Hidden from View

A survey of adult, community education data collection in Australia.

Committee on TAFE & Training Statistics
November 1993
HIDDEN FROM VIEW

A SURVEY OF ADULT, COMMUNITY EDUCATION DATA COLLECTIONS IN AUSTRALIA

November 1993

A project conducted by

CAROL KELLY AND DAVID GOLDSWORTHY

for

THE ADULT, COMMUNITY AND FURTHER EDUCATION BOARD VICTORIA

FUNDED BY THE COMMITTEE ON TAFE AND TRAINING STATISTICS
Hidden from View:

A Survey of Adult, Community Education Data Collections in Australia

Foreword

This report makes a major contribution to our knowledge of post-secondary education and training in Australia. It succinctly maps the state of adult, community education data collections across the country and uncovers a rich lode of vocational education and training activity hidden from national knowledge.

While some data on adult education efforts in TAFE Colleges is included in the national data collection, there are many community organisations throughout Australia whose efforts are not yet covered. This report shows that many of these organisations have developed sophisticated management information systems and are ready and willing to supply information. These findings provide real promise that Australia can achieve comprehensive annual data on the vocational education and training and adult education efforts of community-managed organisations, that which, in turn, will provide a firmer basis for policy development at national and state level.

In 1991, the Senate Standing Committee on Employment, Education and Training released a report on adult community education under the title "Come in Cinderella". A key finding was that deficiencies in data were a major obstacle to proper consideration of this sector of post-secondary education. The excellent work by Carol Kelly and David Goldsworthy has provided a clear path for Cinderella to "come in".

The Australian Committee on TAFE and Training Statistics recognises the importance of this report and has built into its forward plans an implementation strategy to help improve the national reporting of adult, community education data.

Norman W F Fisher, AM,
Chair, Australian Committee on TAFE and Training Statistics
and Chief Executive, Canberra Institute of Technology

29 November 1993
EXECUTIVE SUMMARY

Adult and community education programs are an often overlooked, but nevertheless significant, component of the total vocational education and training effort of Australia.

This provision of adult and community education occurs in TAFE Colleges, private providers, Skillshares and a range of community-managed organisations including large adult education centres such as the Council of Adult Education and Workers Education Centres; neighbourhood houses, community learning centres, literacy centres and migrant education centres.

The collection of statistics on adult and community education programs is important for the development of an accurate measure of the vocational education and training effort occurring in Australia. However, the existing national collection system fails, in most instances, to provide accurate or complete data on the students, courses or providers of adult and community education.

Adult and community education program provision is far more extensive than the scope of the current national collection. Not only are many general adult education courses inadequately collected but there are many government funded access and vocational courses conducted which are not included in the national statistical collection system.

Furthermore, Stream 1000 (general adult education) within TAFE Colleges and community providers is often treated as irrelevant to the overall vocational education and training effort and not collected with the rigour applied to other program areas within the TAFE system.

There are significant variations in community provider student numbers and resourcing and in the focus that adult education has within these organisations. This report reveals that Australia has well over a thousand community managed organisations which are seriously involved in adult and community education.

Community providers and their peak organisations surveyed were supportive of the need to supply data for a national statistical collection system but wary of the potential additional workload.

The improvement and expansion of the national collection system on adult and community education is essential for the development of an accurate measure of the extent of vocational education and training in Australia. The collection is also warranted on two other accounts: the need for government to plan effectively for future development; and the need for a government response to the demand of community providers that their adult education effort receives due recognition.

The development of a national adult and community education profile is dependent on two major strategies. Firstly, the development and expansion of the national statistical collection system; and secondly, the implementation of regular population sample surveys through the Australian Bureau of Statistics.
COTTS/NATMISS, with the support of ANTA, should demonstrate the importance of collecting statistics on adult and community education programs by establishing an appropriately resourced Adult and Community Education Statistical Collection Task Force for a 3 year period. This Task Force would be responsible for overseeing the introduction of an improved and expanded collection of statistical data on adult and community education. The Task Force would need to ensure input from the major stakeholders identified in the report, including such groups as the National Centre for Vocational Education Research (NCVER), the Australian Association of Adult and Community Education (AAACE) and National Link.

Priority activities for the Task Force would be to:

- Give immediate attention to improving the collection of data from providers already supplying information.
- Expand the collection system to include all those providers receiving commonwealth or state funds for adult and community education courses or infrastructure.
- Develop strategies for the collection of data from other providers of adult and community education receiving commonwealth or state government funds and currently not supplying data to the national collection system.
- Investigate the possibility of conducting triennial population sample surveys through the Australian Bureau of Statistics, to gather comprehensive information on adult education participants, courses, providers and financing.
- Provide advice and support for the development of state and territory structures and systems for the collection of statistical data on adult and community education provision.
- Act on the recommendations contained within this report relating to data elements and their collection. Particular attention should be given to the needs of providers for: staff training; computer software and hardware; the addition of specific data elements; the provision of statistical feedback reports and the costs likely to be incurred by providers in the collection of data.
- Ensure that consultative mechanisms between government and community for the purpose of improving and expanding data collection systems are developed, utilised and maintained.
- Promote the importance and usefulness of data collection systems.
- Develop advice on student participation surveys.
- Provide a focus for the improved collection of Stream 1000 courses within TAFE colleges.
- Contribute to the development of up-dated descriptions of Stream and Field of Study classifications.
# TABLE OF CONTENTS

## SECTION 1  INTRODUCTION

1.1 Broad Aim of the National Survey .......................... 1
1.2 Implementing the Survey ........................................... 2
1.3 Methodology ......................................................... 2
1.4 Stream and Field of Study ........................................ 4

## SECTION 2  THE CONTEXT

2.1 Vocational Education and Training ............................ 5
2.2 Adult and Community Education: National Policy Directions .. 6
2.3 Collection of Statistics in other Countries .................... 6

## SECTION 3  STATE AND TERRITORY PROFILES

3.1 Australian Capital Territory ...................................... 11
3.2 New South Wales ................................................... 17
3.3 Northern Territory .................................................. 25
3.4 Queensland .......................................................... 31
3.5 South Australia ....................................................... 37
3.6 Tasmania .............................................................. 43
3.7 Victoria ............................................................... 49
3.8 Western Australia .................................................... 55
3.9 Summary of Findings: State Profiles ............................ 63

## SECTION 4  ANALYSIS OF RESPONSE TO DATA ELEMENTS

4.1 Student Data .......................................................... 68
4.2 Course/Module/Subject Data ....................................... 71
4.3 Provider Data ........................................................ 74
4.4 Staff Data - Teaching ............................................... 75
4.5 Staff Data - Non Teaching ......................................... 77
4.6 Summary .............................................................. 77

## SECTION 5  DEFINING THE SCOPE AND BOUNDARIES OF AN ADULT AND COMMUNITY EDUCATION STATISTICAL COLLECTION SYSTEM

5.1 Defining Adult and Community Education ....................... 79
5.2 Present scope ......................................................... 79
5.3 Future Scope ........................................................ 80
5.4 Setting the Scope and Defining the Boundaries ................ 81
SECTION 6  ACTION PLAN FOR THE INCORPORATION OF ADULT AND COMMUNITY EDUCATION STATISTICS WITHIN THE NATIONAL COLLECTION SYSTEM

6.1 Meeting Organisational Needs
6.2 Providing Benefits
6.3 Overcoming the Barriers
6.4 Establishing the Direction
6.5 Action - Tasks, Strategies and Resources
6.6 Conclusion

TABLES

Table 1  Provider/Program Matrix

APPENDICES

Appendix 1  Reference Group
Appendix 2  Interviews Conducted
Appendix 3  Basic Survey Instrument
Appendix 4  DEET Streams of Study
Appendix 5  DEET Fields of Study
Appendix 6  List of Publications and Articles
Appendix 7  Glossary of Terms
Appendix 8  List of Acronyms
SECTION 1: INTRODUCTION

Background

At the June 1993 meeting of the Committee on TAFE and Training Statistics (COTTS), a committee established under the auspice of the Ministers of Vocational Education, Employment and Training, a National Survey of the Statistical Collections on Adult and Community Education was approved. The survey has been undertaken by the Adult, Community and Further Education Board (ACFEB) in Victoria. Members and nominees of the Senior Officers in Adult Education Group and a representative of the National Management Information and Statistics System (NATMISS) formed the Survey Reference Group [see appendix 1]. The survey contributes to the overall work of COTTS and in particular the NATMISS project which is under the auspice of COTTS. The resulting report will also provide information on adult and community education (ACE) for the benefit of the Australian National Training Authority (ANTA) and other national bodies.

In addition, the survey fulfils a recommendation of the Senate report "Come in Cinderella" which calls for advice "on a mechanism for the collection of standardised national statistics on participation in adult and community education". Further to this recommendation the Senate Report emphasised the need for a clearer understanding of what is going on at the community level in adult and community education, and pointed out that this lack of understanding was contributing to the low profile from which the sector suffers.

1.1 BROAD AIM OF THE NATIONAL SURVEY

The broad aim of the survey was to investigate and document the state of adult and community education data systems nationally, and identify future directions for improving national reporting on adult and community education.

The survey aimed to answer the following questions:

- What is the scope of adult and community education and how are the boundaries set for the purpose of statistical collections?
- In each of the States, both within and outside the TAFE institutions, how is adult and community education defined and how is information on providers, courses, students, teachers and resources collected and recorded and for what purpose?

---

National Survey of the Statistical Collections on Adult and Community Education

Section 1: Introduction

- What systems are in place for the collection of data and what software systems are being used?
- What are the strengths and weaknesses of current data collections and how might the quality, scope and utility of this data be improved?
- What, if any, are the barriers to developing national consistency and what action is needed to improve national reporting on adult and community education?

1.2 IMPLEMENTING THE SURVEY

The survey was conducted in all States and Territories with a particular focus on those bodies in receipt of government funding. Interviews [see appendix 2] were held with over 60 groups and individuals around Australia, including:

Providers:

TAFE
Adult Education Institutions
Community Providers
Continuing Education Departments of Universities
Schools

Coordinating Bodies:

Peak adult education organisations
Australian Association of Adult and Community Education (AAACE)
Peak bodies for non-government organisations

Government Agencies with administrative or coordinating roles:

Australian National Training Authority (ANTA)
Department of Employment, Education and Training (DEET)
NATMISS
State Training Agencies
State Adult Education Agencies
Higher Education Authorities

1.3 METHODOLOGY

A basic survey instrument was developed for use in the interview process. Because of the range of groups interviewed, variations were made to the survey instrument for each of the three groups identified above. These variations ensured that the questions were suitable to the target audience. A copy of the basic survey instrument is included as Appendix 3.
A provider/program matrix, shown below, was used to identify the range of post-secondary education and training available in Australia and the various providers of this education and training. This matrix was developed because of the definitional problems traditionally associated with adult and community education and the need to clearly establish the focus of the survey. Recent rapid diversification in the delivery of adult education has added to these difficulties. Examples of this diversification can be found with schools offering vocational education and training courses and community providers working with universities to provide access to degree level study circles.

Within the matrix, the survey concentrated on the statistical collections of general adult education (stream 1000) in TAFE colleges, and general adult education, access, and vocational education and training occurring in other adult and community education organisations. [The glossary included as Appendix 7 explains the terms: general adult education, access and vocational education and training and program.] In addition, information was collected on general adult education in schools, private providers and other public authorities, and any higher education found in community providers.

**TABLE 1 - PROVIDER/PROGRAM MATRIX**

<table>
<thead>
<tr>
<th>PROVIDER TYPES</th>
<th>PROGRAM TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Adult Education</td>
</tr>
<tr>
<td>Community Based Providers</td>
<td>IIIIIIIIII</td>
</tr>
<tr>
<td></td>
<td>IIIIIIIIII</td>
</tr>
<tr>
<td></td>
<td>IIIIIIIII</td>
</tr>
<tr>
<td>TAFE Colleges</td>
<td>IIIIIIIII</td>
</tr>
<tr>
<td></td>
<td>IIIIIIIII</td>
</tr>
<tr>
<td>Private Providers</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>------------</td>
</tr>
<tr>
<td>AMES</td>
<td>--------</td>
</tr>
<tr>
<td>Universities</td>
<td>IIIIIIIII</td>
</tr>
<tr>
<td></td>
<td>IIIIIIIII</td>
</tr>
<tr>
<td>Schools</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>------------</td>
</tr>
<tr>
<td>Other Public Authorities</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>------------</td>
</tr>
</tbody>
</table>

IIIIIIIII represents a major focus  -------- represents a minor focus
Section 1: Introduction

While it is recognised that individuals undertake courses for a variety of purposes, and that these purposes may change as a result of undertaking a course, this provider/program matrix proved to be an effective way of establishing a common understanding of the focus of the survey and facilitated effective consideration of the issues.

Another feature of the basic survey instrument was the use of a table to explain the current and proposed use of NATMISS data elements associated with the collection of statistical data on students, courses, providers, teaching staff and non teaching staff for short and accredited courses. This table allowed a comprehensive examination of each data element to occur.

Interviews were held with individuals involved in the various layers of adult and community education, from state training agencies to small community providers. In each case, face to face interviews were held which lasted about an hour. The structured interview schedule had core questions which were asked at all interviews and targeted questions to suit the particular circumstances of the respondent. Information gathered through the interview/survey process was collated and response patterns identified. A profile was prepared for each State and Territory and verification was sought from peak organisations. These profiles, along with interviews conducted with peak national bodies, formed the basis for the development of this report.

1.4 STREAM AND FIELD OF STUDY

Stream of Study and Field of Study are classifications within the DEET system. They are referred to frequently in this report and a broad description of these classifications is included in Appendices 4 and 5. In practical terms, Stream of Study is used as a proxy for "level" and Field of Study is a classification of course content.
SECTION 2: THE CONTEXT

2.1 VOCATIONAL EDUCATION AND TRAINING

Over the past few years in Australia, there has been a growing recognition of the need to continually improve the skill levels of the adult population. There is a recognition that while young people are increasingly staying at school longer, there are huge numbers of people currently in the labour force who are likely to stay in the labour force for many years to come and who need to have opportunities to take up further education and training. As part of this recognition there has been a move to develop new structures and mechanisms for coordinating vocational education and training nationally. This has lead to the establishment of a National Vocational Education and Training System (NVETS) coordinated by a Council of Commonwealth and State Ministers and administered by ANTA and the State Training Agencies. Although TAFE Colleges form a central component of the NVETS, there is an expectation that other training providers will need to be included in the national system. These other providers include private providers, such as private business colleges and the training arms of major companies, plus a host of non-government, not-for-profit organisations such as adult and community education centres, neighbourhood houses and literacy groups.

An important plank in the construction of a more coherent national training system is the improvement of national data collections on training activity, outputs and outcomes. While the national TAFE data collection systems, currently administered through the NCVER, have served TAFE reasonably well over the last couple of decades, they are now in need of a major overhaul. To manage this overhaul and the development of a data system capable of meeting the data requirements for the next decade the Committee on TAFE and Training Statistics has commissioned a national management information systems development project.

Parallel with much of the work aimed at revitalising the national training system there has been a rapid expansion of access education provision for those who lack the skills and knowledge to avail themselves of further training and employment opportunities. Similarly, there has been an expansion in demand for general adult education programs which enhance individual choice and enable adults to develop skills to use in the home and the community as well as the workplace.

This project aims to broaden the scope of existing data collection on training activities by encompassing the broad range of activities undertaken by community managed organisations.
Section 2: The Context

2.2 ADULT AND COMMUNITY EDUCATION: NATIONAL POLICY DIRECTIONS

A Draft National Policy on Adult and Community Education is under consideration and will be finalised by the end of 1993. The Draft Policy provides a description of Adult and Community Education in Australia, identifies underlying principles which form the foundation of ACE and puts forward six national goals which will provide a national framework for the delivery of adult and community education. Examination of the Draft Policy reveals that successful achievement of many of the goals would rely extensively on the capacity of a national collection system to provide reliable and comparable information on adult and community education activity occurring in community providers and TAFE. The design of the NATMISS national data collection system to include the inputs and outputs from adult and community education is included as a strategy in relation to the first goal of the Draft Policy Statement. The goals (in brief) are as follows:

Goal 1: To realise the potential of adult and community education.
Goal 2: To improve access and equity.
Goal 3: To provide opportunities and outcomes for individuals.
Goal 4: To provide learning pathways.
Goal 5: To ensure quality.
Goal 6: To strengthen partnerships.

Although the Draft Policy gives attention to many areas of adult and community education, it does not attempt to define the precise boundaries, and suggests that because of the breadth and diversity involved, this is best done in each of the States and Territories.

2.3 COLLECTION OF STATISTICS ON ADULT EDUCATION IN OTHER COUNTRIES

An examination was carried out of available literature on the adult education statistical collection strategies of other countries. Articles and publications from America, England and Canada were investigated and some local publications also proved noteworthy [see Appendix 6]. However much of the literature tended to be discursive rather than focussing on the mechanisms of data gathering.

Early work done by UNESCO on definitions, provides insight into the way adult education has been reported upon for the purpose of international comparisons. However, the definition of formal and non-formal adult education, as can be seen by

the publication extracts below, do not match the Australian experience of adult education.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
<td>The term &quot;Adult Education&quot; is synonymous with &quot;out-of-school education&quot; and means, education provided for the benefit, and adapted to the needs of persons not in the regular school and university system and generally fifteen and older.</td>
</tr>
<tr>
<td>Education</td>
<td>&quot;Education&quot; is taken to comprise organised and sustained communication designed to bring about learning.</td>
</tr>
<tr>
<td>Formal Adult Education</td>
<td>Adult Education is regarded as &quot;formal&quot; if students are enrolled or registered.</td>
</tr>
<tr>
<td>Non-Formal Adult Education</td>
<td>Any educational work with adults who are not enrolled in formal groups or registered as listeners, viewers or correspondence students should be regarded as &quot;non-formal&quot;.</td>
</tr>
</tbody>
</table>

The literature reviewed from Canada and the United States of America indicated that population surveys were a common means of identifying adult education effort. In particular, "Participation in Adult Education" carried out in the United States, provides a useful example of the potential of population surveys to aid the development of national adult education profiles.

"Participation in Adult Education" is prepared triennially for the Centre for Education Statistics, by the American Bureau of the Census, as a supplement to its regular "Current Population Survey" (sponsored by the Bureau of Labor Statistics). The survey contained comprehensive information on adult education participants, courses, providers and financing. An adult education participant was defined as a person, 16 or older, engaged in one or more activities of organised instruction, excluding full-time enrolment in high school or post-secondary education.

---


4 The definition of adult education used for the survey is exceedingly broad.
In 1984 the survey comprised 71,000 households located in all states and 44 Standard Metropolitan Statistical Areas, ranked by population size. About 58,000 households responded to the survey, providing comprehensive data for all household members ages 14 or over (about 122,000 persons) on employment status, occupation, age, sex, race, marital status, veteran status, educational background, household relationship, armed forces membership, and Hispanic origin. Statistics on adult education participation were restricted to persons 16 years old or over, and included such variables as:

- courses taken;
- general course subject area;
- main reason for taking course;
- whether applicable toward meeting requirements for a certificate, diploma, degree or license;
- who provided the instruction;
- source of payment;
- dollar amount paid.

Among the highlights were:

- about 14% of adults participated in adult education;
- most adult education courses are taken for job-related reasons;
- participation in adult education was growing while full-time college enrolment had stabilised.

A population survey\(^5\) carried out in South Australia, by the Australian Bureau of Statistics, in 1984 was broader in its focus than this study. However, it provides further evidence of the extent of adult education activity and the value of population surveys in establishing an adult and community education profile in Australia.

The survey was conducted as a supplement to the Monthly Population Survey at the request of the Tertiary Education Authority of South Australia and a number of other organisations. The publication contained results of a survey on participation in non-formal adult education in South Australia and showed the extent of non-formal adult education. The Survey was based on a multi-stage area sample of private dwellings (about 5000 houses, flats etc.) and non-private dwellings and covered about 1% of the South Australian population. Non-formal adult education was defined as any organised course which did not result in a formal qualification and included hobby and personal interest courses, classes at a community centre, sport and recreational related courses and trade union courses. Courses were defined as a period of instruction, which may range from one day to several months, on a specific subject or topic. The survey was aimed at persons aged 15 years and over.

---

Highlights of the survey were:

- Almost one third of the South Australian population aged 15 years and over had taken a non-formal adult education course in the previous five years.

- 13.6% of the South Australian population aged 15 years and over took a course in 1984.

- Participation rates were higher for females than males.

- Of the courses taken in 1984:
  - 10.9% were provided by Workers Education Association;
  - 17.7% by commercial enterprises;
  - 21.4% by private tutors;
  - 21.5% by TAFE;
  - 26.3% by other providers.

Summary:

From the literature, it appears that population surveys are a common and effective way of establishing the level of involvement, and the nature of participation in adult education. This does not deny the need for the collection of student enrolment data on an annual basis or the implementation of student participation surveys through providers of adult and community education. However, if a comprehensive, statistically valid, measure of adult and community education participation is to be established then regular population surveys would appear to be warranted.
SECTION 3. STATE AND TERRITORY PROFILES

3.1 AUSTRALIAN CAPITAL TERRITORY (ACT)

3.1.1 State Structure: Adult and Community Education

TAFE provision in the ACT is conducted by the Canberra Institute of Technology. Within the Institute structure, courses in basic education, preparatory studies and some general interest courses are conducted as part of the social justice strategy. However, most full cost recovery, adult and community education provision is managed by the Institute's commercial arm, ACTAID. Outside the Institute there is an active community sector comprising over 90 different providers. Networks exist, but these are formed on an ad-hoc basis and do not embrace all community providers. The schools are heavily involved, through the Senior Secondary Colleges, in the provision of adult education programs.

Community providers receive funds from a variety of sources and make routine reports on the use of these funds. Key bodies include the ACT Chief Minister's Department, ACT Women's Employment Advisory Committee, ACT Community Programs' Branch, ACT Employment and Training Branch and DEET.

3.1.2 Scope of Current Collection

Minimal data is provided by the ACT to the TAFE National Statistical Collection.

3.1.3 Data gathered for current National Collection of TAFE Statistics

TAFE College - Stream 1000:

• Virtually nothing reported.

Other Adult Education Provision:

• Nothing reported.

3.1.4 Gaps in current data collection

Identification of community organisations offering adult education:

• Despite the fact that a large community sector was identified, no other body submits data to the national collection.
3.1.5 Data Collection Systems

**TAFE College - Stream 1000:**

- ACTAID collects basic information on students enrolling in fee-for-service courses: name, address, phone number, postcode, course name and hours.

**Community Provider Level:**

- Data collected varies from most of the proposed NATMISS data elements, including sophisticated outcome and pathways data, in some instances, and down to only minimal data in other cases. What is collected is determined primarily by providers and systems are usually paper based (collected manually).

**Schools:**

- Conducted under the auspices of the Parents and Citizens organisation. Primary data collected is for financial management purposes and to generate a roll.

- Name and address - nothing much else.

3.1.6 Local system improvements

**TAFE Stream 1000:**

- Nothing planned.

**Other Community Provider Collection:**

- Individual providers planning to put basic data on computers.

**Schools:**

- Nothing planned.

3.1.7 Response to data element proposals

**TAFE Stream 1000:**

- General reluctance to collect more data on fee-for-service programs. The program is sensitive to market forces. Any major data collection would be expensive, push up course costs and also discourage enrolments.
Other Community Provider Collection:

- General agreement on elements proposed, providing that core data only is collected on short, non-accredited courses (supplemented with surveys and provider reports) and full data only collected on accredited courses.

- Additional items related to:
  - sole parent status;
  - provision of child care;
  - availability of concessions;
  - sources of public funding.

Schools:

- Name and address and nothing else.
- If additional information was required then the collection would need funding.

Peak Bodies:

- General agreement plus a need to obtain more information on the provider, possibly by special survey. Additional elements include:
  - whether own or renting premises;
  - fees charged;
  - how products publicised;
  - formal qualifications of staff;
  - use of volunteers;
  - duties other than teaching;
  - measures of quality.
  - accredited course offerings;
  - registered providers.

3.1.8 Barriers to implementation of TAFE and Training National Statistical Collection

TAFE - ACTAID:

- Cost of collection for individual providers.
- Coverage of collection - needs to be kept simple.

Community Providers of Adult Education:

- Lack of recognition of community providers in ACT.
- Lack of resources available to community providers.
- Difficulty of collecting additional data on fee-for-service courses.
Government Agencies Perspective:

- Magnitude and variability of programs run in the community.
- Minor proportion of community providers of adult education are publicly funded so therefore there are no perceived obligations to report.
- Inconsistency of data.
- Relevance of external classification systems to community sector.
- Different historical and social basis for each state collection system.
- Sloppy and inaccurate reporting by clients/providers.
- Cost and administration.

3.1.9 Benefits required from a National TAFE and Training Statistical Collection

TAFE - ACTAID:

- Information available on other major providers of adult education.
  - Identification of national, regional and local trends.
  - Identification of trends in relation to re-entry to mainstream education.

Community Providers of Adult Education:

- Identification of national and local trends.
- Sharing of good practice.
- Recognition of the value of adult and community education.

Government Agencies Perspective:

- Comparison of ACT profile to other areas of Australia.
- Linking of data to socio-economic data.
- Tracking of adult education students to identify outcomes.
- Overcome duplication.
- Capacity to demonstrate to ANTA what is being done in this area, particularly in regard to satisfaction of demand, economy of provision and effectiveness of provision.
- Capacity to attract government support through the demonstration of the economic contribution of community provision to Australia.
- Capacity to see changing patterns of demand and responsiveness to that demand.
- Identification of the extent to which adult and community education represents a soft option for entry into second chance learning.

Peak Organisation Perspective:

- Better base for policy formulation.
- Better base for program marketing.
- Basis for international comparison.
3.1.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection.

The following suggestions were made by providers, government agencies and other organisations:

- Inclusion of all courses associated with adult and community education in ANTA profile.
- National development of flexible software applications for collection of data.
- Assist providers to fully understand why it is important to collect information.
- Level of leadership provided by ANTA.
- Careful development of survey instrument.
- Clear endorsement of ACE National Policy by MOVEET.
- Incentives to providers - feedback, privileged access.

3.1.11 Summary

At this stage, there have been no developments to adopt a unified approach to the collection of adult education data in the ACT. While the community providers seem eager to participate in the provision of data, providing processes are clear and not overwhelmingly time-consuming, parts of the ACT system are not convinced of the merit of contributing data to a national collection. Any significant progress will need coordination, probably by the Institute and other ACT Government departments. On the other hand, there is a distinct community managed adult education sector in the ACT and it would be a disservice not to have it counted.
3.2 NEW SOUTH WALES

3.2.1 State Structure: Adult and Community Education

The NSW Vocational Education and Training Authority (VETA) has recently been established. It is responsible for coordinating the state training system in NSW and reporting to ANTA on vocational education and training activities. VETA is still in its developmental stage and relationship issues with other state agencies are not fully resolved. The NSW Board of Adult and Community Education (BACE) is responsible for community provision and the NSW TAFE Commission is responsible for TAFE College provision. VETA will collect information from the TAFE Commission and BACE as well as the Department of Agriculture and private providers.

The adult and community education sector is comprised of independent community owned and managed organisations. BACE is a statutory board and provides support through recurrent administrative grants for infrastructure and literacy and access programs to 71 organisations and nine Regional Councils of Adult and Community Education.

3.2.2 Scope of Current Collection.

NSW TAFE Commission

The NSW TAFE Commission collects Stream 1000 course and student data from TAFE Colleges. There has been a 27.1% decline in participation in Stream 1000 courses between 1989 and 1992. This decline is largely due to a shift towards more vocationally oriented courses.

From 1993 all personal enrichment courses in TAFE will be marketed under the brand name of Tafe Options, which will consist of two elements: existing Stream 1000 courses and new courses developed by Institutes. From the beginning of 1994, all Stream 1000 courses will be withdrawn by Training Divisions and Tafe Options will consist only of locally developed and approved courses which cannot be more than 54 hours in length.

NSW Board of Adult and Community Education

The NSW Board of Adult and Community Education collects course summary data from main providers who are recipients of major grants administered by BACE. These main providers are either Workers’ Education Associations (4), Evening and Community Colleges (22) or Community Adult Education Centres (45). BACE also collects data from 35 "Other Providers" of adult and community education.
The Stream 1000 classification is used to describe most course data at present, literacy is recorded as Stream 2100. Summary course data is collected from main providers on both funded and unfunded courses.

The following definitions (in brief) are used by BACE to determine what is collected:

**A Course**

A course is a structured program of learning activities for a group of adults who have enrolled in a course, seminar or workshop which is advertised/promoted as being conducted by the provider.

**An Enrolment**

An enrolment is anyone who is of post-compulsory school age, (over the age of 14 years and 9 months) who enrols in a course and does not withdraw before the course starts.

**Definitional work in progress:**

To assist with the issue of determining the vocational education and training component of adult and community education activity in NSW, the Board of Adult and Community Education commissioned a report to be carried out by the School of Adult and Language Education, University of Technology, Sydney. This report develops a definition of what constitutes vocational education and training within the adult and community education sector and by applying this definition, determines the extent of vocational education and training within the ACE sector in NSW. The report has recently been released and makes a significant contribution to the current debate surrounding the vocational education and training component of adult and community education.

**3.2.3 Data gathered for current National Collection of TAFE Statistics**

**Collection of TAFE College Stream 1000:**

- Student and course data collected.

**Collection of adult and community education:**

- Course summary data only collected.
- Stream 1000 and some 2100.
3.2.4 Gaps in current data collection:

**BACE:**
- Majority of courses classified as Stream 1000.
- Field of Study Classification not used at present.

**Other organisations offering adult and community education activities:**
- Discussions with BACE and the Local Community Services Association revealed that there is a large network of neighbourhood houses and other community organisations offering adult and community education activities throughout NSW (over 200). Many of these organisations receive funding from the NSW Department of Community Services. None of the adult and community education activities of these organisations are currently included in the national collection of TAFE statistics.
- Other groups identified which currently fall outside the national collection are: Universities of the Third Age, courses offered by community health programs and university discussion groups.

3.2.5 Data Collection Systems

**TAFE College - Stream 1000:**
- Part of overall NSW TAFE computerised system of collection.

**Adult and community education Collection:**

**Provider Level**
- Within the main providers participating in the current collection, systems range from well developed personal computer software systems, to efficient manual systems.
- Computing systems have been developed in response to the particular needs of providers in the areas of administration, finance, planning, promotion and human resources. Both Apple Macintosh systems and IBM compatible systems are used and some systems are networked. Software systems identified are Omnia, Works, Excel, Radar and Lotus. Common systems are used by some of the associated centres.

**BACE Collection**
- A manual format is used to collect course summary data from providers, this data is then aggregated using a computer spreadsheet program.
Other organisations offering adult and community education activities.

- Information about these organisations was provided by their peak body. Where these organisations are offering adult and community education activities then the minimum information required to effectively administer and plan activities would be collected. Most data is recorded manually, although computers may be used to compile mailing lists or to produce brochures.

3.2.6 Local system improvement

TAFE - Stream 1000:

- An improved enrolment form has recently been developed which will provide additional data in line with NATMISS requirements.

Adult and Community Education Collection:

- Results of interviews with adult and community education providers and state agencies indicated that current data collected was inadequate and that action is occurring to improve the system.

- The recently released report, "The Vocational Scope of ACE" will assist with the classification of courses according to Field of Study.

- A mapping exercise to identify the extent of adult and community education activities occurring in community organisations across the State is being carried out by BACE.

- Within the community services area a "Program Wide Indicators Project" is being carried out which may also identify learning activities.

- Other groups were also identified as resources for information on learning activities in the State or currently carrying out their own mapping exercises, examples of these were the Health and Welfare Industry Training Advisory Board and the Centre for Australian Community Organisations and Management.

Other Organisations offering Adult and Community education:

- The Local Community Services Organisation strongly supported the inclusion of data from member organisations in future national statistical collections even if the data was initially limited.
3.2.7 Response to data elements proposals.

TAFE College Stream 1000:

- No objections to the inclusion of all proposed elements.

Adult and Community Education Collection:

- Main providers were supportive of the inclusion of proposed data elements, although reservation was expressed on a number of occasions on the practicability of collecting Date of Birth.

- There was strong support for the collection of information relating to students’ ethnicity, disability and employment status at the point of enrolment rather than by survey.

- The classification of courses according to Field of Study was strongly supported.

- Some main providers also requested that "provider type" categories be expanded to enable distinctions and comparisons to be drawn between TAFE colleges, adult education centres (large and small) and neighbourhood houses.

- Most of the information proposed for the improved national statistical collection is already accessible in some form at the main provider level.

- Concern was expressed about the requirement to collect individual information about tutors i.e. name, initial.

Other suggested inclusions:

- Concession card holder
- Reason for enrolment

3.2.8 Barriers to implementation of TAFE and Training National Statistical Collection in Adult and Community education

TAFE College - Stream 1000:

- No perceived barriers in this area.

Adult and Community Education:
Section 3.2 New South Wales

Provider Level:

- Lack of resources, financial, physical and human.
- Willingness of students to supply some of the proposed data.
- Reluctance to conform to a national system.
- Privacy issues.
- The cultural shift required from learning activities to education could be a concern to smaller community providers.
- Limited government support for programs (around 10% of overall effort) means that additional information provided must be of real value at the local level otherwise resentment compounds.

State Agencies:

- Lack of consistency between providers and states in the application of categories

3.2.9 Benefits required from a National TAFE and Training Statistical Collection

Provider Perspective:

- Recognition of adult and community education contribution to vocational education and training.
- Access to accurate, up-to-date data.
- Identification of student pathways.
- Improved networking capacity with other like providers.
- Improvement to funding base.
- More equitable distribution of resources.
- Simplicity of application.

- Access to improved computer software systems which will bring about greater efficiency in the collection, storage and use of available data, at the local level, whilst meeting the requirements of NATMISS.
- Access to comparative data and information which will improve the capacity to plan effectively.
- Larger providers indicated a desire to have access to comparable data on the types of programs offered and the nature of the provider i.e. TAFE College, Adult Education Centre or Neighbourhood House.

State Agencies perspective:

- Capacity to build a complete picture of vocational education and training activity across all providers, adult and community education, TAFE, AMES, private providers by field of study, industry type etc.
National Survey of the Statistical Collections on Adult and Community Education

Section 3.2 New South Wales

- Better recognition of adult and community education and its role.
- Linkages across areas need to be improved, therefore data collected needs to show pathways for articulation and cross credit transfer purposes.
- Information on outcomes.
- Definitional integrity.
- Capacity to develop projected enrolment estimates.

Other organisations perspective:

- Recognition of contribution made to adult and community education by neighbourhood houses and other community organisations.
- Capacity to show inter-relationship between other organisation provision and more formal aspects of adult education.

3.2.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection

The following suggestions were made by providers, state agencies and other organisations:

- Access to resources required to assist with:
  - computer software development or modification;
  - staff training;
  - educative campaign.

- Consistency in the amount and type of information collected.
- Sufficient lead time to implement changes.
- Additional funding as an incentive to providers.
- Ongoing government commitment.
- Utilise peak organisations to foster involvement of other organisations currently outside collection system.
- Gain support of other organisations through a pilot project approach.
- Establish consultative mechanisms between all stakeholders.

3.2.11 Summary

The comments and suggestions recorded in the profile demonstrate the high level of knowledge, understanding and practical experience found within the NSW adult and community education sector.
Strong commitment was evident for the implementation of an improved adult and community education national collection system. The major difficulty identified was access to resources. However, some providers indicated a willingness to share in the costs of implementing new system requirements.

The concerns and requirements of larger community providers were expressed well in NSW. A consistently strong focus on the "client" was evident and subsequently the need for system developments to be capable of meeting the service requirements of providers was emphasised. These service requirements included user friendly enrolment processes and the automatic generation of class information details for students.

Far more information is currently available than is being collected in the national system.

The report "The Vocational Scope of ACE" will impact positively on the collection processes currently occurring in New South Wales.
3.3 NORTHERN TERRITORY

3.3.1 State Structure: Adult and Community Education

The Northern Territory Employment and Training Authority (NTETA) commenced formal operations in 1992. The mission of the Authority is:

To serve the Northern Territory Government in establishing a network of suppliers of vocational education and training that meets the needs of competitive industry and the rights of people to lead fulfilling independent lives.

The Authority is independent of the Northern Territory Department of Education but in order to avoid duplication, relies on existing services within the Department of Education. Both the Employment and Training Branch and the Tertiary Policy and Planning Branch of the Department provide significant service to NTETA. Both of these branches have links to adult and community education provision, however there is not a separation of functions within the Northern Territory government structure specifically for adult and community education.

There are five TAFE Colleges in the Northern Territory including the Institute of TAFE which shares its location with the Northern Territory University. Batchelor College of TAFE operates exclusively for the aboriginal community. Stream 1000 programs operate on a full cost recovery basis, as does the Continuing Education Program which operates through the Northern Territory University.

Another aspect, related to the provision of adult and community education in the Northern Territory, is the number of specific courses conducted on community management and development, examples of these are certificate courses in Community Skills, Aboriginal Community Administration and Aboriginal Community Management.

The only peak organisation identified for providers of adult and community education was the Northern Territory Branch of the Australian Association of Adult and Continuing Education (AAACE).

3.3.2 Scope of Current Collection

Northern Territory Department of Education - Tertiary Policy and Planning Branch.

- Information is collected on Stream 1000 courses offered in TAFE Colleges.
Definitions

A provider

In addition to TAFE Colleges, five categories of registration exist for private providers of vocational education and training. These categories are:

- Enterprise based.
- Industry based.
- Commercial.
- Community based.
- Public.

To be eligible for DEET funds in Northern Territory, providers must be registered as a training provider under the NTETA Act. This in turn allows them to offer accredited courses/programs for NTETA. This is subject to an "Approval to Conduct" process.

A program

- Stream 1000 courses

A course

- An activity advertised, administered and reported by a registered provider.

A student

- Generally students are adults however there are no age restrictions for Stream 1000 courses.

An enrolment

- A fee paying student.

3.3.4 Data gathered for Current National Collection

TAFE College - Stream 1000:

- Course summary data only collected.

Other organisations offering adult and community education activities:

- No separate collection.
3.3.5 Gaps in current data collection.

Inquiries during visits indicated a wealth of adult and community education activity occurring in Northern Territory, the following are some examples:

**Private Providers:**

- There are 28 private providers registered to provide accredited programs within the Northern Territory. Some of these are registered under a community-based category and are providing accredited and in some instances, non-accredited adult and community education courses. At present the data on these courses is not being collected.

**Public Providers:**

- Casuarina Secondary College - Evening School.
- Continuing Education Programs - Northern Territory University.
- Office of Sport and Ethnic Affairs.
- Office of the Arts.
- Department of Primary Industry.
- Conservation Commission.
- Office of Aboriginal Development.
- Community Education Centres (CECs):

There are 17 Community Education Centres operating throughout Northern Territory. These centres were established in 1989, by the Northern Territory Department of Education, to provide educational services in remote areas for aboriginal communities. The potential exists within these centres to offer educational opportunities and support for students from pre-school to tertiary studies. A range of community based accredited courses are offered including basic education, access and other vocational courses. At present information on adult students participating in general education or vocational courses is not included in the national TAFE collection. 1991 information indicated that 722 students, in the 13 to 19 year old age group, were enrolled in CEC’s.

**Community Providers:**

- St. John’s Ambulance Association.
- Sporting Organisations - Community Management Courses etc.
- Crafts Council of the Northern Territory.
- Palmerston and Rural Resource Centre.
- Small local organisations offering personal development and recreation, leisure courses.
- Establishment of a neighbourhood house in a suburb of Darwin is being considered with the support of one of Darwin’s military bases.
It should also be noted that there is a very strong emphasis on the running of accredited programs for adults by private, public and community providers in the Northern Territory. Some of these accredited programs are pre year 10 level and are conducted in module format.

### 3.3.6 Data Collection Systems

**TAFE College • Stream 1000**

- The Northern Territory system (Unisys/CTOS - COBOL based data base) is about to be upgraded. The new software system, Statistical Management and Administrative Reporting for TAFE (SMART) will be introduced to TAFE Colleges towards the end of 1993.

### 3.3.7 Local system improvements

**TAFE Stream 1000:**

- Apart from the introduction of SMART to TAFE Colleges, it is also anticipated that some private providers (e.g. community based) could have access to this system for recording information.

- Some Community Education Centres may also register as private providers, which in turn could give them access to the SMART system.

### 3.3.8 Response to data element proposals

**TAFE College Stream 1000 courses:**

- no objections to inclusion of all data elements.
- socio-economic and disability data should be collected at enrolment.
- provision needs to be made under location type for mobile classrooms.

**Community Providers and Peak Organisation:**

- Although there is strong evidence of adult and community education activity outside the TAFE system in the Northern Territory, lack of involvement in adult/community education networks or associations, means that most community providers have no understanding of the national TAFE statistical collection system or the potential benefits of being involved in such a system. Response to data elements was therefore limited.
3.3.9 Barriers to Implementation of TAFE and Training Statistical Collection in Adult and Community Education

TAFE College - Stream 1000:

- The willingness of students to provide data when they are paying for courses at full cost recovery level.

Community Providers of adult and community education:

- Distance presents considerable difficulties in setting up and maintaining computer systems.

3.3.10 Benefits required from a National TAFE and Training Statistical Collection

Government Agency Perspective:

- Improvement in the quality of information.

Community Provider Perspective and Peak Organisation Perspective:

- If improved data collection in other states can indicate the benefit of adult and community education to society as a whole, then funding could follow which would assist development in the Northern Territory.

- National recognition could influence government officials and senior bureaucrats to recognise the value of non award adult and community education - "courses don’t have to have employment outcomes to be of value to the community".

3.3.11 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection

- Enrolment process should be interactive in order to encourage student cooperation.
3.3.12 Summary

Far more adult and community education provision is occurring within Northern Territory than is currently being collected. Some of the gaps are located within funded programs and steps are being taken to amend this situation. It is also interesting to note that the definitional problems experienced in many States are brought into even sharper focus in the Northern Territory. Definitions in relation to the status of enrolments (there is no compulsory school age for aboriginals), the nature of programs and the status of providers (multiple provision by providers) are particularly blurred. The required nature of provision, given the environment of the Northern Territory will mean that definitions will need to be able to cater for these circumstances.
3.4 QUEENSLAND

3.4.1 State Structure: Adult and Community Education

The Vocational Education, Training and Employment Commission (VETEC) is the State Training Authority in Queensland. TAFE - Training and Employment Queensland (TAFE-TEQ), within the Department of Employment, Vocational Education, Training and Industrial Relations (DEVETIR), has responsibility for reporting on adult and community education to VETEC. A separate Adult and Community Education Branch exists within TAFE-TEQ, this Branch has specific responsibility for reporting on Stream 1000 in TAFE Colleges.

A review by VETEC on the delivery of adult and community education in Queensland is in progress. Ninety eight community and industry responses have been received to this review.

The AAACE was the only peak organisation identified for the community provider sector in Queensland.

3.4.2 Scope of Current Collection.

TAFE-TEQ

- The Adult and Community Education Branch of TAFE-TEQ collects Stream 1000 information from TAFE Colleges for inclusion in the national collection.

- The Access Equity and Foundation Studies Branch collects information on government funded courses in adult basic education.

Definitions for purpose of current collection

A provider

- A TAFE College

A program

- Stream 1000 courses in TAFE Colleges.

A course

- When advertised and has enrolments.

A student

- Generally a person over 15, Director’s discretion applies.
Section 3.4 Queensland

An Enrolment

- An enrolment occurs when a fee has been paid or an exemption granted to a student.

3.4.3 Data gathered for Current National Collection.

TAFE College - Stream 1000

- Course and student data collected, four times a year.

3.4.4 Gaps in current data collection.

Adult and community education: TAFE-TEQ

- Information is collected twice a year on Commonwealth funded literacy programs run by community providers. This information is not currently included in the national collection.

Other organisations offering adult and community education activities.

- The ACE branch of TAFE-TEQ and the Queensland branch of AAACE are cooperating in a mapping exercise of adult and community providers in Queensland. So far, over 500 groups have been identified and many more are known to exist. Organisations identified in the mapping exercise include public, private and community providers.

- An informal network of neighbourhood houses and community development centres exists in Queensland, most of these centres offer learning activities which equate to adult and community education activities offered in other States. Support is available to many of these centres in the form of grants from the Queensland Department of Family Services and Aboriginal and Torres Strait Islander Staff at a neighbourhood house were participating in a demonstration model project with Family Services, part of this project involves reporting to Family Services on their adult education activity.

3.4.5 Data Collection Systems

TAFE College - Stream 1000

- Information is collected using the College Administrative Computing Project (CAPS).
Community Providers of adult and community education (ACE - TAFE-TEQ)

- Computer systems are used to record accountability and evaluation returns.

Other Community Organisations offering adult and community education activities.

- Interviews with organisations outside the collection net, but offering adult and community education courses indicates that their information collection ranges from minimal course information to efficient paper based systems which record course and student data required for their purposes.

3.4.6 Local system improvements

TAFE Stream 1000

- Work is progressing on definitional issues and collection strategies for TAFE generally.
- Full introduction of CAPS will enable management reporting to occur.

Adult and community education Collection

- The ACE Branch of TAFE-TEQ is keen to collect statistical data on community provider activity. A separate computerised system is being considered for the community provider collection.

Other Community Organisations offering adult and community education.

- AAACE and community provider organisations interviewed, strongly supported the inclusion of community provider information in future national statistical collections.

3.4.7 Response to data element proposals.

TAFE College Stream 1000 Courses.

- No objections to the inclusion of all data elements.
- Suggested inclusions:
  - reason for enrolment
Adult and community education - community providers and peak organisations.

- Community providers interviewed were generally supportive of the inclusion of the proposed data elements, although they also indicated that other community providers may not be as positive as themselves. The difficulty of collecting "date of birth" was emphasised. One provider also indicated the difficulty of collecting student socio-economic data in any form, other than survey.

- Suggested inclusions:
  - prior education at enrolment.
  - reason for enrolment at enrolment.
  - volunteer and paid hours for tutors, teachers and administrative staff.
  - future inclusion of data on resources.

3.4.8 Barriers to Implementation of TAFE and Training Statistical Collection in Adult and Community Education

TAFE College - Stream 1000:

- incomplete data recording at Colleges.

Community Provider Collection

Government Agencies Perspective:

- Fragmentation of sector.
- Lack of infrastructure.
- System inertia, an inability to implement an improved system with any haste.
- Lack of understanding of the importance of data collection.
- Cultural shift required to enable collection to occur.
- Size of collection.

Provider Level:

- Resistance to surveys.
- Lack of infrastructure.
- Lack of computer systems.
- Lack of resources.
- Lack of skills.
- Increased complexity.
3.4.9 Benefits required from a National TAFE and Training Statistical Collection

Community Providers and Peak Organisation Perspective:

- Accessible, up-to-date information.
- Improved national policy development.
- Improved research capacity.
- Improved networking ability.
- Improved capacity to identify gaps and target funding.
- Recognition of the role of neighbourhood houses in adult education.
- Validation of pathway claims.
- Increased funding.
- Increased planning capacity at local level.
- Profile link to ABS statistics.
- Statistical back-up for funding applications.
- Capacity to compare effort and funding across providers, states etc.

Government Agencies Perspective:

- Increased access to data will assist with advocacy needs.
- Adult and community education profile development is urgently required.
- System needs to be capable of meeting statutory reporting requirements.
- Information collected must be valid, reliable and timely.
- Real outcomes of adult and community education must be apparent.
- Changes in client access must be measurable.
- Data must be collected which is relevant to policy and planning development at the national level.

3.4.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection

The following suggestions were made by providers, state agencies and other organisations:

- Involvement in the national statistical collection will enable adult and community education to show that it is an efficient provider, making a difference in the areas of skills and knowledge levels.
- Keep information collection as simple as possible.
- The development of a competitive market will aid collection.
- An education campaign is required to sell system benefits.
- Better mapping of sector is needed.
- Supply of tangible benefits to the adult and community education sector.
- Produce a simple publication to indicate how information is to be used.
Consult at all levels:

- before further data is sought; and
- on how it is to be used.

- Consideration must be given to ethical issues.
- Provision of additional resources and staff training.

3.4.11 Summary

Strong support for the inclusion of adult and community education in the national collection system was evident. The level of support was in one sense surprising, given the lack of involvement of community providers to date in the national system. However, the level of debate on adult education issues was high at the time of the visit. This heightened focus was due in part to the current review into the delivery of adult and community education in Queensland and also because of consultations occurring on the Adult and Community Education, Draft National Policy.

A large community provider sector, offering adult and community education activities exists in Queensland, but additional resources for community providers and the ACE Branch of TAFE-TEQ will be required before it is possible for these providers to participate in the national data collection system. The CAP system could eventually be used to support such a collection and resources permitting, coordination could be available from ACE TAFE-TEQ. The AAACE, Queensland Branch is also a valuable resource in the development of the community sector.

It remains to be seen what impact the present State review into the delivery of adult and community education will have on Queensland.
3.5 SOUTH AUSTRALIA

3.5.1 State Structure

The prime focus for adult and community education in South Australia is the Ministerial Committee on Adult and Community Education, supported by the Community Adult Education Secretariat, located in the recently formed Department of Education, Employment and Training (South Australia). The secretariat provides grants to a number of community managed organisations including the Workers Education Association (WEA). The Community and Neighbourhood Houses and Centres Association (CAN) is the peak body for 87 community houses and has a strong adult education focus. An interim state training authority is in the process of being established.

Support is also available for many of these organisations from the Department of Family and Community Services (FACS), Community Health Service (CHS) and the Child and Adolescence Family Health Services (CAHFS).

3.5.2 Scope of Current Collection.

The only adult and community education information currently entered into the National Collection is provided by TAFE Colleges.

3.5.3 Data gathered for current National Collection of TAFE Statistics

TAFE College - Stream 1000

- Core data on students and courses

3.5.4 Gaps in current data collection:

Community Providers

- None of the community organisations associated with CAN are included in the current national collection system, however, data has been provided for the State Training Profile from a survey conducted by CAN in May of this year.

- A number of other organisations identified are also excluded, they include Universities of the Third Age, Re-entry Schools and the Workers’ Education Associations.
Universities

- Not included

3.5.6 Data Collection Systems

TAFE College - Stream 1000:

- part of the computerised TAFE College collection.

Other Community Providers of Adult Education

Provider Level:

- Varies from provider to provider.
- Organisations such as the WEA have well developed systems.
- Smaller local government supported providers rely on approximate numbers and personal contact - tutors advertise courses in provider publicity material, take own enrolments and pay provider a percentage to cover support, room and other service charges.

State Agency:

- DEET (SA) collects aggregate data on funded community programs - numbers of participants, sex, age groupings, gender, numbers of migrants, unemployed, and disabilities. Course information is also gathered, including perceived benefits of the course and the availability of child care.
- The Community and Neighbourhood Houses and Centres Association conducted a basic survey of providers this year - aggregate data was collected.

University of South Australia

- Currently up-grading to the University of Sydney system - capable of giving up-to-the minute reports on state of enrolments in courses and assorted aggregate reports needed for managing the service - if fed into national system they would want quarterly feed-back, delayed reporting is of no value.
3.5.7 Local system improvements

TAFE Stream 1000:

- Under constant improvement.
- Want the system to become better at generating management information.
- More user friendly input process to ensure "right first time" at point of entry.

Community Provider Collection

- CAN, with the University of South Australia, has carried out some initial work on the development of a standard enrolment form.
- The Ministerial Advisory Committee on Community Adult Education (MAC) is working with CAN on the development of a data collection system. Enrolment procedures will be developed which will assist community providers to satisfy NATMISS requirements.
- WEA is computerising the student enrolment process

3.5.8 Response to data element proposals.

TAFE Stream 1000

- Basically collect already - not much value in collecting demographic data on general adult education participants.

Other Providers

- Keep it at provider aggregate report level.
- Collect core data sufficient to generate a unique identifier and survey the rest.
- Identify if registered as training provider.
- Access for disabled students.
- Want a mechanism to record hours of drop-in students.
- Include committees of management as volunteer hours.
- Record other paid preparation, assessment and evaluation time.
- Personal data could be collected once a student is on the course not necessarily at enrolment.
- Demography of staff - survey.
3.5.9 Barriers to implementation of TAFE and Training National Statistical Collection

Community Providers of Adult Education:

- Resources - human and financial.
- Need to have people on the ground to train community providers.
- Fear in some parts of sector of over bureaucratisation.
- Cynicism on part of providers - fear of policing, cutting people off.
- Lack of computers and computer training.
- Potential errors and inconsistencies in interpretation.
- A lack of self-confidence in the sector and a fear that it will be found wanting.
- Storage for records - especially over several years.
- Staff turnover - need systematic orientation process.

3.5.10 Benefits required from a National Statistical Collection System

TAFE - Stream 1000:

- Capacity to see what skill base development is occurring.

Other Providers Perspective:

- Trends.
- Needs assessments.
- Success indicators and comparative information at provider type/location level.
- Validation and acknowledgment of service.

State Agency Perspective

- Comparative data for planning purposes, resource allocations, trend analysis.
- Common language and raising profile.
- Facilitate pathways.
- Help sector realise where it fits in the greater scheme of things.
- Introduction of more efficient and effective recording system for specific organisations capable of generating external reports as well as assisting internal management.
- Measure of contribution and value of the sector.
3.5.11 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection system:

- Must be more resources.
- Training for field.
- Improve dialogue between government departments and exchange of data or at least standard reporting formats.
- Education about benefits of using data at provider level and at state or national levels.
- Make systems simple.
- Do not collect what well established providers would not need to manage their own affairs.
- Ensure that providers get feedback and see benefits emerging for themselves and their students.
- Utilisation of existing structures (community provider networks or regional colleges) to collect data at the regional level.
- Slight increase in resources - even 5 hours per week for data entry and program support would make an impact.
- Need quality computers - not "bottom of the range out-dated hand me downs".
- Use students in computer courses to enter data, develop systems, train staff.
- Systems developed must be well communicated and consultative.
- Encourage sharing and removal of duplications.
- Undertake data collection quarterly to avoid backlog and to improve currency of information.
- Emphasise the privacy of the information gathered.
- Support for buying hardware - sales tax exemption.
- Show cost savings and marketing advantages of using a standardised reporting system.
- Needs to be moderation about placing courses in any classification system e.g. Field of Study.
- DEET(SA) mount a public campaign marketing merit of community based adult education.

3.5.12 Summary

South Australia has many of the building blocks needed to begin systematically collecting data on adult education. Work is in progress to develop the system and a number of implementation options are available, including the use of existing community provider networks or regional colleges as collection points. Regardless of the end design of the system, additional resources will need to be allocated to developing, implementing and supporting the data collection system.

A good working relationship has been established between government and community and this will assist with the promotion of the importance of data collection.
South Australia clearly has an active, well established adult and community education sector. Establishment of a data collection system to record the adult education effort of the many community providers is timely.
3.6 TASMANIA

3.6.1 State Structure: Adult and Community Education

Tasmania has a well established state government structure supporting adult and community education. Adult Education is a Division within the Department of Employment, Industrial Relations and Training (DEIRT). State Government restructuring is in progress and this may have an impact on the Tasmanian adult education situation in the future.

The Adult Education Division operates through a regional structure, there are three adult education regions and each region has a number of government staffed adult education centres. These centres offer a broad range of fee paying, general adult education courses organised on a cost recovery basis as well as subsidised community education, aboriginal and basic education programs. TAFE Colleges do not offer Stream 1000 programs in Tasmania.

The following goals identified in the "State of the State" address in April 1992 are directly addressed by the Division of Adult Education through all their sub-programs:

The proper care of the Tasmanian people, in health, education and employment.

The promotion of an enterprising, involved and creative community.

The advancement of a compassionate fair and safe society.

In addition to the state government adult education system, an informal network of neighbourhood houses operates in Tasmania. Some State Government support is available to these houses from the Family Services Department and grants are also available from Adult Education.

3.6.2 Scope of Current Collection.

Adult Education Division

- The Division collects Stream 1000 data from its Adult Education Centres for the national collection.
Definitions for the purpose of current collection:

A Provider

- A Government supported Adult Education Centre.
- An Adult and Community Education Program area.
  
  Tasmania uses the following categories to identify adult education sub programs:
  
  - General Adult Education
  - Community Education
  - Aboriginal Education
  - Adult Literacy and Basic Education
  - Workplace Education Services

A student

- Anyone, over the age of 16, who is enrolled in an adult education course.

An adult education class

- An advertised activity run by an Adult Education Centre.

3.6.3 Data gathered for current National Collection

Stream 1000

- Course summary data only at present.

3.6.4 Identification of data gaps:

- Courses are not presently categorised according to Field of Study.
- Literacy and vocational courses offered by Adult Education centres or other centres registered with Adult Education for funding purposes are not included in the current collection.
- Neighbourhood houses in Tasmania conduct a range of adult and community education activities. Some houses are attracting DEET funds for vocational courses.
• Other organisations offering adult and community education courses, funded or unfunded, are not included in current collection processes.

### 3.6.5 Data Collection Systems

**Adult Education Division**

- A recently developed Adult Education Information System (AeIMS) provides an impressive framework for future statistical collections. AeIMS is now fully installed in all centres. The system is Clipper based, with a Windows interface and operates with IBM compatible hardware. All government Adult Education Centres are equipped with this system and networking of centres is planned.

**Other Community organisations offering adult and community education activities.**

- Neighbourhood Houses are operating paper based collection systems at the level required to administer and plan courses and report to funding agencies.

### 3.6.6 Local system improvements

**Adult Education Division**

- The implementation of the AeIMS system will include a number of system improvements. Student and course data will be available and information will be collected, in the long term, on the full range of courses offered by Adult Education Centres.

**Other Community Providers offering adult and community education.**

- Interest was expressed, by the neighbourhood house visited, in acquiring a computer system to assist with the administration of their learning program.

- The Adult Education Division has seconded a worker from the neighbourhood house area to assist with the development of adult and community education programs in neighbourhood houses. This initiative may eventually increase the capacity to collect statistical data from organisations currently outside the collection system.

### 3.6.7 Response to data elements proposals

**Division of Adult Education Collection**

- No objections to inclusion of all data elements.
National Survey of the Statistical Collections on Adult and Community Education

Section 3.6 Tasmania

- Although many of the data elements are not collected at present AeIMS is designed to allow for the inclusion of all elements.

Other organisations offering adult and community education

- Support for most data elements.
- Reservations expressed about the collection of tutor data, would need the permission of tutors.

3.6.8 Barriers to Implementation of TAFE and Training Statistical Collection System in Adult and Community Education

State agencies and providers:

- Diversity of providers and variations in program delivery throughout Australia.
- Limitation of time and capacity to collect information.
- Additional imposition in an environment where there is a plethora of surveys and a constant reduction in resources.
- Software redesign requirements.
- Political obstacles, the status of adult and community education within ANTA.

Other community providers:

- Lack of computer systems.
- Lack of funded hours.

3.6.9 Benefits required from a National TAFE and Training Statistical Collection System

State Agency and Adult Education Perspective:

- Improved reporting functions.
- The flow of "best practice" between States.
- Achievement of more value for money.
- Performance evaluation.
- Improved targeting.
- Accurate profile of adult and community education activity.
- Increased funding.
- Recognition of the value of adult and community education provision.
- Information capable of assisting with marketing and promotion.
- Reliability and comparability of data.
Other Community Providers Perspective:

- Increased client satisfaction and client focus.
- Identification of program trends.

3.6.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection

The following suggestions were made by providers, state agencies and other organisations:

- Targeted funding to assist with statistical collection.
- Staff training.
- Acceptance by ANTA of the legitimate role adult and community education has to play in vocational education and training.
- Assist NATMISS to do its job well.
- Promote importance of the collection of accurate, relevant data.
- Development of uniform data reporting requirements.

3.6.11 Summary

Tasmania’s Adult Education structure of government supported Adult Education Centres ensures that it is well placed to participate in an expanded collection of statistical data. Like other States, Tasmania is also experiencing a degree of funding uncertainty and DEIRT is presently restructuring.

Overall, general enthusiasm was expressed for the inclusion of additional data on adult and community education in the national collection, however some work may need to be done to counter minor resistance experienced in regard to the classification of courses according to Fields of Study. Adult Education Centres indicated that classification of courses according to streams had served them poorly in the past and they were reluctant to embrace additional course classifications.

Neighbourhood houses in Tasmania have well established learning activity programs and if support for collection processes was available, then neighbourhood houses could be encouraged to participate in the collection process.
3.7 VICTORIA

3.7.1 State Structure: Adult and Community Education

Like NSW, Victoria has specific legislation for adult and community education. The Victorian Adult, Community and Further Education Act was proclaimed in March 1992. One of the major purposes of this Act is to establish systems to ensure effective co-ordination of planning of adult, community and further education in Victoria. In accordance with this Act, the Adult, Community and Further Education Board (ACFEB) was established and the Board then worked with the existing regional structure to create 11 Regional Councils of Adult, Community and Further Education. Each Region has a regional office and works with a broad range of providers to plan and deliver adult education programs. In Victoria, there is a particular legislative emphasis on the value of community development and the support of the non-government sector.

Joint planning responsibility for adult, community and further education is also an important feature of the Act. The Adult, Community and Further Education Board and State Training Board are required to jointly prepare a three year Adult, Community and Further Education Plan. This Plan is required to:

- analyse the needs of the community for adult, community and further education;
- prioritise these needs; and
- establish objectives and targets to meet these needs.

Another major feature of adult and community education in Victoria is the Council of Adult Education (CAE) which is a statutory authority with its own legislation reporting to the Minister for Tertiary Education and Training. The CAE is the largest single provider of general adult education programs in Victoria and operates through a major city centre and a number of suburban venues.

Strong adult education and neighbourhood learning centre networks operate in the State. These networks provide a focus for development and cooperative links are well established with ACFEB. Skillshares, Universities of the Third Age and private providers are also part of the adult and community education framework in Victoria.

Infrastructure support is also provided to many of the neighbourhood houses and learning centres in Victoria by the Department of Health and Community Services.
3.7.2 Scope of Current Collection:

Adult, Community and Further Education

Over 350 community providers supply statistics on programs to ACFEB each year. Statistics are also provided by TAFE, Adult Migrant Education Services and the Council of Adult Education. In 1992, over 266,000 adults, or approximately 1 in 11 of the adult population, participated in programs. Women constitute the vast majority of these enrolments comprising 79% of enrolments statewide. 54% of all participants undertook a course in a community provider, 16% with the Council of Adult Education, 8% with Adult Migrant Education Services and 22% in a TAFE College.

Definitions

ACFEB produces a manual each year to assist with the collection of statistical information, this manual provides information on collection processes and establishes guidelines and definitions.

A Provider of Statistics

* All "registered" providers of Adult, Community and Further Education Regional Councils, the Council of Adult Education, Adult Migrant Education Services and TAFE colleges.

Programs

* Programs offered under adult, community and further education include general adult education and access courses as well as those vocational programs which are delivered by community providers.

General Adult Education includes a variety of fee-for-service courses aimed at enrichment and the development of skills. Courses cover diverse areas including the arts, languages, health and philosophy.

Access courses cover adult literacy and basic education and English as a second language, including English language and literacy programs in the workplace. The area also includes the Victorian Certificate of Education for adults and general access courses oriented to helping people gain access to further study, training or employment.

Vocational programs in community providers include accredited training courses and a variety of vocationally oriented courses aimed at developing vocational skills and competencies.
A course

- A course must have clear educational intent; a tutor or well defined "structured" self learning, with a leader present; and must have documented agreed outcomes.

A student

- Anyone, of post compulsory school age (15 years or over), who is enrolled in a course.

3.7.3 Data gathered for current National Collection

Community Providers

- Course and student data is gathered from all registered community providers of adult, community and further education. Data collected is classified across the range of DEET Streams and according to Fields of Study. Data collection processes have been improved over a five year period and reliable comparisons and trends have been available since 1990. However, there is only a 50% compliance rate for the "date of birth" data requirement.

TAFE College Stream 1000

- Complete course and student data is not always available.

3.7.4 Identification of Data Gaps

Few gaps exist among medium to large community providers. However there are still examples of groups providing adult education which are not included in the current collection process. These include some learning groups and neighbourhood houses not receiving funds for adult education, some community health centres and a the range of adult education activities conducted by other public authorities such as health, welfare and public safety.

3.7.5 Data Collection Systems

The ACFEB data collection system is a personal computer, DOS based system, operating with 4GL (PC Focus) software.

Over 50% of the data supplied to ACFEB by providers is made available on computer diskette. The remainder is forwarded to ACFEB on class enrolment records which are keypunched centrally. Many providers have computer enrolment systems.
3.7.6 Local System Improvements

- An ACFEB grant of $21,000 has recently been given to Adult Community Education, Victoria (ACE VIC.) for the purpose of investigating and developing a software enrolment system appropriate to the needs of community providers and ACFEB’s statistical requirements.

- ACFEB is linking ACFEB student data with ABS data and plans to develop this capacity further. Some expansion of the existing system, to cater for future NATMISS requirements is occurring.

- The Council of Adult Education is developing its data systems in the areas of enrolments, resources and class time tabling.

3.7.7 Response to data elements proposed

ACFEB

- No major difficulties in meeting core data requirements are anticipated. A survey was undertaken this year on participation in adult, community and further education. Final results are still being finalised but indications are that this has proved a most satisfactory means of collecting information.

Community Providers

- Community providers indicated that the work involved to complete statistical returns should be kept as simple as possible and that workloads should not increase.

- Community providers were also keen to see some differentiation occur in the "provider type" classification which would allow for the range of community providers to be included separately.

- Another idea put forward, particularly to assist migrant students, was the introduction of a common student identification system which would enable students to provide information without having the ongoing frustration of filling out lengthy enrolment forms. A range of additional information is required when enrolling migrant students, it is often necessary to establish: country of origin, date of arrival and nationality.
Universities

- Recent investigation carried out by ACFEB indicate that there is extensive provision of general, access, continuing and professional adult education occurring in universities. In some instances productive working arrangements and structural links have been formed between the universities, providers, regional councils and the Board.

3.7.8 Barriers to the Implementation of a TAFE and Training Statistical Collection System

State Agency Perspective:

- Client willingness;
- Stream 1000 is not always handled as part of the overall system in TAFE colleges.

Community Provider Perspective

- Resources required for staff training and material support;
- Huge structural and funding variations between states;
- Willingness of participants to provide information.

3.7.9 Benefits required from a National TAFE and Training Statistical Collection System

State Agency Perspective

- Best practice identification;
- Access to information, better data;
- Recognition of effort, achievement of legitimacy.

Community Provider Perspective

- Information that is consistent and comparable to other parts of the country;
- The ability to identify discreet parts of the sector e.g. neighbourhood houses, evening colleges, workers education associations etc.;
- Higher profile, hence increased resources;
- More information for planning, hence increased access, effectiveness and equity.
- Capacity to link data with ABS information.
3.7.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection

The following suggestions were made by providers, state agencies and other organisations:

- Involvement of providers in policy and planning processes at the regional, state and national level.
- Promotion of the importance of adult and community education.
- Availability of additional resources.
- Consultation, debate and agreement.
- Development of user friendly enrolment forms.
- Use of "value added" aggregation to attract more interest and commitment from providers of data.
- Highlight value of Stream 1000 to TAFE colleges.

3.7.11 Summary

Victoria is well placed to implement NATMISS data collection requirements. The existence of state structures which have provided support for community providers over a period of years has meant that system development is well advanced.

Peak organisations in Victoria, including the Victorian branch of AAACE, ACE Vic., Association of Neighbourhood Houses and Learning Centres and the Victorian Adult Literacy and Basic Education Council provide significant support to community providers and are often involved in projects of national significance.

Because of the nature of the Victorian Legislation, attention has been paid to the broad range of provision in the community and there are fewer gaps in the data available.

The Council of Adult Education is a major provider of adult education in Victoria, and TAFE Colleges account for almost one quarter of the total enrolments. It is therefore important that ongoing consultation and negotiation occurs with both groups in relation to the collection of data.

Community providers are very aware of the need to develop a national profile and are keen to support this process as long as work required is kept to a minimum.

Budget restrictions are a factor in the Victorian environment but it is not anticipated that these will impact excessively on the capacity to collect statistical data.
3.8 WESTERN AUSTRALIA

3.8.1 State Structure: Adult and Community Education

Responsibility for adult education in Western Australia has traditionally been extremely diffused. The Department of Employment and Vocational Education (DEVET) manages most of the TAFE Colleges, and a widely dispersed network of full-time and part-time TAFE centres. There are, however, three independent TAFE Colleges, Karratha, Hedland and Kalgoorlie and an Aboriginal College at Pundulmurra in the Pilbara, all with quite extensive adult education programs. In addition, the Aboriginal Services Bureau of DEVET is also linked to a small group of non-government aboriginal education organisations and the Adult Literacy Unit has similar links to community-based adult literacy providers.

Outside the TAFE network, there is a network of over 70 community organisations involved in the provision of adult education and linked through the Association for Community, Neighbourhood and Learning Centres, Learning Centre Link. In 1993 these providers enrolled over 18,000 adults and generated nearly 500,000 student contact hours.

In addition, the Universities all have continuing or professional education programs.

Overall coordination of vocational education and training in Western Australian government is in a state of flux and the government is currently merging two bodies, the State Employment and Skills Development Authority (SESDA) and the DEVET into one body to form the State Training Authority. The recently released Vickery report has also recommended giving TAFE Colleges greater autonomy and the creation of an Adult and Community Education Board. However, at the time of the survey, there was no specific system level focal point for adult education activity in Western Australia.

3.8.2 Scope of Current Collection:

- DEVET has a standard enrolment form which it uses for all enrolment in TAFE courses. An abridged version is completed for students enrolling in Aboriginal Education Courses and in Community Adult Education Courses.

- The independent TAFE Colleges report directly to the national DEET collection.

- Although Learning Centre Link collects data from about 70 community neighbourhood and learning centres, none of this data is reported nationally.
3.8.3 Data gathered for current National Collection.

TAFE College - Stream 1000

• Student and course data collected

3.8.4 Identification of Data Gaps

Community Provider Data Collection:

• Information is not collected from community providers for inclusion in the national collection of TAFE and Training Statistics.

University data:

• Continuing education information is not reported nationally and, in some cases, is not collated within the individual universities.

Identification of community organisations offering Adult and Community Education activities:

• In addition to the community organisations associated with the Learning Link, other adult and continuing education is provided by the Country Women’s Association, the University of the Third Age, local government and the churches. There are also a further 29 community organisations funded under the Employment and Equity Program, 8 under the Youth Action Scheme and 5 under other-community projects plus such Commonwealth Government funded providers as Skillshare.

3.8.5 Data Collection Systems

TAFE College - Stream 1000

• Part of the WA TAFE computerised system of collection.

Other Adult Education Collection Systems

Community Providers

• Provider systems vary but in general are simple, paper-based and related to the need to provide cash receipts and basic head-counts.
State Agency

- The State Agency which funds most of the community provider infrastructure is the Department of Community Development. Funds to the sector are minimal and reporting requirements kept small. Required data includes the type and number of courses and number of participants.

Peak Non-government body

- Learning Centre Link gathers data from providers on the basis of a sample of a busy week in the year.

Aboriginal Services Bureau of DEVET

- In addition to the standard TAFE College statistical returns, the Bureau conducts other routine surveys which include non-TAFE providers of Aboriginal programs. This data is collated manually and on a bureau based personal computer.

Universities

- The University data collections systems on continuing education differ widely. Some Universities operate a highly de-centralised system in which the individual departments manage their own programs with little or any central involvement. Others have a separate Department handling continuing education with highly sophisticated data collection systems.

3.8.6 Local system improvements

TAFE Stream 1000

- Any refinements to the general reporting systems in line with the recommendations of COTTS/NATMISS will automatically flow through to the adult education statistical collection.

- Intend collecting data on community providers in receipt of adult literacy funds and providers funded under the state labour market program.

Community Provider Collection

- No plans exist to change current collection systems.

- Opinions were divided on the merits of feeding into a national collection.
3.8.7 Response to data elements.

TAFE Stream 1000

- No objections to the inclusion of all proposed elements.
- The Aboriginal Services Bureau thought that additional data elements on staff ought to be collected including:
  - Aboriginal staff numbers;
  - tenure status.
- General agreement that core data should be kept to a minimum and sample surveys or provider reports be used to gather student profile and staffing details.

Collection of other Adult Education Data

- Positions varied from collect most of the elements, albeit much by survey, to collect the absolute minimum, possibly no more than aggregate enrolments and participants in one week.
  - It was also felt that the data on providers needs to be more extensive to cover such elements as:
    - availability of child care;
    - availability of concessions;
    - fee structures;
    - whether premises are owned or rented;
    - the overall proportion of government funds to other funds;
    - the annual turnover.

Universities

- General agreement about the value of collecting most items identified.

3.8.8 Barriers to implementation of TAFE and Training National Statistical Collection in Adult and Community Education

TAFE - Stream 1000

- No perceived barriers within the current TAFE system.
- If the system was to be extended to incorporate community providers, then care would be needed not to alienate those providers and intimidate their clients through the imposition of a too intrusive and time-consuming system.
It was also envisaged that there would be major difficulties in coordinating and enforcing such a data collection.

Other Adult Education Providers

- Barriers to improvements in national collections systems in the adult and community education sector in Western Australia appear to be at two levels, one ideological and the other financial.
- The ideological barrier relates to the notion that providers are non-government organisations operating outside of the mainstream formal educations system. As locally responsive bodies they know their communities and know what data needs to be gathered to manage their own affairs. They receive few public resources and would fear the loss of autonomy possible by contributing to state or national data collections.
- The counter argument was that many of the larger providers want their work recognised by the wider system and want to access the resources of that system to provide the kinds of training and adult education their communities are seeking. This position argues that providers need to be sold the values of contributing to a national data system, provided with the mechanisms to report ie access to standard forms, computer software and advice plus guaranteed feedback in useful forms. For smaller providers, this support would need to include a funding allocation to minimise the administrative load on volunteers.

Universities

- Staff resistance.
- Lack of system to collect within the Universities and nationally.
- Some possible client resistance.

3.8.9 Benefits required from a National TAFE and Training Statistical Collection

TAFE - Stream 1000

- Improve capacity to plan and provide information on adult and community education.
- Allow for benchmarking with other states and providers.
- A basis for introducing improved quality controls.
- A basis for linking funding from different sources with outcomes.
Other Adult Education Providers

Provider Perspective

- Would want the data to help contribute to raising the status of adult and community education and particularly to help the sector access and justify funding.

- Would also, albeit to a lesser extent, hope to use better data to improve current programs.

Universities

- Comparison between providers and against a notional standard.
- Research.

Peak non-government body

- Could see little benefit apart from maintaining profile.

3.8.10 Overcoming possible barriers to the implementation of a National TAFE and Training Statistical Collection.

- Limit scope of overall collection.

- Individual student enrolment record which is able to be taken from one provider to another.

- Standard menus of collection.

3.8.11 Summary

The first, and major hurdle for adult and community education in Western Australia is the need to gain political and institutional legitimacy. While the TAFE College data is routinely collected, all other provider data is not considered. There are grounds for believing that many providers would be willing to provide data on adult education to a central collection agency in Western Australia and, given ANTA and the current restructuring of vocational education and training, it would seem timely to expect the newly created State Training Agency to take on this role or the Adult and Community Education Advisory Board if this is established as a result of the Vickery Report recommendations.
Initially, the system would probably need to encompass those organisations in receipt of public funds. However, other providers could be encouraged to provide data for the national collection. Community providers are already supplying assorted reports to funding agencies and to the Learning Link. There would seem to be considerable gains for providers, for government departments and for a national data collection system, if the various funding bodies at State and Commonwealth levels could agree on joint reporting requirements.

To facilitate the smooth collection of community provider data, systems will need to be developed which are of immediate use to providers, and which are capable of easily generating the data reports needed nationally. The move to a more comprehensive data collection will need to be backed up by support services, training and a help line.
3.9 SUMMARY OF FINDINGS: STATE PROFILES

3.9.1 Community Providers

Community Providers linked to State Adult Education Structures

Programs conducted by community providers cover the full spectrum of course types - general adult education, access and vocational education and training. They can be short, non-accredited courses, longer, more intensive courses as well as accredited courses. Many courses are fully funded by government authorities, many others are conducted on a cost recovery basis.

There is a large body of community providers already linked into existing state government structures in NSW, South Australia, Victoria, Queensland and Tasmania. These community providers can be loosely described as adult education centres, community learning centres, neighbourhood houses and other non-government organisations.

Funding arrangements and the collection of statistical data varies considerably between these States. NSW and Victoria both have a legislative framework for their adult education program. Victoria has the most comprehensive arrangements for the collection of statistical information; course and student data is collected and courses are classified according to streams and fields of study. A total of over three million student contact hours were collected in 1991 from more than 320 community providers. Of these student contact hours, 56% were general adult education and 44% were access courses. Net students can be established from total enrolments. Half of the data relating to these student contact hours was submitted to the reporting authority on computer disks, the remainder was collected from paper based class enrolment records.

In most States the recording of data for the national collection is limited to course summary data and most of this summary data is classified as DEET Stream 1000 (Recreation and Leisure). Comparisons between the use of Streams of Study in Victoria and other States indicates that many of the courses coded as Stream 1000 could be more appropriately recorded in other Streams. In addition, it was apparent that many community providers are not providing information on their full range of courses because the relevant state reporting authority is only geared to collect Stream 1000 or 2100 from them. This restricted use of the stream classification system, colours providers views of the system. However, the necessity of adopting a national classification system was accepted.

7 The DEET stream of study classification system is included, in an abridged format, as appendix 4.
Most community providers, already linked into a state adult education structure, were keen to provide data for a national collection system if the following broad outcomes could be achieved:

- recognition of the contribution that adult and community education makes to the economic, social and cultural needs of Australia; and
- development of a national profile which will assist government and providers to plan effectively for the development and delivery of quality adult and community education programs.

While there was often a willingness to provide the data required to achieve these outcomes, the collection of such data is inhibited by a lack of systems and state-wide staff dedicated to such a collection and a lack of resources and skills at the local level.

**Community Providers linked to other Government Authorities**

Community providers linked to local government or government departments other than education, for example health, welfare and labour represent a large number of adult and community education providers in all States and Territories. In some cases information on adult education is collected by these other government bodies.

Where contact was made with these community groups, it was evident that considerable enthusiasm and commitment exists for the development of a national profile which would measure the contribution made by adult and community education. Many of these groups would be keen to supply statistical data if resources were available to assist with the work involved.

**3.9.2 TAFE Colleges (Stream 1000)**

Stream 1000 courses are generally short, non-accredited courses directed towards the encouragement and development of creativity, social and personal pursuits, and skills which enable people to make more effective use of leisure time. However, evidence suggests that many participants use these courses to enhance their employment prospects or advance their careers.

---

8 A Nation of Learners. Report to the Department of Employment, Education and Training, Research School of Social Sciences, Canberra, ANU. Evans, M.D.R. (1988)
Stream 1000 courses are run in a variety of ways around Australia, most commonly
these courses are to be found in TAFE Colleges. However, the experience is different in
each State. For instance in the ACT, most Stream 1000 is managed by ACTAID a
commercial arm of the Canberra Institute of Technology and in Tasmania Stream 1000
is the responsibility of the Adult Education Division which operates through regional
Adult Education Centres.

When Stream 1000 is managed by TAFE Colleges, it is most often characterised by a
high focus on full cost recovery, limited collection of course and student data and a low
profile in comparison to vocational education and training.

Stream 1000 provision in TAFE Colleges is an important part of the adult education
framework, providing access to many thousands of students. Increased efforts should
be made to satisfactorily record this contribution.

3.9.3 Continuing Education in Universities

Although the survey focussed on Stream 1000 equivalents occurring in Continuing
Education Departments of Universities, it is apparent that within the short, non-
accredited course areas of Universities there is a wide range of adult education courses
occurring which would equate to a number of the TAFE Streams and which are not
currently being collected in the National system. These courses are often organised "for
profit" and there is a high proportion of ongoing professional and business or
management courses.

Collection systems within universities are often highly sophisticated and courses can
occur in a range of departments other than continuing education. It can also be the case
that information on these courses is not collected across university departments, let
alone nationally.

3.9.4 Schools

Research into schools found a complex picture of adult education occurring. Not only
were short, non-accredited courses widely available at night, but there were also
instances of accredited courses belonging to Stream 2100, 2200 and 4100 being offered
to adults. Generally, these courses were not included in the national collection. Re-
entry Schools in South Australia and Community Education Centres in Northern
Territory are two such examples.

3.9.5 Labour Market Programs - Skillshare Programs

These programs are usually DEET or State government funded courses. They can be
short courses, or more intensive courses lasting for 20 weeks or more and involving
students for up to 15 hours per week. They can be accredited, but this is not
necessarily the case. They occur in TAFE Colleges, Skillshares and a range of other
community managed and private providers. When they occur in TAFE Colleges they are included in the national statistical collection and also if they occur in registered community providers in Victoria. However in most other instances the data is not recorded in the current national TAFE collection.

Much of the information is collected by DEET on its funded labour market programs but this information is not necessarily collected in a format which would enable it to be added to the national TAFE collection at present. For instance, Skillshare data is collected by DEET on students, courses and providers. However, there is no link between students and courses in the aggregated collection.

3.9.6 Other Providers

Apart from the providers linked into existing government structures, there are still many other non-government groups, organisations, associations and private providers offering adult education courses. The capacity of these groups to provide information or indeed for it to be collected by reporting authorities is doubtful. The use of Australian Bureau of Statistics’ population sample surveys to determine the extent of this activity should be seriously considered.

3.9.7 Other Public Authorities

The State Profiles contained in Section 3 give ample evidence of the range of public authorities conducting adult and community education, for example, health, welfare, conservation, public safety and the arts. The extent of this adult education effort could be successfully determined through the implementation of regular ABS population sample surveys.
SECTION 4: ANALYSIS OF RESPONSE TO DATA ELEMENTS

The development of a national data collection system relies on agreement being reached on the type of data which is to be collected and the specification of these data elements. For this purpose, a set of data elements was presented and discussed (see appendix 3) at each interview. In the case of community provider groups the list under discussion did not include the following:

- Industry type (ANZSIC)
- Discipline group
- ASF level
- ASCO (Occupation Type)
- State Territory course classification

The data elements selected for inclusion in the survey questionnaire included those known to be under consideration for inclusion in an improved national collection system and also additional elements known to be of interest to various stakeholders.

The data elements were also organised according to whether they were required for short courses, or accredited or longer term courses.

The term "short course" is intended to cover:

- Most non-accredited courses of the adult and community education sector, typically unfunded.

The term "accredited course" is intended to cover:

- All formally accredited courses, and modules of accredited courses.
- Non-accredited courses exceeding a specified number of hours.
4.1 STUDENT DATA

**Surname/Initial/Gender/Postcode**

Findings:

General Support for collection from community providers as long as privacy is guaranteed.

Negative reaction from some groups not currently supplying data and working with extremely disadvantaged socio-economic groups.

In some States, this information is not supplied for Stream 1000 courses by TAFE.

**Recommendation:**

Surname/Initial/Gender/Postcode should be provided as core data for all short and accredited courses.

---

**Date of Birth/Year of birth**

Findings:

Date of birth was supported in preference to *year of birth* in the majority of instances. However, the difficulty of collecting this information consistently was reported by most providers.

**Recommendation:**

Date of Birth should be collected in preference to year of birth for all short and accredited courses.

Potential collection difficulties should be anticipated and particular attention paid to strategies to overcome these difficulties.
### Aboriginality/Employment Status/Prior Education/Disability

**Findings:**

- General support for collection at enrolment for accredited courses, and through survey for short courses.
- In addition, a number of providers were keen to collect this information at enrolment for short courses.

**Recommendation:**

- This information should be collected for all students for accredited courses and through survey for short courses.
- Collection format should also allow for this information to be collected for short courses as a non-essential component.

### Outcomes

**Findings:**

- Collection generally supported for accredited courses. Opposition was indicated in relation to short courses, the main concerns were related to the time required to report on outcomes and the relevance of the information. It was argued by providers that completion or non-completion as the indicator for satisfactory outcomes for short courses was unsuitable because students could achieve satisfactory outcomes without necessarily finishing the course. In addition, the reason students did not complete a course tended to be complex and often related to personal issues such as lack of transport.

**Recommendations:**

- Outcome reports for accredited courses should be provided as core data.
- Further consultation needs to occur on the inclusion of outcomes in relation to short courses and on appropriate indicators to measure outcomes.
National Survey of the Statistical Collections on Adult and Community Education

Section 4  Analysis of Response to Data Elements

**Reason for enrolment**

Findings:

This data element was not suggested for inclusion, however many providers required this information.

**Recommendation:**

This information should not be collected as core data for short or accredited courses but provision should be made for it to be collected by providers as a non essential element.

In addition this data should be collected through participant surveys for all courses.

**Student Destination/Client Satisfaction**

- General support

**Recommendation**

This information should be collected through student surveys.

Additional data elements proposed during interviews:

- Concession card holder
- Child care recipient
- Sole parent status
- Prior education
- Country of origin
- Date of arrival
- Nationality

**Recommendation:**

The additional collection requirements of community providers should be given attention. Some of these data elements, for example concession card holder and child care recipient could be valuable at the national level and other information could be collected just for use at the provider, regional or state level.

Systems developed for the collection of data must be able to cater for the various requirements of providers.
### 4.2 COURSE/MODULE/SUBJECT

<table>
<thead>
<tr>
<th><strong>Course name</strong> - local name used for course by provider</th>
<th><strong>Recommendation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings: No opposition.</td>
<td>This information should be collected as core data for short and accredited courses.</td>
</tr>
</tbody>
</table>

#### Course classification, Stream of Study

**Findings:**

Community providers indicated strongly that the Stream of Study classification had often been used inappropriately in the classification of courses.

Providers also questioned the relevance of Stream of Study as an appropriate classification system for community provider courses. An examination of stream of study classification descriptions revealed that the language used did not fit current expectations in relation to provision, e.g. use of the word remedial.

Many community providers have no understanding of this classification system.

**Recommendations**

- **Staff training and quality information must be available in this area to assist with appropriate classification.**

- **Investigations need to occur to ensure that courses are appropriately classified across the broad range of streams available.**

- **Stream of Study descriptions need to be updated to match current provision. However Stream of Study classification should be used for accredited and short courses.**
### Course Classification - Field of Study

**Findings:**

There was general support for the use of Field of Study classifications. At present, community provider short courses are classified according to Fields of Study, only in Victoria. An - about to be released - NSW report, The Vocational Scope of ACE provides ample support for this approach.

Many providers are not familiar with this method of classification.

**Recommendations**

Field of Study classifications should be used for accredited and short courses.

Staff training and quality information must be available in this area to assist with appropriate classification.

### Course Classifications - Industry type/Discipline Group/ASF level/ASCO (Occup. Type)

**Findings:**

In general, there was a low level of understanding of these classifications.

General support for the use of these classifications providing that additional work is not required at the community provider level.

Some debate was evident in relation to the value of Field of Study versus discipline group.

**Recommendations**

These classifications should be used for accredited and short courses.

Classification should not be required from community providers. However, providers should be assisted to understand the reason for these classifications.
### State/Territory course classification

**Findings:** General support.

**Recommendation:**
Allowance should be made for this information to be collected, if required, at the State level.

### Accreditation status/Delivery mode/Funding source

**Findings:** General support.

**Recommendation:**
These data elements should be collected for accredited and short courses.

### Time of Delivery

**Findings:** Not generally supported

**Recommendation:**
Not recommended for collection for short courses.

### Program type/Scheduled contact hours, where different to course hours.

**Findings:** General support.

**Recommendation:**
These data elements should be collected for accredited programs only.

### Actual hours

**Findings:** Not generally supported

**Recommendation:**
Not recommended for collection.
Additional data elements proposed at interview:

- Fees charged
- Measures of quality
- Availability of concessions

Recommendation

These should be noted for future consideration.

4.3 PROVIDER DATA

<table>
<thead>
<tr>
<th>Provider name/Address/Postcode/Location Type/Provider Identifier/Location Type/Provider Type</th>
<th>Findings: General support for the inclusion of these data elements. Community providers were also very keen to see a larger range of classifications within &quot;Provider Type&quot; for providers of community managed adult education courses. A taxonomy of ACE providers is under development at the University of Technology, Sydney - this could be of assistance with this matter. This broader classification would enable the comparability, so frequently requested by community providers, to occur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td>Provider data as outlined should be collected from providers of accredited and short courses. A separate system of classifying community providers of adult education, within &quot;Provider Type&quot;, should be investigated and implemented. Work on the development of a taxonomy of ACE providers under development at University of Technology Sydney should be pursued.</td>
</tr>
</tbody>
</table>

Additional data elements proposed at interviews:

- Child care availability;
- Within "Location type" capacity to include mobile classroom;
- Within "Provider type" capacity to identify differences in community provider category e.g. Adult Education Centre, Community Learning Centre, Neighbourhood House;
- Sources of public funding;
- Annual turnover;
- Own or rented premises;
- Registration status of providers.

**Recommendation:**

Child care availability, location type variation and provider type variation should be given serious consideration for immediate inclusion.

### 4.4 STAFF DATA - TEACHING

<table>
<thead>
<tr>
<th>Surname/Initial/Gender</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings:</td>
<td>Teacher/tutor surname and initial should not be collected for short or accredited courses, at this stage. Further consideration needs to be given to this issue by the Resources Working Party of NATMISS.</td>
</tr>
<tr>
<td>General opposition expressed to the collection of surname and initial for teachers /tutors. Community providers argued that this was an invasion of privacy and that this detail should not be required.</td>
<td></td>
</tr>
<tr>
<td>The collection of the number of male or female teachers/tutors should not present difficulties.</td>
<td>The number of male/female teachers/tutors should be collected from providers of short and accredited courses.</td>
</tr>
</tbody>
</table>
### Paid Hours and Volunteer Hours

**Findings:**

Community providers were divided in their support for the collection of this information. One view expressed was that the data would provide the basis for due recognition of the volunteer effort within the adult and community education sector, however a contrary view was also expressed, that the data could be used to justify continued under funding of the adult and community education sector.

**Recommendation**

Further consideration of this issue is required by community providers. Provider surveys could be used to collect this information.

### Number of EFT's

**Findings:** General opposition.

It was considered that this would not work well for teacher/tutor hours in the adult and community education sector. Some providers felt that they had been disadvantaged in the past by the use of equivalent full time to measure the teaching effort of community providers. The concerns centred around the way this information might be used - if it was not accompanied by information on numbers of teachers involved in ACE, then misrepresentation could occur.

**Recommendation**

If the collection of this data element is considered vital by NATMISS then further consultation should occur with community providers.

### Number Part time/Number Full time/Total hours taught

**Findings:** General support

**Recommendation**

These data elements should be collected from providers of accredited and short courses.

---

**Additional data elements proposed for inclusion**

- number of sessional teachers
- qualifications (important for future consideration)
- duties other than teaching
### 4.5 STAFF DATA - NON TEACHING

<table>
<thead>
<tr>
<th><strong>Surname and Initial</strong></th>
<th><strong>Recommendation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings: This data was not considered necessary.</td>
<td>This information should not be included in the data collection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number of EFT's/Number part time/Number full time/Types of staff/Gender</strong></th>
<th><strong>Recommendation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings: General support was indicated for the inclusion of this data, in relation to non teaching staff, by providers of accredited and short courses. Community providers indicated that care should be taken to ensure that the work involved in providing this data is kept to a minimum.</td>
<td>These data elements should be collected from providers of accredited and short courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Paid hours and volunteer hours.</strong></th>
<th><strong>Recommendation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings: Community providers were divided in their support for the collection of this information. One view expressed was that the data would provide the basis for due recognition of the volunteer effort within the adult and community education sector, however a contrary view was also expressed, that the data could be used to justify continued under funding of the adult and community education sector.</td>
<td>Further consideration of this issue is required by community providers.</td>
</tr>
</tbody>
</table>

### 4.6 SUMMARY

Overall the data elements put forward for consideration were well received with a few exceptions as outlined in this Section. Considerable comment was also received on additional data element proposals.

Of most significance, in the discussions on data elements, was the emergence of the widely felt concern that courses offered by community providers were often under-valued, classified inappropriately or not counted at all.
National Survey of the Statistical Collections on Adult and Community Education

Section 4 Analysis of Response to Data Elements

It was also a perception of many community providers that there was a general dismissal of their activity as merely Stream 1000. Community providers, on the other hand perceive the courses classified as Stream 1000 as an important contribution to the social and cultural fabric of communities as well as often providing the "first step" for individuals returning to further study or work.

Because there is only limited use of Streams and Fields of Study at present many courses offered in community providers have not yet been fully reported. The proper use and understanding of these two classifications is therefore seen as extremely important. Both the Victorian experience and the findings of the - about to be released - report, "The Vocational Scope of ACE"\textsuperscript{10}, provide evidence that courses offered in community providers have a strong vocational component.

The fact that many courses are not counted at all, is of particular concern, where it involves providers who are collecting data on Stream 1000 courses for state reporting authorities. The non-collection of data on courses in other streams being offered in community providers fails to give a true picture of the nature of adult and community education provision in Australia.

The successful implementation of the data element proposals will depend on the introduction of satisfactory supports and resources at all levels.

\textsuperscript{10} The Vocational Scope of ACE: Vocational Education and Training within the Adult and Community Education Sector in New South Wales. A report prepared for the NSW Board of Adult and Community Education. School of Adult and Language Education, University of Technology, Sydney.
SECTION 5 DEFINING THE SCOPE AND BOUNDARIES OF AN ADULT AND COMMUNITY EDUCATION STATISTICAL COLLECTION SYSTEM

5.1 DEFINING ADULT AND COMMUNITY EDUCATION

Defining adult and community education has been attempted in recent publications on adult and community education, most notably in "Come In Cinderella" but, because of the very nature of adult and community education the definition remains fluid. The term "adult and community education" describes a process rather than particular providers or programs. For this reason the report, like the recently released Draft Policy on Adult and Community Education, does not attempt to define adult and community education. However, if a national collection system is to be successfully implemented, then it is essential that a consistent approach to the definition of programs, providers and participants is established.

5.2 PRESENT SCOPE

Current data collection on vocational education and training has tended to focus on the collection of information from within TAFE. Recent moves within the States to register private training providers and to establish a national vocational education and training system, rather than a TAFE system, are starting to expand the scope of the traditional training market. In addition, the work of NATMISS clearly provides scope for the inclusion of a wide range of vocational education and training providers.

5.2.1 TAFE COLLEGES AND COMMUNITY PROVIDERS

Stream 1000 or general adult education within TAFE colleges is mainly a fee-for-service activity and the extent and nature of the collection of the activity and that of other providers has depended primarily on the structural and funding arrangements of States and Territories for adult and community education. As a result, the data collected on adult and community education varies significantly. At one end of the spectrum, there is no collection at all, and at the other end, there is the collection of community provider course and student data on the full range of funded and unfunded courses, Section 3.9 deals with this issue in more depth.

In Victoria, where information collected on adult and community education course activity is most extensive, community provider activity is classified according to the range of streams and fields of study available. In many other states there is an assumption that community providers are only involved in the provision of Stream

---

Section 5: Defining the Scope and Boundaries

1000, Leisure and Recreation courses. However, survey evidence indicates that many community providers are offering courses which equate to TAFE streams, other than Stream 1000, and that a lack of understanding and use of the stream and field of study classifications on the part of community providers has lead to a serious gap in the collection of course data on further education and vocational education and training.

5.3 FUTURE SCOPE AND BOUNDARY REQUIREMENTS IDENTIFIED BY SURVEY PARTICIPANTS

The State Profiles contained in Section 3, provide ample support for broadening the scope of the national collection to gather data from all providers of adult and community education regardless of their status in existing government adult education structures. However, in acknowledging the enthusiasm for setting the scope of the national collection system as wide as possible, it is also important to keep in mind the substantial practical and resourcing difficulties involved in implementing such a system and that a number of strategies may be required to achieve the desired results.

The outcomes required of a national collection system, as identified in the State Profiles Summary (Section 3.9), can be summarised into two major points:

- The recognition of the contribution that adult and community education makes to the economic, social and cultural needs of Australia.

- Development of a national profile which will assist government and providers to plan effectively for the development and delivery of quality adult and community education programs.

To achieve these outcomes, information collected needs to have the capacity to provide the following minimum results:

- Identification of pathways between courses, programs and providers.

- Reliable, comparable data which can identify student participation in a broad range of provider types, according to geographic areas and age groupings by streams and fields of study.

The capacity to achieve these results will depend on the accurate collection and reporting of minimum core data on students, courses, staff and providers as identified in Section 4.
5.4 SETTING THE SCOPE AND DEFINING THE BOUNDARIES

As indicated earlier in this Section, it is not necessary to define adult and community education, but it is essential that a common understanding is established of the programs, providers and participants that should constitute a national collection system. Consideration has also been given to the most appropriate means of establishing the scope and boundaries of the collection system. It is apparent, from studying the information collected during interviews that the pivotal point, or area of greatest commonality between providers was their product - programs. Regardless of the variation between providers in the way they operated, their particular client group or the major focus of their activity, the thread which linked them all together was their adult education program. The following is therefore proposed:

The scope of adult and community education, for the purpose of developing a national statistical collection system, should be set by a program approach.

Within this scope, for practical and resource reasons, it is necessary to establish some boundaries for a national statistical collection system. (ABS population surveys would be subject to a different process.) It appears most obvious, that the way to set these boundaries is by establishing guidelines in relation to providers, participants and resourcing. It is therefore proposed that:

The boundaries of a national statistical collection system should be determined according to the type of provider, the age of participants and government funding received by providers.

5.4.1 The Scope of Adult and Community Education - Programs

For the purpose of establishing the scope of programs to be collected it is important to consider current practice. The DEET National Classification System used to classify TAFE courses, is not familiar to many community providers. However, for the purpose of developing a national profile which meets the required outcomes of recognition and comparability, the necessity of using the same classification system for both vocational education and training and adult and community education, was understood.

The concern expressed by many providers that adult and community education is only seen as Stream 1000, could be addressed through a better understanding of the Stream of Study classifications. In addition, a wider use of Field of Study classifications for courses would facilitate a broader understanding of the vocational content of adult and community education courses.
It is also worthwhile examining adult and community education program descriptions included in two recent national reports. These descriptions underline the range of programs conducted by community providers:

**Come in Cinderella Report.**

The Come in Cinderella Report identifies the following program areas:

- **General/liberal Adult Education**
  - Undertaken primarily for personal enrichment and general interest, to help people realise their full potential as individuals and members of a democratic society, and to be well informed about issues confronting society.

- **Adult Basic Education**
  - Encompasses literacy, numeracy, communication skills, basic science, humanities, social science and so on up to the equivalent of Year 10.

- **Job, occupational and career related education and training.**
  - Includes industry and trade union training, special purpose training for organisations, and professional and technical update, carried on largely for the purposes of enhancing career opportunities and enterprise efficiency, effectiveness and profitability.

**Draft National Policy**

The Draft National Policy - Adult and Community Education makes the following statement about adult and community education programs:

"ACE identifies and responds educationally to individual, vocational, family, community, cultural and social needs. These needs are met through programs as diverse as literacy, basic education, English language acquisition, study skills, preparation for tertiary education, vocational preparation, job-related training, skills development, retraining and general education."

**Setting the Scope - Findings**

- The classification system used for vocational education and training should be used for adult and community education programs.
• The scope of community provider programs is broad and can be identified in the existing DEET classification systems as Streams 1000, 2100, 2200 and 3100.

• Many community providers do not understand or relate to the existing DEET classification system.

• Stream 1000 information collected from TAFE Colleges is often incomplete.

Setting the Scope - Recommendations:

1. The scope of adult and community education programs, for the purpose of the national statistical collection, should be determined by the existing DEET program classification system or any future vocational education and training classification system.

2. Staff training should be made available to all community providers working with statistical classification systems.

3. The current stream of study classification descriptions should be up-dated to reflect present day circumstances, for example some of the stream descriptions refer to "remedial education".

4. Guidelines need to be developed for providers which clearly explain the classification system and which link the range of programs occurring in community providers to DEET classifications.

5.4.2 The Boundaries of ACE - Providers

When setting the scope and boundaries of a future national collection system, provider collection issues, identified in the State Profiles, need to be considered carefully. The resolution of these issues will inevitably have resource implications, so it is important that the collection boundaries are set at a reasonable position and take these implications into account.

Large Adult Education Centres

Providers in this category are organisations whose primary function is the provision of adult education. This category includes the Council of Adult Education, Workers' Education Associations, Evening and Community Colleges, Adult Education Centres and Continuing Education Centres of Universities. Most of these organisations are supportive of the need to collect data on the adult education they provide. They support the collection on the basis of the outcomes identified above, and are also keen to improve the potential for research into adult and community education in Australia. In
National Survey of the Statistical Collections on Adult and Community Education

Section 5: Scope and Boundaries

general, there is a strong willingness on the part of these providers to assist with the collection of data. However, there is also an equally strong requirement that their specific needs and requirements are taken into consideration. Many of these organisations are large, often with thousands of students, and have been operating for many years. Government funding in most instances is a small proportion of their funding base and they rely extensively on the support of the general fee-paying public. As a result these organisations are market driven. Student enrolment systems are client focussed and although changes could be made to these systems, they must be kept to a minimum to avoid additional burdens on the systems. For example, each extra question which requires a response before an enrolment occurs, costs time and money.

Implementation of an expanded collection system will require ongoing consultation with this group of providers. Support and resources will be required in some instances.

Other Community Providers

These organisations tend to be multi-focus providers and are known as community learning centres or neighbourhood houses. They can also be small, single focus providers as in the case of adult literacy providers or craft councils etc. Generally these providers receive little government funding and operate on relatively small budgets but the combination of the effort of these providers results in a large and varied provision of adult education across all states. South Australia and Victoria are the only states currently collecting data on this effort to any extent. However, providers in other states indicated a high level of enthusiasm to contribute to the national collection system. It is therefore important that special attention is given to their needs. The following summarises the collection process requirements of this group of providers:

- Ongoing consultation and cooperation between government authorities and agencies, peak ACE organisations and providers.
- Collection processes must be kept as simple as possible.
- Data requirements need to remain constant.
- Instructions must be clear and concise.
- Resources need to be available to assist with:
  - promotion of the value of the statistical collection;
  - administration;
  - training;
  - material and equipment costs;
  - software system development or modification;
- Issues related to privacy concerns must be dealt with.
TAFE Colleges

As indicated earlier, the collection of Stream 1000 data from TAFE Colleges is often inadequate and where this information is collected it is often not treated with any great interest by State Authorities. The argument is that Stream 1000 courses are only for hobby or leisure purposes and are run on a fee-for-service basis, therefore they are not important to the overall vocational education and training scenario.

The point is also made that people participating in fee-for-service courses should not be required to provide more information than is absolutely necessary to enable them to participate in the course. The fact that public funds are used, in many instances, to support infrastructure costs could be used to counter this point, but it will still require a major attitude shift on the part of many college and government administrators before a sound collection base is achieved in this area.

Continuing Education Departments of Universities

Information is not being collected nationally from continuing education centres within universities, and the desire to be involved was varied. Involvement in collection processes could be negotiated with universities individually or collectively through the Vice-Chancellors' Committee.

Setting the Boundaries - Findings:

Regardless of the structures and funding available to support provision of adult and community education in the various States and Territories, sound evidence of adult education activity was found everywhere.

There are a number of issues which need to be considered in relation to setting the boundaries of the collection by identifying particular provider groups:

- The potentially huge number of providers.
- In many instances lack of State or Territory infrastructure to support collection.
- The comparability requirement of the collection.
- Lack of resources at the community provider level to support the collection process.
- Lack of understanding of the process and its relevance or importance at many levels.

The major dilemma which presents itself as a result of these issues is the difficulty of developing a national collection system which will be capable of systematically measuring the adult and community education effort of each State and Territory, when the structures and resources available to facilitate collection processes are so varied.
Setting the Boundaries - Recommendations

1. The opportunity to contribute to a national collection of vocational education and training statistics, should be available to the full range of government funded, community managed providers of adult and community education.

2. The collection of statistical data from community managed providers should be approached in various ways and built up incrementally. Collection strategies should take into account the current situation of providers and the level of State or Territory support available.

3. The collection of Stream 1000 data from TAFE colleges should be continued and improved.

4. Investigations and negotiations should be initiated by COTTS/NATMISS to establish the practicality of transferring data already collected by other state and commonwealth government departments on adult and community education directly to the national data base.

5. Action should occur to gain the support of universities for the inclusion of data on university continuing, professional and other adult education activity in the national data base.

6. To foster the involvement of as many providers as possible, data collected should be kept to the minimum to achieve the required statistical outcomes.

7. Student surveys should be used to supplement the collection system where required.

8. To establish and monitor the full extent of adult and community education, and its contribution to the vocational education and training effort of Australia, regular Australian Bureau of Statistics population sample surveys should be implemented. A precedent exists in the South Australian study, "Participation in non-formal Adult Education"12.

---

Section 5: Scope and Boundaries

5.4.3 The Boundaries of ACE - Participants

The development of recommendations in relation to participation is relatively straightforward. However, it should be noted that there is a range of approaches to this issue. Although most providers take a post-compulsory-school-age view, the criteria vary between States and Territories. There is also evidence that 13 to 15 year olds are often participants in community provider programs. Age requirements, for enrolment purposes, should remain the concern of the funding body and the provider. The collection of "date of birth" allows the national system to report according to the required age groups. It is possible that national or state systems may want the capacity to collect and report on participation by students under the age of 15.

Setting the boundaries in terms of participants relies heavily on the capacity to collect "date of birth".

RECOMMENDATIONS

1. For the purpose of the national collection system, "date of birth" data should be used to identify student enrolments under the age of 15 during the validation of data.

2. Collection guidelines should ensure that courses are not reported where the students are predominantly under 15.
SECTION 6: ACTION PLAN FOR THE INCORPORATION OF ACE STATISTICS WITHIN THE NATIONAL COLLECTION SYSTEM.

The issues associated with developing an action plan have been outlined throughout the body of the report and can be grouped into three major areas:

- meeting the needs;
- providing the benefits; and
- overcoming the barriers.

6.1 MEETING ORGANISATIONAL NEEDS

The successful incorporation of adult and community education statistics within the national vocational education and training system will depend significantly on the capacity to meet the needs of individual organisations. These organisations range from the Australian National Training Authority to small rural learning centres.

Data collected must be:

- Appropriate to the needs of providers and NATMISS.
- Accurate, reliable and up-to-date.
- Comprehensive enough to enable comparisons to occur between adult and community education provider types, geographic areas, age groups, Streams and Fields of Study.

Data collection processes must be:

- Kept as simple as possible.
- Accompanied by clear guidelines.
- Supported by financial and material resources and staff development.

6.2 PROVIDING BENEFITS

Apart from the individual needs of organisations, interviews also provided an insight into the benefits required, in a general sense, from the development of a more systematic national approach to the collection of data. These benefits have been summarised earlier in the report and include the following:

- Recognition of the broad contribution of adult and community education.
- Development of a national profile of adult and community education.
- Subsequent improvement in the capacity to plan, develop and deliver quality adult and community education programs.
- Improved resourcing of adult and community education.
In addition, community providers want the following support and advantages from involvement in a national collection system:

- Additional resourcing.
- Training and development.
- Software development which is specific to their needs, and capable of generating the range of client focussed outcomes they require.
- Feedback reports from aggregated data which is provider specific, allows groups to critically evaluate their own operation and gain from the knowledge of similar activity in other areas.

### 6.3 OVERCOMING THE BARRIERS

The commitment of individuals and organisations to the aims of this project is evident in the comments and suggestions made in response to a survey question on "overcoming the barriers". [These responses have been recorded in full in the section on State Profiles.]

Responses can be summarised as follows:

- Ongoing consultation and cooperation between providers, peak organisations and government bodies is paramount to success.
- A range of strategies will be needed to achieve the required outcomes.
- Ongoing government commitment in the form of support and resourcing will be essential to the achievement of the successful collection of statistics on adult and community education.
- An education campaign is required which will outline: why the data is needed; and how it will be used.

### 6.4 ESTABLISHING THE DIRECTION

To bring this report to a satisfactory conclusion, a direction must be identified and an plan developed to implement this direction. In establishing the direction a "check" is required to ensure that it is achievable. This check takes the form of reviewing the strengths and weaknesses of the environment and it will ensure that the direction established is manageable, in line with the requirements identified and can be appropriately resourced.

Throughout the body of the report a number of specific recommendations have been made which deal with the inclusion of particular data elements in the national collection, the needs of providers and scope and boundary issues. The major outcomes which are required from an expanded national collection of adult and community education data have also been identified and barriers to achieving these outcomes recorded.
6.4.1 Weaknesses

There are three major barriers which will inhibit the successful implementation of an expanded national collection system:

- The multiplicity of bodies responsible for adult and community education. Responsibility can be identified at all levels of government - commonwealth, state and local - and across a range of government departments.

- The low level of government funding available for community providers and the varied funding arrangements in each State and Territory.

- The large number of non-government groups, organisations and government sponsored institutions who play a role in providing adult and community education.

These barriers will contribute to the difficulty of resourcing and coordinating an expanded national system and must be taken into account.

6.4.2 Strengths

On the other hand, there are also a number of positive contributing factors which provide a counter balance:

- The considerable good-will and enthusiasm shown for this project by government and the range of adult and community education providers.

- The establishment of ANTA is seen by many community providers as an extremely important development which has the potential to assist with the development of a national identity for adult and community education and, given this change in the environment, the time is right to record the real extent of adult and community education.

- The work in progress to develop a National Policy for Adult and Community Education is also seen as highly significant and adds to the current "timeliness" of the environment.

- The work of COTTS/NATMISS in creating positive consultative mechanisms for the development of a national management information system for vocational education and training.

- The existence and development of a number of peak adult and community education organisations across Australia and within individual States and Territories e.g. AAACE, National Link, the Adult Community and Evening Colleges Association and Learning Centre Link.
Section 6: Action Plan

- The significant amount of research which is happening in the adult and community education area at present. Funding made available from DEET, in response to the "Come In Cinderella" report, has increased the level of research activity. The higher education sector, most notably the University of Technology (Sydney) is showing a greater interest in adult education and research literature is starting to be published. In addition, where there are specific state government authorities with responsibility for adult and community education, then the number of research projects in progress is increasing. In many instances, this research focuses on participation in ACE and there is a growing body of evidence available on the significant vocational component of adult and community education.

6.4.3 Other key issues

In establishing future directions there are also three other critical findings of the report which must be taken into account:

- Evidence compiled in this report confirms that the collection of statistical data on adult and community education is occurring to a far greater extent than is evident through the current national collection system.

- Where statistical information is being collected on adult and community education for the current collection system it is often incomplete and inaccurate.

- Evidence from other countries [Section 2.3] suggests that to create a situation where a complete picture of adult and community education is available, it is necessary to supplement standard collection systems with population survey information. This method would need to be used to supplement the data supplied by providers and also to collect information on participation in adult and community education which falls outside formal structures.

6.4.4 Recognition and resourcing

Recognition of the importance of collecting statistics on adult and community education programs should be demonstrated by ANTA providing support to COTTS/NATMISS to establish an appropriately resourced task force for the purpose of overseeing the introduction of an improved and expanded collection of statistical data on adult and community education. This task force would need to ensure input from the major stakeholders identified in this report, including such groups as the National Centre for Vocational Education Research (NCVER), the Australian Association of Adult and Community Education (AAACE) and National Link.
Such a task group would need to be able to secure resources from a variety of sources. Undoubtedly additional commonwealth funding is necessary to fuel national coordination. However, state funds should be sought for the establishment of coordinating and reporting mechanisms in states without a current visible adult and community education structure. Providers are likely to contribute some resources of their own if systems are available which will increase their efficiency and effectiveness. Negotiation should also be encouraged with private businesses to encourage the development and marketing of appropriate software packages.

6.5 ACTION - TASKS/STRATEGIES AND RESOURCES

The variation in readiness of providers to participate in an expanded collection system will mean that a range of strategies will be required. These strategies will range from developing increased awareness and improving skills where adult education structures and systems are already in place, to assisting with total system development where such structures do not yet exist. Peak adult education and neighbourhood learning centre organisations will be able to play an important supportive role in the implementation of strategies and should be kept informed and involved.

The creation of a task force at the national level with responsibility for the development, expansion and maintenance of an adult and community education database capable of meeting the needs of COTTS/NATMISS and providers of adult and community education will provide the means of carrying out the range of strategies required.

Priority activities for the task force would be to:

- Give immediate attention to improving the collection of data from providers already supplying information.
- Expand the collection system to include all those providers receiving commonwealth or state funds for adult and community education courses or infrastructure.
- Develop strategies for the collection of data from other providers of adult and community education receiving commonwealth or state government funds and currently not supplying data to the national collection system.
- Investigate the possibility of conducting triennial population sample surveys through the Australian Bureau of Statistics, to gather comprehensive information on adult education participants, courses, providers and financing.
Section 6: Action Plan

- Provide advice and support for the development of State and Territory structures and systems for the collection of statistical data on adult and community education provision.

- Act on the recommendations contained within this report relating to data elements and their collection. Particular attention should be given to the needs of providers for: staff training; computer software and hardware; the addition of specific data elements; the provision of statistical feedback reports and the costs likely to be incurred by providers in the collection of data.

- Ensure that consultative mechanisms between government and community for the purpose of improving and expanding data collection system are developed, utilised and maintained.

- Promote the importance and usefulness of data collection systems.

- Develop advice on student participation surveys.

- Provide a focus for the improved collection of Stream 1000 courses within TAFE colleges.

- Contribute to the development of up-dated descriptions of Stream and Field of Study classifications.

In addition, attention to the following is recommended:

Project Report

Successful implementation of the recommendations will rely on the support of a wide range of organisations; accordingly the report should be circulated to:

- All the organisations who took part in interviews conducted as part of the project.
- State Training Authorities in each State and Territory.
- All peak, adult or community education provider organisations and associations.
- The Finance Officers’ Group of NATMISS.
- Other key individuals and organisations.
Key Provider/Program Collection Strategies

These strategies are in line with the directions established in Section 6.4 but provide more detail on specific areas:

<table>
<thead>
<tr>
<th>Data Collection Area</th>
<th>Collection Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream 1000 when it occurs in TAFE Colleges or other government managed organisations.</td>
<td>Include in the ANTA State Profiles.</td>
</tr>
<tr>
<td>The full range of adult education courses occurring within community managed and government funded adult and community education organisations.</td>
<td>Begin work with state training authorities and providers already supplying data, to improve collection and classification procedures. Provide resources to assist with the cost of expanding collection processes to include a broader range of providers and courses.</td>
</tr>
<tr>
<td>Other adult education courses offered to the general community by public authorities, private providers or non-government organisations.</td>
<td>Investigate the level of data collection already established by other government departments and negotiate possible transfer of this data. Work with the Australian Bureau of Statistics to establish regular population surveys on participation in adult education.</td>
</tr>
<tr>
<td>Short, non-accredited courses occurring in Universities.</td>
<td>Begin negotiations with individual universities and the Vice-Chancellors’ Committees to gain support for incorporating continuing education data in the national collection. The support of AAACE should be sought for this action.</td>
</tr>
<tr>
<td>Labour market programs occurring outside the TAFE system.</td>
<td>Begin negotiations with DEET to include data from skillshare programs and other labour market programs in the national vocational education and training statistical collection system.</td>
</tr>
</tbody>
</table>
Data Elements

- Finalisation of core data requirements for short and accredited courses should occur as soon as possible in line with recommendations.

- Core data requirements should be communicated to all State and Territory reporting authorities, relevant providers and peak adult and community education organisations.

Resource Requirements.

The expansion and development directions outlined will require an investment of resources over an extended period of time. However, as has been stated previously these resources can be provided from a variety of sources and through a range of means.

It is also possible that software developed or the collection of statistical data may become a marketable product. With this in mind, software development may attract significant investment from other sources.

- Resources will be needed for:

  - Incentive grants for state and territory training authorities to initiate expanded collections system, these grants could be used to employ staff, obtain equipment and provide staff training.

  - Incentive grants for individual providers where there are no state adult education structures in place.

  - A promotional campaign on the value of the statistical collection.

  - The development of clear, concise guidelines on statistical collection requirements.

  - Consultative development of standardised paper based collection forms for use by community providers.

  - Individual software modification to meet NATMISS requirements.

  - Development of customised, personal computer based, software which is applicable to the needs of providers.
Section 6: Action Plan

- Design and implementation of appropriate staff development activities for TAFE providers of Stream 1000 and community providers.

- Supplying specialised reports for community providers from the national collection system.

- ABS population surveys and participant surveys.

6.6 CONCLUSION

The national survey of the statistical collections on adult and community education has revealed a wealth of information. Enthusiasm for the survey has been evident from the beginning and has been aided by the common understanding that the development of a national profile is vitally important for the emergence of adult and community education as a recognised and valued educational force in Australian society.

The move to develop a national vocational education and training system provides a framework and an opportunity to show the national impact and contribution of adult and community education providers. This report provides direction and key strategies and is a first step in ensuring that adult and community education counts and is counted.
APPENDIX 1 : REFERENCE GROUP

The Reference Group was comprised of members from Western Australia, Tasmania and New South Wales and a representative from NATMISS as follows:

Mr Tony Brown, Board of Adult and Community Education, New South Wales.

Mr Hugh Fielding, Adult Education Division, Department of Employment Industrial Relations and Training, Tasmania.

Mr Geoff Hargreaves, National Management Information and Statistics System.

Mr David Lloyd/Mr Austin Bond, Department of Employment, Vocational Education and Training, Western Australia.

Project Management Team:

Ms Carol Kelly and Mr David Goldsworthy, Adult, Community and Further Education, Victoria.
APPENDIX 2: INTERVIEWS

AUSTRALIAN CAPITAL TERRITORY

Basic Education/ TAFE Outreach.
Mr Derek Arkle.

ACTAID
Ms Carol Hammond.

Richmond Fellowship,
Ms Linda Robertson.

TAFE/ACT
Ms Della Thomas, Policy Development.

Puggernong Link,
Ms Vivienne Joice, Community Development Officer.

NEW SOUTH WALES

Board of Adult and Community Education.
Ms Geraldine Dezorzi, Manager Admin., Mr Tony Brown, Project Manager.

Workers Education Association,
Ms Sue Phillips, General Secretary.

Sydney Workers Education Association,
Ms Patricia Tsykalas, Executive Officer.

NSW TAFE Commission,
Mr Robert Mawer, Statistics and Planning Information Manager.

Stratfield Evening Community College
Mr Dominic Vartuli, Principal.

Eastern Suburbs Evening College,
Mr Peter O'Reilly, Principal.

Evening and Community Colleges Association,
Mr Michael Clancy, Executive Officer.

Local Community Services Association,
Mr Roy Bishop, Executive Officer.
Appendix 2: Interviews

NORTHERN TERRITORY

Northern Territory Department of Education, Tertiary Policy and Planning Branch,
Ms Jenni McCarthy, Principal Policy Analyst.

NT Department of Education
Mr Michael Birch, Project Manager.

Open Learning College,
Mr Rick Ralph, Deputy Director.

NT Education Department, Tertiary, Policy and Planning Branch.
Mr Graham Lee, Statistics Officer.

Fred’s Pass Rural Resource Centre
Ms Marie Bredhauer, President.

QUEENSLAND

Sunnybank Family Support Neighbourhood House,
Ms Debbie Irvine, Co-ordinator

AAACE - Queensland Branch,
Mr Peter Meggitt AAACE

Vocational Education Training and Employment Commission,
Dr. Charles Henderson, Director of Planning.

Adult & Community Education Branch
Ms Deirdre Baker, Manager.
Ms Jo-anne Henkey, Community Grants Officer.

Capalaba Community House,
Ms Carol Greenwood, Co-ordinator.

Redhill -Paddington Community Centre,
Ms Margie O’Sullivan, Community Development Officer.

SOUTH AUSTRALIA

DETAFE,
Mr John Glowick, Planning and Systems Division.
SOUTH AUSTRALIA (cont'd)

DETAFE, Community Adult Education Secretariat.
Ms Pam Metcalf.

Education, Workers Education Association,
Dr Denis Binnion.

Centre for Continuing Education, Adelaide University,
Ms Val Webb, Deputy Director.

Department of Family and Community Services
Ms Prue Madsen.

Community and Neighbourhood Houses and Centres Assos.,
Mr Paul Davis, Community Adult Education Officer.

Woodcroft Community Centre,
Ms Amanda Bird, Coordinator.

Fullarton Park Community Centre,
Ms Marisa La Bella, Coordinator.

TASMANIA

Department of Employment, Industrial Relations and Training,
Mr Dirk Wierenga, Project Manager, Student Administration and Management System.

DEIRT, Adult Education Division,
Mr Hugh Fielding, Adult Education Officer - Special Projects.

DEIRT, Planning and Coordination,
Mr Rob Frew, Planning Officer.

Domain House College of Adult Education,
Mr Jim Nicholls, Principal,
Ms Margaret Marshall and Mr Max Bahrfeldt.

Midway Point Neighbourhood House,
Ms Angela Pate, Coordinator.
Appendix 2: Interviews

VICTORIA

Footscray Migrant Resource Centre,
Ms Josephine Dyer, Migrant Settlement and Planning Officer.

Moonee Ponds Community Centre,
Ms Laura Brearley, Education Manager,
Ms Lisa Penaluna, Community Education Officer.

Council of Adult Education,
Ms Diane Berlin, General Manager, Policy and Planning,
Mr John Sandilant, General Manager, Corporate Services,
Mr Ross Gillespie, General Manager, Educational Programs.

Association of Neighbourhood Houses and Learning Centres
Ms Helen Kimberley, Executive Officer.

Adult and Community Education, Victoria Inc.,
Ms Jenny Carter, Executive Officer

Adult, Community and Further Education Board,
Mr Stephen Kuek, Information Systems Manager.

Office of Training and Further Education,
Mr Peter Lochert, Manager Management Information Systems.

WESTERN AUSTRALIA

Department of Employment, Vocational Education and Training (DEVET)
Mr David Lloyd, Mr Austin Bond, Strategic Planning.

Policy and Planning DEVET
Ms Susan King, Director.

DEVET, Aboriginal Service Bureau,
Ms Vanessa Davies, Manager.

Office of Higher Education
Mr Berry Durston, Manager.

Curtin University,
Mr Greg Mahoney, Academic Secretary.

The University of Western Australia,
VWA Extension, Mr Kim Robert, Director.
WESTERN AUSTRALIA (cont’d)

Learning Centre Link
Ms Wendy Sheerwood, Co-ordinator.

West Stirling Neighbourhood House
Ms Helen Dymond, Co-ordinator.

NATIONAL

National Management Information and Statistics System,
Mr Geoff Larsen, Project Manager

Australian National Training Authority
Ms Marie Persson, Director Client Product Development
Mr Anthony Holmes and Mr Nick Neal, Statistics.

National Management Information and Statistics System (NATMISS),
Mr Peter Mitchell, Executive Officer.

Department Employment Education and Training,
Mr Mike Moynihan, Director Community Adult Education.

Australian Association of Adult and Community Education,
Mr Alastair Crombie.

National Centre for Vocational Education Research,
Mr John Foyster.

NATMISS, Information Systems and Technology
Ms Jessie Woodyatt, Manager
APPENDIX 3: NATIONAL SURVEY OF THE STATISTICAL COLLECTIONS ON ADULT AND COMMUNITY EDUCATION

BASIC SURVEY DOCUMENT

ORGANISATION: ____________________________

ADDRESS: ____________________________

NAME: ____________________________

POSITION: ____________________________

CONTACT TELEPHONE: ___________________ FACSIMILE ____________

INTRODUCTION:

An introduction to the project has been sent to all survey participants prior to the interview, however it is important to draw attention again to the matrix as outlined in Question 13. This matrix identifies the major focus of this survey. It should also be noted that reference throughout the survey to statistical collections is intended to mean the broad range of statistical information which is collected in a variety of ways including, enrolment data, surveys and reports. The content of these statistical collections is also varied and includes students, courses, providers, staff and resources.
INTERVIEW QUESTIONS:

1. What types of statistical information do you collect on adult and community education programs?

<table>
<thead>
<tr>
<th>DATA TYPE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Providers</td>
<td></td>
</tr>
<tr>
<td>Tutors/Teachers</td>
<td></td>
</tr>
<tr>
<td>Administrative Staff</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

2. How are the various types of information, as outlined in question 1, collected. Please provide copies of collection formats, if possible, or list other methods?

<table>
<thead>
<tr>
<th>Roll books</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class lists</td>
<td></td>
</tr>
<tr>
<td>Tutor records</td>
<td></td>
</tr>
</tbody>
</table>

3. Once collected, how is the information collated by your organisation and what systems are used?
4. Why do you collect this information?

a. If you collect this information for internal purposes, what do you use it for?

<table>
<thead>
<tr>
<th>Planning.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of courses.</td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
</tr>
<tr>
<td>Development of trends in course</td>
<td></td>
</tr>
<tr>
<td>attendance.</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

b. If you collect this information to meet the requirements of other agencies, please list these agencies?

<table>
<thead>
<tr>
<th>NAME OF ORGANISATION</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Is information returned to you from statistical collection systems which you participate in?

If so, what form does it take?

| Aggregated information by individual provider. |   |
| Comparative information by provider.         |   |
| Analysed by course classifications.           |   |
| Other:                                         |   |
6. Is this information sufficient for your purposes?

Yes
No

7. What other information would you like to receive as a result of providing statistical data for the national collection system?

8. What are the strengths of your current collection system?

<table>
<thead>
<tr>
<th>Accurate data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student support for process?</td>
</tr>
<tr>
<td>All aspects of collection working well?</td>
</tr>
<tr>
<td>Information collected, is put to good use.</td>
</tr>
</tbody>
</table>

9. How could your current collection system be improved?

10. Are you planning any improvements to your current system and, if so, what are they and when would they be introduced?
11. If your were to expand your existing system to collect additional information on adult and community education programs what costs would be incurred?

<table>
<thead>
<tr>
<th>Enrolment forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Punching</td>
</tr>
<tr>
<td>Staffing</td>
</tr>
<tr>
<td>Computer systems</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

12. Please provide details of any computer systems that you use for the collection of statistical information?

<table>
<thead>
<tr>
<th>Hardware types</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
13. The matrix below identifies the range of post-secondary education and training available in Australia. For the purpose of this survey the vertically shaded areas will be the major focus, however it is anticipated that some comment will also be received and made on the other shaded areas.

**MATRIX 1.**

<table>
<thead>
<tr>
<th>PROVIDER TYPES</th>
<th>PROGRAM TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Adult Education</td>
</tr>
<tr>
<td>Community Based Providers</td>
<td>IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII</td>
</tr>
<tr>
<td>TAFE Colleges</td>
<td>IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII</td>
</tr>
<tr>
<td>Private Providers</td>
<td>IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII</td>
</tr>
<tr>
<td>AMES</td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>Other Public Authorities</td>
<td>IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII</td>
</tr>
</tbody>
</table>
14. A blank matrix is provided below, please mark the boxes which best describe the scope of your adult/community education activity?

**MATRIX 2.**

<table>
<thead>
<tr>
<th>PROVIDER TYPES</th>
<th>PROGRAM TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Adult Education</td>
</tr>
<tr>
<td>Community Based Providers</td>
<td></td>
</tr>
<tr>
<td>TAFE Colleges</td>
<td></td>
</tr>
<tr>
<td>Private Providers</td>
<td></td>
</tr>
<tr>
<td>AMES</td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>Other Public Authorities</td>
<td></td>
</tr>
</tbody>
</table>
15. Are there any areas which you have indicated as your adult/community education activity in question 14 above, which are not included in the current national statistical collection? If so what are these areas:

<table>
<thead>
<tr>
<th>General Adult Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access programs</td>
<td></td>
</tr>
<tr>
<td>Vocational Education and Training</td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
</tr>
<tr>
<td>Unfunded programs</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

15. Who establishes the guidelines for the statistical collections which you participate in?

<table>
<thead>
<tr>
<th>DEET National reporting requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>State reporting requirements</td>
</tr>
<tr>
<td>Your own organisations requirements</td>
</tr>
<tr>
<td>Other?</td>
</tr>
</tbody>
</table>

16. Do you have written guidelines in relation to the requirements as outlined in question 15? If so, please provide copies.

17. If there are no written guidelines, how would you define:

b: An adult, community education course/class/program?
c: An adult, community education student?

18. Would you include the following examples in your courses/student statistical collection?

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>YES</th>
<th>NO</th>
<th>WHAT RULES COVER THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer tutor programs in the literacy area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Help Groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children participating in adult education courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Development program.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. a. From discussions nationally, a number of core data elements are being considered for inclusion in statistical collections from providers of adult and community education. Consideration is being given to collecting a small core of data on short (non-accredited) courses and a fuller set of data on accredited courses, or non-accredited courses over a specified number of annual hours. The following table identifies these data elements.

b. Please indicate in the columns provided, which data elements you are currently collecting and how you are collecting it?

c. Please indicate, in the appropriate columns, which data elements your organisation would recommend for national collection in relation to adult and community education, short and accredited courses?

d. Some data may be best suited to collection by survey. Please also indicate on the table what information would be best collected by survey.
<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</th>
<th>METHOD OF COLLECTION</th>
<th>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</th>
<th>METHOD OF COLLECTION</th>
<th>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</th>
<th>METHOD OF COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
<td>Provider report</td>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
</tr>
</tbody>
</table>

**Student Data**

<table>
<thead>
<tr>
<th>Field</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
<th>Accredited</th>
<th>Short Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Initial</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Year of Birth</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Gender</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Postcode</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td>*</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>NESB</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>Employment Status</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>Prior Education</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>Disability</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
<td>*</td>
<td>*</td>
<td>A</td>
<td>S</td>
</tr>
</tbody>
</table>
### Student Data Cont.

<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</th>
<th>METHOD OF COLLECTION</th>
<th>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</th>
<th>METHOD OF COLLECTION</th>
<th>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</th>
<th>METHOD OF COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
<td>Provider Report</td>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>*</th>
<th>*</th>
<th>A/S</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Destination</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client Satisfaction</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATA ELEMENT</td>
<td>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</td>
<td>METHOD OF COLLECTION</td>
<td>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</td>
<td>METHOD OF COLLECTION</td>
<td>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</td>
<td>METHOD OF COLLECTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
<td>Provider report</td>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accredited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provider report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course/Module/Subject Data

<table>
<thead>
<tr>
<th>Course name - local name used for course by Provider.</th>
<th>*</th>
<th>*</th>
<th>A/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course classification - stream of study, National classification.</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>Field of study, nationally determined code.</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>Industry type (ANZSIC)</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>Discipline Group</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>ASF Level</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>ASCO (Occup.Type)</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>State/Territory course classification</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>Accreditation status.</td>
<td>*</td>
<td>*</td>
<td>A/S</td>
</tr>
<tr>
<td>DATA ELEMENT</td>
<td>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</td>
<td>METHOD OF COLLECTION</td>
<td>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment Survey Provider Report Short Course</td>
<td>Accredited Student Enrolment Survey Provider Report Short Course</td>
<td>Accredited Student Enrolment Survey Provider Report Short Course</td>
</tr>
</tbody>
</table>

**Course/Module/Subject Data cont.**

<p>| Time of Delivery. | * | * | A/S | | | |
| Delivery mode. | * | * | A/S | | | |
| Total program hours - duration (hours) of the course. | * | * | A/S | | | |
| Scheduled contact hours if different to course hours. | * | | A | | | |
| Actual hours. | | | | | | |
| Funding Source | * | * | A/S | | | |
| Program Type | * | | A | | | |
| | | | | | | |</p>
<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</th>
<th>METHOD OF COLLECTION Place &quot;A&quot; for Accredited and &quot;S&quot; for Short Course.</th>
<th>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</th>
<th>METHOD OF COLLECTION Place &quot;A&quot; for Accredited and &quot;S&quot; for Short Course.</th>
<th>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</th>
<th>METHOD OF COLLECTION Place &quot;A&quot; for Accredited and &quot;S&quot; for Short Course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Accredited Student Survey</td>
<td>Provider report</td>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Accredited Student Survey</td>
</tr>
</tbody>
</table>

**Provider Data**

<p>| Provider name | Accredited | Student Enrolment | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey | Accredited | Student Survey |</p>
<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</th>
<th>METHOD OF COLLECTION</th>
<th>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</th>
<th>METHOD OF COLLECTION</th>
<th>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</th>
<th>METHOD OF COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment Student Survey Provider report Short Course</td>
<td>Accredited Student Enrolment Student Survey Provider report Short Course</td>
<td>Accredited Student Enrolment Student Survey Provider report Short Course</td>
<td>Accredited Student Enrolment Student Survey Provider report Short Course</td>
<td>Accredited Student Enrolment Student Survey Provider report Short Course</td>
<td></td>
</tr>
</tbody>
</table>

**Staff Data - Teaching**

- Surname  * * A/S
- Initial  * * A/S
- Gender  * * A/S
- Paid Hours
- Volunteer Hours
- Number of EFTs  * * A/S
- Number Part Time  * * A/S
- Number Full Time  * * A/S
- Total Hours Taught  * * A/S
<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>DATA ELEMENTS UNDER DISCUSSION FOR INCLUSION IN NATIONAL COLLECTION</th>
<th>METHOD OF COLLECTION</th>
<th>DATA ELEMENTS COLLECTED BY YOUR ORGANISATION CURRENTLY</th>
<th>METHOD OF COLLECTION</th>
<th>ITEMS YOUR ORGANISATION WOULD WANT INCLUDED IN AN IMPROVED NATIONAL SYSTEM</th>
<th>METHOD OF COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
<td>Provider report</td>
<td>Short Course</td>
<td>Accredited Student Enrolment</td>
<td>Student Survey</td>
</tr>
</tbody>
</table>

**Staff Data - non teaching**

<table>
<thead>
<tr>
<th>Surname</th>
<th></th>
<th></th>
<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>Initial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of EFT's</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number part time.</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number full time.</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of Staff</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Paid Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. What benefits, in an overall sense, does your organisation want from an improved national collection of adult/community education statistical data.

21. What are some of the difficulties or obstacles which will inhibit the implementation of an improved national collection system for adult/community education?

22. How could these difficulties or obstacles be overcome?

23. What benefits/gains will there be for adult/community education, generally, if an improved system is implemented?

24. Are you aware of single focus providers of adult and community education e.g. aboriginal, NESB providers or Universities of the Third Age, who are not included in the current statistical collection processes. Please list.

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

123
APPENDIX 4 : DEET STREAMS OF STUDY

The following stream codes and course function descriptions\(^{13}\) are most commonly used to classify adult and community education courses.

**Stream 1000: Recreation, Leisure, and Personal Enrichment**

General Function of Courses in Stream 1000:

Courses classified to Stream 1000 are directed towards the encouragement and development of creativity, social and personal pursuits, and skills which enable people to make more effective use of leisure time.

Although these courses are not designed to provide vocational education and training, in addition to content relating to handicrafts, hobbies, life skills, and self expression they may include technical content such as welding, typing, woodworking and agriculture.

**Stream 2100 Entry to Employment of Further Education: Basic Education and Basic Employment Skills**

General Function of Courses in Stream 2100:

Courses classified to Stream 2100 provide remedial education or involve other preparatory activities to enable participation in subsequent education or social settings, and are of a type which aim to achieve basic skills and standards. Included in courses classified to Stream 2100 are those provided for the acquisition of literacy and numeracy, career exploration courses and link courses.

Courses classified to Stream 2100 would not provide students with sufficient skills to participate in a subsequent post-secondary educational setting. The level of skills provided by Stream 2100 courses would be below that required in Year 10.
Stream 2200: Entry to Employment or Further Education: Educational Preparation

General Function of Courses in Stream 2200

Courses classified to Stream 2200 provide remedial education or involve other preparatory activities to enable participation in subsequent educational or social settings, and are of a type which prepare students for further education. Included in Stream 2200 for example would be certificate entrance courses, pre-certificate courses, tutorial mathematics courses for certificate students, Tertiary Orientation Program courses, and diploma entrance courses.

Stream 3100: Initial Vocational Courses Operatives

General Function of Courses in Stream 3100:

Stream 3100 courses provide initial education and training for entry to vocations requiring a level and range of skills less than is normally required for a tradesperson. Stream 3100 courses would generally require minimal educational qualifications for entry, would be of short duration, and would emphasise a single activity which can be performed upon completion of the course. Included, for example, would be courses for plant and machine operators, and cleaners. Operatives are personnel who, after training, are able to perform a limited range of skilled operatives.

Courses classified to Stream 3100 are not only those which emphasise manipulative or manual skills; also classified to this stream would be courses such as those which develop skills required by counter officers, sales staff, or first aid personnel.
APPENDIX 5: DEET FIELDS OF STUDY

Fields of study are used to classify each course according to its primary vocational outcomes/destinations. This is a Tertiary Education classification and is the only NATMISS classification which provides compatibility with Higher Education statistics. It subsumes all the categories within the Field of Study Classification of Higher Education Courses and provides additional categories which enable all types of courses in the TAFE/ACE sector to be appropriately classified.

The main purpose of the classification is to ensure that courses with the same or similar vocational emphasis are reliably classified to the same "broad field of study" and to a lesser degree to the same "major field of study". The classification has a three-tiered structure; Broad Fields, Major Fields and Minor Fields.

Evidence from the survey indicates that major field 12 "TAFE Multi-Field Education" does not serve the needs of adult and community education well, and a review of this field is required.
APPENDIX 6: LIST OF PUBLICATIONS AND ARTICLES

Overseas Publications

- Computers, Social Surveys, and Teaching Statistics.
  Holland L.A. and Jolliffe F.R.
- International Journal of Computers in Adult Education and Training;
- Participation and Persistence in American Adult Education, Implications for
  Public Policy and Future Research from a Multivariate Analysis of a National
  Data Base, Direction Papers in Lifelong Learning. Anderson R.E. and
  Darkenwald G.G. College Entrance Examination Board, New York 1979
- Participation in Adult Education: Current Population Survey; Bureau of
  Census, Washington, D.C. Data User Services Division,
  May 1984.
- Manual for the Collection of Adult Education Statistics, within the framework
  of International Standard Classification of Education (ISCED)
  Division of Statistics on Education, Office of Statistics, 1975
  UNESCO.
- One in Every Five: A survey of Adult Education in Canada;
  Secretary of State and Statistics Canada, 1984.

Selected local publications:

- Participation in non-formal Adult Education, South Australia;
  December 1984.
- A Nation of Learners: Participants in Adult Education;
  National Social Science Survey,
  DEET 1988.
- Government Roles in Adult Education, International Perspectives;
  Based on the proceedings of the International Conference on Government
  Roles in Adult Education held in Sydney in November 1988;
  Edited by Swinbourne E. and Wellings J.
APPENDIX 7: GLOSSARY

The following definitions are provided for the purpose of establishing a common language for the consideration of this report.

**General Adult Education**
General adult education programs include history, literature, languages, politics, philosophy, science, arts, crafts, health, personal development and many other subjects.

**Access**
The broad range of courses aimed at helping adults access further education, training and employment opportunities. Includes adult literacy, secondary school equivalents, English as a second language, personal development related to gaining the confidence for work or further training and general pre-vocational courses.

**Vocational education and training**
These courses encompass the full range of specific employment courses at pre-degree level.

**Program 1**
An organised educational activity. The providers' total assembly of various courses/classes etc.

**Program 2**
Classification of courses, classes etc. into broad areas of application e.g. general/liberal education, preparatory education, vocational education etc.

**Course**
A period of structured learning activity, ranging from one day to many, on a single subject.

**Provider**
These are the many institutions groups, organisations and individuals involved in running adult education programs. They are public and private, big and small, funded and unfunded, single and multi focus.

**Community Provider**
A community managed, non-government, not-for-profit provider of adult and community education.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Education Centre</strong></td>
<td>A community provider of adult and community education which has adult education as its primary focus.</td>
</tr>
<tr>
<td><strong>Learning Centre</strong></td>
<td>As for and adult education centre but often smaller in size.</td>
</tr>
<tr>
<td><strong>Neighbourhood House</strong></td>
<td>A multi-focussed provider of adult and community education.</td>
</tr>
<tr>
<td><strong>Community House/Centre</strong></td>
<td>As for neighbourhood house.</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>People enrolled or registered in courses.</td>
</tr>
</tbody>
</table>
APPENDIX 8 : LIST OF ACRONYMS

Some commonly used acronyms:

AAACE  Australian Association of Adult and Community Education
ACE   Adult and Community Education
ANTA  Australian National Training Authority
ACFEB Adult, Community and Further Education Board
AEC  Australian Education Council
ABS  Australian Bureau of Statistics
ASF  Australian Standards Framework
BACE  Board of Adult and Community Education
CAE  Council of Adult Education
COTTS Committee on TAFE and Training Statistics
DEIRT Department of Employment, Industrial Relations and Training
DEVET Department of Employment, Vocational and Educational Training
DEVETIR Department of Vocational Education and Training and Industrial Relations
MOVEET Ministers of Vocational Education, Employment and Training
NATMISS National Management Information and Statistics System
NCVER National Centre for Vocational Education Research
NISAT NATMISS Information Systems and Technology
NTETA Northern Territory Education and Training Authority
VETA Vocational Education and Training Authority
VETEC Vocational Education, Training and Employment Commission
WEA Workers' Education Association