Reference No. 105

Summarising: Schwab & Sutherland (2006), *Education and Training*
Responsibility for the preparation of this research summary rests with the authors of the MCEETYA report *Education, Training and Indigenous Futures: CAEPR Policy Research 1990-2007* and not the original author(s) of the summarised material.

Title of Research:
Education and Training

Research Publication:
in Macquarie Atlas of Indigenous Australia: Culture and Society through Space and Time 2006

Name of Researcher(s):
R.G. Schwab and D. Sutherland

Time period:
Statistical information for 1999-2001 are presented as well as some historical information from the early to mid-1990s.

Geographic location:
National, with information disaggregated to local levels, ranging from metropolitan areas of capital cities to remote areas of Australia.

Methodology:
Analysis of statistical information about a range of Indigenous education and training outcomes and related issues, including examples of Indigenous culture, practices and policies.

Aims:
The paper aims, within the overall purposes of the Macquarie Atlas of Indigenous Australia, to describe the major features of the education and training of Indigenous people in terms of their geographical location. The paper particularly focuses upon:

- access to school and engagement with education and training;
- patterns of school completion;
- tertiary education; and
- educational qualifications of Indigenous Australians.

Note that the information contained within this article should be read in conjunction with other chapters of the Atlas, especially those dealing with population distribution, health and well-being, economic life of Indigenous Australians, language and other aspects of Indigenous socio-cultural life.

Selected findings and insights:
This paper highlights the following aspects of Indigenous education and training:

- Around 26% of discrete Indigenous communities were located more than 50 kms from the nearest primary school in 1999; and
- 76% of discrete communities had no secondary schools catering for Year 12 students within 50 kms.
The paper also presents detailed regional maps, using the previous Aboriginal and Torres Strait Islander Commission (ATSIC) boundaries and based on 2001 Census figures, of the percentages of Indigenous children up to 14 years of age attending school, of adolescents aged 15-19 years engaged in study, of students attending non-government schools, of students attending TAFE and of students attending university and other tertiary institutions.

Similarly, detailed regional maps are presented in terms of student completion rates, including capital city analyses in the case of Year 12 completion. Taking three examples, which demonstrate the relationship of locality of residence and Year 12 completion:

- In Perth (WA), those Indigenous people living in the far north and south of the city, where most Indigenous people live, were least likely to have completed Year 12. Those living in the wealthier coastal suburbs to the west and north of the urban centre of Perth were most likely to have completed Year 12.

- A similar pattern occurred in Sydney (NSW) where those living in the western suburbs were less likely to have completed Year 12 compared to those small numbers living in the wealthier areas surrounding the harbour, and in Brisbane (Qld) with those living in the affluent inner areas around the Brisbane River most likely to have completed Year 12.

In regard to completion of additional qualifications:

- Indigenous people were more likely to have completed some form of post-secondary qualification if they lived in a capital city or along the south-eastern Australian coastline. In contrast, those living in the Kimberley (WA), Arnhem Land (NT), the Gulf region (Qld) and inland deserts were least likely to have gained any post-secondary qualification.

- Distribution of adults with university degrees was mainly in the capital cities and south-eastern coastline, with small numbers in areas such as the south-east of SA, Broome (WA), Alice Spring (NT) and between Cairns (Qld) and Brisbane (Qld).

- The paper also examines the distribution of those adults who have completed a health or education qualification. These adults were more likely to be working in rural and remote areas, that is, in those areas where educational and health need was at its greatest among Indigenous people.

Educational implications:

This paper identifies the importance of access to schools, TAFE and higher education in influencing Indigenous education participation rates. In particular it highlights the difficulties associated with accessing secondary and post-secondary schooling in remote areas of Australia and the concentration of higher participation rates in capital cities and along the south-eastern seaboard. However it does point out the effects of locality even within capital cities upon education participation. These themes and their educational implications are explored further in other CAEPR research papers.
Relevance:

*Domain 5: Pathways to training, employment and higher education*

Access to post-compulsory schooling, training, employment and higher education

Participation, retention and achievement in post-compulsory schooling, training and higher education

Related papers:
