabled potential international students in Brazil to find out what it is like to study in New Zealand and get their questions answered by Brazilians currently studying here. This was the first time we used current international students to promote New Zealand at a fair. Based on its success, we hope to repeat this model in the future.

In India, we trialled engaging education agents to run four New Zealand-only education fairs. These were a good way of regularly promoting New Zealand in-market while extending geographical reach. The fairs collectively attracted 30 New Zealand education providers and 1,400 prospective students.

We also ran campaigns in Mumbai, New Delhi and Bangalore shopping malls using pop-up booths to directly target the growing Indian middle class. This was the first time we used booths in shopping malls to raise awareness of New Zealand as a study destination. We will continue to evaluate the success of marketing initiatives going forward.

**Reviewed attendance at education fairs**

We reviewed the effectiveness of education fairs in attracting international students and the best way to participate in fairs. The review found that:

- > alumni, institution websites and parents’ opinions are the primary sources for deciding which country to study in;
- > commercial education fairs have a wider reach for building awareness of New Zealand as a study destination and are more cost effective than New Zealand Education Fairs.

As a result, we decided to hold significantly fewer New Zealand Education Fairs in 2014 and subsequent years, and continue to support the industry attending commercial education fairs. Savings from this decision were re-invested in education agent seminars, brand awareness, and media and New Zealand Inc. events.

<sup>9</sup> They were hosted by ENZ, Otago University, Otago Polytechnic and Conversa. Conversa is a social media agency working with New Zealand educational providers to target students from overseas, focusing on Brazil.

## Ran digital media campaigns

Digital marketing is one of the most effective ways of communicating with potential students, many of whom are digital natives linked to the world through the internet. Targeting digital media campaigns at potential students and their families can increase their awareness of New Zealand as a study destination and encourage them to consider studying in New Zealand. Based on the success of most of the campaigns run during the year, we plan to continue running digital media campaigns.

### Promoted New Zealand's secondary schools

We ran a digital media campaign in Japan, Korea, Thailand and Viet Nam targeting parents who were considering sending their secondary school children to study offshore. The eight week campaign showcased students from each country who were studying at a New Zealand secondary school, their parents at home and the New Zealand staff who supported them while they were here. The key message was that New Zealand offers more than just a world-class education.

During the campaign, the landing webpages received more than 1 million unique visitors. Of these, 118,395 visitors watched a testimonial video and 14,898 accessed contact information for local New Zealand Specialist Agents<sup>10</sup>.

### Promoted New Zealand higher education

We ran targeted digital marketing campaigns focused on the university sector in China and higher education in India. The campaigns' objectives were to build awareness of New Zealand as a study destination and increase the number of good quality leads being sent to education agents. The leads generated by the campaigns were followed up by the education agent partners secured for the campaigns.

During the campaigns there were:

- > 733,269 visits to the China webpage, generating 8,709 leads (a conversion rate of 1.2 percent compared to a benchmark of 0.9 percent<sup>11</sup>)
- > 287,044 visits to the India webpage, generating 13,445 leads (a conversion rate of 4.7 percent compared to a benchmark of 0.9 percent).

### Promoted New Zealand as an education and tourism destination

ENZ and Tourism New Zealand ran education-tourism campaigns in Brazil and Japan. The campaigns' objectives were to build awareness of New Zealand as a study destination and increase the number of good quality leads being sent to New Zealand's English language providers.

The Brazil campaign was co-branded using Tourism New Zealand's '100% pure' and ENZ's Think New brands. The Japan campaign used Tourism New Zealand's '100% pure' brand with strong ENZ messages. The leads generated by the campaigns were contacted by English language providers who are members of English New Zealand<sup>12</sup>.

During the campaigns there were:

- > 36,388 visits to the Brazil webpage, generating 2,195 leads (a conversion rate of 6.0 percent compared to a benchmark of 0.7 percent)
- > 51,561 visits to the Japan webpage, generating 151 leads (a conversion rate of 0.3 percent).

The low number of leads generated by the Japan campaign indicated that it is an education agent-led market. This will be reflected in future campaigns in Japan. Of the English language providers who participated in the Brazil campaign, 83 percent said they would participate in any future campaigns.

## Strengthened our relationships with education agents

In a number of markets, potential international students and their families often use education agents to assist them to investigate and make decisions about whether to study offshore.

### Launched an e-learning programme for education agents

We launched an e-learning programme for education agents. It is designed to enable them to sell New Zealand as a study destination and provide potential students and their families with information about studying and living in New Zealand.

The programme allows education agents to study at their own pace. It is made up of seven modules covering a wide range of topics, including helping a student choose a programme of study, providing information on the conditions of a student visa and preparing students for life in New Zealand.

To date, 1,806 users from 35 countries have passed the programme's final test. The most popular country of origin has been India with 507 users completing the programme.

Individual education agents who successfully complete the e-learning programme qualify as ENZ Trained Agents.

## Developed an education agents programme

During 2013/14, we developed the ENZ Recognised Agency Programme to replace the New Zealand Specialist Agents programme. Education agencies recommended by New Zealand's international education industry and whose education agents are ENZ Trained Agents are acknowledged as ENZ Recognised Agencies. The programme will:

- > provide students and parents with access to agents who are known and recognised by the New Zealand education industry
- > support and reward recommended agents/agencies with a proven track record, focusing ENZ resources on high quality agencies
- > reinforce and protect the quality of the New Zealand brand.

These agencies are required to sign a code of conduct which states that they will adhere to the London statement.<sup>13</sup> They receive:

- > fuller access to The Brand Lab and an agent toolkit with media and promotional material
- > a certificate verifying their status and an ENZ Recognised Agency logo for use in their marketing material
- > invitations to selected ENZ fairs and events in their region, and advice and support from ENZ's offshore staff.

We expect to contract some ENZ Recognised Agencies as ENZ Official Partners for specific campaigns or for events for a specified time period.

We launched the ENZ Recognised Agency Programme on 1 July 2014.

<sup>10</sup> New Zealand Specialist Agents were accredited by the Education New Zealand Trust (ENZ Trust) only after undergoing a thorough training and assessment programme, and demonstrating a sound understanding of New Zealand's education landscape.

<sup>11</sup> Benchmarks for these campaigns were based on the country-specific, paid search averages for January – April 2014.

<sup>12</sup> English New Zealand is an industry body which represents New Zealand's English language providers.

<sup>13</sup> The seven principles of the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (the London statement) promote best practice among education agents and the consultant professions that support international students. It was developed and agreed by Australia, Canada, New Zealand, the United Kingdom and the United States.

### **Hosted agent familiarisation visits to New Zealand**

We hosted a familiarisation visit to New Zealand by a Chinese education agency and its associated media company. The visit's purpose was to strengthen their existing partnerships with New Zealand education providers and increase awareness of New Zealand as a study destination in China.

Alongside this ENZ-organised visit, we also co-funded five education agent familiarisation visits through our Regional Agent Funding Programme. The visits were organised by regional groups and niche sectors in New Zealand to directly promote the educational and cultural experiences of those regions and sectors. To participate in the visits, education agents had to have completed ENZ's e-learning programme.

The impact of these visits will be assessed one year on. We received feedback on the 2012/13 visits in June 2014 showing that the participating education agents subsequently sent 63 international students and two short-term study tour groups to New Zealand.

### **Used public relations to raise awareness**

Ongoing public relations programmes and media familiarisation visits to New Zealand are a way of increasing awareness of New Zealand as a study destination and education business partner. India is a priority market and ENZ's India team led the way with its public relations activity during the year.

Since October 2013, we have been running an intensive in-market media relations campaign positioning New Zealand as a welcoming, outcome-focused, quality education option. In addition, we hosted three media familiarisation visits to New Zealand by senior Indian education publication editors to raise awareness of New Zealand as a study destination to prospective students and their families.

One of the journalists visited tertiary institutions focusing on business studies and employment pathways, and another visited tertiary institutions throughout New Zealand focusing on aviation, engineering and science. The third journalist visited Christchurch and Wellington.

Since their visits, the journalists have written about studying in New Zealand. They have sometimes used case studies of current students or Indian graduates to highlight their article's angle, such as the employability and career prospects of graduates. In total our public relations programme in India generated more than 580 media articles at a public relations value of \$5.1 million between October 2013 and June 2014.

### **Learnt about students' experiences of studying in New Zealand**

We held the second Student Voice Forum in 2013/14. The Forum helped ENZ, the Ministry of Education, the New Zealand Qualifications Authority and the Ministry of Business, Innovation and Employment understand how international students make the decision to study in New Zealand, and what their experiences are while studying here.

The Forum's three themes were pathways, channels, and expectations versus reality. The 25 international students and alumni:

- > created a pathway showing the key factors that influenced their decision to study in New Zealand
- > discussed their pre-arrival expectations of New Zealand
- > discussed the advice they would give prospective international students coming to New Zealand
- > provided feedback on the Think New branding.

A panel discussion at the 2013 New Zealand International Education Conference provided the industry with a summary of the Forum's outcomes. Four international students attended the panel discussion and talked about how they found out about studying in New Zealand, their experiences of studying here and their future plans.

## **Work with the industry to promote education products and services offshore**

We worked with the industry to increase its profile and presence so they could enter new markets and expand existing markets for their education products and services.

### **Promoted New Zealand education in India**

New Zealand was the official country partner at the Federation of Indian Chambers of Commerce and Industry's Sixth Global Skills Summit (the Summit) in September 2013 in New Delhi. This was a valuable opportunity to promote New Zealand education products and services to Indian businesses.

We led the delegation of 20 New Zealand education institution representatives. At the Summit opening, ENZ's General Manager – Business Development and three Chief Executives from key New Zealand vocational institutions outlined New Zealand's expertise in skills development, and how New Zealand institutions can help Indian partners address India's skills needs.

The plenary session also showcased New Zealand's expertise in skills development and vocational education in sectors such as tourism and hospitality, food processing, and agriculture.

Since the Summit, we have been working with delegates to follow up the business development opportunities identified.

### **Promoted New Zealand's occupational standards to Thailand**

During the Prime Minister's visit to Thailand in 2013, a Memorandum of Understanding was signed between the Thailand Professional Qualification Institute and Auckland University of Technology to develop competency standards for English language teaching. The Thailand Professional Qualification Institute is responsible for developing Thailand's occupational standards and accrediting professional qualifications.

This was followed by a visit to New Zealand by the Thailand Professional Qualification Institute to discuss occupational standards with educational providers, industry training organisations and other government agencies. The meetings focused on curriculum development, training standards and manuals, the adaptation of New Zealand training standards and techniques for Thailand, and 'train the trainer' models.

During the visit, the Thailand Professional Qualification Institute signed a Memorandum of Understanding with ServiceIQ, New Zealand's service sector industry training organisation. It is intended that ServiceIQ will develop new standards for Thai qualifications based on equivalent New Zealand standards and support Thai industries during consultation on the proposed standards.

### **Promoted New Zealand education to Oman's Ministry of Education**

We hosted an Omani Ministry of Education delegation to New Zealand to help them develop a more strategic approach to education.

The delegation met with the New Zealand Qualifications Authority and the Ministry of Education to understand New Zealand's assessment and moderation processes, assessment strategy and national monitoring programmes. The delegation visited a number of secondary schools as well as the Manukau Institute of Technology to observe and discuss internal and external assessment practices and moderation practices.

## Strengthen the international education industry’s capability

We worked with the industry as a whole, and with individual sectors, to strengthen their capability so they could benefit from new and existing growth opportunities, and help them market themselves effectively.

### The industry developed their strategic roadmaps

We facilitated industry development of sector-specific strategic roadmaps and an overarching industry strategic roadmap. The roadmaps are intended to be planning tools, and identify the strategic goals and pathways for growth in international education. As part of the roadmap development, the industry identified they wanted an industry valuation of between \$4.8 – \$6.2 billion in 2025.

Sector-specific roadmaps were developed for the school, English language, PTE, ITP/vocational education and training, university, and education services and products sectors.

The roadmap development involved:

- > 9 sector-based roadmap development workshops
- > a multi sector, multi industry innovation café
- > 117 in-depth interviews with industry representatives
- > 7 regional ‘test drive’ workshops.

Five strategic themes were identified, with strategic choices and specific actions identified for each as key enablers of future success. The themes identified by the industry are:

- > markets
- > products and pathways
- > resourcing
- > capability and leadership
- > partnerships.

Strategic choices for each theme may be relevant to the whole industry, to at least one sector, or to some education providers/businesses. To achieve their 2025 growth goals, the industry identified specific actions they believed should be undertaken by:

- > individual sectors or the industry
- > government
- > potentially both industry and government.

The development phase was completed in July 2014 and the implementation phase has begun. The roadmaps are available at <http://www.enz.govt.nz/our-services/strategic-roadmaps>.

### Supported the industry through the International Education Growth Fund

We expanded the International Education Growth Fund after running a pilot round in 2012/13. It is a contestable fund that provides co-funding for international education industry projects. The International Education Growth Fund is open to education providers, education service or product businesses, peak bodies and regional education groups/economic development agencies. Its purpose is to:

- > boost innovation in the international education supply chain, including new products that better meet the demand of international students
- > increase the number of international students studying with New Zealand providers both on and offshore
- > open up new avenues for business diversification
- > increase revenue from the provision of education products and services offshore
- > promote and increase the number of collaborative international education projects.

Since its implementation, we have approved 59 projects for co-funding of over \$2 million, including projects approved in the 2012/13 pilot round.

### Some of the industry successes after receiving IEGF co-funding

Campbell Education consortium signed 8 new education agency agreements in Taiwan	Wellington Institute of Technology developed a relationship with Guangxi Polytechnic of Construction and gained 10 new Chinese students
Open English signed 9 new education agency agreements in Indonesia	Whitireia Polytechnic/Open Polytechnic consortium were awarded a World Bank contract for Indonesian early childhood education ‘Master Trainer’ teaching mechanism and system
Software Education signed 6 new partnerships with US organisations and launched 5 new courses in Singapore	English NZ led a delegation to Indonesia that met with 65 agents with an associated media campaign
Podscape entered the education technology space and developed an educational game application	English Teaching College and Freyberg School recruited 10 Vietnamese students with another 25 students recruited to schools in the Manawatu
Massey University undertook market research which enabled it to design a more attractive study abroad course	Kiwa Digital closed contracts valued at US\$200,000 and US\$120,000

## Supported the school sector

School websites are a key tool for influencing prospective international school students in deciding where to study. We provided a website review service to schools to help them improve their websites. A total of 96 schools used the service.

Each school was provided with an assessment of its website, including recommendations on improving its effectiveness for recruiting international students.

We published a short website checklist so schools could review their own websites. It outlines some important checks and simple fixes that schools can make. In addition we provided a customisable exemplar website that can be implemented at little or no expense to the school.

We published seven case studies for schools interested in starting or further developing their international education programmes. The case studies provide expert advice from leading international education practitioners within the sector, and explore a number of factors including marketing, staffing models and capability, student experience, and homestay and academic support.

An exemplar marketing plan and audit tool was also published, allowing schools to adapt it to fit their own context and goals.

## Held workshops to strengthen industry capability

We held 22 professional development seminars, and eight country or sector-specific seminars in Auckland, Bay of Plenty, Christchurch, Dunedin, Hamilton, Hawkes Bay and Wellington. This number includes the professional development workshops for schools and PTEs held the day before the 2013 New Zealand International Education Conference.

In total, 772 industry representatives attended the seminars with topics including:

- > business and marketing planning
- > working with education agents
- > social media and digital marketing on a shoestring
- > cultivating intercultural capability
- > enhancing student recruitment from China.

## Held the 2013 New Zealand International Education Conference

In November 2013, we held the 2013 New Zealand International Education Conference in Christchurch. The theme was 'Smart Thinking' and it was attended by 423 industry representatives.

Its objectives were to provide a networking opportunity, encourage the industry to think of new ways of working, showcase the New Zealand Story and launch the New Zealand Education Story.

The conference opened with a keynote address from Dr Diana Oblinger, Chief Executive Officer of EDUCAUSE<sup>14</sup>, on the implications of technology for transnational education. Another keynote address from Andrew Ferrier, Board Chair of New Zealand Trade and Enterprise, focused on cooperation as a means of embracing the challenges associated with global marketing for small players.

The New Zealand Education Story and The Brand Lab were launched, and we encouraged the industry to use them and the New Zealand Story. Breakout sessions were held on a range of topics including collaboration in Christchurch and offshore business development.

Survey feedback indicated that 84 percent found the conference useful and relevant, and 81 percent would attend future conferences. The 2014 conference was held in August 2014 in Wellington and we again undertook a follow up survey with attendees.

## Supported the education technology sector

The 2014 Edtech for Export Conference in Wellington was organised by ENZ and Grow Wellington. It was attended by more than 160 delegates from education technology (edtech) companies, education organisations and business development agencies. The conference provided a national forum for the edtech industry to:

- > highlight exporting success stories as learning opportunities
- > gain a global view of the industry
- > undertake professional development with industry experts around entrepreneurship and exporting
- > showcase New Zealand's edtech businesses.

The conference explored the value of planning, design and investment to underpin a sustainable edtech business. The education perspective was central, with speakers noting that the edtech industry in New Zealand is well-placed to build on New Zealand's world-class education system.

## Work across other governments and with other New Zealand agencies

We worked with other New Zealand agencies and across other governments to promote the quality of the New Zealand education system, and New Zealand's expertise in providing education and training products and services offshore.

## Worked as part of the International Education Senior Officials' Group

Through the International Education Senior Officials' Group, we worked with other agencies involved in international education to align our work programmes and ensure advice to Ministers was effectively 'joined up'. This is particularly important for immigration and education policies and settings as they can significantly affect New Zealand's competitiveness and ability to attract international students.

Some of the policies reviewed by the group included extending a piloted work rights policy, a partnership model for student visas and skilled migrant policies. To attract international students and bring New Zealand into line with similar countries, especially Australia, a work rights policy which had been piloted in Christchurch was extended nationwide. Under the changes, international students in full-time study can work during all scheduled course breaks, doctoral and research Masters international students can work full-time, and English language students can work part-time during their study.

Immigration New Zealand started trialling a partnership model with universities and a small group of ITPs and PTEs. The partnership allows participating providers to offer streamlined and prioritised visa processing. In return providers are accountable for the immigration outcomes of their international students.

<sup>14</sup> EDUCAUSE is a non-profit association and the foremost community of information technology leaders and professionals committed to advancing higher education.

## Worked on commercialising government intellectual property

We worked with the New Zealand Qualifications Authority on opportunities to commercialise government intellectual property, such as following up with the Thailand Professional Qualification Institute's interest in New Zealand's qualifications framework. To support this, we funded a role at the New Zealand Qualifications Authority to help develop its approach to the internationalisation of intellectual property.

## Strengthened the education relationship with India

### Supported the India New Zealand Education Council

We hosted the second India New Zealand Education Council meeting, which was opened by then Indian Minister of Human Resource Development, Dr M. M. Pallam Raju, and New Zealand's Minister for Tertiary Education, Skills and Employment, Hon Steven Joyce. It seeks to enhance bilateral tertiary education cooperation between New Zealand and India, and supports the Prime Ministers' Education Initiative between the two countries.

The India New Zealand Education Council is made up of two work streams; skills development and vocational education, and higher education and research.

Under the skills development and vocational education work stream, delegates agreed to develop a joint knowledge paper highlighting New Zealand's skill strengths in relation to India's areas of interest. The paper was presented at the Federation of Indian Chambers of Commerce and Industry's Sixth Global Skills Summit. Delegates also agreed how to establish a framework for joint projects under the higher education and research work stream.

During his visit, Dr Raju held bilateral meetings with the Minister for Tertiary Education, Skills and Employment and the Minister of Education. He met with the Education Review Office to discuss New Zealand's education review process, and with

the New Zealand Teachers Council to discuss teacher training and registration.

During the year, ENZ and the Indian University Grants Commission called for proposals from academics to increase research collaboration between India and New Zealand under the higher education and research work stream. Seven collaborative research projects between New Zealand and Indian universities were awarded in the first joint India New Zealand Higher Education Research grants. The projects include research into health and migration patterns in the South Pacific, managing India New Zealand institutional challenges and the impact of climate change.

### Provided scholarships for New Zealanders to study in India

We awarded scholarships to 16 New Zealand postgraduate business and international relations students to complete a two-week intensive 'Doing Business in India' programme at the Indian Institute of Foreign Trade in New Delhi. The programme exposed students to the Indian trade and business environment and improved their understanding of the bilateral political, trade and economic relationship.

The programme supported the Prime Ministers' Education Initiative as well as the Leadership Statement's objective of increasing New Zealanders' skills and knowledge to operate effectively across cultures.

### Provided Christchurch Educated Skills Scholarships for India

Scholarships were awarded to 15 Indian students to study postgraduate programmes directly related to the Christchurch rebuild. The scholarships are supported by ENZ and the Canterbury Development Corporation, Christchurch City Council's economic development agency. The scholarships will provide recipients with a pathway to transition into the Christchurch workforce, directly supporting the government goal of using international education to build skills in New Zealand's workforce.

Due to the scale of the rebuild programme, Christchurch needs migrants with specific skills and knowledge to address critical labour shortages. These scholarships help to meet the skills needs of New Zealand and we will continue to focus on attracting high quality Indian students.

## Strengthened education relationships with Latin America

### Attended the 2013 Latin America and Caribbean Higher Education Conference

ENZ's Board Chair led a delegation to Brazil, Chile and Colombia that included attending the 2013 Latin America and Caribbean Higher Education Conference. These three countries are New Zealand's main student attraction markets in Latin America. New Zealand was the guest of honour at the conference, and the New Zealand Education Story screened during the conference's opening ceremony.

The delegation met with educational institutions, government officials and educational organisations. The New Zealanders also attended networking seminars and 'speed dating' events to build institution-to-institution relationships.

Across all three countries, the changes to work rights for international students, the New Zealand Story and the New Zealand Education Story were well received.

### Strengthened the bilateral education relationship with Colombia

We hosted a visit by Mr Jerónimo Castro, Executive Director of COLFUTURO<sup>15</sup>, to introduce him to New Zealand universities.

Mr Castro visited New Zealand's universities, which demonstrated their research strengths in areas where COLFUTURO's sponsored students would be more likely to be enrolled in. Mr Castro also met with COLFUTURO sponsored students currently studying in New Zealand, and with Immigration New Zealand to talk about student visas. Mr Castro's visit followed engagement between our agencies during the Prime Minister's mission to Latin America in March 2013.

Following the visit, we worked with COLFUTURO on new agreements with Lincoln University, the University of Otago and the University of Auckland. Under the agreements, COLFUTURO recommends New Zealand as a study destination to students under its English language programme.

Two series of webinars were held to promote New Zealand's universities under COLFUTURO's talent programme, which supports the best and brightest Colombian students.

### Strengthened links between Chilean and New Zealand secondary schools

In the first half of 2014, 96 Chilean secondary school students studied in Auckland, Wellington and Christchurch under the 'Penguins without Borders' scholarship programme. News stories about the students were aired on CNN Chile and Canall3 prior to their departure from Chile.

The 'Penguins without Borders' scholarship programme has built links between Chilean and New Zealand secondary school students. In recognition of this, we awarded a second round of 'Flying Kiwis' scholarships to seven New Zealand secondary school Spanish language students to study in Chile. The scholarships will:

- > foster enduring connections and friendships between Chilean and New Zealand young people
- > broaden New Zealand students' cultural awareness through immersion in another culture and language
- > encourage New Zealand schools to build relationships with Chilean schools
- > promote New Zealand school education to Chileans.

<sup>15</sup> COLFUTURO is a Colombian agency that provides scholarships for high achieving Colombian students to obtain postgraduate qualifications offshore.

### **Strengthened ENZ's relationships with Latin American agencies**

In 2013 the Brasilia state government in Brazil launched the 'Brasilia without Borders' short-term scholarship programme, aimed at internationalising its public sector and wider society. ENZ was approached by the Brasilia state government seeking proposals for four-week tailored courses for groups of tertiary students, English language learners and public servants.

Auckland University of Technology has been selected to receive 25 Brazilian university students for a 'Creating Tomorrow's Global Leaders' course to be run in 2014. The course is designed for future Brazilian global leaders within the public and private sectors.

During the year, ENZ's Chief Executive and Regional Director for the Americas, Japan and Korea visited Brazil, Chile and Colombia. They engaged with senior government officials on bilateral international education projects, and met with education agents who provided useful feedback on what is working and what can be improved in their markets. The agents' view was that the changes to the work rights policy for international students had been well received in their markets.

### **Strengthened our education relationship with China**

#### **Supported Ministerial visits to China**

We leveraged the visit of the Minister of Immigration, Hon Michael Woodhouse, to China by arranging a meeting with a leading education agency. The meeting helped develop a relationship with an important partner in international student recruitment.

The Minister for Tertiary Education, Skills and Employment, Hon Steven Joyce, visited China in November 2013. We used the visit to promote New Zealand as a study destination and acknowledge the importance of the relationships that support it. China is New Zealand's largest student attraction market with opportunities for further growth in international student numbers.

The Chinese Vice Minister of Education, Du Zhanyuan, and Minister Joyce established the New Zealand-China Virtual Technical and Vocational Education and Training Research Centre to support the New Zealand-China Vocational Education and Training Model Programme. The Centre and programme will deepen vocational education cooperation between New Zealand and China and provide a platform for ITPs and industry training organisations to develop partnerships in China.

Minister Joyce visited two Chinese universities to recognise the importance of their joint programmes with New Zealand universities. We supported the Minister's visit to a major Chinese education agency, and his 'drop in' on an education agent seminar, recognising the importance of education agents in the China market.

The Minister also received a gift of five scholarships for New Zealand students to study at Zhejiang universities from the Governor of Zhejiang. Following the visit we worked with Zhejiang Education Bureau to finalise the process for awarding the scholarships.

The New Zealand Prime Minister, Rt Hon John Key, led a delegation to China in March 2014 which focused on building strong bilateral trade, economic and political relationships. One of New Zealand's Associate Ministers of Education who was part of the delegation attended a graduation celebration for Chinese graduates of Massey University's World Bank-funded One Health Masters programmes in veterinary medicine (biosecurity) and public health (biosecurity). Components of these programmes were completed using distance education. We continue to work to gain Chinese government recognition of New Zealand qualifications that contain components completed through distance education.

### **Supported the New Zealand-China Vocational Education and Training Model Programme**

China's Central Institute for Vocational and Technical Education and ENZ supported the inaugural China-New Zealand Research Symposium on 'Excellence in Vocational Education'. It brought together technical and vocational education and training experts and practitioners from China and New Zealand to discuss vocational education, including learning through apprenticeships, problem-based and experiential-based learning, supporting on-the-job learning and English language development.

We hosted a visit to New Zealand by Professor Liu Yufeng and Dr Xu Jing from the Central Institute for Vocational and Technical Education to strengthen links between New Zealand and Chinese tertiary vocational education institutions. They provided New Zealand tertiary vocational educators with an overview of technical and vocational education and training in China, and of the opportunities for further collaboration between our countries.

Following the visit, Waikato Institute of Technology and the Central Institute for Vocational and Technical Education have been working to identify a topic for a joint research programme. In November 2014, the Central Institute for Vocational and Technical Education and ENZ will co-host the Second China-New Zealand Vocational Education Symposium in China to discuss cooperation in technical and vocational education and training.

### **Strengthened the education relationships with Japan and Korea**

#### **Supported a Ministerial visit to Japan and Korea**

We supported a visit by the Minister for Tertiary Education, Skills and Employment, Hon Steven Joyce, to Japan and Korea in September 2013. The trip aimed to promote New Zealand as an international education destination, boost education relationships and promote New Zealand's wider economic goals.

During a visit to Jam-Shin Middle School in Songpa-Gu, a Korean sister city to Christchurch, the Minister announced scholarships for four students and a teacher to study in Christchurch. These scholarships are part of our Christchurch Industry Support Programme 2013/14 which aims to attract more international students back to the city.

We held alumni events in both countries to celebrate the successes of international students who had previously studied in New Zealand.

#### **Introduced an ENZ presence in Japan**

We investigated the opportunities presented by the Japanese government's internationalisation policy following Minister's Joyce's visit to Japan. We then appointed a Senior Market Development Manager in Japan to:

- > build and leverage relationships with a range of external business and government partners in Japan and New Zealand
- > manage the education relationship between New Zealand and Japanese education providers, education agents and alumni.





'Creative & Technical: Thai Students and New Zealand' exhibition.

## Strengthened the education relationships with ASEAN countries

### Supported the Prime Minister's visit to Thailand

During the Prime Minister's visit to Thailand in November 2013, he opened the ENZ-organised 'Creative & Technical: Thai Students and New Zealand' exhibition. It showcased the work of 18 Thai students who were studying or had studied in New Zealand. The exhibition generated publicity for New Zealand as an innovative study destination for courses and programmes in architecture, design, engineering and the visual arts.

We supported the signing of two education Memoranda of Understanding during the visit. One was between Universities New Zealand and Thailand's Office of the Civil Service Commission, which will allow undergraduate or postgraduate

scholarship students to be placed at New Zealand universities. The second was the Memorandum of Understanding established between Auckland University of Technology and the Thailand Professional Qualification Institute to develop competency-based assessment training in Thailand.

To support the visit, we led a delegation of university representatives to Thailand. They attended an interactive workshop with Thailand's Ministry of Science and Technology to present New Zealand universities as attractive destinations for Thai science and technology scholarship students.

### Supported a Ministerial visit to Indonesia and Viet Nam

We supported the Minister for Tertiary Education, Skills and Employment's visit to Indonesia and Viet Nam in March 2014, promoting New Zealand as a study destination and recognising the

importance of the relationships that support it. The Minister opened a New Zealand Education Fair that was attended by more than 1,200 people and held a press conference with the Indonesian media who attended the fair opening.

In Viet Nam, the Minister attended an education agent seminar with more than 30 education agents. The seminar acknowledged education agents' important role in sending Vietnamese students to New Zealand and reaffirmed New Zealand's eagerness to work with agents to bring high quality students to New Zealand. The seminar helped strengthen the relationships between education agents, ENZ and Immigration New Zealand.

## Provide international education scholarships to New Zealanders

We received new funding in Budget 2013 to provide outbound scholarships to New Zealanders. The aim is to promote the quality of New Zealand's education system and enhance the individuals' skills for use in the New Zealand workforce. Cabinet approved the objectives for the new scholarships and that they would be targeted at study in Asia

– a region with many of New Zealand's key trading partners. The scholarships have been branded as the Prime Minister's Scholarships for Asia.

Since being established, scholarships covering 192 individuals have been awarded by a Selection Panel made up of representatives from the Asia New Zealand Foundation, the Ministry of Foreign Affairs and Trade, New Zealand Trade and Enterprise and ENZ. The scholarships awarded cover study periods ranging from six weeks to two years, with the first recipients taking up their scholarships in the first trimester of 2014.

For the inaugural round, we sought expressions of interest from New Zealand universities to help secure their support for the scholarships and the Prime Minister's Scholarships for Asia successful implementation. Since the start of the second round, all applicants have been able to apply through our online application system.

The Prime Minister's Scholarships for Asia were celebrated at a reception in May 2014 to announce the round two recipients and acknowledge round one recipients. At the reception, round one recipient Lily Wooles spoke about her experiences and the strong people connections made during her study in Asia.



Prime Minister's Scholarships for Asia recipients attending the reception.

## Impact measures

Impact measures showed mixed results in 2013/14, reflecting the fact that the year was a turning point for the industry. Overall, the value of the industry remained flat, with a slight decrease in the number of students studying in New Zealand. However within the year, data showed the beginning of what appears to be a longer-term trend of growth. From the work done with the industry as part of the strategic roadmap development, there is now

confidence that international education is on track to reach the long-term targets in place.

On the current trends in international student numbers and value, we believe the industry can achieve a value of \$2.8 billion in 2015. This will require strong performance from providers, and the continued success of initiatives to deliver education products and services offshore.

Measure	Baseline	Target	Result
Increased economic value from international students studying in New Zealand			
Increase the economic value of the New Zealand international education industry.	2011: The industry was valued at \$2.7b (foreign exchange earnings). <sup>16</sup>  <i>Comparable baseline:</i> 2008: The industry was valued at \$2.51b (gross value). <sup>19</sup>	2015: Increase value to \$3.5b (foreign exchange earnings). <sup>17</sup>	2012/13: The industry was valued at \$2.60b (gross value). <sup>19</sup>
<i>Commentary:</i> ENZ re-forecast its targets for 2015 and 2018 using <i>The Economic Impact of the International Education Industry 2012/13</i> report's results. The re-forecast 2015 target of \$2.8b is achievable if international student numbers continue to grow at the rate experienced in the first trimester of 2014 (refer to page 9). The 2025 target of doubling the value of the industry to \$5b remains unchanged.			
Increase the number of international students <sup>20</sup> studying in New Zealand.	2011: 103,113 international students.  <i>Trend</i> 2012: 97,958 international students. <sup>21</sup>	2013: Increase enrolments by 1% per annum.	2013: 95,619 international students studied in New Zealand – a 2% decrease compared to 2012.
<i>Commentary:</i> In 2013 the trend of decreasing international student numbers from 2011 and 2012 continued. However there has been an 8% increase in international student numbers in the first trimester of 2014 with compared to the same period in 2013. This growth in 2014, if it continues, will more than offset the decrease experienced in 2013.			

Measure	Baseline	Target	Result
Increase the number of international postgraduate students <sup>22</sup> studying in New Zealand.	2011: 10,228 international postgraduate students.  <i>Trend</i> 2012: 11,030 international postgraduate students.	2013: Increase enrolments by 5% per annum.	2013: 12,222 international postgraduate students studied in New Zealand – an 11% increase compared to 2012.
<i>Commentary:</i> The 2013 growth target was achieved. There has been a 12% increase in international postgraduate student numbers in the first trimester of 2014 compared to the same period in 2013.			
Increase awareness of New Zealand as an international education destination in tier 1 and 2 countries <sup>23</sup> .	2012/13: Develop and implement brand awareness survey.	2013/14: Establish baseline.	2013/14: ENZ established the baseline of awareness at:  > 69% for tier 1 countries > 48% for tier 2 countries.
<i>Commentary:</i> The baseline of awareness has been established.			
Increase the number of international students <sup>24</sup> studying in Canterbury.	2011: 9,746 international students studied in Canterbury.  <i>Trend</i> 2012: 7,330 international students studied in Canterbury.	2013: Increase enrolments by 8% per annum.	2013: 8,142 international students studied in Canterbury – an 11% increase from 2012.
<i>Commentary:</i> The 2013 target was achieved. There has been a 10% increase in international students studying in Christchurch in the first trimester of 2014 compared to the same period in 2013.			
Increase the number of introductions (between governments or institutions) made by ENZ that resulted in new business for the industry.	New impact measure for 2013/14 <sup>25</sup> .	2013/14: 10 introductions made by ENZ that resulted in new business for the industry.	2013/14: 7 deals have resulted from introductions made by ENZ.
<i>Commentary:</i> Fewer deals have resulted from introductions due to deals taking longer to eventuate than expected.			

<sup>16</sup> Source: The Economic Impact of Export Education in 2011, Infometrics.

<sup>17</sup> The target was set using a 2011 update by Infometrics of The Economic Impact of Export Education 2008 report. The update estimated that the industry was valued at \$2.7 billion in 2011. While it provided a useful indication of the value of the industry, the update was not a comprehensive study. The 2011 update is not comparable to the 2012/13 result.

<sup>18</sup> During the development of the 2012/13 research to measure the value of the industry, Statistics New Zealand recommended that the gross value should not be adjusted for foreign exchange earnings, therefore the economic value is measured terms of gross value. The gross value is simply the spending by students in New Zealand, irrespective of how it is financed. To calculate foreign exchange earnings, expenditure in New Zealand that is financed by students' earnings in New Zealand is subtracted.

<sup>19</sup> Source: The Economic Impact of the International Education Industry 2012/13, Infometrics.

<sup>20</sup> The number of international students studying in New Zealand in 2011 and 2012 was revised to reflect ENZ's updated definition of who is counted as an international student. As a result, the baseline and trend information provided in this report are different to those provided in ENZ's Statement of Intent 2013-2016. In 2013, the number of full fee-paying international students studying in New Zealand fell by 3 percent (including the Ministry of Education's revision of the 2012 number of full fee-paying international students) compared to 2012.

<sup>21</sup> The Ministry of Education revised the number of full fee-paying international students studying in New Zealand for 2012. As a result, the total number of international students studying in New Zealand in 2012 was revised from 98,184 to 98,161.

<sup>22</sup> The number of international students studying in New Zealand in 2011 and 2012 was revised to reflect ENZ's updated definition of who is counted as an international student. As a result, the baseline and trend information provided in this report are different to those provided in ENZ's Statement of Intent 2013-2016.

<sup>23</sup> Tier 1 countries were China, India and Indonesia, and tier 2 countries were Brazil, Chile, Germany, Japan, Korea, Malaysia, Saudi Arabia, Thailand, and Viet Nam.

<sup>24</sup> The number of international students studying in New Zealand in 2011 and 2012 was revised to reflect ENZ's updated definition of who is counted as an international student. As a result, the baseline and trend information provided in this report are different to those provided in ENZ's Statement of Intent 2013-2016.

<sup>25</sup> We assumed that 10 percent of introductions from the previous year would result in new business for the industry.

Measure	Baseline	Target	Result
Increase the proportion of international students who were satisfied or very satisfied with their overall experience.	<b>2011/12<sup>26</sup>:</b> > Secondary schools: 94% > Private training establishments: 87% > English language schools: 88% > Institutes of technology: 89% > Universities: 89%	<b>2014:</b> > Secondary schools: 95% > Private training establishments: 88% > English language schools: 89% > Institutes of technology: 90% > Universities: 90%	<b>2013<sup>27</sup>:</b> > Institutes of technology: 89% > Universities: 88%. > Satisfaction with other sectors was not measured in 2013.

**Commentary:** The slight decrease in satisfaction for universities was due to decreases in international students' satisfaction with their learning experience, living experience and support services. In 2014/15 a cross-agency group was established to provide better coordinated support for international students in New Zealand.

Increased economic value of education products and services that are delivered offshore

Measure	Baseline	Target	Result
Increase the economic value of education products and services that are delivered offshore.	<b>2011:</b> Offshore education services were worth \$92m (foreign exchange earnings). <sup>28</sup>  <i>Comparable baseline:</i> <b>2008:</b> Offshore education services were worth \$107m (gross value). <sup>29</sup> , <sup>30</sup>	<b>2015:</b> Increase value to \$150m (foreign exchange earnings).	<b>2012/13:</b> Offshore education services were worth \$104m (gross value). <sup>30</sup>

**Commentary:** During the year deals to deliver education products and services offshore have been struck. However, the impact of these deals is unable to be measured until an assessment of the industry's value is undertaken for 2015.

Measure	Baseline	Target	Result
Increase the number of international students enrolled with New Zealand providers offshore.	<b>2011:</b> 2,850 international students enrolled with New Zealand providers offshore. <sup>31</sup>  <i>Trend:</i> <b>2012:</b> 3,056 international students enrolled with New Zealand providers offshore.	<b>2013:</b> Increase enrolments by 9% per annum.	<b>2013:</b> 3,270 international students enrolled with New Zealand providers offshore – a 7% increase from 2012.

**Commentary:** The 2013 target was not achieved, but there has been a 10% increase in international student numbers in the first trimester of 2014 compared to the same period in 2013.

Measure	Baseline	Target	Result
Increase the number of new offshore collaborative industry projects set up in target markets to help grow international education.	<b>2011/12:</b> 2 new offshore industry projects set up in target markets.  <i>Trend:</i> <b>2012/13:</b> 9 new offshore industry projects set up in target markets <sup>32</sup> .	<b>2013/14:</b> 6 new offshore collaborative industry projects.	<b>2013/14:</b> 6 new offshore collaborative industry projects have been set up.

**Commentary:** The 2013/14 target was achieved.

26 ENZ and the Ministry of Education contracted i-Graduate to run the 2011/12 surveys.

27 The institutions contracted i-Graduate to run the 2013 surveys. ENZ decided to survey sectors on a rotating annual basis rather than surveying all sectors in the same year. The institute of technology and university sectors were surveyed in late 2013. The private training establishment and English language sectors will be surveyed in late 2014.

28 Source: The Economic Impact of Export Education in 2011, Infometrics.

29 During the development of the 2012/13 research to measure the value of the industry, Statistics New Zealand recommended that the gross value should not be adjusted for foreign exchange earnings, therefore the economic value is measured terms of gross value. The gross value is simply the spending by students in New Zealand, irrespective of how it is financed. To calculate foreign exchange earnings, expenditure in New Zealand that is financed by students' earnings in New Zealand is subtracted.

30 Source: The Economic Impact of the International Education Industry 2012/13, Infometrics.

31 The Ministry of Education revised the number of international students enrolled with New Zealand providers. ENZ's Statement of Intent 2013-2016 reported that in 2011 there were 3,000 international students studying with New Zealand providers offshore.

32 In ENZ's Statement of Intent 2013-2016, the 2012/13 target of 2 projects being set up was included as the baseline as the document was produced during the 2012/13 financial year.

# OUR ORGANISATIONAL DEVELOPMENT

We have been expanding our organisation to achieve our goals and carry out new activities we have been funded to deliver from 2013/14, such as running the Prime Minister’s Scholarships for Asia. We have been building and developing our people, systems and processes, and infrastructure to deliver our work programme and support the international education industry.

## Monitoring organisational capability

Measure	Baseline	Target	Result
Measure and increase employee engagement.	New measure for 2013/14.	Establish baseline by running an organisational culture survey.	ENZ’s engagement surveys, using the Kenexa Best Workplaces Survey, were run in November 2013 and June 2014. Our overall Staff Engagement Index is 74%, which compares favourably with the state sector benchmark of 68%.
Core unplanned turnover <sup>33</sup> .	Unplanned turnover for the year ending 30 June 2013 was 13%.	No more than 5%.	The unplanned turnover for the year ending 30 June 2014 was 9%.
Ratio of administration expenses to core operating expenses.	2012/13 target: Between 1:5 and 1:4.	Between 1:5 and 1:4 (20-25%).	The year end result was 11:100 (11%). This was lower than the target due to the increase in baseline funding for 2013/14 and outyears. The increase in baseline funding was not offset by a comparable increase in administration expenses.

<sup>33</sup> Core unplanned turnover excludes redundancies, fixed term contract completions and performance related terminations.

## Our technology

We implemented new processes, systems and infrastructure that underpin how we do business. Our Information and Communication Technology (ICT) Programme is split into the following phases:

- > Phase 1: Stabilise – completed in 2012/13.
- > Phase 2: Transform – completed with a full Disaster Recovery test successfully undertaken in January 2014. The next Disaster Recovery test will be completed in January 2015.
- > Phase 3a: Optimisation – This phase, focusing on optimising our ICT infrastructure to improve services to staff and general security, was approved during the year with work to start in July 2014.

During the year, we implemented a shared file classification structure to help ensure that we comply with the Public Records Act 2005.

We initiated Client Management System proof of concept work, as well as the re-development of our intranet to help create a global platform for all our staff. The Client Management System is intended to record the contact information of international education industry providers and businesses and education agents, and our interactions with them. It will help improve our understanding of industry members and support our engagement with them. The Client Management System and intranet re-development will be completed in 2014/15.

## Our people

We continued to focus on developing our people and capabilities, with a number of projects finalised and completed during the year to support our strategic and operational performance. Our human resources and organisational development policies, established in 2011/12, continue to be reviewed and renewed as appropriate.

Offshore staff are based in our priority markets of ASEAN, the Americas, China, Europe India, Japan, Korea and the Middle East. During the year, a new office in Japan was opened with a Senior Market Development Manager, and an office was

opened in Mumbai with a Market Development Manager. Acknowledging the concentration of stakeholders in the Auckland region, we located two roles in Auckland.

South Asia and Southeast Asia regions were combined into the new South and Southeast Asia region under the management of a Regional Director. Our new Regional Director in the Middle East took up his role during the year. These developments have consolidated our position in key markets and allowed us to improve the capacity and capability of locally-based employees.

We reviewed the structure and accountabilities of our Government and Partners team to build a team that manages ENZ’s governance relationships and its relationships with other New Zealand government agencies, and that oversees our internal and external communications.

## Leadership, accountability and culture

The values that reflect our spirit are an ongoing influence on our culture. They are one team, inspirational leaders, business savvy, innovative, knowledgeable, connectors, passionate, welcoming and trustworthy. We expect all employees to model these values through their performance and behaviour, and this is reflected in annual performance reviews.

We carried out two engagement surveys during the year, six months apart, both of which had high response rates. The surveys reflected a strong level of belief in, and commitment to, our purpose across all staff. Our staff engagement index is 74 percent – above the state sector benchmark of 68 percent. Based on the results of the first survey, we focused on communication and cooperation between teams and on staff wellbeing. The second survey reflected our efforts, showing our performance in both these areas had improved.

We implemented a Team Management Index which identifies staff work preferences. This tool is enhancing how we work together and is having a positive impact on our working relationships. We also undertook 360 feedback with our Leadership Team.

## Employee development, promotion and exit

The launch of the Think New brand during 2013/14 guided the first meeting of a large group of our offshore staff in Shanghai. We undertook professional development activities, discussed regional business and marketing plans and agreed a cohesive work programme to help ENZ achieve its goals.

ENZ actively supports employee development. Professional learning and development form part of staff performance agreements. The performance agreements are put into place at the beginning of the financial year and reviewed as part of the performance and remuneration review process at the end of each year. Some of the opportunities available to staff include internal secondments among teams, project work, tertiary study assistance, coaching and mentoring, formal training programmes and on-the-job-training.

Because of ENZ's size, external secondments are another good way of bringing in expertise on a fixed term basis and building linkages with other organisations such as other New Zealand Inc or education agencies.

ENZ currently has two external secondees. One secondee is from the Canterbury Development Corporation and is based in our Christchurch office. The other is seconded from the Ministry of Education and is based in Brussels. During the year we seconded staff from the Ministry of Foreign Affairs and Trade, Immigration New Zealand and the Ministry of Education. We also seconded one staff member to work in Oman for two months.

Exit interviews are offered to departing staff. The intention of these exit interviews is to continually improve the workplace environment and experience for staff. The interviews have not indicated any trends causing concern about the organisation's culture or the development opportunities available to staff.

## Recruitment, selection and induction

ENZ's human resources/organisational development 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 mix of staff as shown in our staff profile.

A robust induction programme also forms an integral part of training new staff.

## 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, two staff belong to the Public Service Association.

Permanent employees and fixed term staff on long-term agreements participate in regular performance reviews. They participate in the review actively with self-assessments, performance planning and the identification of development and learning opportunities integral to the process.

Remuneration is reviewed annually, taking into account market conditions, performance and affordability. Staff have the ability to receive an increase to their remuneration and or in rare instances a lump sum payment in recognition of their performance over the previous 12 months.

## 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 reasonably common for staff to change their hours or location of work, for example working from home, to accommodate the needs of their families, either temporarily or longer term, and family friendly practices are reflected in a clause in our standard employment agreement.

## Harassment and bullying prevention

ENZ is committed to providing a work environment that is free from any form of workplace harassment including bullying. The workplace harassment policy in place provides 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

We continued to place a strong emphasis on meeting the requirements of the Health and Safety in Employment Act, and on effective health and safety practices. In 2013/14 we implemented an active Head Office Health and Safety Committee which meets quarterly. Health and safety briefings have been integrated into our comprehensive induction programme for all new staff.

International SOS, a leading medical and travel security advisory services business, provided alerts and briefings for staff travelling out of their regions. They also provided briefings for all staff who travel as part of their role.

During the year we conducted a health and safety questionnaire with offshore staff to identify areas that may require further work. This was in addition to addressing the health, safety and wellbeing matters raised by offshore staff in the staff engagement surveys. We will have a stronger focus on the health, safety and wellbeing of our international staff in 2014/15.

Other activities we have undertaken include:

- > offering and paying for flu vaccines
- > offering Employee Assistance Programme services to all staff
- > encouraging staff to take part in sporting activities through contributions towards registration fees and sporting equipment
- > providing flexible working arrangements for staff
- > providing assistance and support to staff absent through long-term illness.

All staff are made aware of the location of civil defence supplies as part of their health and safety induction. These supplies are regularly reviewed. All non-Wellington based staff are co-located with other organisations which provide civil defence supplies.

## An equal employment opportunities workplace

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

The staff engagement surveys undertaken in 2013/14 allowed staff to have a say in how ENZ operates. We are using the feedback provided to determine our priorities and we will continue to carry out regular staff engagement surveys for this purpose.

## Our workforce profile

### Staff numbers

Number of full-time equivalents	30 June 2014
Permanent and fixed term staff	76.5
Contractors for service	12
Secondments to ENZ	2
<b>Total</b>	<b>90.5</b>

We have established most of our New Zealand and international footprint. As a result, our recruitment and reliance on contractors have both reduced. Contractors are likely to continue to be used where short-term and/or specialist skills are required. We expect the number of contractors to reduce before the end of 2014.

### Turnover and length of service

The average length of service for all permanent ENZ staff, both within New Zealand and offshore, is one year seven months. This is an improvement on 2012/13 when the majority of our staff had less than one year of service following the implementation of a new organisational structure in that year.

### Leave balances

As at 31 July 2014, New Zealand-based staff had an average of 11.3 days of annual leave owing to them. This figure reflects that 20 percent of staff had been employed for less than one year. Four staff, including two staff based offshore, had more than 25 days owing to them and we continue to look at ways to reduce this leave by implementing leave plans. Sick leave balances are being monitored and are not causing concern.

### Redundancies

During 2013/14, one staff member received a severance payment, resulting from the restructuring of a role held by an employee who had been seconded offshore. The total cost of it was \$50,758.

### Gender distribution

Reflecting our commitment to equal employment opportunities, 67 percent of ENZ's staff are female. Of the group who are managers, 71 percent are female.

Flexible work 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.

### Age distribution

The age distribution of staff does not cause any concern. There are similarities between the average age of New Zealand-based and offshore staff.

Organisations which have a higher proportion of staff nearing retirement would place more emphasis on succession planning. ENZ's average length of service and age distribution suggests that we are at lower risk of losing key staff in the short-term.

### Ethnic diversity

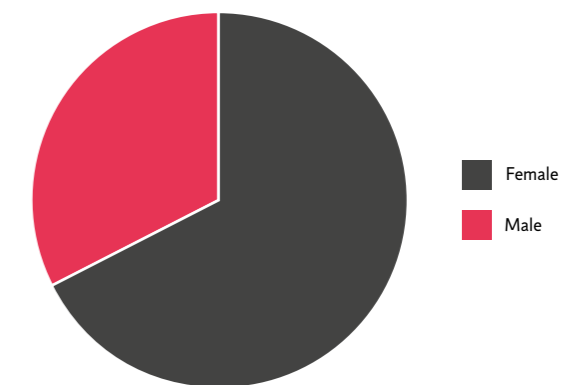
One of ENZ's strengths is its ethnically diverse workforce, with 16 different ethnicity groups represented across ENZ. In the Wellington office, 37.5 percent of staff had a non-New Zealand European background.

This diversity continues to provide access to a rich mixture of cultural knowledge, languages and networks alongside our international staff.

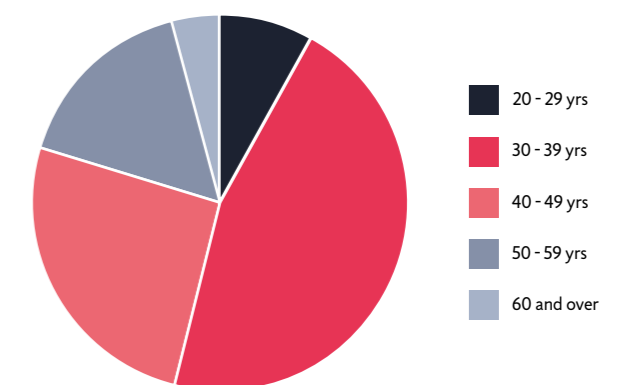
### Disability

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.

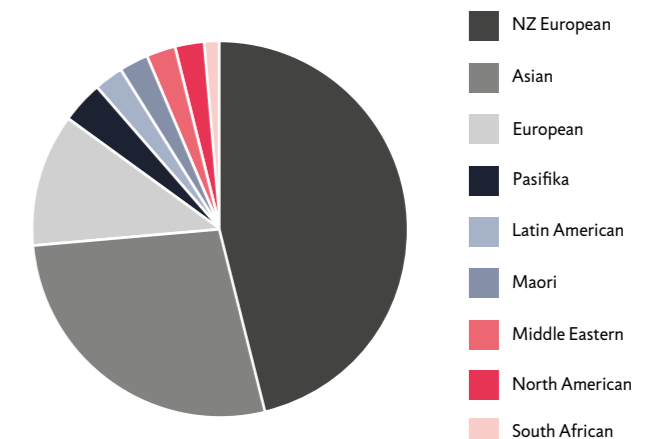
Graph 5: Gender distribution at 30 June 2014



Graph 6: Age distribution at 30 June 2014



Graph 7: Ethnic diversity at 30 June 2014



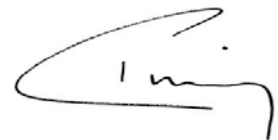
# STATEMENT OF RESPONSIBILITY

In terms of the Crown Entities Act 2004, the Board is responsible for the preparation of Education New Zealand's financial statements and statement of service performance, and for the judgements made in them.

The Board of Education New Zealand has 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.

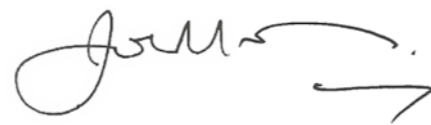
In the Board's opinion, the annual financial statements and statement of service performance for the year ended 30 June 2014 fairly reflect the financial position and operations of Education New Zealand.

Signed on behalf of the Education New Zealand Board:



**Charles Finny** | Board Chair

31 October 2014



**John Morris** | Board Member

31 October 2014

# PART THREE

## Statement of Service Performance

*This Statement of Service Performance reports against the performance measures in ENZ's Statement of Intent 2013-2016. It covers the period from 1 July 2013.*



### Total appropriations

\$000	2013/14 Actual	2013/14 Budget	Variance
<b>Revenue</b>			
Revenue – Crown	32,422	32,422	-
Revenue – Other	1,376	700	676
<b>Total Revenue</b>	<b>33,798</b>	<b>33,122</b>	<b>676</b>
<b>Expenditure</b>			
Surplus/(Deficit)	(966)	(1,000)	34

Explanations of major variances against budget are provided in note 25.

### International education programmes

\$000	2013/14 Actual	2013/14 Budget	Variance
<b>Revenue</b>			
Revenue – Crown	31,382	31,622	(240)
Revenue – Other	1,376	700	676
<b>Total Revenue</b>	<b>32,758</b>	<b>32,322</b>	<b>436</b>
<b>Expenditure</b>			
Surplus/(Deficit)	(970)	(1,000)	30

Explanations of major variances against budget are provided in note 25.

### International student postgraduate research scholarships

\$000	2013/14 Actual	2013/14 Budget	Variance
<b>Revenue</b>			
Revenue – Crown	1,040	800	240
Revenue – Other	-	-	-
<b>Total Revenue</b>	<b>1,040</b>	<b>800</b>	<b>240</b>
<b>Expenditure</b>			
Surplus/(Deficit)	4	-	4

Explanations of major variances against budget are provided in note 25.

# STATEMENT OF SERVICE PERFORMANCE

Our focus is on delivering a high level of activity in support of the international education industry to achieve our outcomes and the government’s goals for international education.

## International education programmes

This appropriation is limited to the 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.

Performance measure	Target	Actual performance	
<b>Work with the industry to promote New Zealand as a study destination</b>			
<i>Quantity</i>			
Number of referrals to institutional websites from ENZ’s student portal in tier one and two countries.	40,000	Achieved	57,883 referrals have been made to institutional websites.
<i>Quality</i>			
Percentage of participating institutions that are satisfied <sup>34</sup> or above with the quality of ENZ’s promotional events.	85%	Not achieved	75% of participating institutions rated the events as satisfied or above. During the year, events were rated lower in Korea, Malaysia and Shanghai.
<i>Please refer to the impact measure, the awareness of New Zealand as an international education destination is increased in tier 1 and 2 countries, on page 33 as a proxy measure for the quality of our work to increase awareness of New Zealand as a study destination.</i>			
<b>Strengthen the international education industry’s capability</b>			
<i>Quantity</i>			
Number of country or sector specific roadshows / conferences held to assist the industry in networking and to identify business opportunities.	5	Achieved	8 country or sector specific roadshows/ conferences were held.
<i>Quantity</i>			
Industry professional development programme: Number of professional development events/seminars held.	12	Achieved	22 professional development events/seminars were held.

<sup>34</sup> Satisfaction survey ratings = Excellent, Mostly Happy, Satisfied, Some Concerns.



Performance measure	Target	Actual performance	
<i>Quality</i>			
Industry professional development programme: Percentage of participants that are satisfied or above with the quality of ENZ’s capability development programmes/seminars for their international education sector or sub-sector.	80%	Achieved	91% satisfaction rating <sup>35</sup> across all completed workshops.
<i>Quality</i>			
Percentage of attendees that are satisfied or above with the quality of the ENZ-organised industry conference.	80%	Achieved	85% of attendees who responded to the survey were satisfied <sup>36</sup> with the quality of the 2013 New Zealand International Education Conference.
<i>Quality</i>			
International education growth fund: Percentage of applications that are assessed and processed in accordance with specified criteria and guidelines.	100%	Achieved	100% of applications were assessed and processed in accordance with specified criteria and guidelines.
<i>Timeliness</i>			
Deliver the agreed Christchurch Industry Support Programme.	2013/14 work programme is delivered by 30 June 2014.	Substantively achieved	<p>14 of the 18 individual elements in the programme have been completed. The other 4 elements have not been achieved due to the elements:</p> <ul style="list-style-type: none"> <li>&gt; taking longer than expected to implement;</li> <li>&gt; being partially completed with full completion expected in 2014/15;</li> <li>&gt; evolving into a strategic alliance; or</li> <li>&gt; not being proceeded with following further consultation.</li> </ul> <p>The programme was intended to increase the number of international students studying in Christchurch which has been achieved (refer to page 33). There has been no negative impact from the non-completion of these elements.</p>
<p><i>Please refer to the impact measure, increase the number of new offshore collaborative industry projects set up in target markets to help grow international education, on page 35 as a proxy measure for the quality of our work to encourage the industry to work together.</i></p>			
<p><b>Work across other governments and with other New Zealand agencies, and work with the industry to promote education products and services offshore</b></p>			
<i>Quantity</i>			
Number of commercial interactions worked on with foreign governments and/or the New Zealand industry.	200	Achieved	276 commercial interactions have been recorded in the system.
<p><i>Please refer to the impact measure, increase the number of introductions (between governments or institutions) that resulted in new business for the industry, on page 33 as a proxy measure for the quality of our work across governments, and between New Zealand and offshore institutions, to result in new business for the industry.</i></p>			

35 Ratings are based on an average of all scores from the following questions/statements: seminars were relevant/useful; whether attendees would implement lessons learnt from the seminar; and whether they would recommend the seminar to a colleague.  
 36 Ratings are based on an average of all the scores from the following questions/statements: the conference was interesting; the conference was relevant and useful; whether they will re-attend next year; and whether they would recommend the conference to a friend or colleague.

Performance measure	Target	Actual performance	
<p><b>Provide international education scholarships to New Zealanders</b></p>			
<i>Quantity</i>			
Number of new and existing education scholarships for New Zealanders to study in other countries that are funded.	20	Achieved	<p>170 Prime Minister’s Scholarships for Asia have been funded in 2013/14.</p> <p>The higher than forecast number of scholarships funded is because the 2013/14 target was set prior to finalising the duration of study able to be funded by the scholarships. As the length of study can range from six weeks to two years, more scholarships can be awarded for shorter terms of study.</p>
<i>Quality</i>			
Percentage of international education scholarships awarded to New Zealanders that are:	100%	100%	<p>100% of the Prime Minister’s Scholarships for Asia have been awarded in line with Government policies and published criteria, calculated accurately, paid to the correct payee, and paid within the timeframes notified.</p> <ul style="list-style-type: none"> <li>&gt; awarded in line with Government policies and published criteria</li> <li>&gt; calculated accurately</li> <li>&gt; paid to the correct payee, and</li> <li>&gt; paid within the timeframes notified.</li> </ul>

## International student postgraduate research scholarships

This appropriation is limited to scholarships available to international students wishing to study in New Zealand. We want to make sure we use them as a strategic marketing tool and to attract the right students, but the volume is unlikely to change due to specific budget constraints.

Our role for this appropriation is largely administrative. We receive the scholarship applications, provide the applications to a selection panel made up of university representatives for their decision, notify successful and unsuccessful applicants, and provide funding to the institutions attended by the scholarship recipients.

Performance measure	Target	Actual performance	
Oversee awarding and funding of NZIDR scholarships			
<i>Quantity</i>			
Number of new and existing New Zealand International Doctoral Research Scholarships funded.	35-45	Not achieved	33 scholarships were funded. Fewer scholarships were awarded and subsequently funded in 2013/14 to ensure the total cost of the scholarships remained within the appropriations funding.

# PART FOUR

## Annual Financial Statements



# STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2014

\$000	Note	2014 Actual	2014 Budget	2013 Actual
<b>Revenue</b>				
Revenue from the Crown – operating	2	31,382	31,622	25,622
Revenue from the Crown – scholarships	2	1,040	800	800
Other income	3	948	550	1,685
Interest income		428	150	292
<b>Total revenue</b>		<b>33,798</b>	<b>33,122</b>	<b>28,399</b>
<b>Expenditure</b>				
Personnel costs	4	10,101	9,950	9,031
Other expenses	5	23,228	23,138	18,315
Scholarship expenses	6	1,036	800	865
Depreciation and amortisation expense	10, 11	399	234	160
<b>Total expenditure</b>		<b>34,764</b>	<b>34,122</b>	<b>28,371</b>
<b>Net surplus/(deficit)</b>		<b>(966)</b>	<b>(1,000)</b>	<b>28</b>
<b>Other comprehensive income</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Total comprehensive income</b>		<b>(966)</b>	<b>(1,000)</b>	<b>28</b>

Explanations of major variances against budget are provided in note 25.

The accompanying notes form part of these financial statements.

# STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2014

\$000	Note	2014 Actual	2014 Budget	2013 Actual
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	7	964	5,500	9,545
Debtors and other receivables	8	352	434	450
Investments	9	8,500	-	2,000
Prepayments		141	-	504
<b>Total current assets</b>		<b>9,957</b>	<b>5,934</b>	<b>12,499</b>
<b>Non-current assets</b>				
Property, plant and equipment	10	473	450	426
Intangible assets	11	346	450	415
<b>Total non-current assets</b>		<b>819</b>	<b>900</b>	<b>841</b>
<b>Total assets</b>		<b>10,776</b>	<b>6,834</b>	<b>13,340</b>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Creditors and other payables	12	3,128	1,000	4,425
Employee entitlements	13	561	500	435
Provisions	14	2,191	500	2,618
<b>Total current liabilities</b>		<b>5,880</b>	<b>2,000</b>	<b>7,478</b>
<b>Total liabilities</b>		<b>5,880</b>	<b>2,000</b>	<b>7,478</b>
<b>Net assets</b>		<b>4,896</b>	<b>4,834</b>	<b>5,862</b>

Explanations of major variances against budget are provided in note 25.

The accompanying notes form part of these financial statements.

# STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2014

\$000	Note	2014 Actual	2014 Budget	2013 Actual
Balance at 1 July		5,862	5,834	5,834
<b>Comprehensive income</b>				
Net surplus/(deficit)		(966)	(1,000)	28
Other comprehensive income		-	-	-
<b>Total comprehensive income</b>		<b>(966)</b>	<b>(1,000)</b>	<b>28</b>
<b>Balance at 30 June</b>	<b>15</b>	<b>4,896</b>	<b>4,834</b>	<b>5,862</b>

Explanations of major variances against budget are provided in note 25.

The accompanying notes form part of these financial statements.

# STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2014

\$000	Note	2014 Actual	2014 Budget	2013 Actual
<b>Cash flows from operating activities</b>				
Receipts from the Crown – operating		31,382	31,622	25,622
Receipts from the Crown – scholarships		1,040	800	800
Receipts from other revenue		1,020	550	1,022
Payments to suppliers		(27,639)	(23,622)	(18,152)
Payments to employees		(7,955)	(9,900)	(5,460)
Goods and services tax (net)		64	-	454
<b>Net cash flow from operating activities</b>	<b>16</b>	<b>(2,088)</b>	<b>(550)</b>	<b>4,286</b>
<b>Cash flows from investing activities</b>				
Payments for new term deposits		(6,500)	-	-
Interest received		390	150	298
Purchase of property, plant and equipment		(383)	(600)	(410)
Purchase of intangible assets		-	-	(415)
Receipt from maturity of term deposits		-	-	500
<b>Net cash flow from investing activities</b>		<b>(6,493)</b>	<b>(450)</b>	<b>(27)</b>
<b>Cash flows from financing activities</b>				
<b>Net cash flow from financing activities</b>				
Return of unspent levy funding for the ENZ Trust		-	-	(4,865)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(8,581)</b>	<b>(1,000)</b>	<b>(606)</b>
Cash and cash equivalents at the beginning of the year		9,545	6,500	10,151
<b>Cash and cash equivalents at the end of the year</b>		<b>964</b>	<b>5,500</b>	<b>9,545</b>

The Goods and Services Tax (GST) component of operating activities reflects net GST paid to Inland Revenue. GST has been presented on a net basis because the gross amounts do not provide meaningful information for financial statement purposes. Net GST paid to Inland Revenue includes GST relating to investing activities.

Explanations of major variances against budget are provided in note 25.

The accompanying notes form part of these financial statements.

# NOTES TO THE FINANCIAL STATEMENTS

## 1. Statement of accounting policies

### Reporting entity

Education New Zealand is a Crown entity as defined by the Crown Entities Act 2004. We were established on 1 September 2011 under the Education Act 1989 (the Education Amendment Act 2011). Our ultimate parent is the New Zealand Crown. We are funded primarily by government through Vote Tertiary Education.

Our primary objective is to provide services to the New Zealand public, rather than to make a financial return. Accordingly, we are a public benefit entity for the purposes of New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS).

These financial statements are for the year ended 30 June 2014, and were approved by the Board on 15 October 2014.

### Basis of preparation

#### 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 in accordance with NZ GAAP as appropriate for public benefit entities and they comply with NZ IFRS.

### Measurement base

The financial statements have been prepared on an historical cost basis except for some non-financial assets and liabilities which are stated at fair value.

### Functional and presentation currency

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

### Changes in accounting policies

Our accounting policies were unchanged during the year ended 30 June 2014.

There have been no revisions to accounting standards during the financial year which have had an effect on our financial statements.

The Minister of Commerce has approved a new Accounting Standards Framework, incorporating a Tier Strategy. This Accounting Standards Framework has been developed by the External Reporting Board (XRB), based on International Public Sector Accounting Standards. Under this Accounting Standards Framework, we are classified as a Tier 1 reporting entity and will be required to apply full Public Benefit Entity Accounting Standards (PBE-IPSAS). The effective date for the new standards for public sector entities is for reporting periods beginning on or after 1 July 2014. Therefore, we will transition to PBE-IPSAS during the 2015 financial year. Our financial statements at 30 June 2015 will be prepared in accordance with the new standards. We have not yet assessed the implications of PBE-IPSAS.

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit entities. Therefore, the XRB has effectively frozen the financial reporting requirements for public benefit entities until the new Accounting Standards Framework is effective. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

## Significant accounting policies

### Revenue

Revenue is measured at the fair value of consideration received or receivable.

### Revenue from the Crown

We are primarily funded through revenue from the Crown. The use of revenue from the Crown is restricted to meeting the objectives specified in our Statement of Intent.

Revenue from the Crown is recognised as revenue when earned and is reported in the financial period to which it relates.

### Interest

Interest income is recognised using the effective interest method.

### Foreign currency transactions

Foreign currency transactions are translated into New Zealand dollars using the exchange rates prevailing at the dates of the transactions.

### Operating leases

An operating lease is a lease that does not substantially transfer all the risks and rewards incidental to ownership of an asset. 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 income.

### Cash and cash equivalents

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

### Debtors and other receivables

Debtors and other receivables are measured at fair value, less any provision for impairment.

### Investments

#### Term deposits

Investments in term deposits are with registered banks and are initially measured at fair value plus transaction costs.

After initial recognition, investments in term deposits are measured at amortised cost using the effective interest method, less any provision for impairment.

For term deposits, impairment is established when there is objective evidence that we will not be able to collect amounts due according to the original terms of the deposit. Significant financial difficulties of the bank, probability that the bank will enter into receivership or liquidation or default in payments are considered indicators that the deposit is impaired.

### Property, plant and equipment

Our property, plant, and equipment asset classes are building fit out, computers, furniture and fittings, office equipment and motor vehicles.

Individual assets, or groups of assets forming part of a network, which are material in aggregate, costing more than \$2,000 (GST exclusive) or deemed as valuable or attractive are capitalised and recorded at cost, less accumulated depreciation and impairment losses.

Individual assets, or groups of assets, that cost less than \$2,000 (GST exclusive) are expensed and are recorded on the Statement of comprehensive income.

#### Additions

The 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 us and the cost of the item can be measured reliably.

Work in progress is recognised at cost less impairment and is not depreciated.

In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at its fair value as at the date of acquisition.

#### Disposals

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the Statement of comprehensive income.

### Subsequent costs

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to us and the cost of the item can be measured reliably.

The costs of day-to-day servicing of property, plant and equipment are recognised in the Statement of comprehensive income as they are incurred.

### Depreciation

Depreciation is provided on a straight line basis on all property, plant and equipment assets, at rates that will write off their cost (or valuation) over their useful economic lives. The useful lives and associated depreciation rates of major classes of assets are:

Building fit out	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	
Computers	3 years	33.3%
Office equipment	5 years	20%
Furniture and fittings	5 years	20%
Motor vehicles	4 years	25%

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year end.

### Intangible assets

#### Software acquisition and development

Acquired computer software licenses are capitalised on the basis of the costs incurred to acquire and bring the software into use.

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.

Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software and the development and maintenance of our websites are recognised as an expense when incurred.

#### Amortisation

Amortisation begins when the 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 income.

The useful lives and associated amortisation rates of major classes of intangible assets are:

Acquired computer software	3 years	33.3%
Developed computer software	4 years	25%

## Impairment of non-financial 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is the depreciated replacement cost for an asset, where the future economic benefits or service potential of the asset are not primarily dependent on the asset's ability to generate net cash inflows and we would, if deprived of the asset, replace its remaining future economic benefits or service potential.

If an asset's carrying amount exceeds its recoverable amount, the asset is impaired and the carrying amount is written-down to the recoverable amount. The impairment loss is included in the Statement of comprehensive income.

## Creditors and other payables

Creditors and other payables are recorded at their fair value.

## Employee entitlements

Employee entitlements that we expect to be settled within 12 months of balance date are measured at undiscounted nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, but not yet taken at balance date. For some offshore employees this also includes accruals for severance payments in accordance with legislation.

We recognise a liability for sick leave to the extent that compensated absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date; to the extent we anticipate it will be used by employees to cover those future absences.

We recognise a liability and an expense for bonuses where we are contractually obliged to pay them, or where there is a past practice that has created a constructive obligation.

## Superannuation schemes

### Defined contribution schemes

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

## 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, 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.

### Restructuring

A provision for restructuring is recognised when an approved detailed formal plan for the restructuring has either been announced publicly to those affected, or for which implementation has already commenced.

### Onerous contracts

A provision for onerous contracts is recognised when the expected benefits to be derived from a contract are lower than the unavoidable cost of meeting the obligations under the contract. The provision is measured at the present value of the lower of the expected cost of terminating the contract or the expected net cost of continuing with the contract.

### Grant expenditure

We approve and administer grants for a variety of purposes and periods. We recognise a liability for grants when the following conditions have been met:

- a. the expenditure has been approved
- b. there are no substantive conditions for the funding recipient to fulfil
- c. it is probable (more likely than not) that the funded proposal will be completed and that our commitment will crystallise.

## Scholarships

Scholarship costs are recognised as expenditure upon approval.

## Equity

Equity 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 and financing 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 figures

The budget figures are derived from the Statement of Intent as approved by the Board at the beginning of the financial year. 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.

## Comparative data

Where necessary comparatives have been restated to reflect current classifications and presentation.

## Critical accounting 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.

## Critical judgments in applying accounting policies

The following critical judgments have been exercised in applying our accounting policies for the period ended 30 June 2014.

### Provisions

The following conditions must be met for grants to be recognised as a liability before they are paid.

- a. There are no substantive conditions for the funding recipient to fulfil.  
We review all relevant contracts to consider whether or not there are substantive conditions for the funding recipient to fulfil. Where there are no substantive conditions we record the liability upon approval of the grant.
- b. It is probable (more likely than not) that the funded proposal will be completed and that our commitment will crystallise.  
We assess all relevant contracts and judge, based on experience, whether it is probable that the funded proposals will be completed.

We review all relevant outstanding contracts at year end to consider whether or not all of the grant funding will be taken up. Where we judge it likely that one or both of the above criteria will not be met we adjust the provision accordingly.

## 2. Revenue from the Crown

We have been provided with funding from the Crown for specific purposes, as set out in the Education Amendment Act 2011 and the scope of the relevant Crown appropriations. Apart from these general restrictions, there are no unfulfilled conditions or contingencies attached to government funding.

We received funding from the Crown for scholarships, as set out in the Statement of Intent and the scope of the relevant Crown appropriation.

## 3. Other income

\$000	2014 Actual	2013 Actual
Recovery for events and fairs, and agents' accreditation	790	671
ENZ Trust Income	-	996
Sundry income	158	18
<b>Total other income</b>	<b>948</b>	<b>1,685</b>

## 4. Personnel costs

\$000	2014 Actual	2013 Actual
Salaries and wages	7,790	5,013
Other personnel-related costs	828	1,087
Contractors	1,192	2,645
Restructuring costs	51	121
Employer contributions to KiwiSaver	182	91
Increase/(decrease) in annual leave entitlements	58	74
<b>Total personnel costs</b>	<b>10,101</b>	<b>9,031</b>

## 5. Other expenses

\$000	2014 Actual	2013 Actual
Fees to Audit New Zealand for auditing the financial statements	67	63
Fees to Audit New Zealand for other services	-	11
Board members' fees	128	125
Advertising, events and fairs	12,055	7,260
Research, policy and other advice	2,881	3,487
Ministry of Foreign Affairs and Trade support services charges	344	520
Industry development	1,978	2,598
ENZ Trust operating expenses	-	(66)
Operating lease expenses	204	177
Other operating expenses	2,687	2,986
Scholarship expenses – Prime Minister's Scholarships for Asia	1,292	-
Staff travel	1,592	1,154
<b>Total other expenses</b>	<b>23,228</b>	<b>18,315</b>

## 6. Scholarship expenses

This note relates specifically to scholarships funded under the International Student Postgraduate Research Scholarships appropriation. It does not include scholarship expenses for the Prime Minister's Scholarships for Asia or for those in support of Christchurch's international education industry, both of which are disclosed under note 5 'Other expenses'.

In 2014 we received \$1.040 million of revenue from the Crown (2013 \$0.800 million) under the International Student Postgraduate Research Scholarships appropriation. This appropriation is for scholarships to international students commencing or continuing their studies in New Zealand universities.

\$000	2014 Actual	2013 Actual
Scholarship payments	1,036	865
<b>Total scholarship expenses</b>	<b>1,036</b>	<b>865</b>



## 7. Cash and cash equivalents

\$000	2014 Actual	2013 Actual
Cash at bank and on-call	964	3,045
Term deposits with maturities less than 3 months	-	6,500
<b>Total cash and cash equivalents</b>	<b>964</b>	<b>9,545</b>

Cash at bank is non-interest bearing. The on-call account and term deposits earn interest at rates set by the banks.

The carrying value of cash at bank and short-term deposits with maturities less than three months approximates their fair value.

## 8. Debtors and other receivables

\$000	2014 Actual	2013 Actual
Debtors and other receivables	229	263
GST receivable	123	187
<b>Total debtors and receivables</b>	<b>352</b>	<b>450</b>

The carrying value of receivables approximates their fair value.

The ageing profile of receivables at year end is detailed below:

\$000	2014			2013		
	Gross	Impairment	Net	Gross	Impairment	Net
Not past due	334	-	334	48	-	48
Past due 1 – 30 days	-	-	-	9	-	9
Past due 31 – 60 days	-	-	-	35	-	35
Past due 61 – 90 days	18	-	18	-	-	-
Past due over 90 days	4	4	-	1	-	1
<b>Total</b>	<b>356</b>	<b>4</b>	<b>352</b>	<b>93</b>	<b>-</b>	<b>93</b>

All receivables greater than 30 days in age are considered to be past due.

Movements in the provision for impairment of receivables are as follows:

\$000	2014 Actual	2013 Actual
Opening balance	-	32
Additional provisions made during the year	4	11
Receivables written off during the year	(4)	(43)
<b>Closing balance at 30 June</b>	<b>-</b>	<b>-</b>

## 9. Investments

\$000	2014 Actual	2013 Actual
Current portion		
Term deposits	8,500	2,000
<b>Total current portion</b>	<b>8,500</b>	<b>2,000</b>
Non-current portion		
Total non-current portion	-	-
<b>Total investments</b>	<b>8,500</b>	<b>2,000</b>

There is no impairment provision for investments.

The carrying amounts of term deposits with maturities less than 12 months approximate their fair value.

## 10. Property, plant and equipment

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

\$000	Furniture & office equipment	Computer hardware	Motor vehicles	Leasehold improvements	Assets under construction - hardware	Total
Cost or valuation						
Balance at 1 July 2012	110	82	44	-	-	236
Additions at cost	4	132	-	204	70	410
Disposals	-	(2)	-	-	-	(2)
<b>Balance at 30 June 2013</b>	<b>114</b>	<b>212</b>	<b>44</b>	<b>204</b>	<b>70</b>	<b>644</b>
Balance at 1 July 2013	114	212	44	204	70	644
Additions/transfers at cost	22	299	130	-	(68)	383
Disposals	-	(22)	-	-	-	(22)
<b>Balance at 30 June 2014</b>	<b>136</b>	<b>489</b>	<b>174</b>	<b>204</b>	<b>2</b>	<b>1,005</b>
Accumulated depreciation and impairment losses						
Balance at 1 July 2012	30	14	14	-	-	58
Depreciation expense	77	53	17	13	-	160
<b>Balance at 30 June 2013</b>	<b>107</b>	<b>67</b>	<b>31</b>	<b>13</b>	<b>-</b>	<b>218</b>
Balance at 1 July 2013	107	67	31	13	-	218
Depreciation expense	4	130	16	180	-	330
Elimination on disposal	-	(16)	-	-	-	(16)
<b>Balance at 30 June 2014</b>	<b>111</b>	<b>181</b>	<b>47</b>	<b>193</b>	<b>-</b>	<b>532</b>
Carrying amounts						
Balance at 1 July 2012	80	68	30	-	-	178
Balance at 1 July 2013	7	145	13	191	70	426
<b>Balance at 30 June 2014</b>	<b>25</b>	<b>308</b>	<b>127</b>	<b>11</b>	<b>2</b>	<b>473</b>

## 11. Intangibles

\$000	Internally generated software	Assets under construction - software	Total
Cost			
Balance at 1 July 2012	-	-	-
Additions	-	415	415
Disposals	-	-	-
<b>Balance at 30 June 2013</b>	<b>-</b>	<b>415</b>	<b>415</b>
Balance at 1 July 2013	-	415	415
Additions/transfers	415	(415)	-
Disposals	-	-	-
<b>Balance at 30 June 2014</b>	<b>415</b>	<b>-</b>	<b>415</b>
Accumulated amortisation and impairment losses			
Balance at 1 July 2013	-	-	-
Amortisation expense	69	-	69
<b>Balance at 30 June 2014</b>	<b>69</b>	<b>-</b>	<b>69</b>
Carrying amounts			
Balance at 1 July 2012	-	-	-
Balance at 1 July 2013	-	415	415
<b>Balance at 30 June 2014</b>	<b>346</b>	<b>-</b>	<b>346</b>

## 12. Creditors and other payables

\$000	2014 Actual	2013 Actual
Creditors	2,406	2,995
Accrued expenses	661	1,378
Other payables	61	52
<b>Total creditors and other payables</b>	<b>3,128</b>	<b>4,425</b>

Creditors and other payables are non-interest bearing and are normally settled on less than 30 day-terms. Therefore, the carrying value of creditors and other payables approximates their fair value.

### 13. Employee entitlements

\$000	2014 Actual	2013 Actual
Salaries and wages		
Accrued salaries and wages	235	167
Annual leave	326	268
<b>Total employee entitlements</b>	<b>561</b>	<b>435</b>

### 14. Provisions

\$000	2014 Actual	2013 Actual
Current portion		
Funding contracts	2,143	2,618
Onerous lease	48	-
<b>Total current portion</b>	<b>2,191</b>	<b>2,618</b>
<b>Total provisions</b>	<b>2,191</b>	<b>2,618</b>

Movements for each class of provisions are as follows:

\$000	Restructuring	Funding contracts	Onerous lease	Total
Cost				
Balance at 1 July 2012	122	-	-	122
Additional provisions made	-	2,618	-	2,618
Amounts used	(122)	-	-	(122)
<b>Balance at 30 June 2013</b>	<b>-</b>	<b>2,618</b>	<b>-</b>	<b>2,618</b>
Balance at 1 July 2013	-	2,618	-	2,618
Additional provisions made	-	1,831	48	1,879
Amounts used	-	(2,306)	-	(2,306)
<b>Balance at 30 June 2014</b>	<b>-</b>	<b>2,143</b>	<b>48</b>	<b>2,191</b>

### 15. Equity

\$000	2014 Actual	2013 Actual
General funds		
Opening balance	5,862	5,834
Net surplus	(966)	28
<b>Balance at 30 June</b>	<b>4,896</b>	<b>5,862</b>

### 16. Reconciliation of net surplus to net cash flow from operating activities

\$000	2014 Actual	2013 Actual
Net surplus	(966)	28
Add/(Less) non-cash items		
Income-in-advance to income	-	(976)
Depreciation and amortisation expense	399	160
<b>Total non-cash items</b>	<b>399</b>	<b>(816)</b>
Add/(less) items classified as investing or financing activities		
Interest received	(390)	(298)
(Gain)/loss on disposal of property, plant and equipment	6	-
<b>Total items classified as investing or financing activities</b>	<b>(384)</b>	<b>(298)</b>
Add/(Less) movements in working capital items		
(Increase)/Decrease in debtors and receivables	34	319
(Increase)/Decrease in prepayments	363	(423)
Increase/(Decrease) in creditors and other payables	(1,297)	2,565
Increase/(Decrease) in provisions	(427)	2,496
Increase/(Decrease) in employee entitlements	126	(39)
(Increase)/Decrease in GST	64	454
<b>Net movements in working capital items</b>	<b>(1,137)</b>	<b>5,372</b>
<b>Net cash flow from operating activities</b>	<b>(2,088)</b>	<b>4,286</b>

## 17. Capital commitments and operating leases

### Capital commitments

\$000	2014 Actual	2013 Actual
Property, plant and equipment	256	-
Intangible assets	380	-
<b>Total capital commitments</b>	<b>636</b>	<b>-</b>

### Operating leases as lessee

Operating lease commitments are for office rent for the Wellington office and the sub-lease for the Auckland office.

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

\$000	2014 Actual	2013 Actual
Not later than one year	183	149
Later than one year and not later than five years	1,106	60
Later than five years	316	-
<b>Total non-cancellable operating leases</b>	<b>1,605</b>	<b>209</b>

We lease our Wellington premises. The lease expires on 31 July 2020, with one right of renewal of six years. We sub-lease premises in Auckland. The lease expires on 31 December 2015 with one right of renewal of two years.

We lease office premises in overseas locations from the Ministry of Foreign Affairs and Trade, New Zealand Trade and Enterprise and Ministry of Business, Innovation and Employment. The lease periods vary, with some leases expiring between 31 March 2015 and 30 March 2019. These leases are not reflected above because the arrangements are included in the memorandum of understanding for support services with the Ministry of Foreign Affairs and Trade and in service agreements with New Zealand Trade and Enterprise and the Ministry of Business Innovation and Employment.

## 18. Contingent assets and liabilities

We have no contingent assets (2013 Nil). We have no contingent liabilities (2013 Nil).

## 19. Related party transactions

All related party transactions have been entered into on an arm's length basis.

We are a wholly owned entity of the Crown. The government significantly influences our role in addition to being our main source of revenue.

### Significant transactions with government-related entities

We received funding from the Crown of \$32.42 million (2013 \$26.42 million) during the year, for specific purposes as set out in the founding legislation and the scope of the relevant government appropriations. The debtor-Crown at year end is \$Nil (2013 Nil).

### Collectively, but not individually, significant, transactions with government-related entities

In conducting its activities we are required to pay various taxes and levies (such as GST, FBT, PAYE, and ACC levies) to the Crown and entities related to the Crown. The payment of these taxes and levies, other than income tax, is based on the standard terms and conditions that apply to all tax and levy payers. We are exempt from paying income tax.

We purchased goods and services from and provided funding to entities controlled, significantly influenced, or jointly controlled by the Crown. The total value of transactions with these entities in 2014 was \$8.00 million (2013 \$5.70 million), of which \$3.456 million was reimbursed to the Ministry of Foreign Affairs and Trade and New Zealand Trade and Enterprise for costs relating to overseas based staff.

Purchases of goods and services from government-related entities for the year ended 30 June 2014 totalled \$1.288 million (2013 \$1.475 million), with a balance outstanding of \$0.132 million at year end (2013 \$0.343 million). Purchases included contributions to New Zealand Trade and Enterprise for the 'New Zealand Story' and the Minister for Tertiary Education, Skills and Employment's visit to China, air travel from Air New Zealand, library services and a national survey from the Ministry of Education, the purchase of electricity from Genesis Energy and audit services from Audit New Zealand.

Purchases of services includes those under the memorandum of understanding (MOU) we have with the Ministry of Foreign Affairs and Trade, in which they deliver administration and support services for our overseas staff based in their offices. We reimburse the actual staff costs and pay them a service fee to cover the cost of providing the service and for office space that our staff occupy. The service fee was \$0.344 million in 2014 (2013 \$0.520 million). The MOU is beneficial as it minimises administration costs from a whole of Government perspective.

We provided funding to New Zealand universities and other Crown funded tertiary education institutions, primarily in the form of scholarships, research grants and business development initiatives. Total funding provided to these entities in the year was \$3.261 million (2013 \$1.989 million), with a balance outstanding of \$0.475 million at year end (2013 \$0.280 million)

We received reimbursement for expenses incurred on behalf of entities controlled, significantly influenced, or jointly controlled by the Crown. Receipts from government-related entities, universities and other Crown funded tertiary education institutions, for the year ended 30 June 2014 totalled \$0.436 million (2013 \$0.463 million), with a balance of \$0.028 million (2013 \$0.047 million) outstanding at year end.

### Key management personnel compensation

\$000	2014 Actual	2013 Actual
Board fees, salaries and other short-term employee benefits	1,370	1,116
Post-employment benefits	37	22
<b>Total key management personnel compensation</b>	<b>1,407</b>	<b>1,138</b>

Key management personnel include the Board, Chief Executive, and the six other members of the Leadership Team.

The schedule below presents material related party transactions for the year which were at arms' length on normal commercial terms. No permissions to act despite being interested in a matter, in terms of section 68 of the Crown Entities Act 2004, were granted in the year. All items are shown exclusive of GST.

Name of Board member, entity and relationship	Transaction	Amount 2014 (\$)	Balance outstanding as at 30 June 2014 (\$)	Amount 2013 (\$)	Balance outstanding as at 30 June 2013 (\$)	
Charles Finny (Chair)						
ENZ purchased the following:						
Victoria University of Wellington (Board Member)	Scholarships	327,802	4,183	50,000	-	
	India Studies Research Grant	254,493	254,493	242,544	242,544	
	Sponsor Chair of Malay Studies	80,957	-	96,956	-	
	India Research Conference	73,526	7,192	10,495	-	
	Contribution to the development of the "Understanding Southeast Asia" course	75,000	-	-	-	
	Staff development	20,772	-	-	-	
	International Education Growth Fund projects	19,903	-	-	-	
	Contributions to other conferences/events	9,968	-	9,661	-	
	New Zealand Trade and Enterprise (Board member)	Contribution to the New Zealand Story	250,000	-	-	-
		Contribution to Minister's visit to China	29,077	-	-	-
Jakarta office alterations		24,604	24,604	-	-	
Latin America New Zealand Business Council (Director)	Annual membership fee	750	-	1,140	-	
	Attendance at Latin American events	3,074	-	25	-	
ENZ received the following:						
Victoria University of Wellington (Board member)	Recoveries for ASEAN events and fairs	25,704	-	24,722	-	

Payments are also made to New Zealand Trade and Enterprise for costs relating to ENZ staff based in their overseas offices. These are reimbursements only and are not included in this schedule.

Name of Board member, entity and relationship	Transaction	Amount 2014 (\$)	Balance outstanding as at 30 June 2014 (\$)	Amount 2013 (\$)	Balance outstanding as at 30 June 2013 (\$)
Dr Neil Barns					
ENZ purchased the following:					
Bay of Plenty Polytechnic (Council Deputy Chair)	Malaysian fashion event funding	-	-	2,435	-
	Rugby development summit, United States	18,856	18,856	-	-
Otago Polytechnic (Auckland International Campus Independent Chair)	Increase market presence in India	20,000	-	-	-
	Recoveries for overseas events and fairs	850	-	-	-
Polytechnics International New Zealand Ltd (contract for service under negotiation)	Indian skills delegation travel reimbursements	-	-	1,966	-
Wairiki Institute of Technology (Council Deputy Chair)	International agents visit	22,331	-	-	-
ENZ received the following:					
Bay of Plenty Polytechnic (Council Deputy Chair)	Reimbursements for costs incurred in promoting the polytechnic at events overseas	12,380	-	2,621	-
Otago Polytechnic (Auckland International Campus Independent Chair)	Recoveries for overseas events and fairs	20,000	-	-	-
Wairiki Institute of Technology (Council Deputy Chair)	Recoveries for overseas events and fairs	5,500	-	8,810	-
Richard Leggat					
ENZ purchased the following:					
New Zealand Post (Director)	Office postage and courier expenses	-	-	1,439	-
Tourism New Zealand (Director)	Contribution to the New Zealand Story	9,026	-	22,097	-
	Conference attendance costs	-	-	4,769	-

Name of Board member, entity and relationship	Transaction	Amount 2014 (\$)	Balance outstanding as at 30 June 2014 (\$)	Amount 2013 (\$)	Balance outstanding as at 30 June 2013 (\$)
Jill Tattersall					
ENZ purchased the following:					
Kiwa Digital Ltd (Executive Chair)	International Education Growth Fund: development of a promotion and marketing strategy for QBook	49,992	-	-	-
John Morris					
ENZ purchased the following:					
ACG New Zealand International College (Council Member)	International Education Growth Fund: development of a market presence in Japan	23,939	-	-	-
	Agent familiarisation	23,913	-	-	-
ENZ received the following:					
ACG New Zealand International College (Council Member)	Recoveries for overseas events and fairs	3,000	-	-	-
Jenny Alford					
ENZ received the following:					
Auckland UniServices (Former General Manager)	Seminar/fair attendance costs	5,500	-	5,000	-

Some Board members may have a governance role or act in an advisory or professional capacity with entities in the international education industry other than ENZ. Those entities may have a separate business relationship with ENZ.

## 20. Board member remuneration

\$000	2014 Actual	2013 Actual
C Finny (Chair)	32	32
J Alford (to 16 September 2013)	4	16
N Barns	16	16
P Broughton	16	16
J Morris	16	13
R Leggat	16	16
J Tattersall	16	16
F Valintine (from 16 September 2013)	12	-
<b>Total Board member remuneration</b>	<b>128</b>	<b>125</b>

Stakeholder Advisory Committee members are appointed by the Minister for Tertiary Education, Skills and Employment as voluntary members with no remuneration. The members of the Board's sub-committees receive board fees only.

We have provided a deed of indemnity to Directors for certain activities undertaken in the performance of their functions.

We have Director's and Officer's Liability and Professional Indemnity insurance cover in respect of the possible liability or costs of Board members and employees.

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

## 21. Employee remuneration

	2014 Actual	2013 Actual
Total remuneration paid or payable		
\$100,000 – 109,999	6	2
\$110,000 – 119,999	4	1
\$120,000 – 129,999	1	1
\$130,000 – 139,999	1	3
\$140,000 – 149,999	1	-
\$150,000 – 159,999	2	2
\$160,000 – 169,999	2	2
\$170,000 – 179,999	-	1
\$180,000 – 189,999	1	-
\$200,000 – 209,999	4	1
\$220,000 – 229,999	1	-
\$230,000 – 239,999	1	-
\$290,000 – 299,999	1	1
Total employees	25	14

A number of employees are based offshore and are paid in local currency.

During the year a staff member received compensation and other benefit payments in relation to cessation totalling \$50,758 (2013 10 staff members, payments totalling \$232,414).

The increase in staff numbers reflects the recruitment of permanent staff to deliver a significantly expanded work programme.

## 22. Events after balance date

There were no significant events after balance date that required the financial statements to be adjusted.

## 23. Financial instruments

### 23A. Financial instrument categories

The carrying amounts of financial assets and liabilities are:

\$000	2014 Actual	2013 Actual
Loans and receivables		
Cash and cash equivalents	964	9,545
Debtors and other receivables	352	450
Investments – term deposits	8,500	2,000
Total loans and receivables	9,816	11,995
Financial liabilities measured at amortised cost		
Creditors and other payables	3,128	4,425
Total financial liabilities measured at amortised cost	3,128	4,425

### 23B. Financial instrument risks

Our activities expose us to a variety of financial instrument risks, including credit risk and liquidity risk. We have robust policies to manage the risks associated with financial instruments. These policies do not allow us to enter into any transactions that are speculative in nature.

#### Credit risk

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

The timing of cash inflows and outflows often creates short-term surplus cash positions. Surplus cash is invested in high-grade, on-call or term deposits with registered banks.

We have processes in place to review the credit quality of customers prior to the granting of credit.

In the normal course of business we are exposed to credit risk from cash and term deposits held by banks, debtors and other receivables. There have been no defaults in the payment of interest or return of principal on our term deposits. We hold no collateral or other credit enhancements for financial instruments that give rise to credit risk.

#### 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.

\$000	2014 Actual	2013 Actual
Counterparties with credit ratings		
Cash at bank and term deposits	-	-
AA-	9,464	11,545
<b>Total cash at bank and term deposits</b>	<b>9,464</b>	<b>11,545</b>
Counterparties without credit ratings		
Debtors and other receivables	352	450
<b>Total debtors and other receivables</b>	<b>352</b>	<b>450</b>

## Liquidity risk

### Management of liquidity risk

Liquidity risk is the risk that we will encounter difficulty raising liquid funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash and the ability to close out market positions. We primarily manage liquidity risk by continuously monitoring forecast and actual cash flow requirements.

### Contractual maturity analysis of financial liabilities

The table below shows our financial liabilities by relevant maturity groupings, based on the remaining period at balance date to the contractual maturity date. The amounts disclosed are the contractual undiscounted cash flows.

\$000	Carrying amount	Contractual cash flows	Less than 6 months	6 - 12 months	Later than 1 year
2013					
Creditors and other payables	4,425	4,425	4,425	-	-
<b>Total</b>	<b>4,425</b>	<b>4,425</b>	<b>4,425</b>	<b>-</b>	<b>-</b>
2014					
Creditors and other payables	3,128	3,128	3,128	-	-
<b>Total</b>	<b>3,128</b>	<b>3,128</b>	<b>3,128</b>	<b>-</b>	<b>-</b>

## 24. Capital management

Our capital is equity, which is comprised of accumulated funds. Equity is represented by net assets.

We manage our equity, as a by-product of prudently managing revenues, expenses, assets, liabilities, investments and general financial dealings, to ensure that we effectively achieve our objectives and purpose, while remaining a going concern.

## 25. Explanation of major variances against budget

Explanations for major variances from our budgeted figures in the Statement of Intent are as follows:

### Statement of comprehensive income

Revenue from the Crown – operating was \$0.240 million less than the Statement of Intent budget. This difference reflects a one off fiscally neutral expense transfer of \$0.240 million to the International Student Postgraduate Research Scholarships.

Revenue from the Crown – scholarships was 0.240 million higher than the Statement of Intent budget. This difference reflects the one off fiscally neutral expense transfer of \$0.240 million mentioned above.

Other income was \$0.398 million higher than the Statement of Intent budget. This is primarily attributable to additional recoveries from overseas international education fairs.

Scholarship expenses were 0.236 million higher than the Statement of Intent budget. This was primarily due to utilising the funds from the one off fiscally neutral expense transfer of \$0.240 million mentioned above.

### Statement of financial position

Cash and cash equivalents and investments were \$4.536 million higher than the Statement of Intent budget. This was due to the timing of payments and is also reflected with higher than planned Creditors and other payables by \$2.176 million and Provisions by \$1.643 million.

Creditors and other payables and Provisions were higher than the Statement of Intent budget due to the establishment of new programmes after the preparation of the Statement of Intent budgets and projects that were completed close to the end of financial year.

### Statement of changes in cash flows

The material differences in the statement of cash flows between actual cash flows and those in the Statement of Intent budget are attributable to the reasons detailed above on the differences in the Statement of comprehensive income and the Statement of financial position.



# INDEPENDENT AUDITOR'S REPORT

**AUDIT NEW ZEALAND**  
Mana Arotake Aotearoa

## To the readers of Education New Zealand's financial statements and non-financial performance information for the year ended 30 June 2014.

The Auditor-General is the auditor of Education New Zealand (ENZ). The Auditor-General has appointed me, Karen Young, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and non-financial performance information of ENZ on her behalf.

We have audited:

- > the financial statements of ENZ on pages 50 to 77, that comprise the statement of financial position as at 30 June 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and notes to the financial statements that include accounting policies and other explanatory information; and
- > the non-financial performance information of ENZ that comprises the statement of service performance on pages 44 to 48 and the report about outcomes on pages 32 to 35.

## Opinion

In our opinion:

- > the financial statements of ENZ on pages 50 to 77:
  - > comply with generally accepted accounting practice in New Zealand; and
  - > fairly reflect ENZ's:
    - > financial position as at 30 June 2014; and
    - > financial performance and cash flows for the year ended on that date.

- > the non-financial performance information of ENZ on pages 44 to 48 and 32 to 35:
  - > complies with generally accepted accounting practice in New Zealand; and
  - > fairly reflects ENZ's service performance and outcomes for the year ended 30 June 2014, including for each class of outputs:
    - > its service performance compared with forecasts in the statement of forecast service performance at the start of the financial year; and
    - > its actual revenue and output expenses compared with the forecasts in the statement of forecast service performance at the start of the financial year.

Our audit was completed on 31 October 2014. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities, and we explain our independence.

## Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and non-financial performance information are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements and non-financial performance information. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and non-financial performance information. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and non-financial performance information, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of ENZ's financial statements and non-financial performance information that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:

- > the appropriateness of accounting policies used and whether they have been consistently applied;
- > the reasonableness of the significant accounting estimates and judgements made by the Board;
- > the appropriateness of the reported non-financial performance information within ENZ's framework for reporting performance;
- > the adequacy of all disclosures in the financial statements and non-financial performance information; and
- > the overall presentation of the financial statements and non-financial performance information.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and non-financial performance information. Also we did not evaluate the security and controls over the electronic publication of the financial statements and non-financial performance information.

We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

## Responsibilities of the Board

The Board is responsible for preparing financial statements and non-financial performance information that:

- > comply with generally accepted accounting practice in New Zealand;
- > fairly reflect ENZ's financial position, financial performance and cash flows; and
- > fairly reflect its service performance and outcomes.

The Board is also responsible for such internal control as is determined necessary to enable the preparation of financial statements and non-financial performance information that are free from material misstatement, whether due to fraud or error. The Board is also responsible for the publication of the financial statements and non-financial performance information, whether in printed or electronic form.

The Board's responsibilities arise from the Crown Entities Act 2004.

## Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and non-financial performance information and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Crown Entities Act 2004.

## Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

Other than the audit, we have no relationship with or interests in ENZ.

*Karen Young*

**Karen Young**  
Audit New Zealand

On behalf of the Auditor-General  
Wellington, New Zealand

# APPENDIX ONE: OUR STATUTORY FUNCTIONS

The functions of Education New Zealand are specified in section 270 of the Education Amendment Act 2011.

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 co-ordination 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.

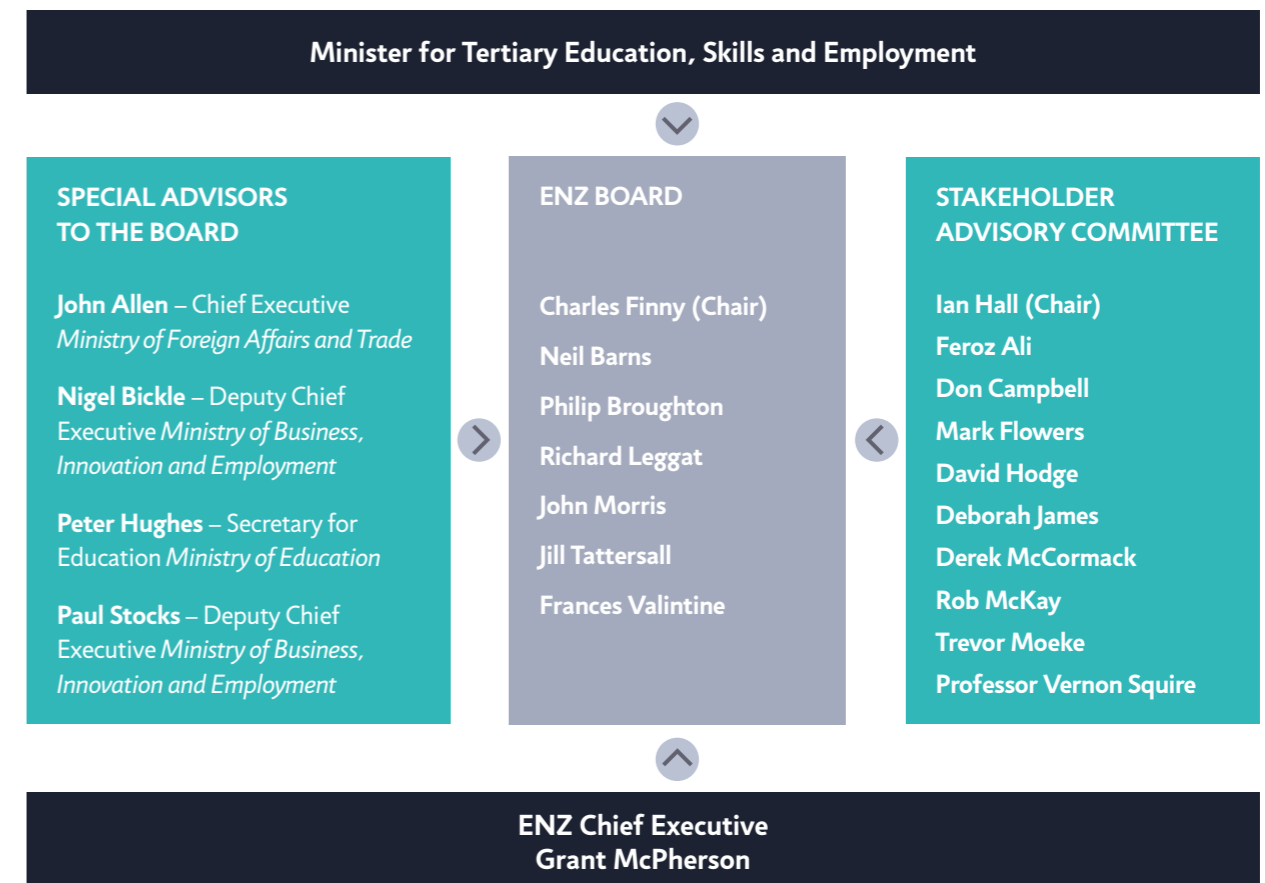
# APPENDIX TWO: OUR BOARD

The Board of Education New Zealand is made up of between five and seven members appointed by the Minister for Tertiary Education, Skills and Employment (this portfolio includes international education). The Board is responsible for the

governance of the organisation, including setting the strategic direction and monitoring performance.

The Board regularly meets to carry out governance functions and deal with major issues.

Diagram 3: Governance of ENZ at 30 June 2014



On the Board's behalf, the Audit and Risk Committee monitors the financial and risk management of ENZ.

The Human Resources/Organisation Development Committee assists the Board in fulfilling its responsibilities regarding human resources and organisation development policies and practice.

A number of special advisors to the Board help guide and shape ENZ's work, and ensure we stay connected with the strategic direction of other government agencies.

A Stakeholder Advisory Committee provides the Board with expert advice based on the committee members' knowledge and experience within the international education industry.

# New Zealand Government

**Education New Zealand**  
Level 5, 160 Lambton Quay  
Wellington 6144

**Phone:** +64 4 472 0788

**Fax:** +64 4 471 2828

**Industry website:** [www.enz.govt.nz](http://www.enz.govt.nz)

Crown copyright © 2014



This work is licensed under the Creative Commons  
Attribution 4.0 International License.

To view a copy of this license, visit  
<http://creativecommons.org/licenses/by/4.0/>

ISSN 2324-1918 (Print)

ISSN 2324-1926 (Online)