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Chapter Ten
E d u c a t i o n

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COMMONWEALTH AND STATE GOVERNMENT RESPONSIBILITIES IN EDUCATION

The Governments of the six Australian States and the two Territories have the major responsibility for education including the administration and substantial funding of primary, secondary and technical and further education. The Commonwealth also plays a significant role in education policy, programs and funding. The total outlay of expenditure on education in 1988–89 was \$17,102 million (see later section), which represented 5.0 per cent of Gross Domestic Product.

The State Governments administer their own systems of primary, secondary and technical and further education through government departments and agencies responsible to State Ministers. Detailed information on the education systems of the States may be found in the respective *State Year Books*.

The Commonwealth Government has direct responsibility for education in external Territories (Norfolk Island, Christmas Island and the Cocos (Keeling) Islands) under the Minister for the Arts, Sport, the Environment, and Territories — see chapter on the Territories of Australia. The Commonwealth Government also has special responsibilities for Aborigines and for migrants, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. The education responsibilities entail grants to schools; student assistance; overseas students; awards and exchanges; tertiary education; language policy; educational research and statistics; publications; Aboriginal education; multicultural education; Asian and women's studies; and education and the arts.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. The Commonwealth Government is principally responsible for the funding of higher education institutions, and provides supplementary funding for schools, and technical and further education. Apart from its significant financial role the Commonwealth is

involved in promoting national consistency and coherence in the provision of education across Australia. Further information on Commonwealth government activities is contained later in this chapter.

PRESCHOOL EDUCATION

All States and Territories except Western Australia have a policy of making preschool education available universally for children in the years prior to school entry. A majority of the States and Territories have made considerable progress towards this goal. Most preschools are conducted on a sessional basis (i.e., sessions of two to three hours for two to five days per week). Preschool programs generally favour the free play approach with emphasis on children's social and emotional development through creative activities. Parents often contribute by assisting at some sessions or by the purchase of play materials and educational resources. Attendance fees are not usually charged in those States where preschools are government-run, but in others fees may be payable to private or voluntary organisations.

PRIMARY AND SECONDARY EDUCATION

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania). In 1990 the number of full-time students attending school totalled 3,041,657, comprising 2,193,347 (72.1%) in government schools and 848,310 (27.9%) in non-government schools.

Each State or Territory has its own specific requirements. The majority of children commence primary school at about five years of age. Primary schooling generally begins with a preparatory or kindergarten year, followed by twelve grades to complete a full secondary course of study. While the final two years of schooling generally fall outside the compulsory stage of education, over three-quarters of students remain at school until Year 11 and nearly two-thirds remain until Year 12.

School organisation and operation

Primary schooling provides a general elementary program lasting for seven or eight years until Years 6 or 7. Students enter secondary schools at Year 7 in some State systems and at Year 8 in others. Secondary education is generally comprehensive and coeducational. Most students attend schools reasonably near to their homes. Usually primary and secondary schools are separate institutions, but in some country areas there are area or central schools which provide both forms of schooling. Non-government schools follow a similar pattern, but a significant though declining proportion are single sex institutions. In Tasmania and the Australian Capital Territory, attendance for the final two years of government schooling is at separate secondary colleges.

Generally, schools in Australia have a considerable degree of autonomy. Most State departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff while a central curriculum unit provides general guidelines on course planning. In general, individual schools determine teaching and learning approaches within the guidelines and offer options within resources available and the attitudes and interests of students. Some systems encourage school-based curriculum development and, in the case of Queensland and the Australian Capital Territory, school-based assessment in place of external examinations. While schools usually have a parents' association, there has been encouragement of greater community participation in general decision making at school level in some systems through parent representation on school councils and boards.

Specialist services and programs provided in schools include educational or vocational counselling by a permanent or visiting teacher; English as a Second Language program by specialist teachers, especially in schools with significant numbers of children from non-English speaking backgrounds (*see* further information in the chapter on Culture); special programs designed to assist Aboriginal school children (including the widespread use of Aboriginal teachers' aides and bilingual education programs in communities where the children's first language is an Aboriginal language); a variety of programs for gifted

and talented children; and remedial assistance for children with learning difficulties. The English as a Second Language and the Ethnic Schools Programs are outlined in the chapter, Culture and Leisure.

In primary education the main emphasis is on the development of basic language and literacy skills, simple arithmetic, moral and social education, health training and some creative activities.

In the upper primary years there is development of the skills learned in the earlier years. English, mathematics, social studies, science, music, art and craft, physical education and health are studied. There are also optional subjects such as religious instruction and, in some schools, foreign and community languages and instrumental music.

Students in Australian primary schools usually have only one teacher for all subjects, and are promoted each year on the basis of completing the previous year, rather than on achievement. In schools where open plan learning styles have been adopted, the method of team teaching (more than one teacher to a class) and multi-age grouping of students is often practised.

In secondary education, in some systems, the first one or two years of secondary school consist of a general program which is followed by all students, although there may be some electives. In later years a basic core of subjects is retained with students being able to select additional optional subjects. In other systems, students select options from the beginning of secondary school.

The core subjects in all systems are English, mathematics, science and, usually, a humanities or social science subject. Optional subjects may include, e.g., a foreign language, a further humanities or social science subject, commerce, art, crafts, music, home economics, a manual arts subject, agriculture, physical education or health education. Some schools offer optional courses in subjects such as consumer education, conversational foreign languages, word processing, secretarial studies, road safety, drama and leisure-time activities.

In senior secondary years, a wider range of options is available in the larger schools and there is an increasing trend towards encouraging individual schools to develop courses suited to the needs and interests of

their students, subject to accreditation and moderation procedures.

Students in Australian secondary schools generally have different teachers for each separate subject area, though, like primary schools, variations may occur where open planned or more flexible methods have been adopted. Promotion is, again, generally chronological, but students may be grouped according to ability after an initial period in unstreamed classes.

Examinations and assessment at each level are carried out by individual schools except Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a TAFE institution or a private business college. For many TAFE courses, completion of Year 10 of secondary school is a minimum entry requirement. For those continuing to the end of secondary school (Year 12), opportunities for further study are available in TAFE institutions, higher education institutions and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film, Television and Radio School, the Australian Maritime College and the National Institute of Dramatic Art.

Students' eligibility for entry to higher education institutions is assessed during, or at the end of, the final two years of secondary schooling. Five States and the Northern Territory use different combinations of school assessment and public examinations. In Queensland and the Australian Capital Territory eligibility to enter higher education is determined from moderated and standardised school assessments. Several education systems are currently reviewing their senior secondary school assessment procedures.

Number of schools, students and teaching staff

Of the 10,007 schools operating in Australia in 1990, 7,490 (74.8%) were government schools operated by the State Directors-General of Education (or equivalent) and 2,517 (25.2%) were non-government schools.

In July 1990 the number of full-time students attending primary and secondary schools totalled 3,041,657, comprising 2,193,347 (72.1%) in government schools and 848,310 (27.9%) in non-government schools.

The number of full-time students attending government schools in 1990 decreased marginally (1,008) from the 2,194,355 attending in 1989. The number of full-time students attending non-government schools increased by 1.3 per cent (11,278) from the 837,032 attending in 1989.

SCHOOLS, STUDENTS AND TEACHING STAFF BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), JULY 1990

	Government schools	Non-government schools			Total(a)	All schools
		Anglican	Catholic	Other		
Number of schools	7,490	117	1,714	686	2,517	10,007
Number of students						
Males	1,123,008	44,297	298,412	82,795	425,504	1,548,512
Females	1,070,339	37,821	297,287	87,698	422,806	1,493,145
Persons	2,193,347	82,118	595,699	170,493	848,310	3,041,657
FTE of teaching staff(b)						
Males	57,740	2,796	11,513	4,926	19,234	76,974
Females	88,737	3,352	22,812	7,339	33,503	122,240
Persons	146,477	6,148	34,324	12,265	52,737	199,214

(a) Includes special schools administered by government authorities other than the State Departments of Education in Victoria and Western Australia. (b) Full-time teaching staff plus full-time equivalent of part-time teaching staff.

Source: *Schools, Australia (4221.0)*.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, JULY

	1985	1986	1987	1988	1989	1990
GOVERNMENT SCHOOLS						
Males	1,147,561	1,134,704	1,128,722	1,128,011	1,123,993	1,123,008
Females	1,083,272	1,073,097	1,068,020	1,069,692	1,070,362	1,070,339
Persons	2,230,833	2,207,801	2,196,742	2,197,703	2,194,355	2,193,347
NON-GOVERNMENT SCHOOLS						
Males	389,385	397,705	404,723	413,253	420,188	425,504
Females	385,951	395,883	403,418	411,373	416,844	422,806
Persons	775,336	793,588	808,141	824,626	837,032	848,310
ALL SCHOOLS						
Males	1,536,946	1,532,409	1,533,445	1,541,264	1,544,181	1,548,512
Females	1,469,223	1,468,980	1,471,438	1,481,065	1,487,206	1,493,145
Persons	3,006,169	3,001,389	3,004,883	3,022,329	3,031,387	3,041,657

Source: *Schools, Australia* (4221.0).

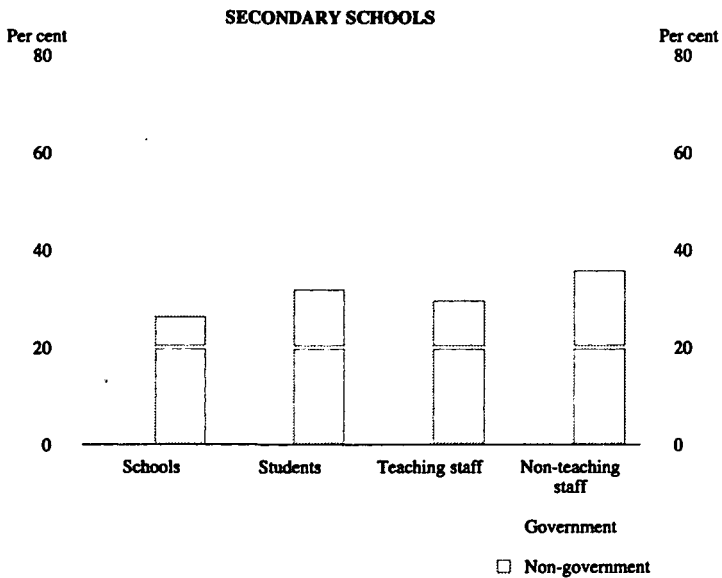
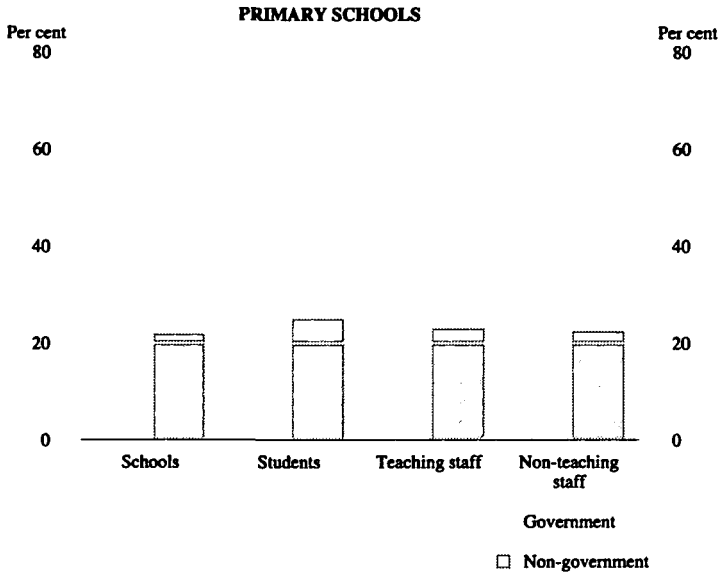
**NUMBER OF FULL-TIME STUDENTS(a) BY CATEGORY OF SCHOOL
(AND NON-GOVERNMENT AFFILIATION), SEX AND LEVEL/YEAR OF EDUCATION
JULY 1990**

Level /Year of education	Government schools	Non-government schools(a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
Primary								
Pre-Year 1(b)	133,272	2,030	37,411	7,757	47,198	92,353	88,117	180,470
Year 1	195,290	2,564	49,014	10,209	61,787	132,262	124,815	257,077
Year 2	192,803	2,724	49,379	10,079	62,182	130,899	124,086	254,985
Year 3	187,563	3,198	48,542	9,909	61,649	127,373	121,839	249,212
Year 4	182,000	3,576	47,937	9,967	61,480	124,830	118,650	243,480
Year 5	174,716	4,374	47,575	10,223	62,172	121,577	115,311	236,888
Year 6	174,568	4,794	46,973	10,515	62,282	121,163	115,687	236,850
Year 7 (Qld,SA,WA,NT)	66,179	1,924	13,761	3,972	19,657	44,090	41,746	85,836
Ungraded	18,159	22	460	2,062	2,544	12,679	8,024	20,703
Total primary	1,324,550	25,206	341,052	74,693	440,951	907,226	858,275	1,765,501
Secondary								
Year 7 (NSW,Vic.,Tas.,ACT)	101,344	6,400	33,413	10,383	50,196	77,761	73,779	151,540
Year 8	165,180	10,174	48,490	17,435	76,099	123,658	117,621	241,279
Year 9	168,830	10,272	48,276	17,231	75,779	124,989	119,620	244,609
Year 10	169,026	10,315	48,395	17,327	76,037	124,476	120,587	245,063
Year 11	138,742	10,498	40,895	16,891	68,284	101,089	105,937	207,026
Year 12	110,479	9,212	34,594	15,133	58,939	79,097	90,321	169,418
Ungraded	15,196	41	584	1,400	2,025	10,216	7,005	17,221
Total secondary	868,797	56,912	254,647	95,800	407,359	641,286	634,870	1,276,156
Total	2,193,347	82,118	595,699	170,493	848,310	1,548,512	1,493,145	3,041,657

(a) Includes full-time students attending special schools administered by government authorities other than the State Departments of Education. As from 1990 students attending special schools have not been identified separately and have been allocated to either primary or secondary level of education. (b) Pre-year 1 comprises kindergarten in New South Wales and Australian Capital Territory; preparatory in Victoria and Tasmania; reception in South Australia; and transition in the Northern Territory.

Source: *Schools, Australia* (4221.0).

**PERCENTAGE OF FULL-TIME STUDENTS AND FTE(a) OF SCHOOL STAFF
BY CATEGORY OF SCHOOL, JULY 1990**



(a) Full-time teaching staff plus full-time equivalent of part-time teaching staff.

NOTE: Combined Primary/Secondary and Special schools are not included in the above graphs; however, the associated students and staff are included.

Source: *Schools, Australia* (4221.0).

Other schooling arrangements

Children may be exempted from the requirement of compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition. Special schools are available in larger centres for socially, physically and mentally handicapped children in cases where they are not catered for in special or regular classes in ordinary schools.

In addition to correspondence tuition there are provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory.

Children of some Aboriginal groups in remote areas of the Northern Territory who have moved away from larger centres onto small decentralised communities called outstations or homeland centres, receive schooling from Aboriginal teaching assistants supported by visiting teachers from established schools.

Special education is provided by State Governments and non-government authorities in specialist schools, in special classes or units

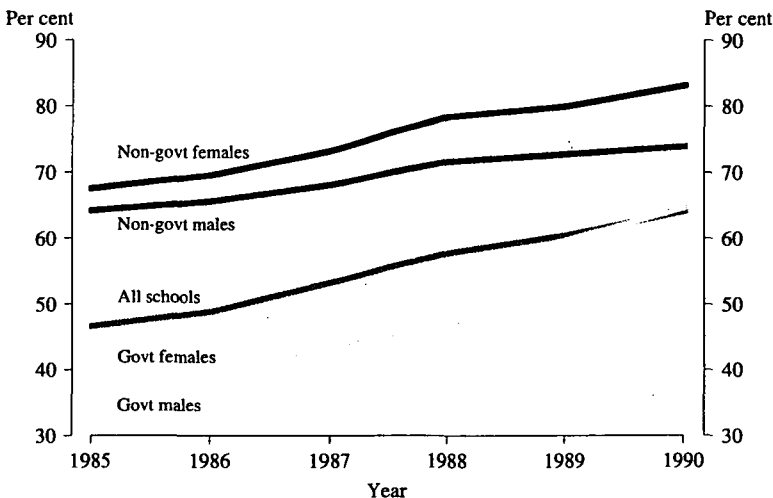
in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government provides funds to State and non-government authorities and community groups to assist in the provision of services and upgrading of special education facilities.

Boarding facilities are available at some non-government schools mainly in the larger towns and cities. A small number of government schools, in particular those catering for groups such as Aborigines, have residential hostels close by.

Apparent retention rates

Apparent retention rates are an important measure of performance of education systems and related government policies. The Commonwealth Department of Employment, Education and Training has set a national apparent retention rate target of 65 per cent to Year 12 by 1992.

APPARENT RETENTION RATES OF SCHOOL STUDENTS TO YEAR 12
BY CATEGORY OF SCHOOL AND SEX, JULY 1985-1990



Source: *Schools, Australia, 1990* (4221.0).

The apparent retention rate is the percentage of students of a given cohort group who continued to a particular level/year of education. In the above diagram, apparent retention rates have been calculated for students who continued to Year 12 from their respective cohort group at the commencement of their secondary schooling.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting their calculation have not been taken into account. At the Australia level these include students repeating a year of education, migration and other changes to the school population.

Comparisons between government and non-government schools must be made with caution because of the net transfer of students from government to non-government schools which tends to inflate the non-government school retention rates and reduce the government school rates. International comparisons are another area where structural differences must be taken into account.

The apparent retention rate of secondary school students to Year 12 rose from 60.3 per cent in 1989 to 64.0 per cent in 1990. As in previous years, the retention rate for female students (69.9%) was higher than the corresponding rate for males (58.3%). The rate varied between States and Territories, ranging from 44.7 per cent in Tasmania to 86.9 per cent in the Australian Capital Territory. The apparent retention rate increased between 1989 and 1990 in all States and Territories.

Funding of schools

Major responsibility for funding government schools lies with State Governments which provide about 90 per cent of schools' running costs. The Commonwealth contribution represents about 10 per cent. The Commonwealth is the major source of public funding for non-government schools, providing about 65 per cent, while the States provide about 35 per cent.

Non-government schools operate under conditions determined by government authorities, usually registration boards, in each State and Territory. These conditions require that minimum education standards are met and that the schools have satisfactory premises.

The majority of non-government schools are Catholic and there is a Catholic Education Commission in each State and at the national level. Most other non-government schools are under the auspices of, or run by, other religious denominations.

In 1985 the Commonwealth introduced a funding plan which provides stability and long-term security, by means of significant increases to both sectors, over an eight year period to 1992.

The Commonwealth Government has announced arrangements to apply for recurrent funding for non-government schools beyond 1992. These arrangements build on the features of the present successful scheme and will provide real increases for the neediest schools and maintain funding for schools in other categories.

Progress has been made towards increased public accountability for schools. Ministers have agreed to the production of a national report on schooling to inform the Commonwealth Parliament and the community about the achievements of Australian schools. The report, the first of which covers the 1989 school year, includes information on school curriculum, participation and retention rates, student achievements, the use of financial resources in schools, and other topics of national interest.

Primary and secondary education is free in government schools in all States and Territories. Fees for the hire of text books and other school equipment, however, may be charged, particularly in secondary schools. Most State Governments provide financial assistance to parents under specified conditions for educational expenses. Assistance includes various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families. The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. An estimated 207,000 secondary students aged 16 and over from low income families received assistance in 1990 under AUSTUDY. During 1990 over 13,000 children were given assistance under the Assistance for Isolated Children (AIC) Scheme, and to 34,000 Aboriginal children under ABSTUDY (Schooling).

A summary of student assistance schemes and their expenditure is contained in the Government Assistance to Students section of this chapter.

TERTIARY EDUCATION

Tertiary education is provided in higher education institutions and in Technical and Further Education (TAFE) institutions. Higher education institutions include universities, Colleges of Advanced Education, Institutes of Technology, Institutes of Advanced Education, Institutes of Higher Education, Institutes of Tertiary Education, and Agricultural Colleges. Higher education institutions are self-governing and are established under State legislation. TAFE institutions operate as part of State-wide TAFE systems.

Technical and further education (TAFE)

Most TAFE education in Australia is provided in government administered colleges, or centres of technical and further education. There is also some TAFE provision in some higher education institutions, agricultural colleges and adult education authorities.

Each of the States provides the bulk of the finance for its own institutions. The Commonwealth Government provides supplementary funds to the States.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. Courses are available at pre-vocational, traineeship, trade technician and para-professional levels. Programs provide entry-level training, specialised instruction in particular aspects of job skills, pre-vocational training prior to employment, preparatory or bridging instruction to permit entry to a chosen vocational course, or supplement previous training (classified as streams 2100-4500). In addition, adult education courses are available for personal interest, leisure or general enrichment purposes (classified as stream 1000).

There are additionally some non-government bodies which offer technical and further education of a non-apprenticeship nature. Business colleges offer courses in secretarial studies, while agencies such as the Workers Educational Association and a range of voluntary groups help meet adult education needs in the community.

TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 2100-4500)
BY AGE GROUP, SEX AND TYPE OF ATTENDANCE, 1989

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
16 and under	5,882	27,824	33,706	4,410	21,124	25,534	10,292	48,948	59,240
17	6,586	31,774	38,360	5,162	17,326	22,488	11,748	49,100	60,848
18	8,013	39,038	47,051	7,638	19,607	27,245	15,651	58,645	74,296
19	5,405	32,720	38,125	4,774	16,765	21,539	10,179	49,485	59,664
19 and under	25,886	131,356	157,242	21,984	74,822	96,806	47,870	206,178	254,048
20-24	9,132	80,875	90,007	7,975	58,040	66,015	17,107	138,915	156,022
25-29	3,297	55,492	58,789	3,336	47,742	51,078	6,633	103,234	109,867
30-39	3,244	79,426	82,670	5,016	83,012	88,028	8,260	162,438	170,698
40-49	1,138	39,031	40,169	2,492	50,924	53,416	3,630	89,955	93,585
50-59	350	13,256	13,606	582	18,945	19,527	932	32,201	33,133
60-64	49	2,889	2,938	108	5,086	5,194	157	7,975	8,132
65 and over	112	4,512	4,624	153	7,410	7,563	265	11,922	12,187
Not stated	1,082	41,616	42,698	943	51,018	51,961	2,025	92,634	94,659
Total	44,290	448,453	492,743	42,589	396,999	439,588	86,879	845,452	932,331

Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1989'.

**TECHNICAL AND FURTHER EDUCATION: DUTY HOURS(a) OF TEACHING STAFF ('000) AND
FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, 1989**

<i>Type of appointment</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
Full-time									
Teaching hours	2,793.8	2,632.6	1,353.2	961.6	775.0	299.0	166.8	211.1	9,193.1
Non-teaching hours	4,325.0	3,483.4	1,835.4	647.9	1,558.8	386.7	236.0	346.9	12,820.1
Total duty hours	7,118.8	6,116.0	3,188.6	1,609.5	2,333.8	685.7	402.8	558.0	22,013.2
Number of Staff	6,153	4,440	2,681	1,712	1,816	568	321	442	18,133
Part-time									
Teaching hours	2,694.1	908.8	475.5	345.8	314.2	138.2	52.4	127.1	5,056.2
Non-teaching hours	167.8	363.3	48.2	7.6	3.2	12.7	14.5	3.0	620.3
Total duty hours	2,861.9	1,272.1	523.7	353.4	317.4	151.0	66.9	130.1	5,676.5
All teaching staff									
Teaching hours	5,487.9	3,541.4	1,828.7	1,307.4	1,089.2	437.3	219.2	338.2	14,249.3
Non-teaching hours	4,492.8	3,846.7	1,883.6	655.5	1,562.0	399.4	250.5	349.9	13,440.4
Total duty hours	9,980.7	7,388.1	3,712.3	1,962.9	2,651.2	836.7	469.7	688.1	27,689.7

(a) Actual teaching hours performed as part of the normal duties of full-time teachers over the teaching year.

Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1989'.

TECHNICAL AND FURTHER EDUCATION: ALL STUDENTS BY STREAM AND FIELD OF STUDY, 1989

Stream	Applied science	Art & design	Building	Business studies	Engineering	Rural & horticultural	Music	Para-medical	Industrial services	Personal services	General studies	Net
1000 Recreation, leisure	34,177	169,360	8,592	16,129	25,477	4,988	4,605	3,159	14,449	41,782	263,289	583,668
2100 Basic employment skills	886	5,231	1,432	6,792	5,490	910	19	333	2,322	83,677	61,292	165,070
2200 Educational preparation	2,536	3,176	222	2,321	3,363	415	229	414	24,203	12,180	44,663	92,927
3100 Operatives: initial	7,093	9,200	12,643	72,236	23,421	8,969	203	2,316	11,081	19,456	17,508	180,259
3211 Recognised trades: part exempt	46	38	2,804	—	6,601	32	—	9	928	649	898	11,953
3212 Recognised trades: complete	475	470	32,114	42	61,900	6,083	—	420	12,494	10,836	552	125,088
3221 Other skills: part exempt	14,552	2,800	178	8,968	570	241	—	26	287	1,055	311	28,905
3222 Other skills: complete	3,741	7,509	2,834	44,148	10,894	8,021	192	447	7,067	6,203	7,265	96,937
3300 Trade technician/supervisory	4,175	3,613	4,970	43,586	13,420	4,660	220	627	23,547	3,676	2,281	104,092
3400 Para-professional technician	5,817	713	2,650	8,833	3,654	486	—	1,410	173	661	911	24,859
3500 Para-professional higher technician	4,041	3,556	3,258	40,934	15,637	2,481	132	1,347	1,103	3,822	2,134	78,176
3600 Professional	45	327	75	243	108	—	52	72	260	222	470	1,874
4100 Operatives: post initial	134	1,160	441	4,976	2,778	864	—	112	742	2,788	835	14,822
4200 Trades/other skills: post initial	313	2,828	3,745	23,412	22,136	8,209	34	169	4,989	5,211	4,152	74,850
4300 Trade technician/supervisory: post initial	589	212	236	2,524	1,728	598	—	165	535	381	103	7,058
4400 Para-professional technician: post initial	263	8	249	224	234	109	—	2	79	83	114	1,360
4500 Para-professional higher technician: post initial	389	179	74	745	653	76	62	239	1,035	318	206	3,970
Total net streams 2100-4500(a)	42,495	40,291	65,739	246,688	161,768	40,851	1,093	8,046	88,617	146,831	140,896	932,331
Total net all streams	76,663	209,409	74,249	261,992	187,000	45,729	5,610	11,201	102,858	187,955	403,385	1,505,417

(a) The sum of the stream of study components does not add to the total as students enrolled in two or more streams have only been counted once in the total.
Source: Department of Employment, Education and Training Selected TAFE Statistics, 1989.

Higher education

Higher education institutions offer a great variety of courses embracing such areas as agriculture, architecture, arts, business, dentistry, economics, education, engineering, health, law, medicine, music, science and veterinary science. Fields of study with the largest numbers of total students in 1989 and 1990 were Arts (22.6%), Business and Administration (21.6%) and Education (15.4%). These fields also had the largest numbers of completing students. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have a high probability of successfully completing a course. There is keen demand for places at most institutions.

Higher education institutions are funded by the Commonwealth under the *Higher Education Funding Act 1988*. In 1991 expenditure on higher education totalled approximately \$3.7 billion. Students are required to contribute to the cost of their education through the Higher Education Contribution Scheme (HECS). Under the Scheme students can pay their contribution up-front or defer payment for collection through the taxation system. In 1992 the annual course contribution for a full-time student is \$2,250.

The basic undergraduate course at most institutions is a bachelor degree course of three or four years duration. At some institutions, courses may also be offered at the diploma or associate diploma level. Most institutions also offer postgraduate level study.

One to two years of full-time postgraduate study is required for a masters degree and three to five years for a doctoral degree. Postgraduate diplomas are offered in some disciplines. In 1990, over 70 per cent of higher education students were enrolled in Bachelor courses with a further 16 per cent enrolled in postgraduate courses.

All institutions provide full-time and part-time courses. In addition some institutions offer education courses which associate full-time study with periods of employment. Distance education courses are also offered through eight Distance Education Centres and a number of specialist providers which operate in conjunction with a Centre.

In 1990, 62 per cent of students were enrolled in full-time study, 27 per cent in part-time study and 11 per cent in external studies.

The system of tuition in higher education institutions is normally by means of lectures, tutorials, seminars and supervised practical work. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework or of individual research.

Many institutions have halls of residence on the campus which accommodate some of the students currently enrolled, usually those from remote or country areas. Student organisations on campus provide a wide range of sporting and social facilities for students.

HIGHER EDUCATION: ALL STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1990

Level of course	Agriculture, animal husbandry	Arts, humanities, architecture, and social sciences	Business administration, economics	Engineering and surveying	Health	Law, legal studies	Science	Veterinary science	Non-award courses	Total
Higher doctorate	16	4	1	—	3	15	10	1	—	205
Ph.D	363	91	394	654	1,062	69	3,057	138	—	9,298
Master's by Research	331	137	320	754	899	215	1,654	51	—	7,032
Master's by Coursework	98	559	6,430	4,423	1,203	962	1,154	40	—	19,782
Postgraduate Qualification/Preliminary	37	118	741	1,577	197	1	600	4	—	4,522
Graduate (Post) Diploma — new area	232	306	5,362	8,270	899	463	3,056	11	—	23,518
Graduate (Post) Diploma — extension area	70	465	1,193	4,380	506	660	1,042	3	—	10,313
Graduate Certificate	—	—	97	210	—	82	21	—	—	440
Bachelor's Postgraduate	—	231	662	2,248	11	394	83	—	—	3,652
Bachelor's Honours	23	32	3,077	163	431	191	1,807	11	—	6,237
Bachelor's Pass	4,354	8,522	86,839	32,270	28,415	10,581	51,195	1,275	—	334,361
Diploma	109	64	1,001	18,580	94	—	442	—	—	40,185
Associate Diploma	2,892	199	4,304	1,080	2,217	502	2,957	—	—	20,442
Other award courses	—	—	22	—	48	—	12	—	—	82
Enabling courses	34	—	777	163	34	—	240	—	—	195
Non-award courses	—	—	—	—	—	—	—	—	2,933	2,933
Total courses	8,559	10,724	109,551	74,772	36,019	14,135	67,330	1,534	3,128	485,075

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1990'.

HIGHER EDUCATION: COURSES COMPLETED BY ALL STUDENTS, LEVEL OF COURSE AND FIELD OF STUDY, 1989

Level of course	Agric- culture, animal husbandry	Archi- tecture, building	Arts, humanities and social sciences	Business admin- istration, economics	Engineering and surveying	Health	Law, legal studies	Science	Veterinary sciences	Total
Higher doctorate	1	—	2	—	—	36	—	5	4	50
Ph.D.	62	6	257	43	90	143	5	474	22	1,208
Masters by Research	68	14	222	51	96	115	13	200	15	851
Masters by Coursework	27	85	597	1,059	727	194	44	197	15	3,176
Postgraduate Qualification/ Preliminary	20	11	131	230	590	115	—	108	—	1,246
Graduate (Post) Diploma — new area	134	73	1,162	1,554	4,754	448	107	853	1	9,430
Graduate (Post) Diploma — extension area	11	62	313	149	1,726	113	126	238	—	2,994
Bachelor's Postgraduate	—	33	189	—	1,164	1	224	7	—	1,626
Bachelor's Honours	20	9	1,488	222	46	317	78	1,324	27	3,611
Bachelor's Pass	609	1,298	12,959	10,353	7,762	3,410	1,768	7,398	244	50,482
Diploma	4	4	317	6	6,493	13	—	95	—	10,732
Associate Diploma	571	60	1,236	746	157	444	81	699	—	4,344
Total persons	1,527	1,655	18,873	14,419	23,665	5,137	3,112	11,598	328	90,482

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1989'.

HIGHER EDUCATION: COMMENCING STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1990

Level of course	Agric- culture: animal husbandry	Archi- lecture, building	Arts, humanities and social sciences	Business admin- istration, economics	Engin- eering and surveying	Health	Law, legal studies	Science	Veterinary science	Non- award courses	Total
Higher doctorate	16	—	2	—	2	55	10	4	1	—	90
Ph.D	81	24	601	112	266	395	16	758	32	—	2,492
Master's by Research	135	66	832	150	371	239	93	665	19	—	2,859
Master's by Coursework	53	249	1,853	3,321	480	772	470	610	27	—	10,083
Postgraduate Qualification/Preliminary	17	70	482	332	91	269	1	420	2	—	2,681
Graduate (Post) Diploma — new area	149	147	2,218	3,230	486	943	291	1,743	10	—	14,901
Graduate (Post) Diploma — extension area	57	330	619	759	279	783	645	664	3	—	6,772
Graduate Certificate	—	—	26	94	—	4	62	21	—	—	404
Bachelor's Postgraduate	—	47	311	—	8	1	182	26	—	—	1,668
Bachelor's Honours	—	—	320	27	16	70	9	216	2	—	720
Bachelor's Pass	1,571	2,851	34,806	32,439	9,646	8,932	3,194	21,153	295	—	128,044
Diploma	40	33	378	19	34	8,394	—	221	—	—	16,465
Associate Diploma	1,589	74	2,035	2,235	862	704	193	1,484	—	—	9,822
Other award courses	—	—	20	—	28	—	—	10	—	—	58
Enabling courses	34	—	747	482	22	95	—	237	—	149	1,910
Non-award courses	—	—	—	—	—	—	—	—	—	2,471	2,471
Total courses	3,742	3,891	45,250	43,200	12,591	21,656	5,166	28,232	391	2,620	201,440

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1990'.

HIGHER EDUCATION: ALL STUDENTS(a) BY SEX AND LEVEL OF COURSE

	Higher doctorate	Ph.D.	Masters research	Masters course-work	Post-graduate qualification	Post-graduate diploma	Post-graduate certificate	Post-graduate bachelor	Bachelor honours	Bachelor pass	Total under-bachelor	Diploma	Associate diploma	Other	Total
Males															
1985	156	5,409	3,683	8,572	865	16,173	48	916	2,180	128,731	130,911	9,797	13,673	3,851	194,054
1986	173	5,540	3,685	9,055	800	16,786	44	993	2,057	133,358	135,415	9,887	13,825	3,645	199,848
1987	176	5,618	3,990	8,224	909	15,671	39	894	2,263	134,624	136,887	8,945	12,420	2,611	196,384
1988	148	5,816	4,110	8,979	920	16,279	37	807	2,496	141,937	144,433	9,181	12,248	2,816	205,774
1989	119	5,485	3,861	9,564	2,053	14,111	267	1,226	2,676	150,450	153,126	8,341	11,199	1,933	211,285
1990	155	6,065	4,222	11,532	1,998	15,527	219	1,220	3,044	163,565	166,409	8,045	11,713	2,315	229,420
Females															
1985	24	2,216	2,064	4,484	658	14,571	18	1,436	1,879	109,565	111,444	25,780	9,219	4,048	175,962
1986	21	2,330	2,147	4,943	652	15,897	24	1,599	1,895	118,808	120,703	28,071	9,666	4,067	190,120
1987	24	2,493	2,266	5,177	684	15,981	26	1,541	2,493	124,797	127,290	29,606	9,231	3,031	197,350
1988	33	2,747	2,435	5,957	723	17,476	38	1,523	2,699	136,329	139,028	32,191	8,922	4,003	215,076
1989	38	2,783	2,465	6,417	2,596	16,061	231	2,718	2,760	149,820	152,580	33,057	8,954	1,891	229,791
1990	50	3,233	2,810	8,250	2,524	18,304	221	2,432	3,193	170,996	174,189	32,140	8,729	2,773	255,655
Persons															
1985	180	7,625	5,747	13,056	1,523	30,744	66	2,352	4,059	238,296	242,355	35,577	22,892	7,899	370,016
1986	194	7,870	5,832	13,998	1,452	32,683	68	2,592	3,952	252,166	256,118	37,958	23,491	7,712	389,968
1987	200	8,111	6,256	13,401	1,593	31,652	65	2,435	4,756	259,421	264,177	38,551	21,651	5,642	393,734
1988	181	8,563	6,545	14,936	1,643	33,755	75	2,330	5,195	278,266	283,461	41,372	21,170	6,819	420,850
1989	157	8,268	6,326	15,981	4,649	30,172	498	3,944	5,436	300,270	305,706	41,398	20,153	3,824	441,076
1990	205	9,298	7,032	19,782	4,522	33,831	440	3,652	6,237	334,361	340,598	40,183	20,442	5,088	485,075

(a) Includes State-funded basic nursing students who would previously have been trained in hospitals.

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1990'.

The proportion of higher education students who are female has risen from around 47 per cent in 1985 to over 52 per cent in 1990 as the following table shows. This table

also illustrates that higher education students are predominantly in the younger age groups (62% are 24 years of age or under).

HIGHER EDUCATION: STUDENTS BY AGE GROUP AND SEX

	1985	1986	1987	1988	1989	1990
19 and under						
Males	49,617	52,165	56,099	61,068	66,531	71,254
Females	54,223	59,198	65,741	72,985	81,892	90,589
Persons	103,840	111,363	121,840	134,053	148,423	161,843
20-24						
Males	61,377	61,914	60,759	62,896	65,482	71,902
Females	47,956	51,123	52,558	56,899	61,182	69,273
Persons	109,333	113,037	113,317	119,795	126,664	141,175
25-29						
Males	30,669	30,869	29,251	29,327	28,630	30,153
Females	21,999	23,443	23,088	24,768	25,321	27,447
Persons	52,668	54,312	52,339	54,095	53,951	57,600
30 and over						
Males	51,970	54,464	50,022	52,333	50,642	56,111
Females	51,478	56,083	55,733	60,249	61,396	68,346
Persons	103,448	110,547	105,755	112,582	112,038	124,457
Age not stated						
Males	421	436	253	150	—	—
Females	306	273	230	175	—	—
Persons	727	709	483	325	—	—
Total						
Males	194,054	199,848	196,384	205,774	211,285	229,420
Females	175,962	190,120	197,350	215,076	229,791	255,655
Persons	370,016	389,968	393,734	420,850	441,076	485,075

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1990'.

HIGHER EDUCATION: ALL STUDENTS BY TYPE OF ENROLMENT AND SEX

Year	1985	1986	1987	1988	1989	1990
Internal						
Full-time						
Males	104,276	107,342	114,739	122,433	129,437	140,247
Females	100,063	107,903	119,415	130,980	142,664	159,264
Persons	204,339	215,245	234,154	253,413	272,101	299,511
Part-time						
Males	66,407	67,619	59,475	60,606	59,668	65,279
Females	53,674	57,585	54,374	58,647	60,898	67,573
Persons	120,081	125,204	113,849	119,253	120,566	132,852
External						
Males	23,371	24,887	22,170	22,735	22,180	23,894
Females	22,225	24,632	23,561	25,449	26,229	28,818
Persons	45,596	49,519	45,731	48,184	48,409	52,712
Total						
Males	194,054	199,848	196,384	205,774	211,285	229,420
Females	175,962	190,120	197,350	215,076	229,791	255,655
Persons	370,016	389,968	393,734	420,850	441,076	485,075

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1990'.

HIGHER EDUCATION: COURSE COMPLETIONS BY LEVEL OF COURSE AND SEX

	1984	1985	1986	1987	1988	1989
Higher degree						
Research						
Males	1,108	1,216	1,276	1,257	1,455	1,458
Females	374	424	516	476	634	651
Persons	1,482	1,640	1,792	1,733	2,089	2,109
Coursework						
Males	1,910	1,866	1,940	1,622	1,944	1,969
Females	770	821	968	900	1,042	1,207
Persons	2,680	2,687	2,908	2,522	2,986	3,176
Other						
Postgraduate degree						
Males	5,062	5,693	5,719	5,982	6,707	6,648
Females	5,693	6,149	6,637	7,135	8,980	9,380
Persons	10,755	11,842	12,356	13,117	15,687	16,028
Bachelor degree						
Males	22,782	23,113	24,347	24,372	24,895	25,554
Females	19,965	21,186	22,886	24,845	26,317	28,539
Persons	42,747	44,299	47,233	49,217	51,212	54,093
Other non-degree						
Males	4,482	4,620	4,879	4,300	4,705	4,711
Females	8,141	8,347	8,613	9,368	10,180	10,365
Persons	12,623	12,967	13,492	13,668	14,885	15,076
Total						
Males	35,344	36,508	38,161	37,533	39,706	40,340
Females	34,943	36,927	39,620	42,724	47,153	50,142
Persons	70,287	73,435	77,781	80,257	86,859	90,482

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1989'.

SOURCES OF STUDENT INCOME

The following table shows the principal source of finance of students.

AVERAGE WEEKLY TOTAL INCOME OF STUDENTS: SELECTED STUDENT CHARACTERISTICS
BY PRINCIPAL SOURCE OF FINANCE, 1991
(\$)

Student characteristics	Principal source of finance			All students
	Government and other benefits	Wages, salaries and investments	Family and other	
Sex				
Male	99.70	217.00	41.20	120.20
Female	114.40	181.00	46.20	119.40
Age group				
15-16	60.00	55.90	11.40	32.90
17-18	70.90	128.50	26.50	74.60
19-20	98.50	208.90	99.30	153.50
21-24	143.70	230.50	108.70	168.20
25 +	176.90	340.80	109.90	245.00

For footnotes see end of table.

**AVERAGE WEEKLY TOTAL INCOME OF STUDENTS: SELECTED STUDENT CHARACTERISTICS
BY PRINCIPAL SOURCE OF FINANCE, 1991 — *continued***
(\$)

<i>Student characteristics</i>	<i>Principal source of finance</i>			<i>All students</i>
	<i>Government and other benefits</i>	<i>Wages, salaries and investments</i>	<i>Family and other</i>	
Living arrangements				
Living with parent(s) or guardian	80.00	148.80	23.30	83.40
Living with spouse and/or children	188.50	346.30	113.00	255.50
Living away from home	144.20	273.80	165.40	189.40
Student type				
Secondary	65.70	65.40	14.70	42.40
Tertiary				
Full time	98.40	110.80	35.30	77.50
Part time	157.30	340.10	157.30	261.10
Apprentice(a)	*147.70	287.00	*1.00	276.10
<i>Total</i>	<i>140.10</i>	<i>256.30</i>	<i>97.10</i>	<i>185.60</i>
Higher education				
Full time	136.20	164.60	90.90	132.60
Part time	*148.40	379.00	*258.30	304.00
<i>Total</i>	<i>137.80</i>	<i>228.50</i>	<i>108.10</i>	<i>164.90</i>
Technical and further education				
Full time	120.40	*153.20	*56.40	115.90
Part time	166.30	337.60	*116.30	259.60
<i>Total</i>	<i>139.90</i>	<i>293.20</i>	<i>64.50</i>	<i>199.40</i>
Other	172.90	189.60	29.10	136.30
All students	107.10	198.00	43.50	119.80

(a) Apprentices have been shown as a separate category and included in the Tertiary Total estimates, but excluded from all other student type estimates.

Source: *Student Finances, Australia (6550.0)*.

ADULT EDUCATION

Adult education is the most decentralised of the education sectors. Many courses provide a valuable starting point for encouraging people to go on to award courses at formal educational institutions. Other courses fulfil the cultural, recreational and social needs of community members without leading to formal qualifications. The range of course providers is enormous: from commercial and private industry, church and cultural groups to professional and semi-professional bodies, from the YMCA and similar institutions, higher educational institutions (including tertiary bodies), Technical and Further Education Institutions, primary and secondary schools, workers educational associations, and State and Commonwealth departments to public libraries, museums and galleries.

Throughout the 1980s there was a significant growth in non-government community based adult education run on a voluntary or semi-voluntary basis. These courses originate

from the requirements, demands and initiatives of local communities and are offered by learning centres, community care centres, community schools, education centres (particularly in country areas), voluntary teaching networks, literacy groups, women's education programs, teachers' centres, ethnic networks, discussion centres and a variety of neighbourhood centres. Courses range from general interest, recreational and leisure activities, personal development, social awareness and craft through to vocational, remedial and basic education. Community based adult education constitutes a new trend in education. It is open to all, and non-formal characteristics demonstrate the capacity of the community to develop alternatives to institutionalised education.

The higher education sector plays an integral part in adult education through programs of continuing education in professional development, preparatory skills, and general education. These courses are offered by institutions in response to industry and government initiatives and are at a level

consistent with the general teaching of the institutions. The TAFE sector is the largest provider of adult recreational and leisure courses.

GOVERNMENT ASSISTANCE TO STUDENTS

The Commonwealth Government spent more than \$1,100 million on student assistance in 1990-91.

STUDENT ASSISTANCE SCHEMES, 1990-91

<i>Scheme</i>	<i>Number of students</i>	<i>Assistance \$'000</i>
AUSTUDY Tertiary	181,816	586,567
AUSTUDY Secondary	207,378	399,883
AUSTUDY Adult Secondary	11,628	36,791
ABSTUDY (Schooling)	34,071	37,551
ABSTUDY (Tertiary)	14,650	47,830
Assistance for Isolated Children	13,153	15,526
English as a Second Language		
Living Allowances	N/A	4,104

Source: Department of Employment, Education and Training.

AUSTUDY is the Commonwealth Government's means-tested and non-competitive scheme of financial assistance to secondary and tertiary students aged 16 years and above. Maximum allowance rates for students aged 16 to 20 are aligned with benefits for unemployed people of the same age, and all rates are indexed annually. AUSTUDY is a major element in the Commonwealth Government's drive to increase participation in full-time education at the upper secondary and tertiary levels.

The number of students assisted under AUSTUDY has increased substantially since the introduction of the scheme in 1987, from about 225,000 students in that first year it rose to around 400,000 in 1991.

AUSTUDY has special provisions for young people unable to live at home because of exceptional and intolerable circumstances. These provisions allow young people in such circumstances to be classified as independent, thus free from the application of the parental means test in assessing their eligibility for AUSTUDY.

ABSTUDY (Schooling) is part of the Commonwealth Government's program to encourage and assist Aborigines and Torres

Strait Islanders to take full advantage of the educational opportunities available to other Australians. It provides assistance to Aborigines and Torres Strait Islanders who are undertaking full-time secondary studies, or who are 14 years of age on 1 January of the year of study and go to primary school.

The Assistance to Isolated Children Scheme (AIC) is designed to assist the families of children who, because of geographic isolation or disability, must live away from home to attend school, study by correspondence, or live in a second home to go to school. In certain cases assistance may also be available for students from itinerant families.

Assistance for isolated children has been improved substantially, with rates of allowance and income test levels brought into line with AUSTUDY. The close integration of the two schemes includes the transfer to AUSTUDY of means-tested living away from home allowances for isolated secondary students aged 16 years and over.

The National Aboriginal and Torres Strait Islander Education Policy (AEP) was launched by the Minister for Employment, Education and Training in October 1989. The Policy is a joint commitment by the Commonwealth Government, and the State and Territory Governments in consultation with the Aboriginal community to achieve broad equity between Aboriginal people and other Australians in access, participation and outcomes at all stages of education.

The AEP is a concerted effort to address the educational needs of Aboriginal people, by cooperatively directing the strategies of the Commonwealth, the States and Territories, non-government education authorities and educational institutions at all levels to achieve:

- full involvement of Aboriginal people in educational decisions;
- equality of access to educational services;
- increased participation at all levels of education; and
- equitable and appropriate educational outcomes.

Through the AEP the Commonwealth has supplemented its recurrent and capital funding with a three year forward commitment in one consolidated program — the Aboriginal Education Strategic Initiatives Program. This

has replaced all previous Commonwealth education funding programs except income support through ABSTUDY. ABSTUDY continues to provide education income support for secondary and tertiary students. ABSTUDY benefits are similar to those provided under AUSTUDY. The Aboriginal Tutorial Assistance Scheme (ATAS), provides assistance to all levels of Aboriginal students seeking help in their accredited coursework.

ADMINISTRATION OF EDUCATION AT THE NATIONAL LEVEL

The Commonwealth Department of Employment, Education and Training is responsible for education matters at the national level, to which a number of bodies contribute.

The National Board of Employment, Education and Training (NBEET) was established under the *Employment, Education and Training Act 1988*. Proclaimed on 1 July 1988, it is the mechanism for providing coordinated and independent advice to the Government on employment, education, training and research in the context of the Government's broad social, economic and resource policies.

The Board provides for input from providers of education and training, and from business, industry and union organisations, as well as interested bodies in the community. It is assisted by four Councils:

- The *Schools Council* advises on the Commonwealth's policies and programs relating to schools, including the general development of primary and secondary education.
- The *Higher Education Council* advises on the general development of higher education in Australia, priorities and arrangements for the funding of higher education institutions and overseas marketing of Australian higher education products.
- The *Employment and Skills Formation Council* advises on technical and further education, employment and skills formation policies, programs and services, and the promotion of effective training through business and industry.
- The *Australian Research Council* recommends to the Minister on the distribution of resources

allocated to its research funding schemes, and provides advice to the Board on national research priorities and coordination of research policy.

In addition to the NBEET arrangements, the Commonwealth Government has also made new advisory arrangements in a number of specific areas including women, Aborigines, and in language policy and multicultural education:

- A *Women's Employment, Education and Training Advisory Group* has been formed to ensure appropriate consideration of issues relating to women's access and participation in employment, education and training, and to enhance links within the portfolio.
- The *National Aboriginal and Torres Strait Islander Education Policy* was launched in October 1989. Policy objectives are implemented through the Aboriginal Employment, Education and Training Committee which replaces the National Aboriginal Education Committee.
- The *Australian Advisory Council on Languages and Multicultural Education* has also been established to advise and assist the Government with policy and implementation matters and to provide a forum for discussion on needs and priorities.

A number of bodies at the national level have an important coordinating, planning or funding role:

- The *Vocational Education, Employment and Training Advisory Committee (VEETAC)*, composed of Commonwealth and State and Territory heads of department, two industry representatives and a representative of the National Training Board, was established in November 1990 to provide advice to Commonwealth and State Ministers in relevant areas. The Ministerial Council on Vocational Education, Employment and Training (MOVEET) provides a forum for meetings of Ministers in those areas.
- The *Australian Education Council (AEC)*, membership is made up of State and Territory Ministers for Education, and usually meets at least annually as a consultative body to consider matters of mutual interest and generally to facilitate the exchange of information and the coordination of common programs.
- The *Conference of the Directors-General of Education* normally meets twice each year. Matters discussed and decisions reached at the

Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems.

- The *Australian Council for Educational Research (ACER)* is an independent national research organisation. The Council is funded by annual grants from the Commonwealth Government, and each of the State and Territory Governments, as well as from its own activities. The Council is involved in its own and contract research in cooperation with education systems and plays a central role in the areas of educational measurement and evaluation as well as research into learning and teaching and in the social context of education. Authority for ACER's policy rests with its governing council.
- The *TAFE National Centre for Research and Development Ltd* was established in 1980 and is a company limited by guarantee. The main sources of funding are the Commonwealth Government (50%) and the States and Territories (on a per capita basis). Initially involved in curriculum development issues, the Centre's general research thrust is now aimed towards industries' requirements of TAFE, common skills across crafts, multi-skilling, skill formation and retraining. The National TAFE Clearing House within the Centre provides a service disseminating information on research and development activities within TAFE in Australia.
- The *Register of Australian Tertiary Education (RATE)* was set up in January 1990 by the Australian Education Council. RATE constitutes a single national register of authorities (including institutions) empowered by State/Territory or Commonwealth governments to accredit tertiary education award courses. It is in turn the responsibility of those authorities/institutions to accredit tertiary award courses.

There are also a number of non-government organisations which have coordinating roles in their specific segments of education and training at the national level. These include the National Catholic Education Commission, the National Council of Independent Schools Associations, the Australian Vice-Chancellors' Committee, the Australian Committee of Directors and Principals Ltd, the Australian Conference of Directors of

TAFE and the Australian High School Principals' Association.

NEW DEVELOPMENTS IN EDUCATION

A national curriculum agency, Curriculum Corporation, a jointly owned company of the States and the Commonwealth, has been established to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing of knowledge and scarce resources. Other areas where important work is being undertaken on a cooperative basis are improved school-TAFE links and developments of a common approach to assessment.

At its meeting in April 1991, the Australian Education Council (AEC) approved eight areas of learning upon which national collaborative curriculum activity will be based. These areas are:

- English;
- Mathematics;
- Science;
- Language Other Than English;
- Arts;
- Technology;
- Studies of society and environment; and
- Health (incorporating physical education and personal development).

A major part of the higher education reform package was the expansion of the system, with increased opportunities for participation, particularly by young people, and greatly increased resources. The 1990-91 budget provided for additional funds and continuing expansion through the 1991-93 triennium. In 1991 the Government provided funding for an additional 4,800 student intakes in higher education.

In 1991 the AEC released a major report, *Young People's Participation in Post-compulsory Education and Training*. The report is likely to have a significant impact on education and training during the next decade.

The National Project on the Quality of Teaching and Learning (NPQTL) has been established to provide research and developmental support for award restructuring

in teaching and to foster cooperative development of national education strategies. The Governing Board of the NPQTL comprises representatives of government and non-government employing bodies, teacher unions, the Australian Council of Trade Unions and the Commonwealth.

EXPENDITURE ON EDUCATION

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. Estimates of government and private expenditure have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: Concepts, Sources and Methods* (5216.0), *Classification Manual for Government Finance Statistics, Australia* (1217.0) and also to *Commonwealth Government Finance, Australia* (5502.0), and *Government Finance Statistics, Australia* (5512.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities.

Total expenditure on education

Total expenditure on education is comprised of the final expenditures of the public and private sectors.

The figure derived for total expenditure on education can be regarded as a measure of the aggregate supply of education services and facilities and can therefore be related to the supply of goods and services available from domestic production (i.e., gross domestic product). Final consumption expenditure and capital expenditure on education, by sector, can also be related to gross domestic product. These relationships are shown in the table on the following page. The estimates show a

steady decline in both government and total outlays on education, as a proportion of gross domestic product, from 1983-84 to 1988-89. Over this period, the level of private final expenditure on education, as a proportion of gross domestic product, was relatively constant.

Public sector

The statistics presented here for the public sector relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', as broadly defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, preschool centres etc.; on scholarships etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditure on school medical and dental services and provision of free milk for school children are not included, as these are regarded as primarily serving the purpose of health.

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets — mainly by private non-profit organisations and financed in part by grants from public authorities for private capital purposes. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges), fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc. Expenditure on such items as school books, uniforms, etc., and expenditure by parents' associations on school equipment is not included, being treated in the Australian National Accounts as private final consumption expenditure on other goods and services (such as clothing, books, household durables, etc.). Private expenditure on new fixed assets is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

EXPENDITURE ON EDUCATION

<i>Description</i>	<i>1983-84</i>	<i>1984-85</i>	<i>1985-86</i>	<i>1986-87</i>	<i>1987-88</i>	<i>1988-89</i>
	— \$ million —					
Government						
General government final consumption expenditure	8,174	8,798	9,605	10,299	10,848	11,636
Gross fixed capital expenditure	736	877	1,029	1,155	1,015	1,093
Increase in stocks	3	—	1	2	2	2
<i>Final expenditure (1)</i>	<i>8,913</i>	<i>9,675</i>	<i>10,636</i>	<i>11,455</i>	<i>11,865</i>	<i>12,731</i>
Personal benefit payments (2)	663	735	826	954	1,207	1,352
Grants and advances to non-profit institutions	1,135	1,253	1,412	1,519	1,612	2,001
Other (3)	18	27	28	4	-4	-13
<i>Total government outlay on education</i>	<i>10,728</i>	<i>11,689</i>	<i>12,901</i>	<i>13,931</i>	<i>14,680</i>	<i>16,071</i>
Private						
Private final consumption expenditure	1,663	1,879	2,103	2,326	2,597	2,696
Gross fixed capital expenditure	117	175	224	278	312	336
<i>Final expenditure (4)</i>	<i>1,780</i>	<i>2,054</i>	<i>2,327</i>	<i>2,604</i>	<i>2,909</i>	<i>3,032</i>
Total final expenditure on education (1) + (4)	10,693	11,729	12,963	14,059	14,774	15,763
Total outlay on education (1) + (2) + (3) + (4)	11,373	12,491	13,816	15,017	15,978	17,102
Gross domestic product(a)	194,617	216,059	240,091	264,627	299,429	339,834
	— per cent —					
Total government outlay as percentage of gross domestic product	5.5	5.4	5.4	5.3	4.9	4.7
Total outlay on education as percentage of gross domestic product	5.8	5.8	5.8	5.7	5.3	5.0
Total final expenditure on education as percentage of gross domestic product of which	5.5	5.4	5.4	5.3	4.9	4.6
General government final consumption expenditure	4.2	4.1	4.0	3.9	3.6	3.4
Private final consumption expenditure	0.9	0.9	0.9	0.9	0.9	0.8
Government gross fixed capital expenditure	0.4	0.4	0.4	0.4	0.3	0.3
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

(a) The figures for Gross Domestic Product are from *Australian National Accounts: National Income and Expenditure (5204.0)*.
Source: *Expenditure on Education, Australia (5510.0)*.

Commonwealth Government

Details of outlay on education by authorities of the Commonwealth Government are given in the following table.

**COMMONWEALTH GOVERNMENT: OUTLAY ON EDUCATION
BY GOVERNMENT PURPOSE CLASSIFICATION
(\$ million)**

<i>Government purpose classification(a)</i>	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Primary and secondary education	1,586	1,732	1,899	1,996	2,242	2,413
Tertiary education	2,501	2,772	2,992	3,212	3,508	3,518
University education	2,155	2,322	2,544	2,727	3,020	3,057
Technical and further education	322	419	410	437	429	370
Tertiary education n.e.c.	24	31	39	48	59	91
Preschool education and education not definable by level	99	105	94	85	89	91
Preschool education	38	38	22	6	6	6
Special education	—	—	—	—	—	1
Other education not definable by level	61	67	72	78	83	84
Transportation of students	5	5	5	6	7	6
Education n.e.c.	17	18	13	54	64	84
Total outlay on education	4,207	4,632	5,004	5,353	5,909	6,112
Total outlay on all purposes	60,542	67,602	74,910	80,175	83,404	87,659
Outlay on education as a percentage of total outlay	6.9	6.9	6.7	6.7	7.1	7.0

(a) For an explanation of the classification refer to the ABS publication *Classification Manual for Government Finance Statistics (1217.0)*.
Source: *Expenditure on Education, Australia (5510.0)*.

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- Government Finance Statistics, Australia (5512.0)*
- Government Financial Estimates, Australia (5501.0)*
- Labour Force Status and Educational Attainment, Australia (6235.0)*
- Participation in Education, Australia (6272.0)*
- Schools, Australia (4221.0)*
- Student Finances, Australia (6550.0)*
- Transition From Education to Work, Australia (6227.0)*

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Publications produced by the Department of Employment, Education and Training are:

The Australian Research Council Awards

Census of Non-government Schools

DEET Programs: Impact on TAFE

Department of Employment, Education and Training Annual Report

Education at a Glance

Education Participation Rates

Higher Education Funding for the 1991-93 Triennium

Higher Education Series

Retention and Participation in Australian Schools

Schooling in Australia: Statistical Profile

Selected Higher Education Statistics

Selected TAFE Statistics

TAFE 1990: Commonwealth Programs and Priorities

The annual reports of the respective State education departments also provide detailed statistical information.

FOR MORE INFORMATION

The ABS has a far wider range of information on Australia than that contained in the *Year Book*. Information is available in the form of regular publications, electronic data services, special tables and from investigations of published and unpublished data.

For further information contact ABS Information Services at one of the addresses listed on the page facing the Introduction to the *Year Book*.
