This report forms part of a series called Learners in tertiary education. Other topics covered by the series are access, pathways, student support, participation, retention and qualification completions.

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This report is available from the Ministry of Education’s Education Counts website. For the full set of enrolment statistics use the link: www.educationcounts.govt.nz/statistics/tertiary_education

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Tertiary education enrolments 2011

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Statistics used in this report

Formal enrolments include domestic and international student enrolments. Domestic enrolments are those made by New Zealand residents. International enrolments are those made by overseas students.

Equivalent full-time student units (EFTS) – this is a measure of the ‘size’ of each student’s enrolment. One equivalent fulltime student unit is defined as the student workload that would normally be carried out in a single academic year (or a twelve month period) by a student enrolled full-time. Part-time study years are expressed as proportions of an EFTS, for example, 0.75 EFTS. The equivalent full-time student count in this report is the sum of the EFTS units for a year.

This report describes provider-based enrolments which are those delivered by public tertiary education institutions, private training establishments and other tertiary education providers.
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1 KEY FINDINGS

In 2011, there were 432,000 students (including international students) enrolled in formal study\(^1\) with tertiary education providers.

The number of formal students (including international students) decreased by 7.3 percent from 2010 to 2011.

In terms of equivalent full-time student units, the latest decrease in enrolments was smaller – down by 2.4 percent to 279,000 (see Figure 1.1).

![Figure 1.1](image)

The decrease in formal tertiary education enrolments from 2010 to 2011 was due to the number of domestic students decreasing by 8.7 percent. Partially offsetting this fall was a 5.5 percent increase in the number of international students.

In 2011, the number of domestic students was 383,000 and the number of international students was 48,100.

The decrease in domestic enrolments was mainly driven by a fall in the number of students in non-degree qualifications. Level 2, 3 and 4 certificate enrolments decreased from 2010 to 2011 by 38,500 overall. This follows a decline in lower-level certificate enrolments since 2005.

The shift, in recent years, from lower- to higher-level qualifications has driven up the average study load of domestic students. The average annual study load of domestic students, in terms of equivalent full-time student units, was 0.54 in 2005 and 0.64 in 2011.

\(^1\) Students enrolled at any time during the year with a tertiary education provider in formal learning (that is, contributing towards a recognised qualification) of more than one week’s duration. Formal learning in the workplace is not included in this report, unless otherwise stated.
Domestic enrolments by students aged 24 years and under decreased for the first time in five years. From 2010 to 2011, these enrolments fell by 2.8 percent. This was mainly due to falls in lower-level certificate enrolments and level 5 to 7 diplomas, while degree and higher-level study by this group increased.

Figure 1.2 shows an increasing trend in international students since 2008.

At the same time, provisional information on workplace-based learning suggests that these enrolments decreased in 2011. The expected decrease is largely a consequence of a review of the operational rules for industry training. Before this, the number of industry trainees followed a strong upward trend for many years.

The number of students in formal study of less than one week’s duration decreased by 28 percent from 2010 to 2011 to 25,400, and the provision of non-formal courses in tertiary education institutions decreased by 23 percent in 2011 to 54,800 students.
The number of students in formal study at tertiary education providers decreased from 2010 to 2011 by 7.3 percent to 432,000.²

Apart from an increase in the number of students from 2008 to 2009, tertiary education enrolments have declined since 2005. Fewer lower-level certificate enrolments, together with a declining trend in international student enrolments from 2005 to 2008, have caused formal tertiary education enrolments to decline.

During the decline in enrolments from 2005 to 2008, the number of domestic enrolments in non-degree qualifications averaged a decrease of 4.7 percent per year, while those in degree and higher qualifications averaged an increase of 1.2 percent per year (see Figure 2.1).

In 2011, the number of domestic students was 383,000 and the number of international students was 48,100. The latest fall in enrolments was driven by an 8.7 percent decrease in the number of domestic students, partially offset by a 5.5 percent rise in the number of international students.

The decrease in domestic enrolments in 2011 was due to fewer non-degree enrolments. Students aged 25 years and over were the main contributors to the decrease in non-degree enrolments but there were also fewer enrolments at this level by students aged 24 years and under.

Figure 2.1
Domestic formal enrolments in non-degree and higher-level qualifications

² Data in this report and the statistical tables has been revised back to 2003 as tertiary education organisations are able to submit updates for previous years as part of the information collections provided to the Ministry.
Enrolments by younger students

Enrolments by domestic students aged 24 years and under decreased from 2010 to 2011 by 2.8 percent. In 2011, the population bulge of New Zealanders, those born in 1989 through to 1991, largely completed its move from school to tertiary education; this was the main reason for the fall in enrolments by younger students. The decline in the population aged 18 and 19 years in 2011 is shown in Figure 2.2.

Before the decrease in 2011, enrolments by younger students had been increasing at most qualification levels (see Figure 2.3). And, in 2009, when the New Zealand population bulge reached the ages of 18 years through to 21 years, the enrolments by students aged 24 years and under increased by 5.2 percent.

In 2011, the biggest fall in enrolments by students aged 24 years and under was for lower-level certificates, down by 10 percent. This age group also had fewer enrolments in 2011 for level 4 certificates, level 5 to 7 diplomas and graduate certificates and diplomas. The continuation of the shift away from lower-level qualifications, especially certificates levels 1 to 3, has led to a decrease in the tertiary education participation rate (see Section 3 for information on participation rates).

Study of degrees and higher qualifications by students aged 24 years and under continued to increase from 2010 to 2011, up by 0.7 percent. This continued upward trend in higher-level enrolments for young people aligns with the priority of the Tertiary Education Strategy 2010-15 aimed at increasing the number of young people achieving qualifications at levels 4 and above. However, the continued high unemployment for young people may also have contributed, in part, to some young people continuing in education rather than moving into employment. While the unemployment rate for 15 to 19 year-olds fell in the second half of 2011, it continued to be above 20 percent for this group. Also, the unemployment rate for 20 to 24 year-olds continued to be about 12 percent throughout 2011.
Enrolments by students aged 25 years and over

From 2010 to 2011, non-degree enrolments by domestic students aged 25 years and over decreased by 18 percent. Enrolments in degree and higher-level qualifications for this group also decreased by 3.4 percent from 2010 to 2011 (see Figure 2.4).

In 2011, there were 29,800 fewer enrolments in non-degree qualifications by domestic students aged 25 years and over. Most of this decrease comprised lower-level certificates. The enrolments by this group also decreased at most other qualification levels in 2011 with the exception of masters degrees which increased by 1.4 percent on the previous year, while doctoral study by this group remained stable.
The recovery in international student numbers continued in 2011 with these enrolments rising by 5.5 percent on the previous year to 48,100. From a high point of 50,400 in 2004, international student numbers had declined through to 2008. From 2010 to 2011, enrolments by international students increased at most qualification levels (see Figure 2.5).
3 PARTICIPATION RATE IN TERTIARY EDUCATION

The participation rate of New Zealanders in provider-based tertiary education continued to decrease in 2011. From 2010 to 2011, the participation rate in tertiary education fell by 1.2 percentage points to 10.9 percent. The participation rate has been falling from a high point of 14 percent in 2005.

The latest fall in the participation rate was almost entirely due to a decrease in non-degree qualifications. Figure 3.1 shows that the rates in lower-level certificate study have been decreasing for a number of years.

For level 1 certificates, the participation rate decreased from 2004 to 2008, after which time it has been stable at 0.3 percent. For certificates at levels 2, 3 and 4, the participation rate continued to decrease in 2011. The rate was 1.7 percent for level 3 and 4 certificates and for level 2 certificates it was 1.4 percent.

The participation rate for level 5 to 7 diplomas fell from 2.0 percent in 2010 to 1.8 percent in 2011. Before the decrease in 2011, the participation rate for level 5 to 7 diplomas had been stable for many years.

The participation rate of New Zealanders in bachelors degrees increased from 2008 to 2009, from 3.5 percent of the population aged 15 years and over to 3.7 percent (see Figure 3.1). Since then, the likelihood of people studying at bachelors-degree level has remained stable. At postgraduate level, the participation rate has slowly increased and, in 2011, it was 1.1 percent.

![Figure 3.1](image-url)

Participation rates in tertiary education for the population aged 15 years and over by qualification level
People aged 24 years and under in tertiary education
The participation rate of younger people, in all levels of tertiary education, was 28 percent in 2011, down by 1 percentage point from 2010. This decrease was due to lower participation in non-degree study. In 2011, the participation rate of people aged 24 years and under in non-degree study was 13.1 percent, compared to 14.3 percent in 2010.

For bachelors-degree and postgraduate study, the participation rates by people aged 24 years and under remained stable from 2010 to 2011. Almost 14 percent of young people participated in bachelors-degree study in 2011. The participation rate in postgraduate study by this age group was 2.3 percent in 2011. In 2005, the participation rate in postgraduate study by younger people was lower, at 1.7 percent.

Figure 3.2
Participation rates in tertiary education for the population aged 24 years and under by qualification level

People aged 25 years and over in tertiary education
The participation rate of people aged 25 years and over, in all levels of tertiary education, decreased from 2010 to 2011. The rate was 7.0 percent in 2011, compared to 8.2 percent in 2010. The decline in the tertiary education participation rate for over 25 year-olds was also due to a decrease in non-degree study. In 2011, the participation rate of people aged 25 years and over in non-degree study was 4.6 percent, compared to 5.7 percent in 2010. The participation rate at higher qualification levels by people aged 25 years and over remained stable from 2010 to 2011, at 2.6 percent.
Participation rates by gender (these rates have been age-standardised)
The different age distributions of men and women can cause their patterns of participation in tertiary education to vary. To allow comparisons to be made between genders, the tertiary education participation rates can be age-adjusted to eliminate the differences between the two age distributions.

The process of age adjustment used here standardizes the proportions of the ages for each gender, aligning it to the proportion for each age in the whole population. This means that the overall rates for each gender are based on the same age structure, that is, the age structure of the total New Zealand population. This means that the higher percentage of young males, is not a distortion factor when we compare them with women. These overall rates, which are based on the same age distribution, can then be compared with each other without the presence of confounding by age.

Women participate in tertiary education at a higher rate than men. In 2011, the total participation rate for women was 12.5 percent, compared to 9.3 percent for men. The rate for women is higher than for men at every qualification level with the largest difference for bachelors degrees. Of the population aged 15 years and over, 4.5 percent of women participated in bachelors-degree study in 2011, compared to 2.9 percent of men.

**Note:** Participation rates by ethnic group have been included in Section 8 of this report.

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3 To enable comparisons to be made between genders over time, the overall rates have also been age-standardised for previous years based on the age structure of the total New Zealand population in 2011.
4 ENROLMENTS BY QUALIFICATION LEVEL

The number of domestic students in formal study at tertiary education providers decreased from 2010 to 2011 by 8.7 percent to 383,000. In contrast, the trend in international enrolments continued to increase in 2011. The number of international students in formal study at tertiary education providers increased from 2010 to 2011 by 5.5 percent to 48,100.

Table 2.1 illustrates that the decrease in domestic enrolments in 2011 was mainly due to fewer non-degree enrolments and this was for the most part attributable to students aged 25 years and over, although enrolments at this level also decreased for younger students. The decrease in non-degree enrolments by domestic students from 2010 to 2011 was 14 percent overall.

Bachelors-degree enrolments by domestic students remained stable in 2011, while there was a small decrease in the number of doctoral students. The decreases in the number of domestic students in graduate certificates/diplomas, honours degrees and postgraduate certificates/diplomas, were almost entirely attributable to fewer enrolments by older students – those aged 25 years and over. Overall, domestic degree and higher-level enrolments decreased from 2010 to 2011 by 1.0 percent.

International student numbers increased at most qualification level from 2010 to 2011. At non-degree level, enrolments by international students increased from 2010 to 2011 by 8.1 percent. There were 1,550 more international students in level 5 to 7 diplomas in 2011, while the latest increases in level 1 to 4 certificates were considerably smaller.

At degree and higher qualification levels, enrolments by international students increased in 2011 by 3.2 percent. There were 536 more international students in bachelors degrees in 2011 than in 2010 (up 3.2 percent) and 341 more international students in doctoral study (up by 12 percent).

| Table 4.1 |
| Domestic and international students in formal study by qualification level |

<table>
<thead>
<tr>
<th></th>
<th>Domestic formal enrolments</th>
<th>International formal enrolments</th>
<th>Total formal enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2011</td>
<td>% change</td>
</tr>
<tr>
<td>Certificates 1-3</td>
<td>134,387</td>
<td>109,622</td>
<td>-18.4</td>
</tr>
<tr>
<td>Certificates 4</td>
<td>70,704</td>
<td>60,587</td>
<td>-14.3</td>
</tr>
<tr>
<td>Diplomas 5-7</td>
<td>68,198</td>
<td>62,238</td>
<td>-8.7</td>
</tr>
<tr>
<td>Bachelors degrees</td>
<td>129,847</td>
<td>129,700</td>
<td>0.1</td>
</tr>
<tr>
<td>Graduate certs/dips</td>
<td>12,795</td>
<td>11,316</td>
<td>-11.6</td>
</tr>
<tr>
<td>Honours*</td>
<td>24,556</td>
<td>23,833</td>
<td>-2.9</td>
</tr>
<tr>
<td>Masters</td>
<td>11,662</td>
<td>11,955</td>
<td>2.5</td>
</tr>
<tr>
<td>Doctorates</td>
<td>5,166</td>
<td>5,133</td>
<td>-0.6</td>
</tr>
<tr>
<td>Total</td>
<td>420,076</td>
<td>383,469</td>
<td>-8.7%</td>
</tr>
</tbody>
</table>

*This category includes bachelors degrees with honours and postgraduate certificates and diplomas.
Shift from lower- to higher-level qualifications continues

Seventy-six percent of domestic students were enrolled in level 4 and higher qualifications in 2011, compared to 73 percent in 2010 and 64 percent in 2005 – the lowest point in recent years.

The percentages of domestic students in degree and higher qualifications are shown in Figure 4.1 for the 2005 and 2011 years.

Figure 4.1
Distribution of domestic students in degree and higher qualifications

From 2005 to 2011, the number of students in bachelors degrees increased more, proportionately, than those in other qualification levels – up by 9 percentage points to 34 percent of total domestic enrolments.

The proportion of students in bachelors degrees with honours and postgraduate certificates/diplomas, increased by 2 percentage points from 2005 to 2011 to 6 percent of total domestic enrolments.

The proportion of students enrolled in graduate certificates and diplomas has remained stable for many years at 3 percent of total domestic enrolments.

Domestic students enrolled in masters degrees increased, proportionately, from 2 percent in 2005 to 3 percent 2011. For doctorate degrees, the proportion has remained stable for many years, at 1 percent.
The percentage of domestic students enrolled in lower-level certificates (levels 1 to 3) has decreased from a high point in 2005 of 43 percent down to 29 percent in 2011. Level 3 certificates comprised 21 percent of total domestic enrolments in 2005 and level 2 certificates 20 percent. By 2011, enrolments in level 3 certificates had dropped by 5 percentage points to 16 percent of total domestic enrolments and level 2 certificates had dropped by 7 percentage points to 13 percent. Enrolments in level 1 certificates fell by 4 percentage points from 2005 to 2011 to 3 percent.

Domestic students enrolled in level 4 certificates also decreased, proportionately, by 2 percentage points from 2005 to 2011. In 2011, 16 percent of students were enrolled in level 4 certificates. Students enrolled in level 5 to 7 diplomas and certificates were the only group studying non-degree qualifications to increase, proportionately, from 2005 to 2011 – up 2 percentage points to 16 percent.

**Younger students in level 4 and higher qualifications**

The proportion of young domestic students enrolled in qualifications at level 4 and higher continued to increase in 2011. Seventy-nine percent of this group were enrolled in level 4 and higher qualifications in 2011, compared to 78 percent in 2010. The comparable proportion in 2005 was 72 percent. This upward trend in higher-level enrolments for young people aligns with the priorities of the Tertiary Education Strategy 2010-15.

**Students aged 25 years and over in higher-level qualifications**

The proportion of domestic students aged 25 years and over enrolled at level 4 and higher also increased from 2010 to 2011. Seventy-two percent of this group were enrolled in level 4 and higher qualifications in 2011, compared to 69 percent in 2010. The comparable proportion in 2005 was 59 percent.
The fall in formal tertiary education enrolments was smaller in terms of equivalent full-time student units than in headcounts. When the enrolments are converted into equivalent full-time student units, there is a decrease from 2010 to 2011 of 2.4 percent. In 2011, the total study load was 279,000 equivalent full-time student units (see Figure 5.1).

In 2009 and 2010, the number of equivalent full-time student units increased by 6.7 percent and 1.7 percent, respectively. From 2004 to 2008, the number of equivalent full-time student units declined from a high point of 284,000.

The fall in domestic enrolments, from 2010 to 2011, was smaller in terms of equivalent full-time students units, down by 3.4 percent, compared to a decrease in the number of students of 8.7 percent. This reflected a continued increase in the average study load of domestic students from 2010 to 2011, from 0.61 to 0.64 equivalent full-time student units (see Figure 5.2). In 2005, the average study load was 0.54 equivalent full-time student units.

The latest increase in the average study load was due to domestic students taking on higher study loads for lower-level certificate qualifications. In contrast, from 2005 to 2010, the average study load increased due to a shift from lower- to higher-level qualifications which take longer to complete.

The high study loads of international students (see Figure 5.2) over the years from 2002 to 2006 were due to high study loads for level 3 and 4 certificates and level 5 to 7 diplomas, as well as high study loads for degree and higher qualifications. Most international students come to New Zealand to study on a full-time basis.
Figure 5.2
Average study load of domestic and international students in formal tertiary education
At public tertiary education institutions and private training establishments, enrolments (including international students) decreased in number from 2010 to 2011. The decrease in the number of students was 8.7 percent at public providers and 1.5 percent at private training establishments.

The latest decrease in the number of students at public tertiary educations, was largest for the polytechnic sector, down by 16 percent to 157,000. The decrease at wānanga was 8.6 percent, down to 38,600 enrolments, and at universities the decrease was 1.8 percent, down to 176,000 enrolments.

In terms of equivalent full-time student units, enrolments decreased in 2011 for all three public tertiary education sub-sectors and at private training establishments.

The decrease in equivalent full-time student units was largest at wānanga from 2010 to 2011, down by 4.5 percent to 24,700. As the comparable decrease in the student numbers was larger, the average study load of wānanga students increased slightly in 2011.

At polytechnics, the latest fall in student numbers, of 16 percent, was accompanied by a fall of only 2.8 percent in the number of equivalent full-time student units. This led to a 16 percent increase, in 2011, in the average study load per polytechnic student. This increase was due to a substantial rise in the average study load for non-degree qualifications due to more people studying these qualifications on a full-time, full-year basis. For degree and higher-level qualifications, the average study load of polytechnic students decreased slightly in 2011. The total study load at polytechnics was 78,500 equivalent full-time student units.

The decrease in equivalent full-time student units at the universities in 2011 was slightly larger than the fall in the number of students, leading to a slight decrease in the average study load per student. For the university sector, the total study load decreased from 2010 to 2011 by 2.5 percent to 133,000 equivalent full-time student units. The average study load per student was 0.76 equivalent full-time student units in 2011.

**Figure 6.1**
Equivalent full-time students units in formal study by provider type and qualification level

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**Tertiary education enrolments 2011**  
**Ministry of Education**  
15
At private training establishments the equivalent full-time student count decreased by 0.5 percent from 2010 to 2011, compared to a decrease of 1.5 percent in the number of students. This caused the average study load per student to increase from 0.56 equivalent full-time student units to 0.57.

## 7 ENROLMENTS BY GENDER

This section covers domestic students only. In 2011, there were 220,000 women in formal study and 163,000 men. Figure 7.1 charts the change in the number of students by gender for the 10 years to 2011. Over these years, the number of enrolments increased, on average, by 2,500 per year for women and by 1,600 for men.

About 51 percent of the New Zealand population are women, compared to about 57 percent of the tertiary student population.

From 2010 to 2011, the number of female students decreased by 6.4 percent. The main drivers of this decrease were fewer enrolments in level 2 to 4 certificates (down by 13 percent) and level 5 to 7 diplomas (down by 9.3 percent). Enrolments by women in graduate certificates/diplomas also fell from 2010 to 2011, down by 11 percent, and at honours level the decrease was 2.9 percent. There were slightly more women in 2011 than in 2010 studying bachelors degrees and doctorates. From 2010 to 2011, enrolments by women also increased for masters degrees, up by 2.0 percent, and for level 1 certificates, up by 2.7 percent.

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* More detailed gender statistics are available as a download with this report and on the Ministry of Education's Education Counts website – see the tertiary statistics page.
From 2010 to 2011, the number of male students decreased by 12 percent. There were substantially fewer enrolments made by men in non-degree qualifications – level 2 to 4 certificates decreased by 24 percent and level 5 to 7 diplomas decreased by 7.8 percent. Enrolments by men increased at only two qualification levels from 2010 to 2011 – certificates 1 (up by 26 percent) and masters degrees (up by 3.2 percent). At higher qualification levels, the largest decrease in enrolments was for graduate certificates/diplomas (down by 12 percent).

**Figure 7.2**
Distribution of domestic students in 2011 by qualification level and gender

The average yearly study load increased from 2010 to 2011. For men this increased from 0.59 to 0.64 equivalent full-time student units and for women from 0.62 to 0.65. Since 2007, the average study load has risen for both men and women.

For information on the tertiary education participation rates for men and women see Section 3 of this report.
8 ETHNIC GROUPS

As a proportion of total domestic students undertaking formal study, Māori and Pasifika students increased from 2010 to 2011. Of total domestic students, the Māori ethnic group comprised 21 percent in 2011, compared to 20 percent in 2010, and the Pasifika ethnic group comprised 8.7 percent in 2011, compared to 8.0 percent in 2010.

Domestic students in the Asian ethnic group and the Other ethnic group increased slightly as a proportion of total domestic students. In 2011, Asian students comprised 13 percent of the total and students in the Other ethnic group represented 4.8 percent.

Europeans, as a proportion of total domestic students, decreased in number from 65 percent in 2010 to 64 percent in 2011.

Table 8.1 Percentage of all students and domestic students in formal study by ethnic group

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th></th>
<th>2006</th>
<th></th>
<th>2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td></td>
<td>Domestic</td>
<td></td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Europeans</td>
<td>63.8</td>
<td></td>
<td>68.2</td>
<td></td>
<td>60.6</td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>17.8</td>
<td></td>
<td>19.1</td>
<td></td>
<td>17.5</td>
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<tr>
<td>Pasifika</td>
<td>5.7</td>
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<td>5.7</td>
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<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Asians</td>
<td>13.1</td>
<td></td>
<td>8.8</td>
<td></td>
<td>17.1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4.8</td>
<td></td>
<td>4.1</td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

Note: Students are counted in each reported ethnic group.

8.1 Tertiary education participation rates by ethnic group

The different age distributions of the ethnic groups cause their patterns of participation in tertiary education to vary. To allow comparisons to be made between ethnic groups, the tertiary education participation rates can be age-adjusted to eliminate differences between the age distributions.

The process of age adjustment used here standardizes the proportion for each age in the ethnic group, aligning it to the proportion for each age in the whole population. This means that the overall rates for each ethnic group are based on the same age structure, that is, the age structure of the total New Zealand population. This means that if a group has a very high percentage of young people, this is not a distortion factor when we compare them with other groups. These overall rates, which are based on the same age distribution, can then be compared with each other without the presence of confounding by age.

Over the last 10 years, the age-adjusted participation rates of New Zealanders increased for the Māori and Pasifika ethnic groups and decreased for the European and Asian ethnic groups (see Table 8.2).

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5 To enable comparisons to be made between groups over time, the overall rates have also been age-standardised for previous years based on the age structure of the total New Zealand population in 2011.
Between 2001 and 2011, the age-adjusted tertiary education participation rate for Māori increased by 1.3 percentage points to 15.2 percent. For Pasifika, the comparable rate increased by 2.8 percentage points to 11.6 percent. In 2011, the participation rates for Māori and Pasifika were higher than for all New Zealanders. This represents a first step to achieving the priorities of Ka Hikitea and the Pasifika Education Plan – the population-based strategies for these two groups.

For Europeans, the age-adjusted tertiary education participation rate decreased by 0.2 percentage points from 2001 to 2011 to 10.0 percent overall. For Asians the age-adjusted tertiary education participation rate decreased by 0.5 percentage points to 10.3 percent.

**Table 8.2**
Participation rates in provider-based formal tertiary education by ethnic group

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Europeans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted participation rate – under 25 years</td>
<td>27.4</td>
<td>27.8</td>
<td>28.1</td>
</tr>
<tr>
<td>Unadjusted participation rate – 25 years and over</td>
<td>6.3</td>
<td>8.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Total unadjusted participation rate</td>
<td>9.6</td>
<td>11.4</td>
<td>9.1</td>
</tr>
<tr>
<td>Total age-standardised participation rate</td>
<td>10.2</td>
<td>12.2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Māori</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted participation rate – under 25 years</td>
<td>25.4</td>
<td>24.7</td>
<td>25.6</td>
</tr>
<tr>
<td>Unadjusted participation rate – 25 years and over</td>
<td>14.7</td>
<td>19.5</td>
<td>14.8</td>
</tr>
<tr>
<td>Total unadjusted participation rate</td>
<td>17.7</td>
<td>21.0</td>
<td>17.9</td>
</tr>
<tr>
<td>Total age-standardised participation rate</td>
<td>13.9</td>
<td>18.3</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Pasifika</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted participation rate – under 25 years</td>
<td>20.9</td>
<td>21.7</td>
<td>26.2</td>
</tr>
<tr>
<td>Unadjusted participation rate – 25 years and over</td>
<td>8.4</td>
<td>10.9</td>
<td>10.3</td>
</tr>
<tr>
<td>Total unadjusted participation rate</td>
<td>12.0</td>
<td>14.1</td>
<td>15.2</td>
</tr>
<tr>
<td>Total age-standardised participation rate</td>
<td>8.8</td>
<td>11.2</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Asians</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted participation rate – under 25 years</td>
<td>25.7</td>
<td>24.1</td>
<td>27.1</td>
</tr>
<tr>
<td>Unadjusted participation rate – 25 years and over</td>
<td>9.8</td>
<td>14.0</td>
<td>8.2</td>
</tr>
<tr>
<td>Total unadjusted participation rate</td>
<td>14.2</td>
<td>16.8</td>
<td>12.5</td>
</tr>
<tr>
<td>Total age-standardised participation rate</td>
<td>10.8</td>
<td>14.6</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted participation rate – under 25 years</td>
<td>28.4</td>
<td>28.0</td>
<td>28.4</td>
</tr>
<tr>
<td>Unadjusted participation rate – 25 years and over</td>
<td>7.7</td>
<td>10.3</td>
<td>7.0</td>
</tr>
<tr>
<td>Total unadjusted participation rate</td>
<td>11.4</td>
<td>13.6</td>
<td>10.9</td>
</tr>
<tr>
<td>Total age-standardised participation rate</td>
<td>11.4</td>
<td>13.6</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Note: Students and people are counted in each reported ethnic group.
8.2 Tertiary education participation rate of people aged 15 to 24 years by ethnic group

Looking now at the population aged 15 to 24 years, 28 percent of these New Zealanders participated in tertiary education in 2011. Ten years earlier a similar percentage participated in tertiary education.  

Over the last 10 years, differences in the participation rates in tertiary education between ethnic groups have narrowed for young people (see Table 8.2). Of people aged 15 to 24 years, the European ethnic group had the highest participation rate in tertiary education in 2011, at 28 percent. The comparable participation rate for the Asian ethnic group was 27 percent and for both the Māori and Pasifika ethnic groups the rate was 26 percent.

Between 2001 and 2011, the tertiary participation rate of young Pasifika people had the largest increase (up by 5.3 percentage points). This increase was due to higher participation rates for non-degree qualifications, up by 2.4 percentage points, and degree and higher qualifications, up by 3.2 percentage points.

For young Asians, the tertiary participation rate increased by 1.4 percentage points between 2001 and 2011. This increase was due to higher participation rates for degree and higher qualifications, up by 2.4 percentage points, which was partially offset by lower participation rates for non-degree qualifications, down by 1.3 percentage points.

For young Europeans, the tertiary participation rate increased by 0.7 percentage points between 2001 and 2011. This increase was due to higher participation rates for degree and higher qualifications of 2.2 percentage points, which was partially offset by lower participation rates for non-degree qualifications, down by 1.5 percentage points.

For young Māori, the tertiary participation rate increased by 0.2 percentage points between 2001 and 2011. This slight increase was due to higher participation rates for degree and higher qualifications, up by 2.0 percentage points, which was largely offset by lower participation rates for non-degree qualifications, down by 1.6 percentage points.

8.3 Tertiary education participation rate of people aged 25 years and over by ethnic group

Of the population aged 25 years and over, 7.0 percent participated in tertiary education in 2011. Ten years earlier, 7.7 percent of New Zealanders in this age group participated in tertiary education. This decrease was due to lower participation rates for both non-degree qualifications and degree and higher qualifications. The participation rates in non-degree qualifications have become lower since 2005 when government held reviews of these qualifications in order to increase the relevance of skills and knowledge to meet national goals.

The participation rates of New Zealanders, aged 25 years and over, vary significantly among the ethnic groups. In 2011, the Māori ethnic group, at 15 percent, had the highest participation rate

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6 As the participation rates in tertiary education of people in the same age group are being compared here, the rates used are not age-adjusted.

7 As the participation rates in tertiary education of people in the same age group are being compared here, the rates used are not age-adjusted.
in tertiary education for this age group. The comparable participation rate for Pasifika people was 10 percent, for the Asian ethnic group it was 8.2 percent and for Europeans 5.4 percent.

Ten years earlier, Māori aged 25 years and over also had 15 percent of their number participating in tertiary education, and throughout the early part of the last decade their participation was even higher, at around 20 percent. This was due to high participation rates in non-degree qualifications, especially lower-level certificates, in the early to mid-2000s. The participation rates in non-degree qualifications were also high from the early to mid-2000s among the other ethnic groups. Since 2005, the participation rates in lower-level qualifications have become lower for all ethnic groups due mainly to the government reviews of the relevance of these qualifications.

The tertiary participation rate of Pasifika people aged 25 years and over was higher in 2011, at 10 percent, than in 2001 when it was 8.4 percent. The tertiary participation rate for Asians aged 25 years and over was 9.8 percent in 2001. In the mid-2000s this rate climbed to 16 percent but since then it has decreased to 8.2 percent in 2011. The tertiary participation rate of Europeans aged 25 years and over was lower in 2011, at 5.4 percent, than in 2001 when it was 6.3 percent.
Table 8.3: New Zealand’s total tertiary education students by selected characteristics

<table>
<thead>
<tr>
<th>Type of qualification</th>
<th>Student enrolments</th>
<th>Equivalent full-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal &gt; 0.03 EFTS¹</td>
<td>368,681</td>
<td>490,255</td>
</tr>
<tr>
<td>Formal ≤ 0.03 EFTS²</td>
<td>na</td>
<td>82,981</td>
</tr>
<tr>
<td>Informal²</td>
<td>na</td>
<td>108,981</td>
</tr>
</tbody>
</table>

1 Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week’s duration).
2 Students enrolled at any time during the year in formal qualification of full-time students using 0.03 EFTS or less (one week’s duration or less). This category includes students in the Secondary-Tertiary Alignment Resource (STAR) program.
3 Students enrolled at any time during the year with a tertiary education provider in informal programs, i.e. programmes not registered on the New Zealand Register of Quality Assured Qualifications.

Notes:
1 The equivalent full-time student count used in this report does not equate to the funded equivalent full-time student count. The data is also not adjusted to allow for students who do not complete their study programme.
2 The colleges of education have merged with universities near by the last decades.
<table>
<thead>
<tr>
<th>Type of qualification</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Change 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal &gt; 0.03 EFTS1</td>
<td>342,448</td>
<td>447,546</td>
<td>443,598</td>
<td>420,898</td>
<td>424,903</td>
<td>420,076</td>
<td>383,469</td>
<td>-8.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal ≤ 0.03 EFTS2</td>
<td>na</td>
<td>82,407</td>
<td>76,455</td>
<td>38,309</td>
<td>39,745</td>
<td>34,591</td>
<td>24,870</td>
<td>-28.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal2</td>
<td>na</td>
<td>103,624</td>
<td>83,146</td>
<td>77,653</td>
<td>76,605</td>
<td>67,909</td>
<td>51,760</td>
<td>-23.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students enrolled in qualifications &gt; 0.03 EFTS1-na-na-na-na-na-na-na-na-na-na-na</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates 1-3</td>
<td>128,848</td>
<td>186,650</td>
<td>176,504</td>
<td>155,370</td>
<td>146,920</td>
<td>134,387</td>
<td>109,622</td>
<td>-18.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates 4</td>
<td>29,766</td>
<td>78,327</td>
<td>79,807</td>
<td>73,874</td>
<td>72,790</td>
<td>70,704</td>
<td>60,587</td>
<td>-14.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diplomas 5-7</td>
<td>55,554</td>
<td>63,103</td>
<td>63,438</td>
<td>63,454</td>
<td>66,577</td>
<td>68,198</td>
<td>62,238</td>
<td>-8.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors degrees</td>
<td>110,038</td>
<td>113,176</td>
<td>116,117</td>
<td>118,533</td>
<td>125,825</td>
<td>129,847</td>
<td>129,700</td>
<td>-0.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate certs/dips</td>
<td>12,948</td>
<td>12,306</td>
<td>12,347</td>
<td>11,873</td>
<td>12,816</td>
<td>11,316</td>
<td>-11.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours/postgrad. certs/dips</td>
<td>15,216</td>
<td>19,599</td>
<td>20,524</td>
<td>20,786</td>
<td>23,661</td>
<td>24,566</td>
<td>23,833</td>
<td>-2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters degrees</td>
<td>9,967</td>
<td>10,712</td>
<td>10,617</td>
<td>10,462</td>
<td>11,103</td>
<td>11,662</td>
<td>11,955</td>
<td>2.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees</td>
<td>3,480</td>
<td>4,412</td>
<td>4,658</td>
<td>4,769</td>
<td>5,005</td>
<td>5,166</td>
<td>5,133</td>
<td>-0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|------|------|------|------|------|------|------|------|------|------|------|------------|
| Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's duration). 2 Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week's duration or less). This category includes students in the Secondary-Tertiary Alignment Registration (STAR) programme. 3 Students enrolled at any time during the year with a tertiary education provider in informally recognised programmes, i.e. programmes not registered on the New Zealand Register of Quality Assured Qualifications. Notes: (1) The equivalent full-time student count used in this report does not equate to the funded equivalent full-time student count. The data is also not adjusted to allow for students who do not complete their study programme. (2) The colleges of education have merged with nearby universities over the last decade.
Table 8.5: International tertiary education students in New Zealand by selected characteristics

<table>
<thead>
<tr>
<th>Type of qualification</th>
<th>Student enrolments</th>
<th>Equivalent full-time student units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal &gt; 0.03 EFTS¹</td>
<td>26,233</td>
<td>42,709</td>
</tr>
<tr>
<td>Formal ≤ 0.03 EFTS²</td>
<td>na</td>
<td>524</td>
</tr>
<tr>
<td>Informal²</td>
<td>na</td>
<td>5,364</td>
</tr>
</tbody>
</table>

¹ Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's duration).

² Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week’s duration or less). This category includes students in the Secondary-territorial Alignment Resource (STAR) programme.

Notes:
1. Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week’s duration or less). This category includes students in the Secondary-territorial Alignment Resource (STAR) programme.
2. Students enrolled at any time during the year with a tertiary education provider in informal programmes, i.e. programmes not registered on the New Zealand Register of Quality Assured Qualifications.

(1) Since 2005, international doctoral students are funded at the same rate as domestic students. The data is not adjusted to allow for students who do not complete their study programme.

(2) The colleges of education have merged with nearby universities over the last decade.