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National Adult Learning Survey (NALS) 2005

Scotland Report

Enterprise and Lifelong Learning

NATIONAL ADULT LEARNING SURVEY (NALS) 2005
SCOTLAND REPORT

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EXECUTIVE SUMMARY

Policy context

In his foreword to the Scottish Executive's Lifelong Learning Strategy (*Life through learning through life: the lifelong learning strategy for Scotland*, 2003), the Minister for Enterprise, Transport and Lifelong Learning set out several key challenges for lifelong learning policy and practice in Scotland:

- *We want people who think that learning is 'not for them' to find out that it is.*
- *We want to build self-confidence in people returning to learning, by giving them the information, support and guidance they need.*
- *We want people to be motivated to expand their learning and develop their skills and to be enterprising in their attitudes to work.*
- *We want Scotland's employers, private, public and voluntary, to see for themselves the potential benefits of using and developing skills in the workplace – improved performance, satisfied customers, motivated employees*
- *We want to make sure that everybody, regardless of personal circumstances, can access the best possible learning opportunities.*

The strategy emphasised the importance of building a better evidence base in taking forward and monitoring these people-centred goals. It is in this context that the Scottish Executive commissioned the first Scottish boost to the National Adult Learning Survey. The survey provides detailed evidence on the experiences of and attitudes towards learning of adults (aged 16+) in Scotland. Key topics include: who does and does not participate in different types of learning, motivations and barriers to learning, access to and attitudes towards different sorts of information and guidance, and future learning intentions.

The National Adult Learning Survey (NALS)

The National Adult Learning Survey (NALS) series was established by the Department for Education and Employment in 1997 and prior to the 2005 survey covered England and Wales only. In 2005, for the first time, 993 Computer Assisted Personal Interviews were conducted in Scotland, with a randomly selected sample of adults aged 16 and over. The aim of this 'Scottish boost' was two-fold:

- to provide robust data, representative of the Scottish adult population as a whole, which could be used to inform Scottish policy on adult learning, and
- to facilitate comparisons with findings on participation in adult learning in England and Wales.

A separate, more detailed, report of findings for England and Wales is available from the Department for Education and Skills, although comparisons with England and Wales are included where relevant in this report.

Key findings

Participation in adult learning

- Overall participation in adult learning in Scotland is high, with 82% of adults aged under 70 engaging in some form of adult learning. These results are very similar to those in England and Wales (80%). Although these figures are encouraging, there is still a substantial minority (18%) not involved in any of the wide range of learning activities covered by NALS.
- Learning is strongly related to work, with participation in vocational learning[1] significantly higher (74%) than participation in non-vocational learning (28%).

Learning among different groups

- Participation in learning generally declines with age. While 93% of those aged 16 to 39 are recent learners, this reduces to 83% in the age group 40 to 59 and to 40% among those over 60 years old.
- Men (87%) are more likely than women (78%) to be involved in any type of learning.
- Years in full-time education, qualification levels and parental education are all strongly associated with participation in adult learning. Those who stayed in education past the age of 16, those with higher-level qualifications and those whose parents stayed on at school after age 16 were all more likely to be adult learners.
- Learning is also patterned by class and income. Managers and professionals (94%) were more likely than those in routine or semi-routine occupations (74%) to be adult learners. Those in the highest income group are much more likely than those on low incomes to participate in most types of learning, with the exception of non-vocational learning.

Obstacles and incentives to learning

- The most commonly mentioned barrier to learning is lack of time due to work (45%), followed by family-related time constraints (32%) and preferring to spend time doing other things (32%).
- Non-learners are more likely to state concerns about their personal skills and capacity to learn – they were more likely than learners to say they were not interested in learning (27%, 9%), that they were nervous about going back to the classroom (26%, 13%) and that they were too old to learn (24%, 6%).
- However, in spite of citing wide-ranging barriers to participation in learning the vast majority of both learners (96%) and non-learners (93%) believe that learning is important to success at work (97%) and that it is something people should participate in throughout their lives (89%).
- Moreover, a third of non-learners said they would have liked to do some learning in the last year.
- In terms of incentives and measures to overcome barriers to learning:
    - 69% of those who mentioned childcare as a barrier said they would consider learning from home using a computer
    - 50% of those for whom transport was a barrier said they would be encouraged to learn if it was easier to get to the venue by public transport

[1] Learning is classified as vocational if it is related to the respondent's job at the time of starting the learning, was started in order to help with a future job, or was started in order to help with voluntary work.

- The vast majority (82%) of those who mentioned obstacles connected with money said payment of their fees would be very or fairly likely to encourage them to learn
- 62% of those who felt courses did not make allowances for their health problem or disability said that they would be very or fairly likely to learn if they received funding to help with this
- 70% of those who did not know where to find information about learning said that advice on local learning opportunities would be very or fairly likely to encourage them to learn
- Two-thirds of those for whom lack of time was a barrier said that they would consider learning from home via the Internet. That said, learners tended to be more open than non-learners to learning in new ways, including via the Internet (76% of learners agreed that they liked this idea, compared with 50% of non-learners).

Taught Learning

- Respondents were asked detailed questions about the taught course they found most useful. The most commonly mentioned providers of taught courses were employers (21%), followed by universities or higher education colleges (18%) and private training providers (17%). The most commonly mentioned subjects were business and administrative studies (15%) and mathematical and computer science (8%).
- The experience of taught learning differs considerably between those on vocational courses and those on non job-related courses. Learners on vocational courses spent more hours studying for their course, were more likely to be studying for a qualification and were more likely than non-vocational learners to have used ICT for their course.
- Employers paid some or all of the fees for 44% of the taught courses respondents found most useful. They paid for 55% of vocational courses compared with 4% of non-vocational courses.
- The majority (72%) of job-related taught learning takes place mostly or wholly during working hours and is not compulsory (61%).
- The most commonly mentioned employment-related motivations for taking vocational courses are gaining job-related skills (65%), career development (58%) and improved job satisfaction (45%). Wider motivators for taught learning included improving knowledge (47%), gaining a certificate or qualification (31%) and gaining skills or knowledge for everyday life (28%).
- These motivations were broadly reflected in perceptions of key outcomes from job-related taught learning: 65% felt they had developed new job-related skills, 49% felt they were able to do their job better and 27% cited improved job-satisfaction. Wider benefits included developing new skills (75%), improved knowledge (74%), interest (67%) and enjoyment (38%).

Self-directed learning

- Two-thirds (67%) of respondents aged 16-69 had undertaken some self-directed learning in the past three years. This includes on-the-job training (31%), professional development (47%) and other activities that improve knowledge or skills without participation in a taught course (32%).

- Participation in self-directed learning varies with socio-economic group and size of the organisation worked for. Those working in managerial or professional occupations are more likely than those in other occupations to undertake professional development and other self-directed learning. Respondents working in larger organisations are more likely than those in smaller organisations to partake in each type of self-directed learning.
- The most common subject of self-directed learning (other than professional development or on-the-job training) is computer use (16%) and the most common modes of learning are using computers (70%) and printed materials (73%).
- Almost all self-directed learners (99%) said they benefited from learning in some way, citing either work-related outcomes such as improving job-related skills (49% of those who said their learning was related to a current or future job) or wider benefits such as finding learning interesting (74% of self-directed learners), learning new skills (70%), enjoyment (69%). A third said it had encouraged to undertake more learning and 3 in 10 (29%) that it had boosted their confidence.

Use of Information and Communication Technology (ICT)

- In general the use of ICT among respondents is high. Seventy per cent are current computer users and 67% are current Internet users. Fifty-seven per cent of those who have ever used a computer use one every day.
- Use of ICT is closely linked with many of the factors associated with participation in learning, including:
    - level of education (17% of those with no qualifications are current ICT users, rising to 97% of those at SVQ level 5)
    - socio-economic group (50% of those in routine or semi-routine occupations were ICT users compared with 82% of managers and professionals)
    - age (92% of those aged 16-19 are ICT users, compared with 23% of those aged 70+)
    - income (39% of those with household incomes of under £10,400 compared with 91% of those with incomes in excess of £31,199)
    - and area deprivation (83% of those in the least deprived quintile compared with 54% of those in the most deprived are ICT users).

Information, advice and guidance

- Twice as many learners (72%) as non-learners (31%) received information, advice or guidance about learning in the past year.
- Respondents with higher qualifications (who are also more likely to be learners) are more likely to have received advice about learning (92% of those at SVQ level 5 compared with 24% of those with no qualifications) and to have consulted a higher number of sources of IAG.
- The most common sources of IAG used by learners were employers (30%) and family and friends (26%). Non-learners were most likely to have received IAG through leaflets through the letterbox (17%).
- A small proportion of respondents (11%) said they had looked for IAG in the last year but had been unable to find what they wanted. Of these, 50% had been looking for courses available for particular jobs, while 40% had been searching for courses available locally.

- Those who were likely to use IAG about learning in the next year indicated they would find information on local learning opportunities (50%), courses related to specific jobs (45%) and different ways of learning (41%) useful.
- Educational institutions are the most likely future point of reference for respondents seeking IAG (62%). Seventeen per cent who indicated they were likely to want IAG in the next 12 months said they would use the learndirect scotland website, while 8% would use the telephone helpline and 5% a learndirect scotland learning centre.

Awareness of learning campaigns and other initiatives

- Adult Learners Week is the most well-known recent public campaign about lifelong learning, mentioned by 26% of respondents.
- There was some interest in the idea of a savings account dedicated to learning, to which individuals, the government and employers could contribute - 35% indicated they would be willing to participate in such an initiative. Learners were more likely to say they would definitely be willing to take part, while non-learners were more likely to express uncertainty or indicate that they are unable to save for learning.
- Awareness of learndirect scotland is high, at 82% of all respondents. However, useage is much lower (16%).
- Awareness of learndirect scotland is highest (95%) amongst respondents with qualifications at SVQ level 2, possibly reflecting the recent policy focus on ensuring everyone is qualified to at least this level (equivalent to SCQF level 5).[2]

Foreign languages

- Six out of ten adults in Scotland have some knowledge of a language other than their mother tongue. This is most likely to be one of French, German, Spanish or Italian.
- However, the level of proficiency in foreign languages is generally very low. Fifty-eight per cent report knowing a few words or phrases of their first additional language and just 5% describe themselves as fluent.

[2] Scottish Executive (2003) *Life through learning through life: the lifelong learning strategy for Scotland*

CHAPTER ONE INTRODUCTION

1.1 In 1997, the former Department for Education and Employment (DfEE) commissioned the first National Adult Learning Survey (NALS 1997), which explored participation in a wide range of learning experiences. This was a baseline study, established to meet the increased need for information on participation in 'lifelong' or 'adult' learning, and was followed by repeat surveys in 2000, 2001, 2002 and 2005. The NALS series has been used by the Department for Education and Skills (DfES) to evaluate the effectiveness of their adult learning policies in England and Wales only.

1.2 In 2005, the Scottish Executive commissioned a Scottish 'boost' of the NALS study for the first time – prior to 2005, NALS covered England and Wales only. The aim of this Scottish 'boost' was two-fold:

- to provide robust data, representative of the Scottish adult population as a whole, which could be used to inform Scottish policy on adult learning, and
- to facilitate comparisons with findings on participation in adult learning in England and Wales.

1.3 This report presents findings from the Scottish data for NALS 2005. The focus of the report is on participation in adult learning in Scotland – a separate, more detailed, report of findings for England and Wales has been produced by the National Centre for Social Research for the DfES. However, comparisons with England and Wales, where relevant, are included in this report.

1.4 NALS 2005 was carried out by the Scottish Centre and National Centre for Social Research[3] on behalf of the D*f*ES and the Scottish Executive.

Types of learning covered by NALS

1.5 The development of the concept of 'lifelong learning' and the accompanying expansion and diversification in post-compulsory learning from the mid-1990s required new research tools to define its boundaries and explore patterns of participation in 'adult' or 'lifelong' learning. The former DfEE commissioned a number of studies around this time to help develop the research tools needed to collect data on different types of learning (e.g. Campanelli and Rutherford, 1995; Lewis and Smith, 1996). This work culminated in the first National Adult Learning Survey covering England and Wales in 1997 and has informed the approach to measuring participation in 'adult learning' taken by the NALS series since. In this section, we provide brief technical details about the definitions of learning used by NALS.

[3] The Scottish Centre for Social Research (ScotCen) is part of the National Centre for Social Research. ScotCen was formed in February 2004 as the result of a merger between the National Centre's existing organisation within Scotland and Scottish Health Feedback, an independent research consultancy.

1.6 The NALS series has traditionally used a broad definition of learning in order to capture a wide variety of learning experiences. Two broad categories of learning, taught and self-directed, are used in the NALS series.

Taught learning is defined as:

- Any taught courses meant to lead to a qualification
- Any taught courses designed to help develop skills used in a job
- Any courses, instruction or tuition in driving, playing a musical instrument, art or craft, sport or any other practical skill
- Any adult education classes including evening classes
- Any learning involving an individual working on their own from a package of materials provided by an employer, college, commercial organisation or other training provider
- Any other taught course, instruction or tuition

Self-directed learning is defined as:

- Supervised training while doing a job
- Time spent keeping up to date with work or professional developments
- Deliberately trying to improve one's knowledge about anything or learn a skill without taking part in a taught course

1.7 A series of questions was asked in NALS 2005 to establish whether respondents had undertaken any of these different types of learning, either in the previous three years, or since leaving continuous full-time education (CFTE), whichever was shorter.[4]

Therefore, throughout the NALS series a ***learner*** has been defined as:

A respondent who has left continuous full-time education and has taken part in at least one of the preceding taught or self-directed learning activities within the three years prior to the survey or since leaving continuous full-time education, depending upon whichever period was shorter.

1.8 Another key distinction made throughout the NALS series is between vocational and non-vocational learning.

[4] Since we are interested in **adult** learning in which people participate *after* leaving full-time education, people who were still in 'continuous full-time education' (e.g. school, college or university) at the time of the survey are **not** included in the majority of the tables in this report. People who had been on gap years or had breaks of less than 2 years from full-time education were treated as still being in 'continuous' full-time education.

Learning is classified as ***vocational*** if it was:

- Related to the respondent's job at the time of starting the learning, or
- Started in order to help with a future job, or
- Started in order to help with voluntary work.

Learning is considered ***non-vocational*** if it was:

- Not related to the respondent's job at the time of starting the learning, and
- Not started in order to help with a future job, and
- Not started in order to help with voluntary work.

Key features of NALS 2005

Overview of topics covered

1.9 The topics included in NALS 2005 were:

- Levels of participation in different types of adult learning, that is: taught, self-directed, non-vocational, and vocational (see above for definitions of these)
- The subject and mode of learning and how much time people spend on different learning activities
- Motivators, benefits and outcomes of learning
- Obstacles and incentives to learning
- Transport, childcare and community incentives to encourage learning
- Views about saving money towards learning and special bank accounts for this purpose
- Views about learning at FE colleges
- Use of ICT
- Attitudes to learning
- Guidance and advice on learning
- Awareness of learndirect scotland
- Assessment of difficulties with basic skills
- Key socio-demographic indicators (e.g., gender, age, ethnicity, disability, educational background and employment circumstances)

1.10 As discussed above, NALS has previously included only England and Wales. Some changes were made to the NALS questionnaire to adapt it to Scottish circumstances, but these were kept to a minimum in order to facilitate accurate comparisons with findings from England and Wales.

1.11 NALS 2005 collected information on participation in taught learning in a number of different ways:

- Respondents were asked whether they had participated in any courses of each of the types listed under 'taught learning' above

- Those who had taken part in taught learning were asked **summary questions** about each course they had taken part in over the last **3 years**, or since leaving continuous full-time education (whichever was more recent)
- Those who had completed more than one course in the last 3 years were asked to select the one they found **most useful**, and were asked detailed follow-up questions about this course
- A module of detailed questions about **up to two randomly selected courses** taken over the past **12 months** (in addition to the course selected by the respondent as 'most useful' from among those done in the previous 3 years).

1.12 These different strategies for collecting information about courses were required in order to provide time-series data for NALS (for England and Wales) and to meet the specific information requirements of the European Adult Education Survey (AES – see below).

Background to the European Adult Education Survey (AES) and inclusion of AES questions

1.13 An important innovation in NALS 2005 is the inclusion of questions from the European Adult Education Survey (AES). Indeed, NALS 2005 was used to pilot the AES survey questions in the UK and will serve as a 'bridge' enabling comparisons between the traditional NALS time series and the AES. The latter is expected to be the model adopted for future adult education surveys in the UK and throughout Europe.

1.14 The new survey topics introduced in NALS 2005 to accommodate European comparisons include:

- Sources of funding and support for taught learning (i.e. employers, individuals or their families)
- The costs of taught course fees including registration or exam fees, books and equipment associated with the course
- Knowledge of foreign languages
- Nationality, country of birth and year when the respondent first arrived in this country

1.15 The AES uses different definitions of learning to NALS, although there is substantial overlap between classifications of learning types. The main body of this report uses the NALS definitions of learning, as described above. However, a brief overview of participation in adult learning based on AES definitions is provided in Annex A, in addition to further details of these definitions and how they relate to the NALS definitions. Many of the tables in this report are also reproduced in annexes A to E using the AES definitions of learning.

Summary of methodology

1.16 The survey methodology is described in detail in the Technical Report to the study. This section briefly summarises the sampling and weighting procedures.

1.17 The survey fieldwork was conducted between October 2005 and February 2006. A total of 4,983 interviews were conducted, comprising **993 in Scotland** and 3,990 in England and Wales. The response rate was 53% in Scotland and 50% overall. 11,130 addresses in

England, Scotland and Wales (2,100 in Scotland) were randomly selected from the Postcode Address File (PAF) and interviews were attempted with one eligible adult in each household.

1.18 People were eligible to participate if they were (a) 16-24 and **not** in continuous full-time education[5] or (b) aged 25 or older. These specific eligibility requirements were agreed with the DfES in order to maximise comparability with previous waves of NALS and to fulfil requirements for the European Adult Education Survey. For the NALS analysis presented in this report, only those **not** in continuous full-time education have been included, in order to maximise consistency and comparability with the England and Wales report.

1.19 The data have been weighted to correct for different household and individual selection probabilities, and non-response. Data on the randomly selected courses have also been weighted to take into account the number of courses reported by a respondent.

1.20 Finally, different weights have also been calculated for analysing the data geographically for:

- Scotland only
- England and Wales only
- Great Britain (including Scotland, England and Wales).

Guidance on interpretation of the data

1.21 The percentages presented in the tables have been calculated from the weighted responding bases. However, the weighted and unweighted eligible bases (i.e. all respondents who were asked the question) and base descriptions are shown at the bottom of the table. Respondents who did not answer a question have been excluded from the calculations, unless stated otherwise.

1.22 The number of missing cases are not generally reported, as in the overwhelming majority of questions this figure is very low. However, a note is added at the bottom of the table if the number of missing cases is above 20. When a 'total' column is presented, as well as columns for different sub-groups, the sum of the sub-groups' bases might not be the same as the base of the 'total' column, because of missing cases.

1.23 Due to rounding, percentage figures may not add up to exactly 100%, but may total between 98% and 102%. A note is included when percentages add up to more than 100 because respondents could choose more than one reply.

[5] As noted above, for the purposes of determining eligibility, people who had been on gap years or had breaks of less than 2 years from full-time education were treated as still being in continuous full-time education.

1.24 The following symbols have been used in the tables:

*	to indicate a percentage value of less than 0.5 per cent
-	to indicate a percentage value of zero
[]	to indicate a percentage based on fewer than 50 respondents

Base sizes for tables

1.25 Although the overall sample in Scotland (993) is large enough to facilitate robust analysis and inferences to the general population, in some cases where more detailed analysis has been undertaken the sample sizes for sub-groups are quite small. Where figures were based on sub-groups of less than 30 respondents (unweighted base), they have been omitted from the tables in this report.

Differences between Scotland and England/Wales

1.26 In order to facilitate comparative analysis of participation in learning across the UK, where possible and appropriate, comparator figures for England and Wales have been provided alongside those for Scotland. Caution should be applied in interpreting these tables, since differences between Scotland and England/Wales are often too small to be statistically significant. Where differences are significant, these are usually noted in the text.

1.27 In general, we have not included comparator figures for England and Wales for the more detailed sub-group analysis undertaken for this report. Differences in the sample sizes of these sub-groups between England and Wales and Scotland can make interpreting differences difficult. Again, if there are interesting and significant differences between different groups of respondents in England and Wales and in Scotland, these are generally noted in the text.

CHAPTER TWO PARTICIPATION IN ADULT LEARNING

2.1 This chapter provides an overview of participation in different types of learning, including taught, self-directed, vocational and non-vocational learning (see Chapter 1 for definitions of these different learning types). The main focus of this Chapter is on learning in the past 3 years, though more recent learning over the past 12 months is briefly considered. Future learning intentions are also examined – how likely do people feel it is that they will participate in job-related or non-job-related learning in the next 3 years? How likely is it that they would take a course at an FE college? Where possible, the figures for England and Wales are presented alongside figures for Scotland. This Chapter focuses on learning among adults under 70 years-old, with the learning patterns of older respondents considered in Chapter 3.

Participation in different types of learning

2.2 The proportion of adults aged under 70 in Scotland who participated in any kind of learning in the 3 years up to 2005 was 82% (Table 2.1, compared with 80% in England and Wales), while just 18% (20% in England and Wales) did not take part in any of the learning activities covered by the survey. These figures are very close to those for England and Wales, as are figures for participation in taught learning (66% of those aged under 70 in Scotland, 62% in England/Wales), self-directed learning (67%, 65%), vocational learning (74%, 73%) and non-vocational learning (28%, 25%).[6]

Table 2.1 Participation in different types of learning in last 3 years

	Scotland	England/Wales
	%	%
Any learning	82	80
Taught learning	66	62
Self-directed learning	67	65
Vocational learning[7]	74	73
Non-vocational learning	28	25
Weighted base	*841*	*3871*
Unweighted base	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

[6] Although some of the figures for Scotland are slightly higher, the differences are too small to be significant.

[7] In line with previous NALS surveys, vocational learning is defined as learning, either taught or self-directed, which was started to help with current or future work, paid or voluntary. Non-vocational learning is defined as participation in *any* learning which was not job related. As such, there is some overlap between the categories of vocational and non-vocational learning (since if someone did some learning that was job-related and some learning that was non-job-related they can fall into both categories). It is also worth noting that questions about work-related learning were only asked of selected courses taken over the past 3 years rather than all courses taken over the previous 3 years. Proxy variables were created based on responses to two screening questions (both of which were highly associated with vocational learning in previous NALS surveys), and to the selected courses where they were asked in detail about vocational learning. Further details about the derivation of vocational and non-vocational learning are included in the Technical Report.

Combinations of learning types

2.3 Tables 2.2 and 2.3 show participation in different combinations of learning. Half of adults aged under 70 years in Scotland had participated in *both* taught and self-directed learning in the past 3 years, while 15% took part in taught learning only and 16% in self-directed learning only.

Table 2.2 Participation in combination of taught and self-directed learning

	Scotland	England/Wales
	%	%
Taught & self-directed learning	51	47
Taught learning only	15	15
Self-directed learning only	16	18
No learning	18	20
Weighted base	*841*	*3871*
Unweighted base	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

2.4 Just over half took part in vocational learning only, while a fifth took part in a combination of vocational and non-vocational learning. Less than 1 in 10 took part solely in non job-related learning. Again, figures for Scotland are very similar to those for England and Wales.

Table 2.3 Participation in combination of vocational and non-vocational learning

	Scotland	England/Wales
	%	%
Non-vocational learning only	8	7
Vocational and non-vocational learning	20	18
Vocational learning only	54	55
No learning	18	20
Weighted base	*841*	*3871*
Unweighted base	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

Learning in the past year

2.5 As outlined in Chapter 1, the NALS series uses a three year reference period to measure learning, and the bulk of this report focuses on this three year period. However, respondents are also asked about learning in the previous year, giving an indication of the proportion engaged in more recent learning.

2.6 Table 2.4 shows that:

- 72% of adults aged under 70 reported doing some kind of learning in the last year (compared with 82% who had done some learning in the past 3 years)
- 37% had done some taught learning (just over half the proportion who had done taught learning in the last 3 years)
- 58% had done some self-directed learning
- There is very little difference in recent participation in learning in Scotland compared with England and Wales.

Table 2.4 Participation in learning over the past year

	Scotland	England/Wales
	%	%
Learning in the past year	72	69
Taught learning in the past year	37	36
Self-directed learning in the past year	58	57
Weighted base	*841*	*3871*
Unweighted base	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

Substantial learning

2.7 A review of policy makers' needs for information on learning, conducted for the Department for Education and Skills in 1999, highlighted the importance of monitoring not only if adults are engaged in learning but also how much learning they do[8]. The NALS surveys therefore examine the proportion of self-directed learners who spent 10 or more hours on a learning episode and the proportion of taught learners who received 10 or more hours of tuition. For taught learners, the proportion receiving 10 or more hours of tuition is based on the course that was considered by respondents to be the most useful either for their job or career, because it was enjoyable, or because it gave them a new skill.

2.8 The results showed that:

- 66% of taught learners (aged under 70 and not in continuous full-time education) in Scotland reported receiving 10 or more hours of tuition in the past year (68% in England/Wales).
- 85% of those reporting self-directed learning in the past year spent 10 or more hours on the reported learning episode (compared with 90% in England/Wales).

[8] La Valle, I, Collins D, Finch S, Korovessis K (1999) *Feasibility Study on Tracking Adult Learners*, National Centre for Social Research Report for the DfEE.

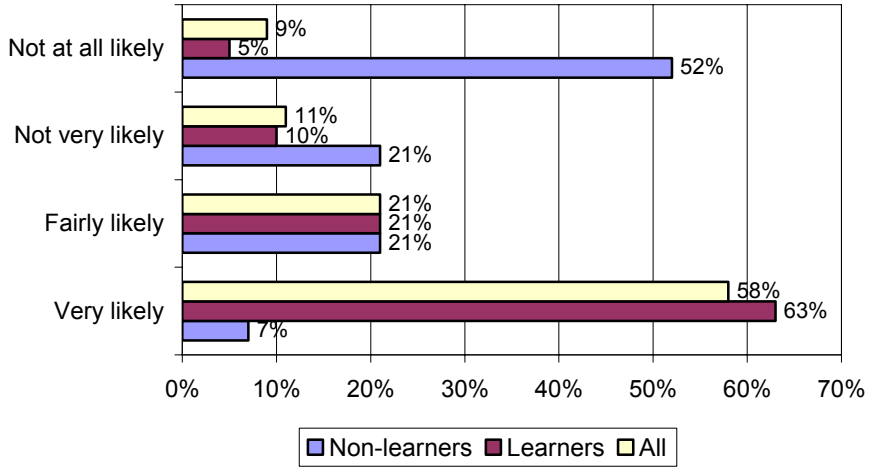
Future learning

Job-related learning

2.9 All respondents who were likely to work in the future (n = 443) were asked about their likelihood of doing job-related learning in the next 2 or 3 years. Figure 2.1 shows that:

- Overall, 58% said they were very likely and 21% fairly likely to do some job-related learning in the next few years, with only 20% saying they were unlikely to do so.
- However, learners were much more likely than non-learners to plan to do job-related learning in the future (63% of learners compared with 7% of non-learners said they were 'very likely' to do so).
- Although the numbers of non-learners were very small (just 43 respondents to this question were non-learners), the extent of the difference in future learning intentions between learners and non-learners is striking and is confirmed by similar findings for England and Wales (59% of learners compared with 16% of non-learners in England and Wales were very likely to take part in work-related learning in the future).

Figure 2.1 Whether likely to do job-related learning in next three years by learning status



Base: all respondents aged under 70 and currently working or planning to work in the future or those aged 70+ who are currently economically active
Sample size (unweighted) – All = 443, Learners = 400, Non-learners = 43

2.10 Data from England and Wales suggests that those who have experience of vocational learning in the past 3 years are more likely than those who have only done non-vocational learning to say it is 'very likely' they will do *more* job-related learning in future. However, the numbers who had participated in non-vocational learning only were too small to carry out similar comparisons for Scotland.

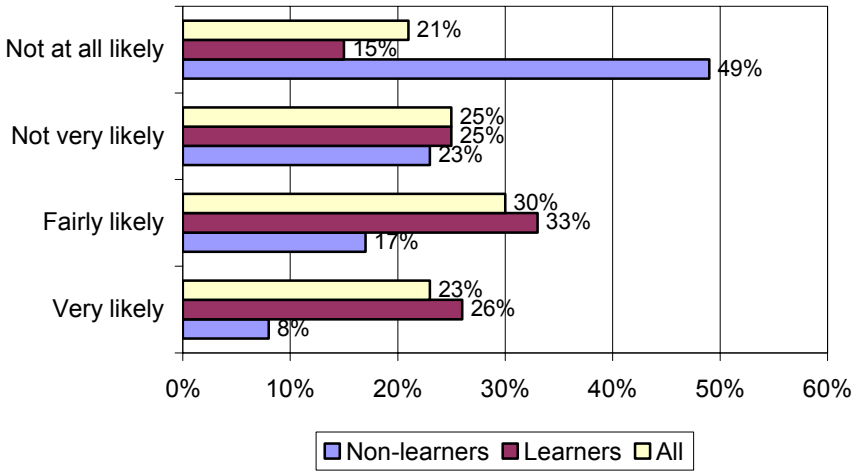
Non-vocational learning

2.11 All respondents were asked about their likelihood of doing non job-related learning in the next 2 or 3 years (Figure 2.2). Overall, there was a fairly even split between the proportion of respondents saying they were very or fairly likely to do non job-related learning in future (53%) and those saying they were not very or not at all likely to do such learning

(46%). It is interesting to note that the proportion planning ('very' or 'fairly' likely) to do non-job-related learning in the next 2 or 3 years (53%) was considerably higher than the proportion who had taken part in this type of learning in the previous three years (28%). It is unclear to what extent this reflects a mismatch between people's intentions and their actions (perhaps people often intend to undertake non-vocational learning but do not manage to do so), or an actual increase in interest in this type of learning.

2.12 As for job-related learning, respondents who had done some learning in the past 3 years were much more likely than non-learners to say they would do non job-related learning in the next 2 or 3 years (59% 'very' or 'fairly likely' compared with 25% of non-learners).

Figure 2.2 Whether likely to do <u>non</u> job-related learning in next three years by learning status



Base: respondents aged 16-69 not in continuous full-time education.
Sample size (unweighted) – All = 834, Learners = 657, Non-learners = 177

2.13 Respondents who had done both vocational *and* non-vocational learning were more likely than those who had done vocational learning only to say they were 'very likely' to take part in some non job-related learning in the next few years (Table 2.5).

Table 2.5 Whether likely to do <u>non</u> job-related learning in next three years by type of learning done

	Both vocational and non-vocational	Vocational learning only	Non-vocational learning only	All learners Scotland	All learners England/Wales
	%	%	%	%	%
Very likely	39	21	23	26	26
Fairly likely	33	34	27	33	31
Not very likely	18	29	20	25	27
Not at all likely	11	15	29	15	16
Weighted base	*167*	*450*	*67*	*693*	*3065*
Unweighted base	*147*	*434*	*68*	*657*	*2604*

Base: all respondents aged 16-69 who had done any learning in the past 3 years.

Learning at FE institutions

2.14 Respondents who considered it likely that they would do some non job-related learning in the next 2 or 3 years were asked about the likelihood of their starting a course at a Further Education College at some point in the future. Overall, a third of these respondents in Scotland thought this was likely (34%, compared with 42% in England/Wales) while just over a third thought this was not at all likely. Those who had previously participated in taught learning were more likely than those who had only done self-directed learning to say it was likely that they would enrol in an FE college course in future (43%, 21%), perhaps reflecting preferences for different learning styles.

Table 2.6 Whether likely to start a course at an FE college at some point in the future by type of learning done in the past 3 years

	Taught learning only	Self learning only	Neither	Both	Total (Scotland)	Total (England/ Wales)
	%	%	%	%	%	%
I definitely intend to	5	6	[4]	12	9	12
It is very likely	13	6	[14]	12	11	14
It is quite likely	25	9	[9]	14	14	16
It is possible	31	31	[29]	29	29	28
It is not at all likely	11	28	[23]	24	23	19
I definitely will not	15	19	[22]	9	12	10
Weighted base	*63*	*68*	*35*	*271*	*441*	*1906*
Unweighted base	*57*	*66*	*43*	*254*	*424*	*1635*

Base: All respondents aged 16-69 not in continuous full-time education who thought it very or fairly likely that they would do any **non** job-related learning, training, or education in the next two or three years.

2.15 There were no significant differences in likelihood of starting a course at an FE college in the future between respondents with different qualification levels.

Conclusion

2.16 NALS 2005 allows an accurate comparison of levels of participation in adult learning in Scotland with England and Wales for the first time. The results show that overall levels of participation in Scotland are very similar to those in England and Wales – 82% of adults aged under 70 in Scotland are taking part in some type of learning, compared with 80% in England and Wales.

2.17 There is a strong relationship between learning and work, with participation in vocational learning (74%) higher than participation in non-vocational learning (28%). Similar levels of people in Scotland take part in taught (66%) and self-directed learning (67%). However, people were more likely to have participated in self-directed learning than taught learning in the last year (58% compared with 37%).

2.18 Fifty-eight per cent of all respondents who were likely to work in the future said it was 'very likely' they would do some job-related learning in the next 2 or 3 years. However, among current non-learners this figure was much lower (7%). Similarly, while 23% of all

respondents said they were ‘very likely’ to do non job-related learning in future, just 8% of non-learners said this.

2.19 Although participation in some form of adult learning in Scotland is high (82%), a substantial minority (18%) do not engage in any of the very wide range of learning activities covered by NALS.

CHAPTER THREE LEARNING AMONG DIFFERENT GROUPS

3.1 In this chapter, learning participation over the previous 3 years is examined in relation to a wide range of background characteristics, including: age; gender; disability; education; main activity; employment; and geography.

3.2 Results in the tables include only respondents under 70, except for tables by age, where those aged 70+ are included.

Demographic characteristics

Age

3.3 There is a clear relationship between learning participation and age (Table 3.1). Key findings include:

- The highest participation rates (93%) are found among those aged 16-39 years.
- Learning participation drops slightly to 83% among those aged 40-59 and then declines steeply to 40% for those over 60.
- A similar pattern is found for taught, self-directed and vocational learning. Rates of participation in these types of learning is highest among 16-39 year olds and then declines as age increased.
- In contrast, non-vocational learning participation *increases* slightly with age, with those aged 60 and older the age group most likely to take part in this type of learning.

Table 3.1 Percentages of age groups reporting different types of learning

	16-39		40-59		60+		All	
	Scot.	E/W	Scot.	E/W	Scot.	E/W	Scot.	E/W
	%	%	%	%	%	%	%	%
Any learning	93	86	83	80	40	50	74[9]	74
Taught learning	81	71	63	62	25	30	59	56
Self-directed learning	76	71	69	66	27	36	60	60
Vocational learning	88	83	76	74	18	30	64	65
Non-vocational learning	28	21	26	25	30	31	28	25
Weighted base	*349*	*1664*	*370*	*1620*	*273*	*1258*	*992*	*4543*
Unweighted base	*300*	*1266*	*396*	*1499*	*296*	*1223*	*992*	*3989*

Base: All respondents not in continuous full-time education.

3.4 Results for Scotland are broadly similar to those for England and Wales, in showing an overall decline in learning participation as age increases. However, participation in *any* learning and in *taught* learning amongst the 16-39 age group was significantly higher in Scotland than in England and Wales (93% compared with 86% and 81% compared with

[9] N.B. the totals shown here differ from those shown in other tables, as the table includes respondents aged 70 and over, while most tables in the report are restricted to those aged 16-69 years.

71%). The reverse was found in the oldest age group – participation among those aged 60 and above was somewhat lower in Scotland (40%) compared with England and Wales (50%).

Gender

3.5 Overall, men are significantly more likely to participate in learning than women (87%, 78% – Table 3.2). Men are also more likely to participate in self-directed and vocational learning. These results are similar to those for England and Wales. However, in contrast with England and Wales men in Scotland were also more likely than women to participate in taught learning (70%, 63% in Scotland and 60%, 64% in England and Wales).

3.6 Although the proportion of men participating in all types of learning was higher in Scotland than in England and Wales, with the exception of taught learning and non-vocational learning these differences are not statistically significant.

Table 3.2 Percentages of men and women reporting different types of learning

	Men		**Women**		**All**	
	Scotland	**E/W**	**Scotland**	**E/W**	**Scotland**	**E/W**
	%	%	%	%	%	%
Any learning	87	83	78	78	82	80
Taught learning	70	60	63	64	66	62
Self-directed learning	73	70	61	60	67	65
Vocational learning	78	76	70	70	74	73
Non-vocational learning	32	26	25	24	28	25
Weighted base	*409*	*1911*	*432*	*1960*	*841*	*3871*
Unweighted base	*375*	*1472*	*459*	*1868*	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

Disability

3.7 Eighteen per cent of Scottish respondents to NALS said they had a long term health problem or disability. For 13% of respondents, this affected the type and amount of work they were able to do. Participation in learning was lower among people with a disability (72%) than among those without (88%).

3.8 Respondents with any disability were significantly less likely than those with no disability to take part in all types of learning, with the exception of non-vocational learning (Table 3.3).

Table 3.3 Percentages of respondents with and without a disability reporting different types of learning

	Work limiting disability	Other long term disability	No disability	Total
	%	%	%	%
Any learning	59	74	88	82
Taught learning	46	58	71	66
Self-directed learning	50	55	72	67
Vocational learning	44	56	82	74
Non-vocational learning	29	32	28	28
Weighted base	*112*	*95*	*633*	*841*
Unweighted base	*127*	*97*	*609*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.

3.9 As Table 3.3 shows, people with a work-limiting disability were less likely than those with another sort of long-term disability to have participated in learning over the past 3 years (59% compared with 74%).

Caring responsibilities

3.10 The relationship between learning and caring responsibilities was explored by looking, first, at people with dependent children[10] in couple and lone parent families and second, those with responsibility for caring for a household member with a long-standing health problem or disability.

3.11 Taking parental responsibilities first, Table 3.4 shows that:

- Parents living as a couple were most likely to report some learning (91%). This is significantly higher than the England and Wales figure of 83%.
- Parents living as a couple were significantly more likely than lone parents to have participated in self-directed or vocational learning.

3.12 The lowest participation rate was among carers (who accounted for 6% of respondents aged under 70). Seventy-one per cent of carers had done some learning, compared with 86% of the rest of the sample. Differences between carers and others were significant for taught, self-directed and vocational learning. Non-vocational learning participation did not vary according to caring responsibilities.

[10] Aged under 16.

Table 3.4 Percentages of respondents with and without caring responsibilities reporting different types of learning

	Parent with partner	Lone parent	No dependent children	Carer for sick/ disabled*	Not a carer for sick/ disabled*	Total
	%	%	%	%	%	%
Any learning	91	76	79	[71]	86	82
Taught learning	74	64	63	[48]	70	66
Self-directed learning	78	66	62	[55]	70	67
Vocational learning	86	72	69	[55]	78	74
Non-vocational learning	26	23	30	[30]	28	28
Weighted base	*250*	*65*	*526*	*44*	*691*	*841*
Unweighted base	*225*	*85*	*524*	*44*	*601*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
*This question was not asked if respondents lived in a single person household. As with all other tables, the percentages have been calculated from the responding base.

Educational background

3.13 There is a positive association between years of continuous full-time education and participation in learning. Of those who left continuous full-time education aged 16 or younger, 74% report some learning in the last 3 years, compared to 99% of those who left continuous full-time education aged 21 or older. The differences between those who left continuous full-time education aged 16 or younger and those who left at age 21 or older were significant for all types of learning.[11] (Table 3.5)

Table 3.5 Percentages of respondents leaving continuous full-time education at different ages reporting different types of learning

	16 or younger	17-18	19-20	21 or older	Total
	%	%	%	%	%
Any learning	74	88	97	99	83
Taught learning	56	74	88	83	67
Self-directed learning	55	76	82	88	67
Vocational learning	62	86	91	94	74
Non-vocational learning	25	35	39	31	29
Weighted base	*439*	*167*	*72*	*143*	*840*
Unweighted base	*448*	*155*	*70*	*141*	*833*

Base: All respondents aged 16-69 who have been in continuous full-time education.

[11] In keeping with the NALS time series, if a respondent returned to full-time education within two years of first leaving it, the gap is disregarded in the NALS definition of continuous full-time education. In the analysis presented in this section, when looking at the age respondents left continuous full-time education, any short gaps (e.g., between completing highers and going into higher education) are disregarded.

Qualification level

3.14 Vocational and academic qualifications were classified according to equivalent SVQ levels[12]. An indication of the academic equivalent for each SVQ level is given below:

- level five: post-graduate qualifications
- level four: first degree or sub-degree qualifications
- level three: highers
- level two: credit standard grade
- level one: general standard grade or lower.

3.15 Predictably, there was a strong association between highest qualification and participation in adult learning – 73% of those at SVQ level 1 were engaged in learning, increasing gradually to 100% of those qualified to SVQ level 5 or equivalent. Those with no qualifications were much less likely than those with any qualifications to have taken part in learning in the last 3 years (28%, compared with 73% of those qualified at level 1). This association between qualifications and recent learning applied to all types of learning.

Table 3.6 Percentages of highest qualification groups reporting different types of learning

	SVQ level 5	SVQ level 4	SVQ level 3	SVQ level 2	SVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Any learning	100	98	85	88	73	28	83
Taught learning	85	83	67	67	55	23	67
Self-directed learning	94	88	63	74	50	15	67
Vocational learning	98	92	73	83	59	22	74
Non-vocational learning	27	35	27	34	26	10	29
Weighted base	*52*	*258*	*155*	*115*	*189*	*71*	*840*
Unweighted base	*51*	*249*	*148*	*106*	*194*	*82*	*833*

Base: All respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education.

Educational background of parents

3.16 Respondents were asked about their parents' education level in order to explore the possible links between parental educational attainment and respondents' participation in education (Table 3.7). The results showed that respondents were more likely to report participation in learning if their mother or father had stayed on at school at least until the age 16. It made little difference to respondents' overall learning participation whether or not the parent had acquired a degree, although those whose mother or father had obtained a degree were somewhat more likely to participate in non-vocational learning.

[12] In order to maximise comparability with the England and Wales report, which uses NVQ levels (or equivalent qualifications) as a measure of qualification level. Annex B shows the relationship between different SVQ levels and the Scottish Curriculum and Qualification Framework, as well as explaining in more detail which qualifications were included at different SVQ levels.

Table 3.7 Percentages reporting different types of learning according to highest level of parental education[13]

	Neither parent stayed at school after 16	At least 1 parent at sch 16+, neither have degree	At least 1 parent at sch 16+ and has degree	Total
	%	%	%	%
Any learning	80	90	95	83
Taught learning	63	73	82	67
Self-directed learning	64	76	78	67
Vocational learning	72	83	84	74
Non-vocational learning	29	26	37	29
Weighted base	*648*	*87*	*84*	*817*
Unweighted base	*661*	*82*	*70*	*809*

Base: All respondents aged 16-69 not in continuous full-time education.

Note: 24 respondents did not answer the questions about parental education. As with all other tables, the percentages have been calculated from the responding base.

Current activity

3.17 This section explores the relationship between learning participation and current economic activity, occupational status and financial circumstances.

3.18 Respondents were asked about their main activity (the one they spent most of their time on) at the time of the survey. The results show that paid employment was strongly associated with participation in learning.

- The highest rate of participation was among full-time employees, who were more likely to participate in all forms of learning (except non-vocational) than any other group.
- The lowest rate was among those who were retired or incapable of work due to long-term illness, injury or disability.
- Full-time employees were the group most likely to participate in vocational learning (90%) and unsurprisingly respondents who were retired were the least likely (22%).
- However, retired respondents were the group most likely to participate in non-vocational learning (45%).

[13] As very similar results and patterns emerged when mothers and fathers age of leaving education were looked at separately, only the combined results have been included in this report.

Table 3.8 Percentages of main current activity groups reporting different types of learning

	FT empl'ee	PT empl'ee	Self-empl'd	Looking after the family	Retired	Incap-able of work	Total
	%	%	%	%	%	%	%
Any learning	93	83	87	72	50	50	82
Taught learning	80	60	66	52	33	32	66
Self-directed learning	80	68	73	46	32	44	67
Vocational learning	90	78	80	53	22	32	74
Non-vocational learning	25	29	26	36	45	27	28
Weighted base	*433*	*103*	*61*	*56*	*85*	*54*	*841*
Unweighted base	*401*	*98*	*69*	*61*	*98*	*62*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
As only 24 respondents in the Scottish NALS sample were unemployed, they have not been included as a separate column in this table.

Socio-economic status

3.19 Detailed information was collected on respondents' current or most recent job to explore further the link between learning and occupational status. In line with the occupational analysis in previous NALS, only respondents who were employed at the time of the survey or in the last 10 years have been included in tables in this section. The overall figures for participation in different types of learning presented in these tables are higher than those presented so far, because they exclude people who had not worked in the last 10 years. NALS 2005 classifies occupations according to the Standard Occupational Classification (SOC2000) and NS-SEC.[14]

- Those in managerial and professional or intermediate occupations were most likely to have participated in some learning in the past 3 years (94%, 93%)
- Those in semi-routine and routine occupations were least likely to have done any learning (74%)
- Managers and professional workers were also most likely to have done taught, self-directed and vocational learning
- Intermediate workers were the group most likely to have done non-vocational learning (33%).

[14] The most commonly used classification of socio-economic status used on government surveys. NS-SEC is designed to measure employment relations and conditions of occupations. Conceptually, these are central to delineating the structure of socio-economic positions in modern societies and helping to explain variations in social behaviour and other social phenomena. For further details of NS-SEC categories, see http://www.statistics.gov.uk/methods_quality/ns_sec/default.asp

Table 3.9 Percentages of NS-SEC groups reporting different types of learning

	Managerial and prof	Inter-mediate	Small employers/ own account workers	Lower super-visory /technical	Semi-routine and routine	Total
	%	%	%	%	%	%
Any learning	94	93	82	84	74	86
Taught learning	79	74	55	72	57	70
Self-directed learning	87	73	65	60	52	71
Vocational learning	90	87	73	77	62	79
Non-vocational learning	29	33	26	20	32	29
Weighted base	*317*	*88*	*56*	*111*	*200*	*775*
Unweighted base	*308*	*89*	*64*	*99*	*190*	*751*

Base: Respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.

3.20 Analysis of participation in learning by SOC (2000) categories produces a similar pattern, with respondents in professional occupations most likely (97%) and those in elementary occupations least likely (67%) to report some recent learning.

Table 3.10 Percentages of SOC(2000) groups reporting different types of learning

	Managers/ senior officials	Professional occupations	Associate professional/ technical	Administrative/ Secretarial	Skilled trades	Personal services	Sales/ customer services	Process plant machine	Elementary	Total
	%	%	%	%	%	%	%	%	%	%
Any learning	92	97	92	88	86	91	81	74	67	86
Taught learning	77	82	79	64	67	76	58	63	55	70
Self-directed learning	83	91	87	70	63	71	63	50	43	71
Vocational learning	91	89	89	80	73	83	73	63	59	79
Non-vocational learning	20	32	32	29	38	19	37	30	21	29
Weighted base	*107*	*87*	*127*	*97*	*93*	*66*	*52*	*61*	*84*	*775*
Unweighted base	*107*	*89*	*117*	*91*	*77*	*71*	*53*	*63*	*82*	*751*

Base: Respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.
Note that 127 respondents did not give adequate information for calculating SOC. As with all other tables, the percentages have been calculated from the responding base.

3.21 There was a positive relationship between the size of organisation in which respondents worked and their rate of participation in learning, i.e. the bigger the organisations

the more likely all types of learning. This pattern was most marked for self-directed learning – 87% of those in large organisations, with 500 or more employees, had participated in self-directed learning (which includes on-the-job learning and professional development), compared with 65% of those in organisations with under 25 employees.

Table 3.11 Percentages of those in different sized organisations reporting different types of learning

	Less than 25 employees	25-499 employees	500 or more employees	Total
	%	%	%	%
Any learning	84	85	93	86
Taught learning	71	70	74	71
Self-directed learning	65	68	87	71
Vocational learning	77	78	86	79
Non-vocational learning	30	25	36	29
Weighted base	*229*	*327*	*144*	*713*
Unweighted base	*213*	*313*	*141*	*682*

Base: Respondents aged 16-69 currently employed or who had been in paid employment in the past 10 years.

Financial circumstances

3.22 Participation in learning was positively associated with household income.

- In the lowest income category, 59% of respondents reported participation in learning, while among those with a household income of £31,300 or more, 93% reported some learning.
- Similar differences by income were evident for taught, self-directed and vocational learning.
- However, for non-vocational learning the difference in participation between the lowest and highest income categories was negligible.

Table 3.12 Percentages of household income groups reporting different types of learning

	£10,399 or less	£10,400-£20,799	£20,800-£31,199	£31,200+	Total
	%	%	%	%	%
Any learning	59	80	88	93	82
Taught learning	45	60	75	78	67
Self-directed learning	37	63	68	83	67
Vocational learning	48	66	81	90	74
Non-vocational learning	23	35	34	24	29
Weighted base	*126*	*168*	*161*	*297*	*841*
Unweighted base	*161*	*191*	*148*	*268*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 88 respondents did not answer the question about household income. As with all other tables, the percentages have been calculated from the responding base.

3.23 Those whose income depends on means-tested benefits were less likely than others to participate in *each* type of learning explored by NALS (Table 3.13).

Table 3.13 Percentages of benefit dependency groups reporting different types of learning

	Benefit dependent	Not benefit dependent	Total
	%	%	%
Any learning	66	87	82
Taught learning	52	70	67
Self-directed learning	47	73	67
Vocational learning	58	79	74
Non-vocational learning	21	30	29
Weighted base	*184*	*652*	*841*
Unweighted base	*219*	*611*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 52 respondents did not answer the question about benefits. As with all other tables, the percentages have been calculated from the responding base.

Urban and rural areas

3.24 There were no statistically significant differences in overall participation in learning between those living in urban and rural areas of Scotland. Differences in participation in self-directed, vocational and non-vocational learning were also too small to be statistically significant. However, respondents in large urban areas were the group least likely to have participated in taught learning (56%, compared with 68% of those living in accessible rural areas).

Table 3.14 Percentages of respondents in SHS 6-fold urban-rural classification areas reporting different types of learning

	Large Urban areas	Other urban areas	Accessible small towns	Remote small towns	Accessible rural	Remote rural	Total
	%	%	%	%	%	%	%
Any learning	74	89	84	[76]	83	85	82
Taught learning	56	74	69	[59]	68	70	67
Self-directed learning	63	74	65	[42]	68	66	67
Vocational learning	67	81	72	[67]	75	76	74
Non-vocational learning	25	33	30	[24]	26	25	29
Weighted base	*236*	*288*	*95*	*34*	*125*	*62*	*841*
Unweighted base	*252*	*269*	*93*	*35*	*122*	*63*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.

Learning and local deprivation

3.25 There was a clear linear association between area deprivation and the likelihood of having done any learning in the past 3 years, with those in the least deprived areas of

Scotland (as measured by the Scottish Index of Multiple Deprivation[15]) most likely to be classified as learners (92%) and those in the most deprived areas least likely to be learners (69%).

3.26 This pattern was found for all types of learning, except non-vocational which showed no clear pattern.

Table 3.15 Percentage of respondents in Scottish Index of Multiple Deprivation (SIMD) quintiles reporting different types of learning

	1st quintile (least deprived)	2nd quintile	3rd quintile	4th quintile	5th quintile (most deprived)	Total
	%	%	%	%	%	%
Any learning	92	85	83	76	69	82
Taught learning	76	71	68	60	52	67
Self-directed learning	78	72	63	59	54	67
Vocational learning	86	78	69	66	62	74
Non-vocational learning	30	31	27	25	28	29
Weighted base	*221*	*215*	*115*	*150*	*139*	*841*
Unweighted base	*207*	*208*	*112*	*164*	*143*	*834*

Base: All respondents in Scotland aged 16-69 not in continuous full-time education.

Future learning

3.27 Respondents were asked how likely they were to do job and non job-related learning in the next two or three years. Overall, 60% thought it very likely and 22% thought it was fairly likely that they would do some job-related learning in the near future.

- The higher the qualification level of respondents, the more likely they were to say they would do this type of learning, with 74% of those at SVQ level 5 saying it was 'very likely' that they would do job-related learning in the future compared to 35% of those at SVQ level 1.

[15] The Scottish Index of Multiple Deprivation (SIMD) 2004 identifies the most deprived areas across Scotland. It is based on 31 indicators in the six individual domains of Current Income, Employment, Housing, Health, Education, Skills and Training and Geographic Access to Services and Telecommunications. SIMD 2004 is presented at data zone level, enabling small pockets of deprivation to be identified. The data zones are ranked from most deprived (1) to least deprived (6505) on the overall SIMD 2004 and on each of the individual domains. The result is a comprehensive picture of relative area deprivation across Scotland.

Table 3.16 Percentages of respondents likely to do job-related learning in the future by highest qualification

	SVQ level 5	SVQ level 4	SVQ level 3	SVQ level 2	SVQ level 1	Total
	%	%	%	%	%	%
Very likely	[74]	75	54	[64]	35	60
Fairly likely	[19]	17	19	[23]	32	22
Not very likely	[5]	7	13	[11]	20	11
Not at all likely	[2]	1	14	[3]	13	8
Weighted base	*42*	*167*	*93*	*53*	*90*	*461*
Unweighted base	*44*	*154*	*85*	*44*	*83*	*429*

Base: All respondents aged 16-69 not in continuous full-time education who are currently working or planning to work in the future (excluding those who have never been in full-time education)

- As in England and Wales only 54% of all respondents in Scotland thought that it was likely (either 'very' or 'fairly') that they would do *non* job-related learning in the future (Table 3.17), reflecting the higher rates of recent participation in vocational than non-vocational learning (see Table 2.1).
- There were substantial differences between respondents with different qualification levels – 40% of respondents at SVQ level 1 thought it likely that they would do this type of learning, compared with 79% at level 5.

Table 3.17 Percentages of respondents likely to do non job-related learning in the future by highest qualification

	SVQ level 5	SVQ level 4	SVQ level 3	SVQ level 2	SVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Very likely	[29]	29	20	32	17	3	23
Fairly likely	[50]	35	32	34	23	12	31
Not very likely	[18]	25	26	22	31	25	25
Not at all likely	[2]	12	22	13	29	61	21
Weighted base	*48*	*257*	*155*	*113*	*181*	*70*	*826*
Unweighted base	*50*	*248*	*148*	*104*	*189*	*80*	*822*

Base: All respondents aged 16-69 not in continuous full-time education who had been in continuous full-time education.

Conclusion

3.28 This chapter looked at the association between participation in learning and a wide array of socio-demographic characteristics. Findings for Scotland largely mirrored those for England and Wales. Key findings included:

- Participation in learning generally declines with age
- However, older respondents are more likely to take part in non-vocational learning
- Men are more likely to be learners than women
- Rates of learning are lower among respondents with a disability than those without
- Participation is lower among lone parents than partnered parents

- There is a positive association between recent learning participation and years of continuous full-time education, highest qualification level and parental education.
- Learning participation is highest for full-time employees. Retired respondents are least likely to be vocational learners but most likely to be non-vocational learners.
- Learning is also positively associated with household income and occupational class.

3.29 The patterns described above tended to be stronger for taught, self-directed and vocational learning than for non-vocational learning. For example, as described above, the association between learning and age did not apply to non-vocational learning.

CHAPTER FOUR OBSTACLES AND INCENTIVES TO LEARNING

4.1 This chapter examines the problems and obstacles respondents faced in participating in learning, regardless of whether they had done any in the last three years. It also looks at what incentives would persuade non-learners to participate in learning and what subjects they would like to study. As in previous chapters, only those aged under 70 are included in the analysis in this chapter and all figures reported in the text refer to this group, unless stated otherwise.

Obstacles to learning and reasons for not learning

4.2 This section starts with an overview of the obstacles to learning and key differences between the views of learners and non-learners, and then explores in more depth possible means of overcoming problems.

Current obstacles to learning

4.3 All respondents were asked to choose which of a series of statements about problems with learning applied to them (Table 4.1). Respondents were given a set of shuffle cards, listing different possible obstacles to learning they may have experienced. They were asked to divide these cards into two piles, containing reasons that did and did not apply to them.

4.4 The exact wording of the question differed according to whether or not the respondent would like to have done some learning in the past 12 months. Those who *would* like to have done some learning (or who had done so, but would have liked to do *more*) were asked to pick reasons why they had not been able to do so. Those who would *not* have liked to do any learning were asked to choose reasons why not.

- Overall, the most common reason for **not** learning was lack of time due to work, mentioned by 45% of respondents. This was more often mentioned as an obstacle by learners than by non-learners (50% compared with 19%). Learners were also more likely than non-learners to say that it was hard to get time off work to learn (19%, 10%).

- Lack of time due to family commitments was mentioned by 32% and preferring to spend time doing other things by 32% of respondents. Non-learners who said they had **not** wanted to do any learning in the last year were more likely than other non-learners to say they prefer spending time doing other things (49%, 24%), and to cite lack of time due to family (43%, 24%).

- Difficulties paying course fees was mentioned by 22% of respondents. This was highest amongst non-learners who would have liked to do some learning (36%).

- Non-learners tended to have more concerns about their personal aptitudes and about returning to learning in general. They were also more likely to express disinterest in learning and were less likely to see potential benefits, work-related or otherwise. Non-

learners tended to be less knowledgeable about local learning opportunities, and less aware of where they could seek information on learning. They were also more likely to rule out the possibility of learning due to age or health problems, partly reflecting the fact that non-learners tend to be older.

Table 4.1 Obstacles to learning and reasons for not learning by learning status*

	Learner	Non-learner			Total
	Learner Total	Would like to have learnt	Would not have liked to have learnt	Non-learner Total	
	%	%	%	%	%
Prefer to spend time doing other things	30	24	49	38	32
Not interested in learning	9	7	43	27	12
Do not need to learn for my work	9	5	17	12	10
Do not see any point in education	2	5	16	11	3
Lack of time due to work	50	17	22	19	45
Lack of time due to family	31	24	43	35	32
Hard to get time off work to learn	19	18	4	10	18
Lack of time due to childcare commitments	19	16	14	15	19
Lack of time because care for an adult	6	16	12	14	7
Hard to pay course fees	22	36	13	24	22
Would only do learning if someone paid fees	11	22	9	15	12
Benefits would be cut if did course	4	18	9	13	5
Does not know about local learning opportunities	14	29	20	24	16
Cannot find local opportunities to learn	14	31	8	18	14
Does not know where to find out about course	7	17	10	13	8
Unsure which courses would be interesting/useful	13	26	16	20	15
Unable to find the training wanted	11	7	4	5	10
Nervous about going back to classroom	13	33	21	26	15
Do not have quals to get onto course	12	29	13	20	14
Worried about keeping up with course	13	24	13	18	14
Difficulties reading and writing	3	4	6	5	3
Difficulties with English	3	4	2	3	3
Problems with numbers	3	4	1	2	3
Too old to learn	6	23	25	24	9
Problem arranging transport to course	7	17	15	16	9
Course difficult due to health/ disability	2	16	8	11	4
Employer would not support learning	7	4	2	3	6
None apply	7	3	7	5	7
Weighted base	*691*	*82*	*82*	*148*	*839*
Unweighted base	*656*	*97*	*97*	*177*	*833*

Base: all respondents aged 16-69

*Percentages sum to more than 100 because respondents could mention more than one factor

Note: Category 'would like to have learned' includes respondents who indicated that they 'maybe' or 'definitely' would like to have done some learning/further learning in the past 12 months.

Barriers to learning among different sub-groups

Gender

4.5 While men and women cited broadly similar obstacles to learning, some differences emerged.

- Men were more likely than women to mention time restrictions associated with work, such as lack of time due to work (52% compared with 38% of women).

- Women were more likely than men to cite obstacles associated with family responsibilities, such as childcare (24% compared with 13%) and lack of time due to family responsibilities in general (38% compared with 25%).

- Women were also more likely to feel nervous about going back to study than men (20% compared with 10%).

Table 4.2 Obstacles to learning and reasons for not learning by sex

	Male	Female	Total Scotland	Total England / Wales
	%	%	%	%
Prefer to spend time doing other things	34	29	32	28
Not interested in learning	12	13	12	11
Do not need to learn for my work	10	9	10	10
Do not see any point in education	3	4	3	2
Lack of time due to work	52	38	45	45
Lack of time due to family	25	38	32	31
Hard to get time off work to learn	20	15	18	16
Lack of time due to childcare commitments	13	24	19	15
Lack of time because care for an adult	5	9	7	5
Hard to pay course fees	19	25	22	21
Would only do learning if someone paid fees	15	9	12	8
Benefits would be cut if did course	5	5	5	2
Does not know about local learning opportunities	18	15	16	14
Cannot find local opportunities to learn	14	15	14	12
Does not know where to find out about courses	8	7	8	7
Unsure which courses would be interesting/useful	14	15	15	13
Unable find the training wanted	12	8	10	7
Nervous about going back to classroom	10	20	15	10
Do not have quals to get onto course	13	15	14	10
Worried about keeping up with course	11	16	14	8
Difficulties reading and writing	5	2	3	4
Difficulties with English	3	3	3	3
Problems with numbers	3	2	3	2
Too old to learn	8	10	9	8
Problem arranging transport to course	9	9	9	6
Course difficult due to health/ disability	5	3	4	3
Employer would not support learning	8	5	6	6
None apply	8	5	7	6
Weighted base	*409*	*432*	*841*	*3871*
Unweighted base	*375*	*459*	*834*	*3340*

Base: all respondents aged 16-69

Percentages sum to more than 100 because respondents could mention more than one factor

Age

- The oldest age group (aged 60+) reported different barriers to learning than younger respondents, with key obstacles including a preference for spending time doing things other than learning (48%) and a general lack of interest in learning (34% – Table 4.3). Re-enforcing this lack of motivation was the perception among a third of respondents aged 60 or above (30%) that they were too old to learn.

- For younger age groups, the most common obstacle was time constraints due to work. The youngest age group (16-39) also reported a lack of time due to childcare commitments (27%) and family (34%) and difficulty in paying fees (32%).

Table 4.3 Obstacles to learning and reasons for not learning by age

	16-39 years	40-59 years	60+ years	Total
	%	%	%	%
Prefer to spend time doing other things	29	29	48	34
Not interested in learning	8	13	34	17
Do not need to learn for my work	7	11	9	9
Do not see any point in education	1	5	6	4
Lack of time due to work	50	48	12	39
lack of time due to family	34	31	17	28
Hard to get time off work to learn	22	17	3	15
Lack of time due to children	27	15	3	16
Lack of time because care for an adult	4	8	9	7
Hard to pay course fees	32	16	11	20
Would only do learning if someone paid fees	17	9	5	11
Benefits would be cut if did course	7	4	2	5
Does not know about local learning opportunities	19	13	13	15
Cannot find local opportunities to learn	21	12	6	13
Does not know where to find out about course	9	7	7	8
don't know which courses would be interesting/useful	16	14	9	14
couldn't find the training I wanted	14	7	4	9
Nervous about going back to classroom	15	14	14	15
Do not have quals to get onto course	18	11	9	13
Worried about keeping up with course	17	11	11	13
Difficulties reading and writing	5	2	4	4
Difficulties with English	4	2	1	3
Problems with numbers	5	2	1	2
Too old to learn	3	10	30	13
Problem arranging transport to course	9	9	9	9
Course difficult due to health/ disability	1	6	6	5
Employer would not support learning	7	7	1	5
None apply	6	7	7	7
Weighted base	*349*	*370*	*273*	*992*
Unweighted base	*300*	*396*	*296*	*992*

Base: all respondents

Percentages sum to more than 100 because respondents could mention more than one factor

Note that 1 respondent did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Qualification level

- Respondents who had no qualifications were most likely to say that they prefer to spend their time doing other things (44%) or they were not interested in learning (45% – Table 4.4)

- Respondents who had Level 1 or level 2 qualifications showed higher levels of concern about their personal aptitudes (e.g. concerns about keeping up with the course) and returning to learning in general. In this respect, they were more similar to those with no qualifications than to those with higher qualifications.

- Respondents with level 1 or no qualifications were less likely to have an awareness of local learning opportunities, where to find out about learning opportunities and which courses would be interesting or useful.

Table 4.4 Obstacles to learning and reasons for not learning by current qualification

	SVQ level 5	SVQ level 4	SVQ level 3	SVQ level 2	SVQ level 1	No quals
	%	%	%	%	%	%
Prefer to spend time doing other things	32	25	39	32	30	44
Not interested in learning	1	6	8	13	14	45
Do not need to learn for my work	10	6	10	14	9	17
Do not see any point in education	-	-	1	4	4	20
Lack of time due to work	54	50	44	54	38	22
Lack of time due to family	38	31	28	36	28	38
Hard to get time off work to learn	11	21	14	20	20	9
Lack of time due to childcare commitments	12	22	14	20	22	11
Lack of time because care for an adult	-	6	9	6	11	9
Hard to pay course fees	11	19	21	28	23	31
Would only do learning if someone paid fees	4	10	14	12	12	19
Benefits would be cut if did course	1	*	5	7	8	19
Does not know about local learning opportunities	8	13	15	18	20	22
Cannot find local opportunities to learn	17	11	19	11	18	13
Does not know where to find out about course	3	6	8	4	8	23
Unsure which courses would be interesting/useful	6	7	15	15	23	23
Unable to find the training wanted	14	8	11	9	9	11
Nervous about going back to classroom	-	7	13	18	25	33
Do not have quals to get onto course	-	5	15	21	20	27
Worried about keeping up with course	5	5	14	21	19	20
Difficulties reading and writing	1	2	4	1	5	9
Difficulties with English	2	1	5	-	4	7
Problems with numbers	-	1	3	1	6	3
Too old to learn	-	3	8	6	16	29
Problem arranging transport to course			9	12	11	29
Course difficult due to health/ disability	1	1	4	4	4	15
Employer would not support learning	5	9	5	8	4	2
None apply	11	11	6	4	4	2
Weighted base	*51*	*258*	*155*	*115*	*189*	*71*
Unweighted base	*52*	*249*	*148*	*106*	*194*	*82*

Base: all respondents aged 16-69

* Percentages sum to more than 100 because respondents could mention more than one factor

Possible methods of overcoming obstacles

4.6 This section examines whether various incentives might work as a means to overcome the obstacles to learning identified by respondents.

Childcare

4.7 Respondents who mentioned lack of time due to childcare commitments as an obstacle to learning (19% of those aged 16-69) were asked whether they would consider learning from home using a computer. Over two thirds (69%) of respondents who mentioned childcare difficulties indicated that they would consider learning from home using a computer.

Table 4.5 Percentage of respondents who indicated that childcare was an obstacle to learning saying they would consider learning from home using a computer

	Scotland	England/Wales
	%	%
Yes	69	66
No	31	34
Weighted base	*156*	*579*
Unweighted base	*162*	*548*

Base: All respondents aged 16-69 who mentioned childcare was an obstacle to learning/more learning

Transport

4.8 Respondents who mentioned difficulties arranging transport as an obstacle to learning (9% of those aged 16-69) were asked whether a number of different scenarios might encourage them to do some learning. The scenarios that were most commonly cited as motivations to learn were those related to cost of public transport or the degree of difficulty involved in using public transport:

- 50% said that they would be encouraged to do some learning if it was easier to get there by public transport.
- 24% said that they would be more likely to do so if transport was provided door-to-door.
- 27% said that they would be more likely to learn if public transport was less expensive while 23% said that they would be more likely to learn if public transport costs were refunded.
- Relatively few respondents indicated that the provision of free and secure parking or a refund of fuel costs would encourage them to learn (3% and 14% respectively).
- 14% indicated that none of the options listed would encourage them to learn.

Table 4.6 Percentage of respondents saying transport incentives would encourage them to do some learning*

	Scotland	England/ Wales
	%	%
Easier to get there by public transport	50	62
Public transport less expensive	27	36
Public transport costs refunded	23	28
Transport provided door to door	24	47
Free and secure parking	3	8
Fuel costs refunded	14	11
Still wouldn't do any learning	14	9
Weighted base	*73*	*234*
Unweighted base	*71*	*223*

Base: All respondents aged 16-69 who mentioned transport was an obstacle to learning/more learning
*Percentages sum to more than 100 because respondents could mention more than one factor

Tuition fees

4.9 Respondents who mentioned that money was a barrier to learning (27% of those aged 16-69) were asked how likely they would be to learn if any fees were paid in full. The majority (82%) of these respondents said that the payment of their fees in full would be very or fairly likely to encourage them to learn. This suggests that free learning could be a strong incentive for this group.

Table 4.7 Percentage of respondents saying payment of tuition fees would encourage them to do some learning

	Scotland	England/ Wales
	%	%
Very likely	45	52
Fairly likely	37	36
Fairly unlikely	11	8
Very unlikely	7	4
Weighted base	*228*	*915*
Unweighted base	*235*	*785*

Base: All respondents aged 16-69 who mentioned that money was an obstacle to learning/more learning

Health problems and disabilities

4.10 Respondents who chose the statement 'most courses don't make allowances or suitable arrangements for my health problems or disability' (4% of those aged 16-69) were asked how likely they would be to learn if they were offered funding to help in this area. Results for Scotland were similar to those for England and Wales with over 6 in 10 (62%) saying that they would be very/fairly likely to do some learning if they received funding of this type, while 38% still felt they would be unlikely to learn.

Table 4.8 Percentage of respondents saying funding to help with their health problem or disability would encourage them to do some learning

	Scotland	England/ Wales
	%	%
Very likely	[27]	20
Fairly likely	[35]	35
Fairly unlikely	[12]	14
Very unlikely	[26]	31
Weighted base	*32*	*128*
Unweighted base	*42*	*130*

Base: All respondents aged 16-69 who mentioned that a health problem or disability was an obstacle to learning/more learning

Advice on learning opportunities

4.11 Those who cited a lack of knowledge about where to find information on learning (26% of those aged 16-69) were asked how likely they would be to learn if they were offered advice on local learning opportunities. Over two thirds (70%) said that advice of this type would be fairly likely or very likely to encourage them to them learn. This suggests that provision of better advice could be an important means of overcoming obstacles to learning.

Table 4.9 Percentage of respondents saying advice on local learning opportunities would encourage them to do some learning

	Scotland	England/Wales
	%	%
Very likely	26	35
Fairly likely	44	48
Fairly unlikely	17	11
Very unlikely	13	7
Weighted base	*217*	*817*
Unweighted base	*207*	*702*

Base: All respondents aged 16-69 who said that their lack of knowledge about where to find information on learning was an obstacle to learning /more learning

Learning from home via computer

4.12 Respondents who indicated that lack of time was an obstacle to learning (67% of those aged 16-69) were asked whether they would consider learning from home via the Internet.[16] Overall, more than two-thirds of these respondents said that they would consider doing learning from home via the Internet. Those who already had a computer with Internet

[16] The wording of the question differed depending on the whether the respondent had a computer and Internet connection at home. Those who had earlier indicated that they did not have a computer at home were asked whether they would consider doing learning from home via the Internet if a computer and Internet connection were provided as well as help using it. Those who had indicated that they had a computer (but no Internet connection) were asked whether they would consider doing learning from home if an Internet connection and help using it were provided.

access at home were more likely to consider this method of learning than those who only had a computer or those who had neither. Similar results were found for England and Wales.

Table 4.10 Percentage of respondents saying they would consider learning from home via the Internet using computer facilities they had at home

	Computer and Internet at home	Computer, no Internet	No computer	Total
	%	%	%	%
Yes	70	[59]	63	68
No	30	[41]	37	32
Weighted base	*406*	*51*	*103*	*560*
Unweighted base	*382*	*47*	*110*	*539*

Base: All respondents aged 16-69 who mentioned that lack of time was an obstacle to learning/ more learning
Note that 22 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

4.13 The main reason some respondents would not consider learning from home using a computer with Internet connection was that they would still not have enough time for learning (46%), followed by not wanting to do learning (21%) and a preference for learning with others (20% – Table 4.11). However, some respondents raised concerns about their computer skills, with 16% saying they did not know anything about computers and 14% saying that they were 'not very good' with computers.

Table 4.11 Reason why respondent would not consider learning from home using a computer

	Scotland	England/ Wales
	%	%
Still wouldn't have enough time to do any learning	46	43
Still wouldn't want to do any learning	21	17
Prefer learning with other people	20	25
Don't know anything about computers	16	12
Not very good with computers	14	16
Don't want to use a computer	10	13
Computers would not be able to provide the type of learning I'd like to do	7	11
Already use a computer too much	2	4
Difficult to get recognised qualifications from computer-based courses	1	3
I'm too old	-	*
Other	5	4
Weighted base	*181*	*1044*
Unweighted base	*180*	*908*

Base: All respondents aged 16-69 who mentioned that lack of time was an obstacle to learning/more learning and would NOT learn from home using a computer with Internet connection.
*percentages sum to more than 100 because respondents could mention more than one factor.

Non-learners attitudes to learning

4.14 Overall, a third of non-learners said they would have liked to do some learning in the last year (12% definitely and 20% maybe). Among non-learners aged 16-69, this figure rose to 45%. Non-learners were asked what might encourage them to do some learning (Table 4.12). The most popular incentive was funding (23% of non-learners), followed by advice about learning (14%), and learning being available at the right times (14%) and in the right places (13%). One in 10 non-learners said they might learn if they had help with their health needs or disability.

Table 4.12 What would encourage non-learners to learn by benefit receipt

	Benefit recipient	Not benefit recipient	All non-learners
	%	%	%
Funding	34	15	23
Advice	17	13	14
Learning at right times	14	14	14
Learning in right place	11	15	13
Help with health/ disability	16	8	11
Time off to learn	10	8	9
Childcare	12	3	7
Learning relevant to needs	5	8	6
If improved job chances	9	5	6
Care for dependants	6	3	4
Help with literacy/ English	5	3	4
Learning at work	1	3	2
Other	-		
Weighted base	*63*	*81*	*145*
Unweighted base	*83*	*90*	*173*

Base: non-learners aged 16-69 who had done no learning in the past 3 years.

Note: respondents were classified as being benefit dependent if they reported any of the following sources of income: Jobseeker's Allowance, Income Support, Pension Credit, Minimum Income Guarantee, Working Tax Credit, Housing Benefit, Council Tax Benefit, Severe Disablement Allowance or Care Allowance.

4.15 The number of non-learners in the Scottish NALS sample was too small to allow the more detailed analysis of sub-groups of non-learners presented in section 4.4 of the England and Wales report. However, it is worth noting that, as in England and Wales, non-learners who receive means-tested benefits were more likely to identify funding and childcare as ways in which they might be encouraged to learn (Table 4.12). This suggests that assistance overcoming practical and financial barriers may be key to encouraging those in receipt of benefits to participate in learning.

Subjects people would like to learn about

4.16 Just under half (47%) of those who either had not done any learning in the previous 3 years, or who would have liked to do *more* learning, said there was a specific course they had wanted to do. This figure was similar for both learners and non-learners.

Table 4.13 Whether there was a specific course respondent would have liked to study, by learning status

	Learners	Non-learners	Total (Scotland)	Total (England /Wales)
	%	%	%	%
Yes	47	45	47	45
No	53	55	53	55
Weighted base	360	66	426	1826
Unweighted base	337	79	416	1570

Base: All respondents aged 16-69 who would have liked to have done (more) learning in the last 12 months.

4.17 The most popular subjects mentioned by respondents who were interested in a specific course were business and administrative studies (12%), modern languages and literature (10%) and subjects allied to medicine (9% – Table 4.14).

Table 4.14 Subject that respondent would like to have studied

	%
Business and administrative studies	12
Modern languages and literature	10
Other subjects allied to medicine	9
Mathematical and computer sciences	8
Computer use (including Internet use)	8
Social studies	7
Weighted base	*199*
Unweighted base	*192*

Base: All respondents aged 16-69 who would have liked to have done (more) learning in the last 12 months, and said that there was a specific course they wanted to do.
Note: Only subjects mentioned by 5% or more are included in the table.

4.18 Respondents who were interested in a specific course were asked whether this would have led to a qualification. Twenty-eight per cent said the course would have been for leisure only, while the remainder mentioned a very wide range of qualifications, the most common of which was a HNC or HND (10%), followed by recognised trade apprenticeships (7%) (Table 4.15).

Table 4.15 Qualification sought via the desired course

	%
Course was for leisure only/ was not intended to lead to a qualification	28
Higher National Certificate/ Diploma (HNC/ HND)	10
Other recognised trade apprenticeship	7
Degree (e.g., Bachelors of Arts, Bachelors of Science or BA)	5
SVQ/ NVQ	5
Other vocational professional qualification not mentioned	5
Weighted base	*199*
Unweighted base	*192*

Base: All respondents aged 16-69 who would have liked to have done (more) learning in the last 12 months, and said that there was a specific course they wanted to do.
Note: Only qualifications mentioned by 5% or more are included in the table.

4.19 Among the small number of *non-learners* (n = 44) who said there had been a specific course they wanted to do, the most common reasons given for *not* having done the course were that they did not have time due to work, family or personal commitments, that the course was not available locally, and that they could not find any information about whether the course was run in their area.

Subjects non-learners would be interested in finding out more about

4.20 Among non-learners who *would* have liked to do some learning, the most commonly mentioned subject they would like to find out more about was IT, computers or the Internet (51%), followed by languages (25%) and health or alternative medicine (21%).

Table 4.16 Subjects non-learners would be interested in finding out about

	%*
IT/computers/Internet	51
Languages	25
Health/alternative medicine	21
Sport/martial arts	18
Music	17
DIY/painting/decorating	13
Job-related training/professional development/skills	12
Fabrics/textiles/sewing	12
Poetry/writing/art	9
Local cultural/community events	5
Wildlife/bird watching	5
Dance/drama	3
Other	8
Weighted base	*79*
Unweighted base	*95*

Base: Non-learners who said they would have liked to do some learning in the past year.

*Percentages sum to more than 100 because respondents could mention more than one subject.

4.21 Non-learners who had *not* wanted to do any learning in the 12 months prior to the survey were asked about community activities and services they might be interested in finding out more about (Table 4.17). The most commonly mentioned activities were sports events and activities (12%), arts events (11%) and local history groups (8%). However, over two-thirds of this group of non-learners said they were not interested in finding out more about any of these community services or activities.

Table 4.17 Community activities and services non-learners would be interested in finding out about

	%*
Sports events/activities	12
Arts events	11
Local history groups	8
Groups/meetings about local issues	8
Services provided by community/voluntary groups	7
What courses are available in community centres/ AE schools /colleges/libraries	5
Ethnic group activities	1
None of these	69
Weighted base	*170*
Unweighted base	*186*

Base: Non-learners who said they would NOT have liked to do any learning in the past year.
*Percentages sum to more than 100 because respondents could mention more than one subject.

Comparing non-learners' and learners' attitudes to learning

4.22 All respondents were read a series of statements describing different attitudes to learning and asked the extent to which they agreed with each. The analysis which follows compares the views of learners and non-learners.

- Both learners and non-learners firmly felt that you need to keep improving your skills and knowledge if you want to succeed at work, with 96% of learners and 93% of non-learners agreeing (either strongly or slightly) with this statement (Table 4.18). Furthermore, a high proportion of both groups (73%, 87%) agreed that you need qualifications to get anywhere these days.

- Despite this, learners were far more likely than non-learners to see learning as an investment in their future (82% compared with 48%).

- Non-learners were also twice as likely as learners to agree that only qualification-based learning is worthwhile (27%, 12%).

Table 4.18 Attitudes to learning (1): the value of qualifications and links with work

		Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	*Weighted base*	*Unwtd base*
If you want to succeed at work you need to keep improving knowledge/skills								
Learner	%	78	18	3	1	*	*693*	*657*
Non-learner	%	71	22	3	4	1	*148*	*177*
You need qualifications to get anywhere these days								
Learner	%	50	23	6	14	7	*693*	*657*
Non-learner	%	67	20	7	3	2	*147*	*176*
I see education as an investment in my future								
Learner	%	58	24	8	6	3	*690*	*656*
Non-learner	%	30	18	26	13	14	*147*	*176*
Learning is only worthwhile if there is a qualification at the end								
Learner	%	6	6	9	32	47	*693*	*657*
Non-learner	%	13	14	6	29	37	*144*	*172*
I wish I had carried on in education to a higher level								
Learner	%	31	22	16	13	18	*692*	*656*
Non-learner	%	42	22	5	14	16	*147*	*176*

Base: all respondents aged 16-69 who had done some learning in the past 3 years

Note: percentages read horizontally

Note: base sizes differ due to variation in the number of respondents who answered each question

- Both learners and non-learners placed a high value on life-long learning (97%, 89%) and thought learning new things was fun (88%, 76%), although learners were more likely to agree strongly with both of these (Table 4.19).

- However, non-learners were less interested in doing learning (39% of non-learners agreed they were 'not interested in doing any learning', compared with just 6% of learners) and more likely to feel that learning was not for people like them (21%, 4%).

- Non-learners were also more likely than learners to say that they did not get anything useful out of school (30%, 18%).

Table 4.19 Attitudes to learning (2): orientation to learning

		Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	*Weighted base*	*Unwtd base*
Learning is something you should do throughout your life								
Learner	%	74	23	3	*	*	*693*	*657*
Non-learner	%	57	32	8	2	1	*147*	*176*
Learning new things is fun								
Learner	%	55	33	10	2	*	*693*	*657*
Non-learner	%	36	40	15	4	4	*147*	*176*
I'm not interested in doing any learning								
Learner	%	2	4	5	16	73	*693*	*657*
Non-learner	%	21	18	8	24	30	*148*	*177*
Learning isn't for people like me								
Learner	%	1	3	5	12	78	*693*	*657*
Non-learner	%	10	11	12	25	42	*147*	*176*
I didn't get anything useful out of school								
Learner	%	8	10	5	15	62	*693*	*657*
Non-learner	%	15	15	8	18	44	*147*	*176*

Base: all respondents aged 16-69 who had done some learning in the past 3 years

Note: percentages read horizontally

Note: base sizes differ due to variation in the number of respondents who answered each question

- Learners tended to be more open than non-learners to the possibility of learning in new ways, such as using a CD ROM or via the Internet. This reflected greater confidence with ICT among learners who were half as likely as non-learners to say they found computers confusing (19%, 44% – Table 4.20).

- Furthermore, non-learners were more likely than learners to say that they lacked the confidence to learn on their own (40%, 15%) and that they would prefer to learn in a classroom (46%, 36%).

- More than half of both learners and non-learners agreed with the statement that the skills that they needed at work couldn't be learned in a classroom (52%, 55%).

Table 4.20 Attitudes to learning (3): modes of learning

		Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	*Weighted base*	*Unwtd base*
I like the idea of learning in new ways eg Internet/CD ROM								
Learner	%	45	31	12	8	4	*691*	*655*
Non-learner	%	30	20	18	8	24	*141*	*170*
Computers are confusing and make things more difficult								
Learner	%	6	13	10	25	46	*693*	*657*
Non-learner	%	23	21	14	22	20	*144*	*171*
I don't have the confidence to learn on my own								
Learner	%	4	11	5	20	60	*692*	*656*
Non-learner	%	20	20	7	25	28	*148*	*177*
I prefer to learn in a classroom rather than at home								
Learner	%	14	22	36	19	9	*692*	*656*
Non-learner	%	21	25	20	20	15	*145*	*174*
The skills you need at work can't be learned in a classroom situation								
Learner	%	26	26	23	19	7	*691*	*656*
Non-learner	%	29	26	21	16	9	*145*	*173*

Base: all respondents aged 16-69 who had done some learning in the past 3 years

Note: percentages read horizontally

Note: base sizes differ due to variation in the number of respondents who answered each question

- Learners were less likely than non-learners to agree with the statement "I don't want responsibility; I'd rather be told what to do" (11%, 24% – Table 4.21).

- Learners were more likely than non-learners to feel that they had a hidden talent they wanted to explore (37%, 27%).

Table 4.21 Attitudes to learning (4): personal disposition

		Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	*Weighted base*	*Unwtd base*
I don't want responsibility; I'd rather be told what to do								
Learner	%	3	8	7	22	60	*693*	*657*
Non-learner	%	11	13	10	22	44	*144*	*174*
I often do things on the spur of the moment								
Learner	%	41	29	8	16	6	*690*	*654*
Non-learner	%	40	30	6	15	10	*147*	*176*
I've got a hidden talent I would love to explore								
Learner	%	13	24	28	22	13	*686*	*650*
Non-learner	%	11	16	20	21	32	*144*	*172*
Work tends to dominate my life at the moment								
Learner	%	36	26	9	17	12	*539*	*506*
Non-learner	%	37	19	5	16	23	*55*	*61*

Base: all respondents aged 16-69 who had done some learning in the past 3 years

Note: percentages read horizontally

Note: base sizes differ due to variation in the number of respondents who answered each question

- The vast majority of learners and non-learners felt that employers should be responsible for training employees (87%, 93% – Table 4.22).

- Learners were less likely than non-learners to think that the government should pay for all adult learning (47%, 66%), and were more prepared to pay something towards the learning that they did as an adult (85%, 63%). This is perhaps a reflection of the more comfortable financial situation of learners. It is also possibly a reflection of the investment value placed on learning – if, as perhaps suggested by their responses in Table 4.18, non-learners see less value in learning, they may as a result be less willing to pay for it.

Table 4.22 Attitudes to learning (5): locus of responsibility for learning and cost

		Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	*Weighted base*	*Unwtd base*
Employers should be responsible for training employees								
Learner	%	62	25	9	4	*	*693*	*657*
Non-learner	%	72	21	6	-	1	*147*	*176*
The government should pay for all adult learning								
Learner	%	24	23	22	22	11	*687*	*654*
Non-learner	%	38	28	17	16	1	*147*	*175*
I am willing to pay something towards the learning that I do as an adult								
Learner	%	38	47	8	4	4	*693*	*657*
Non-learner	%	20	43	9	10	18	*148*	*177*

Base: all respondents aged 16-69 who had done some learning in the past 3 years

Note: percentages read horizontally

Note: base sizes differ due to variation in the number of respondents who answered each question

Conclusion

4.23 Scottish learners and non-learners report a wide variety of obstacles to learning. Learners more commonly cited work-related time constraints while non-learners more commonly cited concerns about their personal aptitudes and capacity to learn.

4.24 Men were more likely to mention work-related obstacles while women were more likely to mention family responsibilities and childcare. Differences were also evident between those who were interested in learning but faced practical difficulties and those who were simply uninterested. Those who had no qualifications or only basic qualifications were most likely to say they were uninterested **and** to have concerns about their personal aptitudes and returning to learning.

4.25 Although the attitudes of learners and non-learners differed markedly in some areas, findings suggest that both groups believe learning is important to success at work and that it is something you should do throughout your life.

CHAPTER FIVE TAUGHT LEARNING

5.1 This chapter focuses on the details of the taught learning done by respondents in the three years preceding the survey. As described in Chapter 1, respondents were asked in detail about a specific course which they chose as being most 'useful' to them in terms of their job or career, or because it was enjoyable or helped them to develop new skills.

5.2 The chapter begins with a general overview of the number of taught courses respondents had undertaken in the previous three years, before looking in more detail at the taught course selected by the respondent as 'most useful', looking specifically at the differences between vocational and non-vocational courses. We summarise information on:

- the subject of the course
- whether it led to a qualification
- the course provider
- the length of the course
- whether the individual or their employer paid course fees, or for books and equipment associated with the learning, and
- the use of ICT for taught learning.

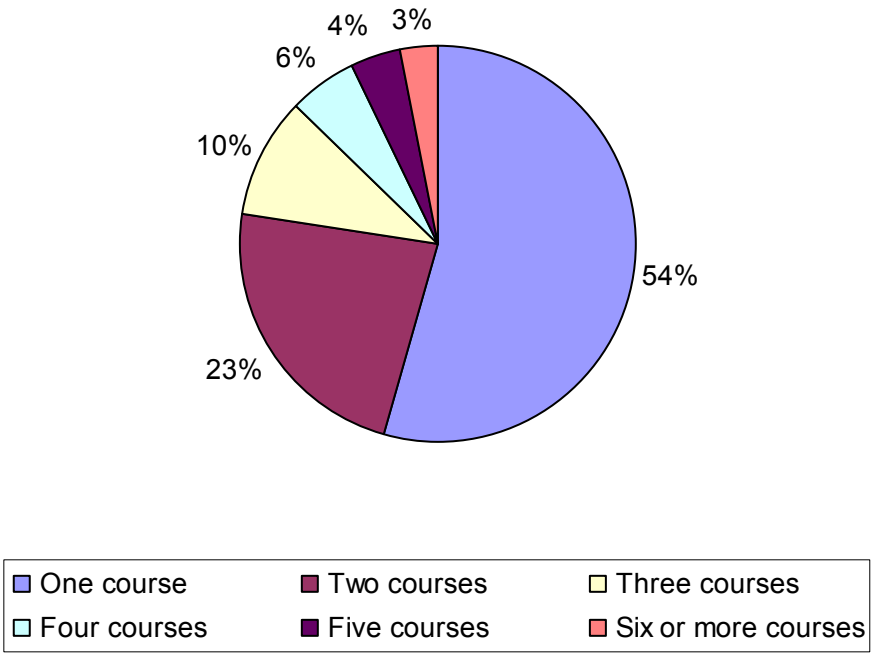
5.3 The relationship between the course and employment is also explored, as are motivations for learning and respondents' perceptions of the benefits of taking the course. As in previous chapters, the analysis only includes respondents under 70 and all the figures reported in the text refer to this group unless otherwise stated.

Average number of courses

5.4 As shown in Figure 5.1, over half (54%) of taught learners had done only one course in the preceding 3 years, while about a quarter (23%) had taken two and the same proportion (23%) had taken three or more courses. The mean number of courses reported for the three years preceding the survey was 1.97. Figures for the number of taught courses taken by respondents in Scotland are almost identical to those for England and Wales[17].

[17] Figures for England and Wales were 1 course = 54%, 2 courses = 24% and 3 or more courses = 22%.

Figure 5.1 Number of taught courses undertaken in the past 3 years



Base: All respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years
Sample size (unweighted) = 422.
Note: 3 respondents in Scotland who were taught learners did not answer this question and are excluded from the base.

Subject, qualification and learning provider

5.5 This section and the remainder of this chapter focuses only on the course selected by respondents as the most 'useful' to them.[18] Fifty-nine per cent of taught learners reported that their course involved studying towards a qualification. This was somewhat lower than in England and Wales, where 68% of taught learners said their chosen course involved studying for a qualification. Those whose selected course was vocational were much more likely than those whose selected course was non-vocational to say they were studying for a qualification (68% compared with 25% of those participating in non-vocational courses).

What subjects are people taking courses in?

5.6 Overall, the most commonly reported subjects for the courses respondents identified as most useful related to business and computer skills (Table 5.1). Business and administrative studies accounted for 15% of courses, followed by mathematical and computer sciences (8%), computer and Internet use (7%), sport and physical activity (7%) and social studies (7%). However, those whose course was not job-related were more likely to have been taking courses relating to sport, arts, leisure and self-development.

[18] N.B. because the figures in this chapter are based on descriptions of respondents' 'most useful' courses, the base of 'all taught learners' used here differs slightly from that in chapter 2, where participation in taught learning is calculated based on screening questions about participation in taught courses.

Table 5.1 Subject of taught learning

	Vocational taught learners (Scotland)	Non-vocational taught learners (Scotland)	All taught learners (Scotland)	All taught learners (England/ Wales)
	%	%	%	%
Business and administrative studies	17	4	15	14
Mathematical and computer sciences	9	5	8	7
Computer use (including Internet use)	7	7	7	9
Sport/ physical activity	4	19	7	8
Social studies	8	1	7	6
Engineering	7	1	6	4
Self-development (e.g., parenting skills, self-awareness, etc.)	3	9	4	2
Medicine and dentistry	5	-	4	3
Creative arts and design	3	10	4	4
Education and teacher training	5	-	4	4
Other subjects allied to medicine	4	-	3	3
Modern languages and literature	2	8	3	6
First Aid	4	-	3	3
Music and drama	2	4	2	2
Law	3	-	2	1
Architecture, building and planning	2	1	2	3
Handicrafts/ arts	-	6	1	1
Veterinary sciences, agriculture and related subjects	1	-	1	1
Historical and philosophical studies	1	2	1	1
English language/ creative writing skills	-	4	1	1
Biology and biochemistry	1	*	1	*
Physical sciences	1	-	1	1
Mass communications and documentation	1	-	1	1
Local history/ genealogy	-	2	*	*
Environment/ sustainability	*	-	*	*
Gardening/ garden design	*	-	*	*
Photography	-	3	-	1
Ancient languages and linguistics	-	-	-	*
Number skills	-	-	-	*
Basic reading and writing skills	-	-	-	*
Other specific answer not in codeframe	9	10	9	10
Vague or irrelevant answer	2	4	3	3
Weighted base	*351*	*89*	*439*	*1950*
Unweighted base	*325*	*88*	*413*	*1670*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.

Note: 12 respondents in Scotland did not answer this question. As with all other tables, the percentages have been calculated from the responding base.

Who provides taught courses?

- The most commonly mentioned providers of respondents' 'most useful' courses were employers (21%), followed by universities or higher education colleges (18%) and private training providers (17%). Respondents in Scotland were somewhat more likely than respondents in England and Wales to say their employer had provided the course they found most useful.

- Further education colleges were also commonly mentioned course providers (11%), used equally by those doing vocational courses (11%) and non-vocational courses (10%).

- Non-vocational courses were most frequently provided by private training providers (19%), universities or higher education colleges (11%), further education colleges (10%) or adult education institutes (10%).

Table 5.2 Course providers*

	Vocational taught learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Employer	26	2	21	15
University or higher education college	19	11	18	15
Private training provider	17	19	17	14
Professional body	15	2	13	16
Further education or tertiary college	11	10	11	11
Individual giving private lessons	3	8	4	6
Charity or voluntary group	3	6	4	2
School or other educational institution	2	6	3	3
Adult education institute	2	10	3	9
Community organisation	2	7	3	2
Jobcentre/ club	2	2	2	1
Sports club/ association	*	2	1	1
Trade Union/ Staff Association	*	-	*	*
Religious organisation	1	-	*	1
None of these organisations	3	16	6	7
Vague or irrelevant answer	-	1	*	*
Weighted base	*349*	*91*	*440*	*1949*
Unweighted base	*326*	*88*	*414*	*1667*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 12 respondents in Scotland did not answer this question. As with all other tables, the percentages have been calculated from the responding base.
*Percentages sum to more than 100 because respondents could choose more than one reply.

Hours of teaching and course length

5.7 Among those who had some tuition for their selected course in the last 12 months, just under a fifth (18%) received less than 10 hours, while around 3 in 10 (29%) received 70 or

more hours (Table 5.3). The median number of hours tuition for all taught learners in Scotland was 25 (compared with 30 in England/Wales). Among those who had any tuition as part of their course, there were no significant differences in hours received between those whose course was vocational compared with those whose course was non-vocational.

Table 5.3 Number of hours tuition over the past 12 months[19]

	Vocational learning	Non-vocational learning	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Less than 6 hours	7	8	7	10
6-9 hours	11	12	11	10
10-19 hours	22	16	21	15
20-29 hours	10	17	11	13
30-39 hours	11	9	10	9
40-49 hours	6	6	6	8
50-59 hours	3	1	3	4
60-69 hours	1	6	2	3
70 or more hours	29	26	29	28
Mean	84.5	87.1	85.0	95.4
Median	30.0	24.0	25.0	30.0
Weighted base	*223*	*61*	*284*	*1341*
Unweighted base	*205*	*58*	*263*	*1149*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years and who had at least 1 hour of tuition over the last 12 months.

5.8 Half of respondents in Scotland did not do any homework or self-study for their selected course in the 12 months prior to the survey (Table 5.4). Seventeen per cent did under 10 hours and the same proportion spent 70 or more hours on studying for their course. Those whose chosen course was vocational spent longer than those taking non-vocational courses on self-study – 19% of vocational learners did 70 or more hours of homework for their course, compared with 6% of those taking non-vocational courses. The mean number of hours of self-study was 85 for vocational learners compared with 23.7 hours for non-vocational learners.

[19] This question is based on a 12 month reference period to coincide with the reference period for the AES.

Table 5.4 Number of hours of self-study over the past 12 months

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
0 hours	51	49	51	48
1-5 hours	11	15	12	10
6-9 hours	4	7	5	3
10-19 hours	4	10	5	6
20-29 hours	4	4	4	5
30-39 hours	3	3	3	3
40-49 hours	2	1	2	3
50-59 hours	1	1	1	2
60-69 hours	1	3	1	2
70 or more hours	19	6	17	18
Mean	85.0	23.7	72.4	63.7
Median	0.0	1.0	0.0	1.0
Weighted base	*352*	*91*	*443*	*1939*
Unweighted base	*327*	*88*	*415*	*1655*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years.

5.9 In terms of the length of completed courses (Table 5.5)[20]:

- Thirty-seven per cent lasted a month or less, with vocational courses more likely than non-vocational to be under a month in duration.
- 23% of courses last more than one month but less than 6 months.
- 24% of courses lasted more than a year – with non-vocational courses more likely to have taken place over 2 years or more.

[20] Derived from the start and end dates, collected during the interview.

Table 5.5 Length of completed courses

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
A month or less	41	23	37	33
2-3 months	12	20	13	17
4-5 months	10	9	10	7
6-9 months	10	7	9	13
10-12 months	7	6	7	7
13-18 months	3	9	5	5
19-24 months	4	3	4	5
More than 2 years	13	24	15	13
Mean	12.6	13.9	12.9	10.7
Median	3.0	5.0	3.0	4.0
Weighted base	*352*	*91*	*444*	*1958*
Unweighted base	*327*	*89*	*416*	*1676*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years and whose course was completed.
Note: 9 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Funding and support for the course

5.10 Overall, employers paid some or all of the fees for 44% of the courses selected as 'most useful' by respondents in Scotland (Table 5.6). This was slightly higher than the equivalent figure for England and Wales (36%) . As might be expected, employers were far more likely to pay course fees where the course was job-related than where it was non-vocational (55%, 4%).

Table 5.6 Whether respondent's employer or prospective employer paid any fees for course

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	
Yes, employer paid all fees	51	3	41	34
Yes, employer paid some of the fees	4	1	3	2
No, employer paid no fees	28	65	36	43
No, there were no fees to pay	17	30	20	22
Weighted base	*352*	*91*	*443*	*1957*
Unweighted base	*327*	*88*	*415*	*1678*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education who received taught learning over the past 3 years.
Note: 12 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

5.11 Respondents who indicated that their employer did not pay all of the fees for their selected course, but that there were some fees to pay, were asked whether they (or their partner/family) had contributed towards the cost of the course (Table 5.7). Fifty-nine per cent of these respondents said either they or their family had paid for their course in full, while a further 14% had paid something towards course costs. Respondents were more likely to pay either some or all the fees for non-vocational than for vocational courses (95%, 61%).

Table 5.7 Whether respondent or respondent's partner/family paid any fees for course

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Yes, paid all fees	46	83	59	67
Yes, paid some of the fees	15	12	14	8
No, paid no fees	36	5	25	22
No, there were no fees to pay	3	-	2	3
Weighted base	*112*	*61*	*173*	*872*
Unweighted base	*106*	*58*	*164*	*743*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years and whose employer paid some or no fees for the course.

5.12 Table 5.8 combines the responses reported in the previous two tables and shows that there were very few cases where the employer and respondent made joint contributions towards the fees. For 45% of taught learning the employer covered the total cost of the fees, while the respondent paid all the fees for 26% of taught learning. In comparison with England and Wales, employers in Scotland covered a higher proportion of costs for the courses respondents viewed as most useful.

5.13 Unsurprisingly, employers were much more likely to cover the cost of vocational taught learning (57%, compared with 3% of non-vocational) and individuals and their families were more likely to pay for non-vocational courses (57%, compared with 17% of vocational courses).

Table 5.8 Employer and respondent contributions to fees

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Employer paid all fees	57	3	45	37
Employer and respondent both paid fees	5	8	6	4
Respondent paid all fees	17	57	26	33
No fees to pay	21	31	23	25
Weighted base	*311*	*88*	*399*	*1769*
Unweighted base	*291*	*84*	*375*	*1515*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education who received taught learning over the past 3 years.
Note: 11 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

5.14 Among respondents who paid some or all of their course fees themselves (n = 86)[21], the mean amount paid was £306.60, and the median amount was £300 (Table 5.9). Most (82%) paid £500 or less, while 42% paid £100 or less.

Table 5.9 Amount paid in course fees by respondent or the respondent's family/partner in the past 12 months

	All taught learning (Scotland)	All taught learning (England/Wales)
	%	%
£1 - £100	42	40
£101 - £500	40	37
£501 - £1000	12	13
More than £1000	6	11
Mean	£306.6	£588.3
Mode	£300.0	£60
Median	£140.0	£157.9
Weighted base	*89*	*490*
Unweighted base	*86*	*432*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years, who paid some or all of their course fees and excluding those who paid nothing.

5.15 Employer and respondent contributions to the costs of books or equipment for selected courses in the preceding 3 years are shown in tables 5.10 to 5.12. As with course fees, employers were more likely to cover the costs of books and equipment for vocational courses (36%, compared with 3% of non-vocational courses). Among respondents whose employer did not cover the full cost of books and equipment, 65% had covered these costs either in full or in part themselves.

5.16 As with course fees, it was relatively rare for employers and individuals to share costs between them (4%). The employer covered all costs of books and equipment in 29% of cases

[21] This excludes respondents who subsequently said they had not paid any fees in the past 12 months.

(36% for vocational, 3% for non-vocational), while respondents or their families paid all the costs in a quarter (24%) of cases. For 43% of selected courses, there were no costs associated with books and equipment.

Table 5.10 Whether employer/prospective employer paid for books or equipment for the course

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Yes, employer paid all	33	3	27	19
Yes, employer paid some	3	-	2	2
No, employer paid nothing	29	56	35	42
No, there were no costs to pay	35	41	36	38
Weighted base	*351*	*91*	*442*	*1957*
Unweighted base	*326*	*88*	*414*	*1677*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education who received taught learning over the past 3 years.
Note: 12 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Table 5.11 Whether respondent, partner or family paid for books and equipment for the course

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Yes, paid all	58	54	56	58
Yes, paid some	11	5	9	6
No, paid nothing	22	17	20	23
No, there were no costs to pay	9	25	15	13
Weighted base	*114*	*72*	*186*	*975*
Unweighted base	*107*	*71*	*178*	*840*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education, who received taught learning over the past 3 years whose employer paid some or none of the costs of books and equipment.

Table 5.12 Employer and respondent contributions to costs of books and equipment

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Employer covered all costs	36	3	29	21
Employer and respondent contributed to cost	4	3	4	3
Respondent covered all costs	20	37	24	29
No costs to pay	40	57	43	47
Weighted base	*325*	*81*	*406*	*1749*
Unweighted base	*303*	*76*	*379*	*1501*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education who received taught learning over the past 3 years.
Note: 13 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

5.17 The mean amount paid for books and equipment (among those respondents who had made such contributions) was £128.28 over the past 12 months (Table 5.13). However, the majority of respondents (70%) paid £100 or less.

Table 5.13 Amount paid by respondent, partner or family on books and equipment for course over past 12 months

	All taught learning (Scotland)	All taught learning (England/Wales)
	%	%
Up to £100	70	75
£101 - £500	28	20
£501-£1000	-	4
More than £1000	1	1
Mean	£128.28	£136
Mode	£50.00	£100
Median	£50.00	£40
Weighted base	*78*	*408*
Unweighted base	*69*	*348*

Base: Respondents aged 16-69 or 70+ and economically active, not in continuous full-time education who received taught learning over the past 3 years, who paid some or all of the costs of books and equipment and excluding those who paid nothing.

Use of ICT

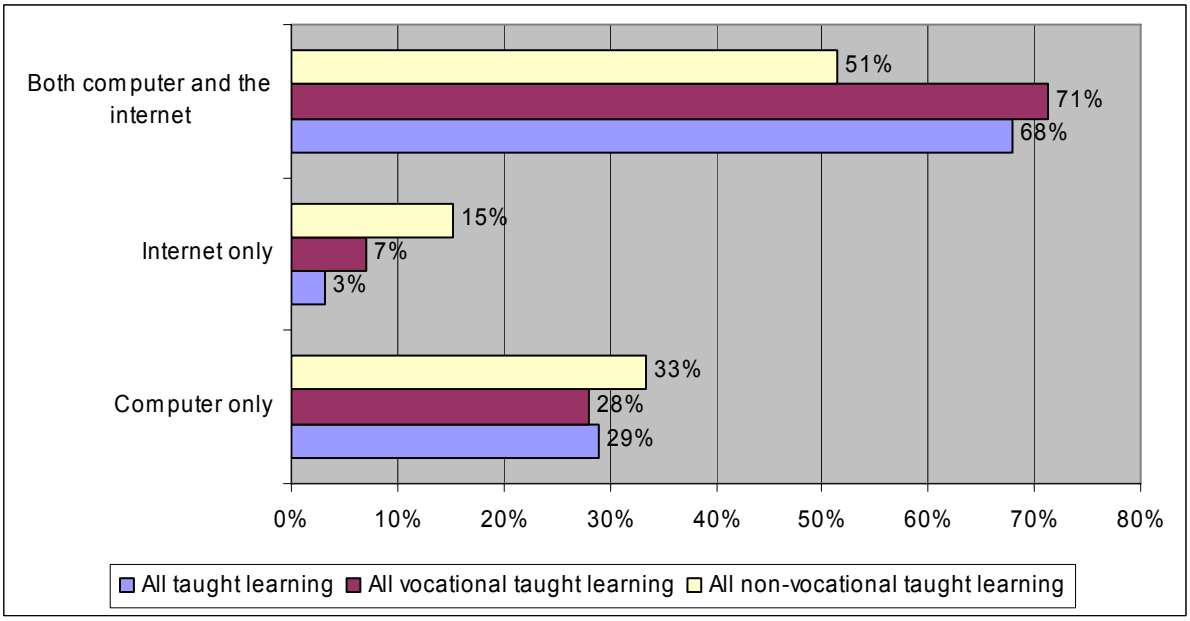
5.18 Overall, 60% of taught learners in Scotland reported using ICT for their selected course (very close to the 62% who had used ICT for their course in England and Wales). Those whose selected course was vocational were more likely than those whose course was non-vocational to use ICT (63%, 52%).

5.19 Although we do not have time-series data for Scotland, since this is the first time NALS has been conducted here, it is worth noting that data for England and Wales shows a

marked increase in the use of ICT for taught learning between 2002 and 2005 – from 49% to 62%.

5.20 Among respondents who had used ICT for taught learning, 68% used both a computer and Internet, 29% used a computer only and 3% used the Internet only (Figure 5.2)[22]. Respondents whose course was vocational were more likely than those whose course was not job-related to have used both types of ICT, while those whose course was non-vocational were more likely to have used the Internet only.

Figure 5.2 Use of ICT for taught learning



Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years and had used ICT for their course.
Sample size (unweighted): Taught learners = 251, Vocational taught learners = 215, Non-vocational taught learners = 36

5.21 Respondents were most likely to use ICT to do course-related work using word processing, spreadsheets or other software (34% of all respondents who had done some taught learning in the preceding 3 years), followed by looking for information for the course (30%) and getting information about the course (21%) (Table 5.14). Respondents taking vocational courses were more than twice as likely as respondents doing non-vocational learning to use ICT for all these purposes.

5.22 Again, although we do not have time series data to examine for changes in ICT use in Scotland, it is worth noting that in 2002 only 4% of respondents in England and Wales mentioned using ICT to do research for the course compared to 31% in 2005. This rise in use of ICT for research and information may reflect greater access to the Internet and the increase in Internet search engines designed for this purpose.

[22] Respondents were given the option of choosing "computer only", "internet only" or "both" from a showcard. Although the internet is most commonly accessed through computers there are other methods of access (e.g. via mobile phones or digital TVs). It is also possible that those who used computers solely to access the internet for their course classed this as "internet only".

Table 5.14 Use of ICT for taught learning*

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Course-related work using word processor, spread sheet or other package/ software	40	13	34	32
Look for information/ do research for the course	34	16	30	31
Get information about the course	24	11	21	21
Course about learning computing skills	22	11	19	19
Exchange messages with tutor(s), or submit assignments	20	8	17	17
Get course material from course provider	16	9	14	15
Exchange messages with others on the course	16	7	14	13
Doing an online or CD-Rom based course	14	10	13	11
Course about learning how to use the Internet	13	9	12	11
Enrol on the course	11	3	9	9
Other	2	-	2	2
Not used a computer for the course	37	48	40	38
Weighted base	*349*	*91*	*440*	*1949*
Unweighted base	*326*	*88*	*414*	*1668*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 11 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.23 Excluding learners who used ICT only for getting information about the course or to enrol, 42% of those who used ICT for their selected course said they used it all or most of the time that they spent studying, just over a third (36%) used it some of the time and a fifth (21%) only used it a little of the time (Table 5.15).

Table 5.15 Time spent using ICT for taught learning

	All taught learning (Scotland)	All taught learning (England/Wales)
	%	%
All/ most of the time	42	41
Some of the time	36	35
Little of the time	21	25
Weighted base	*237*	*1079*
Unweighted base	*231*	*917*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years and used ICT for their course[23].
Note: 10 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

5.24 Taught learners were also asked about their use of other new technology for the selected course (Table 5.16). Forty-nine per cent (compared with 39% in England and Wales)

[23] Excluding those who only used ICT to get information about the course or to enrol.

mentioned using at least one other type of technology with the most popular being presentation technologies such as whiteboards (32%). Scottish learners whose selected course was vocational were more likely than those taking non-vocational courses to use other new technologies – for example, 38% of vocational learners said their course involved presentation technologies such as interactive whiteboards, compared with 6% of non-vocational learners.

Table 5.16 Use of other types of technology for learning*

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Presentation technologies (e.g., interactive whiteboards)	38	6	32	23
Creative technologies (e.g., digital cameras; specialist musical/ design equipment)	16	9	15	11
Communication technologies (e.g., videoconferencing; mobile phones)	16	6	14	10
Data collection or organisation technologies (e.g. PDAs; data-loggers)	10	1	8	5
Audio CDs or tapes	-	4	1	1
Videos	1	1	1	1
Other	4	1	3	2
None of these technologies	44	77	51	61
Weighted base	*351*	*91*	*442*	*1951*
Unweighted base	*326*	*88*	*414*	*1669*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 10 respondents in Scotland did not answer the question. As with all other tables, the percentages have been calculated from the responding base.
*Percentages sum to more than 100 because respondents could choose more than one reply.

Taught learning and work

5.25 Respondents who said their selected course related to their current job were asked whether or not the course was compulsory, and if so, who made it compulsory (Table 5.17). Most job-related courses (61%) were not compulsory, although 30% were made compulsory by employers.

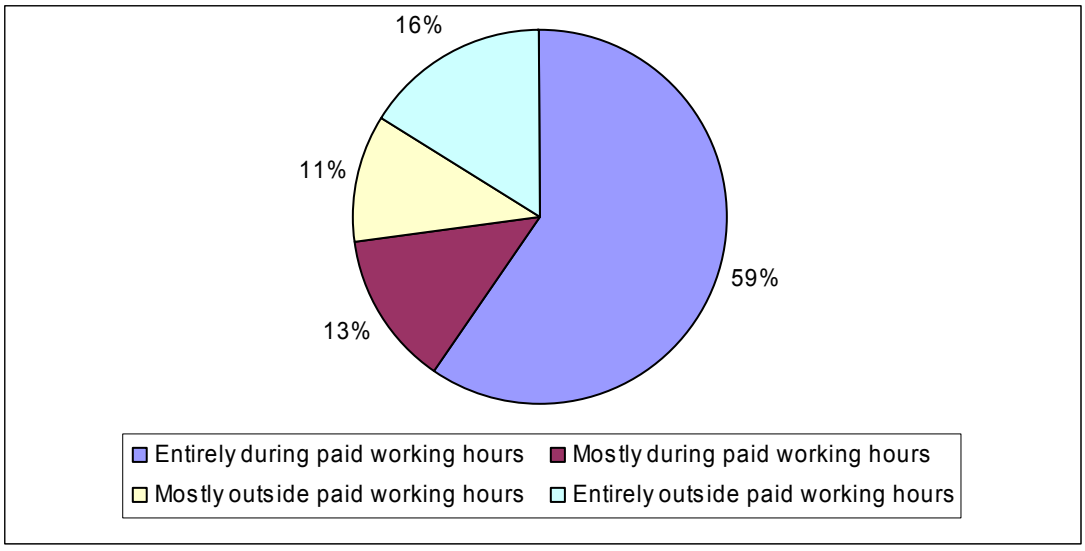
Table 5.17 Whether course was made compulsory*

	All taught learning (Scotland)	All taught learning (England/Wales)
	%	%
Employer made it compulsory	30	28
Professional body made it compulsory	8	7
Compulsory according to legislation	5	6
Some other person/ organisation made it compulsory	2	1
Trade Union/Staff Association made it compulsory	*	*
Course not compulsory	61	62
Weighted base	*233*	*889*
Unweighted base	*214*	*759*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to current job.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.26 The majority (59%) of those doing learning related to their current job studied entirely during paid working hours and a further 13% studied mostly during working hours (Figure 5.3). Just over a quarter (27%) of those doing learning for their current job said they studied mostly or entirely outside of working hours.

Figure 5.3 Whether course took place during working hours



Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to current job.

Motivators for doing the course

Job-related motivations

5.27 Those whose course was related to a current or future job were asked whether various employment-related reasons were motivators for them taking the course (Table 5.18). The most frequently mentioned reasons were to gain new job-related skills (65%) and career

development (58%). Improved job satisfaction (45%) was a more important motivator for learning than getting a pay-rise (13%) or a promotion (9%).

Table 5.18 Employment-related reasons for starting the course*

	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%
Gain new skills for my job	65	52
Develop my career	58	57
Get more satisfaction out of my work	45	35
Get a new job	19	23
Change to a different type of work	16	21
Get a pay-rise	13	13
Set up my own/family business	12	11
Get a promotion	9	10
Stay in my job, that I might have lost without doing this course	2	4
Help me with work problems which were related to my health problem or disability	2	2
None of the job-related reasons above	5	11
Weighted base	*248*	*1067*
Unweighted base	*232*	*887*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to their current or future job and not compulsory for those in employment when their course started.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.28 More highly qualified respondents (with the equivalent of an SVQ level 4 qualification or above) were more likely than those with lower-level or no qualifications to cite career development and improved job satisfaction as reasons for starting the course (Table 5.19). Less well qualified respondents were more likely to be motivated to study by the chance to set up their own business or to change to a different type of work.

Table 5.19 Employment-related reasons for starting the course by current qualification*

	SVQ level 4-5	SVQ levels 2-3	SVQ level 1/ no qualifications
	%	%	%
Gain new skills for my job	66	70	[57]
Develop my career	70	47	[48]
Get more satisfaction out of my work	52	42	[36]
Get a new job	17	23	[17]
Change to a different type of work	15	12	[26]
Get a pay-rise	13	13	[13]
Set up my own/family business	6	16	[17]
Get a promotion	9	10	[9]
Stay in my job, that I might have lost without doing this course	3	2	[0]
Help me with work problems which were related to my health problem or disability	3	2	[0]
None of the reasons on the card	4	5	[8]
Weighted base	*118*	*85*	*45*
Unweighted base	*115*	*72*	*44*

Base: Respondents aged 16-69 not in continuous full-time education who had done (non-compulsory) taught learning in the past 3 years that was related to their current or future job.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.29 If the selected course was job-related but not compulsory, respondents were asked about their wider motivating factors for studying (Table 5.20). Forty-seven per cent of this group studied to improve their knowledge or ability in the subject, while 31% wanted to gain a certificate or qualification and 28% hoped to gain skills or knowledge that would be useful in everyday life[24].

[24] This question about wider motivators for learning was only asked of vocational taught learners. Those whose job was related to their current job were asked whether the course was compulsory and those for whom the course was not compulsory were routed to the question about wider motivators.

Table 5.20 Wider motivators for taught learning*

	All taught learning (Scotland)	All taught learning (England/Wales)
	%	%
Improve my knowledge/ability in the subject	47	41
Gain a certificate or qualification	31	26
To gain skills/knowledge that would be useful in my everyday life	28	24
Do something interesting	21	18
To find out about the subject	21	17
Start another course	2	3
Make new friends/ meet new people	2	4
Have some fun	2	3
Get involved in voluntary or community activities	1	1
Help my child(ren) with their school work	1	1
Help me with my health problems/disability	1	*
Do something with my spare time	*	2
Keep my body active	*	1
None of the reasons above	1	3
Weighted base	*248*	*1067*
Unweighted base	*232*	*887*

Base: Respondents aged 16-69 not in continuous full-time education who had done (non-compulsory) taught learning in the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.30 Those qualified to a higher level were more likely than those qualified at level 2-3 or below to be motivated to study by the desire to improve their knowledge or ability in a subject and by wanting to gain a certificate or qualification (Table 5.21).

Table 5.21 Wider motivations for taught learning by current qualification*

	SVQ level 4-5	SVQ levels 2-3	SVQ level 1/ no qualifications
	%	%	%
Improve my knowledge/ability in the subject	61	39	[22]
Gain a certificate or qualification	37	31	[15]
To gain skills/knowledge that would be useful in my everyday life	28	31	[26]
Do something interesting	25	17	[18]
To find out about the subject	26	17	[14]
Start another course	3	2	[-]
Make new friends/ meet new people	5	-	[-]
Have some fun	3	-	[-]
Get involved in voluntary or community activities	1	-	[5]
Help my child(ren) with their school work	1	-	[2]
Help me with my health problems/disability	1	-	[-]
Do something with my spare time	*	-	[-]
Keep my body active	-	-	[2]
None of the reasons above	3	-	[-]
Weighted base	*118*	*85*	*45*
Unweighted base	*115*	*72*	*44*

Base: Respondents aged 16-69 not in continuous full-time education who had done (non-compulsory) taught learning in the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply.

Course outcomes

5.31 Among respondents whose course was related to a current or future job, the most frequently cited benefits from taking the course were that respondents had developed new job-related skills (63%), that they were able to do their job better (49%), and that they had more job satisfaction (27%). A fifth (19%) of respondents felt their learning had not brought any of the employment-related benefits shown in Table 5.22.

Table 5.22 Employment benefits of taught learning*

	All taught learning related to current/future job (Scotland)	All taught learning related to current/future job (England/ Wales)
	%	%
Developed new skills (for the same job or a new one)	63	54
Able to do my job better	49	42
Got more job satisfaction	27	25
Changed type of work	17	10
Got a promotion (within same organisation or elsewhere)	13	7
Got a new job	12	10
Got a pay rise (in same job or by changing jobs)	11	12
Stayed in job	5	7
Set up own/family business	3	4
Helped with work problems related to health/ disability	3	1
None of the above	19	25
Weighted base	*336*	*1397*
Unweighted base	*311*	*1164*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to their current or future job.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.32 Those who reported a 'hard' job-related outcome from taking the course (e.g. getting a new job, changing to a new type of work or setting up their own business) were asked about the benefits arising from that change. Sixty-five per cent of this group said they now found their work more enjoyable, half said they were paid more (51%) and 3 in 10 said their working hours were now more convenient (Table 5.23).

Table 5.23 Outcomes of changes arising from course

Taught learners who experienced change in employment as a result of course	Scotland	England/Wales
	%	%
I found the work more enjoyable	65	54
I was paid more	51	47
I found the working hours more convenient	30	28
I found the travelling easier/ I no longer had to travel to work	10	16
I now have better career prospects	1	4
None of these	-	20
Other	12	5
Weighted base	*83*	*277*
Unweighted base	*66*	*220*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to their current or future job and who experienced a change in employment as a result of the course.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.33 As with reasons for starting the selected course (Table 5.19), respondents with higher level qualifications were more likely than respondents with lower level qualifications to mention benefits related to their current job: the development of new job-related skills, the ability to do their job better and improved job satisfaction. Those with lower qualifications were not significantly more likely than those with higher level qualifications to mention any of the listed benefits, although they were much more likely to say they had not experienced any of the benefits listed (35% of those with level 1 or no qualifications compared with 8% of those with level 4 qualifications or above).

Table 5.24 Employment benefits of taught learning by current qualification*

	SVQ level 4-5	SVQ levels 2-3	SVQ level 1/ no qualifications
	%	%	%
Developed new skills (for the same job or a new one)	73	60	45
Able to do my job better	57	45	38
Got more job satisfaction	36	21	17
Changed type of work	16	17	20
Got a promotion (within same organisation or elsewhere)	15	10	13
Got a new job	17	3	14
Got a pay rise (in same job or by changing jobs)	11	9	15
Stayed in job	4	5	7
Set up own/family business	5	2	1
Helped with work problems related to health/ disability	2	2	4
None of the above	8	25	35
Weighted base	*154*	*116*	*65*
Unweighted base	*150*	*100*	*60*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to their current or future job.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.34 Table 5.25 shows variations in job-related benefits between respondents whose course was provided by different bodies. Although some caution is required in interpreting these findings, given the relatively low base sizes, several broad patterns emerge.

- Respondents whose (job-related) course was provided by an employer or professional body were more likely than those whose course was provided by a higher or further education institute to say it enabled them to do their job better or resulted in a pay rise.
- Respondents whose course was provided by a professional body were most likely to say it resulted in greater job satisfaction.
- Respondents whose course was provided by a Further Education college were least likely to say it had led to a promotion or a new job.

Table 5.25 Employment benefits of taught learning by course provider*

	Employer	Prof body	University/ HE college	FE/tertiary college
	%	%	%	%
Developed new skills (for the same job or a new one)	68	[61]	77	[48]
Able to do my job better	69	[60]	37	[32]
Got more job satisfaction	27	[38]	32	[25]
Changed type of work	27	[7]	21	[17]
Got a pay rise (in same job or by changing jobs)	18	[20]	10	[6]
Got a promotion (within same organisation or elsewhere)	14	[16]	18	[0]
Got a new job	12	[11]	20	[7]
Stayed in job	8	[10]	1	[1]
Set up own/family business	3	[1]	-	[7]
Helped with work problems related to health/ disability	2	[-]	5	[4]
None of the above	12	[13]	14	[22]
Weighted base	*89*	*53*	*67*	*38*
Unweighted base	*79*	*45*	*65*	*37*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to their current or future job and whose course provider was one of those in this table.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.35 All respondents who participated in taught learning in the previous 3 years were asked about the wider benefits of studying.

- The most commonly mentioned benefits were that the course taught them new skills (75%) or improved their knowledge in the subject (74%) and that it was interesting (67%) or enjoyable (63%).
- Thirty-eight per cent said the course had helped them make new friends or meet people, while 37% said it had boosted their confidence.
- Just 3% of taught learners felt they had not had any of these benefits from taking part in the course.

5.36 Those whose selected course was vocational were somewhat more likely than those whose course was not job-related to mention benefits relating to improved knowledge and skills, while those whose course was non-vocational were more likely to feel the course had been enjoyable and to mention social benefits, such as meeting people.

Table 5.26 Wider benefits of taught learning*

	Vocational learning (Scotland)	Non-vocational learning (Scotland)	All taught learning (Scotland)	All taught learning (England/ Wales)
	%	%	%	%
Taught me new skills	77	67	75	75
Improved my knowledge/skills in the subject	77	63	74	71
Was interesting	66	72	67	64
Was enjoyable	61	73	63	60
Helped me to make new friends/meet new people	35	48	38	36
Boosted my confidence	39	29	37	40
Encouraged me to do more learning	27	19	26	32
Helped me to do something useful with my spare time	17	46	23	24
Increased my self-esteem	22	18	21	24
Helped me to keep my body active	7	17	9	13
Encouraged me to take part in voluntary or community activities	7	4	6	7
Enabled me to help my child(ren) with their school work	5	2	4	5
Helped me with my health problems/disability	3	8	4	5
None of the above	3	1	3	3
Weighted base	*352*	*91*	*443*	*1951*
Unweighted base	*327*	*88*	*415*	*1670*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.37 Although many of the wider benefits listed above were identified by respondents with different qualification levels, there were some variations.

- Those with level 1 qualifications were *least* likely to say the learning had improved their knowledge or skills in the subject but *most* likely to say it had helped them to do something useful with their spare time.
- Those with level 5 qualifications were most likely to feel the course taught them new skills.

Table 5.27 Wider benefits of taught learning by current qualification*

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1
	%	%	%	%	%
Taught me new skills	[90]	75	72	77	72
Improved my knowledge/skills in the subject	[73]	85	77	70	59
Was interesting	[64]	69	73	67	64
Was enjoyable	[61]	66	56	71	61
Helped me to make new friends/meet new people	[41]	34	32	52	40
Boosted my confidence	[36]	32	47	44	37
Encouraged me to do more learning	[35]	28	30	16	23
Increased my self-esteem	[29]	20	25	9	23
Helped me to do something useful with my spare time	[25]	19	22	27	31
Helped me to keep my body active	[12]	7	10	7	13
Encouraged me to take part in voluntary or community activities	[7]	8	2	8	5
Enabled me to help my child(ren) with their school work	[4]	5	3	4	5
Helped me with my health problems/disability	[4]	4	3	2	4
None of the above	[3]	2	4	2	3
Weighted base	*39*	*167*	*84*	*58*	*82*
Unweighted base	*41*	*159*	*71*	*52*	*78*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply. Those with no qualifications were excluded from the table as the unweighted base size was below 30.

5.38 Again, although many of the wider benefits of learning were identified by respondents whose courses had been delivered by different providers, there were some variations.

- Those whose course was provided by a higher or further education institute were more likely than those whose course was provided by an employer or professional body to say it had helped them to make new friends and meet people (probably reflecting the fact that employers and professional bodies will tend to provide training to groups of colleagues or peers who already know each other).
- Those whose course was provided by a university or higher education college were most likely to say that the course had encouraged them to do more learning and that it had improved their self-esteem.
- Those who learned at an FE college were most likely to feel the course had helped them to do something useful with their spare time and keep their body active, but were less likely to feel it had improved their knowledge or skills in a subject (possibly indicating that courses respondents took at FE colleges included more leisure-related learning).

Table 5.28 Wider benefits of taught learning by course provider*

	Employer	Prof body	University/ HE college	FE/tertiary college
	%	%	%	%
Improved my knowledge/skills in the subject	83	[90]	82	[59]
Taught me new skills	78	[73]	83	[80]
Was enjoyable	60	[61]	71	[62]
Was interesting	59	[71]	73	[60]
Boosted my confidence	37	[42]	47	[38]
Helped me to make new friends/meet new people	32	[21]	57	[43]
Encouraged me to do more learning	15	[23]	44	[26]
Increased my self-esteem	11	[16]	36	[18]
Helped me to do something useful with my spare time	6	[7]	15	[36]
Helped me to keep my body active	3	[8]	3	[20]
Helped me with my health problems/disability	2	[1]	5	[6]
Enabled me to help my child(ren) with their school work	2	[4]	5	[4]
Encouraged me to take part in voluntary or community activities	-	[6]	8	[6]
None of the above	4	[3]	3	[7]
Weighted base	*91*	*56*	*78*	*47*
Unweighted base	*81*	*49*	*75*	*47*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years and whose course provider was one of those in this table.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.39 In addition to general outcomes, respondents were also asked what, if any, skills they felt the course had helped them to develop. The most commonly mentioned were skills specifically for use in their current job (37% overall, rising to 46% of vocational learners), problem solving skills (36%), computing skills (32%) and planning skills (32%). Just 18% of taught learners felt they had not developed any of these skills, although this was much higher for non-vocational learners (39%, compared with 13% of vocational learners).

Table 5.29 Skills developed through taught learning*

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Skills specifically for use in your current job	37	46	4
Problem solving skills	36	39	25
Computing skills	32	35	18
Planning skills	32	36	13
Teamworking skills	29	33	15
Management skills	19	23	5
Checking skills or fault-finding skills	17	21	3
Reading skills or writing skills	13	14	10
Number skills or mathematical skills	11	12	7
Physical skills	11	11	11
Coaching skills	9	11	3
Sales or customer care skills	8	10	1
Communication skills	1	*	1
Foreign language skills	*	-	1
None of the above	18	13	39
Weighted base	*443*	*352*	*91*
Unweighted base	*415*	*327*	*88*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.40 As might be expected, there were some variations in skills gained by qualification level.

- Those with higher level qualifications were more likely to have developed skills specifically for use in their current job and reading, writing and number skills
- Those with level 2 or 3 qualifications were more likely to have developed checking skills or fault-finding skills, while those qualified to level 3 were most likely to have developed sales or customer care skills.

Table 5.30 Skills developed through taught learning by current qualification*

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1
	%	%	%	%	%
Skills specifically for use in your current job	[47]	47	39	28	24
Computing skills	[40]	35	21	32	33
Planning skills	[37]	37	28	39	19
Problem solving skills	[35]	43	37	37	24
Teamworking skills	[27]	32	23	37	26
Reading skills or writing skills	[22]	18	7	9	8
Number skills or mathematical skills	[21]	9	6	16	15
Management skills	[21]	26	17	13	14
Checking skills or fault-finding skills	[15]	16	25	26	9
Physical skills	[12]	13	10	7	11
Coaching skills	[8]	14	7	7	6
Sales or customer care skills	[-]	6	21	4	10
Communication skills	[-]	1	-	-	-
Foreign language skills	[-]	1	-	-	-
None of the above	[16]	14	26	14	23
Weighted base	*39*	*167*	*84*	*58*	*82*
Unweighted base	*41*	*159*	*71*	*52*	*78*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years.
*Percentages sum to more than 100 because respondents could choose more than one reply.

5.41 There were also some variations in the types of skills developed by course provider (although again some caution is required interpreting this table given the relatively low base sizes):

- Those who attend courses provided by universities/HE colleges were more likely to identify a broad spectrum of skills they had developed through this course – including reading or writing and number skills, problem solving skills, checking skills and planning skills.
- Those attending courses at either HE or FE institutes were more likely than those trained by either employers or professional bodies to acquire computing skills.
- Unsurprisingly, courses provided by employers were most likely to lead respondents to develop skills for use in their current job.

Table 5.31 Skills developed through taught learning by course provider*

	Employer	Prof body	Univ/HE college	FE/tertiary college
	%	%	%	%
Skills specifically for use in your current job	59	[54]	49	[35]
Teamworking skills	34	[20]	45	[26]
Planning skills	32	[44]	54	[19]
Problem solving skills	29	[24]	56	[31]
Computing skills	28	[23]	56	[49]
Management skills	24	[24]	34	[6]
Checking skills or fault-finding skills	18	[15]	31	[22]
Coaching skills	12	[11]	16	[3]
Sales or customer care skills	11	[11]	5	[14]
Number skills or mathematical skills	9	[5]	28	[6]
Physical skills	7	[8]	7	[5]
Reading skills or writing skills	4	[8]	37	[16]
Communication skills	-	[-]	1	[-]
Foreign language skills	-	[-]	-	[-]
None of the above	14	[14]	13	[10]
Weighted base	*91*	*56*	*78*	*47*
Unweighted base	*81*	*49*	*75*	*47*

Base: Respondents aged 16-69 not in continuous full-time education who received taught learning over the past 3 years and whose course provider was one of those included in this table.
*Percentages sum to more than 100 because respondents could choose more than one reply.

Conclusion

5.42 This chapter explored experience of taught learning, with reference to the course respondents said they found most useful. Considerable differences were often observed between the responses of those whose selected taught course was vocational compared with those whose selected course was non-vocational. Many of these differences were unsurprising – for example, vocational learning was more likely to be provided by employers and professional bodies whereas private providers were more likely to provide non-vocational courses. Other key differences include:

- Vocational learners spent more hours studying for their course over the past 12 months, although completed vocational courses were shorter on average.
- As might be expected, employers were more likely to cover the costs of course fees, books and equipment for job-related courses, while respondents and their families bore more of the cost for non-vocational courses.
- Vocational learners were more likely than non-vocational learners to have used ICT for their course.

5.43 Among those whose course was job-related, most studied out of choice rather than as a result of compulsion by employers or others. However, the majority of job-related study took place either wholly or partly during work hours.

5.44 The main motivators for taking job-related courses were to gain new job-related skills (65%) and to develop respondents' careers (58%). Improved job satisfaction (45%) was a more important motivator for learning than getting a pay-rise (13%) or a promotion (9%).

5.45 More highly qualified respondents were motivated to a greater extent by reasons relating to their current job (e.g. improved job satisfaction), whereas respondents with lower qualification levels were more likely to be motivated by a desire to get a new job or start up their own business.

5.46 In terms of course outcomes, unsurprisingly those whose courses were non-vocational were more likely than vocational learners to mention broader, non-employment related outcomes, such as enjoyment and meeting new people, while vocational learners focused more on improved knowledge and skills. However, 'softer' outcomes like improved confidence (37% overall) and self-esteem (21% overall) were mentioned by a significant proportion of both vocational and non-vocational learners.

CHAPTER SIX SELF-DIRECTED LEARNING

6.1 Chapter 6 examines the characteristics and outcomes of self-directed learning. As discussed in Chapter 1, this type of learning includes:

- on the job training
- professional development and
- any other activity that improves knowledge or skills without participation in a taught course.

6.2 The chapter begins with an overview of participation in different types of self-directed learning and amongst different demographic groups. It then focuses in more detail on 'other' self-directed learning (that is self-directed learning that does not include professional development and on the job training), summarising:

- most common subjects for self-directed learning
- mode of learning
- use of ICT for the learning
- motivation for undertaking, and
- perceived benefits.

6.3 Figures reported in this chapter only include respondents aged 16-69, unless otherwise stated.

Overview of different types of self-directed learning

6.4 As reported in Chapter 2, two thirds (67%) of respondents aged 16-69 in Scotland had undertaken some self-directed learning in the past three years. This is very similar to the proportion undertaking self-directed learning in England and Wales (65%). In terms of the 3 different types of self-directed learning asked about by NALS:

- 31% did on the job training
- 47% took part in professional development activities, and
- 32% undertook other types of self-directed learning.

These are almost identical to the equivalent figures for England and Wales (29%, 46% and 31% respectively).

6.5 Table 6.1 looks at types of self-directed learning by socio-economic group. Key differences to emerge are:

- Respondents in managerial and professional positions were more than twice as likely to have participated in *professional development* as those in lower supervisory and technical occupations (73% compared with 33%) and more than four times as likely as those in semi-routine and routine jobs (17%).

- Those in managerial and professional occupations were also twice as likely as semi-routine and routine workers to have undertaken *'other' forms of self-directed learning* (45%, 21%).

- The picture was slightly different for *on the job training*, with managerial and professional workers as likely to have taken part as intermediate workers (38%, 40%).

- Further, although managers and professionals are still more likely than those in routine and semi-routine occupations to have done *on-the-job training* (38%, 25%), the difference between these two groups is not quite as stark as for other types of self-directed learning.

- Small employers and own account workers (i.e. the self-employed) were less likely to have taken part in *on-the-job training* than those in any other occupational group (6%), but over half (52%) of this group had undertaken *professional development* and over a quarter (26%) had participated in *other forms of self-directed learning*.

Table 6.1 Percentage of NS-SEC groups reporting different types of self-directed learning in the past three years

	Managerial and professional occupations	Intermediate	Small emp's & own account workers	Lower superv. & technical	Semi-routine and routine
	%	%	%	%	%
On the job training	38	40	6	27	25
Professional development	73	44	52	33	17
Other self-directed learning	45	27	26	28	21
Weighted base	*326*	*93*	*62*	*120*	*228*
Unweighted base	*318*	*95*	*71*	*111*	*226*

Base: all respondents aged 16-69 who were employed or self-employed or had been employed or self-employed in the past

6.6 Participation in self-directed learning is also linked to size of workplace – the larger the organisation they work for, the more likely respondents are to have participated in all types of self-directed learning (Table 6.2):

- Around a third of those in organisations with 25 or more employees reported *on the job training* (36% and 38%) compared with 26% of those in organisations with less than 25 employees.

- *Professional development* was mentioned by approximately two thirds of those employed by large organisations (65% of those with 500 or more employers) compared with 45% of those in medium size organisations (25-499 employees) and 38% of those in small organisations (under 25 employees).

- *Other self directed learning* was mentioned by half (49%) of those employed by large organisations compared with 28% in medium and 30% in small organisations.

Table 6.2 Percentage of employees in different sized organisations reporting different types of self-directed learning in the past three years

	Less than 25 employees	25-499 employees	500 + employees
	%	%	%
On the job training	26	36	38
Professional development	38	45	65
Other self-directed learning	30	28	49
Weighted base	*254*	*348*	*149*
Unweighted base	*242*	*340*	*148*

Base: all respondents aged 16-69 who were in paid employment or had been in paid employment in the past

Professional development

6.7 Respondents who had done learning to keep up to date with developments at work were more likely to have studied business and administration than any other subject (28%), followed by engineering (17%) and computer use (13%).

Table 6.3 Subject of self-directed learning to keep up to date with work developments*

	Scotland	England and Wales
	%	%
Business & administrative studies	28	29
Engineering	17	10
Computer use (incl. Internet)	13	9
Mathematical & computer sciences	11	12
Social studies	9	9
Education & teacher training	8	11
Law	7	7
Architecture, building & planning	5	9
Creative arts & design	5	6
Medicine & dentistry	6	6
Other subjects allied to medicine	6	5
Weighted base	*394*	*1738*
Unweighted base	*380*	*1469*

Base: all respondents aged 16-69 who reported self directed learning to keep up to date with work developments in the past three years

*Percentage may sum to more than 100 because respondents could choose more than one reply

Note: Only those subjects mentioned by 5% or more respondents are included in the table.

Main features of self-directed learning

6.8 As mentioned earlier, detailed information about learning episodes was only collected for 'other' self-directed learning (i.e. self-directed learning that did not consist of professional development or on the job training). The remainder of the chapter focuses on 'other' self-directed learning, which will be referred to simply as 'self-directed learning'.

6.9 Table 6.4 shows subjects of 'other' self-directed learning undertaken by respondents in the previous 3 years. Respondents most commonly studied computer use (16%), followed by modern languages and literature (9%).

Table 6.4 Subject of self-directed learning

	Scotland	England and Wales
	%	%
Computer use (including Internet use)	16	16
Modern languages and literature	9	6
Other leisure or life skills subject	8	6
Music and drama	8	5
Other specifically work-related subject	6	8
Mathematical and Computer sciences	5	7
Gardening/ garden design	5	5
Weighted base	*268*	*1175*
Unweighted base	*257*	*1001*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years
Note: Only those subjects mentioned by 5% or more respondents are included in the table.

6.10 Respondents who undertook self-directed learning most commonly learned from printed materials, such as books and magazines (73%) and computers (70%). Learning from friends, family and colleagues (43%) and watching TV, videos or DVDs or radio (39%) were also common (Table 6.5).

Table 6.5 Mode of self-directed learning*

	Scotland	England and Wales
	%	%
From printed materials e.g. books, magazines	73	76
Using computers	70	61
From friend, family or colleague	43	49
Watching TV, videos or DVDs or radio	39	42
Visiting learning centres e.g. libraries	18	19
Guided tours of museums, historical or naturals sights	8	9
Using CDs	2	1
Other	5	6
Weighted base	*269*	*999*
Unweighted base	*257*	*1172*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years
*Percentage may sum to more than 100 because respondents could choose more than one reply

6.11 Due to the nature of self-directed learning, a quantity measure can only be approximate, so respondents were asked if the learning episode involved more or less than 10 hours. The vast majority of respondents reported spending a total of at least ten hours studying their subject (84%).

Use of ICT for self-directed learning

6.12 As with taught learning, the survey examined the use of ICT for self-directed learning: three quarters (75%) of respondents who reported self-directed learning indicated that they had used ICT (compared with 60% for taught learning). A somewhat higher proportion of self-directed learners in Scotland (75%) compared with England and Wales (64%) reported using ICT for that learning.

6.13 'Doing research' for self-directed learning was the most common use of ICT (56%), followed by learning about IT (25%), learning about using the Internet (22%) and exchanging emails (20%) (Table 6.6).

Table 6.6 Use of ICT for self-directed learning*

	Scotland	England and Wales
	%	%
To do research for learning episode	56	46
Learning about IT skills	25	21
Learning about using the Internet	22	18
Exchanged emails	20	18
Used word-processor / spreadsheet	17	20
Learning using on line facilities/ CD rom	12	8
ICT used in other way	3	1
Not used ICT for learning	25	36
Weighted base	*270*	*1177*
Unweighted base	*258*	*1003*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years

*Percentages sum to more than 100 because respondents could choose more than one reply

6.14 The majority of respondents had used both a computer and the Internet for self-directed learning (77%), while 1 in 10 had used only a computer and 13% only the Internet (Table 6.7)[25].

[25] As with the question on use of ICT for taught learning, respondents were given the option of choosing "computer only", "internet only" or "both" from a showcard. Although the internet is most commonly accessed through computers there are other methods of access (e.g. via mobile phones or digital TVs). Again, it is also possible that those who used computers solely to access the internet for their learning classed this as "internet only".

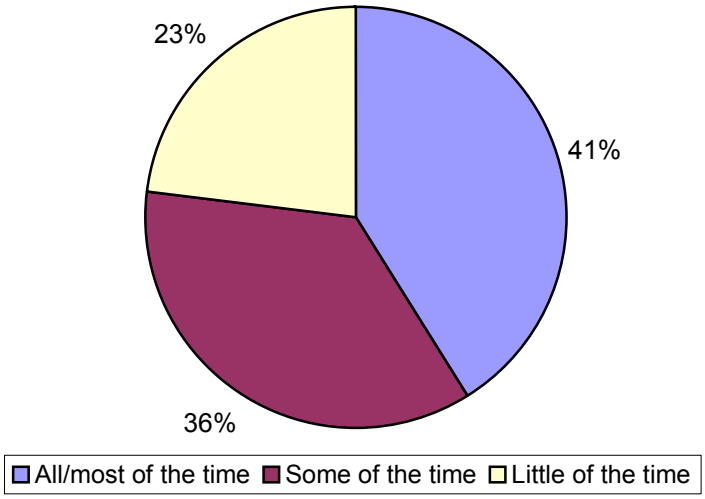
Table 6.7 Use of computer and/or Internet for self-directed learning

	Scotland	England and Wales
	%	%
Computer only	9	10
Internet only	13	9
Both computer and the Internet	77	80
Weighted base	*270*	*756*
Unweighted base	*258*	*625*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years and used ICT for this learning

6.15 Around two fifths (41%) of those who had used ICT for self-directed learning said they had used ICT for all or most of the time they spent learning, while 36% used it some of the time and 23% a little of the time (Figure 6.1).

Figure 6.1 Time spent using ICT for self-directed learning



Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years and used ICT for this learning

Job-related motivations for self-directed learning

6.16 Respondents' current work does not appear to be a major motivator for starting self-directed learning other than on-the-job-training or professional development – one third (36%) of those who were in paid employment in the past three years said the learning they were doing was related to their job when they started studying, while 64% said it was not (Table 6.8).

Table 6.8 Whether subject of learning was related to the job they were doing at the time when they started studying

	Scotland	England and Wales
	%	%
Yes	36	38
No	64	62
Weighted base	*225*	*992*
Unweighted base	*209*	*815*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years and had been in paid employment in the past three years (or since they left continuous full time education).

6.17 Fifteen per cent of those who indicated their study was unrelated to the job they were doing at the time, or who had not been in paid employment in the last 3 years, said they had undertaken self-directed learning to help with a *future* job, while 7% said it might help them with future employment (Table 6.9).

Table 6.9 Whether they started teaching themselves because they thought it would help with a job they were thinking of doing in the future

	Scotland	England and Wales
	%	%
Yes	15	18
Maybe	7	6
No	78	76
Weighted base	*189*	*801*
Unweighted base	*180*	*706*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years which was not related to their job at the time or they had not been in paid employment in the past three years (or since they left continuous full time education).

6.18 1 in 10 of all self-directed learners said they thought the learning would help with voluntary work they were doing or thinking of doing in the future (Table 6.10).

Table 6.10 Whether they thought it would help with voluntary work they were doing/thinking of doing

	Scotland	England and Wales
	%	%
Yes	9	9
Maybe	1	2
No	89	89
Weighted base	*270*	*1177*
Unweighted base	*258*	*1003*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years

Outcomes of self-directed learning

Employment-related outcomes

6.19 Among those whose self-directed learning was linked to current or future employment:

- around half felt it had helped them develop new job-related skills or improved their performance at work (49% and 47% respectively), and
- two fifths (40%) reported increased job satisfaction.

6.20 However, although many respondents could identify job-related benefits from self-directed learning, they were somewhat less likely than those who had undertaken taught learning to do so – for example, 63% of those who had undertaken taught learning felt it helped them develop job-related skills, compared with 49% of self-directed learners. Self-directed learners in Scotland were less likely than those in England and Wales to feel that the learning had led to a pay rise (4%, 15%).

Table 6.11 Employment benefits of self-directed learning*

	Scotland	England and Wales
	%	%
Developed new job skills	49	51
Able to do job better	47	49
Got more job satisfaction	40	36
Set up my own/family business	7	7
Pay rise in existing job	4	15
Changed type of work	1	9
Got a new job	2	7
Got a promotion	3	7
Stayed in my job	2	4
Helped with disability	3	3
None of the above	31	27
Weighted base	*122*	*569*
Unweighted base	*113*	*460*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years, whose learning was connected to current or future paid employment
*Percentages sum to more than 100 because respondents could choose more than one reply

Wider benefits of self-directed learning

6.21 In terms of the wider benefits of self-directed learning, the overall picture is very positive with almost all respondents mentioning at least one of the benefits listed (99%).

- Improvement of knowledge and skills and finding the learning interesting and enjoyable were mentioned by the majority of respondents (74%, 74% and 69% respectively – Table 6.12).

- Benefits associated with personal development were also frequently mentioned: 41% found it provided something useful to do with their spare time, 32% had been encouraged by the experience to do more learning, 29% said the learning had boosted their confidence and 21% met new people as a result of the learning.

Table 6.12 Wider benefits of self-directed learning*

	%
Improved knowledge about subject	74
Found learning interesting	74
Enjoyed it	69
Learned new skills	70
Did something useful with spare time	41
Encouraged more learning	32
Boosted confidence	29
Met new people	21
Increased self-esteem	18
Kept body active	18
Able to help child with school work	8
Helped with health disability	5
Encouraged voluntary or community activity	9
None of the above	1
Weighted base	*270*
Unweighted base	*258*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years
*Percentages sum to more than 100 because respondents could choose more than one reply

6.22 Exploration of the wider benefits of self-directed learning by respondents' highest qualification did not show any clear patterns (Table 6.13). However, respondents with lower-level qualifications/ no qualifications were more likely to mention being able to do something useful with their spare time as a benefit (55% of those with level 1 or no qualifications, compared with 35% of those with level 4 or 5 qualifications). This group were also slightly more likely to mention keeping their body active as a benefit (32% compared with 12% of those qualified at level 4 or above).

Table 6.13 Wider benefits of self-directed learning by current qualification*

	SVQ Level 4-5	SVQ Level 2-3	SVQ Level 1/No qual's
	%	%	%
Improved my knowledge/skills in the subject	71	85	[67]
Was Interesting	70	82	[73]
Was enjoyable	64	73	[80]
Taught me new skills	71	70	[70]
Helped me to do something useful with my spare time	35	46	[55]
Encouraged me do more learning	29	36	[34]
Boosted my confidence	30	26	[29]
Increased my self-esteem	20	19	[9]
Meant I made new friends/met new people	20	16	[32]
Helped me to keep my body active	12	20	[32]
Enabled me to help my child(ren) with their school work	7	11	[5]
Helped me with my health problems/disability	3	8	[7]
Encouraged me to take part in voluntary or community activities	9	10	[7]
None of the above	0	2	[2]
Weighted base	*142*	*85*	*42*
Unweighted base	*141*	*78*	*38*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past three years
*Percentages sum to more than 100 because respondents could choose more than one reply

Conclusion

6.23 Participation in self-directed learning is strongly patterned by socio-economic group and the size of the organisation in which people work – for example, people in managerial occupations were more likely than those in lower supervisory, technical, routine or semi-routine occupations to undertake professional development and other self-directed learning, while those in large organisations were more likely than those in small organisations to participate in on-the-job training, professional development and other types of self-directed learning.

6.24 Participants in self-directed learning (excluding professional development and on the job training) were most likely to have studied computer use and were most likely to have learned from printed materials or computers.

6.25 The vast majority of self-directed learners spent over ten hours in total learning about their chosen subject and most participants had used ICT for their self-directed learning. The vast majority of respondents who participated in self-directed learning said they benefited from it in some way, either in terms of work-related outcomes, such as improving their ability to do their job or increasing their job-satisfaction, or in terms of wider outcomes, such as improved knowledge, enjoyment and improved confidence or self-esteem.

CHAPTER SEVEN USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

7.1 This chapter explores the use of Information and Communication Technology (ICT) and access to ICT among adults. The focus here is on the use of ICT in general, rather than ICT specifically for learning, which is covered in previous chapters. The chapter begins by considering how widespread and frequent the use of ICT is and whether respondents have access to computing and Internet facilities at home. The demographic profile of ICT users is then explored with reference to factors such as age, educational attainment, occupation, household income and local deprivation. In common with the England and Wales report, the results in this chapter cover all NALS respondents, including those aged 70 and older.

ICT use

7.2 The survey asked a series of questions in order to establish, first, whether respondents had ever used either a computer or the Internet and second, whether they were currently computer or Internet users[26]. The use of computers and Internet was very common with 77% of respondents saying they had used either a computer or the Internet at some point in their life. Further:

- 70% were current computer users
- 67% were current Internet users, and
- Around two-thirds (65%) currently used both computers and the Internet.

Results in Scotland were almost identical to those for England and Wales.

Table 7.1 Use of computers and the Internet

	Scotland	England / Wales
	%	%
Used computer/Internet	77	77
Never used computer/Internet	23	23
Current computer user*	69	70
Current Internet user*	67	66
Current computer and Internet user	65	65
Current computer user but not Internet	4	5
Current Internet user but not computer	1	2
Not current computer/Internet user	29	28
Weighted base	*992*	*4543*
Unweighted base	*992*	*3989*

Base: all respondents
*These two categories are not mutually exclusive.

[26] Those who had only used a computer to play games were not considered computer users, while Email users were classified as Internet users.

7.3 Respondents who indicated that they had used a computer or the Internet at some point were asked how often they used each of these. Over half (57%) used a computer almost every day and just under half (46%) used the Internet every day. Again findings in Scotland show little variation from those for England and Wales.

Table 7.2 Frequency of computer and Internet use

	Scotland		England / Wales	
	Computer	**Internet**	**Computer**	**Internet**
	%	%	%	%
5 or more days a week	57	46	55	48
3-4 days a week	11	16	11	14
1-2 days a week	13	15	11	15
Few times a month, but not every week	6	11	7	10
Less often	3	6	5	7
Not current user	10	7	10	7
Weighted base	*767*	*711*	*3543*	*3242*
Unweighted base	*743*	*685*	*3026*	*2742*

Base: all respondents who had ever used a computer for the computer column, all respondents who had ever used the Internet for the Internet column

7.4 In addition to high usage of computers and the Internet the majority of respondents had access to both these resources at home, (71% had a computer at home and 65% had access to the Internet at home).

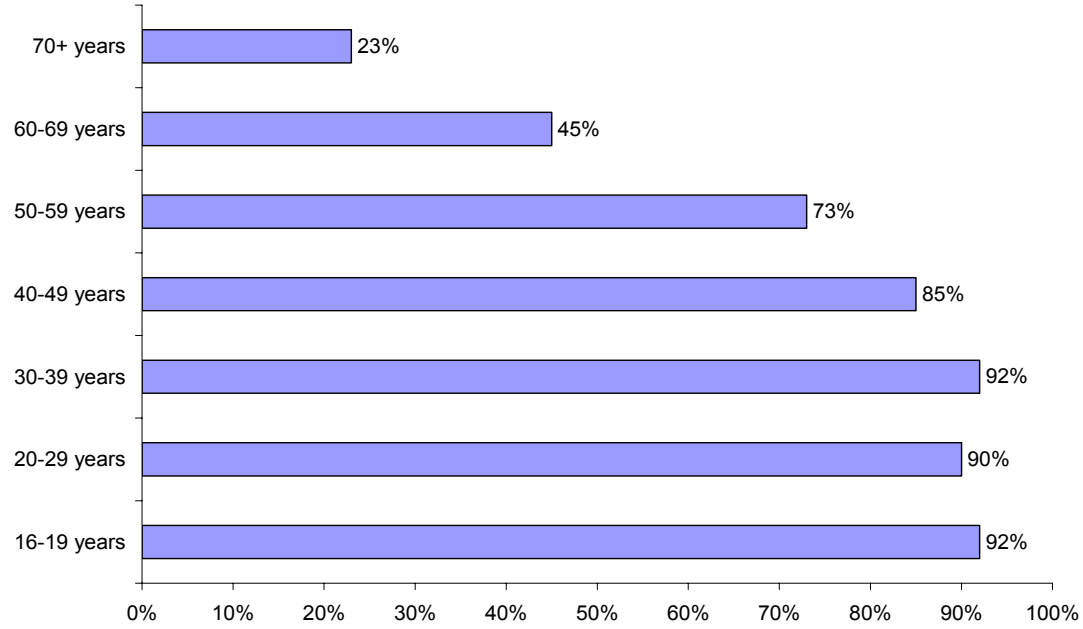
Profile of ICT users[27] and non-users

Age and gender

7.5 Figure 7.1 shows a clear relationship between current ICT use and age, with those under 50 far more likely to be ICT users than those aged 50 and over. There is a particularly sharp decline in ICT use from aged 60 (from 73% of 50-59 year-olds to just 45% of 60-69 year-olds). In addition, a greater proportion of men were ICT users than women (76% compared with 66%).

[27] ICT users are those who reported using a computer or the Internet at the time of the survey.

Figure 7.1 Percentage of respondents in different age groups classified as current ICT users

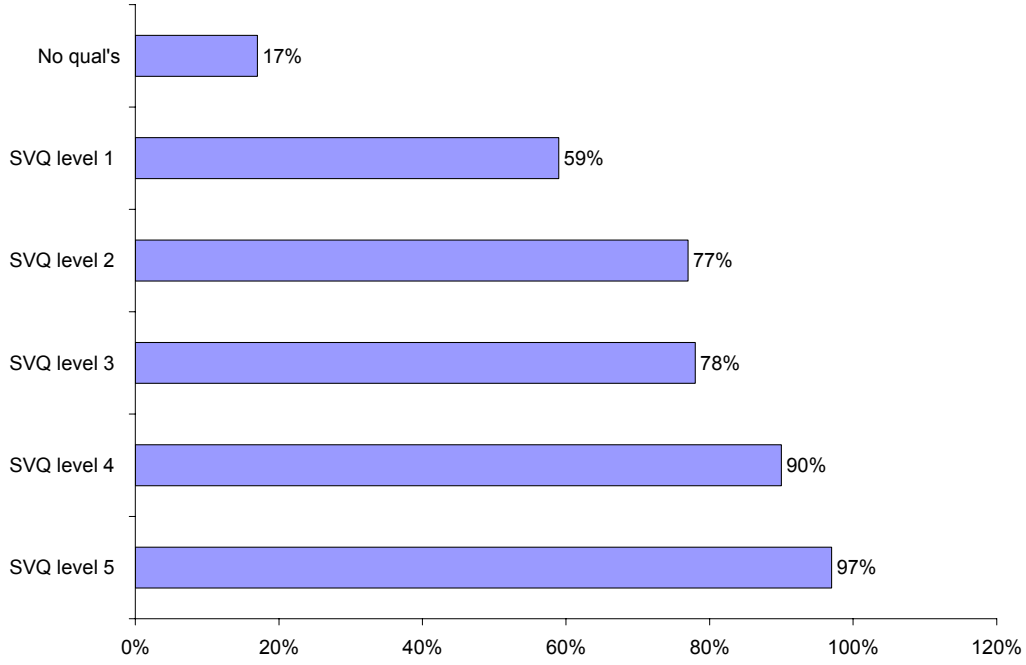


Base: all respondents

Educational background and adult learning

7.6 There was a clear link between qualification level and ICT use – 97% of those qualified to NVQ Level 5 were current ICT users, compared with 59% of those qualified to Level 1 and 17% of those with no qualifications (Figure 7.2).

Figure 7.2 Percentage of respondents with different current qualification levels classified as current ICT users

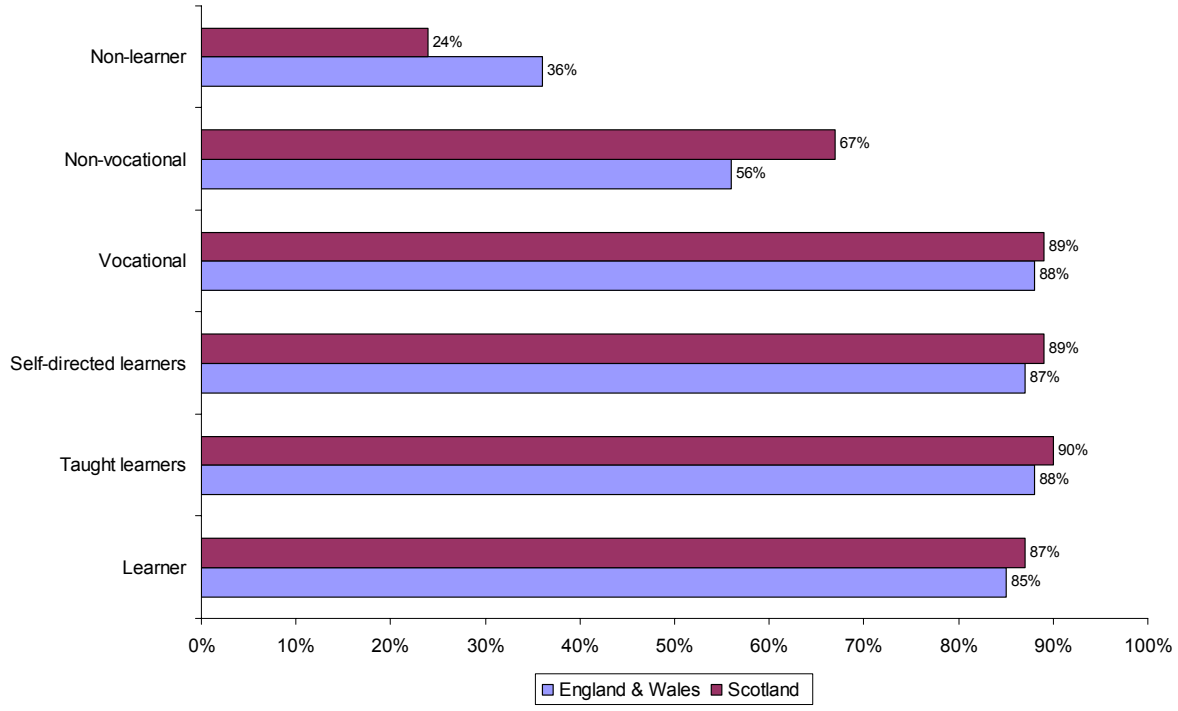


Base: all respondents

7.7 Results also suggest a clear relationship between ICT use and participation in learning (Figure 7.3):

- 87% of learners were classified as current ICT users, compared with 24% of non-learners.
- Looking at this relationship from the opposite perspective, 92% of current ICT users were learners, compared with just 35% of non-ICT users.
- Vocational learners were considerably more likely to be current ICT users than non-vocational learners (89%, 67%) – though the gap between the two was slightly wider in England and Wales (32 percentage points) compared with Scotland (22 points).

Figure 7.3 Proportion of different learners classified as current ICT user

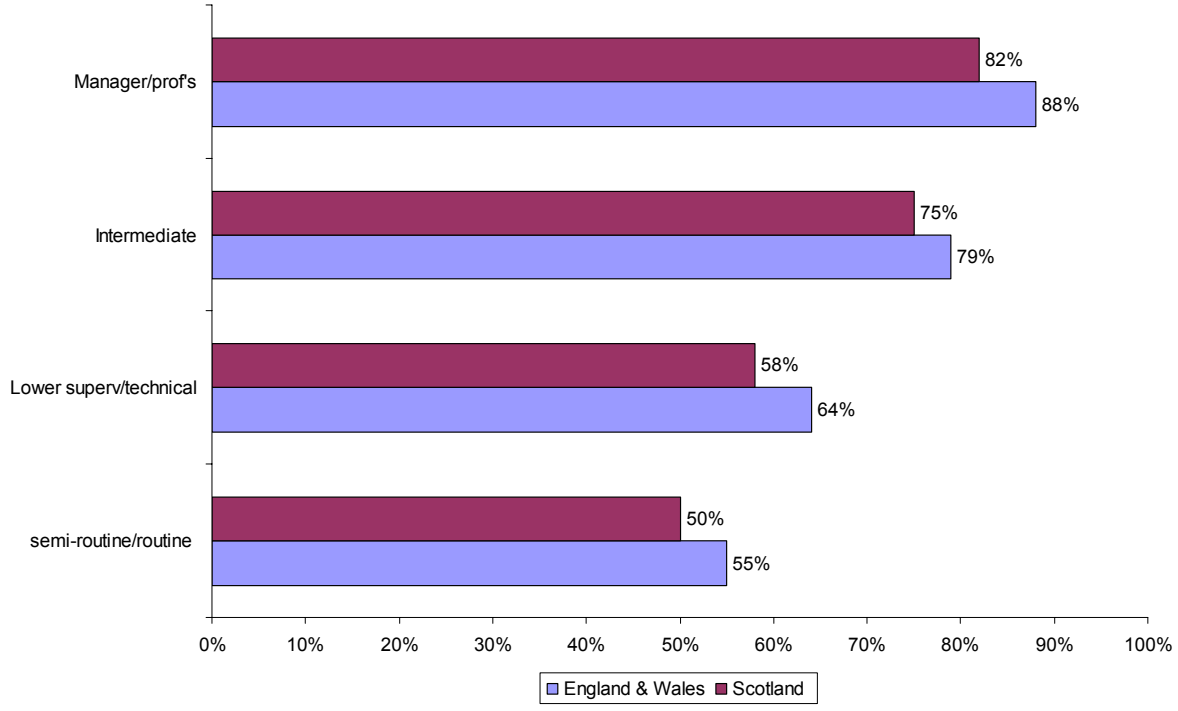


Base: all respondents who were in employment or had been in employment in the past. Those in the 'other'/unclassified SEG category were not included.

Employment and financial circumstances

7.8 The use of ICT was also linked to socio-economic group, with professionals and managers most likely to be ICT users (82%), and those in semi routine/routine occupations least likely (50%). (Figure 7.4)

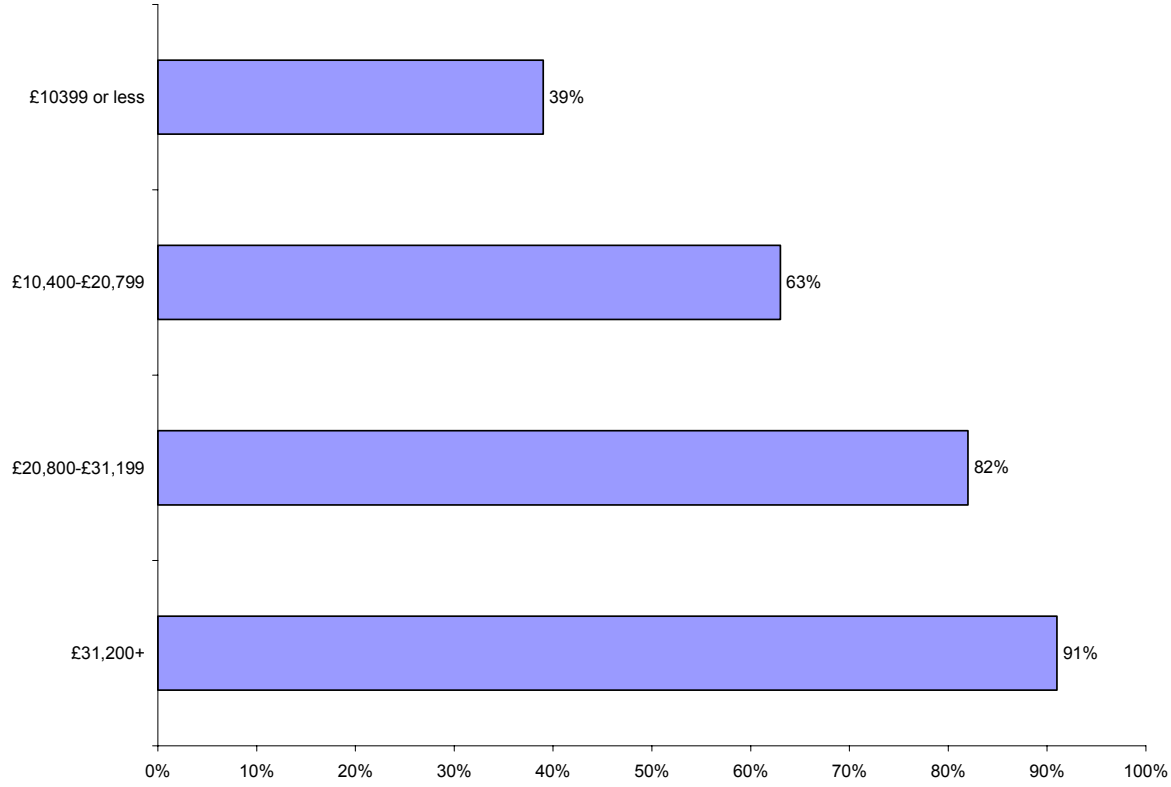
Figure 7.4 Percentage of respondents in different NS-SEC groups classified as current ICT users-



Base: all respondents who were in employment or had been in employment in the past..
Note: Respondents in NS-SEC group small employers/own account workers have been removed due to small bases.

7.9 Those in the highest income groups are more likely to be ICT users – 91% of those in the highest group were ICT users, compared with 39% of those in the lowest income group (Figure 7.5).

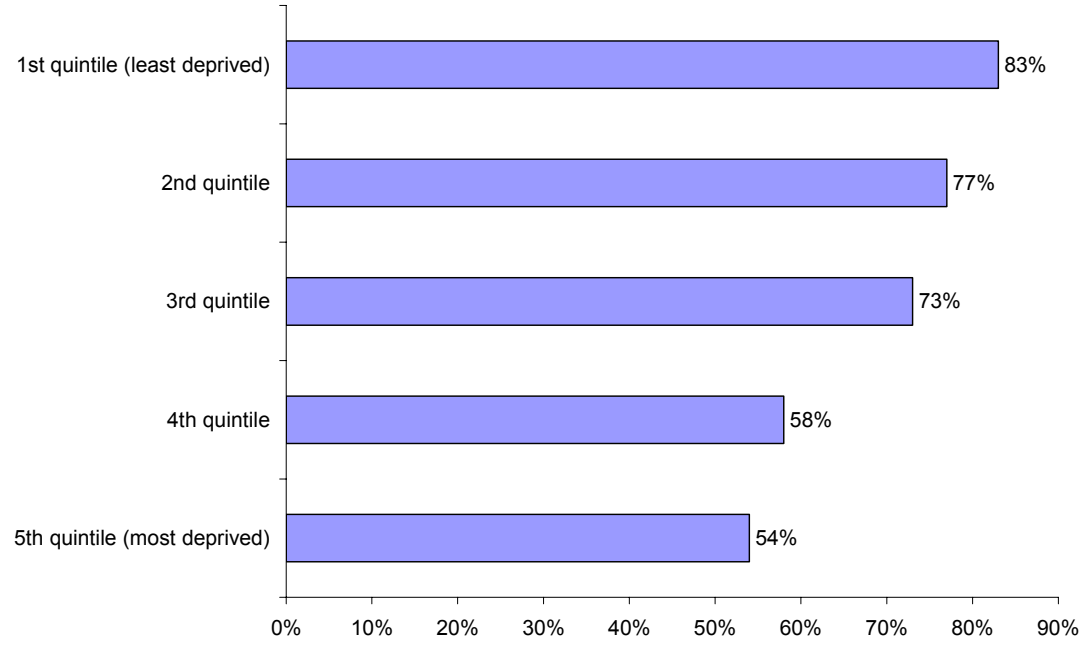
Figure 7.5 Percentage of respondents in different household income groups classified as current ICT users



Base: all respondents

7.10 Similarly, a close association between local deprivation (as measured using the Scottish Index of Multiple Deprivation) and ICT use was evident – 54% of those in the most deprived areas (5th quintile) were current ICT users compared with 83% of those in the least deprived areas (1st quintile).

Figure 7.6 Percentage of respondents in multiple deprivation quintiles classified as current ICT



Base: all respondents

Conclusion

7.11 The results show high levels of regular ICT use among respondents. The link between educational attainment and ICT use, found over several waves of NALS in England and Wales, was also present in Scotland, with respondents with lower qualifications less likely to use ICT. Furthermore, many of the characteristics associated with participation in learning are also associated with ICT use. Those in routine or semi-routine occupations, those from deprived areas, those in low income households and older respondents were all less likely to use ICT than other adults.

7.12 However, it is perhaps worth noting that in England and Wales, the greatest increase in ICT use since 2001 has been among groups with previously lower levels of useage (e.g. those from deprived areas, those in low income households, those in routine and semi-routine occupations). Only further years of data for Scotland will allow us to determine whether or not a similar pattern of increasing ICT use among more 'disadvantaged' groups is occurring here.

CHAPTER EIGHT INFORMATION, ADVICE AND GUIDANCE

8.1 This chapter focuses on respondents' access to information, advice and guidance[28] (IAG) regarding learning. It explores receipt of IAG amongst different types of learners and people with different qualification levels and considers the availability of IAG and the different sources of IAG used. Finally the chapter considers respondents' views on the likelihood of their seeking information, advice and guidance about learning in the future and which organisations they would approach for this purpose. Figures reported in this chapter only include respondents aged 16-69, unless otherwise stated.

Receipt of information, advice and guidance

8.2 All respondents were asked whether they had received any IAG about learning in the past 12 months and, if so, from which sources. As Table 8.1 shows:

- Learners were more than twice as likely as non-learners to have received IAG about learning in the last 12 months (72% of all learners as opposed to 31% of all non-learners)
- Those learners who had done only self-directed learning were *more* likely to have received IAG in the last year than those who had done only taught learning (63% and 51%)
- However, the group most likely to have received IAG was those who had done *both* taught and self-directed learning (81%).

Table 8.1 Whether received IAG about learning in the past 12 months, by learning status

	All learners	Both taught and self-directed learning	Taught learning only	Self-directed learning only	All non-learners
	%	%	%	%	%
IAG received	72	81	51	63	31
No IAG	28	19	49	37	69
Weighted base	*692*	*429*	*130*	*133*	*148*
Unweighted base	*657*	*402*	*119*	*136*	*177*

Base: all respondents aged 16-69, not in continuous full-time education

8.3 As shown in Table 8.2, there is a broadly linear association between level of qualification and the likelihood that respondents had received IAG, with those respondents qualified to a higher level more likely to have received IAG than those with lower level or no qualifications.

[28] Questions generally referred to "information, advice and guidance", with no attempt to separate the three.

- Those with SVQ level 5 qualifications (who are also more likely to be learners) were the most likely to have received IAG (92%) whilst those with no qualifications were least likely (24%).

Table 8.2 Whether received IAG about learning in the last 12 months by level of highest qualification held

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No qual'ns	Total
	%	%	%	%	%	%	%
IAG received	92	78	62	68	57	24	65
Weighted base	*51*	*258*	*154*	*114*	*189*	*72*	*842*
Unweighted base	*52*	*249*	*148*	*106*	*194*	*82*	*834*

Base: all respondents aged 16-69, not in continuous full-time education.
Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

8.4 Respondents who had received information, advice or guidance over the past year (n = 539) were asked how many sources of IAG they had used over this period. Learners were more likely than non-learners to have used more than one source of IAG (Table 8.3). A third of learners used only one source, while two-thirds used more than one source. Amongst non-learners, almost exactly the reverse pattern was found – two-thirds used only one source of IAG and a third used more than one.

Table 8.3 Number of IAG sources used by learning status

	All learners	Both taught and self-directed learning	Taught learning only	Self learning only	All non-learners
	%	%	%	%	%
One	33	29	45	38	65
Two	29	28	32	34	28
Three	17	18	11	16	2
Four or more	21	25	12	12	4
Weighted base	*499*	*349*	*66*	*85*	*46*
Unweighted base	*480*	*327*	*68*	*85*	*59*

Base: all respondents aged 16-69 not in continuous full-time education who had used any IAG source

8.5 Those learners who had done *both* taught and self-directed learning were more likely than those who had done only one type of learning to have used a larger number of sources of IAG – 43% had used three or more sources of IAG, compared with 23% of those who had done only taught learning and 28% of those who had done self-directed learning only.

8.6 This suggests that those who are most actively engaged in different types of learning tend to access more information about learning opportunities than those involved in only one type of learning (perhaps reflecting a tendency to use different providers or information sources for different types of learning). Those involved in any type of learning access a wider range of information about learning opportunities than those not involved in learning.

Sources of information, advice and guidance

8.7 Table 8.4 shows the specific sources of IAG used by different learning sub-groups.

- The most common source identified by *learners* was their employer (mentioned by 3 in 10). Family and friends (26%), educational institutions (23%) and the media (20%) were other common sources of IAG for learners.
- For *non-learners*, the most commonly mentioned source of IAG was leaflets through the letterbox (17%) followed by an educational institution (7%) and the media (5%). Non-learners were much less likely than learners to have received IAG from *formal* sources (2% of non-learners compared with 30% of learners had received IAG from an employer) as well as *informal* (2% of non-learners had received IAG from family, friends or colleagues, compared with 26% of learners).
- Those learners who had done *both* taught and self-directed learning were more likely than those who had done only one type of learning to have used many of the sources of information listed – for example, 41% of those who had done both taught and self-directed learning had received IAG from an employer, compared with 8% of those who did taught learning and 15% of those who did self-directed learning only.

Table 8.4 Sources of IAG about learning received in the last 12 months by learning status*

	All learners	Both taught and self-directed learning	Taught learning only	Self – directed learning only	All Non-learners
	%	%	%	%	%
My employer	30	41	8	15	2
Friends/family/work colleagues	26	33	10	20	2
Educational institution	23	26	19	16	7
Media/Yellow Pages	20	22	13	19	5
Leaflets through letterbox	18	19	14	17	17
Other website or Internet	14	18	5	9	*
Public library or learning resource centre	12	13	10	9	1
Community, voluntary or religious organisation	5	5	3	6	1
Scottish Executive website	4	5	1	2	-
Learndirect Scotland (website)	4	4	3	5	-
Learndirect Scotland learning centre	3	3	3	4	1
Trade union	3	3	2	4	2
Learndirect Scotland (telephone helpline)	3	4	2	*	1
Other specific answer not in codeframe	3	3	2	2	1
Professional body	3	3	2	1	-
New Deal/JSA adviser/Jobcentre/Jobclub	2	2	2	2	3
Business link/ IAG partnership/ Careers service	2	2	1	1	-
Learndirect Scotland cold calling	-	-	-	-	-
Private company	-	-	-	-	-
Weighted base	*693*	*429*	*130*	*134*	*148*
Unweighted base	*657*	*402*	*119*	*136*	*177*

Base: all respondents aged 16-69, not in continuous full-time education

*Percentages sum to more than 100 because respondents could mention more than one category

8.8 Table 8.5 shows that, just as those with higher qualifications were more likely than those with lower-level or no qualifications to have accessed IAG at all (Table 8.2), they were also more likely to have used almost all the listed sources of IAG. For example 44% of those in SVQ level 5 had received IAG from an educational institution, compared with 26% of those qualified to level 4 and 10% of those at level 1.

8.9 Those with no qualifications at all were least likely to have used most of the sources of IAG (reflecting their much lower likelihood of using IAG per se). The only source of IAG more commonly used by those with no qualifications than by other groups was New Deal advisers or Jobcentres (mentioned by 6% of those with no qualifications, compared with 2% of those at level 3).

Table 8.5 Sources of IAG about learning used in the last 12 months by highest qualification held*

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
School, college, university, adult education or evening institute	44	26	24	17	10	2	20
My employer	41	37	19	24	17	2	25
Friends, relatives or work colleagues	33	35	16	20	16	1	22
Leaflets through letterbox	27	16	17	23	18	10	18
TV, radio, newspapers, magazine, Yellow Pages	24	20	21	13	16	5	17
Other website or Internet	24	19	9	10	6	1	12
Public library or learning resource centre	15	16	10	4	7	2	10
Scottish Executive website	15	6	1	1	1	-	3
Learndirect Scotland (website)	8	5	3	0	2	2	3
Community, voluntary or religious organisation	6	7	3	4	2	-	4
Professional body	5	1	3	1	3	-	2
Trade union	5	3	4	3	2	2	3
Business link/ IAG partnership/ Careers service	4	2	4	-	*	-	2
Learndirect Scotland (telephone helpline)	2	2	5	2	2	4	3
New Deal or JSA adviser/ Jobcentre/ Jobclub	-	*	2	4	4	6	2
Learndirect Scotland learning centre	-	3	3	6	3	-	3
Learndirect Scotland cold calling	-	-	-	-	-	-	-
Private company	-	-	-	-	-	-	-
Other	4	2	4	0	3	1	2
Weighted base	*51*	*258*	*155*	*115*	*187*	*68*	*841*
Unweighted base	*52*	*249*	*148*	*106*	*192*	*79*	*834*

Base: all respondents aged 16-69, not in continuous full-time education who had done some learning in the past 3 years

*Percentages sum to more than 100 because respondents could mention more than one category

Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

Availability of information, advice and guidance

8.10 As well as being asked whether they had received IAG, respondents were asked whether they had actively *looked for* information, advice or guidance about learning at any point during the last three years. Those who looked for IAG can be further divided into those who did so successfully (i.e. they found the IAG they wanted) and those who were unable to find the IAG they were looking for.

- Just under half of all respondents had *not* sought any IAG about learning over the past three years (Table 8.6)
- 40% percent had looked for IAG and found it

- Around one in ten had not been able to find the IAG they wanted.

Table 8.6 Search for IAG, by learning status

	Both taught and self-directed learners	Taught learners only	Self – directed learners only	All non-learners	Total
	%	%	%	%	%
Didn't look for IAG	36	56	55	76	49
Looked for and found IAG	51	30	37	18	40
Looked for but unable to find IAG	12	14	7	5	11
Weighted base	*428*	*130*	*134*	*148*	*840*
Unweighted base	*401*	*119*	*136*	*177*	*833*

Base: all respondents aged 16-69, not in continuous full-time education

8.11 Key variations by learning status include:

- Non-learners were the least likely to have actively looked for IAG (76% did not look for IAG, compared to 36% of those who had done both taught and self-directed learning).
- Those who had undertaken both taught and self-directed learning were more likely to have looked for IAG in the past three years than those who had done only taught or only self-directed learning (63% compared to 44% for each of the 'single-learning type' groups).

8.12 Among the respondents who had looked for IAG, most (79%) were able to find it. Although non-learners were less likely than learners to have looked for IAG, when they did look for it they were no less likely to have found it.

8.13 In general, those with higher levels of qualifications were more likely than those with lower-level or no qualifications to have sought information, advice and guidance on learning in the past three years (Table 8.7) – 72% of those respondents with SVQ level 5 qualifications actively sought IAG, compared with 36% of those with SVQ level 1 and just 16% of those with no qualifications.

Table 8.7 Search for IAG in the past 3 years, by current qualification group

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
Didn't look for IAG	28	35	47	47	65	85	50
Looked for and found IAG	56	51	45	44	27	13	40
Looked but unable to find	16	14	8	9	9	3	10
Weighted base	*50*	*257*	*155*	*114*	*188*	*72*	*841*
Unweighted base	*52*	*248*	*148*	*106*	*194*	*82*	*833*

Base: all respondents aged 16-69 not in continuous full-time education

Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

8.14 However, again when only those who actually looked for IAG are considered, there is little variation by SVQ level in the proportion who looked for and found IAG (76% of those with level 1 qualifications who looked for IAG found it, compared with 78% of those at level 5).

8.15 Those respondents who said they had looked for, but were unable to find IAG in the past three years (1 in 10 of all respondents aged 16-69), were asked about the type of IAG they had been looking for. The most commonly mentioned topic was IAG for particular jobs (50% of those who sought IAG but could not find it), followed by local course availability (40%) and local places for learning/training (32%), suggesting that occupation-specific IAG and more information on local learning would be well-received by this group.

Table 8.8 Types of IAG required but not found

	Respondents who had sought IAG but were unable to find it.
	%
Courses available for particular jobs	50
Courses available locally	40
Local places for learning/training	32
Where to get more guidance on learning	30
Different ways of learning	22
Learning suited to personal skills	20
How to pay for a course	16
An interview to discuss courses/training to help career	10
Facilities available while doing a course	5
Info on courses for particular subjects	1
Other	1
Weighted base	*88*
Unweighted base	*88*

Base: all respondents aged 16-69 not in continuous full-time education who sought IAG in the past 3 years but were unable to find it

*Percentages sum to more than 100 because respondents could mention more than one category

Likelihood of using IAG sources in the next year

8.16 Overall, most respondents (57%) stated they were likely or very likely to use IAG on learning in the next 12 months (Table 8.9). However, non-learners were considerably less likely than learners to say they would want IAG about learning in the future (55% said it was very unlikely they would use IAG, compared with only 10% of those doing both taught and self-directed learning). Those who were doing both taught and self-directed learning were more likely than those who were just doing one or the other to say they were likely to use IAG in the future.

Table 8.9 Likelihood of using IAG in next 12 months, by learning status

	Both taught and self-directed learning	Taught learning only	Self learning only	Non-learners	All
	%	%	%	%	%
Very likely	39	21	17	6	27
Likely	34	30	30	16	30
Unlikely	17	25	26	23	21
Very unlikely	10	24	27	55	23
Weighted base	*424*	*129*	*133*	*143*	*829*
Unweighted base	*398*	*119*	*136*	*173*	*826*

Base: all respondents aged 16-69, not in continuous full-time education

Note that 8 respondents did not answer the question about likelihood of using IAG in the future. As with all other tables, the percentages have been calculated from the responding base.

8.17 As shown in Table 8.10, those qualified to a higher level were generally more likely than those with lower levels of qualification to state they would use IAG on learning in the future. For example, 70% of those qualified to SVQ level 5 or equivalent said they were likely or very likely to use IAG in the future, compared with 61% of those qualified to SVQ level 3, 39% for those qualified to level 1 and 19% for those with no qualifications.

Table 8.10 Likelihood of using IAG in future by current qualification group

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
Very likely	41	39	28	25	15	7	27
Likely	29	32	33	39	24	12	30
Unlikely	27	16	16	18	30	22	21
Very unlikely	2	12	23	18	31	59	23
Weighted base	*51*	*257*	*155*	*114*	*185*	*68*	*834*
Unweighted base	*52*	*248*	*148*	*104*	*192*	*79*	*826*

Base: all respondents aged 16-69, not in continuous full-time education.

Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

8.18 Respondents who had indicated they were likely or very likely to use IAG sources on learning in the next year, were asked what types of IAG they would be interested in using.

- Half (50%) were interested in the types of courses available locally and local places where they can take part in learning (48% - Table 8.11).
- Forty-five per cent were interested in IAG on courses for specific jobs, again highlighting the importance of occupation-specific IAG for some groups of potential learners.
- 4 in 10 were interested in different ways of learning.

8.19 Those with lower-levels of qualification were somewhat more likely to want information about where to go for advice and guidance on learning – for example, 33% of those qualified to level 3 wanted this kind of information, compared with just 10% of those qualified to level 5. This reflects similar patterns found in the data for England and Wales and

for previous waves of NALS in England and Wales, and suggests that the most highly qualified respondents are those who already have the greatest access to or awareness of a range of IAG resources.

Table 8.11 Types of IAG respondents felt might be useful in the future, by current qualification group*

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	Total
	%	%	%	%	%	%
Types of courses available locally	[58]	55	36	49	55	50
Local places where can do learning/training	[52]	45	51	45	55	48
Courses available for particular occupations/jobs	[48]	51	50	44	26	45
Different ways of learning	[23]	44	52	38	36	41
The type of learning suited for my skills/aptitudes	[33]	36	41	25	19	32
Where to get more guidance on learning/training	[10]	17	33	28	27	24
Interview to discuss courses/training that might help career	[11]	20	25	21	23	21
How to pay for a course	[24]	20	20	19	26	21
Facilities available while doing course	[18]	13	9	13	17	13
Info on courses for particular subjects	[0]	0	0	0	2	0
Other	[0]	0	1	0	8	1
Weighted base	*35*	*176*	*92*	*72*	*72*	*461*
Unweighted base	*37*	*173*	*85*	*60*	*79*	*451*

Base: all respondents aged 16-69 not in continuous full time education who said they were 'likely' or 'very likely' to seek IAG in the next 12 months to find out about courses.

*Percentages sum to more than 100 because respondents could mention more than one category

Note: 8 learners did not answer the question about the types of IAG that might be useful in the future. As with all other tables, the percentages have been calculated from the responding base.

Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

Who would people use for IAG in the future?

8.20 Those who said they were likely to want IAG about learning in the future were most likely to say they would contact an educational institution for this IAG (62%).

- Forty-two percent overall would approach their employer, although this was much lower among those with who were only qualified to SVQ level 1 or equivalent (19%), possibly reflecting lower employment rates among this sub-section of the sample.
- A third overall would use a website other than the Scottish Executive or learndirect scotland websites to access IAG, while a quarter would use libraries or learning resource centres (Table 8.12).

8.21 In terms of learndirect scotland services:

- 17% overall said they would use the website for IAG, while 8% would use the telephone helpline.
- However, it is worth noting that 21% of those qualified to level 5 would use the website, but none would use the telephone helpline. In contrast, 20% of those qualified to level 1 would use the telephone helpline. This emphasises the importance of having different modes of accessing learndirect scotland to meet the preferences and needs of different groups of potential learners.

Table 8.12 Organisations respondents are most likely to contact for IAG in future, by current qualification group*

	SVQ level 5	SVQ level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	Total
	%	%	%	%	%	%
School, college, university, adult education or evening institute	[77]	68	55	62	47	62
Other website or Internet	[54]	41	27	33	20	34
My employer	[49]	50	47	39	19	42
Scottish Executive website	[23]	11	6	-	3	8
Public library or other learning resource centre	[22]	23	31	30	30	26
learndirect scotland (website)	[21]	16	23	11	17	17
Community, voluntary or religious organisation	[11]	12	10	6	17	11
Business link / IAG partnership/Careers Service/Careers Scotland	[6]	6	9	9	4	7
Trade union	[1]	1	7	4	8	4
New Deal or JSA adviser/Jobcentre/Jobclub	-	3	14	25	9	10
learndirect scotland (telephone helpline)	-	4	10	7	20	8
learndirect scotland learning centre	-	5	4	3	8	5
Weighted base	*36*	*183*	*93*	*73*	*73*	*470*
Unweighted base	*38*	*178*	*86*	*61*	*80*	*458*

Base: all respondents aged 16-69 not in continuous full time education who had said they were 'likely' or 'very likely' to seek IAG in the next 12 months to find out about courses.

*Percentages sum to more than 100 because respondents could mention more than one category

Note: respondents who had never been in continuous full-time education are included in the total column but not in the figures for any other columns.

Conclusion

8.22 Twice as many learners (72%) as non-learners (31%) had received some information, advice or guidance about learning in the past year. Overall, highly qualified respondents emerged as the group most likely to have sought advice and to have used more sources of IAG. They were also the group most likely to think they will seek advice in the future. Those who had done *both* taught and self-directed learning were also more active and successful than other groups of learners in seeking information, advice and guidance.

8.23 Findings suggest that respondents are keen to have access to more information on local learning opportunities and on occupation-specific learning opportunities. Educational

institutions are the organisations people are most likely to contact for IAG about learning in the future.

CHAPTER NINE AWARENESS OF LEARNING CAMPAIGNS AND OTHER INITIATIVES

9.1 This chapter explores awareness of a number of public campaigns and initiatives which aim to promote adult learning and access to resources for learning. These include learndirect scotland and 'Adult Learners Week'. Awareness and usage of such schemes are analysed in relation to different levels of qualifications and learning status and where relevant, compared to findings from England and Wales. We also explore willingness to use a dedicated savings account for learning, to which the government, employer and individual can all contribute (an extension of the 'Individual Learning Account' concept).

Learning campaigns

9.2 In both Scotland and in England and Wales the most well-known public campaign of those included in NALS is 'Adult Learner's Week' – 26% of respondents in Scotland had heard of this, compared with 19% of those in England and Wales. This difference also accounts for the smaller proportion of respondents in Scotland who were not aware of any of the learning campaigns listed (68%, compared with 74% in England and Wales)

Table 9.1 Awareness of learning campaigns Scotland and England/Wales 2005

	Scotland	England/Wales
	%	%
Adult Learners Week	26	19
Learning at Work Day	10	9
Family Learning Weekend	4	4
Not aware of any of the above	68	74
Weighted base	*841*	*3870*
Unweighted base	*834*	*3339*

Base: All respondents aged 16-69 not in continuous full-time education.

*Percentages sum to more than 100 since respondents could report awareness of more than one campaign.

9.3 Learners were more likely than non-learners to be aware of any of the listed campaigns (Table 9.2). They were particularly more likely than non-learners to be aware of 'Adult Learners Week' (28%, 20%).

Table 9.2 Awareness of learning campaigns by learning status

	Learners	Non-learners	Total
	%	%	%
Adult Learners Week	28	20	26
Learning at work day	11	8	10
Family Learning Weekend	4	3	4
Not aware of any of the above	66	76	68
Weighted base	*693*	*148*	*841*
Unweighted base	*657*	*177*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
*Percentages sum to more 100 since respondents could report awareness of more than one campaign.

9.4 Although there is not a particularly strong relationship between higher levels of qualifications and higher awareness of learning campaigns (Table 9.3), it is worth noting that those with no qualifications were more likely than other groups not to have heard of any of the campaigns NALS asked about (79%, compared with 69% of those qualified at level 1).

Table 9.3 Awareness of learning campaigns by current qualification group

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
Adult Learners Week	27	30	25	23	26	18	26
Learning at Work Day	10	13	11	9	7	7	10
Family Learning Weekend	6	5	1	2	4	5	4
Not aware of any of the above	69	61	69	72	69	79	68
Weighted base	*51*	*258*	*155*	*115*	*189*	*71*	*840*
Unweighted base	*52*	*249*	*148*	*106*	*194*	*82*	*833*

Base: All respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education.
*Percentages sum to more than 100 since respondents could report awareness of more than one campaign.

Savings account for learning

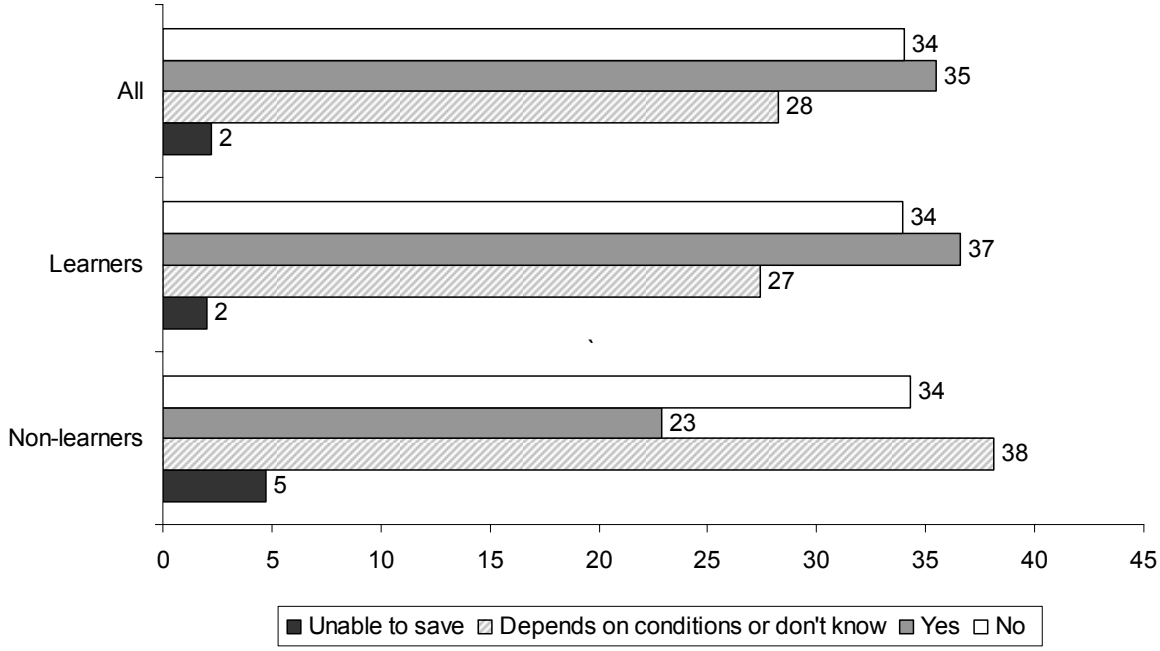
9.5 Respondents who said they were likely to do some type of learning in the next 2 or 3 years were asked whether they would be willing to save towards their future learning costs using a bank account developed by the government and with contributions from the government, their employer and themselves.

9.6 A very similar proportion of respondents in Scotland (35%) and in England and Wales (34%) said they would be willing to participate in such a scheme (Table 9.). However, in England and Wales there was little variance in attitude towards such saving accounts between learners and non-learners while in Scotland there were some differences:

- While learners and non-learners were equally likely to say they were **not** interested in saving towards learning in such an account, learners (37%) were far more likely than non-learners (23%) to say they **were** willing to do so.

- Non-learners, on the other hand were less sure of the idea and were more likely to state that participation in such a scheme depended on conditions, that they did not know (38% compared to 27% for learners) or that they were unable to save (5%).

Figure 9.1 Willingness to have a savings account for learning, by learning status



Base: All respondents aged 16-69 not in continuous full time education who are very or fairly likely to do learning in future.

9.7 Although there was again no clear linear pattern to responses by qualification level (**Error! Reference source not found.**), it is worth noting that a smaller proportion of the respondents in SVQ level 2 (23%) and SVQ level 1 (30%) say they would be willing to try such a scheme. A particularly high proportion (42%) of respondents qualified at SVQ level 2 or equivalent say it depends on conditions or that they don't know. If the Scottish Executive were to develop such a scheme, it may wish to further investigate the conditions that would persuade these groups to participate.

Table 9.4 Willingness to have a savings account for learning by current qualification group

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	All Scotland	All England /Wales
	%	%	%	%	%	%	%
Yes	[43]	40	42	23	30	35	34
No	[32]	34	32	31	38	34	42
It depends on the conditions or don t know	[23]	25	23	42	29	28	22
Unable to save money	[2]	1	2	4	3	2	2
Weighted base	*48*	*242*	*110*	*97*	*122*	*644*	*2955*
Unweighted base	*49*	*230*	*105*	*84*	*124*	*617*	*2503*

Base: All respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education and who said they were very or fairly likely to do learning in future.

learndirect scotland

9.8 learndirect scotland was established to support the Scottish Executive's Lifelong Learning Strategy by providing information and resources to help people find courses and giving advice on how to pay for learning. Their resources include a telephone helpline, a website with a searchable database of registered learning centres and a network of learndirect Scotland quality assured learning centres.

9.9 A majority of respondents in Scotland (82%) had heard of learndirect scotland[29]. This is a somewhat larger proportion than had heard of the separate learndirect services in England and Wales (76%). Sixteen per cent of all respondents in Scotland had used learndirect scotland.

9.10 Unsurprisingly, learners were more likely to have heard of learndirect scotland and more than twice as likely to have used it as non-learners (85% of learners had heard of it and 18% used it, compared with 67% and 7% of non-learners).

[29] Respondents were first asked about their awareness and use of learndirect scotland (lds) as a source of IAG. Those who did not mention the lds telephone helpline, website or learning centres in response to the general question about sources of IAG used (discussed in Chapter 8) were asked directly whether they had heard or used lds services. Table 9.6 combines the responses of those who first mentioned lds when asked about use of IAG with responses from this more direct question about awareness and use of lds.

Table 9.5 Awareness and use of learndirect and learndirect scotland by learning status

	Learners (Scotland)	Non-learners (Scotland)	Total (Scotland)	Total (England /Wales)
	%	%	%	%
All who had heard of **learndirect/ learndirect scotland**	85	67	82	76
Heard of **learndirect/ learndirect scotland** and used it	18	7	16	14
Heard of **learndirect/ learndirect scotland** but not used it	67	60	66	62
Never heard of **learndirect/ learndirect scotland**	15	33	18	24
Weighted base	*692*	*148*	*840*	*3868*
Unweighted base	*656*	*177*	*833*	*3338*

Base: All respondents aged 16-69 not in continuous full-time education.

9.11 Respondents with SVQ level 2 qualifications were the most likely (95%) and those with no qualifications least likely (59%) to have heard of learndirect scotland.

Table 9.6 Awareness and use of learndirect scotland by current qualification group

	SVQ Level 5	SVQ Level 4	SVQ Level 3	SVQ Level 2	SVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
All who had heard of **learndirect scotland**	88	85	80	95	78	59	82
Heard of **learndirect scotland** and used it	28	22	14	15	10	6	16
Heard of **learndirect scotland** but not used it	61	63	66	80	69	53	66
Never heard of **learndirect scotland**	12	15	20	5	21	41	18
Weighted base	*51*	*258*	*155*	*115*	*188*	*71*	*839*
Unweighted base	*52*	*249*	*148*	*106*	*193*	*82*	*832*

Base: All respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education.

9.12 The 16% of respondents who said they had used learndirect scotland were asked whether they took any of the actions listed in Table 9. after hearing about the scheme.

- Half of respondents (50%) who had used learndirect scotland had visited the website
- A third had used the telephone helpline
- A quarter had visited a learndirect scotland learning centre.

9.13 Although in general actions taken on hearing about the service in Scotland were similar to those undertaken in England and Wales on hearing about learndirect, users in

Scotland were far less likely to register on the learndirect scotland website (1%) than users in England and Wales were to register with the learndirect website (12%).

9.14 While respondents who answered this question had acknowledged use of the learndirect scotland service when asked in the previous question in the interview, 40% of respondents said they had not taken any of the listed actions.

Table 9.7 Actions taken after hearing about learndirect scotland

	%
Visited **learndirect scotland** website	50
Used **learndirect scotland** telephone helpline	33
Visited a **learndirect scotland** learning centre	24
Recommended **learndirect scotland** to someone else	18
Talked to employer / boss about doing learning / training	12
Enrolled on another course not run by **learndirect scotland**	5
Registered on the **learndirect scotland** website	1
None of these	40
Weighted base	*133*
Unweighted base	*146*

Base: All respondents aged 16-69 not in continuous full-time education who had used **learndirect scotland**.
Percentages sum to more than 100 since respondents could report more than one action.

Conclusion

9.15 The majority of respondents (68%) had not heard of any of the learning campaigns covered by NALS, though a quarter (26%) had heard of 'Adult Learners Week'. Those already involved in adult learning were more aware of the three learning campaigns – 76% of non-learners, compared with 66% of learners had not heard of any of them. Respondents with no qualifications were also less likely to have heard of any of the campaigns.

9.16 An equal proportion of respondents said they would be willing to save towards their learning using a special savings account (35%) and that they would not be willing to do this (34%). Non-learners were more likely than learners to express uncertainty about such a scheme, saying it depended on conditions or that they could not save.

9.17 Just over 80% of respondents had heard of learndirect scotland, while a much smaller proportion (16%) had used the service. Learners were more likely to have heard of the service and more than twice as likely as non-learners to have used it. Interestingly, levels of awareness of learndirect scotland were highest among respondents qualified to SVQ level 2 or equivalent (95%). Given the Scottish Executive's focus on ensuring that all adults are qualified to at least SCQF Level 5 (equivalent to SVQ level 2), this finding perhaps reflects an increased policy focus on level 2 learners. Those with no qualifications showed the lowest levels of awareness (59%) and use (8%) of learndirect scotland. The most common action respondents took on hearing about the learndirect scotland scheme was to access their website (50%), while a third used the telephone helpline and a quarter visited a learndirect learning centre.

CHAPTER TEN FOREIGN LANGUAGES

10.1 For the first time in the NALS series, respondents in 2005 were asked about their knowledge of languages in order to provide comparative data for Eurostat. As in the England and Wales report, figures in this chapter are for all respondents, including those aged 70 and above.

English as a foreign language

10.2 Just 3% of respondents in Scotland (compared with 9% in England and Wales) reported a first language other than English. There were no significant differences in this respect between learners and non-learners.

Table 10.1 Mother tongue by learning status

	Learner	Non-learner	All (Scotland)	All (England/ Wales)
	%	%	%	%
English	97	98	97	91
Language other than English	3	2	3	9
Weighted base	*737*	*246*	*983*	*4534*
Unweighted base	*705*	*277*	*982*	*3982*

Base: Respondents not in continuous full-time education.

Knowledge of languages other than English

10.3 Sixty per cent of respondents in Scotland (63% in England and Wales) had some knowledge of at least one other language in addition to their mother tongue, while a quarter (23%) had some knowledge of 2 or more additional languages (Table 10.2). Non-learners were much less likely than learners to have any knowledge of additional languages (37%, 68%).

Table 10.2 Whether respondent has knowledge of languages other than first language

	Learner	Non-learner	All Scotland	All England/ Wales
	%	%	%	%
No	32	62	40	37
Yes one other	40	28	37	37
Yes two or more others	28	9	23	26
Weighted base	*737*	*247*	*985*	*4534*
Unweighted base	*705*	*278*	*983*	*3982*

Base: Respondents not in continuous full-time education.

10.4 The most commonly mentioned additional languages were all European – French (mentioned by 75% of respondents who had some knowledge of an additional language), German (26%), Spanish (19%) and Italian (9%). It is worth noting that in England and Wales, 12% mentioned English as an additional language, reflecting the higher proportion for whom English is not a first language. In Scotland, just 4% mentioned English as an additional language.

Table 10.3 Languages other than first language known

	Scotland	England/Wales
	%	%
French	75	66
German	26	26
Spanish	19	19
Italian	9	7
Gaelic	3	*
English	4	12
Portuguese	2	1
Hindi	1	2
Urdu	1	2
Punjabi	1	2
Arabic	1	1
Greek	1	2
Russian	1	1
Welsh	*	3
Irish	*	1
Dutch	*	1
Other	4	7
Weighted base	*594*	*2881*
Unweighted base	*572*	*2441*

Base: Respondents not in continuous full-time education with some knowledge of more than one language
Note: Table includes languages known by more than 1% of respondents but the base includes all those who reported that they knew an additional language.
Note: percentages sum to more than 100 since respondents give more than one answer.

Table 10.4 shows how respondents rated their level of proficiency in additional languages. 58% had only a very basic knowledge of their first additional language, while just 5% said they were close to fluent. Levels of proficiency in Scotland were somewhat lower than in England and Wales, where 12% of those who knew an additional language claimed to have almost a complete mastery of their first additional language and 47% had only a basic level of knowledge. Levels of proficiency did not notably decline with each additional language known.

Table 10.4 Level of proficiency in additional languages

	1st additional language	2nd additional language	3rd additional language
	%	%	%
Uses a few words and phrases	58	60	61
Uses common everyday expressions	27	24	23
Understands essentials of language	10	10	10
Has almost complete mastery of language	5	6	5
Weighted base	*594*	*214*	*63*
Unweighted base	*572*	*208*	*61*

Base: Respondents not in continuous full-time education who reported that they knew an additional language.
Note: Table includes the languages with an unweighted base over 30.

10.5 In general, respondents tended to have a fairly basic grasp of the most commonly known European languages (Table 10.5). For example, although 75% of respondents in Scotland said they had some knowledge of French, 63% of these said they only knew a few words and phrases, while just 3% indicated they were more or less fluent.

Table 10.5 Level of proficiency in additional specific languages

	French	German	Spanish	Italian
	%	%	%	%
Uses a few words and phrases	63	50	69	61
Uses common everyday expressions	27	33	18	14
Understands essentials of language	8	15	9	15
Has almost complete mastery of language	3	2	3	9
Weighted base	*447*	*151*	*112*	*51*
Unweighted base	*431*	*146*	*106*	*47*

Base: Respondents not in continuous full-time education who reported that they knew each additional language.

10.6 Having some knowledge of foreign languages appears to be positively associated with learning. Of the respondents who said they had no knowledge of a foreign language (that is, a language in addition to their mother tongue), 61% were learners. Of those who had one additional language, 81% were learners and of those who had 2 or more foreign languages, 90% were learners.

Conclusion

10.7 A lower proportion of respondents in Scotland (3%) compared with England and Wales (9%) have a first language other than English. 6 in 10 respondents have some knowledge of a language other than their mother tongue, with European languages (French, German, Spanish and Italian) the most commonly known foreign languages. However, levels of proficiency in other languages are generally fairly low – 58% of those who know one additional language report knowing only a few words or phrases in their first additional language, while just 1 in 20 profess to be fluent.

10.8 Self-reported levels of proficiency in foreign languages in Scotland appear to be somewhat lower than in England and Wales, where 12% claim mastery of their first additional language. However, this may in part reflect the higher proportion of respondents in

England and Wales who had a mother tongue other than English and for whom, therefore, English is an additional language. It might be expected that non-native English speakers living in England and Wales are more likely to be fluent in English than English speakers living in Scotland are to be fluent in, for example, French.

ANNEX A PARTICIPATION IN LEARNING

NALS 2005 represents a transitional point between the traditional NALS series (which up to the 2005 survey covered England and Wales only) and the new European Adult Education Survey (AES). For this reason, it is particularly important to be clear about how the existing profile of adult learning, derived largely from NALS, may be affected by the use of the AES definitions of learning. Appendices A through E re-analyse many of the key tables on learning participation found in the main body of the report using the AES definitions of learning.

To facilitate comparisons, the bases have been kept the same. Therefore, in keeping with the analysis in the main report, the analysis in the appendices includes only those in Scotland, aged 16-69 and not in continuous full-time education.

AES and NALS definitions of learning

While the NALS series has focused on the fundamental distinction between taught and self-directed types of learning, the AES draws finer distinctions between different types of taught learning. For example:

Formal education comprises taught learning leading to a qualification in the National Framework of Qualifications.

Non-formal education, by contrast, includes a range different types of taught learning *not* leading to a qualification in the National Framework of Qualifications. The specific learning activities encompassed by the definition of non-formal learning include:

- Private lessons or courses
- Courses conducted through open and distance education
- Seminars or workshops
- Guided on-the-job training

It should be noted that in the NALS series, on-the-job training is defined as self-directed learning, whereas in the AES it is considered part of non-formal (taught) learning.

Similarly, seminars or workshops which feature as non-formal (taught) education in the AES are given as example of self-directed learning activities in NALS. Specifically, NALS incorporates seminars within the professional development category of self-directed learning. The wording of the relevant NALS question is as follows:

> *"Other than what you have told me about in the past 3 years, that is since (date given), have you spent any time keeping up to date with developments in the type of work you do without taking part in a taught course- for example, by reading books, manuals or journals or attending seminars?"*

Informal learning is the final type of learning in the AES classification system. This is defined as non-compulsory self-learning (i.e., not part of compulsory self-study or homework associated with formal or non-formal learning).

Rather than focusing on particular activities that comprise informal learning (as with formal and non-formal learning), the AES instead considers a number of methods by which individuals may engage in self-learning. Specific methods of informal learning considered explicitly in the AES survey are:

- Learning from a family member, friend or colleague
- Using printed material (books, professional magazines, etc.)
- Using computers (online or offline)
- Through television, radio or video
- By guided tours of museums, historical/ natural/ industrial sites
- By visiting learning centres (including libraries)

The nearest NALS equivalent of informal learning is self-directed learning. However, NALS self-directed learning has focused on the nature of the activity undertaken and the lack of any formal tuition. Specific types of self-directed learning activities defined in the NALS series are:

- Guided on the job training;
- Keeping up to date with work developments without taking part in a taught course (including attending seminars); and
- Other deliberate attempts to improve knowledge, develop skills or study for a qualification without taking part in a taught course.

The mode of learning is not a key feature of the NALS definitions of self-directed learning apart from the stipulation that the learning must not involve any formal tuition. While different modes of learning are cited as examples to illustrate possible approaches to the learning within the NALS definitions, the subject and mode of learning is the key interest in the AES approach to informal learning.

Chart 1 provides a map of how the NALS and AES definitions of learning relate to one another and shows the considerable overlap between the different types of learning using the AES & NALS definitions.

Chart 1: NALS 2005 and AES learning definitions

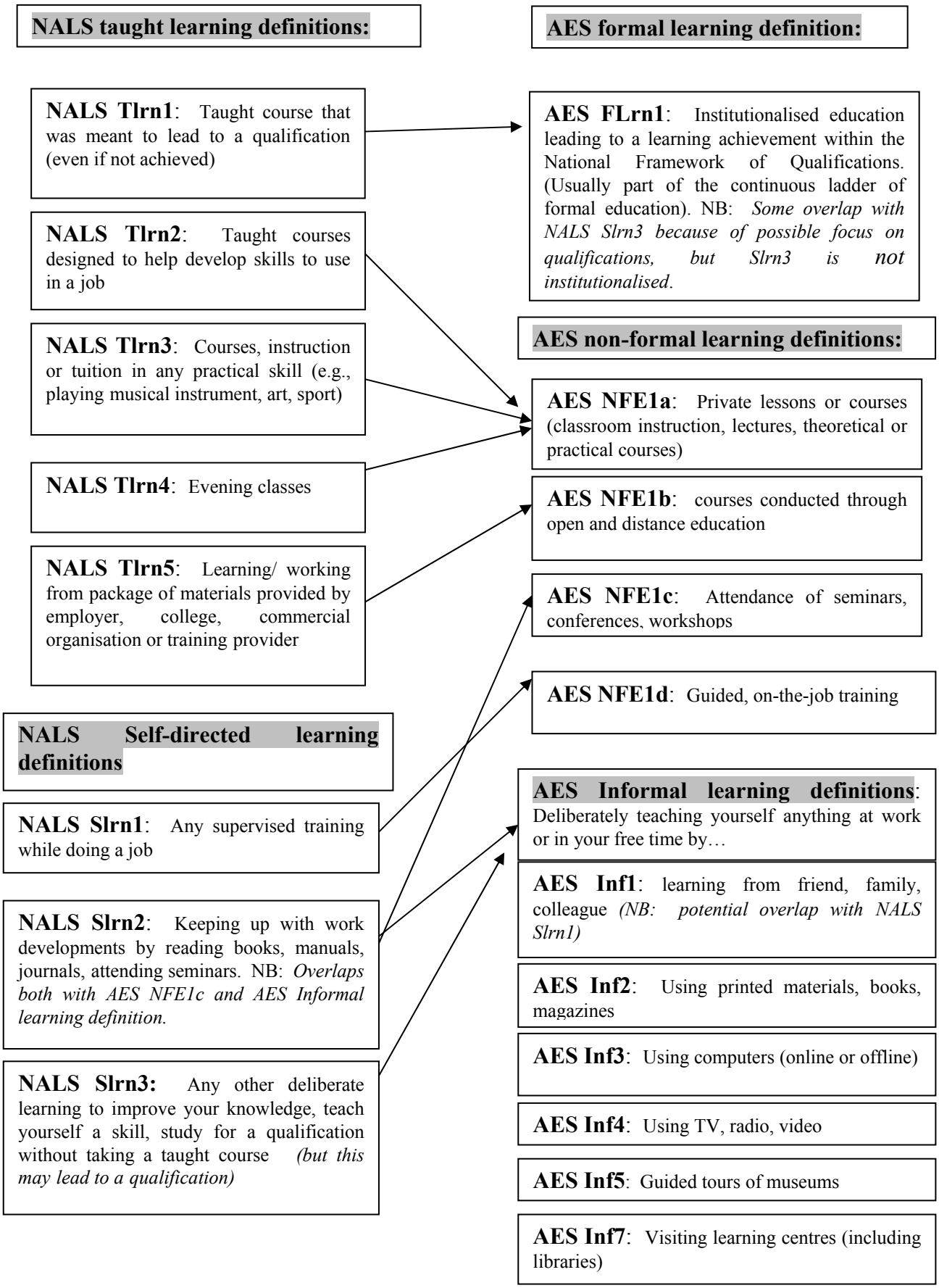


Table A.1 shows participation in learning over the previous 12 months and 3 years using both the NALS and AES definitions.

Table A.1 Participation in different types of learning over 12 months and 3 years

	Participation over last 12 months		Participation over past 3 years	
	Scotland	England/Wales	Scotland	England/Wales
	%	%	%	%
Any learning	72	69	82	80
Any formal or non-formal[30]	52	50	70	67
Any formal education [31]	14	15	23	24
Any non-formal education [32]	44	41	59	56
Any on the job training	22	20	30	28
Any distance	3	4	6	5
Any taught	25	22	36	34
Any non-formal but not on the job [33]	27	25	39	37
Any informal learning[34]	53	52	59	56
Any self-directed[35]	30	28	32	30
Any professional development[36]	41	41	47	45
Any vocational[37]	NA	N/A	74	73
Any non-vocational[38]	NA	N/A	28	25
Weighted base	*841*	*3871*	*841*	*3871*
Unweighted base	*834*	*3340*	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

[30] See Chart 1, above. This refers to any learning classed as formal or non-formal under AES definitions.
[31] See AES definition of formal learning in Chart 1.
[32] See AES definition of non-formal learning in Chart 1. The first three non-formal learning sub-categories in Table A1 refer to NFE1d, NFE1b and NFE1a in Chart 1.
[33] This category includes all non-formal learning (as defined by AES), excluding on-the-job training. It is included to enable comparison with the NALS category of 'self-directed' learning, which excludes on-the-job training.
[34] See AES definition of informal learning in Chart 1.
[35] See NALS definition of self-directed learning in Chart 1.
[36] A sub-category of NALS self-directed learning (SLRN2 in Chart 1).
[37] See NALS definition of vocational learning on p3 of Chapter One.
[38] See NALS definition of non-vocational learning on p3 of Chapter One.

Table A.2 Participation in combinations of formal, non-formal and informal learning (AES categories) over 12 months and 3 years

	Participation over last 12 months		Participation over past 3 years	
	Scotland	England/ Wales	Scotland	England/ Wales
	%	%	%	%
Formal education only	3	4	5	6
Non-formal education only	13	12	16	15
Informal learning only	59	56	59	56
Formal and/or non-formal education only	18	17	24	24
Formal and/or informal education/learning only	13	12	16	15
Non-formal and/or informal education/learning only	61	60	63	62
Formal, non-formal and/or informal	76	73	82	80
Weighted base	*841*	*3871*	*841*	*3871*
Unweighted base	*834*	*3340*	*834*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.

ANNEX B - LEARNING AMONG DIFFERENT GROUPS

The tables in Annex B show the proportions of learners engaged in different types of learning over the past 12 months.

Table B. 1 Percentages of age groups reporting different types of learning

	20-29	30-39	40-49	50-59	60-69	70+	Total
	%	%	%	%	%	%	%
Any learning	90	78	76	66	44	23	*64*
Any formal education	24	14	16	9	3	-	*12*
Any non-formal education	63	56	42	32	23	11	*39*
Any on the job training	33	28	25	13	6	-	*19*
Any non-formal excl. on the job	39	33	24	19	17	11	*24*
Any informal learning	59	62	57	53	32	15	*47*
Any 'other' self-directed	36	32	28	30	25	12	*27*
Weighted base	*125*	*188*	*205*	*165*	*122*	*151*	992
Unweighted base	*93*	*193*	*221*	*175*	*138*	*158*	*992*

Base: All respondents not in continuous full-time education.
* The percentages for 16-19 year olds have been omitted because the base size was below 30.

Table B.2 Percentages of men and women reporting different types of learning

	Men	Women	Total
	%	%	%
Any learning	75	69	72
Any formal education	13	15	14
Any non-formal education	45	43	44
Any on the job training	21	23	22
Any non-formal excl. on the job training	28	25	27
Any informal learning	62	45	53
Any 'other' self-directed	39	21	30
Weighted base	*409*	*432*	*841*
Unweighted base	*375*	*459*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.

Table B.3 Percentages of respondents with and without a disability reporting different types of learning

	Work limiting disability	Other long term disability	No disability	Total
	%	%	%	%
Any learning	54	61	77	72
Any formal education	11	7	16	14
Any non-formal education	32	28	49	44
Any on the job training	15	13	25	22
Any non-formal excl. on the job	24	20	28	27
Any informal learning	41	49	56	53
Any 'other' self-directed	33	31	29	30
Weighted base	*112*	*95*	*633*	*840*
Unweighted base	*127*	*97*	*609*	*833*

Base: All respondents aged 16-69 not in continuous full-time education.

Table B.4 Percentages of respondents with and without caring responsibilities reporting different types of learning

	Parent with partner	Lone parent	No dependent children	Carer for sick/ disabled *	Not a carer for sick/ disabled*	Total
	%	%	%	%	%	%
Any learning	81	71	68	[58]	75	72
Any formal education	14	23	13	[7]	16	14
Any non-formal education	52	45	40	[30]	47	44
Any on the job training	25	26	20	[23]	23	22
Any non-formal excl. on the job	33	21	25	[29]	28	27
Any informal learning	62	50	50	[41]	55	53
Any 'other' self-directed	33	26	28	[30]	30	30
Weighted base	*250*	*65*	*526*	*19*	*306*	*841*
Unweighted base	*225*	*85*	*524*	*44*	*601*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.

*This question was not asked if respondents lived in a single person household. As with all other tables, the percentages have been calculated from the responding base.

Table B.5 Percentage of respondents leaving CFT education at different ages reporting different types of learning

	16 or younger	17-18	19-20	21 or older	Total
	%	%	%	%	%
Any learning	60	80	91	94	73
Any formal education	14	15	20	15	15
Any non-formal education	33	56	62	58	44
Any on the job training	16	29	33	25	22
Any non-formal excl. on the job	21	30	31	42	27
Any informal learning	40	58	74	81	54
Any 'other' self-directed	22	32	42	45	30
Weighted base	*439*	*167*	*72*	*143*	*820*
Unweighted base	*448*	*155*	*70*	*141*	*814*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 20 respondents did not answer the question about age leaving continuous full-time education. As with all other tables, the percentages have been calculated from the responding base.

Table B.6 Percentage of highest qualification groups reporting different types of learning

	SVQ level 5	SVQ level 4	SVQ level 3	SVQ level 2	SVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Any learning	100	89	69	82	58	15	72
Any formal education	14	19	15	21	8	3	14
Any non-formal education	64	54	43	43	38	15	44
Any on the job training	31	30	21	18	19	3	22
Any non-formal excl. on the job	48	30	25	30	22	12	27
Any informal learning	92	78	48	51	34	6	53
Any 'other' self-directed	63	40	29	27	19	5	30
Weighted base	*51*	*258*	*155*	*115*	*189*	*71*	*840*
Unweighted base	*52*	*249*	*148*	*106*	*194*	*82*	*833*

Base: All respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education.

Table B.7 Percentage reporting different types of learning according to mother's educatonal background

	Mother did not stay at school after 16	Mother stayed at school after 16, but no degree	Mother stayed at school after 16, and has degree or above	Total
	%	%	%	%
Any learning	69	86	[95]	72
Any formal education	12	23	[24]	14
Any non-formal education	43	44	[65]	44
Any on the job training	23	15	[30]	22
Any non-formal excl. on the job	24	32	[46]	26
Any informal learning	50	69	[75]	53
Any 'other' self-directed	28	37	[52]	30
Weighted base	*682*	*69*	*40*	*791*
Unweighted base	*691*	*62*	*32*	*785*

Base: All respondents aged 16-69 not in continuous full-time education.

Note: 49 respondents did not answer the question about maternal educational background. As with all other tables, the percentages have been calculated from the responding base.

Table B.8 Percentage reporting different types of learning according to father's educational background

	Father did not stay at school after 16	Father stayed at school after 16, but no degree	Father stayed at school after 16, and has degree or above	Total
	%	%	%	%
Any learning	69	83	94	72
Any formal education	12	28	23	14
Any non-formal education	42	37	61	44
Any on the job training	21	24	29	22
Any non-formal excl. on the job	25	19	41	26
Any informal learning	51	63	80	54
Any 'other' self-directed	28	28	54	30
Weighted base	*669*	*53*	*68*	*790*
Unweighted base	*681*	*50*	*56*	*787*

Base: All respondents aged 16-69 not in continuous full-time education.

Note: 51 respondents did not answer the question about paternal educational background. As with all other tables, the percentages have been calculated from the responding base.

Table B.9 Percentage reporting different types of learning according to highest parental education

	Neither parent stayed at school after 16	At least 1 parent at school 16+, neither have degree	At least 1 parent at school 16+ and has degree	Total
	%	%	%	%
Any learning	68	81	93	72
Any formal education	12	23	22	14
Any non-formal education	43	34	62	44
Any on the job training	22	19	27	22
Any non-formal excl. on the job	25	19	43	26
Any informal learning	49	67	75	53
Any 'other' self-directed	27	34	46	30
Weighted base	*648*	*87*	*84*	*819*
Unweighted base	*661*	*82*	*70*	*813*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 21 respondents did not answer the question about parental educational background. As with all other tables, the percentages have been calculated from the responding base.

Table B.10 Percentage of main current activity groups reporting different types of learning

	FT empl'ee	PT empl'ee	Self-empl'd	Looking after the family	Retired	Incap-able of work	Total
	%	%	%	%	%	%	%
Any learning	84	68	64	60	44	43	72
Any formal education	17	15	8	10	1	5	14
Any non-formal education	57	39	39	33	18	23	44
Any on the job training	32	27	16	1	1	9	22
Any non-formal excl. on the job	30	18	28	32	17	21	27
Any informal learning	64	45	57	30	30	34	53
Any 'other' self-directed	32	19	26	20	30	33	30
Weighted base	*433*	*103*	*48*	*56*	*85*	*54*	*841*
Unweighted base	*401*	*98*	*54*	*61*	*98*	*62*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.
* The percentages for 'unemployed' and 'other' activity groups have been omitted because the base size was below 30.

Table B.11 Percentage of NS-SEC groups reporting different types of learning

	Managerial and prof	Inter-mediate	Small employers / own account workers	Lower supervisory / technical	Semi-routine and routine	Total
	%	%	%	%	%	%
Any learning	89	81	62	70	57	75
Any formal education	15	9	9	20	18	15
Any non-formal education	52	51	31	51	37	46
Any on the job training	26	30	12	25	20	24
Any non-formal excl. on the job	31	25	24	33	21	28
Any informal learning	78	50	52	46	31	56
Any 'other' self-directed	42	23	25	27	19	31
Weighted base	*317*	*88*	*56*	*111*	*200*	*773*
Unweighted base	*308*	*89*	*64*	*99*	*190*	*750*

Base: All respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.

Table B.12 Percentage of SOC (2000) groups reporting different types of learning

	M'gers/ senior officials	Prof occ	Assoc prof/ tech	Admin/ sec	Skilled trades	Personal services	Sales/ customer services	Process/ plant machine	Elem-entary	Total
	%	%	%	%	%	%	%	%	%	%
Any learning	83	95	88	77	68	74	66	60	46	75
Any formal education	15	6	25	8	18	22	14	5	19	15
Any non-formal education	49	60	48	46	48	51	44	41	28	46
Any on the job training	30	24	26	28	20	24	30	17	14	24
Any non-formal excl. on the job training	26	40	30	24	34	31	19	25	16	28
Any informal learning	69	86	82	46	47	53	34	38	22	56
Any 'other' self-directed	35	48	43	29	30	13	17	24	18	31
Weighted base	*107*	*87*	*127*	*97*	*93*	*66*	*52*	*61*	*84*	*773*
Unweighted base	*107*	*89*	*117*	*91*	*77*	*71*	*53*	*63*	*82*	*750*

Base: All respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.

Table B.13 Percentages of employment status groups reporting different types of learning

	Employee	Self-employed	Total
	%	%	%
Any learning	76	70	75
Any formal education	16	7	15
Any non-formal education	47	39	47
Any on the job training	25	13	24
Any non-formal excl. on the job	27	31	28
Any informal learning	56	61	56
Any 'other' self-directed	31	27	31
Weighted base	*703*	*72*	*775*
Unweighted base	*669*	*82*	*751*

Base: All respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.

Table B.14 Percentage of those in different sized organisations reporting different types of learning

	Less than 25 employees	25-499 employees	500 or more employees	Total
	%	%	%	%
Any learning	70	75	84	75
Any formal education	16	16	17	16
Any non-formal education	43	49	51	47
Any on the job training	20	26	30	25
Any non-formal excl. on the job	29	27	26	27
Any informal learning	51	49	51	56
Any 'other' self-directed	30	25	46	31
Weighted base	*229*	*327*	*144*	*700*
Unweighted base	*213*	*313*	*141*	*667*

Base: All respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.

Note: 13 respondents did not answer the question about size of organisation. As with all other tables, the percentages have been calculated from the responding base.

Table B.15 Percentages of household income groups reporting different types of learning

	£10,399 or less	£10,400-£20,799	£20,800-£31,199	£31,200+	Total
	%	%	%	%	%
Any learning	40	68	76	86	72
Any formal education	10	17	11	17	14
Any non-formal education	24	42	44	53	44
Any on the job training	9	21	19	30	22
Any non-formal excl. on the job	16	24	29	30	26
Any informal learning	26	41	55	71	53
Any 'other' self-directed	16	25	30	38	30
Weighted base	*126*	*168*	*161*	*297*	*753*
Unweighted base	*161*	*191*	*148*	*268*	*768*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 88 respondents did not answer the question about household income. As with all other tables, the percentages have been calculated from the responding base.

Table B.16 Percentage of benefit dependency groups reporting different types of learning

	Benefit dependent	Not benefit dependent	Total
	%	%	%
Any learning	50	78	72
Any formal education	16	14	14
Any non-formal education	27	49	44
Any on the job training	13	25	22
Any non-formal excl. on the job	15	30	27
Any informal learning	32	59	53
Any 'other' self-directed	21	32	30
Weighted base	*184*	*652*	*836*
Unweighted base	*219*	*611*	*830*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 5 respondents did not answer the question about benefits. As with all other tables, the percentages have been calculated from the responding base.

Table B.17 Percentage of repondents in urban/rural areas reporting different types of learning

	Large Urban Areas	Other Urban Areas	Accessible Small Towns	Remote Small Town	Accessible Rural	Remote Rural	Total
	%	%	%	%	%	%	%
Any learning	63	78	72	[58]	75	73	72
Any formal education	9	19	14	[13]	13	17	14
Any non-formal education	39	48	40	[34]	53	37	44
Any on the job training	24	22	18	[6]	28	18	22
Any non-formal excl. on the job	20	31	28	[28]	31	21	27
Any informal learning	45	61	47	[25]	57	61	53
Any 'other' self-directed	23	34	28	[16]	35	34	30
Weighted base	*236*	*288*	*95*	*34*	*125*	*62*	*841*
Unweighted base	*252*	*269*	*93*	*35*	*122*	*63*	*834*

Base: All respondents aged 16-69 not in continuous full-time education.

Table B.18 Percentage of respondents in multiple deprivation index quintiles reporting different types of learning

	1st quintile (least deprived)	2nd quintile	3rd quintile	4th quintile	5th quintile (most deprived)	Total
	%	%	%	%	%	%
Any learning	84	75	74	60	57	72
Any formal education	16	17	14	11	12	14
Any non-formal education	54	46	49	30	37	44
Any on the job training	23	23	20	18	24	22
Any non-formal excl. on the job	37	30	30	14	17	27
Any informal learning	66	58	53	42	38	53
Any 'other' self-directed	37	36	22	20	25	30
Weighted base	*221*	*215*	*115*	*150*	*139*	*841*
Unweighted base	*207*	*208*	*112*	*164*	*143*	*834*

Base: All respondents in Scotland aged 16-69 not in continuous full-time education.

ANNEX C - OBSTACLES TO LEARNING AND REASONS FOR NOT LEARNING

Table C.1 Obstacles to learning and reasons for not learning by learning status*

	Learners			Non-learners			Total
	Would like to have learned more	Would not have liked to have learned more	Total for learners	Would like to have learned	Would not have liked to have learned	Total for non-learners	
	%	%	%	%	%	%	%
Prefer to spend time doing other things	23	38	30	24	49	38	32
Not interested in learning	5	15	9	7	43	27	12
Do not need to learn for my work	6	12	9	5	17	12	10
Do not see any point in education	2	2	2	5	16	11	3
Lack of time due to work	51	49	50	16	21	19	45
Lack of time due to family	35	26	31	24	43	34	31
Hard to get time off work to learn	23	16	19	18	4	10	18
Lack of time due to children	21	18	19	16	14	15	19
Lack of time because care for an adult	5	7	6	16	12	14	7
Hard to pay course fees	31	13	22	36	13	24	22
Would only do learning if someone paid fees	15	8	11	22	8	15	12
Benefits would be cut if did course	5	2	4	18	9	13	5
Does not know about local learning opportunities	20	8	14	29	20	24	16
Cannot find local opportunities to learn	21	5	14	31	8	18	14
Does not know where to find out about course	11	2	6	17	10	13	8
Unsure which courses would be interesting/useful	19	7	13	26	16	20	15
Unable to find the training wanted	16	5	11	7	4	11	10
Nervous about going back to classroom	16	9	13	33	21	26	15
Does not have quals to get onto course	18	7	12	29	13	20	14
Worried about keeping up with course	16	9	13	24	13	18	14
Difficulties reading and writing	5	1	3	4	6	5	3
Difficulties with English	4	1	3	4	2	3	3
Problems with numbers	5	1	3	4	1	2	3
Too old to learn	5	7	6	23	25	24	9
Problem arranging transport to course	10	4	7	17	15	16	9
Course difficult due to health/ disability	2	2	2	16	8	11	4
Employer would not support learning	10	3	7	4	2	3	6
None apply	5	10	7	3	7	5	7
Weighted base	*360*	*330*	*693*	*66*	*82*	*148*	*841*
Unweighted base	*337*	*319*	*657*	*80*	*97*	*177*	*834*

Base: all respondents aged 16-69

*Percentages sum to more than 100 because respondents could mention more than one factor
Note: Category ‘would like to have learned’ includes respondents who indicated that they ‘maybe’ or ‘definitely’ would like to have done some learning/further learning in the past 12 months.

ANNEX D – FORMAL AND NON-FORMAL EDUCATION

This Annex describes the randomly selected formal and non-formal courses undertaken in the past 12 months. Information about these courses is not directly comparable to Chapter 5 because of their different reference periods (3 years versus 12 months) and different selection methods (purposively selected versus randomly selected).

Table D.1 Subjects of formal and non-formal education activities

	Formal	Non-formal - Taught	Non-formal – On the job
	%	%	%
Business and administrative studies	17	15	29
Sport/ physical activity	4	6	2
Mathematical and computer sciences	6	5	2
Computer use (including internet use)	4	6	5
Social studies	12	6	5
Education and teacher training	2	3	3
Engineering	8	3	5
Modern languages and literature	2	4	1
Medicine and dentistry	6	5	4
First Aid	4	4	2
Architecture, building and planning	3	1	3
Creative arts and design	3	8	*
Law	1	3	2
Music and drama	4	2	*
Other subjects allied to medicine	7	1	6
Historical and philosophical studies	1	1	*
Veterinary sciences, agriculture and related subjects	1	1	3
Physical Sciences	1	*	1
Biology & Biochemistry	2	1	*
Gardening/garden design	1	*	*
English language/ creative writing skills	*	2	*
Number skills	*	*	1
Environment/ sustainability	*	*	2
Handicrafts/ arts	1	2	*
Mass communication & documentation	1	*	2
Self-development (e.g., parenting skills, self-awareness, etc)	2	5	4
Other specific answer not in codeframe	4	11	11
Vague or irrelevant answer	3	2	4
Not Applicable	*	*	4
Weighted base	*120*	*193*	*162*
Unweighted base	*107*	*176*	*156*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

* The percentages for Non-formal – distance education activities have been omitted because the base size was below 30.

Note: only the most popular subjects are shown in the table, so the percentages do not add up to 100.

Table D.2 Course providers for formal and non-formal education activities

	Formal	On the job	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%	%
Employer	17	96	41	5
Professional body	12	2	16	2
Individual giving private lessons	4	*	3	9
Private training provider	14	1	12	17
Jobcentre/ club	-	-	3	2
Religious organisation	-	-	3	-
Charity or voluntary group	3	1	3	9
Community organisation	1	-	1	10
University or higher education college	29	1	7	8
Further education or tertiary college	18	-	3	6
Adult education institute	-	-	1	6
School or other educational institution	3	-	2	2
Sports club/ association	1	-	-	1
Trade Union/ Staff Association	-	-	*	-
Other specific answer	-	-	1	-
Vague or irrelevant answer	-	-	-	3
None of the above	1	-	3	21
Weighted base	*120*	*153*	*127*	*69*
Unweighted base	*108*	*146*	*113*	*66*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.
Percentages are calculated from the responding base.
Note: percentages sum to more than 100 since respondents could name more than one course provider.

Table D.3 Average time and money spent by taught learners over the past 12 months for formal and non-formal courses

	Taught learner
Mean teaching time for taught courses over past year	65 hours
Mean self-study time for taught courses over past year	93 hours
Mean duration of taught courses over past year	13 months
Mean fees for taught courses over past year	£285
Mean amount spent on books and equipment for taught courses over past year	£129

Base: the taught learner column includes all those aged 16-69 and not in continuous full-time education.
Note: All figures are per randomly selected taught course as well as per taught learner, apart from the mean number of courses per learner over the past 3 years. The latter is based on all reported taught learning over the past 3 years.

Table D.4 Number of hours tuition over the past 12 months for formal and non-formal courses

	Formal	On the job	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%	%
less than 6 hours	6	18	11	4
6-9 hours	14	21	15	7
10-19 hours	16	14	19	23
20-29 hours	4	9	12	24
30-39 hours	11	13	14	8
40-49 hours	11	5	8	2
50-59 hours	2	1	1	-
60-69 hours	1	5	3	3
70 or more hours	35	16	18	28
Weighted base	*101*	*139*	*118*	*64*
Unweighted base	*91*	*129*	*106*	*61*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and who had at least 1 hour of tuition.

Table D.5 Number of hours of self-study over the past 12 months for formal and non-formal courses

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Less than 6 hours	33	72	43
6-9 hours	6	2	15
10-19 hours	3	4	14
20-29 hours	7	4	7
30-39 hours	8	3	5
40-49 hours	6	7	1
50-59 hours	1	-	-
60-69 hours	3	2	2
70 or more hours	33	13	14
Weighted base	*115*	*126*	*66*
Unweighted base	*104*	*112*	*63*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months excluding on the job courses.

Table D.6 Length of completed courses

	Formal	On the job	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%	%
A month or less	36	62	58	31
2-3 months	7	6	8	20
4-5 months	17	4	4	4
6-9 months	4	6	6	8
10-12 months	10	3	4	6
13-18 months	5	3	5	6
19-24 months	5	1	1	4
More than 2 years	15	16	14	21
Weighted base	*120*	*162*	*127*	*82*
Unweighted base	*108*	*198*	*125*	*130*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and whose course was completed.

Table D.7 Whether employer paid course fees for formal and non-formal courses

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Yes, employer paid all fees	38	55	3
Yes, employer paid some of the fees	8	1	2
No, employer paid no fees	37	19	69
No, there were no fees to pay	17	25	26
Weighted base	*114*	*128*	*66*
Unweighted base	*103*	*114*	*63*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.8 Whether respondent or respondent's partner/family paid any fees for course

	Formal	Non-formal (excl. on the job) – non-vocational
	%	%
Yes, paid all fees	[43]	[71]
Yes, paid some of the fees	[18]	[21]
No, paid no fees	[40]	[8]
No, there were no fees to pay	[-]	[-]
Weighted base	*45*	*47*
Unweighted base	*44*	*44*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and whose employer paid some or none of the course fees.

Table D.9 Employer and respondent contributions to fees

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Employer paid all fees	46	59	[1]
Employer and respondent paid fees	12	1	[18]
Respondent paid all fees	20	9	[61]
No fees to pay	21	30	[31]
Weighted base	*93*	*120*	*40*
Unweighted base	*86*	*107*	*41*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.10 Amount paid in course fees by respondent or the respondent's family/partner

	Formal	Non-formal (excl. on the job) – non-vocational
	%	%
None	[5]	[1]
Up to £100	[30]	[48]
£101 - £500	[33]	[46]
£501-£1000	[16]	[5]
More than £1000	[13]	-
Weighted base	*30*	*49*
Unweighted base	*30*	*47*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months who paid some or all of their course fees.

Table D.11 Whether employer paid for books and equipment

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Yes, employer paid all	27	32	2
Yes, employer paid some	3	6	-
No, employer paid nothing	46	9	61
No, there were no costs to pay	24	52	37
Weighted base	*114*	*128*	*66*
Unweighted base	*103*	*115*	*63*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.12 Whether respondent, partner or family paid for books and equipment

	Formal	Non-formal (excl. on the job) – non-vocational
	%	%
Yes, paid all	66	59
Yes, paid some	9	2
No, paid nothing	23	9
No, there were no costs to pay	4	26
Weighted base	*56*	*54*
Unweighted base	*53*	*50*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.13 Employer and respondent contributions to costs of books and equipment

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Employer covered all costs	31	34	2
Employer and respondent shared costs	5	1	-
Respondent covered all costs	36	7	48
No costs to pay	28	59	50
Weighted base	*101*	*123*	*60*
Unweighted base	*93*	*108*	*57*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.14 Amount paid by respondents towards books and equipment

	Formal	Non-formal (excl. on the job) – non-vocational
	%	%
None	[8]	[18]
Up to £100	[60]	[60]
£101 - £500	[30]	[14]
£501-£1000	[-]	[7]
More than £1000	[2]	[-]
Weighted base	*41*	*33*
Unweighted base	*39*	*26*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and who paid some or all of the course costs.

Table D.15 Uses of ICT

	Formal	On the job	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%	%
Only internet	2	2	-	[10]
Only a computer	16	21	21	[23]
Both internet and computer	61	20	47	[31]
Neither internet or computer	27	57	33	[35]
Weighted base	*88*	*150*	*89*	*48*
Unweighted base	*91*	*143*	*81*	*41*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months.

Table D.16 Whether course was made compulsory

	Formal	Non-formal (excl. on the job) - vocational
	%	%
Employer made course compulsory	28	46
Professional body made course compulsory	6	8
Other person/organisation made course compulsory	-	1
Legislation made course compulsory	6	4
Other specific answer	-	-
Course not compulsory	67	45
Weighted base	64	*91*
Unweighted base	*59*	*79*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and whose course was related to current job.

Table D.17 Employment related reasons for doing course

	Formal	Non-formal (excl. on the job) - vocational
	%	%
Get a new job	25	22
Develop my career	66	51
Change to a different type of work	20	13
Gain new skills for my job	58	68
Stay in a job that I might otherwise have lost	-	3
Get a pay-rise	13	12
Get a promotion	10	4
Get more satisfaction out of work	49	32
Set up own/family business	16	12
Help with work problems related to health/disability	4	1
None of these reasons	6	7
Weighted base	*80*	*68*
Unweighted base	*75*	*60*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months that was related to their current or future job and not compulsory for those in employment when their course started.
Note: percentages sum to more than 100 since respondents could name more than one reason.

Table D.18 Wider motivating factors for doing course

	Formal	Non-formal (excl. on the job) - vocational
	%	%
Do something interesting	22	25
To find out about the subject	28	43
Improve knowledge/ability in subject	48	55
To gain knowledge/skills useful in everyday life	36	38
Gain a certificate or qualification	42	22
Start another course	4	5
Make new friends/meet new people	3	5
Do something with my spare time	1	-
Have some fun	1	2
Keep my body active	-	-
Get involved in voluntary/community activities	5	2
Help my children with their schoolwork	1	-
Help me with health problems/disability	3	-
None of these reasons	-	2
Weighted base	*76*	*60*
Unweighted base	*64*	*53*

Base: Respondents aged 16-69 not in continuous full-time education who participated in formal and/or non-formal education in the past 12 months and whose course was related to current job.
Note: percentages sum to more than 100 since respondents could name more than one reason.

ANNEX E - SELF-DIRECTED LEARNING

Table E.1 Percentage of NS-SEC groups reporting different types of self-directed learning in the past 12 months

	Managerial and professional occupations	Intermediate	Small emp's & own account workers	Lower superv. & technical	Semi-routine and routine
	%	%	%	%	%
Professional development	67	36	41	28	15
Other self-directed learning	43	23	23	27	18
Professional development or other self-directed learning	77	49	48	44	29
Weighted base	*326*	*93*	*62*	*121*	*228*
Unweighted base	*318*	*95*	*71*	*112*	*226*

Base: all respondents aged 16-69 who were employed or self-employed or had been employed or self-employed in the past

Table E.2 Percentage of employees in different sized organisations reporting different types of self-directed learning in the past 12 months

	Less than 25 employees	25-499 employees	500 + employees
	%	%	%
Professional development	33	39	58
Other self-directed learning	28	25	46
Professional development or other self-directed learning	47	48	76
Weighted base	*254*	*349*	*149*
Unweighted base	*242*	*341*	*148*

Base: all respondents aged 16-69 who were in paid employment or had been in paid employment in the past

Table E.3 Subject of self-directed learning to keep up to date with work developments*

	%
Business & administrative studies	27
Mathematical & computer sciences	12
Education & teacher training	9
Engineering	17
Computer use (incl. Internet)	14
Social studies	9
Architecture, building & planning	5
Law	8
Creative arts & design	5
Medicine & dentistry	6
Subjects allied to medicine not listed	6
Veterinary sciences, agriculture and related subjects	*5*
Other specific answer not in codeframe	*6*
Weighted base	*348*
Unweighted base	*335*

Base: all respondents aged 16-69 who reported self directed learning to keep up to date with work developments in the past 12 months
*Percentage may sum to more than 100 because respondents could choose more than one reply
Only those subjects mentioned by 5% or more respondents are included in the table.

Table E.4 Subject of 'other' self-directed learning

	%
Computer use (incl. Internet)	17
Specifically work-related subject not listed	5
Mathematical & Computer sciences	6
Modern languages & literature	10
Leisure or life skills subject not listed	8
Music & drama	9
Gardening/ garden design	5
Weighted base	*250*
Unweighted base	*238*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months
Note: Only those subjects mentioned by 5% or more respondents are included in the table.

Table E.5 Use of ICT for self-directed learning*

	%
To do research for learning episode	59
Learning about IT skills	26
Used word-processor / spreadsheet	18
Learning about using the Internet	23
Exchanged emails	21
Learning using on line facilities/ CD rom	12
ICT used in other way	4
Not used ICT for learning	23
Weighted base	*250*
Unweighted base	*238*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months
*Percentages sum to more than 100 because respondents could choose more than one reply

Table E.6 Use of computer and/or Internet for self-directed learning

	%
Computer only	9
Internet only	14
Both computer and the Internet	77
Weighted base	*250*
Unweighted base	*238*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months and used ICT for this learning

Table E.7 Whether subject of learning was related to the job they were doing at the time when they started studying

	%
Yes	36
No	64
Weighted base	*208*
Unweighted base	*193*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months and had been in paid employment in the past three years (or since they left continuous full time education).

Table E.8 Whether they started teaching themselves because they thought it would help with a job they were thinking of doing in the future

	%
Yes	15
Maybe	8
No	78
Weighted base	*175*
Unweighted base	*165*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months which was not related to their job at the time or they had not been in paid employment in the past three years (or since they left continuous full time education).

Table E.9 Whether they thought it would help with voluntary work they were doing/thinking of doing

	%
Yes	9
Maybe	1
No	90
Weighted base	*250*
Unweighted base	*238*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months

Table E.10 Employment benefits of self-directed learning*

	%
Developed new job skills	49
Able to do job better	49
Got more job satisfaction	42
Pay rise in existing job	4
Changed type of work	1
Set up my own/family business	8
Got a new job	1
Got a promotion	3
Stayed in my job	2
Helped with disability	3
None of the above	30
Weighted base	*114*
Unweighted base	*105*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months, whose learning was connected to current or future paid employment

*Percentages sum to more than 100 because respondents could choose more than one reply

Table E.11 Wider benefits of self-directed learning*

	%
Improved knowledge about subject	76
Found learning interesting	74
Enjoyed it	70
Learned new skills	72
Did something useful with spare time	42
Encouraged more learning	33
Boosted confidence	30
Increased self-esteem	18
Met new people	22
Kept body active	18
Able to help child with school work	9
Helped with health disability	6
Encouraged voluntary or community activity	9
None of the above	1
Weighted base	*250*
Unweighted base	*238*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months
*Percentages sum to more than 100 because respondents could choose more than one reply

Table E.12 Wider benefits of self-directed learning by current highest qualification*

	SVQ Level 4-5	**SVQ Level 2-3**	**SVQ Level 1 & no quals**
	%	%	%
Improved knowledge about subject	71	90	[67]
Found learning interesting	69	82	[75]
Enjoyed it	65	74	[84]
Learned new skills	70	74	[73]
Encouraged more learning	30	37	[37]
Did something useful with spare time	35	46	[56]
Boosted confidence	30	29	[31]
Increased self-esteem	19	22	[10]
Met new people	21	18	[32]
Kept body active	12	22	[31]
Able to help child with school work	8	13	[5]
Encouraged voluntary or community activity	8	11	[8]
Helped with health disability	3	9	[8]
None of the above	0	0	[3]
Weighted base	*135*	*76*	*39*
Unweighted base	*134*	*69*	*35*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the past 12 months
*Percentages sum to more than 100 because respondents could choose more than one reply

ANNEX F QUALIFICATIONS USED IN ANALYSIS

SVQ levels are used in this report to summarise respondents' highest qualification level. Table F.1 shows the different vocational and academic qualifications treated as equivalent to the various SVQ levels for the purposes of deriving the 'highest qualification' analysis variables. As far as possible, these variables were derived in the same way as NVQ levels for England and Wales, so that figures on SVQ levels in this report are comparable with figures on NVQ levels in the England and Wales report. However, evidently there was also a need to incorporate specific Scottish qualifications when deriving highest qualification for Scottish respondents.

Table F.1 Main qualifications included at different SVQ/NVQ levels

SVQ levels	Qualifications included
Never been in CFTE	If never been in full-time education
No qualifications	Those who indicated they had no recognisable academic or vocational qualifications, or who only have modules towards vocational qualifications.
Level 1	*ACADEMIC*: Standard Grades/GCSEs or equivalent, BUT fewer than 5 at Grades 1-3/A-C; Core Skills qualifications; Access level 1. *VOCATIONAL*: SVQ level 1; GNVQ foundation; BTEC/SCOTVEC 1st Certificate; RSA/OCR Certificate; City & Guilds part 1; European Computer Driving License; CLAIT; Driving license or HGV license.
Level 2	*ACADEMIC*: 5+ Standard Grades/GCSEs or equivalent at grades 1-3/A-C; 1 or 2 Highers; Scottish Higher School Certificate; Intermediate 2; Access to FE course. *VOCATIONAL*: SVQ level 2; GNVQ intermediate; BTEC/ScotVec or equivalent 1st general diploma; RSA/OCR 1st Diploma; City & Guilds Part 2.
Level 3	*ACADEMIC*: 3+ Highers; Certificate of Sixth Year Studies; Access to HE course. *VOCATIONAL*: SVQ level 3; GNVQ Advanced; BTEC National Certificate Diploma; RSA/OCR Advanced; City & Guilds Part 3; Modern Apprenticeship; other recognised trade apprenticeship.
Level 4	*ACADEMIC*: Degree, Foundation Degree; Diploma in HE. *VOCATIONAL*: SVQ level 4; BTEC Higher Certificate/Diploma; HND/HNC; RSA Higher Diploma
Level 5	*ACADEMIC*: Higher degree/PGCE *VOCATIONAL*: SVQ Level 5

Table F.2 shows how the different SVQ levels map onto the Scottish Curriculum and Qualification Framework, which has been devised to help provide a clearer understanding of the relative levels of all recognised academic and vocational qualifications in Scotland.

Table F.2 Scottish Curriculum and Qualification Framework

SCQF level	SQA National Units, Courses and Group Awards	Higher Education	*Scottish Vocational Qualifications*
12		Doctorate	
11		Masters	*SVQ 5*
10		Honours Degree Graduate Diploma/Certificate*	
9		Ordinary Degree Graduate Diploma/Certificate*	
8		Higher National Diploma Diploma in Higher Education	*SVQ 4*
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		*SVQ 3*
5	Intermediate 2 Credit Standard Grade		*SVQ 2*
4	Intermediate 1 General Standard Grade		*SVQ 1*
3	Access 3 Foundation Standard Grade		
2	Access 2		
1	Access 1		

* These qualifications are differentiated by volume of outcomes and may be offered at either level

ANNEX G BASIC SKILLS

NALS 2002 was the first in the series to measure whether respondents had a basic skills difficulty. The methodology and questions were adapted from a scheme developed by Taylor Nelson Sofres. The same methodology and questions were used in NALS 2005.

All respondents who had either an academic degree, or maths AND English at GCSE grades A-C/Standard Grade 1-3 or equivalent were assumed not to have basic skills difficulties.

All the other respondents were asked a series of questions to find out whether they might have difficulties with basic skills. These questions asked how frequently respondents did everyday tasks that required the use of basic literacy and numeracy skills such as: reading bills, filling in an official form, or working out wages or benefits. Respondents scored one point for each task that they did infrequently. Respondents were then asked if they needed help with any of these tasks, and scored one point for each task with which they needed help. Respondents accumulating 6 or more points were considered to have a basic skills difficulty.

Activities respondents were asked about to ascertain basic skills difficulty:

- Reading a newspaper or magazine
- Reading official information, e.g., from Hospital
- Reading instructions, e.g., on medicine bottles, recipes
- Reading for pleasure
- Filling in an official form
- Writing a letter or note
- Working out wages or benefits
- Checking bills or statements at home

Table G.1 Percentages of respondents reporting different types of learning by whether they have a basic skills difficulty (Scotland and England/Wales)

	Basic skills difficulty (Scotland)	Basic skills difficulty (England/ Wales)	No basic skills difficulty (Scotland)	No basic skills difficulty (England /Wales)	Total (Scotland)	Total (England/ Wales)
	%	%	%	%	%	%
Any learning	62	59	88	85	82	80
Taught learning	42	44	74	66	66	62
Self-directed learning	46	39	73	71	67	65
Vocational learning	51	50	81	78	74	73
Non-vocational learning	21	20	31	26	28	25
Weighted base	189	*711*	*652*	*3161*	*841*	*3871*
Unweighted base	196	*595*	*638*	*2745*	*834*	*3340*

Base: all respondents aged 16-69 not in continuous full-time education.

Table G.2 Percentage of age groups with a basic skills difficulty

	16-39 years	40-59 years	60+ years	Total (Scotland)	Total (England/ Wales)
	%	%	%	%	%
Basic skills difficulty	18	23	40	26	20
No basic skills difficulty	82	77	60	74	80
Weighted base	*349*	*370*	*272*	*992*	*4543*
Unweighted base	*300*	*396*	*295*	*992*	*3989*

Base: all respondents not in continuous full-time education.

Table G.3 Percentage of highest qualification groups with a basic skills difficulty

	Level 5	Level 4	Level 3	Level 2	Level 1	No qual's	Total
	%	%	%	%	%	%	%
Basic skills difficulty	-	6	20	18	42	61	22
No basic skills difficulty	100	94	80	82	58	39	78
Weighted base	*51*	*258*	*155*	*115*	*189*	*71*	*840*
Unweighted base	*52*	*249*	*148*	*106*	*194*	*82*	*833*

Base: respondents aged 16-69 who had been in continuous full-time education but were not currently in continuous full-time education.

Table G.4 Percentage of current main activity groups with a basic skills difficulty.

	FT empl'ee	PT empl'ee	Self-empl'd	Looking after the family	Retired	Incapable of work	Total
	%	%	%	%	%	%	%
Basic skills difficulty	18	17	11	28	32	61	22
No basic skills difficulty	82	83	89	72	68	39	78
Weighted base	*433*	*103*	*61*	*56*	*85*	*54*	*841*
Unweighted base	*401*	*98*	*69*	*61*	*98*	*62*	*834*

Base: respondents aged 16-69 and not in continuous full-time education.

Table G.5 Percentage of NS-SEC groups with a basic skills difficulty.

	Managerial and prof	Inter-mediate	Small employers/ own account workers	Lower supervisory/ technical	Semi-routine and routine	Total
	%	%	%	%	%	%
Basic skills difficulty	9	14	15	32	33	20
No basic skills difficulty	91	86	85	68	67	80
Weighted base	*317*	*88*	*56*	*111*	*200*	*775*
Unweighted base	*308*	*89*	*64*	*99*	*190*	*751*

Base: respondents aged 16-69 who were currently employed or self-employed or who had been in paid employment in the past 10 years.

Table G.6 Percentage of household income groups with a basic skills difficulty

	£10,399 or less	£10,400-£20,799	£20,800-£31,199	£31,200+	Total
	%	%	%	%	%
Basic skills difficulty	35	28	17	12	22
No basic skills difficulty	65	72	83	88	78
Weighted base	*126*	*168*	*161*	*297*	*841*
Unweighted base	*161*	*191*	*148*	*268*	*834*

Base: respondents aged 16-69 and not in continuous full-time education.

Table G.7 Percentage of benefits dependency groups with a basic skills difficulty

	Benefit dependent	Not Benefit dependent	Total
	%	%	%
Basic skills difficulty	35	19	22
No basic skills difficulty	65	81	78
Weighted base	*184*	*652*	*841*
Unweighted base	*219*	*611*	*834*

Base: respondents aged 16-69 and not in continuous full-time education.

Table G.8 Percentage of respondents in Scottish index of multiple deprivation quartiles with a basic skills difficulty

	1st quintile (least deprived)	2nd quintile	3rd quintile	4th quintile	5th quintile (most deprived)	Total
	%	%	%	%	%	%
Basic skills difficulty	13	16	19	32	39	22
No basic skills difficulty	87	84	81	68	61	78
Weighted base	*221*	*215*	*115*	*150*	*139*	*841*
Unweighted base	*207*	*208*	*112*	*164*	*143*	*834*

Base: respondents aged 16-69 and not in continuous full-time education.

Table G.9 Percentages of respondents likely to do job-related learning in the future by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Very likely	37	65	60
Fairly likely	26	21	22
Not very likely	18	9	11
Not at all likely	19	6	8
Weighted base	*88*	*374*	*461*
Unweighted base	*85*	*344*	*429*

Base: respondents aged 16-69 and not in continuous full-time education who were working or planning to work in the future.

Table G.10 Percentages of respondents likely to do non job-related learning in the future by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Very likely	14	25	23
Fairly likely	22	33	30
Not very likely	27	25	25
Not at all likely	37	17	21
Weighted base	*182*	*644*	*826*
Unweighted base	*191*	*631*	*822*

Base: All learners aged 16-69 and not in continuous full-time education.

Table G.11 Obstacles to learning and reasons for not learning by basic skills difficulty (among learners)

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Prefer to spend time doing other things	34	29	30
Not interested in learning	18	8	9
Do not need to learn for my work	18	7	9
Do not see any point in education	4	1	2
Lack of time due to work	47	51	50
lack of time due to family	24	32	31
Hard to get time off work to learn	29	17	19
Lack of time due to children	15	20	19
Lack of time because care for an adult	9	5	6
Hard to pay course fees	23	22	22
Would only do learning if someone paid fees	18	10	11
Benefits would be cut if did course	6	3	4
Does not know about local learning opportunities	22	13	14
Cannot find local opportunities to learn	15	13	14
don't know which courses would be interesting/useful	25	11	13
Does not know where to find out about course	9	6	6
couldn't find the training I wanted	10	11	11
Nervous about going back to classroom	28	10	13
Do not have quals to get onto course	26	10	12
Worried about keeping up with course	26	10	13
Difficulties reading and writing	14	1	3
Difficulties with English	11	1	3
Problems with numbers	12	1	3
Too old to learn	19	3	6
Course difficult due to health/ disability	6	2	2
Problem arranging transport to course	14	6	7
Employer would not support learning	14	5	7
None apply	4	8	7
Weighted base	*118*	*575*	*693*
Unweighted base	*110*	*547*	*657*

Base: All learners aged 16-69 and not in continuous full-time education.

Table G.12 Obstacles to learning and reasons for not learning by basic skills difficulty (among non-learners)

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Prefer to spend time doing other things	38	37	38
Not interested in learning	29	25	27
Do not need to learn for my work	9	14	12
Do not see any point in education	15	7	11
Lack of time due to work	13	25	19
lack of time due to family	31	37	34
Hard to get time off work to learn	9	10	10
Lack of time due to children	17	13	15
Lack of time because care for an adult	12	15	14
Hard to pay course fees	22	25	24
Would only do learning if someone paid fees	20	10	15
Benefits would be cut if did course	14	11	13
Does not know about local learning opportunities	32	17	24
Cannot find local opportunities to learn	21	15	18
Does not know where to find out about course	20	8	13
don't know which courses would be interesting/useful	23	18	20
couldn't find the training I wanted	8	3	5
Nervous about going back to classroom	34	19	26
Do not have quals to get onto course	27	13	20
Worried about keeping up with course	20	15	18
Difficulties reading and writing	10	1	5
Difficulties with English	4	1	3
Problems with numbers	4	0	2
Course difficult due to health/ disability	14	9	11
Problem arranging transport to course	15	16	16
Too old to learn	30	19	24
Employer would not support learning	4	2	3
None apply	4	6	5
Weighted base	*71*	*77*	*148*
Unweighted base	*86*	*91*	*177*

Base: All non-learners aged 16-69 and not in continuous full-time education.

Table G.13 Whether non-learners would like to have done some learning by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty
	%	%
Yes definitely	20	16
Yes maybe	29	26
No	52	58
Weighted base	*71*	*77*
Unweighted base	*86*	*91*

Base: non-learners aged 16-69 who had done no learning in the past 3 years.

Table G.14 What would encourage non-learners to learn by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Funding to help me pay for learning	21	25	23
Advice on the type of learning I could do	13	15	14
Learning organised at more convenient times	11	17	14
Learning organised in more convenient places	10	17	13
Help with health problems/disability	14	8	11
Time off work to do learning	12	5	9
Childcare available while learning	7	7	7
Learning which is more relevant to what I need	6	7	6
Learning which helped to improve my employment prospects	5	7	6
Care for other dependents available while learning	3	5	4
Help with reading, writing and/or English	6	1	4
Learning organised in the workplace	3	2	2
Improved job prospects	0	1	0
Weighted base	*70*	*75*	*146*
Unweighted base	*85*	*89*	*174*

Base: non-learners aged 16-69 who had done no learning in the past 3 years.

Table G.15 Percentage of respondents who are current computer users by basic skills needs

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Current computer user	47	77	69
Not current user	53	23	31
Weighted base	*253*	*738*	*992*
Unweighted base	*262*	*730*	*992*

Base: all respondents

Table G.16 Percentage of respondents who are current Internet users by basic skills needs

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Current Internet user	41	75	67
Not current user	59	25	33
Weighted base	*253*	*738*	*992*
Unweighted base	*262*	*730*	*992*

Base: all respondents

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