

# National and International perspectives: Exploring the issues post-federal election


“National Public Education Summit”

Australian Education Union (AEU)

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1. The state of global education pre-pandemic
2. Three trends that must be turned around
3. Aussie schools in international light
4. Three suggestion for the new Federal Government

# **1** The state of global education pre-pandemic



*“260 million children, adolescents and youth are not at school and only three quarters of 15-year-olds in middle income countries attend school, and just half of them achieve the basic level of proficiency required.” – Global Education Monitoring Report 2020*



*The performance differences across the OECD countries between the most socio-economically advantaged and disadvantaged students is equivalent to over 3 years of schooling. –PISA 2018*

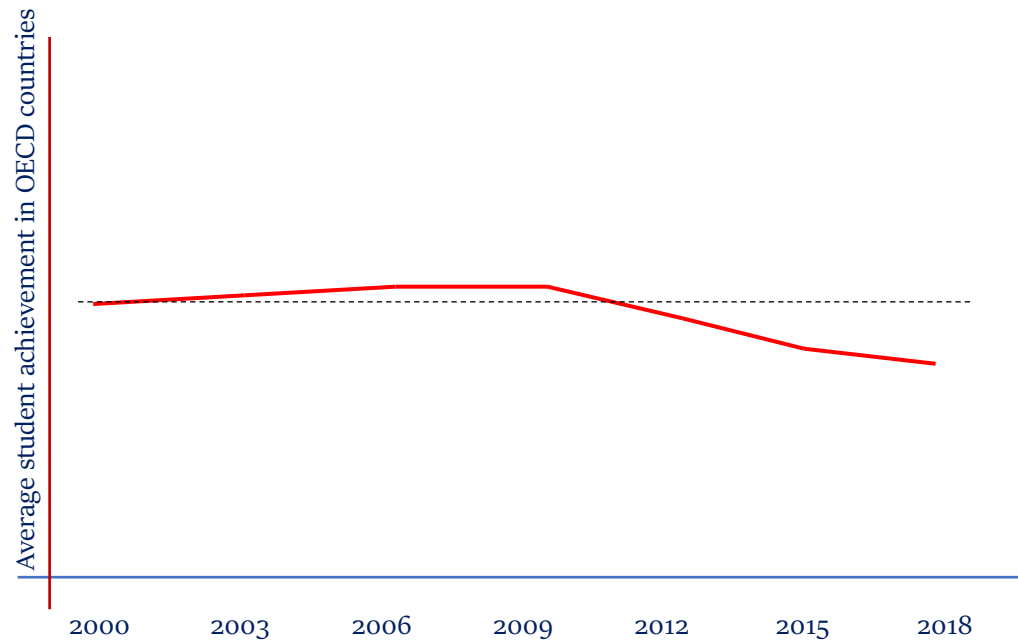


*There is a global learning crisis that amplifies educational inequalities that severely hobbles the disadvantaged youth who most need the boost that a good education can offer. – World Bank Human Development Report 2018*

## 2 Three trends that must be turned around

1

# Education outcomes vs. spending

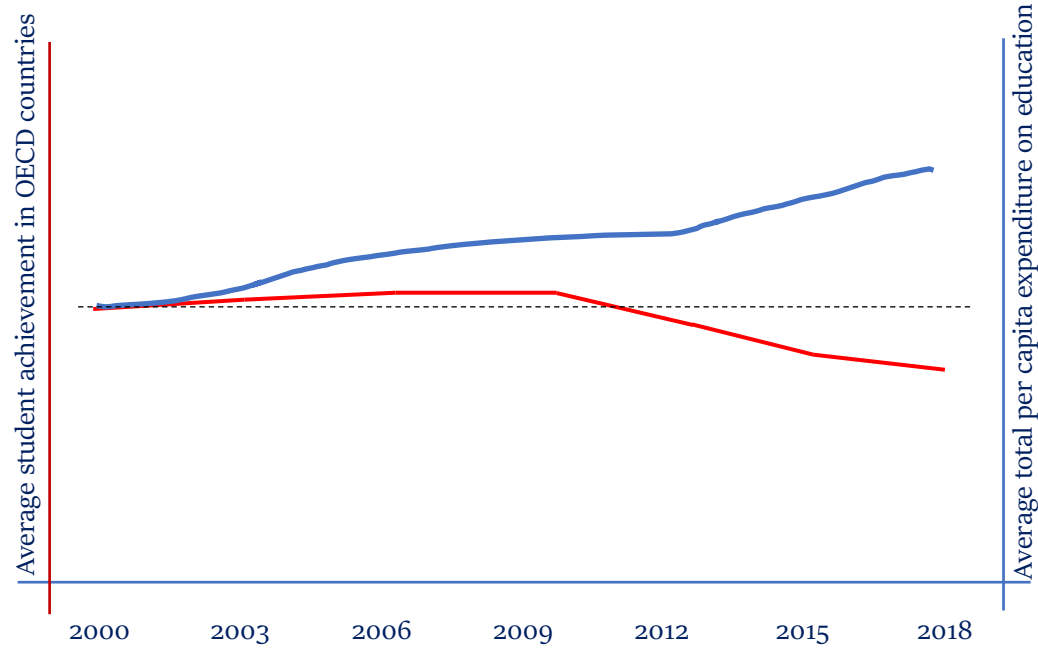


*“The average trend in academic performance across OECD countries with valid data in all seven assessment cycles is hump-shaped: the slowly improving trend observed up to 2012 was followed by a decline between 2012 and 2018.”*

- OECD PISA 2018 Results , Vol 1 (2019)

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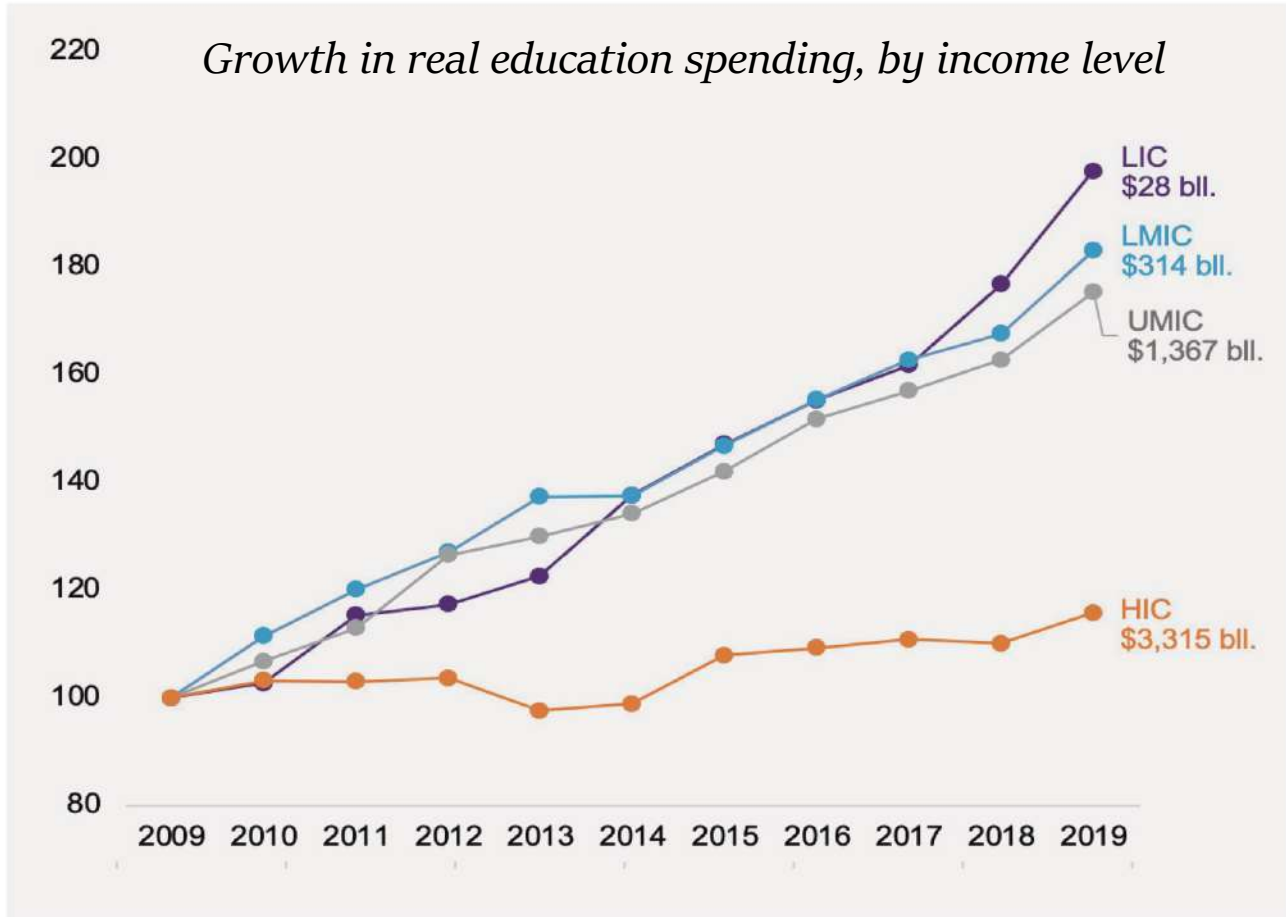
# Education outcomes vs. spending



*“Average increases in per-capita education spending increased education outcomes by a relatively small amount. It showed that ... for every 10 percent increase in per-child spending, outcomes improved by only 0.8 percent.”*

- Al-Samarrai, Cerdan-Infantes & Lehe (2019)

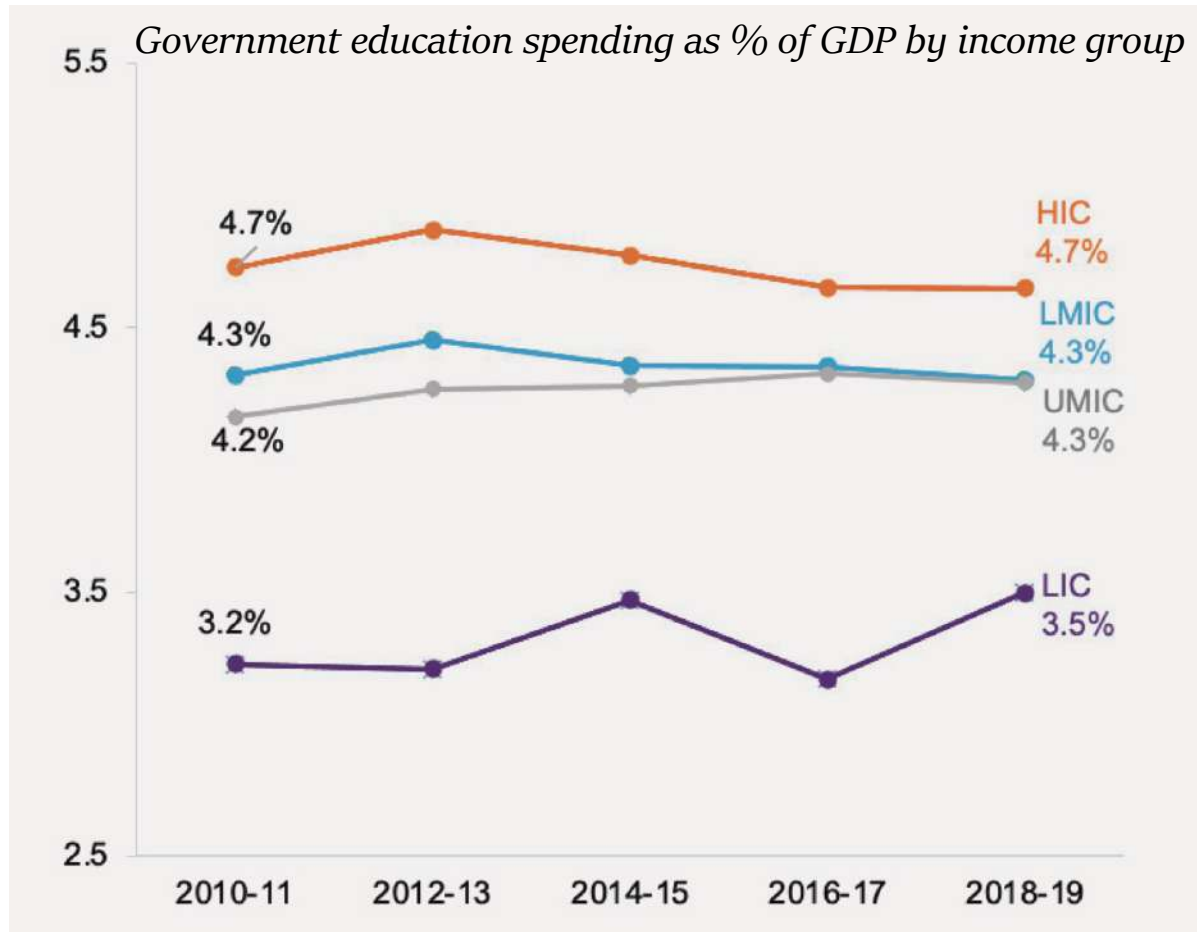
# 1 Education outcomes vs. spending



*“Real spending on education has grown steadily over the last 10 years.”*

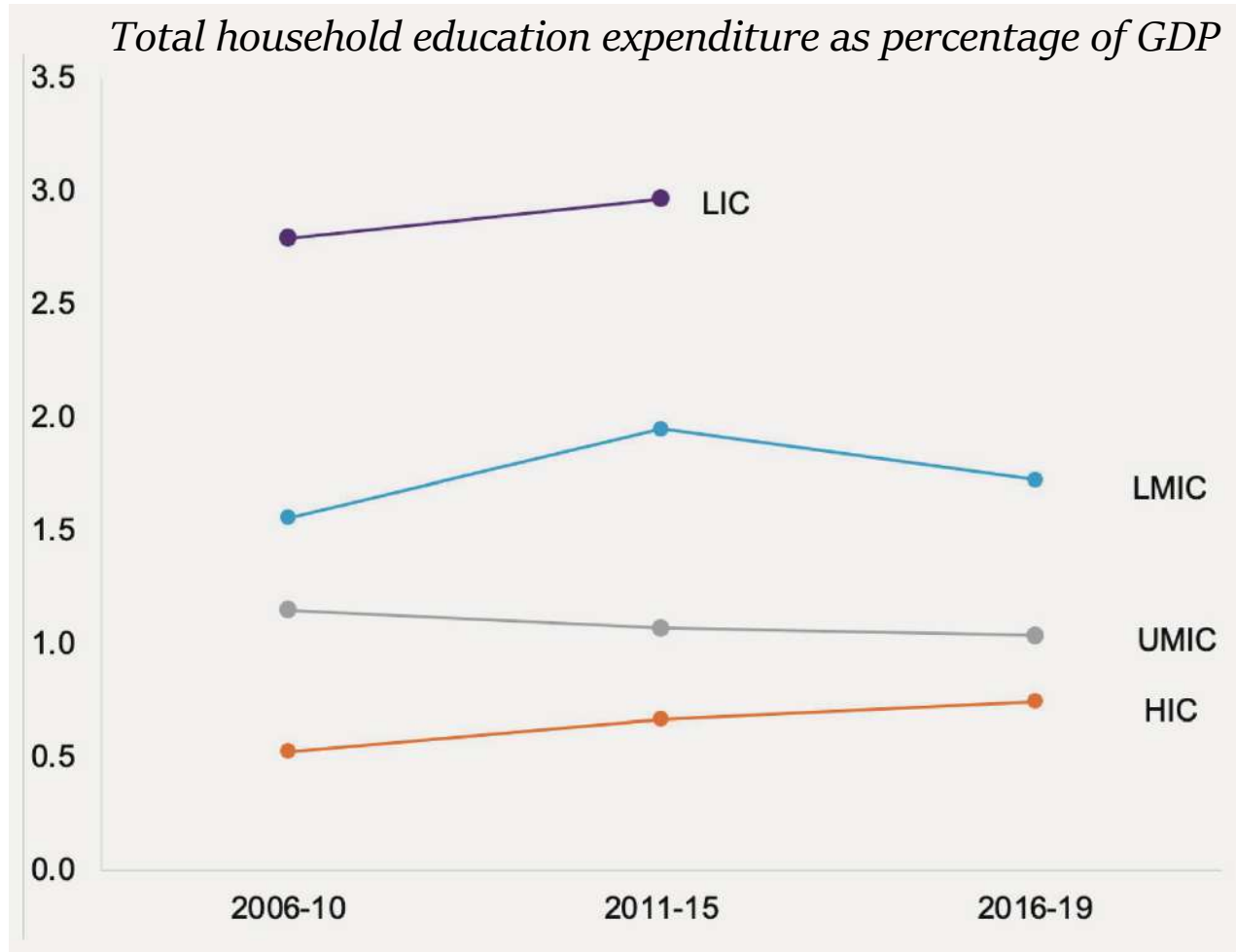


# 1 Education outcomes vs. spending



*“Government education spending as a share of GDP has remained flat in the past 10 years.”*

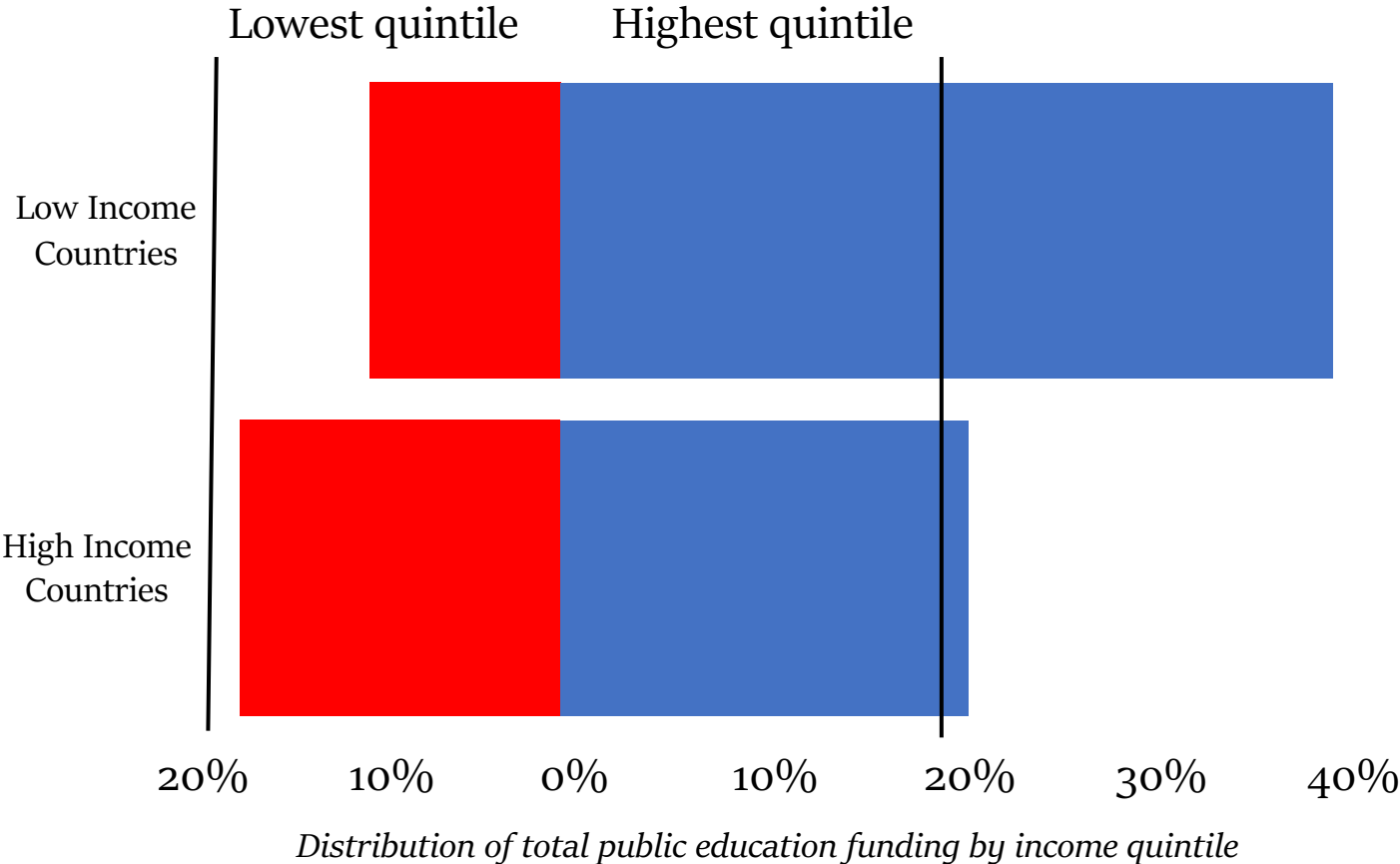
# 1 Education outcomes vs. spending



*“Households contribute much more to education in low- and lower-middle-income countries than households in upper-middle- and high-income countries.”*

1

# Education outcomes vs. spending

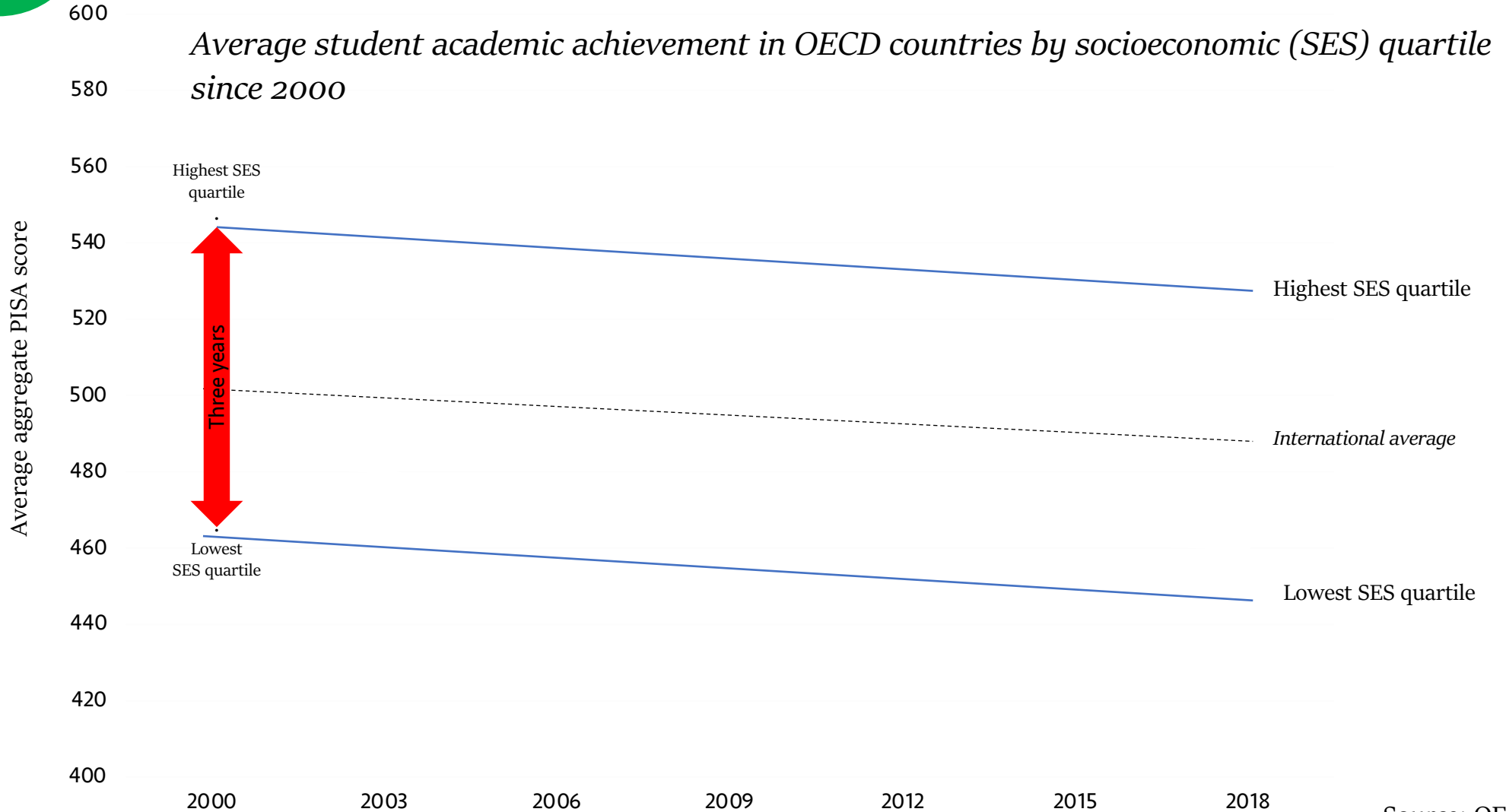


*“Public spending on education is highly unequal, with wealthier families capturing a greater share of the available resources.”*

Source: Education Finance Watch 2021

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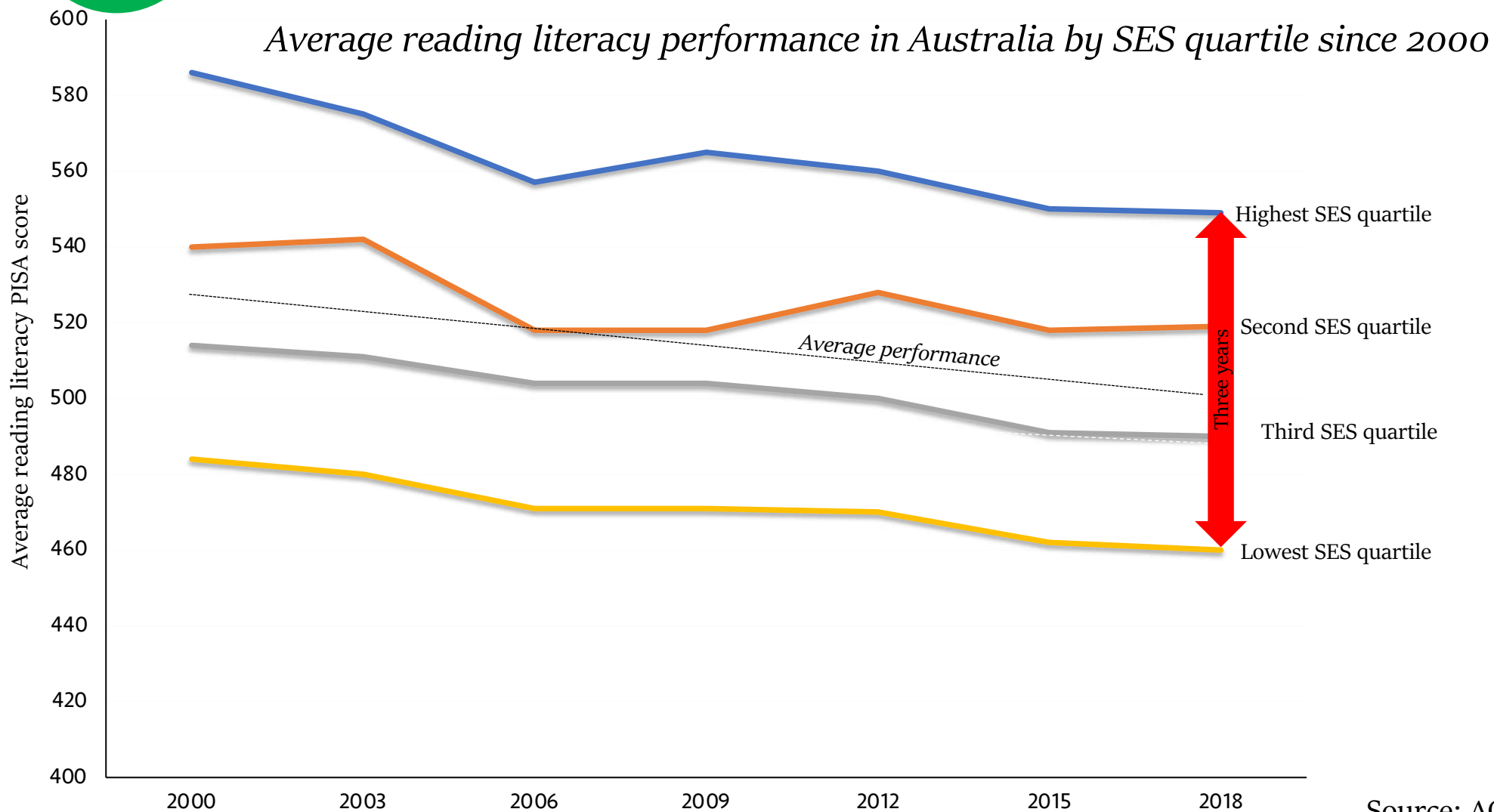
# Large inequalities



Source: OECD 2021

# 2

## Large inequalities



Source: ACER, 2020

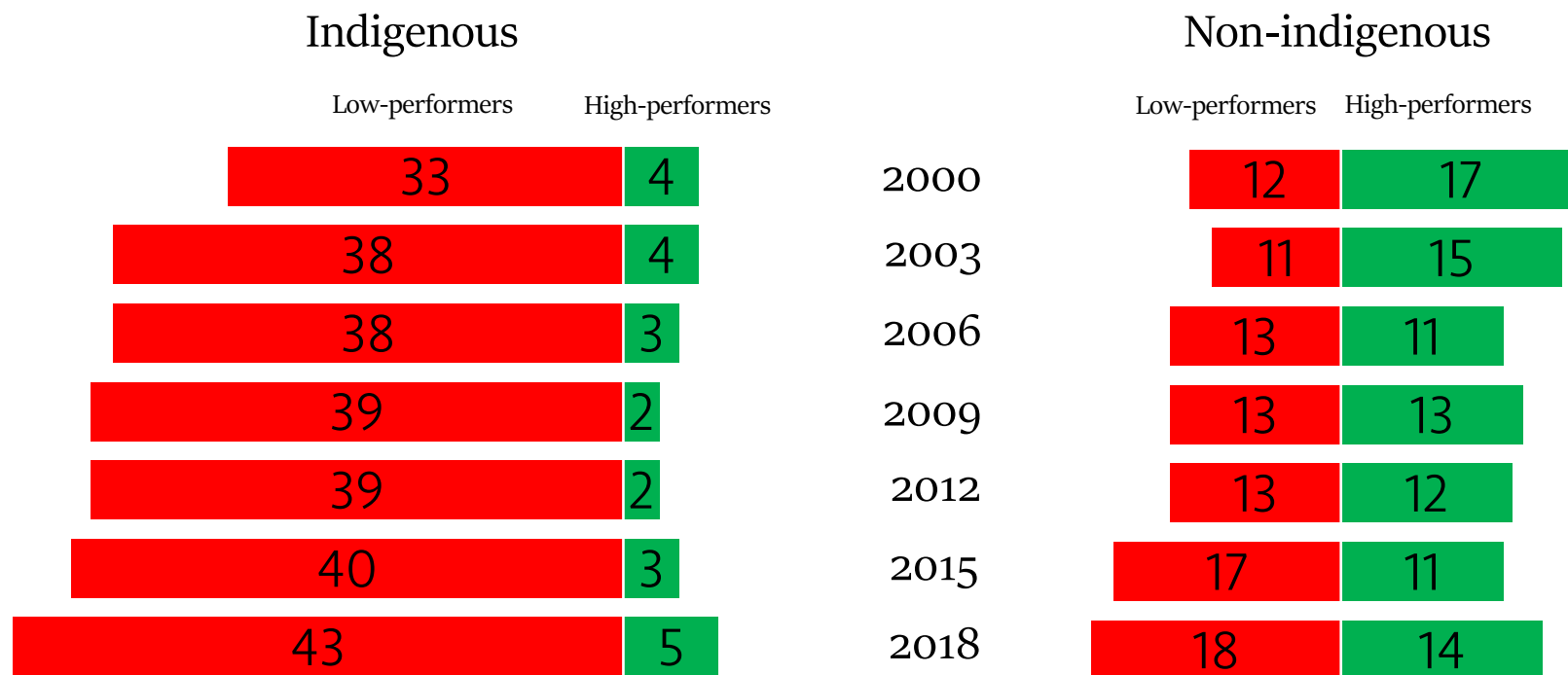
## 2 Growing inequalities

Proportion of low and high performers in Australia on the PISA reading literacy proficiency scale by Indigenous background since 2000



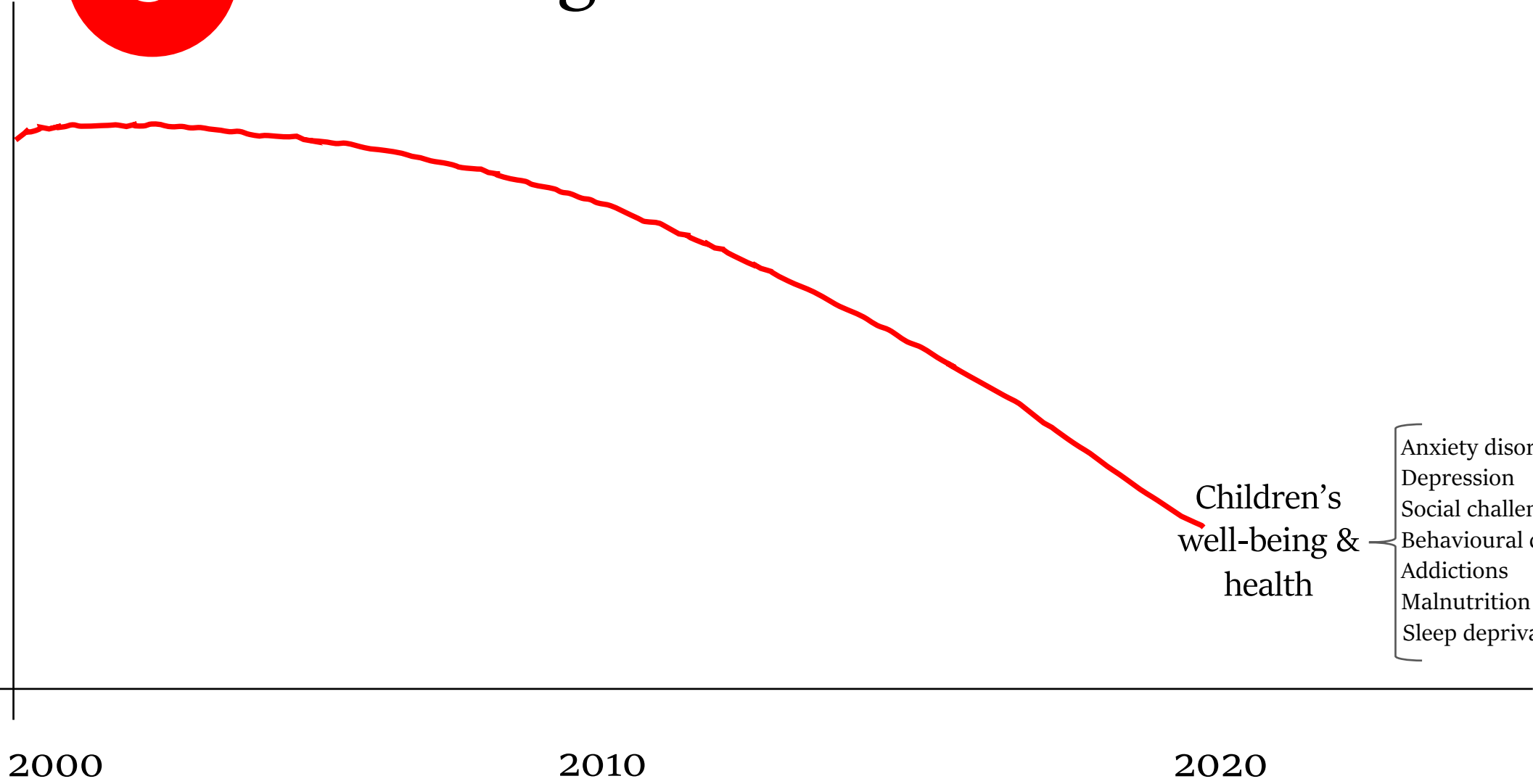
## 2 Growing inequalities

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# Wellbeing



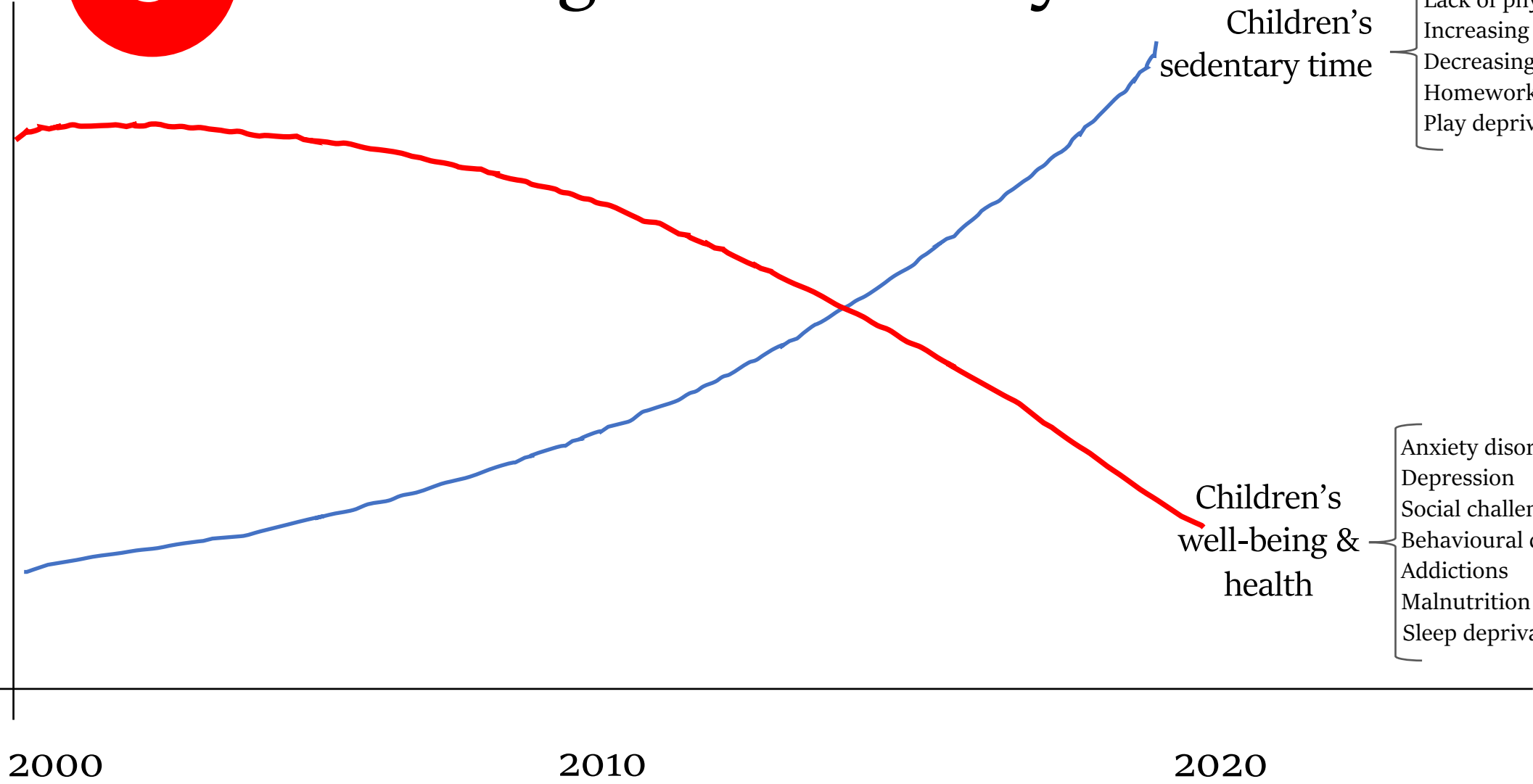
Children's well-being & health

- Anxiety disorder
- Depression
- Social challenges
- Behavioural disorders
- Addictions
- Malnutrition
- Sleep deprivation



3

# Wellbeing vs. Sedentary time



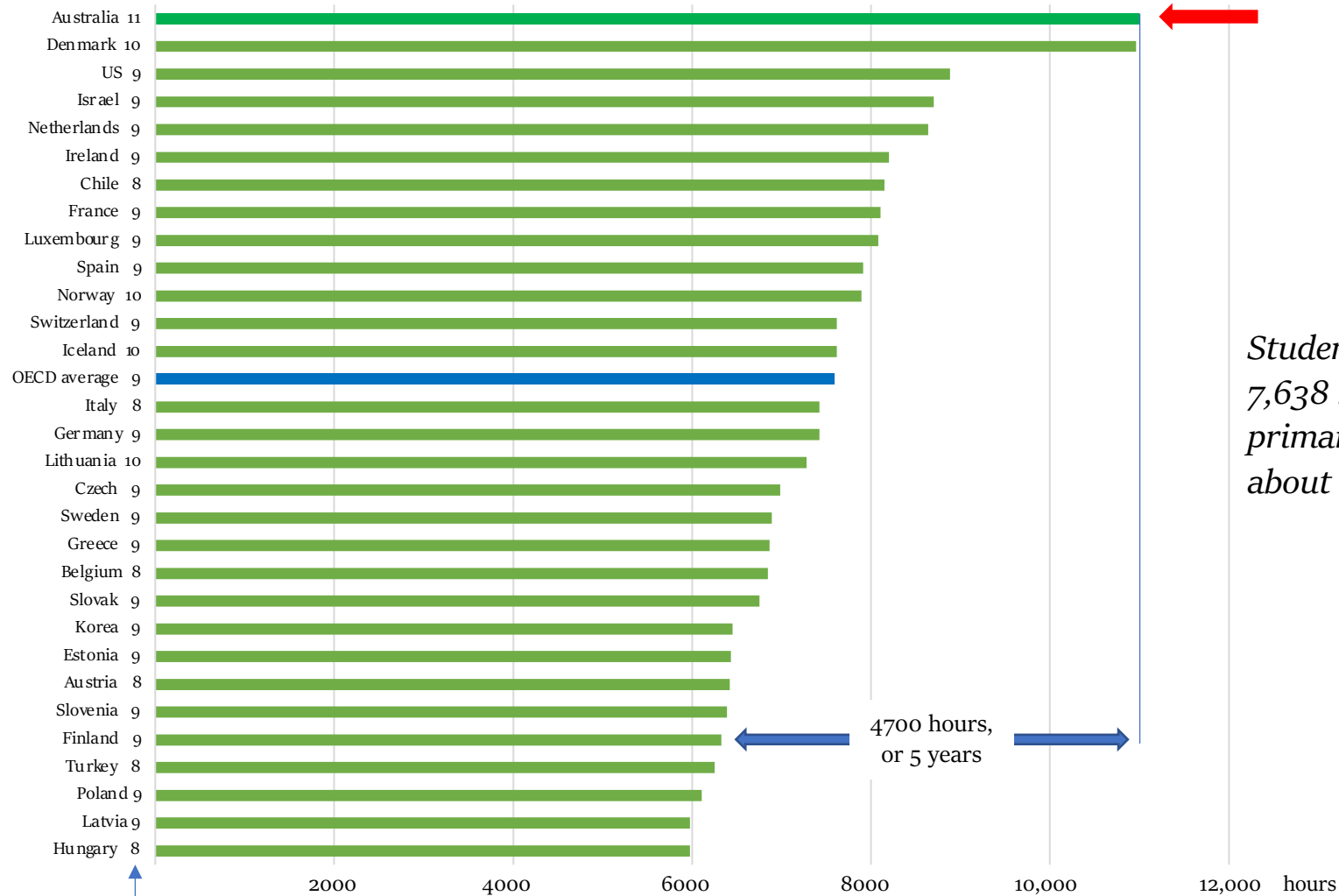
Children's sedentary time

- Sitting time
- Lack of physical activity
- Increasing screen time
- Decreasing time outdoors
- Homework pressure
- Play deprivation

Children's well-being & health

- Anxiety disorder
- Depression
- Social challenges
- Behavioural disorders
- Addictions
- Malnutrition
- Sleep deprivation

# 3 Aussie schools in international light

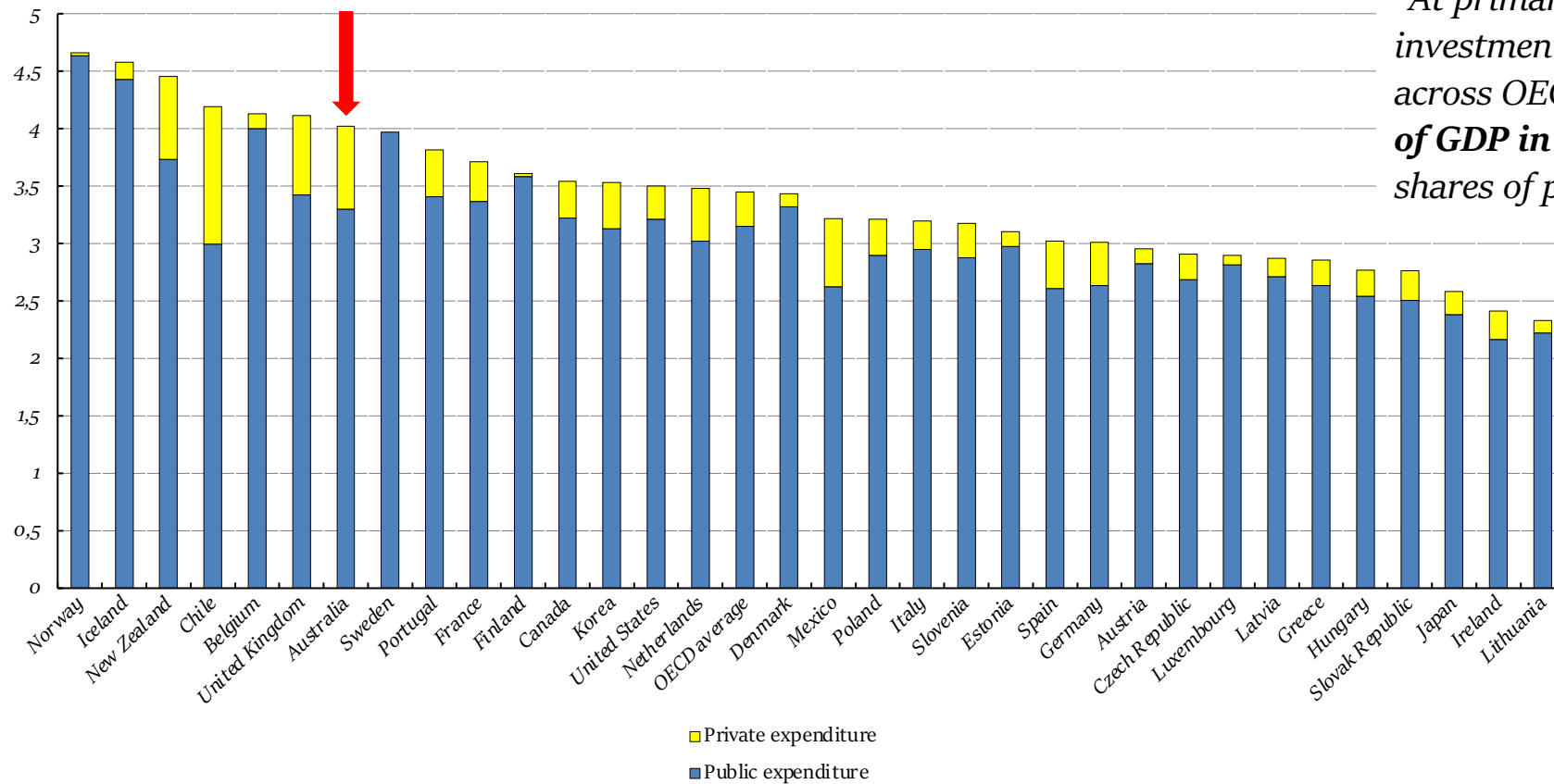


*Students in OECD countries receive an average of 7,638 hours of compulsory instruction during their primary and lower secondary education, ranging from about 6,000 hours to **11,000 hours in Australia.***

4700 hours, or 5 years

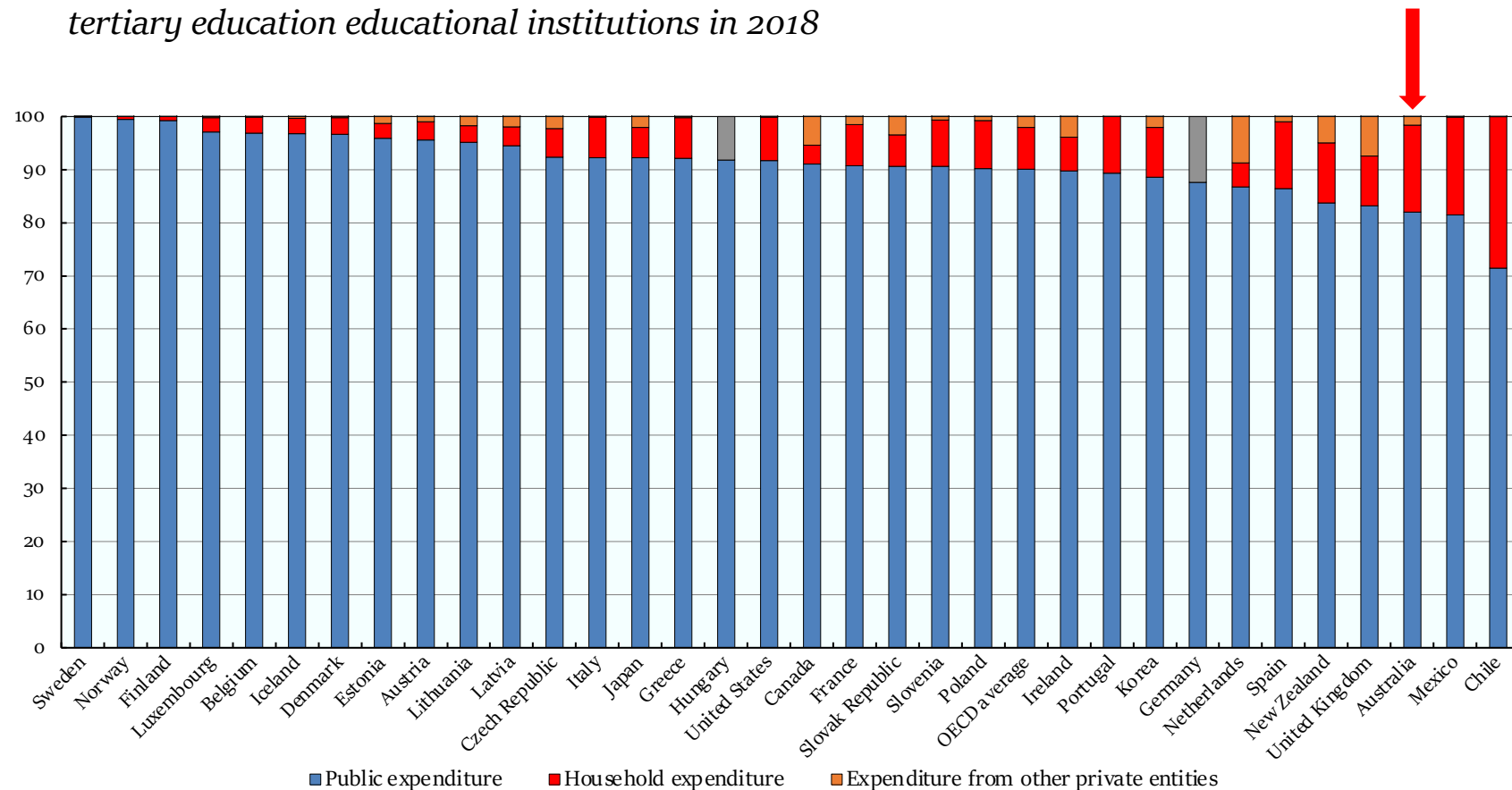
Duration of primary and lower secondary education *Compulsory instruction hours in primary and lower secondary education*

## Total expenditure on primary, secondary and post-secondary non-tertiary institutions as a percentage of GDP in 2018



*“At primary and secondary education, private investment accounts for 0.3% of GDP on average across OECD countries. **It amounts to at least 0.7% of GDP in Australia**, one of the largest relative shares of private funding of non-tertiary education.”*

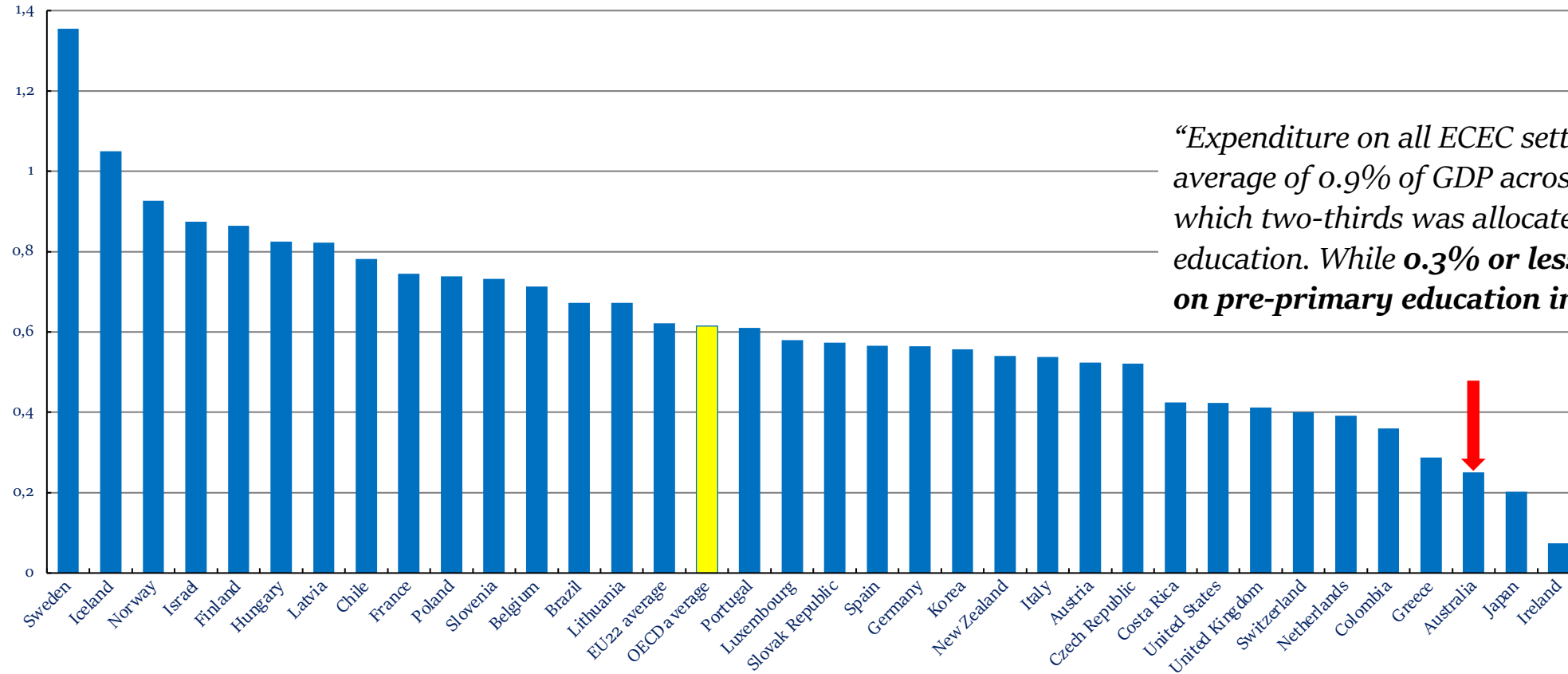
*Distribution of public and private expenditure on primary, secondary and post-secondary non-tertiary education educational institutions in 2018*



*“Public funding dominates in primary, secondary and post-secondary non-tertiary in all countries. Private funding accounts for 10% of expenditure at these levels of education on average across OECD countries, although **it reached 20% in Australia.**”*

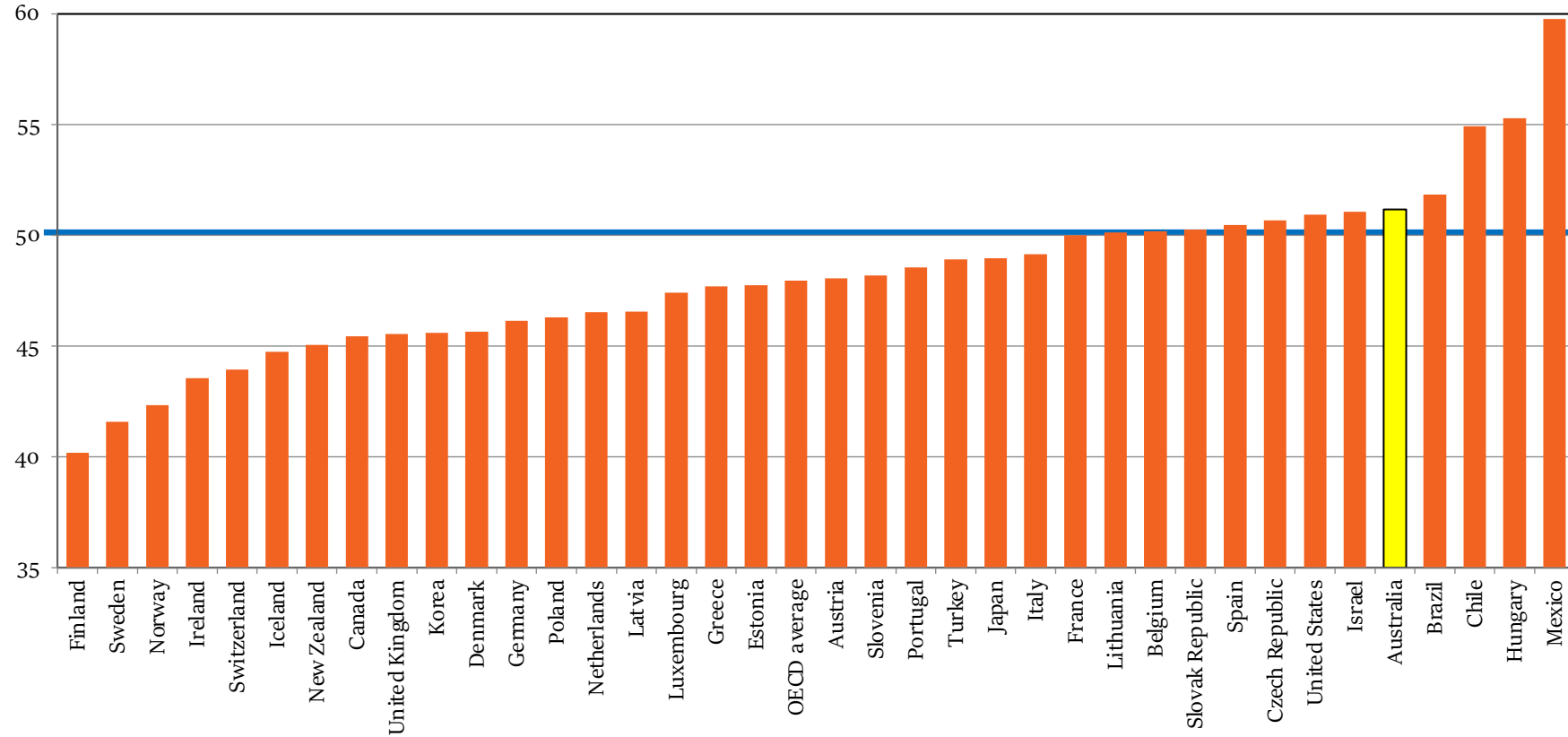
Percentage

Proportion of national wealth (GDP) invested in early childhood education and care in 2018



*“Expenditure on all ECEC settings accounts for an average of 0.9% of GDP across OECD countries, of which two-thirds was allocated to pre-primary education. While **0.3% or less of GDP was spent on pre-primary education in Australia.**”*

Proportion of disadvantaged students attending disadvantaged schools in OECD countries in 2018



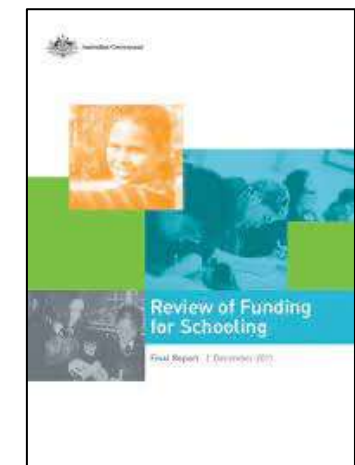
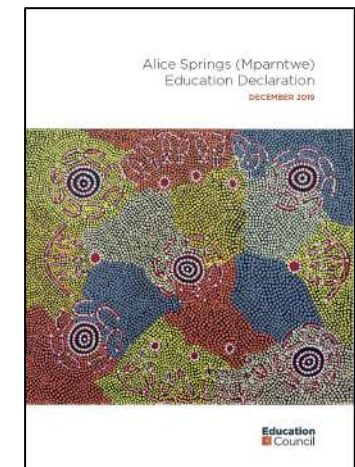
*”Disadvantaged students attending advantaged schools score **78 points higher** than those attending disadvantaged schools.”*

4 Three suggestion for the new Federal Government



# 1 Keep the past promises

- The Alice Springs (Mparntwe) Declaration (2019)
- The Declaration of the Rights of the Child (1990)
- The Review of Funding for Schooling (2011)



## 2 Put an end to growing inequalities

- Accept the positive association between equity and quality
- Fund public schools according to the Schooling Resource Standard
- Stop wasting public funds to schools that don't need it

# 3 Understand the teaching profession

- Not a teacher shortage but a teaching crisis
- Swiftly improve working conditions in all schools
- Pay teachers what they are worth

“What we need is a **bold reform** to prioritise the needs of entire society, humanity, and the planet over selfish individualism, narrow materialism, and toxic nationalism. Education must play an active part in the journey from current global crises to a better world for all.”

Thank you!