New Zealand



REGION: CANZAUS

Also included in this region: Australia, Canada, United States

PART I: ENROLMENTS AND INSTITUTIONS

The New Zealand HE system loosely follows the North American model. Comprehensive universities educated the largest part of the student body in 2018, followed by semi-HEIs and hybrids (these are mainly subsets of the institutions known as Institutes of Technology and Polytechnics, most of which are classified in this publication as semi-HEIs). Despite the arrival of a significant number of international students, enrolments declined after 2010, in line with trends across the rest of CANZAUS and the Global North. Ninety percent of HE enrolments in New Zealand were in public institutions in 2018, which was above the average for the rest of CANZAUS.

TABLE 1 — Types of higher education providers

CATEGORY		INSTITUTIONS	INSTITUTIONS COUNT IN 2018		
			PUB.	PRIV.	TOTAL
Compre	ehensive ities	Universities	8	1	8
Special Univers		Colleges of education (2006)	0	1	0
Hybrids	5	Unitec New Zealand; Christchurch Polytech- nic Institute/Ara Institute of Canterbury (from 2010); Otago Polytechnic (from 2010); Whitireia Community Polytechnic (from 2010); Waikato Institute of Technology (from 2011)	5	0	5
Short-cycle HEIs		Te Wananga O Raukawa (until 2016); Waiariki Polytechnic (2011-2013) and Nelson Marlbor- ough Institute of Technology (2010 on)	1	0	1
Semi-H	ΙE	Other wananga and Institutes of technology and polytechnics; Private training establishments	NA	NA	NA

FIGURE 1 — Numbers of institutions by type, 2006-2018

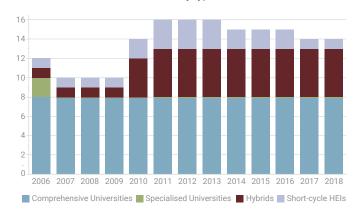


FIGURE 2 — Total enrolments with public and private higher education providers, 2006-2018 (Millions)

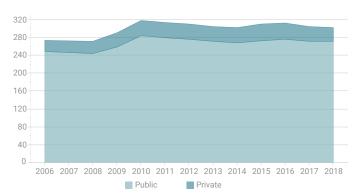


FIGURE 3 — Changes in enrolment in New Zealand, the rest of CANZAUS and the rest of the Global North, 2006-2018

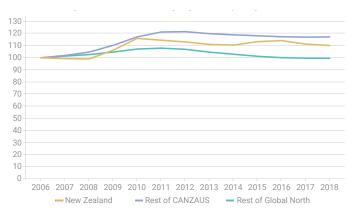


FIGURE 5 — Share of enrolments in public and private institutions, by institution type in New Zealand and the rest of CANZAUS, 2018

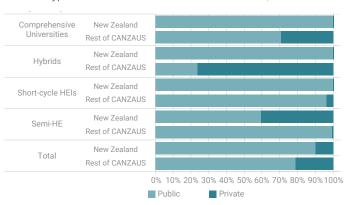


FIGURE 6 — Average institution-size by institution type in New Zealand and the rest of the Global North, 2018 (Thousands)

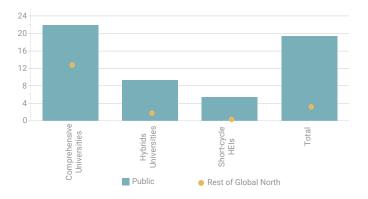
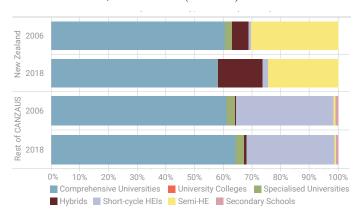
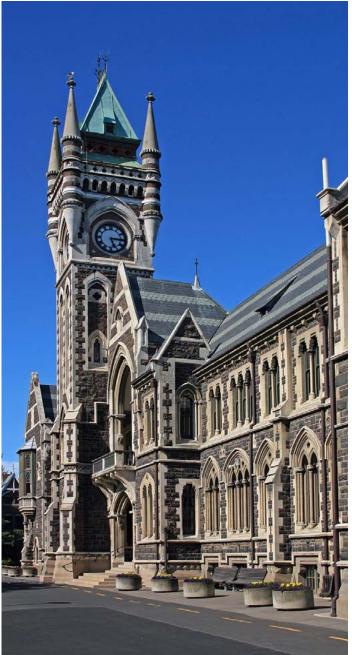


FIGURE 4 — Share of enrolments by institution type in New Zealand and the rest of CANZAUS, 2006 and 2018 (2006=100)





PART II: HIGHER EDUCATION FINANCING

Public HE spending in New Zealand in constant dollars rose by about 11% from 2006 to 2018, somewhat below total trend for the rest of CANZAUS and the Global North. As a percentage of GDP, however, it fell much faster than in the rest of CANZAUS and the Global South, albeit from a very high level. Institutional expenditures grew somewhat quickly thanks to student fee income.

FIGURE 7 — Change in real total public spending on higher education in New Zealand, the rest of CANZAUS and the rest of the Global North, 2006-2018 (2006=100)

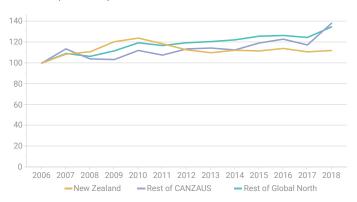


FIGURE 8 — Total public spending on higher education relative to GDP in New Zealand, the rest of CANZAUS and the rest of the Global North, 2006-2018

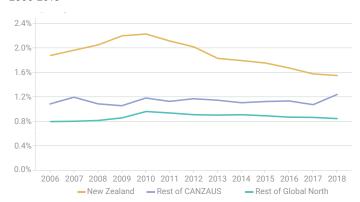


FIGURE 9 — Change in real total institutional spending of public institutions by institution-type in New Zealand and the rest of the Global North, 2006-2018 (2006=100)

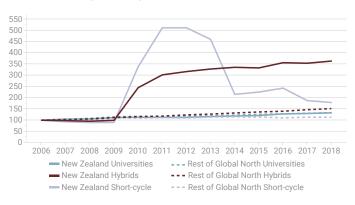


FIGURE 10 — Per-student total institutional spending of public institutions by institution-type in real PPP, in New Zealand and the rest of the Global North, 2006-2018

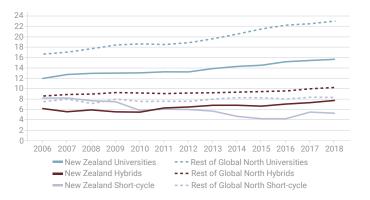
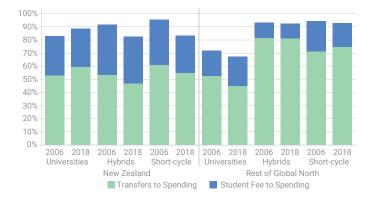


FIGURE 11 — Government transfers relative to total institutional spending of public institutions by institution-type in New Zealand and the rest of the Global North, 2006 and 2018



PART III: STUDENT FEES

Until 2018, all students in New Zealand paid compulsory fees. However, in 2018 a new policy provided free fees to first-year domestic undergraduate students, leading a little over 10% of New Zealand students to have "free fees". As of 2018, New Zealand also had a relatively high proportion of international students paying elevated fees. Real fee revenues per domestic student rose only modestly from 2006 to 2018, much slower than the average for the rest of the Global North.

FIGURE 12 — Share of students at public institutions under each type of tuition regime in New Zealand, the rest of CANZAUS and the rest of the Global North, 2006 and 2018

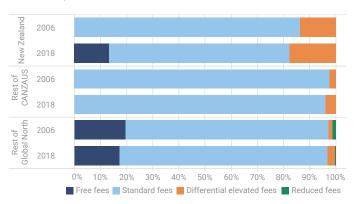


FIGURE 13 — Fee revenues per student paying "regular" rates at public institutions by institution type in PPP, 2006-2018

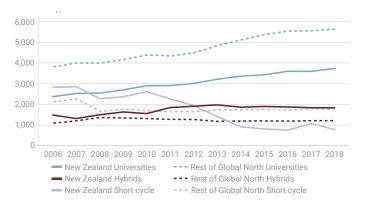
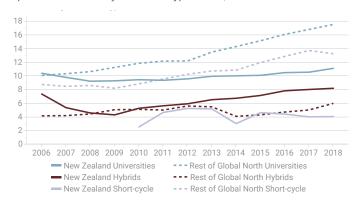


FIGURE 14 — Fee revenues per student paying elevated differential fees at public institutions by institution type in PPP, 2006-2018



PART IV: STUDENT FINANCIAL AID

Government student financial aid in New Zealand is comprised of a mix of grants and loans, with about a 2.5:1 ratio in favour of loans in 2018. Loan and grant amounts per student increased modestly from 2006 to 2018, but the number of students accessing both forms of aid decreased. This led to steady overall spending, but a decline in the value of student aid spending relative to GDP.

TABLE 2 — Student financial aid regime, including recipients and amounts disbursed in 2018

CATEGORY	PROGRAMS	BASIS OF ALLOCATION	RECIPIENTS	AMOUNTS DISBURSED (USD)
Grants	Student allowance	Need-based	107,755	419,133,646
Loans	Student loan scheme	Need-based	154,608	1,004,781,180

FIGURE 15 — Total disbursements to students in financial aid relative to Gross Domestic Product, in New Zealand, the rest of CANZAUS and the rest of the Global North, 2006-2018

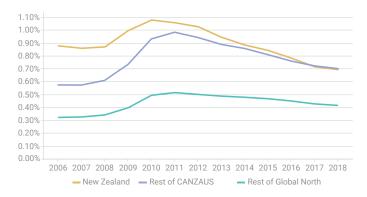


FIGURE 16 — Change in amounts disbursed to students by form of financial aid in New Zealand and other Global North countries that offer financial aid of this type, 2006-2018 (2006=100)

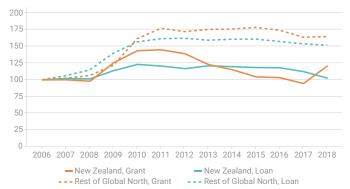


FIGURE 17 – : Share of higher education students receiving student financial aid by type in New Zealand and other Global North countries that offer financial aid of this type, 2006-2018

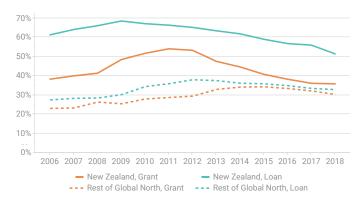
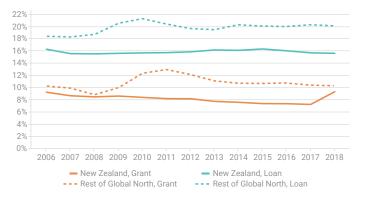


FIGURE 18 — Financial aid per recipient relative to GDP per capita by form of financial aid in New Zealand and other Global North countries that offer financial aid of this type, 2006-2018



^{*}Note: For more on methodology and data quality please see Appendices A and B.