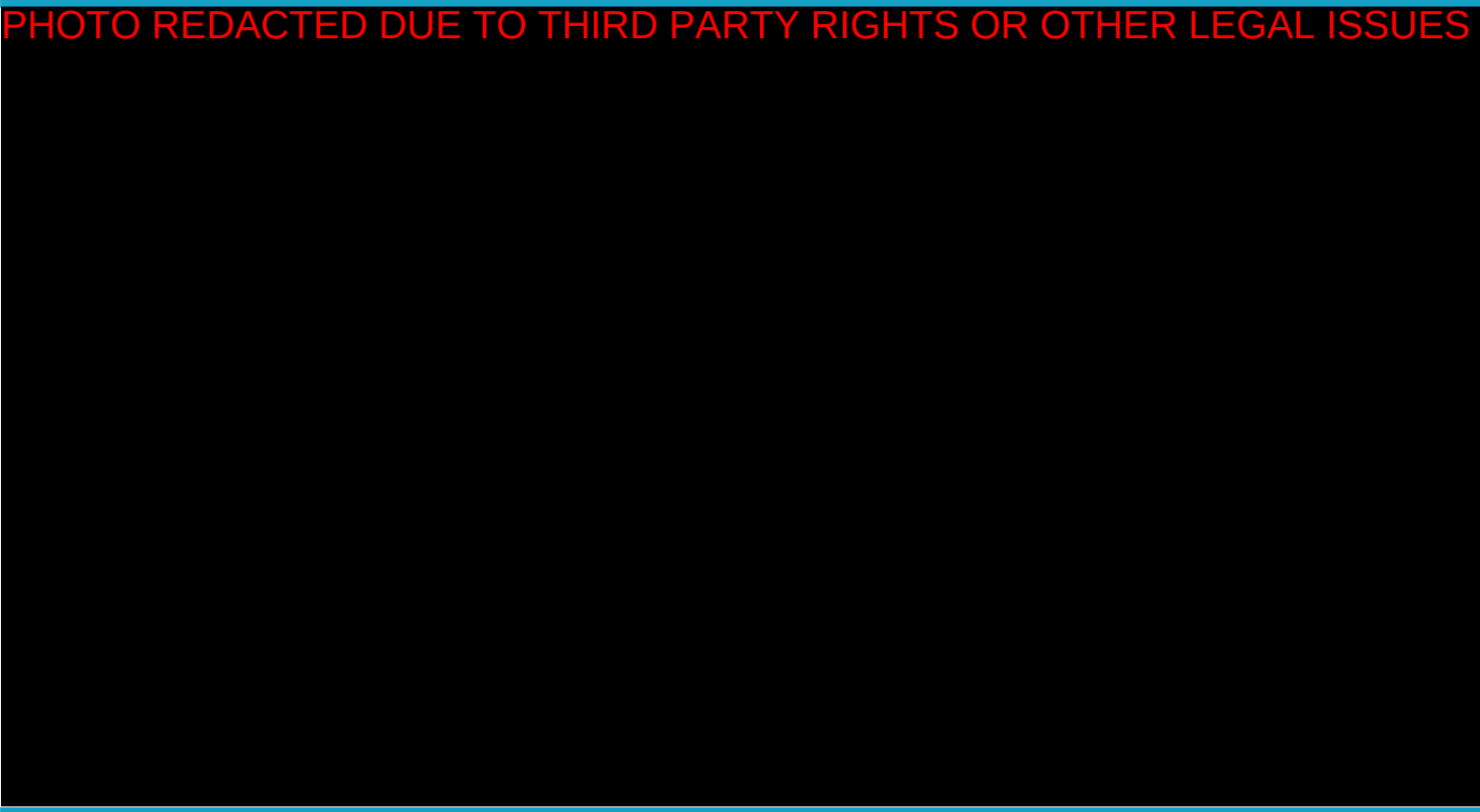
National Adult Learning Survey (NALS) 2005

Dawn Snape, Emily Tanner and Rupert Sinclair
with Juliet Michaelson and Steven Finch
National Centre for Social Research



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EXECUTIVE SUMMARY

This report presents the findings from the National Adult Learning Survey (NALS 2005. It was carried out by the *National Centre for Social Research* on behalf of the Department for Education and Skills (D*f*ES). It is the fourth survey to be published in the NALS series; previous surveys were carried out in 2002, 2001 and 1997. The NALS series is used by the D*f*ES to evaluate the effectiveness of their adult learning policies.

Key findings

- In the 3 year period between NALS 2002 and 2005, the adult participation rate in learning increased by 4 percentage points to 80%. This applies to adults aged 16-69 outside of continuous full-time education who had taken part in some form of learning over the previous three years.
- NALS also asked participants about their participation in learning using a 12 month reference period. The results show that 69% of respondents had done some learning in the last year; and this coincides with recent findings from the English Local Labour Force Survey.
- Participation in learning tends to decline as age increases. Learning participation rates for 16-49 year olds are over 80%, much higher than those for 60-69 year olds (64%) and over 70s (38%). However, learning rates for these two older groups have risen very strongly since 2002.
- 90% of respondents with an annual household income of £31,200 or more reported some learning compared to 64% of those in the lowest income bracket (below £10,400). However, since 2002, the gap in learning participation between the highest and lowest income groups has decreased by 7 percentage points.
- Although, many non-learners are not interested in learning, a third (33%) of non-learners said they would like to have done some learning. The incentives that non-learners said would encourage them include: funding (24%), advice (15%), the expectation of improved job chances (12%), and learning available at the right time (10%) or place (10%).
- 62% of respondents aged 16-69 had done some taught learning over the previous 3 years. Each taught learner studied an average of 1.9 taught courses in that period. On average, each course involved 80 hours of tuition, and another 78 hours of self-study.
- 37% of taught learners paid for their course. The mean amount paid for each course by those who paid was £584.
- Among all respondents, current computer use has increased from 55% in 2001 to 70% in 2005. Current Internet use has risen even more sharply, from 44% in 2001 to 66% in 2005.
- Awareness of **learndirect** continues to increase with three-quarters (76%) of respondents saying they had heard of it and 14% saying they had used it (compared to 62% and 6% respectively in 2002).
- 63% of respondents had some knowledge of at least one language in addition to their first language. The three most common additional languages were: French (66%), German (26%) and Spanish (19%). However the level of knowledge was low, with nearly half of respondents reporting that they do not have a basic level of proficiency in their additional languages.

Introduction

This report presents the findings of NALS 2005, which was carried out by the *National Centre for Social Research* on behalf of the D*f*ES. The survey, conducted between October 2005 and February 2006, achieved a 50% response rate and included 4,983 computer-assisted personal interviews with adults aged 16 or over in England, Scotland and Wales. As in the 2001 and 2002 surveys, those over the age of 69 were included to monitor participation in learning among older people. In order to maintain comparability with previous NALS, the results for older respondents are usually presented separately. Similarly, Scotland was included in NALS for the first time in 2005 and the Scottish findings form the basis of a separate report.

Another important innovation in NALS 2005 is the inclusion of questions from the European Adult Education Survey (AES). The AES is expected to be the model adopted for future adult education surveys in the UK and throughout Europe. A number of new survey topics were included to enable European comparisons and some additional changes were made to existing NALS response frames in order to accommodate the AES. These are explained in detail in the main introduction to the report and in the separate Technical Report.

Learning trends

The survey asked a number of questions about a variety of learning experiences in the previous three years (i.e. since October 2002 to February 2003, depending on the date of the individual's interview) or since leaving continuous full-time education. Learning activities were classified as taught learning, if they involved some formal teaching (including distance learning), or as self-directed learning, if people taught themselves without using any form of tuition.

In 2005, 80%[1] of respondents had taken part in one or more learning activities covered by the survey in the previous three years, an increase from 76% in 2002.

There have been some small increases in participation in each type of learning since 1997 with the exception of participation in non-vocational learning which has decreased slightly.

- The proportion of taught learners has increased from 58% in 1997 to 62% in 2005.

- In the same period participation in self-directed learning rose from 57% in 1997 to 65% in 2005.

- Participation in vocational learning also rose from 67% in 1997 to 73% in 2005.

- By contrast, participation in non-vocational learning declined from 30% in 1997 to 25% in 2005, but the figure has remained stable since 2001.

NALS also asked participants about their participation in learning using a 12 month reference period. The results show that 69% of respondents had done some learning in the last year; and this agrees with recent findings from the English Local Labour Force Survey.

[1]This figure of 80% has a confidence interval of approximately +/- 2% suggesting that the learning participation rate lies somewhere between 78.2% and 82.2%.

The length of time spent on these learning episodes remained stable between 2002 and 2005, with 68% of taught learners reporting that they had received 10 or more hours of tuition in the past year.

Learning among different groups

NALS 2005 confirmed the findings of previous NALS, as well as numerous other studies of adult learning, that there are consistent variations in learning among different groups.

- Participation in learning tends to decline as age increases: the highest learning participation rates (between 80% and 89%) were found among those aged 16-49, while only 38% of those aged 70+ had undertaken some learning in the previous three years.

- Across nearly all age groups, there has been an upward trend in learning participation since the first NALS survey in 1997. There has been a particularly marked increase in learning among older respondents. The learning participation rate of those in their sixties rose from 51% in 2002 to 64% in 2005 and the rate among those aged 70 and over increased 10 percentage points over the same period.

- Women were less likely to participate in learning (generally) than men (78% compared to 83%) and were also less likely to participate in vocational and self-directed learning. However, women were more likely to participate in taught learning.

- Despite these persistent differences in the learning participation rates of men and women over time, the gender learning gap has narrowed slightly from 8% in 1997 to 5% in 2005.

- As previous NALS findings have indicated, disability seems to be associated with lower than average learning participation rates: 62% of respondents with a work limiting disability and 77% of respondents with another type of disability reported some learning in the previous three years. However, the overall learning participation rate among people with a disability has increased significantly between 2002 and 2005 (from 64% to 73%).

As with previous NALS findings, a strong link was also found between adult learning and educational background.

- Less than half (46%) of those with no qualifications reported participation in learning over the previous three years compared to between 92- 97% of those with NVQ Level 4 or 5 qualifications. However, the learning participation gap between those with no qualifications and those with the highest qualifications appears to be narrowing, as the participation rate of those with NVQ level 4 or 5 qualifications has remained fairly stable since 2002, while the participation rate of those with no qualifications has increased from 29% to 46% during the same period.

- For the first time in the NALS series, the 2005 survey looked at whether parental education was related to respondents' own participation in adult learning. The results showed that people were more likely to participate in adult learning if their mother or father had stayed on at school at least until the age of 16 (89% of those with a parent who stayed on in education until 16 reported participation in adult learning compared to 77% of those whose parents left education before the age of 16.

As previous NALS found, participation in learning is closely linked to employment circumstances.

- The highest participation rates were found among respondents in paid work: 91% of full-time employees, 87% of self-employed and 80% of part-time employees had done some learning. This is similar to the pattern found in 2002.

- The lowest participation rates were found among those who are economically inactive. That is, those who are retired (60%), those looking after a family (58%), and those who are unable to work due to a health problem or disability (51%).

- Since 2002, learning participation rates have increased for all groups apart from part-time employees. The increases have been greatest among: those unable to work because of illness or disability (from 40% to 51%), unemployed people (from 68% to 77%), and retired people (from 51% to 60%).

A link was also found between financial circumstances and propensity to engage in learning:

- 90% of respondents with an annual household income of £31,200 or more reported some learning compared to 64% of those in the lowest income bracket (below £10,400). However, since 2002, the participation in learning among the lowest income group has increased by 9 percentage points while the participation rate among the highest income group has decreased slightly.

- 66% of those who are dependent on means-tested benefits reported participation in learning, compared to 84% of those not dependent on such benefits. The differences in learning participation rates among these groups were significant for all types of learning.

- The highest learning participation rates were found in the southern regions: South East (87%), East Midlands (85%), South West (84%), Eastern (83%) and London (81%). Participation was lowest in Wales (68%). The northern regions had participation rates in between Wales and the southern regions: Yorkshire and Humber (74%), North West (77%) and North East (79%).

- A strong association was also found between learning and local deprivation with those in the least deprived areas most likely to be learners (89%) and those in the most deprived areas least likely to be learners (73%). This pattern held for all types of learning.

- The learning gap between the most and least deprived quintiles decreased between NALS 2002 and NALS 2005, from 21% to 16%. Over this period, the greatest increase in the learning participation rate has been among the most deprived quintile (up 6 percentage points).

Obstacles and incentives to learning

Time constraints due to work or family, a preference for spending time doing other things, the costs of courses and lack of awareness of local learning opportunities were most frequently mentioned by both learners and non-learners as obstacles to learning.

Non-learners tended to have more concerns about their personal aptitudes, and returning to learning in general than learners.

- They were more likely to say they were not interested in learning (23% of non-learners compared to 8% of learners), that they were nervous about going back to the classroom (16%, 8%); that they were too old to learn (15%, 6%); that they did not need to learn for their work (14%,8%); and they did not know where to look for local learning opportunities (19%, 13%).

Those who mentioned particular barriers to learning were asked follow-up questions to see whether improvements or assistance in these areas would encourage them to do some learning.

- Over two-thirds (66%) of those who said childcare was an obstacle to learning said they would consider learning from home via the Internet.

- 62% of those who cited transport as a barrier said they would be encouraged to learn if it were easier to get there by public transport; 47% said they would be encouraged to learn if transport were provided door to door. Over a third (36%) said they would be encouraged to do some learning if public transport were less expensive.

- Of those who said that the cost of courses was a barrier to learning, 88% said they would be very or fairly likely to do some learning if their tuition fees were paid in full.

- 55% of those who said that their health problem or disability posed a barrier to learning said they would be very or fairly likely to learn if funding was available to help with their health problem or disability.

- Of those who said lack of knowledge about local learning opportunities posed a barrier to learning, 83% said they would be very or fairly likely to learn if offered advice on local learning opportunities.

- Those who said time was an obstacle to learning were asked whether they would consider learning from home using the Internet if computer and/or Internet facilities were provided to them along with help in using them. 62% of these respondents said this type of support would encourage them to do some learning.

Although, as discussed above, there is a group of non-learners who do not appear to be interested in or motivated by learning, a third (33%) of non-learners said they would like to have done some learning.

- Non-learners were asked which of a list of incentives might encourage them to do some learning. Funding (24%), advice (15%), the expectation of improved job chances (12%), and learning available in the right time or place (10% for each) were the most popular responses.

- Just under half (45%) of non-learners and learners who would like to have done more learning said there was a specific subject they wanted to study. The most popular subjects were mathematical and computer sciences (12%), modern languages and literature (12%), and business and administrative studies (10%).

Those non-learners who said they would not have liked to have done learning were asked if they wanted to find out more about certain subjects, and if they were interested in different community activities.

- The most commonly mentioned subjects in which non-learners were interested were: IT, computers or the Internet (54%), job-related training or professional development skills (23%), languages (19%) and DIY (15%).

- 35% said they would be interested in finding out about one or more community activity. Sports events and activities (12%), arts events (11%), and local history groups (10%) were the most popular.

Learners and non-learners were also asked about their attitudes towards learning and the role it plays for them.

- In terms of the value of learning, learners were more likely than non-learners to see learning as an investment in their future (81% compared to 57%). Furthermore, non-learners tended to place less value on learning for its own sake and were twice as likely as learners to agree that only qualification-based learning is worthwhile (29%, 16%).

- Not surprisingly, non-learners were more likely than learners to express a lack of interest in learning, to disassociate themselves with people who learn and to have had negative experiences of learning in the past.

- Learners were more open than non-learners to the possibility of learning in new ways, such as using CD ROMs or the Internet (75%, 51%) and non-learners were more likely to say they found computers confusing (19%, 41%). Non-learners were also more likely to say they lacked the confidence to learn on their own (30%, 18%).

Taught learning

The following summarises the findings in relation to the course that taught learners selected as their 'most useful' (or only) course taken in the previous three years. As the course was purposively selected by the respondent, the findings provide an overview of the types of courses respondents found most useful, rather than a representative picture of all courses taken in the previous three years.

- Employers (19%) and professional bodies (18%) were the most common providers of vocational courses.

- Adult education institutes (18%), individuals giving private lessons (15%) and private training providers (14%) were the most common providers of non-vocational courses.

- The most common subjects studied by taught learners were: business and administration studies (14%) followed by computer use (9%)

- The proportions of taught learners using ICT for their selected course increased markedly between 2002 and 2005 (up from 49% to 62%).

NALS 2005 asked for the first time about costs relating to the course and sources of funding.

- Employers paid some or all of the course fees for just over a third (36%) of the selected courses and they were much more likely to pay for vocational rather than non-vocational learning (46%, 3%).

- Two-thirds of the selected courses were paid for in full by the respondents or their families and they were more likely to pay some or all of the fees themselves if the course was non-vocational.

- Most of those whose course was job-related said they studied mostly or partly during working hours (73%).

- The most commonly reported motivations for undertaking courses were career development (57%), gaining new job skills (52%), and improved job satisfaction (35%).

The majority of respondents said that they had benefited from their course in a variety of ways.

- Among those whose course was vocational, skill development (54%) was the most commonly reported employment-related benefit, followed by the perceived ability to do their job better (42%), and greater job satisfaction (25%).

- The main economic benefits from vocational learning included: a pay rise (12%), changed type of work (10%) and getting a new job (10%).

- For those doing non-vocational courses, the main benefits were: skill development (75%), improved knowledge or skills in the subject area (71%), and finding the course interesting (64%) or enjoyable (60%).

Apart from the course selected as most useful, respondents were also asked about up to two randomly selected courses undertaken during the previous 12 months. As these courses were randomly selected, they provide a representative picture of all courses taken during the previous year. These findings show that:

- 62% of respondents aged 16-69 had done taught learning over the previous 3 years. Each taught learner studied an average of 1.9 taught courses over that period.
- The average course involved approximately 80 hours of tuition, and another 78 hours of self-study.
- 37% of taught learners paid fees for their course. The mean fee paid by those who did pay was £584.

- 28% of taught learners paid for books and/or equipment for their course. The mean amount spent on books and equipment during this period was £106 for those who did pay.

Self-directed learning

Self-directed learning is broadly defined in NALS and includes: on-the-job training (reported by 29% of respondents), professional development (46%) and 'other' types of self-directed learning (31%). This section focuses solely on the 'other' type of self-directed learning (i.e. excluding on-the-job training and professional development).

- The most common subjects of self-directed learning were: computer or Internet use (16%), some other work-related subject (8%) and mathematical or computer sciences (7%). Computer use has remained the most common subject of self-directed learning since 2002.

- Respondents were also asked about the methods they used to teach themselves about their most recent subject of self-directed learning. Three-quarters (76%) used printed materials such as books or magazines, 61% used computers, half (49%) said they learned from friends, family or colleagues. The use of TV, videos or radio (42%) was also common.

- Work was a fairly common motivation for undertaking self-directed learning. 38% of those who had done the 'other' form of self-directed learning during the past three years and who were in employment during this period said that the subject of their learning was related to a job they were doing at the time.

- Nearly three-quarters (73%) of respondents who said that their self-directed learning was connected to current or future paid employment cited job-related benefits of their learning. The most common of these were: development of new skills for a job (51%), perceived improvements in their ability to do their job (49%) and greater job satisfaction (36%).

- Almost all respondents who had done this type of self-directed learning felt that they had benefited from it in some way (98%). The most common benefits were: improved subject knowledge (73%), finding the course interesting (73%), enjoyment (68%), development of new skills (66%).

- Apart from acquiring new skills and knowledge, respondents also felt that the learning had other positive impacts on their lives. For example, 39% said it encouraged them to do something useful with their spare time, 33% said it boosted their self-confidence, 22% said it increased their self-esteem.

- Also worth noting is that learning may engender more learning: over a third (36%) said their self-directed learning had encouraged them to do more learning and 8% said that their learning enabled them to help their child with school work.

Use of and attitudes towards ICT

Since 2001, the survey has explored the use of Information, Communication and Technology (ICT)[2].

[2] The results in this section include respondents of all ages and not only those under 70 as in most of the previous sections.

- 77% said they had used a computer or the Internet (or both) at some point in their life, indicating a continued upward trend from 67% in 2001 and 70% in 2002.

- Current computer use has increased from 55% in 2001 to 70% in 2005. Current Internet use has risen even more sharply, from 44% in 2001 to 66% in 2005.

- Most people who used ICT seem to use it frequently. Over half (55%) said they use the computer five or more days a week, with the equivalent figure for Internet use being 48%.

- Access to computers and the Internet at home has increased substantially since 2001. During this period, access to a computer at home has risen from 55% to 73%. Similarly, in 2001 less than half (45%) had access to the Internet at home, but by 2005 this had increased to two-thirds (66%).

Similar to previous findings in the NALS series, many of the characteristics associated with participation in learning are also associated with ICT use:

- 85% of learners were current ICT users compared to 36% of non-learners.

- Between 83% and 92% of those aged under 50 were ICT users compared with 52% of those aged 60-69 and 25% of those aged 70 and over.

- Women were less likely than men to use ICT (68% compared with 76%).

- 92% of those qualified to NVQ level 5 were ICT users compared with 63% of those qualified to Level 1 and 27% of those with no qualifications.

- Disabled people remained less likely than others to use ICT (52%).

- 44% of those in the lowest income group (under £10,400) were ICT users compared with 91% of those in the highest income group (£31,200+).

- 66% of those in the most deprived areas were current ICT users compared with 80% of those in the least deprived areas.

- While ICT use continues to be lower among those who are also less likely to participate in learning, the greatest increases in ICT use since 2001 have also been among these groups.

Information, advice and guidance

NALS 2002 first looked at access to information, advice and guidance (IAG) about learning and questions on this topic were also included in 2005.

- Although the majority of learners had received IAG (76%), only a minority of non-learners had done so (36%).

- Those who were most qualified were also most likely to have received IAG. 83% of those qualified to NVQ Level 5 had received IAG in the last 12 months, compared to 59% of those qualified to NVQ level 1 and 43% of those with no qualifications.

- Among non-learners, the differences between the most and least qualified in terms of their receipt of IAG was most stark. 75% of non-learners qualified to NVQ level 5 had received IAG in the past 12 months compared to 36% of those qualified to NVQ level 1 and 43% of those with no qualifications.

- Given the current policy interest in Level 2 learners, it is interesting to note that those qualified to Level 2 were more likely to have received IAG in the last 12 months than those qualified to Level 3 (47% compared to 28%).

Respondents who had received IAG in the past 12 months were asked about the sources of IAG they used.

- The most common sources of IAG among learners were: friends and family (31%), their employer (28%) and educational institutions (26%). In contrast non-learners relied most commonly on: leaflets (18%), the media (8%), an educational institution (8%), or friends and family (6%).

- More highly qualified learners tended to receive IAG from a wider range of sources than learners who are less well qualified or who have no qualifications. Non-learners were generally less likely than learners to have received IAG from each of the sources listed.

Apart from whether they had received IAG, respondents were also asked whether they had actively sought advice or guidance about courses in the past three years.

- Non-learners were much less likely to have looked for IAG than learners (31% compared to 59%).

- Those with higher level qualifications were more likely to have sought IAG than those with lower level or no qualifications. This applied both to learners and to non-learners.

- Overall, 11% said they had looked for IAG but been unable to find it (13% of learners and 5% of non-learners). The most common types of information respondents sought but could not find were: courses available locally (47%), local places for learning and training (46%) and courses available for particular jobs (30%).

- Over half (59%) said they are fairly or very likely to use IAG in the next year to find out about courses.

Awareness of learning campaigns and other initiatives

Respondents were also asked about their awareness of various learning campaigns and initiatives.

- Nearly a fifth (19%) had heard of 'Adult Learner's Week' while just under a tenth (9%) had heard of 'Learning at Work Day' and 4% of 'Family Learning Weekend'.

- Although a large proportion of respondents in 2005 were not aware of any of the campaigns (74%), the proportion of people in this situation has declined and is now significantly lower than that in 2002 (79%).

- Respondents who said that they were likely to do learning in the future were asked whether they would be willing to have a special savings account for learning to which the government, their employer and the respondent could contribute. A third (34%) said they would be willing to do so, 42% were unwilling, and 22% were unsure. A small minority (2%) said they were unable to save. Learners and non-learners were similar in their willingness to save.

- Awareness of **learndirect** continues to increase with three-quarters (76%) of respondents saying they had heard of it and 14% saying they had used it (compared to 62% and 6% respectively in 2002). Learners were more likely to have heard of and used **learndirect** than non-learners, a pattern also observed in previous NALS.

- Respondents were also asked about their awareness of the UK On-line centre initiative. Just under a fifth (17%) were aware of it, with similar levels of awareness among learners and non-learners. The centres had been used by 2% of respondents. There has been a reduction in awareness since NALS 2002, when 27% of respondents were aware of the initiative.

Foreign languages

For the first time in the NALS series, respondents were asked about their knowledge of foreign languages.

- Just under a tenth (9%) reported that their first language was something other than English. There were no significant differences between learners and non-learners in whether English was a first language.

- Nearly two-thirds (63%) had some knowledge of at least one language in addition to their first language and 26% knew two or more languages. The most common additional languages known by respondents were: French (66%), German (26%) and Spanish (19%).

- However the level of knowledge in these other languages was low. Nearly half of respondents said they did not have a basic level of proficiency in their first additional language and only 12% had close to complete mastery. The level of proficiency declined with each additional language.

- The majority (63%) of those who had English as an additional language reported a high level of proficiency in the language. By contrast, those who had a European language as an additional language mostly had a basic level of proficiency (with only between 2 and 5% saying they had a high level of proficiency).

Learning Participation according to European definitions of learning

This survey also measured learning participation according to European definitions agreed by Eurostat. Learning participation rates using these Eurostat definitions are covered separately in Appendices A to E of the report. They focus on learning over the last 12 months and show that:

- 69% participated in some form of learning over this time period
- 15% participated in formal education learning leading to a qualification recognised in the National Qualification Framework
- 41% participated in non-formal education that involved an instructor and/or structured learning materials but did *not* lead to a qualification in the National Qualification Framework
- 52% participated in informal education in which they deliberately tried to teach themselves something without the aid of any formal tuition.

1 INTRODUCTION

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 followed by repeat surveys in 2001, 2002 and 2005. The NALS series has been used by the Department for Education and Skills (D*f*ES) to evaluate the effectiveness of their adult learning policies over this time. This report presents the findings from the NALS 2005 survey which was carried out by the *National Centre for Social Research* on behalf of the D*f*ES.

1.1 Types of learning covered by NALS

The NALS series has traditionally used a broad definition of learning in order to be able to capture a wide variety of learning experiences. Two broad categories of learning, taught and self-directed, are used in the NALS series. As in previous surveys, a series of questions was asked in NALS 2005 to establish whether respondents had undertaken any of a range of different types of learning in the previous three years or since leaving continuous full-time education (CFT), whichever was shorter.

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 teach oneself a skill without taking part in a taught course

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.

Another key distinction made throughout the NALS series is between vocational and non-vocational learning. A series of questions were used to determine whether particular learning episodes were vocational or not and these have remained consistent throughout the series.

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.

1.2 Main changes to the questionnaire in 2005

NALS 2005 replicated the method used in NALS 2002 for collecting detailed information on taught learning. As was the case in 2002, respondents who had completed more than one course were asked to select the one they found most useful. Those who had completed only one course answered questions about that course. This was a different method to that used in NALS 2001, so the detailed information on the selected course can be compared directly with NALS 2002, but not with NALS 2001.

The NALS series comprises some core topics covered in all surveys, and non-core topics covered occasionally, reflecting current policy interests. The core topics included in NALS 2005 and in earlier NALS were:

- Levels of participation in different types of adult learning, that is: taught, self-directed, non-vocational, and vocational.
- The subject and mode of learning and how much time people spend on different learning activities
- Motivators, benefits and outcomes of learning
- Guidance and advice on learning
- Obstacles and incentives to learning
- Key socio-demographic indicators (e.g., gender, age, ethnicity, disability, educational background and employment circumstances)

Other non-core topic areas covered by NALS that have also been covered in some previous surveys in the series are:

- Assessment of difficulties with basic skills
- Transport, childcare and community incentives to encourage learning
- Use of ICT
- Attitudes to learning
- Awareness of UK-online and Learndirect

Other topics which are new to NALS 2005 are:

- Views about saving money towards learning and special bank accounts for this purpose

- Views about learning at FE colleges

1.2.1 Background to the AES and inclusion of AES questions

An important innovation in NALS 2005 is the inclusion of questions from the European Adult Education Survey (AES). Indeed, NAS 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).

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

1.2.2 NALS and AES learning definitions

The AES uses different definitions of learning to NALS, though with substantial overlap between classifications of learning types. To enable comparisons between rates of learning participation between the two surveys, Appendices A through E provide some of the key tables used in the main report, re-analysed using the AES definitions of learning. Further details of the AES definitions of learning and how they relate to the NALS definitions can be found in Appendix A.

1.2.3 Main changes in 'standard' NALS questions or modules

Changes to the NALS survey to accommodate the AES include:

- 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).
- A new question to determine whether or not course was done mainly through distance learning.
- Additional questions to determine if the respondent was studying for a qualification which was within the National Framework of qualifications.
- A few additional categories on obstacles to learning and on barriers to learning.
- An expanded list of subjects of learning was offered to respondents (to enable use of international subject codeframes).

1.2.4 Inclusion of Scotland

An important addition to NALS in 2005 has been the inclusion of Scotland in the sample for the first time. NALS has previously included only England and Wales. Some changes were made to the NALS questionnaire to adapt it to Scottish circumstances and policy priorities, but these were invoked only for respondents interviewed in Scotland. They are detailed in a separate report prepared for the Scottish Executive, a companion to this volume focusing solely on the findings in Scotland and drawing comparisons where relevant with England and Wales.

The findings for Scotland are not reported here in order to facilitate comparisons over time in the NALS series covering England and Wales only.

1.3 Summary of methodology

The survey methodology is described in detail in the separate Technical Report. In this section we present a summary of the sampling and weighting procedures.

The survey fieldwork was conducted between October 2005 and February 2006. 11,130 addresses in England, Scotland and Wales were randomly selected from the Postcode Address File (PAF) and interviews were attempted with one eligible adult in each household. This represents a change in the sampling strategy as in 2002 and preceding surveys in the NALS series, up to two adults were interviewed per household. However, following feedback from interviewers as well as an observable decline in response rates among the second eligible adult in the household, this sampling strategy was changed in 2005. The key reason for the change was to maximise response rates.

The eligibility requirements for participation in the survey were different in 2005 than for earlier surveys in the NALS series. Previously, to be eligible to participate, a person had to be aged 16 and above, not in continuous full-time education, and normally resident at the address. For NALS 2005, people still in continuous full-time education were eligible to participate if they were aged 25 or over. This change was made to accommodate the sampling requirements of the AES. For the NALS analysis in the main body of the report, only those *not* in continuous full-time education have been included in order to maintain consistency with the time series.

A total of 9,915 potential respondents were identified and 4,983 computer assisted interviews (CAPI) were conducted, giving a response rate of 50%. This compares to a response rate of 60% in 2002, 63% in 2001, and 75% in 1997.

In line with previous surveys in the series, the 2005 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.

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

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

1.4 Guidance on interpretation of the data

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. 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.

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.

The following symbols have been used in the tables:

[ ] to indicate a percentage based on fewer than 100 respondents
* to indicate a percentage value of less than 0.5 per cent
- to indicate a percentage value of zero
NA to indicate that information on a variable or category is not available for one or more surveys in the series.
[-] to indicate the base size is less than 20 respondents.

2 LEARNING TRENDS

The government set a target of increasing adult participation in learning (as measured by the NALS series) from 74% in 1997 to 76% by 2002[3]. The target applied to adults aged 16-69 outside continuous full-time education living in England and Wales. This target was met in NALS 2001 and the finding was confirmed the following year in 2002. In the 3 year period to 2005, the adult participation rate in learning has increased by a further 4 percentage points to 80%[4].

The English Local Labour Force Survey (ELLFS) has also used the NALS questions on learning in recent years, and results from this survey have been fairly consistent with NALS. The following table summarises the findings from the recent ELLFS and NALS surveys. However, it should be noted that ELLFS and NALS differed in a number of ways such as the acceptance of proxy interviews and response rates.

Table 2.1 Comparison of learning participation rates over the past 3 years in NALS and ELLFS

Survey name	Date of fieldwork	Learning participation in past 3 years
		%
NALS 2005	Oct 2005 – Feb 2006	80.2
ELLFS 2003/4	Mar 2003 – Feb 2004	75.9
ELLFS 2002/3	Mar 2002 – Feb 2003	77.3
NALS 2002	Jan 2002 – Jun 2002	76.4
ELLFS 2001/2	Mar 2001 – Feb 2002	75.7
NALS 2001	Jan 2001 – May 2001	75.6
ELLFS 2000/1	Mar 2000 – Feb 2001	73.9
NALS 1997	Mar 1997 – Apr 1997	73.6

This chapter examines the changes in learning participation rates since 1997 including changes in different types of learning as described in the previous chapter – taught, self-directed, vocational and non-vocational learning. In line with previous NALS reports, this chapter focuses on learning among adults under 70 years old, with the learning patterns of older respondents examined in the next chapter.

2.1 Changes in learning patterns since 1997

Table 2.2 tracks how participation in different types of learning has changed since the NALS series began in 1997.

[3] The target was actually expressed as reducing the percentage of non-learners by 7%. In 1997, 26.2% of the population were non-learners. As 7% of 26.2% is 1.9%, the target was effectively to reduce non-learners from 26.2% by 1.9 percentage points to 24.3%. This is equivalent in round numbers of increasing learners from 74% to 76%.

[4] This figure of 80% has a confidence interval of approximately +/- 2% suggesting that the learning participation rate lies somewhere between 78.2% and 82.2%.

Table 2.2 Participation in different types of learning – NALS 1997-2005

	1997	2001	2002	2005
	%	%	%	%
Any learning	74	76	76	80
Taught learning	58	59	61	62
Self-directed learning	57	60	61	65
Vocational learning	67	68	69	73
Non-vocational learning	30	25	26	25
Weighted base	*5245*	*5505*	*5654*	*3871*
Unweighted base	*5386*	*5532*	*5725*	*3340*

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

The proportion of adults who took part in any of the learning activities covered by the survey has increased from 74% in 1997 to 80% in 2005.

The figures in Table 2.2 show the changes in different learning types across the NALS series:

- The proportion of taught learners has increased from 58% in 1997 to 62% in 2005.
- Self-directed learning participation has risen from 57% in 1997 to 65% in 2005.
- Participation in vocational learning rose from 67% in 1997 to 73% in 2005.
- Non-vocational learning remained stable since 2001.

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.

In 2005, vocational and non-vocational learning were derived a little differently to previous years. Due to changes in 2005, 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[5] (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. After this had been done, the procedure for deriving the combinations of vocational and non-vocational learning used in this chapter and the rest of the report followed the approach taken in previous years.

[5] Whether the respondent had been on any courses that were meant to lead to a qualification and whether the respondents had been on any taught courses to develop skills for their job. The precise derivations of the proxy variables maybe found in the Technical Report (published separately).

2.1.1 Combinations of learning types

Table 2.3 Participation in combination of taught and self-directed learning – NALS 1997-2005

	1997	2001	2002	2005
	%	%	%	%
Taught & self-directed learning	41	43	45	47
Taught learning only	17	16	16	15
Self-directed learning only	16	17	15	18
No learning	26	24	24	20
Weighted base	*5245*	*5505*	*5654*	*3871*
Unweighted base	*5386*	*5532*	*5725*	*3340*

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

When looking at the different types of learning, a clear pattern emerges:

- there was a gradual increase in the proportion of respondents engaged in both taught and self-directed learning from 41% in 1997 to 47% in 2005.
- the proportions engaged in taught learning only and self-directed learning only remained fairly stable across the 8 years of the survey, fluctuating between 15% and 18%.
- The proportion of non-learners (i.e., those who had done no learning in the previous 3 years) declined from 26% in 1997 to 20% in 2005.

Table 2.4 Participation in combination of vocational and non-vocational learning – NALS 1997-2002

	1997	2001	2002	2005
	%	%	%	%
Non-vocational learning only	7	8	8	7
Vocational and non-vocational learning	23	17	18	18
Vocational learning only	44	51	50	55
No learning	26	24	24	20
Weighted base	*5245*	*5505*	*5654*	*3871*
Unweighted base	*5386*	*5532*	*5725*	*3340*

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

There were some small changes in participation in vocational and non-vocational learning since 2002. There was also an increase in the proportion reporting vocational learning only. However, it is possible that the changes in 2005 reflect the use of proxy variables in the derivation as described previously, so these findings should be treated with caution. The proxy variable may tend to overstate slightly the proportion of respondents engaged in vocational learning.

2.2 Learning in the past year

As outlined in Chapter 1, the NALS series uses a three year reference period to measure learning. However, policy makers have an interest in the distinction between stable and more recent learners; and since 2001, learning in the previous year has also been monitored.

In this section we therefore focus on those who have done some learning in the past year. In the remainder of the report, however, all the findings are based on learning done in the past three years (or since leaving CFT education if this was a more recent event).

Table 2.5 Participation in learning over the past year – NALS 2001-2005

	2001	2002	2005
	%	%	%
Learning in the past year	68	73	69
Taught learning in the past year	45	57	36
Self-directed learning in the past year	54	56	57
Weighted base	*5505*	*5654*	*3871*
Unweighted base	*5532*	*5725*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: In NALS 2002, the 'past year' covered a 15 month period.

Table 2.5 shows that the majority of 2005 respondents had done some learning in the past year:

- 69% of respondents in NALS 2005 reported some learning in the past year, which is a smaller proportion than in 2002 but similar to 2001.
- The proportion who participated in taught learning fell from 57% in 2002 to 36% in 2005. However, this form of learning has fluctuated considerably since 2001.
- By contrast, the proportion of self-directed learners in the past year has been much more stable, varying only by 3 percentage points since 2001.

Table 2.6 Comparison of learning participation rates over the past 12 months in NALS and ELLFS

Survey name	Date of fieldwork	Learning participation in past 12 months
		%
NALS 2005	Oct 2005 – Feb 2006	69.0
ELLFS 2004/5	Mar 2004 – Feb 2005	69.5
NALS 2002	Jan 2002 – Jun 2002	73.0
NALS 2001	Jan 2001 – May 2001	68.0

Taking the NALS and ELLFS data together, learning participation over the past 12 months has remained fairly flat since 2001 with some small fluctuations. As would be expected, given the shorter reference period, a smaller proportion of respondents reported participation in learning over the past year than over the past 3 years.

2.3 Substantial learning

A review of policy makers' needs for information on learning in 1999 highlighted the importance of monitoring not only if adults are engaged in learning but also how much learning they do (La Valle et al., 1999). Since 2001, therefore, the NALS surveys have examined 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. This was for learners aged under 70 years, not in continuous full-time education, living in England and Wales. 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, career, because it was enjoyable or gave them a new skill. This was the same approach as was used for NALS 2002.

The results showed that:

- 68% of taught learners reported receiving 10 or more hours of tuition in the past year in 2005 which is the same figure as in 2002. This stability is surprising given the fall from 74% in 2001.
- 90% of those reporting self-directed learning in the past year spent 10 or more hours on the reported learning episode which is a little higher than the 86% reported in 2002.

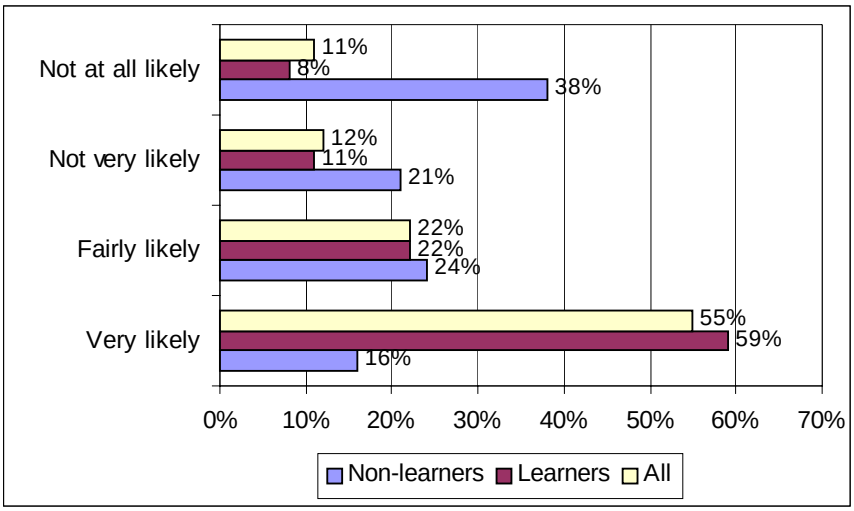
2.4 Future learning

All respondents were asked about their learning plans and expectations for the future. This section considers learning plans for vocational and non-vocational learning.

2.4.1 Job-related learning

All respondents who were likely to work in the future were asked about the likelihood of doing job-related learning in the next three years. Figure 2.1 shows that 55% said they were very likely and 22% said they were fairly likely to do some job-related learning in the next three years with only 23% saying they were unlikely to do vocational learning.

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



Base: all respondents aged 16-69 and currently working or planning to work in the future or those aged 70+ who are currently economically active.
Note: 9 respondents replied 'don't know' to this question. As with all other tables, the percentages have been calculated from the responding base.

Learners were much more likely than non-learners to plan to do job-related learning in the future (59%, 16%). There was only a small difference in the proportions saying they were fairly likely to.

Respondents in 2005 were slightly more likely than in 2002 to say that they were very likely to do job-related learning in the next three years (77%, 73%)[6].

Table 2.7 Whether likely to do job-related learning in next three years by type of learning done

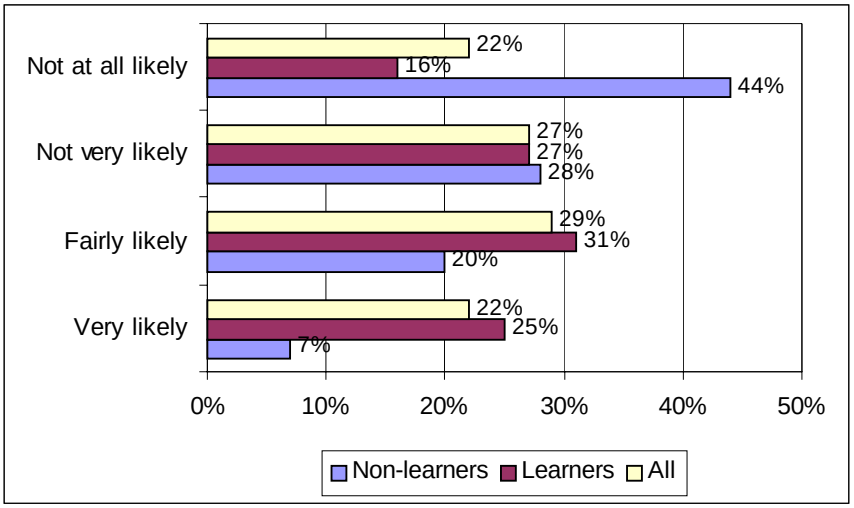
	All learners	Both vocational and non-vocational	Vocational learning only	Non-vocational learning only
	%	%	%	%
Very likely	59	60	61	[27]
Fairly likely	22	21	22	[22]
Not very likely	11	11	11	[17]
Not at all likely	8	8	7	[35]
Weighted base	*1726*	*404*	*1270*	*52*
Unweighted base	*1407*	*328*	*1039*	*40*

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.
Note: 9 respondents replied 'don't know' to this question. As with all other tables, the percentages have been calculated from the responding base.

Those who had done some vocational learning in the past 3 years were more likely to say they would probably do job-related learning in the future.

2.4.2 Non-vocational learning

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



Base: respondents aged 16-69 not in continuous full-time education.
Note: 48 respondents replied 'don't know' to this question. As with all other tables, the percentages have been calculated from the responding base.

[6] However, the bases were slightly different. In 2005, the base included respondents aged over 70 who were economically active whereas these were not included in 2002. Taking into account the other filters, 17 respondents were aged over 70 and economically active.

All respondents were asked about their likelihood of doing non job-related learning in the next 3 years (Figure 2.2). Respondents were fairly evenly split with 51% saying they were very/fairly likely; and 49% not very/not at all likely to do some non-vocational learning.

Therefore, a higher proportion of respondents said they were likely to do vocational (77%) than non-vocational learning (51%) in the future[7]. Surprisingly, the proportion of respondents who said they were likely to do non-vocational learning (49%) was considerably higher than the proportion who had actually engaged in this type of learning in the previous 3 years (25%).

The proportion of respondents who considered themselves likely to do non job-related learning in the future was about the same in 2002.

Table 2.8 Whether likely to do non job-related learning in next three years by type of learning done

	All learners	Both vocational and non-vocational	Vocational learning only	Non-vocational learning only
	%	%	%	%
Very likely	26	40	22	19
Fairly likely	31	35	30	28
Not very likely	27	19	29	29
Not at all likely	16	6	19	24
Weighted base	*3065*	*685*	*2110*	*271*
Unweighted base	*2604*	*585*	*1775*	*244*

Base: all respondents aged 16-69 who had done any learning in the past 3 years.
Note: 32 respondents replied 'don't know' to this question. As with all other tables, the percentages have been calculated from the responding base.

Respondents who had done both vocational and non-vocational learning in the past 3 years were more likely to say they would do non job-related learning in the future than those who had done vocational learning only or non-vocational learning only in the past.

In 2002, those who had only done non-vocational learning were more likely than those who had only done vocational learning to say they were likely to do some non job-related learning in the future (59%, 49%).

2.4.3 Learning at FE institutions

There is a current policy interest in further education colleges as learning providers. For this reason, NALS 2005 asked specifically about future learning plans and the likelihood of taking courses at FE Colleges (Table 2.9).

[7] Although it should be noted that the bases for the two questions are slightly different.

Table 2.9 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

	Both	Taught learning only	Self learning only	Neither	Total
	%	%	%	%	%
I definitely intend to	13	12	12	12	12
It is very likely	14	15	15	13	14
It is quite likely	16	19	13	15	16
It is possible	30	29	22	26	28
It is not at all likely	19	14	25	18	19
I definitely will not	8	11	14	16	10
Weighted base	*1101*	*254*	*348*	*203*	*1906*
Unweighted base	*930*	*231*	*291*	*183*	*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.
Note: 45 respondents replied 'don't know' to this question. As with all other tables, the percentages have been calculated from the responding base.

Respondents who considered it likely that they would do some non job-related learning in the next two or three years were asked about the likelihood of starting a course at an FE college. 42% thought it likely and a further 28% thought it was possible. There were no significant differences according to type of learning done in the past 3 years.

Table 2.10 Whether likely to start a course at an FE college at some point in the future by highest level of qualification

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals	Total
	%	%	%	%	%	%	%
I definitely intend to	10	12	11	16	13	[9]	12
It is very likely	9	14	15	18	15	[11]	14
It is quite likely	15	17	16	14	14	[13]	15
It is possible	24	28	32	30	27	[31]	28
It is not at all likely	29	20	17	13	19	[20]	19
I definitely will not	12	8	9	9	12	[17]	10
Weighted base	*166*	*647*	*290*	*271*	*440*	*86*	*1906*
Unweighted base	*151*	*544*	*244*	*229*	*381*	*84*	*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.
Note: the base includes 6 respondents who had never been in continuous full-time education. 45 respondents replied 'don't know' to this question and are not included in the base.

There were no significant differences in the likelihood of starting a course at an FE college in the future according to highest level of qualification.

2.5 Conclusion

The findings from NALS 2005 shows that the percentage of adults participating in learning has increased from 74% in 1997 to 80% in 2005. Please note this is a slightly higher learning participation rate than that obtained by other recent comparable surveys and has a confidence interval of approximately +/- 2%[8]. The proportion of adults participating in learning increased by 4 percentage points since NALS 2002.

The small changes in different types of learning reflect the overall upwards trend in learning. There were small increases in taught, self-directed and vocational learning and stability in non-vocational learning. The strong relationship between learning and work continued with far more respondents engaged in vocational learning (73%) than non-vocational learning (25%). Respondents also considered it more likely that they would do job-related (79%) than non job-related learning (49%) in the future.

While the primary interest is in participation in learning over the past 3 years, respondents were also asked about learning in the previous 12 months. Taking the NALS and ELLFS data together, learning participation over the past 12 months has remained fairly flat since 2001 with some small fluctuations.

The 2005 findings confirm findings from previous NALS in that a substantial minority of adults (20%) do not engage in any of the wide range of learning activities covered by NALS. In the next chapter, we look at learning among different groups and examine the interplay of socio-demographic factors which affect adults' likelihood to engage in learning.

[8] This figure of 80% has a confidence interval of approximately +/- 2% suggesting that the learning participation rate lies somewhere between 78.2% and 82.2%.

3 LEARNING AMONG DIFFERENT GROUPS

In this chapter, learning participation over the previous 3 years is examined according to a wide range of background characteristics including age, gender, ethnicity, disability, education, main activity, employment and geography. Many of the associations found in previous NALS are repeated in NALS 2005. Those most likely to be learners were male, White, younger and those without caring responsibilities. Learning was strongly associated with socio-economic characteristics such as household income, years in continuous full-time education, occupational class and highest qualification reaffirming the link between learning and employment. Consequently, respondents who were older, outside the labour market and receiving means-tested benefits were least likely to be learners.

As in previous NALS reports, all results in the tables include only respondents under 70, except for tables looking at age, where those aged 70+ are presented in a separate column.

3.1 Demographic characteristics

This section explores the association between learning and key demographic characteristics – age, gender, ethnicity, disability and caring responsibilities. Results on age and gender are compared with previous NALS surveys, whilst other groups are compared with previous NALS only where marked changes have occurred.

3.1.1 Age

Table 3.1 Percentages of age groups reporting different types of learning

	16-19	20-29	30-39	40-49	50-59	60-69	70+	Total
	%	%	%	%	%	%	%	%
Any learning	[80]	89	84	84	77	64	38	74
Taught learning	[71]	74	68	65	58	39	22	56
Self-directed learning	[57]	73	72	69	62	46	27	60
Vocational learning	[70]	86	82	79	69	43	18	65
Non-vocational learning	[25]	21	21	24	27	33	28	25
Weighted base	130	663	871	877	743	587	672	4543
Unweighted base	60	446	760	829	670	574	649	3989

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

The 2005 results on age are similar to those of previous NALS surveys in showing a decline in learning participation as age increases (from a peak between the ages of 20-29 years) (Table 3.1).

- The highest participation rates (80% and above) are found among those aged 16-49 years).
- Learning participation tails off to 77% among those aged 50-59 and 64% for 60-69 year olds and then drops markedly to 38% among those over 70 years.

A similar pattern is found for taught, self-directed and vocational learning. Rates of participation in these types of learning were highest among 20-29 year olds and then declined as age increased. Those aged under 20 years and not in continuous full-time education were more likely to take part in taught learning than self-directed learning. By contrast, non-vocational learning participation increased with age, peaking around retirement age at 60-69 years.

The relationship between age and participation in different types of learning in NALS 2005 follows the same pattern as in NALS 2002.

Table 3.2 Percentages of age groups reporting some learning – NALS 1997-2005

	16-19	20-29	30-39	40-49	50-59	60-69	70+	Weighted base	Unweighted base
	%	%	%	%	%	%	%		
NALS 1997	82	85	82	78	67	47	NA	5245	5386
NALS 2001	76	86	83	80	74	49	25	6451	6451
NALS 2002	82	85	83	81	74	51	28	6668	6668
NALS 2005	80	89	84	84	77	64	38	4543	3989

Base: All respondents.

Across all age groups above 20 years, there has been an upward trend in learning participation since the first NALS survey in 1997 (Table 3.2). There was a particularly marked increase in learning among older respondents. The learning participation rate of those in their sixties rose from 51% in 2002 to 64% in 2005 and the rate among those aged 70 and over increased 10 percentage points in the same time period.

For those aged 16-19 years and not in continuous full-time education, learning has fluctuated since 1997. The participation rate in 2005 was not as low as in 2001, but a little lower than 2002.

3.1.2 Gender

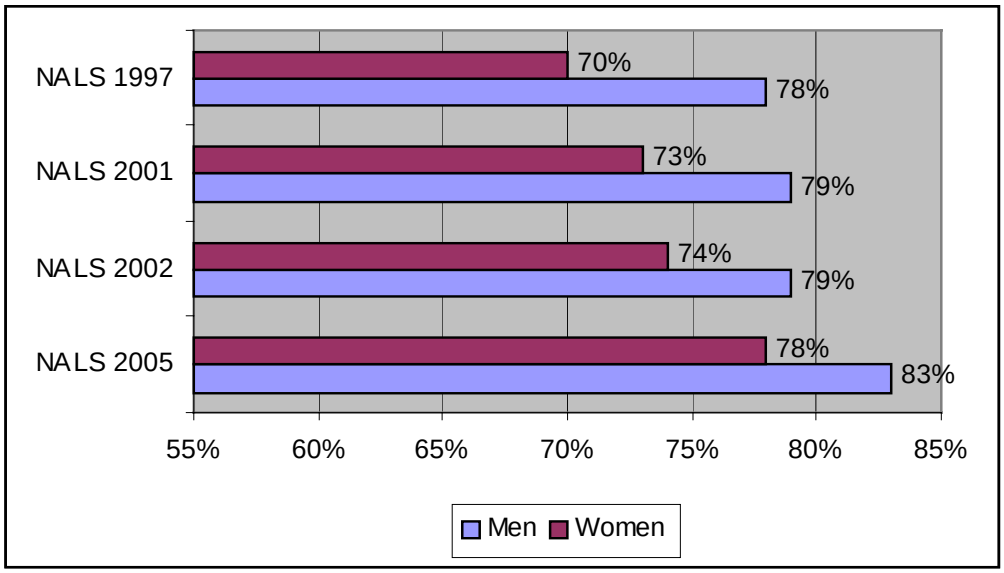
Table 3.3 shows the proportions of men and women who participated in different types of learning over the previous three years. Overall, men were significantly more likely to participate in learning than women (83%, 78%). Men were also more likely to participate in self-directed and vocational learning. Women, however, were significantly more likely to participate in taught learning.

Table 3.3 Percentages of men and women reporting different types of learning

	Men	Women	Total
	%	%	%
Any learning	83	78	80
Taught learning	60	64	62
Self-directed learning	70	60	65
Vocational learning	76	70	73
Non-vocational learning	26	24	25
Weighted base	*1911*	*1960*	*3871*
Unweighted base	*1472*	*1868*	*3340*

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

Figure 3.1 Percentages of men and women reporting some learning – NALS 1997-2005



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

The gender gap in learning participation was the same as in 2002. Overall, the gap has narrowed slightly from 8 to 5 percentage points over the period from 1997 to 2005 (see Figure 3.1).

3.1.3 Ethnicity

Table 3.4 Percentages of ethnic groups reporting different types of learning

	White	Mixed	Asian	Black	Chinese and other	Total
	%	%	%	%	%	%
Any learning	80	[90]	71	[78]	[87]	80
Taught learning	63	[78]	49	[70]	[66]	62
Self-directed learning	65	[80]	57	[62]	[74]	65
Vocational learning	73	[90]	62	[77]	[81]	73
Non-vocational learning	26	[11]	21	[19]	[19]	25
Weighted base	*3447*	*39*	*196*	*94*	*91*	*3867*
Unweighted base	*3048*	*31*	*115*	*77*	*64*	*3335*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 4 respondents did not answer the question about ethnicity. As with all other tables, the percentages have been calculated from the responding base.

White respondents were significantly more likely to report participation in learning than Asian respondents. This was also the case in NALS 2002. However, whereas the learning participation rates for White respondents have remained fairly stable since NALS 2002, the rate for Asian respondents has risen markedly from 52% in 2001 and 63% in 2002 to 71% in 2005. Low base sizes for the other groups makes it difficult to compare participation rates in a meaningful way.

3.1.4 Disability

Turning now to focus on the relationship between disability and learning participation, 21% of respondents in 2005 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 (73%) than among those without (84%). However, learning among people with a disability has increased significantly between 2002 (64%) and 2005 (73%).

Table 3.5 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	62	77	84	80
Taught learning	46	57	66	62
Self-directed learning	44	61	70	65
Vocational learning	51	66	78	73
Non-vocational learning	26	29	24	25
Weighted base	*515*	*467*	*2874*	*3856*
Unweighted base	*498*	*428*	*2400*	*3326*

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

As Table 3.5 shows, there were marked differences in learning participation depending on the type of disability reported:

- 62% of people with a work limiting disability reported learning over the past three years compared to 77% with another type of long-term disability.
- Respondents with a work-limiting disability were significantly less likely to be vocational learners than respondents with a different type of long term disability (51%, 66%).
- Respondents with any type of disability were significantly less likely to participate in vocational learning than those without a disability.

Predictably, the likelihood of reporting a long-term health problem or disability increased with age. 12% of 20-29 year olds reported a disability, compared to 48% of those aged 60-69[9].

3.1.5 Caring responsibilities

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

[9] NALS 2002 reported on disability and learning among respondents aged 70+. This cannot be repeated for NALS 2005, because over 70's were not asked the question on whether their disability affected their work.

[10] In NALS 2005, a dependent child was one aged under 16 whereas in NALS 2002 it was under 18 years.

Table 3.6 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	83	75	79	62	82	80
Taught learning	66	62	61	48	65	62
Self-directed learning	69	54	65	43	68	65
Vocational learning	80	68	71	53	76	73
Non-vocational learning	21	19	28	25	25	25
Weighted base	*1152*	*337*	*2383*	*243*	*3156*	*3871*
Unweighted base	*897*	*378*	*2065*	*195*	*2441*	*3340*

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 (472). As with all other tables, the percentages have been calculated from the responding base.

Taking parental responsibilities first, the results in Table 3.6 show that:

- Parents living as a couple were most likely to report some learning (83%).
- The lowest participation rate was among lone parents (75%).
- The widest gap between partnered and lone parents was found in relation to self-directed learning (69%, 54%) as was the case in NALS 2002.
- Parents living as a couple were significantly more likely to have participated in vocational learning than lone parents.

Examining responsibility for looking after a sick or disabled family member (8% of respondents aged under 70), 62% had done some learning, compared to 82% of the rest of the sample, the same gap as in 2002. The differences were significant for taught, self-directed and vocational learning. There were no differences in non-vocational learning participation according to caring responsibilities.

3.2 Educational background

This section explores the relationship between participation in different types of learning and educational background, covering the age adults left continuous full-time education, qualification level and the stage at which respondents' parents left formal education.

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 A levels and going into higher education) are disregarded.

3.2.1 Age of completion of continuous full-time education

Table 3.7 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	72	85	88	94	80
Taught learning	53	68	73	78	62
Self-directed learning	54	71	71	86	65
Vocational learning	63	78	84	90	73
Non-vocational learning	23	26	27	27	25
Weighted base	*1901*	*821*	*334*	*744*	*3800*
Unweighted base	*1716*	*702*	*269*	*598*	*3285*

Base: All respondents aged 16-69 who have been in continuous full-time education.
Note: 56 respondents did not give their age. As with all other tables, the percentages have been calculated from the responding base.

In NALS 2005, there was 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, 72% reported some learning in the last 3 years, compared to 94% 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 (Table 3.7).

Table 3.8 Percentages of respondents leaving continuous full-time education at different ages reporting some learning

	16 or younger	17-18	19-20	21 or older	Weighted base	Unweighted base
	%	%	%	%	%	%
NALS 1997	64	84	86	93	5245	5386
NALS 2001	65	85	88	93	5490	5519
NALS 2002	66	85	87	93	5633	5708
NALS 2005	72	85	88	94	3800	3285

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

The same pattern was observed for NALS 2002. The only significant difference between the NALS 2005 findings and those of 2002 were that respondents who left continuous full-time education aged 16 or younger were more likely to have recently participated in some learning compared to their peers in 2002 (Table 3.8).

3.2.2 Qualification level

This section looks at the relationship between respondents' highest level of qualification and their participation in learning.

Table 3.9 Percentages of highest qualification groups reporting different types of learning

	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Any learning	97	92	88	84	69	46	80
Taught learning	81	74	70	69	48	31	62
Self-directed learning	92	83	71	64	51	28	65
Vocational learning	94	88	82	77	59	33	73
Non-vocational learning	29	28	27	24	22	18	25
Weighted base	*243*	*1080*	*582*	*542*	*1084*	*326*	*3856*
Unweighted base	*218*	*899*	*493*	*461*	*950*	*310*	*3331*

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

Vocational and academic qualifications were classified according to NVQ level using a code frame broadly similar to that used for the Labour Force Survey. An indication of the academic equivalent for each NVQ level is given below:

- level five: post-graduate qualifications
- level four: first degree or sub-degree qualifications
- level three: two A levels, four AS levels or Scottish equivalent
- level two: one A level, two/three AS levels, five or more GCSEs grades A^+ - C or Scottish equivalent
- level one: academic qualifications lower than those classified as level two.

Predictably, there was an association between highest qualification and propensity to learn. From 69% engaged in learning at NVQ level 1, there was a gradual increase to 97% of those with NVQ level 5 reporting some learning. The association between highest qualification and recent learning applied to all types of learning.

However, the learning participation gap between those with no qualifications and those with the highest qualifications appears to be narrowing, as the participation rate of those with NVQ level 4 or 5 qualifications has remained fairly stable since 2002, while the participation rate of those with no qualifications has increased from 29% to 46% during the same period.

3.2.3 Educational background of parents

Respondents were asked about their parents' education level in order to explore the possible links between parental educational attainment and respondents' participation in education.

As the results in Tables 3.10 and 3.11 show, 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. However, it made less difference to respondents' learning participation whether or not the parent had acquired a degree.

Table 3.10 Percentages reporting different types of learning according to mother's educational 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	78	90	93	81
Taught learning	59	76	80	63
Self-directed learning	63	80	80	66
Vocational learning	71	86	89	74
Non-vocational learning	24	25	27	25
Weighted base	*3013*	*412*	*220*	*3646*
Unweighted base	*2667*	*307*	*162*	*3136*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 226 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 3.11 Percentages 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	79	90	90	81
Taught learning	60	70	78	63
Self-directed learning	63	80	78	66
Vocational learning	71	84	85	74
Non-vocational learning	24	30	27	25
Weighted base	*2950*	*291*	*399*	*3640*
Unweighted base	*2597*	*225*	*303*	*3125*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 231 respondents did not answer the question about paternal educational background. As with all other tables, the percentages have been calculated from the responding base.

When taught and self-directed learning were considered separately, the difference between a parent staying on until 16 was more pronounced (see Table 3.12). If the mother stayed on at school until the age of 16, there was a difference of 17 percentage points in the likelihood of the respondent engaging in each type of learning. If the father stayed on at school until the age of 16, the likelihood of the respondent doing taught learning increased by 10 percentage points and self-directed learning by 17 percentage points. Parental education had a stronger association with vocational than non-vocational learning.

Table 3.12 Percentages reporting different types of learning according to highest level of parental education

	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	77	89	91	81
Taught learning	58	72	78	63
Self-directed learning	61	79	79	66
Vocational learning	70	85	85	74
Non-vocational learning	24	27	29	25
Weighted base	*2784*	*475*	*481*	*3741*
Unweighted base	*2482*	*365*	*371*	*3218*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 130 respondents did not answer the questions about parental education. As with all other tables, the percentages have been calculated from the responding base.

When the educational levels of each parent were combined, the picture was similar.

3.3 Employment circumstances and income

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

3.3.1 Main current activity

Table 3.13 Percentages of main current activity groups reporting different types of learning

	FT empl'ee	PT empl'ee	Self-empl'd	Un-empl'd	Looking after the family	Retired	Incap-able of work	Other	Total
	%	%	%	%	%	%	%	%	%
Any learning	91	80	87	77	58	60	51	85	80
Taught learning	75	64	58	51	42	37	37	77	62
Self-directed learning	79	66	77	57	35	40	31	59	65
Vocational learning	88	76	82	71	43	36	40	76	73
Non-vocational learning	23	20	33	15	26	37	24	20	25
Weighted base	*1791*	*542*	*337*	*162*	*353*	*396*	*184*	*105*	*3871*
Unweighted base	*1454*	*488*	*278*	*117*	*335*	*399*	*188*	*81*	*3340*

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

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 clearly associated with participation in learning.

- The highest rate of participation was among full-time employees.
- The lowest rate was among those incapable of work due to long-term illness, injury or disability.

- Full-time employees were the group most likely to participate in vocational learning (88%) and respondents who were retired were the least likely (36%).
- However, retired respondents were the group most likely to participate in non-vocational learning (37%).

Table 3.14 Percentages of current main activity groups reporting some learning – NALS 1997-2005

	FT empl'ee	PT empl'ee	Self-empl'd	Un-empl'd	Looking after the family	Retired	Incap-able of work	Weighted base	Un-weighted base
NALS 1997	88	78	77	72	47	43	41	5245	5386
NALS 2001	89	81	82	68	52	48	42	5505	5532
NALS 2002	89	81	86	68	52	51	40	5654	5725
NALS 2005	91	80	87	77	58	60	51	3871	3340

Base: All respondents aged 16-69 not in continuous full-time education.
Note: The 'other' category is not included in this table, but the reported bases still include all respondents under 70 (not in continuous full-time education).

Compared to NALS 2002, the learning participation rates of those outside of the labour market in NALS 2005 was considerably higher, particularly for the unemployed (68%, 77%), retired (51%, 60%) and those incapable of work (40%, 51%).

3.3.2 Occupational status

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, following the approach taken in NALS 2002.

Table 3.15 Percentages of NS-SEC groups reporting different types of learning

	Managerial and prof	Inter-mediate	Small employers/ own account workers	Lower supervisor y /technical	Semi-routine and routine	Total
	%	%	%	%	%	%
Any learning	93	80	79	83	71	83
Taught learning	75	64	48	65	56	65
Self-directed learning	85	63	64	66	49	69
Vocational learning	89	76	68	77	64	77
Non-vocational learning	27	24	31	24	20	25
Weighted base	*1446*	*417*	*288*	*382*	*983*	*3515*
Unweighted base	*1247*	*353*	*236*	*322*	*826*	*2984*

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

Those in managerial and professional occupations were most likely to have participated in some learning in the past 3 years (93%). Those in semi-routine and routine occupations were least likely to have done any learning (71%). Managers and professional workers were also most likely to have done taught, self-directed and vocational learning and small employers and own account workers were the group most likely to have done non-vocational learning.

Table 3.16 Percentages 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	88	96	95	81	78	87	73	70	69	83
Taught learning	68	81	78	63	51	79	53	49	53	65
Self-directed learning	79	90	88	62	63	68	53	47	47	69
Vocational learning	84	91	92	75	72	82	69	58	60	77
Non-vocational learning	26	31	28	23	24	22	18	26	19	24
Weighted base	*468*	*480*	*470*	*452*	*407*	*305*	*250*	*255*	*426*	*3514*
Unweighted base	*394*	*416*	*406*	*386*	*315*	*276*	*228*	*204*	*358*	*2983*

Base: Respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.
Note that 9 respondents did not give adequate information for calculating SOC. As with all other tables, the percentages have been calculated from the responding base.

Respondents in professional, associate professional and technical occupations were most likely to report some recent learning (96%, 95%). Those in elementary occupations were least likely to report learning (69%). The pattern was found for all types of learning.

The findings are similar to those in NALS 2002. The only significant difference between the surveys is that in NALS 2005, respondents in elementary occupations were more likely to have participated in learning than in NALS 2002. This difference was accounted for by increases in taught, self-directed and vocational learning.

Table 3.17 Percentage of employment status groups reporting different types of learning

	Employee	Self-employed	Total
	%	%	%
Any learning	83	83	83
Taught learning	67	56	65
Self-directed learning	68	72	69
Vocational learning	78	74	77
Non-vocational learning	23	34	24
Weighted base	*3104*	*416*	*3520*
Unweighted base	*2642*	*347*	*2989*

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

The difference in learning participation rates between employed and self-employed respondents has been narrowing during the NALS series. The gap had closed in 2002 and this finding was repeated in NALS 2005. However, employed people were still significantly more likely than those who were self-employed to have done some taught learning.

Table 3.18 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	80	84	85	83
Taught learning	63	68	71	66
Self-directed learning	63	70	74	68
Vocational learning	75	79	80	77
Non-vocational learning	23	24	22	24
Weighted base	*1095*	*1425*	*575*	*3095*
Unweighted base	*917*	*1239*	*478*	*2634*

Base: Respondents aged 16-69 currently employed or who had been in paid employment in the past 10 years.
Note: 91 respondents did not answer the question about size of organisation. As with all other tables, the percentages have been calculated from the responding base.

There was a positive relationship between the size of organisation in which respondents worked and the rate of participation in learning. This pattern was most marked for taught and self-directed learning.

The difference in 'any learning' according to size of organisation was not significant, unlike in NALS 2002.

3.3.3 Financial circumstances

This section considers the relationship between household financial circumstances and learning participation.

Table 3.19 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	64	73	86	90	80
Taught learning	47	54	63	74	62
Self-directed learning	45	55	72	79	65
Vocational learning	54	65	79	87	73
Non-vocational learning	22	22	25	27	25
Weighted base	*532*	*762*	*700*	*1345*	*3339*
Unweighted base	*579*	*721*	*602*	*1053*	*2955*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 532 respondents did not answer the question about household income. As with all other tables, the percentages have been calculated from the responding base.

Participation in learning was positively associated with household income. In the lowest income category, 64% of respondents reported participation in learning and among those with a household income of £31,300 or more, 90% reported some learning. The difference in learning participation between the lowest and highest income categories was smaller for non-vocational learning than for other types of learning (only 5%).

Compared to NALS 2002, rates of participation in different types of learning varied with income in a similar way. Those with a household income of £10,399 were significantly more likely to participate in learning in NALS 2005 (64%) than in NALS 2002 (55%).

Table 3.20 Percentages of benefit dependency groups reporting different types of learning

	Benefit dependent	Not benefit dependent	Total
	%	%	%
Any learning	66	84	80
Taught learning	50	66	62
Self-directed learning	47	70	65
Vocational learning	57	78	73
Non-vocational learning	21	26	25
Weighted base	*789*	*3033*	*3822*
Unweighted base	*781*	*2528*	*3309*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 49 respondents did not answer the question about benefits. As with all other tables, the percentages have been calculated from the responding base.

Respondents who were not dependent on means-tested benefits were significantly more likely to report some learning than those who were receiving benefits (84%, 66%). The differences were significant for all types of learning.

Compared to NALS 2002, respondents in both categories in 2005 were significantly more likely to participate in learning.

3.4 Learning in different regions

Previous NALS surveys found some regional variations in learning. It is important to remember that regional results are subject to the effects of clustering that occur on many face-to-face surveys; namely that certain postcode sectors are selected for interviews making regional results subject to influence from the specific postcode sectors selected. Direct comparisons therefore between specific Government Office Regions (GORs) from different surveys in the NALS series are not recommended and have not been attempted here.

Table 3.21 Percentages of respondents in different Government Office Regions (GORs) reporting different types of learning

	N. East	N. West	Yorks & Humber	E. Mids	W. Mids	Eastern	London	S. East	S. West	Wales	Total
Any learning	79	77	74	85	76	83	81	87	84	68	80
Taught learning	60	56	58	71	56	63	64	68	65	56	62
Self-directed learning	63	62	56	69	61	69	65	74	71	48	65
Vocational learning	71	68	67	80	69	73	75	81	77	61	73
Non-vocational learning	21	27	21	27	21	32	18	27	30	23	25
Weighted base	*185*	*493*	*360*	*312*	*387*	*401*	*563*	*596*	*363*	*212*	*3871*
Unweighted base	*231*	*405*	*303*	*273*	*293*	*406*	*344*	*539*	*346*	*200*	*3340*

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

NALS 2005 found that participation in learning was highest in the southern regions: South East (87%), East Midlands (85%), South West (84%), Eastern (83%) and London (81%). Participation was lowest in Wales (68%). The northern regions had participation rates in between Wales and southern regions: Yorkshire and Humber (74%), North West (77%) and North East (79%).

Table 3.22 Percentage of respondents in urban/rural areas reporting different types of learning

	Hamlet & isolated dwelling	Town & fringe	Urban	Village	Total
	%	%	%	%	%
Any learning	[70]	[83]	80	82	80
Taught learning	[70]	[69]	62	60	62
Self-directed learning	[56]	[69]	65	68	65
Vocational learning	[68]	[81]	73	71	73
Non-vocational learning	[39]	[23]	24	33	25
Weighted base	*27*	*68*	*3437*	*340*	*3871*
Unweighted base	*26*	*60*	*2945*	*309*	*3340*

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

Participation in learning was also explored in relation to they type of area in which respondents live. The Rural and Urban Area Classification (2004) was used to classify respondents into four types of area, based on settlement type and sparcity of households in the area.

Using this classification system, respondents living in villages were more likely to participate in non-vocational learning than those in urban areas. Base sizes among those living in areas classified as hamlets and isolated dwellings and those living in towns and fringe areas were too small to permit reliable comparisons with other groups.

3.5 Learning and local deprivation

The analysis in this section uses the Multiple Index of Deprivation (DETR, 2000) which ranks wards according to a composite measure of deprivation encompassing six domains: income, employment, health and disability, education, skills and training, housing, and geographical access to services. The base includes only those respondents living in England since Wales has a different deprivation index.

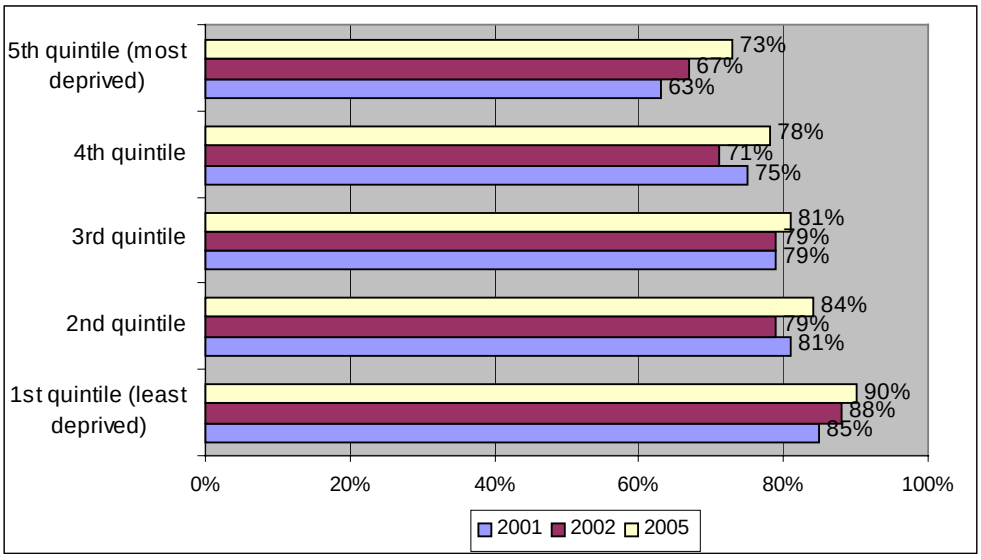
Table 3.23 Percentage of respondents in multiple deprivation index quartiles reporting different types of learning

	1st quintile (least deprived)	2nd quintile	3rd quintile	4th quintile	5th quintile (most deprived)	Total
	%	%	%	%	%	%
Any learning	89	84	81	78	73	81
Taught learning	70	65	61	60	57	63
Self-directed learning	76	70	69	61	53	66
Vocational learning	82	75	74	72	66	74
Non-vocational learning	30	29	26	20	20	25
Weighted base	*791*	*689*	*752*	*671*	*756*	*3659*
Unweighted base	*669*	*609*	*643*	*580*	*639*	*3140*

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

NALS 2005 respondents were split into quintiles according to the multiple deprivation index in their area. The first quintile comprises the least deprived and the fifth quintile the most deprived. There was a clear linear association between the deprivation quintile and the likelihood of having done any learning in the past 3 years with those in the least deprived areas most likely to be classified as learners (89%) and those in the most deprived areas least likely to be learners (73%). This pattern was found for all types of learning.

Figure 3.2 Percentages of respondents in multiple deprivation index quintiles reporting participation in learning – NALS 2001-2005



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

The learning gap between the most and least deprived quintiles decreased between NALS 2002 and NALS 2005, down from 21% to 16%. So participation in the most deprived quintile is improving fastest.

3.6 Future learning

Respondents were asked how likely they were to do job and non job related learning in the next two or three years and the findings are reported in this section.

Table 3.24 Percentages of respondents likely to do job related learning in the future by highest qualification

	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Very likely	73	63	60	54	41	31	56
Fairly likely	16	23	20	25	22	28	22
Not very likely	11	7	12	11	18	19	12
Not at all likely	1	7	8	10	19	21	10
Weighted base	*171*	*599*	*340*	*283*	*413*	*69*	*1875*
Unweighted base	*144*	*489*	*275*	*228*	*337*	*54*	*1527*

Base: All respondents aged 16-69 not in continuous full-time education who had been in continuous full-time education.
Note: base includes 15 respondents never in continuous full-time education and excludes 48 respondents who did not answer the question about doing non job related learning in the future. As with all other tables, the percentages have been calculated from the responding base.

Overall, 56% of respondents thought it very likely and 22% thought it was fairly likely that they would do job related learning. The higher the qualification level of respondents, the more likely they were to say they would do this type of learning. 41% of those at NVQ level 1 thought it very likely that they would do job related learning in the future compared to 73% of those at NVQ level 5. Fewer than one-third of those with no qualifications thought it very likely that they would do this type of learning in the future (31%).

Table 3.25 Percentages of respondents likely to do non job related learning in the future by highest qualification

	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Very likely	41	27	23	24	15	9	22
Fairly likely	28	35	28	28	27	21	29
Not very likely	21	24	28	29	31	26	27
Not at all likely	10	14	21	20	27	45	22
Weighted base	*243*	*1072*	*575*	*538*	*1065*	*314*	*3808*
Unweighted base	*218*	*893*	*488*	*457*	*933*	*302*	*3291*

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

Only 51% of respondents thought that it was likely (either 'very' or 'fairly') that they would do *non* job related learning in the future, reflecting the higher rates of vocational than non-vocational learning. There was a substantial difference between the responses of respondents according to their qualification level. 42% of respondents at NVQ level 1 thought it likely that they would do this type of learning.

3.7 Conclusion

The association between participation in learning and a wide array of socio-demographic characteristics found in previous NALS was repeated in NALS 2005. To summarise:

- Learning rates peaked among respondents in their twenties and declined slowly with age, but more steeply after the age of 60. However, the learning rate amongst those aged 60+ has increased much faster than the other groups since 2001.
- Men were more likely to be learners than women, although women were more likely to have participated in taught learning.
- Despite the marked increases in the learning participation of Asian respondents, White respondents were more likely to be learners.
- Rates of learning were lower among respondents with a disability than those without and among lone parents than partnered parents.
- There was a positive association between recent learning participation and years of continuous full-time education, highest qualification level and parental education.
- Learning participation was highest for full-time employees. Retired respondents were the group least likely to be vocational learners but most likely to be non-vocational learners.
- Learning was also positively associated with household income and occupational class.

- Learning was more likely among respondents in the south of England than the north and Wales and within the least deprived areas.

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

Some of the largest increases in learning participation since NALS 2002 were among the socio-demographic groups least likely to be learners. For example, between NALS 2001 and NALS 2005, the learning participation rate of respondents aged 60-69 increased from 49% to 64% compared to a 3 percentage point increase in learning for those aged 20-29. While the learning rates of White participants remained stable from 2001 to 2005, the participation of Asian respondents rose from 52% to 71%. Over the same period, those leaving continuous full-time education before the age of 16 increased their learning participation by 7 percentage points compared to no change for those leaving education when older. There was also a greater rise in learning for those outside the labour market (those incapable of work, the retired, unemployed and those looking after family) than for those engaged in paid employment. Finally, the learning participation of those with significant disabilities rose from 64% in 2002 to 73% in 2005. The narrowing of gaps in learning participation according to background characteristics is an important finding of NALS 2005.

4 OBSTACLES AND INCENTIVES TO LEARNING

This chapter examines the problems and obstacles respondents faced in learning, regardless of whether they had done any in the previous 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 NALS, 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.

4.1 Obstacles to learning and reasons for not learning

After an overview of the obstacles to learning and key differences between learners and non-learners, the section explores in more depth possible means of overcoming problems, looking at changes in obstacles to learning since 1997 and the obstacles most likely to be faced by different groups.

4.1.1 Current obstacles to learning

All respondents were asked to choose which of a series of statements about possible obstacles to participation in education or training applied to them. The wording of the questions differed according to whether the respondent had done any learning in the previous year and whether they said they would like to have done any (more) learning in during this period. Those who would like to have done some learning and those who would like to have done *more* learning than they did were asked why they had not done so. Those who would not have liked to have done learning were asked why they did not want to take part in education or training over the past year.

Although the NALS series has previously asked about obstacles to learning, this is the first time the questions have been asked differently to different groups of respondents. These changes were made to accommodate the AES requirements and the findings are therefore not directly comparable with those of earlier NALS surveys.

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

	Learners	Non-learners			Total
		Would like to have learned	Would not have liked to have learned	Total for non-learners	
	%	%	%	%	%
Prefer to spend time doing other things	27	18	39	30	28
Not interested in learning	8	8	33	23	11
Do not need to learn for my work	8	9	17	14	10
Do not see any point in education	1	4	8	6	2
Lack of time due to work	51	24	24	24	45
lack of time due to family	31	35	33	34	31
Hard to get time off work to learn	18	13	6	9	16
Lack of time due to children	15	20	17	18	15
Lack of time because care for an adult	5	7	9	8	5
Hard to pay course fees	21	29	10	18	21
Would only do learning if someone paid fees	8	9	4	6	8
Benefits would be cut if did course	2	9	3	6	2
Does not know about local learning opportunities	13	28	13	19	14
Cannot find local opportunities to learn	12	22	3	11	12
Does not know where to find out about course	6	20	4	10	7
Unsure which courses would be interesting/useful	12	22	12	16	13
Unable to find the training wanted	8	10	2	5	7
Nervous about going back to classroom	8	25	11	16	10
Does not have quals to get onto course	8	24	8	14	10
Worried about keeping up with course	8	16	8	11	8
Difficulties reading and writing	3	8	8	8	4
Difficulties with English	3	7	5	6	3
Problems with numbers	2	2	2	2	2
Too old to learn	6	17	13	15	8
Problem arranging transport to course	5	15	7	10	6
Course difficult due to health/ disability	2	5	8	7	3
Employer would not support learning	7	7	4	5	6
None apply	7	5	3	4	6
Weighted base	*3103*	*304*	*457*	*761*	*3864*
Unweighted base	*2634*	*280*	*420*	*700*	*3334*

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

Table 4.1 shows that:

- Overall, the most common reason for not learning was lack of time due to work which was mentioned by 45% of respondents. This was more often mentioned by learners than by non-learners (51% compared with 24%). Learners were also more likely than non-learners to say that it was hard to get time off work to learn (18%, 9%).

- Lack of time due to family was mentioned by 31% and preferring to spend time doing other things by 28% of respondents. Both these problems were equally common among learners and non-learners.

- Difficulty paying course fees was mentioned by 21% of respondents (21% of learners and 18% of non-learners).

- Non-learners tended to have more concerns about their personal aptitudes, and 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 aware of 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.

4.2 Barriers to learning among different sub-groups

This section looks at which barriers were reported most frequently by different groups. This was explored specifically in relation to the respondent's sex, their level of highest qualification and whether they had basic skills needs.

Table 4.2 Obstacles to (more) learning and reasons for not learning by sex

	Male	Female	Total
	%	%	%
Prefer to spend time doing other things	30	26	28
Not interested in learning	11	11	11
Do not need to learn for my work	12	7	10
Do not see any point in education	2	2	2
Lack of time due to work	51	39	45
Lack of time due to family	23	39	31
Hard to get time off work to learn	20	12	16
Lack of time due to children	9	21	15
Lack of time because care for an adult	2	8	5
Hard to pay course fees	19	23	21
Would only do learning if someone paid fees	8	8	8
Benefits would be cut if did course	2	3	2
Does not know about local learning opportunities	15	13	14
Cannot find local opportunities to learn	13	11	12
Does not know where to find out about courses	7	6	7
Unsure which courses would be interesting/useful	14	11	13
Unable find the training wanted	8	6	7
Nervous about going back to classroom	8	12	10
Do not have quals to get onto course	10	9	10
Worried about keeping up with course	6	10	8
Difficulties reading and writing	5	4	4
Difficulties with English	4	3	3
Problems with numbers	1	2	2
Too old to learn	7	8	8
Problem arranging transport to course	5	7	6
Course difficult due to health/ disability	4	3	3
Employer would not support learning	8	5	6
None apply	6	7	6
Weighted base	*1911*	*1960*	*3871*
Unweighted base	*1472*	*1868*	*3340*

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 factor

The most common time constraints were different for men and women. For example:

- Men were more likely than women to mention time restrictions associated with work, such as lack of time due to work (51% compared with 39%) and difficulty getting time off work (20%, 12%).
- Men were less likely than women to cite obstacles associated with family responsibilities in general (23% compared with 39%) or childcare (9%, 21%).

Table 4.3 Obstacles to (more) learning and reasons for not learning by age

	16-19 years	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70+ years	Total
	%	%	%	%	%	%	%	%
Prefer to spend time doing other things	[37]	22	23	29	30	36	37	29
Not interested in learning	[7]	7	4	10	16	22	32	14
Do not need to learn for my work	[11]	8	4	11	14	11	6	9
Do not see any point in education	[1]	1	1	2	4	6	6	3
Lack of time due to work	[26]	47	56	53	44	22	8	40
Lack of time due to family	[8]	23	44	39	24	24	9	28
Hard to get time off work to learn	[14]	23	18	19	12	5	1	14
Lack of time due to children	[7]	16	28	19	5	3	1	13
Lack of time because care for an adult	[-]	2	3	5	9	10	5	5
Hard to pay course fees	[29]	31	24	19	16	10	8	19
Would only do learning if someone paid fees	[11]	11	9	7	7	5	2	7
Benefits would be cut if did course	[5]	3	3	2	3	1	*	2
Does not know about local learning opportunities	[20]	16	13	16	13	12	8	13
Cannot find local opportunities to learn	[19]	14	10	14	10	8	6	11
Does not know where to find out about course	[13]	7	7	7	6	5	2	6
Unsure which courses would be interesting/useful	[19]	15	8	14	13	13	5	12
Unable to find the training wanted	[15]	9	7	8	5	5	2	6
Nervous about going back to classroom	[11]	8	8	12	13	9	8	10
Do not have quals to get onto course	[35]	10	6	10	11	7	5	9
Worried about keeping up with course	[13]	6	6	9	10	10	9	8
Difficulties reading and writing	[10]	5	3	4	4	3	3	4
Difficulties with English	[2]	5	3	4	3	3	1	3
Problems with numbers	[3]	2	2	2	1	1	1	2
Too old to learn	[-]	1	2	9	14	14	29	11
Problem arranging transport to course	[15]	7	4	5	6	8	8	6
Course difficult due to health/ disability	[-]	2	1	4	5	7	6	4
Employer would not support learning	[6]	9	8	6	6	2	*	5
None apply	[4]	5	4	5	8	10	9	7
Weighted base	*130*	*663*	*871*	*877*	*743*	*587*	*672*	*4542*
Unweighted base	*60*	*446*	*760*	*829*	*670*	*574*	*649*	*3988*

Base: all respondents not in continuous full-time education.
Percentages sum to more than 100 because respondents could mention more than one factor

- Key barriers for the youngest age group (aged 16-19) included preferring to spend time doing things other than learning (37%), difficulty in paying fees (29%) and not having the qualifications to get on a course (35%).
- Respondents aged 20-29 and 30-39 most commonly mentioned a lack of time due to work (47%, 56%) or family (23%, 44%), as well as difficulty paying course fees (31%, 24%).
- Consistent with those aged 20 to 39, respondents aged 40 to 49 and 50 to 59 were most likely to cite lack of time due to work (53%, 44%) and family (39%, 24%). Those aged 40-49 and 50-59 also indicated a strong preference for spending time doing things other than learning (29%, 30%).

- In line with other age groups, the oldest respondents (aged 60-69 and 70+) indicated a preference for spending time doing things other than learning (36%, 37%). They also commonly mentioned a lack of interest in learning (22%, 32%). Reinforcing this lack of motivation was the perception that they were too old to learn (14%, 29%).

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

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's
	%	%	%	%	%	%
Prefer to spend time doing other things	25	25	29	25	34	23
Not interested in learning	4	6	10	9	15	23
Do not need to learn for my work	5	8	10	7	12	14
Do not see any point in education	1	1	2	2	4	5
Lack of time due to work	67	52	51	42	39	25
Lack of time due to family	28	30	28	31	33	33
Hard to get time off work to learn	18	18	19	16	15	7
Lack of time due to children	12	14	15	16	17	14
Lack of time because care for an adult	1	3	3	4	9	11
Hard to pay course fees	18	18	20	23	23	22
Would only do learning if someone paid fees	8	8	7	8	8	10
Benefits would be cut if did course	*	1	2	2	4	7
Does not know about local learning opportunities	7	10	12	15	17	25
Cannot find local opportunities to learn	10	9	10	14	13	14
Does not know where to find out about course	4	4	6	8	8	10
Unsure which courses would be interesting/useful	7	9	12	16	16	15
Unable to find the training wanted	9	7	6	9	7	5
Nervous about going back to classroom	1	4	7	11	16	18
Do not have quals to get onto course	*	3	4	10	17	24
Worried about keeping up with course	3	5	7	6	13	15
Difficulties reading and writing	-	1	2	2	7	12
Difficulties with English	2	2	1	2	5	11
Problems with numbers	-	*	1	2	3	4
Too old to learn	*	3	6	6	11	20
Problem arranging transport to course	3	3	4	6	8	16
Course difficult due to health/ disability	1	2	4	2	4	9
Employer would not support learning	4	6	9	8	6	4
None apply	8	8	6	8	5	3
Weighted base	*243*	*1080*	*582*	*542*	*1084*	*326*
Unweighted base	*218*	*899*	*493*	*461*	*950*	*310*

Base: all respondents aged 16-69 not in continuous full-time education, who had been in continuous full-time education.
*Percentages sum to more than 100 because respondents could mention more than one factor

- Amongst those who had no qualifications, the most common obstacles were lack of time due to work (25%) and family (33%) as well as lack of knowledge about local learning opportunities (25%).

- Respondents who had Level 1 qualifications showed levels of concern about their personal aptitudes (e.g. concerns about keeping up with the course) and returning to learning in general that made them more similar to those with no qualifications than to those with higher qualifications.

Respondents who had encountered more than one obstacle to learning were asked to identify the most important obstacle. Table 4.5 looks at the most important obstacles for these respondents and the only obstacle for respondents who had reported just one type.

Table 4.5 Most important obstacles to learning and reasons for not learning by learning status

	Learners	Non-learners			Total
		Would like to have learned	Would not have liked to have learned	Total for non-learners	
	%	%	%	%	%
Prefer to spend time doing other things	11	5	19	13	11
Not interested in learning	3	1	12	8	4
Do not need to learn for my work	2	3	3	3	2
Do not see any point in education	*	-	2	1	*
Lack of time due to work	32	16	15	15	29
Lack of time due to family	13	16	15	15	14
Hard to get time off work to learn	4	3	*	1	3
Lack of time due to children	5	7	8	8	6
Lack of time because care for an adult	2	4	3	3	2
Hard to pay course fees	8	7	1	3	7
Would only do learning if someone paid fees	1	4	-	1	1
Benefits would be cut if did course	*	1	1	1	1
Does not know about local learning opportunities	1	3	1	2	2
Cannot find local opportunities to learn	3	4	*	1	3
Does not know where to find out about course	*	4	*	2	1
Unsure which courses would be interesting/useful	2	2	2	2	2
Unable to find the training wanted	2	2	-	1	1
Nervous about going back to classroom	1	3	1	2	1
Does not have quals to get onto course	1	4	*	2	1
Worried about keeping up with course	1	1	1	1	1
Difficulties reading and writing	1	3	1	2	1
Difficulties with English	1	2	2	2	1
Problems with numbers	*	-	-	-	*
Too old to learn	1	4	3	4	2
Problem arranging transport to course	1	1	*	*	1
Course difficult due to health/ disability	1	2	4	3	1
Employer would not support learning	*	-	-	-	*
None apply	4	2	4	3	4
Weighted base	*2877*	*286*	*441*	*727*	*3604*
Unweighted base	*2432*	*264*	*403*	*667*	*3099*

Base: all respondents aged 16-69 not in continuous full-time education.
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.
Note: 383 respondents did not identify any obstacles. As with all other tables, the percentages have been calculated from the responding base.

- Overall, the two most important obstacles to learning related to time constraints: lack of time due to work (29%) and lack of time due to family (14%). Around a tenth of respondents (11%) indicated that they preferred to spend time doing other things.

- Non-learners were more likely than learners to say that they preferred to spend time doing other things (13%, 11%), they were not interested in learning (8%, 3%), they had a lack of time due to children (8%, 5%), they were too old to learn (4%, 1%), and they found it difficult to do courses due to health problems (3%, 1%).

- Non-learners were less likely to identify work-related obstacles: 15% said they had a lack of time due to work compared with 32% of learners, and 1% said they found it hard to get time off work to learn compared with 4% of learners. Non-learners were also less likely than learners to say they would find it difficult to pay course fees (3%, 8%).

- Amongst non-learners, the most significant differences between those who would like to have learned and those who would not have liked to have learned unsurprisingly related their general interest in learning. Those who would not have liked to have learned were approximately four times as likely to say that they preferred to spend their time doing things other than learning (19%, 5%) and were also far more likely to say that they were not interested in learning (12%, 1%).

4.3 Possible methods of overcoming obstacles

The section examines respondents views of various incentives and types of assistance might work as a means to overcome specific obstacles to learning.

4.3.1 Childcare

Respondents who mentioned that childcare was an obstacle to learning were asked whether they would consider learning from home using a computer.

Table 4.6 Percentage of respondents for whom childcare was an obstacle to learning- whether would consider learning from home via the Internet

	%
Yes	66
No	34
Weighted base	*579*
Unweighted base	*548*

Base: All respondents aged 16-69 not in continuous full-time education, who mentioned childcare was an obstacle to learning/more learning

Two thirds of respondents who mentioned childcare difficulties indicated that they would consider learning from home using a computer.

4.3.2 Transport

Respondents who mentioned that transport was an obstacle to learning were asked whether a number of different scenarios might encourage them to do some learning.

Table 4.7 Percentage of respondents saying transport incentives would encourage them to do some learning*

	%
If it was…:	
Easier to get there by public transport	62
Public transport were less expensive	36
Public transport costs were refunded	28
Transport was provided door to door	47
Free and secure parking were provided	8
Fuel costs were refunded	11
Still wouldn't do any learning	9
Weighted base	*234*
Unweighted base	*223*

Base: All respondents aged 16-69 not in continuous full-time education, who mentioned transport was an obstacle to learning/more learning
*Percentages sum to more than 100 because respondents could mention more than one factor

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 private transport:

- 62% said that they would be encouraged to do some learning if it was easier to get to there by public transport. 47% said that they would be more likely to do so if transport was provided door-to-door.
- 36% said that they would be more likely to learn if public transport was less expensive while 28% 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 (8% and 11% respectively).
- 9% indicated that none of the listed options would encourage them to learn.

4.3.3 Tuition fees

Respondents who mentioned that money was a barrier to learning were asked how likely they would be to learn if any fees were paid in full.

Table 4.8 Percentage of respondents saying payment of tuition fees would encourage them to do some learning

	%
Very likely	52
Fairly likely	36
Fairly unlikely	8
Very unlikely	4
Weighted base	*915*
Unweighted base	*785*

Base: All respondents aged 16-69 not in continuous full-time education, who mentioned that money was an obstacle to learning/more learning

88% of these respondents said that the payment of their fees in full would be fairly likely or very likely to encourage them to them learn. This suggests that free learning is a strong incentive for this group.

4.3.4 Health problems and disabilities

Respondents who chose the statement “most courses don't make allowances or suitable arrangements for my health problems or disability” were asked how likely they would be to learn if they were offered funding to help in this area.

Table 4.9 Percentage of respondents saying funding to help with their health problem or disability would encourage them to do some learning

	%
Very likely	20
Fairly likely	35
Fairly unlikely	14
Very unlikely	31
Weighted base	*128*
Unweighted base	*130*

Base: All respondents aged 16-69 not in continuous full-time education, who mentioned that a health problem or disability was an obstacle to learning/more learning

55% said that funding of this type would be fairly likely or very likely to encourage them to them learn while 45% said that this was unlikely.

4.3.5 Advice on learning opportunities

Those who cited a lack of knowledge about where to find information on learning were asked how likely they would be to learn if they were offered advice on local learning opportunities.

Table 4.10 Percentage of respondents saying advice on local learning opportunities would encourage them to do some learning

	%
Very likely	35
Fairly likely	48
Fairly unlikely	11
Very unlikely	7
Weighted base	*817*
Unweighted base	*702*

Base: All respondents aged 16-69 not in continuous full-time education, who said that their lack of knowledge about where to find information on learning was an obstacle to learning / more learning

83% suggested 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.

4.3.6 Learning from home via computer

Respondents who indicated that lack of time was an obstacle to learning were asked whether they would consider doing learning from home via the Internet[11].

Table 4.11 Percentage of respondents saying they would consider learning from home via the Internet using home computer facilities

	Computer and Internet at home	Computer, no Internet	No computer
	%	%	%
Yes	62	61	62
No	38	39	38
Weighted	*1859*	*200*	*446*
Unweighted	*1531*	*201*	*441*

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

Overall, more than 60% of respondents said that they would consider doing learning from home via the Internet. Those who already had a computer with Internet access at home were no more likely to consider this method of learning than those who only had a computer or those who had neither.

Respondents who said that they would not consider learning from home using a computer were asked why not (Table 4.12).

Table 4.12 Reason why respondent would not consider learning from home using a computer

	%
Still wouldn't have time to do any learning	43
Prefer learning with other people	25
Still wouldn't want to do any learning	17
Not very good with computers	16
Don't want to use a computer	13
Don't know anything about computers	12
Computers would not be able to provide the type of learning I'd like to do	11
Already use a computer too much	4
Difficult to get recognised qualifications from computer-based courses	3
Too old	*
Other	4
Weighted base	*1044*
Unweighted base	*908*

Base: All respondents aged 16-69 not in continuous full-time education, who mentioned that lack of time was an obstacle to learning / more learning and would not learn from home using the Internet and a computer.
*Percentages sum to more than 100 because respondents could mention more than one factor

[11] 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.

- 43% said that they still would not have time to do any learning and a quarter (25%) said that they preferred learning with other people.
- Some respondents raised concerns about their computer skills: 16% said they were not very good with computers and 12% said that they did not know anything about computers.

4.4 Non-learners' attitudes to learning

Table 4.13 Whether non-learners would like to have done some learning by age

	16-19 years	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70+ years	Total
	%	%	%	%	%	%	%	%
Yes definitely	[26]	[28]	25	19	16	8	6	13
Yes maybe	[35]	[17]	23	26	24	19	14	20
No	[38]	[55]	51	55	59	73	80	67
Weighted base	*26*	*71*	*133*	*144*	*172*	*213*	*416*	*1176*
Unweighted base	*11*	*58*	*125*	*143*	*147*	*215*	*404*	*1103*

Base: non-learners, not in continuous full-time education, who had done no learning in the past 3 years.

Non-learners were asked whether they would like to have done some learning in the past year and about a third (33%) said they would have liked to learn (either 'definitely' or 'maybe') while two thirds said that they would not have liked to.

Answers to this question displayed a clear age pattern, with younger non-learners more likely to say that they would have liked to have to done some learning. This is consistent with the 2002 report and may indicate a lack of opportunities for younger people, whilst those aged sixty and over had less desire to participate.

Table 4.14 Whether non-learners would like to have done some learning by household type*

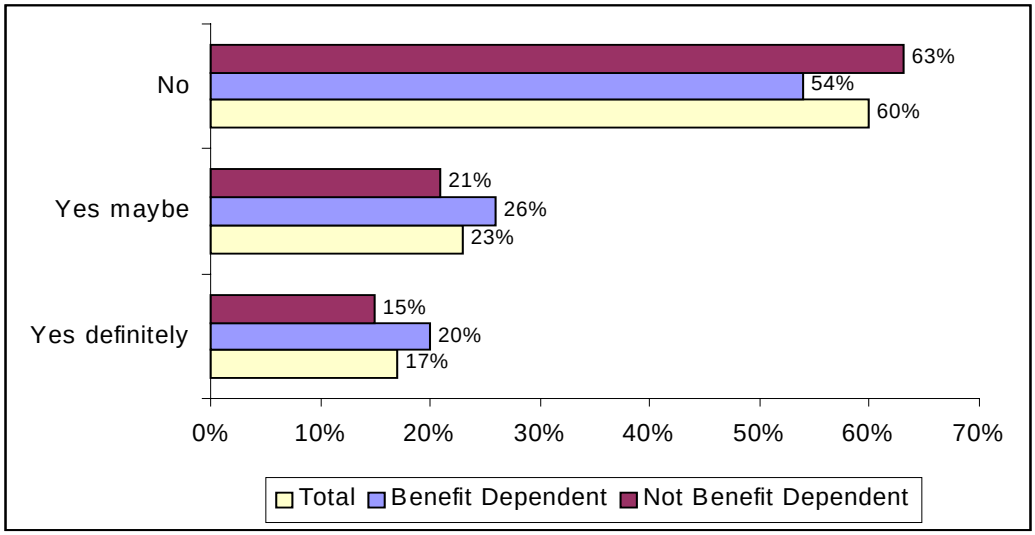
	Parent with partner	Lone parent	No children	Total
	%	%	%	%
Yes definitely	18	29	15	17
Yes maybe	24	30	21	23
No	57	41	64	60
Weighted base	194	83	485	761
Unweighted base	148	103	449	700

Base: non-learners aged 16-69, not in continuous full-time education, who had done no learning in the past 3 years

Note: Figures are not directly comparable to those presented in the 2002 NALS report. Figures presented above are based on children below 16 years of age, whereas figures in 2002 were based on children below 18 years.

Non-learners who were lone parents were more likely to say that they would like to have done some learning either definitely or maybe (59%) than those who had a partner (43%) and those with no children (36%). This suggests that lone parents are more motivated to learn than other groups.

Figure 4.1 Whether non-learners would like to have done some learning by benefit dependency



Base: non-learners aged 16-69, not in continuous full-time education 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.

Non-learners in receipt of means tested benefits were more likely than those who did not receive such benefits to say that they either definitely or possibly would have liked to have done some learning (46%, 36%). This suggests that non-learners who are dependent on benefits have less opportunity to do the learning that they would like to.

4.4.1 Incentives to learning

Non-learners were asked which of a list of incentives might encourage them to do some learning or training (4.15).

Table 4.15 Percentage of non-learners who would be encouraged to learn through various incentives

	%
Funding	24
Advice	15
If improved job chances	12
Learning available in right places	10
Learning available at right times	10
Help with health/disability	10
Time off to learn	9
Learning relevant to needs	9
Childcare	8
Help with literacy/English	7
Learning at work	4
Care for dependents	4
Other	2
Weighted base	*762*
Unweighted base	*702*

Base: non-learners aged 16-69 not in continuous full-time education, who had done no learning in the past 3 years.

Table 4.15 shows that most commonly respondents said they would learn if: they received funding to help pay for the learning (24%), they had advice on the type of learning they could do (15%) and if they felt that learning would improve their employment prospects (12%).

Table 4.16 What would encourage non-learners to learn by age

	16-19 years	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70+ years
	%	%	%	%	%	%	%
Funding	37	45	35	26	21	11	3
Advice	3	16	22	22	14	9	5
If improved job chances	15	15	19	21	11	1	0
Learning in right place	35	9	15	8	11	5	4
Learning at right times	0	9	20	14	9	4	3
Help with health / disab	6	6	12	9	12	8	7
Time off to learn	28	19	12	15	7	0	0
Learning relevant to needs	27	8	16	11	8	2	3
Childcare	0	23	22	9	3	0	1
Help with literacy/ English	9	7	9	9	8	3	1
Learning at work	0	11	3	8	4	0	0
Care for dependents	7	2	4	4	4	3	1
Other	2	2	2	2	2	2	1
Weighted base	*26*	*72*	*132*	*144*	*173*	*214*	*415*
Unweighted base	*11*	*59*	*124*	*143*	*148*	*216*	*403*

Base: non-learners not in continuous full-time education who had done no learning in the past 3 years
* Percentages sum to more than 100 because respondents could mention more than one factor

- Younger non-learners were much more likely to identify ways in which they could be encouraged to learn than their older counterparts. This may suggest that that younger non-learners face greater practical barriers to learning, while older non-learners have less desire to participate.
- The incentives with most appeal to younger non-learners were those which were aimed at removing practical obstacles to learning such childcare problems, learning costs, learning in more convenient places and time off work to learn. This is consistent with the findings from previous NALS studies.

Table 4.17 What would encourage non-learners to learn by household type*

	Parent with partner	Lone parent	No children	Total
	%	%	%	%
Funding	24	29	34	21
Advice	15	21	16	13
If improved job chances	12	15	24	9
Learning in right place	10	12	18	8
Learning at right times	10	18	14	6
Help with health/ disab	10	10	9	9
Time off to learn	9	16	3	8
Learning relevant to needs	9	11	19	7
Childcare	8	17	30	1
Help with literacy/ English	7	10	10	5
Learning at work	4	5	5	3
Care for dependents	4	3	10	3
Other	2	1	1	3
Weighted base	*194*	*83*	*485*	*762*
Unweighted base	*148*	*104*	*450*	*702*

Base: non-learners aged 16-69 not in continuous full-time education, who had done no learning in the past 3 years

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

Note: Figures are not directly comparable to those presented in the 2002 NALS report. Figures presented above are based on children below 16 years of age; figures in 2002 were based on children below 18 years.

- Non-learners with children were more likely to identify ways in which they could be encouraged to learn than those without children. This suggests that those with children face more practical barriers to learning.
- Lone parents were more likely than other parents to mention incentives which would give them time away from their caring responsibilities for learning. For example, 30% of lone parents mentioned that the provision of childcare would encourage them to learn compared with 17% of parents with partners.
- However, lone parents were less likely than other parents to mention time off work to learn as an incentive (3%, 16%). This reflects the fact that lone parents were less likely to be in paid work than other parents (56%, 80%)[12].

[12] Based on parents with a child aged under 16.

Table 4.18 What would encourage non-learners to learn by current qualification*

	NVQ level 4-5	NVQ level 3	NVQ level 2	NVQ level 1	No quals
	%	%	%	%	%
Advice	[18]	[13]	[20]	16	13
Funding	[33]	[29]	[28]	26	13
Childcare	[18]	[5]	[10]	8	5
Care for dependants	[7]	[1]	[1]	4	4
Help with health/ disability	[9]	[6]	[3]	11	10
Help with literacy/ English	[5]	[-]	[5]	7	11
Learning at right times	[22]	[15]	[6]	10	2
Learning in right place	[16]	[15]	[8]	11	5
Learning relevant to needs	[10]	[-]	[20]	10	5
If improved job chances	[11]	[7]	[17]	14	8
Time off to learn	[15]	[11]	[11]	9	5
Learning at work	[9]	[5]	[4]	4	1
Other	[3]	[4]	[-]	2	4
Weighted base	*92*	*71*	*85*	*331*	*177*
Unweighted base	*81*	*63*	*74*	*299*	*180*

Base: non-learners aged 16-69, not in continuous full-time education, who had done no learning in the past 3 years

*Percentages add up to more than 100 because respondents could choose more than one reply.

- Non-learners who had no qualifications generally identified fewer ways in which they could be encouraged to learn than those who had qualifications.
- Non-learners with Level 1 qualifications were similar to those with higher qualifications in terms of the types of incentives they said would encourage them to learn.

Table 4.19 What would encourage non-learners to learn by benefit dependency*

	Benefit dependent	Not benefit dependent
	%	%
Advice	18	14
Funding	35	19
Childcare	12	7
Care for dependants	5	2
Help with health/ disability	17	6
Help with literacy/ English	11	4
Learning at right times	11	10
Learning in right place	10	11
Learning relevant to needs	13	7
If improved job chances	15	10
Time off to learn	3	13
Learning at work	4	4
Other	2	2
Weighted base	*267*	*482*
Unweighted base	*264*	*429*

Base: non-learners aged 16-69 not in continuous full-time education, 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.

*Percentages add up to more than 100 because respondents could choose more than one reply.

- Benefit dependent non-learners tended to be more likely to identify ways in which they could be encouraged to learn than other non-learners. This group was more likely to mention funding (35% compared with 19%), childcare (12%, 7%), care for dependants (5%, 2%), help with health problems or disability (17%, 6%), help with literacy or English (11%, 4%) and learning relevant to needs (13%, 7%).

- Benefit dependent non-learners were less likely to mention time off to learn (3%, 13%).

4.5 Desired subject of learning

Learners who wanted to do more learning and non-learners who wanted to do some learning were asked if there was a specific subject that they would have liked to have studied, 45% of these said there was. No interesting differences between age groups emerged.

Table 4.20 looks at whether there was a particular subject that respondents wanted to study by learning status

Table 4.20 Whether there was a specific subject that they would have liked to have studied by learning status

	Learner	Non-learner	Total
	%	%	%
Yes	45	43	45
No	55	57	55
Weighted base	*1522*	*303*	*1826*
Unweighted base	*1291*	*279*	*1570*

Base: Respondents aged 16-69 not in continuous full-time education, who would like to have done (more) learning in the last 12 months.

A similar proportion of learners and non-learners said that there was a specific subject that they would like to have studied (45%, 43%).

Respondents who said that there was a specific subject that they would like to have studied were asked to name this subject (Table 4.21).

Table 4.21 Subject that respondent would have liked to have studied

	%
Mathematical and computer sciences	12
Modern languages and literature	12
Business and administrative studies	10
Creative arts and design	8
Computer use (incl. Internet use)	8
Social studies	5
Engineering	5
Weighted base	*820*
Unweighted base	*697*

Base: Respondents aged 16-69 not in continuous full-time education, who would like to have done (more) learning in the last 12 months and said that there was a specific course they wanted to do
Note: Only those subjects mentioned by 5% or more respondents are included in the table.

- 12% mentioned mathematical and computer sciences, with a further 8% mentioning computer use.
- 12% said that that they would like to have studied a modern language.

Those who indicated that there was a particular subject that they would like to have studied were asked for the qualification to which the course would lead. A wide range of qualifications were mentioned. Those that were mentioned by more than 5% of this group are listed in Table 4.22.

Table 4.22 Qualification sought via the course

	%
Course was for leisure only/ not intended to lead to qualification	28
NVQ	9
Degree (e.g. BA, BSc)	6
Weighted base	*820*
Unweighted base	*697*

Base: Respondents aged 16-69, not in continuous full-time education who would like to have done (more) learning in the last 12 months and said that there was a specific course they wanted to do
Note: Only those subjects mentioned by 5% or more respondents are included in the table.

- 28% reported that the course was for leisure only, and did not lead to a qualification.

- 9% indicated that the course led to an NVQ and 6% indicated that it led to a Degree.

Respondents who indicated that there was a particular subject that they would like to have studied were then asked why they had not taken up that learning. Table 4.23 looks at the reasons given for not studying the subject, by learning status.

Table 4.23 Reasons given by respondents for not doing the desired learning by learning status*

	Learner	Non-learner	Total
	%	%	%
Didn't have time because of work/ family/ personal reasons	51	45	50
Too expensive	14	12	14
Course not available locally	12	15	13
Couldn't find information on where/ whether the course was run locally	10	15	11
I didn't have the necessary background, qualifications or grades to get on the course	8	9	8
Course was full and no longer accepting applications	7	4	6
Course not available at a convenient time	2	1	2
Other	10	10	10
Weighted base	688	131	819
Unweighted base	577	119	696

Base: respondents aged 16-69, not in continuous full-time education, who said they would have liked to have done some learning and said that there was a specific course that they wanted to do
Note: Percentages sum to more than 100 because respondents could mention more than one factor. Factors are ranked in descending order of mentions.

By far the most common reason cited was a lack of time due to work, family or personal reasons (50%). Differences between learners and non-learners were not statistically significant.

Table 4.24 focuses on the reasons given by non-learners for not studying the particular subject they would like to have studied according to their age group.

Table 4.24 Reasons given by non-learners for not doing the desired learning by age*

	16-39 years	40-59 years	60+ years	Total
	%	%	%	%
Didn't have time because of work/ family/ personal reasons	[47]	[47]	[28]	42
Too expensive	[18]	[10]	[-]	10
Course not available locally	[24]	[6]	[16]	15
Couldn't find information on where/ whether the course was run locally	[20]	[10]	[15]	15
Did not have the necessary background/ quals/ grades to get on course	[11]	[10]	[10]	10
Course was full and no longer accepting applications	[5]	[4]	[14]	7
Course not available at a convenient time	[-]	[2]	[-]	1
Other	[4]	[10]	[15]	9
Weighted base	*55*	*59*	*43*	*157*
Unweighted base	*47*	*53*	*40*	*140*

Base: non-learners, not in continuous full-time education who had done no learning in the past 3 years and said they would have liked to have done some learning and said that there was a specific course that they wanted to do

Note: Percentages sum to more than 100 because respondents could mention more than one factor. Factors are ranked in descending order of mentions.

Non-learners of all ages who said that they would have liked to have done some learning most commonly cited lack of time due to work, family or personal reasons.

Respondents who said that there was a specific course that they wanted to study were also asked whether this course was related to a current or future job. Table 4.25 looks at the answers given by non-learners.

Table 4.25 Whether course was related to a current or future job by age

	16-39 years	40-59 years	60+ years
	%	%	%
Yes	[79]	[42]	[2]
No	[21]	[58]	[98]
Weighted base	*55*	*59*	*43*
Unweighted base	*47*	*53*	*40*

Base: non-learners, not in continuous full-time education, who had done no learning in the past 3 years and said they would have liked to have done some learning and that there was a specific course that they wanted to do

The majority of younger non-learners (aged between 16 and 39 years) who would have liked to have done some learning expressed an interest in doing a job-related course. This is in contrast to under half of 40 to 59 year olds and very few of those aged 60 or over who said this.

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

Respondents who said that they would have liked to have done some learning were asked which subjects they would be interested in finding out more about (4.26).

Table 4.26 Subjects repondents would be interested in finding out more about by learning status*

	Learner	Non-learner	Total
	%	%	%
IT/computers/Internet	48	55	49
Job related training/professional development/skills	45	28	43
Languages	28	20	27
Sport/martial arts	20	11	18
DIY/painting/decorating	16	15	16
Health/alternative medicine	15	12	15
Music	15	6	14
Poetry/writing/art	13	9	12
Wildlife/bird watching	8	8	8
Dance/drama	9	4	8
Fabrics/textiles/sewing	8	7	8
Local cultural/community events	8	5	8
Other	6	6	6
Weighted base	1501	292	1792
Unweighted base	1275	269	1544

Base: respondents aged 16-69, not in continuous full-time education, who said they would have liked to have done some learning
Percentages sum to more than 100 because respondents could mention more than one factor
Note: 21 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

- Respondents were most likely to mention IT, computers or the Internet (49%), followed by job related training, professional development or skills (43%) and languages (27%).
- Learners were more likely than non-learners to mention job related training, professional development and skills (45% compared with 28%), languages (28%, 20%), sport and martial arts (20%, 11%), music (15%, 6%), dance and drama (9%, 4%) and local cultural and community events (8%, 5%).

Table 4.27 focuses on the subjects mentioned by non-learners, according to their age group.

Table 4.27 Subjects non-learners would be interested in finding out more about by age*

	16-39 years	40-59 years	60+ years	Total
	%	%	%	%
IT/computers/internet	[44]	61	54	54
Job related training/professional development/skills	[40]	30	1	23
Languages	[16]	25	17	19
Sport/martial arts	[19]	6	4	9
DIY/painting/decorating	[16]	14	14	15
Health/alternative medicine	[13]	13	5	10
Music	[4]	4	19	9
Poetry/writing/art	[6]	7	10	8
Wildlife/bird watching	[4]	8	17	10
Dance/drama	[2]	3	12	6
Local cultural/community events	[3]	4	8	5
Fabrics/textiles/sewing	[8]	8	4	7
Other	[4]	6	15	9
Weighted base	*106*	*129*	*130*	*365*
Unweighted base	*93*	*115*	*128*	*336*

Base: non-learners, not in continuous full-time education, who had done no learning in the past 3 years and said they would have liked to have done some learning
Percentages sum to more than 100 because respondents could mention more than one factor
Note: 21 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

- Across all age groups, the most commonly mentioned subjects were IT, computers and the Internet (54%).

- Job-related skills (23%), languages (19%) and DIY (15%) were the next most commonly mentioned subjects.

- Non-learners aged under 60 were more likely to mention job-related training. They were less likely than older non-learners to mention leisure-related subjects such as wildlife, music, and drama.

Table 4.28 Subjects non-learners would be interested in finding out more about by qualifications*

	NVQ levels 4-5	NVQ levels 2-3	NVQ level 1	No quals	Total
	%	%	%	%	%
IT/computers/internet	[40]	[61]	61	[41]	55
Job related training/professional development/skills	[36]	[37]	28	[14]	28
Languages	[32]	[14]	20	[18]	20
DIY/painting/decorating	[13]	[17]	15	[10]	15
Health/alternative medicine	[20]	[6]	11	[18]	12
Sport/martial arts	[11]	[12]	10	[11]	11
Poetry/writing/art	[18]	[5]	7	[11]	9
Wildlife/bird watching	[4]	[3]	10	[15]	8
Fabrics/textiles/sewing	[8]	[5]	8	[8]	7
Music	[9]	[5]	6	[5]	6
Local cultural/community events	[4]	[8]	3	[7]	5
Dance/drama	[7]	[7]	2	[5]	4
Other	[3]	[6]	4	[15]	6
Weighted base	*40*	*62*	*137*	*52*	*292*
Unweighted base	*38*	*48*	*126*	*56*	*269*

Base: non-learners aged 16-69, not in continuous full-time education who had done no learning in the past 3 years and said they would have liked to have done some learning
Percentages sum to more than 100 because respondents could mention more than one factor
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 (1 respondents)

- The subject most commonly mentioned overall, as well as across respondents of all qualification levels, was IT, computers and the Internet. This was also the subject most commonly mentioned across all age groups.

- Job-related training and professional development was less likely to be an interest among those with no qualifications than among other groups.

4.7 Interest in community activities and services

Respondents who would not have liked to have done any learning were asked about which of a list of community activities and services they might be interested in finding out more about (Table 4.29)

Table 4.29 Community activities and services respondents would be interested in finding out more about by learning status*

	Learner	Non-learner	Total
	%	%	%
Sports events/activities	34	16	30
Arts events	29	12	25
Courses available in community centres/AE schools/colleges/libraries	26	11	23
Local history groups	16	8	14
Services provided by community/voluntary groups	15	8	14
Groups/meetings about local issues	14	8	13
Ethnic group activities	5	4	5
None of these	32	58	38
Weighted base	1581	457	2038
Unweighted base	1343	420	1763

Base: respondents aged 16-69, not in continuous full-time education, who said they would not have liked to have done any learning in the past year
*Percentages sum to more than 100 because respondents could mention more than one factor

- 30% of this group mentioned sports events or activities, a quarter mentioned arts events (25%) and 23% mentioned courses available in community centres.
- Just over two-thirds of learners (68%) were interested in at least one of these activities, compared with just 42% of non-learners.
- With the exception of ethnic group activities, all activities were more likely to be mentioned by learners than non-learners. Both groups were equally likely to mention ethnic group activities.

Table 4.30 Focuses on the community activities and services non-learners might be interested in finding out more about, with reference to their age.

Table 4.30 Community activities and services non-learners would be interested in finding out more about by age*

	16-39 years	40-59 years	60+ years	Total
	%	%	%	%
Sports events/activities	[22]	16	8	12
Arts events	[16]	10	10	11
Local history groups	[3]	8	12	10
Services provided by community/voluntary groups	[9]	7	8	8
Courses available in community centres/AE schools/colleges/libraries	[18]	11	3	7
Groups/meetings about local issues	[5]	7	7	7
Ethnic group activities	[3]	4	1	2
None of these	[49]	62	69	65
Weighted base	*118*	*182*	*487*	*787*
Unweighted base	*96*	*170*	*479*	*745*

Base: non-learners aged 16-69 not in continuous full-time education who had done no learning in the past 3 years and said they would not have liked to have done any learning in the past year
* Percentages sum to more than 100 because respondents could mention more than one factor

- Among the activities most commonly mentioned by non-learners were local sports activities (12%), local arts events (11%) and local history groups (10%).

- The youngest age group were most likely to be interested in at least one of these activities (51%), while the oldest were least likely (31%).

4.8 Comparing non-learners' and learners' attitudes to learning

All respondents were read out a series of attitude statements and asked the extent to which they agreed with each. The analysis which follows compares the views of learners and non-learners in terms of their attitudes to learning.

Table 4.31 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	%	76	20	3	1	*	*3102*	*2635*
Non-learner	%	69	22	5	3	*	*756*	*697*
You need qualifications to get anywhere these days								
Learner	%	51	25	7	11	7	*3105*	*2636*
Non-learner	%	56	22	9	8	4	*765*	*703*
I see education as an investment in my future								
Learner	%	59	22	11	6	3	*3101*	*2632*
Non-learner	%	34	23	17	16	10	*759*	*698*
Learning is only worthwhile if there is a qualification at the end								
Learner	%	6	10	10	26	48	*3102*	*2634*
Non-learner	%	15	14	13	24	35	*763*	*701*
I wish I had carried on in education to a higher level								
Learner	%	32	22	17	12	17	*3103*	*2634*
Non-learner	%	35	22	12	14	15	*762*	*702*

Base: all respondents aged 16-69, not in continuous full-time education, who had done some learning in the past 3 years. Base sizes differ due to variation in the number of respondents who answered each question

Note: percentages read horizontally

Both learners and non-learners firmly felt that you need to keep improving your skills and knowledge if you want to succeed at work. 96% of learners and 91% of non-learners agreed (either strongly or slightly) with this statement. Furthermore, around three-quarters of both groups (76%, 78%) 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 (81% compared with 57%).

Non-learners were also twice as likely as learners to agree that only qualification-based learning is worthwhile (29%, 16%).

Table 4.32 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	%	76	19	4	1	1	*3104*	*2635*
Non-learner	%	57	28	9	4	3	*763*	*701*
Learning new things is fun								
Learner	%	50	35	12	2	1	*3102*	*2634*
Non-learner	%	38	41	14	4	2	*763*	*700*
I'm not interested in doing any learning								
Learner	%	2	3	6	12	77	*3104*	*2635*
Non-learner	%	19	10	12	19	40	*761*	*701*
Learning isn't for people like me								
Learner	%	1	2	4	13	80	*3102*	*2634*
Non-learner	%	9	10	14	21	46	*761*	*702*
I didn't get anything useful out of school								
Learner	%	6	8	7	15	63	*3102*	*2634*
Non-learner	%	13	13	8	23	43	*764*	*703*

Base: all respondents aged 16-69, not in continuous full-time education, who had done some learning in the past 3 years. Base sizes differ due to variation in the number of respondents who answered each question.
Note: percentages read horizontally

Both learners and non-learners agreed that learning is something you should do throughout your life (95%, 85%) and thought learning new things was fun (85%, 79%).

However, non-learners were more likely to say they were not interested in doing learning (29%, 5%) and more likely to feel that learning was not for people like them (19%, 3%). Non-learners were also more likely to say that they didn't get anything useful out of school (26%, 14%).

Table 4.33 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 e.g. Internet/CD ROM								
Learner	%	43	32	13	7	6	*3099*	*2631*
Non-learner	%	28	23	19	12	19	*748*	*688*
Computers are confusing and make things more difficult								
Learner	%	6	13	12	21	48	*3103*	*2634*
Non-learner	%	22	19	15	22	22	*758*	*696*
I don't have the confidence to learn on my own								
Learner	%	6	12	6	19	57	*3098*	*2632*
Non-learner	%	14	16	15	23	33	*766*	*704*
I prefer to learn in a classroom rather than at home								
Learner	%	21	23	31	14	10	*3102*	*2634*
Non-learner	%	20	19	30	15	16	*757*	*697*
The skills you need at work can't be learned in a classroom situation								
Learner	%	25	29	22	18	6	*3096*	*2629*
Non-learner	%	30	33	18	15	4	*753*	*695*

Base: all respondents aged 16-69, not in continuous full-time education, who had done some learning in the past 3 years. Base sizes differ due to variation in the number of respondents who answered each question
Note: percentages read horizontally

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 (75%, 51%). This reflected greater confidence with ICT among learners who were half as likely as non-learners to say they found computers confusing (19%, 41%). Furthermore, non-learners were more likely than learners to say that they lacked the confidence to learn on their own (30%. 18%).

More than half of learners and non-learners agreed with the statement that the skills that they needed at work couldn't be learned in a classroom (54%, 63%). Although, this seems at variance with their agreement with the statement "If you want to succeed at work you need to keep improving knowledge/skills (96%, 91%) (see Table 4.28).

NALS 2005 asked a number of questions about personal disposition of learners to find out what impact this had on learning.

Table 4.34 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	10	19	59	*3105*	*2636*
Non-learner	%	9	14	16	23	38	*761*	*701*
I often do things on the spur of the moment								
Learner	%	37	33	9	13	7	*3101*	*2634*
Non-learner	%	36	25	10	18	11	*762*	*703*
I've got a hidden talent I would love to explore								
Learner	%	19	23	29	18	12	*3082*	*2618*
Non-learner	%	15	18	23	22	21	*760*	*699*
Work tends to dominate my life at the moment								
Learner	%	36	24	11	17	12	*2358*	*1951*
Non-learner	%	40	16	7	17	20	*320*	*275*

Base: all respondents aged 16-69, not in continuous full-time education, who had done some learning in the past 3 years. Base sizes differ due to variation in the number of respondents who answered each question.
Note: percentages read horizontally

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%, 23%).

Learners were more positive in feeling they had a hidden talent they wanted to explore (42%), compared to 33% of non-learners.

Table 4.35 How often respondents normally go out with friends by learning status

	Five or more times a week	Three or four times a week	Once or twice a week	About once a month	Less often (or never)	*Weighted base*	*Unweighted base*
	%	%	%	%	%		
Learner	5	11	42	27	15	*3104*	*2635*
Non-learner	6	9	31	28	25	*766*	*704*

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

Learners tended go out with friends more often than non-learners. Fifty eight per cent of learners went out with friends at least once a week, compared with 46% of non-learners. This finding may reflect different characteristics of learners compared to non-learners, such as their younger age profile.

Table 4.36 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	%	63	26	7	3	1	*3102*	*2634*
Non-learner	%	64	27	6	2	1	*755*	*697*
The government should pay for all adult learning								
Learner	%	21	23	23	22	10	*3095*	*2626*
Non-learner	%	30	24	23	16	7	*754*	*694*
I am willing to pay something towards the learning that I do as an adult								
Learner	%	46	40	7	4	3	*3102*	*2634*
Non-learner	%	23	44	13	7	12	*760*	*700*

Base: all respondents aged 16-69, not in continuous full-time education, who had done some learning in the past 3 years. Base sizes differ due to variation in the number of respondents who answered each question.
Note: percentages read horizontally

Both learners and non-learners felt that employers should be responsible for training employees (89%, 90%).

Learners were less likely than non-learners to think that the government should pay for all adult learning (44%, 54%), and were more prepared to pay something towards the learning that they did as an adult (87%, 68%). This is perhaps a reflection of the more comfortable financial situation of learners. It is also possibly linked to the finding that non-learners are less likely to see learning as an investment in their future and may therefore be less willing to pay for it.

4.9 Conclusion

Consistent with previous studies in the series, the vast majority of learners and non-learners reported 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.

The types of obstacles that were reported reflected personal characteristics and circumstances. Men were more likely to mention work-related obstacles while women were more likely to mention family responsibilities and childcare. As in previous reports in the series, a dichotomy was 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 be uninterested and to have concerns about their personal aptitudes and returning to learning.

Although learners and non-learners differed markedly in terms of the obstacles they faced, findings suggest that both groups placed a high value on the importance of learning, and on the value of ongoing learning as an adult.

5 TAUGHT LEARNING

This chapter focuses on the details of the taught learning done by respondents in the three years preceding the survey. As explained 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[13]. The findings on course characteristics reported here can be compared to those of NALS 2002 which used the same selection procedures, but are not comparable with those of previous NALS surveys which used different procedures. Therefore this chapter draws comparisons only between NALS 2002 and NALS 2005.

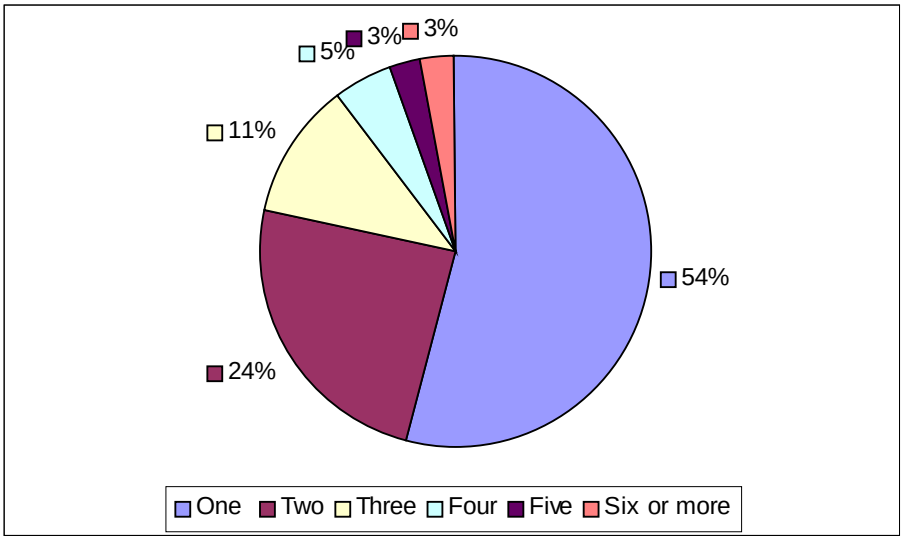
The chapter begins with a general overview of the number of taught courses respondents had undertaken in the previous three years. It then goes on to consider the course selected by the respondent as 'most useful', looking specifically at the differences between vocational and non-vocational courses. The subject of the course, whether it led to a qualification, and the providers of the learning are examined, followed by information on the length of the course and the use of ICT also for this learning. The relationship between the course and employment is also explored, as well as vocational and non-vocational motivations for learning and outcomes of learning.

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.

[13] This chapter focuses only on the course purposively selected by the respondent as 'most useful'. This enables comparisons to be drawn between NALS 2002 and NALS 2005 which used the same method of course selection. Further details of the randomly selected courses undertaken in the past 12 months can be found in the AES appendix (Appendix D). Information about these courses is not directly comparable to NALS 2002 because of their different reference periods (3 years versus 12 months) and different selection methods (purposively selected versus randomly selected).

5.1 Average number of courses

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 (N=1968).
Note: 7 respondents who were taught learners did not answer this question and are excluded from the base.

The mean number of courses reported for the three years preceding the survey was 1.90. As shown in Figure 5.1, over half (54%) of taught learners had done only one course, about a quarter (24%) had done two courses and just over a fifth (22%) had done three or more courses.

Comparing this to the findings for 2002, the most marked change was among those doing only one course. The proportion of respondents who had taken just one course in the previous three years increased from 46% in 2002 to 54% in 2005. Furthermore, the proportion of those doing three or more courses declined from 30% in 2002 to 22% in 2005. In 2002, the mean number of courses was 2.17.

5.2 Subject, qualification and learning provider

This section and the rest of the chapter focuses only on the selected course. 68% of taught learners reported that their course involved studying towards a qualification. Those whose selected course was vocational were more likely to say they were studying for a qualification than those whose selected course was non-vocational (77%, 44%[14]). This suggests that vocational courses are more likely to involve learning leading to a qualification than non-vocational courses.

Table 5.1 shows the most commonly reported subjects of the selected course, listed from the most to the least frequently mentioned.

[14] 18 missing cases for non-vocational learners.

Table 5.1 Subject of taught learning

	All taught learners	Vocational taught learners	Non-vocational taught learners
	%	%	%
Business and administrative studies	14	19	1
Computer use (including Internet use)	9	8	10
Sport/ physical activity	8	3	24
Mathematical and computer sciences	7	7	5
Modern languages and literature	6	3	15
Social studies	6	7	4
Creative arts and design	4	4	7
Engineering	4	5	*
Education and teacher training	4	6	1
Architecture, building and planning	3	3	1
Medicine and dentistry	3	4	0
First Aid	3	4	1
Other subjects allied to medicine	3	4	1
Music and drama	2	1	6
Self-development (e.g., parenting skills, self-awareness, etc.)	2	2	2
Historical and philosophical studies	1	1	2
Physical sciences	1	1	1
Veterinary sciences, agriculture and related subjects	1	1	*
Mass communications and documentation	1	1	*
Law	1	2	*
English language/ creative writing skills	1	1	1
Handicrafts/ arts	1	*	2
Photography	1	*	2
Ancient languages and linguistics	*	*	*
Biology and biochemistry	*	*	1
Number skills	*	*	1
Basic reading and writing skills	*	*	*
Gardening/ garden design	*	0	1
Environment/ sustainability	*	*	*
Local history/ genealogy	*	0	*
Other specific answer not in codeframe	10	10	11
Vague or irrelevant answer	3	3	2
Weighted base	*1950*	*1449*	*501*
Unweighted base	*1670*	*1210*	*460*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 26 respondents did not answer this question. As with all other tables, the percentages have been calculated from the responding base.

Overall, the most commonly reported subjects of courses selected by taught learners as most useful were business and administrative studies (14%), computer and Internet use (9%) and sports and physical activity (8%).

Focusing on those whose selected course was job-related, the most commonly reported subjects were business and administrative studies (19%), computer use (8%), mathematical and computer sciences (7%) and social studies (7%).

Among those whose selected course was non job-related, the most common subjects were: sports and physical activity (24%), modern languages and literature (15%), computer and Internet use (10%), creative arts and design (7%), and music and drama (6%).

Although the question about subject of study was asked differently in NALS 2002, there is an indication that ICT has decreased as a subject. In NALS 2002, 22% of the taught learning was computer-related compared to 16% total in NALS 2005.

Respondents were also asked whether their course was run by any of a range of different education training providers. The findings are shown in Table 5.2.

Table 5.2 Course providers*

	All taught learning	Vocational taught learning	Non-vocational learning
	%	%	%
Professional body	16	18	9
Employer	15	19	1
University or higher education college	15	16	10
Private training provider	14	14	14
Further education or tertiary college	11	12	11
Adult education institute	9	6	18
Individual giving private lessons	6	3	15
School or other educational institution	3	3	2
Charity or voluntary group	2	2	2
Community organisation	2	1	3
Jobcentre/ club	1	1	*
Religious organisation	1	1	1
Sports club/ association	1	1	1
Trade Union/ Staff Association	*	1	*
None of these organisations	7	5	11
Vague or irrelevant answer	*	1	0
Weighted base	*1949*	*1452*	*497*
Unweighted base	*1667*	*1211*	*456*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 27 respondents 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.

- Most commonly, taught learners said that their selected course was provided by a professional body (16%), an employer (15%) or by a university or higher education college (15%). As would be expected, employers and professional bodies were much more commonly mentioned as the providers of vocational rather than non-vocational courses.

- Non-vocational courses were most frequently provided by an adult education institute (18%), an individual giving private lessons (15%) or a private training provider (14%).

- Further education colleges were also commonly mentioned course providers (11%) and they were used equally by those doing vocational courses (12%) and non-vocational courses (11%).

5.3 Hours of teaching and course length

Taught learners were asked how many hours of teaching or tuition they had received over the past 12 months for their selected course[15]. Table 5.3 only includes those who received some tuition in the past 12 months.

Table 5.3 Number of hours tuition over the past 12 months

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Less than 6 hours	10	10	11
6-9 hours	10	11	8
10-19 hours	15	15	15
20-29 hours	13	13	13
30-39 hours	9	9	7
40-49 hours	8	7	13
50-59 hours	4	3	7
60-69 hours	3	3	4
70 or more hours	28	30	22
Mean	95.4	108.5	57.8
Median	30.0	30.0	30.0
Weighted base	*1341*	*995*	*347*
Unweighted base	*1149*	*826*	*323*

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.

One fifth of all taught learners (20%) received less than 10 hours of tuition over the past 12 months on their selected course and 28% had received 70 or more hours of tuition. Respondents whose selected course was vocational were more likely to have received 70 or more hours of tuition than those whose selected course was non-vocational.

The median number of hours tuition over the past 12 months was 30 for all taught learners, vocational taught learners and non-vocational taught learners. The mean number of hours of tuition was higher for vocational learners than for non-vocational learners.

5.3.1 Time spent on self-study

A new question asked for the first time in the NALS series related to the amount of time respondents spent in self-study (Table 5.4).

[15] This and some of the other questions in this chapter are 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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
0 hours	48	47	52
1-5 hours	10	11	8
6-9 hours	3	3	2
10-19 hours	6	6	7
20-29 hours	5	5	6
30-39 hours	3	3	3
40-49 hours	3	3	3
50-59 hours	2	2	3
60-69 hours	2	2	2
70 or more hours	18	19	15
Mean	63.7	70.4	43.8
Median	1.0	1.0	0
Weighted base	1939	1446	493
Unweighted base	1655	1204	451

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

Just under half (48%) of those who received taught learning over the past 3 years did not engage in self-study over the previous 12 months. 10% reported between 1 and 5 hours of self-study and 18% reported 70 or more hours. When the hours were grouped into bands, there were no significant differences between vocational and non-vocational taught learners. However, the mean number of hours that vocational learners spent in self-study was significantly higher than for non-vocational learners.

Vocational learners spent more time on average than non-vocational learners over the past 12 months receiving tuition and in self-study.

5.3.2 Length of completed courses

For courses completed over the past 3 years, the length was derived from the start and end dates of the course (Table 5.5).

Table 5.5 Length of completed courses

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
A month or less	33	36	24
2-3 months	17	15	22
4-5 months	7	7	8
6-9 months	13	13	13
10-12 months	7	7	6
13-18 months	5	5	5
19-24 months	5	5	4
More than 2 years	13	12	19
Mean	10.7	9.8	13.4
Median	4.0	3.0	5.0
Weighted base	*1958*	*1455*	*504*
Unweighted base	*1676*	*1214*	*462*

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: 18 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

- One third of courses selected by taught learners as most useful lasted a month or less. Vocational courses were more likely than non-vocational courses to last a month or less.
- 24% of courses last more than one month but less than 6 months.
- 23% of courses lasted more than a year.
- The mean number of months that completed courses lasted was lower for vocational taught learners than for non-vocational taught learners.

The courses regarded as most useful in NALS 2005 lasted longer than those in NALS 2002 (23% lasting more than a year, compared to 12% in 2002).

5.4 Funding and support for the course

5.4.1 Payment of fees

In NALS 2005, respondents who had received taught learning were asked about costs relating to their course and sources of funding. This is the first time that information was asked in the NALS series and therefore it is not possible to compare the responses with previous NALS.

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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Yes, employer paid all fees	34	44	2
Yes, employer paid some of the fees	2	2	1
No, employer paid no fees	43	33	72
No, there were no fees to pay	22	20	26
Weighted base	*1957*	*1458*	*500*
Unweighted base	*1678*	*1217*	*461*

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: 29 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Overall, employers paid some or all of the fees for 36% of the selected courses (Table 5.6). As might be expected, employers were far more likely to pay course fees where the course was job-related than where it was not (46%, 3%).

For just over a fifth (22%) of selected courses, respondents said there were no fees to pay.

Respondents who indicated that their employer did not pay all of the fees for their selected course, were asked whether they (or their partner/family) had contributed towards the cost of the course.

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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Yes, paid all fees	67	60	77
Yes, paid some of the fees	8	12	3
No, paid no fees	22	25	17
No, there were no fees to pay	3	4	2
Weighted base	*872*	*517*	*355*
Unweighted base	*743*	*428*	*315*

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.

Table 5.7 shows that just over two-thirds of the selected courses were paid for in full by the respondents or their partners/families. Respondents were more likely to pay either some or all the fees for non-vocational than for vocational courses (80%, 72%) and were more likely to have paid no fees for vocational courses than for non-vocational courses (25%, 17%).

Table 5.8 combines the responses reported in the previous two tables to show the proportion of taught courses that were paid for by joint contributions from the employer and the respondent, versus courses that were paid for entirely either by the respondent or by the employer.

Table 5.8 Employer and respondent contributions to fees

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Employer paid all fees	37	49	2
Employer and respondent both paid fees	4	5	3
Respondent paid all fees	33	23	63
No fees to pay	25	24	31
Weighted base	*1769*	*1330*	*438*
Unweighted base	*1515*	*1106*	*409*

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: 29 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

There were very few cases where the employer and respondent made joint contributions towards the fees. For 37% of taught learning the employer covered the total cost of the fees and the respondent paid all the fees for 33% of taught learning.

As expected, there were marked differences between vocational and non-vocational taught learning in terms of who paid. Employers were much more likely to cover the cost of vocational taught learning than non-vocational learning (49%, 3%) and the respondent was more likely to pay for non-vocational taught learning than for job-related courses (63%, 23%). Vocational learning was less likely than non-vocational learning to incur fees.

Another new question in NALS 2005 was the actual amount respondents paid in course fees, for their learning. These findings are shown in Table 5.9.

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

	All taught learning
£1 - £100	40
£101 - £500	37
£501 - £1000	13
More than £1000	11
Mean	£588.3
Mode	£60
Median	£157.9
Weighted base	490
Unweighted base	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.
Note: 21 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

If respondents who received taught learning over the past 3 years reported that they paid some or all of their course fees, they were asked how much they paid over the past 12 months. Excluding those who said they paid nothing (33%), 77% paid £500 or less with 13% paying between £501 and £1000 and approximately a tenth paying more than £1000. The mean amount of course fees paid by respondents and their families was £588 (see Table 5.9).

5.4.2 Paying for books and equipment

This section focuses on who paid the costs associated with books and equipment for taught courses.

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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Yes, employer paid all	19	24	2
Yes, employer paid some	2	2	*
No, employer paid nothing	42	35	62
No, there were no costs to pay	38	39	36
Weighted base	*1957*	*1457*	*500*
Unweighted base	*1677*	*1216*	*461*

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: 30 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

As Table 5.10 shows, employers were reported to have paid some or all of the cost of books or equipment for 21% of selected courses. As expected, they were more likely to cover the costs of learning resources for vocational rather than non-vocational courses (26%, 2%).

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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Yes, paid all	58	57	59
Yes, paid some	6	9	1
No, paid nothing	23	24	22
No, there were no costs to pay	13	10	17
Weighted base	*975*	*551*	*424*
Unweighted base	*840*	*455*	*385*

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.
Note: 6 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Where employers did not cover the full cost of books and equipment, respondents were asked whether they or their partner/family had contributed to these resources.

As shown in Table 5.11, 64% of these respondents reported that course-related books and equipment costs were covered in part or in full by themselves and their families. There were no significant differences between learners studying vocational and non-vocational courses.

Table 5.12 combines the responses to the 2 previous tables to show how the costs of books and equipment for taught learning were distributed between employers and learners.

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

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Employer covered all costs	21	27	2
Employer and respondent contributed to cost	3	4	1
Respondent covered all costs	29	23	46
No costs to pay	47	46	51
Weighted base	*1749*	*1327*	*422*
Unweighted base	*1501*	*1111*	*390*

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: 30 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

- Overall, about a fifth of respondents who had done taught learning in the past year said that their employer covered all the costs of books and equipment (21%) for their courses.
- Employers were more likely to pay all the costs for vocational rather than non-vocational courses (27%, 2%).
- 29% of these respondents said they paid all the costs of books / equipment for their courses. They more commonly paid all the costs for non-vocational, rather than vocational courses (49%, 23%).
- Approximately half (47%) said there were no costs to pay.

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

	All taught learning
Up to £100	75%
£101 - £500	20%
£501-£1000	4%
More than £1000	1%
Mean	£136
Mode	£100
Median	£40
Weighted base	*408*
Unweighted base	*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.

Respondents who indicated that they had paid some or all of the cost of books and equipment for their course, were asked how much they had paid over the past 12 months (see Table 5.13). Excluding those who paid nothing (33%), 75% paid £100 or less and the mean amount was £136.

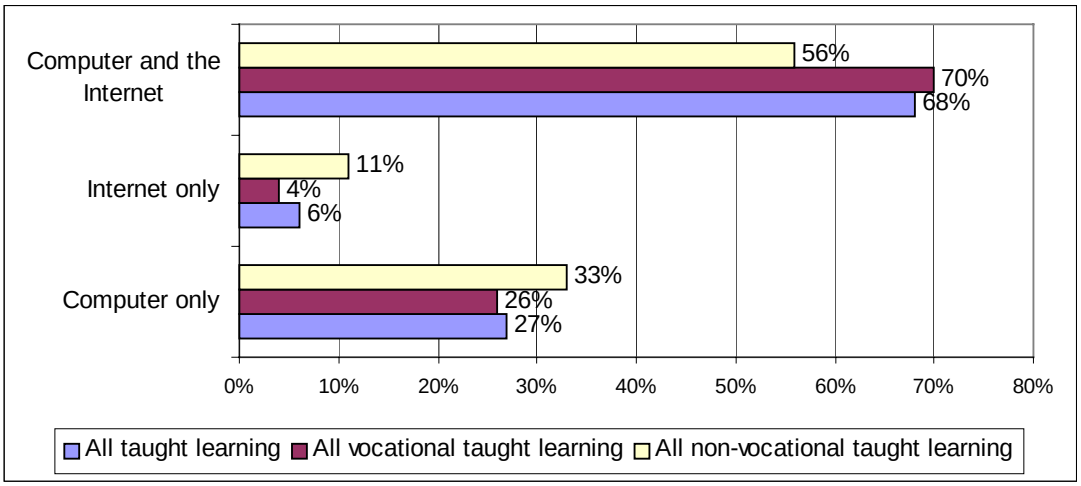
5.5 Use of ICT

Since 2001, the NALS series has collected information on the use of ICT for learning. However, given that the 2001 results were based on a randomly selected course, whereas 2002 and 2005 findings are based on the course selected as the most useful by respondents, only the latter two surveys offer comparable findings.

Overall, 62% of taught learners reported using ICT for their selected course. Those whose selected course was vocational were more likely than those who course was non-vocational to use ICT (68%, 45%). These figures demonstrate a marked increase in the use of ICT for taught learning between 2002 and 2005. In NALS 2002, 49% of taught learners had used ICT for their selected course which equated to 54% of vocational learners and 30% of non-vocational learners.

Figure 5.2 shows the breakdown in the type of ICT used for taught learning.

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.

Of the respondents who had used ICT for taught learning, 68% used both the computer and Internet, 27% used the computer only and 6% used the Internet only. If the respondent's selected course was vocational, they were more likely to have used both types of ICT than if the selected course was non-vocational.

Compared to NALS 2002, there has been a big increase in Internet use. 67% of NALS 2005 learners who used ICT for taught learning had used the Internet (with or without a computer) compared to 45% in NALS 2002.

As Table 5.14 shows, the most common uses of ICT for taught learning were word-processing or the use of spreadsheets and other software (32%) and looking for information relating to the course (31%).

Table 5.14 Use of ICT for taught learning*

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Used word processor, spread sheet, other software	32	37	16
Look for information/ do research for the course	31	36	17
Get information about the course	21	25	10
Course about learning computing skills	19	21	15
Exchange messages with tutor(s), or submit assignments	17	20	8
Get course material from course provider	15	18	4
Exchange messages with others on the course	13	15	6
Course about learning how to use the Internet	11	12	7
Doing an online or CD-Rom based course	11	12	9
Enrol on the course	9	10	5
Other specific answer	2	2	2
Vague or irrelevant answer	1	1	1
Not used a computer for the course	38	32	55
Weighted base	*1949*	*1452*	*497*
Unweighted base	*1668*	*1211*	*456*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 27 respondents 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.

The gap between vocational and non-vocational learning was particularly large for the following uses of ICT: word-processing, course-related research and getting information about the course. Those whose selected course was vocational were more than twice as likely to have used ICT for each of these purposes than those whose course was non-vocational.

The reasons for using ICT for taught learning in NALS 2002 and NALS 2005 showed a similar order of priority. The major difference, however, was that in 2002 only 4% of respondents mentioned using ICT to do research for the course compared to 31% in 2005, perhaps reflecting the rise in the use of search engines on the Internet as a tool for finding information and greater access to the Internet.

Table 5.15 looks at the amount of time respondents reported using ICT for taught learning.

Table 5.15 Time spent using ICT for taught learning

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
All/ most of the time	41	41	40
Some of the time	35	36	27
Little of the time	25	23	34
Weighted base	*1079*	*899*	*179*
Unweighted base	*917*	*743*	*174*

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[16].
Note: 59 respondents did not answer the question. As with all other tables, the percentages have been calculated from the responding base.

Excluding learners who used ICT only for getting information about the course or to enrol, 41% of those who used ICT for their selected course said they used it all or most of the time that they spent studying (see Table 5.15). Interestingly, this proportion was similar for vocational and non-vocational learners (41%, 40%) although non-vocational learners were more likely to use ICT only a 'little of the time' (34%, 23%).

Even though taught learners in 2005 were more likely to use ICT for their selected course than learners in NALS 2002, those who used ICT in 2005 were less likely to report using it 'all or most of the time' than in 2002 (41%, 50%).

5.5.1 Other types of technology

Taught learners were also asked about their use of other types of technology for the selected course.

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

Table 5.16 Use of other types of technology for learning*

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Presentation technologies (e.g. interactive whiteboards)	23	28	9
Creative technologies (e.g. digital cameras; specialist musical/ design equipment)	11	12	11
Communication technologies (e.g. videoconferencing; mobile phones)	10	11	5
Data collection or organisation technologies (e.g. PDAs; data-loggers)	5	6	2
Audio CDs or tapes	1	0	3
Videos	1	1	2
Other specific answer	2	3	2
None of these technologies	61	57	74
Weighted base	*1951*	*1455*	*496*
Unweighted base	*1669*	*1214*	*455*

Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years.
Note: 25 respondents 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.

As Table 5.16 shows, 39% mentioned using at least one type of technology with the most popular being presentation technologies such as whiteboards (23%).

Learners whose selected course was vocational used each type of technology to a similar extent to those whose selected course was non-vocational. The exception to this was presentation technologies which were more frequently mentioned by vocational than non-vocational learners (28%, 9%).

5.6 Taught learning and work

Respondents were asked a series of questions about the connection between their selected course and their work. This section focuses on courses related to respondents' current jobs, as the issues covered are only relevant to this type of learning.

Respondents were first asked whether the course was compulsory and if so, who made it compulsory.

Table 5.17 Whether course was made compulsory*

	Taught learning related to current job
	%
Employer made it compulsory	28
Professional body made it compulsory	7
Compulsory according to legislation	6
Some other person/ organisation made it compulsory	1
Trade Union/Staff Association made it compulsory	*
Course not compulsory	62
Weighted base	*889*
Unweighted base	*759*

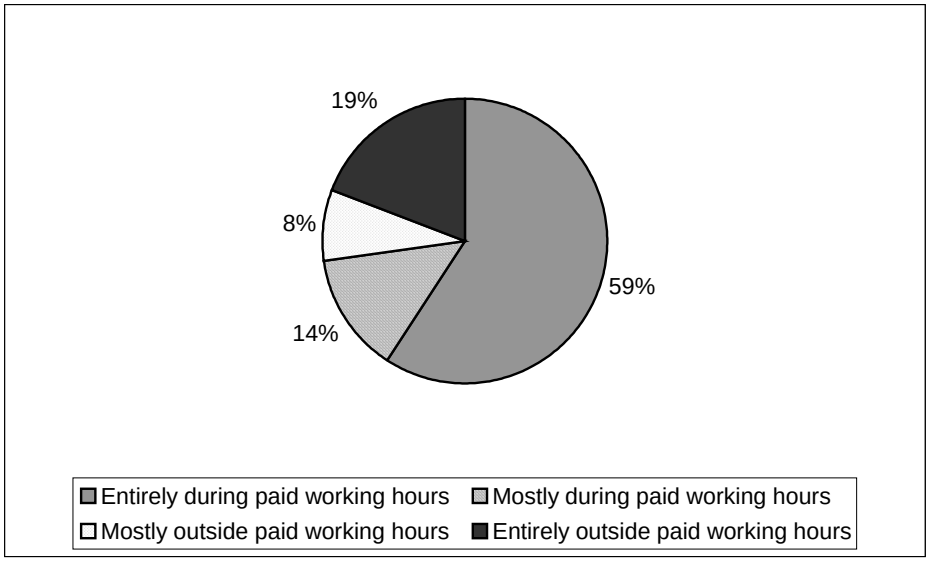
Base: Respondents aged 16-69 not in continuous full-time education who had done taught learning in the past 3 years that was related to current job.
*Percentages sum to more than 100 because respondents could choose more than one reply.

As shown in Table 5.17, most of the selected courses were not compulsory (62%) of those that were, it was most commonly their employer who had made the course compulsory (28%).

The proportion reporting that the course was not compulsory was the same as in NALS 2002.

Figure 5.3 shows the extent to which job-related learning was carried out during working hours or in the respondents own time.

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.

As Figure 5.3 illustrates, the majority (59%) of those who were doing learning related to their current job studied entirely during paid working hours and a further 14% studied mostly during working hours. Just over a quarter (27%) of those doing learning for their current job said they studied mostly or entirely outside of working hours[17].

5.7 Motivators for doing the course

Those whose course was related to a current or future job were asked about their employment-related motivations for doing it (Table 5.18).

Table 5.18 Employment-related reasons for starting the course*

	Taught learning related to current/future job
	%
Develop my career	57
Gain new skills for my job	52
Get more satisfaction out of my work	35
Get a new job	23
Change to a different type of work	21
Get a pay-rise	13
Set up my own/family business	11
Get a promotion	10
Stay in my job, that I might have lost without doing this course	4
Help me with work problems which were related to my health problem or disability	2
Not for any job-related reason above	11
Weighted base	*1067*
Unweighted base	*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.

The most frequently cited job-related reasons for taught learning were career development and gaining new job-related skills (57%, 52%). Interestingly, improved job satisfaction (35%) was a more important motivator for learning than getting a pay-rise (13%) or a promotion (10%).

Each motivator was mentioned by a similar proportion of respondents in NALS 2002. However, in NALS 2005, respondents were significantly less likely to have said they started the course to acquire new skills for their jobs (52%, 62%).

Table 5.19 considers whether job-related reasons for doing the selected course differed for people with higher or lower levels of qualification.

[17] Note that the response categories for this question were changed in 2005 to be compatible with the AES and are therefore not comparable with NALS 2002.

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

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals
	%	%	%	%	%	%
Develop my career	[60]	62	57	56	49	[39]
Gain new skills for my job	[53]	57	52	48	49	[25]
Get more satisfaction out of my work	[38]	39	32	39	30	[8]
Get a new job	[16]	17	23	29	32	[35]
Change to a different type of work	[20]	19	19	20	28	[16]
Get a pay-rise	[10]	15	18	10	13	[6]
Set up my own/family business	[16]	11	12	12	8	[8]
Get a promotion	[9]	13	11	6	11	[0]
Stay in my job, that I might have lost without doing this course	[4]	3	5	3	4	[0]
Help me with work problems which were related to my health problem or disability	[0]	2	1	2	5	[2]
Not for any job related reason above	[9]	6	12	15	14	[18]
Weighted base	*96*	*396*	*170*	*156*	*216*	*32*
Unweighted base	*88*	*324*	*137*	*131*	*181*	*25*

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.

Table 5.19 shows that:

- More highly qualified respondents were more likely to cite reasons related to their current job than respondents with Level 1 qualifications: career development, gaining new job-related skills and improved job satisfaction as reasons for starting the course.
- Less well qualified respondents were more likely to be motivated to study by the chance to get a new job or change to a different type of work compared to those with Level 4 and 5 qualifications.

Tables 5.20 and 5.21 considers respondents non-job related reasons for taught learning.

Table 5.20 Wider motivators for taught learning*

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

If the selected course was job-related but not compulsory, respondents were asked about the wider motivating factors for studying. The most frequently cited reason for studying for this group of respondents was to improve knowledge or ability in a subject (41%). 26% studied to gain a certificate or qualification and 24% hoped to gain skills or knowledge that would be useful in everyday life[18].

Table 5.21 considers how wider motivations for learning varied by the respondents' highest qualification.

[18] Unlike in NALS 2002, the 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 5.21 Wider motivations for taught learning by current qualification*

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals
	%	%	%	%	%	%
Improve my knowledge/ability in the subject	[51]	49	39	38	33	[13]
Gain a certificate or qualification	[29]	27	26	32	23	[3]
To gain skills/knowledge that would be useful in my everyday life	[26]	24	23	21	26	[13]
Do something interesting	[23]	20	16	19	15	[15]
To find out about the subject	[23]	19	15	16	17	[0]
Make new friends/ meet new people	[4]	5	1	5	5	[0]
Start another course	[3]	2	1	4	4	[0]
Have some fun	[4]	3	0	2	5	[14]
Do something with my spare time	[0]	4	0	1	2	[0]
Keep my body active	[1]	1	0	3	1	[0]
Get involved in voluntary or community activities	[1]	2	0	1	2	[0]
Help my child(ren) with their school work	[2]	2	2	1	1	[0]
Help me with my health problems/disability	[0]	1	0	0	1	[0]
None of the reasons above	[5]	3	4	4	1	[0]
Weighted base	96	396	170	156	216	32
Unweighted base	88	324	137	131	181	25

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.

The associations between wider motivating factors for learning and current qualification level (Table 5.21) were not as strong as for employment related reasons (Table 5.19). However, those qualified to a higher level were more likely to be motivated by wanting to improve their knowledge or ability in a subject than those at Level 1.

5.8 Course outcomes

This section considers the benefits of learning on respondents' work and personal lives.

5.8.1 Employment-related benefits

Table 5.22 shows that most respondents who had done some vocational learning reported some employment related benefit from this (75% cited at least 1 benefit).

Table 5.22 Employment benefits of taught learning*

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

Respondents who had done a course related to their current or future job were asked about the employment-related benefits of their learning experience (Table 5.22). The most frequently cited benefits were that respondents had developed new skills (54%), were able to do their job better (42%), and had more job satisfaction (25%). A quarter (25%) of these respondents said their learning had not brought any of the employment-related benefits shown in Table 5.22. These findings were similar to NALS 2002.

Those who reported that they had obtained a new job as a result of their course, changed to a new type of work, or set up their own business were asked whether certain things had happened as a result of that change.

Table 5.23 Outcomes of changes arising from course

	Taught learners who experienced change in employment as a result of course
	%
Found the work more enjoyable	54
Was paid more	47
Found the working hours more convenient	28
Found travelling easier/ no longer had to travel	16
Now have better career prospects	4
Other specific answer	5
Vague or irrelevant answer	*
None of these	20
Weighted base	*277*
Unweighted base	*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.

Table 5.23 shows that 54% of respondents said they found their work more enjoyable, 47% reported that they were paid more, and 28% found their working hours more convenient.

Table 5.24 looks at how employment related benefits of learning varied by the respondents highest qualification.

Table 5.24 Employment benefits of taught learning by current qualification*

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals
	%	%	%	%	%	%
Developed new skills (for the same job or a new one)	58	61	53	48	47	[38]
Able to do my job better	51	50	35	41	35	[16]
Got more job satisfaction	27	29	26	24	19	[2]
Got a pay rise (in same job or by changing jobs)	11	14	12	13	10	[0]
Got a new job	19	12	7	8	9	[11]
Changed type of work	9	12	9	8	10	[12]
Got a promotion (within same organisation or elsewhere)	6	10	4	9	5	[0]
Stayed in job	3	8	8	5	7	[2]
Set up own/family business	5	4	5	5	1	[1]
Helped with work problems related to health/ disability	1	1	1	2	2	[1]
None of the reasons above	17	20	27	29	32	[43]
Weighted base	*120*	*509*	*231*	*217*	*278*	*42*
Unweighted base	*108*	*413*	*188*	*180*	*240*	*34*

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.

As Table 5.24 shows, respondents with higher level qualifications were more likely to mention benefits related to their current job than respondents with lower level qualifications: the development of new skills, the ability to do job better and more job satisfaction. There were no employment-related benefits that were mentioned more often by those with lower qualifications than by those with higher qualifications. Those with lower level qualifications were more likely to report that they had not observed any of the employment-related benefits of studying their selected course.

Table 5.25 looks at whether employment-related benefits of learning are associated with courses delivered by particular types of providers.

Table 5.25 Employment benefits of taught learning by course provider*

	Employer	Prof body	University/ HE college	FE/tertiary college	Adult Ed institute
	%	%	%	%	%
Developed new skills (for the same job or a new one)	59	63	57	56	[39]
Able to do my job better	60	53	40	36	[21]
Got more job satisfaction	27	30	29	24	[19]
Got a pay rise (in same job or by changing jobs)	17	11	17	10	[4]
Got a new job	4	12	18	8	[6]
Changed type of work	12	10	12	7	[9]
Got a promotion (within same organisation or elsewhere)	9	7	10	5	[4]
Stayed in job	10	13	5	4	[2]
Set up own/family business	2	5	5	8	[7]
Helped with work problems related to health/ disability	1	2	0	1	[1]
None of the above	14	13	28	29	[42]
Weighted base	*282*	*251*	*237*	*163*	*86*
Unweighted base	*240*	*207*	*203*	*143*	*86*

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.

There were some associations between employment-related benefits of studying for the selected course and the course provider (see Table 5.25).

- Courses provided by employers were associated with respondents saying that they were able to do their job better.
- Respondents taking courses provided by a professional body were most likely to say they had developed new skills.
- Respondents taking courses provided by universities/HE colleges were most likely to indicate they had got a new job.
- Each of these benefits were least likely to be mentioned by those whose selected course was delivered by an FE or tertiary college.

5.8.2 Wider benefits

Respondents were also asked about wider benefits of studying that were not specifically related to employment.

Table 5.26 Wider benefits of taught learning*

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Taught me new skills	75	77	70
Improved my knowledge/skills in the subject	71	75	61
Was interesting	64	62	72
Was enjoyable	60	54	77
Boosted my confidence	40	40	39
Helped me to make new friends/meet new people	36	32	46
Encouraged me to do more learning	32	33	29
Increased my self-esteem	24	26	21
Helped me to do something useful with my spare time	24	18	42
Helped me to keep my body active	13	8	29
Encouraged me to take part in voluntary or community activities	7	7	6
Enabled me to help my child(ren) with their school work	5	6	4
Helped me with my health problems/disability	5	3	10
None of the above	3	4	2
Weighted base	*1951*	*1455*	*497*
Unweighted base	*1670*	*1214*	*456*

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.

Over half of taught learners mentioned the following benefits: taught them new skills (75%), improved knowledge/skill in subject (71%), course was interesting (64%) and course was enjoyable (60%). Fewer than 5% said they had not received any of the benefits listed in Table 5.26.

There were some differences between the responses of those whose selected course was vocational and those whose course was non-vocational:

- Respondents whose selected course was vocational were more likely than those whose course was non-vocational to mention the following benefits: taught new skills, improved knowledge/skill in subject and increased self-esteem.
- Those whose selected course was non-vocational were more likely to mention the following: interesting, enjoyable, helped make new friends/meet new people, helped to do something useful with spare time, helped to keep body active and helped with health problems/disability.

Table 5.27 shows how the wider benefits respondents' reported from their courses varied by their highest level of qualification.

Table 5.27 Wider benefits of taught learning by current qualification*

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals
	%	%	%	%	%	%
Taught me new skills	75	77	76	74	76	[67]
Improved my knowledge/skills in the subject	81	78	76	61	67	[43]
Was interesting	56	68	63	62	65	[63]
Was enjoyable	53	59	65	56	62	[61]
Boosted my confidence	40	42	38	32	43	[45]
Helped me to make new friends/meet new people	38	39	38	27	37	[25]
Encouraged me to do more learning	34	37	33	25	30	[23]
Increased my self-esteem	28	25	24	20	27	[24]
Helped me to do something useful with my spare time	21	22	22	23	32	[24]
Helped me to keep my body active	13	12	13	13	13	[20]
Encouraged me to take part in voluntary or community activities	8	9	4	4	7	[3]
Enabled me to help my child(ren) with their school work	4	5	5	5	6	[8]
Helped me with my health problems/disability	2	4	5	4	6	[7]
None of the above	1	3	3	5	4	[6]
Weighted base	*158*	*672*	*332*	*298*	*410*	*78*
Unweighted base	*141*	*561*	*276*	*255*	*369*	*65*

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.

Some of the wider benefits of taught learning were related to current qualification level (Table 5.27):

- More highly qualified respondents were more likely to say of their selected course that it had improved their knowledge/skills in the subject.
- Respondents with lower level qualifications were more likely to say that their selected course was enjoyable, interesting and helped them to do something useful with their spare time.
- Many of the benefits were not related to qualification level.

Table 5.28 looks at the wider benefits of taught learning associated with courses delivered by different types of course providers.

Table 5.28 Wider benefits of taught learning by course provider*

	Employer	Prof body	University /HE college	FE/tertiary college	Adult Ed institute
	%	%	%	%	%
Taught me new skills	74	76	75	80	74
Improved my knowledge/skills in the subject	73	78	87	74	66
Was interesting	61	56	66	66	73
Was enjoyable	43	53	58	63	73
Boosted my confidence	30	38	40	41	45
Helped me to make new friends/meet new people	21	30	50	42	45
Encouraged me to do more learning	23	24	49	44	35
Increased my self-esteem	17	18	28	29	29
Helped me to do something useful with my spare time	7	17	23	32	40
Helped me to keep my body active	5	15	8	9	8
Encouraged me to take part in voluntary or community activities	2	6	12	7	8
Enabled me to help my child(ren) with their school work	2	4	6	11	12
Helped me with my health problems/disability	1	4	3	4	3
None of the above	5	5	1	2	3
Weighted base	*290*	*305*	*287*	*224*	*184*
Unweighted base	*247*	*250*	*242*	*212*	*181*

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.

As Table 5.28 shows, respondents whose selected course was provided by a university/HE college were more likely than other respondents to say that their selected course improved their knowledge/skills in a subject, helped them to make new friends/meet new people, encouraged them to do more learning and encouraged them to take part in voluntary or community activities.

Some of the wider benefits were lower when the course provider was an employer. This group of respondents were least likely to mention the following benefits: enjoyable, boosted confidence, helped make new friends/meet new people and helped do something useful with spare time. It might be expected that where the course provider is an employer, the benefits would relate more to a job than to the wider aspects of life included in Table 5.28.

5.8.3 Skills developed through taught learning

In terms of course outcomes, taught learners were also asked about specific skills developed through their selected course.

Table 5.29 Skills developed through taught learning*

	All taught learning	Vocational taught learning	Non-vocational taught learning
	%	%	%
Problem solving skills	33	39	16
Skills specifically for use in your current job	31	42	1
Computing skills	30	33	20
Planning skills	27	31	14
Team-working skills	26	30	15
Checking skills or fault-finding skills	17	19	10
Management skills	15	19	2
Physical skills	15	12	24
Reading skills or writing skills	14	15	12
Number skills or mathematical skills	12	13	7
Coaching skills	11	12	6
Sales or customer care skills	7	9	0
Foreign language skills	1	0	2
Communication skills	0	0	0
None of the above	16	12	29
Weighted base	*1951*	*1455*	*497*
Unweighted base	*1670*	*1214*	*456*

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.

Table 5.29 shows that the most frequently mentioned skills developed were problem-solving skills, skills for specific use in current job, computing skills, planning skills and team-working skills. Overall, 16% of taught learners indicated that they had not developed any of the skills listed.

- Vocational learners were more likely to mention at least one skill as having been developed through their course and were more likely to mention the following skills than non-vocational learners: skills specifically used in current job, problem-solving skills, computing, planning team-working, checking, management, number, coaching and sales/customer care skills.
- Non-vocational learners were more likely to cite physical skills.

Table 5.30 looks at how the types of skills development varied by the respondents' highest level of qualification.

Table 5.30 Skills developed through taught learning by current qualification*

	Level 5	Level 4	Level 3	Level 2	Level 1	No quals
	%	%	%	%	%	%
Problem solving skills	38	38	33	29	27	[28]
Skills specifically for use in your current job	42	36	34	24	26	[11]
Computing skills	32	31	27	24	34	[25]
Planning skills	33	32	27	26	19	[14]
Team-working skills	22	30	24	31	23	[15]
Checking skills or fault-finding skills	13	20	14	20	16	[4]
Management skills	23	19	14	13	9	[0]
Physical skills	11	15	17	13	15	[17]
Reading skills or writing skills	21	14	15	11	12	[25]
Number skills or mathematical skills	20	12	11	9	9	[14]
Coaching skills	16	13	11	8	7	[7]
Sales or customer care skills	3	9	8	5	6	[4]
Foreign language skills	0	2	0	1	0	[0]
Communication skills	0	1	0	0	0	[1]
None of these	10	14	17	20	16	[21]
Weighted base	*158*	*672*	*332*	*298*	*410*	*78*
Unweighted base	*141*	*561*	*276*	*255*	*369*	*65*

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.

As would be expected, some of the skills attained through study were related to qualification level (see Table 5.30).

- Respondents with higher level qualifications were more likely to have developed the following skills: problem-solving, skills for use in job, planning, management, reading, writing, or number skills and coaching skills.
- There were no skills that were more commonly mention by those with lower level qualifications. These respondents tended to be more likely to say they had not developed any of the skills listed in Table 5.30.

Table 5.31 shows that some types of skill development were related to the course provider.

Table 5.31 Skills developed through taught learning by course provider*

	Employer	Prof body	Univ/HE college	FE/tertiary college	Adult Ed institute
	%	%	%	%	%
Problem solving skills	40	41	45	31	23
Skills specifically for use in your current job	53	47	39	32	10
Computing skills	26	17	47	41	42
Planning skills	29	31	46	25	15
Team-working skills	41	27	35	24	13
Checking skills or fault-finding skills	18	21	21	18	10
Management skills	21	21	28	9	7
Physical skills	11	17	7	9	9
Reading skills or writing skills	8	6	38	21	13
Number skills or mathematical skills	6	7	26	17	13
Coaching skills	14	15	12	5	6
Sales or customer care skills	14	5	7	7	3
Foreign language skills	0	0	0	2	2
Communication skills	1	0	0	0	1
None of these	10	13	11	12	19
Weighted base	*290*	*305*	*287*	*224*	*184*
Unweighted base	*247*	*250*	*242*	*212*	*181*

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.

- Respondents were most likely to mention the following skills when the course provider was an employer: team-working skills and sales/customer care skills.
- Provision of courses by universities/HE colleges was associated with the following skills: problem-solving, computing, planning, management, reading or writing and number skills.

5.9 Conclusion

This chapter has explored taught learning with reference to the course selected by respondents for being the most useful where they had studied more than one in the past three years.

Considerable differences were often observed between the responses of those whose selected taught course was vocational and those whose selected course was non-vocational. Vocational learning was more likely to be provided by employers and professional bodies whereas adult education institutes and private providers were more strongly associated with non-vocational courses. Vocational learners spent more hours receiving tuition over the past 12 months but their completed courses over the past 3 years were shorter on average. Employers were more likely to pay for courses if they were job-related and respondents bore more of the cost for non-vocational courses as would be expected.

The use of ICT for taught learning increased markedly between NALS 2002 and 2005 both for vocational and non-vocational learners. However, as was the case in 2002, ICT was used more widely by respondents taking vocational courses than those pursuing non job-related learning. The main uses of ICT were for word-processing/spreadsheets and for seeking information about the course. There was a large increase in the use of ICT for course-related research since 2002. A considerable proportion of respondents reported using other types of technology for learning, particularly interactive whiteboards.

Among those whose course was job-related, the majority had studied out of choice rather than compulsion, but nevertheless studied partly or wholly during work hours. The main reasons for respondents starting job-related courses was for career development and learning job-related skills. Interestingly, improved satisfaction was a more important motivator than getting a pay-rise or promotion. The more highly qualified respondents were motivated to a greater extent by reasons relating to their current job, whereas the respondents with lower qualification levels were more likely to start the course to get a new job or move to a different kind of work.

To ascertain the outcomes of taught courses, respondents were asked about perceived employment-related benefits, wider benefits and skill development. Those who did job-related courses observed more employment-related benefits and improved skills than those who pursued non-vocational courses. As expected, vocational learners were more likely to mention benefits relating to their job such as developing skills for their job, being able to do their job better, more job satisfaction, problem-solving and so on. The benefits mentioned by non-vocational learners tended to be wider benefits such as: finding the course interesting, enjoyable, and an opportunity to meet new people; doing something useful with their time; keeping their body active; and addressing health or disability issues. However, vocational learners did observe some wider benefits – learning new skills, improving their knowledge and their self-esteem.

6 SELF-DIRECTED LEARNING

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 and professional development as well as any other activities that involve adults attempting to improve their knowledge or teach themselves a skill without participating in a taught course.

Following an overview of the different types of self-directed learning, and participation in these amongst different demographic groups, this chapter focuses primarily on the 'other' type of self-directed learning (that is, excluding professional development and on the job training).

In order to maintain comparability with previous NALS the tables only include respondents aged 16-69, and all figures reported refer to this group, unless otherwise stated.

6.1 Overview of different types of self-directed learning

As reported in Chapter 2, 65% of respondents had undertaken some self-directed learning in the past three years. In terms of the different types of self-directed learning reported this included:

- 29% who did on the job training
- 46% who did professional development activities and
- 31% who did other types of self-directed learning.

These findings are very similar to those reported in 2002.

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	34	31	9	35	24
Professional development	70	36	48	35	21
Other self-directed learning	41	25	37	26	19
Weighted base	*1507*	*452*	*306*	*409*	*1096*
Unweighted base	*1307*	*388*	*251*	*352*	*958*

Base: all respondents aged 16-69 not in continuous full-time education, who were employed or self-employed or had been employed or self-employed in the past

When considering the types of learning undertaken by different occupational groups, the highest occupational group were most likely to report professional development and other self-directed learning (Table 6.1):

- Respondents in managerial and professional positions were twice as likely to have participated in professional development as those in lower supervisor and technical roles (70% compared with 35%) and more than three times as likely as those in semi-routine and routine roles (21%).
- 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 (41%, 19%).
- The picture was slightly different for on the job training, with managerial and professional workers as likely to have taken part as intermediate, lower supervisory and technical workers (34%, 31%, 35%).
- Small employers and own account workers were less likely to have taken part in on the job training than those in any other occupational group (9%), but almost half (48%) of this group had undertaken professional development and over a third (37%) had participated in other forms of self-directed learning.

Findings were relatively similar in 2002, with the most notable difference being an increase in on the job training amongst those in lower supervisory and technical positions (24% in 2002 compared with 35% in 2005).

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	27	33	34
Professional development	40	45	51
Other self-directed learning	28	29	32
Weighted base	*1182*	*1527*	*620*
Unweighted base	*1005*	*1350*	*531*

Base: all respondents aged 16-69 not in continuous full-time education, who were in paid employment or had been in paid employment in the past

Similar to the findings in 2002, the results suggest that on the job training and professional development are linked to the size of the workplace (Table 6.2):

- Around a third of those in organisations with 25 or more employees reported on the job training (33% and 34%) compared with 27% of those in organisations with less than 25 employees.
- Professional development was mentioned by approximately half of those employed by large organisations (51%) compared with 45% of those in medium size organisations and 40% of those in small organisations (40%).

6.2 Professional development

Respondents who had said they had done learning to keep up with developments at work were asked which subject they had studied (Table 6.3)

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

	%
Business & administrative studies	29
Mathematical & computer sciences	12
Education & teacher training	11
Engineering	10
Computer use (incl. Internet)	9
Social studies	9
Architecture, building & planning	9
Law	7
Creative arts & design	6
Medicine & dentistry	6
Subjects allied to medicine not listed	5
Weighted base	*1738*
Unweighted base	*1469*

Base: all respondents aged 16-69 not in continuous full-time education, 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: The subject of self-directed learning to keep up to date with work developments was not asked in 2002, so comparisons with previous surveys cannot be drawn.
Note: Only those subjects mentioned by 5% or more respondents are included in the table.

Respondents were more than twice as likely to have studied business and administration than any other subject (29%).

6.3 Main features of 'other' self-directed learning

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'.

Table 6.4 shows subjects of 'other' self-directed learning undertaken by respondents in the previous 3 years. The subjects of self-directed learning were expanded in 2005 and therefore are not directly comparable with those reported in 2002.

Table 6.4 Subject of self-directed learning

	%
Computer use (incl. Internet)	16
Specifically work-related subject not listed	8
Mathematical & Computer sciences	7
Modern languages & literature	6
Leisure or life skills subject not listed	6
Music & drama	5
Gardening/ garden design	5
Creative arts & design	5
Historical & philosophical studies	5
Weighted base	*1175*
Unweighted base	*1001*

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

Respondents most commonly studied computer use (16%) in 2005 and computing was also the most common subject of self-directed learning in 2002.

Table 6.5 Mode of self-directed learning*

	%
From printed materials e.g. books, magazines	76
Using computers	61
From friend, family or colleague	49
Watching TV, videos or DVDs or radio	42
Visiting learning centres e.g. libraries	19
Guided tours of museums, historical or natural sights	9
Using CDs	1
Visiting museums, historical/natural sites, not on guided tour	*
Other	6
Unweighted base	*1172*
Weighted base	*999*

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

Respondents were asked about the methods they used to teach themselves their most recent episode of self-directed learning (Table 6.5):

- Approximately three-quarters reported learning from printed materials, such as books and magazines (76%).
- Many indicated that they had used electronic media for learning, such as computers (61%) or TV, videos, DVDs and radio (42%).
- Around half reported learning from friends, family or colleagues (49%).

Information was collected in order to provide a picture of the amount of time people spent on their learning. 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 (89%). This figure is similar to estimates reported in 2001 and 2002 (88%, 86%).

6.4 Use of ICT for 'other' self-directed learning

As with taught learning, the survey examined the use of ICT for self-directed learning: 64% of respondents who reported self-directed learning indicated that they had used ICT[19]. This was similar to the proportions who reported using ICT for self-directed learning in 2001 and 2002 (60%, 61%).

Table 6.6 shows the various ways in which ICT was used.

Table 6.6 Use of ICT for self-directed learning*

	%
To do research for learning episode	46
Learning about IT skills	21
Used word-processor / spreadsheet	20
Learning about using the Internet	18
Exchanged emails	18
Learning using on line facilities/ CD rom	8
ICT used in other way	1
Not used ICT for learning	36
Weighted base	*1177*
Unweighted base	*1003*

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

- As in previous NALS, respondents were most likely to have used ICT to do research for a learning episode (46%).
- Around a fifth of respondents had used ICT for learning about IT skills (21%), word-processing or spreadsheets (20%), learning about using the Internet (18%) or exchanging emails (18%).

Since 2002 there has been a considerable decline in the proportion using word processors or spreadsheets (32% in 2002 compared with 20% in 2005). Otherwise, ICT usage for self-directed learning has not changed markedly since 2002.

Table 6.7 shows the proportions of self-directed learners who used a computer, the Internet or both for their learning.

[19] When asked specifically whether they had used ICT for self-directed learning, 64% agreed (this question is comparable to that used in previous NALS surveys). However, Table 6.5 shows that when asked to choose the method they used for self-directed learning, 61% said they used a computer. These slightly different results are not surprising as there are subtle differences between the two questions.

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

	%
Computer only	10
Internet only	9
Both computer and the Internet	80
Weighted base	*756*
Unweighted base	*625*

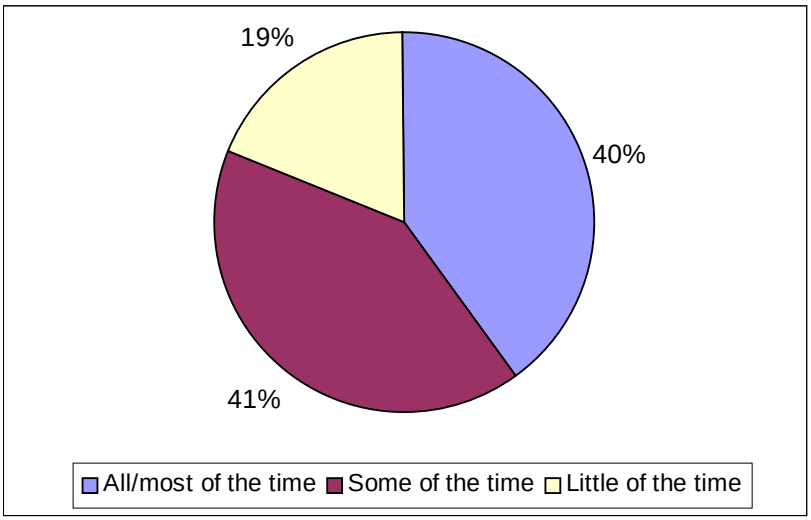
Base: all respondents aged 16-69 not in continuous full-time education, who reported 'other' self directed learning in the past three years and used ICT for this learning

The majority of respondents had used both a computer and the Internet for self-directed learning (80%) and approximately one-tenth had used only a computer (10%) or only the Internet (9%).

Since 2001 there has been a downward trend in the proportion using a computer only for self-directed learning (25% in 2001, 21% in 2002 and 10% in 2005). During the same period, the proportion using both a computer and the Internet has increased from 70% in 2001 to 80% in 2005, suggesting that use of the Internet for self-directed learning has increased in popularity and probably also accessibility since 2001.

Those who reported having used a computer for self-directed learning were asked about the proportion of learning time spent using ICT (Figure 6.1):

Figure 6.1 Time spent using ICT for self-directed learning



Base: all respondents aged 16-69 not in continuous full-time education, who reported 'other' self directed learning in the past three years and used ICT for this learning

40% reported having used ICT all or most of the time, 41% some of the time and 19% used it for a little of the time they spent on their learning episode.

Since 2002 there has been an a decrease in the proportion reporting that they used ICT for self-directed learning all or most of the time (50% in 2002 compared with 40% in 2005) and an increase in the numbers reporting having used it some of the time (30%, 41%). The proportion reporting having used ICT for a little of the time has remained fairly static (20%, 19%). This suggests that while the majority of those who use computers for self-directed learning do so very frequently, they were less likely to use this mode of learning exclusively in 2005 than in 2002 (or 2001, where the pattern was very similar to 2002).

6.5 Motivators for self-directed learning

This section looks at factors which motivated people to undertake self-directed learning.

Those who had been in paid employment in the past three years were asked whether their subject of learning was related to the job they were doing at the time when they started studying (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

	%
Yes	38
No	62
Weighted base	*992*
Unweighted base	*815*

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

38% said the learning was related to their job. This represents a decrease of just under 10% since 2002 (47% said the learning was related to their job in 2002).

Those whose subject of study was unrelated to their job at the time or who had not been in paid employment in the past three years were asked whether they started the learning because they thought it would help 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

	%
Yes	18
Maybe	6
No	76
Weighted base	*801*
Unweighted base	*706*

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

Approximately a quarter of these self-directed learners said they had (24%). This compares to 32% who gave this response in 2002.

All self-directed learners were asked whether they thought their subject of 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

	%
Yes	9
Maybe	2
No	89
Weighted base	*1177*
Unweighted base	*1003*

Base: all respondents aged 16-69 not in continuous full-time education, who reported 'other' self directed learning in the past three years

A small proportion of self directed learners answered yes or maybe to this question (11%). This is very similar to the proportion who gave these responses in 2002 (10%).

6.6 Outcomes of self-directed learning

Outcomes of learning were explored by asking respondents about work-related, as well as wider benefits of self-directed learning20.

Those who reported that their learning was linked to current or future employment were asked about the benefits they attributed to this learning episode (Table 6.11).

Table 6.11 Employment benefits of self-directed learning*

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

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

[20] Prior to 2002 job outcomes of learning were only explored for completed learning episodes. This resulted in a small base which considerably reduced the scope for the sub-group analysis. In 2002 it was decided to explore job outcomes with all respondents who had done self-directed learning. NALS 2005 results are therefore comparable with those of 2002 but are not comparable with those of 2001 or 1997.

- Around three-quarters of respondents mentioned one or more of the employment benefits listed (73%).
- Approximately half of respondents mentioned the development of new skills or improved job performance as employment benefits (51% and 49% respectively)
- Just over a third reported more job satisfaction (36%).

The findings are very similar to those reported in 2002.

Table 6.12 looks at the employment benefits of this learning episode in relation to current qualification level.

Table 6.12 Employment benefits of self-directed learning by highest qualification held*

	NVQ Level 5-4	NVQ Level 3-2	NVQ Level 1 and no quals
	%	%	%
Developed new job skills	51	58	41
Able to do job better	49	56	38
Got more job satisfaction	39	38	28
Pay rise in existing job	13	18	16
Changed type of work	9	11	8
Got a new job	5	10	9
Set up my own/family business	6	10	6
Got a promotion	6	6	11
Stayed in my job	2	7	2
Helped with disability	3	2	2
None of the above	23	24	42
Weighted base	*279*	*171*	*119*
Unweighted base	*225*	*135*	*100*

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

Due to small base sizes among qualification sub groups, differences were generally not significant. However, respondents with level 1 qualifications or no qualifications were more likely to report no benefits.

For the first time in 2002, respondents who reported that they had obtained a new job, changed type of work or set up a business as a result of their learning were also asked about the impacts of these changes (6.13).

Table 6.13 Outcomes resulting from changing job, changing type of work or setting up a business*

	%
Found the work more enjoyable	[59]
Paid more	[49]
Found the working hrs more convenient	[38]
Found the travelling easier/no longer had to travel to work	[23]
Other	[5]
Weighted base	*106*
Unweighted base	*81*

Base: all respondents aged 16-69 not in continuous full-time education, who reported 'other' self directed learning in the past three years, whose learning was connected to current or future paid employment and had changed job, type of work or set up a business as a result of this learning.
*Percentages sum to more than 100 because respondents could choose more than one reply

59% reported finding the work they were doing more enjoyable, around half mentioned better pay (49%), 38% mentioned that the working hours were more convenient and just under a quarter either found the journey to work easier or no longer had to travel to work (23%).

Table 6.14 shows the wider benefits of self-directed learning reported by respondents.

Table 6.14 Wider benefits of self-directed learning*

	%
Improved knowledge about subject	73
Found learning interesting	73
Enjoyed it	68
Learned new skills	66
Did something useful with spare time	39
Encouraged more learning	36
Boosted confidence	33
Increased self-esteem	22
Met new people	21
Kept body active	14
Able to help child with school work	8
Helped with health disability	6
Encouraged voluntary or community activity	6
None of the above	2
Weighted base	*1177*
Unweighted base	*1003*

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

- Almost all respondents mentioned at least one of the benefits listed (98%).
- Approximately three quarters of respondents reported improved knowledge about the subject or having found the learning interesting (both 73%). 68% mentioned that they had enjoyed this learning episode and two-thirds said that they had learned new skills (66%).

- Benefits associated with personal development were also frequently mentioned: 39% found it provided something useful to do with their spare time, 36% had been encouraged by the experience to do more learning, 33% said the learning had boosted their confidence and 22% reported increased self-esteem.

Since 2002 there have been only minor changes in the proportions citing particular wider benefits of self-directed learning, and the general picture continues to suggest that most self-directed learners feel they have benefited in some way from their learning.

Table 6.15 looks at the link between the wider benefits of self-directed learning and respondents' highest qualification.

Table 6.15 Wider benefits of self-directed learning by current qualification*

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's
	%	%	%	%	%	%
Improved knowledge about subject	77	76	81	78	64	[39]
Found learning interesting	70	71	77	78	70	[65]
Enjoyed it	62	64	72	69	74	[54]
Learned new skills	68	62	71	72	67	[47]
Did something useful with spare time	29	35	39	50	46	[35]
Encouraged more learning	42	37	34	38	37	[8]
Boosted confidence	28	35	36	35	31	[33]
Increased self-esteem	21	21	27	23	21	[12]
Met new people	19	19	19	22	26	[18]
Kept body active	9	13	15	16	19	[6]
Able to help child with school work	6	8	8	6	9	[15]
Helped with health disability	5	5	4	5	12	[4]
Encouraged voluntary or community activity	4	7	4	8	7	[-]
None of the above	1	2	2	3	1	[10]
Weighted base	*129*	*415*	*207*	*138*	*249*	*41*
Unweighted base	*112*	*344*	*172*	*119*	*217*	*39*

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

- On the whole, differences were not large and did not show a clear pattern between qualification level and likelihood of reporting particular outcomes.
- Respondents with lower-level qualifications were more likely to mention being able to do something useful with their spare time as a benefit (46% for level 1 compared with 29% for level 5). This group were also slightly more likely to mention keeping their body active as a benefit (19% for level 1, 9% for level 5).
- Those with no qualifications were generally less likely than those with qualifications to report having benefited in at least one of the ways listed, however the difference was not always statistically significant.

While the figures differed slightly to those recorded in 2002[21], no marked differences emerged.

6.7 Conclusion

Findings indicate that respondents in higher level occupations were more likely to undertake professional development and other self-directed learning compared with those in lower level occupations. Since 2002, a notable increase in the numbers of lower supervisory and technical workers participating in on the job training has resulted in this group now being as likely to participate in learning of this type as managerial, professional and intermediate workers.

Participants in self-directed learning (excluding professional development and on the job training) were most likely to have studied computer use. The most popular modes of self-learning were using printed materials and using ICT. The vast majority of learners spent over ten hours in total learning their subject.

Most participants in self-directed learning had used ICT for learning. The numbers using ICT had increased slightly since previous NALS, with Internet use in particular becoming more common. However self-directed learners who used ICT were less likely to have spent all or most of their time using computers than in previous NALS.

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 or wider outcomes.

[21] This table was not included in 2001

7 USE OF ICT

This chapter explores the use of ICT and access to ICT among adults. The focus here is on the use of ICT in general, rather than ICT specifically for learning, as covered in previous chapters. The chapter begins by considering how widespread the use of ICT is, how frequently it is used 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.

Consistent with NALS 2001 and 2002, the results in this chapter cover all 2005 respondents, including those aged seventy years and over. Questions on ICT use were first introduced in 2001 and were asked of all respondents with no upper age limit. Therefore the 2005 results are directly comparable with those of NALS 2001 and 2002.

7.1 ICT use

The survey asked a series of questions in order to establish firstly, whether respondents had ever used either a computer or the Internet and secondly, whether they were currently computer or Internet users[22].

Table 7.1 Use of computers and the Internet NALS 2001-2005

	2001	2002	2005
	%	%	%
Used computer/Internet	67	70	77
Never used computer/Internet	33	30	23
Current computer user*	55	59	70
Current Internet user*	44	51	66
Current computer and Internet user	43	50	65
Current computer user but not Internet	12	10	5
Current Internet user but not computer	2	2	2
Not current computer/Internet user	43	39	28
Weighted base	*6451*	*6668*	*4543*
Unweighted base	*6451*	*6668*	*3989*

Base: all respondents not in continuous full-time education
*These two categories are not mutually exclusive.

Table 7.1 highlights that use of ICT has increased considerably since 2001:

- In 2005, 77% of respondents had used either a computer or the Internet at some point in their life. This compares with 70% in 2002 and 67% in 2001.
- 70% of respondents were current computer users in 2005, compared with 59% in 2002 and 55% in 2001. A similar pattern emerged for current Internet use (66% in 2005, 51% in 2002 and 44% in 2001).[23]

[22] Consistent with the definitions of ICT use since 2001, in NALS 2005 those who had only used a computer to play games were not considered computer users, while Email users were classified as Internet users.
[23] These figures are broadly in line with those reported elsewhere. The National Statistics Omnibus Survey found that, for January to March 2006, 60% had accessed the internet in

- Around two-thirds (65%) of respondents were currently using both a computer and the Internet, compared wth half in 2002 (50%) and 43% in 2001.
- The proportion of respondents who currently used a computer but not the Internet fell from 12% in 2001 to 5% in 2005, reflecting an increase in Internet usage.
- Overall, 72% of respondents were classified as current ICT users in 2005, compared with 61% in 2002 and 57% in 2001.

7.2 Frequency of computer and Internet use

Respondents who indicated that they had used a computer or the Internet at some point were asked how often they used each of these.

Table 7.2 Frequency of computer and Internet use NALS 2001-2005

	2001		2002		2005	
	Computer	*Internet*	*Computer*	*Internet*	*Computer*	*Internet*
	%	%	%	%	%	%
5 or more days a week	48	33	51	37	55	48
3-4 days a week	10	14	11	16	11	14
1-2 days a week	12	19	11	18	11	15
Few times a month, but not every week	8	16	8	13	7	10
Less often	6	11	5	9	5	7
Not current user	16	8	14	8	10	7
Weighted base	*4247*	*3105*	*4595*	*3714*	*3543*	*3242*
Unweighted base	*4259*	*3067*	*4607*	*3673*	*3026*	*2742*

Base: all respondents not in continuous full-time education who had ever used a computer for the computer column, all respondents who had ever used the Internet for the Internet column

The findings in Table 7.2 show that the frequency of ICT use has increased steadily since 2001:

- In 2001, 48% used a computer almost every day, this rose to 51% in 2002 and 55% in 2005. Even greater increases were reported for Internet use (33% in 2001, 37% in 2002 and 48% in 2005).
- The proportion who were not current computer users fell from 16% in 2001, to 14% in 2002 and stands at 10% in 2005.

7.3 Access to a computer and the Internet at home

Respondents were asked if they had access to a computer and the Internet at home, regardless of whether they had ever used ICT. Results indicate a considerable increase in the proportion of people with access to these types of resources at home. In 2001, 55% had a computer at home, compared with 59% in 2002 and 73% in 2005. A similar pattern was apparent for home Internet access (45% in 2001, 50% in 2002 and 66% in 2005).

7.4 Profile of ICT users and non-users

This section explores the profile of ICT users and non-users. As noted, ICT users include those who reported using a computer or the Internet at the time of the survey (72%).

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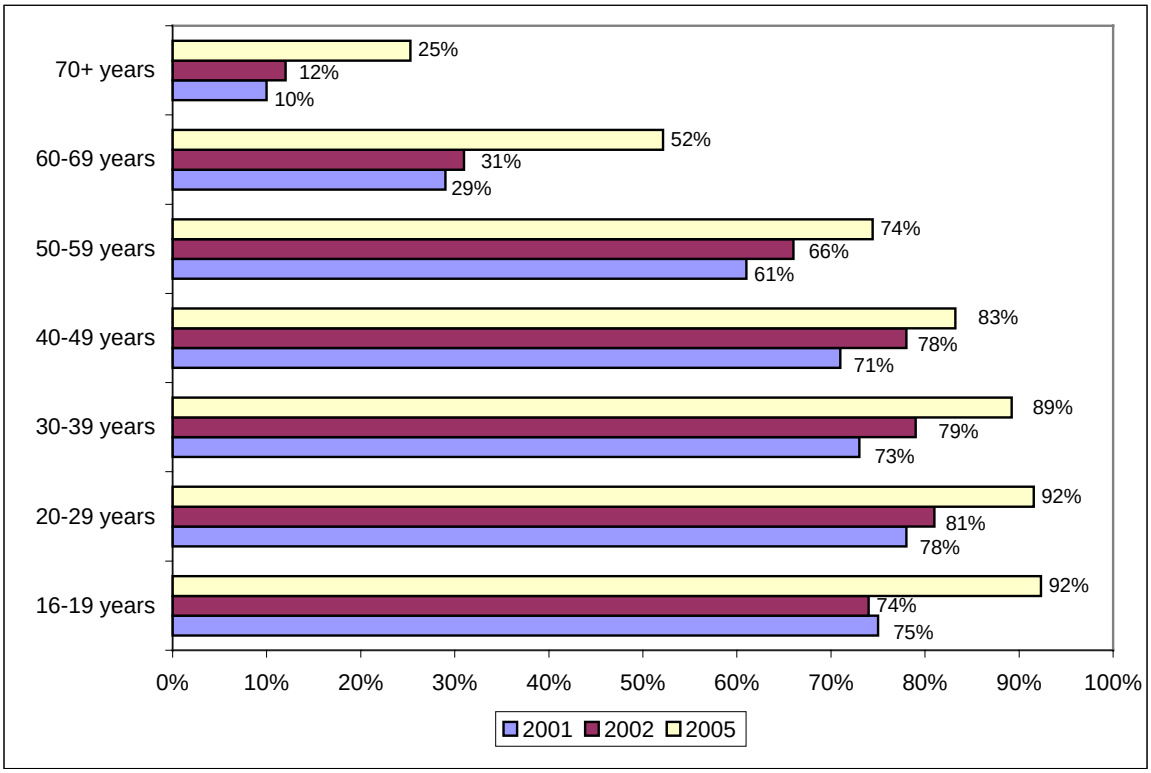
the three months prior to interview, slightly lower than the 66% reported current internet users in NALS.

7.4.1 Demographic characteristics

Figure 7.1 Percentage of respondents in different age groups classified as current ICT users NALS 2001-2005



Base: all respondents not in continuous full-time education

As in previous years, NALS 2005 showed a clear relationship between current ICT use and age (see Figure 7.1):

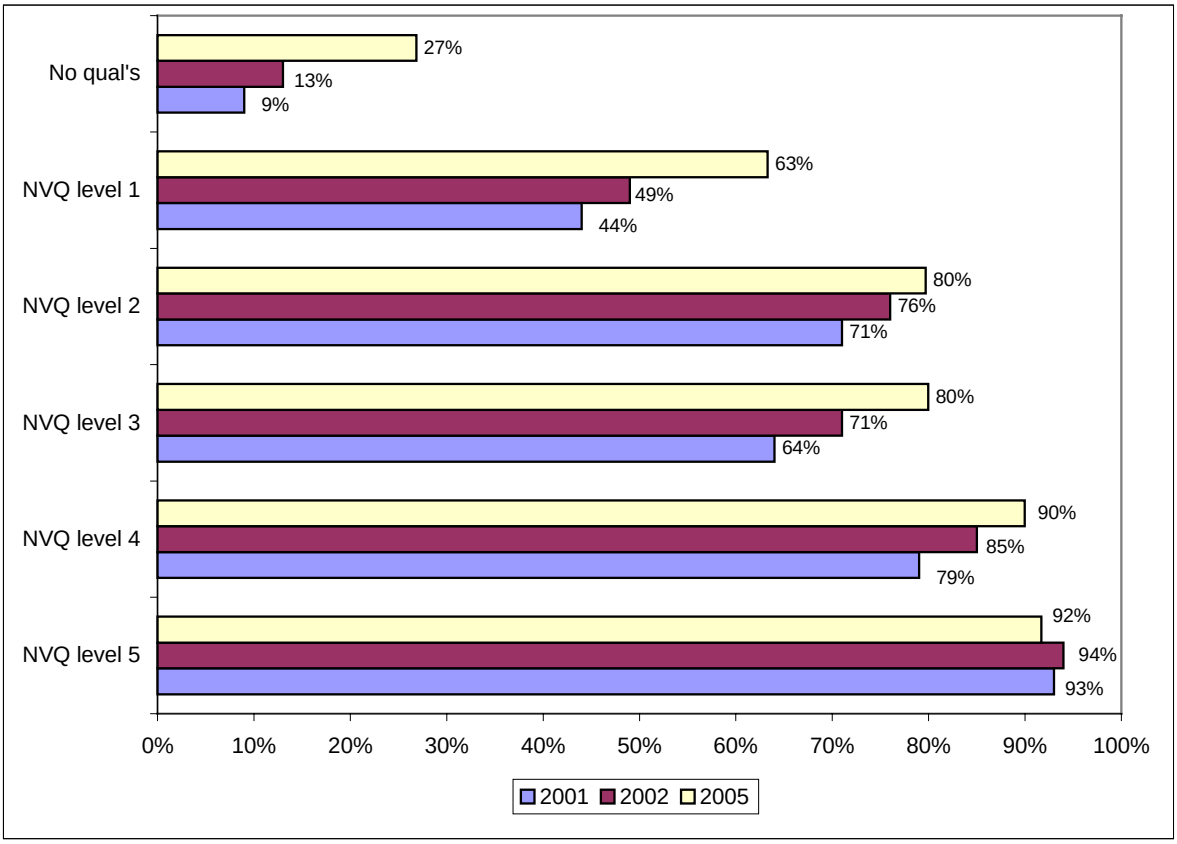
- Between 83% and 92% of those aged under 50 were ICT users, compared with 52% of those aged 60-69 and 25% of those aged 70 and over.
- Since 2001, there has been a significant increase in ICT use across all age groups. In particular, the proportion of over 70s who use ICT more than doubled during this period (10% in 2001, 25% in 2005) and the proportion of those aged 60-69 increased by 23 percentage points (from 29% in 2001, to 52% in 2005).

As in previous years, a greater proportion of men were ICT users than women (76% compared with 68%) and this gender gap remains similar to previous NALS.

Disabled people remained less likely than others to be ICT users (52%), but there has been a sustained increase in ICT use amongst this group since 2001 (35% in 2001 and 39% in 2002).

7.4.2 Educational background and adult learning

Figure 7.2 Percentage of respondents with different current qualification levels classified as current ICT users- NALS 2001-2005

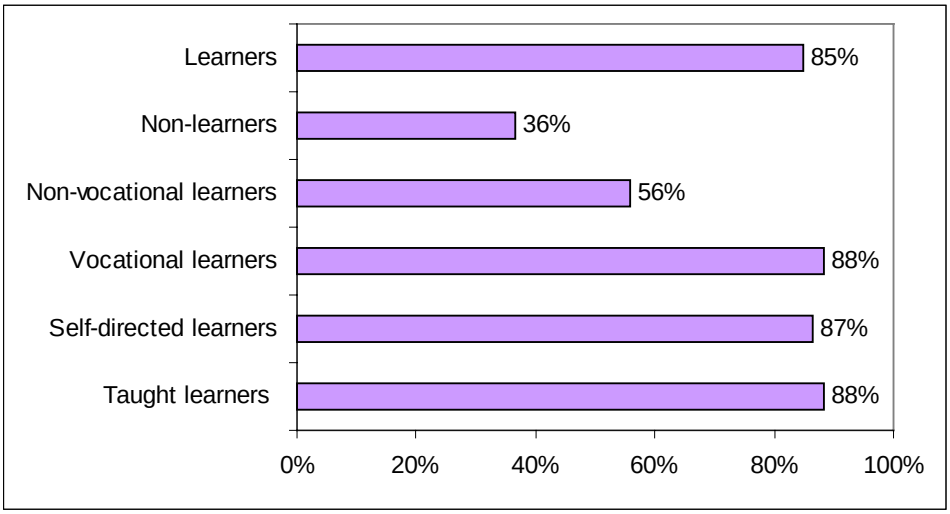


Base: all respondents not in continuous full-time education

In 2005, as in 2001 and 2002, there is a clear link between qualification level and ICT use (see Figure 7.2):

- 92% of those qualified to NVQ Level 5 were ICT users, compared with 63% of those qualified to Level 1 and 27% of those with no qualifications.
- Between 2001 and 2005 the proportion of current ICT users increased across all qualification levels, with the exception of the highest (NVQ Level 5) which has remained stable over time.
- The largest increases in ICT use were found among those with no qualifications and those qualified at NVQ Levels 1 and 3. Between 2001 and 2005 the proportion using ICT amongst those with no qualifications increased three-fold (9% in 2001 compared with 27% in 2005).

Figure 7.3 Proportion of different learners classified as current ICT users



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

The relationship found in 2002 between ICT use and learning was confirmed by the 2005 findings (figure 7.3):

- 85% of learners were classified as current ICT users, compared with 36% of non-learners.
- A similar proportion of taught learners and self-directed learners were classified as current ICT users (87%, 88%).
- Vocational learners were considerably more likely to be current ICT users than non-vocational learners (88%, 56%).

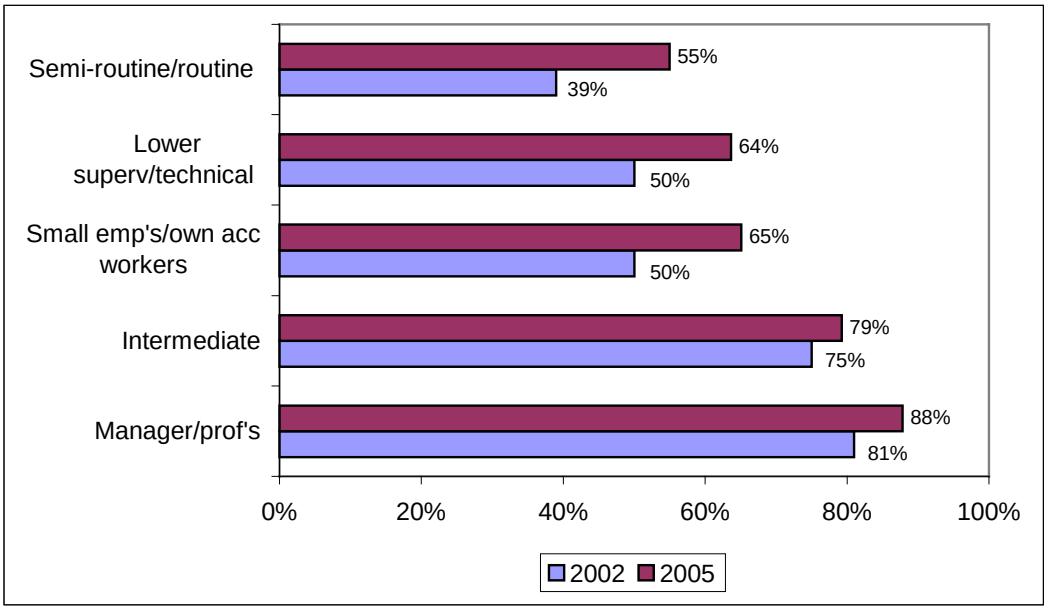
Since 2002 there has been in an increase in ICT use amongst all groups. Most notably, the proportion of non-learners classified as current ICT users increased from 21% in 2002 to 36% in 2005. Over the same period there was a 10% increase in ICT use amongst non-vocational learners (from 46% in 2002 to 56% in 2005). Increases amongst other groups were smaller (and not statistically significant in the case of self-directed learners).

Amongst those who were current ICT users, 87% were learners and 13% non-learners. Amongst those who were not current ICT users, 42% were learners and 58% non-learners.

7.5 Employment and financial circumstances

This section explores how ICT use is appreciated with respondents' employment and financial circumstances.

Figure 7.4 Percentage of respondents in different NS-SEC groups classified as current ICT users- NALS 2002- 2005

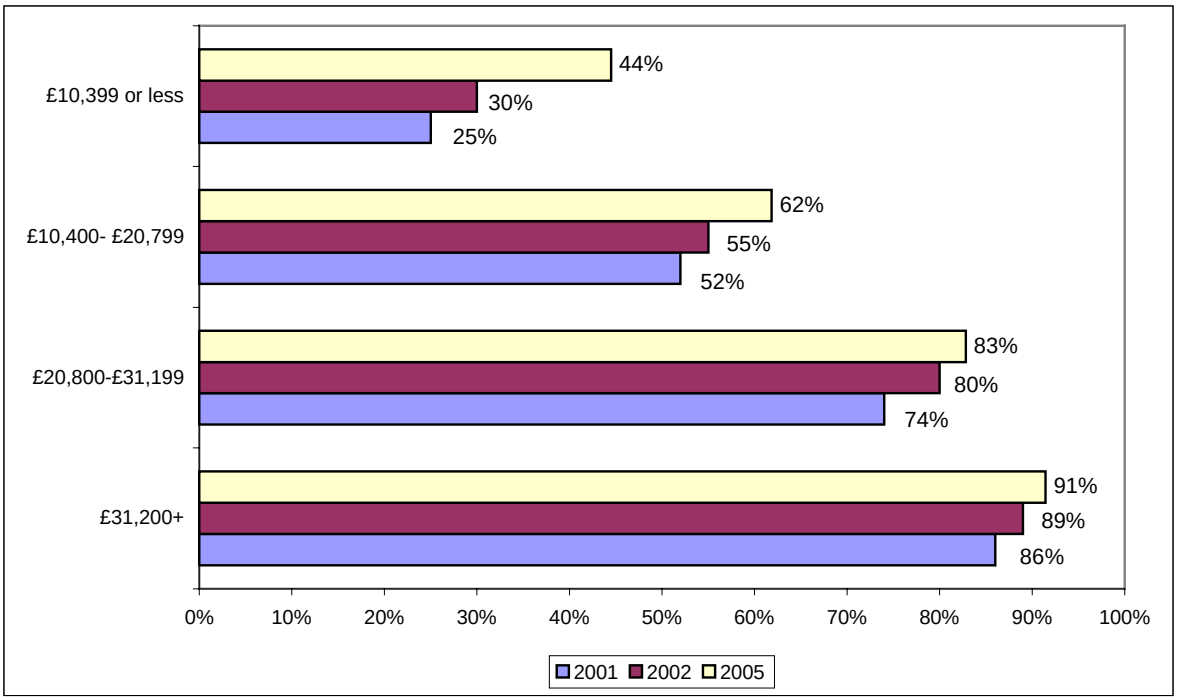


Base: all respondents not in continuous full-time education who were in employment or had been in employment in the past.
Note: in NALS 2002 the occupational classification was changed and therefore results from 2002 and 2005 cannot be compared to 2001.

The link found in 2002 between employment circumstances and ICT use was also confirmed by the 2005 findings (Figure 7.4):

- Professionals and managers were most likely to be ICT users (88%), while those in routine and semi-routine occupations were the least likely to use ICT (55%).
- Since 2002, ICT use increased among all employment groups (except intermediate occupations). The greatest increases were seen amongst those in semi-routine and routine positions, lower supervisory and technical positions and small employers and own account workers.

Figure 7.5 Percentage of respondents in different household income groups classified as current ICT users 2001-2005



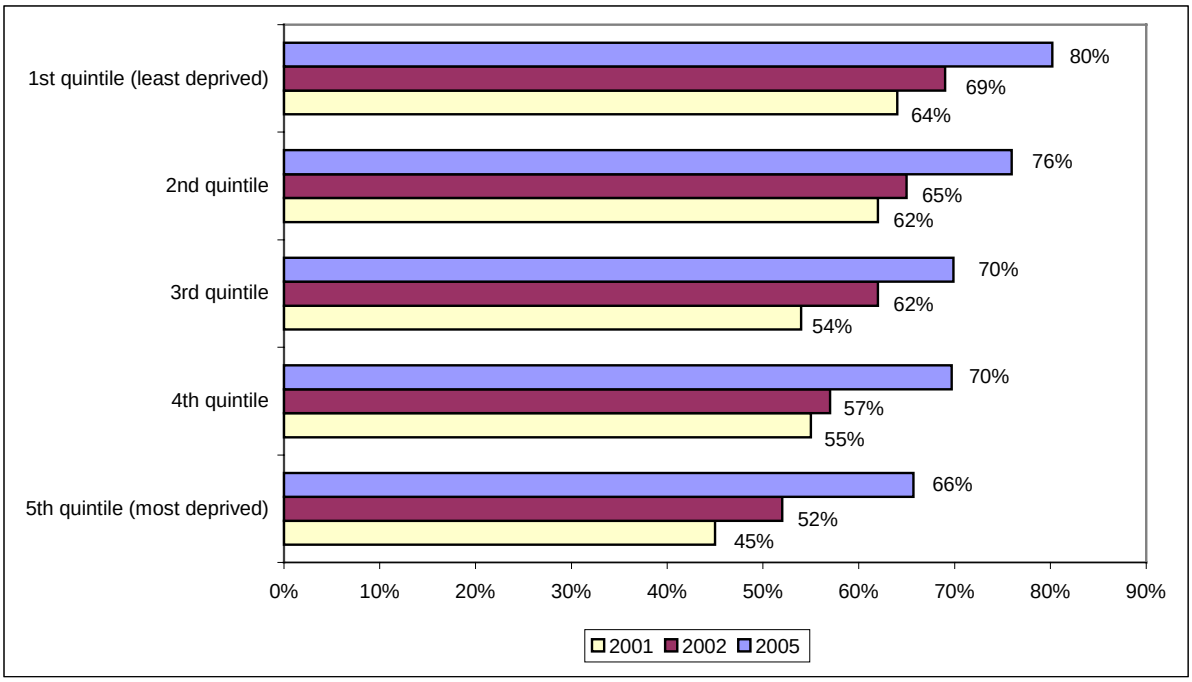
Base: all respondents not in continuous full-time education
Note: 617 respondents did not answer the question on household income.

As with employment, a clear link was evident between financial circumstances and ICT use, with those in the highest income groups more likely to be ICT users (Figure 7.5):

- 44% of those in the lowest income group were ICT users, compared with 91% of those in the highest group.
- Between 2001 and 2005 ICT use increased among all income groups. The most notable increase was among those in the lowest income group (25% in 2001 compared with 44% in 2005).

As has been the case since 2001, the association between local deprivation and ICT use was explored using the Index of Multiple Deprivation (2000). The results are shown in Figure 7.6.

Figure 7.6 Percentage of respondents in multiple deprivation quintiles classified as current ICT users 2001-2005



Base: all respondents in England not in continuous full-time education

Figure 7.6 shows that 66% of those in the most deprived areas (5th quintile) were current ICT users compared with 80% of those in the least deprived areas (1st quintile).

The greatest increase in ICT use since 2001 occurred in the most deprived areas, which experienced a 21% increase over this period (45% in 2001 compared with 66% in 2005).

7.6 Conclusion

The 2005 results show that overall use of ICT has increased considerably since 2001, as has the frequency of ICT use.

The results continue to show a link between educational attainment and ICT use, consistent with previous NALS surveys. Respondents with lower qualifications were still less likely to use ICT. Furthermore, many of the characteristics associated with participation in learning are also associated with ICT use. Those in low level occupations, those from deprived areas, those in low income households and older respondents were less likely to use ICT than other adults. However, in general, the greatest increases in ICT usage have been amongst those groups with lower levels of usage in previous NALS.

8 INFORMATION, ADVICE AND GUIDANCE

Chapter 8 focuses on access to information, advice and guidance (IAG) on learning. Firstly, receipt of IAG among various subgroups is considered. Then sources of IAG used by respondents and availability of IAG are explored. Finally, respondents' views about the likelihood of using IAG in the future are covered as well as the types and sources of IAG they would expect use.

Only respondents aged under 70 are included in the analysis and the groups analysed in each sub-section vary. Although the topic of 'information, advice and guidance' was also covered in NALS 2001 and 2002, the specific questions have changed over time, so few direct comparisons are possible.

Please note that no attempt was made in the survey to differentiate between 'information', 'advice' and 'guidance'.

8.1 Receipt of information, advice and guidance

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

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	76	82	64	71	36
No IAG	24	18	36	29	64
Weighted base	*3104*	*1829*	*582*	*693*	*766*
Unweighted base	*2636*	*1537*	*518*	*581*	*704*

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

Table 8.1 shows the proportions of respondents who received some form of IAG, according to their learning status:

- Although the majority of learners had received IAG (76%), only a minority of non-learners had done so (36%).
- Amongst learners, those who had done self-taught learning only were more likely to have received IAG than those who had done taught learning only (71% compared with 64%). However the group most likely to have received IAG were those who had done both taught and self-directed learning (82%).

Table 8.2 looks at whether respondents had received IAG about learning, taking into consideration the level of their highest qualification.

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

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's	*Total*
	%	%	%	%	%	%	%
Learners	83	82	75	75	69	65	76
Non-learners	[75]	[56]	[28]	[47]	[36]	[24]	[36]
All	83	80	70	70	59	43	68
Weighted base	*243*	*1081*	*582*	*542*	*1084*	*326*	*3873*
Unweighted base	*218*	*899*	*493*	*461*	*950*	*310*	*3340*

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 (9 respondents)

An association between qualification level and likelihood of having sought IAG was evident amongst both learners and non-learners, with the most qualified respondents most likely to have received IAG. Amongst non-learners the difference between highest and lowest qualified respondents was most stark, with those qualified to level 5 more than twice as likely to have received IAG as those qualified to level 1 (75%, 36%) and three times as likely to have received IAG as those without qualifications (24%).

Given the current policy interest in Level 2 learners, it is interesting to note non-learners qualified to NVQ Level 2 were more likely to have received IAG about learning than those less well qualified and those qualified to Level 3.

Table 8.3 shows the number of different IAG sources used over the last 12 months by those who had received IAG during this period.

Table 8.3 Number of IAG sources used 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
	%	%	%	%	%
One	36	31	48	44	57
Two	26	24	25	31	23
Three	19	21	15	15	16
Four or more	19	24	11	10	5
Mean	2.4	2.6	2.0	2.0	1.7
Median	2	2	2	2	1
Weighted base	*2359*	*1493*	*374*	*491*	*275*
Unweighted base	*2016*	*1266*	*339*	*411*	*259*

Base: all respondents aged 16-69 not in continuous full-time education who had used any IAG source in the past 12 months

- Just over a third of learners had used one source (36%), around a quarter had used two sources (26%) and 38% had used three or more sources. Non-learners were much more likely to have used only one source (57%) and were less likely to have used 3 or more sources (21% compared with 38%). The mean number of sources used by learners was 2.4 compared with 1.7 for non-learners.

- Learners who had done both taught and self-directed learning had used more sources of IAG than those who had done only one type of learning (69% had used two or more compared with 52% of those who had done taught learning only and 56% of those who had done self-directed learning only). The mean number of sources used by those who had done both types of learning was 2.6, compared with 2.0 for learners who had done either taught learning only or self-directed learning only.

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. Those involved in any type of learning access a wider range of information about learning opportunities than those not involved in learning.

8.2 Sources of information, advice and guidance

Respondents who indicated that they had received IAG in the past 12 months were asked to identify the source or sources of this IAG from a list.

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
	%	%	%	%	%
Friends and family	31	38	18	24	6
Employer	28	38	10	18	4
Educational institution	26	30	26	16	8
Leaflets through letterbox	21	20	23	22	18
Media/ yellow Pages	20	24	12	19	8
Library/learning resource centre	9	10	7	8	2
Community organisation	5	6	4	4	2
Trade union	3	4	2	3	*
Business link/IAG partnership/Careers service	3	4	1	3	1
New Deal or JSA adviser	3	3	3	2	4
Professional body	2	2	*	1	-
Private company	*	1	*	-	*
learndirect (telephone helpline)	3	3	4	1	1
learndirect cold calling	-	-	-	-	-
learndirect (website)	4	5	5	2	1
DfES or Directgov website	4	5	1	3	2
Websites (other than **learndirect**, DfES and Directgov)	15	18	7	12	3
Other	2	2	1	1	1
Weighted base	*3105*	*1829*	*582*	*694*	*766*
Unweighted base	*2636*	*1537*	*518*	*581*	*704*

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

Table 8.4 looks at the sources of IAG that respondents reported having received, taking into consideration learning status.

Learners were most likely to have received IAG from friends and family (31%), their employer (28%) and educational institutions (26%). Non-learners were most likely to have received IAG from leaflets posted through their letterbox (18%).

Those who had done both taught and self-directed learning tended to be more likely to report having received IAG from each of the sources listed than those who had only done one type of learning. For example, 38% of those who had done both types of learning had received IAG from friends and family, compared with 18% of taught learners and 24% of self-directed learners. This pattern is generally consistent for each of the different sources of IAG.

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

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's	Total
	%	%	%	%	%	%	%
Friends and family	47	37	30	27	24	16	31
Employer	43	34	29	26	20	12	28
Educational institution	39	32	23	25	19	16	26
Leaflets through letterbox	19	19	20	24	22	19	21
Media/ yellow Pages	23	21	23	18	19	17	20
Library/learning resource centre	14	10	9	7	7	8	9
Community organisation	8	6	6	4	3	3	5
Trade union	7	4	5	0	2	2	3
Business link/IAG partnership/Careers service	4	5	3	2	1	*	3
New Deal or JSA adviser	1	1	2	5	4	5	3
Professional body	2	3	2	1	*	1	2
Private company	1	1	1	*	*	-	*
learndirect (telephone helpline)	1	3	3	3	4	3	3
learndirect cold calling	-	-	-	-	-	-	-
learndirect (website)	5	5	4	6	3	3	4
DfES or Directgov website	10	5	3	2	2	1	4
Websites (other than **learndirect**, DfES and Directgov)	29	20	14	12	7	4	15
Other	2	2	2	2	1	*	2
Weighted base	*235*	*997*	*511*	*453*	*752*	*149*	*3105*
Unweighted base	*210*	*826*	*430*	*386*	*650*	*130*	*2636*

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 (4 respondents)

Table 8.5 suggests that more highly qualified learners more commonly receive IAG about learning from a wider range of sources than those who are less well qualified or have no qualifications.

Learners with high level qualifications were more likely than learners with lower level qualifications and no qualifications to have received IAG from the three sources most popular amongst learners: friends and family, employers and educational institutions. For example, 43% of learners with level 5 qualifications had received IAG from their employer compared with 20% of those with level 1 qualifications and 12% of those with no qualifications. Highly qualified respondents were also more likely to have received IAG from websites other than **learndirect**, DfES and Directgov (29% of those qualified to level 5 compared with 7% qualified to level 1 and 4% with no qualifications), libraries and learning resource centres (14%, 7%, 8%), the DfES and Directgov website (10%, 2%, 1%) and Trade Unions (7%, 2%, 2%).

However learners with high level qualifications were less likely to have received IAG from a New Deal or JSA adviser (1% of those qualified to level 5 compared with 4% of those qualified to level 1 and 5% of those with no qualifications).

Table 8.6 Sources of IAG about learning used by non-learners in the past 12 months by highest qualification held*

	NVQ Levels 5-4	NVQ Levels 3- 2	NVQ Level 1	No qual's	Total
	%	%	%	%	%
Leaflets through letterbox	[22]	19	18	15	18
Media/yellow pages	[14]	11	6	6	8
Educational institution	[17]	8	7	4	8
Friends and family	[15]	8	6	2	6
New Deal or JSA adviser	[1]	2	6	3	4
Employer	[9]	8	2	1	4
Websites (other than **learndirect**, DfES and Directgov)	[8]	8	1	-	3
DfES or Directgov website	[5]	2	2	-	2
Library/learning resource centre	[6]	2	1	*	2
Community organisation	[1]	1	2	2	2
learndirect (website)	[7]	1	1	-	1
learndirect (telephone helpline)	[2]	2	1	*	1
Business link/IAG partnership/Careers service	[-]	*	1	-	1
Private company	[1]	-	-	1	*
Trade union	[-]	1	*	-	*
Other	[-]	-	1	1	1
Weighted base	*92*	*160*	*332*	*177*	*766*
Unweighted base	*81*	*138*	*300*	*180*	*704*

Base: all respondents aged 16-69, not in continuous full-time education who had done no learning in the past 3 years and had received IAG in the past 12 months.
*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 (5 respondents)

Table 8.6 looks at the sources of IAG that non-learners reported having received, taking into consideration the level of their highest qualification.

- Non-learners were generally less likely than learners to have received IAG from each of the sources listed.
- Leaflets through the letterbox emerged as the most popular source of IAG for non-learners (18%), suggesting they are less likely to access more specifically targeted sources of IAG than learners.
- As with learners, non-learners who were qualified to a high level (NVQ levels 4 and 5) were more likely to have received IAG from friends and family, employers and educational institutions than non-learners qualified to a lower level and non-learners with no qualifications (but these differences were not always significant due to small base sizes).
- Non-learners were also more likely to have had IAG from the learndirect website (7% of non-learners qualified to levels 4 and 5, compared with 1% of non-learners qualified to levels 1 to 3 and 0% of non-learners without qualifications).
- As with learners, non-learners with high level qualifications were less likely to have received IAG from a New Deal or JSA adviser (again, this was not significant due to small base sizes).

8.3 Availability of information, advice and guidance

Apart from whether they received IAG, respondents were also asked whether they had actively sought information, advice or guidance about courses at any point during the past three years.

Table 8.7 Search for IAG, by learning status

	Both taught and self-directed	Taught learning only	Self learning only	Non-learners	Total
	%	%	%	%	%
Didn't look for IAG	34	51	53	69	47
Looked for and found IAG	52	40	34	26	42
Looked for but unable to find IAG	14	10	13	5	11
Weighted base	*1825*	*583*	*694*	*766*	*3868*
Unweighted base	*1534*	*518*	*581*	*704*	*3337*

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

Table 8.7 shows that just under half of respondents had not looked for any IAG about courses over the past 3 years (47%), 42% had looked for IAG and found what they were looking for, and around a tenth had looked for information about courses but been unable to find it (11%).

Respondents who had done both taught and self-directed learning were most likely to have looked for IAG (66%). A similar proportion of those who had done only taught learning or only self-directed learning had looked for IAG (50% and 47% respectively).

Figures reported in 2002 were relatively similar. The most notable difference between the years was a decrease in the proportion of respondents who done both taught and self-directed learning reporting that they had not looked for IAG (34% in 2005 compared with 41% in 2002) and an increase in the proportion reporting that they looked for and found IAG (52%, 44%). These findings suggest that the most active learners are becoming more inclined to seek IAG and they are more likely to find the relevant information when they look for it.

Most non-learners had not looked for IAG about courses over the previous 3 years (69%). Of those who had sought IAG, most were able to find what they were looking for (26% of non-learners looked for and found the relevant IAG, compared with 5% who looked but did not find what they required).

Table 8.8 looks at whether learners had sought IAG according to the level of their highest qualification.

Table 8.8 Search for IAG among learners in the past 3 years, by current qualification group

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's	Total
	%	%	%	%	%	%	%
Didn't look for IAG	34	35	46	39	48	51	41
Looked for but unable to find IAG	15	12	14	15	12	14	13
Looked for and found IAG	50	53	41	46	40	35	46
Weighted base	*235*	*994*	*510*	*453*	*752*	*149*	*3101*
Unweighted base	*210*	*824*	*430*	*386*	*650*	*129*	*2633*

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

Approximately half of those with level 1 or no qualifications said they had not looked for IAG, compared with a third of those with level 5 qualifications (48%, 51% and 34% respectively).

Around half of learners qualified to levels 4 and 5 had looked for and found IAG (50% and 53% respectively) compared with 40% of those qualified to level 1 and approximately a third of those with no qualifications (35%), suggesting that the most highly qualified learners are most likely to find the information about courses that they require.

Table 8.9 looks at the search for IAG amongst non-learners, taking into consideration the level of their highest qualification.

Table 8.9 Search for IAG among non-learners in the past 3 years, by current qualification group

	NVQ Level 5-4	NVQ Level 3-2	NVQ Level 1	No qual's	Total
	%	%	%	%	%
Didn't look for IAG	59	58	73	75	69
Looked for but unable to find IAG	4	8	5	3	5
Looked for and found IAG	37	35	22	22	26
Weighted base	*92*	*160*	*331*	*177*	*767*
Unweighted base	*81*	*138*	*300*	*180*	*704*

Base: all respondents aged 16-69, not in continuous full-time education who had done no learning in the past 3 years
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 (5 respondents)

Overall, non-learners were approximately half as likely to have looked for IAG as learners (31% compared with 59%).

Consistent with the findings for learners, non-learners with level 1 qualifications and no qualifications more frequently said that they had not looked for any IAG than those with higher level qualifications (73% and 75% for level 1 and no qualifications, compared with 58% for levels 2 or 3 and 59% for levels 4 or 5).

Also in line with the findings for learners, non-learners qualified to a higher level were more likely to have looked for and found IAG (37% of those qualified to levels 5 and 4 and 35% of those qualified to levels 3 and 2, compared with 22% of those qualified to level 1 or with no qualifications).

Respondents who had sought IAG in the past 3 years but been unable to find it were asked about the types of IAG they had been looking for. Table 8.10 looks at the types of IAG that were sought by different subgroups of learners and non-learners.

Table 8.10 Types of IAG required but not found by learning status*

	Both taught and self directed learning	Taught learning only	Self learning only	Non-learners	Total
	%	%	%	%	%
Courses available locally	48	[45]	[47]	[48]	47
Local places for learning/training	46	[60]	[40]	[35]	46
Courses available for particular jobs	36	[11]	[34]	[9]	30
Where to get more guidance on learning	26	[11]	[29]	[32]	25
Different ways of learning	23	[32]	[31]	[17]	25
Learning suited to personal skills	24	[21]	[24]	[9]	23
How to pay for course	19	[15]	[17]	[11]	17
An interview to discuss courses/training to help career	15	[13]	[15]	[9]	15
Facilities available while doing a course	10	[7]	[9]	[12]	9
Info on courses for particular subjects	3	[-]	[6]	[11]	4
Other	2	[3]	[2]	[-]	2
Weighted base	*253*	*57*	*91*	*37*	*438*
Unweighted base	*211*	*52*	*71*	*37*	*371*

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

Overall respondents were most interested in finding out about learning opportunities in their area, with just under half indicating that they were interested in courses available locally (47%) and local places for learning and training (46%). This suggests that more information on local learning would be well received by many.

Base sizes were generally too small to enable meaningful comparisons between sub-groups.

8.4 Likelihood of using IAG sources in the future

Looking to the future, respondents were asked about how likely they would be to use any of a number of listed sources of IAG to find out about courses in the next year.

Table 8.11 Likelihood of using IAG in the future, by learning status

	Both taught and self-directed learning	Taught learning only	Self-directed learning only	Non-learners	Total
	%	%	%	%	%
Very likely	37	22	22	9	27
Likely	35	39	31	20	32
Unlikely	19	22	30	27	23
Very unlikely	10	16	16	44	19
Weighted base	*1821*	*580*	*687*	*762*	*3850*
Unweighted base	*1532*	*515*	*576*	*701*	*3324*

Base: all respondents aged 16-69, not in continuous full-time education
Note that 22 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.

Table 8.11 looks at the likelihood of using IAG amongst learners and non-learners:

Most respondents indicated that they were likely or very likely to use IAG in the next year (59%).

Those who had done both taught and self-directed learning were the most likely to say they will use IAG sources in the next year (72%). Non-learners were the group least likely to say they will use IAG in the next year (29%).

Since 2002 there has been an increase in the proportion of respondents indicating that they are likely or very likely to use IAG in the next year (58% compared with 52%). Otherwise patterns were relatively similar.

Table 8.12 considers the likelihood of using IAG in future according to their respondents highest qualifications.

Table 8.12 Likelihood of learners using IAG in the future by current qualification group

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's	Total
	%	%	%	%	%	%	%
Very likely	47	37	31	30	20	19	31
Likely	29	35	35	35	36	35	35
Unlikely	14	19	23	23	28	19	22
Very unlikely	11	9	11	12	16	26	12
Weighted base	*234*	*994*	*507*	*454*	*745*	*145*	*3087*
Unweighted base	*209*	*824*	*427*	*386*	*645*	*128*	*2623*

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

Table 8.12 clearly illustrates an inverse relationship between the likelihood of using IAG sources to find out about courses in the next 12 months and current qualification level.

Three-quarters of learners with a level 5 qualification said they were likely or very likely to use IAG in the next 12 months (76%), compared with 56% of those with level 1 qualifications and 54% of those with no qualifications.

This implies that the most highly qualified are most likely to use information about more learning in the next 12 months, while those with the lowest level qualifications or no qualifications are least likely to expect to use such information.

Table 8.13 considers the same issue among non-learners.

Table 8.13 Likelihood of non-learners using IAG in the future by current qualification group

	NVQ Level 5-4	NVQ Level 3-2	NVQ Level 1	No qual's	Total
	%	%	%	%	%
Very likely	[21]	14	5	6	9
Likely	[23]	22	22	11	20
Unlikely	[36]	20	30	22	27
Very unlikely	[20]	44	42	61	45
Weighted base	*90*	*159*	*331*	*176*	*763*
Unweighted base	*80*	*138*	*299*	*179*	*701*

Base: all respondents aged 16-69, not in continuous full-time education who had done no learning in the past 3 years
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 (5 respondents)

Overall non-learners were less than half as likely as learners to indicate that they will use IAG to find out about courses in the next 12 months (29% compared with 66%).

Non-learners qualified to levels to levels 2, 3, 4 and 5 were more likely than those qualified to level 1 and those with no qualifications to indicate that they will use IAG in the future: 44% of those qualified to level levels 4 or 5 and 36% of those qualified to levels 2 or 3, compared with 27% qualified to level 1 and 17% with no qualifications.

Respondents who indicated that they were likely or very likely to use IAG in the next year were asked about the types of IAG that they would be interested in using.

Table 8.14 focuses on the types of IAG that learners said they would be interested in using in future by the level of their highest qualification.

Table 8.14 Types of IAG that learners felt might be useful in the future, by current qualification group*

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's	Total
	%	%	%	%	%	%	%
Courses available locally	53	54	51	53	53	[34]	52
Local places for learning/training	40	48	45	46	56	[48]	48
Courses available for particular jobs	46	46	42	35	39	[31]	41
Different ways of learning	34	40	40	37	38	[31]	38
Learning suited to personal skills	29	32	33	32	30	[29]	31
Where to get more guidance on learning	17	19	24	27	30	[28]	24
How to pay for a course	22	21	21	23	22	[34]	22
An interview to discuss courses/training to help career	15	21	15	16	18	[14]	18
Facilities available while doing course	7	11	10	10	11	[9]	10
Info on courses for particular subjects	1	*	1	1	1	[3]	1
Other	2	1	1	1	1	[2]	1
Weighted base	*174*	*707*	*330*	*296*	*402*	*77*	1993
Unweighted base	*152*	*585*	*275*	*250*	*347*	*63*	1674

Base: all respondents aged 16-69, not in continuous full time education who had done any learning in the past 3 years and 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: 24 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 (2 respondents)

- Around half of this group said that information on courses available locally and local places where you can do learning would be helpful (52% and 48% respectively).
- Highly qualified respondents were less likely to be interested in finding out about where to get more guidance on learning: 17% of those qualified to level five were interested in this type of IAG compared with 30% of those qualified to level 1. Otherwise no clear patterns were evident. Consistent with other findings on IAG, this suggests that the most highly qualified respondents were those who already had greatest access to a range of IAG resources.

Table 8.15 focuses on the types of IAG that non-learners reported would be useful by the level of their highest qualification.

Table 8.15 Types of IAG that non-learners felt might be useful in the future, by current qualification group*

	NVQ Level 5-4	NVQ Level 3-2	NVQ Level 1	No qual's	Total
	%	%	%	%	%
Courses available locally	[54]	[57]	[47]	[48]	51
Local places for learning/training	[56]	[53]	[30]	[47]	43
Courses available for particular jobs	[30]	[15]	[32]	[23]	26
Different ways of learning	[22]	[28]	[25]	[28]	25
How to pay for course	[32]	[24]	[18]	[19]	22
Where to get more guidance on learning	[29]	[23]	[15]	[26]	21
Learning suited to personal skills	[19]	[27]	[10]	[17]	17
An interview to discuss courses/training to help career	[21]	[16]	[8]	[11]	13
Facilities available while doing course	[21]	[10]	[12]	[6]	13
Info on courses for particular subjects	[-]	[3]	[5]	[3]	3
Other	[-]	[2]	[1]	[-]	1
Weighted base	*41*	*56*	*90*	*28*	*216*
Unweighted base	*38*	*41*	*83*	*29*	*191*

Base: all respondents aged 16-69, not in continuous full time education who had done no learning in the past 3 years and 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

As with learners, non-learners who said they were likely to use IAG in the next 12 months demonstrated a keen interest in finding out about learning opportunities in their area: the categories 'courses available locally' and 'local places for learning/training' were most commonly mentioned (51% and 43% respectively).

Respondents who said they were likely of very likely to seek IAG in the next 12 months were also asked about the organisations from whom they would seek IAG (Table 8.16).

Table 8.16 Organisations learners are most likely to contact for IAG in future, by current qualification group*

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No quals	Total
	%	%	%	%	%	%	%
Educational institution	67	66	64	62	60	[63]	64
Employer	44	40	36	37	29	[21]	36
Library/learning resource centre	35	29	29	31	30	[34]	30
Community organisation	17	13	9	8	10	[9]	11
Business link / IAG partnership/Careers Service	9	7	5	4	4	[0]	6
New Deal or JSA adviser	*	4	4	8	11	[7]	6
Trade union	5	5	6	1	3	[2]	4
learndirect (telephone helpline)	3	4	6	9	11	[12]	7
learndirect (website)	10	13	14	11	18	[8]	13
DfES or Directgov website	20	12	8	7	7	[5]	10
Websites (other than **learndirect**, DfES and Directgov)	47	47	39	38	29	[15]	39
Other organisation	8	9	6	5	4	[4]	6
Weighted base	*177*	*715*	*332*	*294*	*409*	*78*	*2011*
Unweighted base	*154*	*591*	*277*	*249*	*352*	*64*	*1689*

Base: all respondents aged 16-69, not in continuous full time education who had done learning in the past 3 years and 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 (2 respondents)

Organisations from which learners said they would be most likely to seek IAG are:

- Educational institutions were most frequently mentioned, with around two-thirds of learners (64%) identifying them as likely sources of IAG.
- 39% said they would contact websites other than the DfES, Directgov and **learndirect**. Just over a third said they would contact their employer (36%) and 30% said they would contact a public library or learning resource centre.
- 13% mentioned the **learndirect** website and 7% mentioned the **learndirect** telephone helpline.

When considering the qualification levels of learners a number of differences emerged:

- Learners with the highest qualifications were more likely than learners with the lowest qualifications to mention all types of website (other than the **learndirect** website). They were also more likely to mention their employer, community organisations as well as Business link, IAG partnership and the Careers Service. For example, 44% of learners qualified to level 5 mentioned their employer, compared with 29% of those qualified to level 1.

- However learners with high level qualifications were less likely to mention both the **learndirect** website and telephone helpline, as well as New Deal and JSA advisers. For example, 3% of those qualified to level 5 mentioned the **learndirect** telephone helpline, compared with 11% of those qualified to level 1.

Table 8.17 looks at the same issue for non-learners.

Table 8.17 Organisations non-learners are most likely to contact for IAG in future, by current qualification group*

	NVQ Levels 4-5	NVQ Levels 2-3	NVQ Level 1	No qual's	Total
	%	%	%	%	%
Educational institution	[59]	[62]	[36]	[56]	50
Library/learning resource centre	[32]	[38]	[25]	[23]	30
New Deal or JSA adviser	[5]	[14]	[32]	[25]	21
Employer	[13]	[20]	[10]	[2]	12
Community organisation	[17]	[10]	[10]	[13]	12
Business link / IAG partnership/Careers Service	[3]	[4]	[7]	[-]	4
Trade union	[-]	[4]	[4]	[3]	3
learndirect (telephone helpline)	[3]	[6]	[15]	[15]	10
learndirect (website)	[16]	[4]	[13]	[-]	9
DfES or Directgov website	[15]	[10]	[13]	[-]	11
Websites (other than **learndirect**, DfES and Directgov)	[26]	[37]	[19]	[7]	23
Other organisation	[14]	[3]	[8]	[5]	7
Weighted base	41	57	90	29	216
Unweighted base	38	42	82	29	191

Base: all respondents aged 16-69, not in continuous full time education who had done no learning in the past 3 years and 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

The organisations from which non-learners said they would seek IAG are shown in Table 8.17:

- Half of non-learners mentioned educational institutions, just under a third mentioned libraries and learning resource centres (30%) and just under a quarter mentioned websites other than **learndirect**, DfES and Directgov (23%).
- A tenth of non-learners said they would contact the **learndirect** telephone helpline (10%) and website (9%).

Some differences emerged between non-learners and learners:

Non-learners were less likely than learners to mention educational institutions (50% compared with 64%), websites other than **learndirect**, DfES and Directgov (23%, 39%) and their employer (12%, 36%).

Non-learners were more than three times as likely as learners to cite a New Deal or JSA adviser as a likely contact (21%, 6%).

Due to the small base sizes of the qualification level subgroups, it is difficult to draw many conclusions about differences between these groups. However, consistent with the findings for learners, non-learners qualified to a higher level are less likely than those qualified to lower levels to say they will contact New Deal and JSA advisers for IAG in the future.

8.5 Conclusion

The majority of both learners and non-learners had received information, advice or guidance about learning in the past year.

Overall, highly qualified respondents emerged as the group most likely to have sought IAG, sought it from a high number of sources and successfully found the advice they were looking for. They were also the group most likely to think they will seek IAG in the future. When considering learning sub-groups, those who had done both taught and self-directed learning, were found to be most active and successful in seeking information, advice and guidance.

Findings also strongly suggest that respondents are keen to have access to more information on local learning opportunities. Educational institutions were reported to be the most likely point of contact for this information.

9 AWARENESS OF LEARNING CAMPAIGNS AND OTHER INITIATIVES

This chapter focuses on awareness of a range of public learning campaigns and initiatives designed to promote participation in learning and access to resources for learning. It explores how awareness of and involvement in these initiatives has changed over time and in relation to respondents' characteristics.

9.1 Learning campaigns

Table 9.1 shows the proportion of respondents who had heard of each of the listed learning campaigns in NALS 2001, 2002 and 2005.

Table 9.1 Awareness of learning campaigns – NALS 2001-2005*

	2001	2002	2005
	%	%	%
Adult Learners Week	14	16	19
Learning at Work Day	5	7	9
Family Learning Weekend	3	3	4
Not aware of any of the above	82	79	74
Weighted base	*5505*	*5654*	*3870*
Unweighted base	*5532*	*5725*	*3339*

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.

The campaign that was familiar to the highest proportion of respondents was 'Adult Learner's Week' (19%), as found in previous NALS. Although a large proportion of respondents in 2005 were not aware of any of the campaigns (74%), the proportion of people in this situation has declined and is now significantly lower than that in 2002 (79%).

Table 9.2 looks at awareness of learning campaigns among learners and non-learners.

Table 9.2 Awareness of learning campaigns by learning status*

	All	Learners	Non-learners
	%	%	%
Adult Learners Week	19	20	17
Learning at Work Day	9	10	5
Family Learning Weekend	4	4	2
Not aware of any of the above	74	73	80
Weighted base	*3870*	*3104*	*766*
Unweighted base	*3339*	*2635*	*704*

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.

Fewer learners had not heard of any of the learning campaigns (73%) than non-learners (80%). In particular, more learners had heard of Learning at Work Day than non-learners (10% compared to 5%), as was the case for NALS 2002.

Table 9.3 looks at awareness of learning campaigns according to the respondents highest level of qualification.

Table 9.3 Awareness of learning campaigns by current qualification group*

	All	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No qualifications
	%	%	%	%	%	%	%
Adult Learners Week	19	22	21	23	16	17	20
Learning at Work Day	9	16	11	11	9	6	4
Family Learning Weekend	4	4	4	5	5	3	4
Not aware of any of the above	74	67	72	71	77	78	76
Weighted base	*3855*	*243*	*1080*	*582*	*542*	*1084*	*325*
Unweighted base	*3330*	*218*	*899*	*493*	*461*	*950*	*309*

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 100 since respondents could report awareness of more than one campaign.

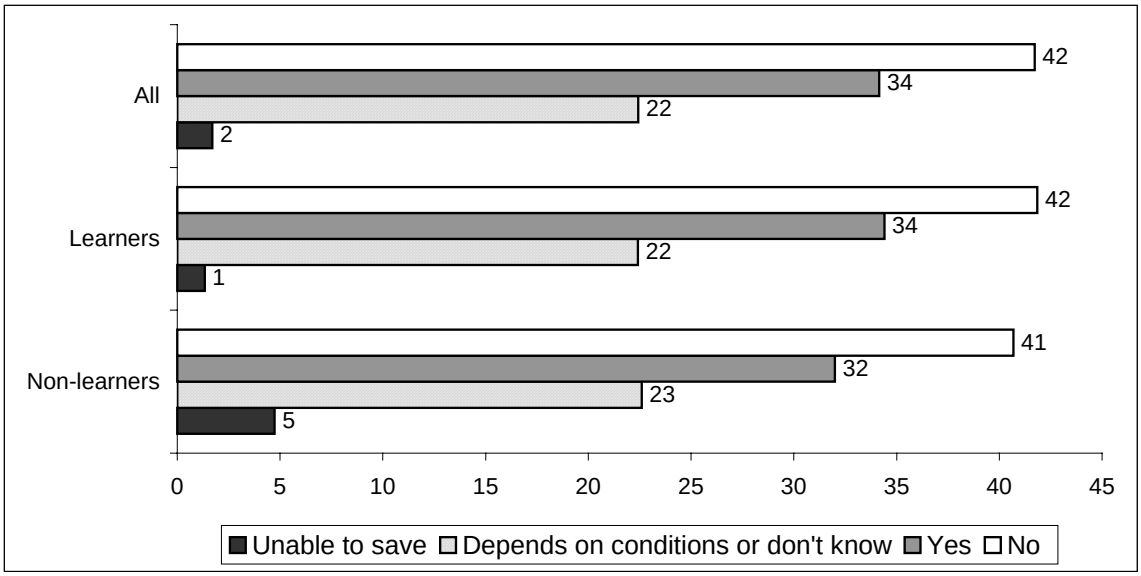
Respondents with higher level qualifications had higher awareness of the learning campaigns than those with lower level or no qualifications. For example, 67% of those with Level 5 qualifications had not heard of any learning campaigns compared to 78% of those with Level 1 qualifications. This was a similar pattern to that seen in NALS 2002.

9.2 Savings account for learning

Respondents who said that they were likely to do learning in the future (as discussed in Chapter 2) were asked whether they would be willing to have a special savings account for learning. This is a new question for 2005, question was phrased in the following way:

> *"The government may develop bank accounts which would be used for paying for training or education. The government, your employer and you yourself would be able to contribute to this account. If you were planning to do some learning in the future, would you be willing to save money towards it using an account like this?"*

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.

Respondents most commonly said they would not be willing to save for learning (42%), but around a third said that they would be willing to do so (34%). About a fifth (22%) were unsure about the idea and answered 'don't know' or said that it would depend on the conditions. A small minority (2%) said they were unable to save. As Figure 9.1 shows, learners and non-learners were similar in their willingness to save.

Although direct comparisons are not possible because the response categories have changed slightly, the pattern of responses in 2002 was similar to that in 2005. That is, in 2002 the most common answer given by respondents was that they were not willing to save. However, in 2002 learners exhibited a greater willingness and ability to save than non-learners and this was not the case in 2005.

Table 9.4 shows responses to the same question, analysed by current qualification level. The proportion of respondents likely to learn in the future who said that they would be willing to save for learning did not differ significantly by level of qualification.

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

	All	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No qualifications
	%	%	%	%	%	%	%
Yes	34	32	35	36	36	32	35
No	42	47	41	41	41	44	30
It depends on the conditions or don't know	22	21	23	22	22	21	28
Unable to save	2	-	1	1	1	3	7
Weighted base	*2955*	*231*	*965*	*466*	*441*	*709*	*143*
Unweighted base	*2503*	*205*	*794*	*388*	*372*	*616*	*128*

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.

9.3 Learndirect and UK On-line centres

Another learning initiative, **learndirect,** consists of a telephone helpline and website resources intended to help people find out about learning and courses in their area as well as providing advice about paying for learning[24].

Table 9.5 shows the proportions of respondents who had heard of and used **learndirect**.

Table 9.5 Awareness and use of learndirect by learning status

	All	Learners	Non-learners
	%	%	%
All who had heard of **learndirect**	76	80	63
- Heard of **learndirect** and used it	14	16	8
- Heard of **learndirect** but not used	62	64	55
Never heard of **learndirect**	24	20	37
Weighted base	*3868*	*3103*	*765*
Unweighted base	*3338*	*2635*	*703*

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

It shows that over three-quarters (76%) of respondents had heard of **learndirect** and 14% had used it. These proportions are higher than those observed in NALS 2002 when they were 62% and 6% respectively. This indicates that both awareness and use of **learndirect** have increased since 2002.

[24] Respondents were first asked about their awareness and use of **learndirect** as a source of information, advice and guidance: those who had not mentioned the **learndirect** telephone helpline or website in response to the general question about sources of IAG used (as discussed in Chapter 8) were asked directly whether they had heard of or used these services. Table 9.5 combines the responses of those who first mentioned learndirect when asked about sources of information, advice, and guidance and responses from this direct question of whether respondents had heard of learndirect (having not mentioned it earlier in the interview).

Learners were more likely to have heard of and used **learndirect** than non-learners, a pattern also observed in previous NALS.

Table 9.6 looks at awareness and use of learndirect according to respondents' highest qualifications.

Table 9.6 Awareness and use of learndirect by current qualification group

	All	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No quals
	%	%	%	%	%	%	%
All who had heard of **learndirect**	77	72	79	79	83	74	63
- Heard of **learndirect** and used it	14	12	17	16	17	12	7
- Heard of **learndirect** but not used	62	59	63	63	67	62	56
Never heard of **learndirect**	23	28	21	21	17	26	37
Weighted base	*3852*	*243*	*1078*	*582*	*542*	*1082*	*326*
Unweighted base	*3329*	*218*	*898*	*493*	*461*	*949*	*310*

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

Awareness of **learndirect** was highest among respondents with qualifications between levels 2 and 4 (between 79% and 83% had heard of it) and lowest among those with no qualifications (63%). A similar pattern was seen for usage, with **learndirect** being used by between 16% and 17% of those with qualifications between levels 2 and 4, and 7% of those with no qualifications. The pattern of awareness by qualification level was similar to that seen in NALS 2002, but the NALS 2002 pattern of usage differed in that it was highest for those with Level 5 qualifications and decreased with qualification level.

The 14% of respondents who said that they had used **learndirect** were asked whether they had done any of the activities listed in Table 9.7 after hearing about the service.

Table 9.7 Actions after hearing about learndirect by learning status*

	All	Learners	Non-learners
	%	%	%
Visited the **learndirect** website	54	57	[36]
Used the **learndirect** telephone helpline	34	34	[29]
Visited a **learndirect** centre	27	28	[16]
Enrolled on a **learndirect** course	25	25	[18]
Recommended **learndirect** to someone else	17	18	[11]
Registered on the **learndirect** website	12	13	[8]
Talked to employer about doing training / learning	9	9	[7]
Enrolled on another course not run by **learndirect**	4	4	[-]
Bought **learndirect** 'Futures' software	*	*	[-]
None of these	30	28	[47]
Weighted base	551	491	61
Unweighted base	471	424	47

Base: All respondents aged 16-69 not in continuous full-time education who had used **learndirect**.[25]
Percentages sum to more than100 since respondents could report more than one action.

The most common activity was to visit the **learndirect** website, done by over half (54%) of **learndirect** users, with just over a third (34%) using the telephone helpline. This represented a change from the pattern seen in NALS 2002 when similar proportions of **learndirect** users had visited the website (38%) and used the helpline (39%). Another noteworthy change in 2005 was that 27% of users had visited a **learndirect** centre, compared to 13% in 2002.

Despite acknowledging use of the service at the previous question in the interview, 30% of respondents said that they had done none of the listed activities. As seen in NALS 2002, more non-learners than learners said that they had done none of the listed activities. The differences between learners and non-learners should be treated with caution however because the number of non-learners is small.

The UK On-line centres initiative is a national network offering access to the Internet and email facilities. The centres are based in a variety of places including colleges, cyber cafes, community centres and libraries. They are for people who have limited or no access to skills in using new technologies and aim to help them learn how to use the Internet and boost their skills. Table 9.8 shows the findings in relation to awareness of UK on-line centres.

[25] Note that because of differences in routing to the general IAG questions and specific **learndirect** questions, the unweighted base sizes for visiting the **learndirect** website and using the helpline include 1 more respondent than for the other categories. The base sizes for the other categories therefore are 1 lower than shown. Figures for visiting the **learndirect** website and using the telephone helpline include respondents who reported using these methods at the general question on use of IAG – so unweighted base sizes for other actions for 'all' and 'learner' groups include one respondent fewer than shown.

Table 9.8 Awareness and use of UK On-line centres by learning status

	All	Learners	Non-learners
	%	%	%
All who had heard of UK On-line	17	17	15
- Heard of UK On-line and used	2	2	1
- Heard of UK On-line but not used	15	15	14
Never heard of UK On-line	83	83	85
Weighted base	*3867*	*3101*	*766*
Unweighted base	*3335*	*2632*	*703*

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

17% of respondents were aware of the UK On-line centre initiative, with similar levels of awareness among learners and non-learners. The centres had been used by 2% of respondents. There has been a reduction in awareness since NALS 2002, when 27% of respondents were aware of the initiative. At that point, more learners than non-learners were aware of UK On-line centres (30%, 19%).

9.4 Conclusion

Although the majority of respondents had not heard of any of the listed learning campaigns in 2005 (74%), awareness of at least one of the campaigns has increased. The proportion of respondents who had no awareness of these initiatives was down from 79% in 2002. About a fifth of respondents (19%) had heard of Adult Learners Week, making it the initiative of which respondents were most frequently aware.

Fewer learners than non-learners had not heard of any of the campaigns (73%, 80%), suggesting greater levels of awareness among those who are already engaged in learning.

Respondents with higher qualifications had higher levels of awareness of the learning campaigns than those with lower level qualifications. This was a similar situation to that observed in 2002.

About a third of respondents (34%) said they would be willing to save towards their learning using a special savings account, but more (41%) said they would not be willing to do so. Learners and non-learners were similar in their willingness to save and there were no significant differences found in relation to respondents' levels of qualification.

While over three-quarters of respondents had heard of **learndirect**, only 14% had used the service. Both awareness and use of **learndirect** have increased since 2002 when the proportions were 62% and 6%, respectively. Learners were more likely than non-learners to have heard of and used **learndirect**.

Interestingly, awareness and use of **learndirect** were highest among those qualified between level 2 and level 4 and were lowest among those with no qualifications. This is a change from 2002 when the highest levels of awareness and usage were at level 5, with both declining in line with qualification levels. The new pattern observed in 2005 probably reflects the recent policy focus on level 2 learners.

There has been a decrease in awareness of UK On-line Centres - 17% were aware of the centres in 2005 compared to 27% in 2002. No significant differences emerged in awareness of the centres among learners and non-learners.

10 FOREIGN LANGUAGES

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. Since this information has not been gathered in such detail previously by NALS, no time series data is available.

10.1 English as a foreign language

Table 10.1 looks at the proportion of respondents who said they spoke English as their first language.

Table 10.1 Mother tongue by learning status

	All	Learner	Non-learner
	%	%	%
English	91	91	90
Language other than English	9	9	10
Weighted base	4534	3357	1177
Unweighted base	3982	2878	1104

Base: Respondents in England and Wales, not in continuous full-time education.

9% of respondents reported that their first language was something other than English. There were no significant differences between learners and non-learners in whether English was a first language.

This issue was also analysed by ethnicity (see Table 10.2).

Table 10.2 Mother tongue by ethnicity

	White	Mixed	Asian	Black	Chinese and other
	%	%	%	%	%
English	96	[83]	33	[66]	[46]
Language other than English	4	[17]	67	[34]	[54]
Weighted base	4075	43	201	105	105
Unweighted base	3663	35	117	84	76

Base: Respondents in England and Wales, not in continuous full-time education.

Respondents of White ethnic backgrounds were more likely to have English as a first language than those of other ethnic backgrounds, although the cell sizes for many ethnic groups were too small to produce reliable estimates. Two-thirds of Asian respondents reported that their first language was other than English compared to 4% of White respondents.

10.2 Knowledge of languages other than English

Respondents were asked whether they had some knowledge of languages other than their first language. Table 10.3 shows the proportions who knew one language or more than one languages.

Table 10.3 Whether respondent has knowledge of languages other than first language

	All	Learner	Non-learner
	%	%	%
No	37	30	56
Yes one other	37	40	30
Yes two or more others	26	30	14
Weighted base	4534	3357	1177
Unweighted base	3982	2878	1104

Base: Respondents in England and Wales, not in continuous full-time education.

63% of respondents knew at least one language in addition to their first language and 26% knew two or more languages.

Table 10.4 shows which languages respondents said they knew best.

Table 10.4 Languages other than first language known best

	%
French	66
German	26
Spanish	19
English	12
Italian	7
Welsh	3
Hindi	2
Urdu	2
Punjabi	2
Greek	2
Irish	1
Arabic	1
Dutch	1
Portuguese	1
Russian	1
Other	7
Weighted base	2881
Unweighted base	2441

Base: Respondents in England and Wales, not in continuous full-time education.
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.

The additional languages known best by respondents were European languages: French, German, Spanish, English and Italian.

Respondents were also asked to rate their level of proficiency in each additional language, using a set of standard proficiency categories (see Table 10.5).

Table 10.5 Level of proficiency in additional languages

	1st additional language	2nd additional language	3rd additional language
	%	%	%
Uses a few words and phrases	47	52	59
Uses common everyday expressions	25	27	26
Understands essentials of language	16	13	10
Has almost complete mastery of language	12	8	5
Weighted base	2881	1148	355
Unweighted base	2441	973	308

Base: Respondents in England and Wales, not in continuous full-time education who reported that they knew an additional language.
Note: Table includes the languages with an unweighted base over 100.

A little under half the respondents reported that they had a basic level of proficiency in their first additional language and only 12% had close to complete mastery. As would be expected, the level of proficiency declined with each additional language, with an increasing proportion knowing just a few words and phrases and a declining proportion understanding the essentials of the language or reporting almost complete mastery.

Table 10.6 Level of proficiency in additional specific languages

	French	German	Spanish	English	Italian
	%	%	%	%	%
Uses a few words and phrases	54	59	63	5	50
Uses common everyday expressions	29	24	26	8	33
Understands essentials of language	14	14	9	24	12
Has almost complete mastery of language	3	3	2	63	5
Weighted base	1900	742	548	330	207
Unweighted base	1682	646	461	226	183

Base: Respondents in England and Wales, not in continuous full-time education who reported that they knew an additional language.
Note: Table includes the languages with an unweighted base over 100.

The majority of respondents who had English as an additional language reported a high level of proficiency in the language. By contrast, those who had a European language as an additional language mostly had a basic level of proficiency.

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), 60% were learners and 40% were non-learners. Of those who had one additional language, 79% were learners and of those who had 2 or more foreign languages, 86% were learners.

10.3 Conclusions

For the first time in the NALS series, respondents were asked about their knowledge of foreign languages.

- Just under a tenth (9%) reported that their first language was something other than English. There were no significant differences between learners and non-learners in whether English was a first language.

- Nearly two-thirds (63%) knew at least one language in addition to their first language and 26% knew two or more languages. The additional languages known best by respondents were European languages: French, German, Spanish, English and Italian.

- Slightly less than half of respondents said they had a basic level of proficiency in their first additional language and only 12% had close to complete mastery. The level of proficiency declined with each additional language.

- The majority (63%) of those who had English as an additional language reported a high level of proficiency in the language. By contrast, those who had a European language as an additional language mostly had a basic level of proficiency (with only between 2 and 5% saying they had a high level of proficiency).

- 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), 60% were learners and 40% were non-learners. Of those who had one additional language, 79% were learners and of those who had 2 or more foreign languages, 86% were learners.

APPENDIX A PARTICIPATION IN LEARNING

NALS 2005 represents a transitional point between the traditional NALS series 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 in England and Wales derived largely from NALS may be affected by the use of the AES definitions of learning. In order to determine the extent of any differences using the NALS and AES definitions. 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 England and Wales, 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 non-formal education 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 features 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 education).

Rather than focusing on particular activities that comprise informal learning (as with formal and non-formal education), 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

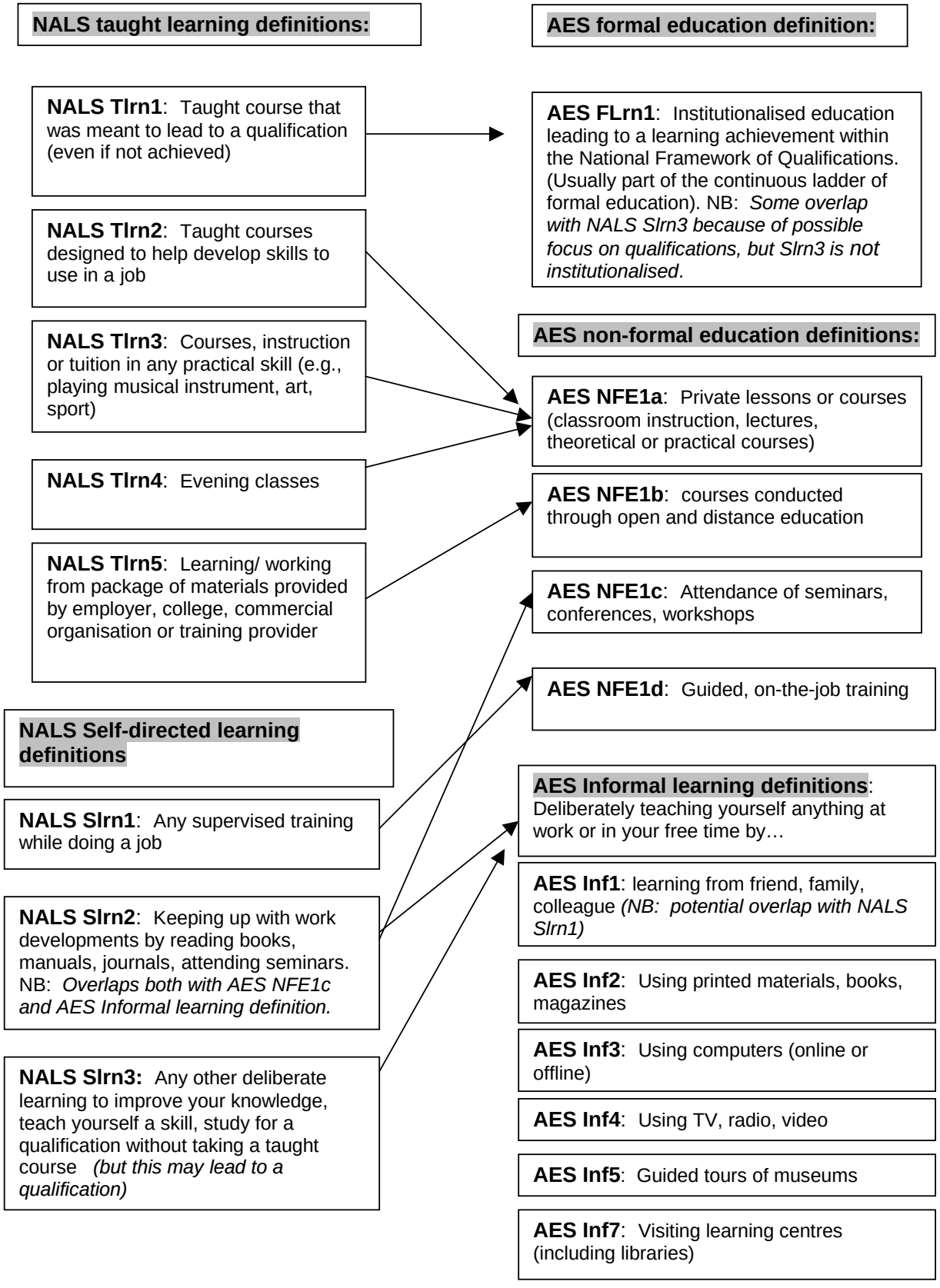


Table A.1 shows participation in learning over the previous 12 months and 3 years using both the NALS and AES definitions.

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
	%	%
Any learning	69	80
Any formal or non-formal	50	67
Any formal education	15	24
Any non-formal education	41	56
Any on the job training	20	28
Any distance	4	5
Any taught	22	34
Any non-formal but not on the job training	25	37
Any informal learning	52	56
Any self-directed	28	30
Any professional development	41	45
Any vocational	N/A	73
Any non-vocational	N/A	25
Weighted base	*3871*	*3871*
Unweighted base	*3340*	*3340*

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

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

	Participation over last 12 months	Participation over past 3 years
	%	%
Formal education only	4	6
Non-formal education only	12	15
Informal learning only	56	56
Formal and/or non-formal education only	17	24
Formal and/or informal learning only	12	15
Non-formal and/or informal learning only	60	62
Formal, non-formal and/or informal	73	80
Weighted base	*3871*	*3871*
Unweighted base	*3340*	*3340*

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

APPENDIX B LEARNING AMONG DIFFERENT GROUPS

The tables in Appendix B show learning 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

	16-19	20-29	30-39	40-49	50-59	60-69	70+	Total
	%	%	%	%	%	%	%	%
Any learning	[71]	78	73	72	65	52	32	64
Any formal education	[28]	21	19	14	11	5	3	13
Any non-formal education	[53]	48	44	42	39	25	13	37
Any on the job training	[28]	27	22	21	22	7	1	18
Any non-formal excl. on the job	[36]	28	27	26	21	19	12	23
Any informal learning	[21]	54	57	59	50	39	24	48
Any 'other' self-directed	[85]	66	70	69	70	71	79	71
Weighted base	*130*	*663*	*871*	*877*	*743*	*587*	*672*	*4542*
Unweighted base	*60*	*446*	*760*	*829*	*670*	*574*	*649*	*3988*

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

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

	Men	Women	Total
	%	%	%
Any learning	72	67	69
Any formal education	12	18	15
Any non-formal education	40	42	41
Any on the job training	21	20	20
Any non-formal excl. on the job training	23	27	25
Any informal learning	58	46	52
Any 'other' self-directed	33	23	28
Weighted base	*1911*	*1960*	*3871*
Unweighted base	*1472*	*1868*	*3340*

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

Table B.3 Percentages of ethnic groups reporting different types of learning

	White	Mixed	Asian	Black	Chinese and other	Total
	%	%	%	%	%	%
Any learning	69	[82]	59	[64]	[75]	69
Any formal education	14	[33]	16	[26]	[21]	15
Any non-formal education	42	[52]	25	[38]	[41]	41
Any on the job training	21	[29]	10	[20]	[17]	20
Any non-formal excl. on the job	25	[31]	15	[23]	[32]	25
Any informal learning	52	[71]	44	[45]	[60]	52
Any 'other' self-directed	28	[33]	27	[25]	[35]	28
Weighted base	*3447*	*39*	*196*	*94*	*91*	*3867*
Unweighted base	*3048*	*31*	*115*	*77*	*64*	*3335*

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

Table B.4 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	50	66	73	69
Any formal education	9	14	16	15
Any non-formal education	26	36	44	41
Any on the job training	10	18	23	20
Any non-formal excl. on the job	18	23	27	25
Any informal learning	38	48	55	52
Any 'other' self-directed	23	30	28	28
Weighted base	*515*	*467*	*2874*	*3856*
Unweighted base	*498*	*428*	*2400*	*3326*

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

Table B.5 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	71	62	69	51	71	69
Any formal education	15	20	14	9	15	15
Any non-formal education	42	38	40	28	43	41
Any on the job training	23	14	20	12	22	20
Any non-formal excl. on the job	25	27	25	19	26	25
Any informal learning	54	36	53	33	54	52
Any 'other' self-directed	25	17	31	21	29	28
Weighted base	*1152*	*337*	*2383*	*243*	*3156*	*3871*
Unweighted base	*897*	*378*	*2065*	*195*	*2441*	*3340*

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 (472). As with all other tables, the percentages have been calculated from the responding base.

Table B.6 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	59	73	80	88	69
Any formal education	11	17	18	21	15
Any non-formal education	34	44	48	52	41
Any on the job training	17	24	21	25	20
Any non-formal excl. on the job	20	26	31	34	25
Any informal learning	41	54	58	77	52
Any 'other' self-directed	21	28	33	44	28
Weighted base	*1901*	*821*	*334*	*744*	*3800*
Unweighted base	*1716*	*702*	*269*	*598*	*3285*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 56 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.7 Percentage of highest qualification groups reporting different types of learning

	NVQ level 5	NVQ level 4	NVQ level 3	NVQ level 2	NVQ level 1	No quals	Total
	%	%	%	%	%	%	%
Any learning	94	85	77	70	54	34	69
Any formal education	22	20	16	17	9	5	15
Any non-formal education	54	51	44	44	31	19	41
Any on the job training	28	25	22	24	15	9	20
Any non-formal excl. on the job	35	32	27	27	18	12	25
Any informal learning	84	70	59	45	36	18	52
Any 'other' self-directed	50	35	33	23	20	10	28
Weighted base	*243*	*1080*	*582*	*542*	*1084*	*326*	*3856*
Unweighted base	*218*	*899*	*493*	*461*	*950*	*310*	*3331*

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.8 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	66	83	88	69
Any formal education	14	19	23	15
Any non-formal education	39	52	50	41
Any on the job training	20	24	23	20
Any non-formal excl. on the job	23	34	33	25
Any informal learning	49	68	69	52
Any 'other' self-directed	25	40	40	28
Weighted base	*3013*	*412*	*220*	*3646*
Unweighted base	*2667*	*307*	*162*	*3136*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 226 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.9 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	66	82	85	70
Any formal education	14	20	23	15
Any non-formal education	39	48	50	41
Any on the job training	20	21	25	21
Any non-formal excl. on the job	23	33	31	25
Any informal learning	49	68	66	52
Any 'other' self-directed	25	39	40	28
Weighted base	*2950*	*291*	*399*	*3640*
Unweighted base	*2597*	*225*	*303*	*3125*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 231 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.10 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	65	81	85	70
Any formal education	13	17	23	15
Any non-formal education	38	52	48	41
Any on the job training	19	24	23	21
Any non-formal excl. on the job	23	35	30	25
Any informal learning	47	66	66	52
Any 'other' self-directed	25	37	40	28
Weighted base	*2784*	*475*	*481*	*3741*
Unweighted base	*2482*	*365*	*371*	*3218*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 130 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.11 Percentage of main current activity groups reporting different types of learning

	FT empl'ee	PT empl'ee	Self-empl'd	Un-empl'd	Looking after the family	Retired	Incap-able of work	Other	Total
	%	%	%	%	%	%	%	%	%
Any learning	81	66	80	60	44	47	38	[79]	69
Any formal education	18	16	8	17	10	5	6	[43]	15
Any non-formal education	53	44	35	31	18	22	18	[32]	41
Any on the job training	32	25	10	11	2	2	4	[10]	20
Any non-formal excl. on the job	29	24	27	25	17	20	13	[25]	25
Any informal learning	62	48	72	37	27	33	26	[51]	52
Any 'other' self-directed	29	23	41	23	22	26	20	[33]	28
Weighted base	*1791*	*542*	*337*	*162*	*353*	*396*	*184*	*105*	*3871*
Unweighted base	*1454*	*488*	*278*	*117*	*335*	*399*	*188*	*81*	*3340*

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

Table B.12 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	86	67	69	67	56	72
Any formal education	17	19	7	15	15	16
Any non-formal education	52	44	26	43	35	43
Any on the job training	28	24	6	26	17	22
Any non-formal excl. on the job	32	27	21	21	21	26
Any informal learning	75	43	60	44	30	54
Any 'other' self-directed	38	21	34	23	18	28
Weighted base	*1446*	*417*	*288*	*382*	*983*	*3515*
Unweighted base	*1247*	*353*	*236*	*322*	*826*	*2984*

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 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	79	92	88	67	64	76	57	54	50	72
Any formal education	11	17	21	17	11	30	16	8	10	16
Any non-formal education	46	57	52	44	31	47	37	32	34	43
Any OJT	24	30	28	22	17	24	20	13	17	22
Any non-formal excl. OJT	28	34	32	29	16	27	20	20	21	26
Any informal learning	68	83	79	43	50	53	29	27	26	54
Any 'other' self-directed	34	45	38	21	25	24	17	18	18	28
Weighted base	*468*	*480*	*470*	*452*	*407*	*305*	*250*	*255*	*426*	*3514*
Unweighted base	*394*	*416*	*406*	*386*	*315*	*276*	*228*	*204*	*358*	*2983*

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 Percentages of employment status groups reporting different types of learning

	Employee	Self-employed	Total
	%	%	%
Any learning	71	76	72
Any formal education	16	9	16
Any non-formal education	45	33	43
Any on the job training	24	8	22
Any non-formal excl. on the job	26	26	26
Any informal learning	52	67	54
Any 'other' self-directed	27	40	28
Weighted base	*3104*	*416*	*3520*
Unweighted base	*2642*	*347*	*2989*

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.15 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	67	74	73	71
Any formal education	16	18	15	17
Any non-formal education	40	48	48	45
Any on the job training	19	26	31	24
Any non-formal excl. on the job	25	28	24	26
Any informal learning	47	54	59	52
Any 'other' self-directed	26	27	28	27
Weighted base	*1095*	*1425*	*575*	*3095*
Unweighted base	*917*	*1239*	*478*	*2634*

Base: All respondents aged 16-69 currently employed or self-employed or who had been in paid employment in the past 10 years.
Note: 91 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.16 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	50	61	73	81	70
Any formal education	13	13	16	15	15
Any non-formal education	24	34	41	53	42
Any on the job training	9	16	21	29	21
Any non-formal excl. on the job	17	21	24	31	25
Any informal learning	32	42	55	67	53
Any 'other' self-directed	22	24	27	33	28
Weighted base	*532*	*762*	*700*	*1345*	*3339*
Unweighted base	*579*	*721*	*602*	*1053*	*2955*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 532 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.17 Percentage of benefit dependency groups reporting different types of learning

	Benefit dependent	Not benefit dependent	Total
	%	%	%
Any learning	52	74	69
Any formal education	14	15	15
Any non-formal education	28	44	41
Any on the job training	12	23	21
Any non-formal excl. on the job	18	27	25
Any informal learning	34	56	52
Any 'other' self-directed	21	30	28
Weighted base	*789*	*3033*	*3822*
Unweighted base	*781*	*2528*	*3309*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 49 respondents did not answer the question about benefits. As with all other tables, the percentages have been calculated from the responding base.

Table B.18 Percentages of respondents in different GORs reporting different types of learning

	N. East	N. West	Yorks & Humber	E. Mids	W. Mids	Eastern	London	S. East	S. West	Wales	Total
	%	%	%	%	%	%	%	%	%	%	%
Any learning	63	66	61	76	64	70	70	77	76	56	69
Any formal education	14	15	16	16	10	12	21	13	15	14	15
Any non-formal education	36	34	33	48	38	46	35	50	47	35	41
Any OJT	16	19	18	25	17	22	14	28	23	19	20
Any non-formal excl. OJT	22	19	18	30	23	30	25	28	29	23	25
Any informal learning	47	47	42	57	44	56	53	61	59	37	52
Any 'other' self-directed	21	29	20	30	29	33	29	27	32	19	28
Weighted base	*185*	*493*	*360*	*312*	*387*	*401*	*563*	*596*	*363*	*212*	*3871*
Unweighted base	*231*	*405*	*303*	*273*	*293*	*406*	*344*	*539*	*346*	*200*	*3340*

Base: All respondents aged 16-69 not in continuous full-time education.
Note: 'OJT' is on the job training.

Table B.19 Percentage of repondents in urban/rural areas reporting different types of learning

	Hamlet & isolated dwelling	Town & fringe	Urban	Village	Total
	%	%	%	%	%
Any learning	[56]	[81]	69	71	69
Any formal education	[16]	[17]	15	13	15
Any non-formal education	[52]	[59]	40	42	41
Any on the job training	[43]	[34]	21	15	20
Any non-formal excl. on the job	[41]	[38]	24	30	25
Any informal learning	[39]	[56]	51	59	52
Any 'other' self-directed	[22]	[27]	27	37	28
Weighted base	*27*	*68*	*3437*	*340*	*3871*
Unweighted base	*26*	*60*	*2945*	*309*	*3340*

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

Table B.20 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	80	75	70	64	60	70
Any formal education	14	12	13	18	18	15
Any non-formal education	49	45	44	34	33	41
Any on the job training	26	21	22	18	15	21
Any non-formal excl. on the job	30	29	26	20	21	25
Any informal learning	65	57	55	46	38	53
Any 'other' self-directed	32	30	33	25	21	28
Weighted base	*791*	*689*	*752*	*671*	*756*	*3659*
Unweighted base	*669*	*609*	*643*	*580*	*639*	*3140*

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

APPENDIX 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	20	34	27	18	39	30	28
Not interested in learning	2	13	8	8	33	23	11
Do not need to learn for my work	6	11	8	9	17	14	10
Do not see any point in education	1	1	1	4	8	6	2
Lack of time due to work	53	49	51	24	24	24	45
lack of time due to family	31	30	31	35	33	34	31
Hard to get time off work to learn	23	13	18	13	6	9	16
Lack of time due to children	15	14	15	20	17	18	15
Lack of time because care for an adult	5	4	5	7	9	8	5
Hard to pay course fees	29	14	21	29	10	18	21
Would only do learning if someone paid fees	11	5	8	9	4	6	8
Benefits would be cut if did course	2	1	2	9	3	6	2
Does not know about local learning opportunities	19	8	13	28	13	19	14
Cannot find local opportunities to learn	20	5	12	22	3	11	12
Does not know where to find out about course	9	3	6	20	4	10	7
Unsure which courses would be interesting/useful	15	9	12	22	12	16	13
Unable to find the training wanted	12	4	8	10	2	5	7
Nervous about going back to classroom	10	7	8	25	11	16	10
Does not have quals to get onto course	13	4	8	24	8	14	10
Worried about keeping up with course	10	5	8	16	8	11	8
Difficulties reading and writing	4	2	3	8	8	8	4
Difficulties with English	4	2	3	7	5	6	3
Problems with numbers	2	1	2	2	2	2	2
Too old to learn	6	6	6	17	13	15	8
Problem arranging transport to course	7	4	5	15	7	10	6
Course difficult due to health/ disability	3	2	2	5	8	7	3
Employer would not support learning	9	5	7	7	4	5	6
None apply	3	10	7	5	3	4	6
Weighted base	*1522*	*1581*	*3103*	*304*	*457*	*761*	*3864*
Unweighted base	*1291*	*1343*	*2634*	*280*	*420*	*700*	*3334*

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.

APPENDIX D FORMAL AND NON-FORMAL EDUCATION

This chapter 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 or NALS 2002 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 - Distance	Non-formal – On the job
	%	%	%	%
Business and administrative studies	17	10	21	28
Sport/ physical activity	2	16	2	1
Mathematical and computer sciences	8	3	14	5
Computer use (including internet use)	8	6	12	6
Social studies	11	4	5	4
Education and teacher training	5	4	5	8
Engineering	5	3	1	7
Modern languages and literature	5	6	7	1
Medicine and dentistry	5	2	3	3
First Aid	3	5	0	2
Architecture, building and planning	4	2	5	4
Creative arts and design	4	4	2	1
Law	2	2	1	4
Music and drama	*	4	3	0
Other subjects allied to medicine	5	1	3	4
Historical and philosophical studies	2	1	1	*
Veterinary sciences, agriculture and related subjects	*	1	2	1
Handicrafts/ arts	0	2	0	1
Self-development (e.g., parenting skills, self-awareness, etc)	1	2	2	1
Other specific answer not in codeframe	5	16	5	11
Vague or irrelevant answer	2	3	3	0
Weighted base	574	773	100	700
Unweighted base	494	665	82	569

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.
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	16	98	22	6
Professional body	9	1	17	6
Individual giving private lessons	1	0	3	17
Private training provider	6	*	16	15
Jobcentre/ club	1	0	2	0
Religious organisation	*	0	1	*
Charity or voluntary group	1	0	4	2
Community organisation	1	0	1	4
University or higher education college	27	0	6	2
Further education or tertiary college	16	*	5	9
Adult education institute	9	0	3	14
School or other educational institution	2	0	2	1
Sports club/ association	0	0	0	0
Trade Union/ Staff Association	*	0	*	0
Other specific answer	6	*	11	9
Vague or irrelevant answer	0	0	0	0
None of the above	4	*	6	14
Weighted base	549	663	518	304
Unweighted base	473	537	427	273

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 Type of qualification studied in course selected by respondent

Other vocational professional qualification	13
Key Skills/ Basic Skills	11
NVQ	11
Degree	7
Other academic professional qualification	6
City & Guilds	5
Nursing or other medical qualification not mentioned	4
Other degree level qualification	3
Higher degree	3
Other teaching qualification	3
GCSE	3
Diploma in Higher Education	2
Access to Further Education	1
GCE A Level	1
Access to Higher Education	1
Foundation degree	1
PGCE	1
BTEC/EdExcel	1
RSA/OCR qualification	1
GNVQ	1
Recognised trade apprenticeship	1
Modules	1
None of the qualifications above	22
Weighted base	*1129*
Unweighted base	*954*

Base: Respondents aged 16-69 not in cfte who had done taught learning in past 3 years and whose selected course led to a qualification.
Note: the qualification studied by less than 1% are not shown in the table.

Table D.4 Average time and money spent by taught learners over the past 12 months for formal and non-formal courses

	Taught learner
Mean number of taught courses over past 3 years	1.9 courses
Mean teaching time for taught courses over past year	80 hours
Mean self-study time for taught courses over past year	78 hours
Mean duration of taught courses over past year	11 months
Mean fees for taught courses over past year	£584
Mean amount spent on books and equipment for taught courses over past year	£106

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.5 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	17	12	11
6-9 hours	9	24	13	10
10-19 hours	12	16	20	18
20-29 hours	10	12	15	16
30-39 hours	10	9	10	6
40-49 hours	6	6	7	10
50-59 hours	4	3	2	5
60-69 hours	5	2	2	5
70 or more hours	39	12	18	20
Weighted base	*500*	*614*	*463*	*277*
Unweighted base	*431*	*492*	*384*	*250*

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.6 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	32	58	53
6-9 hours	3	3	1
10-19 hours	8	10	11
20-29 hours	6	4	10
30-39 hours	6	3	3
40-49 hours	6	2	4
50-59 hours	4	1	4
60-69 hours	4	2	1
70 or more hours	32	17	14
Weighted base	*545*	*518*	*282*
Unweighted base	*467*	*427*	*256*

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.7 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	22	63	51	25
2-3 months	17	5	11	20
4-5 months	9	3	7	6
6-9 months	14	6	10	10
10-12 months	8	3	5	5
13-18 months	9	3	4	4
19-24 months	5	2	2	3
More than 2 years	15	15	9	26
Weighted base	*575*	*707*	*526*	*361*
Unweighted base	*495*	*587*	*436*	*331*

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.8 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	47	3
Yes, employer paid some of the fees	3	*	*
No, employer paid no fees	37	31	74
No, there were no fees to pay	22	22	22
Weighted base	*548*	*522*	*290*
Unweighted base	*472*	*431*	*262*

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.9 Whether respondent or respondent's partner/family paid any fees for course

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Yes, paid all fees	60	66	76
Yes, paid some of the fees	14	9	5
No, paid no fees	22	23	16
No, there were no fees to pay	4	2	3
Weighted base	*177*	*164*	*214*
Unweighted base	*146*	*138*	*193*

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.10 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	42	50	3
Employer and respondent paid fees	5	3	4
Respondent paid all fees	27	22	65
No fees to pay	26	24	28
Weighted base	*501*	*485*	*256*
Unweighted base	*429*	*402*	*234*

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.11 Amount paid in course fees by respondent or the respondent's family/partner

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
None	9	5	3
Up to £100	28	30	51
£101 - £500	29	33	37
£501-£1000	13	19	8
More than £1000	21	14	1
Weighted base	*164*	*116*	*176*
Unweighted base	*134*	*100*	*160*

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.12 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	23	25	3
Yes, employer paid some	2	*	1
No, employer paid nothing	41	32	61
No, there were no costs to pay	33	43	36
Weighted base	*548*	*523*	*290*
Unweighted base	*474*	*432*	*262*

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 Whether respondent, partner or family paid for books and equipment

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
Yes, paid all	63	50	55
Yes, paid some	8	4	3
No, paid nothing	23	32	23
No, there were no costs to pay	7	14	19
Weighted base	*254*	*176*	*247*
Unweighted base	*214*	*143*	*227*

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 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	26	28	3
Employer and respondent shared costs	4	2	3
Respondent covered all costs	31	18	41
No costs to pay	39	53	53
Weighted base	*491*	*471*	*241*
Unweighted base	*424*	*392*	*218*

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.15 Amount paid by respondents towards books and equipment

	Formal	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%
None	11	[11]	11
Up to £100	59	[66]	78
£101 - £500	27	[19]	8
£501-£1000	3	[3]	2
More than £1000	*	[0]	1
Weighted base	*172*	*95*	*139*
Unweighted base	*143*	*82*	*127*

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.16 Uses of ICT

	Formal	On the job	Non-formal (excl. on the job) - vocational	Non-formal (excl. on the job) – non-vocational
	%	%	%	%
Only internet	4	1	2	6
Only a computer	14	21	18	10
Both internet and computer	55	18	33	17
Neither internet or computer	27	60	46	68
Weighted base	*551*	*656*	*521*	*302*
Unweighted base	*474*	*532*	*430*	*271*

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.17 Whether course was made compulsory

	Formal	On the job	Non-formal (excl. on the job) - vocational
	%	%	%
Employer made course compulsory	27	[64]	28
Professional body made course compulsory	6	[2]	9
Other person/organisation made course compulsory	1	[0]	0
Legislation made course compulsory	7	[0]	8
Other specific answer	1	[0]	0
Course not compulsory	59	[33]	55
Weighted base	*300*	*42*	*370*
Unweighted base	*246*	*33*	*290*

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.18 Employment related reasons for doing course

	Formal	Non-formal (excl. on the job) - vocational
	%	%
Get a new job	25	23
Develop my career	65	54
Change to a different type of work	24	19
Gain new skills for my job	52	59
Stay in a job that I might otherwise have lost	4	4
Get a pay-rise	19	12
Get a promotion	16	7
Get more satisfaction out of work	36	36
Set up own/family business	14	10
Help with work problems related to health/disability	2	2
None of these reasons	8	12
Weighted base	*353*	*345*
Unweighted base	*300*	*284*

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.19 Wider motivating factors for doing course

	Formal	Non-formal (excl. on the job) - vocational
	%	%
Do something interesting	21	17
To find out about the subject	18	21
Improve knowledge/ability in subject	46	51
To gain knowledge/skills useful in everyday life	25	30
Gain a certificate or qualification	37	29
Start another course	3	2
Make new friends/meet new people	4	3
Do something with my spare time	2	1
Have some fun	3	5
Keep my body active	1	2
Get involved in voluntary/community activities	2	1
Help my children with their schoolwork	2	1
Help me with health problems/disability	1	1
None of these reasons	2	2
Weighted base	*314*	*312*
Unweighted base	*267*	*253*

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.

APPENDIX 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	65	30	44	31	18
Other self-directed learning	38	23	35	24	17
Professional development or other self-directed learning	74	43	59	43	28
Weighted base	*1507*	*452*	*306*	*409*	*1096*
Unweighted base	*1307*	*388*	*251*	*352*	*958*

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	35	41	47
Other self-directed learning	26	27	28
Professional development or other self-directed learning	46	52	57
Weighted base	*1182*	*1527*	*620*
Unweighted base	*1005*	*1350*	*531*

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	29
Mathematical & computer sciences	12
Education & teacher training	11
Engineering	11
Computer use (incl. Internet)	9
Social studies	9
Architecture, building & planning	9
Law	7
Creative arts & design	7
Medicine & dentistry	6
Subjects allied to medicine not listed	5
Weighted base	*1574*
Unweighted base	*1334*

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

Note: The subject of self-directed learning to keep up to date with work developments was not asked in 2002, so comparisons with previous surveys cannot be drawn. 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)	16
Specifically work-related subject not listed	8
Mathematical & Computer sciences	7
Modern languages & literature	6
Leisure or life skills subject not listed	6
Music & drama	5
Gardening/ garden design	5
Creative arts & design	5
Historical & philosophical studies	5
Weighted base	*1175*
Unweighted base	*1001*

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	47
Learning about IT skills	21
Used word-processor / spreadsheet	20
Learning about using the Internet	19
Exchanged emails	18
Learning using on line facilities/ CD rom	8
ICT used in other way	1
Not used ICT for learning	35
Weighted base	*1077*
Unweighted base	*918*

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	10
Internet only	10
Both computer and the Internet	80
Weighted base	702
Unweighted base	579

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	38
No	62
Weighted base	*913*
Unweighted base	*753*

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	17
Maybe	6
No	77
Weighted base	*732*
Unweighted base	*646*

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	2
No	89
Weighted base	*1077*
Unweighted base	*918*

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	53
Able to do job better	50
Got more job satisfaction	38
Pay rise in existing job	15
Changed type of work	10
Set up my own/family business	8
Got a new job	7
Got a promotion	7
Stayed in my job	4
Helped with disability	3
None of the above	25
Weighted base	*513*
Unweighted base	*417*

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 Employment benefits of self-directed learning*

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's
	%	%	%	%	%	%
Developed new job skills	60	49	56	64	49	4
Able to do job better	62	46	54	57	40	34
Got more job satisfaction	52	37	36	41	30	20
Pay rise in existing job	9	14	17	19	17	13
Changed type of work	12	10	8	16	11	0
Set up my own/family business	10	5	7	16	8	0
Got a new job	10	3	9	14	7	19
Got a promotion	8	6	2	11	9	20
Stayed in my job	5	2	5	8	3	4
Helped with disability	3	4	0	6	2	0
None of the above	14	24	27	17	36	48
Weighted base	*65*	*188*	*95*	*63*	*88*	*14*
Unweighted base	*58*	*149*	*71*	*53*	*75*	*11*

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.12 Other employment related outcome resulting from changing job, moving to a new type of work or setting up a new business*

	%
Paid more	46
Travelling easier/no longer need to travel	24
Working hours more convenient	38
Work more enjoyable	58
Other	5
Weighted base	*101*
Unweighted base	*77*

Base: all respondents aged 16-69 who reported 'other' self directed learning in the 12 months, whose learning was connected to current or future paid employment and who reported having got a new job, changed type of work or set up their own/family business.
*Percentages sum to more than 100 because respondents could choose more than one reply

Table E.13 Wider benefits of self-directed learning*

	%
Improved knowledge about subject	75
Found learning interesting	74
Enjoyed it	69
Learned new skills	66
Did something useful with spare time	40
Encouraged more learning	38
Boosted confidence	33
Increased self-esteem	23
Met new people	21
Kept body active	15
Able to help child with school work	8
Helped with health disability	7
Encouraged voluntary or community activity	6
None of the above	2
Weighted base	*1077*
Unweighted base	*918*

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.14 Wider benefits of self-directed learning by current qualification*

	NVQ Level 5	NVQ Level 4	NVQ Level 3	NVQ Level 2	NVQ Level 1	No qual's
	%	%	%	%	%	%
Improved knowledge about subject	78	78	82	78	65	45
Found learning interesting	71	72	80	80	71	75
Enjoyed it	63	66	75	69	75	60
Learned new skills	67	61	73	72	67	52
Encouraged more learning	43	39	36	39	37	10
Did something useful with spare time	29	36	40	50	48	38
Boosted confidence	29	34	36	35	28	36
Increased self-esteem	21	22	28	24	21	12
Met new people	18	19	20	21	26	15
Kept body active	10	14	15	15	20	4
Able to help child with school work	7	8	8	5	9	15
Encouraged voluntary or community activity	3	8	4	8	6	0
Helped with health disability	4	6	5	5	13	5
None of the above	1	2	2	3	1	8
Weighted base	*122*	*382*	*193*	*125*	*222*	*32*
Unweighted base	*107*	*318*	*161*	*109*	*190*	*33*

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

APPENDIX F APPENDIX F 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 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. This approach identified around 18% of respondents as having 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 F.1 Percentages of respondents reporting different types of learning by whether they have a basic skills difficulty

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Any learning	59	85	80
Taught learning	44	66	62
Self-directed learning	39	71	65
Vocational learning	50	78	73
Non-vocational learning	20	26	25
Weighted base	*711*	*3161*	*3871*
Unweighted base	*595*	*2745*	*3340*

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

Table F.2 Percentage of age groups with a basic skills difficulty

	16-19 years	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70+ years	Total
	%	%	%	%	%	%	%	%
Basic skills difficulty	44	16	15	17	17	23	28%	20
No basic skills difficulty	56	84	85	83	83	77	72%	80
Weighted base	*130*	*663*	*871*	*877*	*743*	*587*	672	4543
Unweighted base	*60*	*446*	*760*	*829*	*670*	*574*	649	3989

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

Table F.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	1	5	14	17	29	45	18
No basic skills difficulty	99	95	86	83	71	55	82
Weighted base	*243*	*1080*	*582*	*542*	*1084*	*326*	*3856*
Unweighted base	*218*	*899*	*493*	*461*	*950*	*310*	*3331*

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

Table F.4 Percentage of current main activity groups with a basic skills difficulty.

	FT empl'ee	PT empl'ee	Self-empl'd	Un-empl'd	Looking after the family	Retired	Incap-able of work	Other	Total
	%	%	%	%	%	%	%	%	%
Basic skills difficulty	13	16	14	34	27	24	43	18	18
No basic skills difficulty	87	84	86	66	73	76	57	82	82
Weighted base	*1791*	*542*	*337*	*162*	*353*	*396*	*184*	*105*	*3871*
Unweighted base	*1454*	*488*	*278*	*117*	*335*	*399*	*188*	*81*	*3340*

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

Table F.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	6	10	23	20	32	17
No basic skills difficulty	94	90	77	80	68	83
Weighted base	*1446*	*417*	*288*	*382*	*983*	*3523*
Unweighted	*1247*	*353*	*236*	*322*	*826*	*2992*

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 F.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	30	21	14	10	18
No basic skills difficulty	70	79	86	90	82
Weighted base	*532*	*762*	*700*	*1345*	*3871*
Unweighted base	*579*	*721*	*602*	*1053*	*3340*

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

Table F.7 Percentage of benefits dependency groups with a basic skills difficulty

	Benefit dependent	Not Benefit dependent	Total
	%	%	%
Basic skills difficulty	27	16	18
No basic skills difficulty	73	84	82
Weighted base	*789*	*3033*	*3871*
Unweighted base	*781*	*2528*	*3340*

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

Table F.8 Percentage of respondents in different Government Office Regions (GORs) with basic a skills difficulty

	Nth East	Nth West	Yorks & Humber	E. Mids	W. Mids	Eastern	London	Sth East	Sth West	Wales	Total
	%	%	%	%	%	%	%	%	%	%	%
Basic skills difficulty	19	21	21	19	19	19	18	15	18	17	18
No basic skills difficulty	81	79	79	81	81	81	82	85	82	83	82
Weighted base	*185*	*493*	*360*	*312*	*387*	*401*	*563*	*596*	*363*	*212*	*3871*
Unweighted base	*231*	*405*	*303*	*273*	*293*	*406*	*344*	*539*	*346*	*200*	*3340*

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

Table F.9 Percentage of respondents in multiple deprivation index quartiles with a basic skills difficulty

	1st quintile (least deprived)	2nd quintile	3rd quintile	4th quintile	5th quintile (most deprived)	Total
	%	%	%	%	%	%
Basic skills difficulty	12	14	19	20	27	18
No basic skills difficulty	88	86	81	80	73	82
Weighted base	*791*	*689*	*752*	*671*	*756*	*3659*
Unweighted base	*669*	*609*	*643*	*580*	*639*	*3140*

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

Table F.10 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	33	60	56
Fairly likely	29	21	22
Not very likely	15	11	12
Not at all likely	23	8	10
Weighted base	*254*	*1626*	*1880*
Unweighted base	*184*	*1344*	*1528*

Base: respondents aged 16-69 and not in continuous full-time education who were working or planning to work in the future.

Table F.11 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	13	24	22
Fairly likely	22	31	29
Not very likely	27	27	27
Not at all likely	37	18	22
Weighted base	*697*	*3127*	*3823*
Unweighted base	*582*	*2718*	*3300*

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

Table F.12 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	30	27	27
Not interested in learning	10	8	8
Do not need to learn for my work	12	8	8
Do not see any point in education	3	1	1
Lack of time due to work	39	52	51
Lack of time due to family	29	31	31
Hard to get time off work to learn	15	18	18
Lack of time due to children	13	15	15
Lack of time because care for an adult	4	5	5
Hard to pay course fees	22	21	21
Would only do learning if someone paid fees	9	8	8
Benefits would be cut if did course	3	1	2
Does not know about local learning opportunities	17	12	13
Cannot find local opportunities to learn	17	11	12
Does not know where to find out about course	10	5	6
Unsure which courses would be interesting/useful	16	11	12
Unable to find the training wanted	9	8	8
Nervous about going back to classroom	16	7	8
Do not have quals to get onto course	17	7	8
Worried about keeping up with course	13	7	8
Difficulties reading and writing	11	2	3
Difficulties with English	11	2	3
Problems with numbers	5	1	2
Too old to learn	10	5	6
Problem arranging transport to course	8	5	5
Course difficult due to health/ disability	3	2	2
Employer would not support learning	6	7	7
None apply	7	7	7
Weighted base	*422*	*2683*	*3105*
Unweighted base	*345*	*2291*	*2636*

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

Table F.13 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	30	30	30
Not interested in learning	25	21	23
Do not need to learn for my work	15	14	14
Do not see any point in education	9	4	6
Lack of time due to work	20	26	24
Lack of time due to family	29	36	33
Hard to get time off work to learn	7	9	9
Lack of time due to children	16	19	18
Lack of time because care for an adult	8	8	8
Hard to pay course fees	16	19	18
Would only do learning if someone paid fees	6	6	6
Benefits would be cut if did course	6	6	6
Does not know about local learning opportunities	22	17	19
Cannot find local opportunities to learn	6	13	11
Does not know where to find out about course	13	9	10
Unsure which courses would be interesting/useful	17	15	16
Unable to find the training wanted	7	4	5
Nervous about going back to classroom	20	14	16
Do not have quals to get onto course	18	12	14
Worried about keeping up with course	14	9	11
Difficulties reading and writing	15	4	8
Difficulties with English	12	2	6
Problems with numbers	4	1	2
Too old to learn	17	14	15
Problem arranging transport to course	11	9	10
Course difficult due to health/ disability	9	6	7
Employer would not support learning	7	4	5
None apply	2	5	4
Weighted base	*288*	*478*	*766*
Unweighted base	*250*	*454*	*704*

Base: All non-learners aged 16-69 and not in continuous full-time education.

Table F.14 Whether non-learners would like to have done some learning by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty
	%	%
Yes definitely	16	18
Yes maybe	19	25
No	65	57
Weighted base	*283*	*478*
Unweighted base	*247*	*453*

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

Table F.15 What would encourage non-learners to learn by basic skills difficulty

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Funding	15	15	15
Advice	19	27	24
If improved job chances	6	10	8
Learning available in right places	4	3	4
Learning available at right times	12	8	10
Help with health/disability	13	3	7
Time off to learn	7	12	10
Learning relevant to needs	7	12	10
Childcare	6	11	9
Help with literacy/English	10	13	12
Learning at work	11	9	9
Care for dependents	3	4	4
Other	2	2	2
Weighted base	*284*	*478*	*762*
Unweighted base	*248*	*454*	*702*

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

Table F.16 Percentage of respondents who are current computer users by basic skills needs

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Current computer user	47	76	70
Not current user	53	24	30
Weighted base	*901*	*3642*	*4543*
Unweighted base	*780*	*3209*	*3989*

Base: all respondents

Table F.17 Percentage of respondents who are current internet users by basic skills needs

	Basic skills difficulty	No basic skills difficulty	Total
	%	%	%
Current computer user	41	72	66
Not current user	59	28	34
Weighted base	*901*	*3642*	*4543*
Unweighted base	*780*	*3209*	*3989*

Base: all respondents

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