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Notes:

1. More detailed contents are provided at the start of each section.
2. Unless otherwise stated, the data in this publication is for the year ended 31 December 2006 and has been sourced from the Ministry of Education.
3. The information in this report and the analytical tables on the Education Counts website need to be used in conjunction with the technical notes in chapter 18.

FOREWORD BY THE SECRETARY FOR EDUCATION

I am pleased to introduce *Profile & Trends 2006: New Zealand's Tertiary Education Sector*, the ninth annual publication in this series released by the Ministry of Education. Profile & Trends gives a summary of the overall performance and key characteristics of the tertiary education system. This issue describes the system as it was in 2006, while also foreshadowing the implementation of the current tertiary reforms that will take effect from 2008. Throughout the report, brief forward-looking commentary is provided.

The report reveals a tertiary education sector that is responding to many of the challenges it faces. In 2006 and 2007, tertiary education organisations and government have made considerable commitment in the reforms of the systems that steer and fund New Zealand's tertiary education system. A system more closely connected to national goals and to the communities it serves is emerging. The new funding system is centred on 'investing in a plan'. The new approach will provide more certainty for tertiary education organisations, allowing the sector to continue to make an enduring contribution to New Zealand's economic transformation; families – young and old; and national identity.

Dovetailing with the tertiary reforms is New Zealand's second tertiary education strategy, released in December 2006. The *Tertiary Education Strategy 2007-12* has a sharper focus on the contribution the tertiary education system is expected to make to New Zealand's development. In 2007, the Tertiary Education Commission worked with tertiary education organisations on the first investment plans, which set how they will contribute to meeting the government's priorities for tertiary education and the needs of their stakeholders for the period from 2008 to 2009.

The system and what it provides are described in the first part of this report. This is followed by a survey of the outcomes of tertiary education. This analysis shows that the tertiary qualified earn more than those without qualifications and that this earnings advantage persists over time. The report then covers where students are studying, what qualifications they are taking, their field of study and other important characteristics of people undertaking tertiary study, as well as information on the financial support for students. The report looks at the financial performance of providers, government funding for tertiary education and the human resources in the system. The research capability of the sector is discussed together with the funding of research in tertiary education.

While the statistics provided in this report and on Education Counts – the Ministry of Education's research and statistics website – are derived mainly from reports provided to the ministry by tertiary education organisations, a considerable amount of information in this report has also come from different agencies and organisations with responsibilities for tertiary education outside the ministry. I would like to thank all contributors for the data and assistance they have provided in preparing this report.

I trust that you will find the information presented this year to be relevant and useful to your understanding of the tertiary education system.



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SECRETARY FOR EDUCATION