

## EDUCATION, SCIENCE AND TRAINING

### SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2004-2005 BUDGET ESTIMATES HEARING

**Outcome:** All  
**Output Group:** All

#### DEST Question No. E271\_05

Senator Carr provided in writing.

*Refers to DEST question No E999\_04*

#### **Question:**

1. Could you provide an update (where required due to changes) of the list of all administered programs in the Department of Education, Science and Training (DEST) – as provided in answer to a question from the February hearing - including:
  - a. a description of the program;
  - b. projected over-spends and underspends in each program for the year 2003-04 (to 30 June), including, where appropriate, details, elements or components of each program where over- or under-spending will occur and reasons for each;
  - c. actual expenditure for each program to 30 April 2004, with over- and underspends identified and details as specified in b) above;
  - d. in the case of programs where funding is provided to individual recipients (eg schools, schools systems, universities), whether any overfunding has been recovered, or is expected to be recovered by 30 June 2004, total amount of the overpayments and the total amount recovered or expected to be recovered;
  - e. the policy objective of the program;
  - f. whether the program is ongoing and if not, when it is due to expire;
  - g. the funding in each financial year of the forward estimates for the program (with a breakdown of administered and departmental expenses) including:
    - how much funding has been allocated for the program; and
    - how much is committed to the program.
  - h. Please provide an indication of whether an evaluation of the program's effectiveness has been conducted and:
    - if so, when the most recent evaluation occurred;
    - if so, the conclusion or recommendations of that evaluation;
    - if not, when an evaluation is scheduled; and
    - if an evaluation has not been scheduled, the reasons for this?

**Answer:**

Please note that for part c) actual expenditure to 30 June 2004 has been provided rather than to 30 April 2004. This answer is Supplementary to the information provided in E999\_04.

**HIGHER EDUCATION PROGRAMMES**

**HIGHER EDUCATION OPERATING GRANTS**

- a) The Operating Grant programme provides 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 covers their teaching and research activities. These general operating resources consist of a base operating grant that includes teaching, capital (capital “roll-in”) and Indigenous Support Funding components.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$1411.975m
- d) Funding is provided to institutions on a calendar year basis on determined amounts.
- e) The programme provides funding for Commonwealth supported student places in higher education.
- f) The programme will cease at the end of 2004 and will be replaced by the Commonwealth Grant Scheme which will provide grants to higher education providers for an agreed student load allocation from 2005.
- g) Programme funding (administered expenses).

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	4789.174	-	-	-	-
Funding Commitment	2392.355				

Note: The Higher Education Operating Grants programme will be replaced by the Commonwealth Grant Scheme from 2005. The funding allocation in 2004 includes funding for HECS, Indigenous Funding Support and Capital Roll-in)

- h) No formal evaluation has been undertaken.

## **COMMONWEALTH GRANT SCHEME**

- a) From 2005 approved higher education providers will be funded under the Commonwealth Grant Scheme for a specified number of Commonwealth supported places each year, distributed across 12 funding clusters based on disciplines.

The funding for some places will attract a loading payable to the provider by the Commonwealth. These include:

- a regional loading from 2004, payable for some Commonwealth supported student places at eligible regional campuses;
- an enabling loading from 2005, payable for Commonwealth supported student places in enabling courses; and
- a medical student loading payable for Commonwealth supported medical student places.

The Commonwealth will negotiate annually with providers the allocation of places, their distribution and the funding payable as part of a funding agreement.

- b) Not applicable. Funding for the programme is on a calendar year basis and does not commence until 1 January 2005.
- c) Not applicable. Programme does not commence until 1 January 2005.
- d) Funding is provided to institutions on a calendar year basis for an agreed amount.
- e) The objective of the enabling loading is to allow students in Commonwealth supported places in enabling courses to study without paying a student contribution. This is consistent with current arrangements under the operating grant. An enabling course is a course which prepares a person to undertake a course leading to a higher education award.
- f) The Commonwealth Grant Scheme will provide grants to higher education providers for an agreed student load allocation from 2005 and is an ongoing programme.
- g) Programme funding (administered expenses).

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	-	3024.785	3159.366	3301.702	3364.997
Funding Commitment					

Note: The Commonwealth Grant Scheme replaces the Higher Education Operating Grants programme and commences in 2005. The funding allocation does not include funding for Regional and Enabling loading.

- h) The Commonwealth Grant Scheme does not commence until 2005. All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

## **MARGINAL FUNDING**

- a) Since 1998, higher education providers have received marginal funding for non-fee paying undergraduate places that are provided each year in excess of the required minimum number of funded places agreed with the Commonwealth. The additional funding is equivalent to the minimum up-front discounted HECS amount for these students.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: nil
- d) Funding is provided to institutions on a calendar year basis on actual outcomes.
- e) Marginal funding provides institutions with the capacity to support additional students at a low marginal cost and to offer more study opportunities.
- f) The programme will cease at the end of 2004. Under the Higher Education Support Act 2003, universities will be 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.
- g) Programme funding (administered expenses).

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation (i)	67.276	-	-	-	-
Funding Commitment (ii)					

(i) Allocation is the total legislated amount

(ii) Fund Committed above the expenditure amount to 30 June 2004.

- h) No evaluation has been completed.

## **TEACHING HOSPITALS**

- a) 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.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$2.769m
- d) Funding is provided to institutions on a calendar year basis on determined amounts.
- e) The objective of the programme as stated in (a) is to assist universities with the costs and services provided in clinical practice for medical students and staff.
- f) The programme will cease at the end of 2004. A new medical student loading will apply under the Commonwealth Grant Scheme from 2005 to assist universities to meet these costs.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	5.539	-	-	-	-
Funding Commitment	2.770				

- h) No evaluation has been conducted.

## **REGIONAL LOADING**

- a) The regional loading programme provides additional funding to incorporate a regional loading into the Commonwealth Grant Scheme for students enrolled at regional campuses. For this programme, regional campuses are located outside a mainland state capital city area (excluding Darwin) in a population centre with fewer than 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.

- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$13.951m
- d) Funding is provided to institutions on a calendar year basis on determined amounts.
- e) 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.
- f) The programme commenced in 2004 and is ongoing.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	27.902	28.470	28.642	28.793	28.782
Funding Commitment	13.951				

- h) The Commonwealth Grant Scheme does not commence until 2005. All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

## **ENABLING LOADING**

- a) In 2004, disadvantaged students undertaking enabling courses do not pay HECS and the load is funded by the Commonwealth as part of operating grant. From 2005, an enabling loading will be paid to higher education providers as part of the CGS for enabling student load.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Not applicable.
- d) Funding is provided to institutions on a calendar year basis on determined amounts.
- e) The objective of the enabling loading is to allow students in Commonwealth supported places in enabling courses to study without paying a student contribution. This is consistent with current arrangements under the operating grant. An enabling course is a course which prepares a person to undertake a course leading to a higher education award.
- f) The enabling loading under the Commonwealth Grant Scheme will commence from 2005 and is an ongoing programme.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	12.224	12.311	12.434	12.558
Funding Commitment					

- h) The Commonwealth Grant Scheme does not commence until 2005. All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

## **TRANSITION FUND**

- a) The transition fund will provide additional funding to a higher education provider to ensure that they do not receive less funding in 2005, 2006 and 2007 than it would have received under the operating grant programme.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Not applicable, programme commences in 2005.
- d) Funding is provided to institutions for agreed amounts.
- e) The objective of the programme is that no higher education provider will be worse off in the transition from the operating grant funding to the Commonwealth Grant Scheme.
- f) The programme is non-ongoing and will provide funding in 2005, 2006 and 2007.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	21989	9.609	7.548	-
Funding Commitment					

- h) This programme will end in 2007.



## **CAPITAL DEVELOPMENT POOL**

- a) The Capital Development Pool (CDP) provides funding for special capital projects. CDP may support 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.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$27.669m
- d) The universities allocated funding can be found in the 'Capital Development Pool' section of the various Triennium Reports. For allocations for the period 2004-2006 see [http://www.dest.gov.au/highered/he\\_report/2004\\_2006/pdf/triennium\\_2004\\_2006.pdf](http://www.dest.gov.au/highered/he_report/2004_2006/pdf/triennium_2004_2006.pdf) (pages 82-84)
- e) The programme objectives are set out in Schedule 1 to the guidelines. These are available on the DEST web site at <http://www.dest.gov.au/highered/programmes/cdp.htm>
- f) The Capital Development Pool is an on-going programme.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	43.170	50.134	55.893	49.864	49.748
Funding Commitment	15.501				

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

The main conclusions were:

- The evidence suggests that CDP has been generally effective in meeting its objectives.
- The evidence available to this evaluation suggests that 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 CDP it is arguable that some projects would not have happened.

## **LEARNING AND TEACHING PERFORMANCE FUND**

- a) Universities: Backing Australia's Future higher education reform package. 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. 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 will be developed in consultation with the sector. An Issues Paper was released in April 2004 and written comments on the Fund were invited from the higher education sector. A consultation process was conducted with the Higher Education sector during June/July 2004.
- b) The Programme does not commence until 2006.
- c) Not applicable.
- d) Not applicable.
- e) Rewards and incentives for excellence in learning and teaching will promote sectoral diversity and specialisation and the overall quality of the sector, enabling excellence in learning and teaching to be placed alongside the delivery of research excellence in terms of contribution to Australia's knowledge systems. The Fund will reward universities which achieve excellence in measurable learning and teaching outcomes and encourage all institutions to strive for the highest levels of quality in teaching and learning.
- f) The Fund is an ongoing programme commencing in 2006.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	-	53.480	80.220	106.960
Funding Commitment					

- h) 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.

## **NATIONAL INSTITUTES**

- a) The national institute grants address the unique funding arrangements that the Commonwealth has with three higher education providers to reflect their national status, namely the Australian National University (ANU), the Australian Maritime College (AMC) and Batchelor Institute of Indigenous Tertiary Education (BIITE).
- b) Not applicable. Funding for the programme is on a calendar year basis and commences in 2005.
- c) Not applicable. Programme commences in 2005.
- d) Funding is provided on a calendar year basis on agreed amounts.
- e) The programme will provide funding for higher education providers that are recognised to have a national role in particular areas of higher education.
- f) The National Institutes programme will commence from 2005 and is an ongoing programme.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	161.151	161.426	161.740	161.631
Funding Commitment					

- h) The National Institutes programme does not commence until 2005. All higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009.

## **HIGHER EDUCATION REFORM IMPLEMENTATION COSTS**

- a) This initiative will provide Australia's public higher education institutions with funding in 2004 to support the implementation of the higher education reforms announced in May 2003 through *Our Universities: Backing Australia's Future*. The funding is specifically targeted to assist institutions with development of the Higher Education Information Management System (HEIMS) and implementation of the new student financing initiatives.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$10.200m
- d) Not applicable.
- e) The policy objective of the initiative is to assist institutions with the implementation of the higher education reforms.
- f) The initiative provides funding for 2004 only.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	10.210	-	-	-	-
Funding Commitment					

- h) No evaluation is planned for the initiative.

## **HIGHER EDUCATION SUPERANNUATION PROGRAMME**

- a) The Higher Education Superannuation Programme provides institutions with additional funding to cover unfunded superannuation liabilities, mostly arising from the membership of staff in State Government superannuation schemes which are now closed.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$45.257m
- d) Not applicable.
- e) The programme aims to provide Commonwealth assistance to meet superannuation expenses associated with participation in relevant unfunded superannuation schemes.
- f) The programme is ongoing.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	124.340	126.951	126.951	126.951	126.951
Funding Commitment	45.256				

Funding commitments for 2005 and subsequent years cannot be estimated. Payments are demand driven – they are made on the basis of claims submitted by universities and reflect costs incurred.

- h) The Commonwealth and State Governments are currently reviewing this programme.

## **EDUCATION TEXTBOOK SUBSIDY SCHEME**

- a) The Educational Textbook Subsidy Scheme (ETSS) was introduced to mitigate the increase of the price of educational textbooks as a result of the introduction of the Goods and Services Tax (GST) on 1 July 2000. The subsidy is to assist students (and/or their parents/guardians) studying at Australian educational institutions. The Commonwealth Department of Education, Science and Training (DEST) administers the scheme.
- b) Not applicable. The programme was demand driven.
- c) Actual expenditure for the financial year ending 30 June 2004: \$14.331m
- d) The Educational Textbook Subsidy Scheme (ETSS) expenditure is registered after a claim is received from a Bookseller. Therefore overfunding has not occurred under the Scheme.
- e) The policy objective is to mitigate the effects of the GST on text books.
- f) The Scheme ceased at the end of the 2003-04 financial year.
- g) The Higher Education forward estimates for the program are as follows:

2004-05	Allocation	Commitment		
Administered	1,500,000	1,145,000		
Departmental	300,000	95,000		

- h) No formal evaluation has been carried out.

## **HIGHER EDUCATION EQUITY PROGRAMME**

- a) The Higher Education Equity Program (HEEP) promotes equity objectives in higher education as an integral part of institutional planning and provision. Current HEEP funding is determined under the *Higher Education Funding Act 1998* (HEFA). From 2005, HEEP funding will be determined under the *Higher Education Support Act 2003* (HESA).

The funding is provided to publicly funded higher education institutions to encourage universities to implement strategies aimed at increasing the participation in higher education of students from disadvantaged groups.

- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$2.596m.
- d) Funding is provided to institutions on a calendar year basis according to a funding formula to be used for institutions' activities.
- e) The policy objective of HEEP is to support a higher education system that is characterised by quality, diversity and equity of access under Section 22 of HEFA 1988.
- f) HEEP is an ongoing programme.
- g) Programme funding (administered expenses)

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	6.177	10.823	10.823	10.823	10.823
Funding Commitment	2.596				

- h) In *Our Universities: Backing Australia's Future*, the Government announced that a review of HEEP would be undertaken. A discussion paper was released on 2 March 2004 and public submissions to the review closed on 30 April 2004. Guidelines will be developed and circulated for further comment, before the guidelines are tabled in Parliament in September. One aspect of the HEEP funding, the Regional Disability Liaison Officers (RDLO) initiative is being evaluated in 2004, with an anticipated completion by September 2004.

## **ADDITIONAL SUPPORT FOR STUDENTS WITH DISABILITIES (ASSD) PROGRAMME**

- a) The Additional Support for Students with Disabilities (ASSD) Programme provides additional funds to universities to assist students with disabilities who have high cost support needs. The programme reimburses universities for costs incurred in providing educational support services, over a minimum threshold amount per student, and leasing or purchasing equipment for students with disabilities.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$1.512m.
- d) Funding is provided to institutions as reimbursement for actual costs incurred so no overpayments have occurred.
- e) The policy objectives of the ASSD are to:
- provide funding assistance to higher education institutions that are supporting students with disabilities who have high cost support needs; and
  - encourage efficient and effective use of equipment and resources to support students with disabilities.
- f) ASSD is an ongoing programme.
- g) Programme funding (administered expenses) (estimated outturn prices as at 19 July 2004)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	3.203	6.479	6.479	6.479	6.479
Funding Commitment	-	-	-	-	-

- h) The Students with Disabilities programme is being considered in the general Higher Education Equity Program review. Guidelines will be developed and circulated for comment, before being tabled in Parliament in September.



## **HIGHER EDUCATION INNOVATION PROGRAMME (HEIP)**

- a) Under Section 21 of the *Higher Education Funding Act 1988*, the Minister for Education, Science and Training can approve proposals for funding to a higher education institution or incorporated body for innovative projects that have the potential to improve the quality of higher education provision. Funding can be approved up to an amount specified in section 23C(2) of the *Higher Education Funding Act 1988*.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$1.517m.
- d) Funding will be provided to institutions on a calendar year basis for an agreed amount.
- e) The objective of HEIP is to maintain and enhance innovation in, or the quality of, higher education provided by an institution.
- f) 2004 is the final year for HEIP. In 2005, HEIP will be subsumed by the new Collaboration and Structural Reform (CASR) programme. CASR will honour HEIP commitments.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	8.176	-	-	-	-
Funds Committed	5.982	-	-	-	-

- h) No formal evaluation has been carried out.

## **COLLABORATION AND STRUCTURAL REFORM FUND (CASR)**

- a) The Collaboration and Structural Reform Fund (CASR) is a programme from which grants to foster collaboration and reform in higher education may be paid, in accordance with subsection 41-15(1) of the Higher Education Support Act 2003.
- b) The programme does not commence until 2005.
- c) Not applicable.
- d) Funding will be provided to institutions on a calendar year basis for an agreed amount.
- e) The objective of the Collaboration and Structural Reform Fund (CASR) is to achieve better higher education outcomes in teaching, learning, research and innovation by promoting structural reform and collaboration in the sector.
- f) CASR will operate for 3 years, 2005 to 2007.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	13.112	13.299	10.935	4.411
Funds Committed	-	5.315	4.50	1.40	-

- h) CASR will be reviewed in 2006.

## **WORKPLACE REFORM PROGRAMME**

- a) The Workplace Reform Programme (WRP) 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.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure to 30 June 2004: \$41.336m.
- d) Funding is provided to institutions on a calendar year basis for an agreed amount.
- e) The programme aims to foster arrangements which reflect the needs of individual institutions, result in more direct relations between institutions and their employees, and improve the efficiency of management and administration processes.
- f) The programme currently being wound up and funding will be fully rolled into base funding after 2008.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	88.703	46.316	46.316	46.316	46.316
Funding Commitment	41.336				

Note: Part of the Workplace Reform Programme will be rolled into the Commonwealth Grant Scheme from 2005 and the remainder after 2008.

- h) No formal evaluation has been carried out.

## **WORKPLACE PRODUCTIVITY PROGRAMME**

- a) The Workplace Productivity Programme (WPP) was announced as part of the Backing Australia's Future package on 13 May 2003. The programme will commence in 2006 and details are still being finalised.
- b) The Programme does not commence until 2006.
- c) Not applicable.
- d) Funding will be provided to institutions on a calendar year basis for an agreed amount.
- e) The programme will encourage institutions to pursue broader workplace reform that fully utilises the flexibilities available under the Workplace Relations Act 1996.
- f) The programme will be ongoing.
- g) Programme funding (administered expenses).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	-	-	26.740	26.740	26.740
Funding Commitment	-	-	-	-	-

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

## **NATIONAL INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION**

### AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

- a) The National 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.
- b) In 2004, the Australian Awards for University Teaching is managed through the Higher Education Innovation Programme. The National Institute for Learning and Teaching in Higher Education did not operate during the financial year 2003-04.
- c) Not applicable.
- d) No applicable – the amounts of the grants paid to winners of the Australian Awards for Teaching are fixed amounts.
- e) The objective of the programme is to promote and advance learning and teaching in Australian higher education.
- f) The awards are ongoing but in 2006 are significantly expanded as announced in *Our Universities: Backing Australia's Future*. Funding for the National Institute for Learning and Teaching in Higher Education is also ongoing.
- g) Programme funding (administered expenses)

#### *National Institute for Learning and Teaching in Higher Education*

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	-	.999	21.392	21.392	21.392
Funding Commitment					

#### *Australian Awards for University Teaching*

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	See note below	1.871	4.491	4.491	4.491
Funding Commitment					

Note: In 2004, the Australian Awards for University Teaching is managed through the Higher Education Innovation Programme.

- h) Under HEIP a review of the AAUT found that the awards were seen by academics as a way to recognise and reward good teaching and to a large extent had a direct impact on the quality of teaching in Australian universities through providing incentive for improvement and facilitating the transfer of ideas about teaching practice. A copy of the review can be found at: [http://www.autc.gov.au/pr/pr\\_pr.htm#r2](http://www.autc.gov.au/pr/pr_pr.htm#r2)

## **QUALITY INITIATIVES**

- a) 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 conduct audits of overseas higher education provision by Australian providers on a whole-of-country basis;
  - 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. From 2005, the Australian Government will promote the test to employers and support its use in recruitment processes.

Funds for these bodies are paid under the Higher Education Innovation Programme in 2004.

- b) In 2004, funding was provided through the Higher Education Innovation Programme.
- c) Not applicable.
- d) Funding is provided to the above organisations through specific contracts for set amounts.
- e) 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.
- f) The Quality fund is an ongoing programme commencing in 2005.
- g) Programme funding (administered expenses)

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	See note below	2.245	2.245	2.245	2.245
Funding Commitment					

Note: In 2004, the bodies above were funded through the Higher Education Innovation Programme.

- h) 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 is being undertaken this year to ensure the ongoing effectiveness of the survey methodologies; and
  - 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.

## **COMMONWEALTH LEARNING SCHOLARSHIPS (CLS)**

- a) The 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 \$2,000 per annum, indexed, for a maximum of four years. CAS are valued at \$4,000 per annum, indexed, for a maximum of four years.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: Commonwealth Education costs Scholarships - \$5.000m; Commonwealth Accommodation Scholarships - \$6.000m.
- d) Funds are provided to higher education providers which then award and pay the scholarships to students. Data are not yet available on the number of scholarships awarded.
- e) 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 backgrounds, Indigenous students and students from rural and regional areas.
- f) The CLS will be an ongoing programme.
- g) Programme funding (administered expenses)

### *Commonwealth Education costs Scholarships*

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	5.007	15.376	25.681	36.058	41.384
Funding Commitment	0				

### *Commonwealth Accommodation Scholarships*

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	12.008	26.622	41.041	55.562	57.909
Funding Commitment	6.000				

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



## **AUSTRALIAN POSTGRADUATE AWARDS (APA) SCHEME**

- a) 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 2004, is \$18,484 and may also be eligible for other allowances.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$44.649m.
- d) Funds are allocated to higher education providers, which then award the APAs to students. Data on actual expenditure under the APA scheme will be provided to the Department in July through Audited Financial Statements.
- e) 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.
- f) The APA Scheme is an ongoing programme.
- g) Programme funding (administered expenses)

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	89.298	91.180	91.385	91.734	92.219
Funding Commitment	44.649				

- h) An evaluation of the APA Scholarships' effectiveness was conducted by the Australian National Audit Office in March 2003. The audit confirmed a very strong alignment of the APA programme's outcomes, as measured by the APA components of output group 3.1, with government policy.

## **INTERNATIONAL POSTGRADUATE RESEARCH SCHOLARSHIPS (IPRS)**

- a) Under the 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 IPRS covers tuition fees at the participating higher education provider and required health insurance premiums.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$8.871m.
- d) Funds are allocated to higher education providers, which then award the IPRS to students. Data on expenditure will be provided to the Department in July through Audited Financial Statements.
- e) The 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.
- f) The IPRS Scheme is an ongoing programme.
- g) Programme funding (administered expenses)

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	17.336	18.115	18.115	18.115	18.115
Funding Commitment	8.871				

- h) No formal evaluation has been conducted.

## **HIGHER EDUCATION CONTRIBUTION SCHEME (HECS)**

- a) HECS is a fair and equitable way of ensuring that students contribute to the cost of their higher education. It is considered reasonable that students who directly benefit from higher education should pay part of the cost of their studies, while the Commonwealth pays the major part of the costs involved. For eligible students, HECS provides a loan to cover their student contribution and/or a discount if they choose to pay their student contribution up-front.
- b) Not applicable. This is a demand driven programme funded through special appropriation.
- c) Actual expenditure in 6 months to 30 June 2004: \$980.381m.
- d) No. HECS is one of the four components that make up University Operating Grants. Operating grants are provided to institutions on a calendar year basis for an agreed amount. HECS liabilities can vary from initial estimates for the calendar year requiring an adjustment between operating grants funding components, however, this does not effect the pre-determined amount of operating grant funding universities receive.
- e) The objectives of the scheme are to increase access to higher education through the provision of a deferred payment facility and ensure that students who directly benefit from higher education contribute to the cost of their education. The option for students to defer their HECS contribution and repay it later through the taxation system ensures they are not prevented from participating in higher education if they are unable to pay their contribution up-front, thus ensuring that higher education remains free at the point of entry.
- f) The HECS programme effectively ends on 31 December 2004 and will be replaced by Commonwealth supported places. The deferred payment arrangements and the discount for up-front payments will be collectively known as HECS-HELP assistance.
- g) HECS is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- h) Evaluations of HECS are listed in the table below.

<b>Evaluation</b>	<b>When</b>	<b>Conclusion</b>
<i>The Effect of HECS on Interest in Undertaking Higher Education</i> Les Andrews.	1997	There was little evidence that the introduction of differential HECS resulted in any impact on subject choice. The study found no consistent pattern in changes in applications by HECS Band.
<i>'Does HECS Deter? Factors affecting university participation by low SES groups'</i> Les Andrews	1999	The primary reasons influencing choices as to the participation of people from socioeconomic backgrounds in higher education related more to values and attitudes toward higher education than to financial considerations.
<i>HECS and Opportunities in Higher Education: A paper investigating the impact of the Higher Education Contributions Scheme (HECS) on the higher education system<sup>1</sup></i> Phil Aungles, Ian Buchanan, Tom	2003	Opportunities for higher education among persons from a low SES background have increased in line with the overall expansion of the higher education system financed through deferrable HECS charges.

<sup>1</sup> See Press Release August 2003 "Release of Reports on Effects of Higher Education Contribution Scheme on Access to Higher Education" <http://www.dest.gov.au/media/Dept/>

Karmel, Maureen MacLachlan		
----------------------------	--	--

*HECS – Estimate*

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	0*				
Funding Commitment	0*				

\* The Higher Education Contribution Scheme is a demand driven programme funded through a special appropriation.

## **BRIDGING FOR OVERSEAS TRAINED PROFESSIONALS LOAN SCHEME (BOTPLS)**

- a) The Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) provides loans for tuition fees to eligible overseas-trained professionals seeking to meet the requirements for entry into professional occupations in Australia. The loans are provided to pay fees for bridging courses which will enable those people to meet the relevant entry requirements.

The deferred repayment arrangements are the same as those available under the Higher Education Contribution Scheme (HECS) and the Postgraduate Education Loan Scheme (PELS). Students repay their loan through the taxation system when their income reaches the minimum threshold for compulsory repayments.

- b) Not applicable. This is a demand driven programme funded through special appropriation.
- c) Actual expenditure in 6 months to 30 June 2004: \$1.485m.
- d) Advances of amounts expected to be payable under BOTPLS are made on the basis of an estimate of BOTPLS liability for each semester. These advances are reconciled against actual BOTPLS liability for the semester. Data for the first semester of 2004 is not yet available and so the outcome of the reconciliation processes in 2003-04 is not yet known.
- e) To assist overseas trained professionals to meet entry requirements for their profession in Australia.
- f) The programme will be replaced by FEE-HELP from 1 January 2005.
- g) BOTPLS is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- h) No formal evaluation of BOTPLS has been undertaken.

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	0*				
Funding Commitment	0*				

\* The Bridging for Overseas Trained Professionals Loan Scheme is a demand driven programme funded through a special appropriation.

## **POSTGRADUATE EDUCATION LOAN SCHEME (PELS)**

- a) The Postgraduate Education Loan Scheme provides loans for the payment of tuition fees to eligible students enrolled in fee-paying postgraduate non-research courses. Eligible students can borrow up to the limit of the tuition fee set by their university for each semester for the duration of their course. The deferred payment arrangements are the same as those available under the Higher Education Contribution Scheme (HECS), which is repaid through the taxation system. People begin repaying their loan when their income reaches the minimum threshold for compulsory repayments.
- b) Not applicable. This is a demand driven programme funded through special appropriation.
- c) Actual expenditure in 6 months to 30 June 2004: \$127.634m.
- d) Advances of amounts expected to be payable under PELS are made on the basis of an estimate of PELS liability for each semester. These advances are reconciled against actual PELS liability for the semester. Data for the first semester of 2004 is not yet available and so the outcome of the reconciliation processes in 2003-04 is not yet known.
- e) PELS is designed to encourage and support people wishing to undertake postgraduate non-research courses as a means of upgrading or acquiring new skills. PELS assists in removing barriers to investment in education, training and skills development.
- f) In 2005, the programme will be absorbed into the FEE-HELP Programme, which will incorporate loans to postgraduate and undergraduate fee-paying students.
- g) PELS is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- h) No formal evaluation of PELS has been undertaken.

Year	<b>2004</b> <b>\$m</b>	<b>2005</b> <b>\$m</b>	<b>2006</b> <b>\$m</b>	<b>2007</b> <b>\$m</b>	<b>2008</b> <b>\$m</b>
Funding allocation	0*				
Funding Commitment	0*				

\* The Postgraduate Education Loan Scheme is a demand driven programme funded through a special appropriation.

## **OPEN LEARNING DEFERRED PAYMENT SCHEME (OLDPS)**

- a) The Open Learning Deferred Payment Scheme (OLDPS) provides loans to Australian students undertaking full-time undergraduate level units of study through Open Learning Australia (OLA). These loans enable students to defer payment of part of the fee charged by OLA. OLDPS allows the deferred payment of the government set basic charge for a unit of study, which in 2004 is \$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. As with HECS and PELS, people begin repaying their loan when their income reaches the minimum threshold level for compulsory repayments.

- b) Not applicable. This is a demand driven programme funded through special appropriation.
- c) Actual expenditure in 6 months to 30 June 2004: \$1.980m.
- d) No overfunding has been recovered in 2003-04. OLDPS payments are made on the basis of actual liabilities calculated after data on registrations for which the basic charge has been deferred has been submitted to DEST.
- e) 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.
- f) In 2005, the programme will be absorbed into the FEE-HELP Programme, whereby eligible OLA students will defer their OLA payments through FEE-HELP. Eligibility has been extended to include part-time and postgraduate OLA students under FEE-HELP.
- g) OLDPS is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- h) No formal evaluation of OLDPS has been undertaken.

Year	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	0*				
Funding Commitment	0*				

\* The Open Learning Deferred Payment Scheme is a demand driven programme funded through a special appropriation.

## **OPEN LEARNING AUSTRALIA OLDPS Administrative payment**

- a) The Government provides financial assistance to OLA for administration costs relating to OLDPS under section 22A of the Higher Education Funding Act 1988 (HEFA). Students who access courses through OLA may be eligible to defer part of their OLA payment through OLDPS. The Government provides OLA with a grant to cover the costs of administering OLDPS for these students. The amount paid to OLA is based on a formula using the number of students who obtain an OLDPS loan. The components of the formula are indexed each year.
- b) A total of \$247,000 was available for this programme in 2004. Actual expenditure is detailed in (c) below. Expenditure depends on the number of students who obtain an OLDPS loan each year and there is currently scope for this to grow within the allocated budget.
- c) Actual expenditure in the six months to 30 June 2004: \$0.116m.
- d) No overfunding has been recovered in 2003-04.
- e) 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.
- f) Program is ongoing but funding from 2005 will be determined under the Other Grants Guidelines made under 238-10 of HESA.
- g) Funding for the programme for each year of the forward estimates period is \$252,000 in 2005 dollars. The amount that is committed depends on the number of students who obtain an OLDPS loan each year.
- h) No formal evaluation of the OLA administrative payment has been undertaken.

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	0.247	0.252	0.252	0.252	0.252



## **HECS-HELP**

- a) HECS-HELP is for eligible students enrolled in Commonwealth supported places. HECS-HELP may provide eligible students with a loan to cover their student contribution and/or a discount if they choose to pay their student contribution up front.
- b) HECS-HELP does not commence until 2005.
- c) Not applicable.
- d) Not applicable as this is a new programme commencing in 2005.
- e) The objectives of the scheme are to: increase access to higher education through the provision of a deferment payment facility; and ensure that students who directly benefit from higher education contribute to the cost of their education. The option for students to defer their contribution and repay it later through the taxation system ensures they are not prevented or deterred from participating in higher education if they are unable to pay their contribution up front, thus ensuring that higher education remains free at the point of entry.
- e) HECS-HELP is an ongoing programme commencing in 2005.
- f) HECS-HELP is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- g) HECS-HELP does not commence until 2005.
- h) All Higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009

## **FEE-HELP**

- a) FEE-HELP is a loan programme to assist eligible fee-paying students to pay their tuition fees. From 1 January 2005, FEE-HELP will replace the Postgraduate Education Loans Scheme (PELS), Open Learning Deferred Payment Scheme (OLDPS) and the Bridging for Overseas- Trained Professionals Loan Scheme (BOTPLS).

Under FEE-HELP, eligible undergraduate and postgraduate students will be able to borrow up to the limit of the tuition fee charged by their higher education provider, to a maximum of \$50,000 over their lifetime.

A loan fee of 20 per cent applies to FEE-HELP loans for undergraduate courses of study. The \$50,000 FEE-HELP limit does not include the loan fee or any indexation amounts incurred.

- b) FEE-HELP does not commence until 2005.
- c) Not applicable.
- d) As FEE-HELP does not commence until 2005, there have been no overpayments or funds recovered.
- e) FEE-HELP is designed to encourage the upgrading and acquisition of new skills and to help remove barriers to national and personal investment in education, training and skills development, by providing tuition fee assistance for students who are paying the full cost of their higher education course of study.
- f) FEE-HELP is an ongoing programme commencing in 2005.
- g) FEE-HELP is a demand driven programme and is funded by a special appropriation which is not specific in amount or duration.
- h) All Higher education reform measures that require ongoing funding beyond 2010-2011 will be subject to review by October 2009

## **OS-HELP**

- a) OS-HELP is a loan programme that will provide financial assistance to eligible Commonwealth supported students wishing to undertake part of their study overseas. Eligible students may borrow up to \$5,000 (indexed) per study period for one or two study periods of overseas study to assist with a range of expenses such as airfares and accommodation.
- b) OS-HELP does not commence until 2005.
- c) Not applicable.
- d) Not applicable as this is a new programme commencing in 2005.
- e) The objective of OS-HELP is to encourage more Australian students to undertake part of their study overseas, while ensuring that they return to Australia. Expanding Australian students' experiences of the social, economic and political systems of other countries is crucial in building both their individual capacity, and Australia's national capacity, to engage in the international market and establish relationships with people and organisations in other countries. Such skills are invaluable in terms of Australia's trade, foreign relations and security interests. OS-HELP will increase the accessibility of overseas study for Australian students who may not otherwise have sufficient financial means to undertake such opportunities.
- f) OS-HELP is an ongoing programme commencing in 2005.
- g) Programme funding (Total value of OS-HELP loans).

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Total OS-HELP loans	-	25.0	51.0	78.0	106.1
Funding Commitment					

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

## **INTERNATIONAL EDUCATION PROGRAMMES**

All information supplied for these programmes remains the same and is updated for expenditure to 30 June 2004.

### **INTERNATIONAL CENTRES OF EXCELLENCE**

2003-2004 Full year budget	\$7,100,000
Actual expenditure to 30 June 2004	\$7,098,000

Under expenditure (No comment)	\$2,000
-----------------------------------	---------

### **THE ENDEAVOUR PROGRAMME**

2003-2004 Full year budget	\$1,500,000
Actual expenditure to 30 June 2004	\$ 999,742

Under expenditure (Due to delays in the tender process to select a scholarships administrator and signing of the contract with the preferred supplier)	\$500,258
---	-----------

### **INTERNATIONAL EDUCATION AND TRAINING (IETG)**

2003-2004 Full year budget	\$1,277,000
Actual expenditure to 30 June 2004	\$1,273,013

Under expenditure (No comment)	\$3,987
-----------------------------------	---------

### **ASSESSMENT FEE SUBSIDY FOR OVERSEAS-TRAINED RESIDENTS (ASDOT)**

2003-2004 Full year budget	\$671,000
Actual expenditure to 30 June 2004	\$448,607

Under expenditure (Due to payments being demand driven)	\$222,393
--	-----------

### **INTERNATIONAL AWARDS AND EXCHANGES (IAE) PROGRAMME**

2003-2004 Full year budget	\$4,049,000
Actual expenditure to 30 June 2004	\$4,048,054

Under expenditure (No comment)	\$946
-----------------------------------	-------

### **PROFESSIONAL DEVELOPMENT SERVICES PROGRAMME**

2003-2004 Full year budget	\$365,000
Actual expenditure to 30 June 2004	\$175,025

Under expenditure (The majority of proposals received for funding under this programme have not met the programme guidelines)	\$189,975
--	-----------

## **INTERNATIONAL POSTGRADUATE RESEARCH SCHOLARSHIPS (IPRS)**

- a) Under the 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 IPRS covers tuition fees at the participating higher education provider and required health insurance premiums.
- b) Not applicable. Funding for the programme is on a calendar year basis.
- c) Actual expenditure in 6 months to 30 June 2004: \$8.871m.
- d) Funds are allocated to higher education providers, which then award the IPRS to students. Data on expenditure will be provided to the Department in July through Audited Financial Statements.
- e) The 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.
- f) The IPRS Scheme is an ongoing programme.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	17.336	18.115	18.115	18.115	18.115
Funding Commitment	8.871				

- h) No formal evaluation has been conducted.

## INDIGENOUS AND TRANSITIONS PROGRAMMES

### CAREERS, TRANSITIONS AND PARTNERSHIPS

- a) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level.

The financial information for Output 1.4 is detailed below

- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) See below for policy objectives
- f) Answered below
- g) Funding in each financial year of forward estimates  
Forward estimates of funding allocated for Output 1.4 is detailed in the table below.

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) Answered below  
Information on initiatives under this Output group follows.

## **STRUCTURED WORKPLACE LEARNING (SWL)**

- a) 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.

- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00 for Output 1.4. **(Note see g) below)**
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) The policy objective for SWL is to enhance young people's foundation skills by preparing them for a life of work and equipping them to make broader contributions to their community. This is dependent on their ability to make effective transitions through school and from school to work and/or further education, training and community participation.
- f) The programme is on-going.
- g) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level. The financial information for Output 1.4 is detailed below.

Forward estimates of funding allocated for Output 1.4:

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
Output 1.4	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) There has been no formal evaluation to date, however a review of major elements of the programme is currently being carried out including: quality of SWL; strategies for the 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.

## **ENTERPRISE AND CAREER EDUCATION PROGRAMME (ECEP)**

- a) 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.
- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00 for Output 1.4. **(Note see g) below)**
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) ECEP supports the development of an enterprising culture in Australian schools. The programme aims to strengthen support for enterprise and career education through partnership with schools, business and the community.
- f) The programme is on-going.
- g) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level. The financial information for Output 1.4 is detailed below.

Forward estimates of funding allocated for Output 1.4:

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
Output 1.4	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) The program evaluation is expected to take place during 2004 – 2005.



## **JOB PATHWAY PROGRAMME (JPP)**

- a) JPP participants receive assistance that 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. JPP 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. JPP will also provide ongoing support for participants as they move through school and into their post-school destinations.

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

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

JPP providers take an active approach to managing participant transitions and utilise a wide range of early intervention and case management strategies to assist young people. JPP 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 JPP services include community-based organisations, group training companies, registered training organisations, employment agencies and schools.

- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00 for Output 1.4. **(Note see g) below)**
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) The policy objective of JPP is to assist young people make the transition through school and from school to further education, training or employment. This is achieved through the provision of assistance that focuses on addressing impediments to a smooth transition.
- f) The programme is on-going.
- g) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level. The financial information for Output 1.4 is detailed below.

Forward estimates of funding allocated for Output 1.4:

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
Output 1.4	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) A post implementation review of JPP was conducted in 1996-97 by Miles Morgan. This review related however to a period when JPP was more employment focussed and it could be argued that this review was actually of a predecessor programme.

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**

- a) 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.
- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00 for Output 1.4. **(Note see g) below)**
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) The CAT Pilot tests and evaluates innovative ways of improving the quality of career information and advice to all young people including students and those who have left school. The CAT Pilot has been designed to enhance, complement and build upon existing career and transition services in local communities. The aim is to bring these services together and develop new strategies in order to deliver timely, accurate and relevant information to young people.
- f) The initiative is funded until the end of December 2005.
- g) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level. The financial information for Output 1.4 is detailed below.

Forward estimates of funding allocated for Output 1.4:

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
Output 1.4	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) 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)**

- a) Each POEM project is testing ways of engaging with the target groups and of providing flexible and accredited education and training options in supported community settings. POEM projects help participants to reach their full potential by providing opportunities for them to develop their education levels, life skills and employability skills. For many young people with complex issues, this process often requires significant time.

Participation in POEMs, therefore, does not have a maximum time limit. When each individual participant becomes ready to exit POEMs, 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.

- b) Projected over - and/or under-spends  
Not applicable
- c) Actual expenditure to 30 June 2004  
\$51,102,000.00 for Output 1.4. **(Note see g) below)**
- d) Overfunding recovered or expected to be recovered by 30 June 2004  
Not applicable
- e) POEM provides young people, aged 13 – 19, who have become disconnected from mainstream schooling, with an opportunity to re-engage in education in supported community based learning environments.
- f) The initiative is funded until the end of December 2005.
- g) Under the Budget Estimate and Framework Review, the Department of Finance and Administration have agreed on a programme titled Careers, Transitions and Partnerships for funds allocation and reporting purposes. The actual legal appropriation is at the Outcome 1 level. The financial information for Output 1.4 is detailed below.

Forward estimates of funding allocated for Output 1.4:

<b>FINANCIAL YEAR</b>	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
Output 1.4	\$54.307 m	\$53.921 m	\$52.498 m	\$53.350 m

- h) The Department of Education, Science and Training contracted Miles Morgan Australia Pty Ltd to independently evaluate the Partnership Outreach Education Model (POEM) initiative. The final evaluation of POEM is expected to be made publicly available once finalised.

A major finding from POEMs is that young people, regardless of their issues, value learning. Significantly each POEM participant is supported with their individual issues, thus assisting them to focus on achieving accredited education and training that will help them achieve learning, work and ultimately life goals. The majority of projects have proven very successful at engaging disconnected young people and providing a wrap around approach to education, life skills and support. Indigenous young people make up almost one third of all those assisted under this initiative as do young people who are homeless/ at risk of homelessness. The young people assisted under this initiative have complex and compounding issues that might include various combinations of abuse, substance abuse, family breakdown, crime and mental health. Sustainable local support networks add to the success of this

process by maintaining support for the young people while they are in POEMs and after they leave.

## **CAREER PLANNING PROGRAMME (CPP)**

The Career Planning Programme (CPP) is an administered appropriation under Output Group 2.3

- a) The programme is delivered by CRS Australia for the Department. Major referral sources include Centrelink, Job Network, Work for the Dole, Green Corps and Transition to Work providers. 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 Career Planning.
- b) Under spend of \$7,664.87 due to promotional materials not being printed prior to 30 June 2004.
- c) \$2,817,335.13 (excluding GST)
- 1. N/A
- e) CPP aims at providing jobseekers of all ages with information and skills to make appropriate and realistic career choices.
- f) This programme is ongoing.
- g) Programme funding allocations are detailed in the table below. There are 'nil' commitments.

<b>FINANCIAL YEAR</b>	<b>2004 - 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>
	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>	<u>Allocated</u>
CPP	\$3.054m	\$3.244m	\$3.309m	\$3.376m

- h) An evaluation of the programme was completed in December 2000. The evaluation found the programme to be meeting its objectives and outlined some recommendations to improve the programme and its administration.

An evaluation of the programme will occur in 2004-05 with a report due in April 2005.

## INNOVATION AND RESEARCH SYSTEMS PROGRAMMES

### AUSTRALIAN NEW ZEALAND ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (ANZAAS) YOUTH CONFERENCE GRANT – IN – AID SCHEME

- a) 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.
- b) As at 30 June 2004, there were no overspent or underspent funds for the ANZAAS Youth Conference Grant-in-Aid Scheme.
- c) The full amount of the grant-in-aid payment for 2003-4, \$17,000, was paid to ANZAAS in late March 2004.
- d) No recoveries were made in 2003-4.
- e) The policy objectives of the 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.
- f) The ANZAAS Youth Conference Grant-in-Aid Scheme is an on-going programme.
- g) Programme funding (administered expenses)

#### Outturn prices

Year	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Funding allocation	0.018	0.018	0.018	0.019

\*From 2005, authority for payments to ANZAAS move to the *Higher Education Support Act* and will be paid on a calendar year basis.

- h) No formal evaluation has been carried out.

## LEARNED ACADEMIES GRANT –IN – AID SCHEME

- a) 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.
- b) There were no over or underspent funds for the Learned Academies Grant-in-Aid Scheme in 2003-4.
- c) Lump sum payments for 2003-4 were made to the Learned Academies in August 2003. A further payment comprising an indexation component, was paid in June 2004. All funds owing to the Learned Academies were expended by the end of FY 2003-4. The full amount paid to the Learned Academies in 2003-4 was \$1,752,000.
- d) No recoveries were made in relation to the Learned Academies or the National Academies Forum in 2003-4.
- e) 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.
- f) Learned Academies is an on-going programme.
- g) Programme funding (administered expenses)

### Outturn prices

Year	2005 \$m	2006 \$m	2007 \$m	2008 \$m
	1.946	1.987	2.027	2.071

\* 2003-4 was the final year of making payments to the Learned Academies on a financial year basis. A transitional payment was paid to the Learned Academies for the period July-December 2004. From 2005, authority for payments will be provided under the *Higher Education Support Act* and payments will be paid on a calendar year basis.

- h) A review of the Learned Academies Scheme is conducted every five years. The latest review was completed in 2000. As a result of the review, it was agreed that funding relativities should be maintained at the same level as those established by the previous review in 1995. The next review is scheduled for 2005.

A risk assessment is also conducted annually in line with Departmental requirements.



## **ANGLO-AUSTRALIAN OBSERVATORY**

- a) The Anglo-Australian Observatory (AAO) is overseen by the Anglo-Australian Telescope Board (AATB), which is an independent bi-nation body corporate authority, funded equally by the Governments of Australia and the United Kingdom. The Board operates under an agreement, The Anglo-Australian Telescope Agreement 1970, (the Agreement) which came into operation in February 1971 for an initial period of 25 years.
- b) There has been no over- or under-spent funds for 2003-04 in relation to the Anglo-Australian Observatory.
- c) \$4,032,000 - paid in quarterly instalments of \$1,008,000 were made to the AATB in 2003-4.
- d) No recoveries were made in relation to the AATB in 2003-4.
- e) 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.
- f) The programme is ongoing.
- g) Programme funding (administered expenses)

### Outturn prices

	<b>2004-05 \$m</b>	<b>2005-06 \$m</b>	<b>2006-07 \$m</b>	<b>2007-08 \$m</b>
Administered expenses (allocation and commitment)	4.112	4.571	4.663	4.760

- h) The programme has not been formally evaluated. No evaluation is currently scheduled. The Commonwealth is committed to the programme for the duration of the Anglo-Australian Telescope Agreement.

**SYSTEMIC INFRASTRUCTURE INITIATIVE** - AS FOR E999\_04

- a) A description of the programme is publicly available in the following reports:

*Higher Education: Report for the 2002 to 2004 Triennium* [Pages 135-137]  
which can be accessed on our website at:  
[http://www.dest.gov.au/archive/highered/he\\_report/2002\\_2004/html/default.htm](http://www.dest.gov.au/archive/highered/he_report/2002_2004/html/default.htm);

*Higher Education: Report for the 2003 to 2005 Triennium* [Pages 106-108] at:  
[http://www.dest.gov.au/highered/he\\_report/2003\\_2005/pdf/triennium2003\\_2005.pdf](http://www.dest.gov.au/highered/he_report/2003_2005/pdf/triennium2003_2005.pdf); and

*Higher Education: Report for the 2004 to 2006 Triennium* [Pages 104-108] at:  
[http://www.dest.gov.au/highered/he\\_report/2004\\_2006/default.htm](http://www.dest.gov.au/highered/he_report/2004_2006/default.htm).

- b) Nil. Funding is provided to institutions not individuals.
- c) Not applicable. Funding is provided to institutions not individuals - no over-funding.
- d) As for E999\_04
- e) The objectives of the program are available at:  
[http://www.dest.gov.au/highered/research/sys\\_research.htm](http://www.dest.gov.au/highered/research/sys_research.htm)
- f) The Systemic Infrastructure Initiative is a non-ongoing programme that will finish at the end of 2006.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	54.75	55.37	54.36	-	-

- h) No formal evaluation has been carried out. However the program 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](http://www.dest.gov.au/highered/ri_taskforce/documents/pub.pdf).

## **THE FRAMEWORK FOR OPEN LEARNING PROGRAMME**

- a) The Framework for Open Learning Programme (FOLP) is a discretionary programme funded under the Annual Appropriation Act.
- b) There are no projected overspends or underspends for FOLP for the year 2003-2004.
- c) The actual expenditure for FOLP to 30 June 2004 is \$ 2,626,999.89.
- d) There has been no overfunding recovered or expected to be recovered for FOLP by 30 June 2004.
- e) 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.
- f) The FOLP is not on-going and expires at 30 June each year.
- g) FOLP Funding
  - 2,694,000.00 has been allocated to FOLP for the 2004/2005 financial year.
  - \$423,833.00 has been committed to FOLP for the 2004/2005 financial year.
- h) FOLP Evaluation

An evaluation was conducted during 1999 and 2000 for the years 1997-1999. The review can be found at <http://www.pa.ash.org.au/acce/folp/projects.htm>

This review of FOLP programme outcomes 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.

A review of EdNA Online which is the major recipient of FOLP funding is scheduled for 2004/2005.

## **RESEARCH TRAINING SCHEME**

- a) This information can be obtained from the following web site:  
<http://www.dest.gov.au/highered/research/rts.htm>.
- b) Over and under-spends are not applicable to this program. The full allocation is committed through the application of a formula to a fixed amount of funding. Any institution which does not fully expend its allocation must return funds to the pool for redistribution. Please also refer to answer provided at a) above.
- c) Not applicable. Funding is provided to institutions not individuals. The RTS allocations provided to each institution in 2004 can be accessed from page 94 of the following site:  
[http://www.dest.gov.au/highered/he\\_report/2004\\_2006/pdf/triennium\\_2004\\_2006.pdf](http://www.dest.gov.au/highered/he_report/2004_2006/pdf/triennium_2004_2006.pdf)
- d) No funding has been recovered from this program. Please also refer to the answer provided at b) above.
- e) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/research/documents/rts\\_guidelines\\_2004.pdf](http://www.dest.gov.au/highered/research/documents/rts_guidelines_2004.pdf) - page 5
- f) This is an ongoing program
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	540.80	546.93	559.39	570.51	581.86

- h) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/ki\\_reforms/default.htm](http://www.dest.gov.au/highered/ki_reforms/default.htm)

## **INSTITUTIONAL GRANTS SCHEME**

- a) This information can be obtained from the following web site:  
<http://www.dest.gov.au/highered/research/igs.htm>.
- b) Over and under-spends are not applicable to this program. The full allocation is committed through the application of a formula to a fixed amount of funding. Any institution which does not fully expend its allocation must return funds to the pool for redistribution. Please also refer to answer provided at a) above.
- c) Not applicable. Funding is provided to institutions not individuals. The IGS allocations provided to each institution in 2004 can be accessed from page 100 of the following site:  
[http://www.dest.gov.au/highered/he\\_report/2004\\_2006/pdf/triennium\\_2004\\_2006.pdf](http://www.dest.gov.au/highered/he_report/2004_2006/pdf/triennium_2004_2006.pdf).
- d) No funding has been recovered from this program. Please also refer to the answer provided at b) above.
- e) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/research/documents/igs\\_2004.pdf](http://www.dest.gov.au/highered/research/documents/igs_2004.pdf) - page 4
- f) This is an ongoing program.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	284.61	287.84	294.40	300.25	306.23

- h) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/ki\\_reforms/default.htm](http://www.dest.gov.au/highered/ki_reforms/default.htm)

## **RESEARCH INFRASTRUCTURE BLOCK GRANTS SCHEME**

- a) This information can be obtained from the following web site:  
<http://www.dest.gov.au/highered/research/ribgs.htm>
- b) Over and under-spends are not applicable to this program. The full allocation is committed through the application of a formula to a fixed amount of funding. Any institution who does not fully expend their allocation must return funds to the pool for redistribution. Please also refer to answer provided at a) above.
- c) Not applicable. Funding is provided to institutions not individuals. The RIBG allocations provided to each institution in 2004 can be accessed from page 102 of the following site:  
[http://www.dest.gov.au/highered/he\\_report/2004\\_2006/pdf/triennium\\_2004\\_2006.pdf](http://www.dest.gov.au/highered/he_report/2004_2006/pdf/triennium_2004_2006.pdf).
- d) No funding has been recovered from this program. Please also refer to the answer provided at b) above.
- e) This information can be obtained from the following web site:  
<http://www.dest.gov.au/highered/research/documents/ribg2004.pdf> - page 4
- f) This is an ongoing program.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	160.31	181.25	198.75	96.13	98.05

- h) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/ki\\_reforms/default.htm](http://www.dest.gov.au/highered/ki_reforms/default.htm)

## **REGIONAL PROTECTION FUND**

- a) This information can be obtained from the following site:  
<http://www.dest.gov.au/archive/highered/whitepaper/4.htm>.
- b) Over and under-spends are not applicable to this program. Please refer to answer provided at a) above.
- c) Not applicable. Funding is provided to institutions not individuals. The funding allocations for 2004 based on the undertaking made in *Knowledge and Innovation* are:

<b>Institution</b>	<b>2004 Allocation</b>
Charles Sturt University	\$145,147
University of New England	\$461,152
University of Newcastle	\$2,615,453
La Trobe University	\$1,720,300
Central Queensland University	\$33,500
James Cook University	\$660,192
Charles Darwin University	\$122,800
<b>Total</b>	<b>\$5,758,544</b>

- d) No funding has been recovered from this program. Please also refer to the answer provided at b) above.
- e) Please refer to the answers provided at a) and b) above.
- f) This is a non-ongoing program 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.
- g) Programme funding (administered expenses)

Year	<b>2004 \$m</b>	<b>2005 \$m</b>	<b>2006 \$m</b>	<b>2007 \$m</b>	<b>2008 \$m</b>
Funding allocation	5.76	-	-	-	-

- h) This information can be obtained from the following web site:  
[http://www.dest.gov.au/highered/ki\\_reforms/default.htm](http://www.dest.gov.au/highered/ki_reforms/default.htm)

## **SCHOOLS PROGRAMMES**

a), e) to (f)

Please refer to previous question on notice E999\_04.

b) and c)

A breakdown of DEST programmes managed by Schools Group and Indigenous and Transitions Group detailing the 2003-04 Budget Expense Estimate, 2003-04 Actual Expense and variations is at Attachment A.

An explanation is provided below of material variances for each programme (of plus or minus 5 per cent or \$1 million).

### **General Recurrent Grants**

The reported under expense for general recurrent grants to government schools was due to the timing of the recognition of expenses. The estimate is based on the assumption the 2004 calendar year will all be expensed in the 2003-04 financial year. In addition, the estimate and legislation are linked forming the basis of the maximum appropriation for Schools funding. Actual expenses are incurred on the basis of ministerial determinations that do not necessarily fit into a financial year.

The reported under expense for general recurrent grants to non-government schools was due to less than expected demand for establishment grants and short-term emergency assistance. Expenditure for these programmes is dependent on numbers of new schools and enrolments and the number of schools requiring emergency financial assistance, respectively.

All education institutions and beneficiaries received the general recurrent grants to which they were entitled under the *States Grants (Primary and Secondary Education Assistance) Act 2000* (SGA) during the reporting period.

#### *English as a Second Language New Arrivals (ESL-NA)*

ESL-NA is a demand driven programme of a once only per capita payment. Funding is the same for students attending government and non-government schools. The reported over expense is due to higher than forecasted demand for ESL-NA support. Demand is dependent on the numbers of school-aged children entering Australia and requiring ESL assistance and is sensitive to Department of Immigration and Multicultural and Indigenous Affairs policies on migration as well as domestic demographic changes.

### **National Literacy and Numeracy Strategies and Projects**

The National Literacy and Numeracy Strategies and Projects programme is project based. Expenses are recognised on receipt by the Department of suitable information from funding recipients in accordance with contracts signed by both parties. The reported under expense is mainly due to the delay in clients providing satisfactory contract deliverables. Payments from previous programme years will continue to be made in future years under the *States Grants (Primary and Secondary Education Assistance) Act 2000*. It is anticipated that these appropriations will be fully expensed.

#### *Languages Other Than English (LOTE)*

The reported over expense is due to payments from previous programme years made during 2003-04.



### **Quality Teacher Programme**

The Quality Teacher Programme is project based. Expenses are recognised on receipt by the Department of suitable information from funding recipients in accordance with contracts signed by both parties. The reported under expense is mainly due to the delay in clients providing satisfactory contract deliverables.

### **National School Drug Education Strategy (NSDES)**

The NSDES programme is project based. Expenses are recognised on receipt by the Department of suitable information from funding recipients in accordance with contracts signed by both parties. The reported under expense is mainly due to the delay in clients providing satisfactory contract deliverables.

### **ABSTUDY**

ABSTUDY is a demand driven programme. The reported under expense is due to lower than forecasted number of claims lodged with Centrelink by beneficiaries.

### **Indigenous Education Strategic Initiatives (IESIP)**

Some components of IESIP are project based. Expenses for projects are recognised on receipt by the Department of suitable information from funding recipients in accordance with contracts signed by both parties. The reported under expense is mainly due to the delay in clients providing satisfactory contract deliverables.

Funding appropriated under the *Indigenous Education (Targeted Assistance) Act 2000* for the 2003 and 2004 is expected to be fully spent in respect of each programme year.

There were no material variances for the following programmes:

- Capital Grants
- Country Areas Programme
- Strategic Assistance for Improving Student Outcomes
- Special Education for Non-Government Centres
- Assistance for Isolated Children
- Projects to Enhance Literacy & Numeracy Outcomes
- Grants and Awards
- Grants to Primary School Libraries
- Schools Online Curriculum Content Initiative
- Civics Education
- Quality Outcomes – Other
- Indigenous Education Direct Assistance
- Careers, Transitions and Partnerships
- Career Planning Programme

d) Overpayments and recoveries at 30 June 2004 were identified for the following programmes:

### **General Recurrent Grants programme**

An overpayment of \$823,327.70 of which \$549,807.80 had been recovered at 30 June 2004. A further \$175,661.80 has been recovered since 30 June 2004 and the remaining \$97,858.10 is being recovered through instalment payments.

### **Strategic Assistance for Improving Student Outcomes (SAISO) Programme**

The per capita element of this programme had an overpayment of \$22,317.00 relating to eligible student numbers for the 2003 programme year, which was fully recovered.

### **ABSTUDY**

This programme is administered by Centrelink and had an outstanding debt of \$27,035,403.00. Debt recovery is an ongoing activity for this programme.

**IESIP**

An overpayment of \$102,000.00 relating to a provider in the Northern Territory was not recovered by 30 June 2004. The debt recovery process is ongoing.

g) A breakdown of DEST programmes managed by Schools Group and Indigenous and Transitions Group detailing the administered forward estimates as at 2004-05 and reported in budget papers is at Attachment B.

h) A table providing details of programme evaluations is at Attachment C.

## SCIENCE PROGRAMMES

### COOPERATIVE RESEARCH CENTRES

- a) The Cooperative Research Centres 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.
- b) The CRC Programme had an underspend of \$249,000 to 30 June 2004. This represents the amount remaining as uncommitted at the end of the financial year. All committed funds were expensed.
- c) The actual expenditure for the CRC Programme to 30 June 2004 was \$201,775,986.27.
- d) N/A
- e) 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.
- f) The Cooperative Research Centres is ongoing.
- g) The table below outlines the funding allocated to the programme as per the Portfolio Budget Statements (PBS) 2004-05 for administered items. Commitments are as at 9 July 2004.

Administered Items (\$'000)	2004-05	2005-06	2006-07	2007-08
	Appropriation	Forward Estimate	Forward Estimate	Forward Estimate
	Total	Total	Total	Total
Allocation	193,038	206,433	187,322	210,222
Commitment	190,378	162,854	121,138	105,443
Balance	2,660	43,579	66,184	104,779

Note: 2004 Selection Round will create additional commitments commencing in 2005-06 over a seven year period

- h) 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](http://www.crc.gov.au)

## **MAJOR NATIONAL RESEARCH FACILITIES**

- a) Major National Research Facilities 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.

- b) There were no projected over-spends or underspends for the 2003-04 financial year.
- c) The MNRF Programme was fully expended in 2003-04, ie expenditure was \$38.52m.
- d) N/A
- e) 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.

- f) The Major National Research Facilities Programme terminates in 2005-06. The Programme will be replaced by the National Collaborative Research Infrastructure Strategy.

- g) Major National Research Facilities:

<b>Administered Funding Profile</b>	<b>2003-04 (\$)</b>	<b>2004-05 (\$)</b>	<b>2005-06 (\$)</b>
Programme Funding: (A)	38.52	42.259	40.740
Programme Expenditure to date: (B)	38.52*	0	0
Programme Funding Commitments: (C)	0.00	42.259	36.474
Uncommitted funding: (A-B-C)	0.00	0.000	4.266**

\* Expenditure to 30 June 2004

\*\* \$4.047m of this will be required to meet funding commitments for 2006-07.

- h) 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.

## **RADIOACTIVE WASTE MANAGEMENT**

- a) 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 handback of the site to the traditional owners
- b) Projected underspends for 2003-04 and actual expenditure to 30 June 2004 (all figures relate to administered funds only):

	<b>Funding \$'000</b>	<b>Actual Expenditure to 30 June 2004 \$'000</b>	<b>Unspent \$'000</b>
<b>Expenses</b>			
National Radioactive Waste Store	1,600	76	1,524
National Radioactive Waste Repository	2,808	2,645	163
Maralinga rehabilitation	1,694	521	1,173
<b>Total</b>	<b>6,102</b>	<b>3,242</b>	<b>2,860</b>
<b>Capital</b>			
National Radioactive Waste Repository	5,310		5,310
<b>Total</b>	<b>11,412</b>	<b>3,242</b>	<b>8,170</b>

Reasons for underspend:

- National Radioactive Waste Store: funding was provided to enable field studies of shortlisted sites for the facility. Further assessment of sites is required before field investigations can be undertaken.
  - National Radioactive Waste Repository: capital funding for construction of the facility was not spent as the necessary licence to construct the repository was not obtained in the 2003-04 financial year.
  - Maralinga: funding was provided to assist with the return of the Maralinga lands to their traditional owners. Negotiations over the return are continuing.
- c) Please see table under answer (b)
- d) N/A
- e) 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.
- f) The Radioactive Waste Programme is ongoing.

g) All figures relate to Administered funding as at 30 June 2004.

<b>ADMINISTERED FUNDING</b>	<b>2004-05 \$'000</b>	<b>2005-06 \$'000</b>	<b>2006-07 \$'000</b>	<b>2007-08 \$'000</b>
Radioactive Waste Management - Funding	5,735	637	643	648
Radioactive Waste Management - Committed	499	42		

h) 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 program was achieved within budget and on schedule.

## INTERNATIONAL SCIENCE LINKAGES (INNOVATION ACCESS PROGRAMME – INTERNATIONAL SCIENCE AND TECHNOLOGY)

- a) The International Science Linkages (ISL) Programme replaced the Innovation Access Programme (IAP) – International Science and Technology on 1 July 2004. The ISL Programme builds on and expands the funding provided under the IAP – International S&T. It encourages innovation and competitiveness by increasing Australian access to, and uptake of, global research and technologies.

The ISL Programme guidelines are currently being developed. For the remainder of 2004 the former Innovation Access Programme – International S&T guidelines will be used. The Innovation Access Programme – International S&T comprised four components:

1. **Competitive Grants** provides support for participation in international research and development cooperation and related activities, including international strategic planning activities for major international projects. This includes the *European Union Framework Fund*, support for holding major international conferences in Australia and support for international S&T projects undertaken with APEC economies. The *Australia-China Special Fund for S&T Cooperation* is also delivered under this component but has specific application processes;
  2. **Strategic Policy** for bilateral and multilateral consultations and strategic fora, including the *International Showcasing Programme*;
  3. **International Science and Technology Networks** for international exchanges, fellowships, missions, workshops and access to major research facilities; and the
  4. **International Conference Support Scheme** provides support for the *Sir Mark Oliphant International Frontiers of Science and Technology* conference series.
- b) There are no projected over-spends or underspends for the 2003-04 financial year.
- c) The ISL Programme was fully expended for the 2003-4 financial year, ie expenditure was \$7.6m.
- d) N/A
- e) The ISL objectives are currently being developed but the funds will provide support for high quality collaboration between Australian scientists and international partners on leading edge science and technology. For the remainder of 2004 the ISL will use the IAP – International S&T guidelines. The IAP – International S&T objectives were to:
- increase the uptake of leading edge S&T through:
    - increased participation by Australian researchers and industry in strategically focused, leading edge, international science and technology;
    - increased strategic alliances between Australian and overseas researchers and industry; and
    - increased participation by Australian firms (particularly SMEs) in technology access activities.
  - Promote collaboration and attract inward research and development investment through showcasing activities; and
  - Contribute to the Government's research and development and economic growth objectives through increased Australian researchers' participation in global science and research.
- f) International Science Linkages Programme will terminate in June 2011.

- g) International Science Linkages (Innovation Access Programme – International Science and Technology):

International Science Linkages (IAP – International S&T)	2004 - 05	2005 - 06	2006-07	2007-08	2008-09	2009-10	2010-11
Appropriation	\$9.495	\$10.386	\$10.502	\$10.816	\$11.045	\$11.378	\$11.711
Committed	\$5.738	\$5.462					
Uncommitted	\$3.757	\$4.924					

- h) A review of the Innovation Access Programme – International S&T was completed in December 2003.

The review concluded that the programme:

- objectives remain 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
- is delivered efficiently, relying upon a range of external expertise and relationships for the successful selection of activities and administration of funding.



## VOCATIONAL EDUCATION AND TRAINING PROGRAMMES

Please note that for part c) actual expenditure to 30 June 2004 has been provided rather than to 30 April 2004. The 2004-05 commitment represents amounts spent and committed as at 31 December 2004. The amounts allocated, spent and committed only relate to Administered funds as Departmental funds are not allocated to individual Administered programmes. The allocations are the budget estimates from the 2004-05 portfolio Budget Statements.

### NEW APPRENTICESHIPS INCENTIVES PROGRAMME

- a) The New Apprenticeships Incentive 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.

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.

- b) and c)

	<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
	<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
<u>New Apprenticeship Centres</u>	127,841	127,043	798	No comment as variance less than 10%.
<u>Support for New Apprenticeships</u>	531,860	529,966	1,896	No comment as variance less than 10%.

- d)

<b>Programme</b>	<b>Recovered (GST inclusive)</b>	<b>Expected Recovery (GST inclusive)</b>	<b>Total (GST inclusive)</b>
New Apprenticeships Incentives Programme	\$438,587	\$182,375	\$620,962
New Apprenticeships Support Services Contract	\$1,251,593	\$154,868	\$1,406,461

- e) The New Apprenticeships Programme aims to develop a more skilled Australian workforce that delivers long-term benefits for our nation and our international competitiveness.
- f) The programme is ongoing.

g)

		2003-04	2004-05	2005-06	2006-07
		\$000's	\$000's	\$000's	\$000's
<b>New Apprenticeships Incentives Programme</b>					
<u>New Apprenticeship Centres</u>	Allocation	127,841	133,055	139,123	144,786
	Commitment	127,043	95,904	-	-
	Unspent	798	-	-	-
<u>Support for New Apprenticeships</u>	Allocation	531,860	566,308	590,720	617,684
	Commitment	529,966	282,972	-	-
	Unspent	1,896	-	-	-

No funds for future years have been committed; the programme is demand driven.

- h) 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 New Apprenticeships Support Services 2003-2006 New Apprenticeships Centres (NACs) contracts were in place to allow enough time for NACs to generate outcome patterns of sufficient magnitude to be validly included in the evaluation.

This evaluation, which was overseen by a Steering Committee with representation from the Departments of Prime Minister and Cabinet, the Treasury, Finance, Employment and Workplace Relations and chaired by Education Science and Training, was undertaken during 2004 and has now been completed.

Although New Apprenticeships is a national policy involving the Australian Government, State and Territory Governments, the Australian National Training Authority 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. Research relating to these findings will be undertaken during 2005.

## **GROUP TRAINING NEW APPRENTICESHIPS TARGETED INITIATIVES PROGRAMME**

a) 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 for continuity of their employment, additional care and support and manages their training.

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
5,400	1,707	3,693	A number of contracts were unable to be signed before 30 June 2004 which meant not as many payments could be made as planned.

d) N/A.

e) The objective of the Group Training New Apprenticeships Targeted Initiatives Programme (TIP) is to enable Group Training Organisations to generate quality New Apprenticeship opportunities in priority areas that would not otherwise happen.

f) The programme is ongoing

g)

		<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
		<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
<b>New Apprenticeships Workforce Skills Development</b>	Allocation	16,678	15,517	16,898	17,284
Group Training New Apprenticeships Targeted Initiatives	Allocation	5,400	5,000	5,400	5,500
	Commitment	1,707	4,680	2,227	1,415
	Unspent	3,693	-	-	-

**Note:** The Group Training New Apprenticeships Targeted Initiatives Programme is a component of the New Apprenticeship Workforce Skills Development Programme.

h) No evaluation has yet been undertaken. It is expected that an evaluation will be undertaken in 2005-06.

## **INDUSTRY TRAINING STRATEGIES PROGRAMME (ITSP)**

- a) 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.

- b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
7,000	4,414	2,586	ITSP Pathfinders projects were assessed and confirmed following the establishment of the Industry Skills Councils which were progressed in a longer timeframe than was anticipated by ANTA.

- d) N/A.

- e) ITSP aims to 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.

The Programme also provides assistance to support and expand the participation of Indigenous people in formal and nationally recognised training programmes.

- f) The programme is ongoing.

- g)

		<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
		<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
<b>New Apprenticeship Workforce Skills Development</b>	Allocation	16,678	15,517	16,898	17,284
Industry Training Strategies Programme	Allocation	\$7,000	6,500	7,100	7,300
	Commitment	4,414	5,526	-	-
	Unspent	2,586	-	-	-

**Note:** The Industry Training Strategies Programme is a component of the New Apprenticeship Workforce Skills Development Programme.

- h) Evaluations were conducted in 2002 and 2003

- **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, ATSIC 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.

## **STRATEGIC INTERVENTION PROGRAMME**

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

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
4,278	1,156	3,122	The National Skills Shortages Strategy was launched on 6 April 2004. The Department could not assess the proposals against the Strategy's priorities and negotiate contracts with industry until after the launch. As a result, not as many payments were made as planned in 2003/2004 financial year.

d) N/A.

e) The programme is provided to enable flexible responses to emerging issues related to the provision of skills training particularly through New Apprenticeships. Funding is provided for 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.

f) The programme is ongoing.

g)

		<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
		<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
<b>New Apprenticeships Workforce Skills Development</b>	Allocation	<b>16,678</b>	<b>15,517</b>	<b>16,898</b>	<b>17,284</b>
Strategic Intervention Programme	Allocation	4,278	4,017	4,398	4,484
	Commitment	1,156	4,017	-	-
	Unspent	3,122	-	-	-

**Note:** The Strategic Intervention Programme is a component of the New Apprenticeship Workforce Skills Development Programme.

h) The programme is under continual review as the funding is approved annually.

## **NEW APPRENTICESHIPS ACCESS PROGRAMME**

a) This Programme 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.

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
9,231	10,287	-1,056	Some payments initially scheduled for 2004-05 were bought forward to 2003-04.

d) N/A.

e) NAAP aims to assist disadvantaged jobseekers access New Apprenticeships.

f) The programme is ongoing.

g)

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
New Apprenticeships Access Programme				
Allocation	9,231	10,618	10,308	10,524
Commitment	10,287	8,368	8,000	2,500
Unspent	-1,056	-	-	-

h) 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.

## **BASIC IT ENABLING SKILLS FOR OLDER WORKERS PROGRAMME (BITES)**

a) 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.

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
6,634	5,766	868	The actual number of completions was lower than originally estimated.

d) N/A

e) 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.

f) The programme is ongoing.

g)

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
Basic IT Enabling Skills for Older Workers				
Allocation	6,634	5,750	5,750	5,750
Commitment	5,766	5,750	5,750	-
Unspent	868	-	-	-

h) No evaluation has been conducted. It is expected that an evaluation will be undertaken in 2005-06.



## **DISABILITY COORDINATION OFFICER (DCO) PROGRAMME**

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

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>
1,259	1,253	6	No comment as variance less than 10%.

d) N/A.

- e) 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 education and training, 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.

f) The programme is ongoing.

g)

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
Disability Co-ordination Officers				
Allocation	1,259	1,280	1,418	1,328
Commitment	1,253	1,275	120	-
Unspent	6	-	-	-

- h) An evaluation of the DCO Programme commenced in 2004 and should be finalised by June 2005.

## **LANGUAGE, LITERACY AND NUMERACY PROGRAMME**

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

b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
40,702	38,331	2,371	No comment as variance less than 10%.

d) N/A.

e) 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.

f) The programme is ongoing.

g)

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
Language, Literacy and Numeracy				
Allocation	40,702	48,156	46,045	47,701
Committed	38,331	44,537	-	-
Unspent	2,371			

h) An evaluation of the programme commenced in late 2004 and is currently underway.

## **WORKPLACE ENGLISH LANGUAGE AND LITERACY PROGRAMME**

- a) The main aim of the Workplace English Language and Literacy (WELL) Programme is to provide workers with English language, literacy and numeracy skills. Funding is available for language, literacy and numeracy projects integrated with vocational training to help workers meet their employment and training needs. Funding is available across all industry sectors.

Funding is available for three types of projects:

- training activities - jointly funded by Commonwealth and employer;
- resource development projects - generally Commonwealth funded; and
- national projects – generally Commonwealth funded.

- b) and c)

<b>Allocation</b>	<b>30 June Spend</b>	<b>Difference</b>	<b>Reason</b>
<b>\$'000s</b>	<b>\$'000s</b>	<b>\$'000s</b>	
12,484	12,642	-158	No comment as variance less than 10%.

- d) N/A.

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

- f) The programme is ongoing.

- g)

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
Workplace English Language and Literacy				
Allocation	12,484	13,906	14,203	14,473
Commitment	12,642	11,604	1,303	-
Unspent	-157	-	-	-

- h) No evaluation has been conducted.

## ATTACHMENT A

### Schools Group and Indigenous and Transitions Group 2003-04 Final Budget Outcome Expenses

Output	Programme	2003-04		2003-04	
		Budget Estimate \$'000	Actual \$'000	Actual Variance to Budget \$'000	%
1.1	Government General Recurrent Grants	1,561,439	1,557,008	-4,431	-0.3%
1.1	Non-Government General Recurrent Grants	4,109,833	4,106,894	-2,939	-0.1%
1.1	Government Capital Grants	249,417	249,579	162	0.1%
1.1	Non-Government Capital Grants	98,052	98,063	11	0.0%
1.2	ABSTUDY - secondary	91,347	93,812	2,465	2.7%
1.2	Assistance to Isolated Children	39,595	38,618	-977	-2.5%
1.2	Indigenous Education Direct Assistance	66,298	66,725	427	0.6%
1.2	Country Areas Government	20,762	20,625	-137	-0.7%
1.2	Country Areas Non-Government	3,894	4,008	114	2.9%
1.2	ESL New Arrivals Government	45,759	51,014	5,255	11.5%
1.2	ESL New Arrivals Non-Government	4,787	5,606	819	17.1%
1.2	Grants to Foster Literacy and Numeracy Joint	9,260	3,773	-5,487	-59.3%
1.2	IESIP Government	116,347	113,821	-2,526	-2.2%
1.2	IESIP Non-Government	53,891	53,175	-716	-1.3%
1.2	IESIP Programme Support	1,000	989	-11	-1.1%
1.2	Projects to Enhance Literacy Outcomes	620	620	0	0.0%
1.2	SAISO Government	260,673	259,101	-1,572	-0.6%
1.2	SAISO Non-Government	125,917	128,212	2,295	1.8%
1.2	Special Education for Non-government Centres	29,801	29,801	0	0.0%
1.3	Grants and Awards	3,729	3,674	-55	-1.5%
1.3	Grants to School Libraries	7,444	7,110	-334	-4.5%
1.3	Languages other than English - Government	13,591	13,579	-12	-0.1%
1.3	Languages other than English - Non-Government	10,474	11,584	1,110	10.6%
1.3	Online Curriculum Content for Australian Schools Initiative	6,562	6,562	0	0.0%
1.3	Civics Education - Schools	2,170	2,169	-1	0.0%
1.3	Quality Outcomes - Other	7,844	7,661	-183	-2.3%
1.3	Quality Teacher Programme	32,589	29,328	-3,261	-10.0%
1.3	School Drug Education Strategy	5,152	4,704	-448	-8.7%
1.4	Careers, Transitions and Partnerships	51,102	50,337	-765	-1.5%
2.3	Career Counselling and Information	2,824	2,817	-7	-0.2%
2.5	ABSTUDY - tertiary	80,002	67,317	-12,685	-15.9%
2.5	ABSTUDY Loan Scheme	51,523	22,961	-28,562	-55.4%
<b>Grand Total</b>		<b>7,163,698</b>	<b>7,111,247</b>	<b>-52,451</b>	<b>-0.7%</b>

## ATTACHMENT B

### Schools Group and Indigenous and Transitions Group Forward Estimates as at 2004-05 Budget

Output	Programme	2004-05 \$'000	2005-06 \$'000	2006-07 \$'000	2007-08 \$'000
1.1	Government General Recurrent Grants	1,646,502	1,748,659	1,857,336	1,967,413
1.1	Non-Government General Recurrent Grants	4,490,212	4,848,492	5,215,494	5,598,965
1.1	Government Capital Grants	265,146	275,366	274,798	280,294
1.1	Non-Government Capital Grants	108,251	112,621	112,391	114,636
1.2	ABSTUDY - secondary	100,354	105,590	111,489	112,621
1.2	Assistance to Isolated Children	40,369	41,277	42,322	43,575
1.2	Indigenous Education Direct Assistance *	34,234	0	0	0
1.2	Country Areas Government	21,845	23,026	24,268	25,581
1.2	Country Areas Non-Government	4,096	4,317	4,551	4,797
1.2	ESL New Arrivals Government	48,794	52,142	54,984	57,961
1.2	ESL New Arrivals Non-Government	5,117	5,488	5,787	6,102
1.2	Grants to Foster Literacy and Numeracy Joint	9,340	9,844	10,376	10,935
1.2	IESIP Government	143,025	170,044	173,093	176,250
1.2	IESIP Non-Government	73,682	85,290	86,667	87,911
1.2	IESIP Programme Support	1,000	1,000	1,000	1,000
1.2	Projects to Enhance Literacy and Numeracy Outcomes	631	643	656	669
1.2	SAISO Government	277,013	288,385	303,372	320,016
1.2	SAISO Non-Government	138,407	144,315	151,302	158,628
1.2	Special Education for Non-government Centres	31,846	33,748	36,262	38,971
1.3	Grants and Awards - Asia Education Foundation	1,299	1,322	1,350	1,377
1.3	Grants and Awards - Australian Students Prize	1,000	1,000	1,000	1,000
1.3	Grants and Awards - Curriculum Corporation	191	195	200	205
1.3	Grants and Awards - Grants in Aid	1,294	1,178	1,203	1,227
1.3	Languages other than English - Government	14,300	15,073	15,886	16,744
1.3	Languages other than English - Non-Government	11,022	11,616	12,243	12,906
1.3	Online Curriculum Content for Australian Schools Initiative	6,648	6,781	0	0
1.3	Values Education and Civics and Citizenship Education	6,040	9,750	8,280	7,920
1.3	Boosting Innovation, Science, Technology and Mathematics Teaching	5,797	10,162	5,070	5,234
1.3	Quality Outcomes - Other	5,802	8,243	8,416	8,713
1.3	Quality Teacher Programme	33,209	33,773	34,482	35,172
1.3	School Drug Education Strategy	3,610	3,674	3,752	3,826
1.4	Careers, Transitions and Partnerships	54,307	53,921	52,498	53,350
2.3	Career Counselling and Information	3,054	5,199	5,345	5,453
2.5	ABSTUDY - tertiary	87,803	88,738	89,996	77,375
2.5	ABSTUDY Loan Scheme	43,898	33,048	36,477	35,027
<b>Grand Total</b>		<b>7,719,138</b>	<b>8,233,920</b>	<b>8,742,346</b>	<b>9,271,854</b>

\* From 2005 funding for this programme will be appropriated under the Indigenous Education (Targeted Assistance) Amendment Act 2004

**ATTACHMENT C**

***Schools Group and Indigenous and Transitions Group Programme Evaluations***

Output	Programme	Evaluations		
		Year Conducted	Conclusions/Recommendations	Future Scheduled Date
1.1	General Recurrent Grants	1996 and 1998		
1.1	Capital Grants	1999	The evaluation supported the administrative processes for the Capital Grants Programme	
1.2	Assistance to Isolated Children	2000, 2001 and 2003	Customer satisfaction surveys were conducted in these years	
1.2	Indigenous Education Direct Assistance	2003	The review concluded that supplementary tutorial assistance is having a positive effect on Indigenous students' learning outcomes. It also recommended that arrangements for parental and community engagement be more directly targeted to improving educational outcomes.	
1.2	Country Areas Programme	2003	The evaluation found that CAP is highly valued as an effective, enabling programme. The current objectives are appropriate for addressing current and future needs of students.	
1.2	ESL New Arrivals			Planned for Financial Year 2005-06
1.2	Grants to Foster Literacy and Numeracy Joint	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.	
1.2	IESIP	2002	Performance Audit Report No. 43 2001-02	
1.2	Projects to Enhance Literacy and Numeracy Outcomes	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.	
1.2	SAISO	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.	
1.2	Special Education for Non-government Centres			2005-2008 quadrennium
1.3	Grants and Awards	1998		
1.3	Languages other than English	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.	

1.3	Schools Online Curriculum Content Initiative			Planned for Financial Year 2004-05
-----	--	--	--	------------------------------------

Output	Programme	Evaluations		
		Year Conducted	Conclusions/Recommendations	Future Scheduled Date
1.3	Civics and Citizenship Education	1999 and 2003	The evaluation found that Discovering Democracy had helped revitalise civics and citizenship education nationally and recommended that further development should be linked to broader values-based education	
1.3	Values Education and Civics and Citizenship Education			Planned for Financial Year 2007-08
1.3	Boosting Innovation, Science, Technology and Mathematics Teaching			Planned for end of 2007
1.3	Quality Outcomes - Other			Planned for Financial Year 2007-08
1.3	Quality Teacher Programme	2004	It is expected that the results will be available soon.	
1.3	School Drug Education Strategy	2003	Recommendations included: continued national support for schools; support for the early and primary years of schooling; and monitoring and evaluation.	
1.4	Careers, Transitions and Partnerships	1999-2000, 2002,2003, 2004-05	An internal review was conducted in 1999-00 on one element of this programme that did not address the issue of programme effectiveness. Other components of the programme were independently evaluated in 2002 and 2003. The evaluations point to the successes of these elements. Other elements of the programme will be evaluated in 2004-05.	
2.3	Career Counselling and Information	2000 and 2004	The evaluation conducted in 2000 found the programme is meeting its objectives and outlined some recommendations to improve the programme and its administration. A report from the 2004-05 evaluation is due in April 2005.	
2.5	ABSTUDY	1997-98		