Reference No. 138

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:
The Indigenous population of Cape York Peninsula, 2001-2016

Research Publication:
CAEPR Discussion Paper No. 227/2002

Name of Researcher(s):
J. Taylor and M. Bell

Time period:
1996 - 2001

Geographic location:
Cape York Peninsula (Qld.)

Methodology:
A re-analysis of 1996 Census data to create more accurate 1996 population estimates on which to base population projections for the period 2001-2016.

Aims:
The paper aims to develop a set of population estimates for the period 2001-2016 for Indigenous Australians living in Cape York Peninsula.

Selected findings and insights:
Overall, the Indigenous population of Cape York Peninsula was projected to increase from 6,523 in 1996 to 8,673 by 2016. This is an increase of 2,150, representing an increase of 33 per cent, or 1.65 per cent per annum. According to these estimates, in 1996, almost 60 per cent of the resident population of the Peninsula ATSIC Region was Indigenous. By 2016, this was projected to rise to 64 per cent.

The largest projected numeric increase was among school-age children and youth in the transition years to work and family formation (5–14 and 15–24). However, the greatest proportional increase was among those of older working age (45–64), with this group almost doubling in size by 2016 due to ageing of cohorts that were in the 20–39 years age-range in the mid-1990s.

Educational implications:
Despite these projections being based upon the 1996 Census, they point to the importance of education and training authorities differentiating Indigenous and non-Indigenous population growth estimates when monitoring the extent to which existing service provisions are likely to meet demand, especially if the particular needs of Indigenous students are to be taken into account. For example, the adequate provision of secondary school facilities to meet a growing demand of Indigenous youth will also need to be matched by provision of secondary school curricula which address their educational and future training and employment aspirations.
These projections also suggest that pressures will be placed upon adult training and regional economic development as the 'older' age groups of working age interact with the labour market. These are adults who may have little previous work experience and low skill levels. [training]

Relevance:

Introductory Topic: The Changing Demography of Indigenous Australia

Domain 5: Pathways to training, employment and higher education

- Access to post-compulsory education, training, employment and higher education
- Return to adult education

Related papers:
