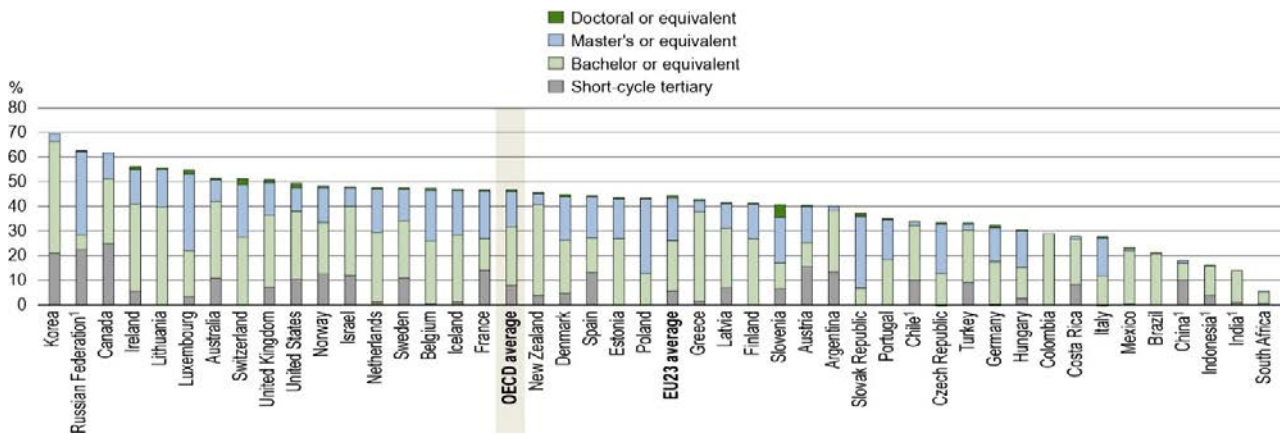


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## New Zealand

- While bachelor programmes are popular among New Zealand students, relatively few go on to take a master's degree. **Unusually, a much larger share of bachelor's graduates go on to study for a subsequent qualification below master's level than enrol in a master's programme.** These are typically one-year professionally orientated qualifications.
- **A large proportion of 18-24 year-olds in New Zealand are in employment, and more combine work and study than on average across OECD countries.** The number of young people neither employed nor in education or training (NEET) is lower than it was 10 years ago.
- **New Zealand spends a comparatively large share of its national wealth on educational institutions.** At the same time, at each level of education, a greater share of funding comes from private sources than on average across the OECD.
- **Teachers' statutory salaries in New Zealand rise quickly but they reach the maximum level relatively early in their careers.** As a result, teachers' relative earnings decline substantially with age.

Figure 1. Distribution of 25-34 year-olds with tertiary education, by level of tertiary<sup>1</sup> education (2018)



Note: Some categories might be included in other categories. Please refer to Education at a Glance Database, <http://stats.oecd.org> for details.

1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

Source: OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>)

<sup>1</sup> In New Zealand the term 'tertiary' is commonly used to refer to study at any level that is done in post-school institutions. Readers should note that that under the international standard classification of education used here, the term 'tertiary' relates to diploma-level and above; study that is at levels 5-10 on the New Zealand Qualification Framework.

## While bachelor's programmes are attractive to New Zealand students, relatively few go on to take a master's degree

- The proportion of adults (25-64 year-olds) in New Zealand educated to tertiary level is similar to the OECD average (39%) but lower than in countries such as Australia (46%) and the United Kingdom (46%). The pattern is similar among younger adults (25-34 year-olds).
- Students take longer to complete their tertiary education in New Zealand than in other countries. In total, 35% of full-time students who enter a bachelor's programme graduate within its theoretical duration, below the average across countries with available data (39%). However, after three additional years, 77% of New Zealand students have graduated, one of the largest differences across countries with available data. Men are more likely to delay full-time completion than women: their full-time completion rate within the theoretical duration of the programme is 12 percentage points lower than that of their female counterparts. After three years, men have narrowed the gap to 6 percentage points.
- Fewer adults pursue tertiary education beyond a bachelor's degree in New Zealand than in other countries. While 29% of the adult population have a bachelor's degree, only 5% have a master's. This is one of the largest differences in tertiary attainment across OECD countries (Figure 1). It is much more common for students in New Zealand to enrol in a subsequent one-year post-bachelor's programme, equivalent to the final year of a bachelor's degree, or to the first year of a Master's degree. These are typically professionally-oriented and often serve as pre-requisites to enter certain professions. 21% of all bachelor's and master's students are enrolled in such programmes whereas 9% enrol in a master's. This is rare within the OECD.
- New Zealand has one of the highest shares of international students in tertiary education. In 2017, 20% of tertiary students came from abroad, compared to the OECD total of 6%. More specifically, nearly half of New Zealand's doctoral candidates come from abroad. This is well above the total across OECD countries (22%) and also higher than other English-speaking countries such as Australia (32%) and the United Kingdom (42%). One factor influencing the high level of international doctoral candidates in New Zealand is the tuition fee which is the same for national and foreign students (US 4 739). In contrast, foreign doctoral students studying in Australia pay USD 16 187 for their degree.
- Tertiary-educated adults in New Zealand have less of an advantage in the labour market over adults with upper secondary education than in other OECD countries. Although tertiary-educated adults in New Zealand enjoy one of the highest employment rates in the OECD at 88%, this is only a 5 percentage-point advantage on those with either upper secondary or post-secondary non-tertiary attainment. Similarly, although they have a 33% earnings premium over their peers with upper secondary education, the average advantage for tertiary graduates across the OECD is much higher (57%).
- As in most OECD countries, tertiary-educated adults are more likely to have participated in groups or associations for leisure, sports or culture than those educated to upper secondary or post-secondary non-tertiary level in New Zealand. Similarly, there is a difference of 11 percentage points in participation in formal voluntary activities between tertiary-educated and upper secondary or post-secondary level adults.

## Young adults have good employment opportunities in New Zealand's labour market

- The adult population in New Zealand is becoming increasingly well educated. The share of 25-64 year-olds with at least upper secondary education is 80%, compared to an OECD average of 83%. Among young adults (25-34 year-olds), the share rises to 87%, higher than the OECD average by 2 percentage points.
- Post-secondary non-tertiary programmes are popular in New Zealand: 14% of the adult population hold a qualification at this level compared to just 6% on average across the OECD. This is the largest share

among countries for which data are available. In 2017, the majority (61%) of the graduates at this level were female, compared to an average share of 54% across OECD countries.

- Adults enter the labour market sooner in New Zealand than elsewhere in the OECD: 47% of 18-24 year-olds are not in education and employed compared to 33% on average across the OECD. In addition, 22% of them are in education and employed, against 17% on average.
- New Zealand's share of young adults neither employed nor in education or training (NEET) is increasingly small. In 2018, 10.2% of 15-29 year-olds were NEET, compared to 13.2% on average across the OECD. This represents a 1.9 percentage-point reduction since 2008 while on average across OECD countries the rate fell only 0.2 percentage points.

### **New Zealand invests heavily in education and private sources of funding are relatively important at all levels**

- Total expenditure on early childhood education and care (ECEC) is high in New Zealand with 1.0% of its gross domestic product (GDP) dedicated to ECEC services compared to 0.8% on average across the OECD. This is partly due to high participation rates: 44% of children under the age of 3 are enrolled in formal ECEC settings in New Zealand (compared to 26% on average for OECD countries), 90% of 3-year-olds (OECD average: 77%) and 96% of 4-year-olds (OECD average: 87%). However, this high level of spending is particularly significant given the fact that, unlike most OECD countries, 5-year-olds in New Zealand attend primary education as opposed to pre-primary. While this is similar to Australia, Ireland and the United Kingdom, the share of GDP dedicated to ECEC funding remains considerably larger in New Zealand than in any of those countries.
- A significant share of New Zealand's expenditure on ECEC comes from private sources. In 2016, 21% of all ECEC was privately funded compared to 18% on average across the OECD; the share of private funding is more than double in early childhood educational development (29%) programmes than at pre-primary level (14%), a similar pattern to other OECD countries.
- New Zealand's total expenditure on educational institutions at primary, secondary and post secondary non-tertiary levels amounts to 4.7% of GDP; this is the highest share in the OECD where the average is 3.5%. Private sources also make up a greater share of total funds at these levels in New Zealand, at 17%, compared to 10% on average across the OECD.
- At tertiary level, nearly half of total expenditure in New Zealand (49%) comes from private sources, a large share of which is from households, to pay for tuition; this is more than the OECD average of 32% but is in line with other countries that charge tuition fees. At bachelor's level or equivalent, public institutions in New Zealand charge domestic students USD 4 487<sup>2</sup> per year on average, slightly lower than the Australian average (USD 5 034) and about half the level in the United States (USD 8 804). Much of this is subsidised by the government through public-to-private transfers: these accounted for 19% of total funding at tertiary level, while 86% of tertiary students in 2017/18 received public or government-guaranteed loans, grants or scholarships. This dynamic changed in 2018, when the government made the first year of tertiary study fees free for most domestic students. (OECD, 2019<sup>[2]</sup>).

### **Teachers' salaries rise quickly but plateau relatively early on in teachers' careers**

- Teachers in New Zealand have lower statutory starting salaries than on average across the OECD. However, salaries rise quickly, reaching their maximum after 7 years for lower secondary teachers,

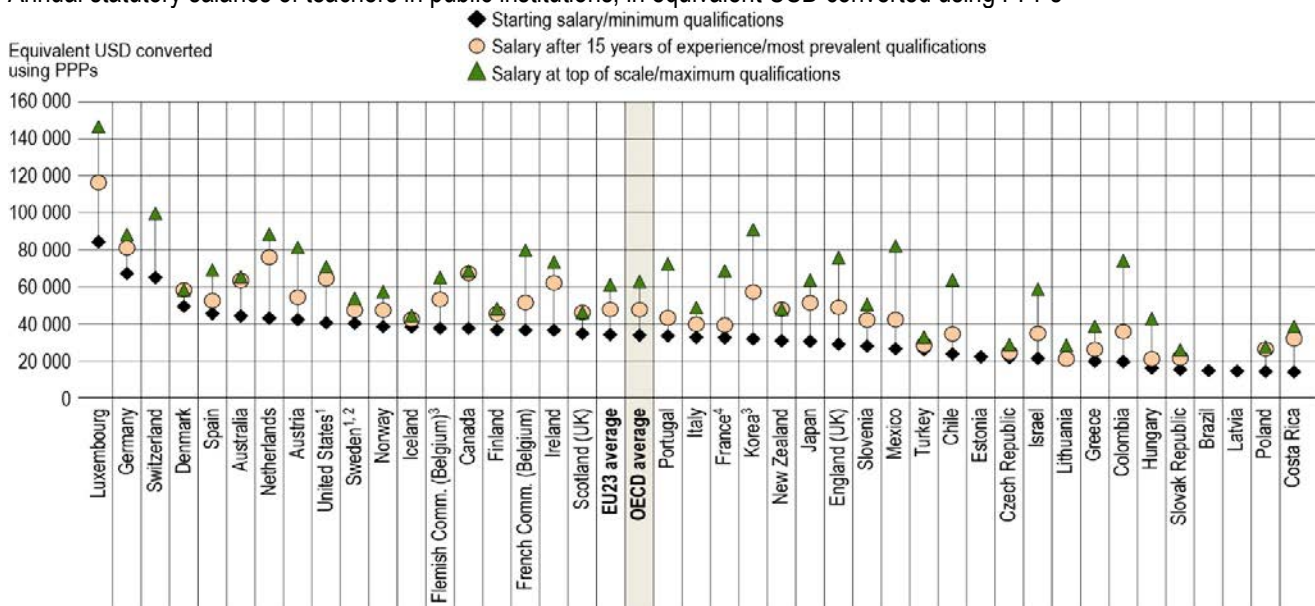
<sup>2</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

compared to 25 years on average across OECD countries. Statutory salary progression is relatively limited: maximum salaries for lower secondary teachers are 53% higher than starting salaries, compared to 66% on average across OECD countries. As a result, although teachers in New Zealand with 10 and 15 years of experience enjoy higher salaries on average than their OECD counterparts, by the end of their teaching careers this pattern has reversed (Figure 2).

- Actual salaries for lower secondary teachers are 88% of the earnings of full-time, full-year workers with tertiary education, which is in line with the OECD average. However, relative earnings for teachers decline with age: at 25-34 years old, lower secondary teachers earn 95% of what an average tertiary-educated worker earns; by 45-54 years old, this has fallen to 82%. This does not necessarily deter teachers from remaining in the profession: New Zealand has a high proportion of primary to upper secondary teachers aged 50 and over (40%) compared to the OECD average (36%).
- In addition to base salaries, the Ministry of Education in New Zealand makes available salary units which the board can allocate to teaching staff to recognise management or extra responsibilities that teachers take on and for recruitment, retention and reward. These are allocated at the discretion of the school board and are not available to all teachers at the top of the salary band (Ministry of Education, 2019<sup>[3]</sup>)

**Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2018)**

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.
2. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
3. Salaries at top of scale and most prevalent.
4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.


Source: OECD (2019), Table D3.1a, Tables D3.1c and D3.6, available on line. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Salaries for school heads in New Zealand are consistently above the OECD average, both in terms of minimum and maximum statutory salaries, and relative to other tertiary-educated workers. Lower secondary school heads in New Zealand earn 38% more than full-time, full-year workers with tertiary education compared to 34% more on average across the OECD. In contrast to the pattern for teachers, the range of statutory salaries for school heads is wider than the OECD average; the maximum salary for school heads at upper secondary level is almost double the minimum salary.

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For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NZL&treshold=10&topic=EO>.

<p><b>Questions can be directed to:</b></p> <p>Marie-Helene Doumet            Directorate for Education and Skills  <a href="mailto:marie-helene.doumet@oecd.org">marie-helene.doumet@oecd.org</a></p>	<p><b>Country note author:</b></p> <p>Christa Rawkins            Directorate for Education and Skills  <a href="mailto:christa.rawkins@oecd.org">christa.rawkins@oecd.org</a></p>
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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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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.

## Key Facts for New Zealand in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
<b>Tertiary education</b>					
<b>Educational attainment of 25-64 year-olds</b>					
		<b>2018</b>			
Table A1.1	Short-cycle tertiary	4%		7%	
	Bachelor's or equivalent	29%		17%	
	Master's or equivalent	5%		13%	
	Doctoral or equivalent	1%		1%	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>					
		<b>2008</b>	<b>2018</b>	<b>2008</b>	<b>2018</b>
Table A1.2	Men	**	40%	31%	38%
	Women	**	51%	40%	51%
	Total	**	46%	35%	44%
<b>Distribution of first-time tertiary entrants by education level</b>					
		<b>2017</b>			
Table B4.1	Short-cycle tertiary	25%		17%	
	Bachelor's or equivalent	75%		76%	
	Master's or equivalent	**		7%	
<b>Share of international or foreign students, by education level<sup>1</sup></b>					
		<b>2017</b>			
Table B6.1	Bachelor's or equivalent	16%		4%	
	Master's or equivalent	28%		13%	
	Doctoral or equivalent	49%		22%	
	All tertiary levels of education	20%		6%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>					
		<b>2018</b>			
Table A3.1	Short-cycle tertiary	88%		82%	
	Bachelor's or equivalent	88%		84%	
	Master's or equivalent	88%		88%	
	Doctoral or equivalent	92%		92%	
	All tertiary levels of education	88%		85%	
<b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>					
		<b>2018</b>			
Table A3.4	Education	**		84%	
	Business and administration and law	**		86%	
	Engineering, manufacturing and construction	**		89%	
	Health and welfare	**		87%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>					
		<b>2017</b>			
Table A4.1	Short-cycle tertiary	113		120	
	Bachelor's or equivalent	130		144	
	Master's, doctoral or equivalent	163		191	
	All tertiary levels of education	133		157	
<b>Upper secondary and vocational education and training (VET)</b>					
<b>Upper secondary or post-secondary non-tertiary attainment rate</b>					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	41%		41%	
	<b>Percentage of first-time upper secondary graduates with a vocational qualification</b>				
Table B3.1	Vocational programmes	**		40%	
	<b>Age at graduation from upper secondary education, by programme orientation</b>				
		<b>2017</b>			
Figure B3.1	General programmes	**		18	
	Vocational programmes	**		21	
<b>Share of women among upper secondary graduates, by programme orientation</b>					
		<b>2017</b>			
Figure B3.2	General programmes	51%		55%	
	Vocational programmes	63%		46%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>					
		<b>2018</b>			
Table A3.3	Employment rate	82%		78%	
	Unemployment rate	4%		7%	
	Inactivity rate	14%		16%	
<b>Total expenditure on upper secondary educational institutions, in USD<sup>2</sup> per full-time equivalent student, by programme orientation</b>					
		<b>2016</b>			
Table C1.1	General programmes	USD 11 157		USD 9 397	
	Vocational programmes	USD 13 935		USD 10 922	
<b>Early childhood education and care (ECEC)</b>					
<b>Enrolment rate of 3-5 year-olds in education</b>					
Table B2.2	ECEC and primary education	95%		87%	
	<b>Share of children enrolled in private institutions</b>				
Table B2.3	Pre-primary level (ISCED 02)	99%		34%	
	<b>Ratio of children to teaching staff</b>				
Table B2.3	Pre-primary level (ISCED 02)	**		16	
	<b>Expenditure on children aged 3-5 enrolled in education</b>				
Table B2.4	Annual expenditure per child, in USD <sup>2</sup> per child	USD 8 191		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	New Zealand		OECD average	
<b>Social outcomes and adult learning</b>					
	<b>Participation in formal and/or non-formal education, by educational attainment</b>	<b>2016</b>			
Table A7.1	Below upper secondary	48%		n.a.	
	Upper secondary or post-secondary non-tertiary	64%		n.a.	
	Tertiary	78%		n.a.	
	<b>Participation in cultural or sporting activities in the last 12 months, by educational attainment</b>	<b>2017</b>			
Table A6.1	Below upper secondary	69%		n.a.	
	Upper secondary or post-secondary non-tertiary	68%		n.a.	
	Tertiary	78%		n.a.	
<b>Financial resources invested in education</b>					
	<b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>	<b>2016</b>			
		<b>USD/student</b>	<b>% GDP</b>	<b>USD/student</b>	<b>% GDP</b>
Table C1.1 and C2.1	Primary	USD 8 287	1.8%	USD 8 470	1.5%
	Lower secondary	USD 9 362	1.3%	USD 9 884	0.9%
	Upper secondary	USD 11 765	1.4%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 14 933	1.7%	USD 15 556	1.5%
	<b>Share of expenditure on educational institutions, by final source of funds</b>	<b>2016</b>			
		<b>Public</b>	<b>Private</b>	<b>Public</b>	<b>Private</b>
Table C3.1	Primary, secondary and post-secondary non-tertiary	83%	17%	90%	10%
	Tertiary (including R&D)	51%	49%	66%	32%
	<b>Total public expenditure on primary to tertiary education</b>	<b>2016</b>			
Table C4.1	As a percentage of total government expenditure	13.6%		10.8%	
<b>Teachers, the learning environment and the organisation of schools</b>					
	<b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>	<b>2017</b>			
		<b>Teachers</b>	<b>School heads</b>	<b>Teachers</b>	<b>School heads</b>
Table D3.2a	Pre-primary	**	**	0.78	**
	Primary	0.86	1.3	0.84	1.25
	Lower secondary (general programmes)	0.88	1.38	0.88	1.34
	Upper secondary (general programmes)	0.95	1.5	0.93	1.43
	<b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers<sup>2</sup></b>	<b>2018</b>			
		<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
Table D3.1a	Pre-primary	**	**	USD 31 276	USD 42 078
	Primary	USD 30 890	USD 47 311	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 31 392	USD 47 950	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 31 894	USD 48 589	USD 35 859	USD 49 804
	<b>Organisation of teachers' working time in public institutions over the school year</b>	<b>2018</b>			
		<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>
Tables D4.1a and D4.1b	Pre-primary	**	**	1 024 hours	1 613 hours
	Primary	922 hours	1 616 hours	783 hours	1 612 hours
	Lower secondary (general programmes)	840 hours	**	709 hours	1 634 hours
	Upper secondary (general programmes)	760 hours	**	667 hours	1 629 hours
	<b>Percentage of teachers who are 50 years old or over</b>	<b>2017</b>			
Table D5.1	Primary to upper secondary	40%		36%	
	<b>Share of female teachers, in public and private institutions</b>	<b>2017</b>			
Table D5.2	Primary	84%		83%	
	Lower secondary	67%		69%	
	<b>Total number of compulsory instruction time, by level of education</b>	<b>2019</b>			
Table D1.1	Primary	**		4 568 hours	
	Lower secondary	**		3 022 hours	
	Upper secondary	**		**	
	<b>Average class size by level of education</b>	<b>2017</b>			
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. For some countries, data on foreign students are provided instead of international students.

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

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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