

Student fees and charges in VET: the case for reform

Paper presented to the seventh Australian VET Research Association Conference

17-19 March 2004
Rydges Eagle Hawk Resort, Canberra

Abstract

Each State and Territory implements its own system of student fees and charges governing publicly funded VET courses. This paper compares the student charging policies in each jurisdiction and finds that the lack of transparency in student fees and charges masks issues that are likely to have an impact on student participation and industry demand for VET. These issues include: the poor level of information on course costs available to prospective students; the high real cost of some courses; and lack of consistency in charges for the same nominal course in different jurisdictions. The author argues for greater transparency in fees and charges policies across Australia but points out that improved transparency would expose the problems in the current system. The author argues that the best way to resolve these problems would be for State and Territory governments to move towards a consistent national system of student fees and charges in the VET sector.

*Louise Watson,
Director,
Lifelong Learning Network,
University of Canberra
ACT 2601*

*Telephone: 02 6201 5357
Email: louise.watson@canberra.edu.au*

Introduction

This paper presents the findings of a review of VET fees and charges in Australia's eight States and Territories in 2003. This research identifies the different fees and charges policies in each jurisdiction as well as the hidden fees and charges faced by students. The purpose of the research was to provide a factual basis for policy discussions about possible changes to the system of VET fees and charges in Australia¹.

Literature Review

Borthwick (1999) summarises the charging systems in each jurisdiction and estimates that between 20 and 30 per cent of VET students receive fee concessions. Borthwick's research illustrates the inconsistencies in the charging policies between the three sectors of schools, vocational education and training and higher education. Watson, Wheelahan and Chapman (2002) argue for greater consistency between the charging systems across four sectors on the grounds that the inconsistencies are a deterrent to cross-sectoral provision and participation. A completely new basis for distributing education funding, such as an age-related entitlement scheme, has been proposed as a solution to meeting the needs of individuals at risk of not completing adequate levels of education and training (Curtain 2001, Spierings 2001).

Kronemann (2003) reviews trends in TAFE fees and charges arguing that although there was a continued commitment to a low fee system overall, resources pressures on TAFE are likely to lead to greater reliance on funding from non-government sources, with implications for student equity. There is very little public information about VET fees and charges in Australian states and territories or on the issues of whether fees and charges are a barrier to student access to vocational education and training.

Research Method

Data for this study were collected in three stages. The first stage was to gather information on student fees and charges from published documents and websites. In the second stage we contacted officials with expertise in this area within State and Territory governments. We asked the government officials to fill in gaps in our information and to review drafts of the report relevant to their jurisdiction. The third stage of the research was to compare the fees and charges for the same course at different institutions. We obtained the data for these comparisons by speaking to administrative staff and course convenors at individual Institutes.

Findings and Discussion

In all states and territories, students encounter three main types of fees and charges: tuition fees; non-tuition fees; and miscellaneous fees. Tuition fees are for delivering the course and are specified by government policy in all jurisdictions except the Northern Territory. The seven governments also specify concession policies that offer

¹ In mid-2003, the NSW government announced a significant rise in TAFE fees to take effect from 2004. Victoria is also reviewing its fees and charges in 2004.

reduced tuition fees for categories of disadvantaged students. The three most common types of non-tuition fees are: amenities and services fees; fees for materials or resources consumed during the course; and fees for tools of trade that the student purchases and then owns. Non-tuition fees are determined at the institute level and exemptions and concessions generally are not available. The third category of fees – miscellaneous – refers to a range of fee-for-service activities that do not apply to every student, such as the cost of academic transcripts, car-parking, late enrolments and so on. Miscellaneous fees are determined at the Institute level in every jurisdiction except Queensland, and are not included in the scope of this paper.

Tuition fees

All States and Territories except the Northern Territory implement policies covering tuition fees.

Table 1 Government-mandated tuition fees for VET, by State and Territory, 2003

	NSW	VIC	QLD	SA	WA	TAS	NTU*	ACT
Standard Fee								
Diploma course	\$710 p.a							
Other courses	\$260 p.a							
Per hour		\$1.00	\$0.91	Av. \$2.09	\$1.21	\$1.50	\$0.70	\$1.20
Minimum per year	\$710/\$260	\$40	none	none				
Maximum per year	\$710/\$260	\$500	\$715	\$1,200	\$883.40	\$900		
Coverage	Tuition	Tuition	Tuition	All costs	Tuition	Tuition	Tuition	Tuition
Concessional fee (per hour unless otherwise stated)								
ATSI	Free	\$40 fee	\$0.23	Av. \$1.59**	\$0.64****	\$0.50*****	Free	\$0.60
AUSTUDY	Free	\$0.50***	\$0.23	Av. \$1.59**	\$0.64****	\$0.50*****	Free	\$0.60
Pensioners	Free	\$40 fee	\$0.23	Av. \$1.59**	\$0.64****	\$0.50*****	Free	\$0.60
Apprentices/ Trainees*****	Standard	<=\$290 p.a	Standard	Standard	Standard	Standard	?	\$313.60 p.a

* refers to Northern Territory University only, as fees are not centrally determined in the NT.

** Policy is a reduction in rate per hour of \$0.50 cents.

*** to a maximum of \$250 per year.

**** to a maximum of \$441.70 per year (\$220.85 per semester).

***** to a maximum of \$250 per year

***** Apprentices in New South Wales pay the standard fee but trainees are exempt. ACT fee applies only to first year apprentices and trainees.

Notes: "Maximum" is a cap on the total fee charged. Fees are rate per hour unless stated otherwise. Fees refer to VET students and exclude students undertaking Board of Studies courses in VET, as they come under a different fee regime (see appendices). New South Wales fees are halved for one semester of study but full-time and part-time students pay the same fee. Sources:

State and Territory policy documents, and Western Australia Department of Training 2002. *Review of fees and Charges. Fees for vocational courses and qualifications. Final Report.* Unpublished. (Apprentices and Trainees information)

As shown in Table 1, seven of the eight jurisdictions charge tuition fees on the basis of a fixed cost per hour. New South Wales charges fees (called an “Administration Charge”) on the basis of course level and a higher fee is charged for Diploma level courses than for other courses. All students – both full-time and part-time – are required to pay the fee in New South Wales, although the fee is halved for studies of one semester.

Victoria, Queensland, South Australia, Tasmania and the ACT all charge a rate per hour of training ranging from 91 cents in Queensland to \$1.50 per hour in Tasmania. Note that there is only one TAFE college in the ACT – the Canberra Institute of Technology (CIT). South Australia differs from other jurisdictions in three key respects:

- SA charges a different hourly rate by field of study to account for the different costs of course delivery. The hourly rate in South Australia ranges from \$0.50 cents per hour for pre-vocational courses to \$6.15 per hour for the most expensive courses, with an average across all courses of \$2.09 per hour.
- The hourly rate charged differs according to the level of course qualification, with different rates for Certificate level 1, 2,3 and 4 as well as Diploma courses. In this respect, the South Australian system is similar to New South Wales’ which differentiates between Certificate and Diploma level courses in setting its fees, but with a higher degree of complexity.
- The set fee includes a charge for materials/resources that the student consumes during the course. Providers are prohibited from charging any additional fees other than requiring students to purchase tools of trade. In other jurisdictions, materials/resources fees are determined by the provider (see subsequent section)

The Northern Territory has no policy on VET fees and charges. There are three main public providers in the NT – the Northern Territory University (NTU), Centralian College and Batchelor College. Batchelor College charges no fees at all. The policy at Centralian College is not known, although it was recently announced that Centralian College would merge with the Northern Territory University. The NTU provides Certificate level 1 and level 2 courses free of charge to all students and charges a low hourly rate for other courses.

Students suffering financial disadvantage are either exempt from tuition fees or pay a substantially discounted fee in all States and Territories. An estimated 20-30 per cent of Australian VET students receive fee exemptions or concessions (Borthwick 1999: 33), although Tasmania reports that 45 per cent of TAFE students receive concessions and in New South Wales, the current rate of exemptions is over 50 per cent. In effect, there are two distinctive tuition fee regimes in the public VET system, depending on the characteristics of the student, also illustrated in Table 1.

The general framework of concession policies is similar across jurisdictions although the content differs greatly. In all jurisdictions, courses funded for specific purposes such as adult literacy education tend to be free of charge. These courses are excluded from this analysis, although some details are provided in the appendices. There are generally speaking four distinct client groups who are eligible for fee concessions who are treated differently in some States and Territories’ policies:

- Aboriginal and Torres Strait Islander (ATSI) students;
- AUSTUDY recipients;
- Pensioners²; and
- Apprentices and Trainees.

Concession policies apply only to tuition fees in all jurisdictions except in South Australia. Thus while the South Australian concession policy of a reduction of \$0.50 cents per hour in course fees may not appear as generous as other States, disadvantaged students in other jurisdictions are likely to be liable for charges that are not covered by the government’s concession policy.

Tuition fees for full-time and part-time courses

As all States and Territories except New South Wales charge a fee based on the hourly cost per course, we cannot estimate the annual tuition fees faced by students without information on the number of hours in each course. The number of curriculum hours in a particular course can also vary between providers within the same jurisdiction. As exactly 50 per cent of AQF students are enrolled in courses of less than 199 hours and the rest are enrolled in courses of 200 hours or more, there is no “typical” length of VET course under the AQF.

Table 2 Average annual tuition costs, for a full-time VET course (540 hours), by State and Territory, 2003

	NSW	VIC	QLD	SA	WA	TAS	NTU	ACT
Standard	\$260/\$710	\$500	\$491	\$1,128 (\$677)	\$653	\$810	\$378	\$648
Pensioner	Free	\$40	\$123	\$859 (\$515)	\$346	\$250	Free	\$324

Notes: full-time course assumed to be 540 hours per year. New South Wales \$260 figure for courses below diploma level. Queensland data is 2002. South Australian data includes non-tuition costs and is based on an average for all courses of \$2.09 per hour. In the NTU, courses at Certificate levels 1 and 2 are exempt from fees.

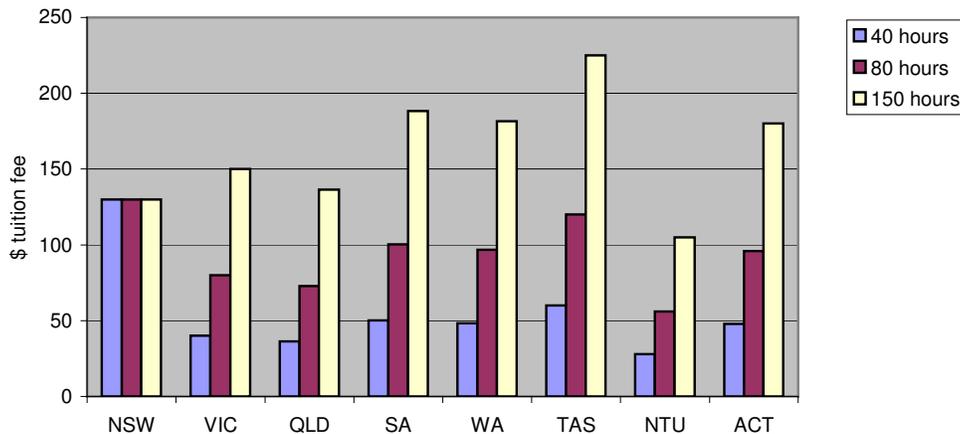
Source: State and Territory policy documents.

If we assume an average annual course load of 540 hours per year (ie. 15 hours per week over 36 weeks), the annual tuition fee for a VET course would range between \$260 in New South Wales to \$810 in Tasmania, as shown in Table 2. In South Australia, the annual tuition cost would be \$1,128 however this includes charges for materials/resources that are excluded in other States. If the SA fee is adjusted to exclude materials/resources component (estimated at 40 per cent), South Australia still has the second highest tuition fee in Australia (indicated in parentheses). However this fee is based on an average hourly rate across all courses, so some course costs would be lower than this figure and some would be higher. Table 2 also illustrates the fee that would be paid by a concessional student such as someone in receipt of a government pension.

² Pensioners include a range of beneficiaries of government pensions, usually administered by Centrelink, such as Disability and Service pensions, Parenting Payment and Training Allowances.

Figure 1 illustrates the influence of the number of course hours on relative tuition fees at lower levels of hours. For courses of 150 hours or more, Tasmania has the highest tuition fee because its rate per hour is the highest. However for courses 100 hours or less, New South Wales is the most expensive provider, because its fees are fixed by course level at \$130 per semester. The rate shown (\$130) is the cheapest New South Wales rate – for Certificate level courses. If the rate for NSW Diploma courses (\$710) were illustrated on this chart, New South Wales would be the most expensive provider of all States and Territories. For any course at the Diploma level involving less than 320 training hours, New South Wales is the most expensive provider in Australia.

Figure 1 Tuition fee for VET courses of different length, by State and Territory, 2003



Notes: New South Wales fee is for Certificate level courses of less than one semester (\$130). In NTU, certificate level 1 and 2 courses are free of tuition charges. South Australian data is based on an average for all courses of \$2.09 per hour and is 60 per cent of the total charge to exclude materials/resources component. The data for South Australia exclude the materials/resources component of the South Australian fees so the fee is 60 per cent of the actual average fee, in an attempt to exclude the estimated materials/resources component. The 60/40 breakdown is based on research undertaken into materials charges in Western Australia and should therefore be seen as indicative only.

Sources: State and Territory policy documents.

In summary, the calculation of average annual tuition fees in the VET sector is more complex than many other sectors of education. Given that the total tuition fee charged is dependent upon the level of the course in South Australia and New South Wales, the field of study in South Australia, the type of student (concessional or standard enrolment) in all States, and the number of training hours (in all States except New South Wales), we cannot rely on any single measure to compare VET tuition fees between jurisdictions.

Materials/resources fees and tools of trade

In all jurisdictions other than South Australia, institutes are entitled to charge for Course materials or “resources” consumed during the course. For example, in cookery courses materials/resources fees would help to cover the cost of food used in training. In building courses, these fees would cover the cost of timber. Fees for materials/resources also encompass the cost of textbooks or workbooks as well as the

cost of field trips and excursions. The Canberra Institute of Technology in the ACT levies a charge for internet access, which is compulsory in some courses. South Australia is the only VET system that includes materials/resources fees in its centrally mandated fees schedule and is therefore the only place where close to the full cost borne by students is publicly known – albeit on a course by course basis.

In addition, students are often required to purchase tools of trade, either privately or from the institution. Although South Australia prohibits institutes from charging for materials or resources consumed in the course, they are entitled to require students to purchase of tools of trade. In Queensland, the State policy is that students are to be provided with the essential basic materials needed to complete their program of study without charge but institutes are entitled to purchase materials for re-sale to students (*QLD Guidelines for Student Fees and Charges 1997*, as advised by government officials).

Materials/Resources fees differ considerably between courses. Courses that would typically charge high materials/resources fees would be courses in Art and Design such as Animation, Ceramics, Fashion Textiles Design, Fine Art, Jewellery or Photography. Cookery courses are also likely to have above-average resources fees. Resource fees for the majority of courses are considerably lower than this. For example, at Holmesglen Institute (Vic), the materials charges for courses in building trades range from \$55 to \$165. In Western Australia, in 2001, resource fees ranged between \$0 and \$2,788, depending on the type of course and the average value of resources fees across all areas and courses in TAFE colleges in 2001 was \$81.89 (Western Australia Department of Training 2002). Data provided by Victorian government officials suggests that course materials fees in Victoria range from nil to approximately \$1,950 (Certificate level 4 in Beauty Therapy at Gordon Institute of TAFE).

Materials/Resources fees charged for the same course can also differ between institutions as illustrated in Table 3. These differences may reflect differences in the quality of materials or tools of trade required of each institute although this was not the finding of the Auditor-general in Western Australia. Following the Auditor-general's report on resource fees in TAFE institutes in 2000, the Western Australian Department of Training commissioned a comprehensive study of TAFE fees. This review found "a very high level of inconsistency between colleges in the resource fees paid by students for the same course" (Western Australia Department of Training 2002: 24). The review concluded that "(t)he disparities between resource fees across colleges are so great as to suggest that the resource fee cannot, in all, or even in most cases accurately reflect the real requirements for provision of course materials" (Western Australia Department of Training 2002: 25). The Western Australian government review concluded that non-tuition costs accounted for on average 40 per cent of total course fees and the major component of non-tuition costs is charges for course materials which differed widely between courses and fields of study.

Total fees charged for the same nominal course

In comparing the cost of the same course delivered in different institutions, we need to compare both tuition and non-tuition fees. But our research reveals that variations in course design give rise to different fee structures. Thus even when one course is

isolated for comparison, we are not comparing “like with like” because in all States except New South Wales, the number of training hours for a particular course varies between institutions. This is because the number of hours offered for core electives will differ as will the number and size of elective units offered. As fees are charged at an hourly rate in most States and Territories, students undertaking the same course but enrolled in different electives are likely to be paying different total tuition fees.

Table 3 Total Student fees and charges for in Hospitality Certificate Level 1 (Kitchen Operations), by provider 2003 (\$)

		Tuition			Non-Tuition			Total fee		
		Hours	Rate per hour	Total tuition		Amen. /Serv.	Material./Tools of Res. Trade			
<i>All</i>		<i>units</i>	<i>Stand.</i>	<i>Conc.</i>	<i>Stand.</i>	<i>Conc.</i>		<i>Stand.</i>	<i>Conc.</i>	
North Coast (Grafton), NSW	189	n.a	n.a	\$130.00	\$0.00	\$0.00	\$0.00	\$120.00	\$250.00	\$120.00
Riverina (Albury), NSW	189	n.a	n.a	\$130.00	\$0.00	\$0.00	\$75.00	\$90.00	\$295.00	\$165.00
Gordon TAFE, VIC	137	\$1.00	n.a	\$137.00	\$40.00	\$41.44	\$20.00	\$115.00	\$313.44	\$216.44
VUT (TAFE Div), VIC	137*	\$1.00	n.a	\$137.00	\$40.00	\$88.50**	\$40.00	\$218.00	\$483.50	\$386.50
Southbank-COTAH, QLD	145	\$0.91	\$0.23	\$131.95	\$33.35	\$0.00	\$0.00	\$0.00	\$131.95	\$33.35
Adelaide TAFE, SA	245	\$2.45	\$1.95	\$600.25	\$477.75	\$0.00	\$0.00	\$113.00	\$713.25	\$590.75
Spencer TAFE, SA	210	\$2.45	\$1.95	\$514.50	\$409.50	\$0.00	\$0.00	\$0.00	\$514.50	\$409.50
Murray TAFE (Barossa), SA	130	\$2.45	\$1.95	\$318.50	\$253.50	\$0.00	\$0.00	\$0.00	\$318.50	\$253.50
Central West (Bunbury), WA	160	\$1.21	\$0.64	\$193.60	\$102.40	\$21.00	\$153.00	\$0.00	\$367.60	\$276.40
Drysdale TAFE, TAS	161	\$1.50	\$0.50	\$241.50	\$80.50	\$0.00	\$120.00	\$400.00	\$761.50	\$600.50

Source: TAFE institutes

Notes: VUT amenities and services fee includes a \$40 building levy for on-campus study. Miscellaneous charges are excluded.

*estimate

**includes \$40 building levy

Sources: TAFE Institute web-sites and personal communication with TAFE institute staff.

Table 3 illustrates the total cost of undertaking a Hospitality Certificate Level 1 (Kitchen Operations) in several TAFE institutes across Australia. Differences in both tuition and non-tuition costs contribute to the differences between the institutions. The total tuition fee is influenced by the number of hours of tuition in every jurisdiction except New South Wales. Although a student is technically eligible for a Certificate Level 1 (Kitchen Operations) after completing the nine core units of competence and one elective, the courses at Spencer TAFE and Adelaide TAFE involve more than one elective and it appears that students are required to enrol for the entire course and pay the full price. The Institutes justify this course load in terms of meeting the needs of local industry and improving the students’ prospects in the labour market. The full cost of delivering the Certificate Level 1 (Kitchen Operations) is probably around \$7,200 per year. This is the fee charged by *Le Cordon Bleu Australia* for its 10-week

course leading to a Certificate Level 1 in Hospitality (Kitchen Operations) offered in Sydney.

Charges for materials and resources consumed during the course have an impact on the total cost of the course. The course at Tasmania TAFE (Drysdale) is the most expensive of those compared because students are required to purchase tools of trade (a uniform for \$150 and a knife kit worth \$250) as well as pay a materials/resources fee of \$120. This brings the total course fee to \$761.50 (\$600.50 for concessional students). In Victoria, where the tuition fee concession is very generous –capped at \$40 per year – the charges for materials and the cost of tools of trade raises the concessional fee by several hundred dollars. Admittedly, cookery is one of the more expensive courses in terms of materials consumed so this would not be the case for all courses.

One important qualification about the data presented here is that although the courses all lead to a Certificate Level 1 (Kitchen Operations), they serve different sub-sectors of the Hospitality Industry and this can have an impact on the fees charged – particularly the materials/resources fees. The course at Southbank-COTAH in Queensland, for example, is a specifically designed to train kitchen hands employed in nursing homes, through flexible delivery. As a result, there are no materials charges and students are not required to purchase uniforms or tools of trade. In contrast, courses that require students to purchase expensive tools of trade are more likely to be the first stage of training towards higher-level qualifications as a chef.

Conclusion

The data presented in this paper highlight the lack of transparency in VET fees and charges policies throughout Australia. The lack of transparency means that several issues are overlooked in VET policy and practice.

The first issue is the generally poor level of information on course costs available to prospective students. In all States and Territories it is not possible to know the full cost of a VET course (both tuition and non-tuition) without inquiring at the institutional level. Only a few institutions publish the hours of training delivery per course and most institutions do not publish non-tuition costs such as materials and resources and tools of trade. Western Australia is the only state that requires institutions to publish materials and resources fees. Students in New South Wales are aware of total tuition fees because they are set at a fixed rate per type of course, but the non-tuition costs for courses are not always published by institutions in New South Wales. Students are often not aware of the cost of courses until they are about to enrol. This makes it difficult for students to compare the costs of courses between institutions.

The second issue is the high real cost some courses. Although the average charge of undertaking a VET course in terms of both tuition and non-tuition costs appears modest, the costs are high for some courses in particular industries due to the need for expensive course materials. In Western Australia, materials and resources charges for some courses are as high as \$2,788. Although these courses are a small proportion of total courses it is possible that low-income students would be deterred from enrolling in courses with such high non-tuition costs – at least in all States except South

Australia, where total fees (that include non-tuition costs) are now capped at \$1,200 per year. There is little research on the extent to which the high cost of some courses is a barrier to student participation although a Western Australian study reported the view that high materials charges in some courses were a deterrent to students enrolling in their preferred course of study.

A third issue is the lack of consistency in charges for the same nominal course in different jurisdictions. This is the result of differing State and Territory policies in respect of fee structures combined with the fact that institutions determine the level of hours of tuition per course – which determines the final tuition fee in most States and Territories. It is reasonable to argue that lack of consistency in hours of training is not a problem in VET because courses are tailored to meet the needs of local industry and specific client groups. Nevertheless additional – and unnecessary – complexity is created by differences in State and Territory charging policies.

These three issues are important for the future quality and equity of VET provision in Australia, but discussion of these issues is limited by the lack of published information on VET fees and charges. The problem of lack of transparency in VET fees and charges could be addressed if institutions were required to publish course costs (both tuition and non-tuition) on a central database – such as a web-site. A central repository of information on course fees and charges would assist students to compare the costs of courses. Yet if this were to occur, students would be equipped to “shop around” for the cheapest courses. In this context, the lack of consistency between States and Territories could contribute to “welfare migration” where students have an incentive to move to the jurisdiction with the lowest fees and charges.

We cannot be sure about the extent to which students would be prepared to move interstate in search of cheaper VET courses, as there are additional costs incurred in moving away from home. But as over three quarters of VET students are over the age of 19 years, it is conceivable that some prospective students would “shop around” for courses across State boundaries if differences in total course fees were published. If “welfare migration” did occur in large numbers, it would place unfair pressure on the government with the most generous fee regime. The industries in States with the less generous fee regimes would also be disadvantaged if relatively high TAFE fees acted as a barrier to participation or encouraged potential students to transfer out of the State.

As improved transparency in VET fees and charges would expose the inconsistencies between jurisdictions and institutions and possibly lead to “welfare migration”, the publication of VET fees and charges may encourage governments to move towards a consistent national system of student fees and charges. It is beyond the scope of this study to examine the extent to which the current system creates barriers or perverse incentives for prospective VET students. But if a nationally consistent policy for VET fees and charges were to be introduced, it should be developed from a set of agreed principles such as:

- Maximising access to VET courses, particularly at the foundation levels;
- Providing a transparent and simple fee structure for students;
- Maximising access to VET courses for students from disadvantaged social groups; and

- Maximizing consistency with sectors that overlap with VET, such as schools and higher education.

Acknowledgements

This research was undertaken with financial assistance from the National Centre for Vocational Education Research (NCVER). The author is grateful to the personnel at NCVER, officials in State and Territory Education Departments and staff in TAFE Institutes who assisted in providing information for this study. The conclusions and any errors or omissions are the responsibility of the author.

References

- Auditor-general Western Australia 2000. *Report on Western Australian Public Universities and TAFE colleges. 1999 Annual Reporting Cycle. Report No. 5* June.
- Australian National Training Authority, 1998. *A bridge to the future: Australia's national strategy for occupational education and training 1998-2003*. Brisbane: ANTA
- Borthwick, Sally 1999 *Overview of Student Costs and Government Funding in Post-Compulsory Education*, Department of Education, Training and Youth Affairs, Research and Evaluations Branch, October 1999, REB 4/99, Canberra: AGPS
- Curtain Richard 2001 An entitlement to post-compulsory education. International practice and policy implications for Australia. NCVER Adelaide
- Kronemann Michaela 2003. "Trends in TAFE student fees and charges". Paper presented to the sixth Australian VET Research Association Conference *The Changing Face of VET*, Australian Technology Park, Sydney, 9-11 April
- Michael McLure, Paul Koshy and Elisa Birch 2002. "Vocational Education and Training in Western Australia" the relationship between fees, VET participation and public policy". Paper presented to Economic Society of Australia. 31st Conference of Economists, Adelaide, 30 Sept – 4 Oct 2002
- Organisation for Economic and Cooperative Development 1996 *Lifelong learning for all*. Paris: OECD.
- Spierings John 2001 Regional and local government initiatives to support youth pathways: lessons from innovative communities. Paper presented to the ACER *Understanding Youth Pathways conference*, Melbourne. October
- Watson, Louise, Leesa Wheelahan and Bruce Chapman 2002. *Fair and Feasible. The scope for a cross-sectoral funding model in Australian education and training. A discussion paper*. NCVER Leabrook SA.
- Western Australia Department of Training 2001. Fees and Charges. *Policy guidelines for publicly funded registered training organizations and programs in 2002*.
- Western Australia Department of Training 2002a. *Fees and Charges. Policy guidelines for publicly funded registered training organizations and programs in 2003*.
- Western Australia Department of Training 2002b. *Review of fees and Charges. Fees for vocational courses and qualifications*. Final Report. Unpublished.