

WHERE DO AUSTRALIAN ADULTS LEARN?

Report and analysis by Dr John McIntyre

Research commissioned by Adult Learning Australia
Survey questions developed by Dr John McIntyre & John Cross for inclusion in an
omnibus survey conducted by ACNielsen (May 2003)



Learning by exchanging ideas with your peers
a winning entry in the Adult Learners' Week 2002 Camera House Photo Competition. Photo by Robert Nelson.

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Where do Australian adults learn?

Executive summary

In May 2003, Adult Learning Australia commissioned survey research to explore how Australian adults perceive their options for gaining new knowledge or skill and what learning modes and venues they prefer. The research aimed to find out what people do once they have decided that they need to acquire some new knowledge or skill.

The research was intended to inform discussion about learning pathways, the targeting of funding support and the direction of promotional activities.

The research was conducted via the AC Nielsen Omnibus Survey which uses telephone interviews to speak to some 1,400 people aged 18 and over across Australia about a wide range of social and other issues.

The survey questions were framed in terms of gaining knowledge or skill in specific scenarios such as learning computing skills for work, making investment decisions and finding out more about another country (general knowledge). They were also asked about what learning venues they found 'comfortable' and what they would consider useful resources to find out about learning options.

Respondents were asked to nominate preferred sources from a given list and then to nominate the single most important resource.

Findings

Adult Australians have quite different patterns of preference for gaining new skills or knowledge in particular areas or finding further information.

- a) Formal courses in adult education, TAFE or university are much more significant for gaining new work-related computing skills (vocational knowledge) than for general knowledge (finding out more about another country) or investing wisely.
- b) The Internet emerges as the most preferred resource for gaining general knowledge (such as finding out about another country) though the print media (newsagents, bookshops or libraries) remains one of the strongest resources for this purpose. Neither is preferred for specific skills or knowledge such as computing or investing.
- c) Family, friends and co-workers are consistently named as sources of information in various need-to-know scenarios, though informal social networks such as clubs or local community groups are much less important.
- d) Television and radio (non-print media) are considered as a one resource among others but are not strongly preferred as a main resource in any scenario.
- e) Trade unions or professional associations are favoured more as an adjunct resource than one preferred in their own right.
- f) Respondents felt most comfortable learning in the conventional venue of the classroom, though libraries, home and the workplace were preferred almost as strongly places to learn.
- g) Formal tertiary institutions are more strongly recommended as a resource to find out about education or training options, more so than the Internet and adult education centres.

There were some interesting differences in responses among the demographic groups represented in the national sample for the survey. (Most preferred response is considered here).

- a) The strong preference to learn computing through courses varies somewhat across age, sex, occupation and income lines. Women marginally prefer adult education courses to TAFE or university compared to men, and there is the same variation with over 40s versus younger respondents.
- b) Similarly, the strong preference for use of the Internet to learn more about another country is more marked with increases in income and occupation groups, and lowest in those not in the labour force.
- c) There are only minor variations across the demographic groups in the strong preference for financial institutions a source of advice about investing. The young are marginally more reliant on family and friends and the higher income groups less likely to want to do a course.
- d) There are greater differences across age, sex, employment, occupation and income groups in their ideas about how comfortable they feel different learning venues to be.
- e) Overall, women nominated a wider range of places as comfortable learning venues than men, and they differed in the places they considered to be most comfortable. Men were overall more comfortable with work, clubs, pubs, and the outdoors, in comparison with women who nominated community centres, libraries, galleries and the home.
- f) Older respondents (aged 55 and over) marginally favour less formal venues such as courses while higher occupation and income groups give more emphasis to work as a comfortable venue. It is not surprising that those in the workforce in full-time or part-time positions have a stronger preference for work as a learning venue (that is comfortable).

Implications

It is clear that adult Australians will consider a wide range of learning options when confronted with a need to gain new knowledge or skill.

Though formal learning via courses is important in an area such as learning computing skills for work, in other areas the Internet emerges as an important resource, especially general knowledge, where traditional print resources are also important.

Australians appear to discriminate among potential learning resources when faced with a 'need-to-know' and they may not view taking courses in educational institutions as always the preferred mode of learning. They appear to differentiate between learning-for-work and other lifestyle decisions such as investing wisely and or expanding their general knowledge.

Other learning contexts are as significant to adult Australians as educational institutions. Though television and radio are much discussed as shaping knowledge and opinion, resources in print — represented by newsagents, bookshops and libraries — retain a strong place in this survey.

This diversity of preferred learning resources implies that it is limiting to consider learning pathways purely as pathways from one institution to another or one course to another, without acknowledging the variety of means by which adults might come to formal

learning. It may also be that a 'pathway' that starts from a need to learn something will differ according to what type of subject matter is involved.

The survey raises questions about the extent to which Australians will turn to print resources (via newsagents and bookshops) and established resources such as libraries. How far the local library, galleries and museums are significant resources for deliberate informal learning outside organised course and educational institutions deserves further research.

The survey offers some support for significant demographic trends in the way different 'clienteles' such as older men might prefer to access learning. Age, gender and income-related factors do influence people's preferences for modes and contexts of learning, though the size of the survey sample does not permit strong generalisations.

Further research might explore what learning contexts are preferred by particular clienteles, since earlier research by the Adult Learning Australia (*Who Are Australia's Adult Learners?*) found quite marked differences in participation in short courses according to the education and income levels of Australians.

It may be difficult to generalise about the way learning options should be promoted, given that different 'learning scenarios' call forth quite different responses in preferred learning contexts. In practice, too, the nature of the promotion will depend on the target clientele. The design of promotions might however take into account the range of venues and contexts that adults will consider as their first 'port of call' when looking to explore learning options.

Further research is certainly warranted on the use of informal learning venues and their relationship to more formal learning contexts such as courses.

Finally, a comment on the place of adult and community education providers in the scheme of learning preferences is needed. 'Adult education centres' are well recognised by respondents in the survey, in comparison to TAFE and university. It may be that such centres are perceived as being more aligned with the tertiary institutions. If this is so, they may wish to consider the kind of links they have (or might develop) with social networks and non-institutional resources for learning.

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Where do Australian adults learn?

1. Background

Adult Learning Australia is interested in knowing more about how people assess their learning needs, where they go to find out something, how they weigh up the knowledge and information gained and what learning modes and venues they prefer.

In May 2003 Adult Learning Australia explored some of these issues through the ACNielsen Omnibus Survey. This telephone survey speaks to around 1,400 people aged 18 and over across Australia about a wide range of social and other issues.

The research aimed to find out what people do once they have decided that they need to acquire some new knowledge or skill.

The research sought to explore where people actually go to learn, inviting respondents to nominate both informal and formal environments and resources, rather than limit them to the formalised learning of courses. The research aimed to go beyond the conventional view that significant learning is only of this kind.

The questions were framed in terms of 'gaining of knowledge or skill' in specific scenarios rather than unduly emphasising 'learning' because of its associations with course-taking.

The research was thus expected to inform discussion about where the various learning pathways might start, where funding support might best be placed and where promotional activities might be focussed. It would also shed further light on where people go to pursue learning activity. Thus the guiding concept was that of venues of learning, as distinct from providers of courses.

The ACNielsen survey imposes considerable limitations on the depth of the research, since people are asked to respond quickly to a very broad range of questions of which the questions on adult learning are but a handful.

The focus was therefore narrowed to five questions that explored how adults, when faced with needing to learn some new skill or bit of knowledge, would go about gaining that knowledge or skill.

The questions

Three questions asked about learning scenarios, one about preferred learning venues (most and least comfortable) and one about what resources people might consider of value when wanting to explore learning options.

For each of the questions, respondents were given ten options and asked which they would consider, and then what would be their first preference. The ten options differed slightly from question to question.

In summary, the five questions referred to:

- a) Finding out that they have to learn new or different computer skills to get a new job or keep your present job — where (from ten options) they would consider to get those computing skills and their first choice of option.

- b) Seeing a TV program about another country and feeling they want to know more about this country — where (from ten options) they would consider going to find out more about the country and their first choice.
- c) Deciding that they wanted to know more about how to invest money wisely — which (of ten) people or places they would consider going to get more knowledge.
- d) Given a list of places where people prefer to go to gain new knowledge or skills, nominating which places they would feel most comfortable learning new skills or knowledge.
- e) Given a list of places, nominating what they would recommend to a friend who wants to find out more about education or training options.

Because a telephone survey can work only with a limited range of response categories, it was not practicable to exhaustively list learning venues and resources. Some resources that otherwise might have been separated had to be combined (newsagent, bookshop or local library, trade union or professional organisation, TAFE or university). For all questions, the response categories were designed to represent the range of learning contexts — from informal learning resources (eg family, friends and co-workers), social networks (clubs and local groups) and established information resources (libraries and bookshops, the Internet), to commercial avenues (shops, banks, travel agents) and educational bodies.

Because of the Adult Learning Australia's interest in adult and community education (ACE), the survey distinguished adult education from formal tertiary education (TAFE and university).

The national sample drawn for the AC Nielsen Omnibus survey is segmented into age, sex, life stage (household or family type), occupation, labour force status and income groups. Though the size of the sample (1400 households) is not large enough to establish complex relationships among data responses, it does permit generalisations about trends across the groups. (See Appendix I for further information about the questions used in the survey.)

2. Overview of the survey findings

The responses to the five questions showed quite different patterns of preference for where people would go to find out more information or gain new skill or knowledge.

Each of the three 'new learning' scenarios drew different patterns of preference for informal social networks, established media and information resources and educational providers.

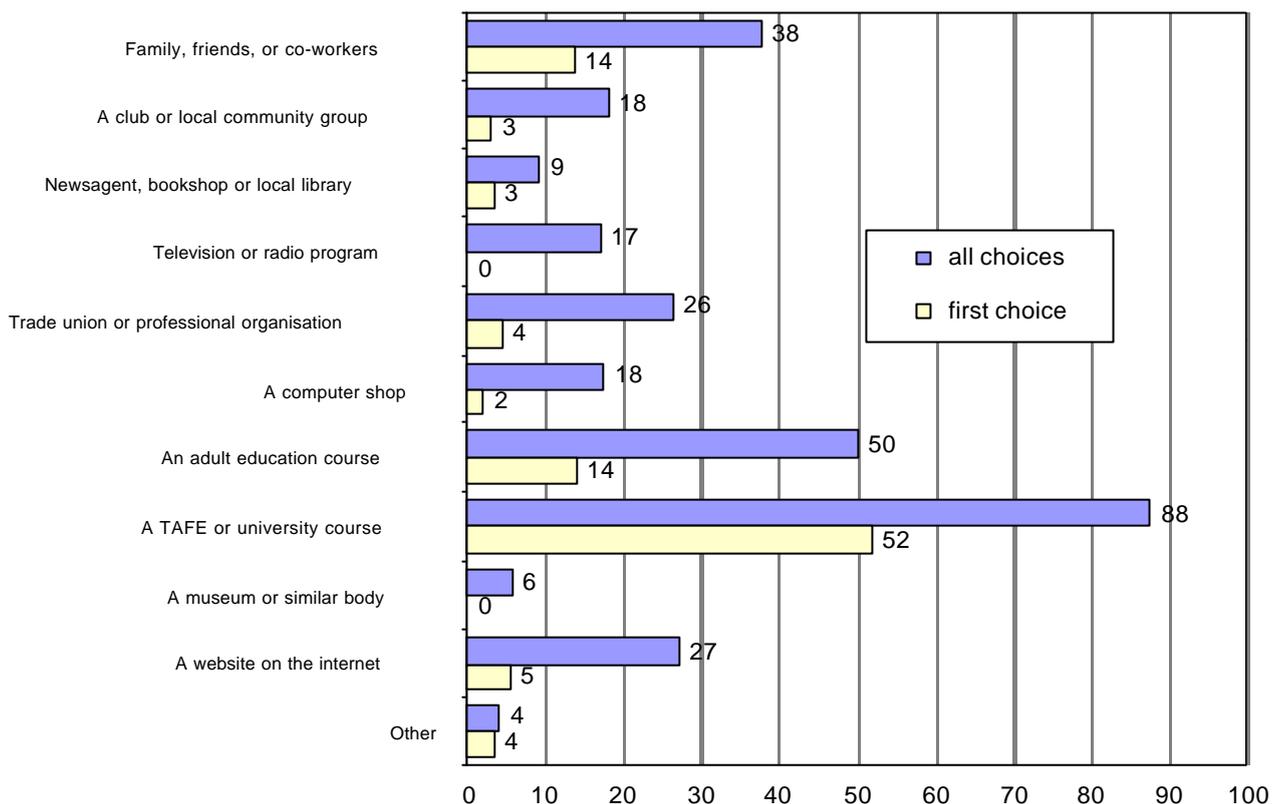
1. Family, friends and co-workers are consistently named as sources of information in the three need-to-know scenarios (knowing more about computing, a country or investing) — from 33% to 39% of multiple responses.
2. Informal social networks such as clubs or local community groups do not feature very strongly as preferred ways of finding information or gaining new skills or knowledge (though this does not mean that they are not important to particular social groups).
3. Print media (newsagent or bookshop) coupled with libraries emerged as one of the strongest resources for gaining general knowledge, in the question on finding out about another country, though it is less important as resource in the computing for work and investing wisely scenarios. It is quite strongly preferred as a comfortable learning venue.
4. Television and radio (non-print media) are considered as one resource among others but are not strongly preferred as a main resource (first preference) in any scenario.
5. Trade unions or professional associations are favoured more as an adjunct resource than one preferred in their own right.
6. Formal courses in adult education, TAFE or university are much more significant for gaining new work-related computing skills (vocational knowledge) than for general knowledge (finding out more about another country) or investing wisely.
7. The Internet emerges as a highly preferred way of gaining general knowledge, as represented by the finding out about another country scenario. However, it is not favoured for financial advice.
8. The respondents highly preferred the conventional learning venue of the classroom as the most comfortable — and this is the strongest first preference — though libraries, home and the workplace were preferred almost as strongly places to learn.
9. Respondents generally considered formal tertiary institutions as the primary resource for finding out about education or training options, over the Internet and adult education centres.

3. Learning resources: New computer skills

Asked to nominate relevant resources for gaining computing skills, adult Australians far and away see formal providers (TAFE or university and adult education courses) as fulfilling this role. Nearly all (88%) mention TAFE or university and half (50%) mention adult education course (multiple weighted responses).

Asked to nominate their first preference, this trend is even more marked with over half (52%) preferring a TAFE or university course and 14% an adult education course.

Figure 1. Where to gain new or different computer skills to get or keep your present job



Nevertheless, informal sources of information are indicated: family, friends or co-workers (38% of all choices) rank ahead of the internet (27%), trade union or professional organisation (26.5%) and newsagent, bookshop or library (25%).

Family, friends or co-workers are at least as important in respondents' first preferences as an adult education course (each 14%) in learning computing skills. This suggests that the peer learning, including learning informally from co-workers, is recognised as an alternative to coursework.

One possible reason for a strong preference for learning through the formal course is that the wording of the question emphasised gaining computing skills to keep or gain a job. This may have been associated in the minds of respondents with the idea that such learning should be recognised as accredited training provided by tertiary educational institutions. It is the case that accredited vocational training is offered by the adult and community education (ACE) sector.

The strong preference to learn computing through courses varies somewhat across age, sex, occupation and income lines. Women marginally prefer adult education courses to TAFE or university compared to men, and there is the same variation with over 40s versus younger respondents. This is consistent with the known demographics of participation in ACE, particularly the dominance of women in the sector.

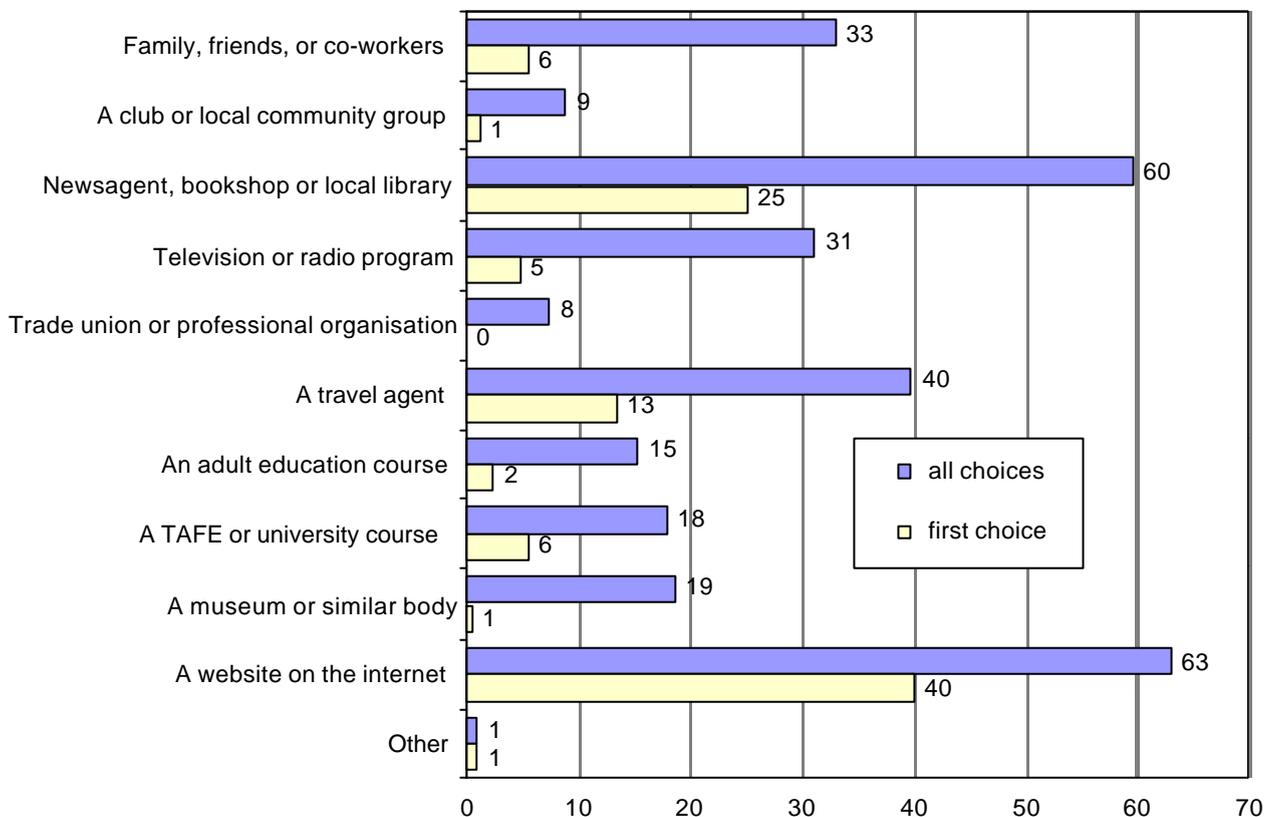
4. Learning resources: Finding out about another country

Asked about finding out more about another country, Australian adults most frequently mention the internet (63% of multiple responses), while 60% mention print resources (newsagent, bookshop or library) and 40% mention a travel agent.

The first preference of 40% of respondents is to use the Internet while 25% of first preferences are for resources offered by a newsagent, library or bookshop, and 13.5% a travel agent.

This result suggests that the Internet is well-accepted by many Australians as an important way of accessing information under certain circumstances. Cultural knowledge is clearly one such circumstance. This result is consistent with what is known about computer ownership and Internet usage.

Figure 2. Finding out more about another country



For this scenario the importance of traditional resources such as local libraries and bookshops is obvious – though it is not possible to discern to what extent newsagents are the more popular choice within this category.

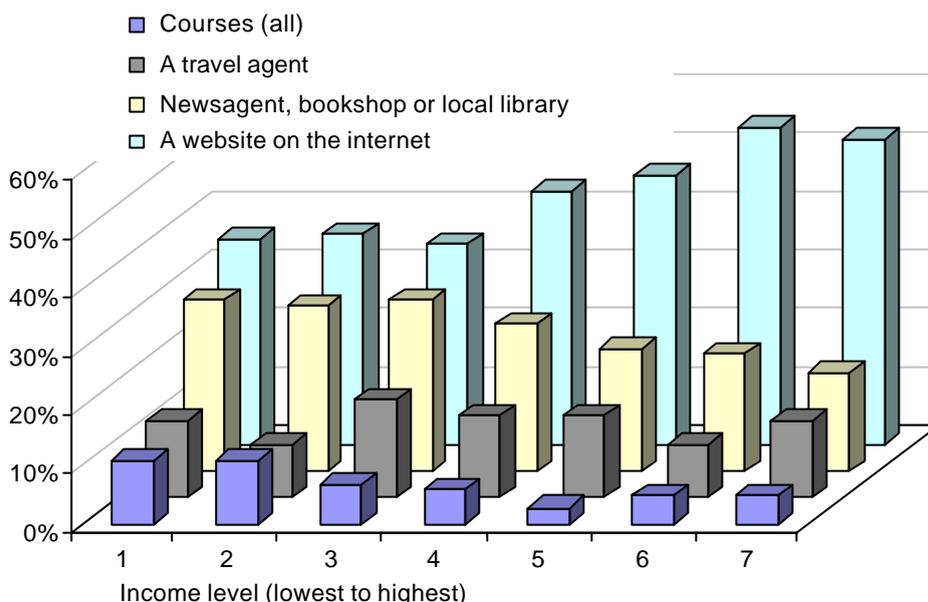
Television or radio (and family, friends or co-workers) are an important consideration (about 30% of multiple responses) but are not a significant resource as a first preference.

The strong preference for use of a website on the Internet as a way of finding out more about another country is more marked with increases in income and occupation groups, and lowest in those not in the labour force. This appears to be consistent with the higher computer ownership of more affluent households and the importance and availability of

computing in many occupations in the contemporary workforce. The preference for information a website is more marked for city areas than country.

Figure 3 shows the four main resources for learning about another country (based on first preferences) according to household income level. Upper income groups are more likely to prefer the Internet and less likely print resources (newsagent, library or bookshop) and courses, and this is not the case with lower income groups.

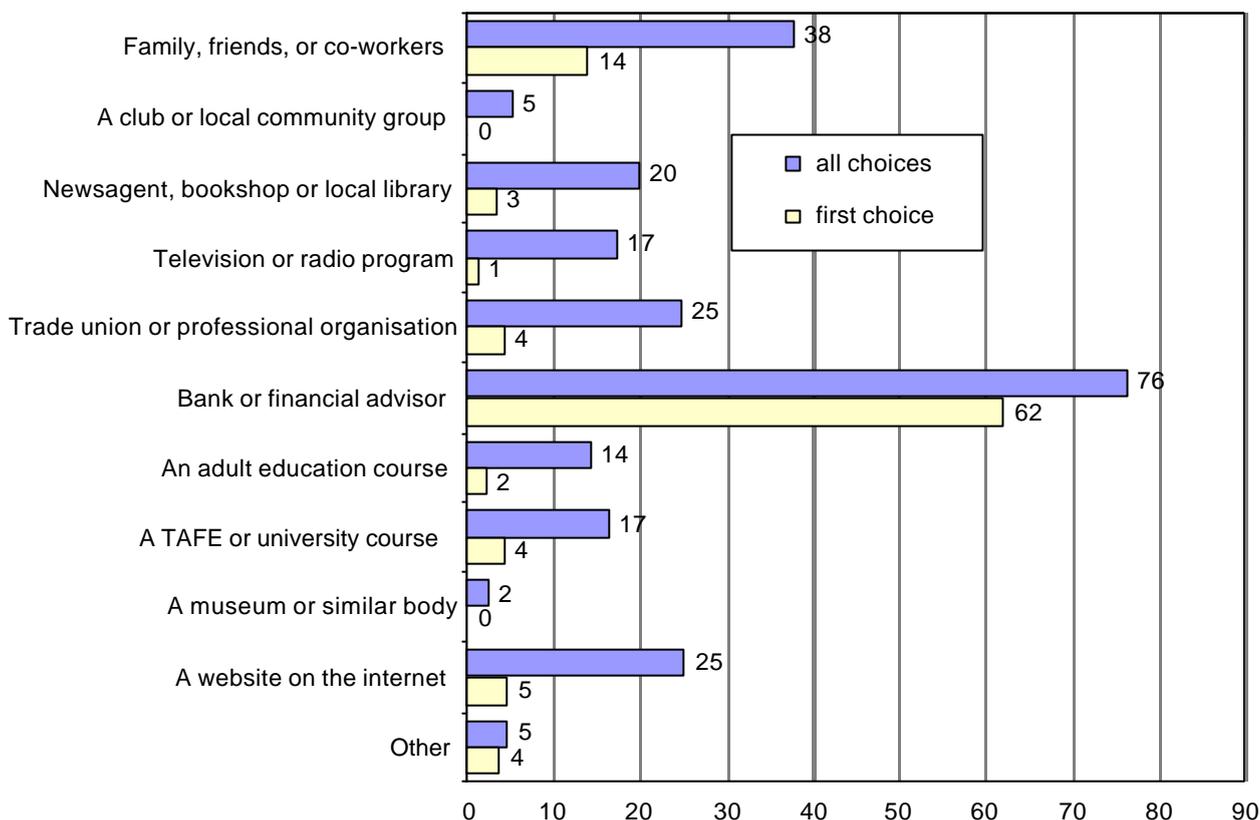
Figure 3. Finding out about another country (preferred resource and income)



5. Learning resources: Investing money wisely

When asked where they would go to get more knowledge about investing money wisely, the majority of respondents clearly prefer a bank or financial adviser (76% of multiple responses, 62% of first preferences).

Figure 4. Finding out about investing money wisely



Other sources of information, particularly family, friends and co-workers stand out as important, with other sources about equal in significance. It is striking that the Internet while preferred in other scenarios, is regarded as insignificant here.

For this question, respondents made more use of the 'other' category, where their responses were mostly negative (i.e. would turn to nobody) or emphasised 'relying on myself' for information.

There are only minor variations across the demographic groups in the strong preference for financial institutions a source of advice about investing. The young are marginally more reliant on family and friends and the higher income groups less likely to want to do a course.

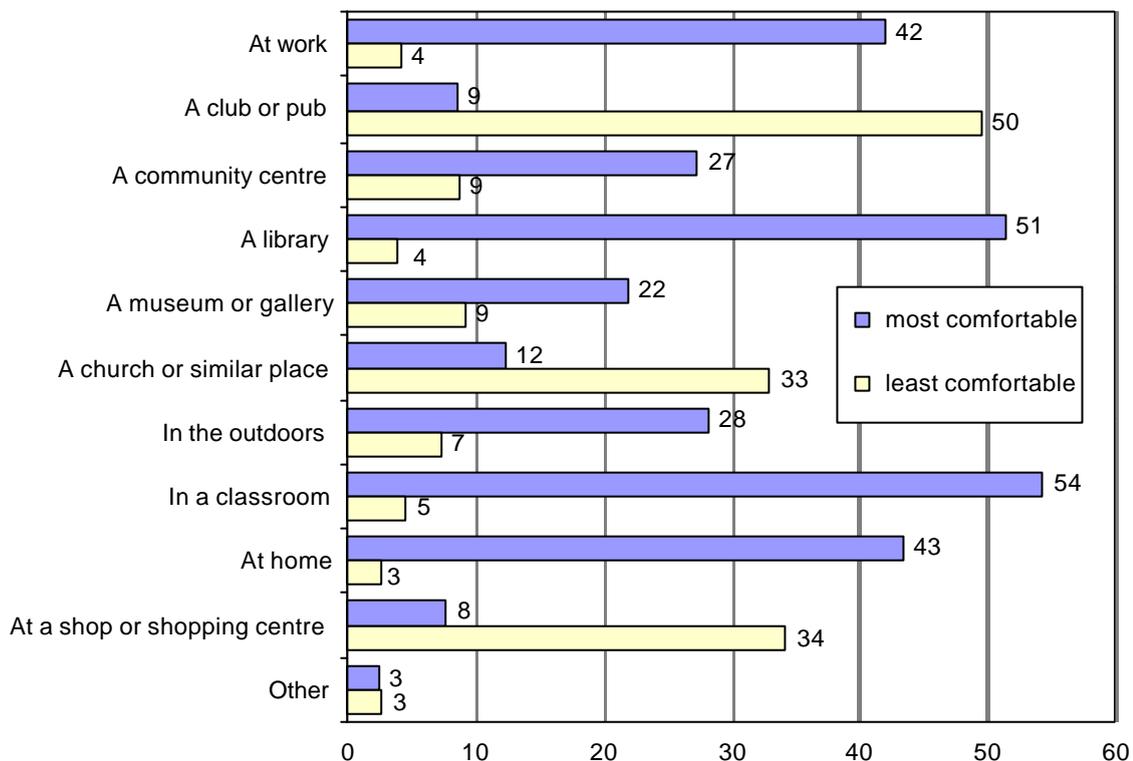
There are greater differences across age, sex, employment, occupation and income groups in their ideas about how comfortable they feel different learning venues to be.

6. Comfort in learning venues

The survey questions attempted to assess, for the first time, to what extent respondents felt 'comfortable' learning in a wide range of venues. Recent adult education work has emphasised the importance of alternatives to the formal educational setting, especially as a way of reaching marginalised learners, mainly on the grounds that they are supposedly less alienating or intimidating.

For this survey, a 'venue' could be educational or institutional such as libraries and museums, the workplace or informal social settings such as clubs and pubs or the outdoors.

Figure 5. Comfortable learning venues



As Figure 5 shows, those surveyed reported a good degree of 'comfort' with the institutions conventionally associated with formal learning. However, it is striking how much the workplace (42% of multiple responses) and the home (43%) rival the formal settings of library and classroom as comfortable places to learn.

Responses to the 'least comfortable' venues generally mirrored these preferences. Clubs and pubs, shopping centres and even churches are not seen as comfortable learning venues, presumably because they are seen as places for other types of activity that are not usually associated with learning.

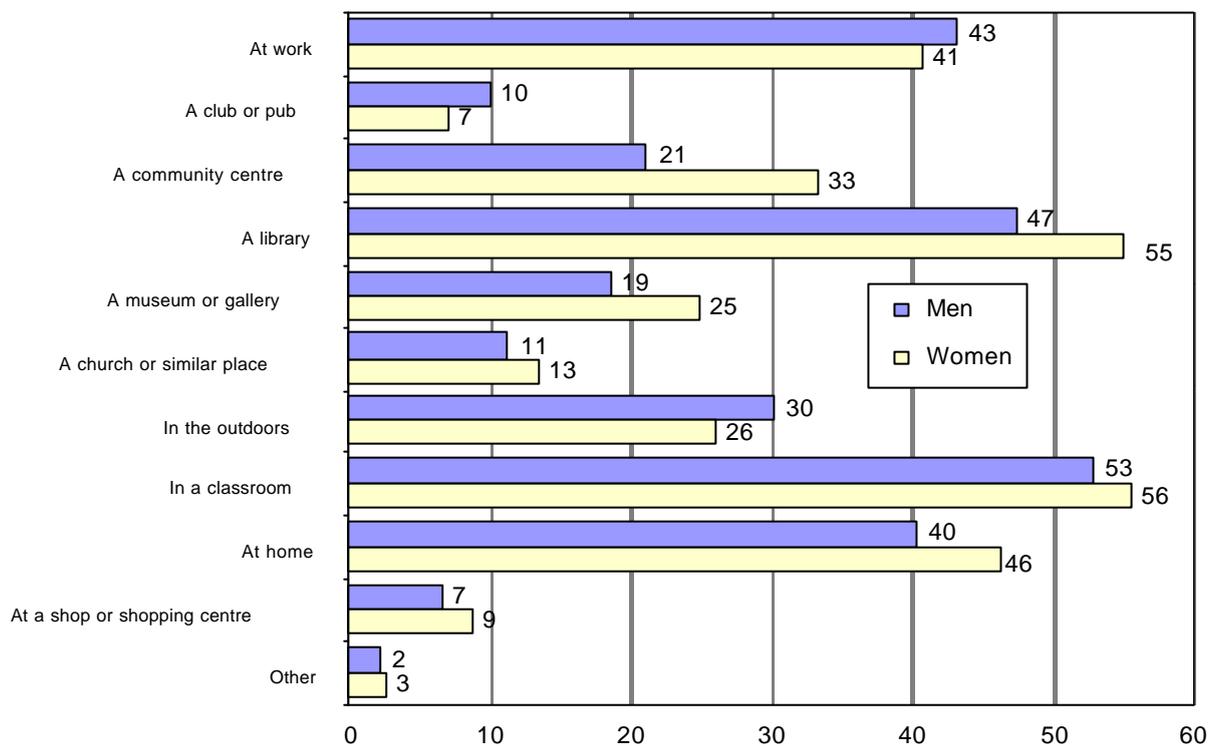
The results reflect the strength of conventional notions of learning as formalised educational activity. In turn, this may reflect the nature of the Omnibus methodology — a wide-ranging survey of opinions covering a breadth of issues rather than depth in any one case.

Overall, women nominated a wider range of places as comfortable learning venues than men, and they differed in the places they considered to be most comfortable. Men were on the whole more comfortable with work, clubs and pubs and the outdoors, in comparison with women who nominated community centres, libraries, galleries and the home.

Older respondents (aged 55 and over) marginally favour less formal venues while higher occupation and income groups give more emphasis to work as a comfortable venue. It is not surprising that those in the workforce in full-time or part-time positions have a stronger preference for work as a learning venue (that is comfortable).

Capital city-dwellers also nominate a larger range of places as comfortable venues for learning than do respondents in country areas.

Figure 6. Comfortable learning venues (gender difference)



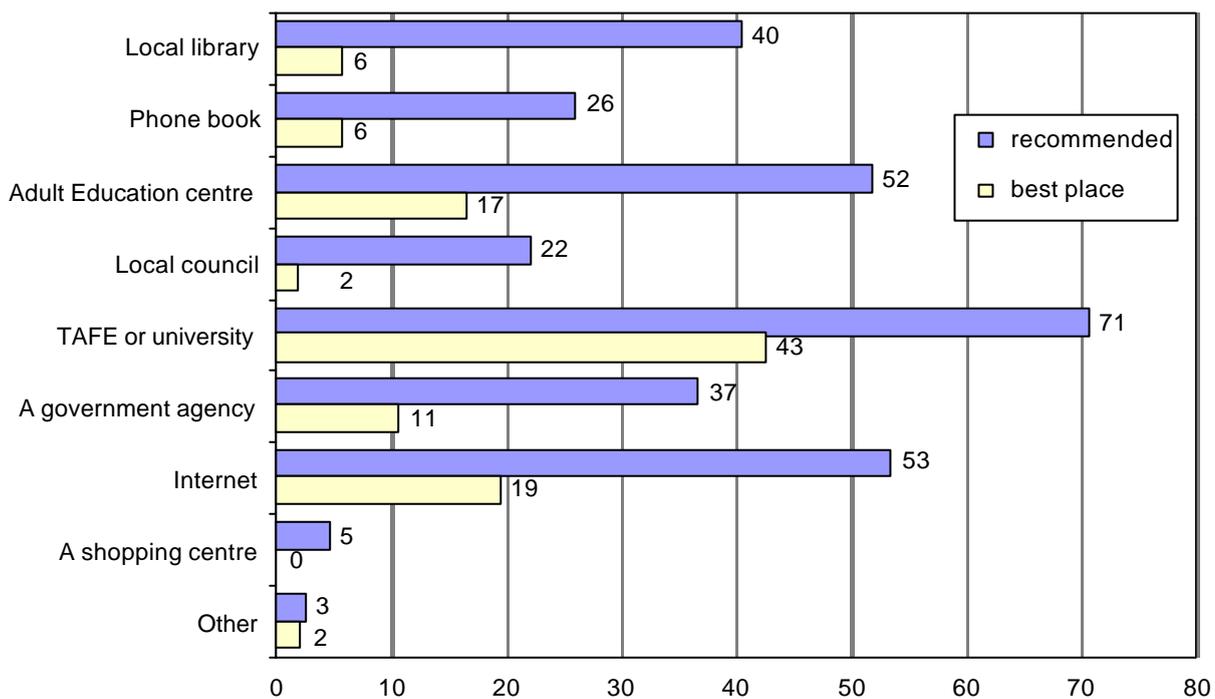
7. Places to explore learning options

To explore another aspect of respondents' perceptions of learning activity, the fifth and final question asked them to nominate what resources they would recommend to a friend who wanted to find out more about education or training options (Figure 7). Asking about what they would recommend to a friend was a way to uncover what respondents would themselves consider useful resources for finding out about learning, without giving them the opportunity to avoid the question all together by saying that they weren't interested in exploring learning options.

Again, the formal tertiary institutions are most commonly identified (TAFE or university, 71% of multiple responses). The Internet and adult education centres are nominated by about half the respondents (53% and 52% of multiple responses).

These three resources also stand out in the first preferences of respondents — what they would recommend as the 'best place' to find out about education and training options. Together, TAFE, university and adult education centres account for nearly 60% of first choices.

Figure 7. Resources to find out about education or training options



Again, it is striking how the Internet rivals the educational institutions as a resource, and it remains a significant first preference for many respondents (nearly 20% of first preferences).

The role of government agencies is highlighted in this question as it is not elsewhere (37% of multiple responses and 11% of first preferences). This surely reflects the key role of employment and social security agencies in governing the lives of many people who might not otherwise consider participating in education and training.

This question also highlights the role of local government in its own right as a resource and as a provider of local libraries, which are clearly highly regarded as a resource, with 40% of multiple responses.

Women are marginally more likely to recommend ACE as a resource for exploring learning options than other formal educational venues, and men are more likely to recommend the Internet. Younger people (under 40) tend more to recommend TAFE and university, the web and government agencies (no doubt because of the greater contact of youth with employment or social security agencies).

When considering resources for finding out about learning options, there is a tendency for single people to prefer TAFE and university over adult education, and partnered households to prefer adult education, though these are not marked differences. Upper (white-collar) occupations marginally prefer TAFE or university to adult education.

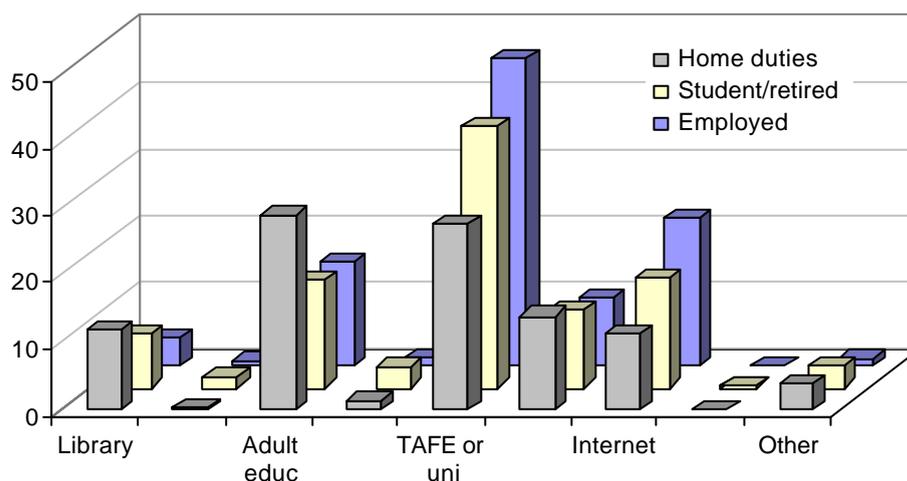
The web tends to be more recommended by upper occupational groups, consistent with the trends noted earlier, though this is more pronounced in the middle income levels rather than the upper.

There are no differences between capital city dweller and those living in the country in what is recommended.

There are quite striking differences in the type of course provider (adult education or TAFE and university) according to labour force status.

Those not in the labour force, notably those performing 'home duties' and students and retired people, show a preference for adult education centres compared to TAFE and university (Figure 8). Full-time and part-time employed tend to recommend the reverse. This might be explained by the tendency for adult community education to cater more for women, given that many of those performing 'home duties' are female.

Figure 8. Resources for learning options (labour force status)



Similarly, employed people are more likely to recommend the Internet and less to recommend the local library, compared to those not in the labour force. (Not stated figures are not included in the chart).

8. Conclusion

It is clear that adult Australians will consider a wide range of learning options when confronted with a need to gain new knowledge or skill.

While formal learning via courses is important for some skill areas, such as learning computing skills for work, the Internet emerges as an important resource in other areas, especially general knowledge, where traditional print resources are also important.

Australians appear to discriminate among potential learning resources when faced with a 'need-to-know' and they may not view taking courses in educational institutions as always the preferred mode of learning. They appear to differentiate between learning-for-work and other lifestyle decisions such as investing wisely and or expanding their general knowledge.

It may be that doing a course is more highly preferred when it is a matter of getting a job or holding a job, when learning is something of an economic imperative. It is possible that the need to have learning recognised may have been a factor in this preference for a tertiary course to learning computing skills.

Other learning contexts are as significant to adult Australians as educational institutions. Though television and radio are much discussed as shaping knowledge and opinion, resources in print — represented by newsagents, bookshops and libraries — retain a strong place in this survey.

The diversity of preferred learning resources suggests that it is limiting to consider learning pathways purely as pathways from one institution to another or one course to another, without acknowledging the variety of means by which adults might come to formal learning. It may also be that a 'pathway' that starts from a need to learn something will differ according to what type of subject matter and learning goal is involved.

One limitation of the survey is that it could not do justice to any one learning venue or context — for example, the multiple uses of the local library, no longer simply a repository of print resources but a main way that adults can gain public access to the Internet. How people use such public contexts to learn needs further research. How far the local library (and galleries and museums) continues as a significant resources for deliberate informal learning outside organised course and educational institutions, deserves further research.

The survey offers some support for significant demographic trends in the way different 'clienteles' such as older men might prefer to access learning. Age, gender and income-related factors do influence people's preferences for modes and contexts of learning, though the size of the survey sample does not permit strong generalisations.

However, the survey suggests some directions for exploring this in further research, especially since earlier research by the Adult Learning Adult (*Who Are Australia's Adult Learners?*) found quite marked differences in participation in short courses according to the education and income levels of Australians. Exploring possible linkages between clienteles and preferred learning contexts is indicated.

It may be difficult to make generalisations about the way learning options should be promoted, given that different 'learning scenarios' call forth quite different responses in preferred learning contexts. In practice, too, the nature of the promotion will depend on the target clientele. However, the range of venues and contexts that adults will consider suggests that this needs to be taken into account in designing promotions. In the light of the comment above on learning pathways, this may be particularly important.

Further research is certainly warranted on the use of informal learning venues and their relationship to more formal learning venues.

Finally, a comment on the place of adult and community education providers in the scheme of learning preferences is needed. 'Adult education centres' are well recognised by respondents in the survey, in comparison to TAFE and university. It may be that such centres are perceived as being more aligned with the tertiary institutions. If this is so, they may wish to consider the kind of links they have (or might develop) with social networks and non-institutional resources for learning.

There are, of course, limitations to the way the survey assessed adults' preferences for learning. It is possible that the survey elicited fairly conventional views about learning, due to the broad scope of the Omnibus survey in assessing a wide range of social issues fairly superficially. It can't be ruled out that respondents were stating what they thought were the 'right' responses, rather than what they actually do — for example, the extent to which respondents actually use the Internet, as distinct from suggesting it is an important learning resource.

Appendix I

The ACNielsen Omnibus Survey

The sample for each omnibus survey is selected using an electronic version of the White pages telephone directory that eliminates fax and business numbers. The sample was 1413 interviews, 705 males and 708 females, distributed across capital cities and regional areas.

Trained telephone interviewers use the AC Nielsen Computer Assisted Telephone Interviewing facility. Interviewers read questions from a screen and enter respondents' answers directly into the computer, which controls such matters as the questions asked, their rotation, the scope of valid responses and the quotas of respondents for different areas. Supervisors monitor the performance of interviews to maintain the quality of interviewing.

The responses by age group were weighted to reflect the Australian population in 2003. The responses discussed in the report are weighted responses.

Further technical information including the research data in Excel format may be made available by Adult Learning Australia to interested researchers and organisations.

The questions

We are interested in knowing where people go and what people do when they realise they need some new skill or new knowledge.

I am going to read you out a series of scenarios and I would like you to tell me what you would do or where you would go in each situation in order to gain the appropriate knowledge or skill required.

Q.1 Firstly, to get a new job or keep your present job, you find out that you have to gain new or different computer skills.

a) Which of the following people or places would you consider using in order to get these computer skills?

Would you consider..... **READ OUT MULTIPLE RESPONSE**

b) And which of those would be your **first** preference?

SHOW ALL RESPONSES CODED IN Q.1a

SINGLE RESPONSE READ OUT LIST

READ OUT. ROTATE.

1. Family, friends or co-workers
2. A club or local community group
3. Newsagent, bookshop or local library
4. Television or radio program
5. Trade union or professional organisation
6. A computer shop
7. An adult education course
8. A TAFE or university course
9. A museum or similar body
10. A website on the internet
11. Other Specify **DO NOT READ OUT**

- Q.2 You see a TV program about another country and feel that you want to know more about this country.
- a) Which of the following people or places would you consider using in order to find out more about that country?

Would you consider..... **READ OUT MULTIPLE RESPONSE**

- b) And which of those would be your **first** preference?

SHOW ALL RESPONSES CODED IN Q.2a

SINGLE RESPONSE READ OUT LIST

READ OUT. ROTATE.

1. Family, friends, or co-workers
2. A club or local community group
3. Newsagent, bookshop or local library
4. Television or radio program
5. Trade union or professional organisation
6. A travel agent
7. An adult education course
8. A TAFE or university course
9. A museum or similar body
10. A website on the internet
11. Other Specify **DO NOT READ OUT**

- Q.3 You have decided that you want to know more about how to invest your money wisely.

- a) Which of the following people or places would you consider using in order to get more knowledge, to ensure that when you do decide to invest you won't be taken advantage of?

Would you consider.... **READ OUT MULTIPLE RESPONSE**

- b) And which of those would be your **first** preference?

SHOW ALL RESPONSES CODED IN Q.3a

SINGLE RESPONSE READ OUT LIST

READ OUT. ROTATE.

1. Family, friends, or co-workers
2. A club or local community group
3. Newsagent, bookshop or local library
4. Television or radio program
5. Trade union or professional organisation
6. Bank or financial advisor
7. An adult education course
8. A TAFE or university course
9. A museum or similar body
10. A website on the internet
11. Other Specify **DO NOT READ OUT**

Q.4 I am going to read out a list of places where people may prefer to go to gain new knowledge or skills.

a) Please tell me the places where you would feel **most comfortable** gaining new skills or knowledge. **READ OUT MULTIPLE RESPONSE**

b) And which places would you feel **least comfortable**?

SHOW ALL THOSE NOT MENTIONED AT Q.4a

READ OUT MULTIPLE RESPONSE

READ OUT. ROTATE.

1. At work
2. A club or pub
3. A community centre
4. A library
5. A museum or gallery
6. A church or similar place
7. In the outdoors
8. In a classroom
9. At home
10. At a shop or shopping centre
11. Other Specify **DO NOT READ OUT**

Q.5 One of your friends wants to find out more about education or training options.

a) Which of the following list of places would you consider useful for your friend to find out what is available to them? **READ OUT MULTIPLE RESPONSE**

b) And which of those would you recommend as the **best** place for your friend to go to find out about education or training options?

SHOW ALL RESPONSES CODED IN Q.5a

SINGLE RESPONSE READ OUT LIST

READ OUT. ROTATE.

1. Local library
2. Phone book
3. Adult Education centre
4. Local council
5. TAFE or university
6. A government agency such as Centrelink
7. Internet
8. A shopping centre
9. Other Specify **DO NOT READ OUT**