Indigenous Australians’ vocational education and training experiences, 2004

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Figure A1: Training satisfaction score for 2003 training
The National Centre for Vocational Education Research (NCVER) conducts an annual Student Outcomes Survey which collects information on employment and further study outcomes of vocational education and training (VET) students. The survey has significant limitations for understanding the outcomes of VET participation for Indigenous students. Due to the scope and method of responding to the survey, Indigenous students are significantly under-represented. Another deficiency with the Student Outcomes Survey is that it does not separately identify participation in the Community Development Employment Projects (CDEP) scheme, and as such it is likely that Indigenous employment rates from that survey are boosted by activity in the scheme. In addition, Indigenous people participate in VET for many reasons beyond attaining qualifications and employment.

Outcomes such as increased self-confidence and communication skills and broader benefits for communities are clearly important and these are not explored in the Student Outcomes Survey.

With these factors in mind, the NCVER conducted a national survey in 2004 of Indigenous VET students to answer two questions:

- What encourages Indigenous Australians to start and stay in training?
- What individual, community and economic benefits do Indigenous Australians get from training?

About the survey

The motivation for the survey was:

- to have reliable statistics about Indigenous students’ experiences within training to complement the information available from administrative enrolment systems and other research (see Miller 2005 for a systematic review of research)
- to reflect the diverse needs and circumstances of Indigenous people who live in different parts of Australia, including those who are isolated from major centres of population and from access to goods, services and facilities. There is an expectation that students’ needs, access to education and training, motivation and benefits from training will vary according to where they live. For example, students living in Sydney, Port Augusta and Kununurra may participate in training for different reasons and will have access to different VET providers and courses
- to recognise that the outcomes from training sought by Indigenous Australians should be looked at broadly, rather than focused solely on measures of post-VET employment and further study outcomes.
Methodology

Between June and September 2004, 785 Indigenous Australians were interviewed across Australia in 70 different locations (figure 1). The survey was designed to provide data and information at the national level and for five regions using the Accessibility/Remoteness Index of Australia (ARIA 1999). The regions—major cities, inner regional, outer regional, remote and very remote areas—are defined in terms of their relative distance to large population centres and access to goods, services and facilities.\(^1\)

\[
\text{Figure 1} \quad \text{Survey locations}
\]

Sixteen specially trained interviewers, the majority of whom were Indigenous, collected information from a sample of Indigenous people who undertook some publicly funded VET in 2003 at these locations. An Indigenous ‘protocol manager’ was employed at each location to liaise with the students and the community, and assist with questions, transport and translators. Interviews were conducted using a semi-structured questionnaire, and generally took around 40 minutes to complete.

Students were asked about the details of their 2003 VET course, other VET courses they had undertaken, when they first started training, their expectations and experiences of training, benefits they got from training, and what they were doing in 2004 (for example, employed in Community Development Employment Projects schemes, volunteering, further study, and combinations of these activities). Refer to the appendices for a copy of the questionnaire used in the interviews, and for other detailed methodological information.

\(^1\) The ARIA index defines remoteness as accessibility to service centres which have populations greater than 5000 in the 1996 census.
About this report

This report extends on the first findings from the survey released in February 2005 (<http://www.ncver.edu.au/publications/1546.html>).

In the following section, an overview of Indigenous people is provided, focusing on their participation and attainment in VET. The report then moves into presenting the results of the survey, reporting separately on students’ reasons for study, views of their training and the benefits they receive. At the time of the survey, these students may have finished their course, continued in their training, or discontinued in 2004.

Where a student lives (accessibility to goods, services and facilities), what training they were doing in 2003 (qualification and field of education), and whether they were still training at the time of the survey may impact on students’ views and benefits of their training. This report therefore examines these areas, including the key issues students identify as improving VET for Indigenous Australians.

Throughout the survey, what students said was often recorded verbatim and subsequently coded. Use is made of the verbatim quotes in the report to illustrate and add nuance to a number of the findings.

In addition to the detailed methodology and questionnaire, the appendices contain data tables for the results reported in this publication.
Population overview

Background

According to the 2001 census there were approximately 458 500 Indigenous people living in Australia, representing 2.4% of the total Australian population. The number of people identifying as Aboriginal and/or Torres Strait Islander is projected to grow to around 510 400 by mid-2007 (ABS 2004a).

Indigenous Australians as a group are considerably younger than the non-Indigenous population, with a median age of about 21 years compared with 36 years.

Education

Indigenous Australians have relatively low participation in secondary schooling beyond the compulsory leaving age: in 2005 the retention rate for Indigenous students from Year 7/8 to Year 12 was 39.5%. While this reflects an improvement over earlier years, it is still far below the rate for non-Indigenous students of 76.6% (ABS 2006). Of all Indigenous people, just 10% have completed Year 12 (ABS 2004b).

Based on the 2002 National Aboriginal and Torres Strait Islander Social Survey, 26% of Indigenous Australians aged 15 years and over had a non-school qualification: 8% had a certificate I or II, 9% had a certificate III or IV, 3% had a diploma or advanced diploma, and 3% had a bachelor degree or higher. The proportion of Indigenous Australians with a non-school qualification is lower in remote areas (17%) than in non-remote areas (29%) (ABS 2004b).

Probable influences on these figures include the fact that the Indigenous population is younger, and in more remote areas there are problems with access to secondary schools, VET providers and universities. Social factors are also significant in determining lower rates of participation and completion of post-compulsory education and training, as discussed later.

Employment

Indigenous Australians have lower levels of labour force participation and higher rates of unemployment than do non-Indigenous people. This can be partly attributed to limited employment opportunities in more remote areas where many Indigenous people live and to lower levels of education/training; commitments to family and community may also impact on labour force participation.

In 2002, 60% of Indigenous Australians aged 15 years and over were in the labour force: 46% were employed, with close to half of these people working part-time (ABS 2004b). The unemployment rate for Indigenous Australians in 2002 stood at 23%. A quarter of those who were unemployed had been looking for work for a year or longer. The most common difficulty in finding work was insufficient education, training or skills, closely followed by ‘no jobs at all/no jobs in local area or line of work’.

3 There were also 2% with a certificate of unknown level, and 1% with a non-school qualification of an unknown level.
Community Development Employment Projects scheme

The Community Development Employment Projects scheme began in 1977 as an alternative to unemployment benefits for more remote Indigenous communities. The maintenance and preservation of Indigenous cultures and communities is a major focus of the scheme, while movement into mainstream employment is also an intended outcome (Community Development Employment Projects 2006). In some geographical regions, this scheme is the only option for people where the job market is severely limited.

The scheme aims to (Community Development Employment Projects 2006):

- create a range of employment opportunities for Aboriginal and Torres Strait Islander people
- provide funding and support to community organisations
- empower Aboriginal and Torres Strait Islander people to make decisions about the development of their community
- provide Indigenous Australians with work to enhance individual skills, community self-management and economic development
- provide work activities that will improve community infrastructure
- provide participants with training to develop skills required to undertake work activities and improve their ability to gain employment in the mainstream labour market, and support activities that provide ongoing employment opportunities to all groups, including women and youth
- maintain, preserve and restore cultural integrity to communities
- provide a base of trained and job-ready participants to facilitate the move into meaningful employment away from the scheme.

Participation in the scheme is deemed to be employment for statistical purposes and contributes significantly to Indigenous employment statistics. Hunter (2004) estimates that it accounted for over one-third of Indigenous employment in 2001, and if it were excluded from the employment count, the unemployment rate for Indigenous Australians would have been 45%. In remote areas six out of ten people with jobs in 2002 were scheme participants—this reflects the location of projects undertaken via the scheme, which is in turn a result of many of these areas lacking sustainable mainstream employment opportunities. Nationally, in 2002 the Community Development Employment Projects scheme represented the main source of income for 11% of Indigenous Australians (ABS 2004b).

VET participation

In 2003, 58 100 Indigenous Australians undertook publicly funded vocational education and training (NCVER 2003). This represents a participation rate in VET of 20.7% of the working-aged Indigenous population (aged 15–64 years), compared with a participation rate in VET of 12.1% for the total Australian working-aged population.

In 2003, 3.4% of all VET students were Indigenous (NCVER 2003). The number of Indigenous Australians undertaking VET has increased over the years, from just a few thousand students in the 1980s to 44 400 in 1998 and 58 100 in 2003. In more recent years, the number has continued to increase gradually.

Most Indigenous students were young (46% were aged 15–24 years) and a majority were male (53%) (NCVER 2003).
Despite high participation rates in VET, the rate at which Indigenous students complete is relatively low. In 2003 Indigenous students had a pass rate of 64% compared with 78% for all VET students (NCVER 2003). This is due to both a higher withdrawal rate (20% compared with 12%) and a higher fail rate (16% compared with 11%) (NCVER 2003).

Where do Indigenous VET students live?

The geographic distributions of the Indigenous and non-Indigenous Australian populations are markedly different, with far greater proportions of Indigenous people living in regions where the distance from larger cities and towns restricts access to a range of goods, services, and facilities, including education and training. The proportion of the total population who are Indigenous Australians increases with remoteness: it ranges from 1% in major cities to 45% in very remote Australia (ABS 2002).

For some Indigenous Australians, the extent to which they participate in education and training will be significantly related to where they live, as well as their personal economic, health, community and family situation. In 2001 almost a third of the Indigenous population lived in major cities (ABS 2002). The proportion of Indigenous VET students residing in major cities was slightly lower (26%). Slightly higher proportions of Indigenous VET students reside in the inner regional, outer regional and remote areas than do the Indigenous population (table 1).
Table 1  Indigenous population and VET students’ regional distribution

<table>
<thead>
<tr>
<th>Accessibility/Remoteness Region of Australia (ARIA)</th>
<th>2001 population (%)</th>
<th>2003 VET students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Indigenous</td>
</tr>
<tr>
<td>Major cities</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>Inner regional Australia</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Outer regional Australia</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Remote Australia</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Very remote Australia</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: data for the non-Indigenous VET population were not coded to ARIA regions, so comparable figures from the NCVER provider collection are unavailable.

What courses do Indigenous VET students do?

Publicly funded VET is available for Indigenous students through many models. For example, it can be delivered:

- in a school under the VET in Schools initiative, or in the tertiary sector, such as through a TAFE college or the VET division of a university
- at different levels of the Australian Qualifications Framework, or outside this structure (for example, in short courses)
- by a specialist training provider, whether public or private, or by a person’s employer
- in ‘mainstream’ courses (with or without support from an Indigenous unit within the provider’s organisation) or in courses specifically developed for Indigenous students (in some cases delivered by Indigenous training organisations)
- in the location of the training provider (which might necessitate students moving to undertake training), at the student’s location (such as in an Indigenous community) or by using some mode of distance learning.

Course level

Of the 58 100 Indigenous Australians undertaking VET in 2003, courses at certificate I and II levels accounted for 43% of enrolments. The proportion of enrolments at this level varied by location, ranging from 37% in major cities to around half in remote and very remote areas (50% and 49%, respectively). By contrast 36% of enrolments in 2003 were at a certificate III or higher, ranging from 46% in major cities to 24% in very remote areas. One in five Indigenous students was enrolled in a course not associated with the Australian Qualifications Framework, such as a non-award course, a statement of attainment or a different type of qualification (table 2).

The level of training that Indigenous students undertook in 2003 is linked to the level of their previous educational attainment. Those with higher levels of prior education were more likely to be studying at higher levels. For example, students with a certificate III or above are most likely to be currently undertaking a certificate at a higher level. Students with no non-school qualifications are most likely to be undertaking training at certificate I or II level.
Field of education

The three most common fields of education for Indigenous students are mixed field programs (21% of all Indigenous VET students), management and commerce (16%) and society and culture (13%) (table 2). Mixed field programs focus on enabling skills such as literacy, numeracy, study and employment skills, which tend to be in lower-level qualifications and undertaken by younger students or students with a lower educational background. The proportion of students undertaking mixed field programs in remote and very remote locations is relatively low compared with other regions, despite these being the locations where students are more likely to be undertaking the lower-level qualifications.

<table>
<thead>
<tr>
<th>Course qualification</th>
<th>Major cities</th>
<th>Inner regional</th>
<th>Outer regional</th>
<th>Remote</th>
<th>Very remote</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>37</td>
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<td>33</td>
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<td>Certificate I or II</td>
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<td>39</td>
<td>41</td>
<td>50</td>
<td>49</td>
<td>43</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>25</td>
<td>22</td>
<td>16</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Field of education</th>
<th>Major cities</th>
<th>Inner regional</th>
<th>Outer regional</th>
<th>Remote</th>
<th>Very remote</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed field programs</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Management and commerce</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Society and culture</td>
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<td>13</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
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<td>49</td>
<td>56</td>
<td>58</td>
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<td>Total</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students ('000)</th>
<th>Major cities</th>
<th>Inner regional</th>
<th>Outer regional</th>
<th>Remote</th>
<th>Very remote</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.0</td>
<td>12.5</td>
<td>14.4</td>
<td>7.0</td>
<td>9.1</td>
<td>58.1</td>
<td></td>
</tr>
</tbody>
</table>

Notes: 1 Other includes: certificates—unsure of level, statement of attainments, other non-award courses and unknown.
2 For full list see table 1.1 in appendix B
What were 2003 Indigenous VET students doing in 2004?

Indigenous students who undertook training in 2003 were involved in a range of activities when surveyed in 2004 (figure 3). The three most common were studying (47%, with 25% in the same course and 22% in a different course), paid work and looking after children or other family members, or taking care of community business. One in three was looking for work.

![Figure 3: 2004 activities of 2003 Indigenous VET students](image)

Working in 2004

Of those who were working when surveyed (either paid or unpaid, but excluding the Community Development Employment Projects scheme), 54% said that the training they had done had helped them get their job. This was higher for students from major cities (64%) and students who did a certificate III or IV course (66%). By contrast, 36% of students who did a diploma or higher believe their training helped them get their job. Just under one-third (30%) of those working started their job in 2004 and 20% in 2003. Students from remote and very remote regions were more likely to have been in their jobs longer. The main occupations in which they were working were Intermediate clerical, sales and service workers (21%), Professionals (16%), Tradespersons and related workers (14%), Technicians and associate professionals (12%), and Labourers and related workers (12%). (See tables 1.5 and 1.7 in appendix B for more information.)

Over one-third (38%) of Indigenous students working said that their employer/business was an Indigenous organisation. This was most common in remote and very remote areas (each 59%), and less in outer regional areas (27%). Just under half (48%) were working for a government department—25% for a state government, 10% for the Australian Government, and 9% for a local government or community council. (See tables 1.8 and 1.9 in appendix B for more details.)
In a Community Development Employment Projects scheme in 2004

Over a quarter (28%) of students participating in the Community Development Employment Projects scheme said that their training had helped them get into the scheme. Many students’ involvement in the scheme pre-dates their training, with 44% having been in a scheme since 2000 or earlier, with 5% tracing their involvement back to at least 1990.

Most of the scheme participants worked on a part-time basis, with 45% working between 13 and 18 hours per week. The next most common was those participating more than 25 hours (29%). Most were working as Labourers and related workers (38%), or as Intermediate clerical, sales and service workers (14%) or Tradespersons and related workers (12%). (See appendix B, table 1.10 for more detail.)

People who were in the Community Development Employment Projects scheme were asked whether they viewed it as a job. This was included because, anecdotally, there is a tension between those who think of the scheme as employment and those who think of it as a welfare scheme. Results from the survey show 56% of those in the scheme thought of it as a job. The Community Development Employment Projects scheme is also, in many cases, the only work option available where labour markets are limited or non-existent.

Looking for work in 2004

Of those who were looking for work, 33% had been looking for less than three months, 17% for three to six months, 11% for six to nine months, and 9% for nine to twelve months. The remaining 30% had been looking for over a year. Students from inner and outer regional Australia have been looking for work for the longest: 48% for more than a year in outer regional areas and 35% for more than a year in inner regional areas. The most frequently given reasons for it being hard to find work were: insufficient education/training (29%); qualification not completed yet (19%); no jobs in local area or in a suitable line of work (17%); and inappropriate or insufficient experience (16%). (See appendix B, tables 1.11 and 1.12.)

Study status in 2004

Overall, just over half (52%) of Indigenous students had completed the course they undertook in 2003. Almost a third (31%) of students who had not completed their 2003 course were still studying, mostly doing the same course. The remaining 17% had discontinued their 2003 course and were no longer studying, 9% having discontinued and achieved some competencies and 8% having discontinued and achieved no competencies (table 3).

The higher the AQF level of the course in which students were enrolled in 2003 the less likely were they to have completed it, and the more likely they were to be continuing with their studies (table 3). This is most likely related to course duration, with higher-level qualifications generally taking longer to complete.

Although students from very remote regions were more likely to be doing lower-level courses than other Indigenous students (table 2), they had the lowest proportion who had completed (40%) and the highest proportion who had discontinued training without achieving any competencies (13%) (table 3).
<table>
<thead>
<tr>
<th>Region</th>
<th>Students ('000)</th>
<th>Completed 2003 course (%)</th>
<th>Still studying something (%)</th>
<th>Discontinued — no longer studying (%)</th>
<th>Discontinued — achieved some competencies (%)</th>
<th>Discontinued — achieved no competencies (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major cities</td>
<td>15.0</td>
<td>54</td>
<td>28</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Inner regional</td>
<td>12.5</td>
<td>50</td>
<td>32</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Outer regional</td>
<td>14.4</td>
<td>60</td>
<td>25</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Remote</td>
<td>7.0</td>
<td>52</td>
<td>34</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Very remote</td>
<td>9.1</td>
<td>40</td>
<td>41</td>
<td>19</td>
<td>5</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course qualification</th>
<th>Students ('000)</th>
<th>Completed 2003 course (%)</th>
<th>Still studying something (%)</th>
<th>Discontinued — no longer studying (%)</th>
<th>Discontinued — achieved some competencies (%)</th>
<th>Discontinued — achieved no competencies (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>2.9</td>
<td>38</td>
<td>40</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>17.8</td>
<td>47</td>
<td>34</td>
<td>19</td>
<td>12</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>24.8</td>
<td>52</td>
<td>33</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>100</td>
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<tr>
<td>Other certificates</td>
<td>12.6</td>
<td>68</td>
<td>17</td>
<td>16</td>
<td>4</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of education</th>
<th>Students ('000)</th>
<th>Completed 2003 course (%)</th>
<th>Still studying something (%)</th>
<th>Discontinued — no longer studying (%)</th>
<th>Discontinued — achieved some competencies (%)</th>
<th>Discontinued — achieved no competencies (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed field programs</td>
<td>12.3</td>
<td>47</td>
<td>32</td>
<td>21</td>
<td>14</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Management and commerce</td>
<td>9.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and culture</td>
<td>7.6</td>
<td>50</td>
<td>31</td>
<td>19</td>
<td>9</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Other fields of education combined</td>
<td>29.2</td>
<td>57</td>
<td>29</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>58.1</td>
<td>52</td>
<td>31</td>
<td>17</td>
<td>9</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Notes: 1 For further explanation see ‘Study status in 2004’, pp. 42-43 of this report.
2 Population counts for course qualification and field of education are sourced from NCVER (2003).
3 Other includes: certificates—unsure of level, statement of attainments, other non-award courses and unknown.
Reasons for participating in training

Students were asked to think about all the training courses they had done and their motivation for doing them. The flavour of their responses is captured in the following comments:

... most of them were training for the job and upskilling—a definite, stable, portable career.  
Male student from remote Australia aged 25–34

... I really wanted to help people in need and I wanted to learn for myself. I like doing volunteering work so this would help me. 
Female student from remote Australia aged 35–44

... because I started studying after VCE [Victorian Certificate of Education] it just kind of snowballed from there. In our family it wasn't an option to just stay home. 
Female student from inner regional Australia aged 25–34

... to get ideas about cooking so I could help with the family. 
Male student from remote Australia aged 19 or under

... I wanted to get back into the workforce but I wanted further qualifications. 
Female student from inner regional Australia aged 25–34

The most frequently reported reasons for participating in training were:
- to improve knowledge (43%)
- to get a job (42%)
- to get extra skills for a job (28%)
- to improve confidence/self-esteem (24%)
- for a sense of achievement (24%)
- to help in the community (20%)
- to get skills for community/voluntary work (19%).

The proportion of students who undertook training to get a job decreased with remoteness, from 53% in major cities to 35% in very remote Australia. Students living in very remote Australia were also less likely to undertake training to help them apply for a job (5%, compared with 12% for all students).

Students from very remote Australia were generally more likely than students from other regions to undertake training for reasons other than those related to employment. They had, for example, the highest proportion who stated their reasons for training as to help in their community (27%), get skills for community or voluntary work (36%), and to improve confidence or self-esteem (38%). (See table 1.2, appendix B.)

Males were more likely to be undertaking training to get a job or to get extra skills for a job, while females were more likely to undertake training to improve their confidence or self-esteem (See table 1.3, appendix B.)

Younger students were more likely than those in other age groups to train to get a job, understand how to apply for a job and to get an education (table 1.4, appendix B). The incidence of the reported reasons for training that increased with age included to improve knowledge, to improve skills, to help in the community, to get skills for community/voluntary work and to get skills to help the family.
Reasons for discontinuing training

Two in five students reported that they had enrolled in but not completed one or more training courses. The following quotes illustrate the kind of reasons given for discontinuing the training.

... the first semester was free of charge (government subsidised) but the second semester fees were very expensive ($900).

Male student from inner regional Australia aged 45 or more

... moved away from course location to find work. Some of the courses were too boring.

Female student from remote Australia aged 20–24

... just never finished it. Wasn’t really interested—but I look back and I need it today.

Male student from remote Australia aged 35–44

The most common reasons students gave for not completing one or more of the courses they have undertaken over time were primarily to do with external factors (table 1.13 in appendix B):

- being needed in the family (22%)
- got a job (13%)
- moved (11%)
- couldn’t afford it (11%).

For some students, however, it was the nature of the training itself that led them to discontinue:

- training was too hard/long (8%)
- training no longer relevant to my plans (7%)
- training was not what I expected (7%).

Around one in three students was not undertaking any form of study at the time of the survey but wished to be. When asked what factors were preventing them from studying, the most common reasons given were (table 1.14 in appendix B):

- have a job (22%)
- caring for family (18%)
- too much work (14%)
- financial reasons (12%)
- lack of information or suitable courses (11%)
- not enough support (10%).
Views of training

What do Indigenous Australians think about the training they undertook in 2003? Students were asked to rate 20 different aspects of their training as ‘good’, ‘OK’, or ‘bad’. In addition, they were asked about their likes and dislikes of the training.

Aspects of training

The twenty aspects have been grouped into seven broad categories:

- course structure, organisation and materials, such as flexibility, quality of training materials, length of course
- teachers and support staff, such as quality of teachers and tutors, quality of help from administration staff and liaison officers
- outcomes achieved, such as understanding of what was being taught, and what to do to finish the course
- facilities, such as quality of the learning facilities, childcare facilities, and access to computers
- cultural issues, such as cultural appropriateness of the course, Indigenous teachers and staff, being with other Indigenous students and dealings with non-Indigenous people
- commitment of other students, regardless of whether they were Indigenous or not
- other issues, such as the opportunity to communicate and interact with other students, level of financial assistance, assistance to find work and how far they travel to do the course.

In figure 4, the proportion of students rating their training as ‘good’, ‘OK’, or ‘bad’ is shown for each of the twenty aspects grouped by the seven categories. On all bar one aspect, childcare facilities, a majority of students gave a ‘good’ rating. Indeed, for 11 of the 20 aspects, at least three in four students gave a ‘good’ rating.

The most highly rated aspects of training were:

- being with Indigenous people (90% rating as ‘good’)
- opportunity to communicate with others (86%)
- access to computers, and understanding what was required to complete the course (both 82%).

At the other end of the continuum were:

- childcare (39% say ‘good’—noting, however, that just 8% of students provided a rating on this aspect)
- assistance to find work (51%)
- level of financial help (57%)
- commitment of other students (59%).

Figure 5 summarises the ratings across the seven categories by reporting the average ‘good’ score. In all bar one category, commitment of other students, the ratings are very even and high, ranging between 72% and 80%. Taken one step further and summing across all twenty aspects, the overall average student satisfaction score is 75% (see appendix A, training satisfaction score
for more detail). The conclusion must be that students on the whole consider their training in highly positive terms.

Figure 4 Student views on aspects of their training in 2003
Students’ likes and dislikes

In addition to rating aspects of training, students were asked about any thing else they particularly liked or disliked about the training. The findings from these questions indicated that many students were vocal about their likes and dislikes. Table 4 provides a summary of the proportion of students making additional comments about their training across the seven broad categories. Overall, half of all students provided some negative comment about their training, with most negative comments concerned with course structure, organisation and materials. The area which attracted the most number of positive comments, and also the fewest negative comments, was outcomes achieved.

Table 4  Summary of additional comments on likes and dislikes of training

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Positive (%)</th>
<th>Both positive and negative (%)</th>
<th>Negative (%)</th>
<th>No additional comments (%)</th>
<th>Total (%)</th>
<th>Proportion rating as ‘good’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course structure, organisation and materials</td>
<td>17</td>
<td>5</td>
<td>21</td>
<td>57</td>
<td>100</td>
<td>74</td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>15</td>
<td>2</td>
<td>10</td>
<td>73</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>19</td>
<td>0</td>
<td>3</td>
<td>78</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Facilities</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>91</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>86</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>86</td>
<td>100</td>
<td>59</td>
</tr>
<tr>
<td>Other issues</td>
<td>16</td>
<td>2</td>
<td>11</td>
<td>71</td>
<td>100</td>
<td>72</td>
</tr>
<tr>
<td>Total making a comment</td>
<td>34</td>
<td>26</td>
<td>25</td>
<td>14</td>
<td>100</td>
<td>75</td>
</tr>
</tbody>
</table>

Course structure, organisation, and materials

The overall training satisfaction score for course structure, organisation and materials ratings is 74%. More students provided comments on this area (43%) than any other area, and the number of negative comments outweighed the positive comments.
The most common of the positive comments relate to the:

- content of the course (9% of students found the course useful, informing etc.)
  
  ... good, pretty straightforward. Teacher helped with difficulties, good understanding ... learnt a lot of stuff
  
  ... period of the course was only two days. However can go onto Uni to do other related course
  
  Male student from outer regional Australia aged 45 or more

- practical aspect of the course (6% of students like the work experience, learning something hands-on etc.)
  
  ... everything was good. I liked learning the computer.
  
  It's the first time I seen one. I just enjoyed it all.
  
  Female student from very remote Australia aged 35–44

- way the course was taught (3% of students like the flexibility, self-paced, being outside etc.)
  
  ... it was flexible—allowed me to work full-time.
  
  Female student from outer regional Australia aged 35–44

Negative comments tended to be on more one-off specific issues. The main negative comments were to do with the:

- length of the course (5% of students think the course was too short or the workload too high for the length of course)
  
  ... thought it could have been a bit longer, could have had a few more weeks. Don’t have a computer at home so it was harder to remember from week to week. If it was longer I would have had more practice.
  
  Female student from a major city aged 45 or more

- structure of the course (3% of students think the way the course was set out wasn’t clear, or what was required in assessment)
  
  ... course was disjointed—started with the Internet without learning the basics.
  
  Female student from outer regional Australia aged 35–44

- lack of flexibility of the course (2% think the courses were too structured and timetables difficult to meet with other commitments)
  
  ... the course had rigid schedules. I did not have any grounding in sewing so it was difficult to cope.
  
  Male student from inner regional Australia aged 35–44

Teachers and support staff

The summary training satisfaction score for the category of teachers and support staff aspects was 78%. One in four students (27%) provided a comment on this area. More positive than negative comments were received about the ability and helpfulness of teachers and other staff, their professionalism, their practical skills, their cultural awareness etc.

Positive comments mostly related to their teachers, tutors and administrative staff being:

- helpful (12% of students think their teachers were helpful, supportive etc.)
  
  ... liked the people/students/lecturers. Needed help at one point. All lecturers gave you support you needed to move ahead. Great!
  
  Female student from a major city aged 25–34

- able to teach (2% think their teachers knew what they were talking about, could deliver well etc.)
  
  ... teacher really got the message across
  
  Male student from inner regional Australia aged 20–24

Negative comments mostly related to:

- teaching style (2% of students think the teachers didn’t teach well, had poor delivery etc.)
  
  ... I had two excellent teachers and the others were not good at all. Their ability to deliver was poor. Their standard of delivery was also poor.
  
  Female student from a major city aged 25–34
extra help (2% of students wanted more help from teachers, tutors etc.)
… didn’t have enough tutors to go one on one to get to ask you questions. Male student from inner regional Australia aged 25–34

cultural awareness (2% of students think their teachers didn’t understand Indigenous people or how to teach them etc.)
… teachers had no idea of culture and did not take our culture into account. Female student from very remote Australia aged 35–44

Outcomes achieved

The overall training satisfaction score for this category was 80%. Just over a fifth of students (22%) commented on this area, mostly positively. Nearly all comments received relate to learning something new, using the skills in the workplace, learning how to use a computer, or moving to further study.

Positive comments on outcomes achieved relate to:

- learning new things (5% of students liked learning something new or what they set out to learn)
  … I learned more during the course than in all my time at school … I have gotten what I wanted and more out of it. Female student from a major city aged 45 or more

- extending knowledge (3% of students learnt more, improved their knowledge etc.)
  … liked extending the knowledge in my field of interest. Female student from outer regional Australia aged 20–24

- further study/training (3% of students think it helped or will help with further study/training)
  … training is important and I would like to go onto cert 4 and then the diploma. Female student from very remote Australia aged 25–34

Negative comments relate to:

- no jobs (2% of students think there should be more focus on getting jobs after training)
  … should tell us what kind of jobs I can get from it … this training seems pointless at the moment because it does not tell me what kind of jobs. Male student from outer regional Australia aged 25–34

Facilities

The overall training satisfaction score for facilities was 78%. Only 9% of students made specific comments on facilities, with more negative than positive comments made.

Positive comments on facilities relate to the:

- environment (1% of students liked the comfortable/friendly environment)
  … the environment was pretty comfortable—the group I was in was a good group. Male student from a major city aged 25–34

- materials/resources (1% of students like availability/access to resources etc.)
  … I liked the equipment they supplied everything was good. Male student from remote Australia aged 25–34

Negative comments relate to the:

- distance (1% of students think the travel to training was difficult, would have been better if closer/local etc.)
  … lived 40km out of town, caught the normal school bus and then walked to TAFE and used to be late because TAFE started at 8.30am. Female student from outer regional Australia aged 19 or under

- materials/equipment (1% of students think the materials were old, not enough available etc.)
  … there should be enough books and course material for everyone. Male student from outer regional Australia aged 19 or under

- classrooms (1% of students think the)
  … the classroom was too small for all the students.
classrooms were too small for class size, air-conditioning didn’t work etc.)  

Female student from very remote Australia aged 35–44

Cultural issues

Cultural aspects were rated well, with an overall training satisfaction score of 78%. Only 14% of students commented further on cultural issues. Nearly equal numbers of students made positive and negative comments relating to the use of Indigenous teachers, the cultural awareness of the teachers and the training providers.

Positive comments relate to:

- learning with Indigenous students (3% of students like learning with other Indigenous students)
  ... liked being with other aboriginal students and with teachers who were culturally aware. Female student from inner regional Australia aged 19 or under

- culturally based course (2% of students like the cultural aspects/content of the course)
  ... it was culturally based and we had access to culturally based materials. Male student from a major city aged 25–34

Negative comments relate to:

- more Indigenous teachers needed (2% of students think Indigenous students should have Indigenous teachers)
  ... it would be good to have had at least one Indigenous staff member. Male student from remote Australia aged 35–44

- non-Indigenous teachers (2% of students think non-Indigenous teachers could not relate to Indigenous students)
  ... facilitator was non-Indigenous and didn’t understand people’s other commitments ... teacher should be Indigenous if he is teaching an Indigenous course. Female student from a major city aged 25–34

Comments about other students

This area received the lowest overall satisfaction score of 59%. Only 14% of students made comments about other students. Nearly equal numbers of students made positive and negative comments relating to commitment, age mix in classes, the interaction with other students.

Positive comments mostly relate to:

- meeting new people, getting on well with classmates and supporting each other (4% of all students)
  ... meeting people on the course from all around the area and we all helped each other. It worked out really good. Male student from very remote Australia aged 25–34

Negative comments relate to:

- lack of commitment of other students (2% of all students)
  ... the commitment of other students. There were only two of us that passed. Female student from inner regional Australia aged 25–34

- not enough students in the course (2% of students said that either there should be more students doing the course or there weren’t enough who kept going so the course had to stop)
  ... the thing I disliked the most was that I could not study the Certificate IV because due to low number of students TAFE scrapped the course. Male student from a major city aged 25–34

Other aspects

Finally, other aspects of training (communication, financial help, distances travelled, and assistance to find work) rated well with a training satisfaction score of 72%. More positive
comments were received than negative. Students commented on their enjoyment of the course, financial assistance, and anything else not already commented on.

Other positive comments not covered elsewhere relate to the:

- overall course (8% of students think the course was all good/great/OK)
  
  "...I liked everything that I have done." Female student from remote Australia aged 20–24

- enjoyment (7% of students like or enjoy the course)
  
  "...I just really loved it. It's one of the best things I've ever done." Female student from outer regional Australia aged 45 or more

Negative comments relate to:

- not enough money (4% of students think that ABSTUDY, Community Development Employment Projects scheme isn't enough and doesn't cover all costs, that more funding is needed for courses)
  
  "...more funding for specific equipment would be good as it adds more costs to being able to do the course." Male student from a major city aged 45 or more

- balancing family/work/study (2% of students found studying difficult to work around work and/or family commitments)
  
  "...if you're working and doing this course and have a family it is difficult. Do most of work weekends and nights." Female student from remote Australia aged 45 or more

**Difference in views by student and course characteristics**

In the remainder of this part of the report we disaggregate the overall views of Indigenous students on their training by a range of student and course characteristics.

**Views by region**

Student views on training were largely unrelated to where students live, with table 5 showing little variation—up to eight percentage points at most—by region in training satisfaction scores across the seven broad groups.
However, dissection of the broad categories into specific aspects of study (see tables 2.2 to 2.21 in appendix B) reveal some noteworthy differences.

- Outer regional students are less satisfied with cultural appropriateness of their course than other students (65% of outer regional students rating it as ‘good’ compared with 75% to 79% of students in other regions).
- Students in major cities and remote regions are less satisfied with the level of financial help received (major cities, 48% and remote, 43%; compared with 61% to 69% for other regions).
- Students in major cities, inner regional, and outer regional areas are less satisfied with assistance to find work (48%, 46% and 45% respectively, compared with 60% and 65% for the others).
- Major city and outer regional students are less happy with quality of accommodation while attending their course (53% and 44% respectively, compared with 75% to 81% for the other regions).

Views by course qualification

Overall, those who were studying at diploma level and above in 2003 have poorer perceptions of the quality of their training than those studying at certificate level. The overall training satisfaction score for those doing a diploma and above was 61%, compared with 74% for those doing a certificate III or IV and 76% for those doing a certificate I or II. Indeed, in each of the seven broad categories students who were studying at diploma level and above were the least satisfied with their training (table 6). Views of students at certificate level were very even.

### Table 5 Rating of training by region

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Overall training satisfaction score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major cities</td>
</tr>
<tr>
<td>Course structure, organisation and materials</td>
<td>76</td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>77</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>79</td>
</tr>
<tr>
<td>Facilities</td>
<td>81</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>77</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>61</td>
</tr>
<tr>
<td>Other issues</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

### Table 6 Rating of training by course qualification

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Overall training satisfaction score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certificate I or II</td>
</tr>
<tr>
<td>Course structure, organisation and materials</td>
<td>74</td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>80</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>82</td>
</tr>
<tr>
<td>Facilities</td>
<td>77</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>79</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>59</td>
</tr>
<tr>
<td>Other issues</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>
Dissecting the broad categories into specific aspects of study (tables 2.2 to 2.21 in appendix B), there are several differences that stand out.

❖ Eighty-six per cent of certificate I or II students and 89% of certificate III or IV rate opportunity to communicate with others as ‘good’, compared with 66% of diploma and above.

❖ Eighty per cent of certificate I or II students and 81% of certificate III or IV rate understanding what was being taught as ‘good’, compared with 60% of diploma and above.

❖ Seventy-two per cent of certificate I or II students and 75% of certificate III or IV rate quality of course materials as ‘good’, compared with 53% of diploma and above.

❖ Sixty-one per cent of certificate I or II students and 46% of certificate III or IV rate assistance to find work as ‘good’, compared with 31% of diploma and above.

Views by field of education

There are only small differences in the way students rated their study, with an overall training satisfaction score of between 73% and 77% in the three major fields of education of courses in which Indigenous Students were enrolled. The highest ratings were given by students undertaking mixed field programs in the categories of teachers and support staff (82%) and cultural issues (also 82%), while the lowest rating was the 57% satisfaction score given by management and commerce students in relation to the commitment of other students (table 7).

<table>
<thead>
<tr>
<th>Table 7</th>
<th>Rating of training by three most popular fields of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect of training</td>
<td>Management and commerce</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Course structure, organisation and materials</td>
<td>74</td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>73</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>75</td>
</tr>
<tr>
<td>Facilities</td>
<td>78</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>76</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>57</td>
</tr>
<tr>
<td>Other issues</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
</tr>
</tbody>
</table>

Dissection of the broad categories of study aspects (see tables 2.2 to 2.21 in appendix B) shows only a few items of interest.

❖ Students in mixed field programs rate flexibility of course, teachers and institute, quality of teachers and tutors and cultural appropriateness of course more highly than students in other fields (86%, 85% and 81% of students giving ‘good’ ratings for the three aspects respectively).

❖ Society and culture students rate understanding what was being taught more highly than those in other fields (86% ‘good’).

❖ Management and commerce students are most pleased with dealing with non-Indigenous people (84% ‘good’).

Views by study status in 2004

Completion and continuation of training or further study brings greater satisfaction. Students who discontinued their course and have not undertaken any further study since are not as
satisfied with their training (68% overall training satisfaction score) as those who completed their
course (77% overall training satisfaction score), or those who are still studying (76%). There was
little difference in views of students who did not obtain any competencies and those who
achieved some (tables 2.2 to 2.21 in appendix B).

Table 8 lists, by study status, the proportions of students giving ‘good’ ratings for each of the
seven broad categories of aspects of study. With the exception of commitment of other students,
students who had discontinued studying provided the lowest ratings in all category areas. The
largest differences were in the areas of course structure, organisation and materials, and outcomes
achieved, where the difference was at least ten percentage points.

Table 8  Rating of training by study status in 2004

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Completed 2003 course</th>
<th>Still studying something</th>
<th>Discontinued 2003 and not studying</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course structure, organisation and materials</td>
<td>75</td>
<td>77</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>80</td>
<td>76</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>85</td>
<td>78</td>
<td>71</td>
<td>80</td>
</tr>
<tr>
<td>Facilities</td>
<td>78</td>
<td>82</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>78</td>
<td>80</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>63</td>
<td>52</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>Other issues</td>
<td>74</td>
<td>72</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>76</strong></td>
<td><strong>68</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

When the broad categories are broken down into individual aspects (see tables 2.2 to 2.21 in
appendix B), there are numerous differences that stand out:

- **flexibility of course, teachers and institute** (completed 2003 course: 82% ‘good’ and still studying
  something: 86% ‘good’, compared with discontinued study: 68% ‘good’)  
- **quality of help: admin staff and liaison officers** (completed 2003 course: 76% ‘good’ and still studying
  something: 77% ‘good’, compared with discontinued study: 69% ‘good’)  
- **understanding what was being taught** (completed 2003 course: 85% ‘good’ and still studying
  something: 75% ‘good’, compared with discontinued study: 70% ‘good’)  
- **understanding what to do to finish course** (completed 2003 course: 85% ‘good’ and still studying
  something: 82% ‘good’, compared with discontinued study: 71% ‘good’)  
- **childcare facilities** (completed 2003 course: 26% ‘good’ and still studying something: 47% ‘good’,
  compared with discontinued study: 53% ‘good’). (It should be noted that the proportions for this aspect are based on the responses of only a small number of students.)

In all but two instances (childcare facilities and quality of accommodation while attending course) the same
pattern as for the broad categories holds; that is, students who had discontinued their study were
least likely to rate their study as ‘good’.

**Views by gender and age**

There is little difference between males and females in relation to their ratings of any aspects of
their study.

Overall, older students tended to think somewhat more highly of their training than younger
students. Table 9 lists, by age category, the proportions of students giving ‘good’ ratings for each
of the seven broad categories of aspects of study. Looking first at the seven broad categories of aspects, the main differences are for teachers and support staff (73% of those aged under 25 years or under rating it as ‘good’ compared with 80% of 25 to 44-year-olds and 85% of 45 years and over), and commitment of other students (respectively 55%, 59% and 69%).

Table 9 Rating of training by age

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Overall training satisfaction score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age group</td>
</tr>
<tr>
<td></td>
<td>less than 25</td>
</tr>
<tr>
<td>Course structure, organisation and</td>
<td>72</td>
</tr>
<tr>
<td>materials</td>
<td></td>
</tr>
<tr>
<td>Teachers and support staff</td>
<td>73</td>
</tr>
<tr>
<td>Outcomes achieved</td>
<td>79</td>
</tr>
<tr>
<td>Facilities</td>
<td>80</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>76</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>55</td>
</tr>
<tr>
<td>Other issues</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

Within the broad categories (see tables 2.2 to 2.21 in appendix B) there are some specific aspects that stand out.

- Students in the less than 25 years age group were more pleased than their older counterparts with access to computers and childcare facilities (88% and 53% respectively rating these as ‘good’). They were least pleased with flexibility of course, teachers and institute (78%), quality of course materials (67%), and quality of teachers and tutors (76%), all with lower proportions of ‘good’ than the other age groups.

- Students who are 45 years and over gave higher ratings than other age groups to flexibility of course, teachers and institute (88% ‘good’), quality of course materials (87%), quality of teachers and tutors (88%), commitment of other students (69%), and opportunity to communicate with others (93%). They gave lowest ratings to childcare facilities (21%), and quality of accommodation while attending course (52%).
Benefits—the broad picture

As well as their views on training, students were asked about the benefits they gained from their study. Almost all students (99%) reported that they had obtained some benefit from the vocational training they had undertaken (which includes their 2003 course and any other courses undertaken in previous years).

Twelve different benefits were captured in the survey and these have been grouped into four types:

- **employment benefits**, such as improvement in workplace skills, understanding how businesses and workplaces run, getting or changing jobs, and understanding how to apply for a job
- **personal benefits**, such as improved confidence and self-esteem, improved ability to communicate and relate to people, and improved potential to act as a role model in the community
- **community/family benefits**, such as developing skills for community or voluntary work, becoming more involved in the community, and looking after family
- **other benefits**, such as gaining entrance to other training courses or university, and understanding how to use computers.

Almost all students (97%) cited at least one personal benefit; the category of other benefits was the least cited, although still by 80% of students (figure 6). Seven in ten students (70%) reported one or more benefits in each of the four categories.

![Figure 6: Proportion of students citing benefits from training by type of benefit](image-url)
For each of twelve questions, figure 7 shows the proportion of students reporting that they benefited. These are shown within the four different benefit types. The two most frequently cited were personal benefits: improved confidence and self-esteem (cited by 91% of students) and improved ability to communicate or relate to people (89%), while the two least commonly cited, by just over half of students, were getting into other training courses (55%) and understand how to use computers (53%).

![Figure 7: Proportions of students citing specific benefits](image)

### Difference in benefits reported by student and course characteristics

In the remainder of this part of the report we examine differences in benefits reported by Indigenous students by a range of student and course characteristics.

#### Benefits by region

Table 10 reports, by region, the proportions of students citing benefits within each of the four different types together with proportions for the specific benefits within each type.

Regionally there were some differences in the pattern of benefits students derived from their vocational study. Overall, it is clear that students in remote and very remote regions were more likely to cite benefits from their study than were those in other regions. Inner regional students cited the fewest benefits in every category.
### Table 10  Proportion of students receiving type of benefit from training by region

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Major cities</th>
<th>Inner regional</th>
<th>Outer regional</th>
<th>Remote</th>
<th>Very remote</th>
<th>All regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received some form of employment benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>62</td>
<td>52</td>
<td>60</td>
<td>74</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>70</td>
<td>68</td>
<td>77</td>
<td>82</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>85</td>
<td>84</td>
<td>89</td>
<td>92</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>68</td>
<td>53</td>
<td>58</td>
<td>64</td>
<td>68</td>
<td>62</td>
</tr>
<tr>
<td>Received some form of personal benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved confidence and self-esteem</td>
<td>89</td>
<td>83</td>
<td>95</td>
<td>96</td>
<td>94</td>
<td>91</td>
</tr>
<tr>
<td>Improved ability to communicate or relate to people</td>
<td>91</td>
<td>78</td>
<td>90</td>
<td>95</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>Improved ability to act as a role model in the community</td>
<td>66</td>
<td>59</td>
<td>68</td>
<td>80</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td>Received some form of community or family benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop skills for community or voluntary work</td>
<td>67</td>
<td>63</td>
<td>64</td>
<td>81</td>
<td>75</td>
<td>68</td>
</tr>
<tr>
<td>Become more involved in the community</td>
<td>67</td>
<td>64</td>
<td>69</td>
<td>77</td>
<td>84</td>
<td>71</td>
</tr>
<tr>
<td>Look after family</td>
<td>51</td>
<td>48</td>
<td>54</td>
<td>71</td>
<td>71</td>
<td>57</td>
</tr>
<tr>
<td>Received some form of other benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get into other training courses</td>
<td>55</td>
<td>43</td>
<td>59</td>
<td>57</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>Understand how to use computers</td>
<td>51</td>
<td>39</td>
<td>61</td>
<td>55</td>
<td>61</td>
<td>53</td>
</tr>
</tbody>
</table>

**Employment benefits**

In terms of employment-related benefits, students living in remote areas were ahead of those in all other regions in gaining understanding of how to apply for a job, with nearly three-quarters (74%) citing this benefit compared with 52% to 62% in other regions. Understanding how businesses and workplaces run was also another benefit more often claimed by students living in remote areas (82%) than any other region. Students living in inner regional areas and, to a slightly lesser extent, outer regional areas were less likely to cite getting or changing a job as a benefit of their study than were those in other regions (inner regional, 53% and outer regional, 58%, compared with 64% to 68% for other regions).
Personal benefits

With respect to personal benefits, students in remote, very remote and outer regional areas all cited improved confidence and self-esteem more often than those in major cities and inner regional areas (remote, 96%; very remote, 94%; outer regional, 95%; compared with major cities, 89%; and inner regional, 83%). A somewhat similar picture exists for improved ability to communicate or relate to people (remote, 95%; very remote, 93%; outer regional, 90%; and major cities, 91%; compared with inner regional 78%).

For improved ability to act as a role model in the community, students living in remote areas stand out from those in other regions with 80% citing this benefit.

Community or family benefits

In the case of community or family benefits, students in remote and very remote areas were the most likely to find that their training helped them develop skills for community or voluntary work, 81% and 75% claiming this benefit respectively, compared with 63% to 67% for those in other regions. Students in remote and very remote areas were also most likely to cite look after family as a benefit (each 71%), well in excess of students in the other three regions, which ranged from 48% to 54%. Students in very remote areas stand out as those most likely to have benefitted in terms of becoming more involved in the community (84% compared with 77% for remote and 64% to 69% for those in the remaining three regions).

Other benefits

In the case of getting into other training courses, students living in inner regional areas were much less likely to report a benefit, 43% compared with a range of 55% to 60% for students in other regions. For understanding how to use computers, the story was similar (inner regional, 39% compared with a range of 51% to 61% for those in other regions).

Benefits by course qualification

Table 11 reports, by course qualification level, the proportions of students citing the most common benefits grouped under the four major types of benefit. Overall, the qualification level of courses undertaken by students appears to have only a minor bearing on the benefits they receive from their study.

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Certificate I or II</th>
<th>Certificate III or IV</th>
<th>Diploma or above</th>
<th>Other</th>
<th>All levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received some form of employment benefit</td>
<td>92</td>
<td>94</td>
<td>92</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>60</td>
<td>61</td>
<td>56</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>75</td>
<td>75</td>
<td>80</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>85</td>
<td>91</td>
<td>88</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>62</td>
<td>68</td>
<td>67</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>Received some form of personal benefit</td>
<td>99</td>
<td>97</td>
<td>94</td>
<td>94</td>
<td>97</td>
</tr>
<tr>
<td>Improved confidence and self-esteem</td>
<td>92</td>
<td>92</td>
<td>91</td>
<td>85</td>
<td>91</td>
</tr>
<tr>
<td>Improved ability to communicate or relate to people</td>
<td>90</td>
<td>91</td>
<td>80</td>
<td>84</td>
<td>89</td>
</tr>
</tbody>
</table>
Employment benefits

In terms of gaining employment-related benefits, the qualification level of study appears to have minimal influence on benefits received by those studying in Australian Qualifications Framework courses. Those who studied in other (non-AQF) courses were least likely to report the benefit of getting or changing a job (48% compared with all course levels at 62%). Those studying at certificate III or IV reported the highest level of improved workplace skills (91%), while those at diploma level and above reported the highest level of understanding how businesses and workplaces run (80%).

Personal benefits

People studying at lower qualification levels were slightly more likely to claim to have benefited personally from their study than their higher-level counterparts (99% of certificate I or II students compared with 97% of certificate III or IV and 94% of diploma and above). In relation to specific personal benefits, certificate students were more likely to claim improved ability to communicate with people than those studying at diploma level and above (certificate I or II, 90%; certificate III or IV, 91%; diploma and above, 80%).

Community or family benefits

In this category, students at diploma and above level were the most likely to cite personal benefits, followed by certificate III or IV, then certificate I or II (93%, 87% and 85% respectively). This was most pronounced for the benefit develop skills for community or voluntary work, which was cited by 86% of students at diploma and above level compared with 70% for certificate III or IV students and 64% for certificate I or II students.

Other benefits

In the case of ‘other’ benefits, comprising getting into other training courses and understanding how to use computers, there were no significant differences associated with qualification level of study.

| **Improved ability to act as a role model in the community** | 65 | 72 | 66 | 62 | 67 |
| **Received some form of community or family benefit** | 85 | 87 | 93 | 83 | 86 |
| Develop skills for community or voluntary work | 64 | 70 | 86 | 70 | 68 |
| Become more involved in the community | 70 | 73 | 78 | 65 | 71 |
| Look after family | 52 | 61 | 58 | 59 | 57 |
| **Received some form of other benefit** | 79 | 83 | 84 | 76 | 80 |
| Get into other training courses | 54 | 56 | 52 | 54 | 55 |
| Understand how to use computers | 55 | 55 | 58 | 43 | 53 |
Benefits by field of education

Looking specifically at the three fields in which most students enrolled (Management and commerce, Society and culture, and Mixed field programs), table 12 records the proportions of students citing each of the four major types of benefit together with proportions for the specific benefits within each type.

Table 12 Proportion of students receiving type of benefit from training by the three most common fields of education

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Management and commerce</th>
<th>Society and culture</th>
<th>Mixed field programs</th>
<th>Other fields of education combined</th>
<th>All fields of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received some form of employment benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>61</td>
<td>60</td>
<td>63</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>84</td>
<td>73</td>
<td>64</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>93</td>
<td>87</td>
<td>84</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>60</td>
<td>60</td>
<td>58</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>Received some form of personal benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved confidence and self-esteem</td>
<td>94</td>
<td>92</td>
<td>92</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td>Improved ability to communicate or relate to people</td>
<td>91</td>
<td>92</td>
<td>87</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Improved ability to act as a role model in the community</td>
<td>63</td>
<td>69</td>
<td>67</td>
<td>68</td>
<td>67</td>
</tr>
<tr>
<td>Received some form of community or family benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop skills for community or voluntary work</td>
<td>66</td>
<td>79</td>
<td>58</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td>Become more involved in the community</td>
<td>74</td>
<td>83</td>
<td>64</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Look after family</td>
<td>55</td>
<td>66</td>
<td>50</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Received some form of other benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get into other training courses</td>
<td>58</td>
<td>59</td>
<td>54</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Understand how to use computers</td>
<td>71</td>
<td>55</td>
<td>54</td>
<td>46</td>
<td>53</td>
</tr>
</tbody>
</table>

Employment benefits and personal benefits

For both employment benefits and personal benefits, there were no notable differences in the proportions of benefits cited, either between the three fields in table 12, or between any of the three fields and the total for all fields surveyed.

Family and community benefit

Those studying courses in Society and culture were more likely than those in the other two major fields and the remaining students to report benefits in the area of developing skills for community or voluntary work and becoming more involved in the community, a result that is not surprising, taking into account the focus of that field.

Students in Mixed field programs were less likely than most to feel they had developed skills for community or voluntary work (58% compared with 68% for all students).
Other benefits

Management and commerce students were more likely to report they were better able to understand how to use computers (71% compared with 53% for all students).

Benefits by study status in 2004

Table 13 records, by study status in 2004, the proportion of students citing each of the four major types of benefit together with proportions for the specific benefits within each type. Completion and continuation of training or further study brings greater benefits from training. Students who discontinued their course and have not undertaken any further study since are less likely to report benefits from their studies, although they still attain a variety of outcomes.

Table 13  Proportion of students receiving type of benefit from training by study status in 2004

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Completed 2003 course</th>
<th>Still studying something</th>
<th>Discontinued 2003 course, no longer studying</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Received some form of Employment benefit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>63</td>
<td>60</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>77</td>
<td>75</td>
<td>66</td>
<td>75</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>89</td>
<td>88</td>
<td>81</td>
<td>87</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>65</td>
<td>68</td>
<td>40</td>
<td>62</td>
</tr>
<tr>
<td><strong>Received some form of personal benefit</strong></td>
<td>98</td>
<td>99</td>
<td>89</td>
<td>97</td>
</tr>
<tr>
<td>Improved confidence and self-esteem</td>
<td>92</td>
<td>95</td>
<td>79</td>
<td>91</td>
</tr>
<tr>
<td>Improved ability to communicate or relate to people</td>
<td>89</td>
<td>95</td>
<td>75</td>
<td>89</td>
</tr>
<tr>
<td>Improved ability to act as a role model in the community</td>
<td>68</td>
<td>72</td>
<td>56</td>
<td>67</td>
</tr>
<tr>
<td><strong>Received some form of community or family benefit</strong></td>
<td>86</td>
<td>92</td>
<td>75</td>
<td>86</td>
</tr>
<tr>
<td>Develop skills for community or voluntary work</td>
<td>69</td>
<td>74</td>
<td>57</td>
<td>68</td>
</tr>
<tr>
<td>Become more involved in the community</td>
<td>69</td>
<td>79</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>Look after family</td>
<td>58</td>
<td>61</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td><strong>Received some form of other benefit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get into other training courses</td>
<td>55</td>
<td>62</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td>Understand how to use computers</td>
<td>49</td>
<td>61</td>
<td>49</td>
<td>53</td>
</tr>
</tbody>
</table>

Across all categories of benefit, students who had discontinued the course they were undertaking in 2003 and were no longer studying were the least likely to report benefits from their studies. Students who were still studying something in 2004 were slightly more likely to report some form of personal, community or family, or other benefit than those who had completed their course in 2003. In the area of employment benefits there was no difference between these two groups.
Employment benefits

In relation to employment-related benefits, the most common benefit cited was improvement in workplace skills by at least four in five students from each group. This indicates that even students who have discontinued their course derive some employment benefit from it. On the other hand, only two in five students from this group (40%) reported that doing the training had helped them to get or change a job, a proportion far below that recorded by those who had successfully completed their course in 2003 (65%) and those who were continuing with some study (68%).

Personal benefits

In all types of personal benefit, students who had discontinued their 2003 course and were no longer studying were, by a fair margin (between 11 and 14 percentage points), the least likely to say they had benefited. It was commonly the case that an improved ability to act as a role model in the community was the benefit least reported by all three groups of students.

Community or family benefits

The same also applies for each of the community or family benefits. Students who had discontinued training were least likely to see benefit from it. Community benefits were more commonly reported than were family benefits for all groups of students.

Other benefits

In the final category of other benefits, the two benefits of getting into other training courses and understand how to use computers ranked lowest of all twelve benefits for students who completed their course in 2003; equally low for those continuing with their study; and lowest and fourth lowest for those who had discontinued training.

Benefits by gender and age

Gender

Table 14 records, by gender, the proportion of students citing benefits within each of the four different types, together with proportions for the specific benefits within each category. A greater proportion of males reported employment-related benefits from their training than did females. In particular, males were more likely to say that they benefited in understanding how to apply for a job, improving workplace skills, and getting or changing a job. Given that males were also more likely to say that they were doing the training for work-related reasons, these differences suggest many students ambitions are realised. Males were also more likely to report a community benefit from training.

Table 14 Proportion of students receiving type of benefit from training by gender

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Gender (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Received some form of employment benefit</td>
<td></td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>66</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>76</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>93</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>69</td>
</tr>
<tr>
<td>Received some form of personal benefit</td>
<td>97</td>
</tr>
</tbody>
</table>
Age

Table 15 records, by age, the proportions of students citing benefits within each of the four different types, together with proportions for the specific benefits within each category.

The effects of age are mixed. Older students, those aged 45 years or more, were the least likely to report an employment-related benefit, but were the most likely to report all other forms of benefit. Mirroring this, younger students, those aged under 25 years, were the most likely to report an employment benefit, and the least likely to report all other forms of benefit. Those aged 25 to 44 years generally aligned closely with younger students on employment-related benefits and with older persons on all other benefits.

Table 15 Proportion of students receiving type of benefit from training by age

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Below 25 years</th>
<th>25–44 years</th>
<th>Above 44 years</th>
<th>All ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received some form of employment benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how to apply for job</td>
<td>67</td>
<td>56</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>Understand how businesses and workplaces run</td>
<td>79</td>
<td>71</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>Improvement in workplace skills</td>
<td>87</td>
<td>89</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Get or change a job</td>
<td>63</td>
<td>64</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td>Received some form of personal benefit</td>
<td>95</td>
<td>98</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>Improved confidence and self-esteem</td>
<td>88</td>
<td>92</td>
<td>96</td>
<td>91</td>
</tr>
<tr>
<td>Improved ability to communicate or relate to people</td>
<td>87</td>
<td>90</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Improved ability to act as a role model in the community</td>
<td>57</td>
<td>72</td>
<td>81</td>
<td>67</td>
</tr>
<tr>
<td>Received some form of community or family benefit</td>
<td>78</td>
<td>92</td>
<td>92</td>
<td>86</td>
</tr>
<tr>
<td>Develop skills for community or voluntary work</td>
<td>59</td>
<td>74</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>Become more involved in the community</td>
<td>61</td>
<td>77</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>Look after family</td>
<td>45</td>
<td>65</td>
<td>65</td>
<td>57</td>
</tr>
<tr>
<td>Received some form of other benefit</td>
<td>78</td>
<td>81</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>Get into other training courses</td>
<td>53</td>
<td>55</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>Understand how to use computers</td>
<td>52</td>
<td>52</td>
<td>59</td>
<td>53</td>
</tr>
</tbody>
</table>
References

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Appendix A: About the survey

Introduction

The Survey of Indigenous VET Students, 2004 was conducted so that more comprehensive information is available to help improve training for Indigenous Australians. Interviews were conducted over the period June to September 2004.

Thanks are due to the people who took part in the survey, and to those who helped develop and conduct it, including the protocol managers, interviewers, state and territory training authorities, the Survey Advisory Group, and the Australian Indigenous Training Advisory Council. With their assistance, the survey has provided important information to help improve training for Indigenous Australians.

Scope of the survey

People

The target population for the survey was the 58 100 Indigenous Australians (of all ages) who undertook some publicly funded VET in 2003. This includes people who completed a qualification or a subject, continuing students, and those who left with no recorded achievement.

Geographical areas

The survey was conducted in all states and in the Northern Territory.

Sample design

The sample was designed to produce estimates for Australia and for the five remoteness regions in the Australian Standard Geographical Classification – major cities, inner regional Australia, outer regional Australia, remote Australia, and very remote Australia. This was to account for differences in student characteristics, needs, attitudes, and access to education and training, and the possible impact of these factors on students’ experiences and outcomes.

The sample source was NCVER’s Provider Collection, which contains information about VET students enrolled with publicly funded providers.

The main steps in sample design and selection were:

- NCVER identified Indigenous students from the 2002 Provider Collection
- state and territory training authorities provided 2002 students’ addresses to the Geographical Information Systems Cooperative of Australia (GISCA) at the University of Adelaide
GISCA geocoded these addresses, allowing a much more precise allocation of students to geographic areas than was possible with postcode (which is all that is available from the Provider Collection).

70 clusters (63 locations), 14 in each of the five remoteness regions, were randomly selected, based on the geocoded data, in order to provide sufficient ‘spread’ (too much clustering would have led to unacceptably high standard errors) – see Survey Locations for a list and map of locations sampled.

Training authorities in states and the Northern Territory provided the fieldwork contractor with the contact details for 2003 students who were at each of these locations.

Survey data content

The broad topics covered in the survey were:

- socio-demographic characteristics
- language and communication
- transition from school
- training in 2003
- training more generally
  - reasons
  - benefits
  - perceived quality (see below)
- 2004 activity
  - Community Development Employment Program Scheme
  - working
  - looking for work
  - current study

Data collection methodology

NCVER contracted Cultural Perspectives Pty Ltd (now the Cultural & Indigenous Research Centre Australia) to manage the data collection process, and they in turn engaged I-View to undertake the fieldwork and data processing.

Sixteen specially trained interviewers, the majority of whom were Indigenous Australians, collected information using a structured questionnaire (see Appendix C for the Survey Questionnaire). Wherever possible people were interviewed face-to-face at a location such as a community centre or school. However, alternative arrangements (such as a telephone interview) were made if requested by the respondent. Interpreters/translations were used where necessary. A local Indigenous protocol manager facilitated the conduct of the survey at each location (for example, by liaising with the community, advising on the best time for conduct of the survey and by contacting the people selected to take part in the survey). Protocol managers also had a role in disseminating the results of the survey within their community.
Students’ views on training

Training satisfaction score

Information about what people think about their training was collected by asking them to rate as ‘good’, ‘bad’ or ‘just OK’ 20 different aspects of the course they studied in 2003; there was also the option for people to indicate if they thought each aspect was not relevant to them.

To summarise this complex set of information, an overall ‘training satisfaction score’ was derived for each respondent, using the formula:

Training satisfaction score = sum (1 x p[g] + 0 x p[ok] + 0 x p[b])

where p[g] is the proportion of aspects rated as ‘good’

p[ok] is the proportion of aspects rated as ‘just OK’

p[b] is the proportion of aspects rated as ‘bad’

For example, take a respondent who rated 82% of aspects as ‘good’, 6% as ‘just OK’ and 12% as ‘bad’. The training satisfaction score would be 0.82, derived from:

\[ \text{sum } (1 \times 0.82 + 0 \times 0.06 + 0 \times 0.12) = 0.82 \]

This summary measure can range from 0 (unsatisfied) to 1 (highly satisfied).

The average training satisfaction score is 0.75. That is, on average students rated about three quarters of aspects as good. Figure 2 shows the distribution of all students’ satisfaction scores. This indicates overall relatively high levels of satisfaction with the 20 aspects of training.

Study status in 2004

Students activities in 2004 relating to their 2003 training could have included continuing their course, completing their course, starting another course or discontinuing all training. The following groups have been defined to encapsulate the study status of students when interviewed in 2004.
**Completed 2003 course**: students who had completed the course they were studying in 2003, regardless of whether they have gone onto further study.

**Still studying something**: students in this category had not completed their 2003 course and were either still studying their 2003 course or had commenced study in another course.

**Discontinued 2003 course, no longer studying**: students who, for various reasons, had discontinued study of their 2003 course and were no longer engaged in study in 2004. This group is further split into ‘Achieved some competencies’ and ‘Achieved no competencies’.

These groups are based on whether the student was assessed as competent, or was granted recognition for prior learning, in any of their subjects (units of competency or modules) or not.

**Verbatim comments**

In addition to collecting information in the way outlined above, respondents were asked whether there was anything that they particularly liked or disliked about their 2003 course. Responses to this question were recorded verbatim. Some of these quotes have been used in publications from the survey to complement the statistical reporting; however, readers should not necessarily regard these as representative of the views of all Indigenous students.

**Response**

The survey aimed to achieve 200 interviews in each of the five remoteness regions. However, this did not prove possible, and the final sample numbers were:

- Major cities: 157
- Inner regional: 173
- Outer regional: 134
- Remote: 166
- Very remote: 155
- Total: 785

In order to obtain this number of interviews, details of more than 11,000 students were provided to the protocol managers. Of these, 55% were unable to be contacted, mainly because of incomplete or incorrect contact information. Of those who were contacted, 8% were either away, or were not Indigenous. Of those invited to participate, 18% responded.

**Weighting**

Comparison of the characteristics of respondents with those of the sample population showed some bias – for example, as might be expected, response was higher from older people, people undertaking longer courses, those studying at higher levels, and people who were employed.

Weights were derived using a logistic regression model that reduced the effect of the differential response. Using these weights in tabulations ensures that the results represent the full 2003 Indigenous student population rather than just the respondents to the survey.

Further details of the processes used are provided in section Survey Sample Information.
Reliability of the estimates

Sampling error

Because estimates from the survey are based on information obtained from a sample of people, they are subject to sampling variability; that is, they may differ from the estimates that would have been produced if all in-scope people had been included in the survey. One measure of the likely difference is given by the standard error. There are about 19 chances in 20 that a sample estimate will differ from the estimate that would have been obtained if all people had been included by less than two standard errors (referred to as the 95% confidence interval).

In general, this means that a survey estimate of x% of the 2003 VET population will have a 95% confidence interval of about ±y percentage points, where x and y are:

<table>
<thead>
<tr>
<th>Estimate (x)</th>
<th>95% confidence interval (y)</th>
<th>Australia</th>
<th>One region</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>±5%</td>
<td>±11%</td>
<td></td>
</tr>
<tr>
<td>20% or 80%</td>
<td>±4%</td>
<td>±9%</td>
<td></td>
</tr>
<tr>
<td>10% or 90%</td>
<td>±3%</td>
<td>±7%</td>
<td></td>
</tr>
<tr>
<td>5% or 95%</td>
<td>±2%</td>
<td>±5%</td>
<td></td>
</tr>
</tbody>
</table>

An example of the use of this table is that if a survey estimate was 80%, the 95% confidence interval is expected to be approximately 76% to 84% (and the standard error 2%) if the estimate was for all of Australia. The 95% confidence interval is expected to be approximately 71% to 89% if the estimate was for only one of the regions. If the survey estimate was 20% in a single region, the 95% confidence interval is expected to be from 11% to 29%.

However, for any particular table, the confidence intervals or standard errors may differ from the estimates above depending on the population and the variables. More information is available from the technical report (see Survey Sample Information section).

Non-sampling error

The imprecision due to sampling variability should not be confused with inaccuracies that may occur through imperfect reporting by respondents, translator/interpreter inaccuracies, errors made by interviewers in recording data, and errors made in processing the data. It is not generally possible to quantify such non-sampling errors but every effort was made to minimise them through careful questionnaire design, pilot testing, interviewer selection and training, and a probity check of 10% of completed interviews.

It should be noted that because of training providers’ concerns about privacy, contact details were not available for students enrolled with the Federation of Independent Aboriginal Education Providers, and hence the results from the survey do not reflect such students’ experiences.
Further information


To inquire about special tabulations and/or analyses from the survey, please email surveys_req@ncver.edu.au
Survey locations

The survey was conducted at the following locations

<table>
<thead>
<tr>
<th>ARIA REGION</th>
<th>ARIA REGION</th>
<th>ARIA REGION</th>
<th>ARIA REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW SOUTH WALES</td>
<td>VICTORIA</td>
<td>SOUTH AUSTRALIA</td>
<td>TASMANIA</td>
</tr>
<tr>
<td>Armidale</td>
<td>Ballarat</td>
<td>Adelaide</td>
<td>Burnie</td>
</tr>
<tr>
<td>Bourke</td>
<td>2 Melbourne</td>
<td>1 Coober Pedy</td>
<td>1 Hobart</td>
</tr>
<tr>
<td>Brewarrina</td>
<td>5 Mildura</td>
<td>3 Murray Bridge</td>
<td>5</td>
</tr>
<tr>
<td>Broken Hill</td>
<td>4 Shepparton</td>
<td>2 Port Augusta</td>
<td>2 NORTHERN TERRITORY</td>
</tr>
<tr>
<td>Coonamble</td>
<td>3</td>
<td>Port Lincoln</td>
<td>3 Alice Springs</td>
</tr>
<tr>
<td>Forster</td>
<td>4 QUEENSLAND</td>
<td>3</td>
<td>4 Baruna</td>
</tr>
<tr>
<td>Kempsey</td>
<td>2 Bowen</td>
<td></td>
<td>5 Batchelor</td>
</tr>
<tr>
<td>Lake Cargelligo</td>
<td>2 Brisbane</td>
<td></td>
<td>4 Darwin</td>
</tr>
<tr>
<td>Narramine</td>
<td>4 Cairns</td>
<td>3</td>
<td>3 Galiwinku</td>
</tr>
<tr>
<td>Newcastle</td>
<td>3 Gladstone</td>
<td>2 Albany</td>
<td>4 Hermannsburg</td>
</tr>
<tr>
<td>Nowra</td>
<td>1 Mount Isa</td>
<td>4</td>
<td>5 Jabiru</td>
</tr>
<tr>
<td>Sydney</td>
<td>2 Palm Island</td>
<td>4</td>
<td>4 Katherine</td>
</tr>
<tr>
<td>Tamworth</td>
<td>1 Rockhampton</td>
<td>5</td>
<td>5 Oenpelli</td>
</tr>
<tr>
<td>Tweed Heads</td>
<td>2 Roma</td>
<td>3</td>
<td>3 Palmerston</td>
</tr>
<tr>
<td>Wagga Wagga</td>
<td>1 St George</td>
<td>5</td>
<td>4 Santa Teresa</td>
</tr>
<tr>
<td>Wellington</td>
<td>2 Thursday Island</td>
<td>5</td>
<td>5 Tennant Creek</td>
</tr>
<tr>
<td>Wollongong</td>
<td>3 Toowoomba</td>
<td>2</td>
<td>2 Yirrkala</td>
</tr>
<tr>
<td></td>
<td>1 Townsville</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Weipa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aria Regions: 1 – Major cities, 2 – Inner regional, 3 – Outer regional, 4 – Remote, 5 – Very remote
a – no interviews achieved, b – Two clusters, c – Three clusters, d – Four clusters, e – Two clusters
Appendix B: Selected data tables

Indigenous Australians and VET

Table 1.1 Indigenous students region by field of education

<table>
<thead>
<tr>
<th>Field of education</th>
<th>Major Cities</th>
<th>Inner Regional</th>
<th>Outer Regional</th>
<th>Remote</th>
<th>Very Remote</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural and Physical Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture, Environmental and Related Studies</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Food, Hospitality and Personal Services</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Mixed Field Programs</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Not stated</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

| Number of students ('000)                   | 15.0         | 12.5           | 14.4           | 7.0    | 9.1         | 58.1      |

Source: National VET provider data collection
<table>
<thead>
<tr>
<th>Reason</th>
<th>Major Cities</th>
<th>Inner Regional</th>
<th>Outer Regional</th>
<th>Remote</th>
<th>Very Remote</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve my knowledge</td>
<td>50</td>
<td>38</td>
<td>35</td>
<td>45</td>
<td>49</td>
<td>43</td>
</tr>
<tr>
<td>To get a job</td>
<td>53</td>
<td>41</td>
<td>39</td>
<td>37</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>I wanted extra skills for my job/to help me in my job</td>
<td>22</td>
<td>22</td>
<td>31</td>
<td>26</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>30</td>
<td>24</td>
<td>15</td>
<td>26</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>For confidence/self esteem/to feel better about myself/well</td>
<td>24</td>
<td>18</td>
<td>21</td>
<td>26</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td>So I could help in the community</td>
<td>21</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>To get skills for community/voluntary work</td>
<td>22</td>
<td>12</td>
<td>10</td>
<td>19</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Thought it would be interesting</td>
<td>11</td>
<td>14</td>
<td>21</td>
<td>16</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>It was a requirement of my job</td>
<td>9</td>
<td>12</td>
<td>18</td>
<td>9</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>To get a better job/promotion</td>
<td>17</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>To help me apply for a job</td>
<td>13</td>
<td>15</td>
<td>10</td>
<td>14</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>To complete secondary school/get an education</td>
<td>13</td>
<td>13</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>For something to do</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>To get skills to help in the family</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>To gain/improve skills</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>To attain a certificate / To attain qualification</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>To move into a different career</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Financial gain/money</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Experience</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Number of students ('000) 15.0 12.5 14.4 7.0 9.1 58.1

*Multiple reasons could be given, only those with 5% or more responding nationally are shown.
All students were asked 'why did you do the training?' thinking of all the courses they had done (Q33).
### Table 1.3 Most common reasons for training* by gender

<table>
<thead>
<tr>
<th>Reason</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve my knowledge</td>
<td>43</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>To get a job</td>
<td>45</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>I wanted extra skills for my job/to help me in my job</td>
<td>31</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>22</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>For confidence/self esteem/to feel better about myself/well</td>
<td>22</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>So I could help in the community</td>
<td>17</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>To get skills for community/voluntary work</td>
<td>19</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Thought it would be interesting</td>
<td>13</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>It was a requirement of my job</td>
<td>18</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>To get a better job/promotion</td>
<td>13</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>To help me apply for a job</td>
<td>11</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>To complete secondary school/get an education</td>
<td>10</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>For something to do</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>To get skills to help in the family</td>
<td>10</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>To gain/improve skills</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>To attain a certificate / To attain qualification</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>To move into a different career</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Financial gain/money</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Experience</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

*Multiple reasons could be given, only those with 5% or more responding nationally are shown.

All students were asked ‘why did you do the training?’ thinking of all the courses they had done (Q33).
### Table 1.4 Most common reasons for training* by age

<table>
<thead>
<tr>
<th>Reason</th>
<th>24 and under</th>
<th>25-44</th>
<th>45 and over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve my knowledge</td>
<td>37</td>
<td>45</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td>To get a job</td>
<td>48</td>
<td>40</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>I wanted extra skills for my job/to help me in my job</td>
<td>26</td>
<td>29</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>21</td>
<td>24</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>For confidence/self esteem/to feel better about myself/well</td>
<td>16</td>
<td>30</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>So I could help in the community</td>
<td>12</td>
<td>22</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>To get skills for community/voluntary work</td>
<td>12</td>
<td>23</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Thought it would be interesting</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>It was a requirement of my job</td>
<td>9</td>
<td>17</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>To get a better job/promotion</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>To help me apply for a job</td>
<td>16</td>
<td>11</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>To complete secondary school/get an education</td>
<td>19</td>
<td>8</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>For something to do</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>To get skills to help in the family</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>To gain/improve skills</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>To attain a certificate / To attain qualification</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>To move into a different career</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Financial gain/money</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Experience</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

*Multiple reasons could be given, only those with 5% or more responding nationally are shown.

All students were asked 'why did you do the training?' thinking of all the courses they had done (Q33).

### Table 1.5 Training helped get a job by region and course qualification

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of students ('000)</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Cities</td>
<td>9.6</td>
<td>64</td>
<td>35</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Inner Regional</td>
<td>6.4</td>
<td>46</td>
<td>50</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Outer Regional</td>
<td>8.6</td>
<td>51</td>
<td>49</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Remote</td>
<td>3.4</td>
<td>53</td>
<td>45</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Very Remote</td>
<td>3.8</td>
<td>52</td>
<td>46</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course qualification</th>
<th>Number of students ('000)</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>2.4</td>
<td>36</td>
<td>60</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>13.2</td>
<td>66</td>
<td>32</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>10.6</td>
<td>44</td>
<td>55</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Other*</td>
<td>5.6</td>
<td>53</td>
<td>44</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

*Other includes: certificates – unsure of level, statement of attainment, other non-award courses and unknown.

Students who were working – both paid and voluntary were asked if the training they had done helped them get their job (Q69).
### Table 1.6 When started job by region and course qualification

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Cities</td>
<td></td>
<td>9.6</td>
<td>31</td>
<td>28</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Inner Regional</td>
<td></td>
<td>6.4</td>
<td>39</td>
<td>19</td>
<td>11</td>
<td>5</td>
<td>15</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Outer Regional</td>
<td></td>
<td>8.6</td>
<td>30</td>
<td>14</td>
<td>17</td>
<td>4</td>
<td>18</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Remote</td>
<td></td>
<td>3.4</td>
<td>26</td>
<td>22</td>
<td>9</td>
<td>19</td>
<td>15</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Very Remote</td>
<td></td>
<td>3.8</td>
<td>19</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>21</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>31.8</strong></td>
<td><strong>30</strong></td>
<td><strong>20</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

* Other includes: certificates – unsure of level, statement of attainment, other non-award courses and unknown.

**Table 1.7 Occupation at time of interview**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers and Administrators</td>
<td>1</td>
</tr>
<tr>
<td>Professionals</td>
<td>16</td>
</tr>
<tr>
<td>Technicians and Associate Professionals</td>
<td>12</td>
</tr>
<tr>
<td>Tradespersons and Related Workers</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Clerical and Service Workers</td>
<td>9</td>
</tr>
<tr>
<td>Intermediate Clerical, Sales and Service Workers</td>
<td>21</td>
</tr>
<tr>
<td>Intermediate Production and Transport Workers</td>
<td>5</td>
</tr>
<tr>
<td>Elementary Clerical, Sales and Service Workers</td>
<td>7</td>
</tr>
<tr>
<td>Labourers and Related Workers</td>
<td>12</td>
</tr>
<tr>
<td>Non-response/ No title</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Number of students ('000)** 31.8

Students who were working – both paid and voluntary, were asked for their occupation or job title (Q64) and their main tasks or duties usually performed (Q65). These were coded to ASCO.
Table 1.8 Whether works for an Indigenous organisation by region and course qualification

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of students ('000)</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Cities</td>
<td>9.6</td>
<td>37</td>
<td>62</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Inner Regional</td>
<td>6.4</td>
<td>30</td>
<td>70</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Outer Regional</td>
<td>8.6</td>
<td>27</td>
<td>61</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Remote</td>
<td>3.4</td>
<td>59</td>
<td>40</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Very Remote</td>
<td>3.8</td>
<td>59</td>
<td>36</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course qualification</th>
<th>Number of students ('000)</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>2.4</td>
<td>60</td>
<td>40</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>13.2</td>
<td>35</td>
<td>62</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>10.6</td>
<td>38</td>
<td>56</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Other*</td>
<td>5.6</td>
<td>34</td>
<td>63</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

*Other includes: certificates – unsure of level, statement of attainment, other non-award courses and unknown.

Table 1.9 Type of employer (government or non-government) by region and course qualification

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of students ('000)</th>
<th>Government - commonwealth/federal</th>
<th>Government - state</th>
<th>Government - local/community council</th>
<th>Government - don't know type</th>
<th>Government</th>
<th>Non-government</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Cities</td>
<td>9.6</td>
<td>4</td>
<td>18</td>
<td>15</td>
<td>5</td>
<td>42</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>Inner Regional</td>
<td>6.4</td>
<td>6</td>
<td>37</td>
<td>2</td>
<td>4</td>
<td>49</td>
<td>51</td>
<td>100</td>
</tr>
<tr>
<td>Outer Regional</td>
<td>8.6</td>
<td>15</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>51</td>
<td>49</td>
<td>100</td>
</tr>
<tr>
<td>Remote</td>
<td>3.4</td>
<td>14</td>
<td>18</td>
<td>15</td>
<td>0</td>
<td>47</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td>Very Remote</td>
<td>3.8</td>
<td>19</td>
<td>24</td>
<td>13</td>
<td>0</td>
<td>56</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course qualification</th>
<th>Number of students ('000)</th>
<th>Government - commonwealth/federal</th>
<th>Government - state</th>
<th>Government - local/community council</th>
<th>Government - don't know type</th>
<th>Government</th>
<th>Non-government</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>2.4</td>
<td>19</td>
<td>17</td>
<td>4</td>
<td>6</td>
<td>46</td>
<td>54</td>
<td>100</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>13.2</td>
<td>9</td>
<td>29</td>
<td>11</td>
<td>4</td>
<td>53</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>10.6</td>
<td>7</td>
<td>26</td>
<td>9</td>
<td>3</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Other*</td>
<td>5.6</td>
<td>16</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>43</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

*Other includes: certificates – unsure of level, statement of attainment, other non-award courses and unknown.

Students who were working – both paid and voluntary, were asked if their employer or business was an Indigenous organisation (Q68).
Table 1.10 Proportion of students in a Community Development Employment Program (CDEP) scheme at time of interview by year commenced a CDEP program

<table>
<thead>
<tr>
<th>Year began CDEP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>15</td>
</tr>
<tr>
<td>2003</td>
<td>15</td>
</tr>
<tr>
<td>2002</td>
<td>17</td>
</tr>
<tr>
<td>2001</td>
<td>8</td>
</tr>
<tr>
<td>1996 - 2000</td>
<td>30</td>
</tr>
<tr>
<td>1991 - 1995</td>
<td>9</td>
</tr>
<tr>
<td>1990 or earlier</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours worked in CDEP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hours or less</td>
<td>9</td>
</tr>
<tr>
<td>13-18 hours</td>
<td>45</td>
</tr>
<tr>
<td>19-25 hours</td>
<td>17</td>
</tr>
<tr>
<td>More than 25 hours</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupation of job in CDEP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers and Administrators</td>
<td>0</td>
</tr>
<tr>
<td>Professionals</td>
<td>7</td>
</tr>
<tr>
<td>Technicians and Associate Professionals</td>
<td>4</td>
</tr>
<tr>
<td>Tradespersons and Related Workers</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Clerical and Service Workers</td>
<td>7</td>
</tr>
<tr>
<td>Intermediate Clerical, Sales and Service Workers</td>
<td>14</td>
</tr>
<tr>
<td>Intermediate Production and Transport Workers</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Clerical, Sales and Service Workers</td>
<td>9</td>
</tr>
<tr>
<td>Labourers and Related Workers</td>
<td>38</td>
</tr>
<tr>
<td>No title</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training help get into CDEP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Number of students ('000) 12.5

Students who were in CDEP at the time of the interview were asked what year they started CDEP (Q54), how many hours a week they usually work in CDEP (Q55), what is their occupation or job title in CDEP (Q56) and what are the main tasks they usually perform (Q57) to get occupation, and did the training they have done help them get into CDEP (Q58).
### Table 1.11 Time looking for work by region and course qualification

<table>
<thead>
<tr>
<th>Number of students ('000)</th>
<th>Less than 3 months</th>
<th>3-6 months</th>
<th>6-9 months</th>
<th>9-12 months</th>
<th>1 year - 2 years</th>
<th>2 years or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Cities</td>
<td>4.5</td>
<td>44</td>
<td>22</td>
<td>16</td>
<td>4</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Inner Regional</td>
<td>5.2</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>16</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Outer Regional</td>
<td>4.5</td>
<td>29</td>
<td>11</td>
<td>8</td>
<td>4</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Remote</td>
<td>2.4</td>
<td>30</td>
<td>23</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Very Remote</td>
<td>1.9</td>
<td>40</td>
<td>17</td>
<td>7</td>
<td>14</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Course qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma and above</td>
<td>0.7</td>
<td>12</td>
<td>29</td>
<td>6</td>
<td>0</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>6.7</td>
<td>28</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>8.5</td>
<td>39</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Other*</td>
<td>2.5</td>
<td>31</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>18.5</td>
<td>33</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

* Other includes: certificates – unsure of level, statement of attainment, other non-award courses and unknown.

Students who indicated they were looking for work at the time of the survey were asked how long they had been looking for work (Q71). Work could include full-time, part-time, paid and unpaid.

### Table 1.12 All reasons difficult to find work*

<table>
<thead>
<tr>
<th>Reasons difficult to find work</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport problems/too far to travel</td>
<td>8</td>
</tr>
<tr>
<td>No jobs at all</td>
<td>5</td>
</tr>
<tr>
<td>No jobs in local area or in my line of work</td>
<td>17</td>
</tr>
<tr>
<td>Don’t have enough education/training</td>
<td>29</td>
</tr>
<tr>
<td>Don’t have any/inappropriate experience</td>
<td>16</td>
</tr>
<tr>
<td>Your own ill health or disability</td>
<td>3</td>
</tr>
<tr>
<td>Racial discrimination</td>
<td>9</td>
</tr>
<tr>
<td>Too young/too old</td>
<td>10</td>
</tr>
<tr>
<td>Have not completed qualification yet</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
<tr>
<td>No reason - it isn’t hard</td>
<td>16</td>
</tr>
<tr>
<td>Not stated/not applicable/don’t know</td>
<td>8</td>
</tr>
</tbody>
</table>

Number of students ('000) 36.3

* Multiple reasons could be given. All reasons shown.

Students who were looking for work as well as students who weren’t looking but indicated they would like a/another job were asked why they thought it is hard to get a job (Q73).
### Table 1.13 Most common reasons for discontinuing some or all courses over time*

<table>
<thead>
<tr>
<th>Most common reasons for discontinuing</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was needed in the family</td>
<td>22</td>
</tr>
<tr>
<td>Got a job</td>
<td>13</td>
</tr>
<tr>
<td>I moved</td>
<td>11</td>
</tr>
<tr>
<td>Couldn’t afford it</td>
<td>11</td>
</tr>
<tr>
<td>Illness</td>
<td>9</td>
</tr>
<tr>
<td>Training was too hard/long</td>
<td>8</td>
</tr>
<tr>
<td>Lost interest</td>
<td>8</td>
</tr>
<tr>
<td>Started other education/training</td>
<td>7</td>
</tr>
<tr>
<td>Training no longer relevant to my plans</td>
<td>7</td>
</tr>
<tr>
<td>Training was not what I expected</td>
<td>7</td>
</tr>
<tr>
<td>Had a child</td>
<td>7</td>
</tr>
<tr>
<td>Not enough time</td>
<td>7</td>
</tr>
<tr>
<td>Other reason</td>
<td>7</td>
</tr>
<tr>
<td>Not enough support</td>
<td>5</td>
</tr>
</tbody>
</table>

**Number of students (‘000)**: 15.0

*Multiple reasons could be given, only those with 5% or more responding nationally are shown.

Students who had done more than just their 2003 course were asked if they had completed some, none or all of these courses (Q34) and if they had not completed all were then asked what were their reasons for not completing some or all of their courses (Q35).

### Table 1.14 Most common reasons for not studying at the moment*

<table>
<thead>
<tr>
<th>Reasons not studying at the moment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a job</td>
<td>22</td>
</tr>
<tr>
<td>Caring for family members</td>
<td>18</td>
</tr>
<tr>
<td>Too much work</td>
<td>14</td>
</tr>
<tr>
<td>Costs too much/financial</td>
<td>12</td>
</tr>
<tr>
<td>Lack of information/suitable courses</td>
<td>11</td>
</tr>
<tr>
<td>Not enough support</td>
<td>10</td>
</tr>
<tr>
<td>Life is too busy / no time</td>
<td>8</td>
</tr>
<tr>
<td>Other personal/family reason</td>
<td>7</td>
</tr>
<tr>
<td>Studying soon (through work/re-enrolling/etc)</td>
<td>7</td>
</tr>
<tr>
<td>Places not available /offered</td>
<td>6</td>
</tr>
<tr>
<td>Own ill health/disability</td>
<td>6</td>
</tr>
</tbody>
</table>

**Number of students (‘000)**: 17.7

*Multiple reasons could be given, only those with 5% or more responding nationally are shown.

Students who indicated they weren’t studying at the moment (Q48_1) but that they would like to be (Q52) were asked what their reasons for not studying at the moment were (Q53).
## Table 2.1. Average training satisfaction score for aspects of training

<table>
<thead>
<tr>
<th>Course qualification (2003)</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>2.9</td>
<td>60</td>
<td>65</td>
<td>67</td>
<td>66</td>
<td>64</td>
<td>31</td>
<td>55</td>
<td>61</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>17.8</td>
<td>73</td>
<td>76</td>
<td>81</td>
<td>79</td>
<td>76</td>
<td>60</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>24.8</td>
<td>74</td>
<td>80</td>
<td>82</td>
<td>77</td>
<td>79</td>
<td>59</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>Other^3</td>
<td>12.6</td>
<td>78</td>
<td>80</td>
<td>79</td>
<td>82</td>
<td>83</td>
<td>65</td>
<td>74</td>
<td>77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Cities</td>
<td>15.0</td>
<td>76</td>
<td>77</td>
<td>79</td>
<td>81</td>
<td>77</td>
<td>61</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>Inner Regional</td>
<td>12.5</td>
<td>73</td>
<td>80</td>
<td>78</td>
<td>80</td>
<td>80</td>
<td>60</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Outer Regional</td>
<td>14.4</td>
<td>75</td>
<td>79</td>
<td>80</td>
<td>75</td>
<td>75</td>
<td>54</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>Remote</td>
<td>7.0</td>
<td>71</td>
<td>78</td>
<td>81</td>
<td>78</td>
<td>80</td>
<td>61</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>Very Remote</td>
<td>9.1</td>
<td>71</td>
<td>77</td>
<td>85</td>
<td>80</td>
<td>80</td>
<td>62</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study status in 2004</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed 2003 course</td>
<td>30.4</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>78</td>
<td>78</td>
<td>63</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>Still studying something</td>
<td>17.9</td>
<td>77</td>
<td>76</td>
<td>78</td>
<td>82</td>
<td>80</td>
<td>52</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>Discontinued 2003 course, no longer studying</td>
<td>9.8</td>
<td>65</td>
<td>76</td>
<td>71</td>
<td>73</td>
<td>72</td>
<td>58</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Discontinued 2003 course, some competencies achieved^4</td>
<td>5.5</td>
<td>67</td>
<td>81</td>
<td>70</td>
<td>77</td>
<td>75</td>
<td>53</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Discontinued 2003 course, no competencies achieved^4</td>
<td>4.4</td>
<td>63</td>
<td>70</td>
<td>72</td>
<td>68</td>
<td>68</td>
<td>67</td>
<td>67</td>
<td>65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of education</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Field Programs</td>
<td>12.3</td>
<td>78</td>
<td>82</td>
<td>81</td>
<td>79</td>
<td>82</td>
<td>64</td>
<td>72</td>
<td>77</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>9.0</td>
<td>74</td>
<td>73</td>
<td>75</td>
<td>78</td>
<td>76</td>
<td>57</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>7.6</td>
<td>68</td>
<td>79</td>
<td>84</td>
<td>78</td>
<td>73</td>
<td>62</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>Other fields</td>
<td>29.2</td>
<td>74</td>
<td>77</td>
<td>81</td>
<td>78</td>
<td>79</td>
<td>57</td>
<td>73</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30.9</td>
<td>73</td>
<td>79</td>
<td>80</td>
<td>80</td>
<td>78</td>
<td>57</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td>Female</td>
<td>27.1</td>
<td>74</td>
<td>77</td>
<td>80</td>
<td>77</td>
<td>78</td>
<td>61</td>
<td>73</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>26.6</td>
<td>72</td>
<td>73</td>
<td>79</td>
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<td>76</td>
<td>55</td>
<td>71</td>
<td>74</td>
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<tr>
<td>25-44</td>
<td>23.7</td>
<td>73</td>
<td>80</td>
<td>80</td>
<td>77</td>
<td>80</td>
<td>59</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td>45 and over</td>
<td>6.8</td>
<td>80</td>
<td>85</td>
<td>84</td>
<td>77</td>
<td>78</td>
<td>69</td>
<td>74</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest year of school completed</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than year 10^5</td>
<td>16.5</td>
<td>75</td>
<td>80</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>67</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Year 10-11</td>
<td>24.5</td>
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<td>77</td>
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<td>78</td>
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<td>71</td>
<td>75</td>
</tr>
<tr>
<td>Year 12</td>
<td>11.5</td>
<td>67</td>
<td>72</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>54</td>
<td>70</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest non-school qualification</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and above</td>
<td>4.9</td>
<td>69</td>
<td>73</td>
<td>69</td>
<td>76</td>
<td>77</td>
<td>55</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>Certificate III or IV</td>
<td>13.6</td>
<td>77</td>
<td>78</td>
<td>86</td>
<td>78</td>
<td>81</td>
<td>64</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>Certificate I or II</td>
<td>21.7</td>
<td>74</td>
<td>81</td>
<td>82</td>
<td>80</td>
<td>78</td>
<td>57</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Other^3</td>
<td>6.5</td>
<td>82</td>
<td>82</td>
<td>74</td>
<td>75</td>
<td>80</td>
<td>68</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>None</td>
<td>11.5</td>
<td>67</td>
<td>72</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>54</td>
<td>70</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Count</th>
<th>Course</th>
<th>Teachers</th>
<th>Outcomes</th>
<th>Facilities</th>
<th>Cultural</th>
<th>Students</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58.1</td>
<td>74</td>
<td>78</td>
<td>80</td>
<td>78</td>
<td>78</td>
<td>59</td>
<td>72</td>
<td>75</td>
</tr>
</tbody>
</table>

---

1 Refer to ‘Views – the broad picture’ in publication for the groupings of these seven aspects of training from being asked for each thing I read out can you tell me if it was good, bad or just OK (Q25).  
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.  
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.  
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.  
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.2. Students views on course structure, organisation and materials - the flexibility of the course, teachers and institute¹, 2004

<table>
<thead>
<tr>
<th></th>
<th>Count²</th>
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1 Proportions are of those to whom this was applicable, 7% did not see it appropriate to rate the flexibility of the course, teachers or institute. Students were asked to indicate if they thought 'Flexibility of the course, teachers or institute, for example, allowing time off for family/community business, course delivered in language' was good, bad or OK (Q25_4).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.3. Students views on course structure, organisation and materials - the quality of the course materials\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 2% did not see it appropriate to rate the quality of the course materials. Students were asked to indicate if they thought ‘The quality of the course materials, for example course outlines, books’ was good, bad or OK (Q25_5).

2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5 Less than year 10 includes: never attended school, ungraded and unknown.

NCVER 58
Table 2.4. Students views on course structure, organisation and materials - the length of the course¹, 2004

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¹ Proportions are of those to whom this was applicable, 1% did not see it appropriate to rate the length of the course.
² Students were asked to indicate if they thought 'The length of the course' was good, bad or OK (Q25_14).
³ Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
⁴ Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
⁵ Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
⁶ Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.5. Students views on teachers and support staff - the quality of teachers and tutors\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 1% did not see it appropriate to rate the quality of teachers and tutors. Students were asked to indicate if they thought 'The quality of teachers and tutors’ was good, bad or OK (Q25_1).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.6. Students views on teachers and support staff - the help or assistance from admin staff and liaison officers\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 11% did not see it appropriate to rate the help or assistance from admin staff or liaison officers. Students were asked to indicate if they thought ‘The quality of help or assistance you got from admin staff, liaison officers’ was good, bad or OK (Q25_6).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
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4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.7. Students views on outcomes achieved - understanding what was being taught\(^1\), 2004

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\(^1\) Proportions are of those to whom this was applicable, 0.3% did not see it appropriate to rate understanding what was being taught. Students were asked to indicate if they thought ‘Understanding what was being taught’ was good, bad or OK (Q25_9).

\(^2\) Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

\(^3\) Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

\(^4\) Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

\(^5\) Less than year 10 includes: never attended school, ungraded and unknown.
## Table 2.8. Students views on outcomes achieved - understanding what to do to finish¹, 2004

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¹ Proportions are of those to whom this was applicable, 1% did not see it appropriate to rate understanding what to do to finish. Students were asked to indicate if they thought ‘Understanding what you had to do to finish the course’ was good, bad or OK (Q25_10).

² Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

³ Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

⁴ Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

⁵ Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.9. Student views on facilities - the quality of the facilities\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 5% did not see it appropriate to rate the quality of the facilities. Students were asked to indicate if they thought ‘The quality of the facilities, such as buildings, classrooms’ was good, bad or OK (Q25_7).

2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.10 Student views on facilities - access to computers¹, 2004

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1 Proportions are of those to whom this was applicable, 28% did not see it appropriate to rate access to computers.
Students were asked to indicate if they thought 'Access to computers' was good, bad or OK (Q25_16).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.11. Students views on facilities - childcare facilities, 2004

<table>
<thead>
<tr>
<th>Course qualification (2003)</th>
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<th>Total</th>
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1 Proportions are of those to whom this was applicable, 92% did not see it appropriate to rate the childcare facilities. Students were asked to indicate if they thought 'Childcare facilities' was good, bad or OK (Q25_15).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.12. Students views on facilities - the quality of accommodation\(^1\), 2004

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\(^1\) Proportions are of those to whom this was applicable, 89% did not see it appropriate to rate the quality of the accommodation. Students were asked to indicate if they thought ‘The quality of accommodation’ was good, bad or OK (Q25_20).

\(^2\) Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

\(^3\) Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

\(^4\) Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

\(^5\) Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.13. Students views on cultural issues - the cultural appropriateness of the course\(^1\), 2004

<table>
<thead>
<tr>
<th></th>
<th>Count(^2)</th>
<th>Good (%)</th>
<th>OK (%)</th>
<th>Bad (%)</th>
<th>Total (%)</th>
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1 Proportions are of those to whom this was applicable, 15% did not see it appropriate to rate the cultural appropriateness of the course. Students were asked to indicate if they thought ‘The cultural appropriateness of the course’ was good, bad or OK (Q25_2).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.14. Students views on cultural issues - having Indigenous teachers and staff\(^1\), 2004

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\(^1\) Proportions are of those to whom this was applicable, 54% did not see it appropriate to rate the having Indigenous teachers and staff. Students were asked to indicate if they thought “Having Indigenous teachers and staff” was good, bad or OK (Q25_3).

\(^2\) Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

\(^3\) Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

\(^4\) Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

\(^5\) Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.15. Students views on cultural issues - being with Indigenous people\(^1\), 2004

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<tr>
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1 Proportions are of those to whom this was applicable, 22% did not see it appropriate to rate being with Indigenous people in the course. Students were asked to indicate if they thought ‘Being with Indigenous people in the course’ was good, bad or OK (Q25_11).

2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.16. Students views on cultural issues - dealing with non-Indigenous people\(^1\), 2004

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<thead>
<tr>
<th>Course qualification (2003)</th>
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</tr>
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<td>74</td>
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<td>25-44</td>
<td>23.7</td>
<td>74</td>
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<tr>
<td>Certificate III or IV</td>
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<tr>
<td>Certificate I or II</td>
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<td>100</td>
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<tr>
<td>Other(^5)</td>
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1. Proportions are of those to whom this was applicable, 7% did not see it appropriate to rate dealing with non-Indigenous people. Students were asked to indicate if they thought ‘Dealing with non-Indigenous people’ was good, bad or OK (Q25_12).

2. Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3. Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4. Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5. Less than year 10 includes: never attended school, ungraded and unknown.
<table>
<thead>
<tr>
<th>Table 2.17. Students views on other students - the commitment of other students¹, 2004</th>
</tr>
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<tbody>
<tr>
<td><strong>Course qualification (2003)</strong></td>
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<tr>
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<td>Very Remote</td>
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<tr>
<td><strong>Study status in 2004</strong></td>
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<tr>
<td>Completed 2003 course</td>
</tr>
<tr>
<td>Still studying something</td>
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<tr>
<td>Discontinued 2003 course, no longer studying</td>
</tr>
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<td>Discontinued 2003 course, some competencies achieved ⁴</td>
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<td>Other³</td>
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<td><strong>Total</strong></td>
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</table>

¹ Proportions are of those to whom this was applicable, 8% did not see it appropriate to rate the commitment of other students. Students were asked to indicate if they thought ‘The commitment of other students’ was good, bad or OK (Q25_13).

² Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

³ Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

⁴ Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

⁵ Less than year 10 includes: never attended school, ungraded and unknown.
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1 Proportions are of those to whom this was applicable, 1% did not see it appropriate to rate being able to communicate with others. Students were asked to indicate if they thought 'Being able to communicate with others' was good, bad or OK (Q25_8).

2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.19. Students views on other issues - the level of financial help received\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 33% did not see it appropriate to rate the level of financial help they received. Students were asked to indicate if they thought ‘The level of financial help you received’ was good, bad or OK (Q25_17).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.20 Students views on other issues - the help or assistance to find work\(^1\), 2004

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1 Proportions are of those to whom this was applicable, 62% did not see it appropriate to rate the help or assistance they got to find work. Students were asked to indicate if they thought ‘The help or assistance you got to find work’ was good, bad or OK (Q25_18).
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
Table 2.21. Students views on other issues - the distance travelled\(^1\), 2004

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</table>

1 Proportions are of those to whom this was applicable, 18% did not see it appropriate to rate the distance travelled.
2 Students were asked to indicate if they thought ‘The distance to travel to do the course’ was good, bad or OK (Q25_19).
3 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
4 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
5 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
6 Less than year 10 includes: never attended school, ungraded and unknown.
## Benefits

### Table 3.1 Benefits received from all training, 2004

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<th>Type of benefit</th>
<th>Count&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Employment</th>
<th>Personal</th>
<th>Community and family</th>
<th>Other</th>
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<sup>1</sup> All students were asked for all of the training they have done ‘How has the training helped you?’ Q44 – with work or looking for work, Q45 – personally, Q46 – with community and family business, Q47 – in any other ways.

<sup>2</sup> Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

<sup>3</sup> Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

<sup>4</sup> Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

<sup>5</sup> Less than year 10 includes: never attended school, ungraded and unknown.
### Table 3.2 Most common employment benefits\(^1\), 2004

<table>
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<tr>
<th>Course qualification (2003)</th>
<th>Count(^2)</th>
<th>Understand how to apply for a job</th>
<th>Understand how workplaces run</th>
<th>Improvement in workplace skills</th>
<th>Get a job, or better/different job</th>
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<td>Total</td>
<td>58.1</td>
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</table>

\(^1\) Students were asked ‘How has the training helped you with work and looking for work?’ (Q44) and responses recorded verbatim, the benefits listed in this table were also read out if not mentioned.

\(^2\) Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

\(^3\) Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

\(^4\) Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

\(^5\) Less than year 10 includes: never attended school, ungraded and unknown.
<table>
<thead>
<tr>
<th>Course qualification (2003)</th>
<th>Count(^2)</th>
<th>Have more confidence or feel better about yourself</th>
<th>Communicate or relate to people better</th>
<th>Be a role model for others in the community</th>
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<td>Total</td>
<td>58.1</td>
<td>91</td>
<td>89</td>
<td>67</td>
</tr>
</tbody>
</table>

1 Students were asked ‘How has the training helped you personally?’ (Q45) and responses recorded verbatim, the benefits listed in this table were also read out if not mentioned.
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
### Table 3.4 Most common family and community benefits, 2004

<table>
<thead>
<tr>
<th>Category</th>
<th>Count&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Get skills for work in the community or volunteering</th>
<th>Get more involved in the community</th>
<th>Look after family</th>
</tr>
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<tbody>
<tr>
<td><strong>Course qualification (2003)</strong></td>
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<td></td>
<td></td>
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<td>Major Cities</td>
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<tr>
<td>Discontinued 2003 course, no longer studying</td>
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<tr>
<td>Discontinued 2003 course, some competencies achieved&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>Management and Commerce</td>
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<td>Other fields</td>
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<tr>
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<tr>
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<td>Year 12</td>
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<td><strong>Highest non-school qualification</strong></td>
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<td><strong>68</strong></td>
<td><strong>71</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

1 Students were asked “How has the training helped you with community and family business?” (Q46) and responses recorded verbatim, the benefits listed in this table were also read out if not mentioned.
2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.
3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.
4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.
5 Less than year 10 includes: never attended school, ungraded and unknown.
### Table 3.5 Most common other benefits, 2004

<table>
<thead>
<tr>
<th>Category</th>
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<th>Get into other training courses</th>
<th>Understand how to use computers</th>
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<tr>
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<tr>
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<tr>
<td>Still studying something</td>
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<td>Discontinued 2003 course, no longer studying</td>
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<td>Year 10-11</td>
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<td>Certificate I or II</td>
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<tr>
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<tr>
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<tr>
<td>Total</td>
<td>58.1</td>
<td>55</td>
<td>53</td>
</tr>
</tbody>
</table>

1 Students were asked ‘Apart from these things, has the training helped you in any other ways?’ (Q47) and responses recorded verbatim, the benefits listed in this table were also read out if not mentioned.

2 Population counts for age, gender, highest year of school completed, course qualification and field of education are sourced from the national VET provider data collection, other variable counts are based on weighted survey responses.

3 Other includes: certificates – unsure of level, statement of attainments, other non-award courses and unknown.

4 Competencies achieved is based on an outcome of a competent pass or recognition for prior learning.

5 Less than year 10 includes: never attended school, ungraded and unknown.
Appendix C: Survey questionnaire
INTRODUCTION

• Good morning/afternoon/evening. My name is [first name only] from Cultural Perspectives. Indigenous interviewers explain background/country.

• Has [Protocol Manager's name] told you why we are here?

• The research is about vocational education and training, or training that you have done outside of school like TAFE.

• The information can then be used to help improve training for Indigenous people and communities.

• We are speaking to 1000 Indigenous students across Australia.

• This interview will take about 25-30 minutes

• Going through a list of questions

• If anything is confusing just tell me and I will explain a bit better

• No right or wrong answers

• Not linked to any training organisations, so feel free to tell us what’s on your mind

• Have you got any questions before we get going?

• What should I call you?

If unsure what the research is about:

We are gathering information from people like yourself about your experiences of vocational education. We are doing this for the National Centre for Vocational Education Research, an agency that is responsible for reporting on vocational education.

We got your contact details from the [STATE] Training Authority, and they received this information from the training providers across [STATE]. Once the interviews are completed, your name and contact details will be deleted. We’ll also combine all of the interviews we are doing across Australia, so it won’t be possible for anyone to find out what you have said.
Check identity

Before we start, I just want to check your details. Your name is ________________

And you studied [COURSE ABOVE] last year, is this correct?

A. If did not study what is recorded, clarify what they studied last year and where.

1. Yes, details correct
2. No, details incorrect. Record correct details

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

B. CODE (but do not ask). Did respondent remember course?

1. Yes
2. No
SECTION A: BACKGROUND

The first few questions I want to ask are about you.

Q1.  Gender  
   If unsure: Are you…?  
   Single response  
   Male……………………………………………………………… 1  
   Female………………………………………………………….. 2

Q2.  How old are you?  
   If unsure: prompt with age range  
   Single response  
   19 or under……………………………………………………… 1  
   20-24…………………………………………………………….. 2  
   25-34…………………………………………………………….. 3  
   35-44…………………………………………………………….. 4  
   45 and over……………………………………………………... 5

Q3.  Do you have any children, family members or others in your care?  
   If unsure: family members can mean parents, elders, brothers or sisters, or other family members that you look after  
   Single response  
   Yes………………………………………………………………. 1  
   No……………………………………………………………….. 2  
   ▶ GO TO Q4  
   ▶ GO TO Q5

Q4.  How many people are you caring for?  
   Single response  
   1…………………………………………………………………. 1  
   2…………………………………………………………………. 2  
   3…………………………………………………………………..3  
   4…………………………………………………………………. 4  
   5…………………………………………………………………. 5  
   6…………………………………………………………………..6  
   7…………………………………………………………………..7  
   8 or more……………………………………………………….. 8
SECTION B: LANGUAGE AND COMMUNICATION

I now want to ask you a few questions about language and communicating in English.

Q5. Which language do you mainly speak at home?
   Single response
   English……………………………………………………………………..1
   Aboriginal or Torres Strait Islander language…………………2
   Other language………………………………………………………….3

Q6. Would you say that you:
   Single response
   Are fluent in English – no problems understanding English, or being understood by others………………1 ➤ GO TO Q8
   Speak English, but sometimes have trouble understanding people or being understood by others ……2 ➤ GO TO Q7
   Do not speak English well or at all ………………………………3 ➤ GO TO Q7

Q7. When you go to an office or services where only English is spoken:
   READ OUT
   Do you take somebody to help you understand  Yes 1  No 2
   Do any of the services have a translator or interpreter  Yes 1  No 2

Q8. Is there somewhere that you can receive and make telephone calls if you need to?
   Yes………………………………………………………………………1 ➤ GO TO Q9
   No…………………………………………………………………………2 ➤ GO TO Q10

Q9. Where is this?
   Anywhere else?
   Multiple Response
   DO NOT READ OUT
   Home ………………………………………………………………………1
   Mobile……………………………………………………………………2
   Work………………………………………………………………………3
   School……………………………………………………………………4
   Public telephone box…………………………………………………5
   TAFE/tertiary institution………………………………………………6
   Govt agency/dept/shop front………………………………………..7
   Community/Indigenous or voluntary organisation………..8
   Neighbours/ friends / relatives………………………………………9
   Other…………………………………………………………………..10

Q1  Is there somewhere that you can use a computer if you need to?
   Yes………………………………………………………………………1 ➤ GO TO Q11
   No………………………………………………………………………..2 ➤ GO TO SECTION C
Q11. Where is this?
  Anywhere else?
  Multiple Response
  DO NOT READ OUT

  Home................................................................. 1
  Work................................................................. 2
  School ............................................................. 3
  TAFE/tertiary institution............................................ 4
  Public library.......................................................... 5
  Govt agency/dept/shop front......................................... 6
  Community/Indigenous or voluntary organisation............ 7
  Neighbours/ friends/relatives......................................... 8
  Other....................................................................... 9

Q12. Can you use the internet at this place [or any of these places]?
  Single Response

  Yes................................................................. 1
  No................................................................. 2
  Don’t know............................................................. 3
SECTION C: TRAINING

Ask Q13 if under 25 (Codes 1-2 in Q2), or skip to Q14 (FOR EVERYONE).

Q13. Are you still at school/college?
   Single response
   Yes.................................................. 1
   No.................................................. 2

ASK ALL
Q14. What is the highest school level you’ve finished?
   If still at school, need to know what year they have completed.
   If unsure: provide state examples such as Yr 10 or HSC (NSW only)
   Single response
   DO NOT READ OUT

   Primary............................................. 1
   Year 7/8.......................................... 2
   Year 9............................................ 3
   Year 10.......................................... 4
   Year 11.......................................... 5
   Year 12.......................................... 6
   Never attended school...................... 7
   Ungraded/don’t know....................... 8

   ▶ GO TO Q15 (if under 25)
   ▶ GO TO Q18 (if over 25)
   ▶ GO TO Q15 (if under 25)
   ▶ GO TO Q18 (if over 25)
   ▶ GO TO Q16 (if under 25)
   ▶ GO TO Q16 (if under 25)
   ▶ GO TO Q18
   ▶ GO TO Q18

IF UNDER 25 GO TO QN 15

IF OVER 25 GO TO QN 18
TRAINING - FOR THOSE UNDER 25

Do not ask Q15 if still at school (Code 1 Q13)

Q15. Why did you leave school then?

Anything else?

If unsure: for example, did you leave school because of work, because of what you thought of school, because of discrimination, for personal or family reasons, or for other reasons.

If nominate one of these categories, and still unsure, prompt with all of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

DO NOT READ OUT UNLESS REQUIRED

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK</td>
<td>Didn’t think school would make a difference for work prospects 1</td>
</tr>
<tr>
<td></td>
<td>Got or wanted work 2</td>
</tr>
<tr>
<td></td>
<td>Other work related reason 3</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>Did not do well at school 4</td>
</tr>
<tr>
<td></td>
<td>Did not like school 5</td>
</tr>
<tr>
<td></td>
<td>Because of discrimination 6</td>
</tr>
<tr>
<td></td>
<td>No secondary schooling available 7</td>
</tr>
<tr>
<td></td>
<td>No year 11 or year 12 available 8</td>
</tr>
<tr>
<td></td>
<td>Changed to other type of study 9</td>
</tr>
<tr>
<td></td>
<td>Felt I’d done enough school 10</td>
</tr>
<tr>
<td></td>
<td>Other school related reason 11</td>
</tr>
<tr>
<td>PERSONAL/FAMILY</td>
<td>Own ill health or disability 12</td>
</tr>
<tr>
<td></td>
<td>Caring for family members 13</td>
</tr>
<tr>
<td></td>
<td>Had children/to care for children 14</td>
</tr>
<tr>
<td></td>
<td>Other personal/family reason 15</td>
</tr>
<tr>
<td>OTHER</td>
<td>Couldn’t afford it/wanted more money 16</td>
</tr>
<tr>
<td></td>
<td>Location/transport reason 17</td>
</tr>
<tr>
<td></td>
<td>Other 18</td>
</tr>
</tbody>
</table>

› GO TO Q17
Ask Q16 if NOT at school (Code 2 Q13) and finished Yr 12 (Code 6 Q14)
OR
If STILL at school (Code 1 Q13) and finished Yr 11 (Code 5 Q14)

Q16. Why did you do Year 12?

If currently at school: Why are you doing Year 12?

If unsure: for example, did you continue school because of work, because of what you thought of school, for study reasons, or for other reasons.
If nominate one of these categories, and still unsure, prompt with all of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>DO NOT READ OUT UNLESS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK</td>
</tr>
<tr>
<td>To get a job</td>
</tr>
<tr>
<td>Other work related reason</td>
</tr>
<tr>
<td>SCHOOL</td>
</tr>
<tr>
<td>Did well at school</td>
</tr>
<tr>
<td>Liked school</td>
</tr>
<tr>
<td>Wanted to complete high school / get an education</td>
</tr>
<tr>
<td>To get a piece of paper</td>
</tr>
<tr>
<td>Other school related reason</td>
</tr>
<tr>
<td>FURTHER STUDY</td>
</tr>
<tr>
<td>To get into university</td>
</tr>
<tr>
<td>To get into TAFE or other VET</td>
</tr>
<tr>
<td>Other study related reason</td>
</tr>
<tr>
<td>PERSONAL</td>
</tr>
<tr>
<td>Sense of achievement</td>
</tr>
<tr>
<td>To get skills to help with community</td>
</tr>
<tr>
<td>To improve my knowledge</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>Encouraged to stay by family/friends</td>
</tr>
<tr>
<td>Nothing else to do/no jobs available</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Q17. As part of school, did you do any training, for example welding, hospitality, health and safety or something else?

If currently at school (Code 1 Q13): As part of school, do you do any training (such as welding, hospitality, health and safety or something else)?

Single response

Yes.................................................. 1
No..................................................... 2
Don’t Know........................................ 3
TRAINSING - FOR ALL

Now I would like to talk to you about the [COURSE LEVEL and TITLE from front page] you did last year.

Q18. What year did you start that course?
   Single response

   2003 .............................................. 1
   2002 .............................................. 2
   2001 .............................................. 3
   2000 or earlier ......................... 4

Q19. What were you doing when you started the course?
   Multiple response
   READ OUT ALL

<table>
<thead>
<tr>
<th>Were you...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studying something else</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. On CDEP</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. If YES to CDEP: Apart from CDEP were you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing any other paid work?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. If NO to CDEP: doing paid work?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Doing unpaid community or voluntary work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Looking for work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Looking after kids/family or taking care of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community business</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Were you doing anything else? (specify below)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

   .............................................................................

Q2 Did you go and live somewhere else to do this course? This includes block release.
   Single response

   Yes .............................................................................. 1  ➤ GO TO Q21
   No .............................................................................. 2  ➤ GO TO Q23

Q21. Did you move...
   Multiple response
   READ OUT

   Within the same state/territory ................................. 1
   To another state/territory ........................................... 2
Q22. Why did you move?
   Anything else?
   **Multiple response**
   **DO NOT READ OUT**

   No training provider in the area.................................1
   Training was by block release....................................2
   This course not offered in the area............................3
   Just wanted to move somewhere else..........................4
   Had family/friends at the location............................5
   Other........................................................................6

Q23. Did you receive any of the following types of financial help while you were doing the course?
   **Multiple response**
   **SHOWCARD A**
   **READ OUT**

   Abstudy.......................................................................1
   Austudy/youth allowance.........................................2
   Other government support........................................3
   Financial help from employer....................................4
   Financial help from family members..........................5
   Financial help from Community.................................6
   Other.........................................................................7
   No support received................................................8

Q24. Did you get any other kind of help, like the things on this list...

   **Multiple response**
   **SHOWCARD B**
   **READ OUT**

   Tutorial assistance..................................................1
   Help with transport..................................................2
   Help with accommodation.......................................3
   Help with books.....................................................4
   Use of a computer...................................................5
   Help from the Aboriginal advisor/student support officers ...6
   Time off study to help family, for funerals or ceremonies....7
   Time off work..........................................................8
   Extra time to complete the course............................9
   Help from family or community with the study.............10
   Help with childcare/looking after family members..........11
   Other.......................................................................12
   No support received................................................13
Q25. I’d now like to ask you what you thought about certain parts of the training that you did in 2003 on [COURSE LEVEL and TITLE from front page]. For each thing I read out I would like you to tell me if you thought it was good, bad or just OK.

<table>
<thead>
<tr>
<th>READ OUT</th>
<th>Good</th>
<th>Bad</th>
<th>OK</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The quality of the teachers and tutors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The cultural appropriateness of the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Having Indigenous teachers and staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Flexibility of the course, teachers or institute, for example, allowing time off for family/community business, course delivered in language</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. The quality of the course materials, for example course outlines, books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. The quality of help or assistance you got from admin staff, liaison officers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. The quality of the facilities, such as buildings, classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Being able to communicate with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Understanding what was being taught</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Understanding what you had to do to finish the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Being with Indigenous people in the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Dealing with non-Indigenous people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. The commitment of other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. The length of the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The following items might not be relevant to you. That’s OK – if they are not, just let me know. What did you think about ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Childcare facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Access to computers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. The level of financial help you received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. The help or assistance you got to find work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. The distance to travel to do the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The quality of accommodation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Q26. Is there anything else that you particularly liked or didn’t like about the training that you did in 2003?

Record verbatim

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Q27. Are you still studying that course now?

Single response

Yes…………………………………………………………………………1  ➤ GO TO Q30
No………………………………………………………………………2  ➤ GO TO Q28
Q28. Did you finish the course?

Single response

Yes........................................................................................................... 1  GO TO Q30
No........................................................................................................... 2  GO TO Q29

Q29. Why did you stop doing the course?

If unsure/no response: for example, did you stop doing the course for work reasons, training reasons, or for family or community reasons. If nominate one of these categories, and still unsure, prompt with all of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>WORK RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Got a job</td>
<td>1</td>
</tr>
<tr>
<td>Changed jobs</td>
<td>2</td>
</tr>
<tr>
<td>Lost my job</td>
<td>3</td>
</tr>
<tr>
<td>Learnt the skills I needed for my job</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved training goals</td>
<td>5</td>
</tr>
<tr>
<td>Started other education/training</td>
<td>6</td>
</tr>
<tr>
<td>Training no longer relevant to my plans</td>
<td>7</td>
</tr>
<tr>
<td>Training was not what I expected</td>
<td>8</td>
</tr>
<tr>
<td>Training was too hard/long</td>
<td>9</td>
</tr>
<tr>
<td>Training was not flexible enough for Indigenous people</td>
<td>10</td>
</tr>
<tr>
<td>Because of discrimination</td>
<td>11</td>
</tr>
<tr>
<td>Not enough support</td>
<td>12</td>
</tr>
<tr>
<td>Didn’t want to move</td>
<td>13</td>
</tr>
<tr>
<td>Finished school</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY/COMMUNITY REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was needed in the family</td>
<td>15</td>
</tr>
<tr>
<td>I was needed in the community</td>
<td>16</td>
</tr>
<tr>
<td>Had a child</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I moved</td>
<td>18</td>
</tr>
<tr>
<td>Illness</td>
<td>19</td>
</tr>
<tr>
<td>Couldn’t afford it</td>
<td>20</td>
</tr>
<tr>
<td>Not enough time</td>
<td>21</td>
</tr>
<tr>
<td>Went to prison</td>
<td>22</td>
</tr>
<tr>
<td>Other reason</td>
<td>23</td>
</tr>
<tr>
<td>No particular reason(s)</td>
<td>24</td>
</tr>
</tbody>
</table>
Now I’d like to ask you some questions about your general experience with training.

Q3 Apart from the course you did last year, which we’ve just talked about, have you done any other training courses before that?

Single response

Yes…………………………………………………………… 1
No………………………………………………………….... 2

GO TO Q31

Ask Q33 then GO TO Q41

Q31. Not counting that course, how many other training courses have you started? It doesn’t matter if you have finished them or not.

If unsure: read out codes

Single response

________ number

1…………………………………………………………1
2…………………………………………………………2
3-5……………………………………………………… 3
6-9……………………………………………………… 4
10 or more…………………………………………… 5
Don’t know/can’t remember………………………… 6

Q32. What year did you first start doing this training?

If unsure: read out codes

Single response

2004…………………………………………………………1
2003…………………………………………………………2
2002…………………………………………………………3
2001…………………………………………………………4
1996-2000………………………………………………… 5
1991-1995………………………………………………… 6
1990 or earlier………………………………………... 7
Q33. Thinking about ALL the course(s) you have done, why did you do the training?
Anything else?

If unsure: think about courses you have done in the last 5 years, for example, did you do the training for work reasons, for study reasons, for family or community reasons, for economic reasons or for personal reasons. If nominate one of these categories, and still unsure, prompt with ALL of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>WORK REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To get a job</td>
<td>1</td>
</tr>
<tr>
<td>To develop a business</td>
<td>2</td>
</tr>
<tr>
<td>To move into a different career</td>
<td>3</td>
</tr>
<tr>
<td>To get a better job/promotion</td>
<td>4</td>
</tr>
<tr>
<td>It was a requirement of my job</td>
<td>5</td>
</tr>
<tr>
<td>I wanted extra skills for my job/to help me in my job</td>
<td>6</td>
</tr>
<tr>
<td>To help me apply for a job</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDY RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete secondary school/get an education</td>
<td>8</td>
</tr>
<tr>
<td>To get into another training course</td>
<td>9</td>
</tr>
<tr>
<td>To get into university</td>
<td>10</td>
</tr>
<tr>
<td>Only course available</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY/FAMILY RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>So I could help in the community</td>
<td>12</td>
</tr>
<tr>
<td>To get skills to help in the family</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECONOMIC REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of managing money</td>
<td>14</td>
</tr>
<tr>
<td>Skills to develop local business enterprise</td>
<td>15</td>
</tr>
<tr>
<td>Had to for mutual obligation / Centrelink requirements</td>
<td>16</td>
</tr>
<tr>
<td>Financial gain / money</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST/PERSONAL REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of achievement</td>
<td>18</td>
</tr>
<tr>
<td>To improve my knowledge</td>
<td>19</td>
</tr>
<tr>
<td>For confidence/self esteem/ to feel better about myself / well being</td>
<td>20</td>
</tr>
<tr>
<td>To get skills for community / voluntary work</td>
<td>21</td>
</tr>
<tr>
<td>For something to do</td>
<td>22</td>
</tr>
<tr>
<td>Thought it would be interesting</td>
<td>23</td>
</tr>
<tr>
<td>Other reasons</td>
<td>24</td>
</tr>
</tbody>
</table>

NCVER
Q34. You mentioned you have done [number of courses identified in Q31]. Did you complete all of these courses, some of them, or none of them?

**Single response**
- Completed all……………………………………………………...1  ➔ GO TO Q36
- Completed some, but not all………………………………….. 2 ➔ GO TO Q35
- Did not complete any………………………………………….. 3 ➔ GO TO Q35

Q35. What were the reasons you did not complete some (or all) of those courses?

Anything else?

If unsure: for example, was it because you got or lost a job, because you started some other training, because of family or community needs, or for other reasons.

If nominate one of these categories, and still unsure, prompt with all of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

**MULTIPLE RESPONSE**

<table>
<thead>
<tr>
<th>WORK-RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Got a job</td>
<td>1</td>
</tr>
<tr>
<td>Changed jobs</td>
<td>2</td>
</tr>
<tr>
<td>Lost my job</td>
<td>3</td>
</tr>
<tr>
<td>Learnt the skills I needed for my job</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Still doing the course</td>
<td>5</td>
</tr>
<tr>
<td>Achieved training goals</td>
<td>6</td>
</tr>
<tr>
<td>Started other education/training</td>
<td>7</td>
</tr>
<tr>
<td>Training no longer relevant to my plans</td>
<td>8</td>
</tr>
<tr>
<td>Training was not what I expected</td>
<td>9</td>
</tr>
<tr>
<td>Training was too hard/long</td>
<td>10</td>
</tr>
<tr>
<td>Training was not flexible enough for Indigenous people</td>
<td>11</td>
</tr>
<tr>
<td>Because of discrimination</td>
<td>12</td>
</tr>
<tr>
<td>Not enough support</td>
<td>13</td>
</tr>
<tr>
<td>Didn’t want to move</td>
<td>14</td>
</tr>
<tr>
<td>Finished school</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY/COMMUNITY REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was needed in the family</td>
<td>16</td>
</tr>
<tr>
<td>I was needed in the community</td>
<td>17</td>
</tr>
<tr>
<td>Had a child</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I moved</td>
<td>19</td>
</tr>
<tr>
<td>Illness</td>
<td>20</td>
</tr>
<tr>
<td>Couldn’t afford it</td>
<td>21</td>
</tr>
<tr>
<td>Not enough time</td>
<td>22</td>
</tr>
<tr>
<td>Went to prison</td>
<td>23</td>
</tr>
<tr>
<td>Other reason</td>
<td>24</td>
</tr>
<tr>
<td>No particular reason(s)</td>
<td>25</td>
</tr>
</tbody>
</table>
Q36. Did you go and live somewhere else to do any of the training? This includes block release.

**Single response**

Yes........................................................................... 1  ▶ GO TO Q37
No........................................................................... 2  ▶ GO TO Q39

Q37. Did you move...

**Multiple response**

READ OUT

Within the same state/territory........................................... 1
To another state/territory..................................................... 2

Q38. Why did you move?

Anything else?

**Multiple response**

DO NOT READ OUT

No training provider in the area........................................... 1
Training was by block release........................................... 2
This course not offered in the area....................................... 3
Just wanted to move somewhere else................................. 4
Had family/friends at the location....................................... 5
Other............................................................................. 6

Q39. Did you receive any of the following types of financial help while you were doing training?

**Multiple response**

SHOWCARD A

READ OUT

Abstudy................................................................. 1
Austudy/youth allowance.............................................. 2
Other government support.......................................... 3
Financial help from employer ...................................... 4
Financial help from family members.............................. 5
Financial help from Community................................. 6
Other....................................................................... 7
No support received.................................................. 8
Q4  Did you get any other help? Such as...

Multiple response

SHOWCARD B

READ OUT

Tutorial assistance..................................................1
Help with transport..................................................2
Help with accommodation.........................................3
Help with books......................................................4
Use of a computer...................................................5
Help from the Aboriginal advisor/student support officers ...6
Time off study to help family, for funerals or ceremonies....7
Time off work.........................................................8
Extra time to complete the course..............................9
Help from family or community with the study..............10
Help with childcare/looking after family members..........11
Other......................................................................12
No support received ...............................................13

Q41. Have you got any of these qualifications?

Multiple response

SHOWCARD C

READ OUT

Certificate 1 or 2....................................................1
Certificate 3 or 4....................................................2
Diploma or advanced diploma.................................3
Bachelor degree....................................................4
Graduate diploma or graduate certificate...............5
Postgraduate degree..............................................6

DO NOT READ OUT (code if mentioned)
Statement of attainment........................................7
Non-award course................................................8
Certificate (unsure of level) .................................9
None..................................................................10

Q42. Was any training that you have done part of an apprenticeship or traineeship?

Single response

Yes....................................................................1
No....................................................................2

Q43. Was any of the training part of CDEP?

Single response

Yes....................................................................1
No....................................................................2
Now I would like to ask you some questions about how all the training you have done has helped you.

Q44. How has the training helped you with work or looking for work?
   Anything else?

   If unsure: read out codes

   Record verbatim

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   MULTIPLE RESPONSE

   READ OUT if not mentioned | YES | NO | NOT SURE
   __________________________|______|______|____________________
   1. Understand how to apply for a job | 1   | 2   | 3
   2. Understand how businesses and workplaces run | 1   | 2   | 3
   3. Improve your skills in the workplace | 1   | 2   | 3
   4. Get a job, or better/different job | 1   | 2   | 3

Q45. How has the training helped you personally?
   Anything else?

   If unsure: read out codes

   Record verbatim

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   MULTIPLE RESPONSE

   READ OUT if not mentioned | YES | NO | NOT SURE
   __________________________|______|______|____________________
   1. Have more confidence or feel better about yourself | 1   | 2   | 3
   2. Communicate or relate to people better | 1   | 2   | 3
   3. Be a role model for others in the community | 1   | 2   | 3
Q46. How has the training helped you with community and family business? Anything else?

If unsure: read out codes

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>READ OUT if not mentioned</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE (Do not read this out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get skills for work in the community or volunteering</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Get more involved in the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Look after family</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Help people with filling in forms, kids’ homework</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Q47. Apart from these things, has the training helped you in any other ways?

If unsure: read out codes

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>READ OUT if not mentioned</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE (Do not read this out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete high school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Get into other training courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Get into university</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Understand how to use computers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
## CURRENT ACTIVITY

Q48. Now I would like to ask you some questions about what you are doing at the moment. Which of the following things are you doing now?

Read out each activity and record Yes or No for all, then ask relevant question sections

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>If NO ask Q52</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studying</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. On CDEP</td>
<td>1</td>
<td>2</td>
<td>Ask SECTION D</td>
</tr>
<tr>
<td>3. If YES to CDEP: Apart from CDEP are you doing any other paid work?</td>
<td>1</td>
<td>2</td>
<td>Ask SECTION F</td>
</tr>
<tr>
<td>4. If NO to CDEP: Are you doing paid work?</td>
<td>1</td>
<td>2</td>
<td>Ask SECTION F</td>
</tr>
<tr>
<td>5. Doing unpaid community or voluntary work</td>
<td>1</td>
<td>2</td>
<td>Ask SECTION F (if not working)</td>
</tr>
<tr>
<td>6. Looking for work</td>
<td>1</td>
<td>2</td>
<td>Ask SECTION G</td>
</tr>
<tr>
<td>7. Looking after kids/family or taking care of community business</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Are you doing anything else? (Specify below)</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
SECTION D: CURRENT STUDY

FOR THOSE STUDYING – CODE 1 IN Q48 (BUT NOT AT SCHOOL)

Q49. You mentioned that you are studying. Are you studying full time or part time?

- Full time………………………………………………………………………1
- Part time………………………………………………………………………2

Q5 What is the level you are studying at?
If unsure: read out each option
Multiple response
SHOWCARD C
READ OUT

- Certificate 1 or 2……………………………………………………………1
- Certificate 3 or 4……………………………………………………………2
- Diploma or advanced diploma…………………………………………3
- Bachelor degree……………………………………………………………4
- Graduate diploma or graduate certificate…………………………5
- Postgraduate degree………………………………………………………6

DO NOT READ OUT (code if mentioned)
- School level…………………………………………………………………7
- Statement of attainment…………………………………………………8
- Non-award course…………………………………………………………9
- Certificate (unsure of level) ……………………………………………10
Ask Q51 of those who have done more than one course (Yes - Code 1 in Q30)

Q51. What are the reasons why you are studying this course?
    Anything else?

    If unsure: for example, are you studying for work reasons, for study reasons, for family or community reasons, for economic reasons, for personal reasons, or for other reasons. If nominate one of these categories, and still unsure, prompt with ALL of the options for this category.

    Record verbatim

    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>WORK REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To get a job</td>
<td>1</td>
</tr>
<tr>
<td>To develop a business</td>
<td>2</td>
</tr>
<tr>
<td>To move into a different career</td>
<td>3</td>
</tr>
<tr>
<td>To get a better job/promotion</td>
<td>4</td>
</tr>
<tr>
<td>It was a requirement of my job</td>
<td>5</td>
</tr>
<tr>
<td>I wanted extra skills for my job/to help me in my job</td>
<td>6</td>
</tr>
<tr>
<td>To help me apply for a job</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDY RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete secondary school/get an education</td>
<td>8</td>
</tr>
<tr>
<td>To get into another training course</td>
<td>9</td>
</tr>
<tr>
<td>To get into university</td>
<td>10</td>
</tr>
<tr>
<td>Only course available</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY/FAMILY RELATED REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>So I could help in the community</td>
<td>12</td>
</tr>
<tr>
<td>To get skills to help in the family</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECONOMIC REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of managing money</td>
<td>14</td>
</tr>
<tr>
<td>Skills to develop local business enterprise</td>
<td>15</td>
</tr>
<tr>
<td>Had to for mutual obligation / Centrelink requirements</td>
<td>16</td>
</tr>
<tr>
<td>Financial gain / money</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST/PERSOMAL REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of achievement</td>
<td>18</td>
</tr>
<tr>
<td>To improve my knowledge</td>
<td>19</td>
</tr>
<tr>
<td>For confidence/self esteem/ to feel better about myself / well being</td>
<td>20</td>
</tr>
<tr>
<td>To get skills for community/voluntary work</td>
<td>21</td>
</tr>
<tr>
<td>For something to do</td>
<td>22</td>
</tr>
<tr>
<td>Thought it would be interesting</td>
<td>23</td>
</tr>
<tr>
<td>Other reasons</td>
<td>24</td>
</tr>
</tbody>
</table>
Ask Q52 of those NOT currently studying (NO to q48.1)

Q52. You mentioned you aren’t currently studying. Would you like to be studying at the moment?

Single response

Yes……………………………………………………… 1  ▶ GO TO Q53
No………………………………………………………. 2  DO NOT ASK Q53
Unsure…………………………………………………. 3  DO NOT ASK Q53

Q53. What are the reasons you’re not studying at the moment?

Anything else?

If unsure: for example, are you not studying for work reasons, for study reasons, for personal or family reasons, or for other reasons.

If nominate one of these categories, and still unsure, prompt with ALL of the options for this category.

Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th></th>
<th>DO NOT READ OUT UNLESS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK</td>
<td></td>
</tr>
<tr>
<td>Have a job</td>
<td>1</td>
</tr>
<tr>
<td>Too much work</td>
<td>2</td>
</tr>
<tr>
<td>Lack of employer support</td>
<td>3</td>
</tr>
<tr>
<td>Makes little difference to work prospects</td>
<td>4</td>
</tr>
<tr>
<td>Not required for my job</td>
<td>5</td>
</tr>
<tr>
<td>Other work related reason</td>
<td>6</td>
</tr>
<tr>
<td>TRAINING RELATED REASONS</td>
<td></td>
</tr>
<tr>
<td>Lack of information/suitable courses</td>
<td>7</td>
</tr>
<tr>
<td>Places not available /offered</td>
<td>8</td>
</tr>
<tr>
<td>Find course/studying too difficult</td>
<td>9</td>
</tr>
<tr>
<td>Completed course/qualification</td>
<td>10</td>
</tr>
<tr>
<td>Because of discrimination</td>
<td>12</td>
</tr>
<tr>
<td>Not enough support</td>
<td>13</td>
</tr>
<tr>
<td>Didn’t want to move</td>
<td>14</td>
</tr>
<tr>
<td>Other training reason</td>
<td>11</td>
</tr>
<tr>
<td>PERSONAL/FAMILY</td>
<td></td>
</tr>
<tr>
<td>Own ill health/disability</td>
<td>15</td>
</tr>
<tr>
<td>Caring for family members</td>
<td>16</td>
</tr>
<tr>
<td>Other personal/family reason</td>
<td>17</td>
</tr>
<tr>
<td>Don’t want to/not interested</td>
<td>18</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>Costs too much/financial</td>
<td>19</td>
</tr>
<tr>
<td>Location/transport reasons (e.g. too far, no car)</td>
<td>20</td>
</tr>
<tr>
<td>Lack of computer skills/access</td>
<td>21</td>
</tr>
<tr>
<td>Lack of literacy/numeracy skills</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
</tbody>
</table>

SECTION E: CDEP
FOR THOSE IN CDEP – CODE 2 IN Q48

Q54. You mentioned that you are in CDEP. What year did you start CDEP?
   **Single response**
   
   2004…………………………………………………………….. 1
   2003…………………………………………………………….. 2
   2002……………………………………………………………... 3
   2001…………………………………………………………….. 4
   1996 -2000……………………………………………………… 5
   1991 -1995……………………………………………………… 6
   1990 or earlier………………………………………………….. 7

Q55. How many hours a week do you usually work in CDEP?
   **If unsure: provide assistance in calculating the hours. E.g. How many days a week do you usually work? What time do you normally start? What time do you normally finish?**
   **Single response**
   
   _______

Q56. What is your occupation, or the title of your job in CDEP?
   **Record job title**
   
   Job title ___________________________________________________________________________

Q57. What are the main tasks or duties you usually perform?
   **Record main tasks**
   
   Main tasks ___________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

Q58. Did the training you have done help you get into CDEP?
   **Single response**
   
   Yes ……………………………………………………………….. 1
   No……………………………………………………………….. 2

Q59. Do you think of CDEP as a job?
   **Single response**
   
   Yes ……………………………………………………………….. 1
   No……………………………………………………………….. 2
   Don’t Know……………………………………………………… 3

SECTION F: WORKING
FOR THOSE WORKING OR VOLUNTARY – CODE 3, 4 OR 5 IN Q48

For those doing both paid work and voluntary work, ask questions for the paid work only

Ask Q60-Q61 only if doing paid work (Codes 3 or 4 in Q48)

Q6 You mentioned that you are working. Do you…
Note: if more than one job, ask about main job, or the job where they work most hours
Single response
READ OUT

Work in your own business ......................................... 1  \(\Rightarrow\) GO TO Q61
Work for a wage or salary............................................. 2  \(\Rightarrow\) GO TO Q62
Work but are absent because on holidays, paid leave, strike or temporarily stood down......................... 3

Q61. Do you have any employees?
Single response

Yes................................................................. 1
No............................................................. 2

Ask all who are working or doing voluntary work
Q62. What year did you start this job?
Single response

2004................................................................. 1
2003................................................................. 2
2002................................................................. 3
2001................................................................. 4
1996-2000........................................................... 5
1991-1995........................................................... 6
1990 or earlier..................................................... 7

Q63. How many hours a week do you usually work?
If unsure: Provide assistance in calculating the hours. E.g. How many days a week do you usually work? What time do you normally start? What time do you normally finish?
Single Response

________

Q64. What is your occupation or job title?
Record job title
Job title _________________________________________________

Q65. What are the main tasks or duties you usually perform in this job?
Record main tasks
Main tasks __________________________________________________________________________

Do not ask Q66-Q67 if work in own business (Code 1 Q60)
Q66. Is your employer/business a government department?  
**Single response**  
Yes................................................................. 1  \( \rightarrow \) GO TO Q67  
No................................................................. 2  \( \rightarrow \) GO TO Q68

Q67. Is that commonwealth, state or local government?  
**Single response**  
Commonwealth/Federal.............................. 1  \( \rightarrow \) GO TO Q69  
State............................................................. 2  \( \rightarrow \) GO TO Q69  
Local/Community Council............................ 3  \( \rightarrow \) GO TO Q68  
Don’t know.................................................... 4  \( \rightarrow \) GO TO Q68

Q68. Is your employer/business an Indigenous organisation?  
**Single response**  
Yes................................................................. 1  
No................................................................. 2  
Don’t know.................................................... 3

Q69. Did the training you have done help you get your job?  
**Single response**  
Yes................................................................. 1  
No................................................................. 2  
Don’t know.................................................... 3
SECTION G: LOOKING FOR WORK

FOR THOSE LOOKING FOR WORK – CODE 6 IN Q48

Q7 You mentioned that you are looking for work. Are you looking for full time or part time work?
   Single response

   Full time................................................................. 1
   Part time.............................................................. 2
   Either................................................................. 3

Q71. How long have you been looking for work?
   Single response

   Less than 3 months............................................... 1
   3-6 months......................................................... 2
   6-9 months.......................................................... 3
   9-12 months....................................................... 4
   1 year - 2 years................................................... 5
   2 years or more................................................... 6

   ✶ All GO TO Q73
Ask Q72 if not looking for work (NO to Code 6 in Q48)

Q72. You said that you aren’t looking for a job right now.
   If not working: Even though you aren’t looking, would you like a job?
   If currently working: Even though you aren’t looking, would you like another job?

   Yes ................................................................. 1  ❯ GO TO Q73
   No ................................................................. 2  ❯ GO TO Q74
   Unsure ............................................................ 3  ❯ GO TO Q74

Q73. Why do you think it is hard to get a job?
   If unsure, read out all options
   Record verbatim

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>DO NOT READ OUT UNLESS REQUIRED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport problems/too far to travel</td>
<td>1</td>
</tr>
<tr>
<td>No jobs at all</td>
<td>2</td>
</tr>
<tr>
<td>No jobs in local area or in my line of work</td>
<td>3</td>
</tr>
<tr>
<td>Don’t have enough education/training</td>
<td>4</td>
</tr>
<tr>
<td>Don’t have any experience</td>
<td>5</td>
</tr>
<tr>
<td>Your own ill health or disability</td>
<td>6</td>
</tr>
<tr>
<td>Racial discrimination</td>
<td>7</td>
</tr>
<tr>
<td>Too young/ too old</td>
<td>8</td>
</tr>
<tr>
<td>Have not completed qualification yet</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>No reason – it isn’t hard</td>
<td>11</td>
</tr>
</tbody>
</table>

GO TO QUESTION 74 (END INTERVIEW)
Q74. That’s the end of the interview. On behalf of myself, [Protocol manager] and Cultural Perspectives, thanks very much for your time. Do you have any additional comments that you would like to make?

Record verbatim ___________________________________________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Just in case my supervisor needs to check anything about this survey, could I please have your first name and a contact number, if possible? [RECORD BELOW].

NAME: ________________________________________________________________
PHONE: ________________________________________________________________
ADDRESS: _______________________________________________________________

Once processing has been completed, your name and contact details will be removed from your responses to this survey. After that time we will no longer be able to identify the responses provided by you. However, for the period that your name and contact details remain with your survey responses, which will be approximately 2 weeks, you will be able to contact us to request that some or all of your information be deleted.

Thank you for taking part in this study.

I CERTIFY THAT THIS INTERVIEW WAS CONDUCTED IN ACCORDANCE WITH THE CODE OF PROFESSIONAL BEHAVIOUR ICC/ESOMAR AND HAS BEEN CHECKED FOR COMPLETENESS.

INTERVIEWER NAME: ____________________________ ID#__________
SIGNATURE:  ____________________________DATE:_____________

C. Was an interpreter used in the interview?

Yes ................................................................. 1
No................................................................. 2
SHOWCARD A

Abstudy ................................................................. 1
Austudy/youth allowance ........................................ 2
Other government support ....................................... 3
Financial help from an employer ............................ 4
Financial help from family members ........................ 5
Financial help from Community ............................. 6
Other ........................................................................ 7
SHOWCARD B

Tutorial assistance............................................................... 1

Help with transport............................................................ 2

Help with accommodation.................................................. 3

Help with books................................................................... 4

Use of a computer............................................................... 5

Help from the Aboriginal advisor/student support officers..... 6

Time off study to help family, for funerals or ceremonies...... 7

Time off work...................................................................... 8

Extra time to complete the course...................................... 9

Help from family or community with the study.................. 10

Help with childcare/looking after family members............. 11

Other.............................................................................. 12
SHOWCARD C

Certificate I or II.................................................................1
Certificate III or IV.............................................................2
Diploma or advanced diploma..............................................3
Bachelor degree...............................................................4
Graduate diploma or graduate certificate.................................5
Postgraduate degree........................................................6
Appendix D: Survey sample information

SAMPLE SELECTION AND WEIGHTING FOR THE SURVEY OF INDIGENOUS VET STUDENTS, 2004

Michael Adena, BSc PhD AStat
8th February 2005

Summary

NCVER conducted a survey of Indigenous students who were enrolled in one or more Vocational Education and Training (VET) modules in 2003. This survey quantifies the individual, community and economic benefits of participation in Vocational Education and Training (VET) by Indigenous people and the factors that influence their participation and retention in VET.

The survey was designed assuming that there would be sufficient funding to carry out up to 1000 face-to-face interviews, with similar precision of survey estimates required in each of five remoteness regions. To reduce survey costs, interviews were clustered geographically. At the close of the fieldwork, there were 785 completed interviews from 68 clusters.

Inevitably, not all potential respondents were interviewed. Given experience with other surveys of Indigenous respondents and of VET students by NCVER, non-response was expected to be large. Response was expected to be highest for persons who were most easily contacted and those with an interest in the survey aims and attachment to the VET system.

Factors associated with differential response were explored using logistic regression models for the probability that a person on the sample frame has a completed interview. The emphasis in this analysis is on the amount of differential response (ie, the size of the logistic regression parameters) rather than on statistical significance.

The final logistic regression model comprised independent effects of

- sex (male, female)
- age group (younger than 35 years, 35 years or older)
- employment category (employed, other)
- major qualification (degree/diploma/Certificate IV, other)
- hours of coursework in 2003 (<99 hours, other)
- academic success (yes, no)

within each region (major city, inner regional, outer regional, remote, very remote).

Based on the final logistic regression model, survey weights were estimated using an iterative proportional fitting algorithm. This algorithm ensured that the sum of the weights for respondents reproduce the known distribution of persons in the sample frame for the two-way distributions for the six factors with region.

The design of the survey included stratification by region, clustering of respondents in 68 locations and differential weights for survey respondents. Analyses of the survey should take these design aspects into account. Use of the survey weights results in estimates that are unbiased, so that they are sensible estimates. Stratification and clustering affect the precision of the estimates, with stratification resulting in higher precision and clustering in lower precision.
A survey estimate of x% in the 2003 VET population has a 95% confidence interval of about ±y percentage points, where x and y are:

95% confidence interval of proportions:

<table>
<thead>
<tr>
<th>Estimate (x)</th>
<th>95% confidence interval (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>50%</td>
<td>±5%</td>
</tr>
<tr>
<td>20% or 80%</td>
<td>±4%</td>
</tr>
<tr>
<td>10% or 90%</td>
<td>±3%</td>
</tr>
<tr>
<td>5% or 95%</td>
<td>±2%</td>
</tr>
</tbody>
</table>

In sub-populations for which the respondents are fairly evenly drawn from the clusters (eg, ‘females aged 19 years or younger’), the effect of clustering is less. However, in sub-populations for which the respondents are not fairly evenly drawn from all the clusters (eg, ‘persons in major cities’ or ‘CDEP participants’) the effect of clustering remains high.

1. Introduction

NCVER wished to study the individual, community and economic benefits of participation in Vocational Education and Training (VET) by Indigenous people and the factors that influence their participation and retention in VET.

NCVER proposed to achieve these aims through a survey of Indigenous students who were enrolled in one or more Vocational Education and Training (VET) modules in 2003. The AVETMISS national data collection provides a sample frame of all eligible persons, as well as other data that may be useful for the survey. Based on this sample frame for previous years, there were expected to be about 60,000 self-identified Indigenous VET enrollees, of whom 31% will be in metropolitan areas, 43% in rural areas and 26% in remote areas.

The survey was designed assuming that there would be sufficient funding to carry out 1000 face-to-face interviews, with similar precision of survey estimates required in each of 5 remoteness regions. To reduce survey costs, interviews were to be clustered geographically, with 14 clusters of 14 Indigenous respondents in each region.

A previous report (dated 5th April 2004) described the random selection of the locations of the 70 clusters for this survey design (summarised here as Section 2 of this report). Section 3 reviews the selection of respondents within clusters and compares survey respondents with all persons in the sample frame. Section 4 documents the process used to define appropriate survey weights for the analysis of this survey. Section 5 discusses appropriate analysis of the survey, taking account of its design, and the precision of estimates from the survey.

2. Sample selection: geographical clusters

NCVER had the address data from AVETMISS for all Indigenous students in 2002 geo-coded. Of the 59763 Indigenous students in 2002, geo-coding was possible for 43393. Of these, 33281 were geo-coded to UCLs (‘Urban Centres/Localities’, the lowest level geographical unit that was coded) with 50 or more students with geo-codes.

These data were used to randomly select UCLs from which the clusters were to be drawn. The restriction to UCLs with 50 or more geo-coded Indigenous VET students in 2002 was made to ensure that each cluster was likely to be able to achieve 14 interviews in the survey. Cost considerations mean that UCLs that were likely to have few potential respondents were excluded from consideration.
2.1 Number of clusters, by region and State/Territory

The survey aimed to produce estimates with similar precision in each of the 5 remoteness regions (1=major city, 2=inner regional, 3=outer regional, 4=remote, 5=very remote). An equal number of same-sized clusters per region achieves this. This stratification was the primary constraint imposed on the sample selection.

In addition, the number of clusters in each State/Territory was set so that the proportion of respondents in each State/Territory was approximately proportional to the number of Indigenous VET students in 2002. This is only approximate as the constraint of having 14 clusters per region when there are not equal numbers of students in each region inevitably leads to over-representation of the Northern Territory.

For this survey, NSW and ACT were combined as a single geographical entity. This is because there were too few Indigenous VET students in 2002 in the ACT to justify having the ACT as a separate geographical entity. Similarly, when selecting clusters within region 3, Victoria and Tasmania were combined.

For each region and State/Territory, Table 1 shows the number of UCLs with 50 or more students with geo-codes and the number of Indigenous VET students in 2002 in these UCLs. As expected, there are no eligible UCLs for some combinations of region and State/Territory, and these are shown as ‘-’.

Table 1. Number of UCLs with 50 or more students with geo-codes, and the number of Indigenous VET students in 2002 by region (1=major city, 2=inner regional, 3=outer regional, 4=remote, 5=very remote) and State/Territory.

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Region</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW/ACT</td>
<td>UCLs</td>
<td>8</td>
<td>24</td>
<td>20</td>
<td>6</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>VIC</td>
<td></td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>QLD</td>
<td></td>
<td>2</td>
<td>9</td>
<td>15</td>
<td>5</td>
<td>7</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>WA</td>
<td></td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>TAS</td>
<td></td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>NT</td>
<td></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>5</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td>16</td>
<td>47</td>
<td>49</td>
<td>19</td>
<td>34</td>
<td>165</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students in the UCLs with 50+ geo-coded Indigenous VET students in 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW/ACT</td>
</tr>
<tr>
<td>VIC</td>
</tr>
<tr>
<td>QLD</td>
</tr>
<tr>
<td>SA</td>
</tr>
<tr>
<td>WA</td>
</tr>
<tr>
<td>TAS</td>
</tr>
<tr>
<td>NT</td>
</tr>
<tr>
<td>Australia</td>
</tr>
</tbody>
</table>

Source: Geo-coded AVETMISS data for Indigenous VET students in 2002

Table 2 shows the number of clusters that were to be selected in each region and State/Territory. These numbers were selected to ensure that there were exactly 14 clusters in each region. Within
each region, the number of clusters for each State/Territory was chosen to be approximately proportional to the number of students in the eligible UCLs (see Table 1). These numbers were also chosen so that there was at least one cluster in each eligible combination of region and State/Territory, except for region 3 where two clusters were to be chosen from Victoria and Tasmania combined.

Table A2. Number of clusters to be selected for the Survey of Indigenous VET students, 2003 by region (1=major city, 2=inner regional, 3=outer regional, 4=remote, 5=very remote) and State/Territory.

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Region</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW/ACT</td>
<td></td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>VIC</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>QLD</td>
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<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>SA</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
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<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>TAS</td>
<td></td>
<td>-</td>
<td>1</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>NT</td>
<td></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>14</td>
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<tr>
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<td></td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>70</td>
</tr>
</tbody>
</table>

* 2 clusters for Victoria and Tasmania in Region 3

2.2 Selection of which UCLs the clusters were to come from

While Table 2 specifies the number of clusters in each region and State/Territory, it does not specify the UCL in which each cluster will be located. The UCL for each cluster was selected at random with probability proportional to the number of geo-coded Indigenous VET students in 2002 in each UCL with 50 or more such students. This ensures that the clusters will be ‘self-weighting’ within each region and State/Territory.

To ensure a wide spread of clusters and that there would be enough potential respondents for each cluster, the clusters were selected without replacement from the UCLs in each combination of region and State/Territory. Selection without replacement mean that once a UCL had been selected, it was not able to be selected again. There were three exceptions: the UCLs for the 7 clusters for region 1 (major city) in NSW/ACT were selected with replacement; the UCLs for the 4 clusters for region 1 (major city) in Queensland were selected with replacement; and to obtain 6 clusters for region 4 (remote) in NT, each UCL was selected to give the first 5 clusters and the sixth cluster was selected at random proportional to the number of geo-coded Indigenous VET students in 2002.

Table 3 shows the names of the selected UCLs.

For most UCLs, NCVER supplied the fieldwork consultant with a subset of names and addresses of 2003 indigenous VET students (from the 2003 AVETMISS file) in that UCL. For clusters in Melbourne, Sydney, Newcastle and Brisbane, the supplied names and addresses were from contiguous postcode ranges selected using the following algorithm. The addresses for indigenous VET students in 2002 were sorted by postcode within the given UCL, and a randomly selected postcode was used as the cluster ‘centre’. The random selection was performed, without replacement, with probability proportional to the number of geo-coded Indigenous VET students in 2002. Numerically contiguous postcodes on either side of the centre were then selected so that the cluster had at least 150 indigenous students in 2002.
Table A3. UCLs that were selected and the number of clusters per selected UCL for Survey of Indigenous VET Students, 2003

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Geo-coded 2002 Indigenous VET students</th>
<th>Abbreviated UCL name</th>
<th>UCL code</th>
<th>ARIA Region</th>
<th>Number of clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW/ACT</td>
<td>143</td>
<td>Gold Coa</td>
<td>UCL134000</td>
<td>0</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>582</td>
<td>Newcastle</td>
<td>UCL160400</td>
<td>0</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>2831</td>
<td>Sydney</td>
<td>UCL137400</td>
<td>0</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>497</td>
<td>Wollongong</td>
<td>UCL184800</td>
<td>10</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>VIC</td>
<td>1256</td>
<td>Melbourn</td>
<td>UCL232200</td>
<td>0</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>QLD</td>
<td>2252</td>
<td>Brisbane</td>
<td>UCL308400</td>
<td>0</td>
<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>SA</td>
<td>1188</td>
<td>Adelaide</td>
<td>UCL400200</td>
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<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>WA</td>
<td>1141</td>
<td>Perth</td>
<td>UCL523000</td>
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<td>1 Major Cities of Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>199</td>
<td>Armidale</td>
<td>UCL102000</td>
<td>2.13</td>
<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>86</td>
<td>Forster-</td>
<td>UCL130800</td>
<td>1.82</td>
<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>330</td>
<td>Kempsey</td>
<td>UCL143000</td>
<td>2.23</td>
<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>NT/ACT</td>
<td>199</td>
<td>Nowra-bo</td>
<td>UCL161200</td>
<td>51</td>
<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>348</td>
<td>Tamworth</td>
<td>UCL172000</td>
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</tr>
<tr>
<td>NSW/ACT</td>
<td>260</td>
<td>Wagga Wa</td>
<td>UCL179200</td>
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<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>VIC</td>
<td>106</td>
<td>Ballarat</td>
<td>UCL202600</td>
<td>21</td>
<td>2 Inner Regional Australia</td>
</tr>
<tr>
<td>QLD</td>
<td>242</td>
<td>Shepparton</td>
<td>UCL248400</td>
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<td>2 Inner Regional Australia</td>
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<td>Gladstone</td>
<td>UCL123800</td>
<td>1.64</td>
<td>2 Inner Regional Australia</td>
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<tr>
<td>QLD</td>
<td>390</td>
<td>Rockham</td>
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<td>1.43</td>
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</tr>
<tr>
<td>QLD</td>
<td>244</td>
<td>Toowoomba</td>
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</tr>
<tr>
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<td>Murray B</td>
<td>UCL418000</td>
<td>95</td>
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<td>WA</td>
<td>70</td>
<td>Northam</td>
<td>UCL521400</td>
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<tr>
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<td>217</td>
<td>Hobart</td>
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<td>Broken H</td>
<td>UCL114400</td>
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<td>3 Outer Regional Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>73</td>
<td>Narromin</td>
<td>UCL159600</td>
<td>3.09</td>
<td>3 Outer Regional Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>108</td>
<td>Wellimgt</td>
<td>UCL192400</td>
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<tr>
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<td>WA</td>
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<td>WA</td>
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<td>NT/ACT</td>
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<td>Darwin</td>
<td>UCL762000</td>
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<tr>
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<td>UCL705500</td>
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<td>Brewarri</td>
<td>UCL113400</td>
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<td>NSW/ACT</td>
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<td>Coonamlb</td>
<td>UCL121600</td>
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<td>Lake Car</td>
<td>UCL155400</td>
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<td>4 Remote Australia</td>
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<tr>
<td>QLD</td>
<td>285</td>
<td>Mount Is</td>
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<td>UCL701000</td>
<td>6.36</td>
<td>4 Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>157</td>
<td>Jabiru</td>
<td>UCL703200</td>
<td>9.05</td>
<td>4 Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>330</td>
<td>Katherine</td>
<td>UCL703600</td>
<td>6.79</td>
<td>4 Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>87</td>
<td>Santa Te</td>
<td>UCL706600</td>
<td>9.39</td>
<td>4 Remote Australia</td>
</tr>
<tr>
<td>NSW/ACT</td>
<td>180</td>
<td>Bourke</td>
<td>UCL112400</td>
<td>154</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>QLD</td>
<td>201</td>
<td>Thursday</td>
<td>UCL355200</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>QLD</td>
<td>78</td>
<td>Weipa</td>
<td>UCL359800</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>SA</td>
<td>96</td>
<td>Coober P</td>
<td>UCL405200</td>
<td>199</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>WA</td>
<td>310</td>
<td>Derby</td>
<td>UCL507000</td>
<td>11.10</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>WA</td>
<td>125</td>
<td>Fitzroy</td>
<td>UCL509200</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>WA</td>
<td>260</td>
<td>Halls Cr</td>
<td>UCL511000</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>WA</td>
<td>69</td>
<td>Meekathara</td>
<td>UCL517600</td>
<td>180</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>78</td>
<td>Bamylili</td>
<td>UCL700800</td>
<td>-</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>217</td>
<td>Galiwink</td>
<td>UCL702600</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>141</td>
<td>Hermanns</td>
<td>UCL702800</td>
<td>11.20</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>149</td>
<td>Oenpelli</td>
<td>UCL705400</td>
<td>190</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>272</td>
<td>Tennant</td>
<td>UCL706800</td>
<td>12.00</td>
<td>5 Very Remote Australia</td>
</tr>
<tr>
<td>NT</td>
<td>78</td>
<td>Yirrkala</td>
<td>UCL707800</td>
<td>12.38</td>
<td>5 Very Remote Australia</td>
</tr>
</tbody>
</table>
3. Response rates

3.1 Survey conduct

NCVER supplied the fieldwork consultant with a subset of names and addresses of 2003 indigenous VET students (from the 58088 Indigenous persons in the 2003 AVETMISS file) for each of the 70 selected clusters. During fieldwork, a cluster in Kununurra replaced the originally selected cluster in Meekathara. No interviews were possible in Brewarrina, and this cluster was not represented in the survey. Respondents from the two clusters from Alice Springs were indistinguishable. At the end of the fieldwork, there were 785 completed interviews from 68 clusters.

The fieldwork consultant was asked to contact the potential respondents in blocks with adequate follow-up before obtaining further potential respondents.

Inevitably, not all potential respondents will have a completed questionnaire. Given experience with other surveys of indigenous respondents and of VET students by NCVER, non-response was expected to be large in this survey. The primary reason for non-response in this survey appears to be incomplete or incorrect contact information in the sample frame. Other reasons for non-response by potential respondents include:

- no answer at the address
- away from their address at the time of survey
- not in scope (non-indigenous or not a VET student in 2003)
- did not attend scheduled interview

These reasons are not examined or assessed in this report.

3.2 Factors associated with differential response

More importantly, response was expected to be not at random. It was expected to be highest for potential respondents who were most easily contacted and those with most interest in the aims of the survey and have most attachment to the VET system. For example, it is likely that attachment to the VET system will be greatest for VET students who have successfully completed VET courses, and that such students will have the highest probability of completing a survey interview. Ease of contact and attachment with the VET system could also vary with age, gender, employment status and region.

There were 785 completed questionnaires at the end of the fieldwork. The sample frame of Indigenous VET students in 2003 comprised 58088 records in the AVETMISS file. The AVTEMISS file contains data on personal characteristics for all potential respondents.

The factors associated with differential response were explored using logistic regression models for the probability that a person on the sample frame has a completed interview. The emphasis in this analysis is on the amount of differential response (i.e. the size of the logistic regression parameters) rather than on statistical significance. This analysis would inform the choice of survey weights.
The factors that were considered as being possibly related to response (explanatory variables in the logistic regression models) were:

- region (1-5, the survey strata, see Tables A1-A3)
- sex (male, female)
- age (in years at 30 June 2003)
- employment category
- disability (number of disabilities recorded)
- prior education (number of prior educational qualifications)
- major qualification (highest qualification)
- hours of coursework attempted in 2003
- hours of coursework passed in 2003
- completed this qualification (yes, no)
- at school (yes, no)

There were additional variables available from the AVETMISS file. The variables giving geographical location, training organisation and course name were not considered further because they were assessed as being too detailed for this analysis. Other variables, such as proficiency in English, language spoken at home and country of birth, were not considered further because they did not vary much within the sample frame.

For the first set of logistic regression analyses, the other variables were categorised into up to about five categories. The reason for summarising the variables in this way was to make it easier to determine what aspects of the variables were associated with differential response rates. For nominal variables, the process of grouping the variable into just a few categories, each with an appreciable number of persons, involves deciding appropriate categories and exploring whether they are associated with differential response. For ordered categories, having about five categories preserves most of the information on how the response rate varies with the variable. With this number of categories it is usually possible to see linear or non-linear trends and threshold effects, if they are present. In addition, the undue influence of extreme values is much reduced by categorisation. This is important because at least some of the extreme values (e.g., implausibly low or high ages) will have arisen because of keying or coding errors in this administrative data set.

The categorisation of variables also involved deciding how to deal with missing data. For some variables, missing data meant that the person was omitted from the analysis, while for other variables missing data was coded into its own category or into one of the other categories. The latter was done when there were few missing data, and the arbitrary assignment of these persons to the particular category is unlikely to affect the analysis (see, for example, age).

Later analysis involved further simplification of most variables into dichotomies.

To ensure that the survey would produce estimates with similar precision in each of the 5 remoteness regions, the survey aimed to have approximately equal numbers of completed interviews in each region. Because there are different numbers of VET students in each region, the probability of a completed interview is necessarily different in each region. To take this survey design constraint into account, every logistic regression model included the stratification factor, region.

Initial coding of variables

In the sample frame, 6193 (11%) persons had no region recorded. A table of the distribution of AVETMISS persons among the regions for each postcode within each State/Territory was constructed. For many postcodes, it was clear from which region the AVETMISS persons predominantly came, and this was assigned as the region for the AVETMISS persons in that
postcode without a region code. This process allowed the most likely region code to be inferred for 2411 persons. The remaining 3782 persons had insufficient geographical detail available for their region to be assigned, and so were omitted from the analysis of response rates. Region was available for all 785 survey respondents.

Sex was missing for 104 persons in the sample frame. There was no basis for inferring what the missing values for sex would be, and so these persons were omitted from the analysis of response rates. Sex and region were both available for 54222 persons in the sample frame.

Although age was recorded in years, it was categorised into five age groups (up to 19 years, 20 to 24 years, 25 to 34 years, 35 to 44 years and 45 years or older). There were a few implausibly extreme ages in the sample frame and these were allocated to the corresponding extreme age group (i.e. ‘up to 19 years’ or ‘45 years or older’). The 1036 persons (1.8% of the sample frame) with missing age were assigned to the lowest age group, which was the largest age group (30% of the sample frame).

In the sample frame, there were 9 employment categories, which were collapsed into four categories (employed, looking for work, not in the labour force and missing). The 15 categories for the highest qualification were collapsed into six categories (degree or diploma, Certificate IV, Certificate III, Certificate II, Certificate I, other/missing).

The hours of current coursework were categorised as <20 hours, 20-49 hours, 50-99 hours, 100-199 hours, 200-499 hours and 500-999 hours and 1000 hours or more. A variable to measure academic success was formed as being true if the respondent had completed their course in 2003 or had passed more than 99 hours of coursework in 2003.

Disability and prior education were collapsed into four categories (none, one, more than one, missing).

Initial logistic regression model

The first logistic regression model considered included possible effects of region (5 categories), sex (2), age group (5), employment category (4), disability (4), prior education (4), major qualification (6), hours of coursework in 2003 (6), still at school (2) and completed this qualification (2). The parameter estimates for each variable show the size of the differential response associated with that variable after taking account of the other variables in the model. Differential response was seen for all variables, except completed this qualification and disability. That is, the response rate was different for the different levels of each variable except completed this qualification and disability.

There was a gradient in differential response within the five ordered age group categories (higher response for older persons) and within the six ordered categories for course length (higher response for persons undertaking longer courses). For employment status, there was a clear difference between employed (higher response) and the other categories (lower response), with missing being intermediate. For major qualification, higher response was shown by persons undertaking degree/diploma or Certificate IV courses compared with Certificate III, II or I or other courses. Response rates were also higher for females than for males.

Each of these factors was associated with differential response in the direction that would have been predicted from subject matter considerations before looking at the data. The lack of a differential with disability was not unexpected. These differences were also seen when each factor was considered separately in a logistic regression model (that also controlled for stratification by region). One exception is that, when considered separately, persons who had completed their qualification had a higher response rate; this differential must be largely explained by the
differential with the other factors considered in the original logistic regression model and the association between those factors and completion of this qualification.

Simplifying the logistic regression model for differential response

The initial model for differential response considered each factor as an independent factor with several levels. However, this model had many parameters, so a model with fewer parameters would probably fit almost as well. Simplifying the model would also allow further variables, and interactions between variables, to be assessed for inclusion in the model to improve its description of the differential response.

The factors in the original model were simplified by collapsing each into only two categories, based on the parameter estimates obtained in the logistic regression models that had been fitted. The stratification variable, region, was not collapsed. This lead to a logistic regression model for the probability of having a completed interview with region (5 strata), sex (male, female), age group (younger than 35 years, 35 years or older), employment category (employed, other), major qualification (degree/diploma/Certificate IV, other), hours of coursework in 2003 (<99 hours, other), and still at school (yes, no). After adjusting for the other variables, the response was similar for respondents still at school compared with those not still at school, so this variable was excluded from the model.

A variable for academic success (yes, no) was included, and showed that academic success was associated with a higher response rate. The possibility of re-including differential response with disability, prior education, completed this qualification and still at school, as well as different cut-points for the factors already in the model, was assessed but not found to greatly change the explanatory power of the model for the response rate.

Subject matter considerations suggest that the factors in the logistic regression model might operate differently in the different regions, so the logistic regression model was refitted with these factors fitted separately in each region. However, the statistical significance of the factors was not assessed as the reduced sample size for each region compared with the whole sample would be expected to give rise to less statistical significance even if the differential was similar in a region compared with the whole sample.

Although it is possible that interactions between the factors other than those with region might have occurred, this was not explored as there were too few data for these additional interactions to be assessed or estimated with acceptable precision. The decision to model response using six dichotomous factors within the five regions was based on these six factors being strong predictors of differential response in the whole sample and the view that these effects might vary by region. Region had been specified as the stratification variable for the survey because it was expected that survey outcomes would vary by region.

The two final logistic regression models were:

A. Independent effects of
   • region (5 strata)
   • sex (male, female)
   • age group (younger than 35 years, 35 years or older)
   • employment category (employed, other)
   • major qualification (degree/diploma/Certificate IV, other)
   • hours of coursework in 2003 (<99 hours, other)
   • academic success (yes, no)

B. The model in A fitted separately in each of the five regions
4. Determination of survey weights

The logistic regression analysis showed that survey respondents had different probabilities of selection, depending on their characteristics. It is usual for survey weights to be set to the reciprocal of the probability of selection. If these probabilities were known exactly, any effect of the differential response would be eliminated. For this survey, we have identified a plausible model for probability of selection, and basing the survey weights on this model should reduce the effect of differential response, if any.

The survey weights could be estimated as the reciprocal of the estimated probability of selection given by the logistic regression model. However, these weights do not result in weighted population estimates that agree with the number of persons in the sample frame for particular combinations of factors (eg, the number of persons by region). Accordingly, a modified algorithm was used to estimate the survey weights.

Based on the factors identified from the logistic regression, survey weights were estimated using an iterative proportional fitting algorithm. This algorithm guarantees that the sum of the weights for respondents reproduce the known distribution of persons in the sample frame for particular combinations of factors.

The first set of weights (corresponding to Model A in Section 3) guarantee that the one-way distributions for the six factors identified above and region would match between the weighted sample and the sample frame. The second set of weights (corresponding to Model B in Section 3) guarantee that the two-way distributions for the six factors with region would match. Each set of weights was scaled to add to 58088, the total number of persons in the sample frame.

Although the second set of weights should be preferred because it reflects that there were expected to be major differences between regions, it was possible that there would prove to be too few data to support estimating the effects of the six factors separately in each region. If there were too few data, the sample weights would be overly variable, and the standard errors estimated for the survey would be inflated. The two sets of survey weights were supplied to NCVER. NCVER attached these weights to the survey data and provided the consultant with a subset of the survey data so that these two weighting schemes could be assessed.

The two weighting schemes were assessed by comparing the estimated standard errors for proportions in 21 sample tables of survey outcomes by region for each set of survey weights. Fortuitously, the estimated sample errors for typical tabulations were similar for the two sets of weights. Accordingly, the second set of weights is recommended for use with this survey.

The survey was designed using data about indigenous VET students in 2002. These data were used to select the locations of the clusters from which respondents were obtained. It is reasonable to assume that sampling proportional to the number of students in 2002 will be close to that for 2003. For conduct of the survey, 2003 contact information was provided to the fieldwork contractor. Given the sample population, it was inevitable that there would be differential response, dependent on the personal characteristics of the students. The survey weights were estimated so that the effect of this differential response would be reduced.
5. Analysing the survey data: design effects and standard errors

5.1 Taking the survey design into account in an analysis

The design of the survey included stratification by region, clustering of respondents in 68 locations and differential weights for survey respondents. Ideally, analyses of the survey will take these design aspects into account.

For example, if the program STATA (version 8) is used, survey commands should be used to carry out the analyses, preceded by the ‘svyset’ command:

    svyset [pweight=weight], strata(aria) psu(UCL_ID)

where weight is a variable containing the (second set of ) survey weights, aria is a variable giving the region (codes: 1, 2, ... , 5) and UCL_ID is a variable specifying the clusters (either the labels for the 68 clusters or the codes: 1, 2, ... , 68). This will ensure that estimates and their standard errors will be appropriately calculated by the survey analysis procedures in STATA, taking account of the survey design.

It is easy to specify survey weights in most statistical programs. However, specification of survey strata and clustering (often referred to as ‘primary sampling units’) may be restricted to specific survey procedures or not be available at all.

Specification of the survey weight usually results in estimates that are unbiased, so that they give sensible estimates. The main effect of stratification and clustering is on the precision of the estimates, with stratification typically resulting in higher precision and clustering in lower precision. One measure of the precision of a survey compared with a survey with the same number of respondents but no stratification or clustering is the design effect. The design effect is the ratio of the variance estimated for the given design compared with that for a simple random sample.

5.2 Standard errors and confidence intervals from this survey

The average design effect for a table can be characterised by the mean generalised design effect (ratio of variance estimated for the given design compared with that for a simple random sample). The median mean generalised design effect for 21 typical tables from this survey was 2.06 for the first set of weights compared with 2.05 for the second set. This supports using a weighting scheme based on the six factors separately in each of the five regions.
The survey design with this set of weights has resulted in the survey of 785 respondents having an effective sample size of 383 (= 785/2.05). In practice, this means that a survey estimate of $x\%$ of the 2003 VET population will have a 95% confidence interval of about $\pm y$ percentage points, where $x$ and $y$ are:

95% confidence interval, $y$, for $x$ estimated in:

<table>
<thead>
<tr>
<th>Estimate, $x$</th>
<th>Australia</th>
<th>One region</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>$\pm 5%$</td>
<td>$\pm 11%$</td>
</tr>
<tr>
<td>20% or 80%</td>
<td>$\pm 4%$</td>
<td>$\pm 9%$</td>
</tr>
<tr>
<td>10% or 90%</td>
<td>$\pm 3%$</td>
<td>$\pm 7%$</td>
</tr>
<tr>
<td>5% or 95%</td>
<td>$\pm 2%$</td>
<td>$\pm 5%$</td>
</tr>
</tbody>
</table>

The standard error of an estimate is approximately a quarter the width of the 95% confidence interval. The confidence interval width (or standard error) is the same for $x\%$ and for $(100-x)\%$. Because each region has approximately one-fifth of the respondents, the width of the 95% confidence interval for an estimate in one region is approximately $\sqrt{5}$ times the width of the 95% confidence interval for a similar size estimate for the whole of Australia.

An example of the use of this table is that if a survey estimate was 80%, the 95% confidence interval is expected to be approximately 76% to 84% (and the standard error 2%) if the estimate was for all of Australia. The approximate 95% confidence interval is expected to be approximately 71% to 89% if the estimate was for only one of the regions. If the survey estimate was 20% in a single region, the 95% confidence interval is expected to be from 11% to 29%.

These estimated confidence intervals are for tables that have a design effect that is the same as the median design effect. However, for any particular table, the design effect may differ from the median (reflecting the distribution of respondents with particular characteristics between the clusters within the strata and the sample weights). Thus, if the confidence intervals or standard errors are estimated for a particular table (for example using the survey procedures in STATA), those values may differ from the estimates obtained above.

A standard result in sampling theory is that:

$$\text{deff} = 1 + (m-1)\rho$$

where deff is the design effect, $m$ is the cluster size and $\rho$ is the correlation between individuals within a cluster. For random sampling, $\rho$ is zero.

For this survey, the average number of respondents per cluster is 11.5 ($m = 785/68$), so a median mean generalised design effect of 2.05 means that the average correlation is about 10 (= (2.05-1) / (11.5-1)).

In sub-populations for which the respondents are fairly evenly drawn from the clusters (eg, ‘females aged 19 years or younger’), the value of $m$ is reduced. A consequence of the equation for the design effect is that the design effect is also reduced. Thus, for such sub-populations, the effect of clustering is less. For example, if the sub-population is of one quarter of the population, the design effect is 1.2 (= 1 + (11.5/4 – 1) 10 ), which is not practically different from random sampling. (This result is not exact because the equation for deff assumes that $m$ and $\rho$ are constant, whereas in this survey they vary from cluster to cluster.)
In sub-populations for which the respondents are not fairly evenly drawn from all the clusters (eg, ‘CDEP participants’ or ‘persons in major cities’) the design effect is likely to remain high. This is seen in the table above for confidence intervals (and in Table A4 below for standard errors) for estimates within a single region.

Table 4 shows standard errors calculated using STATA for several tables from the survey. Even for a given estimated percentage within one geographical area, the corresponding estimated standard errors vary. For example, corresponding to three estimates of 20% or 80% in a region, the standard errors are 4%, 5% and 6%, implying a 95% confidence interval of ±8%, ±10% and ±12%, compared with ±9%, which was calculated above from simple random sampling and the estimated median design effect of 2.05. This variation reflects variation in the percentage of responses in each cluster within each geographical area, and is expected.

The standard error (or 95% confidence interval) of the difference between estimated percentages in independent sub-populations (eg, in different regions) can be approximated as the square root of the sum of the squares of the two standard errors (or 95% confidence intervals). For example if the estimates in the two regions were 20% and 5%, the estimated difference is 15% (= 20%−5%) with a 95% confidence interval of ±10% (= \sqrt{(9^2+5^2)}%). Thus, the 95% confidence interval is from 5% to 25%, so the two estimates are statistically significantly different from each other.
Table A4. Estimated percentages and standard errors from the Survey of Indigenous VET students, 2003 for selected questions by region (1= major city, 2= inner regional, 3= outer regional, 4= remote, 5= very remote). The estimates and standard errors take account of the survey design (stratification by region and geographical clustering of respondents within regions) and were calculated using STATA Version 8.

<table>
<thead>
<tr>
<th>Question</th>
<th>Estimated percentage, by region</th>
<th>Estimated standard error, by region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in 2003</td>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td>Level of training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate IV or higher</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Certificate III</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Certificate II</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Certificate I</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Selected fields of training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed field programs</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Management and commerce</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Society and culture</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Received any kind of financial help</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>Received any kind of non-financial help</td>
<td>65</td>
<td>53</td>
</tr>
<tr>
<td>Moved to do training</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>People's views on their 2003 training (a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion rating aspects as 'good': (b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to computers</td>
<td>82</td>
<td>86</td>
</tr>
<tr>
<td>Assistance from administrative staff</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Being with Indigenous people</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Childcare facilities</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>Commitment of other students</td>
<td>59</td>
<td>61</td>
</tr>
<tr>
<td>Course flexibility</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>Cultural appropriateness</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>Dealing with non-Indigenous people</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>Facilities</td>
<td>76</td>
<td>81</td>
</tr>
<tr>
<td>Question</td>
<td>Estimated percentage, by region</td>
<td>Estimated standard error, by region</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Total 1 2 3 4 5</td>
<td>Total 1 2 3 4 5</td>
</tr>
<tr>
<td>Training in 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help to find work</td>
<td>51 48 46 45 60 65</td>
<td>3.7 7.5 4.4 8.8 8.2 12.1</td>
</tr>
<tr>
<td>Indigenous teachers and staff</td>
<td>75 76 78 75 78 70</td>
<td>2.9 6.5 6.2 5.1 5.3 7.1</td>
</tr>
<tr>
<td>Level of financial help</td>
<td>57 48 62 61 43 69</td>
<td>2.8 4.9 6.2 6.8 4.9 5.5</td>
</tr>
<tr>
<td>Teachers and tutors</td>
<td>81 77 82 86 79 76</td>
<td>1.8 4.1 3.7 3.6 5.1 3.9</td>
</tr>
<tr>
<td>Starting and finishing training (c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons for training include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve knowledge</td>
<td>43 50 38 35 45 49</td>
<td>3.0 6.4 6.6 5.4 5.6 7.7</td>
</tr>
<tr>
<td>To get a job</td>
<td>42 53 41 39 37 35</td>
<td>2.8 5.9 4.0 7.0 5.9 4.5</td>
</tr>
<tr>
<td>To get extra skills for job</td>
<td>28 22 22 31 26 40</td>
<td>3.1 6.6 6.0 7.2 3.8 7.4</td>
</tr>
<tr>
<td>For confidence/self-esteem</td>
<td>24 24 18 21 26 38</td>
<td>2.3 4.9 4.2 3.5 5.0 8.1</td>
</tr>
<tr>
<td>For a sense of achievement</td>
<td>24 30 24 15 26 24</td>
<td>2.2 5.9 4.6 3.5 4.2 4.4</td>
</tr>
<tr>
<td>To help in the community</td>
<td>20 21 15 18 20 27</td>
<td>2.2 4.1 4.1 5.2 5.6 6.0</td>
</tr>
<tr>
<td>Reasons for not completing a course include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal reason</td>
<td>45 42 59 43 40 35</td>
<td>4.3 7.4 8.8 18 7.5 13</td>
</tr>
<tr>
<td>Training-related reason</td>
<td>39 47 35 40 41 28</td>
<td>3.8 6.8 6.4 15 7.7 8.6</td>
</tr>
<tr>
<td>Family/community-related reason</td>
<td>28 31 12 21 32 46</td>
<td>3.2 4.2 4.4 7.7 9.3 10</td>
</tr>
<tr>
<td>Benefits from training (c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More confidence/feel better about self</td>
<td>91 89 83 95 96 94</td>
<td>1.4 2.4 4.1 2.3 1.7 3.3</td>
</tr>
<tr>
<td>Communicate or relate to people better</td>
<td>89 91 78 90 95 93</td>
<td>1.8 2.2 4.9 4.8 2.0 2.9</td>
</tr>
<tr>
<td>Improved workplace skills</td>
<td>87 85 84 89 92 90</td>
<td>1.5 4.3 3.1 2.8 2.4 2.7</td>
</tr>
<tr>
<td>Understanding how workplaces run</td>
<td>75 70 68 77 82 80</td>
<td>2.2 5.4 4.8 3.5 7.1 4.3</td>
</tr>
<tr>
<td>Helped get more involved in community</td>
<td>71 67 64 69 77 84</td>
<td>2.6 5.2 6.9 5.6 4.7 3.4</td>
</tr>
<tr>
<td>Got skills for work in community</td>
<td>68 67 63 64 81 75</td>
<td>2.7 5.2 7.1 5.3 5.2 5.4</td>
</tr>
<tr>
<td>Being a role model for others in community</td>
<td>67 66 59 68 80 69</td>
<td>2.6 4.7 6.1 5.4 2.9 8.0</td>
</tr>
<tr>
<td>Helped get a job or better/different job</td>
<td>62 68 53 58 64 68</td>
<td>2.7 5.4 6.8 5.5 5.1 4.3</td>
</tr>
<tr>
<td>Understanding how to apply for a job</td>
<td>60 62 52 60 74 59</td>
<td>2.8 6.0 5.3 6.5 5.1 6.8</td>
</tr>
<tr>
<td>Helping to look after family</td>
<td>57 51 48 54 71 71</td>
<td>2.6 5.1 5.5 6.3 4.3 5.5</td>
</tr>
<tr>
<td>Helped get into other training course</td>
<td>55 55 43 59 57 60</td>
<td>3.2 6.8 7.5 7.1 7.2 6.0</td>
</tr>
<tr>
<td>Question</td>
<td>Estimated percentage, by region</td>
<td>Estimated standard error, by region</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Training in 2003</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Understanding how to use computers</td>
<td>53</td>
<td>51</td>
</tr>
<tr>
<td>What 2003 students were doing in 2004 (d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a paid job</td>
<td>45</td>
<td>43</td>
</tr>
<tr>
<td>Looking for work</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Continuing their 2003 training</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Studying a different course to 2003</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Participating in CDEP scheme</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>In paid work, studying, or in CDEP scheme</td>
<td>81</td>
<td>74</td>
</tr>
</tbody>
</table>

(a) Students were asked to rate selected aspects as ‘good’, ‘bad’, or ‘just OK’. (b) Proportions of those to whom this was applicable. (c) Information relates to training generally, not just the 2003 course. (d) People can be involved in more than one activity.

Source: Survey of Indigenous VET students, 2003