

This page was added on 03 December 2012 to included the Disclaimer below.
No other amendments were made to this Product

DISCLAIMER

Users are warned that this historic issue of this publication series may contain language or views which, reflecting the authors' attitudes or that of the period in which the item was written, may be considered to be inappropriate or offensive today.

CHAPTER 12

EDUCATION AND YOUTH AFFAIRS

EDUCATION

State and Commonwealth Government responsibilities in education

The governments of the six Australian States and the Northern Territory have the major responsibility for education, including the administration and substantial funding of primary, secondary and technical and further education. The Commonwealth Government is directly responsible for education services in the Australian Capital Territory, administered through an education authority, and for services to Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. The Commonwealth Government provides supplementary finance to the States and is responsible for the total funding of universities and colleges of advanced education. Apart from its financial role, the Commonwealth is involved in initiating and co-ordinating policy and in maintaining a national perspective.

The State Governments administer their own systems of primary, secondary and technical and further education through government departments responsible to State Ministers. In three States, a single Education Department is responsible for these three levels of education. In New South Wales and South Australia, there is a separate department responsible for technical and further education. In Victoria, the Education Department's former responsibility for technical and further education has passed to a Post-Secondary Technical and Further Education Board. In New South Wales the Education Commission advises the Minister on primary, secondary and further education.

Detailed information on the education systems of the States may be found in the respective State year books. Chapter 27 of this Year Book provides details of the situation in the Territories.

Administrative structure of education at the national level

As mentioned above, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories. The Commonwealth Government, however, has special responsibilities for the Aboriginal 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. In December 1984, the former Department of Education and Youth Affairs became the Commonwealth Department of Education. The Department's activities include the administration of schemes of student assistance, international education, some aspects of migrant education, language policy and Aboriginal education policy. In September 1985, administration of the Commonwealth Schools Commission's general recurrent and capital programs were also transferred to the Commonwealth Department of Education. The Department also liaises with the media and community groups and produces a range of publications relating to education in Australia. Selected publications are listed at the end of this chapter.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national education commissions which advise the Commonwealth Government on the needs of educational institutions throughout Australia for the purposes of financial assistance: the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission, which comprises a Commission concerned with co-ordination and inter-sectoral matters, and three Councils on universities, advanced education and technical and further education.

Generally, the Commissions are required to consult with State authorities (and, in the case of the Commonwealth Schools Commission, with the authorities conducting non-government schools) and such other persons, bodies and authorities as they think necessary before making recommendations to the Commonwealth Government on the amount of

financial assistance required, both in general and for specific purposes, to meet the needs of each sector.

The *National Aboriginal Education Committee* (NAEC) is the principal adviser to the Minister for Education and the Commonwealth Government on all matters concerning Aboriginal education. The Committee has responsibility for providing advice on the educational needs of Aboriginal and Torres Strait Islander people and appropriate methods of meeting those needs. This involves responsibility for monitoring existing policy and programs, developing new policy and programs, and for promoting and undertaking investigations, reviews and studies. The NAEC maintains close links with State Aboriginal Education Consultative Groups as the basis for providing advice to Government.

Commonwealth Government education authorities also function as co-ordinating agencies for joint activity by the States and Territories in a number of fields. For example, the *Australian Council on Awards in Advanced Education* seeks, in consultation with State co-ordinating bodies, to establish consistency in awards in advanced education by establishing, maintaining and publishing a register of such awards.

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

- The *Australian Education Council*, is the Commonwealth and State Ministers for Education, and normally meets three times in each two years as a consultative body to consider matters of mutual interest, such as the material and personnel needs of schools and co-operation in educational developments generally. It is assisted by a Standing Committee including the Directors-General of Education in each State and the Secretary of the Commonwealth Department of Education.
- The *Conference of the Directors-General of Education* normally meets twice each year. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Directors-General Conference, regular meetings of senior specialist personnel are held.
- The *Australian Council for Educational Research* (ACER) is an independent national research organisation. The Council is funded by annual grants from each of the State and Northern Territory Governments and the Commonwealth Government, as well as from its own activities. The Council is involved in its own and contract research in co-operation with education systems and plays a central role in the areas of educational measurement and evaluation as well as research into learning and teaching and in the social context of education. The ACER acts as the Australian national centre for the program of international surveys of student achievement. Authority for ACER's policy rests with its governing council.

There are also a number of non-government organisations which have a co-ordinating role in education at the national level. These include the *National Catholic Education Commission*, the *National Council for Independent Schools*, the *Australian Vice-Chancellors' Committee*, the *Australian Committee of Directors and Principals of Colleges of Advanced Education*, the *Conference of Directors of TAFE* and the *Australian High School Principals' Association*.

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

Scheme	Number of students	Expenditure (\$'000)
	1984	1984-1985
Postgraduate Awards(a)	2,218	17,713
Tertiary Education Assistance(a)	85,893	262,129
Secondary Allowances(a)	55,527	63,145
Adult Secondary Education Assistance(a)	2,585	8,358
Aboriginal Secondary Grants(a)	19,834	28,818
Aboriginal Study Grants(b)	n.a.	25,160
Aboriginal Study Grants—Overseas(b)	10	206
Assistance for Isolated Children(b)	19,365	22,655
Non-State Tertiary Institutions	n.a.	276

(a) For this scheme, the 'number of students' represents students receiving benefits at 30 June 1984. (b) For this scheme, the 'number of students' represents students receiving benefits by 30 June 1984.

New developments in education

1985 saw the first year of the Commonwealth's new general recurrent funding arrangements for government and non-government schools. These new arrangements will provide stability and long-term security for both sectors by the provision of significant increases in funding over an eight-year period to 1992. Grants for the four years 1985 to 1988 have been included in legislation.

In 1985, the Government announced that it had accepted the major recommendations of the report of the Quality of Education Review Committee, chaired by Professor Peter Karmel. Implementation of these recommendations will provide a new direction in Commonwealth involvement in schools. In accordance with the Committee's recommendations, the Commonwealth will focus on the priority areas in schooling outlined by the Committee. These include:

- the importance of primary education, particularly junior primary, as a foundation for future learning;
- raising participation in Years 11 and 12 by disadvantaged groups;
- improving representation and attainment of girls in major subject areas; and
- assisting teachers to bring about the necessary improvements.

In 1985, the Commonwealth also adopted new arrangements for the planning and funding of new non-government schools. These arrangements are designed to provide for the orderly development of non-government schools without seriously reducing standards of service in existing government and non-government schools.



Tasmanian primary school students 'talk' by computer to a school in another part of the State. All 600 government schools in Tasmania are linked by computer, allowing immediate exchange of information on any subject.

Australian Information Service

As an extension of concern about inequity in schooling in 1985, the government introduced a new *Basic Learning in Primary Schools Program*, to ensure that students had a proper foundation for successful secondary studies.

Through the Commonwealth Schools Commission *Participation and Equity Program* and projects of national significance, the Government will be supporting the work of State and Territory Aboriginal education consultative groups, and stimulating projects related to Aboriginal education. A sub-committee of the Curriculum Development Centre Council—the Aboriginal Education Advisory Committee—has been appointed to advise CDC council on the future directions of program development and the merit of programs submitted with regard to Aboriginal education.

In 1985 the Commonwealth Schools Commission assumed responsibilities from the Department of Community Services' Office of Child Care for special education for disabled children below school age.

Pre-school education

All States and Territories except one have a policy of making pre-school education universal for children in the years prior to school entry. A majority of the States and Territories have made considerable progress towards this goal. Most pre-schools are conducted on a sessional basis (i.e., sessions of two to three hours for two to five days per week). Pre-school 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 pre-schools are government-run, but in others, fees may be payable to private or voluntary organisations.

Primary and secondary education

Compulsory education

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 5 years of age, except in Western Australia, where they start at 6 years. 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 fall outside the compulsory stage of education, nearly two-thirds of students remain at school until Year 11 and 45 per cent remain until Year 12. The proportion of students continuing to the final years of schooling has increased significantly since 1981.

Non-Government Schools

All children between the prescribed ages must attend either a government school or some other recognised educational institution. While the majority of Australian children attend government schools, about one in four attend non-government schools at some stage of their school life. In the last few years enrolments in the non-government sector have increased to 757,169 in 1984, i.e. more than 25 per cent of all school enrolments. 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. The capacity of the Commonwealth Government to assist with the cost of educating children in denominational schools throughout Australia was upheld by the High Court in 1981.

Funding of schools

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. The *Secondary Allowances Scheme*

(SAS), which assists families on lower incomes to maintain their children in Years 11 and 12, has been considerably expanded recently; the allowance is to rise by more than 50 per cent in 1986 (following a 15 per cent rise in 1985) and the number of students assisted is projected to increase to 78,000 (from 66,000 in 1985). This scheme and others are listed in the statistical table dealing with Student Assistance Schemes. In addition some non-government schools offer scholarships and bursaries to assist students.

State Governments provide the bulk of funds for government schools out of general revenue and make per capita grants to non-government schools. About one-fifth of the total public funding of schools is now provided directly by the Commonwealth through the Commonwealth Schools Commission, which, in consultation with the States, advises the Commonwealth Government on the resource needs of both government and non-government schools. For further details, see Expenditure on education at the end of this section.

School organisation and operation

Primary schooling provides a general elementary program lasting for 7 or 8 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 co-educational. Most students attend schools reasonably near to their homes. Usually primary and secondary schools are separate institutions, but in some country areas there are area or central schools which provide both forms of schooling. Non-government schools follow a similar pattern, but a significant though declining proportion are single sex institutions. In Tasmania and the Australian Capital Territory, attendance for the final two years of government schooling is at separate secondary colleges.

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

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

Primary education

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

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

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

Secondary education

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

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

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

Victoria is the only State which retains a system of secondary technical education. These schools offer a wide range of elective technical subjects. In the Northern Territory two Aboriginal residential colleges assist Aboriginals to participate in secondary education.

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

Examinations and assessment at each level are carried out by individual schools except Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a technical and further education (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, universities, colleges of advanced education and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film and Television School, the Australian Maritime College and the National Institute of Dramatic Art.

Students' eligibility for entry to universities and colleges of advanced education 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.

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. Schooling for the children of Aboriginal groups in remote areas of the Northern Territory is conducted by Aboriginal teaching assistants supported by visiting teachers from established schools.

Special education is provided by State Governments and non-government authorities in specialist schools, in special classes or units in regular schools or by withdrawal from regular classes for periods of intensive assistance by special staff. In all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government, through the Commonwealth Schools Commission, provides funds to State authorities to assist in the 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 special groups such as Aboriginals, have residential hostels close by.

SCHOOLS, STUDENTS AND TEACHERS BY CATEGORY OF SCHOOL, AUSTRALIA, 1984

	Government schools	Non-government schools				All schools
		Catholic	Anglican	Other	Total	
Number of schools	7,544	1,705	104	672	2,481(a)	10,025
Number of students—						
Males	1,162,979	283,627	36,225	59,893	379,745	1,542,724
Females	1,097,572	282,950	30,301	64,173	377,424	1,474,996
Persons	2,260,551	566,577	66,526	124,066	757,169	3,017,720
FTE of teachers(b)—						
Males	63,772	10,427	2,234	3,704	16,365	80,137
Females	84,788	20,866	2,327	5,239	28,432	113,220
Persons	148,560	31,293	4,561	8,943	44,797	193,357

(a) Includes a number of special schools in Victoria and Western Australia not previously included in the non-government collection.

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

STUDENTS BY CATEGORY OF SCHOOL AND SEX, AUSTRALIA, 1979 to 1984

	1979	1980	1981	1982(a)	1983(a)	1984(b)
GOVERNMENT SCHOOLS						
Males	1,201,127	1,189,633	1,179,428	1,171,506	1,173,036	1,162,979
Females	1,135,591	1,128,444	1,119,975	1,111,459	1,107,986	1,097,572
Persons	2,336,718	2,318,077	2,299,403	2,282,965	2,281,022	2,260,551
NON-GOVERNMENT SCHOOLS						
Males	324,223	332,930	344,017	355,964	368,321	379,745
Females	325,990	333,555	343,979	355,718	366,463	377,424
Persons	650,213	666,485	687,996	711,682	734,784	757,169
SCHOOLS						
Males	1,525,350	1,522,563	1,523,445	(a)	(a)	1,542,724
Females	1,461,581	1,461,999	1,463,954	(a)	(a)	1,474,996
Persons	2,986,931	2,984,562	2,987,399	(a)	(a)	3,017,720

(a) The government and non-government school sectors have not been totalled for 1982 and 1983 as the government statistics for 1982 and 1983 vary in scope and coverage. They are not comparable with either the non-government sector for 1982 and 1983 or the government and the non-government sectors for the years 1979 to 1981.

(b) The non-government school statistics for 1984 are comparable with the government series in this table for the years 1982 to 1984 but not with the government series prior to 1982 or the non-government series prior to 1984. For further details see *National Schools Statistics Collection, Australia 1984* (4221.0).

GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, 1984

(July school census)

Age last birthday (years)									Australia		
	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Males	Females	Persons
Under 6	58,976	38,415	16,501	14,264	8,588	3,183	1,677	2,852	73,656	70,800	144,456
6	60,499	43,079	31,207	15,707	18,321	5,495	2,157	3,031	92,565	86,931	179,496
7	60,738	43,319	32,125	15,605	18,000	5,517	2,277	3,111	93,137	87,555	180,692
8	61,620	44,332	32,506	16,044	18,520	5,644	2,328	3,009	94,621	89,382	184,003
9	63,937	45,811	33,913	16,627	18,502	5,889	2,326	3,210	97,961	92,254	190,215
10	65,657	47,966	34,821	16,983	18,768	5,963	2,343	3,235	100,826	94,910	195,736
11	68,791	49,619	36,379	18,032	19,423	6,293	2,290	3,235	104,846	99,216	204,062
12	70,443	50,367	36,119	18,391	20,481	6,392	2,278	3,246	107,191	100,526	207,717
13	70,182	52,384	35,174	18,951	19,917	6,559	2,211	3,370	107,440	101,308	208,748
14	64,522	49,939	33,074	18,350	18,759	6,310	1,976	3,148	101,477	94,601	196,078
15	59,308	46,924	25,902	16,058	15,368	6,084	1,621	2,801	89,908	84,158	174,066
16	36,427	35,910	16,558	10,902	8,985	2,639	1,017	2,478	58,847	56,069	114,916
17	23,142	18,843	7,574	4,097	3,989	1,300	459	2,027	30,091	31,340	61,431
18	5,453	3,731	1,299	775	662	256	112	659	7,196	5,751	12,947
19 and over(a)	1,038	1,974	985	434	816	263	138	340	3,217	2,771	5,988
Total all ages	770,733	572,613	374,137	201,220	209,099	67,787	25,210	39,752	1,162,979	1,097,572	2,260,551

(a) Students whose ages were unspecified have been included in the 19 years and over age group.

Note: Non-government student statistics are not available by age for 1984.

STUDENTS BY CATEGORY OF SCHOOL, SEX AND YEAR OF EDUCATION, AUSTRALIA, 1984
(July school census)

Year of education	Government schools	Non-government schools				All schools		
		Catholic	Anglican	Other	Total	Males	Females	Persons
Primary—								
Pre-year 1(a)	115,425	34,907	1,607	4,703	41,217	80,406	76,236	156,642
Year 1	186,549	45,125	1,942	6,283	53,350	124,204	115,695	239,899
Year 2	183,113	44,512	1,956	6,047	52,515	121,228	114,400	235,628
Year 3	183,539	45,431	2,222	6,287	53,940	121,697	115,782	237,479
Year 4	188,731	46,969	2,675	6,557	56,201	125,735	119,197	244,932
Year 5	194,541	48,651	3,407	7,248	59,306	130,442	123,405	253,847
Year 6	201,512	49,514	4,041	7,718	61,273	134,571	128,214	262,785
Year 7(b)	77,520	14,829	1,522	2,803	19,154	49,553	47,121	96,674
Ungraded special.	8,989	374	26	960	1,360	6,444	3,905	10,349
Ungraded non-special	7,272(c)	83	1	1,490	1,574	5,265	3,581	8,846
Total primary	1,347,191	330,395	19,399	50,096	399,890	899,545	847,536	1,747,081
Secondary—								
Year 7(d)	129,992	35,216	6,387	9,101	50,704	91,905	88,791	180,696
Year 8	206,040	50,699	8,949	14,659	74,307	142,859	137,488	280,347
Year 9	194,373	48,320	8,824	13,581	70,725	135,394	129,704	265,098
Year 10	180,106	45,460	8,603	12,476	66,539	125,088	121,557	246,645
Year 11	113,547	31,758	7,749	11,166	50,673	81,514	82,706	164,220
Year 12	71,022	23,758	6,550	9,132	39,440	52,696	57,766	110,462
Ungraded special.	2,670	371	22	577	970	2,197	1,443	3,640
Ungraded non-special	3,892	469	9	343	821	2,593	2,120	4,713
Total secondary.	901,642	236,051	47,093	71,035	354,179	634,246	621,575	1,255,821
Ungraded special not identified as primary or secondary	11,718	131	34	2,935	3,100	8,933	5,885	14,818
Total	2,260,551	566,577	66,526	124,066	757,169	1,542,724	1,474,996	3,017,720

(a) Pre-year 1 comprises *Kindergarten* in N.S.W. and A.C.T., *Preparatory* in Vic. and Tas., *Reception* in S.A. and *Transition* in N.T. (b) Year 7 is primary education in Qld, S.A., W.A. and N.T. (c) Includes 904 ungraded non-special students not identifiable as primary or secondary students. (d) Year 7 is secondary education in N.S.W., Vic., Tas. and the A.C.T.

Tertiary Education

Since 1974 tertiary education has been free for award courses in universities, colleges of advanced education and technical and further education institutions (Streams 1-5). At the national level, the Commonwealth Government, through its Department of Education, provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in Year Book No. 64 and a list of these schemes is included in the statistical table 'Student Assistance Schemes Funded by the Department of Education' (see page 245).

Technical and further education (TAFE)

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical and further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely throughout Australia in both metropolitan and country areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions. TAFE institutions operate from early February to mid-December, in either three terms or two semesters depending on the institution.

Each of the States provides the bulk of the finance for its own institutions. The Commonwealth Government provides supplementary funds to the States on the basis of recommendations from the Commonwealth Tertiary Education Commission.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. Courses may be designed to supplement previous training, to provide specialised instruction in particular aspects of job skills, pre-vocational training prior to employment, preparatory or bridging instruction to permit entry to a chosen vocational course or adult education for personal interest, leisure or general enrichment purposes. Courses may be classified into the following six streams: professional, para-professional,

trades, other skilled, preparatory and adult or further education. Courses in the first two streams lead to the award of a diploma or associate diploma, in the third and fourth streams to a certificate, while the less formal shorter courses in the fifth and sixth streams do not lead to any qualification. The majority of TAFE courses are part-time, concurrent with employment, but there is also provision for full-time and external study.

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

The Commonwealth Tertiary Education Commission conducts an annual TAFE statistical collection. The 1981 Collection incorporated a new collection of student statistics for TAFE to replace the former collection which had operated since 1974. The statistics for 1981 and subsequent years are not compatible with those prior to 1981 as a key feature of the new collection is its emphasis on the individual *student* as the unit of reporting rather than on enrolment.

TECHNICAL AND FURTHER EDUCATION: STUDENTS WITHIN EACH STREAM OF STUDY, 1983

(Source: Commonwealth Tertiary Education Commission)

Stream of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia		
									1983	1982	
— Number —											
1. Professional	1,268	1,640	51	136	177	—	—	63	3,335	2,971	
2. Para-professional	100,015	38,538	15,578	16,882	43,505	4,406	1,072	3,956	223,952	199,973	
3. Trade											
Basic trade	47,273	32,437	17,539	10,438	10,125	3,392	955	1,456	123,615	133,968	
Post-trade	12,472	11,015	1,723	—	4,711	1,341	264	719	32,245	30,557	
4. Other skilled	89,554	43,296	32,654	50,538	15,241	6,007	2,074	9,735	249,099	216,829	
5. Preparatory	63,120	62,732	11,656	42,984	8,220	3,669	4,485	7,027	203,893	175,590	
Total streams 1-5 (a)	297,204	182,014	79,201	114,613	72,412	17,885	8,466	21,675	793,470	729,291	
6. Adult education	68,831	96,498	64,239	49,564	59,297	15,831	6,445	8,946	369,651	297,761	
— Percentage (b) —											
1. Professional	0.4	0.9	0.1	0.1	0.2	—	—	0.3	0.4	0.4	
2. Para-professional	33.7	21.2	19.7	14.7	60.1	24.6	12.7	18.3	28.2	27.4	
3. Trade											
Basic trade	15.9	17.8	22.1	9.1	14.0	19.0	11.3	6.7	15.6	18.4	
Post-trade	4.3	6.1	2.2	—	6.5	7.5	3.1	3.3	4.1	4.2	
4. Other skilled	30.1	23.8	41.2	44.1	21.0	33.6	24.5	44.9	31.4	29.7	
5. Preparatory	21.2	34.5	14.7	37.5	11.4	20.5	53.0	32.4	25.7	24.1	
Total streams 1-5 (a)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
6. Adult education . . . . .	..	..	..	..	..	..	..	..	..	..

(a) The sum of the stream of study components does not add to the total as students enrolled in two or more streams have only been counted once in the total. (b) Students in each of the streams of study 1 to 5 as a percentage of the total number of students in Streams 1 to 5.

Note: The collection methodology precludes the net number of students in Streams 1 to 5 being added to the net number of students in Stream 6. The resultant figure would contain multiple counting to the extent that students undertaking programs in Streams 1 to 5 may also be enrolled in Stream 6 programs during the reference year.

TECHNICAL AND FURTHER EDUCATION: STUDENTS (STREAMS 1 TO 5) BY MODE OF ATTENDANCE, SEX AND AGE GROUP, AUSTRALIA, 1983

(Source: Commonwealth Tertiary Education Commission)

Age group (years)	Mode of Attendance								
	Internal		External		Multi-modal		Total		
	Males	Females	Males	Females	Males	Females	Males	Females	Persons
16 and under	36,342	31,371	818	1,000	256	214	37,416	32,585	70,001
17	35,838	19,334	919	1,165	369	371	37,126	20,870	57,996
18	43,408	20,308	1,182	1,555	493	423	45,083	22,286	67,369
19	38,529	16,436	1,387	1,417	503	390	40,419	18,243	58,662
20-24	85,691	51,536	7,562	5,547	1,694	1,115	94,947	58,198	153,145
25-29	45,081	34,335	7,418	3,895	1,193	707	53,692	38,937	92,629
30-39	57,252	57,423	9,675	5,404	1,549	1,072	68,476	63,899	132,375
40-49	22,452	29,732	2,833	1,776	935	648	26,220	32,156	58,376
50-64	10,886	18,772	1,177	873	343	270	12,406	19,915	32,321
65 and over	4,999	6,711	207	180	52	41	5,258	6,932	12,190
Not stated	27,193	29,503	311	255	213	931	27,717	30,689	58,406
Total	407,671	315,461	33,489	23,067	7,600	6,182	448,760	344,710	793,470

TECHNICAL AND FURTHER EDUCATION: DUTY HOURS OF TEACHING STAFF BY NATURE OF DUTIES, 1983

('000 Hours)

(Source: Commonwealth Tertiary Education Commission)

	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Teaching hours—									
Day	3,179.3	2,285.2	1,193.0	1,032.9	897.8	297.9	194.5	218.7	9,299.4
Evening	1,213.9	797.3	466.9	141.2	359.8	110.1	35.2	110.8	3,235.2
Total	4,393.2	3,082.5	1,659.9	1,174.1	1,257.6	408.0	229.7	329.5	12,534.5
Non-teaching hours	3,532.6	2,474.2	1,427.5	1,203.3	689.0	359.8	258.5	255.0	10,199.9
Total duty hours	7,925.8	5,556.7	3,087.4	2,377.5	1,946.6	767.8	488.2	584.5	22,734.4

TECHNICAL AND FURTHER EDUCATION: FULL-TIME EQUIVALENTS OF NON-TEACHING STAFF (a) BY TYPE OF APPOINTMENT AND ACTIVITY, 1983

(Source: Commonwealth Tertiary Education Commission)

Type of appointment and activity	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Full time—									
TAFE only	2,977.8	1,941.2	1,420.2	799.4	1,024.3	294.0	88.0	206.6	8,751.4
Multi-sector	12.2	225.7	30.6	55.1	109.3	—	120.1	58.5	611.5
Total full-time	2,990.0	2,166.9	1,450.8	854.5	1,133.6	294.0	208.1	265.1	9,362.9
Part-time	220.2	315.3	35.8	93.4	151.4	83.0	10.8	81.3	991.1
Total FTE (b)	3,210.1	2,482.2	1,486.6	947.9	1,284.9	377.0	218.9	346.4	10,354.0
Number of persons	3,398	3,418	1,911	1,526	1,402	475	500	356	12,986

(a) Includes both institution-based and head office non-teaching staff. (b) Full-time equivalent units.

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have high probability of successfully completing a course. There are quotas on new enrolments at many of the larger colleges with students able to enrol on a full-time or part-time basis and there are usually provisions for mature-age entry.

Courses offered in colleges of advanced education are often vocationally oriented and therefore less theoretical or academic than those offered in universities. The colleges aim to equip students so that immediately after graduation they may play an effective role in commerce, industry, the public service and the arts. The colleges emphasise undergraduate teaching more than research, although some colleges also offer post-graduate level courses, either at the diploma or master degree level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

Colleges of advanced education offer a great variety of courses embracing such areas as applied science, teacher education, liberal arts, business and secretarial studies and health science studies. The duration of a basic undergraduate course is two to three full-time years, at the conclusion of which an associate diploma, diploma or bachelor degree is awarded.

Some colleges may be large, diversified or multi-vocational institutions, while others are small single purpose institutions. There are 45 colleges of advanced education which can be broadly classified into the following categories:

- Central institutions of technology
- Other multi-purpose metropolitan colleges
- Regional colleges
- Specialist colleges

In addition there are two institutes of advanced education within universities.

The tuition system in colleges of advanced education is similar to that in universities. Lectures, tutorials and seminars are organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework.

Halls of residence are provided at some colleges of advanced education, principally those located in country areas. These can accommodate some, but not usually all, students enrolled at those institutions.

**ADVANCED EDUCATION: STUDENTS ENROLLED AND STAFF ENGAGED IN TEACHING
ADVANCED EDUCATION COURSES, BY TYPE OF INSTITUTION, AUSTRALIA, 1984**

	Type of institution					
	College of advanced education	Institute of advanced education within a university	TAFE institution	Other Common- wealth institution	Other	Total
STUDENTS ENROLLED						
Course level—						
Masters degree	1,815	—	—	—	—	1,815
Graduate diploma	22,233	201	45	14	459	22,952
Bachelor degree	98,933	1,039	902	—	805	101,679
Diploma	30,915	866	1,323	217	1,260	34,581
Associate diploma	18,510	651	2,606	41	155	21,963
Miscellaneous (a)	2,714	2	83	23	8	2,830
Total students enrolled	175,120	2,759	4,959	295	2,687	185,820
TEACHING STAFF (b)						
Designation—						
Above senior lecturer	735	9	7	8	9	767
Senior lecturer	2,066	34	51	9	55	2,215
Lecturer	5,665	96	226	21	177	6,184
Other	1,283	6	72	8	73	1,441
Total teaching staff	9,748	143	356	46	314	10,607

(a) Students who are enrolled in parts of advanced education courses, including single subjects, but who are not proceeding to an award of the institution. (b) Full-time equivalent units, rounded to whole numbers.

Note: Prior to 1983, advanced education statistics published by the ABS related only to Colleges of Advanced Education (CAEs) and institutes of advanced education within universities (former CAEs). The statistics for 1983 onwards relate to all advanced education courses conducted within any tertiary education institution in Australia.

**ADVANCED EDUCATION: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT, AGE GROUP
AND SEX, AUSTRALIA, 1979 TO 1984**

	1979	1980	1981	1982	1983	1984
Course level—						
Masters degree	874	1,044	1,142	1,457	1,585	1,815
Graduate diploma	16,161	18,402	20,475	21,443	22,309	22,952
Bachelor degree	75,350	82,464	87,905	93,056	97,260	101,679
Diploma	50,857	43,161	37,911	33,562	35,266	34,581
Associate diploma	12,425	14,395	15,316	16,319	20,202	21,963
Miscellaneous (a) . . . . .	..	2,098	2,318	2,751	3,271	2,830
Type of enrolment—						
Full-time internal	82,125	78,225	76,685	77,795	86,325	90,852
Part-time internal	56,368	62,253	64,913	65,992	67,754	67,679
External	17,174	21,086	23,469	24,801	25,814	27,289
Age (in years) (b)—						
19 and under	49,126	47,693	45,095	45,684	48,404	49,957
20-29	70,824	72,376	74,759	75,431	79,984	81,358
30-59	34,953	39,701	43,670	46,366	49,689	52,729
60 and over	181	240	440	320	439	425
Not stated	663	1,554	1,103	787	1,377	1,351
Sex—						
Males	79,800	82,823	85,439	87,504	93,316	96,544
Females	75,867	78,741	79,628	81,084	86,577	89,276
Persons	155,667	161,564	165,067	168,588	179,893	185,820

(a) Miscellaneous students were not identifiable prior to 1980. Miscellaneous students are students enrolled in parts of advanced education courses, including single subjects, who are not proceeding to an award. (b) The 1979 components do not add to total persons because some students out of scope of the statistical collection are included and cannot be separately identified. Total persons are the actual number of students enrolled in advanced education courses.

Note: The statistics prior to 1983 relate only to advanced education courses conducted at colleges of advanced education and institutes of advanced education in universities (former CAEs). The statistics for 1983 and 1984 relate to all advanced education courses conducted within any tertiary education institution in Australia.

**ADVANCED EDUCATION: COMMENCING STUDENTS, TOTAL STUDENTS AND STUDENTS
COMPLETING COURSES, BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA**

(Source: Commonwealth Tertiary Education Commission)

Field of study	Masters degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Miscellaneous (a)	Total		
							Males	Females	Persons
COMMENCING STUDENTS, 1984									
Agriculture/forestry . . .	—	61	284	277	991	..	1,154	459	1,613
Applied science . . .	111	1,393	4,798	259	1,971	..	5,678	2,854	8,532
Visual and performing arts . . .	24	269	2,461	980	853	..	1,694	2,893	4,587
Architecture/building . .	4	93	831	2	243	..	978	195	1,173
Commercial and business studies . . .	121	2,745	9,890	215	2,219	..	10,049	5,141	15,190
Engineering . . .	74	379	3,064	47	1,056	..	4,453	167	4,620
Social sciences . . .	13	803	3,025	166	1,351	..	1,760	3,598	5,358
Humanities . . .	4	498	2,108	45	769	..	1,144	2,280	3,424
Para-medical studies . .	8	420	1,130	1,134	363	..	697	2,358	3,055
Education . . .	87	6,194	7,902	8,996	281	..	7,494	15,966	23,460
Miscellaneous(a) . . .	..	..	..	..	..	2,137	1,122	1,015	2,137
Total . . .	446	12,855	35,493	12,121	10,097	2,137	36,223	36,926	73,149
TOTAL STUDENTS, 1984									
Agriculture/forestry . . .	—	102	729	714	2,058	..	2,579	1,024	3,603
Applied science . . .	470	2,665	12,752	801	3,830	..	13,707	6,811	20,518
Visual and performing arts . . .	57	423	5,643	2,684	1,814	..	4,006	6,615	10,621
Architecture/building . .	16	364	2,782	240	530	..	3,317	615	3,932
Commercial and business studies . . .	632	4,916	30,663	634	5,110	..	29,448	12,507	41,955
Engineering . . .	171	757	10,398	185	2,792	..	13,868	435	14,303
Social sciences . . .	40	1,449	7,562	457	2,952	..	4,131	8,329	12,460
Humanities . . .	27	909	5,645	156	1,521	..	2,771	5,487	8,258
Para-medical studies . .	95	642	3,921	2,773	833	..	1,860	6,404	8,264
Education . . .	307	10,725	21,584	25,937	523	..	19,319	39,757	59,076
Miscellaneous(a) . . .	..	..	..	..	..	2,830	1,538	1,292	2,830
Total . . .	1,815	22,952	101,679	34,581	21,963	2,830	96,544	89,276	185,820
STUDENTS COMPLETING COURSES, 1983									
Agriculture/forestry . . .	—	19	76	172	445	..	499	213	712
Applied science . . .	83	558	1,788	126	429	..	1,931	1,053	2,984
Visual and performing arts . . .	2	207	904	632	365	..	851	1,259	2,110
Architecture/building . .	1	85	336	65	88	..	502	73	575
Commercial and business studies . . .	63	1,615	3,222	192	631	..	3,922	1,801	5,723
Engineering . . .	21	141	1,177	58	411	..	1,773	35	1,808
Social sciences . . .	2	395	919	127	585	..	621	1,407	2,028
Humanities . . .	6	254	669	39	126	..	321	773	1,094
Para-medical studies . .	10	176	576	692	196	..	362	1,288	1,650
Education . . .	31	4,086	5,459	7,767	48	..	5,792	11,599	17,391
Total . . .	219	7,536	15,126	9,870	3,324	..	16,574	19,501	36,075

(a) Students enrolled in parts of advanced education courses but who are not proceeding towards an award. Miscellaneous students are not allocated to a field of study and do not appear in the course completions statistics since, by definition, they do not proceed to an award.

Note: Courses have been classified to ten fields of study on the basis of the vocational emphasis of a course.

ADVANCED EDUCATION: TEACHING AND NON-TEACHING STAFF, AUSTRALIA, 1979 TO 1984
(Full-time equivalent units, rounded to whole numbers)

	1979	1980	1981	1982	1983	1984
Teaching staff (a)—						
Full-time	8,864	8,927	8,781	8,605	9,012	9,079
Part-time	1,312	1,312	1,213	1,223	1,418	1,528
Total	10,175	10,239	9,995	9,828	10,430	10,607
Non-teaching staff (b)—						
Full-time	10,271	10,226	10,241	9,874	9,905	10,268
Part-time	905	965	974	995	966	1,027
Total	11,175	11,191	11,215	10,869	10,871	11,296

(a) The teaching staff statistics prior to 1983 relate only to the teaching of advanced education courses conducted at CAEs and institutes of advanced education in universities (former CAEs); the statistics for 1983 and 1984 relate to the teaching of all advanced education courses conducted within any tertiary education institution in Australia.

(b) Non-teaching staff statistics for all years relate only to CAEs.

Universities

The university year in Australia normally runs from late February or early March to mid-December over three terms or two semesters depending on the institution. Normally students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. There are quotas on new enrolments in most professional faculties such as medicine and engineering in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school.

UNIVERSITIES: STUDENTS BY COURSE LEVEL, TYPE OF ENROLMENT, AGE GROUP AND SEX, AUSTRALIA, 1979 TO 1984

	1979	1980	1981	1982	1983	1984
Course level—						
Doctorate(a)	5,924	6,150	6,378	7,040	7,195	7,485
Masters degree	13,978	14,424	15,443	16,341	16,338	16,488
Bachelor degree	129,222	130,664	132,372	131,992	133,275	135,605
Non-degree	11,686	11,918	12,418	12,030	12,542	13,100
Type of enrolment(b)—						
Full-time internal	99,080	98,993	99,924	100,357	102,801	106,019
Part-time internal	48,919	50,325	51,462	51,900	51,231	50,682
External	12,811	13,838	15,225	15,146	15,318	15,977
Age (in years)—						
19 and under	48,281	48,372	48,085	47,594	47,953	49,018
20–29	76,504	76,810	77,514	77,111	77,583	78,301
30–59	34,505	37,111	40,015	41,576	42,573	43,936
60 and over	538	661	839	952	1,095	1,232
Not stated	982	202	158	170	146	191
Sex—						
Males	95,254	94,945	95,414	94,354	94,508	95,157
Females	65,556	68,211	71,197	73,049	74,842	77,521
Persons	160,810	163,156	166,611	167,403	169,350	172,678

(a) Comprises Ph.D.s and doctorates other than Ph.D.s (b) Full-time external students prior to 1983 were included with full-time internal students. Full-time external students numbered 195 in 1979; 274 in 1980; 350 in 1981; 356 in 1982; 342 in 1983; and 394 in 1984.

There are nineteen universities in Australia, most of which are located in the capital cities. Universities are autonomous institutions established under Acts of the appropriate parliament and financed mainly by the Commonwealth Government. The basic undergraduate course in most disciplines is three or four full-time years in duration, at the conclusion of which a bachelor degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer post-graduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. In 1984, 61 per cent of students were enrolled in full-time study. As well as providing undergraduate courses, Australian universities are centres of post-graduate study and research. Some universities have institutes or units involved exclusively in research and/or post-graduate teaching. In 1984, 14 per cent of university students were undertaking higher degree study.

Courses in Australian universities are normally organised in faculties or schools, and students generally elect to study in a number of subject areas, or departments, within a faculty or school. Universities will generally offer some, but not all, of the following courses of study: agriculture, architecture, arts, dentistry, economics, education, engineering, law, medicine, music, science and veterinary science.

The system of tuition in universities 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.

Most universities 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.

UNIVERSITIES: COMMENCING STUDENTS AND TOTAL STUDENTS, BY COURSE LEVEL AND FIELD OF STUDY, AUSTRALIA, 1984

Field of study	Doctorate (a)	Masters degree	Bachelor degree	Non- degree	Total		
					Males	Females	Persons
COMMENCING STUDENTS							
Humanities	195	688	13,770	1,649	6,081	10,221	16,302
Fine arts	9	53	295	124	170	311	481
Social and behavioural sciences . .	146	566	3,104	546	1,584	2,778	4,362
Law	6	224	2,133	436	1,633	1,166	2,799
Education	89	1,001	1,741	2,437	2,112	3,156	5,268
Economics, commerce, government	66	1,084	6,539	586	5,447	2,828	8,275
Medicine	181	174	1,939	332	1,433	1,193	2,626
Dentistry	11	49	249	6	214	101	315
Natural sciences	501	515	8,510	1,135	6,613	4,048	10,661
Engineering, technology	110	445	3,322	290	3,836	331	4 167
Architecture, building	13	178	770	120	753	328	1,081
Agriculture, forestry	66	151	661	103	662	319	981
Veterinary science	21	36	281	2	168	172	340
Other or not stated	1	45	36	1,001	484	599	1,083
Total—1984.	1,415	5,209	43,350	8,767	31,190	27,551	58,741
1983.	1,340	5,240	41,689	8,486	30,405	26,350	56,755
1982.	1,731	5,682	41,479	8,058	30,794	26,156	56,950
TOTAL STUDENTS							
Humanities	1,069	2,088	39,899	2,662	16,548	29,170	45,718
Fine arts	73	191	898	179	532	809	1,341
Social and behavioural sciences . .	693	1,659	8,835	831	4,410	7,608	12,018
Law	50	754	8,609	666	5,933	4,146	10,079
Education	528	3,384	5,410	3,188	5,083	7,427	12,510
Economics, commerce, government	401	3,120	19,583	1,129	16,501	7,732	24,233
Medicine	894	520	9,681	477	6,685	4,887	11,572
Dentistry	30	192	1,221	6	1,011	438	1,449
Natural sciences	2,516	1,630	23,204	1,774	18,419	10,705	29,124
Engineering, technology	639	1,700	11,641	426	13,330	1,076	14,406
Architecture, building	98	542	3,271	263	3,057	1,117	4,174
Agriculture, forestry	381	484	2,074	159	2,200	898	3,098
Veterinary science	105	103	1,187	4	743	656	1,399
Other or not stated	8	121	92	1,336	705	852	1,557
Total—1984.	7,485	16,488	135,605	13,100	95,157	77,521	172,678
1983.	7,195	16,338	133,275	12,542	94,508	74,842	169,350
1982.	7,040	16,341	131,992	12,030	94,354	73,049	167,403

(a) Comprises Ph.D.s and doctorates other than Ph.D.s.

**UNIVERSITIES: STUDENTS COMPLETING COURSES, BY SEX AND COURSE LEVEL, AUSTRALIA,
1979 TO 1984**

<i>Course level</i>	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>	<i>1983</i>	<i>1984</i>
MALES						
Doctorate (other than Ph.D.)	47	44	43	51	45	47
Doctor of Philosophy (Ph.D.)	730	678	711	697	704	761
Masters degree	1,630	1,556	1,639	1,617	1,830	1,997
Post-graduate diploma	1,692	1,547	1,452	1,362	1,337	1,393
Bachelor degree	15,594	15,199	14,610	14,208	14,148	14,448
<i>Total</i>	<i>19,693</i>	<i>19,024</i>	<i>18,455</i>	<i>17,935</i>	<i>18,064</i>	<i>18,646</i>
FEMALES						
Doctorate (other than Ph.D.)	9	2	2	5	3	3
Doctor of Philosophy (Ph.D.)	141	163	184	204	202	195
Masters degree	514	538	617	623	754	846
Post-graduate diploma	1,873	1,740	1,662	1,599	1,507	1,634
Bachelor degree	10,561	10,660	10,872	10,999	11,579	11,470
<i>Total</i>	<i>13,098</i>	<i>13,103</i>	<i>13,337</i>	<i>13,430</i>	<i>14,045</i>	<i>14,148</i>
PERSONS						
Doctorate (other than Ph.D.)	56	46	45	56	48	50
Doctor of Philosophy (Ph.D.)	871	841	895	901	906	956
Masters degree	2,144	2,094	2,256	2,240	2,584	2,843
Post-graduate diploma	3,565	3,287	3,114	2,961	2,844	3,027
Bachelor degree	26,155	25,859	25,482	25,207	25,727	25,918
<i>Total</i>	<i>32,791</i>	<i>32,127</i>	<i>31,792</i>	<i>31,365</i>	<i>32,109</i>	<i>32,794</i>

UNIVERSITIES: STAFF BY TYPE OF EMPLOYMENT, AUSTRALIA, 1979 TO 1984

(Full-time equivalent units, rounded to whole numbers)

	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>	<i>1983</i>	<i>1984</i>
Teaching and research staff—						
Full-time	10,790	10,722	10,692	10,499	10,353	10,454
Part-time	1,175	1,173	1,269	1,108	1,084	1,173
Total	11,965	11,895	11,962	11,607	11,437	11,627
Research only staff—						
Full-time	1,819	1,917	2,161	2,303	2,276	2,409
Part-time	54	90	83	83	66	63
Total	1,873	2,007	2,244	2,386	2,342	2,472
General staff—						
Full-time	21,868	21,967	22,040	21,643	21,752	21,981
Part-time	1,023	1,114	1,116	1,226	1,310	1,157
Total	22,890	23,081	23,156	22,869	23,063	23,138
All staff—						
Full-time	34,478	34,605	34,894	34,445	34,382	34,844
Part-time	2,251	2,377	2,468	2,417	2,459	2,393
Total	36,729	36,982	37,362	36,862	36,842	37,237

Programs which span the educational sectors

Aboriginal education

The need for special educational provisions for Aboriginal children and adults is recognised by the Commonwealth Government and currently assistance is made available for a wide variety of special measures at the early childhood, school and post-school levels. These include the employment of Aboriginal teacher aides, special enclave arrangements in tertiary institutions, TAFE programs designed to meet Aboriginal needs and support for Aboriginal independent schools. Furthermore three schemes of student assistance—Abseg, Abstudy and Aboriginal Overseas Study Awards (AOSAS)—provide financial support for individual students to participate in secondary and post-school education.

Since 1977, the all-Aboriginal and Torres Strait Islander *National Aboriginal Education Committee* (NAEC) has provided advice to the Commonwealth Government on the educational needs of Aboriginal people. Its role has recently been enhanced to that of principal adviser to the Minister for Education on policies in Aboriginal education. A major priority enunciated by the NAEC is teacher education and a target of 1,000 fully trained Aboriginal teachers in the classroom by 1990 has been set. To this end a special category of awards was introduced in 1984 to encourage mature age Aboriginal students to undertake studies leading to formal teaching qualifications. An additional 100 awards will be made available in 1986. For Aborigines in higher education, funds were earmarked for the provision of 200 new places for Aboriginal students in universities and colleges of advanced education in 1985. The Commonwealth Schools Commission's specific purpose programs, particularly the *Participation and Equity Program*, will support projects specially related to Aboriginal education. The Commonwealth Tertiary Education Commission's Equity Program also supports projects specifically related to Aborigines and higher education, as do its TAFE designated grants scheme and Participation and Equity Program for TAFE level courses.

Migrant education—Adults

Under the *Adult Migrant Education Program* which is administered by the Commonwealth Department of Immigration and Ethnic Affairs, settlement of newly arrived immigrants is facilitated by orientation programs on housing, education, employment and welfare, together with formal English instruction. Assistance for adult migrants is also provided by the Department of Education and the Commonwealth Tertiary Education Commission.

Migrant education—Children

The *English as a Second Language Program* (ESL), formerly the *Child Migrant Education Program*, is administered by the Commonwealth Schools Commission. It is aimed specifically at improving the English language competence of children from non-English speaking backgrounds, some of whom are Australian born.

The Department of Education continues to provide English language teaching and learning materials for migrant and refugee children. A wide variety of ESL materials, as well as in-service training courses for teachers, have been provided by the Language Education Branch of the Department. In excess of half of all Australian schools have benefitted from the materials program.

Multicultural education

The Commonwealth Schools Commission administers the *Multicultural Education Program* which aims to promote in all students an appreciation of the multicultural nature of Australian society through such projects as teaching community languages, intercultural studies and other activities aimed at encouraging respect for different cultural backgrounds.

In March 1984 the National Advisory and Co-ordinating Committee on Multicultural Education (NACCME) was established to co-ordinate, monitor and review multicultural education programs and activities across all levels of education. This Committee, which is serviced by the Department of Education provides expert advice to the minister on all areas of multicultural education. In 1985 NACCME sets its priority for action on the examinations of rationale for multicultural education, educational needs of ethnic minorities, language issues, education for intercultural understanding and nationwide mechanisms for information exchange in multicultural education.

Participation and Equity Program

The Participation and Equity Program (PEP) has the dual objectives of encouraging all young persons to participate in education or training at schools or technical and further education institutions, or in other forms of education or training, until they have completed a secondary education or an equivalent course of education or training and ensuring that, as far as practicable, the education and training provided in schools and technical and further education institutions produces more equitable outcomes of education for all young persons.

Grants are made available to the States and Territories for activities directed towards these objectives. Administration of PEP rests with the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission with the Commonwealth Department of Education exercising a coordinating role.

Expenditure on education

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. The figures have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: Concepts, Sources and Methods* (5216.0), *Classification Manual for Government Finance Statistics, Australia* (1217.0) and also to *Commonwealth Government Finance, Australia* (5502.0), and *State and Local Government Finance, Australia* (5504.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities. For more information on the extent and direction of both government and private expenditure on education, reference should be made to *Expenditure on Education, Australia* (5510.0).

AUSTRALIA: EXPENDITURE ON EDUCATION

Description	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
	(\$ million)					
Government						
General government final consumption expenditure	4,649	5,197	5,947	6,816	7,642	8,407
Gross fixed capital expenditure	739	666	654	645	695	772
Increase in stocks . . . . .	..	-1	1	-1	1	-3
Final expenditure (1)	5,388	5,862	6,602	7,460	8,338	9,176
Personal benefit payments (2)	396	400	432	455	525	626
Grants to non-profit institutions	456	514	649	789	969	1,073
Other (3)	21	16	7	10	4	38
Total government outlay on education	6,261	6,792	7,690	8,714	9,836	10,913
Private—						
Private final consumption expenditure	677	775	941	1,104	1,328	1,454
Gross fixed capital expenditure	110	101	137	160	196	175
Final expenditure (4)	787	876	1,078	1,264	1,524	1,629
Total final expenditure on education (1) + (4)	6,175	6,739	7,679	8,725	9,862	10,805
Total outlay on education (1) + (2) + (3) + (4)	6,593	7,154	8,119	9,189	10,391	11,469
Gross Domestic Product	103,083	116,417	132,705	150,253	165,306	186,550
	(Per cent)					
Percentage of Gross Domestic Product—						
Total government outlay as percentage of Gross Domestic Product	6.1	5.8	5.8	5.8	6.0	5.8
Total outlay on education as percentage of Gross Domestic Product	6.4	6.1	6.1	6.1	6.3	6.1
Total final expenditure on education as percentage of Gross Domestic Product	6.0	5.8	5.8	5.8	6.0	5.8
of which						
General government final consumption expenditure	4.5	4.5	4.5	4.5	4.6	4.5
Private final consumption expenditure	0.7	0.7	0.7	0.7	0.8	0.8
Government gross fixed capital expenditure	0.7	0.4	0.4	0.4	0.4	0.4
Private gross fixed capital expenditure	0.1	0.1	0.1	0.1	0.1	0.1

Total expenditure on education

Total expenditure on education can be measured by adding together the final expenditures of the public and private sectors.

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

Private sector

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

Public sector

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

Commonwealth Government

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

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

<i>Government purpose classification</i>	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>	<i>1983-84</i>
041 Primary and secondary education	856.4	848.4	990.3	1,194.1	1,434.6	1,590.2
042 Tertiary education	1,556.5	1,668.2	1,845.9	2,045.6	2,276.3	2,501.6
0421 University education	810.2	875.0	950.2	1,085.9	1,196.8	1,293.4
0422 Other higher education	563.1	584.2	653.2	682.0	760.4	856.8
0423 Technical and further education	168.3	199.4	229.6	263.1	302.1	327.6
0429 Tertiary education, nec	14.8	9.7	12.9	14.5	17.1	23.8
043 Pre-school education and education not definable by level	84.6	70.0	74.5	82.7	89.9	94.6
0431 Pre-school education	33.1	33.3	31.4	33.1	33.5	33.4
0432 Special education	0.3	0.3	..	0.1	0.1	0.1
0439 Other education not definable by level	51.2	36.4	43.1	49.6	56.3	61.0
044 Transportation of students	3.4	2.1	2.6	3.6	4.1	4.6
049 Education, nec	24.9	22.9	19.5	20.1	17.1	16.8
Total outlay on education	2,525.7	2,611.7	2,932.8	3,346.2	3,822.0	4,207.8
Total outlay on all purposes	30,056.9	33,114.8	37,681.3	43,235.7	51,002.5	59,360.3
Outlay on education as a percentage of total outlay	8.4%	7.9%	7.8%	7.7%	7.5%	7.1%

YOUTH AFFAIRS

The Office of Youth Affairs (OYA) was set up by the Commonwealth Government in February 1977 in response to the findings of the Study Group on Youth Affairs. The Office, which is in the Department of Prime Minister and Cabinet, has overall responsibility for the co-ordination of all Commonwealth policies, programs and proposals affecting young people.

Programs

Program of Assistance to Youth Organisations (PAYO)

Under this program, grants are provided for projects to assist national youth organisations to extend their services, broaden their participation of young people in management and organisational decision making and to improve planning co-ordination and the quality and relevance of their activities.

In addition to project related assistance, grants are provided to help establish effective national secretariats for national youth organisations.

International Youth Exchanges

The International Program of the Office of Youth Affairs is intended to promote Australian involvement in international youth affairs in the Asia-Pacific region through:

- (i) Government to government exchanges which are development oriented with a view to strengthening local programs and increasing expertise in the youth field.
- (ii) Grants to non-government organisations for international activities and to the Youth Affairs Council of Australia for an international function.
- (iii) Co-ordination of Commonwealth Youth Program (CYP) matters and liaison with other international agencies eg. UN, ESCAP, UNESCO. Activities include attendance at meetings, contributions to studies and information networks, provision of experts and hosting of fellows or trainees. Australian involvement in regional activities is expected to increase substantially due to the establishment of the CYP's new South Pacific Regional Centre, Fiji.
- (iv) Responses to invitations from other governments eg. the Japanese Goodwill Cruise.

Community Employment Program

As a positive step to create temporary jobs in these times of high youth unemployment, OYA has used the resources available through the Community Employment Program (CEP). This project received a Commonwealth grant of \$1.42 million and employed approximately 72 participants for between 35 weeks to one year in centres around Australia. The project encouraged and assisted specific groups of disadvantaged young people to participate in International Youth Year (IYY) activities.

Each State and Territory employed a Project Co-ordinator and assistant(s) in each capital city. Thirty-four project officers were allocated for specific projects aimed at target groups of disadvantaged young people. These were identified as women, Aborigines, ethnic, mentally and physically disabled, and remote and isolated areas. The project officers assisted these groups in establishing and maintaining links with IYY and the youth sector.

As a part of the CEP Project, the OYA developed a pilot in-service training program for all staff employed in the Project as well as other youth affairs workers in the field. The pilot scheme was closely monitored with a view to its development as an in-service training package with wide applicability to the youth affairs field in Australia.

Youth service development

OYA has initiated a three year youth service development strategy to improve the quality, co-ordination and relevance of youth services. The first stage of this strategy includes programs to:

- document and widely disseminate information on existing mechanisms which are operating successfully
- pilot projects to test the success of a variety of mechanisms to improve co-ordination and access to local youth services
- further develop in-service training for youth workers
- develop effective methods of identifying youth needs

OYA has also set up a national pilot program to fund a variety of community organisations or government authorities to enable interested young people to undertake voluntary community service work.

International Youth Year (IYY) 1985

During IYY, the Office of Youth Affairs provided a secretariat to service the National IYY Coordination Committee. This Committee comprised Commonwealth, State and Territory Governments, unions, employers, local government and representatives from the voluntary community sector.

A special article on IYY was included in Year Book No. 69 (pages 244–246).

The year got off to a busy start, with radio stations in each State and Territory setting up telephone “Hotlines”, for young people to speak their minds about issues of concern to them. Young people decided it was time to set things right—from the widespread shortage of evening entertainment spots aside from hotels, to schemes to help the elderly and less fortunate through community service by young people.

Job creation on a local level was one of the major trends in IYY. Young people combined forces with community groups, local, State and Federal Government agencies, to establish self-help, short-term and some permanent work opportunities.

Young people in schools pushed for establishment of student representative councils, seeking the right to have a say in their education. Likewise, many local government authorities helped set up “junior councils”, to advise them on youth matters.

Peace was a major concern of nearly all Australia's young people. Surveys showed up to 90 per cent of them believed there would be a nuclear holocaust in their lifetimes. Young people organised peace marches and committees in schools, as well as a number of national conferences on peace and disarmament.

Backing up these major youth initiatives, there were many programs established for IYY by non-government organisations, which received funding from the Commonwealth. Under the Program of Assistance to Youth Organisations, funds were provided to groups such as the Australian Council of Rural Youth; the Federation of Ethnic Communities Councils; the national Christian youth organisation Fusion; Girl Guides; YMCA and YWCA; and the Working With Young Women's Group. Non-government involvement with IYY extended beyond voluntary community groups. Many corporations took deliberate steps to improve conditions for young people.

While encouraging a wide array of activities within its own borders, the Australian Government also supported many international youth projects, organised as part of IYY. Australian representatives played an important part in the Commonwealth Conference of Young People, which brought together 80 representatives of 52 countries in Ottawa, Canada, early in June 1985. Two Australian youth workers also completed six month training courses at the Commonwealth Youth Program Asia Centre in Chandigarh, India, during the first half of the year.

Involvement in the Asia Pacific Region's Youth Exchange Program, set up in 1981, was stepped up in 1985. Youth worker exchanges were organised with Tonga, Papua New Guinea and Vanuatu. Under the same program, 10 Australians attended the IYY Friendly Gathering organised by the All China Youth Federation in May.

A group of young Australians joined the Japan Youth Goodwill Cruise, visiting Japan, Korea and Singapore early in the year. Eight young Australians received Australian Greek Presidential Awards to study in Greece for up to 12 months. And assistance was provided to the YMCA, to send delegates to the Asia Pacific YMCA Youth Leaders Conference, as well as to support an exchange between the Australian Council of Rural Youth and China.

Detailed information about young people and the factors affecting their lives was scarce before 1985, but the year included major efforts to redress this situation. The Australian Bureau of Statistics produced its first major *Youth Profile*, providing figures on many aspects of young people's lives—from education and jobs, to housing and health. Other information, in areas such as health, social security, legal aid, education and employment, was gathered by both Government and non-government agencies. One of the major trends growing out of IYY was to set up information outlets, easily accessible to young people.

The Year was one of major advances for youth in Australia. But, as with all other successful International Years, the real results will begin to show up several years later, when those who have been inspired by the year's events see some of their ideas and ideals brought to fruition.

BIBLIOGRAPHY

ABS Publications

University and Advanced Education Student Statistics, Australia, 1982 to 1984, Summary (4222.0)

Colleges of Advanced Education, Australia (4206.0)

University Statistics, Australia (4208.0)

National Schools Statistics Collection: Government Schools, Australia (4215.0)

Non-government Schools, Australia (4216.0)

National Schools Statistics Collection, Australia (4221.0)

Financial aspects are dealt with in the annual publications—

Commonwealth Government Finance, Australia (5502.0)

State and Local Government Finance, Australia (5504.0)

Expenditure on Education, Australia (5510.0)

Government Financial Estimates, Australia (5501.0)

Other Publications

Annual publications produced by the Commonwealth Tertiary Education Commission are:

Selected University Statistics

Selected Advanced Education Statistics

Selected TAFE Statistics

Publications produced regularly by the Department of Education are:

Australian Education Directory

Directory of Higher Education Courses

Directory of Education Research and Researchers in Australia

Education in Australia

Education News (a departmental journal)

Hemisphere (a bi-monthly Asian-Australian magazine)

Major Trends and Developments in Australian Education

Primary and Secondary Schooling in Australia

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

IN RETROSPECT.....Year Book No 2 (1901-1908)

Practical Results of Kindergarten Teaching.—The establishment of the free kindergartens has had a very wholesome effect on both children and parents in the localities where the schools have been placed. Habits of industry, alertness, and self-respect spread from children to parents. The teachers who work in the kindergarten acquire an insight into the psychology of the child mind, and the tolerance, kindness, and self-restraint which they must necessarily possess react for good on the surrounding community. Children from the kindergartens are said to possess greater mental keenness, and to be more responsive to ordinary primary teaching than those who have not attended these institutions.