

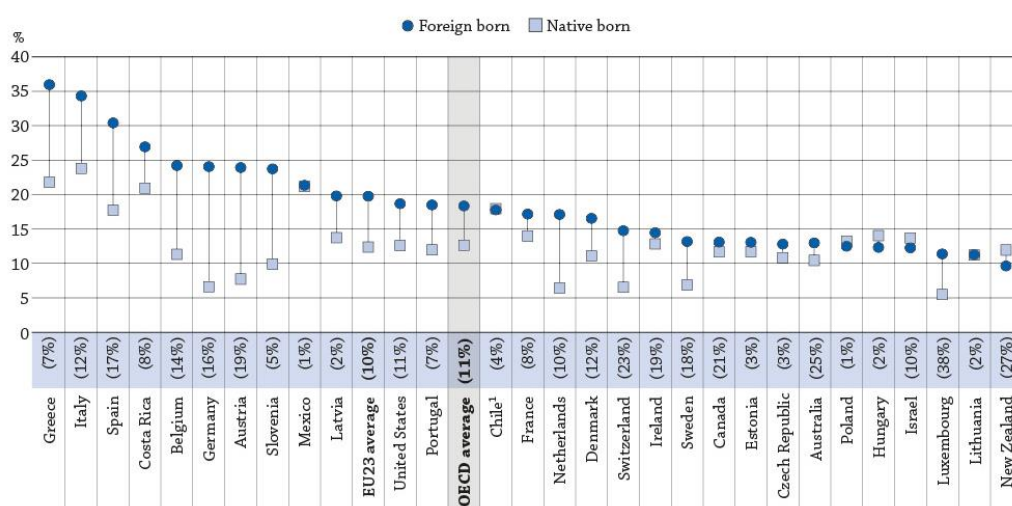
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

New Zealand

- **Native- and foreign-born individuals have similar education and labour market outcomes** for such measures as the share of individuals who are neither employed nor in education or training (NEET) and participation in adult education. In contrast, **gender disparities in employment rates and earnings remain significant**.
- **New Zealand has high enrolment rates in early childhood education and care, including for very young children.** As many as 66% of 2-year-olds, 89% of 3-year-olds and 93% of 4-year-olds are enrolled – which is well above the respective OECD averages.
- New Zealand **devotes a significant share of its gross domestic product (GDP) to educational institutions from primary to tertiary levels combined:** 6.3%, compared to 5% on average across OECD countries.
- **In spite of high tuition fees, New Zealand attracts a large number of international students at the tertiary level.** As many as 20% of its tertiary students come from abroad, which is well above the share across the OECD countries (6%).

Figure 1. Percentage of native- and foreign-born 15-29 year-old NEETs (2017)




Note: NEET refers to young people neither employed nor in education or training. The percentage in parentheses represents the share of foreign-born 15-29 year-olds.

1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 15-29 year-old foreign-born NEETs.

Source: OECD (2018), Table A2.3. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933801924>

Native- and foreign-born individuals share similar educational and labour market outcomes, but gender disparities persist

- In most countries, immigrants have a greater risk of being neither employed nor in education or training (NEET) than others – but this pattern does not hold in New Zealand, despite its large immigrant population. As many as 27% of young adults (aged 15-29) in New Zealand were born abroad, but only 10% of them are NEETs. This is the lowest share among countries with available data, well below the OECD average of 18%. Strikingly, New Zealand is one of the only four countries where the share of NEETs is actually lower among foreign-born than among native-born individuals (12%) (Figure 1). New Zealand's point-based immigration system, which makes migration more selective by prioritising higher-skilled migrants, probably contributes to the low proportion of NEETs in the immigrant population (OECD, 2017).
- Native- and foreign-born individuals also share similar outcomes when it comes to participation in adult education. As many as 67% of native-born adults and foreign-born adults who arrived in New Zealand by the age of 25 participate in formal and/or non-formal education, and this share is slightly higher (69%) for foreign-born adults who arrived aged 26 or older. Both shares are well above the OECD averages of 49% and 48% respectively.
- As in most countries with available data, employment rates are higher for native-born adults (aged 25-64) with a tertiary education (91%) than for their foreign-born counterparts (86%). However, the gap between native- and foreign-born individuals is lower in New Zealand (5 percentage points) than on average across OECD countries (9 percentage points).
- Although both men and women without an upper secondary education enjoy above-average employment rates, the gender gap in employment is significant. As many as 81% of young men (aged 25-34) without an upper secondary education are employed, compared to 52% of women. This gender gap (29 percentage points) is higher than the OECD average (25 percentage points). It has also widened between 2007 and 2017: while the gender employment gap has fallen by 3 percentage points on average across OECD countries, it increased by 5 percentage points in New Zealand.
- As in most countries with available data, New Zealand also exhibits significant gender disparities in earnings. Tertiary-educated women (working full time) only earn 77% of similarly educated men's earnings – although this proportion remains higher than the OECD average (74%). Unlike the widening gap observed for employment rates, the gender gap in earnings has actually narrowed (by 5 percentage points) over the past decade.

A high share of children are enrolled in early childhood education and care

- New Zealand has high enrolment rates in early childhood education, including for very young children. As many as 66% of 2-year-olds are enrolled in early childhood education and care, well above the OECD average of 45%. This figure reaches 89% for 3-year-olds and 93% for 4-year-olds – compared to the OECD averages of 76% and 88% respectively.
- Virtually all students enrolled in early childhood education and care programmes (99%) attend government-dependent private institutions, while the remaining 1% attends the country's single public institution.¹ In contrast, on average across OECD countries, public institutions attract 46% of children enrolled in early childhood educational development programmes, and 68% of children in pre-primary education.
- New Zealand devotes 1.0% of its gross domestic product (GDP) to early childhood education and care services, which is close to the OECD average of 0.8%. Unlike many other OECD countries, New Zealand's expenditure on early childhood education and care programmes excludes the amount spent on 5 year-olds, who are mostly attending primary education. However, in absolute terms, New Zealand's annual expenditure per child is above average: around USD 15 500² for early childhood educational development (compared to USD 12 000 on average across OECD countries) and around USD 12 200 for pre-primary education (compared to USD 8 400 on average across OECD countries).

¹ These figures apply to both early childhood development and pre-primary programmes.

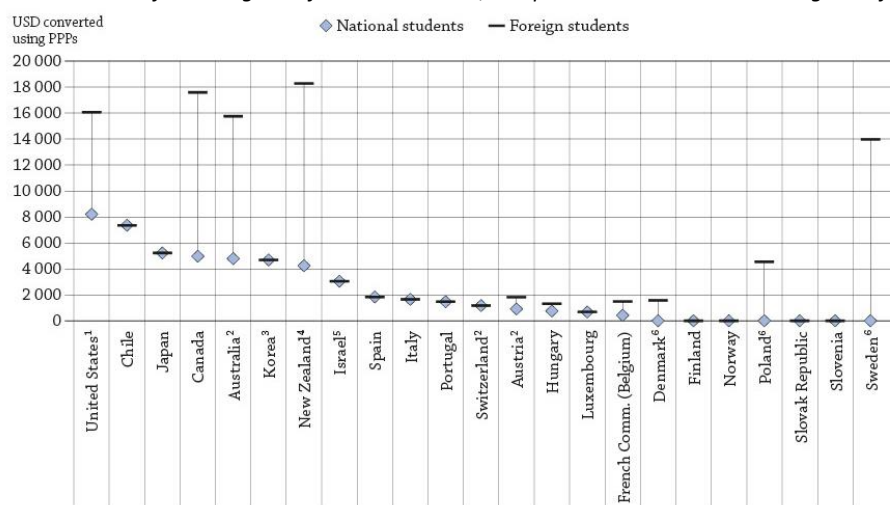
² Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

New Zealand allocates significant financial resources to education

- New Zealand has the second highest expenditure on primary to tertiary institutions as a share of GDP (6.3%), just after Norway (6.4%). This compares to an OECD average of 5%. This includes education expenditure for 5 year-olds, who in New Zealand are mostly attending primary education, while in other OECD countries primary education may not start until age 6 or later.
- In addition, New Zealand devotes a large share of total government expenditure to education (from the primary to tertiary levels). For instance, as much as 13.6% of government expenditure is allocated to primary, secondary and post-secondary non-tertiary education. This is the highest value among OECD countries with available data, well above the OECD average of 8%.
- Although most of the expenditure on educational institutions (after transfers from the public to the private sector) comes from public sources, the share remains below the OECD average. At the primary, secondary and post-secondary level, 83% of expenditure on educational institutions comes from public sources, compared to 91% on average across OECD countries. At the tertiary level, this share goes down to 52%, compared to an OECD average of 67%. In fact, households provide a large share of expenditure on tertiary institutions (34%) – well above the OECD average of 21%.
- In public institutions, national students face tuition fees of around USD 4 200 per year for both short-cycle tertiary programmes and bachelor's or equivalent degrees. However, the cost is over four times as much for international students, at almost USD 18 300. This gap of around USD 14 000 between national and foreign students is the highest among countries with available data (Figure 2).

Figure 2. Annual average tuition fees charged by public tertiary educational institutions to national and foreign students at bachelor's or equivalent level (2015/16)

Average annual tuition fees charged to full-time students, in equivalent USD converted using PPPs for GDP



1. Year of reference 2011/12.

2. Year of reference 2014/15.

3. Year of reference 2016.


4. Estimates include universities only and exclude second programmes at ISCED 6, such as postgraduate certificates and diplomas.

5. Year of reference 2013/14.

6. Tuition fees for foreign students refer to students from outside the European Economic Area or the European Union (see Table C5.1).

Countries and economies are ranked in descending order of tuition fees charged to national students.

Source: OECD (2018), Table C5.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

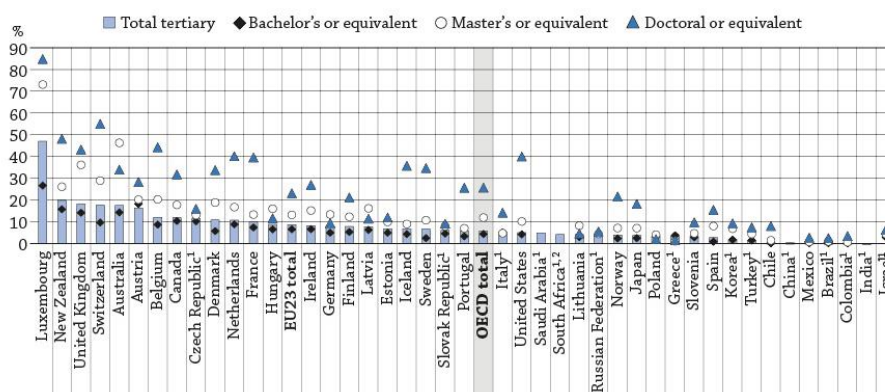
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Despite high tuition fees at the tertiary level, New Zealand receives large flows of international students

- New Zealand has the second highest share of international students at the tertiary level across OECD countries: 20% overall, compared to 6% on average across OECD countries. This share increases with the level of education, from 16% for bachelor's or equivalent degrees to 26% for master's degrees and 48% for doctoral degrees (Figure 3).
- Nearly 60% of international students enrolled in New Zealand come from China (31%) and India (28%). The other two main countries of origin are Australia and the United States, which each account for 5% of international students.
- The high share of international students in New Zealand artificially inflates entry rates to tertiary education. If current patterns continue, 91% of young adults in New Zealand are expected to enter tertiary education over their lifetime, which is significantly higher than the OECD average of 66%. However, when international students are excluded, this share goes down to 63%, closer to the OECD average of 58%.
- A large proportion of 25-64 year-olds have attained a bachelor's or equivalent degree: 28%, compared to 17% on average across OECD countries. In contrast, only 5% of adults have a master's or equivalent degree, which is below the OECD average of 13%. The share of individuals with a doctoral or equivalent degree is in line with the OECD average, at 1%.
- Adults (aged 25-64) who have attained tertiary education enjoy employment rates of 89%, compared to 85% on average across OECD countries. The employment advantage from having a tertiary education in New Zealand (6 percentage points) is lower than the OECD average of 9 percentage points. This is because employment rates for adults with an upper secondary or post-secondary non-tertiary qualification are well above the OECD average: 83% in New Zealand compared to 76% on average across OECD countries.
- In New Zealand, adults (aged 25-64) with a tertiary education earn 32% more than individuals with an upper secondary education. This earnings advantage is lower than the OECD average of 55%.

Figure 3: Incoming student mobility in tertiary education, by ISCED level (2016)

International or foreign student enrolment as a percentage of total tertiary education



1. Share of foreign rather than international students.

2. Year of reference 2015.

Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.

Source: OECD (2018), Table B6.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933803824>

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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.


Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

OECD (2017), *International Migration Outlook 2017*, OECD Publishing, Paris, http://dx.doi.org/10.1787/migr_outlook-2017-en.

For more information on Education at a Glance 2018 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>.

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Key Facts for New Zealand in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	16%	14%	17%	14%
	Upper secondary or post-secondary non-tertiary	44%	38%	46%	37%
	Tertiary	40%	48%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	12%	13%		
	Foreign-born	10%	18%		
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	74%	67%	56%	60%
	Upper secondary or post-secondary non-tertiary	85%	79%	76%	72%
	Tertiary	91%	86%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	80%	78%		
	Upper secondary or post-secondary non-tertiary	76%	78%		
	Tertiary	77%	74%		
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	**	39%		
	Upper secondary	**	42%		
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	23%	20%	22%	20%
	Engineering, manufacturing and construction	27%	10%	22%	10%
	Health and welfare	9%	17%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	56%	57%		
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	67%	49%		
	Participation of foreign-born adults who arrived in the country at 26 or older	69%	48%		
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	89%	76%		
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	1%	68%		
	Private institutions	99%	32%		
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 12 209	USD 8 426		
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	30%	44%		
	Combined school- and work-based programmes	**	11%		
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	50%	54%		
	Vocational programmes	61%	46%		
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 11 206	USD 8 981		
	Vocational programmes	USD 12 544	USD 10 831		
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	16%	4%		
	Master's or equivalent	26%	12%		
	Doctoral or equivalent	48%	26%		
	All tertiary levels of education	20%	6%		
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	33%	14%		
	Bachelor's or equivalent	67%	75%		
	Master's or equivalent	**	10%		
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	88%	81%		
	Bachelor's or equivalent	89%	84%		
	Master's or equivalent	88%	88%		
	Doctoral or equivalent	93%	92%		
	All tertiary levels of education	89%	85%		
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	114	123		
	Bachelor's or equivalent	130	145		
	Master's, doctoral or equivalent	154	191		
	All tertiary levels of education	132	155		

New Zealand - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 7 849		USD 8 539	
	Secondary	USD 10 383		USD 9 868	
	Tertiary (excluding R&D activities)	USD 12 207		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6.3%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	52%		73%	
	Private expenditure	28%		21%	
	Public to private transfers	21%		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	19.1%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.82	**
	Primary	0.85	1.27	0.86	1.21
	Lower secondary (general programmes)	0.87	1.35	0.91	1.34
	Upper secondary (general programmes)	0.93	1.47	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	**	**	USD 30 229	USD 40 436
	Primary	USD 30 254	USD 46 337	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 30 746	USD 46 963	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 31 238	USD 47 589	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	**	**	1 029 hours	1 628 hours
	Primary	922 hours	**	778 hours	1 620 hours
	Lower secondary (general programmes)	840 hours	**	701 hours	1 642 hours
	Upper secondary (general programmes)	760 hours	**	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	40%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	84%		83%	
	Lower secondary	66%		69%	
	Upper secondary	60%		60%	
	Tertiary	48%		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	**		21	
	Lower secondary	**		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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