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ABSTRACT

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Australia and Australian Territories (Papua, New Guinea and Norfolk Island). Statistics provided by the Unesco Office of Statistics show population and inhabitants per square mile; enrollment at all levels; teachers at all levels; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, third level graduates per ten thousand inhabitants aged 20 to 24, expenditure as a percentage of budget and of GNP percentage of adult population with no schooling). A chart showing the administrative pattern of two states is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 685. (JMB)

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However, this authority can be delegated to members of the professional staff under whose jurisdiction a matter may fall.

In three States, authority is decentralized by the assistance of area directorates, which cover the territories of several inspectors and have the responsibility for all educational matters in their areas.

Inspectors or superintendents of schools have both advisory and supervisory functions. Some are assigned to subject areas or to specific functions such as inspecting hospital schools but more often they are assigned to geographical areas and are thus named district inspectors of schools.

Principals in primary schools may exercise some discretion in interpreting the curriculum. Secondary principals are usually more limited by the requirements of the public final examinations.

With the recent elimination of most lower secondary public examinations, teachers have been given greater responsibilities in student assessment.

Every State has an employing authority for teachers. This authority establishes conditions and regulations. It also makes decisions on promotions and determines salary scales, usually in agreement with teachers' representative bodies.

The Commonwealth Government is the only authority which collects income taxes. Allocation to States is determined by the amount of taxes collected in each State. At the State level, supplements come from public enterprises, duties and other taxes. Those received by the Education Department are added to by a small amount of income from such sources as boarding fees of technical schools and parents and citizens' associations. Furthermore, the Commonwealth Government subsidizes State expenditure on capital items.

Structure and organization

The school year begins in February and ends in mid-December, with two short breaks in May and September, allowing for three terms. Children attend school between 9.00 a.m. and 3.30 p.m., five days a week.

The academic year in tertiary institutions runs from March to December. The pattern of vacations at the tertiary level varies,

some institutions taking breaks in May and August, while others follow the semester pattern with a mid-year break.

Aboriginal children in towns and cities attend the same schools as other Australian children, but special schools for Aborigines have been developed on isolated settlements and mission stations, financed partially or wholly from government sources.

Schools also exist for the handicapped. Other special provisions are made for isolated areas. These include one-teacher primary schools which are being consolidated into larger schools which offer two years' post-primary education. Transportation to these schools is subsidized, as are living arrangements for students who must live away from home in order to attend secondary school. There are also correspondence and radio schools. Some 22% of the primary and secondary school populations attend private schools.

Pre-primary education for children between the ages of 3 and 6 years is mostly private, although in Tasmania and the Australian Capital Territory it is government maintained. Three States have a kindergarten year within the primary school system. Victorian children attend first grade for two years, the first being similar to a kindergarten year. For those children not attending a pre-school establishment, the programme "Kindergarten of the Air" is broadcast for 25 minutes every week-day on both radio and television. In some areas the half-hour television programme "Play School" is also broadcast. In three States the primary course covers six years, in three others seven years, not including the kindergarten year. Public examinations are no longer held at primary level.

Admission to secondary school is automatic. Secondary education lasts for six years in States with a six-year primary course and five years in States with a seven-year primary course. Most schools are comprehensive, but a few specialize in technical, agricultural, commercial or home science subjects. Vocational training may be entered up to three years prior to completing secondary school.

There are 15 universities and one university college. Applicants for enrolment in Australian universities are required to have passed the matriculation examination in one of the States after five or six years of secondary education. Each university has its own regulations for matriculation, specifying the number and combination of subjects to be passed or the level of performance required. Students entering universities

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have the choice of undergraduate study in various faculties. All universities provide also post-graduate courses of study.

In addition, there are other tertiary-level institutions, known as colleges of advanced education.

Curricula

Usually one curriculum applies throughout a State. The States that give assistance in territories provide the curriculum for those territories. There is some co-operation and consultation between States or with the Commonwealth Government on this matter.

Pre-primary emphasis is on the development of skills in language and number, creative expression through drawing, dancing, handwork, drama, printing, etc.

Primary education emphasizes the basic subjects, reading, writing, arithmetic and social studies, while permitting teachers to make adaptations to needs. Physical education and sports are also offered.

The age of transfer from a government primary to secondary school is usually between twelve and thirteen. The secondary pupil takes up new studies, such as foreign languages, technical or commercial subjects, and moves on to more specialized studies in natural and social sciences and mathematics. The actual subjects studied depend on the ability of the pupil and, in some States, the type of school. Technical colleges or schools offer training in all the major industrial skills and in a wide variety of commercial, artistic and domestic occupations.

In most States, technical colleges are administered by branches of the State education departments. New South Wales has a separate State Department of Technical Education. Many of the diploma awarding schools or sections of technical institutions are in process of being separated from the trade, certificate and other sections of technical education, and of being developed as colleges of advanced education.

Colleges of advanced education are a comparatively new development in Australia. In some States the colleges are being developed from existing technological institutions, but new colleges are also being established. Many colleges cater for a number of vocations in fields such as accountancy, art,

architecture, applied chemistry, building, business management, data processing, engineering, librarianship, medical laboratory technology, metallurgy, nutrition, pharmacy, and textile sciences. Provision is being made for teacher education to be introduced into a number of these multi-purpose colleges. Other colleges are specialist institutions, such as agricultural colleges, art schools, conservatoria of music, schools of physiotherapy and occupational therapy, and colleges offering courses in advanced nursing administration, domestic science, forestry and horticulture.

Universities provide a wide variety of professional courses as degree courses and external post-graduate research facilities.

Teacher training

Students who wish to attend a government teachers' college are selected by the State Education Department, usually upon completion of their secondary education. They are awarded scholarships subject to their agreement to teach in a government school in the State for a set number of years. In most States, there are non-government institutions for the training of teachers for non-government schools. University graduates with one year of professional training may also become teachers.

Primary teachers usually undergo three years' teachers' college training in history and principles of education, general and special methods of teaching, school organization and educational psychology, as well as in subjects they will be teaching. Practice teaching is required.

Secondary teachers are generally required to have undergone one year's post-graduate professional training at a teachers' college and/or university. These teachers are expected to specialize in two or three subjects. The professional year offers further subject training plus courses in history and principles of education, comparative education, educational psychology and special teaching.

STATISTICSAUSTRALIA

(Source : Unesco Office of Statistics)

Estimated population 1970	:	12 552 000
Area (Km2)	:	7 686 810
Inhabitants per Km2	:	2

1. ENROLMENT

Level of education	1965	1967	1968
<u>Pre-primary</u> ^{1/}			
MF	52 000	58 000	62 000
F .....	...	...	...
<u>First level</u> ^{1/} ^{2/}			
MF	1 666 631	1 740 521	1 768 060
F	809 202	844 285	857 549
<u>Second level</u>			
MF	909 046	1 001 418	1 084 524
F .....	...	...	473 027
<u>Third level</u>			
MF	131 703	* 153 000	^{3/} * 164 528
F	33 554	* 45 000	^{3/} * 48 917
<u>Special education</u>			
MF	(18 446)	(20 099)	(21 099)
F	(7 774)	(8 319)	(8 881)
<u>Adult education</u>			
MF	325 656	409 594	424 422
F .....	...	...	...

^{1/} Data relating to infant classes attached to primary schools are included with first level.

^{2/} Including special education.

^{3/} Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.

2. TEACHERS

Level of education	1965	1967	1968
<u>Pre-primary</u> ^{1/}			
MF .....	...	...	...
F .....	...	...	...
<u>First level</u> ^{1/ 2/}			
MF	* 59 000	* 62 200	* 64 900
F	* 39 200	* 42 300	* 44 400
<u>Second level</u>			
MF .....	...	...	...
F .....	...	...	...
<u>Third level</u> ^{3/ 4/}			
MF	5 104	6 044	$\frac{5}{5}/6$ 487
F	640	817	$\frac{5}{5}/6$ 798
<u>Special education</u>			
MF .....	...	...	...
F .....	...	...	...
<u>Adult education</u>			
MF .....	...	...	...
F .....	...	...	...

1/ Data relating to infant classes attached to primary schools are included with first level.

2/ Including special education.

3/ Universities and degree-granting institutions and teacher-training colleges.

4/ Full-time only.

5/ Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.

3. POPULATION

Population by age groups	In thousands			
	1965		1970	
	Total	Female	Total	Female
Total population	11 387	5 650	12 514	6 210
0 - 4	1 170	570	1 180	575
5 - 14	2 206	1 077	2 415	1 177
15 - 19	1 019	496	1 110	542
20 - 24	822	400	1 075	523

4. PUBLIC EXPENDITURE ON EDUCATION

Item	In thousands		
	1965	1968	1969
Exchange rate in US \$	1.12	1.12	1.12
<u>Public expenditure on education</u>			
Total	732 000	1 005 000	1 167 000
Recurring	570 000	793 000	932 000
Capital	162 000	212 000	235 000

5. EDUCATIONAL INDICATORS BY SUBJECT

Subject	1965	1967	1968
<u>Level enrolment ratios</u> ^{1/}			
First and second levels combined (age group 5-17)	91	93	96
First level (age group 5-11)	106	107	106
Second level (age group 12-17)	72	77	81
Third level (age group 20-24)	16.0	16.7	^{2/} 17.0

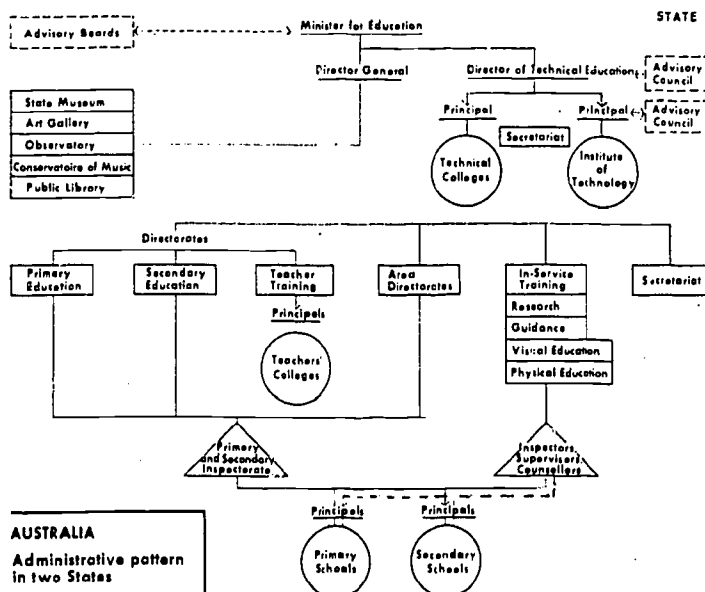
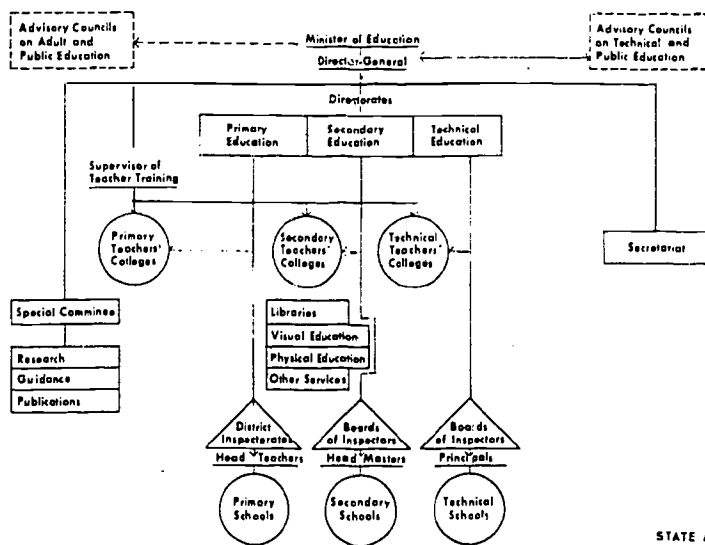
^{1/} Not including private vocational education ; including evening and correspondence courses.

^{2/} Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.

Subject	1962	1969
<u>Maximum age specific enrolment ratio</u>		
a) attending first level (age 6)	100	100
b) attending second level (age 14)	89.7	95.4
(including general second level)		
<u>Note</u> : For ratios of all ages see Unesco Statistical Yearbook		

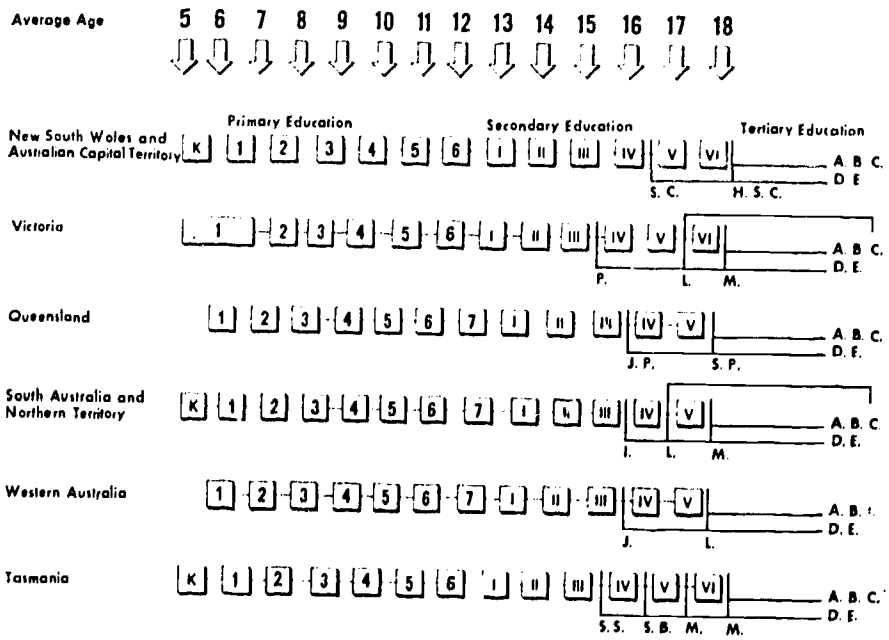
5. EDUCATIONAL INDICATORS BY SUBJECT
(Cont'd)

Subject	1965	1967	1968
<u>Education at the third level : Natural and applied sciences +/- as a percentage of total enrolment</u>	37.8	38.3	36.9
	1965	1966	1968
<u>Third level graduates per 10 000 inhabitants aged 20 - 24</u>	284.0	289.1	286.9
<i>+/- Natural and applied sciences (i.e. Natural Sciences, Engineering, Medical Science and Agriculture).</i>			
Subject	1965	1968	1969
<u>Public expenditure on education</u>			
as a % of Budget	11.2	11.6	12.0
as a % of GNP	3.6	3.8	4.0
<u>Public and private expenditure on education as a % of GNP</u>	4.7	4.2	4.4
Subject	1966		
<u>Percentage of adult population with no schooling</u>			
(population 25 years and over)			
Total	0.9		
Male	...		
Female	...		



AUSTRALIA
Administrative pattern
in two States

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KEY TO SYMBOLS

- A Universities
- B Colleges of advanced education (may include agricultural colleges)
- C Teachers' colleges
- D Agricultural colleges other than in B
- E Technical colleges

Examinations

- HS Higher school certificate
- I Intermediate certificate
- J Junior certificate
- JP Junior public certificate
- L Leaving certificate
- M Matriculation
- P Proficiency certificate
- SB Schools Board
- SP Senior public
- SS Secondary school certificate

Country Education Profiles

Date of issue

Country

June 1972

AUSTRALIA - TERRITORIES
(Papua New Guinea and
Norfolk Island)

International Bureau of Education
Palais Wilson, Geneva, Switzerland

Co-operative Educational Abstracting Service (CEAS)

United Nations Educational,
Scientific and Cultural Organization

General principles

The recently enacted Education Ordinance of 1970 established a National Education System for Papua New Guinea which encompasses certain voluntary agency schools as well as schools run by the Administration. Its purpose is to unite people involved in education in developing a system which will improve educational standards and equalize opportunities throughout the territory.

A national education system already existed in that all schools had the same curriculum, all prepared for the same examinations, all were inspected by the same inspectors, and all recognized schools received some government support. Beyond that, overlapping and competition between schools in any area was avoided with the agreement of most voluntary agencies.

Allowance is made, though, in the new Ordinance, for reasonable diversity of educational methods and the right of an institution to preserve a separate identity and character as long as the standards and basic aims are not sacrificed.

The Education Ordinance of 1952 to 1964 declared that education was compulsory in specific areas. The Education Ordinance of 1970 declared that parents had a right to obtain the education they wished for their children. As voluntary agencies usually have a religious affiliation, the Ordinance states that no educational institution within the system may exclude a child for religious reasons. No child shall be compelled to attend religious instruction, but a child may request such instruction in his own faith if other than that of the school.

Tuition for all students is free except at the university level. However, indigenous families with children in school pay school equipment charges and boarding fees, while non-indigenous families must pay the full cost of all textbooks and classroom materials required by their children.

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Scholarships are provided by the Department of Education for students to study both at home and abroad. There is also a subsidy/sponsorship scheme for secondary education in Australia. Non-indigenous families receive subsidies from the Government assisting them to educate their children in Australia.

System of administration

Papua New Guinea is governed by one Administrator appointed by the Australian Minister for Territories. Under him is the Director of Education, who is responsible for government schools below the tertiary level. However, as Papua New Guinea moves towards independence, more and more self-government is being granted to the Papua New Guinea House of Assembly. Concerning education, the House of Assembly now has the authority to issue ordinances and to appoint a minister of education from among its members. The Director of Education is now responsible to this Minister as well as to the Territory Administrator.

The effect of recent changes in the administrative structure of the education system has been to decentralize authority in two basic directions. One direction is towards more local control, while the other gives more authority to non-government agencies involved in education. The latter have provided a significant proportion of the educational institutions within the territory for many years and indeed were doing so even before the advent of government institutions. Even before the recent changes they were an essential part of the education system of the territory, conforming to government standards and receiving some government aid.

The Director of Education is the controlling authority for government schools, which he administers through the structure which is explained above. The voluntary agency authorities are similarly responsible for non-government schools. However, the Department of Education regulates standards for all schools. Some overlapping of these authorities at the central level occurs in the newly created bodies of the National Education Board and the Teaching Service Commission, which controls the new National Teaching Service.

The National Education Board, consisting of members from the Department of Education, voluntary agencies, local government councils, teacher organizations, business and civic communities, and tertiary education, under the chairmanship of the Director of Education, is responsible for advising the Administrator on educational planning and allocating teachers to various

districts in accordance with these plans.

The Teaching Service Commission, responsible to the Administrator, is the employing authority for all teachers within the National Teaching Service, for which it lays down regulations and conditions, including salaries. The National Teaching Service was established to equalize conditions for teachers from both the administration and the non-administration schools. Teachers are placed in one of four categories, two of which are within the Service, and two which are not. Usually, this placement depends on the category of the school.

At the district level, the eighteen district education boards have been enlarged to include the same sort of representation as that of the National Education Board. The chairmen of these boards are the district superintendents of education. With local assistance, they draw up plans for the establishment and development of all schools in their district, supervise the implementation of these approved plans, allocate teachers and funds assigned to them, and select or approve entrants into schools within their jurisdiction.

The local government councils have been given new responsibilities with the recent changes. Whereas their main concern in the past was the construction and maintenance of the schools, they are now expected to draw up plans for submission to the District Education Boards with a statement of what they are prepared to undertake. Apart from their representation on the district education boards and the National Education Board, they are also represented in the governing bodies of high schools and technical schools and may, if they so desire, become controlling authorities of schools and/or set up adult education classes.

Education funds come from the revenues of the Territory and non-repayable grants from the Commonwealth Government of Australia. Local funds are also used.

Structure and organization

Education is available from the preparatory year at age six to post-graduate level at the University of Papua New Guinea. The school year begins in January and ends in December. The fiscal year begins in July.

There are three categories of schools within the National Education System and one outside it. The schools outside the system

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are 'permitted schools', which are either unable to meet the minimum conditions or do not desire to be part of the system. Non-government schools offer the same range and type of education as government schools.

The principal objective of the Department of Education is to teach all children to read and write English. In view of the varying degree of contact indigenous people have with English-speaking people, this has necessitated compensations in the school system. Generally, schools fall into two main groups - those for non-English-speaking pupils, and those for fairly proficient English speakers. This distinction continues through secondary school although, from standard 3, English is the medium of instruction.

At the primary level, primary "T" schools follow a territory curriculum in which English is taught, and primary "A" schools follow an Australian curriculum taught in English from the beginning. Some schools offer both curricula, thus allowing for greater flexibility in the placement of pupils.

Children enter school at age six or seven. Some schools have compressed the preparatory class and standard 1 into one year, referred to as class I.

Secondary education is divided into two stages, with two forms each. Upon finishing the first, a student may commence a technical college course, enter employment, or proceed to the next stage. At the end of the second stage, students sit the Territory School Certificate examination. Successful candidates may proceed to a preliminary university year.

Forms V and VI are now offered at five high schools. Ultimately, this provision will make it possible for students to proceed directly to tertiary education.

Technical education is offered at all levels beyond primary school: candidates with no secondary education may go to vocational training centres, while those who have completed form II may either enter an apprenticeship and take block release courses, or they may take full-time pre-employment courses followed by a shortened apprenticeship.

Curricula

Primary. Since there are about 700 languages in use in the territories, non-English-speakers concentrate on an early

development of oral ability in English. A new science curriculum is taught at all levels. Health and new mathematics are taught in the lower grades. An Australian social studies syllabus is used with territorial adaptations. School projects with an agricultural curricular bias are encouraged.

Secondary. All students study English, mathematics, science, social science, business studies, expressive arts, religion, health guidance and manual arts or home economics in stage I. Stage II continues these subjects, with the exception of social science and business studies, which are replaced by electives in either history, geography, agricultural science or commerce.

Senior high school students may specialize in English arts, physical sciences and social sciences.

Higher education. The University chairs include English, biology, chemistry, mathematics, law, history, education, social anthropology, political studies, economics and geography. The Institute of Technology offers courses in civil engineering, surveying, mechanical and electrical engineering, accountancy, architecture and buildings. Other training in medicine, dentistry, forestry and police work is provided.

Teacher training

Primary teachers may attend a training college at the level of form II, III or IV. These courses have a minimum of two years' duration and lead to the award of teaching certificates.

Secondary teachers are trained at the Goroka Secondary Teachers' College for three years after finishing form III. In the second and third years they specialize in two subject areas selected from among: English, science, agricultural science, manual arts, home economics, art or vocational education. Graduates receive a teaching diploma. University graduates with a Diploma of Education are also appointed to secondary and technical schools.

In-service training is provided for those seeking advancement or lacking adequate training.

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STATISTICS

AUSTRALIA

(territories = Papua and New Guinea)

(Source : Unesco Office of Statistics)

Estimated population 1970	:	2 421 000
Area (Km2)	:	461 691
Inhabitants per Km2	:	5

1. ENROLMENT

Level of education	1965	1966	1967
<u>Pre-primary</u>			
MF	1 360	1 350	1 470
F .....	...	675	735
<u>First level</u> ^{1/}			
MF	232 746	144 056	244 414
F	92 063	96 694	95 239
<u>Second level</u> ^{1/}			
MF	11 483	14 755	17 392
F	2 442	3 158	3 965
<u>Third level</u>			
MF	551	...	^{2/} 2 548
F .....	...	...	...
<u>Special education</u>			
MF	-	-	-
F	-	-	-
<u>Adult education</u>			
MF	12 457	13 121	5 736
F .....	...	9 279	523

^{1/} Data for the most recent years are incomplete.

^{2/} 1970.

2. TEACHERS

Level of education	1965	1966	1967
<u>Pre-primary</u>			
MF .....	...	72	78
F .....	...	71	77
<u>First level</u> ^{1/}			
MF	7 498	7 834	7 829
F .....	...	...	1 704
<u>Second level</u>			
MF .....	...	...	...
F .....	...	...	...
<u>Third level</u>			
MF .....	...	...	...
F .....	...	...	...
<u>Special education</u>			
MF	-	-	-
F	-	-	-
<u>Adult education</u>			
MF .....	...	718	242
F .....	...	410	61

^{1/} Data for the most recent years are incomplete.

3. POPULATION

In thousands

Population by age groups	1965		1970	
	Total	Female	Total	Female
Total population	2 149	1 026	2 421	1 165
0 - 4	358	174	396	196
5 - 14	533	256	618	300
15 - 19	209	100	239	115
20 - 24	184	87	202	97

4. PUBLIC EXPENDITURE ON EDUCATION

Currency : Australian dollar

In thousands

Item	1965	1968	1969	1970
Exchange rate in US \$	1.12	1.12	1.12	1.12
<u>Public expenditure on education</u>				
Total	12 385	21 616	25 020	30 171
Recurring	9 174	17 785	...	...
Capital	3 211	3 831	...	...

5. EDUCATIONAL INDICATORS BY SUBJECT

Subject	1965	1966	1967
<u>Level enrolment ratios</u>			
First and second levels combined (age group 6-15)	47	49	48
First level (age group 6-11)	71	72	70
Second level (age group 12-15)	6	8	9
Third level (age group 20-24)	0.3	...	<u>I/</u> 1.3

- 1970

5. EDUCATIONAL INDICATORS BY SUBJECT
(Cont'd)

Subject	1965	1968	1969	1970
<u>Public expenditure on education</u>				
as a % of Budget	14.5	17.0	17.3	16.7
as a % of GNP at factor cost	3.7	5.0	5.6	5.5
<u>Public and private expenditure on education as a % of GNP</u>	...	...	...	...

Subject	<u>1/</u> 1966
<u>Adult illiteracy rate</u> (population 10 years and over)	
Total	70.6
Male	65.6
Female	76.0

1/Data refer to Papua only.