



**Department of Employment, Education,
Training and Youth Affairs**

**ANNUAL REPORT
1995–96**

**Australian Government Publishing Service
Canberra**

© Commonwealth of Australia 1996

ISSN 1327 - 726X

ISBN 0 664-47502 1

This work is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Australian Government Publishing Service. Requests and inquiries concerning reproduction rights should be addressed to the Manager, Commonwealth Information Services, Australian Government Publishing Service, GPO Box 84, Canberra ACT 2601.

Produced by the Australian Government Publishing Service



Department of Employment, Education, Training and Youth Affairs

Secretary

16 - 18 Mort Street, GPO Box 9880

Canberra ACT 2601

Telephone: (06) 240 8940

Facsimile: (06) 240 8960

Senator the Hon Amanda Vanstone

Minister for Employment, Education, Training and
Youth Affairs

Parliament House

CANBERRA ACT 2600

Dear Minister

I have pleasure in presenting the annual report of the Department of Employment, Education, Training and Youth Affairs for the year ended 30 June 1996.

The report has been prepared under subsection 25(6) of the *Public Service Act 1922*, and in accordance with the requirements referred to in subsection 25(7) of the *Public Service Act 1922*. It has been prepared in conformity with any other legislation applicable to the preparation of the annual report by the Department.

Subsection 25(8) of the *Public Service Act 1922* requires you to cause a copy of the report to be laid before each House of Parliament by 31 October 1996.

Yours sincerely

(signed)

D A Hollway

11 October 1996

CONTENTS

Guide to the Report	vi
Part 1: Overviews	
Portfolio Overview	1
Introduction	2
The year in review	4
The Australian labour market in 1995–96	11
50th anniversary of the Commonwealth Employment Service	15
Corporate Overview	19
Description	19
The year in review	25
Part 2: Programmes	
Resources	34
Programme 1: Schools.....	36
1.1: General Assistance.....	38
1.2: Targeted Assistance	47
Programme 2: Higher Education.....	50
2.1: Higher Education System.....	53
2.2: Targeted Research and Scientific Development.....	66
2.3: Recognition of Overseas Skills	72
Programme 3: Vocational Education and Training.....	81
3.1: Training Reform	84
3.2: Australian National Training Authority.....	96
Programme 4: Employment	100
4.1: Job Seeker Registration, Assessment and Referral.....	106
4.2: Employment Participation.....	110

4.3: Employer and Industry Servicing 126

4.4: Case Management Services (Employment Assistance Australia) 135

4.5: Aboriginal Employment and Training Assistance 138

4.6: Case Management Processes 141

Contents

Programme 5: Student, Youth and Aboriginal Education Support.....	144
5.1: Education Assistance and Income Support.....	147
5.2: Youth Policy and Support.....	153
5.3: Aboriginal Education	159
Programme 6: Portfolio Administration and Advising	164
6.1: Executive Management.....	166
6.2: Corporate Infrastructure and Management	178
6.3: International Participation and Services	187
 Part 3: Appendixes	
1 Media releases	200
2 Hansard references.....	210
3 Information on staffing	212
4 Occupational health and safety.....	218
5 Payments to advertising and market research organisations.....	220
6 Freedom of information	224
7 Internal and external scrutiny.....	227
8 Financial statements.....	236
9 Official Addresses.....	278
10 Acronyms and Abbreviations.....	280
11 Compliance Index.....	287
Index	289

GUIDE TO THE REPORT

This report is the Secretary's account to the Minister for Employment, Education, Training and Youth Affairs of the performance of the Department during 1995-96.

It has been prepared in line with the Department of Prime Minister and Cabinet's guidelines for the preparation of departmental annual reports.

Aids to Access

The report includes the following information to help readers:

- a table of contents;
- a list of acronyms and abbreviations;
- an index; and
- an index to guide readers to the parts of the report addressing the Department of Prime Minister and Cabinet's guidelines.

Structure of this Report

The report consists of three parts:

Part 1: Overviews

The Portfolio and Corporate Overviews provide information on :

- the Portfolio's functions and structure, including its statutory bodies and six constituent programmes;
- the economic, social, and labour market environment in which the Department has operated during the year and key portfolio developments;
- a commemorative history of the Commonwealth Employment Service which celebrates its 50th anniversary in 1996; and
- the Department's corporate structure, and key organisational developments over the year.

Part 2: Programmes

Part 2 gives information on the six programmes that the Portfolio administers, which are:

Programme 1: Schools

Programme 2: Higher Education

Programme 3: Vocational Education and Training

Programme 4: Employment

Programme 5: Student, Youth and Aboriginal Education Support, and

Programme 6: Portfolio Administration and Advising

Part 3: Appendixes

Part 3 consists of the following appendixes:

- Appendix 1 A list of the media releases of Portfolio Ministers and the Department;
- Appendix 2 A list of references in Hansard to parliamentary debate on Portfolio legislation;
- Appendix 3 An analysis of the Department's staffing;
- Appendix 4 Information on occupational health and safety;
- Appendix 5 Details of payments to advertising and market research organisations;
- Appendix 6 A report on the operation of the *Freedom of Information Act 1982*;
- Appendix 7 Information on feedback from clients about departmental programmes and the response to that feedback;
- Appendix 8 The Department's financial statements for 1995–96;
- Appendix 9 A list of the Department's official addresses;
- Appendix 10 A list of acronyms and abbreviations used in this report; and
- Appendix 11 An index of compliance with the guidelines for preparing departmental annual reports.

Some information on the Department is not provided in this report, but is available on request. This supplementary information encompasses:

- Section 1 Legislation
- Section 2 Non-Statutory Bodies
- Section 3 Government companies
- Section 4 Staff training
- Section 5 Staff on interchange
- Section 6 Claims and losses
- Section 7 Purchasing
- Section 8 Information technology purchasing
- Section 9 Payment of accounts
- Section 10 Consultancies
- Section 11 Property usage
- Section 12 Reports by the Auditor-General
- Section 13 Inquiries by Parliamentary Committees
- Section 14 Administrative law
- Section 15 Environmental matters

Other Sources of Information

Portfolio Budget Statement 1996–97 is a paper provided to the Parliament, which sets out the purpose and nature of the Budget measures that affect the Portfolio's estimates.

Portfolio Additional Estimates Statement 1996–97 is a paper provided to the Parliament, which sets out the purpose and nature of variations to Budget allocations considered through the 1996–97 Additional Estimates process.

Programmes 1996-97 is a book describing the Department's programmes. It includes Budget highlights and a guide to the Department's programme structure, programmes and financial allocations.

Information about the Department

A chart at the beginning of each programme chapter shows the Department's divisions which are responsible for each programme or components of programmes. Divisions can be contacted through the National Office switchboard (phone number: (06) 240 8111).

The addresses and telephone numbers for National Office and for Area offices are in Appendix 9.

Annual Report: Distribution

This report is distributed to Ministers, the Parliament, staff of the Department, other Commonwealth agencies and state and territory government ministers and agencies, as well as other organisations and individuals. Copies are for sale at Government Info Shops. In addition, the report will be available through the Internet.

Inquiries and Comments about this Report

Comments on this report are welcome and may be directed to the following address. The supplementary and other sources of information referred to above may also be obtained from this address:

Assistant Secretary
Quality and Corporate Planning Branch
Corporate Services Division
Department of Employment, Education, Training and Youth Affairs
GPO Box 9880
Canberra ACT 2601

Phone (06) 240 9390
Fax (06) 240 8154

A Note on Terms Used and Presentation of Numbers in this Report

The traditional spelling of 'programme' is used predominantly throughout this report. Its use extends to some instances where 'program' appears in legislation or in the name of publications.

A similar approach is taken to 'Indigenous'. In some parts of the report, 'Aboriginal' and 'Aboriginal and Torres Strait Islander' are used for historical accuracy.

Numbers in this report have been rounded wherever possible. However totals and percentages have been calculated using the unrounded numbers.

PORTFOLIO OVERVIEW

PORTFOLIO STRUCTURE

<i>Programme</i>	<i>Sub-programme</i>	<i>Statutory authorities</i>
1 SCHOOLS	1.1 General Assistance	
	1.2 Targeted Assistance	
2 HIGHER EDUCATION	2.1 Higher Education System	Australian Maritime College, Australian National University, University of Canberra Anglo–Australian Telescope Board
	2.2 Targeted Research and Scientific Development	
	2.3 Recognition of Overseas Skills	
3 VOCATIONAL TRAINING ⁷	3.1 Training Reform	Australian National Training Authority
	3.2 Australian National Training Authority	
4 EMPLOYMENT	4.1 Job seeker Registration, Assessment and Referral	Employment Services Regulatory Authority
	4.2 Employment Participation	
	4.3 Employer and Industry Servicing	
	4.4 Case Management Services (EAA)	
	4.5 Aboriginal Employment and Training Assistance	
	4.6 Case Management Processes	
5 STUDENT, AND ABORIGINAL EDUCATION SUPPORT	5.1 Education Assistance and Income Support	
	5.2 Youth Policy and Support	
	5.3 Aboriginal Education	
6 PORTFOLIO ADMINISTRATION AND ADVISING	6.1 Executive Management	National Board of Employment, Education and Training
	6.2 Corporate Infrastructure and Management	
	6.3 International Participation and Services	

INTRODUCTION

ROLE

The Portfolio's role is to support the Government's efforts to respond in an integrated and balanced way to the employment, education and training needs of all Australians, and particularly its youth. The Commonwealth has the major responsibility for public funding of the higher education sector and for promoting access to employment and providing assistance for unemployed people to obtain jobs. It also works with state governments, which have the main responsibility for school level education and public vocational education and training.

PROGRAMMES

In 1995–96 the Department was responsible for administering the following programmes:

Programme 1: Schools

The programme's objective is to support systems and schools to equip the nation's young people to develop their full potential and share equally in the benefits of education.

Programme 2: Higher Education

The programme seeks to use higher education resources effectively to address Australia's economic and social objectives and to meet the increasing need for an educated and skilled population. It also seeks to maintain a higher education system that takes a long-term and independent approach in pursuing its teaching, scholarly and research functions.

Programme 3: Vocational Education and Training

The programme aims to contribute to the improvement of Australia's economic competitiveness and social well-being by improving the productivity and skills of the work force.

Programme 4: Employment

The programme's objective is to assist the efficient functioning of the labour market by improving the skills and employment prospects and equitable access of people who are disadvantaged in the labour market.

Programme 5: Student, Youth and Aboriginal Education Support

The programme seeks to promote equality of educational and employment opportunity for all young Australians by improving access to, participation and retention in, and completion of education, training and work experience. The programme also seeks to improve educational outcomes of Indigenous people, to whom the Government gives special priority.

Programme 6: Portfolio Administration and Advising

The programme's objective is to provide strong and effective corporate leadership, portfolio advising and management, and the effective and efficient allocation and management of resources.

Following the change of Government in March 1996, the Department was given the additional responsibility for youth affairs.

LEGISLATION ADMINISTERED

The key legislation administered by the Portfolio is:

Employment Education and Training Act 1988;

Employment Services Act 1994;

Higher Education Funding Act 1988;

Student and Youth Assistance Act 1973;

Vocational Education and Training Funding Act 1992; and

the groups of Acts relating to *States Grants Education Assistance* and *Overseas Students*.

In all, the Portfolio administers 35 items of legislation. A full list is available on request.

PORTFOLIO STATUTORY AUTHORITIES

The following statutory bodies have been established by legislation administered within the Employment, Education, Training and Youth Affairs Portfolio:

Anglo–Australian Telescope Board

Australian Maritime College

Australian National Training Authority

Australian National University

Employment Services Regulatory Authority

National Board of Employment, Education and Training, and

University of Canberra.

Each of these bodies tables its annual report in Parliament.

The activities of three of the above authorities were particularly significant during 1995-96, as they complemented the work of the Department:

- the National Board of Employment, Education and Training provided independent advice to the Minister on matters relating to employment, education, training and research;
- the Australian National Training Authority allocated funding provided by the Commonwealth to states and territories, to support a national vocational education and training system; and
- the Employment Services Regulatory Authority, promoted competition in the provision of case management services. The Authority is responsible for regulating, monitoring, and evaluating the operation of the case management system.

THE YEAR IN REVIEW

Portfolio Environment

The environment in which the Portfolio operates is a global world economy which has been evolving since the 1980s. Australia has been pursuing an on-going programme of tariff reduc-

Portfolio Overview

tions, deregulation of the finance sector and microeconomic reform in the non-traded sectors. These have had major impacts on the structure of the Australian economy and labour market including:

- combined imports and exports as a proportion of GDP rising from approximately 30 per cent in the early 1980s to approximately 40 per cent by the mid 1990s;
- a decline in the relative contribution of manufacturing and agricultural industries to total employment, offset by strong employment growth in the service industries and in the professional occupations;
- a decline in the relative contribution of manufacturing and agricultural industries to total employment, offset by strong employment growth in the service industries and in the professional occupations;
- a decline in full-time work opportunities as a proportion of all work opportunities, accompanied by an increase in reliance on part-time, casual and contract employment (over the last decade, part-time employment grew at more than five times the rate of full-time employment); and
- a fall in the demand for unskilled labour and a large reduction in full-time employment opportunities for early school leavers.

These developments, together with technological change and the efforts to improve the competitiveness of Australia's industry in the international environment, have had major implications for the skills base of the Australian work force. The requirements for initial entry into the work force have been changing, and there is a growing recognition of the continuing need to acquire new skills, upgrade current skills and maintain the relevance of qualifications, that is, for life-long learning.

This has helped to shape the way that the education and training system has developed. The fall in full-time work opportunities for school leavers has contributed to significant growth in the proportion of students staying on to Year 12 and, in turn, the numbers proceeding to higher education and to vocational education and training.

With the growing awareness of the importance of vocational education and training, pressures have emerged for greater flexibility in how and where it is delivered. This includes easier and more efficient transition between the different levels of education, training and employment. Responses from the education and training sector have encompassed greater use of on-the-job training; more flexible arrangements for recognition of prior learning and credit transfer; and the development of a national approach to the recognition of qualifications.

In addition, the schools sector has become increasingly involved in providing initial vocational and training, easing the transition of students from school to work or vocational education and training through schemes such as the Australian Student Traineeship Foundation.

Employment Environment in 1995–96

1995–96 presented a difficult operating environment for the Portfolio. It was a year of subdued labour demand with employment growth slowing sharply over the course of the year. Employment growth for males was stronger than for females.

The employment outcome was unexpected in the context of continuing strong economic growth. Real GDP, as measured by trend GDP(A), rose strongly, by 4.2 per cent, in the year to the June quarter of 1996.

The moderate employment growth was insufficient to prevent a rise in unemployment during 1995–96, even though a fall in the participation rate, for males and females, softened the impact of the employment slowdown. The unemployment rate rose slightly in the year to June 1996 and teenage unemployment remained almost unchanged.

Vacancies remain at quite low levels and prospects are for only moderate employment growth in 1996–97.

Long-term unemployment continued to fall through 1995–96, reflecting in part the impact of labour market programmes targeted at this group. Long-term unemployment in June 1996 was one third lower than two years previously.

Further detail on labour market trends in Australia in 1995–96 is provided later in this overview section.

Working Nation and Labour Market Programme Outcomes

During most of 1995–96, a major priority for the Department was to continue to implement the *Working Nation* initiatives introduced by the previous Government in May 1994. These initiatives focused on industry and regional development assistance to reskill the most disadvantaged job seekers, and the development of a skilled and flexible labour force.

Working Nation introduced the Job Compact which gave people, who were in receipt of unemployment allowances for more than eighteen months, the guarantee of a job or training opportunity as part of a reciprocal obligation to seek work actively. Early intervention, case management and the introduction of the Youth Training Initiative and the National Training Wage were also major features of the *Working Nation* programmes.

The report on Programme 4 sets out the major employment outcomes from *Working Nation* in 1995–96. In summary, the number of Job Compact clients fell from more than 278 000 in July 1995 to 230 000 in June 1996. In 1995–96, 336 000 clients entered case management.

The Department undertook an evaluation of *Working Nation* which examined the implementation of its programmes and early measures of effectiveness. Overall, the findings highlighted the need to be realistic about what can be achieved through active labour market policies. This applies both to the setting of targets and to the way in which the targets interact with broader policy objectives. Further information on the Department's evaluations of programmes is available in the report on Programme 6.

The election of a new Government in 1996 brought about a major shift in employment policies. *Pathways to Real Jobs*, the Government's election statement on employment matters, sets out the approach to labour market assistance. Subsequent decisions have focused on the streamlining of labour market programmes and the plans to restructure fundamentally the way employment services are delivered.

Employer and Industry Servicing

The emphasis on assisting employers was continued throughout 1995–96. The Commonwealth Employment Service (CES) assisted employers to meet their labour needs by filling more than 520 000 vacancies. More departmental staff were outposted to provide advice and assistance to employers about employment and training assistance. Area Consultative Committees (ACCs) also sponsored some 600 new projects including 13 new small business incubators which provided the capacity to assist up to 355 tenant businesses.

Portfolio Overview

Regional and Community Employment Councils (RCECs) are to be established as a key initiative to build on the work of ACCs and strengthen business and jobs growth in regions. Planning is under way to set up several pilot RCECs which will bring together business leaders and representatives of the wider community to link more effectively the training of unemployed people with sustainable jobs and with regional development plans.

Departmental programmes contributed to increasing traineeship commencements to some 35 000 in 1995–96. The availability of more flexible traineeship arrangements, including those delivered solely on-the-job was a key factor in the increase. Total traineeship commencements including those which do not attract a subsidy from departmental programmes numbered more than 37 000. The capitalisation of training incentives was introduced to assist large enterprises employing a significant number of apprentices and trainees. The up front payment allowed firms to defray the considerable initial costs associated with expanding training within their enterprise.

The New Enterprise Incentive Scheme assisted around 12 000 people to undertake small business training with more than 10 000 of these establishing small businesses. The scheme not only assists unemployed people into self-employment but contributes to an employment multiplier effect when those small businesses expand and take on employees.

In December 1995 the Forest Industry Labour Adjustment Package was introduced to assist workers displaced from the native forest industry as a result of Government conservation decisions. The assistance was in the form of retraining, re-employment and relocation.

50th Anniversary of the Commonwealth Employment Service

On 1 May 1996 the CES completed fifty years of providing employment services to the Australian people.

Commemorative activities at Area and regional levels have provided an opportunity to reflect on the contributions of staff over the half century of CES operations. They have also provided an opportunity to focus on the pivotal role that staff continue to play in meeting the Government's objectives of helping all Australians achieve the best possible employment, education and training outcomes.

A commemorative essay on the CES is included later in this overview section.

Education and Training

Overall the educational attainment of the Australian population is rising. In 1995, 46 per cent of 15 to 64 year olds in the labour force had post-school qualifications compared with 43 per cent in 1986. However, Year 12 retention fell again in 1995 (from 74.6 per cent to 72.2 per cent) but continues to be well above the levels of a decade ago. Girls continue to have higher retention to Year 12 than boys.

In 1995–96 work in the areas of key competencies, vocational education in schools and enterprise education has promoted educational practices that enhance productivity and lifelong learning in the workplace, as well as promoting effective and reliable pathways from schooling to employment for young people. The focus on student learning outcomes and teaching practices, which includes making learning outcomes in these areas explicit, has begun to generate considerable change in the nature, delivery and articulation of general and vocational education in schools. This reflects system-level changes towards outcomes-based education.

The Australian Student Traineeship Foundation was established in 1994 to promote the broadening of senior school education to include the opportunity for young Australians to acquire workplace knowledge and experience before they graduate from school. The Foundation encourages schools and employers to develop 'best practice' workplace learning partnerships which give students the opportunity to develop recognised academic skills and vocational competencies.

The Australian Vocational Training System provides a broad range of articulated pathways combining education, training and experience in workplaces. The system is based on nationally endorsed industry and enterprise competency standards.

A key initiative of the new Government is an integrated package of reforms in vocational education and training. The Modern Australian Apprenticeship and Traineeship System (MAATS) will build on the successful features of the Australian Vocational Training System, including the use of national industry and enterprise competency standards. New initiatives will make the training system more flexible and responsive to industry needs.

The objective of MAATS is to modernise the Australian training system to make training, especially entry-level training, an attractive business proposition for a much wider range of enterprises. This will greatly expand the employment and career opportunities for all Australians, particularly for young people, as well as increasing the international competitiveness of Australian enterprises through enhancing work force skills.

Some 631 000 students were enrolled in higher education in 1996. Enrolments have increased by 63 per cent in the decade to 1995 and by 4.4 per cent between 1995 and 1996. Female students account for 54.3 per cent of all enrolments in 1996.

Over the decade to 1995, participation in higher education increased from 36 to 48 per thousand of the 17 to 64 year old population. Between 1994 and 1995, the participation rate for 17 to 24 year olds, which is the age cohort most likely to participate in higher education, increased from 142 to 150 per thousand.

Tighter targeting of benefits paid by the AUSTUDY programme was introduced in 1996 through the AUSTUDY Actual Means Test. The introduction of the test responded to community concerns that some comparatively well-off families were receiving AUSTUDY payments. It assesses the total financial means available to clients where taxable income may not be a good indicator of need for Government support.

In 1996 literacy, particularly in the schools sector, emerged as an important issue. The first National School English Literacy Survey will establish reliable, national baseline data on the literacy performance of primary school children at Year 3 and Year 5. It will be possible to make comparisons with national literacy benchmarks for these cohorts of school children.

Following the *National Review of Education for Aboriginal and Torres Strait Islander Peoples* in 1993 the Commonwealth has reaffirmed its commitment to the National Aboriginal and Torres Strait Islander Education Policy, acknowledging the importance of its strategies for enabling Indigenous people to exercise greater educational self-determination and experience better educational outcomes. The priorities include the setting of literacy, numeracy and employment targets to improve educational outcomes.

In March 1996, the incoming Commonwealth Government announced its strong support for the objectives of Indigenous education. A restructured Indigenous Education Strategic Initiatives Programme which emphasises educational outcomes will commence on 1 January 1997 with increased appropriations.

Youth

Since March 1996, the Department's role in youth affairs has been enhanced, as reflected in the inclusion of 'Youth Affairs' in the name of the Department. The Minister released a statement on youth policy, *Australia's young people: shaping the future* with the 1996–97 Budget. The statement identifies tackling youth unemployment as the Government's first priority and sets out the agenda in youth policy for the future.

New initiatives in the 1996–97 Budget will provide support for youth over a broad range of Government services. Within the Portfolio, the establishment of the Green Corps with funding of some \$40m over three years will give young Australians the opportunity to contribute to preserving and restoring Australia's natural environment and cultural heritage. Under the MAATS initiative, \$187m will be available over four years to smooth the school-to-work path for students and reduce youth unemployment. The Job Placement, Employment and Training programme will assist homeless and disadvantaged young people who are looking for work or who want to continue, or re-enter, full-time education.

Internationalisation of Australia's Employment, Education and Training Services

Policy and programmes promoting Australian employment, education and training internationally complement and advance domestic reforms aimed at creating an internationally competitive work force. The international dimension of Australia's education and training contributes to the nation's growth and provides opportunities for social, intellectual and cultural engagement with the societies in our region and beyond. It also underpins access to international trade opportunities essential for Australia's economic growth. The Department's role as an effective catalyst in this area was highlighted in 1995–96 by:

- continued strategic funding support for government to government, institution and individual participation in international education and training activities;
- the further development of Australia's leadership role in APEC's human resource development agenda;
- the opening of a dialogue on education and training with counterpart countries in the Gulf States;
- the consolidation of the Australian International Education Foundation (AIEF);
- the review of the *Education Services for Overseas Students (ESOS) Act*; and
- the continued growth of the Department's commercial consultancy business.

In a little over a year since it was established, the AIEF has made significant progress as a government–industry partnership to promote Australian education and training services overseas and to position Australia as an international leader in quality education and training services and institutional research. In 1995–96 some 80 000 overseas students studying in Australia have expended an estimated \$2.1b, an increase of 24 per cent over 1994–95.

The review of the *Education Services for Overseas Students (ESOS) Act* established a broad general consensus that the Act had contributed strongly to the growth and stability in the industry over the past five years. The review recommended that the Act continue as part of an effective cooperative approach to regulation involving the Commonwealth and state and territory governments and industry.

The Department's international consultancy business continued to promote and expand export opportunities for Australian business and government in employment, education and training

services. In 1995–96, the Department increased the market for existing products and developed new products to meet emerging demands. The Department is achieving success in this commercial sphere and is well regarded in the international marketplace.

Social Justice and Access and Equity

Social justice and access and equity principles provide an important impetus for the provision of an equitable share of resources to all Australians. Fair access to opportunities and services such as employment, education and training is a key objective of the Government and of the Department in the delivery of its programmes. The Government made a pre-election commitment to implement an access and equity strategy for the delivery of services to all Australians, of whatever background, and to ensure that all cultural groups have access to all publicly provided services without discrimination. This will build on the previous access and equity strategy which focused on the removal of language, cultural, religious and racial barriers in the delivery of Commonwealth programmes and services.

Access and equity target groups for the Department's programmes are Indigenous people, youth, those in rural and isolated areas of Australia, migrants, women, sole parents, mature-age workers, offenders, people with disabilities and the long-term unemployed.

The Department seeks to ensure that members of access and equity target groups are informed of its programmes and services, as a first step to gaining access to employment assistance or to education and training.

It also encourages staff to receive training to assist them to address access and equity and social justice issues. Examples include training programmes in communication and client service skills, client diversity and cross cultural awareness.

Information on the implementation of social justice and access and equity principles in the delivery of programmes by the Department, including relevant performance information, is contained in the individual programme chapters.

THE AUSTRALIAN LABOUR MARKET IN 1995–96

Employment Growth

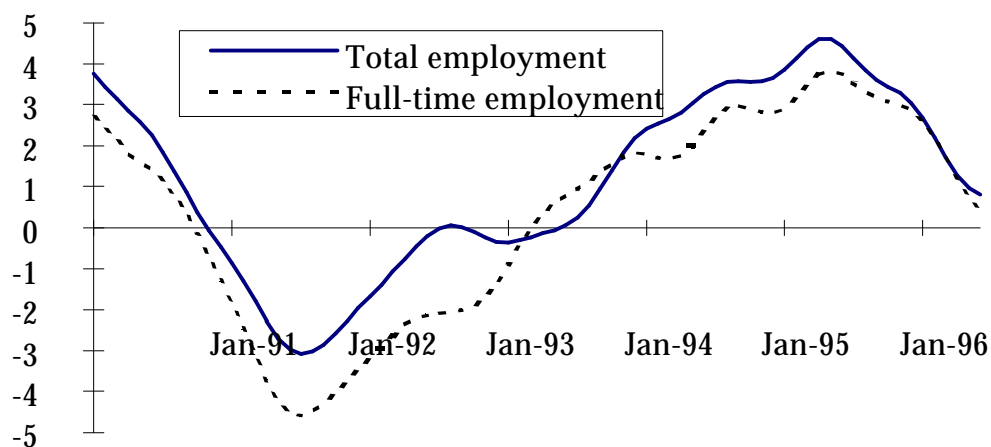
In the year to June 1996¹, total employment rose by 67 200 or 0.8 per cent to reach 8 314 300. This was much lower than the increase recorded in the year to June 1995 of 350 000 or 4.4 per cent.

The extent of the labour market slowdown was most evident for full-time jobs. In the year to June 1996, full-time employment increased by only 26 300 or 0.4 per cent, or around 200 000 less than in the year to June 1995.

Part-time employment growth also slowed, increasing by 40 900 or 2.0 per cent in the year to June 1996, down from growth of some 125 000 in the year to June 1995. Figure 1 illustrates the employment growth slowdown.

In contrast to trends in recent years, 1995–96 saw stronger growth for males than females. Male employment rose by 55 000 or 1.2 per cent compared with growth of just 12 000 or 0.3 per cent for females.

Figure 1: Annual Employment Growth (Per Cent)

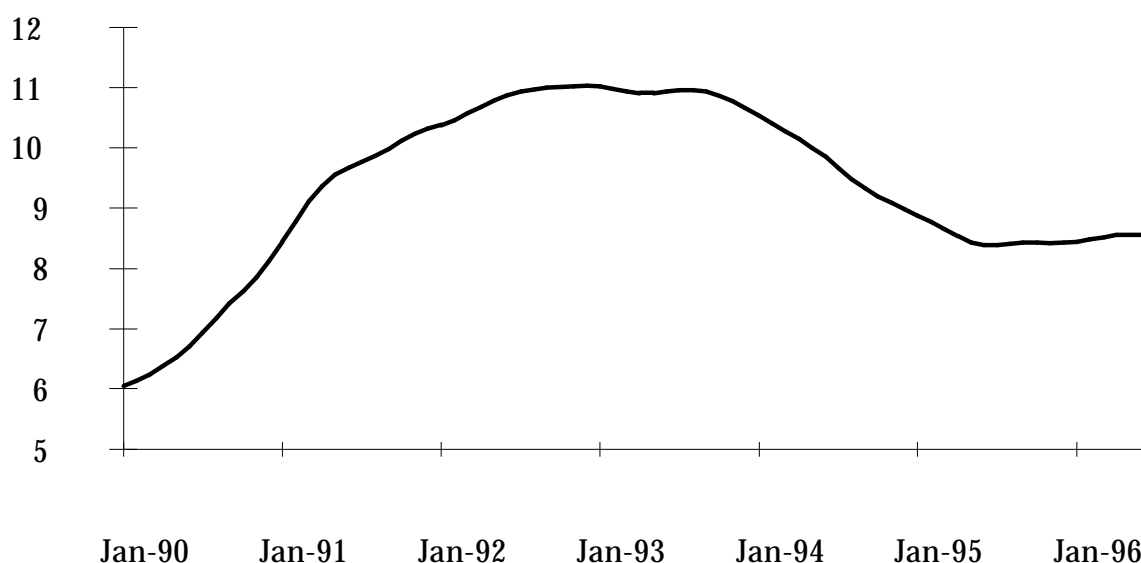


Unemployment

With the slowdown in employment growth, the unemployment rate increased from 8.4 per cent in June 1995 to 8.6 per cent in June 1996. The number of unemployed persons rose by 23 000 to 777 600.

The unemployment rate has remained well above the pre-recession rates of less than 6 per cent recorded in late 1989. The trend in the unemployment rate in the 1990s is illustrated in Figure 2.

¹ Unless otherwise stated, all labour market data are in trend terms from the Labour Force, Australian Bureau of Statistics, Cat No 6202 and 6203.

Figure 2: Unemployment Rate (Per Cent)

A fall in the participation rate, in response to slow growth in labour demand, softened the impact of the jobs slowdown on unemployment. In the year to June 1996 the labour force participation rate fell by 0.3 percentage points to 63.4 per cent. This reflected falls for both males (down 0.4 percentage points to 73.5 per cent) and females (also down 0.4 percentage points, to 53.5 per cent). The outcome in 1995–96 for females runs counter to the longer term trend of rising female labour force participation.

Teenage Unemployment

A frequently used measure of teenage unemployment (15 to 19 years) is the teenage full-time unemployment rate, which measures the number of unemployed teenagers looking for full-time employment as a share of the teenage full-time labour force (that is, those teenagers who are either unemployed and looking for full-time work or employed full-time). During 1995–96 the full-time unemployment rate remained almost unchanged in trend terms, rising marginally from 27.8 per cent in June 1995 to 28.1 per cent in June 1996.

This is equivalent to 7.2 per cent of the teenage population, reflecting the fact that most teenagers are in full-time education and not working full-time or seeking full-time work. In June 1996 (original data) two thirds of teenagers were attending school or tertiary education full-time and fewer than one in four teenagers were in the full-time labour force. Many students combine full-time education with employment, mainly part-time work. In June 1996, 30.8 per cent of school students and 45.5 per cent of tertiary students were working while in full-time education.

Teenage unemployment remains unacceptably high and the challenge of achieving substantial reductions in teenage unemployment is a high priority for the Portfolio.

Long-term Unemployment

The marked fall in long-term unemployment (those unemployed 12 months or more) evident in 1994–95 continued during 1995–96. In the year to June 1996 long-term unemployment fell by 34 700 or 14.4 per cent to 206 200. Over the past two years, long-term unemployment has been reduced by almost one third. The number of persons unemployed two years or more also fell in the year to June 1996, down 24 300 or 17.5 per cent to 114 600, and is one third lower than two years earlier.

Portfolio Overview

Long-term unemployment fell in all age groups except teenagers in the year to June 1996 (original data), with the strongest falls recorded for those aged 20 to 24 years (29.4 per cent), 25 to 34 years (28.2 per cent) and 35 to 44 years (24.5 per cent).

The reduction in long-term unemployment reflects both the benefits of economic growth and labour market assistance targeted at people who have been unemployed for a long period of time.

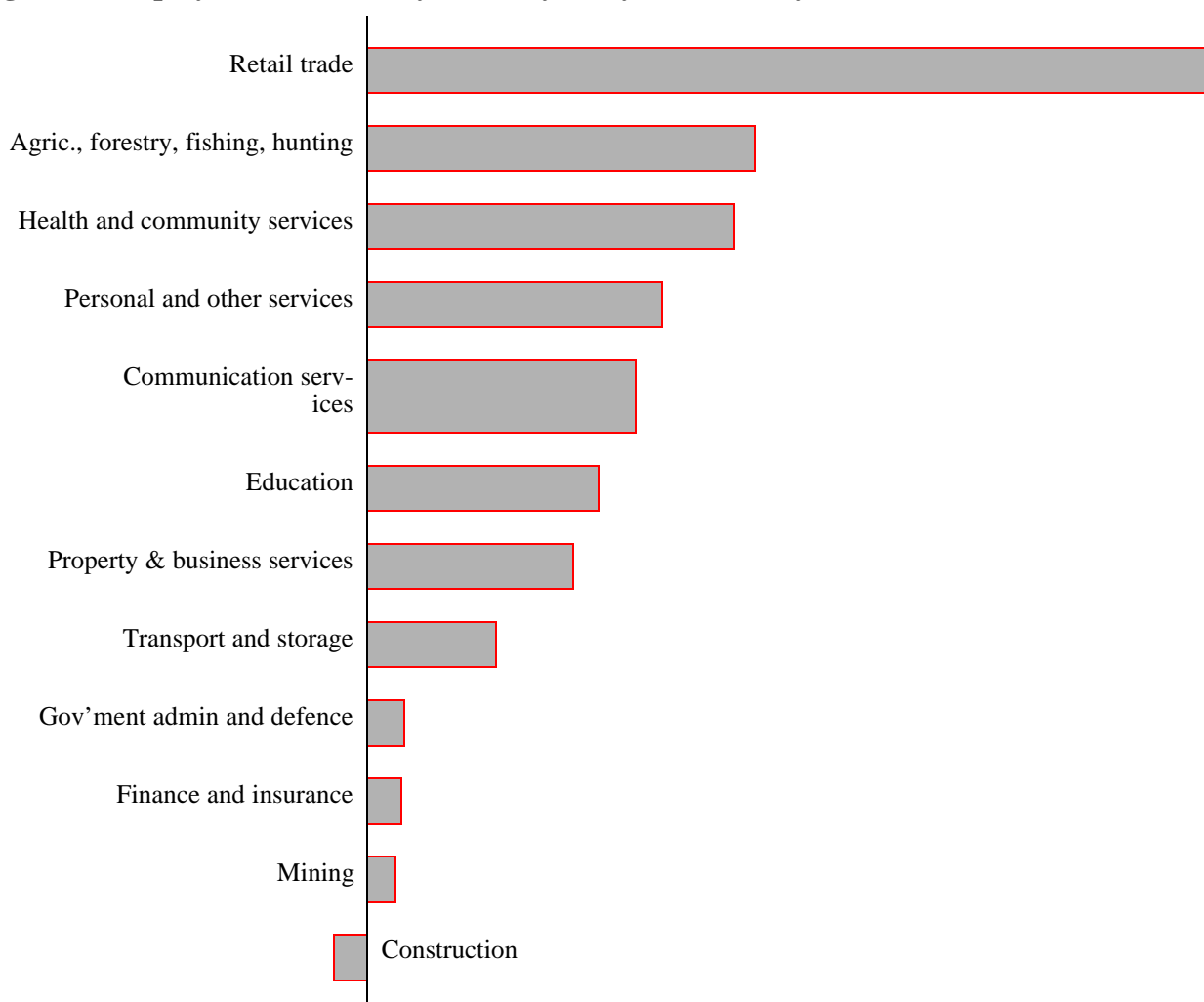
Employment Growth by Industry

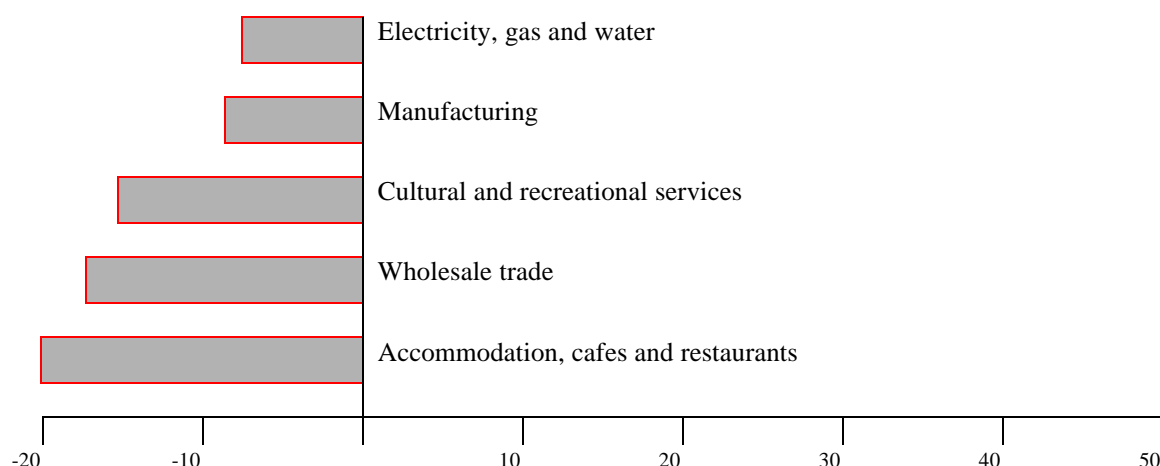
The slowdown in employment growth in 1995–96 reflects dramatic variations in employment outcomes for key industries. The number of new jobs by industry in the year to May 1996 is illustrated in Figure 3.

Three industries, *cultural and recreational services, construction and accommodation, cafes and restaurants*, experienced a turnaround from strong employment growth in the previous year to a decline in employment. At the same time, other industries, especially *government administration, health and community services* and *property and business services*, exhibited much lower jobs growth in 1995–96 than in 1994–95. *Manufacturing* employment fell slightly in the year to May 1996.

Retail trade made the largest contribution to jobs growth, accounting for around half of employment growth during 1995–96.

Figure 3: Employment Growth by Industry: May 1995 to May 1996 ('000)



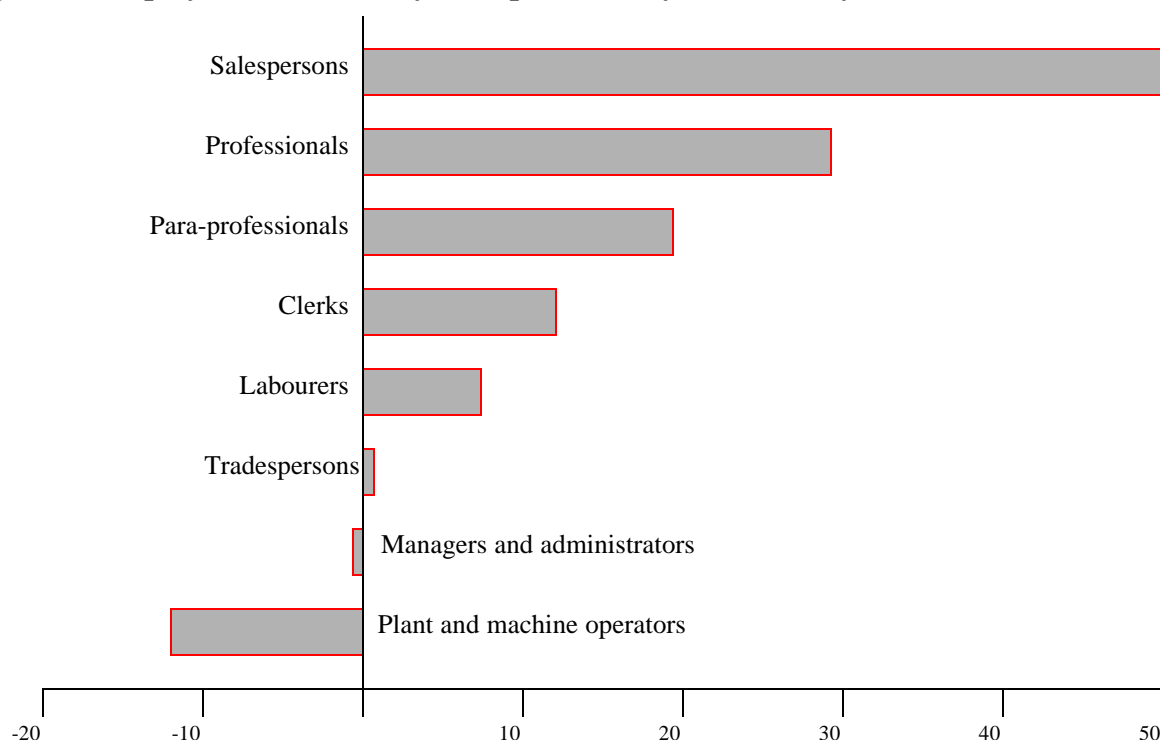


Employment Growth by Occupation

Key occupational groups, in particular *professionals*, *salespersons*, *labourers* and *tradespersons* experienced a marked slowing in employment growth during 1995–96. *Plant and machine operators and drivers* had a turnaround from strong growth to a fall in employment while employment growth for *para-professionals* strengthened.

The number of new jobs in the year to May 1996, by occupational group, is portrayed in Figure 4. The largest contributions to employment growth were from *salespersons* and *professionals*. Importantly, for vocational education and training programmes, employment of *tradespersons* remained almost unchanged.

Figure 4: Employment Growth by Occupation: May 1995 to May 1996 ('000)



50TH ANNIVERSARY OF THE COMMONWEALTH EMPLOYMENT SERVICE

On 1 May 1996 the Commonwealth Employment Service (CES) completed fifty years of providing employment services to the Australian people.

Background

Before the end of the Second World War, Australian governments and the community had been planning for a peacetime economy and society. Two of the main concerns of the Commonwealth Government in the immediate postwar period were the re-establishment of demobilised ex-service personnel and war industry workers, and how to change from a war economy to a peacetime one.

The first White Paper released by an Australian government, entitled *Full Employment in Australia*, was tabled in Parliament on 30 May 1945. Along with the *Re-establishment and Employment Act 1945*, it gave support for a long term policy to maintain full employment and expressed a strong commitment to developing sound practices in industrial relations and industrial welfare.

The Commonwealth Employment Service commenced operations on 1 May 1946. The CES had a broad charter from the outset to provide services and facilities to assist in bringing about and maintaining high and stable levels of employment, training and retraining, at a time of full employment and very high demand for scarce skills.

The Fifties and Sixties

Throughout the 1950s capital inflow, immigration, the growth of industrial markets, and improvements in pastoral productivity led to accelerated economic growth. During this period, a skills shortage led to increased recruitment from overseas.

The Government embarked on large scale public works programmes, communications, transport and finance projects and the establishment of a framework for an expanding private economy. The CES played a key role in integrating new arrivals into the Australian work force.

However, in 1961 economic activity fell away sharply and the labour market changed from one of full employment to one marked by over-supply. The CES was again called on to play a central role in assisting unemployed people back into work.

The Seventies and Eighties

During the early 1970s, job shortages, accelerating levels of unemployment and changes in the structure of the labour market began to emerge. These included the effect of technological change, the decline in the proportion of people in the rural sector and manufacturing industries, the increase in part-time employment and the entry into the work force of increasing numbers of women, especially married women.

At the same time, high rates of inflation across the world severely affected the Australian economy. Inflation stemmed economic growth resulting in high levels of unemployment. A recession in the 1970s heightened the awareness of the effects of the structural changes on employment opportunities. Successive governments embarked on labour market intervention ap-

proaches to aid the adjustment of emerging labour supply and demand problems in the economy during this period.

A review of client services and regional structures in March 1988 explored improved ways of servicing clients. New patterns of management were introduced involving the devolution of operational functions, the differentiation of service outlets, the upgrading of information technology facilities and the involvement of CES offices in the delivery of student assistance. A computer application (JOBSYSTEM) which records employer, vacancy and job seeker information commenced on 31 March 1991. The system markedly improved efficiency by linking, for the first time, the entire CES network in a single system.

The Nineties

In May 1993, the Department undertook a further review (the Services and Structures Review) to examine ways to improve services to clients, provide flatter structures and improve accountability at the local level. The review sought to position the Department to deliver services in an environment characterised by high unemployment and particularly long term unemployment (12 months or more).

Differentiated outlets were brought together into integrated employment servicing units with a particular emphasis on case management for the most disadvantaged clients as well as upgraded employer services. The Remote Area Field Service was introduced to deliver employment and training services to remote clients, particularly Indigenous people. State offices were abolished, with responsibility for operational management assigned to nineteen Area offices, some of which cross state borders in line with natural economic and labour market groupings, in a direct reporting line to National Office.

The *Employment Services Act 1994* relaunched the CES and created Employment Assistance Australia (EAA) which provides case management services for the long-term unemployed and those at risk of becoming long-term unemployed. The legislation also created the Employment Services Regulatory Authority, to promote and regulate a competitive framework for case management of long term unemployed job seekers by private and community case management operations and by EAA.

Labour Market Programmes

The traditional role of the CES has been to promote efficiency in the labour market by speeding up the process of matching the right people to the right jobs. As unemployment increased in the 1970s and 1980s, the focus changed from job matching to assessing peoples' difficulties in the labour market, designing packages of assistance including training and wage subsidies and placing people at risk of long-term unemployment into jobs.

Changing labour market conditions, the increase in the number of long term unemployed people and international trends such as the promotion of more active forms of assistance for unemployed people have all influenced the nature of the intervention in the labour market. In response to the growth in unemployment in the early part of the 1990s, the Government increased labour market programme spending and sharpened its focus on assisting long-term unemployed people through wage subsidy and employment experience programmes.

In August 1995, the CES Advisory Committee completed its Review of Labour Market Programmes. It recommended that programme administration be streamlined, the programmes be made more flexible and simpler, and that they have a stronger client focus.

Use of Information Technology

Information technology has delivered substantial improvements in the efficiency and effectiveness of service delivery.

During the first half of 1996, more than 2200 touch screen units were installed in CES offices throughout Australia, replacing cards on job boards and providing real time access to the national jobs database. This touch screen network, the largest of its type in the world, has been very favourably received by job seekers and provided easier and faster access to a wider range of current job opportunities.

Since mid 1995, a new Integrated Employment System (IES) has been progressively implemented in CES offices and for contracted case managers. This has included a new mainframe-based system, the heart of IES, which incorporates the national job and job seeker database and provides support for more efficient work processes across a wide range of employment service functions. Applications that operate on personal computers but are linked to this mainframe application have also been developed progressively and are being introduced. These tools support key business processes such as case management for disadvantaged job seekers and employer servicing and provide faster access to more reliable management information. IES implementation is well advanced and will be completed during 1997.

Emerging Trends

The use of intermediaries to deliver the Government's programmes is a recent development in public administration. Effective relationships have been established between the Government and business, with organisations such as the Australian Chamber of Commerce and Industry and its state and territory affiliates playing an important part in helping unemployed people. Departmental officers have been posted to industry and employer organisations to assist this process.

Increasingly, community organisations are delivering employment and labour market programmes and services. The use of contracted case managers has become an integral part of the delivery of case management for long term unemployed people and those who are likely to become so. SkillShare providers continue to make a significant contribution to assisting job seekers through training and employment related projects. Other parties working with the CES to deliver services to the unemployed include the Commonwealth Rehabilitation Service and training providers.

The changing composition of the work force poses new challenges for the CES Network. New methods of servicing employers and job seekers are addressing the trend to casual and part-time employment and other flexible working arrangements negotiated under enterprise and workplace bargaining arrangements. Increased employer liaison is a current focus of CES activities.

The CES is also addressing the employment needs of young people. This involves influencing employer attitudes toward the recruitment of young people, enhancing the effectiveness of employment, education and training linkages and providing help at an early stage in the unemployment cycle to assist young people into worthwhile education, training or work opportunities.

The 50th Anniversary was commemorated by the Secretary, Mr Sandy Hollway, at the Belconnen CES in Canberra on 1 May 1996. Other commemorative activities have been undertaken at Area and regional levels, allowing management and staff to reflect on the contributions of staff over the half century of CES operations. They have also provided an opportunity to focus on the pivotal role staff of the Department continue to play in meeting the Government's objec-

tives of helping all Australians achieve the best possible employment, education and training outcomes.

Looking Ahead

The move to a fully competitive employment placement market, including the establishment of a corporatised public employment placement provider will occur progressively from mid-1997. In the interim, the Department will continue to operate the CES and EAA to provide main-stream employment and labour market assistance to job seekers and employers.

CORPORATE OVERVIEW

DESCRIPTION

Mission

The Government's broad economic and social objectives commit it to increase employment opportunities, reduce unemployment, improve the skills base and promote equity in education and training and in the labour market. Its objective for this portfolio is to give access to employment, education and training opportunities to enable the nation's people to achieve their individual potential, to contribute as members of Australian society and to share in the benefits of that society.

The Department's mission is to provide the best possible employment, education and training services, within the funds available, to prepare Australians for job opportunities and to contribute to the nation's ongoing economic growth. The Department's fundamental objectives are to :

- improve efficiency and effectiveness of the labour market by fostering employment services and education and training systems that are attuned to the needs of individuals and of industry and will raise the productivity of the work force;
- promote equality of education, training and employment opportunity by helping people, particularly those at a competitive disadvantage in the labour market, to acquire knowledge, skills and competencies and to access employment opportunities; and
- provide young people with the opportunities in education, training and employment so that they can fulfil their potential to contribute fully to Australian society.

Business

The Department's business is to carry out its mission by implementing Government policies and programmes promptly, efficiently and fairly.

The Department is the main Commonwealth department for employment, education and training matters, working in partnership with other portfolio and Commonwealth agencies, state government agencies, employer and union bodies, educational institutions and local government and community organisations.

The Department is committed to the highest levels of service to its clients - employers and industry, education and training providers, international agencies, students, young people, job seekers and, especially, the long-term unemployed. It provides specific employment and educational services for Indigenous peoples, to whom the Government gives special priority.

To achieve the Government's employment, education and training objectives, the Department must communicate effectively with clients and respond to their needs with service delivery of consistently high quality.

To provide high quality service, the Department maintains skilled and dedicated staff through effective corporate services, good management and staff development.

Organisation

The Department has simplified its organisational structure to a National Office, Area offices and regional employment servicing units. National Office advises Ministers, formulates policy and manages programmes. It also delivers some education, training and international programmes direct to agencies, institutions and other clients.

Most of the staff work in Area offices, integrated regional employment servicing units and other outlets. They serve clients through the CES and Employment Assistance Australia (EAA) networks. The CES provides a national service which finds jobs for people and people for jobs. It also assists individual employers, job seekers, students and young people. EAA provides case management services to the long-term unemployed and those at risk of long-term unemployment.

Area managers are responsible for regional employment servicing units which provide face-to-face service for job seekers, employers and other clients. Regional managers are responsible for CES job seeker and employer servicing units, EAA outlets, labour market programme administration and student and youth service outlets.

One Area office in each state supports an outposted national office to carry out state-level functions. These Area offices also provide some aggregated services for all Areas in their state.

Values

The Department's corporate values and code of practice set standards of behaviour reflecting its responsibilities.

The corporate values are:

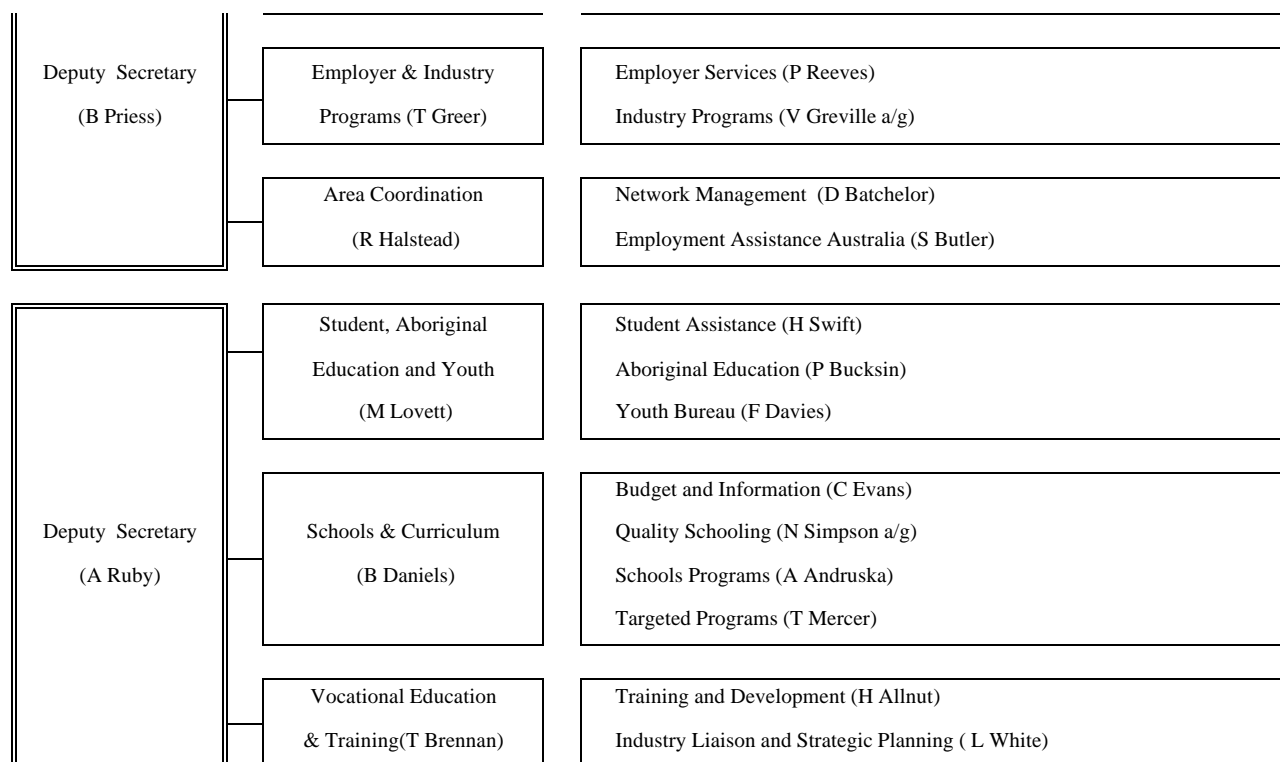
- commitment to staff - developing skilled, motivated and ethical staff who will work cooperatively to achieve organisational objectives;
- encouraging excellence - encouraging staff and the individuals and organisations serviced by the Department to acquire skills to perform at the highest levels;
- service culture - understanding the needs of clients, informing them of rights and obligations and providing the best possible programmes and services; and
- promoting social justice - providing equitable access to opportunities for clients, reviewing the social justice impact of programmes and sharing responsibility with clients for programme outcomes.

The corporate code of practice sets standards for how the Department goes about its work. The Department and its staff strive for:

- quality and service - a high standard of work and services that are presented promptly and courteously. The Department looks for better ways of working, anticipating the needs of clients, colleagues and the workplace;
- equity and integrity - attending to the rights and needs of clients equitably. The Department conducts business honestly to win the confidence of clients; and
- efficiency and accountability - meeting goals cost effectively and accountably. The Department takes responsibility for its actions and makes decisions openly to meet legal requirements and conform with government policy.

Figure 5: Divisional Structure at 30 June 1996





The organisational units below report directly to one of the Deputy Secretaries.

IES Projects Branch (R Correll)	Special Project [Shop front] (T Moran)	Education Technology Project (R Waite)	NBEET Secretariat (Vacant)
Communications Branch (P Jamieson)	Special Project [Income support] (P Whitney)	Youth Project (J Moore)	

Figure 6: Map of Departmental Area Boundaries at 30 June 1996

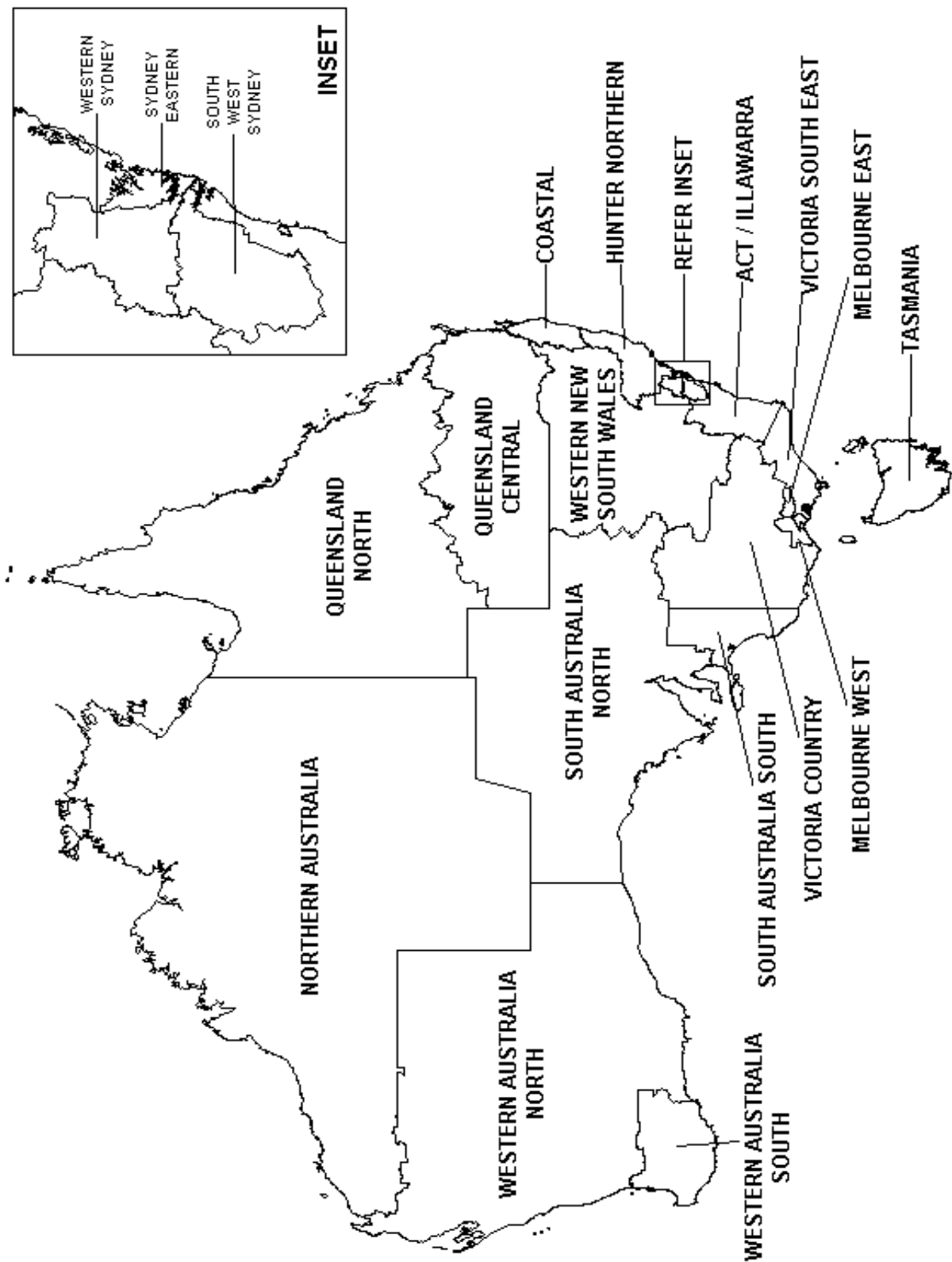
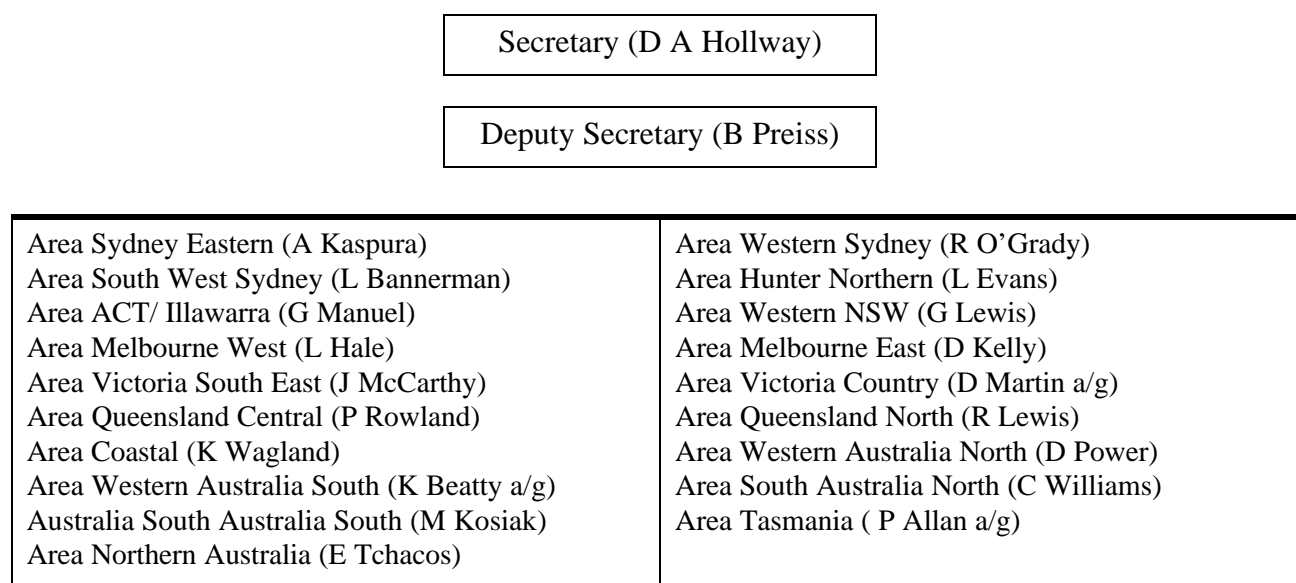


Figure 7: Top Structure of Department's Area Administration at 30 June 1996

Organisational Structure

At 30 June 1996, the Department consisted of 19 Area offices and a National Office comprising eleven Divisions, a Legal Group, and three Branches which report directly to the Department's Executive outside the Divisional structure. The Department's Executive comprised the Secretary and four Deputy Secretaries.

A chart of the National Office top structure as at 30 June 1996 is provided at Figure 5. Figure 6 is a map of the Area structure. Figure 7 shows the top structure of the Department's Area administration. The functions of the units of the National Office are outlined below.

Functions of National Office

Systems Division - Provides the department's information technology facilities. Selects, acquires and maintains information technology products and services and specifies and develops systems.

IES Projects Branch - Develops the new Integrated Employment System (IES) to replace the Department's existing employment systems.

Legal Group - Delivers in-house legal services through advising, drafting documents and managing litigation. Manages the Portfolio legislation programme.

Benefits Control Branch - Coordinates fraud prevention and benefits control.

Corporate Services Division - Manages the department's human, financial and property resources. Coordinates portfolio, budget and corporate planning and the parliamentary, ministerial and Cabinet processes.

Higher Education Division - Administers programmes supporting the teaching and research activities of higher education institutions. Coordinates the assessment of migrants' skills and qualifications acquired overseas (National Office of Overseas Skills Recognition)

Economic and Policy Analysis Division - Analyses trends in employment, education and training and their implications for Portfolio policies and programmes. Evaluates programme effectiveness and policy coherence across the Portfolio. Advises on skill levels and requirements, the allocation of resources between sectors, programme outcomes and cost-effectiveness and equity, access and participation issues.

International Division - Develops the policy and legislative framework to support the Government's international trade in services agenda. Promotes and markets Australia's education and training services overseas through the Australian International Education Foundation. Exports the Department's expertise through consultancy services to international institutions and overseas government agencies on a fully commercial basis.

Communications Branch - Coordinates the Department's media liaison, marketing and general communication to the community and staff and provides professional communication advice and assistance to the Ministers' offices, the Executive and other areas of the Department.

Employment Programmes Delivery Division - Develops labour market programmes and services to assist job seekers to find jobs or to receive work experience and training to prepare them for entry or re-entry to the workforce. Coordinates cross-portfolio employment policy on issues affecting Indigenous people.

Employer and Industry Programmes Division - Manages job brokerage, employer servicing strategies, fee-for-services strategies, enterprise and employment development measures, and programme responses to the impact of structural adjustment and microeconomic reform on industry sectors and regional labour markets.

Area Coordination Division - Coordinates the programme and service demands on the Department's client service delivery network. Manages the national Remote Area Servicing and Occupational Information networks.

Student, Aboriginal Education and Youth Division - Develops policy, procedures and legislation for student assistance programmes and the coordinates the Student Assistance Centres. Develops and coordinates national policy priorities for assistance and support to young people to achieve successful employment, education and training outcomes. Develops policies and administers programmes to improve educational careers, participation and outcomes for Indigenous people.

Schools and Curriculum Division - Develops and implements Commonwealth policies for government and non-government schools and administers programmes of financial assistance.

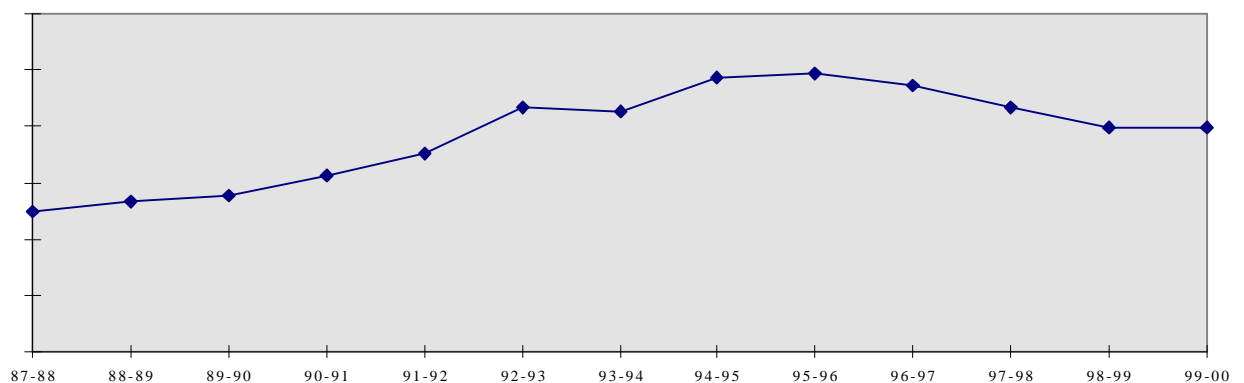
Vocational Education and Training Division - Fosters developments in entry level training and further education and training while promoting the interrelation between employment, education and training nationally and internationally.

THE YEAR IN REVIEW

Managing Declining Resources

A major challenge facing the Department for 1995-96 was the management of a declining running cost resource base while continuing to achieve programme outcomes and maintain a high level of service to clients. The magnitude of the challenge is illustrated in Figure 8 which depicts the trend in the resourcing of the Department from 1987-88 to 1999-2000.

Figure 8: Trends in Running Cost Resources 1987-88 to 1999-2000



The Department commenced the 1995-96 year needing to reduce its running cost expenditure. It set about reducing the level of administrative expenditure to the maximum extent possible through more efficient management practices. To this end, the Department has been re-engineering its processes in areas with the potential for savings.

It has entered into national contracts to cover the supply of services in areas such as travel, printing and publication, photocopying, stationery and postage. The impact has been twofold. On the one hand, the Department has achieved savings through lower unit costs as a result of its bulk purchasing power. More significantly, the introduction of national contracts has led to improvements in the administration of departmental activities. For example, the Department now purchases supplies of forms on a 'just in time' basis in line with best practice. This has resulted in more efficient forms management practices with spin off savings.

In the area of property management, the Department has reduced its dependence on long term leases to allow greater flexibility to adjust to shifts in the pattern of its staffing. The Department is exploring options to contract out its property management function.

A substantial reduction in staffing has been necessary to achieve the required savings. In addition, the Department acted to anticipate further reductions in resources for 1996-97. Between May 1995 and August 1996, the Department has successfully managed a major voluntary redundancy programme in a difficult industrial environment which has resulted in a reduction in its staffing of more than 3000 or 20 per cent of its work force.

Continuous Improvement

The Department has taken the initial steps to introduce a culture of continuous improvement within the organisation, including the establishment of the Quality Coordination and Corporate Planning Branch (previously the Performance Improvement Branch).

In 1995-96 the Department has:

- participated in the Price Waterhouse International Benchmarking Studies on customer service, human resource management and financial management;
- been one of four agencies involved in the second stage of the MAB/MIAC Review of Personnel Services Project;
- commissioned a major review of stressors in the workplace;
- been the lead agency in a project to develop a prototype human resources management information system under the auspices of the Office of Government Information Technology; and
- compiled a data base and began to implement continuous improvement suggestions proposed by staff.

Three broad initiatives were implemented in 1995-96 under the umbrella of a business improvement agenda to improve the delivery of services to clients.

The first focussed on developing better work practices. One of the more significant projects centred on case management of unemployed clients. Other projects included a review of job seeker registration processes and account management for employers.

The second was aimed at using information technology more effectively and efficiently. It involved addressing the business issues surrounding the design and implementation of the Department's new integrated employment system.

The third group set of initiatives was directed to improving accountability and standards for the delivery of services to job seekers, employers and students. A customer service code was introduced for the client service delivery network and a charter of customer service is being developed. The Department also reviewed service standards for its Aboriginal Education Units.

Information Technology Initiatives

The re-engineering of the Department's information technology systems and facilities gathered pace during the year.

A network of more than 2200 touch screens - the largest such network in the world - was installed in some 300 CES offices throughout Australia. The screens, which enable job seekers to search for jobs by interacting with the national CES jobs database, are very popular with the Department's clients.

The first three releases of the Department's major new system, the Integrated Employment System, were implemented, providing improved tools for matching job seekers to jobs, more efficient mailhouse services for letters to job seekers and substantial improvements in management information systems.

New personal computer facilities were installed in Area offices and Student Assistance Centres. The facilities connect to the Department's National Office in a single new network based on the Windows 95 desktop system - one of the largest Windows 95 implementations in the Commonwealth.

Job Guide 1996 - a publication which provides information about careers, occupations, education and training for students, job seekers and intermediaries - was made available on floppy disk, CD ROM and the Internet for the first time.

A back-up national computer centre was installed at Homebush in Sydney. The centre is linked to the major national centre in Canberra by a private microwave facility. The Sydney centre is operated remotely from Canberra - the first time this has been done in Australia over such a distance.

Over the next year the Department plans to move its Canberra computer centre to the purpose-built Australian Taxation Office facility, to develop further its suite of systems based on the Internet and to release the remaining phases of the Integrated Employment System.

In 1995-96 the Department has progressed the development and implementation of the national education network service known as Education Network Australia (EdNA).

EdNA's role is to coordinate the development and use of information technology for educational purposes by the Commonwealth, the schools and the vocational education and training sectors in each state and territory, the higher education sector, the non-government schools sector and the adult and community education sector.

Equal Employment Opportunity

The Equal Employment Opportunity (EEO) National Programme and Action Plan has operated since July 1994. A key objective is to provide an environment free from unlawful discrimination, including sexual or workplace harassment. The plan sets out objectives for recruitment, promotion, staff development, retention and work environment issues.

Comparison of the EEO Profiles for 1994-95 and 1995-1996

Total staff numbers declined by 6.8 per cent during the year. The numbers in all EEO groups have also declined but the proportion of staff within each group has been maintained. The EEO profile at 30 June 1996 is at Appendix 3. A comparison of the 1994-1995 and 1995-1996 profiles reveals that:

Women

The proportion of total staff was unchanged at 58 per cent:

- in the Senior Executive Service it declined from 36.7 per cent to 31.5 per cent;
- in the Senior Officer grades it increased from 42.5 per cent to 43.2 per cent;
- in the technical designations it declined from 21.3 per cent to 20.9 per cent;
- in the professional designations it declined slightly from 71.1 per cent to 70.7 per cent;

Indigenous Staff

The proportion of total staff increased marginally from 5.0 per cent to 5.1 per cent but in the Senior Officer grades it declined from 2.1 per cent to 1.7 per cent;

Staff with Disabilities

The proportion of total staff declined slightly from 4.7 per cent to 4.5 per cent:

- in the Senior Officer grades it declined slightly; and
- in the Senior Executive Service it declined from 6.1 per cent to 3.3 per cent;

Corporate Overview

Staff from Non-English Speaking Backgrounds

The proportion of total staff increased slightly from 10.1 per cent to 10.3 per cent:

- in the Senior Officer grades it declined slightly; and
- in the technical designations and professional officer grades it increased from 4.1 per cent to 6.7 per cent.

Equal Opportunity in Appointments

EEO information on appointments to statutory and non-statutory bodies in the Portfolio excludes appointments by state or territory governments and non-government agencies. These appointees are not required to provide EEO data and in many cases do not do so. Consequently, no EEO data (apart from gender) were available for 53 per cent of appointees.

At 30 June 1996, a total of 1329 Commonwealth appointments had been made to positions on portfolio bodies of which;

- 372 (28 per cent) were filled by women;
- 15 (1.1 per cent) by Indigenous peoples;
- four (0.3 per cent) by people with a disability; and
- 12 (0.9 per cent) by people from non-English speaking background (10 first generation and 2 second generation).

Of the 135 appointments made in the 12 months ending 30 June 1996:

- 60 (44 per cent) were women;
- two (1.5 per cent) were of Indigenous background;
- one (0.7 per cent) was a person with a disability; and
- two (1.5 per cent) were of a non-English speaking background.

Internal and External Scrutiny

External scrutiny of the Department is provided through Parliament by way of established committee processes and reports tabled by the Australian National Audit Office as well as Parliamentary questions on notice. Formal review mechanisms allow individuals to appeal against departmental decisions.

Internal scrutiny is provided through the operation of Internal Audit, fraud prevention activities and a comprehensive programme of evaluation.

This section of the report summarises the significant areas of scrutiny for the past twelve months. More detailed information on external and internal scrutiny is provided in Appendix 7 and in the supplementary information referred to in the Guide to the Report.

Parliamentary Scrutiny

In 1995-96 the Department provided answers to 132 parliamentary questions on notice and responses to 25 Parliamentary Standing Committee inquiries.

The Australian National Audit Office tabled 7 reports in the Parliament which dealt, either directly or indirectly, with the Department's operations during 1995-96. Those reports were:

- Audit Report No. 3 1995-96, Performance Audit - CES Case Management - Department of Employment, Education and Training;
- Audit Report No. 13 1995-96, Financial Statements Audit - Results of the 1994-95 Financial Statements Audits of Commonwealth Entities;
- Audit Report No. 23 1995-96, Performance Audit - Procurement of Training Services - Department of Employment, Education, Training and Youth Affairs;
- Audit Report No. 25 1995-96, Performance Audit - Department of Employment, Education, Training and Youth Affairs;
- Audit Report No. 27 1995-96, Financial Control and Administration Audit - Asset Management;
- Audit Report No. 30 1995-96, Performance Audit - Implementation of Competition in Case Management - Employment Services Regulatory Authority, Department of Employment Education, Training and Youth Affairs; and
- Audit Report No. 33 1995-96, Preliminary Study - Joint Commercial Arrangements.

Remedial action has been completed on seven reports tabled in previous years.

Details of the Department's responses are provided in each of the reports listed. It disagreed with only one of the ANAO recommendations - Recommendation 4 of Audit Report No. 30 1995-96, *Implementation of Competition in Case Management*. The ANAO had recommended that a firm mechanism be used to establish a unit cost for the provision of case management services in order to determine the funds available for case management. A detailed explanation of the Department's position is contained in Audit Report No. 30.

Administrative Law

Ombudsman Act 1976

In 1995-96, the Ombudsman received 381 written complaints (272 in 1994-95) and 2280 oral complaints (1154 in 1994-95) concerning the Department. Of these, 46 were referred to the Department.

There were no reports to the Department under sections 15, 16, 17 or 19 of the *Ombudsman Act 1976*.

Act of Grace Payments

One Act of Grace Payment of \$7 000 was made by the Department in 1995-96.

Federal Court

In 1995-96 there was one case referred to the Federal Court that concerned the Portfolio.

Social Security Appeals Tribunal

The Social Security Appeals Tribunal (SSAT) is an independent body established to review decisions under the *Social Security Act 1991*. The Tribunal also has jurisdiction in relation to the *Student and Youth Assistance Act 1973* (concerning, in particular, decisions relating to AUSTUDY and the Youth Training Allowance), and the *Employment Services Act 1994* (concerning decisions of the CES in relation to breach activity or case management).

The SSAT received 4396 appeals in 1995-96 against decisions under the *Student and Youth Assistance Act 1973* and the *Employment Services Act 1994*. By comparison, in 1994-95, the

Corporate Overview

SSAT and its predecessor, the Student Assistance Review Tribunal, received 1824 appeals. Of the 4396 appeals received, 3426 appeals were finalised in 1995-96, as follows:

- 995 appeals were withdrawn or dismissed;
- 80 decisions were varied;
- in 459 cases the SSAT ruled it had no jurisdiction;
- 868 decisions were set aside; and
- 1024 decisions were affirmed in the Department's favour.

Administrative Appeals Tribunal

In 1995-96, the Administrative Appeals Tribunal heard 353 appeals against decisions of the SSAT. Of these, 98 were made by the Department and 255 were made by clients. Of the 121 matters finalised:

- 49 appeals were affirmed in the Department's favour;
- 25 decisions were set aside;
- 46 appeals were dismissed or withdrawn; and
- 1 was not proceeded with because the Tribunal ruled that it had no jurisdiction.

Administrative Decisions (Judicial Review) Act 1977

The Department received 32 requests for statements under section 13 of the Act. Thirty four requests were finalised in 1995, including two requests which had not been finalised by December 1994.

Details are included in the annual report of the Administrative Review Council.

Privacy

Complaints

Privacy Commissioner submitted 6 complaints to the Department during 1995-96 in accordance with section 40 of the *Privacy Act 1988*. Five complaints were finalised during the year. The Commissioner found that there had been no breach by the Department in two of these and decided to take no further action in the other three after the Department had apologised to the complainants and changed its procedures. Seven outstanding complaints are still to be resolved.

No reports were issued to the Department by the Privacy Commissioner in accordance with section 30 and no determinations were made under section 52.

Data-matching

Under the *Data-matching Program (Assistance and Tax) Act 1990*, the Department matches data with the Australian Taxation Office and the Departments of Social Security, Veterans' Affairs and Health and Family Services.

The Privacy Commissioner reviewed data matching in 6 Area offices in 1995 and reported its findings to the Department in August and October 1995. The Department has followed up on the issues raised by the Commissioner.

Freedom of Information

In 1995-96 the Department received 848 freedom of information requests, compared with 492 in the previous year. Of these, 80 per cent were granted either in full or in part and 1.5 per cent of the requests were refused. Further data and information on the Department's freedom of information processes, including contact details for inquiries, are available in Appendix 6.

Fraud Prevention

An important element of the Department's internal scrutiny are its strategies to prevent fraud and to ensure that payments go only to those that they are intended to benefit.

Investigations into Departmental Clients and Providers

A total of 805 cases of suspected fraud by external parties were investigated in 1995-96. Some 700 cases were finalised during the year with 400 found to be fraudulent. There were 13 referrals to the Australian Federal Police and 145 briefs were submitted to the Director of Public Prosecutions. During the year there were 195 convictions against departmental clients or providers.

Fines imposed ranged from \$400 to \$2000. Reparation orders were made for amounts ranging up to \$26 000. Good behaviour bonds ranged from \$500 to \$5000 for periods from 12 months to 3 years. Community service orders up to 300 hours were also issued. Departmental clients or providers were sentenced to imprisonment for periods ranging from 3 to 18 months. Some were given suspended sentences for periods up to 12 months.

Internal Investigative Action

The Department investigated 87 cases of suspected fraud or malpractice involving departmental staff during 1995-96. Eleven cases were referred to the Director of Public Prosecutions. Disciplinary action taken as a result of charges under the *Public Service Act 1922* included counselling, admonishment and dismissal. A former departmental officer received a three and a half year jail sentence and was required to make reparation of \$54 450.

Internal Audit

In addition to its ongoing work of conducting financial and legal compliance audits, the Internal Audit continued the monitoring of its Financial Management Quality Assurance Packages in CES and student assistance outlets and extended their use to Area offices and National Office Divisions in 1995-96.

These packages benchmark the financial standards expected of managers across the Department and their success has been reflected in improved standards of financial management. In the past two years, the number of CES outlets which have achieved the 95 per cent standard established by the packages has increased by 20 per cent while the overall level of compliance has also improved. The use of the package was presented as a case study in a recent MAB/MIAC Discussion Paper, *Raising the Standard: Benchmarking for Better Government*.

Evaluations

The main focus during 1995-96 was the evaluation of the former Government's *Working Nation* initiatives. Assessments were made of the implementation of *Working Nation* and early indica-

tions of the effectiveness of major components, including the early intervention strategy, case management, the Job Compact, the Youth Training Initiative and entry level training changes.

A report on the findings of the overall evaluation was published in July 1996.

Further planned surveys for the longitudinal cohort study will, for the first time, provide the Department with longitudinal and cross sectional data on the labour market participation of a sample of clients to enable further refinement of assistance to clients.

Other evaluation work undertaken during the year included:

- completion of a programme implementation review of the Remote Area Field Service;
- conclusion of the field phase of the longitudinal survey of clients of the language and literacy elements of the Special Intervention Programme;
- stage one of the evaluation of the impact of financial incentives on the recruitment of entry level trainees by employers;
- a longitudinal survey of participants in the Australian Vocational Training System (AVTS) pilots;
- completion of the evaluations of the ABSTUDY and Aboriginal Tutorial Assistance Scheme which are expected to be published in 1996-97;
- completion of the case study component of the Jobs Education and Training evaluation and the production of seven issues papers on the evaluation which are to be distributed externally;
- completion of the case study component of the AUSTUDY/ABSTUDY Supplement evaluation; and
- an evaluation of operational aspects of the Schools General Recurrent Grants programme which is expected to be completed and published early in 1996-97.

Other studies in the planning stage or planned for 1996-97 include:

- an evaluation of the enterprise and small business streams of the AVTS pilots, the Aboriginal Student Support and Parent Awareness programme and the Job Clubs programme;
- an evaluation of the Job Clubs programme, which will include an analysis of the programme's impact on participant employment prospects;
- an evaluation of the New Work Opportunities programme to identify elements that do or do not work effectively;
- an implementation review of the Modern Australian Apprenticeship and Traineeship System; and
- continued development of the Longitudinal Surveys of Australian Youth programme in conjunction with the Australian Council for Educational Research.

In 1995-96, national surveys were undertaken of employer satisfaction with CES services and of clients' satisfaction with the service provided by Student Assistance Centres. Findings from these surveys are summarised in Appendix 7 - Internal and External Scrutiny.

PART 2: PROGRAMMES

RESOURCES: ALL PROGRAMMES

Table 1: All Programmes: Outlays

<i>Outlays</i>	<i>Actual</i> 1994–95 \$m	<i>Budget</i> ¹ 1995–96 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	12 396	13 452	13 303
Running costs	877	1 024	1 015
<i>Subtotal</i>	13 273	14 475	14 318
Adjustments	(384)	(302)	(291)
Total	12 889	14 174	14 027
Revenue	-	-	-
Staff years	14 789	15 389	14 111

1 In this table and in the tables appearing in the programme chapters, 'Budget' includes variations from Additional Estimates

Table 2: All Programmes: Accrued Financial Information

	<i>Actual</i> 1994–95 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	10 877	11 852
Net cost of service delivery	968	984
<i>Total costs</i>	11 845	12 836
Programme revenue	99	221
Total assets	3 209	4 654
Total liabilities	7 678	6 767

Running Costs by Sub-programme

Running costs cover the full recurrent and minor capital costs consumed in providing the Government services for which the Department is responsible. These costs include salaries and related employment costs, superannuation, administrative items, minor capital items, property operating expenses and the purchase of goods and services.

The running costs are reported in the resource summary tables by sub-programme in this report. The attribution of running costs estimates is indicative. The Department's management of running costs is flexible in line with service-wide running costs guidelines. Running costs expenditure has been attributed across the departmental programme structure in accordance with the

Department's Cost Attribution Guide and End of Year Guidelines based primarily on information contained in FINEST and NOMAD (the Department's primary financial and human resource management systems).

The comparison between financial years of running costs by sub-programmes is complicated by the different programme structures between 1994-95 and 1995-96. The estimates for 1995-96 were made before any real data were available on the actual usage pattern between the respective sub-programmes and in some cases there is a marked variation. Consistent with the Financial Statements it is more appropriate to examine running costs between financial years at the programme level.

Reconciliation of Programmes and Appropriation Elements for 1995-96

Table 3: Elements of Appropriation by Programme

<i>Programme</i>	<i>Appropriation Acts nos. 1&3</i>	<i>Appropriation Acts nos. 2&4</i>	<i>Special Appropriation</i>	<i>Annotated Appropriation</i>	<i>Programme Appropriations</i>
	\$m	\$m	\$m	\$m	\$m
1	66	2	3 207	0	3 275
2	29	0	4 958	0	4 987
3	173	0	788	0	961
4	2 719	5	0	13	2 736
5	175	0	1 857	0	2 032
6	249	42	0	11	302
Total	3 410	49	10 810	24	14 294

Table 4: Reconciliation of Appropriations to Outlays

<i>Programme</i>	<i>Programme Appropriations</i>	<i>Adjustments</i>	<i>Programme Outlays</i>
	\$m	\$m	\$m
1	3 275	0	3 275
2	4 987	(232)	4 755
3	961	0	961
4	2 736	(1)	2 735
5	2 032	(4)	2 028
6	302	(30)	272
Total	14 294	(267)	14 027

PROGRAMME 1: SCHOOLS

<i>SUB-PROGRAMME</i>	<i>COMPONENT</i>
1.1 GENERAL ASSISTANCE	1.1.1 General Recurrent Grants
	1.1.2 Capital Grants
	1.1.3 National Priorities
1.2 TARGETED ASSISTANCE	1.2.1 National Equity Programme for Schools
	1.2.2 Languages and Asian Studies

Responsible Division: Schools and Curriculum

Objective

To support systems and schools to equip the nation's young people to develop their full potential and share equally in the benefits of education.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95 \$m	<i>Budget</i> 1995-96 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	3 156	3 317	3 260
Running costs	12	17	16
<i>Subtotal</i>	3 168	3 334	3 275
Adjustments	-	-	-
Total	3 168	3 334	3 275
Revenue	-	-	-
Staff years	187	213	174

<i>Accrued Financial Information</i>	<i>Actual</i> 1994-95 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	1 777	1 720
Net cost of service delivery	15	15
<i>Total costs</i>	1 792	1 734
Programme revenue	-	-
Total assets	2	2
Total liabilities	3 180	1 676

Description and Strategies

The Commonwealth Government works with state and territory governments and with government and non-government education authorities and institutions to pursue the objectives of the programme. Recurrent and capital programmes with annual funding of more than \$3 billion assist schools. Specific purpose programmes focus on educationally disadvantaged students while other programmes support national priorities in areas such as literacy, curriculum and assessment and school to work transition.

Full details of the schools programmes and their funding arrangements are available in the Department's publication, *Commonwealth Programmes for Schools: Administrative Guidelines*.

Social Justice and Access and Equity

Several schools programmes (specifically, the National Equity Programme for Schools) focus on educationally disadvantaged students, including Indigenous students and students disadvantaged by ethnicity, geographic isolation, disability or socioeconomic circumstances. Students are encouraged to stay in school and achieve better results. Details of strategies to address access and equity issues are provided below.

SUB-PROGRAMME 1.1: GENERAL ASSISTANCE

Objective and Strategy

To enhance education outcomes for all students by providing funds to schools to assist with their recurrent and capital costs and by promoting programmes and projects that are directed towards achieving the Common Agreed National Goals for Schooling (as agreed by the Commonwealth and state and territory ministers for education).

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	2 841	2 978	2 930
Running costs	10	14	13
<i>Subtotal</i>	2 851	2 992	2 943
Adjustments	-	-	-
Total	2 851	2 992	2 943
Revenue	-	-	-
Staff years	147	168	138

Description

The sub-programme consists of three components providing supplementary funds to state and territory governments and non-government school authorities in the form of general recurrent grants, capital grants and grants to support and promote national priorities for Australian schooling.

Performance Information and Outcomes

Schools operate on calendar years. Accordingly, the performance reporting in this chapter generally relates to the most recent calendar year 1995. Key indicators of success in improving educational outcomes are:

- the extent to which young people, including those from educationally disadvantaged backgrounds:
 - complete a full secondary education (Year 12 retention and completion rates by target group),
 - achieve satisfactory levels in literacy and numeracy and across the broader school curriculum (outcomes data, by target group),
 - go on to further education or training after leaving school, and/or
 - successfully enter employment (post-school destinations data);
- the overall education levels of the adult Australian population (proportion of the population with Year 12 or higher qualifications);
- expansion in the range of subjects undertaken, especially at senior secondary level (proportions of boys and girls taking particular subjects); and
- the extent to which school students are studying other languages and cultures (proportions of enrolments and students studying languages other than English).

Attributing particular trends in educational outcomes to specific Commonwealth programmes is difficult. Many factors affect the decisions of young people in their choice of subjects at school, and whether or not to continue with their education. As well as specific Commonwealth initiatives, these include the influence of schools, teachers, parents and peers, the educational opportunities that are available (including the subjects that are offered), the state of the labour market, and the individual's own plans, subject preferences and perception of ability.

During the year the Australian National Audit Office (ANAO) examined performance information for elements of the Schools Programme. It found that performance indicators underpinned most objectives but further work was required to develop targets and benchmarks for other objectives. The Department is continuing to improve the quality of its performance information. The information set out below takes into account the ANAO comments and recommendations.

Indicators and definitions are being developed further. The Taskforce on School Statistics established by the Ministerial Council on Employment, Education, Training and Youth Affairs is reviewing the definitions for non-English speaking background and geographic location. Significant initiatives during 1996 contributing to more comprehensive reporting on outcomes in future years include:

- the National School English Literacy Survey;
- the Third International Mathematics and Science Study;
- the Review of Commonwealth/State Service Provision commissioned by the Council of Australian Governments (COAG) (specifically, the work undertaken by the Schools Working Group);
- the proposal of the Conference of Education Systems Chief Executive Officers to examine the reporting of literacy and numeracy; and
- the 1996 sample study on the social objectives of schooling being undertaken for the *National Report on Schooling in Australia*.

The available data on Year 12 retention or completion are summarised in Table 5. The data show that:

- overall Year 12 retention fell again in 1995 (from 74.6 per cent to 72.2 per cent) but continues to be well above the levels of a decade ago;
- girls continue to have higher retention to Year 12 than boys;
- the retention of Indigenous students to Year 12 declined in 1995, after increasing in both 1993 and 1994, and is significantly less than for the student population as a whole;
- the retention of middle and low socioeconomic status students declined over the last two to three years and continues to be lower than for high socioeconomic status students; and
- the retention of rural and remote students has fallen in recent years, more so than for urban students, increasing the already wide gap between the retention of these groups.

Table 5: Year 12 Retention and Completion Rates: 1989 to 1995

Category	Retention rate						
	1989	1990	1991	1992	1993	1994	1995
	%	%	%	%	%	%	%
Males	56	58	66	73	72	70	67
Females	65	70	77	82	81	80	78
Indigenous students							
Year 12	n. a.	n. a.	n. a.	25	25	33	31
Year 10	72	75	82	86	81	79	76
All students	60	64	71	77	77	75	72
	Estimated completion						
High SES ¹	72	70	79	77	78	78	77
Low SES	53	53	63	64	65	63	61
Urban	62	63	71	70	71	71	69
Rural	60	60	68	67	67	64	61
Remote	47	47	57	58	58	58	52
All students	60	61	69	69	69	68	67

¹ SES = socioeconomic status

Sources: ABS *Schools, Australia 1995*, Cat. No 4221.0, and earlier related publications
DEETYA records (derived from data provided by state education authorities and the ABS)

The first report of the COAG Review of Commonwealth/State Service Provision (*Report on Government Service Provision*, 1995) showed that literacy and numeracy learning outcomes in state and territory government systems have remained fairly stable in recent years, with slight improvements for some specific groups or subject areas (p 213). Indigenous students, low socioeconomic status students and students from non-English speaking backgrounds generally have lower learning outcomes than for the general population of students (p. 222).

Data on the post school destinations of students who left school in 1993 or 1994 (Table 6) show similar patterns for the two years:

- around 17 per cent of those who left school in 1993 or 1994 had left after Year 10 (this group is referred to as ‘early school leavers’);
- compared with those who completed Year 12, early school leavers were more likely to be in the labour force (60 per cent compared with 30 per cent)
 - the two groups experienced approximately the same unemployment rates some 6 to 12 months after leaving school;
 - however, this tends to be short term. Labour force trend data shows that persons who did not complete the highest level of secondary school have the highest unemployment rate and the highest rate of long term unemployment compared with other educational attainment groups; and
- two-thirds of students who completed Year 12 in both 1993 and 1994 went on to further education, with more females entering higher education and more males entering TAFE.

Table 6: Destination of School Leavers aged 15 to 19 Years by Highest Level of School Completed and Labour Force Status/Type of Tertiary Institution Attended, Australia: 1993 and 1994

<i>Labour force status or tertiary instit. in 1994–95</i>	<i>Highest level of school completed</i>					
	<i>in 1993</i>			<i>in 1994</i>		
	<i>Year 10</i>	<i>Year 12</i>	<i>Total¹</i>	<i>Year 10</i>	<i>Year 12</i>	<i>Total¹</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Employed	35	20	25	39	20	27
Unemployed	25	10	15	22	9	14
Higher education	*	39	27	*	40	27
TAFE	30	24	25	32	26	26
Other	*	8	8	*	4	6
Total	100	100	100	100	100	100
Number	42 800	171 800	251 300	44 100	168 800	254 100

* Estimate is too small for most practical purposes.

¹ Includes persons whose highest level of school completed was other than Years 10 or 12.

Sources: ABS *Labour Force* survey (unpublished data).

Overall, the level of educational attainment of the Australian population is rising (Table 7). Some 18 per cent of 15 to 64 year olds in the labour force in 1995 had attended/completed the highest level of schooling, up from 13 per cent in 1986. In 1986, 43 per cent of 15 to 64 year olds in the labour force had post-school qualifications rising to 46 per cent of that group in 1995.

- Younger age groups tend to be better educated than older age groups and young women tend to be better educated than young men.

- In 1995, more young people in the labour force had attended/completed the highest level of schooling or had post school qualifications than the labour force as a whole (77 per cent of 22 year olds compared with 64 per cent of 15 to 64 year olds in the labour force).

Table 7: Educational Attainment of the Labour Force, Selected Groups: 1986 and 1995

<i>Educational attainment</i>	<i>15 to 64 year olds</i>		<i>22 year olds</i>
	<i>1986</i>	<i>1995</i>	<i>1995</i>
With post-school qualifications	43	46	48
Without post-school qualifications	55	51	52
- attended or completed highest level of schooling	13	18	29
- did not attend or complete highest level of schooling	42	33	23
Still at school	2	3	*
Total	100	100	100

* Estimate too small for most practical purposes

Sources: ABS *Transition from Education to Work*, May 1995, Cat. No 6227.0, and earlier related publications

Table 8 compares the pattern of enrolments in Year 12 tertiary accredited subjects, between 1990 and 1995. In summary:

- enrolments in English, mathematics, studies of society and the environment, the arts, languages remained fairly stable;
- technology and physical education increased their share of enrolments; and
- the sciences' share of enrolments declined.

These trends were similar for both sexes, resulting in little change to the overall patterns of subject enrolments for boys and girls. The enrolments of boys in mathematics, science and technology are proportionately slightly higher than for girls, and slightly lower in English, languages other than English, studies of society and the environment and the arts.

Table 8: Proportion of Year 12 Enrolments in Key Learning Areas by Sex: 1990 and 1995

<i>Key learning area</i>	<i>1990</i>			<i>1995</i>		
	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
English	18	20	19	19	20	19
Mathematics	20	16	18	20	17	18
Science	22	19	20	18	15	17
Language other than English	2	3	3	2	4	3
Society and the environment	26	28	27	24	27	25
Technology	6	5	6	10	7	9
Creative & performing arts	3	7	5	4	7	6
Health & physical education	2	2	2	4	3	3

Total 100 100 100 100 100 100

Source: DEETYA (derived from data provided by state education authorities)

National data on student participation in particular subject areas for the last three years show fairly consistently that:

- around 13 per cent of Year 12 boys did not study English subjects (compared with 8 per cent of girls);
- more than 80 per cent of boys and more than three-quarters of girls studied at least one mathematics subject. Of the mathematics students, twice as many boys as girls studied more than one subject; and
- fewer than a quarter of girls studied chemistry or physics, compared with nearly 40 per cent of boys.

Some 20 000 students (roughly 3 per cent of total enrolments) study languages other than English (LOTE). There has been a shift in the popularity from the European languages (French, German, Italian) to Asian languages particularly Japanese, Chinese, Indonesian and Vietnamese (see Table 9). Since 1993, Japanese has been the language with the highest number of enrolments.

Table 9: Proportion of Year 12 LOTE Enrolments in the 5 Most Popular Languages: 1991 to 1995

<i>Subject</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>	<i>1994</i>	<i>1995</i>
	%	%	%	%	%
French	24	20	19	17	18
Japanese	15	18	19	20	21
German	14	12	11	10	11
Italian	12	10	9	9	9
Chinese	9	11	10	11	10
Other	26	29	32	33	31
Total	100	100	100	100	100

Source: DEETYA (derived from data provided by state education authorities)

1.1.1 GENERAL RECURRENT GRANTS

In 1995, \$2513m in general recurrent grants was allocated for:

- 1 390 000 primary school students and 854 000 secondary school students in government schools; and
- 478 000 primary school students and 419 000 secondary school students in non-government schools.

Grants are provided to government and non-government school systems and to non-government schools. Government and non-government school system authorities allocate funding to member schools. The grants to government schools are calculated on a per student basis while the grants to non-government schools are calculated on a needs basis based on 12 funding categories with different per capita funding rates.

In 1995, \$1.1m was provided for recurrent support for non-government hostels under the Hostels for Rural School Students: Staff Training, Development and Community Liaison programme. The programme which ceased in December 1995 after two years of operation, achieved the following outcomes for education in rural areas:

- computerisation of the management and administration in most non-government hostels;
- training for hostel staff and management committees;
- Internet access for all non-government hostels and the linking by modems to form a network throughout Australia; and
- the establishment of the National Association for Rural Student Accommodation.

Funding of New Non-Government Schools

Commonwealth funding for non-government schools was assessed under the New Schools Policy. An assessment was required for new schools or schools which are extending to a new level of education or relocating or revising the maximum number of enrolments. In 1995, 74 out of a total of 105 applications were approved for funding.

The New Schools Policy was reviewed during 1995 and a final report released in April 1996. The Policy will be replaced in 1997 with more flexible arrangements that are responsive to community and parental needs.

1.1.2 CAPITAL GRANTS

In 1995, \$320m was allocated for school building projects. This included funds to meet the needs associated with the broader curriculum and new technologies as well as facilities for use by Indigenous and rural students. In summary:

- \$207m was allocated for over 460 major and 3000 minor government school projects; and
- \$113m was allocated for 730 non-government school and hostel projects.

The programme assists students, particularly disadvantaged students, by funding capital facilities and equipment in schools. Some 70 per cent of the total funds were spent on facilities for existing students, thereby ensuring that their needs are not neglected at the expense of new students (50 per cent is the minimum requirement).

The Department is examining how to measure the effectiveness of Commonwealth funding relative to the disadvantage of school students on a nationally consistent basis.

1.1.3 NATIONAL PRIORITIES

National programmes and projects support initiatives which are important to schooling throughout Australia. They typically involve collaborative efforts between teacher professional associations, principals' associations, universities, education authorities, parent bodies and the Curriculum Corporation. In 1995–96 national priority initiatives included support for the implementation of curriculum statements and profiles for Australian schools, teacher professionalism, school reform, vocational education in schools, civics and citizenship education, the continuation of pilot projects on implementing the key competencies, and preparation for the National English Literacy Survey (to be held early in 1996–97).

The programmes supported, and their 1995–96 expenditure, were as follows:

National Professional Development	\$25.0m
Key Competencies	\$6.2m
Quality Schooling	\$1.7m
Projects of National Significance	\$2.8m *
Civics and Citizenship Education	\$1.2m
Curriculum Development Projects	\$1.3m
Enterprise Education	\$0.2m
Curriculum Corporation	\$0.1m
Australian Students Prize	\$1.0m
National School English Literacy Survey	\$1.2m
Education Centres	\$2.6m *
Grants-in-Aid	\$0.9m

* 1995 allocation

Improving schooling outcomes involves different aspects of education. For example, improving school literacy outcomes has implications for the curriculum, classroom and school organisation as well as teacher pre-service and in-service training. It also has implications for issues associated with student support (pro-social behaviour and promoting safe, non-threatening, more conducive learning environments).

The support and commitment of key stakeholders is needed to implement any such improvements. A multi-faceted approach is taken to secure a broad involvement in developing and implementing solutions. A collaborative and cooperative approach is most likely to yield results despite the logistics involved in scaling up successful pilot activities and effective practices.

Some highlights across national priority areas from 1995–96 follow:

Curriculum and Assessment

The Curriculum Corporation developed and published curriculum and teaching materials that are consistent with the nationally developed curriculum statements and profiles and state versions of them. This included the *Teaching Viewing and Visual Texts* for primary and secondary schools publications to assist teachers in developing students' visual language and communication skills.

Student Support

The Australian Guidance and Counsellors Association prepared and published *Teaching Prosocial Behaviour to Adolescents*, which provides a useful summary of effective practice for teachers and schools. It was distributed to education authorities and schools around Australia. Other initiatives included the production of the *No Fear*: primary and secondary kits addressing gender and violence issues, and *Getting It Together: a Framework for Addressing Issues of Gender and Violence with Aboriginal and Torres Strait Islander Students*. The *No Fear* kits and *Getting It Together* are accompanied by parallel in-service professional development courses funded under the Department's National Professional Development Programme (NPDP).

The study, *Who Wins at Schools? Boys and Girls in Australian Secondary Education*, draws on data from the Department's Gender Equity in Senior Secondary School Assessment Project and the Educational Outcomes Project to examine the relationship between socioeconomic status and subject participation and performance.

Pilot projects to address alienation in the middle years of schooling involving three states were finalised in December 1995, with results published and disseminated in March 1996. The projects responded to research suggesting that many students felt disengaged or alienated by their school experience. The pilots trialled strategies involving curriculum, teaching and learning styles and school/classroom organisation. Further work is planned for 1996–97.

The Commonwealth also funded forums in most states and territories from March to June 1996 to identify good practice in dealing with violence in schools and promoting safer schools. Parents, students, teachers, principals and education authorities shared many effective strategies at these forums and made recommendations for further work at the national level which will be taken up in 1996–97.

School Reform

In 1995–96 the Commonwealth continued to support key stakeholders such as the Professional Development Council of the Australian Principals Associations, the Australian Council of State School Organisations and the Australian Parents Council to contribute to national reform initiatives. The National Schools Network continued to support innovative approaches to school organisation and teaching and learning, and a National Secretariat for Education Centres was established.

The report, *Gateways: Information Technology and the Learning Process* was published providing models of good practice in school learning situations drawn from schools Australia-wide for use at both system and school level.

Teacher Professional Development

The professional development activities funded in 1995–96 under the National Professional Development Programme (NPDP) included vocational education in schools, and the use of the key competencies and curriculum statements and profiles in the classroom. The Innovative Links Project provided opportunities for practising teachers and teacher educators to collaborate on such issues as the middle years of schooling, equity issues, outcomes-based education and workplace learning. An external evaluation concluded that the NPDP has been successful.

School to Work

In 1995–96 work continued in the areas of key competencies, vocational education in schools and enterprise education. System-level changes towards outcomes-based education has begun to change the nature, delivery and articulation of general and vocational education in schools.

Australian Students Prize

The Australian Students Prize, which recognises outstanding academic achievement, consists of a certificate of excellence and \$2000 awarded to 500 students. Eighteen of these students won medals in the 1995 International Mathematics, Physics and Chemistry Olympiads.

SUB-PROGRAMME 1.2: TARGETED ASSISTANCE

Objective

To improve the educational outcomes for young people who are educationally disadvantaged and to promote the study of other languages and cultures.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95 \$m	<i>Budget</i> 1995-96 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	315	339	330
Running costs	2	3	3
<i>Subtotal</i>	317	342	333
Adjustments	-	-	-
Total	317	342	333
Revenue	-	-	-
Staff years	40	45	37

Description and Strategies

The objective is addressed through:

- the National Equity Programme for Schools which responds to the educational disadvantage experienced by some groups in the Australian community; and
- the Languages and Asian Studies programme which:
 - recognises the needs of Australia as a multicultural society by promoting the study of foreign languages and multicultural studies in schools; and
 - promotes participation and quality teaching and learning in languages, literacy and the study of Asia.

Detailed information about, description of guidelines and expected outcomes for each component of the National Equity Programme and the Languages and Asian Studies programme may be found in the *Commonwealth Programmes for Schools 1996 Administrative Guidelines*.

Performance Information

Detailed performance information relating to the Commonwealth's Schools Programme and its sub-programmes is also provided above under the section on sub-programme 1.1.

1.2.1 NATIONAL EQUITY PROGRAMME FOR SCHOOLS

The National Equity Programme for Schools comprises four elements: Access, Equity, National Priorities and Incentives. Each element has several components which are listed below, together with the expenditure for the 1995 programme year:

Access element	English as a Second Language New Arrivals (\$38.6m) General Support (\$68.1m) Special Education Schools Support (\$55.4m) Intervention Support (\$18.0m) Capital Support (\$1.0m)
Equity element	Disadvantaged Schools (\$66.6m) Country Areas General (\$15.4m)
National Priorities element	Early Literacy (\$8.9m) Literacy and Learning National (\$1.7m) Students at Risk (\$7.2m) Transition Support (\$2.2m) Transition Support: Special Schools with Residential Care Gifted and Talented (\$1.1m)
Incentives element	Students with Disabilities (\$9.9m) Gender Equity (\$1.4m)

Significant Achievements

The Early Literacy Component which was implemented in 1995 improves literacy skills in the early years of schooling, particularly for students from low socioeconomic backgrounds. A conference in late 1995 showcased the initiatives of government and non-government education systems to develop early literacy skills and explored recent research on links between disadvantage and literacy development.

Following a review, the arrangements for allocating funds under the Disadvantaged Schools and Country Areas components will be made simpler, more transparent and more easily understood. The funds will be allocated more equitably to the target group, based on nationally consistent, publicly available data. Implementation of these changes will occur in 1996–97.

A collaborative project with the Northern Territory Department of Education and the South Australian Department of Education and Children’s Services produced a report outlining exemplary teaching units for gifted and talented students in country, remote or educationally disadvantaged areas of the Northern Territory and South Australia.

1.2.2 LANGUAGES AND ASIAN STUDIES

The objectives are:

- to support the expansion and improvement in the learning of languages other than English, including support for professional development of language teachers; and
- to promote participation and quality teaching and learning in English language and literacy, languages other than English and Asian Studies.

Programme 1: Schools

The elements of the programme are:

School Language	
Priority Languages Support	\$4.0m *
Community Languages	\$11.0m *
Children's Literacy	\$0.6m **
Languages other than English	\$0.3m **
National Asian Languages and Studies in Australian Schools	\$10.2m **
Asia Education Foundation	\$1.1m **
National Languages and Literacy Institute of Australia	\$1.5m **

* 1995 allocation

** 1995-96 expenditure

Significant Achievements

In 1995, some 13 000 students attracted funding under Priority Languages Support. The Community Languages Element supported over 230 000 students studying over sixty community languages in 1995.

Trends in the study of Asian languages other than English are discussed in the section on sub-programme 1.1 (see Table 9).

MAJOR PUBLICATIONS AND PERIODICALS

Major Publications

Commonwealth Programs for Schools 1996: Administrative Guidelines, AGPS, Canberra, 1996

Definition of Non-English Speaking Background, Victorian Directorate of School Education, McMillan Printing Group, 1995

National Report on Schooling in Australia 1994, Ministerial Council on Education, Employment, Training and Youth Affairs and Curriculum Corporation, 1996

Socioeconomic Status and School Education, Australian Council for Educational Research, AGPS, Canberra, 1995

Year 12 Comparable Data Set, Australian Curriculum, Assessment and Certification Authorities, 1995

Periodicals

Equity Matters (published two or three times a year)

PROGRAMME 2: HIGHER EDUCATION

<i>SUB-PROGRAMME</i>	<i>COMPONENT</i>
2.1 HIGHER EDUCATION SYSTEM	2.1.1 Operating Resources
	2.1.2 Capital Grants
	2.1.3 Higher Education Contribution Scheme
	2.1.4 Evaluations and Investigations
2.2 TARGETED RESEARCH AND SCIENTIFIC DEVELOPMENT	2.2.1 Research Grants
	2.2.2 Research Training Support
	2.2.3 Special Research and Key Centres
	2.2.4 Grants in Aid
	2.2.5 Research Infrastructure
	2.2.6 Anglo-Australian Telescope Board

**2.3 RECOGNITION OF
OVERSEAS SKILLS**

Responsible Division: Higher Education

Objective

In cooperation with government and non-government education authorities, higher education institutions and the private sector:

- to use higher education resources effectively to address Australia's social, cultural, economic and labour market objectives including meeting the increasing need for an educated and skilled population; and
- to maintain a diverse higher education system that takes a long-term and independent approach in pursuing its teaching, scholarly and research functions.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95 \$m	<i>Budget</i> 1995-96 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	4 848	5 031	4 968
Running costs	13	18	19
<i>Subtotal</i>	4 861	5 049	4 987
Adjustments	-356	-258	-232
Total	4 505	4 791	4 755
Revenue	-	-	-
Staff years	176	212	187

<i>Accrued Financial Information</i>	<i>Actual</i> 1994-95 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	4 318	4 550
Net cost of service delivery	25	27
<i>Total costs</i>	4 343	4 577
Programme revenue	69	153
Total assets	2 985	4 281
Total liabilities	2 322	2 474

Description and Strategies

The programme covers policy development and programme administration for the Commonwealth's role in higher education and in the recognition of overseas skills. Block operating grants are provided to higher education institutions, and additional funds are allocated to achieve specific objectives under sub-programme 2.1. Funding for research and scientific de-

velopment is provided under sub-programme 2.2. Support for the recognition of qualifications gained overseas is given under sub-programme 2.3.

Social Justice and Access and Equity

Access to and equity in higher education are major Commonwealth priorities. The Higher Education Contribution Scheme (HECS) ensures that all Australians, regardless of means, have the opportunity to participate in university education. With its deferred payment, which is dependent on income and interest free, the scheme is recognised internationally as a unique and effective means of achieving equity of access to higher education while ensuring that students contribute fairly to the cost of their higher education.

The report of the Higher Education Council in May 1996 found that, while the Council could not draw precise conclusions on the impact of HECS on enrolments, the scheme had not deterred students from participating in higher education and, in particular, the participation by Indigenous students had increased continuously since 1990.

The approach of the former Government to access and equity in higher education was set out in *A Fair Chance for All* (1990) and the National Aboriginal and Torres Strait Islander Education Policy (NAEP). Both policy frameworks were recently reviewed. The Government has affirmed its commitment to the NAEP following a review in October 1995 initiated by the previous Government.

Access and equity are essential features of university strategic planning. Institutions receive separately identified allocations from the Higher Education Equity Programme and Aboriginal Support Funding as part of their operating grant based on their equity plans and Indigenous education strategies. Performance in achieving equity goals for each of six target groups is monitored and, from 1995, institutions have reported against four equity performance indicators: access, participation, success and retention. From 1996, allocations under both HEEP and Aboriginal Support Funding are based on the achievement of outcomes.

Specific higher education equity initiatives during 1995–96 included:

- \$1.5m to redevelop curricula for Indigenous students;
- \$0.1m to assist in developing an Indigenous student network to encourage students and community members to participate in decision making in higher education; and
- \$60 000 for the development of a code of practice for students with a disability in tertiary education.

In March 1996, the Higher Education Council issued its report, *Equity, Diversity and Excellence: Advancing the National Higher Education Equity Framework*. It concluded that good equity practice for institutions is characterised by:

- equity forming part of the corporate policies or mission of the governing bodies and having the active support of institutional management;
- arrangements for targeting equity groups based on an analysis of the characteristics of the community that the institutions are seeking to serve; and
- regular monitoring and evaluation by institutions of progress towards the goals set out in equity plans.

Funds under HEEP and Aboriginal Support Funding are provided under sub-programme 2.1.

SUB-PROGRAMME 2.1: HIGHER EDUCATION SYSTEM

Objective and Strategies

To meet Australia's social, cultural, economic and labour market demands for a more highly educated and skilled population by:

- establishing priorities and mechanisms for effective resource allocation which reflect changing economic and social goals;
- maintaining and enhancing the quality of education provided by the higher education system and encouraging institutions to improve graduation rates;
- maintaining high participation at both undergraduate and postgraduate levels, within the context of balanced growth in post-compulsory education and training;
- encouraging the introduction or further development of measures to increase equity of access to higher education, including flexible admission policies, credit transfer, support and bridging programmes; and
- establishing a closer partnership between higher education institutions and industry.

Description

Operating grants for higher education institutions are provided under the *Higher Education Funding Act 1988*. Some institutions are funded by other Commonwealth departments including the Australian Defence Force Academy and the Australian Film, Television and Radio School. The operating grants for most institutions are determined for the current year and the two following years, in accordance with an agreed educational profile covering teaching and research activities. They contain a teaching-related component, a capital component and a research-related component (the research quantum). Avondale College and the Marcus Oldham Farm Management College are funded on an annual contract basis.

Other elements within the sub-programme include HEEP, Advanced Engineering Centres, the Higher Education Contribution Scheme Trust Fund and the Evaluations and Investigations Programme.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	4 534	4 666	4 613
Running costs	7	11	12
<i>Subtotal</i>	4 542	4 677	4 624
Adjustments	(356)	(258)	(232)
Total	4 186	4 419	4 393

Revenue	-	-	-
Staff years	104	116	109

Performance Information and Outcomes

Performance Measures

Unless otherwise indicated, all data on students and expenditure appearing in this chapter relates to institutions funded under the *Higher Education Funding Act 1988*.

The Department monitors institutional performance from student, staff, research and financial data which it collects. Other performance measures include:

- quality assurance and improvement processes;
- surveys, such as the annual Graduate Destination Survey;
- reviews of specific programmes;
- evaluations conducted under the Evaluations and Investigations Programme; and
- evaluations of the research programmes made by the Australian Research Council.

The Joint Working Party on Higher Education Indicators with representation from the Australian Research Council, the Australian Vice-Chancellors Committee, the Higher Education Council and the Department was established in 1994, to advise on the development, collection and publication of indicators reflecting the activity of the higher education sector. Its work contributed to *Diversity in Australian Higher Education Institutions 1994* a compilation of 68 descriptive indicators of publicly-funded higher education institutions which was published in March 1996.

The Joint Working Party continues to research new indicators through a series of reviews. The first review is examining student flows and involves the calculation of retention, completion and attrition rates which take into account the diversity of institutions with regard to their student body, course mix and other factors.

Enrolments

The main features are:

- in 1995, there were 604 000 higher education students (including overseas students and students attending institutions funded by other Commonwealth departments) - an increase from 1985 to 1995 of 63 per cent;
- 59 per cent of students were full-time, 29 per cent were part-time and 12 per cent were external students;
- female students comprised 53.9 per cent (53.5 per cent in 1994);
- preliminary estimates for 1996 show that total numbers of students has increased by 4.4 per cent from 1995 to 631 000;
 - the increase for postgraduate students is 6.2 per cent (4.0 per cent for undergraduate students);
 - the increase for external students is 11.3 per cent compared with full-time (4.4 per cent) and part-time (1.6 per cent);

- women comprise 54.3 per cent of all student enrolments (53.9 per cent in 1995).

Funding

Increased Commonwealth outlays (amounting to \$5.3b in 1996) have supported the expansion of the higher education system. Total Commonwealth funding per equivalent full time student unit (EFTSU) has increased gradually since 1988 after a period of decline between 1983 and 1987 and in 1996, is 4.2 per cent higher in real terms than in 1983. The trends in Commonwealth funding per EFTSU are shown in Table 10.

Table 10: Commonwealth Funding per EFTSU: 1983–1996

<i>Year</i>	<i>\$/EFTSU</i>	<i>Year</i>	<i>\$/EFTSU</i>
1983	12 295	1990	12 211
1984	12 118	1991	12 080
1985	12 019	1992	12 427
1986	11 927	1993	12 373
1987	11 842	1994	12 656
1988	11 869	1995	12 690
1989	12 054	1996	12 809

Source: departmental records

Dollars are in prices given in the Department's *Higher Education Funding Report for the 1996–98 Triennium*, (AGPS, Canberra, 1996)

Higher Education Targets

Funding for institutions is based on enrolment targets expressed in terms of the number of EFTSU. The total target in 1995 was exceeded by some 10 000 EFTSU or 2.4 per cent. The undergraduate target was exceeded by almost 9000 EFTSU or 2.5 per cent.

From 1996 a 'new to higher education' target has replaced the previous school leaver target. Institutions will have increased flexibility in the mix of intakes of new entrants to higher education. The provision of opportunities for school leavers will continue to be monitored.

Participation Rates

Participation in higher education (excluding overseas students) has increased from 36 to 48 per thousand of the 17 to 64 year old population over the decade from 1985 to 1995. The participation rate for 17 to 24 year olds has increased from 142 per thousand in 1994 to approximately 150 per thousand in 1995. This is the age cohort most likely to participate in higher education.

Course Completions

Table 11 sets out undergraduate and postgraduate completions between 1984 and 1995.

Table 11: Course Completions by Level in Higher Education: 1984 to 1995

<i>Year</i>	<i>Undergraduate</i>	<i>Postgraduate</i>
1984	55 370	14 917
1985	57 226	16 169
1986	60 725	17 056
1987	62 089	18 168
1988	66 097	20 762
1989	69 169	21 313
1990	72 368	22 097
1991	80 416	27 145
1992	90 019	30 567
1993	98 079	34 781
1994	102 022	36 932
(projected)1995	110 700	40 800

Sources: DEET, Higher Education Series, report no. 13, 1992; and DEET, Selected Higher Education Statistics 1995

A total of 151 000 students completed courses in 1995, compared with 139 000 in 1994. This significantly exceeds the indicative annual target identified in *Higher Education: A Policy Discussion Paper* (the 1987 Green Paper) of 125 000 higher education completions by the year 2001.

Graduate Destination Survey

The Department provides annual funding to the Graduate Careers Council of Australia to conduct an annual graduate destination survey (\$180 000 in 1995).

Employment outcomes for graduates have steadily improved since the recession of the early 1990s. As at 30 April 1995, 78.9 per cent of the 1995 bachelor degree graduates available for full-time work had a full-time job - some 8.3 per cent higher than at its lowest point in April 1992. The full-time employment rate of graduates has not returned to the levels experienced by graduates in the 1980s (a peak of 91.3 per cent in 1989).

The average commencing salary of graduates, younger than 25 and in first full-time employment, was \$27 400 (an increase in current prices of \$300 compared with 1994).

Table 12 demonstrates marked differences for different fields of study in the activities of graduates following graduation:

- graduates from health-related disciplines were most likely to have full-time employment (91 per cent of those available); graduates from the Arts were least likely (63 per cent);

- more than one third of Science and Arts graduates continued with further full-time study compared with seven per cent of graduates from health-related disciplines.

Table 12: Bachelor Degree Graduates: Full-time Employment Rates and Proportion Continuing on to Full-time Study by Broad Field of Study at 30 April 1995

<i>Broad field of study</i>	<i>Full-time employment rate¹</i>	<i>Percentage continuing to further study²</i>
Agriculture	82	16
Architecture	81	20
Arts	63	34
Business	83	13
Education	78	12
Engineering	86	12
Health	91	7
Law	87	26
Science	71	38
Veterinary Science	88	19

Source: *Graduate Destination Survey*, Graduate Careers Council of Australia, 1995

¹ Number in full-time work as a proportion of those available for full-time work.

² As a proportion of all respondents.

The unemployment rate for graduates is well below that for non-graduates. At May 1995, it was 3.9 per cent for bachelor degree graduates compared with 6.6 per cent for people with a vocational qualification and 8.5 per cent for the total labour force. The average duration of unemployment for graduates was also lower than that for non-graduates (Table 13 refers).

Table 13: Unemployed Persons Aged 15 to 64, Educational Attainment, Rate and Duration of Unemployment: May 1995

<i>Qualification</i>	<i>Unemployment rate</i>	<i>Ave duration of unemployment</i>
	<i>%</i>	<i>weeks</i>
Higher degree or postgrad. Diploma	3.0	56.0
Bachelor degree	3.9	44.1
Undergrad or Assoc. Diploma	5.4	45.0
Vocational qualification	6.6	60.1
No post-school qualification	10.7	57.2

Source: Australian Bureau of Statistics, May 1995, *Transition from Education to Work, Australia*

2.1.1 OPERATING RESOURCES

The 1995–96 Budget provided funding for additional undergraduate places of 1950 EFTSU in 1996, 2320 EFTSU in 1997 and 1600 EFTSU in 1998. There were 4200 EFTSU of the additional new places allocated to Queensland institutions in recognition of its projected rapid rate of population growth, particularly in the 17 to 34 year old age group. Other states for which growth funding was announced were New South Wales (900 EFTSU), Western Australia (750 EFTSU) and Tasmania (20 EFTSU).

Higher Education Equity Programme

Earmarked funds are provided to institutions for equity initiatives under HEEP and targets the following groups:

- people with a disability;
- people from socioeconomically disadvantaged backgrounds;
- women, particularly in non-traditional areas of study and postgraduate courses;
- people from rural and isolated backgrounds; and
- people from non-English speaking backgrounds.

The programme supplements the expenditure of institutions on equity initiatives; it is not intended to meet the full costs. Funding is based on an assessment of institutions' equity plans, with particular emphasis on achieving outcomes. Host institutions in each state and territory are also provided with an allocation under HEEP for cooperative projects for students with a disability. Total funding under HEEP is set out in Table 14.

Table 14: Funds Provided under Higher Education Equity Programme

	1995	1996
	\$'000	\$'000
Equity	4566	4818
Cooperative projects	575	462
Total	5141	5280

From 1995, institutions have provided data on equity performance indicators for all target groups, with the exception of people with disabilities for which data will be available from 1996. Significant features for 1995 included:

- Female students continue to be under-represented in some fields of study despite comprising 53.9 per cent of total enrolments;
- Female participation rates in Engineering, Architecture, Agriculture, higher degree course work and higher degree research programmes increased to 13.5, 34.6, 38.1, 49.3 and 43.8 per cent respectively;
- Students from non-English speaking backgrounds comprised 6 per cent of all enrolments, which is slightly higher than their proportion of the Australian population (4.9 per cent). Students from several language and cultural backgrounds, however, remain under-represented in the system;

- Rural students continue to be under-represented at university, with a slight fall in rates of access (defined as provision of opportunities for commencing students) from 18.6 percent in 1994 to 18.4 percent in 1995;
- Access rates for isolated students increased slightly from 2.8 percent in 1994 to 2.9 percent in 1995; and
- Access rates for students from low socioeconomic status backgrounds increased slightly from 15.4 percent in 1994 to 15.6 percent in 1995.

The Cooperative Projects for Students with a Disability component of HEEP is being reviewed and a report is expected by October 1996.

The Regional Disability Liaison Officers (RDLO) initiative was established at the end of 1994 to coordinate disability services nationally across geographic regions and the TAFE and higher education sectors. Around \$2m was allocated over 1994–96 from the former National Priority (Reserve) Fund to support the establishment of 14 RDLO positions.

A code of practice is being developed for students with a disability which draws together existing guidelines and information to form a good practice guide for all tertiary institutions in the provision of services for students with disabilities. The code of practice is expected to be available in November 1996.

Aboriginal and Torres Strait Islander Support Funding

Separately identified funds are provided as part of operating grants to meet the special needs of Indigenous students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy (NAEP). Institutions are required to establish targets for Indigenous students participating in higher education and to develop strategies for Indigenous education.

Table 15: Funds Provided under Aboriginal Support Funding

	1995	1996
	\$'000	\$'000
Aboriginal Support Funding	15 755	20 952
EFTSU	5 628	5 952

In 1996, Aboriginal Support Funding increased by more than \$5m (33 per cent) as part of the Commonwealth's response to the National Review of Education for Aboriginal and Torres Strait Islander Peoples.

Some 1.13 per cent of students identified as Indigenous people in 1995 compared with 1.07 per cent in 1994. These students continue to be under-represented in many disciplines and in post-graduate study. Success and retention rates for Indigenous students are also about 20 per cent lower than for other students.

The allocations of Aboriginal Support Funding take account of an independent review of support funding for Indigenous students which reported in March 1996. The emphasis is on the commitment of institutions to achieving NAEP goals, such as self determination and cultural affirmation, and on successful student outcomes in access, participation, completion and retention.

The Higher Education Council is examining arrangements for Commonwealth funding to higher education institutions in respect of Indigenous higher education students and is expected to report before the end of 1996.

Research Quantum

Since 1990, the operating grant has included a component, known as the Research Quantum, to support research activities other than those directly linked to teaching and research training. The value of the Research Quantum in 1996 is \$219m. Since 1995, it has been allocated on the basis of the Composite Index, which was developed following extensive consultations with the Australian Vice-Chancellors' Committee, the Higher Education Council and the Australian Research Council.

Higher Education Innovations Programme

In the 1995–96 Budget, the National Priority (Reserve) Fund was merged with the Higher Education Quality Programme to form a single higher education discretionary funding programme, the Higher Education Innovations Programme, which was used to support quality and innovation.

The activities of the Higher Education Innovations Programme in 1995–96 are summarised below:

Quality Assurance

The Committee for Quality Assurance in Higher Education was established in 1992 to conduct quality reviews of universities and recommend an allocation of the Quality Assurance programme funds (\$50m in 1996). The Committee ceased operations on 31 December 1995 having completed three rounds of quality reviews in three areas: teaching and learning, research and community service.

In its final report, the Committee noted a strong developing research culture in all universities. All institutions had research management plans and many were benchmarking their research and postgraduate practices. The Committee was impressed both by the scope of community service and by the professional expertise, enthusiasm and commitment invested in the activities by institutional staff.

The Committee published *A Report on Good Practice in Higher Education* which provides a selection of examples of good practice in teaching, research, community service and management. It also issued the *Report on Expenditure of 1993 Quality Assurance Program Grants* in December 1995.

Committee for the Advancement of University Teaching

The Committee for the Advancement of University Teaching was established in August 1992 to promote good teaching practice in universities. It ceased operation on 31 December 1995.

From 1993 to 1995, approximately \$5m was provided annually for:

- 448 national teaching development grants to academic staff, for innovative teaching and learning projects with practical outcomes;
- projects to improve the quality of teaching and learning in higher education;
- formal and informal networking activities on quality teaching issues, including participation in forums of discussion on teaching developments;
- the sponsorship of national teaching fellowships; and
- a national network of electronic clearinghouses to access, evaluate and distribute information about university teaching and learning.

Commonwealth Staff Development Fund

The Commonwealth Staff Development Fund has operated from 1990 to 1995 to assist in the professional development of academics and general university staff with significant management responsibilities. The Staff Development Fund Committee was serviced by a secretariat located at the Royal Melbourne Institute of Technology.

Between 1990 and 1995, the Committee approved funding of \$36m for 362 projects from 696 proposals. Sixty-eight programmes were selected in the 1995 funding round for implementation in 1996 with funding totalling some \$6m.

Changes to Discretionary Funding Provisions

Savings of \$171m are to be achieved in higher education discretionary funds over the period from 1996–97 to 1998–99. Existing and ongoing commitments are to be met, including the payment of grants associated with the third round of the Quality Assurance Programme and continuing support for the advancement of university teaching. A Committee for University Teaching and Staff Development is to be established in 1996–97 to identify and promote good teaching, learning and staff development practices and to encourage and foster innovation in these areas.

Credit Transfer

The Australian Vice-Chancellors' Committee established the Australian Credit Transfer Agency as an incorporated company in July 1995 with Commonwealth funding of \$0.6m to provide more flexible points of entry into the Australian higher education system. The Agency advises on the national recognition of prior learning and also assesses prior learning.

The five fields of study covered in the initial phase of the Agency's work are Business and Management Studies, Computing Studies, Engineering, Teacher Education and Agriculture. These are being extended gradually and will in time cover the needs of the vocational education and training sector.

Open Learning Initiative

The Commonwealth Open Learning Initiative promotes wider and easier access to quality tertiary education programmes and increases flexibility and innovation in their delivery. The initiative has two elements, the establishment of an independent open learning organisation (Open Learning Australia) and the development of an open learning electronic support service (OPEN NET).

Open Learning Australia (OLA) acts as a broker between universities, TAFEs and individuals wishing to study through open learning. In 1995, some 8000 students studied over 220 undergraduate subjects through OLA. While OLA offers predominantly undergraduate subjects, a growing number of TAFE courses and modules are available and graduate and bridging courses are also provided. In 1996, 20 universities provide courses and subjects through the OLA compared with nine in 1993. Five TAFE providers are offering courses in 1996.

The OPEN NET service initially focused on setting up information network services for students via Internet to enable them to communicate with tutors and fellow students and access national and international education resources. It attracted some 3500 users in its first year of operation and provided access for rural students at significant savings on telecommunications costs.

With the rise of a strong commercial market in Internet service provision, the company has shifted its focus to developing on-line services and courseware to support open learning approaches in tertiary education.

An evaluation of the Open Learning Initiative by the Centre for the Study of Higher Education at the University of Melbourne found that:

- access to tertiary education has been widened;
- flexibility and innovation have been increased; and
- the programmes offered by institutions through OLA are of equivalent quality to comparable courses available within those institutions.

An overview of the report of the evaluation was released in January 1996.

Cooperative Multimedia Centres

The Cooperative Multimedia Centres programme promotes the development of a multimedia industry (especially *interactive* multimedia) which is competitive and internationally successful. It supports collaborative approaches to meeting skill needs and acts as a resource for the industry at large.

Six centres were established in 1995–96. The centres are incorporated bodies formed by consortia of organisations drawn from the education, industry and the arts and cultural communities. They focus on the development of skills for the multimedia industry but undertake other activities to support the industry's development.

Each centre receives Commonwealth funding of \$1.4m per year for three years as well as substantial funding and in-kind support from a range of other sources.

Advanced Engineering Centres

Three Advanced Engineering centres were established in 1992 to foster an engineering culture in Australia, bringing together technology, management and marketing with funding totalling \$1.6m in 1996. Review panels, comprising representatives from industry, professional bodies, the Higher Education Council and the Academy of Technological Sciences and Engineering, reviewed the centres in 1995 and recommended a continuation of funding for a further two or three years.

Student Organisation Support

The Student Organisation Support programme was introduced from 1995 in response to the action of some states to legislate against compulsory student unionism. Funds were provided direct to student organisations to be recovered from the general revenue assistance grants to the states. Ten applications were approved for 1995 totalling \$7.8m and six student organisations received funding for 1996 totalling \$6.7m.

No further payments will be made under the programme and no funds will be recovered from the relevant states.

2.1.2 CAPITAL GRANTS

From 1994, capital funding was incorporated into operating grants thus enabling institutions to determine their own building priorities and plan for the expansion, maintenance, refurbishment

and replacement of capital stock. The 1995–96 Budget allocated funding of \$253m in 1996, \$255m in 1997 and \$258m in 1998.

A separate pool of funds, totalling \$37m annually, finances specific capital developments in the sector and is directed largely to institutions which are developing new campuses.

2.1.3 HIGHER EDUCATION CONTRIBUTION SCHEME

Students contribute to the cost of their education through the Higher Education Contribution Scheme (HECS). Under the scheme, students pay their contribution only when they have the financial capacity to do so. They can elect to repay their accumulated contribution through the tax system when they commence employment and earn an income. Consequently, students are not deterred from participating in higher education through an inability to pay up-front fees.

The HECS annual course contribution for a student undertaking a full-time programme of study was \$2442 in 1996. A description of the operation of HECS may be found in the publication *HECS: Your Questions Answered 1996*.

The Open Learning Deferred Payment Scheme (OLDPS) was introduced in 1994 to increase access to study through the Open Learning Initiative by providing a deferred payment facility for certain open learning students. A description of OLDPS may be found in the publication *OLDPS: Your Questions Answered 1996*.

Table 16 sets out repayments from individuals to HECS and OLDPS in 1994–95 and 1995–96. Table 17 provides the outstanding HECS and OLDPS debt for the same period. Total HECS repayments between 1988–89 and 1995–96 were \$1740m.

The full value of the HECS debt will not be recovered because individuals are not required to make repayments through the taxation system unless their taxable income in a year reaches an indexed minimum. A recent report from the Australian Government Actuary has estimated that 17.2 per cent of all HECS and OLDPS debt will not be recovered. This is significantly lower than the 30 per cent estimated when the scheme was introduced in 1989.

Table 16: HECS: Financial Contribution from Individuals: 1994–95 and 1995–96

	1994–95	1995–96
	\$'000	\$'000
Up-front payments by students to institutions	157 108	175 546
HECS receipts paid through the tax system ¹	304 190	185 861
Voluntary repayments of HECS debt to the ATO	16 500	31 725
Repayment to individuals	(149)	(214)
Amount deferred under section 106W (hardship) of the <i>Higher Education Funding Act (1988)</i>	(115)	(1443)
Total financial contribution	477 534	391 475

Source: Australian Taxation Office and DEETYA records

¹ See Note 1 at page 79.

Table 17: HEC Outstanding Debt: 1994–95 and 1995–96

	1994–95	1995–96
	\$'000	\$'000

Programme 2: Higher Education

Total HEC debt at 1 July	2 931 973	3 353 831
Amount of HEC debt reported by institutions to the ATO	677 061	706 875
Indexation on HEC debt more than twelve months old at 1 June	69 219	152 557
HEC receipts paid through the tax system ²	(304 190)	(185 861)
Amount deferred under section 106W (hardship) of the <i>Higher Education Funding Act (1988)</i>	115	1 443
Voluntary repayments of HEC debt to the ATO	(16 500)	(31 725)
Bonus on voluntary payments		(3 908)
Repayments to individuals	149	214
Amounts waived under section 106L of the <i>Higher Education Funding Act 1988</i>	(568)	(534)
Amount of HEC debt variation where debtor has died	(1 102)	(1 177)
Variations performed by the ATO	(2 325)	88
Total HEC debt at 30 June	3 353 831	3 991 803
Estimated amount of HEC debt unlikely to be recovered ³	(541 000)	(687 000)
Total HEC debt estimated to be repaid	2 812 832	3 304 803

Source: Australian Taxation Office records and DEETYA.

Notes 2 and 3 are at page 79.

Changes to HECS were included in the 1995–96 Budget. From 1 January 1996, New Zealand citizens (who are not also Australian citizens) will pay their HECS contribution up-front without a discount. Other changes included an optional lower HECS repayment threshold (attracting a 10 per cent discount), a 15 per cent bonus on voluntary payments of \$500 or more and four additional repayment thresholds and rates (from the 1996–97 income year).

Other Non-Commonwealth Government Funding Sources

The income of institutions other than from Commonwealth sources or HECS has risen from about 11 per cent of total income in 1983 to about 27 per cent in 1994. The significant sources of institutional income include:

- state and territory governments (1.9 per cent);
- investment income (1.9 per cent);
- donations and bequests (1.0 per cent);
- fees and charges (10.8 per cent) of which fee-paying international students contributed some \$385m, (5 per cent); and
- ‘other’, including research products, loans and proceeds from the sale of products and assets (11.6 per cent).

Postgraduate Fees

Higher education institutions can charge Australian students fees for postgraduate award courses, although most enrolments continue to be in courses for which fees are not charged. Fee-paying postgraduate student load increased from 9500 Equivalent Full-Time Student Units in 1994 to 11 700 in 1995, while non-fee-paying postgraduate load rose from 50 100 to 63 900 over the same period. In 1995, 30 per cent of this non-fee-paying load was exempt from HECS (that is, neither HECS nor fees were paid).

Postgraduate fee-paying course activity remained strongest in the fields of Business, Administration, Economics and Health in 1995. However, fee-paying postgraduate load in Arts, Humanities and Social Sciences increased relative to load in other fields. Operating revenue from fee-paying postgraduate courses rose from \$39m in 1993 to \$55m in 1994.

In 1995, institutions were required to address arrangements for fee-paying courses in the equity plans provided as part of the educational profile process. Several institutions assist postgraduate students through the allocation of HECS-liable places or scholarships. However, most institutions offering fee-paying postgraduate courses do not have structured arrangements of this type in place.

Commonwealth Industry Places Scheme

The Commonwealth Industry Places Scheme (CIPS) contributes funding of approximately 60 per cent towards the cost of each new student place. Institutions obtain the remainder of the funds from industry sources. Institutions have the discretion to decide whether students occupying places under CIPS will be exempt from HECS.

Since its inception, the scheme has supported more than 3000 additional undergraduate intakes. In 1996, some 2600 places are being made available at a cost of \$14.9m.

2.1.4 EVALUATIONS AND INVESTIGATIONS PROGRAMME

The Evaluations and Investigations Programme funds research projects in areas of common interest to researchers, institutions and the Commonwealth. During 1995–96, 58 new and ongoing projects were funded from the allocation of \$1.3m. Twelve reports were published. Details are available on the Department's home page on the Internet.

SUB-PROGRAMME 2.2: TARGETED RESEARCH AND SCIENTIFIC DEVELOPMENT

Objective and Strategies

To maintain and strengthen Australia's knowledge base and research capabilities by developing an effective research and research training system focused on the higher education sector and thereby enhance their contribution to national economic development, international competitiveness and attainment of social goals.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	311	361	352
Running costs	3	5	5
<i>Subtotal</i>	314	366	356
Adjustments	-	-	-
Total	314	366	356
Revenue	-	-	-
Staff years	34	61	43

Description

This sub-programme supports the research activities of higher education institutions. Most funds are allocated on a competitive basis on the advice from the Australian Research Council. Funding for research is also provided indirectly through the notional Research Training and Research Quantum components of operating grants (see sub-programme 2.1).

Performance Information and Outcomes

The performance of this sub-programme against its objectives can be assessed by:

- indicators of the total research capacity and activity; and
- the findings of reviews and evaluations undertaken over a five year cycle.

The Composite Index, first implemented in 1995, provides a comprehensive measure of research and research training performance. It is used to reallocate the Research Quantum and is a component of the formula for allocation of Australian Postgraduate Awards.

The Index is a weighted aggregate of institutional shares of income received from national competitive research granting schemes, other public sector research funding, industry, and other

funding for research, the number of higher degree research completions and a weighted measure of research and scholarly publications in different categories.

The research capacity of the Australian higher education system is illustrated by data from the Australian Bureau of Statistics which estimate that for higher education:

- expenditure on research and development has increased from \$1 608m in 1990 to \$1 695m in 1992, (23 per cent);
- human resources devoted to research and development have increased from some 27 000 person years in 1990 to 35 000 in 1992, (31 per cent).

Postgraduate research student load of higher education institutions has increased from 13 000 in 1990 to 25 000 in 1995, (90 per cent).

Additional information on performance is obtained from evaluations undertaken under the Research Evaluation Programme which is described below.

2.2.1 RESEARCH GRANTS

Large Grants

Funds are allocated for specific research projects by individual researchers or teams. Of the 2832 applications for initial Large Grants received for the 1996 round, 667 were successful. A further 1103 Large Grants were approved for continuing projects, giving a total of 1770 grants funded for 1996. Successful projects included:

- the development and management of business relations between firms trading with Asia;
- promoting research by teachers to foster better linkages between theory and practice in education; and
- the properties of bubbles passing through a constriction, a phenomenon with implications for the flotation of minerals and the aeration of sewage and natural waters.

At 1 March 1996, there were 3000 applications for funding in 1997.

Completed projects have been highly productive in terms of publications, patents, computer programmes and public broadcasts. The projects have also been beneficial in terms of providing research training and industry linkages.

Small Grants

Block grants are provided to institutions to fund research projects of modest cost. The projects assist academics who are at the beginning of their research careers or are changing research focus in mid-career.

A total of \$26.2m is being allocated in 1996. Each institution receives a base grant of \$50 000 with the remaining funds distributed according to a formula measuring success in obtaining Large and Small Grants.

Collaborative Grants

The Collaborative Research Grants Scheme encourages research collaboration between higher education institutions and industry. Funds are on a dollar-for-dollar basis with a total of \$18.6m allocated in 1996. There were 206 applications for funding in 1996. There are 108 new grants in 1996 and 159 continuing grants.

Two projects commencing in 1996 aim to make two major Australian companies world leaders in high performance refractory technology with resultant increases in aluminium exports and resin-based steel products. Other projects include an assessment of vehicle safety standards for children and the development of new electricity meters, a range of microwave technologies and high performance automotive coatings.

International Fellowships

International Reciprocal Research Fellowship agreements have been negotiated with agencies in Germany, the Republic of Korea and France. The fellowships provide for up to 15 postdoctoral researchers to work from four to twelve months in Australia on research projects of mutual value. The fellowship which is jointly sponsored by the Australian Research Council and the Anglo-Australia/United Kingdom Science and Engineering Research Council is also funded under this programme element.

2.2.2 RESEARCH TRAINING SUPPORT

Australian Postgraduate Awards

The Australian Postgraduate Awards programme (APA) provides awards for students undertaking higher degree studies at Australian institutions. APAs (with Stipend) and APAs (Industry) both provide recipients with a stipend; a third category of award provides exemption from HECS but no stipend.

Australian Postgraduate Awards (with Stipend)

\$76.6m has been allocated in 1996 for APAs (with Stipend) and industry awards. A total of 1550 new APAs (with Stipend) were offered as well as approximately 3000 places for students continuing from previous years.

Australian Postgraduate Awards (Industry)

APAs (Industry) were introduced in 1990 to promote industry-based research and to help build long term relationships between industry and higher education. Projects commencing in 1996 include a research project into abattoir quality standards, as well as projects ranging from analysis of waste disposal to the development of new materials for contact lenses; collagen-based bone cement for use in surgical implants; and management practices in trade unions.

In 1996, 150 new awards were offered with funding amounting to \$7.9m.

Australian Postgraduate Awards (Without Stipend)

In 1996, 22 000 HECS exemption scholarships for postgraduate students have been made available under the APA scheme.

Research Fellowships

The Research Fellowship Scheme provides opportunities for outstanding researchers to conduct research in Australian higher education institutions and other organisations.

Around \$26m has been allocated for research fellowships in 1996. The success of the programme is indicated by the continuing strong level of demand for fellowships and the exceptionally high standard of the applicants. For 1996, 715 applications for fellowships were received and 100 were awarded.

Overseas Postgraduate Research Scholarships

The Overseas Postgraduate Research Scholarships (OPRS) Scheme was introduced in 1990 to attract excellent overseas postgraduate students to Australia to enhance national research effort and standing. The scheme meets the tuition fees and health insurance costs of overseas postgraduate students who undertake research higher degrees at Australian higher education institutions in areas of research priority. In 1996, 300 new OPRS were allocated and the cost for new and continuing scholarships totalled about \$15m.

2.2.3 SPECIAL RESEARCH AND KEY CENTRES

The Research Centres programme supports two types of centres: Key Centres of Teaching and Research and Special Research Centres. A total of \$18m allocated in 1996 supports 17 Special Research Centres and 29 Key Centres of Teaching and Research.

Funding for centres is linked to the findings of performance reviews conducted at three yearly intervals. New Key Centres are funded for a maximum of six years and Special Research Centres may be funded for nine years.

The six year reviews of the 1989 cohort of Key Centres undertaken in July–August 1995 found that eight of the ten centres were successfully meeting the objectives of the programme and two were less successful. Funding for the eight centres will continue until December 1997 while the remaining centres were awarded 40 per cent of their 1995 grant in 1996 to allow an orderly wind down of activities, after which Commonwealth funding will cease.

The six year reviews of the eleven 1991 Special Research Centres and the National Centre for Education and Training on Addiction (a Key Centre of Teaching and Research) were undertaken in March–April 1996. Funding for the centres will continue for a further three years.

\$5.8m has been made available to fund eight new Special Research Centres from January 1997 at an average annual allocation of \$0.7m. It is expected that the successful centres will be announced in October 1996.

2.2.4 GRANTS-IN-AID

Grants-in-Aid totalling \$1.5m for 1995–96 were allocated to the Academy of Social Sciences in Australia, the Australian Academy of Science, the Australian Academy of the Humanities and the Australian Academy of Technological Sciences and Engineering. The grants assist the Learned Academies to promote research and scholarship and to pursue activities in the national interest, including the provision of independent advice.

In 1995 a review found that each of the academies had a comprehensive programme in line with government objectives and were performing at an appropriate standard. A small increase in the base Grant-in-Aid has been provided for the Australian Academy of the Humanities and the Academy of Social Science. A National Academies Forum has been established to coordinate the work of the academies in areas of administration and publication.

During 1995–96, two special projects of the Learned Academies were funded:

- *Improving and Enriching Junior Secondary School Science and Technology* (\$181 000, over two years), to be undertaken by the Australian Academy of Science; and
- *Technology, Productivity and Employment in Australia 2005* (\$150 000) to be undertaken by the Australian Academy of Technological Sciences and Engineering.

A small grant to the Australian and New Zealand Association for the Advancement of Science (ANZAAS) assists secondary school students to attend the ANZAAS congress. The congress was held in Newcastle in 1995 and will be held in Canberra in 1996.

2.2.5 RESEARCH INFRASTRUCTURE

The Research Infrastructure Programme directly supports institutions to maintain and develop their research infrastructure such as equipment, special facilities, support staff, outfitting and maintenance.

In 1996 the programme comprises two categories of grants:

- Research and Infrastructure Block Grants. In 1996, \$75.6m was allocated compared with \$45.2m provided in 1995; and
- Research Infrastructure (Equipment and Facilities) Grants to support large scale initiatives to develop research infrastructure on a cooperative basis across two or more institutions. In 1996, a total of \$21.5m is being allocated.

Research Evaluation Programme

The Research Evaluation Programme was set up in 1995–96 with funding of \$0.6m with three main objectives:

- to review the outcomes of research supported by Commonwealth funding programmes;
- to evaluate research funding programmes; and
- to assist research communities to establish goals and priorities and strategies to achieve them.

Evaluation activities undertaken to date include:

- *Reviews of Large Grants Outcomes* Twenty external reviews have been completed in a range of disciplines. Those completed in 1995–96 covered Computer Science, Sedimentology, Stratigraphy and Palaeontology, Experimental Physics, Astronomy and Astrophysics.
- *Discipline Research Strategies* These enable research communities, through their peak bodies, to commission or develop research strategies for their disciplines. Seven have been published. Those published in the last year are *Australian Astronomy: Beyond 2000*; *Mathematical Sciences: Adding to Australia*; and *Psychological Science in Australia*. A further five strategies (Language and Literacy, Humanities, Social Sciences, Management and Information Technology) were under way as at 30 June 1996.
- *Programme Evaluations* The following three evaluations were conducted during 1995-96:
 - *Australian Postgraduate Research Awards (APRA) Scheme* This evaluation included a comparative study of the 1990 APRA cohort and a matched sample designed to identify the impact of the scheme on its first cohort and the research training system. As at 30 June 1996, the final report of the evaluation was expected to be completed shortly.

- *ARC Fellowships Scheme* The report of this evaluation, *Taking the Lead: The ARC Fellowships Scheme in Australia* was published in May 1996. It found that the Fellowships Scheme had contributed significantly to the research success of fellows and the institutions hosting them.
- *Overseas Postgraduate Research Scholarship Scheme* The report of this evaluation, *The Internationalisation of Australian Higher Education: An Evaluation of the Contribution of the Overseas Postgraduate Research Scholarships Scheme*, was published in June 1996. It found the scheme largely met its objective of attracting high quality research students to areas of strength in Australian universities, and that it made a valuable contribution to the internationalisation of Australia's university research.

2.2.6 ANGLO–AUSTRALIAN TELESCOPE BOARD

The Anglo–Australian Telescope Board provides world class facilities for the Australian and British astronomical communities through its operational arm, the Anglo–Australian Observatory, to enable astronomers to undertake scientific research. The facilities include the Anglo–Australian Telescope and the UK Schmidt Telescope located at Siding Spring Mountain, NSW, and a laboratory in the Sydney suburb of Epping. The Board operates under an agreement between the governments of the United Kingdom and Australia and is equally funded by them. The Australian Government contributed \$3.2m to the Board in 1995–96.

The Board undertakes leading-edge research and development in instrumentation and upgrades its telescopes with the latest in-house and other affordable developments in instrument design. In November 1995 it commissioned the Two-degree Field facility which has been under development for five years and is the largest and most complex instrument of its type in the world. It will allow large scale observations that are not possible at any other facility.

Other notable achievements over the last year include:

- observations of the Comet Hyakutake B2 which in March 1996 passed within 15 million kilometres of the earth.
- measurements of the motion of galaxies neighbouring the Milky Way using distant objects called quasars as a reference point.

SUB-PROGRAMME 2.3: RECOGNITION OF OVERSEAS SKILLS

Objective

To contribute to the efficient functioning of the labour market and to make more effective use of migrants' skills.

Strategy

This objective was pursued by:

- providing services and programmes which enable overseas trained and qualified people to gain recognition of their skills and qualifications and to integrate more easily into the labour market;
- promoting effective information delivery on the recognition of qualifications and skills and developing information resources;
- providing policy advice on overseas skills recognition issues to the Minister, government agencies, employer organisations, professional bodies, ethnic and community organisations and individuals; and
- promoting international arrangements for skills recognition to improve labour mobility in the international arena, with particular emphasis on the Asia-Pacific region.

The National Office of Skills Recognition (NOOSR) administers this component.

Resources

<i>Outlays</i>	<i>Actual</i> <i>1994-95</i> <i>\$m</i>	<i>Budget</i> <i>1995-96</i> <i>\$m</i>	<i>Actual</i> <i>1995-96</i> <i>\$m</i>
Programme costs	2	4	3
Running costs	3	3	3
<i>Subtotal</i>	5	7	6
Adjustments	-	-	-
Total	5	7	6
Revenue	-	-	-
Staff years	38	35	35

Performance information and outcomes

Assessments

A network of expert panels and councils assists NOOSR in its assessment work. Members of these bodies are non-statutory appointees and are paid sitting fees as determined by the Remuneration Tribunal and a travel allowance, the costs of which were \$0.16m in 1995-96.

There are three categories of assessments (educational, occupational and occupational by examination) which are described below. During 1995–96, NOOSR conducted 2 061 educational assessments, 1263 occupational assessments and 395 assessments by examination.

Educational Assessments

Educational assessments are provided for Australian residents and for temporary residents of Australia whose visas allow them to engage in paid employment. An advisory service is available to the immigration review bodies, tertiary institutions, and the state and territory bodies who offer services to migrants. Table 18 provides details of the educational assessments completed in 1995–96.

Table 18: Educational Assessments: 1995–96

<i>Educational groups</i>	<i>Male</i>		<i>Female</i>		<i>Total</i>	
	<i>Total</i>	<i>Comparable quals.¹</i>	<i>Total</i>	<i>Comparable quals.¹</i>	<i>Total</i>	<i>Comparable quals.¹</i>
General						
Academic quals.	769	515	701	429	1470	944
Technical quals.	366	178	225	115	591	293
Total	1135	693	926	544	2061	1237

Source: Departmental statistics

¹ 'comparable qualifications for general academic and technical qualifications' means that the overseas qualification is assessed as comparable to an Australian higher education or vocational education and training award.

Turnaround times for educational assessments increased during the year because resources were diverted to the assessment of special entry category applicants. It is expected that average turnaround times will return to eight weeks early in 1996–97.

NOOSR assisted the Department of Immigration and Multicultural Affairs (DIMA) to assess the qualifications of applicants for special permanent entry permits. The bulk of this work was completed in 1994–95. Some 1300 cases were assessed in 1995–96. The demand for this service shifted during the year from assessments referred directly by DIMA to requests for advice from the Migration Internal Review Office of DIMA and the Immigration Review Tribunal.

Occupational Assessments

Advice on occupational assessments is provided to DIMA on migration applications from overseas trained professionals.

Table 19 provides details of 1995–96 occupational assessments. By comparison with the preceding year, there was a 21.3 per cent increase in the number assessed and a 9.2 per cent increase in the number of cases recognised.

Table 19: Occupational Assessments: 1995–96

<i>Occupational</i>	<i>Male</i>		<i>Female</i>		<i>Total</i>	
	<i>No. of</i>	<i>Recognition</i>	<i>No. of</i>	<i>Recognition</i>	<i>No. of</i>	<i>Recognition</i>

Programme 2: Higher Education

<i>group</i>	<i>assessments</i>	<i>assessments</i>	<i>assessments</i>	<i>assessments</i>	<i>assessments</i>	<i>assessments</i>
Architecture	105	58	36	26	144*	84
Social welfare	39	32	142	125	185*	159
Teaching	177	104	345	168	527*	274
Other occupation or profession	447	279	346	213	827*	495
Total	768	473	869	532	1683	1012

* Includes applicants whose sex was not indicated.

NOOSR worked closely with DIMA and professional bodies to reduce the turnaround time for assessments and, where appropriate, to devolve the responsibility for assessments to the professions.

Occupational Assessment by Examination

Occupational assessments by examination are conducted in dentistry, dietetics, occupational therapy, pharmacy, physiotherapy and veterinary science. Altogether, 395 overseas trained professionals in these occupations undertook the prescribed examinations in 1995–96. A breakdown by profession is provided in Table 20.

Table 20: Assessment of Skills by Examination: 1995–96

<i>Occupational group</i>	<i>Male</i>		<i>Female</i>		<i>Total</i>	
	<i>No. Sat</i>	<i>No. passed</i>	<i>No. Sat</i>	<i>No. Passed</i>	<i>No. Sat</i>	<i>No. Passed</i>
Dentistry						
Preliminary	64	27	48	24	113*	52
Final	25	15	20	5	47*	20
<i>Subtotal</i>	89	42	68	29	160*	72
Dietetics**	2	1	36	17	38	18
Occupational therapy**	–	–	25	15	25	15
Pharmacy						
Preliminary	5	2	23	14	28	16
Final	7	6	23	14	30	20
<i>Subtotal</i>	12	8	46	28	58	36
Physiotherapy						
Preliminary	9	3	44	30	53	33
Final	1	–	14	8	16*	8
<i>Subtotal</i>	10	3	58	38	69*	41
Veterinary Science						
Preliminary	15	9	12	7	27	16
Final	11	5	7	6	18*	11
<i>Subtotal</i>	26	14	19	13	45	27
Total	139	68	252	140	395	209

Source: Departmental statistics

* Includes applicants whose sex was not indicated.

** Examinations in these professions are conducted in a single session.

Bridging Courses for the Overseas Trained

This labour market programme assists professionals with overseas qualifications to gain entry to professional practice in Australia by helping them to meet, or prepare to meet, recognition requirements. Funding is provided for bridging courses, individual training programmes and for payment of assessment fees incurred in the examination processes required for recognition.

Courses were developed and run for the first time for overseas trained pharmacists who are eligible to sit the Australian Pharmacy Examining Council's Stage 1 and Clinical exams. The course for Stage 1 has been developed to allow participants to study using computer assisted learning modules.

The Institution of Engineers, Australia (IE Aust) is providing a bridging training alternative to sitting the IE Aust examinations. Overseas-trained engineers should be commencing individual training programmes in the new financial year under these arrangements.

Table 21: Participants in NOOSR Bridging Courses with and without Award: 1995–96

<i>Profession</i>	<i>No. of courses</i>	<i>Total participants</i>
Doctors	8	141
Dentists	5	57
Nurses	5	62
Pharmacists	2	27
Veterinarians	1	7
Dietitians	1	10
Accountants	1	84
Physiotherapists	2	19
Total	25	407

In 1995–96, 603 overseas trained professionals, 52 per cent of whom were females, participated in bridging training. This training was available in most of the regulated professions and several self-regulating professions. As in 1994–95, a total of 18 professions were assisted through bridging courses or individual training programmes. The majority (407) were assisted through bridging courses (Table 21 above).

In addition, a further 196 participants were assisted through individual training programmes. This group comprised 110 overseas accountants, 59 lawyers and 27 participants from other professions, including social workers, speech pathologists, early childhood teachers, specialist language teachers, occupational therapists, surveyors and town planners.

An evaluation of the bridging programme commenced in April 1996. Preliminary data indicate that 80 per cent of survey respondents had either successfully completed bridging training or were expected to do so. In addition 85 per cent of respondents indicated that they were satisfied with the courses they had attended.

The NOOSR Assessment Fee Subsidy for Overseas Trained Australian Residents scheme commenced in January 1996. The subsidy covers the cost of assessment fees for eligible (that is, those with certain valid Department of Social Security cards) Australian residents seeking skills recognition in certain professions. In the six months to June 1996, the scheme provided financial assistance to 215 overseas trained professionals at a cost of \$146 000.

Total expenditure under the bridging programme was \$3.1m.

International Initiatives

Directory of Professional Recognition Processes in Association of South East Asian Nations Countries and Australia

NOOSR has produced a directory of professional organisations and qualifications recognition processes on behalf of the Association of South East Asian Nations (ASEAN)-Australia Forum, covering 38 occupations in the seven ASEAN countries and Australia. The directory will be published in the second half of 1996.

Assisting Australian professions in ASEAN

NOOSR is assisting Australian professional bodies in five occupations (Accounting, Architecture, Engineering, Law and Surveying) to investigate opportunities for bilateral recognition arrangements with their ASEAN counterparts. During 1995–96, \$100 000 was provided from the Australian Overseas Education and Training Programme (Sub-programme 6.3) for this purpose. The professional organisations carry out the work and also contribute financially to the project. The engineering and accounting professions are now endeavouring to proceed through to the negotiation of some agreements.

The accounting project is carried out under the broad aegis of the Accounting Market Access Committee convened by the Department of Foreign Affairs and Trade (DFAT). The engineering project links in with the related Engineering Market Access Committee, also convened by DFAT.

Professional Recognition in the Asia–Pacific Economic Cooperation Region

Through the Human Resource Development (HRD) Working Group of the Asia–Pacific Economic Cooperation (APEC) forum, NOOSR collected and analysed information on professional recognition requirements in Accountancy, Engineering and Surveying. A report covering 11 countries (including Australia) was submitted to the 13th APEC–HRD Working Group meeting in Wellington in January 1996. Further work is proposed to identify and encourage best practice in engineering accreditation, recognition and development by professional bodies. Links between engineering schools will be strengthened through a pilot student exchange programme to be implemented under the University Mobility in Asia Programme.

Recognition of Australian qualifications in Europe

Discussions aimed at improving the level of recognition accorded to Australian academic qualifications have taken place with several European countries. These discussions and NOOSR participation in international academic recognition expert forums have helped raise awareness of the range and quality of Australian education.

The European Union–Australia Framework Agreement and the Joint UNESCO–Council of Europe Convention on the Recognition of Qualifications, as well as existing instruments of cultural agreement with individual European Union member states, will provide a framework for progressing the dialogue.

Information Delivery

The *Country Education Profiles* series, launched in 1991, consists of 85 booklets, each with a general account of one particular country's education system and guidelines for assessing its tertiary education awards against Australian education awards.

The revision of the *Australia and its Near Neighbours* set of the *Country Education Profiles*, which was commenced in 1993–94, was completed in 1995–96. Further profiles will be revised in 1996–97.

During the year, NOOSR revised and reprinted several of its occupational and skills recognition information leaflets, developed new leaflets for Medical Laboratory Science, Nursing and Surveying, and, in cooperation with state and territory government overseas qualifications units, produced further issues of the half yearly newsletter *Overseas Skills Update*. It is proposed to continue the printing and publishing programme in 1996–97 with several of new and revised publications, including *The Recognition of Professional and Technical Qualifications*, and the translation into several languages of *Introduction to Skills Recognition in Australia*.

A NOOSR home page site on the World Wide Web was developed during the year. It includes general information on NOOSR and its services, lists of publications, including NOOSR leaflets, information on the bridging programmes for overseas trained professionals, and a directory of available and proposed bridging programmes.

Notes on Tables 16 and 17

Note 1: The *Higher Education Funding Act 1988* (as amended) gives the Taxation Commissioner sole responsibility for collecting repayments of Higher Education Contributions through the taxation system.

The Department has primary responsibility for management of the Higher Education Contribution Scheme, including the total accumulated debt, and the Australian Taxation Office (ATO) is the sole agent for collecting HEC debt. The Department includes in its financial statements information collected by the ATO with respect to the total accumulated debt. (See Appendix 8.) This information is supplied by the ATO in certified form pursuant to the *Minister for Finance Financial Statements of Departments accrual reporting guidelines*.

Note 2: In 1994-95 the Pay As You Earn (PAYE) system of HECS repayment was introduced whereby additional Tax Instalment Deductions are collected from HECS debtors by the ATO, specifically to cover required HECS payments determined on assessment. This year, in order to reflect the overall operation of HECS, the full transactions relating to HECS are presented in the Department's financial statements as though the additional Tax Instalment Deductions collected through the PAYE system are received by this Department.

Thus, in tables 16 and 17, 'HEC receipts paid through the tax system', 'Total HEC debt at 30 June' and 'Total HEC debt estimated to be repaid' in 1994-95 have been altered from that published in the previous Annual Report to include the additional PAYE tax instalment deductions (\$170.8m) collected in 1994-95. As a result 'HECS receipts paid through the tax system' in 1995-96 refer solely to PAYE Tax Instalment Deductions received in that year.

However, it is not possible to make retrospective adjustments to the published figure for outstanding HECS debt for 1994-95 in the Financial Statements (see Appendix 8). As a result, in this year's Financial Statements, HECS receipts collected through the tax system in 1995-96 include HEC assessment debt raised by the ATO in 1995-96 (which was largely collected through additional PAYE tax instalment deductions in 1994-95) and estimated PAYE tax instalment deductions collected in 1995-96.

Note 3: The full value of the HEC debt will not be recovered because individuals are not required to make repayments through the taxation system unless their taxable income in a year reaches an indexed minimum (\$27 675 for 1995-96). The Australian Government Actuary has estimated that of the total HEC debt outstanding at 30 June 1996, 17.2 per cent is unlikely to be repaid. Accordingly, an amount for doubtful debts of \$687m has been included (\$541m in 1994-95).

MAJOR PUBLICATIONS AND PERIODICALS

Higher Education Series

Diversity in Australian Higher Education Institutions, 1994, AGPS, Canberra, 1996

Higher Education Outcomes for Postgraduates: 1985-1994, AGPS, Canberra, 1996

Student Progress in 1993, AGPS, Canberra, 1995

Statistical Publications

Selected Higher Education Finance Statistics, AGPS, Canberra, 1995

Selected Higher Education Staff Statistics, AGPS, Canberra, 1995

Selected Higher Education Statistics Preliminary, AGPS, Canberra, 1995

Selected Higher Education Statistics, AGPS, Canberra, 1995

Selected Higher Education Student Statistics, AGPS, Canberra, 1995

Research Publications

Australia's Technological Capabilities: an Analysis using US Patenting Statistics (Occasional Papers Series), AGPS, Canberra, 1995

The Internationalisation of Australian Higher Education: an Evaluation of the Contribution of the Overseas Postgraduate Research Scholarships Scheme: Evaluation Program Report No. 2, AGPS, Canberra, 1996

Proceedings of the Conference on Australian–American Cooperation in Knowledge Transfer, AGPS, Canberra, 1995

Taking the Lead: the ARC Fellowships Scheme In Australia: Evaluation Program Report No. 1, AGPS, Canberra, 1996

Evaluations and Investigations Programme

Defensible Design and Security: University Campuses, R. Samuels, AGPS, Canberra, 1995

Evaluation of Research Performance: A Review of Selected Input and Output Characteristics, R. Linke, AGPS, Canberra, 1995

Graduating from Higher Education, M. Long (Australian Council for Educational Research), AGPS, Canberra, 1995

The Masters Degree by Coursework: Growth, Diversity and Quality Assurance, C. McInnis et al., AGPS, Canberra, 1995

Meeting the Needs of Indigenous Communities: Evaluation of Batchelor College, N. Baumgart et al., AGPS, Canberra, 1995

Viability of Low Candidature LOTE Courses in Universities, R. Baldauf Jnr, AGPS, Canberra, 1995

Women's Participation in Nontraditional Fields of Study at the Undergraduate Level of Higher Education 1989–1993 (a study based on the field of study classification of higher education courses), D. Cobbin, AGPS, Canberra, 1995

So You Want to Study series

A Fair Choice: Post-Compulsory Education Structures and Networks, D. Lundberg, AGPS, Canberra, 1995

International Survey of the Academic Profession, B. Sheehan et al, Canberra, 1996

So You Want to Study Accounting, Y. Ryan, AGPS, Canberra, 1995

So You Want to Study Chemical Engineering, T. Whitehead et al., AGPS, Canberra, 1995

So You Want to Study Engineering at University, T. Whitehead et al., AGPS, Canberra, 1995

So You Want to Study History, N. Etherington et al., AGPS, Canberra, 1995

Miscellaneous

Aboriginal and Torres Strait Islander Researchers Development Program Guidelines for 1997, AGPS, Canberra, 1995

Administrative Guidelines Manual for Higher Education Institutions on HECS and Fees, AGPS, Canberra, 1995

Advancing University Teaching: Outcomes of 1994 National Teaching Development Grants, AGPS, Canberra, 1996

ARC Special Research Initiatives Program, 1995, AGPS, Canberra, 1995

Composite Index: Financial and Publications Research Data Collection Specifications for Preparing Returns

Country Education Profiles: Regional Set: Australia and its Immediate Neighbours, AGPS, Canberra, 1995–96

Directory of Commonwealth Higher Education Functions, AGPS, Canberra, 1995

A Fair Chance (winter and summer edition), AGPS, Canberra, 1995

Guidelines for Australian Postgraduate Awards with Stipend 1996, AGPS, Canberra, 1995

Guidelines for Australian Postgraduate Awards without Stipend 1996, AGPS, Canberra, 1995

Guidelines for Research Infrastructure (Equipment and Facilities), 1997, AGPS, Canberra, 1996

Guidelines for Research Infrastructure Block Grants 1996, AGPS, Canberra, 1995

A Guide to the Research Centres Program 1996, AGPS, Canberra, 1995

HECS: Your Questions Answered, AGPS, Canberra, 1995

Higher Education Funding Report for the 1996–98 Triennium, AGPS, Canberra, 1996

Individual Grants Programs; Guidelines for 1997 Grants, AGPS, Canberra, 1995

Learned Academies: Grants-in-Aid, AGPS, Canberra, 1995

Learned Academies: Special Projects, AGPS, Canberra, 1995

The Open Deferred Payment Scheme: Your Questions Answered, AGPS, Canberra, 1995

Overseas Skills Update, nos 2 and 3, 1995

Overseas Postgraduate Research Scholarship Scheme: Guidelines for Institutions 1996, AGPS, Canberra, 1995

Report on 1995 Quality Reviews, Volume 1 and Volume 2, AGPS, Canberra, 1995

Report on Expenditure of 1993 Quality Assurance Program Grants, AGPS, Canberra, 1995

A Report on Good Practice in Higher Education, AGPS, Canberra, 1995

Report on Research Funding Programs, 1995, Volume 1: Introduction and Summary Tables, AGPS, Canberra, 1995

Report on Research Funding Programs, 1995, Volume 2: Grants and Fellowships Awarded, AGPS, Canberra, 1995

Special Research Centres Guidelines, AGPS, Canberra, 1996

PROGRAMME 3: VOCATIONAL EDUCATION AND TRAINING

SUB-PROGRAMME

COMPONENT

3.1 TRAINING REFORM

3.1.1 Training Policy and Innovation

3.1.2 Entry-Level Training and Skills Enhancement

3.1.3 Organisational Support

3.1.4 Adult English Language and Literacy

3.1.5 National Employment and Training Taskforce

3.1.6 Jobs Pathway Guarantee Programme

3.2.1 VET Funding Act

**3.2 AUSTRALIAN NATIONAL
TRAINING AUTHORITY**

**3.2.2 National
Programmes**

**3.2.3 Operating
Budget**

**3.2.4 Australian Student
Traineeship Foundation**

Responsible Division: Vocational Education and Training

Objective

To contribute to the improvement of Australia's economic competitiveness and social well-being by improving the productivity and skills of the workforce, through the provision of quality vocational education and training.

This programme includes the Australian National Training Authority which develops and maintains, in conjunction with states and territories, a national vocational education and training system.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95	<i>Budget</i> 1995-96	<i>Actual</i> 1995-96
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	932	1 008	948
Running costs	14	13	13
<i>Subtotal</i>	947	1 021	961
Adjustments	-	-	-
Total	947	1 021	961
Revenue	-	-	-
Staff years	205	180	138

<i>Accrued financial information</i>	<i>Actual</i> 1994-95	<i>Actual</i> 1995-96
	<i>\$m</i>	<i>\$m</i>
Programme costs	973	986
Net cost of service delivery	15	12
<i>Total costs</i>	988	998
Programme revenue	-	1
Total assets	2	46
Total liabilities	398	437

Description and Strategies

The objective is addressed through two broad strategies encompassed in two sub-programmes that link the Department's involvement in, and support of, vocational education and training. The first sub-programme supports systems, organisations and individuals to achieve the Government's training reforms, including implementation of the Modern Australian Apprenticeship and Traineeship System (MAATS). The second sub-programme supports the expansion of vocational education and training through the Australian National Training Authority (ANTA), a

statutory body set up to develop and maintain, in conjunction with the states and territories, a National vocational education and training system. This sub-programme also provides support for the Australian Student Traineeship Foundation.

The Modern Australian Apprenticeship and Traineeship System

Following the 1996 election, the Department began work on developing the Modern Australian Apprenticeship and Traineeship System (MAATS), a policy initiative of the new Government. MAATS will make the training system more flexible and responsive to industry needs and will build on the successful features of the Australian Vocational Training System (AVTS), including the national industry and enterprise competency standards.

The objective of MAATS is to modernise the Australian training system to make training, especially entry-level training, an attractive business proposition for a wide range of enterprises. This will expand the employment and career opportunities for all Australians, particularly for young people, as well as increasing the international competitiveness of Australian enterprises by enhancing workforce skills.

The key principles for MAATS are that it:

- is an industry-led system;
- has streamlined regulation;
- provides expanded training opportunities;
- has regional and community involvement;
- operates in a national framework; and
- supports access and equity.

In May 1996, the Commonwealth, state and territory ministers responsible for vocational education and training agreed to the objective and key principles and endorsed broad mechanisms for implementing MAATS. A reference group involving industry representatives and some government officials will advise on the implementation of the MAATS package and provide a forum for consultation. Ministers have established an inter-governmental committee to inform and support the work of the reference group.

Social Justice and Access and Equity

The funding for vocational education and training under the ANTA arrangements promotes increased opportunities and improved outcomes for the disadvantaged. During 1995–96 the Commonwealth continued its support for the role of TAFE and other providers in providing courses for people disadvantaged in the community. The Strategic Initiatives in Training programme, the Pre-Vocational Places programme, and the Workplace English Language and Literacy programme also contributed in this area.

MAATS will expand opportunities to participate in and gain quality outcomes for those who may otherwise be disadvantaged in their access to vocational education and training.

SUB-PROGRAMME 3.1: TRAINING REFORM

Objective

In cooperation with the states and territories, industry parties and training providers, to contribute to implementation of national training reforms to improve the productivity and skills of the work force.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95	<i>Budget</i> 1995-96	<i>Actual</i> 1995-96
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	90	78	79
Running costs	14	12	12
<i>Subtotal</i>	103	91	91
Adjustments	-	-	-
Total	103	91	91
Revenue	-	-	-
Staff years	192	168	129

Description and Strategies

The sub-programme supports systems, organisations and individuals in the modernisation and expansion of entry-level training through:

- the industry training committees of the National Employment and Training Taskforce (NETTFORCE);
- Australian Vocational Training System pilots;
- development of nationally consistent curriculum and associated learning materials;
- recognition of prior learning;
- increases in the number of qualified people able to assess the outcomes of training undertaken in the workplace; and
- professional development activities and prevocational places in public and private providers.

The sub-programme provides the Commonwealth contribution to the National Centre for Vocational Education and Research. It also provides support for adult literacy national projects and the Workplace English Language and Literacy programme.

3.1.1 TRAINING POLICY AND INNOVATION

Investors in People

This pilot programme, which commenced in 1994, encourages organisations to invest in their staff. It assists organisations to assess performance in developing employees to achieve business objectives. It aims to strengthen the training culture within Australian industry and improve business performance and effectiveness.

An allocation of \$0.3m in 1994–95 was sufficient to enable the pilot programme to continue in 1995–96. A report on the outcomes of the project is due in late 1996.

Structured Initiatives in Training Programme

The programme aims to:

- increase public recognition of the value of vocational education and training;
- improve the access of disadvantaged groups to training, and improve the outcomes they achieve from that training; and
- improve the responsiveness of the vocational education and training system to the current and future needs of industry.

Grants to the value of \$4.3m were provided in 1995–96 for projects that encouraged best practice in training delivery, including access and equity initiatives. Support was also provided for the Non-English Speaking Background Ministerial Advisory Committee on Vocational Education and Training and the Australia and New Zealand Joint Council (see below).

Some 60 grants to industry organisations, unions, training providers, schools and community organisations funded:

- 30 projects to promote training activities across diverse industries. One particularly successful project was the *Talking Training* radio series: a weekly radio programme on training and work, broadcast on 78 community radio stations around Australia. An evaluation by the National Centre for Vocational Education Research estimated that the series had a listening audience well in excess of 200 000.
- 20 projects to assist disadvantaged groups to obtain vocational training. A typical project established a Salvation Army training centre for youth ‘at risk’. The first intake of 65 young people have not yet completed their training, but the results so far have been encouraging. Only 11 participants have withdrawn early and, of these, 8 either have a job or have moved to other training courses.
- five projects to develop computer-based training materials and information, such as the Vocational Education and Training Database developed through the National Centre for Vocational Education Research. These projects are currently being trialled and evaluated.

Training Reform Information Programme

This programme was begun in 1994 to increase public recognition of the value of training in Australia and to encourage industry, union, enterprise and community involvement in training reform. A total of \$2.3m was spent in the 1994–95 and 1995–96 financial years to develop information about training reform.

Since 1994, 57 projects have been funded with most completing in 1995–96. The outcomes of the programme have been encouraging. Project coordinators in the states and territories report

an increased awareness amongst targeted groups including women, Indigenous people, people from non-English-speaking backgrounds, people with disabilities, the unemployed and people in rural and remote areas.

For example, a project on *Women, Work and Training: The Training Reform Agenda* undertaken by Techsearch, University of South Australia developed, piloted and implemented an education programme for women workers in 'feminised' occupations and industries. Brochures, posters and a training game were produced titled 'unlock your future', which focuses on each element of the Training Reform Agenda as it relates specifically to women. These materials were well received by women. The enthusiasm for these materials was evident in the commitment from several key organisations across Australia to act as distribution points.

Another project, *Is this my business? A Training Reform Information Project*, was undertaken by the Northern Territory Cultural and Recreation Industries Training Advisory Board Inc. The project developed culturally appropriate delivery methods to assist small businesses and Indigenous communities in the Northern Territory to understand the Training Reform Agenda and participate in the opportunities which it offers. Information on the outcomes of this project and listings of user-friendly print and video information on training reform are available on the World Wide Web (<http://www.ozemail.com.au/~creatent>) with links to the Training Information Network.

Australia–New Zealand Joint Council

The Australia–New Zealand Joint Council for Cooperation in Vocational Education and Training met for the second time in October 1995, to develop a triennial work programme which ministers in both countries have endorsed. The funding for programme activities and secretariat support is shared between Australia and New Zealand. Two Australian commissioned projects were:

- the *Joint Initiative in Marketing Vocational Education and Training to Third Countries Project*, which explores options for joint Australia–New Zealand marketing activities; and
- the *Linkages in Vocational Education and Training Project*, which identifies existing activity and further opportunities for interaction between organisations involved in vocational education and training in Australia and New Zealand.

Curriculum Materials and Development

This programme funds the development of curriculum and training resources to support vocational training reforms including competency based training, flexible delivery and assessment. The curriculum is based on industry endorsed competency standards and training material is developed to meet industry and employers' requirements.

In 1995–96, some \$2.4m supported 53 new projects. These covered a broad range of industries and included the development of materials to support the National Training Wage (NTW) Traineeship initiative. Funds were targeted for small business, disadvantaged groups and industries where there is little or no structured entry level training. Funded curricula and training materials supported 23 000 traineeships including the following:

- National Sporting Operations Traineeship
- Small Business Traineeship
- National Office Administration Certificate II

- Arts Administration Traineeship
- Construction Worker Grade 1 and 2
- Electrical Electronics Traineeship
- Smallgoods Traineeship
- Environment Traineeship
- Automotive Traineeship
- Personal Care and Health Care Traineeship

Over 50 per cent of traineeships undertaken were in the small business and automotive industries. Several generic traineeship packages have been developed for use on-the-job by employers.

A review of generic packages was completed in late 1995. The general opinion of industry, NETTFORCE industry training companies, and state and territory training bodies is that the generic packages were useful in the early stages of the new NTW training arrangements, particularly in areas where few materials existed, and in the rural sector where on-the-job training is essential to ensure access to training by those in rural and remote areas.

The Department and NETTFORCE developed a Traineeship Information Package to advise employers how and under what conditions they could take on trainees and work place assessment. Over 20 000 packages were circulated. Correspondence received by the Department indicated they were well received by small and medium enterprises, private and public trainers and the CES.

Other specific projects addressed access and equity issues for Indigenous people, rural and remote communities, disabled and home-based workers and women. These projects developed or modified existing curricula into a competency based format suitable for flexible delivery, developed assessment tools, and provided advice or assistance on the recognition of prior learning, language, literacy or numeracy problems.

Recognition of Prior Learning Programme

Funding is provided for projects to facilitate and encourage industry involvement in the recognition of prior learning. These are normally linked to competency standards and aim to save industry from unnecessary training in recognising industry skills through national qualifications.

Eighteen projects commenced in 1995–96 with a total expenditure of \$0.9m.

The projects assisted in the development of processes, procedures and assessment instruments to link the recognition of prior learning to qualifications. Piloting of the projects (directly benefiting some 3700 people) has ensured that industry needs are addressed, resulting in efficiency in training and better use of resources. The saving across industries is difficult to quantify. However, the scope of the potential saving is illustrated by institution based statistics, where 9.6 million hours of training were saved by TAFE in 1994 through the recognition of prior learning and credit transfer.

Programme take-up in 1995–96 was less than expected due to the different stages of advancement, in various industry sectors and in individual enterprises, of activities directly related to implementing the recognition of prior learning (for example workplace assessment, competency standards development and implementation).

A major enterprise based project involving Boral Construction Materials is nearing completion. Company staff, through learning on the job, are developing national enterprise recognition arrangements in partnership with TAFEs in three states. Other companies will benefit from Boral's experience through the publication of the project evaluation.

Another project, which examined what was working in Australia, will result in easily accessible magazine type material and also to more detailed 'how to' information.

3.1.2: ENTRY LEVEL TRAINING AND SKILLS ENHANCEMENT

Prevocational Places Programme

The programme assists long term unemployed young people and others disadvantaged in the labour market, to undertake training to assist them to obtain a job or receive further education and training. Training was provided by TAFE colleges and private providers (including group training companies) in all states and territories.

In 1995–96, funding of \$53.2m was allocated, achieving some 20 000 student commencements: a 27 per cent increase on the original target of 16 000 students. For 1994–95, there were 12 000 commencements, 60 per cent of whom were successful in gaining employment or proceeding to further training. Information on the outcomes of the 1995–96 programme will not be available until the end of 1996, but early indications are that they will exceed 1994–95 outcomes.

AVTS Professional Development: Small Business Best Practice Programme

In 1995–96, \$1.9m was provided to develop, trial and implement best practice professional development models for small business training at the regional and local levels. Funds were also used to disseminate and adapt these best practice models, and to strengthen interstate collaboration.

A better understanding of the professional development needs of small business was obtained through surveys conducted by the ACT and WA and studies conducted in NSW. The ACT and WA are now trialing services based on their findings.

A variety of best practice models are also being trialed. Tasmania has established a small business assessor network to assist with mentoring and work place assessor training. Queensland has concentrated on making better use of the existing links, organisations and training available for small business. South Australia is trialing alternative models of professional development including an industry specific approach (construction) and a project for small businesses in the avionics industry. Victoria undertook a regional project in Geelong focussing on cooperation with local industry, government agencies and training providers. This work will continue in 1996–97.

There has been improved collaboration between the states and territories, which is important for sharing experiences and minimising duplication. Each state and territory evaluates its projects and activities through independent evaluators. Part of the 1996 funding will assist Victoria to coordinate an evaluation of the programme, which will also bring forward suggestions for future directions.

The Assessor Training Incentive Scheme

The scheme aims to increase the number of people competent to assess the outcomes of training in the workplace. This is an integral part of quality assurance processes that underpin the indus-

try based training programmes. Employers received up to \$500 per person towards the cost of training fees for employees who successfully completed an eligible assessor training course.

The scheme contributed to training some 5000 people as competent in workplace assessment. Ninety-two providers delivered the training.

Approximately 70 per cent of the scheme's participants were male and 30 per cent female. The predominance of male participants occurred because largely male dominated industries (for example, wholesale trade, mining, communications services and construction) accessed the programme. Government administration and defence trained the largest number of women in comparison with other industries.

Australian Vocational Training System Pilot Programme

The Australian Vocational Training System (AVTS) provides opportunities for combining education, training and experience in workplaces. The AVTS is based on nationally endorsed industry and enterprise competency standards. The pilot phase AVTS, which began in 1992, continued through 1995–96. No new approvals were made as the approval phase concluded on 30 June 1994.

During 1995–96 some 146 projects were running in all states and territories: 111 were work-based and the remainder were institution-based (normally in schools). The total expenditure on pilot projects for 1995–96 was \$6.6m.

Evaluation reports from completed pilot projects indicate that:

- greater flexibility of training delivery, assessment, duration and location can be achieved using a competency-based emphasis, rather than the previous time-served and course-based emphasis;
- employers are prepared to meet the long-term training costs generated by the programme;
- employers recognised advantages to the individual enterprise as well as to industry generally from this type of training;
- there was an increase in the flexibility of entry-level training arrangements;
- there was improved responsiveness to the specific needs of the target groups; and
- competency-based training and open/distance learning self-paced instruction have the benefit of allowing trainees to achieve and be assessed when they were confident of a positive outcome.

Initial results from a longitudinal study of trainees who participated in completed AVTS pilot projects showed that:

- 83 per cent were satisfied with the training; and
- 76 per cent completed the pilot project, while nearly 40 per cent of those who left early did so to take up a traineeship, apprenticeship or a job.

Six months after completing their participation in the pilot projects, respondents to the survey indicated that:

- 43 per cent were studying: of those 61 per cent were in the same field as their AVTS training;
- 63 per cent were employed;

- employment rates differed according to the project type, with 88 per cent of work based participants employed compared with 56 per cent of institution based participants; and
- 64 per cent of those employed felt that the experience gained on the AVTS pilot helped them to get a job;

Twelve months after completing the pilot project respondents to the survey indicated that:

- 64 per cent were in the same circumstances as at six months;
- 41 per cent were studying: of those, 61 per cent were in the same field as during their AVTS training;
- 68 per cent were employed;
- 88 per cent of work based participants were employed, compared with 61 per cent of institution based participants;
- 75 per cent of those employed felt that the experience gained on the AVTS pilot had helped them to get a job; and
- of those not employed or studying, 8 per cent were in the labour force and looking for work, whilst a further 2 per cent were not in the labour force.

(Study outcomes include all participants who were doing some study, regardless of their employment status. Employment outcomes do not include participants who were employed casually.)

Modern Australian Apprenticeship and Traineeship System

A key initiative of the new Government is an integrated package of reforms in vocational education and training that will build on the strengths of the changes that have been introduced in recent years, including the Australian Vocational Training System.

The reforms will be achieved through the introduction of the Modern Australian Apprenticeship and Traineeship System (MAATS). The objective of MAATS is to modernise the Australian training system to make training, especially entry-level training, an attractive business proposition for a much wider range of enterprises. Key changes will be made to the apprenticeship and traineeship systems, which will be reflected in the training system more generally including enhanced industry leadership, streamlined regulation and greater regional and community involvement.

The details of the arrangements necessary to implement the MAATS package are being developed in consultation with employers, state and territory governments and other key stakeholders in the vocational education and training system. Following this process, more detailed decisions on the MAATS implementation are expected during 1996–97.

Training Liaison Officer Programme

In 1995–96, \$2.5m was allocated for the Training Liaison Officer programme with forty projects funded. Projects assisted employer and employee organisations to promote, develop and implement national training reforms, with particular reference to entry level training, traineeships and the National Training Wage.

Of the 40 projects funded, 21 have provided progress reports. The other 19 will report in the 1996–97 financial year. Outcomes from the projects which have reported include:

- 18 awards varied;

- 12 new traineeships established;
- 15 seminars conducted;
- 12 information kits produced; and
- 2 videos and 17 new short courses facilitated.

Five training liaison officers represented their constituencies as active members of National Industry Training Advisory Bodies, progressing the development of competency standards and encouraging the establishment of new and flexible entry level training arrangements.

The Small Business Employment and Training Strategy

The Small Business Employment and Training Strategy addresses small business employment and training needs. It was developed in response to the Employment and Skills Formation Council's report on small business employment and skills, *The Shape of Things to Come: Small Business Employment and Skills* (September 1994). Resources for the strategy came from existing portfolio allocations and from allocations under the National Projects component of sub-programme 3.2.

The strategy has helped to develop a better understanding of small business training requirements and has provided quality training material to assist small business. Achievements include:

- introduction of a small business stream into the Australian Vocational Training System;
- development of a small business traineeship package;
- establishment of three NETTFORCE Small Business Industry Training Companies in Queensland, Victoria and New South Wales ;
- commencement of some 7700 trainees undertaking small business traineeships in 1995-96;
- research into identification of skills requirements of women in small business to increase their potential to take on employees;
- development of open learning manuals for the quality assurance modules that are part of the nationally accredited framework for small business; and
- conduct of Small Business Training Projects relating to the New Enterprise Incentive Scheme.

The outcomes of these projects will be discussed with key stakeholders and appropriate action implemented during 1996–97. The strategy will be further developed within the framework of the Modern Australian Apprenticeship and Traineeship System and may include research into training and open learning strategies for small business.

3.1.3 ORGANISATIONAL SUPPORT

National Centre for Vocational Education Research

The National Centre for Vocational Education Research (NCVER) is a national educational research and development organisation, formed as a company limited by guarantee, its members being the Commonwealth and state ministers responsible for vocational education and training. The Centre undertakes research and development projects that are of national significance to the vocational education and training sector and contribute significantly to improving outcomes. It

also disseminates the research results, acts as a clearinghouse for information, and is responsible for collecting national statistics.

The Board of the Centre has been restructured, reducing its size from fourteen to eight members. The new Board has nominated the national statistics function as the Centre's top priority to support work to gain high quality national data for monitoring and evaluating vocational education and training outcomes and operations. A consultative council, comprising nominees from governments and other organisations with a major interest in NCVER's activities, will advise the Board on suitable research and development initiatives.

The Commonwealth provided a core grant of \$0.5m for the operation of the Centre in 1995-96. This represents half the Centre's core income, with the other half provided by the states and territories.

3.1.4 ADULT ENGLISH LANGUAGE AND LITERACY

Adult Literacy

During 1995-96, around \$1m was allocated to Adult Literacy National Projects under the Australian Language and Literacy Policy to support national research and development activities. In 1995-96 the programme continued to support initiatives for the implementation of the *National Collaborative Adult English Language and Literacy Strategy* and Commonwealth programmes. National professional development, research, evaluation and flexible delivery strategies have been developed and will be printed and distributed in late 1996.

Among the projects completed in 1995-96 was the National Reporting System, which will operate for literacy programmes funded through the Department and the Department of Immigration and Multicultural Affairs from 1997. The system, which has attracted widespread international interest, will enhance reporting of learning outcomes for those who participate in literacy training courses.

The Reading Writing Roadshow Freecall Hotline which commenced in April 1994, continued during 1995-96. It has received some 30 000 telephone inquiries on literacy issues with more than 8000 calls received in 1995-96. 63 per cent of calls were from males, 77 per cent were employed or not looking for work, 79 per cent were from an English-speaking background and 40 per cent were from country areas. The Freecall Hotline has been supported by a *Life. Be in it* community service campaign since 1994. A re-release of the campaign to media outlets in May 1996 substantially increased telephone inquiries. The Hotline was established to support the *Reading Writing Roadshow* which is a televised adult literacy teaching series.

The programme continued from the beginning of 1996 as an ANTA Adult Literacy National Project with funding of \$2m, managed by the Department on behalf of ANTA.

Workplace English Language and Literacy Programme

The Workplace English Language and Literacy (WELL) programme equips workers with English language and literacy skills that are sufficient to enable them to meet the demands of their current and future employment and training needs. Projects assist the delivery of workplace-based English language and literacy training activities; the development of English language and literacy resources; and support national strategic activities within particular industries.

Funding of \$11.8m in 1995-96 supported some 250 projects to provide training in more than 1000 workplaces for some 45 000 workers.

During 1995–96 the capacity to collect performance information has been enhanced by the development of the Workplace English Language and Literacy Information System database. This system will be introduced early in 1996–97.

Reports from funded activities reveal a high level of satisfaction with the outcomes achieved. Comments indicate that many participants graduate with sufficient competence and confidence to undertake further training. For instance, at Ajax Spurways, prior to the WELL activities, all forklift drivers were operating with provisional licences only. This cost the company \$25 000 per worker per annum. All now have their forklift licences. At Reckitt and Coleman all participants in the WELL project completed modules in the Certificate of Pharmaceutical Manufacturing.

Benefits to participating enterprises also include better communication in the workplace and improved team work. Evidence from research into the impact of English as a Second Language and literacy training in the workplace conducted during 1995–96 established direct links between cost savings and language and literacy training in the workplace through:

- improved quality of data collection and more accurate and reliable recording of information. At the Olympic 2000 site, data could be entered onto an existing computer thus achieving savings of \$60 000 on crane costs;
- reduced time in communicating job orders and written instructions. Estimated savings ranged from \$40 to \$250 per week with one enterprise estimating an average of four to five worker hours saved each day by not having to explain written job orders;
- improved accuracy in calculating volumes and quantities. Estimated savings ranged from \$5 to \$137 per week; and
- better communication with other team or crew members with savings estimated at between \$25 and \$100 a week.

3.1.5 NATIONAL EMPLOYMENT AND TRAINING TASKFORCE

The National Employment and Training Taskforce (NETTFORCE) was established to encourage employers to make more jobs available to unemployed people and to increase the number of entry-level training places, particularly for young people. Its Board comprises high profile representatives of industry and unions and is supported by a small secretariat in Melbourne.

To achieve its aims, NETTFORCE established 26 industry training companies (ITCs), of which two were established in 1995–96. ITCs market traineeships and facilitate the placement of trainees in jobs, operating across a wide range of industries and industry sectors.

There were 37 600 trainee commencements in 1995–96, many of which can be attributed to the performance of the ITCs. (This figure includes unsubsidised traineeships and is higher than figures reported elsewhere in this report.) This is almost three times the 1994–95 number (13 200). Increased traineeship commencements have been reported in metals and manufacturing, small business, administration, recreation, automotive, tourism and hospitality, and community services and health. In the first half of 1996 sixteen ITCs have achieved or exceeded the projected commencements and will receive further funding.

The Government provided \$4.4m to NETTFORCE for ITC operations in 1996, \$3.7m of which was paid by NETTFORCE to ITCs in 1995–96. Funding is provided to NETTFORCE on performance directly related to the increase of trainee commencements in industry. In turn, NETTFORCE funds ITCs in accordance with agreements specifying the number of traineeship commencements to be achieved.

Initial funding in 1996 to ITCs was based on projected trainee commencements. Further payments are based on the number of trainees who commenced in the first quarter of 1996. As a result, ten ITCs will not receive additional payments in the second half of 1996 but can apply for funding in 1997.

NETTFORCE also operates the Traineeship Employer Assistance programme and the National Training Wage Advisory Service. The latter was established to help employers identify the traineeships that apply in their industry and the applicable skills levels and wage rates. The Government provided a grant of \$132 000 to assist NETTFORCE operate the Service.

The Traineeship Employer Assistance programme was established by NETTFORCE as a pilot programme to operate from 1 February 1996 to 31 July 1996 with funding of \$1.5m provided from ANTA National Projects funds. It is a free service to assist employers with on-the-job training for their small business and office administration trainees.

The role of NETTFORCE and the ITCs is being considered under the MAATS initiative with a view to building on their success.

3.1.6 JOBS PATHWAY GUARANTEE

The Jobs Pathway Guarantee programme was introduced in September 1995 to assist students to make the transition from school to work by giving them access to an employment broker in the local area. Its objective is to provide school students an opportunity to gain employment and training in industry and avoid the risks of entering periods of unemployment on leaving school.

The programme, which reflects the Government's emphasis on regional development, was developed after consultation with a range of people and organisations, including the Youth Forum, Area Consultative Committees, community groups, schools and industry.

During initial implementation, the programme focussed on providing assistance to students who had undertaken suitable vocational courses in Years 11 and 12. The Commonwealth contracts existing regional organisations, such as Group Training Companies or Group Employers, to assist school students to obtain an employment and training placement with an employer in the local region. In 1995–96, 10 organisations were contracted in eight areas with high youth unemployment levels (Outer Western Sydney, Gosford–Wyong, North Western Melbourne, North and West Brisbane, Wide Bay–Burnett, South West Perth, Northern Tasmania and Northern Adelaide).

The 10 projects involved more than 100 secondary schools and more than 1300 students at a cost of \$1m. The programme is expected to expand in future years.

SUB-PROGRAMME 3.2: AUSTRALIAN NATIONAL TRAINING AUTHORITY

Objective

To support the Australian National Training Authority (ANTA) to develop and maintain, in conjunction with the states and territories, a national education and training system which has nationally agreed objectives, strategies and planning processes.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	843	929	869
Running costs	1	1	1
<i>Subtotal</i>	843	930	870
Adjustments	-	-	-
Total	843	930	870
Revenue	-	-	-
Staff years	13	12	9

Description and Strategy

The Commonwealth provides funding to ANTA for allocation to states and territories to support a national vocational, education and training system.

The ANTA Board consists of 5 part-time members selected by the ANTA Ministerial Council. The appointment of the first ANTA Board expired in December 1995 and a new Board was appointed with effect from 22 December 1995. The new Board is chaired by Mr Stuart Hornery and other members are Mr Bill Mansfield, Ms Stella Axarlis, Ms Jenny Rixon and Mr Geoff Ashton.

Expenditure in 1995-96 was \$788m under the *Vocational Education and Training (VET) Funding Act*, \$67m on National Programmes and \$14m on operating expenses. Activities also included National Projects and major initiatives such as the Front Line Manager Initiative and the National Transition Programme.

ANTA provides a separate report to Parliament on its operations.

3.2.1 VET FUNDING ACT

Frontline Management Initiative

The Frontline Management Initiative (FMI) was part of the former Government's response to the Karpin Report. Up to \$1m has been provided to develop a training infrastructure and create industry demand for the training of frontline managers.

The FMI is a national strategy to provide enterprises with options to develop their frontline managers. The training infrastructure includes the development and endorsement of frontline manager competency standards, an assessment framework, a database on training programmes, accreditation of FMI, review of management development products and a staff development strategy.

The generic competency standards for frontline managers were endorsed on 7 June 1996. The Commonwealth will provide \$0.5m in 1996–97 to trial the national training strategy.

ANTA has received funding to develop a National Training Initiative for Frontline Managers. The Commonwealth contracted the Australian Institute of Management to undertake a demonstration project involving twelve enterprises representing a range of industries and organisation sizes in NSW, Victoria, South Australia and the ACT.

The project involved developing the demand for training of frontline managers in industry and enterprises. It also identified the benefits of applying a competency based approach to training, and documented those that will assist in creating demand for training.

The project has succeeded in outlining specific management development strategies and activities relating to training for frontline managers and recommending how to gain industry and enterprises' commitment to the training. The findings will be incorporated into the implementation strategy being developed by ANTA.

Review of the ANTA Agreement

The Council of Australian Governments (COAG) commissioned a review of the Australian National Training Authority Agreement in 1995 to examine the extent to which Agreement objectives have been met. The review was carried out for COAG by Mr Rae Taylor, former Secretary of the Department of Industrial Relations and former Chief Executive Officer of Australia Post.

The report of the review highlighted critical issues in the vocational education and training system, including the complexity of the system for industry and regulatory arrangements within the states and territories. COAG will give consideration to the report's recommendations and findings later in 1996.

The major activities by ANTA in 1995–96 included commencement of the operation of the Standards and Curriculum Council and the National Staff Development Committee within the ANTA structures.

National Projects

Funding was provided for projects of national strategic importance to vocational education and training in Australia. Projects in 1995–96 included activities conducted under the Standards and Curriculum Council, the National Staff Development Committee and National Statistics Development.

3.2.2 ANTA NATIONAL PROGRAMMES

ANTA has responsibility for the administration of national programmes which for 1995-96 included:

- special equity programmes to address gender imbalance;
- group training schemes to provide structured training and opportunities for apprentices and trainees who may work in smaller companies that do not have the capacity to train in their own right;
- skills centres including industry-based skill centres formed in partnership with industry, state and local governments and TAFE colleges; and enterprise based skills centres formed in partnership with enterprises;
- organisation support grants for funding industry-based bodies set up by Industry Training Advisory Bodies and incorporated as companies or associations, whose role is to coordinate and increase the quantity and quality of training in all sectors of industry and commerce. Their goal is to reduce skill imbalances and to promote efficiency, productivity and safety, as well as industry's capacity to cope with change;
- training project grants to address emerging issues in the development and implementation of a competency based training system. These include curriculum development, competency standards and innovative approaches to training; and
- adult and community education funding to assist the adult and community education sector to become more effective and to provide a focal point in the development of Commonwealth policy on the sector. A grant-in-aid is also provided to the Australian Association of Adult and Community Education.

3.2.3 ANTA OPERATING BUDGET

The ANTA operating budget for 1995-96 was \$14m which provided for the administrative costs of running the ANTA Office, including pay-roll, travel and accommodation.

3.2.4 THE AUSTRALIAN STUDENT TRAINEESHIP FOUNDATION

The Australian Student Traineeship Foundation was established in 1994 to promote the broadening of senior school education to include the opportunity for young Australians to acquire workplace knowledge and experience before they graduate from school.

The Foundation encourages schools and employers to develop 'best practice' workplace learning partnerships which give students the opportunity to develop recognised academic skills and vocational competencies. It provides opportunities for students from a range of schools in a variety of industry sectors. Support has been provided to programmes in 1995-96 through grants totalling more than \$10m and providing resource materials, training for 2000 workplace trainers and support for the coordinators of workplace learning programmes.

The business plan of the Foundation was endorsed in February 1995. Over the next year, funding programmes will support a projected 25 000 students in structured workplace learning programmes, with 12 500 of these participating in best practice vocational programmes. Many of these programmes provide direct links for students into traineeships and apprenticeships, thereby providing a pathway from school to employment.

Major Publications and Periodicals

Major Publications

The Bottom Line, Canberra 1995

WELL Application Kit, AGPS, Canberra 1995

WELL Promotional Pamphlet, AGPS, Canberra, 1995

Periodicals

Good Practice (quarterly)

Literacy Update (bi-monthly)

Open Letter (half yearly)

PROGRAMME 4: EMPLOYMENT

<i>SUB-PROGRAMME</i>	<i>COMPONENT</i>
4.1 JOB SEEKER REGISTRATION, ASSESSMENT AND REFERRAL	4.1.1 Registration
	4.1.2 Assessment
	4.1.3 Employment Referral
	4.1.4 Programme Assistance Referral
	4.1.5 Active Participation
4.2 EMPLOYMENT PARTICIPATION	4.2.1 Employer Support Services
	4.2.2 Skills Training
	4.2.3 Employment Training
	4.2.4 Wage Subsidy Programme
	4.2.5 Mobility and Other
4.3 EMPLOYER AND INDUSTRY SERVICING	4.3.1 Employer Servicing
	4.3.2 Industry-based VET
	4.3.3 Industry and Enterprise Adjustment Assistance
	4.3.4 Regional Employment Strategies
	4.3.5 New Enterprise Incentive Scheme
4.4 CASE MANAGEMENT SERVICES (EMPLOYMENT ASSISTANCE AUSTRALIA)	
4.5 ABORIGINAL EMPLOYMENT & TRAINING ASSISTANCE	4.5.1 Employment Strategies
	4.5.2 Direct Assistance
4.6 CASE MANAGEMENT PROCESSES	

Responsible Division:

Employment Programmes Delivery Division: components 4.1.1, 4.1.2, 4.1.4, 4.1.5 of sub-programme 4.1 and all of sub-programmes 4.2 and 4.5.

Programme 4: Employment

Employer and Industry Programmes Division: all of sub-programme 4.3.

Area Coordination Division: component 4.1.3 of sub-programme 4.1 and all of sub-programme 4.4.

Employment Services Regulatory Authority: all of sub-programme 4.6.

Objective

To assist the efficient and effective functioning of the labour market by reducing unemployment through the provision of services to job seekers and employers.

Resources

<i>Outlays</i>	<i>Actual</i> 1994–95 \$m	<i>Budget</i> 1995–96 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	1 620	2 160	2 154
Running costs	524	617	596
<i>Subtotal</i>	2 143	2 777	2 749
Adjustments	(1)	(14)	(14)
Total	2 142	2 763	2 735
Revenue	-	-	-
Staff years	9 701	9 974	8 965

<i>Accrued Financial Information</i>	<i>Actual</i> 1994–95 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	1 895	2 509
Net cost of services	572	532
<i>Total costs</i>	2 467	3 041
Programme revenue	1	2
Total assets	85	139
Total liabilities	788	1 146

Description

The services provided include job brokerage, facilitating skills formation and retention in individuals, industries and regions and ensuring that case management services for disadvantaged and long-term unemployed clients are provided cost-effectively and fairly through open competition among providers.

Strategy

A range of services is provided to employers and job seekers including:

- employment placement services;

- labour market programmes relating to employment access, training assistance and work experience;
- specific client intervention strategies for disadvantaged job seekers;
- support for apprentices and trainees;
- support for unemployed people to establish and operate new small businesses; and
- supporting the improvement of the skills and employment base of particular regions, industries and enterprises undergoing structural change.

The following section sets out employment policies and programmes applying in 1995-96. Following the change of Government in March 1996, planning commenced to implement changes in programme administration and policy priorities. These changes are described later in this chapter.

Social Justice and Access and Equity

The Employment Programme helps the most disadvantaged job seekers to get jobs. A major strategy is to identify and give support to individuals who are most in need of assistance.

Assistance for people when they first become unemployed is particularly focused on those who are at 'high risk' of becoming long-term unemployed. The Commonwealth Employment Service (CES) assesses unemployed people when they register with the CES. Those job seekers who are assessed as being at 'high risk' are eligible for individual case management and some labour market programme assistance.

Sole parent pensioners who qualify for the Jobs, Education and Training programme and people with a disability who are eligible for the Disability Reform Package are automatically assessed to be at 'high risk'.

Other elements which contribute to access and equity client needs include:

- work experience for people with disabilities;
- post placement/ training support for people with disabilities;
- the Migrant Service Improvement Strategy;
- services for disadvantaged young people; and
- targeted programmes for Indigenous people.

In 1995-96, around 60.3 per cent of all places under the Employment Participation sub-programme went to long-term unemployed job seekers, 4.6 per cent to Indigenous people, 15.6 per cent to people with a disability and 5.9 per cent to sole parents.

Major tasks

Major tasks in 1995-96 were to continue implementation of *Working Nation* initiatives.

The major goal was to reduce the level of long-term unemployment by re-skilling and re-employing the most disadvantaged job seekers, especially the long-term unemployed. The initiatives included:

- an early intervention strategy and intensive personalised case management for disadvantaged job seekers;

- establishing a competitive framework for the delivery of case management;
- the Job Compact, which provided the guarantee of a job placement to all unemployed allowance recipients who have been on allowance for 18 months or more;
- the Youth Training Initiative, which provided intensive assistance to unemployed people under the age of 18 years;
- improvements to the entry level training system, including the expansion of traineeships under the National Training Wage and improved access to JobStart; and
- employer initiatives which improved links to regional development, business and industries, including business incubators and regional employment assistance.

Performance Information and Outcomes

Key performance indicators for the CES to measure progress against these objectives were:

- number of placements of unemployed job seekers;
- traineeship commencements;
- outcomes for Job Compact eligible clients (an outcome is achieved if a job seeker went off unemployment allowances for more than thirteen weeks);
- commencements in, and outcomes from, case management; and
- number of job vacancies.

Information on outcomes is obtained from post programme monitoring surveys, which routinely assess the labour market and education status of former programme participants, three months after ceasing assistance.

In 1995–96 there were 699 000 commencements in labour market programmes, compared with 555 000 in 1994–95.

Outcomes were achieved for 199 000 Job Compact clients in 1995–96, resulting in a fall in the number of such clients from more than 278 000 in July 1995 to 230 000 in June 1996. This reduction was achieved despite a large flow of clients into the eligible cohort over the period, and a slowing down in the growth of the labour market compared with 1994–95.

In 1995–96, 336 000 new clients entered case management, 249 000 with Employment Assistance Australia and 86 000 with contracted case managers. In 1995–96, 254 000 outcomes were achieved for these clients.

Data on outcomes from particular labour market programmes are provided in the following sections on individual programmes.

Organisational Arrangements for Programme Delivery

Commonwealth Employment Service

The major vehicle for delivering labour market programmes is the Commonwealth Employment Service.

As at 30 June 1996, the CES network consisted of some 320 outlets. These were 180 regional offices (delivering the full range of employment related services) supported by 140 branch offices (which in some instances offer a limited range of services). There were also 88 CES agents in rural and remote localities who undertook a limited range of activities on behalf of the Department.

The main functions of the CES include:

- registering and supporting job seekers to obtain employment;
- vacancy receipt and vacancy filling;
- job referral and placement;
- early identification of job seekers requiring special assistance to find employment;
- case management of long-term unemployed job seekers and those at high risk of long-term unemployment;
- referral to case management (either by Employment Assistance Australia or contracted case managers);
- referral to CES specialist staff, Youth Access Centres, Aboriginal and Torres Strait Islander Education Units, Career Reference Centres and other agencies;
- placement in labour market programmes;
- servicing of clients in remote locations;
- promotion and advice on the Department's services and programmes to industry and employers;
- issuing specific Department of Social Security income support claim forms;
- providing information about the labour market and job opportunities, both nationally and at the local level; and
- providing information on student assistance and accepting lodgement of student assistance applications.

Employment Assistance Australia and Case Management

Employment Assistance Australia (EAA) was established in December 1994 to provide a public case management service through the CES.

In addition 271 community sector and private case management organisations known as contracted case managers were contracted by the Employment Services Regulatory Authority. In 1995–96, they provided case management for 86 000 clients, approximately 26 per cent of the total clients entering case management. (Refer Sub-programme 4.6). These arrangements create a competitive environment for the provision of case management services to job seekers.

Other Specialist Services

The Department's client service delivery network also includes:

- the Remote Area Field Service, whose staff deliver employment and training services to remote clients, particularly Indigenous communities;
- Student Assistance Centres and Aboriginal and Torres Strait Islander Education Units, which deliver specialised student assistance and Indigenous education programmes;
- Youth Access Centres, which provide information, advice, referral and counselling services to young people, particularly those under 21 years of age and at risk of becoming long-term unemployed;

- Career Reference Centres, which provide occupational information to school leavers and other interested clients. Templine units offer an employment service for clients seeking temporary employment; and
- Recruitment Services Australia units, which carry out testing for positions in the Australia Public Service.

CES Advisory Committee

The CES Advisory Committee (CESAC) was established under the *Employment Services Act 1994* to provide independent advice to the Secretary of the Department. The Committee advises on improvements to programmes and services delivered by the CES. It provides a broader community perspective on the existing and changing needs of the Australian labour market.

CESAC is chaired by Mr George Polites AC CMG MBE. Members of the Committee are drawn from business, union, social service and community organisations.

The Committee held six meetings in 1995–96 and considered a range of issues including service quality and efficiency, new technology innovations, and client assistance measures.

CESAC Review of Labour Market Programmes

In August 1995, CESAC completed a major report on its Review of Labour Market Programmes. CESAC recommended the streamlining of labour market programme administration, to make programmes more flexible and simpler, and to provide them with a greater client focus.

The Committee recommended that programmes be grouped into four broad categories: pre-employment training; employment-based training; employment experience; and enterprise, industry and regional assistance. Other recommendations covered improvements in the linkages of Area Consultative Committees with the training and community sectors, the development of a screening mechanism for job seekers, and the provision of accredited training to improve cost effectiveness of the programmes.

The Department will be implementing the CESAC recommendations in 1996–97.

Other CESAC Reviews

CESAC is examining the policy concerning public morality issues surrounding the access by employers to employment services and programmes in the filling of vacancies. Public consultations were held in late May 1996. CESAC has submitted a report to the Department which the Government will consider shortly.

In February 1996, CESAC commenced a review of the impact of competitive tendering on the Special Intervention Programme, English as a Second Language and Literacy providers and the tendering arrangements used by the Department in the 1995 tender exercise. The review was initiated because of concerns raised by the Victorian Adult Literacy and Basic Education Council. Consultations with providers were held late in June 1996. The review is expected to be completed in the first half of 1996-97.

SUB-PROGRAMME 4.1: JOB SEEKER REGISTRATION, ASSESSMENT AND REFERRAL

Objective

To assist the efficient and effective functioning of the labour market by providing a public employment service and increasing the skill levels and competitiveness of job seekers.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	-	-	-
Running costs	255	214	202
<i>Subtotal</i>	255	214	202
Adjustments	-	(2)	(2)
Total	255	213	200
Revenue	-	-	-
Staff years	4 582	3 750	3 074

Description

This sub-programme covers CES operations including job brokerage; services to employers to meet their work force needs, and client servicing functions to increase employment opportunities for job seekers; CES running costs and property operating expenses.

A description of CES operations and performance information is provided in the introductory section in this chapter, above.

Strategies

The strategies used were to assess and screen clients to identify those most in need of assistance, to provide appropriate support arrangements for identified clients, and to ensure clients meet their obligations under the various assistance programmes.

Screening and Assessment

Three strategies assist the targeting of clients most in need of assistance:

- a *screening* method to improve the Department's capacity to identify job seekers at 'high risk' and hence in need of early assistance. At initial registration for employment, a Job seeker Screening Instrument (JSI) is used to identify a small group of job seekers (currently around 5 per cent of registrations) who are relatively at 'high risk' of unemployment. The JSI uses characteristics, such as age, educational level, disability, country of birth, English speaking ability, Indigenous status and geographic location to estimate the likelihood of a person remaining unemployed. Each characteristic is given a numerical value and those with a score above a pre-determined level are regarded as being at 'high risk'. CES and Department of Social Security officers can override the JSI findings by rating some job seekers as being at 'high risk' where they believe that other factors, such as lack of motivation, low self esteem and poor literacy and numeracy skills could be significant barriers to employment. During 1995, 12 per cent of job seekers were identified as being at 'high risk' via these avenues;
- a means of *classifying* job seekers (both long-term unemployed and at 'high risk') in terms of the likely difficulty in getting them a job. A list of questions is asked of each client approved for case management to identify a Client Classification Level (CCL) according to the likely level of placement difficulty. The CCL determines the fees to be paid for each client to contracted case managers (those from the private and community sectors). The CCL is also used by case management organisations (public sector as well as private and community) to monitor the mix of a particular case manager's caseload; and
- an *assessment* process for use by case managers which leads to an agreement with each case managed job seeker on activities and assistance leading to a return to work.

Job Seeker Support Panels

Job seeker Support Panels were established in 1995–96 to assist job seekers who face severe barriers to employment. Case managers can refer details of clients facing severe employment barriers to an assessment panel, comprising a representative from the Department, the Department of Social Security and an independent community representative. The panel examines each case and can recommend that clients receive assistance such as counselling, rehabilitation, detoxification programmes as well as training to meet their particular needs. Currently six panels operate in Sydney, Melbourne, Adelaide and Perth. These panels considered 565 cases in 1995–96.

Job Support Panels have been reviewed by the Government, and will be continued on a limited basis in 1996–97.

Reciprocal Obligation

In return for providing income support—in the form of Youth Training Allowance, Job Search Allowance and Newstart Allowance—and intensive help in finding work, the Government and the broader community expects that job seekers will actively look for work and participate in training to help them become ready for employment. Where job seekers fail to take reasonable steps to meet their 'reciprocal obligation', their allowance can be suspended. These suspensions vary from two to six weeks for the first breach, with progressively longer periods applying to subsequent breaches in a three year period. A separate breach relates to clients who reduce their employment prospects by moving. The penalty for such a breach is suspension of allowance for twelve weeks.

Assistance to Target Groups

The *Working Nation* initiatives were established to help all eligible clients. While no numerical targets were set for priority groups (Indigenous people, people with a disability, migrants, women and youth) in 1995–96, levels of assistance to these groups were nevertheless monitored closely to ensure equitable access. Table 22 shows the level of assistance to these groups, relative to their share of the eligible client group.

Table 22: Level of Assistance for Equity Target Groups: 1995–96

<i>Equity target groups</i>	<i>Unemployed</i>		<i>Case management</i>	
	<i>awaiting placement</i>	<i>Commencements</i>	<i>Outcomes</i>	
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Indigenous people	3.6	7.0	6.4	
Women	40.0	31.8	32.3	
People with disabilities	12.2	16.4	18.0	
Australian migrants	19.3	16.2	16.8	
Youth	17.1	26.4	20.4	

The following strategies and services help clients from disadvantaged groups to get jobs. Discrete programmes for Indigenous people are also available. See sub-programme 4.5 -Aboriginal Employment and Training Assistance.

Jobs, Education and Training

The Jobs, Education and Training (JET) programme was introduced in 1989. It is managed jointly with the Department of Social Security and the Department of Health and Family Services. JET provides a set of integrated assistance measures to eligible clients to support their entry or re-entry into the workforce.

JET is available to Sole Parents, Widow B and Carer Pensioners, Widow Allowees and sole parents in receipt of special benefit pensions due to the lack of sole parent pension residency status. Eligible clients receive information, advice, education, training, job search and employment placement assistance supported by access to child care. The Department is responsible for providing employment, education and training assistance to JET clients through its network of JET contact officers who are located at most CES offices.

Working Nation included a commitment to provide 24 000 labour market programme places for JET clients in 1994–95 and for the following three years. In 1995–96 JET clients took up around 26 000 places, thus exceeding the target. An evaluation of JET commenced in 1995–96 and is expected to be finalised in 1996–97.

Disability Reform Package

The Disability Reform Package (DRP) helps people with a disability, particularly Disability Support Pensioners, to achieve greater independence by gaining employment after completion of rehabilitation, vocational training and job search assistance.

Individual clients are assessed by a three-person panel with representatives from the Department of Social Security, the Commonwealth Rehabilitation Service and the CES. The client and the panel agree on the steps to move the client into employment. With the availability of case management, DRP clients have options for assistance through the DRP process or through both processes. In 1995–96, 9800 labour market programme places were taken up by the client group.

Migrant Service Improvement Strategy

The Migrant Service Improvement Strategy (MSIS) was introduced to improve CES services to migrant Australians and to break down barriers faced by migrant Australians migrants in the search for employment. The MSIS has three key elements:

- Migrant liaison officers (MLO). The MLOs are a link between the Department and ethnic communities and focus their activities on outreach activities with ethnic communities and employers, and activities to raise the profile of Australian migrants and improve service delivery at front line and operational management levels;
- Migrant Advisory Committees (jointly administered with the Department of Social Security in most cases) with the aim of improving communication between ethnic communities and the Departments. The committees have an important role in giving feedback to operational management on local ethnic community needs; and
- Interpreter Services. The CES or case managers must provide interpreters, in the client's preferred language, to job seekers who have difficulty with English or who are hearing impaired.

Expenditure for interpreter services in 1995–96 was \$2.4m, compared with \$1.6m in 1994-95.

Remote Area Field Service

The Remote Area Field Service (RAFS) provides employer services, remote community infrastructure development support, and employment and training assistance to an estimated 17 000 remote unemployed job seekers, including over 9700 Indigenous people living in small remote towns and communities and in Indigenous homelands.

The RAFS referred more than 4000 job seekers (including 2900 Indigenous clients) to labour market assistance during the year, and filled more than 1500 job vacancies lodged by employers who were located in remote areas.

Under new arrangements announced in the Budget, the RAFS client servicing function will operate from the new Commonwealth service delivery agency from 1997–98.

A post implementation review of RAFS commenced in 1995–96 to examine and clarify the role and functions of the Service after more than a year of full operations. The findings will be available in early 1996–97 and will be used in the transition of RAFS into the new arrangements.

Occupational Information

This programme provides information about careers, occupations, education and training for students, job seekers, potential job seekers and intermediaries.

National career information products developed in 1995–96 included:

- *Job Guide 1996*, of which more than 300 000 copies were distributed in February to secondary students and intermediaries. In addition, *Job Guide 1996* was made available on floppy disk and in a national version on CD-ROM and on Internet;
- supplements in the *Koori Mail* newspaper on employment, training and career choices for Indigenous people;
- *Careers Resources for Teachers* on Internet;
- a series of four posters to promote careers in the building and construction, tourism, hospitality and retail industries; and
- *Getting a Job in the 90s*, an insert in *Girlfriend*.

In 1996, a survey of occupational information user needs concluded that the balance between the provision of information on paper and electronically needs to be monitored and adjusted according to client demand and access to hardware. Clients valued the *Job Guide* because the information was up to date and state based and believed that these features should be maintained. *Job Guide 1996* was produced two to four months earlier than in previous years, enabling this information to be available to users at the beginning of the school year.

There is substantial demand for *Job Guide* in electronic format from schools, libraries and rehabilitation agencies.

CES Service Standards

The CES is reviewing its client service standards. A new customer service code is being displayed in CES offices from July 1996, and work has commenced on a charter of customer service.

Feedback from clients about the service they received in CES outlets is provided through client suggestion boxes placed in outlets. The Department also conducts client satisfaction surveys to monitor and measure the quality of its service delivery against the national client service standards. (See Appendix 7, *Internal and External Scrutiny* for details of recent surveys.)

SUB-PROGRAMME 4.2: EMPLOYMENT PARTICIPATION

Objective

To contribute to the reduction of long-term unemployment by providing cost-effective labour market programmes that meet the Government's requirement to target assistance according to the needs of three broad groups of clients:

- job ready clients;
- those at 'high risk' of becoming long-term unemployed; and
- the long-term and very long-term unemployed.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994–95</i>	<i>1995–96</i>	<i>1995–96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	1 258	1 667	1 747
Running costs	73	122	122
<i>Subtotal</i>	1 331	1 789	1 869
Adjustments	-	(2)	(2)
Total	1 331	1 788	1 868
Revenue	-	-	-
Staff years	1 295	1 636	1 784

Description

Clients registered with the CES are helped to find and keep a job with the assistance of labour market programmes. Three broad categories of programmes match assistance to the needs of different clients, including those young unemployed covered by the Youth Training Initiative:

- programmes which help the return of job ready clients to employment as quickly as possible;
- training programmes to address the barriers to employment of at ‘high risk’ clients so that they can become job ready and be placed in employment; and
- intensive work experience and training options to address the more entrenched employment barriers of the long-term and very long-term unemployed Job Compact clients.

Performance Information

Under 1995–96 funding arrangements for labour market and entry level training programmes, the Minister had the flexibility to transfer funds between sub-programmes 3.1, 4.3 and 4.2 to respond to the particular types of assistance required by clients. The Employment Participation sub-programme’s 1995-96 funding allocation was increased from \$1667m to a final allocation of \$1748m.

The number of places provided in individual programmes reflect the numbers of eligible clients and their individual needs as assessed by case managers. Accordingly, no placement targets were set for individual labour market programmes. A total of some 670 000 places were provided.

Performance information used for labour market programmes comprise:

- numbers of participants by age, gender and disadvantaged group who have participated in a labour market programme;
- share of programme participants;
- duration of unemployment before programme participation;
- those who are especially disadvantaged;

- participation by specially targeted groups: long-term unemployed people (registered unemployed for 12 months or longer), Indigenous people, people with a disability, sole parents and youth; and
- proportion of clients who are in unsubsidised employment or in non-Departmental education or training three months after the programme assistance has ceased (referred to as a positive programme outcome.)

Tables 23 to 32 provide performance information for 1995–96 on each programme under Employment Participation. Labour market programmes cater for differing client groups and comparisons between outcomes levels need to take into account the characteristics of those assisted as reflected in commencement numbers. Unsubsidised employment and education/training outcomes cannot be attributed solely to the impact of programme participation. However, departmental studies have consistently shown that programme participants have significantly improved job prospects in comparison with unemployed people who are not assisted (matched on key criteria such as duration of unemployment, age, gender, educational attainment and geographical location).

Some 350 000 people were included in the post programme monitoring surveys at three months. Another 120 000 people who had left programme places a year earlier were included in post programme monitoring surveys during 1995–96.

Tables 23 and 24 show outcomes for clients who left assistance between April and June 1994. The data involves a comparison between outcomes at three and twelve months since leaving the programmes. Outcomes in these table differ from those in Tables 25 to 32, which are based on a different time period; that is, outcomes for clients three months after participating in programmes for the twelve months ended March 1995. The two sets of tables have been included in order to provide a comparison between outcomes at different periods after participating in a programme, as well as the latest data on programme outcomes.

These surveys found that between the 3 and 12 month post-programme marks, unsubsidised employment outcomes levels were sustained or increased, with some programmes showing rises in excess of 5 percentage points.

Table 23 : 12 Month Post Programme Monitoring Outcomes

<i>Programme</i>	<i>Unsubsidised employment</i> ¹	<i>Subsidised empl</i> ²	<i>Unempl</i>	<i>NILF</i> ³	<i>Total</i>	<i>Positive</i> ⁴	<i>DEETYA training</i> ⁵
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
ATS*	83.0	1.6	12.7	2.6	100	86.0	1.2
NEIS*	78.5	0.2	17.4	3.9	100	81.7	0.9
JobStart	58.8	2.4	34.1	4.8	100	62.1	2.7
Industry LAPs* ⁶	41.1	1.2	46.9	10.8	100	44.6	23.4
JobSkills	42.3	2.8	47.1	7.7	100	46.4	5.8
Job Clubs	45.6	4.9	43.3	6.2	100	51.1	9.9
JobTrain	40.4	5.3	46.0	8.3	100	46.2	8.9
SkillShare	41.4	3.7	44.2	10.7	100	48.0	9.2
LEAP*	40.8	3.6	49.0	6.6	100	49.7	9.4
TAP*	34.3	1.4	52.7	11.6	100	40.4	11.3
ATY*	36.9	6.3	49.4	7.4	100	43.8	11.1
Spec Interv*	26.5	3.0	58.9	11.7	100	36.2	12.9
Other *	40.1	4.5	47.5	7.9	100	46.0	9.7
Total	45.9	3.6	42.6	7.9	100	51.5	7.8

¹ In full or part time unsubsidised employment around 12 months after leaving programme assistance. Estimates based on known outcomes for clients included in the 12 month survey. Clients included in the survey left assistance between April and June 1994.

² In full or part time DEETYA wage subsidy programme places at the time of the 12 month survey.

³ Not in the labour force.

⁴ In full or part time unsubsidised employment or non-DEETYA education and training places.

⁵ The proportions of clients in training programme places at the time of the 12 month survey. These clients are included within the unemployed category.

⁶ Includes the Passenger Motor Vehicle; Textile, Clothing and Footwear; and Australian National - Industry Labour Adjustment Packages.

* ATS - Australian Traineeship System
 NEIS - New Enterprise Incentive Scheme
 LAP - Labour Adjustment Package
 LEAP - Landcare and Environmental Action Programme
 TAP - Training For Aboriginals and Torres Strait Islanders
 ATY - Accredited Training for Youth
 Spec Interv - Special Intervention
 Other - Includes a range of smaller programmes eg Mobility Assistance, Contracted Placements, Apprenticeships and Work Experience for People with Disabilities.

Table 24: 3 and 12 Month Post Programme Monitoring Outcomes

<i>Programme</i>	<i>Unsubsidised employment¹ (at 3 months)</i>	<i>Unsubsidised employment¹ (at 12 months)</i>	<i>Positive outcomes² (at 3 months)</i>	<i>Positive outcomes² (at 12 months)</i>
ATS*	84.9	83.0	86.6	86.0
NEIS*	86.8	78.5	87.7	81.7
JobStart	59.1	58.8	61.7	62.1
Job Clubs	37.7	45.6	45.4	51.1
JobSkills	40.5	42.3	44.7	46.4
SkillShare	33.9	41.4	44.1	48.0
LAPs * ³	32.3	41.1	49.5	44.6
LEAP*	32.0	40.8	40.7	49.7
JobTrain	31.2	40.4	39.7	46.2
ATY*	26.5	36.9	33.9	43.8
TAP*	32.4	34.3	39.2	40.4
Special Intervention	20.4	26.5	39.5	36.2
Other programmes*	33.6	40.1	40.7	46.0
Total	39.9	45.9	48.0	51.5

¹ In full or part time employment. Estimates based on known outcomes for clients included in the 12 month survey. Clients included in the survey left assistance between April and June 1994.

² Includes those in unsubsidised employment and non-DEETYA training/education.

³ Includes the Passenger Motor Vehicle; Textile, Clothing and Footwear; and Australian National - Industry Labour Adjustment Packages.

* ATS - Australian Traineeship System
 NEIS - New Enterprise Incentive Scheme
 LAP - Labour Adjustment Package
 LEAP - Landcare and Environmental Action Programme
 TAP - Training For Aboriginals and Torres Strait Islanders Programme
 ATY - Accredited Training for Youth
 Other - Includes a range of smaller programmes eg Mobility Assistance, Contracted Placements, Apprenticeships and Work Experience for People with Disabilities.

Table 25: Commencements by Gender

<i>Programme</i>	<i>1994–95</i>			<i>1995–96</i>		
	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
JobStart	29 302	66 224	95 526	31 630	68 893	100 523
NTW ¹	3 867	3 388	7 255	16 576	16 888	33 464
JobSkills	9 720	11 046	20 766	12 079	15 327	27 406
LEAP ²	4 311	10 778	15 089	3 881	9 607	13 488
NWO ³	2 682	8 848	11 530	12 544	36 858	49 402
JobTrain	39 458	51 991	91 449	38 022	54 781	92 803
Special Intervention	29 344	41 058	70 402	36 851	53 180	90 031
ATY ⁴	2 227	2 468	4 695	838	819	1 657
SkillShare	71 592	69 735	141 327	79 459	85 381	164 840
Job Clubs	18 112	26 777	44 889	17 474	28 316	45 790
MAS ⁵	3 976	10 024	14 000	13 873	34 927	48 800
Other ⁶	3 167	7 276	10 443	1 451	2 887	4 338
Total	217 758	309 613	527 371	264 678	407 864	672 542

Notes to Tables 25 to 30

¹ National Training Wage

² Landcare and Environment Action Programme

³ New Work Opportunities

⁴ Accredited Training for Youth

⁵ Mobility Assistance

⁶ Other labour market programmes include Contracted Placement, Post Placement Support, Work Experience for People with Disabilities, Post Placement/Training Support for People with Disabilities

Table 26: Commencements by Age Group: 1995–96

<i>Programme</i>	<i>15–17 yrs</i>	<i>18–20 yrs</i>	<i>21–44 yrs</i>	<i>45+ yrs</i>	<i>Total</i>
JobStart	9 553	16 438	62 260	12 272	100 523
NTW ¹	7 691	12 747	12 006	1 020	33 464
JobSkills	2	166	22 051	5 187	27 406
LEAP ²	7 008	6 468	12	0	13 488
NWO ³	2 011	6 335	33 430	7 626	49 402
JobTrain	4 945	12 093	60 427	15 338	92 803
Special Intervention	4 964	7 292	58 286	19 489	90 031
ATY ⁴	762	883	12	0	1 657

Programme 4: Employment

SkillShare	12 175	19 525	100 442	32 698	164 840
Job Clubs	2 930	7 268	27 875	7 717	45 790
MAS ⁵	1 426	5 049	34 867	7 458	48 800
Other ⁶	241	704	2 903	490	4 338
Total	53 708	94 968	414 571	109 295	672 542

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed 'Programme'

Table 27: Commencements by Duration of Unemployment: 1995–96

<i>Programme</i>	<i>0–6 mths</i>	<i>6–12 mths</i>	<i>12–24 mths</i>	<i>24+ mths</i>	<i>Total</i>
JobStart	19 852	17 805	30 820	32 046	100 523
NTW ¹	21 774	4 260	4 294	3 136	33 464
JobSkills	901	133	9 598	16 774	27 406
LEAP ²	5 459	3 180	3 171	1 678	13 488
NWO ³	2 018	1 622	9 282	36 480	49 402
JobTrain	17 867	16 693	27 611	30 632	92 803
Special Intervention	17 422	12 261	25 897	34 451	90 031
ATY ⁴	460	484	534	179	1 657
SkillShare	38 630	30 826	44 802	50 582	164 840
Job Clubs	8 573	8 986	14 167	14 064	45 790
MAS ⁵	31 934	2 430	4 519	9 917	48 800
Other ⁶	2 176	567	630	965	4 338
Total	167 066	99 247	175 325	230 904	672 542

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed 'Programme'

Table 28: Commencements by Client Characteristics: 1995–96⁷

<i>Programme</i>	<i>Long-term unemployed</i>		<i>Indigenous people</i>		<i>People with a disability</i>		<i>Sole parents</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
JobStart	62 866	62.5	2 422	2.4	13 968	13.9	4 548	4.5
NTW ¹	7 430	22.2	3 594	10.7	1 743	5.2	822	2.5
JobSkills	26 372	96.2	1 244	4.5	4 264	15.6	1 224	4.5
LEAP ²	4 849	36.0	1 030	7.6	916	6.8	21	0.2
NWO ³	45 762	92.6	5 230	10.6	7 451	15.1	228	0.5
JobTrain	58 243	62.8	3 208	3.5	15 797	17.0	9 482	10.2
Special Intervention	60 348	67.0	2 701	3.0	14 568	16.2	3 738	4.2
ATY ⁴	713	43.0	84	5.1	91	5.5	6	0.4
SkillShare	94 463	57.3	7 798	4.7	29 418	17.8	16 973	10.3
Job Clubs	28 231	61.7	1 146	2.5	6 297	13.8	1 597	3.5
MAS ⁵	14 436	29.6	2 288	4.7	7 105	14.6	748	1.5
Other ⁶	1 595	36.8	80	1.8	3 286	75.7	49	1.1
Total	405 308	60.3	30 825	4.6	104 904	15.6	39 436	5.9

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed 'Programme'

⁷ Client characteristics are not mutually exclusive; clients can be recorded against more than one category

Table 29: Positive and Unsubsidised Employment Outcomes by Gender: 1995–96⁸

<i>Programme</i>	<i>Positive</i>			<i>Unsubsidised employment</i>		
	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
JobStart	64.1	52.6	56.3	59.5	49.7	52.8
NTW ¹	n/a	n/a	n/a	n/a	n/a	n/a
JobSkills	44.0	32.0	37.8	37.0	27.2	31.9
LEAP ²	34.3	33.5	33.7	24.4	26.4	25.8
NWO ³	32.7	22.0	24.8	27.4	18.8	21.0
JobTrain	48.9	38.2	42.7	38.1	30.5	33.7
SIP	42.6	37.2	39.4	20.6	22.0	21.4
ATY ⁴	41.4	41.1	41.2	30.2	29.6	29.9
SkillShare	50.5	43.3	47.0	39.4	34.4	36.9
Job Clubs	49.5	40.2	43.8	41.6	33.0	36.4
MAS ⁵	89.3	83.7	84.9	86.2	82.7	83.5
Other ⁶	44.7	37.3	39.6	36.3	31.7	33.2

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed 'Programme'

⁸ Tables 30 to 32 provide positive outcomes data (that is those who are in unsubsidised employment, education or training three months after participating in the programme) for the 12 months ended March 1995. Post programme monitoring outcomes are not available for NTW because few clients had completed placements at the time of the survey

Table 30: Positive Programme Outcomes by Age Group: 1995–96

<i>Programme</i>	<i>15–17 yrs</i>	<i>18–20 yrs</i>	<i>21–44 yrs</i>	<i>45+ yrs</i>	<i>Total</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
JobStart	53.4	54.1	55.9	61.3	56.3
NTW ¹	n/a	n/a	n/a	n/a	n/a
JobSkills	0	41.1	38.5	34.6	37.8
LEAP ²	34.1	33.4	54.5	0.0	33.7
NWO ³	26.7	26.0	25.1	22.6	24.8
JobTrain	39.2	42.9	44.3	38.4	42.7
Special Intervention	41.3	39.5	42.5	30.9	39.4
ATY ⁴	35.4	44.5	37.5	0.0 ⁶	41.2
SkillShare	46.7	48.2	49.6	39.7	47.0
Job Clubs	44.3	46.7	45.7	36.2	43.8
MAS ⁵	33.3	81.7	85.6	83.3	84.9
Other ⁶	47.9	46.5	40.9	30.7	39.6

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed 'Programme'

Table 31: Positive Programme Outcomes by Duration of Unemployment: 1995–96

<i>Programme</i>	<i>0–6 mths</i>	<i>6–12 mths</i>	<i>12–24 mths</i>	<i>24+ mths</i>	<i>Total</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
JobStart	66.1	64.9	60.8	45.7	56.3
NTW ¹	n/a	n/a	n/a	n/a	n/a
JobSkills	39.8	38.5	45.5	32.4	37.8
LEAP ²	42.4	37.0	29.4	18.8	33.7
NWO ³	32.3	33.5	30.5	22.9	24.8
JobTrain	51.4	48.8	44.5	33.8	42.7
SIP	50.3	49.2	38.9	31.8	39.4
ATY ⁴	45.9	36.4	44.7	31.0	41.2
SkillShare	51.0	50.7	48.3	40.5	47.0
Job Clubs	49.6	49.5	46.1	34.9	43.8
MAS ⁵	88.3	90.9	83.2	63.6	84.9
Other ⁶	54.9	49.2	45.3	32.2	39.6

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed ‘Programme’

Table 32: Positive Programme Outcomes by Client Characteristic: 1995–96

<i>Programme</i>	<i>Long-term unemployed</i>	<i>Indigenous people</i>	<i>People with disabilities</i>	<i>Sole parents</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
JobStart	53.0	44.8	53.6	70.5
NTW ¹	n/a	n/a	n/a	n/a
JobSkills	37.7	22.7	30.5	52.4
LEAP ²	25.4	25.0	29.2	36.4
NWO ³	24.4	21.3	21.0	30.0
JobTrain	38.7	30.6	36.4	54.5
SIP	34.8	31.0	30.2	43.6
ATY ⁴	41.2	25.0	33.7	50.0
SkillShare	44.1	40.5	38.5	52.5
Job Clubs	40.4	32.6	34.8	54.0
MAS ⁵	73.0	84.2	74.5	87.5
Other ⁶	34.4	27.5	45.9	43.1

¹ to ⁶ See notes at the foot of Table 25 for a key to the abbreviations in the column headed ‘Programme’

4.2.1 EMPLOYMENT SUPPORT SERVICES

Employment Support Services assess the barriers to the employment of job seekers, and provide assistance to overcome immediate obstacles in the form of improving literacy and numeracy skills, job search support and post-placement support.

Special Intervention Programme

The Special Intervention Programme (SIP) helps job seekers to make the transition to work or vocational training. It addresses four main barriers: English as a second language needs; literacy and numeracy problems; outdated work skills; and employment related personal development needs. Courses are conducted by government and non-government training organisations.

To be eligible for SIP in 1995–96, job seekers had to be either registered with the CES for at least six months or at ‘high risk’ of becoming long-term unemployed.

During the year, 90 000 job seekers were assisted. Total SIP expenditure was \$194m. In 1995–96, 39.4 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 40.5 per cent in 1994–95.

Formal Training Assistance

Formal Training Assistance (FTA) is provided to job seekers receiving training to improve their employment prospects. The components of FTA include income support (equivalent to the Job Search/Newstart Allowance); books and equipment; fares; tutorial assistance; living away and home based maintenance allowance; trainee mobility assistance; a training component of \$30 per week for full-time trainees (\$20 per week for part-time trainees) aged over 21 and all sole pensioners; or disability supplement to help job seekers undertake training courses. FTA may be payable to clients participating in one of the following programmes:

- JobTrain
- Special Intervention Programme
- Accredited Training for Youth
- SkillShare
- Training for Aboriginals and Torres Strait Islanders Programme - TAP
- Office of Labour Market Adjustment Regional Labour Packages or Labour Adjustment Packages
- New Enterprise Incentive Scheme Training Programme
- Special Assistance Programme
- National Skills Shortages
- National Office of Overseas Skills Recognition Bridging Courses for the Overseas Trained
- Advanced English for Migrants

Job Clubs

Job Clubs give opportunities for intensive real job search activity in a supportive atmosphere. Participants receive training in job search techniques. They also have free access to telephones, word processors, photocopiers and video equipment.

Job Clubs can be tailored to meet the needs of particular client groups.

Job Clubs assisted more than 45 000 people during the year. Expenditure was \$30m. In 1995–96, 43.8 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 45.8 per cent in 1994–95.

Contracted Placement

This programme assisted job seekers who had been unemployed for three years or more and were unable to benefit from labour market programme assistance or other forms of CES services to gain employment.

Assistance was provided to 284 job seekers under contracted arrangements entered into before 1995–96. This represents the last intake for the programme, which was abolished in 1994–95 with the introduction of new case management arrangements.

Post Placement Support

Post Placement Support helps former long-term unemployed job seekers to retain employment. External agencies provide support services to assist in overcoming difficulties in readjusting to the workplace on return to work. Support can include both mentoring and counselling or the provision of vocational skills required to maintain the job. As case managers now take an active role in providing support to their clients placed in employment, the need for this particular programme has declined.

In 1995–96, 664 clients were assisted with expenditure totalling \$0.3m.

Post Placement/Training Support for People with a Disability

Post Placement/Training Support for People with Disabilities provides assistance to Disability Support Pensioner recipients who require assistance to gain and maintain employment. It also assists clients undertaking labour market programmes.

In 1995–96, 76 clients were assisted. Expenditure was \$0.1m.

4.2.2 SKILLS TRAINING

Skills Training provides vocational and other skills training to address the barriers to employment of job seekers so that they can become job ready and return to work. This component consists of the four elements: JobTrain; Accredited Training for Youth; Advanced English For Migrants Programme; and SkillShare.

JobTrain

JobTrain provides formal training to assist job seekers who have been unemployed for six months or more or have been assessed by the CES as being at ‘high risk’ of becoming long-term unemployed. Preference is given to those who have been unemployed for at least 12 months. JobTrain provides training assistance that is related to job opportunities in the local labour market or durable, recognised skills for the labour market.

JobTrain courses can be accredited or non-accredited and can be either full-time or part-time. The CES can contract special courses through a tendering process or purchase places on existing courses. JobTrain courses are provided by TAFE institutions, community based and private

training agencies and industry bodies in a range of industries and occupations such as clerical, retail, rural and hospitality.

During the year, 93 000 job seekers were assisted through JobTrain at a cost of \$165m. In 1995-96, 42.7 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 41 per cent in 1994-95.

Accredited Training for Youth

Accredited Training for Youth (ATY) is aimed at young people aged between 15 to 19 years who are registered as unemployed for at least six months or at 'high risk' of becoming long-term unemployed. It provides eligible clients with special access to accredited vocational education and training places in a TAFE institution or approved private training provider. Priority is given to clients who have been unemployed for twelve months or more.

JobTrain and the Special Intervention Programme also assist this client group and have proven to be more flexible programmes, easily adapted to the specific needs of young unemployed people, particularly those not requiring accredited training. In 1995-96, ATY assisted some 1700 young people at a total cost of \$9.2m. There were 13 000 unemployed people aged between 15 to 19 years helped by JobTrain and some 3300 were assisted through the Special Intervention Programme. Because of the limited use of the ATY programme, it was phased out during 1995-96.

In 1995-96, 41.2 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 37.9 per cent in 1994-95.

Advanced English for Migrants Programme

The Advanced English for Migrants programme provides advanced English as a Second Language (ESL) training to help job seekers to overcome language barriers to participation in employment and vocational education and training.

The programme provides advanced level ESL tuition. Access is restricted to job seekers who have achieved English language proficiency at a minimum level of 2 (in the four macroskills: speaking, listening, reading and writing) on the Australian second language proficiency rating scale that is 'minimum social proficiency'. State and territory governments receive block grants to fund courses which are provided through TAFE institutions or other registered training providers.

In 1995, \$5.1m was provided to the state and territory governments and \$5.1m will be provided in 1996, to assist approximately 4000 participants each year.

SkillShare

The SkillShare programme assists long-term unemployed people and job seekers with significant or multiple barriers to employment. It assists them to get jobs or to go on to further education or training.

Community based organisations (called sponsors) deliver the programme. They are funded to provide assistance to unemployed job seekers through skills training, employment related assistance (including personal support and referral) and enterprise activities. The local community contributes some 15 per cent to the total operating costs of SkillShare.

In 1995-96 there was an Australia-wide network of 405 SkillShare projects. The programme also provides specialist services such as Mature Workers Centres, Disability Access Support

Units and Disadvantaged Young People Services. A large number of sponsors of SkillShare projects conduct complementary fee-for-service activities under other departmentally funded labour market programmes, including JobTrain, New Enterprise Incentive Scheme, New Work Opportunities and Job Clubs. In addition, 108 SkillShare sponsors have been contracted by the Employment Services Regulatory Authority to deliver case management services on a fee-for-service basis.

Approximately 165 000 participants were assisted under the programme during the year at a total cost of \$182m, of which \$134m was spent in 1995-96 and \$48m in 1994-95. In 1995-96, 47 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 45.4 per cent in 1994-95.

4.2.3 EMPLOYMENT TRAINING

Employment Training provides an intensive combination of on-the-job and off-the-job training and practical work experience to address the more entrenched employment barriers of the unemployed. It consists of three elements:

- Landcare and Environment Action Programme;
- JobSkills; and
- New Work Opportunities.

In 1995-96 case managers relied heavily on these three programmes to place their clients, increasing the demand for places to levels much higher than originally anticipated. The programmes were, however, not particularly effective in achieving sustained employment outcomes.

Landcare and Environment Action Programme

The Landcare and Environment Action Programme (LEAP) provides 26 weeks of formal training and practical experience to young unemployed people aged 15 to 20 years. LEAP is delivered by brokers contracted to arrange formal training and practical experience placements for participants on projects which have an environmental, conservation or cultural heritage focus.

The priority groups for LEAP in 1995-96 continued to be long-term unemployed young people and those assessed as being at 'high risk' of becoming long-term unemployed. This includes young people between the ages of 15 and 17 years under the Youth Training Initiative.

More than 13 000 young people were assisted during the year and expenditure totalled \$89m. In 1995-96, 33.7 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 40 per cent in 1994-95.

JobSkills

JobSkills participants receive a combination of supervised work experience, structured training, both on and off the job, and the opportunity to develop and practise new skills in a work environment. Placements are for 26 weeks, with 25 per cent of the placement spent in off-the job training.

Brokers are contracted to provide all elements of project delivery including administration, training, organising work experience placements and arranging workers' compensation, super-

vision and the necessary materials and equipment. The priority group for JobSkills in 1995–96 has continued to be people aged 21 years or more who have been unemployed more than 12 months.

JobSkills placements are generally in the public and community sectors. In 1995–96 several pilot projects were funded in the private sector. These pilots focused on areas of emerging employment opportunities including the hospitality and retail sectors.

Around 27 000 unemployed job seekers were assisted under this programme in 1995–96 and expenditure was \$273m. In 1995–96, 37.8 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 45.9 per cent in 1994–95.

New Work Opportunities

The New Work Opportunities (NWO) programme funds projects that provide 26 weeks of work experience and training for eligible job seekers who have difficulty finding a job because of limited opportunities within the mainstream labour market, including in rural and remote areas. Through NWO, participants are provided with skills that prepare them for long-term employment.

NWO projects are managed by sponsors who are community groups, local councils, national organisations or private sector companies. The sponsor offers work experience and training placements that are additional to normal staffing levels. Projects funded under NWO draw on the initiatives and needs of the local community.

During the year, around 49 000 people were assisted under NWO. Expenditure was \$498m. In 1995–96, 24.8 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme.

Advisory Council on Environmental Employment Opportunities

The Advisory Council on Environmental Opportunities was established in July 1994 to provide advice to the Government on priorities and strategic directions for environmental employment initiatives. The Council met twice in 1995–96.

4.2.4 WAGE SUBSIDY PROGRAMMES

Wage subsidies provide an incentive to employers to take on job seekers. Employment may be under either JobStart or the Work Experience Programme for People with Disabilities, or where accredited training is provided, the National Training Wage. In October 1995 a common structure for wage subsidies for eligible job seekers under JobStart and the National Training Wage programme was developed and extended to eligible clients undertaking an apprenticeship or other categories traineeship. In addition, a uniform set of training incentives was introduced to apply to all accredited entry level training positions (see Programme 3).

JobStart

JobStart helps people who are disadvantaged in the labour market to access employment by providing a wage subsidy to the employer. The programme encourages employers to take on job seekers they may not normally consider and assists these job seekers in maintaining and improving their job related skills, motivation and confidence.

JobStart helps job seekers who have been unemployed for 6 months or more, or who face other disadvantages, including job seekers with a disability. Under the programme, employers receive wage subsidy payments for periods of up to 26 weeks. The level of subsidy paid depends on the job seeker's unemployment duration and their level of disadvantage in the labour market. In addition, up to \$5000 is available for the cost of modifications to the workplace or the hiring of special equipment associated with employing the job seeker.

Enhancements to the programme were introduced in October 1995 to increase its effectiveness and to overcome any impediments to its take-up by employers, including its 'attractiveness' compared with brokered programmes. These are described below

- eligibility was extended to people unemployed for 6 to 12 months and family members of employers;
- wage subsidies for the at 'high risk' and 12 to 18 month unemployed group of job seekers were increased
- the special 'non adult' wage subsidy rates were removed;
- the wage subsidy period was reduced from a maximum of 39 weeks to a maximum of 26 weeks;
- the part time provisions for JobStart were revised to allow greater flexibility for employers; and
- a 20 week JobStart subsidy period for employers of seasonal workers was provided.

A total of 101 000 placements were made under JobStart during the year at a cost of \$236m. In 1995–96, 56.3 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme with 58.7 per cent in 1994–95.

National Training Wage

The National Training Wage (NTW) programme assists people to gain skills needed in the workforce through structured, accredited training which improves their long-term employment prospects. The programme provides wage subsidies and incentives to employers to encourage them to take on job seekers as trainees, particularly young people and the long-term unemployed.

A simple and integrated training wage structure is provided for young people and adults through the NTW Award. The Award recognises three skill levels. Training is provided through either generic training packages at Australian Standards Framework levels 1 - 3, or industry based traineeship packages.

In October 1995, NTW was enhanced by aligning NTW subsidies with those offered by Job-Start.

In 1995–96, a total of 33 000 placements were made at a cost of \$63m. Since September 1994, commencement numbers have grown steadily as award coverage increased and employers became more familiar with the programme. This culminated in a record 13 000 trainee commencements in the March 1996 quarter.

Work Experience For People With a Disability

The programme supports the Disability Reform Package by providing wage subsidy assistance to employers of job seekers who are receiving the Disability Support Pension and who have an approved activity plan. Employers may be eligible for a subsidy of up to \$3600 for both full-time and part-time positions, as well as assistance with other costs associated with employing the job seeker, such as the hiring of special equipment.

In 1995–96 roughly 3 200 clients were placed in subsidised employment. Expenditure was \$6.5m.

4.2.5 MOBILITY ASSISTANCE

The Mobility Assistance Scheme helps job seekers find employment by assisting them with the cost of travel to interviews and other employment opportunities that may not be available locally, whilst also helping employers obtain suitable workers.

During the year, 49 000 clients were assisted. (These client numbers exclude a large number of people receiving generally small amounts of fares assistance). Expenditure was \$20m. In 1995–96, 84.9 per cent of clients assisted were in unsubsidised employment, education or training three months after participating in the programme compared with 83.8 per cent in 1994-95.

SUB-PROGRAMME 4.3: EMPLOYER AND INDUSTRY SERVICING

Objective

To assist the efficient and effective functioning of the labour market by providing cost effective job brokerage services to employers and by facilitating the formation of skills and their retention in industries and regions.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	303	369	280
Running costs	81	126	121
<i>Subtotal</i>	384	495	401
Adjustments	(1)	(10)	(11)
Total	383	485	390
Revenue	-	-	-
Staff years	1 616	2 067	1 821

Strategies

These objectives were addressed by administering a range of programmes under five broad strategies:

- providing recruitment services to employers;
- promoting industry-based vocational education and training;
- providing adjustment assistance to industries that have been adversely affected by tariff reductions and industry restructuring;
- promoting regional employment; and
- assisting job seekers who wish to establish new businesses.

More detail of these strategies is provided in the description of the two components to this programme.

4.3.1 EMPLOYER SERVICING

The CES provides assists employers to fill jobs. Recruitment Services Australia provides a single entry level recruitment and testing service for the Australian Public Service and other public sector agencies.

In addition, networks of intermediaries within key employer and industry organisations have been established to promote employment and training opportunities directly to employers. The Group Employment Programme also assists industry associations and group training companies to find additional opportunities for job seekers.

CES Employer Servicing

The following data on activities and outcomes for 1995–96 provides comparable 1994-95 data in parantheses.

Nationally, over 695 000 (730 000) vacancies were notified to the CES, of which more than 521 000 were successfully filled. Of these vacancies filled, 72.5 (70) per cent were filled with job seekers registered as unemployed. A total of 131 000 (155 000) long term unemployed job seekers were also successfully placed into work.

Intermediary Arrangements

Intermediaries are departmental staff working in key employer and industry organisations who promote departmental programmes and services to employers to increase the flow of vacancies (including traineeship opportunities) for job seekers. They also provide information to the CES on the skills required by industry and the training to meet those skill requirements and provide feedback on employer perceptions about the CES and its job seeker clients. In addition, intermediaries operate in employer associations, community associations, unions and enterprises.

During the year there were:

- 160 Traineeship Development and Promotional Officers operating in the 27 industry training companies of the National Employment and Training Taskforce;
- 67 Employment and Training Field Officers employed in state, territory and local chambers of commerce and industry;
- 27 Employment Liaison Officers employed in key employer organisations, including nine ethno-specific organisations; and
- 60 Employment Development Officers working with Area Consultative Committees, in part to coordinate jobs drives.

Assistance was also given to 56 group training companies under the Traineeship Development Project, to encourage them to expand their activities to encompass traineeships as well as apprenticeships.

The success of intermediary arrangements contributed to the generation of some 33 000 traineeship opportunities during the year.

Expenditure in 1995–96 was \$13.3m.

Group Employment Programme

The Group Employment Programme (GEP) at the local level involves a group organisation (the sponsor) employing job seekers and hiring them out to a range of employers to work on projects. At the national level the programme assists industries or enterprises to meet their needs for a skilled workforce.

In 1995–96, priority was given to projects which targeted the long term unemployed and those assessed by the CES as at risk. As at 30 June 1996, 674 placements have been made under the

Group Employment Programme. However, with 84 projects continuing into 1996–97, the total number of placements is expected to be 1820.

Of the total number of actual placements, 70 per cent are under National Training Wage arrangements and 25 per cent attract JobStart wage subsidies.

The YMCA is employing 200 job seekers under the Group Employment Programme to undertake the *Certificate II in Sports and Recreation - Sporting Organisations* traineeship. These trainees will be hosted by YMCA franchises around Australia.

Expenditure for 1995–96 was \$6.3m.

Australian Public Service Recruitment

Recruitment Services Australia provides a service to public sector agencies in the recruiting and assessment of applicants. Potential applicants benefit from dealing with a ‘one stop shop’ rather than approaching many different employing agencies.

Recruitment Services Australia:

- uses the Administrative Service Test as the first screening device to refer applicants for positions as Trainee Administrative Service Officers;
- manages the annual Graduate Administrative Assistant (GAA) recruitment campaign on behalf of some 40 Commonwealth and state/territory agencies;
- provides special testing arrangements for Indigenous people and applicants with a disability; and
- offers support for other recruitment projects through its bulk testing expertise.

Table 33 sets out numbers placed and tested through the Administrative Service Test. For the last three years Australian Public Service (APS) base grade recruitment levels have been very low, accelerating a trend that has been evident for some time now.

Table 33: Entry Level Recruitment in the APS: Numbers Tested and Placed 1988–89 to 1995–96 through the Administrative Service Test

	<i>Number tested</i>	<i>Number placed</i>	<i>Number tested per vacancy</i>
1988–89	39 875	5 410	7.3
1989–90	52 550	7 694	6.8
1990–91	72 000	5 708	12.6
1991–92	46 415	4 181	11.1
1992–93	75 361	5 109	14.7
1993–94	35 669	1 467	24.3
1994–95	32 176	1 407	22.8
1995–96	18 296 ¹	1 267	14.4

¹ Numbers tested are low as recruitment campaigns in some states were deferred because of the expected introduction of new selection instruments.

Table 34 gives essential details of GAA recruitment activity.

Table 34: GAA Recruitment in the APS: Numbers Tested and Placed 1992–93 to 1995–96 through the Graduate Selection Test

	<i>Number tested</i>	<i>Number placed</i>	<i>Number tested per vacancy</i>
1992–93	16 102	334	48.2
1993–94	6 840	392	17.4
1994–95	6 821	522	13.1
1995–96	9 429	448	21.0

4.3.2 INDUSTRY BASED VOCATIONAL EDUCATION AND TRAINING

A major objective under this component is to support and promote both traineeships and apprenticeships. In addition, activities funded under the National Skills Shortages programme identify and address issues relating to current and emerging skills shortages.

Support for Trainees

Traineeships were introduced in 1985 to complement the apprenticeship system by providing broad-based, structured entry level training in the non-trade professions. They are designed particularly for young people, and provide them with the opportunity to progress to permanent employment, a worthwhile career or further education and training.

35 400 commencements were achieved in 1995–96, which is the highest intake since the inception of the traineeship system.

1995–96 saw a significant increase in the number of long-term unemployed clients placed in traineeships: 34.9 per cent of total commencements were long term unemployed or at ‘high risk’ of becoming so, compared with 17.9 per cent in 1994–95.

The proportion of male trainees has significantly increased from previous years with 50.9 per cent of commencements being male. This follows the development of traineeships in areas other than clerical and retail.

The proportion of females participating in non-traditional occupations has increased from 4.6 per cent in 1994–95 to 5.8 per cent in 1995–96.

Indigenous trainees accounted for some 10.6 per cent of commencements.

The most recent figures from the Department’s post programme monitoring system show that:

- three months after cessation of the traineeship, approximately 88 per cent of trainees have a positive outcome including unsubsidised employment or education/training other than that provided by the Department; and
- 84.4 per cent of trainees are in unsubsidised full or part-time employment three months after completing a traineeship.

Traineeship expenditure for 1995–96 was \$74m.

Support for Apprentices

Financial incentives (including wage subsidies for the long term unemployed or those at high risk of becoming long term unemployed) encourage employers to engage new apprentices and maintain them in training until formal qualifications are attained. Additional assistance is available for apprentices with a disability and for apprentices who need to move away from home to obtain or maintain an apprenticeship.

Number of apprentices who commenced, re-commenced or completed an apprenticeship.

In 1995–96 the Apprentice Training Incentive, the major element of the Commonwealth Rebate for Apprentice Full-Time Training, assisted some 54 000 apprentices, including 32 000 commencements, 5000 re-commencements and 16 000 completions.

Advice from the National Centre for Vocational Education Research (NCVER) is that at 30 June 1996, 40 000 apprentice commencements and re-commencements had been recorded by state/territory training authorities (STAs). However, historical trends show that the lag effect of employers' notifying the STAs of commencements and re-commencements, and STA processing is around 22 per cent. On this basis, it is projected that the final number of apprentice commencements and re-commencements could be of the order of 49 000 compared with 51 000 apprenticeship commencements and re-commencements recorded by the NCVER for 1994–95.

Expenditure in 1995–96 was \$75m

Long term unemployed and people with a disability assisted under wage subsidy provisions

There were some 2800 long-term unemployed people assisted into apprenticeships through the apprentice wage subsidy.

The number of disabled apprentices in training under the Disabled Apprenticeship Wage Subsidy programme was 550 at 30 June 1996, compared with 580 in 1994–95.

Expenditure in 1995–96 was \$5.3m on the Apprenticeship Wage Subsidy and \$3.2m on the Disabled Apprenticeship Wage Subsidy.

Number of apprentices assisted under the Living Away From Home Allowance.

There were 4300 apprentices assisted under the Living Away From Home Allowance in 1995–96, with 2800 first and second year apprentices approved to receive the allowance during the year. This represents a decline of 19 per cent on 1994–95 approvals.

Expenditure in 1995–96 was \$6.9m, a decrease of 4 per cent on 1994–95.

National Skills Shortages

Training programmes or interventions other than training are developed in conjunction with individual enterprises, industry groups and organisations such as Area Consultative Committees to meet the skills needs of employers.

In 1995–96, 1900 people participated in National Skills Shortages training. Of this total, 1185 were existing employees undergoing training to upgrade skills and some 700 were referrals from the CES.

Funding assistance was also provided to the Australian Chamber of Commerce and Industry to develop a strategy to address the impact of skill shortages in Northern Australia. The report is expected to be completed by October 1996.

Expenditure for 1995–96 was \$4.4m.

Special Assistance Programme

The programme provides income support to unemployed apprentices and trainees who are attending off-the-job training.

The programme assisted 585 apprentices and trainees in 1995–96, compared with 578 persons in 1994–95, at a cost of \$0.3m.

4.3.3 INDUSTRY AND ENTERPRISE ADJUSTMENT ASSISTANCE

Labour Adjustment Packages assist workers who have been displaced through tariff reductions or industry restructuring to re-enter the work force. The Training and Skills (TASK) programme reduces the loss and wastage of skilled employees during periods of economic downturn, enterprise and industrial restructuring.

Labour Adjustment Packages

Labour Adjustment Packages are designed for workers who have been retrenched from industries that have been adversely affected by tariff reductions and industry restructuring. They aim to get people back into the work force by providing assistance in the form of formal vocational and preparatory training; wage subsidies; and relocation assistance, to enable retrenched workers to look for work or take up a new job elsewhere.

Labour Adjustment Packages (LAPs) operating in 1995–96 were:

- the Textile, Clothing and Footwear LAP for workers retrenched from the textiles, clothing and footwear industry;
- the Passenger Motor Vehicle LAP for workers retrenched from the passenger motor vehicle manufacturing industry;
- the Australian National LAP for rail workers made redundant by Australian National; and
- the Forestry Industry LAP for workers retrenched from the native forest industry.

The success of LAPs is measured by post programme monitoring of client positive outcomes (those in non-subsidised employment or education/training).

In 1995–96, 55.2 per cent of LAP clients surveyed were in unsubsidised employment or education or training three months after ceasing assistance compared with 51.1 per cent in 1994–95.

There were 5 800 LAP commencements during 1995–96 (comprising 4400 new commencements and 1 400 carried over from 1994–95). Of this total, 93.1 per cent were in full or part time vocational training, 6.4 per cent were wage subsidy placements with new employers and less than 0.5 per cent were for relocation assistance.

In 1995–96 there were new commencements of:

- 3500 clients under the Textile Clothing and Footwear LAP, at a cost of \$16.8m;
- 410 under the Passenger Motor Vehicle LAP, at a cost of \$1.7m;

- 460 under the Australian National LAP, at a cost of \$0.9m; and
- 24 under the Forest Industry LAP, at a cost of \$0.05m.

Total expenditure on the LAPs during 1995–96 was \$19m, a fall of 34 per cent compared with 1994–95, reflecting the lessening demand for the Textile, Clothing and Footwear and Passenger Motor Vehicle LAPs in particular.

Training and Skills Programme

The Training and Skills (TASK) programme assists enterprises facing possible retrenchments, short-time or down-time, to retain and upgrade the skills of existing workers. Funds are available for: the establishment and operation of an inhouse consultative committee; investigation into human resource implications of restructuring; development of training packages; and the delivery of training.

The TASK programme subsumed the Assistance to Firms Implementing Change (ATFIC) programme from 1 July 1995, and was also restructured to encourage increased access by small/medium businesses. Although no new ATFIC projects were approved in 1995–96, there was some activity under the programme for projects approved in 1994–95 and planned to finish in 1995–96.

There were 134 new TASK projects approved in 1995–96 compared with 127 projects approved in 1994–95.

Expenditure in 1995–96 for the TASK and ATFIC programmes was \$9.2m (TASK \$7.5m, ATFIC \$1.7m). This compares with \$25m (TASK \$17m ATFIC \$8m) in 1994–95. The lower level of expenditure was due to a range of factors, including smaller allocations to individual projects under revised arrangements, and differing priorities within regions/areas in relation to labour market programme expenditure.

Projects approved in 1994–95 attracted funding of up to \$300 000 per project compared with funding of up to \$70 000 per project (and a maximum of \$300 000 per enterprise) under the revised TASK arrangements in 1995–96.

4.3.4 REGIONAL EMPLOYMENT STRATEGIES

Regional Employment Strategies increase employment opportunities in regions which are suffering the effects of structural adjustment, or are vulnerable because of reliance on single industries, or are disadvantaged because of their location.

Assistance is provided to develop the infrastructure and the capacity of regional communities to manage and monitor structural change and to generate employment and build the skills of the local workforce. Initiatives are developed at the regional level which contain employment, education and training measures designed to assist regions to respond to structural and cyclical change and increase local employment opportunities. They could involve a mix of funding from the Regional Employment Strategies programme and the mainstream labour market programmes.

The three principal elements are:

- Area Consultative Committees (ACCs);
- Regional Initiatives; and
- Small Business Incubators (SBIs).

Area Consultative Committees

The network of 61 Area Consultative Committees (ACCs), which were established under the *Employment Services Act 1994*, had an important role in facilitating the *Working Nation* initiatives, in particular advising on and generating support for the Job Compact, the Youth Training Initiative, Entry Level Training opportunities and New Work Opportunities for long-term unemployed people.

Membership of ACCs was drawn principally from industry to enable the Committees to fulfil their roles of generating employment initiatives and increasing the responsiveness of the CES to local labour markets. A typical ACC comprised employers, unions, community and regional organisations, government representatives, major education and training providers.

ACCs were also linked closely with the development strategies of Regional Development Organisations through cross membership, and in some regions, such as Northern Rivers in NSW, the ACC and the Regional Development Organisation are identical.

All ACCs formulated employment strategies and action plans for their regions for 1995-96. These were collated and published as a public document which was widely disseminated to state and local government agencies and throughout regions. These plans covered a range of activities reflecting the individual nature of each region and committee and included support for jobs drives and incubators.

ACC jobs campaigns were conducted in collaboration with the CES and were very successful in terms of generating employment opportunities. Eight new small business incubator projects were also approved which provided accommodation and support for over 150 tenant businesses.

ACCs also took up the issue of youth unemployment in their regions. Forty four committees have sponsored youth job forums which brought together young people, employers, local government, training providers and community organisations in a workshop atmosphere to share views on the employment and training problems facing young people and how employer groups could help.

Regional Initiatives

ACCs sponsored over 600 new projects in 1995-96 which can be grouped in the following categories:

- developing regional employment strategies;
- generating job opportunities in local communities;
- initiatives to identify and address skills shortages;
- developing customised packages of labour market programmes to support enterprise level growth plans;
- convening Youth Job Forums; and
- promoting business growth through small business incubator projects.

Of particular note were the following national activities:

- the 2ND National ACC Jobs Forum held on 4 and 5 December 1995, addressed by the then Prime Minister; and
- publication of *Regional Employment 1995-96*, a compendium of ACC strategies for jobs growth, including an assessment of labour market conditions and summaries of committee activities in 1994-95.

Small Business Incubators

Considerable demand was placed upon the Small Business Incubator Initiative during its first year of operation. Twenty three feasibility studies were conducted which assessed the feasibility of establishing new business incubators, their on-going financial viability, their catchment areas and options for location and operational management. In total 13 new small business incubators were started, providing a capacity to assist up to 355 tenant businesses. Further assistance was provided to 11 existing business incubators with the aim of enhancing their activities and supplying greater assistance to tenant businesses. This assistance included upgrading services and facilities, and making business incubator space accessible to a wider number of small business, including those run by owners/operators with disabilities.

4.3.5 NEW ENTERPRISE INCENTIVE SCHEME

New Enterprise Incentive Scheme (NEIS) assists eligible unemployed people to establish their own new businesses. The assistance provided includes small business management training, income support, mentor support and on-going assistance for the first year of business operation.

NEIS is delivered locally by 160 managing agents who are contracted by the Department following open tenders. Managing agents are local organisations with an enterprise development focus and expertise to provide training, business advice and on-going help.

Strategies

Strategies were introduced to improve training and delivery quality through the implementation of an accredited training curriculum and the development of a range of curriculum models and support materials. Other initiatives included assistance with the establishment of a national association of NEIS managing agents and a review of mentor support to identify best practice.

Number of clients assisted

In 1995–96, 12 000 people commenced NEIS training and 10 000 people commenced self employment in 7 650 new businesses. The programme grew by about 30 per cent over the year. Forty per cent of those assisted into self employment were women and forty per cent were long term unemployed.

Outcomes

The latest figures from the Department's post programme monitoring system show that:

- three months after cessation of NEIS assistance (generally 15 months after business commencement) 84 per cent of participants have a positive outcome;
- twelve months after cessation of NEIS assistance (generally 24 months after business commencement) 82 per cent have a positive outcome; and
- three months after cessation of NEIS assistance, every 10 successful NEIS businesses, on average, create an additional 8 new jobs.

Expenditure for 1995–96 was \$104m.

<p><i>SUB-PROGRAMME 4.4: CASE MANAGEMENT SERVICES (EMPLOYMENT ASSISTANCE AUSTRALIA)</i></p>
--

Objective

Through Employment Assistance Australia, contribute to the prevention and reduction of long-term unemployment by cost effectively helping eligible job seekers to secure and retain employment.

Description

Employment Assistance Australia (EAA) provides case management services to long-term unemployed people and other eligible disadvantaged job seekers, in competition with community and private providers. It operates under the provisions of the *Employment Services Act 1994*. EAA case managers provide support which is individually tailored to job seekers to help them get a job by identifying their skills, abilities and needs and developing a plan to assist them to secure and retain a job.

EAA works in close association with the CES. For reasons of operating efficiency. It is generally located within the same offices as the CES and in smaller offices, some staff perform both EAA and CES functions. EAA's core staff are Administrative Service Officer Class 4 and Administrative Service Officer Class 5 case managers.

Resources

<i>Outlays</i>	<i>Actual</i> 1994-95 \$m	<i>Budget</i> 1995-96 \$m	<i>Actual</i> 1995-96 \$m
Programme costs	0	0	0
Running costs	106	145	141
<i>Subtotal</i>	106	145	141
Adjustments	-	-	-
Total	106	145	141
Revenue	-	-	-
Staff years	2 069	2 392	2 183

The costs reflected in the above resource summary table of \$141m represent the direct cash expenditure only for sub-programme 4.4. To ensure transparent reporting of EAA costs, the Department maintains a cost attribution system which attributes all direct, indirect corporate cash costs and superannuation to departmental programmes. The total cost of EAA operations in 1995-96 has been estimated at \$162m. These costs include direct and indirect (overhead) costs for salary, administrative expenses, property operating costs and superannuation.

Performance Information and Outcomes

The key performance indicators are:

- the number of participants in case management; and
- the number of outcomes achieved by job seekers.

These performance indicators are monitored in relation to specific targeted and equity groups. The targeted groups include job seekers in the following categories: Youth Training Initiative; very long-term unemployed, that is, more than 18 months; long-term unemployed, that is from 12 to 18 months; job seekers at risk of becoming long-term unemployed; and non allowance long-term unemployed job seekers. The equity groups include Indigenous people, people with a non-English-speaking background, people with disabilities and women.

Participation

During 1995–96, 458 000 job seekers participated in EAA case management and were provided with assistance by approximately 2000 case managers operating in around 300 locations. The participants in EAA case management within each of the targeted and equity groups are summarised in Tables 35 and 36.

Table 35: Participants in Case Management in 1995–96 by Targeted Groups

<i>Job seeker characteristics</i>	<i>Participants in EAA case management</i> ¹	
	<i>1995–96</i>	<i>Proportion</i> %
Youth Training Initiative	43 518	9.5
At risk	51 359	11.2
Long-term unemployed	120 534	26.3
Very long-term unemployed	230 876	50.4
Non-allowance long-term unemp.	11 360	2.5

¹ Participants in case management include all job seekers in EAA case management in 1995–96, that is, all job seekers in case management on 1 July 1995 and all job seekers who entered case management from 1 July 1995 to 30 June 1996.

Table 36: Participants in Case Management in 1995–96 by Equity Groups

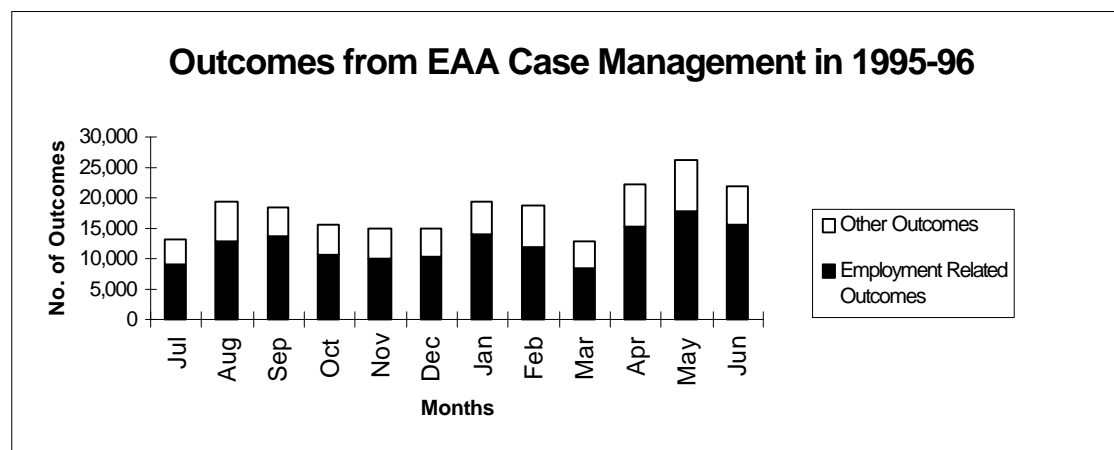
<i>Job seeker characteristics</i> ¹	<i>Participants in EAA case management</i>	
	<i>1995–96</i>	<i>Proportion of total</i> %
Indigenous	30 207	6.6
Non English speaking	79 327	17.3
People with disabilities	81 420	17.8
Women	142 918	31.2

¹ These groups are not mutually exclusive, that is, job seekers can be in more than one equity group.

During 1995–96, some 218 000 job seekers achieved a case management ‘employment related’ or ‘other’ outcome. This represents an increase of 41.8 per cent over 1994–95 performance.

(‘Employment related’ outcomes include entry into full or part time work, return to full time education or study, and entry into subsidised employment using labour market programmes. ‘Other’ outcomes include job seekers withdrawing from the labour market and people whose eligibility for case management has ceased during the period.)

The following graph provides monthly outcome data for ‘employment related’ and ‘other’ outcomes for 1995–96.



The following table summarises these outcomes by each of the targeted groups and provides comparative performance against 1994–95. The performance data show an increased level of outcomes for each of the targeted groups except for the long-term unemployed. This reflects the concentration of efforts on youth and the very long-term unemployed in accordance with Government policy.

Table 37: Outcomes from EAA Case Management by Targeted Groups

<i>Job seeker characteristics</i>	<i>Outcomes in EAA case management</i>			
	<i>1994–95</i>	<i>Prop. of total %</i>	<i>1995–96</i>	<i>Prop. of total %</i>
Youth Training Initiative	3 147	2.1	13 896	6.4
At risk	13 916	9.1	20 397	9.4
Long-term unemployed	59 493	38.8	39 655	18.2
Very long-term unemployed	76 597	49.9	128 553	59.1
Non-allowance long-term unemp.	247	0.2	15 097	6.9

The following table shows outcomes achieved by each of the equity groups. Outcomes achieved within each group are proportional to their representation in case management. This shows that case management is meeting its requirement to service disadvantaged groups of job seekers.

Table 38: Outcomes from EAA Case Management by Equity Groups

<i>Job seeker characteristics</i> ¹	<i>Outcomes in EAA case management</i>	
	<i>1995–96</i>	<i>Proportion of total %</i>
Indigenous	14768	6.8
Non English speaking backgrounds	35175	16.2
People with disabilities	39257	18.0
Women	70700	32.5

¹ These groups are not mutually exclusive, that is, job seekers can appear in more than one equity group.

SUB-PROGRAMME 4.5: ABORIGINAL EMPLOYMENT AND TRAINING ASSISTANCE

Objectives

In accordance with the Aboriginal Employment Development Policy, the objective of this sub-programme is to contribute to the promotion of economic independence and achievement of employment equity for Indigenous people by the year 2000, by increasing the levels of permanent employment for Indigenous people in the general labour market.

Resources

<i>Outlays</i>	<i>Actual 1994–95 \$m</i>	<i>Budget 1995–96 \$m</i>	<i>Actual 1995–96 \$m</i>
Programme costs	45	50	53
Running costs	9	10	10
<i>Subtotal</i>	54	60	63
Adjustments	-	-	-
Total	54	60	63
Revenue	-	-	-
Staff years	139	129	104

Strategy

The objectives of the sub-programme are addressed by providing a package of flexible assistance measures known as Training for Aboriginals and Torres Strait Islanders - TAP. Assistance is available to Indigenous people to gain employment, and to improve the career prospects of those in employment. TAP has two components: Employment Strategies and Direct Assistance.

Performance Information and Outcomes

Indigenous people and organisations advise the Department on the delivery of TAP and other labour market programme to Indigenous clients through the Aboriginal and Torres Strait Islander Labour Market Reference Group.

A key priority over 1995–96 was to build working arrangements with other Commonwealth and state or territory agencies to maximise employment and training opportunities available through infrastructure development. This approach reflects the Commonwealth's focus on a coordinated approach to service delivery to Indigenous communities. In particular, the Department worked in close cooperation with the Aboriginal and Torres Strait Islander Commission on initiatives under the Health Infrastructure Priority Projects programme.

Examples of successful linkages between infrastructure and employment and training include:

- a variety of Commonwealth, state, and non-government agencies have formed a unique partnership to provide employment and training for 20 Indigenous apprentices in Maclean, NSW. Working on the construction of eight houses for the local Indigenous community, the apprentices completed all their training 'on site', obtaining high academic results; and
- provision of accredited training and ongoing employment for up to 35 Indigenous people from the Tennant Creek area, through the construction of housing and related infrastructure. A ten week pre-vocation course conducted by the local SkillShare provided 30 Indigenous trainees with skills to undertake full traineeships. This project involves the Julalikari Council Aboriginal Corporation, the Department, the Aboriginal and Torres Strait Islander Commission and SkillShare.

The total of 11 900 commencements under TAP was around 28 per cent of all labour market programme assistance to Indigenous clients. The total of around 8800 job placements under TAP was 40 per cent of all CES job placements (subsidised and unsubsidised) for Indigenous clients. The 38 per cent share of places under TAP for Indigenous women was in proportion to their share of the register.

Post programme monitoring outcomes for TAP clients, at 50.5 per cent, are higher than for Indigenous clients under labour market programmes generally, at around 35 per cent.

4.5.1 EMPLOYMENT STRATEGIES

The Employment Strategies component provides funding for agreements with major private and public sector employers and other organisations to implement recruitment and career development strategies for Indigenous people. Agreements are directed at increasing job opportunities over the medium term through encouraging and supporting change in the human resource management culture within organisations.

Performance

Funding for Employment Strategies was \$16m and 1300 people were recruited under this component in 1995–96. A total of 89 strategy agreements and 16 consultancies to develop proposals for agreements were in operation during the year.

An example of a successful agreement is the Telstra Aboriginal and Torres Strait Islander Employment and Career Development Strategy, launched in 1989. Since that time, the representation of Indigenous people has increased from 0.24 per cent to 1.35 per cent. As at May 1996, there were 1053 Indigenous people working for Telstra. Significant features of the strategy include the level of commitment by senior Telstra management and the involvement of Indigenous people in the recruitment process.

4.5.2 - DIRECT ASSISTANCE

The Direct Assistance component is delivered through the CES and comprises three elements: Skills Development; Transition Assistance; and Formal Training all of which can be tailored to individuals' needs. Periods of assistance can be linked to provide an integrated progression from formal training and work experience to subsidised on the job training. Linkages are also possible with the Department's other labour market programmes.

Special assistance such as vocational counselling and mentor support to improve trainees' prospects of success in training and employment can also be provided. The elements complement the provisions of the Department's other labour market programmes under which unemployed Indigenous clients are eligible for and receive substantial assistance.

Performance Information

Under this programme there was a total of 11 500 commencements, including 8800 job placements, at a total cost of \$37m. This compares with 6400 job placements in 1994-95.

From November 1995, wage subsidies of up to 100 per cent were made available for employers to recruit Indigenous people into traineeships. This led to an overall increase in the number of traineeship placements from some 800 in 1994-95 to 3600 in 1995-96.

SUB-PROGRAMME 4.6: CASE MANAGEMENT PROCESSES**Objective**

To promote effective, client focussed assistance for eligible unemployed people by establishing and regulating a competitive market of case management service providers.

Resources

<i>Outlays</i>	<i>Actual</i> <i>1994-95</i> <i>\$m</i>	<i>Budget</i> ¹ <i>1995-96</i> <i>\$m</i>	<i>Actual</i> <i>1995-96</i> <i>\$m</i>
Programme costs	14	73	73
Running costs	-	-	-
<i>Subtotal</i>	14	73	73
Adjustments	-	-	-
Total	14	73	73
Revenue	-	-	-
Staff years ¹	-	-	-

¹ Staff are employees of ESRA

Description

The Employment Services Regulatory Authority (ESRA) was established under the *Employment Services Act 1994* and has the responsibility of establishing, regulating, monitoring, promoting competition in, and evaluating the case management system. The Authority is the purchaser of case management services on behalf of the Government and job seekers, and works to ensure the effectiveness and quality of these services.

ESRA is an independent statutory authority and is directly responsible to the Minister. Its operations are governed by a Board, comprising a full-time Chairperson and five part-time members representing industry, unions, employers and the community sector. The Chairperson of the ESRA Board is the Hon Joan E Kirner AM.

Strategies

The introduction of competition in the delivery of case management services has provided job seekers with access to expert resources outside the public sector. It has placed competitive pressure on the public provider to perform better and it has created market incentives to get unemployed people back into the work force. It has also stimulated innovation and flexibility, and given job seekers a choice of case management services to suit their individual needs.

Performance

1995–96 presents the first opportunity to report on the first 12 months of full operation of the competitive case management system. Major achievements in the year included:

- A total of 336 000 job seeker commencements in case management, of which 86 000 were with contracted case managers (CCM);
- CCMs surpassing their anticipated 20 per cent market share, with slightly more than 25 per cent of all commencements at the end of June 1996;
- A total of 176 000 positive outcomes in the case management system, of which around 42 per cent were unsubsidised outcomes and the remaining 58 per cent were subsidised;
- Major improvement in CCMs performance over the course of the year, with the average by the end of the year being comparable with that of EAA after most contracted case managers had been in operation for little more than 12 months;
- By 30 June 1996, those CCMs who began their operations in March 1995 had achieved an ‘average’ positive outcomes to commencements ratio of 28 per cent. For the top 10 per cent of CCMs this ratio increased to 41 per cent for the same period;
- Establishment of the ESRA National Consultative Committee to provide high level advice to the ESRA Chair and Board on broad policy and operational matters affecting the implementation of case management services;
- Establishing a Best Practice Sub-committee of the ESRA National Consultative Committee to assist in the development of best practice in case management;
- Developing and establishing a Practice Improvement Programme to assist in developing and implementing minimum standards for case management, measuring and establishing good practice; and identifying and disseminating good practice;
- Establishment of an IT User Group, comprising 10 representatives from the private, community and public sectors to consult on information technology related issues and promulgate best practice in information technology. As a result of a best practice workshop, a JobSystem User Guide was developed and specifically tailored to meet the needs of experienced and in-experienced case management users;
- Provision of comparative performance reports to contracted case management organisations and to the Department, enabling CCMs to compare performance against that of similar providers at the local and national level;
- Completion of a joint ESRA/Department interim evaluation of case management; and
- Development and pilot testing of the Special Assistance Scheme.

ESRA produces its own annual report, which covers detailed performance of case managers and of the operation of the case management system.

Major Publications and Periodicals

Major Publications

- 1996 Job Guide*, Career Information, AGPS, Canberra, 1996 (separate edition for each state and NT)
- Advanced English for Migrants Program Provider Handbook*, J S McMillan Printing Group, Canberra, 1995
- Commonwealth Employment Service Advisory Committee (CESAC): Review of Labour Market Programs*, AGPS, Canberra, 1995
- Enterprising Women - Women and Business*, ISBN 0958656304, AGPS, Canberra, 1995
- Environmental Employment and Industry: Commonwealth Government Resources Information Guide*, AGPS, Canberra 1996
- JobSkills Employer Certificates*, AGPS, Canberra, 1995
- JobSkills Employers Handbook*, AGPS, Canberra, 1995
- JobSkills Information Brochure*, AGPS, Canberra, 1995
- JobSkills Logbook*, AGPS, Canberra, 1995
- JobSkills Participant Certificates*, AGPS, Canberra, 1995
- JobSkills Participant Plan*, AGPS, Canberra, 1995
- JobSkills Program Handbook 5–96*, AGPS, Canberra, 1995
- JobStart Financial Help to Take on New Staff Brochure*, J S McMillan Printing Group, Canberra, 1995
- JobStart Help for Job seekers Brochure*, J S McMillan Printing Group, Canberra, 1995
- JobStart Information for Employers Booklet*, J S McMillan Printing Group, Canberra, 1995
- JobTrain Training Provider Handbook*, J S McMillan Printing Group, Canberra, 1995
- LEAP Brochure*, AGPS, Canberra, 1995
- LEAP Participant Certificates 1995–96*, AGPS, Canberra, 1995
- LEAP Program Handbook 1995–96*, AGPS, Canberra, 1995
- National Reporting System*, Australian National Training Authority and Department of Employment, Education and Training, Office of Training and Further Education, Melbourne, 1995
- New Enterprise Incentive Scheme (NEIS) Program Guidelines*, AGPS, Canberra, 1995
- Pathways to Work: A Schools Resources Kit*, Ryebuck Media Ltd, Melbourne, 1995
- Special Intervention Program Provider Handbook for Language and Literacy Services*, J S McMillan Printing Group, Canberra, 1995
- Traineeships Jobseeker Brochure*, J S McMillan Printing Group, Canberra, 1996
- Working with Employers: a guide to the development of partnerships between employers, industry, the community and government*, J S McMillan, Canberra, 1995

Periodicals

STUDIES magazine (quarterly)

PROGRAMME 5: STUDENT, YOUTH AND ABORIGINAL EDUCATION SUPPORT

<i>SUB-PROGRAMME</i>	<i>COMPONENT</i>
5.1 EDUCATION ASSISTANCE AND INCOME SUPPORT	5.1.1 AUSTUDY
	5.1.2 Assistance for Isolated Children (AIC)
	5.1.3 Loan Supplement
5.2 YOUTH POLICY AND SUPPORT	5.2.1 Youth Training Initiative
	5.2.2 Homeless and At Risk Youth Support
	5.2.3 Youth Policy
5.3 ABORIGINAL EDUCATION	5.3.1 ABSTUDY
	5.3.2 Aboriginal Education Direct Assistance (AEDA)
	5.3.3 Aboriginal Education Strategic Initiatives

Programme 5: Student, Aboriginal Education and Youth Support

(AESIP)

Responsible Division: Student, Aboriginal Education and Youth

Objective

To promote equality of educational and employment opportunity by improving access to, participation and retention in and completion of, education, training and work experience particularly through provision of financial assistance.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	1 792	1 847	1 912
Running costs	106	121	120
<i>Subtotal</i>	1 898	1 969	2 032
Adjustments	(5)	(5)	(4)
Total	1 893	1 964	2 028
Revenue	-	-	-
Staff years	1 784	1 820	1 683

<i>Accrued Financial Information</i>	<i>Actual</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>
Programme costs	1 884	2 067
Net cost of service delivery	118	112
<i>Total costs</i>	2 001	2 178
Programme revenue	11	37
Total assets	90	138
Total liabilities	953	992

Description and Strategy

The objectives are addressed through three sub-programmes:

- Education Assistance and Income Support;
- Youth Policy and Support; and
- Aboriginal Education.

Social Justice and Access and Equity

The programme is a major contributor to the achievement of the Government's social justice and access and equity goals, by providing assistance to students and education providers to reduce the financial and other barriers that can prevent them from succeeding in education.

In 1995–96 (1994–95 figures are in parenthesis) financial assistance was provided to:

- 481 600 (481 200) AUSTUDY beneficiaries;
- 12 100 (12 200) beneficiaries under the Assistance for Isolated Children Scheme;
- 48 100 (46 000) ABSTUDY beneficiaries.

As well, Indigenous students were assisted through the Aboriginal Education Direct Assistance programme, including:

- an estimated 50 000 students under the Aboriginal Tutorial Assistance Scheme;
- some 84 000 individual participants under the Aboriginal Student Support and Parental Awareness scheme; and
- several thousand secondary students under the Vocational Education and Guidance for Aborigines Scheme.

In addition, all government providers of preschool, school and vocational education and training receive assistance under the Aboriginal Education Strategic Initiatives Programme (AESIP), and as such, all Indigenous students in those systems benefit. In 1995 the Indigenous enrolment levels were 6500 children in government preschools, 76 400 students in government schools and 27 000 students in the government TAFE systems.

AESIP also supports education providers in the non-government sector. In 1995, 53 independent preschools with total enrolments of 1300 Indigenous children received assistance, and 23 schools (2400 students) and seven independent TAFE colleges (1800 students) were also assisted.

In 1995–96, 53 200 Youth Training Initiative clients commenced case management. Of these, 23 500 ceased to be registered as unemployed. There were 46 200 Youth Training Initiative clients who commenced labour market programmes.

There were 149 000 15 to 17 year olds registered with the CES as unemployed in 1995-96. Most of these were eligible for assistance under the Youth Training Initiative.

SUB-PROGRAMME 5.1: EDUCATION ASSISTANCE AND INCOME SUPPORT

Objective

To promote equality of educational opportunity by improving access to, participation and retention in, and completion of education through the provision of financial assistance to students who are financially disadvantaged, geographically isolated or disabled.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994–95</i>	<i>1995–96</i>	<i>1995–96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	1 509	1 586	1 644
Running costs	80	74	72
<i>Subtotal</i>	1 589	1 660	1 717
Adjustments	(5)	(5)	(5)
Total	1 584	1 655	1 713
Revenue	-	-	-
Staff years	1 281	1 050	1 000

Description and Strategy

The objective is addressed by providing education income support to students through the AUSTUDY and Assistance for Isolated Children schemes. The sub-programme has three components:

- 5.1.1 AUSTUDY;
- 5.1.2 Assistance for Isolated Children; and
- 5.1.3 AUSTUDY/ABSTUDY Supplement (Loan Supplement).

Performance Information and Outcomes

Performance information for this sub-programme appears under individual components.

5.1.1 AUSTUDY

AUSTUDY helps needy students complete their secondary education and go on to further study. Generally, assistance is available to full-time students aged 16 or over, although some particularly disadvantaged students (those without parental support because of, for example, homelessness) can receive assistance from the minimum school leaving age (commonly,

age 15). Study must be undertaken in scheme-approved courses. Assistance is subject to citizenship and residency requirements.

AUSTUDY provides an annual living allowance paid fortnightly and, for some students living away from home, assistance with the cost of travel between their parents' home and the institution attended. Students in receipt of certain types of Department of Social Security or Veterans' Affairs pensions receive the AUSTUDY Pensioner Education Supplement of \$30 a week rather than a living allowance.

Students' AUSTUDY entitlements depend on their financial and living circumstances.

A parental income and family assets test is used to assess a student's entitlement to assistance except where the student is considered independent. Independent status is granted only to students aged 22 or over, married, with a dependent child, without parental support (because of homelessness and the like), or who have been full-time in the work force for at least three of the previous four years. Students who are considered independent for scheme purposes must meet an assets test. An income and assets test is applied to their partner where they are married or in a de facto relationship. There is a personal income test for all students. The minimum age for independent status will be 25 years from 1 January 1997.

Under the Actual Means Test, which was introduced from 1 January 1996, some families with complex financial arrangements (eg, family companies, trusts or partnerships) are also assessed on the basis of their actual means.

Expenditure trends

Although the number of beneficiaries has remained constant from 1993–94 to 1995–96, expenditure in 1995–96 was 6.9 per cent higher than in 1994–95 and 7.3 per cent higher than in 1993–94 (see Table 39). This is ascribed to a combination of factors:

- an increase in the number of beneficiaries on independent rates, which are higher than dependent rates;
- an increase in the number of tertiary beneficiaries, who are older and therefore on higher levels of allowance; and
- the annual indexation of allowances.

Table 39: AUSTUDY Expenditure

<i>Scheme</i>	<i>1993–94</i>	<i>1994–95</i>	<i>1995–96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Secondary	584	542	552
Tertiary	882	930	1 021
Total	1 465	1 471	1 573

Performance Information and Outcomes

In 1995–96, the Australian National Audit Office (ANAO) conducted an audit of performance information for programmes administered by the Department, including the Education Assistance and Income Support sub-programme. ANAO recommended that where cost effective, the Department develop further indicators that would provide an assessment of sub-programme effectiveness. The Department has agreed to enhance existing performance measures.

The indicators used in 1995–96 to provide information on performance and outcomes are:

- beneficiary numbers;
- extent of assistance provided to financially disadvantaged students; and
- timeliness of application processing and accuracy of assessments (National Client Service Standards).

Beneficiary Numbers

The number of AUSTUDY beneficiaries in 1995–96 was only 0.1 per cent higher than in 1994–95 and 0.3 per cent higher than in 1993–94. In 1995–96, there was a 3.9 per cent decrease in the number of secondary beneficiaries compared with 1994–95 and an 18.1 per cent decrease compared with 1993–94. The number of tertiary beneficiaries has, however, increased in 1995–96 by 3.3 per cent compared with 1994–95 and by 20.4 per cent compared with 1993–94 (See Table 40).

Table 40: AUSTUDY Beneficiaries

<i>Scheme</i>	<i>1993–94</i>	<i>1994–95</i>	<i>1995–96</i>
Secondary	250 200	213 400	204 900
Tertiary	229 800	267 800	276 600
Total	479 900	481 200	481 600

Extent of Assistance Provided to Financially Disadvantaged Students

This indicator measures the effectiveness of AUSTUDY in ensuring widespread access to benefits by financially disadvantaged students. Nearly all dependent beneficiaries (96 per cent), who are assessed on their parents' incomes, are in the lowest 40 per cent of all Australian family incomes. Table 41 shows the number of students from low income backgrounds assisted by AUSTUDY between 1993–94 and 1995–96.

Table 41: Dependent AUSTUDY Beneficiaries on Low Incomes

<i>Beneficiaries</i>	<i>1993–94</i>	<i>1994–95</i>	<i>1995–96</i>
Dependent beneficiaries ¹	338 700	305 800	288 600
Dependent beneficiaries on low incomes ²	324 300	293 700	275 000
Proportion of dependent beneficiaries on low incomes	96%	96%	96%

¹ Beneficiaries on standard and away rates.

² Number of beneficiaries whose family incomes are in the lowest 40 per cent of all Australian family incomes or on special assessment.

Source: Departmental records

Timeliness of Processing and Accuracy of Assessments: National Client Service Standards

The sub-programme sets the National Client Service Standards and the corresponding targets for the time taken to process various aspects of its work (applications, reassessments after a change in a client's circumstances and telephone inquiries) and the accuracy of assessments as indicators of the relative efficiency of its operational performance. Performance against effi-

ciency targets was measured for the period of November 1995 to June 1996 (efficiency targets are measured on a processing year basis - that is November to October). In 1995–96:

- 463 000 applications for AUSTUDY were processed (up 1 per cent on the 459 000 applications in 1994–95);
- 360 000 reassessments were processed (up 3 per cent on the 349 000 reassessments for 1994–95); and
- Student Assistance Centres, which handle AUSTUDY, ABSTUDY and AIC (Assistance for Isolated Children), received 1.4 million telephone calls in 1995–96 (up 7 per cent on the 1.3 million in 1994–95). Performance for the year was:
 - 56 per cent of applicants were advised of their eligibility within 14 days of first lodgement of an application (target: 60 per cent),
 - 74 per cent of applicants were advised of their eligibility within 21 days of first lodgement of an application (target: 75 per cent),
 - 97 per cent of cases were found to have no errors, based on a 2 per cent random sample of initial assessments and reassessments which were checked for accuracy of decision making and data entry (target: 96 per cent),
 - 82 per cent of reassessments took effect by the next available payday (target: 85 per cent),
 - 63 per cent of telephone calls were answered within 1 minute (target: 75 per cent), and
 - 79 per cent of telephone calls were answered within 2 minutes (target: 98 per cent).

Major Budget Changes of 1995–96

Some of the key changes introduced in the 1995–96 Budget (which took effect from 1 January 1996) include:

- introducing a new rate for students aged 22 to 24 living with their parents. This new rate does not apply to students who are independent on grounds other than age or who got the independent rate of AUSTUDY continuously from 1995. To 30 June 1996, 11 900 beneficiaries received this new rate, and a further 17 900 would have received it except that they were on the independent rate in 1995;
- transferring AUSTUDY dependent spouse allowees to the Department of Social Security Parenting Allowance. In the period 1 July to 31 December 1995, 8300 beneficiaries received Dependent Spouse Allowance; and
- introducing an actual means test for students who have a partner or parent involved in complex financial arrangements (for example, family companies, trusts or partnerships).

5.1.2 ASSISTANCE FOR ISOLATED CHILDREN SCHEME

The Assistance for Isolated Children (AIC) scheme helps the families of primary, secondary and under 16 year old tertiary students who do not have reasonable daily access to a government school that offers tuition at a level appropriate for the student. Students may not have daily access because their home is geographically isolated, or because they have a health-related condition, disability or special education need or because their family is involved in work that involves frequent moves.

Benefits are intended to assist families with expenses incurred in obtaining access to education for their student children. These consist of Boarding Allowances for students who board away from home, Second Home Allowance for students living in a second home established by the

family, and Correspondence Allowance for students who study from home by distance education methods.

The basic AIC benefits are not subject to income or asset testing. Families whose students board away from home may apply for additional allowances which are subject to a parental income test and the actual cost of boarding. Further information about AIC is available in the *AIC Information Booklet*.

Expenditure Trends

AIC expenditure in 1995–96 was \$28.1m, an increase of \$4.4m over the 1994–95 expenditure. Comparison of expenditure with 1994–95, however, is misleading because the Term 3 payment for 1996 (\$4.7m), paid on 2 July, was met from 1995–96 expenditure. The number of students assisted under AIC decreased 4.3 per cent from 12 200 in 1994–95 to 11 700 in 1995–96.

Performance Information and Outcomes

The availability of AIC plays a role in the increased Year 12 retention rates recorded for rural students (from 58 per cent in 1989 to 64 per cent in 1994) and remote students (from 47 per cent in 1989 to 58 per cent in 1994).

5.1.3 LOAN SUPPLEMENT

The Supplement is a voluntary loan scheme which enables tertiary students to obtain additional financial assistance to help meet their living expenses while studying. There are two categories of potential recipients:

- Category 1: tertiary students eligible for AUSTUDY or ABSTUDY who could trade in up to \$3500 of their grant for a loan of double that amount, that is, a maximum of \$7000; and
- Category 2: tertiary students who were ineligible for an AUSTUDY or ABSTUDY grant because of the parental income test, but whose parents' adjusted income was less than \$53 138 in 1996 (\$50 850 in 1995) could obtain a loan of up to \$2000.

Supplement loans are provided by the Commonwealth Bank of Australia (CBA) under an agreement with the Commonwealth Government. Information on the operation of the Supplement may be obtained from *AUSTUDY/ABSTUDY Supplement Loans 1996: Information Booklet*.

Changes to the scheme that were foreshadowed for 1996 were not implemented as the legislation was not passed in the 1995 Spring sittings. The legislation lapsed when Parliament was prorogued in early 1996.

Expenditure Trends

Table 42 shows the programme expenditure on the Supplement loan scheme which is comprised entirely of payments to the CBA.

Table 42: Programme Expenditure on the Supplement Scheme

	1992-93	1993-94	1994-95	1995-96
	\$m	\$m	\$m	\$m
Interest and other charges ¹	0.2	7.3	14.0	42.9
Early buy backs ²	-	-	0.1	0.5
Total expenditure	0.2	7.3	14.1	43.4

¹ Supplement loans remain with the CBA for five years from July of the loan year. Therefore, the amount of interest and other charges accumulates over the term of the loan.

² Early buy backs of Supplement loans may occur where a student has failed to notify of a change in circumstances within the required time, provided false or misleading information or died.

Performance Information and Outcomes

Data on the numbers of students who have taken out Supplement loans since the scheme started and the aggregate value of the loans are shown in Table 43. Given the nature of the scheme, it is not appropriate to set annual targets for the number of loan recipients. Approximately 62 000 Category 1 students had a Supplement loan in 1995-96, an increase of about 10 000 on 1994-95. This represented a take-up rate of about 21 per cent of eligible students. The number of Category 2 students who had a Supplement loan in 1995-96 (1892) was about 1000 fewer than in 1994-95.

Table 43: Number of Supplement Loan Recipients and the Value of Loans Taken Out

	1992-93 ¹	1993-94	1994-95	1995-96
<i>Category 1</i> ²				
Tertiary grant beneficiaries	227 600	258 300	281 200	295 900
Acceptances	32 600	50 800	55 500	61 400
Take up (%) ³	14.3	19.7	19.7	20.8
Value of loans (\$'000)	100 700	196 500	238 000	279 400
Average loan (\$)	3 093	3 867	4 290	4 549
<i>Category 2</i> ⁴				
'Offers' ⁵	13 700	12 600	9 500	7 200
Acceptances	5 200	5 000	3 000	1 900
Take up ⁶ (%)	37.8	39.2	31.3	26.2
Value of loans (\$'000)	9 200	8 400	4 900	2 960
Average loan (\$)	1 784	1 689	1 635	1 564

1 The scheme began on 1 January 1993.

2 The maximum Supplement loan for Category 1 students was increased from \$4000 in 1993 to \$6000 in 1994 and to \$7000 in 1995.

3 Take up for Category 1 students is the number of Supplement recipients as a proportion of total tertiary grant beneficiaries.

4 The maximum Supplement loan for Category 2 students is \$2000.

5 Students who applied for AUSTUDY or ABSTUDY and assessed as eligible for a Category 2 loan.

6 Take up for Category 2 students is the number of Supplement recipients as a proportion of the number of offers.

SUB-PROGRAMME 5.2: YOUTH POLICY AND SUPPORT

Objective

To focus on youth issues for the development of national policy priorities and provision of assistance and support to young people in relation to employment, education, training, income support, housing, health and other issues impacting on young people.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	1994-95	1995-96	1995-96
	\$m	\$m	\$m

Programme 5: Student, Aboriginal Education and Youth Support

Programme costs	38	5	3
Running costs	18	19	19
<i>Subtotal</i>	56	24	23
Adjustments	-	-	-
Total	56	24	23
Revenue	-	-	-
Staff years	361	355	312

Strategy

The objectives are addressed through three broad strategies:

- 5.2.1 the Youth Training Initiative, which assists unemployed 15 to 17 year olds to obtain suitable education, training or work experience, and thus improve their long-term employment prospects;
- 5.2.2 the Homeless and at Risk Youth Support programme, which funds projects to assist homeless and at risk young people; and
- 5.2.3 the Youth Policy component, through which the Department supports the coordination of youth policy at the national and international levels.

Since March 1996 the role of the Department in youth affairs has been enhanced with the inclusion of 'Youth Affairs' in the Department's name. As the Minister for Youth Affairs is a member of Cabinet, the whole of Government perspective on youth issues has also been strengthened. The Minister released a statement on youth policy, *Australia's young people: shaping the future* with the 1996–97 Budget. The statement identifies tackling youth unemployment as the Government's first priority and sets out the agenda in youth policy for the future.

New initiatives were announced in the 1996–97 Budget to provide support for youth over a broad range of Government services. The Government will provide \$42m over the next three years to establish the Green Corps. This programme will give young Australians aged 17 to 20 the opportunity to demonstrate their commitment to the environment by working on projects to preserve and restore Australia's natural environment and cultural heritage.

As part of the MAATS initiative, the Government will provide \$187m over the next four years for a package of measures designed to smooth the school-to-work path for students and reduce youth unemployment.

The Job Placement, Employment and Training (JPET) Programme has also been introduced to assist homeless and disadvantaged young people who are looking for work or who want to continue, or re-enter, full-time education. JPET will also help young people in care/wards of the state, young refugees and young offenders.

Performance Information and Outcomes

Performance information is provided under the following individual components.

5.2.1 YOUTH TRAINING INITIATIVE

The Youth Training Initiative (YTI) provides:

- intensive case management, so that unemployed people under the age of 18 will have the assistance of a case manager in their search for suitable work, training or education;
- access to labour market or vocational training programmes for those who remain unemployed 13 weeks after registering (with earlier assistance for the 'high risk' group); and
- access to income support through the Youth Training Allowance for unemployed young people undertaking approved training or job search activities.

In 1995–96 there were 53 000 case management commencements, 24 000 case management outcomes (ie clients who ceased to be registered as unemployed) and 46 000 commencements in labour market programmes for YTI clients.

The YTI was evaluated as part of the *Working Nation* evaluation. The evaluation found that the YTI and its focus on early intervention had support among case managers and CES staff who believe it improves outcomes for the YTI age group. It also identified that more emphasis needed to be given to education and training outcomes which were primary objectives of the YTI, rather than improving access to programme assistance which had been the trend. The evaluation found support for youth specific case managers who are better able to assist greater numbers of YTI clients than other case managers.

In March 1996 responsibility for income support for young people through the Youth Training Allowance was transferred to the Department of Social Security.

5.2.2 HOMELESS AND AT RISK YOUTH SUPPORT

This strategy involves providing support for:

- Young Homeless Pilot Projects;
- Young Homeless Innovative Projects;
- Rural Youth Information Service; and
- Australian Youth Initiatives Grants Programme.

Young Homeless Pilot Projects

Nine pilot projects have been established to help young people who are homeless or at risk of homelessness. Four are community based and are in Dandenong (Vic), Surry Hills (NSW), Mt Druitt (NSW) and Newcastle (NSW). Five are school-based and are located in Salisbury–Elizabeth (SA), Preston (Vic), Launceston (Tas), Mackay (Qld) and Port Hedland (WA).

The community based projects were developed after extensive consultation with agencies at all levels of government, as well as non-government agencies and the corporate sector. Commonwealth departments coordinate and streamline their services to clients through the project.

School based consultations included teachers, principals, community service providers, the parents and citizens committees and, in some cases such as Port Hedland, juvenile justice agencies, state police and Indigenous support groups.

Each project is individually designed by local stakeholders, some of whom form the management group responsible for the project. The pilot projects have revealed a willingness on the part of community, small businesses and industry at the local level to help homeless young people.

The pilot tests run for twelve months and are being evaluated.

Total expenditure on the pilots in 1995–96 was \$0.2m.

Young Homeless Innovative Projects

The Department funded nine projects under the Homeless and at Risk Youth Action Package which assist young people who are homeless or facing multiple disadvantage. Some projects focus on early intervention and prevention strategies, while others on improved coordination and delivery of services for homeless young people. All projects have a strong degree of community involvement. The projects are innovative and of national significance and will develop models for best practice for assisting homeless or at risk young people.

The projects will be evaluated.

Total expenditure on the innovative projects during 1995–96 was \$0.7m.

Rural Youth Information Service

The Rural Youth Information Service (RYIS) is currently in its seventh year of operation. The service continues to improve the access of young people in 21 rural and isolated locations to information and advice on issues, with an emphasis on employment, education and training. RYIS funding will be continued for 1996–97.

An evaluation of the RYIS during 1995 was very positive. The evaluation reported that RYIS projects were able to build a strong presence within their communities and assume a broader community development role, particularly in increasing education, training and work opportunities.

In 1995–96 it is estimated that RYIS outlets have advised, counselled and referred over 8600 individuals and 2200 groups of young people.

Total expenditure for 1995–96 was \$0.5m.

Australian Youth Initiatives Grants

The Australian Youth Initiatives Grants programme concluded on 30 June 1995. Several projects continued into 1995–96. The aim of the programme was to assist disadvantaged young people under 21 years of age by improving their access to employment, education and training opportunities, as well as helping young people acquire skills necessary to access these options.

The programme was delivered by legally incorporated community groups, state and territory agencies or local government authorities. Total expenditure in 1995–96 was \$0.4m.

5.2.3 YOUTH POLICY

The Department undertakes a range of activities in carrying forward the Commonwealth's youth policy at both the national and international levels. The programme supports work in identifying key issues affecting young people and targeted programmes that develop models of best practice and inform youth policy.

At the national and international levels, coordination of youth policy and programmes is undertaken through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and other state and local level mechanisms, through inter-departmental committees, involvement with parliamentary committees and through the Commonwealth Youth Programme and other international fora.

Key Activities

MCEETYA Youth Taskforce

Support was provided for the MCEETYA Youth Taskforce, which identifies priority issues, undertakes research through the National Youth Affairs Research Scheme, develops policy to address issues, and develops strategies to implement these policies. The Taskforce held two meetings during the year, and submitted a report and forward plan to the July 1996 MCEETYA meeting.

Commonwealth Youth Programme

The Department supports Australia's membership of the Commonwealth Youth Programme (CYP). Australia is a member of the South Pacific Regional Advisory Board and the Committee of Management, and is always represented by a Minister or by Government officials at the Commonwealth Youth Ministers' Meeting, which determines priorities for the CYP and future workplans.

Through its participation in the CYP, the Department supports its education and training activities in the Commonwealth and strengthens Australia's role in the Asia/South Pacific region. AusAID contributes about \$0.5m to the CYP annually.

Key developments during the year

In July 1995 the Department, in conjunction with the CYP and the Body Shop International ran an enterprise development workshop for Indigenous young people from Australia and the South Pacific region, to encourage and support their interest in establishing small business enterprises in their own communities.

The Committee of Management agreed, at a meeting in June 1996, on a strategy to assist member countries to formulate youth policies, and for the CYP to raise youth policy as a priority issue at the next Heads of Commonwealth Nations forum. A CYP South Pacific Regional National Youth Policy Development Workshop was held in New Zealand in June 1996, to facilitate the development and implementation of national youth policies.

National Youth Affairs Research Scheme

The National Youth Affairs Research Scheme is a joint enterprise funded by the Commonwealth, state and territory governments. The scheme funds and promotes research in identified priority areas, to inform policy development by Commonwealth, state and territory ministers responsible for youth affairs.

New research commenced in 1995–96 related to:

- prevention of early school leaving;
- juvenile justice services and transitional arrangements;
- young people leaving care and protection arrangements; and
- the incidence and nature of male sexual assault.

Expenditure in 1995–96 was \$0.1m.

Youth Liaison Officers

In September 1995, 52 youth liaison officer (YLO) positions were established on a temporary basis in areas identified as having a high youth need. The YLOs' role was to ensure better delivery of youth services by providing feedback to the Minister on youth concerns, primarily on employment, education and training matters, and subsequently informing the development of youth policy and programmes.

YLOs have provided an accessible and clearly identified point of contact within the Department for service providers and community agencies dealing with young people. Activities undertaken by YLOs include introducing systems to match clients to available training and employment opportunities, improving the assistance and information available at time of registration, enhancing network staff's understanding of the problems and issues confronting young people, and assistance with the planning and operation of Area Consultative Committee Youth Forums.

Youth Publications

The Department produced several publications during 1995–96 dealing with youth issues. They included:

- *The Info Book: help for young people*: a publication for young people containing information about important issues like health, housing, jobs, money and training;
- *Youth Options*: a newsletter dealing with issues for policy makers, intermediaries and organisations/departments involved with helping young people; and
- *Report on Youth Consultations*: a report on a series of consultations with young people and peak youth organisations to find out their views on a wide range of issues relevant to young people, such as job opportunities, education and training options, income support arrangements and government service delivery.

Expenditure on these publications for 1995–96 was \$0.5m.

Rock Eisteddfod Challenge

The Department has continued to provide financial support for the Rock Eisteddfod Challenge in 1995–96. The Challenge is a friendly competition between most secondary schools that encourages students to participate in the production of a live performance set to contemporary music. About 45 000 students throughout Australia participated in 78 heats and finals in 1995, with similar numbers of students expected to participate in 1996. Expenditure in 1995–96 was \$0.1m.

Young Australian of the Year Awards

The Department has provided limited sponsorship for the Young Australian of the Year Awards. The Department has provided sponsorship of the Career Achievement Award in Victoria, Western Australia, South Australia and Tasmania. The awards recognise and highlight the achievements of dedicated young people in their chosen field of endeavour. \$50 000 has been committed to the Awards in 1996. Expenditure in 1995–96 was \$20 000.

National Clearinghouse For Youth Studies

The National Clearinghouse for Youth Studies is funded to collect data on research, publications and conferences on youth issues, which is published in their national quarterly journal *Youth Studies Australia* and to develop their electronic publishing arm. Expenditure in 1995–96 was \$0.2m.

SUB-PROGRAMME 5.3: ABORIGINAL EDUCATION

Objective

To promote equality of educational opportunity for Indigenous peoples by improving access to, participation and retention in and completion of education through provision of financial assistance to students and education providers.

Resources

<i>Outlays</i>	<i>Actual</i> 1994–95 \$m	<i>Budget</i> 1995–96 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	245	257	264
Running costs	7	28	28
<i>Subtotal</i>	253	285	292
Adjustments	0	0	0
Total	253	285	292
Revenue			
Staff years	141	416	361

Strategy

The approaches adopted to address the above objective comprise a variety of direct financial assistance and access and equity strategies for the many Indigenous students who are disadvantaged by poverty, socioeconomic background, non-English speaking background, geographic isolation, disability, poor literacy and numeracy skills, family breakdown or drugs abuse. These activities are grouped around three sub-programme components:

- 5.3.1 ABSTUDY
- 5.3.2 Aboriginal Education Direct Assistance
- 5.3.3 Aboriginal Education Strategic Initiatives Programme

Performance Information and Outcomes

In recent years there have been substantial gains made in the quality and quantity of information about Indigenous participation and outcomes from education. Since 1993, the Department has conducted a National Indigenous preschool census which for the first time has provided a detailed overview of participation in both the government and non-government sectors. In 1995 some 9800 Indigenous children were attending preschools throughout Australia: up from 9030 in 1994 and 9400 in 1993. About 18 per cent of three-year-old Indigenous children are attending preschool, with about 55 per cent of four year olds and 40 per cent of five year olds attending. These figures indicate a gradual but consistent improvement in participation rates.

The *National Review of Education for Aboriginal and Torres Strait Islander Peoples* published participation and retention data in schooling for the first time and since then that database has been maintained. Retention of Indigenous students into the senior years of schooling remains a major challenge. Overall the Year 10, 11 and 12 retention rates have fallen slightly in recent years in line with falls in the rates for non-Indigenous students. However there have been some notable improvements in the non-government sector where the national Year 12 retention rate was 45 per cent in 1995. There are still very large gaps between the retention rates of Indigenous and non-Indigenous students. It is hoped that information about Indigenous students' performance in Year 10 and Year 12 will become available this year, filling an important gap in knowledge of educational outcomes.

In addition, the scope, comprehensiveness and quality of data on participation of Indigenous people in the vocational education sector has been considerably enhanced with the adoption of national information standards through the Australian Vocational Education and Training Information and Statistical Standard. These standards allow more sophisticated analysis of Indigenous participation and achievement data in the vocational education and training sector.

5.3.1 ABSTUDY

ABSTUDY encourages Indigenous people to complete secondary schooling and go on to further education. It seeks to increase Indigenous education participation to the same levels as for the rest of the community, by providing financial assistance to eligible students undertaking an approved course of study.

Some ABSTUDY benefits are subject to personal and parental or partner income tests. Details of the ABSTUDY eligibility criteria and levels of financial assistance are provided in the *ABSTUDY Student Information Guide*.

An evaluation of ABSTUDY was conducted in 1994–95. The review found that ABSTUDY was a major contributing factor to improving retention rates for Indigenous students. It recommended:

- improvements in the linkages between ABSTUDY and other Indigenous education programmes; marketing the scheme; training for delivery staff; forms, guidelines and procedures; and
- some further examination of the means test and some allowances.

Greater access and more flexible ABSTUDY assistance is now available to Indigenous students in lawful custody.

A simplified application form has been developed for, and is available to, Indigenous school students living in remote communities.

Expenditure was \$129m in 1995–96, (\$114m in 1994–95) an increase of 12.4 percent. There were 48 000 ABSTUDY beneficiaries, in 1995–96 (46 000 in 1994–95), an increase of 4.7 per cent.

5.3.2 ABORIGINAL EDUCATION DIRECT ASSISTANCE

The component comprises three elements:

- the Aboriginal Tutorial Assistance Scheme;
- the Vocational and Educational Guidance for Aboriginals Scheme; and
- the Aboriginal Student Support and Parent Awareness programme.

Aboriginal Tutorial Assistance Scheme

The scheme provides funds for tutorial assistance for individuals and small groups, and the operation of homework centres to help increase students' participation and completion rates in education and training and improve academic outcomes.

Tutorial assistance was provided to approximately 50 000 students. Over 10 000 tutors were contracted under the scheme. Expenditure was distributed evenly to primary, secondary and tertiary students. About half of the students assisted were female.

An evaluation of the Aboriginal Tutorial Assistance Scheme was conducted in 1994–95. The review recommended improvements to guidelines, procedures and promotion of the scheme, several of which have been implemented in 1996. Client service standards have been developed and are in the process of being reviewed.

Expenditure during 1995–96 was \$32m.

Vocational and Educational Guidance for Aboriginals Scheme

The scheme provides funds for activities to improve retention rates and develop informed further education, training and employment options.

A total of 550 projects received funding in 1995.

Expenditure in 1995–96 was \$2.3m.

Aboriginal Student Support and Parent Awareness Programme

The Aboriginal Student Support and Parent Awareness (ASSPA) programme provides funds to school-based parent committees, to increase the participation and attendance of Indigenous students and help schools respond better to students' educational needs and aspirations.

In 1995–96 there were some 3000 parent committees in operation, involving more than 10 000 Indigenous parents in the making of local education decisions. The committees represent some 84 000 Indigenous students with an equal gender mix in primary and secondary schools. Most ASSPA Committees are at schools in non-remote areas.

In future years only marginal growth in the number of committees is expected, but expenditure will increase as education participation rates of Indigenous students improve and as ASSPA is extended to preschools in 1997. An evaluation of ASSPA will be conducted during 1996–97.

Funding is provided on a per capita basis, according to the level of schooling and geographic locality. Expenditure for the year was \$16.5m.

5.3.3 ABORIGINAL EDUCATION STRATEGIC INITIATIVES PROGRAMME

The National Aboriginal and Torres Strait Islander Education Policy, was introduced in 1990 with the support of all Australian governments and representatives of the Indigenous community of Australia. The primary objective of the policy is to bring about equity in education for Indigenous Australians by the turn of the century. The triennial Aboriginal Education Strategic Initiatives Programme (AESIP), is one of the Commonwealth's major contributions to implementing the policy. The *Indigenous Education (Supplementary Assistance) Act 1989* provides for the appropriation of AESIP funding, which is provided on a triennial basis.

In March 1996, the new Government confirmed that increased AESIP funding would apply until the year 2000. In May 1996, Parliament passed a further amendment to the Supplementary Assistance Act, restructuring AESIP to focus more on educational outcomes with increased AESIP appropriations over 1996 to 1999. Per capita enrolment funding rates for education providers in the preschool, school and vocational education and training sectors were established for the triennium. Submission-based project funds were also provided for under the Act.

AESIP funds education providers and associated organisations to supplement the cost of delivering Indigenous educational services. Organisations funded include independent providers, non-government systems, and state/territory departments of education and training. AESIP funding is available to improve outcomes for Indigenous people in all education sectors, except higher education.

During 1995–96, AESIP provided funds for the Aboriginal Literacy Strategy (ALS), the Aboriginal Language Education Strategy (ALES), additional Indigenous education workers and additional Indigenous preschool places. Funds were also provided for Aboriginal Education Consultative Groups (AECGs), which play a major role in the consultative process vital to the success of the Aboriginal Education Policy.

In 1995–96, the allocation of funds under AESIP totalled \$84m, including allocations to/of:

- the preschool sector (\$7.2m);
- the school sector (\$53m);
- the vocational education and training, and adult and community education sectors (\$21m); and
- \$2.2m to support the operations of state and territory Aboriginal Education Consultative Groups and the National Federation of AECGs during this period.

Included in these overall allocations were amounts of:

- \$5.7m for strategic ALS and ALES initiatives. ALS initiatives were designed to improve English literacy among Indigenous school children and adults with limited schooling experience. ALES initiatives facilitated teaching of Indigenous languages in schools, developed bilingual or bicultural education programmes, and improved the teaching of Indigenous languages in TAFE institutions; and
- \$7.6m to employ additional Aboriginal and Torres Strait Islander Education Workers (AIEWs) and to increase the number of Indigenous preschool places by more than 600; thereby addressing the recommendations of the Report of the Royal Commission into Aboriginal Deaths in Custody. Stage three of the project on AIEWs *Ara Kuwaritjakutu* -

Towards a New Way, was also finalised. This report identified current training provisions for AIEWs and recommended that further formal training arrangements be developed.

MAJOR PUBLICATIONS AND PERIODICALS

ABSTUDY 1996 - Student Information Guide, JS McMillan Printing Group, 1995

Assistance for Isolated Children's Scheme: 1996 Information Book, JS McMillan Printing Group, 1995

AUSTUDY 1996 - A Guide to Student Finance, JS McMillan Printing Group, 1995

Info Book Help for young people, AGPS, Canberra, 1996

A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples, 1996-2002, Ministerial Council for Education, Employment, Training and Youth Affairs, 1995

Report on Youth Consultations, Canberra, 1996

Student Information Guide 1996: Information for Aboriginal and Torres Strait Islanders, JS McMillan Printing Group, 1995

Supplement Loans Guide for Applicants/Application 1996: JS McMillan Printing Group, 1995

PROGRAMME 6: PORTFOLIO ADMINISTRATION AND ADVISING

<i>SUB-PROGRAMME</i>	<i>COMPONENT</i>
6.1 EXECUTIVE MANAGEMENT	6.1.1 Executive Management
	6.1.2 Budget and Strategic Planning
	6.1.3 Evaluation and Analysis
	6.1.4 Network Coordination
	6.1.5 NBEET
	6.1.6 Ministerial Liaison
6.2 CORPORATE INFRASTRUCTURE AND MANAGEMENT	6.2.1 Human Resource Management
	6.2.2 Financial Management
	6.2.3 Property and Office Services
	6.2.4 Public Communications
	6.2.5 Information Technology
	6.2.6 Legislation, Audit and Control Services
6.3 INTERNATIONAL PARTICIPATION AND SERVICES	6.3.1 International Marketing and Promotion
	6.3.2 International Participation

6.3.3 International Students

Responsible Division

Executive Division - component 6.1.1 of sub-programme 6.1 & component 6.2.4 of sub-programme 6.2.

Corporate Services Division - components 6.1.2 and 6.1.6 of sub-programme 6.1; and 6.2.1, 6.2.2, 6.2.3 and 6.2.6 of sub-programme 6.2.

Economic and Policy Analysis Division - component 6.1.3 of sub-programme 6.1.

Area Coordination Division - component 6.1.4 of sub-programme 6.1 and 6.2.1 of sub-programme 6.2.

NBEET Secretariat - component 6.1.5 of sub-programme 6.1.

Systems Division - component 6.2.5 of sub-programme 6.2.

Legal Group - component 6.2.6 of sub-programme 6.2.

International Division - all of sub-programme 6.3.

Objective and Strategies

To contribute to the achievement of employment, education and training systems that are responsive to socioeconomic needs by providing strong and effective corporate leadership, portfolio advising and management and ensuring that resources provided to meet the portfolio's domestic and international objectives are allocated and managed effectively and efficiently.

The programme also aims to enhance Australia's export earnings and employment opportunities through the integration of Australia's education and training strategies in the region and to position Australia in the international marketplace as a provider of excellent and competitive education and training services.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	48	88	63
Running costs	208	238	251
<i>Subtotal</i>	256	326	313
Adjustments	(22)	(25)	(41)
Total	235	301	272
Revenue	-	-	-
Staff years	2 736	2 992	2 964

<i>Accrued Financial Information</i>	<i>Actual</i>	<i>Actual</i>
--------------------------------------	---------------	---------------

Programme 6: Portfolio Administration and Advising

	1994–95	1995–96
	\$m	\$m
Programme costs	30	22
Net cost of service delivery	224	285
<i>Total costs</i>	254	307
Programme revenue	18	29
Total assets	45	48
Total liabilities	36	42

Description

Programme 6 includes all corporate infrastructure services delivered internally to the Department. These include monitoring, evaluation, analytical and advisory services as well as general management and support services. The programme also includes the coordination of activities with cross-portfolio implications and the internationalisation of Australia's employment, education and training effort.

Social Justice and Access and Equity

Most of Programme 6 comprises services supporting the Department's own operations but does not directly deliver services to the Department's external clients. The contribution to social justice is indirect through the support for other areas of the Department which pursue social justice goals directly.

The functions include the monitoring of social justice outcomes of departmental activities. Details of particular activities relating to social justice and access and equity are included in the programme report below.

The activities of sub-programme 6.3 (International Participation and Services) do not contribute directly to access and equity outcomes.

SUB PROGRAMME 6.1: EXECUTIVE MANAGEMENT

Objective

To ensure that a strong corporate identity and administration are maintained and that priorities are set for achieving portfolio objectives. As part of this the sub-programme aims to:

- provide leadership and strategic direction for the portfolio's administration;
- ensure high standards of client service are delivered;
- provide analysis and advice to ministers and the Department's executive on the performance of the labour market, education and training programmes, especially cross sectoral and equity matters and the effectiveness of Government programmes and policies; and
- maintain consistency and cohesion in portfolio administration.

Resources

<i>Outlays</i>	<i>Actual</i> 1994–95 \$m	<i>Budget</i> 1995–96 \$m	<i>Actual</i> 1995–96 \$m
Programme costs	9	8	7
Running costs: Department	51	60	62
Running costs: NBEET	5	6	6
<i>Subtotal</i>	65	74	75
Adjustments	-	-	-
Total	65	74	74
Revenue	-	-	-
Staff years Dept	747	895	735
Staff years NBEET	59	52	54

Description and Strategies

Administrative units involved with this sub-programme are the Executive, Corporate Services Division, Economic and Policy Analysis Division, Area Coordination Division and the National Board of Employment, Education and Training.

The strategies used to achieve the objectives of the sub-programme include:

- managing the Department's corporate planning and coordination processes;
- analysing the performance of the labour market and education and training systems including issues such as equity of access and the effectiveness of government programmes and policies;
- providing advice through formal consultative mechanisms which are community based and relevant to special groups and development areas; and
- ensuring that the needs of special groups and development areas are addressed in the development of government policies and programmes.

Performance Information

Performance information appears under individual components.

6.1.1 EXECUTIVE MANAGEMENT

Details of the Executive's responsibilities appear in Part 1 of this report.

6.1.2 BUDGET AND STRATEGIC PLANNING

The Secretary's Budget Suggestion Scheme provided an avenue for staff to contribute to the Budget and offer feedback on how the Portfolio can improve its efficiency and effectiveness.

This was the third year of operation for the scheme. Over 388 suggestions were received for the 1996 Budget of which 230 were budget related.

Initial steps were taken to implement a programme of continuous improvement throughout the Department. During 1995–96, the following was achieved:

- a raising of the profile of continuous improvement within the Department;
- introduction of training in continuous improvement techniques;
- compilation of a database of continuous improvement activities throughout the Department;
- development of a strategy for change management within the Department;
- participation in the Price Waterhouse International Benchmarking studies on customer service and human resource management; and
- progress on two continuous improvement projects (the review of forms and the review of labour market programme administration).

6.1.3 EVALUATION AND ANALYSIS

Description

The Economic and Policy Analysis Division is responsible for most of this programme component, which encompasses the following functions:

- analysis and evaluation of Government policy and programmes concerned with reducing unemployment; achieving growth in employment; and promoting the effective and equitable interaction of the labour market and the education and training systems;
- provision of a high quality, timely and accurate evaluation and monitoring service to internal and external clients;
- monitoring of labour market programmes and surveying of client satisfaction; and
- coordination of departmental input into cross-sectoral and cross-portfolio issues including social justice and community policy.

In addition, a task force coordinates the Department's input into Education Network Australia which involves the development and use of information technology for educational purposes.

Performance Information

Performance is assessed in terms of an effective contribution to the management process within the portfolio. Economic and policy analysis, and the ongoing monitoring and evaluation of programme performance are integral to the planning, operational and reporting phases of the Department's business. Performance information relies on feedback from internal and external clients, on the extent to which analysis and evaluative work meets their information needs, the relevance and timeliness of information provided, and whether it is sufficiently accurate and comprehensive.

General Analysis

The achievements in the area of general evaluation and analysis included:

- Detailed analysis and briefing were provided to Ministers and the Department's Executive on data from the Australian Bureau of Statistics and other sources such as the Commonwealth Employment Service (CES), Organisation for Economic Cooperation and Development, reports from other public sector organisations, and surveys conducted by the Department, in-

dustry and other organisations. These analyses were used in the development and refinement of the government's labour market, education and training policies.

- Information on labour market trends and policies was exchanged with overseas countries. The Department also participates in the activities of international organisations such as the Organisation for Economic Cooperation and Development and the International Monetary Fund.
- The Department worked with the Department of Immigration and Multicultural Affairs on improving skilled immigration procedures. Labour market advice was provided on individual migration applications and labour agreements negotiated with employers seeking to recruit staff from overseas. In 1995–96, 25 labour agreements were finalised across a wide range of industries and occupations.
- Information bulletins were produced, including:
 - the *Leading Indicator of Employment* (monthly)
 - the *Skilled Vacancy Survey* (monthly)
 - the *Australian Regional Labour Markets* brochure (quarterly)
 - *DEETYA Job Futures* bulletin to assist CES job placement as well as careers intermediaries (six monthly)
 - *Skills Demand Bulletin* to provide information on current and emerging skill shortages and provide regional data (six monthly)
 - *Small Area Labour Markets* publication (six monthly); and
 - *Labour Market Review* (quarterly).

This work will continue in 1996–97. The last issue of *Labour Market Review* was published in December 1995.

- The structure of Australian Standard Classification of Occupations was revised in conjunction with the Australian Bureau of Statistics (ABS) to reflect changes in occupational labour markets such as award restructuring, technological change and reform of the training system. The revised structure will be implemented into ABS collections.

Working Nation Evaluation

The main focus during the year was the evaluation of the former Government's *Working Nation* initiatives. Assessments were made of the implementation and early indications of the effectiveness of its major components, including the early intervention strategy, case management, the Job Compact, the Youth Training Initiative and entry level training changes.

The *Working Nation* evaluation involved several research activities. Information from the Department's information systems and ongoing post programme monitoring survey was used. In addition, several data collections and studies were set up specifically for the evaluation which were innovative and will continue to be important sources of information for ongoing evaluation activities. The specific data collections were:

- a longitudinal survey of a cohort of job seekers selected from Jobsystem (involving specific samples of young people, working aged adults and Indigenous people) to examine the level and type of assistance provided to clients by the CES and their subsequent outcomes;

- a survey of employers covering both CES users and non-users, to assess attitudes and responses to the initiatives;
- a survey of case managers and network officers on the implementation and operation of case management;
- a series of focus groups of trainees, employers, CES officers, case managers, young people and intermediaries who promote CES services to employers, to obtain information on the attitudes of these people towards the initiatives;
- case studies covering group training companies, industry training companies of the National Employment and Training Taskforce and the Youth Training Initiative to provide an in-depth perspective on the operations of the companies and the effectiveness of the Youth Training Initiative;
- an analysis of the assistance provided to Indigenous clients before and after the implementation of *Working Nation*;
- an extension of the post programme monitoring survey, to include surveys of client employment status six and twelve months after programme participation, to provide information on outcomes for comparison with the regular three month survey; and
- a case management cohort study, to compare outcomes for job seekers assisted by contracted case management organisations with outcomes for those assisted by Employment Assistance Australia.

Internal programme managers used the information to refine programmes. In particular, evaluation research informed the enhancements to the JobStart wage subsidy programme which took effect in October 1995. The findings of the evaluation were also used in the policy development process for the 1996–97 budget.

A report on the findings of the overall evaluation was published in July 1996.

Ongoing work from the evaluation will include a further survey which will, for the first time, provide the Department with longitudinal and cross sectional data on labour market participation to enable further refinement of assistance to clients.

Other Evaluations

Other evaluation work undertaken during the year included:

- completion of a programme implementation review of the Remote Area Field Service;
- conclusion of the field phase of the longitudinal survey of clients of the language and literacy elements of the Special Intervention Programme;
- stage one of the evaluation of the impact of financial incentives on the recruitment of entry level trainees by employers;
- a longitudinal survey of participants in the Australian Vocational Training System (AVTS) pilots;
- completion of the reports of the ABSTUDY and Aboriginal Tutorial Assistance Scheme evaluations, which are expected to be published in 1996–97;
- completion of the case study component of the Jobs Education and Training evaluation and the production of seven issues papers which are to be distributed externally; and

- completion of the case study component of the AUSTUDY/ABSTUDY Supplement evaluation.

Future Evaluations

Other studies in the planning stage or planned for 1996–97 include:

- an evaluation of the enterprise and small business streams of the AVTS pilots, and the Aboriginal Student Support and Parent Awareness programme;
- an evaluation of the Job Clubs programme, which will include an analysis of the programme's impact on participants' employment prospects;
- an evaluation of the New Work Opportunities programme to identify elements of the programme that do or do not work effectively; and
- an implementation review of the Modern Australian Apprenticeship and Traineeship System.

Development of the Longitudinal Surveys of Australian Youth programme will continue in conjunction with the Australian Council for Educational Research.

Monitoring

Post programme monitoring surveys of clients are undertaken three months after the end of their participation in labour market programmes. Additional surveys have been undertaken at the six or twelve month post programme marks. Programme outcome levels were shown to have been sustained or to have improved in comparison with outcomes at 3 months. The findings of the six month survey were published in 1995–96 and a full summary of the 12 month survey findings will be published in 1996–97. Data on outcomes at twelve months are included elsewhere in this report (see Programme 4).

The Department will look at combining post programme monitoring survey data with data on client income support status in 1996–97, as part of the continuing effort to improve the quality and detail of outcomes information.

Client Satisfaction Surveys

In 1995–96, national surveys were undertaken of employers' satisfaction with CES services and the satisfaction of AUSTUDY and ABSTUDY clients with the service provided by Student Assistance Centres (SACs). Findings from these surveys are summarised in Appendix 7.

Evaluation, Research and Development Programme

In 1995–96, 45 projects were funded under the Evaluation, Research and Development programme, including several continuing from 1994–95. This programme supports projects relevant to Ministerial priorities and the Department's corporate goals and objectives. The 1995–96 programme included:

- the three and twelve-month post-programme monitoring surveys;
- key labour market initiative evaluations;
- the CES/SAC client satisfaction survey programme;
- the restructured Australian Youth Survey programme;
- the new ABS Survey of Employer Training Expenditure;

- the evaluation of the Assessor Training Incentive Scheme;
- the review of the Education Services for Overseas Students Act; and
- the Women's Research and Employment Initiatives Programme.

Framework for Open Learning Programme/Education Network Australia

Open Learning is an approach to learning that is based on the needs of the learners. It supports cost effective, high quality and equitable education and training outcomes in all education sectors through the application of new management systems and the use of innovative technologies.

The Framework for Open Learning Programme was established to support such initiatives by informing the education and training communities about developments in open learning approaches and options for achieving specific educational outcomes through the use of technology. The projects which were funded included:

- the development of a video promoting flexible delivery for industry training advisory boards;
- an on-line professional development service for teachers; and
- a project to investigate how open learning methods might be used to meet the needs of home based workers.

A major focus in 1995–96 was the development of the Education Network Australia (EdNA). EdNA involves the development and use of information technology for educational purposes by the Commonwealth, the schools and vocational education and training sectors in each state and territory, the higher education sector, the non-government schools sector and the more informal adult and community education sector.

The Department's Education Network Australia Taskforce provides secretariat support for the broad-based consultative committees, established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) to progress the development and implementation of EdNA.

During 1995–96, the Taskforce:

- established contract arrangements to secure better prices and service for the purchase of computer equipment for use in educational institutions;
- developed a 'Business Requirements Analysis' document to cover the types of services ideally required from an EdNA directory service;
- established, in February 1996, an initial EdNA directory service on the Internet;
- established a 'prototype' Internet site to test developmental work on the EdNA directory service; and
- addressed telecommunications (including access and pricing) and on-line network service issues relevant to the education sector.

Social Justice and Community Policy

The Department contributed to the consideration of cross-sectoral and cross-portfolio issues on disability policy (in particular the Commonwealth Disability Strategy, social justice and human rights policy, and age discrimination/ageing of the population issues and access and equity policy). This included performance reporting under the Access and Equity Strategy for the 1995

Access and Equity Annual Report, a response to the National Multicultural Advisory Council Report, *Multicultural Australia: the Next Steps: Towards & Beyond 2000*, and contributions to the House of Representatives Standing Committee on Community Affairs Inquiry into migrant access and equity.

The Department commissioned a study in response to the findings of the Human Rights and Equal Opportunity Commission's Report *Human Rights and Mental Illness* (the Burdekin Report) on the delivery of labour market programme and case management services to clients with a mental health problem. The Burdekin Report highlighted the problems with this client group including barriers to getting and retaining jobs. The report of the study, undertaken by the Moreland Group, is expected to be released in August 1996.

Adult and Community Education

The Department represents the Commonwealth on the Adult and Community Education Taskforce of MCEETYA. The Taskforce has been monitoring the impact of changes in the education and training environment. The national policy on adult and community education will be reviewed in 1996–97.

The Department has contributed to the study commissioned by the Australian National Training Authority on the role of adult and community education, to be released in the latter half of 1996. It will also make a submission to the Senate Employment, Education and Training References Inquiry into adult and community education referred by the Senate on 20 June 1996.

Standards Development under the *Disability Discrimination Act 1992*.

The Department has been examining the feasibility of applying Disability Discrimination Act (DDA) Standards in employment and education. It made a submission in response to the Human Rights and Equal Opportunity Commission's discussion paper *DDA Standards on Employment: Should they be introduced? What Should they Say?* and has joined a working group developing DDA employment standards. A progress report has been prepared for MCEETYA which has established a taskforce on DDA Education Standards.

Women's Policy

The Department monitors the impact on women of new and existing departmental programmes and services. During 1995–96, the major focus was on *Working Nation* policies and on the policies and programmes of the incoming Government.

Specific activities undertaken during 1995–96 included:

- distribution of a leaflet *Register Now*, to advise women on securing equitable access to client services;
- convening the second annual training conference for 20 women's employment advisers;
- managing the Women's Research and Employment Initiatives Programme, providing funding for nine projects;
- publication of research reports, the newsletter *Women and Work*, and statistical information on gender issues in education, training and employment;
- secretariat support for and policy advice to the Women's Employment, Education and Training Advisory Group and the Department's Women's Consultative Committee;

- input into Australia's Draft Report on Implementation of the Platform for Action agreed at the Beijing Conference on Women;
- input into the draft Government response to the report prepared by the Women in Science, Engineering and Technology Working Group;
- implementation of the recommendations of the Sex Discrimination Commissioner's *Review of CES Services and Programs*, published in July 1995; and
- liaison with other departments and agencies, including the Office of the Status of Women, on gender issues relevant to the Portfolio. The issues addressed included the development of policies to combat domestic violence, strategies to provide support for women in their role as carers, and strategies to increase the representation of women on boards.

6.1.4 NETWORK COORDINATION

Description

Client Service Delivery Network Operations

The Client Service Delivery Network includes the Commonwealth Employment Service, Employment Assistance Australia, Student Assistance Centres and other specialist services such as Aboriginal Education Units and Youth Access Centres.

The Network is managed through a devolved structure which at 30 June 1996 comprised 19 Area offices with 180 regional offices (delivering the full range of employment related services) which were supported by 140 branch offices (which in some instances offer a limited range of services).

Area Coordination Division coordinates activities which impact on the Network and its business operations including business planning and performance monitoring, service improvement and communications. The Division is also responsible for Employment Assistance Australia, Occupational Information and the Remote Area Field Service.

Performance information

Business Planning

A detailed area operational plan was developed for 1995–96 which reflected the key priorities to be delivered by the network. Estimates of activity were determined with each area manager who was then responsible for achieving the agreed level of activity.

The highest priority was to reduce the number of very long term unemployed (18 months or more) registered with the CES through the use of case management, job brokerage and labour market programmes. These services were also provided to those at risk of becoming very long term unemployed during the year.

Performance Monitoring

During 1995–96, weekly and monthly reports on network performance were sent to senior managers and Ministers. These reports included information on client groups at risk of long term unemployment, as well as clients associated with the Youth Training Initiative, Indigenous people, women, people from non-English speaking backgrounds, people with disabilities and youth.

In addition, electronic performance information facilities are provided to the network and national programme managers through the Employment Management Information System and the Corporate Information System.

Business Improvement

In 1995–96, the Department implemented three groups of initiatives to improve services to clients under the umbrella of a business improvement agenda which formed part of the Department's continuous improvement strategy (see sub-programme 6.1.2).

The first group was directed at developing better work practices. One of the more significant projects focussed on case management. The Department also completed a trial review of operational work and management practices with Area Western New South Wales and Area Queensland Central. Other projects included a review of job seeker registration processes and account management for employers.

The second group examined using information technology more effectively and efficiently. Considerable effort was invested in addressing the business issues surrounding the design and implementation of the Department's new IT-based Integrated Employment System.

The third group sought to improve accountability and standards for the delivery of services to job seekers, employers and students. A customer service code was introduced to the Department's client service delivery network, and the development of a charter of customer service was initiated. The Department also reviewed service standards for its Aboriginal Education Units.

6.1.5 NATIONAL BOARD OF EMPLOYMENT, EDUCATION AND TRAINING

The National Board of Employment Education and Training was established under the *Employment, Education and Training Act 1988* to provide coordinated, independent advice to the Minister for Employment, Education and Training on matters relating to employment, education, training and research.

The National Board is supported by a structure of councils. The following councils were set up under the provisions of the *1988 Act*:

- the Australian Research Council;
- the Employment and Skills Council;
- the Higher Education Council; and
- the Schools Council.

The *Employment, Education and Training Act 1995* amended the title of the Employment and Skills Formation Council to the Employment and Skills Council and formally established a fifth council, the Australian Language and Literacy Council, which had been established in 1991 as a committee of the Board.

The Government established the Australian International Education Foundation Council in 1994 as a committee of the Board to provide advice on strategic policy issues concerning the marketing of Australia's education and training services.

During 1995–96 the Board provided advice in response to ministerial references on matters relating to employment, education, training, research and to Australia's language and literacy policy. Major pieces of advice included:

- Commonwealth funding scenarios for Government primary schools;

- cross-sectoral collaboration in post-secondary education;
- teacher education in English language and literacy;
- converging technology in work and learning;
- the promotion of quality and innovation in higher education;
- key issues in lifelong learning;
- management of student access to controversial material on the Internet;
- advancing the national framework for equity in higher education;
- the supply and quality of language teachers;
- the quality and relevance of training provided under *Working Nation* initiatives;
- incorporating English language and literacy competencies into industry/enterprise standards; and
- current developments and needs in plain English and accessible reading materials.

Projects undertaken under the Grants for Innovative Projects programme included:

- international business/education and training links, a catalogue of recent initiatives and a compendium of best practices;
- the implications of technology for language teaching;
- the pattern of research activity in higher education;
- the peer review process;
- research of interest to Indigenous people;
- professional associations and credentialism;
- generic skills in the context of credit transfer and recognition of prior learning;
- the effects of further moves towards fee-paying postgraduate courses on access for designated groups;
- effects of performance based funding in universities;
- an investigation of ethical and other issues related to the access of children to pornographic content through the Internet and other information systems based in schools;
- workshops exploring modern approaches to management in schools; and
- the future of schools in the knowledge society.

Administration and support for the Board and its councils are provided by a departmental secretariat. The Board's 1995–96 Annual Report provides a more detailed account of the Board and its operations.

In June 1996 legislation was introduced into Parliament to abolish the Board and its councils, with the exception of the Higher Education Council and the Australian Research Council. The government announced its intention to establish the Higher Education Council and the Australian Research Council as independent bodies under separate legislation.

6.1.6 MINISTERIAL LIAISON

During 1995–96 the Department:

- prepared and coordinated answers to 132 parliamentary questions on notice;
- prepared question time briefings for the Ministers which were continually updated (eight government responses were tabled);
- responded to 25 Parliamentary Standing Committee inquiries which dealt with programmes administered directly by the Department or with areas in which the Department was interested. Details of the actions taken by the Department in response to the inquiries are available on request;
- provided some 1800 briefings to Portfolio Ministers, the Parliamentary Secretary and the Prime Minister for formal visits, opening ceremonies, meetings and general information (compared with 2000 briefings in 1994–95);
- responded to some 21 000 letters to the Ministers in 1995–96, compared with 20 000 in 1994-95. Some correspondence was through mail campaigns of which there were 19 during the year; and
- prepared 30 Cabinet Submissions and three Cabinet Memoranda for consideration by the Government. It provided coordination comments on 126 draft Submissions and 22 draft Memoranda from other departments and provided 188 briefings on internal and external Submissions and Memoranda to Ministers.

SUB PROGRAMME 6.2: CORPORATE INFRASTRUCTURE AND MANAGEMENT

Objective

To ensure that the portfolio's human, computing, financial, communication and property resources and its legal framework and services are managed in an effective, efficient and accountable manner which maximises the portfolio's achievements against its programme objectives.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	22	64	43
Running costs	145	154	165
<i>Subtotal</i>	167	218	208
Adjustments	-16	-20	-35
Total	151	198	173
Revenue			
Staff years	1 823	1 947	2 049

Description and Strategies

The strategies used to achieve the objectives of the sub-programme include:

- managing budget and financial processes for the Portfolio and the Department;
- ensuring that programme and organisational priorities are assessed regularly and financial resources allocated accordingly;
- ensuring that effective controls are maintained on corporate finances and accountable financial infrastructures;
- coordinating the Department's marketing and public relations activities;
- providing property, records management, human resource management and national corporate support services which are cost effective and support the operations of the Department;
- developing and maintaining, in consultation with programme areas, a Corporate Information Technology Plan which is consistent with corporate and programme objectives;
- monitoring, and upgrading where necessary the national information technology infrastructure (mainframe computer centre, national data communications network, terminal equipment and personal computers) ensuring that changes are innovative, compatible, consistent with industry standards, cost effective and consistent with strategic directions of the Department's information technology approach.

Performance Information

Performance information appears under the individual components as follows.

6.2.1 HUMAN RESOURCE MANAGEMENT

Staff Management

The Department reduced its staffing by 700 ASL in 1995–96 in order to stay within its running costs budget. A strategy for achieving this target was implemented in May 1995, and continued to the end of September 1995. Key elements of the strategy were to maximise natural attrition, minimise external recruitment and encourage staff mobility and redeployment.

In addition, a national voluntary redundancy programme was implemented in August and September 1995. It was available to staff at classification levels for which there were more staff than required within the Department. The selection of staff to be offered a voluntary redundancy took into account their likely contribution to the organisation's future work.

The Department introduced a second recruitment, redeployment and redundancy strategy in April 1996 to adjust to further running costs reductions in 1996–97. The strategy was similar to that in late 1995. The specific objectives were to reduce temporary employment (other than trainees) by 600 by the end of June 1996 and permanent staff by 1285 by 31 July 1996.

As part of the strategy, staff were invited to express interest in voluntary redundancy. About 3300 expressions of interest were received. Some staff were excluded from further consideration because they had specialist skills that were essential to departmental operations. Others were ineligible because of award or staffing policy restrictions.

By the end of June, the Department decided that voluntary retrenchment could be offered to around 2500 staff who continued to express interest. Following completion of union discussions and other award processes, the majority of the retirements occurred in August 1996. In addition, the reduction in temporary employment was achieved as planned.

During 1995-96 the National Change Management Strategy was developed in consultation with areas and divisions. Change coordinators, whose role was to contribute to work process improvements and the implementation of the national change management strategy, were appointed for a period of twelve months. The national change helpline was set up in April 1996 as an ongoing means of assisting staff with inquiries about changes in the Department, and to obtain feedback on how they were affected by the changes. Most inquiries concerned the programme of voluntary redundancies.

Industrial Relations

Following substantial negotiation, and an industrial campaign by members of the Community and Public Sector Union (CPSU) over resource levels, agreement was reached in October 1995 on a Memorandum of Understanding to settle a long standing staffing dispute.

The key elements included action to resolve long-term higher duties arrangements; the establishment of change coordinators to contribute to work process simplification; and participation by local CPSU delegates in regional management team meetings.

From April 1996, the Department successfully negotiated with the CPSU on strategies for managing with reduced running costs, including the voluntary redundancy programme, restraint on recruitment and temporary employment, and workplace improvement.

In May 1996, the CPSU commenced an industrial campaign, opposing staffing reductions in the Department and Government policies affecting the public sector. The action has had minimal effect on client services.

The Department's Industrial Democracy Plan, which has been agreed with the CPSU, sets out the mechanisms for consulting, communicating with and involving staff in the decision making process. The plan establishes:

- strategies for promoting industrial democracy practices;
- consultative arrangements and structures;
- facilities arrangements for union representatives;
- dispute avoidance and settlement procedures; and
- evaluation and review processes.

Area joint consultative councils, established in all areas, provide a consultative forum for discussion of local Area issues. Regional management teams allow staff to share information regularly and discuss issues that affect them. The National Office Consultative Committee addresses issues of interest to national office staff.

The Secretary chairs the National Consultative Council which oversees formal industrial relations consultations within the Department. The following committees reported to the Council on matters requiring specialised attention:

- National Equal Employment Opportunity Committee;
- National Occupational Health and Safety Committee;
- National Staff Training and Development Committee;
- Information Technology Committee; and
- National Staffing Committee.

All formal consultative mechanisms under the Industrial Democracy Plan provide opportunities for staff to be involved in making decisions. They also improve communication and information sharing within the Department. The Information Technology Committee, for example, provided an avenue for communicating with staff and the CPSU on the implementation of the Integrated Employment System.

The Department, with CPSU participation, conducted training courses in industrial democracy and industrial relations issues during 1995–96. The courses were helpful in the development of a wider understanding of, and commitment to, industrial democracy within the Department.

Equal Employment Opportunity

The Equal Employment Opportunity (EEO) National Programme and Action Plan has operated since July 1994. A key objective is to provide an environment that is free from unlawful discrimination, including sexual or workplace harassment.

The Department's EEO plan sets out objectives for recruitment, promotion, staff development, retention and work environment issues. Each Area office and National Office division implements a local action plan linked to the goals and actions articulated in the national plan.

Significant achievements for 1995–96 include the following.

- **women:** internal and external management training programmes were provided.
- **training for indigenous staff:** activities included
 - the training course, ‘Indigenous Introduction to Management’;
 - skills training for field staff who provide outreach services to Indigenous staff;
 - a train the trainer programme for Indigenous staff in Areas; and
 - an ongoing programme of Indigenous cultural awareness training.
- **Indigenous networking programme:**
 - the Indigenous Women’s Reference Group met for the first time in June 1996 ;
 - the Yurawang Indigenous Network, representing National Office Indigenous staff, advised the Secretary on staffing and development matters concerning Indigenous staff throughout the year; and
 - similar networks were set up in all Areas.
- **People with disabilities:** a handbook to assist people with disabilities, their managers, supervisors and colleagues, will be distributed in early 1996–97.
- **Staff of non-English speaking background**
 - internal and external management training programmes were provided for staff with a non-English speaking background; and
 - arrangements were made to include accreditation in a relevant language in the selection criteria for entry level staff in particular localities.

Training and Development

Significant achievements for 1995–96 include the following:

- preparation of core training materials and courses to meet operational, programme and manager development needs for delivery through a network of National Office, Area and regional trainers (Areas and regions also develop and deliver other training to address local needs);
- use of alternative modes of delivery that are cheaper and more flexible. Examples include the CD-ROM training package for Remote Area Field Service staff, a computer assisted learning package for contracted case managers, and accredited distance learning opportunities for training trainers;
- strong focus on training for Indigenous programmes. Training materials were produced and distributed covering changed procedures for the Aboriginal Education Direct Assistance programmes, and materials were produced for the Indigenous Trainer Training and Mentoring initiatives;
- development of training products to support five major systems enhancements under the new Integrated Employment System;
- introduction of competency based training and assessment for entry level trainees and Administrative Service Officers Class 1–4; and
- introduction of a National Training and Development Evaluation Strategy to assess the impact of training in the workplace.

6.2.2 FINANCIAL MANAGEMENT

The activities under this component include coordination of the management of the Department's running cost resources, the provision of financial accounting and policy advice, the preparation of the Department's Financial Statements, the administration of cost attribution policy and administration of FINEST (the Department's primary financial management system).

Major outcomes in 1995–96 were:

- achievement of unqualified financial statements for 1994–95;
- allocation of running costs and monitoring of, and reporting to, the Executive on programme and running cost expenditure;
- the development of comprehensive FINEST trainer packages for Areas;
- upgrading of reconciliation systems between FINEST and the Department of Finance;
- development of a methodology for costing business functions; and
- further development of the Department's cost attribution guide.

6.2.3 PROPERTY AND OFFICE SERVICES

The activities under this component include the administration of departmental records and information, property services and contracts.

Major outcomes in 1995–96 were:

- redevelopment of 14 Mort Street for National Office accommodation - completion expected in October 1996;
- calling for expressions of interest to provide property management and real estate services on a national basis. Tenders are currently being evaluated and a contract is expected to be let shortly;
- calling for expressions of interest to provide fitout project management services. Tenders are currently being evaluated.

6.2.4 PUBLIC COMMUNICATIONS

The *Working Nation* campaign was a major priority for 1995–96 involving national television and print based advertising, and marketing by Area offices at the local level. Details of payments to advertising and market research organisations in relation to this and other public communication activities are listed in Appendix 5 of this report.

In 1995–96, the Department increased its efforts to improve communications within the Department as a key measure in its change management strategy. The *DEETYA Times* newspaper (a monthly staff publication) continued to be produced. Several interactive television broadcasts were held, to keep staff informed of portfolio and corporate issues.

6.2.5 INFORMATION TECHNOLOGY

The Department's major information technology achievements for 1995–96 included:

- commissioning a back-up national computer centre in November 1995. The centre is located in the Department of Social Security computer centre at Homebush Bay, Sydney, and is

linked to the Canberra centre by a high-speed, high-capacity microwave link. The facility will allow the Department's major systems to continue to operate should there be a failure in Canberra. Daily back-ups of essential data are controlled remotely from Canberra. The facility is also used to develop and test new and enhanced systems;

- rollout and commissioning 2200 touch screens in 320 network offices. The touch screens provide a self-service facility to enable job-seekers to search interactively for jobs in the national jobs database. Known as the Automated Job Selection system (AJS), it is the largest system of its type in the world. AJS has proved very popular with users;
- developing and implementing the Integrated Employment System, involving the redesign of business processes in the CES and the replacement of all of the Department's existing employment systems. The first three releases were implemented, providing improved computer assisted matching of job seekers with jobs, more efficient letter production and dispatch to job seekers through the use of mailhouses, and substantial improvements in management information systems. Three further releases are planned for 1996-97;
- establishing a new national network linking National Office, 19 Area offices and 28 Student Assistance Centres. The network allows 7000 staff to exchange electronic mail and documents and gives them access to the latest software including Windows 95 and the Microsoft Office suite. The installation is the largest of its type in the Commonwealth. In April 1996, the network was extended to include the Office of Government Information Technology;
- establishing an Internet firewall which provides secure access to external electronic mail and information via the Internet. It provides efficient communications between the Department's staff and educational institutions and vendors, but controls access by external users to the large amount of information stored on the Department's home page at <http://www.deetya.gov.au>;
- transfer of the NOMAD personnel management system from the Department of Administrative Services to the Department's Canberra mainframe computer in October 1995. This move, which required an upgrade to the mainframe computer, provides a significant return on the Department's investment. Since bringing the system in-house access, has been expanded to enable each staff member to initiate personnel transactions and to process these on-line;
- extending information technology facilities to 100 additional contracted case manager sites, bringing the number of sites around Australia to 545. The facilities provide case managers with secure access to JOBSYSTEM, the national job brokerage system; and
- successfully implementing major system releases involving most of the 30 corporate systems which support the major functions of the department. This was in addition to normal maintenance activities. The major releases implemented during 1995-96 were ESAS 96 (the Education Student Assistance System), NOMAD, PRIME (search and data matching facilities), FINEST (financial management) and CASPA (payments to non-government schools). Interfaces between STARS (debt recovery system) and Australia Post and the Department of Social Security were implemented. The former enables Australia Post to recover and collect debts for the Department while the latter supports the automatic recovery of referred debts between both departments. New systems implemented were WELLIES, which maintains detailed information on the Workplace English Language and Literacy Programme; IBIS, which provides management and record tracking facilities for the International Division; and IAPS, which provides scheduling facilities for the International Division.

All of these achievements were completed on time and within budget.

6.2.6 LEGISLATION, AUDIT AND CONTROL SERVICES

Performance Information

Performance is reported under the separate activities undertaken under this component.

Legal Services

The role of the Legal Group is to ensure that legal considerations form part of normal decision making and policy development in the portfolio, and that administrative law principles are fully integrated into programme administration. The in-house legal services provided include:

- general legal advisings work;
- preparation and clearance of contractual and other legal documentation;
- management of litigation and external review matters involving the Minister and the Department;
- management of the legislation programme of the portfolio; and
- privacy and freedom of information advice.

Appendix 6 sets out information on freedom of information activities within the Department. Information covering comments by the Ombudsman, decisions of courts and administrative tribunals and issues concerning privacy is included in the supplementary information which is available on request from the Quality and Corporate Planning Branch (see Guide to the Report, front pages).

Compliance

The main methods used to identify savings and overpayments are:

- checking all student enrolments with education institutions;
- matching client data with other government departments; and
- eligibility checks and targeting particular groups of clients.

A pilot compliance survey in the Jobstart programme revealed very few recoverable overpayments. The compliance regime in the Department's labour market programmes is expanding to cover the New Enterprise Incentive Scheme and formal training assistance.

Debt Management

The total debt base was \$92m at 30 June 1996. In 1995–96 \$73m was recovered, an increase of \$16m compared with 1994–95.

The joint initiative with the Department of Social Security for a computer link between the debt systems of the two departments was implemented in January 1996. It provides an electronic means for the exchange of debt information and the reciprocal recovery of debts.

During 1996 Australia Post was contracted to provide a bill printing and mailing service for debt notification, and a repayment facility to enable debtors to repay their debts to the Department through post offices. Bar-coded plastic repayment cards were also introduced to facilitate the repayment of debt by instalment.

Fraud Risk Assessment and Fraud Control Plan

In line with its obligations under the *Fraud Control Policy of the Commonwealth*, the Department commenced preparations during the year for the next round of fraud risk assessment of its programmes. Copies of the Department's *Fraud Control Plan 1994 to 1996* were also distributed to staff.

Fraud Training Activities

By June 1996, 36 fraud prevention and internal investigations staff undertook Recognition of Prior Learning (RPL) distance assessment by the Australian Federal Police (AFP) to upgrade their previous training. All are expected to be awarded the Certificate of Investigator Training: Government Agency. Two departmental investigators participated in an earlier pilot, and two other investigative staff were awarded this Certificate following attendance at the AFP National Investigator Training College.

A training package for fraud investigators was commissioned to increase their awareness of the accounting structures and financial procedures used by contractors of goods and services to the Department. The package has been piloted with eighteen fraud prevention staff.

A fraud awareness video titled *On the Ball* was produced to provide departmental staff with dramatised scenarios covering departmental clients engaging in fraudulent activities.

Fraud prevention officers conducted fraud awareness sessions for programme management and delivery staff, in both urban and rural locations. Sessions were also included in conferences and information days held for brokers of the Department's labour market programmes.

Investigations into Departmental Clients and Providers

The Department investigated 805 cases of suspected fraud by external parties in 1995-96. Some 700 cases were finalised during the year and 400 were found to be fraudulent. There were 13 referrals to the AFP and 145 briefs were submitted to the Director of Public Prosecutions. During 1995-96 there were 195 convictions against departmental clients or providers.

Fines imposed ranged from \$400 to \$2000. Reparation orders were made for amounts ranging up to \$26 000. Good behaviour bonds ranging from \$500 to \$5000 were made for periods ranging from twelve months to three years. Community service orders, ranging from 50 hours to 300 hours were also given. Departmental clients or providers were sentenced to imprisonment for periods ranging from three to 18 months. Some were given suspended sentences for periods up to 12 months.

Internal Investigative Action

There were 87 cases of suspected fraud or malpractice involving departmental staff investigated during 1995-96. Eleven cases were referred to the Director of Public Prosecutions. The disciplinary action taken as a result of charges under the *Public Service Act 1922* included counselling, admonishment and dismissal. A former departmental officer received a three and a half year jail sentence and was required to make reparation of \$54 450.

Internal Audit

In 1995-96, Internal Audit:

- completed financial and legal compliance audits in 63 CES and Regional Offices, seven Student Assistance Centres, eight Aboriginal Education Unit outlets, four National Office divisions and four Area offices:

- reviewed the Department's 1994-95 financial statements (which were unqualified by the Australian National Audit Office);
- oversights the development of two major information technology projects, the Integrated Employment System and the Student Education Processing System through structured risk assessment and management processes;
- continued to monitor the implementation of its financial management quality assurance packages in CES and student assistance outlets and extended their use to Area offices and National Office divisions.

The quality assurance packages benchmark the financial standards expected of managers and their success has been reflected in improved standards of financial management. In the past two years, the number of CES outlets achieving the 95 per cent standard established by the packages has increased by 20 per cent while the overall level of compliance has also improved. The use of the package was presented as a case study in a recent MAB/MIAC discussion paper, *Raising the Standard, Benchmarking for Better Government*.

SUB-PROGRAMME 6.3: INTERNATIONAL PARTICIPATION AND SERVICES

Objective

To foster economic growth and enhance the quality of Australian employment, education and training internationally.

Resources

<i>Outlays</i>	<i>Actual</i>	<i>Budget</i>	<i>Actual</i>
	<i>1994-95</i>	<i>1995-96</i>	<i>1995-96</i>
	<i>\$m</i>	<i>\$m</i>	<i>\$m</i>
Programme costs	17	16	13
Running costs	7	18	18
<i>Subtotal</i>	24	34	31
Adjustments	(5)	(4)	(6)
Total	19	29	25
Revenue	-	-	-
Staff years	107	98	127

Description and Strategies

The sub-programme has three components: International Marketing and Promotion, International Participation and International Students. It also encompasses the Department's commercial international consultancy business: DEETYA International Services.

The key directions of the sub-programme are to:

- contribute to the development of Australia's foreign and trade policies by monitoring global trends in human resource development, providing input to portfolio policies and programmes and promoting advantageous bilateral and multilateral international arrangements;
- promote offshore and in Australia the integrity, viability and growth of the export of Australia's employment, education and training services;
- develop cooperative international programmes and networks for Australians to undertake international study, training and research; and
- maximise Australia's interests by focussing on the Asia-Pacific region in the development and administration of programmes.

6.3.1 INTERNATIONAL MARKETING AND PROMOTION

There are two key strategies for meeting the sub-programme's objective. The first is to support the Australian International Education Foundation (AIEF), a partnership of the education and training community and the Commonwealth government, which has been set up to promote Australian education and training services overseas. Some 200 Australian education institutions that trade their services internationally contribute financially to the work of the Foundation and cooperate to achieve its purposes. In 1995-96 the government supplemented their contribution on a 2:1 basis.

The AIEF comprises:

- A council established as a committee of the National Board of Employment, Education and Training to provide independent advice to the Minister on international education and training policy and guidance on the programmes of the AIEF;
- An executive arm within International Division which also manages a network of offshore staff who support the programme and objectives of the AIEF in key markets; and
- Members from the Australian international education and training community.

AIEF membership is open to Australian education and training institutions that offer courses to international students and also provides for associate membership.

Performance Information

Australian International Education Foundation

The key performance indicator is the level of expenditure by foreign students in Australia. The Australian Bureau of Statistics has estimated expenditure of \$2.1b in 1995-96 compared with \$1.7b in 1994-95, an increase of 24 per cent.

A related performance indicator for the AIEF is growth in student visas in target countries. Overall growth between 1994-95 and 1995-96 was 18 per cent ranging from 8 per cent for Singapore and Indonesia to 44 per cent for India and 59 per cent for Korea.

Performance against key operational targets agreed with AIEF members as part of the annual business plan was as follows:

- The National Office business plan and ten country business plans were published; a Market Alert service about particular opportunities was introduced; *The AIEF Quarterly Report* and regular *Market Intelligence Reports* were issued; professional market research and assessment reports and statistical analyses of particular countries were provided to members; and the 1996 Client Satisfaction Survey was compiled;

- The Foundation achieved 91 per cent repeat subscriptions, 24 new ordinary subscriptions and 21 associate memberships, generating some \$2m in subscriptions;
- New services for members included a special offer to access airtime on Australia television, and support to develop effective advertising and programmes; distribution of members' information materials to other overseas sites, including host country libraries and institutions; the provision of access to bulk air freight and discounted international distribution services; the production and distribution of brochures and posters about Australian education and training; and maintenance of National Alumni and Australian Studies Overseas secretariats;
- The provision of public relations support for AIEF Members, including the *Inventive Australia* campaign; visits by journalists and TV crews from overseas countries; media monitoring and issues management; the promotion and administration of prestigious international fellowships; and coordination and sponsorship of exhibitions, conferences and events;
- The conduct of an overseas mission to the Gulf States to develop new education markets; and
- A review of AIEF marketing and promotion operations in Western Europe as the first step in the development of a country business plan.

International Consultancy Activities

The second strategy involves the Department undertaking international consultancies. DEETYA International Services aims to promote and expand export opportunities for Australian business and government in the fields of employment services, education and training, particularly where the Department has expertise unique to its organisation. It exports the Department's expertise through consultancy services on a commercial basis, and seeks to build on the experience and achievements gained in order to strengthen and expand its international business operations.

During 1995–96 the Department was involved in the following international projects:

- Public Sector Procurement Training: Vietnam;
- Vocational Education and Training: Indonesia;
- Occupational Standards and Assessment: Romania;
- Post Secondary Bursary System: The Grant/Loan Scheme: Botswana;
- Privatisation Programme—Labour Adjustment Project II: Turkey;
- Civil Service Reform Training Project: Kazakstan;
- Social Safety Net Project—Strengthening Employment Services Component: Technical Assistance: Kyrgyzstan;
- Employment Services Development—Policy and Procedures: Indonesia;
- Human Resource Development Strategy—Pilot Land Titling Project: Laos PDR;
- Privatisation Programme—Labour Adjustment Project I: Turkey;
- Heavy Machine Engineering Training Centre—Feasibility Study: Indonesia;
- Higher Education Consolidation and Reform: Vietnam;
- Tertiary and Vocational Education and Training Reform: Sri Lanka; and
- Building and Construction: Indonesia.

Tenders and bids were submitted for ten projects in countries including the Cook Islands, Hong Kong, Vietnam and Indonesia. Six of these tenders were successful, with one pending.

The Department's commercial business has grown, generating around \$4.5m in revenue for 1995–96 compared with \$3.5m for 1994–95. This success has resulted from the delivery of high quality outputs and a continuous commitment to building the business. The diversification into areas such as the Civil Service Reform Training project in Kazakstan and the Public Sector Procurement Training for Vietnam, which brought together expertise from Australian consultants from the government and education sectors, also provided excellent opportunities to demonstrate Australian expertise.

There is growing international interest in the expertise of the Department in other areas, such as in national policy development in school education, higher education and vocational education and training. Particular interest has focused on the Department's information technology services, including both systems and their networking capacity, and the technical skills of staff in developing and maintaining these systems.

6.3.2 INTERNATIONAL PARTICIPATION

The Department promotes participation in international education, training and research interchange which contributes to Australia's integration into the global economy. The two strands to this are:

- International Awards and Exchanges, under which the Commonwealth sponsors foreign post-doctoral and post-graduate scholars in their study in Australia and supports Australian students, teachers and academics in their overseas studies within specified countries. Several foreign governments offer awards each year to Australians; and
- International Links, under which the Department builds and maintains Australia's participation in international organisations such as APEC, SEAMEO, UNESCO, OECD and the Australian American Education Foundation and support institutional interchanges in education, training and research. Bilateral links with other countries have also been established.

Performance Information

International Awards and Exchanges

Information on performance is indicated by:

- the number of inter-governmental awards in 1995-96 (set out in Table 44) including
 - the inaugural AIEF Fellowships for Japan and Taiwan, which commenced in 1995. The awards provide for post-graduate to post-doctoral research in Australia to promote bilateral educational links with Australia; and
 - two additional AIEF Fellowships which were established during 1995-96: the AIEF Australia Turkey Fellowship and the Australia Indonesia Merdeka Fellowships. The AIEF Australia Fellowship Turkey provides up to \$200 000 over two years for study in Science/Technology and Economics/Business Management. The Australia Indonesia Merdeka Fellowships provide for two Australians and two Indonesians each year to undertake study or research in the other country for up to one year.
- review of awards to meet Australia's international and strategic priorities:
 - The National Asian Languages Scholarship Scheme (NALSS) was reviewed in 1995. The scheme provides opportunities for cultural immersion, in conjunction with advanced language study, for practicing or intending teachers/lecturers of Asian languages. The review found that the primary objective of raising the awareness of Asian language teaching in institutions had been met and recommended that it therefore receive no further funding.

Table 44: International Awards and Exchanges Offered in 1995–96

<i>Awarded by</i>	<i>No.</i>	<i>Type of award</i>	<i>For study in</i>
Australia	14	For incoming European post-graduate students in field of choice under the Australian-European Awards Programme	Australia
Australia	8	Visiting Fellows/Senior Academics, ad hoc visits	Australia
Australia	8	Commonwealth Scholarship and Fellowship Plan (CSFP): Post-graduate—for developed Commonwealth countries	Australia
Australia	61	Asia language teachers to upgrade skills (NALSS)	Specified Asian countries
Australia	10	Australia–Greek Travel Awards	Greece
Australia	21	Fulbright Scholars from the USA (study tour)	Australia
Canada	1	CSFP-post-graduate Australians	Canada
Europe	30 *	Post-graduate and undergraduate in fields chosen by students	European countries
France	45	Short study tours for teachers of the French language.	France/ Noumea
Italy	8 *	Language and Culture studies	Italy
Japan	25	Post-graduate and undergraduate study in fields chosen by students	Japan
New Zealand	2	CSFP: post-graduate Australians	New Zealand
UK	4	CSFP: post-graduate Australians	UK
USA	30	Fulbright Programme	USA
Australia	4	Twelve-month attachments. Two Australians and two Indonesians under AIEF Fellowship provisions	Australia/ Indonesia
Australia	1	Two-year post-graduate study for Japan under AIEF Fellowship provisions	Australia
Australia	1	Two-year post-graduate study for Taiwan under AIEF Fellowship provisions	Australia
Australia	1	Two-year post-doctoral research for Turkey under AIEF Fellowship provisions	Australia
Australia	2	Attachments in the Legal and Industry sector for Indonesia	Australia
Australia	5	Post-graduate masters by research for Korea	Australia

* Approximate

International Links

The student, institutional and industry programmes designed to establish links to international counterparts were as follows:

- Targeted Institutional Links

- International collaborative research projects with potentially a commercial benefit for Australia with institutions in Thailand, the People's Republic of China, South Korea, Indonesia and Malaysia;
- Collaboration between Australia organisations and counterpart institutions in the People's Republic of China, the Gulf States, Indonesia, Malaysia, Thailand and Vietnam on projects developed as part of Joint Working Groups under Memoranda of Understanding or specific bilateral agreements; and
- Strategic Training and Education Partnerships in the People's Republic of China, South Korea, Indonesia, Malaysia, Thailand provided seed funding for Australian education and training providers to investigate commercial partnerships with a view to establishing viable international commercial operations.
- Australian Studies Offshore involving institutions and individuals in Japan, China, Taiwan, Hong Kong, Indonesia, Korea, Vietnam, Germany, Russia, Czech Republic, USA, Thailand, Denmark, United Kingdom, Philippines, Ireland and India. The programme established five new Australian studies centres, supported existing centres, exchanges and fellowships and developed curriculum materials and a regional conference.
- University Mobility in Asia Pacific with counterpart institutions in Japan, Indonesia, the People's Republic of China, Thailand, Vietnam, Malaysia, Hong Kong, Chinese Taipei and Korea. Grants were made to Australian universities for short term student exchange and to contribute to credit transfer, fee waiver, and reciprocal course arrangements between universities in the Asia Pacific region. One hundred and seventy six Australian undergraduates have benefited from studying overseas for a semester or more.

Australia's participation in strategic activities involving international organisations is set out in Table 45.

Table 45: Strategic Activities

<i>Organisation</i>	<i>Major impact</i>	<i>Event/Activity</i>
APEC	Increased labour mobility and trade in services through enhanced mutual recognition of qualifications.	Australia is leading projects to identify and promote best practice in professional engineering accreditation, development and recognition and to develop exchanges of University engineering students within APEC.
	Improving cross cultural understanding in APEC member countries amongst school children.	Australia is leading a major project to produce a resource kit on APEC member economies for Year 6 students.
	School Education Statistical Reporting.	Australia is leading a project designed to enhance the collection and sharing of school statistics in APEC member economies.
	Member cooperation in education and training.	Australia is leading a project which seeks to promote trade in education and training services in APEC through identification of impediments.
	Comparative Policy Analysis - Labour market Information Exchange.	Australia initiated a project to develop a Labour Market Information framework for APEC, including comparative policy analysis and an APEC labour market information database.
Association of South East Asian Nations–Australia Forum	Increasing labour mobility and trade in services with Asia through enhanced mutual recognition of qualifications.	A Skills Recognition Directory for Professional Occupations for all ASEAN nations was developed.
South East Asian Ministers of Education Organisation (SEAMEO)	Contributing to SEAMEO’s strategic and financial viability and providing enhanced policy dialogue between member countries.	As an Associate Member, Australia has been working towards focussing SEAMEO activities to regional needs, introducing a greater focus on policy development and a more purposeful structure to SEAMEO activities, through participating in a review of the organisation.
OECD	Policy development links between education and work.	Australia chaired an OECD ministerial meeting on Life Long learning.
UNESCO	Collaborative education and training interaction in the Asia Pacific region especially in vocational education.	28 th General Conference.

During 1995–96, several significant high level visits, bilateral meetings, and Memoranda of Understanding which progress international linkages and relationships were undertaken with the following countries:

- The People’s Republic of China
 - The Australian Minister for Employment, Education and Training visited China as a guest of Professor Zhu Kaixuan, Minister, Chinese State Education, and signed two Records of Understanding with provincial governments which established an agreed policy framework for cooperation in vocational education, higher education and distance education projects;

- The Minister signed a Memorandum of Understanding with the Chinese Ministry of Labour (MOL) on cooperation on employment services and labour market programmes. Subsequently, MOL officials have made a study tour to Australia.
- Japan
 - Closer relations were developed with the Ministry of Education, Science, Sports and Culture and the Ministry of Labour as a result of the visit by the Secretary of the Department. Officials exchanges to enhance understanding have ensued.
- Taiwan
 - The Minister for Education in Taiwan, key administrators in Taiwanese Ministry of Education and 60 Taiwan delegates visited Australia and participated in the first bilateral conference between Australia and Taiwan on vocational education and training. The conference created formal and informal linkages which will contribute to the expansion of vocational training export services.
- United Kingdom
 - A dialogue on employment, education and training policies developed as a result of visits by the Minister for Higher Education and Employment (UK) to Australia and the visits of the Australian Minister for Employment, Education and Training and the Minister for Schools and Vocational Education to the UK.
- Indonesia - Memorandum of Understanding in Education and Training
 - Australia is providing policy advice to Indonesia about the directions for vocational education and training. This advice is intended, inter alia, to facilitate opportunities for Australian vocational education and training providers in Indonesia's reforms of its vocational education and training sector.
 - Australia's expertise in special education and quality education has been demonstrated through participation on joint task forces with Indonesia.
 - Australia is assisting Indonesia to establish an Open Learning Centre with the dual aims of assisting Indonesia with its goals of increased school retention and identifying opportunities for Australian distance education providers.
- Indonesia - Memorandum of Understanding on Work Force Development
 - Australia is assisting in a feasibility study into the enhancement of the skills of workers in the Indonesian building, construction and mining industries; in a World Bank Labour Market Information System project to strengthen Indonesia's labour market strategies; and in a project to develop the Indonesian employment service, especially in relation to statistics.
- Malaysia - Memorandum of Understanding on Cooperation in Education
 - Australia and Malaysia have formalised a programme of education cooperation including exchange of academic staff, students and curriculum materials and twinning programmes. Discussions will also be held on mutual recognition of qualifications.
- Thailand - Memorandum of Understanding on Educational and Research Cooperation
 - Thai University Administrators studied the management and administration of the Australian Higher Education through a shadowing project, while a public sector officials exchange has enhanced understanding between the two countries. Closer collaboration in the development of education systems supports Australia's education export industry.

- Australia is leading a major project relating to a human resource development programme in the context of Open Learning and Flexible Delivery, providing an opportunity to showcase Australia's leadership in the field. In addition, Australia is assisting with the development of a framework for technical and vocational education and skills development in special education in Thailand.
- Vietnam - Memoranda of Understanding with the Ministry of Education and Training and the Ministry of Labour, Invalids and Social Affairs.
 - Projects are being undertaken that focus on key areas of the Vietnamese economy where there may be opportunities for Australia in the future. In a major project funded by the World Bank, Australia has been cooperating with Vietnam in the reform of Vietnam's higher education management. The programme has involved joint seminars and placements in Australia by senior university administrators. Other projects include collaboration in vocational education reform and cooperation in labour market and employment service reform.
- Gulf States
 - The Under Secretary of Higher Education, Kuwait visited Australia and signed a Memorandum of Understanding on education and training cooperation. Subsequently Kuwaiti Ministry officials visited Australian universities to investigate placement of scholarship students.
 - Departmental officials visited Kuwait, Saudi Arabia, United Arab Emirates (UAE), Oman, Qatar and Bahrain to open formal dialogue with counterpart ministries and explore potential for education and training collaboration with institutions in the region. Subsequently UAE officials have visited Australia to investigate prospects for placement of scholarship students.
- South Africa
 - The Minister of Education, National Commission of Higher Education in South Africa visited Australia to develop a programme of collaboration between the education ministries. The visit resulted in further visits by South African officials to examine the Australian higher education system.

6.3.3 INTERNATIONAL STUDENTS

The Department promotes the quality and reliability of Australia's education and training services for the 80 000 overseas students studying in Australian institutions on a full-fee basis by developing and monitoring regulatory and other measures.

The key regulatory mechanism used is the *Education Services for Overseas Students (Registration of Providers and Financial Regulations) Act 1991* (ESOS Act). It builds on state/territory approval mechanisms for providers and courses as a pre-condition to registration on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS). The *Ministerial National Code of Practice in the Provision of International Education and Training* forms the basis of state and territory accreditation of institutions offering courses to overseas students and for industry sector codes of ethical practice.

The ESOS Act also protects overseas students' pre-paid fees by requiring all private (non-exempt) providers to deposit pre-paid student fees into a *Notified Trust Account* with prescribed draw-downs, and to have arrangements to guarantee students an alternative course placement if necessary, through membership of one of the industry managed *Tuition Assurance Schemes*, insurance or bank guarantees.

Performance Information

Independent consultants reviewed the operation of the ESOS Act in 1995–96 to develop options for dealing with the sunset clause (which unless amended automatically repeals the Act from 1 January 1997), and to examine models for regulating the international education and training industry. They consulted extensively with state and territory regulators, all registered providers of services to overseas students and major industry groups.

They concluded that the Act had contributed to the growth and stability achieved in the industry in the past five years and recommended that the Act should remain as part of an effective cooperative Commonwealth, state/territory and industry approach to regulation.

Stakeholders agreed that the sunset clause should not take effect, preferring that any new regulatory framework have a lead time of some two years. They asked for the financial requirements imposed on private providers to be streamlined. Following further consultations on the consultants' report, amendments to the legislation will be introduced into Parliament.

Providers registered on CRICOS are monitored to ensure that they do not engage in misleading or deceptive conduct in the recruitment of intending overseas students. The 374 private (non-exempt) providers are also monitored for compliance with the requirements relating to Notified Trust Accounts and Tuition Assurance Schemes.

During 1995–96, nine providers were suspended from CRICOS and 18 providers were cancelled following advice from state and territory education authorities. A further seven suspensions and 11 cancellations resulted from the failure to comply with the financial requirements of the Act. One cancellation resulted from a successful prosecution by the Department.

Four cancelled providers had students enrolled at the time of cancellation. One on-shore student had course money refunded under an insurance policy taken out by the provider. Other on-shore students were placed with other providers under the Tuition Assurance Scheme.

The administrative processes for registering providers and issuing student visas have improved through the close collaboration and cooperation with state/territory governments, industry associations and providers and with the Department of Immigration and Multicultural Affairs.

MAJOR PUBLICATIONS AND PERIODICALS

Major Publications

6 Month Post Program Monitoring Survey Summary Report October 1995, EMB Report 3/95, October 1995

Australia's Workforce 2005: Jobs in the Future, AGPS, 1995

Australian International Education Foundation (AIEF) Business Plan for the National Office and Offshore Network, July 1995 - June 1996 (Commercial-in-Confidence), 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Customers' Views of Australian Management. Asian-Pacific Viewpoints, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Stock-Take of Management Development Practices in Medium and Large Companies, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Experienced Insights into Management. Opinions of Australian Managers, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Cross-Cultural Management Skills. Curriculum Material, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Managing for Diversity, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Australian Manager of the Twenty-first Century, AGPS Canberra 1995

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Gender Issues in Management. Curriculum Material, AGPS Canberra 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Creating the Learning Enterprise. Curriculum Material, AGPS Canberra 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Managing Innovation. Curriculum Material, AGPS Canberra 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: International Models of Management Development. Lessons for Australia, AGPS Canberra 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: International Human Resource management. Curriculum Material, AGPS Canberra 1996

Enterprising Nation: Renewing Australia's Managers To Meet The Challenges of the Asia-Pacific Century: Leadership. Curriculum Material, AGPS Canberra 1996

Evaluation of the language and literacy elements of the Special Intervention Program: 1994 and 1994, EMB Report 1/96, November 1995

The Experience of Women Undertaking Careers Education for Women (CEW) and Work Opportunities for Women (WOW) Courses in NSW TAFE Colleges, Women's Research and Employment Initiatives Programme, 1995

Overseas Student Statistics, 1995, 1996

Report to Department of Employment, Education, Training and Youth Affairs: Review of the ESOS Act, May 1996

Talking About Gender: Terminology used in the education of girls policy area and implications for policy priorities and programs, Women's Employment, Education and Training Advisory Group, 1996

Training in Transition (evaluation of the AVTS Pilot Phase - 1993 and 1994), EMB Report 2/95, October 1995

Work and Family: Towards Best Practice, AGPS, 1996

Periodicals

Australian Jobs Review, (quarterly)

DEETYA Job Futures (six monthly)

DEET Labour Market Review (quarterly up to December 1995)

Skilled Vacancy Survey (monthly)

Skills Demand Bulletin (six monthly)

Small Area Labour Markets: Australia (six monthly)

Women & Work (four monthly)

APPENDIXES

1	Media releases	200
2	Hansard references	210
3	Information on staffing	212
4	Occupational health and safety	218
5	Payments to advertising and market research organisations	220
6	Freedom of information	224
7	Internal and external scrutiny	227
8	Financial statements	236
9	Official addresses	278
10	Acronyms and abbreviations	280
11	Compliance index	287

Appendix 1: Media Releases

The Hon Simon Crean MP

Minister for Employment, Education and Training

Number	Date	Title
C76/95	2/7/95	<i>Working Nation</i> introduces touch screen kiosks for job seekers
C77/95	3/7/95	Crean appoints assessment panel for cooperative multi-media centres
C78/95	7/7/95	New centre boosts higher education in Kimberley region
C79/95	7/7/95	Crean issues jobs challenge to north-western Australia
C81/95	14/7/95	Crean reaffirms commitment to migrants
C80/95	13/7/95	51,700 new jobs in June - unemployment rate falls to 8.953 per cent
C82/95	15/7/95	'Back door' undergraduate fees a threat to university funding: Crean
C82a/95	16/7/95	5000 positions for long term unemployed people in New South Wales
C83/95	17/7/95	3000 office admin traineeships by December: Crean
C84/95	18/7/95	Victorian automotive manufacturer expands export and job opportunities
C85/95	17/7/95	University credit transfer agency ready to run
C86/95	18/7/95	All Western Australian universities share additional student places in 1996 and 1997
C87/95	18/7/95	New South Wales university places allocated for 1996 and 1997
C88/95	18/7/95	Additional university places for Burnie
C89/95	22/7/95	Australia wins \$US4 million contract with Turkey
C90/95	31/7/95	Breaking ground in China
C91/95	2/8/95	Crean congratulates North Western Melbourne ACC on jobs drive success
C92/95	2/8/95	Crean congratulates Melbourne East ACC on jobs drive success
C93/95	9/8/95	1000 jobs for Australia's holiday coast: Crean
C94/95	10/8/95	Unemployment rate continues to fall: full-time employment at record level
C95/95	11/8/95	Crean: Southern Melbourne gets moving with <i>Working Nation</i>
C96/95	11/8/95	Government reaffirms its commitment to jobseekers on the Mornington peninsula
C97/95	15/8/95	Challenge issued to Ballarat employers: 1500 new jobs by year's end
C98/95	15/8/95	Ballarat firms benefit from Federal Government \$1m - plus recruitment and training assistance

Appendix I: Media releases

C99/95	15/8/95	Coles supermarkets to create 400 new jobs
C100/95	15/8/95	1700 jobs by year's end: Crean in Bendigo
C101/95	15/8/95	Kyneton employer set to expand - 30 jobs
C102/95	16/8/95	Crean issues challenge to Hunter region: 7,600 jobs by Christmas
C103/95	16/8/95	Employers helping to build the skills of the Hunter region
C104/95	16/8/95	Jobs, jobs, jobs for Northern Rivers: Crean
C105/95	16/8/95	Crean congratulates Norco on jobs for Northern Rivers unemployed
C106/95	16/8/95	Northern Rivers in front with innovative timber project: Crean
C107/95	17/8/95	Crean urges industry to match Government's training commitment
C107(a)	17/8/95	Challenge issued to Brisbane employers: 25,000 jobs by year's end
C108/95	18/8/95	<i>Working Nation</i> a first year success: Crean
C108(a)	15/8/95	Long-term unemployment falls to the lowest level since Nov 1991
C109/95	17/8/95	Long term unemployed people are no gamble: Contrad treasury casino
C110/95	17/8/95	Crean welcomes the Australian Indonesia Merdeka ('independence') fellowship scheme
J111/95	22/8/95	Australians of all backgrounds to be given a fair go in law curricula
C112/95	25/8/95	One stop shop for Melbourne construction workers
C113/95	28/8/95	Youth unemployment remains a major problem: Crean
C114/95	29/8/95	Crean announces first cooperative multi-media centres
C115/95	1/9/95	Local young people regenerate Heidelberg
C116/95	1/9/95	Crean challenges Kennett to commit to a quality schools system
C117/95	3/9/95	Federal Government agrees to school 'job guarantee program'
C118/95	5/9/95	NEIS program is creating jobs, new enterprise and exports: Crean
C119/95	5/9/95	Crean issues challenge to Logan employers: 6,469 new jobs in six months
C120/95	5/9/95	The union of jobs and sport ; Crean announces new traineeships
C121/95	6/9/95	Crean issues job challenge to Wide Bay/Burnett area employers: 5,000 new jobs by the end of the year
C122/95	6/9/95	Crean opens new training facility for Bundaberg community
C123/95	7/9/95	NSW retailers guarantee 460 new traineeships: Crean
C124/95	7/9/95	Full time employment at record level: Crean
C126/95	12/9/95	Crean issues jobs challenge to La Trobe region: 3,100 jobs by year's end
C127/95	12/9/95	Moe may yet again host footy finals - <i>Working Nation</i> the key
C128/95	12/9/95	<i>Working Nation</i> - working for Orbost
C129/95	13/9/95	<i>Working Nation</i> and South Eastern ACC provides drive for jobs

C130/95	13/9/95	A first for Australia's timber industry: 490 jobs in New South Wales
C131/95	13/9/95	New work opportunities for Bega and district nursing home
C132/95	14/9/95	1550 job opportunities for South Australia
C133/95	14/9/95	490 skilled jobs for South Australia's automotive industry
C134/95	14/9/95	North Adelaide - the first of 8 regions selected for job guarantee program
C135/95	15/9/95	Crean issues jobs challenge to Tasmania: 6,400 jobs by year's end
C136/95	15/9/95	The Federal Government and Purity Supermarkets: a partnership in training
C137/95	15/9/95	Crean opens education services for Tasmania's North West
C138/95	15/9/95	Crean announces replacement for school leaver targets
C139/95	19/9/95	\$225,000 in professional fellowships boost to Asian trade
C140/95	22/9/95	Crean announces further 'partnership for work'
C141/95	22/9/95	Australia to play major role in new Antarctic research project
C142/95	24/9/95	Multimedia training for unemployed people
C143/95	24/9/95	Youth jobs and training campaign tells young people they have the power
C144/95	24/9/95	Eight regions selected for \$2 million 'job offer guarantee' program
C145/95	26/9/95	Student awards benefit universities, industry and community: Crean
C146/95	26/9/95	\$215 million for improving indigenous education
C147/95	26/9/95	1996 national teaching development grants
C148/95	27/9/95	Federal Government's working nation program supports jobs for Australia's holiday coast
C149/95	27/9/95	Mr Kennett needs a mouthwash: Crean
C150/95	5/10/95	<i>Working Nation</i> takes Incat workforce to 1000: Crean
C151/95	10/10/95	\$6.954 million for new research fellowships in 1996
C152/95	9/10/95	Community job drive in western Sydney will break records: Crean
C153/95	9/10/95	Sydney's tourism and hospitality sectors in training for Olympics
C154/95	11/10/95	300 new trainees for Tasmania meat industry: Crean
C155/95	10/10/95	\$100 million for 667 new large research grants in 1996: Crean
C156/95	11/10/95	Australian Maritime College future secure: Crean
C157/95	12/10/95	Labour market consolidates: full-time employment up again
C158/95	13/10/95	<i>Working Nation</i> and youth wages: Howard silent on cuts
C159/95	17/10/95	More than 100 new collaborative research grants benefit universities, industry and community: Crean
C160/95	19/10/95	<i>Working Nation</i> - working for Canberra
C161/95	19/10/95	Crean announces second year enhancements to <i>Working Nation</i>

Appendix I: Media releases

C162/95	20/10/95	Federal government announces additional \$20 million for Queensland universities in 1998
C163/95	24/10/95	Rewards for outstanding university teachers
C164/95	25/10/95	Federal Government invests in nurse education: Crean
C165/95	26/10/95	\$25 million boost for Aboriginal and Torres Strait Islander higher education
C166/95	30/10/95	Universities quality assurance funding for third round
C167/95	30/10/95	Car companies commit to 830 traineeships in Victoria
C168/95	30/10/95	Senate report: further evidence of coalition tax policy
J169/95	31/10/95	Overseas skills for Australia - agenda for action
C170/95	2/11/95	\$4.952 million for 240 jobs in Brisbane: Crean
C171/95	1/11/95	Crean congratulates western Sydney: 4000 jobs in 4 weeks
C172/95	2/11/95	\$6.951 million to help create 470 jobs in retail and clerical industries: Crean
C173/95	6/11/95	\$21 million for research infrastructure in 1996
C174/95	7/11/95	Increase in number of postgraduate awards
C175/95	7/11/95	Crean announces \$26.952 million in small grant funding
C176/95	9/11/95	Unemployment rate rises to 8.957 per cent
C177/95	13/11/95	300 awards under the Overseas Postgraduate Research Scholarship Scheme for 1996
C178/95	13/11/95	Funding for key centres of teaching and research to continue
C179/95	16/11/95	Childcare no longer a barrier to training: Crean
C180/95	21/11/95	Federal funding for Aboriginal and Torres Strait Islander researchers
C181/95	21/11/95	Improved access to courses and services for Murdoch students
C182/95	22/11/95	5000 university places lost: Crean
C183/95	27/11/95	Government's five per cent unemployment target can be met: Crean
C184/95	25/11/95	Minimum 20,000 new jobs for Queensland
C185/95	29/11/95	Crean releases key report on Working Nation
C186/95	4/12/95	<i>Working Nation's</i> ACCs creating jobs in regional areas
C189/95	8/12/95	Crean plan for another 15000 jobs in South Australia - this time in Government jobs
C193/95	12/12/95	Report of Higher Education Management Review released
C194/95	13/12/95	Leading industrialist to head training authority
C195/95	15/12/95	Sport and recreation careers open up for young Australians
C196/95	15/12/95	Melbourne committee to create job opportunities for young people in arts and media

C197/95	15/12/95	\$2.956 million to improve young people's access to the arts, media and entertainment sector
C198/95	18/12/95	In the swim at the University of Ballarat
C199/95	19/12/95	\$52.953 million for joint government/industry student places over 1996-98
C200/95	19/12/95	OLA and open net merger: boost for on-line education and training
C201/95	19/12/95	Four more cooperative multimedia centres
C202/95	20/12/95	306 Australian students to study in Asia under 1996 UMAP grants
C203/95	20/12/95	\$223 million discretionary funding to support broad thrust of HEC report
C204/95	19/12/95	Four more cooperative multimedia centres
C205/95	21/12/95	New chair for Employment and Skills Formation Council
C1/96	8/1/96	Funding of \$16 billion for higher education from 1996 to 1998
C2/96	8/1/96	Howard's youth policy - 'going nowhere'
C3/96	11/1/96	Unemployment rate plummets to 8.1 per cent - best result in five years
C4/96	11/1/96	Mr Howard opens the back door for youth wage cuts
C5/96	16/1/96	Education agreement between Australia and Malaysia signed
C6/96	18/1/96	A first: OECD education ministers agree to a coherent strategy for life-long learning
C6(a)	24/1/96	Improved chances for Victorian tertiary students this year: Crean
C7/96	25/1/96	Fruit flies keep flying with an additional \$1.2 million
C14/96	1/2/96	3,171 job and training opportunities for South Australia
C15/96	30/1/96	The doctor is at it again: Crean
C16/96	2/1/96	'That's entertainment' - 3255 more career opportunities in rock music, arts and media
C18/96	5/2/96	669 job and training opportunities for Northern Rivers
C21/96	8/2/96	Trend figures confirm continued jobs growth: Crean
J25/96	14/2/96	\$300 million for computer learning in schools
C25/96	14/2/96	Labor to do more for mature workers

The Hon Ross Free MP

Minister for Schools, Vocational Education and Training

Number	Date	Title
F43/94	13/7/95	Tasmania leads the way in print and design training
F54/95	5/7/95	Disadvantaged youth get help at school
F55/95	10/7/95	Science teachers awarded fellowships to UK
F56/95	17/7/95	Australia meets Indonesia on industry forum

F61/95	21/7/95	Opening of stage 2/951 of the Joondalup campus of the North Metropolitan College of TAFE
F1/96	15/1/96	New 'actual means' test makes AUSTUDY fairer
F2/96	17/1/96	Nation-wide charter for TAFE

The Hon Warren Snowdon MP

Parliamentary Secretary to the Minister for Employment, Education and Training

Number	Date	Title
S53/95	3/7/95	Darwin families big winners from justice statement
S54/95	5/7/95	Alice Springs Show's a showcase of history
S55/95	6/7/95	Unemployed youth turn foggy dam into tourist destination
S56/95	6/7/95	NT Government disregards Aboriginal education issues
J57/95	12/7/95	Partnership between miners, Central Land Council and the Federal Government in Central Australia
S58/95	12/7/95	Funds for regional tourism
S59/95	17/7/95	New Work Opportunities for Tiwi Islands
S60/95	20/7/95	Environment treaties and opportunities in the Asia Pacific region
S61/95	20/7/95	Snowdon supports Racial Hatred Bill
S62/95	21/7/95	East Timorese decision welcome
S63/95	20/7/95	Contract let for next stage of Victoria highway road works
S64/95	20/7/95	Fairway Waters reconfirms Commonwealth commitment to Territory
S65/95	24/7/95	Australia remembers East Timor's heroes
S66/95	29/7/95	Back to the track convoy of Australia Remembers commemoration welcomed to the Territory
S67/95	31/7/95	Help for people in financial need
S68/95	1/8/95	Phoenix Day Club receives Federal grant
S69/95	2/8/95	Heroic generation given certificate from grateful nation
S70/95	5/8/95	Snowdon condemns French nuclear testing
S71/95	8/8/95	New Casy house benefits NT youth
S72/95	9/8/95	12 Territorians gain work under Federal Government scheme
S73/95	12/8/95	Australia remembers its war time efforts
S74/95	14/8/95	New traineeship plan for remote Aboriginal communities
S75/95	20/8/95	Territory hostels receive \$450 000 for rural students
S76/95	21/8/95	Launch of automotive traineeships developed in the NT
S77/95	25/8/95	New Central Australian Aboriginal Media Association (CAAMA) building opened in Alice Springs

S78/95	25/8/95	Snake Creek bridges
S79/95	17/8/95	Fed funding for local governing bodies in Territory
S80/95	26/8/95	Territory education facilities upgraded
S81/95	4/9/95	Australia to host international conference
S82/95	23/10/95	OECD group in Port Lincoln to study indigenous people's economic independence
S83/95	17/10/95	Chris Gallus right issue, wrong response
S84/95	29/10/95	OECD group in Sydney on study of indigenous people's economic independence
S85/95	22/10/95	OECD team in Australia to study indigenous people's economic independence
S86/95	7/12/95	Business incubators breed business success
S87/95	8/12/95	Green jobs expected to flow from environment pilots
S88/95	14/12/95	LEAP graduation
S1/96	17/1/96	National reference group meeting in Tennant Creek

The Hon Senator Amanda Vanstone MP

Minister for Employment, Education, Training and Youth Affairs

Number	Date	Title
V1/96	14/3/96	Government confirms commitment to growth
V2/96	29/3/96	Australia and Malaysia education cooperation
V3/96	12/4/96	Official opening of the Australian International Education Foundation office in Bangkok
V4/96	11/4/96	Unemployment rate rises to 8.5 per cent
V5/96	18/4/96	Senator Vanstone meets with key employer groups
V6/96	22/4/96	Senator Vanstone launches Jobs East industry link project
V7/96	9/5/96	Unemployment rate rises to 8.9 per cent, trend remains flat
V8/96	9/5/96	Crean's mismanagement hurts jobless
V9/96	14/5/96	\$96 million in additional funds to improve Aboriginal education
V10/96	15/5/96	Round three of University Quality Review announced
V11/96	20/5/96	Senator Vanstone sets the record straight
V12/96	22/5/96	Regional universities play an important role in higher education: Senator Vanstone
V13/96	23/5/96	Graduate employment prospects on the up
V14/96	21/5/96	Ministers agree to modernise apprenticeships
V15/96	24/5/96	Skillshare contracts extended until October
V16/96	2/6/96	Australian-Indonesian links stronger than ever

Appendix 1: Media releases

V17/96	2/6/96	Bill providing additional resources for indigenous education passes Parliament
V18/96	3/6/96	Getting young people competent for work
V19/96	2/6/96	Vanstone understands Skillshare concerns
V20/96	3/6/96	Victoria shows the lead in higher education funding talks
V21/96	4/6/96	NTEU comes on board in higher education talks
V22/96	6/6/96	Job remains to be done, warns Vanstone
V23/96	12/6/96	Senator Vanstone announces \$1.7 million for university higher performance computing and communication facilities
V24/96	12/6/96	Senator Vanstone calls for an end to damaging speculation
V25/96	19/6/96	Vanstone secures future for Skillshare
V26/96	23/6/96	Government moves to help drought stricken farmers in NSW and Qld
V27/96	23/6/96	Funding to help young homeless people
V28/96	23/6/96	Funding to develop strategic plans for young homeless
V29/96	23/6/96	Funding for family counselling in far western NSW
V30/96	23/6/96	Funding for at risk youth in South Australia
V31/96	23/6/96	Funding for the inner Sydney homeless youth pilot project
V32/96	23/6/96	Funding for a youth centre in Eden
V33/96	25/6/96	\$3.5 million boost to universities' international collaboration
V33a/96	28/6/96	Vanstone announces plans for labour market program funding

The Hon Dr David Kemp MP

Minister for Schools, Vocational Education and Training

Number	Date	Title
K1/96	14/5/96	Young people encouraged to unearth their future in the mining industry
K2/96	29/5/96	New national professional teacher body
K3/96	21/5/96	Kemp confirms Labor's 'New Schools Policy' to go
K4/96	29/5/96	Kemp launches <i>Assessing and Reporting Student Achievement</i>
K5/96	3/6/96	Kemp launches sports traineeships
K6/96	7/6/96	Kemp launches vocational training kit for schools
K7/96	15/6/96	Australia's top 500 students announced
K8/96	18/6/96	Labor's apprenticeship lies exposed
K9/96	21/6/96	National literacy goal proposal

The Hon Tony Abbott MP

Parliamentary Secretary to the Minister

Number	Date	Title
A1/96	13/4/96	Government to review AUSTUDY actual means test

Departmental Media Releases

The following are the major Departmental media releases for 1995-96.

Number	Date	Title
D212/95	12/7/95	Quarterly survey of manufacturing employment June quarter 1995
D219/95	21/7/95	Industry and Government work together to provide jobs
D222/95	25/7/95	New program integrates <i>Working Nation</i> and <i>Creative Nation</i>
D224/95	1/8/95	DEET's CES Youth Access Centre and Career Reference
D229/95	9/8/95	CES 'look out for jobs' campaign is top deck
D243/95	24/8/95	Malaysia looks to Australia's higher education policy
D260/95	15/9/95	'Sceptics to converts' employers to benefit from Working Nation
D275/95	21/9/95	CES 'local employer of the year' award
D308/95	19/10/95	Business welcomes Working Nation changes
D1/96	5/1/96	Latest job prospects and career information from DEET
D6/96	15/1/96	APEC ministers' meeting guides human resources development towards the 21 st century
D31/96	8/2/96	Higher education participate rates remain at a high level
D34/96	No date	Austudy deadline is 31 March
D39/96	29/2/96	Initial version of EDNA now available publicly
D60/96	16/4/96	Career opportunities for Aboriginal and Torres Strait Islanders
D104/96	28/6/96	Changes at DEETYA

Appendix 2: Hansard References

The following is a list of Hansard references to debates on Portfolio legislation during 1995–96.

House of Representatives

<i>subject</i>	<i>date</i>	<i>page</i>
Education and Training Legislation Amendment Bill 1996	9 May 96	782–3
	22 May 96	1114–53
Employment, Education and Training Amendment Bill 1995	21 Dec 95	4447–8
Employment Services Amendment Bill 1995	27 Sep 95	1748
	23 Oct 95	2702–11
	24 Oct 95	2733–48
Higher Education Funding Amendment Bill (No. 1) 1995	20 Sep 95	1359–80
Higher Education Funding Amendment Bill (No. 2) 1995	28 Sep 95	1969–72
	16 Oct 95	2128–46
	18 Oct 95	2310–33
	18 Oct 95	2361–2
	23 Nov 95	3723
	28 Nov 95	3849–79
	29 Nov 95	4076–77
	1 Dec 95	4335–4337
1 Dec 95	4450	
Higher Education Funding Amendment Bill (No. 3) 1995	29 Nov 95	3979
Higher Education Funding Amendment Bill (No. 1) 1996	26 Jun 96	2819–20
Indigenous Education (Supplementary Assistance) Amendment Bill 1996	9 May 96	783–5
	23 May 96	1295
	23 May 96	1323–39
States Grants (Primary and Secondary Education Assistance) Amendment Bill (No. 2) 1995	27 Sep 95	1748
	25 Oct 95	2984–3010
	26 Oct 95	3084
	26 Oct 95	3127–47
Student and Youth Assistance Amendment (Youth Training Allowance) Bill 1995	27 Sep 95	1842–3
Student and Youth Assistance Amendment (Youth	18 Oct 95	2269

Appendix 2: Hansard References

Training Allowance) Bill (No. 2) 1995	21 Nov 95	3431–9
	22 Nov 95	3539
	22 Nov 95	3579–82
Student and Youth Assistance Amendment (Youth Training Allowance) Bill (No. 3) 1995	25 Oct 95	2837
	21 Nov 95	3431–9
	22 Nov 95	3539
Student and Youth Assistance Amendment (Budget Measures) Bill 1995	22 Nov 95	3579–82
	25 Oct 95	2837
	22 Nov 95	3540–1
Vocational Education and Training Funding Amendment Bill 1995	22 Nov 95	3582–98
	30 Aug 95	800
	19 Oct 95	2461–84
Senate		
<i>subject</i>	<i>date</i>	<i>page</i>
Aboriginal Education (Supplementary Assistance) Amendment Bill 1995	25 Sep 95	1374–6
	18 Oct 95	2072–81
	20 Nov 95	3319–23
	23 Nov 95	3856
Education and Training Legislation Amendment Bill 1996	23 May 96	988–9
	30 May 96	1407–20
	31 May 96	1555–6
Employment, Education and Training Amendment Bill 1995	30 Nov 95	4676–4678
Employment Services Amendment Bill 1995	25 Oct 95	2526–7
	27 Nov 95	3993–4006
	28 Nov 95	4021–38
	28 Nov 95	4092–4100
Higher Education Funding Amendment Bill (No. 1) 1995	25 Sep 95	1376–8
	22 Nov 95	3736–48
	22 Nov 95	3786–3813
Higher Education Funding Amendment Bill (No. 2) 1995	23 Oct 95	2283–5
	22 Nov 95	3736–48
	22 Nov 95	3786–3813
	28 Nov 95	4091
	29 Nov 95	4164–75
	30 Nov 95	4686–7
Indigenous Education (Supplementary Assistance) Amendment Bill 1996	27 May 95	1129–31

	30 May 95	1423–6
States Grants (Primary and Secondary Education Assistance) Amendment Bill (No. 2) 1995	13 Nov 95	2783–5
	27 Nov 95	3978–81
Student and Youth Assistance Amendment (Budget Measures) Bill 1995	27 Nov 95	3889–91
Student and Youth Assistance Amendment (Youth Training Allowance) Bill 1995	21 Sep 95	1215–7
	25 Sep 95	1378–98
	26 Sep 95	1449–56
	28 Sep 95	1636
Student and Youth Assistance (Youth Training Allowance) Bill (No. 2) 1995	23 Nov 95	3856–8
	28 Nov 95	4100–4
	29 Nov 95	4158–62
Student and Youth Assistance (Youth Training Allowance) Bill (No. 3) 1995	23 Nov 95	3856–8
	28 Nov 95	4100–4
	29 Nov 95	4158–62
Vocational Education and Training Funding Amendment Bill 1995	19 Oct 95	2171–2
	26 Oct 95	2612–4

Appendix 3: Information on Staffing

Staff

The following table lists the number of staff in the Department at 30 June 1996 by gender and staffing classification.

Table 46: Departmental Staff (Actual) at 30 June 1996¹

<i>Classification and level</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Change from 30 June 95 %</i>
Secretary	1		1	
Senior Executive Service				
Band 3	3	1	4	
Band 2	19	2	21	
Band 1	41	26	67	
<i>Subtotal</i>	63	29	92	-6.1
Senior Officers				
Grade A	6	3	9	
Grade B	192	129	321	
Grade C	450	361	811	
<i>Subtotal</i>	648	493	1141	-5.9
Administrative Service Officers				
Class 6	790	627	1417	
Class 5	1139	1492	2631	
Class 4	1596	2765	4361	
Class 3	1334	2421	3755	
Class 2 ²	87	184	271	
Class 1	88	149	237	
<i>Subtotal</i>	5034	7638	12672	-7.7
Other classifications				
Information Technology	281	74	355	
Public Affairs	36	87	123	
Professional	10	16	26	
Training ³	117	210	327	
Other ⁴	28	31	59	

¹ Includes the National Board of Employment, Education and Training other than statutory office holders.

² Includes trainee employment officers

³ Graduate administrative assistants, cadets and trainees

⁴ Includes legal officers, research officers and general service officers

<i>Subtotal</i>	472	418	890	+5.1
Total ⁵	6218	8578	14796	-6.8

The following table lists the number of staff in the Department at 30 June 1996 by gender and employment category.

Table 47: Departmental Staff at 30 June 1996 by Employment Category

<i>Employment category</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Change from 30 June 95 %</i>
Permanent				
Full-time	5919	7155	13074	-8.5
Part-time	123	1019	1142	+8.2
<i>Sub-total</i>	6042	8174	14216	-7.3
Temporary				
Full-time	173	389	562	+9.8
Part-time	3	15	18	-41.9
<i>Sub-total</i>	176	404	580	+6.8
Total	6218	8578	14796	-6.8

The following table lists the number of staff in the Department at 30 June 1996 by location.

Table 48: Departmental Staff at 30 June 1996 by National Office and Areas

<i>Office</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
National Office ⁶	1341	1358	2699
NBEET	6	34	40
Area:			
Sydney Eastern	395	442	837
Western Sydney	231	367	598
South West Sydney	293	389	682
Hunter Northern	213	424	637
ACT\Illawarra	204	362	566
Western New South Wales	165	279	444
Melbourne West	363	503	866
Melbourne East	314	384	698
Victoria South East	335	478	813
Victoria Country	207	274	481
Queensland Central	412	601	1013
Queensland North	209	398	607
Coastal	341	521	862
Western Australia South	201	308	509
Western Australia North	224	305	529
South Australia South	242	307	549
South Australia North	195	333	528
Tasmania	188	233	421
Northern Australia	139	278	417

⁵ Includes 1022 inoperative staff (for example, staff on leave without pay)

Total **6218** **8578** **14796**

The following table lists the number of staff in the Department at 30 June 1996 by EEO group.

Table 49: Staff by Equal Employment Opportunity Group

<i>Classification</i>	<i>Aboriginal and Torres Strait Islander staff</i>	<i>Staff with a disability</i>	<i>Staff from non-English-speaking backgrounds</i>
Senior Executive Service	1	3	4
Senior Officers	19	56	62
Administrative Service Officers	724	593	1366
Other classifications	13	17	99
Total	757	669	1531

Consultancies

Table 50 summarises by programme the number of consultancies undertaken for the Department in 1995–96 and the total expenditure on them. Corresponding figures for 1994–95 (from *Annual Report 1994–95*) are included for comparison. Full information on consultancies is available from the Department on request.

Table 50: Consultancies: Summary of Usage by the Department

<i>Programme</i>	<i>1994–95</i>		<i>1995–96</i>	
	<i>Number</i>	<i>Cost (\$'000)</i>	<i>Number</i>	<i>Cost (\$'000)</i>
1	11	366	15	609
2	28	674	26	887
3	0	0	1	5
4	16	371	13	230
5	15	355	12	172
6	65	5792	78	3443
Total	135	7558	145	5336

Source: departmental records

Staffing of the Senior Executive Service

Transfers and Promotions

Below is a list of the transfers of staff in the Senior Executive Service within the Department during 1995–96 together with the date of the transfer. There were no promotions.

⁶ Includes National Office staff outposted to Area offices

Senior Executive Band 3

M O'Loughlin Unattached to Executive Division (25/3/96)

Senior Executive Band 2

J Moore Unattached to Senior Executive Pool (18/5/96)

Senior Executive Band 1

R McKay Higher Education Division to Senior Executive Pool (23/7/95)

W Mutton Economic Policy and Analysis Division to Corporate Services Division (9/10/95)

R Waite Area Coordination Division to Senior Executive Pool (16/12/95)

D Batchelor Area North WA to Area Coordination Division (15/1/96)

L Riggs Vocational Education and Training Division to Employment Programmes Delivery Division (15/1/96)

D Power Employment Programmes Delivery Division to Area North WA (15/1/96)

W Jarvie Unattached to Senior Executive Pool (8/3/96)

J Groves Unattached to Senior Executive Pool (2/4/96)

K Lin Unattached Economic Policy and Analysis Division (9/4/96)

K McGovern Schools and Curriculum Division to Senior Executive Pool (20/5/96)

P Mercer Corporate Services Division to Schools and Curriculum Division (18/6/96)

C White National Board of Employment, Education and Training to Corporate Services Division (17/6/96)

Commencements

The following is a listing of the details of the officers who commenced in SES positions in DEETYA during 1995–96. All were in Band 1 of the SES.

W Burmester Department of Finance to Higher Education Division (transfer: 24/7/95)

M Haughey Senior Information Technology Officer Grade A, DEET to Systems Division (promotion: 23/11/95)

L White Department of Tourism to Vocational Education and Training Division (transfer: 15/1/96)

P Whitney Senior Officer Grade B, DEET to Schools and Curriculum Division (promotion: 15/2/96)

Separations

The following is a listing of SES officers who separated from DEETYA during 1995–96 and the date of their separation. All were in Band 1 of the SES.

R McKay Transfer to Department of Finance (10/8/95)

N van Weelden Retirement (13/10/95)

A Weeks Retirement (29/1/96)

W Jarvie Transfer to Department of Family Services and Health (3/5/96)

K McGovern Retirement (17/6/96)

J Groves Retirement (21/6/96)

H Swift Retirement (26/6/96)

Numbers of SES Commencements and Separations 1995-96

The following figures summarise the data on commencements and separations to and from DEETYA in 1995-96. All were in Band 1 of the SES.

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Commencements	3	1	4
Separations	2	5	7

Performance-based pay for Senior Executive Service and Senior Officers

The following provides information on the payment of performance-based pay to Senior Officers and members of the Senior Executive Service during 1995-96.

Senior Executive Service

Tables 51 to 55 provide information on the payment of performance-based pay to Senior Officers and members of the Senior Executive Service during 1995-96. Payments to SES staff for the cycle ended 30 June 1995 were made in December 1995. A total of 105 officers were eligible to receive full or part payment. Ninety-seven of those officers received a rating that attracted a payment.

Table 51: Performance Ratings for Members of the SES

<i>Rating</i>	<i>Number of officers</i>			<i>Distribution</i>	<i>Expenditure</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>		
				<i>%</i>	<i>(\$'000)</i>
4	31	13	44	42	260
3	34	19	53	51	142
2	6	2	8	8	0
Total	71	34	105	100	402

Note: Because of the confidentiality of performance-based pay, details are not provided by level.

Bonus amounts were determined as follows.

Table 52: Amount of Performance-based Pay at Each Level and Rating for the SES

<i>Classification</i>	<i>Rating</i>		
	<i>4</i>	<i>3</i>	<i>2</i>
	<i>\$</i>	<i>\$</i>	<i>\$</i>
SE Band 3	10 500	5 500	0
SE Band 2	8 000	4 500	0
SE Band 1	6 500	3 200	0

Senior Officers

A pro rata payment of performance-based pay was made for the period 1 July 1994 to 7 September 1994, with 1196 officers eligible for consideration for payment. A total of 1152 officers (96.3 per cent) attracted a rating which enabled a bonus to be paid.

For this report, the 19 Area offices of the Department have been bracketed into state geographic locations. Area ACT/Illawarra has been included as part of New South Wales and Area Coastal, which covers parts of New South Wales and Queensland, is incorporated in the Queensland statistics.

Table 53: Number of Senior Officers at Each Performance-based Pay Rating Level by State or Territory

<i>Location</i>	<i>Eligible staff</i>	<i>SOG A, B and equivalent</i>					<i>SOG C and equivalent</i>				
		<i>Rating</i>				<i>Exp.</i>	<i>Rating</i>			<i>Exp.</i>	
		5	4	3	2	(\$'000)	5	4	3	2	(\$'000)
Nat. Office	861	12	133	132	6	259	11	200	329	38	177
NSW	106	2	16	21	–	27	2	24	41	–	22
Vic.	71	1	15	8	–	19	–	26	21	–	16
Qld	65	–	5	7	–	10	–	12	41	–	18
WA	44	–	10	13	–	11	–	12	9	–	7
SA	30	–	6	13	–	9	–	5	6	–	4
NT *	11	–	1	10	–	4					
Tas. *	8	–	3	5	–	3					
Total	1196	15	189	209	6	343	13	279	447	38	244

* SOGA, SOGB, SOGC and equivalents combined

Table 54: Number of Female Officers at Each Rating Level

<i>Location</i>	<i>Eligible staff</i>	<i>SOG A, B and equivalent rating</i>				<i>SOG C and equivalent rating</i>			
		5	4	3	2	5	4	3	2
		Nat. Office	371	5	48	44	2	6	104
NSW	39	–	5	4	–	1	6	23	–
Vic.	21	–	1	3	–	–	10	7	–
Qld	16	–	–	2	–	–	3	11	–
Other states *	19	–	10	8	1	–			
Total	466	5	64	61	3	7	123	192	11

* Because of the small number of female staff in Western Australia, South Australia, Tasmania and the Northern Territory; SOGA, SOGB and SOGC classifications have been combined and details of ratings have not been provided by individual state for confidentiality reasons.

Bonus amounts for Senior Officers across the Department were as follows.

Table 55: Amount of Performance-based Pay at Each Rating Classification

<i>Classification</i>	<i>Rating</i>			
	5	4	3	2
	\$	\$	\$	\$
SOG A, B and equivalent	1512	1040	756	0

SOG C and equivalent	567	390	284	0
----------------------	-----	-----	-----	---

Appendix 4: Occupational Health and Safety

Policies

The Department is committed to providing a safe and healthy workplace with safe work practices, through its policies and procedures.

Framework

The requirements of Commonwealth agencies are set out in the *Occupational Health and Safety (Commonwealth Employment) Act 1991*. Pursuant to the Act, the Department and the Community and Public Sector Union (CPSU) signed an agreement on occupational health and safety (OH&S) in March 1993. A review of the agreement commenced in May 1996.

Under the agreement, joint OH&S committees have been set up in National and Area offices. The work of committees is coordinated by a national committee which met four times during the year.

The Act requires the specification of designated work groups. This task has been completed. There is also requirement to elect health and safety representatives for each work group. The number of such was 143 in June 1996 compared with grew from 71 in June 1995.

OH&S Policies

During 1995-96, the Department developed or revised its policy and guidelines on manual handling, first aid officers and on eyesight testing for visually demanding tasks. It also developed procedures for case management for compensable and non-compensable injuries.

Quality of Working Life, Management and Reducing Stress in the Workplace

A review of the major causes of stress in the Department was conducted during 1995-96. Approaches to reduce the incidence and cost of stress are being developed on the base of the findings of the review. These will reinforce the responsibilities of managers in improving communication, providing feedback on performance and managing change across the organisation.

Employee Assistance Programmes

Staff have access to staff counselling services through employee assistance programmes in all Areas and National Office.

Investigations

Six investigations were conducted during the year, as follows:

- Comcare Australia conducted five audits to measure compliance by the Department with the legislation. One of the audits was in National Office and the others were Area based. The findings from the investigations are being used to develop and enhance national strategies;
- an investigation in an Area was undertaken in response to staff perceptions of workload pressures and increasing stress claims. Remedial action was taken by the Department.

Directions and Provisional Improvement Notices

No directions were given to the Department under section 45 of the Act during the year. Five provisional improvement notices were issued by health and safety representatives.

Statistics of Accidents

Statistics of accidents or dangerous occurrences, notified to Comcare as set out in section 68 of the *Occupational Health and Safety (Commonwealth Employment) Act 1991*, are set out below.

Table 56: Statistics on Accidents and Dangerous Occurrences

<i>Area</i>	<i>No. of incidents reported to Comcare</i>
National Office	11
Qld North	8
Qld Central	12
Coastal	10
Hunter Northern	0
Sydney Eastern	1
South West Sydney	42
Western Sydney	16
ACT/Illawarra	5
Western NSW	16
Victoria South East	3
Melbourne West	6
Melbourne East	33
Victoria Country	11
Tasmania	34
South Australia South	11
South Australia North	15
Western Australia South	17
Western Australia North	25
Northern Australia	11
Total	287

Appendix 5: Payments to Advertising and Market Research Organisations

The following are details of payments made to advertising and market research organisations over 1995-96. Where the total amount paid to an organisation is less than \$1500, details have not been included. This is consistent with section 311A of the *Commonwealth Electoral Act 1918*.

ADVERTISING AGENCIES

<i>Organisation</i>	<i>Amount</i>	<i>Service Provided</i>
Burson-Marsteller Pty Ltd	\$222 635	Marketing strategies for <i>Working Nation</i> and the National Asian Languages and Studies in Australian Schools program
Clifton Court Smith Ogilvy & Mather	\$449 004	Creative/Advertising agency for the implementing of communication strategies for the <i>Working Nation</i> program
J S McMillan	\$5 734	Artwork and production of pamphlet promoting the key competencies
Morris Walker (PRWORKS!)	\$236 021	Marketing strategy for promotion of Key Competencies in the business community and vocational education and training sector
The Artworks	\$4 234	Design of display material for employer marketing events
Total	\$917 628	

MEDIA ADVERTISING ORGANISATIONS

<i>Organisation</i>	<i>Amount</i>	<i>Service Provided</i>
Active Mail Pty Ltd	\$16 250	Telemarketing activities in relation to the <i>Working Nation</i> campaign
Adelaide Institute of TAFE	\$5 000	Advertising student assistance in SA TAFE diaries
AIS Media	\$2 996 792	Advertising to promote <i>Working Nation</i> .
AIS Media	\$146 562	Advertising the AUSTUDY Actual Means Test and 31 March cut-off date
Australia Enterprise Review	\$15 000	Advertise AIEF Membership Offer
Australian Municipal Publications	\$2 055	Advertisement for Career Reference Centres in the <i>Australian Training Directory</i>
Australian Taxation Office	\$21 125	Distribution of insert promoting Key Competencies to 900,000 businesses Australia-wide
Commercial Advertising and Publishing House Pty Ltd	\$5 538	Advertising student assistance in NSW TAFE diaries.

Appendix 5: Payments to advertising and market research organisations

Comskill Pty Ltd	\$3 099	Telemarketing activities in relation to the <i>Working Nation</i> campaign
Communication Partners	\$8 852	Printing Key Competencies promotional material
Data Sell Pty Ltd	\$11 964	Telemarketing activities in relation to the <i>Working Nation</i> campaign
Film and Tape Sales	\$3 606	Duplication of videos
Life be in it Communications Pty Ltd	\$69 864	Life Be in It advertising
Media Futures Pty Ltd	\$2 800	YAC advertisement in <i>Rock Eisteddfod</i> magazine
Mirror Australia Television	\$2 076	Australia Education Exhibition
Morgan & Banks	\$4 558	To recruit Director Marketing and Assistant Director Business Development
National Languages and Literacy Institute of Australia	\$4 783	International Awards & Exchanges
Neville Jeffress	\$413 878	Program and corporate related advertising 1995-96
Neville Jeffress	\$19 685	<i>Working Nation</i> campaign advertising
New Hobson Press Pty Ltd	\$9 795	Student assistance and Graduate Administrative Assistant advertising
Pacific Publications	\$60 030	Design, copy, layout and printing of <i>Getting a Job in the 90s</i> 8 page insert in <i>Girlfriend</i>
Plumbers News Pty Ltd	\$1 850	Advertisement in the <i>Plumbers News</i> magazine to promote the <i>Working Nation</i> initiatives
RASA Visions	\$8 091	Advertising student assistance in Victorian university diaries
The Graduate Connection	\$3 500	Advertising for Directory of Postgraduate Study and Directory of Postgraduate Scholarships
Trotmans	\$13 875	Recruitment advertising in <i>Graduate Opportunities</i>
University of Sydney Union	\$12 500	Advertising student assistance in NSW and Qld university diaries
Work and Turner Pty Ltd	\$10 000	Advertising student assistance in Victorian TAFE diaries
Total	\$3 873 128	

MARKET RESEARCH AND POLLING ORGANISATIONS

<i>Organisation</i>	<i>Amount</i>	<i>Service Provided</i>
---------------------	---------------	-------------------------

Appendix 5: Payments to advertising and market research organisations

ACIL Economics and Policy Pty Ltd	\$26 200	Framework to measure secondary public benefit of LEAP and Jobskills
AGB McNair Pty Ltd	\$95 356	Benchmark and tracking research to monitor and evaluate the <i>Working Nation</i> campaign
AGB McNair Pty Ltd	\$99 682	Field work for Student Assistance Centre client satisfaction survey 1996
AGB McNair Pty Ltd	\$289 736	National survey of employer satisfaction with Commonwealth Employment Service
AGB McNair Pty Ltd	\$39 138	Survey of Australian Vocational Training System pilot participation
AGB McNair Pty Ltd	\$171 870	<i>Working Nation</i> evaluation employer survey
Australian Council for Educational Research Ltd	\$411 521	Management and conduct of joint ACER/DEETYA longitudinal program
Australian Council for Educational Research Ltd	\$182 998	Development and management of Australian Youth Survey program
Christine Bundesen Consultant	\$5 031	Study: English Language Education Opportunities in the former East Germany
Keys Young Pty Ltd	\$24 820	Focus groups of intermediaries for <i>Working Nation</i>
Keys Young Pty Ltd	\$21 350	Aboriginal and Torres Strait Islander case studies - evaluation of youth training initiatives
Keys Young Pty Ltd	\$64 434	Entry Level Training evaluation - employer focus groups
New Focus Research Pty Ltd, Adelaide SA	\$74 607	AIEF 1996 Client Satisfaction Survey
Purdon Associates Pty Ltd	\$79 268	CES staff and client interviews for Jobs, Education and Training evaluation
Reark Research Pty Ltd	\$225 975	Fieldwork for Post Program Monitoring surveys
Reark Research Pty Ltd	\$83 682	Qualitative study of case management as part of the <i>Working Nation</i> evaluation
Reark Research Pty Ltd	\$388 645	Evaluation of <i>Working Nation</i> initiative (cohort study)
Reark Research Pty Ltd	\$64 675	Case study component of Austudy/Abstudy supplement evaluation
Reark Research Pty Ltd	\$33 450	Entry Level Training evaluation - trainee focus groups
Roy Morgan Research Centre Pty Ltd	\$149 919	Longitudinal cohort study of Aboriginal and Torres Strait Islander people
Roy Morgan Research Centre Pty Ltd	\$132 300	Evaluation of language and literacy elements of Special Intervention Program

Appendix 5: Payments to advertising and market research organisations

Roy Morgan Research Centre Pty Ltd	\$141 420	User Needs Analysis of occupational information
Worthington Di Marzio	\$32 750	Evaluations of the Key Competencies promotional strategies
Total	\$2 838 827	

DIRECT MAIL ORGANISATIONS

<i>Organisation</i>	<i>Amount</i>	<i>Service Provided</i>
DHL International (Aust) Pty Ltd	\$66 972	Dispatch of AIEF members' material to overseas Posts
Financial Planning Association	\$4 322	Mailout of <i>Working Nation</i> program to FPA members
Mail Works	\$15 228	Mailouts for <i>Working Nation</i> promotions
McMillan's consortium	\$397 566	Mailouts for AUSTUDY program administration requirements
J S McMillan Printing Group	\$30 124	Mailhouse services for the distribution of <i>The GEN</i> newsletter
R L Polk & Co Pty Ltd	\$4 904	Mailouts of sample study <i>Socio-economic Status and School Education</i> and Key Competencies information kits
Salmat Pty Ltd	\$193 366	Mailhouse services and postage for the Post Program Monitoring Surveys during 1995-96
TNT Logistics	\$119 416	Mailhouse services - <i>NSW Job Guide</i> , <i>Koori Mail</i> insert, <i>Women and Work</i> newsletters and AIEF material to overseas posts
Total	\$831 898	

Appendix 6: Freedom of Information

Section 8 of the *Freedom of Information Act 1982* (FOI Act) requires each Commonwealth agency to publish information about the way it is organised, its functions, powers and arrangements for public participation in the work of the agency. Agencies are also required to publish the categories of documents it holds and how members of the public can gain access to them

Organisation and Functions

The Department deals with education (other than migrant adult education); youth affairs; employment and training; the Commonwealth Employment Service; labour market programmes; coordination of research policy; and research grants and fellowships. Information on the organisation of the Department is covered in the Corporate Overview chapter in Part 1 of this report.

Powers

Specified officers have delegations and authorisations to make decisions under Acts, Regulations and Determinations. The Acts (and parts of Acts) administered by the Ministers number 35. The most important of these are:

Employment Education and Training Act 1988;

Employment Services Act 1994;

Higher Education Funding Act 1988;

Student and Youth Assistance Act 1973;

Vocational Education and Training Funding Act 1992;

and the groups of Acts relating to *States Grants Education Assistance* and *Overseas Students*.

A full list of portfolio legislation is available on request.

Arrangements for Outside Participation

The Department consults state and territory government departments and agencies, advisory bodies, industry groups, employer and union bodies and other organisations.

Information is available on request setting out the details of statutory and non-statutory bodies established within the portfolio (See Guide to the Report). These bodies are fora for public participation in government and departmental policy formulation and decision-making.

Categories of Documents

Documents used for decision-making

An index of documents used to make decisions that affect members of the public is published in accordance with section 9 of the Act and is available from offices of the Department as well as at information access offices of Australian Archives Regional Offices. The documents listed in the index may be inspected or purchased at the National Office or any Area office of the Department (See Appendix 9 for addresses and phone numbers).

Documents available free of charge

Available to the public free of charge on request are brochures, booklets, forms, pamphlets, cards and posters giving details of various schemes. A publication giving information for job seekers is available in 18 languages other than English and a brochure on student assistance is

available in 14 languages other than English. Available for purchase by the public are policy manuals, assessing manuals and statistical bulletins. A list of major 1995-96 publications can be found at the end of each chapter in Part Two of this report.

Other documents

The other categories of documents that are kept by the Department are Cabinet documents, Executive Council documents, internal administrative documents, technical evaluation reports, contractual documents, publications, films, videos, artwork, files, reports, manuals, guidelines, agreements, contracts, computer data and survey data.

Access to Documents

Access through the Freedom of Information Act 1988.

Inquiries regarding freedom of information may be made at the National Office and the various Area offices (See Appendix 9 for addresses and phone numbers).

Applications for access to documents under the Act can be made in writing (there is no mandatory application form) and lodged with, or posted to, the FOI Coordinator in the Area or National Office. Applicants are encouraged to contact the FOI coordinator with any questions they may have about making applications under the FOI Act.

Applications should have an address to which notices may be sent and a telephone number for use during business hours. If there is insufficient information in an application an officer of the Department will assist the applicant to clarify the request. Applications are processed as quickly as possible. Where access in the form of inspection of documents is sought, this can be arranged by making an appointment with the FOI coordinator.

As required by the Act, the Department refers to other agencies those requests that involve information not in the possession of the Department but known to be available in another agency which is more closely connected with the function.

Review Tribunals

These procedures and contact points also apply to FOI matters concerning the Review Tribunals.

Access other than through the Freedom of Information Act 1988

Persons can obtain access to their CES or student assistance records. No formal or written application is required. Inquiries should be directed initially to the office of the CES or Student Assistance Centre where the record is held. Any inquiries about requests that have been lodged with the Department can be directed to the Freedom of Information liaison officer in the Area or National Office.

Freedom of Information Statistics

	1994-95	1995-96
<i>Requests received</i>		
On hand at 30 June	30	42
Requests received (Area and National Offices)	462	806
Total to 30 June	492	848
<i>Action on Requests</i>		

Appendix 6: Freedom of information

Access granted in full	253	511
Access granted in part	119	166
Access refused	22	43
Transferred to another agency	12	13
Withdrawn by applicant	44	74
Outstanding at 30 June	42	41
Total to 30 June	492	848
<i>Internal review under section 54 of the Act</i>		
Applications received	13	20
Applications withdrawn	0	0
Decisions affirmed	3	15
Decisions varied, or not affirmed	10	4
Outstanding at 30 June	3	4
<i>Applications to the AAT</i>		
On hand 30 June	-	1
Number lodged	2	5
Number withdrawn	-	2
Dismissed by the AAT	-	1
Decisions affirmed	-	0
Decisions varied	-	1
AAT had no jurisdiction	1	1
Outstanding at 30 June	1	1
<i>Charges</i>		
Application Fees collected	\$2 775	\$3 050
Amount of charges notified (including charges waived under the Act and charges for applications which were subsequently withdrawn)	\$3 735	\$3 600
Amount of charges collected (separate from application fees)	\$1 769	\$3 440

Appendix 7: Internal and External Scrutiny

This appendix provides information on the outcomes of both formal scrutiny processes such as provided by legislation and informal processes for obtaining client feedback. It focuses largely on areas of client dissatisfaction, and has only minimal references to more positive client feedback.

ANAO Reports

Reports Tabled in Parliament by the Auditor General during 1995-96

There were seven reports which are listed below together with a brief description.

Audit Report No. 3 1995-96, Performance Audit - CES Case Management - Department of Employment, Education and Training.

This audit reviewed the efficiency and administrative effectiveness of case management in the Department of Employment, Education and Training to identify good practices and areas in need of improvement.

Audit Report No. 13 1995-96, Financial Statements Audit - Results of the 1994-95 Financial Statements Audits of the Commonwealth Entities.

The Auditor-General is required by the *Audit Act 1901* and other legislation to audit and report on financial statements of Commonwealth entities. These include departments, statutory authorities, companies and other entities such as trusts and joint ventures.

Audit Report No. 23 1995-96, Performance Audit - Procurement of Training Services - Department of Employment, Education, Training and Youth Affairs.

The ANAO examined the tendering procedures for several labour market programmes. These were JOBTRAIN, Special Intervention Programme and privately procured Accredited Training for Youth courses.

Audit Report No. 25 1995-96, Performance Audit - Department of Employment, Education and Training and Youth Affairs.

The audit examined how well performance information for programmes administered by the Department facilitates good decision-making and provides a suitable framework for control and accountability for performance.

Audit Report No. 27 1995-96, Financial Control and Administration Audit - Asset Management.

The objectives of the audit were to assess how well agencies are managing their assets to produce better outcomes and to identify or develop better practice in asset management.

Audit Report No. 30 1995-96, Performance Audit - Implementation of Competition in Case Management - Employment Services Regulatory Authority, Department of Employment, Education, Training and Youth Affairs.

The audit focused on the strategic issues relating to the implementation of the framework for competition on case management, including arrangements for establishing a competitively neutral environment. The object of the audit was to determine the extent the model of competition in case management had been implemented efficiently and effectively.

It involved both the Department of Employment Education, Training and Youth Affairs and the Employment Services Regulatory Authority.

Audit Report No. 33 1995-96, Preliminary Study - Joint Commercial Arrangements.

The overall objective of the preliminary study was to determine whether a performance audit of joint commercial arrangements was warranted. Specifically, the preliminary study objectives were to review the extent to which entities' arrangements appropriately addressed risk and protected the Commonwealth's interests, ensured the Commonwealth received value for money on its joint venture dealings and provided for the effective management of the resources and facilities applied to the joint venture.

Reports Tabled in Parliament by the Auditor General prior to 1995-96

Action has now been completed on seven ANAO reports included matters that were outstanding as at 1 July 1995. These reports are listed below.

- *Audit Report No. 17 of 1993-94 - Underperforming Officers in the APS - Question of Efficiency.* (Tabled 8 December 1993)
- *Audit Report No. 5 of 1994-95 - New Enterprise Incentive Scheme (NEIS), Protective Security, AUSTUDY.* (Tabled 28 October 1994)
- *Audit Report No. 22 of 1994-95 - Specific Payments to and through the States and Territories.* (Tabled 27 February 1995)
- *Audit Report No. 23 of 1994-95 - Results of the Financial Statements Audits of Commonwealth Entities.* (Tabled 22 March 1995)
- *Audit Report No. 26 of 1994-95 - Inoperative Staff in the APS.* (Tabled 29 May 1995)
- *Audit Report No. 27 of 1994-95 - Study Bank.* (Tabled May 1995)

Action is still outstanding on *Audit Report No. 40 of 1993-94 - Information Technology Security.* (Tabled 20 May 1994)

Full details of the findings and recommendations of the Auditor-General and the actions taken by the Department are available on request.

Ministerial Representations

The Department responded to 21 221 letters to the Ministers in 1995-96, compared with 19 623 in 1994-95.

The most significant mail campaigns related to:

- funding for education centres
- AUSTUDY and HECS and the status of permanent residents
- funding cuts to the tertiary education sector
- funding cuts to labour market programmes (especially SkillShare)

Higher Education

Research Funding

The Department and the Australian Research Council (ARC) have appeals procedures for selection processes on which the ARC makes recommendations to the Minister. Appeals are

lodged against procedures followed, rather than against the results of peer review. Successful appeals are referred back to the appropriate selection panel or committee for consideration.

In 1995-96, 80 appeals were lodged against the outcomes of the selection process for 1996 large grants, fellowships and collaborative research grants. Of these, 36 were upheld. Four unsuccessful appeals were lodged against the outcomes of the selection process for the Key Centres programme. Three appeals were lodged against the outcomes of the selection process for the Special Research Centres programme; 1 was rejected and 2 were upheld.

HECS Remission Applications

Under Section 106L of the *Higher Education Funding Act 1988*, the Secretary (or delegate) has the power to remit a student's semester debt in special circumstances, including those that are illness, work or course related.

There were 2219 applications for remission of semester debt received in 1995-96 (including 210 for the Open Learning Deferred Payment Scheme), as well as 481 (amended from the 1994-95 Annual Report) applications that were on hand before 1 July 1995. As at 30 June 1996:

- 47 applications were not considered because the applicants had paid upfront;
- 145 were received outside the required time and were not considered further;
- 112 were not considered because the applicant had not yet incurred the debt;
- 765 were successful and the debt was remitted;
- 1079 were unsuccessful;
- 164 were resolved by negotiation with institutions; and
- 388 were under consideration.

Review Process

Section 106M of the *Higher Education Funding Act 1988* allows students to seek a review of the decision of the Secretary (or delegate) refusing to remit their semester debt. An application for review is made in writing within 28 days and the review is initially undertaken by the Department. An applicant can apply to the Administrative Appeals Tribunal (AAT) within 28 days after notification of the decision of the internal review. Applicants are required to pay a filing fee of \$368 but there are exemptions. The Act was amended in 1995 to allow the Secretary to reconsider any decision after an appeal to the AAT but before the Tribunal hands down a decision.

There were 326 applications for internal review in 1995-96. Of these, 124 were remitted and 19 were resolved by negotiations with institutions. 166 were not remitted and 17 were still under consideration at 30 June 1996.

Thirteen applications were made to the AAT for review of a decision in 1995-96 and there were another 8 applications outstanding from 1994-95. Eight of these 21 cases were not heard in 1995-96 and are still active. Three cases proceeded to a full hearing of the AAT in 1995-96, with the AAT finding in the student's favour in all 3 cases. Two cases were dismissed and 8 students withdrew their applications.

Since the introduction of HECS, there have been 22 full AAT hearings, and in 16 cases the decisions of the Secretary, or delegate, have been upheld.

Schools

The Schools and Curriculum Division provides mechanisms for regular client contact on schools policy and programme administration. The Division also consults formally with national client groups on policy matters and on the *Administrative Guidelines*, and contributes to policy development in the Ministerial Council on Education, Employment, Training and Youth Affairs.

The Non-Government Schools Funding Review Committee reviews decisions made under the New Schools Policy in respect of the commencement of schools or schools significantly changing operations to receive Commonwealth funding and on the level of funding provided to a school under the General Recurrent Grants programme.

During 1995-96, the Committee received applications to review 21 decisions. In 7 cases the original decision not to grant general recurrent funding was overturned. At 30 June 1996, 15 reviews had yet to be finalised.

Six of 44 applications for a higher rate of per capita funding sought in 1995-96 were successful. There are 17 outstanding applications. The Committee also received applications from 4 schools which had been approved to commence in 1997 for a review of their initial funding category; 3 of these applications were subsequently withdrawn.

During 1995, some 109 individual schools and 2 school systems had their level of Commonwealth recurrent funding reassessed in the cycle of reviews conducted by the Department. The 1995 cycle of reassessments was for the 1997-2000 funding period. A more favourable funding category was approved for 2 of these schools.

Employment

CES Advisory Committee Review of Labour Market Programmes

In 1995, CES Advisory Committee (CESAC) reviewed labour market programmes, in particular administrative arrangements, job seekers' travel related needs and programme structure.

The Committee sought the views of organisations involved in the administration, delivery and use of labour market programmes including employers, business and industry associations, unions, training providers, and community and ethnic organisations. The main issues identified by the participants were the need to reduce the number of labour market programmes; more flexible programme design and delivery; meeting the needs of employers by providing job ready job seekers; provision of accredited training; removing the complex and inflexible administrative arrangements including tendering, documentation and reporting arrangements; greater communication between the CES and its clients; and providing for the costs of job seeker travel.

In August 1995, CESAC made eleven recommendations to streamline programme administration, make them more flexible, provide a greater client focus and simplify the programme structure. Four broad strategic categories were suggested to promote rationalisation of labour market programmes and assessment and support services for job seekers. Other recommendations addressed issues of improving area consultative committee links with training and community sectors, provision of accredited training to improve cost effectiveness of labour market programmes and assisting employers who recruit long-term unemployed job seekers.

The Government has broadly accepted the CESAC recommendations and the Department is implementing them. As a result, labour market programmes will be made simpler, more efficient and better targeted to people's needs and more effective in getting people into jobs.

SkillShare Funding Committee of Review

The SkillShare Funding Committee of Review considers requests by project sponsors or prospective sponsors for a review of SkillShare funding decisions made by the Department's area managers. The recommendations in previous years have changed the funding of projects and more attention is now given to documenting the decision making process.

From 1 July 1995 the SkillShare programme funding transferred from a calendar to a financial year basis. In 1995-96, two sponsors applied for a review of funding decisions. The Committee found that in one case grounds for review had not been established while in the other, the application for review was successful.

National Employer Survey

A National Survey of Employer Satisfaction with CES services was conducted during the months of March to May 1996. Over 32 800 employers who had lodged a vacancy with the CES in the six month period from July to December 1995 were surveyed.

The objectives of the survey were to:

- measure performance against the service standards at both national and local levels;
- identify changes in employer satisfaction since the 1994 survey; and
- give feedback to each CES office on their performance against the service standards.

Preliminary findings indicate:

- Overall 82 per cent of surveyed employers were either satisfied with the services provided by the CES (or very satisfied). Although this exceeds the Departmental standard of 80 per cent, it was a 3 per cent decrease since the 1994 survey.
- Almost 97 per cent (an increase of 4 per cent since 1994) of all employers reported that CES staff were 'always' or 'usually' courteous in their dealings with employers. This exceeds the service standard of 95 per cent.
- Three in four employers surveyed reported that the service they received was as good as or better than their expectations.
- CES offices were able to refer job seekers for vacancies to almost 98 per cent of employers surveyed. However, only 50 per cent of employers who received referrals reported that the job seekers they were sent were 'always' or 'usually' appropriate to their job vacancy requirements. There was a substantial decrease in satisfaction with the appropriateness of referrals since the 1994 survey, where 66 per cent of employers interviewed reported that the job seekers they were sent were appropriate.
- The main reasons why job seekers were not perceived as appropriate for the vacancies were job seekers lacked motivation (36 per cent), job seekers lacked skills and experience (25 per cent) and job seekers lacked qualifications (11 per cent).

Student Assistance Centre Survey

A Student Assistance Centre (SAC) Client Satisfaction Survey was conducted during the months April to June 1996. The objectives were to:

- measure performance against the service standards at both national and individual SAC levels;
- identify changes in student satisfaction since the 1994 survey; and

- give feedback to each SAC on their performance against the overall service goal for SACs.

Over 5000 AUSTUDY and 2600 ABSTUDY applicants who lodged their application between December 1995 and March 1996 were interviewed for the survey. Findings were unavailable at the time of printing.

National Employer/SAC Surveys: Use of Results

Each CES (in the case of the employer survey) and each SAC will be provided with survey results based on the responses of those clients they serviced, to assist in improving the quality of the service delivered to clients. This detailed information enables each outlet to develop service improvement strategies specifically directed to their own local job seekers or students. Such information assists with the cycle of continual improvement of service delivery which is a fundamental feature of the Department's service improvement strategies.

The work programme for 1996-97 will include research focusing on the needs and expectations of the various groups of customers to assist in the development of a charter of customer service. Satisfaction with service will continue to be monitored to provide feedback on performance against the charter of customer service.

Survey of Occupational Information User Needs

In 1996 a survey and analysis of occupational information user needs was undertaken. The main findings were as follows:

Students, particularly in Year 10, have a strong need for occupational information linked with courses to assist in selecting appropriate employment, education and training options. *Job Guide* which is used by 70 per cent of Year 10 students, is seen as the most valuable source of information, higher than information from university handbooks, newspapers, family and counsellors combined.

Job seekers wanted personal service up front to provide them with information on their options as well as vacancies, with newspapers as the most valuable source of print information. However, job seekers did see job search material (resume and application writing, etc) as useful.

Student and job seeker intermediaries both found the *Job Guide* as containing very valuable material.

Availability and capacity of dedicated hardware and the skills of the intermediaries and teachers to use it effectively were the main impediments to the more widespread adoption of electronic delivery solutions in schools and the CES. Electronic occupational information, particularly Internet or other on line services, may develop a new market among those students and job seekers who just want to make a very specific inquiry on jobs and courses and get the latest information.

Education Assistance and Income Support

***Working Nation* Evaluation**

As part of the overall evaluation of *Working Nation*, Youth Training Initiative (YTI) clients were surveyed to assess the performance of the YTI programme. This evaluation is discussed in detail under Programme 5.

Youth Consultations

At the request of the then Minister, a series of consultations with young people were held through the Youth Access Centres late in 1995. Over 700 young people participated in around

70 consultations across Australia. There were roughly equal numbers of females and males, approximately 75 per cent unemployed, 20 per cent students and 5 per cent employed. Around 10 per cent were from non-English speaking backgrounds, 8 per cent were Indigenous people and 10 per cent were homeless.

The views of young people who took part in the consultations can be summarised as follows:

- in general, they have positive views and experience of case management but they want it to be more flexible and responsive. In particular, they want more choice in the type of training activities they undertake;
- they have difficulties understanding complex income support arrangements and they have experienced problems getting and staying on pay;
- they are unhappy about the anomalies in the income support system - in particular that they receive different rates of pay for different activities they see as similar, and that rates vary by age;
- while many can mention individual officers who are helpful, they generally have a poor perception of the service delivered to young people by government departments;
- they indicated that the information products targeted at young people are not effective; and
- they generally welcome the opportunity to provide feedback and most want more opportunities to do so.

Aboriginal Education

No client surveys were specifically undertaken. There were, however, several submissions, both oral and in writing associated with the National Review of Education for Aboriginal and Torres Strait Islander Peoples that was undertaken throughout 1995-96. Resulting from this review changes to the Indigenous Education Supplementary Initiatives Programme will come into effect s from 1 January 1997.

A study of client and community satisfaction with Aboriginal Education Unit (AEU) service delivery was conducted during 1994-95 which has resulted in a review of the service standards for the Units. A draft AEU Service Standards Guide is being developed with consultation with the AEU network. The major changes relate to the way in which assistance is provided to programme recipients and the focus of programmes. These changes were announced in the Commonwealth's response to the national review on 26 September 1995.

Portfolio Administration and Advising

Review of ESOS Act

The *Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act 1991* (the ESOS Act) provides assurances of education quality and financial protection to international students studying in Australia by registering providers of international education and training, based on state or territory approval, and by imposing financial conditions on private (non-exempt) providers.

A review of the ESOS Act was prompted by the Act's sunset clause, which means that, in the absence of amendment, the Act will cease on 1 January 1997. The review was conducted by an independent consultant and involved extensive consultation including all providers registered under the ESOS Act, all industry peak bodies, state and territory regulatory authorities and relevant Commonwealth agencies. It ran in early 1996 being completed in May 1996.

The review found that, broadly, industry bodies were happy with the current legislation, although they favoured some simplification of it. The review report suggests ways to simplify the financial regulation while still protecting students, Australia's international education reputation, \$1.9 billion per annum in export revenue, and taxpayers' funds which might otherwise be needed to assist students in situations where the provider defaults on their obligations.

The major recommendations arising from the review were to:

- extend the sunset date to 1 January 1999;
- simplify fee refund requirements so that all that is required is a written refund agreement with each student;
- simplify the national register so that detailed course information is no longer recorded;
- make some minor administrative changes to the ESOS Act;
- clarify the sharing of regulatory costs;
- consult with industry to develop self-regulation of refund agreements, in lieu of the detailed regulations in the ESOS Act; and
- consult with states/territories to encourage them to take more responsibility for financial regulation of providers.

Action to implement these recommendations is under way. A Bill to extend the sunset date in the ESOS Act was introduced in the Senate on 23 May 1996.

Australian International Education Foundation 1996 Client Satisfaction Survey

Australian International Education Foundation (AIEF) Members were surveyed in the first half of 1996 about their satisfaction with the Foundation. Most large education and training institutions with established international programmes responded to the survey. Relative newcomers to the international education and training community proved less likely to respond. More than half of the respondents considered that the AIEF had met their expectations in its first year. The AIEF has established a sound foundation to build on and needs to maintain a balance between those core services that members consider essential, and innovative developments that could help Australia's competitiveness and positioning in the market. There is a need to ensure that while innovative services are developed, existing services meet the needs of members. The survey report provides detailed suggestions on strategic directions for the AIEF.

Appendix 8: Financial Statements

The following pages provide the financial statements for the Department of Employment, Education, Training and Youth Affairs for 1995–96 and respond to departmental annual report requirement 46. They have been submitted to the Auditor-General for scrutiny as required by sub-section 50(1) of the *Audit Act 1901*. They contain the following information.

Audit report

Certification of financial statements

Operating statement

Statement of assets and liabilities

Statement of program expenses and revenues

Statement of program assets and liabilities

Statement of cash

Statement of transactions by fund

Notes to and forming part of the financial statements

Glossary of terms

**DEPARTMENT OF EMPLOYMENT, EDUCATION, TRAINING AND YOUTH AFFAIRS
INDEPENDENT AUDIT REPORT**

Scope

I have audited the financial statements of the Department of Employment, Education, Training and Youth Affairs for the year ended 30 June 1996.

The statements comprise:

- Statement by the Departmental Secretary and Chief Accountant, Finance Branch
- Operating Statement
- Statement of Assets and Liabilities
- Statement of Program Expenses and Revenues
- Statement of Program Assets and Liabilities
- Statement of Cash Flows
- Statement of Transactions by Fund, and
- Notes to and forming part of the Financial Statements.

The Department's Secretary and Chief accountant, Finance Branch are responsible for the preparation of the financial statements and the information contained therein. I have conducted an independent audit of the financial statements in order to express an opinion on the m.

The audit has been conducted in accordance with the Australian Auditing Standards, to provide reasonable assurance as to whether the financial statements are free of material misstatement. Audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial statements are presented fairly in accordance with Australian Accounting concepts and Standards and other mandatory professional reporting requirements and statutory requirements so as to present a view of the Department which is consistent with my understanding of its financial position, its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In accordance with sub-section 51(1) of the *Audit Act 1901*, I now report that in my opinion, the financial statements:

- are in agreement with the accounts and records kept in accordance with section 40 of the Act;
- are in accordance with the Guidelines for Financial Statements of Departments; and
- present fairly in accordance with Statements of accounting Concepts, applicable Accounting Standards and other mandatory professional reporting requirements the information required by the Guidelines including the Department's departmental and administered operations and its cash flows for the year ended 30 June 1996 and departmental and administered assets and liabilities as at that date.

Australia National Audit Office

(signed)

P.J. Barrett
Auditor-General

Canberra

25 September 1996

**STATEMENT BY THE DEPARTMENTAL SECRETARY
AND
PRINCIPAL ACCOUNTING OFFICER**

In our opinion, the attached financial statements present fairly the information required by the Financial Statements of Departments Guidelines issued by the Minister for Finance in March 1995.

(signed)

D. A. Hollway
Departmental Secretary

23 September 1996

(signed)

N. D. McAuslan
Chief Accountant
Finance Branch

23 September 1996

OPERATING STATEMENT
for the year ended 30 June 1996

	Notes	1995-96 \$'000	1994-95 \$'000
NET COST OF SERVICES			
Expenses	3		
Employee expenses		652,896	648,644
Other administrative expenses		351,163	330,048
Total expenses		1,004,059	978,692
Revenues from independent sources			
User charges		12,621	5,629
Other revenues from independent sources	4	7,665	4,762
Total revenues from independent sources	27	20,286	10,391
Net cost of services	17	983,773	968,302
REVENUES FROM GOVERNMENT			
Appropriations used for:			
Ordinary annual services (net appropriations)		991,159	876,995
Other services		42,130	21,807
Liabilities assumed by other departments		-	76,668
Resources received free of charge from other departments	5		12,125
	11,504		
Total revenues from government		1,045,415	986,974
Excess of revenues from government over net cost of services		61,641	18,673
Total revenues less expenses		61,641	18,673
Accumulated revenues less expenses at beginning of reporting period		(43,817)	(62,490)
Accumulated revenues less expenses at end of reporting period		17,825	(43,817)

ADMINISTERED EXPENSES AND REVENUES

Administered expenses

Grants		6,597,086	6,173,704
Subsidies		1,245,215	486,515
Benefit payments		2,233,887	1,978,827

Appendix 8: Financial Statements

Payments of appropriations to public authorities		1,004,146	892,422
Administered assets transferred to other departments	2	-	133,254
Other	3	771,881	1,212,057
<hr/>			
Total administered expenses		11,852,215	10,876,780
<hr/>			
Administered revenues			
Fees		1,568	2,063
Fines		2,499	920
Interest		7,460	1,330
Other	4	209,200	94,442
<hr/>			
Total administered revenues		220,727	98,755
<hr/>			

STATEMENT OF ASSETS AND LIABILITIES**as at 30 June 1996**

	Notes	1995-96 \$'000	1994-95 \$'000
CURRENT ASSETS			
Cash	6	404	390
Receivables	7	3,988	5,407
Other	8	44,976	17,574
Total current assets		49,368	23,371
NON-CURRENT ASSETS			
Receivables	7	4	18
Property, plant and equipment	9	153,208	108,088
Other	8	968	527
Total non-current assets		154,180	108,633
Total assets		203,548	132,004
CURRENT LIABILITIES			
Creditors	12	7,580	6,610
Leases	13	5	92
Provisions	14	60,805	50,482
Other	15	5,667	6,175
Total current liabilities		74,057	63,359
NON-CURRENT LIABILITIES			
Creditors	12	-	121
Leases	13	2	129
Provisions	14	110,011	112,212
Other	15	1,653	-
Total non-current liabilities		111,666	112,462
Total liabilities		185,723	175,821
NET ASSETS (LIABILITIES)	16	17,825	(43,817)

ADMINISTERED ASSETS AND LIABILITIES**Administered assets**

Appendix 8: Financial Statements

Cash	6	7,695	5,736
Receivables	7	3,424,597	3,063,167
Intangibles	10	952	5,102
Investments	11	1,015,261	-
Other	8	2,199	3,018
<hr/>			
Total administered assets		4,450,704	3,077,023
<hr/>			
Administered liabilities			
Creditors	12	6,581,343	7,501,761
<hr/>			
Total administered liabilities		6,581,343	7,501,761

STATEMENT OF PROGRAM EXPENSES AND REVENUES**for the year ended 30 June 1996**

	Notes	Schools		Higher Education	
		1995-96	1994-95	1995-96	1994-95
		\$'000	\$'000	\$'000	\$'000
NET COST OF SERVICES					
Expenses					
Employee expenses		10,219	9,438	10,721	9,200
Other administrative expenses		4,569	5,469	16,659	16,146
Total expenses		14,788	14,906	27,380	25,347
Revenues from independent sources					
User charges		-	-	9	308
Other revenues from independent sources	4	35	2	75	45
Total revenues from independent sources	27	35	2	84	353
Net cost of services		14,753	14,904	27,296	24,993
REVENUES FROM GOVERNMENT					
Appropriations treated as revenues					
Ordinary annual services		15,744	15,141	19,287	14,469
Other services		-	-	-	-
Liabilities assumed by other departments		-	1,103	-	917
Resources received free of charge from other departments	5	25	43	8,628	7,747
Total revenues from government		15,769	16,286	27,914	23,133
Excess of revenues from government over net cost of services		1,016	1,382	618	(1,860)
Total revenues less expenses		1,016	1,382	618	(1,860)
ADMINISTERED EXPENSES AND REVENUES					
Administered expenses					
Grants		1,715,342	1,775,281	4,393,121	4,073,261
Subsidies		-	-	-	-
Benefit payments		-	-	827	900
Payments of appropriations to Public Authorities 3,043			-	-	4,650

Appendix 8: Financial Statements

Assets transferred to other departments	2	-	-	-	133,254
Other	3	4,267	2,086	150,966	107,126
Total administered expenses		1,719,609	1,777,366	4,549,564	4,317,584
Administered revenues					
Fees		-	-	272	220
Fines		-	-	-	-
Interest		-	-	-	-
Other	4	-	-	152,557	69,219
Total administered revenues		-	-	152,829	69,439

STATEMENT OF PROGRAM EXPENSES AND REVENUES
for the year ended 30 June 1996

	Notes	Vocational Education and Training		Employment	
		1995-96	1994-95	1995-96	1994-95
		\$'000	\$'000	\$'000	\$'000
NET COST OF SERVICES					
Expenses	3				
Employee expenses		8,868	8,831	382,889	405,237
Other administrative expenses		3,435	6,296	164,889	173,520
Total expenses		12,303	15,127	547,779	578,757
Revenues from independent sources					
User charges		-	-	11,221	5,121
Other revenues from independent sources	4	20	1	4,211	1,432
Total revenues from independent sources	27	20	1	15,432	6,553
Net cost of services		12,283	15,126	532,347	572,204
REVENUES FROM GOVERNMENT					
Appropriations treated as revenues					
Ordinary annual services		13,132	15,439	579,599	515,466
Other services		-	-	-	-
Liabilities assumed by other departments		-	1,032	-	50,503
Resources received free of charge from other departments	5	20	40	1,319	1,965
Total revenues from government		13,152	16,511	580,918	567,934
Excess of revenues from government over net cost of services		869	1,385	48,572	(4,270)
Total revenues less expenses		869	1,385	48,572	(4,270)

ADMINISTERED EXPENSES AND REVENUES

Administered expenses

Grants	2,428	8,496	336,107	169,108
Subsidies	2,603	-	1,242,607	486,515
Benefit payments	-	41	398,691	296,782

Appendix 8: Financial Statements

Payments of appropriations to Public Authorities 19,020		926,278	870,359	73,217	
Assets transferred to other departments	2	-	-	-	-
Other	3	54,670	94,316	458,210	923,598
Total administered expenses		985,980	973,212	2,508,832	1,895,023
Administered revenues					
Fees		-	-	1,256	1,128
Fine		-	-	-	-
Interest		688	-	40	-
Other	4	-	-	360	-
Total administered revenues		688	-	1,656	1,128

STATEMENT OF PROGRAM EXPENSES AND REVENUES
for the year ended 30 June 1996

	Notes	Student, Youth and Aboriginal Education Support		Portfolio Administration and Advising	
		1995-96 \$'000	1994-95 \$'000	1995-96 \$'000	1994-95 \$'000
NET COST OF SERVICES					
Expenses	3				
Employee expenses		74,457	74,149	165,741	141,789
Other administrative expenses		37,457	43,558	124,153	85,059
Total expenses		111,915	117,708	289,894	226,848
Revenues from independent sources					
User charges		-	-	1,391	200
Other revenues from independent sources	4	140	143	3,185	3,139
Total revenues from independent sources	27	140	143	4,576	3,339
Net cost of services		111,775	117,564	285,319	223,509
REVENUES FROM GOVERNMENT					
Appropriations treated as revenues					
Ordinary annual services		120,838	104,060	242,559	212,421
Other services		-	-	42,130	21,807
Liabilities assumed by other departments		-	9,200	-	13,913
Resources received free of charge from other departments	5	622	740	1,512	970
Total revenues from government		121,460	114,000	286,201	249,110
Excess of revenues from government over net cost of services		9,685	(3,564)	882	25,601
Total revenues less expenses		9,685	(3,564)	882	25,601
ADMINISTERED EXPENSES AND REVENUES					
Administered expenses					
Grants		137,810	134,960	12,278	12,599
Subsidies		-	-	6	-
Benefit payments		1,834,369	1,681,105	-	-

Appendix 8: Financial Statements

Payments of appropriations to Public Authorities		-	-	-
-				
Assets transferred to other departments	2	-	-	-
Other	3	94,526	67,456	9,242
Total administered expenses		2,066,705	1,883,521	21,526
Administered revenues				
Fees		-	-	40
Fines		2,499	920	-
Interest		6,699	1,330	33
Other	4	27,746	8,409	28,537
Total administered revenues		36,944	10,659	28,610

STATEMENT OF PROGRAM EXPENSES AND REVENUES
for the year ended 30 June 1996

	Notes	Total	
		1995-96 \$'000	1994-95 \$'000
NET COST OF SERVICES			
Expenses	3		
Employee expenses		652,896	648,644
Other administrative expenses		351,163	330,048
Total expenses		1,004,059	978,692
Revenues from independent sources			
User charges		12,621	5,629
Other revenues from independent sources	4	7,665	4,762
Total revenues from independent sources	27	20,286	10,391
Net cost of services		983,773	968,302
REVENUES FROM GOVERNMENT			
Appropriations treated as revenues			
Ordinary annual services		991,159	876,995
Other services		42,130	21,807
Liabilities assumed by other departments		-	76,668
Resources received free of charge from other departments	5	12,125	11,504
Total revenues from government		1,045,415	986,974
Excess of revenues from government over net cost of services		61,641	18,673
Total revenues less expenses		61,641	18,673
ADMINISTERED EXPENSES AND REVENUES			
Administered expenses			
Grants		6,597,086	6,173,704
Subsidies		1,245,215	486,515
Benefit payments		2,233,887	1,978,827
Payments of appropriations to Public Authorities		1,004,146	892,422

Appendix 8: Financial Statements

Assets transferred to other departments	2	-	133,254
Other	3	771,881	1,212,057
Total administered expenses		11,852,215	10,876,780
Administered revenues			
Fees		1,568	2,063
Fines		2,499	920
Interest		7,460	1,330
Other	4	209,200	94,442
Total administered revenues		220,727	98,755

STATEMENT OF PROGRAM ASSETS AND LIABILITIES

as at 30 June 1996

	Notes	Schools		Higher Education	
		1995-96	1994-95	1995-96	1994-95
		\$'000	\$'000	\$'000	\$'000
ASSETS					
Current	6,7,8	523	11	717	190
Non-current	7,8,9	1,623	1,422	1,743	1,329
Total assets		2,146	1,432	2,460	1,518
LIABILITIES					
Current	12,13,14,15	883	986	1,063	832
Non-current	12,13,14,15	1,336	1,431	1,435	1,342
Total liabilities		2,219	2,417	2,498	2,174

ADMINISTERED ASSETS AND LIABILITIES

Administered assets					
Cash	6	-	3	-	-
Receivables	7	6	348	3,304,803	2,983,652
Intangibles	10	-	96	-	-
Investments	11	-	-	973,648	-
Other	8	-	-	419	-
Total administered assets		6	446	4,278,870	2,983,652
Administered liabilities					
Creditors	12	1,673,537	3,177,884	2,471,603	2,319,646
Total administered liabilities		1,673,537	3,177,884	2,471,603	2,319,646

STATEMENT OF PROGRAM ASSETS AND LIABILITIES

as at 30 June 1996

	Notes	Vocational Education and Training		Employment	
		1995-96	1994-95	1995-96	1994-95
		\$'000	\$'000	\$'000	\$'000
ASSETS					
Current	6,7,8	1,530	858	30,332	7,396
Non-current	7,8,9	1,295	1,548	103,894	73,203
Total assets		2,826	2,405	134,225	80,599
LIABILITIES					
Current	12,13,14,15	849	845	45,100	39,424
Non-current	12,13,14,15	1,083	1,564	71,300	74,018
Total liabilities		1,932	2,409	116,400	113,442

ADMINISTERED ASSETS AND LIABILITIES

Administered assets					
Cash	6	219	0	272	94
Receivables	7	1,474	11	3,468	2,248
Intangibles	10	-	0	-	24
Investments	11	41,438	-	175	-
Other	8	3	-	609	1,637
Total administered assets		43,133	11	4,524	4,003
Administered liabilities					
Creditors	12	434,661	395,563	1,029,987	674,902
Total administered liabilities		434,661	395,563	1,029,987	674,902

STATEMENT OF PROGRAM ASSETS AND LIABILITIES

as at 30 June 1996

	Notes	Student, Youth and Aboriginal Education Support		Portfolio Administration and Advising	
		1995-96	1994-95	1995-96	1994-95
		\$'000	\$'000	\$'000	\$'000
ASSETS					
Current	6,7,8	5,156	697	11,110	14,221
Non-current	7,8,9	17,679	11,377	27,945	19,754
Total assets		22,835	12,074	39,055	33,975
LIABILITIES					
Current	12,13,14,15	8,501	7,247	71,662	14,024
Non-current	12,13,14,15	13,358	13,611	23,154	20,496
Total liabilities		21,859	20,857	40,816	34,520

ADMINISTERED ASSETS AND LIABILITIES**Administered assets**

Cash		1,078	1,119	6,126	4,520
Receivables		113,430	76,699	1,416	209
Intangibles		-	0	952	4,983
Investments		-	-	0	-
Other		348	329	821	1,052
Total administered assets		114,856	78,147	9,316	10,763

Administered liabilities

Creditors		970,179	931,963	1,377	1,802
Total administered liabilities		970,179	931,963	1,377	1,802

STATEMENT OF PROGRAM ASSETS AND LIABILITIES

as at 30 June 1996

	Notes	1995-96	Total
		\$'000	1994-95
			\$'000
ASSETS			
Current	6,7,8	49,368	23,371
Non-current	7,8,9	154,180	108,633
Total assets		203,548	132,004
LIABILITIES			
Current	12,13,14,15	74,057	63,359
Non-current	12,13,14,15	111,666	112,462
Total liabilities		185,723	175,821

ADMINISTERED ASSETS AND LIABILITIES

Administered assets

Cash	6	7,695	5,736
Receivables	7	3,424,597	3,063,167
Intangibles	10	952	5,102
Investments	11	1,015,261	-
Other	8	2,199	3,018
Total administered assets		4,450,705	3,077,023

Administered liabilities

Creditors	12	6,581,343	7,501,761
Total administered liabilities		6,581,343	7,501,761

STATEMENT OF CASH FLOWS
for the year ended 30 June 1996

	Notes	1995-96 \$'000	1994-95 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Inflows:			
Appropriation revenue		1,033,289	898,802
Revenue from independent sources		23,617	8,711
		1,056,906	907,513
Outflows:			
Employee expenses		(656,285)	(562,157)
Other administrative expenses		(329,539)	(286,591)
		(985,824)	(848,748)
Net cash provided by operating activities	17	71,082	58,765
CASH FLOWS FROM INVESTING ACTIVITIES			
Inflows:			
Proceeds from disposals of property, plant & equipment		653	1,754
Outflows:			
Payments for the acquisition of property, plant & equipment			(71,722)
	(60,683)		
Net cash used in investing activities		(71,068)	(58,929)
Net increase in cash		14	(165)
Cash at beginning of the reporting period		390	555
Cash at end of the reporting period		404	390
CASH FLOWS FROM ADMINISTERED TRANSACTIONS			
Inflows:			
Fees		1,476	2,063
Fines		1,248	920
Interest		2,140	1,330
Other		28,499	16,816
		33,363	21,129
Outflows:			

Appendix 8: Financial Statements

Grants	(8,561,439)	(8,270,186)
Benefits	(2,134,518)	(1,948,779)
Subsidies	(914,937)	(408,230)
Payments to Public Authorities	(945,951)	(864,678)
Other	(740,125)	(834,856)
	(13,296,970)	(12,326,729)
Net cash outflows from administered transactions	(13,263,607)	(12,305,600)

STATEMENT OF TRANSACTIONS BY FUND
for the year ended 30 June 1996

	Notes	1995-96 Budget \$	1995-96 Actual \$
<i>Consolidated Revenue Fund</i>			
RECEIPTS	18	82,665,000	103,796,303
Total receipts		82,665,000	103,796,303
EXPENDITURE			
Special appropriations	19	11,007,190,000	10,894,343,053
Annual appropriations	20		
<i>Appropriation Act (No. 1) 1995</i>		3,356,909,000}	
<i>Appropriation Act (No. 3) 1995</i>		n/a}	
<i>Audit Act 1901 (section 35)</i>		15,399,000}	3,448,226,618
<i>Appropriation Act (No. 2) 1995</i>		89,880,000}	
<i>Appropriation Act (No. 4) 1995</i>		n/a}	60,082,017
Sub-total		3,462,188,000	3,508,308,635
Total expenditure		14,469,378,000	14,402,651,688
<i>Loan Fund</i>			
RECEIPTS		Nil	Nil
EXPENDITURE		Nil	Nil
<i>Trust Fund</i>			
	21		
Heads of Trust (private moneys):			
Receipts		21,660,000	22,741,339
Expenditure		21,660,000	21,367,138
Trust accounts (Commonwealth activities):			
Receipts		757,001,000	751,571,149
Expenditure		757,001,000	749,969,632
Total receipts		778,661,000	774,312,487

Appendix 8: Financial Statements

Total expenditure	778,661,000	771,336,770
--------------------------	--------------------	--------------------

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 1996

Note	Description
1	Departmental Objectives
2	Summary of Significant Accounting Policies
3	Expenses
4	Revenues
5	Resources Received Free of Charge
6	Cash
7	Receivables
8	Other assets
9	Property, Plant and Equipment
10	Intangible Assets
11	Investments
12	Creditors
13	Leases
14	Provisions
15	Other Liabilities
16	Residual Interest in Assets
17	Cash Flow Reconciliation
18	Receipts to the Consolidated Revenue Fund
19	Expenditure from Special Appropriations
20	Expenditure from Annual Appropriations
21	Receipt and Expenditure of the Trust Fund
22	Appropriation for Future Reporting Periods
23	Services Provided by the Auditor-General
24	Executive Remuneration
25	Agreements Equally Proportionately Unperformed
26	Liabilities not Recognised
27	Revenue from Independent Sources
28	Amounts Written Off , Act of Grace Payments and Waivers
29	Events Occurring after Balance Date

NOTE 1 : DEPARTMENTAL OBJECTIVES

The overall mission of the Department of Employment, Education, Training and Youth Affairs is to provide the best possible employment, education, training and youth services, within the funds available, to prepare Australians for economic and employment opportunities.

The Department is structured into 6 programs:

Program 1: Schools

Program 2: Higher Education

Program 3: Vocational Education and Training

Program 4: Employment

Program 5: Student, Youth and Aboriginal Education Support

Program 6: Portfolio Administration and Advising

Schools

To support systems and schools to equip the nation's young people to develop their full potential and share equally in the benefits of education.

Higher Education

In cooperation with government and non-government education authorities, higher education institutions and the private sector, to use higher education resources effectively to address Australia's social, cultural, economic and labour market objectives including meeting the need for an educated and skilled population; and to maintain a diverse higher education system that takes a long term and independent approach in pursuing its teaching, scholarly and research functions.

Vocational Education and Training

To contribute to the improvement of Australia's economic competitiveness and social well-being by improving the productivity and skills of the workforce, through the provision of quality vocational education and training.

Employment

To assist the efficient and effective functioning of the labour market by reducing unemployment through the provision of services to jobseekers and employers. These services include job brokerage, facilitating skills formation and retention in individuals, industries and regions, and ensuring that case management services for disadvantaged and long term unemployed clients are provided cost-effectively and fairly through open competition among providers.

Student, Youth and Aboriginal Education Support

To promote equality of educational and employment opportunity by improving access to, participation and retention in and completion of, education, training and work experience particularly through the provision of financial assistance.

Portfolio Administration and Advising

To contribute to the achievement of employment, education and training systems that are responsive to socio-economic needs by providing strong and effective corporate leadership, portfolio advising and management and ensuring that resources provided to meet the Portfolio's domestic and international objectives are allocated and managed effectively and efficiently.

NOTE 2 : SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

2.1 Basis of Accounting

The financial statements are required by section 50 of the *Audit Act 1901* and are a general purpose financial report. The financial statements have been prepared in accordance with the *Financial Statements of Departments Guidelines* (“the Guidelines”), issued by the Minister for Finance for periods ending on or after 30 June 1995. The Guidelines require compliance with Statements of Accounting Concepts, Australian Accounting Standards, Accounting Guidance Releases issued by the Australian Accounting Research Foundation and other relevant mandatory professional reporting requirements (Consensus Views of the Urgent Issues Group).

The financial statements have been prepared on an accrual basis and, except where stated, the financial statements have been prepared in accordance with the historical cost convention and do not take account of changing money values.

The continued existence of the Department in its present form and with its present programs is dependent on Government policy and on continuing appropriations by Parliament for the Department’s administration and programs.

2.2 Rounding

Amounts shown in the financial statements and the notes have been rounded to the nearest thousand dollars except in relation to the following items:

- Statement of Transactions by Fund and associated notes;
- write-offs, act of grace payments and waivers; and
- remuneration of executives.

All totals are the rounded sum of unrounded figures.

2.3 Departmental and Administered Items

Departmental assets, liabilities, revenues and expenses are those which are controlled by the Department including:

- computers, plant and equipment used in providing goods and services;
- liabilities for employee entitlements;
- revenues from running costs appropriations and from user charging etc where the proceeds are deemed appropriated under section 35 of the *Audit Act 1901*; and
- employee expenses and other administrative expenses incurred in providing goods and services.

Administered assets, liabilities, revenues and expenses are those which are controlled by the Government and managed by the Department in a fiduciary capacity. These include grants, benefit payments and fees.

The purposes of the separation of administered and departmental items is to enable the assessment of the administrative efficiency of the Department in providing goods and services. Administered items are distinguished from departmental items in the financial statements by shading.

2.4 Taxation

The Department is exempt from all forms of taxation except fringe benefits tax.

2.5 Foreign Currency

Transactions involving overseas currencies occurring during the year have been converted at the rate of exchange prevailing at the date of each transaction. Amounts owing to and payable by the Department have been converted at the rate of exchange prevailing at balance date. Associated currency gains and losses are not material.

NOTE 2 Continued

2.6 Insurance

In accordance with Commonwealth Government policy, assets are not insured and losses are expensed as they are incurred.

2.7 Principles of Consolidation

The financial statements of the Department encompass all entities that are controlled by the Department and those entities which form part of the Department, that is, the Department of Employment, Education, Training and Youth Affairs, including Employment Assistance Australia (EAA) and the National Board of Employment, Education and Training (NBEET).

In the process of reporting the Department as a single unit, and in preparation of the program statements, all intra and inter-program transactions have been eliminated in full.

2.8 Bad and Doubtful Debts

Bad debts are written off during the year in which they are identified. A provision is raised for any doubtful debts based on a review of all outstanding accounts at year end.

2.9 Cash

Cash includes notes and coins held, deposits at call with a bank or financial institution and cash equivalents which are readily convertible to cash.

2.10 Property, Plant and Equipment

Property, plant and equipment items over \$2000 have been recorded on the following basis:

- computers, plant and equipment and land and buildings on hand as at 30 June 1993 have been recorded at market value as determined by the Australian Valuation Office as at 30 June 1993,
- computers, plant and equipment and land and buildings purchased from 1 July 1993 have been recorded at historical cost,
- leasehold improvements have been valued at historical cost on a lease by lease basis,
- purchased computer software has been valued at historical cost. Inhouse developed software reflects the cost of development. Software developed internally prior to 30 June 1994 has not been capitalised in the statements. Expenses incurred in developing internally developed software are capitalised at the end of the financial year.

Depreciable non-current assets are written off to their estimated residual values over their estimated useful lives. Depreciation is calculated on a straight line basis over the expected useful life of the asset reflecting the pattern of usage of the asset.

2.11 Leases

A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and benefits incidental to ownership of leased non-current assets and operating leases under which the lessor effectively retains substantially all such risks and benefits.

Where a non-current asset is acquired by means of a finance lease, the asset is capitalised at the present value of minimum lease payments at the inception of the lease and a liability recognised for the same amount. Leased assets are amortised over the period of the lease. Lease payments are allocated between the principal component and the interest expense.

Operating lease payments are charged to the Operating Statement on a basis which is representative of the pattern of benefits derived from the lease assets.

NOTE 2 Continued

2.12 Employee Entitlements

The Department recognises at balance date its liabilities for recreation leave, long service leave and performance pay. No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in future years by employees of the Department is estimated to be less than the annual entitlement for sick leave.

The provision for annual leave reflects the value of total annual leave entitlements of all employees at balance date and is recognised at the nominal amount.

The provision for long service leave reflects the value of the estimated future cash flows to be made in respect of all employees. In determining the present value of the liability, the Department has taken into account attrition rates and pay increases through promotion and inflation. The determination of current and non-current leave is based on past history of payments in accordance with AAS30.

2.13 Superannuation Payments

Staff of the Department contribute to the Commonwealth Superannuation Scheme and the Public Sector Superannuation Scheme. Employer contributions have been expensed in these financial statements. Prior to 1995–96, the Department was not required to make employer contributions in relation to staff membership of these schemes. The costs of superannuation in 1994–95 were shown as a liability assumed by other departments.

No liability is shown for superannuation in the Statement of Assets and Liabilities as the employer contributions fully extinguish the accruing liability which is assumed by the Commonwealth.

2.14 Resources Received Free of Charge

Resources received free of charge are recognised as revenue where the amounts can be reliably measured. Use of those resources is recognised as an expense in the net cost of services, or as an asset where there is a long term benefit.

2.15 Comparative Figures

Where necessary, comparative figures have been adjusted to conform with changes in presentation in these financial statements.

2.16 Lease Incentives

Lease incentives taking the form of ‘free’ leasehold improvements and rent free holidays are recognised as liabilities. These liabilities are reduced by allocating lease payments between rental expense and reduction of the liability.

2.17 Cost Attribution

Costs contained in the Program Statements have been attributed across the six Departmental programs in accordance with this Department’s Cost Attribution Guide based primarily on information contained in FINEST and NOMAD (the Department’s primary financial and human resource management systems). Assets and liabilities have been allocated to programs responsible for control and administration.

2.18 Voluntary Disclosure

In 1995–96, the Department’s total expenditure was some \$13.4 billion. Approximately \$2.1 billion of this comprised income support payments. Income support payments (of which \$1.8 billion relates to student assistance) are made on the basis of eligibility criteria administered by the Department. They rely, in part, on recipients providing correct and timely information. To supple-

ment that information the Department has in place a number of checks and controls. In respect of student assistance this included reviews, enrolment and employment checks, mobile review teams, internal audits, data analysis and data matching.

NOTE 2 Continued

Data collection forms completed by applicants for DEETYA income support payments also include warnings about the provision of false information. Recovery action is taken when it is established that payments are based on incorrect information.

Results of a survey of AUSTUDY beneficiaries during 1992–93 showed that the level of previously unidentified invalid program payments was immaterial. The adequacy of controls in income support programs has been assessed partly through the risk assessment process undertaken for all Departmental programs. The Department further tightened AUSTUDY controls in 1994–95 in respect of income testing. Based on those improvements as well as the 1992–93 survey and assessments, the Department considers that there is a very low risk of invalid payments in these programs and that the level of any invalid payments would not materially affect the financial statements.

2.19 Intangible Assets

Intangible assets are recorded at historical cost. The Department's intangible assets comprise identifiable items such as copyrights and research surveys. The costs reported do not take into account salaries of Departmental officers or Departmental administrative expenses. Intangible assets are amortised on a straight line basis over the expected useful life of the asset.

2.20 Higher Education Contribution Scheme (HECS) - Change in Accounting Policy

Under HECS, students are required to contribute to the cost of their courses. Eligible students may elect to make up front payments directly to the institution, in which case they pay 75 per cent of the HECS charge while the Commonwealth pays the balance to the institution. Some students are required to pay up front in which case they pay the full HECS charge to the institution. Students who have the choice may elect to defer their HECS payment until their taxable income reaches a minimum repayment threshold, equivalent to average weekly earnings. In this case, they take out a loan with the Commonwealth for the full amount of the liability. The money is forwarded to the institution on their behalf, and is reflected in the Department's Statement of Assets and Liabilities.

In 1994–95, an amount was shown under 'assets transferred to other departments' in the Department's Operating Statement to reflect that once the receivable has been reduced by the raising of total HECS assessment debt, the responsibility for collection was transferred to the Australian Taxation Office (ATO) who then applied Tax Instalment Deductions collected in the previous income year to HECS accounts.

In 1994–95, the Pay As You Earn (PAYE) system of HECS repayment was introduced whereby additional Tax Instalment Deductions were collected from HECS debtors by the ATO, specifically to cover required HECS payments for 1994–95. This year, in order to better reflect the overall operation of HECS, the full transactions of HECS are recorded in the Department's financial statements as though the additional Tax Instalment Deductions collected through the PAYE mechanism were received by this Department. As a result, the HECS receivable will be reduced when money in relation to HECS is received by the ATO through additional PAYE payments, rather than when the allocation of Tax Instalment Deductions to the HECS debt is made after assessment.

The Department includes information collected by the ATO with respect to the total accumulated HECS debt in its financial statements. The information included in the financial statements is supplied by the ATO in certified form. From this year, the statements will include an adjustment for estimated Tax Instalments Deductions collected through PAYE. This estimate is prepared by the Department using the HECS Revenue Projection Model and is consistent with the final estimate of PAYE Tax Instalment Deductions for 1995–96, which has been agreed with the Department of Finance for the purposes of the operation of the HECS Trust Fund.

NOTE 2 Continued

As 1995–96 is the first year in which the change in treatment will apply, the comparatives and opening balance of outstanding HECS debt have not been adjusted to reflect PAYE Tax Instalment Deductions actually collected in 1994–95. Therefore, adjustments to the receivable in 1995–96 will include Tax Instalment Deductions collected through PAYE in the previous year but allocated in 1995–96 (HECS Assessment Debt Raised) as well as estimated PAYE Tax Instalment Deductions collected in 1995–96.

2.21 Investments - Change in Accounting Policy

The Commonwealth's investment in Commonwealth controlled entities in the Employment, Education, Training and Youth Affairs portfolio has been recognised as an administered asset for the first time this year. The investments, which have been valued at the Commonwealth's share of net assets of each controlled entity, have been credited to the Administered Entities Investment Reserve. As these investments are controlled by the Commonwealth rather than the Department, they have not been consolidated.

NOTE 3: EXPENSES

	1995–96	1994–95
	\$'000	\$'000
Employee Expenses		
Salaries and wages	495,895	502,168
Superannuation	92,690	91,360
Provision for employee entitlements	64,311	55,116
	652,896	648,644
Other Administrative Expenses		
Provision for depreciation - property, plant and equipment	25,111	20,969
Loss arising from the sale or disposal of assets	836	8,306
Bad and doubtful debts expense	372	141
Property operating expenses	132,635	116,789
Communications	38,492	33,130
Travel	27,417	27,627
Non departmental staff costs	31,006	20,198
Information and computer services	42,818	32,955
Other	52,476	69,933
	351,163	330,048
Administered Expenses		
Payments to other parties	473,166	891,980
Provision for amortisation - intangible assets	4,150	1,200
Program support	89,647	168,996
Bad and doubtful debts expense	165,782	76,104

Appendix 8: Financial Statements

Other	39,136	73,777
	771,881	1,212,057

NOTE 4: REVENUES

	1995-96 \$'000	1994-95 \$'000
Other Revenues from Independent Sources		
Subsidies	2,917	341
International projects	2,842	2,159
Sale/leasing of goods	281	899
Staff contributions	429	544
Other	1,196	819
	7,665	4,762

The following item of revenue was included in the aggregate amount for Appropriations shown in the Operating Statement:

Parliamentary appropriation carried over from the preceding year	39,009	15,589
--	--------	--------

Administered Revenue - Other

Indexation on HECS receivable	152,557	69,219
Indexation on AUSTUDY loans	27,746	8,409
Other	28,897	16,814
	209,200	94,442

NOTE 5 : RESOURCES RECEIVED FREE OF CHARGE

The following resources received free of charge from other departments have been recognised in the Operating Statement:

	1995-96 \$'000	1994-95 \$'000
Australian National Audit Office - auditing services	750	820
Australian Taxation Office - recovers amounts for the Higher Education Contribution Scheme	8,601	7,712
Department of Administrative Services- officer on secondment	10	-
Department of Defence - officer on secondment	10	16
Department of Finance - payroll and accounting services	1,307	2,138
Department of Social Security - debt recovery services	376	385
Department of Transport and Regional Development - officer on secondment	15	-
Family Court of Australia - officer on secondment	2	-
Overseas Property Group - international accommodation	1,054	433
	12,125	11,504

Resources received free of charge from the Australian Archives for storage and disposal facilities

and the Attorney-General's Department for legal advice are not recognised in the Operating Statement as estimates of the costs were not able to be provided by the service provider.

NOTE 6 : CASH

	1995-96	1994-95
	\$'000	\$'000
Cash on hand	283	294
Cash at bank	121	96
	404	390
Administered Cash		
Cash on hand	536	209
Cash at bank	1,040	1,009
Cash in trust accounts	6,119	4,518
	7,695	5,736

NOTE 7 : RECEIVABLES

	1995-96	1994-95
	\$'000	\$'000
Trade debtors		
Commonwealth Departments	624	321
Other Commonwealth entities	195	947
Non Government entities	3,549	4,388
less: Provision for doubtful debts	(376)	(231)
	3,992	5,425
Receivables are aged as follows:		
Not overdue	2,321	4,759
Overdue: less than 30 days	998	307
30 to 60 days	391	146
more than 60 days	654	426
Non-current	4	18
less: Provision for doubtful debts	(376)	(231)
TOTAL TRADE DEBTORS	3,992	5,425
Administered Receivables		
Loans to other entities	3,992,183	3,525,059
less Provision for doubtful debts	(687,000)	(541,000)
	3,305,183	2,984,059

NOTE 7 Continued

	1995-96	1994-95
	\$'000	\$'000
Other debtors		
Commonwealth Departments	414	140
Other Commonwealth entities	1,416	59
Non Government entities	131,109	87,850
less: Provision for doubtful debts	(13,525)	(8,941)
	119,414	79,108
Receivables are aged as follows:		
Not overdue	26,929	23,583
Overdue: less than 30 days	12,547	8,958
30 to 60 days	5,726	4,296
more than 60 days	49,470	36,635
Non-current	38,267	14,577
less: Provision for doubtful debts	(13,525)	(8,941)
TOTAL OTHER DEBTORS	119,414	79,108
TOTAL ADMINISTERED RECEIVABLES	3,424,597	3,063,167

NOTE 8: OTHER ASSETS

	1995-96	1994-95
	\$'000	\$'000
Current		
Prepayments	44,976	17,574
Non-Current		
Prepayments	968	527
Administered Other Assets		
Prepayments	2,199	3,018

NOTE 9 : PROPERTY, PLANT AND EQUIPMENT

	1995-96	1994-95
	\$'000	\$'000
Land and buildings - at valuation	5,008	5,008
Less accumulated depreciation	(289)	(193)

Land and buildings - at cost	5,875	5,880
Less accumulated depreciation	(333)	(222)
NOTE 9 Continued		
	1995-96	1994-95
	\$'000	\$'000
Leasehold improvements - at cost	39,773	44,749
Less accumulated depreciation	(18,407)	(16,339)
Computers, plant & equipment - at valuation	15,198	16,251
Less accumulated depreciation	(9,564)	(6,986)
Computers, plant and equipment - at cost (a)	144,558	69,688
Less accumulated depreciation	(28,612)	(9,748)
Total Property, Plant and Equipment	153,208	108,088

(a) This includes in-house developed software work in progress amounting to \$21,514,782 (1994-95: \$10,131,034).

NOTE 10: INTANGIBLE ASSETS

Administered Intangible Assets	1995-96	1994-95
	\$'000	\$'000
Research and Development		
Gross value - cost	5,556	5,556
Less accumulated amortisation	(5,556)	(1,667)
Other Identifiable Intangible Assets		
Gross value - cost	1,300	1,300
Less accumulated amortisation	(348)	(87)
	952	5,102

NOTE 11: INVESTMENTS

Administered Investments	1995-96	1994-95
	\$'000	\$'000
Investments in Commonwealth Entities		

Anglo–Australian Telescope Board (net assets at 30 June 1995)	30,577	-
Australian Maritime College (net assets at 31 December 1995)	59,324	-
Australian National Training Authority (net assets at 30 June 1995)	41,438	-
Australian National University (net assets at 31 December 1995)	761,351	-
Employment Services Regulatory Authority (net assets at 30 June 1995)	175	-
University of Canberra (net assets at 31 December 1995)	122,396	-
	1,015,261	-

The financial statements of the Australian National University for 1995 received a qualified audit report in relation to their accounting for grants and investments. The net effect was to decrease their net assets by \$16,900,000. This has the same effect on the Administered Investments balance reported in this note.

NOTE 12: CREDITORS

	1995–96	1994–95
	\$'000	\$'000
Current		
Trade creditors	7,580	6,610
Non-Current		
Trade creditors	-	121
Administered Creditors		
Other creditors	6,581,343	7,501,761

NOTE 13: LEASES

	1995–96	1994–95
	\$'000	\$'000
Finance Lease Commitments		
Not later than one year	6	97
Later than one year and not later than two years	2	88
Later than two years and not later than five years	-	49
Minimum lease payments	8	234
less: future finance charges	(1)	(13)
Lease Liability	7	221

Lease liability is represented by:

Current	5	92
Non-current	2	129

NOTE 14: PROVISIONS

	1995-96 \$'000	1994-95 \$'000
Current		
Annual leave	46,148	41,159
Long service leave	11,830	9,263
Unearned revenue	2,827	60
	<u>60,805</u>	<u>50,482</u>
Non-Current		
Annual leave	18,520	25,261
Long service leave	91,490	86,951
	<u>110,011</u>	<u>112,212</u>

The aggregate employee entitlement liability recognised at 30 June 1996 is \$167,988,046
(1994-95: \$162,633,743)

NOTE 15: OTHER LIABILITIES

	1995-96 \$'000	1994-95 \$'000
Current		
Lease incentives	265	-
Accrued salaries	5,402	6,175
	<u>5,667</u>	<u>6,175</u>
Non-Current		
Lease incentives	1,653	-

NOTE 16: RESIDUAL INTEREST IN ASSETS

	1995-96 \$'000	1994-95 \$'000
Opening balance	(43,817)	(62,490)
plus: Operating result	61,641	18,673
Closing balance	<u>17,825</u>	<u>(43,817)</u>
Administered Entities Investment Reserve		
Opening balance	-	-
Recognition of administered investments	1,015,261	-
Closing balance	<u>1,015,261</u>	<u>-</u>

NOTE 17: CASH FLOW RECONCILIATION

Net cash provided by operating activities reconciled to net cost of services.

	1995-96	1994-95
	\$'000	\$'000
Net cost of services - gain/(loss)	(983,773)	(968,302)
Depreciation/amortisation	25,111	20,969
Loss on sale of assets	836	8,306
Revenues from Government	1,045,415	986,974
Changes in assets and liabilities:		
Decrease (increase) in receivables	1,434	(4,224)
Decrease in inventories	-	34
Decrease (increase) in prepayments	(27,842)	7,636
Increase (decrease) in creditors	849	(6,398)
Increase in provisions	8,121	7,687
Increase in other liabilities	1,145	6,175
Decrease in leases	(214)	(94)
Net cash provided by operating activities	71,082	58,765

NOTE 18: RECEIPTS TO THE CONSOLIDATED REVENUE FUND

	1995-96	1995-96	1994-95
	Budget	Actual	Actual
	\$	\$	\$
<i>States Grants (General Revenue) Act 1985</i>	47,413,000	45,936,000	44,696,000
Repayment of allowances (AUSTUDY)	4,750,000	3,579,825	4,577,114
APS Recruitment Recoveries	843,000	1,164,565	1,127,901
Miscellaneous	13,793,000	28,489,197	16,713,502
AIDAB contribution for students from developing countries	-	-	167,400
Overseas Students Charge	60,000	39,894	537,253
Recoveries of Payments made to Institutions - ELICOS	200,000	48,000	110,524
NOOSR Fees	207,000	271,887	220,000
Section 35 Receipts	15,399,000	24,266,935	10,022,405
	82,665,000	103,796,303	78,172,099

NOTE 19: EXPENDITURE FROM SPECIAL APPROPRIATIONS

	1995-96	1995-96	1994-95
	Budget	Actual	Actual
	\$	\$	\$

	1995–96 Budget \$	1995–96 Actual \$	1994–95 Actual \$
<i>States Grants (Schools Assistance) Act 1988 and States Grants (Primary and Secondary Education Assistance) Act 1992</i>	3,258,447,000	3,207,090,461	3,112,749,813
<i>Higher Education Funding Act 1988</i>			
Institutional funding	4,286,622,000	4,244,454,341	4,125,834,765
Higher Education Contribution Scheme	729,559,000	713,810,227	713,740,193
<i>Aboriginal Education (Supplementary Assistance) Act 1989</i>	83,201,000	83,871,908	87,654,854
<i>Vocational Education and Training Funding Act 1992</i>	830,508,000	788,146,750	733,205,237
<i>Student Assistance Act 1973</i>			
AUSTUDY	1,527,504,000	1,572,896,387	1,471,039,397
ABSTUDY	122,023,000	128,490,181	114,281,982
AIC	26,007,000	28,083,683	23,674,688
Voluntary Student Loans Scheme	41,514,000	43,384,042	14,099,632
Youth Training Allowance (a)	101,805,000	84,115,074	29,549,283
	11,007,190,000	10,894,343,053	10,425,829,845

(a) Administration of this item was transferred to the Department of Social Security during the year.

NOTE 20: EXPENDITURE FROM ANNUAL APPROPRIATIONS

	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
<u>Ordinary Annual Services of Government:</u>			
APPROPRIATION ACTS Nos 1 and 3			
Division 220 - Administrative			
1. Running Costs	1,017,364,502	1,009,754,811	881,532,018
2. Assistance for Schools			
01 Curriculum Development	3,264,000	3,264,000	3,490,999
02 Australian Student Prize	1,000,000	1,000,000	1,000,000
03 Key Competency Measures for Schools	7,572,000	6,187,000	9,122,000
04 Teacher Professional Development Program	24,970,000	24,970,000	19,758,174
05 National survey-Australia's literacy skills	1,239,000	1,238,858	40,069
06 National Asian languages/studies strategy for Australian schools	8,314,000	8,138,490	2,218,119
* Education Counselling and Support Services for School Students	-	-	1,837,311
3. Assistance for Higher Education			
01 Grants for Research	2,124,000	2,112,571	2,080,311
02 International awards and exchanges (a)	1,981,000	1,580,135	1,809,067
03 Overseas study grants for Aboriginals	188,000	188,000	345,000
4. Special Employment, Education & Income Support			
01 Aboriginal Education - Direct Assistance	51,411,000	51,353,067	43,095,809
5. Labour Market and Training Assistance	2,160,931,000	2,155,057,120	1,690,781,940
6. Other Services			
01 Compensation and legal expenses (b)	989,000	475,717	558,124
02 Australian Language & Literacy Policy	5,194,000	4,848,743	8,344,741
03 Superannuation payments for former Commissioners of the Commonwealth Tertiary Education Commission	56,252	56,251	51,168
04 Offshore administration of the Overseas			

	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
Students program	92,000	92,000	32,511
05 UNESCO- Project Grants	130,000	129,067	124,899
06 OECD - Grants and contributions	235,000	227,900	198,000
07 Evaluation research and development	5,694,000	5,516,566	6,657,326
08 Youth Affairs grants and publicity (c)	4,595,000	3,425,294	5,687,754
09 Grants-in-aid Educational and research associations	1,441,000	1,405,400	1,367,700
NOTE 20 Continued			
	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
10 Asian Studies teacher training	1,198,000	1,198,000	1,155,000
11 Framework for open learning program (d)	2,312,000	1,127,024	2,071,790
12 International EET Institutional Links	5,354,000	4,521,266	4,327,542
13 International marketing of Australian education and training services (for payment to the AIEF trust account)	5,339,000	4,430,580	3,867,733
14 National Centre for Vocational Education Research Ltd - Commonwealth Contribution	534,000	534,000	526,000
15 Payments under subsection 34A(1) of the <i>Audit Act 1901</i>	7,000	7,000	22,950
* A strategy for the development of management skills in Australia	-	-	197,430
* Education Export Enhancement	-	-	1,175,005
Division 221 - Anglo–Australian Telescope Board			
1. For expenditure under the <i>Anglo–Australian Telescope Agreement Act 1970</i>	3,164,000	3,164,000	3,043,000
Division 222 - National Board of Employment, Education & Training			
1. Running Costs	6,236,433	5,671,568	5,485,877
2. Grants for Innovative Projects	934,000	829,857	898,699
Division 223 - Australian National Training Authority			
1. For expenditure under the <i>Australian</i>			

Appendix 8: Financial Statements

	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
<i>National Training Authority Act 1993</i>	14,113,000	14,113,000	9,129,000
2. For expenditure under Section 11 of the <i>Australian National Training Authority Act 1992</i>	61,330,000	58,394,332	76,480,629
Division 224 - Employment Services Regulatory Authority			
1. For expenditure under the <i>Employment Services Act 1994</i>	73,215,000	73,215,000	14,013,000
TOTAL APPROPRIATION ACTS Nos 1 & 3	3,472,521,189	3,448,226,618	2,802,526,695
Represented by:			
- Appropriation Act (No 1)	3,356,909,000		
- Appropriation Act (No 3)	91,542,000		
- Section 35 Receipts	24,266,937		
- Section 36A determination	(247,000)		
- Advance from the Minister for Finance	50,252		
TOTAL	3,472,521,189	3,448,226,618	2,802,526,695

NOTE 20 Continued

	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
<u>Other Annual Services of Government:</u>			
APPROPRIATION ACTS Nos 2 & 4			
Division 830 - Capital Works and Services			
1. Plant and Equipment			
01 Computer Equipment (e)	63,417,000	42,129,883	21,806,717
Division 831 - Payments to or for the States, the Northern Territory and the Australian Capital Territory			
01 Advanced English for Migrants	5,092,000	5,092,000	5,007,000
02 National Asian languages/ studies strategy for Australian schools	2,079,000	2,077,997	555,577
* National equity research and information for schools	-	-	30,000
Division 832 - Other Services			

	1995–96 Appropriation \$	1995–96 Actual \$	1994–95 Actual \$
01 Civics and citizenship education- curriculum and professional development and adult and community education course delivery (f)	2,467,000	1,169,995	-
02 Asia Pacific Economic Cooperation Fo- rum Human Resources Development Working Group Participation/South East Asian Ministers of Education Organisation Feasibility-Grants and Contributions	530,000	520,022	-
03 Labour Market training and assistance- Jobs pathway guarantee (g)	2,000,000	510,119	-
* National equity research and informa- tion for schools	-	-	318,136
* Restructuring the Australian Education Centre Network	-	-	3,003,623
Division 833 - Australian National Train- ing Authority			
01 AVTS Implementation funding (h)	23,000,000	8,582,000	23,800,000
TOTAL APPROPRIATION ACTS Nos 2 & 4	98,585,000	60,082,017	54,521,053
Represented by:			
- Appropriation Act (No 2)	89,880,000		
- Appropriation Act (No 4)	8,705,000		
- Advance from the Minister for Finance	-		
TOTAL	98,585,000	60,082,017	54,521,053

NOTE 20 Continued**EXPLANATION OF MATERIAL VARIANCES BETWEEN APPROPRIATION AND EXPENDITURE**

The explanation of material variances between appropriation and expenditure is outlined below:

- (a) The variation in International Awards and Exchanges resulted from savings offered to budget during the year.
- (b) The underspend for Compensation and Legal Expenses can in part be attributed to the Department's Legal Group taking a more active role in providing advice to clients in relation to general claims against the Department.
- (c) The Youth Affairs Grants and Publicity underspend represents an approved carryover, and relates to the Homeless and 'At Risk' Youth Action Package which was not fully implemented due to the election and other delays.
- (d) Expenditure on the Framework for Open Learning was slowed and delayed while a redesign

of program priorities was undertaken due to the election, so that the views of the incoming Government were confirmed.

- (e) Expenditure on Computer Equipment has been deferred to next year.
- (f) This Department was advised on 15 May 1996 that the Civics and Citizenship Education Program could not proceed with any further spending until Cabinet had reviewed the Program.
- (g) This underspend was due to the slow take up of the programs first year.
- (h) AVTS Implementation funding has been carried over to 1996–97.

NOTE 21: RECEIPT AND EXPENDITURE OF THE TRUST FUND

Heads of trust

Group 1 - Monies held in trust for persons and authorities other than the Commonwealth

OTHER TRUST MONIES

Legal Authority - *Audit Act 1901*, section 60

Purpose - for receipt of monies temporarily held in trust for other persons

	1995–96	1995–96	1994–95
	Budget	Actual	Actual
	\$	\$	\$
Opening Balance		917,551	870,423
Receipts	1,500,000	3,217,462	751,958
Expenditure	1,500,000	1,923,763	704,829
Closing Balance		2,211,251	917,551

NOTE 21 Continued**SERVICES FOR OTHER GOVERNMENT AND NON-GOVERNMENT BODIES**Legal Authority - *Audit Act 1901*, section 60

Purpose - for the payment of costs in connection with services performed for or on behalf of other government and non-departmental bodies

	1995-96 Budget \$	1995-96 Actual \$	1994-95 Actual \$
Opening Balance		5,351,234	2,456,921
Receipts	20,000,000	19,289,131	28,205,736
Expenditure	20,000,000	19,272,347	25,311,424
Closing Balance		5,368,019	5,351,233

NATIONAL YOUTH AFFAIRS RESEARCH SCHEMELegal Authority - *Audit Act 1901*, section 62A

Purpose - for the receipt of moneys from State Governments to meet expenditure in respect of the National Youth Affairs Research Scheme

	1995-96 Budget \$	1995-96 Actual \$	1994-95 Actual \$
Opening Balance		268,958	232,368
Receipts	160,000	234,745	36,590
Expenditure	160,000	171,029	-
Closing Balance		332,674	268,958

Trust Accounts**Group 3 - Other monies held in trust to meet future expenditure****HIGHER EDUCATION CONTRIBUTION SCHEME**Legal Authority - *Higher Education Funding Act 1988*Purpose - for making payments under section 61 of the *Higher Education Funding Act 1988*

	1995-96 Budget \$	1995-96 Actual \$	1994-95 Actual \$
Opening Balance		-	-
Receipts from appropriations		713,810,227	713,740,193
Other Receipts		31,073,459	16,850,590
Total Receipts	751,001,000	744,883,686	730,590,78

Appendix 8: Financial Statements

	1995-96 Budget \$	1995-96 Actual \$	1994-95 Actual \$
			3
less: Expenditure	751,001,000	744,883,686	730,590,783
Closing Balance		-	-

NOTE 21 Continued

AUSTRALIAN INTERNATIONAL EDUCATION FOUNDATION INTERNATIONAL MARKETING

Legal Authority - *Audit Act 1901*, section 62A

Purpose - to provide a source of finance to resource the international marketing of Australian education and training services

	1995-96 Budget \$	1995-96 Actual \$	1994-95 Actual \$
Opening Balance		4,517,782	-
Receipts from appropriations		4,430,580	3,867,733
Other Receipts		2,256,883	2,067,367
Total Receipts	6,000,000	6,687,463	5,935,100
less: Expenditure	6,000,000	5,085,946	1,417,317
Closing Balance		6,119,299	4,517,782

NOTE 22: APPROPRIATIONS MADE FOR FUTURE REPORTING PERIODS

Appropriations relating to future reporting periods at 30 June 1996 totalled \$1,522,618,000 (1994-95: \$14,453,979,000).

NOTE 23: SERVICES PROVIDED BY THE AUDITOR-GENERAL

The fair value of services provided by the Australian National Audit Office (ANAO) for the audit of the Department's financial statements was \$750,000 (1994-95: \$820,000). There is no charge by the ANAO for these auditing services. No other services were provided to the Department by the Auditor-General during the financial year.

NOTE 24: EXECUTIVE REMUNERATION

The number of executive officers of the Department who received, or were due to receive fixed remuneration of \$100,000 or more:

	1995-96 No. of offi- cers	1994-95 No. of offi- cers
\$100,000 to \$110,000	11	2
\$110,001 to \$120,000	41	12

\$120,001 to \$130,000	8	1
\$130,001 to \$140,000	2	2
\$140,001 to \$150,000	10	-
\$150,001 to \$160,000	1	-
\$160,001 to \$170,000	2	-
\$170,001 to \$180,000	1	-
\$190,001 to \$200,000	1	1
The aggregate amount of fixed remuneration paid to the above officers:	\$9,477,247	\$2,166,417
The aggregate amount of performance pay paid to the above officers:	\$386,323	\$112,900

NOTE 25: AGREEMENTS EQUALLY PROPORTIONATELY UNPERFORMED

Amounts payable not recognised in the financial statements from agreements equally proportionately unperformed (AEPU) are:

	1995-96	1994-95
	\$'000	\$'000
Not later than one year		
Operating leases	92,031	73,282
Other	14,570	32,548
Later than one year but not later than two years		
Operating leases	68,847	59,750
Other	11,625	12,742
Later than two years but not later than five years		
Operating leases	144,704	131,523
Other	36,109	32,459
Later than five years		
Operating leases	142,459	157,096
Other	-	263
	510,343	499,663

Administered Agreements Equally Proportionately Unper-

formed

Amounts payable not later than one year	15,660	170
Later than one year but not later than two years	1,791	-
Later than two years but not later than five years	50	-

NOTE 26: LIABILITIES NOT RECOGNISED

	1995-96	1994-95
	\$'000	\$'000
Contingent liabilities outstanding as at 30 June 1996, as advised by the Australian Government Solicitor.	2,499	1,598

Administered

Legislative Obligations

Amounts payable within 1 year	3,234,812	3,687,853
Amounts payable within 1 to 2 years	5,722,304	3,658,713
Amounts payable within 2 to 5 years	2,632,708	134,917
	11,589,824	7,481,483

NOTE 26: Continued

	1995–96	1994–95
	\$	\$
Guarantees		
<i>Independent Schools (Loans Guarantee) Act 1969</i>		
Outstanding principal	1,705,401	1,895,966
<i>Non-government Schools (Loans Guarantee) Act 1977</i>		
Outstanding principal	1,585,596	2,083,223
<i>Student and Youth Assistance Act 1973</i>		
Outstanding principal	826,297,201	556,612,760

This guarantee relates to the AUSTUDY/ABSTUDY supplement. The Department purchases from the Commonwealth Bank of Australia (the loan ‘provider’) the amount outstanding for each loan five years after it was taken out. Loans were first made available under this scheme from 1 January 1993.

NOTE 27: REVENUES FROM INDEPENDENT SOURCES

	1995–96	1994–95
	\$	\$
Gross amounts received	20,285,980	10,717,673
Amounts not recognised	-	(326,744)
Revenues from independent sources	20,285,980	10,390,929

NOTE 28: AMOUNTS WRITTEN OFF, ACT OF GRACE PAYMENTS AND WAIVERS

	1995–96	1994–95
	\$	\$
Amounts written off in accordance with section 70C(1) of the <i>Audit Act 1901</i>		
Losses or deficiencies of public moneys	9,580	4,250
Irrecoverable amounts of revenues	3,772	10,228
Irrecoverable debts and overpayments	12,827	8,619
Revenues, debts or overpayments, the recovery of which are uneconomical	22,945	145,263
Lost, deficient, obsolete stores	176,913	87,079
Administered Amounts Written Off, Act of Grace Payments and Waivers		
One Act of Grace payment (1994–95: 4) pursuant to the <i>Audit Act 1901</i> , section 34A	7,000	22,950

NOTE 28: Continued

	1995-96	1994-95
	\$	\$
Amounts written off in accordance with section 70C(1) of the <i>Audit Act 1901</i>		
Losses or deficiencies of public moneys	1,109	3,077
Irrecoverable amounts of revenues	11,974	21,977
Irrecoverable debts and overpayments	1,900,768	94,157
Revenues, debts or overpayments, the recovery of which are uneconomical	98,885	378,621
Lost, deficient, obsolete stores	-	16,562
Amounts written off under the <i>Student Assistance Act 1973</i>	8,582,005	7,661,021
767 waivers of debts under the <i>Higher Education Funding Act 1988</i> (1994-95: 851)	534,472	568,390
14,783 waivers of debts under the <i>Student Assistance Act 1973</i> (1994-95: 10,356)	4,068,398	2,971,567

NOTE 29: EVENTS OCCURRING AFTER BALANCE DATE

In June 1996, an announcement was made of an intention to reduce the number of employees in the Department by approximately 2,500. At balance date, neither individual positions nor officers who may be affected by this decision had been identified.

GLOSSARY OF TERMS

Act of grace payments: Section 34A(1) of the *Audit Act 1901* provides that, in special circumstances, the Commonwealth may pay an amount to a person notwithstanding that the Commonwealth is not under any legal liability to do so.

Administered expenses: Expenditure on programs including adjustments for administered creditors, cash, receivables and prepayments and including doubtful debts, waivers and writeoffs, amortisation of intangibles.

Administered revenues: Revenue not able to be utilised by the Department (not Section 35 receipts).

Advance to the Minister for Finance (AMF): The contingency provisions appropriated in the two Supply Acts and the two annual Appropriation Acts to enable funding of urgent expenditures not foreseen at the time of preparation of the relevant Bills. These funds may also be used in the case of changes in expenditure priorities to enable transfers of moneys from the purpose for which they were originally appropriated to another purpose pending specific appropriation.

Annual Appropriations: Acts that appropriate moneys for expenditure in relation to the Government's activities during the financial year. Such appropriations lapse on 30 June.

Appropriation Act (No. 1): An Act to appropriate moneys from the Consolidated Revenue Fund for the ordinary annual services of Government.

Appropriation Act (No. 2): An Act to appropriate moneys from the Consolidated Revenue Fund for other than ordinary annual services. Under arrangements between the two Houses of Parliament this Act includes appropriations in respect of new policies (apart from those funded under Special Appropriations), capital works and services, plant and equipment and payments to the States and the Northern Territory.

Appropriation Acts (Nos 3 and 4): Where an amount provided in an Appropriation Act (No. 1 or 2) is insufficient to meet approved obligations falling due in a financial year, additional appropriation may be provided in a further Appropriation Act (No. 3 or No. 4). Appropriations may also be provided in these Acts for new expenditure proposals.

APS Recoveries: Services provided by the Commonwealth Employment Service for which a fee is charged.

Audit Act 1901: The principal legislation governing the collection, payment and reporting of public moneys, the audit of the Public Accounts and the protection and recovery of public property. Finance Regulations and Directions are made pursuant to the Act.

Benefit payments: Financial assistance paid directly to an individual, or on behalf of an individual, who meets the prescribed eligibility criteria for Departmental programs. The payments are non-reciprocal and assist the individual to obtain education or training. These payments are not subject to formal acquittal requirements but are subject to special arrangements, the terms and conditions of which are discussed in the relevant program guidelines. Examples of benefit payments include AUSTUDY, ABSTUDY, Assistance to Isolated Children and Formal Training Allowance.

Cash flows from administered transactions: Refers to expenditures and receipts in relation to program items.

Cash flows from financing activities: Refers to activities which relate to changing the size and composition of the financial structure of the entity, including equity and borrowing not falling within the definition of cash.

Cash flows from investing activities: Refers to activities which relate to the acquisition and disposal of non-current assets, including property, plant and equipment and other productive assets and investments such as securities not falling within the definition of cash.

Cash flows from operating activities: Refers to expenditure that are classified as operating transactions rather than outlays because they are considered to relate to the departmental funding via the granting of appropriations and Section 35 receipts. The outflows relate to departmental employee and administrative expenses.

Commonwealth Public Account (CPA): The main bank account of the Commonwealth, maintained at the Reserve Bank in which are held the moneys of the Consolidated Revenue Fund, Loan Fund and Trust Fund (other than the National Debt Sinking Fund).

Consolidated Revenue Fund (CRF); Loan Fund; Trust Fund: The three funds comprise the Commonwealth Public Account (CPA).

CRF The principal working fund of the Commonwealth mainly financed by taxation, fees and other current receipts. The Constitution requires an appropriation of moneys by the Parliament before any expenditure can be made from the CRF.

These follow two forms:

- (i) annual appropriations; and
- (ii) special or standing appropriations.

Loan Fund Authority for its establishment comes from the *Audit Act 1901*. All moneys raised by loan on the public credit of the Commonwealth are credited to the Loan Fund. Expenditures from the Loan Fund require an appropriation by Parliament and are limited to the purpose(s) for which moneys were originally raised as specified.

Trust Fund Essentially comprises trustee funds (termed 'Heads of Trust') established under s.60 of the *Audit Act 1901* (ie, moneys held in trust for the benefit of persons or bodies other than the Commonwealth); trust accounts established under s.62A of the *Audit Act 1901* (ie, working accounts covering specified government agencies and certain other accounts in the nature of suspense accounts); and trust accounts established under other Acts to meet future expenditure.

Payments into the Trust Fund may be by way of appropriation from the CRF or Loan Fund or direct credit of private moneys. Expenditure from the Trust Fund is appropriated for (and limited to) the specific purposes of each trust account, or head of trust, by the *Audit Act 1901* or the Act establishing the trust account or head of trust. Unlike the unused portion of annual appropriations, trust account balances - as with special or standing appropriations - do not lapse at the end of the financial year.

Expenses: Consumption or losses of service potential or future economic benefits in the form of reduction in assets or increases in liabilities of the entity, other than those relating to distribution to owners that result in a decrease in equity during the reporting period (SAC4). An expense must be recognised in the operating statements in the determination of the result for the reporting period, when and only when:

- (a) it is probable that the consumption or loss of service potential or future economic benefits resulting in a reduction in assets and/or increase in liabilities has occurred; and
- (b) the consumption or loss of service potential of future economic benefits can be measured reliably (SAC4).

Grants: Financial assistance paid to another government or organisation subject to certain conditions: it is non-reciprocal in nature; terms and conditions are set out in an agreement, correspondence or in legislation; assistance must be acquitted at the expiration of the agreement or at prescribed periods. Examples include payments under the States Grants (Primary and Secondary Education) Assistance Act, Higher Education Funding Act and payments to Skillshare organisations.

Loan Fund: See 'Consolidated Revenue Fund'.

Ordinary annual services (net appropriations): Authorisation by Parliament to expend public moneys from the Consolidated Revenue Fund or Loan Fund for a particular purpose, or the amounts so authorised. All expenditure (ie, outflows of moneys) from the Commonwealth Public Account must be appropriated ie, authorised by the Parliament. The authority for expenditure from individual trust accounts is provided under the *Audit Act 1901* or an Act establishing the trust account and specifying its purposes. See also ‘Annual Appropriations’ and ‘Special Appropriations’.

Payments of appropriations to public authorities: This item will comprise payments to the Australian National Training Authority (ANTA), the National Training Board (NTB) and the Anglo–Australian Telescope Board (AATB).

Revenues: (in accrual accounting and reporting contexts) are inflows or other enhancements or saving in outflows of service potential or future economic benefits in the form of increases in assets or reductions in liabilities of the entity, other than those relating to contributions by owners, that result in an increase in equity during the reporting period (SAC4). A revenue must be recognised in the operating statement, in the determination of the result for the reporting period, when and only when:

- (a) it is probable that the inflow or other enhancement or saving in outflows of service potential or future economic benefits has occurred; and
- (b) the inflow or other enhancements or saving in outflows of service potential or future economic benefits can be measured reliably (SAC4).

Special (Standing) Appropriation: Monies appropriated by a specific Act of Parliament for a specific purpose (eg, unemployment benefits, grants to States for schools). They may or may not be for a specific amount of money or particular period of time. Special Appropriations do not require annual spending authorisation by the Parliament because they do not lapse at the end of each financial year. A distinction is sometimes made between Standing and Special Appropriations (although for the purposes of these financial statements both are comprehended by the term ‘Special Appropriation’). Standing Appropriations refer to an open-ended appropriation of the Consolidated Revenue Fund by the enabling Act of a legislatively based program: the amount appropriated will depend on the demand for payments by claimants satisfying program eligibility criteria specified in the legislation. Special Appropriations can be regarded as somewhere between Standing and Annual Appropriations: where a specified amount is provided, it is included in a separate Bill authorising the particular program and can be specified for any number of years.

Subsidies: Financial assistance paid to an organisation to reduce the cost to that organisation of providing employment and training opportunities for job seekers. Examples of subsidy payments include Jobstart, Employment Incentive Scheme, disabled apprentice wage subsidy, work experience for people with disabilities and wage subsidies under Special Trade Training.

Trust Fund: See ‘Consolidated Revenue Fund’

Appendix 9: Official Addresses

National Office

Street address: 16–18 Mort Street Canberra ACT 2601

Postal address: GPO Box 9880 Canberra ACT 2601

Phone: (06) 2408111

Area Offices: New South Wales

Act/Illawarra

Street address: Level 1, 83–85 Market Street Wollongong NSW 2500

Postal address: PO Box 2102 Wollongong NSW 2500

Phone: (042) 211000

Hunter Northern

Street address: Level 1, 5 Brown Street Newcastle NSW 2300

Postal address: PO Box 829 Newcastle NSW 2300

Phone: (049) 210100

Sydney Metropolitan South

Street address: Level 16, 477 Pitt Street Sydney NSW 2000

Postal address: PO Box k764 Haymarket NSW 2000

Phone: (02) 3798400

Western NSW

Street address: 71–75 Summer Street Orange NSW 2800

Postal address: PO Box 993 Orange NSW 2800

Phone: (063) 912600

Sydney West and North

Street address: Level 2, 2–12 Macquarie Street Parramatta NSW 2123

Postal address: Locked Bag CC12 Parramatta NSW 2123

Phone: (02) 8934555

Area Offices: Victoria

Melbourne North West

Street address: 677 The Boulevard Heidelberg Vic. 3084

Postal address: PO Box 487 Heidelberg Vic. 3084

Phone: (03) 94570300

Victoria Country

Street address: 48 Mundy Street Bendigo Vic. 3550

Postal address: PO Box 69 Bendigo Vic. 3550

Phone: (054) 344500

South East Victoria

Street address: 40–42 Scott Street Dandenong Vic. 3175

Postal address: PO Box 443 Dandenong Vic. 3175

Phone: (03) 97671600

Area Offices: Queensland

Queensland North

Street address: Cnr Walker and Stanley Streets Townsville Qld 4810

Postal address: PO Box 1445 Townsville Qld 4810

Phone: (077) 535555

Queensland Central

Street address: 215 Adelaide Street Brisbane Qld 4000

Postal address: Locked Bag 1325 Brisbane Qld 4000

Phone: (07) 32231000

Coastal

Street address: 96 Mt Gravatt–Capalaba Rd Upper Mount Gravatt Qld 4122

Postal address: PO Box 6068 Upper Mount Gravatt Qld 4122

Phone: (07) 2131888

Area Offices: Western Australia

Western Australia

Street address: Level 12, 250 George's Terrace Perth WA 6000

Postal address: GPO Box 9880 Perth WA 6001

Phone: (09) 4293600

Area Offices: South Australia

South Australia

Street address: Level 6, Wyatt House 115 Grenfell Street Adelaide SA 5000

Postal address: GPO Box 2299 Adelaide SA 5001

Phone: (08) 2036500

Area Office: Northern Territory

Northern Australia

Street address: 80 Mitchell Street Darwin NT 0800

Postal address: PO Box 3071 Darwin NT 0801

Phone: (08) 89829211

Area Office: Tasmania

Tasmania

Street address: 85 Macquarie Street Hobart Tas. 7000

Postal address: GPO Box 9880 Hobart Tas. 7001

Phone: (002) 357111

The phone numbers are for the switchboard in each office. All inquiries should be directed there initially.

The addresses and phone numbers of Commonwealth Employment Service offices, AUSTUDY and ABSTUDY offices and Youth Access Centres can be obtained from National and Area Offices.

Appendix 10: Acronyms and Abbreviations

This is a list of acronyms and abbreviations found in this report. It includes technical abbreviations and acronyms as well as those in general use.

AAEF	Australian–American Education Foundation
AAP	Annual Audit Plan
AAT	Administrative Appeals Tribunal
AATB	Anglo–Australian Telescope Board
ABA	Australian Bicentennial Authority
ABS	Australian Bureau of Statistics
ACC	Area Consultative Committees
ACCI	Australian Chamber of Commerce and Industry
ACER	Australian Council for Educational Research
ACPET	Australian Council of Private Education and Training
ACSSO	Australian Council of State School Organisations
ACTA	Australian Credit Transfer Agency
ACTRAC	Australian Committee for Training Curriculum
ACTU	Australian Council of Trade Unions
AEC	Australian Education Centre
AEC	Australian Education Council
AEDA	Aboriginal Education Direct Assistance
AEDP	Aboriginal Employment Development Policy
AEF	Asia Education Foundation
AEMP	Advanced English for Migrants Programme
AEP	National Aboriginal and Torres Strait Islander Education Policy
AESIP	Aboriginal Education Strategic Initiatives Programme
AEU	Aboriginal Education Unit
AFP	Australian Federal Police
AFW	Action For Women [strategy of the CES]
AGPS	Australian Government Publishing Service
AGSRC	Australian Government Schools Recurrent Cost
AIC	Assistance for Isolated Children
AIDAB	Australian International Development Assistance Bureau
AIEF	Australian International Education Foundation
ALES	Aboriginal Language Education Strategy

ALLP	Australian Language and Literacy Policy
ALS	Aboriginal Literacy Strategy
AMES	Adult Migrant English Service
AN	Australian National [trading name of the Australian National Railways Commission]
ANAO	Australian National Audit Office
ANR	Australian National Railways
ANTA	Australian National Training Authority
ANZAAS	Australia and New Zealand Association for the Advancement of Science
APA	Australian Postgraduate Award
APAPDC	Australian Principals Association Professional Development Council
APC	Australian Parents Council
APEC	Asia–Pacific Economic Cooperation
APS	Australian Public Service
ARC	Australian Research Council
ASC	Advertising Standards Council
ASCO	Australian Standard Classification of Occupations
ASEAN	Association of South East Asian Nations
ASF	Australian Standards Framework
AsIA	Asia in Australia Council
ASL	average staffing level
ASO	Administrative Service Officer
ASP	Australian Students Prize
ASSPA	Aboriginal Student Support and Parent Awareness
AST	Administrative Service Test
ASTF	Australian Student Traineeship Foundation
ATAS	Aboriginal Tutorial Assistance Scheme
ATC	Australian Teaching Council
ATFIC	Assistance to Firms Implementing Change
ATI	Apprentice Training Incentive
ATI	Australian TAFE International
ATIS	Apprentice Training Incentive Scheme
ATO	Australian Taxation Office
ATS	Australian Traineeship System
ATSI	Aboriginal and Torres Strait Islander
ATSIC	Aboriginal and Torres Strait Islander Commission
ATSIEU	Aboriginal and Torres Strait Islander Education Unit
ATSIOSAS	Aboriginal and Torres Strait Islander Overseas Study Awards Scheme

Appendix 10: Acronyms and abbreviations

ATY	Accredited Training for Youth
AusAID	Australian Agency for International Development
AVCC	Australian Vice-Chancellors' Committee
AVTS	Australian Vocational Training System
AWS	Apprenticeship Wage Subsidy
AYF	Australian Youth Foundation
AYIG	Australian Youth Initiatives Grants
AYPAC	Australian Youth Policy and Action Coalition
BGA	Block Grant Authorities
BYF	Bi centennial Youth Foundation
C&CEP	Civics and Citizenship Education Programme
CAP	Community Activity Programme
CAP	Country Areas Programme
CASMAC	Core Australian Specification for Management and Administrative Computing
CAUT	Committee for the Advancement of University Teaching
CBA	Commonwealth Bank of Australia
CCL	Client Classification Level
CCM	Contracted Case Manager
CDEP	Community Development Employment Programme
CDPP	Curriculum Development Projects Programme
CEEP	Comprehensive Education Exchange Programme
CES	Commonwealth Employment Service
CESAC	CES Advisory Committee
CESCED	Conference of Education Systems Chief Executive Officers
CFID	Commonwealth Fraud Information Database
CIS	Corporate Information System
CITP	Corporate Information Technology Plan
CLE	Community Languages Elements
CLEB	Commonwealth Law Enforcement Board
CLP	Children's Literacy Programme
CMAA	Case Management Activity Agreement
CMC	Cooperative Multimedia Centres
CMC	Corporate Management Committee
COAG	Council of Australian Government
COAL	Coal Mining Industry
CPI	Consumer Price Index
CPSU	Community and Public Sector Union

CRAFT	Commonwealth Rebate for Apprentice Full-time Training
CRC	Career Reference Centre
CRS	Commonwealth Rehabilitation Service
CSB	Competency Standards Bodies
CSDN	Client Service Delivery Network
CSFP	Commonwealth Scholarship and Fellowship Plan
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CST	Career Start Traineeship
CYMM	Commonwealth Youth Ministers Meeting
CYP	Commonwealth Youth Programme
DASU	Disability Access Support Unit
DAWS	Disabled Apprentice Wage Subsidy
DEET	Department of Employment, Education, Training
DEETNET	DEET Network [see LAN]
DEETYA	Department of Employment, Education, Training and Youth Affairs
DFAT	Department of Foreign Affairs and Trade
DHRD	Department of Housing and Regional Development
DHSH	Department of Human Services and Health
DIEA	Department of Immigration and Ethnic Affairs
DIR	Department of Industrial Relations
DJA	Disability Job Seeker Advisers
DPP	Director of Public Prosecutions
DRP	Disability Reform Package
DSP	Disability Support Pension
DSP	Disadvantaged Schools Programme
DSS	Department of Social Security
DYP	Disadvantaged Young People
EAA	Employment Assistance Australia
EC	European Community
ECFYP	Education Counselling for Young People
EDA	External Disability Assessment
EDC	Enterprise Development Centre
EdNA	Education Network Australia
EDO	Employment Development Officers
EEO	Equal Employment Opportunity
EFTS	equivalent full-time student
EFTSU	equivalent full-time student unit

Appendix 10: Acronyms and abbreviations

EIP	Evaluations and Investigations Programme
ELC	Early Literacy Component
ELICOS	English Language Intensive Courses for Overseas Students
ELO	Employment Liaison Officers
ELT	Entry Level Training
EMIS	Employment Management Information System
ESA	Employment Services Act
ESAS	Education Student Assistance System
ESL	English as a second language
ESOS	Education Services for Overseas Students
ESPMIS	External Service Providers Management Information System
ESRA	Employment Services Regulatory Authority
ETFO	Employment and Training Field Officers
FAIMIS	Fraud Analysis and Investigations Management Information System
FBT	Fringe Benefits Tax
FECCA	Federation of Ethnic Communities' Council of Australia
FINEST	Financial Efficiency Strategic Planning System
FOI	Freedom of Information
FTA	Formal Training Assistance
GAA	Graduate Administrative Assistant
GBE	Government Business Enterprise
GDP	Gross Domestic Product
GEIP	Group Employment Initiatives Programme
GEP	Group Employment Programme
GRG	General Recurrent Grants
HARYAP	Homeless and At Risk Youth Action Package
HEC	Higher Education Council
HECS	Higher Education Contribution Scheme
HRD	Human Resource Development
ID	Industrial Democracy
IE(SA)	Indigenous Education (Supplementary Assistance) Act
IEA	Indigenous Education Agreement
IES	Integrated Employment System
IIP	Investors in People Programme
ISSC	Integrated Systems Solution Corporation
IT	information technology
ITAB	Industry Training Advisory Body

ITC	Industry Training Company
ITO	Information Technology Officer
JAI	Job Seeker Assessment Instrument
JCIFAP	Joint Commonwealth Industry Funded Additional Places Scheme
JCO	JET Contact Officers
JCPA	Joint Committee of Public Accounts
JET	Jobs, Education and Training
JOFA	Job Seeker Over Forty Association
JPG	Jobs Pathway Guarantee
JSA	Job Search Allowance
JSI	Job Seeker Screening Instrument
JWG	joint working group
KCP	Key Competencies Programme
LAFHA	Living Away From Home Allowance
LAN	Local Area Network
LAP	Labour Adjustment Package
LEAP	Landcare and Environment Action Programme
LLNC	Literacy and Learning National Component
LMP	Labour Market Programme
LOTE	Languages Other Than English
LTU	long-term unemployed
MAC	Migrant Advisory Committee
MAS	Mobility Assistance Scheme
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MINCO	Ministerial Council
MIPS	Mainframe Instructions Per Second
MLO	Migrant Liaison Officer
MOL	Ministry of Labour (People's Republic of China)
MOU	Memorandum of Understanding
MWC	Mature Workers Centre
NAATI	National Association for the Accreditation of Interpreters and Translators
NALSAS	National Asian Languages and Studies in Australian Schools
NALSS	National Asian Languages Scholarship Scheme
NBEET	National Board of Employment, Education and Training
NCC	National Consultative Council
NCGI	National Competitive Grants Index
NCVER	National Centre for Vocational Education Research

Appendix 10: Acronyms and abbreviations

NEEOC	National Equal Employment Opportunity Committee
NEIS	New Enterprise Incentive Scheme
NEPS	National Equity Programme for Schools
NESB	non-English-speaking background
NETTFORCE	National Employment and Training Taskforce
NFAECG	National Federation of Aboriginal Education Consultative Group
NFROT	National Framework for the Recognition of Training
NILS	National Institute of Labour Studies
NLLIA	National Languages and Literacy Institute of Australia
NOOSR	National Office of Overseas Skills Recognition
NP(R)F	National Priority (Reserve) Fund
NPDP	National Professional Development Programme
NSA	Newstart Allowance
NSDC	National Staff Development Committee
NSS	National Skills Shortage
NTB	National Training Board
NTW	National Training Wage
NTWA	National Training Wage Award
NWO	New Work Opportunities
NYARS	National Youth Affairs Research Scheme
NYG	National Youth Grants
OECD	Organisation for Economic Cooperation and Development
OH&S	occupational health and safety
OLA	Open Learning Australia
OLAA	Open Learning Agency of Australia
OLDPS	Open Learning Deferred Payments Scheme
OLI	Open Learning Initiative
OLMA	Office of Labour Market Adjustment
OLTC	Open Learning Technology Corporation
OMA	Office of Multicultural Affairs
ONO	Outposted National Office
OPENNET	Open Learning Electronic Support Service
OPRS	Overseas Postgraduate Research Scholarship (or Scheme)
OPS	Occasional Paper Series
OQU	Overseas Qualifications Unit
OSC	Overseas Student Charge
PAO	Public Affairs Officer

PAYE	pay as you earn
PC	personal computer
PEP	Portfolio Evaluation Plan
PLIE	Priority Languages Incentive Element
PLSE	Priority Language Support Element
PMV	Passenger Motor Vehicle
PNS	Projects of National Significance
PO	Professional Officer
PP/TSD	Post Placement/Training Support for people with Disabilities
PPM	Post Programme Monitoring
PPS	Post Placement Support
QSP	Quality Schooling Programme
QUT	Queensland University of Technology
R&D	Research and Development
RAFS	Remote Area Field Service
RCIADIC	Royal Commission into Aboriginal Deaths in Custody
RDIA	Research and Development Internships in Asia
REA	Regional Employment Assistance
RPL	Recognition of Prior Learning
RSA	Recruitment Services Australia
RYIS	Rural Youth Information Services
SAC	Student Assistance Centre
SAP	Special Assistance Programme
SART	Student Assistance Review Tribunal
SBA	School Boarding Allowance
SBETS	Small Business Employment and Training Strategy
SDA	Sex Discrimination Act
SEAMEO	South East Asian Ministers of Education Organisation
SEDC	State Education Commission (People's Republic of China)
SEREEO	Senior Executive responsible for Equal Employment Opportunity
SES	Senior Executive Service
SES	socioeconomic status
SIG	Schools International Group
SIP	Special Intervention Programme
SOG	Senior Officer Grade
SOS	Student Organisation Support
SPAO	Senior Public Affairs Officer

Appendix 10: Acronyms and abbreviations

SPO	Senior Professional Officer
SPP	Specific Purpose Payment
SSAT	Social Security Appeals Tribunal
SSI	Secretary's Staffing Instruction
SSR	Services and Structures Review
STAR	Students at Risk
STEP	Strategic Training Education Partnerships
STEPS	Student Education Processing System
STIP	Structured Training Initiatives Programme
SWS	Supported Wage System
TAFE	Technical and Further Education
TAP	Training for Aboriginals and Torres Strait Islanders Programme
TASK	Training and Skills
TCF	Textile, Clothing and Footwear
TDPO	Traineeship Development and Promotional Officer
TEO	Trainee Employment Officer
TIL	Targeted Institutional Links
TIP	Training Incentive Programme
TIS	Translating and Interpreting Service
TRIP	Training Reform Information Package
TSSS	Transition Support—Special Schools with Residential Care Component
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	Unesco International Project on Technical and Vocational Education
UNS	Unified National System
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme
VET	Vocational Education and Training
WAN	Wide Area Network
WEA	Women's Employment Advisor
WEETAG	Women's Employment, Education and Training Advisory Group
WELL	Workplace English Language and Literacy
WEPD	Work Experience for People with Disabilities
WEU	Work Environment Units
WHCO	Workplace Harassment Contact Officer
WREIP	Women's Research and Employment Initiatives Programme
YAC	Youth Access Centre
YCIAP	Youth Careers Information and Advisory Programme

YSAG	Youth Strategy Action Grants
YSJS	Youth Social Justice Strategy
YTA	Youth Training Allowance

Appendix 11: Compliance Index

Annual report requirements

The Department of the Prime Minister and Cabinet monitors departmental annual report requirements. These requirements ensure that annual reports are a proper record of departmental operations for scrutiny by Ministers and the Parliament.

The requirements include, inter alia, broad categories of corporate and portfolio overview, programme reporting, human and other resources, external scrutiny and impact monitoring. Under the Joint Committee of Public Accounts guidelines for preparing departmental reports, some items are not required to be published, but are to be held by Departments and released on request.

These requirements are described as 'available on request' in the following table, and may be obtained by contacting:

Assistant Secretary
Quality and Corporate Planning Branch
Corporate Services Division
GPO Box 9880
CANBERRA ACT 2601
Telephone: (06) 240 9390
Facsimile: (06) 240 8154

Departmental Annual Report Requirements

Req. No.	Subject	Location	Begins page
1-4	Secretary's statement	Letter of transmittal	iii
5-7	Aids to access	Contents	iv
		Guide to the Report	vii
		Compliance Index	314
		Abbreviations and acronyms	304
		Index	317
		Contact officer	ix
Corporate and Portfolio Overview			
8	Objectives	Portfolio Overview	2
9	Social justice overview	Portfolio Overview	9
10-11	Corporate structure	Corporate Overview	23
12-17	Portfolio legislation & statutory authorities	Available on request/Summary in Portfolio Overview	3
18-21	Non-statutory bodies	Available on request	
22-24	Government companies	Available on request	

25	Equal employment opportunity in appointments	Corporate Overview	28
26	Major documents	Part two - Programmes (end of chapters)	
Programme reporting			
27-28	Programme performance	Part two - Programmes	33
29-30	Social justice and access and equity	Part two - Programmes	39
Human resources			
31-33	Staffing overview (including SES)	Appendix 3	218
34-35	Performance pay	Appendix 3	218
36-39	Training	Available on request	
40	Interchange scheme	Available on request	
41	Equal employment opportunity	Corporate Overview	27
42	Industrial democracy	Programme 6	183
43-44	Occupational health and safety	Appendix 4	226
45	Post-separation employment	Not applicable ¹	
Other resources			
46	Financial statements	Appendix 8	243
47-49	Fraud control	Corporate Overview	31
50-51	Claims and losses	Available on request	
52	Purchasing	Available on request	
53	Information technology purchasing	Available on request	
54	Payment of accounts	Available on request	
55-60	Consultancy services	Available on request Summary in Appendix 3	220
61	Capital works management	Not applicable ²	
62	Property usage	Available on request	
63	Market surveys	Appendix 5	228
External scrutiny			
64-67	Reports by the Auditor-General	Available on request Summary in Appendix 7	235
68-70	Inquiries by Parliamentary Committees	Available on request	
71-73	Comments by the Ombudsman	Corporate Overview	29
74-76	Decisions of courts and administrative tribunals	Available on request	
77	Freedom of information (FOI)	Appendix 6	232

Appendix 11: Compliance Index

78-83	Privacy	Available on request	
84-85	Client comments	Appendix 7	235
Impact monitoring			
86-87	Business regulations	Not applicable ³	
88	Status of women	Programme 6	179
89-94	Environmental matters	Available on request	

¹ This requirement relates to applications received by the Department under the official guidelines governing acceptance of business appointments by public servants on retirement or resignation. No such applications were received by the Department in 1995-96.

² This requirement relates to approved capital works costing not less than \$6m for which the Department was responsible. The Department was not responsible for any such works during 1995-96.

³ These requirements relate to significant changes to business regulations falling under the Department's responsibility. There were no such changes during 1995-96.

INDEX

A

<i>A Fair Chance for All</i>	52
<i>A Report on Good Practice in Higher Education</i>	60, 80
Aboriginal and Torres Strait Islander Education Policy	8, 52, 59, 162, 280
Aboriginal and Torres Strait Islander people	223
Aboriginal and Torres Strait Islander Support.....	59
Aboriginal Education Consultative Groups.....	162
Aboriginal Education Strategic Initiatives Programme	146, 159, 162, 280
Aboriginal Employment and Training Assistance	108
Aboriginal Employment Development Policy.....	138, 280
Aboriginal Language Education Strategy	162, 280
Aboriginal Literacy Strategy	162
Aboriginal Student Support and Parent Awareness Programme	161
Aboriginal Tutorial Assistance Scheme	33, 146, 161, 170, 281
Access element.....	48
Accredited Training for Youth	113, 114, 115, 119, 120, 121, 227, 281
Actual Means Test.....	8, 148, 220
Adult and Community Education	98, 173
adult literacy	93
Adult Literacy National Projects	92
Advanced Engineering Centres.....	53, 62
Advanced English for Migrants Programme	121, 280
Advisory Council on Environmental Employment Opportunities.....	123
APEC.....	9, 77, 190, 193, 209
apprenticeships.....	127, 129, 130, 207
ARC Fellowships Scheme	71, 79
Area Consultative Committees	6, 95, 105, 127, 130, 133, 280
Area Coordination Division.....	24, 164, 167, 174, 215
ASEAN.....	76, 77, 193, 281
Asia.....	47, 49, 67, 72, 77, 157, 188, 191, 192, 193, 197, 198, 204, 206, 268, 280, 281, 285
Asian languages	43, 49, 191, 266, 268
Assessor Training Incentive Scheme	89, 171
Assistance for Isolated Children Scheme.....	146
AusAID.....	157, 281
Australian Academy of Science.....	70
Australian Academy of Technological Sciences and Engineering.....	70
Australian Academy of the Humanities	70
Australian American Education Foundation	190

Australian Association of Adult and Community Education	98
Australian Chamber of Commerce and Industry	17, 131, 280
Australian Council for Educational Research	33, 79, 171, 222, 280
Australian Council of State School Organisations.....	46, 280
Australian Credit Transfer Agency	61, 280
Australian Defence Force Academy	53
Australian International Education Foundation.....	9, 24, 188, 197, 207, 235, 280
Australian Language and Literacy Policy	92
Australian Maritime College	1, 3, 203, 262
Australian National Audit Office.....	28, 29, 39, 148, 186, 259, 271
Australian National Training Authority	iv, 1, 3, 82, 96, 97, 143, 173, 262, 267, 268, 277
Australian National University	3, 262
Australian Research Council	54, 60, 66, 68, 175, 177, 229, 281
Australian Standard Classification of Occupations	169, 281
Australian Standards Framework.....	125, 281
Australian Student Traineeship Foundation	5, 7, 98, 281
Australian Students Prize.....	45, 281
Australian Vocational Training System	7, 32, 83, 84, 89, 91, 170, 222, 281
Australian Youth Initiatives Grants	155, 156, 281
Avondale College.....	53
AVTS.....	32, 33, 83, 88, 89, 90, 170, 198, 268, 269, 281
B	
Botswana.....	189
bridging courses	61, 75, 76
Burdekin Report.....	173
C	
Career Reference Centres	104, 105
CCMs.....	142
CES Advisory Committee	17, 105, 230
Civics and Citizenship Education	45, 269, 281
client satisfaction	110, 168, 171, 222
Client Service Delivery Network.....	174, 282
Collaborative Research Grants Scheme	68
Committee for Quality Assurance.....	60
Committee for the Advancement of University Teaching	60, 281
Common Agreed National Goals for Schooling.....	38
Commonwealth Employment Service.....	iv, vi, 15, 102, 103, 143, 168, 174, 222, 224, 275, 279
Commonwealth Industry Places Scheme	65
Commonwealth Open Learning Initiative.....	61

Commonwealth Register of Institutions and Courses for Overseas Students	196
Commonwealth Rehabilitation Service.....	17, 109, 282
Commonwealth Staff Development Fund	61
Commonwealth Youth Programme.....	157, 282
Community Languages Element.....	49
completion rates	39, 161
Composite Index	66, 80
contracted case managers	17, 103, 104, 107, 142, 182
Contracted Placement.....	115, 120
Cook Islands.....	190
Cooperative Multimedia Centres	62, 282
Cooperative Projects for Students with a Disability	59
Corporate Infrastructure and Management.....	v
Council of Australian Governments.....	39, 97
credit transfer	4, 53, 88, 176, 192, 200
CRICOS	196
curriculum and assessment	37
Curriculum Corporation	44, 45
Curriculum Development Projects.....	45
<i>D</i>	
DAWS	282
Direct Assistance component.....	140
<i>Directory of Professional Recognition Processes</i>	76
disability	28, 38, 52, 58, 59, 102, 107, 108, 109, 112, 116, 119, 124, 128, 130, 151, 159, 172, 214
<i>Disability Discrimination Act</i>	173
Disability Reform Package.....	102, 109, 125, 282
Disabled Apprentice Wage Subsidy.....	282
discretionary funding.....	60, 204
<i>Diversity in Australian Higher Education Institutions</i>	54, 79
<i>E</i>	
Early Literacy Component	48
Education Assistance and Income Support	v, 145, 148, 233
Education Network Australia.....	27, 168, 172, 282
<i>Education Services for Overseas Students Act</i>	172
Education Student Assistance System.....	184
educational attainment	7, 41, 112
Educational Outcomes Project.....	46
EFTSU	55, 57, 59, 282
Employer and Industry Programmes Division.....	24, 100

employer servicing	17, 20, 24
Employment and Skills Formation Council	91, 175, 204
Employment Assistance Australia	16, 20, 21, 103, 104, 135, 170, 174, 255, 282
employment growth.....	4, 5, 11, 13, 14
Employment Management Information System	175
employment participation.....	110
<i>Employment Services Act</i>	3, 16, 30, 105, 133, 135, 141, 224, 267
Employment Services Regulatory Authority.....	1, 3, 16, 29, 104, 122, 141, 227, 228, 262, 267, 283
Employment Support Services.....	119
English as a second language	119
enrolments.....	39, 42, 43, 44, 52, 58, 65, 146, 185
entry level training	32, 91, 103, 111, 124, 129, 169
Equal Employment Opportunity	27, 180, 181, 214, 282, 284, 285
ESAS	184
<i>ESOS</i>	9, 196, 198, 234, 235, 283
Evaluations and Investigations Programme	53, 54, 65, 79, 282
executive management.....	166
<i>F</i>	
Federal Court	30
financial management	26, 32, 182, 184, 187
Forest Industry Labour Adjustment Package.....	6
Formal Training Assistance.....	119, 283
Framework for Open Learning Programme	172
fraud.....	23, 28, 31, 32, 185, 186
fraud prevention	23, 28, 185, 186
Fraud Risk Assessment and Fraud Control Plan.....	185
freedom of information	31, 185, 225
Frontline Management Initiative	97
<i>G</i>	
GDP	4, 5, 283
Gender Equity	48
General Assistance	iv, 38
general recurrent grants	38, 43
Glossary	236
Graduate Careers Council of Australia	56, 57
Graduate Destination Survey.....	54, 56, 57
Green Corps	8, 154
Gross Domestic Product	283
Group Employment Programme	126, 127, 128, 283

group training schemes.....	98
Gulf States	9, 189, 192, 195
<i>H</i>	
Hansard.....	v, vii, 199, 210
<i>HECS</i>	52, 63, 64, 65, 68, 78, 80, 228, 229, 230, 257, 258, 259, 283
Higher Education Contribution Scheme.....	52, 53, 63, 78, 257, 259, 265, 283
Higher Education Council	52, 54, 59, 60, 62, 175, 177, 283
Higher Education Equity Programme	52, 58
<i>Higher Education Funding Act</i>	3, 53, 54, 63, 64, 78, 224, 229, 265, 270, 274, 276
Higher Education Innovations Programme	60
Homeless and at Risk Youth Support.....	154
Hong Kong.....	190, 192
human resource management	26, 35, 139, 167, 178, 256
Human Rights and Equal Opportunity Commission.....	173
<i>I</i>	
IES.....	17, 21, 23, 283
Incentives element.....	48
<i>Indigenous Education (Supplementary Assistance) Act</i>	162, 283
Indigenous Education Strategic Initiatives Programme	8
Indonesia.....	188, 189, 190, 191, 192, 194, 201, 205
industrial relations.....	15, 180, 181
Industry Training Advisory Bodies.....	91, 98
information delivery.....	72
information technology	16, 23, 26, 27, 142, 168, 172, 175, 178, 183, 184, 186, 190, 283
Integrated Employment System.....	17, 23, 27, 175, 182, 183, 283
internal audit.....	256
International Fellowships	68
International Reciprocal Research Fellowship agreements.....	68
international students.....	64, 188, 234
internationalisation.....	71, 165
Interpreter Services	109
<i>Is this my business? A Training Reform Information Project</i>	86
<i>J</i>	
Japan.....	190, 191, 192, 194
Job Clubs	33, 113, 114, 115, 116, 117, 118, 120, 122, 171
Job Compact	5, 32, 103, 111, 133, 169
Job Seeker Support Panels.....	107
Jobs Education and Training	33, 170
Jobs Pathway Guarantee programme	95

JobSkills.....	113, 114, 115, 116, 117, 118, 122, 123, 143
Jobstart.....	185, 277
JobTrain.....	113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 143
Joint Working Party on Higher Education.....	54
<i>K</i>	
Kazakstan.....	189, 190
Key Centres of Teaching and Research.....	69
Kyrgyzstan.....	189
<i>L</i>	
Labour Adjustment Packages.....	113, 114, 131
Landcare and Environment Action Programme.....	115, 122, 283
Languages and Asian Studies.....	47
languages other than English.....	39, 42, 43, 49, 225
Laos.....	189
Large Grants.....	67, 70
Learned Academies.....	70, 80
Legal Group.....	21, 23, 184, 269
legal services.....	23, 184
legislation.....	iii, vii, viii, 3, 16, 23, 24, 151, 177, 185, 196, 210, 218, 224, 227, 234, 275, 276, 277, 287
literacy.....	8, 32, 37, 39, 40, 45, 47, 48, 49, 87, 92, 93, 94, 107, 119, 159, 163, 170, 176, 198, 208, 223, 266
Loan Supplement.....	147
LOTE.....	43, 79
low socioeconomic status students.....	40
<i>M</i>	
MAATS.....	7, 82, 83, 91, 95, 154
Malaysia.....	192, 195, 207, 209
Marcus Oldham Farm Management College.....	53
MCEETYA.....	156, 157, 172, 173
media releases.....	vii, 209
Migrant Advisory Committees.....	109
Migrant liaison officers.....	109
Migrant Service Improvement Strategy.....	102, 109
migrants.....	10, 72, 73, 108, 109, 200
Ministerial Liaison.....	164
Mobility Assistance Scheme.....	125
Modern Australian Apprenticeship and Traineeship System.....	7, 33, 82, 83, 90, 91, 92, 171
<i>N</i>	
National Aboriginal and Torres Strait Islander Education Policy.....	8, 52, 59, 162, 280
National Asian Languages and Studies in Australian Schools.....	49, 220, 284

National Board of Employment Education and Training	175
National Centre for Education and Training on Addiction	69
National Centre for Vocational Education Research	85, 92, 130, 267, 284
National Clearinghouse for Youth Studies	159
National Client Service Standards	149
National Employment and Training Taskforce	84, 94, 127, 170, 284
National Equity Programme	38, 47, 48, 284
National Office of Skills Recognition	72
National Priorities element	48
National Priority (Reserve) Fund	59, 60, 284
National Professional Development Programme	46, 284
<i>National Report on Schooling in Australia</i>	49
National Reporting System	93, 143
<i>National Review of Education for Aboriginal and Torres Strait Islander People</i>	8, 59, 160
National School English Literacy Survey	8, 39, 45
National Skills Shortages training	130
National Staff Development Committee	97, 284
National Training Initiative for Frontline Managers	97
National Training Wage	5, 91, 95, 103, 115, 124, 125, 128, 284
National Youth Affairs Research Scheme	157, 270, 284
NBEET	21, 164, 166, 213, 255, 284
NCVER	92, 130, 284
NESB	284
NETTFORCE	84, 87, 94, 95, 284
Network Coordination	164
New Enterprise Incentive Scheme	6, 92, 100, 113, 114, 122, 134, 185, 228, 284
New Work Opportunities	33, 115, 122, 123, 133, 171, 284
numeracy	8, 39, 40, 87, 107, 119, 159
<i>O</i>	
occupational assessments	73, 74
occupational health and safety	vii, 218, 284
occupational information	105, 110, 223, 232, 233
OECD	190, 193, 205, 206, 266, 284
<i>Ombudsman Act</i>	29, 30
open learning	61, 62, 63, 92, 172, 267
Open Learning Deferred Payment Scheme	63, 229
Open Learning Initiative	61, 62, 63
OPEN NET	61
Organisation for Economic Cooperation and Development	168, 284

Overseas Postgraduate Research Scholarships	69, 71, 79
overseas qualifications	75, 77
<i>P</i>	
participation in employment.....	121
participation in higher education	8
participation rates.....	58, 160, 162
people with a disability	28, 58, 102, 108, 109, 112, 130
People's Republic of China	192, 194, 284, 285
performance indicators	39, 52, 58, 103, 136
performance information	10, 39, 93, 106, 112, 148, 175, 227
Portfolio Administration and Advising	v, 3, 164, 234, 253
Post Placement Support.....	115, 120, 285
Post Placement/Training Support.....	115, 120, 285
post programme monitoring	103, 112, 129, 131, 134, 169, 170, 171
postgraduate awards	203
Prevocational Places Programme.....	88
Priority Languages Support	49
professional development	45, 46, 61, 84, 88, 172, 268
Professional Development Council of the Australian Principals Associations	46
<i>Psychological Science in Australia</i>	71
Public Communications.....	164
<i>Public Service Act</i>	iii, 32, 186
<i>Q</i>	
quality assurance	54, 89, 92, 187, 203
Quality Schooling Programme.....	285
<i>R</i>	
<i>Reading Writing Roadshow</i>	93
reciprocal obligation.....	5
recognition of overseas skills.....	51, 72
recognition of prior learning.....	4, 61, 84, 87, 88, 176
Recruitment Services Australia	105, 126, 128, 285
Regional and Community Employment Councils	6
<i>Regional Employment</i>	100, 132, 134, 285
Regional Employment Strategies.....	100, 132
Remote Area Field Service.....	16, 32, 104, 109, 170, 174, 182, 285
<i>Report on Youth Consultations</i>	158, 163
Research Centres.....	69, 80, 229
Research Evaluation Programme.....	67, 70
Research Fellowships	69

research grants	203, 224, 229
Research Infrastructure Programme.....	70
Research Quantum	66
retention.....	2, 7, 27, 39, 40, 52, 54, 59, 101, 126, 145, 147, 151, 159, 160, 161, 181, 194, 253
Review of Commonwealth/State Service Provision	39, 40
Review of Labour Market Programmes	17, 105, 230
Rock Eisteddfod Challenge	158
Romania.....	189
rural students.....	44, 62, 151, 206
Rural Youth Information Service.....	155, 156, 285
<i>S</i>	
school reform	44
school to work.....	37, 95
Schools and Curriculum Division	24, 215, 230
Schools Council	175
SEAMEO.....	190, 193, 285
Services and Structures Review	16, 285
Sex Discrimination Commission	174
Skilled Vacancy Survey	169, 198
Skills Training.....	100, 120
SkillShare.....	17, 113, 114, 115, 116, 117, 118, 119, 122, 139, 231
small business	6, 33, 86, 87, 88, 91, 92, 94, 95, 102, 133, 134, 157
Small Business Best Practice Programme	88
Small Grants	67
social justice.....	10, 20, 145, 166, 168, 172
Social Security Appeals Tribunal	30, 285
socioeconomic status.....	40, 46, 285
South Africa.....	195
South East Asian Ministers of Education Organisation	193, 268, 285
Special Assistance Programme	131, 285
Special Intervention Programme.....	32, 105, 119, 121, 170, 227, 285
Special Research Centres	69, 229
SSR.....	285
staff development.....	19, 27, 61, 97, 181
staffing.....	v, vii, 25, 123, 179, 180, 181, 199, 212, 281
Standards and Curriculum Council	97, 98
statutory authorities.....	3, 227, 287
Strategic Initiatives in Training programme	83
Student Assistance Centres.....	24, 27, 150, 171, 174, 183, 186

Student Assistance Review Tribunal.....	30, 285
Student Organisation Support programme	62
students with a disability	52, 58, 59
subject participation	46
Systems Division.....	23, 215
<i>T</i>	
Taiwan	190, 191, 192, 194
<i>Talking Training</i> radio series.....	85
TAP	113, 114, 138, 139
targeted assistance.....	47
Targeted Research and Scientific Development.....	iv
Taskforce on School Statistics.....	39
teenage unemployment.....	5, 12
Thailand.....	192, 195
Third International Mathematics and Science Study	39
Traineeship Development and Promotional Officers.....	127
Traineeship Employer Assistance programme	95
traineeships	87, 91, 94, 95, 103, 127, 129, 139, 140, 200, 201, 202, 203, 206, 208
Training and Skills (TASK) programme.....	131, 132
Training for Aboriginals and Torres Strait Islanders	119, 138
training reform	82, 84, 86, 91
Turkey.....	189, 190, 191, 200
<i>U</i>	
UNESCO	77, 190, 193, 266, 286
United Kingdom.....	68, 71, 192, 194
University Mobility	77, 192
University of Canberra	1, 3, 262
<i>V</i>	
VEGAS	286
Vietnam	189, 190, 192, 195
violence in schools	46
Vocational Education and Guidance for Aboriginals Scheme	146
Vocational Education and Training iv, vi, 2, 3, 81, 85, 86, 96, 160, 189, 205, 208, 210, 211, 215, 224, 253, 265, 286	
<i>Vocational Education and Training Funding Act</i>	3, 224, 265
<i>W</i>	
WELL.....	93, 99, 286
Western Europe.....	189
Women	21, 27, 79, 86, 108, 136, 138, 143, 173, 174, 181, 198, 280, 286
Workplace English Language and Literacy Information System.....	93

Workplace English Language and Literacy Programme	93, 184
workplace harassment	27, 181
<i>Y</i>	
Young Australian of the Year Awards	158
Young Homeless Innovative Projects	155, 156
Young Homeless Pilot Projects.....	155
Youth Access Centres.....	104, 105, 174, 233, 279
Youth Liaison Officers	158
<i>Youth Options</i>	158
Youth Taskforce.....	157