

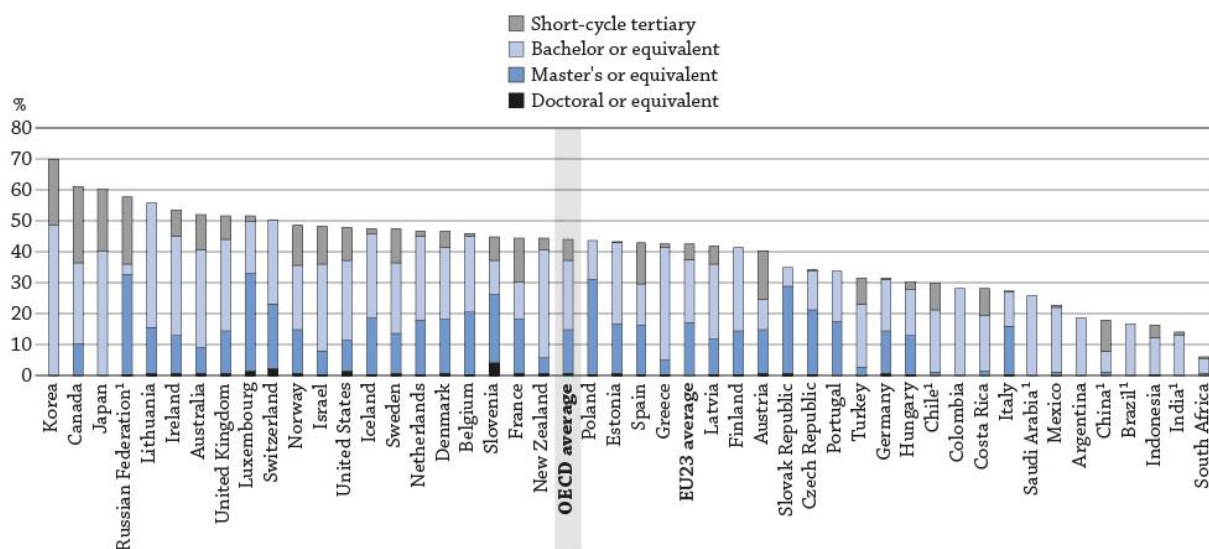
## EDUCATION AT A GLANCE 2018

*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 OECD and partner countries.

### Australia

- Access to education is widespread in Australia and levels of attainments are increasing for all students. **However, on average women still have lower salaries and employment rates than men at all levels of education.**
- Australia has comparatively high tuitions fees at the tertiary level and funding relies on public grants and loans for most students. Australia has one of the highest shares of 18-24 year-olds in education who are also employed.
- **Both enrolment rates and expenditure on educational institutions per student increased in the past decade, although public funding fell as a share of total expenditure while private funding increased.**
- Early childhood education and care (ECEC) services and pre-primary education have been particularly targeted by specific policies aimed at increasing quality and attendance.
- Australia has particularly **high rates of international or foreign students at tertiary level** despite a wide gap between national and international students' tuitions fees. In contrast, very few national students study abroad.

**Figure 1. Percentage of 25-34 year-old with tertiary education, by level of tertiary education (2017)**




**Note:** Some categories might be included in other categories. Please refer to Table A1.1 for details.

1. Year of reference differs from 2017. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the percentage of tertiary-educated 25-34 year-olds.

**Source:** OECD (2018), *Education at a Glance Database*, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

**StatLink**  <https://doi.org/10.1787/888933801677>

## Gender differences in the labour market remain significant

- In the last decade, the tertiary attainment of 25-34 year-olds in Australia has increased significantly, reaching 52% in 2017 (Figure 1). The increase has been especially pronounced among women. Between 2007 and 2017, the share of 25-34 year-old women with tertiary education increased from 46% to 59%, above the OECD average of 50%. In the same period the share of tertiary attainment among young men increased from 35% to 45%.
- Half of the new entrants to doctoral programmes were women in 2016, just above the OECD average (48%). However, there are large differences in the participation of men and women in different fields of studies at doctoral level: 25% of men, compared with 10% of women, entered engineering, manufacturing and construction; 6% of men, but just 2% of women, entered information and communication technologies (ICT). Nevertheless the proportions of women entering these fields are the same as the OECD average, implying the situation in most OECD countries is similar.
- As in all OECD countries, on average women earn lower salaries than men in Australia, at all levels of educational attainment. In 2016, 25-64 year-old women with a tertiary education earned 76% of men's earnings, and this percentage is similar to the OECD average (74%). However, among men and women without an upper secondary education, salary differences are lower in Australia than in most OECD countries. Women at this level earn on average 82% of men's earnings in Australia, compared to 78% of men's earnings on average across OECD countries.
- Similarly, women at all attainment levels are less likely to be employed than men in all OECD countries. In Australia, 91% of tertiary-educated men are employed, compared with 79% of tertiary-educated women. Among those without an upper secondary qualification, 44% of women are employed, compared with 65% of men, although the difference between men and women has reduced a lot in the past decade and is lower than the OECD average (25 percentage points difference). Among 18-24 year-olds, 70% of women who are neither employed nor in education or training (NEET) are inactive, 23 percentage points more than men and 4 percentage points more than the OECD average.

## At the tertiary level, tuition fees are high and increasing, although public loans, transfers and grants are widespread

- Tuitions fees in Australia are higher than in most OECD countries with available data. On average, tertiary institutions charge annual tuition fees of USD 4 785<sup>1</sup> for a bachelor's degree and USD 7 933 for a master's. Fees have increased by 17% and 16% respectively for bachelor's and master's programmes in the last decade.
- Australia is one of the few countries implementing widespread income-contingent loan systems which should help ensure equity of access to tertiary studies and avoiding putting too much pressure on students; 84% of full-time national tertiary students benefit from a student loan, and graduates are exempt from making loan repayments when their annual income is below a threshold of USD 36 727. This is the highest threshold of all countries with an income-contingent loans mechanism.
- A large share of full-time national tertiary students also receive public financial support: 59% of bachelor students receive either a scholarship or grant. Only Israel (63%), Luxembourg (100%) and the United States (71%) have a higher share of undergraduates receiving public financial aid among countries with available data. At the master's level, 100% of full-time national students receive a combination of scholarships and grants.
- The high cost of tertiary studies runs alongside a large proportion of students who are in employment: 62% of 18-24 year-olds in education are employed in Australia, about twice the OECD average of 32%. This share is only surpassed in Iceland (72%) and in Switzerland (63%).
- Despite rising tuition fees, the gains associated with a higher level of education exceed the cost of tertiary studies. The net financial returns (the difference between the benefits and costs) of tertiary education for women reach USD 223 600 compared with USD 192 300 on average across OECD countries, and are slightly higher for men (USD 234 500 compared with an OECD average of USD 267 100).

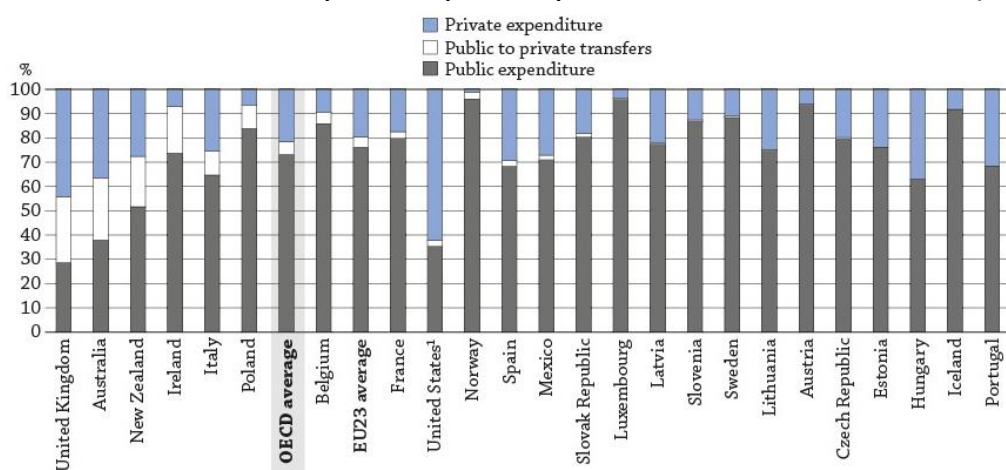
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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

## Expenditure has increased faster than enrolment at all levels of education

- Enrolment rates have increased greatly during the past decade in Australia. In 2016, they reached 97% for 17-year-olds, 81% for 18-year-olds and 77% for 19-year-olds; compared to 92%, 77% and 63% respectively on average across OECD countries. Enrolment rates for older individuals (30-39 year-olds) also increased faster (from 13% in 2005 to 19% in 2016) than in most OECD countries, where average enrolment rates for this age group stayed constant at 6% between 2005 and 2016. While enrolment rates are high for older individuals, only 64% of 3-year-olds were enrolled in early childhood education and care (ECEC) services in 2016, 12 percentage points less than the OECD average. However, enrolment rate in ECEC and primary education at the age of 4 increased from 51% to 91% between 2005 and 2016 and is now above the OECD average, which increased from 83% to 88%. From 2008, Australia started implementing policies (National Partnership Agreements on Universal Access to Early Childhood Education 2008-19) to improve access to and participation in ECEC services (OECD, 2018b).
- Expenditure on educational institutions per student has increased in Australia since 2005, and especially at tertiary level. In 2015, Australia's total expenditure on educational institutions from primary to tertiary level was 6.0% of gross domestic product (GDP), higher than in most OECD countries and above the average of 5.0% of GDP. Expenditure on pre-primary education is 0.3% of GDP while the OECD average is twice as much (0.6%), but this lower share of expenditure can be explained by the shorter duration of pre-primary education in Australia than in most other OECD countries.
- The sources of funding for Australian education institutions have changed over time. Between 2005 and 2015, public expenditure's share of total expenditure on institutions declined from 73% to 66%. In 2015, at primary, secondary and post-secondary non-tertiary level, the share of private funding of institutions was higher than in all other OECD countries: 19% compared to the OECD average of 8%. At tertiary level, private funding before public transfers represents 37% of all expenditure, a share only exceeded by the United Kingdom (44%) and the United States (62%). After public transfers, private expenditure accounts for 62% the expenditure on tertiary institutions, while the OECD average is 31%. Together with the United Kingdom and New Zealand, Australia has one of the highest public to private transfers at this level of education (Figure 2).

**Figure 2. Distribution of transfers and public and private expenditure on educational institutions (2015)**



Note: International expenditure is aggregated with public expenditure for display purposes.

1. Net student loans rather than gross, thereby underestimating public transfers.

Countries and economies are ranked in descending order of the proportion of public-to-private transfers.

Source: OECD / UIS / Eurostat (2018), Table C3.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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## Despite higher tuition fees than for national students, Australia's tertiary education system is very attractive to international students

- Australia has 26 international students for every national student studying abroad, the highest ratio among all OECD countries, well ahead of the next highest (the United States, at 14), and the OECD weighted average (OECD total) of 3. Among tertiary students, 17% came from abroad for their studies, almost three times more than the

OECD weighted average (OECD total). This percentage is only surpassed by Luxembourg (47%), New Zealand (20%), Switzerland (18%) and the United Kingdom (18%). In absolute terms, only the United States and the United Kingdom enrol a higher number of international students. This is strongly related to the fact that these three countries are English speaking. In 2016, almost half of Australia's international students were from China or India (47%), while on average (weighted average) across OECD countries only 30% of international students originated from these two countries. In contrast, Australia has a relatively low share of international students coming from OECD countries: 9% compared to the OECD total of 26%.

- Australia attracts many international students who pay much higher tuition fees than nationals and contribute to the high levels of private expenditure. Australian public institutions charge international students over USD 7 000 more per year than national students. In fact, international students' tuition fees are more than three times higher than national students for a bachelor's programme and nearly double for a master's. Among countries with available data, only public tertiary educational institutions in Canada, New Zealand and the United States charge higher fees to international students than Australia.
- In most OECD countries, the fields of business, administration and law have the largest share of tertiary graduates among all fields of study. However, this share is particularly high in Australia – 34%, 10 percentage points more than the OECD average – and is only exceeded in Luxembourg (40%), Mexico (35%) and Turkey (35%). In contrast, Australia has a comparatively low share of graduates in engineering, manufacturing and construction (8%, almost half of the OECD average). Added to this, international students account for 26% of enrolment in this field of study, a higher share than in all other OECD countries except for Luxembourg (33%) and the United Kingdom (29%) and more than three times the OECD average of 7%.

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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.


Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

### References

OECD (2018a), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.  
 OECD (2018b), *Education Policy Outlook 2018: Putting Student Learning at the Centre*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264301528-en>.

**For more information on Education at a Glance 2018** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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 under the tables and charts in the publication.

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

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## Key Facts for Australia in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Australia		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	12%	9%	17%	14%
	Upper secondary or post-secondary non-tertiary	43%	32%	46%	37%
	Tertiary	45%	59%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	11%		13%	
	Foreign-born	13%		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	61%	54%	56%	60%
	Upper secondary or post-secondary non-tertiary	80%	73%	76%	72%
	Tertiary	87%	81%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	82%		78%	
	Upper secondary or post-secondary non-tertiary	77%		78%	
	Tertiary	76%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	**		39%	
	Upper secondary	**		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	23%	20%	22%	20%
	Engineering, manufacturing and construction	25%	10%	22%	10%
	Health and welfare	13%	23%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	56%		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	56%		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	55%		48%	
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	64%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	16%		68%	
	Private institutions	84%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 7 097		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	56%		44%	
	Combined school- and work-based programmes	**		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	51%		54%	
	Vocational programmes	45%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 12 826		USD 8 981	
	Vocational programmes	USD 9 328		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level <sup>2</sup>	2016			
Table B6.1	Bachelor's or equivalent	14%		4%	
	Master's or equivalent	46%		12%	
	Doctoral or equivalent	34%		26%	
	All tertiary levels of education	17%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	8%		14%	
	Bachelor's or equivalent	74%		75%	
	Master's or equivalent	19%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	82%		81%	
	Bachelor's or equivalent	85%		84%	
	Master's or equivalent	84%		88%	
	Doctoral or equivalent	89%		92%	
	All tertiary levels of education	84%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	107		123	
	Bachelor's or equivalent	135		145	
	Master's, doctoral or equivalent	152		191	
	All tertiary levels of education	131		155	

## Australia - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Australia		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 9 546		USD 8 539	
	Secondary	USD 12 303		USD 9 868	
	Tertiary (excluding R&D activities)	USD 14 159		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015			
Figure C3.1	Public expenditure	38%		73%	
	Private expenditure	37%		21%	
	Public to private transfers	26%		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	13.5%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.92	1.36	0.82	**
	Primary	0.93	1.42	0.86	1.21
	Lower secondary (general programmes)	0.93	1.68	0.91	1.34
	Upper secondary (general programmes)	0.93	1.59	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 41 798	USD 59 568	USD 30 229	USD 40 436
	Primary	USD 41 798	USD 59 568	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 41 800	USD 59 568	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 41 798	USD 59 568	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	903 hours	**	1 029 hours	1 628 hours
	Primary	865 hours	**	778 hours	1 620 hours
	Lower secondary (general programmes)	797 hours	**	701 hours	1 642 hours
	Upper secondary (general programmes)	797 hours	**	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	**		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	**		83%	
	Lower secondary	**		69%	
	Upper secondary	**		60%	
	Tertiary	**		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	24		21	
	Lower secondary	22		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.





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