

*The CEET SHEET is part of the research and dissemination program supported by ANTA's funding of CEET as a Key VET Research Centre.*

*This issue has an international flavour. We summarise work that examines the impact of Australia's aid program for VET in developing countries; spending on education and training including comparison with other countries; and the labour market experiences of immigrants.*

**Gerald Burke**  
*Executive Director*

### **AUSTRALIAN VET AND AID IN THE ASIA-PACIFIC REGION**

Australia has had a long involvement in assisting Asia-Pacific countries to develop their VET systems. Many TAFE Institutes, private providers and individual Australians have worked on regional projects aimed at developing new VET curricula, training staff, evaluating program effectiveness, and strengthening institutional capacity.

Such work is often very challenging. The VET systems in many developing countries lack basic resources and infrastructure. The relevance and appropriateness of "Western" models of public policy, economic and social organisation, and human resource development are often questionable in such settings. Australians returning from working overseas commonly report personal growth and exhilaration from working in a demanding environment, and the satisfaction from helping those in need. On the other hand, they sometimes express concerns about whether the project concerned will have any long-term impact, given the constraints faced by low-income countries.

Leo Maglen and Sonnie Hopkins reviewed Australia's role since 1980 in assisting less developed countries in the region to develop their systems of technical and vocational education.

The review concluded that, overall, Australia's bilateral development projects have had a positive impact on countries in the region. Many individuals in the recipient countries have gained through an increase in their knowledge and skills. The capacity of institutions at secondary and tertiary level to meet social and economic needs has been strengthened. Some government departments have been helped to develop systems that will enable them to provide more effective leadership and program support.

The review also concluded that programs of assistance have been strongly influenced by developments in Australian VET at the time.

Leo Maglen & Sonnie Hopkins, *Stepping offshore: an examination of Australia's bilateral program-based assistance for the development of VET in its region*. CEET Working Paper No. 34, December 2000. See [www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

### **AUSTRALIA'S EDUCATIONAL EXPENDITURE**

Australian spending on education, both public and private, grew about two per cent per year in real terms from 1992 to 2000. Education spending as a percentage of the GDP actually fell as the GDP grew more rapidly than education spending.

Australia's total public and private educational expenditure ranks in the middle of the list of OECD countries. Australia's *public* funding is near the lower end of the list. Australia now is among the countries with the highest private levels of education expenditure.

Private expenditure has grown rapidly and government funding of non-government institutions has increased rapidly too. But public funding still makes up 85 per cent of the total of Australian education expenditure.

The growth in spending on education has exceeded the growth in student numbers. But the growth in real expenditure per student has been confined to the school sector. In publicly funded higher education real expenditure per equivalent full-time student has declined. In VET, government recurrent expenditure has declined per publicly funded annual hour of curriculum, at least from 1997.

For the full paper, Gerald Burke's "*Trends in educational expenditure*" can be found at [www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

#### **CEET NATIONAL CONFERENCE: LINKING ECONOMICS AND LEARNING: VET FOR INNOVATION**

Monday 29 October 2001  
ASCOT VALE, MELBOURNE

Further details and a registration form are at  
[www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

## ACER ANNUAL CONFERENCE

### ***UNDERSTANDING YOUTH PATHWAYS: WHAT DOES THE RESEARCH TELL US?***

15-16 October 2001 Melbourne

Further details available from [www.acer.edu.au](http://www.acer.edu.au)

## HOW ARE IMMIGRANTS FARING?

Immigrant workers from language backgrounds other than English have been disadvantaged by the transition from a centralised system of conciliation and arbitration to a more deregulated labour market. This is one of the conclusions of a paper which chronicles the changing policy framework of Australian immigration policy to one designed primarily to meet labour market needs. This shift has opened up opportunities to people from all around the world, and has contributed substantially to Australia's development. Yet, the evidence is that immigrants from mainly non-English speaking countries suffer from continuing labour market disadvantage. The paper analyses the evidence and identifies some possible policy responses.

Julian Teicher, Chandra Shah & Gerard Griffin, *Australian immigration: the triumph of economics over prejudice?* CEET Working Paper No. 33, Dec. 2000. See [www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

## CEET AT PORTUGAL CONFERENCE

Michael Long was invited to Lisbon in April to present a paper at a European roundtable discussion on the role of continuous training in future economic and social development. The meeting was organised by INOFOR – the agency responsible for innovation in training in Portugal. Further information is available at [www.inofor.pt](http://www.inofor.pt)

## RECENT PUBLICATIONS

Some recent NCVER reports involve CEET research. Download: [www.ncver.edu.au/research/index.htm](http://www.ncver.edu.au/research/index.htm)

- ❖ *Training for Productivity*, by Leo Maglen, Sonnie Hopkins & Gerald Burke.
- ❖ *Student Flows Through Australian TAFE Courses*, by John Foyster, Hon Kok Fai & Chandra Shah.
- ❖ A major review prepared by CEET is in press at NCVER and will be available shortly: *The Economics of Vocational Education and Training in Australia: CEET's Stocktake*.

## REVIEW OF NURSING EDUCATION

Chris Selby Smith, a CEET Director, has been appointed by Ministers David Kemp and Michael Wooldridge as a member of a committee to review nursing education in Australia. The review is to examine the effectiveness of current arrangements for the education and training of nurses, encompassing enrolled, certified and specialist nurses. It will look at the factors in the labour market affecting employment of nurses and the choice of nursing as an occupation as well as the key factors governing nursing education and training demand and supply. A substantial proportion of nursing education is provided through the VET sector.

[www.detya.gov.au/highered/programmes/nursing](http://www.detya.gov.au/highered/programmes/nursing)

## YOUTH PATHWAYS ACTION PLAN TASKFORCE

CEET Director and ACER Principal Research Fellow Phillip McKenzie was a member of this federal government taskforce, which was chaired by Captain David Eldridge of the Salvation Army. Information about the taskforce and its full report are published on [www.youthpathways.gov.au](http://www.youthpathways.gov.au).

## BEN JONGBLOED AT CEET

Dr Ben Jongbloed from the University of Twente in the Netherlands was at CEET from January to May. He contributed to CEET projects as well as producing a review paper that drew on his extensive international experience.

Ben Jongbloed, *Performance-based funding in higher education: an international survey*. CEET Working Paper No. 35, April 2001. See [www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

## ROB SADLER JOINS CEET

CEET is delighted to announce the recent appointment of Dr Rob Sadler to the staff. Rob is the former CEO of Chisholm Institute of TAFE in Victoria, and has extensive experience in public administration, law, and tertiary education. His initial responsibility involves working on the time requirements in assuring a quality learning experience for apprentices and trainees.

## WORKING PAPERS AND SEMINARS

Check the website:  
[www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

If you would like to be put on CEET's mailing list, contact Mrs Sandra Bosmans, Fax (03) 9905 9184, Email [sandra.bosmans@education.monash.edu.au](mailto:sandra.bosmans@education.monash.edu.au) Phone (03) 9905 9157, or write to CEET, Faculty of Education, PO Box 6, Monash University, Victoria 3800, Australia. Information is also available on CEET's Web page at [www.education.monash.edu.au/centres/ceet](http://www.education.monash.edu.au/centres/ceet)

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