

# Evaluating Outcomes for Learners in Pathfinder Areas

Taylor Nelson Sofres

Research Report  
No 343

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# *Evaluating Outcomes for Learners in Pathfinder Areas*

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*Taylor Nelson Sofres*

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## **1. EXECUTIVE SUMMARY**

### **Basic Skills**

Following the publication of the Skills for Life Strategy, the DfES invited proposals from Pathfinder areas to trial the key elements of the strategy. This included the National Standards for Numeracy and Literacy, training teachers in the new curriculum, and, where appropriate, the National Tests. Nine Pathfinder areas bid successfully: Liverpool, Tyne and Wear, Leeds, Nottinghamshire, Birmingham, Cambridgeshire, Isle of Thanet, Gloucestershire and East London. A separate Prison Pathfinder Partnership was also set up.

The DfES commissioned Taylor Nelson Sofres (TNS) to conduct a survey of learners who have received basic skills training in literacy and numeracy in the nine Pathfinder areas. The survey focuses on the learners' own assessment of any improvements in their ability to perform everyday literacy and numeracy tasks at work and at home. Specifically, it examines to what extent their participation in training has increased their self-confidence and motivation. The survey also examines respondents' assessment of any other positive impacts.

### **Profile of respondents**

A total of 415 interviews were conducted between 3 November and 14 December 2002. 63% of the respondents are female and 37% are male. They are widely scattered in terms of age (15% are 20 or under, 41% are aged between 21 and 39, 34% are between 40 and 59, and 10% are aged 60 or over). 44% are married or living as married, 43% are single, 11% are divorced or separated, 2% are widowed. 38% of respondents have children.

29% are in paid employment (12% are working full time, 16% are working part time, and 1% are self-employed). 24% are in education (18% are in full-time education and an additional 6% are in part-time education). Of those in work, most work in health/childcare, clerical work or retail work. 78% of those in work have had their current job for more than 6 months.

### **Motivations**

Learners were strongly motivated to do basic skills training. 67% considered they were very keen to do it, 21% said they were quite keen, and only 9% said they were not keen. The main reasons learners wanted to improve their skills were:

- to help get a job (73% of unemployed learners considered this very or fairly important)
- to improve their chances of getting a particular qualification (72% of all learners)
- to help get a better job (67% of employed learners considered this very or fairly important)

important)

- to help manage activities at work better (65% of all learners)
- to help manage activities at home better (65% of all learners).

Other general reasons given for taking part in the training include:

- 81% of those with children wanted to help their children to learn
- 80% of all learners wanted to feel more confident with other people
- 62% of all learners wanted to get more involved with the community.

### **Early leavers**

Only 12% said they did not complete all of the training that was agreed between them and the training provider. Of those that did not complete the training, 34% completed three-quarters and 72% completed at least half. There was a wide range of reasons for not attending, but the vast majority concerned the learners' situation (eg illness, domestic arrangements) rather than the training providers.

### **Assessment of training**

Learners were very positive about the training they received. 62% felt they learned a great deal during the training, and 30% felt they learned a fair amount. Only 6% felt they learned little or nothing.

The quality of the teaching was also considered to be high. 78% felt that the quality of teaching was very good, and 17% considered it was good. Only 2% thought it was quite poor or very poor.

The vast majority thought they got more out of the training than they had expected. 60% thought they got much more out of it, and 22% thought they got a bit more out of it. 10% felt that they got about the same out of it as they expected. 2% got much less out of it than they thought, and 1% said they did not know.

### **Benefits**

Learners were asked about difficulties they had experienced before the training and the extent to which the training had helped them overcome these difficulties. Before doing the training the difficulty mentioned by the greatest number of learners was lack of self-confidence (72% of all learners thought this was a problem for them). Of those who thought it was a problem, 89% considered that the training helped a great deal or a fair amount to overcome this problem.

Amongst those learners taking a literacy course, 73% considered they had a problem with writing letters or filling in forms, and 83% of those with a problem felt that they had been helped a great deal or a fair amount by the training.

Similarly, 73% of those taking a literacy course considered they had a problem with spelling, and 78% of those who said they had a problem felt that the training they had received had helped them a great deal or a fair amount.

72% of learners taking a numeracy course considered that their standard of maths or number work was a problem, and 86% of those reported a fair amount of benefit or more from the training.

Lack of qualifications was considered to be a problem in the past for 60% of all learners. Of those who considered this was a problem, 68% felt the training was of a great deal or a fair amount of benefit to them.

## **Impact**

Learners were asked specifically about the impact of the training they had received.

- 75% said it had encouraged them a great deal or a fair amount to get other qualifications
- 64% of those with children said it had helped them a great deal or a fair amount with their children's school work
- 59% of those learners who were unemployed said it had helped a great deal or a fair amount to put them in a stronger position to get a job
- 54% of those learners who were employed said it had helped a great deal or a fair amount to put them in a stronger position to get a better job.

Overall 90% of all learners felt the training had made them feel more positive about future training in general, and 90% of all learners considered it was very or fairly likely that they would do some more training in the next few years.

## **Conclusions**

The learners who were interviewed revealed a very positive picture of the benefits and impact of the basic skills training which they received. While the learners surveyed comprised a high proportion of continuing students, the research does suggest that basic skills training has been of benefit in a wide range of ways to most learners.

## **Methodological note**

24% of the interviews were conducted in Liverpool, 21% in Nottinghamshire, 17% in East London, 8% in Thanet, 7% in Birmingham, 7% in Gloucestershire, 7% in Leeds, 7% in Tyne and Wear and 1% in Cambridgeshire. All interviews were conducted face-to-face by TNS interviewers – 67% were conducted in the home, 28% in college and 3% at another location.

The results come with a caveat: the training providers largely organised the selection

of the learner sample and a large proportion of those who were interviewed comprised continuing students. This means that the sample may not be fully representative of all learners and may contribute to the largely positive views reported.

## **2. INTRODUCTION**

### **2.1 Basic Skills**

It is estimated that up to seven million adults in the UK have difficulty with reading and writing or simple mathematics. Following the publication of the 'Skills for Life' Strategy<sup>1</sup>, the DfES invited proposals from potential Pathfinder areas to trial the key elements of the strategy, which included:

- The National Standards for Numeracy and Literacy
- Delivering learning using the core curricula for literacy and numeracy at each level
- Delivering learning by teachers who had received intensive training on the new curricula, and
- Entering learners, where appropriate, for the new National Tests at Level 1 and 2.

Nine Pathfinder areas bid successfully (see Appendix 1). They were Liverpool, Tyne and Wear, Leeds, Nottinghamshire, Birmingham, Cambridgeshire, Isle of Thanet, Gloucestershire and East London. A separate Prison Partnership was also set up. The Pathfinder areas were announced in March 2001 and the status will last for one year.

A review of the Pathfinder areas initial experiences was commissioned by the DfES in June 2001 and was conducted by CRG<sup>2</sup>. The study involved conducting over 200 in-depth interviews with project and partnership staff, tutors, and trainees. The report concluded that a great deal has been achieved in a short period of time, although a number of 'teething troubles' had been encountered and several challenges for the future were also identified.

### **2.2 The current study**

In the autumn of 2001, the DfES commissioned Taylor Nelson Sofres (TNS) to conduct a survey of learners who have received basic skills training in literacy and numeracy in the nine Pathfinder areas. The survey sought to find out more information about the experience of learners who were passing through the new learning infrastructure.

The training providers include FE colleges, voluntary organisations and work-based providers. In each Pathfinder area there is a lead provider organisation. Some learners received training at Entry Level, and others will have had the opportunity to receive training and to take qualifications at Levels 1 or 2.

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<sup>1</sup> 'Skills for Life, the National Strategy for Improving Adult Literacy and Numeracy Skills' DfEE, 2001

<sup>2</sup> 'Skills for Life: The National Strategy for Improving Adult Literacy and Numeracy Skills. What Works? Early findings from the Pathfinder projects' DfES, 2002



### **2.3 The aims of the study**

The survey focuses on the learners' own assessment of any improvements in their ability to perform everyday literacy and numeracy tasks at work and at home. Specifically, it examines to what extent their participation in training has increased their self-confidence and skills. The survey also examines respondents' assessment of any other impacts on themselves.

### **3. METHODOLOGY**

#### **3.1 The questionnaire design**

Face-to-face interviews were conducted with learners in the nine Pathfinder areas. The questionnaire was designed to collect the following information:

- Basic information about the course the learner did
- Motivations and reasons to learn
- Information about early leavers
- Learners' assessment of training
- Qualifications and the National Test
- The benefits of doing the training
- Present and previous employment
- Basic demographic information about the learner.

The language was kept as simple as possible. The average length of time to conduct the interview was 25 minutes.

#### **3.2 Fieldwork**

TNS Fieldcontrol, a division of TNS, conducted the fieldwork. All interviewers were fully trained and IQCS accredited. Interviewers received full written instructions.

#### **3.3 The pilot**

Once the questionnaire had been drafted it was discussed with members of the project team and a consultant from CRG appointed by the DfES. Some amendments were made and the questionnaire was then piloted. The pilot took place in the Isle of Thanet Pathfinder area on 15-16 October 2002. Eight interviews were conducted with a fairly representative group of learners.

The pilot went well and the learners were enthusiastic about participating. The learners also tended to be very positive about the basic skills training they had done. Indeed, most spontaneously got out their certificates to show the interviewer, and in one case they were framed and displayed on the wall. The pilot highlighted the need for a small number of minor improvements to the questionnaire, which were subsequently made before the questionnaire was finally agreed by the DfES.

#### **3.4 Sampling the learners**

Details of how the sample of learners was collected and the assistance given by the Pathfinder areas are provided in a methodological annex (See Appendix 2).

#### **3.5 Completed interviews**

A summary of the sample of contacts supplied by each of the Pathfinder areas and the interview method are presented in Table 1. Of the 415 completed interviews, a

total of 300 were conducted 'in home', and the rest 'in college'. The 300 interviews were derived from a total of 499 initial contact names. This represents an overall response rate of 60% for the in-home interviews. The detailed response analysis for in-home interviews is presented in the Methodological Annex at Appendix 2.

*Table 1: Breakdown of the completed interviews by Pathfinder area*

<b>Pathfinder Area</b>	<b>No of sample supplied</b>	<b>No of interviews conducted</b>	<b>Percentage of completed interviews</b>	<b>Method</b>
Birmingham	38	30	79%	In home
Cambridgeshire	7	6	86%	In college
East London	In college	69	–	In college
Gloucester	43	31	76%	In home
Isle of Thanet	40	32	80%	In home
Leeds	In college	31	–	In college
Liverpool	227	100	45%	In home
Nottinghamshire	143	86	63%	In home
Tyne and Wear	15 plus in college	30	–	In home and in college

### **3.6 Potential sources of bias**

There are some potential sources of bias:

- Many respondents were selected directly by their trainers and it is possible that they may have inadvertently selected learners who were more positive about their learning.
- A large proportion of the learners interviewed are continuing students (77%) and this may contribute to the largely positive views reported.

Bearing these factors in mind, it is clear that the achieved sample may not be fully representative of all learners, and may contribute to the positive views reported.

### **3.7 Note about the type and level of the courses undertaken**

According to the learners' own reports, 32% took a course that only involved reading and writing, 18% took a course that only involved maths or number work, and 48% took both. Adding these together, this means that 81% of all learners interviewed took a course that involved reading and writing, and 67% took a course that involved maths or number work.

The training providers only supplied sufficiently detailed information about some of the courses the learners were taking. This information is presented at Table 2. Here the numbers of learners have been broken down by the known course type. As some of the learners were taking both literacy and numeracy courses, some of the individual learners appear in the literacy and numeracy counts.

In total, around a quarter of learners have not been identified from the information provided by the training providers. A numbers of attempts were made to fully collect this information. For this reason in the report we have used the learners' own assessment of the course they did. Where we report information on the level of the course, this information has been taken from the course providers' information.

*Table 2: Course type supplied by the training providers*

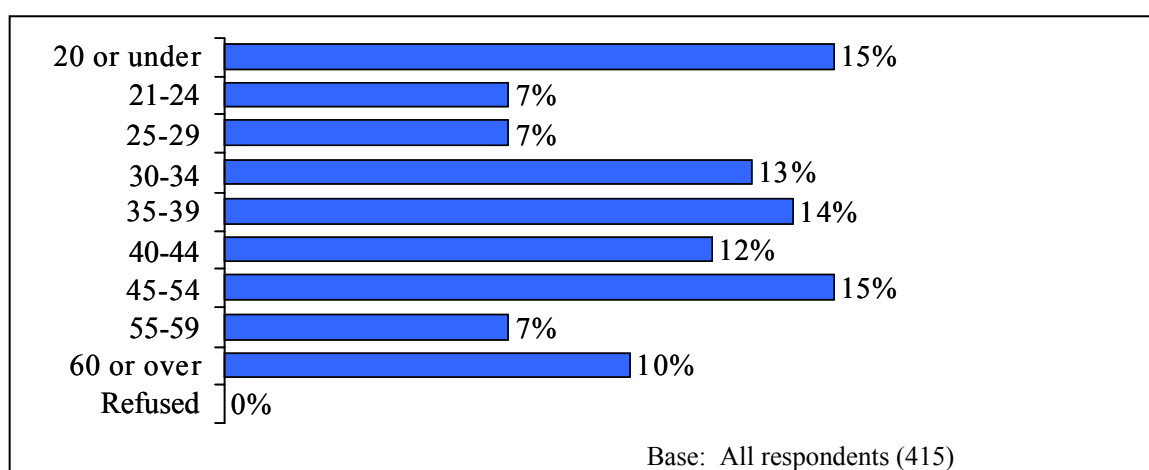
<b>Course type</b>	<b>Number of learners</b>	<b>% of total learners</b>
Entry Level	53	13%
Level 1	133	32%
Level 2	52	13%
<b>All literacy</b>	<b>238</b>	<b>57%</b>
Entry Level	23	6%
Level 1	82	20%
Level 2	41	10%
<b>All numeracy</b>	<b>146</b>	<b>35%</b>
<b>Not stated</b>	<b>108</b>	<b>26%</b>

#### 4. PROFILE OF RESPONDENTS

63% of the respondents are female and 37% are male.

Learners are widely scattered in terms of age (Chart 1). 15% are 20 or under, 41% are aged between 21 and 39, 34% are aged between 40 and 59, and 10% are aged 60 or over.

*Chart 1: Learners' age in years at last birthday*



There was a wide spectrum of ethnic origins (Table 3). Overall, less than three-quarters described themselves as White British, with the remainder being spread across the full range of categories. In each of the Pathfinder areas the proportion of those who described themselves as White British was between 71% and 100%, with the exception of the East London Pathfinder area where only 12% described themselves as white British. In East London the largest ethnic groups were African (29%), Bangladeshi (20%), Caribbean (13%), and White Other (10%).

*Table 3: Learners' ethnic group*

Ethnic group	Percentage of learners
Base: All respondents (415)	
White British	72%
African	6%
Caribbean	5%
Bangladeshi	4%
White Other	3%
Indian	2%
Black Other	2%
Pakistani	2%
Chinese	1%
Asian Other	1%
Other	2%

44% of learners are married or living as married, 43% are single, 11% are divorced

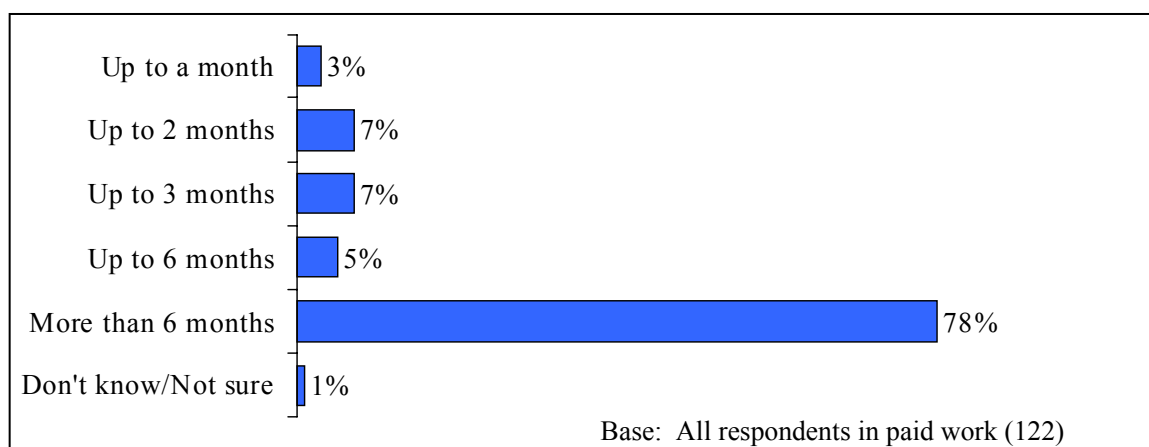
or separated, 2% are widowed and 1% refused to say. 38% of learners have children under the age of 16, including any not living at home with them. 14% of learners have one child, another 14% have two children, and 10% have three or more. 59% of learners report having no children, and 3% did not state whether they had children or not.

Only 12% said they did not complete all of the training that was agreed between them and the training provider. Of those that did not complete the training, 34% completed at least three-quarters and 72% completed at least half. There was a wide range of reasons for not attending, but the vast majority concerned the learners' personal situation (eg illness, domestic circumstances) rather than anything directly relating to the training providers.

29% are in paid employment (12% are working full time, 16% are working part time, and 1% are self-employed). 23% are unemployed. 48% reported other things: 24% are in education (18% are full time and 6% are part time), 7% are homemakers, 7% are retired, 4% are sick or disabled, and 6% reported doing something else, or refused.

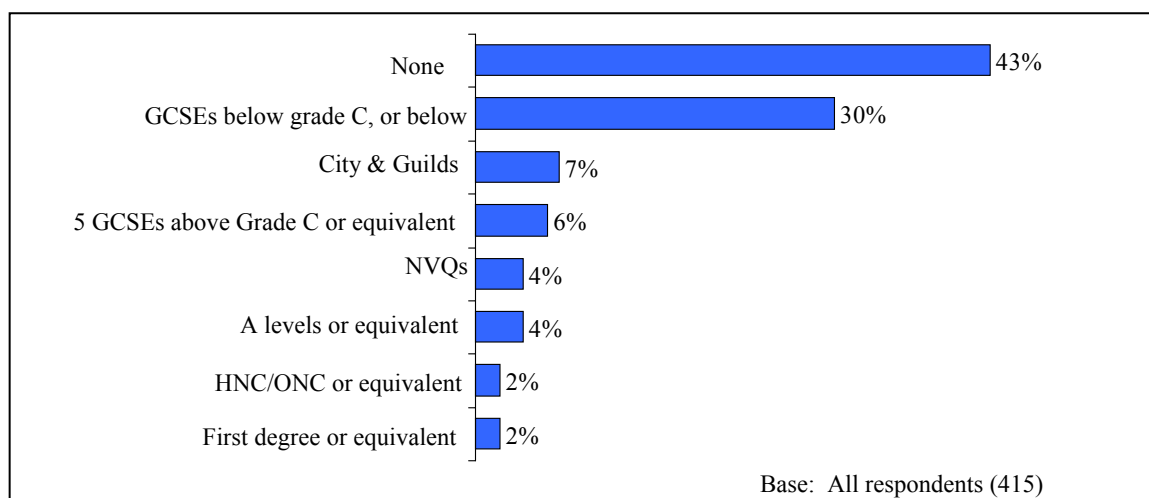
Of those in work, most work in clerical/secretarial work (16%), health/childcare (13%), manual work (13%), catering (12%), or retail work (12%). 78% of those in work have had their current job for more than six months (Chart 2).

*Chart 2: Length of period in work*



Learners' highest qualification achieved is presented at Chart 3. 43% of learners said they had no formal educational qualifications. 30% had achieved a qualification equivalent or below GCSE grade C.

Chart 3: Learners' highest qualification achieved



#### 4.1 Profile of whole learner population

Information from the CRG study 'Skills for Life'<sup>3</sup> indicates that the sample of respondents interviewed is fairly similar to the whole population of learners. The whole population of learners consisted of 38% male and 62% female, compared to 37% males and 63% females in this research. More of those interviewed tended to fall into the middle age group and less into the younger group.

In the whole population, 41% of learners are under 31, 50% are under 61, and 9% are over 61. This compares with 29% from the current study being under 30, 61% being aged 30 to 60, and 10% being aged over 60. Comparisons of racial origin are not possible because this data was only partially collected amongst the whole population.

<sup>3</sup> 'Skills for Life: The National Strategy for Improving Adult Literacy and Numeracy Skills. What Works? Early findings from the Pathfinder projects' DfES, 2002

## 5. FINDINGS

### 5.1 Motivations to undertake training

Learners were strongly motivated to undertake basic skills training (Table 4). 67% of learners considered they were very keen to do the training, 21% said they were quite keen, and only 9% said they were either not very keen or not very keen at all. Females were slightly keener to undertake the training than males, as were learners in the middle age range. Non-white British learners (75%) also were more likely to say they were very keen than White British learners (64%). There was no difference between those undertaking a literacy course or a numeracy course. Nor was there a difference between those in paid work and those who were unemployed.

Table 4: Before you started this training, how keen were you to do it?

	All learners	Type of course		Gender		Age in years		
		Literacy (335)	Numeracy (277)	Male (154)	Female (259)	<30 (120)	30 – 59 (254)	60+ (40)
Very keen	67%	69%	66%	60%	71%	58%	74%	58%
Quite keen	21%	21%	23%	26%	19%	28%	16%	35%
Not very keen	8%	8%	9%	11%	6%	13%	7%	3%
Not at all keen	1%	1%	1%	1%	1%	1%	1%	0%
Not stated	2%	2%	1%	3%	2%	2%	2%	5%

Among those who said that they were not keen to undertake the training, the main reasons cited for this were to do with lack of confidence, a perception that the course would be too hard, or that they were not academic or well educated.

When learners were asked to describe in their own words what their main reasons were for taking part in the training, a large number of different responses were received. The main reasons given by at least five per cent of learners were a mixture of very immediate reasons and some that were related to longer-term goals:

- To improve my English (22%)
- To improve my reading and writing (20%)
- To improve my maths (18%)
- To further my education (16%)
- To help obtain more qualifications (14%)
- To improve my spelling (12%)
- To help me get a job (10%)
- To build my confidence (10%)

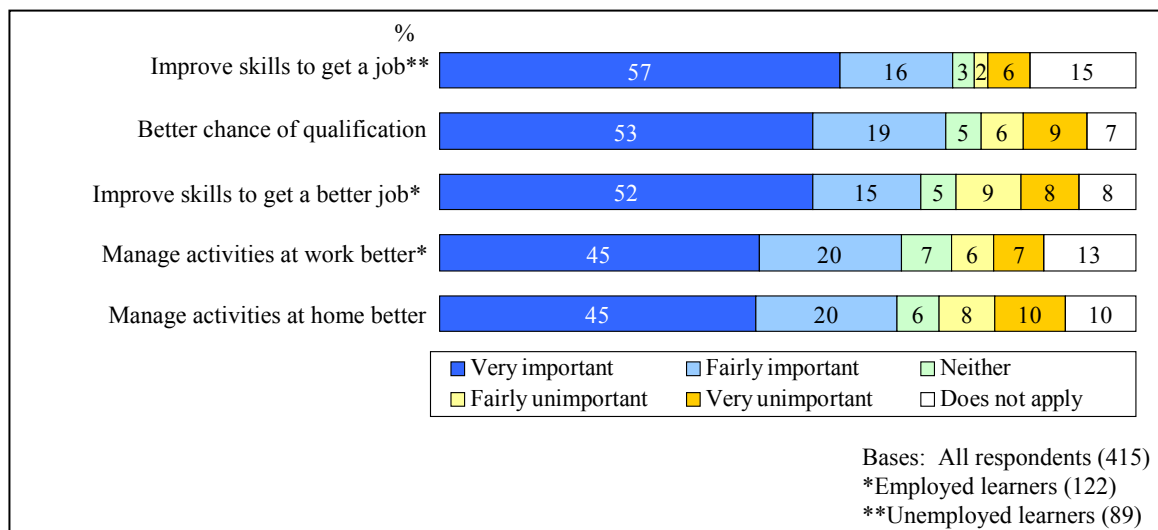


- To be able to help my children/grandchildren (9%)
- To help me get a better job (9%)
- To improve my IT (computer) skills (8%)
- To learn more/gain knowledge (8%)
- To go into a specific type of job (6%)
- To take GCSEs (5%).

Learners were then asked to rate on a scale how important five possible reasons were in their decision to take part in training (Chart 4). The main reasons learners wanted to improve their skills were:

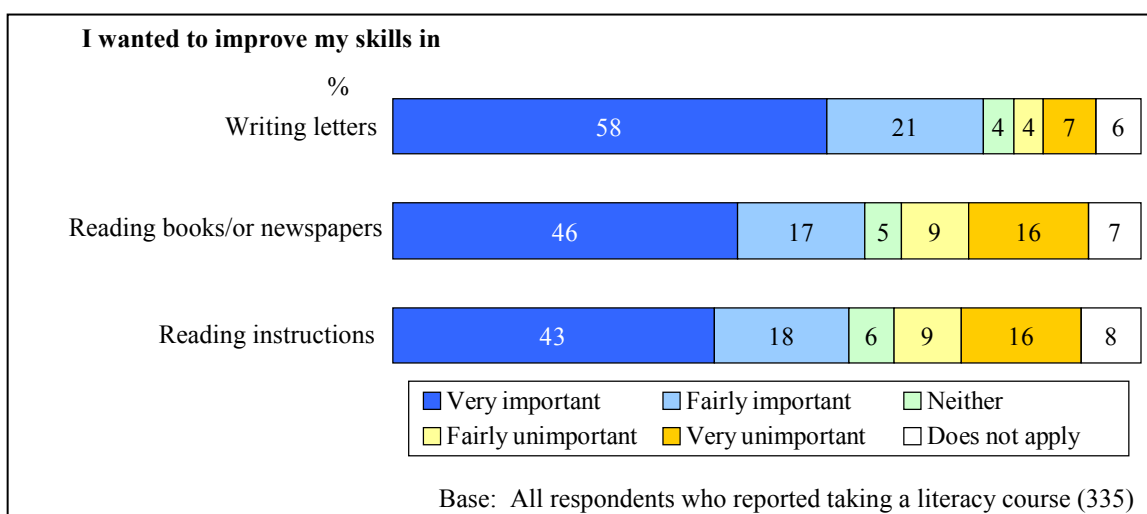
- to help get a job (73% of unemployed learners considered this very or fairly important)
- to improve their chances of getting a particular qualification (72% of all learners)
- to help get a better job (67% of employed learners considered this very or fairly important)
- to help manage activities at work better (65% of learners in work)
- to help manage activities at home better (65% of all learners).

*Chart 4: Reasons for undertaking training*



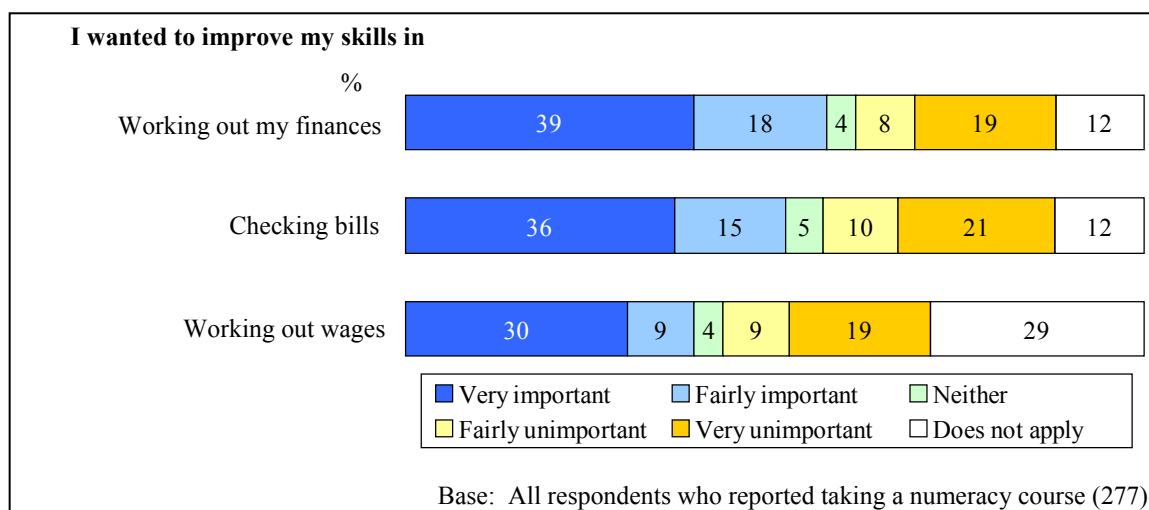
79% of those learners who said that they were taking a literacy course rated improving their skills in writing letters as a very or fairly important reason to take part in the training (Chart 5). 63% rated reading books or newspapers as very or fairly important, and 61% rated reading instructions as very or fairly important.

*Chart 5: Importance of reasons for those taking a literacy course to take part in training*



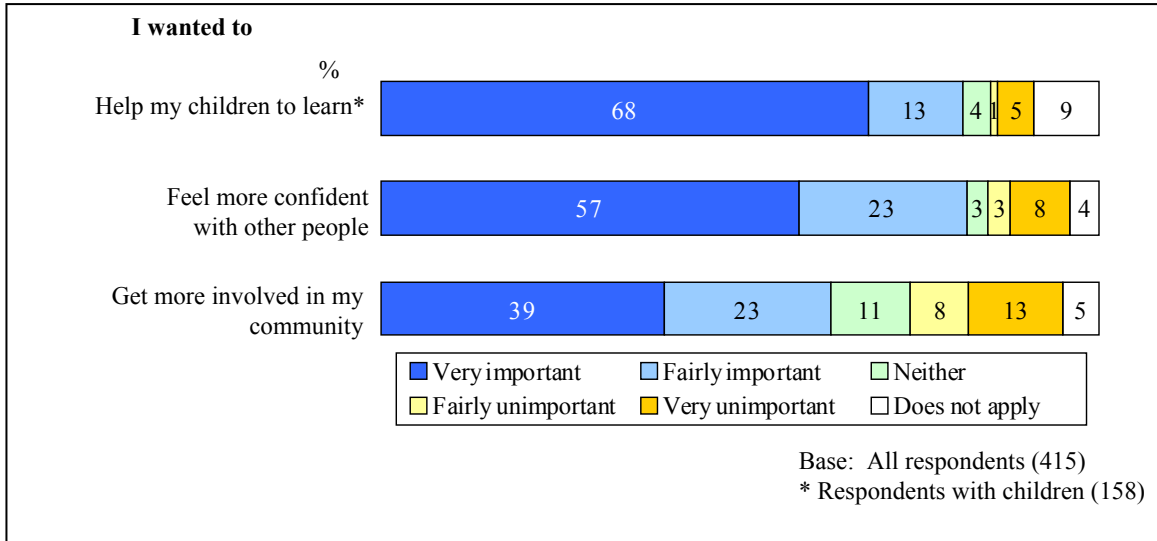
57% of learners taking a numeracy course rated working out their finances as a very or fairly important reason to take part in the training (Chart 6). 51% rated checking bills as very or fairly important and 39% rated working out wages as very or fairly important.

*Chart 6: Importance of reasons for those taking a numeracy course to take part in training*



Learners were also asked about other general reasons for taking part in the training (Chart 7). Other general reasons given for taking part in the training include: 81% of those with children wanted to help their children to learn; 80% of all learners wanted to feel more confident with other people, and 62% of all learners wanted to get more involved with the community.

**Chart 7: Importance of other general reasons for taking part in training**

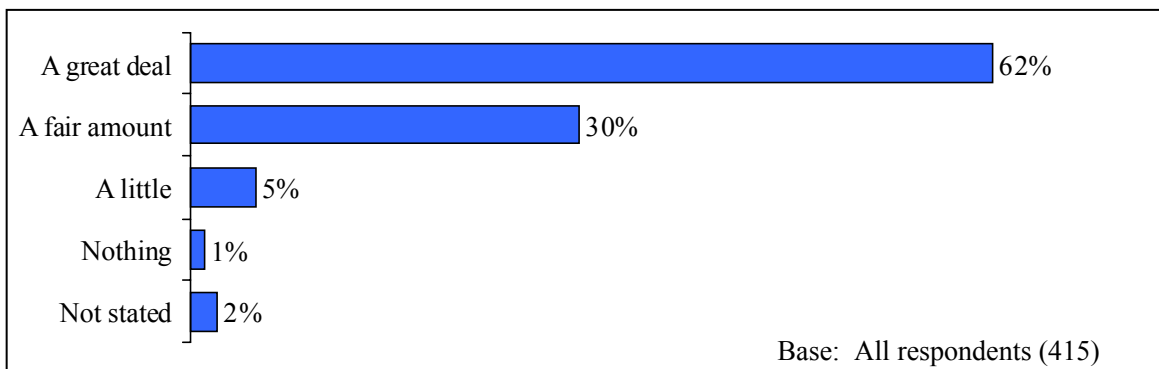


Learners were asked how they came to do the training at the particular centre they had chosen. 22% said that they saw posters or leaflets or other publicity for the centre. 21% said that they were already doing other training, and the centre suggested it. 9% said that they initiated the enquiry. Others suggesting the training included a friend (8%), a family member (7%), someone at the careers centre (6%), someone at the Jobcentre (3%) and someone else (12%).

**5.2 Assessment of learning**

Learners were very positive about the training they received (Chart 8). 62% felt they learned a great deal during the training, and 30% felt they learned a fair amount. Only 6% felt they learned a little or nothing.

**Chart 8: How much learners felt they actually learned during the training**



Some interesting differences emerged in some of the subgroups (Table 5). There was no difference of opinion between those taking a literacy course and those taking a numeracy course. Women tended to be more positive in their assessment of how much they learned, with as many as 68% of women considering they had learned a great deal, compared to 53% of men. Those who were unemployed also tended to view the training more positively, with 63% of those who were unemployed saying that they learned a great deal compared to 55% of those in paid work. Those from the White British ethnic group (64%) were also more likely to say they had learned a great deal than those from the non-White British group (58%). Those aged between 30 and 59 (65%) and those aged over 60 (63%) were also slightly more likely to say that they had learned a great deal, compared to the under-30s (57%).

*Table 5: How much learners felt they learned as a result of the training*

	All learners	Type of course		Gender		Employment status	
		Literacy (335)	Numeracy (277)	Male (154)	Female (259)	All in paid work (122)	Un-employed (98)
A great deal	62%	63%	63%	53%	68%	55%	63%
A fair amount	30%	31%	31%	39%	25%	32%	30%
A little	5%	5%	5%	5%	5%	8%	6%
Nothing	1%	1%	1%	1%	1%	2%	0%
Not stated	2%	1%	1%	3%	2%	2%	1%

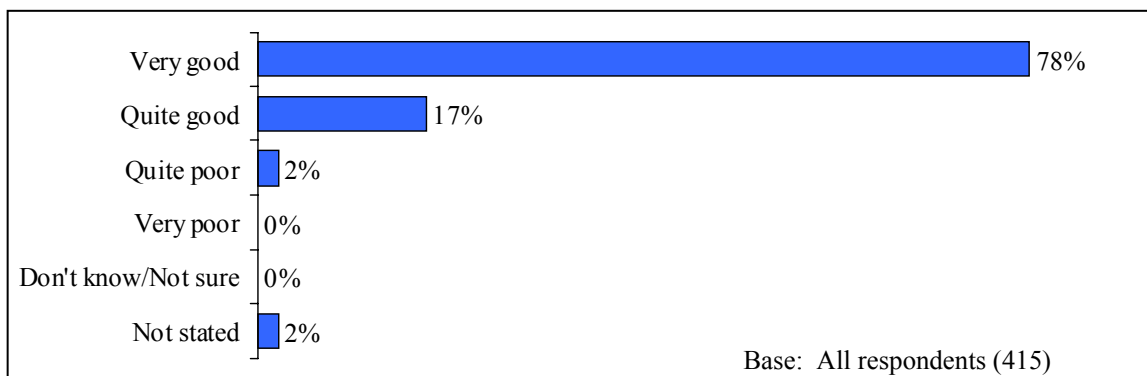
Learners were asked what they felt had helped them the most on their course. The largest group identified that the tutors were the single factor that helped them succeed on their course. The second largest group felt that the learning environment itself had contributed by strengthening their self-confidence. Others mentioned that the progress they had made on developing their skills in writing, reading or number work had helped them to succeed on their course.

The small number of learners who felt they learned little or nothing gave very varied reasons for the training not being successful. The reasons were so unique that they were not classified into categories. The largest number seemed to find difficulties with the timing of the course, which prevented them attending all of the sessions or arriving on time. Some of the learners mentioned other priorities or concerns such as running a house, health problems – including drug-related difficulties – work demands or demands of children as preventing them from getting the most out of the course. Two learners felt that the course was not specifically targeted to help learners with dyslexia.

### 5.3 Assessment of training

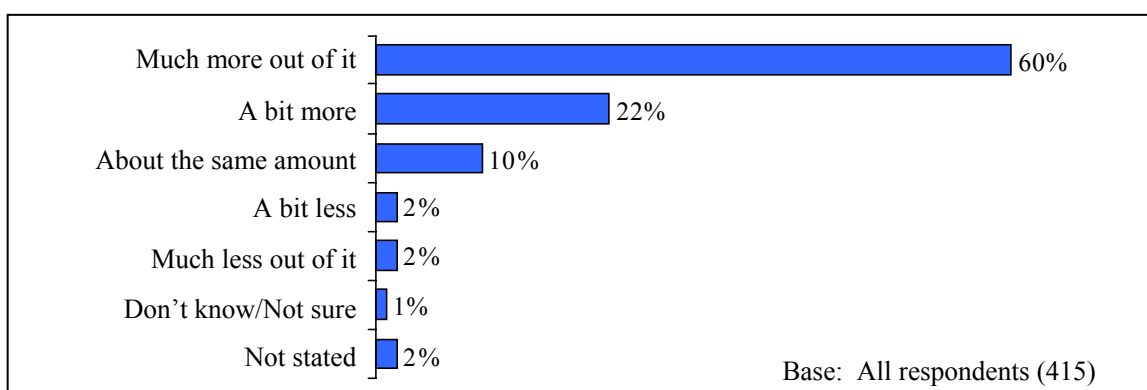
The quality of the teaching was also considered by learners to be extremely high (Chart 9). 78% felt that the quality of teaching was very good, and 17% considered it was good. Only 2% thought it was quite poor or very poor. The remaining 2% said they did not know.

*Chart 9: Overall quality of the teaching*



The vast majority thought they got more out of the training than they had expected (Chart 10). 60% thought they got much more out of it, and 22% thought they got a bit more out of it. 10% felt that they got about the same out of it as they expected. 2% got much less out of it than they thought.

*Chart 10: How much learners felt they got out of the training*



There are some interesting trends for some of the subgroups (see Table 6). Women were more likely to say that they got much more out of the training than men. There was also a strong age effect. Only 48% of those aged less than 30 said they had got more out of the training than they expected, compared with 64% of those aged 30 to 59, and 70% of those aged 60 and over. In addition, slightly more learners from the White British group (62%) felt they got much more out of the training than those from the non-White British group (56%).

Table 6: How much learners felt they got out of the training

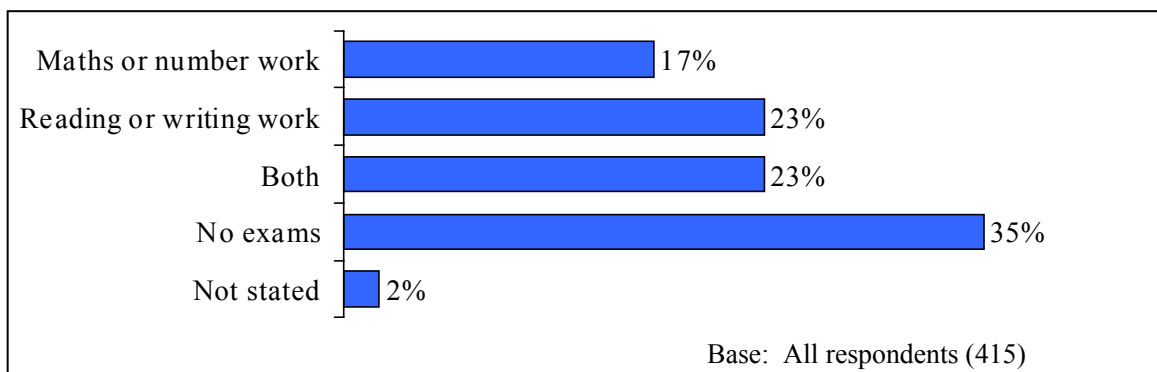
	All learners	Type of course		Gender		Age in years		
		All (415)	Literacy (335)	Numeracy (277)	Male (154)	Female (259)	<30 (120)	30-59 (254)
Much more out of it than expected	60%	61%	59%	53%	64%	48%	64%	70%
A bit more	22%	23%	21%	27%	19%	28%	20%	10%
About the same amount	10%	10%	12%	11%	10%	14%	8%	13%
A bit less	2%	2%	3%	2%	3%	5%	2%	0%
Much less out of it than expected	2%	2%	2%	2%	2%	3%	2%	0%
Don't know/ Not sure	1%	1%	1%	0%	2%	1%	2%	0%
Not stated	2%	1%	1%	5%	1%	2%	2%	8%

There was little difference between those completing a literacy or numeracy course. 61% of those completing literacy courses felt they got much more out of the training than they expected, compared to 59% of those completing a numeracy course.

#### 5.4 Examinations

63% of the learners surveyed said they took examinations at the end of the training (Chart 11). 17% said that they took numeracy exams only, 23% said that they only took literacy exams, and the remaining 23% took both numeracy and literacy exams.

Chart 11: Examinations taken by learners

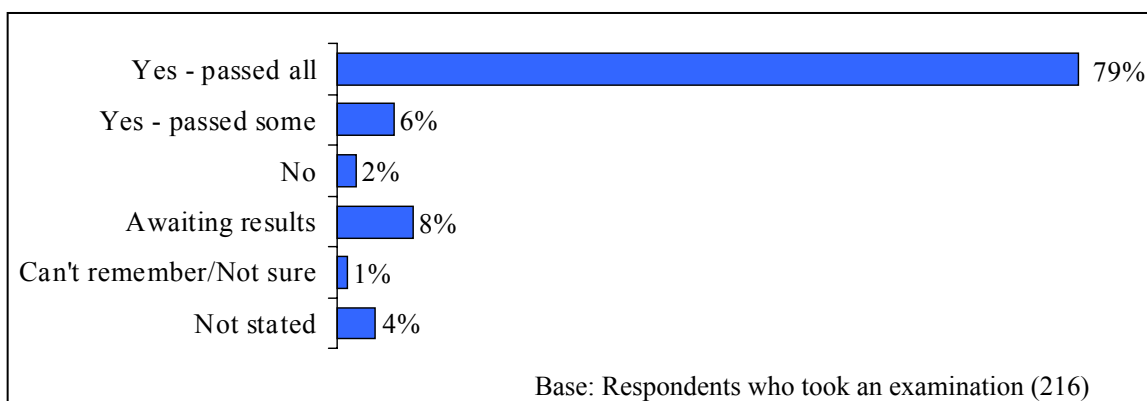


Of those learners enrolled on Literacy Level 1 courses (according to the training providers) 77% took an exam, compared to 90% of those enrolled on Literacy Level 2 courses. 82% of those enrolled in Numeracy Level 1 courses took an exam, and 90% of learners enrolled on Numeracy Level 2 courses took an exam. However, it should

be noted that in some cases those enrolled on a Level 2 course may have taken a Level 1 exam, or vice versa.

Most of the learners who sat examinations passed (Chart 12). 79% said they passed all exams, and a total of 85% passed at least one exam. As many as 8% of the learners were still waiting to hear the results of the examinations at the time of the fieldwork.

*Chart 12: Learners outcome at examinations*



A larger proportion of learners who were taking numeracy courses passed exams (88%) compared to learners taking literacy exams (75%).

Comparisons were made with data from one of the examiners, OCR – the other being City and Guilds. According to OCR, of the 905 candidate entries, 54% entered for the Literacy Test (36% for Level 1 and 18% for Level 2), and 46% entered for the Numeracy Test (31% for Level 1 and 15% for Level 2). OCR’s published results show that 81% of candidates pass Numeracy Level 1 and 57% pass at Numeracy Level 2. 78% of candidates at Literacy Level 1 pass, compared to 66% at Level 2. It would appear that the learners enrolled on numeracy courses interviewed in this survey performed slightly better than the average learner, but that those on literacy courses performed about the same as the average learner.

Learners who took an examination were asked whether they were working towards another qualification at the same time. 42% said they were working towards another qualification. Of those who took a literacy or numeracy exam and were working towards another exam, 25% said they gained the full qualification, 19% said they gained a credit towards the qualification, and a further 6% said they were waiting for results at the time of the fieldwork.

## **5.5 Problems and the extent to which training helped**

Learners were asked about the extent to which they considered a variety of difficulties was a problem for them, and to what extent the training helped them overcome each problem. The results are presented in Table 7. The table shows the

difficulties learners identified in rank order. Only the responses of those who indicated that the difficulty was a 'major problem' or a 'bit of a problem' (irrespective of the course they have taken) are shown in the second part of the table.

The difficulty mentioned by the greatest number of learners was lack of self-confidence. As many as 72% of all learners thought that this was a problem for them, and 41% thought it was a major problem. Of those who thought it was a problem, 63% considered that the training helped a great deal, and a further 26% thought it helped a fair amount.

Those who had experienced the greatest problems in this area were those with children (49% said they considered it a major problem), women (46%), and those currently unemployed (46%).

Those who benefited most from the training were from the same groups: those with children (70% said they benefited a great deal), women (68%), and those who were currently unemployed (68%).

*Table 7: Problems experienced by learners in the past and the extent to which the training helped them overcome each problem*

	Problem in the past				Did training help?				
	Major problem	Bit of a problem	Not a problem	Base: All	A great deal	A fair amount	A little	Not at all	Base *
Lack of self-confidence	41%	31%	25%	415	63%	26%	8%	1%	300
Your spelling	35%	29%	34%	415	51%	25%	14%	9%	268
Writing letters or filling in forms	37%	26%	34%	415	55%	26%	8%	2%	262
Lack of qualifications	39%	21%	36%	415	50%	18%	16%	4%	251
Your standard of maths or number work	22%	34%	40%	415	48%	29%	11%	9%	233
Your standard of reading	19%	25%	55%	415	55%	24%	6%	6%	182
Understanding written instructions such as letters from the council	22%	22%	54%	415	46%	30%	13%	10%	182
Your use and understanding of spoken English	13%	19%	66%	415	55%	31%	9%	5%	133
Understanding bus and train timetables	14%	15%	69%	415	43%	16%	19%	21%	119
Adding up prices or checking your shopping bills	12%	14%	72%	415	46%	26%	13%	11%	107

\* All experiencing a problem

64% of all the learners considered they had a problem with spelling, and 51% of



those said that the training had helped them a great deal. As many as 76% felt that it had helped them a fair amount or more. 73% of those taking a literacy course considered they had a problem with spelling, and 78% felt that it had helped them a fair amount or more.

76% of those from the non-White British, and only 61% from the White British group, considered they had a problem with spelling. 78% of those from the Non-White British group said they had been helped a great deal or a fair amount, compared to 75% of the White British group.

A similar pattern emerged with the third most frequent difficulty – writing letters or filling in forms. 63% of all learners had experienced problems writing letters and filling forms, and 81% felt that their training had helped a fair amount or more. Amongst those taking a literacy course, 73% considered they had a problem with writing letter or filling in forms, and 83% of those felt that they had been helped a great deal or a fair amount. 80% of those learners from ethnic backgrounds other than White British reported a problem in this area, and 79% of those learners said they benefited a fair amount or more.

Lack of qualifications was considered to be a problem in the past for 60% of all the learners. 68% of these learners said the training had been a fair amount of benefit or more. Lack of qualifications was seen to be a major problem for two groups in particular:

- those aged under 30 (71% reported this was a major problem, compared to only 60% of those aged 30 to 59)
- those currently unemployed (68% reported it was a problem, compared to 57% of those who were employed).

Again, these two groups reported amongst the highest levels of benefit from the training. 71% of those under 30, and 73% of those learners who were unemployed, reported a fair amount of benefit or more. 56% of all learners considered that their standard of maths or number work was a problem, and 77% of those reported a fair amount of benefit or more from the training. 72% of learners taking a numeracy course considered that their standard of maths or number work was a problem, and 86% of those reported a fair amount of benefit or more from the training. In addition, two other groups reported high levels of problems in this area:

- those learners under the age of 30 (68% reported it was a problem, compared to 52% of those aged 30 to 59)
- those learners who were unemployed (63%, compared to 46% of those who were employed).

82% of unemployed learners, and 80% of those under 30 with a problem in this area, considered the training had helped them a fair amount or more.

44% of all learners had a problem understanding written instructions such as letters from the council. Of those, 76% considered the training had been a great deal or a fair amount of help.

32% of all learners reported a problem with their use or understanding of spoken English. As many as 64% of learners whose language at home was not English reported a problem in this area, as did 52% of learners who were from a non-White British ethnic group. However, a substantial 24% of learners from the White British ethnic group reported problems with spoken English. 94% of learners who do not speak English at home, 87% of non-White British learners, and 83% of White British learners, felt the training they received helped them to overcome their problem a fair amount or more.

29% of all learners had a problem with understanding bus and train timetables, and of those 59% reported a fair amount or more benefit from the training.

26% of all learners experienced a problem adding up prices or checking their shopping bills, and of those 72% reported a fair amount or more benefit from the training.

## **5.6 Benefits from training**

Learners were asked what benefits, if any, they had experienced as a result of doing this training. Respondents were free to offer any answer they wished. The most frequent responses to this were:

- 44% said that they had gained more confidence
- 21% said they had improved their writing skills
- 17% said they had improved their maths/numeracy skills
- 17% said they had improved their reading skills
- 13% said they had improved themselves generally
- 12% said they had improved their English
- 12% said they had learned IT (computer skills)
- 11% said the training helped them to study further

Some quotations from learners, which illustrate some of the benefits, are given below:

*'It opened my mind up. Given me more confidence.'*

*'It has helped me to be more expressive. Given me more confidence.'*

*'So when the kids are older I can get a job.'*

*'It built up my confidence. I have more confidence in myself.'*

*'It was the way they delivered to you. They made it fun. Not like at school which was*

boring.'

'My spelling is getting a lot better. I am now able to sit down and write a letter without a problem. I know how to use the dictionary.'

'I am now more confident about shopping and checking my bills.'

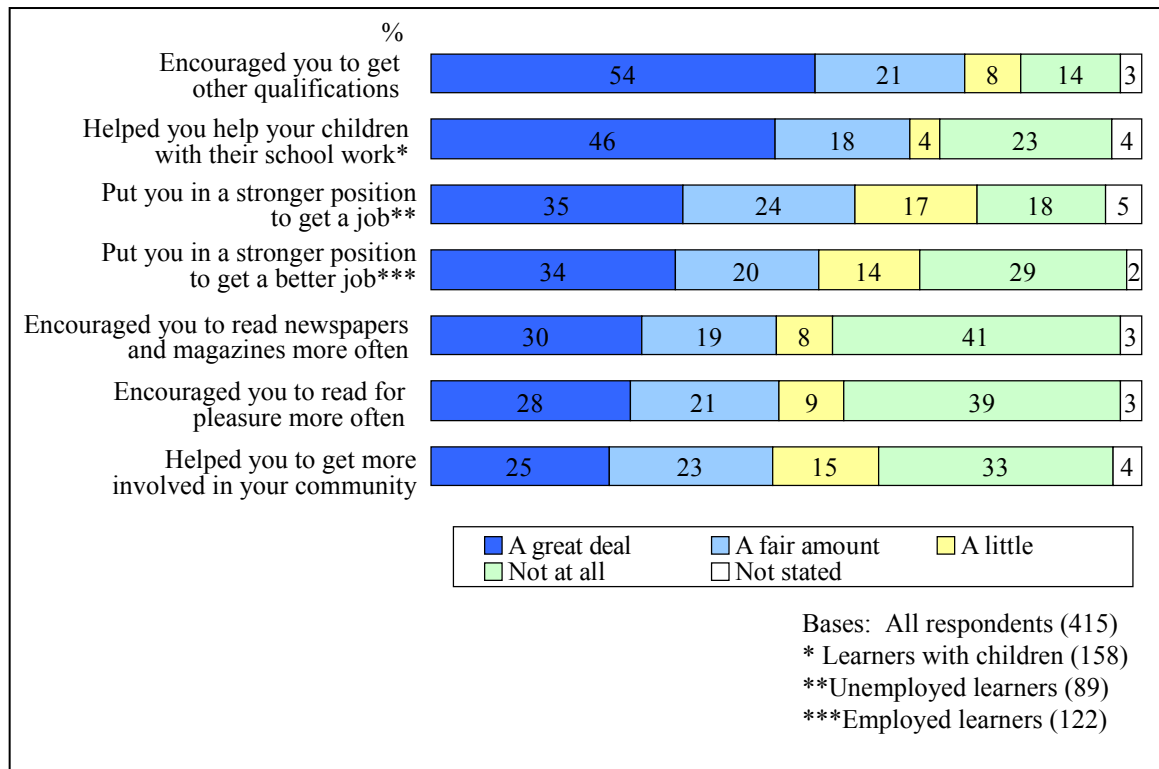
'I know how to use a computer, which was a complete mystery to me before.'

## 5.7 Impact

Learners were asked to rate the extent to which they had experienced a number of potential impacts of having done the training (Chart 13).

The greatest of the listed impacts of the training was to encourage the respondent to get more qualifications. 75% felt that the training had encouraged them a great deal or a fair amount in this way. This was closely followed by a belief that the training had helped them to help their children with their school work, which 64% of those with children felt had been an impact of the training.

Chart 13: Learners' ratings of the impacts of training (ranked by great deal)



Employment issues were also strongly rated, with 59% of learners who were unemployed believing that the course had put them in a stronger position to get a job, and 54% of learners in work perceiving that the training put them in a stronger position to get a better job. Other impacts were:

- 49% said it had encouraged them a great deal, or a fair amount, to read for pleasure more often
- 49% said it had encouraged them a great deal, or a fair amount, to read newspapers and magazines
- 48% said it had helped them a great deal or a fair amount to get more involved in their community.

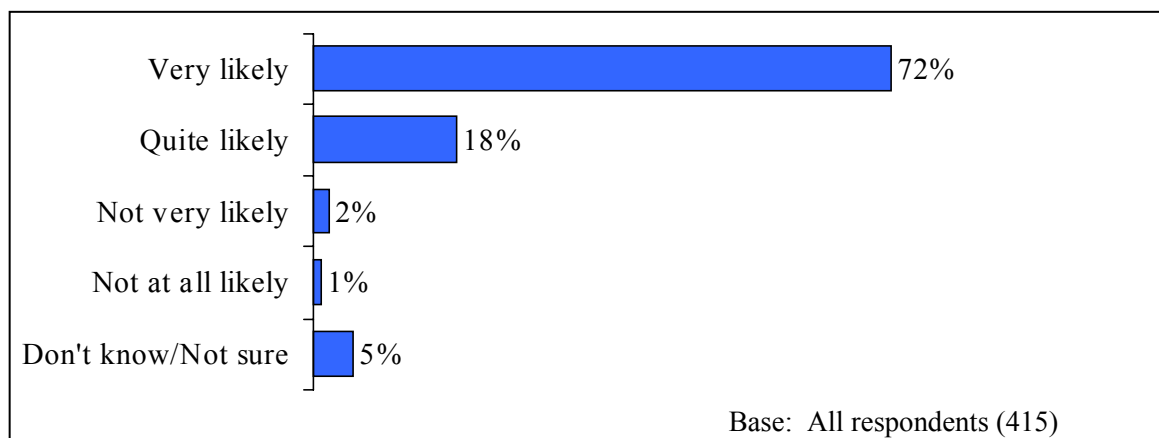
Overall, 90% of all learners felt the training had made them feel more positive about future training in general (Table 8), and 90% of all learners considered it was very, or fairly, likely that they would do some more training in the next few years (Chart 14). Unemployed learners expressed slightly more positive views about future training than employed learners.

*Table 8: Whether training has made learners more or less positive about future training in general*

	<b>More positive</b>	<b>Less positive</b>	<b>No impact</b>	<b>Don't know / not Sure</b>	<b>Not stated</b>
All learners (415)	90%	2%	4%	3%	1%
Unemployed learners (98)	94%	2%	1%	3%	0%
Employed learners (122)	83%	2%	9%	5%	1%

There were no important differences between different types of learners in their views about how likely they were to do more training in the next few years.

*Chart 14: How likely learners think it is that they will do further training in the future*



Finally, learners in paid employment reported that the training they received had a positive impact at work. 28% of the learners were in paid employment at the time of starting their training. When this group were asked what they felt were the main ways

in which the training had helped them in the workplace:

- 23% said it helped them change job or get a better job
- 19% said they felt more confident
- 18% thought they could do their current job better
- 10% said it had improved their communication skills.

## **6. CONCLUSIONS**

This research provides information about 415 learners' views of the basic skills training they have received in the nine Pathfinder areas. The findings are largely very positive. A large proportion of the learners interviewed consisted of continuing students, and this may also have contributed to the positive picture.

### ***Motivations to learn***

Learners taking basic skills courses in the Pathfinder areas reported high levels of enthusiasm to start their training. Learners expressed a variety of reasons for taking the training. Improving their basic skills in numeracy and/or literacy was seen as a stepping stone to further training or to improving their occupational prospects. Parents were also very motivated by the prospect of helping their children to learn.

### ***Experiences of learning***

Learners were very positive about the amount they felt that they learned on their course, and for the majority the course exceeded their expectations. The training they received was also considered to be of a good or very good quality.

### ***Education and social benefits***

Lack of self-confidence was the main difficulty learners had experienced in the past, and the majority of those with this problem reported that the training had helped them a great deal. Between six and eight out of ten learners considered that other specific problems, including spelling, writing letters, reading, or maths and number work, were helped by the training by at least 'a fair amount'.

### ***Employment benefits***

More than half of the unemployed learners said it had put them in a stronger position to get a job. A similar proportion of those in paid work also felt the training had improved their chances of getting a better job.

### ***Motivation for future learning***

The training seems to have encouraged most learners to consider trying for other qualifications. Nine out of ten said they felt more positive about future training, and the same proportion also thought it was likely that they would do more training in the next few years.

## **7. APPENDIX 1 – LIST OF PATHFINDER PARTNERSHIPS**

Birmingham Core Skills development Partnership  
Cambridgeshire Learning Partnership  
Gloucestershire Basic Skills Partnership  
Leeds Learning Partnership  
Liverpool Lifelong Learning Partnership  
London Boroughs of Hackney, Islington, Tower Hamlets & Newham  
Nottinghamshire Basic Skills Partnership  
Thanet Basic Skills Project  
Tyne and Wear local Learning and Skills Council

## **8. APPENDIX 2 – METHODOLOGICAL ANNEX**

### **8.1 Involving the Pathfinder areas**

According to information supplied by DfES, up to December 2001, 9,037 learners had taken part in Pathfinder-linked literacy or numeracy training programmes, with 8,211 (91%) of these completing their course. However, the DfES do not hold a comprehensive database of learners attending courses within the Pathfinder areas. To build up a sample frame for this study therefore, the initial plan was to approach the Pathfinder areas and to enlist their support in securing contact details of learners from the training providers in their area. It was decided that the most effective way of collecting contact details of learners would be to write to them and offer them the opportunity to opt out of the research if they did not want to take part.

TNS drafted an opt-out letter for training providers to use to send to learners. TNS offered support to the Pathfinder areas in sending these out on behalf of the training providers. A freepost account with Royal Mail was set up to allow learners to return any opt-out replies to TNS.

### **8.2 Sampling the learners**

The survey was originally to be conducted amongst a sample of 1000 learners. At the outset, we had envisaged that we would be able to select the learners from a database containing all learners, and that all learners would be interviewed in their homes. However, this was not possible. The database of learners was not complete in time and did not provide sufficient information about individual respondents to contact them.

The accumulation of the learners sample was very problematic for a number of reasons. The timescales were fairly tight to complete the survey for both TNS and the training providers. Many of the training providers wished to be involved in decisions about who should be invited to be interviewed. Some of the training providers were concerned that vulnerable learners should be approached directly by the training provider rather than by TNS. Others were not happy with the principle of learners 'opting out' of the survey, and wished to implement a system whereby learners 'opted in'.

In the end different practices were adopted, depending on the preferences of the individual Pathfinders. One Pathfinder supplied details of all eligible learners to TNS, who then operated an opt-out. All other Pathfinders selected their own learners in some way: often the precise way in which they were selected was not known. Some undoubtedly operated an 'opt out' system, while others asked learners to 'opt in', or simply asked for volunteers for the survey. In this way the sample for the research was slowly accumulated over a number of weeks.

Contact details were not standardised. In most cases names and addresses were given, but in some cases details were restricted to a name and a telephone number. In addition, some training providers gave details of learners who were only to be interviewed at the college. In other cases, training providers gave us access only to continuing students on the college premises. These learners had previously done literacy or numeracy skills training, and were now continuing their studies. In these



cases we were not provided with names of students in advance of any interviews.

### 8.3 Contact outcomes

The outcomes of the 'in home' contacts are presented at Table 9.

*Table 9: In-home contact outcomes*

<b>Outcome</b>	<b>Number</b>	<b>Percentage of 'in home' contacts</b>
'In home' contacts	499	
'In home' interviews completed	300	60%
Deadwood (eg premise empty/demolished, address not traced)	37	7%
Moved and not traced	11	2%
Refusals	41	8%
Language difficulties	1	*
Away (temporarily)	25	5%
Busy/sick	7	1%
No reply	62	12%
Claimed not to be have studied appropriate course	10	2%
Not stated	3	1%

The number of 'in home' visits made by the interviewers is given at Table 10.

*Table 10: Number of interviewer visits to all contacts*

<b>Numbers of visits</b>	<b>Contacts</b>	<b>Percentage of contacts</b>
1	229	46%
2	127	25%
3	130	26%
4	11	2%
5 or 6	1	*

## **9. APPENDIX 3 – THE QUESTIONNAIRE**

FINAL

# Pathfinders

Name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Telephone Number \_\_\_\_\_

<b>INTERVIEWERS DECLARATION</b>	
I declare this questionnaire was completed and checked by me, within the Code of Conduct of the Market Research Society and job instructions. The informant was unknown to me at the time of the interview.	
INTERVIEWER SIGNATURE _____	DATE _____
INTERVIEWER NAME (PLEASE PRINT) _____	
TIME INTERVIEW BEGAN _____	AM/PM TIME INTERVIEW ENDED _____

Good morning/afternoon/evening. My name is .....from Fieldcontrol. We are carrying out research among people who have recently been on courses to help them improve their skills. The survey is on behalf of the Department for Education and Skills, and aims to find out what people think of these courses. Someone should have contacted you about this.

**INTERVIEWER: SHOW LETTER IF APPROPRIATE**

Would you mind answering a few questions? The interview will take about half an hour.

**INTERVIEWER: IF NECESSARY REFER TO CONTACT SHEET TO REMIND RESPONDENT OF THE NAME OF THE TRAINING PROVIDER**

**Q1 I would like to ask you about the course or courses you have recently taken which included some maths or number work and/or some reading or writing work. Can I just check, have you recently taken courses, which included....**

**READ OUT**

(11)

Some maths or number work	<input type="checkbox"/> 1	Q3
Some reading or writing work	<input type="checkbox"/> 2	Q3
Both	<input type="checkbox"/> 3	Q3
Neither	<input type="checkbox"/> 4	Q2
Don't know	<input type="checkbox"/> 5	Q2

**Q2 What sort of courses have you recently taken? WRITE IN RESPONSE IN FULL. PROBE FULLY TO ESTABLISH IF THESE COURSES INCLUDED AN ELEMENT OF NUMERACY AND /OR LITERACY.**

(12)

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(13)

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(14)

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(15)

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(16)

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**INTERVIEWER CODE: RESPONDENT APPEARS TO HAVE TAKEN COURSES INCLUDING:**

(17)

Some maths or number work	<input type="checkbox"/> 1	Q3
Some reading or writing work	<input type="checkbox"/> 2	Q3
Both	<input type="checkbox"/> 3	Q3
Neither	<input type="checkbox"/> 4	Close

**Q3 What was the name/were the names of the course(s) you recently took? PROBE FULLY. WRITE IN AS MUCH DETAIL AS POSSIBLE.**

(18)

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(19)

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(20)

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(21)

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(22)

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(23)

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## MOTIVATIONS

**Q4 I'd like to ask you a bit about the training you have done. First of all, which ONE of these *best* describes how you came to do the training at that particular centre?**

	(24)	
I was already doing training at the centre, and they suggested I might do some more	<input type="checkbox"/> 1	Q5
I saw posters, leaflets or other publicity for it	<input type="checkbox"/> 2	Q5
Someone at the Careers Service suggested it	<input type="checkbox"/> 3	Q5
Someone at the Jobcentre suggested it	<input type="checkbox"/> 4	Q5
Someone else suggested it (PLEASE SPECIFY WHO) _____	<input type="checkbox"/> 5	Q5
Other (CODE AND WRITE IN) _____	<input type="checkbox"/> 6	Q5
Don't know	<input type="checkbox"/> 7	Q5

**Q5 What were your main reasons for taking part in this training ?**

**PROMPT : What did you hope to get out of it?**

\_\_\_\_\_ (25)  
(26)

\_\_\_\_\_

\_\_\_\_\_ (27)  
(28)

\_\_\_\_\_

\_\_\_\_\_ (29)  
(30)

**Q6 I am going to read out some possible reasons for taking part in the training. How important do you think any of the following reasons were in your decision to take part in the training?**

	Very important	Fairly important	Neither important or unimportant	Fairly unimportant	Very unimportant	Does not apply	
I wanted to improve my skills to help me get a <i>job</i> or a <i>better job</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(31)
I wanted to improve my skills so that I would have more chance of getting a particular <i>qualification</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(32)
I wanted to improve my own skills so that I could manage activities at <i>work</i> better	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(33)
I wanted to improve my own skills so that I could manage activities at <i>home</i> better	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(34)

**Q7 And how important do you think any of the following reasons were in your decision to take part in the training?**

**READ OUT**

**Literacy**

I wanted to improve my skills in	Very important	Fairly important	Neither important or unimportant	Fairly unimportant	Very unimportant	Does not apply	
reading books / or newspapers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(35)
reading instructions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(36)
writing letters	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(37)

**Numeracy**

I wanted to improve my skills in	Very important	Fairly important	Neither important or unimportant	Fairly unimportant	Very unimportant	Does not apply	
checking bills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(38)
working out wages	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(39)
working out my finances	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(40)

**General**

I wanted to	Very important	Fairly important	Neither important or unimportant	Fairly unimportant	Very unimportant	Does not apply	
help my children to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(41)
feel more confident with other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(42)
get more involved in my community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	(43)

**Q8 And before you started this training, how keen were you to do it? Were you...READ OUT....**

(44)

Very keen	<input type="checkbox"/> 1	Q10
Quite keen	<input type="checkbox"/> 2	Q10
Not very keen	<input type="checkbox"/> 3	Q9
Not at all keen	<input type="checkbox"/> 4	Q9

**IF NOT VERY KEEN/NOT AT ALL KEEN**

**Q9 Why weren't you very keen to do it? PROBE FULLY**

(45)

(46)

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(47)

(48)

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(49)

(50)

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**EARLY LEAVERS**

**Q10 Did you complete all of the training that was agreed between you and the training centre?**

	Yes	<input type="checkbox"/> 1	Q13
	No	<input type="checkbox"/> 2	Q11

(51)

**IF NO**

**Q11 About how much of it did you complete?**

**READ OUT...**

Almost none of it	<input type="checkbox"/> 1	Q12 then close
About a quarter of it	<input type="checkbox"/> 2	Q12
About half of it	<input type="checkbox"/> 3	Q12
About three quarters of it	<input type="checkbox"/> 4	Q12
Almost all of it	<input type="checkbox"/> 5	Q12

(52)

**Q12 What was the MAIN reason why you did not complete the training?**

**CODE ONE ONLY**

I didn't find it useful	<input type="checkbox"/> 1	Q13
It was too difficult to get to the training centre	<input type="checkbox"/> 2	Q13
It took place at a time that was inconvenient for me	<input type="checkbox"/> 3	Q13
I didn't like the trainer(s)	<input type="checkbox"/> 4	Q13
I started a job/a new job	<input type="checkbox"/> 5	Q13
I became ill	<input type="checkbox"/> 6	Q13
Domestic/personal reasons	<input type="checkbox"/> 7	Q13
It was too hard for me	<input type="checkbox"/> 8	Q13
It was too easy for me	<input type="checkbox"/> 9	Q13
Other (CODE AND WRITE IN) _____	<input type="checkbox"/> 0	Q13

(53)

**ASSESSMENT OF TRAINING**

**Q13 How much do you feel that you actually learnt during the training? Would you say you learnt.**

**READ OUT.**

A great deal	<input type="checkbox"/> 1	Q14
A fair amount	<input type="checkbox"/> 2	Q14
A little	<input type="checkbox"/> 3	Q15
Nothing	<input type="checkbox"/> 4	Q15

(54)

**IF A GREAT DEAL/ A FAIR AMOUNT**

**Q14 What was it about the training that helped you most?**

**PROBE FULLY THEN GO TO Q15**

(55)  
(56)

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(57)  
(58)

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(59)  
(60)

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**IF A LITTLE/NOTHING ASK**

**Q15 Why do you think the training was not successful in helping you learn?**

**PROBE FULLY**

(61)  
(62)

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(63)  
(64)

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(65)  
(66)

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**Q16 Overall, how did you find the quality of the teaching? Would you say it was..**

**READ OUT**

(67)

Very good	<input type="checkbox"/> 1	Q17
Quite good	<input type="checkbox"/> 2	Q17
Quite poor	<input type="checkbox"/> 3	Q17
Very poor	<input type="checkbox"/> 4	Q17
Don't Know / Not sure	<input type="checkbox"/> 5	Q17

**Q17 And how much do you feel that you got out of the training. Did you get...**

**READ OUT**

(68)

Much more out of it than you thought you would	<input type="checkbox"/> 1	Q18
A bit more	<input type="checkbox"/> 2	Q18
About the same amount	<input type="checkbox"/> 3	Q18
A bit less	<input type="checkbox"/> 4	Q18
Much less out it than you thought you would	<input type="checkbox"/> 5	Q18
Don't Know / Not sure	<input type="checkbox"/> 6	Q18





## QUALIFICATIONS AND THE NATIONAL TESTS

**Q18 Did you take any examinations at the end of the training in ...**

**READ OUT**

(69)

Maths or number work	<input type="checkbox"/> <sub>1</sub>	Q19
Reading or writing work	<input type="checkbox"/> <sub>2</sub>	Q19
Both	<input type="checkbox"/> <sub>3</sub>	Q19
No exams	<input type="checkbox"/> <sub>4</sub>	Q25

**IF DID TAKE AN EXAMINATION AT Q18**

**Q19 What was the name of the examination(s) that you took?**

**NOTE : RESPONDENT MAY NOT BE ABLE TO PROVIDE THIS INFORMATION**

(70)

(71)

(72)

(73)

(74)

(74)

(76)

Don't Know <sub>1</sub> (77)

**IF NO NAME ABOVE**

**Q20 Was the exam....**

**READ OUT**

(78)

(79)

	Maths or number work	Reading or writing work	
Level 1	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	Q21
Level 2	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>	Q21
Don't Know	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>	Q21
Does not apply	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>	Q21

**Q21 Did you pass the exams or not?**

**READ OUT**

(80)

Yes – passed all	<input type="checkbox"/> <sub>1</sub>	Q22
Yes – passed some	<input type="checkbox"/> <sub>2</sub>	Q22
No	<input type="checkbox"/> <sub>3</sub>	Q22
Awaiting results	<input type="checkbox"/> <sub>4</sub>	Q22
Can't remember / Not sure	<input type="checkbox"/> <sub>5</sub>	Q22

**CARD = 3**  
**Repeat codes 1-9**  
**Card Number (10) CARD = 2**

**Q22 While you were on your course did you work towards any other qualification?**

**READ OUT**

(11)

	Yes	<input type="checkbox"/> 1	Q23
	No	<input type="checkbox"/> 2	Q23

**Q23 Did you actually get any other qualification or a credit towards one, or not?**

**READ OUT**

(12)

	Yes – full qualification	<input type="checkbox"/> 1	Q24
	Yes – credit towards qualification	<input type="checkbox"/> 2	Q24
	Waiting for results	<input type="checkbox"/> 3	Q24
	No	<input type="checkbox"/> 4	Q24

**Q24 What was the qualification?**

\_\_\_\_\_ (13)

\_\_\_\_\_ (14)

\_\_\_\_\_ (15)

\_\_\_\_\_ (16)

\_\_\_\_\_ (17)

\_\_\_\_\_ (18)

\_\_\_\_\_ (19)

\_\_\_\_\_ (20)

**BENEFITS**

**Q25** As a result of doing this training, what benefits, if any, have there been?

**PROBE:** What did you get out of the training?

\_\_\_\_\_ (22)

\_\_\_\_\_ (23)

\_\_\_\_\_ (24)

\_\_\_\_\_ (25)

\_\_\_\_\_ (26)

**Q26** I'd now like to ask you about some things that might have been a problem for you in the past – some of them might apply to you but others won't. For each thing, please tell me whether it was

- a major problem
- a bit of a problem or
- not a problem

**FOR EACH ONE IDENTIFIED AS A PROBLEM ASK**

**Q27**How far do you feel that the training you received helped you to overcome (.....)?

Did it help you a great deal, a fair amount, a little, or not at all?

	Q26 Problem in the past			Q27 Did training help?			
	Major problem	Bit of a problem	Not a problem	A great deal	A fair amount	A little	Not at all
Your standard of reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (27)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (37)
Your spelling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (28)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (38)
Your use and understanding of spoken English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (29)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (39)
Your standard of maths or number work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (30)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (40)
Lack of qualifications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (31)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (41)
Lack of self-confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (32)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (42)
Writing letters or filling in forms	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (33)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (43)
Understanding written instructions such as letters from the council	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (34)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (44)
Understanding bus and train timetables	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (35)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (45)
Adding up prices or checking your shopping bills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (36)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 (46)

**Q28 And how much do you feel that this training has....**

	<b>A great deal</b>	<b>A fair amount</b>	<b>A little</b>	<b>Not at all</b>	
Encouraged you to read newspapers and magazines more often	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	(47)
Encouraged you to read for pleasure more often	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	(48)
Helped you help your children with their school work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Don't have children <input type="checkbox"/> 5 (49)
Put you in a stronger position to get a job or a better job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	(50)
Helped you to get more involved in your community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	(51)
Encouraged you to get other qualifications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	(52)

**Q29 Are you currently on a course which includes ....**

**READ OUT**

(53)

Some maths or number work	<input type="checkbox"/> 1	Q30
Some reading or writing work	<input type="checkbox"/> 2	Q30
Both	<input type="checkbox"/> 3	Q30
On a course but does not include either maths and number work or reading and writing work	<input type="checkbox"/> 4	Q30
Not on a course	<input type="checkbox"/> 5	Q30

**Q30 Has the training made you feel more positive or less positive about future training in general?**

**READ OUT**

(54)

More positive	<input type="checkbox"/> 1	Q31
Less positive	<input type="checkbox"/> 2	Q31
No impact	<input type="checkbox"/> 3	Q31
Don't know / Not sure	<input type="checkbox"/> 4	Q31

**Q31 And how likely are you to do some more training in the next few years?**

**READ OUT**

(55)

Very likely	<input type="checkbox"/> 1	Q32
Quite likely	<input type="checkbox"/> 2	Q32
Not very likely	<input type="checkbox"/> 3	Q32
Not at all likely	<input type="checkbox"/> 4	Q32
Don't know / Not sure	<input type="checkbox"/> 5	Q32

**PAST AND PRESENT EMPLOYMENT**

**Q32 Which of the following best describes what you are doing now? READ OUT IF NECESSARY**

(56)

In a full time paid job (more than 30 hours per week)	<input type="checkbox"/> 1	Q33
In a part time paid job (less than 30 hours per week)	<input type="checkbox"/> 2	Q33
Self employed	<input type="checkbox"/> 3	Q33
Doing unpaid voluntary work	<input type="checkbox"/> 4	Q36
In full-time education or on a training course	<input type="checkbox"/> 5	Q36
Unemployed and claiming Benefit	<input type="checkbox"/> 6	Q36
Unemployed and not claiming Benefit	<input type="checkbox"/> 7	Q36
Retired	<input type="checkbox"/> 8	Q36
Doing something else (CODE AND WRITE IN)	<input type="checkbox"/> 9	Q36
DO NOT READ OUT : Refused	<input type="checkbox"/> X	Q36

**IF IN PAID WORK AT Q32 ASK**

**Q33 What type of work you are currently doing? INTERVIEWER CODE**

(57)

Clerical work	<input type="checkbox"/> 1	Q34
Secretarial work	<input type="checkbox"/> 2	Q34
Skilled construction work	<input type="checkbox"/> 3	Q34
Skilled engineering/electronic work (eg. a fitter)	<input type="checkbox"/> 4	Q34
Metal/welding work	<input type="checkbox"/> 5	Q34
Motor vehicle work (eg. mechanic)	<input type="checkbox"/> 6	Q34
Textile work (eg. dressmaking)	<input type="checkbox"/> 7	Q34
Protective service work (eg. security guard)	<input type="checkbox"/> 8	Q34
Catering/waiting work (eg. cook)	<input type="checkbox"/> 9	Q34
Health/childcare occupation (e.g. care assistant)	<input type="checkbox"/> 1(58)	Q34
Hairdressing/Personal service work (e.g. caretaker)	<input type="checkbox"/> 2	Q34
Sales assistant/checkout operator/other sales occupation	<input type="checkbox"/> 3	Q34
Buyer/Sales representative work	<input type="checkbox"/> 4	Q34
Industrial/plant machine operating work	<input type="checkbox"/> 5	Q34
Transport operatives/drivers occupation	<input type="checkbox"/> 6	Q34
Agriculture/Forestry/Fishing	<input type="checkbox"/> 7	Q34
Other manual work (e.g. labouring/window cleaning)	<input type="checkbox"/> 8	Q34
Health associated work (e.g. nursing)	<input type="checkbox"/> 9	Q34
Science or Engineering work (e.g. computer analyst)	<input type="checkbox"/> 1(59)	Q34
Professional work (e.g. accountancy)	<input type="checkbox"/> 2	Q34
Legal or Business Associated work (e.g. financial/insurance)	<input type="checkbox"/> 3	Q34

Literary or Sport Professional (e.g. journalist)	<input type="checkbox"/> 4	Q34
Printing/woodworking/horticultural or craft work	<input type="checkbox"/> 5	Q34
Other (please write in)	<input type="checkbox"/> 6	Q34

**Q34 How long have you had this job?**

(60)

Up to a month	<input type="checkbox"/> 1	Q35
Up to 2 months	<input type="checkbox"/> 2	Q35
Up to 3 months	<input type="checkbox"/> 3	Q35
Up to 6 months	<input type="checkbox"/> 4	Q35
More than 6 months	<input type="checkbox"/> 5	Q35
Don't know / Not sure	<input type="checkbox"/> 6	Q35

**Q35 And is this job....**

(61)

Permanent	<input type="checkbox"/> 1	Q36
Temporary	<input type="checkbox"/> 2	Q36

**Q36 And at the time when you STARTED the training, which of the following best describes what you were doing? READ OUT IF NECESSARY**

(62)

In a full time paid job (more than 30 hours per week)	<input type="checkbox"/> 1	Q37
In a part time paid job (less than 30 hours per week)	<input type="checkbox"/> 2	Q37
Self employed	<input type="checkbox"/> 3	Q37
Doing unpaid voluntary work	<input type="checkbox"/> 4	Q40
In full-time education or on a training course	<input type="checkbox"/> 5	Q40
Unemployed and claiming Benefit	<input type="checkbox"/> 6	Q40
Unemployed and not claiming Benefit	<input type="checkbox"/> 7	Q40
Retired	<input type="checkbox"/> 8	Q40
Doing something else (CODE AND WRITE IN) _____	<input type="checkbox"/> 9	Q40

**IF IN PAID WORK AT Q36 ASK**

**Q37 What type of work you were doing then?**

(63)

Clerical work	<input type="checkbox"/> 1	Q38
Secretarial work	<input type="checkbox"/> 2	Q38
Skilled construction work	<input type="checkbox"/> 3	Q38
Skilled engineering/electronic work (eg. a fitter)	<input type="checkbox"/> 4	Q38
Metal/welding work	<input type="checkbox"/> 5	Q38
Motor vehicle work (eg. mechanic)	<input type="checkbox"/> 6	Q38
Textile work (eg. dressmaking)	<input type="checkbox"/> 7	Q38
Protective service work (eg. security guard)	<input type="checkbox"/> 8	Q38
Catering/waiting work (eg. cook)	<input type="checkbox"/> 9	Q38
Health/childcare occupation (e.g. care assistant)	<input type="checkbox"/> 1(64)	Q38
Hairdressing/Personal service work (e.g. caretaker)	<input type="checkbox"/> 2	Q38
Sales assistant/checkout operator/other sales occupation	<input type="checkbox"/> 3	Q38
Buyer/Sales representative work	<input type="checkbox"/> 4	Q38
Industrial/plant machine operating work	<input type="checkbox"/> 5	Q38
Transport operatives/drivers occupation	<input type="checkbox"/> 6	Q38
Agriculture/Forestry/Fishing	<input type="checkbox"/> 7	Q38
Other manual work (e.g. labouring/window cleaning)	<input type="checkbox"/> 8	Q38
Health associated work (e.g. nursing)	<input type="checkbox"/> 9	Q38
Science or Engineering work (e.g. computer analyst)	<input type="checkbox"/> 1(65)	Q38
Professional work (e.g. accountancy)	<input type="checkbox"/> 2	Q38
Legal or Business Associated work (e.g. financial/insurance)	<input type="checkbox"/> 3	Q38
Literary or Sport Professional (e.g. journalist)	<input type="checkbox"/> 4	Q38
Printing/woodworking/horticultural or craft work	<input type="checkbox"/> 5	Q38
Other (please write in)	<input type="checkbox"/> 6	Q38

**Q38 And was this job....**

(66)

Permanent	<input type="checkbox"/> 1	Q39
Temporary	<input type="checkbox"/> 2	Q39

**Q39 In what ways, if any, has the training helped you in the workplace ?**

**PROBE: has it helped you carry out a wider range of tasks (leading to an increase in pay) or to change your job or go for promotion, or help you search for other jobs?**

(67)

\_\_\_\_\_

(68)

\_\_\_\_\_

(69)

\_\_\_\_\_

(70)



(71)  
(72)

**IF NOT WORKING AT Q36 ASK (OTHERWISE GO TO Q43)**

**Q40 Thinking about your last job, what type of work was it?**

(73)

Never worked	<input type="checkbox"/> 1	Q41
Clerical work	<input type="checkbox"/> 2	Q41
Secretarial work	<input type="checkbox"/> 3	Q41
Skilled construction work	<input type="checkbox"/> 4	Q41
Skilled engineering/electronic work (eg. a fitter)	<input type="checkbox"/> 5	Q41
Metal/welding work	<input type="checkbox"/> 6	Q41
Motor vehicle work (eg. mechanic)	<input type="checkbox"/> 7	Q41
Textile work (eg. dressmaking)	<input type="checkbox"/> 8	Q41
Protective service work (eg. security guard)	<input type="checkbox"/> 9	Q41
Catering/waiting work (eg. cook)	<input type="checkbox"/> 1(74)	Q41
Health/childcare occupation (e.g. care assistant)	<input type="checkbox"/> 2	Q41
Hairdressing/Personal service work (e.g. caretaker)	<input type="checkbox"/> 3	Q41
Sales assistant/checkout operator/other sales occupation	<input type="checkbox"/> 4	Q41
Buyer/Sales representative work	<input type="checkbox"/> 5	Q41
Industrial/plant machine operating work	<input type="checkbox"/> 6	Q41
Transport operatives/drivers occupation	<input type="checkbox"/> 7	Q41
Agriculture/Forestry/Fishing	<input type="checkbox"/> 8	Q41
Other manual work (e.g. labouring/window cleaning)	<input type="checkbox"/> 9	Q41
Health associated work (e.g. nursing)	<input type="checkbox"/> 1(75)	Q41
Science or Engineering work (e.g. computer analyst)	<input type="checkbox"/> 2	Q41
Professional work (e.g. accountancy)	<input type="checkbox"/> 3	Q41
Legal or Business Associated work (e.g. financial/insurance)	<input type="checkbox"/> 4	Q41
Literary or Sport Professional (e.g. journalist)	<input type="checkbox"/> 5	Q41
Printing/woodworking/horticultural or craft work	<input type="checkbox"/> 6	Q41
Other (please write in)	<input type="checkbox"/> 0	Q41

**CARD = 3**  
**codes 1-9**  
**Card Number (10) CARD = 3**

**Q41 And was this job....**

(11)

Permanent	<input type="checkbox"/> 1	Q42
Temporary	<input type="checkbox"/> 2	Q42

**Q42 And how long ago did you stop working in that job?**

(12)

In the last year	<input type="checkbox"/> 1	Q43
Between 1 and 2 years	<input type="checkbox"/> 2	Q43
Between 2 and 3 years	<input type="checkbox"/> 3	Q43
Between 3 and 4 years	<input type="checkbox"/> 4	Q43
Between 4 and 5 years	<input type="checkbox"/> 5	Q43
More than 5 years ago	<input type="checkbox"/> 6	Q43
Refused	<input type="checkbox"/> X	Q43

**CLASSIFICATION**

**Q43 Is the respondent....**

(13)

Male	<input type="checkbox"/> 1	Q44
Female	<input type="checkbox"/> 2	Q44

**Q44 What was your age last birthday?**

(14)

20 or under	<input type="checkbox"/> 1	Q45
21 – 24	<input type="checkbox"/> 2	Q45
25 – 29	<input type="checkbox"/> 3	Q45
30 – 34	<input type="checkbox"/> 4	Q45
35 – 39	<input type="checkbox"/> 5	Q45
40 – 44	<input type="checkbox"/> 6	Q45
45 – 54	<input type="checkbox"/> 7	Q45
55 – 59	<input type="checkbox"/> 8	Q45
60 or over	<input type="checkbox"/> 9	Q45
Refused	<input type="checkbox"/> X	Q45

**Q45 Are you.....**

(15)

Married/living as married	<input type="checkbox"/> 1	Q46
Single	<input type="checkbox"/> 2	Q47
Divorced/separated	<input type="checkbox"/> 3	Q47
Widowed	<input type="checkbox"/> 4	Q47
Refused	<input type="checkbox"/> X	Q47

**IF MARRIED/LIVING AS MARRIED**

**Q46 Does your partner have a paid job at present?**

(16)

Yes	<input type="checkbox"/> 1	Q47
No	<input type="checkbox"/> 2	Q47

**Q47 How many children, if any, do you have under the age of 16, including any not living at home with you?**

(17)

None	<input type="checkbox"/> 1	Q48
One	<input type="checkbox"/> 2	Q48
Two	<input type="checkbox"/> 3	Q48
Three or more	<input type="checkbox"/> 4	Q48
Refused	<input type="checkbox"/> X	Q48

**Q48 Which of these ethnic groups do you consider you belong to?**

**READ OUT**

(18)

White – British	<input type="checkbox"/> 1	Q49
White – Irish	<input type="checkbox"/> 2	Q49
White – other	<input type="checkbox"/> 3	Q49
Indian	<input type="checkbox"/> 4	Q49
Pakistani	<input type="checkbox"/> 5	Q49
Bangladeshi	<input type="checkbox"/> 6	Q49
Other Asian	<input type="checkbox"/> 7	Q49
Caribbean	<input type="checkbox"/> 8	Q49
African	<input type="checkbox"/> 9	Q49
Other black	<input type="checkbox"/> 1(19)	Q49
Chinese	<input type="checkbox"/> 2	Q49
Mixed – white and Black Caribbean	<input type="checkbox"/> 3	Q49
Mixed – white and Black African	<input type="checkbox"/> 4	Q49
Mixed – white and Asian	<input type="checkbox"/> 5	Q49
Mixed – other	<input type="checkbox"/> 6	Q49
Other	<input type="checkbox"/> 7	Q49
Refused	<input type="checkbox"/> X	Q49

**Q49 What is the highest level of educational qualification you have?**

(20)

None	<input type="checkbox"/> 1	Q50
GCSEs below grade C, or equivalent	<input type="checkbox"/> 2	Q50
More than 5 GCSEs above Grade C or equivalent	<input type="checkbox"/> 3	Q50
A levels or equivalent	<input type="checkbox"/> 4	Q50
HNC/ ONC or equivalent	<input type="checkbox"/> 5	Q50
First degree or equivalent	<input type="checkbox"/> 6	Q50
Higher degree or equivalent	<input type="checkbox"/> 7	Q50
Other (write in) _____	<input type="checkbox"/> 8	Q50
Refused	<input type="checkbox"/> X	Q50

**Q50 Which language do you mainly speak at home?**

(21)

English	<input type="checkbox"/> 1	Q51
Other language (PLEASE WRITE IN) _____	<input type="checkbox"/> 0	Q51

**Q51 Do you have any long-term illness, health problem or disability, which limits your daily activities or the work you can do?**

(22)

Yes	<input type="checkbox"/> 1	Q52
No	<input type="checkbox"/> 2	Q52

**Q52 Which, if any, benefits do you currently receive?**

(23)

None	<input type="checkbox"/> 1	
Unemployment benefit (Jobseekers Allowance)	<input type="checkbox"/> 2	
NI credits	<input type="checkbox"/> 3	
Income support	<input type="checkbox"/> 4	
Sickness or disability	<input type="checkbox"/> 5	
State pension	<input type="checkbox"/> 6	
Family related benefits/tax credits	<input type="checkbox"/> 7	
Housing or council tax	<input type="checkbox"/> 8	
Other (write in) _____	<input type="checkbox"/> 0	
Refused	<input type="checkbox"/> X	

**THANK AND CLOSE**