Learners in tertiary education

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SUMMARY

In 2005, over 680,000 people were engaged in some form of formally recognised learning, either at tertiary education providers or in the workplace, or both. Nearly one in five New Zealanders aged 15 years or over was involved in some form of formal tertiary education, with just over 14 percent enrolled at a tertiary education provider and about 5 percent undertaking formal learning in the workplace.

More people enrolled in formal study in 2005, but when this number is converted to equivalent full-time student units, there was actually a slight decline from 2004. International student numbers fell significantly in 2005, after strong growth between 2000 and 2003, and reduced growth in 2004. Nearly one in 10 of the formal provider-based students was international in 2005.

There was a strong increase in participation in industry training from 2004 to 2005, with nearly a quarter of all formal tertiary learning in 2005 taking place in the workplace.

The number of learners at certificate or diploma level continued to increase in 2005, although in terms of equivalent full-time student units, these actually fell in 2005, indicating more enrolments in shorter courses.

The total number of students at bachelors level fell slightly for the first time in 2005, while the number of domestic students studying bachelors degrees fell for the second year in a row.

Doctoral enrolments continued to grow strongly in 2005, in response to government funding changes, while equivalent full-time student numbers at other postgraduate levels have either flattened out or fallen slightly.

Non-formal learning in New Zealand declined significantly in 2005. This was due to the progressive shift of adult and community education out of the student component and into a new pool that is focused around the government’s priorities for adult and community education.

LOOKING TO 2006

Funding changes in recent years are likely to see greater stability in patterns of participation in tertiary education. Non-formal study (adult and community education) has been ring-fenced and capped, with some reductions in funding rates signalled from 2006. The funding for short awards has also been capped for 2006, with first aid and public sector short courses ineligible for funding from 2006. Since September 2005, certificate and diploma growth has also been controlled.

The Tertiary Education Commission conducted a review in 2005 of the provision in student component funding categories A1 (sub-degree arts, social sciences and general education) and J1 (sub-degree business and law education) in order to improve the alignment of publicly funded programmes with the priorities set out for the sector in the tertiary education strategy. The commission also started a three-year Assessment of Strategic Relevance review of student component funding to private training establishments. The purpose of this review is to shift funding from areas of low relevance to those of higher strategic relevance and the results of the 2005 review have influenced funding decisions for 2006.

A second factor likely to exert a positive influence on enrolments at postgraduate level is the increase in the Performance-Based Research Fund and the decision to treat international doctoral students as domestic.

From 2006, the remaining two colleges of education will become part of the university sub-sector, leaving the universities, institutes of technology and polytechnics, and wānanga as the remaining three types of public provider.

One of the factors likely to increase participation in the foreseeable future is the ‘baby blip’ generation moving from schooling into tertiary education. ‘Baby blippers’ are currently at upper-secondary school level, but numbers at tertiary age have been increasing since 2001, and a further 1,500 will be turning 18 or 19 years of age in 2006. Any increase in enrolments will, however, be moderated while the strong economy and low unemployment rate continue, as this will draw students directly into the labour market, where they can access an increasing base of formal workplace learning.
ONE IN FIVE NEW ZEALANDERS IN TERTIARY EDUCATION

In 2005, over 680,000 people were engaged in some form of formally recognised learning, either at tertiary education providers or in the workplace, or both. Nearly one in five New Zealanders aged 15 years or over was involved in some form of formal tertiary education, with just over 14 percent enrolled at a tertiary education provider and about 5 percent undertaking formal learning in the workplace.

Tertiary education is provided in a variety of settings that have increasingly involved learning outside of the universities and polytechnics. Over 161,000 New Zealanders undertook formal tertiary learning in the workplace in 2005, nearly a quarter of all of the formal learning undertaken. This represented 5 percent of all New Zealanders aged 15 years or over, and nearly 8 percent of those working in 2005. Participation in industry training continues to grow strongly, up 15 percent in 2005.

The tertiary education strategy released in 2002 signalled the start of a shift in government direction for tertiary education. The strategy has been followed by the government’s statement of tertiary education priorities, and a series of reforms and funding changes announced during the last few years. One of the drivers of government reform has been the need to manage and improve the quality, relevance and value for money that the country receives from its substantial investment in tertiary education.

As a consequence of these reforms, the number of equivalent full-time students in formal provider-based study fell by 1.2 percent in 2005, for the first time in recent years. Despite this fall, the number of actual learners at certificate or diploma level continued to increase. This, in part, reflected the continued strong growth in off-job industry training, and a shift in the polytechnic sector to shorter sub-degree-level provision.

Additionally, 2005 saw a significant increase in short award courses (i.e. programmes of less than a week). Most of this was in the polytechnic sector, either provided directly or subcontracted to private providers. There were over 161,000 learners (or 5,420 equivalent full-time students) enrolled in such courses in 2005.

Doctoral enrolments continued to grow strongly in response to government funding policy changes, while equivalent full-time student numbers at other postgraduate levels have either flattened out or fallen.

International student numbers fell in 2005. There were 6 percent fewer formal enrolments, and 39 percent fewer non-formal enrolments, after strong growth between 2000 and 2003, and reduced growth in 2004. Nearly one in 10 (or 47,300) of the formal provider-based students was international in 2005.

New Zealand has the highest percentage in the Organisation for Economic Co-operation and Development (OECD) of students that are foreign (including both permanent resident and non-resident non-citizens). In terms of New Zealanders studying overseas, over two-thirds are studying in Australia, 15 percent in the United States and 8 percent in the United Kingdom.

The number of learners in adult and community education courses provided by tertiary education institutions also fell in 2005, in response to funding policy changes, down by 34 percent from 2004. Many New Zealanders engage in non-formal learning, through tertiary institutions, in the workplace, in schools, through community organisations, or at home. An estimated 360,000 people undertook some form of structured non-formal study in 2005. This included around 183,000 learners enrolled in adult and community education courses provided by tertiary education institutions. In recent years, the sector has seen significant expansion in non-formal education. The number of students grew 270 percent from 2000 to 2003, peaking in 2004 (when there were 286,000 students enrolled with tertiary education institutions).

Internationally, New Zealand has higher rates of enrolments of older students than many other OECD countries, as well as relatively higher expectancy (or length of study) at post-secondary levels. However, the rate of enrolment for those aged 15 to 19 years is one of the lowest in the OECD.

TYPES OF LEARNING

The tertiary education sector in New Zealand covers a wide range of types of learning. It includes both formal and non-formal education. Formal learning covers all learning that contributes toward a recognised qualification. It is provided both by tertiary education organisations and by employers in the workplace. Non-formal learning fosters a culture of lifelong learning, active citizenship, critical social awareness and increased control over the future for individuals and communities. Non-formal learning can occur in tertiary education institutions, schools, the workplace, and the community, or at home. Structured non-formal education at schools or tertiary education providers is also known as adult and community education (or ACE).
Table 5.1: Size of the tertiary education sector by level of study

<table>
<thead>
<tr>
<th>Estimated number of students/learners</th>
<th>Upper secondary level</th>
<th>Post-secondary sub-degree level</th>
<th>Bachelors level</th>
<th>Postgraduate level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students in government-funded providers</td>
<td>229,800</td>
<td>109,600</td>
<td>127,600</td>
<td>30,900</td>
<td>457,100</td>
</tr>
<tr>
<td>International students in government-funded providers</td>
<td>8,600</td>
<td>13,000</td>
<td>25,700</td>
<td>4,200</td>
<td>47,400</td>
</tr>
<tr>
<td>Student component-funded learners</td>
<td>206,600</td>
<td>98,300</td>
<td>127,800</td>
<td>30,900</td>
<td>428,320</td>
</tr>
<tr>
<td>Learners in industry training (excluding Modern Apprenticeships)</td>
<td>120,400</td>
<td>68,400</td>
<td>153,300</td>
<td>8,400</td>
<td>153,300</td>
</tr>
<tr>
<td>Learners in Modern Apprenticeships</td>
<td>800</td>
<td>7,600</td>
<td></td>
<td></td>
<td>8,400</td>
</tr>
<tr>
<td>Training Opportunities</td>
<td>16,400</td>
<td>16,400</td>
<td></td>
<td></td>
<td>16,400</td>
</tr>
<tr>
<td>Youth Training</td>
<td>10,900</td>
<td>10,900</td>
<td></td>
<td></td>
<td>10,900</td>
</tr>
<tr>
<td>Skill Enhancement</td>
<td></td>
<td>800</td>
<td></td>
<td></td>
<td>800</td>
</tr>
<tr>
<td>Secondary-Tertiary Alignment Resource (enrolled with tertiary providers)</td>
<td>16,700</td>
<td>300</td>
<td></td>
<td></td>
<td>17,000</td>
</tr>
<tr>
<td>Gateway</td>
<td>5,600</td>
<td>5,600</td>
<td></td>
<td></td>
<td>5,600</td>
</tr>
<tr>
<td>Students in non-government-funded providers</td>
<td>10,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>Total provider-based</td>
<td>265,100</td>
<td>127,900</td>
<td>153,300</td>
<td>35,100</td>
<td>536,500</td>
</tr>
<tr>
<td>Total workplace-based</td>
<td>126,800</td>
<td>76,000</td>
<td></td>
<td></td>
<td>167,300</td>
</tr>
<tr>
<td>Total formal students (in programmes of more than a week's full-time study)</td>
<td>376,000</td>
<td>196,600</td>
<td>153,300</td>
<td>35,100</td>
<td>680,000</td>
</tr>
<tr>
<td>Additional formal students in short courses</td>
<td>101,000</td>
<td>6,000</td>
<td></td>
<td></td>
<td>107,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-formal students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE through tertiary education institutions (domestic students)</td>
</tr>
<tr>
<td>ACE funded through schools (estimated)</td>
</tr>
<tr>
<td>International students</td>
</tr>
<tr>
<td>Adult literacy and ESOL (estimated funded learners)</td>
</tr>
<tr>
<td>ACE through community organisations</td>
</tr>
</tbody>
</table>

Notes:
1. Students are counted in each type of programme they enrol in, so the sum of components will not add to totals.
2. Training Opportunities, Youth Training, STAR, Gateway, and ACE programmes are discussed in chapter 6.
3. Industry training, including Modern Apprenticeships, is discussed further in chapters 6 and 7.
4. Skill Enhancement programmes are discussed further in chapter 7.

Table 5.1 summarises the main types of programmes available in New Zealand's tertiary education system in 2005. An overview of the learning undertaken in 2005 is given below and a detailed discussion of each of the programmes is provided in chapters 6 to 9.

In addition to the estimated 680,000 learners in formal study in 2005, there were also an estimated 360,000 learners in non-formal education (excluding community-based courses). Just over 14.3 percent of New Zealanders aged 15 years or over were enrolled with a provider in formal tertiary education during 2005. Ten years ago the participation rate was 9.2 percent. In addition, 5.0 percent of the population aged 15 years or over and 7.9 percent of those working were engaged in some form of formal workplace training in 2005. The largest relative growth...
has been in level 1 to 4 certificates. The percentage of New Zealanders doing doctorates has also increased by 52 percent.

An estimated 79 percent of formal students were enrolled in tertiary education providers, while a quarter undertook formal learning in the workplace, and 4 percent were in both. Of all formal students in 2005, an estimated 55 percent (some 376,000 learners) were at levels 1 to 3 on the New Zealand Register of Quality Assured Qualifications. Level 1 to 3 qualifications are directed at those who have left school but have the same level of competency as the upper secondary level. An estimated 29 percent (or 196,600 learners) were at post-secondary level below bachelors degree – certificates and diplomas at mid-register levels 4 to 7. Around 65 percent of level 1 to 4 learners were provider-based, while 39 percent were workplace-based. About 4 percent of workplace learners at levels 1 to 4 were also enrolled at a tertiary education provider (off-job training).

At bachelors level, there were 153,300 students in 2005, around 22 percent of all formal learners. Most of these are enrolled in degrees, but around 13 percent are also doing graduate-level certificates or diplomas at level 7 on the register. Of the 153,300 students, 25,700 were international students.

In 2005, there were 35,100 students at postgraduate level, some 5 percent of all formal learners. These comprised 4,830 (13 percent) studying for doctorates, 13,100 (37 percent) at masters level, and 17,900 (51 percent) enrolled in postgraduate-level certificates or diplomas, or bachelors with honours degrees. There were 4,200 international students at postgraduate level in 2005. All postgraduate study is undertaken at tertiary education providers.

Much of the provision below degree level is short term (i.e. less than one year), and often undertaken on a part-time basis, or combined with employment. In terms of equivalent full-time study at providers, the distribution of provision by level is shown in the figure below.
Structured non-formal learning is an important component of the tertiary sector. An estimated 360,000 New Zealanders were involved in some form of structured non-formal learning in 2005. Most of this is in schools and tertiary education providers, although it is also provided in the workplace, through community organisations, and at home. Non-formal learning has received attention in recent times, as the number of learners has expanded rapidly, placing pressures on public expenditure and raising concerns about the quality and relevance of public funding of some courses. The government has acted to ensure that non-formal learning provided by tertiary education institutions is of quality and relevance, and has introduced a number of changes. One of these has been to consolidate the funding streams for adult and community education into a single pool with allocations made on the basis of priority areas. This has acted to reduce provision in this area.

Universities remain the largest provider with 128,000 equivalent full-time student units in 2005, or 45 percent of the total. In terms of numbers of individuals, institutes of technology and polytechnics were the largest in 2005 with 213,600 students enrolled, accounting for 42 percent of all enrolments (or 28 percent of equivalent full-time students).

Wānanga provide programmes with an emphasis on the application of knowledge regarding ahuatanga Māori (Māori traditions) according to tikanga Māori (Māori custom). Wānanga have been successful in creating opportunities for attracting many Māori (and non-Māori) into tertiary study. The success of Te Wānanga o Aotearoa in this regard saw over 60,000 new learners enter certificate and diploma study since 2000, making this provider New Zealand’s largest in terms of head count, and second largest in terms of the number of equivalent full-time students.

However, Te Wānanga o Aotearoa has come under increasing scrutiny in the last few years. In February 2005, the government announced a package of actions, including the appointment of a Crown observer, in response to concerns raised about its financial management and governance.

Recent government policy aimed at managing the public costs of large growth at tertiary education providers has seen the number of learners at this institution fall for the second year in a row. Historic levels of growth over the last few years have likely also taken up much of the existing demand. Notwithstanding this, over 62,000 New Zealanders (or 12 percent of all students) were enrolled in one of the country’s three wānanga during 2005 (with 57,500 of them at Te Wānanga o Aotearoa). Rates of completion
and progression to higher-level study also remain relatively high for wānanga students.

Around 77,000 learners studied at one of the nearly 300 privately owned tertiary providers offering formal recognised learning in 2005. In total, an estimated 10 percent of formal learning, and 16 percent of all formal provider-based learning is undertaken outside of the eight universities, two remaining colleges of education, three wānanga and 20 institutes of technology and polytechnics.

Table 5.2 shows the different shares of formal provision by level across the different parts of the sector. These are discussed in more detail in chapters 6 to 9.

**TYPES OF LEARNERS**

As the range of learning and settings is diverse, so is the range of learners. The concept of the traditional student as a 17, 18 or 19 year old coming straight from school has increasingly been replaced by a more varied student mix.

In 1995, the average age of students enrolled at a tertiary education provider was 25.9 years. Forty-five percent of students in 1995 studied at degree level or higher and 41 percent were at a university. This compares to an average age of 33 years in 2005, with 37 percent studying at degree level or higher and with 33 percent attending a university. Also, the proportion of first-year students who were in employment prior to study has increased over the last five years, from 10 percent in 2000 to 17 percent in 2005.

Women make up 55 percent of all formal learners enrolled at tertiary education providers, ranging from around 50 percent at institutes of technology and polytechnics, and 55 to 56 percent at universities and private providers, through to 70 percent at wānanga and nearly 80 percent at colleges of education.

In workplace training, the percentage of female trainees has increased from 16 percent in 1996 to 28 percent in 2005.

Of all women aged 15 years or over in 2005, 2.7 percent were undertaking formal learning in industry training, compared to 15.4 percent in provider-based learning. In 2005, 12.9 percent of men aged 15 years or over were enrolled in tertiary education providers and 7.5 percent in workplace-based training.

There are noticeable differences in the share of women in workplace training across industry groups. While over all workplace training 28 percent are women, this share is over 90 percent in hairdressing, community support services and pharmacy industry groups, while it is less than 2 percent in building and construction, plumbing and gas fitting, and boating industries.

| Table 5.2: Formal students by qualification level and sub-sector |  
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Sub-sector | 1-3 Certificates | 4 Certificates | 5-7 Diplomas | 7 Bachelors | 8 Honours/ Postgraduate cert./dips | 9 Masters | 10 Doctorates | Total |
| Universities |  |  |  |  |  |  |  | 25 |
| Polytechnics | 38 | 22 | 44 | 16 | 11 | 5 | 0.3 | 31 |
| Colleges of education | 0.2 | 0.3 | 2 | 3 | 1 | 2 | 1 |  
| Wānanga | 12 | 11 | 7 | 1 | 0.4 | 2 | 9 |  
| Total tertiary education institutions | 51 | 35 | 66 | 98 | 95 | 96 | 100 | 64 |
| Other tertiary education providers | 1 | 1 | 2 | 0 | 3 | 0 | 1 |  
| Private training establishments | 16 | 10 | 28 | 2 | 3 | 4 | 11 |  
| Provider-based | 71 | 46 | 95 | 100 | 100 | 100 | 100 | 79 |
| Workplace-based | 34 | 60 | 5 | 0 | 0 | 0 | 0 | 25 |

Notes:
1. The total for providers also includes STAR students and those in non-government-funded providers.
2. The total for workplace learners also includes Gateway learners.
The Modern Apprenticeships scheme is predominantly male also, although the share of women apprentices has risen slightly from 6 percent in 2001 to 8 percent in 2005.

The share of women in tertiary education providers has remained relatively constant at around 55 percent over the last five years. However, underlying this there is continued growth in the proportion of women doing doctorates. In 2004, women outnumbered men for the first time at doctorate level, increasing in 2005 to nearly 52 percent of all doctoral students. Although still a minority, there are relatively more men studying at level 4, the area most traditionally associated with vocationally oriented or trades-related training.

The share of students who are women is highest at colleges of education, where teacher education has traditionally been dominated by women, and at wānanga, which have been successful at attracting many women into study, both at sub-degree and at degree level.

Older students are increasingly undertaking tertiary study. Students aged 25 years or over made up 48 percent of students in 1995, but 59 percent in 2005. In equivalent full-time student terms, the percentage of students aged 25 years or over rose from 34 to 45 over the last decade. However, 18 to 24 year olds remained the largest group in 2005, at 50 percent of the total equivalent full-time student units.

The growth in the number of students aged 25 years or over has largely been in level 1 to 4 certificates, where they have grown from 53 percent of all students in 1995 to 68 percent in 2005. At bachelors level, students aged 25 years or over made up 37 percent of all students in 2005, down from 43 percent in 2000. At postgraduate level, students aged 25 years or over made up 78 percent of all students in 2005, up from 75 percent in 2000 and 69 percent in 1995.

Students aged 25 years or over are more likely to be studying part-time than those aged less than 25 years. In equivalent full-time student terms, students aged 25 years or over made up 60 percent of all students in level 1 to 4 certificates, 50 percent of students in level 5 to 7 certificates and diplomas, 29 percent of bachelors students, and 71 percent of postgraduate-level students.

Students aged 40 years or over now make up 27 percent of all students (or 18 percent of total equivalent full-time student units). This is up from 17 percent of students (or 9 percent of total equivalent full-time student units) in 1995. Most of this growth has been at sub-degree level in institutes of technology and polytechnics and in wānanga. At degree level and above, students aged 40 years or over make up 16 percent of all students (or 10 percent of total equivalent full-time student units). While there are nearly 14,000 more students aged 40 years or over enrolled in degree or higher-level programmes,
their share of 16 percent at this level has not increased much in recent years.

With the exception of the Modern Apprenticeship scheme, which is targeted towards 15 to 21 year olds, learning in the workplace is largely undertaken by older workers. However, there has been increased diversity in the ages of learners in industry training over recent years. The number of learners aged 15 to 19 years has increased by 148 percent since 2000, showing the impact of the Modern Apprenticeships initiative, introduced to facilitate increased access to industry training by young people. Since 2000, the numbers of learners aged 40 years or over have also increased, by 131 percent, indicating that industry training provides opportunities for ongoing development and updating of skills.

Learners aged 15 to 19 years comprised 10 percent of all workplace-based learners in 2005, while of the remainder, 33 percent were aged 20 to 29 years, 23 percent were aged 30 to 39 years and 34 percent were aged 40 years or over. Over 90 percent of doctoral students were aged 25 years or over, and of these, nearly a third was aged 40 and over. The age distribution of doctoral students has not changed much in recent years.

Non-formal learning is mainly undertaken by older people. Around 83 percent of non-formal learners are 25 years or over and over half are 40 years or over.

In 2005, 59 percent of students in tertiary education providers were European, 18 percent were Māori, 18 percent were Asian, 6 percent were Pasifika and 5 percent were affiliated with other ethnic groups. These proportions include some students who affiliated with more than one ethnic group. In workplace-based formal learning, Māori learners accounted for 19 percent (up from 17 percent in 2000), Pasifika learners for 6 percent (up from 5 percent), and all other non-European learners for 7 percent (up from 5 percent). European learners made up 68 percent of all learners, down from 73 percent in 2000.

Māori rates of participation are the highest of any ethnic group at certificate level, while Asian New Zealanders have the highest rates at all other levels. At degree level and above, Māori and Pasifika rates remain lower than those of other groups when adjusted for age differences. The number of Māori learners fell slightly at sub-degree and degree level, but increased at postgraduate level, while the number of Asian learners fell overall, largely at sub-degree level, and Pasifika learners increased slightly over all levels.

On a population basis, more Māori and Pasifika peoples participate in industry training than any other groups. An estimated 7.1 percent of all Māori aged 15 years or over participated in industry training in 2005, compared to 5.6 percent for Pasifika peoples and 4.3 percent for all other people (including European learners). On a labour force basis, an estimated 15.9 percent of all working Māori and 11.1 percent of all working Pasifika peoples were learning on the job via industry training in 2005, compared to 6.4 percent for European workers and 5.9 percent for all other workers.

Māori participation at tertiary education providers has grown strongly over the last 10 years, particularly at sub-degree level at wānanga during the period from 2001 to 2003. However, Māori student numbers fell slightly in 2005 (by 200 students). When converting this number to equivalent full-time student units, Māori participation has fallen for the second year in a row, down by 3 percent from 2004 to 2005.

1 These proportions include some students who affiliated with more than one ethnic group.
The drop in the number of Māori students was not evenly spread across the sector. Māori numbers fell at wānanga by 10 percent, while at institutes of technology and polytechnics, numbers increased by 4 percent in terms of headcount, but decreased by 3 percent in terms of equivalent full-time students. This indicates that more Māori were enrolling in courses of shorter duration. The number of Māori learners grew at universities by 5 percent (driven by the merger of the two former colleges of education with universities over this period).

The number of Māori students in sub-degree-level programmes increased very slightly in 2005, up by 70 on 2004 numbers. However, in equivalent full-time student terms, there was a 3 percent reduction between 2004 and 2005, almost all of this in wānanga. There was also a drop of 340 students (2 percent) at bachelors level but, unlike at sub-degree level, wānanga were the only part of the sector where Māori students enrolled at bachelors level increased, up 11 percent (or 130 students) from 2004. When universities and colleges of education are treated together, the number of Māori students at bachelors level fell by 3 percent from 2004 to 2005.

The number of domestic Pasifika students increased by 570 students (or 2 percent) between 2004 and 2005, while in terms of equivalent full-time students, the numbers remained unchanged. The number of domestic Pasifika students increased at all qualification levels, although at sub-degree level the number of equivalent full-time students fell by 2 percent. This was driven by a 29 percent fall in Pasifika numbers at wānanga, offset by growth in other sub-sectors.

There were 275 Māori and 95 domestic Pasifika students enrolled at doctorate level in 2005, up 6 percent and 10 percent from 2004 to 2005, respectively. The largest gains in doctoral students were, however, from domestic Asian students, whose numbers increased by 11 percent from 2004 to 2005, to reach 693 students in 2005.

Eighteen percent of all formal domestic students at tertiary education providers were studying for the first time in 2005, down from 26 percent in 2000. Students at private training establishments and at polytechnics are more likely to be studying for the first time, while students at universities and wānanga are less likely to be studying for the first time.

During the period of significant expansion between 1999 and 2002, the number of first-time students with no previous qualifications increased four-fold, or by 22,500 students. This was driven largely by growth at wānanga (39 percent), private tertiary education providers (30 percent), and institutes of technology and polytechnics (29 percent). However, since 2002, the number of students enrolling with no previous qualifications has fallen by 10 percent. This is likely to be in response to policy changes aimed at managing growth and improving quality and relevance, but also reflects the fact that many of those who previously had no qualifications had now gained a qualification.

Around 18 percent of all domestic students were at school in the previous year. Over half of these went to university in 2005, while a third attended an institute of technology or polytechnic. Students coming straight from school to study degrees at a university represented around 9 percent of all students in 2005. This proportion has not changed much since 2000. More and more students are entering postgraduate study from the workplace. Half of all students at postgraduate level came from employment in 2005, up from 34 percent in 1998.

INTERNATIONAL COMPARISONS

The Organisation for Economic Co-operation and Development publishes a number of annual indicators that allow comparisons to be made of various aspects of the education systems of the 30 participating countries, as well as a number of other partner countries.

One widely used indicator is enrolment rate, the percentage of the population enrolled at various levels of education. This is published by age group and shown in Figure 5.8 below.

New Zealand has relatively high enrolment rates of older age groups, the third highest in the OECD at ages 40 years or above, the third highest at ages 30 to 39 years, and the sixth highest at ages 20 to 29 years. Our enrolment rate of 72.5 percent for ages 15 to 19 years is, however, the second lowest in the OECD. However, the enrolment rate for this age group reflects enrolments both at schools and at tertiary education providers.

Another indicator, the entry rate, is designed to provide a measure of first-time entry to different levels of education. In this measure New Zealand ranks top in the OECD at levels 5A (bachelors and above, excluding doctorates) and 5B (diploma level), and is also above average in the advanced research programmes (i.e. doctorates). However, this indicator is artificially inflated in countries with a high level of new entrants at older ages, such as New Zealand.
Figure 5.8: OECD enrolment rate in 2004 by age group and selected countries


Note: The enrolment rate is the percentage of the population enrolled in formal education by age group.

Another indicator of participation used is called educational expectancy, the years that a student might be expected to be enrolled in education, at various levels. Figure 5.9 below, for example, shows that New Zealand has a relatively high expectancy in tertiary education, in fact the highest in the OECD at all post-secondary levels, but only just above average for upper secondary-level study.

Figure 5.9: OECD education expectancy in 2004 for selected countries


Notes:
1. Upper secondary includes all upper secondary study in schools, as well as all study at register levels 1 to 3 in tertiary education providers.
2. Post-secondary includes all study from level 4 and above. This is broader than the OECD level 'tertiary education' which relates to diploma level and above (ISCED levels 5 and 6 – see the technical notes in chapter 17 for more information).

In terms of the participation of international students, New Zealand compares favourably with other OECD countries. At 28.3 percent, New Zealand has the highest share in the OECD at tertiary level of students who are not citizens (including permanent residents and non-permanent residents). At advanced research programme (doctorate) level, 36.6 percent of students are non-citizens, third to Switzerland and the United Kingdom.

Figure 5.10: Foreign students in 2004 as a percentage of total students


Note: This graph relates to ISCED levels 5 and 6, i.e. diploma level and above.

The OECD data also allows comparison of both the origin and destination of students who travel abroad to study. Of the New Zealand citizens studying abroad, over 90 percent are in one of just three countries, with 68 percent studying in Australia, 15 percent in the United States and 8 percent in the United Kingdom. Of all OECD citizen students studying outside their country of citizenship, 1 percent studied in New Zealand, while 25 percent were studying in the United States.

Figure 5.11: Percentage of students studying abroad in 2004 by country of destination/origin


Notes:
1. Upper secondary includes all upper secondary study in schools, as well as all study at register levels 1 to 3 in tertiary education providers.
2. Post-secondary includes all study from level 4 and above. This is broader than the OECD level 'tertiary education' which relates to diploma level and above (ISCED levels 5 and 6 – see the technical notes in chapter 17 for more information).