



Australian Government
Department of Education,
Science and Training

Department of Education, Science & Training

Response to Senate Estimate Committee Question E852-05

**Issued by:
Finance Branch**

Programmes

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Schools General Recurrent Grants

Programme description

The General Recurrent Grants programme provides supplementary funding to assist in the achievement of specific objectives agreed by the Commonwealth and the States/Territories.

Policy Objective

The specific objective for the General Recurrent Grants Programme is to help government and non-government schools with the recurrent costs of school education so that they can offer students educational programmes directed towards the achievement of the Australian Government's priorities for schooling.

Finishing Date

The General Recurrent Grants programme is ongoing.

Evaluation

An evaluation of the General Recurrent Grants programme was conducted in 1996 and 1998.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	1,689,207	1,789,092	1,898,525	2,021,852	2,137,572
Commitments	n/a	894,546	1,898,525	2,021,852	1,068,786

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	4,620,727	4,946,600	5,326,159	5,721,468	6,128,425
Commitments	n/a	2,473,300	5,326,159	5,721,468	3,064,212

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
1,689,207	1,689,875	668	0.04

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
4,620,727	4,620,418	-309	-0.01

Schools Capital Grants

Programme description

The Capital Grants Programme provides supplementary funding to government and non government school authorities for the provision and upgrading of school facilities. Funds are not provided directly to schools. They are provided as block grants to the State and Territory Education Departments for state schools and to Block Grant Authorities (BGAs) for non-government schools.

Policy Objective

The objectives of the Capital Grants Programme are providing and improving school capital infrastructure, with particular emphasis on assisting schools serving the most educationally disadvantaged students.

Finishing Date

The Capital Grants programme is ongoing.

Evaluation

An evaluation occurred in 1999. The evaluation supported the administrative processes for the Capital Grants Programme.

An administrative review of the operations of BGAs is currently underway and expected to conclude by the end of 2005.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	256,952	278,375	282,144	283,832	289,511
Commitments	n/a	139,188	282,144	283,832	144,756

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	104,964	113,853	115,395	116,082	113,902
Commitments	n/a	56,927	115,395	116,082	56,951

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
256,952	257,004	52	0.02

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
104,964	104,983	19	0.02

Literacy, Numeracy and Special Learning Needs – Schools Grants Element (formerly Strategic Assistance for Improving Student Outcomes-SAISO)

Programme description

The Schools Grants element contributes funding to government and non-government school education authorities in States and Territories to measurably improve the learning outcomes of educationally disadvantaged students. These students may include, for example, students with disabilities, students with learning difficulties, students with a language background other than English, and low socioeconomic status students.

Schools Grants provides supplementary funding for additional assistance for the most educationally disadvantaged students to support activities such as literacy and numeracy intervention programmes; additional specialist learning assistance; teachers for students with disabilities and learning difficulties; and classroom resources and equipment for students who require extra help to achieve an appropriate standard of learning.

Policy Objective

The Literacy, Numeracy and Special Learning Needs Programme aims to improve the literacy, numeracy and other learning outcomes of students who are educationally disadvantaged and who require additional assistance.

Finishing Date

The Literacy, Numeracy and Special Learning Needs Programme - Schools Grants Element is ongoing.

Evaluation

An evaluation occurred in 2002. The evaluation found that there is a significant commitment by education jurisdictions which places much greater emphasis on the achievement of measurable improvements in students learning outcomes.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	297,674	301,293	317,479	336,137	355,029
Commitments	n/a	150,647	317,479	336,137	177,515

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	149,850	152,210	160,255	168,840	177,940
Commitments	n/a	76,105	160,255	168,840	88,970

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
297,674	294,782	-2,892	-0.97

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
149,850	152,033	2,183	1.5

Schools Country Areas Programme

Programme description

The Country Areas Programme (CAP) aims to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students.

Policy Objective

The policy objective of CAP is to provide funding to address the educational disadvantage caused by geographic isolation.

Finishing Date

The CAP programme is ongoing.

Evaluation

The programme was evaluated between October 2002 and May 2003 by DEST in conjunction with KPA Consulting. The key findings of the evaluation were:

- CAP is working well and has broadened the educational opportunities and enhanced the literacy and numeracy learning of students who are educationally disadvantaged by geographical isolation;
- The government and non-government education authorities in each State and the Northern Territory value the flexibility in administrative arrangements that the programme allows and there is little support for major change;
- There is strong support from all stakeholders for CAP to continue as a stand alone funding stream managed by the Commonwealth in cooperation with the State and the Northern Territory education authorities; and
- The current CAP objectives are appropriate for addressing the current and future needs of students in rural and isolated communities.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	23,383	23,878	25,166	26,527	27,958
Commitments	n/a	11,939	25,166	26,527	13,979

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	4,384	4,477	4,719	4,975	5,243
Commitments	n/a	2,239	4,719	4,975	2,622

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
23,383	23,140	-243	-1.04

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
4,384	4,648	264	6.02

Schools English as a Second Language – New Arrivals

Programme description

The English as a Second Language programme assists with the cost of delivering intensive English language tuition to eligible newly arrived migrant primary and secondary school students.

Policy Objective

To improve the educational opportunities and outcomes of newly arrived students from non-English speaking backgrounds by developing their English language competence and facilitating their participation in mainstream education activities

Finishing Date

The ESL programme is ongoing.

Evaluation

There is an evaluation proposed for 2005-06.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	52,204	56,436	58,788	61,950	64,377
Commitments	n/a	28,218	58,788	61,950	32,189

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	5,474	5,941	6,190	6,525	6,566
Commitments	n/a	2,971	6,190	6,525	3,283

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
52,204	52,235	31	0.06

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
5,474	5,471	-3	-0.05

Literacy, Numeracy and Special Learning Needs - National Projects Element (Formerly Grants to Foster Literacy and Numeracy – SNLITNUM)

Programme description

The programme aims to support projects which identify, research and implement strategic national initiatives and developments in literacy and numeracy, early childhood education and information and communication technologies

Policy Objective

This initiative supports progress toward the achievement of the National Literacy and Numeracy Goal by supporting the implementation of the National Literacy and Numeracy Plan agreed to by all Ministers that calls for a co-ordinated approach at the national level to improving literacy and numeracy standards

Finishing Date

The Literacy, Numeracy and Special Learning Needs – National Projects Element is a programme that lapses on 31 December 2007.

Evaluation

An evaluation occurred in 2002. The evaluation recommended that the programme be broadened from the previous Grants for National Literacy and Numeracy Strategies and Projects Programme to address emerging priority areas for educationally disadvantaged students beyond the scope of national strategic literacy and numeracy research development.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	23,875	10,208	10,760	11,339	11,953
Commitments	n/a	5,104	10,760	11,339	5,977

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
23,875	9,611	-14,264	-59.74

Explanation of significant under expenditure

This programme is project based and the under expense occurred due to the late signing of Schools Assistance Act quadrennial (2005-2008) agreements by States and Territories.

Literacy, Numeracy and Special Learning Needs Non-Government Centres Support Element (Formerly Special Education – Non-Government Centre Support)

Programme description

The programme supports children with disabilities who receive services provided at, or in connection with, non-government centres.

Policy Objective

This programme aims to improve the educational opportunities, learning outcomes and personal development of children with disabilities.

Finishing Date

The Literacy Numeracy and Special Learning Needs Non-Government Centres Support Element is ongoing.

Evaluation

An evaluation is planned for the 2005-2008 quadrennium.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	34,459	34,899	37,154	39,825	41,725
Commitments	n/a	17,450	37,154	39,825	20,863

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
34,459	27,570	-6,889	-19.9

Aboriginal and Torres Strait Islander Assistance Scheme (ABSTUDY)

Programme description

ABSTUDY provides a means-tested living allowance and other supplementary benefits to eligible Aboriginal and Torres Strait Islander students studying accredited courses at the secondary and tertiary levels. Assistance is also available for a group of primary school students who live at home but cannot access secondary schooling. To be eligible for assistance a primary school student must live at home and be at least 14 years of age on 1 January in the year of study. ABSTUDY is administered and delivered by Centrelink.

Policy Objective

The main objectives of the ABSTUDY Scheme are to encourage Aboriginal and Torres Strait Islander people to take full advantage of the educational opportunities available, to promote equity of educational opportunity, and improve educational outcomes.

Finishing Date

ABSTUDY was introduced in 1969 and is an ongoing programme.

Evaluation

ABSTUDY was reviewed in 1997-98 in the context of the introduction of the Youth Allowance. As a result of this review the Government maintained ABSTUDY as a separate scheme with closer alignment with mainstream provisions.

Appropriation source

Student Assistance Act 1973

Funding

ABSTUDY Secondary

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
101,451	109,122	115,472	116,720	124,156

ABSTUDY Tertiary

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
87,978	89,282	90,415	91,419	93,364

Over and under payments

ABSTUDY Secondary

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
101,451	92,822	-8,629	-8.51

ABSTUDY Tertiary

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
87,978	57,581	-30,397	-34.55

Explanation for the significant under expense

This is a demand driven programme and the estimates were based on the expense pattern for the last two financial years.

Recoveries of overpayments

Recoveries of ABSTUDY overpayments are managed by Centrelink on DEST's behalf. As at 30 June 2005 the level of outstanding ABSTUDY debt was \$26,199,637.

Assistance for Isolated Children

Programme description

The Assistance for Isolated Children (AIC) Scheme helps the families of primary, secondary and under 16 year old tertiary students who are unable to attend an appropriate government school on a daily basis because of geographic isolation. An appropriate government school is one that offers the student's level of study or, if the student has special health-related or educational needs, one that provides access to the facilities, programmes, and/or environment required for those needs. AIC is a demand driven Scheme.

Policy Objective

The underlying principle of the AIC Scheme is that all Australian children should have reasonable daily access to an appropriate government school without regard to parents' income. Families living in areas without access to such a school incur additional costs in educating their children. The purpose of the AIC Scheme is to provide financial assistance in recognition of the additional expenditure incurred by mainly geographically isolated families for the education of their children.

Finishing Date

The AIC Scheme is ongoing.

Evaluation

AIC Customer Satisfaction Surveys conducted in 2000, 2001 and 2003 found very high levels of client satisfaction with the Scheme.

Appropriation source

Student Assistance Act 1973

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
47,660	56,229	57,807	59,393	60,979

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
47,660	45,121	-2,539	-5.33

Recoveries of overpayments

Recoveries of AIC overpayments are managed by Centrelink on DEST's behalf. As at 30 June 2005 the level of outstanding AIC debt was \$421,733.

Indigenous Education Strategic Initiatives

Programme description

Under the Indigenous Education Strategic Initiatives Programme (IESIP), supplementary recurrent funding is provided on a per capita basis to education providers in respect of their Indigenous students.

Funding is also provided under IESIP for strategic initiatives and projects to accelerate improvements in educational outcomes for Indigenous students.

Policy Objective

Supplementary funding under IESIP underpins implementation of the National Aboriginal and Torres Strait Islander Education Policy (AEP) which came into effect in 1990 following endorsement by all Australian governments. The four major goals of the AEP are to achieve: involvement of Aboriginal and Torres Strait Islander people in educational decision-making; equality of access to education services; equity of educational participation; and equitable and appropriate educational outcomes for Indigenous students.

Finishing Date

IESIP is an ongoing programme and is currently funded for the 2005-2008 quadrennium.

Evaluation

The 2001-2004 quadrennium focussed on closing the educational divide between Indigenous and non-Indigenous students and accelerating improved educational outcomes for Indigenous students. IESIP outcomes were reviewed during the 2001-2004 quadrennium, in the context of developing the Australian Government's Indigenous education arrangements for the period 2005-2008. This review resulted in some changes to funding arrangements commencing in January 2005.

Appropriation source

Indigenous Education (Targeted Assistance) Act 2000.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	225,758	266,179	272,685	278,349	280,495
Commitments	n/a	133,090	272,685	278,349	140,248

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
225,758	83,404	-142,354	-63.06

Explanation for the significant under expense

The under expense is caused by a number of agreements with major providers (State Government or Catholic authorities) not being in place by 30 June 2005 as was estimated. Also, large number of Indigenous Education project payments, expected to be made in the first half of 2005, have not eventuated, due either to contracts still being negotiated or outstanding compliance issues.

Indigenous Education Direct Assistance

Programme description

The Indigenous Education Direct Assistance Programme (IEDA) provides targeted assistance to Indigenous students, school-based parent committees and education institutions to support strategic interventions that improve educational outcomes for Indigenous students.

Policy Objective

Funding under IEDA underpins implementation of the National Aboriginal and Torres Strait Islander Education Policy (AEP) which came into effect in 1990 following endorsement by all Australian governments. The four major goals of the AEP are to achieve: involvement of Aboriginal and Torres Strait Islander people in educational decision-making; equality of access to education services; equity of educational participation; and equitable and appropriate educational outcomes for Indigenous students. IEDA's objectives are to improve Indigenous students' school attendance rates, literacy and numeracy skills, Year 10 to 12 retention and successful Year 12 completions.

Finishing Date

IEDA is an ongoing programme and is currently funded for the 2005-2008 quadrennium. Up to the end of December 2004 IEDA was funded from annual appropriations. From January 2005 this programme became an element of the Indigenous Education Strategic Initiatives Programme.

Evaluation

Phase One of the IEDA Review was completed in August 2002. It examined the administrative practices of the programme and made 60 recommendations to improve administration and delivery.

Phase Two of the IEDA Review was completed in 2003, and the report published in 2004. As a result, significant programme changes were made and the programme was brought under the *Indigenous Education (Targeted Assistance) Act 2000*, commencing in January 2005.

IEDA will be reviewed in 2007.

Appropriation source

Annual Appropriation Acts up until 31 December 2004.
Indigenous Education (Targeted Assistance) Act 2000 - (2005 and forward).

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
34,234	0	0	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
34,234	38,646	4,412	12.89

Projects to Enhance Literacy and Numeracy Outcomes (PELNO)

Programme description

The programme aims to support projects which identify, research and implement strategic national initiatives and developments in literacy and numeracy

Policy Objective

The programme supports progress toward the achievement of the National Literacy and Numeracy Goal by supporting the implementation of the National Literacy and Numeracy Plan, agreed to by all Ministers, that calls for a co-ordinated approach at the national level to improving literacy and numeracy standards.

Finishing Date

The PELNO programme is ongoing.

Evaluation

An evaluation was conducted in 2002. The evaluation found that there is a significant commitment by education jurisdictions which places much greater emphasis on the achievement of measurable improvements in students learning outcomes.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
631	645	659	673	687

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
631	626	-5	-0.79

Schools Languages Other Than English

Programme description

The Languages Other Than English (LOTE) programmes aim is to help schools and school communities to improve the learning outcomes of students learning Asian, European and Indigenous languages, at all levels of schooling, Kindergarten to Year 12.

Policy Objective

To support languages education generally in Australian schools

Finishing Date

The LOTE programme is ongoing.

Evaluation

An evaluation occurred in 2002. The review found that LOTE is still a 'fledgling' key learning area and the Australian Government has adopted a number of the review's recommendations.

A review was undertaken for the continuation of programmes under the Schools Assistance Act during the Specific Purpose Payments (SPP) renegotiation process for the 2005-2008 SPP agreement.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding and commitments

Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	15,307	15,631	16,474	17,364	18,302
Commitments	n/a	7,816	16,474	17,364	9,151

Non Government

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	11,798	12,046	12,696	13,383	14,105
Commitments	n/a	6,023	12,696	13,383	7,053

Over and under expenditure

Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
15,307	14,613	-694	-4.53

Non Government Schools

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
11,798	11,947	149	1.26

Note: The Non Government Schools 2004/05 Actual Expenditure includes an amount of \$688,589 for NALSAS Joint Collaborative which was terminated at the end of 2004/05.

Australian Government Quality Teacher Programme (AGQTP)

Programme Description

The programme has a number of components being a) State and Territory professional learning projects, b) National Initiatives; and c) Teaching Australia – Australian Institute for Teaching and School Leadership (formerly the National Institute for Quality Teaching and School Leadership). The major focus of the programme has been the provision of professional learning activities for teachers.

The major part of the funding under this programme is provided to States and Territories for teacher professional learning, and to Teaching Australia. Funds are not paid directly to individual people or schools, except as part of their involvement in national projects.

Policy Objective

The objectives of the programme are to:

- improve the professional standing of school teachers and leaders;
- equip teachers with the skills and knowledge needed for teaching in the 21st Century; and
- provide national leadership in high priority areas of teacher professional learning need.

Finishing Date

Lapsing December 2009 (the programme was extended in the 2005-06 Budget to the end of 2009.)

Evaluation

A full evaluation was undertaken in 2004. The evaluation found that:

- the programme has been very successful in updating teachers' skills and understandings in the priority areas;
- the programme has led to significant improvements in the quality of professional learning delivered to teachers, and has played an important role in the development of a strengthened infrastructure to support professional learning;
- AGQTP activities have made a contribution to enhancing the status of teaching, but this objective is so complex as to be beyond the scope and capacity of the Programme;
- the programme's main deficiencies are in the area of data collection – in particular performance measurement and reporting. This area will be improved in the new phase of the programme.

The programme will be evaluated again in 2008.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
36,470	20,330	34,332	35,053	35,790

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
36,470	36,412	-58	-0.16

Quality Outcomes Programme Other

Programme Description

The Quality Outcomes Programme Other (QOP – Other) - supports improved learning outcomes of Australian school students through strategic and collaborative initiatives.

Policy Objective

The objectives of QOP - Other are to improve the learning outcomes for Australian school students by improving quality of teaching and learning, promoting national collaboration on curriculum and assessment and reporting outcomes, enhancing the professional role of school principals and teachers and to support national initiatives in school education that promote good practice in school organisation and leadership and other specific Commonwealth initiatives.

Finishing Date

Ongoing

Evaluation

An evaluation of the QOP – Other programme is planned for the Financial Year 2007-08

Appropriation source

Annual Appropriation Acts

Finding and commitment

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	7,115	12,909	17,275	13,532	13,817
Commitments	n/a	n/a	100	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
7,115	7,106	-9	-0.13

National School Drug Education Policy

Programme Description

The National School Drug Education Strategy strengthens the provision of educational programmes and supportive environments which contribute to the goal of 'no illicit drugs in schools.'

Schools funding under legislated and annual appropriations are directed at programmes that enhance the educational outcomes of school students and are not paid directly to individual people

Policy Objective

The National School Drug Education Strategy strengthens the provision of educational programmes and supportive environments which contribute to the goal of 'no illicit drugs in schools'.

Finishing Date

Lapsing July 2008.

Evaluation

An Evaluation of the National School Drug Education Strategy and Council of Australian Governments' "Tough on Drugs" in schools measures (1999-2003) was completed in 2003. In 2004 monitoring and evaluation of school drug education resources initiative commenced. Stage one was a review of the dissemination and implementation mechanisms for Australian Government school drug education resources. Stage two is currently underway. It is developing and trialling a range of qualitative and quantitative measures to guide Stage 3. Stage 3 will commence in 2006 and will examine the impact of nationally developed school drug education resources.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	3,610	3,688	3,767	3,845	3,926
Commitments	n/a	n/a	1,862	1,862	0

Over and under payments

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
3,610	2,699	-911	-25.24

Online Curriculum Content for Australian Schools

Programme Description

This programme provides for the development and delivery of quality Australian online curriculum content to enhance teaching and learning in Australian schools

Funding is not paid directly to individuals. Funding is provided to two ministerially owned companies - Curriculum Corporation and education.au limited.

Policy Objective

In line with the National Goals for Schooling in the Twenty-First Century, the objective of this programme is to undertake a collaborative role with the States and Territories to ensure Australian teachers and students have access to quality online content to be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.

Finishing Date

30 June 2006

Evaluation

An evaluation of this programme is planned for 2005-06. A draft report will be available in 2005.

Although this is a non ongoing programme MCEETYA has endorsed in principle continuation of the initiative for the period 2006-2008.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
6,648	7,113	0	0	0

Over and under payments

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
6,648	6,700	52	0.78

Grants and Awards

Programme Description

The Grants and Awards Programme comprises four separate programme components –

(1) Asia Education Foundation (AEF) - The role of the AEF is to promote and support the study of Asia across all curriculum areas in Australian schools;

(2) Curriculum Corporation (CC) - CC works in the education sector and is owned by all Australian State, Territory and Commonwealth Ministers of Education. It provides curriculum support to schools and school systems;

(3) Australian Students Prize - An Australian Government initiative designed to give national recognition to academic excellence and achievement in secondary education, particularly in senior secondary years;

(4) Grants-in-Aid - The objective of this component is to assist in maintaining the operations of key national education research organisations or national parent organisations.

Grants-In-Aid funding is provided to three parent organisations to assist with costs associated with the running of national secretariats – the Australian Parents Council, Australian Council of State School Organisations and Isolated Children's Parents' Association. The current recipient of a grant for national educational research is the MCEETYA National Fund for Educational Research (NFER).

Policy Objective

To assist in maintaining the operations of key national educational research and representative organisations.

Finishing Date

Ongoing

Evaluation

The Grants-in-Aid component was evaluated in 1998.

The Review (a programme review of a discretionary grant programme), undertaken by KPMG Consulting, examined whether funding under the programme was directed to organisations whose activities most closely targeted the objectives of the programme; and whether the funding provided to organisations was adequate to allow them to engage effectively in activities that closely target the objectives of the programme.

The Review report, *Review of the Grants in Aid Element of the Grants and Awards Programme*, found that funding was being directed towards appropriate organisations and that the current recipients were considered to offer independent and national parent representation and research services.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
3,784	3,706	3,764	3,823	3,882

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
3,784	3,392	-392	-10.36

Careers, Transitions and Partnerships

Programme description

The Careers, Transitions and Partnerships Programme consist of a number of elements, each described below:

Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) is a component of a VET in Schools programme/course that is situated within a workplace. Senior high school students throughout Australia are offered unpaid competency-based structured learning in work placements. Businesses provide on-the-job training and mentoring to develop both the technical and generic employability skills. The skills are assessed, usually following the work placement, by a Registered Training Organisation and the VET qualifications are recognised nationally by industry and education systems.

The programme is administered at a local level by Local Community Partnerships (LCPs). These partnerships bring together schools, employers and community groups to work together to provide students in Years 11 and 12 with real opportunities in workplaces to assist them make the right educational and vocational choices.

Enterprise and Career Education (ECEP)

ECEP funds national strategic projects which support schools and organisations working in partnership with schools to develop in young people enterprising capabilities and the knowledge, skills and attitudes to assist them make informed decisions about their life, study and/or work options. These national strategic projects are funded primarily on the basis of open and competitive purchasing principles.

Youth Pathways (YP)

Until December 2005 the Jobs Pathway Programme assisted at-risk young people aged 13 to 19 make a smooth transition through school and from school to further education, training or employment by providing advice and assistance targeted at their individual needs. From 1 January 2006, Youth Pathways replaced the Jobs Pathway Programme.

Under YP, each participant receives assistance which is directed to their individual needs and is delivered in a personalised way. Assistance may include the provision of timely information and guidance on options, choices and consequences to help participants make key decisions about their future. YP includes the development and implementation of a locally appropriate Transition Plan for individual participants, and may also include motivation, problem solving, skills development, mentoring and assistance to access education, training and employment opportunities. YP will also provide ongoing support for participants as they move through school and into their post-school destinations.

Where relevant, providers refer young people to other local providers of support services, including:

- providers of education, training or employment services; and
- specialist agencies.

Providers take an active approach to managing participant transitions and utilising a wide range of early intervention and case management strategies to assist young people. Providers have good links with their community and schools, knowledge of local education, training and employment opportunities, and the ability to relate to young people. Organisations contracted to deliver services include community-based organisations, group training companies, registered training organisations, employment agencies and schools.

Career and Transition (CAT) Pilot

CAT advisers assist young people to explore a range of career options and to develop a range of pathways as they progress through the school system and their transition from school to higher education, work or to the vocational education and training sector. A primary responsibility of the CAT Adviser is the development and implementation of a Learning Pathways Plan that outlines the strategies required by the individual young person to achieve their goals. CAT projects also utilise a Community Partnership Committee to create linkages with appropriate individuals and organisations in the community to assist young people.

Partnership Outreach Education Model (POEM) Pilot

POEM Pilot projects are testing ways of engaging with troubled and marginalised young people and provide flexible and accredited education and training options in supported community settings. The POEM approach is underpinned by community partnerships. A crucial factor is getting community organisations and agencies to work together to provide an integrated and holistic approach to supporting troubled young people. POEM projects provide: individually tailored accredited education and training; employability, social and life skills training; career support and advice; and appropriate referral services. For many young people with complex issues, this process often requires intensive and sustained support.

Participation in a POEM, therefore, does not have a maximum time limit. When each individual participant becomes ready to exit a POEM, the projects help them to re-engage with a mainstream education option (eg school, TAFE or university), access further training, gain work or participate in community activities.

Policy Objective

To provide a range of flexible strategies to assist young people who have already become disengaged from school, and often their family and community, and reengage them in education, training and employment. The client groups are those troubled by homelessness or have family or personal issues and disrupted schooling.

The POEM partnerships, established for each project, reflect local circumstances and work across agencies to deliver education and personal support.

Finishing Date

The POEM pilot has been funded to December 2006.

Evaluation

Structured Workplace Learning (SWL)

There has been no formal evaluation of the SWL programme to date however a review of a number of major elements of the programme was undertaken throughout 2004 and 2005 including: the quality of SWL; strategies for LCPs to better meet the skills needs of students, community and industry; a funding and allocation framework; partnership development and support and improved governance practice of the partnerships.

Following on from this, in its 2005 Budget the Australian Government extended its commitment to improve the career and transition support services available to young Australians with the announcement of funding for the Australian Network of Industry Careers Advisers (ANICA) initiative. One element of the ANICA initiative was to expand the role of Local Community Partnerships (LCPs). Under the new ANICA arrangements the SWL programme facilitated by LCPs will be subject to an ongoing evaluation strategy to assess the appropriateness, quality and effectiveness of the programme. This element will assess key stakeholders' experiences and awareness of the programme(s) based on surveys, case studies and focus groups, and utilise existing State/Territory and National data sets.

Enterprise and Career Education (ECEP)

ECEP evaluation is expected to commence in 2005-06.

Job Pathway (JPP)

A post implementation review of JPP was conducted in 1996-97 by Miles Morgan.

The Research and Evaluation Branch of the Department conducted an evaluation of the JPP in 1999-2000. It was an internal review that did address the issue of programme effectiveness. Findings of the report were:

- JPP provides assistance to a large number of young people;
- good relationships exist between providers and schools;
- participants and stakeholders have highly positive views of the programme;
- among JPP participants, education stayers outnumber education leavers;
- most participants receive a relatively limited amount of assistance;
- the focus of assistance may need to be reconsidered;
- there is scope to simplify and focus targeting arrangements; and
- JPP may not be reaching a particularly disadvantaged clientele.

Career and Transition (CAT) Pilot

The Department of Education, Science and Training contracted Miles Morgan Australia Pty Ltd to independently evaluate the CAT Pilot. The CAT evaluation was finalised in February 2004.

The CAT Evaluation points to the successes of the CAT Pilot between April 2002 and April 2003 and the positive impact they have had on many of the 37,000 participants:

- 24,000 young people developed Learning Pathways Plans;
- schools incorporated the development of Learning Pathways Plans into their school activities and the curriculum;
- schools have adapted curriculum to put a greater emphasis on career and transition learning opportunities; and
- they have facilitated greater involvement of community agencies and industry in the lives of young people.

Partnership Outreach Education Model (POEM) Pilot

The Department of Education, Science and Training contracted Miles Morgan Australia Pty Ltd to independently evaluate the Partnership Outreach Education Model (POEM) Pilot.

A major finding from POEMs is that young people, regardless of their issues, value education, and this was the key to their engagement. The partnership approach assisted the young people to get back into education in ways and settings in which they could cope. Key to this success is that each POEM participant is supported with their individual issues, thus assisting them to focus on achieving their learning, work and ultimately life goals. The POEM projects were successful in engaging disconnected young people and providing an integrated cross-agency approach to education, life skills and personal support. Indigenous young people make up approximately one third of the participants. The young people assisted under this initiative have complex and compounding issues (such as abuse, substance abuse, family breakdown, crime and mental health) and the majority of participants made sound progress towards achieving their education levels, life skills and employability skills through the POEM. The evaluation found that approximately 40% of the participants went on to further education and training and another 19% went on to jobs. The evaluation also found that the partnership models are an efficient intervention as the Australian Government funding has leveraged an additional 40% of financial and in-kind contributions from community partners.

Appropriation source.

Annual Appropriation Acts.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	54,307	77,325	87,770	89,773	91,472
Commitments	n/a	n/a	37,110	37,018	18,358

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
54,307	51,664	-2,643	-4.87

Vocational Education and Training - Funding

Programme description

In 2004-05, ANTA managed \$1,152,442 million. These funds were allocated to the States and Territories and to particular national projects, in order to facilitate change to achieve the objectives of the National Strategy – Shaping Our Future - and enhance the national vocational education and training system.

Specific allocations of these funds were agreed by the ANTA Ministerial Council and published through the Directions and Resource Allocations Report each calendar year.

ANTA functions transferred to the Department from 1 July 2005.

Policy Objective

Australian Government funding is provided to each State and Territory. Focus is on the level and type of training to be delivered using Australian Government and State or Territory funds, and the actions that States and Territories plan to take to address agreed national priorities.

Finishing Date

A new Commonwealth – State Training Funding Agreement started 1 July 2005 and will expire on 31 December 2008.

Evaluation

ANTA provided an Annual National Report to Parliament each year.

Appropriation source

Vocational Education and Training Funding Act 1992 appropriated funding up to 30 June 2005. *Skilling Australia's Workforce Act 2005* appropriates funding from 1 July 2005.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	1,158,951	1,261,072	1,269,644	1,285,100	1,301,858
Commitments	n/a	630,536	1,269,644	1,285,100	650,929

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
1,158,951	1,156,994	-1,957	-0.17

Vocational Education and Training - National Programmes

Programme description

Section 11 of the *ANTA Act 1992* provides for the Authority to receive funds that support industry's implementation and take up of vocational education and training. These funds, commonly known as national programme funding also fund Australian Government programme priority areas such as equity development.

In 2004-05, ANTA received \$35,278 million through DEST for the following programme areas:

- Training Package Development;
- Industry Skills Councils;
- Group Training; and
- Equity Development and Training Innovation

Policy Objective

The National Training Framework assures the quality of providers by establishing and monitoring standards for accrediting courses and registered training organisations, and processes for developing and approving Training Packages.

DEST will continue to collaborate with industry through, for example, support of and collaborations with the Industry Skills Councils, participation in the development of national policy and priorities and the National Skills Shortages Strategy (a new co-operative and comprehensive approach to addressing current and future skills needs of industry, particularly in the traditional trades). The Department also supports the work of Group Training which is a critical mechanism to support the flexible use of New Apprentices, particularly with small business.

The programme also provides for targeted support of clients. Partners in a Learning Culture is Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training; Bridging Pathways is the national strategy for people with disabilities in vocational education and training. Both strategies have an implementation 'Blueprint' to improve the learning experience and to achieve employment and lifelong learning outcomes for these Australians.

Finishing Date

Ongoing. The management of this fund transferred to the Department from 1 July 2005, with the closure of ANTA.

Evaluation

Each of the programmes under this item has been reviewed from time to time by ANTA.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
35,078	36,900	37,708	38,332	39,138

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
35,078	35,078	0	0.00

National Centre for Vocational Education Research

Programme description

The National Centre for Vocational Education Research (NCVER) is a company limited by guarantee. Its members are the Australian Government and the State and Territory Ministers responsible for vocational education and training (VET). The Australian Government contributes half of the total core funding to the NCVER, with the States and Territories contributing the balance.

NCVER has responsibility for the collection of national VET statistics (including student outcomes and employer attitude surveys) and for managing a strategic programme of VET research and development. It disseminates and publishes research results, and acts as a clearing house for information relevant to the VET sector.

Policy Objective

To meet information and research needs of the VET system.

Finishing Date

Ongoing

Evaluation

The role of NCVER in the national training system arrangements was reviewed with stakeholders during consultations undertaken on the national training system in 2005 (the *Skilling Australia* discussion paper and summary of consultations refer). The consultations indicated support for NCVER in its role as the key provider of research and statistics for the system. This role was endorsed in the National Governance and Accountability Framework for the national training system that forms an attachment to the *2005-2008 Commonwealth-State Agreement on Skilling Australia's Workforce*.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
579	589	605	619	632

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
579	579	0	0.00

New Apprenticeship Centres

Programme description

New Apprenticeships Centres provide New Apprenticeships information and services to employers and people interested in becoming a New Apprentice. New Apprenticeships Centres manage the Commonwealth New Apprenticeships Incentives Programme.

Policy Objective

The New Apprenticeships Centres, along with Support for New Apprenticeships Programme, aim to develop a more skilled Australian workforce that delivers long-term benefits for our nation and our international competitiveness

Finishing Date

The programme is ongoing

Evaluation

Leading into the 2002-03 financial year the Government announced a review of the New Apprenticeships Incentives Programme. As a result of this review, new incentive arrangements have been in place since July 2003. In the context of this review there was also the intention to evaluate broader aspects of New Apprenticeships, but this was held over until the New Apprenticeships Support Services 2003-2006 contracts were in place to allow enough time for New Apprenticeships Centres to generate outcome patterns of sufficient magnitude to be validly included in the evaluation.

The 'Skills at work' evaluation, which was overseen by a Steering Committee with representation from the Departments of Prime Minister and Cabinet (PM&C), the Treasury, Finance and Administration, Employment and Workplace Relations (DEWR) and chaired by DEST, was undertaken during 2004 and has now been completed.

Although New Apprenticeships is a national policy involving the Australian Government, State and Territory Governments and Registered Training Organisations, the evaluation focussed on those elements of the policy which are the responsibility of the Commonwealth.

The evaluation found that New Apprenticeships were working well, but made some suggestions to improve the system still further.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
131,826	130,826	136,884	142,275	147,395

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
131,826	126,561	-5,265	-3.99

Support for New Apprenticeships

Programme description

The Support for New Apprenticeships Programme encourages employers to open up genuine opportunities for skills-based training of their employees, through provision by the Australian Government of financial incentives to employers who employ and train a New Apprentice.

Policy Objective

The Support for New Apprenticeships Programme, along with the New Apprenticeships Centres Programme, aims to develop a more skilled Australian workforce that delivers long-term benefits for our nation and our international competitiveness.

Finishing Date

The programme is ongoing.

Evaluation

Leading into the 2002-03 financial year the Government announced a review of the New Apprenticeships Incentives Programme. As a result of this review, new incentive arrangements have been in place since July 2003. In the context of this review there was also the intention to evaluate broader aspects of New Apprenticeships, but this was held over until the New Apprenticeships Support Services 2003-2006 contracts were in place to allow enough time for New Apprenticeships Centres to generate outcome patterns of sufficient magnitude to be validly included in the evaluation.

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The evaluation found that New Apprenticeships were working well, but made some suggestions to improve the system still further.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
558,418	587,141	631,617	669,010	703,132

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
558,418	555,054	-3,364	-0.60

Recoveries of overpayments

Recoveries for 2004-05

Recovered (GST inclusive) \$'000	Expected Recovery (GST inclusive) \$'000	Total (GST inclusive) \$'000
\$179.076	\$163.862	\$360.938

New Apprenticeship Workforce Skills Development

Programme description

New Apprenticeship Workforce Skills Development Programme consists of a number of elements being:

Group Training New Apprenticeships Targeted Initiatives

Group Training is an arrangement whereby an organisation employs apprentices and trainees under an Apprenticeship/Traineeship Training Contract and places them with host employers. The organisation provides continuity of their employment, additional care and support and manages their training.

The Group Training New Apprenticeships Targeted Initiatives Programme (TIP) funds projects which contribute to the establishment of a sustainable New Apprenticeships market in critical, under-served or challenging areas.

Critical areas are those of national, state or regional importance. Challenging areas are those where the achievement of successful New Apprenticeship outcomes requires additional time, resources and development. Under serviced areas are those where there are identified gaps in coverage by New Apprenticeships and/or group training. TIP funding rounds are usually targeted to specific funding priorities that have emerged within these areas.

Industry Training Strategies Programme (ITSP)

ITSP funds projects and organisations to facilitate increased take up of New Apprenticeships and their flexibilities by employers. The Department funds a range of stakeholders to work with identified client groups to achieve this objective.

Examples of stakeholders funded are: Industry Skills Councils; Industry Associations; and Indigenous Service Providers.

Examples of identified client groups include employers, New Apprenticeship Centres, Registered Training Organisations, and Indigenous Communities.

Strategic Intervention Programme (SIP)

The Strategic Intervention Programme funds projects which facilitate the participation and/or increase the take up of New Apprenticeships.

Policy Objective

The objective of the New Apprenticeship Workforce Skills Development Programme is to:

- enable Group Training Organisations to generate quality New Apprenticeship opportunities in priority areas that would not otherwise happen;
- increase the number and range of New Apprentices in training, and to improve the balance between supply and demand for training by ensuring that employers are offered the full range of current training options to make the right choice for their needs;
- provide assistance to support and expand the participation of Indigenous people in formal and nationally recognised training programmes.
- enable flexible responses to emerging issues related to the provision of skills training particularly through New Apprenticeships; and

- provide a wide range of activities in order to address impediments and create new options to support the development of a nationally consistent, industry-led vocational education and training system.

Finishing Date

The programme is ongoing.

Evaluation

Evaluations were conducted in 2002 and 2003 in the following areas.

ITSP – Industry Experts: The review concluded that industry expert contractors performed an important function in the New Apprenticeships marketplace and recommended continuation of the programme, but a change in emphasis:

- a one-stop shop approach for ongoing support; and
- a more targeted problem solving approach.

The Department has implemented this advice and the “industry expert” stream has become “pathfinders” and the “integrated information service”.

ITSP – Indigenous: DEST, DEWR, ATSIAC and AITAC, contributed to the review, with recommended the programme be refocussed to:

- Identify the support needs of RTOs and NACs if they are to improve Indigenous participation in New Apprenticeships
- Promote strategies and information to RTOs and NACs
- Provide feedback to the department on impediments to Indigenous participation
- Undertake identified regional projects where there is the opportunity to support projects that have the potential to improve Indigenous participation in New Apprenticeships.

These recommendations are reflected in the Department’s revised approach to ITSP – Indigenous.

The tender for the Group Training New Apprenticeships Targeted Initiatives Programme evaluation was released on 2 July 2005 and a contract awarded to KPMG on 12 October 2005.

KPMG will evaluate projects funded under the Group Training New Apprenticeships Targeted Initiatives Programme and will make recommendations on the future purchase of New Apprenticeship outcomes through group training arrangements by the Australian Government.

A draft final report was provided to the Department on 21 December 2005.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	22,139	53,773	60,535	67,311	68,979
Commitments	n/a	n/a	8,956	14,644	16,562

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
22,139	12,639	-9,500	-42.91

Recoveries of overpayments

January 2005 - \$113,826.06 GTA Rural Operations Project.

New Apprenticeship Access Programme

Programme description

The New Apprenticeship Access Programme (NAAP) assists job seekers who experience barriers to skilled employment to obtain and maintain a New Apprenticeship. Other successful outcomes are employment, further education and training. Participants receive nationally recognised vocational training that is linked to a New Apprenticeship pathway, job search assistance and general support.

Policy Objective

NAAP aims to assist disadvantaged jobseekers access New Apprenticeships.

Finishing Date

Core programme funding is ongoing. The Australian Government has provided additional funding of approximately \$12 million per year from 2005-06 to 2008-09.

Evaluation

The programme was reviewed in June 2000. The key recommendations of the review included the reinforcement of the pastoral care aspect of the programme to drive outcomes, and the implementation of a broker model to outsource the management of the programme. The review also recommended the development of better information management systems and a re-branding of the programme.

As a result of the review, the market was tested in 2002 through an open tender process to broker the delivery of NAAP services. Tenderers were assessed against a number of criteria, including their ability to deliver the programme with the pastoral care focus as recommended by the review. Ten organisations were awarded two-year contracts as a result of this process. In June 2004, six of these organisations had their contracts extended for a further two years.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	10,618	22,569	23,086	23,508	23,935
Commitments	n/a	n/a	12,527	11,500	3,000

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
10,618	10,818	200	1.88

Workplace English Language and Literacy

Programme description

The Workplace English Language and Literacy (WELL) Programme aims to assist workers with low literacy levels to improve their English language, literacy and numeracy skills, so they can better participate in employment and training activities. Funding is available for language, literacy and numeracy training integrated with vocational training and is available across all industry sectors.

Funding is available for:

- training projects - jointly funded by the Australian Government and the employer (employers are expected to contribute 25% of the cost of the training for a first year project and 50% for a second or third year project);
- resource development and strategic projects - mainly funded by the Australian Government.

Policy Objective

The policy objective is to improve the language, literacy and numeracy skills of the Australian workforce.

Finishing Date

The programme is due to lapse on 30 June 2008.

Evaluation

An evaluation of the WELL Programme is planned for early 2006.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000	2009/10 \$'000
13,906	14,259	14,516	14,792	15,072	15,359

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
13,906	13,701	-205	-1.47

Career Planning

Programme description

The Career Planning Programme helps over 12,000 unemployed people of all ages each year to make appropriate and realistic career choices. Job seekers who are having trouble deciding what they want in a career and needing direction, whether it is deciding on a course of study, upgrading their existing skills or just finding the right job, can receive assistance through the programme.

Those eligible for the Career Planning Programme include any job seeker on an activity tested support payment such as Newstart and Youth allowance as well as parents and carers returning to work and young people aged 15-20 years registered as a jobseeker who are not eligible for income support.

Currently the programme is provided in over 160 locations throughout Australia by CRS Australia.

Policy Objective

The objective is to help unemployed people to establish or develop their employment, training and education goals and develop career management, research and decision making skills.

Finishing Date

December 2007

Evaluation

An evaluation was conducted in 2005 by the Strategic Analysis and Evaluation Group of the Department. The final report was received in mid-November 2005 and is under consideration.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	3,118	3,319	3,707	3,783	3,857
Commitments	n/a	n/a	3,707	1,892	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
3,118	2,521	-597	-19.15

Language, Literacy and Numeracy

Programme description

The Language, Literacy and Numeracy Programme (LLNP) provides basic and advanced English language and basic literacy and numeracy assistance to unemployed people.

Policy Objective

The objective of the LLNP is to improve job seekers' English language, literacy and numeracy skills to assist them in securing sustainable employment or to participate in further education and training. It is recognised that gains in language, literacy and numeracy skills will also improve the quality of participants' daily lives.

Finishing Date

The programme is ongoing.

Evaluation

The LLNP was reviewed in late 2004 and early 2005. Key findings include that the LLNP:

- results in improved language and/or literacy and numeracy skills;
- plays an important role in supporting key Australian government policies such as the *Australians Working Together* initiative and the migration programme; and
- has very high levels of client satisfaction with the quality of assistance and services being rated as satisfactory by over 85% of clients.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	48,156	49,741	56,348	58,231	57,214
Commitments	n/a	n/a	56,348	58,231	28,607

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
48,156	43,347	-4,809	-9.99

Basic IT Enabling Skills for Older Workers (BITES)

Programme Description

BITES provides 11,500 older workers per year with the opportunity to undergo nationally recognised training in information technology. It is designed to help low-income, mature age (45 and over) job seekers gain nationally recognised skills in information and communication technology, in order for them to operate personal computers effectively at a basic level in the workforce.

Policy Objective

BITES was established to address the 'digital divide' for those workers who received no computer training whilst at school. It aims to make these workers more competitive in the employment market.

Finishing Date

The Programme is due to lapse on 30 June 2006.

Evaluation

An evaluation of the BITES Programme was completed in October 2005. The future funding of the Programme is to be considered in the context of the 2006-07 Budget process.

Appropriation Source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
5,750	5,750	5,750	5,750	5,750

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
5,750	5,404	-346	-6.02

Disability Co-ordination Officer Programme

Programme description

The Disability Coordination Officer (DCO) Programme provides funds to organisations to employ Disability Coordination Officers (DCOs) to work across vocational and technical education and higher education providers to better coordinate information and assistance to people with a disability to undertake post-school education and training.

Policy Objective

The DCO Programme is part of the *Australians Working Together* package which seeks to discourage long-term welfare dependency by improving the engagement and contribution to the community. The programme aims to increase the job readiness of people with a disability who have work capacity by improving their transitions between school, vocational and technical education, higher education and employment. In particular, it helps people with a disability to access and participate in post-school education. The initiative is designed to overcome the lack of information and knowledge that can prevent people with a disability successfully participating in post-school education.

Finishing Date

The Programme lapses on 30 June 2006.

Evaluation

An evaluation of the DCO Programme commenced in 2004 and was finalised in October 2005. The future funding of the Programme is to be considered in the context of the 2006-07 Budget process.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
1,280	1,424	1,337	1,367	1,395

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
1,280	1,277	-3	-0.23

Higher Education Operating Grant

Programme description

The Operating Grant programme provided funds to higher education providers as a single block operating grant for a specified number of student places within the context of an educational profile that covered teaching and research activities.

Policy Objective

The programme provided funding for Commonwealth supported student places in higher education.

Finishing Date

The programme ceased at the end of 2004 and was replaced by the Commonwealth Grant Scheme which provides grants to higher education providers for an agreed student load allocation.

Evaluation

The programme was evaluated as part of the 2002 Crossroads review of higher education policy and programmes.

Appropriation source

Higher Education Funding Act 1988

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
88,910	0	0	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
88,910	164,303	75,393	84.80

Explanation of significant over expense

The over expense has two causes. The first being an adjustment to expenses recognising that liabilities for the former HEFA programmes were understated by \$69m and secondly, an adjustment of \$6m in June to reflect over enrolments from 2004.

Higher Education Workplace Reform Programme

Programme description

Under the Higher Education Funding Act funding arrangements, the Workplace Reform Programme offers higher education institutions additional funding equivalent to 2 per cent of the salary component of their operating grant, conditional on reforms being implemented in management, administration and workplace practices.

Part of the funding for this programme has been rolled into the Commonwealth Grants Scheme (CGS). The remaining portion will continue to be paid as a supplement to the CGS.

Policy Objective

The programme aims to foster workplace arrangements which:

- reflect the needs of individual providers;
- result in more direct relations between institutions and their employees;
- improve the efficiency of management and administration processes.

Finishing Date

This programme is ongoing.

Evaluation

Subject to review by October 2009

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	47,123	49,949	48,329	49,343	50,380
Commitments	n/a	23,562	48,329	49,343	25,190

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
47,123	43,656	-3,467	-7.36

Superannuation Programme

Programme description

The Commonwealth provides supplementary financial assistance to meet additional superannuation expenses over and above the standard level of funding provided for this purpose in the operating grant.

Higher education institutions are eligible for supplementary financial assistance in respect of approved State emerging cost schemes.

The level of supplementary financial assistance is demand driven. Claims by institutions are assessed annually by the Department. The amounts of assistance determined are paid as a component of the total operating grants to institutions.

Policy Objective

The objective of the Higher Education Superannuation Programme is to provide Commonwealth assistance to Table A providers to meet certain superannuation expenses associated with programmes funded under the Higher Education Support Act. The Commonwealth meets expenses incurred by Table A Providers that have staff who are members in relevant emerging cost superannuation schemes.

Finishing Date

This programme is ongoing.

Evaluation

Currently negotiations with the states are occurring. This programme is being reviewed in this process.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	95,924	140,643	152,468	135,250	138,090
Commitments	n/a	70,322	152,468	135,250	69,045

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
95,924	0	-95,924	-100.00

Explanation of the significant under expense

This under expense is caused by a mismatch between the basis of the estimates and actuals. The budget figure reflects the amount anticipated to be paid to the States for superannuation payments. The actual reflect the net change in unfunded superannuation liability including the payments to the States, contribution from the States and revised provision as provided by the Australian Government Actuary in June 2005.

Capital Development Pool

Programme description

The Capital Development Pool (CDP) provides funding for special capital projects. CDP has in the past supported developments such as electronic delivery infrastructure, new campus developments in suburban growth corridors and regional centres, and projects to rebuild or restore campus facilities damaged in extraordinary circumstances.

Policy Objective

The objective of the CDP programme is to support capital development projects of eligible higher education providers.

The focus of the programme is to encourage:

- development of, or on, new campuses in suburban growth corridors and regional centres;
- capital developments that assist higher education providers to establish or expand provision of courses identified by the government as discipline areas of national importance;
- communications and information technology infrastructure projects which improve the cost-effectiveness and quality of educational delivery;
- the rebuilding or restoration of campus facilities in circumstances which are, in the view of the Minister, special and extraordinary;
- capital developments which the Minister considers are priorities for particular higher education providers.

Finishing Date

The Capital Development Pool is an ongoing programme.

Evaluation

The CDP programme was evaluated in 2000 for the funding period 1994-99.

The main conclusions were:

- the evidence suggested that the CDP had been generally effective in meeting its objectives;
- the evidence suggested that the CDP was and remains an appropriate response to the needs of the higher education sector and Government objectives for the sector;
- CDP funding expressed Commonwealth support for projects that assisted in engaging the commitment of other funding partners; without the CDP it was arguable that some projects would not have happened.

Appropriation source

Higher Education Support Act 2003 & Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	45,796	84,997	60,539	62,009	47,944
Commitments	n/a	42,499	60,539	62,009	23,972

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
45,796	52,232	6,436	14.05

Higher Education Equity Support Programme Higher Education Disability Support Programme

Programme description

The Higher Education Equity Support Programme promotes equity objectives in higher education as an integral part of institutional planning and provision. Funding is determined under the *Higher Education Support Act 2003*.

The Higher Education Disability Support Programme consists of three components:

1. Additional Support for Students with Disabilities which partially reimburses higher education providers for the costs they incur in providing educational support and/or equipment to students with disabilities with high cost needs;
2. Regional Disability Liaison Officers who carry out activities to help people with disabilities make the transition from school to vocational education and training or higher education, and then onto employment; and
3. Disability Performance Funding, which provides funding to higher education providers to undertake initiatives to improve the access and educational experiences of students with disabilities.

Policy Objective

The Higher Education Equity Support Programme aims to increase access and participation in higher education of students from low socio-economic status/low income backgrounds, students from rural and isolated areas, students with a disability and students from non-English speaking backgrounds. The Higher Education Equity Support Programme also aims to assist in overcoming educational disadvantage associated with gender.

The objective of the Disability Support Programme is to improve the access and educational experience of students with disabilities in the Australian higher education sector.

Finishing Date

Not applicable. Funding for the programmes is on an ongoing calendar year basis.

Evaluation

Higher Education Equity Support Programme and the Higher Education Disability Support Programme commenced in 2005 as the result of an evaluation/review of the former Higher Education Equity Programme in late 2004.

The Higher Education Disability Support Programme has incorporated the former Additional Support for Students with Disabilities, the Regional Disability Liaison Officer and disability performance components of the former Higher Education Equity Programme. A Departmental evaluation of the Regional Disability Liaison Officer component along with the Disability Coordination Officer Programme, administered by National Training Directions Group, was finalised in September 2005.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	18,301	17,665	18,054	18,433	18,821
Commitments	n/a	8,833	18,054	18,433	9,411

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
18,301	15,232	-3,069	-16.77

Higher Education Contribution to Australian Education International

These funds are the higher education sector contribution to Australian Educational International to fund offshore network posts.

Finishing Date

Ongoing

Evaluation

Not applicable

Appropriation source

Higher Education Funding Act 2003

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
5,537	5,749	5,875	6,003	6,130

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
5,537	5,537	0	0.00

Higher Education Open Learning Deferred Payment Scheme

Programme description

The Open Learning Deferred Payment Scheme (OLDPS) provided loans to Australian students undertaking full-time undergraduate units of study through Open Learning Australia (OLA) (now Open Universities Australia [OUA]). These loans enabled students to defer payment of part of the fee charged by OLA. OLDPS allowed the deferred payment of the government set basic charge for a unit of study, which in 2004 was \$375 per unit. Since 1997, OLA has set its own tuition fees. Students are required to pay the balance per unit directly to OLA (\$70 in 2004).

OLDPS debts are repaid through the taxation system. Students begin repaying their loan when their income reaches the minimum threshold level for compulsory repayments.

Policy Objective

To remove barriers to higher education participation for those Australians who, for reasons of location, educational background or personal circumstance, choose to study through OLA.

Finishing Date

31 December 2004. The programme was absorbed into the FEE-HELP Programme. Eligible OUA students were able to obtain a FEE-HELP loan to pay their fees for higher education units of study from 1 January 2005. Eligibility has been extended under FEE-HELP to include part-time and postgraduate OUA students.

Evaluation

No formal evaluation of OLDPS has been undertaken.

Appropriation source

Higher Education Funding Act 1988

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
1,523	0	0	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
1,523	1,523	0	0.00

Higher Education Open Learning Initiative

Programme description

The Government provided financial assistance to Open Learning Australia (OLA) (now Open Universities Australia [OUA]) for administration costs relating to the Open Learning Deferred Payment Scheme (OLDPS) under section 22A of the Higher Education Funding Act 1988. Students who accessed courses through OLA may have been eligible to defer part of their OLA payment through OLDPS. The Government provided OLA with a grant to cover the costs of administering OLDPS for these students. The amount paid to OLA was based on a formula using the number of students who obtained an OLDPS loan. The components of the formula were indexed each year.

Policy Objective

To remove barriers to higher education participation for those Australians who, for reasons of location, educational background or personal circumstance, choose to study through OLA.

Finishing Date

Ongoing. The Higher Education Open Learning Initiative will continue to provide a grant to OUA for administration costs relating to FEE-HELP (rather than OLDPS) on the same basis as was paid under OLDPS.

Evaluation

No formal evaluation of the Open Learning Initiative has been undertaken.

Appropriation source:

- Prior to 2005, the *Higher Education Funding Act 1988*.
- From 2005, *The Higher Education Support Act 2003*. Funding from 2005 will be determined under the Other Grants Guidelines made under Section 238-10 of HESA.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	119	252	257	263	268
Commitments	n/a	126	257	263	134

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
119	118	-1	-0.84

Institutional Grants Scheme

Programme description

The Institutional Grants Scheme (IGS) provides block grants, on a calendar year basis, to eligible higher education providers (HEPS) to support research and research training activities. HEPs have discretion in the way they spend their IGS grant. The IGS may be used to fund any activity related to the research.

Funding under the IGS is allocated on the basis of a formula that takes into account each institution's success in attracting research students (30% of funding), in attracting research income (60%) and in the quality and output of its research publications (10%).

Policy objective

The purpose of the IGS is to maintain and strengthen Australia's knowledge base and research capabilities by developing an effective research and research training system in the higher education sector.

Finishing date

This is an ongoing programme.

Evaluation

This information can be obtained from the following web site:

http://www.dest.gov.au/sectors/science_innovation/policy_issues_reviews/reviews/previous_reviews/evaluation_knowledge_innovation_reforms

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	290,591	296,694	303,221	309,589	316,091
Commitments	n/a	148,347	303,221	309,589	158,046

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
290,591	290,591	0	0.00

Systemic Infrastructure Initiative

Programme Description

The Systemic Infrastructure Initiative provides funding for innovative approaches to meet demonstrated needs for infrastructure which link or expand access to shared facilities, such as libraries, national information technology frameworks and supporting infrastructure, specialised equipment, introduce new e-research initiatives, or further cooperative approaches based on international standards and specifications for the sector broadly or to support specialised requirements of national importance.

Policy Objective

The key objective of the Systemic Infrastructure Initiative is to provide additional funding to upgrade the systemic research infrastructure resources of universities on a system-wide basis to support world-class research and research training.

Finishing Date

The Systemic Infrastructure Initiative is a non-ongoing programme that will finish at the end of 2006.

Evaluation

No formal evaluation has been carried out. However the programme was assessed by the National Research Infrastructure Taskforce and subsequently considered in the context of the Budget. The conclusions of the Taskforce are contained in its Final Report which can be found at http://www.dest.gov.au/highered/ri_taskforce/documents/pub.pdf.

Appropriation Source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	42,605	75,832	0	0	0
Commitments	n/a	47,157	n/a	n/a	n/a

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
42,605	39,896	-2,709	-6.36

Learning and Teaching Performance Fund

Programme description

The Learning and Teaching Performance Fund was announced as part of Our Universities: Backing Australia's Future. The Fund will reward institutions that best demonstrate excellence in learning and teaching. Allocation of the Fund will be determined in two stages. The focus of the first stage is evidence of institutional commitment to teaching and learning: institutions are required to establish eligibility for funds by demonstrating that they have appropriate policies and processes in place and that these are publicly available on their websites. The focus of the second stage is learning and teaching outcomes: institutional performance in learning and teaching will be assessed using a range of methods, which may include performance indicators such as student progress and graduate employment outcomes, and are being developed in consultation with the sector.

Policy objective

The objective of the programme is to improve actual teaching and learning in institutions by rewarding universities which achieve excellence in measurable learning and teaching outcomes.

Finishing Date

The Learning and Teaching Performance Fund will be an ongoing programme commencing in 2006.

Evaluation

The Learning and Teaching Performance Fund does not commence until 2006. All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003 – Other Grants Sections 41-45

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	0	54,603	83,707	113,952	116,345
Commitments	n/a	54,603	83,707	113,952	58,173

Over and under expenditure

The programme does not commence until 2006

Workplace Productivity Programme

Programme Description

The Workplace Productivity Programme was announced as part of the *Our Universities: Backing Australia's Future* package on 13 May 2003 to encourage institutions to pursue workplace reform. The programme will commence in 2006 and details are still being finalised.

Policy Objective

The programme will encourage institutions to pursue a broader workplace reform agenda that fully utilises the flexibilities available under the *Workplace Relations Act 1996*.

Finishing date

The programme will be ongoing.

Evaluation

All Higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	0	27,302	27,903	28,488	29,086
Commitments	n/a	27,302	27,903	28,488	14,543

Over and under expenditure

The programme does not commence until 2006

Collaboration and Structural Reform Fund (CASR)

Programme description

CASR provides competitive, seed funding for projects that will improve the quality of higher education in Australia by fostering collaboration between higher education and other education and training providers, business, industry, professional associations, and local communities and/or reform of course structures and delivery modes.

Policy Objective

To achieve better higher education outcomes in teaching, learning, research and innovation by promoting collaboration in the higher education sector and/or structural reform of course structures and delivery modes.

Finishing Date

31 December 2008

Evaluation

CASR commenced on 1 January 2005. The programme will be evaluated in 2006.

Appropriation source

Higher Education Support Act 2003.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	13,671	25,008	11,408	5,186	4,798
Commitments	n/a	12,504	11,408	5,186	4,798

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
13,671	13,406	-265	-1.9

The Framework for Open Learning Programme

Sub Component One

Programme description

The Framework for Open Learning Programme (FOLP) Sub Component One supports the Australian Government's role in promoting the uptake of information and communications technology in education and training to meet the challenges of the information economy and to underpin Australia-wide cross-sectoral cooperation. The Programme funding provides ongoing opportunities for schools, vocational education and training and higher education stakeholders to undertake collaborative work relevant to all parts of the education and training sector.

Sub Component One is managed by Innovation and Research Systems Group. The FOLP Sub Component One programme is not on-going and expires on 30 June each year. The Australian Government would contribute around \$11.67 billion over the period 2005/06 to 2008/09. FOLP is a discretionary programme funded under the Annual Appropriation Act.

Sub-component One of the Programme supports education.au limited, a company owned by Australian education and training Ministers which carries out key government ICT initiatives in all education sectors across States and Territories, the Australian Information and Communications Technology in Education Committee (AITCEC) and cross-sectoral information and communications technology projects in education and training.

A review of FOLP Sub Component One was completed in October 2005.

Sub Component Two

Sub-component Two supports The Learning Federation's Online Curriculum Content Initiative which is a collaborative initiative with State and Territory governments, and the New Zealand Government, to develop a pool of quality assured digital content for use in Australian and New Zealand schools. The Australian Government contribution is \$34.1 million over the period 2001-06, with funding matched by States and Territories.

Sub Component Two is managed by Schools Group.

Policy objective

The policy objective of FOLP is to promote the awareness, and maximise the benefits of information and communications technology (ICT) to the education and training sector, and to contribute to the development of the EdNA initiative.

Finishing date

Sub Component Two finishes in June 2006

The FOLP is not on-going and expires at 30 June each year.

Evaluation

An evaluation of FOLP was conducted during 1999 and 2000. This review of FOLP revealed a range of successful outcomes across the various types of funded projects. Cumulatively, these outcomes have contributed to a developing infrastructure, a growing culture and a set of professional practices related to the use of ICT in general, and online technologies in particular, within the Australian education and training community.

Appropriation source

Annual Appropriations

Funding – FOLP Sub Component One

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
2,694	2,853	2,907	2,968	3,027

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
2,694	2,055	-639	-23.72

Superannuation Payments for Former Commissioners

Programme description

In April 1986, the Commonwealth entered into agreements with former commissioners of the Commonwealth Tertiary Education Commission which entitles contributors to receive superannuation benefits equivalent to those which they would have become entitled to under the university scheme.

Policy Objective

To provide superannuation payment to former commissioners.

Finishing Date

Ongoing

Evaluation

Not applicable

Appropriation source

Annual Appropriations

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
75	71	71	71	71

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
75	72	-3	-4.00

Higher Education Loan Programme (HELP)

Programme description

The Higher Education Loan Programme (HELP) provides income contingent loans, consisting of:

1. HECS-HELP. For eligible students enrolled in Commonwealth supported places. HECS-HELP provides students with a loan to cover their student contribution amount and/or a discount if they choose to pay all, or at least \$500, of their student contribution amount up-front.
2. FEE-HELP. For eligible fee-paying students enrolled at an eligible higher education provider. FEE-HELP provides students with a loan to cover up to the full amount of their tuition fees, to a lifetime limit of \$50,000. FEE-HELP subsumed the Postgraduate Education Loan Scheme (PELS), Open Learning Deferred Payment Scheme (OLDPS) and the Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) on 1 January 2005.
3. OS-HELP. For eligible Commonwealth supported students who wish to study overseas. OS-HELP provides students with a loan to cover expenses such as accommodation and travel.

Policy Objective

The objective of the HECS-HELP and FEE-HELP components of HELP are to increase access to higher education through the provision of a deferred payment facility. This ensures that students are not prevented or deterred from participating in higher education if they are unable to pay their student contribution or tuition fee up-front.

The objective of the OS-HELP component is to encourage more Australian students to undertake part of their study overseas. It aims to increase the accessibility of overseas study for Australian students who may not otherwise have sufficient financial means to undertake such opportunities.

Finishing Date

HELP is an ongoing programme, which commenced in 2005.

Evaluation

Subject to review by October 2009.

Appropriation source

Special appropriation - *Higher Education Support Act 2003*

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	514,853	619,774	698,902	761,207	807,177
Commitments	n/a	309,887	698,902	761,207	403,589

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
514,853	-217,874	-732,727	-142.32

Explanation of significant under expenditure

The majority of this variance relates to the significant reduction in the level of doubtful debt as calculated by the Australian Government Actuary after developing a new model to predict doubtful debt levels using the latest repayment data from the Australian Taxation Office. The estimate included an increase in doubtful debt provision of \$402m where as the actual reflects a reduction in doubtful debt provision of \$507m with a net change of \$909m. There was also under estimate of student debt of \$157m when compared to the actuals reflect the level of debt reported by the Australian Taxation Office for the 2004-05 financial year.

Recoveries

Student loans, while they are not an overpayment, are recovered through the Australian Taxation Office once the student's earnings reach an income threshold. As at 30 June 2005 the value of the outstanding loans to students was \$11,511,874 million.

Research Infrastructure Block Grants

Programme description

Research Infrastructure Block Grants Scheme (RIBG) provides block grants on a calendar year basis, to eligible higher education providers (HEPs) to enhance the development and maintenance of research infrastructure. RIBG is allocated according to the relative success of each HEP in attracting research funds, as calculated from schemes in the Australian Competitive Grants Register.

Policy objective

The purpose of RIBG is to enhance the development and maintenance of research infrastructure in higher education institutions for the support of high quality research in all disciplines.

Other programme objectives are to:

- meet project- related infrastructure costs associated with Australian Competitive Grants;
- remedy deficiencies in current research infrastructure;
- enhance support for areas of research strength; and
- ensure that areas of recognised research potential, in which institutions have taken steps to initiate high quality research activity, have access to the support necessary for development.

Finishing date

This is an ongoing programmes.

Evaluation

This information can be obtained from the following web site:

http://www.dest.gov.au/sectors/science_innovation/policy_issues_reviews/reviews/previous_reviews/evaluation_knowledge_innovation_reforms

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	184,226	200,177	207,365	205,228	213,395
Commitments	n/a	100,089	207,365	205,228	106,698

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
184,226	182,982	-1,244	-0.68

Endeavour International Postgraduate Research Scholarships (IPRS)

Programme description

Under the Endeavour IPRS programme, students are offered the opportunity to obtain a postgraduate qualification and to gain experience with leading Australian researchers. Scholarships are open to international students, at either Doctorate by research or Masters by research level, who will undertake quality (fundamental or applied) research. An Endeavour IPRS covers tuition fees at the participating higher education provider and required health insurance premiums.

Policy Objective

The Endeavour IPRS programme was established to maintain and develop international research linkages and specifically aims to:

- attract top quality international postgraduate students to areas of research strength in Australian higher education institutions; and
- support Australia's research effort.

Finishing Date

The Endeavour IPRS is an ongoing programme.

Evaluation

No formal evaluation has been undertaken.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	18,115	18,495	18,902	19,299	19,704
Commitments	n/a	9,248	18,902	19,299	9,852

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
18,115	18,115	0	0.00

Regional Protection Scheme

Programme description

This Regional Protection Scheme (RPS) helps to protect designated regional higher education providers (HEPs) from losses of income arising from the Government's 1999 Knowledge and Innovation reforms to the funding of university research and research training.

Policy objective

The RPS was established in 2001 to provide protection from 2002 to 2004. The RPS has been extended through to 2008. Funding under this programme is limited to \$3 million annually indexed to current prices. The available funding will be distributed to designated HEPs in proportion to their combined Research Training Scheme and Institutional Grants Scheme (IGS) loss against their indexed 2001 benchmark.

This scheme helps maintains and strengthen regional universities capabilities, so they can continue to conduct competitively funded research, which is of benefit to regional Australia and more broadly the whole Australian community.

Finishing date

This is a non-ongoing programme that was initially due to expire at the end of 2004. The Government has decided to extend the programme to the end of 2008. The extended programme is capped at \$3 million per year.

Evaluation

This information can be obtained from the following web site:

http://www.dest.gov.au/sectors/science_innovation/policy_issues_reviews/reviews/previous_reviews/evaluation_knowledge_innovation_reforms

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	3,030	3,092	3,160	3,227	0
Commitments	n/a	1,546	3,160	3,227	n/a

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
3,030	3,029	-1	-0.03

Research Evaluation

Programme description

Research Evaluation Programme (REP) provided a source of funds to enable areas within the Department to undertake research into Australia's science, research and innovation capacity and systems. Funds could be used to undertake research within the Department or to commission external consultants.

Policy Objective

To provide research funding into Australia's science, research and innovation capacity and systems.

Finishing Date

The programme finishes in June 2005 and this research funding will come from Departmental funding from 2005-06.

Evaluation

There has been no evaluation of Research Evaluation Programme and none is scheduled because the programme is being discontinued.

Appropriation source

Annual Appropriation Acts.

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
283	0	0	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
283	282	-1	-0.35

Higher Education Research Promotion

Programme description

The Higher Education Research Promotion Programme consists of a number of elements, each described below:

Australian New Zealand Association for the Advancement of Science (ANZAAS) Youth Conference Grant-In-Aid Scheme

The ANZAAS Youth Conference Grant-in-Aid Scheme provides promising young scientists with an opportunity to mix with peers and internationally acclaimed scientists. The grant-in-aid is provided to ANZAAS to cover students' transportation and accommodation costs to attend an annual conference organized by ANZAAS. Approximately five students from each Australian State and Territory are funded to attend the ANZAAS annual youth conference.

Learned Academies Grant-In-Aid Scheme

Grant in aid funding is provided to the Learned Academies and their overarching administrative body, the National Academies Forum, to assist them to:

- promote and undertake research and scholarship in the natural and applied sciences, technological development and applied technology, the social science and the humanities;
- provide focal points for contact with the communities represented by the Academies and as a source of advice for the Government relating to their fields of expertise; and
- maintain affiliations with appropriate international organisations.

Chair in Child Protection

Funding for this programme will be used to promote research into child protection in Australia. The Chair will lead research into ways to combat child abuse in consultation with educational agencies, human services agencies and government departments.

Policy objective

The policy objectives of the ANZAAS Youth Conference Grant-In-Aid Scheme programme are to:

- foster public interest in science and technology, and awareness of their role in every day life; and
- encourage the curiosity of children about the natural and man made world around them.

Funding to the Learned Academies supports the objective of maintaining and strengthening Australia's knowledge base and research capabilities by developing an effective research and research training system focused on the higher education sector.

Finishing date

The ANZAAS Youth Conference Grant-in-Aid Scheme is an on-going programme. Learned Academies is an on-going programme.

Evaluation

No formal evaluation has been carried out for the ANZAAS Youth Conference Grant-in-Aid Scheme.

A review of the Learned Academies Scheme is conducted every five years. The latest review was completed in 2005. That review found that the Academies can readily mobilise outstanding talent across all the relevant disciplines and are uniquely able to catalyse the multidisciplinary efforts needed both for innovation and for meeting national needs. A risk assessment is also conducted annually in line with Departmental requirements.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	2,828	2,892	2,975	3,489	3,225
Commitments	n/a	1,446	2,975	3,489	1,613

Over and under expenditure

e

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
2,828	2,857	29	1.03

Anglo-Australian Telescope Board

Programme description

The Anglo-Australian Observatory (AAO) is overseen by the Anglo-Australian Telescope Board (AATB), which is an independent bi-nation body corporate authority, funded by the Governments of Australia and the United Kingdom.

Policy Objective

The objective of funding is to support the operation and use of the Anglo-Australian Telescope and associated facilities as set out in the Anglo-Australian Telescope Agreement.

Finishing date

The programme is ongoing.

Evaluation

A review of the AAO will be conducted in 2006.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
4,112	4,594	4,699	4,793	4,894

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
4,112	4,112	0	0.00

Cooperative Research Centres

Programme description

The Cooperative Research Centres (CRC) Programme, established in 1990, promotes long-term strategic links and collaborations between researchers and research users from universities, the public sector and business. The programme emphasises the importance of collaborative arrangements to maximise the benefits of research through an enhanced process of utilisation, commercialisation and technology transfer. It also has a strong education component with a focus on producing graduates with skills relevant to industry needs.

Policy Objective

The current CRC Programme objective is to enhance Australia's industrial, commercial and economic growth through the development of sustained, user-driven, cooperative public-private research centres that achieve high levels of outcomes in adoption and commercialisation.

Finishing Date

Additional funding provided under Backing Australia's Ability ends in 2010-11. Forward estimates for base level funding ends in 2014-15.

Evaluation

An evaluation of the CRC Programme was conducted in the first half of 2003 to determine whether the Programme has been effective in meeting its objectives and efficient in its administration. The evaluation found that the CRC Programme has made a substantial contribution to enhancing Australia's research and innovation capacity. The Report recommended the Programme continue with some modifications to strengthen its objectives and outcomes.

The evaluation report was released publicly on 22 August 2003 and is available on the CRC Programme website www.crc.gov.au.

Appropriation source

Annual Appropriation Acts.

Funding and commitments

	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	208,197	189,753	212,081	182,247
Commitments	207,959	187,423	171,173	124,955

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
193,989	194,631	642	0.33

Major National Research Facilities

Programme description

Major National Research Facilities (MNRF) are expensive, large equipment items or highly specialised laboratories that are vital for conducting leading-edge research in science, engineering and technology.

Through adding strategic capability to Australia's research infrastructure, these national facilities enhance the scope and opportunity to exploit Australian science and technology innovations.

Policy objective

The specific objectives for the MNRF Programme are to establish major research facilities that:

- improve Australia's capability in science, engineering and technology;
- maintain and enhance Australia's international scientific and industrial competitiveness; and
- support the rapid commercialisation of research results.

Finishing date

The MNRF programme terminates in 2005-06.

Evaluation

An evaluation of the MNRF Programme has not been conducted. The programme will be replaced by the National Collaborative Research Infrastructure Strategy (NCRIS) and experience from the Programme will be taken into account in design of the NCRIS.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
42,259	42,308	0	0	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
42,259	42,259	0	0.00

Radioactive Waste Management

Programme description

The Radioactive Waste Management programme provides for the safe and secure management of radioactive waste through the establishment of radioactive waste management facilities. The programme also includes the ongoing management of the former British atomic test site at Maralinga in South Australia until a hand back of the site to the traditional owners.

Policy objective

The programme's objectives are to provide facilities for the safe and responsible management of Commonwealth radioactive waste, and the management of contaminated lands at Maralinga in South Australia, to ensure the health and safety of the Australian public.

Finishing date

The Radioactive Waste Management Programme is ongoing.

Evaluation

No evaluation of the overall programme has been undertaken. An independent report *Rehabilitation of Former Nuclear Test Sites at Emu and Maralinga (Australia) 2003 - Report by the Maralinga Rehabilitation Technical Advisory Committee* relating to the Maralinga project was tabled in Parliament on 25 March 2003.

Conclusion of the evaluation:

The MARTAC Report concluded that the project achieved outcomes that led to a degree of risk that fell comfortably within the risk limit for the stated lifestyle and assumed administrative control as accepted by the stakeholders. Most of the former Maralinga test site (approximately 3,200 square kilometres) is now safe for unrestricted access. As a precautionary measure, approximately 120 square kilometres is considered safe for access but not permanent occupancy.

The report stated that the rehabilitation programme was achieved within budget and on schedule.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
6,758	3,211	6,925	2,404	519

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
6,758	962	-5,796	-85.77

Explanation of significant under expenditure

The announcement of potential sites for the Commonwealth Radioactive Waste Management Facility occurred later than anticipated so no payments were made to consultants undertaking site characterisation studies. There were also delays in final settlement of legal claims resulting from the failed acquisition of land in South Australia for the former national repository project and in a final settlement with the Maralinga Tjarutja Aborigines for return of the former atomic test sites at Maralinga.

Defence of Common Law- Atomic Tests (RRWM)

Programme description

This programme was established in order to pay for legal expenses related to common law actions instituted against the Commonwealth of Australia arising out of the British nuclear testing programme conducted in Australia in the 1950s and 1960s.

Policy Objective

To have funds available if required to settle common law actions instituted against the Commonwealth of Australia.

Finishing Date

Ongoing

Evaluation

Not applicable

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
543	543	543	543	543

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
543	4	-539	-99.26

International Education and Training

Programme description

The International Education and Training Programme is made up of a number of elements as described below:

International Centres of Excellence

The Australian Government has allocated seed funding of \$35.5 million over four years for five International Centres of Excellence (ICE). The Centres will build an international profile for Australia's expertise and education excellence and enhance Australia's capacity and national skills base through strategic collaborations with domestic and international expert organisations. The Centres of Excellence are:

- ICE in Asia Pacific Studies and Asia-Pacific College of Diplomacy based at Australian National University (\$8.8 million);
- ICE in Education in Mathematics established by the Australian Mathematical Sciences Institute and based at the University of Melbourne (\$7.8 million);
- ICE in Tourism and Hospitality Education established by the Cooperative Research Centre in Sustainable Tourism based at Griffith University (\$2 million);
- ICE in Sports Science and Management established by a partnership between the University of Sydney, the University of Technology Sydney, and the Sydney Olympic Park Authority. The Centre will be based at Sydney Olympic Park (\$7.8 million); and
- ICE in Water Resources Management established by a consortium led by the University of Adelaide (\$6.7 million) and is currently based at the University.

The Centres of Excellence will build upon the strengths and capacities of existing institutions or consortia of institutions with relevant expertise and adopt a collaborative approach with business enterprise where appropriate.

National Centre for Language Training

As part of the 2003-04 Budget package, the Government has allocated seed funding of \$4.6 million over two years to establish the National Centre for Language Training. The objective of the Centre is to equip Australians with practical language skills and cultural knowledge to operate effectively in international markets. The Centre will develop and offer customised training in key languages, cultural awareness and cross-cultural communication skills specifically targeted to the needs of Australian business. Clients of the Centre may include Australian exporting firms, government departments and the tourism and hospitality sectors. The Centre is run by a University-TAFE consortium established by New South Global Pty Ltd.

Endeavour Programme

As part of the 2003-04 Budget package, the Government has allocated funding of \$7.9 million over four years to provide additional scholarships under the Endeavour Programme and additional fellowships for Australian language teachers.

All international education scholarships funded by the DEST come under the umbrella of the Endeavour Programme. The Endeavour Programme comprises two new awards and four existing awards. The Endeavour Australia Postgraduate and Postdoctoral Research Fellowships and the Endeavour Language Teacher Fellowships have been allocated \$3.5 million and \$4.0 million respectively, over four years from 2003-04. Of the four awards re-badged under the umbrella of the Endeavour Programme, the Endeavour Australia-Asia

Postgraduate Student Awards and the Endeavour Australia-Europe Postgraduate Student Awards are to be funded from the International Awards and Exchanges (IAE) Programme (\$1.275 million in 2004-05, \$1.775 million in 2005-06 and \$2.25 million in 2006-07. Funding also includes an additional \$.05 million over two years for fellowships for Iraq).

Endeavour International Postgraduate Research Scholarships (IPRS) were established to develop international research linkages and aims to attract top quality international postgraduate students to areas of research in Australian institutions. Participating institutions are responsible for day-to-day IPRS administration and the higher education sector is provided with Commonwealth funding for continuing IPRS awards and 330 new awards each year. IPRS are funded by the Higher Education Group.

The Endeavour Australian University Mobility in Asia Pacific (UMAP) Programme receives \$1.4m each year from International Awards and Exchanges (IAE), described below.

International Education – Increased Profile of Australia’s International Education Sector

As part of the 2003-04 budget package, the Government has allocated \$2.8 million (administered) over three years from 2004-05, to significantly increase the promotion of education and training and strengthen Australia’s position within a competitive international education market.

The initiative aims to diversify the markets to which Australia exports education and training services, and increase the reach and effectiveness of current activities through increased promotional activities and additional Counsellors to be deployed in regions of emerging importance.

International Education and Training Grants (IETG)

The International Education and Training Grants Programme provides financial support for: strategic bilateral education and training projects; developing and maintaining education and training relationships and maintaining an international presence for Australia in these fields; and Australian grants in support of multilateral and international collaborative activities. To this end, the Programme contributes to the development of an internationally competitive Australian education and training system and research culture, through:

- increasing the level and effectiveness of Australian participation in international study, training and research;
- supporting opportunities for Australian providers to benefit from the global trade in education and training services; and
- cementing international ties to ensure that Australians have:
 - the best possible access to international study, training and research opportunities, and;
 - the strongest possible position in the marketplace for education and training services.

International Awards and Exchanges (IAE)

The International Awards and Exchanges Programme is incorporated into the Endeavour Programme and provides financial support for:

- scholars and professionals from designated countries to undertake advanced study, training or research in Australia;
- Australian scholars or professionals to undertake advanced study, training or research activities in designated countries;
- Australian higher education institutions, to set up and monitor student exchanges with eligible counterpart higher education institutions in Asia and the Pacific region, and to support Australian higher education awardees’ participation in these exchanges.

International Education and Training Policy Objective

To strengthen and diversify national and international linkages and collaboration, and to raise international recognition of the quality of Australia's international engagement in education, research and training.

Finishing Date

International Centres of Excellence	30 June 2007
National Centre for Language Training	30 June 2006
Endeavour Programme	Some elements to 30 June 2007, some ongoing

International Education – Increased Profile of Australia's International Education Sector	30 June 2007
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International Education and Training Grants (IETG)	Ongoing
International Awards and Exchanges (IAE)	Ongoing

Evaluation

International Centres of Excellence

The programme was initiated in 2004 and an evaluation of the programme's effectiveness has not been conducted. An evaluation of progress with individual projects is conducted every 6 months. A mid-term evaluation will be conducted in 2006. An overall programme evaluation is scheduled for 2007.

National Centre for Language Training

The programme was initiated in 2004 and an evaluation of the programme's effectiveness has not been conducted. An evaluation of progress with the Centre is conducted every 6 months. An overall assessment of the Centre is scheduled for 2006.

International Education – Increased Profile of Australia's International Education Sector

The programme was initiated in 2004-05 and an evaluation of the programme's effectiveness has not been conducted. An evaluation of progress with individual projects is conducted on their completion. An overall programme evaluation is not scheduled at this stage as the programme is still in its early stages.

A review of the IAE and IETG Programme was undertaken in December 2001. The purpose of the review was to:

- consider the extent to which each programme has met its stated objectives;
- recommend whether these objectives could be better achieved by some other means;
- investigate the scope for improving the efficiency and effectiveness of each programme;
- review existing administrative procedures to simplify and streamline them.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	24,228	21,411	13,305	9,482	9,681
Commitments	n/a	n/a	377	22	12

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
24,228	23,601	-627	-2.59

Assessment Subsidy for Overseas Trained Professionals (ASDOT)

Programme description

The ASDOT scheme helps overseas-trained professionals, who are Australian citizens or permanent residents living in Australia, gain entry into regulated professions. Applicants receive funding to cover the cost of fees for approved professional assessment. Assistance is available for one attempt only at each examination stage or assessment. The scheme does not cover licensing or registration fees and is only available to holders of Centrelink concession cards.

Policy Objective

The scheme seeks to ensure the full and effective utilisation of professional skills and qualifications gained overseas in the Australian labour market.

Finishing Date

ASDOT has a nominal lapsing date of 30 June 2006. Approval has been sought for the continuation of funding until 2009/10.

Evaluation

The 2005 review of ASDOT concluded that the programme is valuable and should continue. Some areas were identified for improvement and all stakeholders have indicated in principle commitment to improving processes.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
685	701	717	732	748

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
685	403	-282	-41.17

The programme is demand driven and expenditure is difficult to predict. The programme was underspent in 2004/05. Changes to the eligibility criteria, as a result of the recent review, will be introduced in 2005/06 and are expected to increase uptake.

Recoveries of overpayments

There are no anticipated recoveries.

Values Education & Civics & Citizenship Education

Programme Description

Values education funding will be provided to clusters of schools implementing best practice approaches; values education and drug education forums in every school in Australia; curriculum and assessment resources, and national activities with parents; school principals and teacher educators. Continued civics and citizenship education funding will be provided for curriculum resources (including a continued civics and citizenship education website) and national activities including the National Schools Constitutional Convention, the Simpson Anzac Prize and *Celebrating Democracy Week* in schools.

Policy Objective

The objective of the values education funding is to help make values a core part of Australian schooling and to support implementation of the National Framework for Values Education in Australian Schools.

The objective of civics and citizenship education funding is to help students to learn about Australia's democratic heritage, the values underpinning our democracy, how the Australian system of government and law operates, and explore what it means to be an Australian today.

Finishing Date

This programmes lapses at the end of 2007-08

Evaluation

An evaluation will be required to consider lapsing the programme in the 2008-09 Budget.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000
Funding	6,040	9,789	8,313	7,959
Commitments	n/a	n/a	4,617	3,670

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
6,040	5,855	-185	-3.06

National Collaborative Research Infrastructure Strategy

Programme description

The National Collaborative Research Infrastructure Strategy is providing \$542 million over seven years to provide researchers with major research facilities, supporting infrastructure and networks necessary for world-class research. It will follow the programme of investments provided under *Backing Australia's Ability* through the Systemic Infrastructure Initiative and Major National Research Facilities programme. NCRIS will provide a framework for making strategic decisions on major research infrastructure investments that is:

- national in scope and aware of the international context;
- collaborative and supportive of a collaborative research culture;
- aligned with broader research priorities;
- focussed on excellence; and
- able to broadly sustain the innovation system.

Policy Objective

The objectives of the National Collaborative Research Infrastructure Strategy are to provide researchers with continued access to major infrastructure, link infrastructure funding more directly to Australia's National Research Priorities and foster greater research collaboration and collaborative use of infrastructure. The Committee is regarded as having a critical role to play in building support among stakeholders for a more strategic and collaborative approach to research infrastructure investment.

Finishing Date

30 June 2011

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
0	13,151	98,582	100,794	102,902

Over and under expenditure

This programme does not start until 2005/06 financial year.

Boosting Innovation, Science, Technology and Mathematics Teaching

Programme description

The Boosting Innovation, Science, Technology and Mathematics Programme is intended to raise the scientific, mathematical and technological literacy and the innovative capacity of Australian school students, to create learning environments from which more world-class Australian scientists and innovators will emerge, and to provide impetus for the development of a new generation of excellent teachers of science, technology and mathematics.

Policy Objective

To encourage innovation in Australian schools and extend the innovative capacity of students; promote world-class teaching and learning of science, technology and mathematics in Australian schools; and assist in attracting to and retaining in the teaching profession sufficient numbers of high quality graduates in the fields of science, technology and mathematics.

Finishing Date

The programme is terminating in 2010-11.

Evaluation

An evaluation has not been conducted at this stage but a mid-term evaluation is scheduled for 2007

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	5,797	10,202	5,090	5,260	4,019
Commitments	n/a	n/a	4,865	2,508	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
5,797	5,797	0	0.00

International Science Linkages

Programme description

The International Science Linkages (ISL) Programme, supports Australian scientists, from both the public and private sectors, to collaborate with international partners on leading edge science and technology in order to contribute to Australia's economic, social and environmental wellbeing. The ISL Programme builds on and expands the funding provided through the Innovation Access Programme – International Science and Technology (International S&T).

Some changes have been made to the programme to improve its effectiveness and efficiency. They were driven by suggestions and comments made by stakeholders. They include rationalising the programme to increase its cohesiveness and achieve administrative efficiencies. The changes were approved by the Minister responsible for science in December 2004 and became fully effective in January 2005.

The ISL now comprises three clearly different but complementary components: Competitive Grants, Strategic Policy, and International Science and Technology Networks.

1. Competitive Grants provide funding on a competitive basis for Australian researchers to participate in strategically focussed, leading edge, international scientific research and technology collaborations.
2. Strategic Policy promotes effective research collaboration by providing a vehicle for the Australian Government to establish, reinforce and leverage strategic links and relationships with overseas counterparts.
3. International Science and Technology Networks complements Competitive Grants and Strategic Policy by providing targeted support for specific activities using the networks and expertise of particular organisations.

Policy objective

The objectives of the ISL programme are to:

- increase the uptake of leading edge science and technology through:
 - promoting access to and participation by Australian researchers in strategically focussed, leading edge, international scientific research and technology; and
 - increased strategic alliances between Australian and overseas researchers;
- facilitate Australia's access to the global S&T system by supporting bilateral and multilateral relations with other countries.

Finishing date

International Science Linkages Programme will terminate in June 2011.

Evaluation

A review of the Innovation Access Programme – International S&T was completed in December 2003. The review concluded that the programme:

- objectives remained appropriate;
- has had substantial impact with an average of five new collaboration partners and four new strategic alliances already resulting from each project funded; and
- was delivered efficiently, relying upon a range of external expertise and relationships for the successful selection of activities and administration of funding.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	0	10,130	9,589	9,917	10,134
Commitments	n/a	6,709	1,516	1,038	0

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
9307	9310	3	.03

Science Connections Programme

Programme description

The Science Connections Programme (SCOPE) is funded under the Innovation Statement Backing Australia's Ability: Building our future through science and innovation.

SCOPE supports a range of initiatives encouraging interest and engagement in science, engineering, and technology.

Policy Objective

SCOPE's objectives are:

- to increase awareness of the roles that science, technology and innovation play in contributing to the well-being of our society and the environmentally sustainable growth of our economy;
- to highlight the outstanding contributions to science and science education made by our researchers and science teachers; and
- to encourage our young people to consider continuing studies in science, mathematics and engineering beyond the compulsory years of schooling, and to consider entry into science-based careers.

Finishing Date

Ongoing

Evaluation

No evaluation has been done. An evaluation is scheduled for 2010-11.

Appropriation source

Annual Appropriation Acts

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
250	593	4,024	4,127	4,217

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
250	250	0	0.00

Student Financial Supplement Scheme – Austudy & ABSTUDY

Programme description

The Student Financial Supplement Scheme (SFSS) was a voluntary loans scheme, which allowed students undertaking approved tertiary studies and who were receiving Youth Allowance, Austudy payment, ABSTUDY or Pensioner Education Supplement, the option of borrowing money to help cover their expenses while studying.

The student was given a five year moratorium to repayment which become payable on an income contingent basis through the Australian Taxation Office (ATO), although voluntary repayments could be made during the five year moratorium period.

In April 2003 the Government announced its intention to close the Student Financial Supplement Scheme (SFSS) from 1 January 2004.

On the advice of the Australian Government Solicitor, the Scheme was closed administratively by allowing the previous contract between the Commonwealth and the Commonwealth Bank of Australia (CBA) to expire at the end of its term (31 December 2003).

Centrelink has not offered new loans since 1 January 2004 but has continued to administer existing loans, with CBA continuing to carry continuing loans.

2005-06 Budget announced that current contractual arrangements with CBA ceased on 1 December 2005.

Centrelink will take on the administration of remaining loans from 1 December 2005. This will continue until June 2008 when any remaining loans will be transferred to the Australian Taxation Office for repayment action.

The Government bought back from the Commonwealth Bank of Australia on 1 December 2005 all outstanding Student Finance Supplement Scheme (SFSS) loans held by the bank. This early buy-back meant that the Government saved interest and management fees previously payable to the CBA.

Policy Objective

To assist students with the cost of education.

Finishing Date

The SFSS is already closed to students seeking new loans. The Australian Government's relationship with the CBA finished in 2005-06. The SFSS will not terminate until the final loan is repaid to the Government or is written off on the death of the final surviving recipient towards the end of the 21st century.

Evaluation

Not applicable as the Scheme ceased in December 2003.

Appropriation source

Austudy - *Social Security Act 1991*

ABSTUDY - *Student Assistance Act 1973*

Funding

SFSS Austudy

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
15,903	1,665	-8,147	-10,029	-9,436

SFSS ABSTUDY

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
12,233	7,039	5,860	6,274	6,380

Over and under expenditure

SFSS Austudy

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
15,903	-91,343	-107,246	-674.38

SFSS ABSTUDY

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
12,233	11,756	-477	-3.90

Explanation of significant under expense

The variance is due to the reduction in doubtful debt provision based on advice provided by the Australian Government Actuary. The estimate did not include a change in the provision for doubtful debt for 2004-05.

Recoveries

Student loans, while they are not an overpayment, are recovered through the Australian Taxation Office once the student's earning reaches an income threshold. As at 30 June 2005 the value of the outstanding loans to students was \$2,478.062 million.

DEST Youth Allowance

Programme description

Youth Allowance (student) provides assistance to young people aged 16 to 24 who are full time students or New Apprentices, or who are temporarily incapacitated for study or a New Apprenticeship. It is also payable to students and New Apprentices aged 25 or over who were receiving Youth Allowance immediately before turning 25 and remain the same course of study or New Apprenticeship. Certain 15 year olds, including those who are homeless, may also qualify for the payment.

Youth Allowance is also available to unemployed young people aged under 21 who are looking for work, combining part-time study with job search, undertaking another approved activity, or who are temporarily incapacitated for work. Youth Allowance (other) recipients are the responsibility of DEWR.

Policy Objective

Youth Allowance seeks to:

- ensure eligible young people receive income while studying, looking for, or preparing for, paid employment;
- encourage young people to choose further education or training over job search if they do not have sufficient skills to obtain long-term employment; and
- encourage young people to undertake a range of activities that will promote entry into employment.

Finishing Date

Ongoing

Evaluation

No evaluation has been done since the Youth Allowance became the responsibility of DEST.

Appropriation source

Social Security Act 1991

Funding

These figures refer to Youth Allowance (student) customers only.

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
1,104,592	1,837,618	1,928,805	1,982,065	2,031,589

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
1,104,592	1,104,209	-383	-0.03

Recoveries of overpayments

Recoveries of Youth Allowance overpayments are managed by Centrelink on DEST's behalf. As at 30 June 2005 the level of outstanding Youth Allowance debt was \$115,346,719.

Austudy Payment

Programme description

Austudy payment provides income support for full-time students aged 25 and over who are undertaking qualified study or a full – time New Apprenticeship.

Policy Objective

To provide financial assistance to eligible students.

Finishing Date

Ongoing

Evaluation

No evaluation has been done since the Austudy Payment became the responsibility of DEST

Appropriation source

Social Security Act 1991

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
144,309	232,065	250,125	269,314	287,790

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
144,309	143,970	-339	-0.23

Recoveries of overpayments

Recoveries of Austudy overpayments are managed by Centrelink on DEST's behalf. As at 30 June 2005 the level of outstanding Austudy debt was \$32,814,130.

Fares Allowance

Programme description

Fares Allowance is paid to tertiary students receiving Youth Allowance and Austudy who have to live away from their permanent home to study. It consists of reimbursement of the cost of the cheapest practicable form of public transport, regardless of the transport actually used. It is not payable for daily transport.

Policy Objective

To provide financial assistance to eligible students while they need to study away from a permanent home.

Finishing Date

Ongoing

Evaluation

No evaluation has been done since the Youth Allowance became the responsibility of DEST.

Appropriation source

Social Security Act 1991

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
929	1,319	1,384	1,404	1,404

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
929	1,129	200	21.53

Recoveries of overpayments

Recoveries of Fares Allowance overpayments are managed by Centrelink on DEST's behalf. As at 30 June 2005 the level of outstanding Fares Allowance debt was \$135.

Investing in Our Schools (Schools Infrastructure)

Programme Description

Investing in Our Schools aims to improve school infrastructure. The Australian Government recognises that schools often need new items that are beyond the school's budget and the fund-raising efforts of parents.

Funding will be provided to government and non-government school communities to help repair, replace or install new items critical to their local school's needs.

Policy Objective

The objective of the Investing in Our Schools Programme is to deliver much needed school infrastructure projects through an injection of additional Australian Government funds.

Finishing Date

This programme will continue until the end of 2008.

Evaluation

An evaluation will be required to inform the consideration of the lapsing programme in the 2007-08 Budget context.

Appropriation source

Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
130,000	243,334	266,667	266,667	93,333

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
130,000	0	-130,000	-100.00

Explanation of significant under expense

Investing in Our Schools Programme is a new programme that commenced in January 2005, and operates over the calendar year. There was no expenditure of funds in the period until 30 June 2005 as the time was devoted to developing the programme, and application processing. Expenditure of funds will occur in the period up to 31 December 2005.

Australian Technical Colleges

Programme Description

Australian Technical Colleges will be established in 24 regions which have a strong industry base, trade skills needs and a high youth population. They will offer high quality teaching and facilities for Years 11 and 12 students who will undertake an integrated programme of academic studies relevant to a career in the trades, leading to the Year 12 certificate, and trades-related vocational training, leading to a national Training Package qualification. It is expected that all students will undertake a School-Based New Apprenticeship in a trade. The Colleges will be industry led, with a governing body chaired by a representative of local business and members from local industry and the community. This will ensure that students receive education and training relevant to industry skill needs. The Principal will have the autonomy to manage the day to day operations of the College and to attract and reward quality staff, by offering staff performance pay and the option of an Australian Workplace Agreement.

Policy Objective

The Australian Technical Colleges initiative aims to:

- meet local industry needs through the teaching of trade skills for up to 7,500 students in years 11 and 12; and
- raise the profile of vocational pathways in schools and the trades, thus strengthening the vocational and technical training system, by attracting committed and capable students to undertake an integrated programme of vocational training and academic studies relevant to the trades.

Finishing Date

The Australian Technical Colleges' appropriation is until the end of 2009.

Evaluation

No evaluation is planned until the programme is fully implemented in 2008.

Appropriation source

Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Act 2005.

Funding

The Australian Government will invest \$351 million over 5 years (including \$1.6 million in 2004-05).

The amount of \$351 million announced in the Budget reflects the total allocation for Australian Technical Colleges initiative in financial year terms and includes both departmental and administered expenses. Under the legislation, funds of \$343.6 million over five years are to be appropriated. This amount is in calendar year terms (2005-2009) and reflects administered expenses only. The following table outlines the administered expenses for the initiative in financial year terms.

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
0	62,104	83,335	100,425	94,156

Over and under expenditure

This initiative commenced in the 2005/06 financial year.

Non-Government School Term Hostels

Programme Description

The Non-Government School Term Hostels (NGSTH) Programme is targeted at not-for-profit non-government school term hostels that operate principally to accommodate primary and secondary students from rural and remote areas of Australia.

Under the Non-Government School Term Hostels Programme, eligible hostels will attract a grant of \$2,500 per eligible student in 2005. Programme funds are to be used for the maintenance and operational costs of the hostel and are not to be used to reduce hostel fees.

Policy Objective

The objective of this initiative is to assist non-government school term hostels to provide a high standard of care to rural primary and secondary school students residing at the hostels. This four year initiative will also support rural communities by providing an affordable alternative to boarding school or distance education for rural and remote families.

Finishing Date

The Programme will continue until the end of 2008

Evaluation

It is expected that an evaluation will be undertaken in 2006-07.

Appropriation source

State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
2,250	2,345	2,394	2,444	2,496

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
2,250	0	-2,250	-100.00

School of Fine Furniture

Programme description

Funding from the Coalition Government established the School of Fine Furniture in Launceston. Up to 20 fee-paying students are admitted each year from Australia for a two-year full time course that teaches modern and traditional craft techniques of the highest international standard. The school has an excellent reputation for teaching students the skills required to make fine furniture.

To help the School of Fine Furniture continue its successful programme, the Government committed in 2004-05 to provide two student scholarships of \$7,500 per year and \$400,000 over three years to assist with the necessary capital upgrade of the school's facilities and plant and equipment. The total cost is \$541,000 over five years

Policy Objective

Additional funding to the School will strengthen its reputation and capacity to provide training to new graduates. It will also be in a stronger position to enhance its already strong partnerships with the Tasmanian forest industry.

Finishing Date

2008

Evaluation

Not applicable as this is a new programme.

Appropriation source

Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	165	155	156	32	33
Commitments	n/a	n/a	156	32	33

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
165	151	-14	-8.48

Higher Education Commonwealth Grants Scheme

Programme description

The Commonwealth Grants Scheme (CGS) supports the provision of undergraduate and non-research postgraduate education in Australia.

To receive a grant under the CGS, a higher education provider must enter into an annual funding agreement with the Commonwealth. The agreement sets out the number of Commonwealth supported places the provider plans to offer in each of 12 funding (or discipline) clusters, as well as any conditions attached to the grant. Each funding cluster attracts a different Commonwealth contribution rate, also specified in the funding agreement.

Funding cluster rates will be increased by 2.5% in 2005, 5% in 2006, and 7.5% in 2007, for providers that meet certain requirements in relation to governance and workplace reform.

In addition to the funding cluster rate, some places attract loadings:

- a regional loading, payable for Commonwealth supported student places at eligible regional campuses;
- an enabling loading, payable for Commonwealth supported student places in enabling courses; and
- a medical loading, payable for Commonwealth supported medical student places.

Policy Objective

The CGS commenced in 2005 as part of the Backing Australia's Future reform package announced by the Australian Government in 2003.

The block grants it replaces were determined largely on an historical basis. By funding providers according to the discipline mix they actually deliver, at rates set out in legislation, the CGS will ensure that all providers are funded on the same, transparent basis.

Funding agreements are negotiated annually in the context of each provider's mission and strategic direction for course provision, strengthened Commonwealth/State consultation and consideration of labour market needs. This encourages greater flexibility and diversity across the sector, while ensuring an adequate supply of graduates in areas of national importance.

Finishing Date

The programme is ongoing.

Evaluation

Subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	3,009,789	3,247,694	3,454,612	3,598,021	3,703,766
Commitments	n/a	1,623,847	3,454,612	3,598,021	1,851,883

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
3,009,789	3,020,047	10,258	0.34

Explanation of significant over expense

The over expense in this programme relates to the payment of \$10.3m to the University of Newcastle made after Budget and not included in the estimates.

Indigenous Higher Education Advisory Council

Programme description

The Australian Government provided for the establishment of an Indigenous Higher Education Advisory Council (IHEAC) under the higher education reforms announced in 2003. The Council provides policy advice to the Minister on improving outcomes in higher education for Indigenous students.

Policy Objective

IHEAC was established to provide policy advice to the Minister for Education, Science and Training aimed at improving outcomes for Indigenous students and staff in relation to their participation and retention in both study and employment in higher education.

Finishing Date

IHEAC is funded annually. Its initial 16 members have been appointed for a period of two years.

Evaluation

Policy objectives and outcomes will be reviewed at the changeover of council members.

Appropriation source

Annual Appropriation Acts.

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
398	274	279	285	291

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
398	28	-370	-92.96

Higher Education Special Projects

Programme description

The Higher Education Special Projects Programme consists of a number of elements, each described below:

Higher Education Marginal Funding

Prior to 2005, higher education providers received marginal funding for non-fee paying undergraduate places that were provided each year in excess of the required minimum number of funded places agreed with the Commonwealth. The additional funding was equivalent to the minimum up-front discounted HECS amount for these students.

Medical Loading

The medical loading provides funding for teaching hospital costs in a Commonwealth supported place in a course of study in medicine, completion of which would allow provisional registration as a medical practitioner.

Teaching Hospitals

Teaching Hospital grants provide funding for universities with medical schools. The grants provide for maintenance and service charges for areas of teaching hospitals used by medical students and staff and for the purchase of books and journals to assist in meeting the requirements of clinical students and academic staff.

The Carrick Institute for Learning and Teaching in Higher Education – Australian Awards for University Teaching

The Carrick Institute for Learning and Teaching in Higher Education has been established to provide a national focus for the enhancement of learning and teaching in Australian higher education institutions and will be a flagship for acknowledging excellence in learning and teaching. It will manage the Australian Awards for University Teaching (AAUT) from 2005.

Policy Objective

The objective of the Higher Education Marginal Funding programme was to provide institutions with the capacity to support additional students at marginal cost and to offer more study opportunities.

The objective of the Medical Loading programme is to assist universities with the costs and services provided in clinical practice for medical students and staff. It replaces the Teaching Hospital Grants.

The objective of the Teaching Hospitals programme was to assist universities with the costs and services provided in clinical practice for medical students and staff.

The objective of the Carrick Institute for Learning and Teaching in Higher Education programme is to promote and advance learning and teaching in Australian higher education.

Finishing Date

The Higher Education Marginal Funding programme ceased at the end of 2004. The final payment was made in the first half of 2005 when statistical data on the level of over-enrolment became available.

Under the *Higher Education Support Act 2003*, universities are now able to over-enrol up to 5% (or higher percentage agreed by the Minister), and they will receive the student contribution amounts for these over-enrolled places.

The Medical Loading programme is ongoing.

The Teaching Hospitals Programme finished in December 2004. From 2005, this funding has been rolled into the Commonwealth Grants Scheme fund as medical loading, paid under the *Higher Education Support Act 2003*.

Funding for the Carrick Institute for Learning and Teaching in Higher Education is ongoing. The awards are also ongoing but in 2006 are significantly expanded as announced in *Our Universities: Backing Australia's Future*.

Evaluation

The Higher Education Marginal Funding programme was evaluated as part of the 2002 Crossroads review of higher education policy and programmes.

The Medical Loading programme is subject to review by October 2009.

The Teaching Hospitals Programme was evaluated as part of the 2002 Crossroads review of higher education policy and programmes.

The Carrick Institute for Learning and Teaching in Higher Education is due to provide a proposal to the Minister in July 2005 about the new AAUT programme. Under its Conditions of Grant, the Carrick Institute is required to report to the Minister on its operations, including the awards programme.

Appropriation source

Higher Education Marginal Funding - *Higher Education Funding Act 1988*

Medical Loading Programme - *Higher Education Support Act 2003*

Teaching Hospitals Programme - *Higher Education Funding Act 1988*

The Carrick Institute for Learning and Teaching in Higher Education - *Higher Education Support Act 2003* – Other Grants Section 41-45

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	2,400	7,000	5,000	2,000	0
Commitments	n/a	3,500	5,000	2,000	n/a

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
2,400	2,400	0	0.00

Higher Education Regional Loading

Programme description

Regional loading provides funding additional to the Commonwealth Grant Scheme to higher education providers for students enrolled at regional campuses. For this programme, regional campuses are defined as those located outside a mainland state capital city area (excluding Darwin), and in a population centre of less than or around 250,000 people.

Eligible campuses are allocated to five funding bands on the basis of the size of the higher education provider and the distance of the campus from the nearest mainland capital city.

Policy Objective

The objective of the programme is to assist regional campuses to meet the higher costs that they face as a result of location, size and history, and to recognise their limited potential to diversify revenue sources, their lesser capacity to compete for fee paying students and fewer opportunities for commercial partnerships due to the narrower regional industrial base.

Finishing Date

This programme is ongoing.

Evaluation

Subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	28,469	29,244	30,045	30,663	31,621
Commitments	n/a	14,735	30,045	30,663	15,811

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
28,469	28,415	-54	-0.19

Quality Initiatives

Programme description

The Quality Initiatives programme provides funding for:

- the Australian Universities Quality Agency (AUQA), to conduct audits of self-accrediting institutions and State and Territory accreditation authorities on a five yearly basis, and from 2005, to increase the number of offshore quality audit visits undertaken during the quality audit of Australian higher education institutions;
- the Graduate Careers Council of Australia (GCCA), to conduct surveys of graduate outcomes and course experience using the Graduate Destination Survey (GDS), the Course Experience Questionnaire (CEQ) and the Postgraduate Research Experience Questionnaire (PREQ); and
- the Australian Council for Educational Research (ACER), to conduct the Graduate Skills Assessment (GSA) test of the generic skills of graduates in the domains of problem solving, critical thinking, interpersonal understandings and written communication.

Policy Objective

The policy objectives of the fund include:

- to effectively assure the continued quality of Australian higher education, including in the international higher education market, through audits which have publicly reported outcomes;
- to survey course experience and graduate destinations and publish data to inform institutional and sectoral performance and student choice; and
- to test the generic skills of graduates, for their own use and use by employers in selection processes.

Finishing Date

The Quality fund is an ongoing programme commencing in 2005.

Evaluation

An evaluation of the effectiveness of AUQA will be commissioned by AUQA after the first cycle of audits has been completed.

A review by the GCCA was undertaken in 2004 to ensure the ongoing effectiveness of the survey methodologies. Outcomes of the review included a revised Standard Recommended Methodology for the surveys and a final report was distributed to institutions in September 2004. The report included six recommendations:

- that the GCCA enhance the process of cleaning and verifying institutional information;
- that a proposal be submitted to DEST for funding an investigation into any potential benefits to be derived from separating the conduct of the Course Experience Questionnaire (CEQ) from the GDS;
- that the GCCA investigate ways of increasing the level of support and assistance provided to Survey Managers;
- that the GCCA investigate ways of improving the functionality of the eGDS;
- that the GCCA endeavours to collect existing research and examples of 'best practice' from institutions and place these in the Research Centre within the GCCA website; and
- that the GCCA communicates the results of this review to institutions.

The most recent evaluation of the GSA, a validity study by ACER which also asked various stakeholders and experts to evaluate the GSA, was published in July 2002, following the first two GSA tests in semester two 2000 and semester one 2001. In general, the test received a positive response from content experts, graduate recruiters and students.

Appropriation source

Special Appropriation

Funding

2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
5,115	28,720	29,352	29,968	30,598

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
5,115	4,419	-696	-13.61

Higher Education National Institutes

Programme description

The programme provides funding, in addition to the Commonwealth Grants Scheme, to the Australian National University, the Australian Maritime College and the Batchelor Institute of Indigenous Tertiary Education, in recognition of their national role in particular areas of higher education.

Policy Objective

The programme supports the unique contributions of the following providers:

Australian National University (ANU)

The ANU is the only university to have been established as a completely research-oriented university. It was established by the Commonwealth Government in 1946 and in 1960 it merged with Canberra University College and began providing both undergraduate and postgraduate courses. At that time the Commonwealth continued to pay the University a block funding amount as part of its operating grant, so that it would continue to provide research schools (which combined are the Institute of Advanced Studies) with research and postgraduate training responsibilities.

Batchelor Institute of Indigenous Tertiary Education (BIITE)

BIITE is Australia's only indigenous institution of higher education. It serves students from rural and remote communities, with a particular focus on health and other courses relevant to and needed by the student's communities.

Australian Maritime College (AMC)

AMC, established under the *Maritime College Act 1978*, provides Australia's only specialist training for people entering the maritime industry.

Finishing Date

The programme is ongoing.

Evaluation

Subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	164,091	170,272	177,135	172,198	175,814
Commitments	n/a	85,136	177,135	172,198	87,907

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
164,091	160,931	-3,160	-1.93

Indigenous Support Programme (previously known as the Indigenous Support Fund)

Programme description

Under the Indigenous Support Programme (ISP) grants are allocated to higher education institutions to meet the needs of Indigenous students and to achieve the 21 goals of the [National Aboriginal and Torres Strait Islander Education Policy \(AEP\)](#). Activities supported under the ISP include the establishment of Indigenous Support Education Centres, assistance with study skills, personal counselling, and cultural awareness activities.

Policy Objective

The purpose of the ISP is to promote equality of opportunity for Indigenous Australians in the higher education sector. The objectives are to assist eligible higher education providers meet the special needs of Indigenous Australian students and to advance the goals of the AEP.

Finishing Date

The ISP is funded annually.

Evaluation

The 2002 review of higher education in Australia found that Indigenous people are under-represented in higher education, despite improvements over the last decade.

In its report, *Backing Australia's Future 2003*, the Australian Government renewed its focus on equity and participation for Indigenous students in higher education. The Australian Government has increased funding for the ISP to ensure culturally appropriate and responsive policy, clear directives on equity programmes and performance-based rewards to remove barriers to access to higher education for Indigenous people.

Appropriation source

Higher Education Support Act 2003.

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	27,088	29,371	31,769	34,227	34,945
Commitments	n/a	14,686	31,769	34,227	17,473

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
27,088	27,088	0	0.00

Enabling Loading

Programme description

The enabling loading programme provides additional funding towards the costs associated with offering a course of study to prepare a person to undertake a course that leads to a higher education award.

In 2004, disadvantaged students undertaking enabling courses did not pay HECS and the load was funded by the Commonwealth as part of the operating grant. From 2005, an enabling loading is being paid to higher education providers to supplement the funding received as part of the Commonwealth Grants Scheme. This loading is intended to compensate providers for not being able to charge student contributions for students in Commonwealth Supported enabling courses.

Policy Objective

The objective of the enabling loading is to allow students in Commonwealth Supported places in enabling courses to study without paying a student contribution.

Finishing Date

This programme is ongoing.

Evaluation

Subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003
Annual Appropriation Acts

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	12,224	12,569	12,974	13,379	13,804
Commitments	n/a	6,285	12,974	13,379	6,902

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
12,224	12,224	0	0.00

Higher Education Transition Funding

Programme description

The programme provides additional funding to higher education providers to ensure that they do not receive less funding under the Commonwealth Grants Scheme in 2005, 2006 and 2007 than they would have received under the Operating Grant programme.

Policy Objective

The objective of the programme is to ensure that no higher education provider is worse off in the transition.

Finishing Date

The programme is non-ongoing and will cease in 2007.

Evaluation

No evaluation is planned, as the programme is transitional and due to end in 2007.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	20,755	11,044	7,876	0	0
Commitments	n/a	5,522	7,876	n/a	n/a

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
20,755	20,755	0	0.00

Research Training

Programme description

The Research Training Scheme (RTS) provides block grants on a calendar year basis, to eligible higher education providers (HEPs) to support research training for students undertaking Doctorate and Masters Degrees by research.

The Australian Postgraduate Awards (APA) Scholarships are awarded to students of exceptional research potential undertaking a higher degree by research. The Scholarships are provided to assist with general living costs. Scholarship holders receive an annual stipend which, in 2006, is \$19,231 and may also be eligible for other allowances.

Policy objective

The objectives of the RTS are to:

- enhance the quality of research training provision in Australia;
- improve the responsiveness of institutions to the needs of their research students;
- encourage institutions to develop their own research training profiles;
- ensure the relevance of research degree programmes to labour market requirements; and
- improve the efficiency and effectiveness of research training.

The main objectives of the APA programme are to support postgraduate research training in the higher education sector and provide financial support to postgraduate students of exceptional research promise who undertake their higher degree by research at an eligible Australian higher education provider.

Finishing date

The RTS and APA are ongoing.

Evaluation

Information can be obtained for the Research Training Programme on the following web site:

http://www.dest.gov.au/sectors/science_innovation/policy_issues_reviews/reviews/previous_reviews/evaluation_knowledge_innovation_reforms

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	640,449	657,054	674,756	686,498	701,527
Commitments	n/a	328,527	674,756	686,498	350,764

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
640,449	649,333	8,884	1.39

Recoveries of overpayments

Recoveries for 2004-05

Recovered (GST inclusive)	Expected Recovery (GST inclusive)	Total (GST inclusive)
\$419,679	\$25,823	\$445,501

Commonwealth Learning Scholarships Programme

Programme description

The Commonwealth Learning Scholarships (CLS) programme consists of Commonwealth Education Costs Scholarships (CECS) to assist students with general costs associated with higher education; and Commonwealth Accommodation Scholarships (CAS) to assist students from rural and regional Australia with accommodation costs when they have to move away from home to undertake higher education. CECS are valued at approximately \$2,000 per annum and CAS are valued at approximately \$4,000 per annum. The Scholarships are for a maximum duration of four years and they are indexed each year.

Policy Objective

The objective of the CLS programme is to facilitate choice in higher education and to increase participation in higher education by students from low socio-economic status backgrounds, particularly Indigenous students and students from rural and regional areas.

Finishing Date

The CLS is an ongoing programme.

Evaluation

All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

Appropriation source

Higher Education Support Act 2003

Funding and commitments

	2004/05 \$'000	2005/06 \$'000	2006/07 \$'000	2007/08 \$'000	2008/09 \$'000
Funding	48,157	68,287	95,769	105,955	108,774
Commitments	n/a	34,144	95,769	105,955	54,387

Over and under expenditure

2004/05 Estimate \$'000	2004/05 Actual Expenditure \$'000	Variance \$'000	%
48,157	42,154	-6,003	-12.47

