

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

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. From 11 March 1983, the former Commonwealth Department of Education became the Department of Education and Youth Affairs. The Department's activities now include the administration of schemes of student assistance, international education, some aspects of migrant education, language policy and Aboriginal education and youth policy. 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 needs for financial assistance for pre-school and child care facilities are considered at the national level by the Office of Child Care within the Commonwealth Department of Social Security.

The *National Aboriginal Education Committee* (NAEC) advises the Commonwealth Department of Education and Youth Affairs and other government departments and bodies on the educational needs of Aboriginals from pre-school to tertiary level. The NAEC's consultative process has been developed to a stage whereby the views of Aboriginal people regarding their needs in education can be clearly expressed at both State and national levels. The NAEC maintains close links with State Aboriginal Education Consultative Groups.

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*, comprising the Commonwealth and State Ministers for Education, 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 consisting of senior officials including the Directors-General of Education in each State and the Secretary of the Commonwealth Department of Education and Youth Affairs.
- 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 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 development, production and distribution of tests and other measuring instruments, on research into teaching and learning and into the broad foundations of education. The ACER acts as the Australian national centre for the program of international surveys of student achievement conducted by the International Association for Evaluation of Education Achievement (IEA).

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*. Teachers at various levels have national organisations, as do some community and parental groups. The Australian Union of Students was, until 1984, a national organisation for tertiary students. A new national association of tertiary students was in the process of being formed in late 1984. (For further details see the *Australian Education Directory*, published by the Commonwealth Department of Education and Youth Affairs).

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS

<i>Scheme</i>	<i>Number of students 1983</i>	<i>Expenditure (\$'000) 1983-1984</i>
Postgraduate Awards(a)	2,180	16,476
Tertiary Education Assistance(b)	96,527	232,549
Secondary Allowances(b)	52,789	49,849
Adult Secondary Education Assistance(b)	2,659	7,136
Aboriginal Secondary Grants(b)	21,839	25,364
Aboriginal Study Grants(b)	12,105	19,561
Aboriginal Study Grants—Overseas(b)	7	110
Assistance for Isolated Children(b)	21,611	21,965
Non-State Tertiary Institutions	n.a.	297

(a) For this scheme, the 'number of students' represents students receiving benefits at 30 June each year.

(b) For this scheme, the 'number of students' represents students receiving benefits at some time during the financial year 1983-84.

New developments in education

In 1984, the Commonwealth Government announced funding guidelines to the Commonwealth Schools Commission for 1985-88 which established two new bases for recurrent funding of both government and non-government schools. Funding will be on a per student basis for both government and non-government schools linked to a community standard recommended by the Commonwealth Schools Commission. Non-government schools are placed into twelve funding categories on the basis of relative needs.

In 1984, the Commonwealth Government introduced a new program with the twin objectives of increasing participation beyond the compulsory years of secondary schooling and of introducing greater equity in the overall provision for young people. The *Participation and Equity Program* is directed towards bringing about wide-ranging changes in schools and TAFE colleges so as to enable them to offer all students, especially those from a disadvantaged background, a rewarding, useful education through to the end of secondary schooling or its equivalent in TAFE. The program is directed particularly to secondary schools with low retention rates and seeks to foster more equal outcomes of schooling.

As an extension of concern about inequity in schooling in 1984 the government announced a new *Basic Learning in Primary Schools Program*, to ensure that students had a proper foundation for successful secondary studies.

Another significant development in 1984 was the passage of legislation to reactivate the national Curriculum Development Centre (CDC) within the framework of the Commonwealth Schools Commission. The main purpose of this new arrangement is to align the CDC activities closely with the Commission's program priorities. The CDC's functions are to concentrate on co-ordination and dissemination and on sponsoring the development of materials through contract arrangements with other agencies.

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.

The Commonwealth Schools Commission will assume responsibilities from the Department of Social Security's Office of Child Care for special education for handicapped children below school age.

The Government established a *Quality in Education Review Committee*, chaired by Professor Peter Karmel, to study the outcomes of Australian schooling with regard to broad, national considerations.

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. The final two years of schooling fall outside the compulsory stage of education, but at least half the students in Year 10 remain for a further year's study and over a third complete Year 12.

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 734,784 in 1983 i.e. more than 24 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 textbooks 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 a further 15 per cent in 1985 (following a 20 per cent rise in 1984) and the number of students assisted is projected to increase to 64,000 (from 60,000 in 1984). This scheme and others are listed in the statistical table dealing with Student Assistance Schemes (*see* page 227). 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, page 241.

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 childrens' 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(a), 1983

	Government schools	Non-government schools			Total
		Roman Catholic	Anglican	Other	
Number of schools	7,546	1,702	100	560	2,362
Number of students—					
Males	1,173,036	279,339	34,824	54,158	368,321
Females	1,107,986	279,203	29,080	58,180	366,463
Persons	2,281,022	558,542	63,904	112,338	734,784
FTE of teachers(b)—					
Males	64,065	9,784	2,209	3,384	15,378
Females	81,843	19,665	2,235	4,311	26,211
Persons	145,908	29,449	4,444	7,696	41,589

(a) The data series for the government and non-government sectors vary in scope and coverage and care should be taken in drawing comparisons between the two sectors. (b) Full-time teaching staff plus full-time equivalents of part-time teaching staff.

STUDENTS BY CATEGORY OF SCHOOL AND SEX, 1978 to 1983

	1978	1979	1980	1981	1982(a)	1983(a)
GOVERNMENT SCHOOLS						
Males	1,212,500	1,201,127	1,189,633	1,179,428	1,171,506	1,173,036
Females	1,141,922	1,135,591	1,128,444	1,119,975	1,111,459	1,107,986
Persons	2,354,422	2,336,718	2,318,077	2,299,403	2,282,965	2,281,022
NON-GOVERNMENT SCHOOLS						
Males	317,132	324,223	332,930	344,017	355,964	368,321
Females	321,074	325,990	333,555	343,979	355,718	366,463
Persons	638,206	650,213	666,485	687,996	711,682	734,784
TOTAL SCHOOLS						
Males	1,529,632	1,525,350	1,522,563	1,523,445	(a)	(a)
Females	1,462,996	1,461,581	1,461,999	1,463,954	(a)	(a)
Persons	2,992,628	2,986,931	2,984,562	2,987,399	(a)	(a)

(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 1978 to 1981. For further details see *National Schools Statistics Collection, Government Schools, Australia 1983* (4215.0).

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, AUSTRALIA, 1983

(July school census)

Age last birthday (years)	Government schools			Non-government schools		
	Males	Females	Persons	Males	Females	Persons
Under 6	76,402	73,214	149,616	22,486	22,651	45,137
6	93,161	87,376	180,537	25,569	25,285	50,854
7	95,531	90,351	185,882	26,347	25,701	52,048
8	98,491	92,876	191,367	27,674	26,842	54,516
9	102,070	95,781	197,851	28,956	27,944	56,900
10	105,852	100,439	206,291	29,622	28,958	58,580
11	111,643	106,331	217,974	32,136	31,287	63,423
12	108,962	102,225	211,187	35,994	36,382	72,376
13	102,257	95,663	197,920	34,927	35,058	69,985
14	100,628	93,944	194,572	33,474	34,276	67,750
15	86,022	79,989	166,011	29,921	30,809	60,730
16	56,662	53,931	110,593	23,216	23,830	47,046
17	26,572	28,203	54,775	14,706	14,992	29,698
18	6,199	5,420	11,619	2,644	1,985	4,629
19 and over (a)	2,584	2,243	4,827	649	463	1,112
Total all ages	1,173,036	1,107,986	2,281,022	368,321	366,463	734,784

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

Note: The data series for the government and non-government sectors vary in scope and coverage and care should be taken in drawing comparisons between the two sectors.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS BY YEAR OF EDUCATION AND SEX, AUSTRALIA, 1983

(July school census)

Year of education	Government schools			Non-government schools		
	Males	Females	Persons	Males	Females	Persons
Primary—						
Pre-year 1 (a)	61,375	57,152	118,527	20,125	19,816	39,941
Year 1	98,379	90,792	189,171	26,437	25,584	52,021
Year 2	96,979	90,910	187,889	26,482	25,773	52,255
Year 3	98,111	92,544	190,655	27,738	26,724	54,462
Year 4	101,923	95,889	197,812	28,567	27,712	56,279
Year 5	104,523	99,040	203,563	29,987	29,086	59,073
Year 6	109,609	105,084	214,693	31,624	30,667	62,291
Year 7 (b)	41,087	39,155	80,242	9,776	9,427	19,203
Ungraded special	6,163	3,808	9,971	r 1,227	r 949	r 2,176
Ungraded non-special	4,007	2,444	6,451	r 274	r 272	r 546
Total primary	722,156	676,818	1,398,974	202,237	196,010	398,247
Secondary—						
Year 7 (c)	67,154	63,429	130,583	24,353	25,304	49,657
Year 8	101,741	95,167	196,908	35,288	35,427	70,715
Year 9	99,451	94,013	193,464	33,526	34,237	67,763
Year 10	89,161	84,024	173,185	31,255	31,938	63,193
Year 11	53,608	54,284	107,892	23,610	24,660	48,270
Year 12	28,843	33,532	62,375	17,854	18,459	36,313
Ungraded special	1,334	707	2,041	r 137	r 94	r 231
Ungraded non-special	2,325	1,461	3,786	r 61	r 334	r 395
Total secondary	443,617	426,617	870,234	166,084	170,453	336,537
Ungraded special not identified as primary or secondary	7,263	4,551	11,814	—	—	—
Total	1,173,036	1,107,986	2,281,022	368,321	366,463	734,784

(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) Year 7 is secondary education in N.S.W., Vic., Tas. and the A.C.T.

Note: The data series for the government and non-government sectors vary in scope and coverage and care should be taken in drawing comparisons between the two sectors.

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 and Youth Affairs, provides a number of schemes of assistance for Australian students to facilitate access to education. A brief description of these schemes was given in the 1980 Year Book and a list of these schemes is included in the statistical table 'Student Assistance Schemes Funded by the Department of Education and Youth Affairs' (see page 227).

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, 1982

(Source: Commonwealth Tertiary Education Commission)

Stream of study	Australia									
	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	1982	1981
—Number—										
1. Professional	1,079	1,326	92	232	127	24	32	59	2,971	3,210
2. Paraprofessional	70,691	35,966	13,505	32,099	38,380	4,283	973	4,076	199,973	191,362
3. Trade—										
Basic trade	51,513	35,153	18,869	9,555	12,295	3,899	1,125	1,559	133,968	131,750
Post-trade	12,638	10,451	1,606	—	3,701	1,182	291	688	30,557	28,564
4. Other skilled	100,354	42,289	20,671	24,972	11,894	5,367	3,156	8,126	216,829	212,888
5. Preparatory	54,204	56,297	9,425	38,033	4,979	3,176	3,088	6,388	175,590	151,466
Total streams 1-5 (a)	278,442	175,082	64,168	100,221	65,613	17,204	8,463	20,098	729,291	692,014
6. Adult education	46,389	97,910	44,780	39,676	38,498	14,912	7,261	8,335	297,761	322,945
—Percentage (b)—										
1. Professional	0.4	0.8	0.1	0.2	0.2	0.1	0.4	0.3	0.4	0.5
2. Paraprofessional	25.4	20.5	21.0	32.0	58.5	24.9	11.5	20.3	27.4	27.7
3. Trade—										
Basic trade	18.5	20.1	29.4	9.5	18.7	22.7	13.3	7.8	18.4	19.0
Post-trade	4.5	6.0	2.5	—	5.6	6.9	3.4	3.4	4.2	4.1
4. Other skilled	36.0	24.2	32.2	24.9	18.1	31.2	37.3	40.4	29.7	30.8
5. Preparatory	19.5	32.2	14.7	37.9	7.6	18.5	36.5	31.8	24.1	21.9
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, 1982

(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	41,731	32,224	732	1,043	351	219	42,814	33,486	76,300
17	39,345	18,412	635	963	412	306	40,392	19,681	60,073
18	45,168	19,111	873	1,211	508	430	46,549	20,752	67,301
19	37,313	15,080	938	1,110	543	325	38,794	16,515	55,309
20-24	79,984	44,636	5,787	4,160	1,731	988	87,502	49,784	137,286
25-29	41,733	30,261	5,847	3,108	1,260	614	48,840	33,983	82,823
30-39	49,881	46,954	7,426	4,041	1,531	844	58,838	51,839	110,677
40-49	18,860	23,860	2,575	1,496	477	335	21,912	25,691	47,603
50-64	9,576	16,334	1,090	742	145	120	10,811	17,196	28,007
65 and over	5,062	7,984	194	158	14	14	5,270	8,156	13,426
Not stated	24,240	24,393	996	696	88	73	25,324	25,162	50,486
Total	392,893	279,249	27,093	18,728	7,060	4,268	427,046	302,245	729,291

Note: A relatively small number of students, whose sex was not reported, have been randomly allocated to a sex category.

TECHNICAL AND FURTHER EDUCATION: DUTY HOURS OF TEACHING STAFF BY NATURE OF DUTIES, 1982

('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	2,971.0	2,409.8	1,081.4	958.3	888.9	289.0	134.9	206.3	8,939.6
Evening	1,317.6	828.2	342.7	131.7	368.9	102.4	26.0	101.9	3,219.4
Total	4,288.6	3,238.0	1,424.1	1,089.9	1,257.8	391.4	160.9	308.2	12,159.0
Non-teaching hours	3,488.8	2,484.3	1,342.9	1,129.9	579.8	365.4	224.5	227.1	9,842.7
Total Duty Hours	7,777.4	5,722.3	2,767.0	2,219.9	1,837.7	756.8	385.5	535.3	22,001.7

TECHNICAL AND FURTHER EDUCATION: FULL-TIME EQUIVALENTS OF NON-TEACHING STAFF (a) BY TYPE OF APPOINTMENT AND ACTIVITY, 1982

(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	2,709.6	2,093.2	1,331.5	764.0	875.0	301.2	95.0	186.6	8,356.1
Multi-sector	12.2	269.8	31.0	16.6	6.0	16.8	74.0	57.2	483.6
Total full-time	2,721.8	2,363.0	1,362.5	780.6	881.0	318.0	169.0	243.8	8,839.7
Part-time	199.0	490.0	23.6	95.4	131.9	82.9	7.1	63.9	1,093.7
Total FTE (b)	2,920.8	2,853.0	1,386.1	876.0	1,012.9	400.9	176.1	307.7	9,933.5
Total Numbers	3,231	4,060	1,782	966	1,430	523	278	332	12,602

(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.

The principal purpose of the colleges is to provide tertiary education oriented towards practical training and industrial and social needs. 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. Consolidation of some of the colleges into multi-campus or multi-purpose institutions in recent years has meant that the 1981 profile of 68 colleges of advanced education were reduced to 45 in 1984 and four types of college are evolving within the sector. These can be classified as follows:

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

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

Although teaching in colleges of advanced education is more vocationally oriented and less theoretical or academic than in universities, the system of tuition is similar. 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, 1983

EDUCATION COURSES, BY TYPE OF INSTITUTION, AUSTRALIA, 1985						
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	1,574	—	—	—	11	1,585
Graduate diploma	21,759	124	68	—	358	22,309
Bachelor degree	95,464	863	697	—	236	97,260
Diploma	31,882	865	1,265	206	1,048	35,266
Associate diploma	17,297	417	2,271	39	178	20,202
Miscellaneous (a)	3,029	9	126	73	34	3,271
Total students enrolled . . .	171,005	2,278	4,427	318	1,865	179,893
TEACHING STAFF (b)						
Designation—						
Above senior lecturer	737	11	5	8	6	767
Senior lecturer	2,039	33	51	9	56	2,188
Lecturer	5,570	87	226	19	155	6,057
Other	1,301	4	53	2	58	1,418
Total teaching staff	9,646	135	335	38	276	10,430

(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. The statistics exclude teaching staff at some N.S.W. institutions within the *Other* type of institution category as they are not available.

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 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, 1978 TO 1983

	1978	1979	1980	1981	1982	1983
Course level—						
Masters degree	672	874	1,044	1,142	1,457	1,585
Graduate diploma	13,913	16,161	18,402	20,475	21,443	22,309
Bachelor degree	67,159	75,350	82,464	87,905	93,056	97,260
Diploma	57,012	50,857	43,161	37,911	33,562	35,266
Associate diploma	11,166	12,425	14,395	15,316	16,319	20,202
Miscellaneous (a) . . . . .	..	..	2,098	2,318	2,751	3,271
Type of enrolment—						
Internal—Full-time	84,266	82,125	78,225	76,685	77,795	86,325
Part-time	51,407	56,368	62,253	64,913	65,992	67,754
External	14,249	17,174	21,086	23,469	24,801	25,814
Age (in years) (b)—						
19 and under	49,498	49,126	47,693	45,095	45,684	48,404
20–29	68,337	70,824	72,376	74,759	75,431	79,984
30–59	31,303	34,953	39,701	43,670	46,366	49,689
60 and over	160	181	240	440	320	439
Not stated	624	663	1,554	1,103	787	1,377
Sex—						
Males	77,809	79,800	82,823	85,439	87,504	93,316
Females	72,113	75,867	78,741	79,628	81,084	86,577
Persons	149,922	155,667	161,564	165,067	168,588	179,893

(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 enrolled in single subjects 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 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	Associate Diploma	Miscellaneous (a)	Total		
						Males	Females	Persons
COMMENCING STUDENTS, 1983								
Agriculture/forestry . . .	—	58	185	265	889	1,006	391	1,397
Applied science	80	1,325	4,663	282	1,506	5,197	2,659	7,856
Visual and performing arts	24	300	2,043	1,046	1,008	1,727	2,694	4,421
Architecture/building . .	7	198	834	87	175	1,059	242	1,301
Commercial and business studies	116	2,603	9,668	252	2,322	9,828	5,133	14,961
Engineering	17	325	3,203	77	1,104	4,550	176	4,726
Social sciences	2	663	2,674	170	1,315	1,583	3,241	4,824
Humanities	7	529	2,061	111	716	1,067	2,357	3,424
Para-medical studies . . .	18	403	1,178	1,102	374	711	2,364	3,075
Education	90	5,890	7,651	9,065	224	7,309	15,611	22,920
Miscellaneous (a) . . . . .	..	..	..	..	2,646	1,427	1,219	2,646
Total	361	12,294	34,160	12,457	9,633	2,646	35,464	36,087
TOTAL STUDENTS, 1983								
Agriculture/forestry . . .	—	138	615	703	1,893	2,377	972	3,349
Applied science	424	2,495	12,521	816	3,124	12,981	6,399	19,380
Visual and performing arts	39	491	4,948	2,827	2,010	3,977	6,338	10,315
Architecture/building . .	15	403	2,557	433	450	3,270	588	3,858
Commercial and business studies	515	4,642	29,117	695	4,800	28,228	11,541	39,769
Engineering	120	668	10,086	233	2,644	13,346	405	13,751
Social sciences	34	1,218	6,917	516	2,674	3,831	7,528	11,359
Humanities	36	1,001	5,114	260	1,367	2,464	5,314	7,778
Para-medical studies . . .	105	549	3,540	2,415	764	1,688	5,685	7,373
Education	297	10,704	21,845	26,368	476	19,397	40,293	59,690
Miscellaneous (a) . . . . .	..	..	..	..	3,271	1,757	1,514	3,271
Total	1,585	22,309	97,260	35,266	20,202	3,271	93,316	86,577
STUDENTS COMPLETING COURSES, 1982								
Agriculture/forestry . . .	—	62	76	217	405	556	204	760
Applied science	39	468	1,769	139	388	1,777	1,026	2,803
Visual and performing arts	—	201	647	731	358	809	1,128	1,937
Architecture/building . .	—	88	294	66	64	444	68	512
Commercial and business studies	32	1,602	2,782	276	619	3,743	1,568	5,311
Engineering	6	80	1,010	44	310	1,424	26	1,450
Social sciences	1	326	861	119	567	611	1,263	1,874
Humanities	—	299	627	74	120	377	743	1,120
Para-medical studies . . .	4	131	780	679	214	379	1,429	1,808
Education	39	4,101	5,018	8,106	51	5,485	11,830	17,315
Total	121	7,358	13,864	10,451	3,096	15,605	19,285	34,890

(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 by the Commonwealth Tertiary Education Commission to ten fields of study on the basis of the vocational emphasis of a course. The ABS classified courses to fields of study on the basis of course content but this classification is no longer available.

ADVANCED EDUCATION: TEACHING AND NON-TEACHING STAFF, AUSTRALIA, 1978 TO 1983

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

	1978	1979	1980	1981	1982	1983
Teaching staff (a)—						
Full-time	8,816	8,864	8,927	8,781	8,605	9,012
Part-time	1,145	1,312	1,312	1,213	1,223	1,418
Total	9,962	10,175	10,239	9,995	9,828	10,430
Non-teaching staff (b)—						
Full-time	9,980	10,271	10,226	10,241	9,874	9,905
Part-time	835	905	965	974	995	966
Total	10,814	11,175	11,191	11,215	10,869	10,871

(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 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, 1978 TO 1983

	1978	1979	1980	1981	1982	1983
Course level—						
Doctorate(a)	5,795	5,924	6,150	6,378	7,040	7,195
Masters degree	13,369	13,978	14,424	15,443	16,341	16,338
Bachelor degree	128,874	129,222	130,664	132,372	131,992	133,275
Non-degree	11,997	11,686	11,918	12,418	12,030	12,542
Type of enrolment(b)—						
Internal—Full-time	101,354	99,080	98,993	99,924	100,357	102,801
Part-time	47,191	48,919	50,325	51,462	51,900	51,231
External	11,490	12,811	13,838	15,225	15,146	15,318
Age (in years)—						
19 and under	48,958	48,281	48,372	48,085	47,594	47,953
20–29	77,522	76,504	76,810	77,514	77,111	77,583
30–59	32,482	34,505	37,111	40,015	41,576	42,573
60 and over	456	538	661	839	952	1,095
Not stated	617	982	202	158	170	146
Sex—						
Males	96,218	95,254	94,945	95,414	94,354	94,508
Females	63,817	65,556	68,211	71,197	73,049	74,842
Persons	160,035	160,810	163,156	166,611	167,403	169,350

(a) Comprises Ph.D.s and doctorates other than Ph.D.s. (b) Full-time external students prior to 1983 were included with *Internal—full-time* students. Full-time external students numbered 119 in 1978; 195 in 1979; 274 in 1980; 350 in 1981; 356 in 1982 and 342 in 1983.

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 master's 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 1983, some 60 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 1983, 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 in total about 8 per cent of the students currently enrolled. 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, 1983**

Field of study	Doctorate (a)	Masters degree	Bachelor degree	Non- degree	Total		
					Males	Females	Persons
COMMENCING STUDENTS							
Humanities	176	596	12,813	1,420	5,509	9,496	15,005
Fine arts	8	51	288	78	184	241	425
Social and behavioural sciences	119	606	2,927	541	1,578	2,615	4,193
Law	5	270	2,132	385	1,597	1,195	2,792
Education	92	939	1,804	2,460	2,070	3,225	5,295
Economics, commerce, government	77	1,190	6,426	646	5,570	2,769	8,339
Medicine	160	144	1,922	293	1,311	1,208	2,519
Dentistry	3	47	258	9	222	95	317
Natural sciences	476	520	8,009	976	6,221	3,760	9,981
Engineering, technology	125	514	3,314	282	3,878	357	4,235
Architecture, building	16	159	801	162	808	330	1,138
Agriculture, forestry	66	120	677	100	696	267	963
Veterinary science	16	25	293	7	174	167	341
Other or not stated	1	59	25	1,127	587	625	1,212
Total—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
1981	1,255	5,393	42,548	8,594	31,647	26,143	57,790
TOTAL STUDENTS							
Humanities	1,045	2,029	38,706	2,282	15,863	28,199	44,062
Fine arts	74	208	900	189	566	805	1,371
Social and behavioural sciences	667	1,684	8,601	835	4,466	7,321	11,787
Law	54	752	8,844	621	6,178	4,093	10,271
Education	512	3,380	5,507	3,203	5,131	7,471	12,602
Economics, commerce, government	411	3,001	19,214	1,166	16,548	7,244	23,792
Medicine	828	471	9,915	437	6,790	4,861	11,651
Dentistry	26	193	1,301	9	1,107	422	1,529
Natural sciences	2,418	1,653	22,318	1,487	17,792	10,084	27,876
Engineering, technology	603	1,771	11,355	395	13,133	991	14,124
Architecture, building	103	492	3,245	283	3,055	1,068	4,123
Agriculture, forestry	344	494	2,088	154	2,286	794	3,080
Veterinary science	102	90	1,205	12	790	619	1,409
Other or not stated	8	120	76	1,469	803	870	1,673
Total—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
1981	6,378	15,443	132,372	12,418	95,414	71,197	166,611

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

**UNIVERSITIES: STUDENTS COMPLETING COURSES, BY SEX AND COURSE LEVEL, AUSTRALIA,
1978 TO 1983**

<i>Course level</i>	<i>1978</i>	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>	<i>1983</i>
MALES						
Doctorate (other than Ph.D.)	48	47	44	43	51	45
Doctor of Philosophy (Ph.D.)	666	730	678	711	697	704
Masters degree	1,625	1,630	1,556	1,639	1,617	1,830
Postgraduate diploma	1,939	1,692	1,547	1,452	1,362	1,337
Bachelor degree	14,946	15,594	15,199	14,610	14,208	14,148
<i>Total</i>	<i>19,224</i>	<i>19,693</i>	<i>19,024</i>	<i>18,455</i>	<i>17,935</i>	<i>18,064</i>
FEMALES						
Doctorate (other than Ph.D.)	7	9	2	2	5	3
Doctor of Philosophy (Ph.D.)	122	141	163	184	204	202
Masters degree	445	514	538	617	623	754
Postgraduate diploma	2,129	1,873	1,740	1,662	1,599	1,507
Bachelor degree	9,746	10,561	10,660	10,872	10,999	11,579
<i>Total</i>	<i>12,449</i>	<i>13,098</i>	<i>13,103</i>	<i>13,337</i>	<i>13,430</i>	<i>14,045</i>
PERSONS						
Doctorate (other than Ph.D.)	55	56	46	45	56	48
Doctor of Philosophy (Ph.D.)	788	871	841	895	901	906
Masters degree	2,070	2,144	2,094	2,256	2,240	2,584
Postgraduate diploma	4,068	3,565	3,287	3,114	2,961	2,844
Bachelor degree	24,692	26,155	25,859	25,482	25,207	25,727
<i>Total</i>	<i>31,673</i>	<i>32,791</i>	<i>32,127</i>	<i>31,792</i>	<i>31,365</i>	<i>32,109</i>

UNIVERSITIES: STAFF BY TYPE OF EMPLOYMENT, AUSTRALIA, 1978 TO 1983

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

	<i>1978</i>	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>	<i>1983</i>
Teaching and research staff—						
Full-time	10,842	10,790	10,722	10,692	10,499	10,353
Part-time	1,154	1,175	1,173	1,269	1,108	1,084
Total	11,996	11,965	11,895	11,962	11,607	11,437
Research only staff—						
Full-time	1,769	1,819	1,917	2,161	2,303	2,276
Part-time	69	54	90	83	83	66
Total	1,838	1,873	2,007	2,244	2,386	2,342
General staff—						
Full-time	21,813	21,868	21,967	22,040	21,643	21,752
Part-time	958	1,023	1,114	1,116	1,226	1,310
Total	22,771	22,890	23,081	23,156	22,869	23,063
All staff—						
Full-time	34,424	34,478	34,605	34,894	34,445	34,382
Part-time	2,181	2,251	2,377	2,468	2,417	2,459
Total	36,605	36,729	36,982	37,362	36,862	36,842

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 provide financial support to individual students to enable them 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 and Youth Affairs 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 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 1985. Funds have also been specifically earmarked by the Commonwealth Schools Commission in 1984 for capital facilities in schools serving predominantly Aboriginal communities. The Commonwealth Schools Commission's specific purpose programs, particularly the *Participation and Equity Program*, will support projects specially related to Aboriginal education.

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 Youth Affairs 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 and Youth Affairs 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. Approximately one 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 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 and Youth Affairs, provides expert advice to the Minister on all areas of multicultural education.

Teacher education

Colleges of advanced education educate a majority of teachers, but a substantial number of secondary teachers and some primary teachers are trained at universities. In addition, there are a few non-government teachers colleges, operated mainly by religious denominations, which educate some of the teachers for non-government schools.

A significant reduction in enrolments in both primary and secondary teacher education courses has occurred over the last five years. Reduced teacher education enrolments has been one reason for the amalgamation of some smaller colleges of advanced education into multi-campus institutions with capacity for greater diversification.

The majority of pre-school and primary teachers undertake pre-service courses lasting three years, while most secondary teachers undertake four-year courses. In-service training opportunities are available in the form of study leave or assistance to enable teachers to upgrade their formal qualifications and also through less formal workshops, seminars or conferences.

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), 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

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
— \$million —						
Public sector—						
Final consumption expenditure	4,115	4,653	5,062	5,673	6,550	7,537
Expenditure on new fixed assets	641	717	731	659	651	650
Final expenditure(1)	4,756	5,370	5,793	6,332	7,201	8,187
Transfer payments and expenditure on existing fixed assets (net)	375	392	391	374	385	406
Outlay	5,131	5,762	6,185	6,704	7,585	8,593
Private sector—						
Final consumption expenditure	243	255	272	293	311	337
Expenditure on new fixed assets	68	89	110	101	137	160
Final expenditure(2)	311	344	382	394	448	497
Total expenditure on education (1) + (2)	5,067	5,714	6,175	6,726	7,649	8,684
Gross domestic product	83,165	90,251	102,225	114,487	130,563	147,576
— per cent —						
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public	4.9	5.2	5.0	5.0	5.0	5.1
Private	0.3	0.3	0.3	0.3	0.2	0.2
Expenditure on new fixed assets—						
Public	0.8	0.8	0.7	0.6	0.5	0.4
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	6.1	6.3	6.1	5.9	5.9	5.9

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, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres, etc.; 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.

All public authorities: Outlay on education

For details of outlay on education by Commonwealth, State and local authorities, see Year Book No. 68.

Commonwealth authorities

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

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION

	1980-81	1981-82	1982-83p
	-\$ million-		
Primary and secondary education	990.3	1,194.1	1,431.2
Tertiary education—			
University education	950.2	1,078.1	1,180.2
Other higher education	653.2	682.0	760.5
Technical and further education	229.6	263.1	303.0
Tertiary education n.e.c.	12.9	14.5	17.1
<i>Total tertiary education</i>	<i>1,845.9</i>	<i>2,037.7</i>	<i>2,260.7</i>
Preschool education and education not definable by level—			
Preschool education	31.4	33.1	33.2
Special education	—	0.1	0.1
Other education not definable by level	43.1	49.6	56.3
<i>Total preschool education, etc</i>	<i>74.5</i>	<i>82.7</i>	<i>89.6</i>
Transportation of students	2.6	3.6	4.1
Education n.e.c.	19.5	20.1	15.6
Total outlay on education	2,932.8	3,338.3	3,801.2
<i>Of which—</i>			
Current outlay	2,574.8	2,944.7	3,363.8
Capital outlay	358.0	393.6	437.3
Total outlay on all purposes	37,794.3	43,341.1	51,172.4
	-per cent-		
Outlay on education as a percentage of total outlay	7.8	7.7	7.4

OFFICE OF YOUTH AFFAIRS

The Office of Youth Affairs was set up by the Commonwealth Government in February 1977 in response to the findings of the Study Group on Youth Affairs. The Office 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.

Australian-Greek Presidential Awards

The awards were established for an initial 3 year period in 1982 to enable young people to work or study in Greece for periods of up to twelve months. They aim to foster the maintenance and development of Greek culture within Australia's multicultural society.

International Youth Exchanges

The Office promotes opportunities for developing friendship and understanding between young people of Australia and countries of the Asia-Pacific Region. The international program has two aspects:

- (i) a program of international youth exchanges sponsored by governments; and
- (ii) assistance to Australia-based non-government organisations to stimulate interest and involvement in international youth affairs through:
 - study tour
 - exchange
 - conference
 - training

Commonwealth Youth Program (CYP)

The Office of Youth Affairs co-ordinates Australia's policy and administrative contribution to the CYP. This includes administering programs of overseas participants within Australia, nominating Australian applicants for scholarships and training courses and organising Australian representation at the Regional Advisory Board, Committee of Management and Youth Affairs Council meetings.

Policy development

In order to more effectively undertake its role as the co-ordinator of youth policy development across all portfolios, the Office obtained additional staff in 1983-84. A Standing Inter-Departmental Committee on Youth Policies was also established to facilitate a comprehensive approach to Government policies for young people. The Committee is comprised of the major portfolios concerned with education, social and economic policies.

In addition, arrangements were made for an expert team from the Organisation for Economic Co-operation and Development (OECD) to visit Australia in November-December 1983 to carry out a review of Australia's youth policies. The Review Team's report, which will address the major issues affecting young people today, including employment and unemployment, education, training and income-support, is expected to be made available to the Government early in 1985.

The Office of Youth Affairs, together with the Social Welfare Policy Secretariat of the Department of Social Security, has also carried out a detailed review of income-support for young people. As the issues involved in providing adequate levels of income-support to young people are quite complex, a discussion paper has been issued in the first instance, following the review. It is intended that the discussion paper stimulate responses and obtain the widest possible input to the issue before further policy development is undertaken.

Youth Affairs Conference

The Office services a Youth Affairs Conference which meets twice yearly; this Conference comprises representatives from Commonwealth and State and Territory Governments and the voluntary sector and is an important intersectoral co-ordinating structure. It also services the Youth Ministers Council, which meets annually and comprises Commonwealth and State and Territory Ministers responsible for youth affairs.

The Office is conducting an examination and consultation on youth worker training in all sectors.

International Youth Year (IYY) 1985

The Office also includes a secretariat for International Youth Year, 1985—see special article at the end of this chapter. It services the National IYY Co-ordination Committee, comprising the Commonwealth, all State and Territory Governments, unions, employers, local government and the voluntary sector.

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)

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)

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 and Youth Affairs 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.

THE INTERNATIONAL YEAR OF YOUTH

(This special article has been prepared from material provided by the Office of Youth Affairs)

In 1978 the United Nations General Assembly and the Economic and Social Council adopted numerous resolutions on the position of youth in the world. One was that an international youth year could serve to mobilise efforts to improve the quality of life for young people. After consultation with its members, the UN designated 1985 as International Youth Year (IYY).

The United Nations defines youth as those aged 15 to 24. In Australia young people aged from 12-25 (2.5 million youths: 22 per cent of the population) became the target of IYY, with focus on those aged 14 to 18.

The UN themes for IYY are participation, development and peace, and these themes were considered apt for Australia. For example:

- Participation refers to the need for young people to help make the decisions which affect them. In Australia, for example, there is the recent development of Student Representative Councils at most secondary schools which allows young people to participate in the decisions affecting their education.
- Development encompasses the right of all young people to develop to their highest potential, which might include involvement with local institutions where they could develop the personal skills needed to create their future—indeed the slogan adopted for IYY in Australia is ‘creating tomorrow today’.
- Peace includes such issues as disarmament and tolerance, issues with which young people have become more involved during the last ten years. Youthful intolerance of race or ethnic origin still persists, however, and every attempt is being made during IYY for young people to teach others within their peer group that tolerance is just as important an element of peace as is a move to disarm the world of its nuclear armoury.

In Australia, IYY is viewed as a catalyst to engage young people in all aspects of public life. This means young people have to become involved more easily in decision making processes. It also means increasing the awareness of all Australians to the rights, needs and hopes of the youth of Australia. Steps towards this were achieved through the IYY promotions campaign which built community awareness through advertising and other publicity.

Initial involvement called for established non-government youth organisations such as Youth Affairs Councils to consult with other young people. Additionally, other members of the National IYY Co-ordinating Committee contacted young people through their own areas of responsibility, for example the unions (Australian Council of Trade Unions), employers (Confederation of Australian Industry) and local government (Australian Council of Local Government Associations).

The Commonwealth Government through the Office of Youth Affairs (OYA) is involved in other initiatives, commencing with youth policies and programs affecting young people.

Programs affecting the status of young people

The Commonwealth Government recently completed a major review of youth policies. The results should enhance the delivery of government programs for young people in future years. Several initiatives which will have a long-term effect on the status of Australian youth have already commenced. These are as follows:

- Income support for young people. The Commonwealth Government has stimulated debate on income support provisions for young people with a view to rationalising those provisions and eliminating existing inequities. For example, some student scholarships provide a lower level of financial support than do unemployment benefits.
- Rationalisation of youth worker training. The Commonwealth Government has investigated the provision of in-service and other forms of training for young workers employed in a range of organisations. The review of training will result in recommendations of long term benefit to young people.
- Alternative employment opportunities. Pilot training programs have begun to test the value and acceptability of various options for alternative employment outside the conventional workforce.
- Publication of the Australian Bureau of Statistics Youth Report, 1985, which provides a statistical profile of young people in Australia. It is a useful reference document for organisations and individuals concerned with the status of young people.

- Student participation. OYA and the Commonwealth Schools Commission are fostering the development of student representative councils at secondary schools as a means of involving students in decisions which affect their education. Further, it is expected to increase the relevance of schooling and encourage more students to complete their secondary education.
- Program of assistance to youth organisations. To commemorate International Youth Year funding of \$100,000 has been provided to a variety of organisations.
- The Participation and Equity Program (PEP) is the centrepiece of the Government's policies for youth. PEP began operating at the beginning of 1984. It aims to encourage all young Australians to complete the equivalent of a full secondary education, either in school, in a Technical and Further Education (TAFE) college or in some combination of work and education. The achievement of this objective is set for the end of this decade. Over \$145 million has been committed to this program which illustrates its importance to Australia.

The government also increased tertiary education opportunities. In addition to an extra 3,000 places in higher education provided in 1984 over the next triennium, it is intended to allocate another 15,000 places at universities and colleges of advanced education, and with the co-operation of State Governments, an extra 15,000 places in TAFE. There is a need for even more places for intending students.

As a positive step to create temporary jobs in these times of high youth unemployment, OYA called on the resources available through the Commonwealth Government under its Community Employment Program (CEP). Approval was given for the Department of Education and Youth Affairs to employ 108 people under the CEP for International Youth Year activities. This project received a Commonwealth grant of \$1.8 million and employed participants for an average of 35 weeks in centres around Australia. The project encouraged and assisted specific groups of disadvantaged young people to participate in IYY activities, and attempted to involve young people in youth arts festivals and to develop youth art networks.

Each State and Territory employed an arts project officer and an office assistant, supported by a project co-ordinator and an assistant 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 young women, young Aborigines, young people from ethnic backgrounds, young mentally and physically disabled people, and young people from remote and isolated areas. The project officers assisted these groups in establishing and maintaining links with IYY and the youth sector.

In line with the Government's objectives for IYY in Australia, this project laid the foundation for greater participation by disadvantaged and minority groups of young people in 1985 and in future years. Previously some of these young people had felt left out of national planning and decision making, although the voluntary youth sector had started making inroads previously to remedy this.

The next government initiative was to develop a formal national program of activities to give impetus to the year. The national IYY program has five components—three being the IYY themes of participation, development and peace. The fourth is general promotional work including a national advertising and publicity campaign, public relations activity designed to raise community awareness and the promotion of discussions of youth issues. The fifth involves policy development work either related directly to IYY or given a particular significance because of it.

There are three activities under the participation theme. The first is a series of investigations on issues facing particularly disadvantaged groups of young people. The groups were those mentioned under the CEP project. In each case major investigations into these issues involved governments and those non-government organisations concerned vitally with the needs of the different groups. Five major publications resulting from these investigations will be published at the end of 1985 and will form the basis of further policy development work by the Commonwealth Government. The development of these projects was supported by the major CEP project discussed earlier.

The second activity under the participation theme involves the youth arts. Throughout Australia a number of youth arts festivals are being conducted under State Government support, but promoted and supported nationally by the Commonwealth. It is intended that these culminate in youth arts festivals to be held in a major national arts festival in 1988 Australia's Bicentenary year.

Also within the parameters of this second activity, a series of rock music concerts, seminars and workshops has been organised throughout the country. The purpose is to promote the work of lesser known bands.

A number of other activities were organised also through bodies such as the Special Broadcasting Service, and through grants which were made to bodies involved in youth arts. In particular, grants were made through the Australia Council's Youth Arts Incentive Scheme and an IYY concert was organised with the Australian Youth Orchestra as part of Adelaide's autumn festival.

The third activity involving this theme was to engage young people's participation through radio networks. In November/December 1984 a national radio hotline operated for two to three weeks in every capital city. The purpose was to ask young people how they wished to be involved in IYY. In many cases the participating radio stations continued or adapted the service into 1985. During the year, these and other radio stations have continued to conduct regular widespread discussions on youth issues.

The development theme of IYY involves a number of activities, undertaken by government departments and authorities and includes the following:

- World Environment Day (June 5) with theme of youth involvement and slogan "You're never too young to care"—Australian Environment Council.
- Youth Arts Incentive Scheme (\$1.17m)—Australia Council.
- National program of training courses (\$6.05m)—Australian Film and Television School.
- Series of 13 half-hour programs directed at youth—Special Broadcasting Service.
- Wayside Chapel to establish national network of Life Education Centres directed towards young people—Grant from Department of Health.
- National dietary study of Australian school children and special drug education programs in 1985-86—Department of Health.
- National survey of fitness, health and physical performance in schools—Department of Sport, Recreation and Tourism.
- Award for design excellence for buildings designed expressly for use by young people and post-occupancy evaluation of a school or similar facility involving students as members of the review team—Department of Housing and Construction.
- Provision of funds under the Grant-in-Aid Scheme and the Migrant Project Subsidy Scheme for work with, and projects for, migrant youth—Department of Immigration and Ethnic Affairs.
- Joint funding with the ABC of a series of six Aboriginal profiles and funding for two plays for national touring, one on youth for youth audiences—Department of Aboriginal Affairs.

The fourth component of the national IYY program includes a national promotion campaign to raise community awareness about IYY and about young people and the issues that face them. This involves television and radio advertising and the production of a considerable amount of printed material including a resource action kit to enable both younger and older people to become involved in IYY.

Through its promotional work, the Commonwealth Government sought to enlist the aid of all sectors in the community, particularly the corporate sector, in becoming involved in young people's issues.

Major reviews in the final component of the national IYY program, policy development, included the inquiry into labour market programs, much of which concerned youth employment and training programs and a fundamental review of income support arrangements for young people to be completed in time for the 1985-86 Budget.

Apart from these major reviews other special policy developments have been finalised, including the Supported Accommodation Assistance Program for young people in crisis accommodation, developments under the Community Youth Support Scheme and a review of youth employment services for young ethnic groups conducted by the Australian Institute of Multicultural Affairs.

The aim of the Government in relation to the International Year of Youth is not to control the activities but rather to provide direction. It set the objective of helping young people to bring about long term change and improvement in their lives, just as International Woman's Year and the International Year of Disabled Persons brought real and lasting benefit to special groups in the community.

Young people in 1985 and hopefully into the future will be pursuing their own objectives, bringing their own pressure to bear on government systems to react to what they want, not only within Commonwealth policy making and administration but at the grass roots local community and state levels.

The central objective of IYY'85 is a better future for young people everywhere. The world may witness some tangible evidence of this in the clear connections IYY has with other international years, starting earlier with the Year of the Child, and now, moving in 1986 to the International Year of Peace, remembering peace is an IYY theme. 1987 will be the Year of Shelter focussing on homelessness which has also become a growing problem among young people.