Research Report DCSF-RR119

Learning Agreement Pilots Quantitative Evaluation

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National Centre for Social Research

department for children, schools and families

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EXECUTIVE SUMMARY

The Learning Agreement Pilots

The Learning Agreement Pilots (LAP) was an initiative aimed at increasing access and take-up of education or training for 16 and 17 year olds in jobs without training (JWT). Overseen by the Department for Children, Schools and Families (DCSF) and the National Learning and Skills Council (LSC), LAP was delivered at the local level by the Connexions service and the local Learning and Skills Council (LLSC) in eight areas in England from April 2006. Young people were recruited to LAP by Connexions Personal Advisers who provided advice and guidance about learning opportunities. The Personal Adviser drew up a Learning Agreement for the young person and in most cases their employer, outlining the accredited training that the young person planned to undertake. Under some variants of the programme financial incentives in the form of bonus payments or wage compensation were provided in return for progress and qualification completion on the LAP.

The evaluation of LAP

The evaluation of LAP was carried out by a consortium comprising the Institute for Employment Studies (IES), the Centre for Education and Industry, University of Warwick (CEI) and the National Centre for Social Research (NatCen). The evaluation had three strands:

- **a quantitative evaluation,** using surveys of young people to measure the impact of the pilots in comparison to a number of control areas;

- **a programme theory element**, focusing on testing some key aspects of the policy to identify what works, what does not and the reasons for this; and

- **a process evaluation**, examining the ways in which the pilots have been set up and delivered and the main issues associated with their implementation.

This report presents the key findings from the quantitative evaluation which was conducted by NatCen.

The quantitative evaluation

The principal objective of the quantitative evaluation of LAP was to measure the effectiveness of LAP in increasing young people's participation in education and training. It also sought to measure how young people's attitudes and aspirations changed as a result of participation. The evaluation used a robust comparison design whereby outcomes for LAP participants were compared with those for a comparison group of similar young people in areas where standard support arrangements applied. This allowed estimation of what difference LAP made, that is how many young people had outcomes that would not have otherwise happened.

Underpinning the outcomes data, the quantitative evaluation also provides an insight into the experiences of young people on the LAP programme, exploring their motivations for taking part, the activities they did, and the roles of Personal Advisers and the financial incentives in sustaining their engagement on the programme.

What difference did LAP make?

Participation in LAP very significantly increased young people's rate of studying for qualifications compared to young people in comparison areas. At least 31% of participants studied who otherwise would not have. It is very clearly not the case that LAP only attracted young people who would have taken up study without the intervention of LAP.

Reflecting this increase in study, there was a positive shift towards jobs with in-house training. About 11% of participants took up work with in-house training who otherwise would not have done and the proportion who were in work without training was correspondingly lower.

LAP was also associated with small but positive impacts on young people's attitudes towards learning, with fewer participants saying that they were not interested in learning and more saying that it was important for learning to have a qualification at the end of it. LAP participants were more likely to say that "in looking for a job I am more concerned to find one with training than one that pays the best."

Was the impact of LAP higher for some groups than for others?

The impact of LAP was generally similar for men and women except that there was a higher impact on participation in work-based training for men than for women. Similarly, older (17 year old) participants and those who had higher qualifications (five or more GCSEs at A*-C) were more likely to move into work-based training through LAP.

What was the rate of take-up of LAP?

The evaluation estimated that the take-up of LAP among eligible (JWT) young people was roughly 8.5%. (Given the difficulties in identifying the eligible population for the research, this figure should be viewed as an estimate). Thus, the 31% impact on participants' study would imply an impact of about 3% on study for the eligible population.

Who took part in LAP?

LAP participants were slightly more likely to be female (54%) than male (46%). 95% were of White ethnic origin. Nearly all participants (94%) classified themselves as single and 90% were living with their parents. A minority were living with a partner (4%) or with others (3%). Only 3% had children, most of who were living with them.

Of the participants who were living with their parents, a little over half (57%) had parents who had no post-16 qualifications. 13% had parents who were not currently in work.

85% of participants reported that they had attended school regularly in their final year. 10% did not attend regularly and 5% did not attend at all.

Participants varied widely in their GCSE attainment but overall had much lower levels of attainment than the national average. Only 31% achieved 5 GCSEs at A*-C grade. 11% had failed or not taken Maths GCSE and the same proportion had failed or not taken English GCSE.

Compared to young people in jobs without training who did not participate in LAP, participants were younger and more likely to be female.

Why did young people decide to take part in LAP?

When young people were asked why they took part in LAP, the most common reasons cited were to get help with education, training or qualifications (48%), to be able to combine work and study (31%) and to get help finding a job or furthering their career (19%).

What were participants' perceptions of how LAP helped them?

When asked at a follow-up interview how LAP had helped them, most participants had positive views. Two-thirds (66%) said that it had helped them to find a course of study and 47% said that they would not have been able to study for a qualification while working without it. 42% agreed that LAP had helped them with their current job and 73% felt that it would help them with jobs they would like to do in the future. Most participants felt that the programme was useful and found participation enjoyable.

What study did LAP participants do?

Most LAP agreements (82%) covered just one course. Most courses were at Levels 1 or 2 (36% and 37% respectively) while 9% were said to be at a higher level and for 19% the level was not identified by the participant.

The courses studied under LAP were often not at a higher level than participants' prior qualifications. Comparison of prior qualifications with those studied under LAP suggested that 39% of those with highest prior qualifications at Level 1 and 15% of those with highest prior qualifications at Level 2 studied at a higher level under the programme.

At the time of the survey interview two thirds (65%) of respondents had finished their involvement in LAP, including 23% who had completed a qualification, 16% who had left without completing their studies and 26% who had left without undertaking any learning activities. Among those who had completed a qualification under LAP, 89% passed.

34% of respondents were still taking part in LAP at the time of interview, including 26% who were completing a qualification.

Why did some LAP participants not study or achieve a qualification?

Where participants had not yet studied on the programme at the time of the survey interview, the most common explanations were problems finding or arranging a course and waiting for a course to be arranged or for it to start. This confirms the evidence of the process evaluation that there were some problems with lack of capacity and resources among providers and a lack of flexibility in provision.

Where participants had left LAP without finishing their study, the most common explanations were lack of enjoyment of the course, the ending of a job and lack of time. In other cases failure to complete study was explained by other personal circumstances.

How important were the Personal Advisers?

Most participants reported regular contact with their Personal Adviser, either by telephone or in a face-to-face meeting (35% every week, a further 45% once a month). Telephone contact was more frequent than face-to-face contact.

Most young people appreciated their contact with their Personal Adviser (PA) (45% said that it was “very useful” and a further 37% said that it was “fairly useful”). In general, the more frequently participants had contact with their PA, the more this was appreciated. However, there was no evidence of a relationship between the frequency of contact and the likelihood of achieving a qualification.

In comparison with the role of the PA on the AA pilots, PA support on LAP was less intensive and the ratings of the helpfulness of the support provided were not quite so positive.

Were employers engaged with LAP and did this make a difference?

Three quarters of young people said that their employers were aware of their participation in LAP and in two thirds of these cases, the employer was said to be supportive.

While problems with employers were rarely mentioned as a reason for discontinuing study, the level of support from employers did make a difference to the level of success that young people achieved through LAP. Young people whose employers were characterised as providing “a lot” of support had higher rates of study and qualification achievement. This supports the findings of the process evaluation and programme theory evaluation that employer support improved retention and completion rates.

What was the role of payments?

Most, but not all, participants in payment areas reported that they had received some payment as part of LAP. For some, lack of payment was related to not having studied, or not successfully completing the course. However, there were a minority of participants (13%) who had come to the end of their studying as part of LAP but had not (or were not aware of having) received a payment. There was a lot of variation in the amount of payments reported by participants in payment areas. It was not clear that this was entirely explained by some young people failing to complete their courses. Variation in implementation may also have been a factor since the process evaluation showed that the payment targets differed between pilot areas.

Nearly all payments were made electronically, direct to participants’ bank accounts. However, 10% of participants received payments by cheque or cash.

When asked to give a retrospective view of whether they would have taken part in LAP without payments, 86% of participants in payment areas said that they definitely or probably would have done. Together with the low proportion mentioning spontaneously that the payments were a motivating factor (14%), this suggests that the payments were of marginal importance compared to the support and the opportunity to study.

The proportion of LAP participants in payment areas who thought that they would have taken part without the payments was higher than for AA participants (86% compared with 75%), suggesting that the payment had slightly less importance for LAP than for AA.

What did participants value about LAP?

When asked to say what was useful about LAP, the answers spontaneously given by participants most commonly mentioned gaining qualifications and skills (37%) and the opportunity to combine study with work (27%). A lot of participants referred to the help and support that the programme gave them, for example the value of the advice and support from Connexions (14%), help finding a training course (15%) and help finding a future job or career (12%).

Conclusions

In conclusion, the main findings were:

The LAP was successful in encouraging young people to engage with learning and this was reflected in greater involvement with training as part of a job. LAP helped about a third of participants to take up learning when they would not otherwise have done so. It also increased participants' awareness of learning opportunities and their motivation to study. The individualised support of Personal Advisers made a positive contribution to participation and payments helped delivery of the programme in the areas where they operated. Employers were mostly tolerant or supportive of the programme and strong support was associated with positive outcomes.

Although the impact on participants was positive, the take up rate among the 16-18 JWT target population appears to have been quite low (roughly 8.5%). Many of those eligible for LAP were not aware of the programme. This will have severely limited the impact of LAP on the whole target eligible population. For those who did take part, there was also indication that problems with capacity and flexibility of provision were an important limitation on the success of the programme, at least in the short-term.

There were some similarities between the LAP and AA but also key differences between the programmes and the young people they supported. This suggests positive potential for the two programmes to operate in a complementary way under the Raising Participation Age agenda. However, the evaluation leaves some unanswered questions about the quality of learning undertaken and the sustainability of impacts.

The synthesis report for the evaluation of LAP cross-references these quantitative findings with the process evaluation's evidence about implementation and delivery issues and the programme theory element's focused studies[1].

[1] The focused studies covered the 'kickstart' role of advice and guidance and the 'menu of choice' and 'broker' theories of how LAP would work effectively.

1 INTRODUCTION

1.1 The Learning Agreement Pilot (LAP)

The United Kingdom has one of the lowest rates of post-16 participation in education or employment in Europe, with the problem being particularly acute at age 17. Just under 10% of 16 and 17 year olds in England, around 100,000 young people, do not participate in any form of education, training or employment (often referred to as 'NEET'). A further 85,000, around 8% of the cohort, are in employment which does not offer nationally accredited training ('Jobs Without Training, JWT). There are local and regional variations across the UK, in the proportions of young people who become NEET and who enter JWT.

The 2005 Budget announced the piloting of 2 new initiatives aimed at extending participation in education and training among young people aged 16-18: Eighty million pounds was allocated over 2 years to Learning and Activity Pilots (LAP), which aim to increase access and take-up of training for 16 and 17 year olds in jobs without training (JWT). In addition, £60 million over 2 years was allocated to Activity Agreement pilots (AA) to support disengaged NEET 16 and 17 year olds back into learning.

Learning Agreements were piloted in eight pilot areas in England. They were originally established in April 2006 to run for two years. The Learning Agreement Pilot is a joint initiative between Connexions and the local Learning and Skills Council in each pilot area. The initiative is targeted at young people aged 16-17 who are working full-time but not engaged in any nationally accredited training. Young people are recruited to LAP by Connexions Personal Advisers who provide advice and guidance about learning opportunities. Referrals to LAP also come from local Training Providers and, in some areas, from other brokerage organisations such as Train to Gain. The PA draws up a Learning Agreement for the young person and in most cases their employer (an employer is not required to be part of the LAP), outlining the accredited training that the young person will undertake.

Under some variants of the programme, financial incentives in the form of bonus payments or wage compensation are provided in return for progress on the LAP. The financial incentive varied, with a view to identifying and understanding the most successful models: in some pilot areas young people and their employer were paid a £250 bonus, in some the employer additionally received wage compensation, while in the remainder no incentive was paid to either the young person or employer (i.e. the young person only had the agreement). The pilots were extended for a further year, from April 2008. In Learning Agreement pilot areas, the existing variants were retained, with exception of the payment of wage compensation, which had operated in two pilot areas. The quantitative research covered in this report took place before the extension pilots began.

The Learning Agreement is aligned to the following principles:

- **Personalisation:** agreed activities are tailored to the individual and take account of personal needs and abilities, determined by the profiling and assessment process undertaken by the young person with the Personal Adviser.

- **Participation:** focusing on encouraging and supporting the young person to participate in accredited training.

- **Flexibility:** ensuring, where possible, that learning provision is responsive and flexible to meet the needs of the young person and, where applicable, their employer.

- **Progression:** support and learning provision that provides appropriate progression routes for the young person to achieve higher-level qualifications if appropriate.

The eligible learning provision comprises all training courses covered under Section 96 of LSC's Learning Aims Database. This includes:

- **Qualifications accredited at Level 2 or above,** e.g. Apprenticeships and Advanced Apprenticeships, BTEC and similar FE courses, GCSEs and A-Levels (but not standalone NVQs).
- **Provision which supports progression to Level 2**, as long as the learning plan also addresses basic and/or key skills, including Basic Skills in literacy and numeracy, NVQ 1 and Technical Certificates, and other short courses over 10 guided learning hours.
- **Standalone Key Skills qualifications**, including wider skills and those which support the LSC's Skills for Life Target.

The 3 variants of LAP were implemented in 8 pilot areas, 4 of which were also implementing variants of AA as shown in Figure 1.1. Six 'control areas', where LAP was not being piloted, were included in the study for comparison purposes.

Figure 1.1 LAP variants and areas

Variant	Areas	Description
Variant 1 Bonus payment only	Lancashire	Mixed rural and urban area: 15 Local Authorities
	South Yorkshire	Predominantly urban area: 4 Local Authorities
	Cornwall and Devon*	Large predominantly rural area: 18 Local Authorities
Variant 2 Bonus payment and wage compensation	Greater Manchester*	Large urban area: 10 Local Authorities
	London East*	Large urban area: 10 Local Authorities
Variant 3 Learning Agreement only (no bonus payment or wage compensation)	Black Country	Mixed rural and urban area: 4 Local Authorities
	Essex, Southend & Thurrock	Mixed rural and urban area: 3 Local Authorities
	West Yorkshire*	Mostly urban area: 5 Local Authorities
Control Areas No LAP pilot	Northamptonshire	
	North Yorkshire	
	Cheshire and Warrington	
	South Central*	
	South London*	
	Somerset*	

**Areas also implementing AA variants/AA Control Areas*

1.2 The evaluation

The Department for Children, Schools and Families (DCSF), formerly the Department for Education and Skills (DfES), commissioned the Institute for Employment Studies (IES), the Centre for Education and Industry (CEI), and the National Centre for Social Research (NatCen) to carry out an evaluation of the Activity and Learning Agreement Pilots.

The evaluation has 3 main strands:

- **a quantitative evaluation,** using surveys of young people to measure the impact of the pilots in comparison to a number of control areas

- **a programme theory element**, focusing on testing some key aspects of the policy to identify what works, what does not and the reasons for this

- **a process evaluation**, examining the ways in which the pilots have been set up and delivered and the main issues associated with their implementation

The process and programme theory evaluations have gathered data from qualitative interviews and roundtable discussions, analysis of reports and documents and observations of procedures and practices. The process evaluation has produced evidence about implementation and delivery issues. The programme theory element's focused studies have produced evidence about the 'kickstart' role of role of advice and guidance and the 'menu of choice' and 'broker' theories of how LAP would work effectively. Separate reports have been produced for the different evaluation strands[2]

This report describes findings from the LAP quantitative evaluation based on the main survey interview and follow-up interviews with a sub-sample of participants. The synthesis report for the LAP evaluation, drew together the quantitative findings with other evidence from the process and programme strands.

1.3 Research Design and Methodology

This section presents an overview of the research design and survey methodology including sample design and fieldwork. Full details will be available in the technical report for the study.

Aims

The survey's primary objective was to measure the effectiveness of LAP in increasing young people's participation in education and training and promoting work. The evaluation was designed to produce an estimate of the impact of the programme for each of the 3 variants, as well as for the LAP pilots overall.

Data was collected through a large quantitative survey carried out with around 8,500 young people in the pilot and comparison areas for the AA and LAP pilots. Collecting data directly from young people, and where possible from their parents as well, also allowed their experiences and views of LAP to be described.

[2] Details of key reports from the other evaluation strands are given in the references section at the end of the report.

Selecting young people to interview

The sample was designed to be equivalent to the LAP eligible group in pilot areas, that is young people who were status-checked by Connexions between 1st April 2005 and 31st June 2007 and found to be in JWT in that period.

The sample for the survey was created by collating administrative records from each Connexions area. Connexions staff were asked to identify young people who were found to be JWT. In addition to JWT records, Connexions offices in LAP pilot areas were also asked to supply records for everyone taking up a Learning Agreement within the given period. This allowed the inclusion of additional LAP participants who, for whatever reason, did not have accurate information recorded at the time of the status check[3].

Local Connexions offices sent letters to selected individuals inviting them to take part in the evaluation, but also giving the option to opt-out if they preferred not to be contacted. The contact details of the young people who did not opt out were passed to NatCen for contacting as part of the survey.

Fieldwork

The main survey interviews were carried out between July 2007 and March 2008[4], using a mixture of face-to-face and telephone interviewing. In total, 8,508 interviews were carried out (Figure 1.2)[5]. For the main LAP survey, 4,774 interviews were conducted in the pilot areas (divided fairly evenly between the 3 LAP variants) and 3,392 in comparison areas. Of the 4,774 young people interviewed from pilot areas, 511 were classified as LAP participants. In addition to the main sample identified as JWT from Connexions data, 342 interviews were conducted with an additional sample of LAP participants (for more details see Appendix F).

The response rate for the main survey was 40%.

Figure 1.2 Achieved interviews

	Sample Type		
	JWT Eligible Group	**Additional LAP Participants**	**Total**
LAP pilot areas	4,774	342	5,116
LAP Control areas	3,392	-	3,392
Bases (unweighted)	*8,166*	*342*	*8,508*

Base = All

[3] This 'Additional LAP participants' group are not included in main analysis presented in this report. For further details see Appendix E.

[4] Interviews for LAP Variants 1 and 2 and LAP control areas took place between July 2007 and March 2008. Slow throughput for LAP Variant 3 meant that fieldwork was not able to start until October 2007.

[5] A further 5976 interviews were carried out with young people eligible for the AA pilots, as part of the parallel AA evaluation.

Main interviews were mostly carried out by computer assisted telephone interviewing (CATI), although these were supplemented by face-to-face interviewing (CAPI) in order to ensure that the fieldwork could be completed to timetable[6]. Telephone interviewing meant that only young people for whom telephone numbers could be obtained were included in the survey sample; it also restricted the length of the main young person's interview to less than 30 minutes (the maximum length that was consistent with obtaining good response and data quality).

In addition to the main interview with the young person, 6,794 interviews were carried out with one parent in the family (47% of those who lived with their parents). This gathered accurate data on family background and established parents' views of young people's activity choices and involvement with Connexions. Where a parent was not available, the young person was asked a shorter set of proxy questions. This yielded a further 5,006 proxy parent interviews.

In order to examine the experiences of participation in LAP in more detail than space allowed at the first interview, follow-up interviews with 191 survey respondents who reported participation in LAP were carried out in April and May 2008, after the end of the main fieldwork period. Analysis of these interviews is included where appropriate. The response rate for the follow-up survey was 64%.

After fieldwork had been completed the analysis samples were reduced to exclude young people who were recorded as being 18 or over before they became JWT. This reduced the sample sizes by 14 for participants, 598 for non-participants in pilot areas and 394 for people in comparison areas.

1.4 This report

This report presents findings from the quantitative evaluation. It includes descriptive analysis of the characteristics of those who took part as well as details of their experiences of participating in LAP. In addition, impact analysis is used to assess the effect of LAP on the eligible population and on those who took part.

The analysis presented here focuses on the main "jobs without training" sample. These are young people identified from Connexions records as being eligible for LAP. Where appropriate, comparison is made to an equivalent sample of young people in the control areas[7].

Reporting conventions

The report's findings are described briefly in the main body of the report and, where appropriate, illustrated with graphs or simple tables.

[6] DCSF required that all interviewers should be CRB-cleared, but CRB is currently unwilling to provide clearances for telephone interviewers. As NatCen only had a limited number of telephone interviewers with CRB clearance (obtained before the CRB clarified its policy), it was able to use those interviewers for the research but could not replenish them. Therefore in peak quarters, when the volume of interviewing exceeded the limited capacity of CRB-cleared telephone interviewers, face-to-face interviews were also used.

[7] To ensure that those analysed as part of the main report are as statistically representative of the wider population of LAP participants as possible, the 'Additional sample of LAP participants' who were not marked as JWT in the original Connexions sample are not included in the main analysis. See Appendix F for further details.

The tables on which this analysis is based are included in the Appendix. Tables generally show percentages but include two rows at the bottom showing the number of respondents on which the figures are based (known as the 'base'). Two base figures are shown: the bottom row in each table shows the actual number of respondents; the row immediately above demonstrates the effect of using weights to correct for sampling.

In the chapters presenting descriptive analysis, percentages are rounded to the nearest whole number. Percentages of less than 0.5% are shown as * and those calculated from base sizes of less than 50 are shown in square brackets i.e. [19%].

In the descriptive analyses in Chapters 2 to 4, differences are only reported if they have a 95% probability of being statistically significant. This means that 95 times out of every 100 (or 19 times out of every 20), the result will not have occurred purely due to random chance[8]. Statistical calculations of significance take account of the complex sampling errors created by the sample structure.

Report structure:

This report is structured as follows:

- **Chapter 2** provides describes the characteristics of those who took part in LAP before they started the programme and compares them with non-participants.
- **Chapter 3** presents participants' experiences of Learning Agreements, including differences according to variant.
- **Chapter 4** focuses specifically on the role of bonus payments and wage supplementation.
- **Chapter 5** presents findings from the analysis of the impact of LAP on participants.

[8] In addition, the p-value associated with impact estimates is given. The p-value is the probability that a result *is* due to random chance and is the inverse of the significance level: thus a result at the 95 per cent significance level has a p-value of less than 5 per cent, a result at the 99 per cent significance level has a p-value of less than 1 per cent, and so on.

2 CHARACTERISTICS OF PARTICIPANTS

2.1 Key findings

- ***Participants were predominantly white (95%) and mostly aged 17 (40%) or 18 (55%).***
    - o They were generally in good health, with only 3% reporting a disability which affected their daily activities.
    - o Most participants (90%) were still living with their parents and only a very few (3%) had children of their own.
- ***In terms of family background, there was some indication of disadvantage and parental low educational achievement:***
    - o 13% had parents who were not currently in work.
    - o 16% had received free school meals at school.
    - o 57% had parents without qualifications higher than GCSE.
- ***LAP participants typically had better school attendance and higher GCSE attainment than participants in Activity Agreements:***
    - o 10% reported irregular attendance in Year 11 and 5% said they had not attended at all.
    - o 31% had 5 or more GCSEs at A*-C compared to 14% of the AA group.
- ***In common with many of their age group, LAP participants were involved in a wide range of activities alongside paid work at the time of the survey:***
    - o For example 30% of those in paid work were also studying at the same time.
    - o When asked to select their main activity, 70% of participants said paid work (or work-based training), 13% said education/study and 13% said they were looking for a job / education place.
- ***Most participants reported job characteristics and work history which were consistent with their age and experience:***
    - o Nearly all were employees, just under a third (29%) were in temporary jobs, with a similar proportion working part-time.
    - o Many had had several jobs in the 2-3 years since leaving school (34% had had 2 jobs since school and a further 26% had 3 or more jobs).
- ***Compared to non-participants, participants were more likely to be female and in general were younger.***

2.2 Introduction

This chapter provides background information regarding the personal and family characteristics of LAP participants before they took part in LAP.

Definition of participants

This analysis focuses on those who took an active part in LAP. In order to match common understanding most closely, active participation is defined as those who said they had agreed to take part in LAP **and** who reported that they had been assigned a Personal Adviser **or** had studied for a qualification as part of LAP.

This means that a small number of young people who said they had agreed to take part in LAP but who had never been in contact with a Personal Adviser and had never undertaken any learning activity as part of LAP are excluded from the analysis.

2.3 Personal Characteristics

Young people taking part in LAP were:

- Slightly more likely to be male (54%) than female (46%).
- Mostly aged 17 or 18 at the time of survey interview (40% were aged 17 and 55% were aged 18).
- Single (94%); only 6% were married/living with a partner.
- From white ethnic groups (95%).
- Mostly in good health:
    - 56% said their health was “very good”, 38% “fairly good”;
    - 6% reported a disability, with 3% saying this affected their daily activities (Table A.1). .

Most (90%) of the young people taking part in LAP still lived with their parents; 4% lived with a partner and 3% with another relative. Only 3% lived alone (Table A.2).

3% of participants had children of their own. Most commonly dependent children were living with the respondent, but a small minority had children who lived elsewhere. 4% reported that they cared for sick/disabled person who lived with them (Table A.2).

In terms of personal characteristics measured by this survey, LAP participants were fairly similar to those who participated in the Activity Agreement scheme (aimed at those Not in Education, Employment or Training). The main differences were that LAP participants were:

- older on average (only 1% were age 16 compared to 36% of AA participants) ;
- less likely to be from a minority ethnic group (5% compared to 13% of AA participants);
- less likely to have children (3% compared to 9% AA participants)[9].

[9] See AA Final Report, Section 2.3

2.4 Family background

Many LAP participants came from families where the parents had a low level of educational achievement: 57% had parents with no known post-16 qualification, 30% with a post-16 qualification below degree level and only 10% had parents with a degree level qualification. This was broadly comparable with AA participants (Table A.3).

There was some indication of worklessness and deprivation: 13% of those taking part in LAP had parents who were not currently in work, and 16% had received free school meals at school. A substantial proportion of parents were receiving Child Benefit and/or Child Tax Credit, presumably on behalf of other younger children. 17% of participants' parents were receiving Working Tax Credit, 17% Council Tax Benefit, 14% Housing benefit and 10% Income Support. 15% were receiving Incapacity Benefit, Disability Living Allowance or other disability related benefits (Table A.3).

Of those where one or more parents were in work, the majority (66%) were in routine or manual occupations with 20% in intermediate occupations and 12% in managerial or professional occupations[10] (Table A.3).

Of those with a parental interview which included income information, 26% reported a weekly income (including benefits but before tax) of less than £200 a week, 25% between £200 and £399, 18% between £400 and £699 and 31% £600 a week or more.

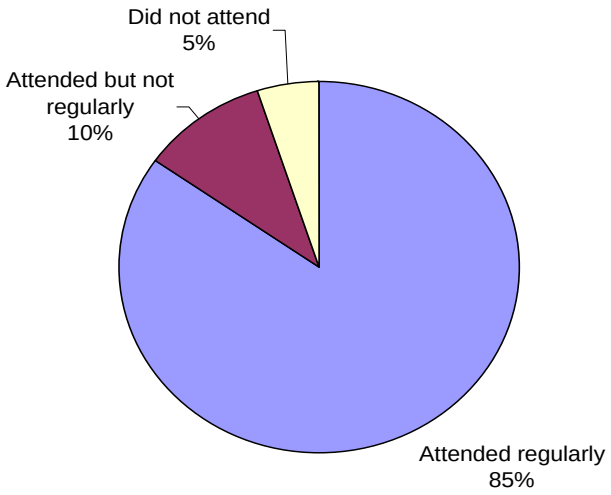
2.5 School attendance and GCSE attainment

Most (85%) of those taking part in LAP had attended school regularly in Year 11, but 10% reported irregular attendance and 5% said they had not attended at all (Figure 2.1 and Table A.4). Attendance was significantly higher than the AA participant group, only 63 per cent of whom attended school regularly and 14% of whom did not attend school at all in Year 11[11].

[10] Parental occupational status coded using NS-SEC (3 categories) for the highest parental occupation in the household.

[11] See AA Final Report, Section 2.5

Figure 2.1 Attendance at school in Year 11



Base = All participants (JWT sample): N=493
Source: Table A.4

37% of LAP participants who had not attended school regularly said the main reason was "playing truant", 19% had been excluded and 12% said they had been ill.

As would be expected, overall levels of attainment were lower than the national average, but also higher than those recorded for participants in the Activity Agreement scheme. Compared to 62% of pupils achieving 5 or more GCSEs at A*-C level across the country, only 31% of LAP participants reached this level (14% of AA participants). At the other end of the spectrum, 9% of LAP participants did not attain any GCSEs in their final year at school compared with 1% nationally but 29% of AA participants. (Figure 2.2 and Table A.4)

Figure 2.2 GCSE attainment of LAP participants compared with AA participants and all young people at the end of Key Stage 4 in England 2006/7

Column percentages

	LAP Participants	AA Participants	All young people in England
Overall attainment			
5+ GCSEs at A*-C	31	14	62
5+ GCSEs at A*-G (<5 at A*-C)	51	36	30
1-4 GCSEs at A*-G	7	17	7
No GCSEs attained or DK	9	29	1
DK GCSE results	2	4	0
Weighted base	*355*		
Unweighted base	*493*	*1018*	*648,752*

Base: All participants (JWT sample)
Source: Table A.4, AA Final Report and DCSF

In terms of basic skills:

- 11% of LAP participants had failed or not taken Maths GCSE and only 31% had achieved Grade A*-C.

- 11% had failed or not taken English GCSE and only 36% had achieved Grade A*-C (Table A.4).

Although 35% of female participants had achieved 5 or more A*-C grades compared to 27% of boys, this difference was not large enough to be significantly significant. There was however a significant difference in achievement in GCSE English, with 48% of girls achieving grade A*-C compared to only 27% of boys. There appeared to be no gender difference in achievement for Maths GCSE (Table A.5).

2.6 Activities at time of survey interview

At the time of the survey interview, respondents were asked whether they were currently doing a range of activities including paid work, study or looking for work[12].

Most common activities were paid work (and work-based training), education / study and looking for work / study. A very small minority reported a wide range of other activities such as voluntary work, looking after children or the home/family, other training/personal development courses or taking a break from work/study (Table A.6).

As is common for young people of their age, many participants reported being involved in more than one activity at the time of interview. For example, of LAP participants who were in paid work, 30% were also undertaking education/study and 14% were looking for a job.

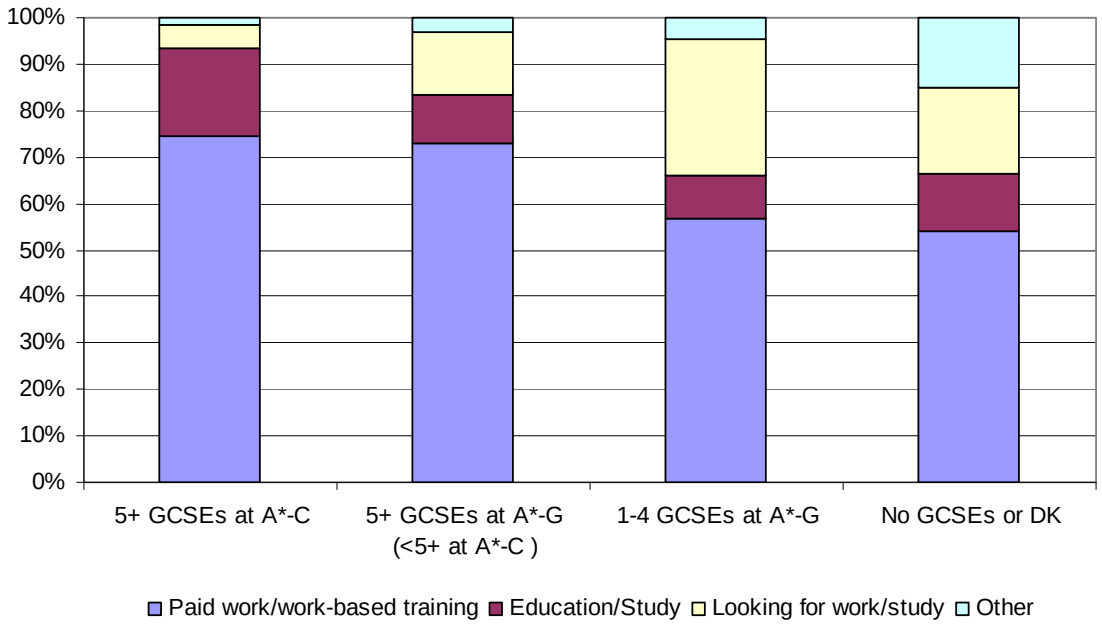
Main activity

Respondents were asked to select one activity as their 'main activity'. 68% of participants saw paid work as their main activity, with a further 2% saying 'work-based training. 13% said their main activity was education/study and 13% were looking for a job/education place. The remaining 5% of responses were scattered across the range of other activities (Table A.6).

There were no significant differences in main activity status of LAP participants according to gender or age. However activity status of participants was linked to GCSE attainment at school: those with 5 or more GCSES were more likely to be in paid work (Figure 2.3).

[12] These responses represent raw data from the single question about current activities undertaken at the time of the survey interview. Whilst useful for descriptive purposes, it is not appropriate to draw inferences regarding the impact of LAP from this crude data. Detailed analysis of the impact of LAP on participation in paid work and/or education/study is reported in Chapter 4.

Figure 2.3 Main activity (at time of interview) by GCSE attainment (at school)



Base = All participants (JWT sample): N=493

Participation in AA

5% of LAP participants (and a similar proportion of non-participants) said they had also taken part in the Activity Agreement scheme[13]. This indicates a fairly small level of overlap between the JWT and NEET groups.

2.7 Job characteristics

Most participants reported job characteristics which are consistent with their age and experience[14]:

- Nearly all were employees, only 4% were self employed.
- 71% had permanent contracts, but 29% were in temporary or fixed term contracts.
- Most (86%) were not part of formal government training schemes, although 9% said they were in an Apprenticeship.
- 69% were working full-time, 31% were working part-time.
- Just over half (59%) worked for small firms (less then 25 employees); 36% worked for companies employing 25-499 staff and only 5% for firms with 500 employees or more.
- Only 11% had responsibility for supervising others (Table A.7).

[13] Note: figures are based on the simple survey question "did you agree to take part in an Activity Agreement", not the more complex and restricted definition of AA participation used in the AA survey analysis.
[14] Characteristics are given for the main job at time of interview (71%, unweighted N=3364) or the most recent job if the respondent was not in work at the time of interview (27%, unweighted N=1310). Job details were missing for the remaining 2% (unweighted N=87).

Differences in job characteristics according to personal characteristics (gender, age, GCSE achievement) were explored. The only significant difference was that girls were more likely than boys to be working part-time.

2.8 Activities since school

Respondents were asked whether they had undertaken a range of activities at any time since school. Of LAP participants:

- Nearly all (99%) of respondents had been in paid work and 94% had undertaken some sort of job search activity;

- 11% had taken part in voluntary work, and;

- 18% had done personal development courses (Table A.8).

It was common for participants to have had several jobs since leaving school. Whilst 39% had had only one job since school, a further 34% had had 2 jobs, 18% had had 3 jobs and 8% had had 4 or more jobs. This fits with wider evidence of a considerable churn in labour market participation for those in JWT jobs (Table A.8).

2.9 Comparison with non-participants

Overall, participants showed few striking differences from those in those in the wider "jobs without training" population who did not take part in LAP. Statistically significant differences were found in 3 areas:

- Gender: participants were more likely than the wider JWT population to be female (46% of participants were female compared to 37% of non-participants). Girls were typically under-represented in the JWT population (that is overall there were more boys than girls in jobs without training), so it is potentially a significant finding that girls were actually more likely than boys to take part in LAP (Table A.1).

- Age: participants were in general younger than the wider population, more likely to be 17 (40% compared to 28% for non-participants) and less likely to be 19 (4% compared to 14%) (Table A.1).The process evaluation and other research found that young people in the JWT group are extremely difficult to track since destination data on the JWT group has been historically poor (Maguire et al 2008). One potential explanation for greater participation in the younger age groups is that was generally easier for Connexions advisers to make contact with those who had left school more recently.

- Apprenticeships: participants were more likely than non-participants to be part of a recognised apprenticeship scheme[15].

[15] Whilst this suggests that LAP participation may be linked to increased involvement in apprenticeships this cannot be demonstrated conclusively from this descriptive data - see Chapter 4 for more details of the impact of LAP.

2.10 Conclusions

The LAP participants profiled in this chapter were all identified by Connexions as being in Jobs Without Training at some point between April 2005 and June 2007. They were similar in terms of being predominantly White, aged 17 or 18 (at the time of interview) and living with their parents. However there was more diversity in terms of school performance, measured by GCSE attainment. There were also important differences when compared with those young people taking part in the Activity Agreement Programme: apart from being in work (rather than NEET), they were older and more likely to have done better at school. This diversity identifies the JWT group as perhaps more complex than the AA group, requiring a range of flexible approaches to studying to meet their needs.

3 PARTICIPANTS' EXPERIENCES OF LAP

3.1 Key Findings

- ***At the time of the survey interview, participants were at different stages regarding their process through LAP:***

  - Most young people interviewed started their Learning Agreement between July 2006 and December 2007.

  - 65% had left LAP while 34% were still on the programme (1% were unsure of their status). Most of those who had left LAP had done so during 2007. Average duration on the programme was 4 months, with only 12% reporting spending less than 1 month on LAP and 6% more than one year.

- ***Most common reasons for taking part in LAP were the personal support and advice offered together with the opportunity to combine work and study***

  - Participants had heard about LAP in different ways – 36% by phone, 35% during a visit to / from Connexions and 23% by letter.

  - The most commonly given reasons for taking part in LAP were help with education, training or qualifications (48%), being able to combine work and study (31%) and help finding a job or furthering their career (19%).

  - The most commonly mentioned advantages to LAP were the opportunity to gain qualifications and skills (37%) followed by being combine study with a job (27%) and the opportunity to gain more confidence/experience (18%).

- ***There was only moderate qualification progression under LAP:***

  - Many LAP participants studied for qualifications that were not at a higher level than those they already held. However, 39% of participants whose highest prior qualification was at Level 1 and 15% of those whose highest prior qualification was at Level 2 did appear to study at a higher qualification level under LAP.

- ***Not all of those who had left LAP had successfully achieved qualifications:***

  - 26% of respondents had left LAP without doing any studying. This was usually due to problems finding/arranging a course or delay in the course starting.

  - 16% of respondents had started studying but left LAP before completing a qualification. This was mostly because of problems with the course. (There was also evidence that a variety of personal circumstances may have caused participants to change their plans).

  - 26% of participants were still studying for their qualification at the time of the research.

  - Among those who had completed their course, 89% passed.

- ***Most LAP agreements (82%) covered just one course. Most of these were at Level 2 or lower.***

  - A wide variety of types of courses were included in LAP - the most common being NVQs (41%). 36% of courses were reported to be Level 1 and 37% were Level 2 (9% were a higher level and for 19% the participant was not sure of the level).

  - Most courses took place at a college or training provider. However, 24% were delivered at the participants' workplaces.

  - Courses were typically short (53% lasted less than 6 months).

- ***For most, contact with Personal Advisers was frequent and appreciated;***

  - 35% had contact by telephone or in a face-to-face meeting at least once a week and a further 45% at least once a month. Those with more frequent contact with their PA were more likely to report that it was "very useful".

- ***Employers also played a key role:***

  - 77% of participants reported that their employer was aware of LAP and, of these, 69% reported they felt their employer was supportive.

  - Those participants whose employers did not know about LAP or did not offer much support were less likely than those with good support to have completed a qualification.

3.2 Introduction

The LAP pilots were designed to encourage young people in jobs without training to undertake nationally accredited learning alongside their job by supporting them in three ways: regular meetings with a Personal Adviser, courses tailored to their needs and interests and (in 2 out of 3 variants) a financial incentive. This chapter describes participants' experiences of the first 2 of these facets of the LAP, as well as providing a more general picture of their involvement with the scheme. Experiences of receiving LAP payment as a financial incentive are explored in the next chapter.

As illustrated in Chapter 2 and the other strands of the evaluation, young people who participated in LAP varied considerably in their personal and social characteristics, as well as in their current jobs and other activities. Where possible this chapter explores the extent to which pathways through the LAP programme varied according to the personal characteristics of the participant.

In each section, comparisons are made to identify whether differences between variants affected participants' experiences of LAP. Differences by variant are only reported where they were statistically significant and of interest.

3.3 Starting and Ending a Learning Agreement

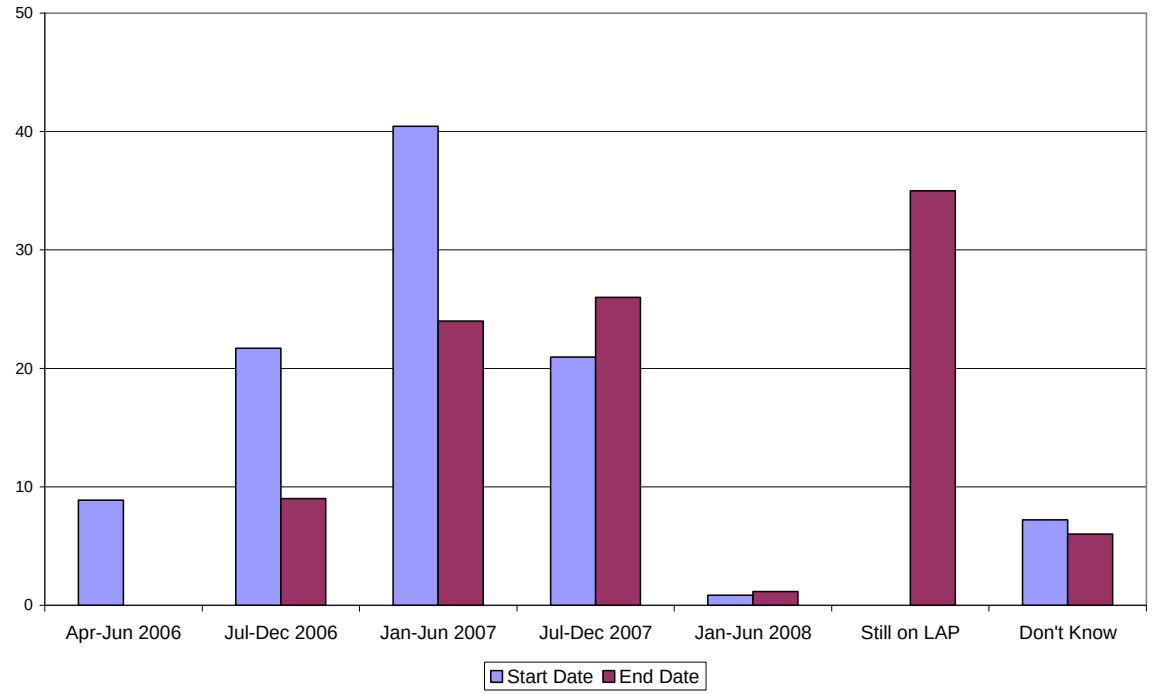
Figure 3.1 shows the dates at which those interviewed started, and in some cases ended, their participation in LAP:

- Most young people interviewed had started their Learning Agreement between July 2006 and December 2007.

- At the time of the survey interview, 66% of those interviewed had ended their involvement in LAP, 34% were still on LAP.

- Most of those who had already left their Learning Agreement had done so during 2007 (24% in the first 6 months of the year, 26% in the second half of the year) (Table A.9).

Figure 3.1 LAP Start and End Dates



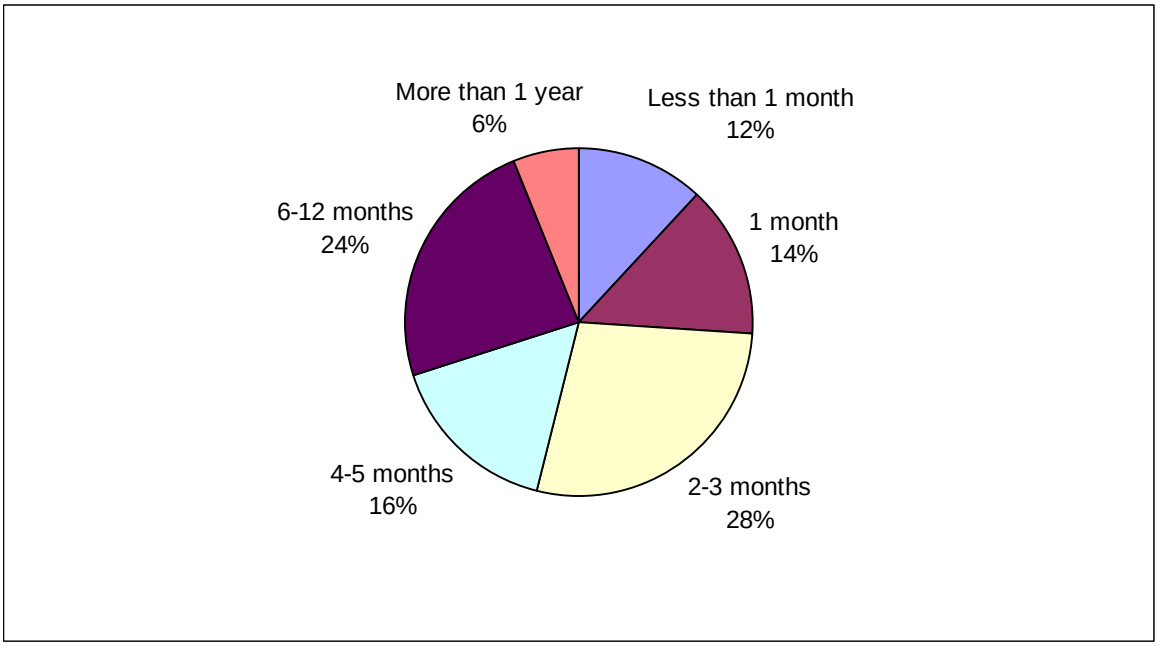
Base = All participants (JWT sample): N=493
Source: Table A.9

There were no significant differences between variants in start or end dates. It was not possible detect differences between areas (Table A.9).

Length of time on LAP

Those who had left LAP varied greatly in the time they had spent on LAP. Average duration was 4 months, but 12% of those who had finished reported spending less than 1 month on the programme, whilst 6% reported durations of more than one year. The majority were spread fairly evenly between these extremes (Figure 3.2 and Table A.10).

Figure 3.2 Length of time on LAP (banded)



Base = All participants (JWT sample) who had finished LAP: N=286
Source: Table A.10

3.4 Deciding to take part in LAP

How first heard of LAP

Findings from the process evaluation suggest that most referrals to LAP came via direct contact between Connexions and the young person. Survey findings support this: 36% of participants had first heard about LAP via a telephone call from Connexions, 26% during a visit to a Connexions office and 9% during a visit by Connexions to their workplace. Just under a quarter (23%) had received a letter. There were no clear differences by variant or area (Table A.11).

Motivations for taking part in LAP

Participants in the main survey were asked why they had decided to take part in LAP. This was an open question and respondents were not given any prompts for answers. Spontaneous answers were coded to a pre-determined code frame by the interviewer (or editor in the office).

The most common reasons were help with education, training or qualifications (48%); being able to combine work and study (31%); and help finding a job or career (19%) (Table A.12).

The offer of payment appeared to have a marginal effect on decisions to take part, mentioned by 17% of participants in Variant 1 (bonus payment only) and Variant 2 (bonus and wage compensation) areas.

Participants in the follow-up study were read a list of reasons for taking part and asked whether each had importance in persuading them to take part in LAP. This alternative question design led to higher response across all items (Figure 3.3). The most popular reasons for taking part in LAP appear to relate to the opportunity to study (96%), particularly flexibly (95%) and alongside work (86%). The one-to-one careers/education advice was also valued by 86% (Table A.13).

Interestingly, the chance to change job was important to more participants (78%) than help in the job they were already doing (68%). The overlap between those percentages, however, indicates that many must have responded positively to both options indicating that they hoped LAP would both help in their current job and assist a change of job/career. Bonus payments were factor rated important by the lowest proportion of participants (56% of those in payment areas) (Table A.13).

Follow-up respondents were also asked which of the items was most important in encouraging them to take part in LAP (Figure 3.3). Again, the chance to gain/improve qualifications was the most common reason given for taking part in LAP (Table A.13).

In a separate question, just over half (54%) of follow-up respondents reported that they had already been thinking about studying for a qualification before signing up for LAP. However, of those who gave studying for a qualification as the most important reason for taking part, only just over half (57%) had previously been thinking of taking a qualification. This indicates that LAP may have inspired many participants to re-engage with education/training as well as having providing a vehicle for some of those who already aspired to do so.

Figure 3.3 Motivation to take part (Follow-Up)

Multi-code / Column Percentages

	All~	Most important
Important in persuading YP to take part		
Chance to gain / improve qualifications	96	49
Flexible study	95	9
Chance to study whilst working	86	15
One-to-one careers advice	86	3
Chance to change job	77	11
Help finding course / college	70	3
Helped in job already doing	68	1
Help persuading employer to allow study	67	2
Bonus payments (Payment areas only*)	62	8
Weighted base	*142*	*141*
Unweighted base	*197*	*195*

Base = All Follow UP Participants (1-3 missing cases, Don't know)

**Unweighted Base = 172*

~ Respondents could give more than one answer. % sum to more than 100

3.5 LAP status at time of interview

Participants varied in how much progress they had made on their Learning Agreement at the time of interview:

65% of participants had finished LAP:

- 26% had left LAP without ever doing any studying as part of the scheme.
- 39% had undertaken some studying as part of LAP:
    - 23% had completed a qualification
    - 16% had started studying but left LAP before completing a qualification (Table A.14).

34% were still participating in LAP:

- 26% of were currently studying for a qualification
- 8% said they were not currently studying: (Table A.14).

Taken together these figures suggest that at least two thirds of young people who join the programme do some studying[16] on it. The proportion who achieve a qualification will lie somewhere between a third and a half[17].

There were no statistically significant differences between the status at time of interview of participants of the different variants and areas.

Reasons for not studying

The findings of the process strand of the LAP evaluation suggest that, for some young people, the experience of LAP may have been negatively affected by a lack of capacity and resources among providers, particularly in their ability to offer the greater degree of flexibility and diversity required to meet their needs (Maguire et al, 2008).

Respondents in the quantitative study who had not successfully studied for a qualification were asked why they had not studied or not completed the course[18]. Although the numbers are relatively low, the responses do appear to indicate experiences of problems with provision:

[16] The lowest estimate of the proportion studying would be 65%, comprising the 39% who had done some studying before leaving the programme and the 26% who were still studying. The highest estimate of the proportion studying would be the 73%, which would follow if all those who were still on the programme and had not yet studied, ultimately did some study.

[17] The lowest estimate of the proportion obtaining a qualification through the programme would be 23%, comprising only those who had already achieved a qualification. This proportion would rise to 49% if all those currently studying also achieved a qualification and to 57% if the group who were on the programme but not currently studying also achieved a qualification.

[18] This was an open question and respondents were not given any prompts for answers. Spontaneous answers were coded to a pre-determined code frame by the interviewer (or editor in the office). A large proportion (41 per cent) are recorded as having given an 'other' answer which we are unable to analyse here.

- For 26% of respondents who left LAP without starting a course, the main reasons related to "problems finding or arranging a course" (12%) or the delay in the course starting (8% said they were "waiting for course to start", 5% said they were "waiting for Connexions to arrange a course").

- For 16% of respondents who left LAP before finishing qualifications, the most common reason was that they did not enjoy (or there were problems with) the course (29%), followed by either their job ending (10%) or not having enough time to study (10%).

- Of the 8% respondents who were still on LAP but had not yet started studying, more than half were waiting for a course to start or for Connexions to arrange a course (Table A.15).

Very few young people reported that problems with their employer or transport problems had prevented them studying. None spontaneously mentioned that lack of money offered had been a factor. However, the level of 'other' answers to all 3 questions was relatively high, indicating that there was a variety of other, unknown, personal circumstances that caused participants change their plans (Table A.15).

3.6 Studying for qualifications

Qualifications studied during LAP

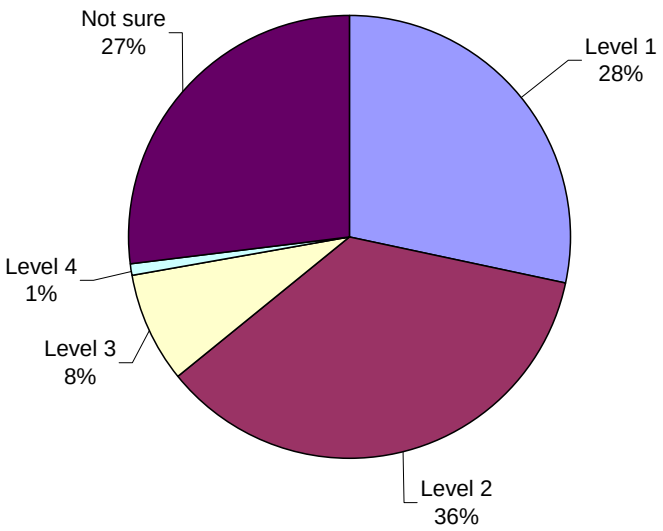
Most LAP agreements appeared to have covered just one qualification/course: 82% of LAP participants who studied for qualifications had only undertaken one qualification at the time of interview. 11% said they had taken 2 courses, 5% reported 3 courses and 1% reported 4 separate courses (Table A.16).

There appear to be differences by variant[19], with those whose employers were receiving wage compensation more likely to take 2 or more courses. However, most of these participants were in one area (Greater Manchester), so it is not clear whether these differences were caused by the difference in payment regime or by other differences between the individual areas involved, perhaps linked to take-up of courses linked to Apprenticeships (Table A.16).

Figure 3.4 shows the highest level of qualification taken by each participant as part of LAP. Where participants knew the level, most courses were reported to be Level 2 or lower (Table A.16). 36% of courses were at Level 2 and 28% were at Level 1.

[19] Table A.16 appears to indicate a clear difference, but the low cell sizes for some areas meant it was not possible to conduct rigorous significance testing.

Figure 3.4 Level of highest qualification taken as part of LAP



Base = All participants (JWT sample) who had taken course as part of LAP: N=327
Source: Table A.16

Information was also collected about qualifications that participants held prior to starting LAP. Overall, 45% of participants were at Level 1, 38% were at Level 2, 14% were at Level 3 and 5% gave qualification information which could not be classified. This shows that qualifications studied on LAP were slightly higher on aggregate than the highest qualifications that participants already held.

When qualifications studied as part of LAP are cross-tabulated with prior qualifications, a picture of moderate qualification progression is revealed (Table A.18).

- 39% of participants with prior Level 1 qualifications who studied on LAP reported studying at a higher level. 35% reported studying another qualification at Level 1.

- Only 15% of participants with prior Level 2 qualifications who studied on LAP reported studying at a higher level. 36% reported studying another Level 2 qualification and 24% a Level 1 qualification.

- None of the minority of participants with prior Level 3, who studied on LAP, reported studying at a higher level. These participants' LAP qualifications ranged from Levels 1 to 3 and a third were not classified by level.

To summarise, the survey has evidence of moderate qualification level progression under LAP, affecting 39% of participants who were at Level 1 and 15% of those at Level 2 before taking part in the programme. Most participants who studied for a qualification while on LAP reported studying a qualification that was at the same level, or even a lower level, than the one they already held. The picture is not entirely clear since a quarter of the qualifications studied under LAP could not be classified to a level based on the information given by participants.

Details of courses taken

A wide variety of courses were studied as part of LAP:

- 41% of courses were NVQs;
- 14% were City and Guilds, 4% were BTEC, and 4% GNVQ;
- 5% were GCSE, 1% A-Levels and 1% AS-levels (Table A.20).

There was considerable variation in the level of course undertaken:

- 36% were reported to be Level 1, mostly NVQ's, City and Guilds, GNVQ or key skills
- 37% - Level 2: mostly NVQ, GCSE or City and Guilds
- 8% - Level 3: mostly NVQ, A2/AS or 'other' courses
- 1% - Level 4, degree or higher level courses (Table A.17).

For the remaining 19% of courses, participants were not sure of the level (Table A.17).

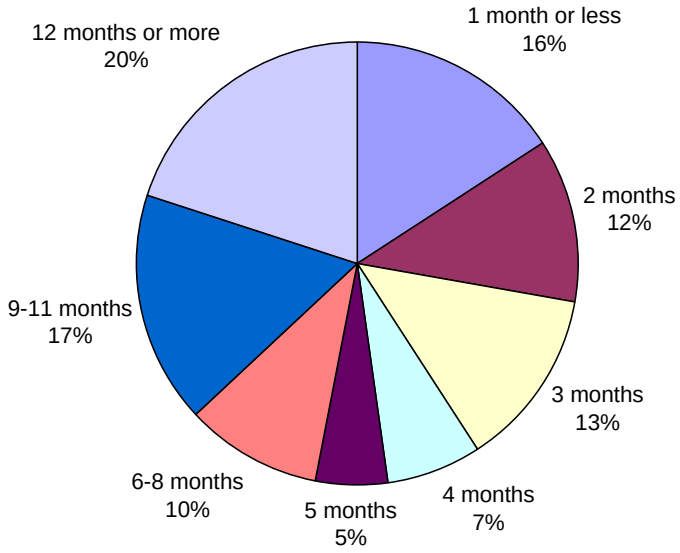
The Level 1 courses were mostly reported to be NVQ's, City and Guilds, GNVQ or key skills; Level 2, mostly NVQ, GCSE or City and Guilds; and Level 3, mostly NVQ, A2/AS or 'other' courses (Table A.16).

The teaching for most courses took place at a college or training provider, most commonly Further Education Colleges (34% of courses), private training providers (18%) and Sixth Form/City Technology Colleges or schools (8%) (Table A.17).

24% of courses were provided at the participant's work place (Table A.17). These were mostly NVQ courses (77%).

There was also considerable variation in course length. Courses were typically short – 53% lasted for less than 6 months, with 16% lasting one month or less. 27% of courses lasted between 6 months and a year, 20% of courses lasted 12 months or more (Figure 3.5 and Table A.17).

Figure 3.5 Length of course



Base= All courses taken as part of LAP (N=353)
Source: Table A.17

There appear to be considerable differences between areas in types of course provision[20]. From the quantitative information available from the survey it is difficult to distinguish clear patterns, except that differences appear to occur on an area by area basis, rather than by variant.

Qualification achievement

Survey interviews were conducted at a time when many participants were still engaged with study that was associated with their participation on LAP. Consequently, only about 30% of participants who reported studying for a qualification as part of LAP had completed it by the time of the interview.

Where qualifications were completed, they were generally passed: 89% of course completers achieved their qualification, 7% did not pass and 3% gave an answer which could not be classified.

Among course completers, the level of progression in qualification levels compared with prior qualifications was in line with the findings for all courses studied under LAP. That is, there was a moderate amount of progression with those participants whose highest prior qualification was at Level 1 being most likely to show progression (Table A.19).

[20] Tables A.9, A.10, A.11, A.14 and A.15 appear to indicate clear differences, but the low cell sizes for some areas meant it was not possible to conduct rigorous significance testing.

3.7 Contact with Personal Advisers

The majority (95%) of those interviewed reported that they had been assigned a Personal Adviser[21]. Overall, of these, over a third (35%) had some contact with their PA, either by telephone or face to face, at least once a week. A further 45% reported contact at least once a month (Table A.21).

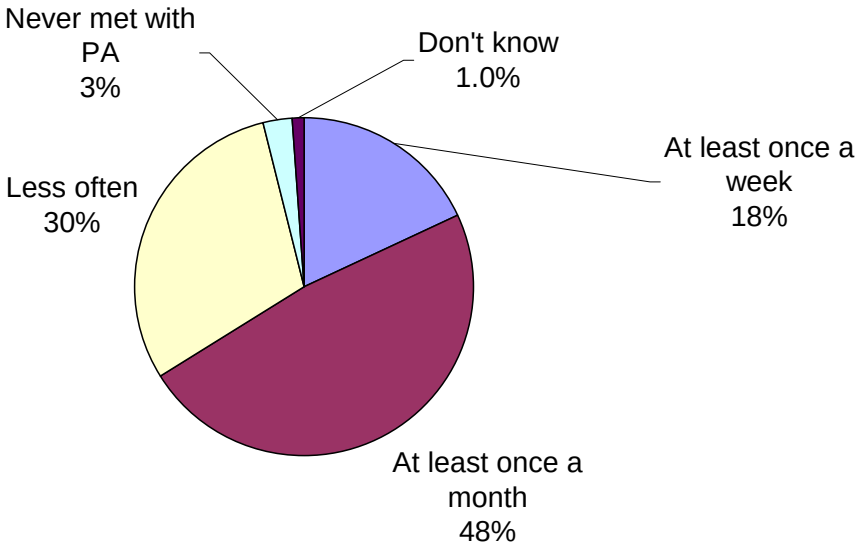
There were no significant differences in amount of contact according to gender, age or GCSE achievement.

Both face-to-face and telephone contact occurred regularly, with telephone contact being slightly more frequent (Figures 3.6 and 3.7):

- 18% reported a face-to-face meeting with their adviser at least once a week, with a further 48% reporting contact at least than once a month but less than once a week;

- 29% had spoken to their PA on the telephone at least once a week, with another 39% reporting contact at least once a month but less than once a week (Table A.21).

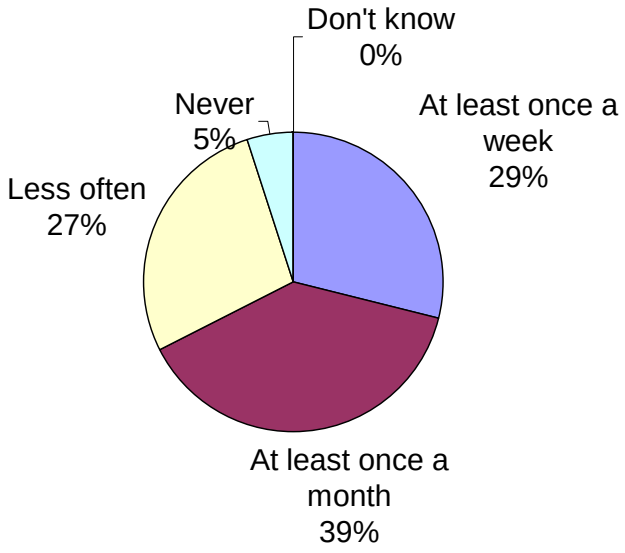
Figure 3.6 Face to face meetings with PA



Base = All participants (JWT sample): N=481 (24 cases missing – not aware of being assigned PA)
Source: Table A.21

[21] Evidence from the AA evaluation suggests that those who did not report having an adviser may in fact just not have recognised the term 'Personal Adviser'. See AA Final Report Section 3.3

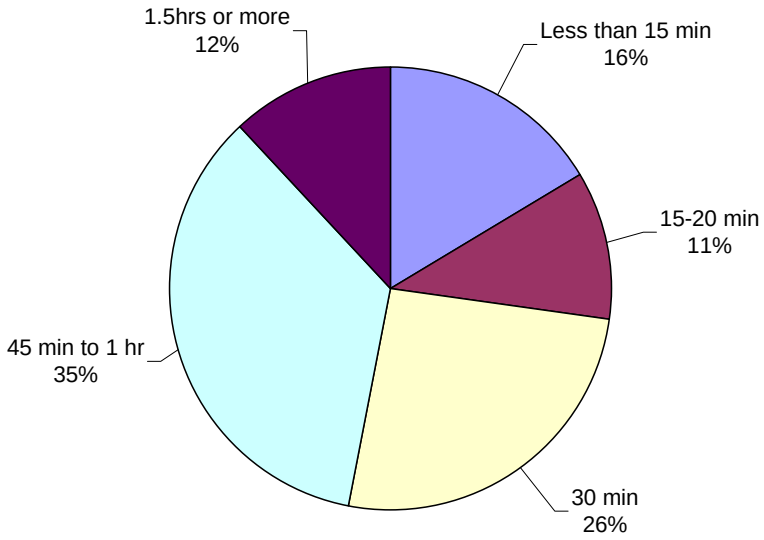
Figure 3.7 Telephone contact with PA



Base = All participants (JWT sample): N=493 (24 cases missing - not aware of being assigned PA)
Source: Table A.21

Participants in the follow-up survey were asked how long, on average, they normally spent talking to their PA each time they met or spoke on the phone. Most reported spending somewhere between 30 min and 1 hour talking with their PA (26% said 30 minutes, 35% between 45 min and 1 hour). 27% reported spending 20 minutes or less, but 12% 1½ hours or more (Figure 3.Table A.22). Most follow-up survey respondents appeared to be content with the length of time they had spent talking to their PA, although 23% said they would have liked more time to have been available for them to talk with or meet their adviser (Table A.22).

Figure 3.8 Approximate length of time spent talking to PA at each meeting (Follow-Up Survey)



Base = Follow-Up Survey: all participants (missing 9 cases) (N=190)
Source: Table A.22

Follow-up participants were also asked whether their PA had done a range of things during their time on LAP:

- Most participants had received a full range of support from their PA including completing a Learning Agreement (78%), talking about choice of courses (80%), future careers (84%) or finding place on a suitable course (85%).

- PAs had also provided more general advice (87%) as well as support with study skills (69%).

- 70% had received actual help with applying for a course, but only 30% had actually been accompanied by their PA when visiting a college or training provider (Table A.22).

- 67% said their PA had spoken to their employer whilst they were on LAP (14% once, 51% more than once).

Usefulness of contact

Most participants in the main survey appreciated their contact with a PA: 45% said it was "very useful" and a further 37% "fairly useful" (Table A.19). Respondents to the follow-up survey were generally more positive about their PA with 59% responding that contact had been "very helpful" and 36% "fairly helpful" (Table A.22).

In the main survey, usefulness of contact was related to the amount of contact: In general, the more frequent the contact, the more likely the young person was to have reported that it was "very useful". However, for some young people, too much or too little contact appeared to have led to a more negative response: 6% of those with contact every week, and 10% of those with contact less than once a month, said that contact was "not at all useful". This

compared to only 1% of those with contact less than once a week but more than once a month (Table A.23).

The process and programme theory evaluation demonstrated that LAP advisers had been important in retaining young people on LAP (Maguire et al 2008 and Johnson et al, 2007). However there is no evidence from the quantitative study to suggest that there was a relationship between the amount of contact with a PA reported by the young person and whether they successfully completed a qualification.

Appreciation of the PA's support by LAP participants was lower than for AA participants, 63% of whom said that it was "very helpful" while a further 28% said that it was "fairly helpful". However the wider evaluation has demonstrated that the role of the PA on the LAP very different to AA, particularly because LAP participants were in work and often required less intensive support than those on the AA (where 82% of participants met their PA at least once a week).

3.8 Employer Engagement

Three quarters (77%) of LAP participants in the main survey reported that their employer was aware of their involvement in LAP, suggesting that in 23% of cases the participant did not think their employer was aware of LAP. This is higher than official MI figures which indicated that 16% of LAP agreements were not signed by the employer. The difference may be recall (some participants may have forgotten that their employer was aware) or in interpretation (an employer signing the LAP agreement when the participant started the programme is different from the young person believing their employer had an on-going awareness of their participation in the scheme).

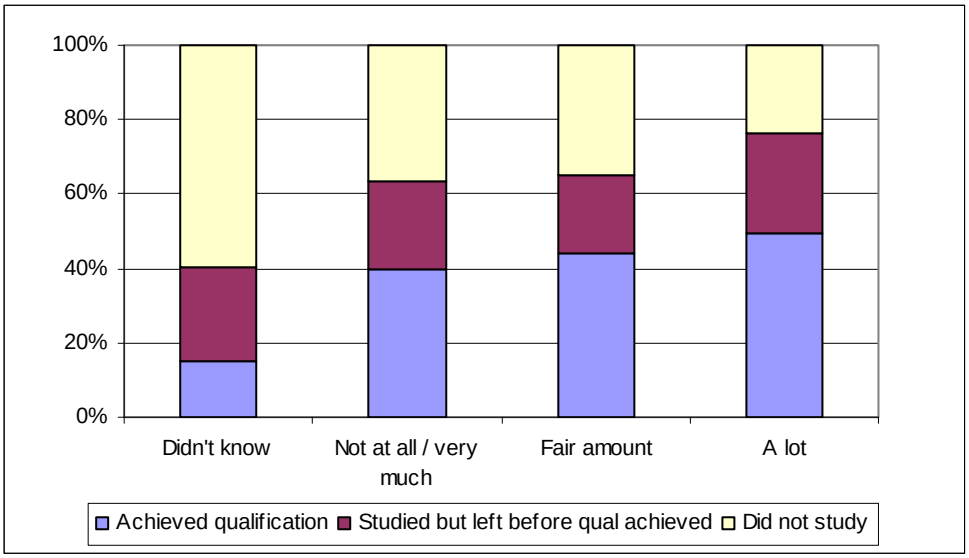
Overall, where respondents said their employer was aware of their involvement, employers seemed to support LAP:

- Of those whose employer was aware, 40% said they received "a lot" of support and 29% "a fair amount".

- However, around a third did not feel they had received much, if any, support from their employer (14% "not very much", 17% "not at all") (Table A.24).

Evidence from the process and programme theory evaluation (Maguire et al 2008 and Johnson et al 2007) indicated that young people who had support from their employer as well as PA support were reported to have higher retention and completion rates. The survey data supported this finding: those whose employers did not know about LAP, or who did not offer much support, were much less likely to have successfully completed a qualification (Figure 3.9).

Figure 3.9 Employer support and LAP progress (all finished LAP)



Base = All who had finished LAP (N=321)
Source: Table A.24

The follow-up survey asked participants more about the involvement of their employer. Overall 79% of follow-up participants said their employer knew about LAP, but employers varied in their level of engagement:

- 41% said their employer knew “a lot” about LAP and 37% “a little”;
- 58% of employers had signed a Learning Agreement;
- 36% had been involved in helping to decide the sort of learning or training the young person did as part of the scheme (21% “a lot”, 15% “a little”).

Only 19% of follow-up respondents who said their employer did not know about LAP or only knew a little (10% of all follow-up participants) said they had actively tried to avoid telling their employer.

3.9 Perceived value of LAP

Young people were asked what they felt were the most useful things about taking part in LAP (Figure 3.10)[22].

- The opportunity to gain qualifications and skills was the most commonly mentioned factor (37%).
- The opportunity to combine study with a job also seemed to be valued (27%), along with the opportunity to gain more confidence/experience (18%).
- Advice and support also seemed to be appreciated: 14% mentioned specific help/support from Connexions, and a further 15% referred more generally to help finding a course or training scheme (Table A.25).

[22] This was an open question and respondents were not given any prompts for answers. Spontaneous answers were coded to a pre-determined code frame by the interviewer (or editor in the office).

There were no significant differences in perceived value of LAP according to gender, age or GCSE attainment.

Figure 3.10 What was useful about LAP

	Total
	%
Qualifications / skills	37
Could study and do job together (inc took place at workplace)	27
More experience / confidence	18
Help to find course / training scheme	15
Advice / support from Connexions	14
Help finding job / future career	12
Money	11
Meeting new people	1
Other	7
Don't know / Nothing	16
Weighted base	*357*
Unweighted base	*493*

Base: All participants (JWT sample). 10 cases missing data.

Source: Table A.25

Respondents could give more than one answer - percentages sum>100%

3.10 Conclusions

Most young people who took part in LAP appeared to be motivated by the support offered, either to find education/training opportunities or further their career. The opportunity to combine work and study was also an important feature. Importantly, these same factors were also mentioned as the perceived benefits of LAP, indicating that, for many participants at least, their experience may have met their expectations.

The offer of payment appeared to have a marginal effect on decisions to take part as only 17% of young people in areas with payments spontaneously mentioned this as a motivating factor.

Those interviewed varied by how far they had progressed through the LAP scheme by the time of the survey interview and what the outcome had been. Not all those who had left LAP had achieved qualifications. The reasons reported for this support findings from the process study which indicated that problems with provision, particularly early on in the pilot, had affected participants' experience of the scheme.

There was a mixed picture of qualification progression under LAP as many of those studying already held qualifications of the same level as the qualification they were studying.

The evidence on qualification achievement was positive as the minority of participants who had completed their qualification by the time of the survey interview had generally passed.

Contact with Personal Advisers was central to participants' experience of LAP. Contact was frequent (generally more than once a month and often every week), although, overall, less frequent than that experienced by AA participants[23]. Most participants said that meetings with their PA were useful and perceived usefulness was greater where contact was more frequent.

Support from employers was also an important factor. For the majority of participants whose employers knew about their participation in LAP, their support appeared to be a positive benefit. However, there were those whose employers did not know about LAP or did not offer much support, and this did appear to affect participants' progress on the scheme. This important finding is supported by evidence from the process study, which also showed that it was those young people who had career aspirations which were not related to their current jobs who were least likely to tell their employer they were participating in the scheme. This may indicate the need for extra support for those who participate in LAP with a view to a change of career path.

[23] See AA Final Report Section 3.8

4 LAP PAYMENTS AND EXPENDITURE

4.1 Key findings

- ***Payments were received by most, but not all in payment areas:***
  - 69% of those who had finished LAP in payment areas had received payment, 31% had not received any payments.
  - Those who had not studied were less likely to have received a payment.
- ***There was considerable variation in the amount of payment received:***
  - 31% of those who had finished LAP had received the maximum payment of £250.
  - Many of those who received less than this amount were those who did not complete their courses.
- ***Nearly all payments were made electronically:***
  - Only 14% of participants in Variant 1 areas and less than 1% of participants in Variant 2 areas were paid by cheque.
- ***LAP money was typically put towards a range of practical necessities, personal needs (and potentially treats), and household expenses:***
  - Most commonly mentioned uses were travel (57%), clothes/shoes (50%), entertainment and leisure (50%) and contributing to housekeeping or rent (42%).
- ***Young people had mixed views about whether payments had been an important factor in their decision to take part:***
  - Just under half of young people (48%) said they definitely would have taken part in LAP even without payments and 38% said they would have done so.
  - 10% said they probably would not have taken part if payments were not on offer and 5% said that they definitely would not have done so.

4.2 Introduction

This chapter looks in more detail at the experiences of young people living in areas where payment was offered in return for participation in LAP.

Two different variants of payment were offered as part of LAP:

- Variant 1: A bonus was paid directly to the young person
- Variant 2: In addition to the bonus paid directly to the young person, employers received wage compensation

This chapter explores how many young people reported receiving payments and how much they received. It then looks at mode of payment, what participants used payments for and their views of payment. Differences between variants and between areas within variants are assessed where possible.

4.3 Receipt of payments

Those who had finished LAP

Of the 264 young people interviewed in payment areas who had finished LAP, 67% said they had received LAP payments and 31% said they had not received any payments (Table A.26).

Payment was linked to studying for a qualification: only 87% of participants who had studied for a qualification received a payment, compared with 43% of those who did not study. The process evaluation indicated that receipt of payments by young people who did not study is due to sign up arrangements. At the outset, many young people who signed up were given a bonus but since there was often a lag between sign up and starting training many left LAP without starting a course. Latterly, many areas switched to paying the first bonus to when training actually started (Maguire et al 2008) (Table A.26).

13% of participants said they had studied for a qualification but also reported not having received payment (Table A.26).

When asked how much they had received, the most common response (31%) was £250, the maximum amount available. 28% reported they had received only £50. (Table A.26).

There were no obvious differences between Variant 1 (bonus payment only areas) and Variant 2 (Table A.28).

Those still on LAP

Of the 128 young people interviewed who were still on LAP in payment areas at the time of the first interview:

- 9% said they had received all the money due to them;
- 58% had received some payment with some still due;
- 15% had received no money so far, but were aware that they were due more payments;
- 10% had not received any money and said that no more was due (Table A.27).

Overall, the most common partial payment was £50 or £100 (39% and 18% respectively). Those who were expecting further payment most commonly reported they were due £200 or £150 (30% and 19% respectively) (Table A.27).

10% of those still on LAP had not received, and were not expecting to receive, any payment, and 12% were not sure how much (if any) more they were due to receive (Table A.27).

Participants who were still on LAP but said they had not yet started a qualification tended not to have received any money (although numbers were too low for this group for definitive conclusions to be drawn) (Table A.27).

There were too few cases to draw firm conclusions about any differences between variants or areas (Table A.28).

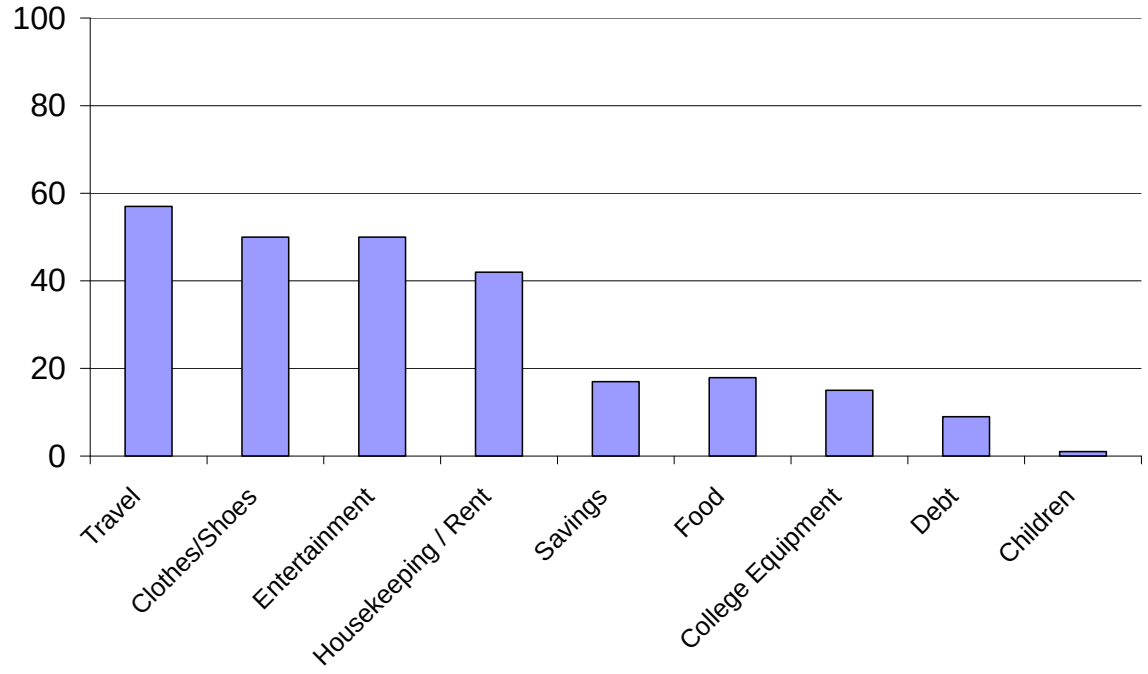
4.4 Delivery of payments

The level of electronic delivery of payments was high: Nearly all of those receiving payments (90%) had the money transferred directly into their bank accounts. Only 14% of participants in Variant 1 areas (bonus payment only) and less than 1% of participants in Variant 2 areas (bonus and wage compensation) reported payment by cheque. Less than 1% of participants in payment areas were paid in cash (Table A.29).

4.5 Use of payments

The most common uses for payments were travel (57%), clothes / shoes (50%) and entertainment and leisure (50%). 42% reported spending LAP money on contributions to housekeeping or rent. (Figure 4.1 and Table A.29). There were no obvious differences between variants (Table A.17).

Figure 4.1 What LAP payments were spent on



Base = All who received payment: N=289
Source: Table A.29

4.6 Views of payments

Participants in payment areas were asked whether they would still have taken part in LAP if payment had not been available. Just under half (48%) said they definitely would have taken part anyway and a further 38% said they probably would have taken part (Table A.29).

However, payment does seem to have had some impact on a minority of participants: 10% said they probably would not have taken part if payments had not been on offer and a further 5% said that they definitely would not have taken part (Table A.29).

Views of whether would have taken part without payment differed slightly by parental income, with those from lower income households being less likely to say they would have taken part if payments had not been available. However there were too few cases to test for statistical significance (Table A.30).

4.7 Conclusions

Alongside personalised support and access to education and training provision, in the 2 variant areas where they were paid, payments for participation were an important facet of the LAP programme. However, evidence from this chapter and the process study suggests considerable variation and complexity in the implementation of LAP payments and how they were experienced by participants.

Overall, young people had mixed views about whether payments had been an important factor in their decision to take part. It appears that for many, the attraction of factors such as personal help in arranging courses or advice regarding their future career may have been enough to motivate them to take part. However, there is also evidence that payments were an important factor for a substantial minority.

Most, but not all, participants interviewed in payment areas reported that they had received some payment as part of LAP. For some, lack of payment was related to not having studied, or not successfully completing a course. However there do appear to be a minority of others (13%) who had come to the end of their studying as part of LAP but had not received (or were not aware of having received) a payment.

The amount of payment that young people reported they had received as part of LAP varied considerably from person to person. This is partly accounted for by those who failed to complete courses not receiving full payment, but also potentially points to variation in implementation of LAP on a case by case basis.

There was less variation in how payments were made, with nearly all payments being made electronically direct into respondent's bank accounts except for 10% or so (mainly in Variant 1 areas) who received payment by cheque or cash. If those young people were paid by cheque or cash because they were not able to receive direct bank payments, this would be a significant finding to be taken into account in the planning of any further schemes involving payment to this group.

5 THE IMPACT OF LAP ON PARTICIPANTS

5.1 Key findings

- Participation in LAP appears to very significantly increase the rate of studying for qualifications, with at least 31%of participants studying who otherwise would not have. It is very clearly *not* the case that LAP only attracts those who would have taken up studying anyhow.

- We estimate that LAP has a smaller, but still positive, impact on employment patterns, with 11% of participants being employed in work with in-house training who otherwise would not be.

- Of the three variants of LAP, Variant 3 (agreement only) appears to have been the least successful. The take-up rate was lower than average under this variant, and for those who did take up an agreement only 23% took up studying who otherwise would not have (compared to 30% for Variant 1 (bonus payment) and 38% for Variant 2 (bonus plus wage compensation)).

- Overall, the impact of LAP on studying and employment appears to have been slightly greater for young men than for young women, and for older LAP participants (those aged 17 and over). The impacts on training within employment are slightly higher than average for those leaving school with at least one grade A*-C GCSE qualification.

- In terms of attitudes and aspirations, there are also small but positive LAP impacts. LAP appears to make further studying an attractive prospect for around 11% of participants. About 9% of LAP participants claimed that ‘in looking for a job I am more concerned to find one with training than one that pays best’ who, without their Learning Agreement, might have said otherwise.

- Asking LAP participants themselves what the impact of LAP had been, 47% said they would not have been able to study for a qualification while working without LAP.

5.2 Introduction

In this chapter we address the question of whether LAP is successful in engaging young people in learning. The key question is whether learning undertaken as part of LAP is additional to learning that would have taken place without the pilot. Or, put another way, we look at the evidence that LAP was successful in attracting young people who would not have taken up learning or training otherwise. In addition we examine whether LAP has an impact on short-term employment patterns, on aspirations for the future, and on attitudes towards learning and employment.

The impact of LAP has been looked at in two ways. Firstly, we have looked for evidence that LAP changes the experiences of participating JWT young people. This addresses the question of whether activities undertaken as part of a Learning Agreement are genuinely different to those that would occur under standard arrangements.

Secondly we have examined whether, after finishing an agreement, there is any evidence that the subsequent activities and attitudes of young people are changed as a consequence of their participation. However the sample size of participants for whom we have post-LA data of more than a few weeks is very small (there are just 65 participants for whom we have three months of post-LA data) so the findings on this are very tentative.

5.3 How impact is measured

To measure the impact of LAP it is not sufficient to observe the pattern of behaviours for participants. It is also necessary to estimate what those behaviours would have been if LAP had not been available, so that the 'added value' of LAP can be assessed. This means that participants have to be compared with a comparison group of young people who did not take up a Learning Agreement.

The identification of a suitable comparison group is not a straightforward task. The details of the approach used for the evaluation of LAP are included in Appendix C, but the basic idea is that the group of those taking up a Learning Agreement in one of the pilot areas have been matched to young people in non-LAP comparison areas who had very similar characteristics to the LAP participants. That is, the comparison group match the participant group in terms of characteristics such as sex, age, qualifications on leaving school, and employment and training undertaken since leaving school. The aim of the matching is to ensure we are comparing LAP participants with a group of JWT young people in other non-pilot areas who are, on average, very similar to the LAP participants but who experience standard services only.

Having identified a suitable comparison group, the measurement of impact is straightforward: it is simply the rate of (positive or negative) outcomes for LAP participants minus the rate for the comparison group. For example, if 19% of participants take up work-based training and 16% of the comparison group do, then the estimate of impact is 3 percentage points (that is, 19% minus 16%). The interpretation of the 3 percentage points is that 3% of participants take up work-based training who otherwise would not have.

In interpreting the impacts we present in this chapter it is important to recognise that the evaluation of LAP was carried out over a relatively short period of time, so impacts are necessarily 'short-term' impacts. Indeed most of the impacts we describe are impacts that occur *during* the period of the Learning Agreement: we have described these as 'impacts on the experiences of JWT young people'. We have also attempted to estimate impacts in the three month period after leaving an Agreement, but our sample size is very small here so these estimates of impact are very imprecise.

In the sections that follow we look, in turn, at the impacts of LAP on educational and employment outcomes, and then on attitudes towards learning and work. Note that all outcomes are self-reported by young people during a survey interview, and some depend on quite detailed recall questions. So there will not always be an exact match between the outcomes we report here and those recorded by programme staff.

Towards the end of the chapter (Section 5.8) we look at LAP impact from the perspective of LAP participants themselves.

This chapter concentrates on the 'overall' impacts of LAP, although a summary of impacts across LAP variants and sub-groups of young people in terms of sex, age and prior qualification levels is included. The tables on which this summary is based are included in Appendix B.

5.4 The impact of LAP on the experiences of JWT young people

In this section we look at how the experiences of participants on LAP during a 12 month reference period that covers the time on LAP differ to the experiences of the comparison (or 'standard arrangements') group[24]. The period covered includes the period on the Learning Agreement, so many of the differences between the participant and comparison group will be directly attributable to LAP activities during the Agreement.

The intention of the analysis here is to quantify the extent to which the experiences of LAP participants over the 12-month period differed from what those experiences would have been without LAP. (The interpretation of the comparison group here is that it gives an indication of what the same period would have looked like for participants if LAP had not been available.) A range of outcome measures have been examined, reflecting the range of experiences that LAP might be expected to influence over the period:

- **Studying for a qualification**

  Any study towards a qualification during the reference period, and, for those studying for more than one qualification, coded to the highest level.

- **Work-based training**.

  Any work-based training undertaken during the 12-month reference period. That is, Entry to Employment, Apprenticeships, the New Deal and other government-supported training.

- **Other paid work (most recent job)**

  Excluding those who entered work-based training, others who were in work during the reference period have been divided into four mutually exclusive categories according to the type of occupation (non-elementary or elementary[25]) and whether or not it had in-house training, as follows:

[24] Note that we cannot easily focus in on impacts on activities *during* LAP because variation in the LAP duration means that an equivalent duration cannot directly be imposed on the comparison group.

[25] Elementary occupations are those occupations with a Standard Occupational Coding of 9 (summarised by the ONS as occupations that do not require formal educational qualifications but will usually have an associated short period of formal experience-related training). For the purposes of the evaluation we have defined in-work training as any work that includes training through classes, seminars or tutorials, or any work where the employer pays (in full or in part) for external study.

- those entering non-elementary occupations with in-work training;
- those entering elementary occupations with in-work training
- those entering non-elementary occupations with no in-work training;
- those entering elementary occupations with no in-work training.

These categories are based on the most recent job.

- **Voluntary work.**

  Self-defined by survey respondents. Any voluntary work done during the reference period is included.

- **Self-reported personal development activities**.

  Survey respondents were asked whether they had done any courses or activities relating to skills or personal development. Examples were given to illustrate what was meant: confidence-building, basic skills activities such as writing skills, or skills for employment such as CV writing. Any activities that respondents recalled that took place within the reference period have been included here.

Figure 5.1 below shows the differences between the participant and comparison groups on each of these outcome variables. Significant differences[26] between the participant and comparison groups are marked with an asterisk.

Figure 5.1 Participation in education and employment related activities within the one year reference period

Base Description: All participants

	Participants	Comparison group	Difference
	%	%	
Studying for a qualification	60.7	29.8	30.9*
Of which:			
Level 4	*0.2*	*0.2*	*0.0*
Level 3	*10.5*	*8.5*	*2.0*
Level 2	*21.4*	*12.9*	*8.5**
Level 1	*20.9*	*5.9*	*14.9**
Level unknown	*7.8*	*2.3*	*5.5*
Work-based training	19.1	16.4	2.7
Other work - with in-house training	32.6	22.1	10.6*
Of which:			
non-elementary occupation	*26.3*	*16.1*	*10.2**
Elementary occupation	*6.3*	*5.9*	*0.4*
Other work - without in-house training	45.7	56.1	-10.4*
Of which:			
non-elementary occupation	*24.3*	*31.1*	*-6.8**
Elementary occupation	*21.4*	*25.0*	*-3.5*
Voluntary work	7.3	6.0	1.3
Personal development activities	10.3	7.1	3.2*
Bases (weighted)	*490*	*490*	
Bases (unweighted)	*490*	*2996*	

As might be expected, the greatest impact of LAP is on the rates of studying for qualifications. During the 12 month reference period 61% of LAP participants reported having done some studying towards a qualification, and we estimate this percentage would have been just 30% without LAP. This means that 31% of participants were encouraged by LAP to take up studying who otherwise would not have.

[26] That is, differences that on a statistical tests are shown to be significantly different to zero. We have based all tests on a 10% significance level rather than a conventional 5% test because most observed impacts are small yet the sample size is too small to allow for many of the smaller impacts to be detected with a 5% test. Using a 10% significance level does however increase the risk that some differences that are essentially due to sampling error are interpreted as real impacts.

This impact of 31% may in fact be a slight underestimate because some studying under LAP will have occurred outside of the reference period and so be uncounted. (We estimate (see Section 3.5) that around 65% of LAP participants do some studying as part of that participation, which is slightly higher than the 61% doing studying during the reference period. Assuming that all of the 4% of participants who do training under LAP outside of the reference period would not have done any training without LAP, then the impact of LAP *could* be as high as 35%.)

This overall impact on studying of 31% is driven predominantly by large impacts on studying for Level 1 and 2 qualifications. LAP does not impact greatly on the prevalence of studying at higher levels.

There was a smaller, but nevertheless positive, impact on training within a job. Around 11% of LAP participants were found to be in employment with in-house training who otherwise would not have been (the assumption being that this 11% would either have been NEET or in work without training).

There was also an indication of possible impact on work-based training (that is Entry to Employment, Apprenticeships, the New Deal or other government-supported training) as around 19% of LAP participants engaged in this during the 12-month reference period compared with 16% of the comparison group. However, this 3 percentage point difference was not significant.

On the other side of the coin, LAP appears to have reduced the percentage of JWT young people in employment without training by about 10 percentage points. That is 10% of LAP participants who would have been in work without training are doing other things (which might be work-based training, a job with training, or studying).

We also estimate there to have been a 3% impact on the rate of personal development activities: 10% of LAP participants state that they have done personal development activities, and we estimate this would have only been 7% without LAP.

There is no detectable impact on the rate of volunteering, the rate of volunteering being only slightly higher amongst participants than amongst the comparison group.

In summary, participation in LAP appears to very significantly increase the rate of studying for qualifications (with at least 31% of participants studying who otherwise would not have). It is very clearly *not* the case that LAP only attracts those who would have taken up studying anyhow. Over and above this, LAP has a smaller, but still positive impact on employment patterns, with a further 11% being employed in work with in-house training who otherwise would not be.

Appendix B examines the impact of LAP by variant and by sub-group of participant (based on sex, age and school leaving qualification level). The aim of the sub-group analysis to establish whether LAP had more, or different, impact on some groups of JWT young people than on others. However much of the analysis within groups is hampered by small sample sizes. So, many apparent differences in impact across sub-groups will not be significant on a formal statistical test. But some apparent differences and trends across groups do arise, and these are commented on below.

By variant

It appears that Variant 3 (agreement only) is less successful in increasing studying rates than either of the other two variants (bonus payment, and bonus plus wage). We estimate that just 23% of participants under Variant 3 studied for a qualification during the reference period who otherwise would not have, compared to 30% for Variant 1 and 38% for Variant 2.

In compensation, Variant 3 appears to be slightly more successful than the other two variants at moving JWT young people into work-based training: we estimate that 9% of Variant 3 participants entered work-based training who otherwise would not have, compared to under 2% for the other two variants. Variant 2 appears to have particularly successful at encouraging employment with in-house training, with 17% of Variant 2 LAP participants falling into this employment category who, without LAP, would not have. This may be a direct impact of the wage compensation element under Variant 2.

Coupled with the fact that the rate of take-up of LAP was lower under Variant 3 than under either of Variants 1 and 2, the natural conclusion is that Variant 3 was the least successful of the three Variants. (The estimated take-up rates were 13.9% for Variant 1, 7.3% for Variant 2, and 4.3% for Variant 3 - see Appendix E for an explanation of how these are calculated.)

Sex

Overall, the impacts of LAP appear to be slightly greater for young men than for young women, with 35% of young men studying for a qualification as a direct result of LAP, compared to 26% of women, and with 17% of young men entering either formal work-based training or employment with in-house training as a result of LAP, compared to 9% for young women.

Age

The differences by age are less marked than those by sex, but the data suggests that the impact of LAP on studying was slightly greater for those aged 17 or older than for those aged 16. (33% of LAP participants aged 17 and over were found to have studied for a qualification who otherwise wouldn't have, compared to 27% for 16 year olds.)

Qualifications on leaving school

In terms of qualifications there is evidence that LAP was most successful at increasing the moves into employment with an element of in-house training for those young people who left school with at least one grade A*-C GCSEs). For this group around 13% entered work with in-house training who otherwise would not have, compared to less than 6% for those leaving school with no grade A*-C qualifications. In contrast, the impact of LAP on rates of studying did not differ by school-leaving qualification level: irrespective of the qualification level, around 30% of LAP participants studied for a qualification who otherwise would not have.

5.5 The short-term impact of LAP after participation

In principle it would also be of value to study the impact of LAP after a Learning Agreement is complete. This proved possible in the evaluation of AA, at least for very short-term post-participation impacts of three months, because the sample size of participants for whom we had post-participation data was reasonably high. For LAP however the sample size of those who completed their Learning Agreement at least three months before the survey interview is very small: just 65. So for LAP we, unfortunately, cannot say anything definitive about post-participation impacts.

Nevertheless, what an examination of the 65 participants does *suggest* is that, *relative to their comparison group*:

- Post-participation, 34% of participants were studying for a qualification, and we estimate it would have been around 23% without LAP (an impact of 10%).

- This impact on qualifications occurs mainly because of an uptake of Level 1 qualifications. (Post-participation, 11% of participants were studying for a Level 1 qualification, and we estimate it would have been about 5% without LAP. (Note, though, that this difference is not statistically significant)).

We found no differences between the participants and their control groups on any of the other outcome variables measured (work-based training, paid work, voluntary work, and personal development activities) though it's worth noting that because of the small sample size we were unlikely to be able to detect any small to moderate impact.

So it appears that the impact of LAP continues after the programme's end. We would stress that the fact that these estimates are based on extremely small sample sizes means that the estimated impact should be treated as very approximate.

5.6 The impact of LAP on attitudes towards the future, learning and work

As well as the 'hard' outcome measures around employment and education the evaluation survey also included a range of attitudinal and expectation questions. The same questions were asked of the comparison group as participants, so the responses given by the comparison group can be taken as indicative of the attitudes/expectations that participants would have held if LAP had not been available to them.

The questions divide into four main groups.

Expectations for the future

Survey respondents were asked to say what they expected to be doing a year hence. Most expected to be in work (around 82% of LAP participants), but this was no greater amongst LAP participants than in the comparison group, suggesting that LAP has no impact on general employment expectations.

However, 36% of LAP participants said they expected to be in education of some form, and this was 11 percentage points higher than the comparison group. So it appears that LAP has made further studying an attractive prospect for around 11% of participants.

Attitudes to learning

Turning to more general attitudes to learning, Figure 5.2 shows participant attitudes to a range of statements about learning relative to the comparison group.

For these measures, the impacts of LAP are somewhat smaller although it is still the case that LAP appears to generate *slightly* more positive attitudes to learning. For instance, although 40% of LAP participants agreed with the statement that 'earning money is more important to me than staying on in education', we estimate this percentage would have been 46% without LAP.

Figure 5.2 Attitudes to learning

Base Description: All participants

	Participants	Comparison group	Difference
Statement	% agree	% agree	%
I'm not interested in doing any learning	9.7	15.1	-5.4*
Learning is only worth doing if there is a qualification at the end of it	51.0	46.3	4.7
You need to have qualifications in order to have a job worth having	42.6	41.8	0.8
The skills you need at work can't be learned in a classroom situation	42.4	46.3	-3.9
I couldn't afford to continue studying after year 11	23.1	23.2	-0.1
Earning money is more important to me than staying on in education	40.1	45.7	-5.6*
Bases (weighted)	*490*	*490*	
Bases (unweighted)	*490*	*2996*	

Attitudes to work

Finally, Figure 5.3 compares LAP participants with their comparison group on three 'attitude towards work' statements. Two out of the three statements show no LAP effect, but interestingly, around 9% of LAP participants claimed that 'in looking for a job I am more concerned to find one with training than one that pays best' who, without their Learning Agreement, might have said otherwise.

Figure 5.3 Attitudes to work

Base Description: All participants

	Participants	Comparison group	Difference
Statement	% agree	% agree	%
In looking for a job I am more concerned to find one with training than one that pays best	61.4	52.6	8.8*
I am prepared to take any job I can do	57.2	56.7	0.5
Once you've got a job it's very important to hang on to it even if you don't really like it	58.2	58.3	-0.1
Bases (weighted)	*490*	*490*	
Bases (unweighted)	*490*	*2996*	

5.7 The relationship between impact and LAP participation rates

The evaluation study was initially designed to allow for impacts of LAP measured across the whole of the eligible JWT population to be estimated, with outcome data being collected for both non-participants in pilot areas as well as for participants. However, we have concentrated on impact on participants in this report, primarily because impacts measured on those directly affected by a programme are easier to interpret.

Nevertheless, the interpretation of the impacts on participants we have presented in this chapter have to be judged alongside 'reach' of the programme: a programme that has modest impacts on participants but that has high take-up being, arguably, more effective than a programme with high impact on participants but low take-up.

The take-up or participation rate for LAP is, however, rather difficult to estimate, primarily because JWT young people were only offered LAP if they were eligible for LAP at the time they were contacted about it. However, the evaluation has concentrated on a broader group of young people who were known to be JWT during a pre-defined period, which may or may not correspond to the period during which contact was made. Indeed, in the evaluation survey, around 68% of those who were JWT based on the evaluation criteria claimed not to be aware of LAP, and it is probably safe to assume that many of these were not informed of LAP because they were no longer JWT when contacted. Nevertheless, based on the broad evaluation definition of 'eligibility' the take-up rate for LAP is around 8.5%.

Given that we estimate LAP to have increased rates of studying amongst participants by about 31%, the 8.5% participation rate suggests that the LAP pilot programme *overall* changed studying rates for around 3% of all JWT young people in the pilot areas (that is the programme brought about change for 31% of the 8.5% participants). In other words, around three in every 100 eligible JWT young people in pilot areas took up studying as a result of the introduction of the pilot.

5.8 Participants' perceptions of impact

In this final section we look at how LAP participants themselves perceive that the programme helped them. Questions on self-reported impact were asked during the small follow-up survey of participants (which took place, on average, nine months after the first interview), at which stage participants were asked to reflect back on how LAP had helped them. The bullets below summarise what participants reported:

- A majority (66%) agreed with a statement that the scheme helped them to find a suitable course to study.

- Participants were more divided over whether LAP had played an active role in enabling them to study whilst working: 48% agreed with the statement that "It would have been possible for me to study for a qualification while working without the LAP", 47% disagreed and 5% neither agreed nor disagreed.

- 42% agreed that LAP had helped them with their current job, but 73% said it would help them with jobs they would like to do in the future.

- 61% said LAP had made them want to study in the future, and 16% said LAP had helped them find the place on the course they were currently studying. 76% said they were more aware of opportunities for learning and training after doing LAP.

Overall, most follow-up participants had found LAP useful (34% very useful, 43% fairly useful). Most also seemed to have enjoyed the experience (21% said LAP had been “very enjoyable”, 53% “fairly enjoyable”).

Participants *appear* to attribute outcomes to LAP that are slightly more positive than the outcomes detected by the formal, comparison group, impact study. For instance, as noted above, 47% of participants thought they would not have been able to study whilst working without LAP. This figure compares with the impact study finding that just 31% of participants were studying for a qualification as a direct result of LAP. The difference may mean that some participants attribute their studying entirely to LAP whereas in fact LAP simply assisted them and they would have taken up studying without it.

5.9 Conclusions

In this chapter we have presented estimates of the impact of LAP on the experiences of LAP participants over a period of about 12 months during which they took up their learning agreement.

In summary, participation in LAP appears to increase the rate of studying for qualifications very significantly (with at least 31% of participants studying who otherwise would not have). It is very clearly *not* the case that LAP only attracts those who would have taken up studying anyhow.

Over and above this we estimate that LAP has a smaller, but still positive, impact on employment patterns, with around 11% being employed in work with in-house training as a direct result of LAP who otherwise would not be.

Of the three variants of LAP, Variant 3 (agreement only) appears to have been the least successful. The take-up rate was lower than average under this variant, and for those who did take up an agreement only 23% took up studying who otherwise would not have (compared to over 30% or more for Variants 1 and 2).

Looking across sub-groups of participants, the impact of LAP on rates of studying was greatest for young men and the slightly older LAP participants (those aged 17 and over).

In terms of attitudes and aspirations, there are also small but positive LAP impacts. LAP appears to make further studying an attractive prospect for around 11% of participants. And around 9% of LAP participants claimed that ‘in looking for a job I am more concerned to find one with training than one that pays best’ who, without their Learning Agreement, might have said otherwise.

Finally, asking LAP participants themselves what the impact of LAP had been, 47% said they would not have been able to study for a qualification while working without LAP. This is slightly higher than the formal impact estimate of 31%, which suggests that some young people perceived they were helped by LAP but nevertheless would have taken up study irrespective of LAP.

6 Conclusions

This section sets out the main conclusions of the quantitative evaluation of the Learning Agreement pilots. The evaluation used a robust comparison design, whereby the experiences of participants in LAP areas were compared with the experiences of similar young people in areas where standard support arrangements applied. This allowed estimation of the impact or 'added value' of LAP on outcomes for young people. As interviewed participants had typically started the programme within the preceding year, only short-term impacts of participation could be assessed.

The LAP was successful in encouraging young people to engage with learning. The impact of the programme was that 31% of participants took up studying who would not otherwise have done so. The impact evidence was supported by participants' own view as 47% reported that they thought they would not have been able to study while working without LAP.

This impact on learning was reflected in greater involvement with training as part of a job. An additional 11% had a job involving in-house training who would not have otherwise have had this experience. Conversely, the proportion of LAP participants who were in work without any training was 10% lower than it would otherwise have been. The impact on work-based training was greatest for men and those who had higher qualifications (five or more GCSEs at A*-C).

LAP also increased participants' awareness of learning opportunities and their motivation to study. Most participants said that LAP had helped them to find a suitable course to study, had made them more aware of opportunities for learning and training in the future and had made them want to study in the future.

Although the impact on participants was positive, the take up rate among the 16-18 JWT target population appears to have been quite low – roughly 8.5%. Thus, the 31% impact on participants' study would imply an impact on about 3% on study for the eligible population. This is only a rough estimate as it is not possible to verify what proportion of the JWT population will actually have been eligible at the point at which they were contacted to take part in the programme. Nonetheless, it is clear that many eligible young people were not reached by the programme as 68% of those who were classified as JWT in the interview claimed not to be aware of LAP.

There were problems of delivery of learning opportunities for a substantial minority of LAP participants. The research found that 39% of participants had not started study for a qualification by the time of interview. Reasons for this included problems finding or arranging a course and waiting for a course to be arranged or for it to start. These problems with capacity and flexibility of provision were an important limitation on the success of the programme, at least in the short-term.

Moreover, many participants who studied under LAP appeared to have studied a qualification that was at the same level or a lower level than their prior qualifications. This suggests a need for a greater focus on qualification progression in delivery of the programme.

The individualised support of Personal Advisers made a positive contribution to participation. Contact with PAs was quite frequent (generally more than once a month) and was perceived to be useful, with perceptions of usefulness being highest where the level of contact was highest.

Payments helped delivery of the programme in the areas where they operated. Although many participants said that they would have taken part without them, impacts were highest where payments were used. The proportion of participants who took up studying who would not otherwise have done so was higher in Variant 1 and 2 areas where payments were used (30% and 38% respectively) than in Variant 3 areas which operated with an agreement only (23%). However, participants in payment areas generally did not perceive that the payment was crucial as 84% said that they would have taken part anyway - this proportion was lower than for AA (75%), indicating that payments were less central for LAP than for AA.

Moreover, the relationship between studying and receiving payments was not always straightforward as in some cases payments were received even though provision of learning was delayed while in other cases participants reported completing study without receiving a payment.

Employers were generally supportive of LAP and there was evidence that the programme was most effective where their and the participant's needs coincided. Employers were generally aware of the scheme and broadly supportive of it, although few were actively engaged with it. Where employers were not informed about LAP, or were not supportive, rates of study and qualification attainment were lower. This mixed picture on employer engagement perhaps reflects the programme's focus on the learning needs of the young person which might not necessarily be aligned with the needs of their employer. Thus, a higher proportion of participants said that LAP would help them with jobs they would like to do in the future than said it would help them with their current job.

There were some similarities between the LAP and AA. In both programmes the role of Personal Advisers was positively rated, payments served to encourage participation and the programme achieved some positive impacts on activities that were in line with their objectives. Although there were some similarities between the young people covered by the two programmes, those JWT young people who were involved with LAP differed from the NEET participants of AA in that they had higher qualifications and lower levels of personal difficulties and required less intensive support.

In areas where both AA and LAP operated, 5% of LAP participants had also taken part in AA, so there was only a small amount of movement between the two programmes.

The evaluation leaves some unanswered questions about the quality of learning undertaken and the sustainability of impacts. We would hypothesize that the mediation of an adviser would help young people to make better choices about courses and that these might lead to better and more sustained employment outcomes. However, it would require a longer programme of research to address these issues.

Appendix A Results tables for chapters 2-4

Table A.1 Personal characteristics by participation

Column Percentages

	Participant	Non-participant	All JWT
Gender			
Male	54	63	62
Female	46	37	38
Age			
16	1	*	*
17	40	28	29
18	55	57	57
19	4	14	13
20	0	0	0
Relationship Status*			
Married / Living with partner	6	6	6
Single (inc div / sep)	94	94	94
Ethnicity*			
White	95	96	95
Asian	2	2	2
Black	0	1	1
Mixed race	1	1	1
Other (inc Chinese)	1	0	0
General Health*			
Very good	56	61	61
Fairly good	38	33	33
Fair	4	5	4
Bad or very bad	1	2	2
Longstanding Illness/Disability*			
Limits daily activities	3	4	4
Does not limit daily activities	3	4	4
No Illness / disability	94	92	92
Weighted bases	*357*	*3792*	*4149*
Unweighted bases	*493*	*3657*	*4150*

Base = All JWT pilot sample

** 1-3 missing cases (question not answered)*

Table A.2 Household composition by participation

Column Percentages

	Participant	Non-participant	All
Household Composition*			
Lives with parents	90	89	89
Lives with partner	4	5	5
Lives with other relatives	3	2	2
Lives with friends / others	*	2	2
Lives alone	3	2	2
Children			
Respondent has own children - living with them	2	3	3
Respondent has own children - living elsewhere	1	1	1
No children	97	96	96
Cares for sick / disabled person living with them			
Yes	4	4	4
No	96	96	96
Weighted bases	*357*	*3792*	*4149*
Unweighted bases	*493*	*3657*	*4150*

Base = All JWT pilot sample

** Missing 30 cases - household composition unknown.*

Table A.3 Family background by participation

Column Percentages

	Participant	Non-participant	All
Parental Education			
Degree level	10	9	9
Post-16 qualification	30	27	27
No known post-16 qualification	57	60	60
Missing	4	4	4
Parental Work			
No current work among parents	13	13	13
Current work among parents	87	87	87
Parental Occupation*			
Managerial and professional occupations	12	13	13
Intermediate occupations	20	21	21
Routine and manual occupations	66	64	64
Missing	2	2	2
Free School Meals in Y11			
Received free school meals	16	16	16
Did not receive free school meals	84	84	84
Weighted bases (1)	*305*	*2953*	*3259*
Unweighted bases (1)	*408*	*2887*	*3295*
Parental Benefit Receipt			
Child Benefit	46	49	49
Child Tax Credit	23	25	24
Working Tax Credit	17	19	19
Council Tax Benefit	17	13	14
Housing Benefit	14	11	11
Income Support	10	9	9
Incapacity Benefit or other disability benefit	15	14	15
JSA	3	2	2
State Pension	2	2	2
Other (inc. Carers, Bereavement and SMP)	2	3	3
None			
Weighted bases (2)	*183*	*1726*	*1909*
Unweighted bases (2)	*242*	*1702*	*1944*
Parental household income (inc benefits, before tax)			
Less than £200 per week	26	22	22
£200-£399 per week	25	25	25
£400-£599 per week	18	20	20
£600 per week or more	31	33	33
Weighted bases (3)	*157*	*1444*	*1601*
Unweighted bases (3)	*207*	*1433*	*1640*

Base (1) = All JWT pilot sample with parent/proxy interview

Base (2) = All JWT pilot sample with parent interview

Base (3) = All JWT pilot sample with parent interview and information on income

**Highest occupation of either parent - base excludes those not in work (N=3315)*

Table A.4 School attendance and GCSE attainment by participation

Column Percentages

	Participant	Non-participant	All
Attendance at school in Year 11			
Attended regularly	85	83	83
Attended but not regularly	10	12	12
Did not attend	5	5	5
Missing	0	*	*
Overall GCSE Attainment			
5+ GCSEs at A*-C	31	27	27
5+ GCSEs at A*-G (<5+ at A*-C)	51	47	47
1-4 GCSEs at A*-G	7	12	11
No GCSEs attained	9	10	10
DK GCSE results	2	5	5
English Language GCSE			
A*-C	36	34	34
D-G	50	45	45
Fail / not taken	11	14	13
Missing	2	8	7
Maths GCSE			
A*-C	31	30	30
D-G	56	51	52
Fail / not taken	11	12	12
Missing	3	7	7
Weighted bases	*357*	*3972*	*4149*
Unweighted bases	*493*	*3657*	*4150*

Base = All JWT pilot sample

Table A.5 GCSE attainment by participation

Column Percentages

	Male	Female	All Participants
Overall GCSE Attainment			
5+ GCSEs at A*-C	27	35	31
5+ GCSEs at A*-G (<5+ at A*-C)	52	50	51
1-4 GCSEs at A*-G	9	6	7
No GCSEs attained	9	8	9
DK GCSE results	3	1	2
English Language GCSE			
A*-C	27	48	36
D-G	57	42	50
Fail / not taken	12	10	11
Missing	4	1	2
Maths GCSE			
A*-C	31	31	31
D-G	54	57	56
Fail / not taken	11	11	11
Missing	4	1	3
Weighted bases	*191*	*166*	*357*
Unweighted bases	*255*	*238*	*493*

Base = All participants in JWT sample

Table A.6 Activities at time of interview by participation

Column Percentages

	Participant	Non-participant	All
Activities at time of Interview*			
Paid work	77	69	70
Work-based training	10	7	7
Education / study leading to a qualification	30	13	15
Voluntary work	2	1	1
Other training / personal development course	1	1	1
Looking for work or study	25	31	31
Taking a break from work / study	1	2	1
Looking after child(ren)	2	2	2
Looking after home / family	1	3	2
Inactivity because of illness / disability	1	1	1
Pregnancy	0	1	*
Waiting to start work	1	*	*
Waiting to start course	0	*	*
Nothing / every day activities only	0	*	*
Other training / personal development course	*	*	*
None	0	0	0
Main Current Activity			
Paid work	68	64	64
Work-based training	2	3	3
Education / study leading to a qualification	13	8	8
Voluntary work	0	*	*
Other training / personal development courses	1	*	*
Looking for a job, education or training place	13	20	19
Taking a break from work / study	*	*	*
Looking after your child or children	1	2	2
Looking after the home or other family members	0	1	1
Being inactive because of an illness or disability	1	1	1
Pregnancy	0	*	*
Waiting to start work	1	*	*
Waiting to start a course	0	*	*
Nothing/everyday activities	0	*	*
Other	*	*	*
Weighted bases	*357*	*3791*	*4148*
Unweighted bases	*493*	*3656*	*4149*

Base = All JWT pilot sample

**Participants could give more than one answer. Percentages sum to >100%.*

Table A.7 Job characteristics by participation

Column Percentages

	Participant	Non-participant	All
Employment Status*			
Employee	96	96	96
Self-employed	4	4	4
Contract type*			
Permanent	71	71	71
Temporary / fixed term / casual	29	29	29
Other	0	*	*
Training Scheme*			
Entry to Employment (E2E)	2	2	2
Apprenticeship	9	6	7
New Deal	2	1	1
Other government supported training	1	1	1
None of these	86	89	89
Working Hours			
Full time (30 or more hours a week)	69	74	73
Part time	31	26	27
Number of staff*			
1-24	59	55	55
25-499	36	38	38
500 or more	5	7	7
Responsibility for supervising others*			
Yes	11	13	13
No	89	87	87
Weighted bases	*351*	*3722*	*4073*
Unweighted bases	*487*	*3580*	*4067*

Base (1) = All JWT pilot sample - 88 missing cases (no job information)

**Up to 13 additional missing cases (item missing)*

Note: Characteristics are given for the main job at time of interview (71%, unweighted N=3364) or the most recent job if the respondent was not in work at the time of interview (27%, unweighted N=1310). Job details were missing for the remaining 2% (unweighted N=87).

Table A.8 Activities since school by participation

Column Percentages

	Participant	Non-participant	All
Activities since school*			
Paid work (inc work based training)	99	98	98
Study for qualifications	-	-	-
Voluntary work	11	9	9
Courses for personal development	18	10	11
Job seeking	94	91	91
Number of jobs since school			
0	1	2	2
1	39	38	38
2	34	33	33
3	18	17	17
4	6	7	7
5 or more	2	3	3
Weighted bases	*357*	*3792*	*4149*
Unweighted bases	*493*	*3657*	*4150*

Base = All JWT pilot sample

**Participants could give more than one answer. Percentages sum to >100%.*

Table A.9 Start and end dates by variant and area

Column Percentages

	Variant 1 - Bonus Payment				Var 2 - Bonus + Wage Comp.			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
Start Date												
Apr-Jun 2006	8	[16]	13	**11**	4	[17]	**5**	[33]	[6]	[6]	**10**	9
Jul-Dec 2006	26	[22]	22	**24**	23	[0]	**22**	[30]	[8]	[11]	**12**	22
Jan-Jun 2007	40	[43]	42	**41**	43	[12]	**41**	[34]	[39]	[23]	**33**	40
Jul-Dec 2007	16	[15]	20	**17**	20	[71]	**23**	[0]	[30]	[49]	**31**	21
Jan-Jun 2008	0	[0]	0	**0**	2	[0]	**2**	[0]	[4]	[0]	**2**	1
Don't Know	10	[3]	3	**6**	7	[0]	**7**	[3]	[14]	[11]	**11**	7
Still on LAP :												
Yes	37	[25]	27	**32**	44	[12]	**42**	[24]	[28]	[43]	**32**	34
No	63	[75]	73	**68**	56	[88]	**58**	[76]	[72]	[57]	**68**	66
Don't Know	0	[0]	0	**0**	0	[0]	**0**	[0]	[0]	[0]	**0**	*
End Date												
Jul-Dec 2006	5	[7]	15	**9**	8	[17]	**8**	[33]	[4]	[15]	**12**	9
Jan-Jun 2007	26	[35]	28	**28**	22	[0]	**21**	[7]	[14]	[14]	**13**	24
Jul-Dec 2007	21	[31]	25	**24**	21	[71]	**24**	[29]	[50]	[14]	**35**	26
Jan-Jun 2008	1	[0]	1	**1**	1	[0]	**1**		[3]	[3]	**3**	1
Still on LAP	37	[25]	27	**32**	44	[12]	**42**	[28]	[29]	[44]	**34**	35
Don't Know	10	[1]	4	**7**	4		**4**	[3]		[10]	**4**	6
Weighted base (1)	*110*	*[29]*	*68*	***207***	*80*	*[5]*	***85***	*[10]*	*[35]*	*[21]*	***65***	*357*
Unweighted base (1)	*166*	*[40]*	*105*	***311***	*79*	*[5]*	***84***	*[12]*	*[46]*	*[40]*	***98***	*493*

Base = All JWT participants

Table A.10 Duration on LAP by variant and area

Column Percentages/Mean

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
Length of time on LAP												
Less than 1 month	16	21	8	**14**	8	67	**13**	0	0	12	**3**	12
1 month	9	8	17	**12**	15	0	**14**	15	16	25	**18**	14
2-3 months	23	21	35	**27**	34	33	**33**	41	18	29	**25**	28
4-5 months	16	8	16	**15**	11	0	**10**	35	23	31	**28**	16
6-12 months	34	27	13	**25**	29	0	**26**	0	36	0	**20**	24
More than 1 year	2	14	10	**7**	3	0	**3**	8	7	3	**6**	6
Average duration	5	5	4	**4**	5	1	**4**	4	5	3	**4**	4
Weighted base	*58*	*21*	*46*	*124*	*40*	*4*	*44*	*7*	*20*	*9*	*36*	*204*
Unweighted base	*93*	*26*	*70*	*189*	*40*	*4*	*44*	*8*	*25*	*20*	*53*	*286*

Base = All JWT participants finished LAP

Table A.11 How participant first heard about LAP by variant and area

Column Percentages

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage Comp.			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
How first heard about LAP												
Telephone	35	[42]	43	38	36	[85]	39	[14]	[18]	[37]	24	36
Letter	20	[23]	25	22	25	[15]	24	[28]	[30]	[22]	27	23
Visit to Connexions office	24	[33]	18	24	29	[0]	28	[50]	[37]	[20]	33	26
Visit from Connexions to work	11	[0]	13	10	4	[0]	4	[4]	[14]	[12]	12	9
Employer	0	[0]	0	0	0	[0]	0	[0]	[1]	[0]	1	*
Someone else	4	[0]	0	3	2	[0]	2	[0]	[0]	[8]	2	2
Other	6	[2]	1	4	3	[0]	3	[5]	[0]	[1]	1	3
Weighted base (1)	*108*	*[29]*	*68*	*205*	*78*	*[4]*	*82*	*[10]*	*[35]*	*[21]*	*65*	*352*
Unweighted base (1)	*165*	*[40]*	*105*	*310*	*76*	*[4]*	*80*	*[12]*	*[46]*	*[39]*	*97*	*487*

Base = All JWT participants (missing 6 cases - DK how heard about LAP)

Table A.12 Motivation to take part

Column Percentages

	All
Why decided to take part in LAP*	
Help with education / training	48
Combine work and study	31
Help finding job / future career	19
Experience	14
Money	14
Something to do	7
Advice / support from Connexions	4
Other	4
Don't know	2
Weighted base	*357*
Unweighted base	*493*

Base = All participants (JWT sample)

**Participants could give more than one answer. Percentages sum to >100%*

Table A.13 Motivation to take part (Follow-Up)

Multi-code / Column Percentages

	All~	Most important
Important in persuading YP to take part		
Chance to gain / improve qualifications	96	49
Flexible study	95	9
Chance to study whilst working	86	15
One-to-one careers advice	86	3
Chance to change job	78	11
Help finding course / college	70	3
Helped in job already doing	68	1
Help persuading employer to allow study	67	2
Bonus payments (Payment areas only*)	62	8
Weighted base	*142*	*141*
Unweighted base	*197*	*195*

Base = All Follow Up Participants (1-3 missing cases, Don't know)

**Base = 172*

~ Respondents could give more than one answer. % sum to more than 100

Table A.14 Status at time of interview by variant and area

Column Percentages

	Variant 1 - Bonus Payment				Var 2 - Bonus + Wage			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
Status at time of interview												
Finished LAP												
- Completed qualification	20	[16]	35	**25**	24	[76]	**27**	25	15	14	**16**	23
- Studied but left without completing qualification	11	[23]	15	**14**	13	[0]	**12**	19	36	14	**27**	16
- Did not study	32	[35]	23	**29**	20	[12]	**19**	28	20	28	**24**	26
Still on LAP												
- Studying for qualification	30	[16]	21	**25**	27	[12]	**26**	23	23	39	**28**	26
- Not currently studying	6	[9]	6	**7**	14	[0]	**13**	0	4	4	**3**	8
Don't know	*	[0]	*	*****	2	[0]	**2**	5	2	1	**2**	1
Weighted base	*110*	*[29]*	*68*	***207***	*80*	*[5]*	***85***	*10*	*35*	*21*	***65***	*357*
Unweighted base	*166*	*[40]*	*105*	***311***	*79*	*[5]*	***84***	*12*	*46*	*40*	***98***	*493*

Base = All participants (JWT sample)

Table A.15 Reason for not studying by variant

Column Percentages

	Var 1 Bonus only	Var 2 Bonus and wage	Var 3 Agreement only	All
Reason for leaving LAP without studying*				
Left scheme before started studying	27	[24]	[30]	27
Problems finding / arranging suitable course / college	16	[4]	[4]	12
Waiting for course to start	8	[9]	[4]	8
Problems with employer	6	[9]	[2]	6
Waiting for Connexions to arrange course	6	[0]	[8]	5
Problems with Connexions adviser	3	[5]	[0]	3
Connexions have not mentioned studying	3	[0]	[5]	3
Job ended	1	[7]	[5]	3
No time to study	3	[0]	[2]	3
Transport difficulties - too far away	2	[0]	[0]	1
Not enough money	1	[0]	[0]	1
Other	57	[62]	[71]	60
None	4	[4]	[2]	3
Weighted base (1)	*61*	*[16]*	*[15]*	*93*
Unweighted base (1)	*81*	*[18]*	*[28]*	*127*
Reason for ending LAP before qualification finished*				
Did not enjoy course / problems with course	[20]	[34]	[40]	29
Job ended	[11]	[6]	[12]	10
No time to study	[11]	[0]	[15]	10
Transport difficulties / too far away	[0]	[12]	[4]	3
Problems with employer	[1]	[8]	[0]	2
Problems with Connexions Adviser	[2]	[0]	[0]	1
Money offered not enough	[0]	[0]	[0]	0
Other	[53]	[40]	[26]	42
None	[2]	[0]	[4]	2
Weighted base (2)	*[29]*	*[10]*	*[17]*	*57*
Unweighted base (2)	*[46]*	*[10]*	*[19]*	*75*
Reason for leaving LAP without studying*				
Waiting for course to start				51
Connexions have not mentioned studying				10
Waiting for Connexions to arrange course				8
Problems finding/arranging suitable course/college				7
Problems with employer				0
Other				21
None				3
Weighted base (3)	*13*	*11*	*2*	*27*
Unweighted base (3)	*17*	*11*	*6*	*34*

Base (1) = All participants (JWT sample) who left LAP without starting to study

Base (2) = All who left LAP before finished qualification

Base (3) = All still on LAP but not currently studying (numbers too low to show variants separately)

**Participants could give more than one answer. Percentages sum to >100%*

Table A.16 Number of LAP courses studied by area and variant

Column Percentages

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage Comp.			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
No. of courses												
1	86	[83]	97	**90**	64	[100]	**67**	[100]	[78]	[83]	**83**	**82**
2	12	[12]	3	**8**	17	[0]	**16**	[0]	[14]	[17]	**13**	**11**
3	2	[5]	1	**2**	13	[0]	**12**	[0]	[8]	[0]	**4**	**5**
4	0	[0]	0	**0**	6	[0]	**5**	[0]	[0]	[0]	**0**	**1**
Highest level of LAP course												
Level 1	23	[30]	21	**23**	28	[67]	**31**	[24]	[48]	[22]	**37**	**28**
Level 2	35	[43]	42	**39**	39	[14]	**37**	[44]	[20]	[32]	**27**	**36**
Level 3	7	[6]	12	**9**	8	[0]	**8**	[27]	[2]	[14]	**9**	**8**
Level 4	2	[0]	0	**1**	0	[0]	**0**	[5]	[0]	[2]	**1**	**1**
Not sure	33	[21]	24	**29**	25	[19]	**25**	[0]	[30]	[31]	**26**	**27**
Weighted base	*63*	*[15]*	*45*	*123*	*61*	*[5]*	*66*	*[6]*	*[24]*	*[13]*	*43*	*232*
Unweighted base	*111*	*[24]*	*77*	*212*	*49*	*[4]*	*53*	*[8]*	*[31]*	*[23]*	*62*	*327*

Base = All LAP participants who studied

Table A.17 LAP courses by area and variant

Column Percentages

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage Comp.			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
Type of course												
NVQ	60	[51]	49	**55**	27	[14]	**26**	[51]	[39]	[29]	**37**	**41**
BTEC	5	[0]	2	**3**	5	[0]	**5**	[32]	[1]	[5]	**6**	**4**
Edexcel	0	[0]	1	*****	2	[15]	**3**	[0]	[0]	[0]	**0**	**1**
City and Guilds	6	[14]	6	**7**	27	[0]	**25**	[10]	[4]	[25]	**12**	**14**
OCR	1	[0]	0	**1**	0	[0]	**0**	[0]	[0]	[0]	**0**	*****
GNVQ	3	[0]	1	**2**	5	[0]	**5**	[0]	[19]	[0]	**11**	**4**
AVCE	1	[5]	0	**1**	0	[0]	**0**	[0]	[0]	[0]	**0**	**1**
A2	0	[0]	4	**1**	2	[0]	**1**	[0]	[0]	[0]	**0**	**1**
AS-level	0	[0]	2	**1**	1	[0]	**1**	[0]	[0]	[7]	**2**	**1**
GCSE	2	[5]	8	**5**	7	[0]	**7**	[0]	[1]	[0]	**1**	**5**
Key Skills	3	[0]	3	**2**	5	[0]	**5**	[0]	[22]	[10]	**16**	**6**
Degree or higher	2	[0]	0	**1**	0	[0]	**0**	[0]	[0]	[0]	**0**	*****
Other - specific	7	[8]	11	**9**	8	[19]	**9**	[0]	[9]	[2]	**6**	**8**
Other - vague	10	[17]	13	**12**	11	[53]	**14**	[7]	[3]	[23]	**10**	**12**
Level												
Level 1	29	[34]	25	**28**	40	[67]	**42**	[24]	[51]	[33]	**42**	**36**
Level 2	39	[44]	49	**43**	38	[14]	**37**	[44]	[17]	[27]	**24**	**37**
Level 3	9	[5]	11	**9**	6	[0]	**6**	[27]	[1]	[12]	**8**	**8**
Level 4	2	[0]	0	**1**	0	[0]	**0**	[5]	[0]	[2]	**1**	**1**
Not sure/DK	22	[17]	14	**19**	16	[19]	**16**	[0]	[30]	[26]	**25**	**19**
Weighted base	*62*	*[18]*	*38*	***118***	*84*	*[5]*	***89***	*[6]*	*[28]*	*[15]*	***49***	***257***
Unweighted base	*110*	*[32]*	*70*	***212***	*86*	*[4]*	***70***	*[8]*	*[30]*	*[27]*	***65***	***347***

Base = All LAP courses

Table A.17 (continued) - Location of study by area and variant

Column Percentages

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage Comp.			Variant 3 - Agreement Only				
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	Black Country	Essex	W Yorks	**All Var 3**	**All**
Location												
Workplace	25	[28]	42	**31**	15	[0]	**14**	[67]	[33]	[2]	**28**	**24**
FE / Tertiary college	45	[11]	11	**29**	37	[14]	**36**	[33]	[52]	[27]	**42**	**34**
Private training provider	9	[37]	22	**18**	23		**22**	[0]	[7]	[28]	**12**	**18**
City Technology College / Academy	4	[9]	4	**5**	6	[0]	**5**	[0]	[2]	[23]	**8**	**5**
School	0	[0]	1	*****	2	[0]	**2**	[0]	[0]	[0]	**0**	**1**
VIth form college	4	[0]	0	**2**	2	[0]	**2**	[0]	[0]	[7]	**2**	**2**
Adult education institution	3	[2]	4	**3**	1	[19]	**2**		[2]	[2]	**2**	**2**
Other	11	[13]	16	**13**	13	[67]	**16**	[0]	[4]	[12]	**6**	**13**
Course length												
1 month or less	19	[2]	19	**16**	13	[67]	**16**	[0]	[20]	[15]	**16**	**16**
2 months	6	[16]	12	**10**	18	[0]	**17**	[13]	[4]	[11]	**8**	**12**
3 months	12	[6]	23	**15**	9	[19]	**10**	[4]	[13]	[17]	**13**	**13**
4 months	10	[3]	4	**7**	6	[0]	**6**	[34]	[0]	[8]	**7**	**7**
5 months	9	[7]	9	**9**	2	[0]	**1**	[10]	[3]	[4]	**4**	**5**
6-8 months	12	[27]	5	**12**	10	[0]	**9**	[0]	[13]	[2]	**8**	**10**
9-11 months	16	[26]	8	**14**	21	[0]	**17**	[0]	[12]	[31]	**17**	**17**
12 months plus	16	[13]	19	**17**	21	[14]	**24**	[39]	[34]	[11]	**28**	**20**
Weighted base	*62*	*[18]*	*38*	***118***	*84*	*[5]*	***89***	*[6]*	*[28]*	*[15]*	***49***	***257***
Unweighted base	*110*	*[32]*	*70*	***212***	*86*	*[4]*	***70***	*[8]*	*[30]*	*[27]*	***65***	***347***

Base = All LAP courses

Table A.18 Highest level of qualification studied on LAP by highest level of qualification achieved prior to LAP

Column Percentages

	Highest level of Qualification prior to LA						All
Highest level of qualification studied as part of LA	Level 1	Level 2	Level 3	Level 4	Not sure/ Don't Know	Missing	
Level 1	35	24	18	[0]	[100]	[29]	29
Level 2	36	36	34	[100]	[0]	[42]	36
Level 3	3	13	13	[0]	[0]	[0]	8
Level 4	0	2	0	[0]	[0]	[0]	1
Not sure / Don't Know	21	12	4	[0]	[0]	[29]	15
Missing	5	13	31	[0]	[0]	[0]	11
Weighted bases	*103*	*83*	*33*	*1*	*3*	*9*	*232*

Base = All JWT LAP participants who studied a qualification as part of their LA

Square brackets [ ] are used to highlight where data re presented on low base sizes (less than 50)

Table A.19 Highest level of qualification achieved as part of LAP by highest level of qualification achieved prior to LAP

Column Percentages

	Highest level of Qualification prior to LA						All
Highest level of qualification achieved as part of LA	Level 1	Level 2	Level 3	Level 4	Not sure/ Don't Know	Missing	
Level 1	[42]	[31]	[35]	[0]	[0]	[10]	36
Level 2	[33]	[44]	[42]	[0]	[0]	[59]	39
Level 3	[4]	[8]	[11]	[0]	[0]	[0]	6
Level 4	[0]	[0]	[0]	[0]	[0]	[0]	0
Not sure / Don't Know	[22]	[17]	[12]	[0]	[0]	[31]	20
Missing	[0]	[0]	[0]	[0]	[0]	[0]	0
Weighted bases	*35*	*22*	*9*	*0*	*0*	*4*	*71*
Unweighted bases	*49*	*33*	*18*	*0*	*0*	*5*	*105*

Base = All JWT LAP participants who studied and achieved a qualification as part of their LA

Square brackets [ ] are used to highlight where data re presented on low base sizes (less than 50)

Table A.20 Type of course by level

Column Percentages

	Level 1	Level 2	Level 3	Level 4	Don't Know	All
Type of course						
NVQ	46	59	32	0	20	45
City and Guilds	24	15	7	0	5	16
GNVQ	8	0	0	0	13	5
Key Skills	6	0	0	0	24	6
GCSE	0	13	0	0	0	5
A2 or AS Level	0	0	28	0	0	2
Other	16	13	33	100	38	21
Weighted base	*86*	*90*	*19*	*2*	*39*	*236*
Unweighted base	*107*	*127*	*28*	*3*	*52*	*317*

Base = All LAP courses

Table A.21 Contact with Personal Adviser

Column Percentages

	All
Assigned a Personal Adviser	
Yes	95
No	5
How often met with PA (face to face)*	
At least once a week	18
At least once a month	48
Less often	30
Never met with PA	3
Don't know	1
How often spoke on telephone with PA*	
At least once a week	29
At least once a month	39
Less often	27
Never	5
Don't know	0
Frequency of contact with PA - Overall*	
At least once a week	35
Less often than once a week, but at least once a month	45
Less often	20
Never had contact	1
How useful was contact with PA*	
Very useful	47
Fairly useful	39
Not very useful	8
Not at all useful	5
Don't know	1
Weighted base	*357*
Unweighted base	*493*

Base = All participants (JWT sample)

** Missing 12 cases : not assigned a PA*

Table A.22 Meetings with PA (Follow-Up Survey)

Column Percentages

	Follow Up
Approx how long spent talking to PA at each meeting	
Less than 15 min	16
15-20 min	11
30 min	26
45 min to 1 hr	35
1.5hrs or more	12
Mean	44 min
Mode	30 min
Would have liked more time	
Yes	23
No	77
What did PA do~	
Helped to complete Learning Agreement	78
Talked about what course should study	80
Talked about future career	84
Talked about finding suitable place on course	85
Helped to apply for course	70
Went with them to visit college/provider	30
Gave advice about study skills etc	69
Gave general support/advice	87
None of these	2
How helpful was contact with PA	
Very helpful	59
Fairly helpful	36
Not very helpful	3
Not at all helpful	2
Weighted base	*138*
Unweighted base	*190*

Base = All follow-up survey participants (JWT sample)
~ Respondents could give more than one answer. % sum to more than 100

Table A.23 Usefulness of contact with PA by frequency of contact

Column Percentages

	Frequency of contact			
	At least once a week	Less than once a week, at least once a month	Less often	All
How useful				
Very useful	60	47	28	47
Fairly useful	27	43	54	39
Not very useful	8	9	7	8
Not at all useful	6	1	10	5
Weighted base	*117*	*151*	*66*	*336*
Unweighted base	*155*	*218*	*88*	*465*

Base = All participants (JWT pilot sample) : 29 missing cases (never had contact or don't know)

Table A.24 Employer awareness of and involvement in LAP

Column Percentages

	All
Employer aware of involvement in LAP	
Yes	77
No	22
Don't know	1
Weighted base (1)	*357*
Unweighted base (1)	*493*
Support from employer	
A lot	40
Fair amount	29
Not very much	14
Not at all	17
Weighted base (2)	*272*
Unweighted base (2)	*392*

Base (1) = All participants (JWT sample)

Base (2) = Those where employer aware (3 missing cases : don't know)

Table A.25 Perceived usefulness of LAP

Column Percentages

	All
What was useful about LAP	
Qualifications / skills	37
Could study and do job together (inc took place at workplace)	27
More experience / confidence	18
Help to find course / training scheme	15
Advice / support from Connexions	14
Help finding job / future career	12
Money	11
Meeting new people	1
Other	7
Don't Know / Nothing	16
Weighted base	*357*
Unweighted base	*493*

Base = All participants (JWT sample) : 10 missing cases

Table A.26 Payment receipt by whether studied for qualification (all finished)

Column Percentages

	Studied for qualification		
	Yes	No	All
Finished LAP (65 per cent):			
Payment received			
Money received	87	43	69
No money received	13	57	31
Amount received			
None	13	57	31
£30	*	2	1
£40	*	1	*
£50	24	34	28
£90	*	0	*
£100	7	1	5
£150	4	0	2
£200	*	0	*
£250	49	5	31
Don't know	1	0	1
Weighted base	*113*	*77*	*189*
Unweighted base	*165*	*99*	*264*

Base = All in payment areas : Finished LAP

Table A.27 Payment receipt by whether studying for qualification (all still on LAP)

Column Percentages

	Studied for qualification		
	Yes	**No**	**All**
Still on LAP (35 per cent):			
Payment received so far			
Received all payments	10	[5]	9
Received some payment, some still due	70	[21]	58
No money received, more due	5	[46]	15
No money received, no more due	6	[21]	10
Don't know	9	[7]	8
Amount received so far			
None	11	[67]	25
£20	2	[0]	1
£50	46	[18]	39
£100	21	[8]	18
£150	2	[0]	2
£250	9	[0]	8
Don't Know	9	[7]	8
Amount still due			
None paid, none expected	6	[21]	10
All paid, no more due	10	[5]	9
£20	2	[0]	1
£50	6	[23]	10
£100	4	[1]	3
£150	23	[6]	19
£200	34	[17]	30
£250	4	[12]	6
Don't Know	11	[15]	12
Weighted base	*75*	*[25]*	*100*
Unweighted base	*100*	*[28]*	*128*

Base = All in payment areas : Still on LAP

Table A.28 Payment receipt by variant and area

Column Percentages

	Variant 1 - Bonus Payment				Variant 2 - Bonus and Wage Comp.			
	Lancs	S Yorks	Cornwall / Devon	**All Var 1**	G. Manch.	London E.	**All Var 2**	**All**
Finished LAP : Payment Received								
No money received	25	[45]	32	**32**	33	[33]	**33**	31
£50 or less	39	[27]	18	**30**	31	[0]	**28**	29
£90-£200	9	[9]	9	**9**	4	[0]	**4**	7
£250	26	[19]	40	**30**	32	[67]	**35**	31
Don't know	*	[0]	2	**1**	0	[0]	**0**	1
Weighted base (1)	*70*	*[21]*	*47*	***141***	*45*	*[4]*	***50***	*190*
Unweighted base (1)	*111*	*[28]*	*77*	***216***	*45*	*[4]*	***49***	*265*
Still on LAP :								
Received all payments	10	[10]	[6]	**9**	[7]	[0]	**[7]**	8
Received some payment, some still due	65	[59]	[61]	**63**	[44]	[100]	**[45]**	57
No money received, more due	12	[0]	[33]	**17**	[14]	[0]	**[14]**	16
No money received, no more due	4	[24]	[0]	**5**	[18]	[0]	**[18]**	10
DK	8	[6]	[0]	**6**	[16]	[0]	**[16]**	9
Weighted base (2)	*40*	*[7]*	*[19]*	***66***	*[35]*	*[1]*	***[37]***	*102*
Unweighted base (2)	*55*	*[12]*	*[28]*	***95***	*[34]*	*[1]*	***[35]***	*130*

Base (1)= All in payment areas : Finished LAP

Base (2)= All in payment areas : Still on LAP

Table A.29 Payment details by variant

Column Percentages

	Var 1 Bonus only	Var 2 Bonus + Wage	All
How payments made			
Cheque	14	*	10
Cash	1	0	*
Straight into bank account	86	100	90
What LAP payments spent on*			
Travel	59	51	57
Clothes / Shoes	48	58	50
Entertainment and leisure	51	48	50
Housekeeping / Rent	39	50	42
Savings	19	14	17
Food	17	21	18
College Equipment	16	12	15
Debt	7	15	9
Children	1	0	1
Weighted base (1)	*143*	*54*	*196*
Unweighted base (1)	*237*	*52*	*289*
Whether would have taken part if no payment			
I definitely would have taken part anyway	50	40	48
I probably would have taken part anyway	37	41	38
I probably would not have taken part	10	9	10
I definitely would not have taken part	3	9	5
Weighted base (2)	*157*	*59*	*217*
Unweighted base (2)	*254*	*58*	*312*

Base (1) = All who have received payment

Base (2) = All who have or will receive payment

**Participants could give more than one answer. Percentages sum to >100%*

Table A.30 Whether participant would have taken part by parental household income (inc benefits, before tax)

Column Percentages

	Less than £200 per week	£200-£399 per week	£400-£599 per week	£600 per week or more	All
Whether would have taken part if no payment					
I definitely would have taken part anyway	41	38	61	40	44
I probably would have taken part anyway	39	39	39	45	41
I probably would not have taken part	11	20	0	14	13
I definitely would not have taken part	9	2	0	0	3
Weighted base	*24*	*28*	*18*	*29*	*99*
Unweighted base	*33*	*38*	*26*	*37*	*134*

Base = All with info on parental income who have received payment

Appendix B Results tables for impact analysis (chapter 5)

Tables B.1 to B.4 in the following pages document the estimated impacts of LAP by the three variants of LAP (Table B.1) and then by sub-groups of participants. These sub-groups are defined in terms of:

- sex (Table B.2)
- age at the time of being selected for the survey (check with John) (Table B.3)
- and qualifications on leaving school (Table B.4).

The tables follow the format of Table 5.1 of Chapter 5 and document impacts of LAP on the experiences of JWT young people over the 12 month period evaluation reference period. The impacts primarily document changes that took place during the time on an Agreement.

Table B.1 Participation in education and employment related activities in the 12 months reference period, by variant

Base Description: All participants

	Variant 1 - Bonus payment			Variant2 - Bonus + wage			Variant 3 - Agreement only			All variants		
	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference
	%	%		%	%		%	%		%	%	
Studying for a qualification	62.5	32.8	29.7*	61.5	23.7	37.8*	53.8	30.8	22.9*	60.7	29.8	30.9*
Of which:												
Level 4	*-*	*0.1*	*-0.1*	*-*	*0.1*	*-0.1*	*1.0*	*0.7*	*0.3*	*0.2*	*0.2*	*0.0*
Level 3	*11.8*	*8.8*	*3.0*	*11.0*	*7.5*	*3.5*	*5.7*	*9.2*	*-3.5*	*10.5*	*8.5*	*2.0*
Level 2	*22.8*	*15.1*	*7.8**	*20.6*	*7.9*	*12.7**	*18.0*	*14.2*	*3.8*	*21.4*	*12.9*	*8.5**
Level 1	*19.0*	*6.8*	*12.3**	*21.8*	*5.1*	*16.7**	*25.1*	*4.7*	*20.4**	*20.9*	*5.9*	*14.9**
Level unknown	*8.8*	*2.1*	*6.7**	*8.1*	*3.1*	*5.0*	*4.2*	*2.0*	*2.1*	*7.8*	*2.3*	*5.5*
Work-based training	18.2	16.4	1.8	17.2	16.1	1.1	25.5	17.0	8.6	19.1	16.4	2.7
Other work - with in-house training	32.6	22.9	9.7*	37.7	20.7	17.0*	24.2	21.9	2.3	32.6	22.1	10.6*
Of which:												
non-elementary occupation	*25.5*	*16.9*	*8.7**	*31.0*	*15.1*	*15.9**	*20.9*	*15.6*	*5.3*	*26.3*	*16.1*	*10.2**
elementary occupation	*7.0*	*6.1*	*1.0*	*6.7*	*5.6*	*1.1*	*3.3*	*6.3*	*-3.0*	*6.3*	*5.9*	*0.4*
Other work - without in-house training	47.5	55.1	-7.6*	43.7	59.2	-15.4*	43.4	54.1	-10.7	45.7	56.1	-10.4*
Of which:												
non-elementary occupation	*25.1*	*32.4*	*-7.3**	*25.0*	*28.9*	*-3.9*	*20.8*	*31.0*	*-10.2**	*24.3*	*31.1*	*-6.8**
elementary occupation	*22.5*	*22.7*	*-0.3*	*18.8*	*30.3*	*-11.5**	*22.6*	*23.1*	*-0.5*	*21.4*	*25.0*	*-3.5*
Voluntary work	6.9	6.2	0.7	11.7	4.6	7.1*	1.0	7.6	-6.6*	7.3	6.0	1.3
Personal development activities	11.7	8.7	3.0	11.8	5.8	6.0*	3.6	4.3	-0.7	10.3	7.1	3.2*
Bases (weighted)	*192*	*192*		*102*	*102*		*60*	*60*		*354*	*354*	
Bases (unweighted)	*312*	*3391*		*94*	*3391*		*98*	*3391*		*490*	*2996*	

Table B.2 Participation in education and employment related activities in the 12 months reference period, by sex

Base Description: All participants

	Men			Women			All		
	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference
	%	%		%	%		%	%	
Studying for a qualification	58.3	23.1	35.2*	63.6	37.7	26.0*	60.7	29.8	30.9*
Of which:									
Level 4	*0.2*	*0.3*	*-0.1*	*0.2*	*0.1*	*0.1*	*0.2*	*0.2*	*0.0*
Level 3	*10.3*	*6.7*	*3.6*	*10.8*	*10.3*	*0.4*	*10.5*	*8.5*	*2.0*
Level 2	*22.5*	*8.6*	*13.9**	*20.1*	*17.9*	*2.2*	*21.4*	*12.9*	*8.5**
Level 1	*20.2*	*5.7*	*14.5 **	*21.7*	*6.2*	*15.4**	*20.9*	*5.9*	*14.9**
Level unknown	*5.1*	*1.7*	*3.4*	*11.0*	*3.1*	*7.9*	*7.8*	*2.3*	*5.5*
Work-based training	22.1	17.1	5.0	15.7	15.0	0.0	19.1	16.4	2.7
Other work - with in-house training	31.6	20.0	11.7*	33.8	24.5	9.3*	32.6	22.1	10.6*
Of which:									
non-elementary occupation	*26.2*	*13.3*	*12.8**	*26.5*	*19.4*	*7.1*	*26.3*	*16.1*	*10.2**
Elementary occupation	*5.5*	*6.7*	*-1.2*	*7.3*	*5.1*	*2.2*	*6.3*	*5.9*	*0.4*
Other work - without in-house training	43.2	55.6	-12.4*	48.7	56.7	-8.0	45.7	56.1	-10.4*
Of which:									
non-elementary occupation	*21.7*	*26.9*	*-5.2*	*27.3*	*36.1*	*-8.8**	*24.3*	*31.1*	*-6.8**
elementary occupation	*21.6*	*28.7*	*-7.2**	*21.3*	*20.6*	*0.7*	*21.4*	*25.0*	*-3.5*
Voluntary work	8.2	5.8	2.4	6.1	6.1	0.0	7.3	6.0	1.3
Personal development activities	8.5	7.2	1.3	12.5	6.9	5.6	10.3	7.1	3.2*
Bases (weighted)	*191*	*191*		*164*	*164*		*354*	*354*	
Bases (unweighted)	*259*	*1991*		*245*	*1400*		*490*	*2996*	

Table B.3 Participation in education and employment related activities in the 12 months reference period, by age

Base Description: All participants

	16			17 or older			All		
	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference
	%	%		%	%		%	%	
Studying for a qualification	59.7	33.0	26.7*	60.8	27.4	33.4*	60.7	29.8	30.9*
Of which:									
Level 4	*-*	*0.1*	*-0.1*	*0.3*	*0.3*	*0.1*	*0.2*	*0.2*	*0.0*
Level 3	*7.7*	*6.7*	*1.0*	*12.9*	*9.8*	*3.1*	*10.5*	*8.5*	*2.0*
Level 2	*19.6*	*18.5*	*1.3*	*21.7*	*8.7*	*13.0**	*21.4*	*12.9*	*8.5**
Level 1	*23.8*	*5.4*	*18.4**	*18.6*	*6.3*	*12.3**	*20.9*	*5.9*	*14.9**
Level unknown	*8.5*	*2.4*	*6.0**	*7.3*	*2.3*	*5.0**	*7.8*	*2.3*	*5.5*
Work-based training	19.8	19.7	0.2	18.3	14.0	4.3	19.1	16.4	2.7
Other work - with in-house training	30.5	17.5	13.0*	34.4	25.4	9.0*	32.6	22.1	10.6*
Of which:									
non-elementary occupation	*24.8*	*13.1*	*11.8**	*27.7*	*18.4*	*9.3**	*26.3*	*16.1*	*10.2**
Elementary occupation	*5.7*	*4.5*	*1.2*	*6.7*	*7.0*	*-0.3*	*6.3*	*5.9*	*0.4*
Other work - without in-house training	47.6	54.8	-7.2	44.3	57.1	-12.8 *	45.7	56.1	-10.4*
Of which:									
non-elementary occupation	*26.6*	*28.9*	*-2.3*	*22.2*	*32.8*	*-10.6**	*24.3*	*31.1*	*-6.8**
elementary occupation	*21.0*	*25.9*	*-4.8*	*22.1*	*24.3*	*-2.2*	*21.4*	*25.0*	*-3.5*
Voluntary work	3.3	5.9	-2.6	10.3	6.0	4.3*	7.3	6.0	1.3
Personal development activities	12.9	9.1	3.8	8.7	5.6	3.1	10.3	7.1	3.2*
Bases (weighted)	*151*	*151*		*195*	*195*		*354*	*354*	
Bases (unweighted)	*196*	*1206*		*283*	*2185*		*490*	*2996*	

Table B.4 Participation in education and employment related activities in the 12 months reference period, by qualifications on leaving school

Base Description: All participants

	No grade A*-C GCSEs			1-4 A*-Cs			5 or more A*-Cs			All		
	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference	Participants	Comparison group	Difference
	%	%		%	%		%	%		%	%	
Studying for a qualification	49.8	20.3	29.6*	63.3	31.8	31.5*	69.1	38.2	30.9*	60.7	29.8	30.9*
Of which:												
Level 4	*-*	*0.1*	*-0.1*	*0.2*	*0.1*	*0.2*	*0.3*	*0.5*	*-0.2*	*0.2*	*0.2*	*0.0*
Level 3	*2.0*	*0.9*	*1.0*	*5.8*	*5.7*	*0.1*	*25.3*	*20.0*	*5.3*	*10.5*	*8.5*	*2.0*
Level 2	*18.4*	*9.2*	*9.2**	*24.2*	*17.3*	*7.0*	*21.7*	*11.8*	*9.9**	*21.4*	*12.9*	*8.5**
Level 1	*20.2*	*7.6*	*12.6**	*27.2*	*5.6*	*21.5**	*12.8*	*4.4*	*8.4**	*20.9*	*5.9*	*14.9**
Level unknown	*9.3*	*2.5*	*6.8**	*5.9*	*3.1*	*2.8*	*9.0*	*1.5*	*7.5**	*7.8*	*2.3*	*5.5*
Work-based training	15.7	14.6	1.1	17.2	18.3	-1.1	21.9	16.5	5.3	19.1	16.4	2.7
Other work - with in-house training	21.9	16.2	5.8	36.6	24.1	12.5*	40.0	26.5	13.5*	32.6	22.1	10.6*
Of which:												
non-elementary occupation	*20.3*	*10.6*	*9.8**	*26.9*	*18.3*	*8.6**	*32.9*	*19.8*	*13.1**	*26.3*	*16.1*	*10.2**
Elementary occupation	*1.6*	*5.6*	*-4.0**	*9.7*	*5.8*	*4.0*	*7.0*	*6.7*	*0.4*	*6.3*	*5.9*	*0.4*
Other work - without in-house training	55.1	57.4	-2.4	45.7	54.4	-8.7	37.9	55.5	-17.7*	45.7	56.1	-10.4*
Of which:												
non-elementary occupation	*27.6*	*32.1*	*-4.5*	*21.3*	*29.7*	*-8.4**	*25.2*	*31.5*	*-6.3*	*24.3*	*31.1*	*-6.8**
elementary occupation	*27.5*	*25.3*	*2.1*	*24.4*	*24.7*	*-0.3*	*12.7*	*24.0*	*-11.3**	*21.4*	*25.0*	*-3.5*
Voluntary work	4.0	4.1	-0.1	9.1	6.5	2.5	8.6	7.7	0.9	7.3	6.0	1.3
Personal development activities	13.4	7.6	5.8*	8.2	5.9	2.3	10.1	8.4	1.8	10.3	7.1	3.2*
Bases (weighted)	*107*	*111*		*134*	*126*		*108*	*108*		*354*	*354*	
Bases (unweighted)	*146*	*1083*		*193*	*1222*		*156*	*998*		*490*	*2996*	

Appendix C Details of propensity score matching

Propensity score matching is a tool which is becoming more widely used in evaluating the impact of programmes. The idea is quite simple. In the case of LAP, each participant in a pilot area is matched to an individual (or a weighted combination of individuals) from a comparison area (or areas), thus creating a matched comparison sample. The aim is to ensure that participants are matched to comparators sharing similar observable characteristics. This ensures we are comparing participants with a group of similar respondents in comparison areas. The impact of the programme can then be calculated as the difference in outcomes between the pilot and matched comparison samples.

For LAP we have used the method of "kernel" matching. Rather than matching each participant with a single member of the comparison area group, kernel matching involves matching each participant to several members of the comparison area group but using a weighted sum with more weight being placed on those comparators with the most similar characteristics to the participant.

The first step in the matching process is to decide which variables are to be used to define the characteristics to be matched on. For matching to be successful it is crucial that as many predictors of outcomes as possible are used. We have included data of six types: demographic data on the respondent, geographical data based on the respondent's place of residence, data on the respondent's most recent school, data on the respondent's GCSE studies at school, data on any work- or training-related activities at the start of the JWT period, and a variable indicating whether the respondent was from the stock or flow sample. (A list of variables used is shown in Table C.1.

Table C.1 Variable use in propensity score matching

Variable source	Variables
Demographic	Gender
	Age at start of JWT period
	Whether the young person was living with their parents
	Ethnicity
Area-related	Overall IMD Scores
	IMD Score on the Employment Domain
	IMD Score on the Education Domain
	Urban/Rural Indicator
School-related	Proportion of pupils with 5 or more GCSEs at A-C
	Proportion of pupils entitled to free school meals
Performance at school	English GCSE grades at school
	Maths GCSE grades at school
	Number of GCSEs (A*-C) obtained at school
Activities at the start of the JWT period	Whether the young person was studying for qualifications at the start of the JWT period
	Whether the young person was in a permanent job at the start of the JWT period
	Length of time in current job at the start of the JWT period
	Whether the young person was doing any voluntary work at the start of the JWT period
Stock/Flow	Whether the young person was in the stock or flow sample

Note that because the number of variables in this table is large it is not possible to match participants to comparison area respondents with the exact same profile of characteristics. Instead a 'propensity score' is generated which represents the probability that an individual from the participants and comparison area 'pool' is in fact a participant. The predictors of this probability are the variables from the table. Matching on this probability ensures that, overall, the profile of participants and the matched comparison sample is reasonably similar across the full range of variables, even if the individual matches are inexact.

To generate a 'propensity score' the variables were entered into logistic regression models to model the differences between participants and comparison area groups. Three separate models were generated (one for each variant) and the predicted probabilities became the propensity scores. The sample was then weighted (using kernel matching) so that each age-sex group in the comparison areas had the same propensity-score profile as the sample of participants. (Matching within age-sex groups ensured that the two samples had identical age-sex profiles[27], and they had similar (albeit not identical) characteristics on all the predictors in the model[28].)

The success of the matching can be measured by comparing the weighted participant and comparison groups pre- and post-matching. Table C.2 shows this comparison on several variables.

The table shows that the propensity score model considerably improved the match. It corrected the age / sex distribution and improved the match on a range of variables. The matched comparison sample is very similar to the sample of participants.

Because participants in each age-sex-variant group were matched separately, cross-tabs of age against sex are identical among participants and comparators (as are cross-tabs of age against sex by variant). This is shown in Table C.3 below. This suggests that subgroup analyses by age, sex and variant are likely to be quite robust to the method of matching. The other subgroup analysis published here (by GCSE performance) will possibly be less robust.

Note that matching comes at the cost of a reduction in statistical power. Propensity score matching can lead to a reduction in effective sample size and the loss can be quite large when the two groups to be matched are very different. As a result, although the matching process improves the match in the profiles of the two samples, there was some reduction in effective sample size and we have relatively little statistical power to detect small impacts. This is particularly noticeable in subgroup analyses, when the sample sizes mean that even quite moderate impacts can not be detected as statistically significant.

[27] There were four age-sex groups: boys 16 and under, boys 17 and over, girls 16 and under, girls 17 and over.
[28] When respondents in two groups are very different propensity score matching will sometimes fail to find a match. This occurred with four participants, and these were omitted from the analysis.

Table C.2 Comparison of weighted participant sample with comparison areas sample, pre- and post-matching

Variable	Weighted pilot areas sample	Comparison areas sample (pre-matching)	Comparison areas sample (post-matching)
DEMOGRAPHIC			
Sex			
Male	53.4	58.7	53.5
Female	46.6	41.3	46.5
Age			
16 or under	41.0	35.6	41.0
17 or over	59.0	64.4	59.0
Living with Parents	88.4	86.7	88.4
Ethnicity: **White**	95.3	97.6	96.8
Marital Status: Single	94.1	92.0	92.4
AREA-RELATED			
IMD			
Lowest Quintile (Least deprived)	6.3	24.3	10.3
2nd Quintile	15.3	22.0	11.4
3rd Quintile	17.1	21.3	21.6
4th Quintile	32.1	20.3	30.7
Highest Quintile	29.2	12.0	26.0
IMD (Employment)			
Lowest Quintile (Least deprived)	3.2	24.7	9.7
2nd Quintile	13.9	24.8	8.9
3rd Quintile	21.5	18.9	23.6
4th Quintile	26.5	19.9	24.2
Highest Quintile	34.8	11.7	33.6
IMD (Education)			
Lowest Quintile (Least deprived)	11.2	14.1	8.3
2nd Quintile	9.6	19.4	13.0
3rd Quintile	19.1	21.2	15.3
4th Quintile	25.3	21.5	27.6
Highest Quintile	34.7	72.4	84.1
Urban area	83.2	72.4	84.1

Variable	Weighted pilot areas sample	Comparison areas sample (pre-matching)	Comparison areas sample (post-matching)
SCHOOL INFORMATION			
A to C grades			
Under 35%	13.7	11.9	15.9
35% to 50%	26.5	23.1	26.1
Over 50%	47.7	56.2	48.1
missing	12.1	8.8	9.9
% Free School Meals			
0-10	36.5	57.8	40.3
10-20	30.9	26.1	25.2
20-30	14.7	5.3	16.0
30+	7.2	2.0	8.6
Unknown	10.7	8.8	9.9
PUPILS' GCSE ATTAINMENT			
Overall			
No GCSEs	8.1	7.4	8.8
GCSEs at D-G only	22.3	24.5	24.2
Less than 5 GCSEs at A*-C	37.0	36.0	35.6
5 or more GCSEs at A*-C	31.1	29.4	28.9
Missing	1.5	2.6	2.6
English Language A*-C	36.8	38.3	38.3
Maths A*-C	30.1	32.4	30.0
EXPERIENCE AT START OF JWT PERIOD			
Permanent job	47.0	51.6	47.1
In current job for > 9 months	16.6	21.1	17.2
Studying for a qualification	16.1	11.0	14.8
STOCK/FLOW			
Stock	11.8	23.9	9.2

Table C.3 **Comparison of age-sex distribution of the weighted participant sample with comparison areas sample, pre- and post-matching by variant**

Variable	Weighted pilot areas sample	Comparison areas sample (pre-matching)	Comparison areas sample (post-matching)
OVERALL			
Male, 16	22.3	21.9	22.3
Male, 17+	31.2	36.9	31.2
Female, 16	18.7	13.7	18.7
Female, 17+	27.8	27.6	27.8
VARIANT 1			
Male, 16	23.0	21.9	23.0
Male, 17+	29.6	36.9	29.6
Female, 16	21.1	13.7	21.1
Female, 17+	26.3	27.6	26.3
VARIANT 2			
Male, 16	13.1	21.9	13.2
Male, 17+	36.1	36.9	36.1
Female, 16	18.3	13.7	18.3
Female, 17+	32.5	27.6	32.3
VARIANT 3			
Male, 16	33.3	21.9	33.4
Male, 17+	28.1	36.9	28.1
Female, 16	13.1	13.7	13.1
Female, 17+	25.5	27.6	25.4

Appendix D Impact on participants and impact on the eligible population

The evaluation of LAP was originally designed to allow for impacts of LAP measured across the whole of the eligible JWT population. That is, outcomes for eligible JWT young people in pilot areas were to be compared to outcomes for similar JWT young people from comparison areas. After making sure that the pilot area and comparison area groups were matched on baseline characteristics, any differences in outcomes between the two groups would be attributable to LAP. This method gives an impact measured across a population, rather than an impact on those who took up a Learning Agreement.

An alternative approach was to concentrate only on measuring the impact of the programme on those who actually took up a Learning Agreement. Under this scenario those taking up a Learning Agreements are identified and matched to similar JWT young people in other areas. Their outcomes are then compared.

Both approaches have their difficulties. The second of these approaches (impact on participants) is often criticised because there is a risk of self-selection bias. What this means in this case is that participants, who have self-selected to take up an agreement and who may be more motivated than other JWT young people, will be matched to young people in other areas for whom we have little or no information on their motivation levels. If motivated participants are matched to less motivated young people then the impact of LAP may be over-estimated.

However the impact on the ‘eligible population method’ (that is, the method originally chosen for the evaluation) also has difficulties. The principle difficulty is that, by comparing all of the eligible population in LAP areas with all of the eligible population in comparison areas, the impact of LAP is diluted. This is because the eligible population in LAP areas is made up of two groups: participants, who will experience an LAP impact, and non-participants for whom the LAP impact will be zero or close to zero. For a programme with low take-up (as is the case with LAP) the impact on the eligible is inevitably very small and is difficult to detect with any degree of accuracy from a sample survey.

A second difficulty is that, to interpret an ‘impact on the eligible population’ approach, there has to be agreement about what the eligible population represents. As is described in Appendix E, reaching agreement on this issue is rather difficult. The evaluation study adopted a very strict definition of eligibility, based on being identified by Connexions staff as being JWT at least once during a period 1 April 2005 and 31 December 2006. Connexions staff, in contrast, were able to use a more natural definition of eligibility, with, in particular, eligibility being defined at the time of contact rather than at any point during this 21 month period.

Because of these difficulties we have presented estimates of impacts on participants rather than impacts on the eligible population.

Appendix E The relationship between impact and the participation rate

The impact estimates of Chapter 5 reflect impact on participants only. Arguably, to judge the overall success of LAP, there are two questions that need to be addressed:

- Does LAP change outcomes for those who take up an agreement? (Which is the question we have addressed); and

- Is take-up of LAP sufficiently high that it is worth the overall investment?

The second of these questions is relevant because a programme with modest impacts may still be seen as successful if large numbers of the eligible population take it up. That is, modest impacts spread across a large number of people can still add up to a marked population change. In contrast, a programme with higher impacts but low take-up may, overall, have less impact on the population.

In practice it has proved very difficult to generate definitive estimates of take-up of Learning Agreements because whether or not a young person is 'eligible' for an Agreement depends on whether they are JWT at the point when they were approached by the programme staff. So making an assessment on how LAP impacts across all the JWT population is problematic. The samples used in the evaluation survey were those young people identified by Connexions as being JWT at some point during the period April 2005 and December 2006. Many of these may not have been JWT at the point in time when contacted by staff about LAP. So, those recorded as 'eligible at time of contact' by Connexions staff is likely to be a smaller pool than were eligible for the survey (perhaps considerably smaller).

However, based on the survey definition of eligibility, we estimate that around 8.5% of eligible young people took up a Learning Agreement. This average take-up rate masks considerable variation across the three LAP variants: 13.9% for Variant 1 (Bonus only), 7.3% for Variant 2 (Bonus plus wage), and just 4.3% for Variant 3 (Agreement only).

One way to reduce the eligibility pool to bring the definition closer to the working definition used by Connexions staff is to restrict it to young people who, in the evaluation survey, said they had heard of LAP. This is 32% of the sample. Of those who had heard of LAP, 23% took up an agreement, the rates by variant being 31% for Variant 1, 21% for Variant 2, and 14% for Variant 3.

The table below summarises the figures (and demonstrates the range of uncertainty in the estimates).

Table E.1 Take-up rates for AA

	Variant 1	Variant 2	Variant 3	Overall
	%	%	%	%
Take-up rate based on total survey sample	14	7	4	9
Take-up rate based on those having heard of LAP	31	21	14	23

Taking the main impact study finding of Chapter 5, that around 31% of LAP participants undertook study towards a qualification because of their participation in LAP who otherwise wouldn't have, these participation rate figures suggests that somewhere between 3% (i.e. 31% of 8.5%) and 7% (31% of 23%) of JWT young people would be expected to undertake studying if Learning Agreements were to be rolled-out nationally.

Looking at the variants, the impacts on studying were given in Table B.1. Using the same logic as above, we can estimate from these that the impact of LAP measured across the whole of the eligible JWT population is:

- For Variant 1 impact on participants = 30%; impact on eligible JWT population between 4% and 9% overall
- For Variant 2 impact on participants = 38%; impact on eligible JWT population between 3% and 8% overall
- For Variant 3 impact on participants = 23%; impact on eligible JWT population between 1% and 3% overall

This suggests that, measured as the impact across all the eligible JWT population, Variant 1 is, marginally, the most successful, because it couples reasonably high impact on participants with the highest rate of take-up. Variant 2 is very close though, because the lower rate of take up is compensated by a higher than average impact on studying. Variant 3 is the least successful, with relatively low impact on participants and the lowest rate of take-up.

Appendix F Additional LAP Sample

The main survey sample was created by collating administrative records from each Connexions area showing young people who subject to a Connexions status check and found to be in jobs without training (JWT) during a given period. These are covered in the main body of the report.

In addition to the main survey sample, Connexions offices in LAP pilot areas were also asked to supply records for everyone taking up a Learning Agreement within the given period. This allowed the inclusion of additional LAP participants who, for whatever reason, did not have accurate information recorded at the time of the status check.

In total 340 interviews were conducted with "Additional Participants" although, in the event, only 227 of these reported that they had actually taken part in LAP. The remaining 113 said that they had not taken part in LAP. This may reveal discrepancies in the MI data or it may be that some had been recorded as LAP participants for Connexions purposes (perhaps because they had appeared interested in the scheme) but had not actually started on the programme by the time of the survey interview[29].

The second "Additional LAP participants' group are not included in the main analysis. This helps to ensure clarity of presentation, but is also necessary to ensure statistical representativeness: Because there is no information about the wider population from which the Additional LAP participants were drawn, it is not able to weight the data in an equivalent way to the main sample

Preliminary analysis comparing the "Additional Participants" group with the main JWT sample is displayed in Tables F1 to F3 below. This reveals that that the Additional sample did not differ substantially from the main sample. The main difference is that that the Additional LAP sample appear to be slightly younger (9% were aged 16 at the time of the survey interview, compared with 1% of the main sample - Table F1). As a result they are more likely to have joined LAP more recently (29% since July 2007 compared to 19% of the main sample) and therefore more likely to be still on LAP and still studying (Table F3). These results are to be expected if, as seems likely, those who were younger would have had less time since leaving school and so been less likely to have been subject to a routine Connexions status check and identified as JWT.

[29] The definition of 'participation' used for the survey analysis requires the young person to have said they took part in LAP and either had contact with a Personal Adviser or started studying.

Table F.1 Personal characteristics

Column Percentages

	Participant		Non-participant	
	JWT	**Additional**	**JWT**	**Additional**
Gender				
Male	52	51	60	62
Female	48	49	40	38
Age				
16	1	9	*	12
17	43	40	34	33
18	54	50	56	54
19	3	1	9	2
20	0	0	0	0
Relationship Status*				
Married / Living with partner	6	5	5	5
Single inc Div / Sep	94	95	95	95
Ethnicity*				
White	96	92	95	92
Asian	3	4	3	4
Black	*	2	1	4
Mixed race	1	2	2	1
Chinese / Other	1	0	0	0
General Health*				
Very good	57	59	61	64
Fairly good	37	37	33	33
Fair	5	3	4	4
Bad or very bad	1	1	2	0
Longstanding Illness/Disability*				
Limits daily activities	4	3	4	4
Does not limit daily activities	4	3	4	1
No illness / disability	92	94	91	96
Household composition				
Lives with parents	88	89	89	94
Lives with partner	5	4	4	4
Lives with other relatives	3	4	2	0
Lives with friends / others	1	1	2	1
Lives alone	2	1	2	1
Has own children				
No children	97	98	96	100
Has children	3	2	4	0
Unweighted base	*493*	*227*	*3657*	*113*

Base = Pilot sample (JWT and Additional LAP samples)

** 1-3 missing cases (question not answered)*

*** 30 missing cases (question not answered)*

Table F.2 Personal characteristics

Column Percentages

	Participant		Non-participant	
	JWT	**Additional**	**JWT**	**Additional**
Attended school in Year 11*				
Attended regularly	84	85	83	88
Attended but not regularly	10	11	12	9
Did not attend	6	4	5	4
Took any GCSEs during Year 11*				
Yes	92	95	91	91
No	8	5	9	9
English GCSE				
A*-C	39	32	35	36
D-G	47	53	44	42
Fail / not taken	11	10	14	19
Missing	3	6	7	3
Maths GCSE				
A*-C	33	25	30	31
D-G	54	59	51	51
Fail / not taken	11	11	13	12
Missing	3	5	7	6
Number at Grades A*-C				
None	30	34	35	36
1-4	38	41	34	38
5-9	25	20	21	19
10 or more	6	4	6	5
Unweighted base	*493*	*227*	*3657*	*113*

Base = Pilot sample (JWT and Additional LAP samples)

** 1-3 missing cases (question not answered)*

Table F.3 Personal characteristics

Column Percentages

	JWT Participant	Additional Participant
LAP start date		
Apr-Jun 2006	7	3
Jul-Dec 2006	23	17
Jan-Jun 2007	43	43
Jul-Dec 2007	19	29
Still on LAP		
Yes	33	44
No	67	56
LAP end date		
Jul-Dec 2006	9	5
Jan-Jun 2007	25	18
Jul-Dec 2007	25	26
Jan-Jun 2008	2	2
Still on LAP	34	45
DK	6	4
Progress on LAP		
Still on LAP, studying for qualification	26	38
Still on LAP, not studying	7	6
Finished LAP, studied for qualification, achieved	25	19
Finished LAP, studied for qualification, left before achieved	15	17
Finished LAP, did not study	26	19
Missing	1	2
Frequency of contact with PA		
No recall of contact with PA	5	7
At least once a week	32	26
Less than once a week, at least once a month	45	47
Less often	18	19
Never	1	0
Whether employer aware of LAP		
Yes	79	89
No	21	11
Unweighted base	*493*	*227*

Base = Participants in pilot sample (JWT and Additional LAP samples)

Appendix G Survey methodology

Sampling process

The sampling process had the following stages:

- Sample records were provided by Connexions in each pilot and comparison area on a three-monthly rolling basis. Connexions identified, from among their records of all JWT young people in their area, those meeting the survey's eligibility definitions for each three-month period. These records were passed to NatCen in an anonymous format.

- NatCen then carried out a de-duplicating exercise so that the same young person did not appear in more than one sample group (and also removed duplicates between LAP evaluation and Activity Agreement Pilot evaluation samples), and then undertook initial sample selection for each area.

- After the bulk of the sample was selected from among all eligible young people, additional cases in pilot areas were selected from among those known to have been participating in LAP. This was done in order to ensure that the survey contained sufficient numbers of LAP participants to allow detailed analysis of experiences of the programme.

- An additional sample was drawn of young people who were recorded as taking up a Learning Agreement in the period but were not recorded as JWT in the Connexions records (see Appendix F).

- These selected individuals were then invited, in a letter sent by their local Connexions, to take part in the evaluation while being give the option to opt-out if they preferred not to be contacted. The contact details of the young people who did not opt out were passed to NatCen for contacting as part of the survey.

- At the beginning of the survey interview, young people were asked a set of brief screening questions to establish that over the 12 months prior to interview they had in fact been JWT. If their answers indicated that they did not in fact meet the JWT eligibility criteria they were dropped from the sample (12% of contacted young people were excluded as ineligible in this way).

Survey fieldwork

The survey was designed to be conducted by telephone interviewing. This meant that only young people for whom telephone numbers could be obtained were included in the survey sample; it also restricted the length of the main young person's interview to under 30 minutes (which was felt to be the maximum length that was consistent with obtaining good response and data quality).

The main survey instrument was designed to collect a detailed activity history for the young person, to allow their activity outcomes to be measured, as well as a measurement of 'distance travelled' towards concrete outcomes, based on attitudinal measures. Data on experiences of making activity choices, Connexions and, if applicable, LAP, were collected, as well as data on the young person's demographics, family background, school experiences and other factors that might affect impacts ('confounders') and would need to be controlled for. The questionnaire was designed following desk research, an expert panel and a series of qualitative interviews with young people. In addition a questionnaire for interviewing young people's parents (designed to take around 10 minutes) and a follow-up interview questionnaire were developed.

The follow-up survey instrument was designed to collect more detailed information about experiences on the LAP programme as well as up-to-date information about current activities and attitudes towards learning and employment.

Main interviews were carried out between July 2007 and March 2008 by a mixture of computer assisted telephone interviewing (CATI) and computer assisted personal interviewing (CAPI). Interviews were conducted by NatCen interviewers who were personally briefed by a member of the research team[30].

The allocation of sample to mode was controlled so as to be as even as possible across affected areas and programme variants except that all fieldwork in London and Essex, where field capacity was lowest, was allocated to telephone. A subset of the telephone interviewing group that was used from January 2008 onwards was home-based telephone interviewers who carried out telephone interviewing from an appropriate workspace within their homes.

For the main LAP survey, 4,774 interviews were conducted in the pilot areas (divided fairly evenly between the 3 LAP variants) and 3,392 in comparison areas. Of the 4,774 young people interviewed from pilot areas, 511 were classified as LAP participants. In addition to the main sample identified as JWT from Connexions data, 342 interviews were conducted with an additional sample of LAP participants (for more details see Appendix F).

The screening response rate, that is the proportion of issued cases where the respondent completed a screening interview, was 42%. Of these respondents, 12% said that they had not had a paid job within the reference period and so were screened out. 97% of respondents who were found to be eligible went on to complete a main interview. The overall response rate, which was calculated by multiplying the screening response rate by the main interview response rate, was 40%.

For the follow-up survey, 450 participants were issued for interview and 288 follow-up interviews were achieved (64%). 9 of these cases were re-classified as non participants as the participant did not recall attending a meeting with a PA, leaving 191 participant interviews for analysis.

For all modes the questionnaire used was essentially the same, with only minor adjustments necessitated by the mode. In this way it was hoped to minimise any effects due to the mode of interview.

Interview data were subject to a number of logic and range checks which were built in to the computer-assisted interviewing (CAI) software. Data from questions which allowed verbatim answers were coded into codeframes by trained NatCen coders, and respondents' answers on their qualifications and occupations were also coded.

After fieldwork had been completed the analysis samples were reduced to exclude young people who were recorded as being 18 or over before they became JWT. This reduced the sample sizes by 14 for participants, 598 for non-participants in pilot areas and 394 for people in comparison areas.

[30] DCSF required that all interviewers should be CRB-cleared. Whereas CRB routinely provides clearances for face-to-face interviewers, it is currently unwilling to provide clearances for telephone interviewers. As NatCen had previously obtained clearances for a number of telephone interviewers before the CRB clarified its policy, it was able to use those interviewers for the research but could not replenish them.

Weighting and analysis

Two types of weights were created to minimise biases in the data. Design weights were calculated to correct for different sample selection probabilities due to the differing size of the eligible population in each area, and the over-sampling of known AA participants. Non-response weights were constructed to minimise bias from differential response rates between different groups within the survey population. These two types of weights were combined, and then scaled. Most of the analysis in this report, which compares or combines the different LAP variants, uses weights which are scaled so that each of the three variants is given an equal weight. Differently scaled weights were produced for analysis involving a single variant only.

In addition to the impact analysis, the background characteristics of LAP participants were described and compared with non-participants. This analysis identified differences which may indicate selection effects and which were therefore taken into account when assessing impact. Descriptive analysis was also used to compare experiences of LAP reported by programme participants within each variant.

All of the impact estimates and the differences identified through descriptive analysis were tested for statistical significance. Impact estimates are reported as findings if they are significant at the 90% level in a formal statistical test of difference; results from the descriptive analysis are only commented on if they are significant at the 95% level. In addition, the p-value associated with impact estimates is given. The p-value is the probability that a result *is* due to random chance and is the inverse of the significance level: thus a significant result at the 95% significance level will have a p-value of less than 5%, a result at the 99% significance level will have a p-value of less than 1%, and so on.

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