

National Analysis of Adult Learners' Week 2003

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EXECUTIVE SUMMARY

In 2003, Adult Learners' Week achieved:

- The highest number of entries ever recorded on the online events calendar;
- The highest recorded level of Adult Learners' Week publicity awareness;
- A level of awareness about Adult Learners' Week that meets or exceeds the previous recorded levels of awareness;
- An increase in the importance of newspaper advertisements as a resource for Adult Learners' Week publicity;
- An increase in the importance of television advertisements as a resource for Adult Learners' Week publicity.

Queensland, New South Wales, the ACT and Northern Territory showed a significant increase in Adult Learners' Week activity from previous years.

However, there remain some areas of concern:

- There was a fall in the number of Adult Learners' Week activities in Victoria, Tasmania, South Australia and Western Australia. The reduction of activity was most dramatic in Victoria and South Australia;
- While New South Wales had an increase in the number of Adult Learners' Week events in 2003, it and Victoria are still both under-performing in terms of the number of Adult Learners' Week activities comparative to their population sizes;
- The role that adult learning providers play in informing the general public about Adult Learners' Week is at its weakest in three years;
- The timeliness of Adult Learners' Week activities being entered into the online calendar remains poor;
- The usage of the 1300 phone number remains low;
- Participation in the two national competitions has not increased from previous two years and, in the case of the photo competition, fell dramatically in 2003.

1. Adult Learners' Week in 2003: An overview

Adult Learners' Week is an international festival of adult learning. It has been celebrated in Australia since 1995.

In Australia the purpose of Adult Learners' Week is to celebrate and promote all forms of adult learning. As such, the Week seeks to convey positive messages about the range and value of adult learning to individuals within the community, to policy-makers, to the private sector and to the media.

The Week also provides a focus for informed discussion about the current provision of adult learning in Australia and an opportunity to consider what improvements are needed to take Australia forward.

The Week operates on three tiers of activity. At its core, the Week consists of hundreds of community-level events designed to promote the benefits of learning and the specific opportunities for participation available within local communities.

Each state and territory government receives funding from ANTA to assist with Adult Learners' Week activities in their states. The amount of Adult Learners' Week funds given to each state and territory by ANTA is directly related to the comparative size, by population, of that state or territory. Many states and territories forward this money onto community learning organisations in the form of small grants. The State and Territory governments also stage high profile State-based activities such as launches, award ceremonies, seminars, Breakfasts, Lunches and Dinners.

ANTA provides funding to address national aspects of the Week. This money allows the development of consistent branding, a national approach to the media, and national activities such as competitions, international guest tours, and initiatives such as theme days or national projects.

The national management of Adult Learners' Week rests with Adult Learning Australia, a national non-government organisation whose mission is to advance a learning society.

2. Adult Learners' Week 2003 activities: The official calendar

As part of the conditions for accepting and using ANTA's Adult Learners' Week funds, the States and Territories agree to ensure that 'all Adult Learners' Week activities are promoted on the national calendar of events on the Adult Learners' Week website in a timely fashion'. It can be reasonably assumed, therefore, that most activities presented under the auspices of Adult Learners' Week appear on this calendar.

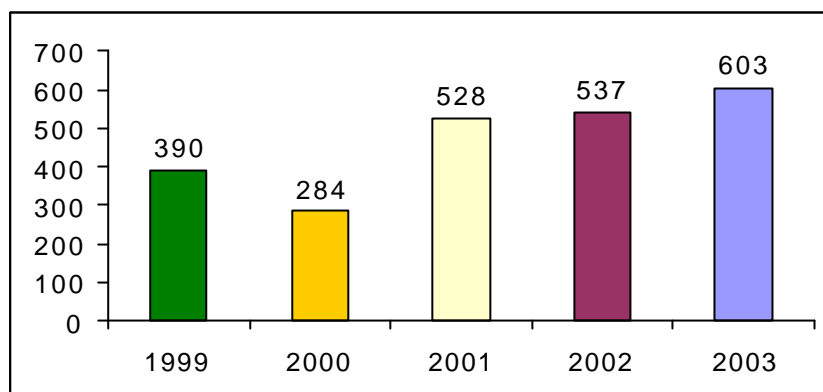


Fig 1: Number of Adult Learners' Week events 1999-2003 (source: ALA)

As indicated in figure 1, the number of events entered onto the Adult Learners' Week online calendar for 2003 exceed the total number of events entered onto this calendar in each of the previous years. At the start of Adult Learners' Week 2003 a total of 603 events appeared on the calendar, more than double the number of events that appeared in 2000, the poorest performance since these statistics were documented. (In 2001, 284 events were lodged on the calendar. This was the year in which Australia hosted the Olympic Games).

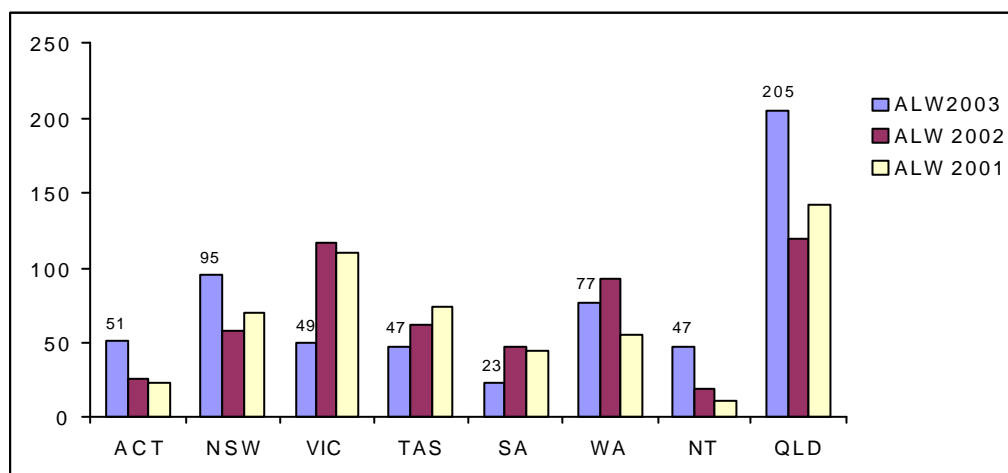


Fig. 2: Number of Adult Learners' Week events per state 2001-2003 (source: ALA)

Figure 2 shows the breakdown of events by state over the past three years. As can be seen, Queensland has been a consistently strong performer over this period.

In 2003, the ACT, New South Wales and Northern Territory all showed increases from previous two years. Tasmania and South Australia showed a reduction in the number of events in 2003 as did Victoria which showed a dramatic reduction in activity - only 49 events on the 2003 calendar for were from Victoria, compared with 116 events for 2002.

3. Who knows about Adult Learners' Week?

In 2001 and 2002 the Australian National Training Authority (ANTA) commissioned ACNielsen to undertake a comprehensive evaluation of Adult Learners' Week nationally. In an effort to continue this valuable measurement of the Week, Adult Learning Australia placed two questions measuring awareness of Adult Learners' Week 2003 in an ACNielsen Omnibus survey conducted 5-7 September 2003. The two questions purchased by Adult Learning Australia replicated two of the key questions asked in the earlier ACNielsen evaluation work.

As indicated in Figure 3, the percentage of people claiming to have seen or heard any sort of Adult Learners' Week publicity has risen over the past three years, from 24% in 2001 and 26% in 2002 to 29% in 2003.

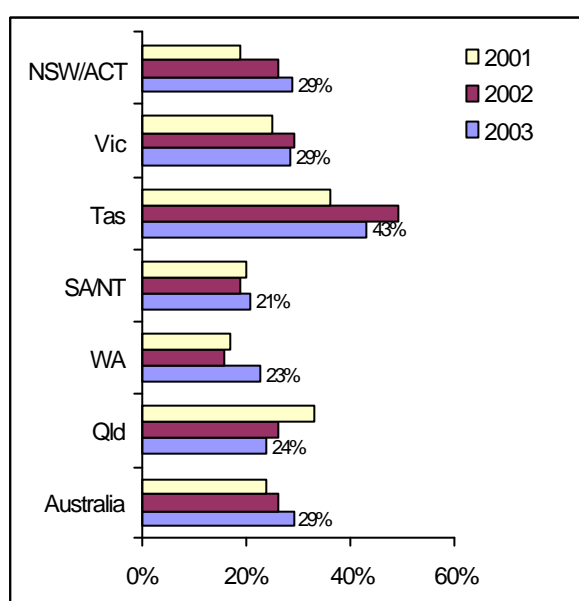


Fig.3: Have you ever seen, heard or read any publicity or information about Adult Learners' Week? (source: Omnibus & Evaluation)

Australia-wide, those who say they have seen or heard Adult Learners' Week publicity are more likely to be:

- Female (33%) more so than males (25%)
- Living outside capital cities (37%) more so than capital cities (24%).
- Aged between 25-39 (33%), compared with the 18-24 age group (25%)

These results are consistent with the ACNielsen 2002 and 2001 results, except that the 2003 figures suggest that slightly more women and slightly more people living outside capital cities are likely to have seen Adult Learners' Week publicity than in previous years.

People over the age of 45 continue to be a focus for Adult Learners' Week activities nationally. In 2003 awareness of Adult Learners' Week publicity among the 40+ age group was 27%. In the 2002 ACNielsen evaluation awareness of Adult Learners' Week publicity among the 45+ age group was 31%.¹

¹ The demographic breakdown used in the Omnibus survey report does not allow a specific identification of the 45+ age group.

4. How do people find out about Adult Learners' Week?

The ACNielsen evaluation and omnibus survey asked people who said they *had* seen or heard Adult Learners' Week promotions, about the form in which they had seen these promotions.

Newspaper advertisements represent the most common form of publicity cited - 46% of all respondents who had seen some form of publicity claimed to have seen it in the form of a newspaper advertisement. This was the first Adult Learners' Week survey to have included newspaper advertising as a specific response category, although 2-3% of respondents had mentioned them in the 'other' category in the 2001 & 2002 surveys.

In 2003, the next most cited modes of Adult Learners' Week publicity were TV advertising (35% - similar to the 2001 figure of 34%) and stories in all media (34% - again, similar to the 2001 figure of 36%). In 2002 TV advertising represented 25% of responses and stories in all media represented 57%.

Radio advertisements were cited by 16% of respondents, the same as in 2002 and an increase from the 10% of 2001.

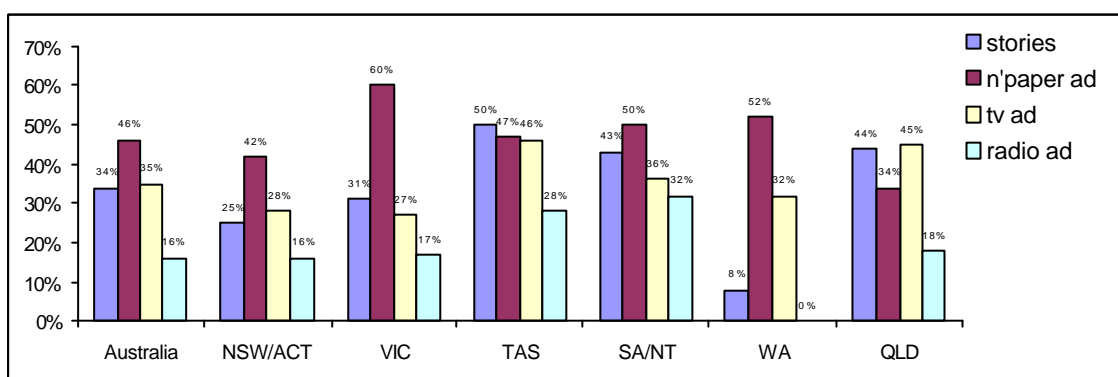


Fig. 4: Awareness of newspaper advertising, editorial, TV and radio advertising nationally and by state 2003 (source: Omnibus)

The internet and cultural institutions (such as museum or libraries) were the least cited modes of Adult Learners' Week publicity in 2003 each only being cited by 3% of respondents. This represents only a minor change from 2002 when cultural institutions were nominated by 4% of respondents and the website by 2%.

In 2003, adult education centres represented a source of publicity for only 10% of respondents, down from 15% in 2002. Given that the structure of Adult Learners' Week is predicated upon individual local adult learning providers promoting Adult Learners' Week in their local communities, this change is of concern as it represents a step backwards. The 2001 figure for adult education centres was 11%.

A lack of consistent branding on locally produced Adult Learners' Week materials continues to be a problem and may have had greater impact in 2003 because there was little nationally produced Adult Learners' Week print material. Moreover, the higher figure in 2002 may reflect the distribution to learning providers of branded Adult Learners' Week promotional flyer templates in that year, something not used in either 2001 or 2003.

5. Other indicators

5.1 Exposure in the media: Community Service Announcements

In 2003 a single 30-second television Community Service Announcement (CSA) was prepared promoting Adult Learners' Week and its literacy theme. Because television stations screen Community Service Announcements for free it is difficult to obtain comprehensive or accurate records of where and at what times the CSAs are screened. However, after phoning the stations to which the CSAs were sent, it appears that the CSAs were screened on all the networks and at least 24 separate stations around the country. This compares favourably with the previous two years. In 2001 the CSAs screened on at least 17 stations, while in 2002 the CSAs were screened on at least 23 stations.

As can be seen from the table below, the CSA was screened on ABC digital television in New South Wales. This would appear to be the first time that an Adult Learners' Week CSA has been screened on the ABC.

The television CSA was also aired on four channels through Optus PAY-TV, including Sky News – again, believed to be a first for ALW.

National	SBS Television	SA	NWS CHAN 9
ACT	Southern Cross Ten		SAS CHAN 7
	WIN Television Canberra		GST CHAN 4
NSW	ABC		WIN Television SA
	Network 10	TAS	TNT 9 Southern Cross
	TCN CHAN 9		Television
	ATN CHAN 7		WIN Television Tasmania
	WIN TV NSW Pty Ltd	VIC	Prime Television Victoria
NT	Imparja TV		WIN Television Victoria Pty Ltd
QLD	BTQ CHAN 7		Southern Cross Ten
	Seven QLD	WA	Channel Seven Perth Pty Ltd
	Prime TV Gold Coast		
	Ten Queensland		
	WIN Queensland		

Fig.5: TV stations that indicated they screened the Adult Learners' Week 2003 CSA (source: ALA)

Two radio CSAs were also prepared. Each of the radio announcements were 30 seconds long. One of the announcements promoted Learn @ Work Day, while the other promoted the Great Literacy Debate. Unfortunately it has not been possible to obtain an indication of where or when the announcements were broadcast. However, from the publicity awareness figures cited above it may reasonably assumed that radio announcements were broadcast in all states and territories except Western Australia.

5.2 Exposure in the media: Newspaper stories

Adult Learning Australia engaged Media Monitors to track the occurrence of newspaper articles that mentioned Adult Learners' Week or Adult Learners' Week activities for the period 6 August to 26 September 2003.

During this timeframe, there were 401 separate articles that mentioned Adult Learners' Week², mostly from regional or suburban papers. The 2003 figure is almost double the 225 separate articles recorded in 2001. (Comparable figures for 2002 unavailable at time of preparing this report.)

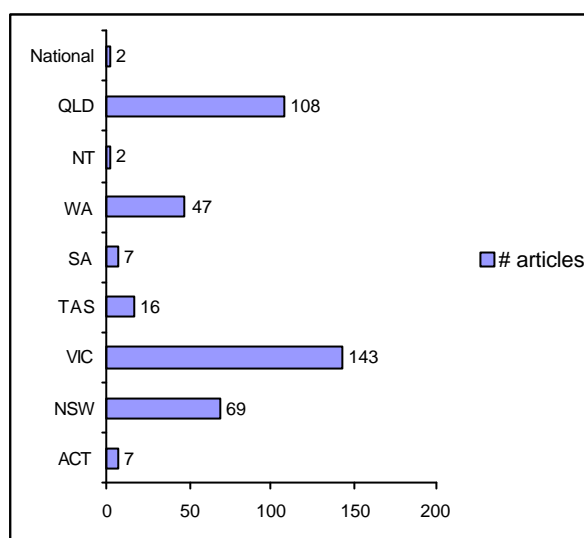


Fig.6 : Number of Adult Learners' Week newspaper articles identified by media Monitors per state, 6 August-26 September 2003 (source: ALA)

An Adult Learning Australia analysis of the 401 collected newspaper articles reveals that

- Most of the articles were a promotion of forthcoming Adult Learners' Week events. A few were reports of Adult Learners' Week events after they had taken place, of which most of these were reports of awards (15% of the articles profiled Adult Learners' Week awards);
- Only 5% of the articles contained a substantial profile of learners which, given the demonstrated impact of using learners' stories to encourage engagement of the disengaged, is an area that requires greater work. However, 29% of the articles carried a photo and most of these were of adult learners;
- 47% of the articles contained adult learning provider information;
- 'Adult Learners' Week' appeared in headings in 12% of the articles, considerably lower than the figure previously recorded in 2001 of 45%;
- 26% of the articles mentioned literacy, 7% specifically mentioning the Great Literacy Debate;
- 5% of the articles specifically mentioned Learn @ Work Day
- 6% of the articles discussed – explicitly or implicitly – the learning community concept;
- ANTA was mentioned in 5% of the articles as was Adult Learning Australia. 9% of the articles appeared to draw some text directly from ALA-produced media material or the national Adult Learners' Week website;
- 10% of the articles carried the national Adult Learners' Week website address but hardly any (1%) contained the national 1300 phone number – this may go some way towards explaining the low usage of the 1300 phone number.

² Two articles appearing in the same newspaper or on the same page have been counted as two articles. In cases where the same article appears in a number of different papers the article has been counted each time it appears.

5.3 Exposure in the media: TV & radio stories

At the time of writing this report comprehensive analysis of the occurrence of Adult Learners' Week stories in the broadcast media has not been possible owing to incomplete records.

It is known, however, that the two international guests received some exposure on national radio – Allan Quigley spoke on ABC Radio National *Life Matters* program and Ching-jung Ho spoke on the SBS radio Mandarin language program. Also during Adult Learners' Week Francesca Beddie, Executive Director of Adult Learning Australia, spoke on the ABC Radio National *Media Report* program about media and information literacy. Francesca also presented a Radio National *Perspectives* piece. There was also good exposure on ABC Queensland radio for the Tough Learning conference.

Owing to one of the participants in the Southbank TAFE Great Literacy Debate being a Triple J personality, this event, and adult literacy more generally, received exposure on the Triple J morning programs during Adult Learners' Week. As other Great literacy debates also featured radio and television personalities there may be other instances of promotion in broadcast media.

5.4 National Website Adult Learners' Week usage

Adult Learning Australia manages a national website. The website provides resources for learning providers wanting to plan ALW activities as well as information and links for the general public, the media and politicians.

The usage of the website continues to build on previous years. The daily average recorded during 2003 was consistently higher than in 2001 & 2002. However, close to the Week the number of visits to the site recorded in 2003 became similar to that recorded in 2002.

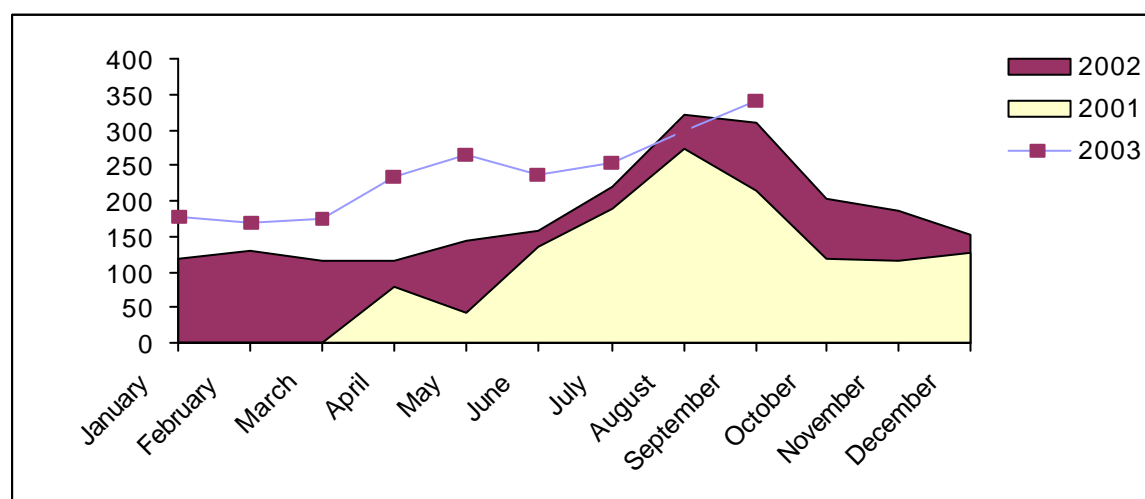


Fig. 7: Daily average number of visits per month 2001-2003 (source: ALA)

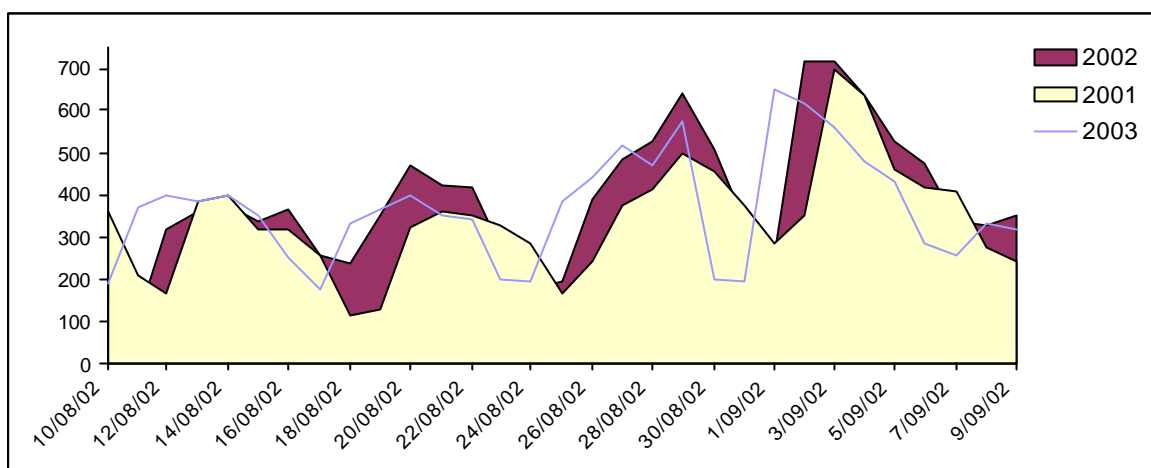


Fig.8: Usage of Website 10 August-9 September.
 (source: ALA - figures not available 28-31 Aug 2003 – estimates have been included here)

5.5 The Great literacy Debate

To coincide with the commencement of the United Nations Literacy Decade, Adult Learners' Week 2003 had a focus on the issues around adult literacy. To help facilitate this focus, Adult Learning Australia developed the Great Literacy Debate, a national program that encouraged learning providers around the country to present a debate during Adult Learners' Week focusing on one of three key topics. Adult Learning Australia provided a kit to assist organisers and participants develop and produce the local debates.

Local debate organisers were invited to contact Adult Learning Australia to register their event. Figure 9 shows the distribution around Australia of the Great Literacy Debates of which Adult Learning Australia was aware. In addition there was an online discussion held on the Australian Flexible Learning Framework website.

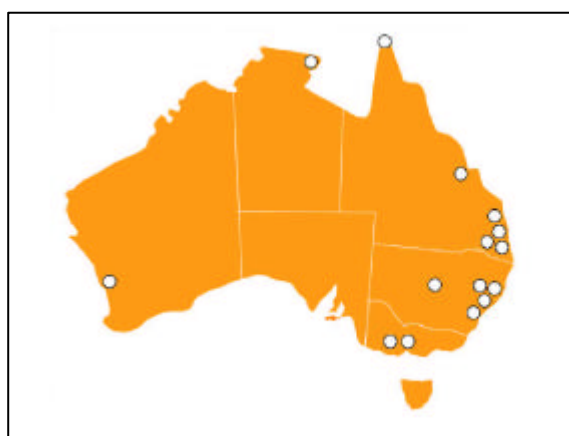


Fig 9: Distribution of Great Literacy Debates in Adult Learners' Week 2003 (source: ALA)

Anecdotally the Great Literacy Debates were very successful:

“What a fantastic evening, we had a huge crowd and a fantastic team of local "celebs" to perform, and raised a good heap of cash for literacy resources for the library - It was a fantastic idea from your office! We've been asked to host them regularly (someone suggested once a month – I smiled politely and said thanks but....) we'll be probably going for 1 per

term.”

“It went so well – two students spoke from the heart and it was spot on. The local member spoke – against the party line. The local paper published an article on 16th Sept – an excellent article.”

“I would definitely support having the debate as a regular feature of Adult Learners Week and we are even thinking about including this in our Summer Festival of Learning from the 9th - 15th February 2004.”

5.6 Learn @ Work Day

For the first time on an extensive national scale, Adult Learners' Week 2003 included Learn @ Work Day on Friday 5 September.

The aim of Learn @ Work Day is to provide companies and employees with a catalyst to celebrate their achievements, highlight opportunities for learning in the workplace and consider ways to make workplace learning more innovative and accessible.

Organisations and individuals were invited to participate in Learn @ Work Day by staging a Learn @ Work Day activity. Participants were offered an information kit as well as a downloadable screensaver, posters, lollies and flyers to assist in promotion of their activities.



Fig. 10: Artwork for Learn @ Work Day poster (left) and screensaver (right)

Nationally, an impressive number of organisations were recruited as ‘official’ Learn @ Work day partners, including:

- The Sydney Opera House;
- Australia Post;
- ABC;
- Brisbane City Council;
- The Smith Family;
- The Australian virtual Centre for Leadership for Women;
- ANTA;
- Fairfield City Council; and
- Perpetual Private Clients, QLD.

Other participating organisations included the Commonwealth Department of Education Science and Training (DEST), the Department of Veterans Affairs (DVA), Credit Union Services Corporation, ANU, Wilson’s Work Force, Centrelink, and the Greater Murray Area Health Service.

Learn @ Work Day in Queensland was a particularly vibrant affair, with at least 30 separate organisations known to have taken part. As much of the promotional material

was downloadable directly from the website, it can be assumed that participation in the Day extended further than those organisations named here.

While more formal evaluation is ongoing, feedback from partners and participants so far has been extremely positive and suggest strong interest for next year:

“The feedback was very good. If Learn @ Work Day was to occur again, we would definitely get involved, because management were right behind it. This year, for the first time, we teamed up with our HR group to link up Adult Learners' Week to some of our own training and development activities. It added a new and valuable dimension to the week for us.”

“We had two activities to link the event to and it aligned well with both and promoted the learning journey as well as learning in general. Next year I think we should consider national coverage and we will start the planning earlier now that we have had the experience. I also think developing ways to measure success and gather feedback should be a focus...”

“With planning and the involvement of HR and the 'balanced life' team I am sure it can be much more significant next year”

6. Areas of concern

6.1 Usage of the 1300 phone number

To help individuals from around Australia obtain information about Adult Learners' Week for the cost of a local call, a 1300 phone number was introduced in 2001. This replaced the earlier use of a single Canberra phone number on promotional materials in some instances and the use of eight different state and territory phone numbers at other times.

In the first year of using the 1300 phone number on nationally produced promotional materials, the total number of calls was not great when compared to other national helpline services. In 2001 the highest number of calls recorded on a single day was 97 on the Monday of Adult Learners' Week in that year. However there was a steady increase in usage for the phone number from mid-July onwards, culminating in an obvious peak during Adult Learners' Week before falling dramatically afterwards.

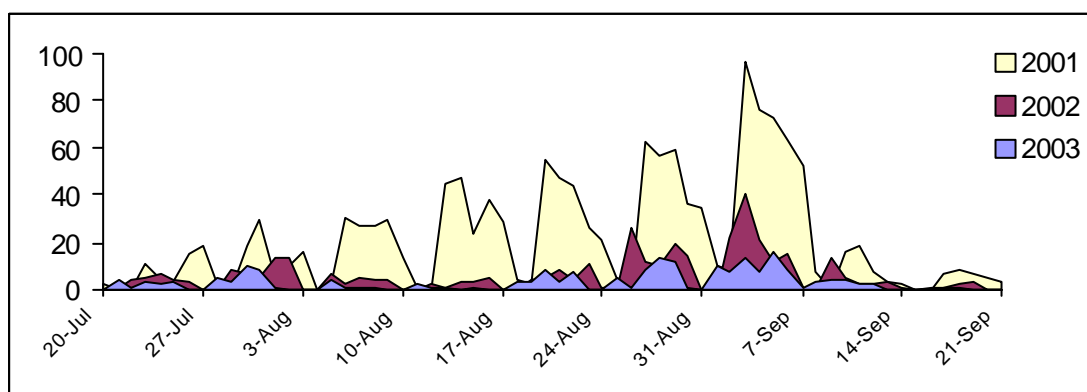


Fig. 11: Total number of calls to the Adult Learners' Week 1300 phone number 20 July-21 September 2001-2003 (source: ALA)

While a similar trend in usage can be observed also in 2002, the total number of calls fell dramatically from that recorded in the previous year. In 2002 the highest number of calls recorded on a single day was 40, on the Tuesday of Adult Learners' Week.

In 2003 the usage of the 1300 was again significantly lower than in previous years. The highest number of calls recorded on a single day was 16 calls on Friday 5 September.

While the 1300 phone number appears on nationally produced materials it is not promoted as the core call to action. Calling the phone number is not a necessary step to engaging with Adult Learners' Week. However, the obvious decline in usage of the 1300 number over the past year requires further analysis.

The reasons for this dramatic drop are not clear, as there is no way of measuring where the 1300 number appears. The role that the 1300 plays in the campaign needs to be reconsidered.

6.2 Events being promoted on the national online calendar in a timely fashion

The online calendar that appears on the national website is the only national record of Adult Learners' Week activity and, as such, is a major resource for the media, policy makers and researchers, not to mention the members of the general public who do use the internet as a key information resource. The volume of activities promoted on the online calendar provides a valuable 'snapshot' as to the breadth of adult learning in Australia.

To have greatest impact events need to be placed on the online calendar at least one month out from the start of Adult Learners' Week, or earlier, when the publicity for Adult Learners' Week begins in earnest. Figure 12 shows the rate at which events are added to the Adult Learners' Week calendar.

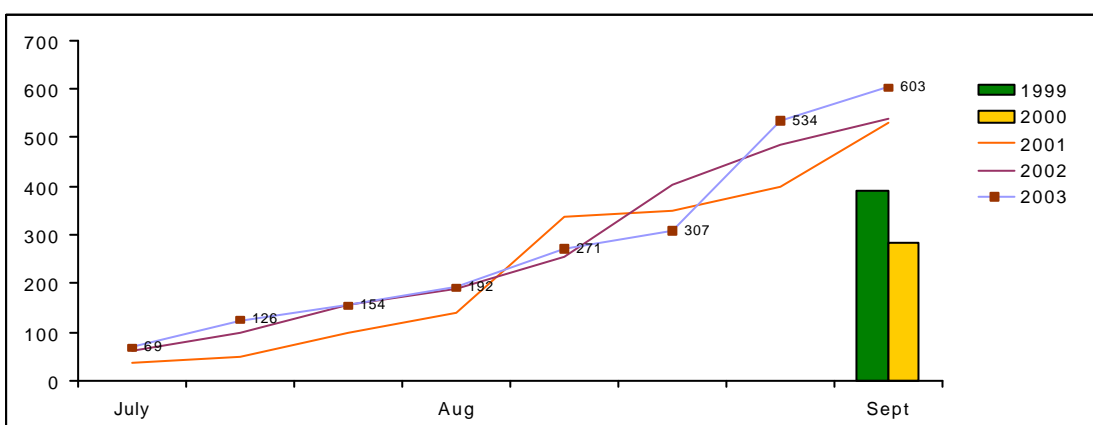


Fig. 12: Rate of entries on to Adult Learners' Week online calendar (source: ALA)

On 7 August, when the first national media release about Adult Learners' Week 2003 was issued by Adult Learning Australia, and around the time the TV and radio advertisements began to be broadcast, there were only 192 events listed on the calendar, 32% of the final number of calendar entries.

In the two weeks leading up to Adult Learners' Week 2003 the number of events listed on the online calendar doubled, from 307 events on 19 August to 603 event at the start

of Adult Learners' Week. 117 events were added in the week immediately prior to the start of Adult Learners' Week, 69 of which were added in the last four days before the start of the Week.

To gain the greatest impact from Adult Learners' Week, especially in its key role as an exercise in awareness-raising, it is vital that all Adult Learners' Week information appear on the online calendar as soon as possible, even if incomplete or requiring modification at a later stage. The development of strategies to ensure the early promotion of *all* Adult Learners' Week activities must remain a key area of work.

6.3 National competitions

Two national competitions were conducted as part of Adult Learners' Week 2003, a writing competition and a photo competition. The number of entries for the writing competition was comparable with the previous two years, although the number of entries has never been as high as might be expected for a national competition.

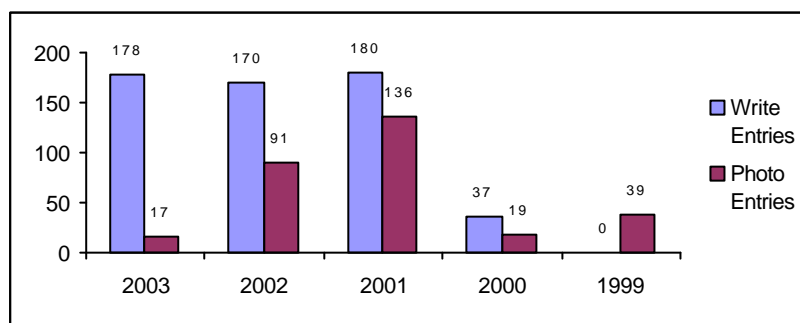


Fig 13. :Number of competition entries (Source: ALA)

The number of entries received for the photo competition in 2003 was dramatically reduced. This was due to a change in nature of the photo competition so that it sought photos of Learn @ Work Day, a single day towards the end of Adult Learners' Week. Furthermore, the photo competition in 2003 had no sponsor, was given very limited publicity and what publicity it was given was given very late.

The value, nature and ongoing role of the national Adult Learners' Week competitions requires careful consideration.

7. Conclusions

Accurate measurement of Adult Learners' Week has always been a vexed issue. It is impossible to accurately measure the impact of such a week on the behaviour of people when a change in behaviour as a result of interaction with Adult Learners' Week may not become apparent until weeks, months or even years later. Moreover, such is the nature of the 'product', adult learning, that it is impossible to measure success by an increase in enrolments as learning environments promoted by Adult Learners' Week do not necessarily require 'enrolment'.

The two questions Adult Learning Australia purchased in 2003 sought to evaluate the Week through measuring awareness of nationally promotional efforts. This material was supplemented by an analysis of the Adult Learners' Week website, 1300 phone accounts and media monitoring reports. While providing some insights into the impact of the Week and its growth from year to year, it cannot be assumed that the aspects measured here are the most accurate way of evaluating the full effectiveness of the Week.

Anecdotally **Adult Learners' Week 2003 was a success**. Two new national initiatives – Learn @ Work Day and the Great Literacy Debate – seem to have been popular and successful activities.

In terms of the number of Adult Learners' Week events taking place around the country, 2003 represents the **most successful year ever recorded**. In the state & territory breakdown, Queensland has held its position as a leader in terms of Adult Learners' Week activity. In 2003, it exceeded its prior years' records. New South Wales, ACT and Northern Territory also exceeded their own previous records. Both Victoria and South Australia recorded significantly less events than in previous years. Although achieving an increase this year in the total number of events, New South Wales still appears to have a lower number of Adult Learners' Week activities than might be expected from a state with such a large population.

In terms of awareness of Adult Learners' Week publicity, there has been an **increase in awareness**. People in Tasmania and Queensland were most likely to be aware of Adult Learners' Week 2003 publicity and people in South Australia and Western Australia were less likely to have seen or heard publicity about Adult Learners' Week. People living outside the capital cities were more likely to have seen publicity than those living in the capital cities.

In 2001 & 2002 ACNielsen asked respondents not only if they had seen or heard anything about Adult Learners' Week, but also whether they knew about Adult Learners' Week in general terms, regardless of whether or not they claimed to have seen any specific publicity. While resources were insufficient to ask this question in the 2003 survey, in both 2001 and 2002 the percentage of the population who were aware of the term 'Adult Learners' Week' was higher than the number who had actually seen or heard specific Adult Learners' Week materials. For example, in 2002, 24% of respondents claimed to have seen or heard Adult Learners' Week publicity, while 29% claimed to have heard the term 'Adult Learners' Week'.

It might reasonably be assumed that this phenomenon has continued in 2003. If so, this would mean that the percentage of Australians aware of Adult Learners' Week in 2003 will be more than 29% (the percentage of respondents who claimed to have seen or heard Adult Learners' Week publicity). Therefore it may be claimed that in 2003 the

general awareness of Adult Learners' Week will have increased from the 29% general awareness figure recorded in 2002.

In terms of where people are finding out about Adult Learners' Week, **newspaper advertisements** seem to have had greatest impact in 2003, considerably higher than in previous years. Newspaper advertising is followed by **television advertisements** and **stories in any medium** as resources for publicity, although the impact of stories is down from 2002.

The **role that adult education centres play** in providing information about Adult Learners' Week is **low and of concern**, especially if Adult Learners' Week is to continue to be considered a grass-roots community event. It suggests that the learning providers need greater support, if not through grants schemes, then perhaps through more concentrated efforts to ensuring the Week has immediate, obvious and positive spin-offs at the local level. In 2003 the percentage of people finding out about Adult Learners' Week through an adult education centre was lower than in both previous years.

Of concern too is the **low usage of the 1300 phone number**; the **stagnant participation in the writing competition** and the **dramatic fall in number of entries for the photo competition**. The **lateness** of placing Adult Learners' Week events onto the online calendar also remains a significant problem.

8. Implications for Adult Learners' Week 2004

The findings presented here would suggest that, with regards to Adult Learners' Week 2004, strategies need to be developed to:

- Encourage New South Wales, South Australia and Victoria to have a greater number of Adult Learners' Week events or else reconsider the state and territory funding model so that funding allocation is not based upon population size, as is currently the case, but upon previous performance with respect to the number of Adult Learners' Week events;
- Concentrate efforts at the national co-ordination level on increasing capacity of adult learning providers to engage in, and gain from, the Week;
- Increase the importance of adult learning providers as a resource for the general public for awareness about Adult Learners' Week.

This may include consideration given to the reintroduction of a national Adult Learners' Week poster. Anecdotal evidence would suggest that the poster was an important tool for learning providers in the past. The ACNielsen evaluation provides support for this showing that printed material represented a strong resource. In 2001, 25% of people who knew about Adult Learners' Week knew about it from seeing printed material.

The reintroduction of a branded Adult Learners' Week flyer template distributed to all providers may also be considered. Greater support in terms of providing marketing advice to learning providers also needs to be considered;

- Capitalise on the impact of newspaper, TV advertisements and editorials;
- Increase the focus on individual learners in the media;
- Increase the importance of the internet as a resource that the general public uses for awareness about Adult Learners' Week;
- Maintain and build upon the national Great Literacy Debate and Learn @ Work Day innovations;
- Consider the role of the 1300 phone number;
- Encourage the promotion of all individual Adult Learners' Week events on the online calendar by the start of August at the latest, especially those activities funded by grant money.
- Consider the value and nature of the national Adult Learners' Week competitions.

APPENDIX: Notes and Technical data

The statistical material presented in this report is drawn from three sources:

- **Evaluation:** Statistics about awareness levels in 2001 & 2002 have come from the following report, ACNielsen Research Pty Ltd, *National Evaluation of Adult Learners' Week 2001 and 2002* Australian National Training Authority (ANTA) & National Centre for Vocational Education Research (NCVER), 2003. All 2001 & 2002 awareness statistics draw upon the post-ALW figures in each year.
- **Omnibus:** Two questions purchased by Adult Learning Australia in the ACNielsen omnibus Survey conducted 5-7 September, 2003.
- **ALA:** Statistics drawn from the Adult Learners' Week national website <http://www.adultlearnersweek.org>, from an analysis of 1300 phone accounts, and from an analysis of media clippings collected by Media Monitors.

1. Background notes on the ACNielsen National Evaluation of Adult Learners' Week 2001 & 2002 quantitative work

The following information is taken from the *National Evaluation of Adult Learners' Week 2001 and 2002*.

Survey Design Random telephone surveys were conducted preceding and following Adult Learners' Week in 2001 and 2002.

2001 – ALW 2nd to 9th September:

- Pre-ALW survey conducted between 21st and 27th August 2001.
- Post-ALW survey conducted between 17th and 23rd September 2001.

2002 – ALW 2nd to 8th September:

- Pre-ALW survey conducted between 12th and 17th August 2002.
- Post-ALW survey conducted between 16th and 22nd September 2002.

Regional Breakdown Interviews with approximately 1,000 residents aged 18+ were conducted throughout Australia's states and territories using a stratified random sample to ensure a spread of interviews across geographic areas. The number of interviews conducted in each location is outlined in the table below.

Sample Sizes - Location

Output	2001		2002	
	Pre-ALW	Post-ALW	Pre-ALW	Post-ALW
New South Wales	209	200	202	204
Victoria	201	204	202	198
Queensland	200	201	202	199
South Australia	103	100	100	100
Western Australia	106	100	103	100
Tasmania	53	52	51	49
Northern Territory	101	100	103	100
Australian Capital Territory	51	50	51	50
TOTAL	1,024	1,007	1,014	1,000
Metropolitan	538	529	527	526
Regional	486	478	487	474
TOTAL	1,024	1,007	1,014	1,000

2. Background information about the 2003 Omnibus survey

Background An Omnibus is a survey where a number of clients contribute to a weekly questionnaire, each participant including their own exclusive questions. This survey methodology is used by a wide variety of clients including marketers, advertisers, associations, government departments at all levels, and many other types of organisations.

ACNielsen was commissioned by Adult Learning Australia to undertake a Telephone Omnibus study to measure awareness of publicity for Adult Learners' Week 2003, and sources of this awareness. Adult Learning Australia is wishing to track levels of awareness, as measured by ACNielsen in the 2001 benchmark and 2002 follow-up surveys.

Results in this report are based on a sample of 1445 interviews conducted nationally across Australia, with respondents aged 18 years and older.

Interviewing was undertaken on the weekend of 5-7 September 2003, via ACNielsen's Telephone Omnibus.

Sample Composition

Total		1445
Gender	Male	708
	Female	737
Age	18-24	244
	25-39	426
	40-54	400
	55 +	375
States	NSW	454
	Vic	411
	QLD	303
	SA	125
	WA	126
	Tas	26
Rural	Capitals	1122
	Non-capital	323

2003 Omnibus survey questions

Q1 As you may know, Adult Learners' Week is an Australia-wide celebration that seeks to raise awareness of all forms of adult education and learning. It occurs for one week in early September each year. Have you ever seen, heard or read any publicity or information about this week?

YES/NO/DON'T KNOW

Q2 Ask if yes at Q1. **Read out. Multiple response**
Where have you seen or heard publicity or information about Adult Learners' Week?

Stories or editorials in the media, for example newspaper, TV, radio
TV announcements or advertising
Radio announcements or advertising
An adult community education centre, for example evening college or school, community college, neighbourhood or community centre, or telecentre
Internet or website
Cultural institution, for example museum, gallery, historic house or library
Through a friend or word of mouth
Newspaper advertisement
Other (specify) DO NOT READ
Don't know DO NOT READ

APPENDIX 2: Cover Images

Clockwise from top left:

- 1) Learn @ Work Day Photo Competition entry submitted by Northern Territory Chamber of Commerce and Industry.
- 2) Dr Allan Quigley standing outside the Auditorium at the SA Art Gallery, Adelaide.
- 3) Participating in The Great Literacy Debate in Illawarra, NSW.
- 4) Francesca Beddie presents second prize for the short story competition to Kathryn Barker of the ACT.
- 5) Dual Commonwealth Games gold medallist Nathan Deakes takes part in the Learning Communities Catalyst Launch at the National Museum of Australia.
- 6) Professor Ching-jung Ho and colleague, Dr Fen-tzu Chou take in the sights of Queensland.