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Chapter Ten

Education

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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 1989–90 was \$19,728 million (see later section), which represented 4.8 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 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 (that is, 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 1991 the number of full-time students attending school totalled 3,075,137, comprising 2,217,226 (72.1%) in government schools and 857,911 (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, in 1991 86 per cent of students remained at school until Year 11 and 71 per cent remained 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. In Victoria a combination of school-based assessment and external exams culminate in the Victorian Certificate of Education. 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 Community Languages (formerly 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, for example, 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.

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 9,980 schools operating in Australia in 1991, 7,470 (74.8%) were government schools operated by the State Directors-General of Education (or equivalent) and 2,510 (25.2%) were non-government schools.

In August 1991 the number of full-time students attending primary and secondary schools totalled 3,075,137, comprising 2,217,226 (72.1%) in government schools and 857,911 (27.9%) in non-government schools.

The number of full-time students attending government schools in 1991 increased by 23,879 (1.1%) from the 2,193,347 attending in 1990. The number of full-time students attending non-government schools also increased by 1.1 per cent (9,601) from the 848,310 attending in 1990.

10.1 SCHOOLS, STUDENTS AND TEACHING STAFF: BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUGUST 1991

	Government schools	Non-government schools				All schools
		Anglican	Catholic	Other	Total(a)	
Number of schools	7,470	119	1,705	686	2,510	9,980
Number of students						
Males	1,137,101	45,059	300,288	86,067	431,414	1,568,515
Females	1,080,125	38,999	297,922	89,576	426,497	1,506,622
Persons	2,217,226	84,058	598,210	175,643	857,911	3,075,137
FTE of teaching staff(b)						
Males	56,826	2,854	11,583	5,104	19,540	76,367
Females	89,068	3,471	23,054	7,571	34,097	123,166
Persons	145,895	6,325	34,638	12,675	53,638	199,532

(a) Includes special schools administered by government authorities other than the State Ministry of Education in Victoria.

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

Source: *Schools, Australia* (4221.0).

10.2 STUDENTS BY CATEGORY OF SCHOOL AND SEX, JULY

	1986	1987	1988	1989	1990	1991(a)
GOVERNMENT SCHOOLS						
Males	1,134,704	1,128,722	1,128,011	1,123,993	1,123,008	1,137,101
Females	1,073,097	1,068,020	1,069,692	1,070,362	1,070,339	1,080,125
Persons	2,207,801	2,196,742	2,197,703	2,194,355	2,193,347	2,217,226
NON-GOVERNMENT SCHOOLS						
Males	397,705	404,723	413,253	420,188	425,504	431,414
Females	395,883	403,418	411,373	416,844	422,806	426,497
Persons	793,588	808,141	824,626	837,032	848,310	857,911
ALL SCHOOLS						
Males	1,532,409	1,533,445	1,541,264	1,544,181	1,548,512	1,568,515
Females	1,468,980	1,471,438	1,481,065	1,487,206	1,493,145	1,506,622
Persons	3,001,389	3,004,883	3,022,329	3,031,387	3,041,657	3,075,137

(a) As at August.

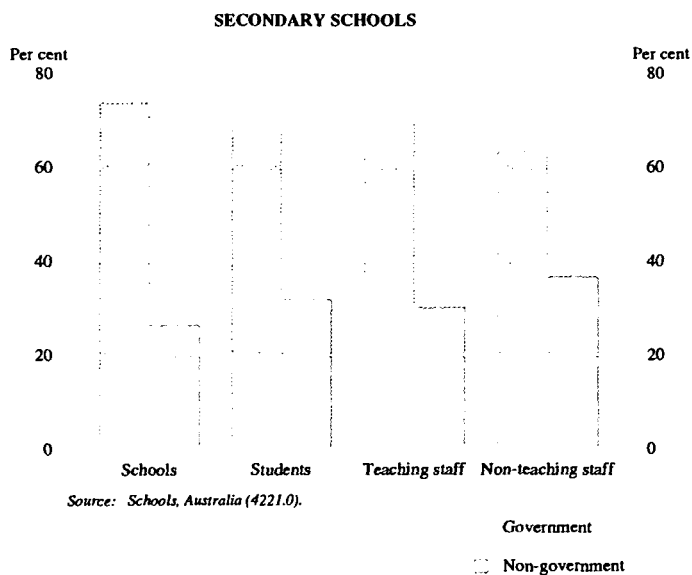
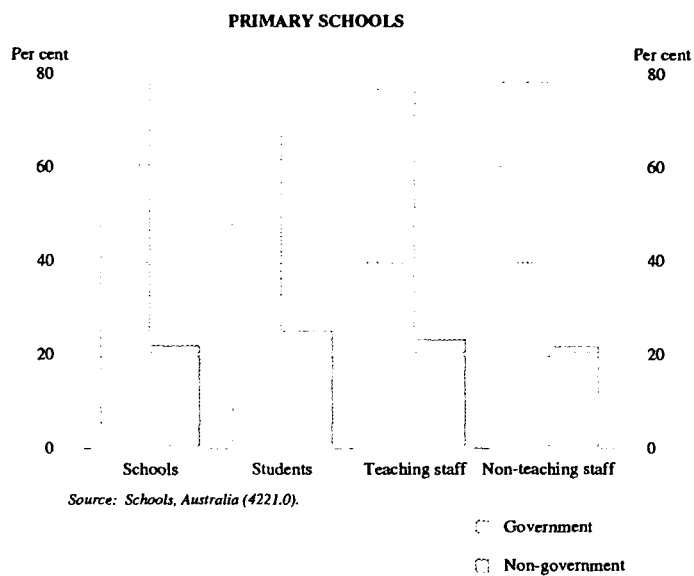
Source: *Schools, Australia* (4221.0).10.3 NUMBER OF STUDENTS(a): BY CATEGORY OF SCHOOL, SEX AND LEVEL/YEAR OF EDUCATION
AUGUST 1991

Level /Year of education	Government schools	Non-government schools(a)				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
Primary								
Pre-Year 1(b)	133,431	2,120	37,168	8,090	47,378	92,769	88,040	180,809
Year 1	195,725	2,707	48,918	10,664	62,289	132,433	125,581	258,014
Year 2	192,114	2,720	48,689	10,535	61,944	130,298	123,760	254,058
Year 3	190,780	3,346	49,401	10,641	63,388	130,296	123,872	254,168
Year 4	186,938	3,645	48,589	10,563	62,797	127,656	122,079	249,735
Year 5	180,849	4,660	48,174	11,060	63,894	125,476	119,267	244,743
Year 6	174,422	5,011	47,556	11,093	63,660	122,216	115,866	238,082
Year 7 (Qld,SA,WANT)	66,589	2,013	13,685	4,256	19,954	44,442	42,101	86,543
Ungraded	17,768	24	693	1,892	2,609	12,497	7,880	20,377
Total primary	1,338,616	26,246	342,873	78,794	447,913	918,083	868,446	1,786,529
Secondary								
Year 7 (NSW,Vic.,Tas.,ACT)	101,331	6,267	33,170	10,345	49,782	77,130	73,983	151,113
Year 8	163,264	10,125	48,332	17,634	76,091	122,744	116,611	239,355
Year 9	165,872	10,377	47,880	17,379	75,636	123,515	117,993	241,508
Year 10	165,768	10,498	47,297	17,613	75,408	122,943	118,233	241,176
Year 11	145,699	10,565	41,379	16,979	68,923	106,270	108,352	214,622
Year 12	120,678	9,947	36,723	15,909	62,579	87,398	95,859	183,257
Ungraded	15,998	33	556	990	1,579	10,432	7,145	17,577
Total secondary	878,610	57,812	255,337	96,849	409,998	650,432	638,176	1,288,608
Total	2,217,226	84,058	598,210	175,643	857,911	1,568,515	1,506,622	3,075,137

(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).

**10.4 PERCENTAGE OF STUDENTS AND SCHOOL STAFF (FTE(a))
BY CATEGORY OF SCHOOL, AUGUST 1991**



(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.

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 homelands 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

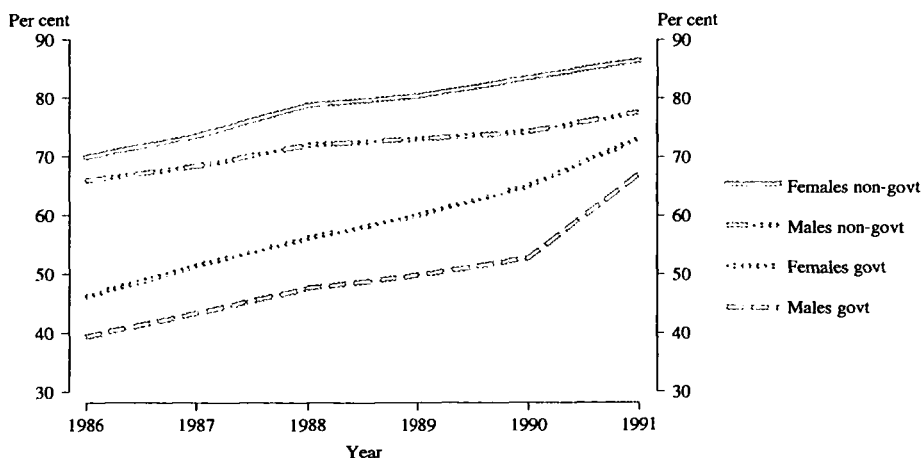
in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special 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 1991 Year 12 apparent retention rate of 71.3 per cent exceeded the Commonwealth Government's objective of a retention rate of 65 per cent by the early 1990s.

10.5 APPARENT RETENTION RATES OF SCHOOL STUDENTS TO YEAR 12 BY CATEGORY OF SCHOOL AND SEX, JULY 1986-91(a)



(a) Data for 1991 as at August.
Source: *Schools, Australia* (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 64.0 per cent in 1990 to 71.3 per cent in 1991. As in previous years, the retention rate for female students (76.7%) was higher than the corresponding rate for males (66.1%). The rate varied between States and Territories, ranging from 52.6 per cent in Tasmania to 95.6 per cent in the Australian Capital Territory. The apparent retention rate increased between 1990 and 1991 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 arrangements announced by the Commonwealth Government for recurrent funding for non-government schools beyond 1992 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. In 1990, a National Report on Schooling was published by the Australian Education Council for the first time. These annual reports inform the Commonwealth Parliament and the community about the achievements of Australian schools. The reports include 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 241,986 secondary students aged 16 and over from low income families received assistance in 1991 under AUSTUDY. During 1991 13,337 children were given assistance under the Assistance for Isolated Children (AIC) Scheme, and 25,153 Aboriginal children were given assistance 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 universities and Technical and Further Education (TAFE) institutions. Since the publication of the Government's White Paper, *Higher Education: A Policy Statement, July 1988*, the Australian higher education system has undergone major structural change. The former binary system of universities and colleges of advanced education has been abolished and a unified national system of about 35 universities has been established. These universities receive Commonwealth funding according to an academic profile agreed between them and the Government.

A few institutions of higher education outside the unified national system receive Commonwealth funding for teaching courses on a contract basis.

Apart from the Australian National University, the University of Canberra and the Australian Maritime College (not a member of the unified national system), which are established under Commonwealth legislation, Australian universities operate under State legislation. They are autonomous bodies responsible for their own governance and make their own decisions on, for example, matters of allocation of their funding, staffing and academic courses. TAFE institutions operate as part of State-wide TAFE systems.

Three private universities have been established under State legislation — Bond University, University of Notre Dame, Australia, and the Australian William E Simon University.

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, schools, agricultural colleges and adult education authorities.

Each of the States provides the bulk of the recurrent finance for its own institutions. The Commonwealth Government provides supplementary funds to the States and provides about 65 per cent of capital works funding.

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). Stream is a term used to classify courses into categories which are similar to the type of vocation for which education is being undertaken and the level of that education. TAFE currently support 17 streams. Field of study also classifies courses but by major discipline or subject matter orientation.

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.

**10.6 TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 2100-4500)
BY AGE GROUP, SEX AND TYPE OF ATTENDANCE, 1991**

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
16 and under	4,143	22,024	26,167	3,123	19,417	22,540	7,266	41,441	48,707
17	5,460	24,888	30,348	3,915	15,195	19,110	9,375	40,083	49,458
18	8,745	36,204	44,949	8,706	19,367	28,073	17,451	55,571	73,022
19	7,229	37,392	44,621	6,666	18,728	25,394	13,895	56,120	70,015
19 and under	25,577	120,508	146,085	22,410	72,707	95,117	47,987	193,215	241,202
20-24	12,243	97,006	109,249	10,866	64,748	75,614	23,109	161,754	184,863
25-29	4,261	63,547	67,808	4,242	49,267	53,509	8,503	112,814	121,317
30-39	4,885	99,479	104,364	6,213	89,924	96,137	11,098	189,403	200,501
40-49	1,922	53,092	55,014	3,207	59,063	62,270	5,129	112,155	117,284
50-59	546	17,844	18,390	773	19,534	20,307	1,319	37,378	38,697
60-64	109	3,564	3,673	104	4,570	4,674	213	8,134	8,347
>64	130	2,705	2,835	113	4,147	4,260	243	6,852	7,095
Not stated	1,012	29,518	30,530	745	29,559	30,304	1,757	59,077	60,834
Bulk enrolments(a)	—	3,200	3,200	—	2,602	2,602	—	5,802	5,802
Total	50,685	490,463	541,148	48,673	396,121	444,794	99,358	886,584	985,942

(a) The term 'bulk enrolments' is used to describe students who are doing part-time courses and for whom complete personal details were not collected. Some double counting may occur where this involves students already enrolled in a TAFE course.

Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1991'.

**10.7 TECHNICAL AND FURTHER EDUCATION: DUTY HOURS(a) OF TEACHING STAFF ('000)
AND FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, 1991**

Type of appointment	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Full-time									
Teaching hours	2,897.5	2,773.2	1,443.8	892.9	1,006.5	272.7	196.6	203.8	9,687.1
Non-teaching hours	4,139.7	3,779.9	1,772.7	1,499.2	639.8	326.6	276.7	368.8	12,803.5
Total duty hours	7,037.3	6,553.1	3,216.5	2,392.1	1,646.4	599.3	473.4	572.6	22,490.6
Number of staff	6,027	4,471	2,607	1,772	1,606	490	301	453	17,727
Part-time									
Teaching hours	3,145.7	1,186.4	564.5	387.6	493.0	162.5	58.5	103.1	6,101.2
Non-teaching hours	227.1	423.0	76.2	9.8	6.7	7.8	15.5	2.9	769.1
Total duty hours	3,372.8	1,609.4	640.7	397.3	499.7	170.3	74.0	106.0	6,870.3
All teaching staff									
Teaching hours	6,043.2	3,959.5	2,008.4	1,280.5	1,499.6	435.2	255.1	306.8	15,788.3
Non-teaching hours	4,366.9	4,203.0	1,848.9	1,509.0	646.5	334.4	292.2	371.7	13,572.6
Total duty hours	10,410.1	8,162.5	3,857.2	2,789.5	2,146.1	769.6	547.4	678.5	29,360.9

(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, 1991'.

10.8 TECHNICAL AND FURTHER EDUCATION: ALL STUDENTS BY STREAM AND FIELD OF STUDY, 1991

Stream	01	02	03	04	05	06	07	08	09	10	11	12	Net
1000 Recreation, leisure	10,772	14,011	145,475	32,772	2,402	9,704	79,969	259	14,157	96	30,529	31,363	585,274
2100 Basic employment skills	696	1,627	16,374	10,797	3,476	3,976	5,334	71	1,029	—	4,936	106,665	151,135
2200 Educational preparation	630	445	16,134	5,933	706	969	2,092	12	2,818	—	3,883	61,567	93,654
3100 Operatives: initial	10,184	14,650	26,870	66,978	1,139	29,432	14,366	390	23,987	480	35,937	5,129	220,637
3211 Recognised trades: part exempt	91	1,616	—	57	—	1,540	13	—	312	—	735	5,133	9,448
3212 Recognised trades: complete	5,982	31,780	692	—	—	66,993	481	—	—	—	18,815	924	125,329
3221 Other skills: part exempt	1,498	889	2,812	19,753	805	6,379	2,621	—	68	25	5,698	12,190	51,475
3222 Other skills: complete	9,340	1,152	8,759	38,716	47	12,629	3,100	1,070	1,769	531	10,923	1,159	88,446
3300 Trade technician/supervisory	6,963	6,682	7,274	44,900	336	19,844	3,115	85	6,438	198	12,705	3	107,950
3400 Para-professional technician	635	2,725	1,398	9,889	19	3,334	882	224	5,823	—	236	—	24,805
3500 Para-professional higher technician	1,363	5,377	8,553	48,168	1,450	18,411	6,889	2,408	4,579	178	3,936	60	100,614
3600 Professional	—	315	2,520	610	—	58	194	—	18	—	819	182	4,714
4100 Operatives: post initial	1,230	1,263	843	2,561	163	2,037	542	11	3,469	—	1,630	10,101	23,654
4200 Trades/other skills: post initial	8,383	6,129	4,357	19,180	3,667	27,692	2,234	815	2,971	—	9,721	794	84,658
4300 Trade technician/supervisory: post initial	931	212	225	1,290	128	2,885	115	—	1,405	—	142	—	7,284
4400 Para-professional technician: post initial	1	91	49	51	14	231	42	—	129	—	20	52	678
4500 Para-professional higher technician: post initial	—	76	229	266	117	1,920	458	3	323	—	665	35	4,048
Total net(a) streams 2100-4500	45,621	71,844	92,654	253,445	12,016	183,562	41,304	5,074	52,909	1,390	106,125	197,145	985,942
Total net(a) all streams	56,194	85,699	236,831	285,628	14,372	192,851	120,894	5,333	66,928	1,486	136,190	228,154	1,554,998

01 Land & Marine Resources, Animal Husbandry; 02 Architecture, Building; 03 Art, Humanities and Social Sciences; 04 Business Administration, Economics; 05 Education; 06 Engineering, Surveying; 07 Health, Community Services; 08 Law, Legal Studies; 09 Science; 10 Veterinary Science, Animal Care; 11 Services, Hospitality, Transportation; 12 TAFE Multi-field Education.

(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, 1991'.

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 higher education places at most institutions.

Higher education institutions are funded by the Commonwealth under the *Higher Education Funding Act 1988*. In 1992 expenditure on higher education totalled approximately \$4,200 million. 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 1993 the annual course contribution, which is indexed annually, is \$2,331.

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 1991, 61 per cent of students were enrolled in full-time study, 28 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.

10.9 HIGHER EDUCATION: ALL STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1991

Level of course	Agri- culture, animal husbandry	Archi- tecture, building	Arts, humanities and social sciences	Business admin- istration, economics	Education	Engineering and surveying	Health	Law, legal studies	Science	Veterinary science	Non- award courses	Total
Higher doctorate	—	—	16	—	—	1	137	16	5	2	—	177
Ph.D	455	105	2,662	507	850	1,218	1,411	91	3,525	136	—	10,960
Master's by research	336	164	2,452	382	910	1,077	715	213	1,834	60	—	8,143
Master's by coursework	190	593	4,370	7,902	5,430	1,533	2,154	1,080	1,684	49	—	24,985
Postgraduate qualification/preliminary	18	107	685	671	1,355	210	464	1	484	4	—	3,999
Graduate (post) diploma — new area	241	335	4,137	5,502	8,796	922	1,804	646	3,518	6	—	25,907
Graduate (post) diploma — extension area	91	434	1,748	1,964	4,598	690	1,505	691	1,408	3	—	13,132
Graduate certificate	4	—	219	529	409	20	60	45	114	1	—	1,401
Bachelor's postgraduate	—	308	633	2	2,562	27	356	311	—	—	—	4,199
Bachelor's honours	46	32	3,609	593	223	678	240	198	2,116	21	—	7,756
Bachelor's pass	4,787	8,882	95,162	91,448	40,045	31,442	29,848	12,177	57,713	1,330	—	372,834
Diploma	188	31	1,038	284	12,659	107	21,847	—	348	—	—	36,502
Associate diploma	3,453	252	3,852	2,858	1,269	2,195	1,277	446	2,858	—	—	18,460
Other award courses	—	—	15	—	4	50	4	398	19	—	—	490
Enabling courses	—	—	755	24	488	37	53	—	335	—	—	1,759
Non-award courses	67	—	—	—	—	—	—	—	—	—	3,834	3,834
Total courses	9,876	11,243	121,353	112,666	79,598	40,207	61,875	16,313	75,961	1,612	3,834	534,538

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1991'.

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

Level of course	Agri- 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	—	1	1	—	10	1	55
Ph.D.	68	10	296	42	71	149	8	510	26	1,346
Masters by research	48	6	206	44	80	120	17	189	11	787
Masters by coursework	29	115	746	1,435	804	313	68	251	11	4,037
Postgraduate qualification/preliminary	17	12	110	71	480	24	—	38	—	802
Graduate (post) diploma — new area	120	53	1,233	1,667	4,317	214	92	775	4	9,050
Graduate (post) diploma — extension area	36	158	446	384	1,763	122	774	423	9	4,462
Graduate certificate	5	—	3	24	115	—	36	2	—	189
Bachelor's postgraduate	—	88	200	—	827	3	185	—	—	1,303
Bachelor's honours	27	22	1,683	249	71	255	84	1,539	20	4,041
Bachelor's pass	709	1,455	13,449	12,285	8,064	3,558	1,906	7,669	272	54,141
Diploma	32	3	218	—	5,923	7	—	112	—	10,629
Associate diploma	510	44	933	586	265	390	61	526	—	3,557
Total persons	1,602	1,966	19,525	16,787	22,781	5,156	3,231	12,044	354	94,399

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

10.11 HIGHER EDUCATION: COMMENCING STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1991

Level of course	Agri- culture, animal husbandry	Archi- tecture, 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	—	—	13	—	—	36	8	4	1	—	62
Ph.D	139	36	813	193	301	401	43	1,025	34	—	3,367
Master's by research	135	78	1,066	186	373	541	87	731	25	—	3,536
Master's by coursework	135	333	2,388	3,913	2,597	836	507	930	21	—	12,786
Postgraduate qualification/preliminary	11	58	452	348	841	119	1	368	1	—	2,436
Graduate (post) diploma — new area	197	172	2,606	3,092	6,248	1,094	443	1,925	5	—	16,336
Graduate (post) diploma — extension area	72	225	1,088	1,207	2,637	935	639	925	3	—	8,108
Graduate certificate	4	—	209	505	361	59	45	96	1	—	1,300
Bachelor's postgraduate	—	77	266	—	1,446	19	115	—	—	—	2,024
Bachelor's honours	1	—	496	79	96	82	10	333	7	—	1,120
Bachelor's pass	1,739	2,846	36,852	32,104	16,294	10,680	3,710	23,461	347	—	138,083
Diploma	76	—	470	171	4,656	36	—	151	—	—	14,667
Associate diploma	1,881	114	1,815	1,208	739	820	160	1,368	—	—	8,700
Other award courses	—	—	14	—	3	4	398	14	—	—	465
Enabling courses	67	—	720	18	423	52	—	325	—	—	1,626
Non-award courses	—	—	—	—	—	—	—	—	—	3,324	3,324
Total courses	4,457	3,939	49,268	43,024	37,015	24,193	6,166	31,656	445	3,324	217,940

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1991'.

10.12 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-graduate bachelor	Diploma	Associate diploma	Other	Total
Males															
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	163,365	166,409	8,045	11,713	2,315	229,420
1991	140	7,012	4,781	14,096	1,694	17,710	664	1,227	3,807	177,803	181,610	7,329	10,484	2,929	249,676
Females															
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
1991	37	3,948	3,362	10,889	2,305	21,329	737	2,972	3,949	195,031	198,980	29,173	7,976	3,154	284,862
Persons															
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	40,185	20,442	5,088	485,075
1991	177	10,960	8,143	24,985	3,999	39,039	1,401	4,199	7,756	372,834	380,590	36,502	18,460	6,083	534,538

(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, 1991'.

The proportion of higher education students who are female has risen from around 49 per cent in 1986 to over 53 per cent in 1991 as the following table shows. This table

also illustrates that higher education students are predominantly in the younger age groups (57% are 24 years of age or under).

10.13 HIGHER EDUCATION: STUDENTS BY AGE GROUP AND SEX

	1986	1987	1988	1989	1990	1991
19 and under						
Males	52,165	56,099	61,068	66,531	71,254	74,820
Females	59,198	65,741	72,985	81,892	90,589	96,617
Persons	111,363	121,840	134,053	148,423	161,843	171,437
20-24						
Males	61,914	60,759	62,896	65,482	71,902	80,304
Females	51,123	52,558	56,899	61,182	69,273	79,967
Persons	113,037	113,317	119,795	126,664	141,175	160,271
25-29						
Males	30,869	29,251	29,327	28,630	30,153	32,334
Females	23,443	23,088	24,768	25,321	27,447	30,693
Persons	54,312	52,339	54,095	53,951	57,600	63,027
30 and over						
Males	54,464	50,022	52,333	50,642	56,111	62,218
Females	56,083	55,733	60,249	61,396	68,346	77,585
Persons	110,547	105,755	112,582	112,038	124,457	139,803
Age not stated						
Males	436	253	150	—	—	—
Females	273	230	175	—	—	—
Persons	709	483	325	—	—	—
Total						
Males	199,848	196,384	205,774	211,285	229,420	249,676
Females	190,120	197,350	215,076	229,791	255,655	284,862
Persons	389,968	393,734	420,850	441,076	485,075	534,538

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1991'.

10.14 HIGHER EDUCATION: ALL STUDENTS, BY TYPE OF ENROLMENT AND SEX

	1986	1987	1988	1989	1990	1991
Internal						
Full-time						
Males	107,342	114,739	122,433	129,437	140,247	153,210
Females	107,903	119,415	130,980	142,664	159,264	175,197
Persons	215,245	234,154	253,413	272,101	299,511	328,407
Part-time						
Males	67,619	59,475	60,606	59,668	65,279	71,652
Females	57,585	54,374	58,647	60,898	67,573	77,557
Persons	125,204	113,849	119,253	120,566	132,852	149,209
External						
Males	24,887	22,170	22,735	22,180	23,894	24,814
Females	24,632	23,561	25,449	26,229	28,818	32,108
Persons	49,519	45,731	48,184	48,409	52,712	56,922
Total						
Males	199,848	196,384	205,774	211,285	229,420	249,676
Females	190,120	197,350	215,076	229,791	255,655	284,862
Persons	389,968	393,734	420,850	441,076	485,075	534,538

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1991'.

10.15 HIGHER EDUCATION: COURSE COMPLETIONS, BY LEVEL OF COURSE AND SEX

	1985	1986	1987	1988	1989	1990
Higher degree						
Research						
Males	1,216	1,276	1,257	1,455	1,458	1,465
Females	424	516	476	634	651	723
Persons	1,640	1,792	1,733	2,089	2,109	2,188
Coursework						
Males	1,866	1,940	1,622	1,944	1,969	2,499
Females	821	968	900	1,042	1,207	1,538
Persons	2,687	2,908	2,522	2,986	3,176	4,037
Other						
Postgraduate degree						
Males	5,693	5,719	5,982	6,707	6,648	6,517
Females	6,149	6,637	7,135	8,980	9,380	9,289
Persons	11,842	12,356	13,117	15,687	16,028	15,806
Bachelor degree						
Males	23,113	24,347	24,372	24,895	25,554	27,029
Females	21,186	22,886	24,845	26,317	28,539	31,153
Persons	44,299	47,233	49,217	51,212	54,093	58,182
Other non-degree						
Males	4,620	4,879	4,300	4,705	4,711	4,114
Females	8,347	8,613	9,368	10,180	10,365	10,072
Persons	12,967	13,492	13,668	14,885	15,076	14,186
Total						
Males	36,508	38,161	37,533	39,706	40,340	41,624
Females	36,927	39,620	42,724	47,153	50,142	52,775
Persons	73,435	77,781	80,257	86,859	90,482	94,399

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

EDUCATION CHARACTERISTICS OF THE POPULATION**Participation in education**

A large proportion of persons in the age group 15 to 24 participate in education well beyond the compulsory school age of 15 (16 in Tasmania).

Table 10.16 shows that, in September 1991, 66 per cent of 17 year olds were still at school while a further 12 per cent had moved on to tertiary education. Overall the education participation rate of 15 to 24 year olds in September 1991 was 48 per cent.

10.16 EDUCATION PARTICIPATION RATES OF PERSONS AGED 15 TO 24: WHETHER ATTENDING AN EDUCATIONAL INSTITUTION, TYPE OF INSTITUTION ATTENDING, AGE, SEPTEMBER 1991 (per cent)

Type of institution	Age (years)										Total
	15	16	17	18	19	20	21	22	23	24	
Attending	96.1	87.2	77.9	57.8	42.3	39.9	28.3	22.3	17.1	16.7	47.9
School	95.5	83.1	66.4	21.5	2.3	*1.7	*0.4	*0.4	*0.2	*0.3	25.8
Tertiary(a)	*0.6	4.2	11.5	36.3	40.0	38.2	27.9	21.9	16.9	16.4	22.0
Higher education	*—	*0.1	2.7	18.4	21.7	22.9	18.0	13.3	9.1	9.1	11.9
TAFE	*0.4	*3.7	7.6	16.1	17.1	13.8	8.7	6.4	6.5	5.3	8.8
Not attending	3.9	12.8	22.1	42.2	57.7	60.1	71.7	77.7	82.9	83.3	52.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Includes persons who were attending 'Other educational' institutions.

Source: Labour Force Status and Educational Attendance, Australia (6235.0).

10.17 PERSONS AGED 15 TO 64 WHO ATTENDED AN EDUCATIONAL INSTITUTION IN 1991: TYPE OF ATTENDANCE
AND LABOUR FORCE STATUS, MAY 1992

Type of attendance in 1991	Employed			Unem- ployed	Labour force	Not in labour force	Total	Unemp- loyment rate (%)
	Full-time	Part-time	Total					
Full-time								
Attending in May 1992								
School	52.9	332.8	385.7	90.2	475.9	697.4	1,173.3	19.0
Full-time	*0.9	157.5	158.4	39.9	198.3	443.1	641.4	20.1
Part-time	*0.3	*0.8	*1.1	*0.5	*1.6	*0.5	*2.1	*31.3
Total	*1.1	158.4	159.5	40.4	199.9	443.7	643.6	20.2
Tertiary	18.0	155.1	173.1	36.5	209.6	247.2	456.8	17.4
Full-time	33.8	19.3	53.1	13.3	66.4	6.6	72.9	20.0
Part-time	51.8	174.4	226.2	49.8	276.0	253.7	529.7	18.1
Total	138.2	57.2	195.4	86.2	281.6	27.6	309.2	30.6
Not attending in May 1992	191.1	389.9	581.1	176.4	757.5	725.0	1,482.5	23.3
Total								
Part-time								
Attending in May 1992	322.9	65.7	388.6	27.6	416.2	55.5	471.7	6.6
Not attending in May 1992	397.3	84.4	481.7	59.7	541.4	68.2	609.6	11.0
Total	720.2	150.1	870.3	87.3	957.5	123.7	1,081.2	9.1
Total								
Attending in May 1992	375.8	398.5	774.3	117.8	892.1	752.9	1,645.0	13.2
School	*0.9	157.7	158.6	40.0	198.6	443.1	641.7	20.1
Full-time	*1.3	*1.0	*2.3	*1.2	3.5	*2.2	5.6	*34.2
Part-time	*2.2	158.7	160.9	41.2	202.0	445.3	647.3	20.4
Total	24.2	161.9	186.1	40.2	226.3	263.1	489.3	17.8
Tertiary	349.4	77.9	427.3	36.5	463.8	44.5	508.3	7.9
Full-time	373.6	239.8	613.4	76.7	690.1	307.6	997.6	11.1
Part-time	535.6	141.5	677.1	145.9	823.0	95.8	918.8	17.7
Not attending in May 1992								
Total	911.4	540.0	1,451.3	263.7	1,715.0	848.7	2,563.7	15.4

Source: Transition from Education to Work, Australia (6227.0).

Education attendance and the labour force

An ABS survey in May 1992 revealed that an estimated, 2,563,700 persons aged 15 to 64 years had attended an educational institution in the previous year. At the time of the survey only 64 per cent (1,645,000) were still attending. Among this group were 75,000 persons who had changed from full-time to part-time study and 34,100 of these were employed full time.

Of the 918,800 persons who had ceased education since the previous year, 677,100 were employed, 145,900 were unemployed and the remaining 95,800 were not in the labour force.

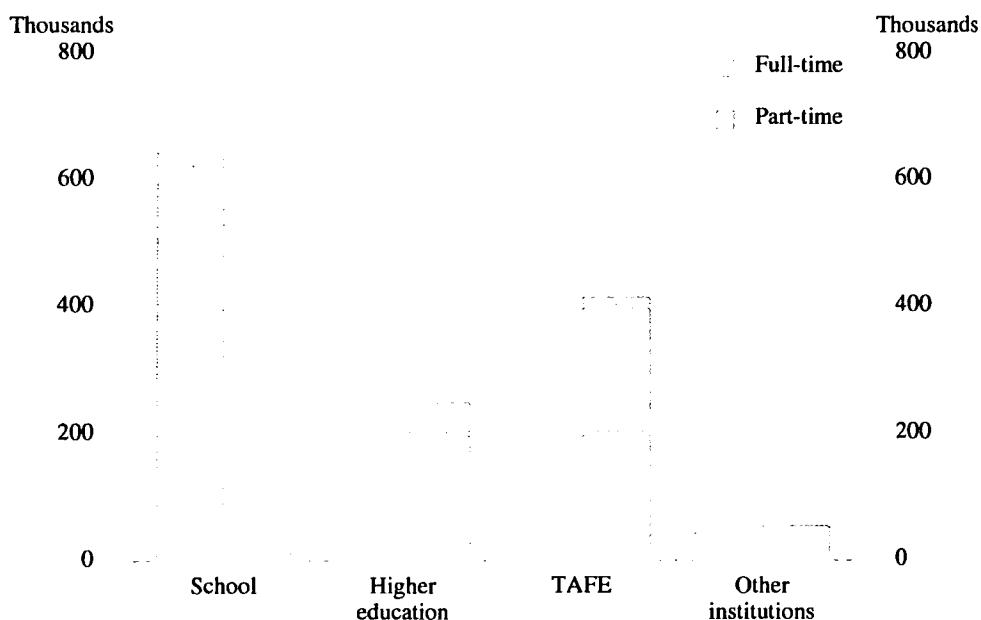
A large number of persons were involved in both study and work. The 1,645,000 persons

continuing at an educational institution in May 1992 included 774,300 (47%) employed (375,800 of these in full-time employment) and 117,800 who were looking for work. There were also 25,200 persons who reported combining full-time study and full-time employment.

Graph 10.18 gives an indication of the spread of full-time and part-time study across the various types of education.

Part-time education in schools is confined to less than two per cent of students, whereas its vocational education counterpart, Technical and Further Education, shows 75 per cent of students studying part time. At higher education institutions 39 per cent of students were studying part time.

10.18 PERSONS AGED 15 TO 64 ATTENDING AN EDUCATIONAL INSTITUTION IN MAY 1992



Source: *Transition from Education to Work, Australia* (6227.0).

Educational attainment

In February 1992, 5,076,500 persons aged 15 to 69 were estimated as having obtained a post-school qualification.

By far the largest group in terms of level of educational qualifications was the 2,272,800 persons with a certificate or diploma, with 1,620,200 having a trade certificate, 1,139,500 having a degree or higher qualification and 44,000 reporting some other qualification (table 10.19).

All other persons were either without post-school qualifications (6,485,200) or still attending school (593,400).

Of persons holding a degree or higher qualification in February 1992, 58 per cent were males, while 90 per cent of persons with a trade qualification were males. Some 68 per cent of persons holding a certificate or diploma were females (graph 10.20).

10.19 PERSONS AGED 15 TO 69: EDUCATIONAL ATTAINMENT AND AGE, FEBRUARY 1992 ('000)

Educational attainment	Age (years)						Total
	15-19	20-24	25-34	35-44	45-54	55-69	
With post-school qualifications	84.1	546.8	1,442.7	1,374.9	890.0	738.1	5,076.5
Degree	*0.9	114.4	354.7	379.5	185.9	104.1	1,139.5
Trade qualification	13.4	158.4	440.8	388.1	307.4	312.2	1,620.2
Certificate or diploma	67.3	267.6	638.2	595.6	388.5	315.5	2,272.8
Other	*2.5	6.4	9.0	11.7	8.1	6.3	44.0
Without post-school qualifications(a)	643.6	844.2	1,336.8	1,246.9	1,047.7	1,366.0	6,485.2
Attended highest level of secondary school available	368.0	415.7	365.9	280.0	145.6	133.6	1,708.7
Did not attend highest level of secondary school available	275.3	427.9	962.1	954.8	884.8	1,206.4	4,711.3
Left at age							
18 and over	*2.3	16.5	24.7	21.5	9.6	8.6	83.1
16 or 17	155.5	254.9	497.2	341.9	176.8	143.1	1,569.4
14 or 15	115.7	148.7	413.5	525.6	575.5	806.9	2,586.0
13 and under	*1.7	7.9	26.7	65.8	122.9	247.8	472.8
Never attended school	*—	*—	*3.4	6.5	11.0	20.3	41.3
Still at school	590.6	*2.9	*—	*—	*—	*—	593.4
Total	1,318.2	1,393.9	2,779.5	2,621.8	1,937.7	2,104.1	12,155.2

(a) Includes persons for whom attendance at a secondary school could not be determined.

Source: Labour Force Status and Educational Attainment, Australia (6235.0).

10.20 DISTRIBUTION OF POST-SCHOOL QUALIFICATIONS, FEBRUARY 1992



Source: *Labour Force Status and Educational Attainment, Australia (6235.0)*.

SOURCES OF STUDENT INCOME

In 1991 a survey of students, aged 15 to 64 and not employed full time, revealed that the average weekly income for all students was \$119.80. Average weekly income varied little between males and females but rose steeply on an age basis — from \$32.90 a week for 15 and 16 year olds to \$245.00 a week for students aged 25 years or more.

Students living with parents or a guardian reported an average income of \$83.40 a week

compared to \$189.40 a week for those living away from home and \$255.50 for students living with dependents or a spouse.

Students whose principal source of finance was wages, salary and investments had an average weekly income of \$198.00. This compared to \$107.10 for students relying on government or other benefits and \$43.50 for those receiving income from family or friends.

Secondary school students reported their average weekly income as \$42.40 and tertiary students \$185.60.

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

<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>	
Sex				
Male	99.70	217.00	41.20	120.20
Female	114.40	181.00	46.20	119.40
Age group (years)				
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
>24	176.90	340.80	109.90	245.00
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
Total	140.10	256.30	97.10	185.60
Higher education				
Full time	136.20	164.60	90.90	132.60
Part time	*148.40	379.00	*258.30	304.00
Total	137.80	228.50	108.10	164.90
Technical and further education				
Full time	120.40	*153.20	*56.40	115.90
Part time	166.30	337.60	*116.30	259.60
Total	139.90	293.20	64.50	199.40
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, personal tuition, 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 \$1,400 million on student assistance in 1991-92.

10.22 STUDENT ASSISTANCE SCHEMES 1991-92

<i>Scheme</i>	<i>Number of students</i>	<i>Assistance \$'000</i>
AUSTUDY Tertiary	214,237	761,021
AUSTUDY Secondary(a)	241,986	548,090
ABSTUDY (Schooling)	25,153	38,745
ABSTUDY (Tertiary)	16,762	61,031
Assistance for Isolated Children	13,337	20,863

(a) Includes adult secondary.

Source: Department of Employment, Education and Training.

AUSTUDY

AUSTUDY is the Commonwealth Government's means-tested and non-competitive scheme of financial assistance to secondary and tertiary students aged 16 and above. The scheme is a major element in the Government's drive to increase participation in full-time education in the upper secondary and tertiary levels.

Maximum allowance rates for married students with dependent children and for single students aged 16 to 20 are aligned with the corresponding rates for unemployed people and all rates are indexed annually. The types of allowances available are:

- standard rate (generally for those living at home);
- away from home rate;
- independent rate;
- a pensioner Education Supplement (\$30 per week) for certain Department of Social Security pensioners; and
- dependent spouse and fares allowances for eligible students.

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

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 to around 450,000 in 1992.

Significant improvements to AUSTUDY from 1993 provide more generous and flexible support to help alleviate difficulties faced by many students by:

- extension of AUSTUDY to cover the wider range of accredited TAFE-type courses in the private sector. All accredited private sector TAFE-type and higher education courses are now covered by the scheme;
- lowering of the age of independence from 25 years to 24, to be progressively reduced to 22 years by 1995; and
- a 20 per cent increase in the personal income test threshold which allows AUSTUDY students to earn up to \$6,000 in 1993 before affecting their entitlement (up from \$5,000 for 1992).

ABSTUDY

ABSTUDY provides assistance to Aboriginal and Torres Strait Islander people who are undertaking secondary studies, (or who are attending primary school and are aged 14 years or older on 1 January of the year of

study) and part-time and full-time tertiary students.

ABSTUDY represents a major component of the Government's commitment under the Aboriginal Education Policy (AEP) to encourage Aboriginal and Torres Strait Islander people to take full advantage of the educational opportunities offered to them, to promote equality of educational opportunity and to improve educational outcomes.

The allowances available to ABSTUDY students are:

- Living Allowance
 - at home rate,
 - away from home rate,
 - independent rate;
- Dependent Spouse Allowance;
- Pensioner Education Allowance; and
- Away from base entitlements.

In addition, the following allowances are available to ABSTUDY School students:

- School Fees Allowance; and
- Schooling Education Supplement.

The following allowances are available to ABSTUDY tertiary students:

- Incidentals Allowance;
- Fares Allowance; and
- Part-time Allowance.

In 1992, ABSTUDY assisted approximately 42,000 persons.

Supplementation scheme

A new voluntary AUSTUDY/ABSTUDY Supplement gives eligible tertiary students the chance to 'trade in' all or part of their grant, up to a limit of \$2,000 on a \$1 for \$2 basis to obtain more money to support their studies. It is entirely optional and is provided at no real rate of interest. The Supplement is, however, a loan and is repayable. Repayments do not commence until after five years, after which recovery is made through the taxation system when taxable income reaches the level of average weekly earnings.

These changes involve significant increases in funds for AUSTUDY and ABSTUDY to about \$1,500 million in 1992-93 with an increase in the number of beneficiaries from around 510,000 to about 560,000.

The Assistance for Isolated Children Scheme (AIC) assists the families of primary and secondary students who, because of geographic isolation, a disability or other reason (for example, family itinerancy), do not have reasonable daily access to appropriate government schooling.

Assistance is available for isolated children who board away from home, study by correspondence, or live in a second home so that they can attend school daily.

AIC provides the following allowances which are free from income or assets testing:

- Boarding Allowance (\$2,500 per year);
- Second Home Allowance (\$2,500 per year); and
- Correspondence Allowance (\$10 per week for primary students; \$20 per week for secondary students).

These allowances are available to eligible students under 19 years of age.

As well, the annual boarding allowance can be increased up to \$3,048 for primary students and \$3,384 for secondary students up to the age of 16 years, depending on the family's income and assets.

Families can also continue to receive Department of Social Security Family Payments for eligible students. This option is not available under AUSTUDY.

In 1992, AIC assisted approximately 13,300 students.

The National Aboriginal and Torres Strait Islander Education Policy (AEP) 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. 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 established 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.
- 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 *Standing Committee Schools* normally meets twice each year. Matters discussed and decisions reached 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 the responsibility of those authorities/institutions to accredit tertiary award courses.

- The *National Training Board* (NTB) is a tripartite body, incorporated as a company and limited by guarantee, with representation from Commonwealth Government, and the State and Territory Governments. The principal purpose of the NTB is to enforce, within a national framework, national competency standards proposed by industry groups. The National Standards set by the NTB are benchmarks for industry bodies, State and Territory vocational, education and training authorities and other bodies involved in curriculum development and accreditation/approval of both institutional and non-institutional training. See also the chapter on Labour.

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 Conference of Directors of TAFE and the Australian High School Principals' Association.

NEW DEVELOPMENTS IN EDUCATION

Schools curriculum development

Eight areas of learning have been identified for cooperative development. These areas are English; mathematics; science; language other than English; arts; technology; studies of society and environment; and health.

Work has commenced on mapping these areas to identify common goals across States and Territories and similarities in ways of achieving these goals. Work has also been undertaken on developing national statements of common curriculum principles and on developing subject profiles to provide a common framework for reporting student achievement for Years 1 to 12.

Participation in post-compulsory education

Following the (Finn) report of the committee of enquiry into post-compulsory education, the establishment of a new national education and training system was announced in July 1992.

The administration of the new national system will comprise:

- a Ministerial Council, chaired by the Commonwealth Minister, to determine national policy, strategic directions, funding arrangements and planning processes for vocational education and training;
- a new Australian National Training Authority (ANTA), to be established as a Commonwealth statutory authority and to have strong industry representation. ANTA will advise the Ministerial Council on policy and funding issues; receive and allocate Commonwealth and State funding; administer relevant national programs; and take part in the detailed planning for the delivery of vocational education and training; and
- State training agencies, to manage the delivery of vocational education and training consistent with the national strategic plan. These agencies will be accountable to State Ministers for operational matters and to the Ministerial Council on matters of national policy.

The new arrangements are expected to take effect from 1 January 1994, with appropriate transitional arrangements to apply in the meantime.

The Finn Committee's report titled *Young People's Participation in Post-compulsory Education and Training* also led to the establishment of the Mayer Committee. This committee is expected to undertake further exploratory work on the definition of 'key competencies', which are the minimum basic skills an individual would need to acquire in preparation for employment.

Key competencies and 'vocational competencies recognised as meeting national Training Board standards' will form the basis of course content for the new Australian Vocational Certificate (AVC) expected to be introduced in January 1995. The AVC Training System will use a combination of education, training and structured work experience.

Teaching issues

The National Project on the Quality of Teaching and Learning (NPQTL) was established to provide research and development support for award restructuring in teaching and to foster cooperative development of national education strategies.

In 1992 the project established three working parties to further its objectives. These are the Working Parties on: Work Organisation and related Pedagogical Issues; National Professional Issues; and Professional Preparation and Career Development.

EXPENDITURE ON EDUCATION

This section provides information on the extent and composition 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. An explanation of these concepts is contained in *Australian National Accounts: Concepts, Sources and Methods* (5216.0), *Classification Manual for Government Finance Statistics, Australia* (1217.0), and also in *Expenditure on Education, Australia* (5510.0) 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 not only the relative importance of that sector in the provision of educational services but also the lack of detailed information relating to expenditure on educational activities in the private sector. However, the information provided shows the order of magnitude of private sector spending, and also the aggregate supply of education services and facilities.

Table 10.23 presents the total outlays on education by the government and private sectors, and their components, and the percentages of Gross Domestic Product (GDP) which they represent, for 1989-90 and preceding years.

The total final expenditure on education (comprising the final consumption and gross fixed capital expenditures of the public and private sectors made directly into the education system) increased by 9.3 per cent from \$16,274 million in 1988-89 to \$17,786 million in 1989-90. It remained at a constant 4.8 per cent of GDP over these two years, having previously fallen from 5.4 per cent since 1984-85. This decrease has been concentrated in the government sector, the private sector expenditure having remained a constant percentage of GDP (see also graph 10.24).

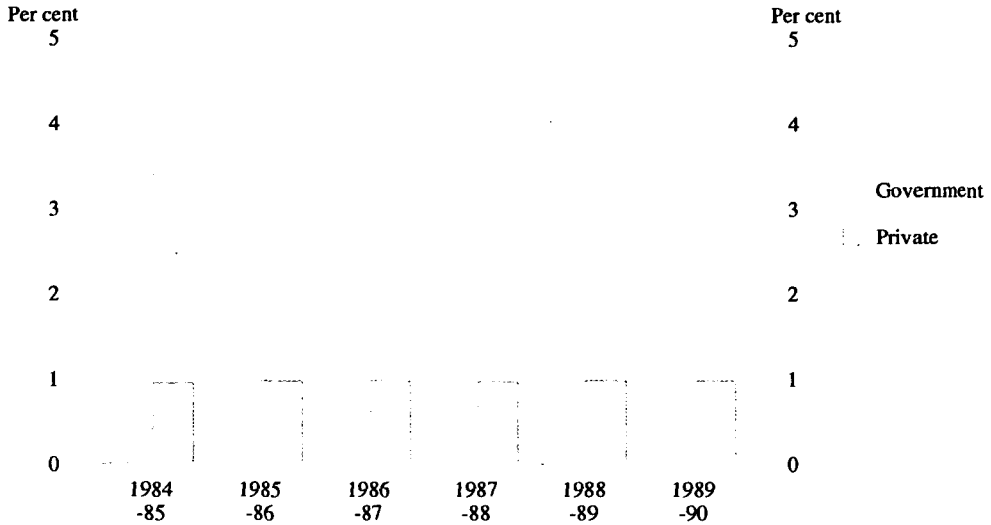
10.23 GOVERNMENT AND PRIVATE EXPENDITURE ON EDUCATION

<i>Description</i>	<i>1984-85</i>	<i>1985-86</i>	<i>1986-87</i>	<i>1987-88</i>	<i>1988-89</i>	<i>1989-90</i>
— \$ million —						
Government						
General government final consumption expenditure	8,793	9,602	10,301	10,872	11,820	12,748
Gross fixed capital expenditure	877	1,036	1,155	996	1,064	1,287
Increase in stocks	—	1	2	2	2	3
<i>Government final expenditure (1)</i>	<i>9,671</i>	<i>10,639</i>	<i>11,458</i>	<i>11,870</i>	<i>12,886</i>	<i>14,038</i>
Personal benefit payments (2)	734	825	954	1,208	1,352	1,502
Grants and advances to persons and non-profit institutions(a)	1,253	1,412	1,519	1,611	1,775	1,996
Advances to persons for Higher Education Contribution Scheme(3)	—	—	—	—	226	435
Other (4)	27	28	4	-4	-13	5
<i>Total government outlay on education</i>	<i>11,684</i>	<i>12,905</i>	<i>13,934</i>	<i>14,685</i>	<i>16,226</i>	<i>17,976</i>
Private						
Private final consumption expenditure	1,879	2,130	2,326	2,597	2,979	3,401
Gross fixed capital expenditure	175	224	278	312	409	347
<i>Private final expenditure (5)</i>	<i>2,054</i>	<i>2,354</i>	<i>2,604</i>	<i>2,909</i>	<i>3,388</i>	<i>3,748</i>
<i>Total final expenditure on education (1)+(5)</i>	<i>11,725</i>	<i>12,993</i>	<i>14,062</i>	<i>14,779</i>	<i>16,274</i>	<i>17,786</i>
Total outlays on education (1)+(2)+(3)+(4)+(5)	12,486	13,847	15,019	15,983	17,839	19,728
Gross Domestic Product(b)	216,150	240,319	264,564	298,335	340,440	370,805
— per cent of Gross Domestic Product —						
Total government outlays	5.4	5.4	5.3	4.9	4.8	4.8
Total final expenditure on education of which	5.4	5.4	5.3	5.0	4.8	4.8
General government final consumption expenditure	4.1	4.0	3.9	3.6	3.5	3.4
Private final consumption expenditure	0.9	0.9	0.9	0.9	0.9	0.9
Government gross fixed capital expenditure	0.4	0.4	0.4	0.3	0.3	0.3
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1
Total outlays on education	5.8	5.8	5.7	5.4	5.2	5.3

(a) Excludes Commonwealth advances for Higher Education Contribution Scheme purposes. (b) The figures for Gross Domestic Product are obtained from *Australian National Accounts: National Income and Expenditure, December 1991* (5206.0).

Source: *Expenditure on Education, Australia* (5510.0).

10.24 FINAL EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP



Source: *Expenditure on Education, Australia (5510.0)*.

In addition to the final expenditure made directly on education by both sectors, the government also makes indirect expenditure relating to education, in the form of personal benefit payments, grants and advances to persons and institutions, and net advances to students under the Higher Education Contribution Scheme (this applies to students who do not make up-front HECS payments. The net figure reflects an imputed advance made to the student less any repayments of

the advance made by the student at a later date). These together with total final expenditure, make up the total outlays on education. Table 10.23 shows that total outlays rose 10.6 per cent from \$17,839 million to \$19,728 million between 1989-89 and 1989-90, and increased as a percentage of GDP from 5.2 to 5.3 per cent.

Table 10.25 and graph 10.26 show the components of government outlays on education in 1989-90.

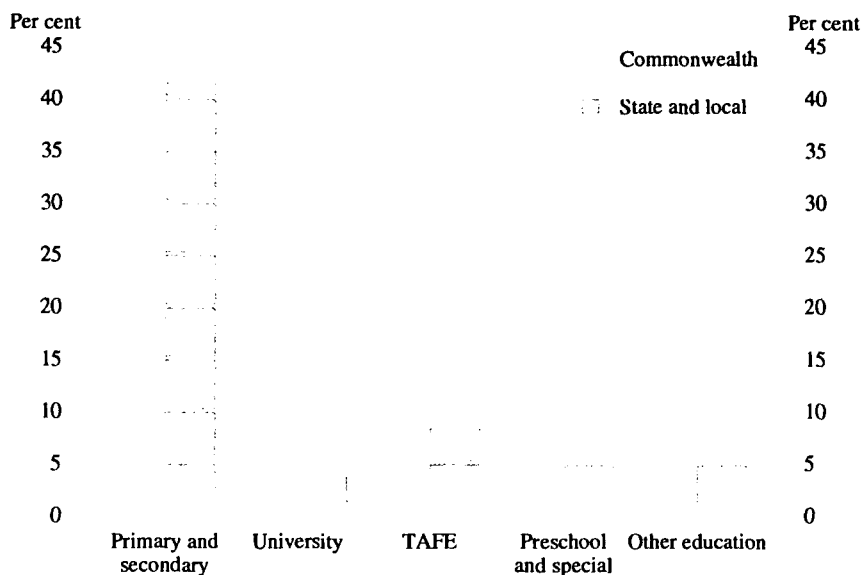
10.25 GOVERNMENT OUTLAYS ON EDUCATION, BY ECONOMIC TRANSACTION AND PURPOSE
1989-90
(\$ million)

<i>Purpose</i>	<i>General government final consumption expenditure</i>	<i>Personal benefit payments</i>	<i>Expenditure on new fixed assets</i>	<i>Expenditure on second-hand fixed assets (net)</i>	<i>Other (a)</i>	<i>Intergovernmental grants (b)</i>	<i>Own source outlays (c)</i>
Primary and secondary education	7,016	472	689	- 71	1,811	—	9,918
Commonwealth	- 1	318	—	—	8	2,143	2,468
State and local	7,017	154	689	- 71	1,803	- 2,143	7,450
Tertiary education	4,505	633	572	34	423	—	6,168
Commonwealth	174	629	21	- 1	440	2,720	3,983
State and local	4,332	3	551	36	- 17	- 2,720	2,185
University education	3,001	443	245	38	403	—	4,130
Commonwealth	174	442	21	- 1	438	2,382	3,456
State and local	2,828	1	224	39	- 35	- 2,382	674
Technical and further education	1,491	95	327	- 3	20	—	1,929
Commonwealth	—	92	—	—	2	339	433
State and local	1,491	2	327	- 3	18	- 339	1,496
Tertiary education n.e.c.	13	95	—	—	—	—	109
Commonwealth	—	95	—	—	—	—	95
State and local	13	—	—	—	—	—	14
Preschool and other special education	729	19	38	1	175	—	961
Commonwealth	74	14	4	—	18	12	122
State and local	655	5	33	1	157	- 12	839
Transportation of students	134	374	6	—	16	—	530
Commonwealth	—	—	—	—	—	—	—
State and local	134	374	6	—	16	—	530
Education n.e.c.	364	4	21	- 3	15	—	400
Commonwealth	90	—	- 3	—	6	14	106
State and local	274	4	24	- 3	9	- 14	294
Total	12,748	1,502	1,326	- 39	2,440	—	17,976
Commonwealth	336	961	22	- 1	472	4,889	6,679
State and local	12,412	541	1,303	- 38	1,969	- 4,889	11,298

(a) Mainly current grants to non-government schools and subsidies for teacher housing. (b) Specific purpose grants from the Commonwealth Government to State Governments. The amounts concerned are shown as a deduction from outlays in the rows for State and local governments. (c) Outlays on education less specific purpose grants received from other levels of government. In the case of the Commonwealth Government this simply represents their total outlays but in the case of State and local governments it represents outlays financed from their own resources and non-specific Commonwealth grants.

Source: *Expenditure on Education, Australia (5510.0)*.

10.26 EDUCATION OUTLAYS BY PURPOSE, 1989-90
 (percentage of total government outlays on education)



Source: *Expenditure on Education, Australia (5510.0)*.

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- Education and Training in Australia (4224.0)*
- Expenditure on Education, Australia (5510.0)*
- Government Finance Statistics, Australia (5512.0)*
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- Labour Force Status and Educational Attainment, Australia (6235.0)*
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- 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*.