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Chapter Nine

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 government outlay of expenditure on education in 1992–93 was \$21,465 million (*see* later section), which represented 5.3 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 Environment, Sport and Territories. 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 1993 the number of full-time students attending school totalled 3,098,375, comprising 2,228,056 (72%) in government schools and 870,319 (28%) 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 1993 87.4 per cent of students remained at school until Year 11 and 77 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 levels 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, Culture and Leisure); 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 School Language Program 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 9,865 schools operating in Australia in 1993, 7,366 (74.7%) were government schools operated by the State Directors-General of Education (or equivalent) and 2,499 (25.3%) were non-government schools.

In July 1993 the number of full-time students attending primary and secondary schools totalled 3,098,375, comprising 2,228,056 (71.9%) in government schools and 870,319 (28.1%) in non-government schools.

The number of full-time students attending government schools in 1993 decreased by 6,027 (0.3%) from the 2,234,083 attending in 1992. The number of full-time students attending non-government schools increased by 0.6 per cent (5,436) from the 864,883 attending in 1992.

9.1 SCHOOLS, STUDENTS AND TEACHING STAFF: BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), JULY 1993

	Government schools	Non-government schools			Total(a)	All schools
		Anglican	Catholic	Other		
Number of schools	7,366	115	1,696	688	2,499	9,865
Number of students						
Males	1,141,627	44,542	301,888	92,573	439,003	1,580,630
Females	1,086,429	39,174	297,399	94,743	431,316	1,517,745
Persons	2,228,056	83,716	599,287	187,316	870,319	3,098,375
FTE of teaching staff(b)						
Males	55,595	2,908	11,716	5,460	20,084	75,679
Females	91,042	3,583	23,384	8,224	35,190	126,232
Persons	146,637	6,491	35,100	13,684	55,274	201,911

(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).

9.2 STUDENTS BY CATEGORY OF SCHOOL AND SEX

	1988	1989	1990	1991	1992	1993
GOVERNMENT SCHOOLS						
Males	1,128,011	1,123,993	1,123,008	1,137,101	1,145,848	1,141,627
Females	1,069,692	1,070,362	1,070,339	1,080,125	1,088,235	1,086,429
Persons	2,197,703	2,194,355	2,193,347	2,217,226	2,234,083	2,228,056
NON-GOVERNMENT SCHOOLS						
Males	413,253	420,188	425,504	431,414	435,871	439,003
Females	411,373	416,844	422,806	426,497	429,012	431,316
Persons	824,626	837,032	848,310	857,911	864,883	870,319
ALL SCHOOLS						
Males	1,541,264	1,544,181	1,548,512	1,568,515	1,581,719	1,580,630
Females	1,481,065	1,487,206	1,493,145	1,506,622	1,517,247	1,517,745
Persons	3,022,329	3,031,387	3,041,657	3,075,137	3,098,966	3,098,375

Source: Schools, Australia (4221.0).

9.3 NUMBER OF STUDENTS(a): BY CATEGORY OF SCHOOL, SEX AND LEVEL/YEAR OF EDUCATION, JULY 1993

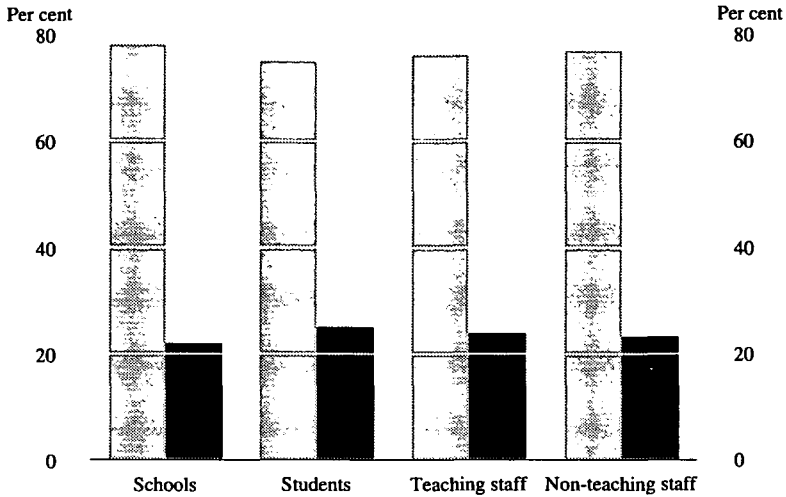
Level/year of education	Government schools	Non-government schools				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
Primary								
Pre-Year 1(b)	134,973	2,152	36,825	8,319	47,296	93,391	88,878	182,269
Year 1	191,806	2,815	48,383	11,454	62,652	130,978	123,480	254,458
Year 2	192,425	2,899	48,030	11,358	62,287	130,605	124,107	254,712
Year 3	191,225	3,312	48,765	11,491	63,568	129,958	124,835	254,793
Year 4	189,549	3,619	48,616	11,592	63,827	129,715	123,661	253,376
Year 5	189,299	4,609	49,329	12,337	66,275	131,038	124,536	255,574
Year 6	185,157	5,064	48,568	12,406	66,038	128,499	122,696	251,195
Year 7 (Qld,SA,WA,NT)	70,979	2,130	14,407	5,003	21,540	47,651	44,868	92,519
Ungraded	14,012	16	648	2,494	3,158	10,546	6,624	17,170
Total primary	1,359,425	26,616	343,571	86,454	456,641	932,381	883,685	1,816,066
Secondary								
Year 7 (NSW,Vic.,Tas.,ACT)	103,319	5,955	33,280	10,892	50,127	78,587	74,859	153,446
Year 8	163,264	10,056	48,757	18,183	76,996	123,283	116,977	240,260
Year 9	163,014	10,232	47,557	18,047	75,836	121,969	116,881	238,850
Year 10	159,506	10,386	46,645	18,173	75,204	119,562	115,148	234,710
Year 11	141,573	10,565	40,976	17,558	69,099	104,393	106,279	210,672
Year 12	122,800	9,881	37,741	16,494	64,116	90,039	96,877	186,916
Ungraded	15,155	25	760	1,515	2,300	10,416	7,039	17,455
Total secondary	868,631	57,100	255,716	100,862	413,678	648,249	634,060	1,282,309
Total	2,228,056	83,716	599,287	187,316	870,319	1,580,630	1,517,745	3,098,375

(a) 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).

**9.4 PERCENTAGE OF STUDENTS AND SCHOOL STAFF (FTE(a))
BY CATEGORY OF SCHOOL, JULY 1993**

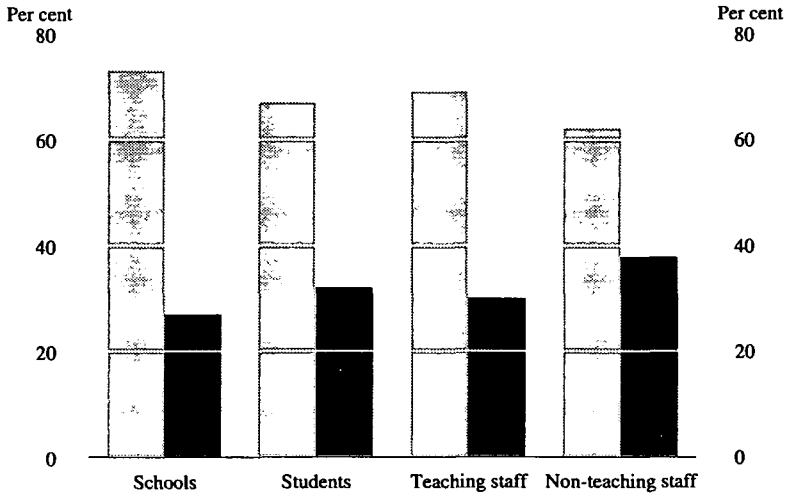
PRIMARY SCHOOLS



Source: *Schools, Australia (4221.0)*.

□ Government
■ Non-government

SECONDARY SCHOOLS



Source: *Schools, Australia (4221.0)*.

□ Government
■ Non-government

(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 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

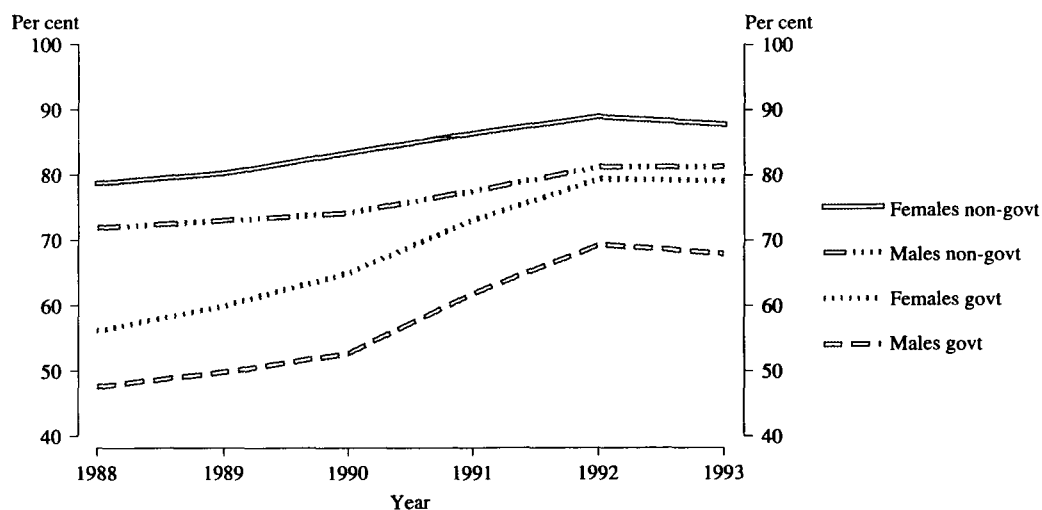
specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional 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.

9.5 APPARENT RETENTION RATES OF SCHOOL STUDENTS TO YEAR 12 BY CATEGORY OF SCHOOL AND SEX



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 graph 9.5, 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.

The apparent retention rate of secondary school students to Year 12 fell from 77.1 per cent in 1992 to 76.6 per cent in 1993. As in previous years, the retention rates for female students (81%) was higher than the corresponding rate for males (72%). The rate varied between States and Territories, ranging from 48 per cent in the Northern Territory to 94 per cent in the Australian Capital Territory. The apparent retention rates decreased between 1992 and 1993 in all States and Territories except New South Wales, Western Australia and Tasmania.

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.

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.

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 236,938 secondary students aged 16 and over from low income families received assistance in 1993 under AUSTUDY. During 1993 12,916 children were given assistance under the Assistance for Isolated Children (AIC) Scheme, and 25,543 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. There are 36 universities which 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.

Two private universities have been established under State legislation — Bond University and the University of Notre Dame, Australia.

Vocational education and training

Most vocational education and training in Australia is provided in government administered colleges, generally referred to as Colleges of Technical and Further Education (TAFEs) or, to a lesser extent, Institutes of Technology. Vocational education and training is also provided in some higher education institutions, schools, agricultural colleges and adult education authorities and by private providers of education, such as business colleges.

The TAFE institutions offer a wide range of vocational and non-vocational training programs, ranging from recreation and leisure, through basic employment and educational preparation to trades, para-professional and professional levels. Training programs are also classified across 12 fields of study on the basis of major discipline or subject matter orientation, which are broadly consistent with the fields of study covered by higher education institutions.

Primary responsibility for administration of the TAFE system lies with the State Governments. In 1992, recurrent funding of the TAFE system was slightly in excess of \$2.5 billion,

of which the States provided 71 per cent, the Commonwealth 17 per cent and the remaining 12 per cent came from fees and other sources. Capital funding was \$337 million, of which the Commonwealth provided 65 per cent, the States 33 per cent and 1 per cent was from other sources.

The Commonwealth Government and State Governments are strongly committed to provision of quality vocational education and training in Australia, and agreed in 1992 to establish a national vocational education and training system. Under this new system, a Ministerial Council, chaired by the Commonwealth Minister, determines national policy and priorities, strategic directions, funding arrangements and planning processes for vocational education and training, on the advice of the Australian National Training Authority (ANTA), which formally came in to operation on 1 January 1994.

Under the new national system, State training agencies manage the delivery of vocational education and training in a manner consistent with the national strategic plan. These agencies are accountable to their State Ministers for operational matters, and to the Ministerial Council on matters of national policy.

As part of the agreement to establish ANTA, the Commonwealth is providing an additional \$1.1 billion growth funding for vocational education and training over the four years from 1993 to 1996, while the States are committed to maintaining their effort over the same period.

**9.6 TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 2100-4500)
BY AGE GROUP, SEX AND TYPE OF ATTENDANCE, 1992**

Age group (years)	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Under 16	728	6,242	6,970	561	6,683	7,244	1,289	12,925	14,214
16	3,293	14,666	17,959	2,382	13,920	16,302	5,675	28,586	34,261
17	5,562	21,530	27,092	4,654	15,176	19,830	10,216	36,706	46,922
18	11,349	32,617	43,966	11,811	19,363	31,174	23,160	51,980	75,140
19	8,938	33,992	42,930	8,665	18,329	26,994	17,603	52,321	69,924
20	5,781	30,165	35,946	5,229	16,376	21,605	11,010	46,541	57,551
21	3,692	23,813	27,505	3,455	14,960	18,415	7,147	38,773	45,920
22	2,640	17,701	20,341	2,492	12,833	15,325	5,132	30,534	35,666
23	2,100	15,475	17,575	1,885	11,766	13,651	3,985	27,241	31,226
24	1,611	14,049	15,660	1,533	10,713	12,246	3,144	24,762	27,906
25-29	5,767	64,653	70,420	5,721	48,178	53,899	11,488	112,831	124,319
30-39	6,886	107,117	114,003	8,295	90,156	98,451	15,181	197,273	212,454
40-49	2,636	59,185	61,821	4,142	60,129	64,271	6,778	119,314	126,092
50-59	736	20,560	21,296	883	18,995	19,878	1,619	39,555	41,174
60-64	101	3,653	3,754	92	3,815	3,907	193	7,468	7,661
>64	55	2,435	2,490	54	3,294	3,348	109	5,729	5,838
Not stated	762	31,997	32,759	561	33,203	33,764	1,323	65,200	66,523
Bulk enrolments(a)	..	2,301	2,301	..	3,935	3,935	..	19,756	19,756
Total	62,637	502,151	564,788	62,415	401,824	464,239	125,052	917,495	1,042,547

(a) The total bulk enrolments exceeds the sum of the sexes because sex was not stated for 13,520 students.

Source: Department of Employment, Education and Training.

**9.7 TECHNICAL AND FURTHER EDUCATION: DUTY HOURS ('000) OF TEACHING STAFF AND
FULL-TIME TEACHING STAFF NUMBERS BY TYPE OF APPOINTMENT, 1992**

Type of appointment	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Full-time									
Teaching hours	3,272.9	2,902.2	1,599.5	876.9	972.9	264.8	166.9	184.5	10,240.6
Non-teaching hours	4,098.5	3,722.9	1,838.1	1,609.1	159.8	316.7	261.3	388.8	12,395.2
Total duty hours	7,371.4	6,625.1	3,437.5	2,486.0	1,132.7	581.6	428.2	573.3	22,635.7
Number of staff	6,043	4,629	2,716	2,011	1,637	496	315	455	18,302
Part-time									
Teaching hours	2,853.1	1,781.5	692.4	466.7	503.1	212.6	88.5	138.1	6,736.0
Non-teaching hours	211.6	215.5	32.5	7.7	118.5	26.1	8.0	—	619.8
Total duty hours	3,064.7	1,997.0	724.9	474.4	621.6	238.7	96.4	138.1	7,355.9
All teaching staff									
Teaching hours	6,126.0	4,683.7	2,291.9	1,343.6	1,476.0	477.5	255.3	322.6	16,976.6
Non-teaching hours	4,310.1	3,938.3	1,870.5	1,616.8	278.4	342.8	269.2	388.8	13,015.0
Total duty hours	10,436.1	8,622.1	4,162.4	2,960.4	1,754.4	820.3	524.6	711.4	29,991.6

(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, 1992'.

9.8 TECHNICAL AND FURTHER EDUCATION: ALL STUDENTS BY STREAM AND FIELD OF STUDY, 1992

Stream	01	02	03	04	05	06	07	08	09	10	11	12	Net(a)
1000 Recreation, leisure	11,027	15,670	166,882	36,339	753	8,827	104,161	1,699	16,577	634	31,892	308,703	701,396
2100 Basic employment skills	14,561	1,694	12,851	15,491	3,698	3,729	6,519	329	2,477	—	6,254	117,862	182,074
2200 Educational preparation	290	270	5,485	1,713	78	1,010	2,132	5	1,520	—	346	79,003	91,058
3100 Operatives: initial	14,006	13,906	18,972	74,853	2,099	27,324	17,774	426	22,792	585	35,922	10,877	230,828
3211 Recognised trades:													
part exempt	55	1,999	42	63	—	1,938	—	—	—	—	1,116	8,513	13,617
3212 Recognised trades: complete	5,463	26,565	560	—	—	60,614	446	—	—	—	17,714	579	111,597
3221 Other skills: part exempt	2,967	1,070	1,308	26,575	541	7,240	3,761	—	156	27	4,369	12,356	59,382
3222 Other skills: complete	11,275	1,010	11,988	35,270	92	14,184	4,163	865	1,892	325	11,689	1,919	93,656
3300 Trade technician/supervisory	6,326	8,788	7,874	46,367	2	21,480	4,658	116	6,668	194	13,442	551	115,725
3400 Para-professional technician	504	1,757	1,674	9,590	—	2,669	699	199	5,421	—	57	—	22,211
3500 Para-professional higher technician	2,187	6,325	9,805	53,385	2,362	20,168	8,443	3,342	6,699	165	4,449	3	115,902
3600 Professional	—	292	3,093	649	—	72	213	—	18	—	795	—	5,131
4100 Operatives: post initial	3,837	1,371	2,389	4,512	319	2,853	718	10	510	—	1,206	8,038	25,647
4200 Trades/other skills:													
post initial	5,922	8,676	4,382	21,079	4,886	24,769	3,070	778	3,358	—	13,024	1,034	89,481
4300 Trade technician/supervisory:													
post initial	1,401	212	92	1,102	294	5,019	178	—	1,500	—	319	—	10,102
4400 Para-professional technician:													
post initial	28	20	139	138	23	162	18	—	123	—	3	—	654
4500 Para-professional higher technician: post initial	—	82	277	314	170	2,022	382	—	190	—	554	40	3,990
Total net(a) streams 2100-4500	65,726	70,790	77,633	272,573	14,412	179,321	51,335	5,990	52,095	1,280	105,476	229,277	1,042,547
Total net(a) all streams	76,753	86,460	244,515	308,912	15,165	188,148	155,496	7,689	68,672	1,914	137,368	537,980	1,743,943

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) Net totals are less than the sums of the individual items because some students enrol in more than one stream (field of study) in the same study (stream), but only counted once in the total.

Source: Department of Employment, Education and Training 'Selected TAFE Statistics, 1992'.

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 1992 were Arts (22.4%), Business and Administration (20.9%) and Science (14.4%). 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 1993 expenditure on higher education totalled approximately \$4,400 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, was \$2,328.

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 1992, over 73 per cent of higher education students were enrolled in bachelor courses with a further 18 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 1992, 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 course work 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.

9.9 HIGHER EDUCATION: ALL STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1992

Level of course	Agriculture, animal husbandry	Architect- ture, building	Arts, humanities and social sciences	Business admin- istration, economics	Education	Engineer- ing and surveying	Health	Law, legal studies	Science	Veterinary science	Non- award courses	Total
Higher doctorate	—	—	14	—	94	3	145	2	13	1	—	272
Ph.D	529	157	3,302	731	1,079	1,562	1,783	153	4,160	167	—	13,623
Master's by research	426	263	3,037	634	1,344	1,423	880	210	2,102	72	—	10,391
Master's by course work	168	676	5,016	9,157	5,974	1,967	2,710	1,279	2,272	56	—	29,275
Postgraduate qualification/preliminary	24	101	692	665	1,183	98	435	32	576	4	—	3,810
Graduate (post) diploma — new area	361	370	4,245	5,684	8,011	1,085	1,935	685	3,401	6	—	25,783
Graduate (post) diploma — extension area	73	398	1,819	2,350	4,497	743	1,951	841	1,395	9	—	14,076
Graduate certificate	3	—	275	770	739	92	122	57	119	—	—	2,177
Bachelor's postgraduate	—	304	661	—	2,646	28	5	404	—	—	—	4,048
Bachelor's honours	74	79	4,079	845	299	744	287	243	2,596	29	—	9,275
Bachelor's pass	5,039	9,311	97,021	93,848	43,244	33,563	46,806	13,354	60,522	1,338	—	404,046
Diploma	189	—	736	84	7,018	50	9,065	—	299	—	—	17,441
Associate diploma	3,543	235	3,367	2,287	1,484	2,138	982	502	2,857	—	—	17,395
Other award courses	—	—	15	33	1	58	5	239	25	—	—	376
Enabling courses	62	—	761	16	478	45	70	—	353	—	—	1,785
Non-award courses	—	—	—	—	—	—	—	—	—	—	5,592	5,592
Total courses	10,491	11,894	125,040	117,104	78,091	43,599	67,181	18,001	80,690	1,682	5,592	559,365

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1992'.

9.10 HIGHER EDUCATION: COURSES COMPLETED BY ALL STUDENTS, LEVEL OF COURSE AND FIELD OF STUDY, 1992

Level of course	Agri- culture, animal husbandry	Archite- cture, building	Arts, humanities and social sciences	Business admin- istration, economics	Education	Engineer- ing and surveying	Health	Law, legal studies	Science	Veterinary sciences	Total
Higher doctorate	4	—	1	—	—	1	36	—	6	3	51
Ph.D.	83	11	300	41	98	184	197	11	568	29	1,522
Masters by research	86	16	266	45	133	189	106	26	260	12	1,139
Masters by course work	70	219	1,359	2,467	1,362	510	556	256	465	21	7,285
Postgraduate qualification/ preliminary	1	24	144	185	448	17	84	8	94	—	1,005
Graduate (post) diploma — new area	118	74	1,733	1,814	4,781	279	728	193	906	6	10,632
Graduate (post) diploma — extension area	47	135	805	906	1,978	176	734	996	475	5	6,257
Graduate certificate	—	134	194	1	1,005	1	2	3	7	—	1,347
Bachelor's postgraduate	74	81	2,133	590	93	340	217	160	2,075	78	5,841
Bachelor's honours	858	1,700	17,478	17,167	10,873	3,928	9,983	1,942	9,829	248	74,006
Bachelor's pass	12	13	115	446	532	40	64	55	52	—	1,329
Diploma	52	—	204	7	3,027	20	3,213	—	107	—	6,630
Associate diploma	605	54	695	467	327	366	253	68	450	—	3,285
Other award course	—	—	7	—	—	—	—	247	—	—	254
Total persons	2,010	2,461	25,434	24,136	24,657	6,051	16,173	3,965	15,294	402	120,583

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1993'.

9.11 HIGHER EDUCATION: COMMENCING STUDENTS BY LEVEL OF COURSE AND FIELD OF STUDY, 1992

Level of course	Agri- culture, animal husbandry	Architec- ture, building	Arts, humanities and social sciences	Business admin- istration, economics	Education	Engin- eering and surveying	Health	Law, legal studies	Science	Veterinary science	Non- award courses	Total
Higher doctorate	—	—	10	—	64	3	47	2	5	1	—	132
Ph.D	158	73	1,066	291	358	566	571	58	1,284	53	—	4,478
Master's by research	165	129	1,299	335	622	746	390	79	916	40	—	4,721
Master's by course work	98	326	2,679	4,338	2,775	1,039	1,354	577	1,209	28	—	14,423
Postgraduate qualification/preliminary	20	56	469	377	732	80	231	16	385	2	—	2,368
Graduate (post) diploma — new area	249	188	2,484	3,299	5,499	604	1,141	419	1,827	6	—	15,716
Graduate (post) diploma — extension area	54	197	1,041	1,272	2,576	394	1,202	802	864	9	—	8,411
Graduate certificate	3	—	234	690	676	79	99	57	104	—	—	1,942
Bachelor's postgraduate	—	64	255	—	1,270	14	5	174	—	—	—	1,782
Bachelor's honours	19	3	487	137	131	24	97	18	360	16	—	1,292
Bachelor's pass	1,716	2,874	33,575	29,630	15,869	10,291	18,906	3,720	21,803	333	—	138,717
Diploma	72	—	272	21	1,548	1	420	—	161	—	—	2,495
Associate diploma	1,562	90	1,435	863	726	762	362	286	1,270	—	—	7,356
Other award courses	—	—	11	33	1	34	5	239	21	—	—	344
Enabling courses	62	—	714	15	386	23	70	—	310	—	—	1,580
Non-award courses	—	—	—	—	—	—	—	—	—	—	4,842	4,842
Total courses	4,178	4,000	46,031	41,301	33,233	14,660	24,900	6,447	30,519	488	4,842	210,599

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1992'.

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

	Higher doctorate	Ph.D	Masters research	Masters course-work	Post-graduate qualifying	Post-graduate diploma	Post-graduate certificate	Post-graduate bachelor honours	Bachelor pass	Bachelor graduate	Diploma	Associate diploma	Other	Total
Males														
1987	176	5,618	3,990	8,224	909	15,671	39	894	2,263	134,624	136,887	8,945	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	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	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	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	2,929	249,676
1992	168	8,500	5,998	16,322	1,561	18,157	1,088	1,185	4,481	185,696	190,177	3,745	3,779	260,553
Females														
1987	24	2,493	2,266	5,177	684	15,981	26	1,541	2,493	124,797	127,290	29,606	3,031	197,350
1988	33	2,747	2,435	5,957	723	17,476	38	1,323	2,699	136,329	139,028	32,191	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	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	2,773	235,655
1991	37	3,948	3,362	10,889	2,305	21,329	737	2,972	3,949	195,031	198,980	29,173	3,154	284,862
1992	104	5,123	4,393	12,953	2,249	21,702	1,089	2,863	4,794	218,350	223,144	13,696	3,974	298,812
Persons														
1987	200	8,111	6,256	13,401	1,593	31,652	65	2,435	4,756	259,421	264,177	38,551	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	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	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	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	6,083	534,538
1992	272	13,623	10,391	29,275	3,810	39,859	2,177	4,048	9,275	404,046	413,321	17,441	7,753	559,365

(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, 1992'.

The proportion of higher education students who are female has risen from around 49 per cent in 1986 to over 53 per cent in 1992 as the following table shows. This table

also illustrates that higher education students are predominantly in the younger age groups (61% are 24 years of age or under).

9.13 HIGHER EDUCATION: ALL STUDENTS BY AGE GROUP AND SEX

	1987	1988	1989	1990	1991	1992
19 and under						
Males	56,099	61,068	66,531	71,254	74,820	71,186
Females	65,741	72,985	81,892	90,589	96,617	93,427
Persons	121,840	134,053	148,423	161,843	171,437	164,613
20-24						
Males	60,759	62,896	65,482	71,902	80,304	87,542
Females	52,558	56,899	61,182	69,273	79,967	89,877
Persons	113,317	119,795	126,664	141,175	160,271	177,419
25-29						
Males	29,251	29,327	28,630	30,153	32,334	34,152
Females	23,088	24,768	25,321	27,447	30,693	32,557
Persons	52,339	54,095	53,951	57,600	63,027	66,709
30 and over						
Males	50,022	52,333	50,642	56,111	62,218	67,673
Females	55,733	60,249	61,396	68,346	77,585	82,951
Persons	105,755	112,582	112,038	124,457	139,803	150,624
Age not stated						
Males	253	150	—	—	—	—
Females	230	175	—	—	—	—
Persons	483	325	—	—	—	—
Total						
Males	196,384	205,774	211,285	229,420	249,676	260,553
Females	197,350	215,076	229,791	255,655	284,862	298,812
Persons	393,734	420,850	441,076	485,075	534,538	559,365

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1992'.

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

	1987	1988	1989	1990	1991	1992
Internal						
Full-time						
Males	114,739	122,433	129,437	140,247	153,210	158,175
Females	119,415	130,980	142,664	159,264	175,197	181,029
Persons	234,154	253,413	272,101	299,511	328,407	339,204
Part-time						
Males	59,475	60,606	59,668	65,279	71,652	75,867
Females	54,374	58,647	60,898	67,573	77,557	83,449
Persons	113,849	119,253	120,566	132,852	149,209	159,316
External						
Males	22,170	22,735	22,180	23,894	24,814	26,511
Females	23,561	25,449	26,229	28,818	32,108	34,334
Persons	45,731	48,184	48,409	52,712	56,922	60,845
Total						
Males	196,384	205,774	211,285	229,420	249,676	260,553
Females	197,350	215,076	229,791	255,655	284,862	298,812
Persons	393,734	420,850	441,076	485,075	534,538	559,365

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1992'.

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

	1986	1987	1988	1989	1990	1991
Higher degree						
Research						
Males	1,276	1,257	1,455	1,458	1,465	1,706
Females	516	476	634	651	723	852
Persons	1,792	1,733	2,089	2,109	2,188	2,558
Course work						
Males	1,940	1,622	1,944	1,969	2,499	3,271
Females	968	900	1,042	1,207	1,538	2,190
Persons	2,908	2,522	2,986	3,176	4,037	5,461
Other						
Post-graduate degree						
Males	5,719	5,982	6,707	6,648	6,517	7,854
Females	6,637	7,135	8,980	9,380	9,289	11,272
Persons	12,356	13,117	15,687	16,028	15,806	19,126
Bachelor degree						
Males	24,347	24,372	24,895	25,554	27,029	30,015
Females	22,886	24,845	26,317	28,539	31,153	37,355
Persons	47,233	49,217	51,212	54,093	58,182	67,370
Other non-degree						
Males	4,879	4,300	4,705	4,711	4,114	3,809
Females	8,613	9,368	10,180	10,365	10,072	9,237
Persons	13,492	13,668	14,885	15,076	14,186	13,046
Total						
Males	38,161	37,533	39,706	40,340	41,624	46,655
Females	39,620	42,724	47,153	50,142	52,775	60,906
Persons	77,781	80,257	86,859	90,482	94,399	107,561

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1992'.

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 9.16 shows that, in September 1993, 68 per cent of 17 year olds were still at school while a further 9 per cent had moved on to tertiary education. Overall the education participation rate of 15 to 24 year olds in September 1993 was 49 per cent.

9.16 EDUCATION PARTICIPATION RATES OF PERSONS AGED 15 TO 24: WHETHER ATTENDING AN EDUCATIONAL INSTITUTION, TYPE OF INSTITUTION ATTENDING, AGE, SEPTEMBER 1993 (per cent)

Type of institution	Age (years)										Total
	15	16	17	18	19	20	21	22	23	24	
Attending	96.5	88.3	76.7	59.8	51.7	41.5	32.4	25.2	18.5	17.6	49.1
School	95.9	84.7	67.8	22.4	3.4	*1.3	*0.4	*0.2	*0.3	*0.2	25.5
Tertiary(a)	*0.6	3.6	8.9	37.5	48.3	40.2	32.0	25.0	18.2	17.4	23.6
Higher education	*—	*0.1	2.1	18.1	24.5	24.4	19.5	16.4	10.3	10.6	12.9
TAFE	*0.5	3.5	5.7	17.0	20.9	13.4	10.9	6.7	5.3	4.7	8.9
Not attending	3.5	11.7	23.3	40.2	48.3	58.5	67.6	74.8	81.5	82.4	50.9
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: *Participation in Education, Australia* (6272.0).

9.17 PERSONS AGED 15 TO 64 WHO ATTENDED A TERTIARY INSTITUTION IN 1992: TYPE OF ATTENDANCE AND LABOUR FORCE STATUS, MAY 1993

Type of attendance in 1992	Employed			Unem- ployed	Labour force	Not in labour force	Total	Unem- plov- ment rate (%)
	Full-time	Part-time	Total					
Full-time							'000	
Attending	33.1	129.5	162.6	27.6	190.2	175.5	365.7	14.5
Full-time	18.8	117.6	136.4	20.2	156.6	170.9	327.5	12.9
Part-time	14.3	11.9	26.2	7.4	33.6	4.6	38.1	22.0
Total	33.1	129.5	162.6	27.6	190.2	175.5	365.7	14.5
Not attending	80.5	30.9	111.4	31.5	142.9	17.3	160.2	22.1
Total	113.6	160.4	273.9	59.1	333.1	192.7	525.8	17.8
Part-time								
Attending	298.5	50.6	349.1	17.2	366.4	35.8	402.2	4.7
Full-time	5.8	6.9	12.7	*2.1	14.9	10.2	25.1	*14.4
Part-time	292.7	43.8	336.4	15.1	351.5	25.4	377.0	4.3
Total	298.5	50.6	349.1	17.2	366.4	35.6	402.0	4.7
Not attending	251.2	41.3	292.4	28.8	321.3	22.9	344.2	9.0
Total	549.7	91.9	641.6	46.1	687.6	58.7	746.3	6.7
Total								
Attending	331.6	180.1	511.7	44.9	556.6	211.3	767.8	8.1
Full-time	24.6	124.5	149.1	22.4	171.5	181.1	352.6	13.0
Part-time	307.0	55.6	362.6	22.5	385.1	30.0	415.1	5.8
Total	331.6	180.1	511.7	44.9	556.6	211.1	767.7	8.1
Not attending	331.6	72.2	403.8	60.4	464.2	40.1	504.3	13.0
Total	663.2	252.2	915.5	105.2	1,020.7	251.4	1,272.1	10.3

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

Education attendance and the labour force

An ABS survey in May 1993 revealed that an estimated 2,190,000 persons aged 15 to 64 years had attended an educational institution in the previous year. At the time of the survey only 71 per cent (1,552,400) were still attending. Among this group were 70,300 persons who had changed from full-time to part-time study and 35,300 of these were employed full time.

Of the 637,600 persons who had ceased education since the previous year, 476,100 were employed, 105,200 were unemployed and the remaining 56,000 were not in the labour force.

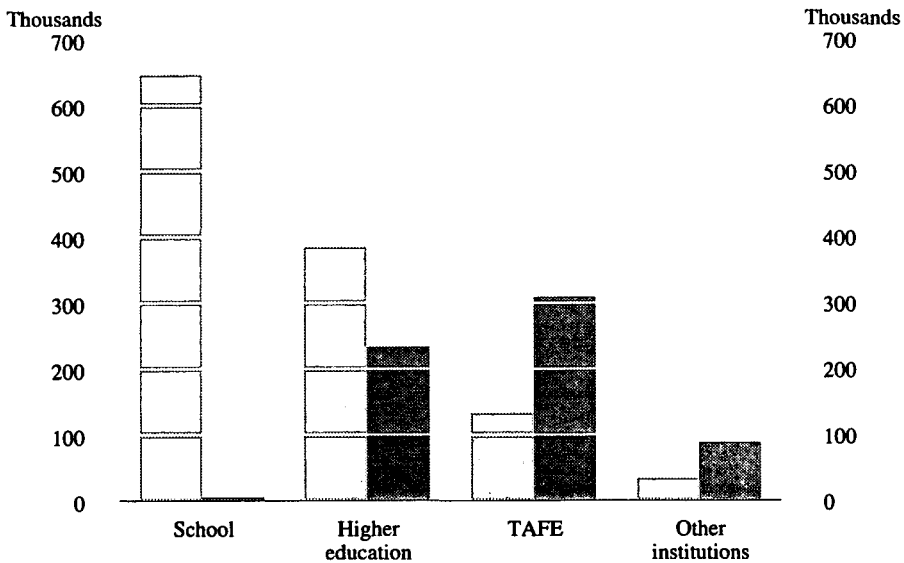
A large number of persons were involved in both study and work. The 1,552,400 persons

continuing at an educational institution in May 1993 included 723,600 (47%) employed (355,200 of these in full-time employment) and 102,800 who were looking for work. There were also 26,100 persons who reported combining full-time study and full-time employment.

Graph 9.18 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 one per cent of students, whereas its vocational education counterpart, Technical and Further Education, shows 70 per cent of students studying part time. At higher education institutions 38 per cent of students were studying part time.

9.18 PERSONS AGED 15 TO 64 ATTENDING AN EDUCATIONAL INSTITUTION IN MAY 1993



Source: *Transition from Education to Work, Australia (6272.0)*.

□ Full-time

■ Part-time

Educational attainment

In May 1993, 4,576,300 (39%) persons aged 15 to 64 had completed a recognised post-school qualification. A further 6,501,800 (55%) of the population had no recognised post-school qualifications. Of these, 732,300 (11%) were attending a tertiary institution in May 1993. Those persons still at school numbered 638,100 (5%).

Of those with post-school qualifications, the most commonly reported qualification was skilled vocational (for example, trade qualifications etc.) with 1,592,700. Bachelor degrees were reported by 831,100 persons, associate diplomas by 617,900 and 432,800 reported undergraduate diplomas. The smallest category was those with a higher degree, reported by 142,100 persons.

9.19 PERSONS AGED 15 TO 64: AGE AND EDUCATIONAL ATTAINMENT, MAY 1993 ('000)

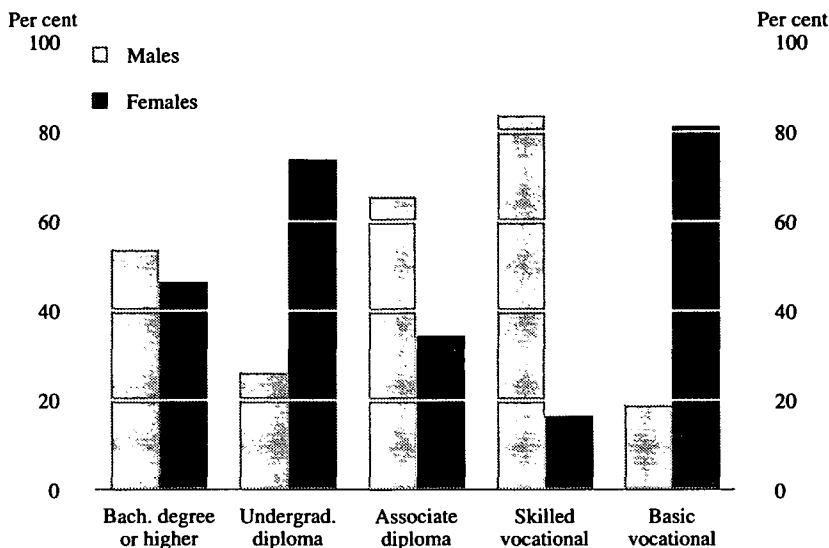
<i>Educational attainment</i>	<i>Age group (years)</i>					<i>Total</i>
	<i>15-24</i>	<i>25-34</i>	<i>35-44</i>	<i>45-54</i>	<i>55-64</i>	
With post-school qualifications(a)	567.5	1,324.0	1,302.5	899.9	482.4	4,576.3
Higher degree	*1.9	30.1	58.4	39.9	11.8	142.1
Post-graduate diploma	9.4	53.4	88.1	45.2	17.1	213.3
Bachelor degree	110.2	285.3	244.8	139.5	51.3	831.1
Undergraduate diploma	30.8	103.2	156.5	96.0	46.4	432.8
Associate diploma	65.5	169.2	178.2	136.3	68.8	617.9
Skilled vocational	190.0	453.5	397.1	323.1	229.0	1,592.7
Basic vocational	159.7	229.4	179.3	120.0	58.0	746.4
Without post-school qualifications(b)	1,523.2	1,483.6	1,365.7	1,159.8	969.5	6,501.8
Completed highest level of school	805.4	492.6	379.0	264.2	191.0	2,132.3
Attending tertiary in May 1993	459.2	61.7	22.7	6.8	*1.8	552.2
Not attending tertiary in May 1993	346.2	430.9	356.3	257.4	189.3	1,580.1
Did not complete highest level of school	717.3	991.0	986.7	895.6	778.4	4,369.0
Attending tertiary in May 1993	108.4	37.1	23.2	10.3	*1.3	180.1
Not attending tertiary in May 1993	608.9	953.9	963.5	885.3	777.2	4,188.8
Still at school	638.1	*—	*—	*—	*—	638.1
Total	2,728.8	2,807.6	2,668.2	2,059.7	1,451.9	11,716.2

(a) The Australian Bureau of Statistics Classification of Qualifications (ABSCQ) has been used in this survey for the first time.

(b) Includes persons who never attended school.

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

9.20 DISTRIBUTION OF POST-SCHOOL QUALIFICATIONS, MAY 1993



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

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 with \$189.40 a week for those living away from home, and \$255.50 for students living with dependants or a spouse.

Students whose principal source of income 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.

9.21 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 widespread; 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.

Since the 1980s there has been 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 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 almost \$1,618 million on student assistance in 1993.

9.22 STUDENT ASSISTANCE SCHEMES 1993

<i>Scheme</i>	<i>Number of students</i>	<i>Assistance (\$'000)</i>
AUSTUDY Tertiary	232,221	890,018
AUSTUDY Secondary	236,938	593,154
ABSTUDY (Schooling)	25,543	43,377
ABSTUDY (Tertiary)	16,766	67,305
Assistance for Isolated Children	12,916	24,076

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 469,000 in 1993.

Significant improvements to AUSTUDY from 1994 provide more generous and flexible support to help alleviate difficulties faced by many students by:

- recognising a group of articulated short courses as a combined long course so that AUSTUDY and ABSTUDY assistance continues to be paid during vacations;
- making students on training agreements eligible to receive AUSTUDY and ABSTUDY, subject to the personal income test;

- simplifying eligibility rules to allow access to AUSTUDY for students with previous incomplete higher degree studies and those who have completed non-higher degrees more than 10 years ago;
- streamlining assessment procedures for students entering the AUSTUDY/ABSTUDY/AIC system where families have a Health Care Card; and
- from 20 March 1994, enabling people on employment assistance schemes who would previously have been required to transfer to AUSTUDY/ABSTUDY now to be able to undertake courses of six months or less and remain on employment assistance schemes, where they have CES approval.

ABSTUDY

ABSTUDY represents a major component of the Government's commitment under the National Aboriginal and Torres Strait Islander Education Policy to encourage Australian Aborigines and Torres Strait Islanders to take full advantage of educational opportunities, to promote equality of education, to be involved in decision-making and to improve educational outcomes.

The scheme provides financial assistance for Australian Aborigines and Torres Strait Islanders who undertake approved secondary or tertiary education courses. Assistance is also available to primary students aged 14 or over. Some ABSTUDY allowances are paid whatever the family income. Others are subject to income testing.

ABSTUDY pays an education supplement to school students under the age of 16 who live at home. Other allowances include living allowance, dependent spouse allowance, school fees allowance, the pensioner education supplement and incidental allowance. Full-time, correspondence and tertiary part-time students may be eligible for assistance.

In some circumstances ABSTUDY also provides fares allowance to help with student's travel costs and other assistance such as meeting the cost of field trips associated with students' study. Special allowances are available for students undertaking Masters or Doctorate degrees.

In 1993, ABSTUDY assisted approximately 42,300 students.

AUSTUDY/ABSTUDY supplement

The AUSTUDY/ABSTUDY supplement gives eligible tertiary students the chance to 'trade-in' all or part of their grant in return for a supplement loan of double the amount traded in. The maximum amount of grant a student can trade-in is \$3,000, resulting in a \$6,000 loan. The supplement is entirely optional and is provided at no real rate of interest. Repayments do not commence until after five years, after which recovery is made through the taxation system when taxable income reaches average weekly earnings.

An AUSTUDY/ABSTUDY supplement loan of up to \$2,000 is also available to dependent students whose family income exceeds the allowable threshold for AUSTUDY and ABSTUDY but is under \$50,000.

In 1993, the scheme's first year of operation, 45,138 tertiary students were paid an AUSTUDY/ABSTUDY supplement loan.

Assistance for isolated children

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.

In certain limited circumstances, students may be granted AIC to bypass a local government school providing tuition in their grade or year. Examples of such circumstances are the need for remedial tuition or the need for diagnostic testing.

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 1993, AIC assisted 12,916 students.

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), established under the *Employment, Education and Training Act 1988*, 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 five Councils:

- The *Australian Language and Literacy Council* advises the Minister on priorities, strategies and targets for the development and implementation of all aspects of the language and literacy policy.
- The *Australian Research Council* makes recommendations 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.
- 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 *Higher Education Council* advises on the general development of higher education in Australia and in priorities and arrangements for the funding of higher education institutions.
- The *Schools Council* advises on the Commonwealth's policies and programs relating to schools, including the general development of primary and secondary education.

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

- In December 1993 a new Commonwealth/State Council, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) was established. The Council replaced the former Ministerial Council on Vocational Education, Employment and Training, the Australian Education Council and Youth Ministers Council. It has responsibility for pre-primary, primary, secondary and higher education, vocational education and training, employment and linkages between employment/labour market programs and education and training, adult and community education and youth policy and programs. The functions of MCEETYA include coordination of strategic policy at the national level, negotiation and development of national agreements on shared objectives and interests as well as the sharing of information and collaborative use of resources.
- 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.

- The *National Centre for Vocational Education Research* (NCVER) was established in 1980 as a company limited by guarantee. Its core grant (representing about 40% of income) is obtained from the Commonwealth Government (providing one-half of the core grant) and the States and Territories (on a per capita basis). The NCVER conducts research; funds research; houses the national clearinghouse and International Labour Organisation (ILO) regional database; is responsible for national statistics on vocational education and training; and publishes research reports and journals.
- 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 Governments or the Commonwealth Government to accredit tertiary education award courses.
- The *National Training Board* (NTB) was established as a company, limited by guarantee, in 1990 with representation being drawn from industry, unions, the Commonwealth Government, and the State and Territory Governments, to facilitate the development and approval of national competency standards for industry. The role of the Board is to endorse the core skill standards proposed by industry, provide advice and assistance to industry and identify areas where national competency standards may be required. The States and Territories adopt the approved competency standard as the benchmarks for accreditation of training, delivery of training, the registration of providers and the recognition and certification of individuals. Its aim is to ensure that the training system is consistent across the nation and provides for the formal recognition of industry and enterprise-based training.

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

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 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 specific industry and occupational competencies recognised as meeting National Training Board standards will form the basis of course content for the new Australian Vocational Certificate (AVC) training system. The changeover to the new system is planned to commence in 1995 with the AVC training system being developed up to that time by way of pilot projects involving the State and Territory Governments and industry. The AVC training system will provide young people with a range of training and education pathways between school and work with each pathway encompassing general education, training to industry standards and structured work experience.

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 9.23 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 1992-93 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 6.1 per cent from \$20,210 million in 1991-92 to \$21,436 million in 1992-93. It rose to 5.3 per cent of GDP in 1992-93, after a low of 4.8 per cent in the years 1988-89 and 1989-90 (see also graph 9.24).

9.23 GOVERNMENT AND PRIVATE EXPENDITURE ON EDUCATION

<i>Description</i>	<i>1987-88</i>	<i>1988-89</i>	<i>1989-90</i>	<i>1990-91</i>	<i>1991-92</i>	<i>1992-93</i>
— \$ million —						
Government						
General government final consumption expenditure	10,764	11,543	12,201	13,117	14,043	14,742
Gross fixed capital expenditure	1,011	1,072	1,301	1,361	1,207	1,419
Increase in stocks	2	2	3	-3	-4	4
<i>Government final expenditure (1)</i>	<i>11,777</i>	<i>12,617</i>	<i>13,506</i>	<i>14,476</i>	<i>15,247</i>	<i>16,166</i>
Personal benefit payments (2)	1,217	1,372	1,516	1,749	2,030	2,189
Grants and advances to persons and non-profit institutions(a)	1,611	1,775	1,995	2,141	2,389	2,417
Advances to persons for Higher Education Contribution Scheme	—	226	435	479	577	600
Other (3)	-14	-24	-7	34	121	93
<i>Total government outlay on education</i>	<i>14,592</i>	<i>15,965</i>	<i>17,445</i>	<i>18,879</i>	<i>20,364</i>	<i>21,465</i>
Private						
Private final consumption expenditure	2,703	3,253	3,941	4,304	4,614	4,914
Gross fixed capital expenditure	312	409	347	427	349	356
<i>Private final expenditure (4)</i>	<i>3,015</i>	<i>3,662</i>	<i>4,288</i>	<i>4,731</i>	<i>4,963</i>	<i>5,270</i>
<i>Total final expenditure on education (1)+(4)</i>	<i>14,792</i>	<i>16,279</i>	<i>17,794</i>	<i>19,207</i>	<i>20,210</i>	<i>21,436</i>
Total outlays on education (1)+(2)+(3)+(4)	15,996	17,627	19,302	20,990	22,361	23,718
Gross Domestic Product(b)	298,994	340,642	370,929	381,120	389,247	405,860

For footnotes see end of table.

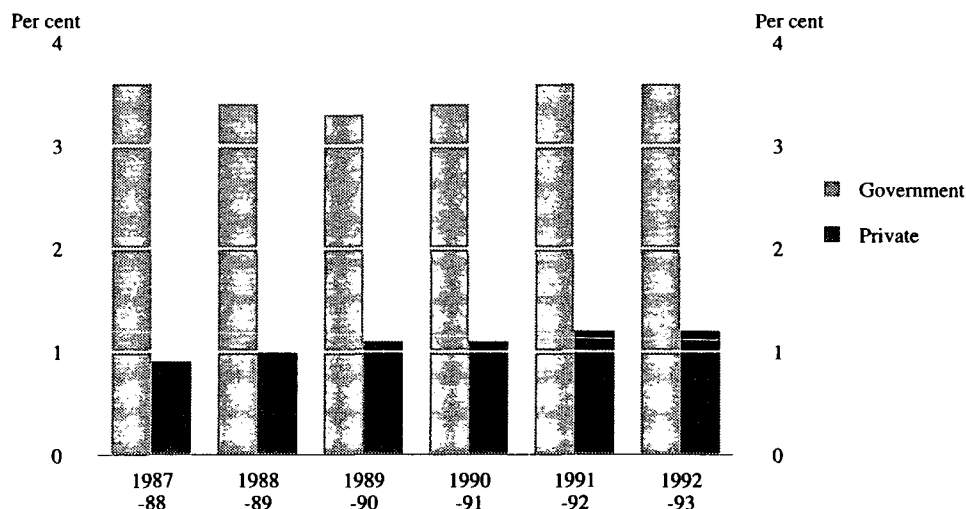
9.23 GOVERNMENT AND PRIVATE EXPENDITURE ON EDUCATION — *continued*

Description	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
— per cent of Gross Domestic Product —						
Total government outlays	4.9	4.7	4.7	5.0	5.2	5.3
Total final expenditure on education	4.9	4.8	4.8	5.0	5.2	5.3
of which						
General government final consumption expenditure	3.6	3.4	3.3	3.4	3.6	3.6
Private final consumption expenditure	0.9	1.0	1.1	1.1	1.2	1.2
Government gross fixed capital expenditure	0.3	0.3	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
Total outlays on education	5.3	5.2	5.2	5.5	5.7	5.8

(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 1993* (5206.0).

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

9.24 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 9.23 shows that total outlays rose 6.1 per cent from \$22,361 million to \$23,718 million

between 1991-92 and 1992-93, and increased as a percentage of GDP from 5.7 to 5.8 per cent.

Table 9.25 and graph 9.26 show the components of government outlays on education in 1992-93.

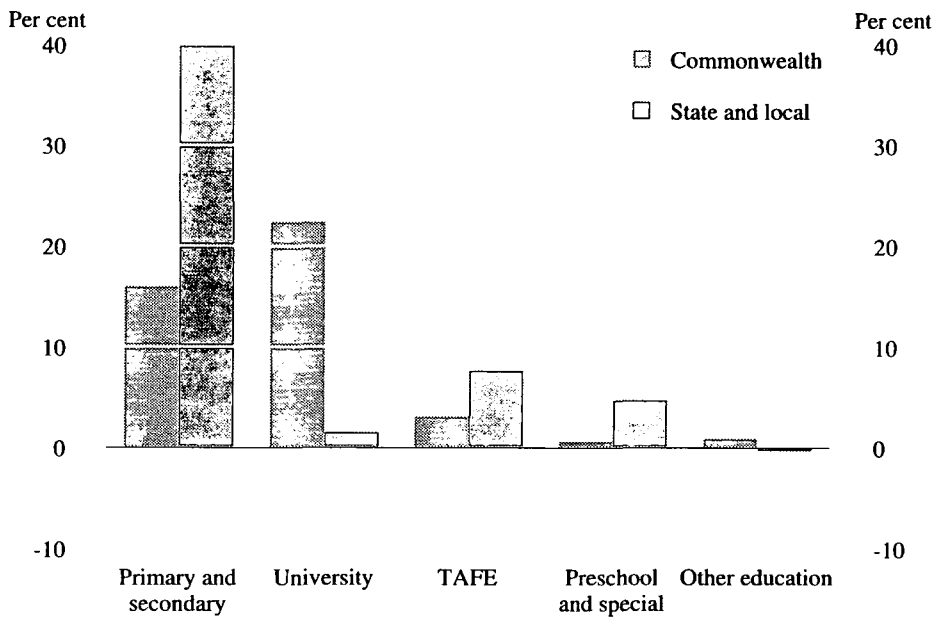
9.25 GOVERNMENT OUTLAYS ON EDUCATION, BY ECONOMIC TRANSACTION AND GOVERNMENT PURPOSE, 1992-93
(\$ million)

<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 & secondary education	8,334	675	576	- 19	2,417	—	11,982
Commonwealth	—	612	—	—	18	2,798	3,428
State & local	8,334	63	576	- 19	2,405	- 2,798	8,561
Tertiary education	5,034	983	785	13	663	—	7,478
Commonwealth	255	975	66	- 2	608	3,588	5,490
State & local	4,778	8	719	15	56	- 3,588	1,989
University education	3,229	869	420	14	613	—	5,144
Commonwealth	255	866	66	- 2	608	3,028	4,820
State & local	2,974	3	354	16	6	- 3,028	325
Technical & further education	1,802	107	339	- 1	50	—	2,299
Commonwealth	—	103	—	—	1	560	664
State & local	1,802	5	339	- 1	51	- 560	1,636
Tertiary education n.e.c.	3	7	26	—	—	—	35
Commonwealth	—	7	—	—	—	—	7
State & local	3	—	26	—	—	—	28
Preschool & other special education	990	6	68	—	108	—	1,171
Commonwealth	89	5	1	—	—	50	146
State & local	901	1	67	—	107	- 50	1,026
Transportation of students	166	525	—	—	3	—	694
Commonwealth	—	—	—	—	—	—	—
State & local	166	525	—	—	3	—	694
Education n.e.c.	219	—	5	- 8	- 75	—	140
Commonwealth	158	—	—	—	34	3	195
State & local	61	—	5	- 8	- 109	- 3	- 55
Total	14,742	2,189	1,434	- 15	3,115	—	21,465
Commonwealth	502	1,593	67	- 2	660	6,439	9,259
State & local	14,240	597	1,367	- 12	2,462	- 6,439	12,215

(a) Mainly current grants to non-government schools and subsidies for teacher housing. (b) Specific purpose grants from the Commonwealth Government to State/Territory Governments. The amounts concerned are shown as a deduction from outlays in the rows for State/Territory 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/Territory and local governments it represents outlays financed from their own resources and non-specific Commonwealth grants. NOTE: Totals for *other* and *own source outlays* do not agree with the sum of Commonwealth and State/Territory and local *other* and *own source outlays* because of consolidation of transfers between these levels of government.

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

9.26 EDUCATION OUTLAYS BY PURPOSE, 1992-93
(percentage of total government outlays on education)



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

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ABS Publications

Education and Training in Australia (4224.0)

Expenditure on Education, Australia (5510.0)

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)

BIBLIOGRAPHY — continued**Other Publications**

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*.

