Department for Education

Adult Participation in Learning Survey 2017

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Contents

List of figures

List of tables

Executive Summary

Learning has positive benefits for individuals, communities and the wider economy[1]. Increasing and widening access to learning is crucial to future prosperity, fairness and social inclusion in the UK. Despite the strength of this evidence, the UK has seen a recent decline in the number of adults participating in learning and training[2]. If we are to engage more adults in learning, it is vital that we understand patterns of behaviour, and adults' motivations and their barriers to their engagement.

For over 20 years, Learning and Work Institute (L&W) has undertaken an annual survey of adult participation in learning. The survey, which draws on data from a national representative survey of 5,000 adults across the UK (or Great Britain in 2017), provides a rich evidence base on who participates in learning, their motivations, barriers, and benefits experienced.

This report presents the findings from the 2017 survey, which was funded by the Department for Education (DfE). This report also provides, for the first time, segmented statistical analysis using disadvantage indicators to explore what the policy levers might be to engaging adults who are historically least likely to learn.

Methods

The 2017 Adult Participation in Learning Survey included 5,169 adults aged 17 and over across Great Britain, with fieldwork conducted in September and October 2017. This sample has been weighted (generating an effective sample of 5,039) to provide a nationally representative dataset. The survey deliberately adopted a broad definition of learning, including a wide range of formal, non-formal and informal learning, far beyond the limits of publicly offered educational opportunities for adults.

Analysis of the survey results predominately involved a mixture of descriptive statistics and the significance testing of demographic and key variable breakdowns. A segmented approach was used to analyse a number of questions to compare results between different defined groups of respondents. This included the following analyses: by main reason for learning, by likelihood of future learning, by index of multiple deprivation, by index of multiple disadvantage in employment and regression analysis.

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[1] *Healthy, Wealthy and Wise: The impact of adult learning across the UK* https://www.learningandwork.org.uk/wp-content/uploads/2017/02/LW-EU-Report-Nov-2017-V8-1.pdf

[2] *Further Education and Skills in England – November 2017 (SFR 62/2017)* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/660580/SFR62_Nov_2017.pdf and Green, F et al. (2015) "The declining volumes of workers' training in Britain", *British Journal of Industrial relations* 52(2) pp.422-488

Key findings

Who participates in learning?

Analysis of participation by different demographic characteristics indicates that:

- Women have a significantly higher participation rate than men.
- Individuals from higher social grades are more likely to be participating in learning than those from lower social grades.
- Working status is a key predictor of participation; closer proximity to the labour market is associated with higher participation rates. Full and part-time workers are equally likely to be participating in learning.
- There is a strong effect of age on participation rate. Each age group has a significantly higher participation rate than the next oldest group, with one exception: the 25 to 34 group have slightly lower rates than the 35 to 44 group.
- Respondents from BAME backgrounds are significantly and substantially more likely to be participating in learning than respondents from White backgrounds.
- The age at which respondents completed full-time education is strongly associated with participation in learning, with those who left full-time education at 16 or under being the least likely to have current or recent experience of learning. Remaining in education until at least the age of 21 is associated with the highest participation rate.
- Participation in learning is lower among adults who have higher levels of disadvantage in employment and those who live in areas that have the highest levels of multiple deprivation.

Two-fifths (40%) of survey respondents stated an intention to learn in the next three years, which is similar to the current participation rate. A slightly higher proportion of 43 per cent said that they are very unlikely to take part in learning and a further 15 per cent considered themselves fairly unlikely to do so.

What motivates adults to learn?

The survey shows that three-quarters (75%) of learners took up their *main* learning for work or career related reasons, and just under a quarter (24%) for leisure or personal interest. Some groups of adults were more likely to learn for work or career related reasons than others, including: younger respondents below the age of 35; adults in C1 and C2 social grades; and employed adults, particularly those in full-time work. In contrast, adults who are more likely to be motivated to learn for leisure or personal interest are more likely to be: older respondents aged 65 and over; and retired adults.

Adults are motivated to take up learning for a range of reasons. Around a quarter of respondents said they started learning to develop themselves as a person (27%); to help improve in their job (27%); due to an interest in the subject (26%); or to get a recognised qualification (24%). A further fifth of learners (22%) are learning because they enjoy it.

Where do adults learn?

The survey results show that adults learn in a range of different locations. Over half (55%) of learners participated in work-related learning and a further 41 per cent learnt independently. Just over a third (34%) of respondents learnt in a formal educational establishment and six per cent in a community or voluntary organisation. This indicates that provision should be flexible to adults' lives and be offered in the workplace and remotely (for example through online learning), as well as through formal education institutions.

What do adults learn?

Adults are learning a range of subjects, including health and science; digital, computer skills and IT; business and administrative; creative and design; and childcare and education.

Around two-thirds (67%) of people's main learning leads to a qualification. Age is a strong predictor of learning for a qualification, with more than nine out of 10 learners aged 17-24 saying their learning will result in a qualification.

What do adults invest in learning?

The survey results indicate that adults' learning is paid for in a range of ways. Most commonly, individuals' employers paid for their learning (29%), adults paid the fee directly (22%), no fee was attached to the learning (22%), or learners took out a formal learning loan (such as a Student Loan, Advanced Learner Loan or Career Development Loan) to pay for their learning (8%).

Adult learners also invest time in learning, which often competes with other priorities, such as work and caring responsibilities. Most commonly survey respondents reported spending three to four hours on learning per week. The mean number of hours spent learning a week is 15.1 hours.

What are adults' barriers to learning?

Overall, the barrier to learning most frequently identified by survey respondents, regardless of their learning status, was work or other time pressures. While current/recent learners cite other situational barriers, such as cost and childcare or caring responsibilities, adults who have not been learning for at least three years were more likely to cite dispositional barriers, such as feeling too old and a lack of interest.

Nearly two out of five (38%) non-learners say that nothing is preventing them from doing so, which potentially indicates that learning is not something they have considered or that they feel would be of value for them.

What might encourage adults to learn in the future?

The survey results highlight a range of factors that could make learning more attractive to them in the future. The most common responses were: if it was cheaper or the fees were lower; if it was related to something that they were interested in; if they could learn from home. Almost two-fifths (38%) of adults, however, said that nothing would make them more likely to take up learning.

Adults with higher level qualifications and those in higher social grades are most likely to identify factors that would address situational barriers, such as finance and practical support. They are also more likely to be able to identify the factors that would enable them to participate.

What are the benefits of adult learning?

Learning as an adult can have significant benefits for individuals, including those related to health, employment, and social life and community.[3] The most common benefits cited by learners were improvement in knowledge of the subject; improved skills related to their job; self-confidence; increased confidence at work; and enjoying learning more.

Where do adults find out about learning?

When asked to choose what their first step would be if they were to take part in future learning, almost one in five adults (17%) selected a general internet search for courses of interest. Over one in ten stated that they would contact their local college, university or learning centre (14%) or that they would talk to their employer (11%). However, over a quarter of adults (26%) did not choose any of the options given.

What are adults' attitudes towards post-16 provision?

All respondents were asked to indicate how likely they would be to: do an apprenticeship or higher apprenticeship; go to college to do a vocational qualification; and/or go to university to do a degree. The results indicate that adults would be most likely to go to college to do a vocational qualification, followed by university and then do an apprenticeship or higher apprenticeship.

All respondents were also asked to state how likely they would be to recommend each of the post-16 education options to a family member or friend. The results show at least three-quarters of respondents would be likely to recommend each option. This suggests that participation in any of these types of provision may not necessarily reflect their perceived value, with a substantially greater proportion of respondents saying they would

[3] Schuller, T. (2017) What are the wider benefits of learning across the life course?

recommend each type of provision even if they are unlikely to take up these opportunities themselves.

Considerations for policy and practice

The evidence from this study highlights the following considerations for policy and practice, aimed at engaging more and different adults in learning:

- The survey consistently shows inequalities in participation in learning. To engage more and different adults in learning, **outreach and interventions should seek to target adults in lower social grades, adults who are furthest from the labour market, older adults, and those who left full-time education at their earliest opportunity**.

- Around three-fifths (58%) of survey respondents stated they are unlikely to take part in learning in the next three years. Current/recent learners are more likely to intend to carry on, suggesting that **encouraging adults to try out learning, and providing support for them to continue to do so, are important to increasing participation overall**.

- The survey results demonstrate the wide variety of motivations to learn. As such, **ensuring a breadth of opportunities – including those directly related to the workplace – is important to successfully engage more adults in learning**. Unemployed adults and individuals experiencing higher levels of disadvantage, are more likely to be motivated by benefits relating to learning and knowledge, social and community, or health and wellbeing. **To engage disadvantaged groups in learning, the learning offer may be more attractive if it relates to these motivations**.

- Adults learn in a range of different locations and engage with different types of provision. **A broad learning offer therefore needs to be available to adults and should be delivered flexibly**, including in the workplace and remotely (for example through online learning), as well as through formal education institutions.

- Current/recent learners cite situational barriers, such as cost and childcare or caring responsibilities. Adults who have not been learning for at least three years were more likely to cite dispositional barriers, such as feeling too old and a lack of interest. **In addition to removing practical barriers to learning, it is therefore important to engage adults by making the case of the value and relevance of learning to them**.

- Although cost is a barrier to many adults, the survey demonstrates that some adults are willing to invest in their learning. **The government and providers should therefore ensure that the value of this investment is visible to potential learners and employers**. The government should also **consider measures that encourage greater levels of co-investment in learning**

- Adults look for information about learning from a wide range of sources. In order to engage adults who are least likely to learn, **relevant information should be made available in public places and through individuals and services that people come into contact with.**
- A significantly higher proportion of respondents from BAME than White backgrounds say that they are likely to do an apprenticeship. The results suggest that the **appetite for apprenticeships exists and therefore efforts should be focused on ensuring individuals are successful in accessing opportunities.**

Introduction

Learning has positive benefits for individuals, communities and the wider economy[4]. Increasing and widening access to learning is crucial to future prosperity, fairness and social inclusion in the UK. Despite the strength of this evidence, the UK has seen a recent decline in the number of adults participating in learning and training[5]. To address this challenge the Government is developing a National Retraining Scheme to ensure the UK remains competitive in a global economy and to improve social mobility. If we are to engage more adults in learning, it is vital that we understand patterns of behaviour, and adults' motivations and their barriers to their engagement.

Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. For over 20 years, L&W (previously NIACE) has undertaken an annual survey of adult participation in learning. The survey, which draws on data from a national representative survey of 5,000 adults across the UK (or Great Britain in 2017), provides a rich evidence base on who participates in learning, their motivations, barriers, and benefits experienced.

This report presents the findings from the 2017 survey, which was funded by the Department for Education (DfE). This report also provides, for the first time, segmented statistical analysis using disadvantage indicators to explore what the policy levers might be to engaging adults who are historically least likely to learn.

Context

The UK economy faces a number of critical challenges[6]: advances in technology and the changing nature of work suggest that an estimated 10-35% of UK jobs are at high risk of replacement in the next 20 years; an ageing population is increasing the need for adults to reskill throughout their extended working lives; the UK economy has an entrenched productivity gap relative to other advanced economies; and social mobility is low by international standards and does not appear to be improving[7].

As outlined in the government's recent Industrial Strategy[8], if we are to successfully address these issues, improving both productivity and social mobility, then adults will need to upskill and retrain throughout their working lives.

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[4] *Healthy, Wealthy and Wise: The impact of adult learning across the UK* https://www.learningandwork.org.uk/wp-content/uploads/2017/02/LW-EU-Report-Nov-2017-V8-1.pdf
[5] *Further Education and Skills in England – November 2017 (SFR 62/2017)* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/660580/SFR62_Nov_2017.pdf and Green, F et al. (2015) "The declining volumes of workers' training in Britain", *British Journal of Industrial relations* 52(2) pp.422-488
[6] *Foresight Review into the Future of Skills and Lifelong Learning* https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning
[7] *7 key truths about social mobility, the interim report of the APPG on social mobility* https://www.raeng.org.uk/publications/other/7-key-truths-about-social-mobility
[8] *Industrial Strategy White Paper* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

There is strong evidence on the economic value of formal qualifications, with no apparent disadvantage if these are obtained after the age of 25[9]. In addition, research shows that participation in learning can have a positive impact on health and well-being, as well as upon families and communities[10]. Increasing and widening access to learning is crucial to our future prosperity, fairness and inclusion as a nation.

Despite the strength of this evidence, the UK has seen a recent decline in the number of adults participating in skills training[11] and publicly-funded learning[12]. In order to tackle this decline, the Conservative party manifesto committed to the creation of 'the best programme of learning and training for people in work and returning to work' and to roll out a National Retraining Scheme.

As part of a £40m commitment to test innovative approaches to lifelong learning, DfE have launched Career Learning Pilots, including a Flexible Learning Fund to explore a range of innovations in delivery, and Outreach and Cost Pilots to develop the evidence base on how more adults can be engaged and supported in learning. In addition, a number of research studies are currently underway, including a review of Level 4/5 qualifications and a qualitative study on the decision-making of adult learners.

If we are to engage more adults in learning, it is vital that we understand adults' motivations and the barriers to their engagement. In seeking to increase levels of adult participation in learning and training, the evidence suggests that a blanket approach will disproportionately benefit younger adults, those who already have higher level qualifications, and those in higher socio-economic classifications. Surveys consistently show that participation in learning and training declines with age and is lower for those with lower formal qualifications[13].

The 2017 Adult Participation in Learning Survey provides an up-to-date view on who is most or least likely to be learning, what their motivations are and the barriers adults experience when seeking to take up learning. This report also provides, for the first time, segmented statistical analysis using disadvantage indicators to explore what the policy levers might be to engaging adults who are historically least likely to learn.

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[9] *Foresight Review into the Future of Skills and Lifelong Learning* https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning

[10] *Healthy, Wealthy and Wise: The impact of adult learning across the UK* https://www.learningandwork.org.uk/wp-content/uploads/2017/02/LW-EU-Report-Nov-2017-V8-1.pdf

[11] Green, F et al. (2015) "The declining volumes of workers' training in Britain", *British Journal of Industrial relations* 52(2) pp.422-488

[12] *Further Education and Skills in England – November 2017 (SFR 62/2017)* www.gov.uk/government/uploads/system/uploads/attachment_data/file/660580/SFR62_Nov_2017.pdf

[13] *Foresight Review into the Future of Skills and Lifelong Learning* https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning

Methodology

About the survey

Since 1996, L&W (then NIACE) has been undertaking the Adult Participation in Learning Survey on an almost annual basis[14]. The survey provides a unique overview of the level of participation in learning by adults, with a detailed breakdown of who participates and who does not over a span of more than 20 years.

The survey deliberately adopts a broad definition of learning, including a wide range of formal, non-formal and informal learning, far beyond the limits of publicly offered educational opportunities for adults. Each year, a representative sample of approximately 5,000 adults aged 17 and over across the UK (or Great Britain in 2017) are provided with the following definition of learning and asked when they last took part in any, as well as how likely they are to take part in learning during the next three years:

'Learning can mean practising, studying or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full time, or part time, done at home, at work, or in another place like a college. Learning does not have to lead to a qualification. We are interested in any learning you have done, whether or not it was finished.'

The 2017 Adult Participation in Learning Survey included 5,169 adults aged 17 and over across Great Britain, with fieldwork conducted in September and October 2017. This sample has been weighted (generating an effective sample of 5,039) to provide a nationally representative dataset. In addition to overall participation in learning, the 2017 survey had a particular focus on identifying barriers to learning for different groups of adults, motivations for learning and changes which would make learning more attractive. The survey also explored issues such as who participates and what they are learning, how learning is undertaken, whether learning leads to a qualification, benefits or changes from learning, investment in learning and attitudes towards different types of post-16 provision. A copy of the 2017 questionnaire can be found at Annex 1.

Further information about the Participation Survey can be found on L&W's website[15].

Fieldwork was conducted by Kantar TNS via their Great Britain omnibus survey. Kantar TNS use 2011 Census small area statistics and the Postcode Address File to define sample points – areas of similar population size within a region, with the entire sampling frame representative of the country's geographical and socio-economic profile. Each

[14] Surveys were undertaken annually from 1996 except in three years: 1997, 1998 and 2016.
[15] http://www.learningandwork.org.uk/our-work/promoting-learning-and-skills/participation-survey/

week, a number of these points are chosen as locations for the fieldwork. Quotas are set for gender and working status. The survey is carried out face to face using computer-assisted personal interviewing (CAPI).

Analysis

Analysis of the survey results predominately involved a mixture of descriptive statistics and the significance testing of demographic and key variable breakdowns. It should be noted that due to space limitations not all results have been included in this report.

Unweighted bases for each chart and table have been included for reference. However, all figures, breakdowns and analyses throughout the report are based on weighted data.

A segmented approach was used to analyse a number of questions to compare results between different defined groups of respondents. This included the following analyses: by main reason for learning, by likelihood of future learning, by index of multiple deprivation, by index of multiple disadvantage in employment and regression analysis. The latter three techniques are explained below.

Index of multiple deprivation

The Index of Multiple Deprivation (IMD) is UK Government's "official measure of relative deprivation for small areas".[16] It is based on a weighted combination of measures of seven areas of deprivation.[17] Each Lower-layer Super Output Area (LSOA) is given a unique ranking on an ordinal scale from the most deprived area (1) to the least deprived area (32,844). For the segmented analysis, these were grouped into quintiles from one (most deprived fifth of LSOAs) to five (least deprived fifth of LSOAs). Although IMD is based solely on location, rather than personal characteristics, it is considered a good proxy for respondents' individual socioeconomic circumstances.

IMD figures were amalgamated from separate figures for England, Scotland and Wales. IMD quintile was therefore defined by country, rather than overall. In addition, specific data on LSOA for each respondent was not available. Therefore, LSOA was approximated through use of postcode data.

It should be noted that, although an analysis by IMD was conducted for all questions for which the segmented approach was used, results are only included in this report for the analysis of overall participation rate. This is because results of these analyses showed

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16 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/579151/English_Indices_of_Deprivation_2015_-_Frequently_Asked_Questions_Dec_2016.pdf

17 Income deprivation, employment deprivation, education, skills and training deprivation, health deprivation and disability, crime, barriers to housing and services and living environment disruption.

similar results to the analyses by index of multiple disadvantage, but with a lower level of clarity; due to space limitations it was therefore decided not to include them.

Index of multiple disadvantage in employment

Index of multiple disadvantage in employment was developed by Berthoud (2003),[18] based on an analysis of a nine-year series of Labour Force Surveys from 1992 to 2000. This identified six characteristics associated with disadvantage in employment prospects.[19] These are: single with no children or lone parent, maximum qualifications under level 2, any impairment or disability, an age over 50, an ethnic background other than White or Chinese, and resident in a region with an unemployment rate in the top fifth of regional unemployment rates. Each type of disadvantage is additive, with the probability of non-employment directly associated with the number of disadvantages present.

With the exclusion of ethnicity,[20] these variables were calculated for each respondent, and summed to create an index of disadvantage from zero (least disadvantage) to five (most disadvantage).

Regression analyses

Binary logistic regression analyses were conducted to identify which demographic variables are significant predictors of certain binary outcomes (e.g. participation status or giving/not giving a particular answer). Predictor variables are variables found to influence an outcome once other variables have been taken into account. Therefore, a regression analysis helps to identify whether or not differences between demographic groups can be explained by differences in underlying variables. For the majority of regression analyses described in this report, the variables tested were age, social class, working status and qualification level.[21]

It should be noted that since working status is a categorical variable, it was necessary to choose one answer option as a reference point for other answers to be compared against. As the most common working status, full-time employment was chosen as the reference point.

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[18] https://www.jrf.org.uk/report/multiple-disadvantage-employment

[19] Specifically, 'non-employment', defined as neither individual or partner (family unit) in employment for 16 hours a week or more or education.

[20] Index of multiple disadvantage is a measure of disadvantage in employment; an ethnic background that is not White or Chinese is included as a disadvantage in the measure, as individuals from these backgrounds are under-represented in employment. However, since individuals from BAME backgrounds are over-represented in learning, it was considered inappropriate to include this characteristic when analysing disadvantage in a learning context.

[21] Age of terminal education could not be included in the analysis due to its high correlation with qualification level, which (due to multicollinearity) would render a regression analysis invalid.

A regression analysis produces a model of predictor variables for a particular outcome. The strength of the model is indicated by the proportion of the variance in answers that the model predicts i.e. how accurately a respondent's answer can be predicted from their demographic variables. In order to exclude models with insufficient strength, only analyses which explain ten per cent or more of the variance have been included in this report. This information is provided in footnotes where applicable.

Measuring participation

The survey uses a deliberately broad definition of learning to capture as wide an array of learners as possible, which goes beyond participation in publicly-funded provision. The interpretation of the definition is subjective and some individuals with similar experiences may classify themselves differently. An alternative approach was adopted by the National Adult Learner Survey (NALS),[22] which uses a different definition and a series of questions to classify respondents into formal learners, non-formal learners, informal learners and non-learners. Participation rates measured through NALS are higher than those captured by the Participation Survey.

While respondents are given a definition of learning, the self-reported nature of the Participation Survey relies on individuals to make a judgement about how it relates to them. This can be influenced by their existing understanding of what learning is, which can relate to a range of factors such as the formality of the learning, duration and/or method of delivery. Respondents may therefore interpret questions differently, and they may provide incorrect information (either deliberately or through mis-remembering details). However, this risk is mitigated by the large sample size and by the general consistency of responses over the surveys' 20-year history. An alternative approach would be through use of nationally-collected statistics on adult education such as in DfE and ESFA statistical releases.[23] However, such statistics are limited to publicly-funded provision and are unable to identify qualitative issues such as barriers to learning or motivations.

A potential limitation of the segmented analysis in this report is the use of pre-determined groups, rather than groups derived from the results. The latter technique was used by NALS 2010,[24] allowing respondents to be grouped according to a combination of their participation in learning and attitudes towards it. However, the use of pre-determined groups in this project allowed responses to be analysed by common and/or previously validated breakdowns (for example, index of multiple deprivation and index of multiple disadvantage in employment).

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[22] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34798/12-p164-national-adult-learner-survey-2010.pdf
[23] https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr
[24] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34798/12-p164-national-adult-learner-survey-2010.pdf

Definitions

The following definitions are used throughout the report:

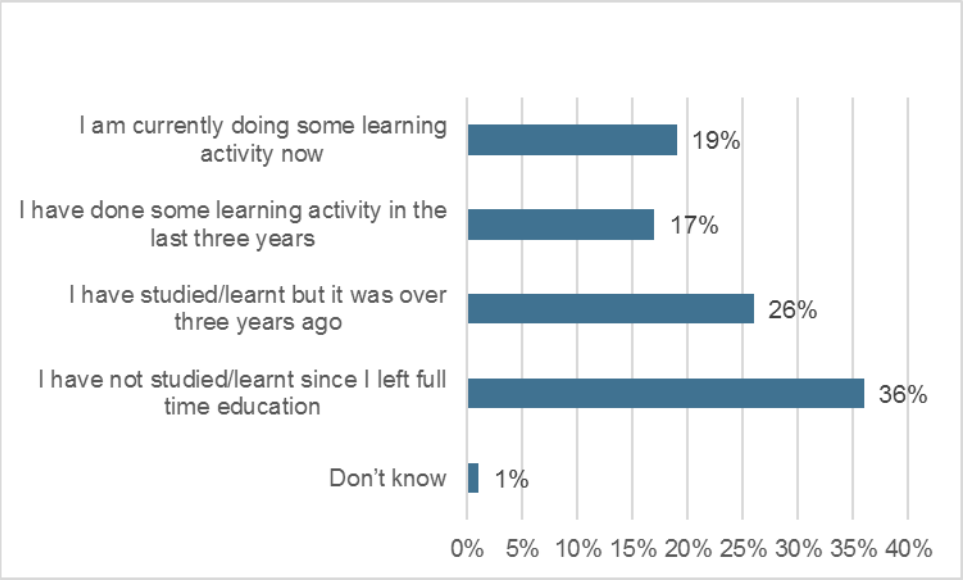
- **Current learners** – respondents who are currently learning.
- **Recent learners** – respondents who are not currently learning, but have done so within the three years prior to interview.
- **Participation in learning** – respondents who are currently learning or who have done so in the three years prior to interview (current and recent learners).
- **Participation rate** – the proportion of respondents who are current or recent learners.
- **Main learning** – the primary item of learning in which respondents are engaged, or have been within the previous three years, as self-defined by respondents.
- **Any learning** – any item of learning in which respondents are engaged, or have been within the three years prior to interview.
- **Social grade** – based on Office for National Statistics' occupational classification, derived from a set of questions to identify features of respondents' occupation and workplace. Social Grade A includes the upper and upper-middle classes and is generally grouped with Grade B, the middle classes. Grade C1 includes the lower-middle class, often called white-collar workers. Grade C2 mainly consists of skilled manual workers. Grade D comprises the semi-skilled and unskilled working class, and is usually linked with Grade E, those in the lowest grade occupations or who are unemployed.

Results and Analysis

Participation in learning

The 2017 survey shows that around a fifth of adults (19%) are currently learning, with a further 17 per cent who have done so in the previous three years (see Figure 1). Over a third of adults (36%) have not learnt since leaving full-time education, with a further 26 per cent who have done so, but over three years ago.

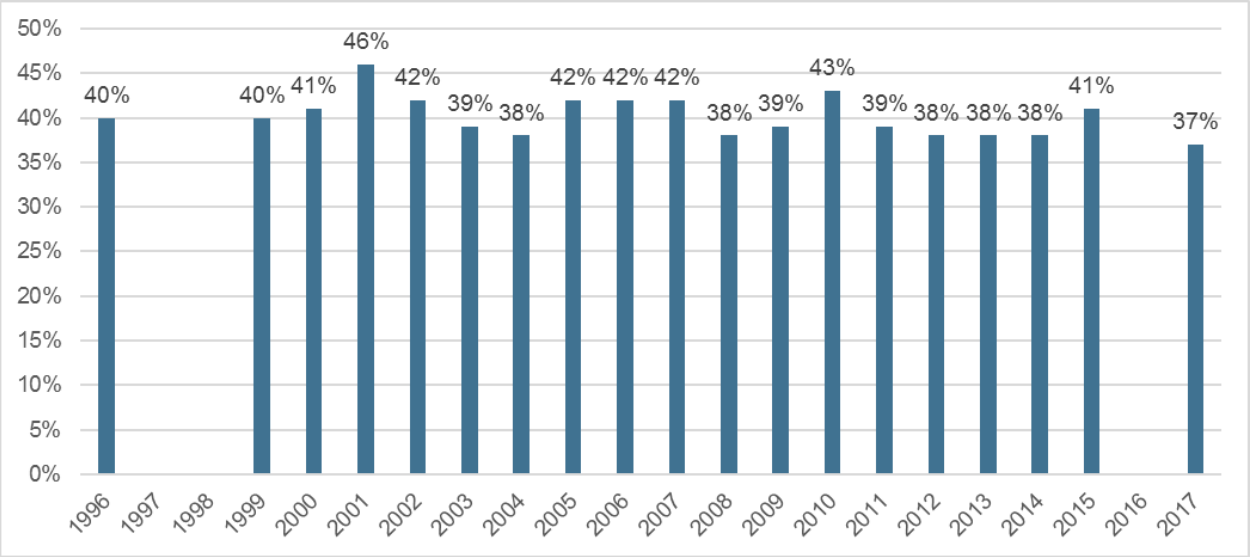
Figure 1: Participation in learning



Base: all respondents. Total unweighted base = 5169

In comparison with the results from previous years, 2017 has the lowest participation rate (current or recent learning) in the history of the participation survey, at 37 per cent of adults. This is four percentage points lower than that of the previous survey, undertaken in 2015 (see Figure 2).

Figure 2: Participation in learning, 1996-2017



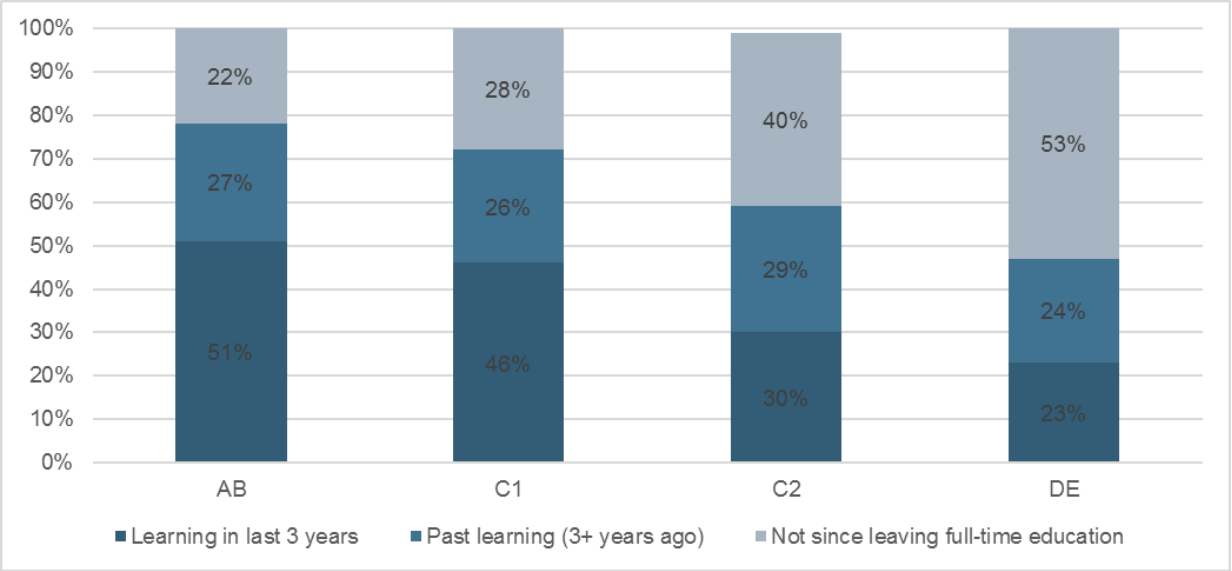
Base: all respondents to each survey. Unweighted base for 2017 = 5169

Demographic breakdowns

Women have a significantly higher participation rate than men; in total, 39 per cent of women are participating in learning compared with 35 per cent of men.

Social grade is a key predictor of participation. Respondents from higher social grades are more likely to be participating in learning than those from lower social grades, and each social grade has a significantly higher participation rate than the one below (see Figure 3). People in the AB grade are more than twice as likely to participate as people in the DE grade (51% compared with 23%). In addition, more than twice as many adults in the DE grade have not participated in learning since leaving full-time education as those in AB (53% compared with 22%).

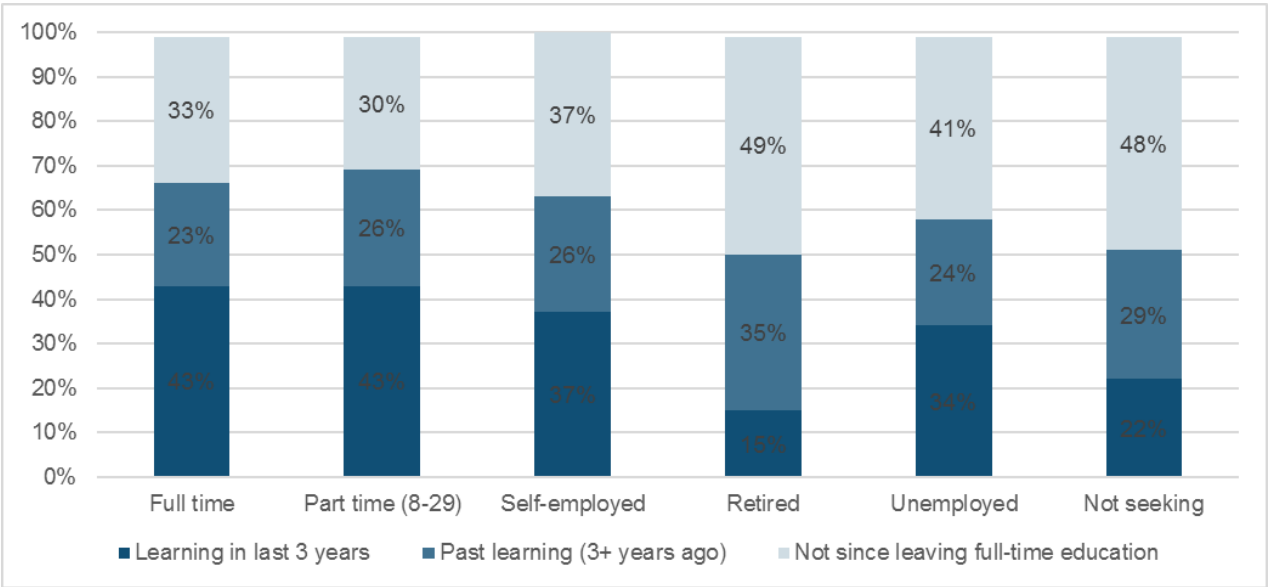
Figure 3: Participation by social grade



Base: all respondents. Total unweighted base = 5169, AB = 966, C1 = 1351, C2 = 1087, DE = 1765.

Working status is a key predictor of participation; closer proximity to the labour market is associated with higher participation rates. Full and part-time workers are equally likely to be participating in learning, with over two-fifths of each group (43%) so doing (see Figure 4). This figure drops significantly to 37 per cent of unemployed respondents, with a further significant drop to respondents who are out of work but not seeking it (22%) or are retired (15%).

Figure 4: Participation by working status

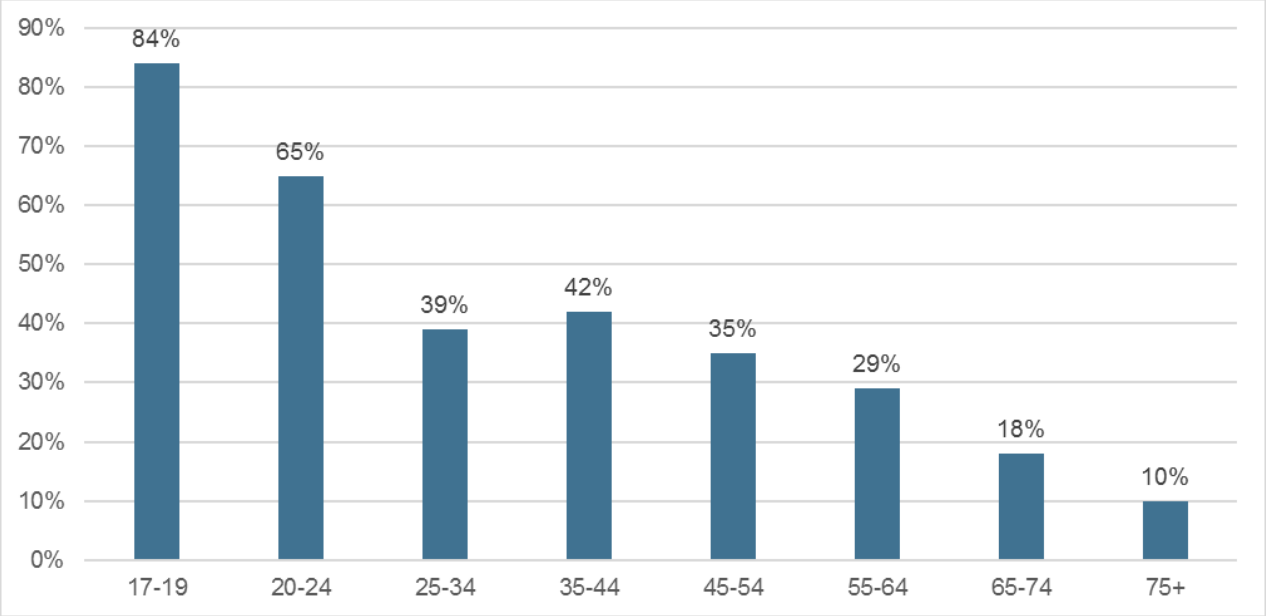


Base: all respondents excluding part time (under 8 hours)[25], at school and in higher education. Total unweighted base = 4,780, full time = 1,726, part time (8-29) = 635, self-employed = 450, retired = 1720, unemployed = 249, not seeking = 561.

[25] Due to small sample size.

There is a strong effect of age on participation rate (see Figure 5). Each age group has a significantly higher participation rate than the next oldest group, with one exception: the 25 to 34 group have slightly lower rates than the 35 to 44 group. Since the 2015 survey, there has been a nine percentage point drop in participation for the 45 to 54 group, and a seven point drop for the 17 to 19 and 25 to 34 groups.

Figure 5: Participation by age



Base: all respondents. Total unweighted base = 5169, 17-19 = 201, 20-24 = 370, 25-34 = 783, 35-44 = 757, 45-54 = 744, 55-64 = 722, 65-74 = 846, 75+ = 746.

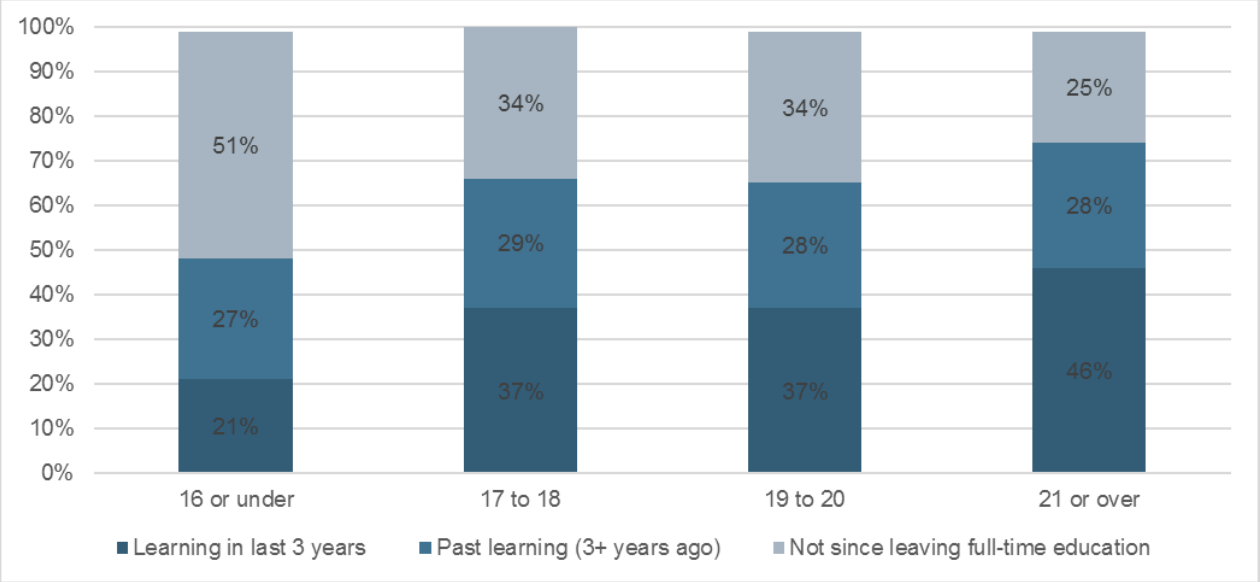
Respondents from BAME backgrounds are significantly and substantially more likely to be participating in learning than respondents from White backgrounds (48% compared with 35%). Respondents from White backgrounds are significantly more likely than respondents from BAME backgrounds to have not participated in learning since leaving full-time education (37% compared with 30%).

Grouping individuals from BAME backgrounds together masks differences between different ethnicities. While the Participation Survey collects demographic data from respondents, including ethnicity, the sample is too small to disaggregate different ethnic minority groups.

The age at which respondents completed full-time education (terminal age of education) is strongly associated with participation in learning (see Figure 6). Only one in five adults (21%) who left education at 16 or under are participating in learning. This figure almost doubles for respondents who stayed in education for a short while longer, with a significantly higher figure of 37 per cent for respondents who left education at the age of either 17 to 18 or 19 to 20. Remaining in education until at least the age of 21 is associated with the highest participation rate, which at 46 per cent is significantly higher than the other three groups. This association may be partly age-related, with older

respondents both less likely to be participating in learning and more likely to have left education at a younger age.

Figure 6: Participation by age of completing full-time education

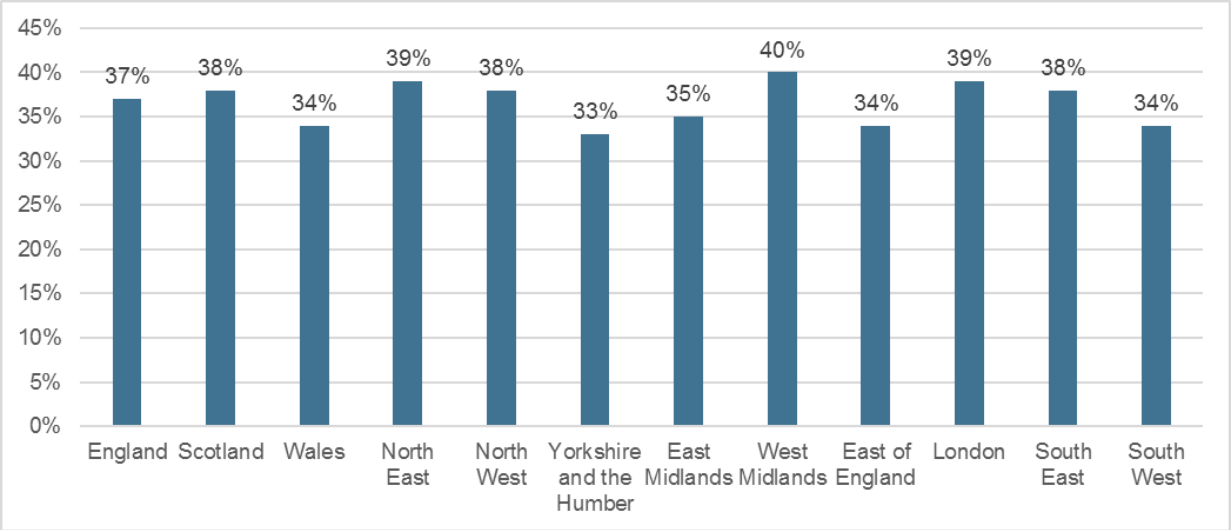


Base: all respondents who gave a participation status and age of terminal education. Total unweighted base = 4793. 16 or under = 2255. 17 to 18 = 945. 19 to 20 = 346. 21 or over = 1247.

When comparing levels of participation in learning across Great Britain, the survey shows that 37 per cent of adults in England are participating in learning, compared with 38 per cent of adults in Scotland and 34 per cent in Wales (Figure 7). However, these differences are not significant.

By English region, the West Midlands has the highest participation rate, with 40 per cent of respondents participating in learning. The region with the lowest participation rate is Yorkshire and the Humber, with a figure of 33 per cent. The difference between these two regions is significant, but there are no other significant differences between the regions.

Figure 7: Participation by country and region



Base: all respondents. Total unweighted base = 5169. England = 4444, Scotland = 462, Wales = 263, North East = 225, North West = 596, Yorkshire and the Humber = 449, East Midlands = 395, West Midlands = 459, East of England = 488, London = 665, South East = 725, South West = 440

Regression analysis of participation in learning

A regression analysis shows that when social grade, age, highest level of qualification and working status are all taken into account, all four variables are significant predictors of participation in learning[26]. Likelihood of participating in learning increased as social grade and highest level of qualification increased and decreased as age increased[27]. Compared with full-time employment, likelihood of learning decreased for those in retirement or not seeking work[28].

Breakdown of participation in learning by indices of disadvantage and deprivation

Index of multiple disadvantage is a measure of disadvantage in employment prospects. It is based on five characteristics that are each independently associated with higher levels of unemployment. The index is calculated by adding together the number of these characteristics the respondent has; the higher the number of characteristics the higher the level of disadvantage in employment.

There is a clear pattern of reduced participation in learning as index of multiple disadvantage increases (see Figure 8). The participation rate is lowest for respondents

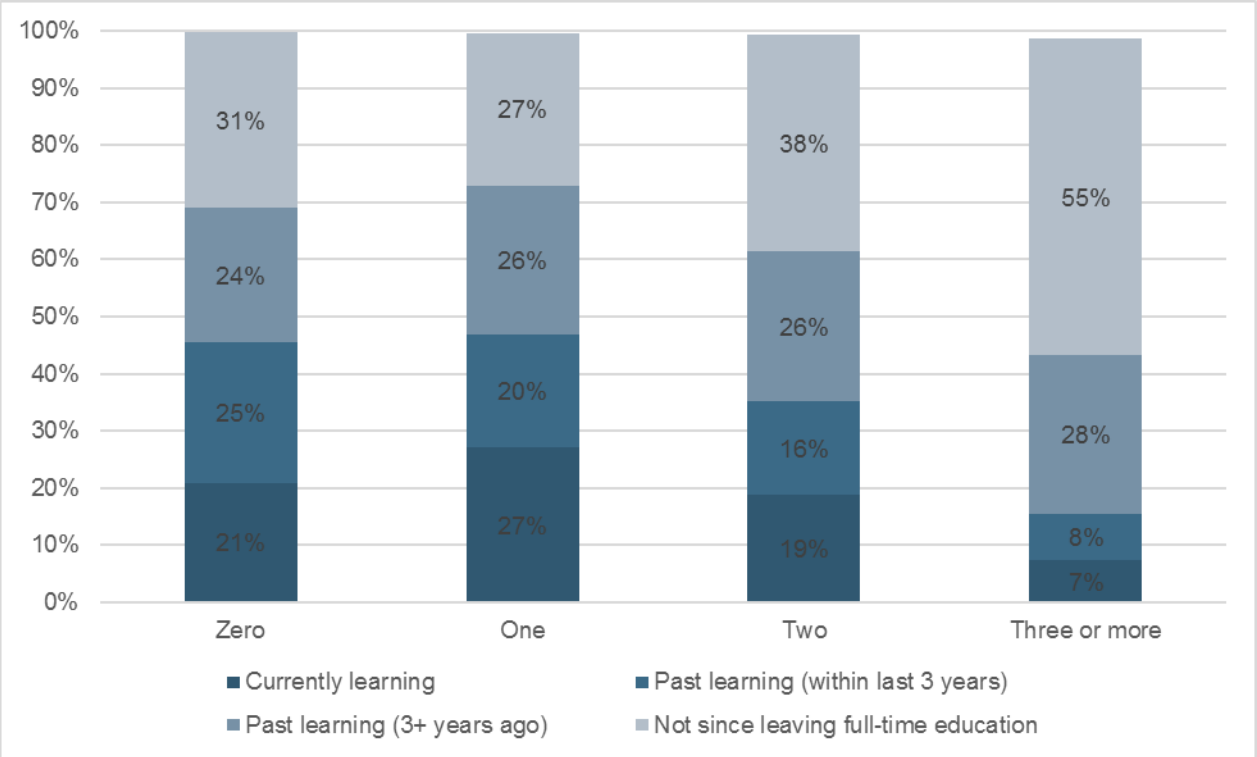
[26] When combined these variables account for a substantial 22.4 to 30.6 per cent of variation in learning status, which indicates a strong association between the variables and participation in learning
[27] $p < 0.001$ for all
[28] $p < 0.001$ for both

with an index of three or more (15%). This rises to 35 per cent of respondents with an index of two, and approaches half of those with an index of one or zero (47% and 46% respectively).

Respondents with the highest level of disadvantage (an index of three or more) were much more likely than the other groups to have not learnt since full-time education, with over half (53%) stating this. This is substantially higher than the equivalent figures for respondents with an index of two (38%), one (27%) or zero (31%).

These findings are supported by a comparison of the mean index of multiple disadvantage, which is significantly lower for respondents who are participating in learning (1.2) than for those who have not learnt within the previous three years or since full-time education (1.8) [29].

Figure 8: Participation status by index of multiple disadvantage



Base: all respondents who gave a participation status and for whom an index of multiple disadvantage could be calculated. Total unweighted base = 5037. Index of zero = 914. Index of one = 1706. Index of two = 1284. Index of three or more = 980.

The index of multiple deprivation is the official measure of relative deprivation for small areas in England[30]. The index combines information from the following seven domains to calculate the level of deprivation: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment.

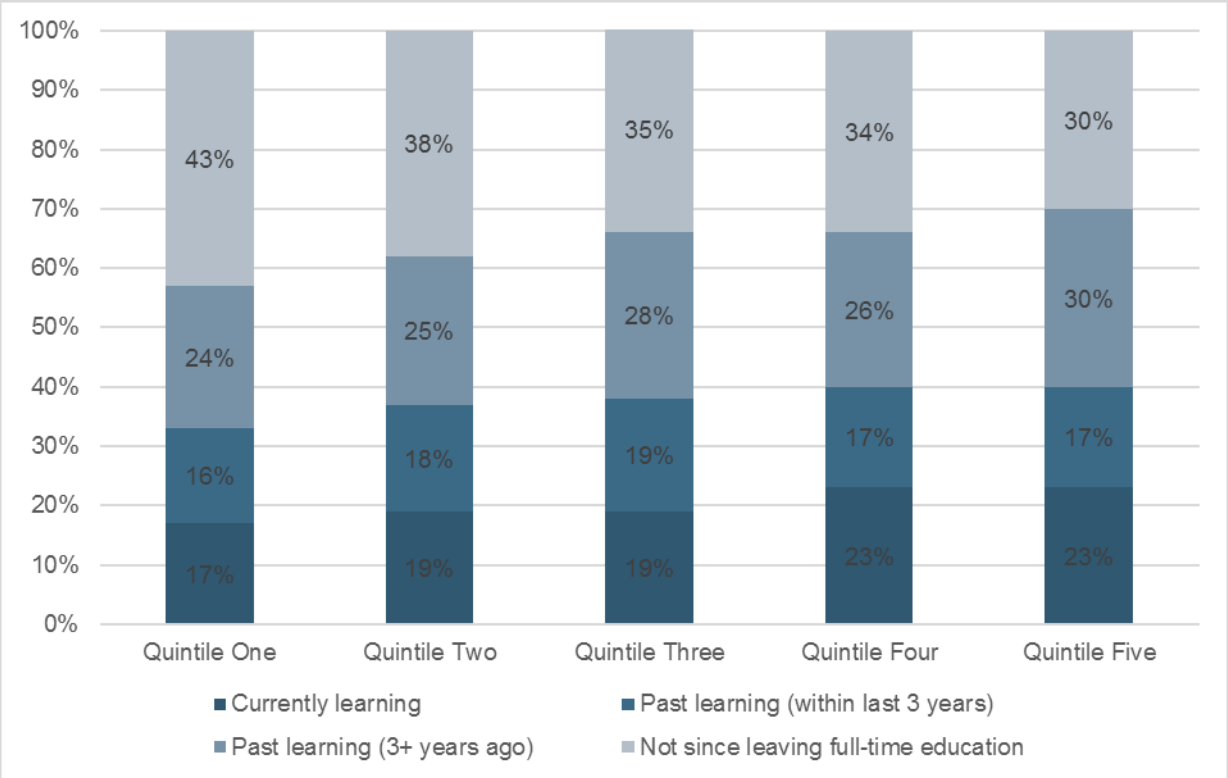
[29] $p < 0.001$
[30] https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015

Although IMD is based solely on location, rather than personal characteristics, it is considered a good proxy for respondents' individual socio-economic circumstances.

Analysis of participation in learning by the index of multiple deprivation shows the same pattern as the index of multiple disadvantage; there is a clear increase in participation rates as deprivation decreases (see Figure 9). The participation rate rises from 33 per cent of quintile one (highest deprivation) to 40 per cent of quintiles four and five (lowest deprivation). The pattern is reversed for respondents who have not participated in learning since leaving full-time education, dropping from 43 per cent of quintile to 30 per cent of quintile five.

Again, these findings are supported by a comparison of the mean index of multiple deprivation, which is significantly higher for respondents who are participating in learning (2.9) than for those who have not learnt within the previous three years or since full-time education (2.7).[31]

Figure 9: Participation status by index of multiple deprivation quintiles



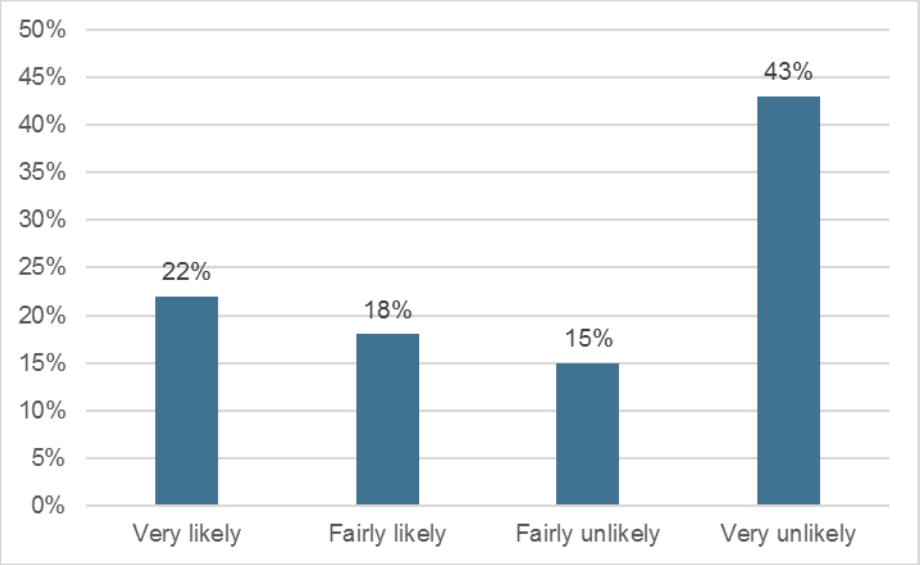
Base: all respondents who gave a participation status and for whom an index of multiple deprivation could be calculated. Total unweighted base = 5153. Quintile One = 1251. Quintile Two = 1188. Quintile Three = 988. Quintile Four = 893. Quintile Five = 833.

[31] $p < 0.001$

Likelihood of future learning

As well as patterns and experiences of current/recent learning, the survey captures future intentions to learn and how these vary by demographics. All respondents were asked their likelihood of taking up learning in the next three years. Over one in five adults (22%) say that they are very likely to do so, with a further 18 per cent fairly likely to (see Figure 10). However, over two in five adults (43%) say that they are fairly unlikely to take up learning in the next three years, with a further 15 per cent considering themselves fairly unlikely to do so. This illustrates the scale of the challenge to engage more and different adults in learning.

Figure 10: Intentions of future learning

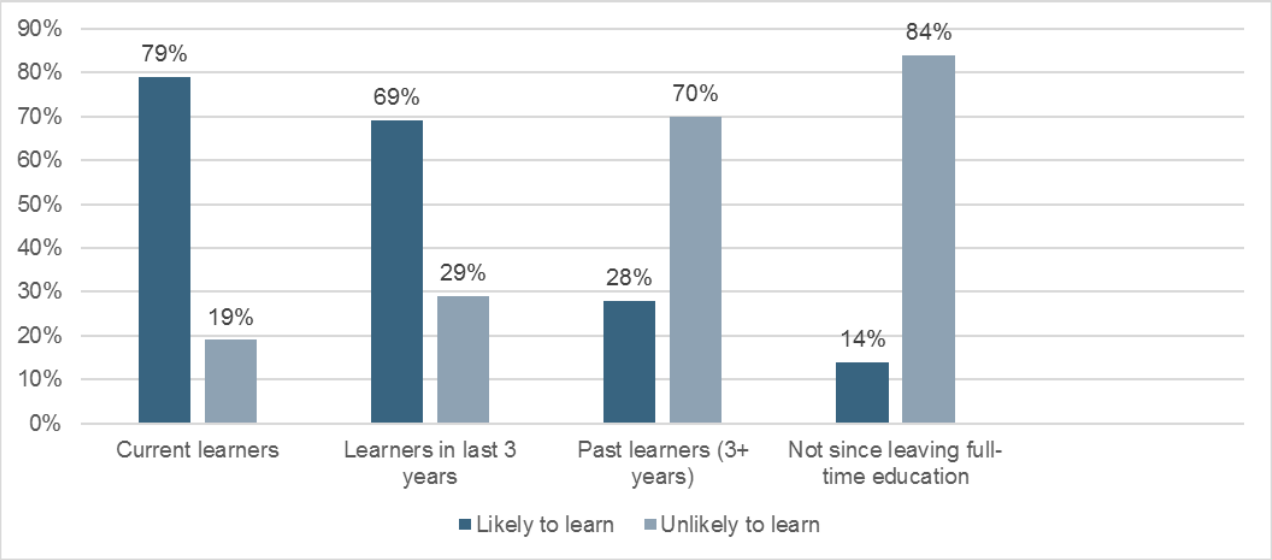


Base: all respondents. Unweighted base = 5169.

The results suggest that participation rate is a key indicator of future intentions to learn. Nearly four out of five current learners (79%) say that they are likely to take up learning again in the next three years (see Figure 11). Respondents are significantly less likely to say this the further away from learning they are, with 69 per cent of recent learners so saying, and only 28 per cent of respondents who have learnt over three years ago and 14 per cent of respondents who have not learnt since full-time education so doing.

In contrast, over four out of five respondents (84%) who have not learnt since leaving full-time education consider themselves unlikely to take up learning in the next three years; a proportion which drops significantly as respondents move closer to learning, to 70 per cent of those who learnt over three years ago, 29 per cent of recent learners and 19 per cent of current learners. These findings indicate that encouraging adults to try out learning – and providing support for them to continue to do so, are important to increasing participation overall.

Figure 11: Future likelihood of learning by learning status



Base: all respondents who gave a likelihood of future learning. Unweighted base = 5169. Current learners = 897, recent learners = 797, past learners (3+ years) = 1411, not learnt since leaving full-time education = 2022.

Motivations and reasons for learning

Each year, current and recent learners are asked to state whether they started their main learning for work or career related reasons, or whether they took up learning for leisure or personal interest.

Three-quarters (75%) of learners took up their *main* learning for work or career related reasons, and just under a quarter (24%) for leisure or personal interest. Some groups of adults were more likely to learn for work or career related reasons than others (see Table 1[32]), including:

- **Younger respondents**, with each age group below the age of 35 significantly more likely to do so than each age group over the age of 45.
- **Adults in C2 and C1 social grades**, with four out five individuals learning for work or career related reasons (81% and 80% respectively); both significantly higher than adults in social grades AB (71%) or DE (67%).
- **Full-time workers**, who are significantly more likely than respondents with all other types of working status to have learnt for work or career related reasons (85%); followed by part time (8 to 29 hours) and self-employed, with respective figures of 78 and 70 per cent.

[32] Variables in which there is a significant difference between one or more groups are marked with a '*'

In contrast, adults who are more likely to be motivated to learn by leisure or personal interest are more likely to be:

- **Older respondents**, with more than nine out of 10 (94%) learners aged 75+ and 78 per cent of 65-74 year-olds identifying leisure or personal interest as a reason for starting learning. This drops significantly to just a third (34%) of 55-64 year olds and as low as 12 per cent for respondents aged 17-24.
- **Retired adults**, at 86 per cent compared to 14 per cent of full-time workers, 22 per cent of part-time workers and 30 per cent of the self-employed. More than a quarter (29%) of unemployed adults who are learning were doing so for leisure or personal interest, which suggests that tapping into these motivations could be an effective way of engaging adults who are seeking work.

Table 1: Reason for taking up main learning, by gender, age group, social grade, ethnicity and working status

Demographic group		Leisure or personal interest	Work and/or career	Don't know	Unweighted base
Total		**24%**	**75%**	**0%**	**1694**
Gender	Male	23%	77%	0%	**774**
	Female	25%	74%	1%	**920**
Age group*	17-19	12%	86%	2%	**168**
	20-24	12%	87%	0%	**241**
	25-34	16%	83%	1%	**300**
	35-44	20%	80%	0%	**312**
	45-54	25%	75%	0%	**253**
	55-64	34%	66%	0%	**203**
	65-74	78%	22%	0%	**146**
	75+	94%	6%	0%	**71**
Social grade*	AB	29%	71%	0%	**449**
	C1	20%	80%	0%	**580**
	C2	18%	81%	2%	**309**
	DE	33%	67%	1%	**356**
Ethnicity*	White	25%	74%	0%	**1423**
	BAME	19%	80%	0%	**266**
Working Status*	Full time	14%	85%	0%	**729**
	Part time (8-29)	22%	78%	0%	**270**
	Retired	86%	14%	0%	**233**
	Unemployed	29%	68%	2%	**85**
	Not seeking	51%	49%	0%	**121**
	Self-employed	30%	70%	0%	**160**
Unweighted base		**1203**	**452**	**31**	

Base: All learners who gave a reason for learning. Total unweighted base = 1694.

Respondents were also asked to identify the reasons why they started their *main* learning, which provides insights on the motivations across different groups of adults. Roughly a quarter of learners gave as their motivation for taking up their main learning to

develop themselves as a person (27%), to help improve in their job (27%), an interest in the subject (26%) or to get a recognised qualification (24%) (see Table 2). A further fifth of learners (22%) are learning because they enjoy it. As such, ensuring a breadth of opportunities beyond those directly related to the workplace is important to successfully engage more adults in learning.

Table 2: Motivations to learn[33]

Motivation	Percentage
To develop myself as a person	27%
To help me do my current job better\improve job skills	27%
I am interested in the subject\personal interest\gain knowledge of the subject	26%
To get a recognised qualification	24%
I enjoy learning\it gives me pleasure	22%
To get a new or different job	17%
To improve my self--confidence	14%
To give me greater job security	13%
To make my work more satisfying	13%
To get a promotion or better pay	11%
To meet people	8%
Not really my choice -- employer requirement	7%
To help me get onto a future course of learning	7%
Not really my choice -- professional requirement	7%
To keep active\pass the time	7%
In order to set up a business	4%
To improve my health\help with a disability	3%
To enable me to volunteer	3%
To help me increase my working hours	2%
To support my children's schooling	2%
Not really my choice -- another reason	1%
Not really my choice -- benefit requirement	1%
Other	2%
Don't know	3%

Base: All learners. Unweighted base = 1694 respondents

[33] Respondents could give more than one answer, and so may be represented in more than one category.

To enable analysis across different demographic characteristics, motivations were grouped into five categories:

- **work-related**, including: to help me do my current job better\improve job skills; in order to set up a business; to help me increase my working hours; to get a promotion or better pay; to give me greater job security; to make my work more satisfying;[34]
- **health and wellbeing**, including: to develop myself as a person; to improve my self—confidence; to keep active\pass the time; to improve my health\help with a disability;[35]
- **learning and knowledge**, including: to get a recognised qualification; to help me get onto a future course of learning; I enjoy learning\it gives me pleasure; I am interested in the subject\personal interest\gain knowledge of the subject; to support my children's schooling;[36]
- **social and community**, including: to meet people; to enable me to volunteer;[37]
- **requirement**, including: not really my choice - employer requirement; not really my choice - professional requirement; not really my choice - benefit requirement; not really my choice - another reason.[38]

Over half of learners (56%) reported work-related motivations. This was followed by motivations relating to learning and knowledge (55%), health and wellbeing (39%), requirements (16%) and social and community (10%). However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 3. This indicates that:

- Overall, broadly equal proportions of learners cited work-related motivations and motivations relating to learning and knowledge. However, learners who cited work-related motivations were more likely to be in employment, and to be in the middle age groups.
- There was little variation between the proportion of learners in each social grade who cited each type of motivation.
- Learners from White backgrounds were more likely to cite requirements than learners from BAME backgrounds, with respective figures of 17 per cent and 11 per cent.

[34] Unweighted base = 886
[35] Unweighted base = 658
[36] Unweighted base = 925
[37] Unweighted base = 193
[38] Unweighted base = 254

Table 3: Demographic breakdown of motivations to learn categories

Demographic group		Work-related	Health and wellbeing	Learning and knowledge	Social and community	Requirement	Unweighted base
Total		**56%**	**39%**	**55%**	**10%**	**16%**	**1626**
Gender	Male	57%	37%	53%	8%	16%	**739**
	Female	55%	40%	57%	12%	16%	**887**
Age group	17-19	51%	35%	73%	8%	2%	**158**
	20-24	64%	40%	61%	14%	11%	**237**
	25-34	68%	38%	52%	8%	13%	**289**
	35-44	62%	40%	48%	6%	18%	**303**
	45-54	56%	37%	49%	7%	25%	**245**
	55-64	45%	33%	50%	14%	26%	**195**
	65-74	18%	52%	72%	26%	10%	**140**
	75+	8%	54%	68%	27%	3%	**59**
Social grade	AB	55%	36%	58%	10%	18%	**431**
	C1	58%	41%	59%	11%	13%	**561**
	C2	58%	37%	49%	9%	19%	**293**
	DE	52%	40%	49%	10%	13%	**341**
Ethnicity	White	55%	37%	55%	10%	17%	**1361**
	BAME	60%	45%	57%	12%	11%	**260**
Working Status	Full time	65%	34%	48%	6%	21%	**709**
	Part time (8-29)	59%	36%	50%	7%	22%	**262**
	Retired	14%	55%	74%	26%	6%	**213**
	Unemployed	51%	39%	60%	14%	11%	**81**
	Not seeking	43%	49%	57%	14%	8%	**116**
	Self-employed	57%	44%	55%	10%	14%	**153**

Base: All learners who cited a motivation. Unweighted base = 1626 respondents

Regression analysis of motivations to learn

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual citing a response in each category, once other variables are taken into account.

The only category for which the regression model accounted for more than 10 per cent of the variance in results was work-related reasons[39]. Qualification level, age and working status were all significant predictors of this category. Respondents with higher qualification levels were significantly more likely to cite work-related reasons, as were younger respondents[40]. Retirement, unemployment and not seeking work were all associated with a decreased likelihood of citing this category, as compared to full-time employment[41].

Breakdown of motivations to learn by index of multiple disadvantage

The five categories of motivations for learning were analysed by index of multiple disadvantage. The results indicate that an individual's level of disadvantage has a clear effect on the type of motivation for learning that they cite (see Figure 12).

Respondents with the least disadvantage (an index of zero) are the most likely to cite work-related reasons or requirements, with respective figures of 65 per cent and 18 per cent; an unsurprising finding as the index is a measure of disadvantage in employment. For both categories there is a subsequent drop as disadvantage increases; those with an index of three or more are least likely to identify work-related reasons (39%) or requirements (9%). These findings are supported by a comparison of the mean index scores for each group; respondents who state work-related reasons or requirements as motivations for learning have significantly lower[42] mean index scores than individuals do not identify these reasons.

The remaining three categories show the opposite pattern, with the most disadvantaged respondents (an index of three or more) most likely to cite health and wellbeing (50%), social and community (14%) and learning and knowledge (57%). Again, these findings are supported by a comparison of the mean index scores for each group; all means are significantly higher[43] for respondents who cite health and wellbeing, social and community or learning and knowledge than for those who do not. This suggests that to engage

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[39] The models accounted for 11.5 to 15.4 per cent of the variance for work-related reasons, 1.8 to 2.5 per cent of the variance for health and wellbeing, 5.0 to 6.6 per cent of the variance for learning and knowledge, 3.0 to 6.0 per cent of the variance for social and community and 5.8 and 9.8 per cent of the variance for requirements.

[40] Respectively, $p = 0.030$ and $p < 0.001$

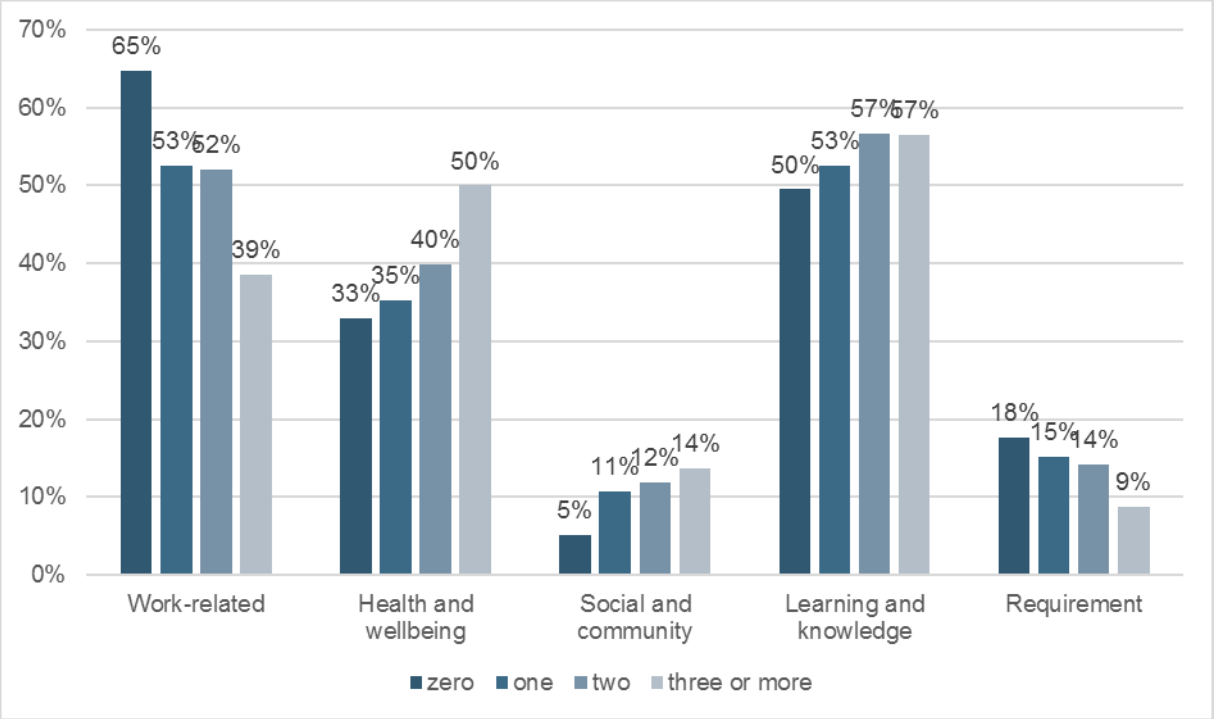
[41] Respectively, $p < 0.001$, $p = 0.007$ and $p < 0.001$

[42] Respectively, $p < 0.001$ and $p = 0.009$

[43] Respectively, $p < 0.001$, $p < 0.001$ and $p = 0.030$

disadvantaged groups in learning, the learning offer may be more attractive if it relates to these motivations, for example, if it supports personal development, enables people to meet and/or leads to a qualification.

Figure 12: Motivations for learning by index of multiple disadvantage

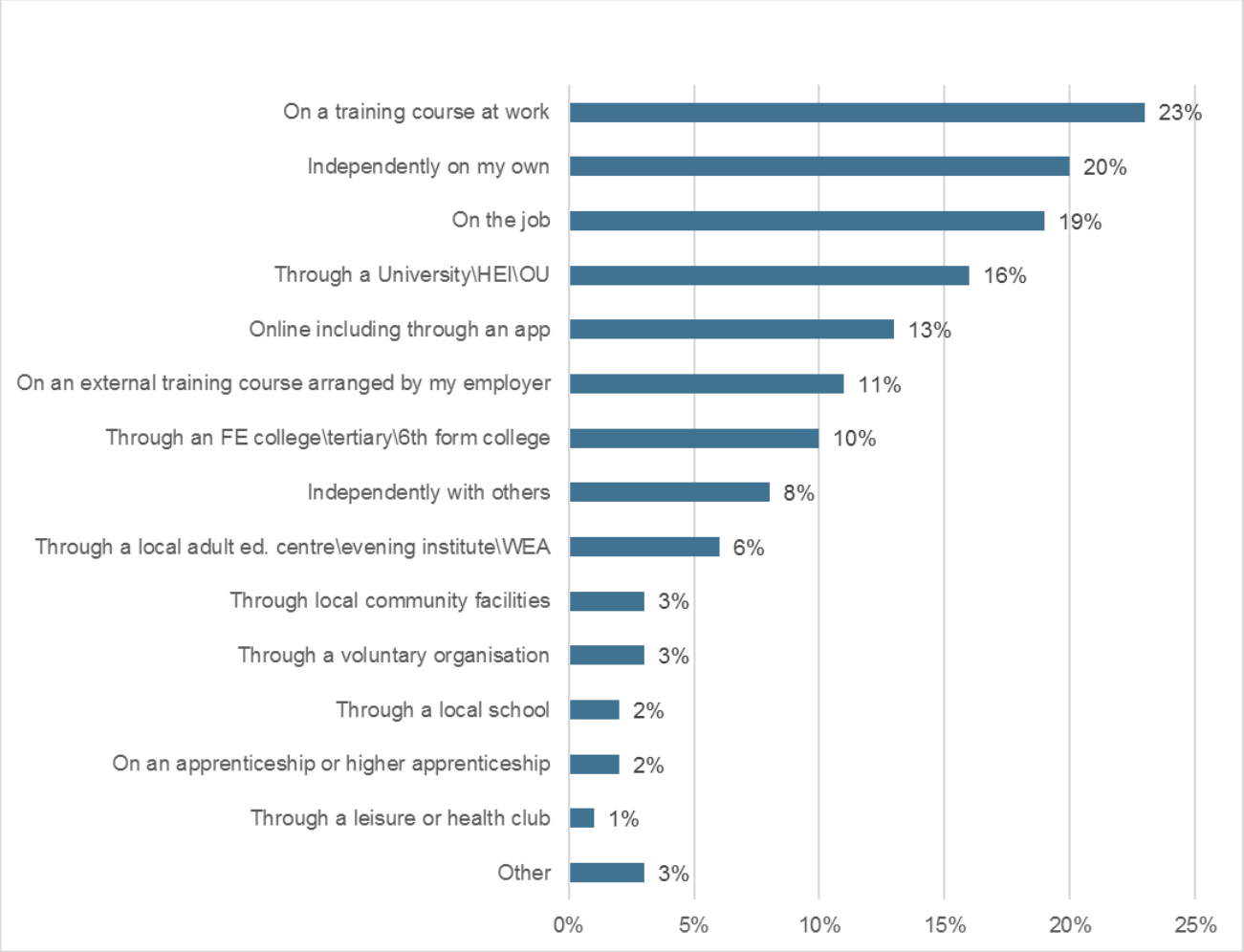


Base: all recent learners who gave a reason for their learning and for whom an index of multiple disadvantage could be calculated. Total unweighted base = 1665. Zero = 346, one = 701, two = 443, three or more = 175.

Locations and subjects of learning

Learners were asked where they did their *main* learning, which provides insights on where different groups of adults are most likely to access learning. Excluding respondents who are currently in full-time education, learners are most likely to say they did their learning on a training course at work (23%), independently (20%), on the job (19%) or through a university, higher education institution or the Open University (16%) (see Figure 13).

Figure 13: Location of learners' main learning



Base: all learners who are not currently in full-time education. Unweighted base = 1446.

Grouping locations into categories[44] shows that over half (55%) participated in work-related learning[45] and a further 41 per cent learnt independently[46]. Just over a third (34%) of respondents learnt in a formal educational establishment[47] and six per cent in a community or voluntary organisation[48]. This indicates that provision should be flexible to adults' lives and be offered in the workplace and remotely (for example through online learning), as well as through formal education institutions.

[44] Respondents could give more than one answer, and so may be represented in more than one category.
[45] 'On a training course at work'; 'On the job'; 'On an external training course arranged by my employer'; 'On an apprenticeship or higher apprenticeship'.
[46] 'Independently on my own'; 'Online including through an app e.g. websites, forums, YouTube'; 'Independently with others'.
[47] 'Through a university/higher education institution/open university'; 'Through a further education college/tertiary/6th form college'; 'Through a local adult education centre/evening institute/Workers' Educational Association class'; 'Through a local school' .
[48] 'Through local community facilities e.g. library, museum, place of worship, bookshop etc.'; 'Through a voluntary organisation'; 'Through a leisure or health club'.

Men are significantly more likely than women to be learning in a work-related environment,[49] (39% compared with 33%). In contrast, women were significantly more likely to be learning in a community or voluntary organisation, with respective figures of 7 and 5 per cent[50]. Respondents from White backgrounds are significantly more likely than respondents from BAME backgrounds to be learning in a work-environment[51] (38% compared with 26%) or independently[52] (31% compared with 24%). In contrast, respondents from BAME backgrounds are significantly more likely to be learning in a formal educational establishment,[53] with respective figures of 59 and 39 per cent.

Almost a fifth (18%) of learners are studying health and science (see Table 4), with roughly a tenth studying digital, computer skills and IT (10%), business and administrative (9%), creative and design (9%) and childcare and education (8%).

[49] P = 0.007
[50] P = 0.037
[51] P < 0.001
[52] P < 0.001
[53] P = 0.021

Table 4: Subject of main learning[54]

Subject	Percentage of Respondents
Health and Science (including medicine, nursing, first aid)	18%
Digital\Computer Skills\Information Technology	10%
Business and Administrative	9%
Creative and Design (including art, crafts, photography, music, floristry)	9%
Childcare and Education	8%
Legal, Finance and Accounting	6%
Social Care	6%
Engineering and Manufacturing	5%
Construction (including carpentry)	4%
Maths	4%
English (language\literature)	4%
Sports\Dance	3%
Catering and Hospitality (including cookery)	3%
Foreign languages (excluding Welsh)	3%
Other professional and vocational qualifications	3%
Agriculture, Environmental and Animal Care	2%
Sales, Marketing and Procurement	2%
Transport and Logistics	2%
English as a second or additional language	2%
History	2%
Religion/Theology	1%
Other 'leisure' subjects	1%
Hair and Beauty	1%
Protective Services (including police, fire service, coastguard)	1%
Psychology	1%
Health and Safety	1%
Management/team leadership	1%
Other academic subjects	1%
Don't know	1%

Base: all learners. Unweighted base = 1694

Main learning led or is leading to a qualification for two thirds (67%) of learners. Age is a strong predictor of learning for a qualification, with over nine tenths of learners in the 17 to 19 and 20 to 24 age groups (92% for both) so doing. The proportion learning for a qualification drops significantly with each subsequent age group, to a low of nine per cent for respondents aged 75 and over.

Social grade is also a factor in whether respondents are learning for qualifications. Although similar proportions of learners in grades C1, C2 and DE are so doing (72%, 73% and 69% respectively), respondents in AB had a significantly lower figure of 53 per cent.

[54] Subjects cited by under one per cent of learners are not shown in the table

Generally, working status is not a strong predictor of whether or not learning leads to a qualification. There was no significant difference in the proportion of full-time workers (67%), part-time workers (62%), unemployed respondents (73%) or those not seeking work (62%) who were learning for qualifications. The exceptions are self-employed workers and retired respondents, both of whom are significantly less likely to be learning for a qualification, with respective figures of 52 per cent and 17 per cent.

Investment in learning

Since 2011 there have been a range of changes to the funding of adult education provision. Whilst entitlements to fully-funded or co-funded provision remain for some learners, dependent on age, course subject and prior attainment, others are required to pay the full course fee. The introduction of advanced learner loans in 2013/14 enabled individuals studying Level 3 or above to borrow for the cost of the course and to pay back only once their income had exceeded an earnings threshold.

In the context of these changes, questions were included in the 2017 survey to investigate adults' investment in their learning. This can include both financial investments and the investment of time spent learning.

The survey results indicate that adults' learning is paid for in a range of ways. Results showed that:

- Nineteen per cent of learners had no fee attached to their *main* learning.
- Twenty-nine per cent of learners indicated that their employer paid for their learning.
- Twenty-two per cent of learners paid a fee directly
- Eight per cent of learners took out a formal learning loan (such as a Student Loan, Advanced Learner Loan or Career Development Loan) to pay for their learning.
- Five per cent of learners stated that their learning was internal training provided by their employer
- Three per cent of learners stated that they had received help from their institution (e.g. grants, bursaries, access funds) to pay for their learning
- Two per cent of learners took out a non-learning specific loan to pay for their learning
- Two per cent of learners indicated that the fee for their learning was paid by a friend or family member as a gift
- One per cent of learners stated that they had received help from a charitable trust or non-government organisation to pay for their learning.
- The final 10 per cent of learners stated that they had received other government funding to pay for their learning.

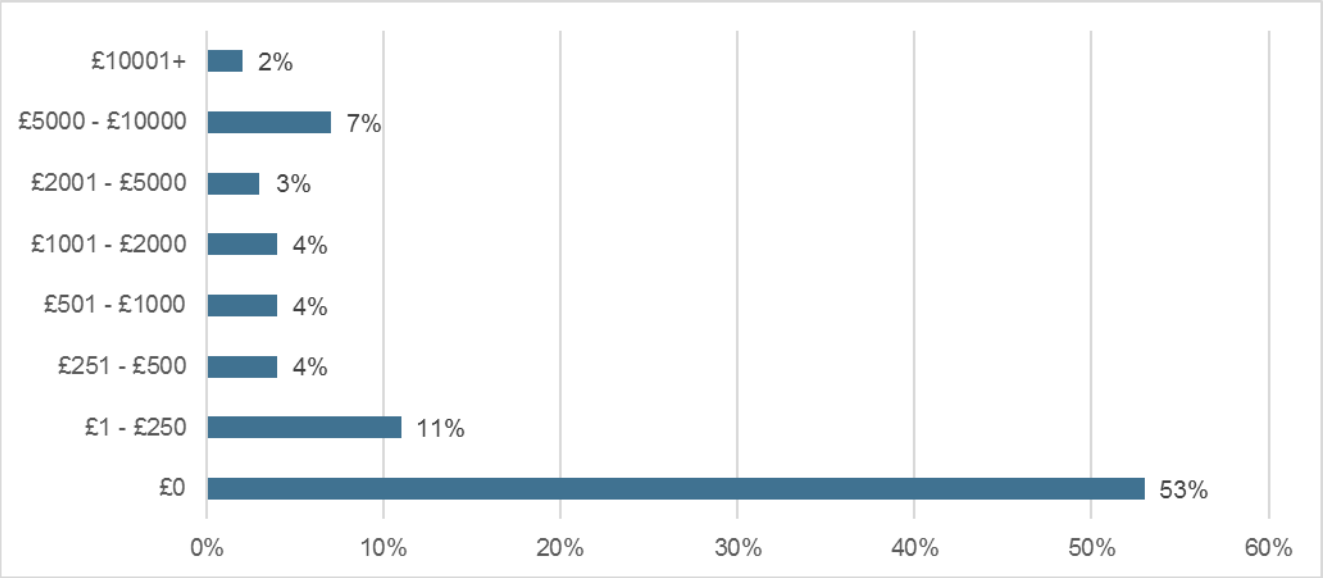
A comparison between demographic groups shows that:

- There was a significant difference between the proportion of each age group whose payment was employer-related[55].
- There was a significant difference between the proportion of each age group whose payment was made personally[56].
- Employer-related payments peaked at 49 per cent of the 45-54 age group, reducing with each subsequent age group in both directions to lows of two per cent of the 75 plus group and 10 per cent of the 17 to 19 group.
- Personal payments were highest at 38 per cent amongst learners aged 20-24 and 45 per cent of those aged 65-74.
- Employer-related payments varied significantly[57] by social grade: respondents in C2 were the most likely to cite this (43%), compared with 40 per cent of respondents in AB, 33 per cent of respondents in C1 and 17 per cent of respondents in DE.
- Personal payments varied significantly[58] by social grade: respondents in C1 were most likely to cite this (38%), followed by AB (35%), C2 (26%) and DE (23%).
- Learners from White backgrounds were significantly more likely[59] than learners from BAME backgrounds to state that payment was employer-related (36% and 21% respectively).
- Learners from BAME backgrounds were significantly more likely[60] than learners from White backgrounds to have paid themselves (38% and 31% respectively).

Learners were asked how much money they, their partner or their family had paid for *any* learning or training they had participated in over the past 12 months. More than half of learners (53%) had not paid anything towards their learning (Figure 14). Where a financial contribution was made by the learner or their family/friends, most commonly they had paid £1-£250 (11% of all learners). A total of 7 per cent of learners had contributed £5,000-£10,000, 97 per cent of whom were studying towards a qualification.

[55] $p < 0.001$
[56] $p < 0.001$
[57] $p < 0.001$
[58] $p < 0.001$
[59] $p < 0.001$
[60] $p = 0.019$

Figure 14: Money paid for learning or training, 2017



Base: all learners. Unweighted base = 1694 learners

Learners were asked how many hours a week they spend on *any* learning. Most commonly learners spend three to four hours on learning (15%), followed by 1 to 2 hours (13%) (Figure 15). The mean number of hours spent learning a week is 15.1 hours.

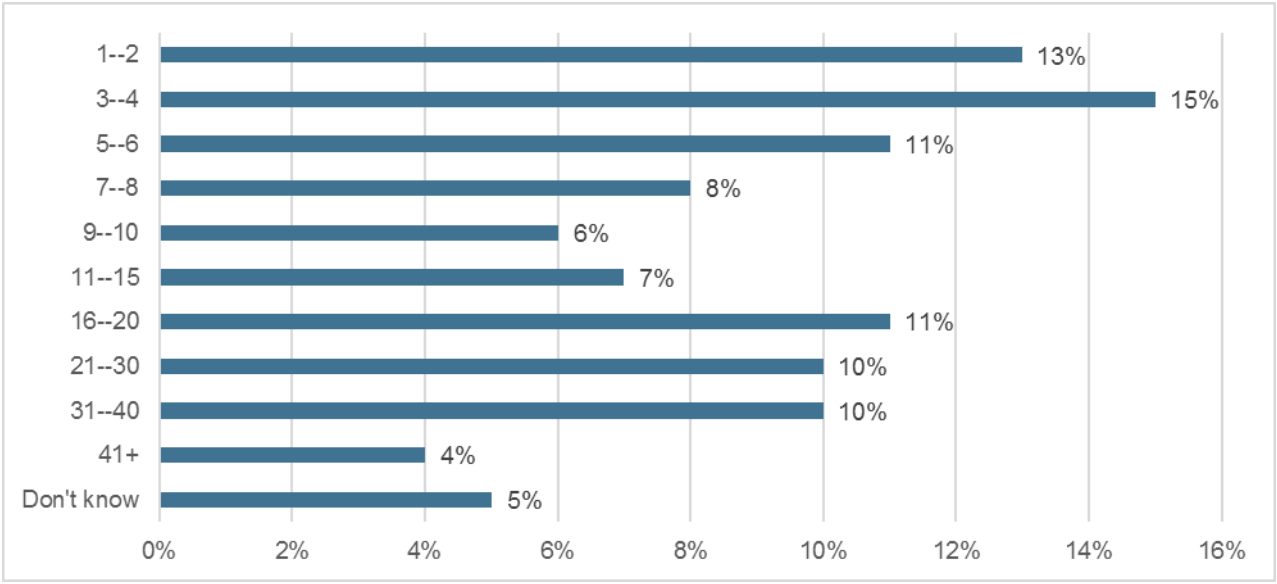
On average, men spend significantly longer learning than women, with respective means of 16.5 and 13.8 hours. Out of social grade, learners in the C1 group had the highest mean learning hours, which at 17.5 hours was significantly higher than the mean for learners in DE (15.2 hours), C2 (14.1 hours) and AB (12.2 hours). On average, learners from BAME backgrounds spend significantly longer learning than White respondents, at 19.1 hours compared with 14.3 hours.

The mean number of learning hours decreases as age increases, from a high of 24.1 hours for learners in the 17 to 19 age group to a low of 6.0 hours for learners aged 75 plus, with a slight peak of 10.1 hours for the 55 to 64 age group. Each of the youngest three age groups spend significantly longer learning than all older groups.

In total, 24 per cent of respondents learn for 21 or more hours a week. Out of these learners:

- Forty-six per cent are employed and 42 per cent are in full-time education, compared with respective figures of 64 per cent and 15 per cent for learners as a whole.
- Ninety per cent stated that their *main* learning was leading to a qualification.
- The most common age group was 20 to 24 (31%), with 75 per cent aged under 35.
- Almost half (48%) were in the C1 social grade, followed by 19 per cent in DE, 18 per cent in AB and 15 per cent in C2.

Figure 15: Hours a week spent learning



Base: Current or recent learners. Unweighted base = 1694 learners

Barriers to learning

Each year, respondents are asked to identify the barriers to learning that they have experienced. Adults who are currently, or have recent experience of, learning are asked to state the factors that made their learning difficult; adults who have not participated in learning for at least three years are asked to identify the factors that prevent them from doing so. Together, these provide insights on the types of obstacles that policy and practice can seek to remove to ensure that more and different adults are able to engage in learning throughout their lives.

Adults who have not participated in learning within the last three years

The most commonly cited barrier to learning for adults who have not taken part in learning for at least three years is work or other time pressures (14%) (see Table 5). This is followed by feeling too old and a lack of interest (10% each). Nearly two out of five of these respondents (38%) say that nothing is preventing them from doing so, which potentially indicates that learning is not something they have considered or that they feel would be of value for them. In addition to removing barriers to learning, it is therefore important to seek to engage adults by making the case of the value and relevance of learning to them.

Table 5: Barriers to learning[61]

Barrier	Percentage
Work\other time pressures	14%
I feel I am too old	10%
Not interested\don't want to	10%
Childcare arrangements or other caring responsibilities	9%
Cost\money\can't afford it	8%
An illness or disability	7%
I feel no need to learn anymore	6%
I haven't got round to doing it	3%
I don't feel confident enough	2%
No suitable courses are available	2%
Benefits would be cut if I did a course	1%
Transport\too far to travel	1%
I don't know what is available	1%
I don't know how to find out what is available	1%
I am put off by tests and exams	1%
I have difficulties with reading and writing	1%
I don't have the qualifications needed for a course	1%
Other	1%
Nothing is preventing me	38%

Base: respondents who had not learnt in the previous three years or since full-time education. Unweighted base = 3433 respondents

Drawing on literature on the barriers to learning, responses were grouped into four categories:

- **Situational** - arising from an adult's personal and family situation. This included: cost\money\can't afford it; benefits would be cut if I did a course; childcare arrangements or other caring responsibilities; transport\too far to travel; work\other time pressures; I don't have the qualifications needed for a course[62];
- **institutional** arising from the unresponsiveness of educational institutions. This included: no suitable courses are available[63];
- **dispositional** - relating to the attitudes, perceptions and expectations of adults. This included: I don't know what is available; I don't know how to find out what is available; I feel I am too old; an illness or disability; I haven't got round to doing it; I feel no need to learn anymore; I am put off by tests and exams; I have difficulties with reading and writing; I have difficulties with numbers; I don't feel confident

[61] Respondents could give more than one answer, and so may be represented in more than one category
[62] Unweighted base = 1364.
[63] Unweighted base = 57

enough; I've tried learning in the past and it has been unsuccessful; not interested\don't want to[64];

- **nothing preventing**[65].

The most common type of barrier cited was dispositional (37%), followed by situational (27%) and institutional (2%). In total, 38 per cent of respondents stated that nothing was preventing them from learning. However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 6. This indicates that:

- With the exception of respondents aged 45 and over and respondents in full-time, part-time or self-employment, dispositional barriers were the most common or joint most common type of barrier for each demographic group.
- Respondents in the DE social grade were more likely than the other three grades to cite dispositional barriers (45% compared with 33%, 33% and 32% for AB, C1 and C2 respectively).
- Women were more likely than men to cite situational barriers, with respective figures of 33 per cent and 25 per cent. Men were more likely to state that nothing was preventing them from learning, with respective figures of 41 per cent and 36 per cent.

[64] Unweighted base = 856
[65] Unweighted base = 1331

Table 6: Demographic breakdown of barriers to learning categories

Demographic group		Dispositional	Institutional	Situational	Nothing Preventing	Unweighted Base
Total		**37%**	**2%**	**29%**	**38%**	**3413**
Gender	Male	38%	1%	25%	41%	**1749**
	Female	36%	2%	33%	36%	**1664**
Age group	17-19	41%	0%	51%	24%	**32**
	20-24	29%	3%	54%	28%	**128**
	25-34	24%	1%	47%	35%	**478**
	35-44	27%	1%	44%	35%	**439**
	45-54	37%	2%	30%	38%	**481**
	55-64	41%	2%	18%	44%	**509**
	65-74	44%	2%	12%	46%	**686**
	75+	59%	1%	7%	38%	**660**
Social grade	AB	33%	1%	26%	44%	**510**
	C1	33%	1%	33%	39%	**754**
	C2	32%	2%	32%	40%	**764**
	DE	45%	2%	25%	35%	**1385**
Ethnicity	White	38%	2%	29%	38%	**3099**
	BAME	35%	1%	32%	38%	**294**
Working Status	Full time	26%	1%	37%	41%	**984**
	Part time (8-29)	28%	2%	44%	34%	**360**
	Retired	0%	2%	9%	42%	**1456**
	Unemployed	44%	2%	29%	35%	**161**
	Not seeking	42%	2%	37%	28%	**434**
	Self-employed	29%	15%	31%	44%	**288**

Base: respondents who had not learnt in the previous three years or since full-time education and had cited a barrier or stated ‘nothing preventing’. Unweighted base = 3413 respondents

Regression analysis of barriers to learning

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual citing a response in each category, once other variables are taken into account.

The only category for which the regression model accounted for more than 10 per cent of the variance in results was situational barriers[66]. Qualification level, age and working status were all significant predictors of this category. Respondents with higher qualification levels were significantly more likely to cite situational barriers, as were younger respondents[67]. Retirement and unemployment were both associated with a decreased likelihood of citing this category, as compared to full-time employment, with part-time employment (8 to 29 hours) associated with an increased likelihood[68].

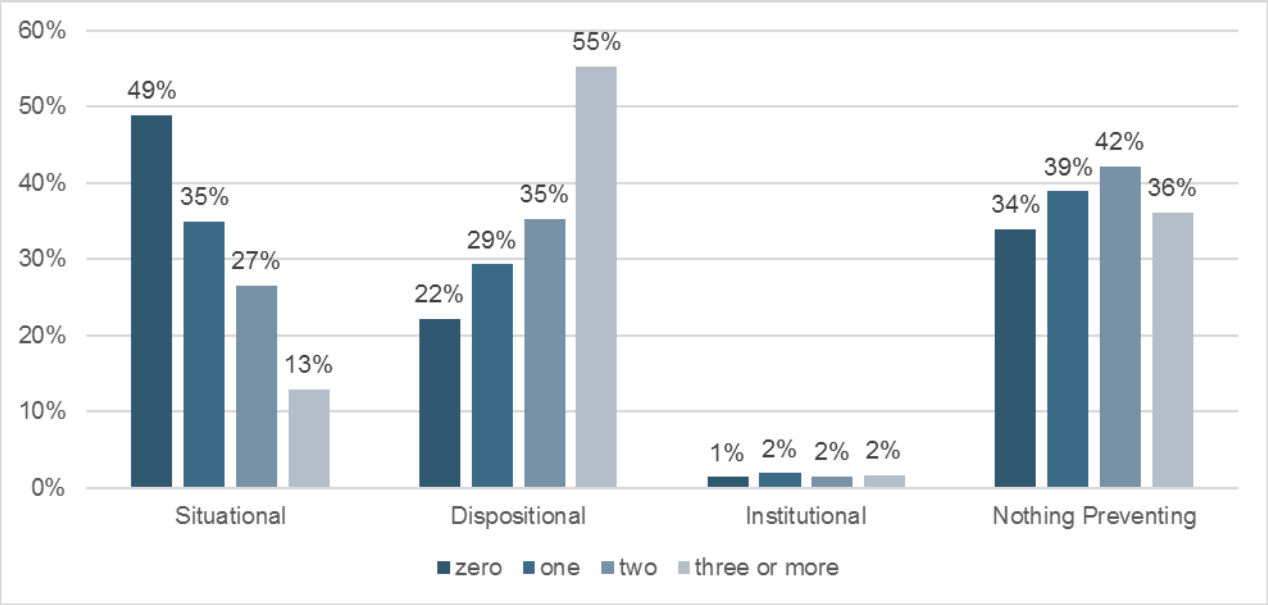
Barriers to learning by index of multiple disadvantage

A breakdown of barrier categories by index of multiple disadvantage shows that level of disadvantage has a clear effect on likelihood of citing situational and dispositional barriers (see Figure 16). Adults with the least disadvantage (index of zero) are the most likely to cite situational barriers (49%); the figure drops with each rise in index to a low of 13 per cent of adults with an index of three or more. By contrast, adults with the most disadvantage (index of three or more) are most likely to cite dispositional barriers (55%); the figure drops to a low of 22 per cent for adults with an index of zero. These findings are supported by a comparison of the mean index scores for each category. The mean index is significantly lower for respondents who cite situational barriers than for those who do not (1.2 and 2.0 respectively) and significantly higher for those who cite dispositional barriers than for those who do not (2.1 and 1.5 respectively) [69].

In contrast, there is no clear effect of level of disadvantage on likelihood of citing institutional barriers or nothing preventing. The proportions for institutional barriers are very similar for each index (1%-2%); nothing preventing peaks at 42 per cent of adults with an index of two.

[66] The models accounted for 13.5 to 19.3 per cent of the variance for situational barriers, 0.4 to 2.4 per cent of the variance for institutional barriers, 6.8 to 9.3 per cent of the variance for dispositional barriers and 1.6 to 2.2 per cent of the variance for nothing preventing.
[67] Respectively, $p = 0.010$ and $p < 0.001$
[68] Respectively, $p = 0.016$, $p = 0.023$ and $p = 0.001$)
[69] $p < 0.001$ for both

Figure 16: Issues preventing learning by index of multiple disadvantage



Base: all respondents who answered the question and for whom an index of multiple disadvantage could be calculated. Total unweighted base = 3332. Zero = 424, one = 897, two = 935, three or more = 1076.

Current and recent learners

Learners are also most likely to identify work and time pressures as something that makes their learning difficult (15%) (Table 7). This is followed by cost (7%) and childcare or caring responsibilities (6%). Seven per cent of adults who have participated in the previous three years have not encountered anything that made their learning difficult and 28 per cent say nothing is preventing them from continuing with their learning.

Table 7: What has made learning difficult for learners[70]

Difficulty	Percentage
Work\other time pressures	15%
Cost\money\can't afford it	7%
Childcare arrangements or other caring responsibilities	6%
An illness or disability	5%
Transport\too far to travel	5%
I am put off by tests and exams	4%
I could not get time off work	3%
I don't feel confident enough	2%
I feel I am too old	2%
I have difficulties with reading and writing	2%
I have not liked the course\learning	1%
Not interested\don't want to	1%
I have found the course\learning too difficult	1%
I have got a new job\changed employers	1%
I no longer consider the course\learning to be relevant	1%
I do not have a good relationship with the teacher	1%
I have difficulties with numbers	1%
Nothing is preventing me from continuing	28%
Nothing	7%
Don't know	22%

Base: all learners. Unweighted base = 1694 learners

As described above, work and time pressures were also the most commonly cited barrier among adults who have not taken part in learning for at least three years. The other common barriers for non-learners though were dispositional barriers, such as feeling too old or a lack of interest. Adults without recent experience of learning were also more likely than current/recent learners to say that nothing was preventing them from taking up learning.

The difficulties learners had experienced were also grouped into the four categories of barriers to learning:

- **situational**, including: cost\money\can't afford it; benefits would be cut if I did\continued course; childcare arrangements or other caring responsibilities; transport\too far to travel; work\other time pressures; I could not get time off work; I have got a new job\changed employers[71];

[70] Respondents could give more than one answer, and so may be represented in more than one category.
[71] Unweighted base = 493.

- **institutional**, including: I do not have a good relationship with the teacher; I have found the course\learning too difficult; poor/lack of facilities[72];
- **dispositional**, including: I feel I am too old; an illness or disability; I am put off by tests and exams; I have difficulties with reading and writing; I have difficulties with numbers; I don't feel confident enough; I have not liked the course\learning; I no longer consider the course\learning to be relevant; not interested\don't want to; difficulties with technology/lack of computer skills; language/communication issues; issues with other people/anxiety/uncomfortable[73];
- **no barriers**[74].

The most commonly cited barriers were situational (39%), followed by dispositional (21%) and institutional (2%). In total, 45 per cent of learners stated that they had experienced no barriers. However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 8. This indicates that:

- No barriers was the most common or joint most common category for each demographic group, with the exception of learners aged 20 to 24, 25 to 34 or 35 to 44, and learners who were in part-time employment. For each of these groups, the most common category was situational barriers.
- Learners at lower social grades were less likely than those at higher grades to cite situational barriers, and more likely to cite dispositional barriers.
- Women were more likely than men to cite situational barriers (42% and 36% respectively); men were more likely than women to cite no barriers (48% and 43% respectively).
- The proportion of learners citing situational barriers steadily decreased from 32 per cent of the 17 to 19 age group to 11 per cent of the 35 to 44 age group; it then increased to 41 per cent of the 75 plus age group. Conversely, the proportion of learners citing dispositional barriers rose from 29 per cent of the 17 to 19 age group to 52 per cent of the 35 to 44 age group; it then dropped to 3 per cent of the 75 plus age group.

[72] Unweighted base = 32
[73] Unweighted base = 283.
[74] Unweighted base = 619.

Table 8: Demographic breakdown of categories of difficulty

Demographic group		Dispositional	Institutional	Situational	No barriers	Unweighted base
Total		**21%**	**2%**	**39%**	**45%**	**1311**
Gender	Male	20%	2%	36%	48%	**596**
	Female	21%	2%	42%	43%	**715**
Age group	17-19	32%	6%	29%	43%	**126**
	20-24	28%	4%	42%	39%	**184**
	25-34	21%	2%	47%	39%	**237**
	35-44	11%	0%	52%	41%	**247**
	45-54	17%	2%	40%	48%	**204**
	55-64	19%	1%	25%	61%	**148**
	65-74	22%	3%	16%	63%	**119**
	75+	41%	0%	3%	59%	**46**
Social grade	AB	15%	2%	42%	48%	**357**
	C1	21%	2%	43%	43%	**459**
	C2	20%	2%	37%	46%	**226**
	DE	30%	4%	30%	46%	**269**
Ethnicity	White	21%	2%	39%	46%	**1098**
	BAME	19%	2%	40%	45%	**209**
Working Status	Full time	15%	1%	42%	47%	**563**
	Part time (8-29)	18%	3%	47%	39%	**218**
	Retired	28%	1%	15%	64%	**168**
	Unemployed	22%	3%	40%	40%	**68**
	Not seeking	31%	2%	35%	37%	**96**
	Self-employed	14%	1%	42%	48%	**133**

Base: all learners who cited a barrier or stated 'none'. Unweighted base = 1311 learners

Regression analysis of what has made learning difficult for learners

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual citing a response in each category, once other variables are taken into account. However, all of the regression models accounted for less than 10 per cent of the variance in the results; therefore, findings have not been included[75].

Breakdown of what has made learning difficult for learners by index of multiple deprivation

A breakdown of types of difficulty by index of multiple disadvantage helps to show which issues are more important for which groups. The results show that situational barriers

[75] The models accounted for 7.0 to 9.9 per cent of the variance for situational barriers, 2.1 to 3.8 per cent of the variance for dispositional barriers and for 2.2 to 3.1 per cent of the variance for no barriers. No model could be generated for institutional barriers.

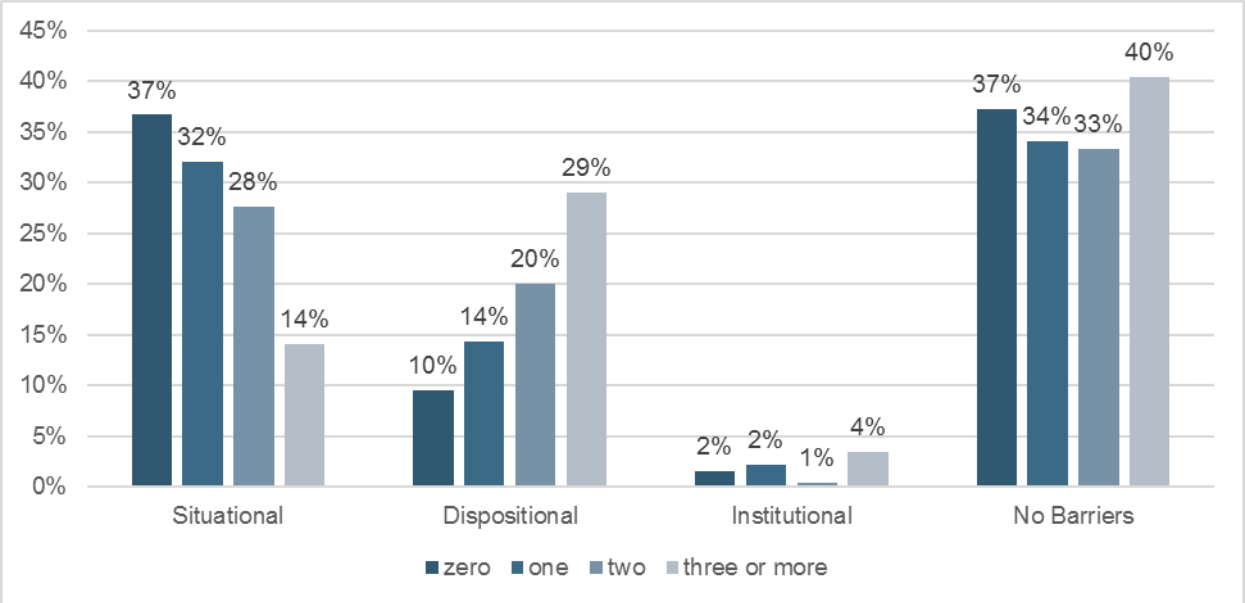
become less important for adults as level of disadvantage increases (see Figure 17). Adults with the least disadvantage (index of zero) are the most likely to cite situational barriers (37%); this figure drops with each rise in disadvantage to a low of 14 per cent for adults with the highest level of disadvantage (an index of three or more).

In contrast, dispositional barriers become more important as disadvantage increases. Adults with the highest level of disadvantage (an index of three or more) are the most likely to cite dispositional barriers (29%); this figure drops with each fall in disadvantage to a low of 10 per cent of adults with an index of zero.

These findings are supported by a comparison of the mean index scores for each category. The mean index is significantly lower for respondents who cite situational barriers than for those who do not (1.0 and 1.3 respectively) and significantly higher for those who cite dispositional barriers than for those who do not (1.5 and 1.2 respectively) [76].

In contrast, there is no clear pattern between level of disadvantage and likelihood of citing institutional barriers or no barriers. This suggests that level of disadvantage does not influence likelihood of experiencing institutional barriers or no barriers.

Figure 17: Barriers to learning by index of multiple disadvantage



Base: All learners who stated their barriers to learning and for whom an index of multiple disadvantage could be calculated. Unweighted base = 1665. Zero = 346, one = 701, two = 443, three or more = 175.

[76] $p < 0.001$ for both

Future learning

Respondents were asked to identify factors that would encourage them to take up learning (or take up more learning for those with current or recent experience of learning) in the future. Over one in 10 adults reported that they would be more likely to take up learning if it was cheaper or the fees were lower (12%), if it was related to something that they were interested in (12%) or if they could learn from home (11%) (see Table 9). However, almost two-fifths (38%) of adults said that nothing would make them more likely to take up learning. This suggests that in order to successfully engage adults in learning, the value and relevance of learning needs to be communicated clearly.

Table 9: Factors that would make respondents more likely to take up learning[77]

Factor	Percentage
If it was cheaper\the fees were lower	12%
If the learning was related to something I'm interested in	12%
If I could learn at home	11%
If my employer would pay all\some of the costs	9%
If learning would help my job prospects	8%
If it led to a qualification which employers recognise	8%
If I could get time off work to learn	7%
If I could learn at work	7%
If it led to a qualification which would help me earn more\gain a promotion	6%
If the start dates of learning were flexible	5%
If I could learn at a more convenient location	5%
If I could learn in the evening	5%
If I could learn at weekends	4%
If there was a distance learning option, or I could learn fully or partly online	4%
If I could get support with childcare\other caring responsibilities	4%
If I could learn in the daytime	4%
If my line manager\employer encouraged me	4%
If I could get expert advice on what course\learning project would suit me best	3%
If someone I knew and trusted encouraged me or came with me	3%
If I had a say in what and when I was going to learn	3%
If I could get help with my illness\disability	2%
If I could get help with English\reading\writing	1%
Don't know	6%
None of the above	38%

Base: all respondents. Unweighted base = 5169.

Participation in learning has a strong effect on whether adults are able to identify factors that would make them more likely to take up learning in the future. Individuals who have not learnt within the last three years are almost two and a half times more likely to have answered 'none of the above', with respective figures of 48 and 21 per cent (see Table 10[78]).

[77] Respondents could give more than one answer, and so may be represented in more than one category
[78] Answers where there is a significant difference are marked with a '*'.

Table 10: Factors that would make respondents more likely to take up learning, by participation status[79]

Factor	Current and recent learners	Not recently learnt
If it was cheaper\the fees were lower*	18%	8%
If the learning was related to something I'm interested in*	17%	8%
If I could learn at home*	14%	10%
If my employer would pay all\some of the costs*	15%	6%
If learning would help my job prospects*	14%	5%
If it led to a qualification which employers recognise*	14%	5%
If I could get time off work to learn*	11%	5%
If I could learn at work*	12%	5%
If it led to a qualification which would help me earn more\gain a promotion*	12%	3%
If the start dates of learning were flexible*	8%	4%
If I could learn at a more convenient location*	8%	3%
If I could learn in the evening*	6%	4%
If I could learn at weekends*	6%	4%
If there was a distance learning option, or I could learn fully or partly online*	6%	3%
If I could get support with childcare\other caring responsibilities	4%	4%
If I could learn in the daytime*	6%	3%
If my line manager\employer encouraged me*	6%	3%
If I could get expert advice on what course\learning project would suit me best*	6%	2%
If someone I knew and trusted encouraged me or came with me*	4%	2%
If I had a say in what and when I was going to learn*	4%	2%
If I could get help with my illness\disability	2%	2%
If I could get help with English\reading\writing	2%	1%
Don't know*	4%	6%
None of the above*	21%	48%
Unweighted based	**1694**	**3433**

Base: all respondents who gave a participation status. Total unweighted base = 5127.

Reason for *main* learning also has a strong effect on the answers given by respondents (see Table 11[80]). Adults who are learning for their work and career are significantly more

[79] Respondents could give more than one answer, and so may be represented in more than one category.
[80] Answers where there is a significant difference are marked with a '*'.

likely to identify factors that would make them more likely to take up learning in the future than those who are learning for leisure and personal interest. Adults who are learning for leisure and personal interest are significantly more likely to select 'none of the above' (27% compared with 19% of those learning for work and career related reasons).

Table 11: Factors that would make learning more attractive by reasons for learning[81]

Factor	Work and career related	Leisure and personal interest
If it was cheaper\the fees were lower	18%	18%
If my employer would pay all\some of the costs*	17%	6%
If it led to a qualification which employers recognise*	16%	8%
If the learning was related to something I'm interested in*	16%	22%
If learning would help my job prospects*	16%	8%
If it led to a qualification which would help me earn more\gain a promotion*	15%	5%
If I could learn at work*	14%	5%
If I could learn at home	14%	16%
If I could get time off work to learn*	13%	5%
If the start dates of learning were flexible	8%	6%
If I could learn at a more convenient location	8%	10%
If my line manager\employer encouraged me*	7%	2%
If there was a distance learning option, or I could learn fully or partly online	6%	5%
If I could get expert advice on what course\learning project would suit me best*	6%	4%
If I could learn at weekends	6%	5%
If I could learn in the evening	6%	7%
If I could get support with childcare\other caring responsibilities	5%	4%
If I had a say in what and when I was going to learn	5%	3%
If I could learn in the daytime*	5%	9%
If someone I knew and trusted encouraged me or came with me*	3%	6%
If I could get help with English\reading\writing	2%	1%
If I could get help with my illness\disability	2%	3%
None of the above*	19%	27%
Unweighted base	**1203**	**483**

Base: All learners who identified a factor/no factor that would make learning more attractive and had told their reason for learning. Unweighted base = 1686

[81] Respondents could give more than one answer, and so may be represented in more than one category

Factors were grouped into six categories:

- **advice, encouragement and disposition**, including: if I could get expert advice on what course\learning project would suit me best; if my line manager\employer encouraged me; if someone I knew and trusted encouraged me or came with me; if the learning was related to something I'm interested in; if I had a say in what and when I was going to learn[82];
- **financial**, including: if it was cheaper\the fees were lower; if my employer would pay all\some of the costs[83];
- **outcomes and benefits**, including: if it led to a qualification which employers recognise; if it led to a qualification which would help me earn more\gain a promotion; if learning would help my job prospects[84];
- **practical support**, including: if I could get support with childcare\other caring responsibilities; if I could get help with my illness\disability; if I could get time off work to learn; if I could get help with English\reading\writing[85];
- **structure**, including: if I could learn at a more convenient location; if I could learn at home; if I could learn at work; if I could learn in the evening; if I could learn in the daytime; if I could learn at weekends; if there was a distance learning option, or I could learn fully or partly online; if the start dates of learning were flexible;[86]
- **none**[87].

The most common type of factor was structure (31%), followed by advice, encouragement and disposition, and financial (20% each), outcomes and benefits (18%) and practical support (14%). In total, 41 per cent of respondents stated that no factors would make learning more attractive. However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 12. This indicates that:

- Structural factors were most commonly cited by younger respondents, rising to a high of 41 per cent of respondents in the 35 to 44 age group before dropping to a low of nine per cent of those in the 75 plus age group.
- Respondents in the DE social group were the most likely to state ‘none’ (49%), followed by respondents in C2 (42%). These groups were consequently the least likely to cite each type of factor.
- Respondents from White backgrounds were more likely than respondents from BAME backgrounds to state ‘none’, with respective figures of 42 and 29 per cent.

[82] Unweighted base = 922
[83] Unweighted base = 858
[84] Unweighted base = 762
[85] Unweighted base = 616
[86] Unweighted base = 1408
[87] Unweighted base = 2214

Respondents from BAME backgrounds were more likely to cite structural factors (39% and 30% respectively) and factors relating to outcomes and benefits (26% and 17% respectively).

Table 12: Demographic breakdown of categories of factor

Demographic group		Advice, encouragement and disposition	Financial	Outcomes and benefits	Practical support	Structure	None	Unweighted base
Total		**20%**	**20%**	**18%**	**14%**	**31%**	**41%**	**4862**
Gender	Male	20%	19%	20%	13%	29%	42%	**2402**
	Female	20%	21%	17%	16%	33%	39%	**2460**
Age group	17-19	25%	26%	29%	11%	36%	28%	**188**
	20-24	27%	39%	31%	23%	39%	18%	**357**
	25-34	22%	29%	29%	20%	40%	25%	**746**
	35-44	20%	25%	24%	25%	41%	26%	**717**
	45-54	20%	20%	18%	14%	31%	41%	**703**
	55-64	19%	11%	10%	7%	24%	52%	**666**
	65-74	18%	7%	2%	3%	21%	63%	**801**
	75+	9%	1%	0%	3%	9%	81%	**684**
Social grade	AB	24%	21%	19%	15%	33%	38%	**927**
	C1	23%	27%	22%	16%	34%	34%	**1278**
	C2	18%	19%	18%	14%	30%	42%	**1018**
	DE	16%	13%	14%	13%	28%	49%	**1639**
Ethnicity	White	20%	20%	17%	14%	30%	42%	**4307**
	BAME	19%	23%	26%	15%	39%	29%	**531**
Working Status	Full time	22%	25%	25%	17%	34%	32%	**1640**
	Part time (8-29)	22%	26%	22%	21%	38%	30%	**610**
	Retired	15%	5%	1%	3%	16%	69%	**1590**
	Unemployed	18%	25%	27%	19%	40%	29%	**229**
	Not seeking	17%	14%	14%	20%	35%	41%	**535**
	Self-employed	19%	17%	16%	9%	31%	41%	**428**

Base: all respondents who cited a factor or stated ‘none’. Unweighted base = 4862

Regression analysis of factors that would make respondents more likely to take up learning

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual citing a response in each category, once other variables are taken into account. The regression models accounted for more than 10 per cent of the variance in results for only two of the categories: outcomes and benefits, and 'none'[88].

Qualification level, age and working status were all significant predictors of citing outcomes and benefits. Respondents with higher qualification levels were significantly more likely to cite this category, as were younger respondents[89]. Retirement and not seeking work were both associated with a decreased likelihood of citing outcomes and benefits, as compared to full-time employment[90].

Qualification level, age and working status were also all significant predictors of stating that nothing would make learning more attractive. Respondents with lower qualification levels were significantly more likely to state this, as were older respondents[91]. Unemployment and part-time employment were both associated with a decreased likelihood of stating that nothing would make learning more attractive, as compared to full-time employment[92].

Breakdown of factors that would make respondents more likely to take up learning by index of multiple disadvantage

A breakdown of categories by index of multiple disadvantage shows that level of disadvantage has a strong effect on the likelihood of citing any factor; the lower the level of disadvantage, the more likely a respondent is to identify a factor that could make learning more attractive for them. For each category of factor, adults with the least disadvantage (an index of zero) were more likely to cite each category (see Figure 18). This drops with each rise in index, with the most disadvantaged adults (an index of three or more) the least likely to cite each category. The fall is from 19 to eight per cent for practical support, 25 to seven per cent for financial issues, 22 to 14 per cent for advice, encouragement and disposition, 27 to six per cent for outcomes and benefits and 38 to 17 per cent for structure. These findings are supported by a comparison of the mean index scores for

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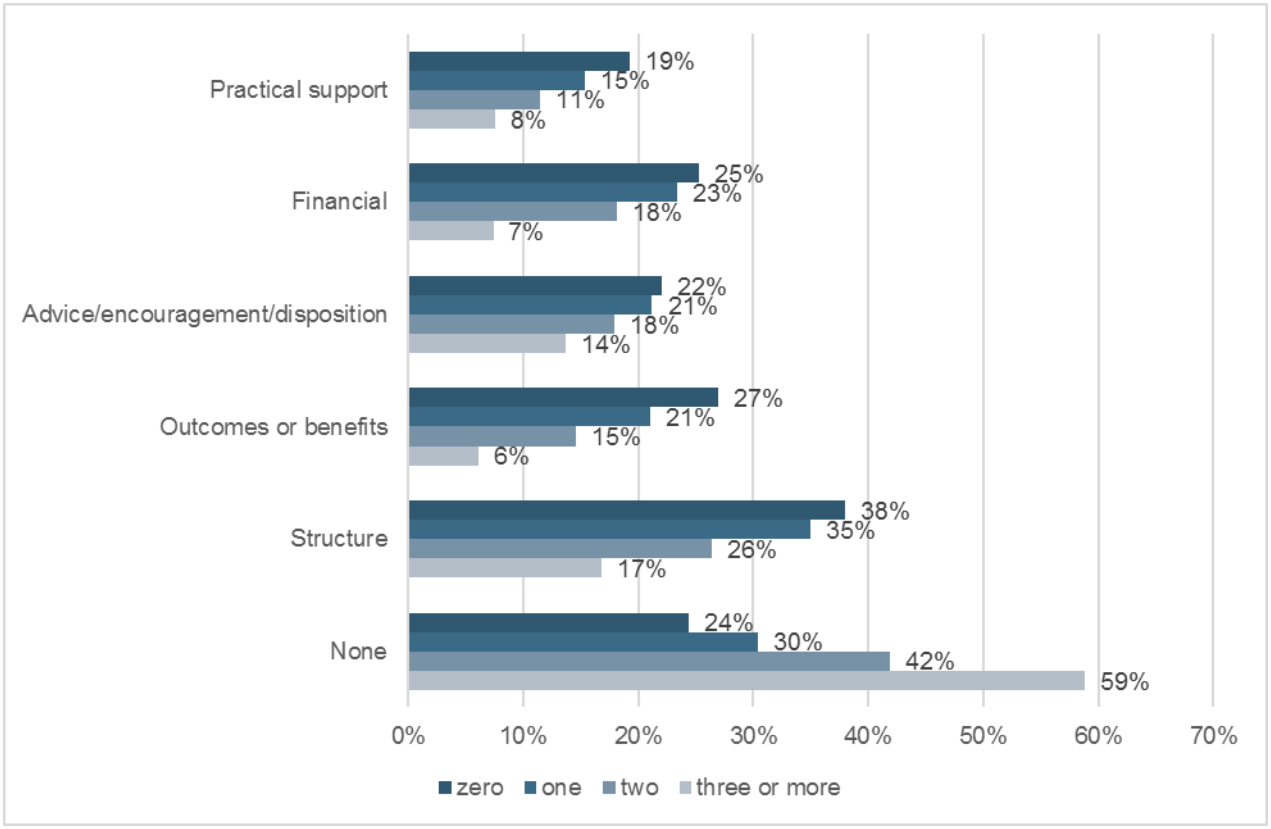
[88] The models accounted for 11.0 to 18.4 per cent of the variance for outcomes and benefits, 13.9 to 18.8 per cent of the variance for none, 2.0 to 3.3 per cent of the variance for advice, encouragement and disposition, 7.9 to 13.0 per cent of the variance for financial, 5.8 to 10.5 per cent of the variance for practical support and 5.8 to 8.3 per cent of the variance for structure.
[89] $p < 0.001$ for both
[90] Respectively, $p < 0.001$ and $p = 0.001$
[91] $p < 0.001$ for both
[92] Respectively, $p = 0.028$ and $p = 0.019$

each group; all means are significantly lower for respondents who cited a type of factor than for those who didn't, with figures of 1.2 and 1.6 for practical support, 1.2 and 1.6 for financial issues, 1.4 and 1.6 for advice/encouragement and disposition, 1.1 and 1.7 for outcomes and benefits and 1.4 and 1.6 for structure[93].

Conversely, individuals with the highest level of disadvantage (an index of three or more) are most likely to state that nothing could make learning more attractive (59%). This drops with each fall in index, to a low of 24 per cent for adults with an index of zero. Again, this is supported by a comparison of the mean index scores, which are significantly higher for respondents who stated none than for those who didn't (1.9 compared to 1.3)[94]. This suggests that adults who may have the most to gain from learning are least likely to identify potential motivations.

Figure 18: Factors that would make learning more attractive by index of multiple disadvantage



Base: all learners who identified a factor/no factor that would make learning more attractive and for whom an index of multiple disadvantage could be calculated. Total unweighted base = 5037. None = 772, one = 1605, two = 1391, three or more = 1269.

[93] $p < 0.001$ for all
[94] $p < 0.001$

Benefits of learning

Learning as an adult can have significant benefits for individuals, including those related to health, employment, and social life and community[95]. Each year, survey respondents are asked to identify the benefits or changes that they have experienced as a result of participating in learning.

In the 2017 survey almost two-fifths (37%) of learners identified an improvement in knowledge of the subject as a change or benefit after learning (see Table 13). Just under a third (31%) stated that they have improved the skills needed to do their job, and almost a quarter reported that their self-confidence has improved (24%), that they are more confident at work (23%) or that they enjoy learning more (22%). Only one in ten learners (11%) stated that they have not yet experienced any benefits or changes.

Table 13: Changes or benefits after learning[96]

Changes or benefits	Percentage
I have improved knowledge of the subject	37%
I have improved the skills needed to do my job	31%
My self-confidence has improved	24%
I am more confident at work	23%
I enjoy learning more	22%
I am more productive at work\work is of a higher quality	17%
I have got\expect to get a recognised qualification	16%
I have improved my general life skills e.g. budgeting, time management, communication	14%
I have greater job security	14%
I have met new people\made new friends\found a new partner	13%
I have more control of my life	11%
I am more understanding of other people and cultures	11%
I have kept active\filled the time	10%
My work has become\I expect my work to become more satisfying	10%
I have got\expect to get a new or different job	7%
I have got\expect to get a promotion or a rise in earnings	7%
My working relationships with colleagues have improved	7%
My working relationship with my employer has improved	7%
I have changed\expect to change the type of work I do	6%

[95] Schuller, T. (2017) What are the wider benefits of learning across the life course?
[96] Respondents could choose more than one answer

I have moved\expect to move onto a further course of learning	5%
I am more involved in local events and issues	5%
Family relationships have improved	4%
I have started volunteering\increased levels of volunteering	4%
My health has improved\it has helped with a disability	3%
I have set up a business	3%
My children\family have become more interested in learning	2%
I have a greater understanding of my child's\children's schooling	2%
I am less likely to take time off sick	2%
Other	2%
I have not yet experienced any benefits or changes	11%
Don't know	3%

Base: All learners. Unweighted base = 1694

Benefits or changes were grouped into four categories:

- **work-related**, including: I have got\expect to get a new or different job; I have changed\expect to change the type of work I do; I have set up a business; I have got\expect to get a recognised qualification; I have got\expect to get a promotion or a rise in earnings; my work has become\I expect my work to become more satisfying; I am more confident at work; I have greater job security; my working relationships with colleagues have improved; my working relationship with my employer has improved; I have improved the skills needed to do my job; I am more productive at work\work is of a higher quality; I am less likely to take time off sick[97];
- **health and wellbeing**, including: my self-confidence has improved; my health has improved\it has helped with a disability; I have more control of my life; I have kept active\filled the time[98];
- **learning and knowledge**, including: I have moved\expect to move onto a further course of learning; I enjoy learning more; my children\family have become more interested in learning; I have a greater understanding of my child's\children's schooling; I have improved my general life skills e.g. budgeting, time management, communication; I am more understanding of other people and cultures; I have improved knowledge of the subject[99];
- **social and community**, including: I have met new people\made new friends\found a new partner; family relationships have improved; I am more involved in local events and issues; I have started volunteering\increased levels of volunteering[100].

[97] Unweighted base = 1036
[98] Unweighted base = 604
[99] Unweighted base = 942
[100] Unweighted base = 342

The most commonly cited category was work-related benefits (75%), followed by learning and knowledge (63%), health and wellbeing (40%) and social and community (23%). However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 14. This indicates that:

- With the exception of learners aged 65 and over, and those furthest from the labour market (retired or not seeking work), the most common category cited by each demographic group was work-related benefits.
- Learners in the DE social grade were least likely to cite work-related benefits (66%), followed by learners in AB (73%). Learners in the C1 social grade were the most likely to cite such benefits (80%), closely followed by learners in C2 (77%).
- Learners from BAME backgrounds were more likely to cite health and wellbeing benefits than learners from White backgrounds, with respective figures of 46 and 39 per cent.
- Social and community benefits were more commonly cited amongst younger (under 25) or older (65 and over) respondents, and less commonly cited by those in the middle age groups.

Table 14: Demographic breakdown of categories of benefit

Demographic group		Work-related	Health and wellbeing	Learning and knowledge	Social and community	Unweighted base
Total		**75%**	**40%**	**63%**	**23%**	**1438**
Gender	Male	77%	39%	64%	20%	**663**
	Female	73%	41%	63%	25%	**775**
Age group	17-19	79%	50%	64%	37%	**129**
	20-24	86%	47%	67%	36%	**212**
	25-34	79%	36%	64%	18%	**256**
	35-44	80%	37%	61%	16%	**275**
	45-54	81%	33%	57%	15%	**220**
	55-64	68%	40%	58%	18%	**162**
	65-74	26%	54%	83%	37%	**124**
	75+	11%	45%	82%	24%	**60**
Social grade	AB	73%	36%	63%	16%	**396**
	C1	80%	43%	65%	28%	**498**
	C2	77%	38%	62%	21%	**256**
	DE	66%	45%	62%	23%	**288**
Ethnicity	White	75%	39%	63%	21%	**1207**
	BAME	77%	46%	64%	30%	**227**
Working Status	Full time	86%	32%	58%	14%	**645**
	Part time (8-29)	80%	36%	57%	16%	**229**
	Retired	23%	51%	80%	32%	**197**
	Unemployed	61%	39%	74%	40%	**66**
	Not seeking	47%	58%	68%	28%	**93**
	Self-employed	76%	45%	63%	17%	**139**
Unweighted base		**1036**	**604**	**942**	**342**	

Base: all learners who cited a benefit. Unweighted base = 1438 learners

Out of learners who were studying towards a qualification as part of their *main* learning, almost three quarters (72%) experienced work-related benefits. This was followed by learning and knowledge (53%), health and wellbeing (35%) and social and community (20%). By contrast, learners who were not studying towards a qualification were most likely to experience benefits relating to learning and knowledge (57%). This was followed by work-related (47%), health and wellbeing (33%) and social and community (17%).

Unsurprisingly, learners who started their main learning for work or career related reasons were most likely to experience work-related benefits (75%). This was followed by learning and knowledge (51%), health and wellbeing (32%) and social and community (17%). By contrast, learners who learnt for leisure or personal interest were most likely to experience benefits related to learning and knowledge (64%). This was followed by health and wellbeing (43%), work-related (29%) and social and community (27%).

These findings indicate that a wide range of benefits of learning can be experienced, regardless of the initial motivation for engaging in learning. Individuals may choose to take up learning for work or career related reasons and they might experience benefits relating to health or social relationships. This suggests that engaging adults in learning that they are attracted to, rather than a specific range of options, can lead to a wide range of benefits to the individual, the economy and wider society.

Regression analysis of benefits of learning

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual citing a response in each category, once other variables are taken into account[101].

The only category for which the regression model accounted for more than 10 per cent of the variance in results was work-related benefits. Age and working status were both significant predictors of this category. Younger respondents were significantly more likely to cite work-related benefits[102]. Unsurprisingly, unemployment, retirement, part-time employment (8 to 29 hours) and not seeking work were all associated with a decreased likelihood of citing this category, as compared to full-time employment[103].

Breakdown of benefits of learning by index of multiple disadvantage

A breakdown of benefit categories by index of multiple disadvantage shows that level of disadvantage has a clear effect on likelihood of reporting all types of benefits except for learning and knowledge (see Figure 19).

Adults furthest from disadvantage (index of zero) are most likely to cite work-related benefits (74%). This is unsurprising, as the index is based on disadvantage in employment. There is a sharp drop with each rise in index, to a low of 43 per cent for those with an index of three or more. This finding is supported by a comparison of mean index scores, which are significantly lower for respondents who cite work-related benefits compared with those who do not [104].

The opposite pattern is apparent for health and wellbeing and social and community. For both categories, adults with the highest levels of disadvantage (index of three or more) are most likely to identify outcomes in these categories, and adults furthest from disadvantage

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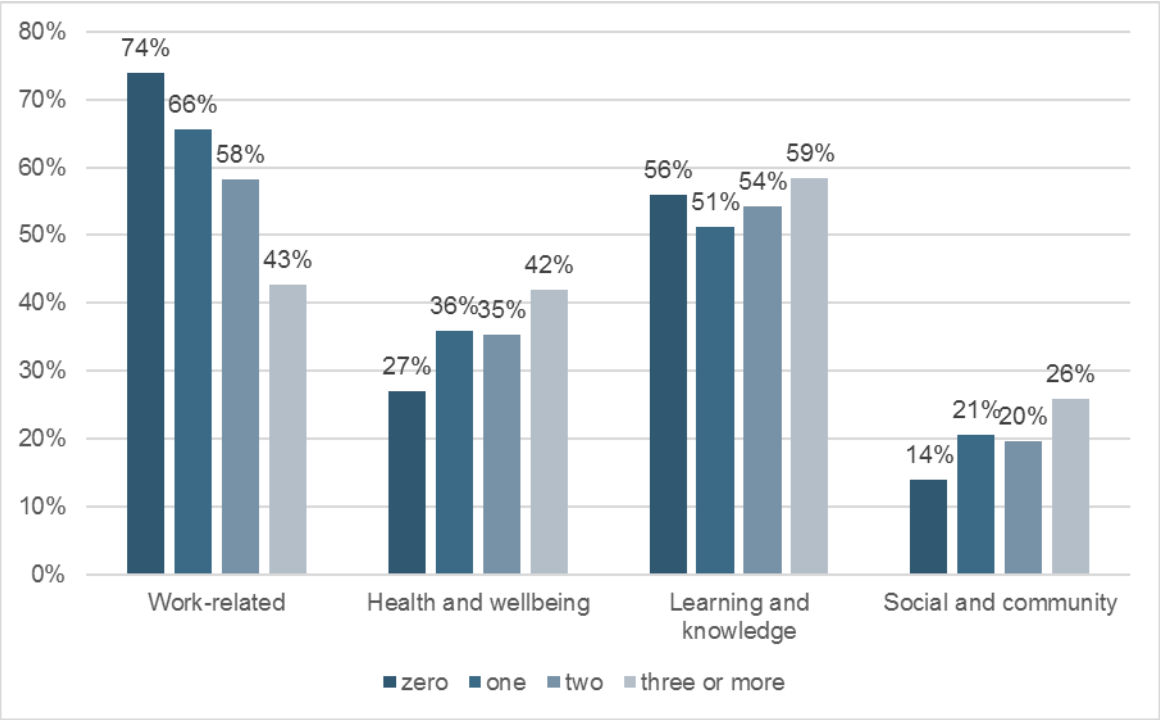
[101] The models accounted for 16.4 to 22.4 per cent of the variance for work-related benefits, 1.7 to 2.4 per cent of the variance for health and wellbeing, 2.5 to 3.3 per cent of the variance for learning and knowledge and 3.3 to 5.7 per cent of the variance for social and community.
[102] $p < 0.001$
[103] Respectively, $p < 0.001$, $p < 0.001$, $p = 0.007$ and $p < 0.001$
[104] $p < 0.001$

are least likely to identify them. These findings are supported by a comparison of mean index scores, which are significantly higher for respondents who cited health and wellbeing or social and community than those who did not[105]. This highlights the contribution that learning can make to wider social policy for disadvantaged groups.

Figure 19: Benefits of learning by index of multiple disadvantage



Base: all learners who named a benefit or change and for whom an index of multiple disadvantage could be calculated. Total unweighted base = 1665. Zero = 346, one = 701, two = 443, three or more = 175

Future learning

When asked to choose what their first step would be if they were to take part in future learning, almost one in five adults (17%) selected a general internet search for courses of interest (see Table 15). Over one in ten stated that they would contact their local college, university or learning centre (14%) or that they would talk to their employer (11%). However, over a quarter of adults (26%) did not choose any of the options given. This data suggests that information about learning should be available through a range of sources, and it also shows that a substantial minority of adults do not know where they would go for

[105] Respectively, p = 0.001 and p = 0.002

information, therefore indicating that learning opportunities need to be more visible and proactively promoted.

Table 15: First step to take if participating in future learning

First Step	Percentage
General internet search for the courses I'm interested in, e.g. using Google	17%
Contact my local college, university or learning centre e.g. by phone, online or in person	14%
Talk to my employer, e.g. line manager or HR	11%
Search for online self-directed learning e.g. Wikipedia, YouTube, Forums, Apps	6%
Ask a friend, family member, tutor or colleague for recommendations	5%
Search on specific learning websites for the course I'm interested in e.g. Hotcourses, BBC Skillswise	4%
Go to my local library to find out more information	3%
Attend an open day or taster event at a college or learning centre	3%
Talk to a Jobcentre adviser	2%
Go to a community, voluntary or religious organisation	2%
Search social media for pages, comments or posts about learning	2%
Find out more about it in the media	1%
Contact the National Careers Service e.g. by phone, online or via their app	1%
Other	1%
Attend an exhibition showcasing learning opportunities	1%
Don't know	0%
None of these sources	26%

Base: all respondents. Unweighted base = 5169

Likelihood of future learning has a strong effect on the answers given by respondents (see Table 16[106]). However, this is likely due to the substantial (and significant) difference in the proportion of each group, with 41 per cent of adults who are unlikely to learn selecting none of the options, compared to only four per cent of those who are likely to learn. This suggests that adults who are less likely to learn are also less able to identify sources of information, which may in part be due to less interest in learning overall. To successfully engage adults in learning, interventions therefore encourage adults to think about and consider learning, before providing information about what they can do and where they can go to find out more.

[106] Answers where there is a significant difference are marked with a '*'

For those who are unlikely to learn but did identify the first steps they would take, the most common response was a general internet search (14%), followed by contacting a local learning provider (10%). These were also the most common answers among adults who are likely to learn, with a fifth indicating they would search the internet (21%), talk to their employer (20%) or contact their local learning provider (20%).

Table 16: First steps towards future learning by likelihood of future learning

Activity	Likely	Unlikely
General internet search for the courses I'm interested in, e.g. using Google*	21%	14%
Contact my local college, university or learning centre e.g. by phone, online or in person*	20%	10%
Talk to my employer, e.g. line manager or HR*	20%	5%
Search for online self-directed learning e.g. Wikipedia, Youtube, Forums, Apps*	8%	5%
Ask a friend, family member, tutor or colleague for recommendations	4%	5%
Search on specific learning websites for the course I'm interested in e.g. Hotcourses, BBC Skillswise*	5%	3%
Go to my local library to find out more information*	3%	4%
Attend an open day or taster event at a college or learning centre*	4%	3%
Talk to a Jobcentre adviser	2%	2%
Go to a community, voluntary or religious organisation	2%	2%
Search social media for pages, comments or posts about learning	1%	2%
Find out more about it in the media	2%	1%
Contact the National Careers Service e.g. by phone, online or via their app	1%	1%
Attend an exhibition showcasing learning opportunities	1%	0%
Talk to a Unionlearn representative or Workplace Learning Advocate*	1%	0%
Contact Open University*	1%	0%
None of these sources*	4%	41%
Other	1%	0%
Unweighted base	**1850**	**3199**

Base: all respondents. Unweighted base = 5049

Participation status also has a strong effect on the answers given by respondents (see Table 17[107]). As above, there are marked differences in the answers of those in each group. However, this is again likely due to the substantial (and significant) difference in the proportion of each group who selected none of these sources, with respective figures of

[107] Answers where there is a significant difference are marked with a '*'

ten and 35 per cent. Therefore, although there are significant differences for a number of options, the order of preference for both groups is reasonably similar.

Table 17: First steps towards future learning by participation status

Activity	Current and recent learners	Not recently learnt
General internet search for the courses I'm interested in, e.g. using Google	18%	16%
Contact my local college, university or learning centre e.g. by phone, online or in person*	18%	12%
Talk to my employer, e.g. line manager or HR*	21%	6%
Search for online self-directed learning e.g. Wikipedia, Youtube, Forums, Apps*	7%	5%
Ask a friend, family member, tutor or colleague for recommendations*	4%	5%
Search on specific learning websites for the course I'm interested in e.g. Hotcourses, BBC Skillswise*	5%	3%
Go to my local library to find out more information*	2%	4%
Attend an open day or taster event at a college or learning centre*	4%	3%
Talk to a Jobcentre adviser*	1%	3%
Go to a community, voluntary or religious organisation	2%	2%
Search social media for pages, comments or posts about learning	2%	1%
Find out more about it in the media	2%	1%
Contact the National Careers Service e.g. by phone, online or via their app	1%	1%
None of these sources*	10%	35%
Other	1%	0%
Unweighted base	**1694**	**3433**

Base: all respondents who gave a participation status. Total unweighted base = 5127.

First steps were grouped into five categories:

- **provider-related**, including: contact my local college, university or learning centre e.g. by phone, online or in person; attend an open day or taster event at a college or learning centre; attend an exhibition showcasing learning opportunities[108];
- **personal recommendation**, including: ask a friend, family member, tutor or colleague for recommendations[109];
- **employer-related**, including: talk to my employer, e.g. line manager or HR[110];

[108] Unweighted base: 865
[109] Unweighted base: 271
[110] Unweighted base: 482

- **general online**, including: search on specific learning websites for the course I'm interested in e.g. Hotcourses, BBC Skillswise; general internet search for the courses I'm interested in, e.g. using Google; search for online self-directed learning e.g. Wikipedia, Youtube, Forums, Apps; search social media for pages, comments or posts about learning[111];
- **community organisation**, including: go to my local library to find out more information; go to a community, voluntary or religious organisation[112];

The most commonly cited type of steps were general online (30%), followed by provider-related (19%), employer-related (12%), community organisation (6%), and personal recommendation (5%). In total, 28 per cent of respondents stated 'none of the above'. However, since groups were developed post-hoc, differences may be partly or wholly due to unequal representation or coverage of groups amongst answer options.

A demographic breakdown of these groups is shown in Table 18. This indicates that:

- General online was the most common or joint most common category for each demographic group, with the exception of respondents aged 55 and over, respondents in the C2 or DE social grades and respondents who were retired.
- Likelihood of citing provider-related steps decreased as age group increased, from over half (53%) of respondents in the 17 to 19 age group to less than one tenth (9%) of respondents in the 75 plus age group.
- As social grade decreased, likelihood of citing provider-related steps increased; conversely, likelihood of citing employer-related steps increased with social grade.

[111] Unweighted base: 1330
[112] Unweighted base: 313

Table 18: First step to take if respondents were to participate in future learning, by demographic group

Demographic group		Personal Recommendation	Provider-related	General Online	Community Organisation	Employer-related	None	Unweighted base
Total		**5%**	**19%**	**30%**	**6%**	**12%**	**28%**	**4831**
Gender	Male	4%	18%	31%	4%	13%	30%	**2379**
	Female	6%	20%	29%	7%	12%	26%	**2452**
Age group	17-19	4%	53%	22%	3%	7%	11%	**177**
	20-24	7%	32%	31%	2%	16%	12%	**344**
	25-34	4%	21%	37%	4%	19%	16%	**737**
	35-44	6%	17%	40%	3%	18%	16%	**710**
	45-54	4%	16%	32%	4%	15%	28%	**684**
	55-64	4%	16%	28%	8%	8%	35%	**678**
	65-74	6%	14%	22%	12%	1%	45%	**799**
	75+	8%	9%	6%	10%	0%	67%	**702**
Social grade	AB	4%	13%	38%	4%	18%	23%	**912**
	C1	5%	19%	36%	5%	15%	20%	**1292**
	C2	6%	21%	25%	5%	13%	30%	**1027**
	DE	6%	22%	21%	8%	4%	38%	**1600**
Ethnicity	White	5%	18%	29%	6%	12%	29%	**4272**
	BAME	7%	23%	33%	5%	10%	21%	**536**
Working Status	Full time	4%	16%	35%	2%	23%	20%	**1649**
	Part time (8-29 hours)	4%	22%	35%	5%	16%	18%	**594**
	Retired	7%	12%	17%	11%	0%	52%	**1621**
	Unemployed	5%	31%	34%	6%	1%	23%	**206**
	Not seeking	8%	20%	31%	9%	2%	30%	**499**
	Self-employed	6%	16%	44%	3%	5%	26%	**426**

Base: all respondents who cited a step or stated ‘none’. Unweighted base = 4831

Regression analysis of first steps towards future learning

A regression analysis was conducted to identify which variables out of social grade, age, highest level of qualification and working status could be used to predict an individual giving a response in each category.

The only category for which the regression model accounted for more than 10 per cent of the variance in results was employer-related steps[113]. Social grade, age and working status were all significant predictors of this category. Respondents at higher social grades were significantly more likely to cite employer-related steps, as were younger respondents[114]. Retirement, unemployment, not seeking work and part-time employment (8 to 29 hours) were all associated with a decreased likelihood of citing this category, although as they were compared with full-time employment this is unsurprising[115].

Breakdown of first steps towards future learning by index of multiple disadvantage

A breakdown of benefit categories by index of multiple disadvantage shows that level of disadvantage has a clear effect on likelihood of citing all categories except provider-related responses (see Figure 20).

Respondents with the least disadvantage (an index of zero) are the most likely to cite employer-related or general online, with respective figures of 23 and 38 per cent. For both categories there is a subsequent drop as disadvantage increases, to a low of two per cent and 16 per cent respectively for those with an index of three or more. These findings are supported by a comparison of mean index scores for each category; both means are significantly lower for respondents who cite employer-related or general online than for those who don't[116], with respective figures of 0.9 versus 1.6 and 1.2 versus 1.7 respectively.

Community organisation and personal recommendation are most likely to be cited by adults with highest level of disadvantage (index of three or more), with respective figures of nine and six per cent. They are both least likely to be cited by adults furthest from disadvantage (index of zero), with respective figures of two and three per cent. These findings are supported by a comparison of mean index scores for each category; both means are significantly higher for respondents who cite community organisation or

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[113] The models accounted for 12.3 to 23.8 per cent of the variance for employer-related, 2.5 to 4.2 per cent of the variance for provider-related, 0.7 to 2.1 per cent of the variance for personal recommendation, 6.5 to 9.3 per cent of the variance for general online and 2.4 to 7.1 per cent of the variance for community organisation.

[114] $P < 0.001$ for both

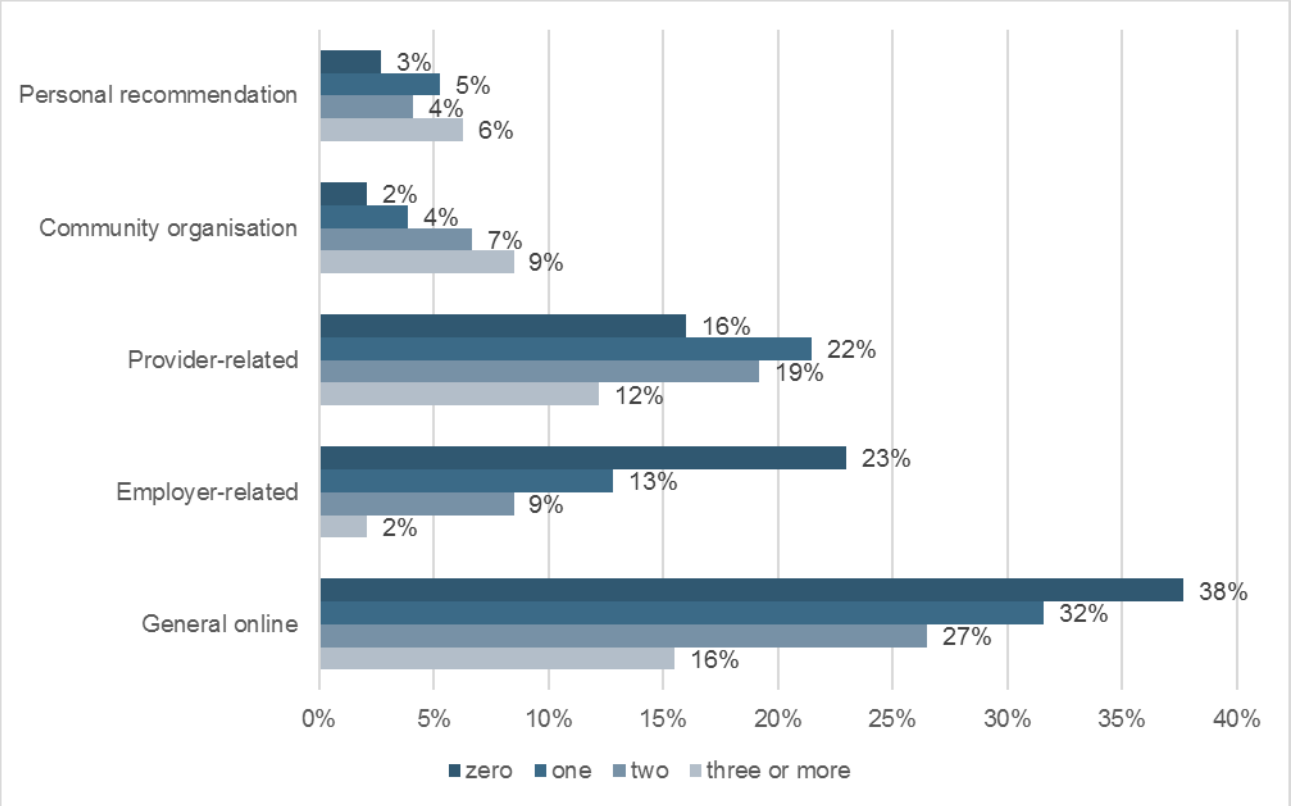
[115] Respectively, $p < 0.001$, $p < 0.001$, $p < 0.001$ and $p = 0.002$

[116] $P < 0.001$ for both

personal recommendation than for those who don't[117], with respective figures of 2.1 versus 1.5 and 1.8 versus 1.5.

This suggests that, to successfully engage disadvantaged adults in learning, it is crucial that information is available in public places and through individuals and services that people come into contact with. Despite general online being the most commonly cited category for all groups, if information is only available online, or though employers or providers, it may not successfully reach adults who are typically least likely to take up learning.

Figure 20: First steps to learning by index of multiple disadvantage[118]



Base: all respondents for whom an index of multiple disadvantage could be calculated. Total unweighted base = 5037 GB respondents. Zero = 772, one = 1605, two = 1391, three or more = 1269

Attitudes towards post-16 provision

In recent years there have been a number of reforms to post-16 education, such as the reforms to apprenticeships and the introduction of the apprenticeship levy. These reforms have been intended to create a range of high quality options. In this context, the 2017

[117] Respectively, $p < 0.001$ and $p = 0.003$

[118] Respondents who chose 'none of these sources' are included in the percentage calculations, but not on the figure.

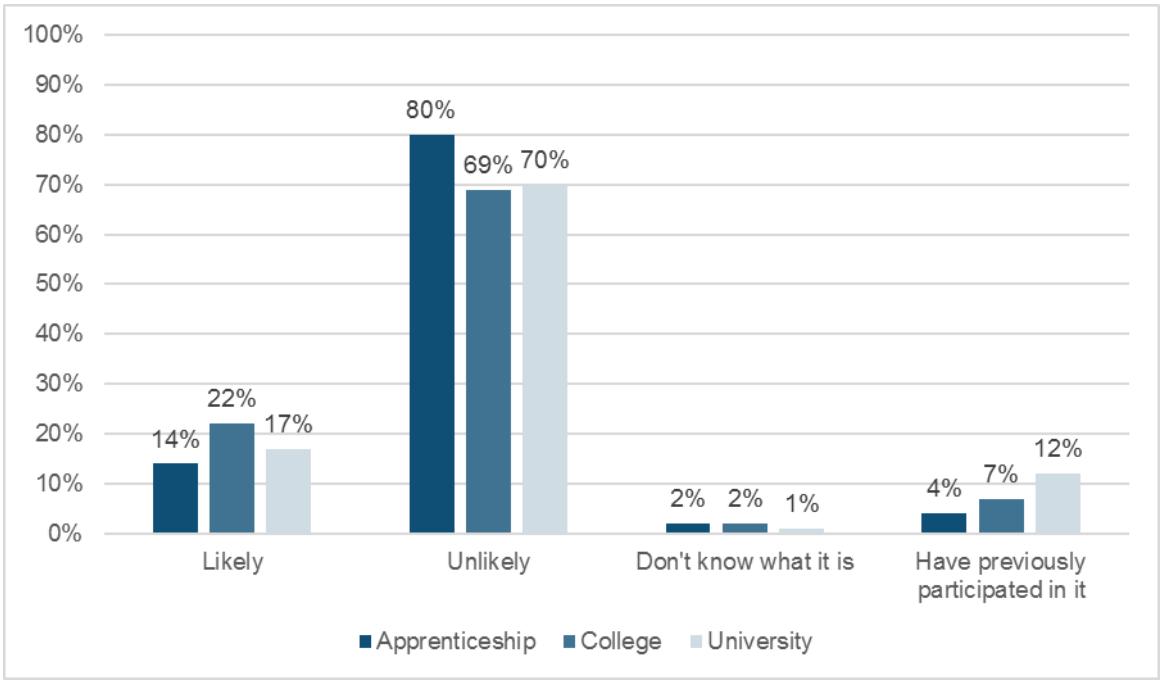
survey contained a number of questions to identify respondents' perceptions of different forms of post-16 education.

All respondents were asked to indicate how likely they would be to participate in, or recommend to a family or friend, the following:

- an apprenticeship or higher apprenticeship;
- a vocational qualification at college;
- a degree at university.

The results indicate that adults would be most likely to go to college to do a vocational qualification, with just over a fifth (22%) stating this (see Figure 21). Seventeen per cent said they would be likely to go to university and 14 per cent said they would be likely to do an apprenticeship or higher apprenticeship. Just over a tenth (12%) of respondents have previously gone to university to do a degree, seven per cent have been to college and four per cent have completed an apprenticeship.

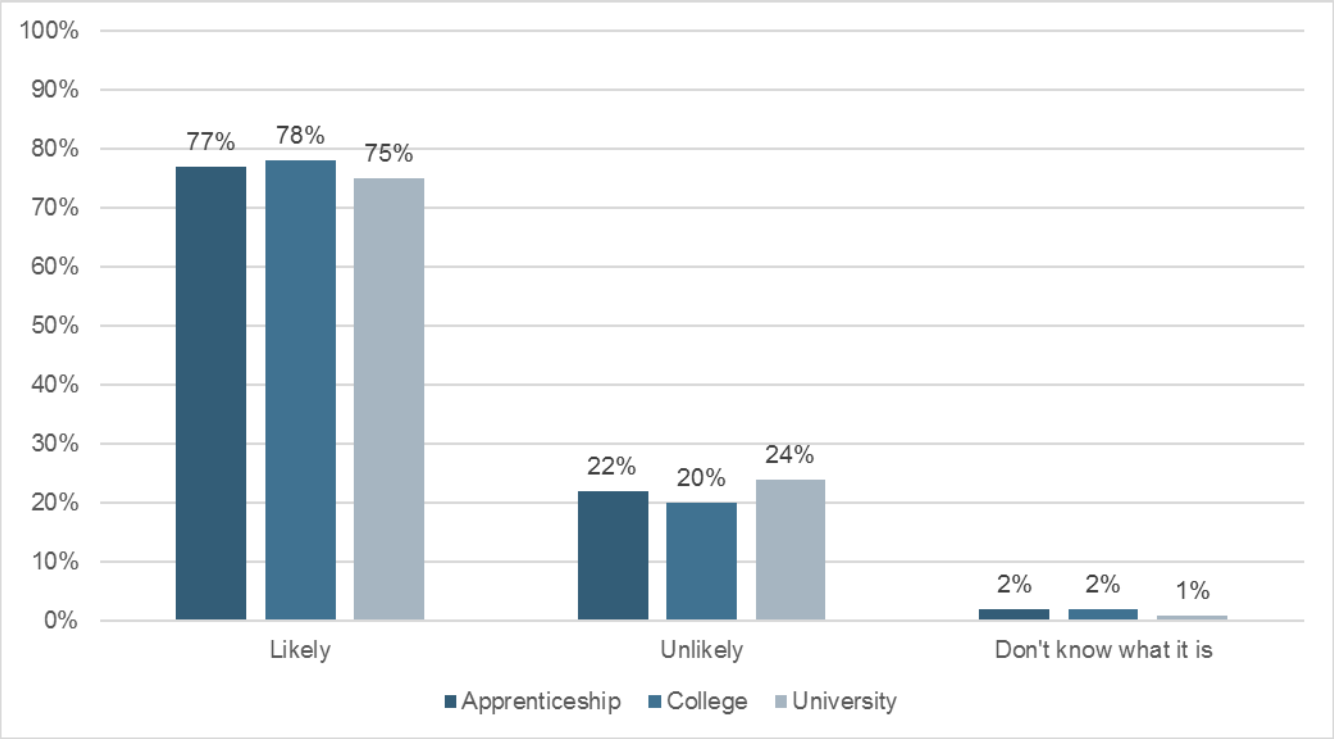
Figure 21: Likelihood of participating in post-16 provision



Base: all respondents. Total unweighted base = 5169

The results show at least three-quarters of respondents would be likely to recommend each of the post-16 education options to a family member or friend, with 78 per cent saying they would be likely to recommend vocational qualifications at college, 77 per cent stating they would be likely to recommend apprenticeships and 75 per cent stating they would recommend doing a degree at university. This suggests that participation in any of these types of provision may not necessarily reflect their perceived value, with a substantially greater proportion of respondents saying they would recommend each type of provision even if they are unlikely to take up these opportunities themselves.

Figure 22: Likelihood of recommending post-16 provision



Base: all respondents. Total unweighted base = 5169

Statistical analysis of attitudes towards the different post-16 education options indicates that:

- There are little apparent differences between men and women, with similar proportions considering themselves likely to participate or recommend a friend or family to participate in the three types of learning. However, a significantly higher proportion of women than men considered themselves likely to attend further education (27% and 22% respectively).
- As age increases, the proportion of adults considering themselves likely to participate or recommend each type of provision decreases. Respondents aged 18-24 are the most likely to participate in an apprenticeship (41%) or recommend an apprenticeship (83%). People in this age group are also most likely to participate in further education (43%) or higher education (51%).
- Social grade is an indicator of likelihood to participate in and recommend the different types of provision. Overall, the survey results indicate that the higher the social grade the more likely respondents were to state they would recommend an education route, however those in AB were also the least likely to say they would participate in any of the types of provision. This suggests they value different forms of learning highly – and would therefore recommend it – but they are least likely to see the benefit for themselves at this stage, potentially because they have already benefited from education.

- A significantly lower proportion of adults in the AB social grade consider themselves likely to do an apprenticeship, with 9 per cent of respondents compared to 16 per cent in C1, 16 per cent in C2 and 17 per cent in DE. A similar proportion of the AB, C1 and C2 cohorts say they are likely to recommend an apprenticeship or higher apprenticeship (80%, 80% and 79% respectively). This is significantly higher than the equivalent figure of 75 per cent for DE.

- Just over a quarter (27%) of respondents in C1 consider themselves likely to participate in further education; this is significantly higher than the equivalent proportion for DE (23%) and AB (20%). A similar proportion of AB and C1 respondents say they are likely to recommend further education, with respective figures of 83 and 82 per cent. These are both significantly higher than the equivalent figures for C2 (78%) and DE (76%).

- Around a quarter (24%) of C1 respondents consider themselves likely to go to university, significantly higher than the proportions for AB (21%), C2 (17%) and DE (16%). The AB and C1 social grades have the highest proportion of adults who are likely to recommend higher education (81% and 79% respectively). These are both significantly higher than the equivalent figures for C2 (75%) and DE (70%).

- Respondents from BAME backgrounds were more likely to indicate they would participate in each type of provision, compared to people from White backgrounds. A significantly higher proportion of respondents from BAME than White backgrounds say that they are likely to do an apprenticeship (28% and 13% respectively). This finding is particularly interesting in light of the Government's target to increase the proportion of apprentices from BAME backgrounds by 20 per cent by 2020. The results suggest that the appetite for apprenticeships exists and that efforts should be focused on ensuring individuals are successful in accessing opportunities. A regression analysis showed that ethnicity remained a significant predictor of likelihood when social grade, qualification level, working status, age and gender were taken into account[119]. Conversely, the proportions of each group who say that they would be likely to recommend an apprenticeship are similar, with no significant difference.

- Similarly, a significantly higher proportion of respondents from BAME than White backgrounds also say that they are likely to participate in further education (37% and 23% respectively) and higher education (41% and 16% respectively). The proportions of each group who say that they would be likely to recommend further education are similar, with no significant difference. However a significantly higher proportion of respondents from BAME than White backgrounds say that they would be likely to recommend higher education (84% and 75% respectively).

[119] $p < 0.001$

- Employment status is related to some variations in attitudes towards different types of post-16 provision. Unemployed adults consider themselves the most likely to do an apprenticeship (32% of respondents) or participate in further education (26%). These proportions were significantly higher than for all other employment groups. Unemployed adults were also most likely to say they would go to university (22%) although this was not statistically significant. Part-time workers consider themselves the most likely to recommend an apprenticeship (82%), further education (84%) or higher education (80%). A fifth (19%) of part-time workers said they would be likely to take up an apprenticeship. Retired adults were the least likely to do or recommend any of the education routes, which affirms the analysis related to age.

Conclusions

This report presents the findings from the 2017 Adult Participation in Learning Survey. The survey results show that, in comparison with the results from previous years, 2017 has the lowest participation rate (current or recent learning) in the history of the participation survey, at 37 per cent of adults. This is four percentage points lower than that of the previous survey, undertaken in 2015.

As in previous years, results identified inequalities in participation in learning across different groups. Respondents who were under-represented in learning included those in lower social grades, those furthest from the labour market, those with higher levels of disadvantage, older individuals, individuals from White backgrounds and men. Current learning was found to be a strong predictor of future learning, with almost three-fifths of respondents considering themselves unlikely to learn over the next three years. These results illustrate the scale of the challenge to engage more and different adults in learning.

The survey demonstrated the wide variety of motivations to learn experienced by respondents. Although three-quarters of learners took up their *main* learning for work or career related reasons, a wide range of more detailed motivations were mentioned; these included, for example, to develop as a person or because of an interest in a subject. There was a notable association between demographics and level of disadvantage and motivations cited. For example, increased levels of disadvantage were associated with increased citation of motivations related to health and wellbeing and decreased citation of work-related motivations. As such, ensuring a breadth of opportunities – including those directly related to the workplace – is important to successfully engage more adults in learning.

A wide array of barriers to learning were also identified. Overall, the barrier most frequently identified by survey respondents regardless of their learning status, was work or other time pressures. Barriers were found to vary between groups. For example, while current/recent learners cited other situational barriers, such as cost and childcare or caring responsibilities, adults who have not been learning for at least three years were more likely to cite dispositional barriers, such as feeling too old and a lack of interest. However, nearly two out of five non-learners stated that no barriers were preventing them from learning. This reinforces one of the key themes of the Barriers to Learning qualitative report[120], published in tandem with this report, where a presence of motivations and lack of barriers did not necessarily result in learning without a specific trigger. In addition to removing barriers to learning, it is therefore important to seek to engage adults by making the case of the value and relevance of learning to them.

[120] Pennacchia, J., Jones, E. & Aldridge, F. (2018) Barriers to learning for disadvantaged groups: report of qualitative findings.

The survey results show that adults learn in a wide range of different locations, whether work-related, in a formal educational establishment, in a community or voluntary organisation or independently. This indicates that provision should be flexible to adults' lives and be offered in the workplace and remotely (for example through online learning), as well as through formal education institutions. Learners were often found to have invested both time and money in learning; the mean number of hours spent learning a week was 15.1 hours, with over a fifth paying a fee directly for their learning and a further tenth taking out a formal learning loan.

Respondents mentioned a variety of steps that they would take if they were to take part in future learning. Almost one in five adults stated that they would conduct a general internet search for courses of interest; over one in ten would contact their local college, university or learning centre or talk to their employer. However, over a quarter of adults did not choose any of the options presented to them. This suggests that information about learning should be available through a range of sources; it also shows that a substantial minority of adults do not know where they would go for information, therefore indicating that learning opportunities need to be more visible and proactively promoted.

When asked their opinion on different types of post-16 education, respondents indicated that they would be most likely to go to college to do a vocational qualification, followed by university and then an apprenticeship or higher apprenticeship. At least three-quarters of respondents would be likely to recommend each option to a friend or family member. This suggests that participation in any of these types of provision may not necessarily reflect their perceived value, with a substantially greater proportion of respondents saying they would recommend each type of provision even if they are unlikely to take up these opportunities themselves.

The segmented analysis illustrated that, over a range of questions, there were marked differences between the responses of different groups. For example, respondents with different levels of disadvantage tended to report different barriers to learning. Those with higher levels of disadvantage were more likely to experience dispositional barriers; those with lower levels situational barriers. This is reflected in the qualitative report[121], where the most disadvantaged individuals were found to experience dispositional barriers arising from situational or institutional barriers. Level of disadvantage was also reflected in the answers to a range of questions. For example, higher levels of disadvantage were associated with an increased likelihood of citing motivations related to health and wellbeing, and a decreased likelihood of citing work-related motivations. Similarly, increased disadvantage was associated with increased experience of benefits relating to health and wellbeing, and decreased experience of work-related benefits.

[121] Pennacchia, J., Jones, E. & Aldridge, F. (2018) Barriers to learning for disadvantaged groups: report of qualitative findings.

For most questions in the survey, there were also differences in the answers given by different demographic groups. For example, individuals in lower social grades were more likely to cite dispositional barriers to learning, and less likely to cite situational barriers; they were also less likely to experience work-related benefits, to search for information about learning online or to recommend any type of formal education to a friend or family member. Respondents in older age groups were less likely to have learnt for work or career related reasons or to be learning for a qualification. Individuals from BAME backgrounds were more likely to be learning in a formal educational establishment, and less likely to be learning in a work-related environment.

Considerations for Policy and Practice

The evidence from this study highlights the following considerations for policy and practice, aimed at engaging more and different adults in learning:

- The survey consistently shows inequalities in participation in learning. Blanket approaches to raising participation are therefore likely to continue to reach those who are already likely to learn. To engage more and different adults in learning, **outreach and interventions should seek to target adults in lower social grades, adults who are furthest from the labour market, older adults, those who left full-time education at their earliest opportunity**.

- Around three-fifths (58%) of survey respondents stated they are unlikely to take part in learning in the next three years, illustrating the scale of the challenge in getting more adults into learning. Current/recent learners are more likely to intend to carry on, suggesting that **encouraging adults to try out learning – and providing support for them to continue to do so, are important to increasing participation overall**.

- The survey results demonstrate the wide variety of motivations to learn, which include for work and career related reasons, as well as for leisure and personal interest. As such, **ensuring a breadth of opportunities – including those directly related to the workplace – is important to successfully engage more adults in learning**. Unemployed adults and individuals experiencing higher levels of disadvantage, are more likely to be motivated by benefits relating to learning and knowledge, social and community, or health and wellbeing. **To engage disadvantaged groups in learning, the learning offer may be more attractive if it relates to these motivations**, for example, if it supports personal development, enables people to meet, and/or leads to a qualification.

- Adults learn in a range of different locations and engage with different types of provision, some of which leads to a qualification and some of which is non-formal or informal. **A broad learning offer therefore needs to be available to adults and should be delivered flexibly**, including in the workplace and remotely (for example through online learning), as well as through formal education institutions.

- Current/recent learners cite situational barriers, such as cost and childcare or caring responsibilities. Adults who have not been learning for at least three years were more likely to cite dispositional barriers, such as feeling too old and a lack of interest. **In addition to removing practical barriers to learning, it is therefore important to engage adults by making the case of the value and relevance of learning to them**.

- Although cost is a barrier to many adults, the survey demonstrates that some adults are willing to invest in their learning. **The government and providers should therefore ensure that the value of this investment is visible to**

potential learners and employers, and **consider measures that encourage greater levels of co-investment in learning.**

- Adults look for information about learning from a wide range of sources. In order to engage adults who are least likely to learn, **relevant information should be made available in public places and through individuals and services that people come into contact with.** If information is only available online or though employers or providers, it may not reach adults who are typically least likely to take up learning.

- A significantly higher proportion of respondents from BAME than White backgrounds say that they are likely to do an apprenticeship. This finding is particularly interesting in light of the Government's target to increase the proportion of apprentices from BAME backgrounds by 20 per cent by 2020. The results suggest that the **appetite for apprenticeships exists and therefore efforts should be focused on ensuring individuals are successful in accessing opportunities.**

Annex 1: 2017 Questionnaire

F1: All adults 16yrs+ in GB
F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2
F3: All who have not studied in the last 3 years Q1\3,4

F1: All adults 16yrs+ in GB

SHOW SCREEN AND READ OUT

I would now like to talk about the sort of learning that people do. Learning can mean practising, studying, or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training.

You can do it regularly (each day or month) or you can do it for a short period of time. It can be full-time or part-time, done at home, at work, or in another place like college. Learning does not have to lead to a qualification. I am interested in any learning you have done, whether or not it was finished.

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.1 Which of the following statements most applies to you?

1: I am currently doing some learning activity now
2: I have done some learning activity in the last 3 years
3: I have studied\learnt but it was over 3 years ago
4: I have not studied\learnt since I left full time education
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN AND READ OUT – TEXT ITEM

Thinking about your current/recent learning activity, I'd now like to ask you some further questions about it.

If you are/have been involved in more than one learning activity, please think about your MAIN LEARNING when answering these questions.

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN

Q.2 *(Scripter: if Q1=1 ask)* So, thinking about your MAIN learning, why have you taken up this learning?
(Scripter: if Q1=2 ask) So, thinking about your MAIN learning, why did you take up this learning?

INTERVIEWER ADD IF NECESSARY: If you think both these reasons apply, please pick the reason that best fits why you started the learning to begin with.

1: For leisure or personal interest
2: For my work and\or career
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE

Q.3 *(Scripter: if Q1=1 ask)* And how are you doing this learning?
(Scripter: if Q1=2 ask) And how did you do this learning?

1: On the job
2: On a training course at work
3: On an external training course arranged by my employer
3: On an apprenticeship or higher apprenticeship
4: Through a university\higher education institution\Open University
5: Through a further education college\tertiary\6th form college
6: Through a local adult education centre\evening institute\Workers' Educational Association class
7: Through a local school
8: Through a voluntary organisation
9: Through local community facilities e.g. library, museum, place of worship, bookshop etc.
10: Through a leisure or health club
11: Online including through an app e.g. websites, forums, YouTube
12: Independently on my own
13: Independently with others
14: Other – WRITE IN
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE

Q.4 *(Scripter: if Q1=1 ask)* What are you currently learning about?
(Scripter: if Q1=2 ask) What did you recently learn about?

1: Agriculture, Environmental and Animal Care
2: Business and Administrative
3: Catering and Hospitality (including cookery)
4: Childcare and Education
5: Construction (including carpentry)
6: Creative and Design (including art, crafts, photography, music, floristry)
7: Digital/Computer Skills/Information Technology
8: Engineering and Manufacturing
9: English (language/literature)
10: English as a second or additional language
11: Foreign languages (excluding Welsh)
12: Hair and Beauty

13: Health and Science (including medicine, nursing, first aid)
14: Legal, Finance and Accounting
15: Protective Services (including police, fire service, coastguard)
16: Sales, Marketing and Procurement
17: Maths
18: Social Care
19: Sports/Dance
20: Transport and Logistics
21:Welsh language
22: Other informal/community learning – WRITE IN
23: Other professional and vocational qualifications – WRITE IN
24: Other academic subjects – WRITE IN
25: Other 'leisure' subjects – WRITE IN
DK - BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN
Q.5 *(Scripter: if Q1=1 ask)* Again, thinking about your MAIN learning, does this learning lead to a qualification?
(Scripter: if Q1=2 ask) Again, thinking about your MAIN learning, did this learning lead to a qualification?

1: Yes
2: No
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE
Q.6 *(Scripter: if Q1=1 ask)* Who pays for this learning?
(Scripter: if Q1=2 ask) Who paid for this learning?

1: There was no fee to be paid – SINGLE CODE
2: It was internal training provided by my employer
3: My employer paid
4: I paid the fee directly
5: I paid the fee by taking out a formal learning loan e.g. Student Loan, Advanced Learner Loan, Career Development Loan
6: I paid the fee by taking out a non-learning specific loan e.g. loan from a bank or building society, loan from a friend or family member
7: The fee was paid by a friend or family member as a gift
8: Help from my institution e.g. access funds, grants, bursaries etc.
9: Other government funding
10: Charitable trust or other non-government organisation
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

Q.7 Now thinking about ANY learning you have taken part in over the last 12 months.

How much have you, your partner or your family paid for YOUR learning or training? Please think about how much has been spent in pounds in the last 12 months, including any loans. If unsure, please give your best estimate. If no money has been spent in the last 12 months, please state “zero”.

£ TYPE IN NUMBER (RANGE 0-99999)
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE

Q.8 Thinking again about your MAIN learning. Can you identify any changes or benefits that have happened as a result of your learning?

RANDOMISE LIST

1: I have got/expect to get a new or different job
2: I have changed/expect to change the type of work I do
3: I have set up a business
4: I have got/expect to get a recognised qualification
5: I have got/expect to get a promotion or a rise in earnings
6: My work has become/I expect my work to become more satisfying
7: I am more confident at work
8: I have greater job security
9: My working relationships with colleagues have improved
10: My working relationship with my employer has improved
11: I have improved the skills needed to do my job
12: I am more productive at work/work is of a higher quality
13: I am less likely to take time off sick
14: I have moved/expect to move onto a further course of learning
15: My self-confidence has improved
16: I have met new people/made new friends/found a new partner
17: My health has improved/it has helped with a disability
18: I enjoy learning more
19: My children/family have become more interested in learning
20: I have a greater understanding of my child’s/children’s schooling
21: Family relationships have improved
22: I am more involved in local events and issues
23: I have started volunteering/increased levels of volunteering
24: I have more control of my life
25: I have improved my general life skills e.g. budgeting, time management, communication
26: I am more understanding of other people and cultures
27: I have improved knowledge of the subject
28: I have kept active/filled the time
29: Other – WRITE IN
30: I have not yet experienced any benefits or changes – MUTUALLY EXCLUSIVE
DK BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE

Q.9 On this screen are some reasons people have given for why they chose to learn about a certain subject or skill. Again, thinking of your MAIN learning, which of the following best describes the reasons you started this learning? Probe: Any others?

RANDOMISE LIST

1: To get a new or different job
2: To help me do my current job better/improve job skills
3: In order to set up a business
4: To help me increase my working hours
5: To get a promotion or better pay
6: To give me greater job security
7: To get a recognised qualification
8: To make my work more satisfying
9: To help me get onto a future course of learning
10: To develop myself as a person
11: To improve my self-confidence
12: I enjoy learning\it gives me pleasure
13: I am interested in the subject\personal interest\gain knowledge of the subject
14: To meet people
15: To support my children's schooling
16: To keep active\pass the time
17: To improve my health\help with a disability
18: To enable me to volunteer
19: Not really my choice - employer requirement
20: Not really my choice - professional requirement
21: Not really my choice - benefit requirement
22: Not really my choice - another reason – WRITE IN
23: Other – WRITE IN
DK - BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

SHOW SCREEN – MULTI CODE
Q.10 *(Scripter: if Q1=1 ask)* From the following list what, if anything, has made your learning difficult?
(scripter: if Q1=2 ask) From the following list, what, if anything, made your learning difficult?

RANDOMISE LIST

1: Cost\money\can’t afford it
2: Benefits would be cut if I did/continued course
3: Childcare arrangements or other caring responsibilities
4: Transport\too far to travel
5: Work\other time pressures
6: I feel I am too old
7: An illness or disability
8: I am put off by tests and exams
9: I have difficulties with reading and writing

10: I have difficulties with numbers
11: I don't feel confident enough
12: I could not get time off work
13: I have not liked the course/learning
14: I do not have a good relationship with the teacher
15: I have found the course/learning too difficult
16: I have got a new job/changed employers
17: I no longer consider the course/learning to be relevant
18: Not interested\don't want to
19: Nothing prevented me from continuing (IF Q1/2) – IF Q/1 AMEND TO READ “Nothing is preventing me from continuing”
20: Other – WRITE IN
DK - BUTTON

F2: All adults 16yrs+ who have recently done or are currently doing some learning Q1\1,2

Q.11 *(Scripter: if Q1=1 ask)* Now thinking more generally about ANY learning you are doing, about how many *hours a week* do you spend on learning?
(Scripter: if Q1=2 ask) Now thinking more generally, about how many *hours a week* did you spend on learning?

INTERVIEWER PROBE: IF YOU’RE UNSURE, PLEASE TELL ME YOUR BEST ESTIMATE

TYPE IN NUMBER **HOURS** (RANGE 1-150)
DK BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.12 How likely are you to take up any learning in the next 3 years?

1: Very likely
2: Fairly likely
3: Fairly unlikely
4: Very unlikely
DK button

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.13 And if you were to take part in learning in the future, what would your first step be?

RANDOMISE LIST

1: Find out more about it in the media
2: Contact the National Careers Service e.g. by phone, online or via their app
3: Contact my local college, university or learning centre e.g. by phone, online or in person
4: Attend an open day or taster event at a college or learning centre

5: Go to my local library to find out more information
6: Attend an exhibition showcasing learning opportunities
7: Ask a friend, family member, tutor or colleague for recommendations
8: Go to a community, voluntary or religious organisation
9: Search on specific learning websites for the course I'm interested in e.g. Hotcourses, BBC Skillswise
10: General internet search for the courses I'm interested in, e.g. using Google
11: Search for online self-directed learning e.g. Wikipedia, Youtube, Forums, Apps
12: Search social media for pages, comments or posts about learning
13: Talk to my employer, e.g. line manager or HR
14: Talk to a Jobcentre adviser
15: Talk to a Unionlearn representative or Workplace Learning Advocate
16: Other – WRITE IN
17: None of these sources

F3: All who have not studied in the last 3 years Q1\3,4

SHOW SCREEN – MULTI CODE
Q.14 From the following list what, if anything, would you say are the main things preventing you from taking part in learning?
PROBE: Anything else?

RANDOMISE LIST

1: Cost\money\can't afford it
2: Benefits would be cut if I did a course
3: Childcare arrangements or other caring responsibilities
4: Transport\too far to travel
5: Work\other time pressures
6: I don't know what is available
7: I don't know how to find out what is available
8: I feel I am too old
9: An illness or disability
10: I haven't got round to doing it
11: I feel no need to learn anymore
12: I am put off by tests and exams
13: I have difficulties with reading and writing
14: I have difficulties with numbers
15: I don't have the qualifications needed for a course
16: I don't feel confident enough
17: I've tried learning in the past and it has been unsuccessful
18: No suitable courses are available
19: Not interested\don't want to
20: Other – WRITE IN
21: Nothing is preventing me – MUTUALLY EXCLUSIVE

F1: All adults 16yrs+ in GB

SHOW SCREEN – MULTI CODE
Q.15 The following are some of the things that people say would make learning more attractive.

SCRIPTER: IF Q1/1 “Which, if any, would make you more likely to join another course or take up more learning”

SCRIPTER: IF Q1/2-4 “Which, if any, would make you more likely to join a course or take up learning?”

INTERVIEWER: PROBE: Any others?

RANDOMISE LIST

1: If I could get expert advice on what course/learning project would suit me best
2: If I could get support with childcare/other caring responsibilities
3: If I could get help with my illness/disability
4: If it led to a qualification which employers recognise
5: If it led to a qualification which would help me earn more\gain a promotion
6: If my line manager/employer encouraged me
7: If I could get time off work to learn
8: If could get help with English/reading/writing
9: If it was cheaper/the fees were lower
10: If my employer would pay all/some of the costs
11: If someone I knew and trusted encouraged me or came with me
12: If I could learn at a more convenient location
13: If I could learn at home
14: If I could learn at work
15: If I could learn in the evening
16: If I could learn in the daytime
17: If I could learn at weekends
18: If there was a distance learning option, or I could learn fully or partly online
19: If the learning was related to something I'm interested in
20: If the start dates of learning were flexible
21: If I had a say in what and when I was going to learn
22: If learning would help my job prospects
23: None of the above – FIX AT BOTTOM OF LIST - MUTUALLY EXCLUSIVE
DK – BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.16 I will now read out a list of different types of post-16 education. For each one, please tell me how likely YOU would be to do it, and then how likely you would be to *recommend a friend or family member* to do it.

SHOW SCREEN AND READ OUT STATEMENTS

SCRIPTER: RANDOMISE STATEMENTS WITHIN 16A AND Q16B – ENSURING ORDER IS THE SAME IN Q16B AS PER Q16A

Q16a. So how likely would YOU be to…….

… do an apprenticeship or higher apprenticeship
… go to college to do a vocational qualification

… go to university to do a degree

1: Very likely
2: Fairly likely
3: Fairly unlikely
4: Very unlikely
5: Have previously participated in it - FIX
6: Don't know what it is - FIX

Q16b. So how likely would you be to recommend a family or friend member…….

… does an apprenticeship or higher apprenticeship (ONLY SHOW IF 6 NOT CODED FOR STATEMENT 1 AT 16a)
… goes to college to do a vocational qualification (ONLY SHOW IF 6 NOT CODED FOR STATEMENT 2 AT 16A)
… goes to university to do a degree (ONLY SHOW IF 6 NOT CODED FOR STATEMENT 3 AT 16A)

1: Very likely
2: Fairly likely
3: Fairly unlikely
4: Very unlikely

Q.17 How old were you when you finished full-time education?

1: 14 or under
2: -15-
3: -16-
4: -17-
5: -18-
6: -19-
7: -20-
8: -21-
9: -22-
10: -23-
11: -24-
12: 25 or more
13: Still a full-time student: school\college\university
DK – BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.18 Starting from the top of the screen, please look down the list of qualifications and tell me the number of the first one you come to that you have passed.

1: 1 - Higher degree or postgraduate qualifications

2: 2 - Degree (undergraduate) (including B. Ed.), Postgraduate diplomas or Certificates (inc. PGCE), Degree apprenticeship (Level 6 or 7), Professional qualifications at degree level (e.g. chartered accountant \ surveyor), NVQ \ SVQ Level 4 or 5

3: 3 - Diplomas in higher education or other HE qualifications, HNC \ HND \ BTEC Advanced, Teaching qualifications for schools or further education (below degree level), Higher apprenticeship (Level 4-7), Nursing or other medical qualifications (below degree level), RSA Higher Diploma, Foundation degree

4: 4 - A\AS levels \ SCE Higher \ Scottish Certificate 6th Year Studies, Advanced apprenticeship (Level 3), NVQ \ SVQ \ GSVQ level 3 \ GNVQ Advanced, ONC \ OND \ BTEC National, City and Guilds Advanced Craft \ Final level \ Part III \ RSA, Advanced Diploma

5: 5 - O level \ GCSE grades A*-C \ SCE Standard \ Ordinary grades 1-3, CSE grade 1, Intermediate apprenticeship (Level 2), NVQ \ SVQ \ GSVQ level 2 \ GNVQ intermediate, BTEC \ SCOTVEC first \ General diploma, City and Guilds Craft \ Ordinary level \ Part II \ RSA Diploma

6: 6 - O level \ GCSE grades D-G \ SCE Standard \ Ordinary below grade 3, CSE grades 2-5, NVQ \ SVQ \ GSVQ level 1 \ GNVQ foundation, BTEC \ SCOTVEC first \ General Certificate, City and Guilds part 1 \ RSA Stage I-III, SCOTVEC modules \ Junior certificate

7: 7 Other qualifications (including overseas)

8: 8 - None of these

F2: All working adults 16+ GB

Q.19 Are you self-employed?

1: Yes
2: No

F3: All working adults who aren’t self employed 16yrs+ Q19/2

SHOW SCREEN

Q.20 What is your type of employment contract?

1: Permanent
2: Fixed-term
3: Temporary/Agency
4: Freelance/Consultant
5: Zero-hours
6: Other
DK/R – BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN :

Q.21 Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months? (Include problems related to old age)

1: Yes, limited a lot
2: Yes, limited a little
3: No
DK/R - BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN – MULTI CODE

Q.22 Have you ever cared for a family member or friend with a disability or long-term health condition?

1: Yes - currently
2: Yes – previously
3: No – SINGLE CODE
DK\R – BUTTON

F1: All adults 16yrs+ in GB

SHOW SCREEN

Q.26 The questions I asked you earlier in the survey about learning were funded by Learning and Work Institute (L&W), which aims to encourage all adults to engage in learning of all kinds.

L&W may like to contact you via email within the next 12 months to take part in some further research about your experiences of learning. Would you be willing to provide your email address to L&W, and allow them to see your individual answers to the survey, so that they can contact you for further research? The information provided to L&W will be used for research purposes only.

Yes
No

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