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Introduction

Education and training in Australia can be thought of as a continuous medium, which is delivered in four sectors — pre-school education; compulsory and post-compulsory schooling; vocational education and training; and higher education (the latter two of the four sectors being known collectively as the tertiary sector) — supported by an infrastructure for State and national coordination, planning and policy formulation. Pre-school education is not covered by the statistics in this chapter.

The term 'education' has traditionally been used to denote the processes of obtaining knowledge, attitudes, skills or socially valued qualities of character and behaviour. Education is regarded as a lifelong process, initiated at birth, developed in schooling and subsequent formal pathways of learning, and continued thereafter. Training is a more specific type of learning, whereby certain skills are developed to a standard of proficiency for subsequent application in the workplace. The value of training lies in its practical relevance.

Historically, the large part of education has usually been conducted in formal institutions, while training took place at the workplace (or 'on-the-job'). Over time, on-the-job training was found to be incomplete without some additional formal instruction. This led to the evolution of a separate training sector focusing primarily on the development of specific work-related skills.

While education may be regarded as 'people oriented' and training 'skill oriented', the distinction between education and training is not clear-cut. Moreover, in recent times the boundaries between the two have become less clearly delineated. Reforms and initiatives in the latter part of the twentieth century have seen education extend even further beyond formal institutions, and training beyond the workplace. Education and training are now both perceived as parts of a lifelong learning process that enables individuals to take their places in a skilled and changing labour force, to lead fulfilling personal lives and to become active members of the community.

Because of the close relationship between education, training and employment, the participation of persons in education as well as

their transition into the labour force need to be monitored, as does participation in training and subsequent outcomes. This information is needed to assess the effectiveness of policies designed to increase participation in education and improve skill levels in the labour force.

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 (TAFE). The Commonwealth Government also plays a significant role in education policy, programs and funding. Total government expenditure on education in 1994–95 was \$23b (see later section, *Expenditure on Education*), which represented 5.6% 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 Australian 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; education for Aboriginal and Torres Strait Islander people; 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 for 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 (i.e., sessions of two to three hours for two to five days per week). Preschool programs generally favour the free play approach with emphasis on children's social and emotional development through creative activities. Parents often contribute by assisting at some sessions or by the purchase of play materials and educational resources. Attendance fees are not usually charged in those States where preschools are government-run, but in others fees may be payable to private or voluntary organisations.

Primary and secondary education

School attendance

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. Most children commence primary school at about five years of age. Primary schooling generally begins with a preparatory or kindergarten year, followed by 12 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 1995 83% of students remained at school until Year 11 and 72% 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;

- 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); and
- 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 Commonwealth Government plays an important role in promoting equity and social justice policies in the delivery of education, and encouraging national collaboration on school curriculum matters. Since 1988, the Commonwealth, 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 also provides 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 a different teacher for each separate subject area, though, like primary schools, variations may occur where open-plan 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 the incorporation of vocational programs 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 those 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 vocational 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 1995, 7,366 (75%) were government schools operated by the State Directors-General of Education (or equivalent) and 2,499 (25%) were non-government schools (see table 9.1).

9.1 SCHOOLS, STUDENTS AND TEACHING STAFF — July 1995

	Government schools no.	Non-government schools				All schools no.
		Anglican no.	Catholic no.	Other no.	Total(a) no.	
Schools	7 366	115	1 696	688	2 499	9 865
Students						
Males	1 129 599	46 884	306 101	101 339	454 324	1 583 923
Females	1 078 254	42 268	301 636	103 256	447 160	1 525 414
Persons	2 207 853	89 152	607 737	204 595	901 484	3 109 337
FTE of teaching staff(b)						
Males	51 472	3 102	12 017	5 938	21 057	72 529
Females	92 315	3 993	24 361	9 203	37 557	129 872
Persons	143 787	7 095	36 378	15 141	58 614	202 401

(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

	1990 no.	1991 no.	1992 no.	1993 no.	1994 no.	1995 no.
Government schools						
Males	1 123 008	1 137 101	1 145 848	1 141 627	1 133 490	1 129 599
Females	1 070 339	1 080 125	1 088 235	1 086 429	1 081 448	1 078 254
Persons	2 193 347	2 217 226	2 234 083	2 228 056	2 214 938	2 207 853
Non-government schools						
Males	425 504	431 414	435 871	439 003	445 751	454 324
Females	422 806	426 497	429 012	431 316	438 691	447 160
Persons	848 310	857 911	864 883	870 319	884 442	901 484
All schools						
Males	1 548 512	1 568 515	1 581 719	1 580 630	1 579 241	1 583 923
Females	1 493 145	1 506 622	1 517 247	1 517 745	1 520 139	1 525 414
Persons	3 041 657	3 075 137	3 098 966	3 098 375	3 099 380	3 109 337

Source: Schools, Australia (4221.0).

9.3 NUMBER OF STUDENTS, By Level of Education(a) — July 1995

Level/year of education	Government schools no.	Non-government schools				All schools		
		Anglican no.	Catholic no.	Other no.	Total no.	Males no.	Females no.	Persons no.
Primary								
Pre-year 1(b)	136 081	2 530	38 332	9 354	50 216	95 934	90 363	186 297
Year 1	195 284	3 334	49 788	12 898	66 020	134 284	127 020	261 304
Year 2	189 911	3 239	48 587	12 513	64 339	130 152	124 098	254 250
Year 3	186 833	3 539	48 569	12 685	64 793	128 932	122 694	251 626
Year 4	188 628	3 906	48 313	12 862	65 081	129 727	123 982	253 709
Year 5	188 397	4 808	48 975	13 603	67 386	130 547	125 236	255 783
Year 6	186 973	5 320	48 574	13 916	67 810	130 539	124 244	254 783
Year 7 (Qld, SA, WA, NT)	75 598	2 424	15 520	6 030	23 974	51 298	48 274	99 572
Ungraded	13 582	12	469	2 294	2 775	10 274	6 083	16 357
Total primary	1 361 287	29 112	347 127	96 155	472 394	941 687	891 994	1 833 681
Secondary								
Year 7 (NSW, Vic., Tas., ACT)	103 409	6 293	34 892	11 947	53 132	80 085	76 456	156 541
Year 8	169 111	11 004	51 490	20 770	83 264	129 145	123 230	252 375
Year 9	165 196	10 915	49 256	20 125	80 296	125 468	120 024	245 492
Year 10	154 168	11 062	47 340	19 312	77 714	117 888	113 994	231 882
Year 11	130 096	10 746	40 325	18 089	69 160	97 395	101 861	199 256
Year 12	109 196	9 989	36 593	16 579	63 161	81 751	90 606	172 357
Ungraded	15 390	31	714	1 618	2 363	10 504	7 249	17 753
Total secondary	846 566	60 040	260 610	108 440	429 090	642 236	633 420	1 275 656
Total	2 207 853	89 152	607 737	204 595	901 484	1 583 923	1 525 414	3 109 337

(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 the Australian Capital Territory; preparatory in Victoria and Tasmania; reception in South Australia; and transition in the Northern Territory.

Source: Schools, Australia (4221.0).

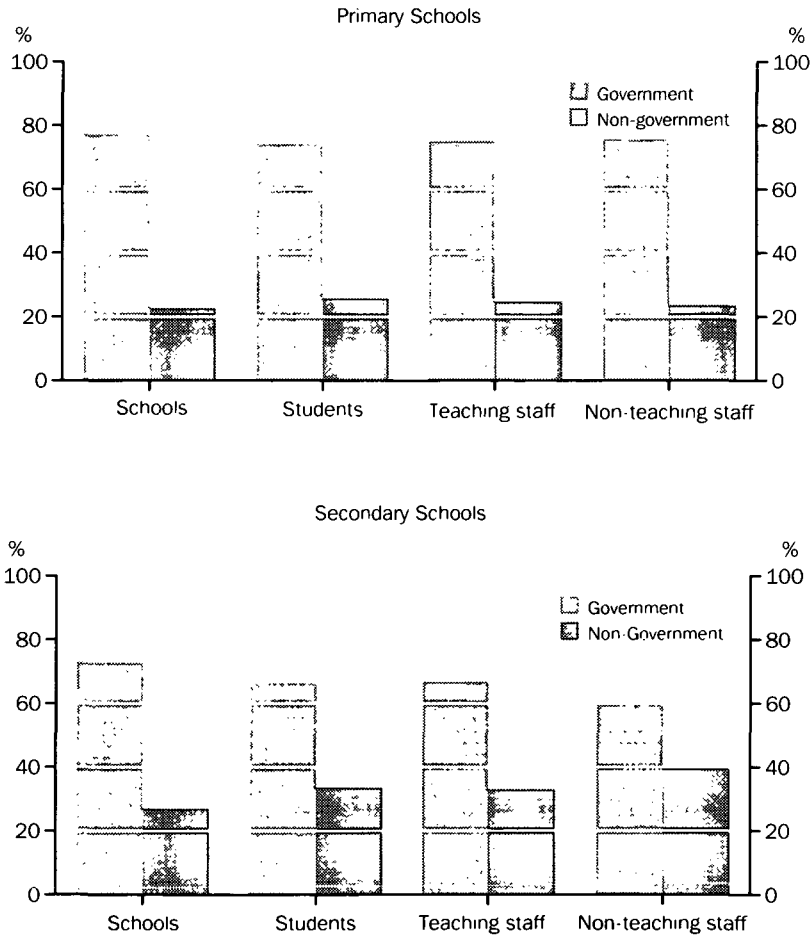
In July 1995, the number of full-time students attending primary and secondary schools totalled 3,109,337, comprising 2,207,853 (71%) in government schools and 901,484 (29%) in non-government schools.

The number of full-time students attending government schools in 1995 decreased by 7,085 (0.3%) from the 2,214,938 attending in 1994. The number of full-time students

attending non-government schools increased by 17,042 (1.9%) from the 884,442 attending in 1994 (see table 9.2). Table 9.3 shows the number of students in July 1995 by level of education.

Figure 9.4 shows the proportions of students and school staff in government and non-government schools, for primary and secondary schools.

9.4 PERCENTAGE OF STUDENTS AND SCHOOL STAFF (FTE(a))
— July 1995(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 into 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

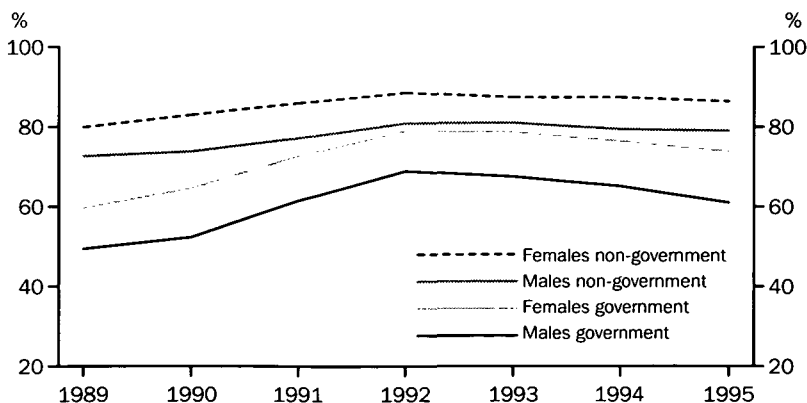
special needs. The Commonwealth government provides funds to State and non-government authorities and community groups to assist in the provision of services and upgrading of special education facilities.

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



Source: *Schools, Australia* (4221.0).

The apparent retention rate of secondary school students to Year 12 fell from 74.6% in 1994 to 72.2% in 1995. As in previous years, the retention rate for female students (77.9%) was higher than the corresponding rate for males (66.7%). The rate varied between States and Territories, ranging from 42.7% in the Northern Territory to 91.1% in the Australian Capital

Territory. The apparent retention rates decreased between 1994 and 1995 in all States and Territories except Tasmania, where there was a rise from 58.3% to 59.7%.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting their calculation has not been

taken into account. At the national level these include the effects of: students who repeat 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 may be charged, however, for the hire of text books and other school equipment, 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, TAFE institutions and other Vocational Education and Training (VET) institutions such as theological colleges, private business and commercial colleges and secretarial colleges. Some VET training is also provided by libraries, community centres or churches. In addition, there has been a concerted effort nationally to increase the range and variety of VET training which can be undertaken in the final two, post-compulsory years of schooling, and a number of higher education institutions provide VET training.

TAFE institutions and their regional campuses tend to be smaller than higher education institutions, their average size being affected by the number of community centres and similar organisations offering TAFE courses. In 1994 there were 21 government training organisations that administered and/or delivered VET courses, covering most of the 1,045 training provider locations delivering VET training in that year.

Primary responsibility for administration of the TAFE system lies with the State and Territory Governments. Funding is provided primarily by the State and Territory Governments, with additional funds being provided by the Commonwealth Government.

There are 36 public institutions of higher education in the Unified National System (UNS) and one private university (Bond University in Queensland) recognised by the Australian Vice-Chancellors' Committee (AVCC). Institutions within the UNS receive Commonwealth funding according to an academic profile agreed between them and the Government.

In addition there are a number of smaller public institutions outside the UNS which receive Commonwealth funding on a contract basis, and one other private institution (Notre Dame in Western Australia), all of which are teaching at university level.

Apart from the Australian National University, the University of Canberra and the Australian Maritime College (not a member of the UNS), 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.

Higher education

Students commencing higher education 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 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 award course students in 1995 were Arts, humanities and social sciences (24%); Business administration, economics (22%); and Science (15%).

Higher education institutions are funded by the Commonwealth under the *Higher Education Funding Act 1988*. In 1994, the operating revenue of UNS institutions amounted to some \$6.9b, 60% of which came from Commonwealth Government Grants. Commonwealth Government funding is also provided to higher education institutions through various research programs. In 1994, \$301m, or 4% of total revenue, was allocated in this way, almost all on the advice of the Australian Research Council (ARC).

In addition to government funding, institutions receive contributions from students, who are required to contribute to the cost of their education through the Higher Education Contribution Scheme (HECS) and from other fee paying students. In 1994, 13% of operating revenue was raised from HECS. Other higher education income sources include investments, State Government grants, donations and bequests.

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. 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 master's degree and three to five years for a doctoral degree. Postgraduate diplomas and certificates are offered in some disciplines. In 1995, 77% of higher education students were enrolled in bachelor courses, with a further 21% enrolled in higher degree and other postgraduate courses.

All institutions provide full-time and part-time courses. In addition, some institutions offer 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 1995 there were 7,735 students enrolled in OLAA programs.

In 1995, 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.

Tables 9.6 to 9.11 show a range of statistics about higher education students and courses.

9.6 HIGHER EDUCATION STUDENTS, Level of Course and Field of Study — 1995

	Agriculture, animal husbandry no.	Architecture, building no.	Arts, humanities and social sciences no.	Business administration, economics no.	Education no.
Level of course					
Higher doctorate	—	—	2	—	131
Ph.D.	806	280	5 111	1 547	1 853
Master's by research	386	320	3 684	822	1 160
Master's by coursework	215	763	7 295	13 384	7 682
Postgraduate qualifying/preliminary	24	47	231	262	409
Graduate (post) diploma — new area	350	411	4 889	6 606	7 876
Graduate (post) diploma — extension area	87	354	1 686	2 439	3 840
Graduate certificate	75	179	621	2 501	1 372
Bachelor's graduate entry	—	341	836	73	3 895
Bachelor's honours	114	80	4 118	827	249
Bachelor's pass	5 845	10 597	105 499	99 103	39 634
Diploma	1 371	—	396	139	1 180
Associate diploma	2 482	178	2 529	1 120	765
Other award course	—	—	30	310	5
Enabling courses	95	—	2 440	44	584
Non-award courses	—	—	—	—	—
Total courses	11 850	13 550	139 367	129 177	70 635

	Engineering and surveying no.	Health no.	Law, legal studies no.	Science no.	Veterinary sciences no.	Total no.
Level of course						
Higher doctorate	2	88	6	13	—	242
Ph.D.	2 357	2 533	246	6 091	213	21 037
Master's by research	1 443	1 116	330	2 096	78	11 435
Master's by coursework	2 313	4 789	1 719	3 085	60	41 305
Postgraduate qualifying/preliminary	69	331	101	293	2	1 769
Graduate (post) diploma — new area	777	3 201	687	3 050	5	27 852
Graduate (post) diploma — extension area	677	3 153	804	1 082	5	14 127
Graduate certificate	241	646	310	412	1	6 358
Bachelor's graduate entry	3	359	613	—	—	6 120
Bachelor's honours	848	604	202	3 457	9	10 508
Bachelor's pass	38 236	54 309	17 276	66 418	1 301	438 218
Diploma	33	116	—	266	—	3 501
Associate diploma	1 133	698	654	1 493	—	11 052
Other award course	9	103	542	197	—	1 196
Enabling courses	28	91	—	219	—	3 501
Non-award courses	—	—	—	—	—	—
Total courses	48 169	72 137	23 490	88 172	1 674	598 221

Source: Department of Employment, Education, Training and Youth Affairs 'Selected Higher Education Student Statistics, 1995'.

9.7 HIGHER EDUCATION COURSES COMPLETED, Level of Course and Field of Study — 1994

Level of course	Agriculture, animal husbandry no.	Architecture, building no.	Arts, humanities and social sciences no.	Business administration, economics no.	Education no.
Higher doctorate	—	—	1	—	2
Ph.D.	111	28	443	72	114
Master's by research	75	38	452	120	170
Master's by coursework	98	295	1 859	3 703	2 114
Postgraduate qualifying/preliminary	—	19	33	66	35
Graduate (post) diploma — new area	121	114	2 037	2 407	4 987
Graduate (post) diploma — extension area	42	152	723	825	1 752
Graduate certificate	9	24	239	918	1 055
Bachelor's postgraduate	—	165	218	8	1 649
Bachelor's honours	91	83	2 718	639	108
Bachelor's pass	978	1 775	19 676	19 534	10 992
Diploma	284	—	195	4	813
Associate diploma	539	22	662	378	273
Other award course	—	—	6	18	3
Total persons	2 348	2 715	29 262	28 692	24 067

Level of course	Engineering and surveying no.	Health no.	Law, legal studies no.	Science no.	Veterinary sciences no.	Total no.
Higher doctorate	2	30	—	10	2	47
Ph.D.	288	277	19	811	40	2 203
Master's by research	261	117	45	392	11	1 681
Master's by coursework	627	958	400	755	13	10 822
Postgraduate qualifying/preliminary	9	56	65	63	—	346
Graduate (post) diploma — new area	291	1 180	289	1 129	3	12 558
Graduate (post) diploma — extension area	196	1 169	909	479	4	6 251
Graduate certificate	78	298	198	205	—	3 024
Bachelor's postgraduate	—	122	57	—	—	2 219
Bachelor's honours	432	353	227	2 296	77	7 024
Bachelor's pass	4 986	15 034	2 861	11 852	257	87 945
Diploma	—	237	—	80	—	1 613
Associate diploma	342	219	42	392	—	2 869
Other award course	8	18	51	248	—	352
Total persons	7 520	20 068	5 163	18 712	407	138 954

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

9.8 HIGHER EDUCATION STUDENTS(a), Level of Course and Sex

	1990 no.	1991 no.	1992 no.	1993 no.	1994 no.	1995 no.
MALES						
Higher doctorate	155	140	168	176	157	144
Ph.D.	6 065	7 012	8 500	9 979	11 448	12 674
Master's by research	4 222	4 781	5 998	6 784	6 756	6 157
Master's by coursework	11 532	14 096	16 322	18 527	19 970	21 574
Postgraduate qualifying	1 998	1 694	1 561	1 440	800	774
Graduate (post) diploma	15 527	17 710	18 157	17 841	17 749	17 132
Graduate certificate	219	664	1 088	1 614	2 413	3 249
Bachelor's postgraduate	1 220	1 227	1 185	1 151	1 380	1 638
Bachelor's honours	3 044	3 807	4 481	4 941	4 980	4 939
Bachelor's pass	163 365	177 803	185 696	190 438	193 159	197 786
Diploma	8 045	7 329	3 745	2 128	1 908	1 822
Associate diploma	11 713	10 484	9 873	8 732	6 864	6 130
Other	2 315	2 929	3 779	4 235	4 395	4 801
Total(a)	229 420	249 676	260 553	267 986	271 979	278 820
FEMALES						
Higher doctorate	50	37	104	112	112	98
Ph.D.	3 233	3 948	5 123	6 112	7 224	8 363
Master's by research	2 810	3 362	4 393	5 182	5 317	5 278
Master's by coursework	8 250	10 889	12 953	10 507	17 228	19 731
Postgraduate qualifying	2 524	2 305	2 249	2 014	853	995
Graduate (post) diploma	18 304	21 329	21 702	22 601	24 314	24 847
Graduate certificate	221	737	1 089	1 707	2 431	3 109
Bachelor's postgraduate	2 432	2 972	2 863	3 346	3 885	4 482
Bachelor's honours	3 193	3 949	4 794	5 433	5 804	5 569
Bachelor's pass	170 996	195 031	218 350	229 392	233 702	240 432
Diploma	32 140	29 173	13 696	5 616	2 224	1 679
Associate diploma	8 729	7 976	7 522	6 860	5 419	4 922
Other	2 773	3 154	3 974	4 199	4 904	5 852
Total(a)	255 655	284 862	298 812	307 631	313 417	325 357
PERSONS						
Higher doctorate	205	177	272	288	269	242
Ph.D.	9 298	10 960	13 623	16 091	18 672	21 037
Master's by research	7 032	8 143	10 391	11 966	12 073	11 435
Master's by coursework	19 782	24 985	29 275	33 584	37 198	41 305
Postgraduate qualifying	4 522	3 999	3 810	3 454	1 653	1 769
Graduate (post) diploma	33 831	39 039	39 859	40 442	42 063	41 979
Graduate certificate	440	1 401	2 177	3 321	4 844	6 358
Bachelor's postgraduate	3 652	4 199	4 048	4 497	5 265	6 120
Bachelor's honours	6 237	7 756	9 275	10 374	10 784	10 508
Bachelor's pass	334 361	372 834	404 046	419 830	426 861	438 218
Diploma	40 185	36 502	17 441	7 744	4 132	3 501
Associate diploma	20 442	18 460	17 395	15 592	12 283	11 052
Other	5 088	6 083	7 753	8 434	9 299	10 653
Total(a)	485 075	534 538	559 365	575 617	585 396	604 177

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

Source: Department of Employment, Education, Training and Youth Affairs 'Selected Higher Education Student Statistics, 1995'.

The proportion of higher education students who are female has risen slightly from 52% in 1989 to 54% in 1995, as the following table shows. This table also illustrates that higher

education students are predominantly in the younger age groups (60% were 24 or under in 1995).

9.9 HIGHER EDUCATION STUDENTS, Age and Sex

	1990 no.	1991 no.	1992 no.	1993 no.	1994 no.	1995 no.
19 and under						
Males	71 254	74 820	71 186	68 660	69 757	70 683
Females	90 589	96 617	93 427	90 794	91 958	93 997
Persons	161 843	171 437	164 613	159 454	161 715	164 680
20–24						
Males	71 902	80 304	87 542	92 101	92 415	94 182
Females	69 273	79 967	89 877	97 397	98 810	101 455
Persons	141 175	160 271	177 419	189 498	191 225	195 637
25–29						
Males	30 153	32 334	34 152	35 397	36 239	37 661
Females	27 447	30 693	32 557	33 671	35 051	37 858
Persons	57 600	63 027	66 709	69 068	71 290	75 519
30 and over						
Males	56 111	62 218	67 673	71 828	73 568	76 294
Females	68 346	77 585	82 951	85 769	87 598	92 047
Persons	124 457	139 803	150 624	157 597	161 166	168 341
Total						
Males	229 420	249 676	260 553	267 986	271 979	278 820
Females	255 655	284 862	298 812	307 631	313 417	325 357
Persons	485 075	534 538	559 365	575 617	585 396	604 177

Source: Department of Employment, Education, Training and Youth Affairs 'Selected Higher Education Student Statistics, 1995'.

9.10 HIGHER EDUCATION STUDENTS, Type of Enrolment and Sex

	1990 no.	1991 no.	1992 no.	1993 no.	1994 no.	1995 no.
Internal						
Full-time						
Males	140 247	153 210	158 175	160 357	161 374	165 288
Females	159 264	175 197	181 029	183 222	183 615	189 996
Persons	299 511	328 407	339 204	343 579	344 989	355 284
Part-time						
Males	65 279	71 652	75 867	79 548	80 212	80 767
Females	67 573	77 557	83 449	88 534	91 213	92 928
Persons	132 852	149 209	159 316	168 082	171 425	173 695
External						
Males	23 894	24 814	26 511	28 081	30 393	32 765
Females	28 818	32 108	34 334	35 875	38 589	42 433
Persons	52 712	56 922	60 845	63 956	68 982	75 198
Total						
Males	229 420	249 676	260 553	267 986	271 979	278 820
Females	255 655	284 862	298 812	307 631	313 417	325 357
Persons	485 075	534 538	559 365	575 617	585 396	604 177

Source: Department of Employment, Education, Training and Youth Affairs 'Selected Higher Education Statistics, 1995'.

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.

9.11 HIGHER EDUCATION COURSE COMPLETIONS, Level of Course and Sex

	1989 no.	1990 no.	1991 no.	1992 no.	1993 no.	1994 no.
HIGHER DEGREE						
Research						
Males	1 458	1 465	1 706	1 775	2 040	2 484
Females	651	723	852	937	1 159	1 447
Persons	2 109	2 188	2 558	2 712	3 199	3 931
Coursework						
Males	1 969	2 499	3 271	4 278	5 176	6 072
Females	1 207	1 538	2 190	3 007	3 866	4 750
Persons	3 176	4 037	5 461	7 285	9 042	10 822
OTHER DEGREE						
Postgraduate degree						
Males	6 648	6 517	7 854	8 547	9 148	9 209
Females	9 380	9 289	11 272	12 023	13 392	12 970
Persons	16 028	15 806	19 126	20 570	22 540	22 179
Bachelor degree						
Males	25 554	27 029	30 015	33 876	37 158	39 282
Females	28 539	31 153	37 355	45 971	52 988	57 906
Persons	54 093	58 182	67 370	79 847	90 146	97 188
OTHER NON-DEGREE						
Males	4 711	4 114	3 809	3 277	3 258	2 413
Females	10 365	10 072	9 237	6 892	4 675	2 421
Persons	15 076	14 186	13 046	10 169	7 933	4 834
TOTAL						
Males	40 340	41 624	46 655	51 753	56 780	59 460
Females	50 142	52 775	60 906	68 830	76 080	79 494
Persons	90 482	94 399	107 561	120 583	132 860	138 954

Source: Department of Employment, Education, Training and Youth Affairs 'Selected Higher Education Statistics, 1995'.

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 1995, recurrent funding of the TAFE system was about \$3.400m, of which the States provided 59% and the Commonwealth 23%, the remaining 18% coming from fees and other sources. Capital funding was \$337m, of which the Commonwealth provided 68% and the States 33%.

All States and Territories charge most students some form of administration fee for TAFE courses, which varies according to the type of course and its duration. Nationally, in 1995 around 4.3% of recurrent and operating revenue

for TAFE was provided by student fees and charges.

The Commonwealth Government and the 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 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 \$1,550m 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.

Table 9.12 shows the duty hours spent on teaching and non-teaching activities by teaching staff in VET institutions in 1995.

9.12 TECHNICAL AND FURTHER EDUCATION TEACHING STAFF, Duty Hours — 1995

	Unit	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Full-time staff										
Teaching hours	'000	3 252.6	2 979.2	1 937.2	846.5	1 536.4	296.8	144.5	174.4	11 167.5
Non-teaching hours	'000	3 969.2	3 555.9	1 959.1	1 385.7	1 043.8	435.3	205.3	358.6	12 912.9
Total duty hours	'000	7 221.8	6 535.1	3 896.4	2 232.1	2 580.2	732.1	349.8	533.0	24 080.5
Number of staff	no.	6 193	4 637	3 249	1 889	2 089	457	273	423	19 210
Part-time staff										
Teaching hours	'000	3 397.2	2 583.5	638.4	561.9	577.2	173.7	43.7	175.9	8 151.4
Non-teaching hours	'000	259.1	301.4	34.3	8.5	10.8	54.4	0.8	—	669.3
Total duty hours	'000	3 656.3	2 884.9	672.7	570.4	588.0	228.1	44.5	175.9	8 820.7
All teaching staff										
Teaching hours	'000	6 649.8	5 562.6	2 575.6	1 408.3	2 113.5	470.5	188.2	350.2	19 318.9
Non-teaching hours	'000	4 228.3	3 857.3	1 993.4	1 394.2	1 054.6	489.7	206.1	358.6	13 582.3
Total duty hours	'000	10 878.1	9 420.0	4 569.1	2 802.5	3 168.1	960.2	394.3	708.8	32 901.2

Source: National Centre for Vocational Educational Research 'Selected Vocational Education and Training Statistics, 1995'.

9.13 VOCATIONAL EDUCATION AND TRAINING CLIENTS, Streams 2100–4500 — 1995

Age group	Males no.	Females no.	Persons no.
Under 16	9 941	8 465	18 421
16	22 932	18 202	41 142
17	31 453	22 303	53 766
18	43 458	31 416	74 888
19	42 720	28 682	71 411
20–24	130 697	99 151	229 952
25–29	78 827	66 581	145 529
30–39	135 509	128 239	264 033
40–49	83 519	95 520	179 332
50–59	33 981	34 627	68 734
60–64	5 668	6 157	11 864
>64	5 700	7 183	12 920
Not stated	35 367	41 383	100 756
Total	659 772	587 909	(a)1 272 748

(a) Total persons exceeds the sum of the sexes because sex was not stated for 25 067 students.

Source: National Centre for Vocational Education Research 'Selected Vocational Educational Education and Training Statistics, 1995'.

In 1994, a number of changes were made to the collection of VET statistics, to embrace the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). AVETMISS was designed to apply to all vocational education and training programs (other than those which are higher education or school programs) delivered by any organisation. These changes included the introduction of the term 'client' to replace 'student'. A client is any individual participating in a specific enrolment or training contract with a specific organisation. Table 9.13 shows the number of VET clients, the majority of whom were enrolled in TAFE institutions, by age group and sex, in 1995.

Clients may be enrolled in more than one activity. Table 9.14 shows the number of enrolments in each field of study in 1995, by stream.

9.14 VOCATIONAL EDUCATION AND TRAINING CLIENTS, Stream and Field of Study — 1995

	Land and marine resources, animal husbandry no.	Architecture, building no.	Art, humanities and social sciences no.	Business admin- istration, economics no.	Education no.	Engin- eering, surveying no.
Stream						
Recreation, leisure	13 389	20 100	230 176	37 134	3 474	16 624
Basic employment skills	25 205	1 979	42 163	15 578	5 208	5 870
Education preparation	191	187	12 735	4 572	7 039	595
Operatives — initial	20 207	15 724	14 395	95 272	5 738	26 244
Recognised trades						
Part exempt	869	6 456	1 292	68	—	16 663
Complete	7 488	31 914	516	295	—	65 794
Other skills						
Part exempt	6 472	774	5 528	28 194	592	6 468
Complete	14 460	1 738	13 532	55 765	1 069	23 527
Trade technician/supervisory	5 293	9 087	6 834	43 553	949	24 009
Para-professional						
Technician	83	2 613	1 180	16 240	—	2 598
Higher technician	2 926	9 401	16 366	79 055	5 244	22 969
Professional	77	176	2 467	3 832	182	318
Operatives — post initial	1 906	2 486	1 570	8 912	680	5 932
Trades/other skills — post initial	7 475	10 089	2 409	18 792	1 690	17 387
Trade technician/supervisory — post initial	1 903	82	174	1 002	773	6 574
Para-professional						
Technician — post initial	—	24	90	3 145	564	404
Higher technician — post initial	—	134	128	681	1 030	2 062
Total net(a) excluding Recreation, leisure	94 555	92 864	121 379	374 956	30 758	227 414
Total net(a) all streams	107 944	112 964	351 555	412 090	34 232	244 038

	Health, community services no.	Law, legal studies no.	Science no.	Veterinary science, animal care no.	Services, hospitality, transport -ation no.	TAFE multi-field education no.	Total net(a) no.
Stream							
Recreation, leisure	102 868	959	14 086	291	35 934	76 697	230 835
Basic employment skills	8 839	150	5 127	100	4 489	176 316	195 021
Education preparation	935	23	1 671	11	1 607	80 593	84 840
Operatives — initial	30 465	810	57 761	558	41 604	47 197	178 395
Recognised trades							
Part exempt	42	—	—	—	5 231	5 616	10 889
Complete	371	33	36	—	20 740	12	21 192
Other skills							
Part exempt	9 506	48	633	97	8 994	3 915	23 193
Complete	9 852	7 434	4 221	1 014	17 336	1 498	41 355
Trade technician/supervisory	10 253	219	8 397	145	14 523	711	34 248
Para-professional							
Technician	3 689	314	3 025	23	581	684	8 316
Higher technician	13 225	4 030	7 754	281	8 089	137	33 516
Professional	951	—	420	—	1 488	—	2 859
Operatives — post initial	6 386	48	2 445	8	3 803	8 473	21 163
Trades/other skills — post initial	5 394	89	2 581	—	17 685	1 000	26 749
Trade technician/supervisory — post initial	701	6	1 021	—	1 687	85	3 500
Para-professional							
Technician — post initial	12	—	93	—	193	511	809
Higher technician — post initial	243	—	79	42	266	291	921
Total net(a) excluding Recreation, leisure	100 864	13 204	95 264	2 279	148 316	327 039	686 966
Total net(a) all streams	203 732	14 163	109 350	2 570	184 250	403 736	917 801

(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: National Centre for Vocational Education Research 'Selected Vocational Education and Training Statistics, 1995'.

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 1995, 67%

of 17 year olds were still at school, while a further 10% had moved on to tertiary education. Overall, the education participation rate of 15–24 year olds in September 1995 was 50%.

9.15 EDUCATION PARTICIPATION, Rates of Persons Aged 15–24 — September 1995

Type of institution	Age (years)										Average %
	15 %	16 %	17 %	18 %	19 %	20 %	21 %	22 %	23 %	24 %	
Attending											
School	94.5	83.2	66.9	22.0	3.4	*1.7	*0.8	*0.2	*0.3	*0.1	25.5
Tertiary											
Higher Education	—	*0.1	1.7	16.9	26.7	25.8	21.9	18.3	12.3	10.4	13.6
TAFE	*0.2	3.8	8.4	15.4	17.4	14.3	8.8	5.7	6.4	5.4	8.5
Total tertiary(a)	*0.6	4.4	11.4	35.5	46.6	42.1	32.4	26.7	21.1	18.5	24.1
Not attending	5.0	12.5	21.7	42.5	50.0	56.2	66.8	73.0	78.6	81.4	50.3
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* (6272.0.40.001).

Education attendance and the labour force

An ABS survey in May 1995 found that an estimated 2,234,600 persons aged 15–64 years had attended an educational institution to study for a recognised qualification in the previous year. At the time of the survey only 70% (1,562,500) were still attending. Among this group were 68,800 persons who had changed from full-time to part-time study, and 41,900 of these were employed full-time.

Of the 672,100 persons who had ceased education since the previous year, 527,100 were employed, 92,800 were unemployed and the remaining 52,200 were not in the labour force.

Many persons were involved in both study and work. The 1,562,500 persons continuing at an educational institution in May 1995 included

814,500 (52%) employed (374,300 of these in full-time employment) and 104,700 who were looking for work. There were also 22,500 persons who reported combining full-time study and full-time employment.

Graph 9.17 gives an indication of the proportions of full and part-time students in each sector in May 1995. The graph shows that part-time education in schools is confined to less than 1% of school students, whereas around 69% of TAFE students were studying part-time. In comparison, 41% of higher education students were studying part-time in May 1995.

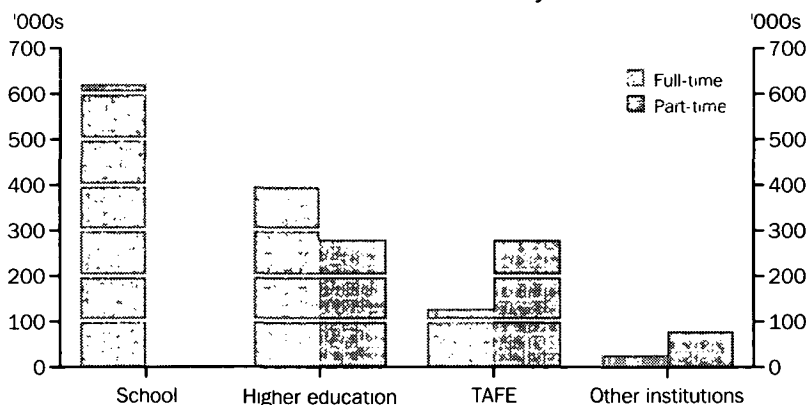
9.16 PERSONS AGED 15-64 WHO ATTENDED AN EDUCATIONAL INSTITUTION(a) IN 1994, Labour Force Status — May 1995

Status — May 1995								
Type of attendance	Employed			Unem- ployed '000	Labour force		Total '000	Unem- ployment rate %
	Full-time '000	Part-time '000	Total '000		In '000	Not in '000		
ATTENDED FULL-TIME IN 1994								
Attending in 1995								
Full-time	19.5	374.2	393.7	82.3	476.0	607.7	1 083.7	17.3
Part-time	41.9	15.1	57.0	7.9	64.8	*3.9	68.8	12.1
Total	61.4	389.4	450.7	90.2	540.9	611.6	1 152.5	16.7
Not attending in 1995	174.0	59.6	233.6	70.4	303.9	25.7	329.6	23.1
Total	235.3	448.9	684.3	160.5	844.8	637.3	1 482.0	19.0
ATTENDED PART-TIME IN 1994								
Attending in 1995								
Full-time	*3.1	*5.9	8.9	*2.3	11.2	8.6	19.8	*20.5
Part-time	309.9	45.0	354.8	12.3	367.1	23.2	390.3	3.3
Total	312.9	50.8	363.8	14.6	378.4	31.7	410.1	3.9
Not attending in 1995	255.3	38.2	293.5	22.5	316.0	26.6	342.5	7.1
Total	568.2	89.1	657.3	37.1	694.3	58.3	752.6	5.3
TOTAL ATTENDED IN 1994								
Attending in 1995								
Full-time	22.5	380.1	402.7	84.6	487.3	616.2	1 103.5	17.4
Part-time	351.8	60.1	411.8	20.1	432.0	27.1	459.0	4.7
Total	374.3	440.2	814.5	104.7	919.2	643.3	1 562.5	11.4
Not attending in 1995	429.2	97.8	527.1	92.8	619.9	52.2	672.1	15.0
Total	803.5	538.0	1 341.6	197.6	1 539.1	695.5	2 234.6	12.8

(a) To study for a recognised qualification.

Source: Transition from Education to Work, Australia (6227.0.40.001).

9.17 PERSONS AGED 15-64 ATTENDING AN EDUCATIONAL INSTITUTION — May 1995



Source: Transition from Education to Work, Australia (6272.0.40.001).

Educational attainment

In May 1995, 4,864,600 (41%) persons aged 15–64 had completed a recognised post-school qualification. A further 6,382,900 (54%) of the population had no recognised post-school qualifications. Of these, 811,300 (7%) were attending a tertiary institution in May 1995. Those persons still at school numbered 626,600 (5%).

Of those with post-school qualifications, 1,599,900 held a skilled vocational qualification (such as a trade qualification), the most commonly reported qualification. Bachelor degrees were reported by 998,700 persons, associate diplomas by 744,700 and 340,300 reported undergraduate diplomas. The smallest category was those with a higher degree, reported by 180,700 persons. See table 9.18 for details.

9.18 PERSONS AGED 15–64, Age and Educational Attainment — May 1995

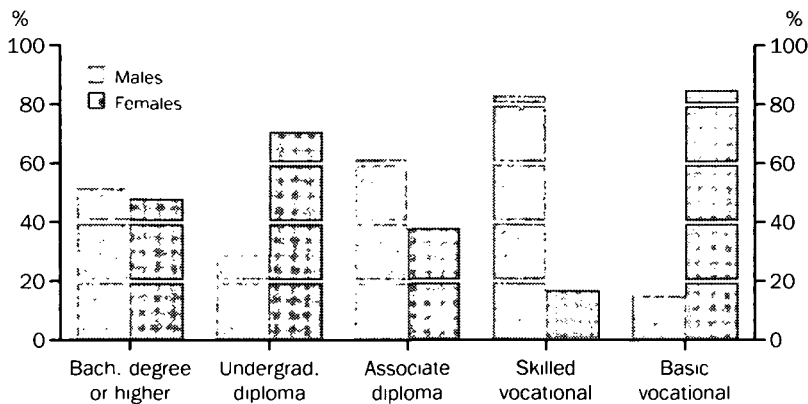
Educational attainment	Age group (years)					Total '000
	15–24 '000	25–34 '000	35–44 '000	45–54 '000	55–64 '000	
With post-school qualifications						
Higher degree	*1.1	34.5	64.0	53.9	27.1	180.7
Postgraduate diploma	7.9	49.5	93.1	58.3	22.8	231.6
Bachelor degree	135.9	316.4	290.2	184.7	71.5	998.7
Undergraduate diploma	21.0	74.8	112.8	87.1	44.6	340.3
Associate diploma	100.0	212.1	198.2	145.3	89.1	744.7
Skilled vocational	196.9	454.3	384.9	341.2	222.6	1 599.9
Basic vocational	135.3	211.1	205.5	136.1	76.3	764.3
Total	598.1	1 355.0	1 350.7	1 007.1	553.9	4 864.6
Without post-school qualifications(a)						
Completed highest level of school						
Attending tertiary in May 1995	483.4	70.0	29.3	12.4	*1.8	596.8
Not attending tertiary in May 1995	393.8	390.4	304.5	251.4	159.4	1 499.5
Total	877.2	460.4	333.8	263.8	161.1	2 096.2
Did not complete highest level of school						
Attending tertiary in May 1995	98.6	50.3	44.8	16.9	*3.9	214.5
Not attending tertiary in May 1995	487.8	920.4	979.4	913.0	761.8	4 062.4
Total	586.4	970.7	1 024.2	929.9	765.8	4 276.9
Total	1 464.0	1 434.8	1 358.3	1 196.5	929.3	6 382.9
Still at school	621.9	*2.2	*1.7	*0.5	*0.3	626.6
Total	2 683.9	2 791.9	2 710.7	2 204.1	1 483.4	11 874.1

(a) Includes persons who never attended school.

Source: *Transition from Education to Work, Australia* (6227.0.40.001).

Graph 9.19 shows the distribution between males and females for each category of post-school qualifications, in May 1995.

9.19 DISTRIBUTION OF POST-SCHOOL QUALIFICATIONS — May 1995



Source: Transition from Education to Work, Australia (6227.0.40.001).

Adult education

Adult and community education (ACE) is the most decentralised of the education sectors. ACE refers to the provision of those general adult education programs and activities which fall outside, but complement, the formal programs and qualification pathways provided by the school, TAFE and higher education sectors. ACE focuses on the provision of learning opportunities at a community level, rather than work-based training.

The range of course providers is widespread and includes: commercial training providers, private industry, church and cultural groups, professional and semi-professional bodies, the YMCA and similar insitutions, higher educational institutions (including tertiary bodies), TAFE Institutions, primary and secondary schools, workers' educational associations, personal tuition, State and Commonwealth departments, public libraries, museums, and galleries.

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. One such program is the University of the Third Age (U3A), which provides enrichment courses for people over the age of 50. Some of 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

In 1995 the Commonwealth Government provided assistance to students through the ABSTUDY, AUSTUDY and Assistance for Isolated Children (AIC) schemes shown in table 9.20. Neither the number of students nor the amount of assistance provided may be totalled, as some of those receiving the AUSTUDY/ABSTUDY supplement (those who did not fully trade in their grant) would be counted twice. More information on each of these schemes is provided in the following four sections.

9.20 STUDENT ASSISTANCE SCHEMES — 1995

Scheme	Students no.	Assistance \$m
AUSTUDY	485 026	1 510
ABSTUDY	45 835	119
AIC	12 064	23
AUSTUDY/ABSTUDY Supplement	60 206	256

Source: Department of Employment, Education, Training and Youth Affairs.

AUSTUDY

AUSTUDY is the Commonwealth Government's means-tested and non-competitive scheme of financial assistance to secondary and tertiary students aged 16 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 principal 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: a standard rate (generally for those living at home); an away from home rate; an 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 485,026 in 1996.

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.

ABSTUDY pays an education supplement to school students under the age of 16 who live at home. Other allowances include the living allowance, dependent spouse allowance, school fees allowance, a fares allowance in some circumstances, the pensioner education supplement and an incidental allowance. Full-time, correspondence and tertiary part-time students may be eligible for assistance. Some ABSTUDY allowances are paid whatever the family income. Others are subject to income testing.

In 1995, ABSTUDY assisted approximately 45,800 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 was \$3,500 in 1995, resulting in a \$7,000 loan. The supplement is entirely optional and is provided at low 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 grant is also available to dependent tertiary students whose family income in 1995 exceeded the allowable threshold for AUSTUDY and ABSTUDY but was under \$50,850.

In 1995, 60,206 tertiary students were paid an AUSTUDY/ABSTUDY supplement loan, an increase from the 45,138 students who received assistance in 1993, the scheme's first year of operation.

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 (e.g., 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 Basic Boarding, Second Home and Correspondence allowances which are free from income or assets testing. Families can also continue to receive Department of Social Security Family Payments for eligible students. This option is not available under AUSTUDY.

In 1995, AIC assisted 12,064 students and scheme expenditure was \$23m.

Administration of education at the national level

The Department of Employment, Education, Training and Youth Affairs (DEETYA), replacing the former DEET in April 1996, 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 supplies input from providers of education and training, and from business, industry and union organisations, as well as interested bodies in the community.

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 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 the Board on matters related to employment, vocational education and training and skills formation.

The *Higher Education Council* advises the Board 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 the Board 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 funds and conducts 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, replacing the Register of Australian Tertiary Education (RATE) Advisory Committee. The 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, is 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 were 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.

Expenditure on education

This section provides information on the extent and composition of both government and private expenditure on education. 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 1994–95 and preceding years.

9.21 GOVERNMENT AND PRIVATE EXPENDITURE ON EDUCATION

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
VALUE (\$m)						
Government						
Government final consumption expenditure	11 993	13 123	14 073	14 721	15 427	15 875
Gross fixed capital expenditure	1 301	1 361	1 239	1 440	1 186	1 192
Grants and advances to persons and non-profit institutions(a)	1 995	2 213	2 447	2 469	2 671	2 856
Grants and advances to persons	1 515	1 748	2 031	2 187	2 226	2 230
Advances to persons for Higher Education Contribution Scheme	435	479	577	604	602	402
Other	-5	28	107	97	16	39
Total government outlays on education	17 234	18 953	20 474	21 518	22 129	22 594
Private outlays						
Private final consumption expenditure	3 945	4 436	5 035	5 307	5 548	5 754
Gross fixed capital expenditure	338	388	340	351	401	395
Total final outlays on education services	4 283	4 824	5 375	5 658	5 949	6 149
Total outlays on education						
Total government outlays	17 234	18 953	20 474	21 518	22 129	22 594
Total private outlays	4 283	4 824	5 375	5 658	5 949	6 149
Less private outlays financed by government(a)	2 430	2 692	3 024	3 073	3 273	3 258
Total	19 087	21 085	22 825	24 103	24 805	25 485
Gross Domestic Product(b)	366 307	376 676	391 217	408 855	429 304	453 931
PROPORTION OF GROSS DOMESTIC PRODUCT (%)						
Total government outlays	4.7	5.0	5.2	5.3	5.2	5.0
Total final outlays on education of which						
Government final consumption outlays	3.3	3.5	3.6	3.6	3.6	3.5
Private final consumption outlays on education services	1.1	1.2	1.3	1.3	1.3	1.3
Government gross fixed capital outlays	0.4	0.4	0.3	0.4	0.3	0.3
Private gross fixed capital outlays	0.1	0.1	0.1	0.1	0.1	0.1
Total	4.8	5.1	5.3	5.3	5.3	5.1
Total outlays on education	5.2	5.6	5.8	5.9	5.8	5.6

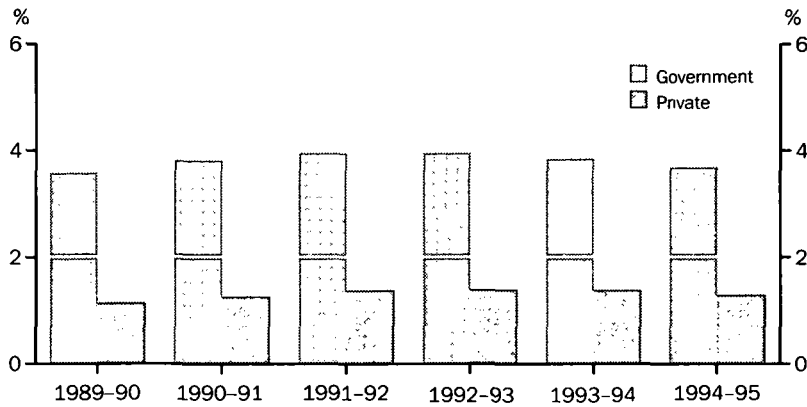
(a) Equals the sum of 'Grants and advances to non-profit institutions' and 'Advances to persons for HECS'. (b) The figures for Gross Domestic Product (GDP(E)) are obtained from Australian National Accounts: National Income, Expenditure and Product, March Quarter, 1996 (5206.0).

Source: *Expenditure on Education, Australia* (5510.0); *Australian National Accounts: National Income and Expenditure, and Product, 1994–1995* (5204.0).

Total final expenditure on education, comprising final consumption expenditure and gross fixed capital expenditure (by governments and the private sector), rose 2.9% from \$23.6b in 1993–94 to \$23.2b in 1994–95, but its percentage of Gross Domestic Product (GDP) fell slightly, from 5.3% to 5.1%.

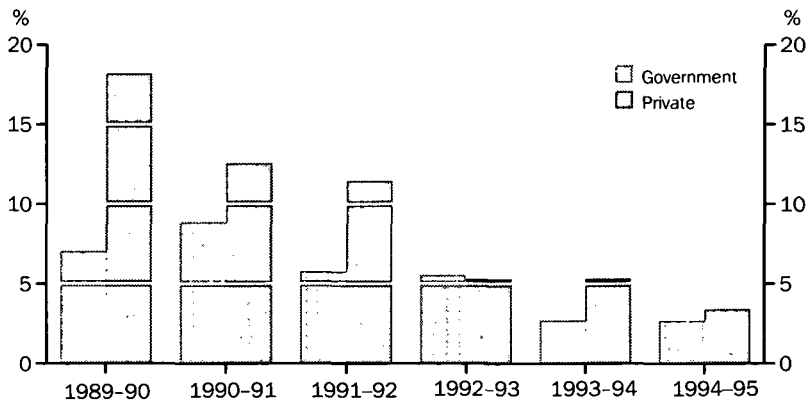
Government final expenditure rose 2.7% from \$16,618m in 1993–94 to \$17,065m in 1994–95, but fell slightly from 3.9% to 3.7% of GDP. Private final expenditure rose 3.4% from \$5,949m in 1993–94 to \$6,149m in 1994–95 but its percentage of GDP decreased from 1.4% to 1.3%.

9.22 FINAL EXPENDITURE ON EDUCATION, as a % of GDP



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

9.23 FINAL EXPENDITURE ON EDUCATION, Change from Previous Year



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 2.7% from \$24,805m to \$25,484m between 1993-94 and 1994-95, but its percentage of GDP fell from 5.8% to 5.6%.

Total government outlays on education (which includes payments to the private sector) rose 2.1% from \$22,129m to \$22,594m between

1993-94 and 1994-95. The main growth in outlays was in the Commonwealth sector (up 3.1%) reflecting increased grants to the States and Territories, which rose 7.0%. Outlays by State and local governments from their own resources rose 1.3% during 1994-95, compared to a 0.2% increase during 1993-94.

Table 9.24 shows the components of government outlays on education by economic transaction and government purpose in 1994-95.

9.24 GOVERNMENT OUTLAYS ON EDUCATION — 1994-95

	General government final consumption expenditure \$m	Personal benefit payments \$m	Expenditure on new fixed assets \$m	Expenditure on secondhand fixed assets \$m (net)	Other(a)(b) \$m	Inter- governmental grants(c) \$m	Own source outlays(d) \$m
Primary and secondary education(e)							
Commonwealth	31	621	—	—	15	3 113	3 780
State, Territory and local	8 470	45	583	-13	2 643	-3 113	8 615
Total	8 501	666	583	-13	2 648	—	12 385
Tertiary education							
University education(e)							
Commonwealth	267	785	40	-5	413	3 523	5 023
State, Territory and local	3 639	3	225	3	12	-3 523	359
Total	3 905	789	266	-1	424	—	5 382
Technical and further education							
Commonwealth	—	234	—	—	1	733	967
State, Territory and local	1 993	1	335	-5	35	-733	1 627
Total	1 993	235	335	-5	34	—	2 593
Tertiary education n.e.c.							
Commonwealth	—	27	—	—	—	—	27
State, Territory and local	1	—	4	—	—	—	5
Total	1	27	4	—	—	—	32
Total tertiary education							
Commonwealth	267	1 046	40	-5	413	4 256	6 017
State, Territory and local	5 634	5	565	-2	47	-4 256	1 992
Total	5 900	1 051	605	-6	458	—	8 009
Preschool and other special education							
Commonwealth	71	6	1	—	—	59	137
State, Territory and local	999	2	18	—	124	-59	1 082
Total	1 070	8	18	—	124	—	1 219
Transportation of students							
Commonwealth	—	—	—	—	—	—	—
State, Territory and local	180	506	1	—	6	—	693
Total	180	506	1	—	6	—	693
Education n.e.c.							
Commonwealth	181	—	—	—	45	1	228
State, Territory and local	42	—	8	-3	17	-1	62
Total	223	1	8	-3	61	—	290
Total government outlays							
Commonwealth	551	1 673	41	-5	473	7 429	10 162
State, Territory and local	15 324	557	1 174	-18	2 836	-7 429	12 444
Total	15 875	2 232	1 215	-23	3 297	3 309	22 596

(a) Mainly current grants to non-government schools, subsidies for teacher housing and advances to persons under the HECS scheme. (b) The total reflects a consolidation of Commonwealth, State/Territory and local government outlays. (c) Specific purpose grants from the Commonwealth Government to State and Territory Governments. The amounts concerned are shown as a deduction from outlays in the rows for State, Territory and local governments. (d) Outlays on education less specific purpose grants received from other levels of government. In the case of the Commonwealth Government, this 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. (e) Commonwealth funding of non-government schools is made via inter-governmental grants which are passed on through State and Territory Governments.

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

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