

# Education at a Glance 2023

## Country note

### New Zealand

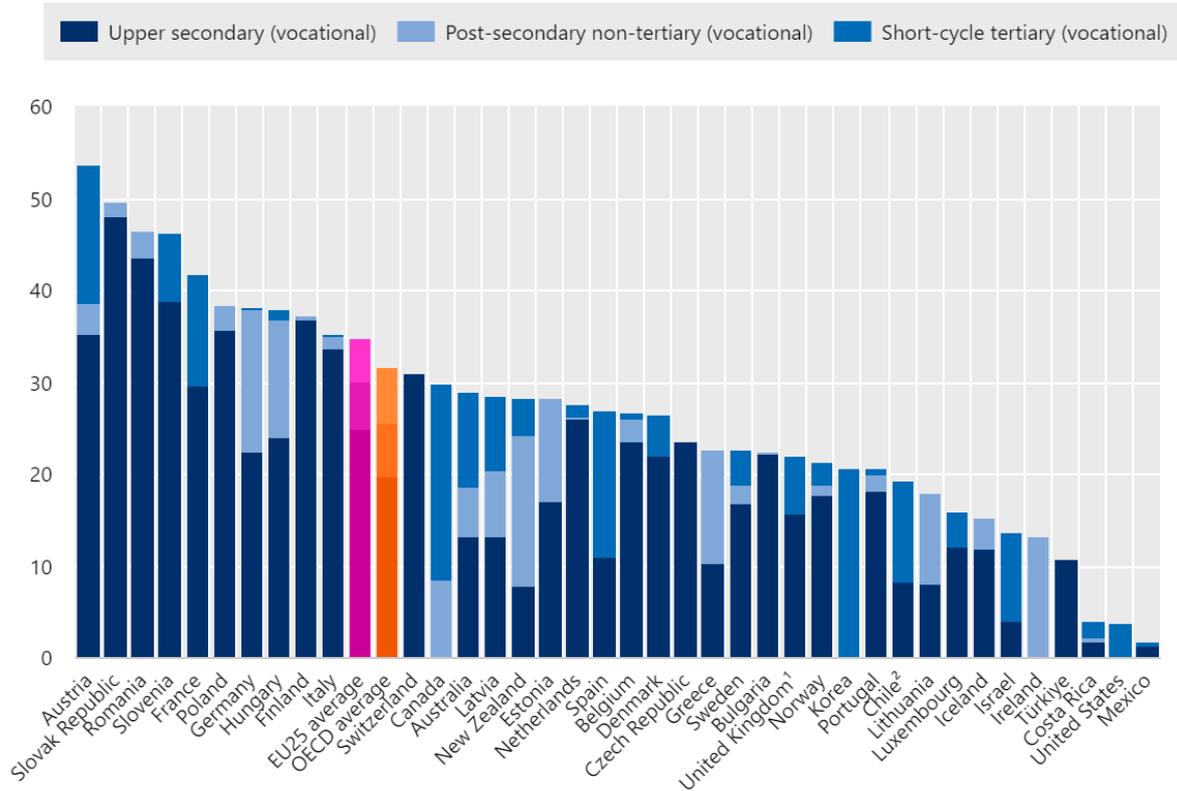
This country note provides an overview of the key characteristics of the education system in New Zealand. It draws on data from *Education at a Glance 2023*. In line with the thematic focus of this year's *Education at a Glance*, it emphasises vocational education and training (VET), while also covering other parts of the education system. Data in this note are provided for the latest available year. Readers interested in the reference years for the data are referred to the corresponding tables in *Education at a Glance 2023*.

#### The output of educational institutions and the impact of learning

- High-quality VET programmes integrate learners into labour markets and open pathways for further personal and professional development. However, the quality and importance of VET programmes differ greatly across countries. In some countries, half of all young adults (25-34 year-olds) have a vocational qualification as their highest level of educational attainment, while the share is in the low single digits in other countries. In New Zealand, 28% of 25-34 year-olds have a VET qualification as their highest level of attainment: 8% at upper secondary level, 16% at post-secondary non-tertiary level, and 4% at short-cycle tertiary level (Figure 1).
- Across the OECD, unemployment rates for 25-34 year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary or post-secondary non-tertiary attainment. This is also the case in New Zealand, where 4.1% of young adults with vocational upper secondary attainment are unemployed, compared to 4.4% of those with general upper secondary attainment.
- Although an upper secondary qualification is often the minimum attainment needed for successful labour-market participation, some 25-34 year-olds still leave education without such a qualification. On average across the OECD, 14% of young adults have not attained an upper secondary qualification. In New Zealand, the share is lower than the OECD average (13%).
- Workers in New Zealand aged 25-34 with vocational upper secondary or post-secondary non-tertiary attainment earn 1% more than those without upper secondary attainment, whereas there is no earning advantage for workers with general upper secondary or post-secondary non-tertiary attainment. However, in almost all OECD countries, tertiary degrees provide a significantly larger earnings advantage. In New Zealand, 25-34 year-old workers with bachelor's attainment (or equivalent) earn 17% more than their peers without upper secondary attainment, while those with master's or doctoral attainment (or equivalent) earn 20% more.
- Tertiary attainment continues to increase among the working age population. On average across the OECD, tertiary attainment is becoming as common as upper secondary or post-secondary non-tertiary attainment among 25-64 year-olds. In New Zealand, 40% of 25-64 year-olds have tertiary attainment, a smaller share than those that have upper secondary or post-secondary non-tertiary attainment (41%).

Figure 1. Share of 25-34 year-olds whose highest level of education has a vocational orientation, by level of educational attainment (2022)

In per cent



1. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (9% of adults aged 25-34 are in this group).

2. Year of reference differs from 2022. Refer to the source table for more details.

Countries are ranked in descending order of the share of 25-34 year-olds who attained vocational upper secondary, vocational post-secondary non-tertiary or vocational short-cycle tertiary education.

Source: OECD (2023), Table A1.3. For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[11]</sup>).

- On average across OECD countries, 14.7% of young adults aged 18-24 are not in education, employment or training (NEET), while in New Zealand the corresponding figure is 14.3%. Reducing NEET rates among young adults is a particularly important challenge in all countries because those who become NEET face worse labour-market outcomes later in life than their peers who remained in education or training at this age.

### Access to education, participation and progress

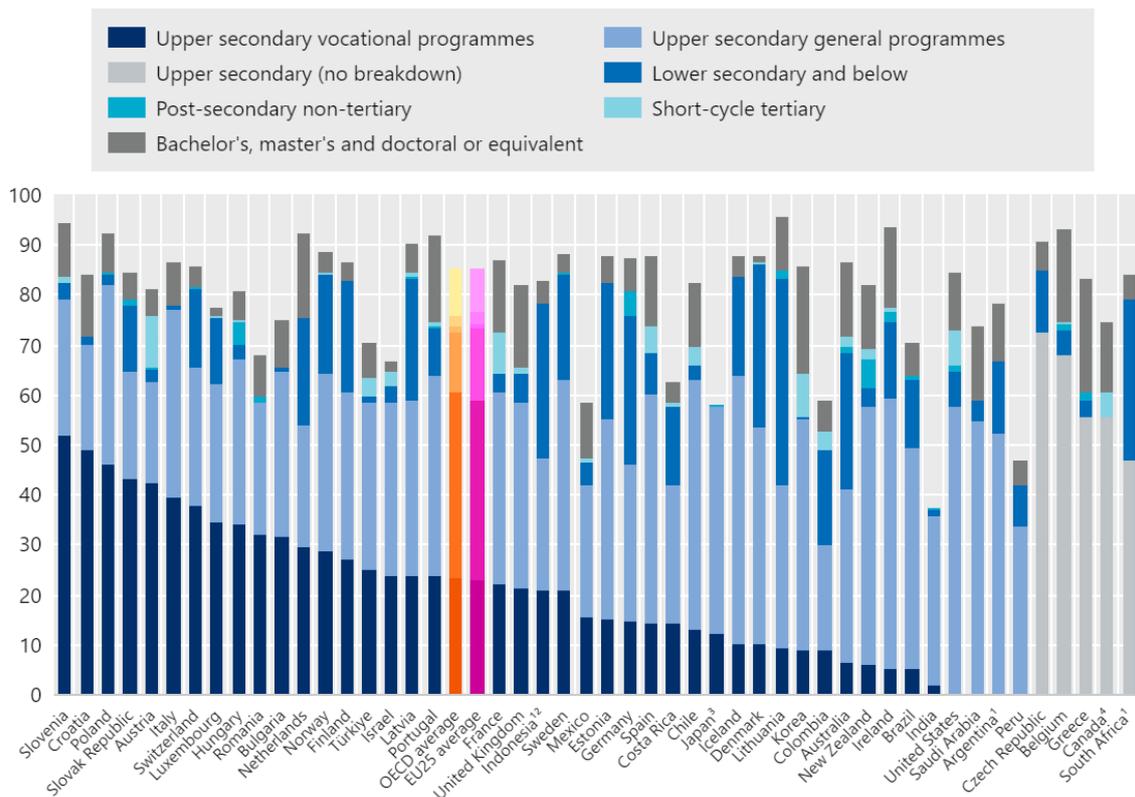
- Participation in high-quality early childhood education (ECE) has a positive effect on children’s well-being, learning and development in the first years of their lives. In New Zealand, 66% of 2-year-olds are enrolled in ECE. This increases to 82% of 3-year-olds, 87% of 4-year-olds and 7% of 5-year-olds (most children in New Zealand start primary education at age 5).
- Compulsory education in New Zealand starts at the age of 5 and continues until the age of 16. Students typically graduate between the ages of 17 and 18 from general upper secondary

programmes. Almost all vocational education in New Zealand is done after this initial schooling, either in post-secondary institutions or in the workplace. The age range for completing vocational programmes is wider, with students typically graduating from vocational upper secondary programmes between 17 and 33. This is similar to most OECD countries, where graduates from vocational upper secondary programmes have a wider age range, reflecting the greater diversity of pathways into these programmes than for general ones.

- The large majority of 15-19 year-olds across the OECD are enrolled in education. In New Zealand, 52% of this age group are enrolled in general upper secondary education and 6% in vocational upper secondary education. A further 4% are enrolled in lower secondary programmes and 15% in tertiary programmes. This compares to an OECD average of 37% enrolled in general upper secondary programmes, 23% in vocational upper secondary programmes, 12% in lower secondary programmes and 12% in tertiary programmes (Figure 2).

Figure 2. Enrolment rates of 15-19 year-olds, by level of education (2021)

In per cent



1. Year of reference differs from 2021: 2020 for Argentina and South Africa; 2018 for Indonesia.

2. Excludes students enrolled at tertiary levels.

3. Breakdown by age not available after 15 years old.

4. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of the share of students enrolled in upper secondary vocational education.

Source: OECD/UIS/Eurostat (2023), Table B1.2. For more information see [Source section](#) and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[1]</sup>).

- On average across countries and other participants with comparable data, 77% of entrants into general upper secondary education successfully complete their upper secondary studies (either in

general or in vocational programmes) within the theoretical duration of the programme. The completion rate increases by an average 10 percentage points within two years after the end of the theoretical duration. In New Zealand, 75% of entrants into general upper secondary education complete their programme within the theoretical duration, but this share increases to 84% after allowing an additional two years.

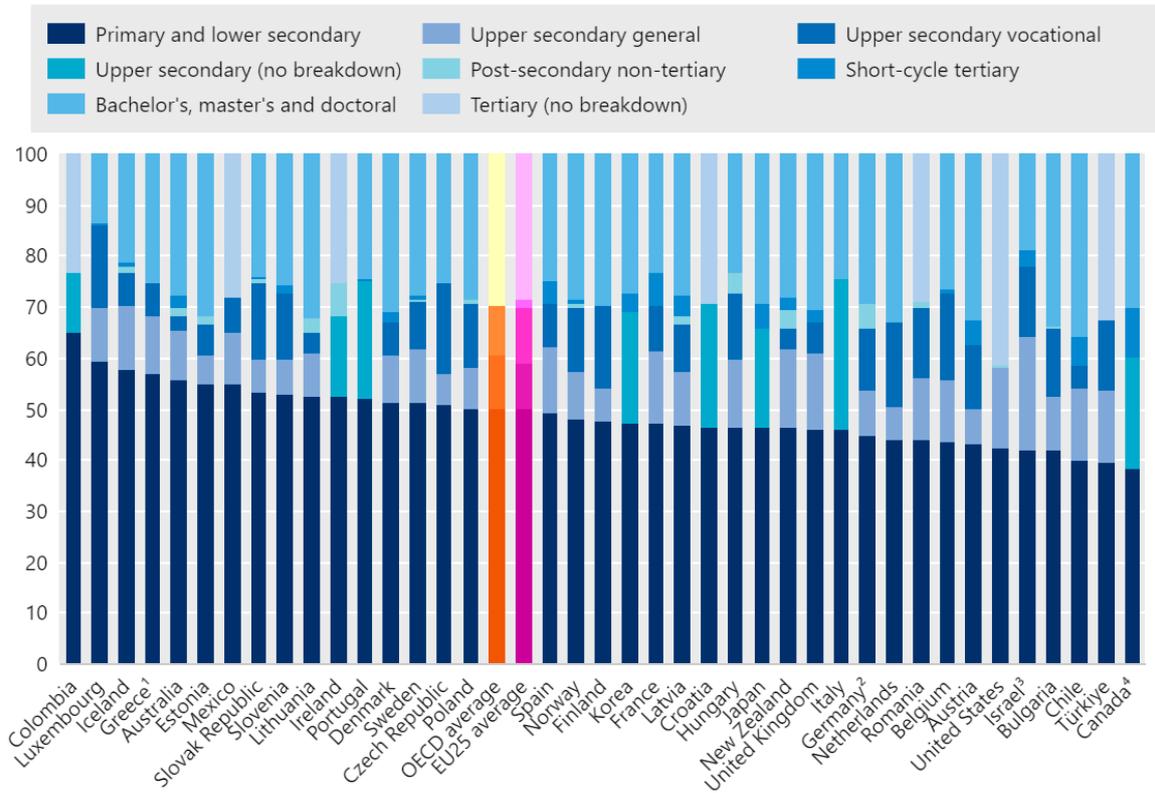
- Bachelor's programmes are the most popular programmes for new entrants to tertiary education. On average across the OECD, they attract 76% of all new students compared to 74% in New Zealand. Short-cycle tertiary programmes are the second most common level of education for new entrants into tertiary education, but their importance differs widely across countries. In New Zealand, they are chosen by 26% of all new entrants.
- Perhaps surprisingly, the share of international students at tertiary level has not been negatively affected by the COVID-19 pandemic in many OECD countries. However, a few countries experienced notable declines in the share of international students. New Zealand is one of them, as the share of international students decreased from 21% of all tertiary students in 2019 to 12% in 2021, as a result of border closures in response to the global pandemic.

### Financial resources invested in education

- All OECD and partner countries devote a substantial share of their domestic output to education. In 2020, OECD countries spent on average 5.1% of their gross domestic product (GDP) on primary to tertiary educational institutions. In New Zealand, the corresponding share was 5.4% of GDP, of which 26% was dedicated to primary education, 20% to lower secondary education, 19% to upper secondary education, 3% to post-secondary non-tertiary education, 3% to short-cycle tertiary programmes and 28% to bachelor's, master's and doctoral or equivalent programmes (Figure 3).
- Funding for education in absolute terms is strongly influenced by countries' income levels. Countries with higher per capita GDP tend to spend more per student than those with lower per capita GDP. Across all levels from primary to tertiary education, New Zealand spends USD 11 119 annually per full-time equivalent student (adjusted for purchasing power), compared to the OECD average of USD 12 647. Expenditure per student is equivalent to 25% of per capita GDP, which is below the OECD average of 27%.
- The COVID-19 pandemic has created unprecedented challenges for education systems across the world. On average across the OECD, expenditure on primary to tertiary educational institutions per full-time equivalent student (including expenditure on research and development) grew by 0.4% from 2019 to 2020 (the first year of the pandemic and the latest period with available data). In New Zealand, it increased by 6.5%. This change in expenditure per student is the result of total expenditure on educational institutions increasing by 5.4% and the total number of full-time equivalent students decreasing by 1%. In addition, expenditure per student increased by 1.7% in 2021: this is the result of total expenditure on educational institutions increasing by 3.7% and the total number of full-time equivalent students increasing by 1.9%.
- The distribution of spending between general and vocational upper secondary programmes depends on a variety of factors, such as the number of VET students, the fields of study within VET programmes and the importance given to VET relative to general programmes. In New Zealand, 15% of all funding for educational institutions is spent on general upper secondary education and 4% on vocational upper secondary education (11% and 10% respectively on average across the OECD). In part, this also reflects the fact that New Zealand's initial compulsory upper secondary education system is generally oriented, with most VET undertaken once you leave school.

Figure 3. Total expenditure on primary to tertiary educational institutions, by level of education (2020)

In per cent



1. Year of reference differs from 2020. Refer to the source table for more details.

2. Upper secondary vocational programmes include lower secondary vocational programmes.

3. Upper secondary programmes include lower secondary programmes.

4. Primary education includes pre-primary programmes.

Countries are ranked in descending order of total expenditure on primary and lower secondary institutions.

Source: OECD/UIS/Eurostat (2023), Table C2.1. For more information see Source section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[1]</sup>).

- Government sources dominate non-tertiary education funding in all OECD countries, while the private sector contributes 9% of the total expenditure on educational institutions on average. Private funding in New Zealand accounted for 10% of expenditure at primary, secondary and post-secondary non-tertiary levels.
- In most countries, private sources accounted for similar shares of expenditure on general and vocational programmes at upper secondary level. However, in a few countries the differences in the share of private funding between general and vocational programmes were wider. In New Zealand, the private sector is responsible for 13% of expenditure on general upper secondary programmes and 17% of expenditure on vocational upper secondary programmes.
- On average across OECD countries, more than half of government expenditure on primary to post-secondary non-tertiary education comes from subnational governments. In New Zealand, 100% of the funding comes from the central government.

## Teachers, the learning environment and the organisation of schools

- Teachers' salaries are an important determinant of the attractiveness of the teaching profession, but they also represent the single largest expenditure category in formal education. In most OECD countries, the salaries of teachers in public educational institutions increase with the level of education they teach, and also with experience. On average, annual statutory salaries for upper secondary teachers in general programmes with the most prevalent qualification and 15 years of experience are USD 53 456 across the OECD. In New Zealand, the corresponding salary adjusted for purchasing power is USD 56 125, which is equivalent to NZD 90 000.
- Between 2015 and 2022, statutory salaries of upper secondary teachers in general programmes (with the most prevalent qualification and 15 years of experience) declined in real terms in roughly half of all OECD countries with available data. In New Zealand, upper secondary teachers' salaries increased by 6% between 2015 and 2022.
- On average across OECD countries, in full-time equivalent terms, there are 14 students for every teaching staff member in general upper secondary programmes and 15 students per staff member in vocational upper secondary programmes. In New Zealand, in full-time equivalent terms, there are 12 students per staff member in general upper secondary programmes, lower than the OECD average. In vocational upper secondary programmes, in full-time equivalent terms, there are 16 students for every teaching staff member (slightly above the OECD average).
- National/central assessments (standardised tests with no consequence on students' progression through school or certification) are more common at primary and lower secondary levels than at upper secondary level, while most OECD countries conduct national/central examinations (standardised tests with formal consequence) in the final years of upper secondary education. These national/central assessments and examinations take place at different grades and can have different periodicities, their contents may vary over years and/or across students and are not necessarily compulsory for students. In New Zealand, there is no national/central assessment at primary level, and none at lower secondary level. At upper secondary level, there is one national/central examination that each student may be expected to take.

## References

- OECD (2023), *Education at a Glance 2023 Sources, Methodologies and Technical Notes*, OECD Publishing, Paris, <https://doi.org/10.1787/d7f76adc-en>. [1]
- OECD (2023), Education at a Glance Database, <https://stats.oecd.org/>. [2]
- OECD (2023), *Education at a Glance 2023: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/e13bef63-en>. [3]

## More information

**For more information on *Education at a Glance 2023* and to access the full set of indicators, see:** <https://doi.org/10.1787/e13bef63-en>.

For more information on the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, see *Education at a Glance 2023 Sources, Methodologies and Technical Notes* (<https://doi.org/10.1787/d7f76adc-en>).

For general information on the methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018* (<https://doi.org/10.1787/9789264304444-en>).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the *StatLinks 2* under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using the Education GPS:

<https://gpseducation.oecd.org/>.

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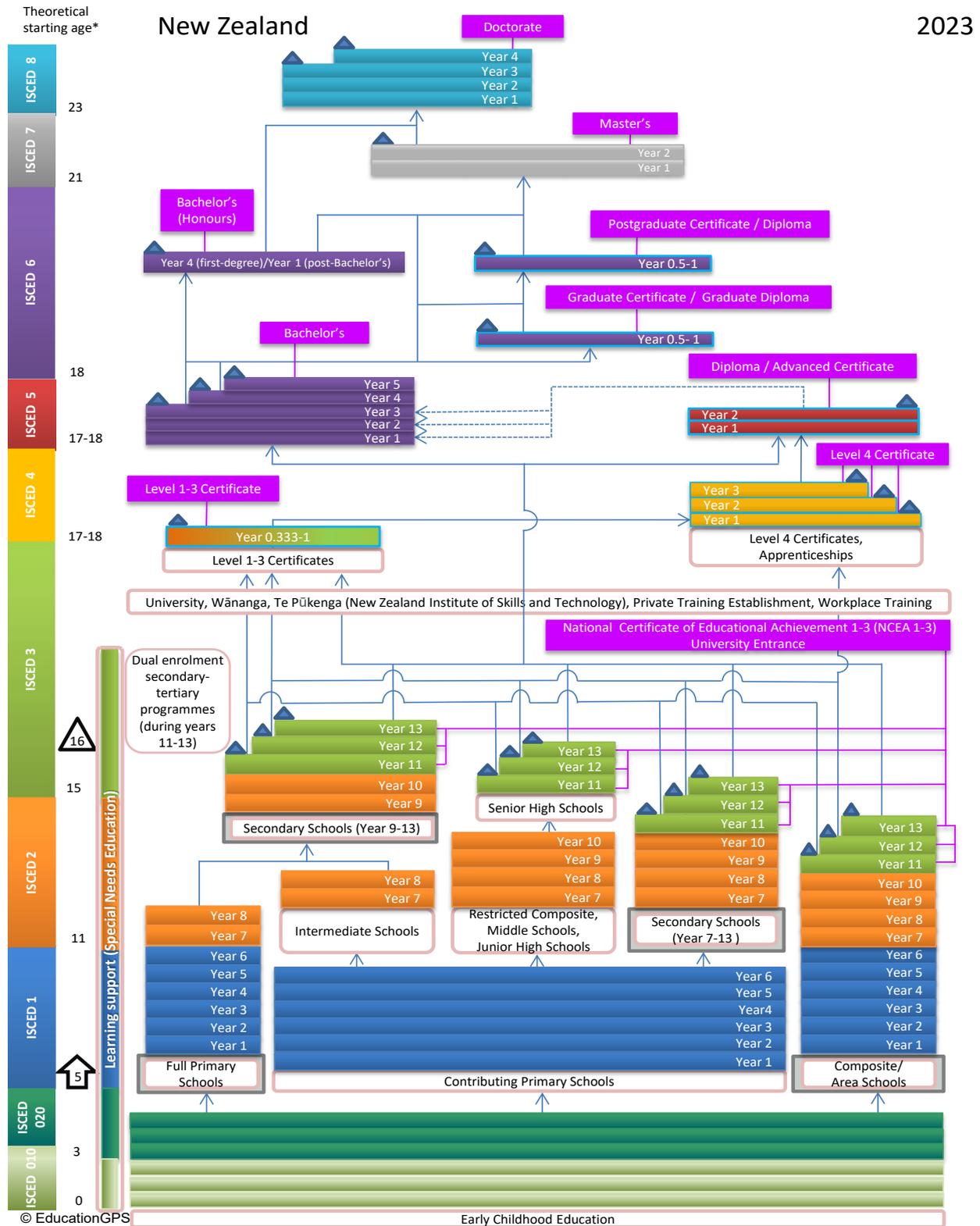
Key facts for New Zealand in *Education at a Glance 2023*

Indicator	Country		OECD average		Source
	2022		2022		
Educational attainment of 25-34 year-olds by gender	% Men	% Women	% Men	% Women	Table A1.2
	14%	11%	16%	12%	
	47%	40%	44%	35%	
Upper secondary or post-secondary non-tertiary	39%	49%	41%	54%	
NEET rates of 18-24 year-olds by gender	2022		2022		OECD (2023 <sup>[2]</sup> )
	% Men	% Women	% Men	% Women	
	14.6%	13.9%	14%	15.5%	
Employment rates of 25-64 year-olds by educational attainment and gender	2022		2022		OECD (2023 <sup>[2]</sup> )
	% Men	% Women	% Men	% Women	
	79%	66%	70%	48%	
Upper secondary or post-secondary non-tertiary	90%	77%	84%	69%	
Tertiary	94%	87%	90%	83%	
Enrolment rate of children aged 3 in ECEC	2021		2021		Table B2.1
	82%		73%		
Enrolment rate of 15-19 year-olds	2021		2021		Table B1.1
	82%		84%		
Share of upper secondary students enrolled in VET programmes	2021		2021		Table B1.3
	37%		44%		
Upper secondary completion rates by programme orientation	2021		2021		Table B3.1
	General	Vocational	General	Vocational	
By the end of the programme duration	75%	m	77%	62%	
Two years after the end of the programme duration	84%	m	87%	73%	
Expenditure on educational institutions per full-time equivalent student by level of education (in USD PPP)	2020		2020		Table C1.1
	USD 8 438		USD 10 658		
	USD 9 286		USD 11 941		
	USD 11 425		USD 12 312		
	USD 19 567		USD 18 105		
Total expenditure on primary to tertiary educational institutions as % of GDP	2020		2020		Table C2.1
	5.4%		5.1%		
Share of total education expenditure on upper secondary educational institutions by programme orientation	2020		2020		Figure C2.2
	General	Vocational	General	Vocational	
	15%	4%	11%	10%	
Total compulsory instruction time in primary and lower secondary education	2023		2023		Table D1.1
	m		7 634 hours		
Statutory salaries of upper secondary teachers in general programmes with the most prevalent qualifications after 15 years of experience (in USD PPP)	2022		2022		Table D3.1.
	USD 56 125		USD 53 456		
Change in statutory salaries of upper secondary teachers in general programmes with the most prevalent qualifications after 15 years of experience (in real terms)	2015-2022		2015-2022		Table D3.7
	6%		4%		
Share of teachers in general upper secondary programmes aged 50 or older	2021		2021		Table D7.2.
	42%		39%		

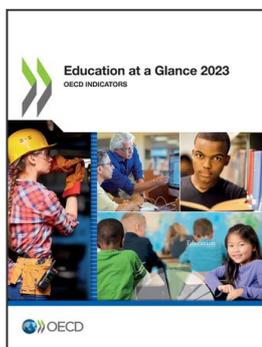
Note: The OECD average for completion rates reflects a different country coverage (see Indicator B3).

Source: OECD (2023<sup>[2]</sup>)

Diagram of the education system



Source: OECD (2023), "New Zealand: Diagram of education system", OECD Education GPS, [http://gpseducation.oecd.org/Content/MapOfEducationSystem/NZL/NZL\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/NZL/NZL_2011_EN.pdf)  
 Please refer to "New Zealand: Diagram of education system" for information on the keys.



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