



CANADIAN
CONGRESS FOR
LEARNING
OPPORTUNITIES
FOR WOMEN

APRIL- JULY, 1984

WOMEN'S LEARNING NEEDS SURVEY

CANADIAN CONGRESS FOR LEARNING
OPPORTUNITIES FOR WOMEN

April - July 1984

by

Suzanne Rosson
Lynne Orchard
Pat Wyllie
Gail Edwards

Project funded by
Secretary of State
Woman's Program
Halifax, Nova Scotia

TABLE OF CONTENTS

[Executive Summary](#)

[Introduction](#)

[Group Profile](#)

[Analysis of the Whole Sample](#)

[Analysis by County](#)

[Antigonish County](#)

[Cumberland County](#)

[Digby County](#)

[Colchester County](#)

[Queen's County](#)

[Halifax County \(Eastern Shore\)](#)

[Conclusions and Recommendations](#)

[Tables](#)

[Graphs](#)

[Appendix A \(The Questionnaire\)](#)

Canadian Congress For Learning Opportunities For Women

WOMEN'S LEARNING NEEDS SURVEY

EXECUTIVE SUMMARY

A survey of 183 women from rural Nova Scotia was conducted in order to assess their learning needs. This group embraced all ages, incomes and educational levels. The design of the questionnaire was intended to determine attitudes to the learning experience in its broadest sense and also evaluate present and projected learning activities.

The majority (79%) of women surveyed expressed a desire to take a course. Almost two-thirds of the group had actually participated in some kind of formalized learning experience in the previous two years, indicating strong interest. Nonetheless, a significant number of obstacles were cited as barriers to women seeking specific educational experiences. Prominent amongst these were the lack of availability of courses; inconvenient time scheduling for women; and a lack of information on the courses that were available.

These women expressed a strong need to further their learning experiences. Bringing the women and the courses together in a productive manner would be a significant achievement.

INTRODUCTION

The Canadian Congress For Learning Opportunities For Women (CLOW) is a national, non-profit and voluntary organization concerned with the provision of learning opportunities for women in Canada.

The stated objectives of CLOW are sixfold:

1. To promote networking of individuals and organizations involved with learning opportunities for women.
2. To identify barriers to learning and to promote change.
3. To support and encourage learning and training for women.
4. To investigate unmet needs in adult education programs and services.
5. To assess and promote innovative learning programs for women.
6. To publicize critical issues in women's learning through briefs and position papers.

The Survey:

The Women's Learning Needs Survey was undertaken in the Spring of 1984 as an attempt to assess closely the educational requirements of the many Nova Scotian women living in rural areas. The survey is also an integral step in the movement to establish an active women's network in this province. This network would facilitate the exchange of information and resources: promote clearer communication between government agencies and the public: and provide a support system.

The first steps to establish such a network were taken in May, 1981 by Dr. Janet Eaton, who conducted a networking project for CLOW as a preliminary study into the benefits and feasibility of establishing this system. She made a number of contacts with women at the local, provincial and national levels and attended a conference entitled "The Rural Connection" in Ontario in May, 1981.

These preliminary contacts were expanded upon in February 1983 by Dr. Eaton through a focus study on the women residing in the Eastern Shore area. The specific purpose of this project was to clarify information on the learning needs of the women, previously gathered on an informal basis. It was also intended to provide educational programs as a response to those stated needs. The method chosen to investigate the subject was a door-to-door survey conducted in Sheet Harbour. It should be noted that the survey was not confined to women but collected male responses as well.

The most recent link in the process towards networking was a provincial conference, sponsored by CLOW, which took place in May, 1983. Its purpose was to bring together women from all parts of the province; to explore the concept of networking and its implications for Nova Scotian women; and to determine how such a network could be established. A number of recommendations were made, notably that " a provincial fieldwork who can coordinate activities among the various groups in Nova Scotia and also assist local groups in providing the stimulus and resources to get started " be funded.

To help uncover the sorts of information valuable to this fieldwork, an intensive survey of seven areas of Nova Scotia was considered essential. In this report the results of that survey are presented with some recommendations based upon the findings.

Six areas of the province were included in the survey: Antigonish, Cumberland, Digby, Colchester, Queens, and Halifax County (Eastern Shore). Unfortunately, results from Cape Breton arrived too late to be included in the main report but will be added at a later date.

The questionnaires were distributed throughout the province with the generous support and assistance of key local women. They were: Margot Comeau-Metcalf, Betty Campbell, Sylvia Collins Bev Champion, Sister Virginia Turner and Ginger Hogan.

These women attended a workshop in Halifax on May 5 in order to be introduced to the survey, to contribute to its revision and to discuss its method of distribution. The authors would like to thank all those women named for their generous help in conducting the survey. Without this help the survey could not have been completed in the six weeks available. We would also like to thank any others who assisted in the distribution of the survey and all the women who completed the questionnaire.

The method of application was carried out in one of two ways:

1. a local women's group invited women to attend a meeting at which the survey was explained, completed and collected or
2. the survey was distributed through personal contact with women in an area and collected after completion.

The questionnaire consists of 31 questions (see Appendix A) the main areas analyzed being demographic information; past educational activities; educational preferences; attitudes to learning and barriers to educational participation.

GROUP PROFILE

The 183 rural women who responded to the survey were profiled under the following headings:

1. area of residence
2. age
3. marital status
4. educational level
5. income level
6. family responsibilities
7. employment status

1. Area of residence:

The counties surveyed were Antigonish, Cumberland, Digby, Colchester, Queens and Halifax County (Eastern Shore).

2. Age:

Approximately 80% of the women were under the age of 50 and 20% were over 50. The median age was 38 years. (see Graph 8)

3. Marital Status:

15% of the women were single, 61% were married and 24% had other status (separated, divorced or other)

4. Educational Level:

35% had less than high school graduation, 19% had completed high school, 25% had post secondary or some university and 21% had completed university or done graduate work. (For the purposes of the survey G.E.D. equivalency and upgrading were considered as less than the equivalent of high school graduation.) (See Graph 10)

5. Income Level:

20% had an income level of less than \$10,000, 49% had less than \$20,000 total family income, 24% were in the range between \$20,000 and \$30,000 and 27% had an income over \$30,000 with only 12% in the \$40,000 or over range.(See Graph 9)

6. Family Responsibilities:

While 40% of the sample had no children at home, another 40% had children at either pre-school or elementary level and 20% had children at junior or high school level.

7. Employment Status:

Nearly 70% of the women were employed

Analysis of The whole Sample

Overall analysis of the whole sample indicates that higher education has been achieved by less than a quarter of the group, whereas 35% have not attained high school graduation (see Table 1). Nonetheless the majority of the women (79%) are desirous of further learning experiences. Women of all ages, incomes and educational levels crave the opportunity to learn. Half of our sample were on a total family income of less than \$20,000 with one-fifth on less than \$10,000 per year (see Table 4) - despite the fact that 69% of the women were employed.

In times of inflation such incomes would allow little extra funds for anything which may not be considered a necessity. Yet it appears that most of these women consider increasing their knowledge through taking courses a priority if not a necessity. 77 women responded to the question of how much money they would have available for a course - the average amount quoted was \$140.00. 124 women responded to the distance question and the average number of miles they would be prepared to travel to take a course was 26 miles.

These figures substantiate the enthusiasm of women for taking courses.

The major reason for taking a course was given by 74% of the women as being to become better informed. Only 35% would take a course for purely job-related reasons (see Table 5, Graph 11). In general the women had a wide range of interests related to both their personal and professional lives. From Table 6 we can observe that the two most popular courses overall were stress management and computer training - each quoted by over 30% of the total sample. But in many cases they encountered problems in accessing the courses they desired. The obstacle cited by the largest number of women was the inconvenient times courses were offered - 73% of the sample had a problem in this area. Lack of information about courses, lack of availability of courses; and unavailability of part-time courses were the three other most commonly mentioned barriers to learning 57% of the women mentioned lack of money as a problem (see Table 7, Graph 18). It should also be noted that 60% of the women had children living at home. It is interesting to observe at this stage that two of the least often quoted obstacles to learning were age and learning difficulties.

ANALYSIS BY COUNTY

Antigonish County

Demographics:

47% of this group were in the below 40 age range, 23% in the 50 or above age range. 77% were married whereas only 23% had young children.

Only one of the women had less than high school graduation and she had her G.E.D. equivalency. 3 of the women or 23% had completed university. 77% were employed. These women as a whole represented the highest financial status. There were no women in the income levels below \$15,000 per year and 46% were on a total family income of \$30,000 or more.

85% of the women had attended some kind of formal learning session in the past two years.

It should be noted that this was a very small sample - only 13 women.

Desired Courses:

1. Computer training (9)
2. Job related upgrading (4)
3. Legal rights for women (4)
4. Parent effectiveness (3)
5. University courses (3)
6. Home nursing (3)

Obstacles:

This group - like the group as a whole had problems with courses being offered at inconvenient times - 92% of the women mentioned this. Lack of information available and lack of part-time courses were mentioned by 83% of the sample and lack of counselling services by 75%.

Cumberland County

Demographics:

69% of this group were under 40 years of age and the same proportion - 69% were married. 69% had pre-school or elementary school aged children.

23% of the women had completed university, while 47% had less than high school graduation.

12 of the 13 women in this sample were employed with 3 women (23%) in the above \$30,000 income bracket and 31% in the below \$10,000 range.

Desired Courses:

The six most frequently checked courses (see question #30) with the numbers in brackets were:

1. Computer training (8)
2. Income tax (7)
3. Parent effectiveness (7)
4. Stress management (7)
5. Financial management (6)
6. Assertiveness training (6)

Obstacles: The Cumberland County sample found that the inconvenient times courses were offered was a major problem - but lack of information on courses and lack of money were quoted as frequently - 46% of the women mentioned each of these 3 problems.

31% of the women described two other factors as a problem - family and home responsibilities and desired courses not available.

Digby County

Demographics:

The Digby County sample of 29 women were a younger group - 70% were 39 years of age or younger. 52% of the group were married and 45% had children at home in the younger age ranges.

Only 17% of this group had educational levels below high school graduation. 37% had completed university - by far the largest percentage of any group.

From these educational statistics it was not surprising to find that 39% were in the above \$30,000 income level, with only 7% in the below \$10,000 bracket. 93% of this group were employed.

Desired Courses:

The six most frequently checked courses with the numbers in brackets were:

1. Computer training (8)
2. Arts and Crafts (8)
3. Stress Management (8)
4. Crisis Management (7)
5. Parent effectiveness (6)
6. Assertiveness training (6)

Obstacles:

The inconvenient times the courses were offered was the major obstacle to pursuing further learning experiences. 76% quoted this as a problem. 62% had a problem with the courses they wanted to take not being available to them. 52% found there was a lack of information about courses. Other problem areas cited were courses not available part-time, family and home responsibilities, lack of money available and job responsibilities all quoted by over 40% of the group.

Colchester County

Demographics:

The Colchester County group of 36 women were noteworthy for being the youngest group surveyed - 80% of the women were in the under 40 age range with none 60 or above. Fewer of these women were married - only 50% and 33% had young children. Their income levels fall into line with that expected for less two-income families - only 23% in the \$30,000 or over category and 12% in the below \$10,000 range. 72% of the women were employed.

25% of the women had less than high school graduation. Only 14% had completed university. Fully 94% of this group expressed the desire to take a course.

Desired courses:

The seven most frequently checked courses were:

1. Computer training (14)
2. University courses (13)
3. Stress management (12)
4. Job related upgrading (11)
5. Legal rights for women (10)
6. Assertiveness training (10)
7. Arts and crafts (10)

Obstacles: Once again the most serious barrier to further learning was that courses were offered at inconvenient times - 78% of the women had this problem. Lack of money available was a hindrance for 69%. The three other most important factors were: courses not offered part-time; lack of information on courses; and desired courses not available.

Queen's County

Demographics:

The Queen's County sample of 45 had 58% of the women in the age range below 40 and only 17% over 50. Two-thirds of the women were married and 55% had children at home. 40% had children in the pre-school or elementary school age range.

The educational level of these women was higher than the group as a whole with 31% having completed university and 33% with less than high school graduation.

69% of this sample were employed. 33% were on an income level of \$30,000 or more with only 10% on \$10,000 or less total family income.

Desired Courses:

The five most frequently checked courses were:

1. Stress management (17)
2. Auto/Home repairs (13)
3. Fitness classes (12)
4. University courses (11)
5. CPR/First Aid (11)

It should be noted at this point that the Queen's County Women's Group has been active in providing short courses and mini-series which may have covered the areas popular with the other samples.

Obstacles:

Once again "courses offered at inconvenient times" was the primary barrier to pursuing further courses. 76% of the group indicated this, whereas 71% noted a problem with their desired courses not being available in their area. Lack of information about courses; courses not available part-time; and job responsibilities were the three other factors most often mentioned. It should be noted that this part of the province does not have easy access to institutions of higher learning - yet fully 25% of the group expressed a desire to take a university course.

Halifax County (Eastern Shore)

Demographics:

The 47 women surveyed in the Eastern Shore area presented a unique picture amongst the whole group. 26% of this sample were in the age range of 50 years or over. The majority (64%) were married and 36% had young children at home.

The educational levels of these women were the lowest of the entire group. A major proportion (61%) had less than high school graduation and only 7% had completed university.

This group also had the lowest income levels. A startling 46% were on a total family income of less than \$10,000 with only 11% on \$30,000 or more. As might be expected from this, 56% said they would not have money available for a course but an overwhelming 81% expressed an interest in taking a course. It is also interesting to note

that despite the very low incomes of the group, 43% of these women were employed.

Desired Courses:

The five most frequently checked courses were:

1. Arts and crafts (20)
2. Legal rights for women (18)
3. University courses (17)
4. Auto/Home repairs (16)
5. Crisis management (15)

It is notable here that 36% of the group expressed a desire for university courses. Access to such courses from this area is severely limited. This group as a whole showed an overwhelming interest in courses of all kinds.

Obstacles:

The most frequently cited problem for this group was inconvenient time scheduling of courses - 66% of the sample quoted this as a problem. Not surprisingly, lack of money available was also high on the list - 62% had a problem with this. Lack of information on courses; desired courses not available; and courses not available part-time were the three other problems most often mentioned.

CONCLUSIONS AND RECOMMENDATIONS

The overwhelming conclusion of this study is that the majority of women of all ages, incomes and educational levels want to pursue further learning experiences. Yet in many cases these women are unable to access the types of courses they desire. They encountered many obstacles in their pursuit of further learning. Paramount amongst these is the poor scheduling of courses for women and the unavailability of the courses they want. Women's lifestyles dictate the need for careful programming. The majority of the women we surveyed were employed. The major proportion also had children at home. Many were single parents. The combination of these factors facilitates against flexibility in course taking.

The repeated emphasis on the inconvenient times courses were offered indicates a strong need for someone who could help overcome this obstacle by bringing the course offering institutions and the women together in a productive manner. This individual might be seen as an information broker between these women who have a strong drive to learn and the delivery agents to ensure that the desired courses were available and that they were offered at convenient times. The women themselves are often not individually successful in articulating their needs. A fieldworker could develop effective strategies for delivery of the needed educational experiences.

It is interesting to speculate on the anomalies which appear in the Eastern Shore group. A majority of this sample had less than high school graduation and yet over a third expressed a desire to take a university course. They indicated overwhelming interest in courses of all kinds. This area was the subject of the rural networking project undertaken for CCLOW by Dr. Janet Eaton. It would appear that the project had heightened the awareness of the women about the possibilities for further study, and generated enthusiasm in the community. Further work in this community could be effectively carried out by a fieldwork.

The responses of the whole sample reveal a real need for basic upgrading and high school education. It is interesting to note that short-term, low-cost courses have proved very popular. These might be seen as a stepping stone to more protracted learning experiences.

It is clear from this study that many issues of women's learning experience need to be resolved. The need for a fieldwork to deal with these issues is clear if women are not to become the forgotten majority in the educational field.

TABLES

TABLE 1

Question 7 (Education)

a) Totals

	Numbers	Total	%
A. Grade school	17 3/4		
B. Some high school	25 3/4	63	35
C.G.E.D. equivalency	13 3/4		
D.Upgrading	8 3/4		
C. Completed high school		35	19
F. Post secondary	21 3/4	44	25
G. Some university	23 3/4		
H. Completed university	30 3/4	38	21
I. Post graduate	8 3/4		

b) By county:

	Antigonish	Cumberland	Digby	Colchester	Queens	Halifax
A+B+D+E	1	6	5	9	14	28
C	4	2	10	3	10	6
F+G	5	2	4	19	5	9
H+I	3	3	11	5	13	3

TABLE 2

Question 6 (Children)

	Total	Antigonish	Cumberland	Digby	Colchester	Queens	Halifax
No children at home	74	3	2	9	18	20	22
Children at home	109	10	11	20	18	25	25
Pre-school/elementary	73	4	9	13	12	18	17

TABLE 3

Question 4 (Age)

a) Totals (180)

		Numbers	%
A.	20 -29	43	24
B.	30-39	67	37
C.	40-49	38	21
D.	50-59	24	13
E.	60+	6	5

under
30: 24%

under
40: 61% mean age: 38

under
50: 82%

b) By county:

	Antigonish	Cumberland	Digby	Colchester	Queens	Halifax
A. 20-29	1	4	4	16	10	9
B. 30-39	5	5	17	13	15	12
C. 40-49	4	1	5	4	11	13
D. 50-59	2	3	4	3	5	7
E. 60+	1	0	0	0	2	5

TABLE 4

Question 11 (Income)

a) Totals

	Numbers	%
A. Less than \$5000	9	5
B. \$5,000-\$9,999	25	14
C. \$10,000-\$14,999	32	19
D. \$15,000-\$19,999	18	10
E. \$20,000-\$24,999	16	9
F. \$25,000-\$29,999	26	15
G. \$30,000-\$39,999	27	16
H. \$40,000 and over	20	12

b) By county

	Antigonish	Cumberland	Digby	Colchester	Queens	Halifax
A.	0	0	0	3	1	5
B.	0	4	2	1	3	15
C.	0	1	5	10	6	10
D.	1	2	3	5	3	4
E.	3	1	2	0	7	3
F.	3	2	6	7	6	2
G.	3	2	8	3	8	3
H.	3	1	4	5	3	2

TABLE 5

Question 26 (Reasons for taking course)

Totals (173) multiple answer possible

	Numbers	%
A. For recreation	38	22
B. To prepare for a new job	53	31
C. To become better informed	128	74
D. For social reasons	28	16
E. For present job-related reasons	61	35
F. For change from routine	39	23

TABLE 6

Question 30 (Courses Desired)

Totals (183) multiple answer possible

	Numbers	%
1. Stress Management	57	31
2. Computer training	56	30.5
3. Legal rights for women	51	28
4. Arts and Crafts	48	26
5. University courses	47	25.5
6. Assertiveness training	44	24
7. Auto/Horne repairs	44	24
8. CPR/First aid	43	23.5
9. Income tax	41	22

(all other courses checked by less than 40 women)
(see individual county reports)

TABLE 7

Question 31 (Barriers to Learning)

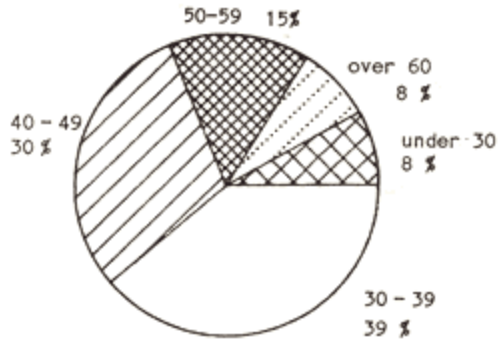
Totals (multiple answer possible)

	Numbers	%
1. Inconvenient times of courses	133	73
2. Lack of information on courses	112	61
3. Desired courses not available	111	60.5
4. Courses not available part-time	110	60
5. Lack of money available	105	57

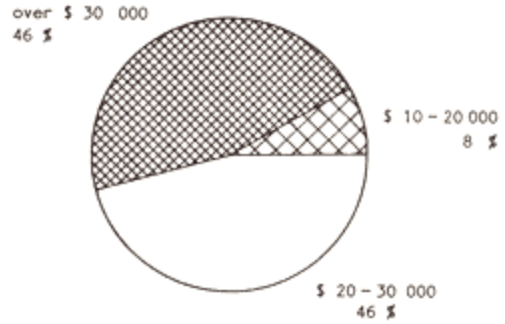
(see county analysis in each area report)

GRAPH 1

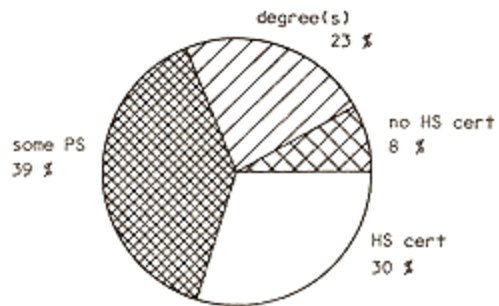
AGES



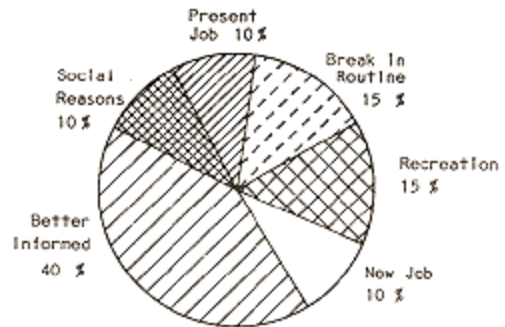
INCOMES



EDUCATION



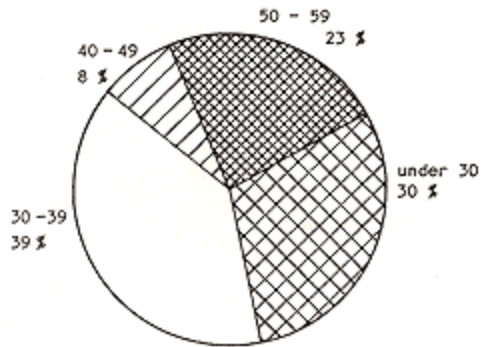
REASONS FOR COURSES



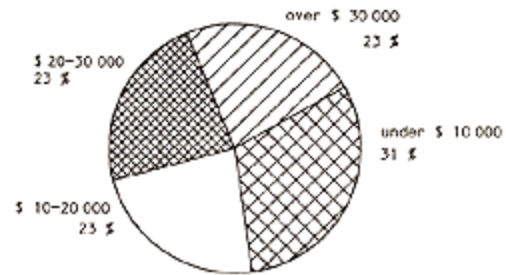
ANTIGONISH COUNTY

GRAPH 2

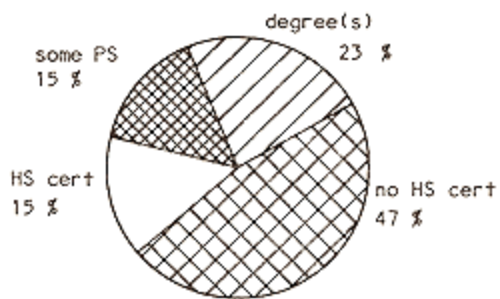
AGES



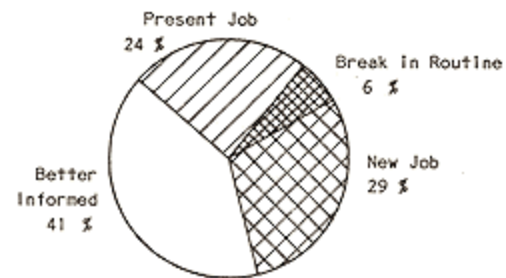
INCOMES



EDUCATION



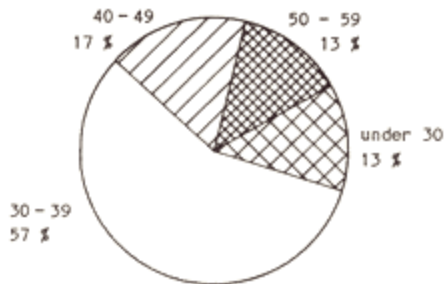
REASONS FOR COURSES



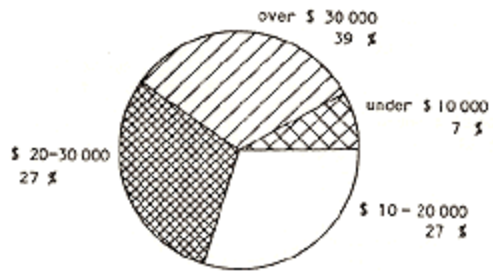
CUMBERLAND COUNTY

GRAPH 3

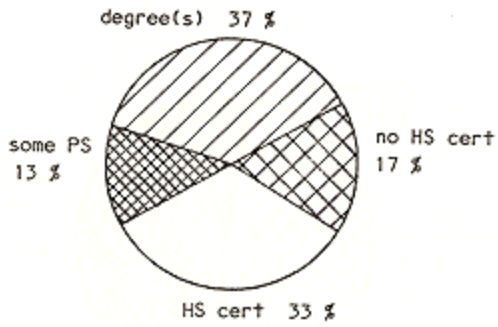
AGES



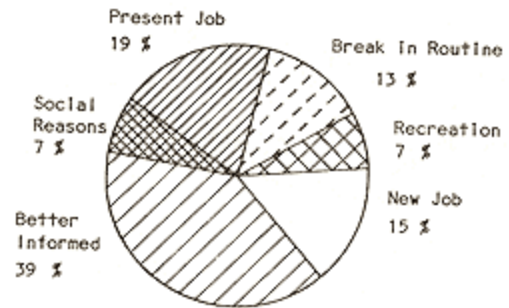
INCOMES



EDUCATION



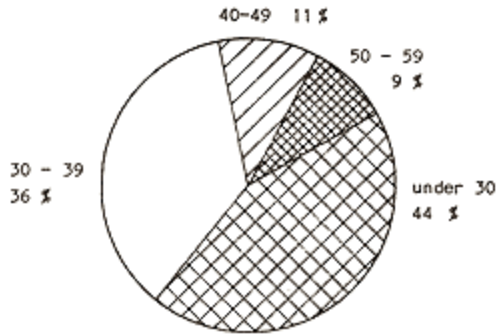
REASONS FOR COURSES



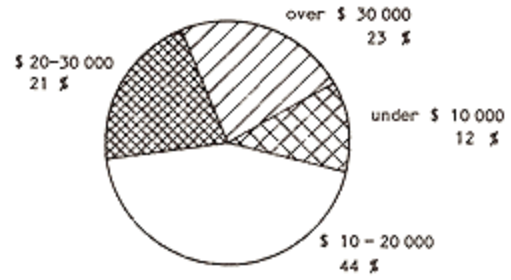
DIGBY COUNTY

GRAPH 4

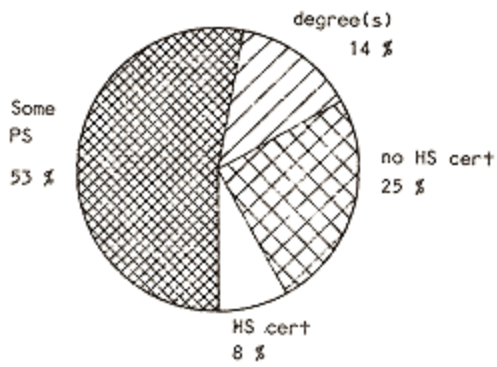
AGES



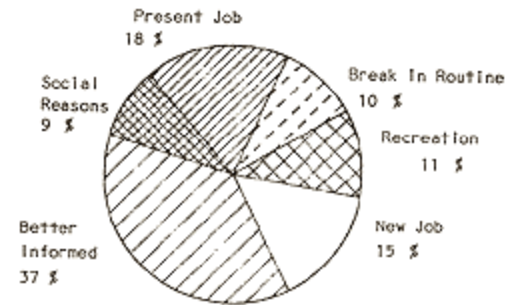
INCOMES



EDUCATION



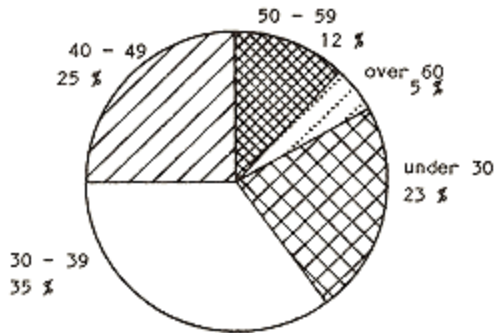
REASONS FOR COURSES



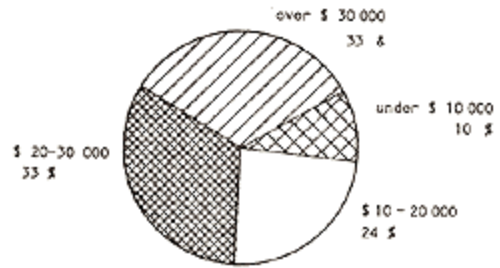
COLCHESTER COUNTY

GRAPH 5

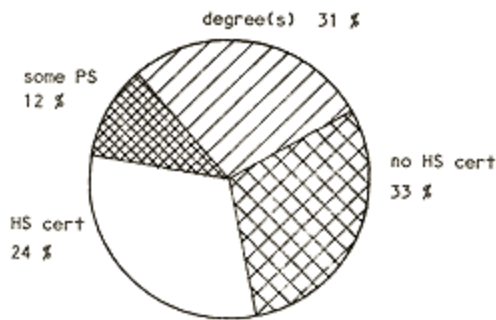
AGES



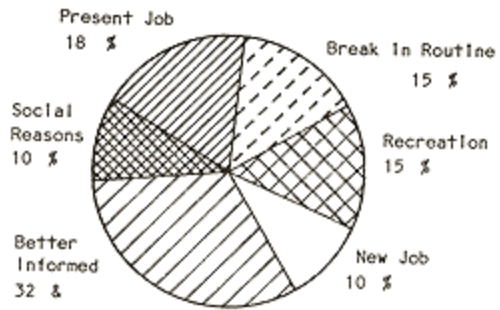
INCOMES



EDUCATION



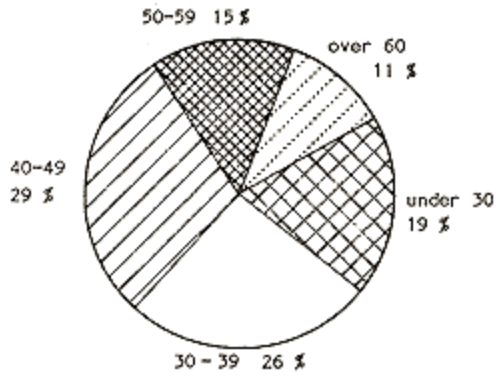
REASONS FOR COURSES



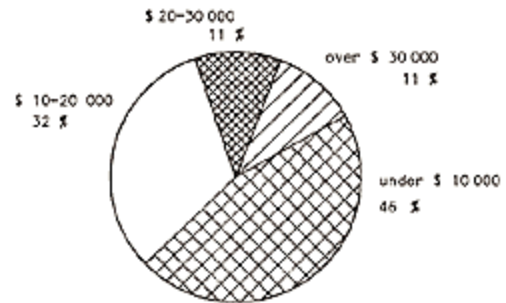
QUEENS COUNTY

GRAPH 6

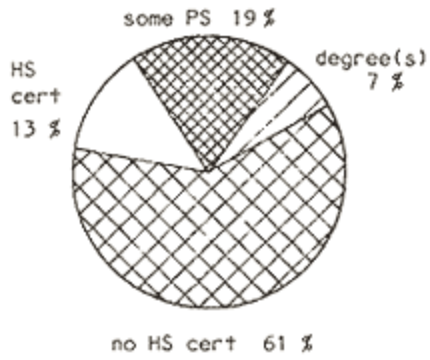
AGES



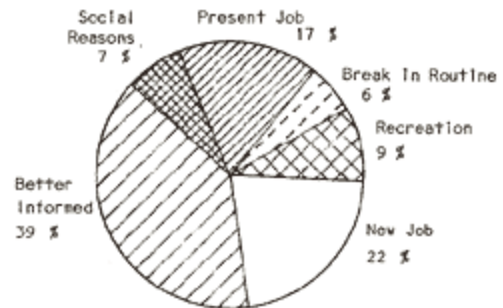
INCOMES



EDUCATION



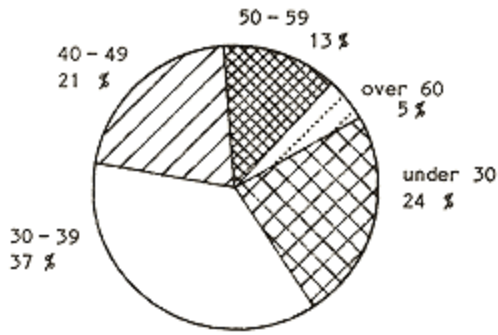
REASONS FOR COURSES



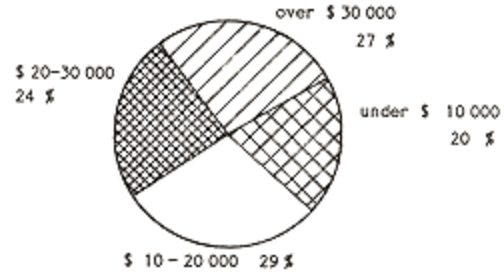
HALIFAX COUNTY

GRAPH 7

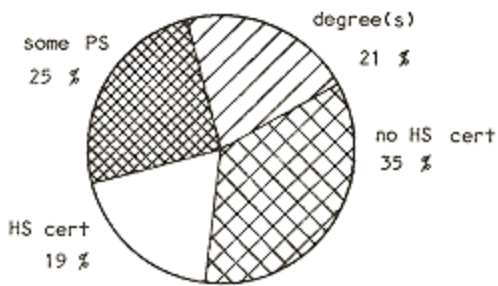
AGES



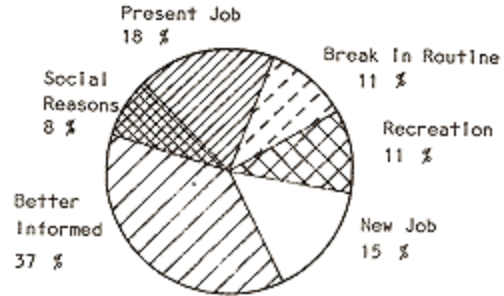
INCOMES



EDUCATION



REASONS FOR COURSES

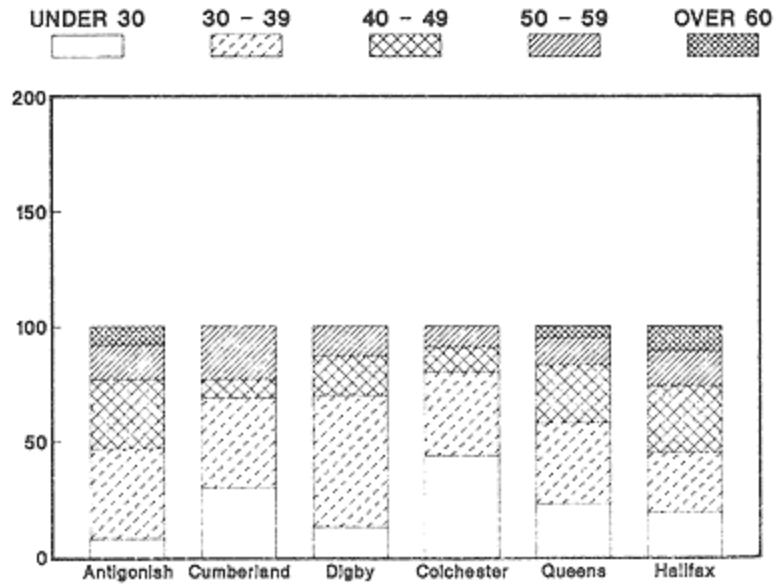


NOVA SCOTIA
TOTAL SAMPLE

GRAPH 8

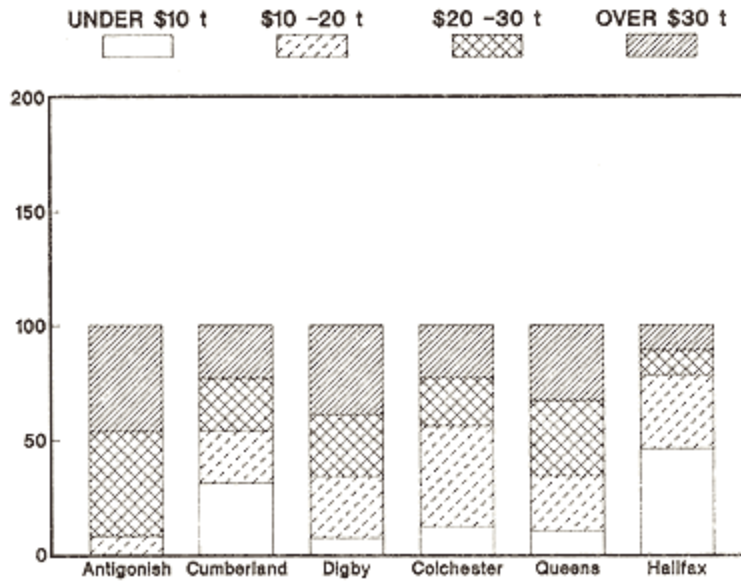
GRAPH 8

COUNTY DISTRIBUTIONS - AGES



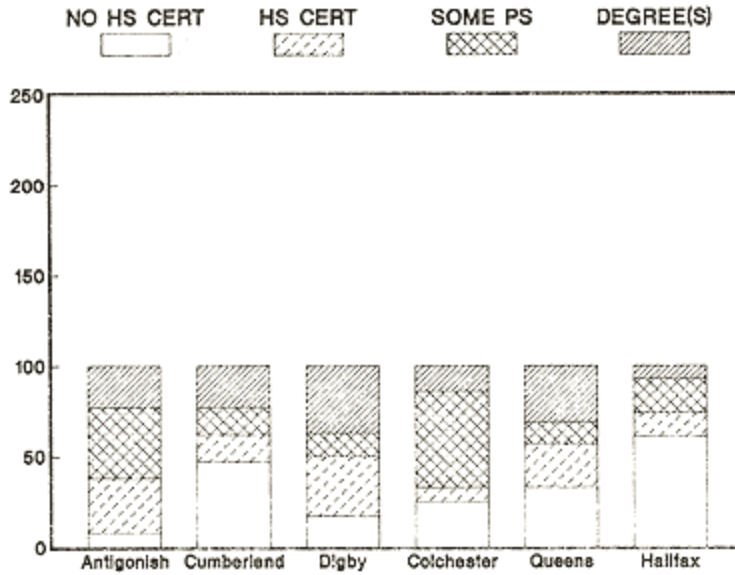
GRAPH 9

COUNTY DISTRIBUTIONS - INCOMES



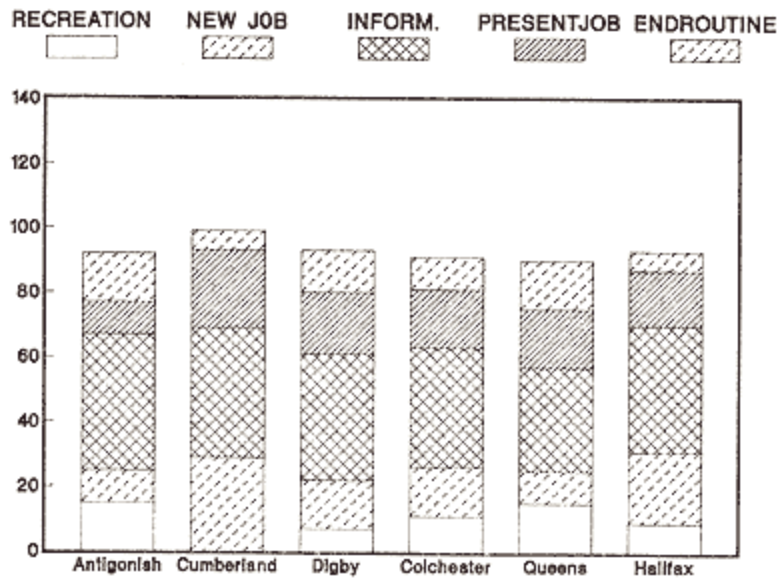
GRAPH 10

COUNTY DISTRIBUTIONS - EDUCATION



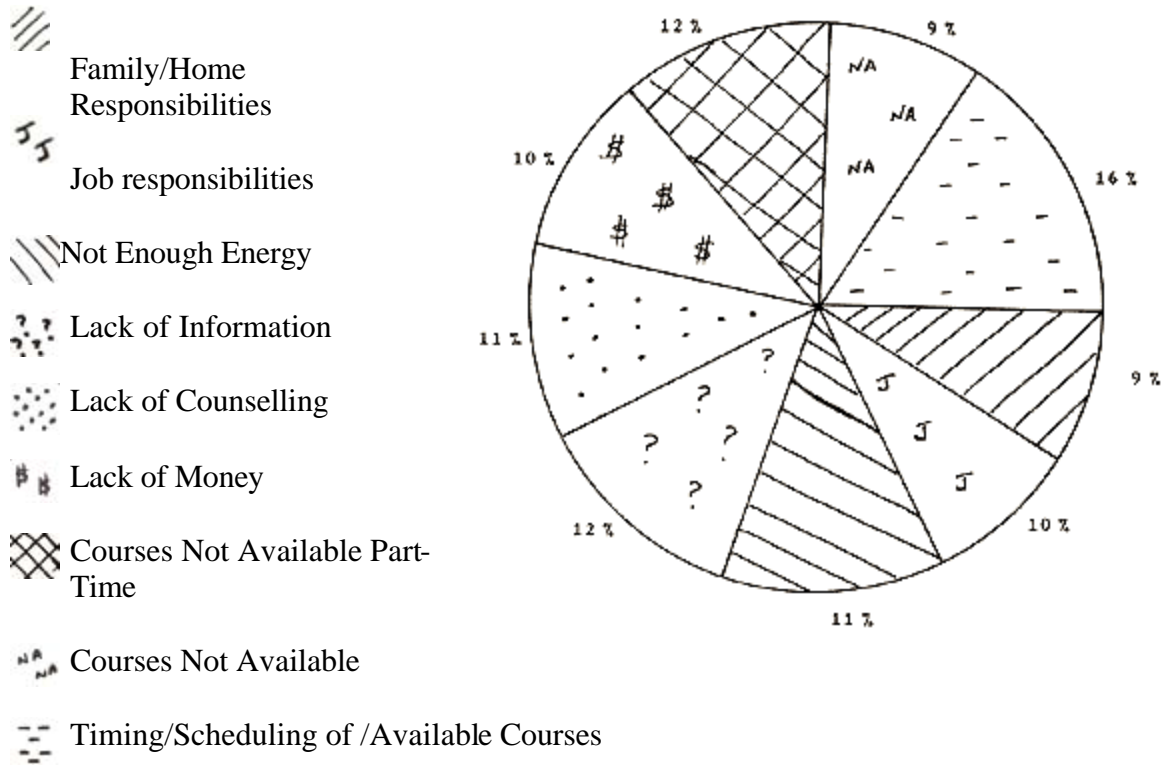
GRAPH 11

COUNTY DISTRIBUTIONS - REASONS FOR COURSES



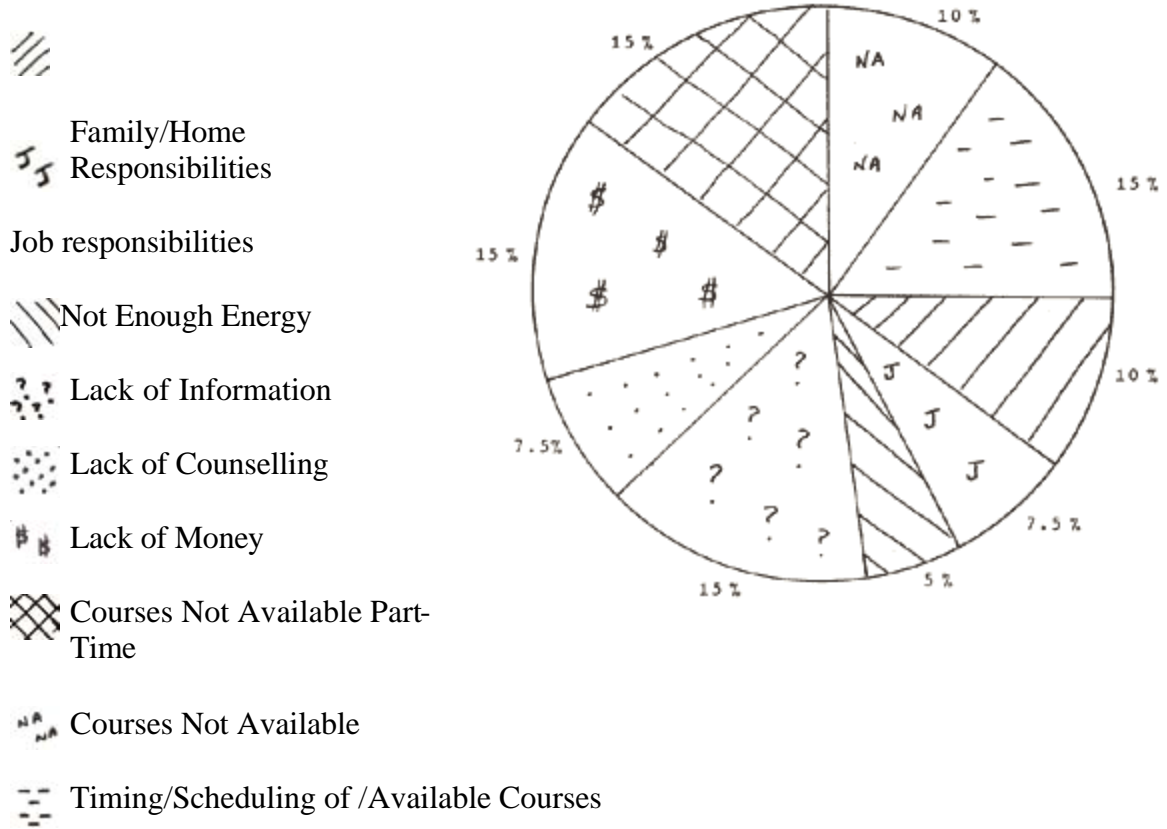
GRAPH 12

ANTIGONISH COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



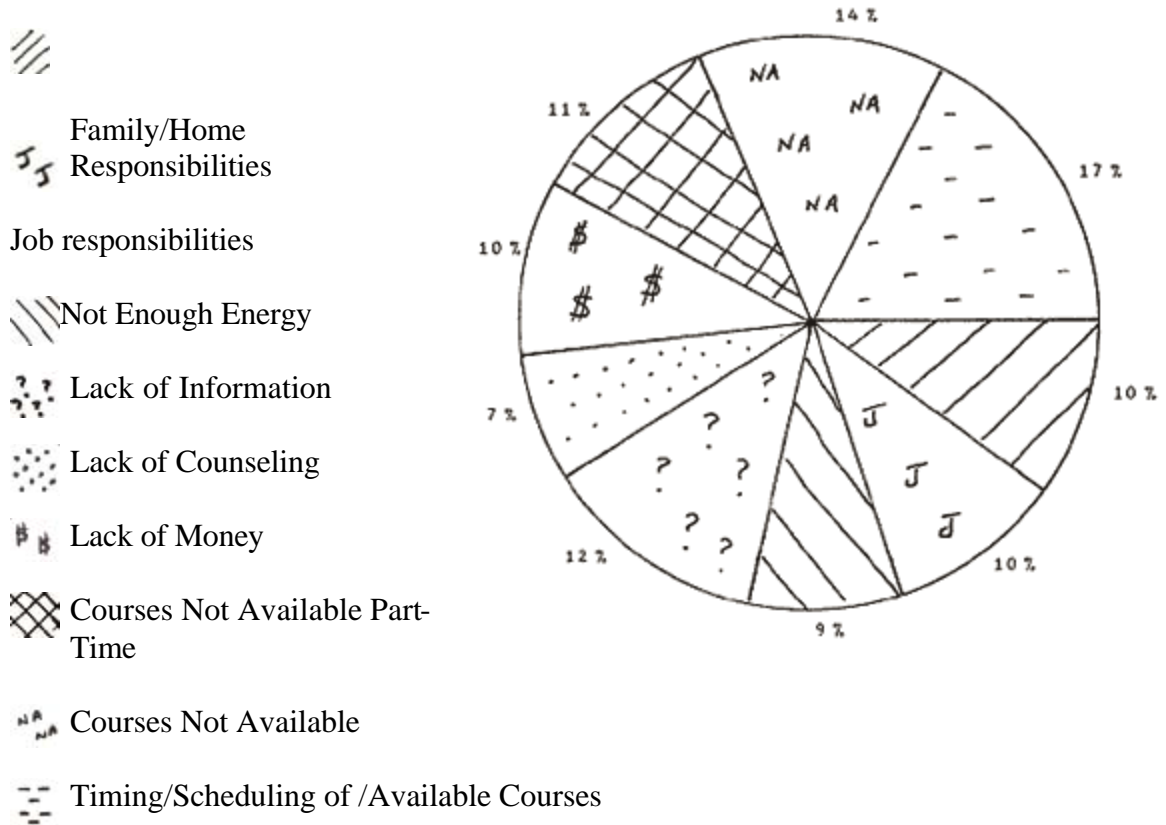
GRAPH 13

CUMBERLAND COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



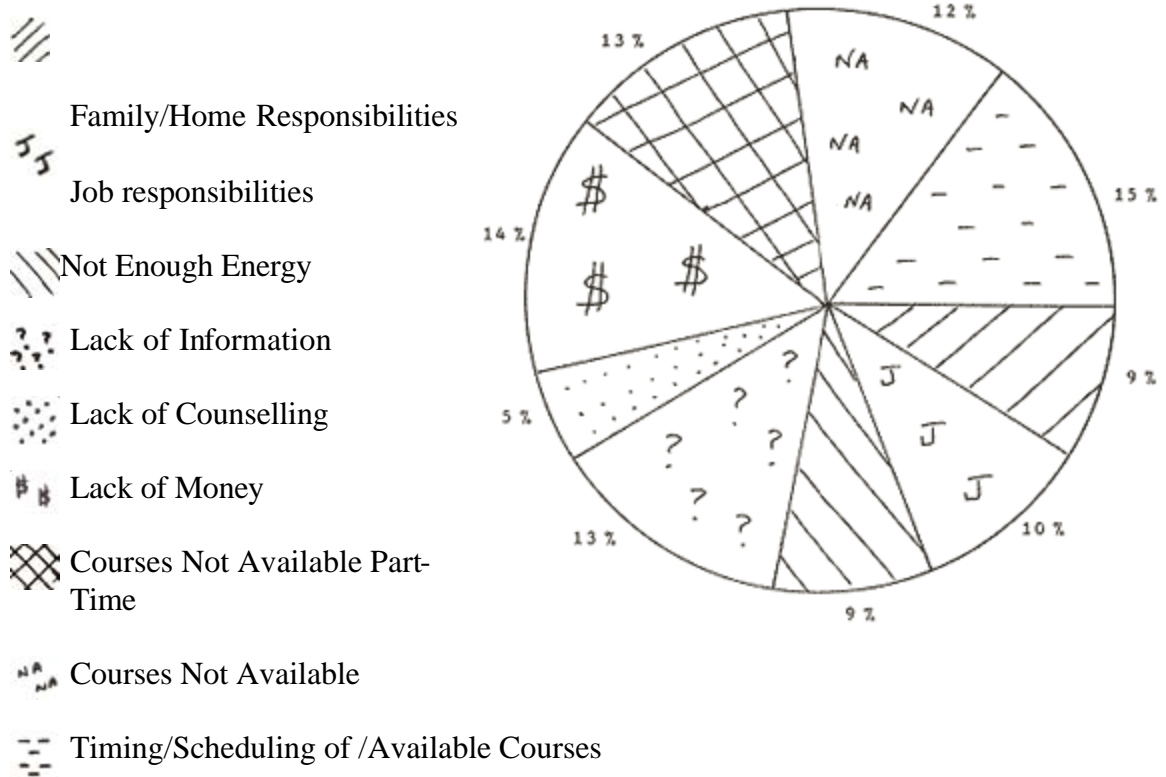
GRAPH 14

DIGBY COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



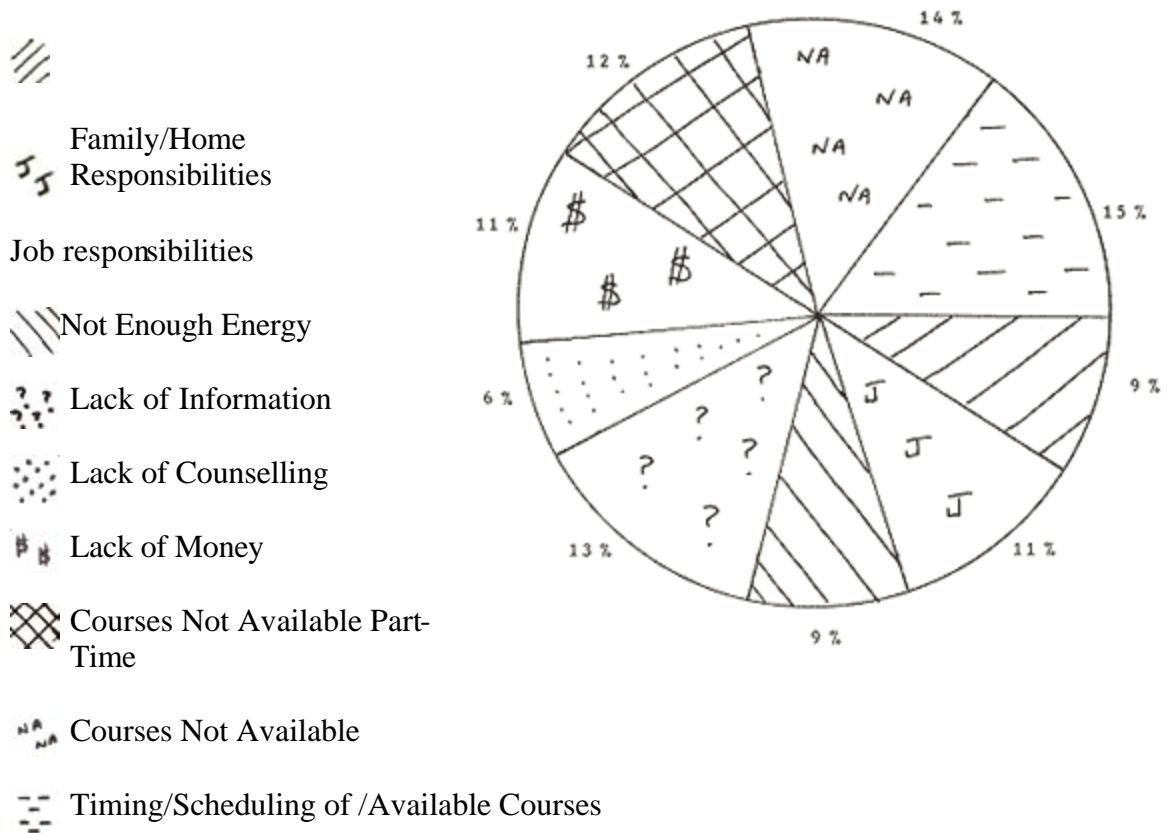
GRAPH 15

COLCHESTER COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



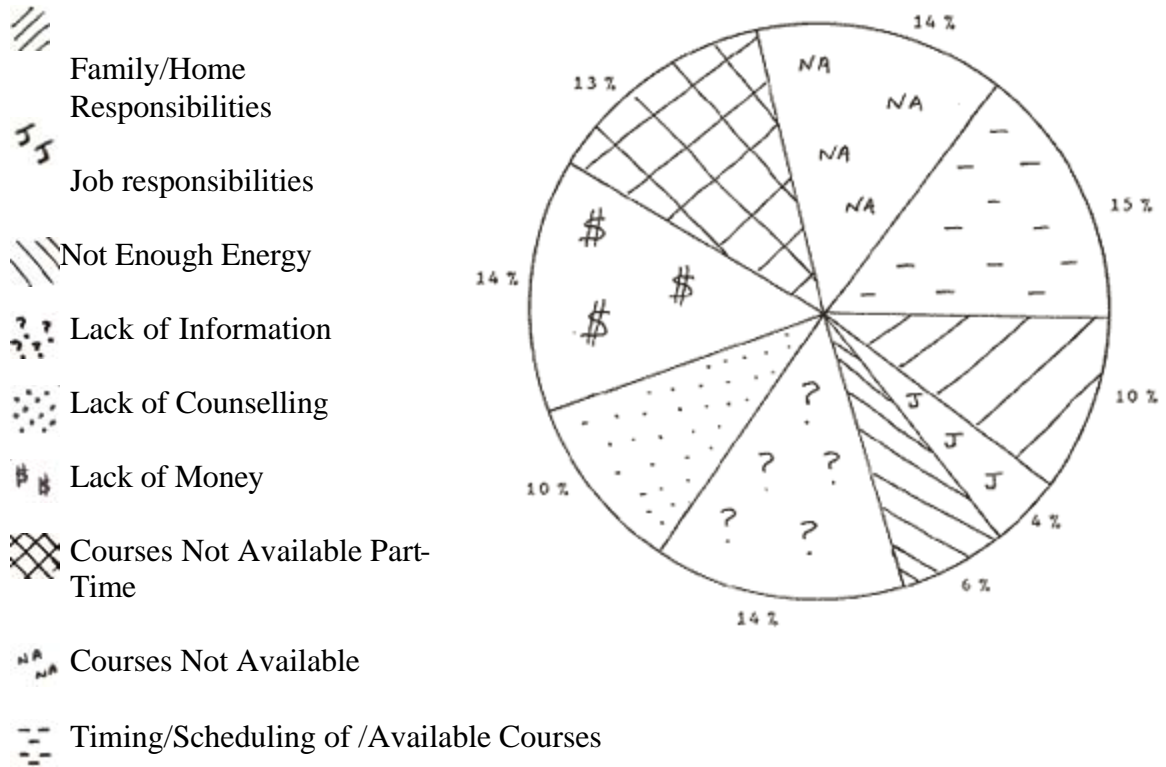
GRAPH 16

QUEENS COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



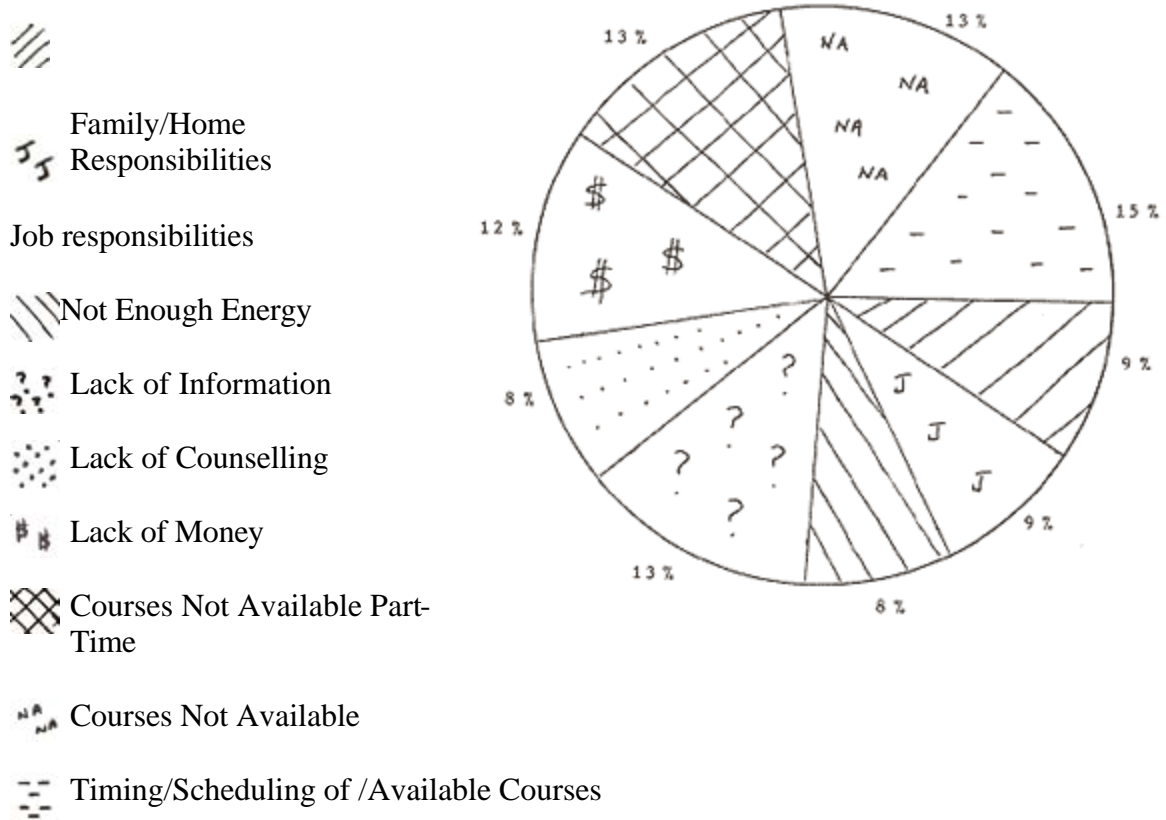
GRAPH 17

HALIFAX COUNTY MAJOR PERCEIVED BARRIERS TO LEARNING



GRAPH 18

NOVA SCOTIA - TOTAL SAMPLE MAJOR PERCEIVED BARRIERS TO LEARNING



- A. Community school
- B. Workshop, seminar, conference
- C. Correspondence course
- D. School
- E. University
- F. Other

17. Please list the schools, organizations or agencies in your area. that offer courses:

WOMEN'S LEARNING NEEDS SURVEY

18. If I were to take a course I would prefer to take it between

- A. Jan. - Mar.
- B. Apr. - Jun.
- C. July - Aug.
- D. Sept. - Dec.
- E. Doesn't matter

19. I would take a course of length:

- A. up to 3 hours (one session only)
- B. up to 6 hours (mini-series)
- C. about 10 hours (continuing education)
- D. 20 hours or more (one term)
- E. 30 hours or more (whole year)

20. Do you have cable T.V.? yes () no ()

21. I would most likely watch formal educational T.V.

- A. for pleasure/ interest
- B. for university credit
- C. not at all

22. Educational television would be of most use to me:

- A. in the morning
- B. in the afternoon
- C. in the evening

CHECK THE RESPONSES YOU AGREE WITH: (Questions 23 -27)

23. Learning is

- A. Very important to my life now
- B. Important, but not a priority at present
- C. Not very important

24. I find learning a new skill

- A. Easier than I used to
- B. More difficult than I used to
- C. About the same as I used to

25. I would most prefer to learn

- A. On my own
- B. Attending courses at school or university
- C. Attending community programs and events

26. The reasons I would like to take a course are:

- A. for recreation or exercise
- B. to prepare for a new job or occupation
- C. to become better informed
- D. for social reasons (e.g. to meet new people)
- E. for present job related reasons
- F. for a change from routine

27. I would do well on a course if I:

- A. could get there easily
- B. had the ability

- C. had the support of my family and friends
- D. had good teachers
- E. really wanted to take it
- F. would gain some personal or financial reward

28. Taking a course is most difficult for: (CHECK ONE)

- A. single women without children'
- B. single women with children
- C. partnered women without children
- D. partnered women with children

29. In the following list of values circle the statement which most nearly describes its importance in your life:

	very important	somewhat improvement	not very important
A. friendship	1	2	3
B. self improvement	1	2	3
C. financial security	1	2	3
D. leisure, enjoyment	1	2	3
E. social recognition	1	2	3
F. religious freedom	1	2	3
G. love	1	2	3
H. exciting life	1	2	3
I. nature, art	1	2	3

30. PLEASE CHECK EACH APPROPRIATE COLUMN:

	offered in my area	I would like to taken	I have taken already
A. Driver Education	_____	_____	_____
B. Arts / Crafts	_____	_____	_____
C. Fitness Classes	_____	_____	_____
D. Stress Management	_____	_____	_____
E. Assertiveness training	_____	_____	_____
F. Crisis Management: (Rape, Incest, Battering)	_____	_____	_____
G. Marriage Enrichment	_____	_____	_____
H. Parent Effectivess	_____	_____	_____
I. Pre/Post Natal Classes	_____	_____	_____
J. Dealing with Divorce	_____	_____	_____
K. Midlife Crisis	_____	_____	_____
L. Home Nursing	_____	_____	_____
M. Financial Management	_____	_____	_____
N. Cooking/Homemaking	_____	_____	_____
N. Auto/Home Repairs	_____	_____	_____
O. CPR/First Aid	_____	_____	_____
P. Job Related Upgrading	_____	_____	_____
Q. Legal Rights For Women	_____	_____	_____
R. Income Tax	_____	_____	_____
S. Office/Clerical Skills	_____	_____	_____
T. Computer Training	_____	_____	_____
U. School Upgrading	_____	_____	_____
V. University Courses	_____	_____	_____
W. Other, (Please Specify)	_____	_____	_____

31. If you decided to take any courses, please rate the following on a scale of 1 to 5 (circle appropriate number) :

1. = No problem
2. = Slight problem
3. = Something of a problem
4. = Fairly serious problem
5. = Serious problem

A. Transportation problems	1	2	3	4	5
B. Family/Home responsibilities	1	2	3	4	5
C. Lack of information on courses	1	2	3	4	5
D. Courses offered at inconvenient times	1	2	3	4	5
E. Lack of money available	1	2	3	4	5
F. Attitude of husband/other family members	1	2	3	4	5
G. Desired courses not available	1	2	3	4	5
H. Baby-sitting not available	1	2	3	4	5
I. Fear of losing current benefits (ego Unemployment Insurance)	1	2	3	4	5
J. Lack of counselling services	1	2	3	4	5
K. Learning difficulties	1	2	3	4	5
L. Lack of confidence in own ability	1	2	3	4	5
M. Courses not available part-time	1	2	3	4	5
N. Job responsibilities	1	2	3	4	5
O. Not enough energy	1	2	3	4	5
P. Don't have anyone to go with	1	2	3	4	5
Q. Age	1	2	3	4	5

If you have any further comments you would like to make please feel free to use the back of this sheet.

THANK YOU FOR COMPLETING THE QUESTIONNAIRE !