



# **EDUCATION AND TRAINING IN AUSTRALIA**

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- For further information about these and related statistics, contact John Sever on Canberra 02 6252 6660 or any ABS office shown on the back cover of this publication.

## NOTES

### ABOUT THIS PUBLICATION

Data from a number of selected statistical collections, from a range of agencies, have been used to compile this publication. Where non-ABS sources are referred to in tables and graphs they are preceded by the name of the author. All other references are to ABS collections.

### ACKNOWLEDGMENT

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The Australian Bureau of Statistics (ABS) welcomes feedback from readers regarding the range and quality of data and commentary provided. Please send any comments to the Education and Training Section, Australian Bureau of Statistics, PO Box 10, Belconnen, ACT, 2616.

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## LIST OF ABBREVIATIONS AND OTHER USAGES

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACE	Adult and Community Education
ACER	Australian Council for Educational Research
AIC	Assistance for Isolated Children
AOU	Academic Organisational Unit
billion	thousand millions
DEETYA	Department of Employment, Education, Training and Youth Affairs
EFTSU	Equivalent Full-Time Student Units
FTE	Full-Time Equivalent
GCCA	Graduate Careers Council of Australia
GDP	Gross Domestic Product
GSS	Graduate Starting Salaries
GWS	Gross Wages and Salaries
HECS	Higher Education Contribution Scheme
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NCVER	National Centre for Vocational Education Research
R&D	Research and Development
RPL	Recognition for Prior Learning
SAL	Survey of Aspects of Literacy
TAFE	Technical and Further Education
UNS	Unified National System
VET	Vocational Education and Training

Because estimates have been rounded, discrepancies may occur between the sums of the component items and totals.

n.a.	not available
n.e.c.	not elsewhere classified
*	the estimate has a relative standard error between 25% and 40% and should be used with caution.
**	subject to sampling variability too high for most practical purposes (relative standard error greater than 40%).
. .	not applicable
—	nil or rounded to zero



## CHAPTER 1

## INTRODUCTION

### SCOPE AND COVERAGE

This publication presents a comprehensive statistical overview of education and training in Australia. It is based on a range of data about the Schools, Vocational Education and Training (VET), and the Higher education sectors, drawn from selected Australian Bureau of Statistics (ABS) collections and non-ABS sources. Data quoted in this publication are derived from ABS collections, unless an alternative source is specifically identified.

While some key features are highlighted in the Main Features, the main chapters provide further detail about: the educational attainment of Australians and their related outcomes; the participants in, and providers of education and training; and the human and financial resources involved in the delivery of education and training.

Preschool education	There is no national policy in Australia on the provision of preschool education. Differences exist in the administration and organisation of preschools among the States and Territories. In addition, because the age of entry to school varies across the States and Territories, the age at which children can attend preschool also varies. In 1996, the Child Care Survey estimated that 15% of all children less than five years old were attending preschool. Because of difficulties in gathering comparable national data which separate education from child-care activities, preschool has not been included in the scope of this publication.
Adult and Community Education	Extending beyond formal education and training is the emerging Adult and Community Education (ACE) sector. ACE focuses on the provision of learning opportunities at a community level, rather than work-based training. ACE therefore complements the formal programs and qualification pathways provided by the Schools, VET and Higher education sectors.
Reference period	Since data are presented from a variety of sources, there is no single reference period applicable. However, the publication includes the most recent data available which, in most cases, span the years 1996, 1997 and 1998. In addition, some historical series are presented.
Data comparability	This publication contains data from a number of selected statistical collections, from a range of agencies. While data sources have been drawn together to enable this statistical profile of education and training activity in Australia to be compiled, some differences occur in totals across tables. Different definitions, collection methodologies, and reference periods, for instance, affect the comparability between data sets.

## DEFINING EDUCATION AND TRAINING

Together, education and training comprise a lifelong learning process that enables individuals to take their places in a skilled and changing labour force, and to lead fulfilling personal lives.

More specifically, education enables people to acquire knowledge, skills or socially valued qualities of character and behaviour. Traditionally, education is viewed as people-orientated, and is usually undertaken at formal institutions. In contrast, training is a more specific type of learning whereby certain skills are developed to a standard of proficiency for subsequent application in the workplace.

The diversity of the Australian community, internationally competitive labour markets, expanding technologies and changing work practices have created new demands in respect of the delivery of education and training. No longer are the distinctions between education and training clearly delineated, and the delivery of education frequently extends beyond the physical confines of formal institutions. Similarly, training extends beyond the workplace, and is often conducted by commercial providers, or educational institutions.

The Glossary provides definitions related to the data presented in this publication.

## DEFINING LITERACY

The increasing complexity of our society and the structure of our workforce have highlighted the importance of good literacy skills for individuals. Information has been increasingly sought about the relationship between literacy skills and the individual outcomes of the lifelong learning process. This edition of *Education and Training in Australia* incorporates new information about some aspects of the literacy skills of adult Australians.

Literacy data in this publication are drawn from the Survey of Aspects of Literacy which was conducted by the ABS in 1996, as part of the International Adult Literacy Survey. The survey focused on 'functional literacy and numeracy', those skills necessary to understand and use information from material which is printed in English and found in everyday life. For further information about this survey, please refer to the Glossary.

## THE DELIVERY OF EDUCATION AND TRAINING IN AUSTRALIA

Education and training leading to a recognised qualification are delivered across four education sectors: preschool education; compulsory and post-compulsory schooling; VET; and Higher education. VET and Higher education are collectively known as tertiary education.

No longer are the pathways direct from school to the labour force or tertiary education the norm. Within schooling, many students gain labour force experience while studying through school-industry link programs. Programs in Higher education are more flexible. Distance education and Open Learning have provided new opportunities for people with longer term qualification requirements. In contrast, accelerated learning programs cater for people with more immediate needs.

THE DELIVERY OF  
EDUCATION AND TRAINING  
IN AUSTRALIA *continued*

There are now several examples of multi-sectoral campuses within Australia, increasing students' access to resources. It is also increasingly possible to transfer studies between education sectors in order to complete a qualification. Such initiatives pose new challenges for data about education and training activities in Australia.

## CHAPTER 2

## MAIN FEATURES

### EDUCATIONAL ATTAINMENT AND OUTCOMES

**Formal qualifications** In 1997, 40% of 15–64 year olds had a post-school qualification. The most common highest qualification held was a Skilled or Basic vocational qualification (19%) or a Bachelor degree or a higher qualification (14%).

**Literacy skills** Almost 44% of 15–64 year olds in 1996 had poor or very poor prose literacy skills (in English) and could be expected to experience some or considerable difficulties in using many of the printed materials encountered in daily life. Nearly 37% of people had skills that would enable them to cope with many printed materials found in everyday life. Some 19% of the population had good or very good prose skills and would be capable of managing all the literacy demands of everyday life.

**Labour force participation and qualifications** Overall, 85% of persons with post-school qualifications in 1997 were in the labour force, compared to 70% of persons without such qualifications.

Persons with a Bachelor degree or a higher qualification, in the field of Business and administration, Engineering, or Architecture and building were most likely to be in the labour force (92%).

**Labour force participation and literacy skills** Labour force participation rates in 1996 were higher for persons with good or very good skills in literacy. For instance, 86% of those with good or very good Prose skills were in the labour force compared to 60% of those with very poor Prose skills.

Persons with very poor Prose skills were most likely to be employed as Labourers and related workers (30% of those who were employed), while those with good or very good Prose skills were most likely to be Professionals (33%).

**Labour market outcomes of education** In 1997, employed persons with Bachelor degrees or higher qualifications were most often employed as Professionals, whereas persons with Other post-school qualifications were most often working as Tradespersons and related workers.

Of those who completed a course in the 12 months prior to April–May 1997, Technical and Further Education (TAFE) graduates were more frequently employed (71%) than Higher education graduates (69%) or school leavers (57%).

**Outcomes of training** In 1997, 87% of wage and salary earners who completed in-house training courses, and 84% of those who completed external training courses (in the last 12 months), considered that their job performance had improved as a result of the training.



## PARTICIPATION IN EDUCATION AND TRAINING

In 1997, approximately 5.3 million persons aged 15–64 years participated in some form of education and training. The majority (60%) of these were in school education. Of tertiary students, 69% were in Vocational Education and Training (VET) and 31% in Higher education.

Participation in schooling      Approximately 3.2 million students received school education in 1997, 59% at primary level and 41% at secondary level.

Participation in VET      There were 1.5 million VET clients in June 1997, with males outnumbering females (733,800 and 676,700 respectively).

In 1997, 62% of training courses completed in the previous 12 months were in-house courses. Management and professional training was the most common field of training undertaken (29%).

Participation in Higher education      There were 659,000 students enrolled in undergraduate and post-graduate Higher education courses in 1997. Females (358,700) outnumbered males (300,200).

Some 75% of students were studying Bachelor degree courses compared to 21% studying Post-graduate courses, and 4% studying Other undergraduate, Enabling or Non-award courses.

Reasons for not completing study      In 1997, work-related reasons were the most common reasons for non-completion of schooling or tertiary qualifications. Of young persons who had left secondary school before completion, 43% said this was because they got (or wanted) a job or apprenticeship.

Study/training and the labour force      Some 37% of school students aged 15 years and over were in the labour force in 1997, 79% of whom were employed part-time.

Some 92% of part-time TAFE and 93% of part-time Higher education students were in the labour force. Approximately 71% and 70% respectively were employed full-time. Conversely, 51% of full-time TAFE and 54% of full-time Higher education students were employed, predominantly part-time.

## PROVIDERS OF EDUCATION AND TRAINING

School education      There were 9,609 schools in Australia in 1997. Some 77% of primary and 72% of secondary schools were government schools.

VET      In 1997, VET programs were provided by 101 TAFE and other government institutions in 1,000 training provider locations, 599 community centres, and by 1,410 other registered providers. Some 74% of VET clients were enrolled in TAFE or technical colleges and 16% were receiving training from Professional or industry associations.

In 1996, 18% of employers provided structured training to their employees. Larger employers more frequently provided structured training than did smaller employers.

Higher education In 1997, there were 42 public and 3 private Higher education institutions. Nearly all of these (96%) provided both full-time and part-time courses. Some 16% of the Equivalent Full-Time Student Unit load studied part-time and 8% externally.

## HUMAN RESOURCES

Overall, 580,000 persons (7% of all employed persons) worked in the Education industry in 1997, of whom 63% were involved in the provision of school-based education, 26% in tertiary education, and 11% in preschool and other education.

Overall, 95% of teachers, academics and tutors held a recognised post-school qualification in 1996. In the same year, 50% of persons employed in education had good or very good Prose literacy skills.

School teachers There was the equivalent of 261,900 persons employed full-time in schools in 1997. The proportion of primary school staff who were teachers was the same for both government and non-government schools (79%). However, for secondary schools the proportion who were teachers was 81% for government schools, and 76% for non-government schools.

Persons providing VET Of the 728,100 persons engaged in the direct provision of VET in 1997, 59% were employed in organisations that provided training primarily for employees of their current employer or business.

Higher education academics In 1997, staff employed in Higher education totalled 81,400 Full-Time Equivalent (FTE) staff units employed in Higher education. Approximately 45% of Higher education staff (FTE) were classified as academics in 1996, the latest year for which such data are available for all Higher education staff.

## FINANCE

In 1996–97, total outlays on education amounted to \$29.3 billion. Some 84% of this amount was contributed from the government sector, the remainder from the private sector.

Source of funds Public funding of government school education was \$11.2 billion in 1995–96. Generally, secondary students in government schooling were funded at a higher level (\$6,110 per student) than their counterparts in primary schooling (\$4,410).

In 1997, operating revenues for the publicly funded VET system amounted to \$3.8 billion. Of that amount, 56% was provided by State and Territory Governments, 25% by the Commonwealth Government and the remainder from Fee-for-service and Student fees and charges.

In 1996, operating revenues for publicly funded Higher education institutions amounted to \$8.1 billion. Of that amount, 57% was from Commonwealth government grants and 12% from Higher Education Contribution Scheme payments.

School expenditure	<p>Of \$11.2 billion government expenditure on government school systems in 1995–96, 57% was directed to the payment of teaching staff salaries, 11% to non-teaching staff salaries, and 32% to non-salary costs.</p> <p>In 1996, 86% of per student expenditure on non-government schools was spent on recurrent operational funding including servicing of debt. The remaining 14% was spent on capital expenditures.</p>
VET expenditure	<p>Publicly funded VET expenditure in 1997 was approximately \$4 billion, of which the major components were Employee costs (62%) and Supplies and services (22%).</p> <p>In the September quarter of 1996, employers in Australia spent \$1.2 billion on structured training for their employees. Overall, employers spent \$186 per employee on the provision of structured training.</p>
Higher education expenditure	<p>In 1996, operating expenditure for publicly funded Higher education amounted to \$7.6 billion. The expense for Salary and Salary-related items was 63% of the total expenses, which included 26% for Academic salaries and 23% for Non-academic salaries.</p>
PARTICIPANT EXPENDITURE ON TRAINING	<p>Overall, 13% of the 8.3 million training courses completed in the 12 months prior to May 1997 incurred a cost to participants. In-house training courses incurred a lower average cost (\$149 per course) than external training courses (\$312).</p>
Support for training	<p>In 1997, 55% of persons enrolled to study for a post-school qualification, and 54% of participants who completed an external training course in the preceding 12 months received financial support.</p>

## CHAPTER 3

## EDUCATIONAL ATTAINMENT

### INTRODUCTION

This chapter provides a profile of selected measures of educational attainment in Australia. It explores the relationships between levels of formal qualifications and English literacy skills achieved by the adult population, and other characteristics such as age, sex, birthplace and first language spoken.

#### Measuring formal qualifications

This chapter uses the Australian Bureau of Statistics Classification of Qualifications (ABSCQ) as the basis for presenting data on the levels of formal qualifications. The data provided represent the highest qualification attained to date, rather than, for example, the principal qualification used at work or the qualification gained most recently.

The ABSCQ and other existing classifications frameworks do not enable the total skill or training base in the Australian population to be accurately reflected. This is principally because existing qualification frameworks generally do not recognise skills gained from completion of training exercises or partial completion of courses leading to formal qualifications, nor do they allow adequate comparison of such skills with those gained from completion of qualifications generally accepted by employer groups.

The ABSCQ is currently under review by the Australian Bureau of Statistics (ABS) to address these and other shortcomings, which include the issue of convergence between courses and levels of educational attainment offered in each of the educational sectors.

#### Measuring literacy skills

This chapter utilises data reflecting objective assessments of literacy gathered in the Survey of Aspects of Literacy (SAL), conducted in 1996 by the ABS. That survey was designed to measure certain aspects of the literacy and numeracy skills of the Australian population and was a part of the International Adult Literacy Survey. The 'literacy and numeracy skills' covered in the survey were 'the information processing skills necessary to use printed material found at work, at home, and in the community'. The survey focused on 'functional literacy and numeracy', those skills necessary to understand and use information from material which is printed in English and found in everyday life.

The SAL objectively assessed three aspects of literacy:

- *Prose literacy*—the ability to understand and use information from various kinds of prose texts, including newspaper and magazine articles, and brochures.
- *Document literacy*—the ability to locate and use information contained in materials such as tables, schedules, charts, graphs and maps.

Measuring literacy skills  
*continued*

- *Quantitative literacy*—the ability to perform arithmetic operations using numbers contained in printed texts or documents. This type of literacy clearly has a strong element of numeracy. However, because quantitative literacy relates to the ability to extract and use numbers from printed texts and documents, for the purposes of the SAL it is referred to as a type of literacy.

Skill levels

The SAL defined literacy as a continuum for each of the above three types of literacy denoting how well people used material printed in English. This continuum translates to a five-point scale of skill levels, ranging from people at Level 1, who have very poor skills and could be expected to experience considerable difficulties in using many of the printed materials encountered in daily life, to people at Level 5 with very good skills.

The relationship between formal qualifications and literacy skills

Formal education level is strongly related to functional literacy, as suggested by the results of the SAL. These two indicators of attainment are both explored in the following sections, including their relationships to various demographic variables, and to each other.

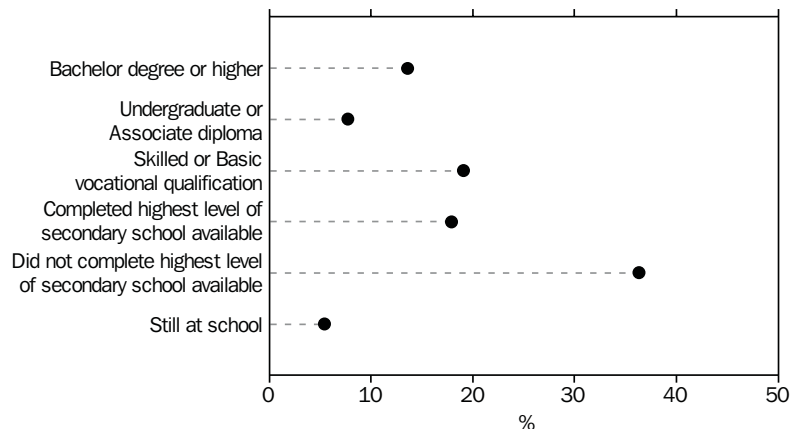
## A DEMOGRAPHIC PROFILE

Attainment levels

In 1997, 40% of 15–64 year olds had completed a post-school qualification. The most common level of post-school qualification was a Skilled or Basic vocational qualification (19%), followed by a Degree or higher qualification (14%).

A further 18% of persons had completed secondary school, but had not obtained a post-school qualification.

### 3.1 EDUCATIONAL ATTAINMENT, MAY 1997



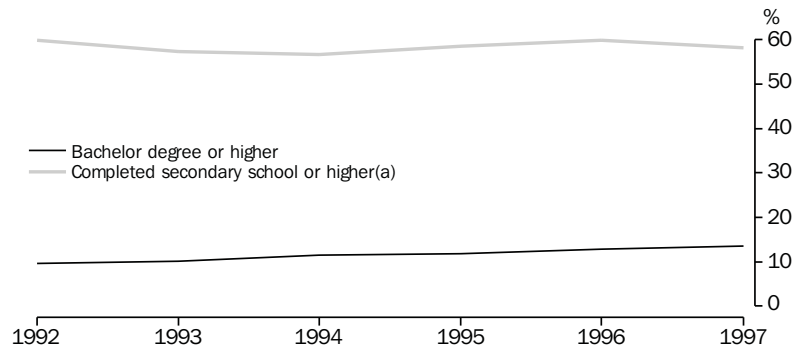
Source: *Transition from Education to Work, Australia, May 1997* (Cat. no. 6227.0).

Trends in educational attainment levels

As can be seen in graph 3.2, the proportion of the population who have attained at least the highest level of secondary school has declined marginally between 1992 and 1997, although some fluctuations are evident in that period.

The increased focus on Higher education in the 1990s is evident in the steady increase in the proportion of people with Bachelor degree or higher qualifications (Higher degree, Post-graduate diploma), from 10% in 1992 to 14% in 1997.

### 3.2 HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT



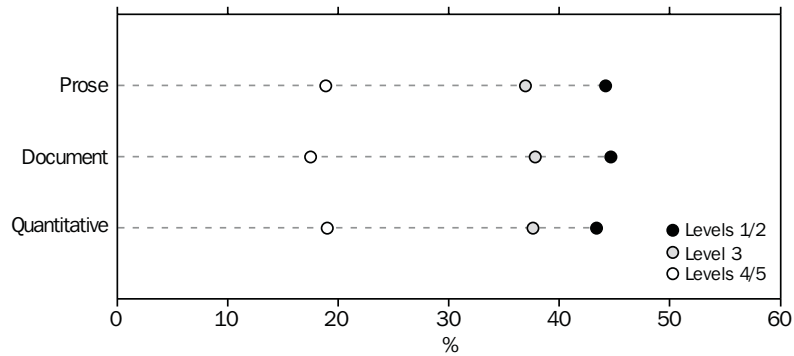
(a) Completed the highest level of secondary school available, or any post-school qualification.  
Source: Unpublished data, Transition from Education to Work Survey.

Literacy skills

The level of literacy skills demonstrated by persons aged 15–64 was similar on each of the Prose, Document and Quantitative scales measured by the SAL (see Glossary for explanation of literacy scales and levels).

Approximately 17% of persons had very poor Prose skills (Level 1) and could be expected to experience considerable difficulties in using many of the printed materials that may be encountered in daily life. About 27% were at Level 2 on the Prose scale and could be expected to experience some difficulties in using many of the printed materials found in daily life. The largest group was at Level 3 (37%), and could be expected to cope with many printed materials found in daily life and at work, though not always with a high level of proficiency. Some 17% of the population were at Level 4, representing good skills, and a relatively small number (2%) were at Level 5, representing very good skills. Persons at Levels 4 and 5 are considered capable of managing the literacy demands of everyday life.

### 3.3 LITERACY SKILLS, 1996



Source: Unpublished data, Survey of Aspects of Literacy, 1996.

#### Sex differences

##### FORMAL QUALIFICATIONS

A higher proportion of 15–64 year old males held post-school qualifications at May 1997 than females (45% and 36% respectively). Even though the majority of post-school qualification holders overall were male, the proportion of Bachelor degree and Post-graduate diploma holders who were female was over 50%.

The largest comparative difference between males and females was for Skilled vocational qualifications. Approximately 18% of males held Skilled vocational qualifications, compared to less than 3% of females.

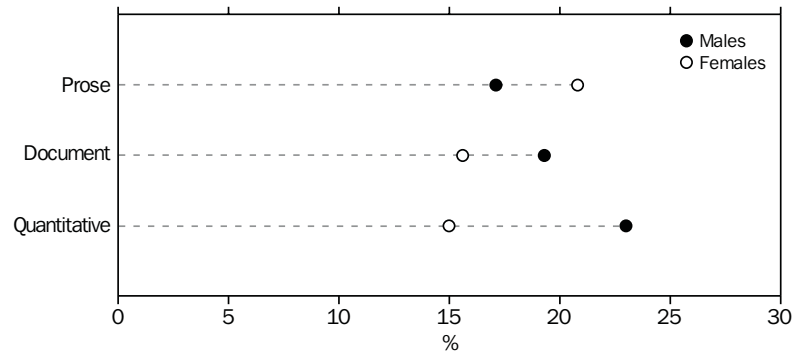
##### LITERACY SKILLS

The relationship between sex and the level of literacy skills varied across the three literacy scales. In 1996, a greater proportion of females than males had good to very good (Levels 4/5) Prose skills than males, whereas a greater proportion of males were rated highly on the Document and Quantitative scales.

The proportion of females at Levels 4/5 on the Prose literacy scale was 21%, compared with 17% for males. In contrast, on the Document scale 19% of males were at Levels 4/5 compared with 16% of females, and on the Quantitative scale 23% of males were at this level, compared with 15% of females.

Approximately 48% of females were at Levels 1/2 on the Quantitative scale, compared with 39% of males, but the difference was smaller on the Document scale, where 47% of females were at these levels, compared to 43% of males. The sex difference was more pronounced for those aged 45 years and over.

### 3.4 HIGHER LEVEL LITERACY SKILLS(a), 1996



(a) Levels 4/5.

Source: *Aspects of Literacy: Assessed Skill Levels, Australia, 1996* (Cat. no. 4228.0).

### Age group (years)

#### FORMAL QUALIFICATIONS

At May 1997, persons in the 35–44 year age group more frequently held post-school qualifications (50%) than did those in any other age group between 15–64 years. However, the qualifications held by the 25–34 age group were more frequently at Bachelor degree level or higher (17%). Excluding the youngest age group, older persons were less likely to hold a post-school qualification. For example, two-thirds of persons aged 55–64 did not hold a post-school qualification compared to half of the 35–44 year age group.

### 3.5 EDUCATIONAL ATTAINMENT, MAY 1997

Age group (years)	With post-school qualifications				Without post-school qualifications			Still at school	Total(a)
	Bachelor degree or higher	Undergraduate or Associate diploma	Skilled or Basic vocational	Total	Completed highest level of secondary school available	Did not complete highest level of secondary school available	Total		
	'000	'000	'000	'000	'000	'000	'000	'000	'000
15–24	164.3	107.2	301.8	573.3	851.6	555.2	1 407.7	657.9	2 638.9
25–34	495.6	233.7	655.9	1 385.1	489.5	962.1	1 451.9	*0.3	2 837.2
35–44	503.8	260.8	626.9	1 391.5	365.1	1 042.5	1 410.0	*1.2	2 802.7
45–54	338.9	223.6	477.8	1 040.2	290.8	1 027.1	1 319.9	*0.7	2 360.7
55–64	150.3	113.7	266.8	530.9	179.7	833.0	1 015.6	*1.0	1 547.4
<b>Total</b>	<b>1 652.9</b>	<b>938.9</b>	<b>2 329.2</b>	<b>4 921.0</b>	<b>2 176.7</b>	<b>4 419.9</b>	<b>6 605.0</b>	<b>661.0</b>	<b>12 187.0</b>

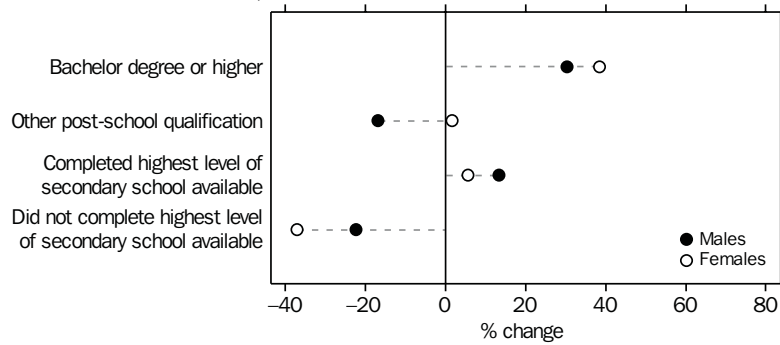
(a) Includes persons who did not attend school.

Source: *Transition from Education to Work, Australia, May 1997* (Cat. no. 6227.0).

The greatest change in the educational attainment of young persons between 1993 and 1997 was for young females. The proportion of females aged 20–24 with a Bachelor degree or higher increased by 38%. The proportion of young males with a Bachelor degree or higher increased by 30%.



3.6 CHANGE IN EDUCATIONAL ATTAINMENT OF PERSONS AGED 20–24 YEARS, 1993 AND 1997



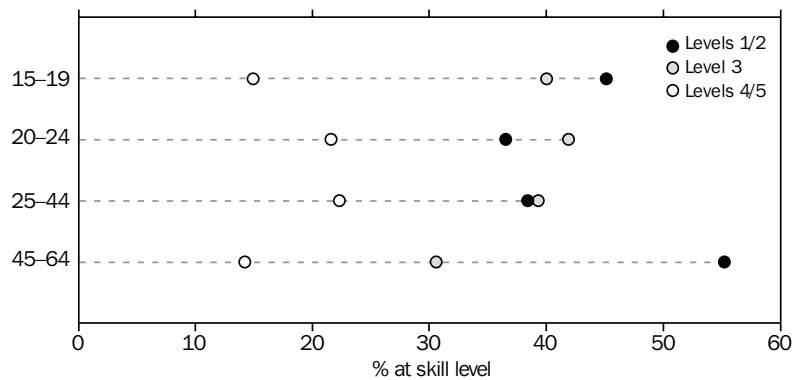
Source: Unpublished data, Transition from Education to Work Survey.

LITERACY SKILLS

Persons aged under 45 years tended to have higher levels of literacy than older people. Compared with older people, larger proportions of persons aged 20–44 had good to very good skills (Levels 4/5). Many aged 15–19 would not yet have completed their education and generally would have had little work experience. For this reason it is expected that their literacy skills would develop further (table 3.17).

In 1996, the proportion of persons with Levels 4/5 Prose skills was similar for both the 15–19 and 45 and over age groups. However, fewer younger people were at Levels 1/2 than older people.

3.7 PROSE SCALE, AGE GROUP (YEARS)—1996



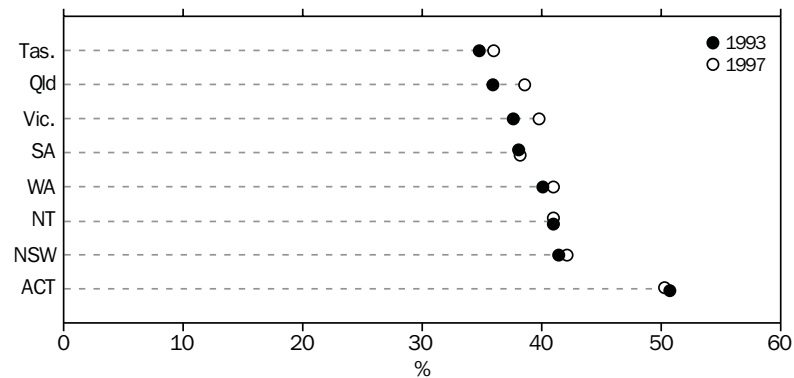
Source: Aspects of Literacy: Assessed Skill Levels, Australia, 1996 (Cat. no. 4228.0).

States and Territories

FORMAL QUALIFICATIONS

Post-school qualification rates increased to varying degrees in most States and Territories between 1993 and 1997. The Australian Capital Territory maintained the highest and Tasmania the lowest proportion of persons with post-school qualifications.

### 3.8 PERSONS WITH POST-SCHOOL QUALIFICATIONS



Source: Unpublished data, Transition from Education to Work Survey.

### LITERACY SKILLS

The distribution of 15–64 year olds with good to very good literacy skills (Levels 4/5) varied significantly among the States and Territories. In 1996, the Australian Capital Territory, South Australia and Western Australia consistently had greater proportions of persons with higher level skills on each literacy scale. Across all scales, New South Wales and Victoria had the largest proportions of persons with very poor skills (Level 1).

Variations in the literacy performance of the populations of the States and Territories may be partially explained by differences in their socio-demographic characteristics. For example, New South Wales and Victoria had comparatively large proportions of persons whose first language was not English. There are also variations in the age structures of States and Territories.

### 3.9 HIGHEST AND LOWEST LEVEL LITERACY SKILLS, 1996

	Prose scale		Document scale		Quantitative scale	
	Level 1	Levels 4/5	Level 1	Levels 4/5	Level 1	Levels 4/5
	%	%	%	%	%	%
New South Wales	19.8	17.2	19.8	14.9	19.0	17.3
Victoria	18.3	18.0	18.9	17.4	18.5	18.2
Queensland	13.8	19.8	12.4	19.1	14.3	20.4
South Australia	14.6	23.0	14.6	20.5	13.9	21.6
Western Australia	13.7	21.5	13.0	19.5	13.5	21.0
Tasmania	15.1	15.0	16.8	13.5	16.0	15.0
Northern Territory(a)	*8.7	17.1	*11.7	21.8	*10.6	22.8
Australian Capital Territory	10.8	28.8	9.3	29.1	11.3	30.0
<b>Australia</b>	<b>17.0</b>	<b>18.9</b>	<b>16.8</b>	<b>17.5</b>	<b>16.8</b>	<b>19.0</b>

(a) Includes Urban areas only.

Source: Unpublished data, Survey of Aspects of Literacy, 1996.

First language spoken and birthplace

FORMAL QUALIFICATIONS

A higher proportion of persons born outside Australia held post-school qualifications (53%), compared to their Australian-born counterparts (47%). Among those born outside Australia, those who spoke only English as their first language were more likely to hold a post-school qualification (58%) than those who first spoke only another language (49%).

The opposite was true for Australian-born persons, where 50% of those who first spoke a language other than English had a post-school qualification, compared to 47% of those who first spoke English.

3.10 FIRST LANGUAGE SPOKEN, EDUCATIONAL QUALIFICATIONS—1997

	With post-school qualifications			Without post-school qualifications			
	Bachelor degree or higher	Other post-school qualifications	Total	Attended highest level of secondary school available	Did not attend highest level of secondary school available	Still at school	Total(a)
	'000	'000	'000	'000	'000	'000	'000
BORN IN AUSTRALIA							
Spoke only English as first language	976.8	2 404.8	3 489.7	1 076.7	2 269.3	519.9	7 405.7
Spoke only other languages	40.5	83.8	128.1	47.6	57.2	20.3	254.3
<b>Total(b)</b>	<b>1 030.6</b>	<b>2 528.3</b>	<b>3 672.1</b>	<b>1 155.9</b>	<b>2 352.8</b>	<b>550.5</b>	<b>7 782.4</b>
BORN OUTSIDE AUSTRALIA							
Spoke only English as first language	221.8	447.1	697.0	161.3	312.3	32.1	1 203.9
Spoke only other languages	249.1	376.2	652.9	247.2	314.5	60.7	1 325.1
<b>Total(b)</b>	<b>491.0</b>	<b>848.6</b>	<b>1 396.6</b>	<b>427.4</b>	<b>640.7</b>	<b>95.9</b>	<b>2 612.8</b>

(a) Includes persons who never attended school.

(b) Includes persons who first spoke English and another language concurrently.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

LITERACY SKILLS

Persons whose first language was not English did not perform as well overall as those who spoke English as their first language. Generally persons whose first language was not English were more frequently at Levels 1/2 on the Prose scale than on the Quantitative scale. Birthplace was also an influential factor. For example, on the Prose scale, of persons whose first language was not English, 51% of those born overseas were at Level 1 compared with only 16% of those born in Australia.

3.11 FIRST LANGUAGE SPOKEN, LITERACY SKILLS—1996

	Level 1		Level 2		Level 3		Levels 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	%
English was first language spoken										
Born in Australia	986.4	11.6	2 332.6	27.5	3 377.6	39.8	1 786.4	21.1	<b>8 483.0</b>	100.0
Born outside Australia	135.5	9.5	400.9	28.2	570.7	40.1	315.2	22.2	<b>1 422.3</b>	100.0
English was not first language spoken										
Born in Australia	62.5	16.1	112.0	28.8	150.9	38.8	63.2	16.3	<b>388.6</b>	100.0
Born outside Australia	847.0	50.7	412.1	24.7	315.1	18.9	97.4	5.8	<b>1 671.7</b>	100.0

Source: Unpublished data, Survey of Aspects of Literacy, 1996.

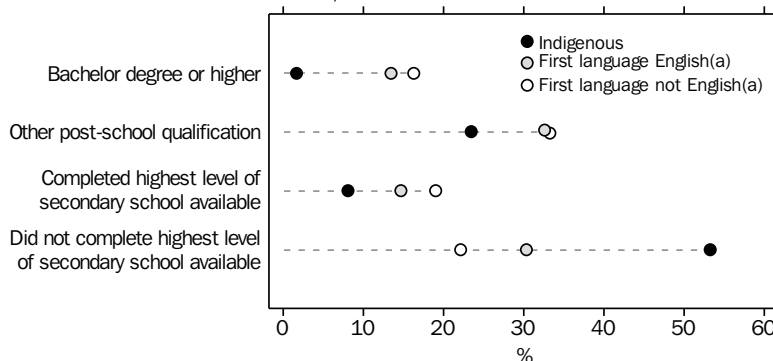
Conversely, of persons whose first language was not English, greater proportions of those born in Australia had good to very good (Levels 4/5) literacy skills compared with those born outside Australia. For example, 16% of persons whose first language was not English, but who were born in Australia, were at Levels 4/5 on the Prose scale compared with 6% of their overseas-born counterparts.

Indigenous peoples

FORMAL QUALIFICATIONS

Indigenous persons were less likely to hold a post-school qualification in 1997, particularly a Bachelor degree or a higher qualification, compared to other persons in the Australian population. They were also far more likely to have left school before completing the highest level of secondary school available.

3.12 EDUCATIONAL ATTAINMENT, DEMOGRAPHIC CHARACTERISTICS—1997



(a) Born in Australia and not Indigenous.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

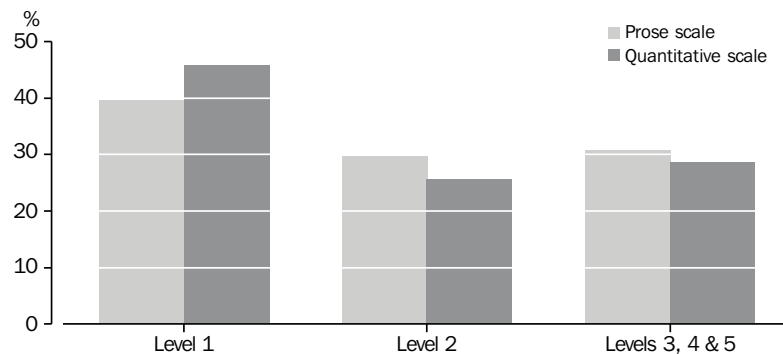
### LITERACY SKILLS

Of those Indigenous persons represented by the sample in the SAL<sup>1</sup>, almost all (99%) reported speaking English as their first language. Despite this, significantly greater proportions of Indigenous persons were at lower literacy levels compared with others who spoke English as a first language.

Some 69% of Indigenous persons had poor to very poor skills (Levels 1/2) on the Prose scale. Also, the skill levels of Indigenous persons varied more across the scales, than for non-Indigenous persons who spoke English as a first language. For instance, 40% of Indigenous persons were at Level 1 on the Prose scale compared to 46% at Level 1 on the Quantitative scale. This compares to 11% and 12% of other persons whose first language was English at Level 1 on each scale respectively.

Different levels of educational attainment may explain these results to some extent. Some 62% of Indigenous persons did not complete the highest level of secondary school available, whereas the corresponding proportion for non-Indigenous persons whose first language was English was 34%.

3.13 LITERACY SKILLS OF INDIGENOUS PERSONS, 1996



Source: Unpublished data, Survey of Aspects of Literacy, 1996.

International comparisons of literacy skills

The general pattern across most countries was for females to have better Prose skills than males, while males tended to have slightly better quantitative skills than females. Australia was no exception in this respect.

Australians' skills were 'middling' compared to people of other countries. Overall, Australia's literacy skills were most similar to Canada and the United States of America. Sweden's literacy skills were noticeably better, and Poland's considerably poorer, compared to all other countries included in table 3.14.

<sup>1</sup> It should be noted that the SAL sample excluded certain remote and sparsely settled areas, so that an estimated one-quarter of the Aboriginal population did not have a chance of selection for the survey. Furthermore, because the number of persons in the sample who identified themselves as Indigenous was small, the estimates produced have relatively high standard errors.

International comparisons of literacy skills *continued*

Compared to other countries, however, Australia's females had one of the lowest proportions (15%) at Levels 4/5 on the Quantitative scale. A similar proportion of Dutch and Swiss German-speaking females were at this level on the Quantitative scale (14% and 15% respectively), but Poland was the only country in which this proportion was considerably lower (6%).

### 3.14 LITERACY SKILLS, COUNTRY OF BIRTH—1994 AND 1996(a)

	Level 1		Level 2		Level 3		Levels 4/5	
	Males	Females	Males	Females	Males	Females	Males	Females
	%	%	%	%	%	%	%	%
PROSE SCALE								
Australia	18.2	15.9	28.2	26.1	36.5	37.3	17.2	20.7
Canada(b)	19.0	14.3	26.6	24.7	37.0	33.2	17.4	27.8
Germany	15.4	13.3	31.8	36.7	37.9	38.0	15.4	12.0
Netherlands	10.5	10.5	31.3	28.8	43.6	44.6	14.6	16.0
Poland	43.3	42.0	35.4	33.7	18.7	20.8	2.6	3.5
Sweden	7.9	7.1	20.9	19.8	39.9	39.5	31.3	33.6
Switzerland (French)	17.1	18.2	31.2	36.2	40.9	36.4	10.8	9.2
Switzerland (German)	17.9	20.7	32.9	38.4	40.0	32.1	9.2	8.7
United States of America	22.2	19.3	28.0	23.9	29.8	34.7	20.0	22.1
QUANTITATIVE SCALE								
Australia	15.3	18.2	23.4	29.6	38.1	37.2	23.1	14.9
Canada(b)	17.2	16.6	24.9	27.2	33.8	35.9	24.1	20.2
Germany	5.7	7.6	22.7	30.5	42.9	43.5	28.7	18.4
Netherlands	8.2	12.4	20.8	30.4	46.4	42.1	24.6	15.1
Poland	36.2	42.0	29.7	30.6	26.1	21.7	8.0	5.7
Sweden	5.2	8.0	15.3	21.8	37.6	40.4	41.9	29.8
Switzerland (French)	11.0	14.8	19.8	29.1	43.8	40.7	25.4	15.5
Switzerland (German)	12.2	16.1	22.2	30.2	41.9	39.6	23.7	14.2
United States of America	20.9	21.0	22.2	28.1	29.9	32.5	27.1	18.4

(a) Australian data were collected in 1996, while data for all other countries shown here were collected in 1994.

(b) In Canada, respondents were given a choice of completing the questionnaire and tasks in English or French.

Source: Unpublished data, Survey of Aspects of Literacy, 1996; OECD, Literacy, Economy and Society, 1995.

Field of achievement

At May 1997, Engineering and Business and administration were the fields in which people most commonly held their highest post-school qualification (1.2 million and 1.0 million respectively). In both cases, more qualifications were held at the Skilled and Basic vocational levels than at higher qualification levels.

#### FORMAL QUALIFICATIONS

The field of study for persons' highest qualification varied significantly according to sex. Higher proportions of females than males were qualified in the fields of Business and administration (11% of all females compared to 6% of males); Health (7% of females compared to 2% of males); Society and culture (7% of females compared to 4% of males); and Education (5% of females compared to 2% of males).

FORMAL QUALIFICATIONS *continued*

Higher proportions of males than females held qualifications in Engineering (18% of males compared to 1% of females); Architecture and building qualifications (5% compared to near-zero per cent of females); and Natural and physical sciences (3% of males compared to 2% of females).

Despite the fact that almost twice the proportion of females held post-school qualifications in Business and administration compared to males, female qualifications in this field were generally at a lower level (table 3.18).

VARIATIONS IN LITERACY SKILLS

In 1996, a relatively small proportion of persons with a post-school qualification in the fields of Natural and physical sciences or Education had poor or very poor (Levels 1/2) skills. Persons qualified in Natural and physical sciences had the highest proportion of good to very good (Levels 4/5) Document and Quantitative skills, while those with qualifications in Education had the highest proportion with Prose skills at this level.

3.15 PERSONS WITH POST-SCHOOL QUALIFICATIONS, MAIN FIELD OF STUDY—1996

	Level 1	Level 2	Level 3	Levels 4/5
	%	%	%	%
PROSE SCALE				
Agriculture & related fields	*7.2	28.1	46.9	*17.7
Architecture & building	11.7	34.4	44.2	9.8
Business & administration	5.4	22.4	43.8	28.3
Education	*1.0	8.7	36.0	54.3
Engineering	12.0	30.6	41.8	15.6
Health	6.0	14.7	42.4	36.9
Miscellaneous fields	17.8	36.0	35.6	10.6
Natural & physical sciences	*5.5	13.4	37.3	43.9
Society & culture	7.4	16.2	37.4	39.0
QUANTITATIVE SCALE				
Agriculture & related fields	*6.8	18.7	54.1	20.4
Architecture & building	9.3	28.0	45.6	17.0
Business & administration	6.2	20.2	44.4	29.3
Education	*1.4	14.2	40.2	44.2
Engineering	9.2	22.8	43.9	24.1
Health	6.2	21.7	42.6	29.5
Miscellaneous fields	18.3	29.2	40.1	12.4
Natural & physical sciences	*2.5	*7.9	40.0	49.6
Society & culture	8.8	18.1	41.2	31.9

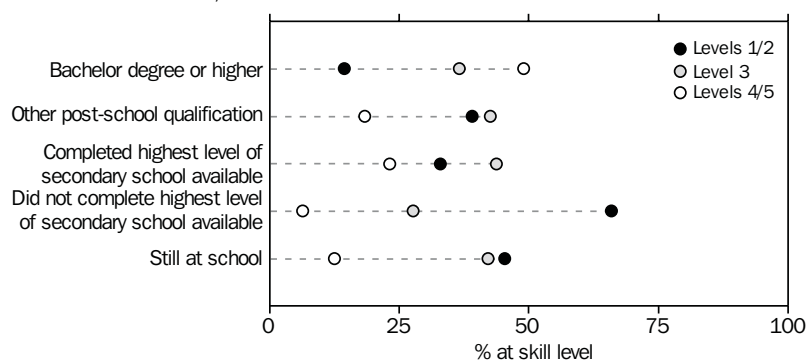
Source: Unpublished data, Survey of Aspects of Literacy, 1996.

Formal qualifications and literacy skills

As the level of formal educational attainment increases, so does the incidence of higher level literacy skills. This pattern was consistent across each of the Prose, Document and Quantitative scales. Between 46% and 49% of 15–64 year olds with a Bachelor degree or higher had good to very good literacy skills (Levels 4/5), depending on the scale. This compared to 22% to 23% of persons who completed the highest level of secondary school available and 5% to 7% of persons who had not.

The relationship between lower literacy skills and lower levels of attainment is clearly shown when Prose literacy is examined. Persons who had not completed the highest level of secondary school available were twice as likely to have poor to very poor Prose skills, compared with persons who had. They were also more than four times as likely to have poor to very poor Prose skills, compared with persons who held a Bachelor degree or higher (table 3.19).

### 3.16 PROSE SKILLS, HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT—1996



Source: Unpublished data, Survey of Aspects of Literacy, 1996.



3.17 LITERACY SKILL LEVELS, 1996

Age group (years)	Level 1		Level 2		Level 3		Levels 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	%
PROSE SCALE										
15-19	179.5	14.8	369.0	30.4	486.2	40.0	180.9	14.9	1 215.6	100.0
20-24	130.4	9.5	369.4	27.0	572.9	41.9	295.3	21.6	1 368.0	100.0
25-34	336.0	11.9	763.0	27.1	1 073.5	38.1	643.1	22.8	2 815.7	100.0
35-44	396.2	14.4	644.6	23.4	1 116.4	40.5	601.8	21.8	2 759.0	100.0
45-54	502.9	21.9	606.5	26.4	778.2	33.9	406.0	17.7	2 293.6	100.0
55-64	486.4	32.1	505.2	33.4	387.1	25.6	135.0	8.9	1 513.7	100.0
<b>Total</b>	<b>2 031.4</b>	<b>17.0</b>	<b>3 257.7</b>	<b>27.2</b>	<b>4 414.3</b>	<b>36.9</b>	<b>2 262.2</b>	<b>18.9</b>	<b>11 965.5</b>	<b>100.0</b>
DOCUMENT SCALE										
15-19	145.8	12.0	398.5	32.8	494.2	40.7	177.1	14.6	1 215.6	100.0
20-24	123.6	9.0	355.6	26.0	596.9	43.6	292.0	21.3	1 368.0	100.0
25-34	330.6	11.7	767.7	27.3	1 150.2	40.8	567.2	20.1	2 815.7	100.0
35-44	404.1	14.6	682.2	24.7	1 092.1	39.6	580.6	21.0	2 759.0	100.0
45-54	497.0	21.7	626.4	27.3	806.5	35.2	363.7	15.9	2 293.6	100.0
55-64	510.8	33.7	505.7	33.4	387.3	25.6	109.9	7.3	1 513.7	100.0
<b>Total</b>	<b>2 011.9</b>	<b>16.8</b>	<b>3 336.1</b>	<b>27.9</b>	<b>4 527.2</b>	<b>37.8</b>	<b>2 090.4</b>	<b>17.5</b>	<b>11 965.5</b>	<b>100.0</b>
QUANTITATIVE SCALE										
15-19	199.4	16.4	426.7	35.1	446.9	36.8	142.6	11.7	1 215.6	100.0
20-24	147.5	10.8	365.2	26.7	580.1	42.4	275.2	20.1	1 368.0	100.0
25-34	351.6	12.5	696.4	24.7	1 176.6	41.8	591.1	21.0	2 815.7	100.0
35-44	390.4	14.1	644.9	23.4	1 066.9	38.7	656.7	23.8	2 759.0	100.0
45-54	463.7	20.2	571.7	24.9	819.2	35.7	439.1	19.1	2 293.6	100.0
55-64	459.0	30.3	477.1	31.5	407.7	26.9	169.9	11.2	1 513.7	100.0
<b>Total</b>	<b>2 011.5</b>	<b>16.8</b>	<b>3 181.9</b>	<b>26.6</b>	<b>4 497.5</b>	<b>37.6</b>	<b>2 274.6</b>	<b>19.0</b>	<b>11 965.5</b>	<b>100.0</b>

Source: Aspects of Literacy: Assessed Skill Levels, Australia, 1996 (Cat. no. 4228.0).

<i>Main field of study</i>	<i>Males</i>	<i>Females</i>	<i>Born in Australia</i>	<i>Born outside Australia</i>	<i>Total</i>
	'000	'000	'000	'000	'000
Bachelor degree or higher	832.3	820.6	1 124.4	528.5	1 652.9
Business & administration	165.5	103.0	185.2	83.3	268.5
Health	70.6	172.0	169.3	73.3	242.6
Education	79.5	183.2	201.3	61.5	262.7
Society & culture	193.8	241.9	302.3	133.4	435.7
Natural & physical sciences	144.5	81.5	137.5	88.4	225.9
Engineering	127.5	12.3	75.5	64.3	139.7
Architecture & building	24.9	6.5	21.3	10.2	31.5
Undergraduate or Associate diploma	410.3	528.6	656.6	282.4	938.9
Business & administration	111.3	128.6	165.9	74.1	239.9
Health	14.7	142.0	112.4	44.3	156.7
Education	29.2	114.9	115.7	28.3	144.1
Society & culture	37.6	89.0	92.4	34.2	126.6
Natural & physical sciences	33.4	24.1	31.1	26.5	57.5
Engineering	121.8	8.2	77.2	52.8	130.0
Architecture & building	26.2	*4.0	21.4	8.8	30.2
Skilled or Basic vocational qualifications	1 482.5	846.7	1 765.2	564.0	2 329.2
Business & administration	87.8	445.1	416.1	116.7	532.8
Health	15.8	86.8	81.6	21.0	102.6
Education	*0.4	*0.9	*1.2	*0.0	*1.2
Society & culture	23.0	80.0	78.9	24.1	103.0
Natural & physical sciences	27.7	39.9	45.8	21.9	67.6
Engineering	842.0	46.1	646.8	241.2	888.1
Architecture & building	282.1	7.3	224.5	65.0	289.5
<b>Total</b>	<b>2 725.1</b>	<b>2 195.9</b>	<b>3 546.1</b>	<b>1 374.9</b>	<b>4 921.0</b>
Business & administration	364.5	676.7	767.2	274.0	1 041.3
Health	101.1	400.8	363.3	138.7	501.9
Education	109.1	299.0	318.2	89.8	408.1
Society & culture	254.4	411.0	473.6	191.7	665.3
Natural & physical sciences	205.6	145.5	214.4	136.7	351.1
Engineering	1 091.3	66.5	799.5	358.3	1 157.8
Architecture & building	333.3	17.8	267.1	84.0	351.1

Source: Unpublished data, Transition from Education to Work Survey, May 1997.

3.19 EDUCATIONAL ATTAINMENT, LITERACY SKILL LEVEL—1996

	Level 1		Level 2		Level 3		Levels 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	%
PROSE SCALE										
Bachelor degree or higher	47.2	3.0	179.0	11.4	575.0	36.6	770.2	49.0	1 571.4	100.0
Other post-school qualification	411.8	10.7	1 091.8	28.4	1 636.3	42.5	708.8	18.4	3 848.6	100.0
Completed highest level of secondary school available	241.7	12.1	415.4	20.8	872.8	43.8	463.5	23.2	1 993.4	100.0
Did not complete highest level of secondary school available	1 233.1	30.9	1 398.2	35.0	1 107.3	27.7	253.6	6.4	3 992.3	100.0
Still at school	67.5	12.7	173.2	32.7	223.0	42.1	66.1	12.5	529.9	100.0
<b>Total(a)</b>	<b>2 031.4</b>	<b>17.0</b>	<b>3 257.7</b>	<b>27.2</b>	<b>4 414.3</b>	<b>36.9</b>	<b>2 262.2</b>	<b>18.9</b>	<b>11 965.5</b>	<b>100.0</b>
DOCUMENT SCALE										
Bachelor degree or higher	41.8	2.7	140.3	8.9	663.4	42.2	726.0	46.2	1 571.4	100.0
Other post-school qualification	405.2	10.5	1 114.6	29.0	1 689.1	43.9	639.6	16.6	3 848.6	100.0
Completed highest level of secondary school available	200.9	10.1	458.0	23.0	887.4	44.5	447.0	22.4	1 993.4	100.0
Did not complete highest level of secondary school available	1 283.1	32.1	1 470.2	36.8	1 023.1	25.6	215.9	5.4	3 992.3	100.0
Still at school	50.8	9.6	153.0	28.9	264.1	49.8	61.9	11.7	529.9	100.0
<b>Total(a)</b>	<b>2 011.9</b>	<b>16.8</b>	<b>3 336.1</b>	<b>27.9</b>	<b>4 527.2</b>	<b>37.8</b>	<b>2 090.4</b>	<b>17.5</b>	<b>11 965.5</b>	<b>100.0</b>
QUANTITATIVE SCALE										
Bachelor degree or higher	*30.7	*2.0	154.6	9.8	637.0	40.5	749.1	47.7	1 571.4	100.0
Other post-school qualification	399.4	10.4	980.1	25.5	1 700.0	44.2	769.1	20.0	3 848.6	100.0
Completed highest level of secondary school available	199.9	10.0	478.4	24.0	872.7	43.8	442.4	22.2	1 993.4	100.0
Did not complete highest level of secondary school available	1 270.0	31.8	1 400.4	35.1	1 062.2	26.6	259.7	6.5	3 992.3	100.0
Still at school	81.5	15.4	168.5	31.8	225.6	42.6	54.3	10.2	529.9	100.0
<b>Total(a)</b>	<b>2 011.5</b>	<b>16.8</b>	<b>3 181.9</b>	<b>26.6</b>	<b>4 497.5</b>	<b>37.6</b>	<b>2 274.6</b>	<b>19.0</b>	<b>11 965.5</b>	<b>100.0</b>

(a) Includes persons with no formal schooling.

Source: Unpublished data, Survey of Aspects of Literacy, 1996.

## CHAPTER 4

## LABOUR MARKET OUTCOMES

### INTRODUCTION

This chapter focuses on labour market outcomes and their links to education and training. It explores the relationships between formal educational attainment, literacy levels, labour force status, patterns of looking for work, career outcomes and earnings. Apparent school retention rates to Year 12 and completions of tertiary courses are also included as outcome indicators for the education system.

### FORMAL QUALIFICATIONS AND LABOUR FORCE OUTCOMES

#### Labour force participation

Persons with post-school qualifications are more likely to be labour force participants (i.e. either employed or unemployed) than those without post-school qualifications. This is particularly so for females, whose labour force participation rate has been increasing in recent years.

Overall, 85% of persons with post-school qualifications in 1997 were in the labour force, compared to 70% of persons without post-school qualifications. At all levels of attainment, males showed higher labour force participation rates than females. Lower participation rates for females may reflect the continuing tendency for females to take on the larger share of child-care responsibilities, regardless of education levels. The highest participation rate for females was for those with a Bachelor degree or higher (84%).

Persons with Bachelor degree or higher qualifications in Business and administration, Engineering or Architecture and building were more likely to be in the labour force (92%), than those whose like qualifications were in other fields. When all post-school qualifications are included, persons with Engineering and Architecture and building qualifications still show the highest proportions in the labour force (both 90%)—however, persons with Business and administration qualifications are much less likely to be in the labour force (81%).

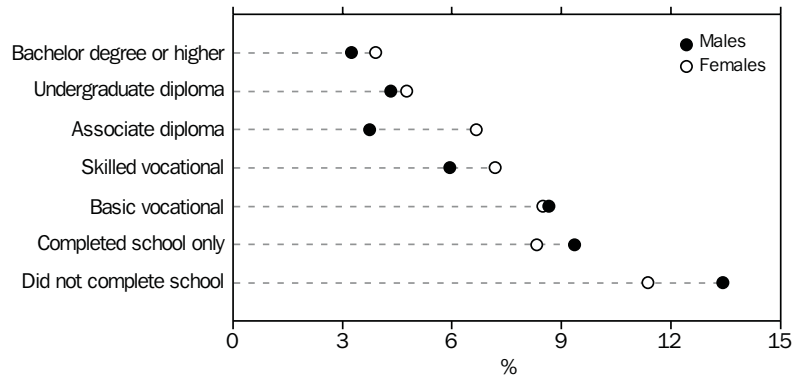
#### Unemployment rates

The unemployment rate (proportion of labour force participants unemployed) among 15–64 year olds in May 1997 was just below 9%, according to the Australian Bureau of Statistics Transition from Education to Work Survey.

When broken down by educational attainment level, the unemployment rate for those who did not complete school (13%) was considerably higher than for any other group. The difference in unemployment rates was greater between this group and those who completed school but did not hold any post-school qualification, than between any other two adjacent levels.

Females with post-school qualifications experienced higher unemployment rates in 1997 than males, in all attainment groups except Basic vocational qualifications. Females without post-school qualifications experienced lower unemployment rates than their male counterparts.

#### 4.1 UNEMPLOYMENT RATES, BY EDUCATIONAL ATTAINMENT—1997



Source: *Transition from Education to Work, Australia, May, 1997* (Cat. no. 6227.0).

At each of the levels of post-school qualifications (for example, Bachelor degree or higher), persons with Education or Health qualifications had among the lowest unemployment rates in 1997. Indeed, the lowest rates were for persons with a Bachelor degree or higher in Education (1.3%) and Health (1.6%).

Unemployment rates were relatively high overall for persons with qualifications in Natural and physical sciences, Society and culture, and Architecture and building. This was particularly so for persons with a vocational qualification in Society and culture or Natural and physical sciences (both 13%).

#### Time spent looking for work

In 1996, 11% of persons who did not complete school and 12% of persons who had completed school only, had two or more episodes of looking for work in the previous two years<sup>1</sup>. Only 8% of persons with a Bachelor degree or higher qualifications had two or more such episodes.

Of those who did look for work at some time in the two-year period, persons with Basic vocational qualifications spent a smaller proportion of the time looking for work, compared to persons at other levels of attainment. Holders of Undergraduate or Associate diplomas had comparatively long durations of looking for work—above 40 weeks on average in the reference period—similar to those who did not complete school.

<sup>1</sup> Reference period: two years ending September 1996.

## 4.2

## EDUCATIONAL ATTAINMENT, EPISODES AND TIME SPENT LOOKING FOR WORK—SEP 1994—SEP 1996

	<i>Bachelor degree or higher</i>	<i>Undergraduate diploma</i>	<i>Associate diploma</i>	<i>Skilled vocational</i>	<i>Basic vocational</i>	<i>Completed highest level of secondary school available</i>	<i>Did not complete highest level of secondary school available</i>
EPISODES OF LOOKING FOR WORK							
	'000	'000	'000	'000	'000	'000	'000
0	1 011.0	267.3	406.9	1 568.7	475.0	1 259.6	2 546.6
1	315.5	*65.1	87.9	371.3	136.9	407.7	836.7
2 or more	113.7	*10.3	*60.1	115.7	*20.6	234.5	416.8
AVERAGE TIME							
	weeks	weeks	weeks	weeks	weeks	weeks	weeks
Looking for work	34.7	40.9	41.2	37.1	30.8	32.8	43.2

Source: Unpublished data, Survey of Employment and Unemployment Patterns, 1996.

**Earnings** For both males and females in every age group, full-time wage and salary earners with post-school qualifications earned more than their counterparts without post-school qualifications. The size of this difference generally increased with age, for example, average income for 15–24 year olds with post-school qualifications was 21% higher than for those without post-school qualifications, while the difference was 23% for 25–34 year olds, and 38% for 55–64 year olds.

## 4.3

## WAGE AND SALARY EARNERS, AVERAGE WEEKLY EARNINGS—1997

<i>Level of educational attainment</i>	<i>Age group (years)</i>					<i>Total</i>
	15–24	25–34	35–44	45–54	55–64	
MALES						
With post-school qualifications (\$)	558.00	788.00	929.00	1003.00	858.00	860.00
Without post-school qualifications (\$)	435.00	642.00	700.00	764.00	629.00	632.00
<i>All males</i> (\$)	482.00	731.00	845.00	910.00	759.00	764.00
% difference(a)	28.3	22.7	32.7	31.3	36.4	36.1
FEMALES						
With post-school qualifications (\$)	495.00	692.00	735.00	732.00	681.00	673.00
Without post-school qualifications (\$)	432.00	546.00	573.00	544.00	507.00	523.00
<i>All females</i> (\$)	466.00	641.00	676.00	647.00	590.00	613.00
% difference(a)	14.6	26.7	28.3	34.6	34.3	28.7
PERSONS						
With post-school qualifications (\$)	526.00	752.00	867.00	913.00	822.00	794.00
Without post-school qualifications (\$)	434.00	610.00	660.00	678.00	596.00	595.00
<b>All persons (\$)</b>	<b>475.00</b>	<b>699.00</b>	<b>792.00</b>	<b>816.00</b>	<b>720.00</b>	<b>711.00</b>
% difference(a)	21.2	23.3	31.4	34.7	37.9	33.4

(a) Average earnings of persons with post-school qualifications, minus average income of persons without post-school qualifications, as a percentage of the latter.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

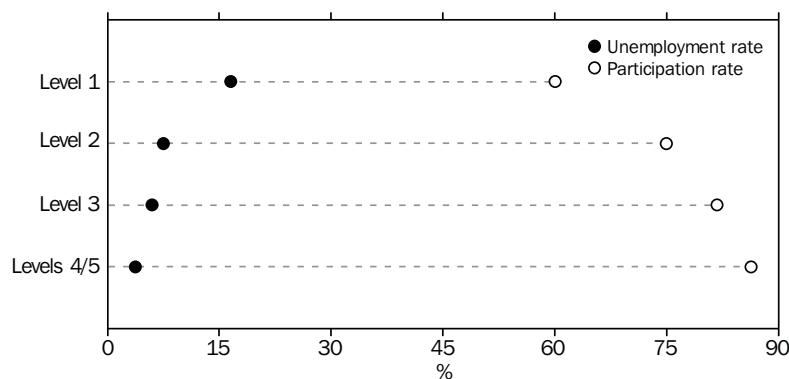
LITERACY SKILLS AND  
LABOUR FORCE OUTCOMES

Literacy skills play a major role in the workplace, and hence in the economy. Good literacy skills lead to a more flexible workforce that is better able to meet the demands of a changing society. Poor literacy skills may prevent persons from readily learning new skills and processes required for job retention and increased productivity. In 1996, persons with poor literacy skills were more likely to be unemployed or not in the labour force compared to those with good to very good literacy skills.

Labour force participation

Labour force participation rates showed a strong relationship to literacy skills. For example, participation rates ranged from 86% to 89% for persons with Levels 4/5 skills (depending on the scale), compared with 56% to 60% for those with Level 1 skills.

4.4 PROSE SKILLS, UNEMPLOYMENT AND PARTICIPATION RATES—1996



Source: Unpublished data, Survey of Aspects of Literacy, 1996.

Unemployment rates

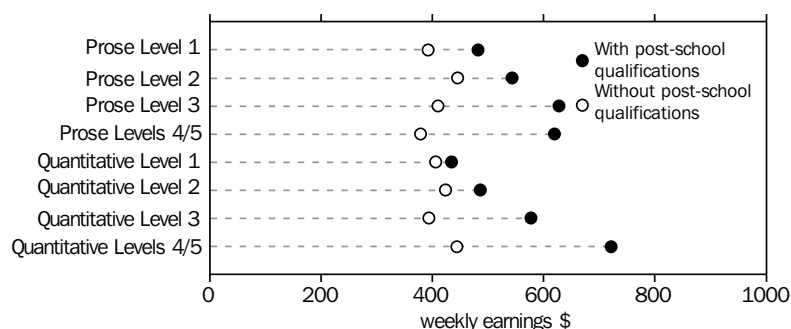
Unemployment rates were considerably higher in 1996 for persons with low-level literacy skills, compared to those with high-level skills. For example, the unemployment rate for persons with Level 1 prose skills (16%), was four times that of persons with Levels 4/5 prose skills (4%).

Earnings

In 1996, average weekly earnings generally increased as literacy skill increased, and this effect appeared to be strongest for the Quantitative scale—it should be noted, however, that average earnings was higher for males, and males tended to have stronger quantitative skills than females.

Attainment of a post-school qualification had a significant effect on average earnings, irrespective of literacy skills, and the link between earnings and literacy skills was more distinct among persons who had attained a post-school qualification, than those who did not hold a qualification.

4.5 AVERAGE WEEKLY EARNINGS(a), EDUCATIONAL ATTAINMENT AND LITERACY SKILLS—1996



(a) Wage and salary earners only.

Source: Unpublished data, Survey of Aspects of Literacy, 1996.

CAREER OUTCOMES—  
INDUSTRY AND  
OCCUPATION

Formal qualifications and industry

In 1997, persons with Bachelor degree or higher qualifications were more likely to be working in the Education industry (22%) than in any other industry. Persons with Bachelor degree or higher qualifications were also frequently employed in the Health and community services, and Property and business services industries (both 17%).

Of persons who had completed the highest level of secondary school only, 21% were employed in the Retail trade industry, while 11% were employed in the Manufacturing industry and 10% were in the Property and business services industry. Of persons who did not complete the highest level of school available, 17% were employed in the Manufacturing industry, and 16% in the Retail trade industry.

Literacy levels and industry

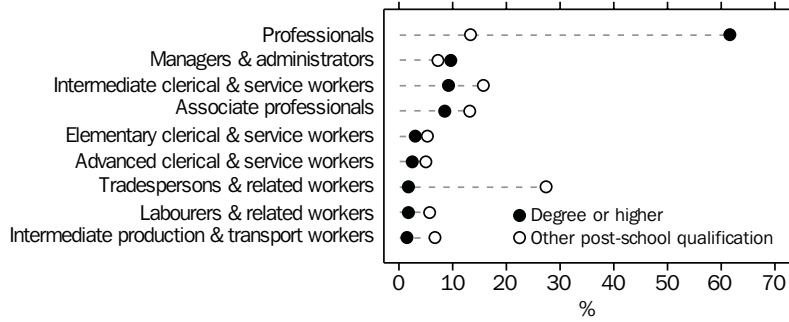
In 1996, employed persons with Level 1 literacy skills were more often in the Manufacturing industry than in any other industry (23% to 24% depending on the scale). Persons at Levels 2 and 3 were most likely to be employed in the Retail trade industry (19% to 20% of persons at Level 2, and 16% to 17% of persons at Level 3). Employed persons with Levels 4/5 skills were most likely to be in the Education industry (15% to 17% depending on the scale).

Formal qualifications and occupation

Persons with a Bachelor degree or higher qualifications were more likely to be working as Professionals in 1997 compared to any other occupation. Persons with Other post-school qualifications were most often employed as Tradespersons and related workers.

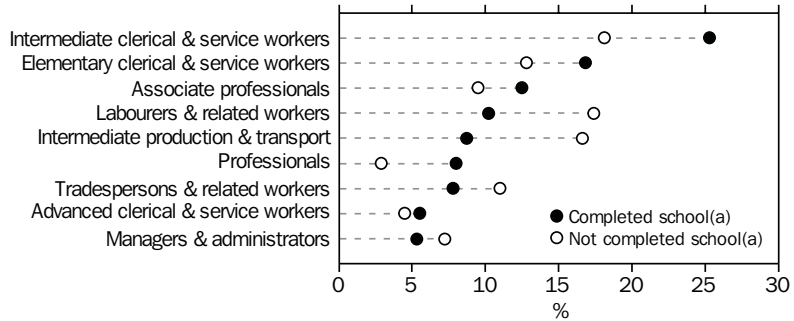


4.6 PERSONS WITH POST-SCHOOL QUALIFICATIONS, OCCUPATION—  
MAY 1997



Source: Unpublished data, Transition from Education to Work Survey, May 1997.

4.7 PERSONS WITHOUT POST-SCHOOL QUALIFICATIONS, OCCUPATION—  
MAY 1997



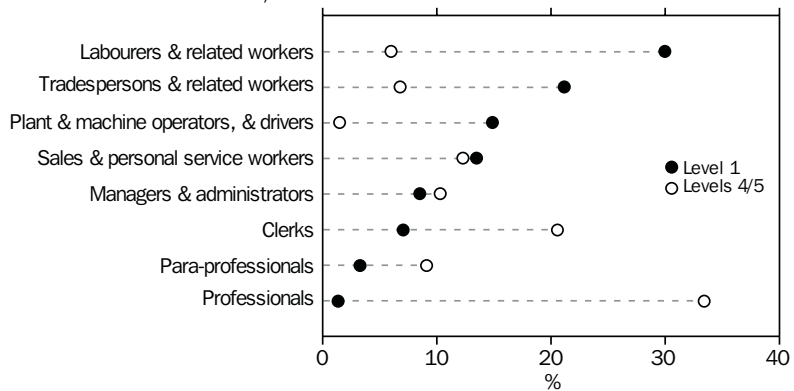
(a) Highest level of secondary school available.

Source: Unpublished data, Transition from Education to Work Survey, May 1997.

Literacy levels and  
occupation

On all three literacy scales (Prose, Document and Quantitative), people at Level 1 were most likely to be employed as Labourers and related workers in 1996 (30% to 33% of people at Level 1, depending on the scale), while people with Levels 4/5 skills were most likely to be employed as Professionals (31% to 33% depending on the scale).

4.8 PROSE SKILL LEVELS, 1996



Source: Unpublished data, Survey of Aspects of Literacy, 1996.

## FLOW OF QUALIFICATIONS INTO THE LABOUR FORCE

TAFE graduates Approximately 110,000 persons graduated from Technical and Further Education (TAFE) institutions in 1996 having completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration<sup>2</sup>. Of the 60,700 graduates who responded to the National Centre for Vocational Education Research 1997 TAFE Graduate Destination Survey, 29% had studied Business, Administration, Economics, Law or legal studies. A further 14% studied Engineering and surveying, and 13% studied Services, hospitality and transportation.

While more females than males completed TAFE courses in 1996, males were more likely to undertake their course for vocational reasons (for example, to get a job, for a different career, requirement of current job)—81%, compared with 73% of females.

Of 1996 TAFE graduates who undertook their course for vocational reasons, 59% achieved their main aim by May 1997, while 17% partly achieved their main aim, and 10% did not achieve it. A further 14% said they had yet to find out whether their main reason for doing the course would be realised.

Approximately 76% of persons who undertook their TAFE course for non-vocational reasons (for example, to get into another course, for interest or personal development) said they had achieved their main aim by May 1997, and a further 15% said they had partly achieved their aim. Only 3% said they had not achieved their main reason for undertaking the course.

Employment outcomes for  
those undertaking training

### JOB PERFORMANCE

Approximately 87% of attendees at in-house training courses, and 84% of attendees at external training courses in the 12 months to May 1997 claimed that their job performance had improved as a result of the training.

### PROMOTION

Despite the perceived improvement in job performance, most of these training courses did not help wage and salary earners to obtain a promotion. Only 10% of in-house training attendees, and 8% of external training attendees claimed that the course assisted them in this way.

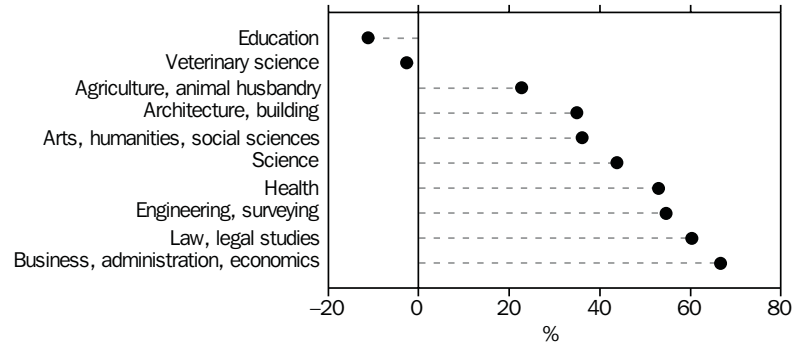
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<sup>2</sup> Includes only those who had an Australian address as their usual residence.

Higher education graduates

The number of Higher education completions increased by 35% from 107,600 in 1991 to 145,300 in 1996. There was an apparent 70% decline in the number of Undergraduate or Associate diploma completions between 1991 and 1996; however, this partly reflects the change in many nursing qualifications from diploma to degree level over the same period.

4.9 CHANGE IN HIGHER EDUCATION COMPLETIONS, FIELD—  
1991 AND 1996

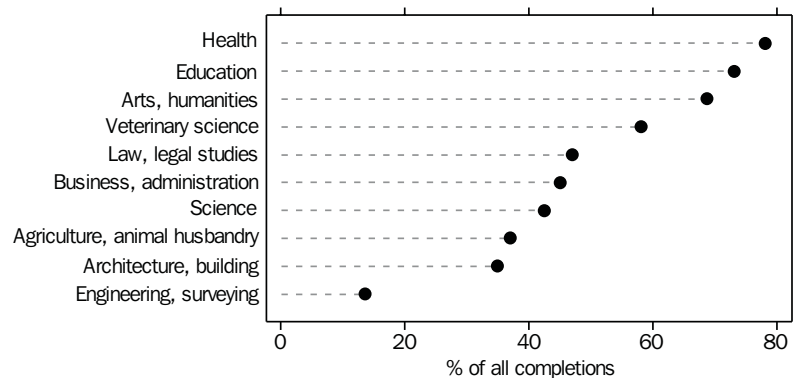


Source: DEETYA, Selected Higher Education Student Statistics.

Two fields have not kept pace with the general growth in Higher education completions. They are Education and Veterinary science which have shown a decline in completions.

Of completions by female students, 26% were in Arts and humanities, 20% were in Education, and 19% were in Health. Females outnumbered males significantly in each of these three fields—representing more than two-thirds of student completions in each field.

4.10 HIGHER EDUCATION COMPLETIONS, FEMALES—1996

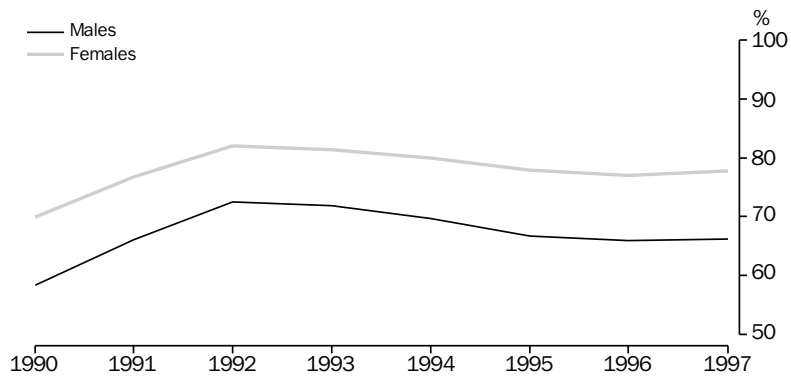


Source: DEETYA, Selected Higher Education Student Statistics, 1996.

APPARENT RETENTION RATES

Apparent retention rates to Year 12 are often used as an indicator for the effectiveness of the school sector, though it should be noted that other factors, such as youth labour market prospects, may also influence these rates. The apparent retention rate peaked in 1992, at 77%, and stood at 72% in 1997. Females have clearly maintained higher apparent retention rates than males since 1990.

4.11 APPARENT RETENTION RATES TO YEAR 12



Source: Schools, Australia (Cat. no. 4221.0).

SCHOOL LEAVERS ENTERING THE LABOUR FORCE

Approximately 256,300 15–24 year olds attended school in 1996 and were no longer attending in May 1997.

Of 1996 school leavers who went on to Higher education in 1997, the majority were either working part-time (47%) or not in the labour force (42%) at May of that year. A very small proportion were working full-time. Of those 1996 school leavers attending TAFE in 1997, 31% were working full-time, and 29% were working part-time. Around 31% were not in the labour force.

The overall unemployment rate for 1996 school leavers in May 1997 was 22%. However, the rate varied according to the highest level of schooling last attended—for example, among those who last attended Year 12, the unemployment rate was 19% compared to 34% and 27% for those who last attended Year 11 and Year 10 respectively.

The unemployment rate of Year 12 school leavers not undertaking tertiary study in 1997 was 26%, compared to 42% for those who last attended Year 11 and 32% for those who last attended Year 10.

#### SCHOOL LEAVERS UNDERTAKING FURTHER STUDY

School leavers from non-government schools are more likely to go on to tertiary education, particularly Higher education, compared with those who last attended government schools.

Of those 1996 school leavers aged 15–24 years who last attended a non-government school, 76% were attending a tertiary educational institution in 1997, compared with 51% of those who attended a government school in 1996.

When non-government school leavers attended a tertiary institution in 1997, it was more likely to be a Higher education institution (63%) compared to their counterparts from government schools (40%).

School leavers who last attended Year 12 in 1996 were more likely to go on to Higher education than to TAFE in 1997 (42% went to Higher education, compared with 24% who went to TAFE). This suggests that many persons who complete high school may be doing so in order to equip themselves for Higher education courses, for which Year 12 completion is usually a prerequisite.

#### TRANSFER RATES FROM YEAR 12 TO HIGHER EDUCATION

Transfer rates from Year 12 to Bachelor degree courses appear to have increased over the last few years, after a decline in the early 1990s. This reflects an increased focus on Higher education as a destination for school leavers, rather than vocational education courses.

#### 4.12 TRANSFER RATES FROM YEAR 12 TO HIGHER EDUCATION



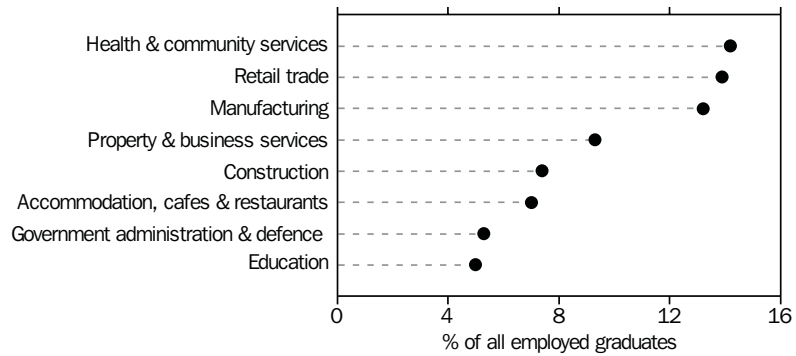
Source: *Schools, Australia* (Cat. no. 4221.0); *DEETYA, Selected Higher Education Student Statistics*.

#### Destination of TAFE graduates

#### IN THE LABOUR FORCE

In April–May 1997, the majority of the previous year's TAFE graduates were employed (71%), most often in the Health and community services, Retail trade and Manufacturing industries. Around 15% of TAFE graduates were unemployed and 14% were not in the labour force.

4.13 1996 TAFE GRADUATES EMPLOYED AT MAY 1997, MOST COMMON INDUSTRIES

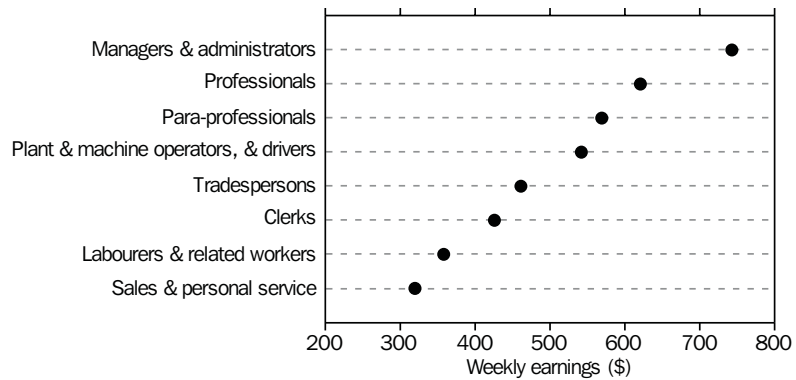


Source: NCVET, TAFE Graduate Destination Survey, 1997.

EARNINGS

In 1997, employed TAFE graduates from the previous year earned \$459 per week on average, but this varied significantly depending on factors such as occupation. Salespersons and personal service workers, for example, earned \$320 per week on average, while Managers and administrators earned \$742.

4.14 1996 TAFE GRADUATES, AT END MAY 1997—OCCUPATION

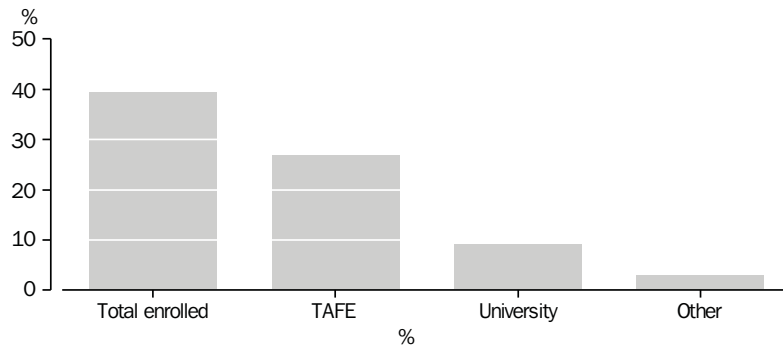


Source: NCVET, TAFE Graduate Destination Survey, 1997.

UNDERTAKING FURTHER EDUCATION

Some 39% of 1996 TAFE graduates were undertaking further study in May 1997. Approximately 27% were attending TAFE, and 9% were attending university.

4.15 1996 TAFE GRADUATES ENROLLED IN FURTHER STUDY(a), 1997



(a) Proportion of all 1996 TAFE graduates.

Source: NCVER, TAFE Graduate Destination Survey, 1997.

Destination of Higher education graduates

IN THE LABOUR FORCE

According to the 1997 Graduate Careers Council of Australia, Graduate Destination Survey, 79% of 1996 Bachelor degree graduates available for full-time work were employed full-time at April–May the following year, while 12% of this group were employed part-time and 9% were unemployed.

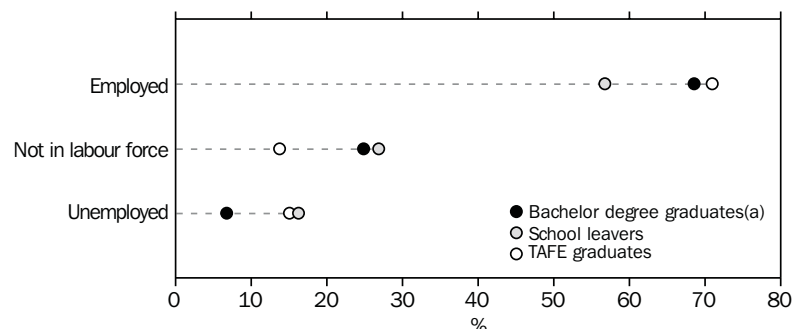
EARNINGS

University graduates of 1996 employed in their first full-time job in 1997, received an average annual salary of \$29,000. Male graduates in most fields of study received higher salaries in their first full-time job than females.

Labour market destinations: comparison across sectors

At April–May 1997, the year following course completion, 1996 TAFE graduates were more frequently employed (71%) than Higher education graduates or school leavers. While Bachelor degree graduates were the least likely to be unemployed (7%), TAFE graduates were the most likely to be in the labour force.

4.16 1996 GRADUATES, LABOUR FORCE STATUS—APRIL–MAY 1997



(a) Includes Bachelor degree graduates undertaking further full-time study.

Source: GCCA, Graduate Destination Survey, 1997; NCVER, TAFE Graduate Destination Survey, 1997; Transition from Education to Work, Australia, May 1997 (Cat. no. 6227.0).

## 4.17 EDUCATIONAL ATTAINMENT, LABOUR FORCE STATUS—MAY 1997

	<i>In the labour force</i>							<i>Total</i> '000
	<i>Employed</i>	<i>Unemployed</i>	<i>Total</i>	<i>Unemploy- ment rate</i>	<i>Participation rate</i>	<i>Not in labour force</i>		
	'000	'000	'000	%	%	'000		
MALES								
With post-school qualification								
Bachelor degree or higher	747.3	25.1	772.4	3.2	92.8	59.9	832.3	
Undergraduate diploma	172.2	7.8	180.0	4.3	86.9	27.1	207.1	
Associate diploma	184.2	7.1	191.4	3.7	94.2	11.9	203.2	
Skilled vocational	937.4	59.1	996.5	5.9	90.7	101.9	1 098.4	
Basic vocational	321.3	30.4	351.7	8.7	91.6	32.4	384.1	
<i>Total</i>	2 362.3	129.6	2 491.9	5.2	91.4	233.2	2 725.1	
Without post-school qualification								
Completed highest level of secondary school available	776.0	80.1	856.1	9.4	83.0	175.9	1 031.9	
Did not complete highest level of secondary school available	1 429.6	221.6	1 651.2	13.4	81.8	367.5	2 018.6	
<i>Total</i>	2 206.3	301.7	2 508.0	12.0	82.2	544.0	3 052.0	
Still at school	86.1	25.1	111.1	22.5	33.7	218.9	330.0	
FEMALES								
With post-school qualification								
Bachelor degree or higher	665.9	26.7	692.6	3.9	84.4	127.9	820.6	
Undergraduate diploma	257.4	12.8	270.3	4.8	76.3	84.1	354.4	
Associate diploma	130.5	9.3	139.8	6.7	80.2	34.5	174.2	
Skilled vocational	104.8	8.1	112.9	7.2	71.9	44.0	156.9	
Basic vocational	450.3	41.7	492.0	8.5	71.3	197.8	689.8	
<i>Total</i>	1 608.9	98.6	1 707.6	5.8	77.8	488.3	2 195.9	
Without post-school qualification								
Completed highest level of secondary school available	718.8	65.2	784.0	8.3	68.5	360.7	1 144.7	
Did not complete highest level of secondary school available	1 146.5	146.9	1 293.4	11.4	53.9	1 107.9	2 401.2	
<i>Total</i>	1 867.4	212.4	2 079.8	10.2	58.5	1 473.2	3 553.0	
Still at school	108.0	22.2	130.2	17.1	39.3	200.8	331.0	
PERSONS								
With post-school qualification								
Bachelor degree or higher	1 413.2	51.8	1 465.0	3.5	88.6	187.8	1 652.9	
Undergraduate diploma	429.6	20.6	450.2	4.6	80.2	111.2	561.5	
Associate diploma	314.7	16.4	331.1	5.0	87.7	46.3	377.5	
Skilled vocational	1 042.1	67.2	1 109.4	6.1	88.4	145.9	1 255.3	
Basic vocational	771.6	72.2	843.8	8.6	78.6	230.2	1 073.9	
<b>Total</b>	<b>3 971.3</b>	<b>228.3</b>	<b>4 199.5</b>	<b>5.4</b>	<b>85.3</b>	<b>721.5</b>	<b>4 921.0</b>	
Without post-school qualification								
Completed highest level of secondary school available	1 494.8	145.3	1 640.1	8.9	75.3	536.6	2 176.7	
Did not complete highest level of secondary school available	2 576.0	368.5	2 944.5	12.5	66.6	1 475.3	4 419.9	
<b>Total</b>	<b>4 073.7</b>	<b>514.1</b>	<b>4 587.8</b>	<b>11.2</b>	<b>69.5</b>	<b>2 017.2</b>	<b>6 605.0</b>	
Still at school	194.1	47.3	241.4	19.6	36.5	419.7	661.0	

Source: Unpublished data, Transition from Education to Work Survey, May 1997.



	<i>In the labour force</i>				<i>Not in labour force</i>	<i>Total</i>
	<i>Employed</i>	<i>Unemployed</i>	<i>Total</i>	<i>Unemployment rate</i>		
	<i>'000</i>	<i>'000</i>	<i>'000</i>	<i>%</i>		
<b>BACHELOR DEGREE OR HIGHER</b>						
Business and administration	235.2	6.8	242.0	2.8	26.5	268.5
Health	209.5	3.4	212.9	1.6	29.7	242.6
Education	233.5	3.4	236.9	1.4	25.9	262.5
Society and culture	352.1	19.8	372.0	5.3	63.8	435.7
Natural and physical sciences	193.4	11.4	204.8	5.5	21.2	225.9
Engineering	123.6	3.5	127.0	2.7	12.7	139.7
Architecture and building	27.1	1.0	28.1	3.7	3.3	31.5
<b>Total(a)</b>	<b>1 413.2</b>	<b>51.8</b>	<b>1 465.0</b>	<b>3.5</b>	<b>187.8</b>	<b>1 652.9</b>
<b>UNDERGRADUATE OR ASSOCIATE DIPLOMA</b>						
Business and administration	195.9	11.2	207.1	5.4	32.8	239.9
Health	113.0	3.5	116.5	3.0	40.1	156.7
Education	109.8	6.0	115.8	5.2	28.3	144.1
Society and culture	93.9	5.8	99.7	5.8	26.9	126.6
Natural and physical sciences	46.6	3.8	50.4	7.6	7.1	57.5
Engineering	114.5	3.4	117.8	2.8	12.1	130.0
Architecture and building	26.5	.9	27.4	3.3	2.8	30.2
<b>Total(a)</b>	<b>744.3</b>	<b>37.1</b>	<b>781.4</b>	<b>4.7</b>	<b>157.6</b>	<b>938.9</b>
<b>SKILLED OR BASIC VOCATIONAL QUALIFICATION</b>						
Business and administration	368.4	30.6	399.0	7.7	133.9	532.8
Health	75.8	4.5	80.3	5.6	22.3	102.6
Education	1.2	0.0	1.2	0.0	0.0	1.2
Society and culture	71.2	10.3	81.6	12.7	21.4	103.0
Natural and physical sciences	46.8	6.8	53.6	12.6	14.1	67.6
Engineering	749.9	44.9	794.9	5.7	93.2	888.1
Architecture and building	241.3	18.2	259.5	7.0	30.0	289.5
<b>Total(a)</b>	<b>1 813.8</b>	<b>139.4</b>	<b>1 953.2</b>	<b>7.1</b>	<b>376.1</b>	<b>2 329.3</b>
<b>TOTAL</b>						
Business and administration	799.5	48.5	848.0	5.7	193.2	1 041.3
Health	398.3	11.5	409.8	2.8	92.2	501.9
Education	344.5	9.4	353.9	2.7	54.1	408.1
Society and culture	517.3	36.0	553.2	6.5	112.1	665.3
Natural and physical sciences	286.8	21.9	308.8	7.1	42.3	351.1
Engineering	988.0	51.7	1 039.7	5.0	118.1	1 157.8
Architecture and building	294.9	20.1	315.0	6.4	36.1	351.1
<b>Total(a)</b>	<b>3 971.3</b>	<b>228.3</b>	<b>4 199.5</b>	<b>5.4</b>	<b>721.5</b>	<b>4 921.0</b>

(a) Includes Agriculture and related fields, Miscellaneous fields and Not stated.

Source: Unpublished data, Transition from Education to Work Survey, May 1997.

	<i>With post-school qualifications</i>					<i>Without post-school qualifications</i>			
	<i>Bachelor degree or higher</i>	<i>Under-graduate or Associate diploma</i>	<i>Skilled vocational qualification</i>	<i>Basic vocational qualification</i>	<i>Total</i>	<i>Completed highest level of secondary school available</i>	<i>Did not complete highest level of secondary school available</i>	<i>Total</i>	<i>Total</i>
	'000	'000	'000	'000	'000	'000	'000	'000	'000
<b>OCCUPATION OF CURRENT JOB</b>									
Managers and administrators	137.4	62.6	69.0	56.1	325.2	78.8	184.9	263.7	590.7
Professionals	872.3	246.7	38.2	54.6	1 211.7	119.6	74.6	194.2	1 408.4
Associate professionals	121.8	124.4	101.7	110.4	458.2	186.4	243.9	430.6	891.3
Tradespersons	24.8	59.3	550.0	93.5	727.5	116.0	284.0	399.9	1 128.1
Advanced clerical and service workers	35.1	33.8	10.6	85.7	165.3	82.5	115.5	198.3	364.1
Intermediate clerical, sales and service workers	131.3	127.2	72.5	202.7	533.7	378.2	466.4	844.6	1 397.7
Intermediate production and transport workers	21.2	24.0	101.7	48.4	195.3	130.7	428.7	559.8	767.6
Elementary clerical, sales and service workers	44.1	39.6	33.0	63.8	180.4	250.6	328.7	579.6	873.3
Labourers and related workers	25.0	26.9	65.4	56.7	173.9	151.9	449.5	603.1	817.8
<b>INDUSTRY OF CURRENT JOB</b>									
Agriculture, forestry and fishing	22.6	25.2	28.3	42.2	118.4	52.1	210.1	262.2	386.8
Mining	9.7	5.6	21.1	6.2	42.7	8.7	28.8	37.5	80.6
Manufacturing	104.2	70.5	239.2	95.3	509.2	170.9	427.0	598.9	1 112.3
Electricity, gas and water supply	11.7	10.3	16.3	7.1	45.3	6.1	16.4	22.5	68.3
Construction	28.5	35.3	218.0	46.1	327.9	59.8	178.1	237.9	566.6
Wholesale trade	51.0	42.7	72.7	58.9	225.3	107.5	171.6	279.1	506.4
Retail trade	65.5	51.6	139.5	92.6	349.3	317.4	422.4	740.5	1 230.8
Accommodation, cafes and restaurants	24.9	34.7	32.5	37.8	129.9	107.6	140.9	248.5	391.9
Transport and storage	31.1	27.7	58.9	33.1	150.8	65.8	181.9	247.6	399.2
Communication services	17.6	16.6	14.2	13.5	61.9	34.2	59.9	94.1	156.8
Finance and insurance services	65.7	27.7	11.0	34.8	139.1	100.9	79.5	180.4	320.4
Property and business services	241.3	96.8	57.1	86.6	481.8	142.0	185.8	328.4	816.8
Government administration and defence	103.2	34.9	23.1	34.0	195.2	64.3	85.5	149.8	345.9
Education	317.6	94.8	17.7	33.1	463.2	51.4	74.1	125.7	591.1
Health and community services	246.8	124.0	24.3	96.1	491.3	91.0	172.6	263.8	757.6
Cultural and recreational services	34.3	20.8	15.2	18.0	88.3	55.6	49.3	104.9	199.6
Personal and other services	37.5	25.0	53.0	36.2	151.6	59.6	92.2	151.8	308.1
<b>FULL-TIME/PART-TIME STATUS</b>									
Full-time workers	1 147.8	562.4	947.6	550.8	3 208.5	1 029.5	1 885.8	2 917.5	6 128.4
Part-time workers	265.4	181.9	94.6	220.9	762.6	465.3	690.2	1 156.2	2 110.6
<b>All employed persons</b>	<b>1 413.2</b>	<b>744.3</b>	<b>1 042.1</b>	<b>771.6</b>	<b>3 971.3</b>	<b>1 494.8</b>	<b>2 576.0</b>	<b>4 073.7</b>	<b>8 239.0</b>

Source: *Transition from Education to Work, Australia, May 1997 (Cat. no. 6227.0).*

	Vocational reasons									Total non-vocational reasons '000
	To get a job '000	For a different career '000	To get a better job '000	Requirement of the job '000	To get extra skills for job '000	To get into another course '000	Interest or personal development '000	Other '000	Total '000	
Sex										
Males	7 009	2 673	3 571	4 503	3 829	1 343	2 663	628	21 585	4 634
Females	10 456	4 778	3 708	1 880	4 109	2 527	5 595	920	24 931	9 042
Age group (years) at 30 May 1997										
15–19	3 888	341	304	1 226	549	739	1 152	327	6 308	2 218
20–24	5 558	1 325	1 526	3 522	1 343	1 205	1 539	412	13 274	3 156
25–34	2 807	2 341	2 741	655	2 054	918	1 651	310	10 598	2 879
35–44	3 177	2 187	1 918	483	2 361	673	1 931	276	10 126	2 880
45–54	1 475	1 011	653	341	1 327	244	1 198	137	4 807	1 579
55 and over	334	138	53	86	215	58	677	60	826	795
Labour force status										
Employed	10 593	5 381	6 425	5 939	7 173	1 464	4 823	930	35 511	7 217
Unemployed	4 700	1 114	474	245	400	814	1 116	247	6 933	2 177
Not in labour force	2 157	948	375	195	360	1 586	2 309	370	4 035	4 265
Whether achieved main reason for doing course										
Achieved main reason for doing course	8 393	3 557	3 537	5 653	6 046	2 904	6 534	876	27 186	10 350
Did not achieve main reason for doing course	2 549	857	785	137	184	133	144	122	4 512	399
Partly achieved reason for doing course	3 154	1 465	1 579	400	1 382	474	1 217	338	7 980	2 029
Don't know yet	3 234	1 521	1 347	141	288	305	331	198	6 531	834
<b>Total</b>	<b>17 465</b>	<b>7 451</b>	<b>7 279</b>	<b>6 383</b>	<b>7 938</b>	<b>3 870</b>	<b>8 258</b>	<b>1 548</b>	<b>46 516</b>	<b>(a)13 676</b>

(a) Includes Not stated.

Source: NCVET, TAFE Graduate Destination Survey, 1997.

4.21 HIGHER EDUCATION STUDENT COMPLETIONS

	Postgraduate								Female proportion %
	Higher degree				Undergraduate				
	Research '000	Coursework '000	Other post-graduate '000	Total '000	Bachelor (pass and honours) '000	Diploma and Associate diploma '000	Total '000	Total '000	
1986	1 792	2 908	12 356	17 056	47 233	13 492	60 725	<b>77 781</b>	50.9
1987	1 733	2 522	13 913	18 168	48 421	13 668	62 089	<b>80 257</b>	53.2
1988	2 089	2 986	15 687	20 762	51 212	14 885	66 097	<b>86 859</b>	54.3
1989	2 109	3 176	16 028	21 313	54 093	15 076	69 169	<b>90 482</b>	55.4
1990	2 187	4 039	15 871	22 097	58 338	14 186	72 524	<b>94 621</b>	55.9
1991	2 558	5 461	19 126	27 145	67 370	13 046	80 416	<b>107 561</b>	56.6
1992	2 712	7 285	20 570	30 567	79 847	10 169	90 016	<b>120 583</b>	57.1
1993	3 199	9 042	22 540	34 781	90 146	7 933	98 079	<b>132 860</b>	57.3
1994	3 931	10 822	22 179	36 932	97 188	4 834	102 022	<b>138 954</b>	57.2
1995	4 272	12 277	22 164	38 713	98 043	4 190	102 233	<b>140 946</b>	56.9
1996	4 724	14 711	24 191	43 626	97 852	3 855	101 707	<b>145 333</b>	56.5

Source: DEETYA, Selected Higher Education Student Statistics.

4.22 DESTINATION OF 1996 SCHOOL LEAVERS AGED 15-24 YEARS, MAY 1997

	In the Labour force								Participation rate %		
	Employed					Unem- ployed '000	Total '000	Not in labour force '000		Total '000	Unem- ployment rate %
	Full- time '000	Part- time '000	Total '000	Unem- ployed '000	Total '000						
Last attended government school											
Attending tertiary in May 1997	19.5	31.0	50.5	9.6	61.0	36.3	<b>96.4</b>	16.0	62.4		
Higher education	*0.9	15.9	16.8	*4.7	21.5	17.2	<b>38.7</b>	*21.9	55.6		
TAFE	16.4	13.4	29.8	*4.2	33.9	16.0	<b>50.0</b>	*12.3	67.9		
Other	*2.2	*1.7	*3.9	*0.7	*4.7	*3.0	<b>7.7</b>	*15.9	*60.6		
Not attending in May 1997	30.5	21.5	52.0	26.7	78.7	12.2	<b>91.0</b>	33.9	86.6		
Last attended non-government school											
Attending tertiary in May 1997	*4.8	24.4	29.2	*3.2	32.5	19.6	<b>52.0</b>	*9.9	62.4		
Higher education	*0.3	17.7	18.0	*1.7	19.7	13.2	<b>32.9</b>	*8.7	59.8		
TAFE	*4.2	5.5	9.6	*1.3	11.0	*4.6	<b>15.6</b>	*11.9	70.4		
Other	*0.3	*1.3	*1.6	*0.2	*1.8	*1.7	<b>*3.6</b>	*10.9	*51.6		
Not attending in May 1997	7.8	*5.1	12.9	*2.3	15.2	*0.8	<b>16.0</b>	*15.2	94.9		

Source: Transition from Education to Work, May 1997 (Cat. no. 6227.0).

	<i>Highly relevant</i>	<i>Some relevance</i>	<i>Very little relevance</i>	<i>Not at all relevant</i>	<i>Total(a)</i>	<b>Total graduates employed at May 1997(a)</b>
	%	%	%	%	%	'000
Sex						
Males	53.6	25.1	6.8	11.2	100.0	<b>20 603</b>
Females	45.4	25.3	8.9	16.7	100.0	<b>22 516</b>
Age group (years) at May 1997						
15-19	49.3	20.2	7.7	18.8	100.0	<b>6 304</b>
20-24	57.1	20.2	6.9	12.2	100.0	<b>12 846</b>
25-34	45.4	29.5	8.8	12.9	100.0	<b>9 643</b>
35-44	45.0	30.0	8.3	13.7	100.0	<b>8 841</b>
45-54	45.6	27.8	7.6	15.1	100.0	<b>4 270</b>
55 and over	41.3	27.2	8.8	18.6	100.0	<b>692</b>
Field of study						
Land & marine resources, animal husbandry	50.8	21.8	4.8	17.6	100.0	<b>1 837</b>
Architecture, building	66.4	17.3	3.8	8.7	100.0	<b>3 323</b>
Arts, humanities, social sciences, education	36.0	21.1	9.6	29.1	100.0	<b>2 285</b>
Business, administration, economics	40.1	33.8	10.4	12.5	100.0	<b>12 841</b>
Education	48.3	31.1	9.5	7.1	100.0	<b>518</b>
Engineering, surveying	60.5	21.9	5.2	9.1	100.0	<b>7 291</b>
Health, community services	60.9	18.6	5.3	11.8	100.0	<b>5 840</b>
Science	35.9	31.4	11.9	18.6	100.0	<b>1 491</b>
Services, hospitality, transportation	49.2	20.1	7.8	18.9	100.0	<b>5 659</b>
TAFE, multi-field education	22.0	33.5	15.7	23.9	100.0	<b>1 585</b>

(a) Includes Not stated.

Source: NCVER, TAFE Graduate Destination Survey, 1997.

4.24 MEDIAN STARTING SALARIES, 1996 FIRST DEGREE GRADUATES(a)  
IN FIRST FULL-TIME EMPLOYMENT—1997

<i>Field of study</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>
	\$'000	\$'000	\$'000
Accounting	28.0	27.0	28.0
Agricultural science	27.0	27.5	27.0
Architecture and building	26.5	25.0	23.0
Art and design	26.0	25.0	25.0
Biological sciences	28.0	28.0	28.0
Computer science	30.7	30.5	30.6
Dentistry	46.4	45.0	46.0
Earth science	35.0	35.0	35.0
Economics, business	29.4	27.9	28.0
Education	30.5	30.0	30.0
Engineering	33.5	33.0	33.0
Humanities	27.0	26.5	26.5
Law	28.5	28.0	28.0
Mathematics	32.0	30.0	30.2
Medicine	41.5	40.0	40.0
Optometry	38.0	37.7	38.0
Paramedical studies	29.0	28.0	28.0
Pharmacy	22.0	22.2	22.0
Physical science	30.0	29.0	29.7
Psychology	26.0	28.0	28.0
Social sciences (other)	25.2	26.0	26.0
Social work	30.1	30.0	30.0
Veterinary science	30.0	30.0	30.0
<b>All fields</b>	<b>30.0</b>	<b>28.5</b>	<b>29.0</b>

(a) Aged less than 25 years.

Source: GCCA, *Graduate Starting Salaries, 1997*.

4.25 PERSONS WHO ATTENDED TRAINING IN THE LAST 12 MONTHS WHILE WORKING, SELECTED FIELDS—1997

	<i>Management and professional</i>	<i>Technical and para-professional</i>	<i>Trade or craft</i>	<i>Sales or personal services</i>	<i>General computing skills</i>	<i>General health and safety</i>	<i>Other</i>	<i>Total(a)</i>
	'000	'000	'000	'000	'000	'000	'000	'000
IN-HOUSE TRAINING COURSE								
Whether training helped to obtain a promotion								
Did help obtain promotion	123.9	57.9	42.7	63.7	46.2	31.0	28.7	482.7
Did not help obtain promotion	1 220.0	591.9	206.4	489.1	355.2	638.2	284.5	4 485.4
Not known	25.2	17.1	*1.5	14.0	*8.0	*3.4	*7.0	87.7
Not a wage or salary earner	31.5	*7.4	11.7	39.1	*6.5	*10.1	*4.4	122.3
Whether improved job performance								
Improved job performance	1 232.2	616.1	237.1	552.4	376.4	515.7	262.3	4 497.3
Did not improve job performance	118.2	42.8	20.8	39.3	29.4	139.4	52.0	528.2
Not known	50.2	15.4	*4.4	14.2	*10.1	27.6	*10.3	152.5
<b>Total</b>	<b>1 400.6</b>	<b>674.3</b>	<b>262.2</b>	<b>605.9</b>	<b>415.9</b>	<b>682.7</b>	<b>324.7</b>	<b>5 178.0</b>
EXTERNAL TRAINING COURSE								
Whether helped to obtain a promotion								
Helped obtain promotion	50.1	19.7	19.1	15.8	17.6	20.6	*9.7	177.9
Did not help obtain promotion	677.9	265.3	134.0	177.2	182.4	164.1	142.0	1 935.2
Not known	13.4	*6.4	*3.1	*5.1	*1.6	*2.5	*3.6	36.9
Not a wage or salary earner	240.0	67.5	81.3	62.5	39.0	40.2	55.4	621.0
Whether improved job performance								
Improved job performance	882.9	309.7	200.5	229.7	192.0	168.3	161.2	2 340.1
Did not improve job performance	75.4	41.8	32.5	24.1	44.5	51.9	44.4	365.5
Not known	23.1	*7.3	*4.5	*6.7	*4.1	*7.1	*5.1	65.5
<b>Total</b>	<b>981.3</b>	<b>358.8</b>	<b>237.5</b>	<b>260.6</b>	<b>240.7</b>	<b>227.3</b>	<b>210.8</b>	<b>2 771.1</b>

(a) Includes all fields.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

## CHAPTER 5

## PARTICIPATION IN EDUCATION AND TRAINING

### INTRODUCTION

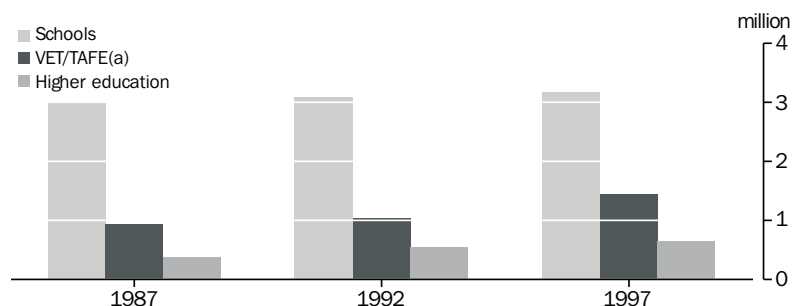
This chapter examines the number, proportion and characteristics of people attending schools, Technical and Further Education (TAFE) colleges, other providers of Vocational Education and Training (VET) and Higher education institutions.

### AN OVERVIEW OF PARTICIPATION IN EDUCATION

Attendance at school is compulsory for children up to the age of 15 years across Australia, except in Tasmania, where it is compulsory up to 16 years. Participation in education after the compulsory years of schooling depends on a number of factors, the net effect of which, over the decade, has been to encourage people to continue with, or resume, their education. These factors include the level of previous success at school, career choice, socioeconomic background, age group, family and other pressures, access to facilities, level of assistance and general economic conditions in Australia at the time.

Since 1987, the number of students across all sectors of education increased to reach a total of 5.3 million participants in 1997. Schooling accounted for at least 57% of all education participants in all States and Territories. Excluding the Australian Capital Territory, tertiary education students more frequently participated in VET than in Higher education.

#### 5.1 STUDENT ENROLMENTS, EDUCATION SECTOR



(a) Vocational program participants only. 1987 and 1992 data include TAFE students only.

Source: Schools, Australia (Cat. no. 4221.0); NCVET, Selected TAFE Statistics; NCVET, Australian VET Statistics, 1997; DEETYA, Selected Higher Education Student Statistics.



5.2 NUMBER OF STUDENTS, 1997

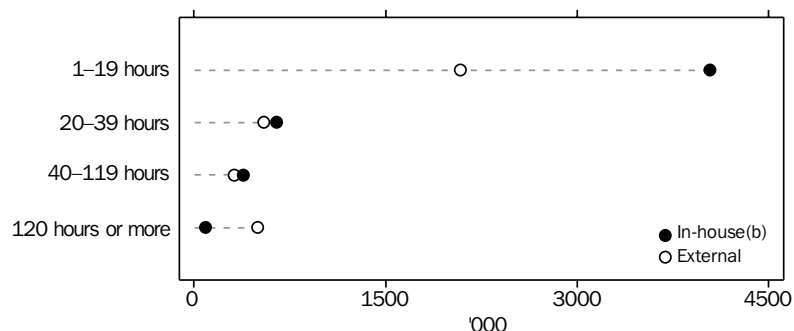
	Schools		VET(a)		Higher education		Total education participants	
	'000	%	'000	%	'000	%	'000	%
NSW	1 074.2	60.1	508.5	28.5	204.5	11.4	1 787.2	100.0
Vic.	781.4	56.7	417.4	30.3	179.0	13.0	1 377.8	100.0
Qld	575.1	63.3	218.2	24.0	114.6	12.6	907.9	100.0
SA	247.9	56.6	141.5	32.3	48.5	11.1	437.9	100.0
WA	311.1	63.8	111.5	22.9	65.2	13.4	487.8	100.0
Tas.	84.2	68.1	26.6	21.5	12.8	10.4	123.6	100.0
NT	36.5	63.6	16.2	28.2	4.7	8.2	57.4	100.0
ACT	61.2	61.3	18.7	18.7	20.0	20.0	99.9	100.0
<b>Aust.(b)</b>	<b>3 171.6</b>	<b>60.0</b>	<b>1 458.6</b>	<b>27.6</b>	<b>658.8</b>	<b>12.5</b>	<b>5 289.0</b>	<b>100.0</b>

(a) Includes vocational streams (2100–4500) only.  
 (b) Includes multi-State higher education institutions.

Source: Schools, Australia, 1997 (Cat. no. 4221.0); NCVET, Australian VET Statistics, 1997; DEETYA, Selected Higher Education Student Statistics, 1997.

Participation in training In the 12 months to May 1997, more in-house training courses were completed than external training courses. While shorter courses (1–19 hours) were more frequently in-house courses, longer courses (120 hours or more) were more often external courses.

5.3 TRAINING COURSES COMPLETED IN THE LAST 12 MONTHS(a), 1997



(a) Details of up to four courses collected, so components may add to more than total.  
 (b) Wage and salary earners only.  
 Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

Defining participation rates Changes over time in the number of students, grouped according to certain characteristics, give one measure of participation patterns. Participation rates, calculated as the proportion of a specified section of the community engaging in an educational activity, provide another measure. Patterns revealed by both measures of participation will be examined in this chapter.

Changes in participation rates Participation rates are currently highest for young people still at school. In 1997, 51% of 15–19 year olds were in school education. Participation rates in older age groups were greater in Higher education than in TAFE or other tertiary education, but declined as age increased. For instance, participation in Higher education markedly declined from 19% for 20–24 year olds to 3.2% of 25–64 year olds.

Changes in participation rates *continued*

Overall participation rates in education have increased since 1987. While the total participation rate in schools has declined, participation of 15–19 year olds has increased by 14%. Within the tertiary sector there has been a 61% increase in the Higher education participation rate. While there was a slight decline in the participation rate at TAFE, there has been a corresponding increase in participation in other tertiary education which has more than compensated for that decline.

#### 5.4 PARTICIPATION RATES, AGE GROUP (YEARS)

	15–19	20–24	25–64	Total
	%	%	%	%
1987				
School	44.9	*0.3	0.1	5.9
Tertiary				
TAFE	10.3	7.1	3.1	4.5
Higher education	7.7	9.9	2.2	3.8
Other tertiary	1.2	1.4	0.9	1.0
Total	19.2	18.4	6.1	9.3
Not attending	35.9	81.5	94.0	85.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
1997				
School	51.3	*0.2	*0.1	5.4
Tertiary				
TAFE	11.2	8.7	2.7	4.3
Higher education	13.3	19.3	3.2	6.1
Other tertiary	1.5	2.8	1.6	1.7
Total	26.1	30.8	7.5	12.1
Not attending	22.6	69.0	92.4	82.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Source: Unpublished data, Transition from Education to Work Survey, May 1997.*

Participation by State and Territory

The Australian Capital Territory traditionally has the highest participation rates for 15–64 year olds in schooling and tertiary education than other States and Territories. In 1997, the participation rate of 10% in Higher education in the Australian Capital Territory was equal to the participation rate in all tertiary education in Tasmania. Participation at TAFE was highest in Western Australia and the Australian Capital Territory (5.6% and 5.5% respectively).

	School	Tertiary					Not attending	Total
		TAFE	Higher education	Other	Total			
		%	%	%	%	%		
NSW	5.5	4.4	5.5	2.0	11.8	82.6	100.0	
Vic.	5.8	4.0	6.9	1.4	12.3	81.8	100.0	
Qld	5.1	3.7	5.9	1.8	11.5	83.4	100.0	
SA	5.1	4.4	6.0	1.8	12.2	82.7	100.0	
WA	4.6	5.6	5.8	1.4	12.7	82.6	100.0	
Tas.	6.1	3.3	5.2	1.7	10.1	83.8	100.0	
NT	4.8	2.4	8.3	*1.7	12.3	82.9	100.0	
ACT	6.5	5.5	9.8	2.0	17.3	76.3	100.0	
<b>Aust.</b>	<b>5.4</b>	<b>4.3</b>	<b>6.1</b>	<b>1.7</b>	<b>12.1</b>	<b>82.5</b>	<b>100.0</b>	

(a) 15–64 year olds.

Source: Unpublished data, Transition from Education to Work Survey, May 1997.

## PARTICIPATION IN SCHOOLS

Approximately 3.2 million students participated in school education in 1997, 70% of whom were enrolled at government schools. Between 1987 and 1997 the number of primary and secondary school students grew by 6%, with growth in student numbers most notable in Other non-government schools, at both primary and secondary levels.

Male students outnumbered female students at both government and non-government primary schools in 1997. At the secondary level, however, this difference was less prominent and in non-government secondary schools, there were more female students than males.

### 5.6 FULL-TIME SCHOOL STUDENTS

	1987	1992	1997
	'000	'000	'000
Primary			
Government	1 274.4	1 351.7	1 367.0
Non-government			
Catholic	331.1	343.6	351.4
Anglican	21.2	26.2	31.7
Other	60.7	82.9	105.7
Total	413.0	452.7	488.8
Total	1 687.4	1 804.4	1 855.8
Secondary			
Government	903.1	882.4	863.0
Non-government			
Catholic	253.5	256.1	271.6
Anglican	53.1	57.8	63.4
Other	85.7	98.3	117.8
Total	392.3	412.2	452.8
Total	1 295.3	1 294.6	1 315.8
<b>Total</b>	<b>2 982.7</b>	<b>3 099.0</b>	<b>3 171.6</b>

Source: Schools, Australia (Cat. no. 4221.0).

Indigenous school students Approximately 12% of Indigenous school students were attending a non-government school in 1997, compared with 30% of non-Indigenous students. Approximately 89% of all Indigenous primary students attended a government school, compared to 73% of their non-Indigenous counterparts. Approximately 84% of Indigenous secondary students attended a government school, compared to 65% of non-Indigenous secondary students.

#### 5.7 FULL-TIME SCHOOL STUDENTS, INDIGENOUS STATUS—1997

	Government			Non-government			Total
	Primary	Secondary	Total	Primary	Secondary	Total	
	'000	'000	'000	'000	'000	'000	
Males							
Indigenous	30.7	12.4	43.1	3.5	2.3	5.9	49.0
Non-Indigenous	674.3	423.4	1 097.8	244.6	223.4	468.0	1 565.8
Total	705.0	435.9	1 140.9	248.1	225.8	473.9	1 614.8
Females							
Indigenous	29.3	12.5	41.8	3.6	2.4	6.1	47.8
Non-Indigenous	632.7	414.7	1 047.4	237.0	224.6	461.6	1 509.0
Total	662.0	427.2	1 089.2	240.7	227.0	467.7	1 556.9
Persons							
Indigenous	59.9	24.9	84.9	7.2	4.8	12.0	96.8
Non-Indigenous	1 307.1	838.1	2 145.2	481.6	448.0	929.6	3 074.8
<b>Total</b>	<b>1 367.0</b>	<b>863.0</b>	<b>2 230.1</b>	<b>488.8</b>	<b>452.8</b>	<b>941.6</b>	<b>3 171.6</b>

Source: Schools, Australia, 1997 (Cat. no. 4221.0).

School-industry programs School-industry programs as discussed here are educational courses for Year 11 and/or Year 12 students that involve structured learning in a workplace as a recognised part of their formal study program.

Overall, school-industry programs were more commonly undertaken in 1996 by females (53%) than males (47%). However, extended programs which involved more than 20 days in the workplace, were more often undertaken by males (52%) than females (48%). These programs were most frequently undertaken by students at schools in Queensland and South Australia.

Government schools showed the highest student participation rates in school-industry programs (15%), followed by Catholic schools (10%) and then Independent schools (5%). In particular, government schools in Queensland had the highest student participation rate at 21%.

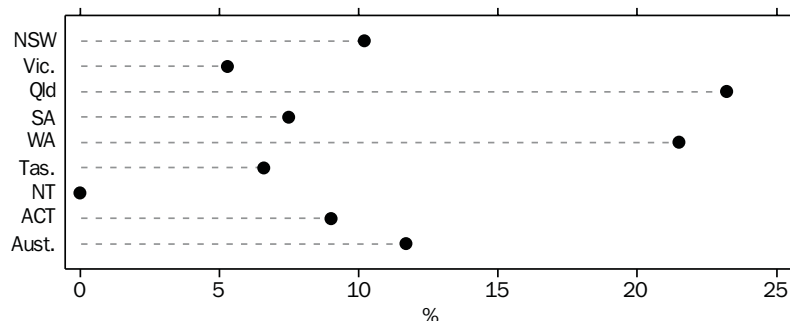
5.8 SCHOOL-INDUSTRY PROGRAMS, STUDENT PARTICIPATION RATES—1996

	Government	Non-government		All students
		Catholic	Independent	
	%	%	%	%
NSW	19.4	14.0	2.4	<b>15.7</b>
Vic.	7.1	3.4	0.9	<b>5.2</b>
Qld	21.2	14.4	8.7	<b>17.5</b>
SA	17.7	17.0	14.7	<b>17.2</b>
WA	8.5	5.8	7.8	<b>7.9</b>
Tas.	12.1	6.6	1.9	<b>9.8</b>
NT	8.4	0.4	—	<b>7.0</b>
ACT	12.1	12.1	3.6	<b>11.0</b>
Aust.	14.5	10.0	4.8	<b>12.1</b>

Source: ACER, School-Industry Programs, 1996.

Links with vocational education in schools may also be made more directly through school curricula. Subjects may be offered at a level of accreditation where successful completion will lead to recognition towards a TAFE qualification. Queensland and Western Australia had the highest proportions of secondary school students undertaking TAFE accredited subjects in 1997. In those States, participation in these subjects was more than twice that of the other States and Territories.

5.9 PERSONS(a) STILL AT SCHOOL UNDERTAKING TAFE ACCREDITED SUBJECTS, 1997



(a) Aged 15–20 years.

Source: Education and Training Experience, Australia, 1997 (Cat no. 6278.0).

PARTICIPATION IN VET

VET clients Overall, 1.5 million people were clients of VET programs in June 1997, with male clients (733,800) outnumbering female clients (676,700). Female VET clients outnumbered males only in New South Wales and South Australia. In the younger age groups (15–19 and 20–24) males outnumbered females in all States and Territories (table 5.28).

VET clients *continued*

In 1997, a greater proportion of VET clients were enrolled in the Administration, business, economics and law, and the Social education and employment skills discipline groups (both 34%) than any other field of study. Relatively few clients were enrolled in Social studies (4%), Education (5%) or Visual/performing arts (5%).

5.10 CLIENTS IN VOCATIONAL PROGRAMS, DISCIPLINE GROUP—1997(a)

	'000	%
Humanities	376.3	25.8
Social studies	56.3	3.9
Education	73.8	5.1
Sciences	142.5	9.8
Maths, computing	450.5	30.9
Visual/performing arts	76.8	5.3
Engineering/processing	278.4	19.1
Health sciences	338.6	23.2
Administration, business, economics, law	491.9	33.7
Built environment	95.5	6.5
Agriculture, renewable resources	113.3	7.8
Hospitality tourism & personal services	150.5	10.3
Social education & employment skills	488.1	33.5
<b>Total(a)</b>	<b>1 458.6</b>	<b>..</b>

(a) Multi-response category, so components may not add to total.

Source: NCVER, *Australian VET Statistics, 1997*.

INDIGENOUS VET CLIENTS

Indigenous people are represented more strongly among VET clients than in the Australian population at large. In 1997, 3% of VET clients were Indigenous people (excluding those whose Indigenous status was not stated). The 1996 Census of Population and Housing suggests that Indigenous people comprised 2% of the Australian population aged 15–64 years.

5.11 VET CLIENTS, INDIGENOUS STATUS—1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	'000	'000	'000	'000	'000	'000	'000	'000	'000
Indigenous	11.3	2.8	10.4	2.3	5.6	0.8	5.1	0.2	38.5
Non-Indigenous	389.6	333.5	183.0	71.6	71.0	24.1	9.1	17.5	1 099.4
Not stated	107.6	81.1	24.8	67.6	34.9	1.7	2.0	1.0	320.7
<b>Total</b>	<b>508.5</b>	<b>417.4</b>	<b>218.2</b>	<b>141.5</b>	<b>111.5</b>	<b>26.6</b>	<b>16.2</b>	<b>18.7</b>	<b>1 458.6</b>

Source: NCVER, *Australian VET Statistics, 1997*.

In the Northern Territory, where Indigenous people represented 20% of the 15–64 year old population in 1996, 31% of 1997 VET clients were Indigenous. Indigenous people were also more strongly represented in VET courses in Queensland and Western Australia (both 5%), compared to the Indigenous population in those States (2% and 3% respectively).

### VET CLIENTS AND BIRTHPLACE

People born in non-English-speaking countries represented 16% of VET clients in 1997 (excluding Not stated), the same proportion as in the general 15–64 year old Australian population.

#### 5.12 CLIENTS OF VET PROGRAMS, COUNTRY OF BIRTH—1997

										Aust.
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT		
	'000	'000	'000	'000	'000	'000	'000	'000	'000(a)	%(a)
Australia	297.1	256.5	159.5	58.6	42.9	23.4	9.3	12.9	860.1	77.3
Other main English-speaking countries	24.7	14.8	15.1	7.0	7.0	1.1	0.6	1.0	71.5	6.4
Other countries	75.9	57.0	21.2	10.7	10.3	1.6	1.0	3.3	180.9	16.3
Not stated	110.8	89.0	22.4	65.2	51.3	0.5	5.3	1.5	346.0	..
<b>Total</b>	<b>508.5</b>	<b>417.4</b>	<b>218.2</b>	<b>141.5</b>	<b>111.5</b>	<b>26.6</b>	<b>16.2</b>	<b>18.7</b>	<b>1 458.6</b>	<b>100.0</b>

(a) Excludes Not stated.

Source: NCVER, *Australian VET Statistics, 1997*.

### CONTRACTED TRAINING

Between the 1991–92 and 1996–97 financial years, the number of recorded commencing apprentices and trainees increased by 83%. Recorded apprenticeship commencements in particular rose sharply, from 9,200 in 1991–92 to 35,300 in 1996–97.

Of all States and Territories, Queensland showed the greatest percentage increase in the number of commencements in apprenticeships and traineeships (170%). Commencements in New South Wales increased by only 18%, due to a 29% decline in trainee commencements.

#### 5.13 COMMENCING APPRENTICES AND TRAINEES(a)

	1991–92			1996–97			Change %
	Apprentice	Trainee	Total	Apprentice	Trainee	Total(b)	
	'000	'000	'000	'000	'000	'000	
NSW	3.5	16.7	20.2	11.4	11.8	23.9	18.4
Vic.	1.3	9.8	11.1	8.7	13.8	23.4	110.7
Qld	2.1	6.3	8.3	7.2	15.2	22.5	169.7
SA	0.7	2.1	2.8	2.1	4.5	6.6	139.5
WA	0.6	3.9	4.4	4.2	4.5	8.7	95.8
Tas.	0.5	0.9	1.4	0.7	1.9	2.6	91.1
ACT	0.3	0.6	0.9	0.5	1.3	1.9	105.7
NT	0.2	0.4	0.6	0.5	1.0	1.4	151.4
<b>Aust.</b>	<b>9.2</b>	<b>40.5</b>	<b>49.7</b>	<b>35.3</b>	<b>54.0</b>	<b>91.0</b>	<b>83.1</b>

(a) Annual statistics—1 July to 30 June.

(b) Includes Not known.

Source: NCVER, *Australian Apprentice and Trainee Statistics*; DEETYA, *Trainee Commencements, 1991–92*.

#### CONTRACTED TRAINING *continued*

At June 1998, 65% of apprentices and trainees in training were in the broad occupation group described as Trades and related workers, especially Construction (13%) and Automotive trades (12%). While 16% of apprentices and trainees were in Intermediate, clerical, sales and service occupations, less than 2% were in Manager and administration or Professional occupations (table 5.29).

A comparison of training courses completed in the 12 months to May 1997 shows that in-house courses were reported more frequently than external courses (62% and 38% respectively). Of external training courses completed, 89% were undertaken while working (table 5.30).

Training courses completed in the 12 months to May 1997 were most commonly in the field of Management and professional training (29%), where there were more than twice as many completions reported than in the next most common field of training, Technical and para-professional (13%). This situation was the case for both males and females (table 5.31).

#### PARTICIPATION IN HIGHER EDUCATION

Enrolment patterns Participation in Higher education increased considerably between 1987 and 1997, particularly among the main university-attending age group of 20–24 year olds (table 5.4).

Despite a progressive increase in the number of Higher education students over the decade ending 1997, there has been little change to the distribution of students by type of enrolment. The majority of students (59% in 1997), are enrolled on a full-time basis as in 1987 (60%). Part-time students represented 27% of all students in 1997 compared to 29% in 1987. External students increased their share marginally to 13% in 1997, from 12% in 1987.

There were no significant differences between male and female enrolment patterns in 1997.



## 5.14 HIGHER EDUCATION STUDENTS, TYPE OF ENROLMENT

	<i>Internal</i>		<i>External</i>	<b>Total</b>
	<i>Full-time</i>	<i>Part-time</i>		
	'000	'000		
<b>1987</b>				
Males	114.7	59.5	22.2	<b>196.4</b>
Females	119.4	54.4	23.6	<b>197.4</b>
Persons	234.2	113.8	45.7	<b>393.7</b>
<b>1992</b>				
Males	158.2	75.9	26.5	<b>260.6</b>
Females	181.0	83.4	34.3	<b>298.8</b>
Persons	339.2	159.3	60.8	<b>559.4</b>
<b>1997</b>				
Males	179.1	82.8	38.3	<b>300.2</b>
Females	212.4	96.8	49.5	<b>358.7</b>
Persons	391.5	179.6	87.8	<b>658.8</b>

Source: DEETYA, *Selected Higher Education Student Statistics, 1997*.

## BY LEVEL

Approximately 659,000 students were enrolled in undergraduate and post-graduate Higher education courses in 1997. Some 75% of all students were studying at the Bachelor degree level, compared to 13% at Higher degree levels.

## BY FIELD OF STUDY

Arts, humanities and social sciences was overall the most common field in 1997. However, the size ranking of the fields of study varied considerably depending on course level. For example, in Higher degree research courses, Arts, humanities and social sciences was the largest field (28%), yet for Higher degree course work, Business, administration and economics was the largest field (37%). Business, administration and economics was also a large field in the Other post-graduate courses (25%), as was Education (24%).

	<i>Higher degree</i>							<i>Total</i>
	<i>Research</i>	<i>Coursework</i>	<i>Other post-graduate qualification</i>	<i>Bachelor degree</i>	<i>Other under-graduate</i>	<i>Enabling courses</i>	<i>Non-award courses</i>	
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	
Agriculture, animal husbandry	1 285	197	475	6 482	3 640	58	..	12 137
Architecture, building	525	814	1 199	12 534	115	—	..	15 187
Arts, humanities & social sciences	9 974	8 117	7 910	133 922	2 676	2 263	..	164 862
Business, administration, economics	2 721	18 336	13 161	124 707	2 061	62	..	161 048
Education	3 569	8 195	12 572	47 213	1 030	931	..	73 510
Engineering, surveying	3 597	2 316	1 765	41 480	810	45	..	50 013
Health	4 198	5 849	8 873	55 152	1 003	86	..	75 161
Law, legal studies	536	2 136	1 726	24 452	1 675	—	..	30 525
Science	8 500	3 709	5 363	83 719	1 927	483	..	103 701
Veterinary science	239	72	12	1 316	—	—	..	1 639
Non-award courses	..	..	..	..	..	..	5 798	5 798
<b>Total(a)</b>	<b>35 144</b>	<b>49 733</b>	<b>52 923</b>	<b>496 364</b>	<b>14 937</b>	<b>3 928</b>	<b>5 798</b>	<b>658 827</b>

(a) Multi-response category, so components may not add to total.

Source: DEETYA, *Selected Higher Education Student Statistics, 1997*.

#### INDIGENOUS STUDENTS IN HIGHER EDUCATION

There were approximately 7,500 Indigenous students enrolled in Higher education courses in 1997, representing 1.1% of the total student population in that year. Indigenous students more commonly undertook courses in Arts, humanities and social sciences; Education; and Law, legal studies than non-Indigenous students. However, participation in Architecture and building and Engineering and surveying was less than one-third that of non-Indigenous students. In both Agriculture, animal husbandry; and Veterinary science and animal care, participation by Indigenous students was comparable to that of non-Indigenous students.

## 5.16 HIGHER EDUCATION STUDENTS, INDIGENOUS STATUS—1997(a)

<i>Broad field of study</i>	<i>Indigenous</i>		<i>Non-Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
Agriculture, animal husbandry	132	1.8	12 005	1.8
Architecture, building	55	0.7	15 132	2.3
Arts, humanities & social sciences	2 979	39.9	161 883	24.9
Business, administration, economics	671	9.0	160 377	24.6
Education	2 085	27.9	71 425	11.0
Engineering, surveying	86	1.2	49 927	7.7
Health	784	10.5	74 377	11.4
Law, legal studies	392	5.3	30 133	4.6
Science	482	6.5	103 219	15.8
Veterinary science	15	0.2	1 624	0.2
Non-award courses	22	0.3	5 776	0.9
<b>Total</b>	<b>7 461</b>	<b>100.0</b>	<b>651 366</b>	<b>100.0</b>

(a) Multi-response category, so components may not add to total.

Source: DEETYA, *Selected Higher Education Student Statistics, 1997*.

In 1997, Indigenous students were less frequently enrolled in courses of Bachelor degree or higher than non-Indigenous students (62% compared to 97%). Some 39% of Indigenous students had enrolled in either Other undergraduate or Enabling courses.

## 5.17 HIGHER EDUCATION STUDENTS, LEVEL OF QUALIFICATION—1997

	<i>Indigenous</i>		<i>Non-Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
Higher degree	413	5.5	84 464	13.0
Other post-graduate	310	4.2	52 613	8.1
Bachelor	3 863	51.8	492 501	75.6
Other undergraduate	1 411	18.9	13 526	2.1
Enabling courses	1 442	19.3	2 486	0.4
Non-award courses	22	0.3	5 776	0.9
<b>Total</b>	<b>7 461</b>	<b>100.0</b>	<b>651 366</b>	<b>100.0</b>

Source: DEETYA, *Selected Higher Education Student Statistics, 1997*.

## OVERSEAS STUDENTS IN HIGHER EDUCATION

The number of overseas students in Higher education institutions increased considerably between 1992 and 1997. Overall, there were 59% more overseas students enrolled in 1997 than there were in 1992. In both years, the majority of overseas students were from Asia and the Middle East, and this proportion was higher in 1997 (87%) than in 1992 (72%).

	1992			1997		
	Males	Females	Persons	Males	Females	Persons
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
Africa	403	215	618	663	431	1 094
Americas/Caribbean	436	495	931	887	1 104	1 991
Asia/Middle East	16 268	12 209	28 477	28 798	25 788	54 586
Europe	384	304	688	954	859	1 813
Pacific Islands	1 571	1 123	2 694	1 153	920	2 073
All other(a)	2 795	3 287	6 082	771	646	1 417
<b>Total</b>	<b>21 857</b>	<b>17 633</b>	<b>39 490</b>	<b>33 226</b>	<b>29 748</b>	<b>62 974</b>

(a) Includes Not stated.

Source: DEETYA, Selected Higher Education Student Statistics.

Between 1992 and 1997, changes in the number of overseas students from Asia/Middle East and the Pacific Islands were more notable for females than for males. For instance, the number of male students from Asia/Middle East increased by 77%, whereas females increased by 111%.

#### ACCESS ISSUES IN EDUCATION AND TRAINING

Gaining access to study To provide for flexibility of access to study for a qualification, formal acknowledgment may be granted for a student's attributes, other than a tertiary entry score. Previous study undertaken, skills acquired and relevant experience may assist an applicant to gain a placement for study or partial credit for the course of study to be undertaken. Such acknowledgment is referred to as Recognition for Prior Learning (RPL).

The highest rate of RPL was in the field of Health (34%), the majority of persons in that field were given recognition based on Study at university (56%), followed by Assessed skills or experience (27%), and Study at an institution other than a university or TAFE college (26%).

<i>Broad field of study</i>						<i>Received RPL(b)</i>	
	<i>For study at university</i>	<i>For study at TAFE or technical college</i>	<i>For study elsewhere</i>	<i>For assessed skills or experience</i>	<i>Other reasons</i>	<i>Total</i>	<i>RPL rate in field</i>
	%	%	%	%	%	%	%
Agriculture & related fields	*37.0	*39.5	*9.9	*44.4	—	100.0	20.5
Architecture & building	*21.2	69.3	*5.1	*16.1	—	100.0	23.1
Business & administration	37.4	35.2	18.3	22.0	*1.2	100.0	26.7
Education	60.2	*19.5	*16.3	*15.1	*0.8	100.0	27.9
Engineering	*18.8	51.9	23.7	21.3	*3.1	100.0	24.2
Health	55.9	*19.9	25.8	27.0	*3.1	100.0	33.9
Natural & physical sciences	49.0	39.0	*15.3	*13.9	*1.7	100.0	28.0
Society & culture	54.6	25.5	16.3	24.5	*0.4	100.0	21.8
Other	*2.5	*63.0	*25.9	*6.2	*3.7	100.0	16.5
<b>All fields(c)</b>	<b>43.0</b>	<b>34.8</b>	<b>18.0</b>	<b>21.7</b>	<b>*1.4</b>	<b>100.0</b>	<b>25.3</b>

(a) Excludes persons aged 15–20 years who were still at school. Where more than one qualification was enrolled for, details were collected about the most recent.

(b) Multi-response category, so components may not add to total.

(c) Includes persons whose field of study was Not stated or was Inadequately described.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

## Distance education

Distance education is now a viable option for many persons undertaking post-secondary study. A person may enrol as an External student and study correspondence, perhaps with periodic live-in or residential sessions. Open Learning is also a popular choice for students who find difficulty in studying on campus. Open Learning is considered to be a formal method of teaching, and involves students gaining instruction from a television or radio program that they can pick up from their own homes.

In 1997, 17% of all tertiary education students were enrolled as External students and 2% as Open Learning students.

## 5.20 PERSONS ENROLLED FOR A POST-SCHOOL QUALIFICATION IN 1996(a), STUDY STATUS

<i>Providers</i>	<i>External students(b)</i>	<i>Open Learning(c)</i>
	%	%
University	18.2	1.6
TAFE	9.6	2.4
Other tertiary	31.0	*2.3
<b>All providers</b>	<b>16.8</b>	<b>2.0</b>

(a) Where more than one qualification was enrolled for, details were collected about the most recent.

(b) Open Learning students may also be enrolled as external students.

(c) Open Learning students may be studying one or more of their modules/units by Open Learning.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

Demand for places in tertiary education

Approximately 92% of all tertiary education places offered in 1997 were filled by students undertaking study in that year. Another 8% of students had deferred their study.

There were 43,800 unplaced applicants for study in tertiary education. The main reason given for their non-placement was that their chosen course was full (34%). Females were more likely to provide this reason (39%), than males (28%). Some 19% of applicants did not gain placement as they were either not eligible or their entrance scores were too low.

5.21 DEMAND FOR RECOGNISED TERTIARY STUDY, REASON FOR NON-PLACEMENT—MAY 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
PLACE OFFERED						
Undertaking study	944.5	92.7	955.1	92.0	1 899.6	92.3
Deferred study	74.5	7.3	83.4	8.0	157.9	7.7
<b>Total</b>	<b>1 019.0</b>	<b>100.0</b>	<b>1 038.5</b>	<b>100.0</b>	<b>2 057.5</b>	<b>100.0</b>
PLACE NOT OFFERED						
Course was full	6.4	28.4	8.4	39.2	14.7	33.6
Course was cancelled	*1.9	*8.3	*2.6	*12.1	*4.4	*10.1
Not eligible/entrance scores too low	*3.1	*13.7	*5.2	*24.2	8.3	18.9
Applied too late	*4.3	*19.3	*2.8	*13.1	7.1	16.3
Other reason	6.8	30.3	*2.4	*11.4	9.2	21.1
<b>Total</b>	<b>22.4</b>	<b>100.0</b>	<b>21.4</b>	<b>100.0</b>	<b>43.8</b>	<b>100.0</b>

Source: Unpublished data, Transition from Education to Work Survey.

Limitations to undertaking study

The Survey of Education and Training, 1997, sought information about study for an educational qualification in the 12 months prior to the survey. Excluding those persons who believed they did not have a need to study for a qualification during that period, the main reasons for not undertaking study varied between males and females.

Males more frequently reported Work-related reasons (22%) than Personal or family reasons (11%) for not undertaking study for a qualification, whereas Personal or family reasons (26%) were of greater importance to females than Work-related reasons (16%). The role of females as primary carers in families is highlighted by the 15% of females who cited Caring for family members, or Children too young, as the main reason for not undertaking study. This compares to less than 2% for males (table 5.32).

Limitations to the provision of training

In 1997, the most common factor limiting employers' provision of structured training in the previous 12 months was Current employees were adequately trained. This was especially the case for those employers who did not provide any structured training. Employers who did provide some structured training in the previous 12 months more frequently believed that Time and Cost constraints (51% and 48% respectively) limited their expenditure on the provision of training.

5.22 FACTORS LIMITING EXPENDITURE ON STRUCTURED TRAINING IN THE LAST 12 MONTHS, 1997(a)

	<i>Employers who provided structured training</i>	<i>Employers who did not provide structured training</i>	<i>Total</i>
	%	%	%
Current employees adequately trained	22	55	44
Time constraints	51	25	34
Cost constraints	48	24	32
Recruited trained people	11	16	14
No suitable training available	7	11	9
External providers ran courses at unsuitable locations	12	4	7
Lack of suitable trainers in this organisation	10	5	7
External providers ran courses at unsuitable times	11	4	6
Employee resistance to training	3	*2	2
No limitations(b)	18	16	17
<b>All factors</b>	<b>100</b>	<b>100</b>	<b>100</b>

(a) Multi-response category, so components may not add to total.

(b) Includes Not stated.

Source: *Employer Training Practices, Australia, February 1997 (Cat. no. 6356.0)*.

REASONS FOR STUDY AND NON-COMPLETION OF STUDY

In schooling Young persons who left secondary school before completion tended to give Work-related reasons (46%) as the main reason for leaving school, in particular, Getting (or wanting) a job or apprenticeship (43%). Young males were more likely to give Work-related reasons for leaving school (52%) compared with young females (37%), who were more likely to give Personal or family reasons (21%) or Other reasons (18%) for leaving school.

5.23 PERSONS AGED 15–24 YEARS, MAIN REASON DID NOT COMPLETE SECONDARY SCHOOL—1997

	<i>Males</i>		<i>Females</i>		<i>Persons</i>	
	'000	%	'000	%	'000	%
<b>Work-related reasons</b>						
Little difference to work prospects	14.3	3.6	9.4	3.5	23.7	3.5
Got (or wanted) a job or apprenticeship	194.3	48.5	91.3	33.6	285.6	42.5
<i>Total</i>	208.6	52.0	100.7	37.1	309.3	46.0
<b>Schooling-related reasons</b>						
Did not do well or failed subjects	25.2	6.3	15.4	5.7	40.7	6.1
Did not like school or teachers	61.8	15.4	41.9	15.4	103.6	15.4
<i>Total(a)</i>	91.9	22.9	65.0	23.9	156.9	23.3
<b>Personal or family reasons</b>						
Lost interest or motivation	51.0	12.7	39.6	14.6	90.6	13.5
Own ill-health, injury or disability	11.2	2.8	11.6	4.3	22.8	3.4
<i>Total(b)</i>	62.8	15.7	58.2	21.4	121.0	18.0
Other reasons(c)	37.6	9.4	47.8	17.6	85.4	12.7
<b>Total</b>	<b>400.9</b>	<b>100.0</b>	<b>271.7</b>	<b>100.0</b>	<b>672.6</b>	<b>100.0</b>

(a) Includes persons who stated Not offered at nearest school and Study load too heavy.

(b) Includes persons who stated Caring for family members, or child-care problems.

(c) Includes persons who stated Too expensive, financial reasons, no money; Location of establishment or transport difficulties; and Other.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

In VET Almost all persons enrolled in TAFE in 1997 had done so for vocational reasons (94%). While 4% of males enrolled for non-vocational reasons, the proportion of females who had enrolled for such reasons, was higher at 9%.

Persons enrolled in Health and Architecture and building fields of study most frequently reported their enrolment was for vocational reasons (100% and 97% respectively). Relatively fewer persons undertaking courses in Society and culture reported their enrolment for such reasons. This was especially the case for males.

5.24 TAFE ENROLMENTS(a) FOR VOCATIONAL REASONS, 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
Agriculture & related fields	16.8	100.0	8.8	83.8	25.6	93.8
Architecture & building	38.1	96.9	*3.7	*100.0	41.8	97.4
Business & administration	46.5	95.7	55.7	94.4	102.2	95.0
Education	*0.9	*100.0	*6.2	*93.9	*7.1	*95.9
Engineering	99.2	97.5	*4.8	*62.3	104.0	95.1
Health	*2.9	*100.0	*6.5	*100.0	9.4	100.0
Natural & physical sciences	21.3	92.2	20.7	93.7	42.1	93.3
Society & culture	13.0	81.3	48.6	88.8	61.6	87.0
Other	20.6	96.7	12.3	93.9	32.9	95.6
<b>All fields of study</b>	<b>263.9</b>	<b>95.9</b>	<b>169.9</b>	<b>91.1</b>	<b>433.8</b>	<b>94.0</b>

(a) Excludes persons aged 15–20 years who were still at secondary school. Where more than one qualification was enrolled for, details were collected about the most recent.

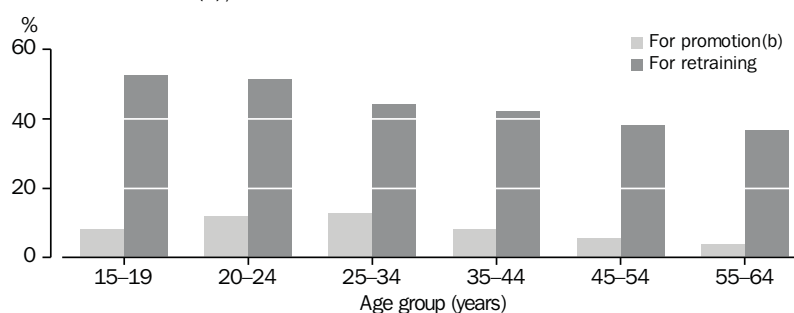
Source: Unpublished data, Survey of Education and Training Experience, 1997.

In 1997, 27% of persons who had enrolled for, but not completed, a TAFE qualification in the last five years cited Work-related reasons as the main reason for non-completion. Some 33% of males cited Work-related reasons, compared to 22% of females. Females more frequently reported Personal or family reasons, than males (22% compared to 17%) (table 5.33).

Of wage and salary earners in 1997 who completed a training course in the previous 12 months, more persons across all age groups did so for the purpose of retraining than for promotion. Persons aged 15–19 years more frequently undertook training courses for retraining than any other age group, whereas those aged 25–34 years more frequently undertook training for promotion than any other age group.



5.25 REASON FOR UNDERTAKING TRAINING COURSES IN THE LAST 12 MONTHS(a), 1997



(a) Up to four training courses per person collected, so total may be less than sum of components.  
 (b) Only asked of wage or salary earners.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

In higher education Some 96% of all persons who enrolled in Higher education in 1997 did so for vocational reasons. All students who enrolled in Education and Architecture and building did so for vocational reasons. Relatively fewer persons undertaking courses in Society and culture reported their enrolment for vocational reasons (90%).

5.26 HIGHER EDUCATION ENROLMENTS(a) FOR VOCATIONAL REASONS, 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
Architecture & building	*8.0	*100.0	*3.8	*100.0	11.7	100.0
Agriculture & related fields	*5.0	*100.0	*4.2	*93.3	9.2	96.8
Business & administration	89.5	96.7	75.2	98.6	164.7	97.5
Education	21.8	100.0	57.8	100.0	79.6	100.0
Health	21.7	100.0	58.4	98.6	80.1	99.0
Engineering	34.3	98.8	*5.2	*100.0	39.5	99.2
Miscellaneous fields	*1.6	*100.0	*0.2	*100.0	*1.7	*100.0
Natural & physical sciences	56.7	99.3	37.4	96.9	94.1	98.3
Society & culture	64.5	89.5	118.0	89.6	182.6	89.6
<b>Total</b>	<b>310.2</b>	<b>96.2</b>	<b>372.0</b>	<b>95.6</b>	<b>682.2</b>	<b>95.9</b>

(a) Excludes persons aged 15-20 years who were still at secondary school. Where more than one qualification was enrolled for, details were collected about the most recent.

Source: *Unpublished data, Education and Training Experience Survey, 1997*.

In 1997, 25% of persons who had enrolled in, but not completed, a Higher education qualification in the last five years cited Work-related reasons as the main reason for non-completion. Some 31% of males cited Work-related reasons, compared to 18% of females. In contrast, females more frequently reported Personal or family reasons (30%), than males (18%). Similar proportions of males (19%) and females (20%) reported that the Course did not meet expectations, as the main reason for non-completion of Higher education (table 5.34).

LABOUR FORCE FEATURES  
OF PARTICIPANTS

Study and employment Over a third of school students aged 15 years and over were in the labour force in 1997, the bulk of whom were employed part-time (79%). Approximately 7% of school students were unemployed.

Most part-time tertiary students were in the labour force—92% of TAFE students and 93% of Higher education students, and the majority of those were employed full-time. Some 71% of part-time TAFE students and 70% of part-time Higher education students were employed full-time. These proportions are considerably higher than the participation rate in full-time employment for persons not attending an educational institution (55%).

Just over half of full-time tertiary students were in the labour force (51% of TAFE full-time students and 54% of Higher education students). Part-time work accounted for most of this participation. Full-time TAFE students were more likely to be unemployed (11%) than any other group, either attending or not attending an educational institution.

5.27 LABOUR FORCE STATUS, EDUCATIONAL ATTENDANCE—MAY 1997

	<i>Employed</i>			<i>Unemployed</i>	<i>Not in the labour force</i>		<i>Labour force participation rate</i>
	<i>Full-time</i>	<i>Part-time</i>	<i>Total</i>		<i>Total</i>	<i>Total</i>	
	%	%	%	%	%	%	%
Attending							
School	*0.6	29.0	29.5	7.1	63.3	100.0	36.7
TAFE							
Full-time	6.9	32.5	39.4	11.2	49.4	100.0	50.6
Part-time	71.4	14.9	86.3	5.2	8.5	100.0	91.5
Higher education							
Full-time	3.1	45.1	48.2	5.6	46.2	100.0	53.8
Part-time	69.6	19.5	89.1	4.1	6.8	100.0	93.2
Not attending	55.0	15.1	70.1	6.5	23.5	100.0	76.5
<b>All students</b>	<b>50.3</b>	<b>17.3</b>	<b>67.6</b>	<b>6.5</b>	<b>25.9</b>	<b>100.0</b>	<b>74.1</b>

Source: Unpublished data, Transition from Education to Work Survey, May 1997.

## Training experience of wage and salary earners

### BY TYPE OF EMPLOYMENT

In 1997, wage and salary earners who had undertaken study or training in the 12 months to May 1997 more frequently reported undertaking on-the-job training than a training course or study. However the proportion undertaking on-the-job training in 1997 (72%) was not as great as in 1993 (82%).

Full-time employees and permanent employees more frequently reported undertaking training courses and on-the-job training than either part-time or casual employees. However, part-time and casual employees more frequently reported study in the previous 12 months (table 5.35).

### BY INDUSTRY AND OCCUPATION

In both 1993 and 1997, wage and salary earners who had undertaken training in the last 12 months more frequently reported training than study regardless of industry.

Employees in the Electricity, gas and water industry more frequently undertook study (22%), in-house training (61%) and on-the-job training (80%), than employees in any other industry. Employees in Community services and health (29%), Mining (26%) and Public administration and defence (25%) more frequently undertook external training than employees of other industries (table 5.36).

As in 1993, professional occupations had the highest incidence of participation in on-the-job training of all occupations. In 1997, 90% of Professionals and 85% of Para-professionals who undertook training in the last 12 months had undertaken on-the-job training. This compares to 94% of Professionals and 90% of Para-professionals in 1993.

In 1997, Para-professionals (56%) more frequently undertook in-house training than Professionals (51%). This situation is the reverse of that in 1993, where Professionals (54%) more frequently undertook in-house training than Para-professionals (49%) (table 5.37).

5.28 CLIENTS IN VET PROGRAMS, JUNE 1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Age group (years)	'000	'000	'000	'000	000	'000	'000	'000	'000
MALES									
15-19	54.6	39.0	24.1	9.8	15.7	3.8	1.5	1.8	150.2
20-24	45.8	44.1	16.5	9.1	11.3	2.7	1.5	2.5	133.5
25-49	105.9	118.3	43.5	29.2	27.0	7.1	4.2	3.8	338.9
50-64	16.8	18.9	6.9	5.6	3.4	1.0	0.5	0.4	53.4
Not known	8.2	9.5	24.4	1.1	1.9	0.3	0.5	1.0	47.0
<b>Total(a)</b>	<b>235.6</b>	<b>232.8</b>	<b>116.4</b>	<b>56.1</b>	<b>59.9</b>	<b>14.9</b>	<b>8.4</b>	<b>9.6</b>	<b>733.8</b>
FEMALES									
15-19	44.3	24.7	17.7	7.9	10.2	2.6	1.1	1.5	109.8
20-24	38.0	29.6	12.4	8.5	8.5	1.8	1.2	1.8	101.7
25-49	126.8	99.1	41.8	35.6	27.0	6.3	4.3	4.1	344.9
50-64	21.3	17.3	6.2	7.6	3.6	0.8	0.4	0.5	57.5
Not known	13.4	9.4	22.6	2.2	1.5	0.3	0.6	1.0	51.0
<b>Total(a)</b>	<b>247.8</b>	<b>184.1</b>	<b>101.5</b>	<b>63.4</b>	<b>51.5</b>	<b>11.7</b>	<b>7.8</b>	<b>9.0</b>	<b>676.7</b>
PERSONS									
15-19	99.9	63.6	41.8	17.7	25.9	6.3	2.5	3.6	261.2
20-24	84.4	73.6	28.9	17.7	19.8	4.4	2.7	4.3	235.9
25-49	233.7	217.4	85.4	64.7	54.1	13.4	8.6	7.9	685.0
50-64	38.3	36.2	13.1	13.2	7.0	1.8	1.0	0.8	111.3
Not known(b)	43.8	19.3	47.0	25.3	3.4	0.6	1.2	2.2	142.8
<b>Total(a)</b>	<b>508.5</b>	<b>417.4</b>	<b>218.2</b>	<b>141.5</b>	<b>111.5</b>	<b>26.6</b>	<b>16.2</b>	<b>18.7</b>	<b>1 458.6</b>

(a) Includes persons aged under 15, and over 64.

(b) Includes sex Not known.

Source: NCVER, Australian VET Statistics, 1997.

5.29 APPRENTICES AND TRAINEES IN TRAINING AT 30 JUNE 1998

	'000	%
Managers & administrators	2.3	1.3
Professionals	1.4	0.8
Associate professionals	6.1	3.2
Trades & related workers		
Mechanical & fabrication engineering	20.4	10.9
Automotive	22.7	12.1
Electrical & electronic	16.6	8.9
Construction	23.4	12.5
Food	16.6	8.9
Skilled agricultural & horticultural workers	3.1	1.6
Other trades & related workers		
Hairdressers	9.3	5.0
Other	9.3	5.0
Total trades & related workers	121.2	65.0
Advanced clerical & service	0.2	0.1
Intermediate clerical, sales & service	28.9	15.5
Intermediate production & transport	3.3	1.8
Elementary clerical, sales & service	9.3	5.0
Labourers & related workers	13.8	7.4
<b>Total</b>	<b>186.5</b>	<b>100.0</b>

Source: NCVER, Australian Apprentice and Trainee Statistics, 1997-98, Quarter 4.

5.30 REPORTED TRAINING COURSES COMPLETED IN THE LAST 12 MONTHS(a), 1997

	In-house '000	External			Total '000
		While working '000	While not working '000	Total '000	
Sex					
Males	2 743.1	1 467.9	163.2	1 631.2	4 374.3
Females	2 434.9	1 303.1	194.0	1 497.1	3 932.1
Age group (years)					
15-19	139.2	53.6	52.6	106.2	245.4
20-24	630.0	280.5	63.1	343.6	973.6
25-34	1 581.7	754.9	87.6	842.5	2 424.3
35-44	1 499.4	877.2	81.1	958.3	2 457.6
45-54	1 066.4	651.4	46.8	698.3	1 764.7
55-64	261.1	153.5	26.1	179.6	440.7
Country of birth					
Born in Australia					
Indigenous	42.3	18.1	*6.9	24.9	67.2
Non-Indigenous	4 023.4	2 168.2	254.3	2 422.5	6 446.0
Total	4 065.7	2 186.3	261.2	2 447.5	6 513.2
Born outside Australia	1 112.3	584.8	96.0	680.8	1 793.1
<b>Total</b>	<b>5 178.0</b>	<b>2 771.1</b>	<b>357.2</b>	<b>3 128.3</b>	<b>8 306.3</b>

(a) Multi-response category, so components may not add to total.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

	<i>Males</i>		<i>Females</i>		<i>Persons</i>	
	'000	%	'000	%	'000	%
Management & professional	1 303.0	29.8	1 108.6	28.2	2 411.6	29.0
Technical & para-professional	567.0	13.0	477.6	12.1	1 044.5	12.6
Trade	391.4	8.9	115.3	2.9	506.7	6.1
Craft	11.0	0.3	24.1	0.6	35.0	0.4
Clerical or office	99.1	2.3	274.7	7.0	373.8	4.5
Sales & personal service	400.3	9.2	497.6	12.7	897.9	10.8
Transport & machinery operation	165.8	3.8	9.7	0.2	175.5	2.1
Labouring & related work	106.6	2.4	29.5	0.8	136.1	1.6
Induction	150.2	3.4	136.6	3.5	286.9	3.5
General supervision	101.8	2.3	69.2	1.8	171.0	2.1
General computing skills	322.5	7.4	386.0	9.8	708.5	8.5
General health & safety	508.6	11.6	431.1	11.0	939.7	11.3
English language	17.0	0.4	13.9	0.4	30.9	0.4
Literacy	14.2	0.3	38.4	1.0	52.6	0.6
Numeracy	*2.4	*0.1	9.0	0.2	11.4	0.1
Music & arts	11.9	0.3	32.0	0.8	43.9	0.5
Other	201.5	4.6	278.8	7.1	480.3	5.8
<b>Total</b>	<b>4 374.3</b>	<b>100.0</b>	<b>3 932.1</b>	<b>100.0</b>	<b>8 306.3</b>	<b>100.0</b>

(a) Multi-response category, so components may not add to total.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

5.32 MAIN REASON NOT STUDYING FOR A QUALIFICATION IN THE LAST 12 MONTHS, 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
No need for study	1 884.1	45.2	1 204.3	35.4	3 088.4	40.8
Work-related reasons						
Too much work, or scheduling of work and study	700.6	16.8	435.9	12.8	1 136.5	15.0
Total(a)	930.9	22.3	544.7	16.0	1 475.6	19.5
Qualification-related reasons						
Lack of information, or no suitable courses available	55.4	1.3	34.3	1.0	89.7	1.2
Total(b)	94.6	2.3	58.4	1.7	153.0	2.0
Personal or family reasons						
Lack of interest or motivation	317.3	7.6	293.4	8.6	610.7	8.1
Caring for family members, or children too young	57.1	1.4	520.8	15.3	577.9	7.6
Total(c)	438.3	10.5	899.9	26.4	1 338.2	17.7
Other reasons						
No time	478.7	11.5	400.8	11.8	879.5	11.6
Too expensive, financial reasons, or no money	146.1	3.5	160.1	4.7	306.2	4.0
Total(d)	819.2	19.7	696.6	20.5	1 515.8	20.0
<b>Total</b>	<b>4 167.1</b>	<b>100.0</b>	<b>3 403.8</b>	<b>100.0</b>	<b>7 570.9</b>	<b>100.0</b>

(a) Includes persons who stated Little difference to work prospects, or not required for job or employer; and Lack of employer support.

(b) Includes persons who stated No places available, or not offered a place; and Lack of qualifications or pre-requisites.

(c) Includes persons who stated Own ill health, injury or disability; and Child-care problems, or lack of suitable child-care.

(d) Includes persons who stated Location of establishment, or transport difficulties; Lack of literacy or numeracy skills, or lack of English proficiency; and Other.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

5.33 PERSONS WHO ENROLLED IN BUT DID NOT COMPLETE A TAFE QUALIFICATION IN LAST 5 YEARS(a), 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
<b>Work-related reasons</b>						
Too much work, or scheduling of work & study	37.0	17.5	24.0	11.5	61.0	14.5
<i>Total(b)</i>	68.8	32.5	46.6	22.3	115.4	27.4
<b>Qualification-related reasons</b>						
Did not meet expectations	24.3	11.5	32.8	15.7	57.1	13.6
<i>Total(c)</i>	44.5	21.0	52.4	25.0	96.8	23.0
<b>Personal or family reasons</b>						
Lost interest or motivation	26.2	12.4	17.7	8.5	44.0	10.4
Caring for family members, or children too young	*3.5	*1.7	13.4	6.4	16.9	4.0
<i>Total(d)</i>	36.5	17.2	45.5	21.7	82.0	19.5
<b>Other reasons</b>						
Too expensive, financial reasons, or no money	12.8	6.0	15.7	7.5	28.5	6.8
<i>Total(e)</i>	62.1	29.3	64.7	30.9	126.9	30.1
<b>Total</b>	<b>211.9</b>	<b>100.0</b>	<b>209.2</b>	<b>100.0</b>	<b>421.1</b>	<b>100.0</b>

(a) Where more than one qualification was not completed, details were collected about the most recently ceased.

(b) Includes persons who stated Little difference to work prospects; Lack of employer support; and Got a job or apprenticeship.

(c) Includes persons who stated Did not do well or failed subjects; Study load too heavy; and Only intended to complete part of qualification.

(d) Includes persons who stated Own ill health, injury or disability; and Child-care problems, or lack of suitable child-care.

(e) Includes persons who stated No time; Location of establishment, or transport difficulties; and Other.

Source: Unpublished data, Survey of Education and Training Experience, 1997.



5.34 PERSONS WHO ENROLLED IN BUT DID NOT COMPLETE UNIVERSITY QUALIFICATION IN LAST 5 YEARS(a), 1997

	Males		Females		Persons	
	'000	%	'000	%	'000	%
<b>Work-related reasons</b>						
Too much work, or scheduling of work & study	34.8	22.3	23.0	13.7	57.8	17.8
<i>Total(b)</i>	48.6	31.1	30.9	18.4	79.5	24.5
<b>Qualification-related reasons</b>						
Did not meet expectations	29.3	18.8	33.3	19.8	62.6	19.3
<i>Total(c)</i>	38.7	24.8	42.7	25.4	81.4	25.1
<b>Personal or family reasons</b>						
Lost interest or motivation	19.6	12.6	23.3	13.8	42.9	13.2
Caring for family members, or children too young	*3.2	*2.0	15.6	9.3	18.8	5.8
<i>Total(d)</i>	27.7	17.7	51.1	30.4	78.8	24.3
<b>Other reasons</b>						
Too expensive, financial reasons, or no money	11.6	7.4	15.1	9.0	26.7	8.2
<i>Total(d)</i>	41.0	26.3	43.6	25.9	84.6	26.1
<b>Total</b>	<b>156.1</b>	<b>100.0</b>	<b>168.3</b>	<b>100.0</b>	<b>324.4</b>	<b>100.0</b>

(a) Where more than one qualification was not completed, details were collected about the most recently ceased.

(b) Includes persons who stated Little difference to work prospects; Lack of employer support; and Got a job or apprenticeship.

(c) Includes persons who stated Did not do well or failed subjects; Study load too heavy; and Only intended to complete part of qualification.

(d) Includes persons who stated Own ill health, injury or disability; and Child-care problems, or lack of suitable child-care.

(e) Includes persons who stated No time; Location of establishment, or transport difficulties; and Other.

Source: Unpublished data, Survey of Education and Training Experience, 1997.

## 5.35

## WAGE AND SALARY EARNERS UNDERTAKING TRAINING IN LAST 12 MONTHS, FULL-TIME OR PART-TIME STATUS

	<i>Study or training courses undertaken</i>							
	<i>Studied in last 12 months</i>	<i>In-house</i>	<i>External training</i>		<i>Total</i>	<i>On-the-job</i>	<i>Total</i>	<i>Total</i>
			<i>Employer supported</i>	<i>Total</i>				
	%	%	%	%	%	%	%	'000
1993								
Full-time or part-time								
Full-time	16.6	35.5	8.9	13.0	48.6	83.5	100.0	5 197.8
Part-time	24.0	19.7	2.6	8.5	42.5	77.2	100.0	1 880.9
Permanent or casual								
Permanent	16.3	37.6	9.2	13.2	49.9	83.4	100.0	5 268.8
Casual	25.4	12.9	1.6	7.7	38.5	77.2	100.0	1 809.9
<b>All wage and salary earners</b>	<b>18.6</b>	<b>31.3</b>	<b>7.3</b>	<b>11.8</b>	<b>47.0</b>	<b>81.8</b>	<b>100.0</b>	<b>7 078.7</b>
1997								
Full-time or part-time								
Full-time	14.6	37.7	14.6	21.9	57.2	75.9	100.0	5 255.2
Part-time	18.4	22.8	5.6	15.8	45.4	62.5	100.0	2 445.5
Permanent or casual								
Permanent	14.9	40.4	15.3	22.4	59.5	76.1	100.0	5 484.8
Casual	18.2	14.7	3.0	14.0	38.6	60.6	100.0	2 215.8
<b>All wage and salary earners</b>	<b>15.8</b>	<b>33.0</b>	<b>11.7</b>	<b>20.0</b>	<b>53.5</b>	<b>71.6</b>	<b>100.0</b>	<b>7 700.6</b>

Source: *Education and Training Experience, Australia (Cat. no. 6278.0)*.

	<i>Study or training courses undertaken</i>								
	<i>Studied in last 12 months</i>	<i>External training</i>			<i>Total</i>	<i>Total</i>	<i>On- the-job</i>	<i>Total</i>	<i>Total</i>
		<i>In-house</i>	<i>Employer supported</i>	<i>Total</i>					
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>'000</i>	
1993									
Agriculture, forestry, fishing & hunting	17.3	4.7	*2.9	7.2	26.5	77.5	100.0	199.0	
Mining	14.5	50.5	11.1	13.4	59.7	86.3	100.0	102.8	
Manufacturing	13.4	21.5	6.0	8.1	34.2	76.8	100.0	1 156.2	
Electricity, gas & water	14.8	51.8	10.9	15.3	61.1	85.1	100.0	94.8	
Construction	21.0	15.0	5.0	9.1	37.3	81.6	100.0	347.4	
Wholesale & retail trade	19.5	22.5	4.9	9.1	41.6	79.9	100.0	1 317.9	
Transport & storage	11.2	30.1	4.4	7.9	39.3	77.9	100.0	309.1	
Communication	12.7	49.4	7.6	9.9	58.4	81.8	100.0	126.5	
Finance, property & business services	18.6	36.0	11.1	14.7	51.5	85.8	100.0	791.6	
Public administration & defence	17.8	52.4	11.0	14.4	62.1	84.7	100.0	438.0	
Community services	21.0	45.7	10.1	17.8	59.5	86.9	100.0	1 588.1	
Recreation, personal & other services	25.8	18.5	2.6	8.1	42.9	77.4	100.0	607.4	
<b>All wage and salary earners</b>	<b>18.6</b>	<b>31.3</b>	<b>7.3</b>	<b>11.8</b>	<b>47.0</b>	<b>81.8</b>	<b>100.0</b>	<b>7 078.7</b>	
1997									
Agriculture, forestry, fishing & hunting	9.1	8.5	7.4	21.3	35.3	58.0	100.0	188.4	
Mining	9.7	57.7	20.1	25.7	70.8	72.8	100.0	95.8	
Manufacturing	10.8	25.9	8.7	13.4	41.4	67.5	100.0	1 184.9	
Electricity, gas & water	22.2	60.8	17.1	18.8	77.9	80.0	100.0	64.9	
Construction	15.5	14.8	8.8	16.9	39.3	67.9	100.0	357.8	
Wholesale & retail trade	17.2	22.5	8.4	15.8	45.0	65.3	100.0	1 585.8	
Transport & storage	7.9	34.5	8.5	16.4	48.0	63.7	100.0	361.7	
Communication	10.2	57.7	7.3	11.7	67.9	78.4	100.0	137.5	
Finance, property & business services	17.7	38.2	15.4	22.7	60.3	79.1	100.0	867.3	
Public administration & defence	15.3	57.0	17.8	25.2	70.8	77.7	100.0	444.5	
Community services	19.4	46.3	17.1	28.8	69.2	80.7	100.0	1 712.3	
Recreation, personal & other services	17.9	18.3	6.5	16.0	42.7	65.0	100.0	699.8	
<b>All wage and salary earners</b>	<b>15.8</b>	<b>33.0</b>	<b>11.7</b>	<b>20.0</b>	<b>53.5</b>	<b>71.6</b>	<b>100.0</b>	<b>7 700.6</b>	

Source: Education and Training Experience, Australia (Cat. no. 6278.0).

	Study or training courses undertaken							
	Studied in last 12 months	External training				On- the-job	Total	Total
		In-house	Employer supported	Total	Total			
%	%	%	%	%	%	%	'000	
	1993							
Managers & administrators	12.4	48.2	17.7	20.5	58.0	87.9	100.0	483.1
Professionals	23.7	54.2	17.3	27.3	70.3	93.6	100.0	980.6
Para-professionals	23.9	49.2	9.7	15.8	63.8	90.0	100.0	502.9
Tradespersons	21.5	20.3	4.1	7.4	39.3	79.3	100.0	924.9
Clerks	16.6	34.4	6.4	9.9	48.2	85.5	100.0	1 254.0
Salespersons & personal service workers	24.3	28.0	4.6	9.6	50.0	81.8	100.0	1 200.7
Plant & machine operators, and drivers	6.7	19.5	3.1	5.0	26.4	68.5	100.0	548.6
Labourers & related workers	14.2	11.8	1.5	4.6	27.1	70.3	100.0	1 183.8
<b>All wage and salary earners</b>	<b>18.6</b>	<b>31.3</b>	<b>7.3</b>	<b>11.8</b>	<b>47.0</b>	<b>81.8</b>	<b>100.0</b>	<b>7 078.7</b>
	1997							
Managers & administrators	12.8	43.9	26.3	32.3	65.5	81.7	100.0	530.1
Professionals	21.7	51.0	24.3	35.4	76.7	90.1	100.0	1 104.1
Para-professionals	20.7	55.6	17.7	27.7	74.3	84.8	100.0	531.2
Tradespersons	18.8	24.5	9.1	16.3	48.3	70.6	100.0	950.9
Clerks	14.5	35.1	10.6	18.1	55.0	76.2	100.0	1 287.3
Salespersons & personal service workers	18.8	27.6	7.6	16.4	49.8	66.4	100.0	1 450.5
Plant & machine operators, and drivers	6.0	26.4	5.3	10.9	38.6	55.5	100.0	544.7
Labourers & related workers	10.1	16.9	3.1	10.9	32.8	55.4	100.0	1 301.8
<b>All wage and salary earners</b>	<b>15.8</b>	<b>33.0</b>	<b>11.7</b>	<b>20.0</b>	<b>53.5</b>	<b>71.6</b>	<b>100.0</b>	<b>7 700.6</b>

Source: Education and Training Experience, Australia (Cat. no. 6278.0).

## CHAPTER 6

## PROVIDERS OF EDUCATION AND TRAINING

### INTRODUCTION

The delivery of education in Australia occurs across three main education sectors—Schools, Vocational Education and Training (VET), and Higher education. This chapter outlines the responsibilities and structure of each sector.

### RESPONSIBILITIES OF EDUCATION SECTORS

Compulsory schooling for children aged from six years to at least 15 years is principally provided by primary and secondary schools. Post-compulsory schooling (generally Years 11 or 12) is mostly provided at secondary schools and senior colleges (Tasmania and the Australian Capital Territory). Some Technical and Further Education (TAFE) institutions also provide post-compulsory schooling.

About three-quarters of schools are operated by State government systems and are dependent on State and Commonwealth funding. The majority of non-government schools receive some public funding and are usually operated by religious denominations.

TAFE colleges are the main providers of VET, and are primarily funded and administered by State and Territory Governments. Employers are key providers and sources of support for those undertaking contracts of training, e.g. apprenticeships, or undertaking training to upgrade their vocational/professional skills. Professional associations, industry associations, trade unions and Adult and Community Education (ACE) providers also play a part in the provision of VET. These organisations generally receive some government funding to conduct their activities. Private training providers, including commercial training providers and business colleges, also supply courses in VET and generally do not receive government funding.

Higher education institutions, primarily universities, are the principal providers of education in professional and academic fields. The Commonwealth Government provides the majority of funding although most institutions operate under State and Territory government legislation. In 1998 there were three private Higher education institutions based in Australia and several foreign institutions operating small local offices and campuses.

Some particular aspects of education, such as education in External Territories and international relations in education, do not fall into the above sectors. The Commonwealth Government has direct responsibility for these and also for special programs, such as Indigenous education; and overseas students, awards and exchanges.

Recent developments The provision of education and training in the last decade has seen an increase in the proportion of the population completing post-compulsory schooling, the advent of mass Higher education, and more provision of education and training by the private sector. The first two trends were discussed in chapter 5.

Over the last decade, public policies have been designed to increase access to educational systems. These include alternative pathways and recognition of prior learning, greater emphasis on competency-based training, a greater emphasis on employer needs and employment outcomes, and the trend towards user-pays funding in Higher education.

Current provision The proportion of education and training provided by the private sector is highest in schooling, where 30% of all students in 1997 undertook private school education. In contrast, only 2% of Higher education students undertook their studies with the private sector institutions.

#### 6.1 PROVISION OF EDUCATION, SECTOR—1997

	<i>Public</i>		<i>Private</i>		<b>Total</b>	
	'000	%	'000	%	'000	%
School students	2 230.1	70.3	941.6	29.7	<b>3 171.6</b>	100.0
VET clients	1 140.8	78.2	317.8	21.8	<b>1 458.6</b>	100.0
Higher education students	649.2	98.5	9.6	1.5	<b>658.8</b>	100.0

Source: *Schools, Australia, 1997* (Cat no. 4221.0); *DEETYA, Selected Higher Education Student Statistics, 1997*; *NCVER, Australian VET Statistics, 1997*.

Alternative pathways Students typically progress through the education system by undertaking compulsory schooling on a full-time basis. Beyond that, the opportunities for further education and training have become increasingly diverse.

Traditional providers of education such as schools, TAFE institutions and universities, have introduced more flexible means of delivery that enable students to undertake studies in conjunction with other commitments. External programs and Open Learning, for instance, have reduced attendance requirements at tertiary institutions.

Indeed, the very nature of the traditional institution is no longer clear cut. Several TAFE institutions offer degrees and some Higher education institutions offer technical courses. Many Higher education and TAFE institutions operate in a multi-campus environment. In some States, multi-campus schools have been established and there are now multi-sector facilities that provide Higher education, TAFE and/or schooling at the one campus.

Greater articulation between sectors not only recognises the value of skills already obtained but allows for concurrent studies. In some instances senior secondary students can complete schooling having also obtained a vocational education certificate.

## SCHOOLS

In New South Wales, Victoria, Tasmania and the Australian Capital Territory there are seven years of primary schooling followed by six years of secondary schooling. In South Australia and the Northern Territory there are eight years of primary and five of secondary education, while Queensland and Western Australia offer seven years of primary followed by five years of secondary education.

The structure of primary and secondary schools in Australia varies across the States and Territories. Although schooling generally comprises primary and secondary levels, there are four categories of schools:

- primary;
- secondary;
- combined primary and secondary; and
- special schools.

In 1997, 70% of all schools were primary schools, 16% were secondary schools and the remainder were combined and special schools.

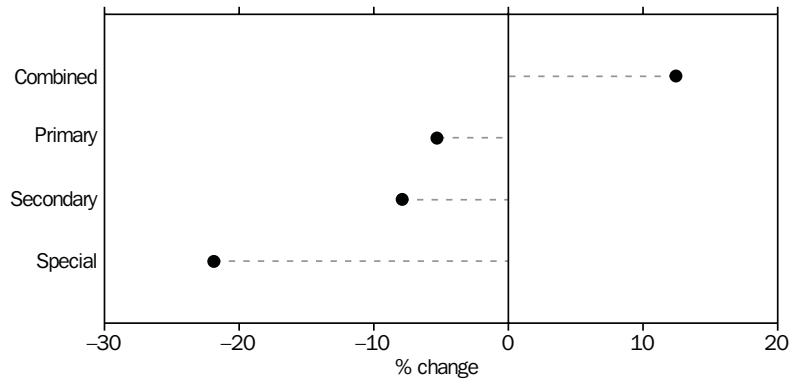
Trends The decade ending 1997 saw a rationalisation of school resources as evidenced by a 6% rise in the number of school students and a 5% decline in the number of schools. The increased demand for non-government school education is reflected in a 17% increase in student enrolment and a 3% growth in the number of schools in the non-government sector.

Secondary schools continue to have a greater average enrolment size than primary schools. The last decade has seen an increase in the proportion of larger secondary schools (those with over 1,000 student enrolments).

During the same period, the government school system saw a 2% increase in student enrolments and a 7% decline in the number of schools.

There has also been a trend towards combining primary and secondary education at the one institution. In the government sector, for example, there was a 7% increase in the number of combined schools during the decade, while the number of separate government primary, secondary, and special schools all decreased.

## 6.2 CHANGE IN SCHOOLS, LEVEL—1987 AND 1997



Source: *Schools, Australia* (Cat. no. 4221.0).

These trends indicate the tendency to enrol students with special needs within the normal school system, resulting in a decline in the number of special schools.

### Public and private schooling

There were 9,609 schools in Australia in 1997. Some 77% of primary and 72% of secondary schools were government-operated in 1997. Similarly, 74% of primary students and 66% of secondary students attended government schools. Compared to its share of enrolments, the government sector operated more schools than might be expected. This can be attributed to the sector's responsibilities for the provision of education in rural areas and for disadvantaged groups, such as Indigenous children.

## 6.3 SCHOOLS AND STUDENTS, SECTOR—1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	<b>Aust.</b>
	%	%	%	%	%	%	%	%	%
<b>Schools</b>									
Government	71.6	71.5	76.2	77.0	75.0	76.6	84.3	71.2	<b>73.6</b>
Non-government	28.4	28.5	23.8	23.0	25.0	23.4	15.7	28.8	<b>26.4</b>
<b>Students</b>									
Government	71.0	66.4	72.2	71.2	72.7	74.8	77.6	64.7	<b>70.3</b>
Non-government	29.0	33.6	27.8	28.8	27.3	25.2	22.4	35.3	<b>29.7</b>

Source: *Schools, Australia, 1997* (Cat. no. 4221.0).

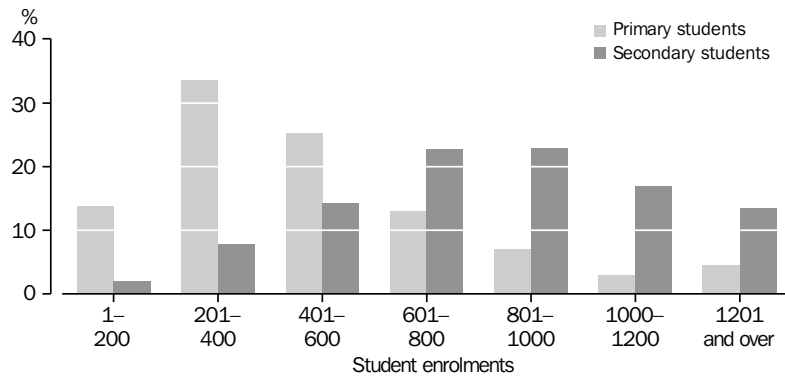
### Enrolment size

While there are many more primary than secondary schools, the former typically have fewer enrolments. In 1997, 79% of primary schools had an enrolment size of up to 400 students and 6% had in excess of 600 students. By contrast, 20% of secondary schools had an enrolment size of up to 400 students, but 60% had in excess of 600 students.

Primary school students were most frequently enrolled in schools of 201–400 students (34%), whereas secondary students were most frequently enrolled in schools of 601–1,000 students (46%).



#### 6.4 DISTRIBUTION OF SCHOOL STUDENTS, SCHOOL SIZE—1997



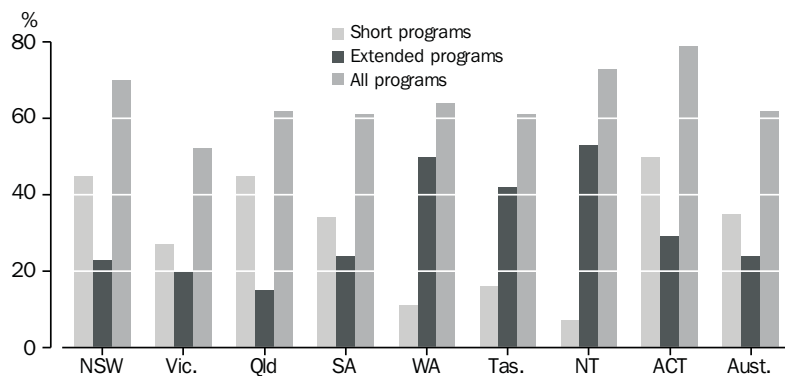
Source: *Schools, Australia, 1997* (Cat. no. 4221.0).

Schools providing industry link programs

To assist the transition to work, Year 11 and 12 students may be offered the opportunity to gain specific employment-related skills through school-industry programs. Such programs typically comprise courses that combine workplace experience with formal studies.

In 1996, 62% of schools provided access to school-industry programs. Of these, 57% offered short programs with less than 20 days in the workplace. While the Australian Capital Territory had the highest proportion (50%) of schools offering short school-industry programs, the Northern Territory had the highest proportion (53%) of schools offering extended programs.

#### 6.5 SCHOOLS PROVIDING SCHOOL-INDUSTRY PROGRAMS, 1996



Source: ACER, *School-Industry Programs National Survey, 1996*.

Student/teacher ratios

Student/teacher ratios are derived by dividing the number of full-time students by the number of full-time equivalent (FTE) teaching staff. The resultant ratio is not an indicator of class size and therefore does not necessarily reflect the quality of teaching provided.

Student/teacher ratios in 1997 were higher for primary (18:1) than secondary schools (13:1), a situation which has changed only marginally since 1987.

6.6 STUDENT(a)/TEACHER (FTE) RATIOS, SECTOR

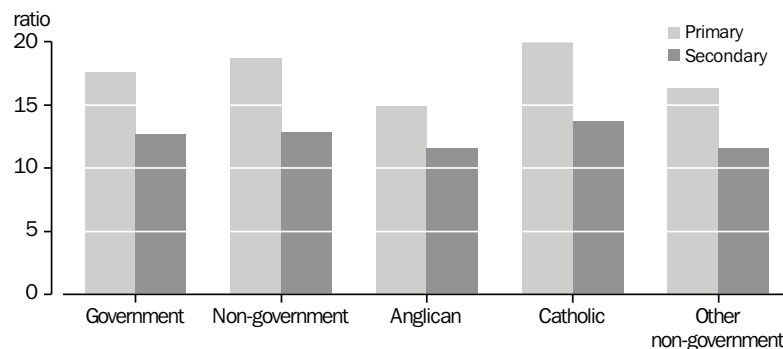
	1987			1997		
	Primary	Secondary	Total(b)	Primary	Secondary	Total(b)
	no.	no.	no.	no.	no.	no.
Government	18	12	15	18	13	15
Non-government						
Anglican	16	13	14	15	12	13
Catholic	21	14	18	20	14	17
Other	18	13	14	16	12	14
All non-government schools	20	14	16	19	13	15
<b>All schools</b>	<b>19</b>	<b>13</b>	<b>15</b>	<b>18</b>	<b>13</b>	<b>15</b>

(a) Full-time students only.  
 (b) Excludes Special schools.

Source: Schools, Australia (Cat. no. 4221.0).

While the student/teacher ratios for government schools have remained relatively unchanged since 1987, the ratios in non-government primary and secondary schools have decreased. Non-government primary school ratios were highest in Catholic schools (20:1) compared with Anglican (15:1) and Other non-government schools (16:1). In non-government secondary schools the ratio for Catholic schools was again highest at 14:1 compared with 12:1 for both Anglican and Other non-government schools.

6.7 STUDENT(a)/TEACHER (FTE) RATIOS, 1997



(a) Full-time students only and excluding Combined and Special schools.

Source: Schools, Australia, 1997 (Cat. no. 4221.0).

In the last decade most States and Territories have seen some decline in student/teacher ratios. However in Victoria, South Australia and the Northern Territory there have been increases at both primary and secondary levels.

In 1997, the Australian Capital Territory had the highest student/teacher ratios at both primary and secondary level with 19:1 and 13:1 respectively. This compared with the lowest ratios for primary schooling of 15:1 in the Northern Territory and 12:1 for secondary schooling in the Northern Territory and Tasmania (table 6.19).

VOCATIONAL EDUCATION  
AND TRAINING

- Nature of VET VET programs, (as opposed to the institutions) are generally described as those that deliver post-compulsory education and training for the purpose of providing work-related skills. They differ from Higher education programs in that they are more vocationally oriented (less theoretical and more applied), typically shorter and generally not offered at the degree level or higher.
- At the beginning of the 1990s, organisational arrangements in the VET sector during the 1990s were somewhat fragmented and experiencing growth and change. Recognising this, State Governments and industry associations introduced a series of reforms designed to develop, specify and standardise the vocational qualifications required for entry into the major industry sectors and to the labour market.
- Types of providers Providers of VET programs may be categorised into four main types:
- TAFE colleges and other government providers (including vocational programs in schools, Higher education and multi-sector institutions);
  - commercial providers;
  - community providers; and
  - employers providing training for their own staff.
- Number of providers In 1997, VET programs were provided throughout Australia by 101 TAFE and other government institutions in 1,000 training provider locations; 599 community centres; and 1,410 other registered providers.

6.8 VET LOCATIONS, TYPE OF PROVIDER—1997

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
TAFE and other government	132	252	374	67	132	7	28	8	1 000
Community centres	85	413	57	2	—	39	2	1	599
Other registered locations	375	385	198	110	115	47	156	24	1 410
<b>Total</b>	<b>592</b>	<b>1 050</b>	<b>629</b>	<b>179</b>	<b>247</b>	<b>93</b>	<b>186</b>	<b>33</b>	<b>3 009</b>

Source: NCVER, *Australian VET Statistics, 1997: In detail.*

This data collection (by National Centre for Vocational Education Research) does not, however, include employers or commercial training providers involved in providing VET on a fee-for-service basis. The Survey of Commercial Training Providers, 1994, is the latest national survey on the number of private providers operating in this way. At that time there were 3,200 providers involved in the provision of VET. Some 46% of these operated primarily as training providers while the remainder included professional associations, industry associations and equipment manufacturers.

VET enrolments The Survey of Education and Training, 1997, provides information on the number of people enrolled in a post-school qualification in the VET sector. Some 74% of VET students were enrolled in TAFE or technical colleges and 16% in Professional or industry associations.

6.9 POST-SCHOOL VET ENROLMENTS, 1997

<i>Provider</i>	<i>Public</i>	<i>Private</i>	<i>Share of VET enrolments</i>
	%	%	%
TAFE	99.0	*1.0	73.7
Business college	4.0	96.0	2.8
ACE centre	55.0	45.0	*1.1
Professional\industry association or other private training provider	27.0	73.0	16.1
Other(a)	42.0	58.0	6.3
<b>All providers</b>	<b>79.0</b>	<b>21.0</b>	<b>100.0</b>

(a) Includes Secondary schools; Industry skills centres; Skillshare centres; Equipment or product suppliers; and Other organisations.

Source: *Education and Training Experience, Australia, 1997* (Cat. no. 6278.0).

TAFE colleges and other public providers VET courses in TAFEs are divided into three streams. Stream 2000 courses provide pre-vocational training and basic education in areas such as literacy, numeracy and adult education. Stream 3000 courses provide initial vocational education and training such as apprenticeships and traineeships, and technician training. Stream 4000 courses provide post-initial training such as advanced certificates and associate diplomas. In the decade to 1997, the number of students enrolled in TAFE vocational programs reached 1,458,600.

Contracts of training The number of people undertaking contracts of training through apprenticeships or traineeships reached its highest level ever in 1997 with 182,078 people in training.

Trainees and apprentices who are employed by a Group Training Scheme may also receive part or all of their on-the-job training from the private sector. Private sector employers provided on-the-job training to at least 81% of apprentices and trainees in 1997. TAFE institutions provided the majority of the off-the-job training (table 6.20).

Commonwealth labour market programs The Commonwealth Government funded three broad labour market programs in 1996–97.

The Skillshare Program provided Jobseekers with skills training and employment-related assistance for getting them into jobs or into further education or training. Some 355 projects were managed by non-profit community organisations or local government authorities.

The Training for Employment Program, which subsumed other similar pre-existing programs, provided vocational training for specific job opportunities for people who had been unemployed for more than 12 months.

Commonwealth labour market programs *continued*

The Job Seeker Preparation and Support Program, which subsumed other pre-existing programs in the area, focused on overcoming threshold barriers to employment and facilitating preparation for approved labour market programs.

6.10 COMMONWEALTH GOVERNMENT LABOUR PROGRAMS, 1996-97

	Participants	Expenditure
	no.	\$m
Skillshare	123 133	152
Training for employment	24 834	63
Job Seeker Preparation and Support	87 216	150
<b>Total</b>	<b>235 183</b>	<b>365</b>

*Source: DEETYA, Annual Report, 1996-97.*

ACE programs

ACE programs are those vocational and basic adult education programs and activities which fall outside, but complement, the formal vocational programs offered by educational institutions. They are typically provided by adult migrant education centres, evening colleges, language centres, welfare organisations and other community-based organisations. Educational institutions including universities and TAFE may also offer ACE programs.

Employers providing training

In the September quarter of 1996, fewer employers reported providing structured training than in the September quarter of 1993 (18% compared with 23%). This decline in training provision was most evident in the Manufacturing industry, where 54% fewer employers reported providing training between the two periods. The level of training provision in the Health and community services industry, however, increased by 31%.

Industries that reported the highest levels of training provision in 1996 were Government administration and defence (81%) and Electricity, gas and water supply (48%). Industries reporting the lowest level of training were Accommodation, cafes and restaurants and Cultural and recreational services (both 10%).

6.11 EMPLOYERS REPORTING TRAINING, INDUSTRY

	Jul-Sep 1993	Jul-Sep 1996	difference
	%	%	%
Mining	38.7	26.0	-12.7
Manufacturing	46.7	21.5	-25.2
Electricity, gas and water supply	50.9	*47.8	*-3.1
Construction	18.7	11.6	-7.1
Wholesale trade	31.1	20.6	-10.5
Retail trade	18.6	14.2	-4.4
Accommodation, cafes and restaurants	19.2	10.0	-9.2
Transport and storage	12.1	*16.0	*3.9
Communication services	21.4	*13.8	*-7.7
Finance and insurance	42.1	26.1	-16.0
Property and business services	*13.9	18.5	*4.6
Government administration and defence	99.0	81.0	-18.0
Education	*43.3	32.1	*-11.2
Health and community services	15.1	19.8	4.7
Cultural and recreational services	14.1	10.2	-3.9
Personal and other services	23.1	*21.3	*-1.9
<b>All industries</b>	<b>22.6</b>	<b>17.8</b>	<b>-4.9</b>

Source: *Employer Training Expenditure, Australia, July to September 1996* (Cat. no. 6353.0).

Employers of all sizes more frequently provided structured training to improve job performance and improve the quality of goods/services than any other reason. Large employers generally reported each reason more frequently than did small employers. For instance, 99% of large employers reported they provided training to improve job performance, compared to 89% of small employers.

6.12 REASONS FOR PROVIDING STRUCTURED TRAINING(a) IN LAST 12 MONTHS, FEBRUARY 1997

	1-19 employees	20-99 employees	100 or more employees	All employees
	%	%	%	%
Improve performance in current job	89	96	99	<b>91</b>
Enable employees to move to other positions	26	55	67	<b>33</b>
Overcome skill shortages/recruitment difficulties	41	64	60	<b>46</b>
Develop a more flexible workforce	56	83	87	<b>62</b>
Improve quality of goods/services	77	94	94	<b>81</b>
Meet enterprise bargaining requirements	10	25	39	<b>14</b>
Improve employee safety in the workplace	41	73	85	<b>48</b>
Respond to new technology	58	73	84	<b>61</b>
Competition from Australia/overseas	37	48	55	<b>39</b>

(a) Employers may have more than one reason for training employees. These figures combine the categories Crucial and Important.

Source: *Employer Training Practices, Australia, February 1997* (Cat. no. 6356.0).

## HIGHER EDUCATION

In 1997, there were 42 public and 3 privately managed Higher education institutions teaching at university level and authorised to provide courses leading to the granting of a degree. These were made up of the 36 publicly funded institutions (including the Australian Catholic University and all other institutions collectively operating in a Unified National System (UNS)) and one private university (Bond University in Queensland) recognised by the Australian Vice-Chancellors' Committee; seven smaller public institutions outside the UNS which received Commonwealth funding on a contract basis in 1997 or previous years, and one other private institution (Notre Dame University in Western Australia).

Bond and Notre Dame universities are generally excluded from the remaining discussion as they do not participate in the Higher Education Student and Staff Collections maintained by the Department of Employment, Education, Training and Youth Affairs.

Delivery Once students have completed Year 12 (or qualified as mature age entrants) they may be eligible to proceed to Higher education. Entrance into Higher education institutions is usually by merit, although entrance requirements vary.

Higher education institutions primarily offer award courses such as associate diplomas, diplomas and degrees. It generally takes a minimum of three years of full-time study to graduate from Higher education with an initial qualification. Non-award courses which do not result in a recognised qualification may also be offered.

Nearly all Higher education institutions (96%) provide both full-time and part-time courses. Some institutions offer courses which associate full-time study with periods of employment, and some offer distance education courses to external students (either through internally developed courses or through the Open Learning Agency of Australia Pty Ltd).

In 1997, 16% of the Equivalent Full-Time Student Unit (EFTSU) load was studying part-time and 8% externally. In that year, 11 institutions reported more than 20% of their student load studying part-time and six institutions reported more than 20% of their student load studying externally. Institutions with proportionally higher external student loads tended to have lower part-time student loads.

Overseas students made up 10% of EFTSU in 1997 and more than 10% of the student load in 13 institutions.

6.13 HIGHER EDUCATION INSTITUTIONS, SELECTED STUDENT LOAD(a) CHARACTERISTICS—1997

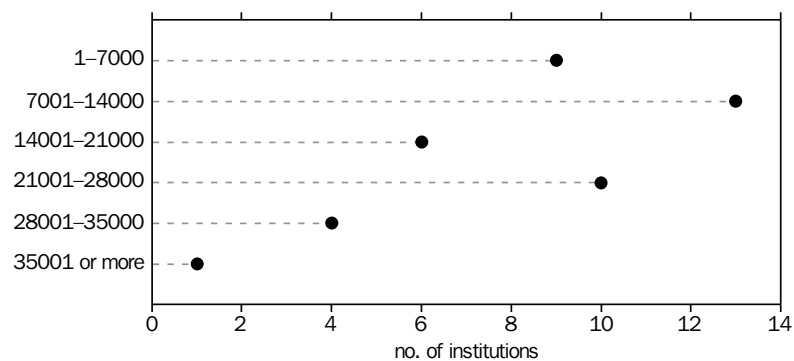
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	<b>Aust.</b>
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
More than 20% part-time students	4	3	—	—	—	—	2	1	<b>10</b>
More than 20% external students	3	1	2	—	—	—	—	—	<b>6</b>
More than 10% overseas students	2	4	2	—	3	1	—	1	<b>13</b>
Offering Open Learning courses	4	4	3	1	2	—	1	1	<b>16</b>

(a) EFTSU.

Source: DEETYA, Selected Higher Education Student Statistics, 1997.

**Size and distribution** In 1997, 49% of Australia's Higher education institutions had an enrolment size of more than 14,000 students. Only five institutions had enrolments exceeding 28,000 students.

6.14 HIGHER EDUCATION INSTITUTIONS, STUDENT ENROLMENTS—1997



Source: DEETYA, Selected Higher Education Student Statistics, 1997.

Over recent years, there has been development and consolidation of regional (non-capital city) institutions. In 1997, 22% of all Higher education students attended Australia's 13 regional Higher education institutions. The majority of these students (75%) were enrolled in institutions located in New South Wales and Queensland.

6.15 DISTRIBUTION OF HIGHER EDUCATION INSTITUTIONS AND STUDENTS, 1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	<b>Aust.(a)</b>
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
<b>Institutions(b)</b>									
Capital city	7	6	3	3	4	1	1	3	<b>29</b>
Non-capital city(c)	6	3	3	—	—	1	1	—	<b>14</b>
<b>Students</b>									
Capital city	128 449	147 324	79 455	48 535	65 209	12 070	3 977	20 020	<b>514 389</b>
Non-capital city(c)	76 075	31 706	35 186	—	—	770	701	—	<b>144 438</b>

(a) Includes the Australian Catholic University.

(b) Data on institutions include Bond and Notre Dame universities, while data on students do not.

(c) For the purposes of this table Non-capital city is equivalent to Regional in the source data.

Source: DEETYA, Selected Higher Education Student Statistics, 1997.



Student/teacher ratios Student/teacher ratios in Higher education may be calculated by dividing student load (excluding load attributed to work experience units) in EFTSU by the number of FTE teaching only, and teaching-and-research staff. Care must be taken with this measure as there is no breakdown of the amount of time devoted to teaching by teaching-and-research staff. In the period 1988–96 Higher education student/teacher ratios increased from 12:1 to 15:1.

Research In 1997, 10 institutions had more than 1,000 students at post-graduate level or higher, and 12 had more than 1,000 staff involved in research.

6.16 HIGHER EDUCATION INSTITUTIONS, SELECTED RESEARCH CHARACTERISTICS—1997

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<b><i>Aust.</i></b>
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
Postgraduate research									
Student number more than 1 000	2	4	1	1	1	—	—	1	<b>10</b>
Postgraduate research students more than 8%(a)	2	1	2	1	1	—	—	2	<b>9</b>
Research staff									
Staff number more than 1 000	2	4	2	1	2	—	—	1	<b>12</b>
Research staff more than 40%(b)	8	6	4	3	3	1	—	2	<b>27</b>

(a) As a percentage of all enrolments. Institutional average was 5%.

(b) As a percentage of all staff.

Source: DEETYA, *Selected Higher Education Student Statistics, 1997*; DEETYA, *Selected Higher Education Staff Statistics, 1997*.

6.17 SCHOOLS, SECTOR AND LEVEL

	1987	1997	change
	%	%	%
Primary schools			
Government	78.4	76.8	-7.6
Non-government	21.6	23.3	2.2
Proportion of all schools	70.8	70.5	-5.3
Secondary schools			
Government	74.4	72.4	-10.8
Non-government	25.6	27.6	-0.2
Proportion of all schools	16.2	15.8	-7.9
Combined schools			
Government	46.3	43.3	6.4
Non-government	53.7	56.7	17.0
Proportion of all schools	8.2	9.8	12.4
Special schools			
Government	78.7	85.7	-17.6
Non-government	21.3	14.3	-47.6
Proportion of all schools	4.8	3.9	-21.9
All schools			
Government	75.2	73.2	-7.2
Non-government	24.8	26.8	3.0
Proportion of all schools	100.0	100.0	-4.9

Source: Schools, Australia (Cat. no. 4221.0).

6.18 SCHOOLS, LEVEL AND SECTOR—1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
Government	1 649	1 267	996	472	516	144	86	69	<b>5 199</b>
Non-government	536	450	240	121	152	34	16	25	<b>1 574</b>
Secondary									
Government	389	272	187	79	96	41	11	24	<b>1 099</b>
Non-government	153	107	79	25	36	6	5	7	<b>418</b>
Combined									
Government	64	40	73	69	93	26	42	1	<b>408</b>
Non-government	162	113	96	46	74	26	8	9	<b>534</b>
Special									
Government	84	82	53	21	62	11	5	5	<b>323</b>
Non-government	31	14	2	4	2	1	—	—	<b>54</b>
All schools									
Government	2 186	1 661	1 309	641	767	222	144	99	<b>7 029</b>
Non-government	882	684	417	196	264	67	29	41	<b>2 580</b>

Source: Schools, Australia, 1997 (Cat. no. 4221.0).

6.19 STUDENT(a) TEACHER RATIOS (FTE), SECTOR AND LEVEL OF SCHOOL(b)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	<b>Aust.</b>
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
GOVERNMENT									
1987									
Primary	19.7	16.1	18.1	16.1	20.3	17.0	14.2	18.5	<b>18.0</b>
Secondary	13.0	11.0	13.6	11.2	13.0	11.6	10.0	11.6	<b>12.2</b>
1997									
Primary	17.9	17.9	17.1	17.1	18.1	16.2	14.5	18.5	<b>17.6</b>
Secondary	12.8	12.4	13.4	11.6	12.9	12.8	11.6	12.7	<b>12.7</b>
NON-GOVERNMENT									
1987									
Primary	21.0	19.6	21.2	18.9	20.7	19.0	16.3	21.3	<b>20.3</b>
Secondary	13.7	13.4	14.7	13.5	13.6	13.0	12.3	14.2	<b>13.7</b>
1997									
Primary	19.0	18.8	18.3	19.0	17.9	18.4	18.2	20.5	<b>18.7</b>
Secondary	12.6	12.5	13.4	13.1	12.8	12.8	11.4	13.5	<b>12.8</b>
ALL SCHOOLS									
1987									
Primary	20.0	17.0	18.6	16.6	20.4	17.3	14.5	19.3	<b>18.5</b>
Secondary	13.2	11.7	13.9	11.7	13.2	11.9	10.3	12.4	<b>12.7</b>
1997									
Primary	18.2	18.2	17.4	17.5	18.0	16.6	15.1	19.1	<b>17.9</b>
Secondary	12.7	12.5	13.4	12.1	12.8	12.8	11.6	13.0	<b>12.7</b>

(a) Full-time students only.

(b) Excludes Combined and Special schools.

Source: *Schools, Australia (Cat. no. 4221.0)*.

6.20 PERSONS IN CONTRACTS OF TRAINING AT 31 DECEMBER 1997, EMPLOYER TYPE

	NSW	Vic.	Qld	SA	WA	Tas.	ACT	NT	<i>Aust.</i>	
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>%</i>
Private sector	42 753	37 164	33 532	11 122	13 935	4 016	2 089	1 653	146 264	80.3
Group Training Scheme	5 847	6 303	5 767	1 883	3 165	575	289	306	24 135	13.3
Government business enterprise	12	—	392	—	1	—	137	8	550	0.3
Local government	563	115	1 280	26	123	42	169	197	2 515	1.4
State government	1 441	105	3 063	798	889	191	—	125	6 612	3.6
Commonwealth Government	1 038	209	319	—	19	9	384	8	1 986	1.1
Other n.e.c.	—	—	—	—	16	—	—	—	16	—
<b>Total</b>	<b>51 654</b>	<b>43 896</b>	<b>44 353</b>	<b>13 829</b>	<b>18 148</b>	<b>4 833</b>	<b>3 068</b>	<b>2 297</b>	<b>182 078</b>	<b>100.0</b>

Source: *NCVER, Australian Apprentice & Trainee Statistics, 1997-98, vol. 4, no. 2, October to December 1997.*

## CHAPTER 7

## HUMAN RESOURCES

### INTRODUCTION

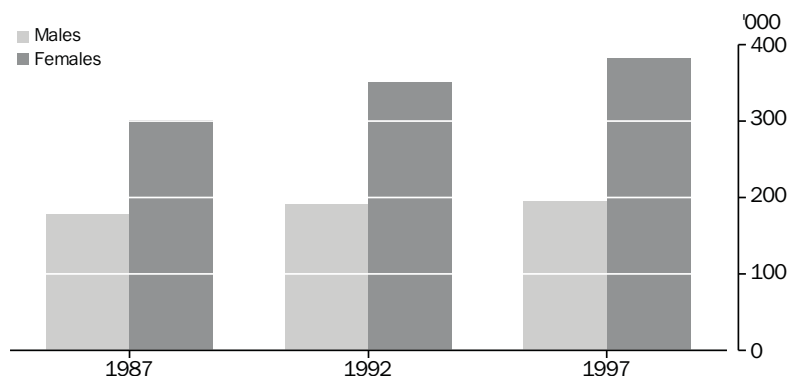
This chapter provides an overview of staffing in the Education industry and of selected characteristics of persons involved in the delivery of education and training. Also examined are the career outcomes of recent graduates—the teachers of the future. Staff in private education and training institutions (other than schools) are not included due to the unavailability of data.

### INDUSTRY OVERVIEW

Employees in the Education industry include not only people directly involved in the delivery of education and training, but also those with non-teaching functions, such as ancillary staff. Overall, 578,100 persons (7% of all employed persons) worked in Education in 1997. The Labour Force Survey indicates that 66% of employees aged 15–64 years in the Education industry were female. Education accounted for 10% of all employed females in 1997, compared to 4% of males.

In the decade to 1997, employment in Education grew at the same rate as the average for all industries (20%). However the rate of growth for females employed in Education, was greater than that for males (27% compared to 10%).

#### 7.1 PERSONS EMPLOYED IN EDUCATION INDUSTRY

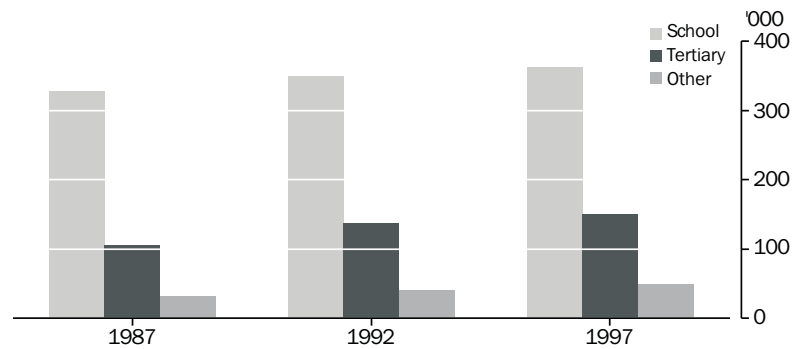


Source: Unpublished data, Labour Force Survey.

### Across the education sectors

Of people employed in Education in 1997, 63% were involved in the provision of school-based education compared with 26% in tertiary education. However, in the decade to 1997, employment in the school sector increased at a significantly slower rate than in the tertiary sector (10% compared to 42%).

## 7.2 PERSONS EMPLOYED IN EDUCATION INDUSTRY(a), SECTOR



(a) Excludes persons employed in preschools.

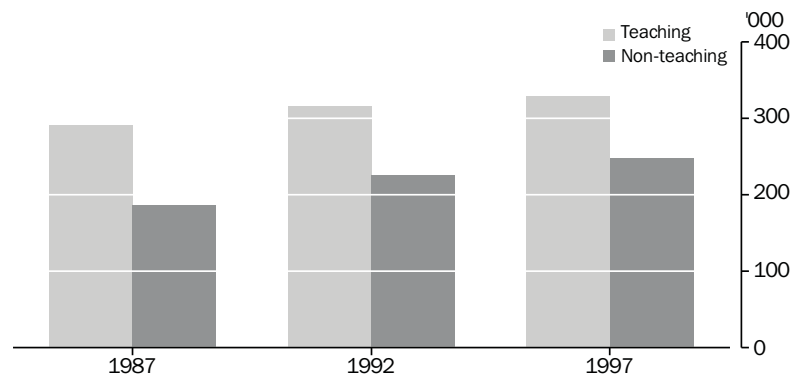
Source: Unpublished data, Labour Force Survey.

Some 24% of persons employed in Education were in the private sector in 1997, compared with 78% of all employed people. The proportion of Education employees working in the private sector did not change greatly over the decade.

Teaching and non-teaching staff

Over the decade to 1997, employment growth of non-teaching staff in the Education industry (33% increase) was greater than that of academics and teachers (13%). Academics and teachers accounted for 57% of all staff in 1997.

## 7.3 PERSONS EMPLOYED IN EDUCATION INDUSTRY, FUNCTION



Source: Unpublished data, Labour Force Survey.

## DISTRIBUTION AND FUNCTIONS

The remainder of this chapter focuses on teachers, instructors, researchers, and to a lesser extent administrative/ancillary staff, employed in the direct delivery of education at educational institutions. It does not include persons employed in the provision of central administration within the Education industry (i.e. employees engaged in the administration and/or provision of school, Vocational Education and Training (VET) or university-based education, who are not generally located at a particular school or campus). Educators and trainers employed by firms operating in other industries are also excluded.

DISTRIBUTION AND  
FUNCTIONS *continued*

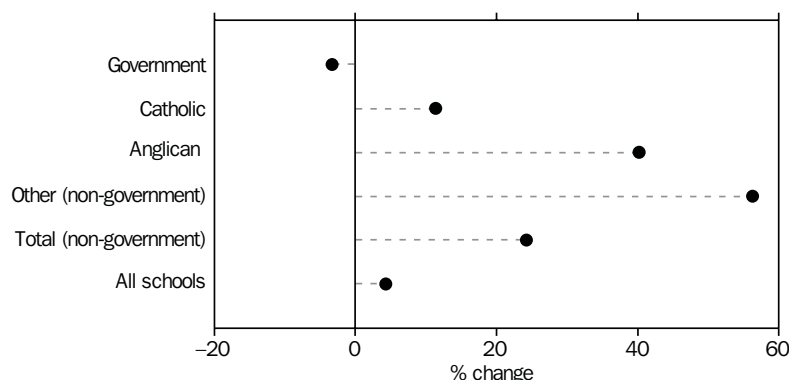
To facilitate comparisons within and between sectors, wherever appropriate, staffing numbers are presented in terms of Full-Time Equivalent (FTE) units. The Glossary contains an explanation of how FTEs are calculated.

School staff There were the equivalent of 261,900 persons employed full-time in schools in 1997 (table 7.32).

The proportion of primary school staff who were teachers was the same for both government and non-government schools (79%). However, for secondary schools, the proportion of staff who were teachers was 81% for government schools and 76% for non-government schools. The remaining staff were involved in providing clerical, maintenance and teacher support activities.

The 4% overall growth in the number of school teachers (FTE) in the decade to 1997 was brought about by a 24% increase in the number of teachers in the non-government sector and a 2% decline in the number of teachers in the government sector. Notable variations occurred within the government sector where the number of primary school teachers (FTE) increased by approximately 6%, while the number of secondary teachers declined by 11%.

7.4 CHANGE IN SCHOOL TEACHING STAFF (FTE), 1987 AND 1997



Source: *Schools, Australia* (Cat. no. 4221.0).

The government sector employed 70% of school teaching staff (FTE) and taught 70% of full-time school students in 1997. In the case of non-government schools, Catholic schools taught 20% of students and employed 18% of school teachers (FTE), while Anglican schools taught 3% of students and employed 4% of school teachers (FTE) (tables 5.6 and 7.5).

	Govern- ment schools	Non-government schools			Total(a)
		Anglican	Catholic	Other	
		no.	no.	no.	
Primary	77 657	2 112	17 538	6 467	103 774
Secondary	67 879	5 479	19 787	10 141	103 285
<b>Total</b>	<b>145 536</b>	<b>7 590</b>	<b>37 325</b>	<b>16 608</b>	<b>207 059</b>

(a) Because FTE estimates are rounded, components may not add to total.

Source: *Schools, Australia, 1997* (Cat. no. 4221.0).

There were variations in the number of school teachers employed in States and Territories during the decade ending 1997. For example, Western Australia increased its numbers by 22%, while in Victoria the number fell by 10% (table 7.33).

VET teachers Reporting on the number of staff involved in the delivery of VET is complicated by the type and number of organisations, and the range of activities involved (see chapter 6).

The Survey of Education and Training, 1997, provided estimates of the number of staff involved in direct and indirect delivery of VET activities in the period March to May 1997. Direct activities were described as the development, delivery, review or assessment of courses or modules.

The greater proportion (59%) of the 728,100 people employed in the direct provision of VET were employed in organisations that provided training primarily for employees of their current employer or business. Of these, 11% were involved for 15 hours or more per week. In comparison, of the 45,800 people employed in the direct delivery of VET in Technical and Further Education (TAFE) colleges, 45% were employed in such activity for 15 hours or more per week (table 7.35).

Higher education staff In 1997 there was the equivalent of 81,404 persons employed full-time in Higher education, an increase of 6% since 1992 (table 7.36).

Higher education staff are classified as either academic or non-academic. Academic staff are mainly involved in teaching and/or research activities, and can be further classified into four levels of lecturer. Non-academic staff generally perform other functions and often are not further classified.

Some 45% of Higher education staff (FTE) were classified as academics in 1996, the latest year for which data are available for all Higher education staff. This proportion of staff has not changed since 1991.

Higher education staff  
*continued*

There is, however, some blurring of the boundary between academic and non-academic staff, as a small number of the latter also perform research or teaching functions on a full or partial workload basis. In 1996 for example, while total teaching and/or research staff was 40,100 (FTE), just over 91% were classified as academics.

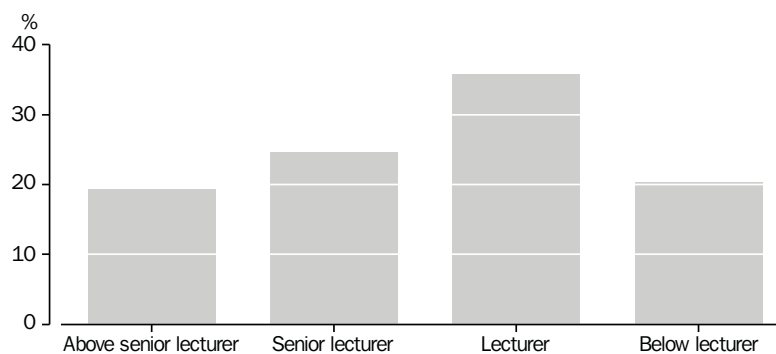
7.6 HIGHER EDUCATION STAFF (FTE), EMPLOYMENT FUNCTION

	1991	1992	1993	1994	1995	1996
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
Teaching only	7 607	7 065	6 764	6 971	7 110	6 832
Research only	7 048	6 114	6 557	7 911	8 140	8 246
Teaching-and-research	23 801	22 919	24 222	24 230	24 625	25 045
Other	36 103	41 275	42 044	41 586	42 153	42 975
<b>Total</b>	<b>74 559</b>	<b>77 373</b>	<b>79 589</b>	<b>80 698</b>	<b>82 028</b>	<b>83 099</b>

Source: DEETYA, *Selected Higher Education Staff Statistics*.

The majority of part-time staff (excluding casuals) in 1997 were employed in the classification levels of Lecturer and below (56%) with 36% at Lecturer level. The following data on classifications are presented as ordinary staff numbers to avoid misrepresentation (table 7.37).

7.7 HIGHER EDUCATION ACADEMIC STAFF(a), 1997



(a) Excludes casuals.

Source: DEETYA, *Selected Higher Education Staff Statistics, 1997*.

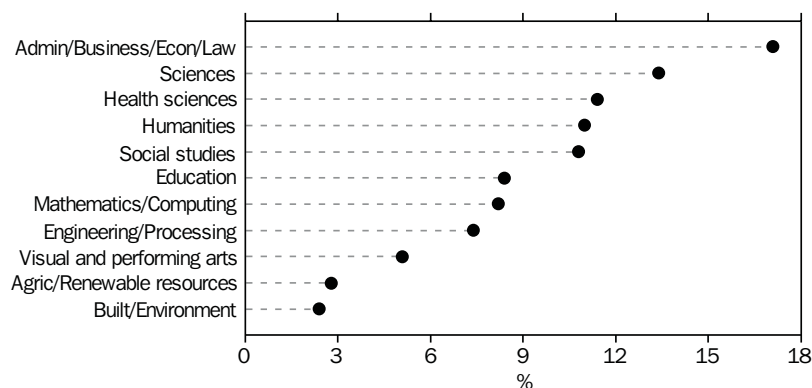
STAFF IN ACADEMIC ORGANISATIONAL UNITS (AOU)

Academic staff in Higher education institutions are grouped into AOU's, the primary objectives of which are teaching and/or research. AOU's are used to group together similar disciplines and are referred to by various names, including 'schools', 'faculties' or 'departments'.

Of the 24,700 FTE staff with a teaching function in an AOU in 1997, 17% were employed in Administration, Business, Economics or Law AOU's, while Science AOU's employed 13%.



7.8 HIGHER EDUCATION STAFF (FTE) (A) WITH TEACHING FUNCTIONS(B), 1997

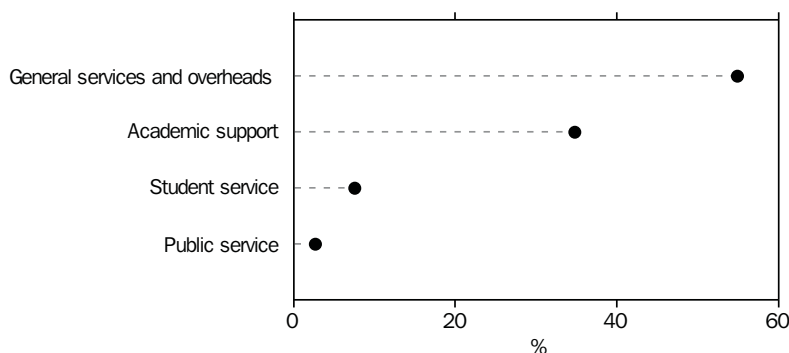


(a) Excludes casuals.  
 (b) Includes Teaching only; and Teaching-and-research staff, by AOU.  
 Source: DEETYA, Selected Higher Education Staff Statistics, 1997.

Non-academic staff Some 61% of non-academic staff (FTE) were employed in organisational units not involved in teaching and research in 1997. Of these, 55% were employed in General institutional service units; 35% in Academic support units; 8% in Student service units; and 3% in Public service units.

Staff in General institutional service units were typically involved in the provision of general administrative services, or planning, development and maintenance activities for the institution as a whole. Staff in Academic support units were typically involved in staffing libraries, computing centres, educational research and development centres, external study centres, and audio-visual and media centres. The remaining staff were involved in providing health, employment, union, bookshop and child-care services for students; or in providing continuing education and public broadcasting services to the general public.

7.9 HIGHER EDUCATION NON-ACADEMIC STAFF (FTE)(a), 1997



(a) Excludes casuals and staff involved in teaching and/or research units.  
 Source: DEETYA, Selected Higher Education Staff Statistics, 1997.

Volunteers in Education According to the Survey of Voluntary Work, 668,000 people undertook voluntary work in the field of Education, training and youth development in the 12 months to June 1995. Almost three-quarters of these were females (71%).

Some 267,300 volunteer workers undertook fundraising for Education in 1997. Other common activities included teaching and instruction (222,000); preparing and serving food (211,000); management/committee work (174,600); and day-to-day organising and supervising (95,600).

## QUALIFICATIONS AND EXPERIENCE

In the decade ending 1996, Australia's educators became more experienced and more highly qualified.

According to the 1996 Census of Population and Housing, 95% of academics, teachers and tutors held a recognised post-school qualification. The proportion with a Bachelor degree or a higher qualification had increased in all education sectors between 1986 and 1996.

Academics and tutors employed in Higher education in 1996 tended to have higher level qualifications than teachers in schools or VET. For example, 68% of academics and tutors had a post-graduate qualification in 1996 compared with 26% of school and 22% of VET teachers.

School teachers The proportion of school teachers with a Bachelor degree or higher increased from 44% in 1986 to 73% in 1996. During this period, the proportion of male teachers with a degree or post-graduate qualification increased from 54% to 79% while for females the change was even more marked, increasing from 38% to 70%.

### 7.10 HIGHEST QUALIFICATION OF TAFE TEACHERS

	1986			1996		
	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%
Higher degree	3.5	1.4	2.2	6.8	3.2	4.3
Post-graduate diploma	13.8	12.2	12.8	21.0	21.3	21.2
Bachelor degree	36.5	24.8	29.1	51.1	45.4	47.2
Undergraduate and Associate diploma	37.0	52.9	47.0	15.6	24.8	21.9
Vocational qualification(a)	2.6	1.1	1.7	0.7	0.3	0.4
Not stated(b)	6.5	7.6	7.2	4.9	5.1	5.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Includes Skilled vocational and Basic vocational qualifications.

(b) Includes No qualifications; Not adequately described; and Not stated.

Source: Unpublished data, Census of Population and Housing.

VET teachers The proportion of VET teachers with a Bachelor degree or higher increased from 34% in 1986 to 53% in 1996, and the proportion with Post-graduate diplomas increased in that period from 12% to 22%.

7.11 HIGHEST QUALIFICATION OF VET TEACHERS

	1986			1996		
	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%
Higher degree	5.5	3.6	4.7	7.4	6.5	7.0
Post-graduate diploma	6.1	10.0	7.7	11.8	19.0	15.4
Bachelor degree	20.4	23.1	21.5	28.0	32.2	30.1
Undergraduate and Associate diploma	32.6	28.8	31.0	30.5	22.5	26.5
Vocational qualification(a)	27.3	18.0	23.5	12.7	6.1	9.4
Not stated(b)	8.2	16.5	11.6	9.6	13.5	11.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Includes Skilled vocational and Basic vocational qualifications.

(c) Includes No qualifications; Not adequately described; and Not stated.

Source: Unpublished data, Census of Population and Housing.

Higher education academics In 1996, 62% of university lecturers and tutors held a Higher degree (Master and above)—a 12 percentage point increase on a decade earlier. During this period, the proportion of female academics with a Higher degree increased at a more rapid rate than their male counterparts. Nevertheless, in 1996 females still lagged behind male academics in their level of qualifications.

The difference in qualification levels between the sexes can be explained in part by gender preferences for different fields of study and by the current preponderance of females in the lower academic levels where lower qualifications suffice.

7.12 HIGHEST QUALIFICATION OF UNIVERSITY LECTURERS AND TUTORS

	1986(a)			1996		
	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%
Higher degree	56.9	32.3	49.7	68.8	52.0	62.2
Post-graduate diploma	3.9	7.4	4.9	3.7	8.7	5.6
Bachelor degree	24.7	37.5	28.4	19.9	31.2	24.3
Undergraduate and Associate diploma	4.8	9.7	6.2	1.8	2.6	2.1
Vocational diploma(b)	2.6	3.7	2.9	0.5	0.3	0.4
Not stated(c)	7.1	9.5	7.8	5.3	5.3	5.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Includes Colleges of Advanced Education which are now universities.

(b) Includes Skilled vocational; Basic vocational; and Other qualifications.

(c) Includes No qualifications; Not adequately described; and Not stated.

Source: Unpublished data, Census of Population and Housing.

Experience In 1996, Higher education academics had a similar amount of teacher and/or training experience as VET sector staff involved in the direct delivery of education or training. For example, 73% of those involved in teaching or research at universities in 1996 had more than five years of teaching experience compared with 72% of VET teachers in TAFE colleges (table 7.38).

## LITERACY SKILLS

The Survey of Aspects of Literacy, 1996, showed that a greater proportion of people in the Education industry had good or very good literacy skills (Levels 4/5) compared with all other industries. Approximately 50% of people employed in the Education industry were at Levels 4/5 on the Prose scale, while 44% and 43% were at this level on the Document and Quantitative scales respectively which, depending on the scale, was between 8 and 15 percentage points higher than any other industry.

## 7.13 EMPLOYED PERSONS, LITERACY SKILL LEVELS—1996

	Levels 1/2	Level 3	Levels 4/5	Total
	%	%	%	%
PROSE SCALE				
Education industry	9.5	40.2	50.3	100.0
All other industries	40.6	39.7	19.7	100.0
<b>All industries</b>	<b>38.2</b>	<b>39.8</b>	<b>22.0</b>	<b>100.0</b>
DOCUMENT SCALE				
Education industry	16.5	39.2	44.3	100.0
All other industries	39.3	42.0	18.7	100.0
<b>All industries</b>	<b>37.6</b>	<b>41.8</b>	<b>20.7</b>	<b>100.0</b>
QUANTITATIVE SCALE				
Education industry	16.8	39.8	43.4	100.0
All other industries	37.8	41.3	21.0	100.0
<b>All industries</b>	<b>36.1</b>	<b>41.2</b>	<b>22.7</b>	<b>100.0</b>

Source: Unpublished data, Survey of Aspects of Literacy, 1996.

On each of the three scales, greater proportions of secondary school teachers had good or very good literacy skills (Levels 4/5) than did primary school teachers or tertiary teachers and instructors. On the Prose scale, 71% of secondary school teachers, 56% of primary school teachers, and 61% of tertiary teachers and instructors had good or very good skills.

7.14 OCCUPATION GROUP, LITERACY SKILL LEVEL—1996

	Levels 1/2	Level 3	Levels 4/5	Total
	%	%	%	%
PROSE SCALE				
School teachers				
Primary	*2.3	41.3	56.4	<b>100.0</b>
Secondary	*2.3	*26.6	71.2	<b>100.0</b>
Tertiary teachers and instructors	*10.0	*28.9	61.0	<b>100.0</b>
DOCUMENT SCALE				
School teachers				
Primary	16.4	33.5	50.1	<b>100.0</b>
Secondary	*2.8	34.1	63.0	<b>100.0</b>
Tertiary teachers and instructors	*6.7	*40.0	53.3	<b>100.0</b>
QUANTITATIVE SCALE				
School teachers				
Primary	15.1	41.2	43.6	<b>100.0</b>
Secondary	*4.5	31.2	64.3	<b>100.0</b>
Tertiary teachers and instructors	*7.8	*42.8	*49.4	<b>100.0</b>

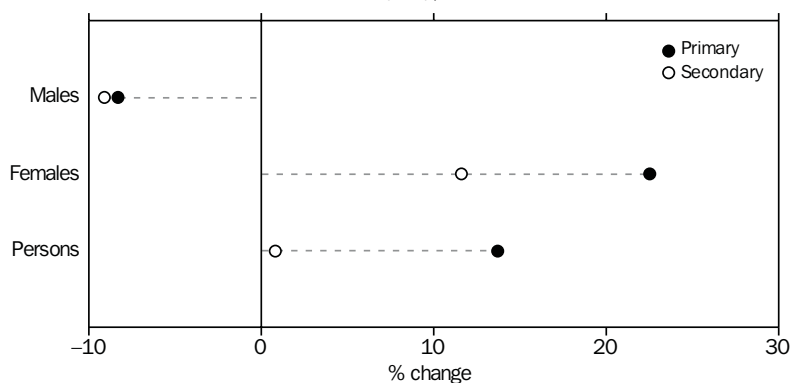
Source: Unpublished data, Survey of Aspects of Literacy, 1996.

DEMOGRAPHICS

School teachers Most female teachers and/or academics in education can be found in the school sector (88%), followed by the VET and Higher education sectors. The overall 4% increase in the number of school teachers between 1987 and 1997 resulted from a 14% increase in female teachers (FTE), offset by a 10% decline in the number of male teachers (FTE).

Female school teachers made up 67% of FTE school teaching staff in 1997 and have increasingly outnumbered their male counterparts in primary and secondary schools since 1990.

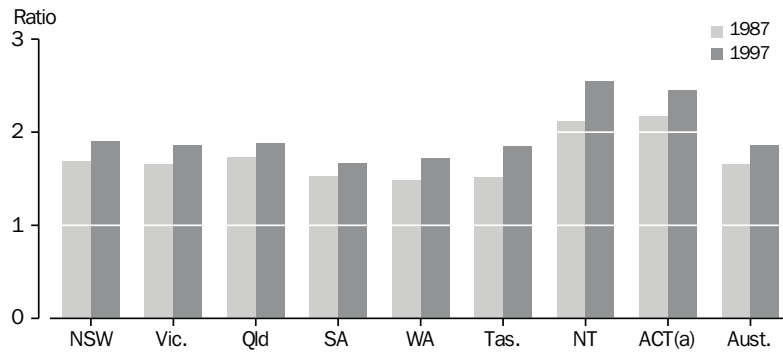
7.15 CHANGE IN SCHOOL TEACHERS (FTE), 1987 AND 1997



Source: Schools, Australia, 1997 (Cat. no. 4221.0).

Female teaching staff (FTE) predominate in every State and Territory, but particularly in the Australian Capital Territory and the Northern Territory, where in each case the female/male ratio was over 2:1.

7.16 SCHOOL TEACHING STAFF (FTE), FEMALE/MALE RATIOS

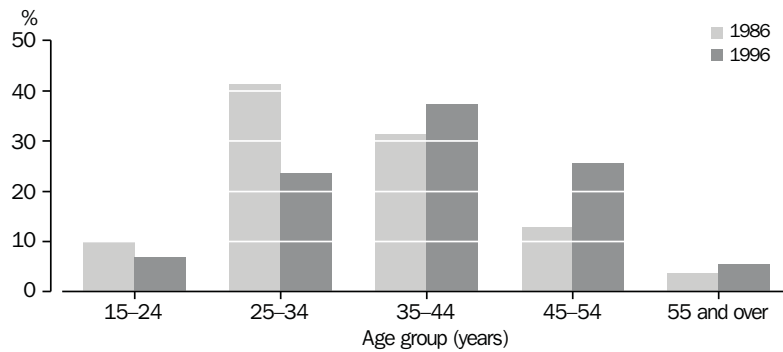


(a) Includes one government primary school in Jervis Bay Territory.

Source: Schools, Australia (Cat. no. 4221.0).

The median age of school teachers increased significantly during the decade ending 1996. In 1986, 48% of school teachers were aged 35 years or more; in 1996 the equivalent figure was 69% and the median age had increased from 33 to 40 years.

7.17 SCHOOL TEACHERS(a)

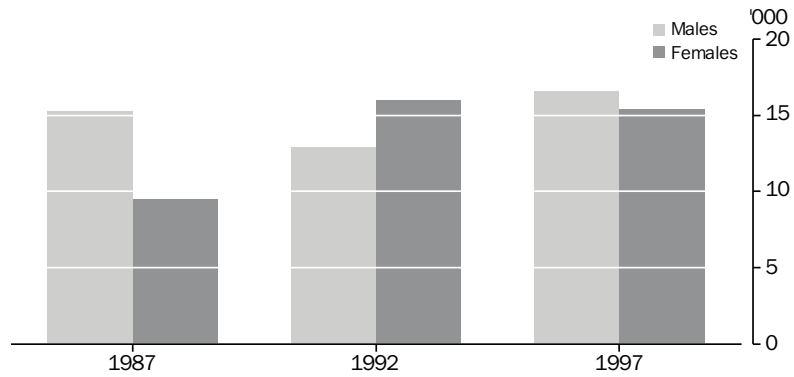


(a) Includes primary or secondary school teacher/librarians; and teachers not elsewhere classified.

Source: Unpublished data, Census of Population and Housing.

VET teachers The Labour Force Survey, 1997, shows that 48% of all VET teachers were female. The number of females in VET and Higher education teaching occupations increased over the decade to 1997 (by 62% in VET and 126% in Higher education) and is now closer to that for males in these occupations.

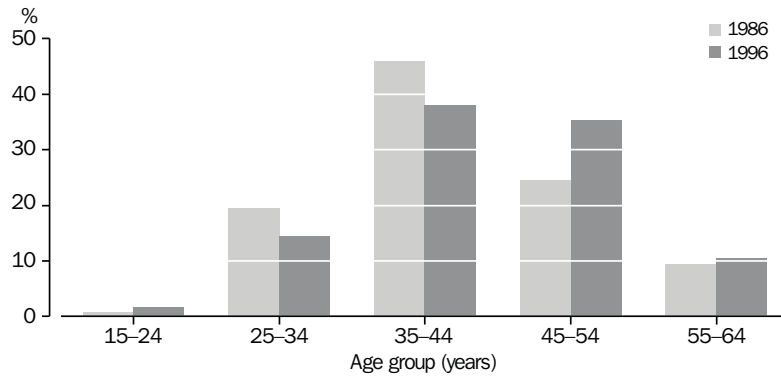
7.18 VET TEACHING STAFF



Source: Unpublished data, Labour Force Survey.

The median age of VET teachers increased from 39 to 43 years of age in the decade ending 1996. Similarly to school teaching, VET teaching is also an aging occupation.

7.19 VET TEACHING STAFF

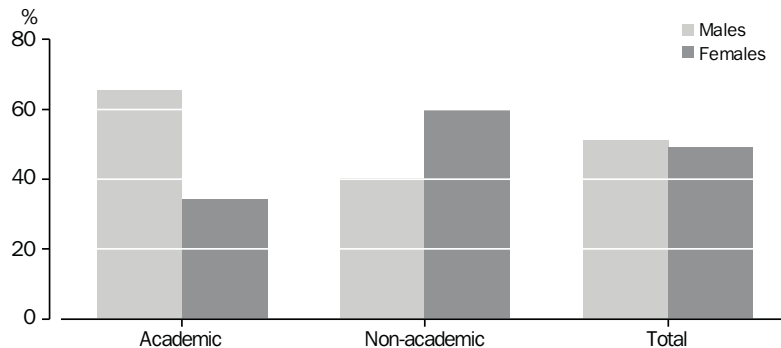


Source: Unpublished data, Census of Population and Housing.

Higher education staff

In 1997, 66% of academic positions were held by males. Conversely, females predominated in non-academic positions (60%).

7.20 HIGHER EDUCATION STAFF(a), CLASSIFICATION—1997



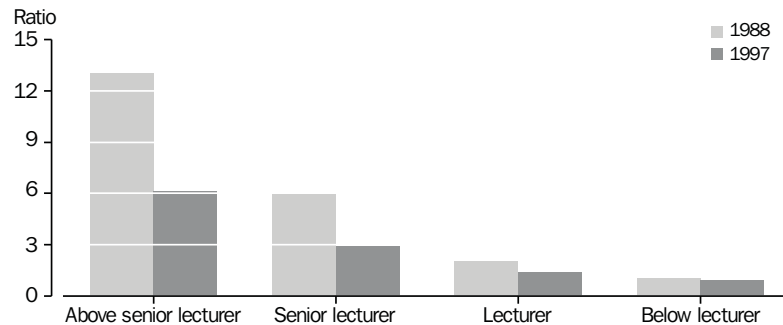
(a) Excludes casuals.

Source: DEETYA, Selected Higher Education Staff Statistics, 1997.

Higher education staff  
continued

Male/female ratios declined for all academic levels between 1988 and 1997. Nevertheless, the male/female ratio remained notably higher for positions above Senior lecturer level at the end of that period.

7.21 HIGHER EDUCATION ACADEMIC STAFF(a), MALE/FEMALE RATIO



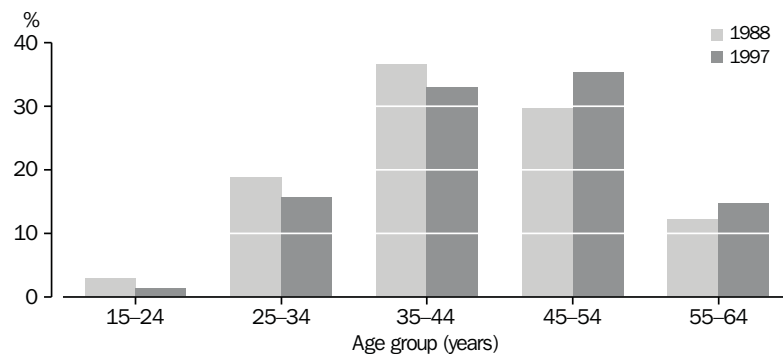
(a) Excludes casuals.

Source: DEETYA, Selected Higher Education Staff Statistics, 1997.

According to the Census of Population and Housing, the median age of University lecturers and tutors increased from 41 years to 43 years in the decade ending 1996.

In 1997, the most common age for academics was 45–54 years (35%).

7.22 HIGHER EDUCATION ACADEMIC STAFF(a)



(a) Full-time and Fractional full-time staff only.

Source: DEETYA, Selected Higher Education Staff Statistics.

## FULL-TIME AND PART-TIME EMPLOYMENT

In the Education industry

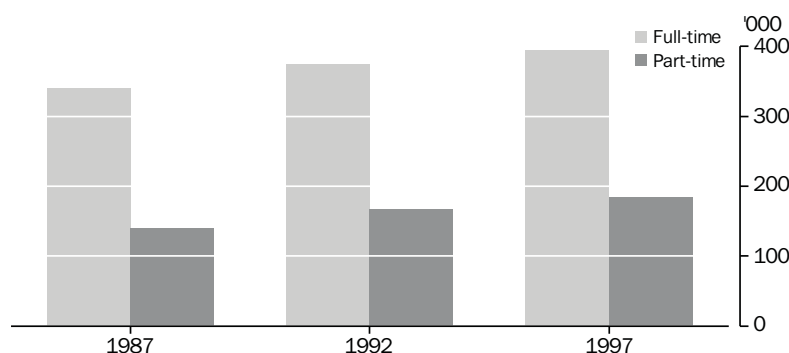
Some 32% of the 578,000 employees in the Education industry at February 1997 worked part-time, according to the Labour Force Survey. A greater proportion of females were working part-time than males (35% compared to 13%).



In the Education industry  
continued

In the decade to 1997, the number of part-time employees in education grew at twice the rate of full-time employees (32% compared to 16%). Growth in part-time employment was especially rapid in the first half of the decade when the proportion of males working part-time grew at a slightly faster rate than females.

7.23 FULL-TIME AND PART-TIME STAFF IN EDUCATION(a)



(a) Excludes persons employed in preschools.

Source: Labour Force, Australia, 1997 (Cat. no. 6203.0).

In schools The majority of teachers in schools (80%) were employed full-time in 1997. While females outnumbered males in both full-time and part-time jobs, the relative difference between males and females was greater for part-time teaching, where females outnumbered males by more than five to one.

In VET Of all VET teachers, 57% were employed full-time and 43% were employed part-time in 1997. However, the sex ratio for full-time staff was the opposite to that found in the school sector. There were twice as many male VET teachers employed full-time in 1997 as there were females.

7.24 TEACHING STAFF, 1997

	Full-time		Part-time(a)		Persons
	Males	Females	Males	Females	
	%	%	%	%	
School	29.2	51.1	2.7	17.0	100.0
VET	38.6	18.7	13.1	29.6	100.0

(a) Expressed as full-time equivalent.

Source: Unpublished data, Labour Force Survey, 1997.

In Higher education The proportion of Higher education staff employed on a full-time basis fell from 81% in 1992 to 77% in 1997. Over the same period, the proportion of casual workers increased from 10% to 13%.

## 7.25 HIGHER EDUCATION STAFF (FTE), BASIS OF EMPLOYMENT

	1992	1993	1994	1995	1996	1997
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>
Full-time	62 902	64 201	64 484	65 420	65 254	62 771
Part-time(a)	6 741	6 893	7 035	7 359	7 449	7 910
Casual	7 730	8 495	9 179	9 249	10 396	(b)10 723
<b>Total</b>	<b>77 373</b>	<b>79 589</b>	<b>80 698</b>	<b>82 028</b>	<b>83 099</b>	<b>81 404</b>

(a) Referred to in the publication as Fractional full-time staff.

(b) Estimate only.

Source: DEETYA, *Selected Higher Education Staff Statistics*.

The proportion of all Higher education staff whose term of contract was not restricted to a specified period (tenured staff) declined five percentage points (to 55%) between 1992 and 1997. Excluding casual staff, in 1997 a higher proportion of non-academic staff (66%) were tenured compared to academic staff (58%) (table 7.39).

## EARNINGS

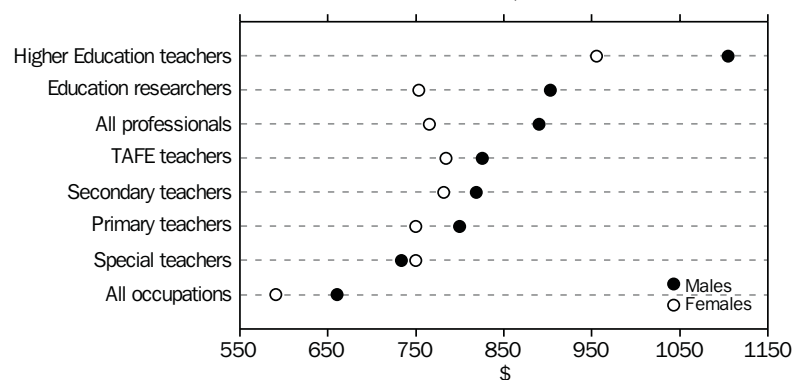
According to data from the Survey of Employee Earnings and Hours, 1996, the average weekly ordinary time earnings of school and TAFE teachers were above the average for all non-managerial occupations, but below those of all employed professionals. Higher education lecturers, on the other hand, had higher average earnings than the average earnings of all employed professionals including school and TAFE teachers.

The growth in average earnings for school and TAFE teachers between 1991 and 1996 (20% and 16% respectively) did not keep pace with the earnings growth enjoyed by employed professionals (23%), or indeed all employees (22%). On the other hand, the average earnings of Higher education lecturers increased by 38% over the same period.

## Male/female earnings

Male teachers generally had higher earnings than females in 1996, with the exception of Special school and Extra-systemic teachers. Higher education teachers generally earned significantly more than school and TAFE teachers—more than 30% higher for males; and more than 20% higher for females.

### 7.26 AVERAGE WEEKLY ORDINARY TIME EARNINGS, 1996



Source: *Employee Earnings and Hours, Australia* (Cat. no. 6306.0).

Between 1991 and 1996, the gap between male and female wages decreased among school teachers, with the exception of those employed in Special schools. Nevertheless, male school teachers still had higher earnings than their female counterparts in 1996. Among Higher education teachers and all professionals, the differences between male and female wages increased between 1991 and 1996.

### 7.27 AVERAGE WEEKLY ORDINARY TIME EARNINGS OF EMPLOYEES(a) IN EDUCATION-RELATED OCCUPATIONS

	Males		Females		Persons	
	1991	1996	1991	1996	1991	1996
	\$	\$	\$	\$	\$	\$
School teachers						
Primary	686.40	799.70	611.90	749.80	629.90	762.50
Secondary	691.20	818.60	650.00	782.00	669.00	799.90
Special	617.30	*733.50	677.00	749.80	666.40	744.60
All school teachers	688.50	811.10	633.90	764.50	653.60	782.50
Higher education teachers	788.60	1 104.50	741.20	955.20	770.10	1 065.10
TAFE teachers	705.00	825.60	669.40	784.60	695.20	807.10
Education researchers and related professionals	*663.70	*902.60	541.60	753.60	589.20	808.70
All professionals	715.30	890.00	628.10	765.00	675.80	832.40
<b>All occupations</b>	<b>540.50</b>	<b>660.50</b>	<b>487.20</b>	<b>591.00</b>	<b>521.20</b>	<b>634.20</b>

(a) Full-time adult non-managerial employees only.

Source: *Unpublished data, Survey of Employee Earnings and Hours*.

Apart from differences in wage and salary rates, earnings differences between groups of employees may also be due to differences in qualifications, career experience, employment conditions, salary packaging and the type of tasks performed.

Graduate salaries The Graduate Careers Council of Australia (GCCA) Graduate Destination Survey, 1997, provides information on median graduate starting salaries. Since 1994, median starting salaries of graduates entering the Education industry in their first full-time job have exceeded the median for all graduates entering any industry.

7.28 MEDIAN GRADUATE(a) STARTING SALARIES (GSS)

	Education industry			All industries	
	Median GSS	Starting salaries as a proportion of average weekly earnings	Median GSS	Starting salaries as a proportion of average weekly earnings	
		\$'000		%	\$'000
1992	25.6	82.3	25.7	82.6	
1993	25.3	79.6	25.5	80.2	
1994	26.5	81.5	26.0	80.0	
1995	27.6	81.4	27.0	79.6	
1996	29.0	83.3	28.0	80.5	
1997	30.0	82.2	29.0	81.2	

(a) Graduates aged less than 25 years in first full-time employment.

Source: GCCA, Graduate Starting Salaries, 1996; GCCA, Graduate Destination Survey, 1997.

RECRUITMENT AND  
RETENTION

Of the 145,300 Higher education students who completed their studies in 1996, 15% had majored in the field of Education. This is a significant decline from a comparative proportion of 23% in 1991.

7.29 HIGHER EDUCATION AWARD COURSE COMPLETIONS

	Higher degree					Total no.
	Research	Coursework	Other post-graduate	Bachelor degree	Other undergraduate	
	no.	no.	no.	no.	no.	
FIELD OF STUDY IN 1991						
Education	182	1 061	8 098	11 016	4 706	25 063
Other	2 376	4 400	9 526	57 856	8 340	82 498
<b>Total</b>	<b>2 558</b>	<b>5 461</b>	<b>17 624</b>	<b>68 872</b>	<b>13 046</b>	<b>107 561</b>
FIELD OF STUDY IN 1996						
Education	373	2 634	7 451	11 255	549	22 262
Other	4 351	12 077	16 740	86 597	3 306	123 071
<b>Total</b>	<b>4 724</b>	<b>14 711</b>	<b>24 191</b>	<b>97 852</b>	<b>3 855</b>	<b>145 333</b>

Source: DEETYA, Selected Higher Education Student Statistics.

RECRUITMENT AND  
RETENTION *continued*

The movement of skilled educators into the Education industry comes primarily from new graduates or other industries. In addition, there is an intake of people from outside the labour force and those recruited from overseas. According to the Labour Mobility Survey, February 1998, 8% of persons in Education were not in that industry in the previous year. Comparison with National Centre for Vocational Education Research (NCVER) and GCCA Destination Survey data suggests that over 50% of these new recruits were new graduates (as opposed to coming from other industries for example).

Graduates entering the  
Education industry

Comparative analysis of data from NCVER, VET and GCCA Higher Education Destination Surveys shows that of the 1996 graduates working in 1997, 90% came from Higher education and the remaining 10% from the VET sector.

The GCCA Graduate Destination Survey, 1997, showed that 8% of 1996 Higher education graduates were employed in Education in 1997 and that of those employed in an educational occupation, 73% had majored in Education. The majority of employed graduates were employed in school-based education.

7.30 BACHELOR DEGREE GRADUATES ENTERING EDUCATION  
OCCUPATION FULL-TIME, 1997

<i>Field of study in 1996</i>	<i>School teacher</i>	<i>Higher education</i>	<i>Other</i>	<b>All graduates</b>
%	%	%	%	%
Education	89.0	30.0	35.0	<b>73.0</b>
Arts, humanities and social sciences	7.0	23.0	49.0	<b>13.0</b>
Science	2.0	23.0	6.0	<b>6.0</b>
Health	*1.0	3.0	*1.0	<b>*1.0</b>
Business, accountancy	*1.0	13.0	7.0	<b>4.0</b>
Agriculture	—	4.0	*1.0	<b>*1.0</b>
Law, legal studies	—	2.0	*1.0	<b>*1.0</b>
Total	100.0	100.0	100.0	<b>100.0</b>

*Source: GCCA, Graduate Destination Survey, 1997.*

Destination surveys show a greater proportion of Post-graduates entering the Education industry than Bachelor level graduates. For example, the 1997 GCCA Post-graduate Destination Survey showed that 23% of persons who gained a Post-graduate qualification in 1996 were employed full-time in the Education industry in 1997, compared with 8% of Bachelor level graduates.

7.31 1996 HIGHER EDUCATION POST-GRADUATES, WHETHER EMPLOYED FULL-TIME—1997

	Level of award			
	Master & PhD (research)	Master (coursework)	Bachelor degree	Diploma & Certificate
	%	%	%	%
Employed full-time				
Education industry				
Schools	4.8	13.9	6.0	14.9
Higher education	27.5	6.7	1.6	4.3
Other	1.9	1.4	0.6	1.8
Total	34.2	21.9	8.2	21.0
Other industries	41.1	55.3	45.0	46.0
Not employed full-time				
Seeking full-time employment	8.5	8.8	14.0	11.5
Not seeking full-time employment	16.2	14.0	32.8	21.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: GCCA, Postgraduate Destination Survey, 1997.

## Retentions

### BY INDUSTRY

According to the Labour Mobility Survey, February 1998, 10% of staff in Education in February 1997 had left in the following 13 months; 5% had left the labour force; 3% moved to other industries; and 2% were looking for work. It should be noted that the survey also suggests that the Education industry downsized by 2% in the period, explaining some of the movements. However, previous surveys in the 1990s suggest that these movements were not atypical.

### BY FIELD OF STUDY

The Transition from Education to Work Survey, 1997, showed that of persons with tertiary qualifications majoring in Education, 63% were working as teachers (schools and VET) or academics; and that of those graduates with a degree in the field of Education, 69% were working as teachers, and very few working as academics.

## 7.32 SCHOOL STAFF (FTE), LEVEL AND FUNCTION—1997

	Non-teaching staff				Total
	Teaching staff	Specialist support staff	Administrative and clerical staff(a)	Building operations, general maintenance and other staff	
	no.	no.	no.	no.	
PRIMARY SCHOOLS					
Males	23 978	655	987	2 863	28 483
Females	79 796	2 326	20 366	456	102 944
<b>Persons</b>	<b>103 774</b>	<b>2 981</b>	<b>21 354</b>	<b>3 320</b>	<b>131 428</b>
SECONDARY SCHOOLS					
Males	48 407	1 188	2 389	3 294	55 278
Females	54 878	1 916	17 768	672	75 234
<b>Persons</b>	<b>103 285</b>	<b>3 105</b>	<b>20 156</b>	<b>3 966</b>	<b>130 512</b>
TOTAL					
Males	72 385	1 844	3 376	6 157	83 762
Females	134 674	4 242	38 134	1 128	178 178
<b>Persons</b>	<b>207 059</b>	<b>6 085</b>	<b>41 510</b>	<b>7 285</b>	<b>261 940</b>

(a) Includes Teacher aides and assistants.

Source: Schools, Australia, 1997 (Cat. no. 4221.0).

## 7.33 SCHOOL TEACHING STAFF (FTE)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
1987									
Males	25 929	23 361	12 197	7 558	6 984	2 352	859	1 321	80 560
Females	37 974	34 263	18 688	9 793	9 375	3 510	1 645	2 708	117 955
<b>Persons</b>	<b>63 903</b>	<b>57 624</b>	<b>30 885</b>	<b>17 351</b>	<b>16 359</b>	<b>5 862</b>	<b>2 504</b>	<b>4 029</b>	<b>198 516</b>
1992									
Males	24 353	21 686	12 429	6 868	7 240	2 125	767	1 238	76 704
Females	40 017	35 055	21 110	9 998	11 416	3 407	1 608	2 750	125 362
<b>Persons</b>	<b>64 369</b>	<b>56 741</b>	<b>33 539</b>	<b>16 865</b>	<b>18 656</b>	<b>5 532</b>	<b>2 375</b>	<b>3 988</b>	<b>202 066</b>
1997									
Males	24 098	18 061	12 870	6 132	7 334	2 012	744	1 134	72 385
Females	45 709	33 521	24 140	10 259	12 650	3 727	1 896	2 773	134 674
<b>Persons</b>	<b>69 807</b>	<b>51 582</b>	<b>37 010</b>	<b>16 391</b>	<b>19 984</b>	<b>5 739</b>	<b>2 640</b>	<b>3 907</b>	<b>207 059</b>

Source: Schools, Australia (Cat. no. 4221.0).

7.34 SCHOOL TEACHING STAFF (FTE), EDUCATION SECTOR

	1987	1992	1993	1994	1995	1996	1997	Change 1987-97
	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	%
Government	148 972	147 845	146 637	143 379	143 787	143 949	145 536	-2.3
Non-government								
Anglican	5 414	6 445	6 491	6 744	7 096	7 270	7 590	40.2
Catholic	33 497	34 632	35 100	35 806	36 378	36 902	37 325	11.4
Other	10 632	13 144	13 648	14 416	15 140	15 851	16 608	56.2
Total	49 543	54 221	55 274	56 965	58 614	60 023	61 523	24.2
<b>Total</b>	<b>198 516</b>	<b>202 066</b>	<b>201 911</b>	<b>200 345</b>	<b>202 400</b>	<b>203 972</b>	<b>207 059</b>	<b>4.3</b>

Source: Schools, Australia (Cat. no. 4221.0).

7.35 PERSONS EMPLOYED IN PROVISION OF VET, 1997

	TAFE or technical college	Professional or industry association	Equipment or product manufacturer or supplier	Other private training organisation	Other organisations			Total
					Primarily for employees of current employer or business	Other(a)	Total	
	'000	'000	'000	'000	'000	'000	'000	'000
Provides direct activities								
Under 15 hours per week	15.7	40.8	14.6	23.5	216.2	47.9	264.0	358.6
15 hours per week and over	20.8	11.2	2.7	9.6	47.1	26.0	73.2	117.4
Irregular hours	9.1	23.1	14.7	8.0	165.5	31.6	197.1	252.1
Total direct activities	45.8	75.2	31.9	41.0	428.7	105.5	534.2	728.1
Provides indirect activities only	23.4	38.3	20.1	30.0	438.9	53.7	492.6	604.5
<b>Total</b>	<b>69.2</b>	<b>113.5</b>	<b>52.1</b>	<b>71.0</b>	<b>867.6</b>	<b>159.2</b>	<b>1 026.8</b>	<b>1 332.6</b>

(a) Includes persons employed by Business colleges; ACE centres; Industry skills centres; Skillshare centres; and Other organisations.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).



7.36 HIGHER EDUCATION STAFF (FTE), BASIS OF EMPLOYMENT

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
	no.	no	no.	no.	no.	no.	no.	no.	no.
1988									
Full-time	16 569	14 297	7 810	4 757	5 213	1 284	341	4 089	<b>54 988</b>
Part-time	1 360	1 566	563	480	487	110	8	186	<b>4 758</b>
Casual	1 856	1 661	729	592	535	120	59	442	<b>5 996</b>
<b>Total</b>	<b>19 785</b>	<b>18 153</b>	<b>9 102</b>	<b>5 829</b>	<b>6 235</b>	<b>1 514</b>	<b>408</b>	<b>4 716</b>	<b>65 742</b>
1992									
Full-time	18 456	16 107	10 056	5 295	5 998	1 533	549	4 214	<b>62 902</b>
Part-time	1 917	2 262	719	599	703	143	16	323	<b>6 741</b>
Casual	2 384	1 896	1 018	636	767	246	32	655	<b>7 730</b>
<b>Total</b>	<b>22 758</b>	<b>20 264</b>	<b>11 793</b>	<b>6 530</b>	<b>7 468</b>	<b>1 923</b>	<b>596</b>	<b>5 192</b>	<b>77 373</b>
1997									
Full-time	18 921	14 662	11 281	4 896	6 224	1 458	519	4 136	<b>62 771</b>
Part-time	2 141	2 579	1 047	659	852	150	27	376	<b>7 910</b>
Casual	3 217	2 737	1 805	863	1 227	220	80	446	<b>10 723</b>
<b>Total</b>	<b>24 279</b>	<b>19 978</b>	<b>14 133</b>	<b>6 418</b>	<b>8 303</b>	<b>1 828</b>	<b>627</b>	<b>4 959</b>	<b>81 404</b>

(a) Includes Australian Catholic University multi-State campus.

Source: DEETYA, Selected Higher Education Staff Statistics.

7.37 HIGHER EDUCATION ACADEMIC STAFF(a)

	1988	1992	1993	1994	1995	1996	1997
	no.	no.	no.	no.	no.	no.	no.
MALES							
Above senior lecturer	4 071	4 878	5 034	5 206	5 288	5 397	5 502
Senior lecturer	5 744	6 178	6 309	6 187	6 175	6 149	6 098
Lecturer	6 723	7 397	7 314	7 233	7 197	7 045	6 933
Below lecturer	2 452	2 905	3 066	3 077	3 246	3 348	3 254
<b>Total</b>	<b>18 990</b>	<b>21 358</b>	<b>21 723</b>	<b>21 703</b>	<b>21 906</b>	<b>21 939</b>	<b>21 787</b>
FEMALES							
Above senior lecturer	305	547	604	682	738	804	897
Senior lecturer	944	1 459	1 625	1 749	1 866	1 975	2 078
Lecturer	3 256	4 916	4 942	4 886	4 925	5 021	4 957
Below lecturer	2 440	3 065	3 321	3 277	3 501	3 574	3 510
<b>Total</b>	<b>6 945</b>	<b>9 987</b>	<b>10 492</b>	<b>10 594</b>	<b>11 030</b>	<b>11 374</b>	<b>11 442</b>
PERSONS							
Above senior lecturer	4 376	5 425	5 638	5 888	6 026	6 201	6 399
Senior lecturer	6 688	7 637	7 934	7 936	8 041	8 124	8 176
Lecturer	9 979	12 313	12 256	12 119	12 122	12 066	11 890
Below lecturer	4 892	5 970	6 387	6 354	6 747	6 922	6 764
<b>Total</b>	<b>25 935</b>	<b>31 345</b>	<b>32 215</b>	<b>32 297</b>	<b>32 936</b>	<b>33 313</b>	<b>33 229</b>

(a) Excludes casuals.

Source: DEETYA, Selected Higher Education Staff Statistics.

## 7.38

## PERSONS EMPLOYED IN THE DIRECT PROVISION OF EDUCATION OR TRAINING(a), 1996

Teaching or training experience	University	TAFE or technical college	Professional or industry association	Equipment or product manufacturer or supplier	Other private training organisation	Other organisations			Total
						Primarily for employee or business	Other(a)	Total	
	%	%	%	%	%	%	%	%	%
Less than 2 years	12.5	*14.8	*9.4	*5.6	*13.7	13.8	15.0	14.0	<b>13.2</b>
2 and under 5 years	14.5	*13.1	20.2	25.1	20.0	25.1	18.2	23.7	<b>21.8</b>
5 and under 10 years	16.6	22.3	30.1	*24.5	24.6	23.8	24.3	23.9	<b>23.8</b>
10 and under 20 years	31.6	31.0	24.6	33.2	25.1	26.1	25.5	26.0	<b>26.9</b>
20 years and over	25.0	18.8	15.8	*11.9	*16.8	11.1	17.1	12.3	<b>14.3</b>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	<b>100.0</b>

(a) Includes persons employed by Business colleges; ACE centres; Industry skills centres; Skillshare centres; and Other organisations.

Source: Education and Training Experience, 1997 (Cat. no. 6278.0).

## 7.39

## HIGHER EDUCATION STAFF (FTE)(a), TERM OF APPOINTMENT

	Tenured	Limited	Other	Total
	no.	no.	no.	no.
1992				
Academic				
Males	13 785	6 000	540	20 324
Females	4 254	4 333	445	9 032
Non-academic				
Males	12 941	3 492	830	17 262
Females	15 311	5 407	1 074	21 792
Total				
<b>Persons</b>	<b>46 290</b>	<b>19 232</b>	<b>2 888</b>	<b>68 410</b>
1997				
Academic				
Males	12 971	7 119	390	20 480
Females	4 939	5 059	240	10 238
Non-academic				
Males	11 572	4 931	247	16 751
Females	14 898	7 964	351	23 213
Total				
<b>Persons</b>	<b>44 380</b>	<b>25 072</b>	<b>1 228</b>	<b>70 681</b>

(a) Excludes casuals.

Source: DEETYA, unpublished data, Selected Higher Education Staff Statistics.

## CHAPTER 8

## FINANCE

### INTRODUCTION

This chapter presents an overview of outlays on schools, Vocational Education and Training (VET) and Higher education together with a description of the sources of income and areas of expenditure for each. Where financial data are compared over time, they are at current rather than constant prices. Estimates of the level of expenditure are provided by expenditure type and activity where this information is available.

Also included are data on employers' expenditure on training, participants' expenditure on study and training, and the level of support for such expenditures.

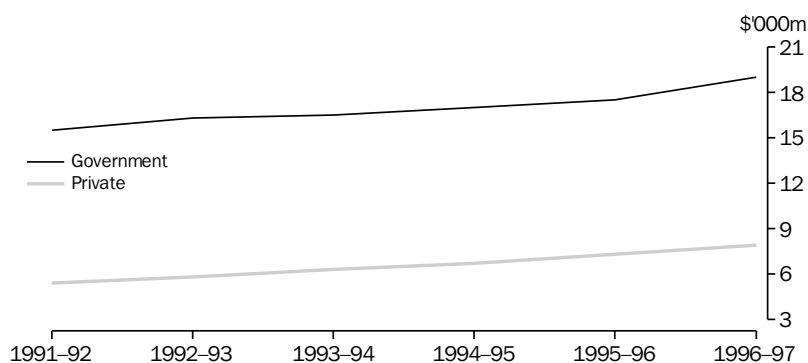
### OUTLAYS ON EDUCATION

In the five years to 1996–97, total outlays on education rose 27% to \$29.3 billion, and ranged between 5.9% and 5.6% of Gross Domestic Product (GDP). The government sector contributed 84% of the total outlays in 1996–97, while the private sector contributed 16%.

Total final expenditure, which consists of government and private contributions to final consumption and gross fixed capital expenditures, comprised 91% of 1996–97 outlays. Government benefit payments made up the remainder (table 8.27).

In the five years to 1996–97, total final expenditure on education rose 28% to \$26.7 billion. During this period, growth in private final expenditure exceeded that for government final expenditure (47% and 21% respectively).

#### 8.1 FINAL EXPENDITURE ON EDUCATION



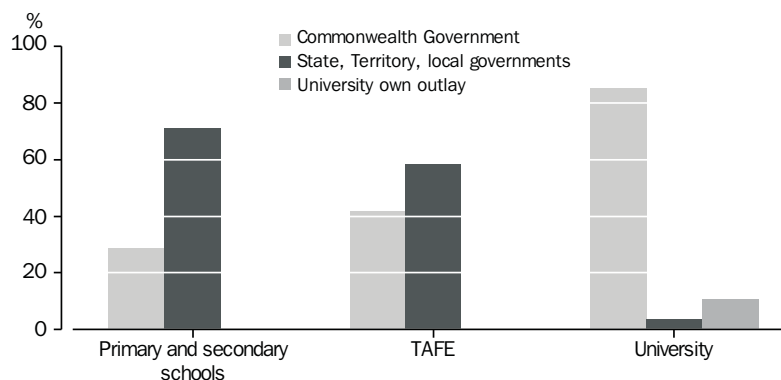
Source: *Expenditure on Education, Australia, 1996–97* (Cat. no. 5510.0); *Australian National Accounts: National Income, Expenditure and Product, March Quarter 1998* (Cat. no. 5206.0).

#### Government outlays

In the five years to 1996–97, government outlays on tertiary education rose by 27% while those on primary and secondary education increased by 21%. As a proportion of total government outlays on education, expenditure on primary and secondary education amounted to 57% in 1996–97 while outlays on tertiary education were 35%. The remainder was spent on preschools, special schools and transportation of students (table 8.29).

In 1996–97, 56% of total government outlays on education were from State, Territory and local governments' own sources. In that year, State, Territory and local governments funded 71% of government outlays on Primary and Secondary schools and 58% on Technical and Further Education (TAFE). The Commonwealth Government funded approximately 85% of government outlays on university education.

### 8.2 GOVERNMENT SECTOR OUTLAYS, 1996–97



Source: *Expenditure on Education, Australia, 1996–97* (Cat. no. 5510.0).

## FUNDING ARRANGEMENTS

### School funding

Government schools are directly funded by State and Territory Governments and the Commonwealth Government to enable them to address Common and Agreed National Goals for schooling.

Funding from the Commonwealth is also provided to assist government and non-government education providers in each State and Territory to improve specific outcomes for students. Schools in the non-government sector also rely significantly on income from private sources, such as fees.

The Commonwealth provided approximately \$3.3 billion in funding for government and non-government schools through general and specific purpose grants in 1996. Approximately 90% of these funds were for general recurrent and capital grants, while 10% provided targeted funding for special programs.

### 8.3 COMMONWEALTH FUNDING, SCHOOLS—1996

	Government	Non-government	Joint programs	Total
	\$'000	\$'000	\$'000	\$'000
General recurrent	937 492	1 711 813	..	2 649 305
Capital	211 138	114 871	..	326 009
Other(a)	215 493	100 779	5 851	322 123
<b>Total(b)</b>	<b>1 364 123</b>	<b>1 927 464</b>	<b>5 851</b>	<b>3 297 438</b>

(a) Other includes the National Equity Program for Schools, Priority Language Program, Community Language Program, and in the case of joint programs, provision of Education Centres, Projects of National significance, and Transition support.

(b) Total excludes annual Commonwealth appropriation expenditures amounting to \$84m in 1996–97.

Source: *MCEETYA, National Report on Schooling in Australia, 1996*.

#### GOVERNMENT SCHOOLS

Government funding of government school education systems reached \$11.2 billion in 1995–96, an increase of 18% since 1990–91. This funding was directed towards the payment of salaries, development of curriculum initiatives, professional development of staff, and a range of maintenance and general operating costs.

Per capita funding was highest in the Northern Territory and the Australian Capital Territory, at \$7,308 per student and \$5,587 per student respectively. Victoria had the lowest expenditure per student (\$4,807).

Secondary students were generally funded at a higher level (\$6,110 per student) than primary students (\$4,410 per student) at government schools in all States and Territories (table 8.30).

The Australian Senate Employment, Education and Training References Committee's report, *Not a Level Playground—The Private and Commercial Funding of Schools, June 1997*, estimated that the level of private support for government schools in 1997 ranged between 5% and 7% of total expenditures.

#### NON-GOVERNMENT SCHOOLS

In 1996, approximately 45% of non-government schools' income was privately sourced. Independent and Catholic schools received 66% and 29% respectively of their income from private sources (predominantly as fees and charges).

Commonwealth grants were the second largest source of income for non-government schools (38%) followed by State and Territory grants (18%).

#### 8.4 NON-GOVERNMENT SCHOOLS, INCOME PER STUDENT—1996

	<i>Catholic</i>	<i>Independent</i>	<i>Total non-government</i>
	VALUE (\$)		
Fees and charges	996	4 181	2 047
Private donations and income	337	514	395
<i>Total private income</i>	<i>1 332</i>	<i>4 695</i>	<i>2 442</i>
Commonwealth grants	2 335	1 492	2 057
State/Territory grants	1 009	885	968
<b>Total income(a)</b>	<b>4 676</b>	<b>7 072</b>	<b>5 467</b>
	PROPORTION (%)		
Fees and charges	21.3	59.1	37.4
Private donations and income	7.2	7.3	7.2
<i>Total private income</i>	<i>28.5</i>	<i>66.4</i>	<i>44.7</i>
Commonwealth grants	49.9	21.1	37.6
State/Territory grants	21.6	12.5	17.7
<b>Total income(a)</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Excluding amounts relating to boarding facilities.

Source: MCEETYA, *National Report on Schooling in Australia, 1996*.

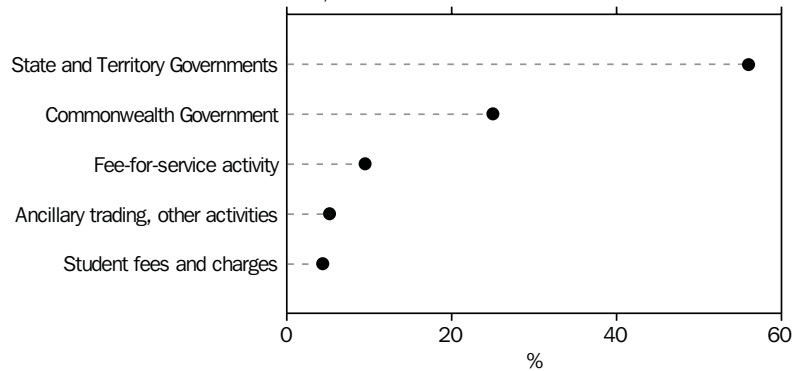
NON-GOVERNMENT SCHOOLS *continued*

In 1996, the per capita income for non-government schools was greatest in the Northern Territory, at \$6,311 per student. Students in the Northern Territory received a higher level of government funding, and students in Victoria paid the highest average fees and charges (\$2,449 per student) (table 8.31).

VET funding The following data relate to the provision of VET which was funded wholly or in part from public funds. VET provided through secondary schools and Higher education systems is excluded.

In 1997, operating revenues for the publicly funded VET system amounted to \$3.8 billion. Of that amount, 56% was provided by State and Territory Governments, 25% by the Commonwealth Government, 25% by the Commonwealth Government, with the remainder comprising Fee-for-service and Student fees and charges.

8.5 VET OPERATING REVENUES, 1997



Source: NCVET, Australian VET Statistics, 1997.

In the five years to 1997, VET operating revenues rose by 41%. Revenues from government increased by 68% and Fee-for-service operations increased by 19%.

In 1997, government funding accounted for 86% of total VET operating revenues in both New South Wales and Queensland. Fee-for-service operations, on the other hand, accounted for 17% of Victoria's operating revenue in the same year, the highest of all States and Territories (table 8.32).

Higher education funding In 1996, operating revenues for publicly funded Higher education institutions amounted to \$8.1 billion. Of that amount, 57% was from Commonwealth government grants and 12% from Higher Education Contribution Scheme payments.

## 8.6 HIGHER EDUCATION OPERATING REVENUE(a), 1996

	\$'000	%
Commonwealth government grants	4 566 307	56.7
HECS	932 780	11.6
Participation fees and charges	700 316	8.7
Other fees and charges(b)	377 618	4.7
Other research grants and contracts	322 331	4.0
Investment income	298 211	3.7
State Government	110 372	1.4
Donations and bequests	84 247	1.0
Other	659 400	8.2
<b>Total</b>	<b>8 051 582</b>	<b>100.0</b>

(a) Before abnormal items.

(b) Includes Fee-for-service.

Source: DEETYA, *Selected Higher Education Finance Statistics, 1996*.

### RESEARCH AND DEVELOPMENT (R&D)

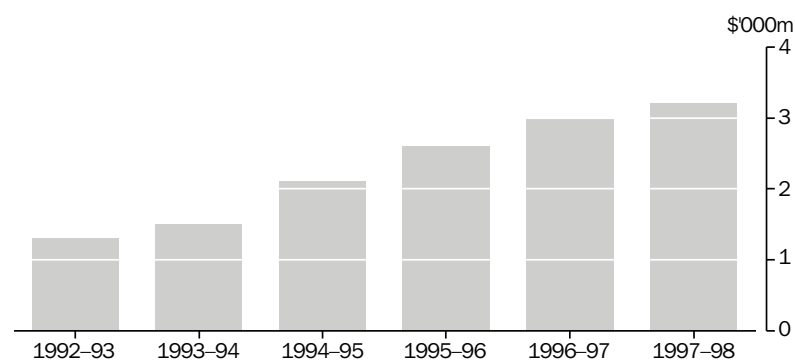
General university funds were the source of 65% of the \$2.3 billion Higher education expenditure on R&D in 1996. National Competitive Research Grants provided a further 16%. Other funding included a further 7% from the Commonwealth Government, 5% from Business enterprises and 2% from State and local governments.

### TRAVEL REVENUE FROM OVERSEAS STUDENTS

Education-related travel expenditure data published by the Australian Bureau of Statistics (ABS) reflect total expenditure by all overseas students, studying in Australia on a student visa, together with New Zealand students in Australia but not on a student visa. Export income from overseas students while studying in Australia (including expenditure on tuition fees as well as the cost of their living in Australia while studying) increased by 142% to \$3.2 billion over the five years to 1997–98.

In addition to the education-related travel services, Australia exports education services directly to overseas in the form of educational consultancies, correspondence courses, fees for the delivery of courses in overseas institutions etc.

#### 8.7 VALUE OF TRAVEL EXPENDITURE IN AUSTRALIA BY OVERSEAS STUDENTS



Source: *Balance of Payments and International Investment Position, Australia, June Quarter 1998* (Cat. no. 5302.0).

TRAVEL REVENUE FROM  
OVERSEAS STUDENTS

*continued*

The ABS anticipates the release in 1999 of more detailed information on overseas student expenditure data for the period 1992–93 to 1997–98.

Separate data published by the Australian International Education Foundation in *Overseas Student Statistics 1997*, indicate that there were 151,464 overseas students studying in Australia in 1997 while travelling on an overseas student visa. This represented a 288% increase over 1992 figures. Approximately 4% of these students received foreign aid to attend an Australian education institution in 1997.

Of overseas students studying in Australia in 1997, 42% were studying in Higher education institutions, 27% in vocational education courses, 20% in English Language Intensive Courses for Overseas Students colleges and 11% in schools.

Expenditure on fees and charges represented 49% of export income from overseas students in 1997 with expenditure on travel, living expenses, and other goods and services making up the rest.

INDUSTRY EXPENDITURE  
ARRANGEMENTS

School expenditure

GOVERNMENT SCHOOLS EXPENDITURE

In 1995–96, government expenditure on government school systems totalled \$11.2 billion, of which 50% was spent in primary schools, and 44% in secondary schools. The remaining 6% was spent on the operational activities of out-of-school establishments such as administrative offices and teacher resource centres operated by a State or Territory Government.

Of these expenditures, 57% was directed to the payment of teaching staff salary costs, 11% to non-teaching staff salaries, and 32% to non-salary costs, which included the costs of goods and services, cleaning, and provision of buildings and grounds. Expenditures on superannuation amounting to \$871 million in 1995–96 are not included in these figures.

8.8 EXPENDITURE BY GOVERNMENT EDUCATION SYSTEMS, 1995–96

	<i>In-school</i>		<i>Out-of-school</i>	<i>Total</i>
	<i>Primary education</i>	<i>Secondary education</i>		
	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>
New South Wales	1 905 437	1 798 693	176 459	3 880 589
Victoria	1 173 589	1 185 137	121 303	2 480 029
Queensland	1 083 341	801 031	170 833	2 055 205
South Australia	494 111	340 521	75 810	910 442
Western Australia	576 161	481 562	75 855	1 133 578
Tasmania	149 737	153 021	25 696	328 454
Northern Territory	108 619	64 611	27 920	201 150
Australian Capital Territory	100 154	105 598	17 775	223 527
<b>Australia</b>	<b>5 591 149</b>	<b>4 930 174</b>	<b>691 651</b>	<b>11 212 974</b>

*Source: MCEETYA, National Schools Statistics Collection, 1996.*



## NON-GOVERNMENT SCHOOLS EXPENDITURE

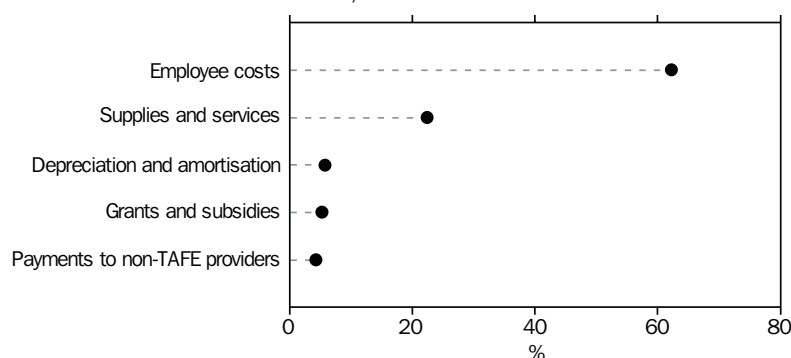
In 1996, 86% of expenditure per student in non-government schools was spent on recurrent operational funding including servicing of debt. The remaining 14% was spent on capital expenditures.

Non-government schools in the Northern Territory and Victoria spent more per student in 1996 than schools in the other States and Territories. As for government schools, more was spent on secondary students than primary students (table 8.33).

VET expenditure In the five years to 1997, operating expenditure of publicly funded VET rose 50% to \$4.0 billion. Contributing to the growth was a 13% increase in payments to non-TAFE providers to deliver VET programs.

Publicly funded VET expenditure averaged \$2,715 per client in 1997.

### 8.9 VET OPERATING EXPENDITURE, 1997



Source: NCVET, Australian VET Statistics, 1997; financial data.

The major components of expenditure in 1997 were Employee costs (62%) and Supplies and services (22%).

### 8.10 PUBLICLY FUNDED VET OPERATING EXPENDITURE, COMPONENTS—1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Employee costs	952.8	574.1	371.6	255.9	182.7	58.3	37.0	56.3	2 465.7
Supplies and services(a)	273.1	226.5	150.2	96.0	72.9	24.2	17.5	20.1	886.9
Grants and subsidies	49.2	38.3	15.9	10.1	7.4	1.5	5.3	1.1	210.2
Payments to non-TAFE providers for VET delivery	47.2	35.6	50.0	15.3	14.1	2.6	3.4	3.7	171.9
Depreciation and amortisation	82.2	60.4	32.9	25.9	11.8	6.7	2.6	6.3	229.1
<b>Total</b>	<b>1 404.4</b>	<b>934.9</b>	<b>620.5</b>	<b>373.2</b>	<b>288.8</b>	<b>93.3</b>	<b>65.8</b>	<b>87.4</b>	<b>3 963.7</b>

(a) Includes other operating expenses.

Source: NCVET, Australian VET Statistics, 1997; financial data.

Direct delivery and Delivery support service activities totalled \$2.6 billion and represented 67% of the total VET operating expenditure in 1997. Administration and general services comprised a further 20% of this expenditure.

## 8.11 PUBLICLY FUNDED VET OPERATING EXPENDITURE, ACTIVITY—1997

	\$m	%
Direct delivery	2 253.1	58.2
Administration & general services	777.5	20.1
Delivery support services	345.3	8.9
Property services	291.6	7.5
Student services	114.7	3.0
Other services	86.1	2.2
<b>Total(a)</b>	<b>3 868.2</b>	<b>100.0</b>

(a) Includes Australian National Training Authority expenditure not separately allocated to activities.

Source: NCVET, Australian VET Statistics, 1997: financial data.

## Training expenditure

### GOVERNMENT TRAINING EXPENDITURE

The Commonwealth Government funded three broad labour market programs in 1996–97, to a total of \$365 million. The Skillshare Program received \$152 million, the Job Seeker Preparation and Support Program \$150 million, and the Training for Employment Program \$63 million. These programs are described in chapter 6.

According to the Survey of Education and Training, 1997, 13% of external training courses completed in the preceding 12 months were government-sponsored (table 8.23).

Data on the level of government financial support provided direct to participants are discussed in later sections of this chapter.

### EMPLOYER TRAINING EXPENDITURE

The Training Expenditure Survey, 1996, provides estimates of employers' costs for providing structured training to their employees between 1 July and 30 September 1996. Structured training includes all training activities which have a predetermined plan and formal design to develop employment-related skills and competencies.

In the September quarter of 1996, employers in Australia spent \$1.2 billion on structured training for their employees. Expenditure for the equivalent period in 1993 was \$1.1 billion. While there was a small increase in total expenditure between the two periods, employers spent less per employee on training in 1996 (\$186) than in 1993 (\$191).

## 8.12 MEASURES OF TRAINING EXPENDITURE

	September quarter	
	1993	1996
Gross wages and salaries (GWS) (%)	2.9	2.5
Expenditure per employee (\$)	191	186
Training per employee (hours)	5.6	4.9
Total training expenditure (\$m)	1 102.7	1 178.8
Employers providing structured training(a)(%)	22.6	17.8

(a) The proportion of employers is based on the statistical unit for the survey (see source publication).

Source: *Employer Training Expenditure, Australia, July to September 1996* (Cat. no. 6353.0).

Employer expenditure on structured training comprises the wage and salary costs of employees receiving and providing training as well as costs relating to fees for courses and overhead expenses such as the costs of training rooms, training equipment, travel, accommodation and meals.

In the September quarter of 1996, wages and salaries for employees attending training accounted for 47% of total training expenditure. The cost of employing, or paying fees to trainers accounted for a further 40% of total training expenditure.

## 8.13 COMPONENTS OF TRAINING EXPENDITURE, JULY-SEPTEMBER 1996

	Proportion	Expenditure per	Total training
	of GWS	employee	expenditure
	%	\$	\$m
Employees' wages and salaries for time receiving training	1.2	86.4	549.2
Cost of trainers to employers			
Wages & salaries for time providing training	0.6	42.8	271.9
Fees paid to consultants & institutions	0.4	32.1	204.2
Total	1.0	74.9	476.1
Other expenditure(a)	0.3	24.1	153.4
<b>Total</b>	<b>2.5</b>	<b>185.5</b>	<b>1 178.8</b>

(a) Other expenditure includes equipment, travel, accommodation and meals, training rooms, payments to industry training bodies, materials, books, computer-based training packages, printing etc.

Source: *Employer Training Expenditure, Australia, July to September 1996* (Cat. no. 6353.0).

The States and Territories contributing most to total national employer training expenditure in the September quarter of 1996 were New South Wales (36%) and Victoria (25%). This reflects the population sizes and number of employees in those States.

Employers in the Australian Capital Territory spent the highest proportion of their gross wages and salaries (GWS) on training (4%) and had the greatest expenditure per employee (\$348) of all States and Territories. Queensland by contrast spent least on training as a proportion of GWS (2%), and expenditure per employee (\$161).

## 8.14 MEASURES OF TRAINING EXPENDITURE, JULY–SEPTEMBER 1996

	Proportion of GWS	Expenditure per employee	Total training expenditure	Employers providing training
	%	\$	\$m	%
NSW	2.6	194.2	420.8	17.7
Vic.	2.5	178.2	298.6	17.0
Qld	2.3	161.3	165.1	18.3
SA	2.6	179.9	*89.7	23.8
WA	2.6	184.2	119.7	15.6
Tas.	2.6	171.9	26.0	*21.9
NT	*3.5	*250.4	*17.5	*13.8
ACT	4.3	348.0	41.5	**
<b>Aust.</b>	<b>2.5</b>	<b>185.5</b>	<b>1 178.8</b>	<b>17.8</b>

Source: Employer Training Expenditure, Australia, July to September, 1996 (Cat. no. 6353.0).

Two-thirds of total employer training expenditure occurred in the private sector (\$779 million) and one-third in the public sector (\$400 million). Although the private sector spent more overall, the public sector spent a higher proportion of GWS on training (3%) and had a higher average training expenditure per employee (\$264) than the private sector (2% and \$161 respectively).

## 8.15 MEASURES OF TRAINING EXPENDITURE, EMPLOYER SIZE AND SECTOR—JULY–SEPTEMBER 1996

	1–19 employees	20–99 employees	100 employees or more	All employers
PRIVATE				
Gross wages and salaries (%)	1.2	1.9	3.2	<b>2.3</b>
Expenditure per employee (\$)	71.7	131.9	246.9	<b>161.0</b>
Total training expenditure (\$m)	114.5	155.8	508.8	<b>779.1</b>
PUBLIC				
Gross wages and salaries (%)	*0.8	*2.9	3.2	<b>3.2</b>
Expenditure per employee (\$)	*32.4	213.4	268.2	<b>263.8</b>
Total training expenditure (\$m)	*0.5	12.6	386.5	<b>399.6</b>
TOTAL				
Gross wages and salaries (%)	1.2	1.9	3.2	<b>2.5</b>
Expenditure per employee (\$)	71.3	135.8	255.6	<b>185.5</b>
Total training expenditure (\$m)	115.0	168.4	895.4	<b>1 178.8</b>

Source: Employer Training Expenditure, Australia, July to September, 1996 (Cat. no. 6353.0).

The industries which had the highest total training expenditure were Manufacturing (\$161 million); Education (\$132 million); and Property and business services (\$128 million).

The Mining industry recorded the highest levels of both training expenditure as a proportion of GWS (6%) and training expenditure per employee (\$897).

8.16 MEASURES OF TRAINING EXPENDITURE, INDUSTRY—  
JULY–SEPTEMBER 1996

	<i>Proportion of GWS</i>	<i>Expenditure per employee</i>	<i>Total training expenditure</i>
	%	\$	\$m
Mining	5.8	897	65.3
Electricity, gas and water supply	4.5	481	25.5
Personal and other services	4.0	299	69.2
Communication services	3.2	318	41.9
Government administration and defence	3.2	264	78.6
Education	3.0	222	131.9
Finance and insurance	3.0	282	93.5
Transport and storage	2.6	251	68.4
Property and business services	2.5	192	128.2
Manufacturing	2.2	194	161.4
Wholesale trade	2.1	173	69.7
Cultural and recreational services	2.1	103	16.9
Health and community services	2.1	130	103.2
Retail trade	1.9	88	78.2
Accommodation, cafes and restaurants	1.3	55	18.4
Construction	1.3	100	28.5
<b>All industries</b>	<b>2.5</b>	<b>186</b>	<b>1 178.8</b>

Source: *Employer Training Expenditure, Australia, July to September 1996 (Cat. no. 6353.0).*

TYPE OF TRAINING

Some 70% of employer training expenditure in the September quarter 1996 related to the provision of in-house training and 30% to external training. The wages and salaries cost for employees' time receiving training represented a higher proportion of external training costs (53%) than in-house costs (44%).

8.17 MEASURES OF TRAINING EXPENDITURE, TYPE OF TRAINING—  
JULY–SEPTEMBER 1996

	<i>Proportion of GWS</i>	<i>Expenditure per employee</i>	<i>Total training expenditure</i>
	%	\$	\$m
<b>In-house training</b>			
Employee costs for time receiving training	0.8	57	363.3
Employee costs for time providing training	0.6	43	271.9
Other training costs	0.4	30	189.5
<i>Total</i>	<b>1.8</b>	<b>130</b>	<b>824.7</b>
<b>External training</b>			
Employee costs for time receiving training	0.4	29	186.0
Other training costs	0.4	26	168.1
<i>Total</i>	<b>0.8</b>	<b>56</b>	<b>354.1</b>
<b>Total</b>	<b>2.5</b>	<b>186</b>	<b>1 178.8</b>

Source: *Employer Training Expenditure, Australia, July to September 1996 (Cat. no. 6353.0).*

Higher education expenditure In 1996, operating expenditure for publicly funded Higher education amounted to \$7.6 billion, 63% of which was spent on salaries and salary-related items.

8.18 HIGHER EDUCATION OPERATING EXPENDITURE, TYPE(a)—1996		
	\$'000	%
Academic staff		
Salaries	1 998 373	26.3
Salary-related	612 583	8.1
Total	2 610 956	34.4
Non-academic staff		
Salaries	1 759 604	23.2
Salary-related	445 757	5.9
Total	2 205 361	29.1
All staff		
Salaries	3 757 977	49.5
Salary-related	1 058 340	13.9
Total	4 816 317	63.5
Other expenses	2 773 974	36.5
<b>Total</b>	<b>7 590 291</b>	<b>100.0</b>

(a) Before abnormal items.

Source: *Educational and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

The most significant expenditure activity in 1996 was Academic activities and research which accounted for 60% of expenditure. Administration and other general institution services accounted for a further 17%.

8.19 HIGHER EDUCATION OPERATING EXPENDITURE(a), ACTIVITY—1996		
	\$'000	%
Academic activities and research	4 567 271	60.2
Administration, other general institution services and other expenses	1 264 099	16.7
Buildings and grounds	423 596	5.6
Libraries	399 373	5.3
Other academic support activities	369 640	4.9
Student services	311 196	4.1
Deferred employee benefits	130 115	1.7
Public services	125 001	1.5
<b>Total</b>	<b>7 590 291</b>	<b>100.0</b>

(a) Before abnormal items.

Source: *DEETYA, Selected Higher Education Finance Statistics, 1996*.

## RESEARCH AND DEVELOPMENT

Higher education expenditure on R&D in 1996 was estimated at \$2,308 million. Between 1988 and 1996, expenditure on Higher education R&D increased steadily, with an average annual rate of growth over that period of 10%.

According to *Research and Experimental Development, Higher Education Organisations, Australia, 1996* (Cat. no. 8111.0), Higher education R&D as a percentage of GDP rose from 0.32% in 1988 to 0.45% in 1996. Based on this measure, in 1995 Australia ranked tenth of 17 reporting Organisation for Economic Cooperation and Development nations in terms of expenditure on Higher education R&D, higher than the United States of America, United Kingdom, France and Canada.

Most R&D expenditure by Higher education organisations in 1996 was directed towards the Advancement of knowledge (46%) and Society (25%).

### 8.20 R&D EXPENDITURE, SOCIO-ECONOMIC OBJECTIVE—1996

	\$'000	%
Advancement of knowledge(a)	1 062 332	46.0
Society(b)	582 101	25.2
Economic development	485 203	21.0
Environment	170 753	7.4
Defence	7 190	0.3
<b>Total</b>	<b>2 307 578</b>	<b>100.0</b>

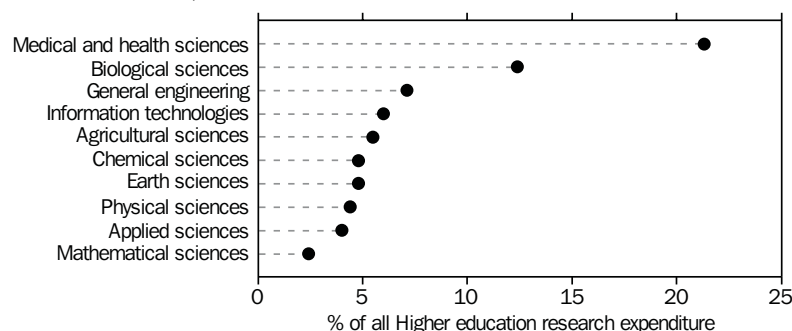
(a) Includes Natural sciences, technologies and engineering; and Social sciences and humanities.

(b) Includes Health; Education and training; and Social development and community services.

Source: *Research and Experimental Development, Higher Education Organisations, Australia, 1996* (Cat. no. 8111.0).

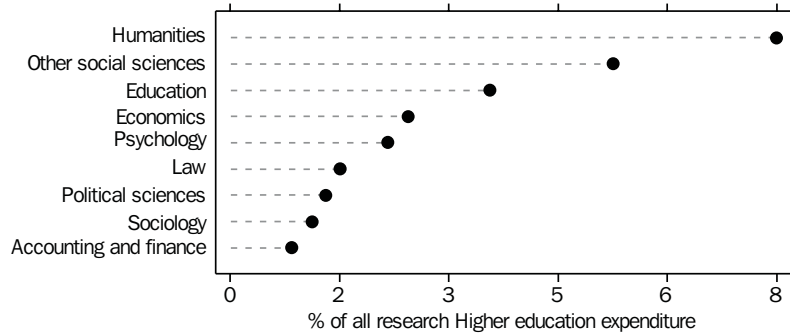
Research expenditure was greatest in the fields of Medical and health science (\$491 million), Biological sciences (\$286 million) and Humanities (\$184 million). These three fields of research represented 42% of all research expenditure in Higher education.

### 8.21 EXPENDITURE IN NATURAL SCIENCES, TECHNOLOGIES & ENGINEERING RESEARCH, 1996



Source: *Research and Experimental Development, Higher Education Organisations, Australia, 1996* (Cat. no. 8111.0).

8.22 EXPENDITURE IN SOCIAL SCIENCES AND HUMANITIES RESEARCH, 1996



Source: *Research and Experimental Development, Higher Education Organisations, Australia, 1996* (Cat. no. 8111.0).

PARTICIPANTS' EXPENDITURE ON TRAINING

The Survey of Education and Training, 1997, provides data on expenditure by those completing training courses. Overall, 13% of the 8.3 million training courses completed in the 12 months prior to the survey period March to May 1997 incurred a cost to participants.

Of those training courses which resulted in a cost to participants, the average cost was \$284. In-house training courses incurred a lower average cost (\$149) than external training courses (\$312). For external courses where government sponsorship was received, the average cost to participants was \$170.



				<i>External</i>	
	<i>In-house(b)</i>	<i>Government sponsored</i>	<i>Not Government sponsored</i>	<i>Total</i>	<b><i>Total</i></b>
COURSES COMPLETED					
	'000	'000	'000	'000	'000
Incurring costs(c)					
Under \$50	85.9	11.8	150.1	162.0	<b>247.9</b>
\$50–99	36.5	14.6	167.1	181.7	<b>218.3</b>
\$100–199	25.2	12.0	176.5	188.4	<b>213.7</b>
\$200–299	*8.0	*7.1	88.7	95.8	<b>103.8</b>
\$300–499	12.6	*5.0	100.3	105.2	<b>117.8</b>
\$500–999	*8.3	*3.1	70.3	73.4	<b>81.7</b>
\$1000 and over	*4.2	*0.5	53.8	54.3	<b>58.5</b>
Total	190.8	59.7	831.6	891.3	<b>1 082.2</b>
Did not incur costs	4 987.2	335.5	1 901.4	2 237.0	<b>7 224.2</b>
<b>Total</b>	<b>5 178.0</b>	<b>395.2</b>	<b>2 733.1</b>	<b>3 128.3</b>	<b>8 306.3</b>
AVERAGE COST(d)					
	\$	\$	\$	\$	\$
Males	217	158	390	374	<b>349</b>
Females	98	184	257	253	<b>223</b>
Persons	149	170	322	312	<b>284</b>

(a) Estimates relate to a maximum of four training courses per person. Therefore, a person may contribute more than once to a given category and/or to more than one category.

(b) Government sponsorship was not asked about in-house training courses.

(c) Includes training courses where the cost incurred was not known.

(d) Average cost calculated only where incurred costs were known.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

External training courses completed at universities in the 12 months prior to the 1997 survey incurred greater costs to participants than courses completed elsewhere. The average cost of \$776 for courses completed at universities was more than twice that of courses completed at Professional or industry associations or Other private training institutions (both \$356) (table 8.36).

## SUPPORT FOR STUDY

### Government support

In 1997, the Commonwealth Government provided assistance directly to disadvantaged students and their families through four schemes—AUSTUDY, ABSTUDY, AUSTUDY/ABSTUDY Supplement and Assistance for Isolated Children (AIC) schemes.

AUSTUDY assisted financially disadvantaged secondary and tertiary students. ABSTUDY provided financial assistance for Indigenous students. The AUSTUDY/ABSTUDY Supplement gave eligible tertiary students the chance to trade in all or part of their grant in return for a low interest rate loan of double the amount traded in.

The majority of recipients of Student Assistance Schemes received assistance through AUSTUDY. Neither the number of students nor the amount of assistance provided may be totalled, as some of those receiving the AUSTUDY/ABSTUDY Supplement (those who did not fully trade-in their grant) would be counted twice.

## 8.24 STUDENT ASSISTANCE SCHEMES, 1997

	Students	Assistance
	<i>no.</i>	<i>\$m</i>
AUSTUDY	464 248	1 466
ABSTUDY	50 763	137
AUSTUDY/ABSTUDY Supplement	60 609	49
AIC	12 243	27

Source: DEETYA, unpublished data, Selected Higher Education Finance Statistics, 1997.

## RECIPIENTS OF GOVERNMENT ASSISTANCE

Some 20% of persons enrolled either in post-compulsory schooling or for a post-school qualification in 1997 received study-related government payments.

A higher proportion of males attending post-compulsory schooling received study-related government payments than did females (23% and 17% respectively). However, a greater proportion of females studying for post-school qualifications received study-related government payments than did males (22% and 17% respectively).

## 8.25 PERSONS AGED 15–20 YEARS STILL AT SECONDARY SCHOOL, 1997

	Males	Females	Persons
	%	%	%
Received study-related government payments	22.5	17.5	<b>20.1</b>
AUSTUDY	20.8	15.3	<b>18.1</b>
Other(a)	*1.8	*2.2	<b>2.0</b>
Did not receive study-related government payments	77.5	82.5	<b>79.9</b>
Total	100.0	100.0	<b>100.0</b>

(a) Includes persons who received ABSTUDY; AUSTUDY Supplement; ABSTUDY Supplement; Pensioner Education Supplement; AIC; Youth Training Allowance; and other study-related government payments.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

8.26 PERSONS ENROLLED FOR POST-SCHOOL QUALIFICATION(a) IN 1997, RECEIPT OF GOVERNMENT PAYMENTS

	Males	Females	Persons
	%	%	%
Received study-related government payments	17.2	21.9	<b>19.5</b>
AUSTUDY	13.1	16.9	<b>15.0</b>
Other(b)	4.1	5.0	<b>4.5</b>
Did not receive study-related payment	82.8	78.1	<b>80.5</b>
Total	100.0	100.0	<b>100.0</b>

(a) Where more than one qualification was enrolled for, details were collected about the most recent.

(b) Includes persons who received ABSTUDY; AUSTUDY Supplement; ABSTUDY Supplement; Pensioner Education Supplement; AIC; Youth Training Allowance; and other study-related government payments.

Source: *Education and Training Experience, Australia, 1997* (Cat. no. 6278.0).

Employer support Employers provided support, mainly in the form of paying for fees, to 19% of persons enrolled in a post-school qualification in the 12 months prior to the 1997 survey. Those enrolled in a Skilled vocational qualification were more likely to receive employer support (46%) than those enrolled in other qualifications.

Other support Family members were the main source of non-employer support for those enrolled in a post-school qualification in 1997, with 19% of those studying receiving financial support from this source.

SUPPORT FOR TRAINING

According to the Survey of Education and Training, 1997, 55% of persons enrolled to study for a post-school qualification and 54% of participants who completed an external training course in the preceding 12 months, received financial support.

While the incidence of financial support for study or external training was similar, the source of funds varied. Employers more frequently supported external training courses (45%) than did non-employer groups (13%). Non-employer groups more frequently supported study for a post-school qualification (39%) than did employers (19%) (tables 8.37 and 8.38).

Employer support Of the 7.7 million persons who were wage or salary earners in the 12 months prior to the 1997 survey, 12% received employer support for external training courses. This compares with 7% in 1993 (table 8.38).

Other support Some 7% of all participants in external training courses in the preceding 12 months received government support and 6% of participants received financial support from other sources, primarily family members.

## 8.27 GOVERNMENT AND PRIVATE OUTLAYS ON EDUCATION

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
	VALUE					
	\$m	\$m	\$m	\$m	\$m	\$m
General government outlays						
Final consumption expenditure	14 139	14 573	14 835	15 245	15 700	16 842
Gross fixed capital expenditure	1 387	1 703	1 674	1 745	1 847	1 962
Government final expenditure	15 526	16 276	16 509	16 990	17 547	18 804
Grants to non-profit institutions	2 224	2 311	2 480	2 707	2 867	3 141
Grants to persons	2 061	2 233	2 278	2 339	2 561	2 457
Other	77	110	29	69	-8	78
<b>Total</b>	<b>19 888</b>	<b>20 930</b>	<b>21 296</b>	<b>22 105</b>	<b>22 967</b>	<b>24 480</b>
Private outlays						
Final consumption expenditure	5 052	5 416	5 876	6 354	6 884	7 456
Gross fixed capital expenditure	340	352	401	380	452	467
Total	5 392	5 768	6 277	6 734	7 336	7 923
Total outlays						
Government	19 888	20 930	21 296	22 105	22 967	24 480
Private	5 392	5 768	6 277	6 734	7 336	7 923
Less private outlays financed by government	-2 224	-2 311	-2 480	-2 707	-2 867	-3 141
<b>Total</b>	<b>23 056</b>	<b>24 387</b>	<b>25 093</b>	<b>26 132</b>	<b>27 436</b>	<b>29 262</b>
Government advances						
Persons/non-profit institutions	23	18	15	-2	6	5
Persons for HECS purposes	564	576	576	381	540	513
Total	587	594	591	379	546	518
Gross Domestic Product	393 455	413 406	435 184	457 987	491 897	512 434
	PROPORTION OF GROSS DOMESTIC PRODUCT					
	%	%	%	%	%	%
Total government outlays	5.1	5.1	4.9	4.8	4.7	4.8
General government final consumption expenditure	3.6	3.5	3.4	3.3	3.2	3.3
Private final consumption expenditure	1.3	1.3	1.4	1.4	1.5	1.5
Government gross fixed capital expenditure	0.4	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 final expenditure on education	5.3	5.3	5.2	5.2	5.1	5.2
Total outlays on education	5.9	5.9	5.8	5.7	5.6	5.7
Total government advances	0.1	0.1	0.1	0.1	0.1	0.1

Source: *Expenditure on Education, Australia, 1996-97 (Cat. no. 5510.0)*; *Australian National Accounts: National Income, Expenditure and Product, March Quarter 1998 (Cat. no. 5206.0)*.

## 8.28 EDUCATION OUTLAYS FROM OWN SOURCES, SECTOR

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
	VALUE					
	\$m	\$m	\$m	\$m	\$m	\$m
Government outlays						
Commonwealth outlay	7 827	8 620	9 209	9 768	10 105	10 396
State and Territory outlays financed from own resources	11 913	12 094	11 931	12 098	12 801	13 715
Local government outlays financed from own resources	15	20	17	18	20	24
Universities' outlays financed from own resources	264	383	343	432	276	592
<i>Total</i>	19 888	20 930	21 296	22 105	22 967	24 480
Private outlays						
Private final consumption expenditure not financed from government	2 917	3 179	3 484	3 734	4 104	4 395
Private gross fixed capital expenditure not financed from government	251	277	314	293	365	387
<i>Total private outlays</i>	3 168	3 456	3 798	4 027	4 469	4 782
<b>Total outlays</b>	<b>23 056</b>	<b>24 386</b>	<b>25 094</b>	<b>26 132</b>	<b>27 436</b>	<b>29 262</b>
	PROPORTION OF GDP					
	%	%	%	%	%	%
Total government outlay on education	5.1	5.1	4.9	4.8	4.7	4.8
Total private outlays on education	0.8	0.8	0.9	0.9	0.9	0.9
<i>Total outlay on Education</i>	5.9	5.9	5.8	5.7	5.6	5.7

Source: *Expenditure on Education, Australia, 1996-97* (Cat. no. 5510.0).

	<i>General government final consumption expenditure</i>	<i>Personal benefit payments</i>	<i>Expenditure on new fixed assets</i>	<i>Expenditure on second-hand fixed assets</i>	<i>Other</i>	<i>Inter-sector transfers(a)</i>	<i>Own source outlays(b)</i>
	\$m	\$m	\$m	\$m	\$m	\$m	\$m
<b>Primary/secondary schools</b>							
Commonwealth	17	614	—	—	17	3 362	4 010
State and Territory and local	9 629	64	797	-47	(c)2 825	-3 362	9 906
<i>Total</i>	9 646	679	797	-47	2 842	—	13 916
<b>Tertiary</b>							
Commonwealth	68	1 207	—	—	93	4 639	6 007
State and Territory and local	2 194	5	311	-4	56	-660	1 905
Universities	3 404	34	938	-76	272	-3 979	593
<i>Total</i>	5 669	1 246	1 248	-80	421	—	8 505
<b>University</b>							
Commonwealth	54	886	—	—	6	3 780	4 726
State and Territory and local	19	3	—	—	—	196	218
Universities	3 404	34	938	-76	272	-3 979	593
<i>Total</i>	3 476	924	938	-76	278	—	5 540
<b>TAFE</b>							
Commonwealth	15	239	—	—	87	856	1 197
State and Territory and local	2 157	2	309	-4	56	-856	1 664
<i>Total</i>	2 172	241	309	-4	143	—	2 861
<b>Tertiary n.e.c.</b>							
Commonwealth	—	82	—	—	—	—	82
State and Territory and local	21	—	1	—	—	—	22
<i>Total</i>	21	82	1	—	—	—	104
<b>Preschool/special/other</b>							
Commonwealth	76	9	—	—	—	85	170
State and Territory and local	1 060	-8	35	-6	174	-85	1 170
<i>Total</i>	1 136	2	35	-6	174	—	1 340
<b>Transportation of students</b>							
Commonwealth	—	—	—	—	—	—	—
State and Territory and local	166	528	1	—	11	—	706
<i>Total</i>	166	528	1	—	11	—	706
<b>Education n.e.c.</b>							
Commonwealth	189	2	—	—	17	—	208
State and Territory and local	36	1	14	—	-2	—	49
<i>Total</i>	225	3	14	—	15	—	257
<b>Total outlays</b>							
Commonwealth	350	1 833	—	—	128	8 086	10 397
State and Territory and local	13 087	590	1 158	-57	3 067	-4 106	13 739
Universities	3 404	34	938	-76	272	-3 980	592
Less inter-sector transfers	—	—	—	—	—	-248	-248
<b>Total</b>	<b>16 842</b>	<b>2 457</b>	<b>2 096</b>	<b>-134</b>	<b>3 467</b>	<b>-248</b>	<b>24 480</b>

(a) Specific purpose grants from the Commonwealth Government to State and Territory Governments and universities, plus taxes paid by universities to State and Territory Governments. The amounts concerned are shown as a deduction for outlays in the rows for State and Territory, local governments and universities.

(b) Outlays on education, less specific purpose grants received from other levels of government. In the case of the Commonwealth Government, this simply represents their total outlays but in the case of State and Territory, local governments and universities, it represents outlays financed from their own resources and non-specific Commonwealth grants.

(c) Outlays on education less transfers (e.g. grants and taxes on education paid/received to/from sectors).

Source: *Expenditure on Education, Australia, 1996–97 (Cat. no. 5510.0)*.

8.30 GOVERNMENT SCHOOLS, EXPENDITURE PER STUDENT(a)(b)—1995–96

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Primary	4 465	4 113	4 499	4 489	4 293	4 542	6 427	4 906	4 410
Secondary	6 083	5 792	6 012	6 467	6 497	6 115	9 679	6 459	6 110
<b>All schools</b>	<b>5 122</b>	<b>4 807</b>	<b>5 030</b>	<b>5 115</b>	<b>5 063</b>	<b>5 211</b>	<b>7 308</b>	<b>5 587</b>	<b>5 063</b>

(a) For the purposes of analysis, expenditure data in this table are the same as income. Expenditure on provision of buildings and grounds is included. It is estimated that this amounts to \$277 per student for Australia overall; primary \$260; secondary \$305.

(b) Expenditure on superannuation is employer liability excluded. It is estimated that this amounts to \$394 per student for Australia. The expenditure base used to derive the per capita figures specifically excludes private expenditure, i.e. funds raised by schools, school councils or community organisations; expenditure on payroll tax, provision for long service leave, depreciation and sinking fund payments, interest on Commonwealth loans, staff accommodation (including all payments to housing authorities); expenditure on accruals, provisions, commitments and liabilities; direct payment of allowances by the Commonwealth to individual students and/or parents; salaries of staff and operating expenses of student hostels, including hostel subsidies; expenditure on children in residential care programs; and all known and clearly identifiable expenditure by government school systems on non-government schools. Included are expenditure on special schools; Commonwealth grants for education; expenditure on behalf of the Director-General of Education (or equivalent) by other State government agencies; expenditure financed from DEETYA joint programs apportioned where possible between the government and non-government systems and only that portion expended on the government school system included; and payments to staff in the form of allowances for accommodation.

Source: MCEETYA, *National Report on Schooling in Australia, 1996*.

8.31 NON-GOVERNMENT SCHOOLS, INCOME PER STUDENT—1996

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Private income									
Fees and charges	1 924	2 449	1 803	1 995	1 898	1 842	1 235	1 977	2 047
Private donations and income	486	328	394	330	339	290	426	455	395
<i>Total private income</i>	<i>2 411</i>	<i>2 777</i>	<i>2 197</i>	<i>2 326</i>	<i>2 236</i>	<i>2 132</i>	<i>1 661</i>	<i>2 432</i>	<i>2 442</i>
Government income									
Commonwealth grants	2 064	2 000	2 063	1 977	2 213	1 940	2 777	2 098	2 057
State grants	1 033	797	1 082	922	999	953	1 873	1 022	968
<b>Total(a)</b>	<b>5 507</b>	<b>5 574</b>	<b>5 343</b>	<b>5 224</b>	<b>5 449</b>	<b>5 025</b>	<b>6 311</b>	<b>5 553</b>	<b>5 467</b>

(a) Excluding amounts relating to boarding facilities. Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: MCEETYA, *National Report on Schooling in Australia, 1996*.

8.32 VET OPERATING REVENUES(a), 1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(b)
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
State Government	879.1	400.2	365.0	136.9	198.7	53.1	44.3	49.1	2 126.4
Commonwealth Government	269.1	217.7	141.4	66.6	74.1	25.4	14.0	17.5	947.2
Fee-for-service	99.0	152.3	32.9	20.0	39.1	4.8	0.9	11.1	360.2
Ancillary trading and other	57.0	71.7	23.0	9.5	22.7	6.1	2.5	2.5	196.7
Student fees and charges	35.7	39.8	28.3	33.0	18.2	5.2	1.0	4.4	165.7
<b>Total</b>	<b>1 339.8</b>	<b>881.7</b>	<b>590.6</b>	<b>266.1</b>	<b>352.8</b>	<b>94.6</b>	<b>62.7</b>	<b>84.6</b>	<b>3 796.2</b>

(a) Accrual based.

(b) Total includes Australian National Training Authority.

Source: NCVER, Australian VET Statistics, 1997: financial data.

8.33 NON-GOVERNMENT SCHOOLS, EXPENDITURE PER STUDENT—1996

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Catholic schools									
Primary	3 752	3 516	3 695	3 753	3 600	3 319	4 300	3 569	3 650
Secondary	5 871	5 995	6 376	6 452	6 590	6 052	—	5 909	6 073
Combined	5 694	7 109	5 417	5 498	5 923	4 901	—	11 273	6 049
All Catholic schools	4 767	4 644	4 825	4 776	4 874	4 482	5 631	6 072	4 785
Other									
Primary	4 983	4 878	4 410	4 148	4 191	4 073	6 282	—	4 603
Secondary	8 699	9 635	8 214	8 137	6 921	—	—	—	8 630
Combined	8 024	8 363	6 661	6 970	7 188	6 242	—	7 778	7 623
All other schools	7 733	8 210	6 616	6 198	6 805	6 087	7 586	7 750	7 353
Total									
Primary	3 850	3 594	3 772	3 880	3 665	3 379	4 854	3 585	3 745
Secondary	6 088	6 302	6 712	6 995	6 621	6 036	9 932	6 219	6 356
Combined	7 457	8 240	6 378	6 328	6 823	5 836	6 619	9 477	7 252
<b>All non-government schools</b>	<b>5 597</b>	<b>5 790</b>	<b>5 523</b>	<b>5 386</b>	<b>5 545</b>	<b>5 083</b>	<b>6 461</b>	<b>6 476</b>	<b>5 632</b>

Source: MCEETYA, National Report on Schooling in Australia, 1996.



8.34 HIGHER EDUCATION OPERATING REVENUE, 1996

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Commonwealth government grants	1 414 474	1 127 382	722 498	381 881	419 517	114 115	40 380	299 653	4 566 307
HECS	279 880	256 782	160 917	76 136	86 241	21 264	6 397	30 602	932 780
State Government	15 017	44 705	17 226	7 653	18 286	2 177	2 766	2 205	110 372
Other research grants and contracts	59 793	103 050	67 381	34 520	34 532	4 119	3 868	15 068	322 331
Scholarships and prizes	8 918	1 696	2 192	1 840	529	392	37	73	15 677
Donations and bequests	25 439	28 723	10 014	7 409	8 547	1 540	615	1 765	84 247
Investment income	97 950	53 345	23 505	5 930	60 801	2 893	795	52 160	298 211
Fees and charges	345 009	326 844	173 523	56 191	109 890	18 361	4 910	35 723	1 077 934
Other	239 365	153 596	70 990	67 372	66 696	6 841	4 527	32 506	643 723
<b>Total</b>	<b>2 485 845</b>	<b>2 096 123</b>	<b>1 248 246</b>	<b>638 932</b>	<b>805 039</b>	<b>171 702</b>	<b>64 295</b>	<b>469 755</b>	<b>8 051 582</b>

(a) Includes the multi-State Australian Catholic University.

Source: DEETYA, Selected Higher Education Finance Statistics, 1996.

8.35 HIGHER EDUCATION EXPENDITURE ACTIVITY(a), 1996

	Academic staff			All staff			Depreciation and other expenditure	Total(b)
	Salaries	Salary-related costs	Total	Salaries	Salary-related costs	Total		
	\$m	\$m	\$m	\$m	\$m	\$m		
Academic activities and research	1 925.6	487.9	2 413.5	2 664.7	654.0	3 318.7	1 248.7	4 567.3
Libraries	1.1	0.4	1.5	163.6	36.9	200.5	198.9	399.4
Other academic support services	17.9	4.3	22.2	175.0	38.4	213.4	156.2	369.6
Student services	5.3	1.3	6.6	101.6	21.2	122.8	188.4	311.2
Public services	12.6	2.3	14.9	49.8	9.7	59.5	65.5	125.0
Buildings and grounds	—	—	—	109.6	24.9	134.5	289.0	423.6
Administration and other general institution services	35.8	22.2	58.0	493.6	143.1	636.7	627.3	1 264.1
Deferred employee benefits for superannuation	—	94.2	94.2	—	130.1	130.1	—	130.1
<b>Total</b>	<b>1 998.4</b>	<b>612.6</b>	<b>2 611.0</b>	<b>3 758.0</b>	<b>1 058.3</b>	<b>4 816.3</b>	<b>2 774.0</b>	<b>7 590.3</b>

(a) Operating expenditure before abnormal items.

(b) Includes Non-academic staff.

Source: DEETYA, Selected Higher Education Finance Statistics, 1996.

	University	TAFE or technical college	Adult or community education centre	Skillshare centre	Professional or industry association	Equipment or product manufacturer or supplier	Other private training organisation	Others(b)	Total
COURSES COMPLETED									
	'000	'000	'000	'000	'000	'000	'000	'000	'000
Incurring costs(c)									
Under \$50	*4.0	22.7	*9.1	*3.0	57.5	12.7	28.6	24.5	<b>162.0</b>
\$50-\$99	*4.2	44.4	16.3	*5.7	47.4	12.3	30.0	21.4	<b>181.7</b>
\$100-\$199	*7.8	44.7	17.2	*3.2	43.9	*7.4	43.3	21.0	<b>188.4</b>
\$200-\$299	*5.4	17.6	*3.3	*2.8	29.2	*2.4	27.0	*8.1	<b>95.8</b>
\$300-\$499	9.9	20.8	*1.1	*1.1	37.6	*3.6	22.7	*8.5	<b>105.2</b>
\$500-\$999	*7.6	*8.2	*0.6	*2.3	23.4	*3.5	21.7	*6.1	<b>73.4</b>
\$1 000 and over	*9.1	*3.5	—	*0.5	19.8	*2.0	15.0	*4.4	<b>54.3</b>
Total	50.4	170.1	49.9	19.0	268.8	44.6	190.7	97.8	<b>891.3</b>
Did not incur costs	81.8	164.4	52.6	161.7	690.7	231.0	482.3	372.4	<b>2 237.0</b>
Total	132.2	334.5	102.6	180.7	959.6	275.6	673.0	470.2	<b>3 128.3</b>
TIME									
	hours	hours	hours	hours	hours	hours	hours	hours	hours
Average time	*54	95	34	126	18	12	30	31	<b>38</b>
COST									
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Average cost(d)	776	205	109	*226	356	*235	356	205	<b>312</b>

(a) Estimates relate to a maximum of four training courses per person. Therefore, a person may contribute more than once to a given category and/or to more than one category.

(b) Includes Secondary schools; Business colleges; Industry skills centres; and Other organisations.

(c) Includes training courses where the cost incurred was not known.

(d) Average cost calculated only where incurred costs were known.

Source: *Education and Training Experience, Australia, 1997 (Cat. no. 6278.0)*.

Whether financial support provided	Higher degree	Post-graduate diploma	Bachelor degree	Under-graduate diploma	Associate diploma	Skilled vocational qualification	Basic vocational qualification	Total(b)
	%	%	%	%	%	%	%	%
<b>Non-employer financial support(c)</b>								
Government	17.0	*10.0	24.8	20.4	16.7	9.4	17.9	<b>19.5</b>
Family members	*6.2	12.4	33.9	18.4	12.4	11.5	10.9	<b>20.5</b>
Union or professional organisation	*1.7	*1.4	*0.2	*0.2	—	*0.5	*0.9	<b>*0.5</b>
Other	*6.9	*1.8	2.2	*1.7	*0.4	*1.5	*2.2	<b>2.2</b>
Total	29.5	24.8	55.1	39.2	28.7	21.7	30.1	<b>39.4</b>
No non-employer financial support provided	69.8	75.1	44.6	60.4	70.4	76.5	69.9	<b>60.1</b>
Not known	*0.7	—	*0.3	*0.4	*0.9	*1.8	—	<b>*0.6</b>
<b>Employer support(c)</b>								
Working as a wage or salary earner								
Employer financial support provided								
Main period employer								
Paid HECS or tertiary tax	9.9	*2.8	3.4	*0.2	*1.2	—	*0.2	<b>2.5</b>
Paid for fees	14.6	18.2	4.4	8.0	11.8	27.7	14.1	<b>11.4</b>
Paid for study materials	8.6	*6.2	2.9	*3.6	*6.3	11.8	5.5	<b>5.5</b>
Provided paid study leave	17.5	18.5	5.7	*3.3	*4.3	26.3	5.5	<b>9.2</b>
Paid accommodation or travel expenses	*5.5	*3.2	*0.2	*0.1	*3.5	*4.2	*3.3	<b>2.0</b>
Other	*2.2	*2.9	*0.7	*1.1	*1.0	*1.5	*2.2	<b>1.3</b>
Total	30.5	28.9	9.5	10.6	15.2	45.8	18.9	<b>18.4</b>
Other employer	*1.1	—	*0.1	*0.4	—	*0.8	*0.6	<b>*0.4</b>
Total (employer support provided)	31.7	28.9	9.5	10.9	15.2	46.2	19.2	<b>18.7</b>
No employer financial support provided	54.2	55.4	66.5	65.2	61.4	46.9	56.4	<b>60.1</b>
Total (wage or salary earner)	85.9	84.3	76.0	76.1	76.7	93.1	75.6	<b>78.8</b>
Working as other than a wage or salary earner, or not working	14.1	15.7	24.0	23.9	23.3	6.8	24.4	<b>21.2</b>
<b>Males</b>								
Non-employer financial support provided(c)	16.5	*6.1	25.0	16.6	13.2	15.7	12.3	<b>18.1</b>
Employer financial support provided(c)	16.0	18.6	5.2	*5.8	9.8	43.0	12.8	<b>12.8</b>
No financial support provided	22.8	21.8	15.6	21.4	24.7	30.8	27.3	<b>21.4</b>
<b>Females</b>								
Non-employer financial support provided(c)	12.9	18.7	30.0	22.6	15.5	*6.0	17.8	<b>21.3</b>
Employer financial support provided(c)	15.7	10.3	4.3	*5.1	*5.4	*3.2	6.4	<b>5.9</b>
No financial support provided	24.2	28.0	20.6	29.3	32.6	8.5	26.8	<b>23.2</b>
<b>Persons</b>								
Non-employer financial support provided(c)	29.5	24.8	55.1	39.2	28.7	21.7	30.1	<b>39.4</b>
Employer financial support provided(c)	31.7	28.9	9.5	10.9	15.2	46.2	19.2	<b>18.7</b>
No financial support provided	47.0	49.8	36.2	50.7	57.3	39.3	54.2	<b>44.6</b>

(a) Excludes persons aged 15–20 years who were still at secondary school. Where more than one qualification was enrolled for, details were collected about the most recent.

(b) Includes persons whose level was Not stated or was Inadequately described.

(c) Multi-response categories collected. Therefore, components may not add to totals.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

Whether financial support provided	Field of training					
	Management and professional	Technical and para-professional	Trade or craft	Clerical or office	Sales and personal service	Transport, machinery operation and labouring
	NUMBER ('000)					
<b>Non-employer financial support(c)</b>						
Government	37.4	14.0	22.6	16.9	14.7	18.3
Family members	*5.1	*1.9	9.4	*7.8	*7.8	*3.7
Union or professional organisation	22.5	*7.7	*5.2	*0.4	*2.2	*0.3
Other	22.7	*6.0	9.5	*2.1	*2.4	*0.5
Total	87.1	29.6	45.6	26.6	26.1	22.1
Support not provided	921.0	339.2	234.0	94.9	265.9	81.9
Not known	*2.9	*1.5	—	*1.2	—	—
<b>Employer support(c)</b>						
Working as a wage or salary earner	741.3	291.3	156.2	86.9	198.1	64.8
Employer financial support provided						
Main period employer						
Paid for fees	442.1	155.6	65.6	50.7	91.7	34.1
Paid for training materials	82.9	42.0	14.8	13.3	*10.5	*8.4
Provided paid study leave	148.1	73.5	28.4	18.7	23.8	16.8
Paid accommodation or travel expenses	159.9	53.5	23.4	*8.5	32.7	*10.0
Other	13.1	*4.6	*5.1	*2.8	*6.3	*2.7
Total	520.9	186.8	90.2	55.5	118.6	40.8
Other employer	*9.3	*2.7	*1.7	—	*0.2	—
Total (employer support provided)	530.1	189.5	91.9	55.5	118.8	40.8
No employer financial support	211.2	101.9	64.3	31.4	79.3	24.0
Working as other than a wage and salary earner, or not working	269.6	78.9	123.3	35.8	94.0	39.2
<b>Summary(c)</b>						
Financial support provided						
Employer support	530.1	189.5	91.9	55.5	118.8	40.8
Non-employer support	87.1	29.6	45.6	26.6	26.1	22.1
Total	580.8	207.4	131.9	75.3	140.4	61.4
No financial support provided	429.3	161.4	147.7	46.1	151.6	42.6
Not known	*0.9	*1.5	—	*1.2	—	—
<b>Total</b>	<b>1 011.0</b>	<b>370.2</b>	<b>279.5</b>	<b>122.7</b>	<b>292.0</b>	<b>104.0</b>
	PROPORTION (%)					
<b>Males</b>						
Employer financial support provided(c)	26.3	28.5	26.2	*8.9	16.6	35.5
Non-employer financial support provided(c)	4.7	3.3	11.3	*2.8	*3.6	17.3
No financial support provided	25.0	24.8	34.5	*8.5	24.9	36.3
<b>Females</b>						
Employer financial support provided(c)	26.1	22.7	6.7	36.3	24.0	*3.7
Non-employer financial support provided(c)	4.0	4.7	5.0	18.8	5.4	*4.0
No financial support provided	17.4	18.8	18.4	29.1	27.0	*4.6
<b>Persons</b>						
Employer financial support provided(c)	52.4	51.2	32.9	45.2	40.7	39.2
Non-employer financial support provided(c)	8.6	8.0	16.3	21.7	9.0	21.3
No financial support provided	42.5	43.6	52.8	37.6	51.9	41.0

(a) Estimates relate to a maximum of four training courses per person. Therefore a person may contribute more than once to a given category and/or to more than one category.

(b) Includes English language, Literacy, Numeracy, Music and arts and Other training courses.

(c) Multi-response categories collected therefore components may not add to totals.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

...continued

Whether financial support provided	Field of training					Total
	Induction	General supervision	General computing skills	General health and safety	Other(b)	
NUMBER ('000)						
<b>Non-employer financial support(c)</b>						
Government	*4.9	*2.6	26.6	21.1	38.5	<b>217.7</b>
Family members	*1.6	*1.0	*6.0	*7.0	10.4	<b>61.7</b>
Union or professional organisation	*1.9	—	*0.6	8.2	*4.1	<b>53.0</b>
Other	*1.7	*1.9	*4.2	*4.2	*7.5	<b>62.7</b>
Total	10.1	*5.0	37.5	40.5	59.6	<b>389.7</b>
Support not provided	56.5	33.3	253.2	216.5	232.5	<b>2 728.9</b>
Not known	—	—	*1.9	—	*2.2	<b>9.7</b>
<b>Employer support(c)</b>						
Working as a wage or salary earner	39.3	27.9	201.7	187.1	155.3	<b>2 150.0</b>
Employer financial support provided						
Main period employer						
Other employer	—	—	*0.2	*2.1	*3.5	<b>19.6</b>
Total	22.4	19.1	127.7	114.8	87.6	<b>1 398.1</b>
No employer financial support	16.9	8.8	74.0	72.3	67.7	<b>751.9</b>
Working as other than a wage and salary earner, or not working	27.2	10.4	91.0	69.8	139.0	<b>978.3</b>
<b>Summary(c)</b>						
Financial support provided						
Employer support	22.4	19.1	127.7	114.8	87.6	<b>1 398.1</b>
Non-employer support	10.1	*5.0	37.5	40.5	59.6	<b>389.7</b>
Total	30.0	23.7	161.5	148.7	138.7	<b>1 699.9</b>
No financial support provided	36.6	14.7	130.0	108.2	154.2	<b>1 422.3</b>
Not known	—	—	*1.1	—	*1.5	<b>*6.1</b>
Total	66.6	38.3	292.6	256.9	294.3	<b>3 128.3</b>
PROPORTION (%)						
<b>Males</b>						
Employer financial support provided(c)	20.1	31.0	18.2	26.1	10.7	<b>23.0</b>
Non-employer financial support provided(c)	*7.3	*3.7	5.5	7.8	8.3	<b>6.1</b>
No financial support provided	34.0	*16.6	20.3	19.2	19.3	<b>24.2</b>
<b>Females</b>						
Employer financial support provided(c)	*13.5	*18.8	25.5	18.5	19.1	<b>21.7</b>
Non-employer financial support provided(c)	*7.9	*9.4	7.3	8.0	12.0	<b>6.4</b>
No financial support provided	20.9	*21.7	24.1	22.9	33.1	<b>21.3</b>
<b>Persons</b>						
Employer financial support provided(c)	33.6	49.8	43.6	44.7	29.8	<b>44.7</b>
Non-employer financial support provided(c)	*15.2	*13.1	12.8	15.7	20.2	<b>12.5</b>
No financial support provided	55.0	38.2	44.4	42.1	52.4	<b>45.5</b>

(a) Estimates relate to a maximum of four training courses per person. Therefore a person may contribute more than once to a given category and/or to more than one category.

(b) Includes English language, Literacy, Numeracy, Music and arts and Other training courses.

(c) Multi-response categories collected therefore components may not add to totals.

Source: Education and Training Experience, Australia, 1997 (Cat. no. 6278.0).

## GLOSSARY

**Adult and Community Education (ACE)** Organisations involved in ACE provide informal, locally accessible, and community-based educational opportunities for adults. ACE programs are provided by Technical and Further Education and Higher education institutions, schools, neighbourhood centres, community education centres, adult education providers and Skillshare centres.

**Apparent retention rate** The apparent retention rate is the percentage of students of a given cohort or group who continued to a particular level or year of education.

**Award course** A program of study formally approved/accredited by an institution or any other relevant accreditation authority and which leads to an academic award granted by the institution or which qualifies a student to enter a course at a level higher than a Bachelor degree.

**Bachelor degree or higher** See Educational attainment.

**Capital funds** Funds available for the purchase and development of land and the purchase and major renovation of buildings and major equipment items.

**Commencement** A commencing student is one who is enrolled for the first time in a given course at an institution, including those who may have already obtained a degree or other qualification.

**Completion** A completing student is one who has completed all academic requirements for the conferring of an award from an institution.

**Contracts of training** Contracts of training (also known in some cases as Indentures) are legal agreements entered into by employers, trainees and where appropriate the trainee's parent or guardian, and define the rights and responsibilities of the parties to the contract who are engaged in employment-based training.

Under the terms of the contract, the employer agrees to provide employment and training in a particular vocation (on-the-job training) and agrees to allow the trainee to attend the appropriate course of instruction, or other training, as determined by individual State and Territory training authorities (off-the-job training). In return, the trainee agrees to complete both the on and off-job components of the training to the best of his or her ability.

**Discipline group** In Vocational and Educational Training (VET)—a classification system which describes the primary content of a module, independent of the context in which it may be taught. In order to include all VET clients, not just those undertaking courses, it is necessary to include persons attending modules only, and therefore to use the Discipline Group classification rather than Field of study.

**Earnings** Amounts paid to employees as gross wages and salaries, severance, termination and redundancy payments during the reference period. Excludes amounts paid to superannuation funds and to employees for workers' compensation.

**Educational attainment** The classification of recognised educational qualifications. The Australian Bureau of Statistics Classification of Qualifications collects seven levels of attainment (as defined) based on the minimum entry requirements and the duration and the theoretical orientation of the course:

- Higher degree—Includes doctorates and master degrees.
- Postgraduate diploma—Includes graduate certificates.
- Bachelor degree—The entry requirement is the satisfactory completion of Year 12 or its equivalent. The duration of study ranges from three to six years full-time study or its equivalent.
- Undergraduate diploma—The entry requirement is usually the successful completion of Year 12 or its equivalent. The duration of study is three years full-time study or its equivalent.
- Associate diploma—The entry requirement as for Undergraduate diploma. Certain other qualifications are classified to this level on the basis that their entry requirements, duration of study and theoretical orientation are regarded as being equivalent to those of Undergraduate diplomas, for example, Certificate in Psychiatric Nursing.
- Skilled vocational qualifications—The entry requirement is usually the completion of Year 10 or its equivalent. In addition, some courses may require a student to be concurrently employed in that specific field. The duration of study is two to four years, and typically involves some on-the-job training.
- Basic vocational qualifications—Often require Year 10 completion, however many courses have no formal entry requirements. The duration of study ranges from one semester to one year of full-time study or its equivalent.

- Employed** For the purpose of surveys conducted by the Australian Bureau of Statistics, employed persons comprise all those aged 15 years and over who, during the reference week:
- worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and self-employed persons); or
  - worked for one hour or more without pay in a family business or on a farm (i.e. unpaid family helpers); or
  - were employers, self-employed or unpaid family helpers who had a job, business or farm, but were not at work; or
  - were employees who had a job but were not at work.

Note: Different criteria are used to collect data on the employment status of students in Graduate Careers Council of Australia surveys.

- Enabling course** A program of study which:
- provides bridging or supplementary education for the purpose of enabling a person to undertake an award course at the institution or at another institution; and
  - which meets Commonwealth guidelines concerning the inclusion in the annual statistical collection of student load for bridging and supplementary programs.

**Equivalent Full-Time Student Unit (Higher education)** Is a value representing the student load for part of a unit, whole unit or units of study, expressed as a proportion of the workload for a standard annual program for a student undertaking a full year of study in a particular year of a particular course.

**External training** Structured training organised and conducted by training/educational institutions, agencies or consultants which is generally available to individuals or organisations (e.g. Technical and Further Education courses, university studies assistance, training consultants).

**Field of study** In Australian Bureau of Statistics (ABS) collections—Field of study refers to a classification of courses of study, based on the subject matter taught in a course leading to the award of a particular qualification. Fields are categorised according to the Field of study classification within the ABS Classifications of Qualifications (ABSCQ)—a hierarchical classification system consisting of three levels: broad, narrow and detailed.

In Department of Employment, Education Training and Youth Affairs (DEETYA) collections—the classification of Field of study is based on a course's relationship to the vocational field of specialisation, or the principal subject matter of the course. This Field of study classification is outlined in Appendix B of the document *Higher Education Student Collection Documentation, DEETYA, 1998*. DEETYA's Field of study is a hierarchical classification system consisting of three levels: broad, major and minor.



<b>Field of study</b> <i>continued</i>	<p>There is a degree of concordance between the DEETYA and ABSCQ versions, but it is not 100%, for example, where ABSCQ contains 'Natural and physical sciences', DEETYA contains 'Science', which includes Computer science and Mathematics.</p> <p>In Vocational and Educational Training—the Field of study classification is used to describe a course based on the intended major vocational outcome and content.</p>
<b>Field of training</b>	The field of training classification is based on the main content of each course/program.
<b>Final consumption expenditure</b>	Final consumption expenditure on education comprises wages, salaries and supplements, and other purchases of goods and services by government and private providers of educational services.
<b>First degree graduates</b>	First degree graduates include Honours Bachelor, Pass Bachelor and three-year diplomates only.
<b>Full-time worker</b>	Employed person who usually worked 35 hours or more per week (in all jobs) and others who, although usually working less than 35 hours per week, worked 35 hours or more during the reference period.
<b>General/recurrent funds</b>	Funds available to meet the general running costs of the institution other than those specified for expenditure on research, teaching hospitals, student residences, equipment, or other specific purpose funds such as prizes and scholarships from bequest income.
<b>Gross domestic product (GDP)</b>	The GDP measure used in this publication is the current price measure GDP (E) which is the sum of all final expenditures, changes in stocks and exports less imports.
<b>Gross fixed capital expenditure</b>	Gross fixed capital expenditure on education comprises expenditure on land, buildings, furniture, fittings and other fixed assets by government and private providers.
<b>Gross wages and salaries</b>	Amount of wages or salaries before any deductions are made (e.g. for tax, superannuation or board and lodging).
<b>Group Training Scheme</b>	The Group Training Scheme, evolved in the 1980s, was introduced to encourage employer commitment to indentured apprentices and trainees. Under the scheme, trainees and apprentices are indentured to a single employing body, the Group Training Company (GTC). Organisations that form a GTC share the costs (which are subsidised by government), of employing and training their apprentices and trainees. The apprentices and trainees are placed in each host organisation, usually on a rotation basis, to gain work experience.

<b>Higher education</b>	Refers to that education which takes place in all institutions offering Higher education courses. Higher education courses do not include Technical and Further Education courses which may be conducted in Higher education institutions.
<b>Higher Education Contribution Scheme (HECS)</b>	HECS, introduced in 1987 requires students to pay a contribution towards the cost of their Higher education. The payments may be made direct to the institution attended (at a 25% discount) at the time the education course is undertaken, or students may enter a loan agreement with the Commonwealth Government to discharge their obligation to pay the contribution, the loan to be repaid at a later date through the taxation system. The proceeds of the loan are not paid to the students, but are paid to the institution on the student's behalf from the Higher Education Trust Fund.
<b>Indigenous status</b>	Australia has two groups of Indigenous people—Aboriginal people and Torres Strait Islander people. The operational definition of Aboriginal or Torres Strait Islander identification is a person who identifies or considers themselves to be Aboriginal or Torres Strait Islander. For the purposes of this concept it is not necessary to have any Aboriginal or Torres Strait Islander ancestry.
<b>Industry</b>	Industry data are classified according to the Australian and New Zealand Standard Industrial Classification, a detailed description of which appears in <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993</i> (Cat. no. 1292.0). Preceding this, industry data are classified according to the Australian Standard Industrial Classification, a detailed description of which appears in <i>Australian Standard Industrial Classification (ASIC), 1983</i> (Cat. no. 1201.0).
<b>In-house training</b>	Structured training organised by employers primarily for their own employees, using the employer's own staff, or consultants e.g. where a consultant designs or conducts a program specifically for the employer. Note that in-house training could be conducted at an off-site location.
<b>Labour force status</b>	Labour force status is broadly categorised as: <ul style="list-style-type: none"> <li>■ in labour force—persons who, during the reference period, were either employed or unemployed as defined; and</li> <li>■ not in labour force—persons who, during the reference period, were neither employed nor unemployed.</li> </ul>
<b>Level of course—Higher education collections)</b>	Courses are classified according to the degree of difficulty of the course and the extent of prior knowledge or qualifications required to gain entry. Higher education courses are classified to the following levels: Award courses: Higher degree, Other Postgraduate, Bachelor degree, Other Undergraduate; and Enabling, Non-award and Cross-institution courses and programs.

**Literacy skill levels** Five skill levels have been identified for each of the three literacy types discussed in this publication. Level 1 being the lowest and Level 5 the highest. Progression through each level can be characterised by an increased ability to 'process' information, for example, to locate, integrate, match and generate information, and to draw correct inferences based on the information being used.

The five levels are:

- *Level 1*—People at this level have very poor literacy skills, and could be expected to experience considerable difficulties in using many of the printed materials that may be encountered in daily life.
- *Level 2*—People at this level could be expected to experience some difficulties in using many of the printed materials encountered in daily life.
- *Level 3*—This level represents the ability to cope with a varied range of material found in daily life and at work.
- *Levels 4 and 5*—People at these levels have good to very good literacy skills. These two levels are usually collapsed for the purposes of analysis as Level 5 is a relatively small group.

**Literacy types** The Survey of Aspects of Literacy was conducted between May and July 1996 as part of the International Adult Literacy Survey and provides information on the ability of Australians to understand and use material, printed in English and used in everyday life. The Australian survey assessed three types of literacy:

- *Prose literacy*—the ability to understand and use information from various kinds of prose texts, including newspapers, magazine articles and brochures.
- *Document literacy*—the ability to locate and use information contained in materials such as tables, schedules, charts, graphs and maps.
- *Quantitative literacy*—the ability to perform arithmetic operations using numbers contained in printed texts or documents. This type of literacy clearly has a strong element of numeracy. However, because quantitative literacy relates to the ability to extract and use numbers from printed texts and documents, it is referred to in the survey as a type of literacy.

**Non-award course** A program of study which does not lead to an award and which comprises a unit or units of study which:

- is a unit or units of study from an award course or courses at the institution; and
- is able to be counted as a credit towards some award course at the institution by all students who complete the unit or units of study.

<b>Occupation</b>	An occupation is a set of jobs with similar sets of tasks. A job in any given establishment is a set of tasks designed to be performed by one individual in return for a wage or salary. For a full discussion refer to the <i>ASCO—Australian Standard Classification of Occupations, Second Edition</i> (Cat. no. 1220.0).
<b>Open Learning</b>	A unit or units of study offered by the Open Learning Agency of Australia Pty Ltd which are from a Higher education course and which can be counted as credit towards a university degree.
<b>Ordinary time earnings</b>	Ordinary time earnings refers to one week's gross earnings for the reference period attributable to award, standard or agreed hours of work, calculated before taxation and any other deductions.
<b>Overseas student</b>	A student who is not one of the following—an Australian citizen; or a person entitled to stay in Australia, without any limitation as to time and resides in Australia during the semester. Note: New Zealand citizens are not counted as being overseas students in the tables relating to the Higher Education Contribution Scheme.
<b>Own source outlays</b>	Outlays on education less grants received from other levels of government. Because of consolidation between these levels of government, the total of own source outlays is not equal to the sum of Commonwealth, State, Territory, local and Universities own source outlays.
<b>Participation rate</b>	The participation rate in any group for a given activity is the number of persons taking part in the activity expressed as a percentage of the population of the group.
<b>Part-time workers</b>	Employed persons who usually work less than 35 hours a week and who did so during the survey reference period.
<b>Post-school educational qualification</b>	A Post-school educational qualification is defined as an award for attainment as a result of formal learning from an accredited post-school institution.
<b>Sector of Business, and Educational institutions</b>	These two sectors are both divided into the following two categories: <ul style="list-style-type: none"> <li>■ <i>Public sector</i>—includes all local government authorities and government departments, agencies and authorities created by, or reporting to, the Commonwealth Parliament or State Parliaments.</li> <li>■ <i>Private sector</i>—contains all remaining employers.</li> </ul>
<b>Structured training</b>	All training activities which have a predetermined plan and format designed to develop employment-related skills and competencies. It consists of periods of instruction, or a combination of instruction and monitored practical work. The instruction can take the form of workshops, lectures, tutorials, training seminars, audio-visual presentations, demonstration sessions or monitored self-paced training packages. It can also include structured on-the-job training.

**Term/Tenure** Term relates to length and related conditions of a staff member's position or appointment. The three types of terms used in Department of Employment, Education, Training and Youth Affairs Higher education statistics are:

- *Limited term*—appointment for a fixed period of time.
- *Tenurable term*—appointment will normally last until retirement age. Staff with academic and non-academic classification who are employed on a permanent basis may be classified as having a tenurable term.
- *Other term*—the term is neither limited nor tenurable. Includes temporary or permanent appointments which are for an unspecified period of time or 'until further notice'.

It is possible for a member of staff whose substantive position is a tenurable one to have their current duties coded to 'limited term' if they are on temporary attachment to another position.

**Total training expenditure** The sum of employers' expenditure for employees' gross wages and salaries for time receiving and providing structured training, fees paid to consultants and institutions, and other expenditure on structured training during the survey reference period.

**Trainees** Any person undertaking employment-based training under a contract. This includes apprentices, Australian Traineeship System trainees, and trainees undertaking other relevant forms of employment-based training. In New South Wales, persons undertaking training for a recognised qualification without a contract are also included.

**Training provider location** A training provider location is defined in Australian Vocational Education and Training Statistics as 'a location administered by a training organisation for the purpose of providing clients with programs of training'.

**Unemployed persons** Persons aged 15 years and over who were not employed during the reference week, and:

- had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week and:
  - were available for work in the reference week, or would have been available except for temporary illness (i.e. lasting less than four weeks to the end of the reference week); or
  - were waiting to start a new job within four weeks from the end of the reference week and would have started in the reference week if the job had been available then; or
- were waiting to be called back to a full-time or part-time job from which they had been stood down without pay for less than four weeks up to the end of the reference week (including the whole of the reference week) for reasons other than bad weather or plant breakdown.

<b>Unemployment rate</b>	The unemployment rate for any group is the number of unemployed persons expressed as a percentage of those in the labour force (i.e. employed plus unemployed).
<b>Unified National System</b>	As a result of changes that have taken place in the Higher education sector, users may encounter difficulties when analysing historical data by institution. In the process of creating the Unified National System (UNS) of Higher education institutions, many such institutions have amalgamated and/or changed their names. Prior to the 1991 Census of Population and Housing, the Higher Education Student Statistics Collection included data for Higher education courses offered in Technical and Further Education institutions. By the 1991 Census, Higher education courses offered at Technical and Further Education institutions were either absorbed into the mainstream of Technical and Further Education or into one of the UNS institutions.
<b>Vocational qualifications</b>	<p><i>Skilled vocational qualifications</i>—The entry requirement is usually the completion of Year 10 or equivalent. In addition, some courses may require a student to be concurrently employed in that specific field. The duration of study is two to four years, and typically involves some on-the-job training. Courses provide individuals with the knowledge and skills necessary to work in a specific vocation, recognised trade or craft, that requires a high degree of skills in a range of related activities. Examples include: Trade Certificate in Vehicle Building; Apprenticeship in Electrical Fitting; Certificate in Landscape Design.</p> <p><i>Basic vocational qualifications</i>—Often require Year 10 completion, however many courses have no formal entry requirements. The duration of study ranges from one semester to one year of full-time study or its equivalent. Courses provide individuals with the practical skills and background knowledge necessary for employment in many different fields. Examples include: Pre-apprenticeship in Plumbing; Certificate in Shorthand and Keyboarding; Pre-vocational Certificate in Automotive Mechanics.</p>

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