



Briefing Note: *Education at a Glance 2022*

To:	Hon. Jan Tinetti, Associate Minister of Education		
Cc:	Hon. Chris Hipkins, Minister of Education		
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Purpose of Report

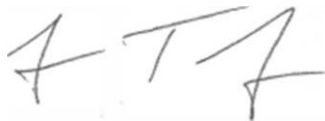
The purpose of this paper is for you to:

- **Note** that the OECD will release the 2022 edition of *Education at a Glance* on 3 October 2022 at 10pm, New Zealand time. The report and its findings are embargoed until this time.
- **Note** a communications Q&A is being prepared and will be sent to your office separately.
- **Agree** that this Briefing will be proactively released following the release of *Education at a Glance 2022*.

☒ **Agree** ☐ **Disagree**

Summary

- The theme (focus area) for *Education at a Glance 2022* is tertiary education.
- The relative performance of New Zealand's education system remains high overall, and there have been no significant declines in key indicators.
- Education at a Glance includes information by gender, age and migration status, but not by ethnicity or socio economic status.
- The high-level international nature of the *Education at a Glance* indicators hides the huge amount of variability within the New Zealand education system.
- The OECD's *Education at a Glance* publication attracts considerable media attention overseas. However in New Zealand media, sector, and political attention is typically more limited.



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27 / 09 / 2022



Hon Jan Tinetti
Associate Minister of
Education

02/10/2022

Background

1. Education at a Glance is an annual report comparing the education systems of the 38 OECD countries and a number of partner countries and economies over a large range of indicators.
2. The report has been provided to countries under **embargo** until its release on 3 October 2022 at 10pm, New Zealand time.
3. Education at a Glance's stated purpose is to support system performance assessment and policy development with international evidence. It also provides ongoing opportunities to promote those aspects of our system that are performing well.
4. The indicators in Education at a Glance 2022 cover the country as a whole, with gender, age and migration status used as demographic variables. The high-level nature of the Education at a Glance indicators hides the huge amount of variability within the New Zealand education system. However, Education at a Glance remains the most extensive reference for assessing New Zealand's education system in an international context.
5. This briefing note highlights areas where New Zealand is noted in the text as performing notably above or below the OECD average.
6. The full report will be available for free on the OECD's website (<https://www.oecd.org/education-at-a-glance/>)

Key Findings for New Zealand in *Education at a Glance 2022*

COVID-19: The second year of the pandemic

7. Across all countries, as vaccines became widely available over the course of 2021, disruption to learning reduced and countries lifted many of the measures that were imposed in earlier stages of the pandemic. Nevertheless, important disruptions to the learning process continued to persist throughout the school year.
8. Countries faced an increase in the number of teacher absences during the pandemic. Once schools had generally reopened, countries needed to find replacements for absent teachers to avoid closing individual classes or, in a few cases, whole schools.
9. It was difficult for most countries to keep track of teacher absenteeism in primary and secondary education.
10. Young adults who are not in employment, education or training (NEET) for prolonged periods are at risk of adverse economic and social outcomes in both the short and the long term. The share of adults aged 18-24 who are NEET declined in New Zealand in 2021 to 14.7%. This is lower than the OECD average (16.1%) but remains above pre-COVID levels (13% of 18-24 year olds in New Zealand in 2019).

The output of educational institutions and the impact of learning

11. The theme of *Education at a Glance 2022* is tertiary education. Therefore, a large number of indicators in this year's edition analyse students' participation and progress through tertiary education, as well as the economic, labour-market and social outcomes of tertiary-educated adults. The analysis also includes indicators on the resources invested in tertiary education, both financial and human, as well as a new indicator on teaching staff at tertiary level.
12. Employment rates in New Zealand for young adults educated at diploma-level and above were higher than the OECD average in 2021. However, the earnings premium for tertiary education in New Zealand is lower than the OECD average.

13. Among 25-64 year-olds in New Zealand, bachelor's degrees are the most common tertiary attainment at 29% of the population, followed by master's degrees (6%), short-cycle tertiary (4%), and doctoral degrees (1%). This is similar to the OECD average, where bachelor's degrees are most common (19%), followed by master's degrees (14%), short cycle tertiary degrees (7%), and doctoral degrees (1%).
14. Despite the labour market advantages of a tertiary degree, many tertiary students do not graduate on time or do not graduate at all. In New Zealand, 33% of bachelor's students graduate within the theoretical programme duration, compared to the OECD average of 39%. In New Zealand, 77% of bachelor's students have graduated within three years after the end of the theoretical programme duration, compared to 67% on average across the OECD.
15. In New Zealand, the average age of graduation from vocational upper secondary education is higher than the OECD average. This reflects that these programmes are initiated mid-career as well as at the end of compulsory education in New Zealand.
16. In all OECD countries, tertiary completion rates are higher for women than for men. In New Zealand, 80% of women graduated within three years after the end of the theoretical programme duration at bachelor's level, compared to 73% of men.
17. Across the OECD, there is little systematic difference between the completion rates of public and private institutions, but the figures differ from country to country. In New Zealand, 77% of bachelor's students graduate from public institutions within three years after the end of the theoretical programme duration, while the share is 81% for private institutions.
18. In most OECD countries including in New Zealand, tertiary-educated adults have higher rates of participation in non-formal education and training than those with a lower level of educational attainment. In 2021, 74% of 25-64 year-olds with tertiary attainment had participated in non-formal education and training in the twelve months prior to being surveyed, compared to 46% of their peers with below upper secondary attainment.
19. Public policies on tuition fees and financial support for students differ greatly across countries. In New Zealand, comparatively high levels of tuition fees are combined with high levels of financial support for students.
20. In six OECD countries and other participants, including New Zealand, at least 80% of national students receive public financial support in the form of student loans, scholarships or grants. In another six other countries fewer than 25% of students receive financial support. In these countries and other participants, public financial support is targeted on selected groups of students, such as those from socio-economically disadvantaged families.
21. Over the decades, independent private institutions have been established to meet increased demand for tertiary education. On average across the OECD, about one-quarter of students are enrolled in independent private institutions. In New Zealand, 10% of tertiary students are enrolled in such institutions.
22. Enabling students to study part time is an important way to facilitate access to tertiary education. In New Zealand 44% of tertiary students are studying part time, above the OECD average (21%). Since 2013, this proportion has remained constant.
23. Staff at tertiary level tend to start their careers relatively late due to the length of the education they need to qualify. In New Zealand, only 11% of academic staff in short-cycle tertiary education and 10% at bachelor's, master's and doctoral levels combined are aged

under 30. In contrast, the share of academic staff aged 50 or over is 46%, which is above the OECD average by 6 percentage points.

Access to education, participation and progress

24. Age of entry to early childhood education and school differs across OECD. New Zealand sits above the OECD average in terms of children under 3 enrolled in early childhood education but fewer 3-5 year-olds are in early childhood education in New Zealand compared to OECD average because compulsory education starts at age 5 in New Zealand.
25. At least 90% of the New Zealand population are enrolled during the period of compulsory education (age 5 to 16) but this falls below 90% from age 17. In most other OECD countries 90% of the population are enrolled beyond the period of compulsory education.
26. In New Zealand 81% of adults aged 25-64 years old had at least an upper secondary qualification in 2021, about the same as the OECD average.
27. In 2020 international students made up half of all new entrant doctoral students in New Zealand, above the OECD average of 30%.
28. As is the case in all OECD countries, a majority of students enrolled at tertiary level in New Zealand are bachelor's students (71%). In New Zealand, short-cycle tertiary students make up the second largest group of tertiary students at 9%. This is also the case in 13 other OECD countries, while in the remaining 26 countries with available data, master's students form the second largest group.

Financial resources invested in education

29. Expenditure on education as a proportion of GDP is a lagging indicator and is reported for 2019. New Zealand spent 5.1% of our GDP on education in 2019. Since 2008, New Zealand has had one of the largest declines in share of GDP spent on education. This is because although funding for educational institutions grew by 14% from 2008 to 2019, over the same period the GDP increased 38%. As a consequence, expenditure on educational institutions as a share of GDP fell by 2.3 percentage points.
30. Public spending on primary to tertiary education was 11.2% of total government expenditure in New Zealand compared to 10.6% on average across the OECD.
31. The provision of education at primary and secondary levels is similar across OECD countries with respect to curricula, teaching styles and organisational management. These shared features lead to similar patterns of expenditure per student from primary to post-secondary non-tertiary levels. On average OECD countries spend around USD 9,923 per student at primary and USD 11,400 per student at secondary level. In New Zealand, the values are USD 7,578 at primary and USD 9,336 per student at secondary level.
32. Expenditure per student at tertiary level is above the OECD average, but similar to many other countries. The average expenditure (across OECD) at tertiary level is driven up by high values in a few countries. At 21%, the share of research and development expenditure makes up a smaller fraction of expenditure on tertiary education in New Zealand than average across OECD countries (33%).
33. Public funding dominates non-tertiary education (primary, secondary and post-secondary non-tertiary) in all OECD countries. In 2019, private funding in New Zealand accounted for 13% of expenditure at primary, secondary and post-secondary non-

tertiary levels which is higher than the OECD average of 10%. In contrast, private expenditure at tertiary level is higher in all OECD countries. In New Zealand, the share of private expenditure at tertiary level is 46%, which is significantly above the OECD average of 31%.

Teachers, the learning environment and the organisation of schools

34. Between 2015 and 2021, on average across OECD countries with data for all reference years, the statutory salaries of teachers at lower secondary level with 15 years of experience increased by 6%. In New Zealand, salaries increased more than the OECD average, by 9%.
35. Across OECD countries, teachers' average actual salaries remain lower than earnings of other tertiary-educated workers, at almost all levels of education. However, New Zealand is one of the few exceptions to this rule. Lower secondary teachers in New Zealand earn 7.8% more than other tertiary-educated workers.
36. School head actual salaries in New Zealand are significantly higher than the earnings of other tertiary educated workers. This is similar to most OECD countries, where school heads tend to earn well above the average earnings of tertiary educated workers. School heads' salaries are at least 40% higher than those of similarly educated workers in New Zealand (primary and secondary).
37. Across the OECD, teachers of younger students are generally required to be present in schools or early learning centres for more hours per year than teachers of older students.

Key Risks and Benefits

38. For the 2022 edition of *Education at a Glance* data is from four time periods: educational attainment and labour market outcomes use 2021 data, education workforce data 2020/2021, other education indicators 2020 data, and financial indicators use the 2018/2019 financial year. There is a risk that the media may not pay close attention to the specific dates that data has come from, and therefore misreport or misinterpret the results. Media attention on *Education at a Glance* is traditionally minimal, however.