



Individuals Panel 2004

Results from Wave 1



MAIN REPORT

Customer Research Strategy – Report 4

Sponsored by
Welsh Assembly
Government



INDIVIDUALS PANEL 2004

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NOP World

United Business Media

NOP Research Group is the UK arm of NOP World, the ninth largest research agency in the world.

In the UK, NOP employs around 600 staff and it is split into specialist divisions. The team working on the Individuals Panel is in the division that specialises in Social Research and there are 20 researchers dedicated to this field. The team has relevant experience of both large-scale social research surveys and of carrying out customer satisfaction research.

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Produced by ELWa on behalf of the Welsh Assembly Government (WAG). From 1 April 2006 ELWa will become part of WAG.

CHAIRMAN'S FOREWORD By Sheila Drury



An important element of implementing ELWa's modernisation agenda for post-16 learning is to listen to individuals and to understand their learning and skills

needs. That is why we are undertaking a massive programme of research, to understand the views of learners and those not currently engaged with learning to comprehend the learning needs, motivation and satisfaction with learning amongst the people of Wales. Our Individuals Panel is based on the views of over 2,000 individuals across Wales and has a central role in expanding this understanding and I am pleased to present the results from the first wave of the panel.

We asked individuals many questions, including their participation in learning over the last three years, their reasons for undertaking the learning and impacts they think the learning has had on their life. Half of respondents had undertaken some formal learning in the last twelve months and motivations were primarily linked to work or career. Encouragingly, the majority of individuals agreed that learning was enjoyable for its own sake. However, 40% of those interviewed had not been involved in any learning during the last three years and this is the group we need to target. By understanding what stops people from taking up learning and what events have prompted others to get involved in learning, ELWa can begin to develop activities to widen and deepen participation in learning.

The establishment of a panel will enable ELWa to measure shifts in opinion with a much greater degree of accuracy than a series of one-off surveys and will allow ELWa to track and understand participation across

a whole range of learners. The results from the next wave will show whether individuals have changed in status from a learner to a non-learner (or vice versa), giving ELWa and others a greater understanding of the reasons why people choose to take up learning or to leave it and what these flows look like.

I would like to take this opportunity to thank the thousands of individuals who took time out of their day and allowed researchers into their homes, contributing their views on learning so that we might improve future learning opportunities in order to 'make learning work' for Wales.

Sheila Drury – Chairman
March 2005

1.0 INTRODUCTION

ELWa has responsibility for planning, funding and promoting post 16 learning provision in Wales with the exception of Higher Education. This includes Further Education (FE), Adult Continuing Education (ACE), School Sixth Forms and Work Based Learning (WBL) programmes.

ELWa's customers include all current learners and potential future learners – this includes all individuals, businesses, and communities across Wales. An important part of ELWa's role was to understand the views of individuals across Wales in relation to learning and to use this knowledge to tailor initiatives to encourage the take up of learning in the future. For this reason, ELWa commissioned a survey of individuals aged 16+ to understand better their views on, and experiences of, learning, as well as their motivations in this area.

This exercise forms part of ELWa's Customer Research Strategy which is part of the overall drive within ELWa to:

- encourage evidence based policy and demand-led planning
- bring the 'customer' centre stage

The Strategy encompasses three main strands of activity:

- Understanding what motivates customers to learn in order to widen and deepen participation in learning
- Understanding what customers think of the education and learning services they receive
- Tracking and understanding participation within the customer groups (individuals, businesses and communities)

The Individuals Panel survey covers the third of these strands. Other work that has already taken place or is planned to take place under the Customer Research Strategy is outlined in table 1.1.

1.1 Aims

The Individuals Survey adopted a Panel design, whereby at the end of the interview respondents were asked to join a Panel, which meant they agreed to be contacted at a future date to be re-interviewed about similar topics. This report covers the first wave of the Individuals Panel. The next wave will track whether individuals' opinions have altered over the course of a year, and whether they have changed in status from a learner to a non-learner (or vice versa).

The main aims of the Individuals Panel are to:

- set up a vehicle tracking changes in perception and experiences of learning
- provide a full, cross-sectional picture of behaviour and attitudes with regard to learning
- provide quantitative data on adults of working age
- provide quantitative data on non-learners

The adoption of a Panel approach offers the advantage of being able to measure shifts in opinion with a much greater degree of accuracy than a series of one-off surveys. It also allows us to track changes in individuals over time and provide insights into triggers/motivations to learn.

1.2 Survey Coverage – Panel Design

The rationale behind the design of the panel was based upon the need to have a nationally representative sample across Wales. However, owing to the fact that a nationally representative sample would not generate a robust sample in Communities First areas it was decided to boost these areas in the final sample. Although the Communities First areas were boosted in the sample they were weighted back down for the final analysis.



Table 1.1 Summary of Customer Research Strategy

Research Exercise	Aims
National Learner Satisfaction Survey for Wales 2003	A telephone survey of 6,000 learners in FE, WBL and accredited ACE enabled ELWVa to obtain measures of learner satisfaction in ELWVa-funded provision across Wales, and established benchmarks which, when tracked over time, will show trends in learner satisfaction.
National School Sixth Form Survey for Wales 2004	An extension of the National Learner Satisfaction Survey, this survey examined the views of school sixth formers and satisfaction with their learning experience. 12 focus groups were undertaken across 8 schools in Wales and self-completion questionnaires sent to all participating schools to understand what motivates sixth formers to learn and their satisfaction with the learning process.
Employer Case Studies	28 individual case studies were undertaken amongst a range of employers across Wales to understand what learning was being undertaken by employers and how to encourage employers to engage in learning and offer it more widely across their workforce. In-depth interviews were carried out with owner/directors and in larger organisations, interviews were carried out with line managers and self-completion questionnaires were distributed for employees to complete.
Employer Panel	A panel of 2000 employers across Wales to track over time views of learning and training within their business. This will be designed to quantify and track some of the themes emerging from these case studies. In particular it will look at levels of training activity and obtain feedback on different ways of broadening and deepening this activity.

1.3 Survey Coverage – Question Areas

The main topics covered by the Individuals Panel were as follows (those marked * were core questions that will be repeated in future Panel waves):

- Training undertaken in the last year*
- Training undertaken in the last 3 years
- Courses and qualifications achieved*
- Mode of learning i.e. full or part time*
- Providers of courses*
- Reasons for learning*
- Impacts of undertaking learning*
- Reasons for not undertaking any learning in the last year or in the future*
- Likelihood of undertaking learning in the next year*
- Opportunities for learning at work*
- Aspirations for the future*
- Perceptions of how learning may help them achieve aspirations*
- Plans for future learning*

1.4 Methodology and Sampling

The survey was carried out by means of a face-to-face interview, lasting 20 minutes on average, with 2,009 individuals in their homes. Interviewing took place between December 2003 and January 2004.

1.4.1 Pilot

A pilot survey was conducted to test the questionnaire for clarity, flow and length. Overall 18 pilot interviews were conducted by 3 interviewers over the course of a day. Comments were fed back to ELWa and a number of changes were made to the questionnaire as a result.

1.4.2 Interviews in Welsh

Respondents had the option for their interview to be conducted in Welsh; they were asked at the beginning of the interview whether they would prefer it to be conducted in Welsh. However, none of the respondents made this request.

1.4.3 Sampling

There were two stages to the sampling process; the first was to select the main sample and the second to select a booster sample of deprived areas.

The main sample was selected to ensure a representative cross section of the population would be interviewed. Enumeration districts in Wales were selected from the 1991 Census data and stratified by ward and then by a geo-demographic indicator (in this case the percentage of AB in the area was used). 190 enumeration districts were then selected from the stratified list with a probability proportional to size. Quotas and address listings were then produced for each output area that was selected.

The booster sample of deprived areas was selected from the 100 most deprived wards in Wales. Any enumeration districts that had been selected in the main sample were removed from the list and the list was again stratified by ward and a geo-demographic indicator before selection.

1.5 Reporting

The intention of this report is to highlight the most significant findings from the Individuals Panel wave 1.

All those involved in the project were keen that the data collected was put to full use. With this in mind, the data will be made available on the ELWa website: <http://www.elwa.org.uk/customerresearchstrategy>

2.0 FORMAL LEARNING ACTIVITY



2.1 Introduction

For the purposes of the report we have defined formal and informal learning as the following:

- Formal learning was facilitated learning; it could be at work or learning that took place with a provider but the distinguishing feature was that a teacher/tutor/mentor or assessor took part in the learning event
- Informal learning was a situation where the respondent would be helping themselves or helping others (for example children) to learn. There was no significant role for a teacher/tutor/mentor or assessor.

This chapter explores formal learning, examining when respondents had most recently been involved in training or learning and the types of learning being undertaken. Respondents have been categorised in terms of those involved in learning or training:

- in the last 12 months;
- in the last 3 years;
- more than 3 years ago.

2.2 Involvement in training or learning in the last 12 months

Half (50%) of respondents had not been involved in any forms of training or learning in the last 12 months. Age and working status were factors influencing the likelihood of participating in learning; older respondents (74%) and those who were either not working (68%) or retired (83%) were the most likely to have not taken part in any training or learning in the past 12 months.

Of the respondents that had been involved in training, two out of ten had undertaken one or more of the following:

- General courses at work e.g. induction, health and safety or first aid training (21%).
- Taught courses designed to help you develop skills that you might use in a job (20%).

- Spent time keeping up to date with developments in the type of work you do e.g. reading books, manuals or attending seminars (20%)

Whilst between 10% and 20% had been involved in:

- Taught courses that were meant to lead to qualifications (18%).
- Received supervised training whilst doing a job (15%).
- Another taught course, instruction or tuition e.g. evening class (10%).

Some significant differences were evident between personal demographics:

- Younger respondents were more likely to have been involved in training – those aged 16 – 18 were particularly likely to have taken a course that led to a qualification (65%).
- Respondents from socio-economic group AB were much more likely to have either been on a taught course in the last 12 months that led to a qualification (28%), spent time keeping up to date with developments in the type of work that they do (38%) or been on any other taught course or training such as e-learning (9%) than those in lower socio-economic groups.
- The higher up the socio-economic grouping the fewer respondents reported that they had not taken part in any learning in the last 12 months.
- Respondents who had a recent life event (for example having recently had a baby, changed jobs or been through a divorce) were significantly more likely to have been on a general course at work e.g. induction etc (24%), been on a taught course designed to help you develop skills that might use in your job (22%), spent time keeping up to date with developments in the type of work that they do (22%), received supervised training while they were actually doing a job (18%) or achieved a credit/step towards a qualification than those who had not experienced a recent life event (6%).

- Respondents who were qualified to degree level or equivalent (NVQ level 4) were significantly more likely than those with lower qualifications to have attended taught courses, general courses or to have spent time keeping up to date with developments in the type of work that they do. Only 25% had not undertaken any form of training in the last 12 months. This compares to 82% for those with no qualifications and 56% for those qualified to NVQ level 1 or equivalent.

2.2.1 Subjects studied in the last 12 months

Respondents who had been involved in learning or training within the last 12 months (excluding those who had only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments) were asked what subjects they had studied. A wide range of subjects had been studied but over a quarter (27%) had undertaken some IT or computer training/learning. Other courses studied by 5% or more of those who had been involved in any training or learning in the past year included:

- Health and safety/first aid (13%).
- Humanities and social science e.g. psychology, history, English literature (9%).
- Craft e.g. cookery, sewing, pottery, DIY (7%).
- Healthcare, social and child care (6%).
- Science and mathematics (5%).

The type of subject studied was affected by the respondent's age, gender and working status.

- Men were significantly more likely to have studied construction related trades e.g. plumbing, decorating (6%) and engineering and manufacturing skills (6%) than women.
- Women were more likely to have studied a subject relating to the medical profession (6%), hairdressing or beauty therapy (3%), health and fitness (2%) and customer service skills (2%) than men (no men studied either hairdressing or beauty therapy, health and fitness or customer service skills).

- Respondents who were either retired (30%) or aged 55+ (20%) were particularly likely to have studied a craft e.g. cookery, sewing, pottery or DIY.
- Young respondents (i.e. those aged 16 – 18) were significantly more likely than their older counterparts to have studied science and mathematics in the last year (36%), English (29%) or Leisure, travel & tourism (19%).
- Health and safety or first aid was much more likely to have been studied by working people than non-working respondents.

2.2.2 Whether the courses led to a qualification or certificate

More than two thirds (68%) of the courses undertaken in the last 12 months were designed to lead to a qualification or certificate. Age, working status and experience of a recent life event were all factors that influenced whether the respondents were taking a course that led to a qualification.

- Respondents under 25 years old (88%) were significantly more likely to have taken a course that led to a qualification or certificate than older respondents (62%).
- Respondents who had not experienced a recent life event (75%) were significantly more likely than those who had experienced a recent life event (63%) to be taking a course that would lead to a qualification.
- Retired respondents were the least likely to be taking a course that led to a qualification (58%).



Table 2.1: Involvement in training or learning in the past twelve months by age and working status

Base: All respondents	Total	Age						Working status				
		16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Self employed	Not working	Retired
Unweighted base	2009	87	175	343	385	281	732	603	229	98	451	517
Weighted base	2009	**75	176	370	383	280	723	746	263	**125	306	472
	%	%	%	%	%	%	%	%	%	%	%	%
Been on any general course at work e.g. induction, health and safety, first aid training	21	21	37	36	27	24	7	39	26	17	8	1
Been on taught courses designed to help you develop skills that you might use in a job	20	23	30	35	27	23	6	35	22	16	11	2
Spent time keeping up to date with the type of developments in the type of work that you do	20	16	25	28	26	25	9	34	23	18	9	3
Been on taught courses that were meant to lead to qualifications	18	65	36	22	20	16	6	24	18	11	11	3
Received supervised training while you were actually doing the job	15	25	32	25	17	16	3	27	21	3	6	1
Been on any other taught courses, instruction or tuition, e.g. evening classes	10	11	12	12	9	7	10	12	7	7	7	9
Achieved a credit/step towards a qualification	5	10	9	6	8	7	1	9	8	–	2	*
Studied for qualifications without taking part in a taught course	4	10	6	8	6	2	1	8	2	1	3	*
Any other taught course or training e.g. e-learning	4	4	3	6	7	5	2	7	3	5	4	1
None of these	50	10	25	35	42	45	74	31	34	53	68	83

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

Notes: Multiple response question. Mentions of 4% or more. 'Don't know' not included

Table 2.2: Involvement in training or learning in the past twelve months by socio-economic group and recent life event

Base: All respondents	Total	Socio-economic group				Recent life event	
		AB	C1	C2	DE	Yes	No
Unweighted base	2009	336	452	463	758	1172	835
Weighted base	2009	399	499	479	633	1165	842
	%	%	%	%	%	%	%
Been on any general course at work e.g induction, health and safety, first aid training	21	30	26	24	11	24	17
Been on taught courses designed to help you develop skills that you might use in a job	20	30	24	21	11	22	18
Spent time keeping up to date with the type of developments in the type of work that you do	20	38	25	14	8	22	16
Been on taught courses that were meant to lead to qualifications	18	28	20	15	12	17	19
Received supervised training while you were actually doing the job	15	19	16	18	9	18	11
Been on any other taught courses, instruction or tuition, e.g evening classes	10	16	12	8	6	10	10
Achieved a credit/step towards a qualification	5	9	6	5	2	6	4
Studied for qualifications without taking part in a taught course	4	8	5	3	2	5	4
Any other taught course or training e.g e-learning	4	9	5	3	3	5	3
None of these	50	31	42	52	67	47	53

Notes: Multiple response question. Mentions of 4% or more. 'Don't know' not included.



Table 2.3: Involvement in training or learning in the past twelve months by qualification level

Base: All respondents	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Unweighted base	2009	229	397	322	391	51	404	215
Weighted base	2009	219	393	344	451	**64	337	201
	%	%	%	%	%	%	%	%
Been on any general course at work e.g induction, health and safety, first aid training	21	18	25	26	35	28	4	8
Been on taught courses designed to help you develop skills that you might use in a job	20	21	24	22	33	24	4	8
Spent time keeping up to date with the type of developments in the type of work that you do	20	11	16	21	40	49	3	5
Been on taught courses that were meant to lead to qualifications	18	11	22	24	28	26	5	4
Received supervised training while you were actually doing the job	15	14	19	17	22	12	5	5
Been on any other taught courses, instruction or tuition, e.g evening classes	10	9	10	11	15	17	4	6
Achieved a credit/step towards a qualification	5	3	5	7	11	6	*	2
Studied for qualifications without taking part in a taught course	4	3	3	6	8	14	1	*
Any other taught course or training e.g e-learning	4	2	3	5	9	11	*	3
None of these	50	56	42	44	25	22	82	79

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Qualification levels are equivalent to NVQ levels 1 – 5.

Notes: Multiple response question. Mentions of 4% or more. 'Don't know' not included.

Table 2.4: Subjects studied in the last year by gender

Base: All who have been involved in any training or learning in the past year ***	Gender		
	Total	Male	Female
Unweighted base	584	267	317
Weighted base	596	298	298
	%	%	%
IT/Computers	27	26	28
Health and safety	13	13	13
Humanities and social sciences e.g psychology, history, English literature	9	6	12
Crafts e.g cookery, sewing, pottery, DIY	7	5	9
Healthcare, social and childcare	6	2	10
Science and mathematics	5	4	6
Languages – English	4	3	5
Languages – Welsh	4	3	5
Languages – Other	4	5	3
Management skills	4	5	3
Work related training course	4	5	4
Business administration e.g accounts/bookkeeping	3	3	3
Construction including related trades e.g plumbing, decorating	3	6	1
Engineering and manufacturing skills	3	6	*
Leisure, travel and tourism (including sport)	3	5	2
Law	3	3	3
Medical profession	3	1	6
Teaching related skills	3	3	3
Performing arts, dance, drama, music	3	5	2

* Less than 0.5% but greater than zero *** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments.

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included.



Table 2.5: Subjects studied in the last year by age and working status

Base: All who have been involved in any training or learning in the past year ***	Total	Age						Working status			
		16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Not working	Retired
Unweighted base	584	61	78	114	124	81	123	203	82	109	77
Weighted base	596	**53	**81	122	124	**83	134	244	**94	**77	**72
	%	%	%	%	%	%	%	%	%	%	%
IT/Computers	27	28	24	17	26	29	36	28	21	28	30
Health and safety	13	2	14	22	15	13	8	20	17	9	–
Humanities and social sciences e.g psychology, history, English literature	9	28	13	5	3	6	11	4	8	9	13
Crafts e.g cookery, sewing, pottery, DIY	7	10	5	3	*	5	20	2	3	8	30
Healthcare, social and childcare	6	10	9	4	10	6	1	5	9	10	–
Science and mathematics	5	36	5	2	4	–	1	4	3	7	2
Languages – English	4	29	3	2	1	–	1	2	1	5	2
Languages – Welsh	4	10	2	4	4	4	3	3	1	6	5
Languages – Other	4	9	1	*	7	1	5	3	1	2	9
Management skills	4	–	4	6	4	2	5	8	2	2	–
Work related training course	4	–	1	13	6	2	1	7	4	2	–
Business administration e.g accounts/bookkeeping	3	3	4	2	3	7	1	3	6	6	1
Construction including related trades e.g plumbing, decorating	3	2	4	5	2	4	1	4	–	3	–
Engineering and manufacturing skills	3	3	5	4	2	2	3	3	1	5	5
Leisure, travel and tourism (inc sport)	3	19	3	1	1	2	*	1	–	5	1
Law	3	4	6	1	1	5	3	3	3	3	2
Medical profession	3	–	3	6	7	1	2	4	8	–	–
Teaching related skills	3	–	–	4	4	4	3	3	4	2	3
Performing arts, dance, drama, music	3	6	5	–	2	2	7	2	2	2	10

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100) *** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments.

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included.

Table 2.6: Whether courses were designed to lead to a qualification or certificate by age and working status

Base: All who have been involved in any training or learning in the past year ***	Total	Age						Working status			
		16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Not working	Retired
Unweighted base	584	61	78	114	124	81	123	203	82	109	77
Weighted base	596	**53	**81	122	124	**83	134	244	**94	77	**72
	%	%	%	%	%	%	%	%	%	%	%
Yes	68	95	85	71	64	60	53	65	71	72	42
No	32	4	15	29	35	38	47	35	28	27	58
Don't know	1	1	–	–	1	2	–	*	1	*	–

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100) *** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments.

Note: Single response question.

Table 2.7: Whether courses were designed to lead to a qualification or certificate by recent life event

Base: All who have been involved in any training or learning in the past year ***	Total	Recent life event	
		Yes	No
Unweighted base	584	332	251
Weighted base	596	343	252
	%	%	%
Yes	68	63	75
No	32	36	25
Don't know	1	*	1

* Less than 0.5% but greater than zero

*** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments. Note: Single response question.

2.2.3 Types of qualifications undertaken in the last 12 months

Respondents had undertaken a wide variety of courses that led to either a qualification or certificate. Two in ten (21%) respondents studied a NVQ, with a further one in ten either a degree (11%), GCSE (11%) or a City and Guilds qualification (9%).

Age, gender and socio-economic differences were evident.

- Men (12%) and those aged 55 plus (22%) were particularly likely to have undertaken a City and Guilds qualification.
- As you may expect 16 – 18 year olds were more likely to have taken either an A/S level (13%) or A level (21%) in the last year than older age groups. Whilst those aged 19 – 24 had taken a degree (32%).
- Socio-economic group also affected qualifications taken with significantly more respondents in the AB category taking a higher degree (11%) or a PGCE (7%) than the lower socio-economic groups. Conversely those in groups C2 (30%) or DE (28%) were more likely to take an NVQ.



Table 2.8: Qualification(s) gained or studying towards by gender and age

Base: All who have been involved in any training or learning in the past year that was meant to lead to a qualification or certificate	Total	Gender		Age					
		Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+
Unweighted base	403	178	225	57	67	82	79	53	64
Weighted base	405	200	205	**50	**69	**87	**79	**50	**70
	%	%	%	%	%	%	%	%	%
NVQ – National Vocational Qualification	21	17	24	17	22	22	19	31	14
Other vocational professional qualification	12	14	10	–	3	17	20	14	11
Degree (BA, BSc)	11	13	10	8	32	10	8	6	3
GCSE	11	11	10	20	15	11	12	2	4
City and Guild Qualification	9	12	5	6	6	3	10	5	21
Driving licence	8	8	7	2	3	14	12	2	7
A level	7	6	8	21	6	3	5	5	5
Diploma in Higher Education	5	5	5	4	10	4	8	1	2
Teaching qualification including PGCE	4	2	5	3	2	6	3	–	2
Higher degree (e.g PhD, MSc)	4	3	4	–	2	6	8	–	3
GNVQ – General National Vocational Qualification	4	3	5	7	6	3	3	3	2
Other academic professional qualification (not included above)	4	4	4	–	2	2	6	4	7
A/S level	3	4	3	13	3	–	2	3	3
BTEC, BEC, TEC, SCOTBEC, SCOTEC or SCOTVEC qualification	3	2	4	7	5	1	4	4	2
RSA/OCR qualification	3	–	5	2	3	4	4	2	–

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included.

Table 2.9: Qualification(s) gained by socio-economic group

Base: All who have been involved in any training or learning in the past year that was meant to lead to a qualification or certificate	Total	SEG			
		AB	C1	C2	DE
Unweighted base	403	87	106	94	116
Weighted base	405	**101	116	**93	95
	%	%	%	%	%
NVQ – National Vocational Qualification	21	12	14	30	28
Other vocational professional qualification	12	13	14	15	4
Degree (BA, BSc)	11	11	19	5	8
GCSE	11	7	9	13	15
City and Guild Qualification	9	9	10	7	8
Driving licence	8	9	6	7	8
A level	7	8	7	3	7
Diploma in Higher Education	5	4	9	4	2
Teaching qualification including PGCE	4	9	2	2	1
Higher degree (e.g PhD, MSc)	4	11	2	–	2
GNVQ – General National Vocational Qualification	4	4	3	1	7
Other academic professional qualification (not included above)	4	6	5	–	2
A/S level	3	4	1	4	5
BTEC, BEC, TEC, SCOTBEC, SCOTEC or SCOTVEC qualification	3	3	4	2	5
RSA/OCR qualification	3	2	3	3	2

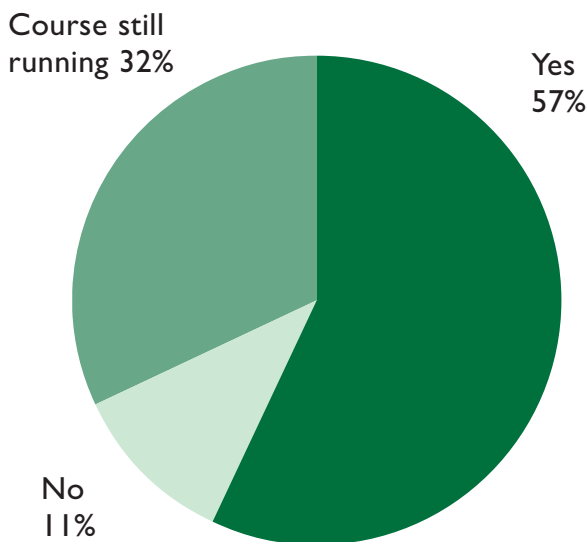
* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included.



In terms of whether the respondents gained the qualification nearly a third (32%) were still taking part in the course, however 57% had gained the qualification.

Chart 2.1: Whether the qualification was gained



Base: All who have been involved in any training or learning in the past year that was meant to lead to a qualification or certificate (unweighted = 403; weighted = 405)

2.2.4 Whether the learning or training was part time or full time

The mode of the courses were evenly spread, with nearly three in ten (29%) participating in a full time course and just over a third participating in either a part time course of more than three hours a week (35%) or three hours or less per week (36%). As you might expect the mode of the course respondents took was influenced by age and working status.

- A greater number of respondents aged under 25 years old (72%) took part in full time courses than their older counterparts (16%).
- Retired respondents were particularly likely to have taken a part time course of three hours or less per week (63%). Although there

were fairly equal proportions of those aged 55+ taking courses of less than three hours per week compared to more than three hours per week.

2.2.5 Course Providers

Respondents who had been involved in any training or learning in the last 12 months (excluding those who had only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments) were shown a list of possible course providers and asked whether their course was run by any of them. Over a quarter (28%) reported that their employer ran the course they took, whilst for just under two in ten (19%) the course was provided by a university or higher education college.

Other course providers used by those who had been involved in any training or learning in the past year included:

- Further education or tertiary college (14%).
- Professional organisation (10%).
- Adult education centre/institute/residential college (10%).
- Local council/Local authority (10%).

Age, working status and socio-economic group also influenced the provider chosen for training or learning:

- Working respondents were significantly more likely to have the course provided by their employer (45%) or a professional organisation (15%) than other groups.
- Respondents aged 19 – 24 were much more likely to have been at a university or higher education college (41%).
- 16 – 18 years olds (47%) were particularly likely to have attended a school or educational institution.

Table 2.10: Whether the learning was full or part time by age and working status

Base: All who have been involved in any training or learning in the past year ***	Age							Working status			
	Total	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time working	Part time working	Not working	Retired
Unweighted base	584	61	78	114	124	81	123	203	82	109	77
Weighted base	596	**53	**81	122	124	**83	134	244	**94	77	**72
	%	%	%	%	%	%	%	%	%	%	%
Full time	29	86	63	28	18	16	4	20	20	33	4
Part time – more than 3 hours per week	35	14	24	32	42	45	42	40	35	44	33
Part time – 3 hours or less per week	36	1	13	41	40	40	54	40	45	23	63

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100) *** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments.
Note: Single response question.

- Retired respondents were particularly likely to have course provided for them by either an adult education centre (27%) or local council/ local authority (20%) than other groups.
- Respondents in the AB socio-economic group category were particularly likely to have been provided with training from a professional organisation (20%).
- Respondents from AB and CI socio-economic groups were also more likely to have gone to a university or higher education college (26%) than those in the C2 or DE (11%).
- Respondents in the DE socio-economic groups were significantly more likely to have received training through the job centre/ job club (7%) or a community organisation (7%) than those in groups AB, CI or C2 (1%).



Table 2.11: Whether the course was run by any of the providers on this list by age and working status

Base: All who have been involved in any training or learning in the past year***	Age							Working status			
	Total	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Not working	Retired
Unweighted base	584	61	78	114	124	81	123	203	82	109	77
Weighted base	596	**53	**81	122	124	**83	134	244	**94	**77	**72
	%	%	%	%	%	%	%	%	%	%	%
Your employer	28	5	21	41	44	31	14	47	38	12	4
University or higher education college	19	11	41	15	20	9	17	13	17	21	16
Further education or tertiary college	14	25	21	15	8	11	12	13	15	18	9
Adult education centre/institute/residential college	10	2	7	6	12	13	16	6	11	15	27
Local council/Local authority	10	10	7	7	6	10	20	9	6	13	20
Professional organisation	10	–	3	13	13	18	8	18	8	2	3
School or other educational institution	7	47	3	4	1	5	5	3	4	9	6
Jobcentre/job club	3	5	7	3	*	2	2	1	1	13	–
Voluntary organisation	2	–	–	1	*	4	5	1	5	–	4
Community organisation	2	–	2	3	2	3	4	2	3	6	4
WEA	2	–	–	2	–	1	8	2	–	3	7

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100) *** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments.

Note: Multiple response question. Mentions of 2% or more. 'Don't know' not included.

Table 2.12: Whether the course was run by any of the providers on this list by socio-economic group

	SEG				
	Total	AB	CI	C2	DE
Base: All who have been involved in any training or learning in the past year ***					
Unweighted base	584	129	153	130	172
Weighted base	596	151	170	132	143
	%	%	%	%	%
Your employer	28	23	31	33	26
University or higher education college	19	28	24	8	13
Further education or tertiary college	14	10	16	15	14
Adult education centre/institute/residential college	10	11	7	12	12
Local council/Local authority	10	11	7	14	9
Professional organisation	10	20	10	3	4
School or other educational institution	7	9	4	7	10
Jobcentre/job club	3	–	1	3	7
Voluntary organisation	2	4	–	3	2
Community organisation	2	1	1	1	7
WEA	2	3	1	3	3

Note: Multiple response question. Mentions of 2% or more. 'Don't know' not included

*** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments

2.3 Involvement in training or learning in the past three years

Respondents were asked whether they had been involved in any forms of training or learning in the past 3 years. Six out of ten (60%) had not been involved in any forms of learning that were listed within the last 3 years. Again, this group of respondents were significantly more likely to be aged 55+ (65%), retired (73%) and be in socio-economic group DE (57%) and had left school aged 16 or less (51%).

2.4 Involvement in training or learning more than 3 years ago

Respondents who had not carried out any learning in the past 3 years were asked when they were last involved in any training or learning. Nearly seven in ten (69%) reported that it was more than 10 years ago – these respondents were particularly likely to be aged 55+ (80%), retired (81%) and to have not experienced a recent life event (76%). Just under two in ten (19%) were last



Table 2.13: Involvement in any forms of training or learning in the past three years by age and working status

Base: All respondents	Total	Age						Working status				
		16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Self employed	Not working	Retired
Unweighted base	2009	87	175	343	385	281	732	603	229	98	451	517
Weighted base	2009	**75	176	370	383	280	723	746	263	**125	306	472
	%	%	%	%	%	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to qualifications	27	84	55	34	32	23	9	35	33	21	20	6
Been on taught courses designed to help you develop skills that you might use in a job	29	35	46	46	37	34	8	46	36	21	19	3
Been on any general course at work e.g. induction, health and safety, first aid training	28	32	44	48	36	31	9	49	35	22	13	3
Been on any other taught courses, instruction or tuition, e.g. evening classes	17	13	16	20	17	14	17	19	16	17	10	17
Spent time keeping up to date with the type of developments in the type of work that you do	25	19	33	33	32	32	12	40	30	21	11	7
Received supervised training while you were actually doing the job	20	27	40	33	27	20	5	35	29	9	10	2
Achieved a credit/step towards a qualification	8	12	11	12	12	8	2	14	10	2	3	1
Any other taught course or training e.g. e-learning	7	4	5	10	10	6	4	11	4	9	5	3
Studied for qualifications without taking part in a taught course	6	11	9	12	9	4	2	12	4	4	4	1
None of these	40	5	16	24	31	31	65	22	23	42	56	73

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)
 Note: Multiple response question. Mentions of 2% or more. 'Don't know' not included.

involved in any training or learning more than 5 years ago but less than 10 years ago, whilst 9% were involved more than 3 years ago but less than 5 years ago.

2.4.1 Types of learning or training involved in (more than three years ago)

Almost a quarter of the respondents who had not been involved in any training or learning within the last three years had previously participated in taught courses that were meant to lead to a qualification (24%) or taught courses that were designed to help you develop skills that you might use in a job (24%).

More than 5% of respondents had:

- Received supervised training whilst they were actually doing a job (19%)

- Been on any general courses at work e.g. induction, health and safety or first aid training (14%)
- Been on any other taught course, instruction or tuition e.g. evening classes (8%).
- Spent time keeping up to date with developments in the type of work they do e.g. reading books, manuals or attending seminars (8%)

There were also gender and socio-economic differences:

- Men were more likely than women to have been on taught courses designed to help develop skills used in a job (27% and 20% respectively) and general courses at work e.g. induction, health and safety or first aid training (20% and 9% respectively).

Table 2.14: Last involvement in training or learning by age, working status and recent life event

Base: All who have not been involved in any training or learning in the last three years	Total	Age***				Working status					Recent life event	
		25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Self employed	Not working	Retired	Yes	No
Unweighted base	869	89	132	100	505	131	53	41	249	385	463	405
Weighted base	799	**90	120	88	468	163	**61	**52	171	344	411	388
	%	%	%	%	%	%	%	%	%	%	%	%
More than 3 years ago but less than 5 years ago	9	15	13	7	6	11	14	3	14	6	12	7
More than 5 years ago but less than 10 years ago	19	40	25	21	11	27	27	20	26	9	23	14
More than 10 years ago	69	45	59	68	80	61	58	71	57	81	63	76
Don't know	3	*	3	4	3	1	1	5	3	3	3	3

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Sample sizes are too small to include 16 – 18 and 19 – 24 age groups

Note: Single response question



- Women on the other hand were more likely to have undertaken another taught course, instruction or tuition e.g. evening classes (11% and 6% respectively).
- Retired respondents (14%) were significantly less likely to have been on a taught course that was meant to lead to a qualification than other groups.
- Respondents in socio-economic group AB were much more likely to have spent time keeping up to date with developments in the type of work that they do (27%) or studied for qualifications without taking part in a taught course (11%) than those in groups C1, C2 or DE.

Table 2.15: Forms of training or learning last participated in (over three years ago) by gender and socio-economic group

	Total	Gender		SEG			
		Male	Female	AB	C1	C2	DE
Base: All who have not been involved in any training or learning in the last three years							
Unweighted base	869	411	457	73	161	201	434
Weighted base	799	400	398	**77	171	190	360
	%	%	%	%	%	%	%
Been on taught courses designed to help you develop skills that you might use in a job	24	27	20	30	28	25	20
Been on taught courses that were meant to lead to qualifications	24	24	24	30	27	23	22
Received supervised training while you were actually doing the job	19	22	17	19	16	23	19
Been on any general course at work e.g. induction, health and safety, first aid training	14	20	9	20	17	14	12
Spent time keeping up to date with the type of developments in the type of work that you do	8	10	6	27	11	7	3
Been on any other taught courses, instruction or tuition, e.g. evening classes	8	6	11	15	11	5	8
Achieved a credit/step towards a qualification	2	2	2	6	1	2	1
Studied for qualifications without taking part in a taught course	2	3	1	11	1	1	1
Any other taught course or training e.g. e-learning	2	2	1	1	2	3	1
None of these	28	24	31	23	21	24	33

** Denotes small base (unweighted base is less than 100)

Note: Multiple response question. Mentions of 2% or more. 'Don't know' not included.

2.5 Summary of key findings

Half (50%) of respondents had not been involved in any forms of learning or training within the last 12 months. Of those that had been involved in learning:

- 21% had undertaken general courses at work (e.g. induction, health and safety or first aid training);
- 20% had been on taught courses to develop skills;
- 20% had spent time keeping up-to-date with developments in the type of work they do (e.g. reading books, manuals or attending seminars);
- 18% had been on taught courses leading to a qualification;
- 15% had received supervised training whilst doing a job and;
- 10% had been on another type of taught course, instruction or tuition.

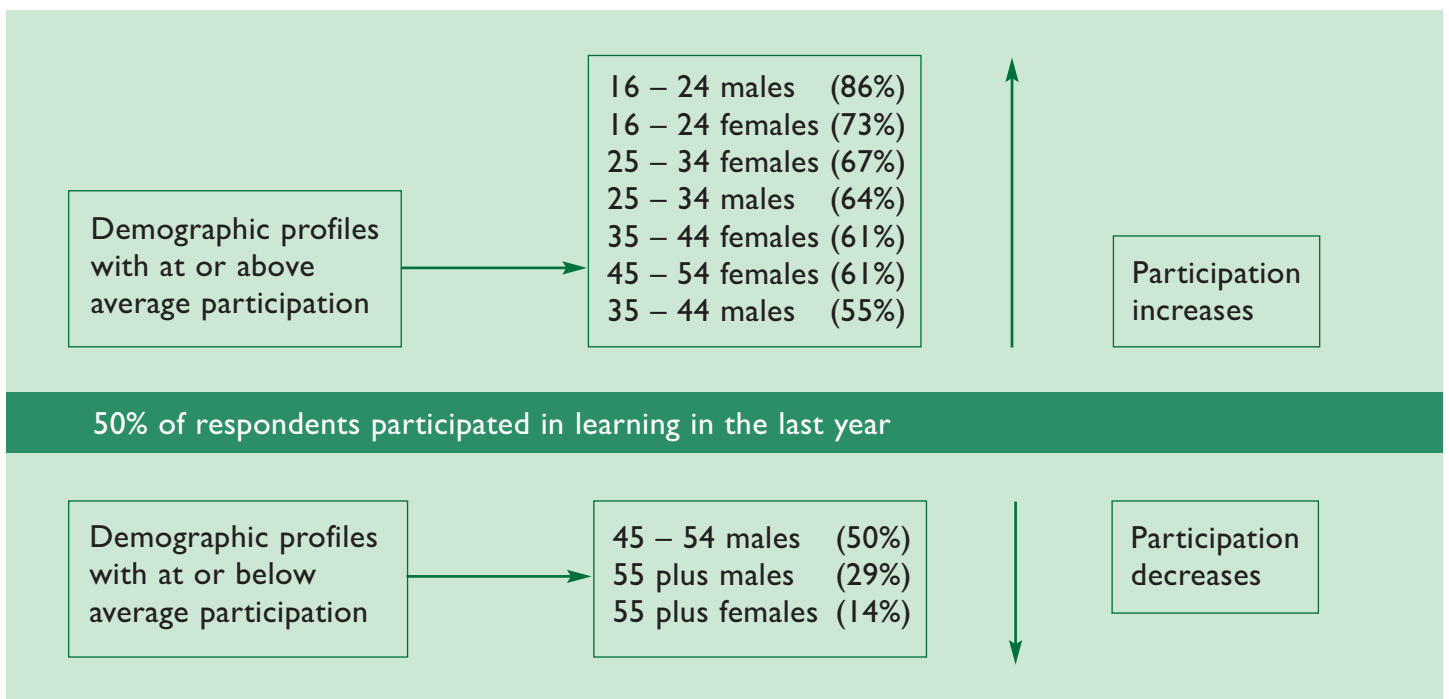
The chart below illustrates the demographic groups that had above average participation rates compared to demographic groups that were below average.

Respondents who were qualified to degree level or equivalent (NVQ level 4) were significantly more likely than those with lower qualifications to have attended taught courses, general courses or to have spent time keeping up to date with developments in the type of work that they do. Only 25% had not undertaken any forms of training (compared to 82% of those with no qualifications).

A wide range of subjects were studied but by far the most popular subject was IT/ computing training, which over a quarter had studied in the last 12 months. As you might expect, men were significantly more likely to have studied a construction related trade or manufacturing skills whilst women were more likely to study medical, hairdressing and beauty, health and fitness and customer service skills.

Most of the participants were doing/had done courses that would lead to qualifications (68%) and three out of 10 (29%) were

Chart 2.2 Participation in formal training in the last year by demographic group





learning full time. Of the remainder, 35% were learning part time for more than 3 hours a week and 36% were learning part time for less than three hours per week.

Overall, 60% of respondents had been involved in formal learning in the last three years. This leaves 40% who had not been involved in formal learning at all within the last three years. These respondents were significantly more likely to be in socio-economic group DE (57%) compared to any other socio-economic group, retired (73%) or not working (56%) and more likely to have left education aged 16 or younger (51%). The majority of these (69%) had not been involved in any formal learning for at least ten years.

3.0 INFORMAL LEARNING ACTIVITY

3.1 Introduction

For the purposes of the report we have defined formal and informal learning as the following:

- Formal learning was facilitated, it could be at work or learning that took place with a provider but the distinguishing features were that a teacher/tutor/mentor or assessor took part in the learning event.
- Informal learning was a situation where the respondent would help themselves or help others (for instance children) to learn. There was no significant role for a teacher/tutor/mentor or assessor.

This section explores informal learning, the latter of the two definitions.

The questionnaire sought to explore how individuals help others to become involved in learning (respondents were asked if they had undertaken activities with their children that were related to learning) and if they had attempted to improve their own knowledge or teach themselves skills:

3.2 Activities/learning undertaken with children

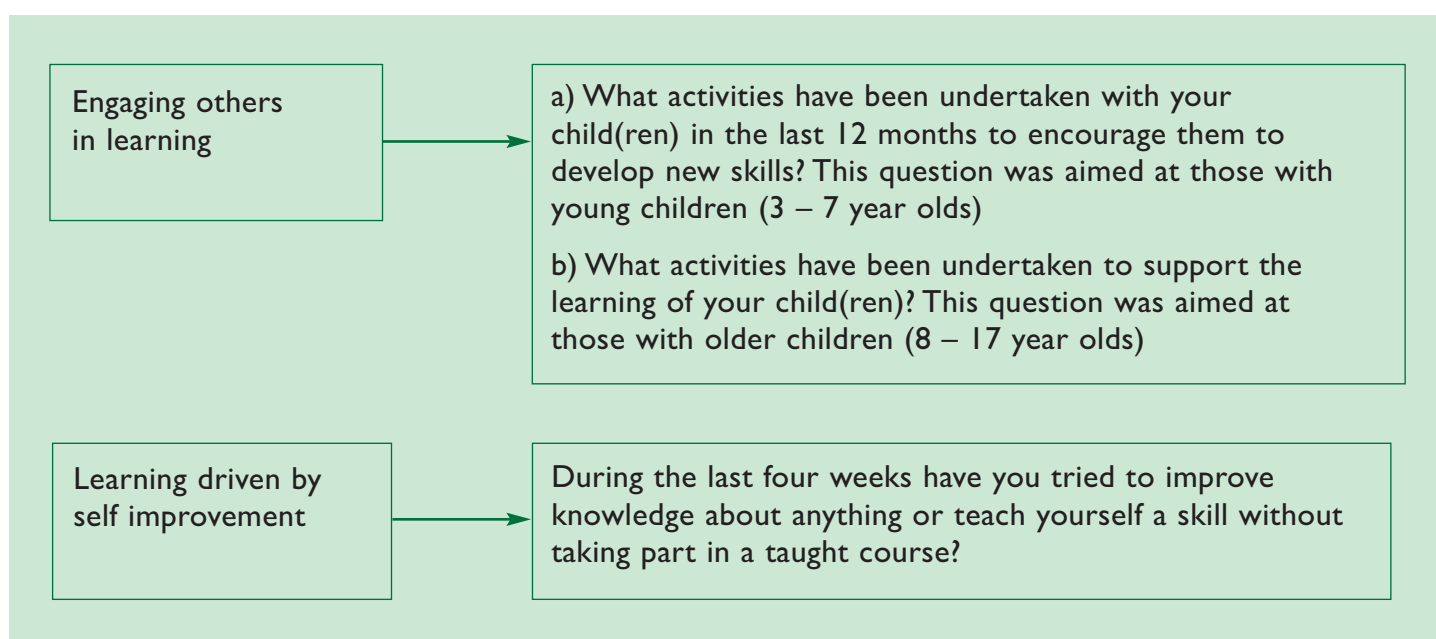
3.2.1 Activities undertaken with three to seven year olds

Respondents were asked what activities, if any, they had undertaken with young children in the last 12 months to help them develop new skills. This question was aimed at respondents with children aged between three and seven years.

Almost all respondents had played with their young children and/or looked at books or read stories to them in the last 12 months (95% and 93% respectively). At least eight in ten had done the following:

- Helped him/her with drawing/painting/crafts
- Helped him/her to recognise/learn about letters, numbers or shapes
- Helped him/her to read

Slightly fewer (77%) had helped with other schoolwork and/or taught them about nature





e.g. gone to the zoo, countryside or a farm. Fewer respondents had visited a museum, gallery or historical building (46%).

A significant minority of respondents (23%) had volunteered at their child's nursery, playgroup or school. A total of 5% had actually attended a course with their child.

There were no significant differences by age and gender of respondent.

3.2.2 Activities undertaken with eight to seventeen year olds

Respondents were also asked if they had done any activities with their older child(ren) to actually support their learning in the last 12 months. They were given a pre-coded list and asked which, if any, applied.

Eight in ten respondents (80%) had helped children with their schoolwork in the last 12 months. Approximately six in ten had:

- Helped him/her read or consult books, magazines or newspapers (64%)
- Discussed the news or a documentary with him/her (60%)
- Helped him/her to look up information on the computer or internet (60%).

Activities undertaken by fewer respondents included:

- Attended a sport event with him/her (58%)
- Discussed religion with him/her (45%)
- Taken him/her to the museum/gallery/historical building (44%)
- Advised him/her on learning, training or job options (37%).

Table 3.1: Activities undertaken with your child(ren) in the last 12 months to encourage him/her to learn new things and develop new skills (3 – 7 year olds)

Base: All with children 3 – 7 years	Total
Unweighted base	288
Weighted base	288
	%
Played with him/her	95
Looked at books/read stories to him/her	93
Helped him/her with drawing/painting/crafts	89
Helped him/her to recognise/learn about letters, numbers or shapes	86
Helped him/her to read	84
Taught him/her about nature e.g: visiting the zoo, countryside or farm	77
Helped him/her with other school work	77
Taken him/her to a museum, gallery or historical building	46
Helped as a volunteer at his/her nursery, playgroup or school	23
Attended a course with him/her e.g: literacy course	5
Other	1
None of these	1

Note: Multiple response question

Table 3.2: Activities undertaken in the last 12 months with your child(ren) to support his/her learning (8 – 17 year olds)

Base: All with children 8 – 17 years	Total
Unweighted base	482
Weighted base	473
	%
Helped him/her with schoolwork	80
Helped him/her read or consult books, magazines or newspapers	64
Discussed the news or a documentary with him/her	60
Helped him/her to look up information on the computer or internet	60
Attended a sport event with him/her	58
Discussed religion with him/her	45
Taken him/her to the museum/gallery/historical building	44
Advised him/her on learning, training or job options	37
Helped as a volunteer at his/her school	19
Attended a course with him/her e.g: literacy course	5
Other	1
Don't know	1
None of these	9

Note: Multiple response question

Females were significantly more likely than males to have undertaken the following with their child(ren):

- Helped him/her read or consult books, magazines or newspapers (70% compared to 57% of males)
- Discussed the news or a documentary with him/her (71% compared to 49%)
- Discussed religion with him/her (52% compared to 37%)
- Helped as a volunteer at his/her school (24% compared to 15%).

Other points to note were that:

- Part time workers were significantly more likely than those working full time or those not working at all to undertake the activities listed in the bullet points above.
- Socio-economic group had an impact on the response. Respondents from socio-economic group AB households were significantly more likely than those in all other socio-economic groups to have taken their child(ren) to museums/galleries or historical buildings, discussed the news or documentaries or helped them read books, magazines or newspapers. Respondents from socio-economic group DE households were least likely to undertake any of the activities mentioned.
- Respondents who were qualified to NVQ level 1 or higher were significantly more likely to undertake activities with their older children (such as visiting museums or discussing religion) than those with no qualifications. The level of activity rose sharply as the respondent's qualification level increased, for example 89% of respondents qualified to degree level helped their children with their school work compared to only 49% of those with no qualifications



Table 3.3: Activities undertaken in the last 12 months with your child(ren) to support his/her learning (8 – 17 year olds) by household circumstances and socio-economic group

	Total	Household circumstance		Socio-economic group			
		Anyone working	No one working	AB	C1	C2	DE
Base: All with children aged 8 – 17 years							
Unweighted base	482	397	85	81	91	126	184
Weighted base	473	422	**51	**99	**101	129	144
	%	%	%	%	%	%	%
Helped him/her with schoolwork	80	81	67	83	81	81	75
Helped him/her read or consult books, magazines or newspapers	64	66	47	81	60	63	56
Discussed the news or a documentary with him/her	60	62	41	78	61	61	47
Helped him/her to look up information on the computer or internet	60	63	36	69	68	67	43
Attended a sport event with him/her	58	61	36	71	61	55	50
Discussed religion with him/her	45	46	36	65	51	44	27
Taken him/her to the museum/gallery/historical building	44	47	22	63	47	41	33
Advised him/her on learning, training or job options	37	39	23	52	38	38	25
Helped as a volunteer at his/her school	19	21	4	33	14	20	13
Attended a course with him/her e.g: literacy course	5	5	5	4	7	4	4
Other	1	1	–	–	2	*	1
Don't know	1	1	–	1	–	1	–
None of these	9	8	14	5	6	11	11

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

Note: Multiple response question

Table 3.4: Activities undertaken in the last 12 months with your child(ren) to support his/her learning (8 – 17 year olds) by qualification level

	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Base: All with children aged 8 – 17 years								
Unweighted base	482	61	123	74	104	8	64	39
Weighted base	473	**60	118	**80	119	**10	**47	**39
	%	%	%	%	%	%	%	%
Helped him/her with schoolwork	80	81	78	86	89	100	49	75
Helped him/her read or consult books, magazines or newspapers	64	59	61	65	84	68	32	51
Discussed the news or a documentary with him/her	60	62	62	66	77	88	22	25
Helped him/her to look up information on the computer or internet	60	55	67	65	76	47	16	47
Attended a sport event with him/her	58	57	59	63	73	62	35	32
Discussed religion with him/her	45	41	39	45	70	73	16	16
Taken him/her to the museum/gallery/historical building	44	40	37	52	66	74	19	17
Advised him/her on learning, training or job options	37	32	32	32	55	32	26	29
Helped as a volunteer at his/her school	19	21	14	15	31	34	8	17
Attended a course with him/her eg: literacy course	5	5	3	3	6	15	10	1
Other	1	2	*	1	*	*	4	*
Don't know	1	*	2	*	*	*	*	*
None of these	9	5	6	11	3	*	27	15

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Qualification levels are equivalent to NVQ levels 1 – 5.

Note: Multiple response question



3.3 Improving knowledge/teaching yourself new skills

Overall, almost three in ten respondents (29%) said that they had attempted to improve their knowledge of something or tried to teach themselves a new skill in the last four weeks.

The data shows that this was more applicable to some groups than others:

- The youngest group (16 – 18 year olds) were most likely whilst the 55+ respondents were least likely (39% compared to 24%)
- Males were significantly more likely than females to do so (32% compared to 25%). Young males were much more likely than young females to teach themselves skills (41% of 16 – 24 year old males compared to 28% of 16 – 24 year old females)
- Not surprisingly, those in full time education were significantly more likely (41%) than some of the other groups to say that they had tried to teach themselves a new skill. Just 22% of retired respondents said the same.

- Individuals who had undertaken formal learning in the last year and/or last three years were more likely to teach themselves new skills than those that had not undertaken formal learning (38% and 37% compared to 16% who had not learned at all)
- Respondents in socio-economic group AB (41% compared to 21% in DE)
- Individuals in households where someone was working (31% compared to those in households where no one was working 23%)
- Those speaking English at home and work (30%) compared to respondents speaking Welsh at work or home (19%)
- Those who had undergone a recent life event such as a new job or having a family (32% compared to 24%).
- Those qualified to degree level (NVQ level 4) were far more likely (45% compared to 11% of those with no qualifications and 20% of those qualified to NVQ level 1 only).

The following tables highlight some of the above findings for personal demographics and working/learning status.

Table 3.5: Improving own knowledge/teaching yourself a skill by gender and age

	Total	Gender		Age of respondent					
		Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+
Base: All respondents									
Unweighted base	2009	946	1061	87	175	343	385	281	732
Weighted base	2009	1011	996	**75	176	370	383	280	723
	%	%	%	%	%	%	%	%	%
Yes	29	32	25	39	33	30	32	30	24
No	71	68	74	61	67	70	67	70	75

** Denotes small base (unweighted base is less than 100)
Note: 'Don't know' not included. Single code only

Table 3.6: Improving own knowledge/teaching yourself a skill by working/learning status

Base: All respondents	Total	Working status						Learning status		
		Full time working	Part time working	Self-employed	Not working	Full time education	Retired	Learning in past year	Learning in past 3 years	No learning in past 3 years
Unweighted base	2009	603	229	98	451	89	517	934	1139	869
Weighted base	2009	746	263	**125	306	**79	472	1008	1209	799
	%	%	%	%	%	%	%	%	%	%
Yes	29	31	32	35	26	41	22	38	37	16
No	71	69	67	64	74	58	78	61	63	83

** Denotes small base (unweighted base is less than 100)

Note: 'Don't know' not included. Single code only

Table 3.7: Improving own knowledge/teaching yourself a skill by qualification level

Base: All respondents	Total	Qualification level***							
		Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other	
Unweighted base	2009	229	397	322	391	51	404	215	
Weighted base	2009	219	393	344	451	**64	337	201	
	%	%	%	%	%	%	%	%	
Yes	29	20	31	30	45	63	11	15	
No	71	79	69	69	55	37	89	84	

** Denotes small base (unweighted base is less than 100) *** Qualification levels are equivalent to NVQ levels 1 – 5.

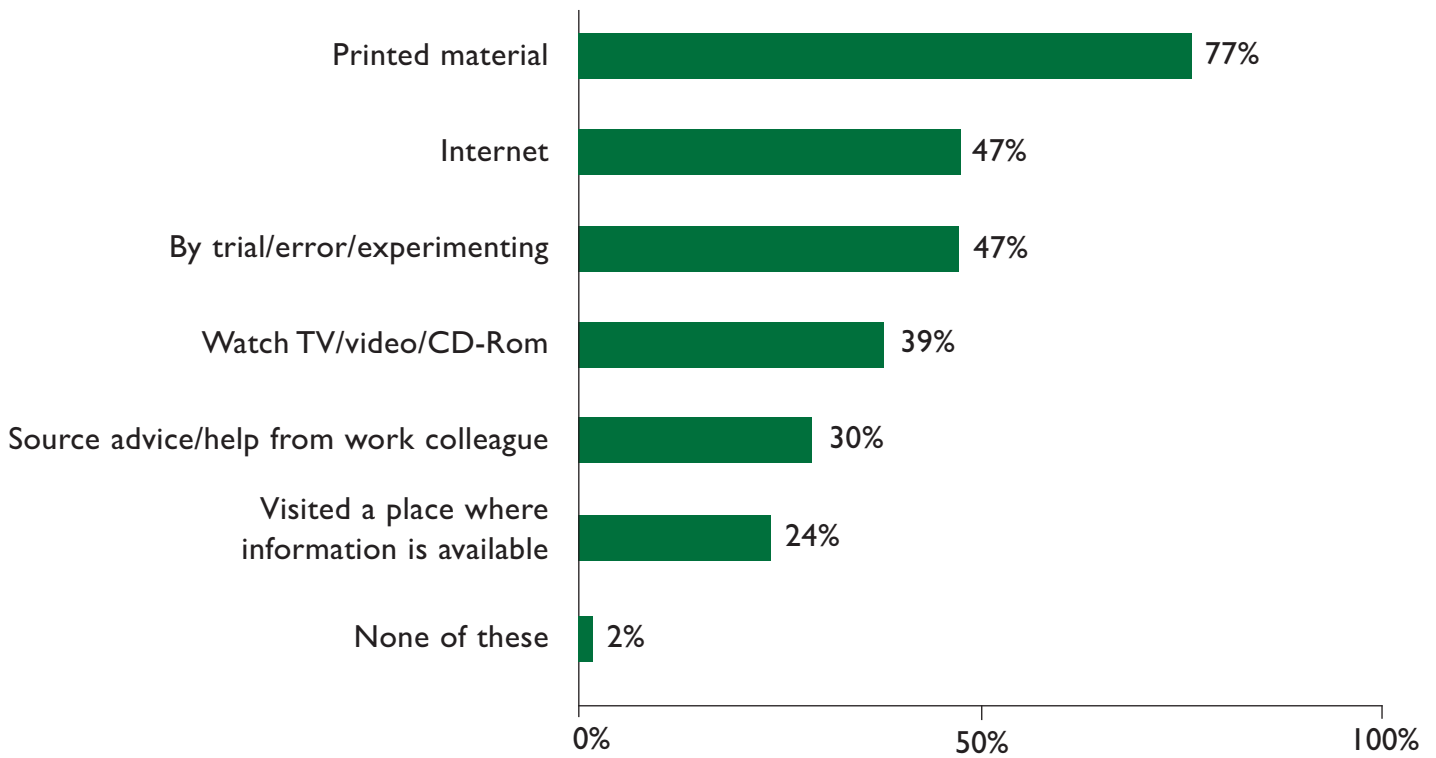
Note: 'Don't know' not included. Single code only



Of those that had attempted to teach themselves new skills, most (77%) had done so via printed materials like books, journals or manuals. Almost half had looked at the internet and/or taught themselves via trial and error (47%). TV/video and CD-Rom were used by 39% of people who were self taught.

The use of a second party, for instance a work colleague or people in a place where information was available, was slightly less common (30% and 24% respectively).

Chart 3.1: Materials used or help sought when improving own knowledge/teaching yourself a skill



Base: All who have tried to improve their knowledge or teach themselves without taking part in a course (unweighted=538; weighted=579)

Table 3.8: Materials used or help sought when improving own knowledge/teaching yourself a skill by socio-economic group and learning status

Base: All who have tried to improve their knowledge/teach themselves a new skill without taking part in a course	Total	SEG				Learning status		
		AB	CI	C2	DE	Learning in past year	Learning in past 3 years	No learning in past 3 years
Unweighted base	538	134	147	108	149	340	401	137
Weighted base	579	162	164	123	130	387	448	131
	%	%	%	%	%	%	%	%
Read printed material like books, journals or manuals	77	86	80	72	68	79	79	71
Use information off the internet	47	56	50	47	32	55	53	27
Watch TV/videos/use CD-Roms	39	42	41	29	40	38	38	41
Visit a place where information is provided	24	28	30	18	16	28	27	13
Sought advice/help from work colleague	30	36	36	27	19	37	35	16
By trial/error/experimenting	47	51	45	47	46	47	47	50
None of these	2	2	1	1	2	1	1	4

** Denotes small base (unweighted base is less than 100) Note: Multiple response question. 'Don't know' not included

Observations about the sources of information used were:

- The older respondents were less likely to use the internet and seek advice from work colleagues (29% of the 55 plus age group compared to 58% of the 25 – 34 year olds)
- Socio-economic group AB (86%) were significantly more likely to use reading materials than groups C2 and DE (72% and 68%). Socio-economic groups AB, CI and C2 were significantly more likely than DE to use the internet (56%, 50% and 47% compared to 32%).
- Individuals who had undertaken formal learning in the last year and/or last three years were significantly more likely than individuals who had not undertaken formal learning to have:
 - used the internet (55% and 53% compared to 27%)
 - visited a place to get information (28% and 27% compared to 13%)
 - and/or asked for help from a work colleague (37% and 35% compared to 16%).
- Those qualified to degree level and above (NVQ level 4 and 5) were significantly more likely to read printed materials (85% and 92%), seek advice from colleagues (39%) and use the internet (57%) than those in qualified to NVQ level 2 or below.



Table 3.9: Materials used or help sought when improving own knowledge/teaching yourself a skill by qualification level

Base: All who have tried to improve knowledge/ a new skill	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Unweighted base	538	49	115	92	175	30	42	35
Weighted base	579	**44	123	**104	201	**40	**36	**31
	%	%	%	%	%	%	%	%
Read printed material like books, journals or manuals	77	72	71	71	85	92	67	75
Use information off the internet	47	42	40	53	57	55	8	34
Watch TV/videos/use CD-Roms	39	41	38	31	42	34	39	47
Visit a place where information is provided	24	16	21	19	29	30	13	28
Sought advice/help from work colleague	30	19	30	27	39	51	4	7
By trial/error/experimenting	47	44	53	44	49	46	28	57
None of these	2	6	*	3	1	*	3	*

** Denotes small base (unweighted base is less than 100) *** Qualification levels are equivalent to NVQ levels 1 – 5.

Note: Multiple response question. 'Don't know' not included

3.4 Summary of key findings

The following table summarises the types of informal learning undertaken with children under the following headings: reading, general learning, activities outside the home and IT/internet.

The key points to note for activities undertaken with three to seven year olds were:

- Input in terms of activities undertaken to develop new skills was widespread. Play and reading/looking at books were significant activities with almost all respondents with three to seven year olds taking part in the last 12 months (95% and 93% respectively)

- Eight in ten respondents with three to seven year olds had taken part in 'drawing/crafts' (89%), 'recognising numbers/letters/shapes' (86%) and/or 'helping their children to read' (84%)

The key points to note for eight to seventeen year olds were:

- There were a number of core activities (mentioned by at least six in ten respondents). These were: 'helping with schoolwork' (80%), 'consulting books, magazines or newspapers' (64%), 'discussing news or documentaries' (60%), 'using the internet to look up information' (60%).

Table 3.10 Learning undertaken with children

Age	Reading		General learning		Outside the home		IT/Internet	
3 – 7 year olds	Looked at books/read to them	93%	Played with him/her	95%	Taught about nature/zoo/farm	77%		
	Helped him/her to read	84%	Drawing/arts/crafts	89%	Museum/gallery/historic building	46%		
			Recognised numbers/shapes	86%	Volunteer at nursery/play group	23%		
			Helped with schoolwork	77%				
8 – 17 year olds	Helped read/consult books	64%	Schoolwork	80%	Sports event	58%	Look up information on internet/computer	60%
			Discussed news/documentaries	60%	Museum/gallery/historic building	44%		
			Discussed religion	45%				
			Advised on learning/training	37%				



- 9% of respondents with 8 – 17 year olds did not undertake any of the activities listed. Although not statistically significant, these individuals were more likely to be in households where no one was working (14% compared to 8%) and in socio-economic group DE (11% compared to 5% in socio-economic group AB) and male (11% compared to 7% of females).
- The remaining activities were mentioned by less than 60% of respondents, these included ‘attending a sport event with him/her’ (58%), ‘discussing religion with him/her’ (45%), ‘taking him/her to the museum/gallery/historical building (44%), ‘advised him/her on learning, training or job options’ (37%)

In terms of demographics, there were some significant differences:

- Females were significantly more likely than males to take part in some of the activities (in particular: ‘helping children to read or consult books, magazines or newspapers’, ‘discussing news/documentaries’, ‘discussing religion’ and/or ‘helping/volunteering at the school’)
- Respondents in socio-economic group AB were significantly more likely than all of the other groups to ‘take their child(ren) to museums/galleries or historical buildings’, ‘discuss the news or documentaries’ or ‘help them read books, magazines or newspapers’. Respondents in socio-economic group DE were least likely to undertake any of the activities mentioned.
- Respondents who were qualified to NVQ level I or higher were significantly more likely to undertake activities with their older children (such as visiting museums or discussing religion) than those with no qualifications. The level of activity rose sharply as the respondent’s qualification level increased, for example 89% of respondents qualified to degree level helped their children with their school work compared to only 49% of those with no qualifications.

The level of activity was much higher amongst respondents with younger children than respondents with older children. Five of the activities that were asked about were undertaken by at least 80% of respondents whilst only one activity undertaken with older children was mentioned to the same degree (‘helping with schoolwork’ at 80%).

3.4.1 Self improvement

Almost three out of ten (29%) respondents had attempted to improve their knowledge or gain new skills in the last four weeks. The most likely to do so were:

- younger respondents (39% of the 16 – 18 year olds compared to 24% of the 55 plus)
- males (most likely to be between the ages of 16 and 24)
- those recently undertaking formal learning (38% of those learning in the last year compared to 16% of non-learners)
- socio-economic group AB
- respondents with anyone working in the household
- those who have recently undergone a life event (i.e. having a baby, starting a new job etc)
- those qualified to at least degree level of equivalent (47% compared to 11% of those with no qualifications).

4.0 LEARNING OPPORTUNITIES AT WORK

4.1 Introduction

Respondents who were working (excluding self-employed) were given a series of statements targeted at exploring learning opportunities at work. They were then asked how much they agreed with each one. The statements were:

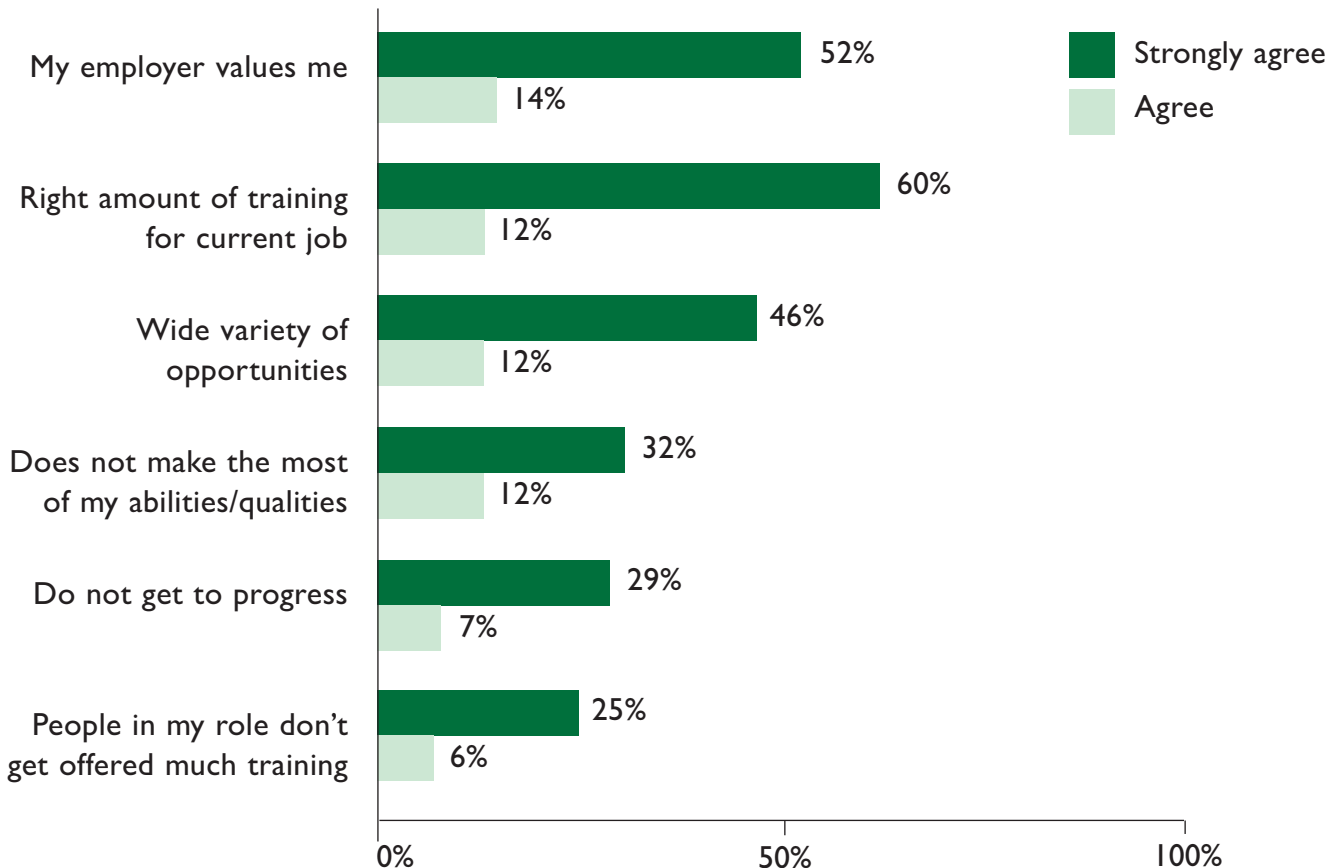
- People in my role do not get the chance to progress
- People in my role are not offered much training
- I have a wide variety of opportunities for learning, not just the ones relating to my immediate job
- I get the right amount of training for my current job
- I feel my employer values me
- I feel that my current job does not make the most of my abilities and personal qualities

4.2 Opportunities for learning at work

Two thirds of respondents (66%) felt that, to some extent, their employer valued them. Whilst this was encouraging, 17% actually disagreed and a further 17% neither agreed or disagreed. This means that a significant minority of working people did not feel valued.

In terms of training at work, 72% felt that they personally got the right amount of training but 31% agreed that people in general in their role were not offered much training. There was a feeling amongst many respondents that their full potential was not realised. Just over two fifths (44%) felt that their employer did not make the most of their abilities or personal qualities and 36% agreed that people in their role did not get a chance to progress.

Chart 4.1: Opportunities for learning at work



Base: All working excluding self-employed (unweighted base 851 weighted base 1024)



When looking at the data against personal demographics the following issues emerged:

- Respondents who worked part time were less likely to feel that they, or their colleagues, got enough training for their current role (69% compared to 75% of full time employed) and they were much more inclined to believe that people in their role did not get a chance to progress (43% compared to 33% of full time employed). Interestingly however, they were much more likely to feel valued by their employer (72% compared to 63% of full time employed)
- Females were significantly more likely than males to agree that 'my employer values me' (72% compared to 60% of males).
- Respondents in socio-economic group DE were less likely to agree that they had opportunities at work than those in socio-economic group AB. For example, 47% of DE respondents agreed that people in their role do not have a chance to progress compared to 32% of respondents in socio-economic group AB.

Table 4.1: Opportunities for learning at work by gender, age and full/part time working (percentages show the combined agree strongly/agree)

	Total	Gender		Age					Working status	
		Male	Female	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time working	Part time working
Base: All working (excluding self-employed)										
Unweighted base	851	446	405	82	224	250	164	111	603	229
Weighted base	1024	542	482	**101	282	284	188	147	746	263
	%	%	%	%	%	%	%	%	%	%
People in my role do not get the chance to progress	35	36	35	31	37	35	37	37	33	43
People in my role are not offered much training	31	33	29	20	33	36	28	32	31	34
I have a wide variety of opportunities for learning, not just the ones relating to my immediate job	58	58	58	65	59	58	58	50	60	50
I get the right amount of training for my current job	72	73	70	77	75	67	74	67	75	69
I feel my employer values me	65	60	72	69	65	63	63	72	63	72
I feel that my current job does not make the most of my abilities and personal qualities	44	44	44	41	44	49	43	37	43	48

** Denotes small base (unweighted base is less than 100)

Table 4.2: Opportunities for learning at work by qualification level (percentages show the combined agree strongly/agree)

	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Base: All working (excluding self-employed)								
Unweighted base	851	102	195	159	229	34	74	58
Weighted base	1024	115	233	191	298	**45	**77	**65
	%	%	%	%	%	%	%	%
People in my role do not get the chance to progress	35	45	32	37	31	21	44	44
People in my role are not offered much training	31	35	31	30	27	15	39	49
I have a wide variety of opportunities for learning, not just the ones relating to my immediate job	58	58	56	56	64	71	41	47
I get the right amount of training for my current job	72	71	71	78	66	78	73	74
I feel my employer values me	65	65	64	72	62	72	60	72
I feel that my current job does not make the most of my abilities and personal qualities	44	45	47	43	41	27	55	44

** Denotes small base (unweighted base is less than 100)

*** Qualification levels are equivalent to NVQ levels 1 – 5.



- The 55 plus age group were more likely to say that their employer valued them than their slightly younger counterparts (72% agreed compared to 63% in the 45 – 54 age group).
- However older respondents (aged 55+) were more negative about the opportunities they had for learning that weren't related to their immediate job (50% agreed compared to 71% in the 16 – 18 age group). They were also less likely to agree that they had the right amount of training in their current job (67% agreed compared to 87% of 16 – 18 year olds)
- Those that left school aged 16 or less or qualified to NVQ level 1 or less were also less likely to agree they had enough learning opportunities or chance for career progression at work. For example, 45% of those qualified to NVQ level 1 agreed that 'people in my job role don't get the chance to progress' compared to only 31% of those qualified to degree level or equivalent.

On the surface, the fact that most respondents agreed to the positive statements may appear encouraging but we cannot ignore the fact that the proportion of respondents agreeing strongly to any of the statements was minimal (between 6% and 14%). This indicates that, in relation to learning opportunities at work, whilst there were some positive messages, there was room for improvement.

4.3 Summary of key findings

Two thirds of respondents (66%) felt that, to some extent, their employer valued them but a significant minority (17%) disagreed with this statement. Overall 72% felt they got the right amount of training at work, but 31% agreed that people in their job role were not offered much training.

Many respondents felt their full potential had not been realised. Just over two fifths (44%) said their employer did not make the most of their abilities or personal qualities and 36% agreed that people in their job role do not get the chance to progress.

In terms of key demographics the following groups were least likely to agree that they had opportunities for learning and career progression in their jobs:

- those working part-time;
- those that left school aged 16 or less;
- those not qualified to at least NVQ level 1 standard;
- those in socio-economic group DE and;
- those aged 55+

5.0 ATTITUDES TO LEARNING

5.1 Introduction

This section looks at attitudes to learning held by the panel. All respondents were given a series of statements about learning and asked how much they agreed with each one. The statements were:

- Learning is enjoyable for its own sake
- I am confident about learning new skills
- I don't see why I should pay for learning that is to do with my job or career
- There is not enough help and advice available about the different sorts of learning people can do
- I would feel out of place in a classroom situation
- I haven't the motivation to do a course
- People should not be expected to learn new skills for their career in their own time
- I know a lot of people in my area who are learning

- The rest of my family aren't very interested in learning.

The aim of the statements was to uncover feelings about learning and barriers to take up that might not be revealed by using a more 'direct' form of questioning.

5.2 Attitudes to learning

Out of all the statements, two received much higher levels of agreement than the others. These were that learning is enjoyable for its own sake (a total of 86% agreed to some extent) and that I am confident about learning new skills (77% agreed). This indicates a positive attitude to learning amongst the majority of respondents.

Some of the statements related to barriers to learning. Whilst most respondents disagreed with these statements, there was a significant minority agreeing with the following:

Table 5.1: Attitudes to learning

Base: All respondents (2009)	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
	%	%	%	%	%
Learning is enjoyable for its own sake	20	66	8	5	*
I am confident about learning new skills	20	57	7	13	2
I don't see why I should pay for learning that is to do with my job or career	10	42	18	23	4
There is not enough help and advice available about the different sorts of learning people can do	6	32	12	37	8
I would feel out of place in a classroom situation	6	20	6	45	23
I haven't the motivation to do a course	6	22	8	41	22
People should not be expected to learn new skills for their career in their own time	4	24	16	45	9
I know a lot of people in my area who are learning	4	34	11	37	9
The rest of my family aren't very interested in learning	2	15	10	49	22

* Less than 0.5% but greater than zero



- There is not enough help and advice available about the different sorts of learning people can do (38% agreed to some extent)
- I would feel out of place in a classroom situation (26% agreed to some extent)
- I haven't the motivation to do a course (28% agreed to some extent)
- People should not be expected to learn new skills for their career in their own time (28% agreed to some extent)

The remaining two statements related to the familiarity with learning that comes from knowing other people who were learning and prevailing attitudes amongst family members. On a positive note, almost three quarters of respondents disagreed with the statement 'the rest of my family aren't interested in learning'. However, just 34% agreed that there were a lot of people in the local area learning. These figures suggest whilst respondents and their families were positive about the concept of learning, many were not aware of learners (or learning) in their immediate environment.

Table 5.2 summarises attitudes to learning by the key variables. When analysing those that agree strongly with the statements about learning, some of the key messages were that:

- There were gender differences surrounding how enjoyable respondents found learning and their confidence in learning new skills:
 - Females were significantly more likely to feel that learning was enjoyable for its own sake (22%) than males (18%)
 - Males were more likely to be confident about learning new skills (23%) than their female counterparts (16%)
- Whilst the older respondents were more likely to have believed that learning was enjoyable for its own sake (23% of 55+ age group strongly agreed compared to 14% of 19 – 24 year olds) they were also more likely to say that they felt out of place in the classroom (11% compared to 6% overall) and that they hadn't got the motivation to do a course (13% compared to 6% overall).
- 19 – 24 year olds were significantly more likely than other groups to have felt that help and advice was not available (13% compared to 6% overall).
- Socio-economic group DE were significantly more likely than their AB counterparts to have felt out of place in the classroom (12% compared to 3%), unmotivated to learn (9% compared to 4%) and less likely to know people learning (3% compared to 7%). Many also agreed that their family were not very interested in learning and were significantly more likely to say that help and advice was not available in general. They were least likely to say that learning was enjoyable for its own sake (16% compared to 31% for socio-economic group AB) and that they were confident about learning new skills (14% compared to 29% for socio-economic group AB).
- Recent learners (in the last year) were significantly more positive about learning in every aspect. They were more likely to say that learning was enjoyable for its own sake (22% as opposed to 17% of non-learners) and they were more confident about learning than non-learners (28% as opposed to 10% of non-learners), perhaps due to the fact that they were significantly more comfortable in the classroom situation (31% strongly disagreed that they would feel out of place in a classroom situation compared to 13% of non-learners). Motivation was higher for these respondents (12% of non-learners in the last three years said that they had not got the motivation to learn compared to 2% of those learning in the last year or last three years).
- Respondents in working households appeared to be more confident about learning new skills (22% agree compared to 14% in non working households) but less likely to enjoy learning for its own sake (18% compared to 25%). People in working households were also less likely to feel out of place in the

**Table 5.2: Attitude to learning by gender, age and household circumstances
(table shows % agreeing strongly)**

	Gender		Age							Household status	
	Total	Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Anyone working	No-one working
Base: All respondents											
Unweighted base	2009	946	1061	87	175	343	385	281	732	1277	732
Weighted base	2009	1011	996	**75	176	370	383	280	723	1416	593
	%	%	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	20	18	22	19	14	19	16	22	23	18	25
I am confident about learning new skills	20	23	16	37	30	24	21	19	12	22	14
I don't see why I should pay for learning that is to do with my job or career	10	10	11	15	18	12	13	8	7	12	8
There is not enough help and advice available about the different sorts of learning people can do	6	5	7	2	13	5	8	5	5	6	7
I would feel out of place in a classroom situation	6	6	6	2	2	3	6	3	11	4	11
I haven't the motivation to do a course	6	7	6	2	1	2	2	4	13	4	11
People should not be expected to learn new skills for their career in their own time	4	4	4	4	4	5	6	2	3	5	3
I know a lot of people in my area who are learning	4	5	4	25	11	4	3	4	2	4	5
The rest of my family aren't very interested in learning	2	2	2	4	1	2	1	3	2	2	2

** Denotes small base (unweighted base is less than 100)



classroom situation (20% compared to 39% households where no one was working) and less likely to agree that they haven't got the motivation to do a course (22% compared to 45% in non working households).

- Those leaving full-time education aged 16 or less or who were qualified to NVQ level 1 or less were generally less positive, particularly in terms of learning new skills, feeling out of place in a classroom situation and not having the motivation to do a course.

Table 5.3: Attitudes to learning by socio-economic group and learning activity
(table shows % agreeing strongly)

	Total	SEG				Learning status		
		AB	CI	C2	DE	Learning in past year	Learning in past 3 years	No learning in past 3 years
Base: All respondents								
Unweighted base	2009	336	452	463	758	934	1139	869
Weighted base	2009	399	499	479	633	1008	1209	799
	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	20	31	20	16	16	22	22	17
I am confident about learning new skills	20	29	21	17	14	28	26	10
I don't see why I should pay for learning that is to do with my job or career	10	8	10	11	12	12	11	9
There is not enough help and advice available about the different sorts of learning people can do	6	4	5	5	9	6	6	6
I would feel out of place in a classroom situation	6	3	3	5	12	2	2	12
I haven't the motivation to do a course	6	4	5	5	9	2	2	12
People should not be expected to learn new skills for their career in their own time	4	4	5	3	4	5	4	4
I know a lot of people in my area who are learning	4	7	5	3	3	6	6	2
The rest of my family aren't very interested in learning	2	2	1	3	2	1	2	2

Table 5.4: Attitudes to learning by qualification level (table shows % agreeing strongly)

	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Base: All respondents								
Unweighted base	2009	229	397	322	391	51	404	215
Weighted base	2009	219	393	344	451	**64	337	201
	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	20	14	14	21	30	32	16	18
I am confident about learning new skills	20	16	20	25	30	18	8	9
I don't see why I should pay for learning that is to do with my job or career	10	10	13	12	10	3	8	9
There is not enough help and advice available about the different sorts of learning people can do	6	5	8	5	7	2	7	5
I would feel out of place in a classroom situation	6	4	4	5	1	*	17	13
I haven't the motivation to do a course	6							
People should not be expected to learn new skills for their career in their own time	4	6	3	3	6	1	4	3
I know a lot of people in my area who are learning	4	1	5	8	6	3	3	2
The rest of my family aren't very interested in learning	2	2	4	1	*	*	4	1

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Qualification levels are equivalent to NVQ levels 1 – 5.

5.3 Summary of key findings

The majority of respondents agreed that learning was enjoyable for its own sake and that they were confident in their abilities to learn (86% and 77% respectively).

In terms of commitment to learning to further their job/career, 52% agreed that they should not have to pay for learning that was to do with their job and 28% felt that people

should not have to learn job related skills in their own time. Whilst these percentages were relatively high, there was a strong base of respondents who accept, to some degree, they have to make this commitment in terms of job/career development.

In terms of key demographics:

- Females and older respondents were more likely to agree that 'learning was enjoyable for its own sake'.



**Table 5.5: Attitudes to learning by age left full-time education
(table shows % agreeing strongly)**

	Age left full time education					
	Total	16 or less	Age 17	Age 18	19 – 20	21+
Base: All respondents						
Unweighted base	2009	1290	181	157	105	199
Weighted base	2009	1208	188	176	121	244
	%	%	%	%	%	%
Learning is enjoyable for its own sake	20	17	13	18	21	38
I am confident about learning new skills	20	16	17	18	19	32
I don't see why I should pay for learning that is to do with my job or career	10	10	9	16	9	9
There is not enough help and advice available about the different sorts of learning people can do	6	6	7	7	10	4
I would feel out of place in a classroom situation	6	9	2	1	5	1
I haven't the motivation to do a course	6	8	3	4	7	2
People should not be expected to learn new skills for their career in their own time	4	5	2	3	4	6
I know a lot of people in my area who are learning	4	2	2	6	2	7
The rest of my family aren't very interested in learning	2	3	2	2	–	–

- Older respondents, socio-economic group DE and respondents in households where no-one was working were significantly more likely to say they felt out of place in a classroom situation.
- Lower socio-economic groups were also more likely to agree that their family wasn't interested in learning, that help and advice was not available to them and less likely to feel confident about learning new skills.
- Those qualified to NVQ level 1 or less were generally less positive, particularly in terms of learning new skills, feeling out of place in a classroom situation and not having the motivation to do a course.
- Those leaving full-time education aged 21+ were significantly more likely to feel confident learning new skills than anyone leaving education earlier.
- Recent learners (in the last three years) were significantly likely to be more positive about all aspects of learning.

6.0 MOTIVATIONS FOR LEARNING

6.1 Introduction

Respondents who had been involved in any training or learning in the past year (excluding those respondents who had only been on a general course such as health and safety or induction) were shown a list of reasons why people might learn about a certain subject or skill. The respondent was then asked which of the reasons best described why they started their main learning activity. Respondents were also asked about what, if anything, had happened as a result of this learning.

6.2 Reasons for participation

The top three reasons for choosing to learn about a certain subject or skill were to help in my current job (24%), to get a job (15%) and to get a recognised qualification (10%).

Other responses that were given by between 5% and 9% of respondents were:

- I am interested in the subject matter/personal interest (9%)
- To develop myself as a person (7%)
- To change the type of work that I do (6%)

Gender differences were not evident in the reasons given for taking part in any learning in the last year. However age and working status did appear to influence why people chose to participate in learning:

- Learners aged 16 – 18 were significantly more likely to report that it would help them get onto a future course of learning (14% compared to 2% overall).
- Respondents under the age of 25 years were more likely to take a course of learning to get a job (38%) and to get a recognised qualification (18%) compared to 15% and 10% overall.
- Those aged 25 to 54 years old thought it would help in their current job (32%).
- Respondents aged 55+ were more likely than younger age groups to report that they had participated because they were interested in the subject matter/personal interest (22%

compared to 5% of 19 – 24 year olds) or they enjoy learning/it gives them pleasure (12% compared to 2% of 19 – 24 year olds).

- Respondents who were either not working and those in full time education were more likely to have started learning to help them get a job than other groups (21% and 46% respectively).
- The retired were much more likely to carry out learning for personal interest and enjoyment than other groups. In particular, they took up learning because they were interested in the subject/personal interest (39% compared to 9% overall).
- Those in socio-economic group AB were significantly more likely than DE to take up learning to help in their current job (27% as opposed to 17%), whilst those in CI were significantly more likely to take up learning to get a promotion (6% as opposed to 2% of DEs and ABs).
- Respondents qualified to degree level or above (level 4 or 5) were significantly more likely to be motivated by being better at their current job (21% for level 4; 34% for level 5) compared to those qualified to level 1 (11%), level 2 (13%) or level 3 (12%).
- Those qualified to NVQ level 1 or equivalent were significantly more likely to be motivated by getting a job with a different employer (6%) compared to those qualified to degree level or equivalent (1%).



Table 6.1: The main reason for starting main learning/training activity by gender and age

	Total	Gender		Age					
		Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+
Base: All respondents in any training or learning in the past year ***									
Unweighted base	873	415	458	74	114	194	195	136	157
Weighted base	941	479	462	**67	125	223	205	143	177
	%	%	%	%	%	%	%	%	%
To help me in my current job	24	23	25	2	13	28	29	39	16
To get a job	15	17	12	42	36	15	7	8	2
To get a recognised qualification	10	10	11	18	18	10	10	6	6
I am interested in the subject/personal interest	9	9	8	5	5	7	4	6	22
To develop myself as a person	7	6	9	6	4	7	5	8	14
To change the type of work that I do	6	6	6	2	2	6	13	8	3
I enjoy learning/it gives me pleasure	4	4	4	–	2	2	3	2	12
To get a promotion	3	3	3	–	5	3	7	1	1
To make my work more satisfying	3	3	3	2	1	2	2	6	5
Not really my choice – employer requirement	3	3	3	2	2	3	4	4	3
Not really my choice – professional requirement	2	2	3	–	–	4	1	3	4
To get a rise in earnings	2	2	2	–	4	4	3	–	1
To get a job with a different employer	2	2	1	–	3	2	4	1	–
To help me get onto a future course of learning	2	2	2	14	4	1	1	1	–
To improve my self confidence	1	1	2	3	–	1	2	1	2
To help or keep up with my children/grandchildren	1	1	2	–	–	1	1	*	4

* Less than 0.5% but greater than zero

** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

Note: Multiple response question. 'Don't know' not included

Table 6.2: The main reason for starting main learning/training activity by working status

	Working status						
	Total	Full time working	Part time working	Self-employed	Not working	Full time education	Retired
Base: All respondents in any training or learning in the past year***							
Unweighted base	873	381	138	41	132	85	84
Weighted base	941	470	157	**54	94	**76	**79
	%	%	%	%	%	%	%
To help me in my current job	24	30	35	35	5	–	5
To get a job	15	11	9	5	31	46	1
To get a recognised qualification	10	11	10	7	8	21	3
I am interested in the subject/personal interest	9	4	6	9	13	7	39
To develop myself as a person	7	7	6	11	10	3	13
To change the type of work that I do	6	8	7	8	4	7	–
I enjoy learning/it gives me pleasure	4	2	3	4	3	2	18
To get a promotion	3	5	3	1	*	–	1
To make my work more satisfying	3	3	3	9	1	–	3
Not really my choice – employer requirement	3	5	2	–	2	–	1
Not really my choice – professional requirement	2	3	2	4	1	–	1
To get a rise in earnings	2	4	2	–	1	–	–
To get a job with a different employer	2	2	1	–	2	2	–
To help me get onto a future course of learning	2	1	2	2	2	12	–
To improve my self confidence	1	1	3	–	1	–	4
% To help or keep up with my children/ grandchildren	1	*	1	–	3	–	5

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

Note: Multiple response question. 'Don't know' not included. Some respondents who are not working have answered motivations that are work related. We envisage this could be due to some being newly unemployed after the learning event or temporarily unemployed.



Table 6.3: The main reason for starting main learning/training activity by qualification level

Base: All respondents in any training or learning in the past year***	Qualification level****							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Unweighted base	873	84	209	158	274	37	67	44
Weighted base	941	**83	209	174	328	**50	**57	**39
	%	%	%	%	%	%	%	%
To help me in my current job	24	21	21	19	30	16	26	20
To get a job	15	13	20	14	12	15	21	4
To get a recognised qualification	10	13	10	13	10	9	5	3
I am interested in the subject/personal interest	9	12	5	8	8	12	12	16
To develop myself as a person	7	9	5	7	7	20	5	17
To change the type of work that I do	6	2	5	7	8	6	3	10
I enjoy learning/it gives me pleasure	4	2	5	2	4	6	2	8
To get a promotion	3	2	4	6	2	*	2	*
To make my work more satisfying	3	4	2	3	2	2	5	12
Not really my choice – employer requirement	3	2	5	3	2	3	4	5
Not really my choice – professional requirement	2	3	2	3	2	5	*	*
To get a rise in earnings	2	3	*	4	2	3	*	*
To get a job with a different employer	2	6	1	2	1	*	*	2
To help me get onto a future course of learning	2	1	5	2	1	*	1	*
To improve my self confidence	1	1	2	*	1	*	5	1
To help or keep up with my children/grandchildren	1	1	2	1	1	*	3	1

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

**** Qualification levels are equivalent to NVQ levels 1-5.

Note: Multiple response question. 'Don't know' not included. Some respondents who are not working have answered motivations that are work related. We envisage this could be due to some being newly unemployed after the learning event or temporarily unemployed.

Table 6.4: Impacts of learning/training by gender and age

Base: All respondents in any training or learning in last year ***	Total	Gender		Age of respondent					
		Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+
Unweighted base	873	415	458	74	114	194	195	136	157
Weighted base	941	479	462	**67	125	223	205	143	177
	%	%	%	%	%	%	%	%	%
I gained confidence in my own abilities	34	28	41	40	34	34	31	36	36
I was able to do my job better	32	32	32	4	27	37	36	48	20
I learned new skills for the job I was doing at the time	31	32	29	10	18	40	39	34	23
I got more satisfaction out of the work I was doing at the time	19	19	18	5	12	16	22	27	21
I developed personal interests unrelated to work	15	14	15	14	10	11	11	15	27
I got a new job	12	11	14	15	25	18	10	5	3
I changed to a different type of work	10	11	9	2	9	16	16	6	4
I got a pay rise in the job I was doing at the time	9	10	8	2	11	15	9	6	6
I got a promotion in the organisation where I was working at the time	8	7	8	–	13	10	9	4	5
Other job-related outcome	4	5	3	–	3	9	3	6	1
It helped me with the work related problems related to my health/disability	3	3	2	3	–	3	4	2	2
I set-up my own/family business	3	3	2	1	1	3	4	1	3
I stayed in my job, which I might have lost without this training	3	3	4	–	*	6	4	6	*
Other	5	5	6	5	12	4	4	4	7
None of these/nothing happened	12	14	10	25	15	7	9	14	12
Don't know	1	1	1	4	2	–	1	–	1

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

Note: Multiple response question. Mentions of 3% or more.



6.3 Direct impacts of learning/training

Respondents who had been involved in any training or learning in the past year (excluding those who had just been on a general course at work) were asked about possible impacts of their learning or training. They were given a list of different options to choose from and allowed a multiple response (see table 6.4)

Just over one in ten (12%) reported that nothing happened as a result of the learning or training. However, for many respondents, the training had a positive effect. Just over a third (34%) reported they had gained confidence in their own abilities, 32% were able to do their job better and 31% learned a new skill for the job they were doing at the time.

At least one in ten (10%) also reported that it had enabled them to:

- Get more satisfaction out of the work I was doing at the time (19%)
- Develop personal interests unrelated to work (15%)
- Get a new job (12%)
- Changed to a different type of work (10%)

There were significant differences in the impacts of learning cited by respondents:

Impacts relating to personal growth/development:

- Females were significantly more likely to have gained confidence (41% compared to 28% of males)
- More mature respondents stated they had gained a personal interest unrelated to work (27% compared to 15% overall).

Impacts relating to current career/job development:

- 45 – 54 year olds appeared to have seen the benefits from learning in this area. They were significantly more likely than many other age groups to say that they were able to do their

job better (48% compared to 32% overall) and/or say that they got more satisfaction from their job (27% compared to 19% overall).

- Interestingly, those in full time work were significantly more likely than those in part time work to say that the learning/training had helped them to get a pay rise (14% compared to 7%).

Impacts relating to career/job change:

- 25 – 34 and 35 – 44 year olds were more likely to say that they had changed to a different type of work than their older or younger counterparts (16% for both groups compared to 9% of the 19 – 24 year olds and 4% for the 55 plus).

Table 6.5: Impacts of learning/training by working status

	Working status						
	Total	Full time working	Part time working	Self-employed	Not working	Full time education	Retired
Base: All respondents in any training or learning in the past year***							
Unweighted base	873	381	138	41	132	85	84
Weighted base	941	470	157	**54	94	**76	**79
	%	%	%	%	%	%	%
I gained confidence in my own abilities	34	31	37	17	47	33	46
I was able to do my job better	32	43	32	37	14	2	10
I learned new skills for the job I was doing at the time	31	40	36	29	15	3	10
I got more satisfaction out of the work I was doing at the time	19	21	24	19	12	5	12
I developed personal interests unrelated to work	15	9	14	24	17	16	42
I got a new job	12	17	12	5	11	8	1
I changed to a different type of work	10	14	10	6	6	3	1
I got a pay rise in the job I was doing at the time	9	14	7	–	6	–	4
I got a promotion in the organisation where I was working at the time	8	11	7	3	3	2	4
Other job-related outcome	4	5	4	7	3	3	–
It helped me with the work related problems related to my health/disability	3	3	2	–	4	3	3
I set-up my own/family business	3	2	1	11	3	1	3
I stayed in my job, which I might have lost without this training	3	4	4	7	1	–	1
Other	5	3	6	4	7	20	5
None of these/nothing happened	12	9	15	1	14	29	10
Don't know	1	1	–	2	–	6	1

* Less than 0.5% but greater than zero

** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

Note: Multiple response question. Mentions of 3% or more.



6.4 Summary of key findings

Motivations were primarily job or career linked. Almost a quarter (24%) said that they had undertaken the learning that helped in their current job, 15% did the learning to enable them to get a job and 10% wanted the qualification. The younger respondents were more job/career driven than the older respondents who were more likely to cite personal interest as a reason for undertaking the course.

In terms of demographics:

- Respondents likely to be motivated to learn to help them get a job, get a recognised qualification or get onto another training course were under 25, in full-time education or not currently working.
- Respondents motivated by learning that helped them in their current job tended to be aged between 35 – 54, were more likely to be in socio-economic groups AB, C1 or C2.
- Those aged 35 – 44 were the most likely to take up learning to change the type of work they did.
- Respondents in socio-economic group C1 were significantly more likely to take up learning to get a promotion
- Respondents aged 55+ and those that were retired were the most likely to participate because they were interested in the subject, it gave them pleasure or to develop themselves as a person. They were also most likely to participate because learning was in a familiar community location.
- Those qualified to NVQ level 1 or equivalent were significantly more likely to be motivated by getting a job with a different employer.

In terms of impact of the learning, whilst 12% said that nothing had happened as a result, the majority could link the learning to impacts. The most commonly cited impact was an increase in confidence in their own abilities (34%), that they could do their job

better (32%) and/or that they gained new skills for a job they were doing at the time (31%). Points to note were that:

- Impacts related to aiding current job/career were particularly mentioned by the 45 – 54 age group
- Those working full time were more likely to mention that they got a pay rise as a result of the learning than those working part time
- Impacts related to personal development were more likely to be cited by females (especially increase in confidence) and more mature learners (furthering a personal interest)
- Impacts relating to a change in job/career were predominant for the 25 – 34 and 35 – 44 age group.

7.0 BARRIERS TO LEARNING

7.1 Introduction

Respondents who had not done any training or learning within the last year or had only participated in a general course at work or only spent time keeping up to date with developments were asked what, if anything, had prevented them from learning or studying new things in the past year. They were given a choice of pre-coded responses and also probed for any other reasons.

7.2 Barriers to learning

The main reasons given for not participating in any learning or studying in the past year were all related to time and being over committed. Respondents simply either did not have enough time (22%), had family or childcare commitments (14%) or found that work pressure/hours of work (11%) meant that they were unable to undertake learning.

Gender and age were linked to the reasons given:

- Males were much more likely than females to report that work pressures/hours of work prevented them from learning (15% compared to 7%).
- Respondents under 55 years old did not have enough time compared to those over 55 years old (31% compared to 14%).
- Females (21%) and those aged under 45 years old (28%) were significantly more likely than males (7%) and those over 45 years old (6%) to indicate that family/childcare commitments including care for elderly was the issue.
- Those aged 19 – 24 were most likely to say courses were too expensive (11% compared to 1% for 55+).
- 12% thought that they were too old and this was particularly the case for those aged 55+ (22%).

Similarly working status played an important part in reasons given for not undertaking any learning in the past year.

- Respondents who were working (either full time, part time or who were self-employed) were significantly more likely than their non working counterparts to report that they did not have enough time to undertake learning.
- Those working full time (26%) and the self-employed (31%) were particularly affected by work pressures and their hours of work.
- Family and childcare commitments were barriers to learning particularly for part time workers (32%) and those currently not working (27%).

If we examine the responses by the respondent's level of qualification, the following differences are observed:

- Those qualified to NVQ level 2 are significantly more likely to cite family or childcare commitments (24%) as a barrier to learning compared to other respondents.
- Those qualified to NVQ level 2 are significantly more likely to mention 'not enough time' as a barrier to learning (31%) compared to those with no qualifications (13%).
- Work pressures or hours of work are more likely to effect those qualified to NVQ level 3 (20%) particularly if you compare this to those with no qualifications (4%).
- Those with no qualifications are significantly more likely to say they are too old (24%) compared to those qualified to NVQ level 1 – 4 or equivalent. They are also most likely to say learning is not relevant to them (11%).



Table 7.1: Barriers to learning by gender and age

	Gender		Age					
	Total	Male	Female	19 – 24	25 – 34	35 – 44	45 – 54	55+
Base: All respondents not learning/training in last year ***								
Unweighted base	1136	531	603	61	149	190	145	575
Weighted base	1068	531	535	**51	147	177	137	546
	%	%	%	%	%	%	%	%
Not enough time	22	22	22	24	35	29	33	14
Family/childcare commitments	14	7	21	34	33	24	5	6
I feel I am too old	12	11	13	–	1	–	4	22
Work pressures/hours of work	11	15	7	8	22	19	21	3
Learning/studying is not relevant to me	8	9	7	2	4	3	8	11
I have better things to do with my spare time	5	5	4	5	2	2	6	6
Haven't got around to doing it	4	5	3	2	1	4	5	5
Can't see the point	4	4	3	1	*	3	4	5
Too expensive/can't afford it	3	3	2	11	5	3	2	1
Don't want to learn new things	3	3	2	–	1	5	2	3
No courses that interest me in my local area	3	4	2	2	2	5	3	3
Other	17	16	17	14	7	14	14	21
Nothing prevents me	14	15	14	7	13	12	16	15

* Less than 0.5% but greater than zero

** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included. Age 16 – 18 not included because base size is too small.

Table 7.2: Barriers to learning by working status

	Working status					
	Total	Full time working	Part time working	Self-employed	Not working	Retired
Base: All respondents not in any training or learning in the past year ***						
Unweighted base	1136	222	91	57	319	433
Weighted base	1068	275	**106	**71	212	393
	%	%	%	%	%	%
Not enough time	22	32	35	33	16	13
Family/childcare commitments	14	12	32	7	27	5
I feel I am too old	12	2	7	5	5	26
Work pressures/hours of work	11	26	11	31	2	1
Learning/studying is not relevant to me	8	4	7	14	6	10
I have better things to do with my spare time	5	3	3	6	3	7
Haven't got around to doing it	4	3	2	–	6	5
Can't see the point	4	2	2	–	4	6
Too expensive/can't afford it	3	3	3	6	3	2
Don't want to learn new things	3	3	5	1	1	3
No courses that interest me in my local area	3	5	3	2	2	3
Other	17	6	8	9	32	21
Nothing prevents me	14	18	18	14	6	15

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course at work, received supervised training on the job or spent time keeping up to date with developments

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included



Table 7.3: Barriers to learning by qualification level

Base: All respondents in any training or learning in the past year***	Qualification level****							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Unweighted base	1136	145	188	164	117	14	337	171
Weighted base	1068	136	184	170	123	**14	279	162
	%	%	%	%	%	%	%	%
Not enough time	22	21	31	29	24	29	13	20
Family/childcare commitments	14	15	24	13	14	*	12	10
I feel I am too old	12	4	2	6	9	11	24	18
Work pressures/hours of work	11	7	15	20	11	34	4	9
Learning/studying is not relevant to me	8	7	8	4	5	*	11	9
I have better things to do with my spare time	5	2	3	6	3	8	4	9
Haven't got around to doing it	4	6	2	6	*	8	5	4
Can't see the point	4	2	3	4	1	*	5	5
Too expensive/can't afford it	3	4	3	1	4	*	2	3
Don't want to learn new things	3	1	5	1	1	*	4	3
No courses that interest me in my local area	3	3	4	3	3	*	3	2
Other	17	20	12	11	19	27	18	22
Nothing prevents me	14	19	12	19	18	8	10	12

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Excluding those who have only been on a general course or received supervised training while doing a job

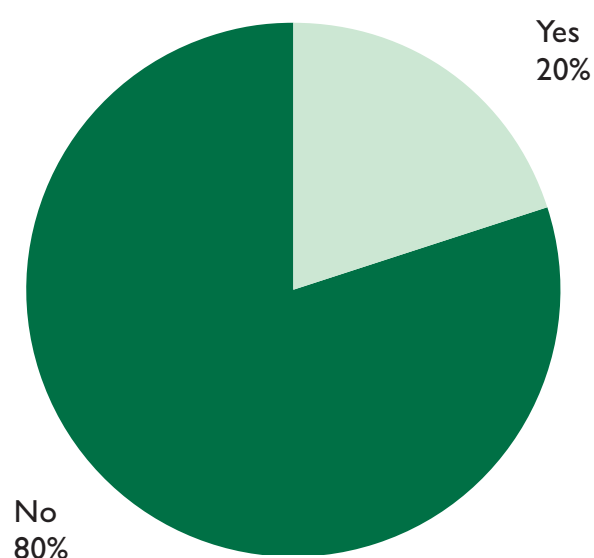
**** Qualification levels are equivalent to NVQ levels 1 – 5.

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included.

7.3 Making decisions about learning in the last year

Two fifths of respondents (20%) who had not done any training or learning in the last year or who had just been on a general course at work (e.g. health and safety etc) indicated that they had considered learning

Chart 7.1 Percentage of respondents considering learning in the last year



Base: All respondents who had not done any training or learning in the last year or had only undergone a general course at work or spent time keeping up with developments (unweighted = 1136; weighted = 1068)

Younger respondents (i.e. those under 35 years old) were more likely to have considered learning than their older counterparts (40% compared to 15%).

The respondents who had considered participating in any learning in the last year were asked how close they had got to undertaking the learning. The question attempted to 'stage' the decision making process into the following way:

- Step 1: Just crossed my mind that I would like to study something but wasn't sure what
- Step 2: Thought of studying a particular subject but didn't take it any further

- Step 3: Got as far as trying to find somewhere I could do the course
- Step 4: Tried to apply for a course but experienced problems
- Step 5: Attended the first session but didn't go back

Of those that had thought about learning in the last year the results show that almost a fifth of respondents (19%) had not got as far as making any kind of preference, therefore the point at which they left the decision making process was very early. Most of the respondents (57%) had refined their thoughts somewhat and had decided on a subject and/or looked for a place to study. There were another 16% of respondents who had actually taken some action towards joining a course who were lost at the final stages of the decision making process.

Respondents who had considered participating in learning during the past year were asked why they didn't take it any further. A half reported that it was due to problems with travelling or the course being too far away (51%) whilst a further two in ten were either too busy/had no time (22%) or the time or hours of the course were not convenient for them (20%). Approximately one in ten reported that they either had a lack of funds, couldn't afford it or found it was too expensive (11%), they had family commitments (10%) or work commitments and hours of work (9%).

Other issues included:

- Illness/health problems (4%)
- Course not available/cancelled/fully booked (4%)
- Funding/grant not available (1%)



Chart 7.2: Percentage of non-learners at different stages of the decision making process

- ¥ Step 1: Just crossed my mind that I would like to study something but wasn't sure what
- ¥ Step 2: Thought of studying a particular subject but didn't take it any further
- ¥ Step 3: Got as far as trying to find somewhere I could do the course
- ¥ Step 4: Tried to apply for a course but experienced problems
- ¥ Step 5: Attended the first session but didn't go back

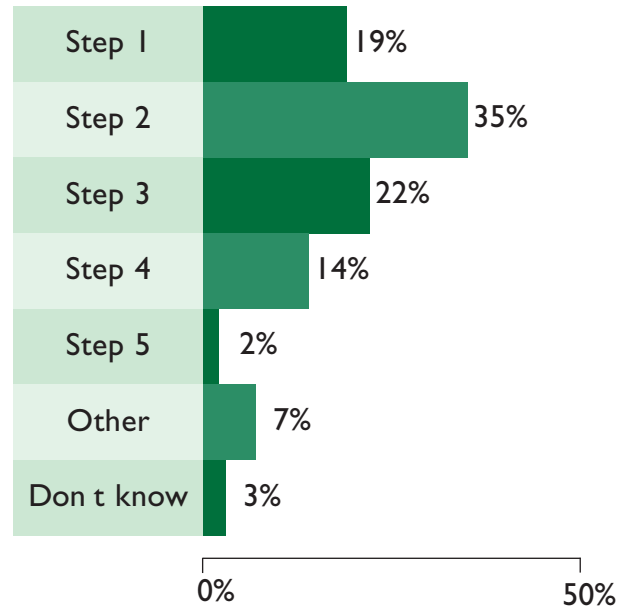


Chart 7.3: Reasons why learning was not undertaken

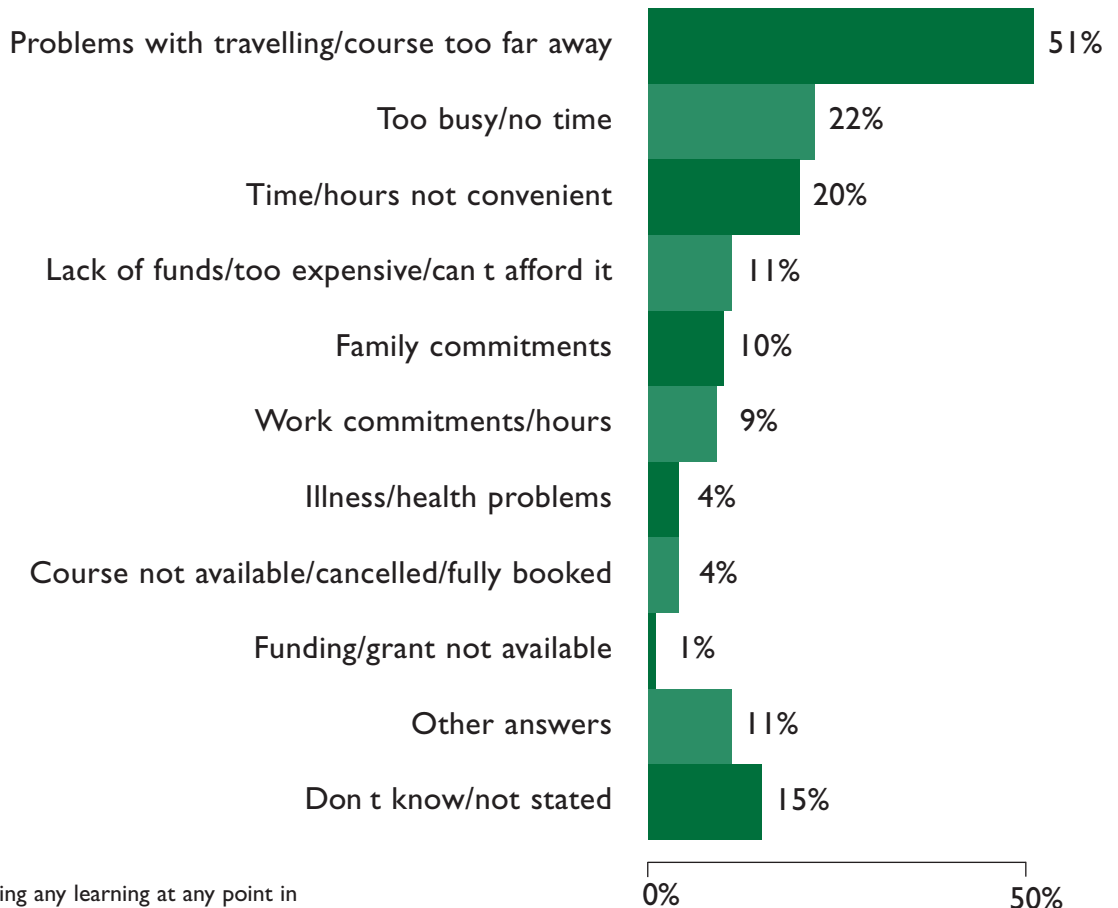


Chart 7.2/7.3
 Base: All who considered doing any learning at any point in the last year (unweighted=218; weighted=213)

7.4 Improving knowledge and learning new skills in the next year

More than a half (56%) of all respondents (learners and non-learners) indicated that they would not be trying to improve their knowledge or learn new skills in the next 3 years. These respondents were asked what, if anything, was preventing them learning in the shorter term (the next year).

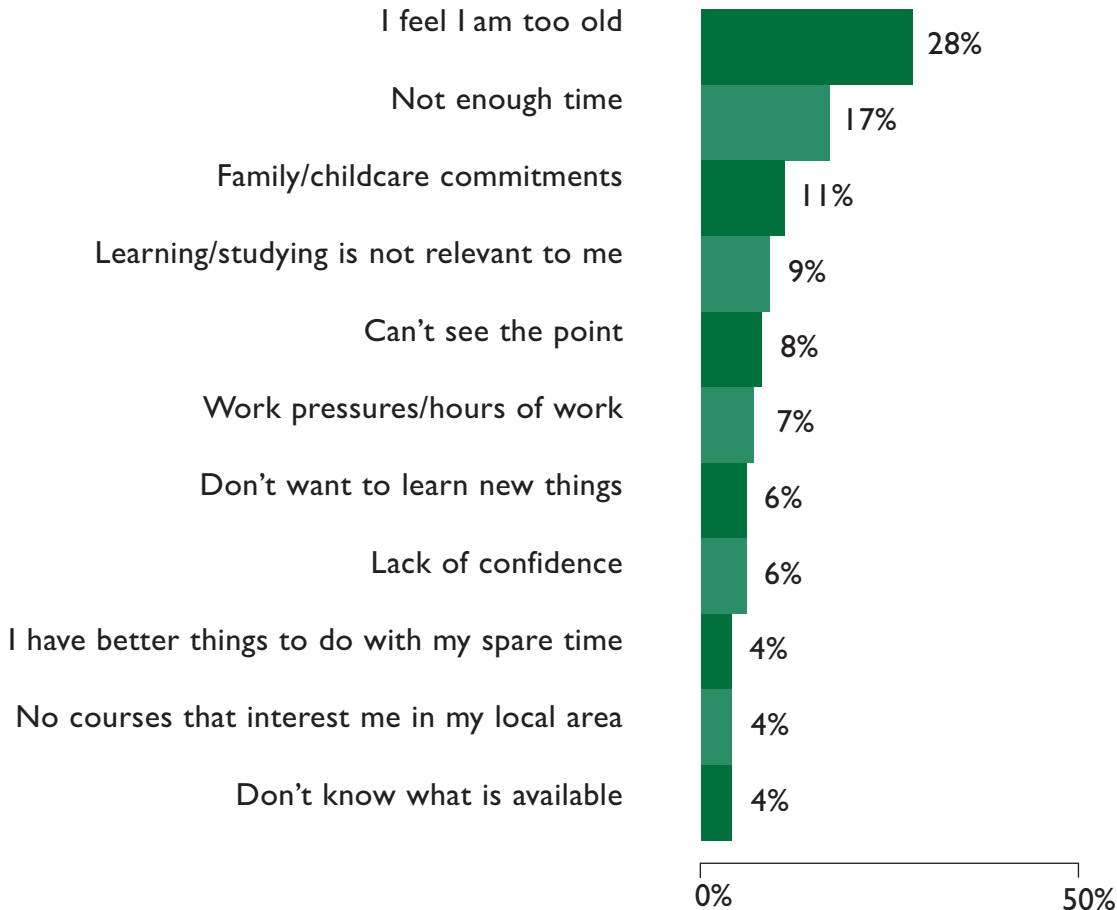
Just over a quarter (28%) thought that they were too old. Notably, nearly two thirds (65%) of the respondents who indicated they would not improve their knowledge or learn a new skill were aged 55+ and that the majority of respondents who made the comment that they were too old were aged 55+.

Younger respondents aged 35 – 44 (39%) and 45 – 54 (33%) were significantly more likely to cite ‘not enough time’ as a reason for not learning compared to older respondents. This age group were also more likely to say work pressures/hours of work prevented them from learning (22% for 45 – 54 year olds) whilst no-one aged 55+ mentioned this.

Other reasons given by more than 5% of respondents included:

- Not enough time (17%)
- Family/Childcare commitments including care of the elderly (11%)
- Learning studying is not relevant to me (9%)
- Can’t see the point (8%)
- Work pressures/hours of work (7%)

Chart 7.4: What prevents respondents from improving knowledge and learning new skills in the next year



Base: All who will not try to improve their knowledge or learn new skills in the next year (unweighted = 535; weighted = 481)



- Don't want to learn new things (6%)
- Lack of confidence (6%).

Some differences were evident if gender and working status were considered:

- Females were significantly more likely to indicate that family/childcare commitments, including care of the elderly, were preventing them from learning or studying new things than males (15% compared to 8%)
- Males were more likely to report that work pressures and hours of work were barriers to learning compared to females (10% compared to 3%)
- Not unsurprisingly working people were more likely to give reasons linked to lack of time and work pressures than those who were either not working or retired.

7.5 Summary of key findings

Time, childcare/family commitments, work pressures and a feeling that they were too old were the key barriers for non-learners (mentioned by 22%, 14%, 11% and 12% respectively). Time and work pressures were major barriers for full time employees whilst childcare/family commitments were mentioned by more part time employees.

In terms of key demographics:

- Those working full time or self-employed, male respondents and those qualified to degree level or equivalent were most likely to be affected by work pressures and hours of work.
- Female respondents, part-time workers and those under 45 were the most likely to cite family or childcare commitments.
- Those aged 19 – 24 were most likely to say courses were too expensive

A fifth (20%) (of non-learners in the past year) had considered some form of learning to some extent in the last year, but had not taken it up. The research aimed to find out at what point these respondents came out of the decision making chain. Whilst 19% had

not got beyond the 'initial trigger' (just crossing their mind) it seems disappointing that another 57% had gone as far as thinking what they would like to do/looked into courses but decided not to go any further. Equally as discouraging were the 16% who had applied or actually attended a session and then decided not to pursue their learning any further.

Initial trigger

Step 1: Almost a fifth (19%) admitted that the thought had just crossed their mind and/or that they would like to study something but weren't sure what.

Making a preference

Steps 2 and 3: Over a third (35%) reported that they had thought of studying a particular subject but didn't take it any further whilst two in ten (22%) got as far as trying to find somewhere to do the course.

Taking action

Steps 4 and 5: A further one in seven (14%) tried to apply for a course but experienced problems and 2% had attended a session but didn't go back.

All respondents that had considered learning were asked why they didn't take it any further. The reasons that respondents gave for not pursuing this learning were predominantly related to logistics; travel, time, inconvenient hours.

8.0 FUTURE PLANS

8.1 Introduction

This section concentrates on the aims and aspirations that respondents had for the following year and also explores their perceptions of the impact that learning had in helping them achieve these aims. In the latter stages of this section the report discusses likelihood to learn in the next three years (formally and informally) and details about what type of subjects respondents may be interested in.

8.2 Aspirations for the next year

All respondents were given a list of achievements and asked what they would like to do in the next year. The list contained aspirations relating to employment, learning and self improvement/development.

The importance of income was, perhaps unsurprisingly, most evident. Almost a third of all respondents (31%) would like a rise in earnings in the next year. However, it was interesting to note that the other aspirations most commonly mentioned related very specifically to the individual rather than learning or employment related events. For instance, a quarter of respondents (26%) wanted to develop as a person, 23% wanted to help their children with their learning and approximately a fifth of individuals (22%) wanted to meet people and/or improve their self confidence (21%).

The following aims were work and learning related and were mentioned by between 10% and 20% of individuals:

- To get onto a future course of learning (19%)
- To make my work more satisfying (16%)
- To get a recognised qualification (16%)
- To change the type of work I do (13%)
- To be better at my current job (13%)
- To get a promotion (10%)

A fifth of respondents (20%) said that nothing on the list was relevant to what they wanted to achieve in the next year. The analysis showed that:

- Most of the 'aspirations' were not gender specific. The exceptions were that males were much more inclined to mention a rise in earnings (38% compared to 23% of females) whilst females mentioned developing themselves as a person (29% compared to 23% of males), self confidence (26% compared to 15% of males) and meeting people (26% compared to 19%)
- The youngest respondents were more likely to mention gaining a job and qualifications/future learning. The 16 – 18 year olds were much more likely than their 19 – 24 year old counterparts to mention attempting to increase self confidence
- The list of achievements was significantly less relevant to the 55 year plus age group (45% said that none of the achievements applied to themselves compared to the 20% average). When looking at the retired group this percentage increased to 51%
- The only achievement in the next year to be mentioned by nearly as many retired people as respondents on average was meeting new people (21%). They were significantly less likely to mention any of the 'self development' related aspirations, for instance, only 16% mentioned develop myself as a person compared to 26% on average
- More respondents working full time compared to part time were interested in changing their job or earnings potential in the next year, as follows:
 - To get a promotion (22% of full time employees compared to 9% of part time employees)
 - To get a rise in earnings (57% compared to 38%)
 - To make my work more satisfying (28% compared to 22%)



Table 8.1: Aspirations for the next year by gender, age and working status

	Gender			Age						Working status	
	Total	Male	Female	16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Working full time	Working part time
Base: All respondents											
Unweighted base	2009	946	1061	87	175	343	385	281	732	603	229
Weighted base	2009	1011	996	**75	176	370	383	280	723	746	263
	%	%	%	%	%	%	%	%	%	%	%
To get a job	9	9	9	44	26	11	9	6	2	1	3
To get a job with a different employer	7	8	6	3	11	16	10	9	1	14	11
To change the type of work I do	13	15	11	6	21	22	20	15	3	23	18
To get a recognised qualification	16	14	17	55	35	23	17	14	3	18	19
To be better at my current job	13	12	13	9	13	22	18	18	4	22	22
To get a promotion	10	13	7	8	14	22	16	6	*	22	9
To get a rise in earnings	31	38	23	26	38	50	48	34	9	57	38
To make my work more satisfying	16	17	15	14	13	26	25	22	5	28	22
To get onto a future course of learning	19	18	21	41	32	24	23	15	11	19	29
To develop myself as a person	26	23	29	32	30	34	32	25	17	28	31
To improve my self confidence	21	15	26	33	20	28	23	21	15	18	27
To meet people	22	19	26	36	25	27	16	19	22	18	24
To help my children with their learning/homework	23	21	25	4	13	42	45	23	7	28	38
Don't know	1	1	2	*	2	1	1	1	2	1	1
None of these	20	20	20	3	4	3	6	13	45	7	10

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

Note: Multiple response question.

Table 8.3: Aspirations for the next year by qualification level

	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Base: All respondents								
Unweighted base	2009	229	397	322	391	51	404	215
Weighted base	2009	219	393	344	451	**64	337	201
	%	%	%	%	%	%	%	%
To get a job	9	10	14	9	9	7	7	4
To get a job with a different employer	7	6	10	7	12	9	2	4
To change the type of work I do	13	12	15	14	20	20	4	7
To get a recognised qualification	16	15	25	20	17	12	7	5
To be better at my current job	13	11	13	12	21	34	3	8
To get a promotion	10	8	11	14	14	20	1	3
To get a rise in earnings	31	32	35	40	37	49	10	20
To make my work more satisfying	16	15	13	17	27	36	5	8
To get onto a future course of learning	19	19	23	21	25	17	9	12
To develop myself as a person	26	26	28	28	36	47	12	14
To improve my self confidence	21	26	21	19	25	23	15	18
To meet people	22	21	20	20	27	23	20	24
To help my children with their learning/homework	23	29	29	21	29	20	12	19
Don't know	1	1	*	1	2	*	4	1
None of these	20	18	10	18	9	8	45	32

* Less than 0.5% but greater than zero ** Denotes small base (unweighted base is less than 100)

*** Qualification levels are equivalent to NVQ levels 1 – 5. Note: Multiple response question.



- Part time employees were more likely to be targeting future courses (29% compared to 19% of full time employees), improving self confidence (27% compared to 18%), meeting people (24% compared to 18%) and helping children with their learning (38% compared to 28%).
- Those qualified to NVQ level 4 or 5 are significantly more likely than other respondents to want to be better in their job (21% and 34% respectively). Any respondent qualified to NVQ level 1 or higher is significantly more likely to want to get a promotion compared to those with no qualifications at all (1% compared to 10% overall).
- Those with no qualifications are significantly more likely to say they would not like to achieve any of the aspirations (45%). This compares to only 9% for those qualified to degree level (NVQ level 4).

8.3 Impact of learning on achieving aspirations

All individuals who had not undertaken any learning in the last year were asked for each of their aspirations mentioned above, whether a course of learning might help them achieve each of their aspirations for the next year. They were given a rating scale. This group included any non-learners or anyone that had only done a general course at work, received supervised training or had spent time keeping up-to-date with developments.

The areas where respondents thought a course of learning 'might help a lot' were directly related to gaining entry into work/a different job and learning. It was interesting to see that the types of aspirations mentioned most by respondents (those related to developing as a person, meeting people and self confidence) were not seen as being as highly influenced by undertaking learning.

More than a third of the respondents said that learning might help them a lot in making their current job situation better:

- making their work more satisfying (48% said that it might help a lot)
- getting promoted (39% said that it might help a lot)
- getting better at their current job (36% said that it might help a lot)
- getting an increase in salary (36% said that it might help a lot)

It was interesting to note that one of the areas where learning was thought to help least was helping children with learning/homework, whilst 47% said that it might help a lot and 30% said that it might help a little, a total of 19% said that it would not help at all.

Table 8.4: Extent to which a course of learning might help achieve these aims

Base: All respondents not learning/training in the last year ***	Total (Base weighted)	Might help a lot	Might help a little	Wouldn't help	Don't know
	%	%	%	%	%
To get a recognised qualification	**63	85	12	3	1
To get a job	**67	67	13	14	6
To change the type of work I do	**90	55	26	15	4
To get a job with a different employer	**49	59	30	8	3
To get onto a future course of learning	129	52	27	8	13
To develop myself as a person	161	47	34	9	10
To meet people	201	46	35	16	3
To improve my self confidence	169	44	33	12	11
To make my work more satisfying	79	48	35	10	7
To get a promotion	49	39	38	16	8
To be better at my current job	60	36	52	12	–
To help my children with their learning/homework	205	45	30	19	5
To get a rise in earnings	221	36	28	30	6

** Denotes small base (unweighted base is less than 100) *** Base includes those who have been on a general course at work, received supervised training on-the-job or spent time keeping up-to-date with developments

Note: Multiple response question. Mentions of 3% or more. 'Don't know' not included

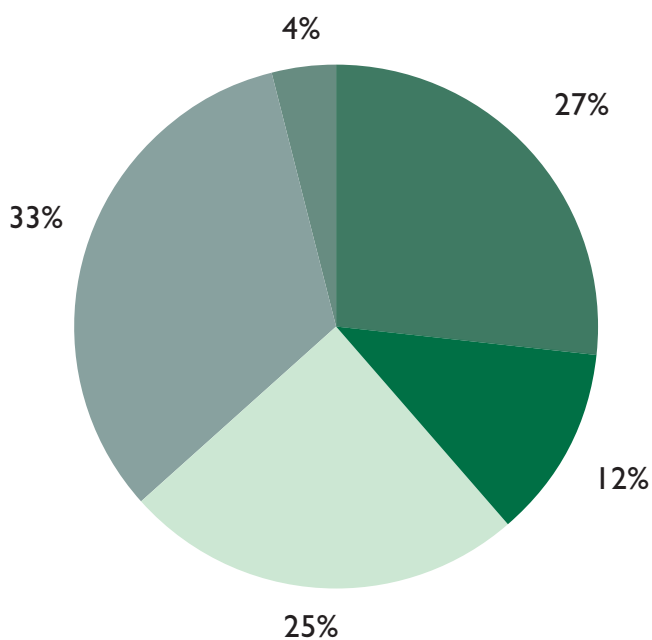


8.4 Likelihood to learn in the next three years

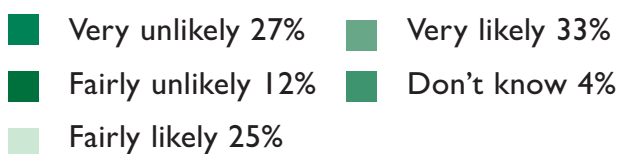
8.4.1 Formal learning

All respondents were asked about their likelihood to take up any learning in the next three years. A third of respondents (33%) said that they would be very likely and a further quarter (25%) said fairly likely. Almost four in ten (39%) will not be learning in the next three years.

Chart 8.1: Likelihood of taking up learning in the next three years



Base: All respondents (2009)



In terms of summarising those who were 'very likely' to learn the survey showed that:

- Take up was not gender specific but age was a driver. Respondents who were 16 – 18 were significantly more likely than any other age group to say they would be very likely (71%) to learn in the next three years. The 19 – 24 year olds were also very likely (57%). The percentage that was 'very likely' reduces with age until the data shows that just 15% of the 55 plus group said the same.
- Respondents who were full time or part time working were significantly more likely to learn than those not working or retired to undertake further learning
- Respondents in socio-economic group AB were significantly more likely to say they were very likely to learn than those in any other group
- Respondents who had a recent life event (for instance, starting a family or changing job) were significantly more likely to say 'very likely' than those who had not.
- Those qualified to NVQ level 1 or higher were significantly more likely to be 'very likely' to take up learning compared to those with no qualifications. Those qualified to degree level (NVQ level 4) or level 5 were particularly likely (49% said they were very likely).
- In comparison, those with no qualifications were the most likely to say they were 'very unlikely' to take up learning in the next 3 years. 64% said they were 'very unlikely' compared to only 9% for those qualified to degree level (NVQ level 4) and 27% overall.

Table 8.5: Likelihood of taking up any learning in the next three years by age and working status

	Total	Age						Working status				
		16 – 18	19 – 24	25 – 34	35 – 44	45 – 54	55+	Full time	Part time	Self employed	Not working	Retired
Base: All respondents												
Unweighted base	2009	87	175	343	385	281	732	603	229	98	451	517
Weighted base	2009	**75	176	370	383	280	723	746	263	**125	306	472
	%	%	%	%	%	%	%	%	%	%	%	%
Very likely	33	71	57	46	36	29	15	41	40	30	27	12
Fairly likely	25	15	25	33	29	30	16	30	28	32	28	13
Fairly unlikely	12	4	8	13	14	15	11	13	13	12	12	10
Very unlikely	27	5	7	5	16	20	54	12	15	22	28	61
Don't know	4	4	4	3	4	5	4	3	5	3	6	4

** Denotes small base (unweighted base is less than 100) Note: Single response question.

Table 8.6: Likelihood of taking up any learning in the next three years by socio-economic group and recent life event

Base: All respondents	Total	Socio-economic group				Recent life event	
		AB	CI	C2	DE	Yes	No
Unweighted base	2009	336	452	463	758	1172	835
Weighted base	2009	399	499	479	633	1165	842
	%	%	%	%	%	%	%
Very likely	33	48	36	31	22	36	28
Fairly likely	25	22	26	26	24	28	21
Fairly unlikely	12	11	14	12	11	11	12
Very unlikely	27	15	20	27	39	22	33
Don't know	4	4	4	4	4	3	6

Note: Single response question.



Table 8.7: Likelihood of taking up any learning in the next three years by qualification level

	Qualification level***							
	Total	Level 1	Level 2	Level 3	Level 4	Level 5	No qualifications	Other
Base: All respondents								
Unweighted base	2009	229	397	322	391	51	404	215
Weighted base	2009	219	393	344	451	**64	337	201
	%	%	%	%	%	%	%	%
Very likely	33	24	40	36	49	50	11	13
Fairly likely	25	30	33	23	27	31	10	21
Fairly unlikely	12	16	12	12	11	3	8	16
Very unlikely	27	24	12	22	9	14	64	48
Don't know	4	5	2	6	3	2	6	3

** Denotes small base (unweighted base is less than 100) *** Qualification levels are equivalent to NVQ levels 1 – 5.
Note: Single response question.

8.4.2 Informal learning

All respondents who said that they would not be undertaking learning in the next three years were asked if they would be seeking to improve their knowledge about anything or learn new skills in the next three years. Just over a third (34%) said that they would. Of the remainder, 56% said that they would not and 10% said that they did not know.

common subject mentioned. Health, social and childcare was the only other area to be mentioned by at least 10% of respondents. table 8.8 shows the subjects mentioned by at least 3% of all respondents.

Concentrating on the most 'popular' subject areas in terms of further learning, chart 8.3 identifies the variables that were significant to participation.

8.4.3 Subject wishing to undertake in the next three years

Just over seven in ten (71%) of all respondents will undertake some learning in the next three years (formally and/or informally). Almost three in ten (29%) will not undertake any learning at all.

IT/computers was the subject area that interested the largest group of 'would be' learners (25%). This was by the far the most

Table 8.8: Subjects that respondents would like to learn (formally or informally)

Base: All respondents likely to participate in formal learning in the next year and/or improve knowledge/learn new skills informally in next 3 years	
Unweighted base	1387
Weighted base	1445
	%
IT/computers	25
Health, social and childcare	11
Languages – other than Welsh/English	9
Crafts eg: cookery, sewing, pottery, DIY	8
Arts and media	6
Humanities and social science	6
Construction (including trades; decorating, plumbing etc)	5
Languages – Welsh	5
Business administration and law	5
Leisure, tourism and travel	4
Education and training occupations	3
Engineering and manufacturing	3
Sciences and mathematics	3

Note: Multiple response question. Table includes subjects that received 3% or more mentions

¹The National Learner Satisfaction Survey for Wales 2003 found that 63% of FE learners that joined their course to further their personal development had done so and 68% of those hoping to meet people said that it had helped a lot in meeting people. Ratings were similar for ACE learners.

8.5 Summary of key findings

Beyond increasing their salaries, most respondents (26% overall) were seeking to develop themselves, help their children with their learning, to meet people and improve their confidence in the next year. It was interesting that these aspirations were more important for most respondents than aims related to work/career or further learning/qualifications (between 10% and 20% mentioned the work/career or the learning/qualification related aims). A fifth (20%) said that none of the aspirations on the list was applicable to them in the next year (this was higher for the 55 plus age group).

All non-learners in the past year were asked, for each of their aims, whether a course of learning might help them achieve it. An overview of the results shows that, broadly speaking, non-learners were more likely to associate learning as having an impact on getting a new job/change in job. Fewer were likely to make the association with personal development and fewer still linked it to improving their current situation at work.

It was interesting to see that non-learners who wanted to meet people and develop personally were not as likely to make the link of learning helping them achieve these aims as they would have done with career development and learning. Recent studies amongst learners, such as the National Learner Satisfaction Survey for Wales 2003, show that boosting confidence and meeting people were two of the most major impacts.¹

Therefore, many non-learners were not aware of all the benefits of learning. As the majority of respondents wanted to improve their confidence and meet people, it would be worth making them aware that learning has the potential to help them meet their aims.

A third (33%) of all respondents are very likely to undertake further formal learning in the next three years. Another quarter would be fairly likely, producing a total of 58% who would be likely. Take up did not appear to be



Chart 8.3: Subjects that respondents would like to learn (formally or informally)

IT/computers	<ul style="list-style-type: none"> • More mature respondents were most interested (33% of the 55 plus age group compared to 7% of the 16 – 18 year olds) • Respondents who used Welsh at home or work (35% compared to 24% of those who use English)
Health, social and childcare	<ul style="list-style-type: none"> • Females were significantly more likely (18% compared to 4% of males) • Younger (they were least likely to be 55 plus, 3% compared to 20% of the 16 – 18s) • Socio-economic group DE (respondents were significantly more likely to be in this group than AB or CI) • More likely to have had a recent life event (13% compared to 7%)
Languages – other than Welsh/English	<ul style="list-style-type: none"> • 55 plus respondents were more interested than other age groups (14% compared to 5% of 16 – 18s) • Socio-economic group AB (18% compared to 4% of the DE group)
Crafts, cookery and sewing	<ul style="list-style-type: none"> • 55 plus were significantly more interested than other age groups (17% compared to zero 16 – 18s and 2% of the 19 – 24 age group) • Respondents in households with no one working (14% compared to 6% of respondents with someone working in the household) • Socio-economic group AB (12% compared to 6% of the DE group)

gender specific, rather age specific.

The younger respondents were more likely to take up learning, as were those who were working (full or part time), those who were in socio-economic group AB, those who had a recent life event (such as starting a new job or starting a family) and those with high qualifications.

Just over a third (34%) of those who were not likely to undertake learning in the future would be seeking to improve their knowledge or skills in some other way. This produces a figure of 71% of all respondents who would be seeking to learn something new, formally or informally, in the next three years.

Respondents who were keen to develop (formally or informally) were most interested in:

	%
IT/Computers	25
Health, social and child care	11
Languages – other than Welsh	9
Crafts (e.g. cookery, sewing, pottery, DIY)	8
Arts and media	6
Humanities and social science	6
Welsh	5

9.0 SEGMENTATION OF LEARNERS AND NON-LEARNERS

9.1 Introduction

This chapter provides an introduction to the learner and non-learner segmentation. More detail on the clusters will be available in a separate segmentation report, drawing on the results from other surveys, such as Future Skills Wales. This section covers how the segmentation was carried out, followed by a brief description of each segment and the indications they have for promotion of learning.

9.2 Creating and using a segmentation

Segmentation analysis examines the dataset to establish where attitudinal differences exist between different groups within the population. We seek to find groupings of respondents who exhibit similar patterns in terms of the variables measured. The decision as to which variables to use and how many, will affect the results of the clustering. Good clusters should have large distances between them and the members of each cluster should be close together. In this case the segmentation was based around the individuals' attitude to learning and development.

It was decided that a separate segmentation for learners and non-learners should be adopted. This was due to the fact that in the future we might wish to apply the segmentations to other data sets, for instance, the National Learner Satisfaction Survey. Keeping the two populations (learner and non-learner) will be necessary to carry this out successfully.

Producing a segmentation starts with factor analysis. This is an exploration of what variables 'work' with each other for respondents. For instance, in this case, if a respondent said that they wanted to improve their self-confidence they were highly likely to say also that they wanted to meet people and wanted to develop as a person. Once all the variables have been concentrated through

factor analysis we can then move onto the cluster analysis. Cluster analysis will produce various scenarios and the rule we adopted was to have a 'sensible' number of clusters. Too many clusters will produce a confusing profile of the population, too few will not account for all the differences between groups.

In this case we have a segmentation for learners that includes six clusters (or groups) and one for non-learners that includes five clusters (or groups).

9.2.1 Why do we create a segmentation?

Clustering provides a simple and extremely effective way of understanding a population, in this case, based on attitudes to learning. Users of the data are able to create a holistic view of their population and inform their target marketing for current initiatives and/or create new initiatives or incentives.

9.3 Definitions

In this piece of work:

Learners were defined as:

- individuals who have been involved in training or learning in the past year (except those who have ONLY been on a general course or received supervised training while doing a job).
- anyone who was likely (very or quite) to undertake learning in the next three years.

Non-learners were defined as:

- individuals who have NOT undertaken training or learning in the past year
- anyone who has ONLY been on a general course at work or received supervised training while doing a job. General courses includes compulsory training such as health and safety or induction training.
- anyone who was not likely to undertake learning in the next three years



9.4 Learner Segmentation

The learner segmentation was based on responses to the following questions:

Things you would like to do in the next year or so:

- To get a job
- To get a job with a different employer
- To change the type of work I do
- To get a recognised qualification
- To be better at my current job
- To get a promotion
- To get a rise in earnings
- To make my work more satisfying
- To get onto a future course of learning
- To develop myself as a person
- To improve my self-confidence
- To meet people
- To help my children with their learning/homework

Level of agreement or disagreement with the following statements:

- Learning is enjoyable for its own sake
- I am confident about learning new skills
- People should not be expected to learn new skills for their career in their own time
- There is not enough help and advice available about the different sorts of learning people can do
- I don't see why I should pay for learning that is to do with my job or career
- I would feel out of place in a classroom situation
- I haven't the motivation to do a course
- I know a lot of people in my area who are learning
- The rest of my family aren't very interested in learning

Six groups were identified in the learner segmentation:

- **Group 1** Learning for its own sake
- **Group 2** Career explorer
- **Group 3** Unfulfilled
- **Group 4** Ambitious at work
- **Group 5** Looking for reinforcement
- **Group 6** Qualification driven

Group 1: Learning for its own sake

Overview: This was a more mature group. As a consequence, compared to other groups they were more likely to be retired and not have children in the home. These learners were confident and not particularly driven by personal development (ie meeting people). They were undertaking evening classes and were not particularly interested in qualifications. They undertook learning for their own interest/enjoyment.

Group 2: Career Explorer

Overview: This group appeared to be very strong minded and ambitious. They were disenchanted with opportunities for learning at work and, as a result, were keen to change their circumstances. This group were planning to change the type of work they did and/or wanted a job with a different employer. They were confident and motivated learners who also enjoyed learning for its own sake. Interestingly, they felt that advice and help was not always available. They were slightly more likely to be male. They were highly likely to be between the ages of 25 and 44 years. They were one of the groups most likely to have started a family and therefore have family commitments.

Group 3: Unfulfilled

Overview: This group were not 'over committed' to learning. They did not feel that learners should have to pay for learning that is career linked. They also thought that you should not have to undertake career related learning in your own time and they also believed that not enough help and advice is available. Many of them were not 'recent' learners. In terms of future plans and demographics there was very little about this group that made them stand out, responses simply reflected the overall profile of learners.

Group 4: Ambitious at work

Overview: This group wanted to 'get on' in their current job/with their current employer. They wanted to get a promotion, get a rise in earnings and/or do better at their current job. Unlike the 'career explorers', a career change or change in employer was not top of their agenda. They have undertaken a vast amount of learning, both on and off the job (much of this was supplied by their employer). The impact of this learning had been very positive on their pay and satisfaction with their role. They were likely to be male (between the ages of 25 and 44) and have a family at home.

Group 5: Looking for reinforcement

Overview: These respondents were driven by personal development. They were motivated by improving self confidence, meeting people and developing as a person. Previous learning had met these aims and perhaps as a result, 45% will be very likely to learn again in the next year. Compared to all the other groups they were significantly more likely to be female, to be working part time or looking after the home/family and be working in the voluntary sector.

Group 6: Qualifications driven

Overview: This group were young and had a tendency to see learning as a way of life. They were motivated by qualifications and getting a job. Over seven in ten (71%) of this group were unemployed and looking for work, in full time education and/or looking after the home/family. Just over half were female (58%). They were the youngest group with 22% being 16 – 18 years old and another 28% being 19 – 24 years old.

9.5 Non-learner Segmentation

The non-learner segmentation was based on responses to the following questions:

Things you would like to do in the next year or so:

- To get a job
- To get a job with a different employer
- To change the type of work I do
- To get a recognised qualification
- To be better at my current job
- To get a promotion
- To get a rise in earnings
- To make my work more satisfying
- To get onto a future course of learning
- To develop myself as a person
- To improve my self-confidence
- To meet people
- To help my children with their learning/homework

Level of agreement or disagreement with the following statements:

- Learning is enjoyable for its own sake
- I am confident about learning new skills
- People should not be expected to learn new skills for their career in their own time
- There is not enough help and advice available about the different sorts of learning people can do
- I don't see why I should pay for learning that is to do with my job or career
- I would feel out of place in a classroom situation
- I haven't the motivation to do a course
- I know a lot of people in my area who are learning
- The rest of my family aren't very interested in learning

Factors preventing you from learning or studying new things in the next year:

- Not enough time
- Work pressures/hours of work
- Family/childcare commitments including care of the elderly
- Lack of confidence



- I feel I am too old
- Learning/ studying is not relevant to me
- Can't see the point
- Don't want to learn new things

There were five groups in the non-learner segmentation:

- **Group 1** Unconvinced
- **Group 2** Ambitious and able
- **Group 3** Confidence issues
- **Group 4** Feel too old
- **Group 5** Understand the benefits but lack the need

Group 1: Unconvinced

Overview: This group were totally 'disenchanted with learning'. They could not see the point of learning due to the fact that they believed it was not relevant, 25% of them said that they were too old for learning (although they were not the oldest group in the segmentation). Aspirations were not significant for this group, 68% said that none of the aspirations on the list were relevant to themselves. A large proportion of this group were socio-economic group DE (63%).

Group 2: Ambitious and able

Overview: They were focused on increasing work prospects. They were ambitious, wanted promotion and an increase in pay and job satisfaction. This being the case they were not particularly driven by personal development. They did not feel constrained from learning by time or age. Over seven in ten (72%) were male. This group was the youngest in the non-learner segmentation (just 23% were 55 plus). They were significantly more likely to be working full time (64%). Six in ten (60%) had children in the home which was the highest proportion compared to other non- learner groups.

Group 3: Confidence issues

Overview: This group did not see learning as a way of life (i.e. to get a qualification or to get a job) but they did want to develop themselves as a person (improve their

confidence and meet people). Confidence was the key issue for this group, they were far more likely than others to suffer a lack of confidence. Compared to others, this group had the most respondents who were socio-economic group DE (73%).

Group 4: Feel too old

Overview: Whilst this group were interested to some degree in personal development they were also likely to have felt that learning was not for them and a third (32%) said that they were too old. This was the oldest group (85% are 55 plus). As a consequence, almost three quarters (72%) of this group were retired. They were least likely to have children at home (83% did not have any children in the home). This was the only group where the balance was toward female (60% to 40% males). They were the group most likely to have health problems or disabilities.

Group 5: Understand the benefits but lack the need

Overview: This group viewed learning as a way of life, a means to an end in terms of getting a qualification and/or getting a job. However, they were not focussed on career ambition at the time of the survey (to get a promotion, increase in earnings or job satisfaction) and they did not feel the need to develop themselves personally.

More details about each of the clusters are provided in a separate segmentation report. In this report, the segmentation is applied to:

- the Individuals Panel data;
- the National Learner Satisfaction Survey for Wales 2003 data and;
- Future Skills Wales Household Survey 2003 data.

In so doing, the characteristics of learners and non-learners are maybe better understood in order to more effectively focus product development and marketing initiatives for these groups.

10.0 APPENDIX

10.1 Appendix A: Guidance on Interpretation of the Data

The sample of individuals was weighted at the analysis stage to ensure that they were representative of individuals by age, sex, working status and by Communities First and non-Communities First areas. The weights used were as follows:

Communities First Areas	
	%
Communities First Areas	15
Non-Communities First Areas	85

Gender within Age	
	%
Male 16 – 34	15.5
Male 35 – 54	17.3
Male 55+	17.5
Female 16 – 34	15.4
Female 35 – 54	15.7
Female 55+	18.5
Not stated	0.1

Gender within working status	
	%
Male working full time	28.4
Male not working full time	21.9
Female working full or part time	25.9
Female not working	23.7
Not stated	0.1

The tables in this report show unweighted and weighted bases. The unweighted base is the actual number of interviews that were carried out with this group of respondents. Therefore, it is best to use the unweighted base if quoting the figures as ‘the number of interviews based on all people who have been involved in training or learning in the past year (excluding those who have just been on a general course)’.

The weighted base is the number of interviews weighted to match the profile of the Welsh population. It is best to use the weighted base if quoting the results as a percentage of the Welsh population, for example ‘all people who have been involved in training or learning in the last year (excluding those who have just been on a general course) makes up 47% of the population’.

The accuracy of estimates based on the survey data depends on two things: firstly the sample size; secondly, the actual survey result. For example, based on 2,009 interviews, a finding of 50% has a margin of error of +/- 2.2%. Hence if 50% of respondents in the survey said they agreed that learning was enjoyable for its own sake, the true figure for the population as a whole would be between 47.8% and 52.2%. The margins of error were larger in the middle of the scale (i.e. for results around the 50% mark) and smaller at the top and bottom of the scale. A finding of 10% (or a finding of 90%) had a margin of error of +/- 1.3. Therefore if 90% of respondents agreed that they knew a lot of people in their area who were learning, the true finding in the population was between 88.7% and 91.3%

It is not advisable to analyse subgroups containing fewer than 100 respondents. This is because the margin of error on a sample containing fewer than 100 was +/- 10% or more, which would be generally too large to use as a reliable estimate for individuals in that subgroup.



In comparing results in different subgroups, as a general rule, based on sample sizes of 100 or more, a difference of 12% (or more) between two groups would always be statistically significant. So, if there was a finding of 50% amongst respondents who had learnt within the last year and a finding of 62% amongst respondents who had not participated in any learning in the past 3 years, the difference between the two groups would indicate a genuine difference in the population, and not just a result of the survey margins of error. The larger the sample size, the smaller the difference needs to be to indicate a genuine difference between different groups in the whole population. Some figures in the charts and tables may not add to 100% due to rounding. In cases where answers add to more than 100% because multiple responses were allowed, a note has been provided.

The following symbols have been used in the tables:

- * to indicate percentages of less than 0.5 per cent but more than zero
- to indicate zero per cent

10.2 Appendix B: Socio-economic groupings

Within the report respondents are described in terms of their Socio-economic group.

The classification is as follows:

AB: Professional and Managerial

CI: Intermediate and Junior Non-Manual

C2: Skilled Manual

DE: Semi-Skilled and Unskilled Manual