

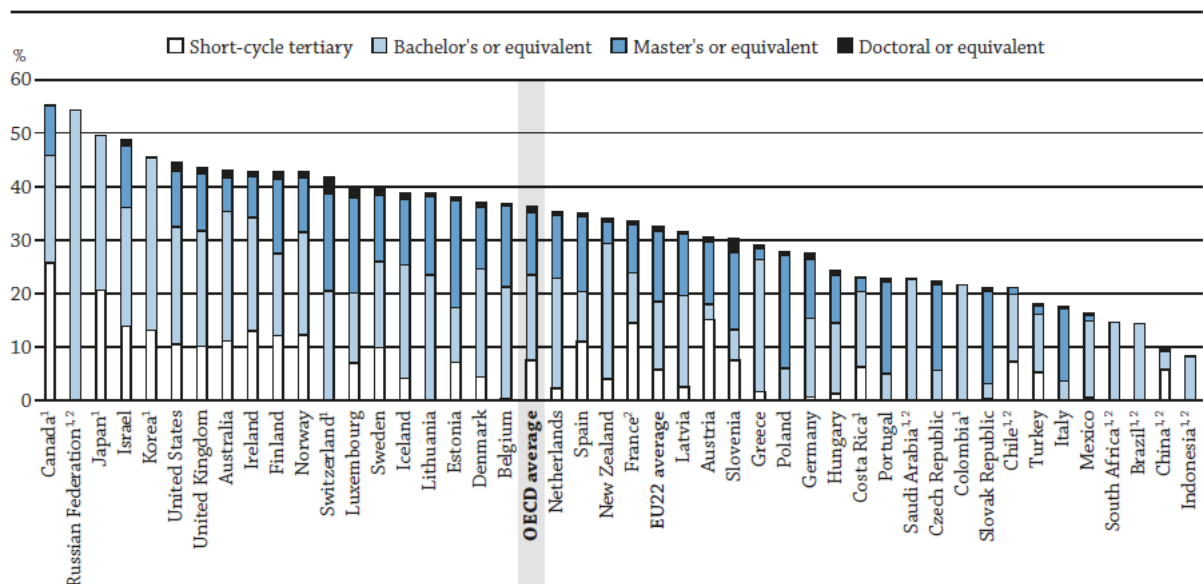
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Australia

- Australia has one of the highest shares of tertiary-educated adults, mostly at bachelor's level. However, **entry and graduation rates would be much lower without international and older students.**
- Tertiary-educated adults holding bachelor's and doctoral degrees face higher employment rates than people holding a master's degree. **Australia is also one of the countries with the lowest pay gaps across different education levels.**
- Australia has a relatively high expenditure on education and **a relatively large share of the expenditure comes from private sources, mostly in the form of tuition fees.**
- **Tertiary education tuition fees are amongst the highest in OECD countries,** especially for international students.
- **Teachers' salaries are relatively high at all levels and in particular at tertiary level.** However, their distribution is quite flat, as they vary relatively little throughout teachers' careers and across levels of education.

Figure 1. Percentage of 25-64 year-olds with tertiary education, by level of tertiary education (2015)




1. Some levels of education are included in others. Refer to the source table for more details.

2. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education, regardless of the level of tertiary attainment.

Source: OECD, Table A1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933396600>

Tertiary education has a strong impact in the labour market

- Australia has one of the highest shares (43%) of tertiary-educated adults among OECD countries, behind only Canada, Japan, Israel, Korea, the United States and the United Kingdom (Figure 1). Most adults with tertiary education have a bachelor's degree; only 6% of adults hold a master's degree in Australia, below the OECD average of 11%.
- As in many OECD countries, the employment rate among doctoral graduates in Australia (86%) is higher than for those with a bachelor's degree as their highest level of attainment (84%) but the difference is very small. On average across OECD countries, the difference is 9 percentage points: 91% for doctoral graduates and 82% for bachelor's. As in all countries with data available, tertiary-educated workers are likely to earn more than people with only secondary educational attainment or below, but the pay gap is lower in Australia than in most other countries. A tertiary-educated worker earns 36% more on average than someone with upper secondary education, while the average difference across OECD countries is 55%. This is in part due to the comparatively high earnings of those with upper secondary education in Australia, the relatively high proportion of the population with tertiary attainment and the generally smaller wage differential between the lowest to highest earners in Australia, which is a characteristic of socially inclusive societies.
- Entry and graduation rates at bachelor's level are 94% and 61% respectively, the highest amongst OECD countries. This is especially true for women, who make up almost 60% of bachelor's programme entrants and graduates. Entry and graduation rates drop considerably if international or older students are excluded. For example, the entry rate drops to 79% without international students and to 62% if students over 25 years old are also excluded. The same pattern is observed for the graduation rate.
- Over half of international master's and doctoral students in 2014 were from China (35%), India (15%) and Malaysia (6%).

High-quality education needs sustainable funding

- Australia's total (public and private) expenditure on primary to tertiary education as a percentage of gross domestic product (GDP) is 5.6%, slightly higher than the OECD average of 5.2%.
- Annual expenditure per student in 2013 was in line with the OECD average for primary education and slightly higher than the average for secondary education. At the tertiary level, it was 16% higher than the OECD average at USD 18 337¹ per student, mostly thanks to high research and development (R&D) expenditure. However, expenditure per student from public sources was below the OECD average.
- Between 2008 and 2013, total spending on primary, secondary and post-secondary non-tertiary education increased faster than the number of students, leading to an 11% increase in the expenditure per student, against an OECD average of 8%. At tertiary level, both expenditure and the number of students experienced a stronger but similar increase (28% and 25% respectively), leading to a 2% increase in expenditure per student at this level, against an OECD average of 5%.
- As a result, public expenditure on primary to tertiary education was 27% higher in 2013 than in 2008, outstripping Australia's overall rise in public expenditure of 20%. In Australia, two-thirds of the public expenditure on primary, secondary and post-secondary non-tertiary education comes from regional governments and the share of regional funding increases to 95% after transfers between different levels of government.
- Public funding makes up a relatively low share of Australia's primary to tertiary education funding. This is especially true in tertiary education, where private funding makes up 58% of expenditure, the fifth highest share across OECD countries. Private funding mostly comes from households in the form of tuition fees (including from a high proportion of international students, who are not eligible for government subsidised places), but also from other private entities.
- Annual average tuition fees charged by Australian public institutions (where 92% of students are enrolled) for bachelor's or equivalent degrees are the fifth highest in OECD countries with available data, after Canada, Japan, Korea and the United States. Tuition fees for master's programmes, which are considerably higher and second

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

only to the United States, have increased by 85% in the last decade. Tuition fees at bachelor's level have also increased to a lesser extent over the same period, by 20%.

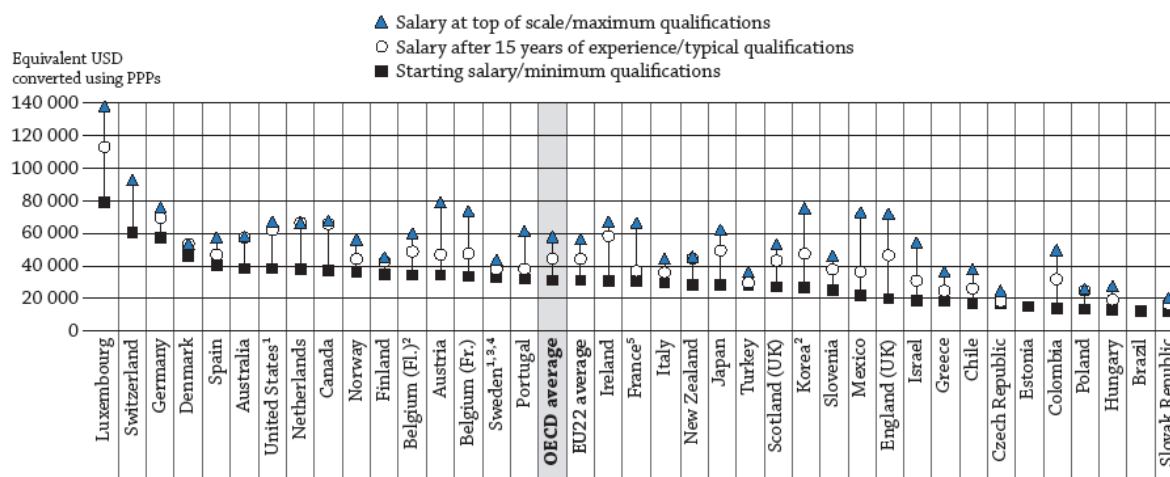
- The average tuition fees paid by foreign students enrolled in public institutions (who are not eligible for government subsidised places) are much higher, especially at bachelor's level, where they are over three times the fees paid by national students.
- In Australia, 4 out of 5 bachelor's, master's and doctoral students take a student loan, often also benefitting from a public subsidy. The number of loans has increased by 57% in the last decade. In the same period the number of short-cycle tertiary students benefitting from student loans has almost tripled, reaching over 20 000 students at this level.

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Compulsory education in Australia for primary and lower secondary education lasts 11 years, the longest period among OECD countries, so unsurprisingly Australia also ranks first for instruction time for compulsory education.
- Average actual salaries of Australian teachers are 36% higher than the OECD average at pre-primary level, down to 13% higher in upper secondary.
- The distribution of salaries is comparatively flat both over the course of teachers' careers and across educational levels (Figure 2). For example, it takes only 8.3 years for a teacher in lower secondary education to progress from the statutory starting salary (USD 39 804) to the top of the scale (USD 57 293), compared to the OECD average of 25 years. Both statutory and actual starting and maximum salaries vary relatively little across levels, with the top-scale salary for upper secondary education being slightly lower than those for lower education levels. Salaries at the top of the scale for teachers with typical qualifications are only up to 44% more than starting salaries, while those for teachers with maximum qualifications are up to 54% higher than for teachers with minimum qualifications, against OECD averages that range from 83% (upper secondary level) to 91% (lower secondary level).
- Salaries for tertiary academic instructional faculty staff are also quite high compared to other countries, at USD 74 990 on average, the fourth highest after Luxembourg, the United States and Italy.

Figure 2. Lower secondary teachers' salaries at different points in teachers' careers (2014)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Data from 2013.

5. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD, Table D3.1a, Tables D3.1b and D3.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399015>

Vocational education and training can provide more direct pathways into the labour market

- Some 51% of all students in upper secondary education are enrolled in vocational programmes in Australia. The graduation rates for upper secondary vocational programmes are the second highest among OECD countries and increased from 35% in 2005 to 80% in 2014. Graduation rates for post-secondary non-tertiary programmes, which increased from 18% to 44% over the same period, are the highest in the OECD.
- However, only 22% of 25-34 year-olds have upper secondary or post-secondary non-tertiary vocational programmes as the highest education level attained, which is slightly below the OECD average of 26%. One reason for this is that vocational students in Australia graduate relatively late: the average age of graduation is 32 for upper secondary, against an OECD average of 23, and 36 for post-secondary non-tertiary programmes, against an average of 30.
- Like most countries, the employment rate for 25-34 year-old adults is higher for vocational (82%) than for general (74%) programmes. However, unlike most countries with available data, Australia's expenditure on vocational education is lower than on general programmes. It spends USD 6 631 per student on vocational programmes, close to half the expenditure on general programmes. The share of expenditure on upper secondary and post-secondary non-tertiary vocational programmes is the lowest among OECD countries, accounting for 5% of the spending on primary to tertiary education.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=AUS&threshold=10&topic=EQ>.

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Key Facts for Australia in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Australia		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	68%	50%	66%	46%
	Upper secondary or post-secondary non-tertiary	85%	68%	81%	67%
	Tertiary	89%	79%	88%	80%
Table A6.2	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	79%		76%	
	Upper secondary or post-secondary non-tertiary	75%		77%	
	Tertiary	75%		73%	
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
	15-29 year-olds	9%	14%	12%	17%
Table A3.4	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
	Short-cycle tertiary	58%		56%	
	Bachelor's or equivalent	59%		58%	
	Master's or equivalent	53%		57%	
	Doctoral or equivalent	50%		47%	
Table A1.5.	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹	
		Men	Women	Men	Women
	Teacher training and education science	6%	16%	7%	18%
	Engineering, manufacturing and construction	22%	4%	31%	7%
Vocational Education and Training (VET)					
Table C1.3a	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
	Upper secondary education	49%	51%	56%	44%
Table A1.4.	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	18%	22%	17%	26%
Table A5.5	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	6.4%	3.7%	10%	9.2%
Financial Investment in Education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary education	USD 8 289		USD 8 477	
	Secondary education	USD 10 932		USD 9 811	
	Tertiary (including R&D activities)	USD 18 337		USD 15 772	
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013			
	As a percentage of GDP	5.6%		5.2%	
Table B4.2	Total public expenditure on primary to tertiary education	2013			
	As a percentage of total public expenditure	13.8%		11.2%	
Early Childhood Education and Care (ECEC)					
Table C2.1	Enrolment rates in early childhood education at age 3	2014			
	ISCED 01 and 02	69%		71%	
Table C2.3	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	0.5%		0.8%	
	Proportions of total expenditure from public sources	20%		81%	
Teachers					
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
	Pre-primary school teachers	0.82		0.74	
	Primary school teachers	0.84		0.81	
	Lower secondary school teachers (general programmes)	0.85		0.85	
	Upper secondary school teachers (general programmes)	0.85		0.89	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 40 297	USD 57 445	USD 29 494	USD 39 245
	Primary school teachers	USD 39 819	USD 57 246	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 39 804	USD 57 293	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 39 961	USD 56 427	USD 34 186	USD 46 379

Source	Main topics in <i>Education at a Glance</i>	Australia		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012 ¹	
Table A6.4	Teacher training and education science	USD 3 900		USD 3 004	
	Engineering, manufacturing and construction	USD 5 100		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	16 students per teacher		15 students per teacher	
	Secondary education	**		13 students per teacher	
	Tertiary education	**		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	10%	11%	8%	8%
	Bachelor's or equivalent	30%	24%	21%	16%
	Master's or equivalent	8%	6%	14%	11%
	Doctoral or equivalent	1%	1%	1%	1%
	All tertiary levels of education	48%	43%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	81%		80%	
	Bachelor's or equivalent	84%		82%	
	Master's or equivalent	84%		87%	
	Doctoral or equivalent	86%		91%	
	All tertiary levels of education	83%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	118		120	
	Bachelor's or equivalent	139		148	
	Master's, doctoral or equivalent	155		191	
	All tertiary levels of education	136		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	13%		5%	
	Master's or equivalent	40%		12%	
	Doctoral or equivalent	34%		27%	
	All tertiary levels of education	18%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	**		68%	
	All tertiary levels (excluding international students)	**		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2012		2012 ¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	29%	22%	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2012		2012 ¹	
Table C6.3	Below upper secondary	32%		26%	
	Upper secondary or post-secondary non-tertiary	51%		46%	
	Tertiary	76%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012 ¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	72%		67%	
	High literacy proficiency (Level 4 or 5)	90%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	85%	94%	83%	87%
	Tertiary	95%	96%	92%	94%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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