DETYA SUBMISSION TO THE HUMAN RIGHTS AND EQUAL OPPORTUNITY COMMISSION'S NATIONAL INQUIRY INTO RURAL AND REMOTE EDUCATION

DETYA Submission to the Human Rights and Equal Opportunity Commission's National Inquiry into Rural and Remote Education

The Department of Education, Training and Youth Affairs (DETYA) welcomes the opportunity to provide input to the Human Rights and Equal Opportunity Commission (HREOC) National Inquiry into Rural and Remote Education.

The Department agrees that, overall, the issues identified in the Inquiry's "Terms of Reference and Issues" paper are appropriate ones to consider regarding access to quality education for children living in rural and remote regions.

The following submission highlights a number of key issues for the Commonwealth which are being addressed through a range of strategies.

The submission begins with an outline of the Commonwealth Government's equity agenda in relation to the DETYA portfolio. The submission then highlights the role of DETYA in the educational sector and includes an overview of the schools, Indigenous education, vocational education and training, and higher education sectors. This is followed by a comprehensive description of the various programmes, grants and educational initiatives provided by DETYA to rural and remote Australia.

It should be noted that, while the Department sees Indigenous education as a mainstream issue for the schooling sector, higher education and vocational education and training, Indigenous education has been highlighted as a separate issue in this submission in order to draw together the various strands of activity which are underway and limit the need for material to be repeated.

The Commonwealth Government's Equity Agenda

The Government's equity objective in the Education, Training and Youth Affairs portfolio can be summarised as:

> *To provide opportunities and choice, and assistance where necessary to overcome disadvantage, to enable people to participate to their full potential, including in education and training.*

The Government is committed to providing:

- opportunities and choice for individuals to participate in education and training;
- policies and programmes to achieve outcomes that are sought by individuals and industry; and
- assistance to disadvantaged individuals to address specific needs.

Policies and programmes which break down systemic and structural barriers to individuals achieving education and training outcomes consistent with their full potential are important. For example, the Government is providing specific assistance to improve the educational and training outcomes for Indigenous Australians who are among the most disadvantaged members of the Australian community.

Systemic reform of the education or training systems supports the Government's equity objective, especially if supported by effective arrangements for the reporting of outcomes. For example, improved literacy and numeracy for young Australians provides the foundation for learning and acquiring skills later in life, and helps those most at risk of falling behind in initial learning and later becoming long-term unemployed.

The Department of Education, Training and Youth Affairs

DETYA PORTFOLIO

The role of the DETYA portfolio is to support the Government's efforts to respond in an integrated and balanced way to the education and training needs of all Australians, particularly its young people. It establishes a national policy framework for school level education, post-compulsory education and the transition between education and work. It improves access to education for disadvantaged groups including Indigenous Australian and isolated students. It also coordinates Commonwealth policy in relation to young people.

DETYA FUNCTIONS

The major focus of the Department's activities is on the development and maintenance of a high quality education and training system which supports all Australians in learning through life.

Its major functions include:

- providing policy advice across education, training and youth affairs;
- analysing trends in education and training and their implications for Government policies and programmes and evaluating programme effectiveness and policy coherence across the Portfolio;
- promoting interaction between the education and training sectors to provide pathways from education to employment for all Australians and to contribute to developing a learning society;
- managing policy and programmes to deliver educational outcomes for Indigenous Australians;
- ensuring that policy solutions provide opportunities for Australians facing disadvantage to learn and gain skills;
- managing programmes to assist young people;
- developing the policy and legislative framework to promote the internationalisation and export of Australian education and training services;
- developing and implementing national training reform, including to support the delivery of high quality training services at entry level;
- administering programmes of financial assistance to government and non-government schools;
- administering programmes supporting the teaching and research activities of higher education institutions; and
- undertaking research on a range of issues including the quality of education for rural and remote students. Current work examines rural and remote students' performance in primary and secondary school, access to information technology and initial post-school destinations.

DETYA STRATEGIC PRIORITIES

The Department's major strategic priorities are:

- improved standards in Australia's education and training system (with particular focus on standards of literacy, numeracy and vocational training);
- expanded opportunities for young people to forge stronger connections with the community through more effective transitions from school to work;
- the development of effective consultative mechanisms and programmes to enable young people to play a full part in our community;
- the development and implementation of policies to ensure the continuing relevance of the education and training system to contemporary needs, including in the context of the emerging knowledge-based economy and the growing requirement for access to lifelong learning;
- ensuring value for money and high quality services for the delivery of Government-funded programmes;
- consolidation of the implementation of new apprenticeships;
- improved accountability for outcomes within the education and training system, including in respect of Indigenous education; and
- improved information available to guide choice within the education and training system, including careers information.

EQUITY PRINCIPLES

The following general principles underpin the Government's approach to improving equity in this portfolio:

- government intervention is aimed at practical policy and programme measures to remove identified systemic and structural barriers which can be redressed, and providing reliable and timely information to enable informed decision-making by individuals;

- policies and programmes are directed towards providing individuals with the opportunity and incentives to participate and achieve in education and training. Appropriate incentives are also given to service providers to deliver the outcomes sought by individuals and industry;

- policies and programmes have clear objectives and their outcomes are monitored regularly to assess their effectiveness; and

- the formulation and implementation of policies and programmes is undertaken in partnership with State and Territory Governments in the context of cooperative Commonwealth/State relations.

DETYA'S ROLE IN THE EDUCATION SECTOR

State and Territory Governments have the constitutional and major financial responsibility for school education. They are required to ensure the provision of schooling to all children of school age, necessitating the provision and administration of substantial funding for primary and secondary schooling.

Within each State or Territory, Ministers, departments, statutory authorities and individual schools (particularly in the case of non-government schools) variously determine policies and practices on such matters as curriculum, student assessment, course accreditation, resource allocation and utilisation, and teacher employment. States and Territories also have equity policies and programs aimed at providing quality schooling for all students, regardless of their geographic location or social background.

Within this context, DETYA works to achieve the Commonwealth Government's aims in education through collaboration with the State and Territory Governments and through specific funding measures. The Commonwealth sees the development of the education agenda through agreement and cooperation between all educational sectors in a combined national effort as the most effective way to ensure comprehensive long term improvement to education in Australia. The major fora for this type of cooperation and collaboration are the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) – refer to the section below - and the Australian National Training Authority (ANTA) – refer to Vocational Education and Training in this segment.

The National Goals for Schooling in the Twenty-First Century[1] are an excellent example of the significant and comprehensive progress which can be made by such fora. The National Goals for Schooling in the Twenty-First Century, which were agreed to by Ministers at the April 1999 meeting of MCEETYA, provide the framework for progressing the Commonwealth's equity agenda in schools.

In addition to active participation in education fora, DETYA progresses the Commonwealth Government's education agenda through the provision of supplementary financial assistance to State and non-government school authorities for recurrent costs of schools and support for improvement of capital infrastructure, particularly for the most educationally disadvantaged students. It also promotes and supports a range of targeted policies and programmes for these students, including students in rural and remote areas. Funding is also provided to redress the significant gaps between the educational outcomes of Indigenous and non-Indigenous Australians.

Specific grants and programmes provide funding to promote or reinforce issues of particular significance to the Commonwealth. Those programmes, however, cannot be effective in isolation as they are only part of a bigger picture to which the States are significant contributors.

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[1]   The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century.
        (See Schedule 1)

Ultimately, the role of the Department in the educational sector is that of a funder, not provider, of educational services from government and non-government sectors.

The Commonwealth makes a major contribution to national investment in post-school education and training. It provides the bulk of public funding for Australia's higher education system and, although State and Territory Governments are responsible for the provision and funding of vocational education and training (through their own training systems or through other training providers), the Commonwealth provides substantial supplementary funding for the national vocational education and training system. In addition, the Commonwealth makes specific provision for financial assistance to students through income support schemes such as the Youth Allowance, ABSTUDY and the Assistance for Isolated Children schemes.

In addition to direct assistance through specific purpose payments, the Commonwealth provides Financial Assistance Grants (FAGs) to each State and Territory. The distribution of FAGs amongst the States and Territories is based on population and includes adjustments for the isolation and distribution of those populations. These adjustments take into account the differential costs which States bear due to the location of their capital cities relative to sources of supply as well as the influence on expenditure of differences between the States in the geographical distribution of their populations.

MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

The Commonwealth and all State and Territory Ministers for Education, are members of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). MCEETYA is the coordinating body for policy making in the portfolios of education, employment, training and youth affairs. The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programmes and education and training, adult and community education, youth policy programmes and cross-sectoral matters. Functions of the Council include coordination of policy at the national level, negotiation and development of national agreements on shared objectives and interests in the Council's areas of responsibility.

DETYA is represented on two MCEETYA taskforces specifically concerned with improving the quality of education in rural and remote regions: the Taskforce on Rural and Remote Education, Employment, Training and Children's Services and the Taskforce on Indigenous Education.

In addition, the Department is assisting in the development and implementation of education standards to support the Disability Discrimination Act 1992, through the MCEETYA Taskforce on DDA Standards.

The new standards are expected to lead to improved access, participation and outcomes for students with a disability, including those in rural and remote regions The education standards address a wide range of areas including enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation. Implementing the standards will require the cooperation and participation of all education authorities, institutions and providers at all levels of government.

INTERDEPARTMENTAL COMMITTEES

Within the Commonwealth sphere, DETYA is currently participating on several interdepartmental working groups, established by the Department of Transport and Regional Services, to improve the Commonwealth Government's 'whole of government' approach to regional Australia. This work includes a focus on education and will examine options to develop innovative strategies to address key problems in rural and remote regions.

SCHOOLS

Constitutionally, State and Territory Governments have primary responsibility for matters relating to schools. The Commonwealth has a limited role in the delivery of education although significant Commonwealth funding is provided to the sector. Nevertheless, the Commonwealth seeks to improve the educational participation and outcomes of young, disadvantaged students through the provision of assistance targeted at schools, organisations, community groups and non-school organisations.

The Commonwealth supports the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century:

- that schooling should develop fully the talents and capacities of all students;
- the attainment of high standards of knowledge, skills and understanding; and
- that schooling should be socially just.

The Commonwealth Government works co-operatively with the States and Territories to secure better educational outcomes from schooling. It also seeks to enhance the educational outcomes of all school students by providing support for education systems and schools through its general recurrent, capital and specific purpose programmes; and through policy development, research and analysis of nationally significant educational issues. In this context, DETYA will provide approximately $16 billion for schools over the period 1997 to 2000. Funding for schools will increase each year with an average increase of more than 4% per year.

The Budget for 1999-2000 provides a $5 billion commitment for schooling, an increase of $368 million over the previous year.

Historically, State and Territory Governments have funded the bulk of the costs of government schools with supplementary assistance from the Commonwealth while the Commonwealth has funded the bulk of the public sector's contribution to non-government schools. The Commonwealth's role is to supplement State and Territory funding of government schools to achieve specific agreed national objectives. It is also important to recognise that schools' funding is a partnership between the Commonwealth and State and Territory Governments, parents and the school community. This pattern of shared responsibility for the funding of schools in each sector is well established in the community. It should be noted that the State and Territory Governments are responsible for the allocation of funding, including funding for capital improvements, equipment and resources to government schools.

National Goals for Schooling

As outlined earlier, the National Goals for Schooling provide the framework for progressing the Commonwealth's equity agenda in schools. The Commonwealth and all State and Territories are committed to the revised goals which means that resources will be applied to ensuring that every Australian student meets the new goals.

The new goals specifically state that geographical isolation should not be a barrier to equitable outcomes. Ministers have also committed to the development of performance targets linked to the goals which will monitor student performance and help ensure that all students achieve equitable educational outcomes. (Refer to Schedule 1 for the full text of the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century.)

The Goals

In April 1999, after two years of development and consultation, State, Territory and Commonwealth Ministers for Education endorsed a statement of *National Goals for Schooling in the Twenty-first Century.* The new goals:

- are student centred, focussing on the learning outcomes of students rather than the strategies and processes of education providers (governments, school systems and schools);

- reflect the social, economic, technological and educational change which has occurred over the past decade – the goals address such new priority areas as vocational education and training in schools, knowledge of the world of work and career education, scientific and technological literacy, information and communications technologies, and civics and citizenship education;

- provide a balance between responding to the new and changing demands on education policy and practice as we approach the 21st century, and continuing to fulfil the fundamental and enduring purposes of schooling – the intellectual, physical, social, moral, spiritual and aesthetic development of children and their preparation for adult life;

- provide a better balance between the theoretical knowledge students should attain in terms of curriculum content and their capacity to apply, and build on, that knowledge in new contexts or circumstances (ie for lifelong learning);

- reflect the importance of students developing generic, transferable skills (eg problem solving, critical thinking, oral and written communication skills, the capacity to work with others, etc) and entrepreneurial, innovative and adaptive behaviour.

The new goals are inclusive in approach. They are concerned with improving the educational outcomes of all students, reflecting the capacity of all children to learn and the right of all young people to success in learning and to the knowledge, skills and understanding essential to effective participation in Australian civic life.

They also give a stronger emphasis on improved outcomes for disadvantaged students than the goals previously endorsed by MCEETYA in the 1989 Hobart Declaration. The new goals require that schooling should be socially just, so that:

- students' outcomes from schooling are free from the effects of negative discrimination based on sex, language, culture and ethnicity, religion or disability, and of differences arising from students' socio-economic background or geographic location;

- the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students;

- Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students;

- all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians;

- all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally; and

- all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent, and that provides clear and recognised pathways to employment and further education and training.

National reporting

Outcomes focussed National Goals, with associated benchmarks, targets and performance information, provide a potential framework for national reporting on student achievement and school and system performance through the annual *National Report on Schooling in Australia.*

At the same time as they endorsed the National Goals, Education Ministers also directed that work should go forward in 1999 and 2000 on the reporting of nationally comparable educational outcomes in six key areas covered by the Goals: literacy, numeracy, student participation, vocational education and training in schools, science and information technology.

Reporting on literacy and numeracy performance at Year 3 and 5 level has been agreed, and a timetable is in place. The national benchmarking process envisages the reporting of nationally comparable data against benchmarks as follows:

- 1998 data on Year 3 reading to be reported in 1999;
- 1999 data on Year 3 and Year 5 reading, writing and spelling to be reported in 2000;
- 2000 data on Year 3 and Year 5 numeracy to be reported in 2001.

It is anticipated that performance indicators for national reporting on student participation, retention and completion and VET in schools will be considered by Ministers later in 1999, and for science and information technology in 2000.

In the longer term it is envisaged that outcome targets and performance indicators will be agreed across the range of aspects of schooling, extending to such areas as civics and citizenship education, enterprise education, the health and wellbeing of students, and the social outcomes of schooling.

At the April 1995 MCEETYA meeting, Ministers set up the MCEETYA National Education Performance Monitoring Taskforce (NEPMT) to undertake this work. Funded jointly by the Commonwealth and States, the NEPMT has already commenced its work.

In regard to reporting on students with special needs, the Commonwealth is advocating that equity be dealt with as a mainstream issue rather than a separate one. This approach means that, wherever possible, performance information for a particular area - such as literacy achievement - should enable comparison of groups of students with special needs with the full cohort. The issue of lack of common definitions for students is being examined by the NEPMT. The Commonwealth sees agreement on definitions of student target groups as a high priority.

States will be required to report in respect of groups which have been identified as being educationally disadvantaged against the National Goals. This will include rural and remote students.

This will be a major driver in improving educational outcomes of all students. Education authorities will be publicly accountable for ensuring that all groups of students, including rural and remote students, are moving towards improved and equitable educational outcomes.

Further information on the goals, including background papers, is available at the National Goals website at: http://www.curriculum.edu.au/mceetya/nationalgoals/

INDIGENOUS EDUCATION

The Commonwealth Government, together with all State and Territory Governments, recognises that Australia's Indigenous people are "the most educationally disadvantaged group in the community". Indigenous people participate in and attain significantly less from education than the rest of the Australian population and this impacts adversely on their economic and social well-being. Many factors contribute to the educational disadvantage of Indigenous people and in particular, it is well recognised that poverty, ill health and low self-esteem can limit the ability of many Indigenous people to participate in education.

In 1969, the Commonwealth introduced the Aboriginal Study Assistance Scheme (ABSTUDY) to assist Indigenous students with the costs of education, thereby assisting in the education of Indigenous Australians to a standard equal with non-Indigenous Australians. In the thirty years since 1969, some significant progress has been achieved. Greatly increased proportions and numbers of Indigenous peoples of all ages are now undertaking the full array of education and training options available:

- participation in early childhood and primary schooling has improved dramatically,
- Year 12 retention rates have shifted from single digits thirty years ago to over 32% in 1998;
- the involvement of Indigenous parents and communities in education has increased, with over 3,500 parent (ASSPA) committees in 1997, covering about 98,000 or over 90% of Indigenous school students;
- Indigenous participation in any kind of university course has increased from under 100 thirty years ago to over 7,700 in 1998; and
- the participation rates of Indigenous 15 to 24 year olds in vocational education and training have actually reached levels about the same as for other Australians.

While substantial progress has been attained over the last three decades in improving equality of access to and participation in education and training for Indigenous people, inequality remains. There is still an enormous amount that needs to be done:

- the English literacy and numeracy achievement of Indigenous students tends to be much lower in comparison to all other Australian students;

- Indigenous student retention to Year 12 in schools was 32.1 per cent nationally in 1998 - this is much lower than the 72.7 per cent Year 12 retention of non-Indigenous students;

- Indigenous Australians are almost one third as likely to have a post-school qualification;

- there is a greater tendency for Indigenous Year 12 students to delay entry to higher education until later in life, and when they do, they are far more likely to enrol in a diploma or enabling course than a degree;

- although Indigenous people are well represented in the vocational education and training sector, it remains true that they tend to be in lower level or shorter courses compared to other Australians and are often doing vocational education and training courses to help them catch up with other Australians.

While the indicators therefore show that there has been some significant improvement in the levels of educational achievement by Indigenous Australians over the past thirty years, there remains clear evidence that Indigenous students remain disadvantaged in attaining educational equality in Australia today.

The National Aboriginal and Torres Strait Islander Education Policy of 1989, otherwise known as the AEP, was endorsed by all Australian Governments and reaffirmed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 1995. The AEP has the objective of achieving educational equality for Indigenous Australians and establishes as the standard for Indigenous Australians, the level of educational access, participation and outcomes achieved by non-Indigenous Australians. This has not yet been achieved.

The Commonwealth Minister for Education, Training and Youth Affairs, the Hon. Dr David Kemp MP stated in December 1998 that, "it remains the goal of this Government to drive as far as possible to the achievement of educational equality...". As part of this process, "the Commonwealth will look at improving the relationships between its range of mainstream and specific Indigenous programmes, and at ensuring that Indigenous education equality is a priority in its mainstream programmes as well as in its specifically targeted programmes".

The Minister has further observed that there is "a need to strengthen links between the Commonwealth's own Indigenous education, employment, health, housing, community development programmes and pay particular attention to specific communities". In addition, the Minister has called on State, Territory and local governments "to establish and build on their own cross-portfolio programmes to target Indigenous communities in most need".

At the MCEETYA meeting on 23 April 1999, the Council committed to undertaking over the next five years, additional and concerted efforts required to ensure that Indigenous students achieve equitable and appropriate educational outcomes.

The Commonwealth Government currently supports the achievement of educational equality for Indigenous people through its mainstream programmes as well as a number of identified supplementary programmes:

- ABSTUDY income assistance scheme;
- higher education support programme;
- VET sector funding arrangements;
- Indigenous Education Direct Assistance programme (IEDA); and
- Indigenous Education Strategic Initiatives Programme (IESIP).

The principal pieces of Commonwealth legislation specific to education initiatives for Indigenous students are the *Student and Youth Assistance Act 1973 (ABSTUDY)* and the *Indigenous Education (Supplementary Assistance) Act 1989.* Other specific purpose funding for Indigenous education is provided under special appropriation Acts.

In 1998, the Commonwealth Government provided about $330 million in funds under these programmes.

VOCATIONAL EDUCATION AND TRAINING

The Commonwealth supports the Australian National Training Authority (ANTA) to develop and maintain, in conjunction with the States and Territories, a national vocational education and training system which has nationally agreed objectives, strategies and planning.

The Commonwealth provides substantial funding to ANTA for distribution to the States and Territories and meets ANTA's operating costs. ANTA allocates Commonwealth Government funds to the State and Territories to support their efforts towards the development of a national vocational education and training system. These funds supplement those provided by State and Territory Governments, which are responsible for their own training systems including the delivery of training, the administration of TAFE institutes and funding support, where appropriate, for other providers of VET.

The Commonwealth also contributes to the development and reform of the vocational education and training system through representation on committees and working groups established under the auspices of the Ministerial Council (MINCO) and the ANTA Board. In addition, the Commonwealth funds a range of programmes to support vocational education and training that are administered by DETYA.

In April 1998, all State and Territory Governments endorsed a new ANTA Agreement that was developed jointly by Commonwealth, State and Territory Ministers for Vocational Education and Training through the ANTA Ministerial Council. Under this Agreement, the Commonwealth will maintain funding in real terms for the three years 1998 to 2000 and the States and Territories will achieve growth in their vocational education and training systems through efficiencies. States and Territories collectively plan to deliver an estimated 70,000 additional student places in 1999, over 1997 levels.

A total of $918.352 million will be provided by the Commonwealth to the States and Territories through ANTA for recurrent and capital funding and for National Projects in 1999. In addition, the Commonwealth will provide some $43 million for National Programmes administered by ANTA.

HIGHER EDUCATION

Higher education institutions operate under State or Territory legislation, except the Australian National University and the Australian Maritime College which are governed by Commonwealth legislation. In all cases, however, the legislative framework leaves institutions a wide scope of autonomy in the management of their own affairs.

The Commonwealth is, however, the major source of government funding for higher education. For 1999, Commonwealth budgetary allocations for higher education total $5,582m. This figure represents well over half the total estimated revenue for the sector, with institutions raising a substantial proportion of their income from fees, charges, and other sources.

In 1998, 671,853 students attended Australia's 43 publicly funded higher education institutions. In 1997, around 108,000 students came from rural backgrounds and 11,000 from an isolated background. These figures are up from around 36,000 and 4,000 respectively in 1990.

In cooperation with government and non-government education authorities, higher education institutions and the private sector, the Commonwealth uses higher education resources to meet Australia's social, cultural, economic and labour market demands for a more highly educated and skilled population. The Commonwealth has had a particular commitment to equity in this context, dating back to the broadening of entry to universities in the post-World War II period. In 1990, six groups were identified for particular attention:

- people of Aboriginal and Torres Strait Islander descent;
- people from rural and isolated backgrounds;
- people from socio-economically disadvantaged backgrounds;
- people with disabilities;
- people from a non-English-speaking background who have arrived in Australia within the previous ten years; and
- women (especially women studying in non-traditional areas).

While universities have had to take responsibility for improving the participation in higher education of these groups, the Commonwealth also specifically assists these groups through the Higher Education Equity Programme and the Indigenous Support Funding Programme.

Institutions provide an annual Equity Plan and an Indigenous Education Strategies document to DETYA as part of their annual reporting to the government on performance for these groups. DETYA publishes these plans in hard copy format and also in the Internet.

DETYA's Contributions to Regional and Remote Areas

The Department of Education, Training and Youth Affairs maintains a wide range of programmes, grants and other initiatives which provide educational assistance to rural and remote Australia, including to Indigenous students, students with disabilities, and students from diverse cultural, religious and linguistic backgrounds. An overview of those programmes, grants and initiatives is provided in the remainder of this submission.

SCHOOLS

General Recurrent Grants Programme in Schools

While the Commonwealth Government does not operate schools, it provides significant financial support for both government and non-government schools in rural Australia. The General Recurrent Grants (GRG) Programme supports the recurrent costs of school education so that schools can offer students educational programmes directed towards the achievement of the Commonwealth's priorities for schooling. Recurrent costs include teaching and ancillary staff salaries, professional development of teachers, curriculum development, and maintenance and general operation provisions.

Commonwealth GRG funding to government school systems is provided as a block grant calculated on a per student basis. Current 1999 rates are $397 for primary students and $585 for secondary students. Additional per capita funding is available for eligible students with disabilities under the Special Learning Needs Programme. Funding is currently $82 for primary and $119 for secondary students with disabilities.

GRG funding is currently provided to approved non-government schools and systems on a per student basis according to their classification into one of 12 funding categories. Category 1 schools receive the least financial support and category 12 schools receive the most. Current 1999 rates range from $525 to $2,437 for primary students and from $832 to $3,560 for secondary students. Additional per capita funding is also available for eligible students with disabilities under the Special Learning Needs Programme. Funding is based on the difference between category 12 and the school or system's funding category.

GRG funding is subject to supplementation arrangements. This is calculated each year by using the movement in average government school recurrent costs (AGSRC). The above GRG rates do not include supplementation for 1999.

In the 1999-2000 Budget, the Commonwealth announced its intention to reform non-government school funding arrangements for the 2001-2004 quadrennium. The new funding approach, which is based on a measure of the socio-economic status (SES) of the school community, is fairer and addresses many of the anomalies in the current 12 category system. A major feature of the new arrangements is the significant increase in funding for schools serving the neediest school communities.

The SES Simulation Project conducted in 1998 found that schools in rural and remote areas of Australia generally had lower SES scores than similar schools in metropolitan areas. This is an expected result, given general socio-economic data comparing rural, regional and metropolitan areas, which consistently show lower average income, occupation and educational levels for rural and regional areas.

The Government abolished the New Schools Policy of the former Government from 1997. This meant the removal of the restriction limiting new non-government non-systemic schools to funding no greater than category 6, as well as the removal of minimum enrolment requirements applying under that Policy of 50 primary students, 25 students per year in junior secondary and 20 per year in senior secondary. These requirements were a significant impediment to opening non-government schools in rural areas and their removal has made it easier for those schools to be established, thereby increasing accessibility, availability and choice for rural students. Since 1997, Australia wide, there have been more than 50 new non-government rural schools approved for Commonwealth GRG funding.

During the period 1997-2000 the Commonwealth will provide over $7 billion in direct assistance to government schools. That is in addition to an estimated $13.1 billion in Commonwealth Financial Assistance Grants to the States which, it is estimated, is also applied to government school education.

During the same period, the Commonwealth Government will also provide $10.4 billion in support to non-government schools.

Capital Grants Programme in Schools

The Commonwealth's Capital Grants Programme provides over $300 million per year for the provision and improvement of capital infrastructure in Australian schools. These funds are allocated through State Governments and, in the case of non-government schools, through Block Grant Authorities. While the Capital Grants Programme does not have any specific rural/remote weighting in its allocation processes, the objectives of the programme include priority for schools serving educationally disadvantaged students. In practice this often means those schools where students come from low socio-economic backgrounds, that is, students who are likely to have the poorest educational outcomes. The level of capital funding provided to rural schools reflects the degree to which they are assessed as educationally disadvantaged vis a vis the other schools in the State or Territory.

Literacy and Numeracy

The Commonwealth has worked and continues to work collaboratively with the States and Territories to improve literacy and numeracy outcomes for all students and to ensure that all children achieve an acceptable standard of literacy and numeracy skills.

The **Adelaide Declaration on National Goals for Schooling in the Twenty-First Century** agreed to at the April 1999 Ministerial Council on Education, Employment, Training and Youth Affairs' (MCEETYA) meeting contains the goal *that students should have attained the skills of numeracy and English literacy: such that every student should be numerate, able to read, write, spell and communicate at an appropriate level.*

An integrated **National Literacy and Numeracy Plan** was agreed to by Commonwealth, State and Territory Education Ministers at the March 1997 MCEETYA meeting. The National Literacy and Numeracy Plan is intended to contribute to the achievement of the national literacy and numeracy goals. Australia's national literacy goals and plan are intended to ensure all children receive the necessary tuition and support to be able to read and write effectively. It is implicit in the National Plan that all students experiencing difficulties with literacy and numeracy learning will receive the necessary support including students in rural and remote areas of Australia.

The **Literacy and Numeracy Programme** aims to foster the acquisition by all students of appropriate literacy and numeracy skills. The prime objective of this programme is to measurably improve literacy and numeracy outcomes for educationally disadvantaged students. This programme recognises that educational disadvantage may be due to a range of factors and includes those students living in rural and remote areas.

The 1999-2000 Budget provided an additional $131 million under the Literacy and Numeracy Programme for disadvantaged school students, making a total of almost $869 million for literacy and numeracy in the next four years to 2002-03. State and Territory Government and non-government education authorities are responsible for the detailed administration of funds including distribution of funds to individual schools. Authorities are required to distribute funds to those areas with greatest educational disadvantage. It could be expected that students living in rural and remote regions who are having literacy and numeracy difficulties would be among those receiving support under the Literacy and Numeracy Programme.

Research into Literacy and Numeracy Issues

Under the Literacy and Numeracy Programme, the Commonwealth provides funding for research into literacy and numeracy issues. Three completed research projects investigated issues relating to the literacy learning of students in rural and remote areas. Information on the findings of the research projects is provided at Schedule 2.

Assistance for Isolated Children

Through the Assistance for Isolated Children (AIC) Scheme the Commonwealth provides assistance to families of students who are unable to attend an appropriate school daily because of geographic isolation. An appropriate school is defined as a government school that offers the student's level of study, or, if the student has special health-related or educational needs, one that provides access to the facilities, programmes and/or environment required for those needs. The primary objective of AIC is to ensure that all Australian children have access to a school education.

To qualify for assistance, students must be enrolled in full-time primary, secondary or, in limited cases, tertiary studies in Australia. In most cases, they must have reached the minimum primary school entry age and be under 19 years of age at the beginning of the year of study. Isolated students undertaking tertiary (e.g. TAFE) studies are eligible for AIC until they turn 16.

The allowances are:

- Boarding Allowance for students who board away from home at a school, hostel or private home (in 1999, a basic boarding allowance amount of $3,500 is paid for each eligible student and an additional boarding allowance of $877 is also available subject to parental income and actual boarding fees paid). The boarding allowances are indexed annually for inflation;

- Second Home Allowance of $2,500 a year per student (maximum three children) for families who set up a second home to allow their children to attend school daily;

- Distance Education Allowance of $1,000 a year for primary students and $1,500 for secondary students who study at home by distance education methods; and

- Pensioner Education Supplement of $30 a week for eligible students under 21 years of age who receive certain pensions. This Supplement is available only where the student is studying below secondary level.

Apart from the additional boarding allowance, which is income tested, AIC allowances are free from income and assets tests.

In 1998, the Commonwealth provided $28 million under the AIC scheme to 7,000 families helping 12,200 isolated students.

Country Areas Programme

The provision of school education to children living in rural Australia, particularly in the more remote areas, poses a unique set of circumstances for education authorities. The influences of geography and demography require a diversity of approaches to ensure the needs of all Australian students are properly met.

The Commonwealth's concern for the education of students living in rural and remote areas of Australia is based on a determination to ensure their equitable access to quality education which will assist them to achieve outcomes and participation rates at least equal to students in less isolated areas.

Under the Country Areas Programme (CAP), the Commonwealth provides an additional $17.7 million to State and Territory Government and non-government education authorities annually to help schools and students in rural and remote areas of Australia. These education authorities have the flexibility to determine how best to allocate the funds to schools and are responsible for ensuring funds are allocated according to programme objectives.

Assistance is provided to parents, administrators, teachers and members of the community to encourage them to work cooperatively to improve the delivery of primary and secondary educational services.

Funding is provided for projects which:

- focus on pooling and sharing activities involving communities and clusters of schools;
- support educational participation including integrated assistance to individuals and other agencies and groups;
- foster curriculum appropriate for the experiences and interests of isolated students;
- support secondary students in making the transition to work;
- focus on using technology to overcome distance barriers to education; and
- support the documentation, evaluation and dissemination of programme activities.

There are a variety of issues which continue to be a concern to parents, teachers and students in rural and remote areas of Australia including high teacher turnover, participation and retention rates, access to cultural and sporting activities, narrow range of curriculum and access to information technology. While there is no one answer which addresses these issues, CAP funding provides Commonwealth targeted assistance to support initiatives immediately identifiable by schools, parents and communities.

School Term Hostels

Funding for rural School Term Hostels is a State responsibility. The Commonwealth has, however, provided accommodation assistance to rural and remote boarders under the Assistance for Isolated Children (AIC) Scheme.

School Term Hostels help the parents of students whose homes are so geographically isolated from primary and secondary schools as to make daily travel between the two impractical or, in some cases, impossible.

At the end of 1998, in response to a call for assistance from the Isolated Children's Parents' Association (ICPA), the Commonwealth Government undertook two important commitments to the School Term Hostels sector. Both have now been honoured.

The first was provision of one-off Commonwealth Short Term Emergency Funding totalling $233,503 to support a number of Hostels which the ICPA advised were in financial difficulty sufficient to imperil their reopening for the 1999 school year. Hostels benefiting from that special rescue package were located across Australia from Hay, Forbes and Dubbo in New South Wales, Goondiwindi and Cooktown in Queensland, to Burra in South Australia and Kalgoorlie in Western Australia.

The second of the Commonwealth's undertakings to the ICPA was accomplished in April 1999 when, at the Commonwealth's instigation, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), agreed that a working group be commissioned to consider the issues of School Term Hostels with a view to collecting data on the nature and extent of the problems facing the sector and to suggest possible strategies for working towards a long-term solution for the sector.

English as a Second Language – New Arrivals Programme

Most children from non-English speaking backgrounds are disadvantaged with respect to learning English. A high level of proficiency in English language is needed for children:

(a)   to achieve equality of opportunities with others;

(b)   to develop those attributes which will enable them to promote their own growth, and to cope with, contribute to, and enjoy living in Australian society; and

(c)   to develop a sense of social cohesion.

The Commonwealth Government recognises the importance of ensuring newly arrived migrant students have access to intensive ESL instruction if they are to participate fully in the classroom and the wider community. Assistance is provided through the ESL New Arrivals (ESL-NA) programme.

The Commonwealth Government provides a per capita grant (an initial $3,362 in 1999) to support the provision of ESL classes for each newly arrived school aged student of a non-English speaking background who is an Australian citizen or permanent resident. Eligible students are expected to receive a minimum of six months intensive English language training, either in intensive language centres or a minimum of ten hours ESL assistance per week in schools.

Funds are provided to the government, Catholic and independent school sector education authorities in each State and Territory. These authorities assess claims from individual schools which are based on student needs. Location is not a criterion for funding.

Funds may be used at the discretion of the educational authority for such purposes as:

- employment of specialist teachers, including bilingual teachers, to teach ESL in a variety of situations;
- employment of advisory staff, interpreters, translators, bilingual welfare officers, teachers aides and school-community liaison workers;
- curriculum development and the provision of ESL teaching and learning materials;
- provision of small items of equipment such as teaching aids; and
- provision of ESL inservice courses for ESL specialists as well as mainstream teachers.

ESL New Arrivals is a demand driven programme. Fluctuations from year to year generally reflect the balance of skilled, family sponsored and humanitarian components of the Migration Programme.

Although figures are not available by metropolitan/non-metropolitan regions, some 10,396 students attracted assistance in 1998 of a $3,362 per capita grant to a total expenditure of $34.862 million.

Full Service Schools

The Full Service Schools (FSS) programme is an initiative which addresses the Commonwealth Government's priority of reducing youth unemployment by encouraging young people under 18 (primarily 16 to 18 years) who are 'at risk' of not completing Year 12 or making a successful transition from school to further education, training or employment, to remain at or return to school to complete Year 12.

FSS projects/activities are attempting to address the risk factors so that young people can successfully remain at school, re-engage in education or choose to undertake other education or training or enter employment.

Risk factors that have been identified as significant for young people who lack school 'connectedness', are involvement in drug and alcohol usage, disability or mental illness, involvement in violence, offending, early school leaving, truancy and challenging behaviours, Indigenous Australian or Non-English Speaking backgrounds, lack of resilience, suicidal ideations or membership of a family where these risk indicators are present. Young people who come from long term unemployed families, social and geographically isolated families or are teenage parents have also been identified as 'at risk'.

The objective of the FSS programme is to provide additional support to schools to develop innovative regionally-focussed programmes and services that address the specific needs of 'at risk' young people. Cross-sectoral coordination and cooperation between the government, Catholic and independent sectors is a feature of the FSS Programme. The involvement of schools, Technical and Further Education (TAFE) Institutes, local education authorities, community agencies and parent organisations will ensure that those who are best placed, will develop and implement regional/local strategies to meet regional/local needs.

Participation in Full Service Schools Activities - 1999

State/Territory	Number of participating schools	Amounts spent in rural/remote areas $
NSW	317	2,900,000
Victoria	110	1,349,940
Queensland	105	1,481,808
Western Australia	65	337,000
South Australia	64	374,000
Tasmania	52	500,000
Northern Territory	4	465,047
ACT	43	Nil
Totals	760	$ 7,407,795

Examples of programme projects and activities are at Schedule 3.

Special Education

In 1999, the Commonwealth Government will provide $105 million in funding for students with disabilities. Commonwealth funding is provided to the State and Territory education authorities (government, Catholic and independent) which are in the best position to assess educational need at the local level and allocate funding appropriately. State and Territory government and non-government education authorities are responsible for the distribution and administration of their funding. The State and Territory education authorities determine their own special education funding priorities within broad Commonwealth guidelines. The Commonwealth's special education funding is supplementary to State funding and is not intended to meet all costs of special education services or facilities.

State and Territory Governments are responsible for deciding where to establish government special schools and the level of funding allocations for these schools as they are in better position to assess the community's needs and local funding priorities. The funds allocated to individual schools are based on recommendations of an advisory committee with representation from parent, teacher and non-school organisations.

The Commonwealth Government's Assistance for Isolated Children (AIC) Scheme also provides significant assistance to students with disabilities in isolated areas. The AIC Scheme provides assistance to families who have children with disabilities to enable that family to send their children to a school which caters for their child's special needs if the local school is not able to do so. The assistance can be used to:

- board the child at the special school; or
- for the family to set up a second home in order that the child can attend the special school on a daily basis; or
- offset the cost to the family of the child studying by distant education methods.

AIC will provide this assistance from age three years and six months if the child has a disability or health related condition which requires them to live away from the principle family home and will continue until the child reaches twenty years of age. For children without a disability or health related condition AIC allowances are generally only paid from four years and six months and until the child reaches nineteen.

Information and Communication Technologies

Information and Communication Technologies (ICT) plays an integral role in providing cost-effective, high quality and equitable education and training opportunities for students who would otherwise be unable to access their education and training through conventional means. The education and training sector has been quick to recognise and take advantage of these new technologies, not only to ensure access for otherwise geographically disadvantaged learners, but also to improve the quality and effectiveness of teaching. Advanced technologies can enhance a student's control over what, when, where and how they learn, and this can improve their self esteem as well as change the role of the teacher/trainer from a source of knowledge to a manager and facilitator of interactive learning.

There have been a number of technological advances that allow for a much broader range of education services to be made available to students, resulting in a more enriching educational experience. However, those living in some rural areas still experience difficulties in accessing these services because of inadequate telecommunications infrastructure and the high cost of Internet connectivity.

Education Network Australia

One of Australia's most significant initiatives for facilitating the delivery of online educational services has been the development of Education Network Australia (EdNA) which was initiated by the Commonwealth in 1995. EdNA is a national network of cooperation and collaboration among all parts of the education and training sector for efficient and effective educational use of information technology. It involves Commonwealth, State and Territory Governments, government and non-government schools and the vocational education and training, higher education and adult and community education sectors. A number of the States are developing their own substantial local networks as well as collaborating with EdNA.

A major outcome of the EdNA initiative is "EdNA Online" (http://www.edna.edu.au/EdNA/), which provides free access to quality education resources on the Internet. The website is a tool for educators and students to utilise the Internet more effectively, including finding resources that are relevant and useful to them and providing opportunities to communicate with others who share the same interests and aspirations. At present, the site contains over 8,000 evaluated resources and over 230,000 linked resources together with 132 discussion lists. Potentially, EdNA Online can be of particular assistance to students and teachers in regional Australia as it facilitates access to information from across Australia and throughout the world.

EdNA Online has particular benefits for those who are isolated by location, disability or illness including a useful listing of sites which are of particular relevance to isolated and remote students. Users may locate these resources under the 'Browse' facility by following the path: School Education - Teaching for Specific Groups of Students - Rural & Isolated Students.

The management of the site was outsourced from DETYA in June 1998 to Education.Au Limited whose charter is to manage and implement EdNA Online and undertake other information and communication technology related activities.

Framework for Open Learning Programme

The Framework for Open Learning Programme (FOLP) aims to promote coordination and collaboration between States and Territories and between sectors and systems in the use of information technology in education and training.

In 1998-99, the Commonwealth provided $2.887m under FOLP to support a range of information and communication technology initiatives. This included support for schools, vocational education and training and higher education and professional associations. Funding was provided to support the development and ongoing maintenance of EdNA Online and the provision of core services by Education.Au. The States and Territories also contribute half of the core funding for the company. A further $2.579m has been allocated by the Commonwealth for FOLP for 1999/2000.

Two key initiatives which were identified in the Government's industry statement *Investing for Growth*, released in December 1997, and funded under FOLP, are the Computers for Schools and the Community Access projects. These initiatives are assisting all school systems, including the rural areas.

- Under the Computers for Schools initiative, the Commonwealth is providing surplus Commonwealth Government computers and IT equipment to schools. The distribution of the computers is being managed through the EdNA Schools Advisory Group. This initiative is being reviewed in 1999-2000.

- The Community Access Project, which is aimed at rural and socio-economically disadvantaged areas, enables members of the education community to have access to information technology equipment and specialist assistance outside school hours. The initiative has been funded over two financial years ending 1998/99, with a few projects continuing until the end of 1999. The initiative included an external evaluation which reported on a number of successful alternative models of delivery.

A FOLP outcomes conference will be held in November 1999 which will provide an opportunity for past and present FOLP project officers, funding recipients and education and training stakeholders to share experiences and ideas about best practice in the use of ICT for teaching and learning. The conference will promote greater awareness of the outcomes achieved, and better position the sector to take advantage of the cutting edge experiences gained from FOLP initiatives. The conference will also provide the opportunity for valuable networking within and between the information technology and education and training communities.

The Information Economy

The education and training sector is widely recognised as a key industry in the information economy, as a producer, consumer and export earner. The education and training sector produces skilled people, creates knowledge, provides access for the community to the lifelong benefits of online learning and is an enabling force for all other industries. Education and training improves one's life chances. Improvements to technology, delivery and quality of online education and training resources is expected to have a significant impact on education and training in rural and remote Australia.

DETYA is currently working with key education and training stakeholders, through the EdNA Reference Committee (ERC), to develop an Education and Training Action Plan in response to the Government's Strategic Framework for the Information Economy. The ERC is a Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and is recognised by the Commonwealth Ministerial Council for the Information Economy as the national forum for advice on issues relating to the educational use of information and communications technology.

There are five key action areas which the education and training sector considers are critical to the success of the information economy in Australia:

1. People - professional development for teachers, trainers, researchers and all workers in the education and training industry to assist the whole population in the changes required;
2. Infrastructure - access to advanced information technology and telecommunications infrastructure including high bandwidth at an affordable price and reliable sustainable infrastructure support services within education, training and research institutions and libraries;
3. Content, Applications and Services - cooperation throughout the education and training sector and between Governments and industry in the development and delivery of content, applications and services;
4. Policy and Organisational Framework - a comprehensive government policy framework for education and training that supports the information economy and the knowledge society; and
5. Regulatory Framework - that supports Australian education and training in a national and international context.

DETYA is working with the education and training sector to identify specific strategies to underpin these five key action areas. Priorities under consideration include bandwidth, online content development and professional development:

- DETYA has commissioned a consultant to contribute material to the National Bandwidth Inquiry which is to report to the Minister of Communications, Information Technology and the Arts in October 1999;

- The availability of good quality online content will increase the armoury of tools available to teachers and trainers and extend the availability of education and training to learners, including those in rural and regional areas and Indigenous students. DETYA is working with the education and training sector to develop appropriate strategies. A representative working group of the school systems is currently developing a discussion paper on online content for Australian schools; and

- Skills development of the education and training sector workforce is crucial to enable Australia to take full advantage of information and communication technologies. This includes the need for professional development strategies for teachers, researchers and trainers to enable them to effectively integrate the new technologies into their teaching activities. Work on strategies to address professional development is continuing (refer to the Quality Teacher Programme).

Quality Teacher Programme

The new Quality Teacher Programme (QTP) will support teacher professional development for teachers from rural and remote areas as part of State-wide and Territory-wide activities. Activities funded under the QTP will focus on the renewal of teacher skills and understanding in the areas of literacy, numeracy, mathematics, science, information technology and vocational education. Funding of $77.7m is available over 1999-2000 to 2001-02. Activities will begin in early 2000, following consultations with stakeholders in August and September 1999.

School to Work Programme

The Strategic Component of the School to Work programme is funding 38 pilot projects totalling more than $7 million over three years to support the expansion of vocational education and training in schools. Nearly a third of these projects involve students living in rural and remote regions. Projects include piloting of part-time New Apprenticeships in schools and providing vocational preparation programmes for Years 9 and 10 students at risk of not remaining at school and completing Year 12. Three projects include specific measures to improve access by Indigenous students in rural and remote areas to vocational education and training.

One of the Strategic Component projects is a collaborative project ($800,000 over 3 years to June 2000) involving the Education Departments of Queensland, Western Australia and the Northern Territory. This project is developing models of delivery of vocational education and training in schools programmes in rural and remote areas.

Issues identified and being further investigated include:

- small post-compulsory student numbers;
- lack of staff training/knowledge to deliver vocational education and training courses;
- lack of human/physical resources;
- lack of industry resulting in limited opportunities for structured workplace learning/on-the-job training;
- high turnover of staff affecting sustainability of programs;
- the need to concentrate on skills required for local employment rather than skills of current teachers;
- inability to attract staff across broad curriculum areas to rural/remote areas;
- access to reliable phone and Internet services;
- access to funding for vocational education and training in schools for students aged 15-19 years but not enrolled in years 11-12;
- difficulties in accessing regions in the wet season;
- lack of housing for replacement teachers in rural/remote Aboriginal communities; and
- cultural requirements such as the need to have separate male and female classes.

Another Strategic Component project will expand the Australian Network of Practice Firms across regional Australia. These Practice Firms, which provide simulated business experience for students, are particularly important in country towns where young people have more limited opportunities to undertake work experience or vocational training.

Teacher Turnover and Preparation for Remote School Issues

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has released a 1998 report on school teacher demand and supply. The report finds that teacher recruitment difficulties for rural areas are mainly for particular specialisations of secondary teachers, including mathematics, science, information technology, industrial arts, languages other than English and physical education. A page from the report indicating the situation in rural areas across States and Territories is at Schedule 4.

The responsibility for teacher recruitment and meeting teacher demand needs rests with teacher employers in the States and Territories. MCEETYA has established a Taskforce on Teacher Recruitment which is currently engaged in assessing the cost benefits to States and Territories of collaborating on aspects of developing national campaign materials, the integration of national campaign materials with existing and future State and Territory campaigns, linkages with Commonwealth priorities and cost options. The Taskforce is finalising its recommendations which should be considered at the MCEETYA (Schools Ministers) meeting scheduled for October/November 1999.

Australian Council of Education Centres

In 1999-2000 the Commonwealth will provide $1.723 million to support the Australian Council of Education Centres (ACEC), a network of 23 Education Centres in city and rural locations across Australia. They act as a resource for their communities in general and education communities in particular by delivering professional development programmes. Examples of other services include extension programmes for teachers and students, curriculum development, community service programmes, training programmes and consultancy services for small business, and community and support services for parents to encourage their involvement in school improvement activities.

National School Drug Education Strategy

The National School Drug Education Strategy which provides Commonwealth funding of over $18 million to 2002-03, will impact positively on education services in regions and indirectly on health and social services. An objective of the Strategy is to address identified needs of and provide strategies for particular regions and groups, including rural and remote and Indigenous students. This will be in conjunction with students, parents and the broader school community and taking into account community cultural protocols. Funding for the Strategy will particularly target professional development of teachers in the area of drug education; information and education of parents on drug matters; and projects representing school and community partnerships including new ways of delivering drug education and information on healthy lifestyles.

Study of Year 12 Completion Rates

Each year DETYA publishes information about Year 12 completion rates for students by socio-economic levels and location. Raw data is collected from State and Territory Boards of Studies and then provided to a consultant who calculates Year 12 completions by socio-economic status and location.

At Schedule 5 is a copy of a table and background relating to Year 12 student completion rates by gender and locality (urban, rural and remote) for the years 1993 to 1998, the latest figures available.

A study on the IT skills of Australian school students has recently been undertaken which addresses many issues relevant to this project. The study should be available for release in late 1999.

INDIGENOUS EDUCATION

National Aboriginal and Torres Strait Islander Education Policy

The Commonwealth Government and all State and Territory Governments, through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), have undertaken a number of collaborative activities that recognise that Australia's Indigenous people are the most educationally disadvantaged group in the community.

The Commonwealth Government's approach to addressing these disadvantages has five major elements and will be spearheaded by a national strategy on Indigenous attendance, literacy and numeracy that the Minister will launch later this year. This approach will:

1.   confront and resolve national educational policy and related issues, including the development of an enhanced mechanism for national reporting, the development and implementation of high quality standards in educational infrastructure, and service delivery to Indigenous students, through MCEETYA; and

2.   symbolise the Government's resolve to accelerate the pace of change and make significant progress in closing the gap between the learning outcomes of Indigenous and non-Indigenous school students by 2004 through the national literacy, numeracy and attendance strategy;

3.   leverage the Commonwealth's mainstream school funding to the States and Territories for the 2001-2004 quadrennium to ensure that Indigenous students are a mainstream education priority, with specific reporting on Indigenous educational outcomes;

4.   require education providers funded through the Commonwealth's supplementary Indigenous programmes for the 2001 to 2004 quadrennium to focus on accelerating the closure of gaps in the educational outcomes in literacy, numeracy and attendance between Indigenous and non-Indigenous students;

5.   link the achievement of educational equality to the national reconciliation process.

In October 1989, the National Aboriginal and Torres Strait Islander Education Policy (AEP) was endorsed by all Australian Governments, came into effect from 1 January 1990 and was reaffirmed by all Governments in 1995 (see Attachment 1, Schedule 7). The AEP sets out 21 long-term goals with the objective of achieving educational equity for Indigenous Australians by the year 2000. In particular, the AEP establishes as the standard for Indigenous Australians, the level of educational access, participation and outcomes achieved by non-Indigenous Australians (see Schedule 9).

Since the mid-1970s, Aboriginal and Torres Strait Islander education consultative (AECG) mechanisms have been established in each State and Territory to provide advice to their respective Ministers and Aboriginal and Torres Strait Islander communities. AECGs fulfil an important advisory role in representing the views of the Aboriginal and Torres Strait Islander communities to their State and Territory Governments. They also perform a critical monitoring role in the implementation of the AEP at the State/Territory level. Since 1990 and the introduction of the AEP, the Commonwealth Government has provided about $2.2 million per annum in funding to support State and Territory AECGs.

In 1990 the Commonwealth Government supported the AEP under the Indigenous Education (Supplementary Assistance) Act 1989 through the Aboriginal Education Strategic Initiatives Program, as well as through several direct assistance programs. In 1991 the latter were amalgamated into the Aboriginal Education Direct Assistance program and other special allocations in the Commonwealth's funding of higher education institutions.

In April 1991, the final report of the Royal Commission into Aboriginal Deaths in Custody was released. It noted that the lack of success of the formal education system to deliver equitable outcomes for Indigenous people was inextricably linked to the disproportionate representation of Indigenous Australians in custody. The Royal Commission endorsed the AEP goals and emphasised the importance of the policy as a way of ensuring that Indigenous Australians achieve a greater degree of control over education services (see Attachment 2, Schedule 7).

In February 1993, MCEETYA agreed to undertake a national review of the effectiveness of the AEP in its first triennium in improving access to, participation in, and outcomes from education for Indigenous people. The National Review was undertaken during 1993 and 1994 and the results of the Review were published in 1995.

Although the National Review of Education for Aboriginal and Torres Strait Islander Peoples showed that there had been considerable improvements in Indigenous people's education and training participation and outcomes, it also showed that these improvements were inconsistent across education sectors and States and Territories, and that there were still huge gaps between the educational outcomes for Indigenous and non-Indigenous Australians. The Review found, for example, that between 1989 and 1993 the percentage of Indigenous school students staying to Year 12 increased from 14% to about 25%, but that this was still less than half the rate for Australian students as a whole.

The National Review concluded that many factors contribute to educational disadvantage for Indigenous people. Education systems may not adequately accommodate students' cultural needs, values and backgrounds. People in remote localities can have limited access to educational services. Many Indigenous children have special learning needs because English is not their first language.

Poverty, ill health and low self-esteem can limit the ability of many Indigenous people to participate in education. While these factors provide challenges to all education providers in better addressing the educational needs of their Indigenous students, it is important to note that the circumstances of Indigenous people vary widely between and even within States and Territories.

In May 1995, MCEETYA reaffirmed its commitment to the AEP and Ministers pledged themselves to endeavour to increase their financial efforts to improve Indigenous education. In addition, in December 1995, MCEETYA established a number of priority areas and agreed to an outcomes focus for this work. In particular, Ministers agreed to ensure significant continuous improvements to make outcomes for Indigenous Australians similar to those of non-Indigenous Australians.

To increase the focus on progressing the national Indigenous education agenda, MCEETYA agreed in May 1998 to include Aboriginal and Torres Strait Islander education as a permanent item on the Council's agenda and to forward relevant documents and reports for Ministerial consideration.

MCEETYA Taskforce on Indigenous Education

At the meeting of MCEETYA on 23 April 1999, the Commonwealth provided an overview of progress in the education of Indigenous students, identified current issues and proposed a way forward. A copy of the Council's resolutions is at Attachment 3, Schedule 7.

The Commonwealth pointed out that the absence of nationally aggregated data limited the Council's capacity to report on national progress in Indigenous education.

The Council committed to undertaking over the next five years, additional and concerted efforts required to ensure that Indigenous students achieve equitable and appropriate educational outcomes. In particular, the Council:

- committed, consistent with the Council's previous decision regarding the National Literacy and Numeracy Goal, to ensure that all Indigenous children leaving primary school should be numerate, and able to read, write and spell at an appropriate level, and that every Indigenous child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years;

- committed to undertaking additional and concerted efforts required to ensure that Indigenous students achieve equitable and appropriate educational outcomes in school attendance, retention, grade progression, Indigenous employment, TER and awarding of school certificates, by 2004;

- committed to developing a set of broad national principles for Indigenous education that define and promote high quality standards in educational infrastructure and service delivery to Indigenous students, including standards for access to post-primary schooling, teacher provision, qualifications and professional development, cross-cultural awareness and IT support;

- agreed to undertake work to enhance the current IESIP performance and monitoring framework:

  - by developing more consistent performance indicators and targets that permit aggregation for the development of national reports in the following areas:

    - inclusion of student achievement in 1999 against the national literacy benchmarks for reporting in 2000 and against the numeracy benchmarks for reporting in 2001,

    - school attendance, retention, grade progression, Indigenous employment, TER and awarding of school certificates in 2000 for reporting in 2001,

  - by identifying the performance improvement targets required to achieve equitable and appropriate educational outcomes for reporting in 2004;

- agreed to nominate representatives to a Task Force to undertake work described in paragraphs 5.1, 5.2, 6.2 and 6.4 (of the Commonwealth's paper); and

- agreed, consistent with previous Council decision of April 1998, to report at the first Council meeting in 2000 on efforts to achieve equitable and appropriate educational outcomes for Australia's Indigenous people as described in paragraph 5.2 (of the Commonwealth's paper).

To progress this work, Council agreed to establish a Taskforce, chaired by the Commonwealth. The working group will report to the next meeting of MCEETYA.

The Commonwealth Government currently supports the achievement of equitable and appropriate educational outcomes for Indigenous students through its mainstream programmes and a number of identified supplementary programmes: the ABSTUDY income assistance scheme; the higher education programmes, VET sector funding arrangements, the Indigenous Education Direct Assistance programme (IEDA) and the Indigenous Education Strategic Initiatives Programme (IESIP).

ABSTUDY

Current Arrangements and Definitions Used

ABSTUDY was introduced in 1969 as a special measure in response to the historical educational inequities experienced by Aboriginal and Torres Strait Islander peoples. ABSTUDY has meant large numbers of Indigenous students in rural and remote areas have been able to access quality education services. Under the Student and Youth Assistance Act 1973 (ABSTUDY) and special appropriation bills, ABSTUDY assists Aboriginal and Torres Strait Islander full-time secondary and tertiary students and some primary students by providing income support and other supplementary assistance tailored to their needs. Some supplementary benefits are also available to part-time, mature-aged secondary and to tertiary students.

In 1998 ABSTUDY assisted over 50,400 Indigenous Australians. The 1999-2000 Commonwealth Budget provides some $166.7 million under ABSTUDY, including supplement loan expenditures.

There are no specific definitions used in ABSTUDY for 'remote' or 'rural' status. Secondary students from rural and remote areas, however, may be eligible for the living away from home ABSTUDY entitlements if there is no local government school in the area. This impacts on significant numbers of secondary school students in the Northern Territory, as well as some students in Queensland and Western Australia. Data on the number of ABSTUDY recipients in non-metropolitan areas is kept and a summary of recent available figures, along with further advice on the definition of an Australian Aboriginal or Torres Strait Islander person for ABSTUDY purposes, is at Attachment 4, Schedule 7.

ABSTUDY provides a living allowance and a range of supplementary benefits. The living allowance component of ABSTUDY is income tested, based on personal income and income received by parents/guardians or partner. Where a student meets the ABSTUDY general eligibility criteria, income details must be provided to assess the level of assistance which a student may receive.

If the student qualifies for ABSTUDY, the value of any scholarship will be counted as income when assessing the student's Living Allowance entitlement. Tuition fees and HECS paid on the student's behalf are not counted as income, but are included if paid to the student.

Further information on ABSTUDY Eligibility is available at Schedule 8.

Further advice on the supplementary benefits available to ABSTUDY recipients in 1999 is at Attachment 5, Schedule 7.

Current ABSTUDY arrangements will remain in place for 1999.

Arrangements for Tertiary Students

The study rules governing ABSTUDY eligibility for tertiary students are designed to support a more flexible approach to Indigenous participation in higher education. The length of time for which students can receive ABSTUDY to complete a course of study is more generous than that available to recipients of the Youth Allowance or Austudy payment. This means that for a course of more than two years duration, a student can receive ABSTUDY for the normal course duration plus an additional two years to complete a course at pass level, this means that a student undertaking a three year Bachelor course has an additional two years to complete the course. This rule takes into account the amount of study in a student's current course and any previous course considered to be at the same level.

An Indigenous student can only receive assistance for one undergraduate degree. However, a first degree will not be counted if it is a recognised prerequisite to another degree course, or extra time may be given if the institution requires a student to do another degree course before acceptance into another course. There is also provision made for exceptional circumstances such as illness.

Students who wish to study overseas may also receive ABSTUDY. Application for a tertiary student studying at an overseas institution must be lodged for each calendar year of overseas study and supported by a statement from the Australian education institution confirming that the student will remain enrolled as a full-time student in the approved course for the duration of the overseas study, and the extent to which studies overseas will, if successfully completed, be credited toward the approved course.

An approved ABSTUDY tertiary student may be eligible for one or more of the following allowances:
- Living Allowance (including the residential costs option)
- Pensioner Education Supplement
- Rent Assistance
- Incidentals Allowance
- Additional Incidentals Allowance
- Fares Allowance
- Away-from-base Assistance
- Supplement Loan
- Lawful Custody Allowance.

An ABSTUDY student may also receive assistance for a Masters and/or Doctorate degree course. Masters and Doctorate students who are full-time students may be eligible for one or more of the following allowances:

- Living Allowance up to the equivalent of the Australian Postgraduate Award basic stipend rate
- Pensioner Education Supplement
- Relocation Allowance or Fares Allowance
- Thesis Allowance
- Payment of HECS or compulsory course fees
- Incidentals Allowance
- Additional Incidentals Allowance
- Away-from-base Assistance
- Supplement Loan.

Part-time Masters and Doctorate students can get the same assistance as other eligible part-time tertiary students.

New Arrangements Post-1999

A review of ABSTUDY was undertaken in the context of the introduction of the Youth Allowance, which replaced AUSTUDY and a range of other income support schemes for young people from 1 July 1998. The aim of the review was to assess which features of ABSTUDY were critical to improving outcomes for Indigenous students and how such features could be provided in the most cost-effective manner.

On 15 December 1998, the Government announced that ABSTUDY would be retained as a separate scheme and that changes would be implemented on 1 January 2000. The principle underpinning the changes is that benefits payable to Indigenous students will be the same as those paid to non-Indigenous students except in cases where such alignment clearly did not cater effectively for the particular disadvantages faced by any Indigenous students.

The assets, income and actual means tests applying to the Youth Allowance or Austudy payment will apply to ABSTUDY living allowances. ABSTUDY has been income-tested since the late 1980s. Under the new arrangements, the income, assets and actual means test will be the same as they apply to applicants for the Youth Allowance or Austudy payment.

While there will be alignment of living allowances with the rates payable under the Youth Allowance and Newstart, Indigenous students may be eligible for Rent Assistance, and Remote Area Allowances. A range of supplementary benefits will be retained to address particular educational disadvantages faced by Indigenous students including allowances for students undertaking higher degrees. The changes are budget-neutral.

Advice regarding these changes is available on the Internet through the Centrelink Home Page – http://www.centrelink.gov.au

ABSTUDY will continue to be delivered by Centrelink under the Business Partnership Agreement arrangements between Centrelink and DETYA. The current Agreement has been updated to cater for the split of employment and education functions between DETYA and DEWRSB. A new Centrelink/DETYA Agreement commenced on 1 July 1999.

The 'mixed-mode' away-from-base element will be transferred from ABSTUDY to the Indigenous Education Strategic Initiatives Programme (IESIP) for delivery by DETYA. Funds under the 'mixed-mode' away-from-base element will be paid in the form of a block grant to institutions for the purchase of agreed education outcomes.

Higher Education Programmes

In addition to its role as a direct provider of education to Indigenous people, the higher education sector has a further special role as the main provider of education for teachers. In this respect higher education institutions have an opportunity to play two special roles:

- to increase the number of Indigenous people with qualifications as teachers and in other education-related occupations; and
- to prepare all people who work in education to meet the needs of Indigenous students.

The following programmes relate to the whole range of Indigenous higher education activities, with special reference to the role of higher education in educating the educators.

Indigenous Support Funding Programme

The main programme providing funds specifically for Indigenous higher education is the Indigenous Support Funding programme. In 1999, higher education institutions will receive $22.191m in grants under this programme to assist them in meeting the special needs of Indigenous Australian students and advancing the goals of the National Aboriginal and Torres Strait Islander Education Policy. These grants are in addition to operating grants provided to universities on the basis of student load. As part of the funding arrangements, institutions are required to develop Indigenous education strategies. Table 1 at Attachment 6, Schedule 7 provides a sample of activities being undertaken by universities, based on recent advice on Indigenous education strategies. In addition to these specific examples, the introduction of Aboriginal perspectives into the curriculum, and especially the teacher education curriculum, is a frequent feature of institutional strategies.

A review of the mechanism used to allocate Indigenous support funding was undertaken in late 1998. After extensive consultation, a new funding mechanism was approved. The new formula is based entirely on objective statistical indicators of institutional performance, including student participation (measured in Equivalent Full-Time Student Units), student progress (defined in terms of units of study passed), and numbers of award courses completed. The new mechanism has been implemented for 1999. The review did not involve any change to the aggregate level of funding, only to its division between institutions.

The Higher Education Innovations Programme

The Higher Education Innovations Programme, formerly the National Priority (Reserve) Fund—provides grants for innovative projects in higher education. From time to time it has funded projects of specific relevance to Indigenous higher education. For example, a grant of $130,000 from the 1994 National Priority (Reserve) Fund was made to the University of New South Wales as a contribution to the project, Development of a Core Aboriginal Studies Subject for Teacher Education Courses.

Indigenous Higher Education Centres

The Higher Education Innovations Programme was also the source of funding totalling $10.3 m in late 1996 and early 1997 for the establishment of six Indigenous Higher Education Centres. The Centres are expected to encourage the development of research skills and academic excellence within the Indigenous community and help to nurture and promote Australian Indigenous cultural heritage. The Centres are being developed in the following areas:

- Indigenous Natural and Cultural Resources at the Northern Territory University;
- Indigenous Public Health by a consortium of the University of Queensland and Queensland University of Technology;
- Indigenous History and the Arts at the University of Western Australia;
- Indigenous Research and Development at Curtin University of Technology, specialising in professional education and training in health education, science, and technology;
- a Centre for Excellence in Indigenous Higher Education at the University of South Australia specialising in Indigenous Curriculum and Research Development, Executive Training, and Holistic Health; and
- Indigenous Health, Law, and the Environment at the University of Newcastle.

Open Learning Projects for Indigenous Students

In late 1996, the Commonwealth funded several open learning projects for Indigenous Australians to be conducted during 1997–99. These are expected to offer significant benefits to some Indigenous students studying from non-metropolitan areas. The Open Learning Agency of Australia has received $1.75m to develop:

- education packages suitable for on-line delivery and customised for Indigenous Australian students, covering a broad range of issues (a list of the areas covered by the packages is at Table 2 in Attachment 6, Schedule 7); and

- an electronic network which links Indigenous postgraduate students and academics across Australia, assisting them with teaching, research, communication, publication, and information technology support and supporting the unique relationship which Indigenous academics maintain with their communities. This Indigenous Online Network was launched in August 1998.

Other open learning projects for Indigenous Australians funded at the same time are:

- the Recidivism and Open Learning Education (ROLE) project, conducted by the Australian Institute of Criminology in collaboration with OLA, which tested the feasibility of delivering open learning style education for Indigenous people in the correctional system (funding of $750,000 was allocated to this project); and

- a project being conducted by James Cook University to develop open learning opportunities for remote communities in northern and central Australia (funding of $338,000 was allocated to this project).

For additional information on the Open Learning Agency of Australia refer to the Open Learning section in the Higher Education segment of this submission.

Indigenous Researchers Development Scheme

The Indigenous Researchers Development Scheme has a key objective of developing the research expertise of Indigenous researchers, including students carrying out research for higher degrees, to a level at which they can compete in open competition for mainstream research funding. In the four years 1996–99 the scheme has had twenty-four participants. Participants have received grants averaging approximately $8,900 each in the first year of participation, with some eligible recipients receiving additional grants in subsequent years.

Vocational Education & Training Sector

The ANTA Aboriginal and Torres Strait Islander Peoples' Training Advisory Council

In 1996, the ANTA Ministerial Council formally endorsed the establishment of the ANTA Aboriginal and Torres Strait Islander Peoples' Training Advisory Council to advise the ANTA Board on Indigenous peoples' training matters.

The Council is developing a vocational education and training strategy for Indigenous Australians which identifies the key areas for improving outcomes for these people. The strategy will seek to address the training needs of Indigenous people in rural and remote communities.

Nationally Accredited Indigenous Training Programmes

In addition, across the State and Territory VET sectors, considerable effort has been put into developing nationally accredited Indigenous training programmes to improve the level of community and housing stock management, as well as community health. These programmes are available nationally and include Certificates Level I to III for Aboriginal Education Assistants, Certificate II in General Education and Certificate III in Aboriginal Access to Further Studies.

Aboriginal and Torres Strait Islander Education Workee Traineeship

From 1993 to 1998, a number of pilot apprenticeship/Traineeship programmes were conducted by the Commonwealth to increase the participation of Indigenous people in structured training, and to develop training programmes which met the economic needs and were appropriate to the cultural values of specific Aboriginal and Torres Strait Islander communities.

One pilot relevant to HREOC's terms of reference is the Aboriginal and Torres Strait Islander Education Worker (AIEW) Traineeship. The pilot trialed a training programme for AIEWs which contained the skills and competencies necessary to meet their immediate training needs and to enhance their career prospects. The training programme was developed to include integrated on- and off-the-job training which was competency-based, nationally accredited and which articulated to other relevant education and training courses. Trainees were placed in specific school and other education-related sites for work placements and on-the-job training. Off-the-job training was conducted at TAFE one day per week during school terms and for blocks of time during school holidays.

New Apprenticeships Strategic Intervention Programme

Under the Strategic Intervention Programme, organisations may receive funds for catalytic and innovative projects which will facilitate participation and/or increase the take up of Traineeships/Apprenticeships and instigate/coordinate work with national/regional/local industries, enterprises and organisations to develop and implement new flexible training arrangements. Specific recent projects funded under this programme to assist Aboriginal and Torres Strait Islanders (ATSI) include those undertaken by:

- the Community Services and Health Training Company to develop on-line training resources for four modules in Certificate III in Health (Aboriginal Health Worker and Torres Strait Islander Health Worker);

- Tourism Training Australia to customise learning resources (guides and assessment strategies) for Certificates II and III in Conventions, Cultural and Eco-tourism and Attractions sectors of the Tourism Training Package for Indigenous people;

- the Education Industry Training Company to develop literacy support materials and strategies to support ATSI trainees undertaking the Education Certificate III course for Literacy Aides in Schools and ATSI Education Worker Traineeship Certificate III;

- the Recreation Industry Training Company to develop cultural and literacy appropriate teaching and learning resources for Indigenous trainees undertaking the Certificate II in Sport Recreation Traineeship; and

- the Northern Territory Retail Industry Training Council to develop national, culturally appropriate interactive, computer managed multimedia learning and assessment resources for Certificate I in Retail Operations for Indigenous people.

Australian Student Traineeship Foundation

The Australian Student Traineeship Foundation (ASTF) is an independent body funded by the Commonwealth through ANTA and is responsible for developing and supporting school-industry programmes. It supports the training of workplace supervisors and provides resource materials, networks and advisory services. Additional funding has been provided to support workplace co-ordinators in schools. In 1999, the ASTF allocated $0.5 million to support school-industry programmes for Indigenous Australians. The ASTF will be making its own submission to the Inquiry.

School to Work Transition for Indigenous Australians Taskforce

The concept of multiple school to work pathways, with various access and re-entry points, and lifelong learning are highly relevant to meeting the needs of Indigenous young people. Indigenous youth do not appear to be reaping the full benefit of current policies and programmes and there is a need to improve access to, participation in, and outcomes from such programmes. In 1998, the Department established an internal School to Work Transition for Indigenous Australians Taskforce to develop a coherent Departmental approach to school to work transition for Indigenous Australians, identifying improvements to the Department's operations with a focus on making better use of existing programmes and resources.

The Taskforce reported in mid-1998 and made a number of recommendations, including the establishment of a number of demonstration projects linking employment, education and training programmes and other players, and providing coordinated packages of assistance to Indigenous youth making the school to work transition. The establishment of the demonstration projects was delayed till 1999 following the portfolio changes announced after the election and the transfer of the employment portfolio from DEETYA to the Department of Employment, Workplace Relations and Small Business (DEWSRB).

Indigenous Education Direct Assistance Programme

The Indigenous Education Direct Assistance programme, or IEDA, comprises three elements: the Aboriginal Tutorial Assistance Scheme (ATAS), the Vocational and Educational Guidance for Aboriginals Scheme (VEGAS) and the Aboriginal Student Support and Parent Awareness Programme (ASSPA). The 1998-99 Commonwealth Budget provided some $60.2 million through the Indigenous Education Direct Assistance programme, with an increase to over $62.2 million in the 1999-2000 Budget. Under IEDA, there is no definitional status given to 'rural' or 'remote' locations for the purposes of programme eligibility. However, under the Aboriginal Student Support and Parent Awareness element, a definition of 'remote' is used for calculating funding levels for parent and student committees. A school is considered 'remote' for the purposes of ASSPA if:

- it is on an island, excluding Tasmania, and Stradbroke, Bribie, Kangaroo, Rottnest or Phillip Islands;
- it is in an Aboriginal or Torres Strait Islander community considered as being culturally or socially isolated, such as areas that were reserves or missions;
- it is more than 300 kilometres by road from a city with a population of 50,000 or more, regardless of State/Territory borders;
- it is located where air and water transport are the only means of access to a city of 50,000 or more;
- it is situated on an outstation or homeland community which is a small community that has developed as the result of Aboriginal and Torres Strait Islander decisions to return to the land with which they identify;
- it is situated in Aboriginal and Torres Strait Islander townships or settlements which are on Aboriginal and Torres Strait Islander or reserve land characterised by their distinct separateness.

Aboriginal Tutorial Assistance Scheme

Under the Aboriginal Tutorial Assistance Scheme (ATAS), Indigenous students may receive supplementary tutorial assistance and other kinds of study help. The aim of ATAS is to assist Indigenous students to achieve educational outcomes equal to those of other Australians.

Assistance is available to students from primary school to TAFE college and university, and other structured training programmes involving enrolment at educational institutions. To receive ATAS assistance, a student or trainee must be enrolled in formal study or an accredited training course. Assistance under ATAS is on an individual application basis with applications being assessed at the local level. In a total expenditure of $36.3m for 1998, an estimated $9.5m was provided for remote students and $26.8m for non-remote students.

Vocational and Educational Guidance for Aboriginals Scheme

The Vocational and Educational Guidance for Aboriginals Scheme (VEGAS) funds activities to improve retention rates and develop informed further education, training and employment options. The scheme provides grants to sponsoring organisations to:

- conduct projects for Indigenous Australian school students and their parents;
- conduct projects for Indigenous Australian prisoners to foster positive attitudes towards participation in education and training; and
- provide information to assist Indigenous secondary school students and their parents to consider options available for further study or a career.

The programme is delivered through the network of Indigenous Education Units (IEUs) and National Office. Potential sponsors complete an application for funding which is evaluated against other applications and the programme guidelines. There were over 700 VEGAS projects funded in 1998 for a total expenditure in 1998 of $9.5m. An estimated $3.7m was provided for remote students and $5.8m for non-remote students.

Aboriginal Student Support and Parent Awareness Programme

Under the Aboriginal Student Support and Parent Awareness (ASSPA) programme, the Commonwealth Government provides funding to school-based parent committees for a variety of pre school and school-based activities designed to enhance educational opportunities for Indigenous students in preschool, primary and secondary schools and to involve Indigenous parents in educational decision making processes. Around 3,800 committees were funded under this programme in 1998. Under ASSPA, data on participation by Indigenous students meeting the definition of 'remote' are available; however, this data would exclude some students in rural areas. In 1998, 44,485 remote Indigenous preschool, primary and secondary school students and 60,841 non-remote Indigenous preschool, primary and secondary school students participated in ASSPA. Expenditure for 1998 was $17.7m - $9.9m for remote students and $7.8m for non-remote students.

English as a Second Language – Indigenous Language Speaking Students Programme

The Commonwealth recognises that the inability of Indigenous students to participate in basic schooling due to a lack of fluency in English is a fundamental impediment to their participation in the classroom and subsequently affects their ability to acquire literacy skills. While the provision of additional support for ESL skills and literacy is addressed under a number of programmes in schools, some students in remote areas are under a further disadvantage because they present for their first year of formal schooling speaking a language other than Standard Australian English and have had virtually no exposure to the English language. The English as a Second Language (ESL-ILSS) Programme has been developed to assist these Indigenous students with the primary aim to address their initial difficulties through the provision of ESL intervention tuition at the most critical point of their schooling.

The ESL-ILSS Programme commenced in 1998 and assists Indigenous students commencing mainstream schooling to function at the most basic level in the classroom in English and participate in a meaningful way in classroom activities. The programme is tightly targeted to those students who have very limited exposure to, or use of, English in their communities and will be required to use the English language for the first time in a sustained manner. Each eligible student attracts a once only payment of $3079. Funds are provided to the education authority responsible for the student's schooling. Funds are available for a wide range of development and support strategies which contribute to the student's ESL tuition.

In 1998, 2,398 Indigenous students were assisted under the ESL-ILSS programme to a value of $7.3 million. Of these, 44 percent were located in Western Australia, 33 percent in the Northern Territory, 14.5 percent in Queensland, seven percent in South Australia and 1.5 percent in New South Wales. The majority of the students were located in the public sector (89.5 percent), followed by the Catholic (6.5 percent) and the independent (4 percent) sectors. Commencement figures for 1999 are expected to be similar to 1998.

Indigenous Education Strategic Initiatives Programme

In 1996, in response to the recommendations of the national review of the AEP, the *Indigenous Education (Supplementary Assistance) Act 1989* was amended. These amendments restructured the then Aboriginal Education Strategic Initiatives Program. Since January 1997, the Indigenous Education Strategic Initiatives Programme (IESIP) has provided funding to education and training providers in the preschool, school and VET sectors under three elements: Supplementary Recurrent Assistance (SRA); Transitional Project Assistance (TPA); and Strategic Results Projects (SRP).

In the 1999-2000 Commonwealth Budget there was a funding allocation under IESIP of $127.5 million. The majority of funding is provided under SRA and is based on an enrolment based per capita rate, with additional loadings for geographically remote providers. Remote, in relation to an education institution means an institution that is:

(a)   on an island (other than Tasmania, Stradbroke Island, Kangaroo Island, Rottnest Island or Phillip Island); or

(b)   in a location from which one of the following is required in order to reach a city with a population of 50,000 or more:

    (i)   a journey by road of more than 300 kilometres;
    (ii)   a journey by air;
    (iii)   a journey by water; or

(c)   in a community of Indigenous people that has developed as a result of decisions of those people to return to live on land with which they identify; or

(d)   situated in a township or settlement that is culturally distinct because it is occupied by Indigenous people and managed by a council constituted by Indigenous people.

All State and Territory Governments as well as other education and training providers in receipt of IESIP funding must report annually to the Commonwealth on their Indigenous education outcomes. Agreements between the Commonwealth and the providers include performance indicators for the measurement of progress in the areas identified by MCEETYA in 1995 as national priorities, baseline levels of performance and targets for improvements to be achieved in each year of the IESIP funding triennium. Refer to Schedule 6 for further information.

Provision of education and training for Indigenous prisoners

As part of the Commonwealth response to the Royal Commission into Aboriginal Deaths in Custody, the Department undertook to develop a strategy for the provision of education and training for Indigenous Australians in the custody of correctional authorities. The overall goal of the strategy is to enhance the education and training outcomes of Indigenous Australians in custody and, of equal importance, to provide better employment opportunities on release or discharge.

This goal will be achieved through improving prisoner access to, and their improved participation in, quality VET education and training programmes in correctional institutions.

Following appropriate and extensive consultations, a draft strategy was developed for consideration of Correctional Services Ministers. The strategy has been incorporated in a proposed Memorandum of Agreement which was referred to the National Corrections Advisory Group for finalisation prior to being considered by Ministers in the latter part of 1999.

The proposed strategy recognises and addresses the long-term and negative economic impact of inequitable education and training outcomes experienced by Indigenous Australians in custody through improved education provision while they are incarcerated. Without these improvements, there is an increased dependency on social security by Indigenous prisoners and their families and consequent negative impact on health and quality of life generally. In addition, there is a very high cost to the community due to the high and increasing incidence of recidivism.

Under current ABSTUDY guidelines, Indigenous Australians in custody can seek the approval of the correctional institution to access ABSTUDY supplementary benefits to undertake studies, as approved for ABSTUDY purposes. Indigenous students in custody are not eligible for the ABSTUDY Living Allowance.

Strategic Results Projects

In December 1997, the Commonwealth Government launched a series of Strategic Results Projects (SRP) under the Indigenous Education Strategic Initiatives Programme (IESIP) totalling about $36 million.

The Strategic Results Projects (SRPs) are short, sharply focused initiatives aimed at improving access to schooling, at improving attendance rates, and at promoting academic achievement in literacy, numeracy and vocational education and training to the non-Indigenous educational standard. They are also a major contribution to the capital upgrading of the educational infrastructure of non-government providers.

As part of the SRP submission process, education systems, organisations and agencies were invited to build on and progress the considerable work that has been done to address a range of health, housing, juvenile justice and other student welfare issues that affect the educational outcomes of Indigenous students.

Over $12 million has been provided to the State and Territory Government and non-government preschool, school, and VET sectors for a range of innovative SRP projects focusing on literacy, numeracy, vocational education and training and other areas of education delivery in the classroom.

In addition, a range of capital and infrastructure SRP projects are supporting improvements to non-government preschools and schools to increase Indigenous student access and attendance levels, as well as ensure high quality educational service delivery. A number of these projects provide transport and teacher accommodation for schools in rural and remote locations. Attachment 7, Schedule 7 provides a list of the initially approved projects.

A national coordination and evaluation project has been established to provide a report in late 1999 that summarises what the projects have achieved and learnt about significantly improving Indigenous students' learning outcomes and demonstrating success in education.

Literacy and Numeracy

Research into Indigenous Literacy and Numeracy

The National Review of Education for Aboriginal and Torres Strait Islander Peoples (1995), referred to work by the Australian Council for Educational Research (ACER) in 1994 which estimated that three times as many Indigenous students had literacy problems than did other students at primary school level.

Although there was evidence that Indigenous students in remote locations were at a particular disadvantage in terms of literacy and numeracy skills, such disadvantage was also found in rural and urban settings. In urban locations approximately 35% of Indigenous primary school students had significantly lower literacy and numeracy achievement compared with approximately 43% in rural and remote locations. The percentage of other Australian students with significantly lower literacy and numeracy achievement levels was estimated at 16% in both urban and rural and remote locations.

The **National School English Literacy Survey (NSELS)** was conducted in 1996 by ACER to collect reliable baseline data on the literacy achievements of all Australian school children in Years 3 and 5. A special Indigenous sample was included which contained 1000 Indigenous students.

The NSELS found that the students in the Indigenous sample had very low average levels of English literacy achievement, commonly 3 to 4 years below students in the main sample.

Literacy Standards in Australia (ACER, 1997) showed that in the National School English Literacy Survey, only 19% of Year 3 Indigenous students and 23 % of Year 5 Indigenous students met the draft minimum acceptable standard for reading. For writing, only 29% of Year 3 Indigenous students and 24 % of Year 5 Indigenous students met the draft minimum acceptable standard.

Contributing factors to the lower literacy achievements of these students appeared to include the relatively higher rates of absence from school of these students and the fact that for nearly 10 per cent of these students English is a second language and is never, or only sometimes spoken at home. The English literacy achievement of Indigenous students rose with the frequency of speaking English at home.

During the course of the NSELS survey, ACER's Aboriginal and Torres Strait Islander Education Advisory Committee proposed further research on the acquisition of English literacy skills by Indigenous students. This work was funded by the Commonwealth and undertaken during 1997. The report of this research titled *Enhancing English Skills in Aboriginal and Torres Strait Islander Students* was released in May 1998 and provides valuable information for education providers on effective strategies being used by some schools for developing English literacy skills in Indigenous students.

National Indigenous English Literacy and Numeracy Strategy

To help improve literacy and numeracy levels of Indigenous students, the Commonwealth will provide funding of up to $13 million over 2000-2004 under a National Indigenous English Literacy and Numeracy Strategy. The Strategy will bring together the best practice models, teaching methods and the successful conclusions drawn from the Strategic Results Projects for use in areas of priority need, particularly in rural and remote areas.

National Indigenous Students' School Attendance Strategy

In addition, the Commonwealth will support a National Indigenous Students' School Attendance Strategy to pilot successful practices and is prepared to make available up to $14 million over the 2000 to 2004 period for this purpose. Projects will target areas where Indigenous attendance levels are lowest, often in rural and isolated areas.

MCEETYA Taskforce on Indigenous Education

At the MCEETYA meeting on 23 April 1999, the Council agreed to establish a Taskforce on Indigenous Education to progress a number of issues, including the development of the National Indigenous English Literacy and Numeracy Strategy and National Indigenous Students' School Attendance Strategy. The Terms of Reference of the Taskforce are contained in Attachment 3, Schedule 7.

VOCATIONAL EDUCATION AND TRAINING

Overview

National statistics show that people from rural and remote regions, on average, have higher pass rates and completion rates than Australian vocational education and training (VET) students as a whole. In 1997 data showed that national participation in VET by people living in rural and remote regions was higher by 0.7 percentage points than the participation rate for Australians on average in 1997.

The Commonwealth Government is committed to expanding the provision of vocational education and training in schools, including the implementation of New Apprenticeships in schools, as a strategy to promote effective and reliable pathways for students from school to further education, training and employment.

Training Packages for Rural Industries

ANTA has funded the development of Training Packages for rural industries. These include the Agriculture Training Package, Horticulture Training Package and the Veterinary Nursing Training Package. Training Packages have also been developed in other industries offering employment opportunities in rural and remote communities, including drilling (especially water well drilling for the rural industry), mining, forestry, fishing and tourism and hospitality.

Educative Services

DETYA provides Educative Services funding to support a range of agencies to provide services to support the implementation of the Government's Training Reform Agenda. They include:

- Employer / Industry Associations such as the National Farmers Federation ($750,000) to employ networks of industry based Employment Education and Training Advisers' (EETAs) to provide information and advice to industry on training reforms, including Training Packages; and

- Industry Training Companies (ITCs) such as Rural Skills Australia ($363,000) and the Forest and Forest Products Employment Skills Company ($30,000) to provide information and advice to New Apprenticeship Centres and Registered Training Organisations on training arrangements in their industry.

New Apprenticeships Strategic Intervention Programme

This programme supports the development of catalytic and innovative projects which facilitate the take up of New Apprenticeships.

The objectives of the program include increasing numbers of New Apprentices in all industries; expanding the number of New Apprenticeships in new industries; the development of new flexible training arrangements and the implementation of new workplace relations arrangements for New Apprenticeships.

Among other things, the New Apprenticeships Strategic Intervention Programme funded the Rural Training Council of Australia to:

- develop, trial and validate 300 assessment and recognition of prior learning instruments at Certificate II for the Agriculture and Horticulture Training Packages. These instruments will be particularly important in the diverse rural sector where many employers have not previously been involved in training and/or assessment;

- develop 117 learning guides at Certificates I, II and III for the Agriculture Training Package. These guides are important for flexible delivery of New Apprenticeships and the Training Package and will open up opportunities for people in rural and remote areas to access on–the–job training;

- develop 12 learning guides for the Certificate II in Rural Merchandising in the Agriculture Training Package. The availability of these resources aimed at school leavers seeking employment with rural merchants are important for the take up of traineeships and workplace based training; and

- develop 17 learning guides at Certificates II, III and IV for the Rural Merchandising units of competency in the Agriculture Training Package. These guides with the capacity to provide innovative, flexible and on–the–job training will remove a significant impediment to the introduction of New Apprenticeships at various levels within the rural sector.

DETYA is currently assessing a number of project proposals from the RTCA to develop innovative training delivery for rural Australia.

For information on Indigenous specific initiatives funded under the New Apprenticeships Strategic Intervention Programme, refer to that section of the Indigenous Education segment of this submission.

Co-ordination Models for Young People 'at risk' of not Completing a New Apprenticeship

DETYA and ANTA provide funding for the development and trialing of co-ordination models between New Apprentices, employers and support agencies to assist young people who may be 'at risk' of not completing a New Apprenticeship. The project includes a focus on the rural industry. Those 'at risk' young people may include those with lower levels of education, a history of long-term unemployment and Indigenous people.

Rural and Regional New Apprenticeships Incentive

The Rural and Regional New Apprenticeships incentive was introduced from 1 January 1999, to boost training in rural and regional Australia. The Rural and Regional New Apprenticeships incentive provides an additional progression incentive of $1,000 to employers of New Apprentices in defined trades and occupations experiencing skill shortages in non-metropolitan areas. This initiative will strengthen the skills base in regional and rural Australia thereby supporting local communities, business and regional jobs growth.

Workplace English Language and Literacy Programme

The Workplace English Language and Literacy (WELL) Programme aims to provide workers with English language and literacy skills that are sufficient to enable them to meet the demands of the current and future employment and training needs.

WELL has targeted the industries of forestry, agriculture and fishing as among those most likely to benefit from the workplace based or vocational education training.

Around $287,571 was distributed in the areas of agriculture, forestry and fishing while a further $654,672 was spent on activities in the area of mining in 1998-99.

Jobs Pathways Programme

Under the Jobs Pathways Programme (JPP), funds are available to provide access to assistance for young people between the ages of 15 and 19 to make a smooth transition from school to work. This assistance is delivered by providers selected through an open and competitive tender process. For 1999-2000, there are 80 projects, with 38 operating in non-capital city population centres (8 in centres where the population is less than 10,000, 14 where the population is less than 25,000 and 16 where the population is greater than 25,000 – this includes 4 projects in centres regarded as 'other metropolitan').

VET in Schools

VET in Schools programmes are based directly on industry skill needs and involve substantial amounts of time learning in the workplace. They often involve real work particularly where students undertake part-time New Apprenticeships in conjunction with their senior studies. Successful completion results in a qualification recognised by industry. The Commonwealth-funded Australian Student Traineeship Foundation (ASTF) supports particular initiatives to promote VET in Schools in primary industry and regional areas.

Currently specific areas for ASTF funding include:

- the Rural Industry SILO Project (SILO – Schools-Industry Links Outreach) developed by the National Farmers' Federation and Rural Skills Australia which aims to raise the profile and participation rate of school based rural industry work placement programmes with primary producers in regional, rural and remote locations;

- school-industry programmes, with two designated priority areas in 1999 and 2000 being rural and remote communities and Indigenous young people.

National Rural Forum

The Australian National Training Authority and the Department of Agriculture, Fisheries and Forestry jointly convened a Rural Industries Forum in March 1999 to develop greater collaboration between industry and Commonwealth, State and Territory Governments in addressing Australia's skills base for rural industries and associated communities. DETYA was represented on the Consultative Group which planned and convened the Forum. It was officially opened by the Secretary of the Department of Education, Training and Youth Affairs.

The Forum was widely supported by industry, the Rural Training Council of Australia and Commonwealth, State and Territory government agencies responsible for education and training and agriculture and resource management. A major outcome of the Forum was the production of a report *A National Rural Industries Framework for education, training and extension services.*

Another outcome of the Forum was the establishment of a Framework Committee which, among other things, is intended to address issues of national significance related to learning in rural industries and associated communities and encourage stakeholders to work within the Rural Industries Framework. Implementation of the Framework and establishment of the Framework Committee can add considerable value to rural industry skills development activities and associated communities, as they have the potential to:

- Integrate learning outcomes (of education, training and extension services) provided through formal and informal education and training activities. For example, by developing processes for recognising skills acquired outside the formal system, which can lead to formal, national qualifications; and

- Increase awareness of and linkages between investment in education, training and extension services; and competitiveness, sustainability and self-reliance of rural industries and associated communities.

National VET Initiatives

One of the key objectives of the *National Strategy for VET 1998-2003*, agreed by the ANTA Ministerial Council in 1998 is achieving equitable outcomes in VET, including for people from rural and remote areas. States and Territories who have responsibility for the delivery of VET under the national VET arrangements, have funded a range of initiatives to assist people from rural and remote areas access VET. These initiatives draw on the use of information technology, distance education and community-based learning centres. Some other national initiatives which address the training needs of rural and remote people are provided below.

Centre for Research and Learning in Regional Australia

The Australian National Training Authority (ANTA) funds the Centre for Research and Learning in Regional Australia at the University of Tasmania. The Centre conducts research into the process and outcomes of learning in rural and regional Australia. It has a focus on rural VET for learners, trainers, businesses, funding bodies, policy makers and local communities. The Centre has just begun a research project*, The Role of VET: How does vocational education and training contribute to the social and economic outcomes in regional Australia*. The Centre's website is http://www.educ.utas.edu.au/CRLRA

User Choice

The concept of User Choice for New Apprenticeships enables employers and their apprentices/trainees to select the Registered Training Organisation of their choice and negotiate the means by which the training will be delivered. The User Choice Policy Principles were agreed to by the ANTA Ministerial Council made up of Commonwealth, State and Territory Ministers of vocational education and training in May 1997.

User Choice principles recognise, that in rural and remote areas, choice may be limited and State and Territory Training Authorities have agreed to manage these cases in a way that maximises available choice. Choices may still be available in relation to aspects of training, such as timing, content of delivery, location and mode of delivery (on-the-job and off-the-job). Flexible delivery, including on-line delivery could be utilised as could interstate training delivery options to maximise choice in these areas.

A National Evaluation of User Choice - Phase 2 which is currently taking place should provide information on how States and Territories are maximising choices in rural and remote areas. The findings of the evaluation will be considered by the ANTA Ministerial Council in November 1999. The evaluation will provide advice to Ministers on the effectiveness of User Choice.

The Commonwealth has actively encouraged User Choice policy, but States and Territories are responsible for its implementation. Full implementation of User Choice for apprentices and trainees commenced in January 1998.

Rural Youth Information Services

The Rural Youth Information Services (RYIS) provides information and advice to young people in rural and remote areas primarily regarding employment, education and training and including those broader areas of information relating to income support, accommodation and healthcare. The RYIS workers are expected to refer young people to appropriate Commonwealth, State or Community agencies and services, that may further satisfy their needs regarding employment, education and training or other issues. A critical element of the role of RYIS is to develop cooperative linkages and networks with relevant agencies from all levels of government.

There are currently 21 services operating in 25 locations around Australia. An additional four services will be selected through a tender process to be held in October and November 1999 with an expectation that they will be in operation by early 2000.

National Youth Affairs Research Scheme

NYARS is a cooperative funding arrangement between the Commonwealth, States and Territory Governments to facilitate nationally based youth specific research into priority areas determined by MCEETYA Youth Ministers. DETYA contributes $100,000 to NYARS which is half its annual funding.

In March 1999 NYARS commissioned a research project entitled *How to Generate Better Educational and Employment Opportunities for Rural Young People*. It will explore and develop ways in which relevant education and training options and prospects can be generated for young people living in rural areas. In particular, the study will:

- Document the ways in which recent Commonwealth reforms, economic and social changes in rural communities have impacted on young people with a primary focus on their education, training and employment opportunities. Investigate the possible impact of these factors in relation to the movement of young people to large regional and metropolitan centres for the purpose of undertaking education or training or gaining employment;

- Map existing relevant programs and identify service gaps for young people living in rural areas which contribute to their effective participation in education, training and employment;

- Describe the adequacy of employment and career guidance and counselling services as they relate to education, training and employment opportunities in local economies;

- Identify barriers to employment and relevant education and training opportunities for young people in rural communities as well as information regarding these opportunities;

- Document likely growth industries applicable to rural and regional Australia of relevance to young people;

- Identify and describe innovative models which can be developed to generate education and training options for rural and regional young people which are compatible with employment opportunities;

- Explore the current and proposed use of information technology and multimedia in relation to education, training and employment prospects and opportunities; and

- Describe approaches for enhancing access of rural young people to the use of information technology which support education, training and employment outcomes.

The research is due to be completed in December 1999. The target audience includes:

- Commonwealth, State and Territory Ministers with education, employment, training and youth affairs responsibilities;

- Local government and policy officers with responsibility for policy development and service delivery;

- Educators and training providers;

- Employer, industry and union organisations; and

- Rural communities.

The Source Youth Website

The Source was launched on 15 April 1998. It is maintained and developed by DETYA's Youth Bureau specifically for young people, including young people in rural areas and those who work with them. It contains current information on studying, jobs and careers, financial assistance, government programmes and services, youth networks, justice, health, and sport and recreation. *The Source* can be found at http://www.thesource.gov.au

Prime Ministerial Youth Homeless Taskforce

The Prime Ministerial Youth Homeless Taskforce was appointed in 1996 to oversee the development and operation of a two-year national Youth Homelessness Pilot Programme (YHPP), and to advise the Government on a broad and ongoing response to the needs of young homeless people and their families.

The Taskforce presented its report, *Putting Families in the Picture,* in November 1998, and the Government responded in September 1999. The report reflected the needs of at risk youth across Australia, including those in rural and remote communities.

The Government supported the broad approach recommended in the report, in particular, the emphasis on –

- early intervention and prevention;
- helping young people within the context of their families as much as possible; and
- strong cooperation between the Commonwealth and State Governments, the community sector, and families.

Consistent with the Report's recommendations, the Government has –

- announced funding of $60 million over 4 years for a new Youth Homelessness Early Intervention Programme; and
- announced funding of $60 million over 4 years for a continuation of the JPET Programme.

A key recommendation of the report was the development and implementation of a Youth Pathways Action Plan, which would emphasise a whole-of-government approach to strengthen pathways, to ensure that young people at risk make a successful transition to social and economic participation in the community.

The Government supported this recommendation, and announced that, as a first step, it would establish a taskforce to advise on the scope and direction of a Youth Pathways Action Plan. The taskforce will report to both the Hon Dr David Kemp MP, Minister for Education, Training and Youth Affairs, and the Minister for Family and Community Services, Senator the Hon Jocelyn Newman. Its members will be drawn from the Commonwealth and State Governments, the community sector, business and academia.

HIGHER EDUCATION

Overview

Students from rural backgrounds continue to be under-represented at university. On a per capita basis, for every ten urban people who attend university, roughly six rural/isolated Australians do so. With the expansion of access to higher education over the past decade, higher education participation by rural and isolated people has improved in absolute terms, but the participation share relative to urban people has altered little. In particular, the isolated group is one of the most under-represented equity groups in Australian higher education.

On the other hand, the performance of students from rural areas is similar to the performance of other students and their retention rate is also similar. This is not the case with students from isolated areas who are more likely than other students to drop out and slightly less likely to pass the subjects attempted. (For further information on regional participation in higher education refer to Schedule 10 – Attachment 1.)

Support through operating grants

Each publicly funded university currently receives an operating grant for general teaching and research purposes. The grants are determined by the level of funds received in the previous year (the funding base), plus any growth in Commonwealth funded load. The relativities between the funding base of each university were equalised in 1990 following the development and application of what is known as the relative funding model. The basis for the model was relative teaching costs weighted across disciplines and levels.

Regional institutions have received a proportion of the Commonwealth funded growth on the basis of an educational profile negotiated annually with the Commonwealth. The negotiations take into account demographic factors, the level of provision and higher education participation in the region and the particular needs of institutions. Much of the growth funding in recent years has been allocated to regional universities in New South Wales and Queensland, primarily to address changing demographics and to redress historic imbalances.

The actual proportion of growth going to regional areas is difficult to quantify, as there is no formal definition of what are regional campuses (for example the Sunshine Coast area, which has received significant growth, could be regarded as either sub-metropolitan or regional). Also, several mainly metropolitan universities with regional campuses have received growth funding which may or may not have been used in regional campuses.

Special purpose Commonwealth support to regional universities

The Government has recognised the needs of regional universities through *several* special purpose programmes:

Rationalisation and Restructuring Programme

The Rationalisation and Restructuring Programme was established in 1997 in recognition that the environment in which institutions operate is changing rapidly and that some institutions may not have the capacity to finance major restructuring from within their own resources. Regional institutions were given particular consideration in the assessment of grants.

The package of grants funded under the programme assists higher education institutions to rationalise and restructure their activities and focuses primarily on communications and information technology infrastructure. This financial assistance will enable institutions to respond positively to the challenges of an increasingly competitive environment through the exploration and introduction of more flexible methods of course structure and delivery.

A total of $25 million has been allocated over 1997-2000. Some 53 per cent of the grant was allocated to the main regional universities (see Schedule 10, Attachment 2).

Capital Development Pool

Since the commencement of Capital Development Pool (CDP) funding in 1994, the Commonwealth has provided substantial funding for new campus developments in suburban growth corridors and regional centres. Funding has also been provided to metropolitan institutions with regional campuses and access centres. These developments have increased opportunities for higher education in areas that have a history of lower than average participation in higher education. $38.2 million is currently available each year for allocation under the CDP.

From 1999 onwards, funding is also available to concentrate on electronic delivery infrastructure in order to encourage the efficient delivery of higher education opportunities to greater numbers of students. This new focus is expected to particularly benefit regional universities and students who stand to gain the most in terms of choice and quality from more delivery options. A summary of CDP allocation to regional campuses is provided at Schedule 10, Attachment 3.

Strategic Partnerships with Industry – Research and Training Scheme

The Strategic Partnerships with Industry – Research and Training (SPIRT) Scheme supports research collaboration between universities and industry. It provides funding for projects in basic, strategic, applied and developmental research, as well as research training. For each dollar of Government funding, universities are required to attract the same in industry funding. The funds can be used for collaborative research projects, for funding postdoctoral and postgraduate students to work in industry (Australian Postdoctoral Fellowships (Industry) Awards and Australian Postgraduate Awards (Industry)). Regional institutions received 14.5% of the total funding of $51.3 million in 1999.

Two regional institutions benefited substantially from SPIRT in 1999, with funding in excess of one million dollars: the University of Wollongong and the University of New England. The table at Schedule 10, Attachment 4 shows new and continuing SPIRT projects funded in regional institutions in 1999.

Evaluations and Investigations Programme

The Evaluations and Investigations Programme (EIP) funds studies and research projects which evaluate performance and investigate issues of national importance to Australian higher education policy. In 1998 the EIP supported a study called *'Creative Associations in Special Place': Enhancing the Partnership Role of Universities in Building Competitive Regional Economies* by Steve Garlick of the Southern Cross Regional Research Institute, Southern Cross University. Mr Garlick has recently been contracted to undertake a follow up study to be entitled, *Evaluating Opportunities for University-regional Economic Engagement*.

Higher Education Equity Programme

Under the Higher Education Equity Programme funds are made available to universities, as part of their operating grant, to assist certain disadvantaged groups including people from rural and isolated areas. The programme supplements the expenditure of institutions on equity initiatives and is not intended to meet the full costs. For 1999, $5.545 million was made available under this programme.

A report published in early 1999, *Equity in Higher Education (DETYA Occasional Paper Series 99-A)* provides a comprehensive analysis of the performance of designated equity groups in higher education. Key points to emerge from the data are:

- the overall poor rates of success and retention of Indigenous students remain a cause for major concern; and
- other areas of concern are the continuing low participation rates of people from rural backgrounds, the low participation and retention rates of people from isolated backgrounds, and the low participation rates of people from low socio-economic status (SES) backgrounds.

DETYA continues to pursue options under the HEEP to assist universities to address these concerns.

Under the Disability Initiatives Programme (DIP), which forms part of the Higher Education Equity Programme, DETYA has provided funding to support a number of initiatives to assist students with disabilities in higher education. In particular, funding for the positions of Regional Disability Liaison Officer in Tasmania and Central Queensland will ensure cooperation and assist the transition of people with disabilities between educational sectors in those areas.

Open Learning

In the 1992-93 Budget, the Commonwealth announced the provision of $52 million over the 1993-95 triennium to support the Open Learning Initiative – the establishment and operation of an independent open learning organisation to act as a broker between education providers and individuals wishing to study through open learning. The Open Learning Agency of Australia (OLA) was established as this organisation.

OLA delivers bridging, vocational education and training and university education to all Australians who want to study. OLA's complete open entry policy allows anyone to enrol regardless of secondary school background, location or age--and there are no requirements to attend on-campus lectures or seminars. Study materials are delivered to the student and all studies can be completed at home. Students are not tied to the traditional academic year and can study in any or all of four 13 week study periods each year. Students choose how many units or modules they wish to study in any study period.

The OLA was established in 1993 with Monash University as the sole shareholder. In late 1996 ownership of the OLA was transferred to a consortium of eight universities. The eight institutions holding shares in OLA are Monash University, the Australian National University, Curtin University of Technology, Griffith University, Macquarie University, the University of Queensland, the Royal Melbourne Institute of Technology and the University of South Australia.

While Commonwealth funding for the Open Learning Initiative (OLI) ceased in 1996, the Commonwealth still maintains an agreement with the Open Learning Agency of Australia until 2003.

A second component of the OLI is Open Net, which was established to provide student access to library services, access to databases and communication with university staff and fellow students via electronic mail and bulletin boards. With the growth in private service providers, Open Net shifted its focus to promoting on-line delivery of tertiary education and other educational support services. In January 1997 Open Net became a fully owned subsidiary of the OLA and its resources are used for the development of on-line services and courses. Open Net was fully merged with the OLA in late 1997.

OLA offers study options at bridging, undergraduate, vocational education and training and postgraduate levels. Over the past five years, more than 28,000 students have studied via OLA.

The Open Learning Deferred Payment Scheme (OLDPS) was established in 1994 in order to make studying through OLA more accessible. Under the scheme, students undertaking at least 2 units of study in a study period through the OLA are able to defer payment of all or part of the fee charged. Prior to 1997 the total amount of the fee charged was deferable. From 1997 onwards the amount deferable is the lesser of $332 (indexed each year for inflation) or the amount charged for the unit by OLA. In 1998 the indexed amount was $337.

Students who choose to defer payment accept a loan from the Commonwealth which pays their OLDPS liability for the study period to OLA. Students choosing this option repay this loan on the same basis as HECS debts. Repayments commence once their income exceeds the minimum income threshold.

Distance Education

In addition to those universities located in rural areas such as the University of New England and James Cook University, a large number of metropolitan universities maintain campuses or student access centres in rural or remote areas. The presence of these universities outside metropolitan areas varies in scale from small tele-learning centres to significant campus developments such as Monash University at Churchill in Victoria or Southern Cross University's multi-sectoral campus at Coffs Harbour.

As well as a physical presence in rural and remote areas, most universities have significant enrolments of distance education students. In 1998, nearly 83,000 of Australia's 600,000 university students were classed as external students. While many of these students reside in metropolitan areas, there are significant numbers in rural and remote areas. Some institutions such as the University of Southern Queensland and Charles Sturt University have a significant enrolment of students from rural and remote areas and are progressively converting all their course offerings to on-line delivery to improve the quality of learning resources available to students particularly in non-metropolitan areas.

Some universities also have strategies to target senior school students in rural regions to encourage them to think about undertaking a university education. Concern for the relative lack of learning support materials for HSC students in country New South Wales prompted Charles Sturt University to sponsor NSW HSC On-line. This initiative was developed by the University in collaboration with the NSW Board of Studies and it aims to provide:

- support for all students studying for the NSW Higher School Certificate and, in so doing, enhance particularly the prospects of students in rural areas;
- support for teachers preparing students for the NSW HSC, particularly those teachers working in rural schools;
- a vehicle by which interested parties may gain access to the deliberations, publications and activities of the various subject associations;
- an environment in which the various parties involved in the HSC enterprise may communicate via the Web;
- assistance for schools in establishing communications via the Web.

Schedules

SCHEDULE 1 - THE ADELAIDE DECLARATION ON NATIONAL GOALS FOR SCHOOLING IN THE TWENTY-FIRST CENTURY

Background

In April 1989, State, Territory and Commonwealth Ministers of Education met as the Australian Education Council in Hobart. Ministers made an historic commitment to improving Australian schooling within a framework of national collaboration by reaching agreement to address the areas of common concern embodied in the ten Common and Agreed National Goals for Schooling in Australia were released as part of The Hobart Declaration (1989) on Schooling.

The national goals have since been revised. In 1998, Ministers released a discussion paper (1998) on a revised set of goals for six months of public discussion and comment.

In April 1999, State, Territory and Commonwealth Ministers of Education met as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in Adelaide. Ministers endorsed a new set of National Goals for Schooling in the Twenty-First Century. The new goals were released in April 1999 as The Adelaide Declaration (1999) on National Goals for Schooling in the Twenty-First Century.

Preamble to the Declaration

Australia's future depends upon each citizen having the necessary knowledge, understanding, skills, and values for a productive and rewarding life in an educated, just and open society.

High quality schooling is central to achieving this vision.

This statement of national goals for schooling provides broad directions to guide schools and education authorities in securing these outcomes for students.

It acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents as the first educators of their children and the central role of teachers in the learning process.

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

Governments set the public policies that foster the pursuit of excellence, enable a diverse range of educational choices and aspirations, safeguard the entitlement of all young people to high quality schooling, promote the economic use of public resources, and uphold the contribution of schooling to a socially cohesive and culturally rich society.

Common and agreed goals for schooling establish a foundation for action among State and Territory Governments with their constitutional responsibility for schooling, the Commonwealth, non-government school authorities and all those who seek the best possible educational outcomes for young Australians, to improve the quality of schooling nationally.

The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community;

- enhancing the status and quality of the teaching profession;

- continuing to develop curriculum and related systems of assessment, accreditation and credentialling that promote quality and are nationally recognised and valued; and

- increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

These national goals provide a basis for investment in schooling to enable all young people to engage effectively with an increasingly complex world. This world will be characterised by advances in information and communication technologies, population diversity arising from international mobility and migration, and complex environmental and social challenges.

The achievement of the national goals for schooling will assist young people to contribute to Australia's social, cultural and economic development in local and global contexts. Their achievement will also assist young people to develop a disposition towards learning throughout their lives so that they can exercise their rights and responsibilities as citizens of Australia.

The Goals

Schooling should develop fully the talents and capacities of all students.

Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

1.1   have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others.

1.2   have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members.

1.3   have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions.

1.4   be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.

1.5   have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.

1.6   be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.

1.7   have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development.

1.8   have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

Attainment of high standards of knowledge, skills and understanding.

In terms of curriculum, students should have:

2.1   attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:

-     the arts; English; health and physical education; languages other than English; mathematics; science; studies of society and environment; technology and the interrelationships between them.

2.2   attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level.

2.3   participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.

2.4   participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

Schooling should be socially just.

Schooling should be socially just, so that:

3.1   students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location.

3.2   the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students.

3.3   Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students.

3.4   all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians.

3.5   all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.

3.6   all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

SCHEDULE 2 – CHILDREN'S LITERACY RESEARCH PROJECTS

Breen, M.P., Louden, W., Barratt-Pugh, C., Rivalland, J., Rohl, M., Rhydwen, M., Lloyd, S., & Carr, T. (1994). *Literacy in its place: Literacy practices in urban and rural communities* (Vols 1 & 2). Canberra: DEETYA.

Clayton, J., Barnett, J., Kemelfield, G., & Muhlhausler, P. (in press). *Desert schools: An investigation of English language and literacy among young Aboriginal people in seven communities.* Canberra: DEETYA.

Louden, W., & Rivalland, J. (1995). *Literacy at a Distance.* Canberra: DEETYA.

Literacy in its Place - literacy practices in urban and rural communities.

Michael Breen, William Louden, Caroline Barratt-Pugh, Judith Rivalland, Mary Rohl, Mari Rhydwen, Sandra Lloyd, Therese Carr, 1994

This investigation provided a descriptive account of literacy practices in six different urban and rural communities across Western Australia. Over a period of several months, case studies were undertaken within 23 families in the communities and in the nine schools attended by two of the youngest children in each family. The primary aim of the research was to uncover, through a case study investigation, the similarities and differences in literacy practices between urban and rural communities. Communities were selected that represented, as far as possible, the linguistic, cultural, and social diversity of Australia. The study looked at the possible impact of the language background and socio-economic status of families upon their children's use and development of literacy and compared home and school literacy practices.

Key Findings

Although there was some evidence of more limited resources in rural and remote schools, there were few urban/rural differences in either home or school literacy practices. Many of the differences among family literacy practices appear on both sides of the urban-rural divide.

The case study children from non-English speaking background (NESB) attended schools which were remarkably uniform. The schools used similar whole-language based classroom strategies, the texts in use in the schools were almost uniformly mono-cultural and sometimes ethnocentric, and the school programs often assumed specifically Australian cultural knowledge which excluded some of the children in the case study families.

In contrast, the diversity among the nominally NESB families lead to a range of literacy practices more varied than those of nominally English speaking background. Even when families appeared superficially similar (in terms of race, class, language etc) closer observation showed that the same literacy practices may have significantly different meanings in different families.

The bilingual and multilingual parents faced a continuing dilemma about cultural and linguistic choices. On one hand many parents saw English oracy and literacy as the means of attaining a good education but on the other hand, many parents wanted to avoid the loss of culture which accompanies their children's loss of languages.

The category NESB was not very helpful in expressing the range of language diversity in the case study families. It characterised them by an attribute they do not have rather than by qualities which they have. In fact many of them were bilingual or multilingual.

There was some evidence of social class differences in home literacy practices. Some of the families of higher socio-economic status seemed to have more of the linguistic, cultural and financial resources which assist students to participate successfully in the literacy activities which school regard as important. Some of the families of lower socio-economic status had fewer books, fewer school-like strategies for helping with homework, and a less informed involvement in schools. However, the personal agency of individual families can be as important as their location on a static social stratification.

The literacy activities in the nine schools have much more in common than the literacy practices in the twenty-three case study families. Unlike the families studied the schools were almost uniformly monocultural and monolingual. Although significant proportions of time were spent on reading and writing in the schools, there was a similarity in the purposes to which literacy was put regardless of the location or type of school. Although the amount of reading and writing was unevenly distributed across the 23 families, there was a wide diversity of home literacy practices related to reading for pleasure, parent and child home study, parental occupations, sports and hobbies, and religion.

There appeared to be limited use of computers and television in the schools whereas there was much more use of television, radio and computers at home. However, the families revealed differential access to, and use of computers and television and with a few exceptions, these media were used for personal entertainment within a relatively narrow range of experience.

The research confirmed the significant role of the mother in home literacy practices. The study found that there were different roles taken by mothers and fathers in relation to their children's schoolwork.

The full results of the study are available in a two volume report.

Desert Schools - an investigation of English language and literacy among young Aboriginal people in seven communities.

Jean Clayton, Jenny Barnett, Graeme Kemelfield, Peter Muhlhauser, 1996

The project researched patterns and levels in the use of English and aspects of Aboriginal languages in a range of contexts in seven communities in the central desert region. The focus of research was the West and North-West of South Australia and the neighbouring borders of Western Australia and the Northern Territory. The study identifies recently implemented educational strategies designed to improve outcomes in literacy and language education and addresses issues in curriculum development and teacher professional development for these remote and isolated teaching contexts. The report also provides considerable resource material pertaining to teaching in this region of Australia and on language and literacy issues in Aboriginal education more generally.

Key Findings

It was found that English language and literacy development for the young people is a major goal for the communities in the study. However, the difficulties most students in these communities experience in achieving the level of sophistication which is sought for full participation in the wider Australian community, can lead to considerable frustration for them, their families and teachers, and may severely curtail opportunities for secondary studies and wider learning.

It was suggested that the sources of difficulty lie in a complex interaction of factors relating, on one hand, to socio-economic circumstances and language ecology of communities and, on the other, to characteristics of desert schooling, as well as being influenced by a complex of individual factors. These influence teenagers' school attendance, engagement with learning and understanding in the classroom, all of which in turn affect their English language and literacy development.

It was noted that communities express strong concern that English language and literacy development not be at the expense of community languages. Aboriginal community members interviewed made it clear that they wanted 'both ways' learning, with English and Aboriginal languages to be 'equal and level, not one rising above the other'.

Due to very restricted opportunities for employment and meaningful activity for young people and adults in remote communities there is no clear relationship between formal schooling and employment, or other outcomes likely to improve the socio-economic conditions. This has made the purposes of schooling problematic for them.

There was much dedicated effort apparent on the part of teachers and school authorities in desert schools but there were significant weaknesses in pedagogy, curriculum, and teachers' understandings and expectations, to be addressed in both primary and secondary age classrooms, particularly in relation to English teaching and intercultural knowledge and skills. Staff turnover and the preponderance of inexperienced teachers are major weaknesses identified in most schools in these communities.

Literacy at a Distance - language and learning in distance education.

William Louden, Judith Rivalland, 1995

This study provides a description of the literacy practices and strategies of distance learning students in Years 6 to 10. Data for the study include a language and learning survey and a set of 15 narrative case studies which describe the literacy practices of students and their families. The Report describes the materials and modes of delivery of distance education, and identifies three influences on achievement - family home background, students' textual strategies and home tutor roles. Ten prospective areas for improvement of distance education services are identified.

Key Findings

The physical distance between teachers and learners shapes the practices and strategies of distance education in four important ways: relationships, patterns of organisation, forms of support students receive, and patterns of assessment and feedback.

In schools the relationships between learners and the teachers are often more formal and rather custodial whereas among the students in the case studies there was a much wider range of relationships and more varied and informal patterns of control over their behaviour.

The role of the home tutors is pivotal in the success of distance education. Five overlapping home tutor roles were identified: supervisor, teacher, mentor, co-learner, parent.

Unlike the moment-by-moment adult supervision that characterises much learning in schools, many distance education students work unsupervised for much of their time.

The relatively limited availability of feedback from teachers was identified by many home tutors and students as a problem they faced in supervision. The long delay between students' submission of a set and the arrival back of marked work meant that many students paid little attention to the teachers' comments when they arrived.

Another assessment issue was the difficulty for teachers of making normative judgements based on the set work submitted by students.

A striking characteristic of distance learning was the set of textual strategies students used in dealing with their distance education materials. The five most common textual strategies students used were: skimming the text for tasks, deciding what is essential, going step by step, sticking to the facts, focusing on finishing, and calling for help.

Many of the students read their texts very quickly and in a very instrumental way. Most home tutors and students had an uncritical attitude towards the distance education texts that were provided for them, and showed little sense that the texts themselves might vary in quality.

Five forms of technological support for distance learning were encountered during the qualitative data collection for this study: telephone, air lessons, computers, telematics, and interactive television.

Of these five forms, the most frequently encountered were the use of telephones and air lessons. Phone calls to teachers that were recorded were more successful in solving organisational than learning problems. Computers (40-60% used them) had been implemented successfully, allowing for speedy submission of work by modem. However the use of computers was plainly in its infancy compared with air lessons and telephones. The use of telematics and interactive television was also in its infancy, prone to technical failure, and incompletely integrated into written set work.

The study identified three kinds of influence on student achievement: family background, students' textual strategies, and home tutor roles.

The factors predicting students' English grades were all directly related to practices with books. The frequency of reading books, whether the home tutor read aloud, discussed the books being read and the number of ways the home tutor interacted with any of the children in regard to reading and writing were all factors in achievement.

Higher achieving students used textual strategies such as careful reading, re-reading and underlining of the text to enhance understanding. They also had a wider range of strategies available to deal with text they did not understand.

For some students the generally non-custodial relationships with home tutors enabled them to experience more success than they had in regular schools.

SCHEDULE 3 – FULL SERVICE SCHOOLS PROGRAMME PROJECTS AND ACTIVITIES
(Examples of models being trialed in rural and remote areas during 1999-2000).

NORTHERN TERRITORY (Wadeye/Port Keats)
(Port Keats is 420 km south west of Darwin and the last settlement on the road from Darwin within the Daly River Reserve).

Cultural tourism project for young Aboriginal men at Wadeye

The Catholic Education Office in Darwin, the Christian Brothers, Our Lady of the Sacred Heart School in Port Keats, Kardu Numida the local government Aboriginal Council, Memelma, the Council of Elders and the Northern Territory Government support the project.

The Christian Brothers in Wadeye, with the support of the Council of Elders, have developed this project in an area where training initiatives, employment opportunities and recreational facilities are scarce. This project aims to bring some meaning and purpose into the lives of the young men who are "lost", alienated, have poor self image, have no expressed need for the Elders and little interest in their own Aboriginal culture, and have minimal contact with the wider world. The long-term plan is to launch a cultural tourist industry for secondary schools throughout Australia. The young men from Port Keats will act as hosts and tour leaders. The Christian Brothers have educational institutions throughout Australia and overseas and see a potential cultural tourism market for Port Keats to tap into.

In 1999, the first year of the project, the aim is to strengthen the literacy and numeracy skills of approximately twenty 16-18 year old Aboriginal men with a history of poor school attendance in Wadeye, a remote Aboriginal community in the Northern Territory. This will be achieved by training them to host a group of their non-Aboriginal peers from Brisbane for 10-12 days in their home country and to return the visit to Brisbane for 12 days. The activities will include:

- reading, watching videos and listening to visiting speakers about Aboriginal tourism;
- defining the potential of the project for themselves and for Port Keats, learning about the visiting group from Brisbane, non-Aboriginal culture, and urban survival skills;

- learning to operate a computer, email, fax and telephone and write letters;
- learning about Aboriginal culture, history, geography, local protocols from Elders;
- participating in hunting, identifying bush tucker, dancing, singing - learning about land, language and culture and preparing teaching resources;
- planning and organising the visit to Brisbane and Port Keats including timetable and sites to visit with Elders;
- preparing budgets, ordering and purchasing equipment, food etc;
- planning healthy menus, and discussing food preparation including hygiene; and
- planning, organising and packing for the visit to Brisbane.

During 2000, the group will undertake skills training in work related areas such as computing, occupational health and safety, literacy, numeracy, job seeking, etc. These will be integrated with work experience in fields such as retail, clerical, electrical, automotive, building, art, sport and recreation. It is anticipated that their participation in the project will lead to further education and training opportunities and possible future employment.

QUEENSLAND (State wide) Distance Education and alternate settings

<u>'ACCESS TO OPPORTUNITY' addressing the needs of isolated and alienated young people.</u>

Through this programme students in schools throughout Queensland will gain access to Study Area Specification (SAS) courses through the Brisbane School of Distance Education.

It is anticipated that many Queensland schools will have difficulty in offering some SAS courses due to small enrolments of students. It is planned to offer the courses to schools through the distance mode and thus increase the opportunity for students to participate in relevant courses. This will allow small high schools to provide a wider curriculum choice and hence be more effective in addressing the needs of young people who are at risk. Students in isolated areas will have the opportunity to access literacy, numeracy and vocational courses otherwise unavailable to them.

The Distance Education and Alternate Settings Programme will be addressing the needs of isolated and alienated young people under 18 years of age. The Burdekin Report identified the critical link between appropriate education and the opportunity for a young person to experience success. Many young people enrolled in alternate settings (Q Groups) in Queensland have previously been formally excluded from mainstream education.

QUEENSLAND - Cairns district
(from Mossman in the north to Gordonvale in the south)

<u>Establishment and operation of a Link-Up Centre for Cairns district schools</u>

A Link-up Centre will be established as a non-institutional 'hub' for student referrals from all Cairns district schools. Each school will allocate in-house coordinators to work with the Centre Coordinator to:

- ascertain student needs; and
- access appropriate courses through TAFE, private providers, community organisations, local industry and welfare agencies;

- case manage and mentor 'at risk' students – professional, pastoral, vocational and academic support will be provided for a minimum of 20 hours per week;
- involve a wide range of community resources and agencies, industry, private providers and government agencies to meet the personal, pastoral and educational needs of the target group:

    - the Centre will act as the organisational hub for the programme; and
    - organisations include Cairns City Council, Lifeline, Centrecare, Anglican Youth Services, Youth Link, Youth Employment Towards Independence (YETI), FNQ Employment, Youth and Community Combined Action (YACCA) and Just Ask Counselling;

- organise direct support for outlying schools or decentralisation of some of the 'hub' services; and
- provide flexible activities, in-school support, and transport subsidies, as required, to meet the needs of participating schools.

TASMANIA - Huon Valley
(Elizabeth College and feeder and associated high schools).

Education and training and work pathways for "At Risk" Students

Elizabeth College will have a range of Alternate Programs operating in 1999 and 2000. The College staff will provide individualised Alternative Integrated Curriculum Programmes for students including:

- Skills for Life and Work;
- Job Readiness programme including the development of an individual Job Pathways Plan;
- Towards 2000;
- Making and Selling; and
- Enterprise programme;

underpinned by literacy, numeracy and information technology modules.

Students will also have access to:

- a range of community support services;
- a range of Tasmanian Certificate of Education (TCE) subjects including wood, automotive, catering, metal, video production; and
- a range of levels of maths and English subjects.

The FSS funding will support:

- the implementation of the Alternative Programmes;
- the case management of students 'at risk' of not completing years 11 and 12;
- the provision of targeted literacy and numeracy programmes; and
- the professional development of participating schools and college staff.

The FSS programme also targets the development of linked programmes between feeder schools and the college to assist in retention of years 10-11 students and appropriate course enrolment. The activities are supported by the college, the Department of Education and Training and the local community.

SOUTH AUSTRALIA – Port Augusta
(Port Augusta Secondary School [Seaview and Stirling Campus], Caritas College.)

Schools in the Port Augusta, Mount Gambier, Murray Bridge, Whyalla, Port Pirie and Davenport area have collaborated to develop strategies appropriate to their location and meet the needs of their particular community. Students will:

- be case managed by a range of local agencies and participate in structured programmes that will bring together the youth support agencies in their town including TAFEs, local Council Youth Activities Service Officer, Family and Youth Services, Aboriginal Education and Youth Workers, Job Pathways, Employment & Training, and the Child Adolescent Mental Health Service; and
- have an individualised programme that may include some existing school-based studies with elements of the three projects listed below.

TAFE – Practical Certificates.

A Youth Allowance Counsellor at Port Augusta Secondary in consultation with the local Centrelink Youth Officers will identify students to:

- participate in a choice of three 3 hours per week TAFE modules for 30 weeks;
- gain South Australian Certificate of Education (SACE) accreditation through school-based courses (eg industry based Maths and Science) which will run alongside their TAFE commitments (eg SACE Stage 1 and 2 Hospitality);
- participate in modules in practical certificates (eg Kitchen Hand) which offer employment opportunities in the region; and
- participate in activities to improve their confidence, job seeking and work readiness skills.

<u>School-based delivery of Certificate of Preparatory Education.</u>

A Youth Allowance Counsellor at Port Augusta Secondary in consultation with the local Centrelink Youth Officers will identify students:

- to participate in a Certificate in Preparatory Education (CPE) or Introductory Education Certificate (IVEC);
- to participate in Spencer Institute of TAFE-developed literacy and numeracy modules which will be embedded into 2 SACE Community Studies modules (English in the Community and Maths in the Community); and
- who School Support Officers will support in small learning groups.

<u>Community Learning – SACE 1 and 2 Community/Integrated Studies.</u>

A Youth Allowance Counsellor at Port Augusta Secondary in consultation with the local Centrelink Youth Officers will identify students:

- to participate in two community based projects with older adolescents developing activities for young people in their town;
- who will work with Youth Development Officers, and Child Adolescent Mental Health Service Workers, local Council Youth Worker; and
- to be involved in a Peer Education Programme.

Work undertaken by these students will be described and assessed using the SACE Stage 1 Integrated Studies framework and students will be able to gain credit for these units.

VICTORIA - FAR EAST GIPPSLAND

Nagle College, Bairnsdale Secondary College, Lakes Entrance Secondary College, Orbost Secondary College and Cann River College all have Koori students who will be participating in this project.

<u>Koori vocational skills.</u>

The project covers secondary schools in the Shire of East Gippsland from Bairnsdale in the West to Mallacoota the furthest east on the NSW border. The district is heavily reliant on primary production and tourism with few manufacturing or processing industries. Unemployment rates among young people are very high with that for 15 - 19 year olds over 40%. The schools in some cases are very isolated with the furthest school being seven hours drive from Melbourne.

This activity will provide Koori students with a variety of activities to improve life skills, self esteem, literacy and numeracy skills necessary to complete their education to Year 12 as well as preparation for work and further training.

The activities include:

- modified curriculum including English and Maths programmes with units on Koori language, culture and history;
- a wilderness programme – to enhance decision making skills;
- vocational trips – to provide vocational and cultural enrichment experiences;
- work experience – to enhance vocational and career options for Victorian Certificate of Education (VCE) and Year 10/11 students;
- a VCE vocational camp – to prepare Year 10 students for VCE and maximise retention rates;
- cultural excursions – to enhance positive self image and cultural understanding;
- VCE driver education – for 17-18 year olds;
- parent involvement- to develop positive attitude towards education and training;
- literacy and numeracy – to improve skills through VEGAS tutoring and voluntary parental assistance; and
- Koori enterprise programme – tour guiding of cultural sites and wilderness tourism.

VICTORIA - DAREBIN

(includes the areas of Brunswick, Coburg, Glenroy, Fawkner, Northcote, Fairfield, Thornbury, Reservoir, Preston and Kingsbury.)

Shopfront Learning Centres at Northcote and Reservoir

This activity will use computers with Internet and/or intranet capabilities, and teaching staff in local government Shop Front Youth Centres operated at Reservoir and Northcote Plazas. The Centres will be used to deliver literacy and numeracy programmes:

- Students at risk, enrolled in participating schools, will be able to access parts of their school programmes via Shopfront Learning Centres which operate outside normal school hours and do not have the formality of a traditional school setting; and

- Kangan Batman TAFE is developing TAFE modules on CDs/multimedia and other flexible delivery resources for these students. Additional TAFE educational programmes are being developed for students at risk which will be used, as they become available. Teaching staff will be available to provide on-line tutorial support for students and facilitate the combination of work and school where appropriate.

On-line literacy and numeracy programmes

Students will be identified through a Screening Diagnostic Testing process as being at risk because of poor literacy and numeracy skills. On-line self-paced, modular and multi-level programmes to improve literacy and numeracy will be available in a range of locations 24 hours per day. They will have immediate relevance to users because of their linkages to vocational programmes, driver education, chat lines, etc.

The Kangan Batman TAFE automotive studies literacy programme (YAITS) and 'Successmaker' interactive literacy/ numeracy modules will also be available to the students. Teacher access/interaction will also be available. The Digital Resource Centre/Educational Channel will allow the range of programmes to be extended.

Screening Diagnostic Testing

This screening process will identify the specific reasons for lack of success at school or alienation of individuals including literacy/numeracy levels, self esteem levels, social skills, health issues and an analysis of reasons for absenteeism. These screening tests will be provided mainly on-line, and will be available in participating schools and local government Shop Front Youth Centres in Reservoir and Northcote Plazas:

- the aim is to match young people to community support programmes appropriate to their needs and encourage these people to re-enter education and training;
- Job Pathways, Northern Metropolitan Institute of TAFE and Kangan TAFE, Adult and Community Further Education (Northern Metropolitan) offer courses in literacy and numeracy, job readiness and TAFE entrance and are willing to participate in the project; and
- initially an appropriate computer-based screen tool will be developed/purchased.

VICTORIA, Dandenong / Casey Area Network
(The project covers schools in the two local government areas of the City of Greater Dandenong and the City of Casey. Two neighbouring schools - Brandon Park Secondary College and Pakenham Secondary College are also included for reasons of proximity and current informal cluster groupings.)

There are five FSS programme activities in the City of Dandenong and City of Casey areas including a collaborative school-managed shared resources programme to provide students at risk with access to a broader range of experiences and opportunities than any one school can provide. Under this programme, retention of students to complete Year 12 will be addressed by using school, business and community resources.

Supporting education resilience programme

The Supporting Education Resilience Programme (SERP) will provide staff time to support school programmes that engage students who are unable to cope with the expectations of a traditional curriculum/schooling due to lack of motivation, behavioural problems, learning difficulties and poor self esteem.

This activity will:

- provide a strong support structure and supportive environment, particularly in terms of:

    - engaging vulnerable families in working with schools to promote student success;

- resourcing students and staff with coping strategies and in forming partnerships with non- school agencies;
- modified or alternative school programme with work placements to:

  - improve literacy and numeracy skills;
  - improve transition to TAFE, VCE or employment;
  - develop team skills and attitudes;
  - build self esteem and strong work ethic; and
  - assist to become an independent learner.

Personal Development Programmes For Students At Risk

A range of personal development programmes will be offered on a needs basis to students who have been identified as being at risk. These will include:

- a wilderness programme – social and personal growth, self-esteem, planning skills, self-knowledge, group problem solving;
- an outdoor education programme – as above; and
- a young women's group with a peer support programme using trained consultants and community agencies to deal with issues relevant to the group – awareness of body image, knowledge of community agencies and job programmes, and interview skills.

Work placement programme

This activity aims to facilitate students with learning difficulties, behavioural problems, poor motivation and lack of direction to access vocational experiences in Years 10 and 11. An alternative study and work programme will target the individual's needs and interests and aims to improve their levels of achievement in the Key Learning Areas and their transition to TAFE, New Apprenticeships or employment. These students will:

- complete 4 periods per week - locating potential work placements, investigating career options, preparing job applications/resumes, enhancing workplace literacy and numeracy skills, and learning the process of finding employment:

  - students will visit businesses/companies to participate in interviews and evaluation of workplace experiences;

  - work placements will be coordinated and managed by two Work Placement Coordinators; and have an individual case management plan that will involve parents supporting students in academic and vocational activities.

Practical skills development programme

This activity will offer Year 10-12 students the opportunity to participate in a range of practical informal activities developed by schools. It is distinct from work placement in that the experience is controlled by the school and therefore can provide a more gradual transition to work for students who may be third generation unemployed. This will allow students to learn work skills such as punctuality, negotiation, application and assertiveness skills:

- programmes are for 6 weeks and offered on a rotational basis to assist students to gain practical skills, a sense of achievement and competence, and work ethics (punctuality, respect for others, awareness of their rights and responsibilities). The activities include designing and building community facilities; stripping and rebuilding cars; multimedia activities; cooking; horticulture; and basic plumbing. The aim is to increase their interest in school/academic activities and relationships with peers and teachers, improve their achievements in the Key Learning Areas, and improve their productivity and understanding of self evaluation/self-assessment.

Materials and programme sharing network

A central resources bank of programmes and materials for schools and agencies involved in delivering programmes for students at risk will be developed. Its aim is to support teachers, community agencies, and business/industry organisations in the development of innovative and cooperative initiatives that address the needs of these students and increase their ability to complete their Year 12 studies, other training or gain employment:

- activities also include the establishment of a Programme Coordination Group and web page and email network.

VICTORIA, Ballarat, Daylesford, Beaufort and Lake Bolac
(City of Ballarat, Daylesford, Lake Bolac and Beaufort Schools in the Central Highlands Wimmera Region of the Department of Education).

The FSS programme activities aim to re-engage students living in the Ballarat and District, Central Highlands, Wimmera region who have difficulties in successfully accessing learning in mainstream school programmes and disengaging from school and who alienate themselves from effective transition to further education, training and employment. The activities will:

- develop individualised Student Learning Profiles;
- access existing or develop new programmes to match these profiles;
- forge new links and enhance existing links with community agencies and support organisations; and
- encourage cooperation of all participating schools to deliver effective and sustainable programmes.

Student learning audit and student learning profiles

Student Learning Audit and Student Learning Profiles will identify student's strengths and weaknesses and needs relating to risk factors and will be used to:

- determine the types of programmes that best suit the needs of each student, to assist them to re-engage in learning; and
- provide an ongoing tool to identify the issues that will affect their staying at school to complete Year 12.

Case management programme

Students who are 16 – 18 years will be provided with intensive personal support to assist them to overcome a range of identified barriers to remaining at school to complete their secondary education through:

- Case Manager/Mentor support;
- establishing links with community support agencies and Jobs Placement, Employment Training (JPET) providers;
- establishing networks and support in the wider community;
- engaging in planning and setting goals; and
- developing improved coping and self-management skills.

Personal development programmes and related professional development for staff

Personal Development Programmes to meet student's needs as identified in their Student Learning Profile will be provided:

- by external providers (Workready, Music and Mechanical Workshop, TAFEs, Adult Education Centre, Group Training Company's Skills Training Centre) brokered to develop and provide programmes; or
- within schools once teachers have received related professional development.

Vocational Education and Training Certificate 1 programmes

Students who are at risk and whose learning style favours programmes that provide opportunities for the practical application of learning, will be able to complete the Vocational Education and Training Certificate 1 through completion of both in-school elements and off-site workplace activities utilising existing programmes where possible:

- the 'gaps' will be initially filled by brokering a provider (such as Workready, TAFE, Adult Education Centre or Skills Training Centre) with an existing programme or the development of a new programme;
- courses will focus on health and workplace safety, vocational specific programmes such as hospitality, automotive and others that meet the student's interests.

Relevant professional development for teaching staff

The professional development needs of teachers in relation to their qualifications and their ability to deliver the required Vocational Education and Training Certificate 1 programmes will be also be analysed and professional development programmes will be designed to meet their needs.

Project coordination and administration

A Project Manager will increase the communications, liaison and cooperation between participating schools.

Action Research Project

The Action Research Project will be undertaken by the University of Ballarat to research and assess the effectiveness of the processes used and programmes delivered for at risk students in this region.

SCHEDULE 4 - GOVERNMENT SECTOR TEACHER RECRUITMENT DIFFICULTIES

State and Territory education authorities have provided advice to DETYA on recruiting difficulties for teachers. This information indicates that secondary school mathematics, science and industrial arts are the teaching specialisations with the most widespread recruitment difficulties. For these specialisations, recruitment difficulties are being experienced in at least part of New South Wales, Queensland, South Australia, Western Australia, Tasmania and the Northern Territory (see Table 18).

Recruitment difficulties are most evident in the Northern Territory, Western Australia and Tasmania, with each having five or six secondary school teaching specialisations with recruiting difficulty in part of their State/Territory. The Australian Capital Territory education authority, on the other hand, reports no significant recruitment difficulties for teacher specialisations (see also Table 18).

Very few recruitment difficulties were reported in respect of primary school teachers.

Table 18:   Government Sector Recruitment Difficulties By Secondary School Teaching Specialisation

Specialisation	NSW	VIC	QLD	SA	WA	TAS[5]	NT	ACT
Information technology				R	M R	R	M R	
Sport/Physical education			R		R	R	R	
Music						R	R	
Mathematics	R		R	M R	M R	R	M R	
Science	R		M R	M R[3]	M R	R	M R	
Industrial Arts	M R		R	M R	M R	R	R	
Asian languages		M R		M R				
Other languages (other than English)		R[1]	M R					
Other (please specify)			M[2] R[2]	M R[4]			R[6]	

M = Metropolitan Area   R = Country/Rural

1.   Recruiting difficulties are emerging in some country areas in French and German – in particular the Loddon Campaspe – Mallee region, based at Bendigo.
2.   Manual Arts, Business/Information Technology, Senior English.
3.   Including Agricultural Studies.
4.   Dance and Media Studies (to Year 12).
5.   Tasmania has experienced some difficulties in filling positions outside the Greater Hobart area through the Department's Temporary Teacher Register. The difficulties were with one position in each of the following subject areas: information technology, physical education, music, mathematics, science and industrial arts. The positions offered have been medium term temporary positions (less than a year's duration and/or part time). The positions were filled after advertisement in Tasmanian newspapers.
6.   Accounting, Economics.

SCHEDULE 5 - YEAR 12 COMPLETION RATES

Background

Each year DETYA publishes information about Year 12 completion rates for students by socio-econ
collected from State and Territory Boards of Studies and then provided to a consultant who calculate
economic status and location.

The database used to define the completion rates combines the following data:

- an estimate of the age 15-19 years population derived from the Australian Bureau of Statistics' (
  by statistical local area;
- Year 12 completions data by postcode and gender ;
- two ABS indexes: the Index of Education and Occupation (EdOcc) and the Index of Relative Soc
- the statistical local area to postal area concordance file derived from the ABS Census; and
- the classification of rural, remote and metropolitan areas developed by the Department of Prima

Year 12 completion rates (a), by locality (b) and gender, Australia 1994-1998 (per cent)

Year	Urban			Rural			Remote (c)			Total	
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Fema
1994	66	76	71	57	71	64	51	65	58	63	74
1995	64	75	69	54	70	62	46	59	52	61	73
1996	62	72	67	55	72	63	46	65	55	59	71
1997 r	61	71	66	54	70	62	43	62	51	58	71
1998 f	62	73	67	55	71	63	48	61	54	60	72

It is important to note that there are variations in assessment, reporting and certification methods for year 12 ac

f Final data

r Revised data – previous published data were preliminary figures. Final figures have now been received and the origi

(a) These figures are estimates only. They express the number of Year 12 completions (year 12 certificates issued by of the estimated population that could attend Year 12 in that calendar year.

(b) Definitions of Urban, Rural, Remote are based on the Urban, Rural, Remote Classification developed by DPIE. Urb and Queanbeyan.

(c) Remote comprises approximately 3 per cent of the 15-19 year old population in 1998 and, as a result, relatively sma population or in the numbers of completions annually can lead to apparent substantial changes in the completion rates f

Source: DETYA, derived from data supplied by State secondary accreditation authorities and the ABS

Department of Education, Training and Youth Affairs

SCHEDULE 6 – REPORTING ARRANGEMENTS – AEP GOALS

Preliminary Outcomes of IESIP Reporting Arrangements

A performance monitoring and reporting framework is being used by the Commonwealth to monitor progress towards achieving the commitments made by all Governments to the AEP goals. This framework draws on data from the national data collections, education provider performance reports and monitoring group reports. Based on this information, contributions are prepared for the annual National Report on Schooling in Australia.

Over 170 education providers have now reported on their Indigenous education outcomes against these performance indicators and annual targets for 1997 and 1998.

All IESIP recipients reported on their progress in improving the **literacy and numeracy** skills of their Indigenous students. The outcomes reported by all the State Government systems consistently showed significant gaps between the assessed literacy and numeracy skills of Indigenous students compared with non-Indigenous or all students.

For the government school systems, the key literacy and numeracy performance indicators are based on the particular State literacy and numeracy testing procedure such as the Basic Skills Test in New South Wales and the Learning and Assessment Project in Victoria. The States report on the literacy and numeracy skills of their Indigenous students compared with non-Indigenous students or all students.

For example, the NSW Department of Education and Training is reporting the average mean scores of Indigenous students in literacy and numeracy in the Basic Skills Test compared with the average mean score of all students for Years 3 and 5. The targets aim to reduce the gap between the average mean scores. The Victorian Department of Education is reporting the percentages of Indigenous students compared with non-Indigenous students that are assessed in the Learning and Assessment Project in Years 3 and 5 in literacy (reading and writing) and numeracy (number and measurement) in each of 4 skill levels . The Victorian targets aim to reduce the percentage of Indigenous students assessed in the lower 2 levels.

A number of government school systems were able to provide reliable data from 1996 to 1998 on comparative literacy and numeracy skills to enable an assessment of whether improvements are being made. Caution must be taken however in assessing progress over such a short period of time. Analysis of outcomes over a longer time period is required to assess whether changes from year to year are systemic or result only from differences between cohorts of students. There are indications however that some government systems obtained reductions in the gap between Indigenous and non-Indigenous students between 1996 and 1998 for some year levels.

Retention of Indigenous Students

The retention of Indigenous students to the senior years of secondary schooling has always been very low compared with non-Indigenous retention rates. The national apparent retention rates to Year 10, Year 11 and Year 12 for Indigenous and non-Indigenous students from 1994 to 1998 are provided in Table 1 below.

The Indigenous apparent retention rate to all three year levels improved between 1996 and 1997, and again between 1997 and 1998. Indigenous apparent retention rates to Years 10 and 11 are the highest they have been since reliable national data became available. The 1998 Indigenous apparent retention rate to Year 12 is approaching the previous peak recorded in 1994 with the gap between the Indigenous and non-Indigenous rates in 1998 now lower than ever previously recorded. However, the gap is still such that Indigenous students are two and a half times more likely to leave school before finishing Year 12 than non-Indigenous students.

An examination of grade progression ratios in secondary schooling sheds light on the attrition of Indigenous students at the various grade levels. Table 2 below shows the grade progression ratios from Years 8 to 12 for both Indigenous and non-Indigenous students from 1996 to 1998.

The progression of Indigenous students from Year 10 to Year 11 and from Year 11 to Year 12 improved significantly between 1996 and 1997, but fell slightly from 1997 levels in 1998.

As Table 2 shows, a significant number of Indigenous students do not complete the compulsory years of schooling, with only 94.2% of Indigenous students progressing from Year 8 in 1997 to Year 9 in 1998, a loss of 429 students, and the loss of a further 916 students between Year 9 and Year 10.

The data also shows that Indigenous students are around 15 times more likely than non-Indigenous students to leave school between Year 8 and the end of Year 9, around 6 times more likely to leave between Year 9 and the end of Year 10, around 3 times more likely to leave between Year 10 and the end of Year 11 and around 3 times more likely to leave between Year 11 and the end of Year 12.

The cumulative effects of these differences in school exit rates result in the large difference between the apparent retention rates of Indigenous and non-Indigenous students to Year 12.

Table 1:   Apparent retention rates (a) of Indigenous and non-Indigenous students to Years 10, 11 and 12, all schools, Australia, 1994 to 1998 (per cent)

	1994	*1995*	*1996*	*1997*	*1998*
Year 10					
Indigenous	78.6	76.5	75.8	80.6	83.1
Non-Indigenous	97.4	96.9	97.3	97.6	97.5
Difference (percentage points)	**18.8**	**20.4**	**21.5**	**17.0**	**14.4**
Year 11					
Indigenous	47.5	48.8	47.2	49.6	52.3
Non-Indigenous	86.3	84.1	84.3	85.3	85.4
Difference (percentage points)	**38.8**	**35.3**	**37.1**	**35.7**	**33.1**
Year 12					
Indigenous	32.5	30.6	29.2	30.9	32.1
Non-Indigenous	75.6	73.2	72.4	72.8	72.7
Difference (percentage points)	**43.1**	**42.6**	**43.2**	**41.9**	**40.6**

Note: Apparent retention rates for Indigenous students may be affected by an increased propensity over time to identify as Indigenous.

Table 2:   Grade progression ratios for Years 8 to 12, Indigenous and non-Indigenous students, Australia, all schools, 1996 to 1998 (per cent)

	Indigenous			*Non-Indigenous*		
	1996	1997	1998	1996	1997	1998
Year 8 to Year 9	95.0	94.4	94.2	99.7	99.9	99.6
Year 9 to Year 10	84.8	83.3	86.4	97.7	98.0	97.6
Year 10 to Year 11	61.7	65.5	64.9	87.0	87.7	87.5
Year 11 to Year 12	59.8	65.5	64.8	86.1	86.4	85.2

SCHEDULE 7 - AVAILABLE INDIGENOUS DEMOGRAPHIC AND EDUCATIONAL OUTCOMES DATA ACROSS THE EDUCATION AND TRAINING SECTORS

The following statistics are drawn in the main from the ACER statistical annex to the Department's School to Work Transition of Indigenous Australians taskforce report which is based on the 1991 and 1996 Census and supplemented with advice from the National Schools Statistical Collection, the Vocational Education and Training Statistics Collection, the Higher Education Student Data Collection, the 1994 National Aboriginal and Torres Strait Islander Survey and departmental programme monitoring.

The 1996 census showed that there were about 353,300 Indigenous Australians, comprising 2.1% of the total population. The majority of Indigenous Australians live in NSW (28.7%) and Queensland (27.1%).

Like the overall Australian population, the overwhelming majority of Indigenous Australians live in either capital cities (26.2%) or in other urban areas (62.9%). Nevertheless, Indigenous Australians are more likely to live outside capital cities than other Australians. 62.9% of the Indigenous population live in other urban areas and 10.9% live in rural areas, cf. 41% and 2.4% for the non-Indigenous population, respectively.

The Indigenous population is substantially younger than the non-Indigenous population, with a median age of 20.1 years, or some 14 years younger than the overall population. The 1994 National Survey of Indigenous people showed that around 70% of Indigenous Australians are under 25 years of age, compared to about 45% of all Australians. In 1996, there were about 120,000 Indigenous students across the preschool, school and VET sectors.

An analysis of successful course completions and qualifications of 20 to 24 year old Indigenous Australians (1991-1996) shows that educational attainment has improved. The percentage of Indigenous Australians with a post-secondary qualification increased from 8% to 11.7% and the percentage who left school at age 15 or younger declined from 36% to 29%. In 1991 non-Indigenous Australians were 3.3 times more likely to have a post-school qualification than Indigenous Australians. In 1996 this difference had declined to 2.8 times. Each category of post-school qualification has shown some increase, but the greatest proportional increase was for degrees. There was also a proportional shift within qualifications away from basic vocational qualifications towards higher-end qualifications.

Participation in Higher Education

Indigenous higher education participation has improved significantly over the last decade. In 1987 Aboriginal and Torres Strait Islander students represented only 0.5 % of all Australian higher education students; in 1998 there were over 7,700 Indigenous students, comprising 1.3% of all students (further details are in Table 1 below). Despite this increase, Indigenous people remain under-represented in higher education as they comprise approximately 1.7% of the population aged 15-64 (1996 Census). A comparison of participation rates for 15 to 19 year olds and 20 to 24 years olds shows that there is a greater tendency for Indigenous youth to delay entry to higher education.

The typical level of study for Indigenous Australians in higher education is still lower than for non-Indigenous students. In 1998, over 95% of non-Indigenous students were undertaking bachelor degrees or postgraduate studies, compared with about 60% of Indigenous students. Of the remaining 40% of Indigenous students, about half were pursuing other undergraduate awards, including diplomas and advanced diplomas, and about half were in enabling or non-award courses. Details on award course completion rates are in Tables 2, 3 and 4 below.

The Department's annual Higher Education Student Statistical Collection uses self-identification as the basis for statistics on the participation of Indigenous people in higher education. The Department has encouraged higher education institutions to verify this information to the extent practicable and institutions have adopted a variety of measures for this purpose.

There is a significantly higher proportion of Indigenous Year 12 students who do not go on to higher education, nor are they disproportionately attracted to the VET sector. In 1996, the year 12 retention rate for Indigenous students was about 40% of that of non-Indigenous students, yet for that cohort the higher education participation rate was only 24% of that of non-Indigenous students.

Compared with non-Indigenous students, 15 to 19 year old Indigenous students who enrolled in higher education for the first time in 1996:

- were more likely to be admitted to higher education courses on the basis of special entry or other criteria, rather than on the basis of their Year 12 study;
- more likely to have completed a qualification other than Year 12;
- more likely to enrol in a diploma or enabling course rather than a degree.

In 1998 there were 1,325 Indigenous students in courses in the broad field of study 'Education'. This figure represents:

- 1.9% of all non-overseas students in this field;
- 17.0% of all Indigenous students; and
- a 34% increase over the equivalent figure for 1989.

Table 1: Number of Indigenous students in higher education for each year from 1987 to 1998 in total and as a percentage of all non-overseas students

Year	Number of Indigenous students	Indigenous students as percentage of non-overseas students
1987	1,933	0.51%
1988	2,565	0.64%
1989	3,307	0.80%
1990	3,609	0.79%
1991	4,807	0.96%
1992	5,105	0.98%
1993	5,578	1.05%
1994	6,264	1.16%
1995	6,805	1.22%
1996	6,956	1.20%
1997	7,461	1.25%
1998	7,789	1.30%

Table 2: Number of award course completions by Indigenous students for each year from 1989 to 1997, in total and as a percentage of all award course completions by non-overseas students

Year	Indigenous students' award course completions	Indigenous students' completions as percentage of non-overseas students'
1989	589	0.67%
1990	483	0.54%
1991	606	0.60%
1992	646	0.57%
1993	677	0.55%
1994	800	0.63%
1995	863	0.68%
1996	949	0.74%
1997	1,066	0.79%

Table 3: Award course completions by Indigenous students in the Education broad field of study, by broad level of course, 1989 to 1997

	1989	1990	1991	1992	1993	1994	1995	1996	1997
Higher Degree—Research	0	2	0	0	2	3	0	3	2
Higher Degree—Coursework	1	1	1	11	3	6	12	14	20
Other Postgraduate	15	18	45	31	29	38	42	38	35
Bachelor	36	38	77	77	94	113	121	167	134
Other Undergraduate	129	151	114	141	102	97	90	89	82
Total	**181**	**210**	**237**	**260**	**230**	**257**	**265**	**311**	**273**

Table 4: Award course completions by Indigenous students in the Education broad field of study, by specific field of study, 1989 to 1997

	1989	1990	1991	1992	1993	1994	1995	1996	1997
Education—General	0	3	1	5	2	5	3	4	6
Initial Teacher Educn.—General	2	2	7	6	4	7	7	10	4
Initial Early Childhood Teacher Educn.	20	25	28	30	18	13	14	17	45
Initial Primary Teacher Educn.	93	86	69	92	84	47	72	59	41
Initial Secondary Teacher Educn.	18	23	24	15	22	23	21	20	28
Initial TAFE Teacher Educn.	9	15	5	3	3	14	15	5	5
Initial Special Teacher Educn.	0	0	10	15	13	12	5	4	0
Initial Teacher Educn.—Other	7	4	3	8	15	44	39	72	29
Post-initial Teacher Educn.—General	6	2	14	13	21	27	32	20	33
Post-initial Early Childhood Teacher Educn.	0	2	3	1	6	0	1	4	4
Post-initial Primary Teacher Educn.	10	8	19	26	4	27	11	37	13
Post-initial Secondary Teacher Educn.	2	1	1	6	2	2	3	5	1
Post-initial TAFE Teacher Educn.	0	2	0	1	1	0	0	1	2
Post-initial Special Teacher Educn.	2	3	6	2	4	1	1	2	3
Post-initial Teacher Educn.—Other	2	3	10	7	6	4	12	10	6
Educn. Other Than Teacher Educn.—General	0	8	16	3	7	8	12	26	40
Educational Administration	0	0	2	2	1	0	2	5	5
Educational Counselling	1	0	0	0	0	0	2	2	0
Education Media	0	0	0	0	0	0	0	1	0
Tertiary Educn.	0	0	0	0	0	1	1	0	0
Nurse and Health Educators Educn.	1	0	0	0	1	4	1	3	4
Educn. Other Than Teacher Educn.—Other	8	23	19	25	16	18	11	4	4
Total	181	210	237	260	230	257	265	311	273

However, in 1998, there were only 50-odd Indigenous students undertaking post-initial level courses for teaching in the early childhood, primary or secondary school sectors. Further advice on the numbers of award course completions by Indigenous students in the 'Education' broad field of study from 1989 to 1997, by broad level of course and by specific field of study are at Tables 3 and 4 in Attachment 8.

Participation in Vocational Education and Training

In 1998, 3.7% of VET clients identified themselves as being Indigenous Australians, which is significantly higher than their representation of 1.7% in the general population aged between 15-64 (1996 census).

In 1998 there was relatively little difference between the participation rates of Indigenous and non-Indigenous 15 to 19 year olds, with 23.6% of Indigenous Australians in VET in this age group compared with 22.0% for non-Indigenous Australians. For 20 to 24 year olds, the participation rates were 17.1% for both groups.

Although Indigenous people may be well represented in VET overall, they tend to be in lower level and shorter courses compared with non-Indigenous Australians. In 1998, around 35% of Indigenous enrolments were in AQF Certificate I and II and Senior Secondary courses, around 13% in AQF Certificate III and equivalent, and 11% in Diplomas and AQF Certificate IV and equivalent courses. By comparison, non-Indigenous enrolments were 20%, 17% and 22% respectively.

An ACER analysis of participation of Indigenous youth in education and training suggests that the VET sector is to some extent serving different purposes for younger Indigenous and non-Indigenous Australians. For younger Indigenous Australians, VET is principally an alternative to schooling as a means for continuing education and training, while for younger non-Indigenous Australians it complements 12 years of schooling.

Attachment 1 - National Aboriginal And Torres Strait Islander Education Policy

Involvement of Aboriginal people in educational decision-making

Goal 1   *To establish effective arrangements for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of pre-school, primary and secondary education services for their children.*

Goal 2   *To increase the number of Aboriginal people employed as educational administrators, teachers, curriculum advisers, teachers assistants, home-school liaison officers and other education workers, including community people engaged in teaching of Aboriginal culture, history and contemporary society, and Aboriginal languages.*

Goal 3   *To establish effective arrangements for the participation of Aboriginal students and community members in decisions regarding the planning, delivery and evaluation of post-school education services, including technical and further education colleges and higher education institutions.*

Goal 4   *To increase the number of Aboriginal people employed as administrators, teachers, researchers and student services officers in technical and further education colleges and higher education institutions.*

Goal 5   *To provide education and training services to develop the skills of Aboriginal people to participate in educational decision-making.*

Goal 6   *To develop arrangements for the provision of independent advice for Aboriginal communities regarding educational decisions at regional, State, Territory and National levels.*

Equality of access to educational services

Goal 7   *To ensure that Aboriginal children of pre-primary school age have access to pre-school services on a basis comparable to that available to other Australian children of the same age.*

Goal 8   *To ensure that all Aboriginal children have local access to primary and secondary schooling.*

Goal 9   *To ensure equitable access for Aboriginal people to post-compulsory secondary schooling, to technical and further education, and higher education.*

Equity of educational participation

Goal 10   *To achieve the participation of Aboriginal children in pre-school education for a period similar to that for all Australian children.*

Goal 11   *To achieve the participation of all Aboriginal children in compulsory schooling.*

Goal 12   *To achieve the participation of Aboriginal people in post-compulsory secondary education, in technical and further education, and in higher education, at rates commensurate with those of all Australians in those sectors.*

Equitable and appropriate educational outcomes

Goal 13   *To provide adequate preparation of Aboriginal children through pre-school education for the schooling years ahead.*

Goal 14   *To enable Aboriginal attainment of skills to the same standard as other Australian students throughout the compulsory schooling years.*

Goal 15   *To enable Aboriginal students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students.*

Goal 16   *To enable Aboriginal students to attain the same graduation rates from award courses in technical and further education, and in higher education, as for other Australians.*

Goal 17   *To develop programs to support the maintenance and continued use of Aboriginal languages.*

Goal 18   *To provide community education services which enable Aboriginal people to develop the skills to manage the development of their communities.*

Goal 19   *To enable the attainment of proficiency in English language and numeracy competencies by Aboriginal adults with limited or no educational experience.*

Goal 20   *To enable Aboriginal students at all levels of education to have an appreciation of their history, cultures and identity.*

Goal 21   *To provide all Australian students with an understanding of and respect for Aboriginal traditional and contemporary cultures.*

Attachment 2 – Excerpt from the National Report of Royal Commission into Aboriginal Deaths in Custody (1991)

An Overview Of The Recommendations

.... The Aboriginal Education Policy is an example of what appears to me to be a good policy, backed up by the Triennial Strategic Plans for each State and Territory. The main thrust of the recommendations in that area are directed to ensuring that - depending on the circumstances - control, or the maximum contribution to control, is assured to Aboriginal communities by way of the negotiating process envisaged by the plan. In short, the fundamental thrust of the recommendation goes to the spirit in which the policy is administered and to stressing that at every level, from pre-school to tertiary, there is a need to make up for past disadvantage.

Attachment 3 – Outcomes of MCEETYA Meeting, 23 April 1999
Agenda Item: *1.5   Indigenous Education*

Council:

(a)   noted the Commonwealth paper on Indigenous Education (paper 1.5/1);

(b)   committed, consistent with Council's previous decision regarding National Literacy and Numeracy Goal, to ensure that all Indigenous children leaving primary school should be numerate, and able to read, write and spell at an appropriate level, and that every Indigenous child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years;

(c)   committed to undertaking additional and concerted efforts required to ensuring that Indigenous students achieve equitable and appropriate educational outcomes in school attendance, retention, grade progression, Indigenous employment, TER and awarding of school certificates, by 2004;

(d)   committed to developing a set of broad national principles for Indigenous education that define and promote high quality standards in educational infrastructure and service delivery to Indigenous students, including standards for access to post-primary schooling; teacher provision, qualifications and professional development; cross-cultural awareness and IT support;

(e)   agreed to undertake work to enhance the current IESIP performance and monitoring framework:

-   by developing more consistent performance indicators and targets that permit aggregation for the development of national reports in the following areas:

    i   inclusion of student achievement in 1999 against the national literacy benchmarks for reporting in 2000 and against the numeracy benchmarks for reporting in 2001,
    ii   school attendance, retention, grade progression, Indigenous employment, TER and awarding of school certificates in 2000 for reporting in 2001,

-   by identifying the performance improvement targets required to achieve equitable and appropriate educational outcomes for reporting in 2004;

(f)   agreed to nominate representatives to a working group to undertake work described in paragraphs 5.1, 5.2, 6.2 and 6.4.

(g)   agreed, consistent with the previous Council decision of April 1998, to report at the first Council meeting in 2000 on efforts to achieve equitable and appropriate educational outcomes for Australia's Indigenous people within the framework described in paragraph 5.2.

Council also noted the Western Australian paper (1.5/2) on recent achievements and initiatives in relation to Indigenous education in that State and the suggestion by Minister Barnett that other jurisdictions should similarly report on their own achievements and initiatives at the next meeting of MCEETYA.

MCEETYA Task Force On Indigenous Education

Terms Of Reference

At its 10th meeting on 23 April 1999, MCEETYA discussed a range of issues relating to Indigenous education in the school sector and agreed to establish a Task Force to undertake work described in paragraphs 5.1, 5.2, 6.2 and 6.4 of the Commonwealth paper.

Terms of Reference (TORs) for the Task Force are to:

1. Enhance the current performance and monitoring framework for the Commonwealth's Indigenous Education Strategic Initiatives Programme by:

   (a) developing more consistent performance indicators and targets that permit aggregation for the development of national reports in the following areas:

      (i) inclusion of student achievement in 1999 against the national literacy benchmarks for reporting in 2000 and against the numeracy benchmarks for reporting in 2001,

      (ii) school attendance, retention, grade progression, Indigenous employment, TER and awarding of school certificates in 2000 for reporting in 2001,

   (b) identifying the performance improvement targets required to achieve equitable and appropriate educational outcomes for reporting in 2004.

2. Make the achievement of educational equality for Australia's Indigenous peoples an urgent national priority by:

   (a) reporting on national literacy benchmarks in 2000 and the numeracy benchmarks in 2001,

   (b) reinforcing the goals for achieving educational equality for Indigenous students in literacy and numeracy under the National Literacy and Numeracy Plan within the current review of Australia's common and agreed goals for schooling,

   (c) improving the relationships between the range of mainstream and specific Indigenous programmes, and ensuring that Indigenous education equality is a priority in mainstream programmes as well as in specifically targeted programmes,

   (d) sustaining and replicating the successful outcomes of the Strategic Results Projects in mainstream and specific Indigenous education programmes,

   (e) strengthening links between education, employment, health, housing, community development programmes and pay particular attention to specific Indigenous communities, especially those in most need,

(f)   developing a set of broad national principles for Indigenous education that define and promote high quality standards in educational infrastructure and service delivery to Indigenous students, including standards for access to post-primary schooling; teacher provision, qualifications and professional development; cross-cultural awareness and IT support.

3.   Provide advice to the Commonwealth on the development of the National Indigenous English Literacy and Numeracy Strategy and the National Indigenous Students' School Attendance Strategy by end of September 1999.

The Working Group will report on progress to the next MCEETYA meeting, and provide a final report to the first meeting of MCEETYA in 2000.

Attachment 4

ABSTUDY – Non-metropolitan beneficiaries and expenditures 1996-1999

ABSTUDY	December 1996				December 1997			
	Beneficiaries	%	Expenditure ($)	%	Beneficiaries	%	Expenditure ($)	%
Metropolitan	12,895	26.4	35,047,233	28.8	13,296	26.2	39,393,529	28.8
Regional Centre	11,479	23.5	29,971,961	24.6	10,661	21.0	29,477,621	21.5
Country Town	19,505	40.0	45,148,459	37.1	21,100	41.6	52,637,994	38.4
Other	4,891	10.0	11,463,812	9.4	5,706	11.2	15,498,862	11.3
Total	48,769	100.0	121,631,466	100.0	50,763	100.0	137,008,005	100.0

December 1998				June 1999			
Beneficiaries	%	Expenditure ($)	%	Beneficiaries	%	Expenditure ($)	%
13,098	25.9	32,945,384	28.0	13,371	29.4	20,404,123	28.5
10,547	20.9	25,336,202	21.5	8,804	19.3	16,345,459	22.8
21,087	41.8	45,680,823	38.8	17,369	38.2	27,434,609	38.3
5,763	11.4	13,779,533	11.7	5,983	13.1	7,484,124	10.4
50,495	100.0	117,741,942	100.0	45,528	100.0	71,668,314	100.0

Excerpts from the ABSTUDY Policy Manual (1999)

3.1.1.2 Aboriginal or Torres Strait Islander	An Australian Aboriginal or Torres Strait Islander person for ABSTUDY purposes, is one who: • is of Aboriginal or Torres Strait Islander descent, **and** • identifies as an Australian Aboriginal or Torres Strait Islander person, **and** • is accepted as such by the community in which s/he lives or has lived. **Note:** The terms Aboriginal or Aboriginality are used throughout this manual to refer to both Australian Aboriginals and Torres Strait Islanders.

3.1.2.3.1 Evidence of Aboriginality	Where uncertainty exists as to the Aboriginality of the student, evidence will be required to establish that s/he is an Australian Aboriginal or Torres Strait Islander person in accordance with **all three parts** of the ABSTUDY definition (see Policy Manual - 3.1.1.2 Definition of Aboriginality).
	Note: The onus is on the applicant to establish Aboriginality.
3.1.2.3.2 Acceptable evidence	The following documentation is acceptable as evidence in accordance with this definition: **Aboriginal or Torres Strait Islander descent** Birth records or genealogies verified by a suitable authority as relevant to the student. **Note:** Where records are not available, a letter signed by the Chairperson of an Aboriginal or Torres Strait Islander incorporated organisation may be accepted. **Identification as an Aboriginal or Torres Strait Islander person** An affirmation should be signed by the student, declaring that s/he identifies as an Australian Aboriginal or Torres Strait Islander person. **Acceptance as an Aboriginal or Torres Strait Islander person** Confirmation in writing with the Corporate Seal from the Chairperson of the Aboriginal or Torres Strait Islander incorporated organisation in a community in which the student lives or has previously lived.

Attachment 5 - ABSTUDY Supplementary Benefits Available in 1999

The following is a guide to the supplementary benefits available to ABSTUDY recipients in 1999:

School fees allowance of up to $150 a year for school students under 16 living at home and up to $4,374 for approved secondary boarding students, to help meet the cost of school fees. The allowance for secondary boarding students is payable to the school on lodgement of claim. Unused proportions may be transferred across to cover unpaid boarding costs if the costs are considered reasonable. The at home rate of school fees is income-tested.

School term allowance of up to $520 a year for under 16 year old school students who are not in receipt of a living allowance. This allowance is paid to help cover expenses associated with equipping the student for school, such as uniforms, textbooks and other materials. The school term allowance is income-tested.

Under 16 Boarding Supplement of $1,242.50 each semester can be paid to boarding schools with a minimum of 10 per cent Indigenous boarding students, providing the student is in receipt of the ABSTUDY living allowance.

Fares allowances for travel at the beginning and end of term for secondary students and the beginning and end of semester or academic year, depending on the length of the course. For students enrolled in courses of more than one semester in length a mid-year family reunion fare is available (students who avail themselves of ABSTUDY fares allowance for travel for their dependants are not eligible for a mid-year family reunion fare). Travel is also available for compassionate reasons, and in some circumstances, to attend a graduation ceremony. Fares allowances are only provided for students who must travel away from home to study and in some instances their dependants or parents.

Away-from-base Assistance to help meet travel costs, meals and accommodation for students participating in compulsory course activities such as placements, residential schools and field trips or testing and assessment programmes. There is an upper annual limit of six return trips and 40 days assistance per student, per year of course, or 1996 or 1997 levels, if lower for a combination of placements, residential schools and field trips. Testing and assessment programmes are limited to two per student, per year and are only available for applicants whose potential to undertake tertiary study cannot be assessed from prior study.

Incidentals allowance of up to $355 a year (with reduced amounts for shorter periods of study) to assist with general course costs such as administration and union fees, textbooks, stationery and equipment for tertiary students and mature-age secondary students.

Additional incidentals allowance for full-time students to assist them in meeting those course costs that are essential for all students in the course, such as administration, fees, textbooks and equipment, that exceed the prescribed amount.

This allowance is only payable as reimbursement of actual expenditure and evidence of expenditure must be produced. There is a limit of $2,000 per year. The cost of purchasing equipment, such as computers or musical instruments cannot be claimed.

Masters and Doctorate award to assist with expenses for full-time postgraduate students (comparable to the merit-based Australian Postgraduate Award):

- an income-tested living allowance of up to $609.40 per fortnight;
- relocation **or** allowance of up to $1,230 to assist with removal costs or fares;
- payment of HECS or course fees (whichever is the lesser of the two);
- thesis allowance of up to $400 for Masters students or up to $800 for Doctorate students;
- away from base assistance of up to $2,000 a year for accommodation and travel costs for approved away from base activities; and
- additional incidentals allowance of up to $2,000 a year.

Pensioner Education Supplement, which is paid to encourage Department of Family and Community Services pensioners and Department of Veterans Affairs service pensioners to take up full-time study.

Lawful custody allowance, which covers the essential course costs (but not living allowances), including the costs of daily travel where required, for Indigenous people in lawful custody where approval has been given by the correctional institution. Payments are made to education or correctional institutions, travel providers or suppliers of educational materials.

Rent assistance to help with the cost of renting accommodation for students who are independent on the grounds of homelessness, orphaned or in state care but living away from the foster carers.

Additional assistance may be payable to students, in exceptional circumstances, who experience unavoidable and severe financial difficulties, associated with education costs.

The Supplement Loan Scheme, which aims to assist tertiary students by giving them the option of trading in part of their grant to receive a voluntary supplement loan.

Attachment 6

Table 1:   A sample of activities being undertaken by universities in Indigenous education

Australian Catholic University	Core unit and electives on Indigenous issues for teacher education students
Central Queensland University	Management plan and reference group for Indigenous Australian research
Charles Sturt University	Aboriginal Distance Education Preparatory Training program, facilitating Indigenous community involvement, including people in prison, and development of employment opportunities
Deakin University	Appropriate teaching styles, timetables, and assessment negotiated between Institute of Koorie Education and faculty staff
Edith Cowan University	Assignment and assessment tracking database, enabling early intervention to assist students who are falling behind
Flinders University of South Australia	Regular liaison with school teachers and Aboriginal Education Workers
Griffith University	Hosting of visits by primary and secondary school students
James Cook University	Bachelor of Indigenous Studies incorporating units in counselling, communication, and community development
La Trobe University	Sponsored visits by Indigenous graduates to schools and community gatherings
Monash University	Junior University program for Year 11 and 12 students at the Gippsland campus
Murdoch University	Buddy/mentor system for commencing students
Royal Melbourne Institute of Technology	Articulation between vocational education and higher education encouraged
Swinburne University of Technology	Cross-cultural training for university staff by staff from an Aboriginal school
University of Canberra	Appointment of Ngunnawal Centre representative to university's Research and Ethics Committee
University of New South Wales	Cadetships for law students with private firms, negotiated with New South Wales Law Society
University of South Australia	External delivery to remote communities, particularly through the Anangu Tertiary Education Program
University of Sydney	Participation encouraged by Indigenous elders and communities
University of Tasmania	Register of Indigenous experts available as guest lecturers, tutors, consultants, and short-term appointees
University of Wollongong	Co-supervision of postgraduate students, when relevant, by Indigenous support centre staff

Table 2:   List of the areas covered by education packages suitable for on-line delivery and customised for Indigenous Australian students

Community Development and Management	3 units
Enabling Studies	3 units
Environmental Resource Management	4 units
Indigenous Research	3 units
Indigenous Studies	5 units
Introduction to Tertiary Studies	1 unit
Media and Communications	1 unit
Teacher Education	8 units
Yolngu Languages and Culture	3 units

Attachment 7 – Capital Strategic Results Projects Under IESIP: 1998 & 1999

<u>NSW: Approved Non-government Capital SRP Projects 1997/8</u>

Provider	Project Description
Barnook and District Pre-School, Baryulgil	Teacher Housing
Bellwood Pre-School, Nambucca	Extensions, playground & 22 seat bus
Catholic Education Commission NSW – St Therese's Community School, Wilcannia	Teacher housing
St Ignatius School, Bourke	Teacher housing
Collarenebri Preschool	Bus & garage
Condoblin Preschool Kindergarten	Extensions, garage and van
Dalaigur Pre-School, Kempsey	Playground upgrade & support arrangements to improve educational readiness to move from pre-school to primary; shed and playground equipment
Gainmara Birrilee Pre-School, Brewarrina	Bus seat belts; teacher housing, extensions, shed, radios, student kit
Gilgandra Preschool	Introduce Perceptual Motor and Occupational Therapy program to speed up acquisition of school readiness skills; and building
Gummyaney Aboriginal Pre-School, Grafton	Bus, furniture, playground extension, educational items
Inverell District Family Services	Bus, shade, softfall and sinks
Koolyangarra Pre-School, Walgett	Playground equipment, air con, 22 seat bus, teacher housing
Kulai Pre-School, Coffs Harbour	Bus & motor skills, language & cognitive development program to improve literacy and numeracy skills. Playground upgrade, office equipment, air conditioning, extensions.
Little Yuin Aboriginal Pre-School, Narooma	Upgrade preschool & grounds
Loyola College, Mt Druitt	Learning centre and equipment
Minimbah Pre-School and Minimbah Primary School, Armidale	Outdoor area, health and nutrition centre and playground
Minimbah Pre-School, Armidale	Building & bus
Minimbah Primary School, Armidale	Furniture & equipment

NSW: Approved Non-government Capital SRP Projects 1997/8 (cont.)

Provider	Project Description
Mirriwinni Gardens Aboriginal Academy, Bellbrook	22 seater bus & tractor
Nanima Pre-School, Wellington	Bus & playground upgrade
Narromine Pre-School	Bus
St Joseph's Primary, Taree	Resource room
St Xavier's Primary School, Gunnedah	Refurbish demountable & equipment
Tabulam and District Community Pre-School	Airconditioning, bus & garage; classroom
Wee Waa and District Pre-School	Bus & upgrade grounds
Wellington Christian School	Ablutions, sprinklers, computers, screens, airconditioning.
Woodenbong Pre-School Kindergarten	Airconditioning & flyscreens; withdrawal room

Vic: Approved Non-government Capital SRP Projects

Provider	Project Description
Murray Valley Aboriginal Cooperative, Robinvale	Construct ablutions

Qld: Approved Non-government Capital SRP Projects

Provider	Project Description
Burketown Preschool	Renovations
Cloncurry Preschool	Vehicle & building upgrade
Coen Preschool	Outdoor equipment
Cooktown Preschool	Softfall
Eidsvold Preschool	Vehicle & outdoor equipment
George Bowen Preschool, Hopevale	Construct toilets, garage, fencing and renovations
Injilinji Preschool, Mt Isa	Shade area and equipment
Mitchell Anduna Preschool	Vehicle, renovations & softfall

Provider	Project Description
Napranum Preschool, Weipa	Toilets
Our Lady Of Sacred Heart, Hammond Island	Water supply, fencing, paving & seats
St Joseph's, Cloncurry	Renovate classroom, teacher housing
St Michaels, Palm Is.	Relocation/renovation of preschool; classroom construction and refurbishment; bus
Wujul Wujul Preschool	Vehicle, toilets & cover; furniture, repairs and troop carrier

SA: Approved Non-government Capital SRP Projects

Provider	Project Description
Crossways Lutheran School, Ceduna	Computers & paving
Minya Bunhii, Ceduna	Gazebo, shed, pergola & landscaping
Port Lincoln Children's Centre	Upgrade play ground, educational materials & computers
Tji Tji Wiltja Preschool, Port Augusta	Bus & upgrade outdoor areas

WA: Approved Non-government Capital SRP Submissions

Provider	Project Description
Christian Aboriginal Parent-controlled Schools (CAPS) Gibson & Coolgardie campuses	Bus x 2, accommodation/ teacher housing; tractor
Karalundi, Meekatharra	2 teacher houses
Manguri Corporation, Queens Park	Renovations to Kindergarten & bus
Nomads, Port Headland	Refurbish/construct teacher houses, truck; teacher housing
Parnngurr, Newman	Refurbish/construct teacher houses
Purnululu Aboriginal Independent Community School, East Kimberley	Supply power, concrete floor, vehicle and shade area
Rawa, Newman	Refurbish/construct teacher houses

WA: Approved Non-government Capital SRP Submissions (cont.)

WA Catholic Education Office - (Balgo Hills)   Refurbish teacher house

WA CEC - Warlawurru, Red Hill   12 seater bus

Wulungarra Community School, Fitzroy   Bus, teacher house, literacy production centre
Crossing   & literacy skill development

Yakanarra, Fitzroy Crossing   Construct teacher house, truck & upgrade preschool

Yiyili, Kimberley   Teacher house & furniture, vehicle, playground &
computers

Yungngora, Fitzroy Crossing   Teacher house, maintenance, bus, refurbish
preschool building; shade area

NT: Approved Non-government Capital SRP Submissions

Provider	**Project Description**
Nyangatjatjara College, - Imanpa Campus	Construct/refurbish school and teacher housing
-Yulara Campus (stage 1)	Construct new dormitories, houseBus & 4 wheel drive
-Yulara Campus (stage 2)	Infastructure development
-Kaltukatjara Campus	Refurbish classroom & teachers accommodation
-Mutitjulu Campus	Refurbish classroom
Yipirinya School, Alice Spring	Purchase/upgrade vehicles and general construction
Yirara College, Alice Springs	Construction, 35 seater bus & 4x4 drive
Yirara College	Extensions/refurbish classrooms, computers & musical instruments; construct pool/recreation area

SCHEDULE 8 – ABSTUDY ELIGIBILITY

There is considerable flexibility in applying the Aboriginality criteria. The declaration on the ABSTUDY claim form is normally sufficient to assess a person as an Australian Aboriginal or Torres Strait Islander person. If however, Aboriginality is queried specific evidence is required to establish it. Acceptable documentation to support a claim of Aboriginality might include such items as:

- birth certificates or genealogy records;
- a letter from the chairman of the Aboriginal or Torres Strait Islander incorporated organisation confirming descent and acceptance as members of the community; and
- a signed affirmation declaring an individual's self-identification as an Australian Aboriginal or Torres Strait Islander.

Information about descendants may also be gained from the State Indigenous Affairs Authority. Where uncertainty exists as to the Aboriginality of a student, appropriate evidence will continue to be required to establish that s/he is an Australian Aboriginal or Torres Strait Islander. The onus is on the applicant to establish Aboriginality.

ABSTUDY applicants must also be enrolled in and studying an approved secondary or tertiary course, or be living at home and enrolled in a primary school and aged 14 years or over at 1 January of the year of study. The amount of assistance received depends on the type of study being undertaken (primary, secondary or tertiary), the age of the applicant, the amount of parental, personal or partner's income and the personal circumstances of the applicant (whether the applicant needs to live away from home or is independent).

A student is not eligible for the ABSTUDY living allowance if receiving other government assistance for education, training or formal study, except if receiving certain pensions. Students undertaking full-time apprenticeships or traineeships in accordance with a training agreement are excluded from ABSTUDY assistance.

SCHEDULE 9 – IESIP PERFORMANCE INDICATORS AND TARGETS

Indigenous Education Agreements between the Commonwealth and recipients of IESIP funding include performance indicators and annual targets addressing performance in each of eight areas identified by MCEETYA in 1995 as national priorities in achieving improved educational outcomes for Indigenous Australians. These eight areas are:

- improve literacy achievement;
- improve numeracy achievement;
- increase Indigenous employment in education and training;
- improve educational outcomes;
- increase Indigenous enrolments;
- increase involvement of Indigenous parents and community members in educational decision-making;
- increase professional development of staff involved in Indigenous education; and
- expand culturally-inclusive curricula.

Under each priority area, agreements include a range of specific performance indicators. A number of these performance indicators are common to most providers in a particular education sector but there is also scope for performance indicators which address the individual circumstances of the providers. Recipients of IESIP funding range from the large government school systems covering hundreds of schools across a State to small individual independent preschools located in remote Aboriginal communities.

An example of a performance indicator and annual targets for a government school system in the priority area of improving literacy is provided below:

Performance Indicator	Baseline Data	1997 Target	1998 Target	1999 Target
The proportion (with student numbers) of Indigenous students with literacy skills comparable to non-Indigenous students on leaving primary school [Year 7].	**Reading:** 74% of Indigenous students (801 out of 1083) met or exceeded Level 3 compared to 95% of all students (19,472 out of 20,497). **Writing:** 91% of Indigenous students (985 out of 1083) met or exceeded Level 3 compared to 99% of all students (20,292 out of 20,497). **Listening:** 78% of Indigenous students (844 out of 1083) met or exceeded Level 3 compared to 94% of all students (19, 267 out of 20,497).	4% increase on 1996 numbers.	4% increase on 1997 numbers.	4% increase on 1998 numbers

Outcomes for performance indicators in the areas of literacy and numeracy and educational outcomes are usually reported for both Indigenous and non-Indigenous students so that progress in closing any gaps between Indigenous and non-Indigenous outcomes can be monitored. Outcomes are also normally reported in an aggregate form for all Indigenous and non-Indigenous students within the particular education system or independent provider. There is no requirement under IESIP for separate reporting of outcomes for students who live in different geographic areas.

SCHEDULE 10 - HIGHER EDUCATION DATA

Attachment 1 - Regional Participation in Higher Education

A recent study in DETYA has examined higher education participation rates at the regional level using ABS 1996 Census data. The study derived regional higher education participation rates, mapped the geographic distribution of university campuses and provided some preliminary analysis on the reasons higher education participation varies across regions. The report from this study titled *Regional Participation in Higher Education and the Distribution of Higher Education Resources across Regions* (DETYA Higher Education Division Occasional Paper Series 99-B, June 1999) is attached.

University participation rates for 19-21 year olds at August 1996 across 290 regions ranged from 3.5 per cent to 64.2 per cent. TAFE participation rates were between 4.5 and 20.2 per cent. The national average was 24.2 per cent for university and 12.2 per cent for TAFE When broken down by metropolitan and non-metropolitan regions, university participation was 26.6 and 18.8 per cent and TAFE participation 13.3 and 9.8 per cent respectively.

In 1996 there were 43 universities in Australia with 156 campuses – 110 in metropolitan areas (101 in capital cities and 9 in other metropolitan areas as defined by the *Rural, Remote and Metropolitan Areas Classification,* DPIE and DHSH, November 1994) and 46 in regional locations. There are one or more campuses within the geographic boundary of 113 of the 290 regions. Of the 113 regions containing university campuses, 73 are metropolitan and 40 non-metropolitan.

Maps 1 and 2 and Appendices D and E of the DETYA report (see Schedule 10) show more details of university activity. The maps suggest that there is a marked level of geographic concentration of higher participation rates. Higher rates are more prevalent in the capital cities, across most of Victoria, and pockets in New South Wales. It is apparent from the maps that there are some regions in the capital cities which have low participation rates although they have good access to university campuses. For example Blacktown and Penrith in the west of Sydney; Salisbury, Elizabeth and Munno Para & Gawler to the north of Adelaide; Wanneroo NE, NW and SE, Belmont and Gosnells in Perth all have one or more campuses within their regional boundaries or in a neighbouring region yet have participation rates in the lowest grouping (less than 15.8 per cent). This would seem to indicate that factors other than distance to university facilities play an important role in university participation.

There appears to be a stronger relationship between regional participation and proximity to a university campus in non-metropolitan areas. The large variation in regional participation rates in metropolitan areas suggests that other factors, such as socio-economic status, impinge on whether or not young people in Australia go on to higher education.

Further work being undertaken on the issues identified in this report will assist DETYA in developing policies to ensure that factors which constrain educational opportunities and choices for regional Australians are identified and addressed.

Potential students' views on higher education

A recently released study, commissioned by the Higher Education Council in 1998, examines factors affecting choice by young people considering higher education. This study found large and striking differences in the attitude of school students towards further education, particularly on the possibility of going to university.

Differences in socio-economic background were the dominant factor in student perspective's on higher education, whether surveyed students lived in urban or rural communities. Distance from home to the nearest campus was also a strong influence.

The study found that, on average, rural students, especially those from lower socio-economic backgrounds, were significantly less likely than urban students to believe that a university course would offer them the chance of an interesting and rewarding career. They also tended not to believe that their parents wanted them to do a university course.

Rural students were more likely to believe that a university qualification was not necessary for the jobs they wanted, and that their families could not afford the costs of supporting them at university. Distance from a campus was not a major determinant of student choices, as rural students living relatively close to regional campuses had similar attitudes towards university to their rural counterparts who have low access to campuses.

(Schedule 10)

Attachment 2 - Rationalisation and Restructuring Programme Allocations to Regional Universities

	Amount proposed ($m)	Percentage of Programme
Southern Cross University	1.05	4.2
Charles Sturt University	2.80	11.2
University of New England	2.48	9.9
University of Ballarat	1.90	7.6
James Cook University	1.38	5.5
Central Queensland University	1.98	7.9
University of Southern Queensland	2.19	8.8
TOTAL	**13.78**	**55.1**
Total funding available to the sector	**25.00**	

(Schedule 10)

Attachment 3 - Capital Development Pool Allocations 1996-2001 to Regional Universities/Campuses

Location	Supporting institution	Features	CDP funding 1996-2001
New South Wales			
Ourimbah (Central Coast)	University of Newcastle	New campus development - Part of educational precinct involving TAFE and Central Coast Community College.	$15.3m
Nowra/Shoalhaven	University of Wollongong	New campus development (Nowra)/Access centres. Nowra campus co-located with TAFE.	$6.7m
Dubbo	Charles Sturt University	New campus development - Part of new cross-sectoral education precinct	$4m
Thurgoona (Albury-Wodonga)	Charles Sturt University	New campus development.	$1m
Coffs Harbour/ Murwillumbah/Port Macquarie/Grafton/ Kempsey	Southern Cross University	New campus (Coffs Harbour) and Open Learning Access Centres. Focused on distance/electronic delivery.	$5.7m
Tweed Heads	Southern Cross University	Electronic access centre	$2 m
Tamworth	University of New England	University 'shopfront' and access centre utilising electronic mode delivery. In cooperation with TAFE.	$1m

Queensland			
Ipswich	University of Queensland	New campus development.	$23.6m
Hervey Bay	University of Southern Queensland	New campus development.	$3.4m
Toowoomba	University of Southern Queensland	Further development of main campus (Flexible Delivery Building)	$2.5m
Rockhampton/Glad stone Bundaberg/Mackay	Central Queensland University	Main (Rockhampton) and regional campus/study centre development	$15.3m (Further allocations for 2000 and 2001 have been agreed in principle)
Cairns	James Cook University	New campus development	$16.3m
Western Australia			
Kalgoorlie/Esperanc e	Curtin University of Technology	Kalgoorlie University College – New campus partly formed by amalgamation of WA School of Mines and Kalgoorlie College (TAFE). Also Esperance Tertiary Centre, an annexe of the Kalgoorlie campus.	$12.4m
Bunbury	Edith Cowan University	Microwave link from Perth to Bunbury campus	$0.94m
Rockingham	Murdoch University	New campus development	$18.6m
Albany	University of Western Australia	Infrastructure for flexible mode delivery to Albany and future establishment of a university centre	$0.16m

South Australia			
Ceduna/Port Augusta/Port Lincoln/Murray Bridge/Alice Springs/Whyalla	University of South Australia	Enhanced communication links to six Indigenous access centres in South Australia and the Northern Territory	$0.74m

Tasmania			
Burnie	University of Tasmania	Burnie Study Centre and communication link between Burnie and Launceston campuses	$2.4m
Launceston	University of Tasmania	Academy of Arts at former Inveresk Railyard	$3m

Northern Territory			
NT remote communities	Batchelor College	Study Centres in remote communities.	$1.5m

TOTAL 1996-2001			**$136.54m**
TOTAL CDP 1996-2001			**$222m ($6m unallocated)**
Percentage to regional institutions			**61%**

In addition to these centres there are a number of regional campuses/access centres that have been funded through general operating grants rather than special capital funding. Examples include the Mount Isa campus of James Cook University and the Beechworth campus of Latrobe University.

(Schedule 10)

Attachment 4 – New and ongoing SPIRT projects in regional institutions, 1999

Institution	Applications funded	Australian Postdoctoral Fellowships (Industry)	Australian Postgraduate Awards (Industry)	Commonwealth Allocation ($)
Central Queensland University	2	0	1	95,634
Charles Sturt University	6	0	5	166,344
Deakin University	13	0	12	510,428
James Cook University	10	0	4	575,305
Northern Territory University	7	1	5	341,587
Southern Cross University	2	0	2	89,452
University of Newcastle	32	0	21	971,760
University of Ballarat	4	0	4	114,090
University of New England	40	0	30	1,511,045
University of Southern Queensland	5	0	3	141,537
University of Wollongong	76	3	63	2,941,131
TOTAL	197	4	150	7,458,313
% of all 1999 support	**16.2%**	**8.3%**	**17.7%**	**14.5%**

SCHEDULE 11 - ACRONYMS AND ABBREVIATIONS

This a list of acronyms and abbreviations found in this submission.

ABS	Australian Bureau of Statistics
ABSTUDY	Aboriginal Study Assistance Scheme
ACEC	Australian Council of Education Centres
ACER	Australian Council for Educational Research
AECG	Aboriginal Education Consultative Group
AEDA	Aboriginal Education Direct Assistance programme
AEP	National Aboriginal and Torres Strait Islander Education Policy
AESIP	Aboriginal Education Strategic Initiatives Programme
AGPS	Australian Government Publishing Service
AGSRC	average government school recurrent costs
AIC	Assistance for Isolated Children programme
AIEW	Aboriginal and Torres Strait Islander Education Worker Traineeship
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
ASGC	Australian Standard Geographical Classification
ASSPA	Aboriginal Student Support and Parent Awareness Programme
ASTF	Australian Student Traineeship Foundation
ATAS	Aboriginal Tutorial Assistance Scheme
ATSI	Aboriginal and Torres Strait Islanders
AYF	Australian Youth Foundation
CAP	Country Areas Programme
CAP	Community Access Programme
Centrelink	Commonwealth Services Delivery Agency
CPE	Certificate in Preparatory Education
CRLRA	Centre for Research and Learning in Regional Australia
DEETYA	Department of Employment, Education, Training and Youth Affairs
DETYA	Department of Education, Training and Youth Affairs
DEWSRB	Department of Employment, Workplace Relations and Small Business
DHSH	Department of Human Services and Health
DIP	Disability Initiatives Programme
DPIE	Department of Primary Industries and Energy
EdNA	Education Network Australia
EdOcc	Index of Education and Occupation (ABS)
EIP	Evaluations and Investigations Programme
ERC	EdNA Reference Committee
ESL	English as a second language
ESL-ILSS	English as a Second Language – Indigenous Language Speaking Students programme
ESL-NA	English as a Second Language – New Arrivals programme

FAG	Financial Assistance Grant
FOLP	Framework for Open Learning Programme
FSS	Full Service Schools
GRG	General Recurrent Grants programme
HECS	Higher Education Contribution Scheme
HEEP	Higher Education Equity Programme
HEIP	Higher Education Innovations Programme
HREOC	Human Rights and Equal Opportunity Commission
ICPA	Isolated Children's Parents' Association
ICT	Information and Communication Technologies
IEDA	Indigenous Education Direct Assistance programme
IESIP	Indigenous Education Strategic Initiatives Programme
IEU	Indigenous Education Unit
IRSED	Index of Relative Socio-Economic Disadvantage (ABS)
IT	information technology
IVEC	Introductory Education Certificate
JET	Jobs, Education and Training strategy
JPET	Job Placement, Employment and Training
JPP	Jobs Pathways Programme
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MINCO	ANTA Ministerial Council
NCAG	National Corrections Advisory Group
NEPMT	MCEETYA National Education Performance Monitoring Taskforce
NESB	non-English speaking background
NISSAS	National Indigenous Students' School Attendance Strategy
NSDES	National School Drug Education Strategy
NSELS	National School English Literacy Survey
NYARS	National Youth Affairs Research Scheme
OLA	Open Learning Australia
OLDPS	Open Learning Deferred Payment Scheme
OLI	Open Learning Initiative
QTP	Quality Teacher Programme
ROLE	Recidivism and Open Learning Education
RTCA	Rural Training Council of Australia
RYIS	Rural Youth Information Services
SACE	South Australian Certificate of Education
SD	Statistical Division
SES	socio-economic status
SILO	Schools-Industry Links Outreach
SLA	Statistical Local Area
SLN	Special Learning Needs
SR	Statistical Region

SRA	Supplementary Recurrent Assistance
SRP	Strategic Results Project
SRS	Statistical Region Sector
SSD	Statistical Subdivision
TAFE	Technical and Further Education
TCE	Tasmanian Certificate of Education
TER	Tertiary Entrance Rate
TPA	Transitional Project Assistance
VEC	Victorian Certificate of Education
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme
VET	Vocational Education and Training
WELL	Workplace English Language and Literacy Programme
YACCA	Youth and Community Combined Action
YETI	Youth Employment Towards Independence
YHPP	Youth Homelessness Pilot Programme