

AUSTRALIA'S TRAINING AID PROGRAM

Education and training are important components of AIDAB's program of development cooperation. The sector contributes about 20% of Australia's ODA, double the average for other bilateral donors. In 1989/90, \$188 million was spent directly on education and training activities, and a further amount of \$60 to \$70 million was spent on training activities within projects in other sectors.

In 1990/91, education sector allocations in Country Programs total an estimated \$142 million, 39% of total country programs expenditure - more than any other sector.

Assistance to the sector is diverse and has separate administrative procedures for the different components. Three in-Australia training programs - the Sponsored Training Program (STP), the Equity and Merit Scholarship Scheme (EMSS) and the subsidised program for private overseas students ("student subsidy") - together constituted about 60% of the sector program in 1990/91. Project aid to education within developing countries is an increasingly important element of the sector effort but is not directly relevant in Africa. Assistance through the International Development Program of Australian Universities and Colleges (IDP) constitutes a small but significant element of the sector.

The majority of education and training activities occur within Australia, either at Colleges and Universities, or at AIDAB's Centre for Pacific Development and Training (ACPAC) in Sydney. Australia also undertakes education activities in developing countries and often provides training assistance as elements of projects. Recipient governments are encouraged to identify education requirements which relate to their national development priorities in areas where Australia can offer relevant expertise.

The past two years have seen major changes in AIDAB's education sector program. The net result of these changes has been a doubling of the amount of aid directed to programmed activities. The changes flow largely from recent changes in Australia's overseas student policy - in particular the decision to charge full fee costs for all overseas students beginning their studies after 31 December 1989; the consequent phasing out of the student subsidy; and the introduction of EMSS. In addition there has been an ongoing trend toward increased project aid in education. This trend will continue next year, and provides an unprecedented opportunity to further refine the targeting of education assistance to meet aid program objectives.

The STP is the largest of the in-Australia fellowship programs and has grown substantially in recent years. Under the STP students from developing countries are sponsored for study in Australia with all associated costs being borne by the

Australian Government through the program. This includes all tuition fees plus other allowances. The number of sponsored students undertaking secondary, TAFE and higher education plus training attachments in Australia in 1991-92 is estimated to be in excess of 2600.

The first students under EMSS arrived in 1990, and student numbers under the program now exceed 2,300. A slight majority of these are undergraduates and, in line with policy directives, close to half are female. Business studies and science are the most popular courses, reflecting the demand for these skills in the students' home countries and elsewhere.

Under the subsidised program, students from developing countries pay only a portion of tuition costs, the remaining costs (the student subsidy) being met by the Australian Government. Since 1984 the student subsidy has been recognised by the OECD as Official Development Assistance, however the student subsidy is being phased out from 1990. In 1991-92 it is estimated that there will be more than 9000 private students with subsidised places in Australia.

Australian aid to education has been overwhelmingly directed at higher education, which absorbs some three quarters of the sector effort.

The Sponsored Training Program (STP)

Unlike both the subsidised program and EMSS, the STP is a government-to-government scheme, targeted at public sector nominees from recipient countries. In recent years the program has become increasingly integrated into the Country Program framework, and in principle is guided by individual country program strategies.

In the past few years, the STP has grown significantly in both dollar terms and numbers of students. In the current financial year, close to 3,000 students will study in Australia at a cost to the program of about \$60 million, a 50% increase over the comparable figures for 1988/90. Current AIDAB policy is to maintain the number of students under the STP that are studying in Australia at any given time at a stable figure of about 2,500. Country program forward estimates for expenditure on the STP for 1991/92 exceed \$73 million. A new scheme, the Australian Development Cooperation Scholarship Scheme, has been introduced to assist students in 1992 and 1993. Its aim is to encourage private students from developing countries to study in Australia by providing the cost of their course fees.

The Equity and Merit Scholarship Scheme (EMSS)

The Equity and Merit Scholarship Scheme was a major initiative arising from the Government's review of Australian overseas student policy in late 1988. It aims to enhance both the quality and efficiency of delivery of education assistance to overseas students from developing countries. A secondary, but

nevertheless important, goal is to enhance the export competitiveness of Australian higher education institutions.

Three streams of scholarships have been offered. These are:

- . Equity Scholarships, available for students of academic ability who do not have the same economic or social advantages as others in their home communities.
- . Merit Scholarships available to students of exceptional academic merit who are drawn from any sector in their societies.
- . Matriculation Scholarships. These are a subset of Merit Scholarships that were available to students who completed Year 12 in an Australian school in either 1989 or 1990.

Study may be undertaken at either undergraduate or postgraduate level in any course that is available to full fee paying overseas students.

The regional distribution of awardees is similar to that under the STP, with about half from South-East Asia and just under a third from the Pacific. The split between undergraduate and postgraduate level is about even, with a majority (75%) of the equity scholarships being at the undergraduate level and a majority of the merit scholarships (64%) being postgraduate.

Private Students : The subsidised student program

The majority of overseas students from developing countries studying in Australia are either private subsidised students or private full fee paying students. Expenditure from the aid program on private students is estimated to be about \$40 million in 1990/91.

Even prior to the overseas student policy change, student numbers under the subsidised program were declining steadily from 17,250 in 1986 to 14,460 in 1989, with a parallel increase in students coming under full fee arrangements.

Project Training

Training within projects takes a wide range of forms and it is ultimately a matter of judgement as to what constitutes "training" and what should better be considered as other forms of technical assistance and human resource development. The following activities were identified as funded out of project budgets:

- . Formal, long term, in-Australia training, similar to that provided under the scholarship programs described above. The training provided normally aims to enhance particular technical expertise or to strengthen future management of the project or sector program.

- Informal, ad-hoc or short course in-Australia training: In this category are vocationally- oriented short courses offered by educational institutions and private sector bodies in Australia.
- Third country training: Some projects allow for training in a third country where such training is of particular relevance to a project.
- In-country formal training, is favoured where appropriate courses and institutions are available in the recipient country, and where language constraints are significant.
- In-country informal training: This category includes a wide range of activities, for example: on-site short course training of counterpart project staff; training of agricultural extension workers and health educators; and on-the-job training of the counterparts to Australian technical assistance personnel and other project staff.

Current Issues in AIDAB's Education and Training Sector Program

The Increase in Programmable Assistance and Sector Integration

The past year has seen major changes in AIDAB's education sector program flowing from changes in Australia's overseas student policies. In particular there has been a marked shift in the portfolio balance toward programmable forms of aid (projects, STP, EMSS) and away from non programmable forms. This shift brings greater opportunities for targeting education sector aid to meet aid policy objectives.

A number of recent initiatives in this connection are:

- The phasing out of the private student subsidy and its replacement with programmable forms of aid which are more amenable to co-ordinating with other elements of the sector program within an integrated framework.
- The progressive integration of much of the policy and programming functions of the STP into country programs.
- Improvements in AIDAB information systems, in particular the AIDAB Activity Data Base and SCHOLAR systems, which have enabled more integrated and timely access to information on the sector.

The Balance between Basic Education and Higher Education:

In the past year the international spotlight has focused sharply on the provision of assistance to literacy and basic education in both developed and developing countries. The World Bank and others, including the DAC, have given further support to a shift in the emphasis of education aid toward basic education and away from higher education based on the higher economic returns to investment in the former.

For most developing countries, basic education is usually taken as falling primarily into the primary education and adult literacy areas - though this is not necessarily so for all of Australia's recipient countries.

Australia's education sector program is strongly skewed toward higher education with some three quarters of the program in this sub-sector.

- . Many recipient countries have firm views on the nature and level of assistance which they would accept. It is not surprising, therefore, that these countries continue to show a distinct preference for assistance in higher education and training, given the more international character of technology and teaching methods at this level. Delivery of basic education is seen as a national government responsibility in which foreign donors are best used in an indirect way.
- . A major element of the sector program is for in-Australia scholarship programs at tertiary level. These programs have strong historical roots, and closely serve the interests of domestic educational institutions and the aspirations of Australia as an exporter of education services.
- . It can be argued that Australia has a regional comparative advantage in the supply of higher education, in a region in which demand for a well educated labour force is strong and growing. As such, a focus on provision of higher education in the aid program is likely to be developmentally effective as well as serving the commercial objectives of the Australian aid program.

Integration of Women into Education Sector Activities:

AIDAB policy continues to emphasise the integration of women-in-development into country programming activities, and to increasing the access of women to assistance provided under the program.

In the case of in-Australia training programs, it is a policy target to ensure that 50% of awardees are women. In the case of the STP only 30% of current students are women. This proportion has been gradually increasing in recent years, with approximately 33% of the 1990 intake being female. It is sobering, however, to compare this with the 37% female participation in the subsidised private student program - a program into which AIDAB has had no input with regard to gender composition. The comparatively poor performance of the STP is due in part to the fact that awards are restricted in some countries to public sector employees in departments in which women are poorly represented, or to disciplines for which few suitable female candidates are available. Relaxation of country program policy guidelines with regard to discipline and department are being applied in several country programs in an effort to increase the percentage of female nominations.

The EMSS scheme has been admirably effective in achieving its target of female awardees. Under this program scholarship availability is restricted to ensure this result; though this is an outcome of negotiations with recipient governments and this result is positive encouragement for future negotiations on the gender composition of nominations for in-Australia training.

**Developing Country Students Supported by the Aid Program
in Australia, by Country at 30 June 1991**

Country	EMSS	Sponsored ⁽¹⁾	Private subsidised ⁽²⁾		Total Students
	Tertiary	Tertiary	Secondary	Tertiary	
Malaysia	706	144	479	4208	5537
Indonesia	198	547	99	723	1567
Hong Kong	316		215	721	1252
China	11	27	44	1030	1112
Fiji	157	99	219	605	1080
Papua New Guinea	106	392 (3)		18	513
Thailand	85	209	48	142	484
Africa	52	303	16	55	426
Philippines	96	187	43	27	353
Singapore	44		29	262	335
Sri Lanka	69	50	21	108	248
India	11	14	13	132	170
Tonga	40	57	6	56	159
Korea			4	120	124
Solomon Is.	31	50	29	13	123
Indian Ocean Is. States	29	81	2	11	123
Bangladesh	18	32	4	56	110
Western Samoa	30	64	5	3	102
Pakistan	20	9	3	38	70
N.Africa/M. East			6	60	66
Vanuatu	25	27	4	1	57
Nauru	4		43	5	52
Brunei			10	38	48
Laos	16	21			37
Kiribati	16	16			32
Taiwan			2	28	30
Tuvalu	12	21 (3)			30
South America		1	3	21	25
New Caledonia	11	7		5	23
Cook Is.	10	12			22
Nepal	8	12			20
Burma		9		10	19
Europe		2		12	14
Other	11	19	5	32	67
Total	2,132	2,412	1,352	8,540	14,430

(1) Includes students on project-related awards and those funded through the International Development Program of Australian Universities and Colleges.

(2) Student numbers at 1 July 1990.

(3) Includes 286 secondary students from PNG and 8 from Tuvalu.

ADAB SPONSORED STUDENTS IN AUSTRALIA IN 1990

COUNTRY/REGION	MISC	AGRICULTURE	ARCHITECTURE BUILDING SURVEYING	ARTS HUMANITIES SOC. SCIENCES	BUSINESS ECONOMICS ADMINISTRATION	EDUCATION	ENGINEERING	COMMUNITY SERVICES HEALTH	LAW	SCIENCE	TOTAL
<u>SOUTHERN AFRICA</u>											
BOTSWANA		2		4	2	2	5				0
LESOTHO				2	4	1	4				15
MALAWI		3		3		2	3	2			13
NAMIBIA						1		5		2	15
SWAZILAND		2		5	10	1	1				1
TANZANIA	4	5	3	2	22	2	8	5	2	1	28
ZAMBIA	2	11	1	4	12	2	2	4			36
ZIMBABWE	1	11	1	5	5	1	9	3			38
<u>SITH AFRICA NEGOT</u>				6	5	2		8			27
TOTAL SITH AFRICA	7	34	5	31	60	12	32	8	5	3	27
PERCENTAGE	3	15	2	14	27	5	14	11	4	10	225
<u>OTHER AFRICA</u>											
ETHIOPIA		11	2		11						28
KENYA		28			15		4	3		2	52
UGANDA		4		1	8	2	2	2		1	20
SERRA LEONE		2			1	1				1	5
LIBERIA		9		4	9		5	3	2	4	36
GAMBIA					1						1
GHANA	1	6	1	1	6	1	7	4			26
SOMALIA						1	1		1	3	6
TOTAL OTHER AFRICA	1	61	3	8	53	5	19	12	4	13	177
PERCENTAGE	1	26	2	3	30	3	11	7	2	7	397

1990 INTAKE OF EMSS STUDENTS BY COUNTRY AND CATEGORY.

REGION	COUNTRY	EUM	EUF	MUM	MUF	EPM	EPF	MPM	MPF	TOTAL
Africa	Kenya			1				3	7	11
	Mauritius	1		3	4			3		11
	Nigeria					2	1	6	6	13
	Subtotal Africa	1	0	4	4	2	1	11	12	35

KEY

MATRIC- Matriculation scholars

E= Equity, M= Merit, (first character)

U= Undergraduate, P= Post graduate (second character)

M= Male, F= Female (third character)

1991 EMSS INDICATIVE INTAKE BY COUNTRY AND CATEGORY

REGION/COUNTRY/INTAKE	EMU	EFU	EMP	EPF	MMU	MFU	MMP	MFP	TOTAL
AFRICA									0
KENYA							7	7	14
NIGERIA							5	2	7
UGANDA							6	6	12
AFRICA SUB TOTAL	0	0	0	0	0	0	18	15	33
TOTAL AFRICA EQUITY -		0							
									TOTAL AFRICA MERIT - 33

LEGEND: E = EQUITY M = MERIT U = UNDERGRADUATE
 P = POSTGRADUATE /M = MALE /F = FEMALE

