

## HOUSE OF ASSEMBLY

Tuesday 15 September 1992

## ESTIMATES COMMITTEE A

**Chairman:**

Mr K.C. Hamilton

**Members:**

The Hon. J.L. Cashmore  
 Mr M.R. De Laine  
 Mr D.M. Ferguson  
 Mr G.M. Gunn  
 Mr V.S. Heron  
 Mr R.B. Such

*The Committee met at 11 a.m.*

**The CHAIRMAN:** A relatively informal procedure will be adopted, with no need to stand to ask or answer questions. Any changes to the composition of the Committee will be notified to the Committee as they occur. If the Minister undertakes to supply information at a later date, it must be in a form suitable for insertion in *Hansard* and two copies submitted no later than Friday 2 October to the Clerk of the House of Assembly.

It is proposed to allow the lead speaker for the Opposition and the Minister to make an opening statement (if desired) of about 10 minutes but no longer than 15 minutes. A flexible approach will be given to the call for asking questions based on about three questions per member, alternating between both sides of the House. Members may also be allowed to ask a brief supplementary question to conclude a line of questioning before switching to the next member.

Subject to the convenience of the Committee, a member who is outside the Committee and who desires to ask a question will be permitted to do so once the line of questioning on an item has been exhausted by the Committee. Indications in advance to the Chairman are necessary. I remind members of the suspension of Standing Orders that allows Estimates Committees to ask for explanations on matters relating to Estimates of Receipts and the administration of any statutory authorities.

Questions must be based on lines of expenditure and revenue as revealed in the Estimates of Payments and Receipts. Reference may be made to other documents, for example, Program Estimates and the Auditor-General's Report, etc. Members must identify a page number in the relevant financial papers from which their question is derived. Questions are to be directed to the Minister and not to advisers; however, the Minister may refer questions to advisers for a response. The agreed agenda for today is: from 11 a.m. to 1 p.m., Higher Education and Youth Affairs; from 2 p.m. to 6 p.m., DETAFE; and from 7.30 p.m., Aboriginal Affairs.

Employment and Technical and Further Education,  
 \$174 817 000

**Witness:**

The Hon. M.D. Rann, Minister of Employment and Further Education.

**Departmental Advisers:**

Ms Kaye Schofield, Chief Executive Officer of the Department of Employment, Technical and Further Education.

Dr Adam Graycar, Chief Executive Officer, Office of Tertiary Education.

**The CHAIRMAN:** I declare the proposed expenditure open for examination.

**Mr FERGUSON:** On a point of order, Mr Chairman, only one member of the Opposition is present. Should we not have all members of the Opposition team present before we go into the Estimates Committee? I would have thought they would be very interested in this and would have a full team here.

**The CHAIRMAN:** There is no point of order. We have a quorum present and I call on the Minister. Perhaps he would like to make an opening address and then I will call on the lead speaker from the Opposition.

**Mr FERGUSON:** On a further point of order, Sir, how many members form a quorum for a Committee and what happens if that quorum is not present?

**The CHAIRMAN:** I understand that four members constitute a quorum.

**Mr FERGUSON:** We have a bare quorum here at the moment.

**The CHAIRMAN:** We have a quorum present, and what members choose to do in terms of being in the Committee or outside the Committee is up to the members. However, four is the requirement for a quorum and a quorum is present.

**The Hon. M.D. Rann:** I will give a brief introduction to the higher education area and the youth affairs area and at 2 o'clock I will do an introduction to DETAFE as a department. The Office of Tertiary Education was established as an administrative unit under the GME Act on 1 January 1987 to arrange the planning and coordination of higher education in South Australia in accordance with the Tertiary Education Act 1986. The office was involved in five key functional areas: policy, international education, information services, community adult education and accreditation.

Recent changes in higher education, involving the abolition of the advanced education sector and the development of a third university, in which members of the House were intimately involved, and an agreement for the Commonwealth to fund universities directly and no longer channelling those funds through the States, impacted upon the activities of the office. It was therefore necessary for me to review the role of the office and its location in the public sector.

Recognising the importance of economic, cultural and social development aspects of higher education and its relationship with other education pathways, such as the TAFE system and our school system, it was decided to combine administrative operations within one post-compulsory education structure. Obviously, we have

decided this year—and quite recently—to merge the Office of Tertiary Education with DETAFE. Of course, the future lies in a broader cross-sectional thrust in which joint planning is needed to develop new pathways for structured learning in the higher education and TAFE system. Accordingly, the education planning and development needs of both systems will now be undertaken by DETAFE.

The role of the Office of Tertiary Education, including planning for State priorities in universities, will continue as an important service to education in the State as a function of DETAFE, which has established a policy support and higher education secretariat using staff resources drawn from both agencies. The legislative role of the office will be included in the role of the secretariat until removed by amendment to the Tertiary Education Act. Members will be pleased to know that, following this review and these changes, we will be able to achieve financial savings in the order of \$300 000 in 1992-93 as a result of these new arrangements. During 1992-93 the Policy Support and Higher Education Secretariat will continue to work with the universities in the development of a State strategic plan for higher education, with an aim of maximising the benefits to South Australia from developments in the higher education sector.

On the question of youth affairs, a range of activities has occurred over the past 12 months which we hope will improve services for young people in South Australia and provide greater pathways into education, training and employment. At a policy level, 1991-92 has seen the introduction of the age discrimination amendments to the Equal Opportunity Act; legislation to control graffiti vandalism and improved opportunities for genuine street artists to develop their artistic skills; the establishment of a Select Committee into Juvenile Justice, which will bring down its findings later this year and which should provide a framework for improving the current system; after considerable consultation, the drafting of the State youth health policy, which is currently being developed into a final policy statement and implementation plan for health providers across the State; and South Australia's embracing of the national training reform agenda which will eventuate in improved pathways for young people from school to work, better access to education and vocational training, education and training linked to industry needs and greater international competitiveness for Australian industry.

South Australia has aimed to improve services to young people by restructuring the youth sector of the Supported Accommodation Assistance Program (known as SAAP) to ensure that resources are used efficiently to provide a full range of services to homeless young people across the metropolitan area and the State; and also, in line with what we have been doing with the Office of Tertiary Education, to involve a major restructuring of youth affairs to separate the policy and programs functions and to give responsibility for youth policy development to State Youth Affairs, a small unit directly responsible to me as Minister of Youth Affairs. State Youth Affairs will also assist the Government to develop a strategic plan for youth affairs in this State.

It will also enhance the operations of the State youth strategy by increasing the number of offices from five to six, thus giving a greater rural presence and ensuring a

State-wide coverage; increasing the number of staff in each region to better meet the needs of disadvantaged young people attempting to find work, enter or re-enter education or training, providing regions with resources (both human and financial) to be deployed locally; and establishing a central management group within the department to oversight the youth strategy and assist the development of a range of youth programs within the department, such as the Conservation Corps. This unit will also make optimum use of available Commonwealth moneys. Lastly, but most importantly, it will assist the non-government youth area by providing three-year funding to the field development project within the Youth Affairs Council of South Australia.

Mr SUCH: My first question refers to the Program Estimates, page 455. How many students are likely to miss out on university or TAFE places in 1993?

The Hon. M.D. RANN: Obviously, this issue is of considerable concern to the State Government. Perhaps I can deal first with the question relating to TAFE. There have been some major changes in relation to TAFE and how we meet unmet demand. In terms of that unmet demand, we were concerned that last year in our arrangements with the Commonwealth we should negotiate an agreement to secure increased funding for DETAFE to increase the number of places available. From our base, I would anticipate next year an extra 4 400 places will be offered by TAFE essentially to mop up the unmet demand that was experienced last year. In terms of the extent of unmet demand, there has been a great deal of misunderstanding, because some people apply for places in different TAFE colleges. However, DETAFE has a survey system in place to record unmet demand and that revealed a shortfall in the first semester of 1992 of 5 000 course places and 2 300 subject places. Of the 5 000 unsuccessful course applicants, 755 were placed on waiting lists, while 1 235 of the 2 300 subject applicants were also placed on waiting lists.

Data for the second semester of 1992 is being collected during the current enrolment period and preliminary estimates will be available shortly. The survey data represents a point in time picture and thus as such reflects only unmet demand in this survey period. The colleges provide data in terms of course and subject placements. It should be noted that a student who is unsuccessful in obtaining a place within a course also could have been unsuccessful in obtaining a place in several subjects. Students are known to have applied to several colleges for the same course, and our survey cannot distinguish such multiple applications. Therefore, the total number of unsuccessful separate individuals will almost certainly be significantly fewer than the 5 000 course and 2 300 subject applications. Essentially, we are saying that there are substantially fewer than 5 000 in terms of unmet demand, and next year there will be an extra 4 400 places on our base figures, as I understand it. This is taking into account the new Federal resources that are being applied in the TAFE area.

On the question of unmet demand for higher education—and obviously that includes the number of unsuccessful nominally qualified applicants for higher education—the relevant points are that SSABSA reports that there are 4 401 persons enrolled in a year 12 subject in 1992 who were enrolled in a year 12 subject last year.

The South Australian Tertiary Admissions Centre (SATAC) reports there were 3 897 persons enrolled at a university in South Australia in 1992 who were in year 12 before that. So, it is certainly a serious problem that we have taken up with the Commonwealth.

The fact that we keep having to belt home is that the Commonwealth, over the past few years, has been involved in an absolutely massive expansion of the university sector. I have heard various quotes about the equivalent of an extra 15 universities, the size of Adelaide University, being built across the country, but there is still unmet demand. The Commonwealth has now taken over direct funding of the universities. Previously it funded them but through the State Government. We have continually raised this question, both at the Youth Employment Summit and prior to the One Nation statement, as well as in our submissions to the Commonwealth in the leadup to the budget. I invite Dr Graycar to comment further.

**Dr Graycar:** The growth has been phenomenal and there are a number of reasons for the unmet demand. Our negotiations with the Commonwealth have given us 11 458 new places for next year. We estimate there will be approximately 2 000 in terms of unmet demand. However, there are great difficulties in trying to ascertain how many of those are qualified and how many might have made multiple applications. The 11 458 places are still being negotiated. We still have one round of profile meetings to go with the Commonwealth, and the Commonwealth is very concerned about trying to limit unmet demand. So, the whole area is still open, but we have seen an enormous increase in aspirations and in the restructuring of our society that has meant that a tertiary qualification, whether it be TAFE or university qualification, is now regarded as absolutely essential for employment.

**The Hon. M.D. Rann:** Obviously, this reflects the massive increase in the year 12 retention rates; it was 34 per cent five or six years ago, but now it is up to 80 per cent plus. So, people's aspirations are changing. We have told the Commonwealth repeatedly that there has been a steep rise in unmet demand. Last year there was an increase of 69 per cent in unmet demand across Australia, with a 47 per cent increase in South Australia, so it is higher nationally. It was estimated that in South Australia unmet demand was between 1 900 and 2 800 university places. Certainly this matter will be discussed at our next meeting with the Commonwealth Minister to be held on Sunday and Monday of next week. We would like both our university institutions to take on additional school leavers. The State will be pushing for a greater share of new resources for higher education than has been received in recent years, for a range of reasons, including what we regard as the recent poor treatment of South Australia in the Commonwealth allocations; the high unemployment but lower work force participation rates in South Australia; the greater number of people repeating year 12; the rise in unmet demand; and the fact that South Australia has a lower graduate stock.

Therefore, we want equity reasons to push for more places. In addition, there is the need for the University of South Australia to develop its postgraduate profile as well as MFP related developments. This unmet demand question has been highlighted a great deal in the media

over the past three or four months. We will continue to take up the cudgels with the Federal Government on this matter, and that will include the Sunday and Monday meeting with Kym Beazley.

**Mr SUCH:** On the same page reference, are too many students enrolling in university courses when they really should be doing TAFE courses?

**The Hon. M.D. Rann:** This is a vexed question when we say 'too many'. Certainly, what we believe is that TAFE and what it has to offer have been under appreciated. That has now been recognised nationally, with this national partnership in TAFE which is essentially a South Australian design, and I will be talking about that this afternoon. We have reached a historic agreement with the Federal Government involving a massive increase in funding over the next few years. Part of that agreement was forged on the understanding that TAFE is perhaps under appreciated by the community for what it has to offer, even though in South Australia we have the best TAFE system in the country, and that is widely acknowledged.

Of course, we are trying to increase the articulation arrangements or pathways between TAFE and universities so that, rather than young people saying, 'Okay, we'll go to TAFE to do a certificate,' everything articulates. They can do a certificate and if they do well there they can go on to an associate diploma and continue on and gain credits in the university system. Recently we have reached new agreements between TAFE and the universities on these articulating pathways. So, I think it is wrong to say that there has been an over emphasis on university education. Perhaps what we are suggesting is that, when people are making those crucial decisions at the end of their schooldays, they look at the various options that are available in both TAFE and universities and also look at how there are pathways from school, through TAFE, to universities as well.

**Mr SUCH:** As a supplementary question, in respect of that articulation, does this mean that students who start off, for example, in a TAFE college and do two years there and move to a university will be billed for an equivalent to the HECS that applies at the university level? Have there been any discussions involving yourself and any of your staff in that regard?

**The Hon. M.D. Rann:** They will absolutely not be billed for HECS. I will give an example of how this relationship will work. I do not think that this has been announced in South Australia to any extent, but we have just reached a formal agreement between TAFE and the University of South Australia, designed to strengthen links between the universities and TAFE, and this obviously has important access and equity considerations for city students and particularly country students. Two weeks ago, a historic memorandum of agreement was signed by the Chief Executive Officer of TAFE, Kaye Schofield, and the Vice-Chancellor of the University of South Australia, Professor David Robinson, which establishes a basis for cooperation between the department and the university in three key areas: one, establishing pathways between courses offered by the two institutions; two, cooperation in the delivery of courses and the sharing of teaching resources, curriculum, etc.; and, finally, cooperation in research.

Under the second point (cooperation in course delivery), the department and the university will establish a task force to develop a proposal for cooperation in course delivery to rural areas, to report by November of this year. This is a key development and one that will be welcomed by everyone who is as concerned as I am about the relative disadvantage of our country communities when it comes to accessing tertiary education. In terms of the linkage as between courses offered by the two institutions, the focus initially will be in six areas: aviation, business studies, building, engineering, Aboriginal studies and health and community services. Linkages in these areas should open up new opportunities for people to access university education from a foundation gained in TAFE, amongst other things.

This sort of development is entirely consistent with the charter of the university as set out in its Act, and I am pleased to be able to report on this to the Committee today. While linkages between TAFE and other universities are less formal, some progress has been made in the area of credit transfer between TAFE and university courses. The Government will continue to support that work and, incidentally, through our Job and Course Explorer Information System, members can see the result of that work, at various public sites. The answer is 'No', they will not be billed for HECS for work undertaken in TAFE. I think that that is on Dr Kemp's agenda and that is a HECS for TAFE. I understand it is the Federal Liberal agenda but it is not on my agenda.

**Mr SUCH:** Are there concerns that we are training too many doctors, lawyers and nurses, among others; and, if so, what strategies are proposed to deal with that alleged oversupply?

**The Hon. M.D. Rann:** In terms of lawyers, for a start, all of us have a deep affection for lawyers and we know how underpaid and underprivileged they are. However, Flinders University last year opened a law school for the first time and there was considerable debate about that in the academic sector. I know that there were some people at the University of Adelaide who were concerned about a second law school and, of course, we should remember that people at the University of Adelaide were much more concerned some years ago when Flinders University decided to embark on a medical school, which is now one of the pre-eminent medical schools in this country. In terms of medical research, it does outstandingly in terms of Federal research grants.

However, various surveys were done in respect of the need for legal places in South Australia and I understand that that established that there was a need, provided that the Flinders Law School had a different sort of ethos and looked at other areas such as Asian and business law. Dr Graycar is an expert in this area, in nursing, law and medicine, and I think he could perhaps comment.

**Dr Graycar:** One of the great difficulties in higher education planning is to get an exact match between intakes, graduation rates and labour markets. In many cases many of the lawyers who graduate do not work as private practice lawyers but work under a variety of administrative and other arrangements. With regard to medical graduates, there seems to be nationally an oversupply in the city but a gross undersupply in rural

areas, and this is something that can be addressed in a policy sense.

With regard to nursing, we have had a proposal to adjust our nursing numbers and we are intimately engaged right now in trying to set an appropriate intake level for next year. At present the number of nurses unable to find jobs has been increasing and this has grown specifically as a result of limits to public sector funding and employment opportunities with regard to budgets. One of the things we are trying to sort out now is how to stabilise a figure over a period.

Yesterday we had a meeting with Treasury, the universities and the Health Commission to set up a post-1994 working party to deal with an appropriate level of nursing education. Health economists tell us that the demand for health care is insatiable and the question is what sort of policy measures do we use to adjust the supply and the ability to pay. The answer is simply 'No', we are not turning out too many nurses. It is really a question of how we apply the number of nurses to the changes in our demographic and socio-economic structures and our ability to support an almost insatiable demand.

**Mr SUCH:** Has progress been made in relation to the creation of the Helpman academy for the performing arts and, if so, when will the centre be operative and how will it be structured?

**The Hon. M.D. Rann:** This is a very pertinent question. We have before us a proposal to establish a national centre for the performing arts in South Australia. That centre would combine essentially all the performing arts offerings of DETAFE, which include an excellent school of music and an excellent centre for performing arts, drama, dance and music under one administration with the Conservatorium of the University of Adelaide and also the various dance and drama provisions that came with the merger of the University of Adelaide with the Adelaide campus of the former College of Advanced Education (which is now part of the University of Adelaide) and Flinders University, which has a national reputation for drama.

Obviously, we will not force that proposal on any university, because these things must be achieved by consensus and cooperation. However, I think it is fair to say that last year we were disappointed with our negotiations with the University of Adelaide. We felt that there was insufficient recognition of the advantages that such a Helpman academy could offer in terms of access and equity and of the need—and this is one of the principal points—to have, in a sense, a semi-independent board of governance, because the Western Australian performing arts academy and the world's best performing arts academy, the Julliard Centre in New York, have opera, drama, music and dance in one location under one administration in order to achieve a cross-fertilisation of excellence in the performing arts.

I think there was resistance to this question of governance and, after a year of uncertainty about prospective governance arrangements for the proposed academy, we think the stage is now set for significant progress in establishing the Helpman academy here. We have suggested in a tentative but encouraging way that we are prepared to transfer TAFE's offerings in the area of performing arts under a new administration, but we

will still maintain recurrent funding and give other assistance to the establishment of a Helpman academy under a joint governance of the University of Adelaide and the Flinders University. Currently, both universities are sitting down together to work out the basis for any such joint arrangement, which would obviously include TAFE music and drama.

We are pleased that the University of Adelaide has overcome a major stumbling block in agreeing to the new governance arrangements under the University of Adelaide Act. This comes as a result of a report from Dr Bob Vickery, the former Director-General of Education in Western Australia and the head of the performing arts academy in that State, whose great experience has been sought for a smoother implementation of the Beasley report. I understand that Mary Beasley and Robert Fletcher from my department have recently briefed the honourable member and Diana Laidlaw on this issue.

When I was in the United States in late June/early July I spent a couple of days in New York and, at the request of Mary Beasley, visited the Julliard Centre. Christopher Hunt, the Director of the Adelaide Festival of Arts for 1994, suggested to her that I meet with Dr Joseph Polisy, the head of the Julliard school, and his advice to me has been invaluable. He said that it is absolutely important in establishing such an academy that it should not be part of the usual faculty system of a university but should have independent governance and a system that is very much industry-driven, because essentially we are training dancers, actors and singers to go out and get jobs in the performing arts, not to become academics. Therefore, it is very important in respect of those governance arrangements that clear links are established between the proposed academy and the industry, whether they be orchestras or dance companies, etc.

Mary Beasley's advice has been invaluable, and I feel there is a better willingness on the part of the universities to discuss joint arrangements and different forms of governance. At the start, I think people were saying that they did not want to lose their drama or music even though they would have liked to have what TAFE was offering. The bottom line is access and equity. I want a kid, who is a brilliant violinist, to get a chance to attend such an academy whether or not they have the best marks in mathematics and history in year 12. That is irrelevant to me in terms of their performance.

This academy must have performance excellence as the central criterion for entry into it. In that way, we would ensure that working class kids from country areas who are brilliant in terms of music do not miss out on real chances for the future. So, whilst progress has been slow, I think there is now a willingness to sit down and nut out an agreement to go forward.

**Mr SUCH:** Is the concept of a world university as part of the MFP still considered to be feasible and desirable and, if so, what form is it likely to take?

**The Hon. M.D. Rann:** I think the MFP offers us the opportunity to attract both high technology industries and advanced research institutions. Certainly, we would see concepts related to international provision in universities as part of that. Significant progress has been made in developing consistent elements of the MFP university concept as spelt out in the feasibility report of May 1991. A detailed proposal has been put forward by the Adelaide

University Graduate School of Management, and that will form the basis of the proposed corporate management and will involve collaboration with a consortium of Australian university management schools. Discussions are taking place in the context of the Commonwealth Task Force on Leadership and Management Skills, which is reviewing the network of management education facilities throughout Australia.

There have also been discussions between a Tokyo-based university with a network of overseas operations and the University of South Australia. A feasibility study is presently being undertaken by Techsearch, which is the commercial arm of the University of South Australia—as members would realise, I am a former member of the board of Techsearch, but there is no conflict of interest—on using the university's distance education expertise to offer throughout South-East Asia and the Pacific region, and that study will begin now. The three South Australian universities and the Regency Park College of TAFE have under consideration an information technology and telecommunications centre, and this has occurred with the active involvement and support of the MFP, and private sector involvement is being pursued.

The National Languages and Literacy Institute of Australia is jointly funding with the MFP an officer to set up foundation courses and a business plan for further extension of its offerings. Adelaide University is collaborating with the United Nations Environment Program on the provision of courses on environmental issues. Further networks are expected to be set up with other Australian universities in this area. Recently, I had direct discussions with a university with strong links with one of the best universities in the United States to try to obtain cooperation on some MFP matters, and I think we will have something to say about that later this year.

**Mr De LAINE:** Mr Chairman, I would like to place on record that today, 15 September, is the 13th anniversary of your election to this Parliament and that this date is also shared by the Premier and the member for Walsh and the Hon. Barbara Wiese and the Hon. Gordon Bruce in another place. I would like to congratulate you, Sir, and the other members on your 13th anniversary in this place.

**The CHAIRMAN:** I thank the member for Price.

**Mr De LAINE:** I refer to page 455 of the Program Estimates and the program 'Higher Education'. What has happened with respect to the amalgamation of the Office of Tertiary Education and the Department of Employment and Technical and Further Education? I have heard allegations that the Government has a reduced interest in higher education. What is the situation?

**The Hon. M.D. Rann:** Of course, that was covered in my opening statement. However, I think it should be pointed out that the amalgamation is designed to strengthen our role in this area, because it became quite clear to me that, in tackling the national agenda established by the Finn report, Carmichael and others, including the Myer report on key competencies, rather than having two organisations essentially covering different parts of the field it was important to have a central focus. We have incorporated that area into a policy and higher education secretariat. That will ensure that there is a stronger focus.

In February 1992 State Cabinet approved the integration of certain functions of the Office of Tertiary Education into the Department of Employment and Technical and Further Education. The detailed arrangements associated with the amalgamation are presently being implemented and will be completed by the end of this month. The key features are the establishment of two secretariats, which will operate outside the divisional structure of the central office, and the consequent integration of policy and planning across a broader post-secondary and non compulsory education spectrum. The two secretariats are the Policy Support and Higher Education Secretariat and the Community Adult Education Secretariat.

Within the Policy Support and Higher Education Secretariat there will be a training recognition unit. The secretariats will report to the Chief Executive Officer of the Office of Tertiary Education, Dr Adam Graycar, who on 1 July assumed the title of Executive Director, Policy Support and Higher Education. On 1 May, the Policy Support and Higher Education Secretariat was established outside the divisional structure of the central office and the secretariat is incorporating the work of the Department of Employment and Technical and Further Education's policy, an intergovernmental relations branch and certain core activities of the Office of Tertiary Education.

The primary purpose of the secretariat will be to provide support for senior management in its response to demands of the policy environment, especially those arising from national policy forums and in the course of Commonwealth/State education intersectoral relations. The key functions of the secretariat will be briefing and supporting the Minister and the Chief Executive Officer at policy forums in both vocational education and training and higher education; assisting me in correspondence, speeches and parliamentary and other briefs relating to higher education and policy; development and monitoring of planning and resource arrangements for higher education within the unified national system, essentially taking up the cudgels for our three universities with the Federal Government; policy analysis and advice to senior management on training reform, vocational education and higher education, as well as those intersectoral issues; coordination of submissions to inquiries, Government agencies and parliamentary committees; coordination and liaison on research policy and priorities; policy development in conjunction with universities and colleges and central divisions in areas of student support, legislation, equity and access; support for senior management in inter Governmental relations; resource agreement negotiation and so on. Members will see that we believe that we have strengthened the higher education role by putting it in with DETAFE and working together, because so many of the issues involve both areas and it is central to have that sharper focus.

**Mr De LAINE:** I note from the Program Estimates that access and equity for disadvantaged students is an issue. It always has been and it always should be. What is being done to forge stronger links between the universities and TAFE, and what will this mean for access and equity in general?

**The Hon. M.D. Rann:** I think I probably covered that area in answering Dr Such's question about relationships

between universities and TAFE. Of course, that was the TAFE/University of South Australia agreement. However, it would be recognised that the University of South Australia Act is actually the most advanced in the nation's history in terms of its challenge to the university to meet access and equity and equal opportunity principles. I think it will become the model in terms of legislation for universities around the country. Of course, there is specific mention, apart from reaching out to country areas and to working class areas, of encouraging greater participation of Aboriginal people in universities. I am delighted that the University of South Australia has taken up the challenge with vigour and we have seen the establishment—which is something in which I had a very passionate and keen interest during the amalgamations—of the first faculty of Aboriginal studies in the nation. I am also delighted to be able to inform the Committee that this year 400 Aboriginal people are enrolled at the University of South Australia, which is a record for any university in this country.

**Mr De LAINE:** Under the heading 'Broad Objectives and Goals' reference is made to the resourcing of the State's higher education system and advice to the Government on the effective use of these resources. Within this context, has funding for the South Australian Institute of Languages been cut and, if so, why?

**The Hon. M.D. Rann:** As required by legislation, the South Australian Institute of Languages was reviewed in 1991 and the review recommended that SAIL be abolished and replaced by a languages policy advisory group. I rejected the findings of that report, prepared by my learned friend Dr Graycar, and asked SAIL to provide me with a forward plan of its visions and projected activities. Material supplied by SAIL focused on the importance of developing languages within the school context and, given demand on resources, I was not able to justify funding it at the previously high levels.

SAIL is one of only several language initiatives and, given the very great importance of languages other than English in our education system, it is necessary that we get maximum benefit for our scarce language resources. Accordingly, the Centre for Language Teaching and Research has received \$10 000 to promote its activities. That is a separate organisation, which is expected to become self funding. It is soon to have a new director—Professor Peter Mulhausler, Professor of Linguistics at the University of Adelaide. His area of expertise is actually in Aboriginal languages, and that includes indigenous languages worldwide. An MFP initiative in the establishment of the National Languages for Export Centre is ready to commence following the approval of MFP funding and the signing of a contract with the National Language Institute of Australia. An advertisement for the position of director should appear in the press within a couple of weeks.

I think that SAIL has done some very good things. There needs to be a sharper focus and we will have to look at that in terms of changes to its Act. Certainly, I want to discuss that with all members, including Opposition members. Finally, we are also looking at establishing an Aboriginal languages institute here in South Australia, which I think and hope will be a model for the rest of the country. I hope to be saying more about that shortly.

**The Hon. JENNIFER CASHMORE:** Minister, you would be aware that there is some concern amongst students of both TAFE colleges and universities about the actual quality of teaching—the teaching qualifications and the competence of lecturers and tutors in both sectors. What action, if any, has the Minister and/or the department taken to ensure, in so far as they are able in the case of the universities through the Office of Tertiary Education, that the universities are maintaining professional development for teachers and lecturers and that the teaching competency of university staff is in accordance with the standards that we would expect?

**The Hon. M.D. Rann:** That is a very pertinent question. As regards university education, it would be considered a violation of independence if I were to go to a Vice-Chancellor and say, 'Tell Professor X to lift his or her game.' They would go absolutely berserk; it would be a violation of their statutory independence. The universities are now federally funded directly. However, it is pertinent, and something that is raised in national forums such as the Australian Education Council, to refer to the continuing need to upgrade university and higher education teaching standards. I will invite Professor Graycar to respond with regard to universities and Kaye Schofield with regard to DETAFE.

**The Hon. JENNIFER CASHMORE:** I would also like to know the allocation of funds for professional development, if any, in both universities and DETAFE.

**Dr Graycar:** I would have to take on notice the question about the allocation of funds within the universities, because that would be part of the universities' budgets. Quality is recognised nationally and the Federal Minister for Employment, Services and Higher Education has given a reference to the National Board of Employment, Education and Training that is commonly known as the quality reference. A report is due soon from that task force that is looking at ways of improving quality in higher education. The initial response was that an allocation of money would be made available to the universities to establish and strengthen their teaching and learning units.

As a first measure, the Commonwealth has established a small task force, the name of which I have forgotten, to monitor and strengthen quality within the universities; it is chaired by Professor Don Anderson from the Australian National University, and Professor Faith Trent from Flinders University is one of about four people on this committee. When the committee came to Adelaide recently, our office gave evidence about some of the issues involved in dealing with the changing student profile and integrating teaching quality with the changing aspirations of students.

The University of Adelaide has a long established centre called the Advisory Centre on University Education (ACUE); as a matter of policy, all new lecturers are required to undertake courses in teaching, because the criteria for appointment in the past had often been research skill and dominance of a subject. Now all new lecturers at the University of Adelaide are required to undertake this in-service teaching experience.

The University of South Australia is in the process of establishing a similar body. There is a combined university staff development unit, and my discussions with the Vice-Chancellors indicate that they are well

aware of the importance of strengthening quality. They have Federal support, there is Federal money and there is a quality assurance mechanism. The whole issue is firmly on the agenda and we realise the importance of strengthening that area.

**The Hon. M.D. Rann:** Before introducing Kaye Schofield on this subject, I should say that I regard staff development in TAFE as one of my own personal priorities, along with the provision of child-care, an increase in access and equity and, of course, the use of distance education to increase TAFE access in country areas. Staff development expenditure within DETAFE is about \$2 million now.

**Ms Schofield:** Within each of our 16 teaching programs, a component of the total program is identified for staff development, particularly in the area of professional update. There are three main thrusts to the department's professional development strategy. First, on recruitment, all new staff undertake what we call a NELMIC course, a new entry lecturer methods of instruction course. This is a 13-day full-time program aimed at the development of basic professional or teaching skills. The program has an excellent reputation at national level and is the subject of a current national project aimed at redeveloping it into a package that can be used nationwide. It carries status for the University of South Australia's initial teaching award.

The second thrust is that staff are encouraged to study via release time. We reimburse HECS payments for staff to undertake a teaching qualification as early as possible. This is usually achieved by the University of South Australia's Diploma of Teaching, which has just been reaccredited as the Bachelor of Teaching (Education and Training of Adults). It is a three-year full-time undergraduate degree.

Thirdly, we place great emphasis on the update of technical knowledge within each of the teaching program areas, as I mentioned earlier. There is also a focus on the needs of part-time instructors. This responsibility lies with the colleges, but the most common program that we provide for our part-time instructors is a basic methods of instruction course, generally two days long and offered throughout the State. Most part-time instructors have attended. Finally, although it is not directly relevant to the question, we would also focus on management development as a third concern.

**The Hon. JENNIFER CASHMORE:** Professor Graycar referred to the changing student profile in both universities and TAFE colleges. Does DETAFE agree that priority for tertiary courses should be given to school leavers or to mature age students and, where there is a conflict and decisions have to be made as to who will be admitted, where is the priority given?

**The Hon. M.D. Rann:** Regarding the area of higher education (which, as agreed, is the subject of this morning's session), I have already dealt with that. We are trying to encourage the universities to have a greater focus on school leavers, particularly next year, and that is involved in our discussions with the Federal Government.

**The Hon. JENNIFER CASHMORE:** I refer to the Program Estimates (page 445). Regarding the transfer of nursing education to the tertiary education sector, I would say there has now been sufficient, if not ample, time to monitor quality. Are the tertiary institutions satisfied that

the mix of theory and practice is appropriate, and what procedures are there for feedback from the health services to ensure that the links between the health providers and the health educators are adequate and that the graduates are fully equipped to meet the needs of the health services?

**The Hon. M.D. Rann:** We covered nursing in looking at modelling, how we match demand in terms of our commitment to nursing training in South Australia and the problems for the universities in ensuring that there are places for graduates. So far the move to university education has been good. There are still close links between the institutions, the universities and the health system. I met the Vice-Chancellor of Flinders University, Dr John Lovering, and the Vice-Chancellor of the University of South Australia, David Robinson, late last week to discuss the nursing issue.

Discussions are occurring this week between Dr Graycar and people involved in nurse education in the Health Commission in order that I can be properly briefed for my meeting early next week with Kym Beazley, the Federal Minister, because we would like to see perhaps a greater mix of pre-registration and post-registration offerings in the universities. We are looking at changing the mix in terms of ensuring that there are positions for nurses, but I will ask Dr Graycar to respond.

**Dr Graycar:** The move to higher education has been a significant success. One of the phenomena world-wide has been not only a greater use of technology in nursing but also a greater understanding of nursing as part of the whole structure of behavioural sciences and an understanding of the socio-cultural, economic and psychological aspects of dealing with patients. Any sort of transition is invariably rocky. Some people always believe that the old way is the way to go, whilst others believe that new skills and new techniques will be developed in the new way. The transition is Australia-wide. Australia has just established a national nursing council.

Nursing is firmly on the higher education agenda. It is not part of our office's role to monitor the nitty-gritty of the education that is delivered and provided but, nevertheless, in meetings such as the one the Minister had with the Vice-Chancellors last week, the Vice-Chancellors have indicated how much they value nursing as part of their higher education system; the integration of nursing within the behavioural sciences and health sciences is a significant part of our having a good cross-disciplinary, high powered higher education structure. The transition will be complete by 1994 and, if we look simply at the question of demand for places, we see that the community has responded very positively by a high level of demand for nursing places in our universities.

**Mr FERGUSON:** I will ask what I believe is probably the most important question to be posed this morning, and it relates to open learning. You, Sir, would know, because our electorates are adjoining, that, given our changing lifestyles, the restructuring of industry requires people to work at weekends and in the evenings when previously they were not required to work at those times and the changes to shopping hours, and also with respect to those whom I used to represent and who work long hours and night shifts, such as those at the *Advertiser*, open learning has become extremely important. I note

from page 461 of the Program Estimates under 'Higher Education' that the broad objectives include our looking after the State's interests in tertiary education, both at a national and international level; what has been agreed concerning the establishment of the National Open Learning Technology Corporation?

**The Hon. M.D. Rann:** I thank the honourable member for his interest in this area. I believe that South Australia, through our TAFE system and universities, is the clear national leader. I am very pleased to be able to announce today that South Australia will mount a bid for Adelaide to become the location of Australia's Open Learning Technology Centre. The Federal Government wants to establish a national Open Learning Technology Corporation to oversee the development and introduction of a range of new educational technologies in schools, universities and TAFE colleges throughout the country.

Later this week, my colleague the Minister of Education (Greg Crafter) and I will meet with Federal, State and Territory Ministers to discuss South Australia's bid to be the location for the high tech centre. Of course, a number of other cities are bidding to site the new corporation, including Brisbane, Sydney and Perth, but I believe that we have a very strong case for this State to host this important learning centre. Certainly, the choice of Adelaide as the site for the multifunction polis strengthens our position. The MFP will bring together world expertise and information technology, communications and new learning technologies, so the MFP will be good for the centre, and the centre will be good for the MFP.

The Open Learning Technology Corporation would link both public and private sectors of educational technology developments proposed within the MFP, and we envisage—if we are successful in being the site of this national and, we hope later, international centre in terms of our role in exporting education services to South-East Asia and the Pacific—offering a site and low rental accommodation at the new Science Park adjacent to Flinders University. Science Park includes access to AARNet, which is the electronic mail computer conferencing network that links Australia's universities. The Department of Employment and Technical and Further Education has one of the most advanced educational video conferencing networks in the world, named TAFE Channel.

Developments such as TAFE Channel, I believe, have the potential to place South Australia in the forefront of the delivery of education and training interstate, overseas and direct to the workplace, and that is very important. I am convinced that, through the MFP and using the latest in distance education technologies, we can ensure that Adelaide becomes an education hub for South-East Asia. TAFE Channel has certainly been proceeding apace. In the first six months of this year, it linked nine South Australian TAFE campuses into one integrated network. In the same period, it has also connected by live television to Tokyo, London, Los Angeles, Darwin, Canberra and areas throughout Australia. A further 10 sites will be linked in the next year, including Coober Pedy, which is 935 kilometres from Adelaide. TAFE Channel staff are also providing a consultancy service.

We have had a flood of Ministers and experts from around Australia and overseas, including Indonesia and



New Zealand, coming to the Adelaide College of TAFE to see what we are doing with TAFE Channel. I should point out that it costs about \$2 000 per hour using satellites but TAFE Channel, which uses digital pulses through our telephone system to transmit voice and television signals, costs less than \$10 per hour. It is a major breakthrough in distance education. We are pioneering in the application of this technology. In places such as Clare it means an extra 30 courses available to the public, and I see the member for Custance agreeing. We have extended it to Port Lincoln, Spencer Gulf. It means that dozens of extra courses are available, so we are building an education network through using this new form of technology. It will help us considerably to gain the Open Learning Centre.

Also in South Australia we have the Education Department's Open Access College, the Centre for Advanced Learning Systems and the work of the Distance Education Centre at the Underdale campus of the University of South Australia, and in the private sector we have Australia's largest educational software development facility in Satchel software at the Angle Park Computing Centre. We think we have a strong case to attract the Open Learning Technology Corporation. I will be getting into the ears of other Ministers around the country to try to convince them that it is in the national interest to have this important centre located at the Science Park in Adelaide.

**Mr FERGUSON:** The Carmichael report will have a very strong effect on TAFE, and the recommendations of that report refer to a restructuring of the apprenticeship system whereby apprenticeships will actually commence in high schools and students will be accredited in terms of those courses. This will require very considerable cooperation between the Education Department, TAFE and industry. Has the Minister had a chance yet to look at the Carmichael recommendations and ascertain whether these might lead to, for example, an amalgamation of the Ministries of Education and TAFE somewhere down the track? If you agree with the Carmichael recommendations, how long do you think it will take before those recommendations come into effect? Will there be any trials of this form of education?

**The Hon. M.D. Rann:** Certainly, we have had a series of reports. A training revolution is going on around the country; it has been embraced in a bipartisan way by Governments such as ours, by the New South Wales Liberal Government and by all Governments in Australia. First, there was the Deveson report on the cost of training, then there was the Finn report, which looked at new targets for involvement in training and education for young people, and then there was of course the Carmichael report. That report addresses a number of issues, including a new integrated entry level training system for Australia, as you have mentioned, Commonwealth subsidies for employers under the Craft Apprenticeship System and Australian Traineeship System and allowances for education and training, including the possible extension of Austudy to part-time students and students at private providers.

Strategies outlined in this report aim to meet Australia's training needs by the year 2001 and indicate clearly that significant changes are essential to improve our international competitiveness, to recognise changes in

work organisation and to improve the access, quality and equity of entry level training. The report focuses on training related to the first three levels of the Australian Standards framework. Competency-based training is presented as the foundation on which the new Australian vocational certificate of training system should be built and, obviously, that will revolutionise the former apprenticeship systems. In order to achieve the targets outlined in the report, it is proposed that apprenticeships and traineeships be merged into the new training system and that more vocational options be developed for students at years 11 and 12. These options include the use of contextual learning methods and the establishment of senior colleges for upper secondary delivery.

There is a great deal of work to be done in terms of developing the Carmichael proposals. It is vitally important that industry and unions support this new form of traineeship. It is vitally important that there is a clear understanding at both TAFE and secondary school level in this country. I can announce today that, indeed, South Australia is basically in advance of all other States, because the Federal Government has announced it is prepared to fund a series of pilots across the nation to determine how this new training system would work. So, we need some demonstration effects—some best practice, some exemplars—out there in industry. We have put forward 18 projects to be funded under the Carmichael system and in that I think we are ahead of any other State.

The following proposals have been put forward involving the steel industry, school-to-work transition in the electronics industry, a couple in retail, three in construction, one in wine, tourism/hospitality, one involving the Northern Adelaide Development Board, the Community Services Disability Centre, one in textile, clothing and footwear, one that involves high technology, one in road transport, one in horticulture, two in community services and one in the Education Department. So, I think that, in terms of these demonstration effects, we need to show industry, employers and unions how this new system will work before there is a huge change nationally. It has been endorsed by all Governments of all political persuasions and it has also been endorsed by the major industry bodies, so we will get cracking on some pilots in South Australia.

**Mr FERGUSON:** Would the Minister have an approximate valuation of that pilot program? What would be the total, all-up cost?

**The Hon. M.D. Rann:** Our bid currently to fund these 18 pilots would be about \$5.5 million.

**Mr FERGUSON:** I refer to the university sector, and an important part of growth in the university sector is how best it can attract research funds. Can the Minister inform the Committee how well South Australian universities do in competing for research funds from the Australian Research Council?

**The Hon. M.D. Rann:** This is a very important question, because universities are about teaching and research. The figures I have for the 1992 funding year show that our universities do very well in the national context. Bearing in mind that our State's share of the population is around 8.7 per cent or 8.8 per cent, our three universities attracted 11.3 per cent of large research

grants allocated by the Australian Research Council; 11.9 per cent of small research grants; 16.9 per cent of funds allocated for large equipment for research; 13.6 per cent of the funds to support research infrastructure in the universities; and 10.6 per cent of funding for special research centres and key centres for teaching and research. In addition, South Australian universities are involved in seven major cooperative programs with other universities around the country. So, we are doing better than our national share and I think that our universities should be applauded for that.

**Additional Departmental Adviser:**

Ms B. Webster, Director of State Youth Affairs.

**Mr SUCH:** My first question relates to Program Estimates and Information, page 450. Is Youth Affairs concerned at the extent to which young people are being pressured by the media and community expectations to engage in (a) sexual activity at an early age; (b) excessive consumption of alcohol; (c) smoking; and (d) resorting to violence as a means of expressing their frustrations, anxieties, etc.? If so, what strategies are planned to help counteract those pressures? In relation to those points, does the division support a change or changes in the legal ages at which young people can do various things, for example: purchase of cigarettes, currently 16 years; purchase of alcohol, 18 years; leaving school, 15 years; and applying for a driver's licence, 16 years?

**The Hon. M.D. Rann:** Whilst that is a very broad brush question, it is true to say that I am very concerned about the way young people are depicted in the media. This is not across the board; there are some areas where some very good and sensible things have been written. But, as I go around the State as Minister of Youth Affairs, I meet thousands of young people who are out there, first, striving for excellence in terms of their careers and education; and, secondly, I guess, making a real commitment to others. When I go up to the Aboriginal lands I often think about some of the young nurses who spend a couple of years of their lives under very difficult conditions, for instance, travelling to places like Oak Valley, with nomadic people, giving a real slice of their lives. I also think about some of the youth workers in Hindley Street, who are often very young.

Some idiotic things were written in the failed newspaper the *News* a couple of years ago about these overpaid youth workers, yet 12 out of 13 youth workers in this State are volunteers. I meet people in Hindley Street who are working with street kids and who have jobs during the day or are studying at university, but they go and make a commitment to others. It is the same in organisations like the CFS, where young people risk their lives for others. In a range of areas many young people are really trying to make a difference, yet often what we see in the media is a false and distorted picture of young people.

I think about some of those things that were said a year ago about young street kids that I had met out in the street at midnight or 1 o'clock in the morning, or even at 10 or 11 p.m: it was written in one paper that they should be locked up. I commented that what we should be looking at was what happened to their family

background. I was not allowed out at 1 a.m. when I was 15 or 16. Rather than locking those kids up, we had to look at what their family background was, and there was a great deal of trauma in their family background, be it alcoholism or domestic violence or abuse in the home. It made me laugh in one respect when the same newspaper held up family values to be its base. A family offers love, care and support to its young. True, sometimes it admonishes and sometimes it punishes, but most often it offers a helping hand and we should get behind the youth workers out there trying to help those kids make that vital transition from adolescence to adulthood. I think the honourable member is right.

Recently it has been interesting to see some of the garbage on our television, which is now being put on at early times in the evening in a salacious way, and I think that we have to give our young people support, encouragement, care and love rather than trying to depict and encourage them into things like smoking and alcohol. What we can do, and what I did not intend to announce today, is try to work with the media, and I am interested in establishing some youth media awards. We have to try to reward journalists, radio stations and newspapers for excellence in reporting youth issues, and what we are looking at is working with the media. I intend to write to media organisations and the Australian Journalists Association to offer some major awards in terms of the depiction of young people and journalism about young people.

A similar scheme has been endorsed by my friend and colleague in New South Wales, Virginia Chadwick, with great success. I understand that the awards are about to be judged now in different categories for reporting in the area of youth affairs, features, news items, electronic media and newspaper coverage. It is important in a bipartisan way that we say to our newspapers and radio and television stations that there is a different story out there and that they have responsibilities in terms of our young people and we would like their support for a youth media award scheme. I ask Ms Webster to comment further.

**Ms Webster:** It might be helpful to mention the youth health policy that is being developed now as a cooperative arrangement between the Health Commission and the non-government youth sector and with some involvement from State Youth Affairs. That policy has had broad consultation right across the youth sector and is aiming at a whole range of strategies from preventive health care through to primary health care, aimed particularly at young people and their health problems.

It is looking at developing broad strategic directions for action within given priority areas. Some of these areas are planning and coordination of services, improving access to health services by young people, targeting services to the most disadvantaged young people, developing supportive and preventive strategies, ensuring comprehensive and supportive management of young people within chronic or terminal conditions, promoting access to appropriate mental health service resource programs that promote health enhancing behaviours, which particularly picks up the member's concerns, improving health outcomes for those at greatest risk, developing on-going participatory and consultative mechanisms within the health system for young people

and supporting young people to achieve their full potential.

**The Hon. M.D. Rann:** In closing, one of the things I have struck in meeting with young people is that they are sick and tired of their depiction in the media as well, and there will be much support across the community for something like youth media awards.

**Mr SUCH:** On the same page, does Youth Affairs still consider that 25 is the appropriate cut-off age for classifying youth and, if not, what is the suggested cut-off age?

**The Hon. M.D. Rann:** Because I am the youngest Minister, I am considered to have expertise in this area, but that age limit is based on the United Nations' classification of youth that was reached in the leadup to the International Year of Youth. The 25 year cut-off has been endorsed by all countries internationally, certainly by all OECD countries.

**Mr SUCH:** Again on the same line, in view of the tragic unemployment figures for youth, including much hidden unemployment covering young people studying, because there are few if any jobs, what strategies are planned to prevent the emergence of a lost generation of youth?

*Mr Ferguson interjecting:*

**The Hon. M.D. Rann:** It is worth commenting on the member for Henley Beach's interjection. We have to put some of these things into perspective. The youth wage proposal will seriously marginalise young people in this country if Dr John Hewson ever gets the chance to implement it. We have to put some of these things into perspective, because there are tragic levels of youth unemployment around Australia. There are high levels of youth unemployment but, when we see a newsreader on television saying one in two teenagers is unemployed in this State, that is absolute baloney. The figure is about 11 per cent, because the vast majority of young people, with retention ages in year 12, are staying on and going to university. The message to young people must be—because it has been proven to be correct—that the more qualifications one has, the vastly better chance there is of getting jobs with a future, even in difficult times.

As to the present figures, we have 11 300 unemployed in this State in the 15 to 19 year old age group, which compares with about 18 500 in 1981 when the Leader of the Opposition had my portfolios. That gives me cold comfort because what we have to do is strive to slash youth unemployment. I have negotiated with the Federal Government for thousands of extra training and employment places for South Australia next year and I hope that we can break the back of some of this youth unemployment.

**Mr SUCH:** Is the problem of so-called street kids increasing or decreasing, and what programs are being pursued to deal with the causes as well as the consequences of this social problem?

**The Hon. M.D. Rann:** I do not have any exact figures—it might be better to direct that question to the Minister of Family and Community Services—however, I can say that there is apocryphal evidence that the problem is decreasing to some extent. I will take that question on notice and discuss it with my colleague. Youth homelessness has been addressed in a comprehensive way in this State, especially following the release in 1989 of

the findings of the Human Rights and Equal Opportunity Commission following the Burdekin inquiry. The South Australian Government has continued its commitment to improving services for homeless young people by implementing a major restructure of the youth sector of the Supported Accommodation Assistance Program (SAAP).

Final consultations on the restructure are now under way before tenders are called for new services. The restructure will ensure that a full range of services is available when needed across, first, the metropolitan area and, secondly, the State. It will assist the Commonwealth to develop a special program to link young homeless people with education, training and employment opportunities through the recently announced job placement and employment training programs. Some \$450 000 will be available to South Australia this financial year to pilot up to three programs.

It is probably important for me to take that question on notice as far as actual numbers are concerned. People have said to me that the number of street kids is decreasing, but I want to check that out before putting it in hard type. So, I will take that question on notice and discuss it with my colleague the Minister of Family and Community Services.

**Mr HERON:** Page 450 of the Program Estimates refers to the development and trial of innovative programs. Will the Minister explain how effective the South Australian Youth Conservation Corps project, which is being run throughout this State, has been?

**The Hon. M.D. Rann:** The Youth Conservation Corps is one of our most outstanding initiatives in the area of youth affairs. I have explained to previous Estimates Committees its gestation: it comes from an idea I got from President Roosevelt's scheme that he launched in March 1933 as part of 'the new deal'. As a student of American politics, I was very interested in that concept and how we could develop it. It was later taken up by the New Zealand Lange Government under the Minister of Youth Affairs (Phil Goff), a fellow student of mine: we were in the same class for some years at university.

However, I was disappointed in looking at schemes around the world to find that they did not have that essential training aspect. Our scheme involves 50 per cent of the time of participants being spent on working on various national parks and heritage restoration projects, and 50 per cent at TAFE in order to gain a range of skills. In 1991-92, the following Youth Conservation Corps projects were conducted: Wilabalangaloo project in Berri, involving boardwalk construction; a conservation art and design project at Croydon College, involving waste and energy audits of city buildings and poster design and printing; an Aboriginal education project at the Waite Institute, involving the construction and installation of tables, chairs and information boards for use in national parks; the Goyder parks and wildlife project at Port Pirie, involving the development of visitor facilities and construction of an 'animal hide'; the Timeball Tower project at Semaphore, involving the restoration of stonework on towers, including the cleaning and repair of mortar joints; the Vanilla Forest project at Port Lincoln, targeting Aboriginal young people and involving the construction of a nature walk, an access area and a bird viewing area; the Neagles Rock project at

Clare, involving the construction of a shelter, revegetation, fencing and the resiting and construction of walking trails; the Monarto Zoo project at Murray Bridge, involving fencing and the construction of animal enclosures and landscaping.

Recently, we launched a range of new projects, including a water pollution project; a waste recycling project; the Payneham waste reduction project; the Victor Harbor waterways project (anti-pollution); the Goodwood history project, which looks at the Greek community and its role in the Unley area; the Willunga coastal cliffs project; the Urrbrae house and gardens project; and the Hindmarsh Community Centre heritage restoration project. A range of new projects is under way, the results of which have had an outstanding effect on the aspirations of young people. I have met with kids who have said that they have been unemployed for a couple of years, that they get out of bed in the middle of the day because there is nothing worthwhile to do. They are gaining work experience and training for the first time and they are doing something of value for the community and for themselves.

At the beginning of the project, we often found that they were keen to be out there in the national parks, such as Para Wirra or Canunda, because that was what they really wanted to do, but TAFE was something they had to go through in the process. At the end of their experience, we found that they had gained enormously from their TAFE experience in literacy, numeracy and a range of other areas. We are very pleased that such a significant percentage of young participants in the Conservation Corps is going on to enrol in full-time and part-time studies.

We advocated this system around the country. Wayne Goss, Joan Kirner and Carmen Lawrence have announced the establishment of Youth Conservation Corps based entirely on the South Australian model. We have acted as consultants to them in setting up those corps and we pressured the Federal Government at the Youth Employment Summit to take this up nationally as a response to that summit. The sum of \$50 million has been allocated to Youth Conservation Corps projects around the nation next year, and we understand that we will get more than 600 Conservation Corps positions in this State under the Federal Government's LEAP project. So, South Australia has taken the lead and others are following.

**Mr HERON:** What strategies has the State Government put in place to combat graffiti vandalism and what programs are being offered to young people in respect of graffiti art?

**The Hon. M.D. Rann:** We had a multi-stage strategy aimed at graffiti, and we are about to embark on a major campaign through posters and advertising to convince young graffiti vandals of the error of their ways; that they risk imprisonment if they continue this form of defacing and vandalising public and private property in this State. I will be saying some more about that, but it is part of a multi-phase attack. The graffiti action strategy provides responses which combine an increase in the risk of detection and subsequent penalties with legal alternatives and which decrease the incidence of graffiti in undesirable locations. Stage 1 of that strategy saw the introduction of legislation, which came into effect this

year and which brought in tough, new penalties for graffiti offences. For those convicted of a graffiti offence, the penalty has increased from a maximum of three months imprisonment or a \$1 000 fine to six months imprisonment or a \$2 000 fine. A new offence of unlawful possession of a graffiti implement has been created.

Stage 2 of the strategy focuses on preventative and educative strategies to divert potential vandals into other legal activities, including clean-up; legal, supervised, urban art initiatives; and education and training opportunities to divert would-be and self-confessed graffiti vandals into more constructive activities. We have worked very closely with local government to produce the Graffiti Action Kit, which is not aimed at young people and is not distributed to them but which is provided to youth workers, community groups, councils and teachers. We have established a course in art practice at Elizabeth TAFE, which is designed to divert young people from graffiti vandalism into more constructive legal activities and introduce and develop the knowledge, skills and personal attributes necessary to carry out a range of visual art activities. So, we want to get them out of graffiti and into something sensible and legal, such as commercial art and art practice.

I think that State Youth Affairs has been a national leader in this area. It has worked very well with councils and Government departments. It has continued to play a coordinating role by convening graffiti youth workers meetings and the provision of legal walls. It has funded a community initiative in the southern suburbs, where a group of young people painted legal murals over unsightly graffiti tags on shops and public facilities and it has funded various legal mural projects and acted as an ongoing adviser to various groups. We have had very good feedback from people with whom we have worked. There has to be a combination of tough punitive action in terms of dealing with vandalism, but also in giving people some alternatives—and ones that are sensible. We certainly do not train graffiti artists. Anyone who says that that is what the Elizabeth course is all about is obviously telling pork pies.

**Mr HERON:** Minister, you mentioned how well the Youth Conservation Corps was going in South Australia and that it was a pacesetter throughout the Commonwealth. Is it possible to extend this type of program to areas other than the environment for young people who have other interests and who want different types of skills?

**The Hon. M.D. Rann:** In fact, I can announce today that we intend to establish a Youth Community Service Corps in this State. Essentially, that builds on what we have achieved in the Youth Conservation Corps. It seems to me that, if this is successful in terms of drawing on the commitment of young people to the environment, to get them back into skills training and further education, as well as doing something of value in the community, we can do the same in the community services area. There is a vast number of young people who would like to be out there doing things for others in the community. What we envisage is a Community Service Corps where we would invite the participation of groups such as those involved in church and welfare activities and those involved in the youth affairs sector or the social welfare

sector. We envisage putting together groups of young unemployed people and having them working 50 per cent of their time on community service projects and 50 per cent of their time in the TAFE system.

We also have another idea, which leads on from there, to try to integrate community services and to give young people a range of community service options as an extension of that Community Service Corps concept. However, we have recently spoken to the Bicentennial Youth Foundation, which, by the way is now headed by Dr John Cornwall, who is the Chief Executive Officer, and Brian Burdekin, who is the Chairperson, to see whether they are interested in this scheme. We have also talked to the Queensland Government to see whether we can work in partnership to develop a national model for a Community Service Corps.

I would like to see the mobilisation of young unemployed people in doing some great work in the community whilst, at the same time, learning new skills. So, we intend to say more about the Community Service Corps over the next few weeks and, hopefully, like our Conservation Corps, it will be taken up as a national project. We also need to talk to the Commonwealth Government as well as the community service sector and the industry about income support arrangements. However, we were able to gain changes in income support guidelines for the Conservation Corps and I see no reason why the Federal Government would not come to the party with us on the Community Service Corps idea.

**The Hon. JENNIFER CASHMORE:** In speaking about the Youth Conservation Corps your remarks were general other than a reference to 600 positions being allocated to South Australia. I would like some more specific information; namely, how many young people have been involved thus far in the Youth Conservation Corps and of those how many have gone on to further education or obtained permanent work as a result of the scheme—what are the actual tangible benefits?

**The Hon. M.D. Rann:** So far I think a total of 119 young people participated in the last round of projects. We said at the time that the project would start small with a series of pilot schemes and, if it worked, we would expand it. We started with two projects, went to four projects then to six, eight and so on. We have found that in the first round more than 50 per cent of the participants went on to some form of employment, education or training. At the moment we are doing an evaluation of the next round.

Certainly, we have found that the outcomes include a positive attitude to work and training, accredited training giving access to further study within TAFE, the acquisition of practical vocational and non-vocational skills such as time management, literacy, numeracy and social skills, recognition by other community members, confidence and improved self-esteem, better appreciation and understanding of conservation issues and responsibility towards a project with community status.

It is true to say that some projects have been much more successful than others in terms of outcomes and in terms of those completing the course. I understand that of those who drop out 25 per cent have left directly for jobs—and that is fine—20 per cent have left for medical reasons, but some 70 per cent of the people who start

complete the course. We think that that it is an important project. We are not looking for young greenies, young David Suzukis. Of course, David Suzuki is the patron of the scheme, along with David Bellamy and Paul Ehrlich. We are basically looking at long-term disadvantaged kids. A number of these projects have been directly related to young Aboriginal people who have been unemployed for a long time.

It is interesting that, of a group of seven young Aboriginal people who did not complete the Wanilla Forest course, three left directly to enrol in the Introductory Technical Vocations Course at TAFE, two moved from the region and the others stayed with the course. Of those who completed the course, four went on to enrol in the Introduction to Vocational course at TAFE and we have seen a greater commitment to training from this group. So, there has been some good outcomes. It is a difficult group and it is often a hard nut to crack, but we are seeing very good personal outcomes as well and I think that is important.

**The Hon. JENNIFER CASHMORE:** I wish to ask a supplementary question. I ask that it be put on notice, because it relates directly to something that the Minister said that I find extraordinary. Did he say that 20 per cent of these young people drop out for health reasons? If that is the case, it is an astonishing commentary on the health status of young people.

**The Hon. M.D. Rann:** That is not 20 per cent of the participants; that is 20 per cent of those who drop out. If there were 100 people in a project and 20 of those 100 dropped out, 20 per cent of that 20 per cent would drop out for health reasons.

**The Hon. JENNIFER CASHMORE:** Can the Minister tell the Committee how many jobs for young people will be created by the Government's payroll tax concessions in the current financial year and how many will be created in the forthcoming financial year?

**The Hon. M.D. Rann:** I can take that question on notice. Obviously it depends on the take-up of the payroll tax concession. However, I can announce today—and I know this will be of great interest—that the Government will recruit, train and employ an extra 100 people aged 17 to 24 before the end of this financial year. Those people will be directly recruited into Government service. We think the move will reflect the Government's commitment to tackling youth unemployment. A series of other things will be announced as a follow-on to the youth employment summit.

The State Government's reforms to restructure and rebuild the State's economy will provide greater employment opportunities for all South Australians, but youth unemployment is a problem requiring particular attention, and the Government has decided to lead the way in providing more jobs for our young people. The new youth recruitment program will begin next month. Young people employed under the program will receive training both on the job and through TAFE courses with permanent positions within the public sector guaranteed at the completion of training.

The State Government will take advantage of two Commonwealth programs, first, Jobskill, which is aimed at the 21 and over age group and, secondly, the Australian Traineeship Scheme, which looks at the under 21 age group, to assist in funding the training of these

new recruits. I think that the move will result in a more balanced age profile within the State's public sector. The public sector plays a vital role in the delivery of important services to the South Australian community, and the employment of additional young people within the public sector will not only provide jobs for them but bring long-term benefits for the State. I am sure that the Committee is pleased to hear that.

**The Hon. JENNIFER CASHMORE:** I am indeed pleased to hear that. My third question relates to the Program Estimates, page 452, where reference is made to the target of minimising the loss of training investment due to cancellation and suspension of apprenticeship contracts of training and avoiding future skill shortages by maintaining formal training activity. How many apprenticeships were cancelled and how many were suspended in the past financial year; what is the current status of suspensions and cancellations; and what strategies are being employed to ensure that apprentices who suffer that appalling fate are not left dangling with their indentures at risk?

**The Hon. M.D. Rann:** The year 1992 saw the number of apprentices undertaking training reduced by 1 487. This was the result of a large number completing their training and a lesser number being indentured into trades. This is occurring around the country. As apprenticeships are contracts of training between employers and employees, the number of people in training at any one time is a skewed reflection of the level of activity in the economy. A couple of years ago we had a record number of apprentices in the system. It is a fall from a previous 18-year high.

I approached the Federal Government, and perhaps I should outline a number of the things that have resulted from what we have been doing. It is general at the start, but getting into some specifics. There are currently about 11 000 young unemployed people in South Australia. We should secure \$34 million from the Keating Government for local youth employment and training schemes, and there is \$35 million for local councils for their capital works projects. Of the 11 000 young unemployed, we believe that there will be employment and training places for nearly 10 000 progressively throughout 1993. A special effort will be made to target long-term unemployed youth in order to give them new options and new futures.

The extra Commonwealth funding will be used to give critical mass to our Kickstart regional employment initiatives and extra funding for our group apprentice schemes. We have also negotiated a range of apprentice subsidies to deal with that problem. I have been saying to the former Minister John Dawkins and to Kym Beasley that, in this area of apprentice support, it is an absolute tragedy that young people who are indentured should be suspended out of trade. Therefore, South Australia led the charge on a range of things in terms of direct apprentice subsidies, as well as new pre-vocational places in TAFE and a new range of traineeships, which I dealt with earlier. There will be direct subsidies for South Australian employers to take on young workers. We intend to assist the Federal Government in a campaign to encourage employers to take advantage of these subsidies and to give young people a chance.

As I mentioned earlier, under the landcare and conservation program, more than 600 young South Australians will be given places in the Conservation Corps. I have mentioned the Youth Service Corps. Our share of the youth package was \$11.35 million for training and access to a Jobstart card, linking quality training with a wage subsidy to enable young people to receive not only valuable training but the keys to a job.

There will be at least \$5.7 million for Carmichael projects in South Australia as well as career start traineeships and an additional Australian traineeship scheme. That directly relates to the question, because we are talking about a new kind of apprenticeship. This is a move away from the traditional apprenticeship. In a sense, it is a combining of traineeships with apprentices. There will be \$5.7 million for that.

There will be \$4 million for pre-vocational training and \$1.2 million in employment and group training scheme incentives for apprenticeships and traineeships through the provision of additional wages to subsidise apprentices to allow businesses in trouble to keep on their apprentices. There are other measures totalling \$5.6 million, which include Skillshare and Australian Youth Initiatives grants, and there is another \$6.1 million for the South Australian Youth Conservation Corps. We have negotiated a range of apprentice subsidies with the Commonwealth and we are at last pleased with the response.

**The Hon. JENNIFER CASHMORE:** As a supplementary question, will the Minister clarify the amounts? He stated at the beginning that there was \$34 million for local youth employment projects and \$35 million for local councils, some of which may or may not employ young people, and there are no conditions attached to that. Is the \$34 million for local youth employment projects the aggregate of all the smaller sums that the Minister identified?

**The Hon. M.D. Rann:** The \$34 million is South Australia's share of the youth package, which consists of the \$11.35 million for Jobstart, and so on.

*[Sitting suspended from 12.58 to 2 p.m.]*

**Additional Departmental Advisers:**

Mr Darryl Carter, Deputy Chief Executive Officer.

Mr Charles Connelly, Director, Employment and Training Division.

**The Hon. M.D. Rann:** I will make a brief opening statement. Through its college network operating from some 70 campuses across the State, the Department of Employment and TAFE services about 100 000 South Australians each year. The department provides a broad range of vocational, foundation and community adult education programs which generated about 13 million student hours in 1991.

In addition to TAFE activities, the department is responsible for the Employment and Training Division, the Aboriginal Employment Development Branch and the State Youth Strategy. Each of these units is actively involved in policy, strategies and programs to expand employment opportunities for the South Australian work force and, in particular, for youth and groups

disadvantaged in the workplace. The programs and services provided by the department are critically important in the current economic circumstances facing the State, and the Government has adopted a budget strategy for DETAFE which reflects the high priority for employment and TAFE programs and services.

The State budget has been framed in accordance with the agreement between the Commonwealth, States and Territories, signed on 21 July this year, to establish a national partnership in TAFE. Under the agreement, the State will maintain its 1992 levels of effort in return for guaranteed growth funds from the Commonwealth over the next three years. For 1993 this will result in maintenance of the 1992 Commonwealth growth funds of \$8.2 million together with the provision of additional growth funds of \$5.8 million to create new places. The guaranteed funding of \$14 million will provide some 4 400 additional student places from our base in 1993. The priorities for growth in course offerings will reflect directions for economic development of this State and will occur in most vocational education programs.

In addition, South Australia's share of the Prime Minister's Youth Employment Plan will create thousands of new TAFE places through the training components of the schemes announced in the youth package. The extra Commonwealth funding will be used to give critical mass to our Kickstart regional employment initiatives, and extra funding has been provided for group apprenticeship schemes, apprentice subsidies, new pre-vocational training places and a range of traineeships. Our highly successful South Australian Youth Conservation Corps will be a flagship for the new Landcare and Environment Action Program involving more than 600 young South Australians.

The capital budget for 1992-93 provides for major redevelopments at Port Adelaide College at an estimated cost of \$16.4 million and, most importantly as well, Salisbury campus of Elizabeth College at an estimated cost of \$9.5 million together with design funds for proposed major developments that I will talk more about later this afternoon. I am sure that will be of enormous interest to members. In quite difficult budgetary circumstances in 1992-93, the State Government's budget strategy will enable DETAFE to increase its programs and services in key priority areas and to maintain its role as a major contribution to the continued development of the State's skill base and education and training of South Australians.

**Mr De LAINE:** I refer again to page 450 of the Program Estimates under 'Develop and trial innovative programs with identified target groups'. Will the Minister advise whether or not the Chain Reaction campaign, held in the western suburbs, was a success?

**The Hon. M.D. Rann:** I am under great scrutiny here in terms of the western suburbs part of the Youth Strategy, because three members of this committee represent that area and they have all taken a very strong interest in Chain Reaction. Chain Reaction is a campaign in the western suburbs that comes directly under our youth strategy. It is very much community based, aimed at improving employment and training opportunities for disadvantaged young people. The campaign involves the private and community sector, and is run cooperatively by State Youth Affairs and the Commonwealth's Youth

Access Centre. We decided to collocate at Port Adelaide our Youth Strategy Office with the Commonwealth office, so there is a one stop shop for young people. In 1991 the Commonwealth Minister (Peter Baldwin) and I launched that collocation.

Chain Reaction has permission from the Commissioner for Equal Opportunities to give preference to juveniles in special jobs which are created under the Chain Reaction campaign. This does not extend to filling jobs that would ordinarily be listed. All these special jobs are listed at the Youth Access Centre in Port Adelaide. Approximately 50 vacancies per month are being advertised through this program from the Port Adelaide office. As an example of its success, from 13 April to 11 September this year, 137 vacancies were advertised, 72 of which were filled by local Port Adelaide registrants at that youth centre; 38 vacancies are pending or there was a change to the criteria, so they were not Chain Reaction vacancies any more; and the remaining 27 vacancies were filled by other western suburbs residents.

The Youth Access Centre runs a six-week youth access course under the Chain Reaction campaign which concentrates on upgrading participants' skills in Jobsearch. The elements of the course include resume writing, interview skills, the canvassing of employers, two weeks work experience with two different employers, and, in a recent course, 11 of the 15 participants found work—and all were local people. I congratulate Chain Reaction from the Western Youth Strategy. I know it has had much support from members in this Chamber. Its organisers are innovative, they have guts, commitment and determination, and they are getting results.

**Mr De LAINE:** Will the Minister explain the structure of the new State Youth Affairs?

**The Hon. M.D. Rann:** This is very important. Just as we have made major changes relating to the Office of Tertiary Education to sharpen the focus, to merge with DETAFE and also to make savings of some \$300 000 per year, we have also made a number of changes in the area of youth affairs. I will give a little background about what is happening in that regard. State Youth Affairs has been restructured into two different organisations. The restructuring has separated the policy and programs function of State Youth Affairs and has given responsibility for youth policy development to State Youth Affairs, a small unit which will be directly responsible to me as Minister of Youth Affairs.

Essentially we are creating a policy unit with an overview of youth activities throughout the Public Service, the Government sector and beyond which will operate very much in the same way that State Aboriginal Affairs operates currently. So, it will not be running programs. It will be giving responsibility for youth policy development to State Youth Affairs and will enhance the operation of the State Youth Strategy by increasing the number of offices from five to six, giving greater rural presence and ensuring a Statewide coverage.

Offices are now in Port Pirie, servicing Yorke Peninsula, the Mid North and Far North; in Whyalla, servicing Whyalla and Eyre Peninsula; in Murray Bridge, the Riverland and the South-East area; and in the northern, the western central and the southern metropolitan areas. We are increasing the number of staff in each region to better meet the needs of disadvantaged

young people attempting to find work, to enter or re-enter education and training and to provide regions with resources both human and financial to be deployed locally. We have also established the central management group within DETAFE to oversee the youth strategy and assist the development of the range of youth programs in the department, such as the Conservation Corps.

With respect to the rationale for the restructure, State Youth Affairs has been restructured as part of a general streamlining of the Department of Employment and TAFE, whereby several office functions have been progressively deployed to regions across the State. Such deployment of resources means improved range of services at the local level; greater autonomy for regional committees to ensure that local needs are met; and improved linking between youth programs in the region, especially with opportunities through TAFE. At the same time, the policy function of State Youth Affairs has been enhanced, with Cabinet approval for the new agency to coordinate youth policy development across Government and to assist the development of the whole of Government strategic planning in Youth Affairs. So, we have regionalised the programs within TAFE and the DETAFE network and put them out there in the field, but we have consolidated State Youth Affairs as a central policy unit in the same way as State Aboriginal Affairs has been.

**Mr De LAINE:** Within the State Youth Strategy, can you outline the services being offered to young people in South Australian rural areas by Youth Affairs?

**The Hon. M.D. Rann:** Obviously, the needs of rural students and rural youth have been of considerable importance to the Government, and I guess one of the things that we have tried to push in order to increase access of young people to further education is our TAFE Channel, which means a huge proliferation in the number of courses available to rural young people.

In addition, we are trying to reach agreement with universities—Deakin University in Victoria, the University of South Australia and another interstate university—to try to increase access of people in rural areas to university education. There was the Port Pirie program with Flinders, which saw foundation courses for people going to university from Port Pirie, and down in Mount Gambier we have also seen that relationship between the TAFE college there and Deakin University so that people in Mount Gambier and the South-East have access to university education and courses. That is something that I am very keen to push. We think it is vitally important that those areas have opportunities for young people—and older people too—to have access to higher education without having to leave home. I have said to the universities and those communities that I am very happy to have the TAFE colleges in rural areas seen as education hubs.

In terms of the question of other services to young people, I have already mentioned the youth strategy, which has been devolved in terms of the number of rural areas and also, of course, there is our Kickstart regional employment strategy, which also has a regional base in a number of rural areas. The needs of rural youth and the problems confronting young people generally are of particular concern to the Government—access to education, employment and training; secure affordable

housing, health and recreation—and are exacerbated for young people in rural and remote areas, and the State youth strategy is now able to target the whole of South Australia with offices in Port Pirie, Whyalla and Murray Bridge as well as for the whole of Adelaide.

**The Hon. JENNIFER CASHMORE:** Your explanation of the State youth strategy and the restructuring of the department to make it more responsive to the needs of young people are a good background for the question I want to ask. I preface it by advising the Committee of a piece of information I learned from officers of the Education Department recently, namely, that the physical and emotional development of young people has now commenced so much earlier than it did in the generation of members present that I understand the department identifies the onset of puberty now as 10 years old, and that the age of puberty is considered to be between 10 and 14.

Bearing in mind that fact, my question relates to 14 years of age and onwards but with that very relevant information as a preface. I am concerned that thus far (and there has not been a question about it) nothing has been said specifically about young girls and women and their special needs and, particularly, the special needs of those who are at risk. We have read with horror over the recent 12 months and more of the incidence of child abuse, particularly in the northern suburbs where it has been identified, and no-one can believe that it is not at a similar level in other parts of the metropolitan area.

I would like to know what proportion of 14 to 18 year olds is considered to be at risk in each of those regions if such an assessment has been made; what programs are offered for girls and young women considered to be at risk between the ages of 14 and 25; and where they are located in South Australia. This is somewhat of a double barreled question, but do those programs (if they exist for young women) have a structured system of female support arrangements? Are they administered by women staff or peer managers and do they provide female non-stereotype job training?

**The Hon. M.D. Rann:** We will probably take this on notice because, as you are aware, State Youth Affairs is essentially a policy unit and I would need to talk to my colleague, the Minister of Family and Community Services, on those specific figures. I invite Ms Webster to comment.

**Ms Webster:** The State youth strategy, which is the operational activity within regions, targets a whole range of different groups, one of which is young women. Just from the top of my head, in that sense I think at least four of the regions have specific programs aimed primarily at young single mothers who are seen to be a particularly vulnerable sub-group of young women at risk.

**The Hon. JENNIFER CASHMORE:** Are they young women?

**Ms Webster:** Some are still at school; they would be 12 or 14 onwards. Often what happens is that they suspend their studies to have the child and then have great difficulty re-entering the educational training system, so there are a number of young mothers' support groups which are operating, specifically geared at providing support for these young women to participate



in whatever way they can. Those groups are operating in northern, western and metropolitan areas and Port Pirie.

**The Hon. JENNIFER CASHMORE:** Under FACS or Youth Affairs?

**Ms Webster:** Those are now the State youth strategy regions coordinating committees, actually, but FACS also provides a lot of support in those areas. The other point I would make is that the State youth strategy is a joint program between the Department of Employment and TAFE and the Education Department. The Education Department provides significant funding and the people in the program work very closely with Education Department personnel to address those sorts of issues, so we work with the students at risk program and Aboriginal education workers to meet the needs of those particular target groups.

**The Hon. M.D. Rann:** One area that might be of interest is the South Australian Women's Employment Strategy. In October last year, the South Australian Government established a ministerial advisory committee to review and advise on major issues relating to women's employment, to develop strategies and coordinate efforts across Government to further the goals of the Australian Women's Employment Strategy, endorsed by all Australian State and Territory Governments and the Commonwealth. The Women's Employment Strategy Ministerial Advisory Committee (WESMAC) is a broadly-based committee comprising senior public sector expertise and representatives from business, the trade union movement and particularly disadvantaged groups.

The committee is chaired by Ms Barbara Pocock, Lecturer in Labour Studies at the University of Adelaide, and the committee's activities are supported by a secretariat and also by the Department of Employment and TAFE. It has shared funding. It is supported by my department, the Department of Labour and the Department of the Premier and Cabinet. WESMAC reports directly to me, as Minister of Employment and Further Education, and through me to the Minister of Labour and the Minister of Industry, Trade and Technology. In addition to providing advice, WESMAC has also initiated six across-agency projects. These include:

1. Focusing on one region to identify the complex barriers women face within the region in employment and training opportunities, work force conditions and arrangements, and to actively pursue improvements in these areas. (That is in the southern suburbs.)

2. Providing input in addressing women's employment issues to the development of the MFP as a model of new ways of living and working.

3. Developing strategies for meeting the increasing need by women for information on their employment rights, entitlements, education and training opportunities and issues such as enterprise bargaining, workplace change and child-care.

4. Achieving improved outcomes for women from Industry Training Councils. Training is a key area in which women are seriously disadvantaged and Industry Training Councils can provide a valuable mechanism for significantly improving their opportunities.

5. Examining ways in which the Government can provide the private sector with incentives for developing good equal employment opportunity practices.

6. Improving arrangements for workers with family responsibilities to achieve a more harmonious balance between work and family commitments.

**The Hon. JENNIFER CASHMORE:** Notwithstanding what Ms Webster just told the Committee, I understand that, in respect of a particular discrete group, namely, single supporting mothers, the northern metropolitan youth strategy provides programs for boys and young men between the ages of 14 and 19 who are identified as being at risk, yet it does not provide moneys or resources for girls and young women of the same age. If the question is being taken on notice, I would appreciate that aspect being addressed. If that is the case, why is it the case and what will the Government do to redress that inequity? If the Minister has the information available, what is the proportion of girls and young women involved in the Youth Conservation Corps and is there any policy that there should be at least a goal of equal numbers? Is there any policy developed yet and, if not, will there be one, to ensure equal numbers, which would probably have to be balanced in the other direction for the forthcoming Community Service Corps?

**The Hon. M.D. Rann:** Absolutely. One of our concerns is that people are not enlisted into the Youth Conservation Corps but are encouraged and recruited through the CES. Surprisingly, we have found that there has not been a strong interest in the corps from young women and so the figures are out of sync in a major way with the large number of young men who are keen to be involved in the corps, with perhaps less interest from young women but with some spectacular exceptions where some of the young women who have been involved have been outstanding participants and who have been crucial in terms of the group dynamics of the corps.

However, one of the reasons behind my push for the Youth Community Service Corps is to see whether we can use that to redress the balance, so you are absolutely right. That is one of the main reasons behind the push. On the other questions, I would be absolutely surprised and angry if it were true that the northern metropolitan youth strategy is too focused on the needs of males and not young women. That would come as a great surprise to me, knowing some of the powerful women in the northern suburbs who have assisted in that strategy. I will get onto that and we will get a report. As I say, it would surprise me greatly, but we will check it out.

**The Hon. JENNIFER CASHMORE:** When I was speaking about redressing the balance through the Community Service Corps, I believe, and I imagine it would be the view of members here, that you do not have two separate programs in order to redress the balance: you aim for equal participation in both programs.

**The Hon. M.D. Rann:** Absolutely. Right from the start, because people running the Youth Conservation Corps are women, we have tried hard to recruit young women into the corps and keep them in the corps, but we hope to get a better mix across both corps. There is likely to be a strong interest in the Community Service Corps from young women, but I agree that we want to get them involved in both.

**The Hon. JENNIFER CASHMORE:** This general question relates across all programs and may have to be taken on notice. What percentage of moneys allocated for

youth programs is spent directly on youth and what proportion of it is spent on administration and how is it monitored? If it is considered by the Government to be too high a proportion, what action is to be taken to reduce that administrative proportion?

**The Hon. M.D. Rann:** I will take that question on notice. Mr Carter mentions that in the reorganisation we are keeping Youth Affairs cut in numbers significantly in terms of a small policy unit and we have taken other people out of Youth Affairs and put them out in the field as part of that approach. Also, \$200 000 extra was liberated for direct programs as a result of that reorganisation, but we will get breakdowns of that.

**The Hon. JENNIFER CASHMORE:** Breakdowns of costs and staffing?

**The Hon. M.D. Rann:** Yes.

**The CHAIRMAN:** I understand that we have finished questions on Higher Education and Youth Affairs. We will now deal with DETAFE.

**Mr SUCH:** My first question relates to page 448 of the Program Estimates. What campuses and colleges, if any, are planned to be closed, amalgamated or altered significantly in 1992-93 and subsequent years?

**The Hon. M.D. Rann:** Not one college will close. All sorts of furrphies have been put around by all sorts of silly people, but not one college will close. I am sure that the Liberal Party would applaud the fact that we are trying to get more money out there in terms of services, programs and courses for young people rather than having it in administration, which was basically the thrust of the member for Coles' previous question. We asked the Director of the Elizabeth College of TAFE, Mr Jim Ker, one of our outstanding people in TAFE nationally, to look at whether there would be gains in terms of more money for more places and better services for students in terms of amalgamations.

I am not talking about amalgamations in terms of one college transferring its functions to another but rather having one accountant servicing both colleges or campuses. We have had a serious look at this and we have consulted with the community to get feedback. For instance, there has been considerable speculation from the western suburbs about whether or not Croydon and Port Adelaide would amalgamate. I know that members present today have expressed concern to me, because they believe that Port Adelaide TAFE has its own ethos with respect to the Port Adelaide culture and that it needs to retain its separate identity. I can inform the Committee that there will be no amalgamation of Port Adelaide and Croydon TAFE colleges.

Questions have also been asked about the Noarlunga and Kingston TAFE colleges. We went to those colleges to consult people. Noarlunga has a network that extends to Victor Harbor and Kangaroo Island. Because of their expanding need for the Noarlunga TAFE, the community does not believe that any proposal for a Kingston-Noarlunga link would provide the best outcome for services and students in the area. We had a look at the situation and decided that there would be no amalgamation of Kingston and Noarlunga colleges, but there are other areas in which it is believed that such an amalgamation could be beneficial.

*The Hon. Jennifer Cashmore interjecting:*

**The Hon. M.D. Rann:** Yes, the amalgamation of Panorama and Kingston could well be a sensible outcome, but we will want to talk to the community first. Part of leadership is listening and having the experience to know what is right and the commitment to make it happen. This is one of the things we value in TAFE: new ideas; old values. I will now ask the Chief Executive Officer of the Department of Employment and Technical and Further Education to comment.

**Ms Schofield:** The report highlighted the futility of trying to force amalgamations, but at the same time it highlighted the wish of a number of colleges to talk further about whether closer cooperation might be needed. For example, the four colleges serving Eyre Peninsula and Spencer Gulf have decided that they are not interested in amalgamation, but they are interested in signing a memorandum of cooperation to identify more clearly where they can avoid wasteful duplication. Tea Tree Gully and Gilles Plains have expressed a wish to talk further about whether some rationalisation or better timetabling should occur. Kingston and Panorama have expressed the wish to work together more closely. The present position is that colleges will be invited to register their interest in forming closer links with other colleges rather than the earlier concept of amalgamation, which was not helpful.

**The Hon. M.D. Rann:** We are not interested at all in enforcing amalgamations against the wishes of communities or colleges. I am taking exactly the same approach on this issue as I took in respect of the amalgamation of the universities, which was an incredibly complex task. We took the consensus approach and, I think, got the very best outcome. If colleges are interested in a cooperative arrangement, I will help to facilitate that, but if, as in the case of Noarlunga and Port Adelaide, that is not in the interests of the community or the college, it will not happen.

**Mr SUCH:** There has been quite a bit of talk in the community recently about literacy and numeracy problems amongst young people in particular. In terms of this, can any percentage figure be given in relation to students either in or entering the TAFE system? More importantly, what strategies are being adopted to deal with such problems if they exist?

**The Hon. M.D. Rann:** I will take the question regarding figures on notice and bring back a reply, but I think we have a story to tell in terms of strategy. The adult literacy directions for the coming financial year were developed after wide consultation in the field and they reflect an attempt to respond to the complexity of new demands in adult literacy. Award restructuring, the move towards competency-based training and the implementation of the Australian language and literacy policy are amongst national developments that are continuing to have a profound effect on the adult literacy program within the department. The plan states the following targets: to develop a comprehensive adult literacy program within the department; to develop and extend the range of accredited adult literacy and numeracy courses and modules; to continue the development of appropriate performance indicators for the program; to make staff training and development accessible to all staff in the adult literacy program; and to

improve the ratio of permanent to contract staff in adult literacy.

There is certainly the need for a strong, permanent State-funded program to enable continuity of planning and implementation of a strategy of literacy development into the decade. A major campaign is currently under way in terms of workplace literacy and the community adult education program, which is administered through the former OTE. About \$500 000 a year, including a large slice of literacy funding, is spent on a range of community adult education programs. I think this has been recognised by the Federal Minister. Indeed, people would be aware of Senator Peter Cook's recent visit to South Australia and his praise of the work being done on workplace literacy in South Australia as being at the forefront in the country. So, a great deal is happening. Last year, the Commonwealth Government spent \$646 000 on literacy programs in this State and the State Government spent \$1.160 million. So, a total of \$1.8 million was spent on literacy in South Australia on a range of fronts including the workplace, community adult education using community centres and neighbourhood houses, etc., and TAFE.

**Mr SUCH:** As a supplementary question, how many students within TAFE undertake foundation or other preparatory courses because of deficiencies in literacy and numeracy skills?

**The Hon. M.D. Rann:** I will take that question on notice.

**Mr SUCH:** There is considerable concern in the community about the likelihood of TAFE no longer offering leisure and recreational courses. Is the Minister aware of that concern, and what proposals does he have to ensure that those leisure and recreational courses continue in some format within the State?

**The Hon. M.D. Rann:** There is unquestionably a major commitment nationally towards a sharper focus on vocational outcomes in TAFE. Essentially, with this purpose in mind, TAFE must look at training people for jobs, so it is looking at vocational skills. In the 1970s, and even in the early 1980s, TAFE nationally was branded by industry as being the place where you did macrame classes or underwater weaving and those sorts of things. There was a myriad of jokes which were not true but which caused a serious perception problem in terms of TAFE's sharper focus on vocational training. We will continue to sharpen that focus on vocational training because we want to make TAFE more industry driven.

However, in saying that, we certainly recognise the vital importance of enrichment classes or leisure classes in terms of the community. That is why two years ago I announced the setting up of the Community Adult Education program, which is specifically about that. Of course, we also have programs in our country colleges, with a very strong emphasis on community adult education and enrichment.

A project is currently underway to develop a new role for DETAFE in community adult education, which will foster and facilitate a self-managing community adult education sector. The project will ensure that the national Government and industry pressures on TAFE focus on vocational advanced skills courses. The perception is that perhaps Stream 1000, which is leisure and enrichment

courses, are no longer meeting the needs of the most disadvantaged. Certainly, with the amalgamation of the Office of Tertiary Education and DETAFE and the formation of the Community Adult Education Secretariat within DETAFE it has been important also to look at how we give strong backing to community adult education. Of course, there was the release of 'Come in Cinderella—the Emergence of Adult and Community Education', a Senate standing committee report.

The spirit of the project is that community adult education in this State will be strengthened—not weakened—that a diverse range of courses will be available to a wider section of the community at a generally lower cost to students than the current Stream 1000 fee, which is proving to be prohibitive to many potential students. The intention is that courses equivalent to Stream 1000 will continue to be offered, but whether that is under the TAFE banner and how and by whom they will be managed is being explored in the consultation phase of the project. TAFE colleges will be encouraged to work in close partnership with their local non-government providers in community adult education and to consider innovative approaches such as fostering the establishment of community adult education centres to cater for broad community needs as effectively as possible.

Currently the Stream 1000 courses are conducted on a partial cost recovery basis, whereby students pay fees to cover materials and their instructor's salary. So, what we are doing essentially is to give backing to community adult education through TAFE while at the same time looking at other options and giving major backing to community adult education through local community centres, neighbourhood houses and so on. We certainly have had a massive increase in funding for community adult education over the past few years. Whilst we are looking at a sharper focus for TAFE in vocational outcomes, we have given a massive funding increase to community adult education and to literacy in the community projects. I will ask Kaye Schofield to comment further.

**Ms Schofield:** The problem we have had is that many of the Stream 1000 courses were not hitting the target, which was the most disadvantaged in our community. They were being priced out of the market. So, the project under way is to consult widely with communities and to supplement the grant system we have at the moment. At the moment, through the Community Adult Education Secretariat within the department, a range of small grants are given out to, for example, the Para Districts Volunteer Service, the Bordertown Uniting Church, Saint Patrick's parish, and Resthaven Incorporated for old persons. So, this grants work supporting community activities was being done unconnected with the DETAFE/community adult education effort. We are trying to bring those two together in some sort of sensible way. It is perhaps different in each community.

For example, at Eyre College we have a full-time permanent community adult educator within the college whose job is to support and assist community providers. It is not direct delivery, but it is to provide support and access to community providers back into the college. There will be a range of different models, but there is absolutely no intention of withdrawing community adult

education. It is a question of refocusing it and strengthening it so that it is accessible to not only those who can afford it.

**The Hon. M.D. Rann:** To give a number of examples to the member for Coles, at Peterborough there are courses in calligraphy, sewing and greater expectations for women. The member for Coles mentioned programs for women previously. There is also at the North Eastern Neighbourhood House courses in childbirth education and counselling, living and communication skills, home skills, dealing with teenagers, life skills for women at Ingle Farm, and a whole range of different programs, many of them focused on the needs of older people and of women in the community.

**The Hon. JENNIFER CASHMORE:** And those who are isolated.

**The Hon. M.D. Rann:** Yes, the socially isolated. At Mannum, for instance, there is a course in natural health for women, introduction to craft, re-entering the work force, dealing with preschoolers, and permaculture. At Parafield Gardens, out my way, there are courses in basic home and car maintenance and at the Bowden and Brompton mission courses are offered in life skills and parenting for Vietnamese parents. There are hundreds of different variations on this. In 1989 the budget was about \$60 000 and this year the total allocation to community adult education will be \$510 000, and that is apart from the DETAFE provisions; that is through grants.

**Mr De LAINE:** I refer to page 446 of the Program Estimates under the heading 'Issues/Trends—Increasing complexity of Commonwealth/State and national issues affecting TAFE'. What are the key features of the Commonwealth/State national partnership agreements?

**The Hon. M.D. Rann:** This is probably the most important question that has been asked during the Committee today. It has been touched upon before. In fact, after a year of what could only be described as somewhat strenuous and difficult negotiations with our Commonwealth colleagues, we have reached agreement for a national partnership in TAFE. I think it would be useful to refer to the situation a year ago. This time last year there was a meeting in Melbourne during which the former Minister for Employment, Education and Training, John Dawkins, told us that he wanted to take over control and funding of TAFE.

It is fairly true to say that the Federal Government was strongly supported by the Victorian Government but the South Australian Government, in partnership with the Western Australian Government and the Queensland Government, spent the ensuing 10 months fighting the Commonwealth takeover of TAFE. We said that we believed in a national reform agenda and that we believed strongly in national standards and better coordination. We could not see how we could possibly benefit as a nation if our TAFE colleges were to be directly run and administered from Canberra by DEET.

**The Hon. JENNIFER CASHMORE:** Hear, hear!

**The Hon. M.D. Rann:** The member for Coles says 'Hear, hear', as do other members on both sides of the Chamber. Quite frankly, we would have seen happen to TAFE what has happened to the CES—it would have become a grey blancmange that was unresponsive to the local needs of individuals, communities or industry. We had a very vigorous fight on our hands because at one

stage New South Wales looked like supporting the Federal Government and the Victorian Government in this approach. We would have seen the two big States versus some of the smaller States. We kept persevering with our campaign for a national partnership. At one stage Mr Dawkins said, 'You guys will still be consulted, just as you are in relation to higher education.' However, this raised my fears even more, because insufficient attention is given to States' needs. Now, with direct funding I am sure that whilst we will persevere with our negotiations with the Federal Government, quite frankly, it means direct clout. If one does not have equity or shares in the system one will largely be ignored.

I pay tribute to Kaye Schofield, Darryl Carter and Robin Ryan, one of our policy officers; together we worked up a national partnership model which essentially involved shared funding between States, Territories and the Commonwealth and in which the TAFE system in each State and Territory would still be firmly based in the respective State or Territory with its ties to direct funding by the Government and accountability through a Minister to Parliament. That was line one—the basic foundation of our attack. Secondly, we would maintain effort in terms of our TAFE commitment and seek the Commonwealth to provide growth funds in further education. The model which we proposed and which was later modified basically involved the setting up of a national TAFE commission that would look at the bigger pictures of national standards and coordination, but that national body would be responsible not to the Commonwealth Minister or Government but to a council of State, Territory and Commonwealth Ministers in which the States and Territories had the majority.

The South Australian model was supported. The New South Wales Government changed tack and John Fahey, to whom I pay tribute, decided in the last week or so to back the South Australian push. We then had a majority of States and Territories. The Tasmanian Liberal Government strongly supported South Australia's position, as did the Northern Territory Government and the Labor Governments of Western Australia and Queensland. Despite quite a bit of heckling from our Federal colleagues, I think we did the right thing in standing up to the Commonwealth on this issue. The result, in terms of a national partnership, will be outstanding.

Some of the key features of the new system will be the development of the Australian National Training Authority (ANTA), which is designed to address national policy and to draft a national strategic plan on vocational education and training; the creation of a ministerial council to oversee ANTA; and State training agencies with responsibilities for vocational education and training within their own borders.

As regards the responsibilities of the key parties, the ministerial council will consist of one Minister from each State and Territory and, together with the Commonwealth, it will define the relationship between ANTA, the council and State training agencies; decide the membership of the ANTA board—and in the next week we shall be deciding who should be on that board; determine the budgets and staffing policies of ANTA; ensure that ANTA operates effectively; and, in conjunction with other bodies, determine national goals,

objectives and priorities for vocational education and training and establish the national strategic plan.

ANTA will consist of five members appointed through the Commonwealth Executive Council but totally approved by the council, and it will draft a national strategic plan; advise the ministerial council on funding between the States and Territories; receive funds for vocational education and training; and administer national programs.

The State training agencies will be designated by the State Government, be accountable to State Ministers and Parliaments and, of course, have clear links through the Minister to the national ministerial council. They will provide advice to ANTA on vocational education and training needs and funding implementations for their State or Territory; contribute to the development of a national strategic plan; and allocate resources. Industry will be involved through membership of ANTA, participation in State training agencies and in other ways.

The Commonwealth has undertaken to provide \$720 million in growth funds over three years at a national level. This includes a continuation for those years of \$100 million added to the TAFE base in 1991. The remaining \$420 million is composed of annual increments of \$70 million, or close to \$6 million for South Australia—hence, \$12 million in 1994 and \$18 million in 1995. Frankly, we would like to get more than that, but at least we are getting some growth funds and we retain ownership of our TAFE system.

We shall have to look at parallel legislation at Commonwealth and State levels to try to organise how ANTA will be set up, so I, or whoever is the Minister of Employment and Further Education, will be bringing legislation before the Parliament in the new year. We look forward to a very strong role for TAFE with extra TAFE places.

Essentially, we went out and fought for and got what we wanted in the end: national cooperation, extra dollars, and State control and ownership. I want to praise colleagues of both Parties in other States who worked together. I think we all agree that we have saved TAFE from the abyss of DEET control and we are now walking towards sunlit uplands in terms of partnership.

**Mr De LAINE:** The Program Estimates (page 452) refers to the need for the commitment and cooperation of industry parties and all bodies involved in the vocational education and training sphere. How does the Minister propose to maximise this cooperation between all parties in South Australia?

**The Hon. M.D. Rann:** I think it is probably in order, because I have a great respect for the Estimates Committee process—indeed, I think it is the highlight of my parliamentary year—to announce today that we have plans for a major shake-up in South Australia's further education and training system. Consultation will begin immediately on how to strengthen ties between our training system and industry. Under our Training 2000 strategy, we are looking at ways to involve employers, employees and the community directly in running vocational education and training. We are giving very serious consideration to establishing a new vocational education and training agency in South Australia.

We are keen to secure the views of industry and the community on how training can best be designed and

delivered in this State. We are having serious discussions on the feasibility of not a tripartite body, which involves business, unions and Government, but a multipartite body which will include the community and State training agencies. We are looking at a new State training agency which could manage the full range of employment and training functions in South Australia. No final decision has been taken on the structure and scope of the new agency—whether it is to be an authority or a commission, or whatever—so we will call it a new agency. It is important that we get industry input. Australia faces massive changes in training. We are also looking at massive growth in jobs training. This momentum will not slow.

Following the agreements, which I have mentioned, to establish ANTA, we will require appropriate complementary legislation. Therefore, we are considering a new South Australian vocational education and training agency which would bring together DETAFE and the Industrial and Commercial Training Commission. We are looking at possible amalgamation of those bodies and the placement of the core functions of the Office of Tertiary Education in its formal role under a single agency. We are looking at those three agencies being brought together. This would cement South Australian DETAFE's already strong links with industry. It is vital that training be industry driven if we are to develop the skills base that is necessary to have a competitive industry.

Currently we have the best TAFE system in the nation. We also have the Industrial and Commercial Training Commission, which is an outstanding and effective organisation, overseeing apprenticeships and traineeships. I am seeking the advice of Graham Mill, who is an outstanding public servant in this State and who is the Chairman of the Industrial and Commercial Training Commission, as to how we can make things better and bring together TAFE, industry, the Industrial and Commercial Training Commission and other bodies under one umbrella. An agency which combines most, if not all, of the functions of those organisations and which is built on industry and community involvement could ensure that South Australia was poised to reap its share of national training funding and could take South Australia's vocational education and training system into the twenty-first century.

Discussion will take place between industry, unions, community and Government representatives right from now regarding the establishment of a vocational education and training agency. A firm proposal will be taken to Cabinet early next year, and I intend that there will be very strong discussion. No decisions have been made on the eventual structure. That is why we want to talk with industry.

**Mr De LAINE:** I refer now to the much publicised Arthur D. Little report and its many recommendations. How will DETAFE respond to the rapid structural and technological changes reflected in the recommendations of the report?

**The Hon. M.D. Rann:** My answer to the previous question related to one area—the new training agency that will be run by industry itself in partnership with Government. The Premier, in his response to the Arthur D. Little report, mentioned the establishment of Training 2000, which is looking at a whole new way of being

more relevant to industry. We have asked Mike Terlet, who is a high tech leader in South Australia, to chair a group that is currently looking at the area. Training 2000 is intended not simply as a planning document: rather it is a process that will integrate planning for vocational education and training into the State's economic strategy building on the Arthur D. Little report, maximise industry's role in determining training needs and priorities, provide the core of the State training profile required by the ANTA agreement, and streamline the governance and management of TAFE and training to achieve these objectives. The basic elements of Training 2000 are an economic and educational context in which specific training plans are to be made and a series of plans and priorities for each TAFE subprogram. In overall prioritisation, we will be looking at a range of new initiatives in the high technology area. We are very interested in TAFE's being a centre for education exports in this State. We believe that we will respond to the Arthur D. Little process by trying to make TAFE much more relevant to industry needs.

**Mr GUNN:** I refer to the new TAFE facility at Coober Pedy, which is virtually completed and which, hopefully, will be fully operational in the very near future. Have arrangements been made for the opening of this facility? I was at Coober Pedy at the weekend and it was brought to my attention by some of the local people that there appears to be some controversy about the opening of this building. Apparently there will be a Federal and a State opening. I know that people like to get plaques on walls, but this is a good opportunity to raise this matter with the Minister to see when the facility will be opened but, more importantly, when it will be fully operational.

**The Hon. M.D. Rann:** I am aware of no conflict at all. There has never been a conflict over the opening of any TAFE college that I am aware of. The Commonwealth provided specific funds for the Coober Pedy campus following our negotiations with it. We managed to win the funds for that campus because of its location and the needs of the Aboriginal people. So, there was a mixture of funding that went into it. The estimated cost is \$2.95 million, and the completion date is now. Because Coober Pedy is such an isolated town with previously very poor TAFE facilities, it was decided to construct the new facilities on the existing site. The project consists of a small multipurpose workshop; general class and seminar rooms; specialist facilities catering for computing and commercial studies; clothing, art and craft programs; and gem cutting and polishing. Extensive liaison has taken place with the local Aboriginal communities to determine the mix of facilities to be provided.

I have announced today that, even though it is more than 900 kilometres from Adelaide, Coober Pedy will be the next site of TAFE Channel, bringing interactive video technology to the outback. The recurrent funding obviously will be provided by the State Government. The Commonwealth provided just the capital funding. It will be part of the Port Augusta TAFE network. I am aware of no conflict about the opening day. In fact, no-one has even mentioned the opening day. I am not particularly interested in plaques on walls, because I am sure that my place in history is already secure. I will get back to the honourable member on the arrangements. I can assure the

Committee that, because the member for Eyre has been a supporter of this, as has the member for Stuart, who was the previous President of Port Augusta TAFE and who made submissions to have a TAFE campus located at Coober Pedy, both will be invited to the opening ceremony.

**Mr GUNN:** Last year I raised with the Minister concerns expressed to me relating to a suggestion that the Marleston TAFE facilities, particularly those pertaining to wool classing, could be moved. Through personal knowledge, I am aware of the excellent courses in wool classing and how highly they are recognised not only in this State but throughout the world. Will the Minister give an assurance that the existing wool classing course will not be transferred or relocated, as, in my judgment, that would be detrimental?

**The Hon. M.D. Rann:** The member for Eyre and I have a long relationship on various committees. He knows that, when I give my word, I keep it, just as he does. I give him an absolute, categorical assurance that that program will not be closed or moved.

**Mr GUNN:** Earlier this year I was approached by a constituent from the Yunta area who was involved in TAFE courses to train people who break in horses and in other programs associated with horse management. As I understood it, it was a most popular course, but the costs were greatly increased. I understand there has been a drop-off in the number of people participating in that course run for TAFE by a Mr Bob MacDonald. Can the Minister give an assurance that every endeavour was made to keep the costs down to a level that would allow people to participate?

**The Hon. M.D. Rann:** I can honestly say that I am not aware of any horse breaking TAFE course in that area. If I had known, I would have liked to participate in it, because it is good for me to be hands on—or at least backside on—but I will find out. The honourable member would be aware of what we are doing in the city in terms of the jockey industry, but I might say something more about that later.

**Mr HERON:** The Minister referred previously to TAFE Channel. Where in South Australia is TAFE Channel operating, and does it improve the courses in the rest of the State?

**The Hon. M.D. Rann:** I mentioned earlier that we now have nine sites within South Australia to form one integrated network. The sites include the Adelaide College of TAFE, the Regency Park College and the Gawler College—and whilst I am referring to the Gawler College, as the member for Light is likely to wander in this afternoon and demand that the Gawler campus not be amalgamated with the Elizabeth College, I point out that that will not happen. He raised this question with me and I can assure him that will not happen. The list of sites continues: Clare College of TAFE (which was our first pilot project), Barossa Valley, Port Pirie, Port Augusta, Whyalla and Port Lincoln. All nine sites can be linked simultaneously or up to four different conferences can be conducted at once. I have mentioned, too, that we have had links with overseas—Tokyo, London, Los Angeles—and Darwin, Canberra, Kununurra (in north-western Australia), Telecom, Qantas (in Sydney), Moonee Valley (in Melbourne), Edith Cowan University (in

Perth), Broken Hill and Charles Sturt University (in Wagga Wagga).

At the same time, TAFE Channel personnel have provided a turnkey consultancy to install video conferencing at the North Terrace and Whyalla campuses of the University of South Australia and have provided consultancy advice to the DITT-MFP Telemedicine Project, linking Royal Adelaide and Whyalla Hospitals. Very soon we will expand to 10 sites, as I said earlier on, with a link to the opal mining and tourism community of Coober Pedy, which is 935 kilometres from Adelaide, while planning will continue for links with South-East Asian institutions. As I say, this is a base for the export of education services. TAFE Channel staff also provided a consultancy service a few months ago for the establishment and implementation of video conferencing at the University of Central Queensland, Rockhampton.

TAFE Channel was the consultant for the Kangaroo Island community submission to the Commonwealth Government for a video conferencing facility on the island. Right now, TAFE Channel is managing the project for the Federal Government's evaluation of the use and potential of video conferencing in the university sector. That is a formal recognition of the national leadership of TAFE Channel. More importantly, there are several major factors of State significance which have emerged from TAFE Channel's operations over the past 2½ years. These include the development of a 'leading edge' educational delivery system to complement existing TAFE delivery systems; the applicability of video conferencing beyond its educational applications and therefore benefits which accrue to other industries; the social justice benefits derived from the system and, obviously, the importance to the MFP and the information utility.

The next step, however (and this is something I am really keen to pursue), is to make TAFE Channel not just relevant to TAFE colleges but also linked directly to industry—to take TAFE into factories and workplaces through the TAFE Channel network. I understand the next expansion is likely to include permanent links to General Motors-Holden's at Elizabeth, linked with Elizabeth college later this year. The expansion to GMH at Elizabeth is a precedent in Australia as the first dedicated link using video conferencing between TAFE colleges and an industry workplace.

Earlier this year, TAFE Channel linked with Qantas in Sydney, because TAFE in South Australia was commissioned by Qantas to oversee its training of everyone except the pilots—stewards, stewardesses, flight attendants, engineers and so on—and discussions are continuing for the establishment of a regular connection with Qantas. So, we would like to see TAFE Channel being taken into not just TAFE but also organisations such as BHP and so on. We think it is very exciting. We are not just leading in South Australia: we had a consultant on this, and we are the clear world leaders.

Mr HERON: I refer to page 449 of the Program Estimates and the heading of 'Issues and trends'. For what achievements is DETAFE attracting overseas students and from which countries do they come? What are the benefits to the Australian students?

The Hon. M.D. Rann: This is a very important question. When I first became Minister responsible for

DETAFAE and for higher education I made the pledge across the board that we wanted to triple the number of overseas students coming to Adelaide within three years. We achieved that target within two years and we are continuing to expand in that area. In terms of DETAFE, we can give you some profile of who is coming in from where. Five colleges are currently offering places to overseas students. They are the Adelaide college, Elizabeth, Gilles Plains, Panorama and Regency and, prior to its closure in December 1991, Kensington college was involved in the overseas student program (most of the students from Kensington transferred to the Gilles Plains college). Adelaide college has the most substantial number of students, partly as a result of its ELICOS program, and it has established the standard for service delivery, which has been reflected in increasing enrolments resulting from past graduate recommendations.

Adelaide college provides an orientation program and reception services for other colleges. At Regency college, by maintaining a high level of personalised service to past, existing and potential students and the reputation enjoyed by the college for the provision of high quality education, the number of student enrolments from overseas has increased to 92—just at Regency college. Panorama college specialises in computing and accounting and, with the introduction of the Advanced Commercial Studies Certificate, has seen a significant increase in enrolment figures. Gilles Plains college has an increased number of students this year, due to the transfer of the business studies program from Kensington Park College of TAFE. A small number of students have also been enrolled in animal management, dental assisting studies, community services and building studies. Certainly, Gilles Plains is keen to increase the number of overseas students. Elizabeth college has a small but steady number of students in the aviation program and in business studies. The aviation studies are run from Parafield airport.

We think we get a lot of benefits from the program and, certainly, we believe that our overseas program is of great benefit to our own system as well as to overseas students. I should say that the number of countries from which we attract people is quite extraordinary, with people from all through South-East Asia, the Pacific and Africa coming to the college. We have a list here. We have students from Brunei, a number from China, from Fiji, France, Greece and Holland; we have 38 students from Hong Kong at Adelaide, 15 at Panorama, 17 at Regency Park, one at Elizabeth and one at Gilles Plains; we have two students from Iceland; we have about 38 students from India; we have a large number of students from Indonesia; we have more than 30 students from Japan; we have students from Kenya, Kirribati, Korea and Malaysia; quite a number from the Maldives (and I know other members mentioned that the member for Coles and I may visit the Maldives program one day, at our own expense); there are students from Nepal, Papua New Guinea, the Philippines, Singapore, Solomon Islands, Sri Lanka, Sweden, Taiwan, Thailand, Tuvalu, the United Kingdom, the USA, Vanuatu, Western Samoa and Zambia.

Mr HERON: At the bottom of page 444 of the Program Estimates under the heading 'Specific targets

and objectives' you state: 'The Workplace Education Service (WES) was extended from one to 10 colleges in 1991 to lay the foundation for an expanded Statewide service.' Could the Minister provide more detail about what that service entails?

**The Hon. M.D. Rann:** We are trying to acknowledge that there are numbers of people who would not be confident enough to bowl up to a TAFE college and say, 'We would like to enrol in literacy programs, so, what we are trying to do is take TAFE to the workplace and to the factories'. In 1992 the Workplace Education Service consolidated and extended its network. Nine colleges, including four in country areas, are involved in service delivery and a further five, four of them in country areas, are developing local programs. The expanded service capacity has led to an increase in provision from 65 courses involving 564 enrolments, in 20 organisations during 1990-91, to 106 courses (over 900 enrolments) in 43 organisations during 1991-92. Over 20 training needs analyses were conducted in the 1991-92 period, with all of them leading to courses starting up now and over the next few weeks. A forward estimate for the 1992 calendar year is that the WES network will have conducted approximately 150 courses for around 1 300 workers in up to 60 workplaces.

The WES is involved in national workplace education resource development projects and the WELL Program National Consultative group. Demand for WES programs continues to grow rapidly, with the Adelaide unit, which has a support role for the network, receiving two or three serious inquiries a week. It has a tripartite advisory committee and this is one of our most superb programs.

**The Hon. JENNIFER CASHMORE:** What level of income to the South Australian colleges was obtained through the enrolment of overseas students at our colleges and what was the income from consultancy work for overseas countries in the last year?

**The Hon. M.D. Rann:** We can take part of the question on notice but I can tell the honourable member about overseas consultancies and the work we are doing overseas, which is important. I can give that information and follow up with other material.

**The Hon. JENNIFER CASHMORE:** In speaking in the Committee stages of a Bill last year the Minister gave information about income from overseas consultancies, but that could be updated. To tidy up the question to be taken on notice, the Committee should know not only what is the income from those students but what is the cost of educating them and, in particular, to what extent does admission of those students to our colleges prejudice opportunities for places for local students, given that there are finite limits to enrolments in every college?

**The Hon. M.D. Rann:** We could not offer the places unless there were full fee recoveries. The same applies in respect of universities. As to our push into overseas marketing of university places, the honourable member will recall that in 1990 I went overseas with the three universities and DETAFE to Indonesia and Malaysia. None of those places take away places from Australian students because they are on a full fee recovery basis. I will get those figures in respect of TAFE, but colleges have documented the following as direct benefits to Australian students resulting from the additional revenue from full fee-paying overseas students:

1. Student places were able to be increased;
2. financial contributions to general service fee revenue and college operational costs;
3. employment of contract lecturers;
4. development of learning support resources for all students;
5. an increase in the overall teaching program;
6. a comprehensive preparatory program for the community; and
7. Cultural and social benefits for existing students in both groups.

In addition, overseas student coordinators and counsellors are fully funded from this revenue. In terms of international projects, and this is an area where there is much new information, the department is engaged in a number of off-shore projects primarily through its joint venture with SAGRIC International. Gross income to the joint venture portfolio of projects in 1991 was about \$20 million in total turnover in 1991, generated from large technical and vocational education projects mainly in Indonesia and the Philippines. Let me detail them:

The polytechnic project is a project assisting with the development of Indonesia's polytechnic education system. The program established commerce programs in nine polytechnics in Java, Sumatra, Kalimantan, Sulawesi and Bali. The commerce programs established have been very effective; 1 700 students to date have graduated and are in high demand in industry. The program has enhanced the capabilities of Indonesian middle managers and teachers, including 300 people who have undertaken training in the Indonesian Student Polytechnic Unit at Adelaide College of TAFE. The project was funded by Australian Aid at a total of \$20.5 million; was undertaken over six and a half years and was completed last year. That was the polytechnic program.

Now there is the second phase of that program, Australian Polytechnic Project. This project focuses on developing systems in curriculum revision to maintain relevance to Indonesian industry. It seeks to improve teaching methods, develop polytechnic libraries, increase capabilities in the production of learning resources and establish management and planning systems. The project is estimated to require \$17 million and involves the long term placement of seven DETAFE staff.

There is the Indonesian-Australian Technical and Vocational Education Program: Part A. The goal of the project is to contribute to the development of a network of resource school clusters for integrated, technical and vocational school improvement in five eastern provinces, South Sulawesi, Moluccas, Irian Jaya, East Nusa Tenggara, and West Nusa Tenggara. Total value of the project is \$18.4 million and involves five DETAFE advisers from S.A.

There is the Indonesian-Australian Technical and Vocational Education Program: Part B. The total project cost is \$17 million. The program involves training and institutionalism of the skills of planning, implementing and monitoring activities within the Bureau of Technical and Vocational Education. There are four DETAFE advisers in that. As to the Philippine-Australia Technical and Vocational Education Program, the project is a joint venture with SAGRIC International, Overseas Project Corporation of Victoria and the International Development Program for Universities and Colleges. It is



concerned with improvements to the technical education, post-secondary sector and focuses on:

- training technicians;
- training tradespersons;
- training 168 Philippine officials in Australia in curriculum and learning resource design, and other areas. The project is valued at \$16 million.

There is the Philippine-Australia Science and Mathematics Education Project, another \$16 million project. There is the Centre for International Education and Training (CIET), which is located within the Tea Tree Gully College of TAFE, and is presently conducting two programs:

1. A program including academic study, exposure to South Australian work practices, business seminars, resource and project work for 19 Indonesian teachers.

2. A program of study similar to the above for 14 Indonesian teachers.

There are also consultancy services to RJD Marine Systems in Thailand run from the Marleston College of TAFE involving a range of consultancy services in ship building and marine fabrication. We then come to a project in which I have been personally involved, concerning Regency College/*Le Cordon Bleu*. In June 1992, I signed an agreement with Monsieur Andre Cointreau, who is from the Cointreau family and who is the owner of *Le Cordon Bleu* in Paris, London, Tokyo and Ottawa.

The agreement allows *Le Cordon Bleu* and Regency Hotel School to offer key *Cordon Bleu* certificate through Regency College. The prestigious courses will be for full fee paying students who will be able to study *Cordon Bleu* in Adelaide. The main market for the program is expected to be Australia, New Zealand and South-East Asia. This new venture is testimony to the fact that Regency Hotel School is world class. Formal negotiations are currently under way and something will be announced within a week or two, but our aim is to be able to offer *Le Cordon Bleu* at Regency College in 1993. I am also keen to establish an International Hotel Management School at Regency College to offer diploma level courses for future leaders in hotel management and the hospitality and tourism industries. We are currently completing negotiations on that with *Le Cordon Bleu* and another major internationally famous hotel management organisation. We believe it will be very good to have a *Cordon Bleu* hub in Australia based at Regency College. It will mean that *Cordon Bleu* has London, Paris, Tokyo and Regency Park.

**The Hon. JENNIFER CASHMORE:** In referring to the fees for students, the Minister mentioned full cost recovery, which implies simply a balancing of the ledger and no profit. It was difficult to determine the total cost because not all the figures were mentioned. Are the consultancies obtained on a full cost recovery basis or is there a profit? To what extent do these consultancies involve a profit for South Australia in terms of export income over and above the cost recovery for the provision of the service?

**The Hon. M.D. Rann:** In conjunction with SAGRIC, SATECH makes a profit on these operations.

**The Hon. JENNIFER CASHMORE:** How much?

**The Hon. M.D. Rann:** I will obtain that information.

**The Hon. JENNIFER CASHMORE:** The bottom line figure is critical, and we need to measure it as the years go by because, as far as I can see, that is the economic direction of the State. What is the strategic plan for higher education in this State?

**The Hon. M.D. Rann:** We are currently working with SAGE. We have said to the universities that when looking at access and equity and research considerations it makes sense that rather than competing with each other they actually work together. We did that successfully with overseas marketing. When we went to Indonesia in 1990 we were constantly being told, 'We've had a university from one State up here bagging other universities and saying that we should use them in preference to anyone else.' That approach is totally confusing to people in other countries. We have tended to work more collaboratively, certainly in respect of overseas marketing. We are now trying to achieve this in a range of other areas such as credit transfer and articulation arrangements. We are trying to develop a State strategic plan with the consensus of the universities and TAFE.

**The Hon. JENNIFER CASHMORE:** The Minister has answered the question as it was put, but I did not intend to elicit that kind of answer. I want to know about the strategic plan for education in South Australia which is linked with the total economic, social and cultural goals of the State, and how is the Government applying that strategic plan to our social, cultural and economic development? What are the means of monitoring it; how is it being promulgated; and what are the coordinating roles of the Ministers that go way beyond education to ensure that its goals are being met, implemented and monitored? In other words, are we going where we want to go and getting there as fast as possible?

**The Hon. M.D. Rann:** I have mentioned the higher education component, which is linked with DETAFE. Kaye Schofield is a member of that committee and Adam Graycar is working on developing the strategic plan for the university sector so that it dovetails in with our economic and educational goals across the system. In terms of TAFE, I have mentioned the Finn report. Greg Crafter and I have formed a committee headed by Mike Terlet to develop that strategic plan by approaching industry, education providers (such as universities and TAFE), businesses and unions to determine how we are going to respond to the challenge laid down nationally by the Finn agenda. Of course, there is also the Training 2000 plan, which I mentioned earlier. I will now invite Kaye Schofield to respond.

**Ms Schofield:** There are a number of key themes, the first of which concerns the balance and mix between the sectors: schools, TAFE, industry based and private training and universities. Getting that balance and mix right in the post-compulsory years is an absolutely vital task. That will be one of the Terlet committee's primary tasks. It harks back to an earlier question as to whether or not too many or too few people are attending university. Until we get in a policy sense what that mix and balance is, we will not know.

The second theme is that everyone needs work related competencies, and we cannot afford to have an academic curriculum over here and a work related curriculum over there with the two not talking to each other. A third

strategic theme is that, in the post-compulsory school years for TAFE and university, industry must have a larger say than it has at present. Finally, we should have a strategic theme of open learning and flexible delivery. The question is: how do we work those themes of education in with the Arthur D. Little report on the economic directions of the State and maintain the State's commitment to social justice as well as to economic development?

**The Hon. M.D. Rann:** On the question of Training 2000, before Parliament rises a ministerial statement will provide basic directions on the planning context, major priorities, the consultation process, industry involvement and the fundamental outline of new governance arrangements. I mentioned the new training agency in terms of the TAFE area and, because of the reform agenda that has emerged from those three national reports, a series of reviews are being held that are heading towards greater industry involvement in training and a sharper economic focus.

**Mr FERGUSON:** Page 453 of the Program Estimates refers to continuing adverse implications for employment. What efforts are being made to encourage employers who cannot take on more full-time employees to consider taking on part-time employees as an alternative?

**The Hon. M.D. Rann:** That is a very timely question because yesterday evening the SA Great organisation launched its part-time start campaign. The State Government has supported the SA Great campaign through the KickStart program and today CES will run an information hotline. The media has donated free space and air time to encourage employers to give people part-time work to break the unemployment cycle and to increase their full-time employment chances by maintaining skills and motivation. An excellent TV commercial has been prepared and radio and newspaper advertisements are almost ready to go. I think everyone recognises the enormous tragedy facing the unemployed and every possible action has to be taken to break the cycle, to lift community confidence and to get people back to work, even if it is only part time for a start.

Hiring a full-time employee may be out of the question for some employers at this time, but many may consider giving people a few hours work a week when they realise the importance of the campaign. No-one is suggesting that part-time work is the only solution, but it is a start in the right direction and must be backed energetically by the whole community. For some people, of course, part-time employment allows them to undertake a range of activities, including study or work in the home, and for others it is the first step towards full-time employment. SA Great is not talking about part-time employment as a substitute for full-time employment but, rather, additional part-time jobs hopefully leading to full-time jobs as the economy improves. The campaign is supported by employers, unions and State and Commonwealth Governments, and I understand that the State Opposition is also supportive.

I congratulate SA Great—and particularly its Executive Director, John Shepherd—on the positive approach that the organisation is taking to unemployment. It is initiatives such as this that will break the gloom cycle and build much needed business and consumer confidence to set our State on the path to employment

recovery. I also want to acknowledge the SAFM Million Dollars campaign, which encourages anyone to donate anything from an hour's work to a full-time job. It is good to see organisations coming into bat on the employment front.

I should also mention that a year ago the SA Great campaign cooperated very strongly with KickStart in terms of our campaign to encourage people to 'buy Australian' and to 'buy local'. We all recognise that it is very important to encourage people to buy locally made goods. Every time one buys a locally made product in preference to an imported product that is likely to save and generate jobs. I have said before that Australia has been in a feeding frenzy over imported products. It does not take a great deal of nous to actually look at the label to establish the origin of the product. Some years ago *Choice* magazine did a major survey on this issue and found that locally produced foodstuffs were price competitive and of a better quality than the imported variety overall. It is vitally important that we get behind our car industries and the other manufactured goods industries. Certainly, it is important to buy Australian made clothes. I hasten to add that this jacket and these trousers are Australian made, and I own a 1991 Commodore, made in my district.

**Mr FERGUSON:** On page 453 of the Program Estimates reference is made to the continuing need to aid the development of industry owned and driven vocational training facilities. What types of such facilities exist in South Australia and how are they funded?

**The Hon. M.D. Rann:** I think the honourable member is referring to skills centres.

**Mr FERGUSON:** Yes, I was.

**The Hon. M.D. Rann:** That is an area in which I think we are doing particularly well. It is very much a tripartite arrangement between the State, the Commonwealth and industry to establish skills centres. At the moment, we have skills centres in the plastics and rubber industries, which have State, Commonwealth and industry support. We have a skills centre in the road transport area based in the city and one in the South-East at Mount Gambier. We also have skills centres dealing with the following industries: automotive (retail), automotive (manufacturing), nursery/irrigation, hospitality, electronics, TCF, retail, engineering and timber/furniture. Of course, that timber/furniture skills centre is a \$2.3 million project launched by John Button and me earlier this year with substantial State and Federal Government contributions as well as industry contributions. There are also projects involving arts and fishing.

It is tremendous to see industries getting behind the skills centres and taking a leading edge in technology and skills training. In the timber industry, for instance, the skills centre was able to get donations of the world's latest computer aided and robot designed equipment from Italy to use in the industry, and local industries also donated material. It is very much a cooperative effort. So, we are very much strong supporters of the skills centre push.

**Mr FERGUSON:** The Select Committee on Rural Finance has discovered a crying need for further education in the rural area, particularly in relation to financial training for things such as cash flow,

bookkeeping and so forth. Are there any efforts in TAFE to increase the amount of training in this area so that the problems of the rural industry may be further alleviated?

**The Hon. M.D. Rann:** We have a very vigorous range of rural management programs. One of the reasons behind TAFE Channel is to ensure that expertise in different locations is available to other locations. Through TAFE Channel, of course, students and staff can interact with each other at a distance. Certainly, rural management programs and business studies programs are very high on TAFE's agenda. I invite Kaye Schofield to comment further.

**Ms Schofield:** Within the rural and horticulture program of the department, the first priority is rural management skills. The development of a course such as the Certificate in Rural Office Practice, for example, is a major attempt to lift financial management skills. It is also a recognition that many women on the farms are looking after the books and they have been the target. All the country colleges have been working for the last couple of months on developing a rural strategy, which includes trying to find a better range and mix of courses in the country than has historically been the case, because country colleges have often focused on Stream 1 000 leisure and enrichment courses. It is now recognised that they need to focus on some of the more substantial courses and that rural communities have a right to access to higher level courses, including advanced certificate and associate diploma courses.

**Mr SUCH:** Does the Minister support the continuation of the concept of juniors and junior rates of pay and, furthermore, does he support the concept of a youth training wage?

**The Hon. M.D. Rann:** The answer is, of course, that these notions are outmoded. We are looking instead towards training wages recognising people's level of ability rather than age. The thrust across the nation is to look at training wages and, in that context, work programs and wages which recognise substantial on and off the job training components and which, therefore, take into account time off the job. The major thrust by industry, unions and Governments of different perspectives across the country is for a training wage. I believe that the concept of some kind of fixed \$3 youth wage is quite abhorrent and goes against international trends. I invite Mr Connelly to respond on the youth wage issue.

**Mr Connelly:** As long ago as November 1989 it was recognised that a substantial change was needed in this area. There was an understanding that it would be part of the award restructuring process, but that appears not to have happened. It seemed to be an essential underpinning for the sorts of changes which are taking place in the whole business of post-compulsory secondary education and the need to put that on a more substantial basis, epitomised by the recommendations which have recently come out of the Carmichael report. There was a series of statements about the necessity for income support to be pinned there, which might be some sort of mix of a contribution from an employer and from the State Government.

There is still much to be done in that area. It is essentially being handled in the industrial relations arena rather than in the employment and training arena, but

there is continual activity going on. As we get agreement to a number of the pilot schemes for the Carmichael system of the Australian Certificate in Vocational Education, we will find the answers to how this is to be handled. I think it is unlikely to be an across-the-board arrangement: it is more likely to come out of industry by industry negotiations.

**Mr SUCH:** Does the Minister accept that South Australian workers and the various industries in which they are involved need to lift their productivity by between 40 and 100 per cent in order for this State to be internationally competitive; and, if so, what strategies is he working on to help increase productivity within the work force?

**The Hon. M.D. Rann:** I think that around the nation there is a need for industry, managers, employers and employees to lift productivity, skills and the qualifications base of Australian industry. I saw some figures a few years ago which showed that in 1987 about 15 per cent of Australian employers had a university education compared with about 95 per cent in Japan and something similar in the United States. It is not just workers but people at all levels of industry who need constantly to retrain and upgrade skills. Our Training 2 000 program, the concept of a new training agency with industry driving the curriculum, and what we are doing in terms of the Finn report and Mike Terlet's work are aimed at gearing up our training system to help ensure that the work force is well equipped and that industry is competitive internationally. However, in that context the question of tariffs is vital. We have a very strong view that the zero tariff option would have an absolutely catastrophic effect on South Australia's automotive and other industries. We certainly want to enlist the support of all members of Parliament in fighting such an option. I ask Mr Connelly to comment on skills levels and competitiveness.

**Mr Connelly:** I think that the process is already in hand. The automotive industry is a case in point of substantial increases in productivity. One could argue that part of the problem of unemployment is a direct result of those increasing levels of productivity. One has to go only to Mitsubishi and compare it with the old days of Chrysler to see that very clearly indeed. I would not want to enter into any discussion on the figure of 40 to 100 per cent. I think it is generally recognised, and both sides of industry are addressing those issues. I can only support the Minister's comment that one of the major ways of improving productivity is to increase the skills levels which are available.

**Mr SUCH:** What strategies is the Minister pursuing to reduce the current high level of unemployment in South Australia, particularly amongst the young, those over 40 and those with disabilities of various kinds, such as intellectual and physical; and, in particular, what strategies does he have in mind to assist the long-term unemployed, those unemployed for more than 12 months, whose numbers have reached 34 161, an increase of 1 262 over the July 1992 figure?

**The Hon. M.D. Rann:** Even in the depths of this recession we have 85 000 more jobs in South Australia than in November 1982, which is 642 800 jobs now as against 558 300 then. In October 1990 South Australia had 667 000 jobs, over 100 000 more than the number 10

years ago. That is one of the reasons why we are very concerned about the Federal Opposition's youth wage idea, because that would obviously displace older workers, and these things have to be looked at comprehensively.

People talk about the impact of payroll tax, which applies to 9 per cent of South Australian businesses, admittedly at a level which is the second lowest in Australia next to that in Queensland. That compares with 100 per cent of businesses in this State that would be hit by the proposed GST, but I do not want to become political.

In May 1991 I called for a national employment summit. I was very annoyed to see that idea opposed by the Federal Government, the Federal Opposition, national business and the ACTU, although it was supported very strongly in South Australia by the United Trades and Labor Council and the Chamber of Commerce and Industry. In June 1991 I put to the Federal Government a very detailed strategy for employment growth. We kept pressing on in our negotiations and eventually we achieved the November 1991 decision for extra training places. We then got the One Nation statement which involved a range of infrastructure initiatives plus employment and apprentice subsidies. Eventually, 14 months later, we got the Youth Employment Summit that we had been calling for, and we made very detailed submissions on a whole range of matters, including apprenticeship subsidies, capital works projects and infrastructure projects, as well as the Youth Conservation Corps.

As I said earlier, we looked set to secure a considerable slice of Federal funding for a whole range of initiatives commencing in October and leading on from there. In terms of unemployment, we have our Kickstart strategy. Kickstart was an idea that I borrowed from New South Wales. In April 1991 I went to Newcastle and was very impressed with what I found there. A committee, consisting of business people, unions and local council representatives, had basically said to the New South Wales Governments, both Labor and Liberal, 'Look, we are sick and tired of people in Canberra or Sydney saying that this is best for you, and that you need this employment and training scheme here.' They said that they knew the local area and its problems, its work force, its kids and its opportunities. They negotiated to have the amount of money that would normally have been allocated to Newcastle to be handed over, rather than in some kind of submission-driven lottery, to a local employment and training board based in Newcastle so that local people could come up with innovative ideas for employment and training.

We have set up a similar project in South Australia called Kickstart. One year ago we launched five areas of Kickstart, including the northern suburbs with the Northern Adelaide Development Board as the project sponsor, Whyalla, Port Augusta and the western suburbs of Adelaide. Since then we have expanded Kickstart substantially.

Kickstart involves a partnership between Government, industry, unions and the community to ensure that the greatest possible effort is made in equipping our work force with the necessary skills for the future. It aims to provide a more responsive mechanism at the local level

in allowing local groups to determine where best to fund labour market and training programs and to help attack the unemployment problem in their region. The main thrust of the Kickstart strategy involves taking a regional approach to the State Government's employment and training programs so that regions with different needs, opportunities and problems can work with Governments to generate local jobs and training opportunities. In this way there is better coordination and increased effort in tackling regional needs. As I said before, we are saying to the regions, 'You have the local knowledge, industry-community links and flexibility to plan your region's future job and skills needs. We will give you resources and technical assistance and advice to get on with the job.'

In addition to those first focus regions—Eyre Peninsula, Whyalla, Port Augusta, the western metropolitan region of Adelaide and the northern suburbs—this year Kickstart has been extended to four new regions—Port Pirie, the Riverland, the South-East and the southern metropolitan area. Approximately 68 projects were funded across the State by the Kickstart strategy in the 1991-92 financial year, and many of those projects also brought in Commonwealth money. We certainly hope that some of the Commonwealth money from the Youth Employment Summit will be used to give some critical mass to Kickstart projects. Approximately \$827 000 of Kickstart regional project funds, excluding the northern suburbs, in relation to which there is a different agreement, were expended. Approximately \$162 000 of SEVS grants were approved, with approximately \$572 900 of Commonwealth money jointly attached to Kickstart projects. I invite Mr Connelly, the skipper of Kickstart in South Australia, to explain how this innovative scheme is working.

**Mr Connelly:** Previous labour market programs have relied, and to this day Commonwealth programs rely, on two factors, one being a specific program with a fairly narrowly focused objective and a comprehensive set of guidelines which have to be abided by to fulfil the agreement. Basically, we turned that on its head and gave some very broad objectives to a community, along with funds, and concerned ourselves less with the actual details of the projects brought into being. We asked the agencies, as they came on stream, to try to develop at least a notional strategic plan.

Bearing directly on the question that was asked regarding how we are dealing with particular cohorts within the unemployed, that is one of the things we have charged them to do. The mix of the cohort in northern Adelaide, for instance, is very different from the mix of the cohort in Port Lincoln. One of the first things the joint group does is to consider its own problems and needs as against its strengths and to put those things together. What is happening in Port Lincoln is quite different from what is happening in Salisbury or Mount Gambier. That has proved to be extremely beneficial in most of the areas, so much so that, in relation to local ownership, there is a degree of resentment—and that is the sort of thing to which the Minister was referring—to any oversight by anyone else. That has to be handled with some delicacy. We set out to give ownership. Ownership is certainly what has emerged.

The northern area development group is perhaps the best one to look at. If members of the Committee wanted to go to look at it, I am sure the management committee would be only too delighted to accommodate that. It is the most mature group, and one can see that the things it is doing now are of real substance. What is emerging in the north which has not yet emerged generally is a very strong alliance with local private sector needs, using local private sector facilities. For instance, members would not need me to tell them that it is an area which is particularly strong in market gardening, floriculture and the like and in which there are peak seasonal needs. The labour force has always been extremely disorganised in the way it operates. Under the aegis of the Northern Area Adelaide Development Board and the group of flower growers in the area, they are now trying to develop a systematic program to create a pool of labour.

That pool of labour will be properly trained; it will spend some time at TAFE acquiring its training; it will gain accreditation for that training; and it will move from product to product, employer to employer, as the seasons come and go. This is employment that basically did not exist in the northern area, and the combination of the private sector, a local community and some Government funds has enabled this sort of synergy to come about, so one will see new and productive forms of employment occurring. It has taken about two years for that sort of ethos to begin to emerge, but it is beginning to emerge and it is a very exciting project.

**Mr HERON:** I refer to page 448 of the Program Estimates. Can the Minister provide more details on the capital works program at Tea Tree Gully, Coober Pedy, Port Adelaide and Salisbury, and say what new works will commence this year?

**The Hon. M.D. Rann:** TAFE has a number of very exciting projects in the capital works area and, to give members an example, earlier this year the Federal Minister for DEET, Kym Beazley, came over to open the new Tea Tree Gully College of TAFE. Stage 1 cost \$18.6 million and was completed in September 1991, and stage 2, the completion date of which was January 1992, cost \$8 million. So, we can see that the Tea Tree Gully region is very well served with certainly the most modern TAFE college complex in the nation. It has flexible multi-purpose workshops, a technical laboratory complex and a multi-purpose hall. It has a tremendous number of facilities in terms of computers and high technology in the area.

We have already mentioned the Coober Pedy TAFE, costing \$2.9 million. A number of other projects were launched earlier this year. In January this year I announced that there would be a \$17.2 million new TAFE complex in Port Adelaide which was started in May 1992 and which will be a national showcase. I have also mentioned one that is just around the corner from where I live—the Salisbury campus—which is a \$9.4 million project and which is very much needed, because the former Salisbury facility (which was in the largest local government area in terms of population in the State) had an old stone and brick building and a number of temporary classrooms and transportables, and we will certainly see a high technology facility there.

But everyone wants to know about what new projects we have not yet announced, because I know people like

to hear announcements in Estimates Committees. New works to commence include the Croydon Park College of TAFE alterations, which is a \$650 000 project and which will be a great addition there. There is also \$460 000 for Parafield campus additions—that is our aviation college. A new hangar has been built there and the redevelopment will provide classroom space and a teaching service and support areas, including community service rooms and computer laboratory. The refurbishments of the Whyalla College of TAFE will cost \$200 000-plus. Alterations are also to be undertaken at the following child-care centres during 1992-93: \$100 000 to be spent at Croydon Park; \$85 000 at Gilles Plains; \$115 000 at the Light College; \$130 000 worth of alterations and improvements to Panorama; and \$210 000 for the Whyalla College of TAFE.

As we look towards the future we can see some other projects which are on the drawing board and which have never been announced before today. This is the first time. Adelaide College of TAFE, Stage 5: we are proposing to construct a new multi-storey building on the south-east corner of the campus on land currently occupied by old inadequate buildings and carparks at the estimated cost of \$19 million. Then there is another one that I think will be of interest to many people. I have been given a very hard time over the past year by colleagues such as Susan Lenahan, the Minister for Environment and Planning, and by people such as Michael Wright, John Hill, Paul Holloway and others, about the need for an expansion in the south.

The Noarlunga region has been subject to rapid growth and the existing facilities are inadequate to cope with regional needs. My proposal is to construct a building extension to the existing facility in the region of the existing carpark. Stage 2 of the development of the Noarlunga College of TAFE will be at an estimated cost as at July 1992 of \$10.9 million and a completion date proposed for December 1995. Also, we have some other projects, including future works down in the South-East and various improvements to computer facilities. So, certainly, it involves the Adelaide College \$19 million multi-storey building and an \$11 million new facility to be stage 2 of the Noarlunga College of TAFE, and you heard it here first. We know that people like positive stories in South Australia.

**Mr HERON:** On page 449, under the heading, 'Specific targets and resources' the Program Estimates refer to 'disestablish TAFE business enterprises': can the Minister tell me why they are being disestablished and what will take their place?

**The Hon. M.D. Rann:** Members will recall that TAFE Business Enterprises were created as an interim arrangement to allow the Minister of Employment and Further Education, as an agent of the Crown, to enter into contracts for the sale of goods and services for commercial gain. When I first became Minister I was told that there were only four Crown Agents left in the world; it was a very archaic notion that it was a legal entity to enter into various commercial activities. I thought this was not very kosher in terms of the way to go about things, so we put in amendments to the Technical and Further Education Act which were proclaimed on 1 July 1992 and which were supported by every member of this

Parliament, to allow the Minister to conduct commercial activities through the department's normal infrastructure.

Cabinet approved the disestablishment of college based business enterprises from 1 July 1992. SAtch, the department's business enterprise, will be absorbed within the new marketing services branch of the department. The new branch brings together a number of existing functions in order that marketing and business support services for colleges can be improved and streamlined.

The activities previously undertaken by business enterprises are now the responsibility of the department's Chief Executive Officer and are part of normal departmental fee for service activities. Until now, there has been a unique demarcation between the activities of business enterprises and departmental fee for service which is, frankly, a demarcation which makes zero sense, because we are all about the same thing. Enterprises conducted their activities under the delegation of the Minister's Agent of the Crown papers and reported their activities separately to the Minister as required by their articles of establishment.

Responsibility to approve and monitor the financial performance of the department's fee for service activities rests with college and divisional managers, who are able to report separately to the department's Chief Executive Officer.

New fee for service accounting arrangements are in place and a detailed fee for service policy and user guide provides uniform policy and procedures for costing, pricing and accounting for revenue raising activities across the department. Total sales revenue generated by business enterprise activity for the 1991-92 financial year was about \$3.1 million. In summary, many people ask whether these business enterprises have been a failure. The answer is 'No', because many of them did some very innovative things and last year they made about \$200 000 profit.

**Mr HERON:** On pages 447 and 448 of the Program Estimates there are several references to child-care. Are all child-care facilities being fully utilised and what are the numbers using such facilities?

**The Hon. M.D. RANN:** Child-care is an area of critical need in further education and training. Quite simply, if we did not have child-care facilities in most of our colleges, which is an area where I believe we are doing better than any other State, it would mean that many people, particularly women, would be substantially disadvantaged and would not have access to the system. About three years ago we reached agreement with the department for a major push in the area of child-care because, if we are serious about access, equity and social justice considerations, then obviously child-care facilities in our TAFE colleges have to be a priority.

New TAFE child-care centres have been opened recently at Mount Barker, Kingston, Regency and Tea Tree Gully TAFE Colleges. The upgrading of centres at Croydon Park, Gilles Plains, Light (Nuriootpa), Panorama and Whyalla is also scheduled for 1992-93. It can be anticipated that all TAFE child-care centres will have been specifically built to or upgraded to licensing standard by 1999, and I understand that we are about to increase from 540 to 630 places. We have got nearly all the colleges covered. I understand there are a couple left

but I will ask Ms Schofield, who has been a driving force in this area, to comment further.

**Ms Schofield:** It is not only a question of what sort of child-care facilities we need in big metropolitan colleges but also the sort of child-care arrangements that we can put in place in small campuses. We are now involved in hosting a national project designed to explore alternative child-care arrangements and support services that could be put in place by TAFE systems, particularly in smaller country campuses. In that way we believe the mix between long day care facilities in large and medium size colleges and more flexible child-care arrangements in small colleges should lead us to the position by 1999 that some form of child-care would be reasonably accessible to every student seeking access in any TAFE campus throughout South Australia.

**The Hon. JENNIFER CASHMORE:** The Minister may remember that earlier this year in April I issued a statement expressing concern about the results of a statistical survey comparing South Australian TAFE college learning resource centre and library staff/student ratios, per capita spending on students and the number of learning resources per student. To assist the Minister in answering the question I provide him with a copy of that statement. I am sure that the Minister is as concerned as we are and as students obviously are, judging by the response I got to that statement, that South Australian TAFE students have access to only a fifth of the books and other essential learning material per student of those available to CAE students before the mergers with the universities and access to only a tenth of the learning resource staff per student and only one-twentieth of the per capita expenditure on books and other learning resource materials.

On page 448 of the Program Estimates under the heading 'Provision of resources' the significant targets/objectives are outlined but I can see no reference there to the urgent need to improve resources for resource centres in terms of data, word processors, books and access to the lot, which are absolutely essential if we are going to achieve the goals outlined in the Finn, Carnichael and other reports. Have I missed anything in the Program Estimates and, if I have, can it be pointed out? More particularly, what plans are in train to increase that percentage ratio of learning resources to students, which at the moment is clearly inadequate?

**The Hon. M.D. Rann:** I did see the honourable member's press item in the *Advertiser* of 23 April. Her press release and comments in the House do not recognise the changing role of TAFE learning resource centres and, in particular, the changing role being performed by learning resources within the learning process. Learning resources in the past have generally been considered reference material to which students require access in order to carry out assignments or further research outside of time spent in lectures and tutorials. With the advent of more enlightened approaches to the delivery of courses the role of learning resources within TAFE has changed dramatically. More student centred approaches to course delivery are replacing the traditional lecture and practical class with resource based study programs. These programs require students to use a study guide and have access to a variety of learning resources and information sources throughout the learning process.

This approach enables theory and practice to be integrated, students to progress on the basis of achieving competence rather than 'time serving'. This is the whole basis of our competency based training. This means that rather than an apprentice having to work for five years to be qualified as an electrician, if they reach the standard in three years by using self-paced learning—obviously computers are very much a part of this—then we are looking at the competency based approach. Tea Tree Gully TAFE is the national focus for that and greater levels of individual tutorial support for students are available during the learning process. In addition, this approach enables students to gain life-long learning skills that will serve them well in the future. As the role of learning resources within TAFE is changing, so too is the role of the learning resource centre.

The traditional notion of the learning resource centre as the site within a college in which all learning resources are housed is no longer appropriate. This role is changing to one of managing a learning resource collection that is distributed throughout the college in those areas in which students are undertaking their courses. Funding for the provision of learning resources is increasingly reflected in program budgets with learning resource centre staff acting as coordinators and advisers in the purchase and management of learning resources. It is a different notion: rather than a traditional library it is more of a sort of hub.

The use of resource based approaches to the delivery of courses has also been a major factor in increasing the equity of access to vocational education and training for a range of disadvantaged groups within the community. The simple provision of learning resources for these groups within local libraries or learning resource centres would not meet their needs without some means of access to specialist tutorial support. Considerable effort and financial resources have been committed to the development of a system-wide infrastructure, including a video conference network to increase student access to tutorial support regardless of their geographic location. Comments attributed to the honourable member in the *Advertiser* in April related to provision of additional funds for learning resources in 1991-92. Again, it reflects an understandable misunderstanding of the budget processes used in the distribution of these funds. While not all the additional funds were allocated specifically to learning resource centre budgets, they were all allocated to the budgets of appropriate groups within TAFE colleges for the development, purchase and supply of learning resources for use by students within their course of study.

As to additional funds allocated, over \$1 million additional funds have been made available for the provision of learning resources in TAFE during 1991-92 on top of the \$450 000 that is allocated annually from State funds. These additional funds have been allocated in three targeted areas. First, there is support for the implementation of the national metals and engineering modules as follows: \$196 000 plus for the development of competency-based learning resources within the State; \$25 500 for the purchase, printing and distribution to colleges of competency-based learning resources development; and \$128 000 plus for the purchase of

commercially available learning materials (books and videotapes).

Secondly, there is support for pre-vocational courses as follows: \$237 000 for the purchase of commercially available learning resources (books and videotapes) for use by students in pre-vocational courses running in 10 different locations throughout the State. Thirdly, there is the implementation of the 1992 Commonwealth post-school resource agreement as follows: \$25 000 to support the work of the Open Learning Information and Materials Clearinghouse which provides a specialist learning resource service to all colleges; \$125 000 for additional student equipment in TAFE learning resource centres; and \$433 000 for the purchase of commercially available learning resources (books and videotapes) for use by students undertaking a wide range of TAFE courses.

These additional funds and a range of long-term strategies that are already in place are aimed at ensuring the provision of appropriate learning resources for use by TAFE students in the learning process. I have just been handed some updated material, which shows further support of \$60 000 plus for the development of competency-based learning resources for engineering modules; \$8 500 for the purchase, printing and distribution to colleges of competency-based learning resources; and \$56 000 for the purchase of commercially available learning materials (books and videotapes) for national metals courses. Learning resource support for pre-vocational courses (Semester Two 1992) is as follows: \$173 500 for the purchase of books and videotapes. So, I think the honourable member can see that considerable work is being done in this area.

**The Hon. JENNIFER CASHMORE:** The Minister sounds reassuring, but the fact remains that complaints about the level of learning resource allocation in CAEs came to me from people within the colleges who obviously know how they operate. Did the statistical survey which took place and which I think by any account would have to be seen as identifying inadequacies within the system—I do not think that the Minister or any of his officers would claim that the system is well resourced in terms of learning resources—take account only of what was in libraries or did it take account, as I expect it must have, of all the books and other learning resources available to students throughout the colleges; in other words, whether they got it from the library, the department, the tutorial or wherever?

When that statement was issued, I received phone calls from students all over the State saying, 'We're doing such-and-such a course; there is one book for 17 students and one photocopier, and there's almost a brawl after each lecture or tutorial. When the book is recommended, she who runs fastest gets there first, photocopies and then goes off.' That is just not satisfactory. The figures given by the Minister are historic; in other words, they were allocated last year. Is that correct?

**The Hon. M.D. Rann:** The updated information related to the current financial year.

**The Hon. JENNIFER CASHMORE:** But the major proportion of that allocation was historic and had presumably been or was about to be spent at the time I issued the statement. I would like to know whether the Minister's explanation that what is in the resource centres

is not all that is available is a reassurance, because if that survey was based on the whole range of resources my criticisms are valid.

**The Hon. M.D. Rann:** It does not surprise me that in the traditional university sector there is more of a library approach. At Tea Tree Gully and other colleges people are essentially doing their courses via computer as well as video conferencing and so on. So, it does not surprise me that there would be more books per student in a university environment. Recently, a delegation from New Zealand Polytechnics came to look at what we are doing in respect of new learning technologies and resources. We might not be doing like with like in one respect, but I will ask the Chief Executive Officer to comment further.

**Ms Schofield:** It would be fair to say that our learning resource centres are under pressure. They are not fully resourced to the level we would like, but to the best of my knowledge this survey was confined to learning resource centres. The huge retention in secondary schools and changes to SACE and the fact that our libraries are also accessible to the community and to industry users has caused certain pressures, and we are trying to manage those as best we can. We have also made our libraries accessible to industry, which has donated significant resources to a number of them. However, the essence is that competency-based training will relocate the source of learning so that it will not be the student getting out of a class and going to a library; an integrated set of activities will be there.

In respect of the competency-based learning materials, we have assiduously taken part of the Commonwealth pre-vocational funds that have been provided over the past two or three semesters and put a significant portion into learning resources as an indication of our commitment to the area. I say finally that, in recognition of the issue, we have now established a learning resources executive committee within the department chaired by our most senior college director, Brian Stanford, to look at the whole issue of learning resources; that is, the interface between learning resource centres and discipline or faculty-based learning resource materials to try to make an objective assessment. At present, many assessments are being made by lobbyists from within the department. I believe that committee will give us a strategic plan that can look at whether this needs to be increased in terms of resources obviously at the expense of something else.

**The Hon. M.D. Rann:** We have joint library and learning resource arrangements. For instance, the joint use library at the Noarlunga College of TAFE is, if not the busiest in the State, at least the busiest regional library. It is a joint Noarlunga TAFE and Noarlunga council project. In the lead-up to the \$27 million Tea Tree Gully TAFE, we negotiated an agreement with the Tea Tree Gully council for another joint use library which, I understand, was on the basis of about \$3.5 million from the State and Commonwealth and \$3 million from the council. That facility was opened in February this year. So, there are a number of innovative ways in which we are giving the wider community access to TAFE resources but also sharing resources with traditional council libraries. This is a way of building up the critical mass that is available to students.

**The Hon. JENNIFER CASHMORE:** The Minister would have read with great interest the *Bulletin* article of 14 April entitled 'Learning to export by degree', which reported on Professor Donald Smart's analysis of the inadequacies of Australia's after-sales service for its education export product. My colleague the member for Mitcham has raised the question publicly several times, in Parliament and through the media, of the failure to provide adequate support services for overseas students whom we have enticed—and that is not too strong a word to use—to come to this country and this State. The benefits we are getting are clear, and the Minister outlined them earlier.

The chief criticisms outlined in the Smart report relate to some Federal Government responsibilities, for example, it takes longer and costs more to obtain a visa from Australia than it does from either the United States or the United Kingdom, which gives those other two countries a head start when they are selling education services to students. Professor Smart criticised the Government's—and I assume he means the Federal Government—aggressive and uncoordinated promotion of education as an export industry, seen by Singaporeans, at least, as a money making racket. Has OAT or the Minister's department examined and analysed the Smart report and, if so, have they done their own consumer surveys of students here and their families overseas to ensure that the parents of students are satisfied with, first, the quality of the education—which I think is one of the things that is satisfactory—secondly, the availability and security of accommodation and, thirdly, the general support and what could be called 'pastoral care' of young people who are very vulnerable in a foreign country?

**The CHAIRMAN:** The Chair has been most tolerant towards the member for Coles in terms of lengthy contributions. I want that to be noted. To be fair to other members of the Committee, perhaps the questions could be a little shorter.

**The Hon. M.D. Rann:** I personally believe that this area is vitally important. I became aware of it shortly after I became a Minister and took an interest in the university push with respect to the plan to triple our number of overseas students enrolled, because it was quite clear that at that stage we were not doing as well as the other States in attracting overseas students. When I talked to the Vice-Chancellors and others they made me very aware of some of the real problems occurring overseas with some States—and I do not want to mention them—that were embarking on an absolutely holus-bolus program to get people in the door at any cost but, when these people arrived, they were virtually left to fend for themselves.

One of the things that impressed me about our university educators in South Australia was that they had a fundamental belief in what the honourable member called 'pastoral care'. People had to be welcomed, nurtured and assisted in the cultural transition that occurs when going to a new country. When I went to Indonesia with Frank O'Neil from the University of Adelaide, Alan Meade, then of the Institute of Technology and later of the University of South Australia, Denise Bradley, and people from Flinders, including Graham Hugo, one of the things that struck us when we dealt with the Indonesian ministers and educationalists and Government department



people was that they had good feedback from the students who had come to South Australia. They felt that people had been welcomed here and had been looked after; they had not been left to fend for themselves.

I have heard of people in the TAFE system who make a point of meeting people at the airport when they arrive and helping them to find a home, whether that be in an institutional setting or in someone's home in the community. This was obviously something that we had to use, in a sense, for marketing: there must be ongoing pastoral care of people coming to study in South Australia, whether that be in the TAFE system or at our universities. It certainly was true that not only had the interstate universities been involved in bitter rivalry between themselves but it was damaging Australia's image when one excellent university described another excellent university as not being up to scratch. That did not happen here. Ministers and departmental chiefs in Indonesia referred to the fact that it was extremely odd, but pleasing, to see four institutions visiting with the Minister and speaking of each other's merits in a positive way and talking about after care.

The Indonesian Minister for Manpower Planning visited Adelaide last month and toured our facilities. He received very good feedback from the students at the Tea Tree Gully Centre for Overseas Students. Of course, those students are housed in the former nursing home facilities and there is a great *esprit d'corps*. When the Minister of Education and the former Chief Minister of Brunei visited Adelaide and had dinner with me last year he made the point that traditionally Brunei had sent students to the United States and England. However, they were very interested in South Australia because they had good feedback about how students were looked after and they felt there was a more caring environment in Adelaide than in places like Sydney or Queensland.

The failure of ELICOS colleges in some other States has had an enormous detrimental impact on our image overseas because, obviously, parents want to know what will happen if they send their children to Australia to study and the college folds up and goes broke and people are left stranded. That has happened in two States that I am aware of and it has affected South Australia's reputation.

I want to mention Flinders University as being an outstanding example of what can be done in this area. Flinders University has an arrangement with Sunway College, which is in an outer suburb of Kuala Lumpur. That college is owned by Dato Geoffrey Cheer, who is an outstanding industrialist in Malaysia and has a commitment to education. Basically, students do the old South Australian matriculation examination in Malaysia and then go on to do a year with Sunway College, where Flinders University has a joint arrangement. So, they undertake their first year of study in Malaysia and complete their degree at Flinders.

Again, apart from celebrating that, I think Professor Graham Hugo is an outstanding South Australian who has spent an enormous amount of time on the pastoral care of Indonesian students in particular. He has established an Indonesian centre at Flinders University. In addition, under Deidre Jordan's chancellorship, Flinders University was the first university in the nation to stage graduation ceremonies in Kuala Lumpur. I attended the

first of those ceremonies when I visited Kuala Lumpur in 1990. The Chancellor, the Vice-Chancellor, the Registrar, the Minister of Further Education, other officials and parents were able to travel to Kuala Lumpur to see their students graduate and receive their degrees. Members of the royal family attended that first ceremony and were enormously impressed that a university in another country cared enough to hold a graduation ceremony in their country to honour their students.

Flinders University has performed those ceremonies every year, and recently a graduation ceremony was held in the Solomon Islands. I think the university really deserves our strong support and thanks for its commitment to those students. In other words, we are sending the message back to Malaysia that we do not regard their children as cannon fodder to make money; we regard them as people whom we value and whom we want to have an ongoing role in our university life. I think that our universities in this State deserve some credit.

**Mr De LAINE:** My question follows my previous reference to the A.D. Little report. How has DETAFE responded to the report, specifically in relation to the so-called strategic thrusts of manufacturing, tradeable services and rural industries?

**The Hon. M.D. Rann:** Our response to the Arthur D. Little report has been to announce our Training 2000 strategy, and we are working very closely with industry in regard to that. The three strategic thrusts proposed to achieve the transition to a new industry structure are to facilitate restructuring and growth of existing manufacturing industry; to increase the tradeable services sector, aiming to build internationally competitive services around five key segments (tourism, education, health, engineering and research); and to continue efficiency gains in agriculture, and add value to minerals.

DETAFAE is involved in and has been addressing three key areas. First, with the assistance of Commonwealth growth funds and a redirection of internal resources, DETAFE is refocusing on entry and advanced levels of training. The implementation of the entry level Vehicle Industry and Engineering Production Certificate typifies this approach.

Secondly, DETAFE was successful in winning an internationally called tender to provide hospitality training in Malaysia. There is an active overseas student program being offered to students who wish to study for diplomas and associate diplomas. This avenue can provide an alternative path for overseas students to continue on to complete an appropriate degree at one of our three universities. There are also well established fellowship programs which enable educators from Malaysia, the Philippines and the People's Republic of China to receive trainer training and update teaching and technical skills. Unique computer-based teaching resources in areas as unlikely as hairdressing and cosmetology are being sold to interstate and overseas training organisations. The department is actively involved with SAGRIC International in bidding for and being successful in winning a range of overseas training and skilling projects. I mentioned some of those before. At the beginning of 1992, through an agreement signed by me and the new New South Wales Premier, John Fahey, who was then the Minister for TAFE, we formed AUSTRaining, a joint

venture between DETAFE, SAGRIC International and TAFE New South Wales as a junior partner, and this brings together the best available training resources to be exported to Indonesia.

Thirdly, we also have developed the DETAFE rural strategy which will not only address issues of equity and social justice but establish enabling processes to support rural industry growth and development in the program areas of rural and horticulture; hospitality, food processing and tourism; recreation; and community languages. That will cover courses in areas such as wine making, food processing, agriculture, fishing, aquaculture and tourism. I think that the Arthur D. Little report highlights the necessity for all sectors of the economy to optimise any available opportunity to improve our overseas competitiveness. DETAFE will continue to be involved in the forefront of this activity.

**Mr De LAINE:** I am very excited about the TAFE college in Port Adelaide, to which the Minister referred earlier. I am pleased not only to be the local member but to have been a member of the old Public Works Standing Committee which approved that project and which ceased to exist on 10 February this year. The last project to be approved by that committee was the Port Adelaide TAFE College, and I am very pleased about that. How is the work proceeding on the new world class facility; is the work on schedule; and when is completion expected?

**The Hon. M.D. Rann:** As I mentioned before, this is a \$17 million project. We shall have maritime, business, tourism, community services and computer studies. The profile is not yet finalised, but we are looking at a range of courses. It will have a strong relationship with the multifunction polis. I had to kick off the destruction of the former building on the site with a giant destructor machine, which scared the daylight out of me. I wore my hard hat. I was worried that I might cause some union problems, but was assured that everything had been sorted out. I understand that it is well on schedule. Its position on the waterfront is absolutely outstanding. Peter Kirby, Kaye Schofield's predecessor, showed me the wonderful design which is being used. I said, 'I know Port Adelaide fairly well, having door-knocked there in the Federal election campaign, but can you tell me which street it is in? I cannot picture which street it is in.' I was then told that it was in Rann Street, Port Adelaide. He was one of the early pioneers. I said, 'This cannot be allowed to happen. There must be a better site. Neither the Opposition nor my colleagues will let me get away with the Rann College of TAFE in Port Adelaide.' So it is not there. It is right on the waterfront and it is a much better site.

*Mr Ferguson interjecting:*

**The Hon. M.D. Rann:** It might be known as the De Laine College of TAFE—but we have not yet finalised the name. The honourable member asked a question about the Waterside Workers Hall in the Port Adelaide project. There are many rumours going around the Port. The Waterside Workers Hall was purchased as part of the site for the new Port Adelaide TAFE complex. The hall has been occupied by a theatre company called Vital Statistics. DETAFE has agreed to lease the building to the Department for the Arts and Cultural Heritage for 10 years. The department is currently negotiating a sub-lease with Vital Statistics, but the rumour going around the

Port is that I am going to do to that building what I did with the destructor to the old shed. I give the firm guarantee that the hall will not be demolished, as is rumoured. The hall is being upgraded, and the project is carrying the cost of a piazza and the construction of toilets to replace accommodation demolished in the college project, and the Department for the Arts and Cultural Heritage has accepted responsibility for maintenance and interior works within the building. I think that the Port Adelaide TAFE will be a win-win for the Port.

**Mr De LAINE:** The Program Estimates (page 453) refers to the need for special support to enable disadvantaged groups to gain access to employment and training opportunities. What efforts are being made to further the goals of the National Women's Employment strategy?

**The Hon. M.D. Rann:** As I said before, we have the Women's Employment Strategy which is headed by Barbara Pocock and includes some outstanding people from the Public Service, industry and the union movement, such as Stephanie Page, Deputy Director, Children's Services; Women's Adviser to the Premier, Jayne Taylor; Women's Adviser to the Department of Labour, Gay Thompson; Director of the Working Women's Centre, Jude Elton; Director of the Equal Opportunity Unit in DETAFE, Carol Watson; Assistant Director, Programs Branch, Employment and Training, Cathy Tuncks; Equal Opportunity Officer of the Department of Labour, Areti Deveizidis; the ministerial appointments from industry, Ainsley Popplewell from Simpsons Limited and Debra Floyd, Controller of Civic Services for Adelaide City Council; the union representatives, Sally Biddle, the Vice-President and State Secretary of the United Trades and Labor Council, Food Preservers Union, and Gayle Peake from the Public Service Association; Eugenia Hill from the Migrant Workers Centre; and, representing Aboriginal women, Jillian Heaton from the Yorke District Education Office. The Executive Officer of the Women's Employment Strategy is Loine Sweeney.

We can announce today a project aimed at improving work opportunities for women. A pilot project will introduce a range of initiatives in terms of women employed in Noarlunga, Willunga, Happy Valley and the Marion districts. The project, based at the Southern Women's Community Health Centre, will follow consultation with local women, employers, trade unions and other relevant organisations. Despite many advances, women still face a complex range of barriers in the work force, with a vast majority being confined to a narrow range of lower paid, lower status occupations. This project will focus on why this is occurring in one region. We are using this as a pilot to determine whether it is the subjects that girls are studying at school, unequal access to training opportunities, the need for improved child-care support or the attitudes of employers or other employees to women in the work force.

Once we have assessed these measures, we certainly hope to introduce initiatives into other South Australian regions. The southern suburbs has been chosen for the pilot following considerable interest expressed by local community groups when the women's employment strategy was announced earlier this year. The initial

planning review report has also highlighted the need to develop special industry and employment initiatives in the south. That will be a very useful project and could have national implications.

Mr SUCH: I refer to pages 51 and 52 of the Auditor-General's Report. The Auditor-General has expressed concern about certain aspects of DETAFE, particularly lecturer contact hours, non-contact activity, inadequate maintenance of records—in particular, roll books—and payment of part-time staff, as well as about the cost of cleaning TAFE facilities. Has the department responded, and will it respond even more, to those concerns?

The Hon. M.D. Rann: We are responding with vigour to criticisms and comments that are accurate, although I would like to disagree with some things. I will set out the general comments and deal with specific issues. The findings and comments of the Auditor-General provide a useful input to the department's efforts to improve its productivity, efficiency and effectiveness. The aspects of management of lecturing resources referred to in the report are efficiency measures which form only one part of the department's approach to increasing productivity and improving the quality of service to its clients. The report concentrates on contact hours of teachers, which is only one input into the educational program.

Productivity is obviously a complex issue. Through the use of alternative teaching methodologies, productivity as measured in student outcomes can in fact be increased with decreased teaching hours. This is one of the points of TAFE Channel, whereby we are actually reaching students in different locations. Lecturers are involved as consultants to industry, in fee-for-service activities and in a range of different ways of working in DETAFE rather than the traditional sort of teaching/lecturing hours. There might have been a misunderstanding of the different ways that TAFE staff operate through competency based training, through the workplace education project and so on.

The major part of the report is based on an examination of business studies. That is only one of 16 educational programs. This program, previous to the audit, had been identified as an area of concern, and concerted efforts have been made to address management issues. These include an external consultant conducting a management review and the assignment in 1992 of a senior officer to manage the program and address productivity issues in the operation of the program, and results of these efforts are expected to be apparent through increased productivity in 1993. Those parts of the report relating to college management are based on a survey of three colleges of a total of 19. They are general comments.

We are certainly taking up with vigour questions of productivity but emphasising that lecturing hours in a classroom is not the only component of what a TAFE lecturer does, by any means. There is a lot of industry relations work which is going on and which is vitally important to our training agenda. As to specific findings, the report states:

At the executive management level there was no evidence of review of lecturer contact hours, non-contact activity, performance, etc.

This certainly implies a level of central office control and coordination which is no longer appropriate in DETAFE. The whole thrust of what we have been about is to

actually decrease the numbers in central office and to devolve responsibility to the colleges themselves.

The responsibility for the monitoring and control of individual lecturers rests, as it must do, with college directors. If college directors were told, 'You don't have to worry about the monitoring and control of individual lecturers; that will be done by head office,' there would be a whole heap of alibis and excuses. We are saying to college directors, 'You are the managers; you are the chief executives of your college,' and this devolution I hope will continue. Executive level review does occur through annual performance agreements. We have performance agreements with our college directors on outcomes and an analysis of the department's primary management data.

College performance (productivity) is obviously taken into account during subsequent resource distribution from head office through to the colleges. The report further states:

Not all college contact hours advisory committees were operating in accordance with the industrial agreement in recommending contact hours for each teaching area. It was also noted that the recommended contact hours varied considerably between colleges for the same teaching area (up to three hours per week) and were at the lower end of the 18 to 24 hours per week range.

A directive has been issued by the Chief Executive Officer to ensure that college contact hours advisory committees are operating in accordance with the industrial agreement. That has already occurred.

Recommendations on contact hours are college specific, taking into account local conditions. The degree of specialisation of colleges means that the nature and level of the courses within a program can vary dramatically between colleges and hence requires variations in contact hours. Since the development of the 18 to 24 hour contact hours benchmark, teaching effort through alternative delivery modes which does not register as contact hours has increased, for example, open learning, recognition of prior learning and so on. Fee for service activities and consultancies can lead also to a reduction in contact hours, yet at the same time increase the department's productivity. Further, the report states:

There were no documented policies, directives or guidelines for circumstances that impacted on the normal hours of duty of a lecturer, for example, where there were differing learning environments, curriculum development, numbers of students assigned, complexity of material taught . . .

Curriculum development is another area of non-contact. The issues identified in the audit are matters left to the discretion of the college director. Policies are not considered necessary in the exercise of management decisions concerning individual cases. They are educational issues, best determined by educational managers. We cannot have it both ways. We cannot have a philosophy and policy that says, 'Let us devolve responsibilities to the colleges; let managers be managers,' and, at the same time, have this kind of big brother or big sister approach from head office. The report further stated:

At colleges, management review of individual lecturer activity was minimal.

Departmental instructions have been issued to ensure that appropriate management review processes are in place. The Auditor-General also said:

A sample tested by audit of personal timetables and roll books at three colleges for the business studies program revealed:

- Not all timetables contained relevant information or could be accounted for.
- Roll books were not being properly maintained.
- Average contact hours was 15.5 . . .

These comments are based on three of 19 colleges, on one of 16 educational programs. Furthermore, the comments relate to a complex program where some problems in the effective management of staffing resources had already been acknowledged. These issues are being vigorously pursued.

So, contact hours do not measure other lecture activity that leads to increased student outcomes, that is, in materials and curriculum development, recognition of prior learning and open learning. Fee for service and consultancies can lead to a reduction in contact hours but, through the revenue raised, can lead to significant increases in productivity. So, contact hours are not an appropriate measure of total productivity. The department is concentrating on what is really important, which is student outcomes. They also said that at times lecturers did not maintain attendance records. Timetables are the main vehicle for monitoring lecture attendance and records of absence are maintained. They said that procedures, controls and documentation to ensure that part-time instructors were being paid at correct rates require improvement and college directors have been issued with clear instructions on the employment of part-time instructors.

On all those counts things are being done at college and departmental level, but there was one comment that was quite inaccurate, in my view, and I am quite prepared to argue with the Auditor-General on this score, because he was wrong. He said:

There has been no indication of any ongoing review to ensure that the department's directives have been implemented and that they will be properly maintained.

This statement is quite inaccurate. The Auditor-General and his department did not seek information on ongoing review practices. Internal management audit processes to review specific issues raised in the report are being instituted. At the executive management level the major emphasis is on total productivity issues rather than a concentration on isolated efficiency measures. College performance agreements leading to resource allocations for each college and review of program relativities based on primary management data are the major vehicles for reviewing productivity. Management of lecturing resources is only one component of this. So, overall, we respond positively to the Auditor-General's Report, but we disagree with one comment which we believe is inaccurate, based on the fact that we were not asked a question by the auditors involved.

The member for Fisher also mentioned the college cleaning review, and the Auditor-General notes the recommendations of the cleaning review are being implemented, and that is good. I point out that training is seen to be the key to achieving long-term productivity and efficiency gains. A training course is being piloted at Regency college. Training modules will then be available across the department and for external agencies. A cleaning coordination group has been established, comprising joint management and union representation, to define cleaning standards and specifications covering a

wide range of program areas and variables. It is expected that the departmental cleaning standards guide will provide a measurable correlation to current and future resource needs in colleges to achieve the 25 per cent reduction target of GARG. The cleaning standards guide will be based on revised cleaning methods and work practices which eliminate unnecessary, duplicated or overly labour-intensive cleaning arrangements.

A schedule of activities has been prepared for 1992-93 and stage one, with consultation with management, staff and unions, data gathering and establishment of the coordination group, has been completed. Stage two, which entails detailed on-site evaluation of cleaning arrangements in each college, is about to be commenced. A Project Officer, Cleaning Review, was appointed in July 1992 to assist with these evaluations. So, we are getting cracking.

Mr SUCH: Also in the Auditor-General's Report on pages 52, 56 and 57, the Auditor-General draws attention to the computing strategic plan of DETAFE and also highlights the creation of the Marketing Services Branch and aspects of the financial management and operations of the College Arms Trading Company. Will the Minister outline the current status of the administrative computing strategic plan and also, in relation to marketing services, can he outline how the Marketing Services Branch will operate? Finally, will he indicate what steps are being taken to reduce any financial difficulties with College Arms Trading?

The Hon. M.D. Rann: I think they are very pertinent questions. On the marketing of computing, we should say that, following Cabinet approval early in October 1991, the implementation of the department's new integrated student management and course information systems into a further 11 TAFE colleges proceeded. Originally, I think this computing was a pilot project, which was basically providing course information and enrolling students, and this was then extended to a further 11 TAFE colleges. At the same time, further work was done on the strategic plan itself to enhance those aspects that the Information Technology Unit had identified. The financial analysis component in particular was discussed at length and in detail with Treasury and was eventually finalised early in 1992.

It is true to say that at this time the department was experiencing teething problems with new state-of-the-art software used to implement the new systems. It was necessary to ensure that these problems could be satisfactorily resolved before proceeding to seek approvals for a strategic plan based upon this software. The problems were resolved largely with the software suppliers' assistance, and the plan proceeded through the internal departmental approval processes and was forwarded to the Information Technology Unit in late July this year. Comment back to the Chief Executive Officer from the Chairman, Information Technology Sub-Board, can be summed up in his final sentence. In South Australia we have a very good TAFE system with an excellent management, and I want to pay tribute to Kaye Schofield, Darryl Carter and Charles Connelly and others and their supporting teams for being outstanding public servants and outstanding managers. We do not often acknowledge these things, but it is true. The Chairman's final sentence reads:

I commend your agency's officers on the development of a sound and pragmatic strategic plan for the provision of administrative information systems which is confidently supported by the Information Technology Unit.

The development of the educational computing plan is still under way. When finished, this plan will be integrated with the administrative plan and forwarded to the Government Management Board for consideration. The Information Technology Unit is kept aware of progress through one of its officers being a member of the department's Executive Information Systems Committee—the committee that monitors such developments. I do not claim to have any expertise at all in the area of computers and, indeed, it is an area which at times makes me considerably nervous. I am told I am about the only person who has failed to use the job and course explorer with success. I was told later that it was a technical hitch on the day. I think that our computing program is currently under way with strong backing.

I now refer to the College Arms Hotel. We must remember that the College Arms Hotel project is not a pub. It is actually a training facility and therefore there will be a whole range of costs involved with running a college within a pub or hotel. Therefore, when people say, 'Why isn't this pub making a huge amount of money?' the fact is that it is not just a pub: it is a training institution. Of course, we should also add that many pubs around town are also having problems during the current recession. In 1992 the College Arms Hotel company engaged a private consulting firm to improve the accounting and management reporting systems of the hotel. As a result, new accounting and management reporting systems are now in place. For 1991-92, the training and commercial operation accounts were separated, because that was the problem: it was being run as a pub that was also a college.

What we tried to do was separate the training and commercial operation accounts and the end of the year figures show that a net profit was achieved on the training component and a net loss on the trading component. The overall position was a small net loss for the company for 1991-92. During the year, the board made a number of significant changes to the operations of the hotel in order to reduce the cost of wages. A revised business plan has been prepared by the board and is currently being assessed by other members. I should point out that the College Arms Hotel is run not just by TAFE: it is a company comprising one-third TAFE, one-third the liquor industry (employers) and one-third the Liquor Trades Union. So, it is a rather unique venture and, certainly, there have been changes to its operations.

**The Hon. M.D. RANN:** The third question relates to the Marketing Services Branch. Cabinet approved the disestablishment of college-based business enterprises, as I said before, from 1 July 1992. That followed the legislation that was supported by this House and the Upper House. SAtch, the departmental business enterprise, will be absorbed within a new Marketing Services Branch within the department. The new branch brings together a number of existing functions in order that marketing and business support services for colleges can be improved and streamlined. This will also include the Publicity Branch and the TAFE Information Centre. We are just consolidating, lean not mean management.

**Mr SUCH:** In relation to the Estimates of Payments and Receipts (page 198), can the Minister explain the dramatic increase in recovery from fee-for-service courses, which is estimated to increase from \$3 million to \$6 million plus? Why will the Home and Community Care Scheme be funded at a lower level, and why will the return from the sale of land and buildings increase dramatically in this financial year?

**The Hon. M.D. Rann:** On these questions I will defer to our financial whizz, Mr Carter. I would like to take credit for the increase from \$3 million to \$6 million in revenue and I am sure that we have a good explanation. I should say that this is all part of TAFE becoming more commercial. We believe that, if TAFE is to be industry relevant, it has to understand and be commercially relevant and flexible, which is why our TAFE lecturers no longer are just teachers and are out there doing fee-for-service. They are consultants to industry, in training, they are involved in leading edge work in curriculum design with unions and industry because this is very much a training partnership. I ask Mr Carter to respond.

**Mr Carter:** I may have to ask the honourable member to repeat part of the question because I spent most of the time looking for the paper. The first question related to the increase in fee-for-service revenue. I refer to page 198 of the Estimates of Payments and Receipts. The change reflects a change in presentation in 1992-93 compared to 1991-92 where the labour market training programs, which we do fairly well in open tendering from DEET sources, was shown as a separate line in 1991-92 and the bulk of that has been combined with the fee-for-service figure for 1992-93. If we put those figures together, we get a similar level of receipts for 1991-92 compared with 1992-93.

**Mr SUCH:** The Home and Community Care Scheme is listed as having a reduction in funding from last year.

**Mr Connelly:** Home and community care appears in the department's estimates by virtue of the Home Assistance Scheme, which is a combination of money from direct State appropriation and the Home and Community Care Scheme coming together to form that program. The Home and Community Care Scheme itself is a joint program of Commonwealth and State Governments, essentially delivered through the Department for Family and Community Services. This is our estimate based on an understanding of the likely money that will be forthcoming from the Commonwealth Government. It is hoped that we can maintain this at the level we had, but the preliminary indications that we are getting from the Commonwealth are that we should be looking for reduced sums in this area. It is basically Commonwealth delivered.

**Mr SUCH:** The third question related to the dramatic increase in the return from the sale of land and buildings.

**Mr Carter:** The sale of land varies significantly from year to year and is not something that would be constant. It depends on what comes on the market that year. We have a list that I can put into *Hansard* of the properties sold to make up that amount.

**The Hon. M.D. Rann:** We will take that question on notice.

**Mr FERGUSON:** At page 452 there is reference to community based formal training provisions. What group training schemes currently exist, how many apprentices

do they employ and how would they be affected by recent changes in the funding formula?

**The Hon. M.D. RANN:** The group training schemes are an area for which we have a particular passion. As to the rationale, essentially group training schemes allow small and other businesses that perhaps could not fund the indenture of an apprenticeship over some years themselves to still have the benefit of those apprentices. A central agency coordinates group training schemes in different industry areas, and we find that apprentices may spend different amounts of time in different workplaces to complete their indenture and training.

There is a building industry training scheme with 74 apprentices and there is one operated by the Engineering Employers Association which has about 68 apprentices. The Motor Trade Association group training scheme has 138 apprentices. There is the apprentice chef training scheme which has 149 trainee chefs and which is a significant scheme. The local government scheme has 84 apprentices. Some of the schemes are industry specific and others are regionally specific. The South-East regional training scheme has 47 apprentices and the Statewide group training scheme—the Aboriginal training scheme—has 13 apprentices. The Peer Training Inc. scheme has 39 apprentices and the Riverland scheme has 52 apprentices. Career Skills Inc. have 15 apprentices and the northern Adelaide regional group training scheme has 34 apprentices. The Spencer Gulf regional group training scheme has 65 apprentices and the hospitality training scheme has 54 apprentices. The Combined Adelaide Regional Training Inc. has 67 apprentices and the Mid-North regional group training scheme has 31 apprentices, a total of 930 apprentices currently indentured through the scheme.

Obviously, group training schemes have been under some stress in the current recession and special measures have been adopted to give them support. We have been involved in negotiations with the Commonwealth Government in terms of apprentice subsidies, which were mentioned earlier today. I ask Mr Connelly to respond with more detail.

**Mr Connelly:** In terms of funding, it is a joint State-Commonwealth arrangement on a dollar-for-dollar basis. The funding is provided for the administration of the scheme and none of the money provided under the agreement goes to paying apprentice wages or subsidising an employer, and I will come back to that in a moment. When the scheme was first introduced—and it goes back to about 1984-85—it was basically driven on a numbers basis. The more apprentices one had the more money one acquired. That was done purposefully to try to drive up the number of apprenticeships created.

As we entered into the recession, it became apparent in 1990 that that was no longer an appropriate way of proceeding, and between the States and the Commonwealth a new agreement was formed which abolished or tended to diminish the numbers-driven part and replaced it with special targeting. If apprentices were taken from particular disadvantaged or under-represented groups, such as young women, they were able to access additional funding. The net result is that funding for schemes has not reduced. There has been a redistribution—and a purposeful redistribution—to more closely align with the nation's targets. Last year the

amount going into the administration of group training schemes was about \$760 000 in South Australia each from the Commonwealth and the State Government.

The State Government maintains that the support of apprentices and wages is essentially a Commonwealth responsibility. As the Minister said earlier today, we have been very active over the past two years and more in impressing on the Commonwealth Government the urgency to rejig some of those subsidies. The One Nation statement increased subsidies to both apprentices and employers, and in the recent statement even more money has been put into that area. So, there has been a significant response to the particular problems faced by group training schemes.

**Mr FERGUSON:** The Croydon Park College of TAFE recently introduced a course for taxi drivers. What has been the success of this venture and what has been the reaction of the taxi industry? How much by way of fees has been generated from this course; what is the cost of producing it; can it be sold to other States or overseas; and what will happen to any surplus that has been generated?

**The Hon. M.D. Rann:** I will obtain a more detailed reply for the honourable member, but when I launched this course last year, Michael Wilson, a former Minister of Transport during the Tonkin Government and Chair of the Taxi Industry Tribunal, said that it was really pleasing to see some element of training becoming a condition of being a taxi driver. Recently in Sydney I had a series of bizarre experiences with taxi drivers. One had never heard of Balmain and I had to direct him; and another did not know where Mosman was. On another occasion, I was going to see Virginia Chadwick, the Minister of Education, about some joint ideas that we were pursuing in the area of youth affairs. Her office is situated in one of the major streets of Sydney—I think it might be George Street—but the taxi driver had never heard of it. It is quite clear that in Sydney at least there is zero training for taxi drivers, that anyone can fall in the door of a taxi and be given a job.

*The Hon. Jennifer Cashmore interjecting:*

**The Hon. M.D. Rann:** Yes. Also, I might say that the personal hygiene of some taxi drivers in Sydney is not very high. We are pleased that we have worked with the taxi industry in South Australia. We want to have a good taxi system. The training of taxi drivers ranges from care and cleanliness of the vehicle to approach, courtesy, tourism aspects and directions and so on. So, we are delighted that the taxi industry in South Australia is working towards enhancing and improving the industry in this State, because we all know that taxi drivers are at the very front line of tourism; often they are the first person whom someone from overseas or interstate sees. A friend of mine from the United States arrived at Adelaide Airport a few years ago. This person is very keen on casinos and gambling, although he is a political scientist: I think he paid his way through university by playing poker. At the airport, a taxi driver said to him, 'Don't waste your time coming to South Australia; there is nothing to do here, you should be up on the Gold Coast.' Of course, that is a way of cutting one's own industry's throat, and it does not make sense. Fortunately, that is the exception and not the rule.

This course has been highly successful. I mentioned the course to Virginia Chadwick, the New South Wales Minister, after a taxi driver had difficulty locating her office. She agreed with me that this approach was sorely needed in other parts of Australia, so it could be a little earner for us.

**Mr FERGUSON:** Page 433 refers to the impact of the recession on youth unemployment. What were the implications for South Australia of negotiations at the Youth Summit and how long will it be before we see funds from the national youth statement?

**The Hon. M.D. Rann:** One of the points that Don Hopgood and I made in our submission to the Youth Summit was the need to have funds flowing quickly. The problem with the One Nation statement was that most of the projects were big in infrastructure and had long lead times when what was badly needed was to actually get the money flowing and into jobs, because we all know that the last area to move into recovery is often employment, and it was vitally important to kick-start employment growth by way of direct employment programs, job creation and infrastructure and capital works projects with shorter lead times.

It is quite clear that the Federal Government has got the message. I mentioned before that it has provided I think \$34 million for a range of schemes in South Australia including extra pre-vocational places and funding for 4 400 extra TAFE places next year. Money will also be provided for the LEAP program and other areas. We expect funds to be available from next month onward for the LEAP program, which is essentially a derivative of our Conservation Corps. I think the message has got through and the funds will flow quickly.

There is also a special course for long-term older unemployed as well as unemployed youth. A separate amount of \$35 million has been provided for local government projects and, of course, the State Government provides opportunities through job skills projects. The message to local government is, 'This money is available. You have to put up 20 per cent of the money that is allocated by bringing forward capital works projects and then get cracking as soon as possible.' We think we were fairly successful. I may have misled the Committee when I said that there would be places for 10 000 of the 11 300 young people. I think 8 000 or 9 000 is the accurate figure and I apologise; I do not want to mislead the Committee. Certainly, we are talking about a demand-driven project. We are in there with the Carmichael pilot and we will be in there more quickly than anyone else for Conservation Corps projects. We want to see the money flowing quickly.

**The Hon. JENNIFER CASHMORE:** I refer to page 448 and the specific target of increasing the energy efficiency of DETAFE facilities. This question can probably be taken on notice. What were the 1990-91 and 1991-92 energy costs for each TAFE college? What are the energy saving targets for each TAFE college and the consequential cost savings for each TAFE college in the current financial year? In asking that question, I am very conscious of the fact that the TAFE colleges built in the 1970s are profligate users of energy and their building design does not lend itself to energy efficiency. With those questions on notice, I would like to ask—without notice—whether any courses in renewable energy

technologies are currently available in South Australia and, if not, why not? What plans are there for instituting such courses which, in my opinion, are vital to the future energy needs of the State?

**The Hon. M.D. Rann:** I certainly agree with the need for energy efficiency. Indeed, we have an energy coordination program and we are doing energy audits of colleges. One of the first Conservation Corps projects involved participants who were sponsored by the Croydon College of TAFE doing an energy audit of a TAFE college and my office and making suggestions on how to conserve energy. This is a very important area in that environmental concerns do not involve just planting trees; they look at waste reduction and energy conservation as well as water pollution and recycling. We also have a Conservation Corps project on recycling with the Payneham council.

I would need to take the majority of those questions on notice in order to give a detailed response. However, I certainly agree with the fact that obviously energy efficiency is taken into account in the design of new buildings, but many of our buildings were built at times when those issues were not taken into account. I will certainly get a report on the courses as well.

**Mr SUCH:** To what extent are TAFE facilities used on weekends and during vacations? What strategies are in place to encourage greater use of the facilities?

**The Hon. M.D. Rann:** There is quite a high use of the colleges, particularly with the new youth programs following on from the Youth Summit. Members will find that TAFE colleges will be used over the summer vacation period. Of course, a number of community groups and outside bodies use TAFE facilities under different arrangements. For instance, I know there is a debate about the use of Aldgate College of TAFE, which is used by a variety of groups, including arts classes, which are not actually TAFE specific. Of course, a number of groups use TAFE college facilities to deliver Community Adult Education programs. I certainly encourage that. I am told that at Barker College a church group uses the facilities on the weekends, and I am sure that throughout the State TAFE colleges are being used in a variety of ways. They certainly are at Salisbury, where the TAFE college campus is very much a community centre for a range of people, including Aboriginal people.

**Mr SUCH:** On page 448 of the Program Estimates reference is made to work injured and excess employees. Can the Minister—perhaps on notice—tell the Committee what work, if any, these people do and what is the annual cost of those employees?

**The Hon. M.D. Rann:** I have some statistics here. Under the occupational health, safety and welfare annual report the primary objective of the department's occupational health, safety and welfare program during 1991 was to continue the introduction of initiatives and strategies to promote and maintain a high degree of physical, mental and social well-being for staff, students and other users of the TAFE system.

Positive outcomes have been achieved with these initiatives as demonstrated by the pilot health and fitness program undertaken by a selected number of TAFE colleges and central office. This program realised a significant reduction in physiological risk factors,

including blood pressure and cholesterol levels (they have not got to the Minister's office yet), general reduction in participant's body fat content (they will not be getting to the Minister's office), increased aerobic fitness levels, an overall improvement in the eating habits of those participating and increased levels of participation in regular physical exercise. The department's Occupational Health, Safety and Welfare Committee agreed that activities during 1991 should complement and support the major areas of concern identified in 1990, for instance, induction, high incidence workers compensation issues, especially in the area of sprain and strain injury, preventative measures through increased hazard control, and rehabilitation.

As a consequence, a comprehensive induction package, including an extensive occupational health and safety component, has been introduced and funding for the provision of earth leakage circuit breakers has been distributed to enable the reduction of potential electrical hazards associated with the use of hand-held electrical appliances and extension cords. Support has also been given for the development and introduction of a college based training course addressing manual handling techniques. The trainer-training package will provide TAFE colleges with an opportunity of correcting many of the practices which can lead to sprain and strain injury and, at the same time, will focus greater awareness on the occupational health and safety issues affecting the department weekly paid work force. The committee has also been instrumental in introducing uniformity and an improved standard of protective eyewear for staff and students.

The need for greater emphasis to be placed on rehabilitation through the award restructuring process has resulted in the establishment of a Referral and Placement Services Unit. This unit will be responsible for reassignment, redeployment and rehabilitation in accordance with Government policies, legislative requirements and impending human and financial constraints. The services provided will concentrate on the deployment of excess and work injured employees in all employment categories. We can certainly get the honourable member more information on that issue. In fact, Mr Carter has some statistics.

**Mr Carter:** For 1991 the total number of recorded injuries was 280 for workers compensation, 184 reported staff accidents and 154 students and visitor accidents. The total cost of workers compensation in 1991 was approximately \$1.5 million.

**The Hon. M.D. Rann:** I would like to thank the officers for their support this morning and this afternoon and I thank members for their interest, courtesy and patience.

*[Sitting suspended from 6 to 7.30 p.m.]*

#### **Membership:**

Dr M.H. Armitage substituted for the Hon. Jennifer Cashmore.

**Mr SUCH:** I refer to page 455 of the Program Estimates. Are TAFE colleges likely to assume the status and role recently vacated by the colleges of advanced

education and thereby recreate another form of the binary system?

**The Hon. M.D. Rann:** That is not our intention. It is vital that, in order to upgrade TAFE's image, we strengthen its focus in terms of vocational education and training. However, TAFE colleges are involved in associate diploma courses which articulate onto university, and we want that to continue. I am concerned about academic creep—I have met a few in my time. I think it is vital that TAFE has that vocational and skills formation sharp edge. We do not want to see our TAFE colleges offering Ph.Ds and whatever. We want to see closer relations with industry and the universities, but it has a very specific niche.

**Mr SUCH:** Is there support within the department for an amalgamation of the three existing universities or for the concept of some kind of supra organisational structure including a super Vice-Chancellor? I raise that matter because some people within the sector have put to me that there should be some new structure to bring the three universities even closer together, possibly under the umbrella of some sort of super Vice-Chancellor.

**The Hon. M.D. Rann:** I am totally opposed to that approach. There were some people around, in a minority, who believed that during the amalgamation process we should move towards one university. My belief at the time and as Minister was that that would be a very comfortable organisation that would not feel challenged and would not be competitive and everyone would lie back on their tenure. Therefore, I strongly supported three universities, following the merger of SACAE and the Institute of Technology and various other mergers involving Sturt and Flinders, the Adelaide campus and Roseworthy with Adelaide University. I think that we have the right mix. People who say that small universities cannot do well should look at Harvard, Princeton, William and Mary or Notre Dame in the United States. People were clamouring for me to appoint myself, as did the Singapore Minister, as Vice-Chancellor of the University of South Australia, but I thought that was inappropriate.

*Members interjecting:*

**The Hon. M.D. Rann:** I am not that good—not to do all those roles. I think that the concept of the three universities combining is highly flawed educationally and would result in not more efficiency but more inefficiency. I think we are going to see collaboration with the Helpman Academy and the universities working together on joint structures, but they each have a very different ethos. The ethos of the University of South Australia is quite different from that of the University of Adelaide and Flinders, and the same applies to that of Flinders and Adelaide. Long may diversity reign. There will be no moves for amalgamations of those universities whilst I am the Minister.

**Mr SUCH:** Is there any intention to change the name Technical and Further Education in the light of what is happening with vocational training and so on?

**The Hon. M.D. Rann:** Whilst we are looking at that sharper focus on the vocational end of technical and further education, I think it is true to say that we are all looking at what we do in terms of upgrading TAFE. One of the problems with our international marketing is that no-one overseas knows what TAFE is. They know what



institutes and polytechnics are, but they do not understand what TAFE is. That is a real marketing problem that has been found through the Australian education offices that promote higher and further education abroad. We may be looking at institutes of vocational education—who knows? That has not been decided. I have an open mind on that and on what we call this national structure. ANTA does not sound quite right to me. Obviously names are important in terms of perception.

The South Australian Institute of Technology had an outstanding name in high-tech and engineering but, even though it offered degrees all the way up to Ph.D., when it was being marketed overseas people were asking, 'Is that a polytechnic?' Obviously university status was vital in terms of overseas marketing and in the winning of research grants. We are looking at names such as 'institute'; at the moment that is being thrashed around nationally, but there has been no final word on it. What we designate as TAFE colleges nationally and in separate States and Territories is likely to be discussed at the forthcoming meeting of the Australian Education Council, which is a combined meeting of Ministers of Vocational Education and Training.

**Mr HERON:** I refer to page 455 of the Program Estimates in regard to the broad objective of advising the Government on the effective use of the resources of the State's higher education system. Who is responsible for the auditing of universities in South Australia?

**The Hon. M.D. Rann:** All of us are concerned about audit requirements. It concerned me greatly when I became Minister to find that the universities, whilst they were statutory bodies, were not audited by the Auditor-General. I know that the former Public Accounts Committee made clear recommendations on this. The situation was that the University of South Australia had the Auditor-General built into its Act, but the University of Adelaide and the University of Flinders did not. There was considerable resistance from those universities about being audited by the Auditor-General. They were concerned that the Auditor-General's responsibility was to Parliament rather than to university councils, even though this Parliament creates the universities and the structure which establishes the university council.

I understand that one university—I will not say which one—wrote to us saying, 'We cannot see the need for this. This has been done differently since 1874, so why is there any need for change?' The change was recommended by the bipartisan Public Accounts Committee. South Australia was the only State in which the Auditor-General was not responsible for the auditing of universities which are, after all, predominantly publicly funded bodies. A working party set up by the joint working group has been developing a set of financial statements which are likely to be common requirements for all institutions in Australia by 1995 for the 1994 grants. The State has therefore had the chance to examine whether the proposed financial statements are adequate for its needs. Flinders and Adelaide Universities have now been proclaimed public authorities under the Public Finance and Audit Act, and therefore the Auditor-General will be auditing their books from now on.

**Mr De LAINE:** The Program Estimates (page 444) under 'Issues/Trends' states:

The recommendations of the Royal Commission into Aboriginal Deaths in Custody have set Commonwealth and State priorities for educational and training needs for Aboriginal people, which will have implications for DETAFE college services and the service to prisons through the Aboriginal Education Program.

What strategies have been put in place to meet the employment and training needs of our Aboriginal people as identified by the royal commission?

**The Hon. M.D. Rann:** The recommendations of the Royal Commission into Aboriginal Deaths in Custody have set Commonwealth and State priorities for education and training needs for Aboriginal people which will have implications for DETAFE college services and for services to South Australian prisons through the Aboriginal Education Program. Specific targets/objectives for 1992-93 for DETAFE are to establish and maintain community outreach programs which open access to preparatory programs for Aboriginal people and to ensure that Aboriginal prisoners are provided with equitable access to preparatory programs.

South Australia has endorsed, with some vigour, the recommendations of the Royal Commission into Aboriginal Deaths in Custody. Through the increased appointment of lecturing staff, the Aboriginal Education Program will increase the offering of both bridging and certificate and vocational courses in all prisons. That was specifically related to the recommendations. The Aboriginal Education Program will establish and maintain outreach programs which open access to preparatory programs for Aboriginal people through a whole range of strategies, about which I will be pleased to advise the honourable member.

Certainly, the outcomes of the strategy will be that the Aboriginal program will have set up two key centres for the Statewide program, at Port Augusta and Wakefield Street, that will manage the delivery of full-time DETAFE courses to various locations in the State by the use of open learning techniques and methodologies. It will have substantially increased the number of Aboriginal people enrolled in, and graduating from, certificate and other award courses provided by the Aboriginal Education Program, particularly through the access provisions of the community education subprogram. Thirdly, it will have increased the number of Aboriginal people enrolled in courses throughout DETAFE, other than those offered by the Aboriginal Education Program, particularly through the access provisions of the community education initiative. Fourthly, it will have enhanced the number and range of educational pathways for Aboriginal people wishing to participate in education. Fifthly, it will have ensured that all Aboriginal Education Program staff have participated in staff development for open learning methodologies, such as TAFE Channel, by December 1994. Finally, it will have an increased number of Aboriginal Education Program staff competent to apply CBA and RPL techniques. A number of things are going on in that area.

**Mr De LAINE:** The Program Estimates (page 454) states that, at the end of June 1992, the Aboriginal Employment Development Branch will have placed 59 Aboriginal people in employment. Where have these 59 placements been, and what strategies are in place for more remote areas, such as the Pitjantjatjara lands?

**The Hon. M.D. Rann:** The honourable member is correct; 59 positions have been created by the AEDB, all of which will lead to permanent employment and enhance opportunities within the respective areas. Obviously, we have the 1 per cent challenge which is aimed at public sector departments, and we have reached the 1 per cent mark. We have stretched that challenge to statutory authorities and local government. Under this initiative, 13 people have been placed in local government, 10 being placed in statutory authorities, 10 in the Health Commission, 18 unfunded in the Health Commission, four in universities and four in DETAFE.

In early 1992 the Aboriginal Employment Development Branch implemented an essential service employment/training strategy which is to be conducted over a three-year period. The areas targeted within 1992 are Amata, Yalata and Kooniba. The essential service strategy aims to create and establish permanent employment opportunities for Aboriginal people within their respective communities; to implement and foster safer and healthier community environments; and to encourage and promote self-management.

Under our Kickstart program, six projects employed a number of Aboriginal youth. The projects are located at Oodnadatta, Finmiss Springs Cemetery, Walatina Station, Colebrook (Quorn), Moolawatanna (Gammon Ranges) and Cobblers Creek in Adelaide. A number of things are going on in that area.

**Mr SUCH:** With respect to page 454 of the Program Estimates, is the Minister able to inform the Committee of the cost of the recent restructuring and amalgamations of our universities, and is there any quantifiable evidence of the benefit derived from that exercise?

**The Hon. M.D. Rann:** Obviously there is very much benefit in terms of the way our universities are being funded. For instance, one of the key points of the amalgamations was to create an institution, the University of South Australia, that could compete for the higher levels of funding available to institutions with university status. That means a better chance of winning research grants and also in marketing overseas. It is also quite clear that, whilst there is a settling down period, essentially we had a situation where the South Australian Institute of Technology was largely male focused in engineering and technology. That is why I did not choose to go the West Australian route of creating the equivalent of SACAE as a university and the equivalent of the Institute of Technology as a university. That was too easy to do. We built a university with three campuses from each of the organisations to provide a broader base of education.

I understand that \$25 million in capital was won as a result of the amalgamation, and obviously there are other benefits in terms of the use of computers and other administrative methods. I do not think we will find anyone now who will say that this was the wrong way to go. I do not think there is anyone who would prefer that SACAE or the Institute of Technology had been retained. We have a first rate new university in South Australia, one that will really give its competition a shake in the next few years.

**Mr SUCH:** In relation to the MFP, is it proposed that any TAFE or other tertiary education facility be located at the Gillman site?

**The Hon. M.D. Rann:** We have talked just today about the new \$17 million Port Adelaide TAFE project. Obviously, that would have very strong MFP connections. People ask, 'Why is it located out on the waterfront?' That is quite simple: it is a maritime college. One of its aspects will be maritime, and it has to be adjacent to harbor facilities. The name is MFP Adelaide, and people should not have a mind set about its being situated at Port Adelaide, a mile down the road at Gillman, because in this area of high technology, with the sort of technology we have been talking about earlier today, that is hardly a problem. We certainly want to see collaborative arrangements between Australian universities, South Australian universities and overseas universities, and I am confident that that will flow from the MFP development.

**Mr SUCH:** In relation to page 448 of the Program Estimates, what plans exist for the Aldgate campus of TAFE and for the Waikerie campus of TAFE?

**The Hon. M.D. Rann:** The Barker College of TAFE has an Aldgate campus and also a Barker campus. Recently, I think earlier this year, the Barker college was opened officially, and a number of members opposite attended that launch. It was a State funded TAFE college in terms of capital works, which is quite unusual. Normally, whilst TAFE has been traditionally 85 to 90 per cent State funded, that is the recurrent cost, because the big money is in salaries, but we believe in our commitment to Adelaide Hills dwellers, so we decided to put in the money for capital works ourselves.

There was a projected stage 2 of the Barker college and the council of that college is currently considering how to fund that and whether or not that will involve the sale of the Aldgate campus. What I have said to delegations, including one led by the member for Heysen, whose delegation of people from the Aldgate area are obviously keen to retain that campus there, is, 'You must get together with the people at Barker, discuss what you want and work out a consensus of what is the best provision in the area and whether that means cancelling the Barker college stage 2.' No-one wants to do that; everyone wants everything. So, they must get their heads together, talk, and work out the best way of delivering services in the Hills. Is it to establish a critical mass in Barker or is it to maintain the dual campuses? I have asked David Wotton to go back with his group and discuss this with the two groups so they can get together and work out some consensus outcome, which is the best way to move ahead.

I know of no plans to change existing arrangements at Waikerie, although there are some discussions about linking the Light college with the Riverland in some kind of arrangement. This certainly will not restrict or reduce effort at Waikerie and is purely in the discussion process; nothing has been decided or approved. Again, we are looking at people themselves wanting to devolve responsibility. It is very easy for people in Aldgate to say, 'You make the decision, because the people up the road at Mount Barker are wrong,' but we are saying it is serving the Hills community, so it is for the Hills community to work together to achieve the best possible outcome. If that outcome is that they do not go ahead with stage 2 of the Mount Barker campus (and that is certainly not what the member for Heysen is saying to

me), obviously, we will listen to the two groups when they get together, in terms of a sensible compromise.

**Mr FERGUSON:** I would like to discuss a matter relating to my own electorate and the Grange annexe of the Port Adelaide College of TAFE. Will the Minister explain what might happen to the Grange annexe when the new Port Adelaide College is built?

**The Hon. M.D. Rann:** Obviously, we are trying to put together the Grange annexe of the Port Adelaide College of TAFE. Port Adelaide TAFE's facilities are not up to standard at the moment, and that is why they will get one of the best TAFE colleges in the country. Obviously, that involves some consolidation of effort and, certainly, the future of the Grange annexe is up for discussion in any process. Certainly, the department is keen to rationalise services and to establish the new Port Adelaide college as one unit. However, we are discussing how this matter can be implemented without reducing services.

**Mr FERGUSON:** I refer to page 455 of the Program Estimates under the title 'Higher education'. With regard to representing the State's interests in higher education at national and international levels, what is the Government doing to promote quality training at the tertiary level?

**The Hon. M.D. Rann:** I think I will refer that to Dr Graycar. Before I do so (and I am not trying to divert the attention of the Committee), earlier today I was asked some specific questions about the number of overseas students in our three universities. I gave figures for TAFE and I should give the figures for the universities. About 2 600 overseas students are currently studying in our three universities and, of these, 2 068 are full fee paying students. Flinders University has 738; Adelaide University has 740; and the University of South Australia has 590. Obviously, as I mentioned, there are hundreds of students in TAFE and 100 more in the Education Department.

Just to give members an example, in December 1989 I made a public announcement that we would triple the number of overseas students in three years. When I made that announcement in 1989 there were 450 students and in 1982 there are 2 068 overseas students. I remember the number of people who basically dismissed our claim of tripling within three years, and we did it within two. Obviously, these overseas students were a significant boost to our local economy but to think of these people in economic terms alone is very limiting. There are a range of educational and cultural benefits to South Australia; 120 000 Malaysian graduates graduated in Australian universities. When I go to Singapore I see five Cabinet Ministers in Singapore, including the Deputy Premier and the Minister of Education, who were educated at the University of Adelaide. We cannot quantify those links in dollar terms alone, so we are obviously very keen to increase the number of Indonesian students coming to Adelaide institutions. On the immediate question, I would like to refer to Professor Graycar.

**Dr Graycar:** The specific question about quality I think is a fairly obvious thing and that is, without quality education or structure, we have very little to offer and our international education arm is a fairly futile activity. With regard to local students, the Federal Government has developed what it calls a quality reference, looking at the ways of ensuring quality, developing quality

assurance programs and ensuring quality as a set of achievable specific programs. With regard to international education, one of the important things about international students in our universities is that fee paying students do not take places from Australian students; they pay an additional fee and out of that additional fee the universities provide a range of quality services, particularly support, accommodation and study skills services. So, the additional fees that are being paid by international students go into enhancing quality for their education, which is an important factor in making Australia an attractive educational destination but, more importantly, enhancing education for all our students.

**Mr FERGUSON:** We mentioned earlier today the Carmichael report, which recommends very much closer cooperation between TAFE and the Education Department. Do those pilot programs that were referred to earlier this afternoon actually take into account this closer cooperation? Can the Minister explain to me whether it actually does?

**The Hon. M.D. Rann:** This is obviously one of the key components of Carmichael, namely, perhaps to give a sharper focus in the upper end of our school system to the world at work. I guess our school systems over the years largely had an academic focus, and I think that we should perhaps remember that it is vitally important to increase links between the high schools and our TAFE colleges, because students need greater understanding about the sort of options that are available to them. Of the 18 Australian vocational certificates training system concept proposals we have put forward for pilots, each proposal has been developed primarily by the respective industry sector in conjunction with both the State and national industry training bodies, and joint assistance from the DEET South Australian office, South Australian Department of Employment and Further Education and the Department of Education has also been provided. I believe this coordinated and cooperative approach by industry and the State and Commonwealth Governments has contributed significantly to the quality of the proposals that we have been able to put forward.

In particular the proposal involves competency based curriculum where this is available, based on the National Training Board's industry competency standards, where these are in place, and looks to cover both employment and school based pathways identified in the Carmichael report. Some proposals go further and link years 11 and 12, including work experience and work based programs, leading to those level 1, 2 or 3 credentials. Currently, Mike Turlett is looking at that whole relationship between education, TAFE and industry. People representative of the sectors are on that inquiry and we will get their initial report at the end of this year. There are going to be major changes in education and TAFE systems.

**Mr SUCH:** What percentage of the DETAFE budget goes on administration and what percentage goes on front line services, notably teaching and lecturing? I am happy for the Minister to take the question on notice.

**The Hon. M.D. Rann:** Central office is 7.5 per cent of our budget.

**Mr SUCH:** Do the colleges vary?

**The Hon. M.D. Rann:** We will have to take the question on notice. There has been a reduction in the

central office component over the years, except for special projects, and 7.5 per cent of the total is on central office. We will get details.

**Mr SUCH:** How will the corporate credit card system work that is referred to in the Program Estimates?

**The Hon. M.D. Rann:** I will invite the Deputy Chief Executive Officer to comment. I have just found out that the CEO does not have a corporate credit card.

**Mr Carter:** They have not yet been instituted in DETAFE, so the CEO has not yet received her corporate card.

**Mr SUCH:** Are these credit cards to be used for TAFE purposes and not for private benefit?

**Mr Carter:** Yes.

**The Hon. M.D. Rann:** The Treasurer has approved the introduction of a corporate credit card for the purchase of particular goods and services up to \$1 000 per transaction. Treasury have issued guidelines and instruction for the operation of the facility.

Treasury has negotiated a specifically designed card that will clearly identify it as a State Government corporate card. It will be coloured red and yellow and will have the State logo (the piping shrike) in the top right hand corner.

It is anticipated the card may be used for:

- purchasing goods over the counter (in lieu of local orders, petty cash or purchase orders), hence saving much paperwork involved in amounts less than \$1 000;
- purchasing services (servicing of a machine/motor vehicle, exchange services, taxi hire);
- purchasing goods over the telephone;
- payment for goods on delivery;
- travel and accommodation expenses.

**Mr SUCH:** On page 456 of the Program Estimates it is indicated that some sections are treated inequitably in regard to the distribution of the recurrent budget. Can those areas be identified and an indication given on how those inequities will be addressed?

**The Hon. M.D. Rann:** We currently have a review of the equity of distribution of resources and funding to the different colleges and that review is under way.

**Mr FERGUSON:** As to the Carmichael pilot programs, Findon High School has already discussed this matter and would be extremely interested to take part in the experiment. How would it go about applying to be part of a pilot project?

**The Hon. M.D. Rann:** Jan Keightly, a senior officer in the Education Department, is looking after the school side of the Carmichael pilots and, through Greg Crafter, we can certainly pass on Findon High School's interest in this matter. I would like to thank the officers of DETAFE for their assistance to the Committee today.

**The CHAIRMAN:** There being no further questions, I declare the examination of the vote completed.

Minister of Employment and Further Education,  
Minister of Youth Affairs, Minister of Aboriginal Affairs  
and Minister Assisting the Minister of Ethnic Affairs,  
Miscellaneous, \$291 285 000

**Chairman:**

Mr K.C. Hamilton

**Members:**

Dr M.C. Armitage  
Mr M.R. De Laine  
Mr D.M. Ferguson  
Mr G.M. Gunn  
Mr V.S. Heron  
Mr R.B. Such

**Witness:**

The Hon. M.D. Rann, Minister of Aboriginal Affairs.

**Departmental Advisers:**

Mr D. Rathman, Director, State Aboriginal Affairs.  
Mr Graham Knill, Deputy Director, State Aboriginal Affairs Operations.  
Mr Gary Ormsby, Administration and Finance Officer.

**The CHAIRMAN:** I declare the proposed expenditure open for examination.

**Dr ARMITAGE:** At page 463 of the Program Estimates, reference is made to the coordination of programs affecting Aboriginals. I draw to the attention of the Minister and the Committee the situation at Marla, where there are 10 three-bedroom homes at present owned by ATSIC. They have been vacant for nearly a year and there was an offer to rent these properties at \$120 a week for a total annual rental of \$60 000 from the owner/operator of Marla Hotel/Motel as staff accommodation. The offer was \$60 000 annually but that offer was refused. Coincidentally, recently the Education Department had to spend \$160 000 on each of three Leigh Creek homes for teacher housing despite the empty ATSIC homes.

I have now been told that the properties are for sale by tender and I am also told that, because there are so few actual homes in Marla, they will not bring anything like their value, like about 20 per cent of their original value. My questions are: was the Minister aware of the situation and has he had any discussions with his Federal counterpart about the situation in general, and how can he ensure that clear wastage of resources will not occur again?

**The Hon. M.D. Rann:** Perhaps I should spell out a couple of things. I am not responsible for ATSIC, which is a Federal Government department and which is run by an elected system through a series of regional councils and elections. It is an Aboriginal organisation that has superseded the former Federal Department of Aboriginal Affairs. If the honourable member raises with me questions about wastage by ATSIC, if he checks with his Liberal colleagues who are Ministers in other States, he will learn that at the national meeting of Aboriginal Affairs Ministers, the Aboriginal Affairs Council of Australia, I have raised some concerns about ATSIC's administration nationally before, and no doubt I will do so again. If the honourable member gives me details I will be happy to take that up with the Federal Minister, because one of the points of our discussions is to avoid duplication and waste. I have been very critical of Federal Government authorities in the past and I am happy to take up that matter.

**Dr ARMITAGE:** I understand that you do not have responsibility for ATSIC, which is why I was asking whether you have coordinated—

**The Hon. M.D. Rann:** I have not been told about that particular circumstance, and I do not think Mr Rathman is aware of it either.

**Dr ARMITAGE:** It would seem to me that the more appropriate strategy would be to lease the homes at \$120 per week or \$60 000 annually and keep them as an asset rather than selling them for a much depreciated value at the moment with potentially—if they do reach 20 per cent of their value—\$1 million lost. On page 20 of the Budget and Social Justice Strategy reference is made to the Government's continuing to direct funds to ensure the provision of basic services in remote Aboriginal communities in the State's Far North; it also states that expenditure on water, sanitation, energy generation and roads is maintained in 1992-93.

Having recently been around some of the AP lands with a colleague, it would seem that some of those services need more than just maintenance at their present level, because unfortunately we saw examples where shower blocks do not work and blocked washing machines overflow into the land outside causing dilemmas in respect of hygiene and so on. We were told that there is only one maintenance man for the AP lands. So, my question in relation to the Budget and the Social Justice Strategy is whether the Government might not fund a more regular, frequent or better resourced maintenance program or, perhaps rather than just funding maintenance programs, whether the Government might not provide training for the unemployed people in the community to carry out those necessary repairs and maintenance programs.

**The Hon. M.D. Rann:** We certainly have a number of training programs in the North-West lands, including some essential services programs designed to encourage people to be self-sufficient in terms of repairs and maintenance problems, which of course bedevil outback communities because of their very nature. We are talking about an infrastructure that is very costly to build and costly to maintain. Again, the AP, as a statutory authority, is funded partly by the Commonwealth through ATSIC and partly through the State. The honourable member is talking about SACON's essential services budget. I will ensure that those concerns are raised with the Minister of Housing and Construction and with his officer in charge of Aboriginal essential services, Ian Carter.

I should point out that we have a parliamentary committee on the Pitjantjatjara lands, the Maralinga lands and the Aboriginal Lands Trust. We visit the area each year and have community meetings with people, including AP executive members and chairpersons as well as members of individual communities. When they raise specific issues, whether they relate to schools, health, administration of the Act, or to essential services such as sewerage and so on, we take up the matter as a committee in a bipartisan way. So, I am certainly happy to take up with Ian Carter's people any points that the honourable member cares to raise.

**Dr ARMITAGE:** The point I was making was not so much the specific instance of the blocked showers or whatever but the huge expanse of the AP lands. It does

appear to me that, with only one maintenance man, as we were told, the problem could be addressed through SACON or whatever.

**The Hon. M.D. Rann:** I will certainly take that up. It comes as a surprise to me that there is only one maintenance person. I understood that a number of people were involved in essential services in the AP lands. I will check that out.

**Dr ARMITAGE:** The 1993 year has been determined by the United Nations to be the International Year of Indigenous People. I would like to know, because I cannot find it in the budget papers, what State Government funding has been made available thus far to mark this very special year, because clearly to get things up and running for 1993 we would need funding now. What funding has been made available already and what funding will be provided throughout the rest of 1993?

**The Hon. M.D. Rann:** Yes, 1993 is the International Year of Indigenous People and we intend to mark this significant year in a range of ways. First, I intend to announce a \$300 000 plus Aboriginal languages institute with a community basis and not an academic base as a real symbol of the International Year of Indigenous People. It is of great concern to me, and I am sure we will talk about this later, that a number of Aboriginal languages in this State are endangered in terms of possible extinction. We will certainly mount a crusade on this issue in 1993.

We have prepared an ideas paper on the International Year of Indigenous People. I have written to the Premier and other Ministers asking for each department to meet and talk with Aboriginal people about how we can mark this year. State Aboriginal Affairs convened a meeting of all chief executive officers a month or so ago and presented the United Nations perspective, initiatives in progress and the role and responsibilities of State Aboriginal Affairs regarding 1993. Certainly, a subcommittee has been formed. There will be a second chief executive officers meeting within a month, and we have appointed Janis Cormetry as the executive officer to coordinate activities and events organised by South Australian Government departments and agencies.

A major indigenous people's arts event of an international nature will be held in Adelaide next year. We are also doing a feasibility study with the support of all other Aboriginal Affairs Ministers and the Commonwealth Minister to look at the feasibility—and obviously it would require Commonwealth support—of staging an indigenous people's games in Adelaide. That is currently being looked at in terms of questions of funding. That was discussed at the recent Aboriginal Affairs Ministers conference. We are looking at particular strategies, such as alcohol abuse, the role of the family and highlighting that role in Aboriginal affairs, and looking at a number of women's programs in Aboriginal affairs; and a number of other initiatives have been talked about. Perhaps David Rathman can comment further.

**Mr Rathman:** In relation to the question of the budget, at the moment we have approached all chief executive officers of various departments with a view to providing some resources from their particular budgets and also to provide services in kind to assist with the International Year of Indigenous People. It should be noted that the Commonwealth Government has provided

no resources for the International Year of Indigenous People, but the Aboriginal and Torres Strait Island Commission has provided approximately \$1 million from its own budget with a view to supporting activities in 1993. At the moment we are trying to put together a program which will commence on 10 December, which is Human Rights Day, with an opening ceremony that will hopefully extend across the community. To answer the question specifically, at the moment we have about \$15 000 in a fund within State Aboriginal Affairs that has commenced the process of trying to build that up to a reasonable amount so that the communities can apply for activities in 1993.

**The Hon. M.D. Rann:** We do not want to say this is our bright idea as to how you can celebrate the International Year of Indigenous People. We are looking for ideas from the Aboriginal community as well as from the departments, because we think the best ideas will come from the community itself.

*Dr Armitage interjecting:*

**The Hon. M.D. Rann:** I thought the bus was a very good idea.

**Mr De LAINE:** What are the terms of reference of the Aboriginal Justice Advisory Committee and who participated in it?

**The Hon. M.D. Rann:** The Aboriginal Justice Advisory Committee is a direct response to the Royal Commission into Aboriginal Deaths in Custody. Its terms of reference are to monitor the implementation of the recommendations of the Royal Commission into Aboriginal Deaths in Custody by Government departments, to consult with interested Aboriginal groups to ensure that the opinions and views of Aboriginal people are taken into account by justice agencies and to look at diversionary and preventative programs by agencies to monitor the development of more effective activity and sustainable preventative strategies.

The committee is chaired by Mr Rathman and not only advises me but also advises directly the Justice and Consumer Affairs Committee of Cabinet on Aboriginal Affairs. It has been running since October 1990 and involves State Aboriginal Affairs, the Aboriginal Legal Rights Movement, the Department of Correctional Services, the Aboriginal Sobriety Group, Offenders Aid and Rehabilitation Services, the Department of the Premier and Cabinet, the Aboriginal Child Care Agency, the Community Affairs Branch of the South Australian Police Department, the Attorney-General's Department, the Aboriginal Community Recreation and Health Service Centre of South Australia, the Department for Family and Community Services, the Court Services Department, the Aboriginal Health Council, a judge of the District Court, the South Australian Deaths in Custody Watch Committee, the Aboriginal and Torres Strait Islander Commission and the Equal Opportunity Commission. So, it is a fairly strong committee that is looking at monitoring our responses in the area of justice, and I think it is working particularly well.

**Mr De LAINE:** What has been the progress to date in responding to the recommendations of the Royal Commission into Aboriginal Deaths in Custody?

**The Hon. M.D. Rann:** There is no doubt that the 5 000 page report by Elliott Johnston is not just a response to individual cases, although 99 deaths in

custody were examined. It is very much a comprehensive blueprint looking at the causes of Aboriginal disadvantage and injustice and at various long and short-term remedies. Previously there was the Muirhead royal commission, which was known as the interim report: a nuts and bolts report that looked at things such as cell design and so on. South Australia was easily the first cab off the rank in implementing that report. I understand that South Australia outspent any other State, including the big States, in implementing that report and that we spent many millions of dollars compared to a fairly paltry amount spent by the Federal Government in South Australia as a result of the Muirhead report.

The State Aboriginal Affairs coordinated interagency review of South Australia is making progress in responding to the interim report for the August meeting of the Justice and Consumer Affairs Committee of Cabinet, and feedback on the review has been sought by the end of October. I intend to make an announcement to Parliament on progress as soon as possible after that. We have endorsed I think all but two or three of the 339 recommendations contained in Elliott Johnston's second report, and I am delighted with the overall response of Government departments.

Since 1988-89, the State Government has committed some \$18 million to programs to address issues identified in the interim and final reports of the commission, including the recently announced increase in the employment of Aboriginal police aides. State Aboriginal Affairs will continue to monitor Government agency programs to ensure that the best use is made of resources allocated to royal commission initiatives and to maximise our bids for Commonwealth funds. State Aboriginal Affairs has been an active participant with the Commonwealth and other States in developing a national commitment on Aboriginal Affairs, and this will ensure that the efforts of all levels of government are coordinated and that agreements between the Commonwealth and the States and associated funding arrangements are directed towards the areas of urgent need.

We are also concerned that the Commonwealth maintains its commitment in funding level to Aboriginal affairs because of the special needs of Aboriginal people. So, I think we have embraced the royal commission's recommendations. We were way ahead of any other State or the Commonwealth in getting cracking. When I went to a meeting a year or so ago to discuss what I thought was a response to the second report, because we had already spent \$10 million plus on the first report, I found that other States were still talking about how they grappled with the Muirhead report when we had been there and done that. Within one month we had already endorsed or implemented 60 per cent of the recommendations of the final report. Whilst not resting on our laurels, I think it is true to say that across the Government sector there has been a real commitment in this area.

**Mr De LAINE:** I refer to the dry areas in Port Adelaide. The issue of alcohol abuse in the community was a specific target area in 1991-92. Some months ago, an Aboriginal Liaison Officer, Brian Varcoe, was appointed and he is currently based in Port Adelaide. Brian is an excellent person and I believe he is doing an

excellent job in assisting Aboriginal people in the local area. A significant reduction in the problems in the Port Adelaide area has become evident since Brian's appointment. What has the Government done in response to complaints by Port Adelaide retailers and the community that intoxicated Aboriginal people disrupt local trade and community life?

**The Hon. M.D. Rann:** The nine month appointment of the Aboriginal Community Development and Project Officer with the Corporation of the City of Port Adelaide has assisted the Port Adelaide plan of action to work through the complex social, economic and racial issues facing Aboriginal people. A Government workshop was held at Kura Yerlo in Largs Bay on 16 July to bring together Government agencies and Aboriginal people to share ideas. This resulted in the establishment of the Port Adelaide Action Group with membership from the Aboriginal community and Government agencies.

State Aboriginal Affairs has played an active role on the Port Adelaide Aboriginal Community Development Project Advisory Committee, and State Aboriginal Affairs has tried in vain to secure funding for the continuation of the Aboriginal Community Development Project Officer position. Port Adelaide representatives attended the State Alcohol and Substance Abuse Conference in May 1992, and some of the strategies developed at this conference will be helpful to the Port Adelaide situation. I invite David Rathman to comment further on this issue.

**Mr Rathman:** The other important factor is that local government has to play a primary role in supporting these initiatives. It is not a matter for Aboriginal people alone to find the resources to assist in overcoming these social problems, and we have worked very closely with the Local Government Association and the Australian Local Government Association in an attempt to overcome the difficulties that we are encountering with the funding of that position in Port Adelaide. One must recall the history of trying to get that position secured at Port Adelaide. It was one of great difficulty and took a marathon representation by me and members of the Aboriginal community to convince the Port Adelaide council to take on the matter of the project officer. However, the council has since conceded that it was a good idea, and it has proved to be successful. To some extent, I think the Port Adelaide City Council, together with local government, needs to take some responsibility for finding the funding to assist in overcoming some of these difficulties. It is an important area that we need to work through with the Port Adelaide City Council, and hopefully we will come to a conclusion that will be satisfactory to all parties.

**Mr GUNN:** Will the Minister have discussions with the Federal Minister responsible for Maralinga to ensure that we do not have a repeat exercise of the rudeness and arrogance displayed by officers of the Federal department who made it difficult for the visiting UK delegation to visit Maralinga? As the Minister would be aware, it was a good opportunity to enable interested people to inform themselves of the exact situation at Maralinga and to meet with representatives of the Maralinga people, and it would appear that the attitude of certain officers in Canberra was not constructive or conducive to allowing these members of Parliament, representing both sides of the political arena in the United Kingdom, the opportunity to be adequately informed. If that opportunity

again presents itself to ensure that these people are given a fair go, perhaps we will not have a repeat episode from this officer and others who feel so inclined.

**The Hon. M.D. Rann:** I agree. To recap, I think there is bipartisan support for the Maralinga people to achieve justice in terms of clean-up of the Maralinga lands and compensation. Maralinga Tjarutja representatives went to Great Britain in October last year, met Lord Arran and other officials and Conservative and Labour Party spokespersons and presented their case to departmental officials. They were given a good hearing. That was followed by Simon Crean's visit on behalf of the Australian Government in regard to the negotiation for the \$90 million clean-up option favoured by the Maralinga Tjarutja, supported by the State Government. There have been continued negotiations since.

I went to Britain in June briefly for meetings with officials of the Ministry of Defence and of the Foreign Office and also to brief the Australian High Commissioner about the South Australian Government's views, as the Australian High Commissioner is directly involved in the negotiations. I also talked to various members of Parliament and environmental groups who were interested in this issue. The member for Eyre has been a very strong supporter and has assisted with negotiations through David Tonkin and friends of his in the House of Lords. This has truly been a bipartisan achievement. We arranged for funding for Archie Barton and other traditional elders representing the Maralinga Tjarutja to address the Indigenous People's Conference in Geneva in July, and Mr Barton is again in Britain to discuss this matter.

My view is that the Federal departmental officials were being very silly. Six British members of Parliament, including senior members of Parliament from both the House of Commons and the House of Lords—Baroness Hollis of Heigham and Dr Norman Godman of the Labour Party and Alan Howarth, a former Minister—went with the members for Albert Park and for Eyre to Maralinga on Sunday to inspect the site. They attended a briefing on Thursday night in Adelaide with me and with Mr Barton and others. Essentially, it is vital that British members of Parliament should realise what went on at Maralinga because, quite frankly, there is extraordinary ignorance about what happened.

There were nine atomic tests, but there were many hundreds of what are known as dirty trials, because they were testing what would happen to atomic bombs in certain situations if they caught fire or if they were in a plane with the safety latch on but the plane crashed, and various other things. There was an enormous amount of contamination. That contamination has been found by a technical advisory group to extend way beyond the restricted area 400 kilometres into open Aboriginal lands. We are talking about contamination by plutonium, americium, uranium and other substances which remain radioactive for hundreds of thousands of years.

I hope that we shall get cooperation from the Department of Primary Industry and Energy. For some reason it seemed to want to hamper our efforts to brief the British members of Parliament. I am delighted that, with my colleague Simon Crean, I was able to intervene to facilitate the visit on Sunday, and that is the way it should be. It should be a cooperative effort in addressing

real injustice. As I have said before, this matter has now been brought before the British people. A documentary called 'Secrets in the Sands' was broadcast on the BBC to an audience of many millions of people. The point I made then—and I make it now—is that, if what happened at Maralinga had occurred in the Scottish Highlands, where the original testing program was planned, there would be enormous demands for compensation and clean-up. When the Chernobyl incident occurred and British flocks of sheep were irradiated as a result, Britain led the charge internationally for clean-up and compensation. We are asking for that same sense of British justice to be applied now.

I thank members, particularly the members for Eyre and for Albert Park, for their support with the British delegation. I understand that they risked their lives, not so much by wading amongst the plutonium fields but because there was a problem with the aircraft; the undercarriage appeared not to have descended. I understand that extraordinary acts of bravery were shown on that day by the members for Albert Park and for Eyre, who volunteered to lighten the load of the plane by using the only two parachutes available.

**Mr GUNN:** I understand that in the budget funds were provided to increase the number of Aboriginal police aides to 32, and hopefully they will be provided to Port Lincoln, Ceduna, Coober Pedy, the Pitjantjatjara lands and other parts of the State. Can the Minister give a definite undertaking that these police aides will be selected and trained as soon as possible? He will be aware that there has been a strong desire by many communities to have Aboriginal police aides in their areas because they are aware of how successful the scheme has been in the Pitjantjatjara lands and recently at Port Augusta and in Adelaide. Last year there were indications that they would be appointed. Unfortunately, the Police Department believed that it did not have adequate resources to allow the scheme to continue.

My secretary sought information from the Minister of Emergency Services the day after the budget. The Minister's officers failed to give any information whatsoever and they were particularly vague to my secretary. Within 30 minutes of that request being made, we heard the member for Stuart on the radio making certain announcements about Ceduna. We are aware that it was only three months ago that the member for Stuart even knew where Ceduna was. I bring the matter to the Minister's attention, pointing out that I have been involved in making representations on behalf of that community in a responsible manner for many years. I therefore seek from the Minister precise dates as to when these extra officers will be appointed.

**The Hon. M.D. Rann:** I am happy to assist the member for Eyre in this matter. We will take some part of his question on notice. I am the strongest supporter of Aboriginal police aides. I think that they are one of the best initiatives that have occurred in recent years in terms of Aboriginal justice and law and order enforcement. They have been an outstanding success. I have seen them operate in the outback, in the AP lands and in my area of Salisbury and Elizabeth. It is clear that the police aide scheme is highly successful, because people want to see them in their areas.

John Klunder and I were able to negotiate with the Federal Government to secure funding for more police aides. I understand that in 1992-93 the Police Department will increase the number of Aboriginal police aides to a total of 32, so that is 18 extra positions, bringing total expenditure in this area to \$709 000. The additional Aboriginal police aides will be located in Port Lincoln, Ceduna, Coober Pedy, Murray Bridge and Port Adelaide, and they are already operating in Port Augusta, Elizabeth, Salisbury and the AP lands. The department will also develop training programs for the Aboriginal recruits to the Police Force to run over two financial years with funding of \$237 000.

I will certainly take up those starting dates. Obviously training has to be put in place. It is very important that the right people be chosen for these jobs—people who can work with the police and have the respect of the Aboriginal community. Indeed, in the Pitjantjatjara lands, we find that many of the police aides are Aboriginal elders and lawmen in the traditional sense, and this dual responsibility, with the respect that it commands, is particularly effective.

**Mr GUNN:** Earlier, in response to a question from the member for Adelaide, Mr Rathman indicated there would be some difficulty in obtaining local government cooperation in providing officers to help the rehabilitation of people with alcohol problems. The problem has arisen, as it has been explained to me, that local government receives no licensing fees, whereas the State Government receives a very large amount of money from licensing fees associated with the sale of alcohol. In view of the importance of these officers in various parts of the State, because there is a strong desire to have dry areas established—that is certainly the case throughout my electorate, and in areas where there are no Aboriginal people (and I am one of those who support that, because I do not believe that people should be drinking in the streets)—has the Minister considered having a percentage of the licensing fees set aside for rehabilitation, particularly in those areas where alcohol consumption in public has been prohibited as part of an ongoing education program?

**The Hon. M.D. Rann:** Certainly that issue has not been raised previously with me, and it is something we can discuss on the parliamentary committee. I will not duck that question, because that is not my way. The Committee should be aware of a couple of things. The Aboriginal Lands Committee went to Ceduna in July, I think, and we met with the Far West Aboriginal Progress Association (FWAPA). We also met for breakfast with the Mayor, the Town Clerk and others, including the proprietors of hotels. I think it is fair to say that neither meeting was particularly outstanding because of the negativism about the ways of addressing these things. We then went to Yalata and, as a committee, put to the community in a bipartisan way (as we did to the Ceduna committee) that it is vitally important that the two groups talk. I am certainly pleased to note that that has occurred. I understand that State Aboriginal Affairs recently assisted in convening a meeting that had a very positive outcome in terms of the Yalata community and the Murat Bay Council working together to find solutions to problems. That should be commended, and we should put the past behind us and move forward.



The issue of alcohol abuse is very important for Aboriginal communities, and a comprehensive strategy is required to help combat it. I should say that the meeting at Yalata was on 3 September. It is hoped by all parties that the meeting will lead to further cooperation and coordination of action between the council and the community. With specific reference to the alcohol strategy, in response to the Royal Commission into Aboriginal Deaths in Custody, State Aboriginal Affairs in association with the Aboriginal Sobriety Group and Calpron (the rehabilitation centre) convened a State-wide conference on alcohol and substance abuse and rehabilitation services.

We negotiated with ATSIC to fund that alcohol conference, which was held from 19-22 May at Camp Coorong, being well supported with 80 participants from the Aboriginal communities throughout the State. Organisations and Government departments also attended. As an outcome, a working party was formed to set up a strategic plan to implement the recommendations and develop the terms of reference and membership for a State-wide coordinating body. The working party met on 28 and 29 June at the Pichi Richi holiday camp to develop the terms of reference and mission statement. The State-wide body was named the Aboriginal and Substance Abuse Council of South Australia, and letters have been sent to all Aboriginal communities and organisations seeking nomination for membership of the council.

It is self-help, with no quick fixes. In relation to this issue of alcohol abuse, which is causing real problems in the Aboriginal community in different locations around the State, it is great to see communities taking those issues and problems to hand themselves. We saw Yalata declare itself a dry area as a response to that, and that has seen a diminishing incidence of domestic violence and other incidents at Yalata. We have seen in the AP lands very strict rules against grog running and against people consuming alcohol. The same applies at Oak Valley and in the Maralinga lands. We have seen a number of communities around the State take on this issue directly and look at ways of dealing with a very serious problem. Mr Rathman might like to comment further.

**Mr Rathman:** I draw the Committee's attention to the alcohol and substance abuse prevention program announced by the Commonwealth through the Aboriginal and Torres Strait Islander Commission, which might be of assistance to members. The program is designed to give Aboriginal and Torres Strait Islander communities a package of services that they can utilise, and it will extend from the financial year 1992-93 to 1996-97, totalling about \$58.2 million. Currently, there is expenditure of only about \$5 million on Aboriginal alcohol and substance abuse programs. It is a major increase in resources.

The objectives of the program are to provide avenues to give Aboriginal people the opportunity to gain services in their communities to address alcohol and drug related issues; to provide the capacity to train Aboriginal staff, through the Aboriginal health services, to take up the issue of alcohol and drug abuse; to provide community-based training for workers in alcohol and other drug related issues.

One of the important aspects of alcohol and drug abuse in the Aboriginal community is to get to younger people, and the program is designed to try to address the question of alcohol and substance abuse amongst young men and women and to minimise the harm through the provision of detoxification, rehabilitation and after care. After care is a critical factor in a number of areas. The program is designed to follow up recommendations Nos 236, 251, 282, 283, 63, 71 and 80 of the Royal Commission into Aboriginal Deaths in Custody so that we can put in place some longer-term strategies. That is why the Aboriginal Drug and Alcohol Council has been set up to try to address that issue on a longer-term basis. Hopefully, we will start to tackle the issue. Unless we address some of the underlying issues, as the royal commission has described, we will really just see alcohol as an outcome of some of the more imposing problems that need to be addressed in the community.

**Mr FERGUSON:** With reference to page 466 of the Program Estimates, what has the Government done to assist Aboriginal people to seek employment?

**The Hon. M.D. Rann:** Aboriginal unemployment is a major problem, running at substantially higher than unemployment in the general community. The level is quite alarming. One thing we have done is to launch the 1 per cent challenge; 1 per cent of our population in South Australia are Aboriginal people. We set a target in Public Service departments of 1 per cent Aboriginal employment, and we have reached that target. We are now targeting local government and statutory authorities, arranging subsidies and placements. A total of 251 Aboriginal people were recruited into the State public sector, and a further 135 were placed in training and employment positions with local government and statutory authorities.

In addition, 168 Aboriginal employees have participated in career development programs, including some management development programs. The Commonwealth has entered into new agreements with both the Aboriginal Employment Development Branch and the Department of Labour for the period up to this year. The agreement with the Aboriginal Employment Development Branch proposes to address access, representation, training and career development for Aboriginal people in statutory authorities and local government in South Australia at a total value of \$470 000.

We are looking at a number of schemes, including an Aboriginal youth employment program, a vertical mobility program and a vocational guidance and career path planning course. We are also trying to increase the number of Aboriginal people in TAFE colleges and universities, and earlier this year I mentioned the 400 Aboriginal students at the University of South Australia. This and the creation of the first Faculty of Aboriginal Studies in the country is an Australian record. We are currently negotiating with the Federal Government for a range of Aboriginal employment initiatives. We would like to see an Aboriginal heritage corps involving young Aboriginal people, perhaps from the city, working on important Aboriginal heritage projects similar in design to our conservation corps. There are a number of Aboriginal employment initiatives this year we are currently

discussing them with both ATSIC and the Federal Minister.

**Mr FERGUSON:** I refer to the same page. What has been done to promote coordination between Government agencies and the Aboriginal communities to ensure the effective and efficient delivery of programs?

**The Hon. M.D. Rann:** As you know, under those lines there are three statutory authorities—the Aboriginal Lands Trust, which last year reached its 25th anniversary; Anangu Pitjantjatjara which last year reached its 10th anniversary; and Maralinga Tjarutja. Apart from the committee going up to the lands and meeting with people to ensure better coordination, we have also decided to try to encourage those landholding bodies to work together and indeed I meet with the leaders of those committees several times a year.

State Aboriginal Affairs has established a community liaison portfolio. Regular visits to regions are planned to ensure that the agency maintains an overview of issues which relate to the wellbeing of Aboriginal people and that, with respect to the services provided by the Government and the agency's coordinating roles, Aboriginal Affairs plays an important role in identifying needs and monitoring the services of Government, in terms of their effectiveness and cultural appropriateness. Within this brief Aboriginal Affairs provides assistance to Aboriginal agencies to access Government agencies and services, because State Aboriginal Affairs obviously has a State-wide responsibility. I think there has been greater coordination in recent times.

**Mr FERGUSON:** I refer to Aboriginal languages on the same page (466). The Program Estimates state that the South Australian Aboriginal Education and Training Advisory Committee convened a State Aboriginal languages conference. What actually happened and what were the outcomes?

**The Hon. M.D. Rann:** This flows from an announcement that I made when I was away with the Aboriginal Lands Committee, just over a year ago, that I thought we should really be looking at ways to reinforce Aboriginal languages. Languages are an essential part of someone's culture and, certainly, in terms of South Australia and the nation, a number of languages are either extinct or in danger of extinction. When we look at what happened 200 years ago, we see that there were 300 or so distinct Aboriginal languages and about 700 dialects and, by the turn of the century, only a handful will be flourishing. Certainly in South Australia, a number of languages are under severe stress. We may look at the names of some of the Nunga groups in South Australia—the Kukatha, Narrunga, Arabana and Adnyamathanha, Pitjantjatjara, Dieri and Ngarrindjeri.

To give an example, the Ngarrindjeri people live on the Murray River from the Riverland down to the Coorong and Ngarrindjeri people are found in Adelaide and Murray Bridge as well as places such as Point McLeay and Gerard. That language is quite distinct from other Aboriginal languages. It is an extremely dynamic and interesting language. We can find elderly people who can speak it and also, because of our schools policy, we can find a number of young children who can speak the language, but for a language to flourish it must be passed up and down between the generations. In the Riverland, Agnes Rigney developed a program that was aimed at

adults, particularly women, to encourage them to learn Ngarrindjeri so that they could speak to their elders and this momentum could be achieved. That achieved outstanding results and was tremendously supported by the people. There is also a similar project at Marree for Arabana languages.

What I suggested was that, rather than my saying or State Aboriginal Affairs saying, 'You have to save your languages,' we wanted to hear the views of Aboriginal people. That conference met and the Aboriginal people who attended that conference (and I think it was about 80 or more) came up with a plan for three community-based languages centres to be funded: one based in Adelaide; one to be based perhaps in the west or the north of the State; and one servicing perhaps Murray Bridge or the Riverland, and that is still being worked out. They do not want to see some kind of an academic institution, although we do intend to establish under legislation some kind of institute of Aboriginal languages. We want to be very much community-based, and the centres must be Aboriginal controlled.

We have prepared a submission to the Commonwealth Government and we are currently negotiating to get funding. The establishment and structure of an Aboriginal languages centre must meet the needs of all language groups in South Australia and every language group must have access to the centre. It should also cater for teaching, researching, collating and gathering resources and, obviously, the training must be user friendly. A great deal of work is currently being undertaken, and I would like to commend a number of people, especially Janis Koolmatrie and Frank Lampard (the Chairperson of the South Australian Aboriginal Education Training Advisory Committee) for their work. I think this could really show a national lead.

Three Aboriginal language projects have been identified:

- Ngarrindjeri at the Jerry Mason Senior Memorial Centre in Glossop
- Arabana/Aranta at the Marree Community Centre in Marree
- The Kaurna project.

All have been funded by Commonwealth and/or State moneys. We are talking of a stronger and more coordinated integrated program. Some projects are already going on.

**Mr SUCH:** At page 18 of the Budget and Social Justice Strategy it states:

The Police department will develop training programs for Aboriginal recruits to the Police Force to run over two financial years, with funding in 1992-93 of \$237 000.

It also states:

The role of the Business Advisory Panel is to:

- provide day to day business advice to Aboriginal Lands Trust Communities which want to use its services;
- help lift the business performance of each Aboriginal community enterprise;
- encourage and assist the establishment of new enterprises;
- provide advice at critical stages in the development of business ventures.

The following appointments have been made:

Ian Duncan, General Manager, Olympic Dam Operations, Western Mining Corporation (Chair).

Don Blesing, Farmer from Caltowie, Chairperson, Australian Grains Research Corporation.

Peter Brokensha, Managing Director, Corporate Concern—Community Aid Abroad.

Michael Schultz, Former Chairperson, S.A. Ethnic Affairs Commission, former Treasury officer and accountant.

Kaye Schofield, Chief Executive Officer, Department of Employment, Technical and Further Education.

Garnet Wilson, Chairperson, Aboriginal Lands Trust.

The Royal Commission into Aboriginal Deaths in Custody has emphasised the need to recruit more Aboriginal people into police forces in South Australia. How many Aboriginal recruits does the South Australian Police Force have? What representations has the Minister made to the Police Department about increasing the number of Aboriginal police recruits and how many recruits will be accommodated via the expenditure of \$237 000?

**The Hon. M.D. Rann:** We mentioned before about Aboriginal police aides: 32 Aboriginal police aides will be funded. Obviously, police aides are a way of recruiting people into the mainstream police positions—that is not to say that police aides are not mainstream—but in terms of articulation onto fully fledged police officer status. I know that the Police Department has said that it has had difficulty in recruiting people straight into the Police Academy and it is looking at different ways by which this can be achieved. I will invite Mr Rathman, as Chairman of the Aboriginal Justice Committee, to comment further.

**Mr Rathman:** As to the exact numbers, we will have to take that question on notice and provide the relevant information. As to the Police Department, we have asked in our review of the Police Department and the Correctional Services Department that they reassess their recruitment policies. We made that specific recommendation as a result of the interim report of the royal commission, recommending also that they liaise with the appropriate Aboriginal organisations and education institutions to ensure that there is a more positive encouragement of people to take up recruitment into the South Australian Police Force.

An examination is also being undertaken, as I understand it, by the South Australian Police Force for police aides to be recruited into the constable level by reducing the amount of training that they are required to do, but that is all part of the proposed training program that is to be put forward. We can provide further information if it is required.

**Mr SUCH:** The national Aboriginal health strategy suggests better health outcomes may be expected if Aboriginal doctors treat Aboriginal patients. How many of South Australia's medical students are Aborigines and how does that figure compare with the rest of Australia?

**The Hon. M.D. Rann:** I will check that.

**Mr SUCH:** Page 466 of the Program Estimates refers to the Business Advisory Panel. One of the specific targets/objectives during 1991-92 was the establishment of the panel. What have been the specific outcomes of the panel's work, how often has it been called upon for support and what specific support has been provided?

**The Hon. M.D. Rann:** I should point out that the Business Advisory Panel was established by legislation, which was amended in November 1991.

I hope soon to talk to colleagues on the Parliamentary Aboriginal Lands Trust Committee about another appointment in the area of marketing and community development. The Business Advisory Panel has met on a number of occasions and individual members have visited

a number of communities to work on enterprise management matters, particularly Don Blesing, who has made several visits to Nepabunna and spent a day at Nantawarrinna station. A report has been provided to Nepabunna community outlining the next steps in the Nantawarrinna management plan. Don Blesing also visited Yalata and looked at the commercial prospects for Colona station.

A report is currently being prepared, but preliminary advice is that Colona station can be retained as a commercial sheep property. Mr Blesing has visited the Point McLeay farm and had a number of subsequent discussions with the farm manager. In Canberra, he met with the Bureau of Rural Resources to discuss potential funding of a long-term land management program on trust lands. Peter Brokensha has been involved in a trust workshop on economic development and met with Point Pearce community concerning the development of a tourism plan for Wardang Island.

At the 28 July meeting of the panel the issues surrounding the Oodnadatta store were discussed with the Chairman and one of the directors of the store. As a result of that discussion, the CEO of DETAFE, Kaye Schofield, arranged for the Business Breakthrough Program—it is an outstanding program in TAFE and I commend any member of the Committee to look at it. Based in Wakefield Street, it has people from small business backgrounds teaching Aboriginal people skills in terms of running small businesses and it is one of the best programs I have seen in Aboriginal Affairs. They are providing real backup to the Business Advisory Panel.

A report has since been prepared on the Oodnadatta question, which will need to be considered by the Dunjiba council and a number of funding agencies. I understand that Ian Duncan was involved with Gerard and that there were some negotiations. So, a number of people are giving up substantial slices of their time free of charge. They are very commendable citizens. We have told Aboriginal communities that this unique resource is available to them if they want to use it.

We put Kaye Schofield on the committee because the communities often need advice and help in preparing submissions for funding to ATSIC and help in developing business plans. However, training back-up is obviously essential if Aboriginal people are to take up initiatives themselves and be more self sufficient. I believe the business advisory panel will go on to bigger and greater things, and I am pleased that the Northern Territory Government is considering a similar scheme, and I understand there could be interest from other State Governments.

**Mr HERON:** I refer to page 466 of the Program Estimates. One of the issues/trends identified under this program is that of restructuring Aboriginal participation in land ownership and land management. Can the Minister advise the Committee of the Government's response to the Ware and Dunstan reports and what is the future direction of the Aboriginal Lands Trust?

**The Hon. M.D. Rann:** The member for Peake raises some very significant questions. As we know, the Aboriginal Lands Trust is 25 years old, and it has done some sterling service as the landholding body for a disparate number of communities. Whereas AP is essentially in the Pitjantjatjara lands to the north-west,

Maralinga Tjarutja defined lands, the Aboriginal Lands Trust picks up ownership of lands throughout the State and then leases them back to communities on 100 year leases. Certainly, we believed that it was important for the Aboriginal Lands Trust to become more proactive in giving support to those communities to help develop them and their enterprises.

The Ware report on the Aboriginal Lands Trust, 1987-90 made recommendations in three major areas. It recommended greater involvement in the economic development of trust lands and suggested the creation of a new authority, ABDEL, to coordinate and fund this development. From that we have developed the business advisory panel, which is supported by Business Breakthrough. It also talked about establishing an Aboriginal Lands Council to replace the Aboriginal Lands Trust. We do not think that is necessary because the Aboriginal Lands Trust is so well regarded and respected by Aboriginal people that we think a change in name is not necessary.

However, we have looked at the membership and composition of the committee, and in response to the Ware report we have established the business advisory panel and the parliamentary committee on the Aboriginal Lands Trust—because the lands trust committees felt that they were disadvantaged compared with Pitjantjatjara people and Maralinga people in terms of access to members of Parliament. I should point out that the Federal Minister wants to see our committee tour the country to show other State Parliaments and State Governments how effective a bipartisan committee can be. I am not sure whether he was offering to fund our air fares around the country, but on behalf of members on both sides of the House I said that we would be very happy to do that because it is an outstanding committee. We deal with things sensibly and in a commonsense manner and I think that committee is one of the best committees of this Parliament. I have also had discussions with the Commonwealth Government about the duplication of services and the need for funds for economic development. I have had discussions with the Minister of Agriculture in relation to the availability of rural adjustment scheme funds for trust farms, and there has been a lands trust workshop.

The Dunstan report on Aboriginal community government identified serious anomalies in the provision of local government services to Aboriginal communities on trust lands. In some other States, for instance, Queensland, local government funds are provided directly to Aboriginal communities to provide local government services. In South Australia no local government funds are provided directly to Aboriginal communities on trust lands. However, we should note that the Outback Areas Community Development Trust provides some local government funds to Aboriginal communities. However, our response has been to look at achieving local government status for the Aboriginal Lands Trust communities as one of the goals of the lands trust over the next couple of years. Discussions have already been held with the Local Government Association. So, in the area of local government and economic development we have responded directly to those reports. It is fairly true to say that the Ware report made a number of recommendations with which we do not intend to

proceed. That is obviously the prerogative of the Government and the Parliament. However, it is still a very valuable document.

**Mr HERON:** I again refer to page 466 of the Program Estimates. The Minister just referred to local government participation. Can he tell the Committee what the Government is doing to encourage Aboriginal participation in local government?

**The Hon. M.D. Rann:** Following on from the Dunstan report, several Aboriginal communities in the State are not provided with the same level of local government services as those available to non Aboriginal residents, despite the fact that the Aboriginal community may pay equivalent rates to the local government authority. State Aboriginal Affairs has developed a program focusing on the relationship between local government and Aboriginal communities by seeking to raise the awareness of local government authorities of their responsibilities towards their Aboriginal ratepayers.

It is also working with the Aboriginal Lands Trust to research the possibility of Aboriginal communities becoming local government authorities in their own right, or having access to local government grants. Of course, there is also the promotion of participation in local government by Aboriginal people and the conduct of training programs for Aboriginal candidates in local government elections.

Some sterling work is being done for State Aboriginal Affairs by Liz Tongerie, and it was great to see Agnes Rigney, the first Aboriginal woman to be elected to local government in South Australia, elected to the Barmera council. State Aboriginal Affairs has conducted a series of workshops with Local Government Association staff to raise awareness of Aboriginal cultural and social issues.

In October 1990, the former Premier, John Bannon, and the President of the Local Government Association signed a memorandum of understanding signifying a new approach in local government/Aboriginal relations, as a result of which a Local Government Relations Unit was established in the Department of the Premier and Cabinet to support the negotiation process and to work with Government agencies to promote positive action. We are delighted that the project officer is continuing this advocacy role with local government on behalf of the Aboriginal community.

**Mr HERON:** Whilst I understand that the Minister of Health is responsible for the delivery of health programs to Aboriginal people, in the Program Estimates the issue of the coordination of the State Government's response to the national Aboriginal health strategy is mentioned. Will the Minister inform the Committee of the progress in implementing that strategy?

**The Hon. M.D. Rann:** Obviously, Aboriginal health is of concern to us all because Aboriginal people, the first Australians, are still the last Australians when we come to issues such as longevity and health outcomes. I think the national Aboriginal health strategy has been the subject of ongoing negotiations between the States and the Commonwealth since the publication of the report by the National Aboriginal Health Strategy Working Party in March 1989. ATSIC has provided a report outlining the progress of negotiations. In December 1990, the Australian Government agreed to make additional funds available under the national Aboriginal health strategy,

and in the five year period commencing 1990-91 it announced that it would contribute up to \$232 million with additional funds pledged from State and territory Governments.

The funds were to be additional to the existing ATSIC health and community housing and infrastructural CHIP programs, which total \$138 million. There has been a great deal of consultation on this issue. I think it is fairly true to say that both Tom Roper in Victoria and I, together with other Ministers, were concerned about delays in implementing this strategy. We have seen the establishment of State and territory tripartite forums and Aboriginal health councils. I invite David Rathman to comment further.

**Mr Rathman:** In June 1992, the Chairman of the Aboriginal and Torres Strait Islander Commission wrote to Minister Rann acknowledging the \$3.22 million additional State expenditure in support of the national health strategy since June 1990 and announcing an additional Commonwealth allocation of \$1.454 million to South Australia. The Commonwealth is committed to working with the State to develop a joint approach to Aboriginal health issues in South Australia, and this will require further negotiations with the commission to obtain ongoing commitments in the foreseeable future. However, the State has agreed to make a broadly matching contribution to determine mutually acceptable health goals and targets and make a commitment to the collection of data necessary for ongoing planning and performance evaluation and to ensure the involvement of Aboriginal communities and organisations in the determination of priorities and programs. This commitment will be undertaken in the next financial year, to ensure that the 1992-93 commitments of the national health strategy will not be like the previous financial year, where it has taken some time to get a commitment up and running because of the hope that other States would agree to participate in a national health strategy commitment. Now that we have agreement at the national level that there will be individual agreements with each State, we can proceed to put a five-year plan into action.

**The Hon. M.D. Rann:** It was quite clear at the last meeting of the Aboriginal Affairs Council, which was held in Canberra a few weeks ago, that a number of States said that they were not going to be in it. The Commonwealth, through ATSIC, said, 'If those States are not going to be interested, they had better hurry up, because we will look at divvying up the money amongst the States that do want to be in it.' It could be like the railways agreement and we could get a slice of the funds that were intended for recalcitrant States. Obviously, that has yet to occur, but there was that threat to States that were not willing to be as cooperative as was South Australia.

**Dr ARMITAGE:** Page 463 of the Program Estimates indicates that capital expenditure in 1991-92 was \$380 000. On what was this money spent and from whom was the purchase made?

**The Hon. M.D. Rann:** That funding relates to the Wanilla Forest, which is a 5 000 hectare forest about 20 minutes or so from Port Lincoln. The Aboriginal community in Port Lincoln, which is known as the Port Lincoln Aboriginal Organisation (which is one of the best and most proactive Aboriginal support organisations

anywhere in Australia: it has many projects being run very successfully, and it is a real credit to those people) wanted to purchase the Wanilla Forest, which was owned by the Woods and Forests Department, as a commercial and training operation. It was looking at firewood and other uses of various woods in the forests, as well as conservation and a tourism resource.

The Wanilla Forest ceased to be a commercially viable forest for the Woods and Forests Department. It was planted in the last century. It consists of a whole series of different varieties of trees. It is quite a bizarre but beautiful place with different kinds of trees from tropical areas and different parts of Australia. Essentially, the project was to see which would grow the best. It was planted in about 1890 with a view to producing fence posts. It has not been viable for the Woods and Forests Department for many years and it was wanting to dispose of it on the open market. I negotiated with the former Premier to get a special grant to allow the Aboriginal Lands Trust to purchase the forest from the Woods and Forests Department. Not only is it being used for firewood and a range of other activities by the Port Lincoln Aboriginal Organisation but it is also the site of one of the first Conservation Corps projects involving young Aboriginal people from the Port Lincoln area working in conservation and reforestation. We think that it was a worthwhile initiative.

**Dr ARMITAGE:** The Aboriginal Employment Development Branch has identified six Kickstart projects for 1992-93, including five programs developed with the Department of Environment and Planning aimed at restoration and maintenance of national parks across the State, the sixth project involving the dog fence. I understand that these six projects together require funding of \$325 000 or thereabouts, but the AEDB towards this program receives only \$149 000, and that leaves a significant shortfall. Clearly, the Minister believes that Kickstart projects are worthy of support, so will he ensure that adequate funding for the six projects will be provided?

**The Hon. M.D. Rann:** That has yet to be decided, because there are plans to designate the Aboriginal Lands Trust as a Kickstart region in itself. We are looking at competing priorities and considering how Kickstart funds can achieve the best outcomes in terms of employment, whether through the route that Les Nayda is proposing or through the route that the Aboriginal Lands Trust is proposing. We want to sort out what will be the best outcomes for Aboriginal people.

**Dr ARMITAGE:** The Estimates of Payments and Receipts (page 206) indicates that the actual operating expense for State Aboriginal Affairs for 1991-92 was \$1.127 million, and the estimated operating expense for 1992-93 is more than double that at \$2.439 million. I note that the number of full-time equivalents is to be increased, but why will the operating expense be doubled?

**The Hon. M.D. Rann:** I invite Graham Knill to respond, but it is basically Commonwealth funding added on for different purposes. I imagine it is for our education and training committee and other initiatives.

**Mr Knill:** Our budget incorporates Commonwealth funding for a number of projects. In particular, as the Minister said, approximately \$200 000 would be

Commonwealth money for the South Australian Aboriginal Education Training Advisory Committee. I understand also that the budget allows for additional Commonwealth funds for the Aboriginal Visitors Scheme—royal commission initiative money—amounting to \$245 000, I think.

**Dr ARMITAGE:** But that is accounted for elsewhere, I think.

**The Hon. M.D. Rann:** In that case, we will take the question on notice. There might be some other money relating to deaths in custody.

**Dr ARMITAGE:** I am very happy for it to be taken on notice.

**Mr De LAINE:** The continued coordination of the Aboriginal Visitors Scheme was a specific target/objective for 1991-92. What is the purpose of the scheme and has it been successful?

**The Hon. M.D. Rann:** The Aboriginal Visitors Scheme was a direct result of recommendation 22 of the interim report of the Muirhead royal commission. Basically, it recognised that what often happens is that deaths in custody, and stress in custody which results in suicides and other behaviour, often occur at that critical first stage in terms of incarceration in police cells. The royal commission recommended that Aboriginal people in custody needed support of other trained Aboriginal people during that critical time. The interim report suggested that accredited Aboriginal people should visit other Aboriginal people detained in police cells to provide comfort, support and counselling. The scheme received initial Commonwealth funding of \$386 000. Quite frankly, we were very disappointed to discover that the Commonwealth then withdrew its funding. It kept talking about a partnership with the State in dealing with royal commission matters. We spent about \$10 million, and the Commonwealth put in \$386 000 but pulled the plug on the funds and we were left holding the baby.

With the assistance of the Department of Correctional Services, we had some royal commission tagged funds transferred over to enable State Aboriginal Affairs to continue with this program, working with the Police Force and Aboriginal communities, and having accredited and trained people who were out there on call from various police stations. I am pleased to say that, after we put on a bit of a turn about this at an Aboriginal Affairs Ministers' Council in December 1991, the Commonwealth committed funding of \$245 000 to fund this scheme in 1992-93.

State Aboriginal Affairs is responsible for the administration of the Aboriginal Visitor Scheme grants; the Aboriginal Community Recreation and Health Services Centre coordinates the metropolitan scheme; and negotiations continue with the Aboriginal Legal Rights Movement to run the key country centres. To date, an enormous amount of consultation with Aboriginal communities has been required to implement the scheme successfully. Metropolitan police stations and particularly the City Watchhouse have been the major users of the scheme. However, in some areas there is still some reluctance to take up the program fully. In country areas, Aboriginal communities in Murray Bridge and Port Lincoln have made extensive use of the scheme; and Aboriginal organisations based in Ceduna, Coober Pedy, Mount Gambier, Port Augusta, Port Pirie, the Riverland

and Whyalla have been authorised to undertake day-to-day operations in their communities. There is clearly the potential for far greater use to be made of the scheme in a number of communities, and we are looking to extend further a very valuable scheme. A similar scheme operates in the prisons as well, and it could be that we can look at some better cooperation between the two schemes.

**Mr De LAINE:** I recently attended the Port Adelaide Aboriginal College for the official opening of the first stage of the greening landscaping of the college grounds. I commend the college community on the creation of a beautiful garden at that place. A lot of research was put into the planning of the garden, especially in relation to the selection of plants that grew in that very area when it was originally occupied by the Kaurna people. It was a very moving experience for me personally. I ask the Minister a two-pronged question: what is the latest with regard to the Aboriginal education policy and what is the future for the Port Adelaide Aboriginal College?

**The Hon. M.D. Rann:** In terms of the policy, we have completely rejigged the South Australian Education and Training Advisory Committee. We have changed the committee. It is headed by Frank Lampard and we have basically involved ATSEC, as half the membership is ATSEC elected representatives, as well as appointed representatives. I believe that that committee is now much more proactive. It is the driving force behind the Aboriginal lands push, it advises me in my roles as Minister of Aboriginal Affairs and Minister for TAFE and it also advises Greg Crafter. It is a committee with very strong links to communities, looking at how parents can become better involved in schools and so on.

On the question of the Aboriginal education policy, it was written in 1989 and South Australia responded to it by writing a State strategic plan for the triennium in 1990-92. This has been implemented and monitored by State Aboriginal Affairs, the education providers and the Commonwealth Department of Employment, Education and Training. Performance appraisals have been completed for all State education providers and the South Australian Aboriginal Education and Training Advisory Committee. These were done by and in consultation with State Aboriginal Affairs, with the collaboration of the State office of DEET. The operational plan appraisal reports for the education providers resulted in a full strategic plan report for the State. I think that between May and July agencies have been involved in the production of the new strategic education plan for the next triennium, and current position statements for each education sector and each of the 21 goals have been written into the plan, so we are very delighted with the way that is progressing. We are delighted, too, that the new Director-General of Education in South Australia, Eric Willmot, is of Aboriginal descent and has a very keen understanding of the challenges in this area.

**Mr De LAINE:** My third question concerns local Commonwealth-State relations and, bearing in mind that one of the main functions in this area is coordination, will the Minister inform the Committee specifically on what has been achieved through the Commonwealth-State relations working party?

**The Hon. M.D. Rann:** Our target is to coordinate the State participation in a Commonwealth-State relations

working party to improve the cooperation with the program delivery by the three levels of government to Aboriginal people. In August 1991 the Australian Aboriginal Affairs Council, of which I am a member, resolved to accept the report entitled 'Achieving Greater Coordination of Aboriginal and Torres Strait Islander programs and services' and this was again ratified at the Australian Aboriginal Affairs council held in Canberra last month. The negotiations have continued on to new funding arrangements between the Commonwealth and the States. State and Territory Governments now have to deal with ATSIC, the commission of the Commonwealth and not on a Minister to Minister or Heads of Government basis. This is something new for States and we are dealing with ATSIC rather than the Federal Minister. There have been complaints from the New South Wales and Victorian Governments about this process because they believe in Minister to Minister negotiations.

We are now dealing with ATSIC, a commission elected as an Aboriginal organisation. One of the other points has been to come to grips with the change in the basis of negotiation. I do not have any problems in dealing with ATSIC or with its Chairperson, Lois O'Donoghue, a South Australian. The only thing that is important is that we know where we stand. There was a situation about a year ago when, if we went to ATSIC, they told us to talk to Robert Tickner, the Federal Minister. If we went to the Federal department, they told us it was an ATSIC responsibility. That has now been cleared up about the different roles and responsibilities and it is just an element of the establishment of a new body.

**The CHAIRMAN:** The Federal Minister is a friend of yours.

**The Hon. M.D. Rann:** Mr Tickner is a friend of mine. States are continuing in dialogue with the Commonwealth to simplify the application and accountability processes, to re-establish bilateral agreements as to Commonwealth funding and State programs, and funding determinations, that is, special funding for the Royal Commission into Aboriginal Deaths in Custody to be agreed to at a central agency level and not at the level where the Commonwealth enters into agreement direct with program agencies.

**Mr SUCH:** The Minister would be aware of the recent controversy and media attention relating to high speed car chases, many of which I understand involve young Aborigines. He would be aware that these chases and other illegal acts involving vehicles often lead to tragedy and cause heartbreak to Aboriginal and non-Aboriginal families alike. What programs are operative or are planned to allow young Aborigines to get involved in a legal way with cars or to engage in other constructive activities that are less harmful to the individuals involved and the community at large?

**The Hon. M.D. Rann:** This matter is being addressed by the Select Committee on Juvenile Justice. The involvement of Aboriginal youth in high speed chases earlier this year and the death of a motorist at Salisbury, in my own district, are issues that have drawn special attention to this tragedy. We have been working with the Aboriginal community in the northern suburbs. The member for Napier (Terry Hemmings), has been chairing an interagency group in the northern suburbs—a

community action group—as has Gavin Keneally in Port Augusta. Certainly, the CEOs of the Department for Family and Community Services, the police, DETAFE, health and education have met with the Director of State Aboriginal Affairs to consider possible joint action to assist the Aboriginal community in the northern suburbs to find long-term solutions to their problems. The CEOs have agreed that issues that need to be addressed include a focus centre for the northern suburbs Aboriginal community. Members would be aware of the problems that occurred in Brady Street, where there was a neighbourhood house which was funded and which resulted in a huge fight between different factions on the committee and a failure to pay bills.

This was a great tragedy and there still are a number of services run from Brady Street but which are directly agency responsibilities. We need to look also at specific youth projects relevant to youth in the local area, a school attendance strategy, an interagency strategy to focus Government support and other issues. State Aboriginal Affairs has begun preliminary negotiations to look at land in the northern suburbs suitable to establish a multi-purpose Aboriginal community centre that could be developed progressively, starting small, obviously with Commonwealth funding.

The specific problem of young people, particularly Aboriginal youth, gathering at the Salisbury interchange is now being addressed locally. Salisbury council has made available a large shed on the interchange site for use as a youth centre for the next 12 months or so. The management group made up of Aboriginal parents and local agency managers, including FACS officers, police and youth affairs officers, is working with the Salisbury Together Against Crime committee to set up the shed and to establish an evening program as quickly as possible. Funding to employ an Aboriginal youth worker is likely to be provided by the Crime Prevention Unit.

The northern area interagency forum on Aboriginal affairs held its first meeting on 17 August. The meeting was very well attended by senior officers of State, Commonwealth and local government agencies, Aboriginal officers and Aboriginal community representatives. Outcomes of the first meeting included the establishment of task groups to address the issues of school attendance and public and private sector employment. I understand that the task force will report back to the forum at its next meeting to be held in a few days.

Certainly, there was a demonstration by Aboriginal people, mainly parents, in Salisbury in May. I met with the group for about an hour and I pointed out that 14 months or a year previously a similar group had been to see me and I asked it to prepare a plan for us to look at. That did not happen, yet we were being criticised—not just the Government but also members of Parliament—for a failure to act. We said that we could not act on a plan that we had not received. Obviously, self-help is vitally important. I asked those people to go away and come back within a fortnight with a strategy, because they told me that a strategy was being formulated. That did not happen. However, I have mentioned previously what has happened in response and there is now some activity involving Terry Hemmings and David Rathman working to get the groups together. Ultimately, the issues of

Aboriginal parenting and solving the problems of children must be resolved by the Aboriginal families and the Aboriginal communities themselves. We have to give them support and get behind their initiatives. However, that cannot be done for people. The whole thrust of Elliot Johnston's report is that initiatives must come from within the communities. Mr Rathman may wish to make some further comments.

**Mr Rathman:** As a result of the second program of the royal commission, a number of projects have been announced for young Aboriginal people to address the very issue that is causing great concern; that is, unemployment and training. Certainly, it is one of the major underlying issues. A young people's employment program has been announced, and it is anticipated that nationally about \$21.85 million will be spent over the next five years. The Commonwealth is committed to these programs being a link between community organisations and TAFE. In 1992-93, they will involve about 300 trainees, with that figure increasing to 600 in 1993-94 and to 900 trainees in the remaining years. So, South Australia can look forward to getting a number of those positions.

In addition to that program there will be a young people's development program. The aim of the scheme is to provide programs, in cooperation with the States and Territories, to address the extreme disadvantage of young Aboriginals and Torres Strait Islanders. The program will be based on catering for local needs and priorities. ATSIC regional councils, which are there to represent Aboriginal people, will be required to put forward community generated proposals for funding, including employment and training for community youth workers, sport and recreation programs, cultural education provided by community elders, intervention programs for young people in custody and involvement of young people in community works projects, such as the Community Development Employment Program. There is

also an intention to provide hostel accommodation for some of the homeless young people who are on the streets. It is anticipated that about \$23 million will be spent over five years and there is an opportunity for our regional councils in this State to receive some of those resources.

There has been a number of advances in the area of Aboriginal recreation and sport. In fact, the Commonwealth will commit \$8.36 million over five years. The South Australian Aboriginal Sport and Recreation Association has developed a strategic plan for South Australia that will aim to work with young Aboriginal people to get a more positive outlook in terms of their recreation and sport. To meet this objective we are looking at about 38 development officers being made available around Australia. I understand that South Australia could get about five of those officers, which will enable us to make real advances in terms of a strategy for youth in this State. If we get funding for some of the initiatives that have been put forward for Aboriginal youth worker training and for the Aboriginal heritage projects, that will provide us with an extremely good network of strategies for young people and hopefully they will not fall through the net, as they have done in the past.

**The CHAIRMAN:** There being no further questions, I declare the examination of the vote completed. I remind the Minister that, where he has undertaken to supply information at a later date, it must be in a form suitable for insertion in *Hansard* and two copies should be submitted no later than Friday 2 October. I thank the Minister, his staff and the Committee for their cooperation.

#### ADJOURNMENT

At 10.2 p.m. the Committee adjourned until Wednesday 16 September at 11 a.m.