

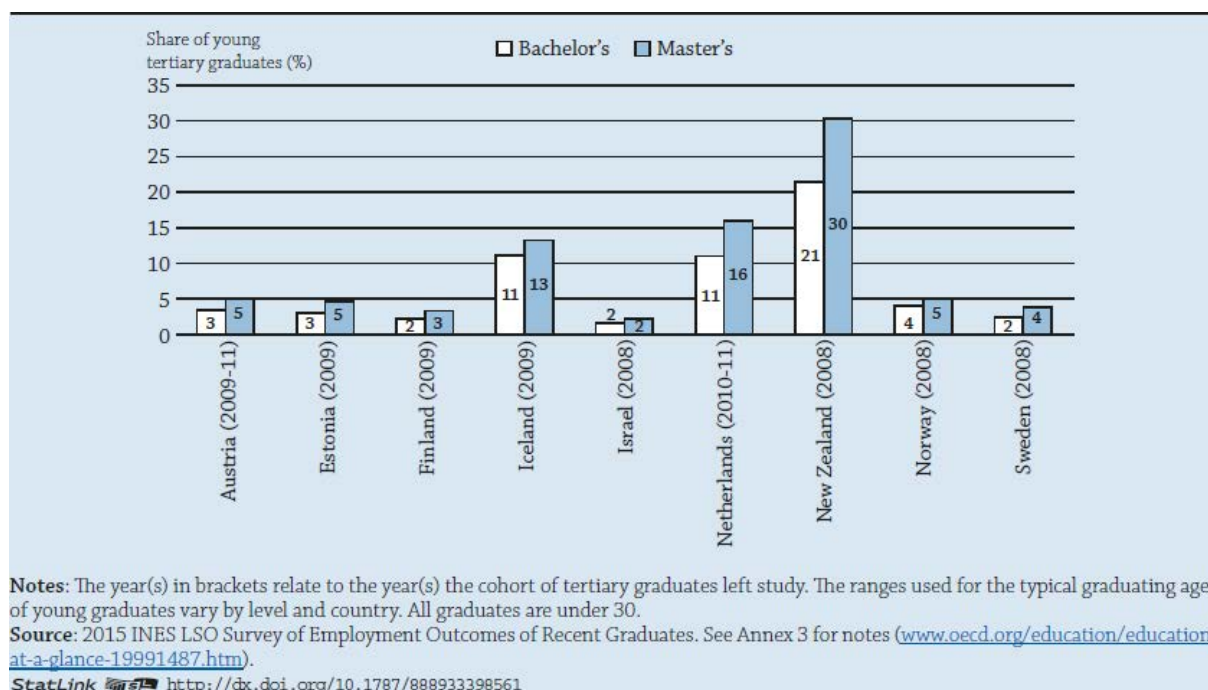
EDUCATION AT A GLANCE 2016

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

- New Zealand students who had not participated in at least one year of pre-primary education were **more likely to perform at a low level in mathematics at the age of 15** than those who had attended at least one year of pre-primary education.
- Compared to earnings of tertiary-educated workers, **teachers' actual salaries in New Zealand are higher than on average across OECD countries. However, teachers have longer working hours** than some of their peers in other countries.
- The call of the “overseas experience” remains strong for tertiary graduates. **Many New Zealand university graduates will travel overseas after study**: 21% of the 2008 graduating class of bachelor's students were overseas three years after study, and nearly one in three of those who completed a master's degree were. The number of international students in New Zealand, particularly at higher levels of education, also remains high.
- In New Zealand **the share of tertiary educational institution expenditure spent on research and development (R&D) is well below the OECD average**.

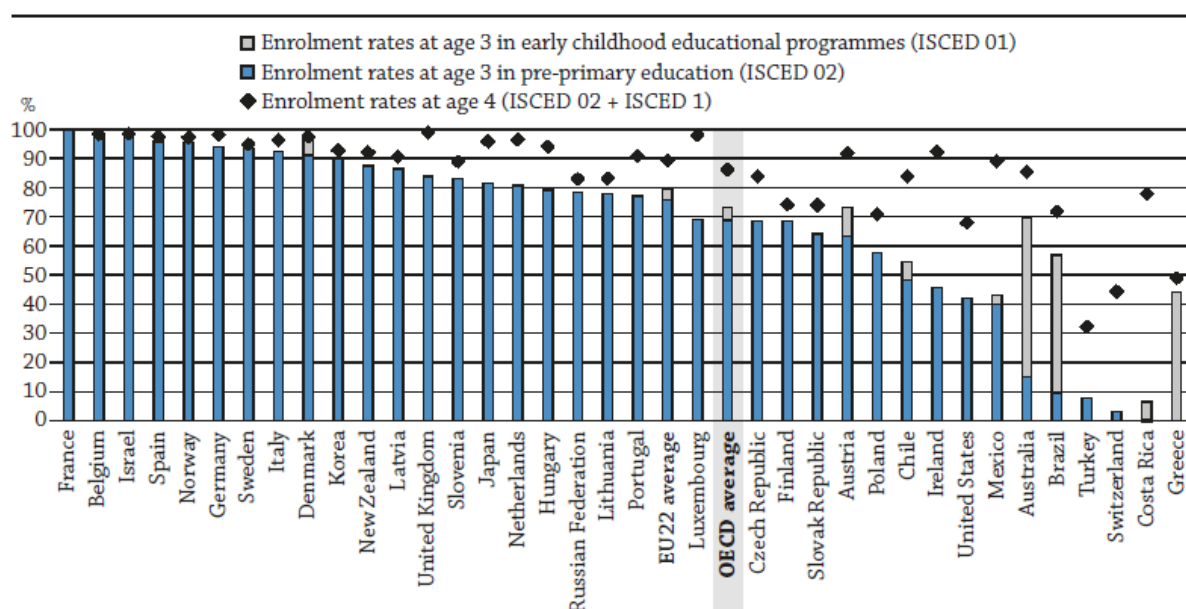
Figure 1. Young tertiary graduates who have left their home country 3 years after graduation



Access to high-quality early childhood education makes a difference later on

- A healthy share of 3-year-olds participate in early childhood education in New Zealand: 87%, 18 percentage points higher than in Australia and well above the OECD average of 71% (Figure 2). Among 4-year-olds, 92% participate in early childhood education, exceeding the OECD average by 6 percentage points.
- Early childhood education plays an important role in improving students' school performance. In PISA 2012, 18% of the students with at least one year of pre-primary education were low performers in mathematics at the age of 15, compared with 41% of their peers who had not attended pre-primary education.
- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. New Zealand's pupil-teacher ratio, excluding non-teaching staff, is 4 pupils per teacher in early childhood educational development programmes, and 7 at pre-primary level. This is one of the lowest ratios in OECD countries, and well below the OECD average of 14 pupils per teaching staff across both levels.
- While it is relatively common to participate in early childhood education programmes at an early age (63% of 2-year-olds are enrolled in early childhood educational development programmes in New Zealand against an OECD average of 36%), children usually start at the age of three, and normally spend two years in early childhood education before starting primary school at age five. All early childhood education programmes in New Zealand are integrated programmes, in that they include education and childcare services.

Figure 2. Enrolment rates at age 3 and 4 in early childhood education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD, Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398347>

High-quality education needs sustainable funding

- Total expenditure on primary to tertiary education in New Zealand amounts to 6.5% of gross domestic product (GDP), considerably above the OECD average of 5.2%. Public spending alone accounts for 5.7% of GDP, above the OECD average of 4.8%, and education makes up 18.4% of total public spending, again considerably above the OECD average of 11.3%. Primary education in New Zealand includes most 5-year-olds whereas in many other countries primary education begins at the age of six.
- The majority (83%) of New Zealand's expenditure on primary to post-secondary non-tertiary education comes from public sources, less than the OECD average of 91%. Almost all of the remaining private spending at these levels comes from household expenditure, which makes up 13% of total expenditure. At the tertiary level, 52% of expenditure comes from public sources, against an OECD average of 70%, and 33% comes from households (OECD average: 21%).

- As in all OECD and partner countries, New Zealand's institutional expenditure per student is much higher at the tertiary level than at the primary, secondary and post-secondary non-tertiary level: USD 14 585¹ (OECD average: USD 15 772) compared to USD 8 986 (OECD average: USD 9 258). The large difference in expenditure per student is mainly due to the inclusion of expenditure on research and development (R&D) at the tertiary level.
- Nevertheless, tertiary educational institutions in New Zealand direct a much smaller share of expenditure towards R&D than the OECD average. In 2013 they devoted USD 2 936 per student to R&D. This represents 20% of total tertiary expenditure per student; lower than the OECD average of 31%.
- The figures on institutional expenditure, however, do not include the significant additional public loan expenditures paid directly to students to support their living costs. New Zealand tertiary students borrow, on average, an annual gross amount of USD 5 897 with no nominal interest rate for those who are New Zealand based.

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Teachers' starting statutory salaries from primary through to general upper secondary are below the OECD average in New Zealand. However, salaries increase considerably as teachers gain experience and those with 10 years of experience earn more than the OECD average at all levels. .
- The ratio of teachers' actual average salaries relative to the wages of tertiary-educated workers ranges from 0.85 for primary teachers to 0.93 for upper secondary general programme teachers. On average across OECD countries, the ratio ranges from 0.74 for primary teachers to 0.89 for upper secondary teachers.
- New Zealand primary school teachers are required to be at school for 1 536 hours during the school year, much more than the OECD average of 1 178 hours. For lower secondary school teachers working in general programmes the requirement is 1 243 hours a year (OECD average: 1 160 hours) and for upper secondary school teachers it is 950 hours (OECD average: 1 115 hours).
- About one-third (32%) of lower secondary school principals in New Zealand are women – 13 percentage points below the OECD average. New Zealand principals are heavily involved in the day-to-day operation of their schools: over 82% of principals reported having taken action to ensure that teachers felt responsible for their students' learning outcomes; 75% reported having taken action to ensure that teachers take responsibility for improving their teaching skills.

Tertiary education has a strong impact in the labour market

- Tertiary attainment in New Zealand is in line with the OECD average. In 2015, 34% of 25-64 year-olds had completed tertiary education, compared to the OECD average of 36%. Yet compared to countries with comparable rates of bachelor's or equivalent attainment, relatively few New Zealanders go on to complete studies at the master's or doctoral level: just 4% complete master's or equivalent programmes, whereas in the Netherlands 12% do so.
- Men and women continue to choose different fields of study on average. Adult women remain significantly under-represented amongst those with qualifications in science, technology, engineering and mathematics (STEM) subjects: 9% of women with a tertiary degree studied science, maths and computing, against 19% of men, and just 3% studied engineering, manufacturing and construction against 26% of men.
- Tertiary-educated women in New Zealand earn 74% of what men do, very close to the Australian average of 75% but well below the figure for Belgium, where tertiary-educated women earn 82% of what men do, or Sweden, where they earn 83%. On average across OECD countries tertiary-educated women earn 73% of what their male counterparts do.
- In contrast to STEM subjects, men remain starkly under-represented in fields such as teacher training and education science, which just 3% of men have studied against 19% of women, and health and welfare (6% of men and 22% of women). On average across the countries and economies participating in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), 7% of men and

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

18% of women studied teacher training and education science and 6% of men and 18% of women studied health and welfare.

- Employment rates for tertiary graduates in New Zealand are just above the OECD average: 87% of tertiary-educated adults are employed in New Zealand, compared to 84% on average in OECD countries.
- The call of the “overseas experience” remains strong for tertiary graduates. Of those who graduated in 2008 with a bachelor’s degree, over one in five (21%) were overseas three years later (Figure 1). This rises to nearly one in three (30%) of those who completed a master’s degree in 2008.
- Distance remains no barrier to New Zealand in attracting international students at all levels of tertiary education: in 2014 they made up 27% of those enrolled in short-cycle tertiary programmes, and 14% of bachelor’s or equivalent students, 23% of master’s students and 45% of all doctoral students were from overseas, considerably above the OECD averages of 3%, 5%, 12% and 27%, respectively. The number of foreign students enrolled in New Zealand tertiary institutions increased by 18% between 2013 and 2014, well above the OECD average increase of 5% and comfortably exceeding that of Australia (6%), Chile (8%) and the United Kingdom (3%).
- The differentiation in tuition fees between domestic and international students has proved no barrier either: for bachelor’s or equivalent level programmes in public institutions, the fees for international students averaged USD 16 957 while domestic students on average were charged USD 4 113. In contrast, there is no differentiation in fees for international doctoral students, whose numbers have increased over 300% over the last decade.
- International postgraduate enrolment in New Zealand tertiary institutions is dominated by the People’s Republic of China (29%) and India (11%); only 4% come from Australia.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.


Note regarding data from Israel


The statistical data for Israel are supplied by and are 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 (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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 <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

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

Questions can be directed to:	Country note author:
Camila de Moraes and Corinne Heckmann	Andrew Macintyre
Directorate for Education and Skills	Directorate for Education and Skills
camila.demoraes@oecd.org	andrew.macintyre@oecd.org
corinne.heckmann@oecd.org	

Key Facts for New Zealand in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	77%	62%	66%	46%
	Upper secondary or post-secondary non-tertiary	89%	72%	81%	67%
	Tertiary	93%	84%	88%	80%
Table A6.2	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	75%		76%	
	Upper secondary or post-secondary non-tertiary	78%		77%	
	Tertiary	74%		73%	
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
	15-29 year-olds	9%	18%	12%	17%
	2014				
Table A3.4	Percentage of female graduates, by tertiary levels of education	% Women		% Women	
	Short-cycle tertiary	52%		56%	
	Bachelor's or equivalent	60%		58%	
	Master's or equivalent	57%		57%	
	Doctoral or equivalent	50%		47%	
Table A1.5.	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2015		2012 ¹	
		Men	Women	Men	Women
	Teacher training and education science	3%	19%	7%	18%
	Engineering, manufacturing and construction	26%	3%	31%	7%
Vocational Education and Training (VET)					
Table C1.3a	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
	Upper secondary education	66%	34%	56%	44%
Table A1.4.	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	15%	27%	17%	26%
Table A5.5	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	5.3%	7.5%	10%	9.2%
Financial Investment in Education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary education	USD 7 354		USD 8 477	
	Secondary education	USD 10 198		USD 9 811	
	Tertiary (including R&D activities)	USD 14 585		USD 15 772	
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013			
	As a percentage of GDP	6.5%		5.2%	
Table B4.2	Total public expenditure on primary to tertiary education	2013			
	As a percentage of total public expenditure	18.4%		11.2%	
Early Childhood Education and Care (ECEC)					
Table C2.1	Enrolment rates in early childhood education at age 3	2014			
	ISCED 01 and 02	87%		71%	
Table C2.3	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	0.9%		0.8%	
	Proportions of total expenditure from public sources	80%		81%	
Teachers					
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
	Pre-primary school teachers	**		0.74	
	Primary school teachers	0.85		0.81	
	Lower secondary school teachers (general programmes)	0.87		0.85	
	Upper secondary school teachers (general programmes)	0.93		0.89	
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)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	**	**	USD 29 494	USD 39 245
	Primary school teachers	USD 28 541	USD 42 765	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 29 521	USD 44 424	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 30 500	USD 46 082	USD 34 186	USD 46 379

New Zealand - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012 ¹	
Table A6.4	Teacher training and education science	USD 3 400		USD 3 004	
	Engineering, manufacturing and construction	USD 4 000		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	16 students per teacher		15 students per teacher	
	Secondary education	15 students per teacher		13 students per teacher	
	Tertiary education	17 students per teacher		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	3%	4%	8%	8%
	Bachelor's or equivalent	32%	25%	21%	16%
	Master's or equivalent	4%	4%	14%	11%
	Doctoral or equivalent	0%	1%	1%	1%
	All tertiary levels of education	39%	34%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	86%		80%	
	Bachelor's or equivalent	88%		82%	
	Master's or equivalent	87%		87%	
	Doctoral or equivalent	92%		91%	
	All tertiary levels of education	87%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	127		120	
	Bachelor's or equivalent	145		148	
	Master's, doctoral or equivalent	176		191	
	All tertiary levels of education	146		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	14%		5%	
	Master's or equivalent	23%		12%	
	Doctoral or equivalent	45%		27%	
	All tertiary levels of education	19%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	96%		68%	
	All tertiary levels (excluding international students)	68%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	51%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2015		2012 ¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	29%	18%	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2015		2012 ¹	
Table C6.3	Below upper secondary	48%		26%	
	Upper secondary or post-secondary non-tertiary	64%		46%	
	Tertiary	78%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2015		2012 ¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	78%		67%	
	High literacy proficiency (Level 4 or 5)	93%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	97%	96%	83%	87%
	Tertiary	97%	99%	92%	94%

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

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

1. OECD average includes some countries with 2015 data.

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

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



From:

Education at a Glance 2016

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), "New Zealand", in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-72-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.