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# Education

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# Education

## Commonwealth and State government responsibilities in education

**T**he 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 (TAFE). The Commonwealth also plays a significant role in education policy, programs and funding. The total government expenditure on education in 1993–94 was \$22,125 million (see later section), which represented 5.2% 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 Aboriginal and Torres Strait Islander people 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 and Torres Strait Islander people 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

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania).

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 1994 85.3% of students remained at school until Year 11 and 74.6% 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.

### **Special programs**

Specialist services and programs provided in schools include educational or vocational counselling by a permanent or visiting teacher; English as a Second Language programs by specialist teachers, especially in schools with significant numbers of children

from non-English speaking backgrounds (see further information in *Chapter 11, Culture and recreation*); special programs designed to assist Aboriginal and Torres Strait Islander school children (including the widespread use of Aboriginal and Torres Strait Islander teachers' aides and bilingual education programs in communities where the children's first language is an Aboriginal or Torres Strait Islander language); a variety of programs for gifted and talented children; and remedial assistance for children with learning difficulties.

### **Curriculum development**

Curriculum development in Australia is the responsibility of the State and Territory governments. The Federal government plays an important role in promoting equity and an education that reflects its social justice policies, and encouraging national collaboration on school curriculum matters. Since 1988, the Federal, State and Territory Ministers for Education have been working together on school curriculum issues.

As part of the agreed National Goals for schooling, the Ministerial Council for Education, Employment, Training and Youth Affairs approved eight 'key learning areas': English, mathematics, science, technology, studies of society and the environment, the arts, health, and languages other than English. Between 1989 and 1993 the Commonwealth and States embarked on the development of curriculum statements and profiles in each of the key learning areas.

There has been widescale adoption of the national curriculum statements and profiles, or variations of them. Almost all States and Territories are using the statements and profiles as a basis for their curriculum development at both primary and secondary levels, but are incorporating variations which reflect local policies and priorities.

The statements provide a framework for curriculum development in each area of learning. The curriculum profiles are designed to assist in the improvement of teaching and learning in schools by working on the principle that good assessment focuses on what is valued and provide a framework for reporting on a student's progress and achievements in each of the learning areas. They outline what students should learn in each learning area and to what level of

complexity. Interwoven through them are a number of cross-curricula perspectives as well as principles of inclusivity, ensuring that the profiles use gender inclusive language and that the knowledge, skills and understanding identified are inclusive of the knowledge, experience and interests of women and of Aboriginal and Torres Strait Islander people.

### Primary schooling

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 occasionally practised.

### Secondary schooling

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 involve the eight key learning areas. 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,

commerce studies, driver education, 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.

Post-compulsory schooling in Australia is undergoing considerable change, with an increasing emphasis on vocational programs being incorporated into the senior secondary curriculum. Under the Australian Vocational Training System, students at school may obtain vocational education and training sector certificates as part of their senior study and undertake some parts of their programs in the workplace.

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 9,679 schools operating in Australia in 1994, 7,159 (74%) were government schools operated by the State Directors-General of Education (or equivalent) and 2,520 (26%) were non-government schools (see table 9.1).

In July 1994, the number of full-time students attending primary and secondary schools totalled 3,099,380, comprising 2,214,938 (71.5%) in government schools and 884,442 (28.5%) in non-government schools.

The number of full-time students attending government schools in 1994 decreased by 13,118 (0.6%) from the 2,228,056 attending in 1993. The number of full-time students attending non-government schools increased by 1.6% (14,123) from the 870,319 attending in 1993 (see table 9.2).

### 9.1 Schools, students and teaching staff, July 1994

	Government schools	Non-government schools				All schools
		Anglican	Catholic	Other	Total(a)	
Number of schools	7 159	121	1 699	700	2 520	9 679
Number of students						
Males	1 133 490	45 550	303 340	96 861	445 751	1 579 241
Females	1 081 448	40 663	299 051	98 977	438 691	1 520 139
Persons	2 214 938	86 213	602 391	195 838	884 442	3 099 380
FTE of teaching staff(b)						
Males	53 926	2 978	11 810	5 690	20 477	74 394
Females	89 463	3 766	23 996	8 726	36 488	125 951
Persons	143 379	6 744	35 806	14 416	56 965	200 345

(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

	1989	1990	1991	1992	1993	1994
Government schools						
Males	1 123 993	1 123 008	1 137 101	1 145 848	1 141 627	1 133 490
Females	1 070 362	1 070 339	1 080 125	1 088 235	1 086 429	1 081 448
Persons	2 194 355	2 193 347	2 217 226	2 234 083	2 228 056	2 214 938
Non-government schools						
Males	420 188	425 504	431 414	435 871	439 003	445 751
Females	416 844	422 806	426 497	429 012	431 316	438 691
Persons	837 032	848 310	857 911	864 883	870 319	884 442
<b>All schools</b>						
Males	1 544 181	1 548 512	1 568 515	1 581 719	1 580 630	1 579 241
Females	1 487 206	1 493 145	1 506 622	1 517 247	1 517 745	1 520 139
Persons	3 031 387	3 041 657	3 075 137	3 098 966	3 098 375	3 099 380

Source: *Schools, Australia* (4221.0).

**9.3 Number of students(a), July 1994**

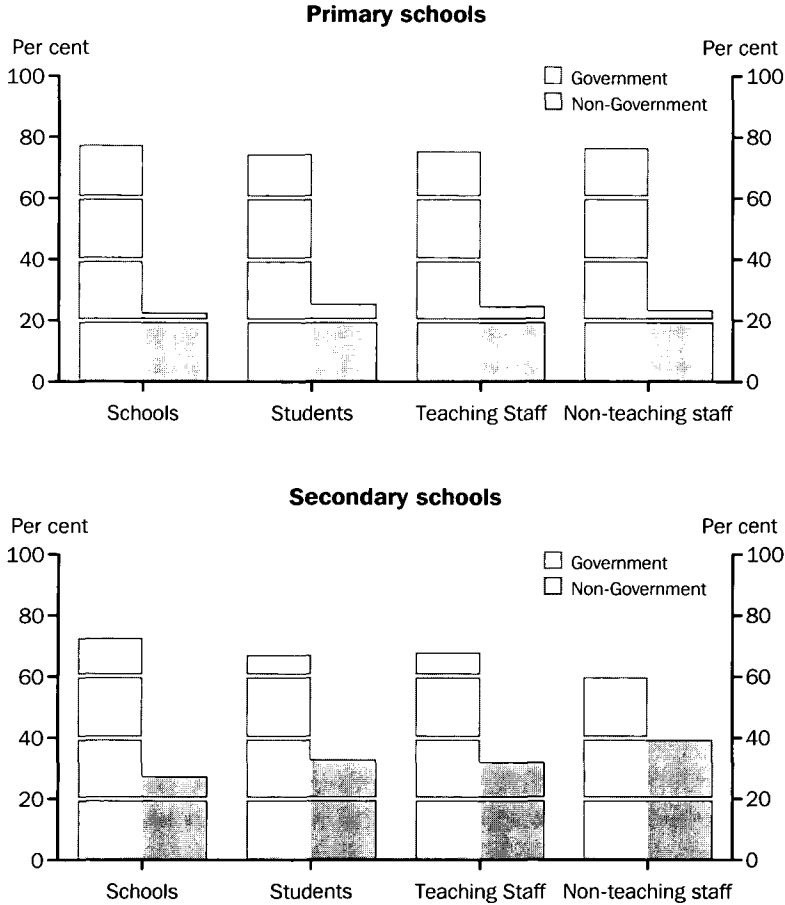
Level/year of education	Government schools	Non-government schools				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
Primary								
Pre-Year 1(b)	136 884	2 303	37 828	9 148	49 279	95 421	90 742	186 163
Year 1	192 268	3 032	48 707	12 089	63 828	131 506	124 590	256 096
Year 2	188 671	2 986	48 520	12 084	63 590	129 424	122 837	252 261
Year 3	189 976	3 424	48 283	12 049	63 756	129 679	124 053	253 732
Year 4	189 794	3 740	48 816	12 333	64 889	129 868	124 815	254 683
Year 5	187 957	4 580	48 653	12 906	66 139	130 043	124 053	254 096
Year 6	188 191	5 264	49 290	13 437	67 991	131 398	124 784	256 182
Year 7 (Qld, SA, WA, NT)	73 145	2 232	14 758	5 616	22 606	49 239	46 512	95 751
Ungraded	13 885	15	651	2 225	2 891	10 476	6 300	16 776
Total primary	1 360 771	27 576	345 506	91 887	464 969	937 054	888 686	1 825 740
Secondary								
Year 7 (NSW, Vic., Tas., ACT)	104 094	5 988	34 164	11 444	51 596	79 495	76 195	155 690
Year 8	166 857	10 524	49 855	19 744	80 123	126 671	120 309	246 980
Year 9	161 407	10 585	48 173	18 388	77 146	122 096	116 457	238 553
Year 10	156 034	10 815	46 564	18 657	76 036	117 601	114 469	232 070
Year 11	134 992	10 611	40 578	17 630	68 819	100 528	103 283	203 811
Year 12	116 379	10 086	36 832	16 566	63 484	85 973	93 890	179 863
Ungraded	14 404	28	719	1 522	2 269	9 823	6 850	16 673
Total secondary	854 167	58 637	256 885	103 951	419 473	642 187	631 453	1 273 640
Total	2 214 938	86 213	602 391	195 838	884 442	1 579 241	1 520 139	3 099 380

(a) As from 1990 students attending special schools have not been separately identified 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(b)**



(a) Full-time teaching staff plus full-time equivalent of part-time teaching staff. (b) Combined primary/secondary and special schools are not included; however, the associated students and staff are included.

Source: Schools, Australia, (4221.0).

**Other schooling arrangements**

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

In addition to correspondence tuition there are other 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 and Torres Strait Islander 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 and Torres Strait Islander 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

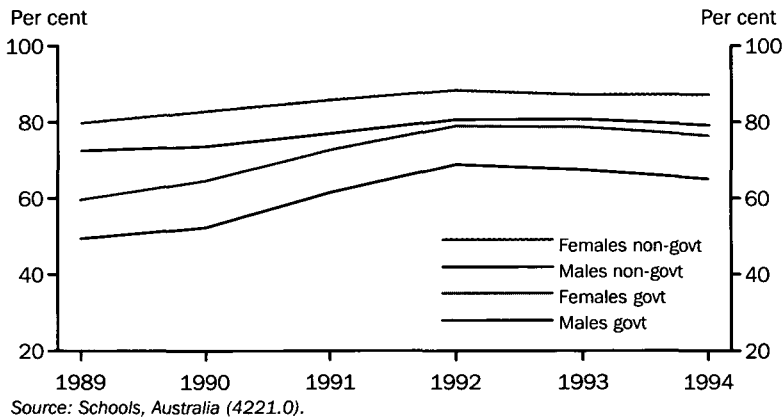
assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth government provides funds to State and non-government authorities 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 Aboriginal and Torres Strait Islander people, 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 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.

9.5 Apparent retention rates to Year 12



The apparent retention rate of secondary school students to Year 12 fell from 76.6% in 1993 to 74.6% in 1994. As in previous years, the retention rate for female students (79.9%) was higher than the corresponding rate for males (69.6%). The rate varied between States and Territories, ranging from 42.9% in the Northern Territory to 93.3% in the Australian Capital Territory. The apparent retention rates decreased between 1993 and 1994 in all States and Territories.

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% of schools' running costs. The Commonwealth contribution represents about 10%. The Commonwealth is the major source of public funding for non-government schools, providing about 65%, while the States provide about 35%.

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 (see *Government assistance to students* later in 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 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, Western Australia.

## 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 1994 were Arts, humanities and social sciences (22.7%); Business administration, economics (20.9%); and Science (14.7%). These fields, along with Education and Health, 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 1994, expenditure on higher education totalled approximately \$4,968 million, and in 1995, \$5,065 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 1995, the annual course contribution, which is indexed annually, was \$2,409.

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 advanced diploma level. These two levels are part of the new Australian Qualifications Framework, the phasing in of which commenced on 1 January 1995, to be completed by the end of 1999. All institutions in the Unified National System 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 and

certificates are offered in some disciplines. In 1994, over 75% of higher education students were enrolled in bachelor courses, with a further 20% 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. Students can also enrol in higher education courses through the Open Learning Agency of Australia Pty Ltd. In 1994 there were 5,080 unit enrolments in OLAA programs.

In 1994, 59% of students were enrolled in full-time study, 29% in part-time study and 12% 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.

## 9.6 Higher education students — level of course and field of study, 1994

Level of course	Agriculture, animal husbandry	Architecture, building	Arts, humanities & social sciences	Business admini- stration, economics	Education	Engineering & surveying	Health	Law, legal studies	Science	Veterinary sciences	Total
Higher doctorate	—	—	21	—	152	1	81	1	13	—	269
Ph.D.	742	262	4 594	1 166	1 504	2 218	2 207	235	5 537	207	18 672
Master's by research	425	310	3 761	946	1 426	1 542	1 062	245	2 281	75	12 073
Master's by coursework	212	755	6 397	11 992	6 928	2 123	4 193	1 729	2 810	59	37 198
Postgraduate qualification/preliminary graduate (post) diploma — new area	17	68	257	284	220	72	309	106	318	2	1 653
Graduate (post) diploma — extension area	362	405	4 990	6 469	8 376	771	2 899	717	3 461	4	28 454
Graduate certificate	71	411	1 556	2 308	4 005	592	2 687	838	1 137	4	13 609
Bachelor's graduate entry	43	50	349	2 042	1 246	161	438	187	328	—	4 844
Bachelor's honours	—	350	699	—	3 469	4	249	494	—	—	5 265
Bachelor's pass	86	82	4 377	942	361	854	484	239	3 340	19	10 784
Diploma	5 575	10 144	101 545	94 559	41 335	37 299	55 154	15 810	64 120	1 320	426 861
Associate diploma	1 324	—	545	21	1 628	11	301	—	302	—	4 132
Other award course	2 499	161	2 753	1 393	1 034	1 456	686	377	1 924	—	12 283
Enabling courses	—	—	28	159	1	9	52	258	105	—	612
Non-award courses	70	—	1 063	34	592	34	83	—	460	—	2 336
	—	—	—	—	—	—	—	—	—	—	6 351
<b>Total courses</b>	<b>11 426</b>	<b>12 998</b>	<b>132 935</b>	<b>122 315</b>	<b>72 277</b>	<b>47 147</b>	<b>70 885</b>	<b>21 236</b>	<b>86 136</b>	<b>1 690</b>	<b>585 396</b>

Source: Department of Employment, Education and Training 'Selected Higher Education Student Statistics, 1994'.

## 9.7 Higher education courses completed — level of course and field of study, 1994

Level of course	Agriculture, animal husbandry	Architecture, building	Arts, humanities & social sciences	Business administration, economics	Education	Engineering & surveying	Health	Law, legal studies	Science	Veterinary sciences	Total
Higher doctorate	1	—	1	—	—	2	31	1	9	—	45
Ph.D.	117	12	426	68	92	226	214	10	614	24	1 803
Master's by research	75	40	357	70	172	211	119	25	273	9	1 351
Master's by coursework	94	196	1 640	3 065	1 755	628	750	278	612	24	9 042
Postgraduate qualification/preliminary diploma —	5	15	33	46	50	3	62	61	59	—	334
Graduate (post) diploma — new area	145	119	1 847	1 891	5 070	282	938	186	1 126	8	11 612
Graduate (post) diploma — extension area	47	149	769	888	1 871	179	914	853	495	5	6 170
Graduate certificate	12	17	181	736	885	72	186	151	116	—	2 356
Bachelor's postgraduate	—	138	205	—	1 498	—	190	37	—	—	2 068
Bachelor's honours	102	70	2 627	627	99	397	219	215	2 340	75	6 771
Bachelor's pass	997	1 760	18 221	19 322	11 363	4 460	13 421	2 765	10 799	267	83 375
Diploma	64	—	242	17	2 197	20	1 373	—	60	—	3 973
Associate diploma	815	60	686	593	264	429	302	78	496	—	3 723
Other award course	—	—	9	42	—	—	—	186	—	—	237
<b>Total persons</b>	<b>2 474</b>	<b>2 576</b>	<b>27 244</b>	<b>27 365</b>	<b>25 316</b>	<b>6 909</b>	<b>18 719</b>	<b>4 846</b>	<b>16 999</b>	<b>412</b>	<b>132 860</b>

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1994'.

**9.8 Higher education students(a) — level of course and sex**

Heading	1989	1990	1991	1992	1993	1994
<b>Males</b>						
Higher doctorate	119	155	140	168	176	157
Ph.D.	5 816	5 485	6 065	7 012	8 500	9 979
Master's by research	3 861	4 222	4 781	5 998	6 784	6 756
Master's by course-work	9 564	11 532	14 096	16 322	18 527	19 970
Post-graduate qualifying	2 053	1 998	1 694	1 561	1 440	800
Graduate (post) diploma	1 411	15 527	17 710	18 157	17 841	17 749
Graduate certificate	267	219	664	1 088	1 614	2 413
Bachelor's post-graduate	1 226	1 220	1 227	1 185	1 151	1 380
Bachelor's honours	2 676	3 044	3 807	4 481	4 941	4 980
Bachelor's pass	150 450	163 365	177 803	185 696	190 438	193 159
Total under-graduate bachelor's	153 126	166 409	181 610	190 177	195 379	198 139
Diploma	8 341	8 045	7 329	3 745	2 128	1 908
Associate diploma	11 199	11 713	10 484	9 873	8 732	6 864
Other	1 933	2 315	2 929	3 779	4 235	4 395
<b>Total(a)</b>	<b>211 285</b>	<b>229 420</b>	<b>249 676</b>	<b>260 553</b>	<b>267 986</b>	<b>271 979</b>
<b>Females</b>						
Higher doctorate	38	50	37	104	112	112
Ph.D.	11 448	2 783	3 233	3 948	5 123	6 112
Master's by research	2 465	2 810	3 362	4 393	5 182	5 317
Master's by course-work	6 417	8 250	10 889	12 953	10 507	17 228
Post-graduate qualifying	2 596	2 524	2 305	2 249	2 014	853
Graduate (post) diploma	16 061	18 304	21 329	21 702	22 601	24 314
Graduate certificate	231	221	737	1 089	1 707	2 431
Bachelor's post-graduate	2 718	2 432	2 972	2 863	3 346	3 885
Bachelor's honours	2 760	3 193	3 949	4 794	5 433	5 804
Bachelor's pass	149 820	170 996	195 031	218 350	229 392	233 702
Total under-graduate bachelor's	152 580	174 189	198 980	223 144	234 825	239 506
Diploma	33 057	32 140	29 173	13 696	5 616	2 224
Associate diploma	8 954	8 729	7 976	7 522	6 860	5 419
Other	1 891	2 773	3 154	3 974	4 199	4 904
<b>Total(a)</b>	<b>229 791</b>	<b>255 655</b>	<b>284 862</b>	<b>298 812</b>	<b>307 631</b>	<b>313 417</b>
<b>Persons</b>						
Higher doctorate	157	205	177	272	288	269
Ph.D.	7 224	8 268	9 298	10 960	13 623	18 672
Master's by research	6 326	7 032	8 143	10 391	11 966	12 073
Master's by course-work	15 981	19 782	24 985	29 275	33 584	37 198
Post-graduate qualifying	4 649	4 522	3 999	3 810	3 454	1 653
Graduate (post) diploma	30 172	33 831	39 039	39 859	40 442	42 063
Graduate certificate	498	440	1 401	2 177	3 321	4 844
Bachelor's post-graduate	3 944	3 652	4 199	4 048	4 497	5 265
Bachelor's honours	5 436	6 237	7 756	9 275	10 374	10 784
Bachelor's pass	300 270	334 361	372 834	404 046	419 830	426 861
Total under-graduate bachelor's	305 706	340 598	380 590	413 321	430 204	437 645
Diploma	41 398	40 185	36 502	17 441	7 744	4 132
Associate diploma	20 153	20 442	18 460	17 395	15 592	12 283
Other	3 824	5 088	6 083	7 753	8 434	9 299
<b>Total(a)</b>	<b>441 076</b>	<b>485 075</b>	<b>534 538</b>	<b>559 365</b>	<b>575 617</b>	<b>585 396</b>

(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 Student Statistics, 1994'.

The proportion of higher education students who are female has risen slightly from 52% in 1989 to 54% in 1994, as the following table shows. This table also illustrates that higher

education students are predominantly in the younger age groups (60% are 24 years of age or under).

### 9.9 Higher education students — age and sex

	1989	1990	1991	1992	1993	1994
<b>19 &amp; under</b>						
Males	66 531	71 254	74 820	71 186	68 660	69 757
Females	81 892	90 589	96 617	93 427	90 794	91 958
Persons	148 423	161 843	171 437	164 613	159 454	161 715
<b>20–24</b>						
Males	65 482	71 902	80 304	87 542	92 101	92 415
Females	61 182	69 273	79 967	89 877	97 397	98 810
Persons	126 664	141 175	160 271	177 419	189 498	191 225
<b>25–29</b>						
Males	28 630	30 153	32 334	34 152	35 397	36 239
Females	25 321	27 447	30 693	32 557	33 671	35 051
Persons	53 951	57 600	63 027	66 709	69 068	71 290
<b>30 &amp; over</b>						
Males	50 642	56 111	62 218	67 673	71 828	73 568
Females	61 396	68 346	77 585	82 951	85 769	87 598
Persons	112 038	124 457	139 803	150 624	157 597	161 166
<b>Total</b>						
Males	211 285	229 420	249 676	260 553	267 986	271 979
Females	229 791	255 655	284 862	298 812	307 631	313 417
<b>Persons</b>	<b>441 076</b>	<b>485 075</b>	<b>534 538</b>	<b>559 365</b>	<b>575 617</b>	<b>585 396</b>

Source: Department of Employment, Education and Training 'Selected Higher Education Student Statistics, 1994'.

### 9.10 Higher education students — type of enrolment and sex

	1989	1990	1991	1992	1993	1994
<b>Internal</b>						
Full-time						
Males	129 437	140 247	153 210	158 175	160 357	161 374
Females	142 664	159 264	175 197	181 029	183 222	183 615
Persons	272 101	299 511	328 407	339 204	343 579	344 989
Part-time						
Males	59 668	65 279	71 652	75 867	79 548	80 212
Females	60 898	67 573	77 557	83 449	88 534	91 213
Persons	120 566	132 852	149 209	159 316	168 082	171 425
<b>External</b>						
Males	22 180	23 894	24 814	26 511	28 081	30 393
Females	26 229	28 818	32 108	34 334	35 875	38 589
Persons	48 409	52 712	56 922	60 845	63 956	68 982
<b>Total</b>						
Males	211 285	229 420	249 676	260 553	267 986	271 979
Females	229 791	255 655	284 862	298 812	307 631	313 417
<b>Persons</b>	<b>441 076</b>	<b>485 075</b>	<b>534 538</b>	<b>559 365</b>	<b>575 617</b>	<b>585 396</b>

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1994'.



**9.11 Higher education course completions — level of course and sex**

	1988	1989	1990	1991	1992	1993
Higher degree						
Research						
Males	1 455	1 458	1 465	1 706	1 775	2 040
Females	634	651	723	852	937	1 159
Persons	2 089	2 109	2 188	2 558	2 712	3 199
Coursework						
Males	1 944	1 969	2 499	3 271	4 278	5 176
Females	1 042	1 207	1 538	2 190	3 007	3 866
Persons	2 986	3 176	4 037	5 461	7 285	9 042
Other degree						
Postgraduate degree						
Males	6 707	6 648	6 517	7 854	8 547	9 148
Females	8 980	9 380	9 289	11 272	12 023	13 392
Persons	15 687	16 028	15 806	19 126	20 570	22 540
Bachelor degree						
Males	24 895	25 554	27 029	30 015	33 876	37 158
Females	26 317	28 539	31 153	37 355	45 971	52 988
Persons	51 212	54 093	58 182	67 370	79 847	90 146
Other non-degree						
Males	4 705	4 711	4 114	3 809	3 277	3 258
Females	10 180	10 365	10 072	9 237	6 892	4 675
Persons	14 885	15 076	14 186	13 046	10 169	7 933
Total						
Males	39 706	40 340	41 624	46 655	51 753	56 780
Females	47 153	50 142	52 775	60 906	68 830	76 080
<b>Persons</b>	<b>86 859</b>	<b>90 482</b>	<b>94 399</b>	<b>107 561</b>	<b>120 583</b>	<b>132 860</b>

Source: Department of Employment, Education and Training 'Selected Higher Education Statistics, 1994'.

**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 by adult and community education authorities and 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 1994, recurrent funding of the TAFE system was about \$2,600 million, of which the States provided 69%, the Commonwealth 19%, while the remaining 12% came from fees and other sources. Capital funding was \$348 million, of which the Commonwealth provided 65% and the States 35%.

The Commonwealth 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 commenced 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 \$1,550 million growth funding for vocational education and training over the four years

from 1993 to 1997, while the States are committed to maintaining their effort over the same period.

ANTA has developed a National Strategy for Vocational Education and Training, which was agreed to by Commonwealth, State and Territory Ministers in November 1994. The National Strategy sets the direction for vocational education and training in Australia and supports the initiatives of the Commonwealth Government's White Paper on Employment and Growth, *Working Nation*.

### 9.12 Technical and Further Education teaching staff — duty hours, 1993

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Full-time staff									
Teaching hours	3 201.8	3 348.5	1 615.5	1 227.5	833.0	288.6	178.5	193.1	10 886.5
Non-teaching hours	4 049.3	4 018.5	1 443.0	285.1	1 693.4	301.1	246.5	381.5	12 418.3
Total duty hours	7 251.0	7 366.9	3 058.6	1 512.6	2 526.4	589.7	425.0	574.6	23 304.8
Number of staff	6 211	4 991	3 142	2 053	2 119	504	314	442	19 776
Part-time staff									
Teaching hours	3 328.2	2 102.2	623.5	509.2	450.9	264.3	92.1	152.1	7 522.6
Non-teaching hours	241.4	240.4	16.5	1.2	3.7	42.4	0.9	—	546.5
Total duty hours	3 569.6	2 342.7	640.0	510.4	454.6	306.7	93.0	152.1	8 069.1
All teaching staff									
Teaching hours	6 530.0	5 450.7	2 239.0	1 736.7	1 283.9	553.0	270.6	345.2	18 409.1
Non-teaching hours	4 290.7	4 258.9	1 459.5	286.3	1 697.1	343.4	247.3	381.5	12 964.7
<b>Total duty hours</b>	<b>10 820.7</b>	<b>9 709.6</b>	<b>3 698.5</b>	<b>2 023.0</b>	<b>2 981.0</b>	<b>896.4</b>	<b>518.0</b>	<b>726.7</b>	<b>31 373.9</b>

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

### 9.13 Technical and Further Education students (streams 2100–4500), 1993

Age group	Males			Females			Persons		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Under 16	784	6 610	7 394	567	6 634	7 201	1 351	13 244	14 595
16	3 410	16 825	20 235	2 269	15 510	17 779	5 679	32 335	38 014
17	6 422	21 937	28 359	5 116	16 647	21 763	11 538	38 584	50 122
18	13 927	31 174	45 101	14 140	19 695	33 835	28 067	50 869	78 936
19	11 570	33 180	44 750	11 289	19 959	31 248	22 859	53 139	75 998
20	7 057	28 871	35 928	6 736	17 296	24 032	13 793	46 167	59 960
21	4 244	23 731	27 975	3 928	15 381	19 309	8 172	39 112	47 284
22	3 003	19 419	22 422	2 789	14 490	17 279	5 792	33 909	39 701
23	2 196	16 128	18 324	2 208	12 427	14 635	4 404	28 555	32 959
24	1 821	14 804	16 625	1 708	11 472	13 180	3 529	26 276	29 805
25–29	6 050	65 070	71 120	6 091	49 313	55 404	12 141	114 383	126 524
30–39	7 487	113 201	120 688	9 579	97 146	106 725	17 066	210 347	227 413
40–49	3 108	65 172	68 280	5 199	66 847	72 046	8 307	132 019	140 326
50–59	938	23 702	24 640	1 139	22 895	24 034	2 077	46 597	48 674
60–64	105	4 359	4 464	118	5 039	5 157	223	9 398	9 621
>64	49	3 570	3 619	67	5 482	5 549	116	9 052	9 168
Not stated	733	33 863	34 596	629	32 210	32 839	1 362	66 073	67 435
Bulk enrolments(a)	—	2 755	2 755	—	4 252	4 252	—	24 864	24 864
<b>Total</b>	<b>72 904</b>	<b>524 371</b>	<b>597 275</b>	<b>73 572</b>	<b>432 695</b>	<b>506 267</b>	<b>146 476</b>	<b>974 923</b>	<b>1 121 399</b>

(a) The total bulk enrolments exceeds the sum of the sexes because sex was not stated for 17 857 students.

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

## 9.14 Technical and Further Education students — stream and field of study, 1993

Stream	Land & marine resources, animal husbandry	Architecture, building	Arts, humanities & social sciences	Business administration, economics	Education	Engineering, surveying	Health, community services	Law, legal studies	Science	Veterinary science, animal care	Services, hospitality, transport	TAFE multi-field education	Net(a)
Recreation, leisure	8 540	12 905	146 629	34 000	848	7 305	61 445	946	11 600	376	25 401	359 767	660 826
Basic employment skills	19 664	938	25 649	15 617	4 397	3 751	8 605	43	2 236	54	5 117	144 390	227 058
Education preparation	147	631	3 423	3 369	223	779	1 476	—	1 551	—	2 178	72 520	85 446
Operatives — initial	16 894	16 836	19 446	75 263	3 138	26 415	20 854	749	30 852	314	40 730	9 514	251 201
Recognised trades — part exempt	271	2 826	26	65	—	8 443	—	—	—	—	1 687	9 070	22 256
Recognised trades — exempt	5 272	24 958	502	16	—	52 498	415	—	—	—	17 507	—	101 081
Other skills — part exempt	4 278	1 931	1 432	33 675	116	10 832	4 914	—	573	49	7 809	7 909	71 646
Other skills — complete	10 938	760	10 771	38 179	107	14 603	4 893	1 175	3 208	564	13 032	3 102	100 058
Trade technician	6 341	9 156	9 218	44 458	—	22 420	6 107	127	8 494	215	12 721	558	118 569
Para-professional technician	466	1 743	607	10 064	—	1 949	1 404	204	4 782	—	162	—	21 100
Para-professional higher technician	2 406	7 237	10 543	61 692	3 198	21 866	10 351	3 201	8 252	250	5 570	87	132 780
Professional	18	196	3 485	735	—	130	193	—	—	—	927	—	5 684
Operatives — post initial	1 948	1 354	3 117	4 171	467	4 750	735	—	728	—	1 739	6 514	25 329
Trades/other skills — post initial	6 081	9 818	3 862	23 611	6 466	25 190	1 594	94	2 598	—	13 197	1 793	92 605
Trade technician /supervisory — post initial	2 801	145	408	1 386	640	5 348	511	—	868	—	434	—	12 459
Para-professional technician — post initial	—	23	86	940	5	190	14	—	106	—	18	—	1 382
Para-professional higher technician — post initial	—	80	300	389	269	1 785	203	—	333	—	623	13	3 963
Total net(a) excluding Recreation, leisure	74 410	75 305	90 140	293 747	18 854	183 392	60 248	5 502	63 003	1 418	115 823	242 371	1 121 399
<b>Total net(a) all streams</b>	<b>82 950</b>	<b>88 210</b>	<b>236 769</b>	<b>327 747</b>	<b>19 702</b>	<b>190 697</b>	<b>121 693</b>	<b>6 447</b>	<b>74 603</b>	<b>1 794</b>	<b>141 224</b>	<b>602 138</b>	<b>1 782 225</b>

(a) Net totals are less than the sums of the individual items because some students enrol in more than one field of study in the same study stream, but are only counted once in the total.  
Source: Department of Employment, Education and Training 'Selected Vocational Education and Training Statistics, 1993'.

## Education characteristics of the population

### Participation in education

A large proportion of persons in the age group 15–24 participate in education well beyond the compulsory school age of 15 (16 in Tasmania). Table 9.15 shows that, in September 1994, 69% of 17 year olds were

still at school, while a further 9% had moved on to tertiary education. Overall, the education participation rate of 15–24 year olds in September 1994 was 49%.

**9.15 Education participation rates of persons aged 15 to 24, September 1994 (%)**

Type of Institution	Age (years)										Total
	15	16	17	18	19	20	21	22	23	24	
<b>Attending</b>											
School	95.4	83.4	69.3	24.5	3.3	*1.0	*0.4	*0.5	*0.2	*0.1	<b>25.9</b>
Tertiary											
Higher Education	—	—	2.2	16.6	25.9	25.2	21.0	13.5	12.1	9.9	<b>12.9</b>
TAFE	*0.3	3.8	6.4	18.0	16.5	14.3	8.8	6.2	5.6	4.4	<b>8.4</b>
Total tertiary(a)	*0.4	4.6	8.9	37.7	44.1	41.2	31.3	21.9	19.5	16.6	<b>22.8</b>
<b>Not attending</b>	4.2	12.1	21.9	37.7	52.7	57.8	68.3	77.6	80.2	83.3	<b>51.3</b>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

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

Source: *Participation in Education, Australia* (6272.0.40.001).

### Education attendance and the labour force

An ABS survey in May 1994 revealed that an estimated 2,166,900 persons aged 15–64 years had attended an educational institution in the previous year. At the time of the survey only 72% (1,550,200) were still attending. Among this group were 82,400 persons who had changed from full-time to part-time study and 49,900 of these were employed full-time.

Of the 616,700 persons who had ceased education since the previous year, 465,900 were employed, 94,600 were unemployed and the remaining 56,200 were not in the labour force.

Many persons were involved in both study and work. The 1,550,200 persons continuing at an educational institution in May 1994 included 737,300 (48%) employed (324,600

of these in full-time employment) and 109,000 who were looking for work. There were also 17,800 persons who reported combining full-time study and full-time employment.

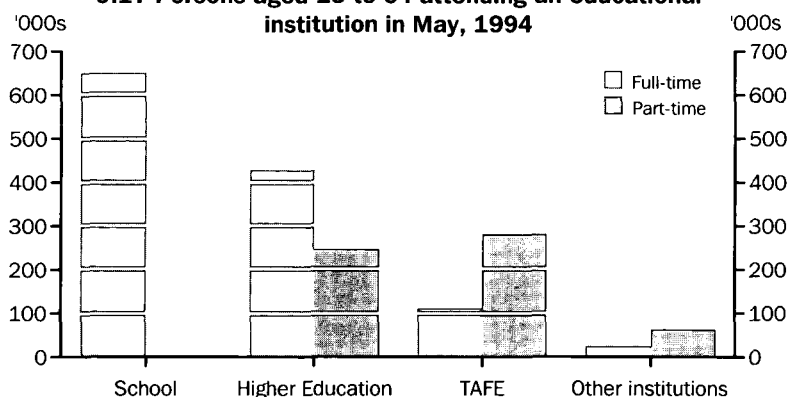
Graph 9.17 gives an indication of the spread of full-time and part-time study across the various types of education. Part-time education in schools is confined to less than 1% of school students, whereas its vocational education counterpart, Technical and Further Education, shows 72% of TAFE students studying part-time. At higher education institutions, 37% of students were studying part-time.

**9.16 Persons aged 15 to 64 who attended a tertiary institution in 1993 — type of attendance and labour force status in May 1994**  
(<sup>'000</sup>)

	Employed			Labour force				Unemployment rate (%)
Type of attendance in 1994	Full-time	Part-time	Total	Unemployed	In	Not in	Total	
Attended full-time in 1993								
Attending in 1994								
Full-time	12.1	137.0	149.2	24.7	173.9	180.1	354.0	14.2
Part-time	22.0	10.1	32.1	9.0	41.1	*2.7	43.8	22.0
Total	34.1	147.2	181.3	33.8	215.0	182.8	397.8	15.7
Not attending in 1994	87.4	37.6	125.0	29.2	154.2	16.3	170.5	18.9
Total	121.5	184.8	306.3	62.9	369.2	199.4	568.6	17.0
Attended part-time in 1993								
Attending in 1994								
Full-time	*2.0	*4.4	6.3	*2.0	8.3	9.2	17.5	*23.7
Part-time	256.3	44.8	301.1	11.8	312.9	20.2	333.0	3.8
Total	258.3	49.1	307.4	13.8	321.2	29.4	350.6	4.3
Not attending in 1994	218.3	47.2	265.5	18.5	284.0	24.1	308.1	6.5
Total	476.5	96.3	572.9	32.3	605.1	53.5	658.7	5.3
Total attended in 1993								
Attending in 1994								
Full-time	14.1	141.4	155.5	26.7	182.2	189.3	371.6	14.7
Part-time	278.2	54.9	333.2	20.8	354.0	22.9	376.9	5.9
Total	292.4	196.3	488.7	47.5	536.2	212.2	748.4	8.9
Not attending in 1994	305.7	84.8	390.5	47.7	438.1	40.4	478.5	10.9
Grand total	598.0	281.1	879.1	95.2	974.4	252.9	1 227.2	9.8

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

**9.17 Persons aged 15 to 64 attending an educational institution in May, 1994**



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

## Educational attainment

In May 1994, 4,548,200 (39%) persons aged 15–64 had completed a recognised post-school qualification. A further 6,525,900 (56%) of the population had no recognised post-school qualifications. Of these, 703,200 (11%) were attending a tertiary institution in May 1994. Those persons still at school numbered 651,500 (6%).

Of those with post-school qualifications, the most commonly reported qualification was skilled vocational (for example, trade qualifications, etc.) with 1,349,800. Bachelor degrees were reported by 956,400 persons, associate diplomas by 637,400 and 346,400 reported undergraduate diplomas. The smallest category was those with a higher degree, reported by 155,500 persons.

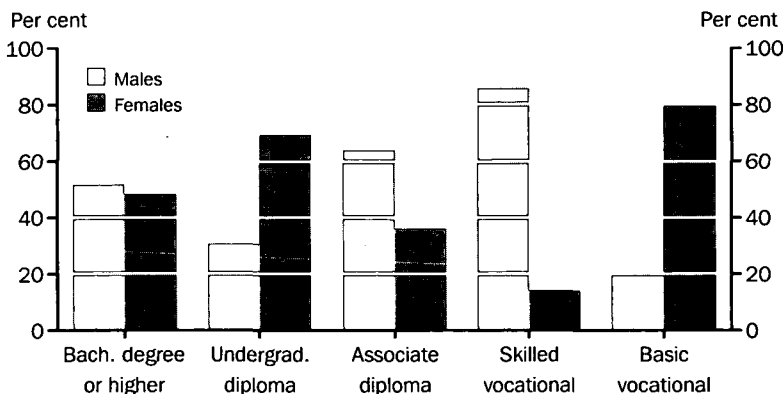
### 9.18 Persons aged 15 to 64 — age and educational attainment, May 1994 ('000)

	Age group (years)					
Educational attainment	15-24	25-34	35-44	45-54	55-64	Total
<b>With post-school qualifications</b>						
Higher degree	*1.1	33.3	62.5	42.6	16.0	155.5
Postgraduate diploma	11.5	57.5	95.0	53.0	16.6	233.6
Bachelor degree	126.9	319.1	277.9	162.4	70.1	956.4
Undergraduate diploma	25.9	82.0	116.8	76.7	45.1	346.4
Associate diploma	82.1	165.0	187.0	135.4	67.9	637.4
Skilled vocational	159.0	382.8	326.4	287.7	193.8	1 349.8
Basic vocational	176.5	248.1	218.2	143.6	79.1	865.5
Total	582.9	1 289.2	1 284.9	901.9	489.3	4 548.2
<b>Without post-school qualifications(a)</b>						
Completed highest level of school						
Attending tertiary in May 1994	464.0	54.8	23.9	6.1	*1.7	550.3
Not attending tertiary in May 1994	365.9	415.4	335.2	236.4	183.6	1 536.4
Total	829.8	470.2	359.0	242.4	185.2	2 086.8
Did not complete highest level of school						
Attending tertiary in May 1994	84.4	32.9	23.3	10.5	*1.8	152.9
Not attending tertiary in May 1994	559.4	982.6	991.2	957.6	785.1	4 276.0
Total	643.8	1 015.5	1 014.5	968.1	786.9	4 428.9
Total	1 475.8	1 488.2	1 374.4	1 213.0	974.6	6 525.9
<b>Still at school</b>	639.9	—	—	—	—	651.5
<b>Total</b>	<b>2 698.6</b>	<b>2 781.9</b>	<b>2 663.5</b>	<b>2 116.5</b>	<b>1 465.1</b>	<b>11 725.6</b>

(a) Includes persons who never attended school.

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

### 9.19 Distribution of post-school qualifications, May 1994



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

## 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 and includes: commercial and private industry, church and cultural groups, professional and semi-professional bodies, 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, State and Commonwealth departments, 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 \$1,602 million on student assistance in 1994.

### 9.20 Student assistance schemes, 1994

Scheme	Number of students	Assistance (\$'000)
AUSTUDY Tertiary	252 571	898 170
AUSTUDY Secondary	225 686	565 589
ABSTUDY (Schooling)	26 283	44 801
ABSTUDY (Tertiary)	17 988	69 181
Assistance for Isolated children	13 035	24 321
<b>Total</b>	<b>535 563</b>	<b>1 602 062</b>

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 years and over. 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.

The principle aim of AUSTUDY is to provide an equal opportunity for all Australians to access education. This is achieved through the provision of financial assistance to students who would not otherwise be able to continue their education.

Maximum allowance rates for married students with dependent children and for single students aged 16–20 years 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 478,257 in 1994.

From 1 January 1996, AUSTUDY will no longer be paid to permanent residents who choose not to become permanent citizens. AUSTUDY will not be paid after 1 year of becoming eligible to receive Australian citizenship.

## **ABSTUDY**

ABSTUDY represents a major component of the Government's commitment under the National Aboriginal and Torres Strait Islander Education Policy to encourage Australian Aboriginal and Torres Strait Islander people 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 Aboriginal and Torres Strait Islander people 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 students' 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 1994, ABSTUDY assisted approximately 44,271 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, secondary, and, in limited cases, tertiary 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);
- Correspondence Allowance (\$10 per week for primary students; \$20 per week for secondary students); and



- Pensioner Education Supplement (PES) of \$30 a week paid for students on Disability Support or Sole Parent Pension and undertaking study at below secondary level. This supplement is paid up to their 21st birthday.

Apart from the PES, these allowances are normally only available to eligible students under 19 years of age at 1 January in the year of study.

In addition, the maximum annual boarding allowance available is \$3,304 for primary students and \$3,666 for secondary students and eligible tertiary students up to the age of 16 years, depending on the family's income and assets.

A school-hostel directed Boarding Allowance is also available for secondary students under 16 years whose families get the full AIC boarding allowance and Additional Family Payment from the Department of Social Security.

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

In 1994, AIC assisted 13,035 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 six Councils:

- *The Australian International Education Foundation Council* provides advice on general matters related to international education and training, including the general development of policies and programs, and the delivery of international education and training programs.
- *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 matters related to employment, vocational education and training and skills formation.
- *The Higher Education Council* advises on the general development of higher education in Australia and on priorities and arrangements for the funding of higher education institutions.
- *The Schools Council* advises on policies and programs relating to schools, and on 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, Aboriginal and Torres Strait Islander people, and in language policy and multicultural education.

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

## Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

MCEETYA, a Commonwealth/State Council, was established in December 1993. 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.

### **Australian Council for Educational Research (ACER)**

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.

### **National Centre for Vocational Education Research (NCVER)**

The 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.

### **Australian Qualifications Framework Advisory Board (AQFAB)**

AQFAB was established in 1995 by the Ministerial Council on Education, Employment, Training and Youth Affairs. It replaces the Register of Australian Tertiary Education (RATE) Advisory Committee. AQFAB is responsible for facilitating implementation of the new Australian

Qualifications Framework which was introduced on 1 January 1995. It will maintain national registers of all bodies empowered to accredit post-compulsory education and training courses and those with authority to issue qualifications in all sectors of post-compulsory education and training.

### **Standards and Curriculum Council**

On 25 May 1995, Ministers for vocational education and training agreed to the Australian National Training Authority's proposal to develop a national structure which will bring into effect more efficient methods for the development of standards and curriculum. This national structure, called the Standards and Curriculum Council, will be responsible for the development and management of competency standards, curriculum assessment and the Australian Qualifications Framework as it relates to vocational education and training. The functions of the National Training Board and the Australian Committee for Training Curriculum will be subsumed by the Standards and Curriculum Council.

### **Other organisations**

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**

### **Australian Vocational Training System**

An increasing focus on vocational education and training has seen the phased implementation of the Australian Vocational Training System (AVTS) commence in 1995. The AVTS provides a broad range of articulated pathways combining schools, TAFEs, private providers, business and industry. The AVTS is based on nationally endorsed industry and enterprise competency

standards and leads to qualifications under the Australian Qualifications Framework.

The key competencies identified by the Mayer Committee in 1992 play an important role in the convergence of general and vocational education. The key competencies have been extensively trialled in schools across all curriculum areas and in vocational education and training settings, in the context of education and training reform.

The key competencies are related to the concept of "enterprise skills". The report of the Karpin Committee, titled *Enterprising Nation*, highlighted the need for a more enterprising culture in the Australian community, supported by initiatives in schools, vocational education and training, and higher education. Commonwealth, State and Territory Ministers have agreed on a set of interrelated curriculum, professional development and community awareness programs for enterprise education in schools, to take place over the next three years.

## 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 9.21 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 1993-94 and preceding years.

**9.21 Government and private expenditure on education**

	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
	\$ million					
<b>Government</b>						
General government final consumption expenditure	11 347	11 993	13 123	14 095	14 741	15 483
Gross fixed capital expenditure	1 072	1 301	1 361	1 239	1 440	1 170
Increase in stocks	2	3	-3	-4	4	4
<i>Government final expenditure(1)</i>	<i>12 421</i>	<i>13 297</i>	<i>14 482</i>	<i>15 330</i>	<i>16 184</i>	<i>16 657</i>
Personal benefit payments(2)	1 371	1 515	1 749	2 031	2 190	2 224
Grants & advances to persons & non-profit institutions(a)	1 775	1 995	2 141	2 389	2 406	2 625
Advances to persons for Higher Education Contribution Scheme	226	435	479	577	604	602
Other(3)	-31	-8	30	111	93	17
<i>Total government outlays on education</i>	<i>15 761</i>	<i>17 234</i>	<i>18 880</i>	<i>20 438</i>	<i>21 479</i>	<i>22 125</i>
<b>Private</b>						
Private final consumption expenditure	2 353	3 945	4 436	5 035	5 307	5 548
Gross fixed capital expenditure	371	338	385	338	351	412
<i>Private final expenditure(4)</i>	<i>3 624</i>	<i>4 283</i>	<i>4 821</i>	<i>5 373</i>	<i>5 658</i>	<i>5 960</i>
<i>Total final expenditure on education(1)+(4)</i>	<i>16 045</i>	<i>17 580</i>	<i>19 303</i>	<i>20 703</i>	<i>21 842</i>	<i>22 617</i>
<b>Total outlays on education(1)+(2)+(3)+(4)</b>	<b>17 385</b>	<b>19 087</b>	<b>21 081</b>	<b>22 845</b>	<b>24 126</b>	<b>24 858</b>
Gross Domestic Product	339 927	371 051	379 069	386 958	404 007	428 589

For footnotes see end of table.

...continued

**9.21 Government and private expenditure on education — continued**

	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
% of Gross Domestic Product						
Total government outlays	4.6	4.6	5.0	5.3	5.3	5.2
Final expenditure on education						
General government final consumption expenditure	3.3	3.2	3.5	3.6	3.6	3.6
Private final consumption expenditure	1.0	1.1	1.2	1.3	1.3	1.3
Government gross fixed capital expenditure	0.3	0.4	0.4	0.3	0.4	0.3
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1
Total	4.7	4.7	5.1	5.4	5.4	5.3
<b>Total outlays on education</b>	<b>5.1</b>	<b>5.1</b>	<b>5.6</b>	<b>5.9</b>	<b>6.0</b>	<b>5.8</b>

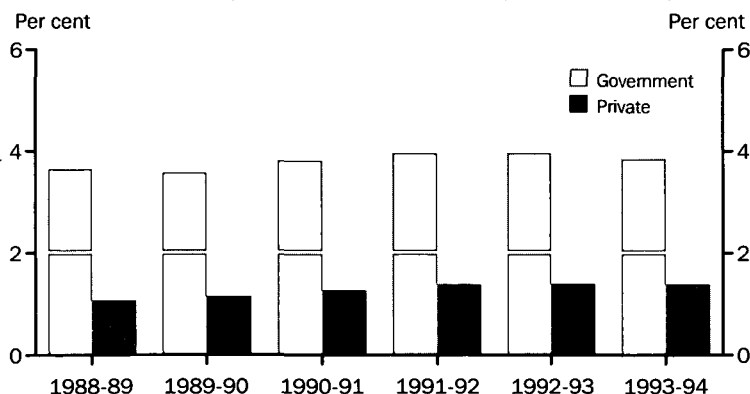
(a) Excludes Commonwealth advances for Higher Education Contribution Scheme purposes.

Source: *Expenditure on Education, Australia (5510.0)*; *Australian National Accounts: National Income and Expenditure, and Product, 1993-1994 (5204.0)*.

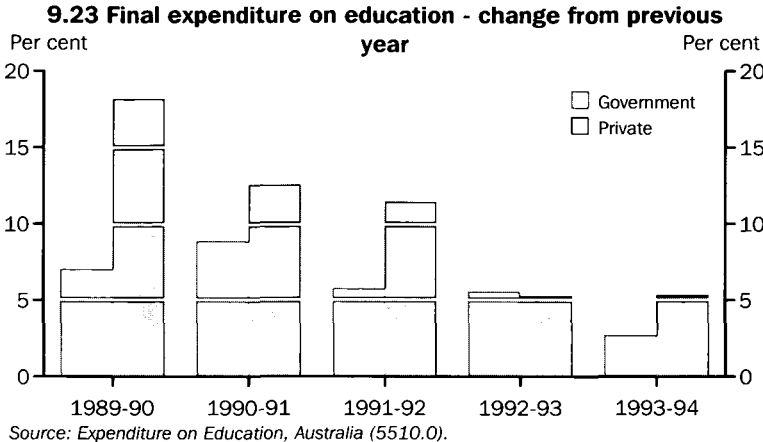
Total final expenditure on education, comprising the measures final consumption expenditure and gross fixed capital expenditure (by governments and the private sector) rose 3.5% from \$21,842 million in 1992-93 to \$22,617 million in 1993-94, but fell slightly as a percentage of Gross Domestic Product (GDP) from 5.4% to 5.3%.

Government final expenditure rose 2.9% from \$16,184 million in 1992-93 to \$16,657 million in 1993-94, but fell slightly from 4.0% to 3.9% of GDP.

Private final expenditure rose 5.3% from \$5,658 million in 1992-93 to \$5,960 million in 1993-94 and remained constant at 1.3% of GDP. Significantly higher growth in expenditure on education by the private sector is in part due to higher government grants paid to non-government schools (up 9.2%). The increase is higher than expected due to changed arrangements for the payment of these grants in Victoria. Private final expenditure on education not financed by government rose 3.2%. See also graphs 9.22 and 9.23.

**9.22 Final expenditure on education (as a % of GDP)**

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



Total outlays on education, which comprise, in addition to final expenditure as defined previously, government benefit payments for education related services, rose 3.0% from \$24,126 million to \$24,858 million between 1992-93 and 1993-94, but fell from 6.0% to 5.8% of GDP.

Total government outlays on education (which includes payments to the private sector) rose 3.0% from \$21,479 million to \$22,125 million between 1992-93 and 1993-94. The main growth in outlays was in

the Commonwealth sector (up 6.7%) reflecting increased grants to the States and Territories (mainly for tertiary education). Outlays by State and local governments from their own resources rose 0.2%, reflecting lower growth in expenditure on primary and secondary education and a fall in expenditure on pre-school and special education.

Table 9.24 shows the components of government outlays on education by economic transaction and government purpose in 1993-94.

### 9.24 Government outlays on education, 1993–94 (\$ million)

	General government final consumption expenditure	Personal benefit payments	Expenditure on new fixed assets	Expenditure on secondhand fixed assets (net)	Other(a)	Intergovernmental grants(b)	Own source outlays(c)
<b>Primary &amp; secondary education</b>							
Commonwealth	13	645	—	—	14	(d)2962	3 633
State & local	8 388	59	581	-35	(d)2425	—	12 083
<b>Total</b>	<b>8 400</b>	<b>704</b>	<b>581</b>	<b>-35</b>	<b>2 432</b>	<b>-2 962</b>	<b>8 456</b>
<b>Tertiary education</b>							
University education(e)							
Commonwealth	291	740	43	-1	608	3 297	4 977
State & local	3 395	3	282	-1	5	-3 297	487
<b>Total</b>	<b>3 686</b>	<b>743</b>	<b>325</b>	<b>-3</b>	<b>612</b>	<b>—</b>	<b>5 363</b>
Technical & further education							
Commonwealth	19	238	—	—	1	617	875
State & local	1 953	3	261	-5	44	-617	1 640
<b>Total</b>	<b>1 972</b>	<b>242</b>	<b>261</b>	<b>-5</b>	<b>45</b>	<b>—</b>	<b>2 514</b>
Tertiary education n.e.c.							
Commonwealth	—	17	—	—	—	—	17
State & local	4	—	1	—	—	—	5
<b>Total</b>	<b>4</b>	<b>17</b>	<b>1</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>22</b>
<b>Total tertiary education</b>							
Commonwealth	310	995	43	-1	608	3 914	5 869
State & local	5 352	6	544	-6	50	-3 914	2 032
<b>Total</b>	<b>5 662</b>	<b>1 002</b>	<b>587</b>	<b>-7</b>	<b>656</b>	<b>—</b>	<b>7 900</b>
<b>Preschool &amp; other special education</b>							
Commonwealth	77	6	—	—	—	63	146
State & local	914	—	40	—	96	-63	986
<b>Total</b>	<b>990</b>	<b>6</b>	<b>40</b>	<b>—</b>	<b>96</b>	<b>—</b>	<b>1 132</b>
<b>Transportation of students</b>							
Commonwealth	—	—	—	—	—	—	—
State & local	179	525	—	—	9	—	699
<b>Total</b>	<b>179</b>	<b>525</b>	<b>—</b>	<b>—</b>	<b>9</b>	<b>—</b>	<b>699</b>
<b>Education n.e.c.</b>							
Commonwealth	179	—	—	—	48	1	228
State & local	73	—	5	-1	6	-1	82
<b>Total</b>	<b>252</b>	<b>—</b>	<b>5</b>	<b>-1</b>	<b>53</b>	<b>—</b>	<b>310</b>
<b>Total government outlays</b>							
Commonwealth	578	1 593	43	-1	670	6 940	9 877
State & local	14 905	597	1 170	-41	2 586	-6 940	12 256
<b>Total</b>	<b>15 483</b>	<b>2 189</b>	<b>1 213</b>	<b>-43</b>	<b>3 247</b>	<b>—</b>	<b>22 125</b>

(a) Mainly current grants to non-government schools and subsidies for teacher housing and advances to persons under the HECS scheme. (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. 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. (d) Commonwealth funding of non-government schools is made via inter-government grants which are onpassed through State/Territory governments. (e) Colleges of Advanced Education are now included with universities.

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

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