

MATURE AGE PERSONS STATISTICAL REPORT

EDUCATION
AND
TRAINING

EMBARGO: 11.30AM (CANBERRA TIME) TUES 1 FEB 2005

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- For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070 or Henry Zuk on Brisbane (07) 3222 6061.

ABOUT THIS PUBLICATION

Over recent years the issues associated with the structural ageing of the population have received increased attention by governments and researchers. Broad issues affecting the ageing population include ensuring adequate retirement incomes, labour force participation, healthy ageing, and provision of community support, health services and aged care. Challenges in relation to population ageing include improving the capacity of older people for work through better education and health, identifying incentives for people to remain in the labour force, and flexibility with regard to workplace arrangements.

Mature age persons, i.e. persons aged 45–64 years, have been identified as a key population group in terms of policy development to address these challenges. The older members of this group are nearing the traditional retirement age of 65 years and some have already withdrawn from the labour force. Younger mature age persons are part of the baby boom cohort which has special significance due to the large number of people involved.

This profile is a part of the series of Mature Age Persons Statistical Profiles developed to draw on relevant data sources to provide a comprehensive analysis of the characteristics of mature age persons. The complete set of profiles covers the following topics:

Population and Cultural Diversity

Labour Force

Health

Housing

Education and Training

Community Life

Living Arrangements

This profile focuses on educational attainment, participation in education and participation in training of mature age persons.

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ABBREVIATIONS

ABS	Australian Bureau of Statistics
ASCED	Australian Standard Classification of Education
n.f.d.	not further defined
SET	Survey of Education and Training
SEW	Survey of Education and Work

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OVERVIEW

INTRODUCTION

Education can be thought of as the lifetime process of obtaining or imparting knowledge, attitudes, skills and social valued qualities of character and behaviour occurring within a variety of environments, some more formal than others. Government policies, over the last decade, have been designed to increase access to educational systems for all ages in order to meet Australia's social, cultural, economic and labour market demands for a highly educated and skilled population. These demands have led to increased levels of participation in non-school educational programs. Further to this, the expansion of the non-school education system has provided more opportunities for study by mature age persons (those aged 45–64 years) to improve existing skills or to retrain for new jobs.

Not all non-school studies undertaken by mature age people are job-related. For many, participation in educational programs provides opportunities to acquire new knowledge and skills simply out of interest. In addition to programs offered by formal education institutions (schools, vocational or higher education), there are many community-based adult education programs available to mature age persons.

This profile presents information about the education and training experience of mature age persons. This information is drawn from the Australian Bureau of Statistics (ABS) *Survey of Education and Work*, 2004 and the *Survey of Education and Training*, 2001.

STATE OR TERRITORY OF USUAL RESIDENCE

In May 2004, there were a total of 4,692,100 mature age persons in Australia. New South Wales had the highest proportion of mature age persons with 33%, followed by Victoria (25%), and Queensland (19%).

CLASSIFICATION OF EDUCATION

The AUSTRALIAN STANDARD CLASSIFICATION OF EDUCATION (ASCED) (cat. no. 1272.0) was introduced into the ABS collections in 2001. It replaced a number of education classifications used prior to 2001 for data from the various sectors of the Australian education system. ASCED comprises two classifications: Level of Education and Field of Education. This profile focuses on educational attainment, participation in education, and participation in training of mature age persons.

ROUNDING

As estimates have been rounded, discrepancies may occur between the sum of the component items and totals.

EDUCATIONAL ATTAINMENT

LEVEL OF HIGHEST NON-SCHOOL QUALIFICATION

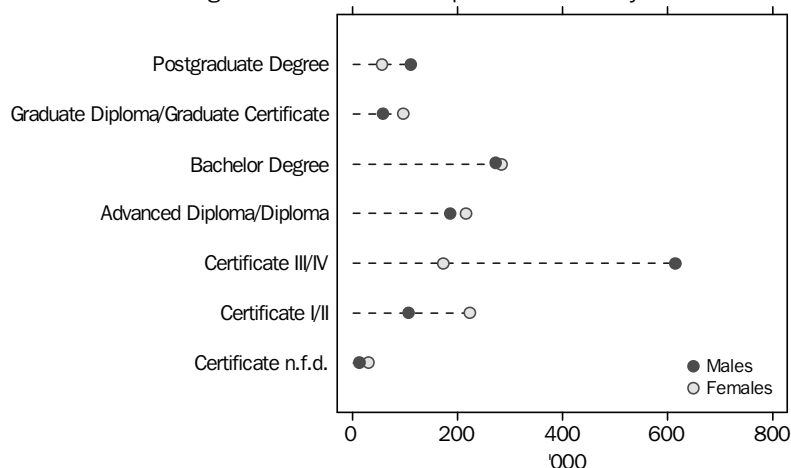
Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.

In May 2004, there were a total of 4,692,000 (36%) mature age persons in Australia. Out of the 6,699,000 total persons with a non-school education, approximately 2,494,000 (37%) were mature age persons. This represented over 50% of all mature age persons. Of these, 789,000 (32%) reported their highest non-school qualification as being Certificate III or V, followed by 558,000 (22%) with a Bachelor Degree.

Graph 1 shows the number of mature age males and females and their level of highest non-school qualification at May 2004. Among the 1,393,000 mature age males with a non-school qualification, 615,000 (44%) reported their highest non-school qualification as being Certificate III or V, while 274,000 (20%) mature age males had a Bachelor Degree.

Among the 1,102,000 mature age females with a non-school qualification, 284,000 (26%) reported their highest non-school qualification as being a Bachelor Degree, followed by 224,000 (20%) with a Certificate I or II, while 217,000 (20%) mature age females had a Advanced Diploma or Diploma.

1 MATURE AGE PERSONS WITH A NON-SCHOOL QUALIFICATION (a),
Level of highest non-school qualification by sex



(a) Non-school qualification refers to educational attainments other than those of pre-primary, primary or secondary education.

Source: Survey of Education and Work, May 2004 (cat. no. 6227.0)

The most commonly reported fields of education for the highest non-school qualification reported by mature age persons were Engineering and related technologies 579,000 (23%) and Management and commerce 498,000 (20%), in May 2004.

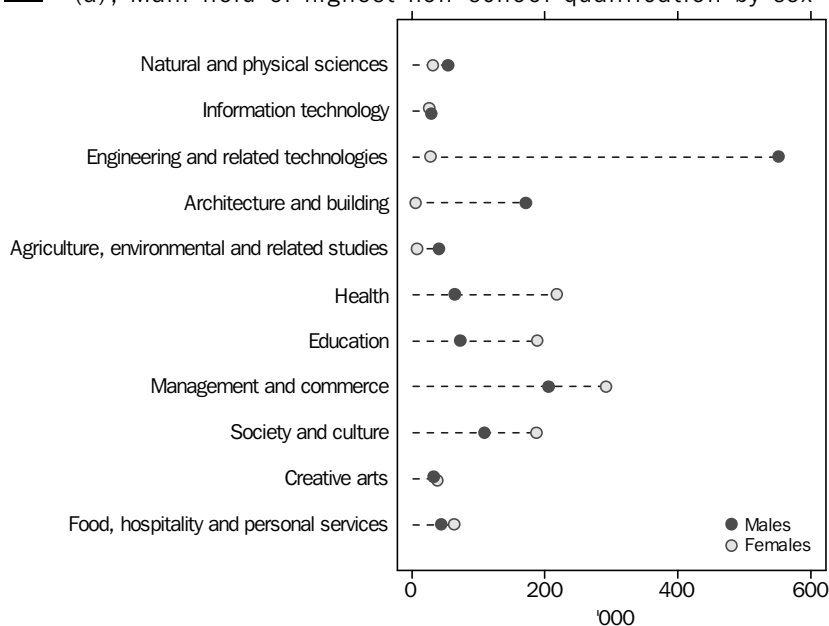
EDUCATIONAL ATTAINMENT *continued*

LEVEL OF HIGHEST NON-SCHOOL QUALIFICATION *continued*

Graph 2 shows the number of mature age males and females and their main field of highest non-school qualification at May 2004. The most commonly reported fields of education of the highest non-school qualification reported by mature age males were Engineering and related technologies at 551,000 (40%) and Management and commerce at 206,000 (15%).

The most commonly reported fields of education of the highest non-school qualification reported by mature age females were Management and commerce at 292,000 (27%), Health at 218,000 (20%) and Education at 188,000 (17%).

2 MATURE AGE PERSONS WITH A NON-SCHOOL QUALIFICATION (a), Main field of highest non-school qualification by sex



(a) Non-school qualification refers to education attainments other than those of pre-primary, primary or secondary education.

Source: Survey of Education and Work, May 2004 (cat. no. 6227.0)

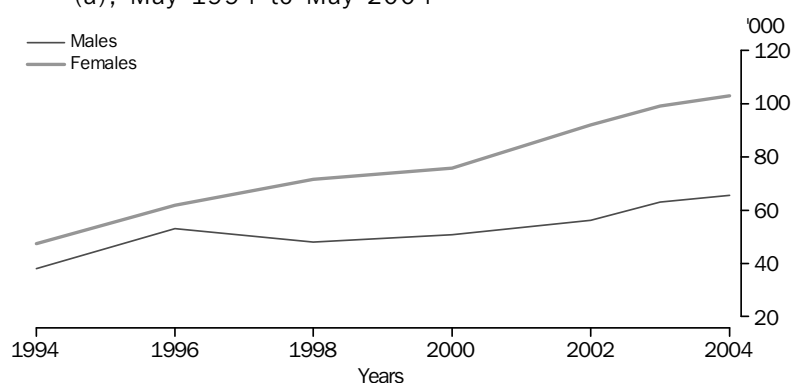
PARTICIPATION IN EDUCATION

STUDY LEADING TO A QUALIFICATION

Of the 4,692,000 mature age persons in Australia in May 2004, 169,000 (4%) were enrolled in a course of study leading to a qualification. Of these, there were 66,000 (39%) males and 103,00 females (61%).

Graph 3 shows the number of mature age males and females enrolled in a course of study leading to a qualification between May 1994 and May 2004. The number of mature age males enrolled in a course of study leading to a qualification increased from 38,000 (4%) in 1994 to 66,000 (6%) in 2004, while the number of mature age females increased from 48,000 (5%) to 103,000 (8%) for the same period.

3 MATURE AGE PERSONS, Study leading to a qualification by sex
(a), May 1994 to May 2004



(a) Includes persons studying for Year 12 or below

Source: Survey of Education and Work, May 2004 (cat. no. 6227.0)

PARTICIPATION IN EDUCATION *continued*

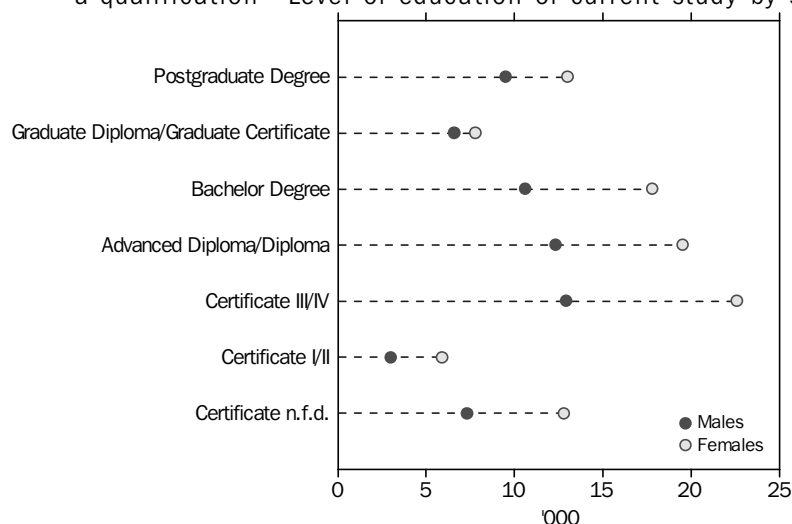
STUDY LEADING TO A QUALIFICATION *continued*

Of mature age persons enrolled in a course leading to a qualification, 21% were studying for a Certificate III or IV (21%). A further 19% were studying for a Advanced Diploma/Diploma and 17% for a Bachelor Degree.

Graph 4 shows the number of mature age males and females enrolled in a course of study leading to a qualification and their level of education of current study in May 2004. Among the 66,000 mature age males enrolled in a course leading to a qualification, 13,000 (20%) were studying for a Certificate III or IV, followed by 12,000 (19%) for an Advanced Diploma or Diploma.

Among the 103,000 mature age females enrolled in a course leading to a qualification in May 2004, 23,000 (22%) were studying for a Certificate III or IV, followed by 20,000 (19%) for an Advanced Diploma or Diploma.

4 MATURE AGE PERSONS, Enrolled in a course of study leading to a qualification—Level of education of current study by sex



Source: Survey of Education and Work, May 2004 (cat. no. 6227.0)

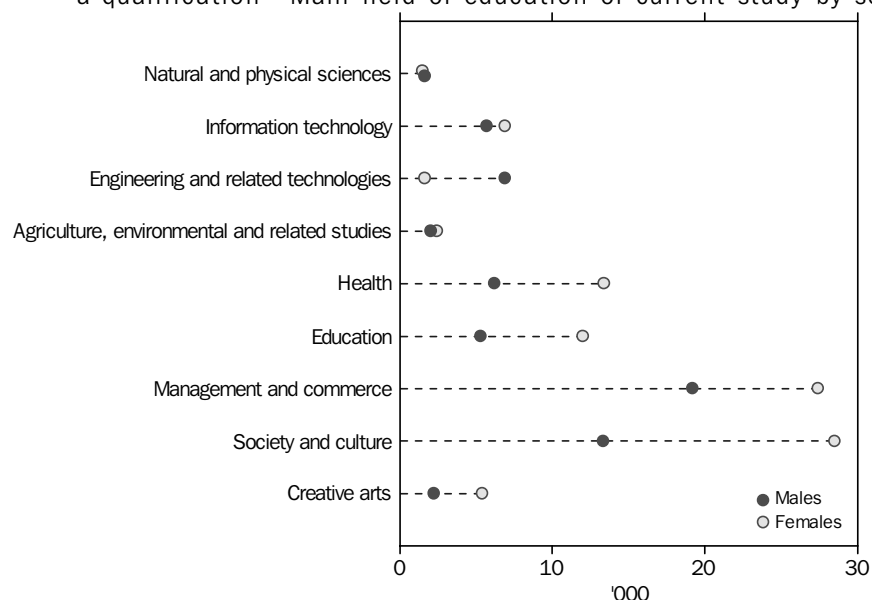
PARTICIPATION IN EDUCATION *continued*

STUDY LEADING TO A QUALIFICATION *continued*

In May 2004, the most common field of education reported by mature age persons enrolled in a course of study leading to a qualification was Management and commerce at 47,000 (28%), followed by Society and culture at 42,000 (25%).

Graph 5 shows the number of mature age males and females enrolled in a course of study leading to a qualification and their main field of education in May 2004. The main field of education reported by mature age males was Management and commerce at 19,000 (29%) while the main field of education reported by mature age females enrolled in a course of study leading to a qualification was Society and culture at 29,000 (28%), followed closely by Management and commerce at 27,000 (27%).

5 MATURE AGE PERSONS, Enrolled in a course of study leading to a qualification—Main field of education of current study by sex



Source: Survey of Education and Work, May 2004 (cat. no. 6227.0)

PARTICIPATION IN TRAINING

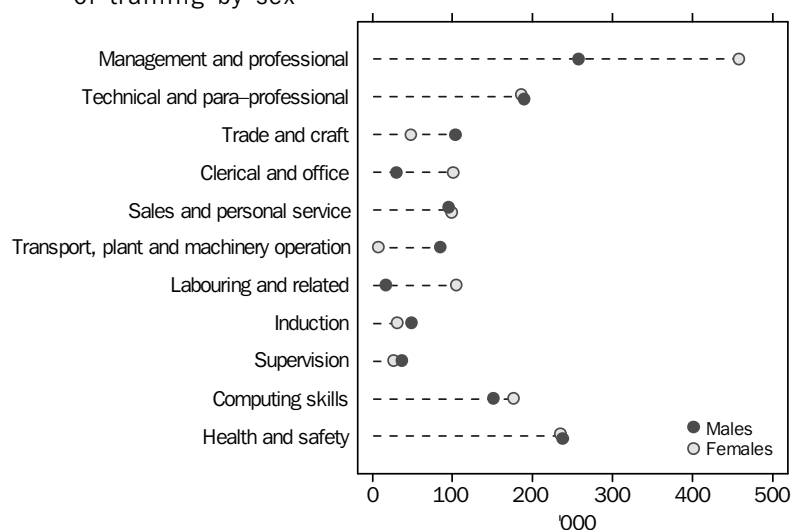
FIELD OF TRAINING

Field of training is defined as the subject matter of a training course. Information was collected from the *Survey of Education and Training* for up to four training courses per person. Field of training was classified by the respondent, according to the content of the training course undertaken. For details on Training and Training courses refer to the Glossary.

Overall, 34% of the 3,011,000 training courses reported by mature age persons were in the Management and professional field. Other commonly reported fields of training were Health and safety (16%), and Technical and para-professional (13%) in 2001.

Graph 6 shows the number of training courses completed by mature age males and females in 2001. These numbers relate to a maximum of four training courses per mature age male and female. Of the 1,034,000 Management and professional training courses reported completed, 56% were mature age males and 44% were mature age females.

6 MATURE AGE PERSONS, Training courses completed (a)—Field of training by sex



(a) This graph counts the number of training courses completed not the number of persons. Estimates relate to a maximum of four courses per person. Therefore, a person may contribute more than once to a given category and/or to more than one category.

Source: *Survey of Education and Training, 2001 (cat. no. 6278.0)*

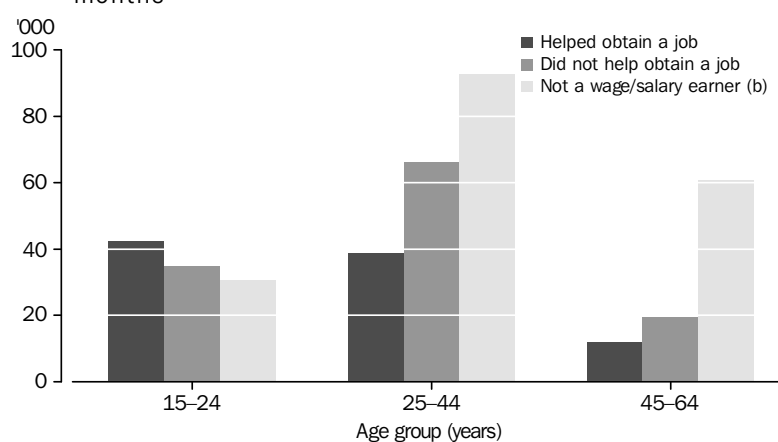
PARTICIPATION IN TRAINING *continued*

OUTCOMES

In 2001, 398,000 training courses were completed by people 'while not working'. This included those who were wage and salary earners in the last 12 months. Of these, 93,000 (23%) were completed by mature age persons comprising 32,000 wage and salary earners and 61,000 not wage and salary earners.

Of the 32,000 wage and salary earners only 12,000 (38%) considered the skills gained from the training course transferable, i.e. they could be used in a similar job with another employer. The remaining 20,000 considered the skills not transferable.

7 TRAINING COURSES COMPLETED BY PERSONS WHILE NOT WORKING (a), Outcomes—Wage or salary earner in last 12 months



(a) This graph counts the number of course completed not the number of persons.

(b) In the last 12 months.

Source: Survey of Education and Training, 2001 (cat. no. 6278.0)

PARTICIPATION IN EDUCATION AND TRAINING

STUDY INTENTIONS

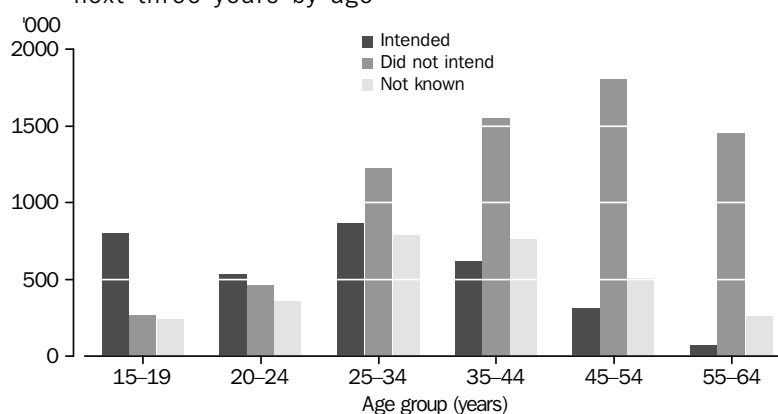
Respondents in the *Survey of Education and Training* in 2001 were asked whether they intended to enrol to study for an educational qualification in Australia in the next three years, i.e. up until the end of 2004. This intended study referred to new enrolments, not the completion of any current study. Where study for more than one qualification was intended, details were only collected about the first.

Of the 4,136,000 persons a total of 3,198,000 persons were intending to study for a qualification.

In 2001, there were a total of 3,198,000 persons in Australia intending to study for a qualification. Approximately 383,000 (12%) of these were mature age persons intending to study for a qualification, which was almost nine per cent of all mature age persons.

Graph 8 shows that there the number of persons intending to study for a qualification decreased with age – from 800,000 (25%) for those aged 15–19 to 70,000 (2.2%) for those aged 55–64 (see graph 8).

8 ALL PERSONS, Future study intentions for a qualification in the next three years by age



Source: *Survey of Education and Training, 2001* (cat. no. 6278.0)

BARRIERS TO STUDY AND TRAINING

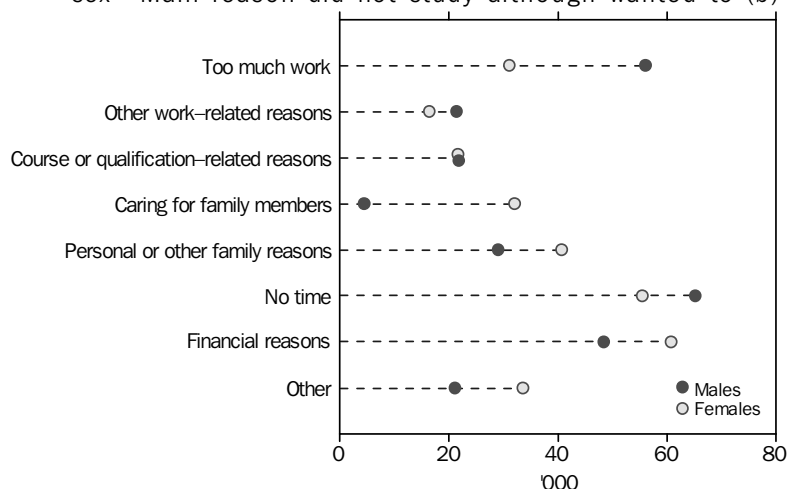
Of the 268,000 mature age males who wanted to, but did not, undertake some or more study in the 12 months prior to the survey in 2001, the main reason provided for not studying was 'No time' (24%), followed by 'Financial reasons' (21%) and 'Too much work' (18%).

For the 292,000 mature age females, the main reason provided for not studying was 'Financial reasons' (21%), followed by 'No time' (19%) and 'Personal or other family reasons' (14%).

PARTICIPATION IN EDUCATION AND TRAINING *continued*

BARRIERS TO STUDY AND TRAINING *continued*

9 MATURE AGE PERSONS NOT AT SCHOOL (a), Barriers to study by sex—Main reason did not study although wanted to (b)



(a) Includes persons who were studying at school level at a place other than a school, e.g. TAFE.

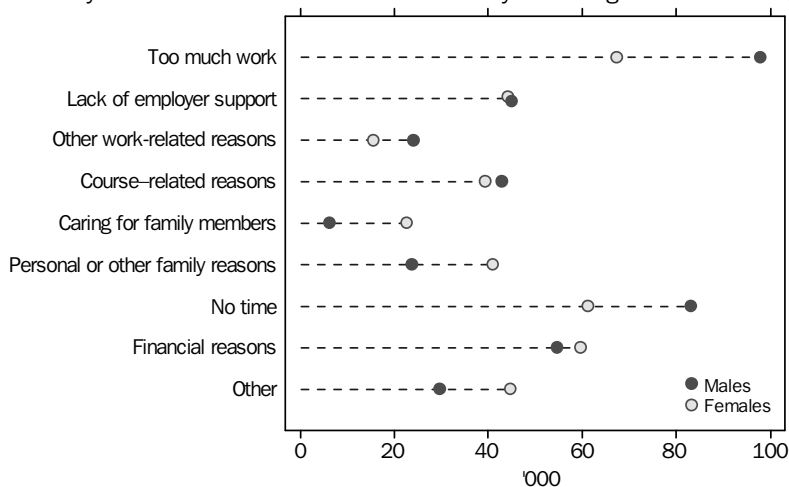
(b) Includes person who studied in last 12 months but who wanted to study for additional educational qualifications.

Source: Survey of Education and Training, 2001 (cat. no. 6278.0)

Of the 407,000 mature age males who wanted to, but did not, undertake some or more work-related training courses in the previous 12 months prior to the survey in 2001, the main reason for not undertaking training was 'Too much work' (24%), followed by 'No time' (20%) and 'Financial reasons' (13%).

For the 395,000 mature aged females, the main reason was 'Too much work' (17%), followed by 'No time' (15%) and 'Financial reasons' (15%).

10 MATURE AGE PERSONS NOT AT SCHOOL (a), Barriers to training by sex—Main reason did not study although wanted to (b)



(a) Includes persons who were studying at school level at a place other than a school, e.g. TAFE.

(b) Includes person who attended training in last 12 months but who wanted to undertake additional training.

Source: Survey of Education and Training, 2001 (cat. no. 6278.0)

EXPLANATORY NOTES

SURVEY OF EDUCATION AND WORK

- 1** The Survey of Education and Work (SEW) was conducted throughout Australia in May 2004 as a supplement to the monthly Labour Force Survey (LFS). Respondents to the LFS who were in scope of the supplementary survey were asked further questions.
- 2** The SEW provides a range of key indicators relating to the educational participation and attainment of persons aged 15–64 years along with data on people's transition between education and work. The annual time series allows for ongoing monitoring, and provides a link with the more detailed range of educational indicators available from the four-yearly Surveys of Education and Training. Specifically, the supplementary survey provides information on: people presently participating in education; level of highest non-school qualification, and level of highest educational attainment; non-school qualification completed in the previous year; characteristics of people's transition between education and work; and data on apprentices.
- 3** The publication *Labour Force, Australia* (cat. no. 6202.0) contains information about survey design, sample redesign, scope, coverage and population benchmarks relevant to the LFS, which also apply to supplementary surveys. It also contains definitions of demographic and labour force characteristics, and information about telephone interviewing relevant to both the LFS and supplementary surveys.
- 4** From April 2001 the LFS has been conducted using a redesigned questionnaire containing additional questions and some minor definitional changes. These changes also affect the supplementary surveys. For more details, see *Information Paper: Implementing the Redesigned Labour Force Survey Questionnaire* (cat. no. 6295.0) and *Information Paper: Questionnaires Used in the Labour Force Survey* (cat. no. 6232.0).

CAI IMPLEMENTATION

- 5** In October 2003, the ABS began the progressive implementation of computer assisted interviewing (CAI) into the LFS (and its supplementary surveys). Under CAI, interviewers record responses directly onto an electronic questionnaire in a notebook computer.
- 6** In the May 2004 survey, the CAI method was used on a random sub-sample of 40% of survey interviews. The remaining 60% of interviews were conducted using the traditional 'pen and paper' method. The change of interviewing method did not affect the SEW estimates in any meaningful way.

CONCEPTS SOURCES AND METHODS

- 7** The conceptual framework used in Australia's LFS aligns closely with the standards and guidelines set out in Resolutions of the International Conference of Labour Statisticians. Descriptions of the underlying concepts and structure of Australia's labour force statistics, and the sources and methods used in compiling these estimates, are presented in *Labour Statistics: Concepts, Sources and Methods* (cat. no. 6102.0.55.001).

SCOPE

- 8** The scope of the supplementary survey was restricted to persons aged 15–64 years and excludes the following persons:
 - members of the permanent defence forces
 - certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated resident population figures
 - overseas residents in Australia
 - members of non-Australian defence forces (and their dependants)
 - persons permanently unable to work.
- 9** Patients in hospitals, residents of homes (e.g. retirement homes, homes for persons with disabilities), and inmates of prisons are excluded from all supplementary surveys.
- 10** Students at boarding schools are in scope for SEW. The 2004 survey yielded an estimate of 24,100 boarding school pupils aged 15 years and over. The only other information collected on these persons was sex and age.

EXPLANATORY NOTES *continued*

SCOPE *continued*

11 This supplementary survey was conducted in both urban and rural areas in all states and territories, but excluded approximately 120,000 persons living in very remote parts of Australia who would otherwise have been within the scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where such persons account for around 20% of the population.

COVERAGE

12 The estimates in the 'Educational attainment' and 'Participation in education' section of this publication relate to persons covered by the survey in May 2004. In the LFS, coverage rules are applied which aim to ensure that each person is associated with only one dwelling and hence has only one chance of selection in the survey. See *Labour Force, Australia* (cat. no. 6202.0) for more details.

13 For details on estimates, classifications, and related publications refer to the Explanatory Notes in *Education and Work, Australia* (cat. no. 6227.0).

SURVEY OF EDUCATION AND TRAINING

14 The Survey of Education and Training (SET) was conducted throughout Australia from April to August 2001. The survey collected detailed information on:

- socio-demographic characteristics (such as age, sex and birthplace);
- employment characteristics (such as labour force status, occupation and industry);
- educational qualifications obtained;
- recent study for educational qualifications;
- access to education and training;
- details of training courses completed (covering aspects such as time spent and employer support); and
- use of information technology.

15 The statistics included in SET present a broad overview of data items collected. Emphasis has been given to providing information on key measures such as level of highest educational attainment, and participation in education and training.

SCOPE

16 The SET was a household survey conducted in both urban and rural areas in all States and Territories. However, people living in sparsely settled parts of Australia were excluded. The exclusion of these people will only have a minor impact on any aggregate estimates that are produced for individual States and Territories, with the exception of the Northern Territory where such people account for over 20% of the population. The exclusion of sparsely settled areas will also have an impact on estimates of Indigenous people Australia-wide, as 20% of the Indigenous population live in sparsely settled areas. As the education and training circumstances of Indigenous Australians living in sparsely settled areas can be quite different to those experienced by Indigenous Australians living in non-sparsely settled areas, analysis of the results needs to reflect the restricted scope of these tables.

17 The SET covered private dwellings only, including houses, flats, home units and any other structures used as private places of residence at the time of the survey. 'Special' dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey.

18 People aged 15–64 years who were usual residents of private dwellings were covered by the survey. Usual residents were those who regarded the dwelling as their own or main home.

19 The following groups were excluded from the survey:

- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures;
- persons whose usual place of residence was outside Australia;
- members of non-Australian defence forces (and their dependants) stationed in Australia; and

EXPLANATORY NOTES *continued*

SCOPE *continued*

- visitors to private dwellings.

DATA COLLECTION

20 The SET was conducted over 14 weeks, from the end of April to the start of August 2001. Information was collected during personal interviews conducted by trained interviewers who asked members of each household detailed questions about their education and training experience. One person per household was asked about their, and the household's, access to and use of information technology.

SURVEY DESIGN

SAMPLE SIZE AND SELECTION

21 Dwellings were selected at random using a multi-stage area sample of private dwellings. All usual residents of the dwelling aged 15–64 years were asked to participate in the survey.

22 The initial sample for the survey consisted of approximately 18,000 dwellings, in each of which there can be more than one household. Of the approximately 13,200 households that remained in the survey after sample loss (e.g. households selected in the survey which had no residents in scope for the survey, vacant or derelict buildings, buildings under construction), approximately 12,100 (92%) were fully responding, that is, households where everyone in scope of the survey responded fully to the survey. In total, about 24,400 people responded fully to the survey.

23 For details on estimates, classifications, and related publications refer to the Explanatory Notes in *Education and Training Experience, Australia* (cat. no. 6278.0).

GLOSSARY

Australian Standard Classification of Education (ASCED)	The ASCED is a national standard classification which includes all sectors of the Australian education system: that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).
Certificate not further defined	Survey responses are coded to Certificate not further defined (n.f.d.) when there is not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED)</i> , Level of Education classification.
Educational institution	Any institution whose primary role is education. Included are schools, higher education establishments, colleges of technical and further education, public and private colleges, etc. Excluded are institutions whose primary role is not education, for example, hospitals.
Field of education	Field of Education is defined as the subject matter of an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) Field of Education classification.
Field of training	Field of training is defined as the subject matter of a training course. It was classified by the respondent, according to the content of the training course undertaken. The respondent was asked to choose the main field of training from a list of 16 options provided on a prompt card.
Future study intentions	Respondents were asked whether they intended to enrol to study for an educational qualification in Australia in the next three years, i.e. up until the end of 2004. This intended study referred to new enrolments, not the completion of any current study. Where study for more than one qualification was intended, details were only collected about the first.
Higher education institution	An Australian institution providing higher education courses, e.g. Universities; Colleges of Advanced Education; Institutes of Advanced Education; Institutes of Higher Education; Institutes of Tertiary Education; Agricultural Colleges and some Institutes of Technology.
Level of education	Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED)</i> , Level of Education classification.
Level not determined	Level (of highest educational attainment) not determined is used when respondents have given their highest level of school completed and have said they have a non-school qualification but have not supplied a level for the non-school qualification. Their highest level of school completed may well be their highest level of attainment but because the level of their highest non-school qualification is not available, it can not be determined whether their Year 12, 11 or 10 is their highest level of attainment. Level not determined also includes inadequately described responses or where no responses were given.
Mature age persons	For the purposes of this publication, mature age persons refers to persons aged between 45 and 64 years.
Non-school qualification	Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.
On-the-job training	Work-related training where at least one of the following activities were undertaken to improve his/her job skills, while working in any job, in the last 12 months: <ul style="list-style-type: none"> ■ asking questions of co-workers or colleagues; ■ teaching yourself;

GLOSSARY *continued*

On-the-job training <i>continued</i>	<ul style="list-style-type: none"> ■ being shown how to do your job; or ■ watching others work. <p>Note: On-the-job training excludes any training that occurred as part of an internal or external training course, or study for an educational qualification</p>
Other educational institution	Includes institutions or establishments that offer educational courses such as industry skills centres, professional or industry associations, equipment/product manufacturer or supplier, and instances where insufficient information was available to determine the type of educational institution.
Participation	Participation refers to being enrolled in a course of study or undertaking training.
Qualification	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.
Study leading to a qualification	The reported level of education of any study being undertaken that will lead to formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. In the SEW, if the respondent was still attending school their level of study was recorded as their current year of schooling. If the respondent had left school and was enrolled in study leading to a qualification they were asked the level of the qualification.
TAFE	A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.
Training	<p>Refers to whether a person had undertaken at least one of the following types of activity in the 12 months prior to interview:</p> <ul style="list-style-type: none"> ■ completed an internal training course; ■ completed an external training course; or ■ undertook on-the-job training.
Training courses	<p>Training courses were defined in this survey as activities which were undertaken in Australia primarily to obtain, maintain or improve employment-related skills or competencies. To be included in the scope of the survey, training courses had to:</p> <ul style="list-style-type: none"> ■ be work-related; ■ have a structured format, with an orderly or methodical means of presenting or providing the training during a period of time; and ■ be completed during the 12 months prior to the interview. <p>Examples of training courses include:</p> <ul style="list-style-type: none"> ■ training seminars, training workshops and other group training sessions; ■ demonstration training sessions and training conferences; ■ audio visual presentations and talks or lecture presentations; and ■ classroom-style presentations or self-paced training courses. <p>Training courses exclude:</p> <ul style="list-style-type: none"> ■ on-the-job training or any type of ad hoc 'learn as you go' training, although some information was collected for this type of training; ■ attendance at conferences, seminars, workshops, etc., where the primary focus was not on skills acquisition; and ■ study for an educational qualification. <p>Respondents were asked how many training courses they had completed in Australia in the last 12 months. Detailed questions were then asked about a maximum of four completed courses, starting with the most recent. This means that the graphs in this publication relating to 'training courses' (that is, graphs 9 to 11) underestimate the number of training courses undertaken by people who attended more than four training courses.</p>

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