

# Duration modelling of education effects and gendered outcomes in the Australian labour market

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This paper uses duration modelling techniques to confirm the existence of significant gender inequalities in the Australian graduate labour market. We trace the employment experiences of 2030 unique individuals over time, as recorded in the HILDA survey, from when they graduate from tertiary studies. The Kaplan-Meier survival rates suggest that women, on average, experience longer spells of unemployment compared to males, implying higher job search costs for females on similar educational qualifications as males. Additionally, the Cox Proportional Hazard Model coefficients show that one's gender, parental state, place of origin as a migrant and the location of residence exert significant influence on key outcomes, including the length of time in unemployment, job security and a good training-job match. The study specifically finds that being a parent, a migrant from non-English speaking countries, living in a major city or in a high unemployment area cause significant disadvantage for women but not for men. For job-skill match outcome, the modelling showed that age mattered – but in opposite directions for males and females. For males, higher ages can result in less time in the unemployment queue, strong increases in earnings and feeling strongly secure on the job. For females, we find that higher ages can cause longer spells of unemployment, high job precarity and poorer job-skill match. And so, despite women's evident success in achieving equality on the education front<sup>1</sup>, it appears that gender inequality in the graduate labour market persists and remains high. Results imply that the incentives and initiatives that encourage women to pursue higher education are not sufficient to achieve gender equality in the labour market. In terms of policy, our results indicate that a more comprehensive suite of structural reforms may be needed to complement education initiatives.

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<sup>1</sup> As per World Economic Forum (2020, 2021) assessment.