

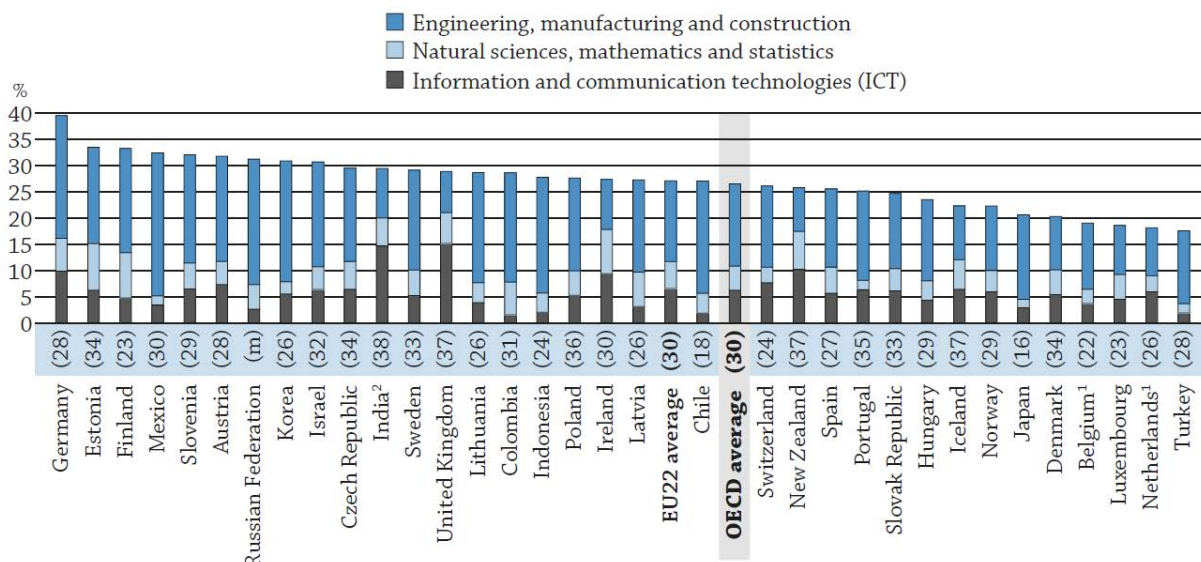
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

New Zealand

- Enrolment in science-related fields in New Zealand is in line with OECD averages overall, although **students are more likely to study natural sciences and less likely to study engineering, manufacturing and construction** in tertiary education.
- For the past few years, **public expenditure from primary to tertiary education has hovered just below 19% of total government expenditure**. Over the same period, the OECD average was around 11%.
- **New Zealand has above-average enrolment early childhood education (ECE)**. 65% of 2-year-olds in New Zealand are enrolled in early childhood educational development programmes, compared to the OECD average of 54%. At age of 3, enrolment jumps to 89%, compared to 78% on average across OECD countries.
- **New Zealand has the second largest enrolment of international students as a share of all students in tertiary education**. With just over 2% of New Zealand students enrolled abroad, New Zealand is over ten times more likely to admit a foreign or international student than to send a national one overseas.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)




Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Natural sciences, mathematics and statistics are driving STEM enrolment

- New Zealand students are more likely than the OECD average to choose natural sciences, mathematics and statistics at the tertiary level (10% of all tertiary entrants, compared to 6% across the OECD) but the opposite is true for engineering, manufacturing and construction (8% and 16% respectively). With enrolment in information and communication and technologies (ICT) at 7%, just above the OECD average of 5%, overall science, technology, engineering and mathematics (STEM) enrolment rates in New Zealand are ultimately in line with most OECD countries (Figure 1).
- Discrepancies between the shares of tertiary entrants and graduates within certain fields of education may signal shifting enrolment patterns among new students. In New Zealand, one of the most striking differences occurs in natural sciences, mathematics and statistics: despite 10% of all tertiary entrants choosing these fields in 2015, they account for just 6% of tertiary graduates. This may also in part reflect the fact that natural sciences, mathematics and statistics are sometimes required for first year entrants who nevertheless graduate in a field outside of this area, such as health or engineering.
- Across all tertiary levels, international students in New Zealand tend to cluster into certain fields. They are at least twice as likely as national students to enrol in fields such as ICT; business, administration and law; and services.
- Tuition fees vary moderately across fields of study at the tertiary level. The average annual tuition fee at bachelor's level for full-time national students at public institutions in New Zealand is USD 4 295,¹ which is comparable to Australia and Canada (USD 4 763 and 4 939 respectively) but fees range from approximately USD 3 800 for programmes in education, arts and humanities, social sciences, and services to USD 6 131 for health and welfare; this degree of variation is broadly consistent with other countries.

New Zealand has above-average enrolment and funding per child in early childhood education

- New Zealand has above-average enrolment across the board in early childhood education. The enrolment rate for early childhood educational development programmes is 65% for 2-year-olds in New Zealand, compared to the OECD average of 54%. At the age of 3, as children begin pre-primary education, enrolment jumps to 89%, compared to 78% across OECD countries on average.²
- New Zealand, like Australia, starts children in primary education earlier than most OECD countries, with 95% of 5-year-olds enrolled in primary programmes. The OECD average enrolment rate at this age is 13% for primary education and 82% for pre-primary.
- Overall annual expenditure per child by educational institutions is USD 12 882 per year, roughly similar to the figure for Australia (USD 12 542), despite the fact that New Zealand allots a greater share of its GDP toward early childhood education. This result is driven to a great extent by the fact that pre-primary education is expected to last twice as long in New Zealand. The OECD average is USD 8 858.

Upper secondary attainment has increased considerably, and vocational education and training continues to be popular among older students

- New Zealand has dramatically reduced the share of the population aged 25-34 who did not complete upper secondary education from 31% in 2000 to 16% in 2016 (the OECD average).
- As of 2015, 75% of students who enter an upper secondary programme complete it within its theoretical duration, and an additional 5% of students complete it within two more years. The OECD averages are 73% and 82%, respectively.
- New Zealand has a disproportionately high average graduation age from vocational upper secondary programmes: 31 years old, compared to 18 years old for general ones. This is driven by its somewhat uncommon system of vocational education and training (VET) wherein initial upper secondary education is predominantly

¹ All dollar values are adjusted for purchasing power parity (PPP). The figure for New Zealand also includes short-cycle tertiary education (ISCED 5).

² "Early childhood educational development" programmes refer to ECE for children under age 3, while "pre-primary" programmes relate to ECE for children aged 3 and above.

generally oriented, while the majority of VET at upper secondary level is part of the post-compulsory schooling system. Although Australia has a similar system, in most OECD countries vocational education is integrated into initial upper secondary schooling.

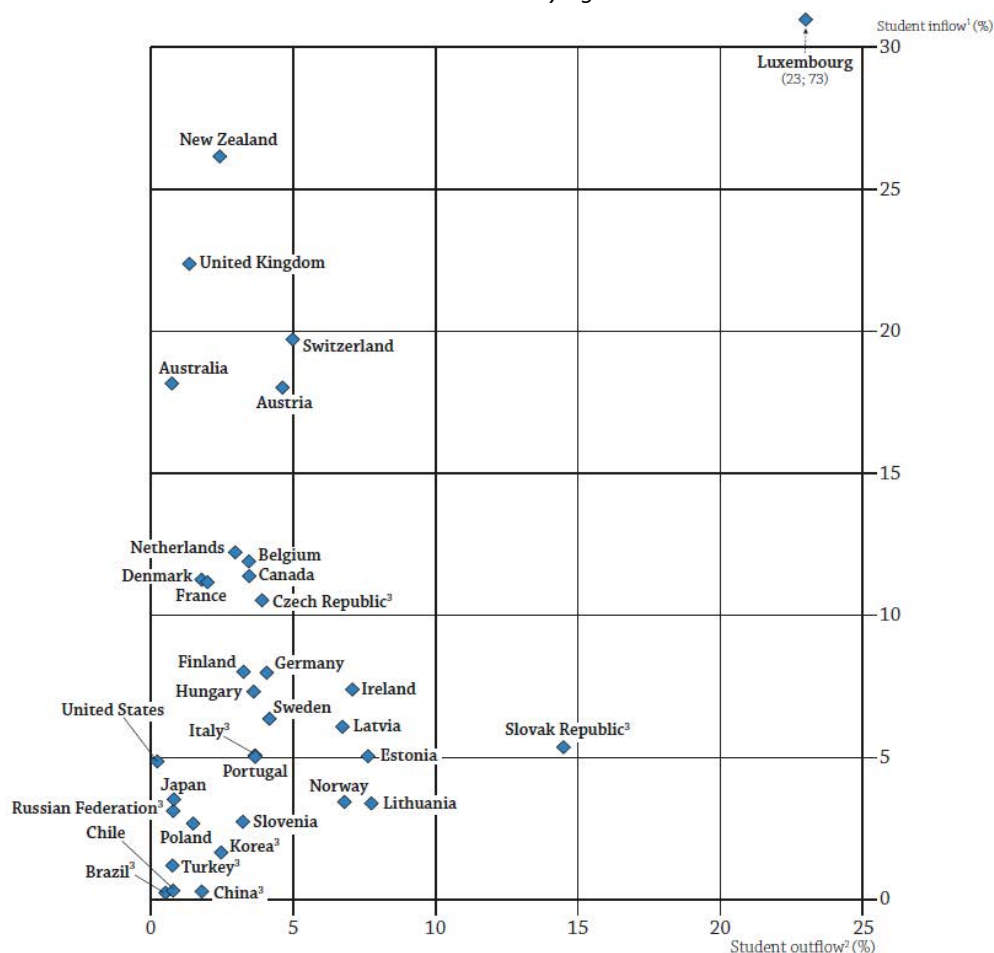
- Across all ages, 32% of upper secondary students in New Zealand are enrolled in vocational programmes, but just 13% of students aged 15-19; vocational programmes account for over 90% of upper secondary students over 20.

New Zealand enjoys a high inflow of international tertiary students

- New Zealand has the second largest enrolment of international students as a share of all students in tertiary education: 21%, compared to an OECD average of 6% (Figure 2).³ In absolute terms, however, New Zealand’s share of all international students remains relatively small due to its size. Luxembourg has the largest share (46%), and the four countries with the next-highest relative shares of international students are the United Kingdom (19%), Switzerland (17%), Austria (16%) and Australia (16%). China and India together account for over half of all international students studying in New Zealand followed by Australia and the United States, which each contribute less than 5% of New Zealand’s international or foreign students.

Figure 2. International student circulation in total tertiary education (2015)

International or foreign students studying in the country and national students studying abroad as a percentage of total national students studying home and abroad



1. Student inflow represents the number of international students on a country’s soil for every 100 national students studying home or abroad in the OECD area (y-axis).

2. Student outflow represents the percentage of national students studying abroad (x-axis).

3. Data refer to foreign students instead of international students.

Source: OECD (2017), Table C4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558420>

³ In this context, “tertiary” relates to ISCED 5 and above, while in New Zealand the term “tertiary” is typically used to refer to any study completed following initial secondary schooling, including ISCED levels 3 and 4.

- The doctoral level has greatest relative share of international students, who account for 46% of all doctoral students in New Zealand compared with 24% at the master's level. While this pattern is consistent with virtually all other OECD countries, in Australia the share is higher at the master's (43%) than at the doctoral level (34%).
- With 2.4% of New Zealand students enrolled abroad, New Zealand is over 10 times more likely to admit a foreign or international student than to send a national overseas. The average OECD country has 5.9% of its students enrolled abroad, and accepts 4 times as many international students as it sends. However, just 0.7% of Australian tertiary students are enrolled abroad, and the country is 25 times more likely to admit a foreign or international student than to send a native one.
- Tertiary attainment for New Zealanders aged 25-34 was equal to the OECD average in 2016, at 43%. This places New Zealand below Australia (49%), Canada (61%) and the United States (48%). Nevertheless, tertiary attainment is trending upward; in 2015 the rate was just 39% for 35-44 year-olds and 30% for 45-54 year-olds, roughly on a par with OECD averages of 39% and 31%, respectively.
- Between 2012 and 2014, public expenditure on primary through to tertiary education hovered just below 19% of total government expenditure. The OECD average is around 11%, and Australian public expenditure as a percentage of total government expenditure was between 13% and 14% over the same period.
- Total expenditure on tertiary education is equal to 1.8% of GDP in New Zealand, compared to 1.5% on average for OECD countries. While just over half of tertiary education funding comes from public sources in New Zealand, the OECD average is slightly below 70%. Uniquely among OECD countries, all public education funding for tertiary education, as well as all other levels, is provided by New Zealand's central government.
- The number of students benefitting from student loans since 2005 has grown by approximately 4-6% each year at the bachelor's, master's and doctoral levels.

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Note regarding data from Israel


The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NZE&threshhold=10&topic=EO>.

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Key Facts for New Zealand in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
	Fields of study				
	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	17%	75%	20%	66%
	Engineering, manufacturing and construction	14%	13%	34%	12%
	Health and welfare	6%	72%	12%	82%
	Services	20%	69%	17%	60%
	New entrants to tertiary education	2015			
		%	% Women	%	% Women
Table C3.1	Education	7%	82%	9%	78%
	Business, administration and law	24%	51%	23%	54%
	Engineering, manufacturing and construction	8%	27%	16%	24%
	Tertiary students enrolled, by mobility status	2015			
		International students ¹	National students	International students ¹	National students
Table C4.2.	Education	3%	9%	3%	8%
	Business, administration and law	38%	19%	27%	23%
	Engineering, manufacturing and construction	10%	8%	17%	12%
	Tertiary-educated 25-64 year-olds	2016			
Table A1.3	Education	**	**	13%	23%
	Business, administration and law	**	**	**	17%
	Engineering, manufacturing and construction	**	**	**	**
	Employment rate of tertiary-educated 25-64 year-olds	2016			
Table A5.3	Education	**	**	83%	85%
	Business, administration and law	**	**	**	87%
	Engineering, manufacturing and construction	**	**	**	**
	Early childhood education				
	Enrolment rates in early childhood education at age 3	2015			
Table C2.1	ISCED 01 and 02	89%	89%	78%	78%
	Expenditure on all early childhood educational institutions	2014			
Table C2.3	As a percentage of GDP	0.9%	0.9%	0.8%	0.8%
	Proportions of total expenditure from public sources	81%	81%	82%	82%
	Vocational education and training (VET)				
	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	51%	8%	37%	25%
	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	78%	55%	54%	44%
	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	77%	81%	70%	80%
	Tertiary education				
	Share of international or foreign students, by level of tertiary education	2015			
Table C4.1.	Bachelor's or equivalent	16%	16%	4%	4%
	Master's or equivalent	24%	24%	12%	12%
	Doctoral or equivalent	46%	46%	26%	26%
	All tertiary levels of education	21%	21%	6%	6%
	Educational attainment of 25-64 year-olds	2016			
Table A1.1	Short-cycle tertiary	4%	4%	8%	8%
	Bachelor's or equivalent	27%	27%	16%	16%
	Master's or equivalent	4%	4%	12%	12%
	Doctoral or equivalent	1%	1%	1%	1%
	Employment rate of 25-64 year-olds, by educational attainment	2016			
Table A5.1	Short-cycle tertiary	87%	87%	81%	81%
	Bachelor's or equivalent	87%	87%	83%	83%
	Master's or equivalent	87%	87%	87%	87%
	Doctoral or equivalent	91%	91%	91%	91%
	All tertiary levels of education	87%	87%	84%	84%
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
Table A6.1	Short-cycle tertiary	115	115	122	122
	Bachelor's or equivalent	137	137	146	146
	Master's, doctoral or equivalent	178	178	198	198
	All tertiary levels of education	140	140	156	156

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
Adult education and learning					
Table C6.1a	Participation of 25-64 year-olds in adult education²	2015		2012³	
	Participation in formal education only	4%		4%	
	Participation in non-formal education only	50%		39%	
	Participation in both formal and non-formal education	14%		7%	
	No participation in adult education	32%		50%	
Financial investment in education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
	Primary education	USD 7 438		USD 8 733	
	Secondary education	USD 10 267		USD 10 106	
	Tertiary (including R&D activities)	USD 15 088		USD 16 143	
Table B2.1	Total expenditure on primary to tertiary educational institutions	2014			
	As a percentage of GDP	6.4%		5.2%	
Table B4.1	Total public expenditure on primary to tertiary education	2014			
	As a percentage of total public expenditure	18.7%		11.3%	
Teachers					
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
	Pre-primary school teachers	**		0.78	
	Primary school teachers	0.86		0.85	
	Lower secondary school teachers (general programmes)	0.88		0.88	
	Upper secondary school teachers (general programmes)	0.94		0.94	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	**	**	USD 29 636	USD 39 227
	Primary school teachers	USD 28 659	USD 42 941	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 29 643	USD 44 607	USD 32 202	USD 44 623
Upper secondary school teachers (general programmes)	USD 30 626	USD 46 273	USD 33 824	USD 46 631	
Table D4.1	Organisation of teachers' working time in public institutions over the school year	2015			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	**	**	1001 hours	1608 hours
	Primary school teachers	922 hours	**	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	840 hours	**	712 hours	1634 hours
Upper secondary school teachers (general programmes)	760 hours	**	662 hours	1620 hours	
Table D5.1	Percentage of teachers who are 50 years old or over	2015			
	Primary education	39%		32%	
	Upper secondary education	44%		40%	
Table D5.2	Share of female teachers in public and private institutions	2015			
	Primary education	84%		83%	
	Upper secondary education	60%		59%	
	Tertiary education	49%		43%	
Table D2.2	Ratio of students to teaching staff	2015			
	Primary education	16		15	
	Secondary education	14		13	
	Tertiary education	17		16	
Equity					
Tables A4.1 and A4.2	Intergenerational mobility in education²	2015		2012³	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	54%	29%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	14%	13%	12%	16%
Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	32%	58%	20%	55%	
Table C5.1	Transition from school to work	2016			
	Percentage of people not in employment, nor in education or training (NEET)	13%		15%	
Table A8.1	Education and social outcomes	2014			
	Percentage of adults who report having depression	Men	Women	Men	Women
	Below upper secondary	**	**	10%	15%
	Upper secondary or post-secondary non-tertiary	**	**	6%	10%
	Tertiary	**	**	5%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

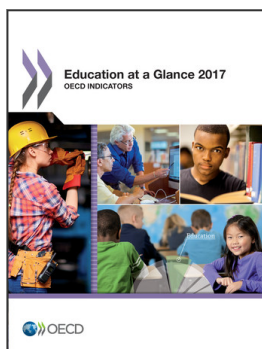
1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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