LSC LONDON NORTH
2001 SKILLS SURVEY REPORT

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Learning+Skills Council
London North

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C O N T E N T S

EXECUTIVE SUMMARY

ABOUT THIS SURVEY

This report presents the findings of a skills survey conducted by Boston Marketing Group on behalf of the Learning and Skills Council London North. Our objective was to identify skill needs within the LSC London North area and to highlight issues surrounding barriers to learning. In compiling this survey, 2103 individuals reflecting the cross-section of the population of the area were interviewed.

KEY FINDINGS

Commuting Pattern

Although North London has often been seen as a residential area it does draw in labour from outside with just under half (46%) of the respondents working and living outside the area.

❑ *54% of the employed workforce* worked and lived in the LSC London North area.

❑ *Three out of four of the LSC London North boroughs* had over half of their workforce working and living in the area.

❑ *53% of those commuting into the area were highly skilled (level 4 and above qualifications).*

Labour Market Activity

One distinctive aspect of this research was the variation between the *economic status* and *ethnicity, level of qualifications and age of the respondents.*

❑ *The longer a person had been unemployed the more likely they were to have no or low level qualifications.* Over half (52%) of the respondents who had no qualifications had been unemployed for more than 6 months compared to 33% of those with qualifications.

❑ *Personal problems such as poor health and disability were found to contribute to long-term unemployment.* 75% of those suffering long-term unemployment were found to have personal health problems.

❑ *Respondents in low-level occupations such as skilled trades and elementary occupations were found to have suffered long term unemployment.*

- **Black respondents were also more likely to have been unemployed for a longer period** compared to the other ethnic groups.

- **Unemployment was slightly higher in Haringey and Waltham Forest** compared to the other boroughs. 47% of the unemployed residents in Haringey and Waltham Forest had been unemployed for more than 6 months compared to 24% in Barnet and 44% in Enfield.

Qualifications

Qualification levels in all studies of this nature have always played a key role in identifying the skill needs of an area. This area of the research set out to identify the growth in qualification levels amongst the LSC London North population. Findings were that;

- **17% of the respondents had no qualifications**.

- **"City and Guilds Vocational certificate"** was the most widely held qualification.

- **The borough with the most highly qualified employed workforce was Haringey**, over half (51%) of it's employed workforce had level 4 and above qualifications. The least highly qualified could be found in the borough of Enfield with only 31% of it's employed workforce qualified to level 4 and above.

- **Employed respondents were also more likely to have qualifications and for these to be higher than unemployed or inactive respondents**. 41% of the employed workforce had level 4 and above qualifications compared to 20% for the unemployed and 11% for the inactive.

Skills

In exploring the skill levels of the respondents, it was found that:

- Most had rated themselves quite high in all the skills that they were asked about. **Ratings for basic skills (literacy and numeracy) were especially high** with 70% giving intermediate and advanced skill ratings (i.e. nearly always or always doing a particular skill effectively).

- **The lowest ratings overall were in Computing/IT**, this skill had an overall mean rating score of 3.4 compared to an average of 3.9-4.0 for all the other skills.

- **Older respondents** were more likely to **rate themselves lower in Computing/IT** compared to their younger counterparts.

- **A majority felt that having communication skills was the single most important skill** with 72% rating this skill as "essential or very important".

Learning

Major studies of this nature have tried to explore individuals' attitudes to learning and to identify ways in which to make learning more attractive. Findings of this survey showed that:

❏ ***Most respondents saw flexible learning as a more attractive option*** compared to all the other methods that were explored.

❏ ***Highly qualified respondents were more positive about learning*** compared to those who had low or no levels of qualifications.

❏ ***A strong relationship was found between current participation in learning and attitudes to learning***. Respondents who were currently involved in learning had a more positive attitude to learning compared to those who were not.

❏ The ***younger the respondent the more positive they were about future learning***.

1. INTRODUCTION

This report is based on a Skills Survey conducted by Boston Marketing Group on behalf of the Learning and Skills Council London North. Our objective was to identify skill needs within the LSC London North area and to highlight issues surrounding barriers to learning. The purpose of this report is to highlight the findings of this survey with the main focus on the LSC London North boroughs; Barnet, Enfield, Waltham Forest and Haringey.

1.1 Research Objectives

The main research objectives of this study was to:

- Identify skill needs and gaps within the labour market.
- Address attitudes and barriers to learning and
- Identify transport and travel to study issues.

1.2 Methodology

The survey was based on **a pan-London street survey** of about 8,000 interviews using a 10-12 minute interview questionnaire of which the LSC London North area **sample was 2103**. The population of interest was defined as:

- Those who worked and lived in the LSC area.
- Those who worked but did not live in the LSC area and
- The unemployed and inactive population who lived in the LSC area.

Quotas that were achieved were as ff.

- Employed respondents – 48%
- Inactive respondents – 30%
- Unemployed respondents – 22%

The reason for over-sampling at the unemployment and inactive level was to target and identify the most deprived members of the community, that is those who were less likely to participate in learning.

Table 1 below shows the breakdown of the employment status of the respondents.

Table 1 – Employment status of respondents

	N	%
Employed	1012	48
Inactive	620	30
Unemployed	471	22
Total	**2103**	**100**
	N	**%**
Employed		
Self employed	90	4
Full Time (24 Hrs+per week)	653	31
Part-time (< 24Hrs per week)	188	9
Full Time student in paid employment	56	3
Part-time student in paid employment	19	1
On a Government training programme	2	-
Temporarily away from a paid job	4	-
Total	**1012**	**48**
	N	**%**
Unemployed and looking for work		
Claiming Jobseekers allowance	267	12
Looking but not claiming	204	10
Total	**471**	**22**
	N	**%**
Unemployed and not looking for work (Inactive)		
Full Time student	291	14
Part time student	14	1
Looking after children/ dependants	283	14
Early retirement	32	1
Total	**620**	**30**

Source: North London Skills Survey, 2000. Note: All respondents, unweighted data

1.3 Structure of the Report

The remainder of this report will be structured along the three main areas that this survey sought to explore which are *labour market activity, qualification* and *skills.*

The structure will be as follows:

- **Chapter 2** - **Sample Characteristics** – A description of the sample including demographics, work characteristics and borough characteristics of respondents.

- **Chapter 3** - **6 –** These sections will present the findings of the survey, which will be analysed using the weighted sample base of 1357. The weightings given to the data set reflect the characteristics of the LSC London North population as a whole. The sections will also highlight the following areas:

- **Chapter 3** - Labour Market activity

- **Chapter 4** -Qualification attainment

- **Chapter 5** –Skills issues

- **Chapter 6** - Learning issues and

- **Chapter 7** - A summary and conclusion of the main findings including highlighting issues around skill levels and qualifications.

2. SAMPLE CHARACTERISTICS

2.1 Who took Part in this Survey?

Respondents were selected to cover the age groups between 16-64 years in order to have a representative cross section of the working population. Interviewers were asked to focus on women between the ages of 16-59 and men between the ages of 16-64. The sample characteristics have been analysed using the unweighted data of 2103. The characteristics of the respondents were:

➢ **Gender** - 45% were males and 55% were females.
➢ **Age** – Most (39%) were between the ages of 16-24, 21% between 25-30, 20% between 31-40 and 12% between 41-50. Only about 7% were aged 51 and over.
➢ **Ethnicity –** Three quarters (75%) classed themselves as white with the next largest ethnic group being Asian (13%).

Detailed breakdown of the demographics of the sample can be found in the table below.

Table 2 Demographics

Demographics of survey respondents		
	N	**%**
Gender		
Male	940	45
Female	1163	55
Age		
16-24	817	39
25-30	439	21
31-40	434	20
41-50	257	12
51-60	125	6
61-64	19	1
Other	12	1
Ethnicity		
White	1590	75
Mixed	25	1
Asian	273	13
Black	181	9
Chinese/Other	34	2

Note: All respondents' unweighted data

2.2   What are the Work Characteristics of the Respondents?

The work characteristics of the respondents were classified according to the SIC (Standard Industrial Classification) and the SOC 2000(Standard Occupational Classification) major groupings. The table below illustrates the main classification groupings.

Table 3 – Industry and Occupation groupings of respondents

	N	%
Industry Grouping		
Agriculture	6	1
Construction and Mining	37	4
Manufacturing	46	5
Services	923	90
Total	**1012**	**100**
Detailed industry Grouping		
Agriculture, Hunting and Forestry	6	1
Mining and Quarrying	1	*
Manufacturing	46	4
Electricity, gas and water	5	1
Construction	36	4
Wholesale and Retail Trade; Repairs	238	23
Hotels and Restaurants	60	6
Transport, Storage and Communication	56	5
Financial Services (Banking, insurance etc.)	47	5
Real Estate, Renting etc.	115	11
Public Admin and Defence, Social Security	60	6
Education	129	13
Health and Social Work	141	14
Other Community, Social and Personal Services.	70	7
Private Households with employed persons	1	*
Other	1	*
Total	**1012**	**100**
Occupation groupings		
Managers and senior officials	72	7
Professional Occupations	141	14
Associate Prof. And Technical Occupation	131	13
Administrative and Secretarial Occupation	168	17
Skilled Trade Occupation	71	7
Personal Service Occupation	111	11
Sales and Customer Service Occupation	154	15
Process, Plant and Machine Operatives	40	4
Elementary Occupations	124	12
Total	**1012**	**100**

Note; All respondents' unweighted data

As can been seen from Table 3:

➢ ***A majority (90%) of the employed workforce worked in the services sector***: The largest sub sectors within this sector were the Wholesale and Retail Trade (23%), Health and Social work (14%) and Education (13%).

➢ The ***main three occupational groupings*** that respondents were employed in were; Administrative and Secretarial (17%), Sales and Customer Service Occupation (15%) and Professional Occupations (14%).

The ***industry sectors with the most qualified workforce*** (i.e. with level 4 and above qualifications) ***was Education***, 72% of the respondents in this sector had level 4 and above qualifications followed by 63% from Real Estate and Renting and 52% from Health and Social work.

From table 4 it can be seen that;

➢   ***A majority (89%) of the respondents held permanent contracts with only 1% of the workforce on temporary contracts.*** This result contradicts the general assumption that temporary contracts are increasingly becoming common.

➢   ***Over half of the respondents (54%) worked and lived in the LSC area.***

Table 4 – Employment Characteristics

	N	%
Employment Contract		
Permanent	905	89
Fixed Term	10	1
Temporary	46	5
Self employed	45	4
Other	6	1
Total	**1012**	**100**
Employment Area		
Work and live in LSC Area	548	54
Work in LSC Area and live in London	262	26
Work in the area and live outside London	202	20
Total	**1012**	**100**

Note: All respondents' unweighted data

## 2.3 What are the Characteristics of the LSC London North Boroughs?

The boroughs will be analysed in three areas:

➢   The LSC London North area respondents work in - which will include those who work and live in the area and commuters (i.e. those who work but do not live in the area).

➢   The employed workforce who work and live in the area and

➢   The inactive and unemployed respondents.

2.3.1 LSC London North area respondents works in

40%(407) of the total employed workforce came from Barnet, 20%(204) from Enfield, 17% (169) from Haringey and 23% (232) from Waltham Forest (Fig 1).

Figure 1

Borough breakdown of the employed workforce

	Barnet	Enfield	Haringey	Waltham Forest
Respondents	407	204	169	232
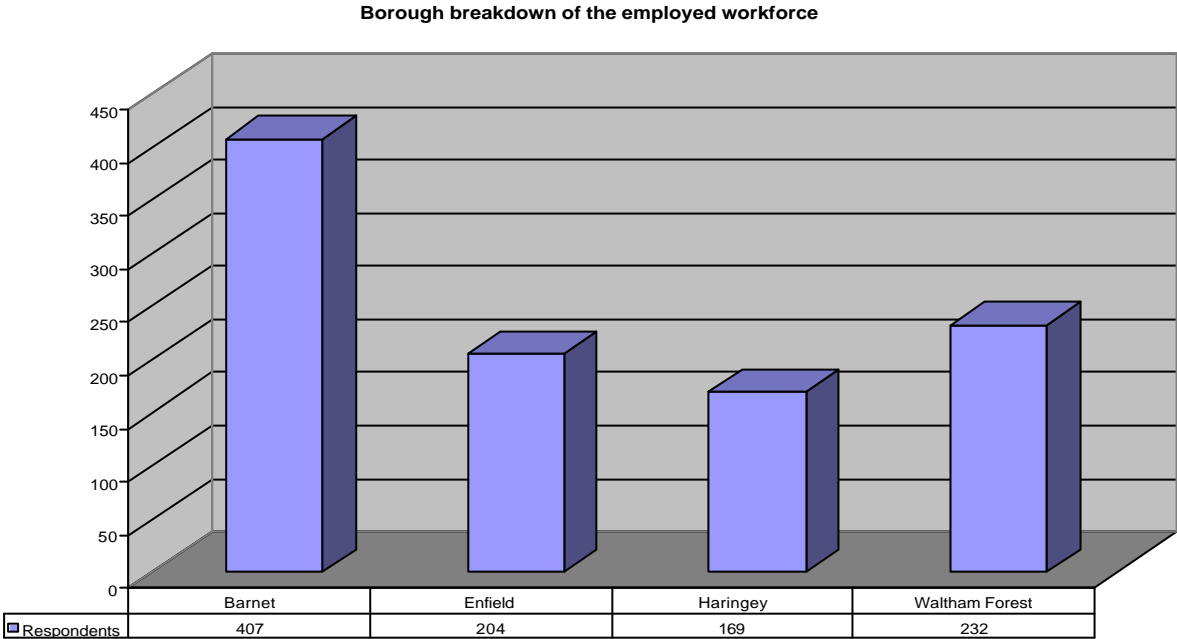
Note: unweighted data

## 2.3.2 The employed workforce who work and live in the area

Three out of four of the LSC London North boroughs have over half of their workforce living in their respective boroughs*.*

> ***Enfield was the only borough, with less than half (i.e. 40%) of its employed workforce living in the borough****.* Figure 2 shows the total number of respondents that work and live in their respective boroughs.

Figure 2

Percentage of employed workforce who work and live in the area
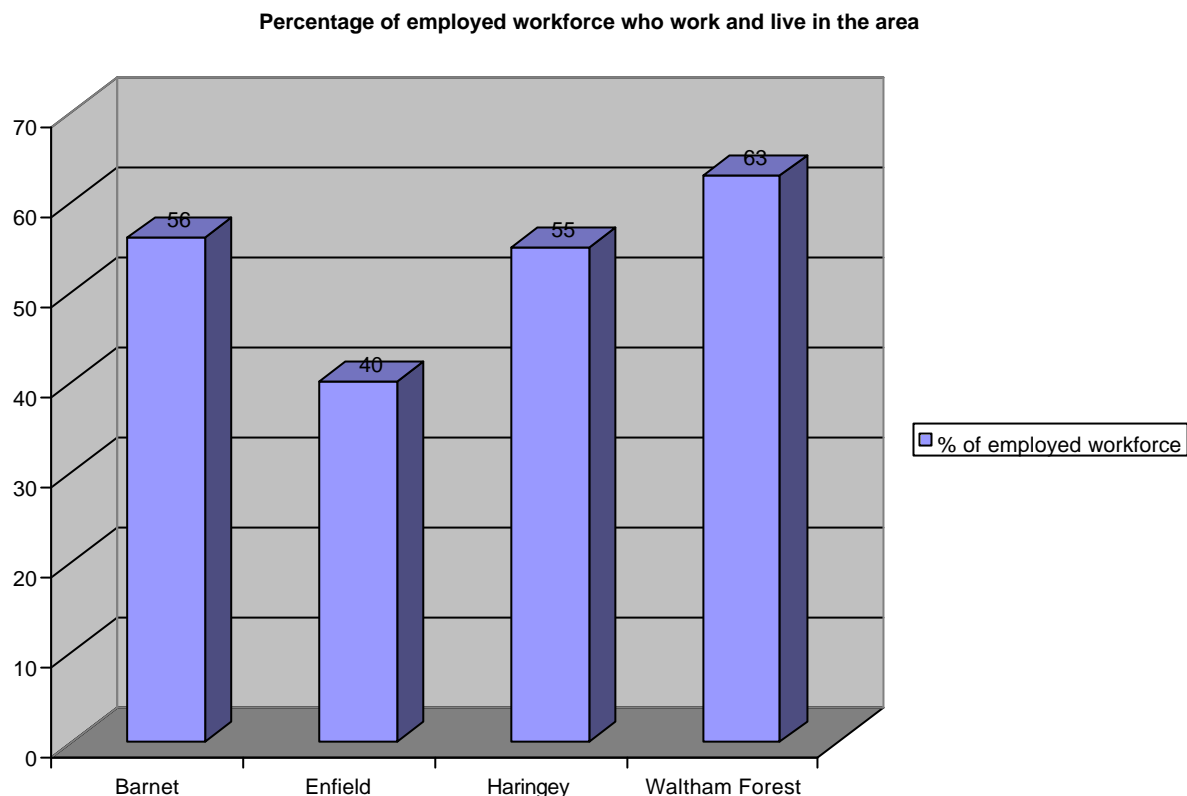
Note: Unweighted data

In analysing the commuting pattern (which in this case has been defined as those who live outside the LSC London North area) to establish whether North London was pulling in skilled labour from outside, it was found that the ***employed workforce who commuted to work in the LSC area had similar qualification levels to those who worked and lived in the area***. 52% of those who worked and lived in the area had level 3 and above qualifications compared to a figure of 53% for those who worked in the LSC area but lived outside. (Table 5)

Table 5 – Commuters level of qualifications

Qualification levels	Work and live in LSC area		Work in the LSC area but live outside area	
	N	%	N	%
Level 1	36	7%	18	4%
Level 2	149	27%	121	26%
Level 3	103	19%	113	24%
Level 4	157	29%	108	23%
Level 5	24	4%	29	6%
No NVQ equivalence	79	14%	75	16%
Total	**548**	**100**	**464**	**100**

Note: All respondents' un-weighted data

➢ 22% of those who commuted to work in the LSC London North area were either managers or in senior official positions or in Professional occupations (Table 6). A further 16% worked in the Administrative/Secretarial and Sales and Customer Service occupations.

Table 6 – Commuting pattern by occupational grouping

	Work and live in LSC area		Work in the LSC area but live outside area	
Occupation	**N**	**%**	**N**	**%**
Managers/Senior Officials	36	6%	36	8%
Professional Occupations	75	14%	66	14%
Associate Prof. and Tech	76	14%	55	12%
Administrative and Secretarial	93	17%	75	16%
Skilled Trade Occupations	32	6%	39	8%
Personal Service Occupations	64	12%	47	10%
Sales and Customer Service	80	14%	74	16%
Process, Plant and Machine Operatives	17	3%	23	5%
Elementary Occupations	75	14%	49	11%
Total	**548**	**100**	**464**	**100**

Note all respondents un-weighted data

2.3.3 Inactive and unemployed respondents

The breakdown of the unemployed and inactive respondents by borough level were as follows:

➢ 39%(426) of the total unemployed and inactive respondents lived in Barnet.

➢ 12%(133) in Enfield.

➢ 8%(190) in Haringey and

➢ 31%(342) in Waltham Forest (Fig 3.).

Figure 3

Unemployed and Inactive respondents by borough

	Barnet	Enfield	Haringey	Waltham Forest
Respondents	426	133	190	342
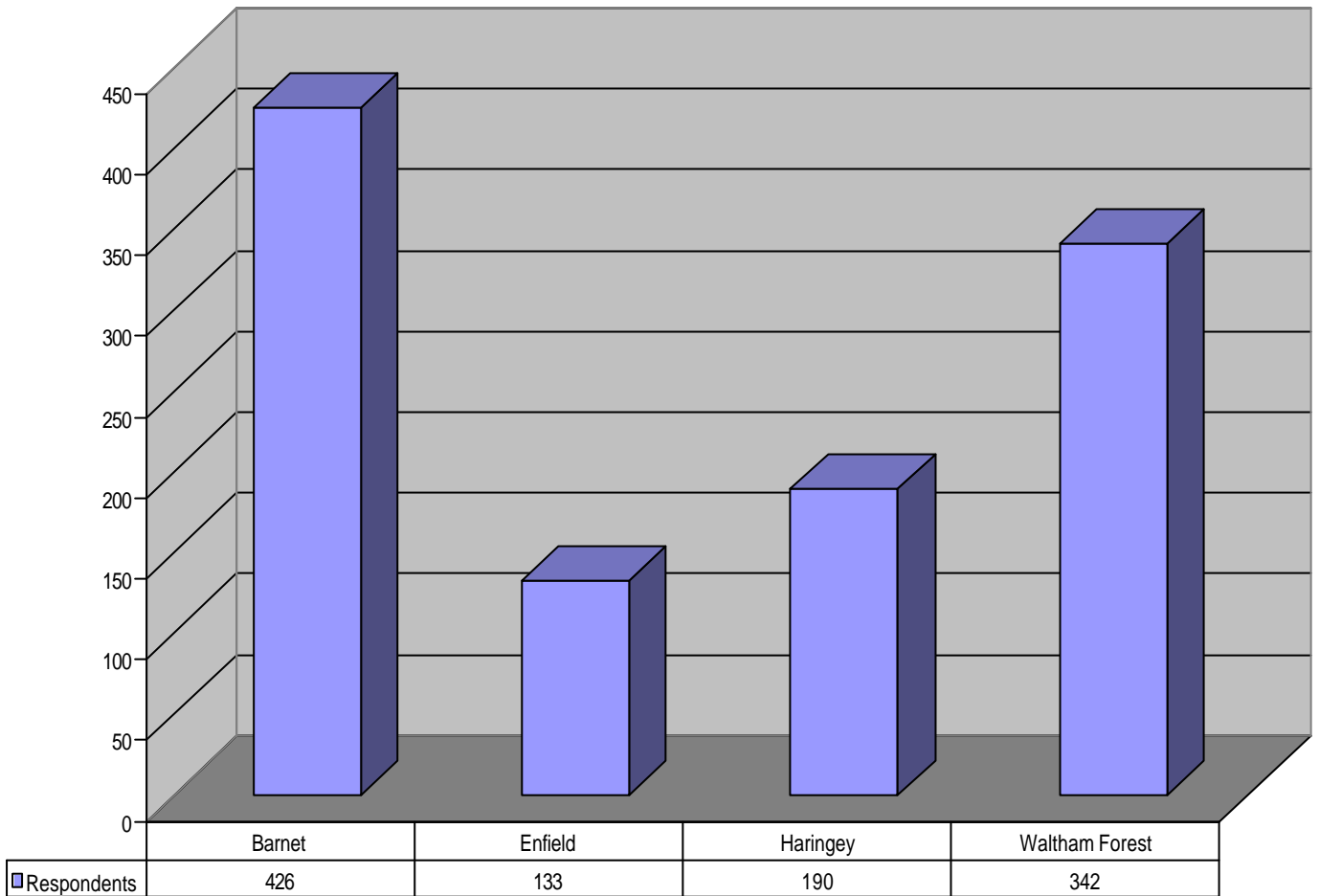
Note: unweighted data

3. LABOUR MARKET ACTIVITY

The survey sought to explore the labour market activity of respondents by focusing on areas such as:

- The employed respondents length of time in their present job and their previous job activities and
- The unemployed respondents reason for being unemployed and the average period of unemployment.

3.1 What are the Characteristics of the Employed Workforce?

The employed workforce in the LSC London North area can be described as relatively stable in terms of total staff turnover. ***Just under a quarter (23%) of the employed workforce had been in their present job for over 10 years***. Only 4% had been in their job for less than a month (Table 7).

Table 7 – Length of employment

	N	%
Less than a month	42	4
1-6 months	103	11
6months-2years	227	24
2- 5 years	229	24
5-10 years	133	14
Over 10 years	220	23
Total	**954**	**100**

Note all employed respondents' weighted data

Prior to their present job, 37% of the respondents were doing a different job for another employer, 27% were doing the same job for another employer and 17% were in further or higher education.

Mapping exercises, which were done to explore variations between respondents' characteristics and their current labour market activity, showed that;

> ***White respondents had stayed in their current job the longest***. 25% of the white respondents had been in their present job for over 10 years compared to 12% for Asians and 15% for black respondents.

➢ *Respondents in skilled trade occupations such as agriculture trades, metal trades and automotive and electrical trades, had also stayed in their current job the longest.* 37% of the respondents in this area had been in their present job for over 10 years compared to a figure of 4% in the Sales and Customer Service occupations and 7% in the Elementary occupations.

3.2 Who are the Unemployed?

Unemployed respondents in the sample were selected according to the ILO definition, where respondents had to be actively looking for work in the past 4 weeks. *42% of the unemployed respondents had been unemployed for less than 3 months. A quarter (25%) had been unemployed for more than a year.*

Table 8

	N	%
Less than a month	26	25
1-3 months	17	17
4-6 months	21	20
7-12 months	11	11
1-2 years	14	13
More than 2 years	13	12
Don't know	2	2
Total	**104**	**100**

Note all unemployed respondents, weighted data

For most of the respondents the main reason for being unemployed was the availability of jobs. Over half of the respondents (56%) cited this as the main reason with 39% specifically citing the lack of suitable jobs and a further 17% citing the lack of jobs in general. (Table9). Relatively few respondents cited personal problems and family commitments as a reason for being unemployed (8% and 2% respectively).

➢ A majority of the respondents, who cited lack of suitable jobs as a reason for being unemployed, were looking for Sales and Customer service occupations (23%) or Administrative and Secretarial occupations (20%).

➢ *Long-term unemployment was slightly higher in Haringey and Waltham Forest.* 47% of the unemployed residents in these two boroughs had been unemployed for more than 6

months compared to 24% in Barnet and 44% in Enfield. (These figures were based on very small numbers hence should be interpreted with caution, **overall Barnet came out as the borough with the least number of respondents to suffer long term unemployment**, which in this case has been defined as being unemployed for more than 6 months.). This result is consistent with the ILO unemployment rate in the Labour Force Survey (period March 99 to February 2000) where the highest unemployment rate was in Haringey (9.8%) and lowest for Barnet (5.6%). Waltham Forest had the second highest rate (7.7%) with Enfield following closely (7.5%).

Table 9 – Reasons for unemployment

	N	%
PERSONAL PROBLEMS	**8**	**8**
Poor health/ill	4	4
Disability	1	1
Too Old	2	2
Too Young	1	1
LACK OF SKILLS, QUALIFICATIONS AND EXPERIENCE	**12**	**12**
Do not have the right skills	2	2
Do not have the right qualifications	7	7
Do not have enough experience	3	3
AVAILABILITY OF JOBS	**58**	**56**
No suitable jobs available	41	39
Not enough jobs available	17	17
FAMILY COMMITMENTS	**2**	**2**
Need to look after children	2	2
Need to look after other family members/dependants	*	*
OTHER	**24**	**22**
Total	**104**	**100**

Note all unemployed respondents- weighted data

3.3 What are the Background Factors for the Long-term Unemployed?

A large number of studies have statistically associated individual background factors such as age, level of qualifications, ill health with long-term unemployment. In this survey;

➢ **Those who had personal problems such as poor health and disability were found to have been unemployed longer**: 75% of those who had personal problems were found to have been unemployed for more than 6 months compared to 33% of those who cited reasons such as lack of

skills and availability of jobs. (*Note: this is based on a relatively low sample hence should be interpreted with caution*)

➢ ***Occupation was also found to play a major part in long-term unemployment***. ***Those who were in low-level occupations such as skilled trade occupations and elementary occupations were found to have been unemployed longer compared to managers and senior officials or those in professional occupations***. 48% of the respondents in elementary occupations and 50% of those in skilled trade occupations were found to have suffered long-term unemployment (been unemployed for more than 6 months) compared to 29% of respondents in professional occupations. ***None of the managers or senior officials in the survey had been unemployed for more than 6 months***.

➢ ***It was found that participants who had been unemployed longer were more likely to have low or no qualifications.*** Over half (52%) of those with no NVQ equivalent qualifications had been unemployed for 6 months and more, compared to 36% with Level 2, 33% with Level 3 and 31% with Level 4. No respondent with NVQ level 5 equivalent qualification was found to have been unemployed for more than 6 months.

➢ ***Slight variations were also found between ethnicity and length of unemployment***. 50% of the black respondents had been unemployed for more than 6 months compared to 35% of white respondents.

➢ ***Slight variations were also found between length of unemployment and age.*** 48% of the 31-40 age group had been unemployed for 6 months or more, followed by 38% for the 41-50 age group and 33% for the 51-60 age group. This compares to a figure of 23% for the 16-24 year group and 26% for the 25-30 age group.

3.4 Summary

When variations within the local labour market were explored further. The main findings were that:

▪ ***Those with no or low level of qualifications were more likely to suffer long-term unemployment.*** Over half (55%) of the respondents who had no qualifications had been unemployed for 6 months or more compared to 33% of those with qualifications. This pattern was also evident in the 1999 Skills Survey where those with level 4 and above qualifications had an average unemployment period of 8.7 months compared to those with no qualification who had an average period of 21 months.

- ***Personal problems such as poor health and disability were also contributory factors to long term unemployment***, with 75% of those suffering personal problems being unemployed for 6 months or more.

- ***Respondents in low-level occupations such as skilled trades and elementary occupations had been unemployed longer compared to those in managerial or professional occupations***. This could be as a result of the fact that majority are also non-learners (see section 6.1). Hence the lack of motivation to learn further thereby 'multi-skilling' themselves means that this group could be left behind in a competitive job market.

- ***Black respondents had been unemployed for a longer period compared to the other ethnic groups.***

- ***Unemployment was slightly higher in Haringey and Waltham Forest.*** 47% of the unemployed respondents in these two boroughs had been unemployed for 6 months or more compared to 44% in Enfield and 24% in Barnet. This was also evident in the report " Labour Market Disadvantage and Social Exclusion within the North London LSC area, 2001" (available on request from the LSC London North Research Team). In this report, Haringey was found to have the longest unemployment period, 49% of those who were unemployed had been unemployed for six months or more.

4. QUALIFICATIONS

In order to gauge qualification attainment levels, various questions focusing on the kinds of qualifications that respondents had were asked. ***Most (82%) of the respondents had a qualification*** from school, college, university or a qualification connected with work or employment (Fig.4). ***A further 17% had no qualifications at all***.

Figure 4

Qualification Respondents have
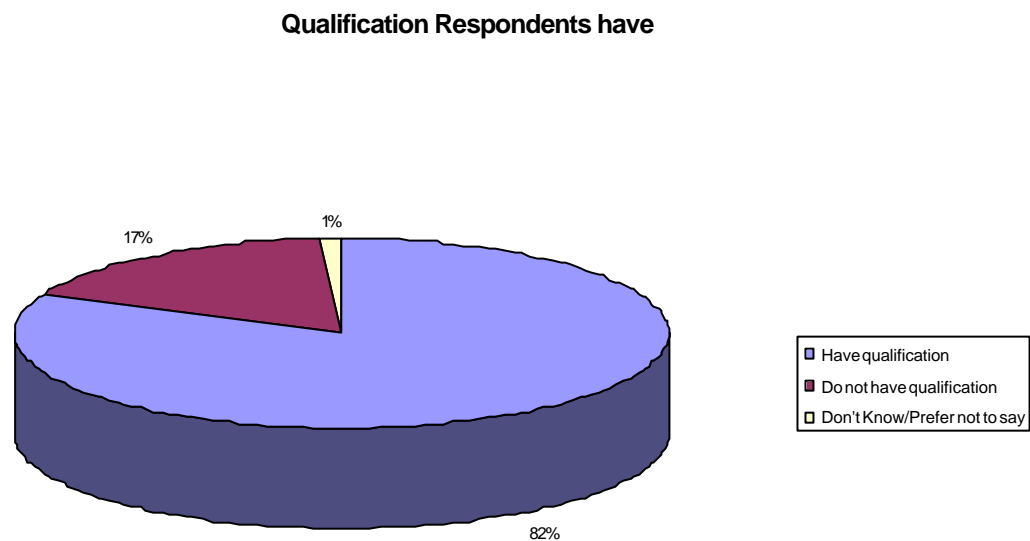
Out of the list of vocational qualifications that respondents were asked about, the most widely held qualification was the *" City and Guild Vocational Certificate"*. 15%(202) respondents reported having this qualification followed by 11 % with NVQ level qualifications and a further 8%(103) with BTEC qualifications.

4.1 Does North London have a highly qualified workforce?

The qualifications of the respondents were converted according to a nationally accepted qualification framework model, (a model that shows how qualifications relate to each other). In this framework; Level 1 NVQ qualification is equivalent to GSCE grades D-G or foundation GNVQ, Level 2 NVQ is equivalent to GCSE grades A-C or Intermediate GNVQ level, Level 3 NVQ is equivalent to A levels or an Advanced GNVQ and Level 4 and 5 are equivalent to degree level qualifications. (See Appendix for table) Using this framework it was found that;

> ➢ ***A significant number were highly qualified***. 33% had qualifications equivalent to NVQ level 4 and above and ***just under half (47%) were qualified to at least NVQ level 3***. Table 10 and Figure 5 below show the NVQ level equivalence of the respondents.

Figure 5

Percent
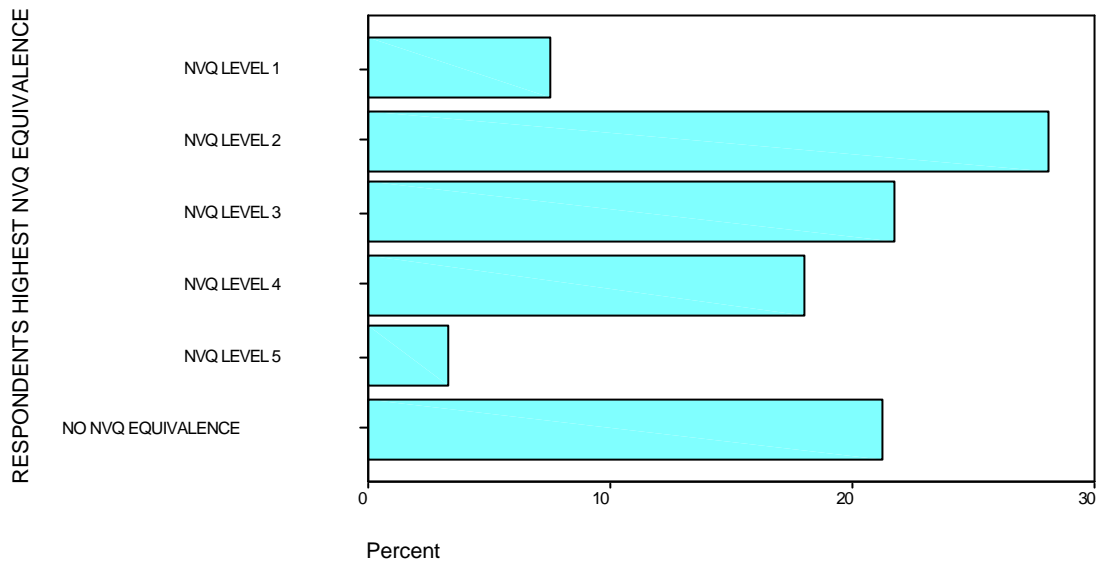
Table 10 – Respondents qualifications

Respondents highest NVQ Equivalence		
	N	%
NVQ Level 1	67	5
NVQ Level 2	330	24
NVQ Level 3	237	18
NVQ Level 4	369	27
NVQ Level 5	80	6
No NVQ Equivalence	274	20
Total	**1357**	**100**

Note all respondents, weighted data

4.2   Is Qualification Linked to Economic Status?

There was a strong indication that the qualification level of the participants of the survey was linked to their economic status. 41% of the employed workforce had Level 4 and above qualifications compared to 11% for the inactive and 20% for the unemployed respondents (See Table 11). ***A significant proportion (26%) of the unemployed respondents also had no NVQ equivalence qualifications***. Those in the inactive group were found to have the highest proportion (32%) with no NVQ equivalent qualifications. This could be as a result of the fact that just under half

(49%) of these were full time students. The table and figure below highlights the qualification distribution of respondents by economic status.

Table 11

Qualification attainment by Economic Status			
	Working	Inactive	Unemployed	Total
	%	%	%	%
Level 1	4	8	9	5
Level 2	23	28	29	25
Level 3	16	21	16	17
Level 4	34	9	16	27
Level 5	7	2	4	6
No equiv.	16	32	26	20
Base	**954**	**299**	**104**	**1357**

Note: all respondents, weighted data

Figure 6

Qualification attainment by economic status
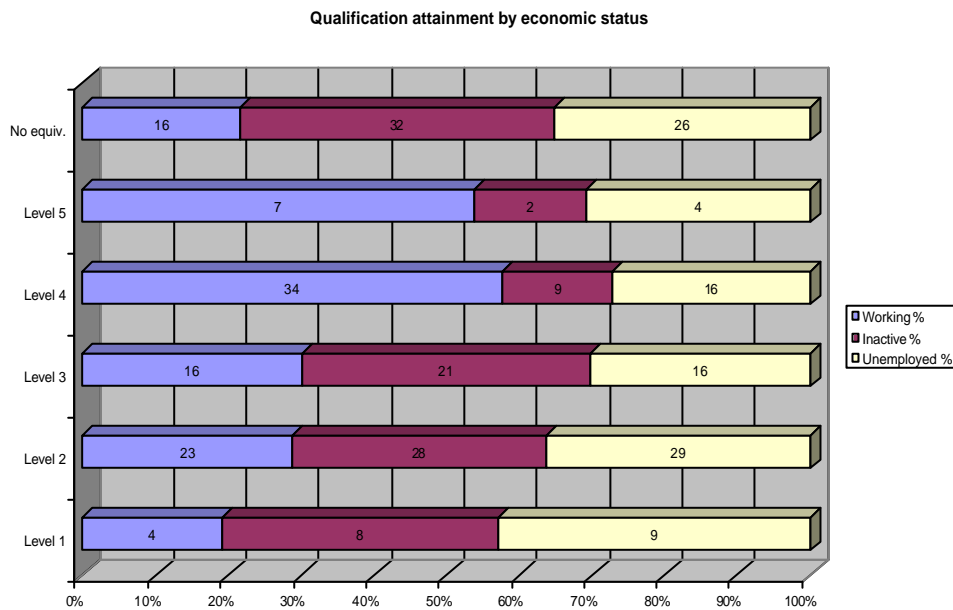
4.3 How do the LSC London North boroughs vary in relation to qualification levels?

Vocational qualifications

➢ ***The borough with the most highly qualified employed workforce was Haringey***. Over half (51%) of the employed workforce in this borough had qualifications equivalent to NVQ level 4 and above.

➢ ***The second most well qualified employed workforce came from the borough of Barnet*** with 43% of the employed workforce also having level 4 and above qualifications.

➢ ***Enfield had the least highly qualified respondents***, only 31% of it's employed workforce were qualified to level 4 or above.

➢ The ***highest proportion of respondents with no NVQ equivalents came from the borough of Waltham Forest***.

Table 10 below illustrates the qualification level by borough breakdown.

Table 10

	Borough Area respondent works in			
	Barnet	Enfield	Haringey	Waltham Forest
	%	%	%	%
Level 1	3	4	4	5
Level 2	25	29	19	18
Level 3	15	19	12	19
Level 4	36	26	42	31
Level 5	7	5	9	8
No equiv.	14	17	14	19
Total	100	100	100	100

Note: Employed respondents only, weighted data

Degree

32% of the respondents when asked said they had a degree or higher degree, out of these, 26% had a degree and 6% had a higher degree.

<u>A Levels and O-Levels</u>

When respondents were asked whether or not they had A-levels, 51% reported having no A-levels, 38% had at least 3 or less and a tiny minority (11%) had 4 or more. 51% of the respondents also reported having no 'O' levels, a further 46% had at least 5 'O' levels.

This shows the extent to which education and development has taken place outside traditional school qualifications routes.

4.4   Do Qualification Levels Vary by Demographic Characteristics?

Are females more highly qualified than males or vice versa? Are levels of qualifications higher for those in ethnic minority groups?

This section will seek to examine the qualification attainment levels by demographic characteristics such as age, sex and gender in order to answer the questions above.

<u>Ethnicity</u>
Table 11 below shows the ethnicity breakdown by qualification attainment. Small sample sizes of the Mixed and Chinese/other ethnic groups makes analysis of these figures difficult, thus one should bear this limitation in mind in the interpretation of the results below.

Respondents with a mixed race background were on average the most highly qualified, 35% had level 4 and above qualifications. Well over half (60%) also had level 3 and above qualifications. White respondents came out as the second most well qualified group (34% had Level 4 and above qualifications) followed by Asians (30% had Level 4 and above qualifications).

Table 11 – Qualifications by ethnic breakdown

Qualification attainment by ethnicity						
	White	Mixed	Asian	Black	Chinese/Other	**Total**
	%	**%**	**%**	**%**	**%**	**%**
Level 1	5	0	4	8	11	5
Level 2	25	15	19	29	17	24
Level 3	16	25	24	17	17	18
Level 4	28	15	24	23	17	27
Level 5	6	20	6	2	5	6
No equiv.	20	25	23	21	33	20
Base	**1084**	**20**	**152**	**83**	**18**	**1357**

Note: All respondents weighted data

<u>Age</u>

Over half (52%) of the respondents between the age groups of 61-64 were qualified to level 4 and above, followed by 44% in the 41-50 age group, 38% in the 31-40 age group and 34% in the 25-30 age group. ***A very high proportion (32%) of the respondents in the 51-60 age group had no NVQ equivalent qualifications*** (Table12).

Table 12 – Qualification level by age

	Qualification attainment by age					
	16-24	25-30	31-40	41-50	51-60	61-64
	%	%	%	%	%	%
Level 1	10	4	4	4	1	4
Level 2	30	25	24	22	17	20
Level 3	32	20	13	11	13	8
Level 4	12	27	30	35	32	44
Level 5	0	7	8	9	5	8
No equiv.	16	17	21	19	32	16
Base	286	213	381	259	189	25

Note: all respondents, weighted data

<u>Age/Gender</u>

No distinct variations were found between male and female respondents with an equal proportion (27%) of males and females having qualifications equivalent to NVQ level 4.

Table 13 – Qualification attainment by gender

	Qualification attainment by gender		
	Males	Females	Total
	%	%	%
Level 1	4	6	5
Level 2	23	25	24
Level 3	18	17	18
Level 4	27	27	27
Level 5	8	5	6
No equiv.	20	20	20
Base	665	692	1357

Note: All respondents, weighted data

However, when qualification levels and gender were mapped across all the age groups (Table 14)**,** a *__higher proportion (21%) of female respondents within the 25-30 age group were found to have no NVQ equivalence compared to 13% of males in that same age group__*. This pattern however reverses across the table with an increase in age, in that *__between the ages of 31-60 there were more male respondents with no NVQ equivalent qualifications compared to females__*.

Table 14- Qualification by age group and gender

		16-24 %	25-30 %	31-40 %	41-50 %	51-60 %	61-64 %
Males							
	Level 1	10	4	3	2	*	7
	Level 2	30	28	19	22	18	13
	Level 3	33	20	9	11	14	*
	Level 4	12	30	35	33	25	53
	Level 5	1	5	12	12	6	13
	No equiv.	14	13	22	20	37	14
	Total	**100**	**100**	**100**	**100**	**100**	**100**
Females							
	Level 1	10	5	4	6	3	*
	Level 2	30	22	29	22	17	30
	Level 3	30	21	15	11	11	20
	Level 4	11	23	27	38	38	30
	Level 5	1	8	6	5	3	*
	No equiv.	18	21	19	18	27	20
	Total	**100**	**100**	**100**	**100**	**100**	**100**

Note: All respondents, weighted data

4.5 Summary

In looking at the qualifications data it can be seen that whilst quite a significant proportion (33%) of respondents were highly qualified with level 4 qualifications and above, just *__under a quarter (20%) had no NVQ equivalent qualifications__* (Table 10). Certain characteristics found within the qualification data were also similar to those found in the 1999 Street Survey in that;

- ▪ *__The borough with the most highly qualified employed workforce was Haringey__* where 51% of the employed workforce had level 4 and above qualifications.

- ***Employed respondents were more likely to have qualifications and for these to be higher than the unemployed or inactive respondents*** (Table 11).

- ***A significant proportion (17%) also had no qualifications at all*** which is quite similar to the figure obtained in the 1999 survey where 19% of the respondents reported having no qualifications (*Summary Report on Learning Targets within North London, November 2000, available from London North LSC Research Team*).

Other characteristics were:

- ***The highest proportion (32%) of respondents to have no NVQ equivalent qualifications were those within the 51-60 age group***.

- ***More females were found to have no NVQ equivalence qualifications between the ages of 16-30 compared to their male counterparts with this pattern reversing as the respondents passed the age of 30***.

- ***There was a strong link found between economic status and respondents' level of qualifications***. Those who were either inactive or unemployed were more likely to have low or no qualifications compared to the employed workforce.

5. SKILLS

The following section reports on the skill levels of the respondents by borough, economic status, level of qualifications and demographic characteristics. Analysis will be based on the three main skills, **literacy**, **numeracy** and **computer/IT skills**. In interpreting these skills one should bare in mind the limitations of the methodology used in the questionnaire, whereby individual perceptions of the meaning of the various skills that they were asked to rate themselves on would vary.

5.1 What are the skill levels within North London?

In order to gauge the level of skills held by the respondents, a list of skills were read out from which respondents were asked to:

- Rate how important these skills were for the job that they did or wanted to do and;
- How effectively they were in carrying out these skills.

The skills respondents were asked about were:

- Literacy (reading and writing skills)
- Analytical skills (being able to spot problems and provide solutions to these)
- Numeracy skills (having number skills and being able to carry out calculations)
- Computer/IT skills
- Communication skills
- Teamwork skills
- Management skills and
- Initiative skills

These skills were measured on a scale of 1-5 where 1 = " Hardly do this effectively", 2 = "Sometimes do this effectively", 3= "Often do this effectively", 4="Nearly always do this effectively" and 5= "Always do this effectively".

When respondents were asked about how effectively they were in carrying out the activities relating to the above skills, *over half of the respondents (51%) had mean ratings between 3.88-5.00, that is ratings falling between "nearly always do this effectively" to "always do this effectively".* *Ratings for literacy skills were especially high with 74% of the respondents rating themselves in this way*.

Table 15 shows the breakdown of the responses. As can be seen, the average score given by respondents for all the skills were pretty high. ***The only skill that a majority of the respondents (23%) reported "hardly being able to do effectively" or "sometimes doing effectively" was Computer/IT skills***, which from Figure 7 (scaled according to the approximations of the average score below) also had the lowest, rated, mean score of 3.4.

Table 15

	Literacy	Analytical	Numeracy	Computer	Communication	Teamwork	Management
	%	%	%	%	%	%	%
Hardly	*	*	*	**9**	*	*	3
Sometimes	3	4	10	14	5	5	14
Often	23	29	30	27	23	27	30
Nearly always	45	44	40	27	37	37	31
Always	29	23	20	22	35	31	21
Don't Know/NA	*	*	*	1	*	*	1
Average Score	*4.02*	*3.86*	*3.71*	*3.42*	*4.02*	*3.95*	*3.56*
Base	**1357**	**1357**	**1357**	**1357**	**1357**	**1357**	**1357**

Note: All respondents, weighted data

Figure 7

Mean Skills Score
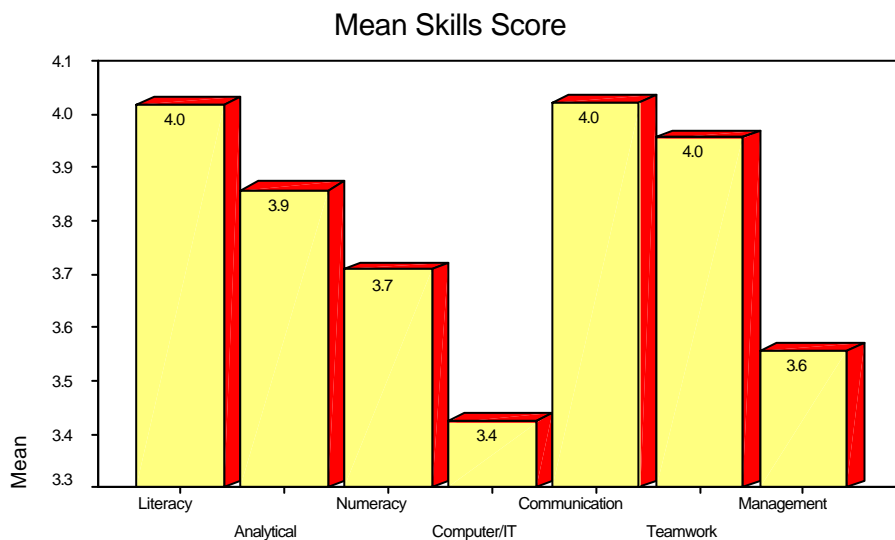
<u>5.1.1 Skills held in each Borough</u>

➢ ***The highest ratings for literacy skills*** (write or read notes, manuals, reports etc.), ***came from the borough of Barnet***, 83% of the employed workforce rated themselves as "always or nearly always doing this effectively"(4-5) in this area. The second highest ratings (79%) came from respondents in Waltham Forest, followed by 77% in Haringey and 62% in Enfield. For the inactive and unemployed respondents, Haringey had a significant proportion (76%) rating themselves the highest (4-5) followed by 74% in Waltham Forest.

Table 16 Literacy skills (employed workforce) by borough

	Literacy Skills			
	Barnet	Enfield	Haringey	Waltham Forest
	%	%	%	%
Hardly	*	*	1	*
Sometimes	*	4	3	2
Often do	17	34	19	18
Nearly always	51	41	38	38
Always do	32	21	40	42
Total	**100**	**100**	**100**	**100**

Note: Employed respondents only, weighted data

➢ ***Ratings given generally by all respondents for numeracy skills were quite high***. Over half of the employed workforce (between 51-76%) across all the four boroughs gave themselves the highest ratings (4-5). The highest rating overall came from the borough of Waltham Forest. Ratings given by the unemployed and inactive respondents were slightly lower with only 47-62% of the respondents giving ratings of 4 and 5 (Table 17).

Table 17 Numeracy skills (employed workforce) by borough

	Numeracy			
	Barnet	Enfield	Haringey	Waltham Forest
	%	%	%	%
Hardly	*	*	1	*
Sometimes	8	10	2	6
Often do	31	39	24	18
Nearly always	40	39	39	47
Always do	21	12	34	29
Total	**100**	**100**	**100**	**100**

Note: Employed respondents only, weighted data

➢ ***Ratings for Computer/IT skills (Table 18) were not as high across all the four boroughs compared to the other skills***. The highest ratings in this area came from respondents in Haringey. Over half of the respondents here (i.e. 62% of the employed workforce and 56% for

unemployed and inactive) gave themselves a rating of 4 and 5 within this skill. The lowest ratings in this area were from the employed workforce in Barnet.

**Table 18 Computer/IT (employed workforce) skills by borough**

	Computer/IT skills			
	Barnet	Enfield	Haringey	Waltham Forest
	%	%	%	%
Hardly	9	7	3	7
Sometimes	18	8	5	10
Often do	26	35	30	22
Nearly always	20	36	29	31
Always do	27	13	33	28
N/A	*	1	*	2
Total	**100**	**100**	**100**	**100**

Note: Employed respondents only, weighted data

5.1.2 Skills and Economic Status

As can be seen from the figure below ratings given for all the three main skills were generally high across all the three groups with the highest ratings coming from the working group.

Figure 8

Skills held by economic status
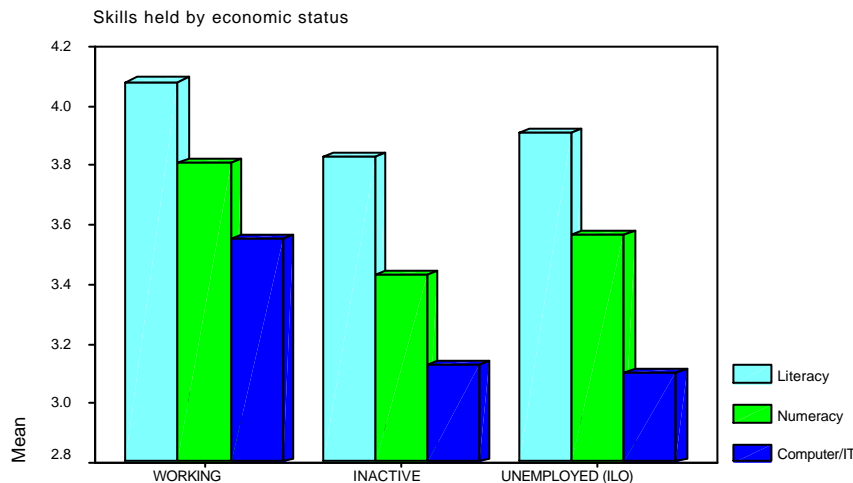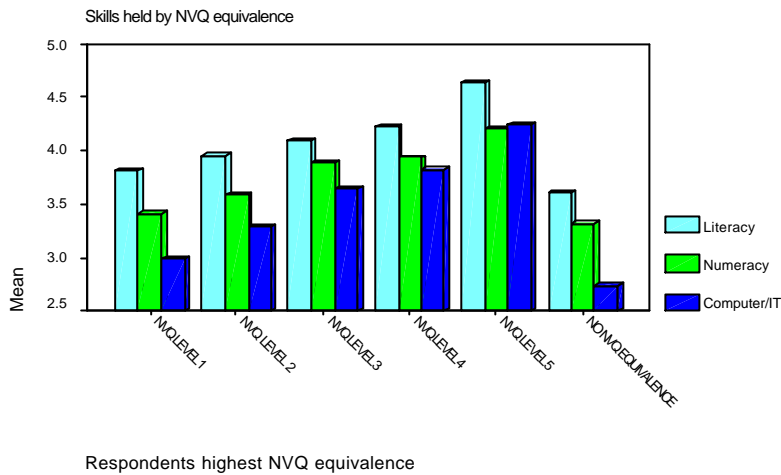
5.1.3 Skills and NVQ equivalence

The figure below shows that ***the highest average rating score came from respondents with NVQ level 5 equivalent qualifications*** with the lowest average rating coming from those with no NVQ equivalence.

Figure 9

Skills held by NVQ equivalence

Respondents highest NVQ equivalence

5.1.4 Ethnicity and Skills

The ***lowest rating across all the ethnic groups was for Computer/IT skills***. 16% of mixed race respondents said they could hardly use the computer effectively followed by 12% for Asians, 12% for Black respondents and 8% for white respondents. This can also be seen from the figure below where all the ethnic origin groups had rated themselves lower in computing (all the mean scores are lower in this case) compared to the other two skills.

Figure10

Skills held by ethnic origin

Ethnicity
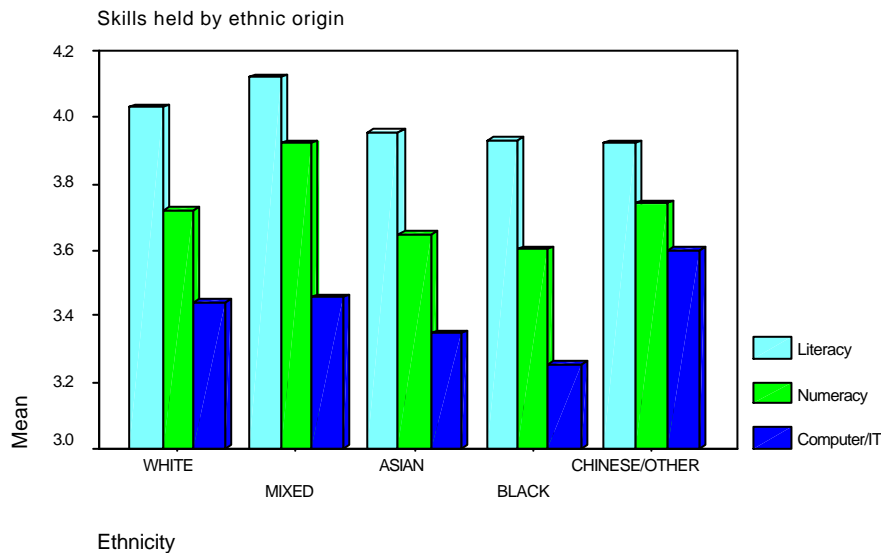
5.1.5 Gender and Skills

➢ ***64% of the male respondents were found to have rated themselves higher in numeracy skills (mean score of 3.8) compared to 57%(mean score of 3.6) for female respondents.***

> *Over half (52%) of the male respondents rated themselves higher (i.e. nearly always or always) in computing skills compared to a figure of 46% for females* (see figure below where the mean scores for males are much higher than for females)

Figure11

Skills held by gender
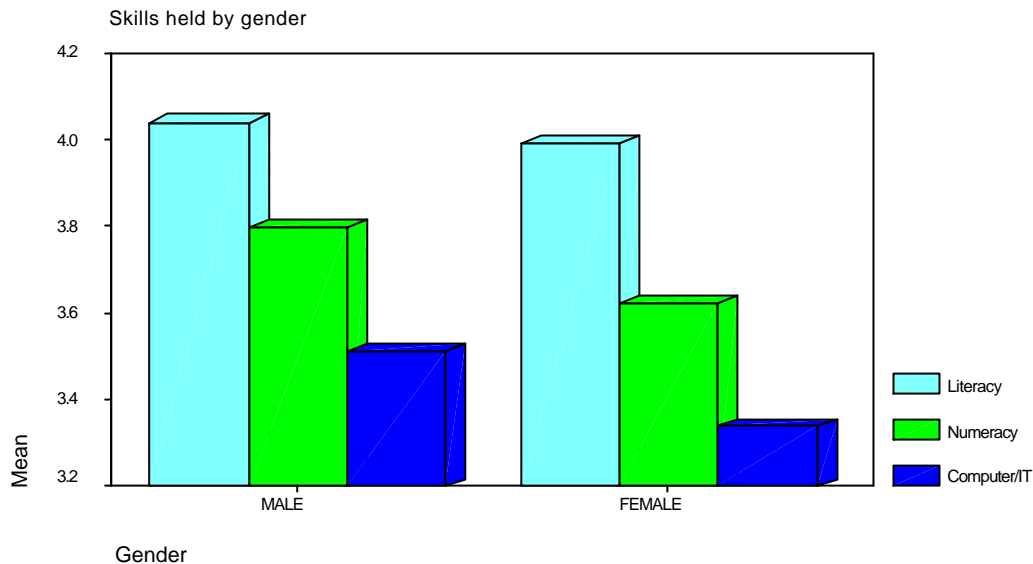
5.1.6 Age and Skills

> There were no distinct patterns found between the different age groups in relation to the ratings given by the respondents for **literacy** skills.

> The age group to give the highest rating for **numeracy skills** were those between the ages of 61-64. 71% of the respondents in this age group rated themselves as "nearly always/always effective" in this area.

> Variations within the age group in relation to **computer/PC** skills were quite interesting, *older respondents rated themselves lower in this area compared to their younger counterparts.* 21% of respondents between the ages of 61-64 stated that they could hardly use the PC effectively followed by 16% in the 51-60 age group. This compares to a figure of 4% in the 16-24 year group, and 5% in the 25-30 age group (Table 19). As can be seen from the figure below the lowest mean ratings for computer/IT skills came from the older group (41-64 age group) with a mean score between 2.8-3.4.
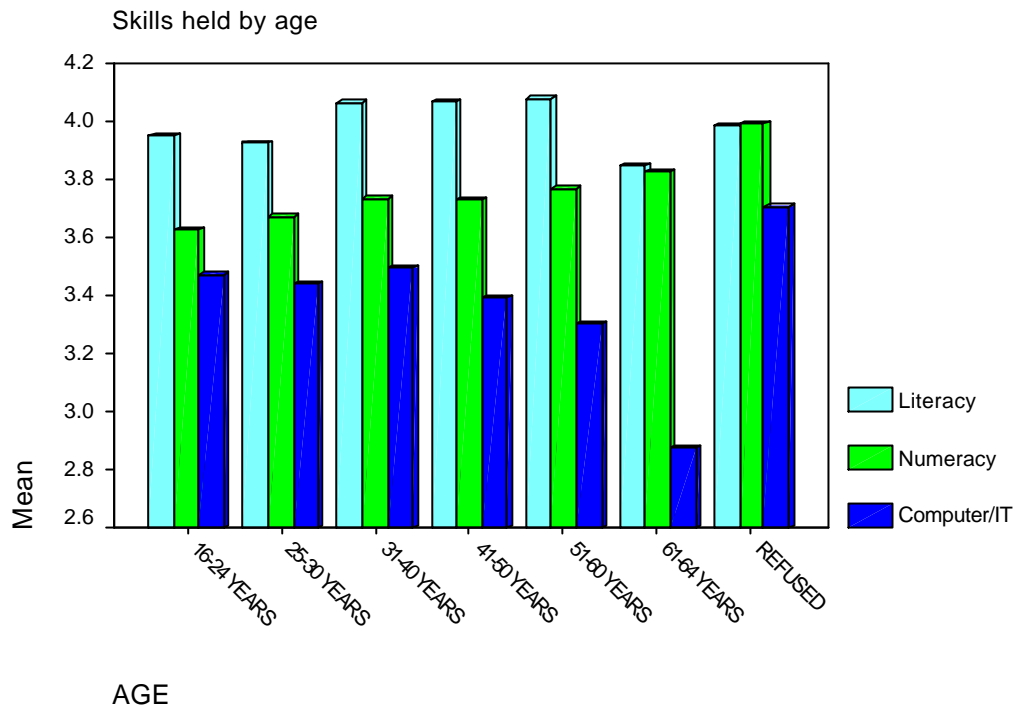
Figure 12

Skills held by age

Table 19 – Computing skills by age group

	Computing/IT skills					
	16-24	**25-30**	**31-40**	**41-50**	**51-60**	**61-64**
	%	%	%	%	%	%
Hardly	4	5	8	12	16	21
Sometimes	13	13	15	12	16	8
Often do	33	30	25	28	19	46
Nearly always	32	36	26	22	22	17
Always do	18	16	25	25	25	8
N/A	*	*	1	1	2	*
Total	**100**	**100**	**100**	**100**	**100**	**100**

Note: All respondents, weighted data

5.2   The Importance of skills

What kind of skills do the respondents of the survey think are important?

Respondents were asked about how important the above skills were for their job and if unemployed for the job that they wanted to do. The skills were again measured on a scale of 1-5 where 1=Not at all important, 2=Not very important, 3=Fairly important, 4=Very important and 5=Essential.

Overall, ***ratings given across all the skills were quite high*** with over half of the respondents (53%) having a mean rating of between 3.75-5.0. ***The skill to be given the highest overall rating was***

Communication skills with a mean score of 4.1, followed by Teamwork (4.0). The table and graph below shows the breakdown and average scores for each of the skills that the respondents were asked about.

Table 20 – Ratings on importance of skills

	Literacy	Analytical	Numeracy	Computer	Communication	Teamwork	Management
	%	%	%	%	%	%	%
Essential(5)	20	20	17	17	33	28	17
Very Important(4)	46	42	38	30	39	40	31
Fairly Important(3)	27	30	31	25	21	24	32
Not Very Important(2)	4	5	11	16	4	5	14
Not at all important(1)	1	*	1	10	*	*	4
Don't Know/NA	2	3	2	2	3	3	2
Average Score	*3.9*	*3.8*	*3.7*	*3.4*	*4.1*	*4.0*	*3.5*
Base	**1357**	**1357**	**1357**	**1357**	**1357**	**1357**	**1357**

Note: All respondents weighted data

Figure 13

The Importance of Skills - Mean Score
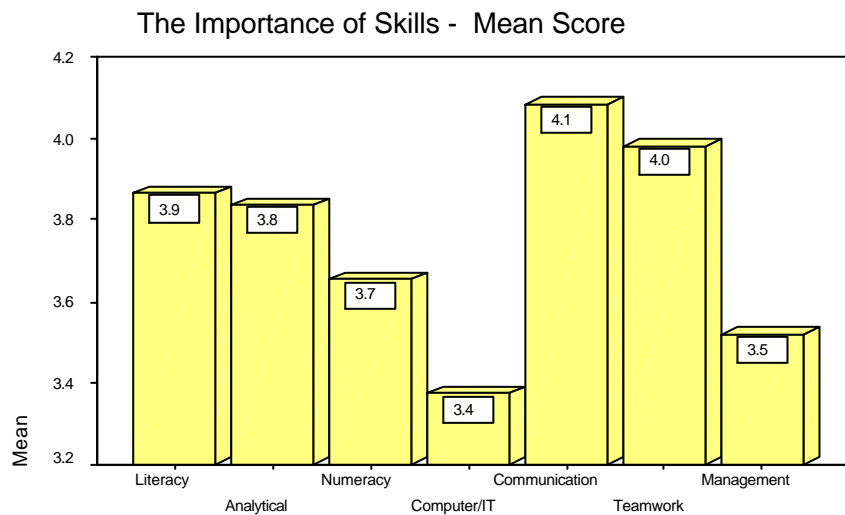
5.3 Computer Usage

Respondents were also asked about their usage of computers and the different situations in which they used computers for. ***Over half of the respondents (59%) used their computers for word processing, spreadsheets and communication*. *Just over a quarter 26%, did not use a computer at all***. When respondents were also given a list of ways in which they would regularly use computers, a significant proportion (42%, that is 729 respondents) said they used it at home for domestic purposes. Figure 14 below shows the different ways in which respondents said they would use computers for.

Figure 14

Respondents usage of computers
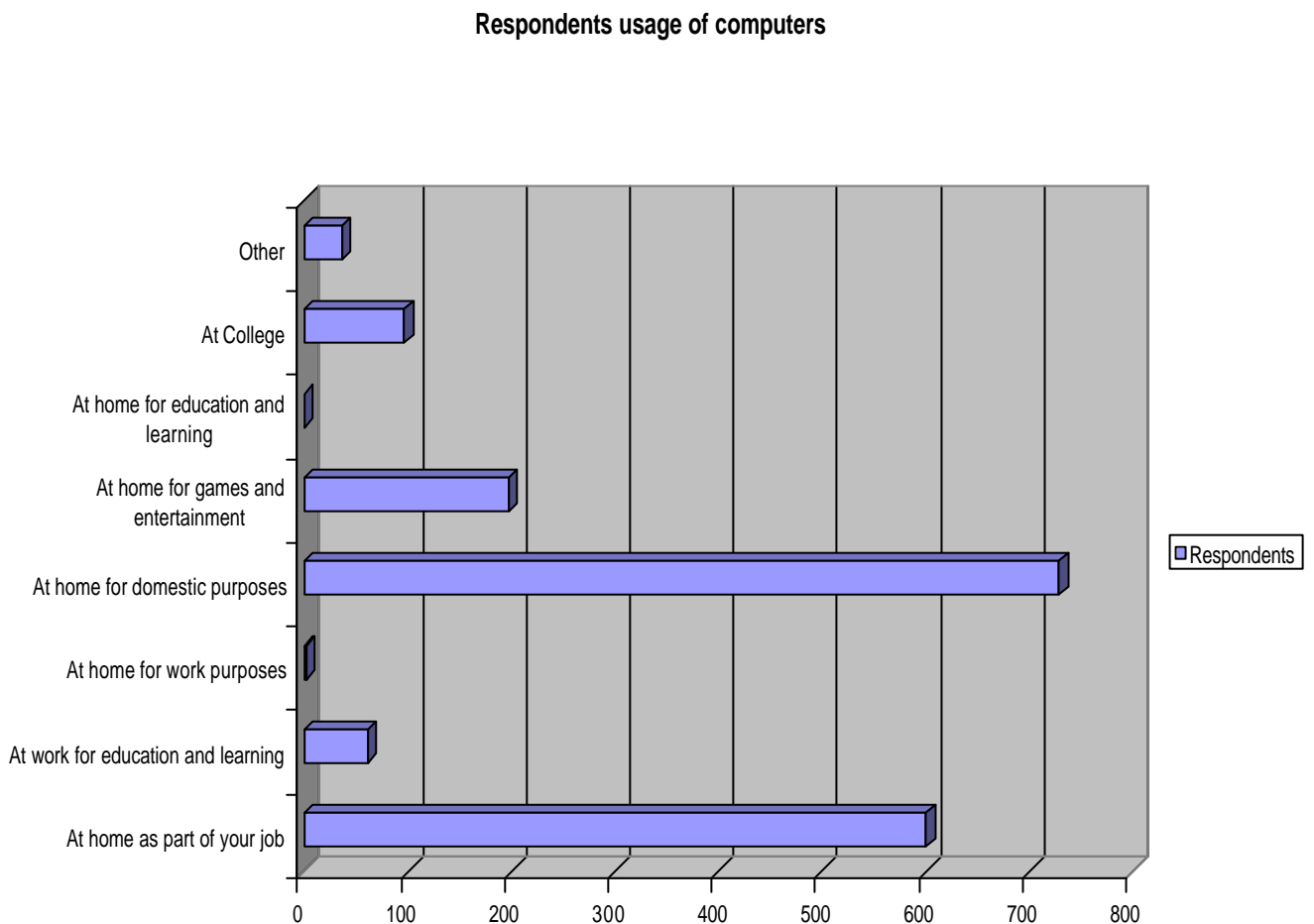
5.4 Summary

- As can be seen from the above data, ***ratings given for the basic skills (i.e. Literacy and numeracy) were quite high*** especially in numeracy skills where over 70% of the respondents gave ratings of "nearly and always doing this effectively". The lowest ratings overall were within the Computer/IT area, 9 % of the respondents reported not being able to use the PC effectively.

- ***Older respondents were more likely to give themselves low ratings in Computer/IT compared to their younger counterparts**. This is possibly due to this group having much less exposure to technology as a result of the fact that twenty years go, workers would have had little contact with IT equipment on a day to day basis compared to now.*

- ***Computer/IT skills were seen as relatively the least important, with 10% of the respondents stating that this was not at all important**. Comparatively, **communication skills were seen by most respondents as the most important** with 72% rating this as* "essential or very important". This was similar to the findings in the 1999 Street Survey where 75% of the respondents rated Communication as the most important skill with 14% also stating that having computing/IT skills were not at all important.

There is a limitation as to the level in which the above analysis can be extrapolated this is because the importance of a skill for one respondent would differ from another depending on their occupational groupings. As a result of this, a particular respondent could rate a skill as not important only because it is not important for the kind of job that they are doing or seeking. This could also be the reason why most of the respondents were not that skilled in Computing/IT as some of these might have jobs associated with low IT requirements (for example bus drivers and waitresses).

6. LEARNING

Introduction

What are the current learning trends?

The market and demand for learning is changing. Students have been thought to demand flexible, targeted and accessible learning methods, potentially altering education's traditional role. Studies have been done to identify and challenge the way learning is provided and providers of learning have been challenged to evaluate the traditional delivery of learning. ***Technology is also being used to influence the delivery of learning.***

This section will explore the learning activities that respondents were involved in, including their current, recent and future learning. Certain attitudinal questions were also asked to gauge respondents' attitudes toward learning.

6.1 Current Learning

What is the current demand for learning?

Demand for learning was found to vary on a number of factors. ***Overall, 77% of the participants were found to have undertaken some form of learning in the past 12 months***. The likelihood of an individual participating in some form of learning was found to vary according to the stage of life that individual was in such as the economic status, employment status, qualification status and occupation status. Table 21 below shows the differences between learners and non-learners.

Economic Status

> ***Employed respondents were more likely to have undertaken some form of learning in the past 12 months compared to the unemployed.*** 78% of the employed workforce was found to have undertaken in some form of learning compared to 67% of the unemployed.

Employment Status

> There were no apparent differences in this area other than the fact that only 72% of the participants who were employed part time were found to be have been involved in some form of learning in the past 12 months compared to ***79% of those who were self employed and employed full time***. This relatively high level of learning found in the self-employed discounts the idea that this group traditionally neglect learning opportunities.

Occupation

Those in high-level occupations were more likely to have participated in some learning compared to those in low-level occupations. Only 8% of those who were in Professional Occupations were found to be non-learners compared to 40% of those in Elementary Occupations.

Qualifications

Overall the ***strongest link was found between the level of qualification and learning***. The ratio of learners to non-learners was found to increase with qualification level. ***Those with no or low-level qualifications were least likely to have participated in some form of learning compared to the highly qualified***. Just under half (41%) of respondents with no qualifications were found not to have participated in some form of learning during the past 12 months compared to only 5% of those with Level 5 qualifications. (Table 21)

Table 21 – Respondents participating in learning during the past 12 moths

	Non-Learners %	Learners %
All	**23**	**77**
Economic Status		
Working	22	78
Inactive	25	75
Unemployed	33	67
Employment Status		
Self Employed	21	79
Employed - Full Time	21	79
Employed - Part Time	28	72
Occupation		
Managers & Senior Officials	20	80
Professional Occupations	8	92
Associate Professional & Technical Occupations	18	82
Administrative and Secretarial Occupations	22	78
Skilled Trade Occupations	35	65
Personal Service Occupations	29	71
Sales and Customer Service Occupations	19	81
Process,Plant and Machine Operatives	31	69
Elementary Occupations	40	60
Qualifications		
No NVQ Equivalence	41	59
Level 1	24	76
Level 2	25	75
Level 3	17	81
Level 4	16	84
Level 5	5	95

Note: All respondents weighted data

Almost half of the respondents (48%) who had been involved in taught learning during the past 12 months were in courses to help "develop their skills". An equal proportion also stated that their employers paid for their learning activity. The largest number (16%) who were involved in taught learning were studying courses relating to Computer/IT, with a further 15% in Professional Development courses. Most of the taught learning activities that respondents (54% were involved in this kind of learning activity) were involved in did not lead to any qualification. ***A majority of the learning activity-taking place were work based (39%).***

6.2 Attitudes to Learning

A significant proportion of the respondents had a positive attitude to learning. 36% of the respondents said they would continue learning and 12% said they were "certain to start some learning". *15% had no interest at all in further learning and stated that they were "unlikely or definitely not starting any learning*".

6.2.1 Attitudes towards learning by age

In order to gauge whether attitudes to learning varied across the age group, different age groups were mapped with attitudinal measures. *The 16-24 years age group were more positive about learning*, 61% of the respondents in this age group (55% of these were working) said they would continue with some learning or were certain to start some new learning compared to *an average of 44% across all the other age groups*. (Annex 1)

6.2.2 Attitudes towards learning by occupation

Respondents within the professional occupations had a more positive attitude towards learning compared to those from other occupational groupings. Over half (52%) of these respondents said they would continue with some learning compared to a figure of 10% of those in the process, plant and machine operatives occupation (Annex 1).

6.2.3 Attitudes towards learning by NVQ equivalence

In order to gauge attitudes to learning amongst qualified respondents, the attitudinal measures were mapped across the NVQ equivalence of the respondents. *The highest proportion found to be more positive towards learning were those with level 5 qualifications*, 69% of these said they would continue or start some new learning compared to 37% of those with Level 1 and 43% of those with level 2 qualifications. The higher the respondents' qualification the more positive they were about future learning (See Annex 1).

6.3 Barriers to Learning

Are there any barriers to learning and if so, what are they?

One of the aims of this survey was to highlight possible barriers to learning. In order to do this, respondents were given a list of reasons and asked to choose which of the reasons given would prevent them from taking part in any future learning *The most common barrier was "lack of time"*. 140 (10% of the respondents) cited this reason. Financial pressures were the second most common reason, 5% cited cost and the fact that they could not afford to. *Surprisingly 71% stated that nothing was preventing them from learning*. (Fig.15 and Table 22)

Table 22 Barriers to Learning

	N	%
Cost/ cannot afford to	72	5
Do not have the right qualifications	2	*
Too Nervous	1	*
Have to look after children	59	4
Other family commitments	25	2
Lack / cost of transport	2	*
Do not know enough about what is available	6	1
Not able to get time off work	1	*
Lack of time	140	10
Not interested	44	3
Do not need to take part in more learning	19	2
Nothing is preventing me	962	71
Other	24	2
Total	**1357**	**100**

Note: All respondents weighted data

Figure 15

Barriers to learning
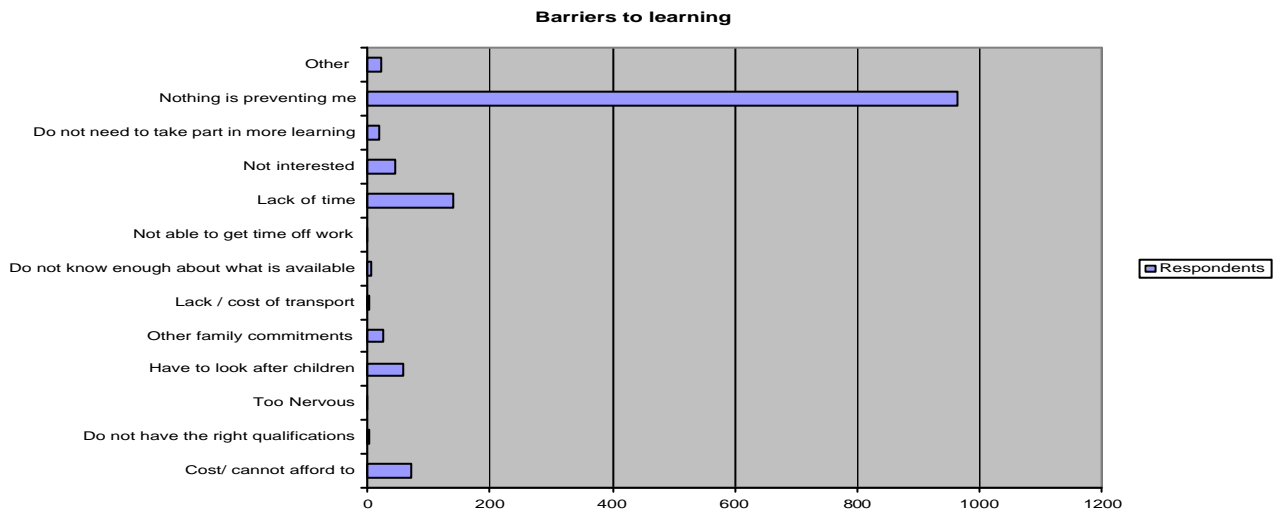
6.4 Ways of learning and acquiring new skills

Are there any substitutes for traditional learning and if so what are they?

In order to explore the different areas that could be used to substitute the traditional form of learning, respondents were also asked to rate different ways in which learning or acquiring new skills could be encouraged. Ratings were measured on a scale of 1-5 where 1= none at all and 5=A lot. The different aspects of learning that were asked were:

- Learning on line using the internet
- Distance learning
- Flexible learning (i.e. no fixed study or learning periods)
- Learning from home using paper or electronic learning
- Learning at a location close to home and
- Learning at a location close to work

Most of the respondents gave middle of the range ratings with "Flexible learning" given the highest rating of a mean score of 3.4 (Fig.16) Learning on the Internet was given the lowest rating of 2.9.

Figure 16

Ways of encouraging learning
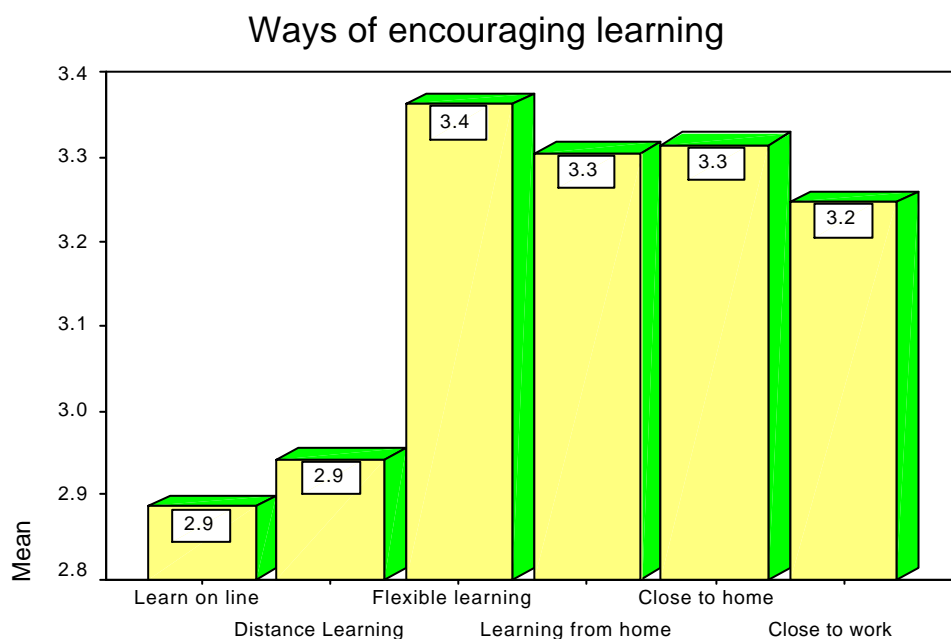
6.5 Summary

As can be seen from the findings above, quite ***a significant proportion (15%, that is 203 respondents) had no interest in learning*** and were unlikely or definitely not starting any learning in the near future. Other variations found within the data were that:

- ***Respondents who were highly qualified were more positive about learning and more likely to have participated in some form of learning in the past 12 months compared to those with no or low qualifications***. Over half (52%) of the qualified respondents were going to continue or certain to start some learning compared to 27% of those who had no qualifications. The 1999 Skills Survey also found that qualified respondents were more positive about learning compared to those with no qualifications.

- ***Quite a strong link was found between current participation in learning and attitudes to learning***. Respondents who were either currently involved in learning or had recently been involved in learning had a more positive attitude towards learning. 80% of those who were currently involved in learning were certain to continue with some learning. The longer respondents had not been in learning the least likely there were to be interested in continuing or starting.

- For the 29% who highlighted barriers we see a wide range of inter-related issues which include personal, financial and family factors with the ***major reason given for not participating in learning being lack of time*** (10% of the respondents cited this reason). Another issue worth considering would be the ***lack of demand for learning***. 71% of the respondents stated that nothing was preventing them from undertaking more learning.

- ***Learning on the Internet was the least appealing option***, which could mean that in the short to medium term demand for such courses, is likely to be weak.

7. CONCLUSION

The findings in this survey highlight a number of important issues:

- ***There was a significant link between economic status and the level of qualification;*** the longer a person had been unemployed the more likely they were to have low or no level of qualifications.

- ***Despite a significant proportion having high qualifications (level 4 and above) there was still a significant minority (17%) with no qualifications***. This figure is very similar to the 1999 Street Survey figure where 19% of the respondents were found to have no qualifications. In order for LSC London North to achieve its target of reducing this to 14.5%, it would have to tackle the lack of demand for learning by the significant minority (15%) who have no interest in learning. This leads onto other issues such as different ways in which learning could be made attractive to potential learners. It is quite evident from this research that ***most of the respondents find flexible learning an attractive option compared to learning on the internet which had been one of the main options that a wide range of people had thought would appeal to potential learners***.

- ***Older respondents were found in this survey to have been unemployed longer than their younger counterparts***. As ***most of the respondents between the ages of 41-64 were found to have very low IT skills***, their chances of being employed in the current environment where technology and the possession of IT skills plays a major part in a variety of jobs, could be difficult.

- ***Personal problems such as poor health and disability were also found to contribute to long-term unemployment***.

- ***Respondents in low-level occupations such as skilled trades and elementary occupations were also found to have been unemployed longer compared to those in managerial or professional occupations***. Since job losses have been projected for these groups (See "**Projections of occupations and qualifications 2000/2001", Labour Market Trends, August 2001**), a priority would be to encourage this group majority of which have been found to be non-learners to participate in future learning. This would enable them to increase their skills in order to make them more competitive in the job market.

Overall the strongest pattern was found between qualification and learning; ***those with no or low level of qualification were least likely to have participated in some form of learning compared to the highly qualified.*** Issues around barriers to learning were also quite similar to other reports

where ***the most common reason given by respondents was the lack of time (10%).*** One issue also worth highlighting is ***the lack of demand for learning by 71% of the participants of the survey who stated that "nothing" was preventing them from taking part in further learning***. Perhaps in order to tackle this issue one might need to consider ways and means of raising the demand for learning for this group.

References

1. Achieving Adult Learning Target in the NLTEC area (April 2000, Public Attitude Surveys).

2. A Social and Economic Assessment of the London North Learning and Skills Council (April 2001, Labour Market Solutions, Mick Feloy and David Payne).

3. Summary Report on learning Targets (November 2000, Mark Spilsbury)

ANNEX

Annex 1

Attitudes towards learning and age

	Q2 - AGE							Total
	16-24 YEARS	25-30 YEARS	31-40 YEARS	41-50 YEARS	51-60 YEARS	61-64 YEARS	REFUSED	
YES - WILL CONTINUE WITH SOME LEARNING	146	64	126	74	68	5	4	487
	51.0%	29.9%	33.2%	28.5%	36.0%	20.8%	57.1%	35.8%
YES - CERTAIN TO START SOME NEW LEARNING	28	27	38	37	24	5		159
	9.8%	12.6%	10.0%	14.2%	12.7%	20.8%		11.7%
YES - LIKELY TO START SOME NEW LEARNING	41	48	77	41	27	4	1	239
	14.3%	22.4%	20.3%	15.8%	14.3%	16.7%	14.3%	17.6%
MAY START SOME NEW LEARNING	40	37	59	42	23	3	2	206
	14.0%	17.3%	15.6%	16.2%	12.2%	12.5%	28.6%	15.2%
UNLIKELY TO START ANY NEW LEARNING	13	21	47	38	33	3		155
	4.5%	9.8%	12.4%	14.6%	17.5%	12.5%		11.4%
DEFINETELY NOT	6	5	10	16	8	3		48
	2.1%	2.3%	2.6%	6.2%	4.2%	12.5%		3.5%
DON'T KNOW	12	12	22	12	6	1		65
	4.2%	5.6%	5.8%	4.6%	3.2%	4.2%		4.8%
Total	286	214	379	260	189	24	7	1359
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Attitudes towards learning ny NVQ equivalence

	RESPONDENTS HIGHEST NVQ EQUIVALENCE						Total
	NVQ LEVEL 1	NVQ LEVEL 2	NVQ LEVEL 3	NVQ LEVEL 4	NVQ LEVEL 5	NO NVQ EQUIVALENCE	
YES - WILL CONTINUE WITH SOME LEARNING	21	107	120	142	38	58	486
	31.3%	32.3%	50.6%	38.5%	46.9%	21.2%	35.8%
YES - CERTAIN TO START SOME NEW LEARNING	4	37	19	63	18	18	159
	6.0%	11.2%	8.0%	17.1%	22.2%	6.6%	11.7%
YES - LIKELY TO START SOME NEW LEARNING	10	60	39	74	12	45	240
	14.9%	18.1%	16.5%	20.1%	14.8%	16.4%	17.7%
MAY START SOME NEW LEARNING	17	53	35	41	4	55	205
	25.4%	16.0%	14.8%	11.1%	4.9%	20.1%	15.1%
UNLIKELY TO START ANY NEW LEARNING	8	47	15	20	7	58	155
	11.9%	14.2%	6.3%	5.4%	8.6%	21.2%	11.4%
DEFINETELY NOT	2	9	2	12		24	49
	3.0%	2.7%	.8%	3.3%		8.8%	3.6%
DON'T KNOW	5	18	7	17	2	16	65
	7.5%	5.4%	3.0%	4.6%	2.5%	5.8%	4.8%
Total	67	331	237	369	81	274	1359
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Attitudes towards learning by occupation

	STANDARD OCCUPATIONAL CLASSIFICATION - 2000									
	1 - MANAGERS & SENIOR OFFICIALS	2 - PROFES SIONAL OCCUPA TIONS	3 - ASSOCIATE PROFESSIO NAL & TECHNICAL OCCUPATIO NS	4 - ADMINIST RATIVE & SECRETA RIAL OCCUPAT IONS	5 - SKILLED TRADES OCCUPATIO NS	6 - PERSONAL SERVICE OCCUPATI ONS	7 - SALES AND CUSTOME R SERVICE OCCUPATI ONS	8 - PROCESS, PLANT & MACHINE OPERATIVES	9 - ELEMEN TARY OCCUPA TIONS	Total
YES - WILL CONTINUE WITH SOME LEARNING	68	92	61	34	21	22	22	5	21	346
	36.2%	52.3%	41.8%	28.6%	24.7%	35.5%	41.5%	9.6%	27.3%	36.1%
YES - CERTAIN TO START SOME NEW LEARNING	37	24	20	21	6	7	5	6	5	131
	19.7%	13.6%	13.7%	17.6%	7.1%	11.3%	9.4%	11.5%	6.5%	13.7%
YES - LIKELY TO START SOME NEW LEARNING	12	29	34	24	18	9	6	10	16	158
	6.4%	16.5%	23.3%	20.2%	21.2%	14.5%	11.3%	19.2%	20.8%	16.5%
MAY START SOME NEW LEARNING	31	13	11	21	10	8	10	12	14	130
	16.5%	7.4%	7.5%	17.6%	11.8%	12.9%	18.9%	23.1%	18.2%	13.6%
UNLIKELY TO START ANY NEW LEARNING	25	6	7	16	24	8	3	11	9	109
	13.3%	3.4%	4.8%	13.4%	28.2%	12.9%	5.7%	21.2%	11.7%	11.4%
DEFINETELY NOT	10	6	4			1	3	2	6	32
	5.3%	3.4%	2.7%			1.6%	5.7%	3.8%	7.8%	3.3%
DON'T KNOW	5	6	9	3	6	7	4	6	6	52
	2.7%	3.4%	6.2%	2.5%	7.1%	11.3%	7.5%	11.5%	7.8%	5.4%
Total	188	176	146	119	85	62	53	52	77	958
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Annex 2

Qualifications Framework

Level of qualification	General	Vocational related	Occupational
5	Higher level qualifications		Level 5 NVQ
4			Level 4 NVQ
3 advanced level	A Level	Vocational A Level	Level 3 NVQ
2 intermediate level	GCSE grade A*-C	Intermediate GNVQ	Level 2 NVQ
1 foundation level	GCSE grades D-G	Foundation GNVQ	Level 1 NVQ
Entry level	Certificate of educational achievement		