



Individuals Panel 2005

Results from Wave 2



MAIN REPORT

Customer Research Strategy – Report 7



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

INDIVIDUALS PANEL 2005

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GfK NOP

GfK NOP is the UK part of the GfK Group which is one of the top 4 market research organisations world-wide. GfK NOP is based in the UK and 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 30 researchers dedicated to this field. The team has relevant experience of both large scale social research surveys and of carrying out customer satisfaction research.

This report forms part of a programme of customer research originally commissioned by ELWa. ELWa was the statutory body responsible for planning, funding, promoting and widening access to post 16 education and training in Wales (excluding Higher Education). Since April 2006, these functions transferred to the Department for Education, Lifelong Learning and Skills within the Welsh Assembly Government.

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I INTRODUCTION AND BACKGROUND



I.1 Introduction

ELWa was the Assembly Sponsored Public Body established in 2001 under the Learning and Skills Act 2000, and it had responsibility for planning, funding and promoting post 16 learning provision in Wales with the exception of Higher Education. On 1 April 2006 ELWa merged into the Welsh Assembly Government (WAG). Its research and evaluation activities have been subsumed within the Department for Education, Lifelong Learning and Skills (DELLS), and extended to encompass all lifelong learning.

In August 2003, ELWa commissioned a survey of individuals aged 16+ to better understand their views on, and experience of, learning as well as their motivations in this area. The main aims of the Individuals Panel are to:

- Set up a method of 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

As part of this initial research in 2004 all respondents were asked if they would take part in a panel, allowing interviewers to return to them in a year's time. Working with GfK NOP, ELWa returned to all respondents from the 2004 survey who agreed to participate again. The second 'wave' of the research was commissioned so that ELWa (now WAG) could look at changes in behaviour amongst certain groups of individuals and explore what might be triggering additional participation in learning or changes in attitudes. The adoption of this approach offered the advantage of being able to measure shifts in opinion with a much greater degree of accuracy than a series of one-off surveys. This exercise formed part of

ELWa's Customer Research Strategy, which was part of the overall drive within to:

- Encourage evidence based policy and demand led planning
- Bring the customer centre stage

The Strategy itself 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 is contained within the first and third of these strands. Other work that has already taken place or is planned to take place under the Customer Research Strategy is shown in table 1.

The 2005 Individuals Panel (or wave II, as it is sometimes referred to) consisted of 1,309 face-to-face interviews with individuals in their homes. The interviews were conducted between December 2004 and January 2005 (the same time of year as the previous survey) and lasted 24 minutes on average.

The intention of this report is to highlight the most significant shifts in attitudes and behaviours amongst the panel over the space of a year, and also of any changes in motivation and the impacts of learning. The changes in data are changes relating to the *1,309 respondents that were interviewed in both waves*. This being the case there are three important points to bear in mind:

- The first panel in 2004 was designed to identify different types of learners in Wales and to provide a best estimate figure for learning participation across Wales.

Table 1: Summary of the 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 ELWw to obtain measures of learner satisfaction in ELWw 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 the 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 was established in order to track over time views of learning and training within their business. In particular it looked at levels of training activity and obtained feedback on different ways of broadening and deepening this activity.

The rationale behind the design of the panel was the need to have a nationally representative sample of adults aged 16+ in terms of gender, age and working status.

- Shifts and patterns in behaviour described in this report are not “Wales wide” but relate to a change in behaviour and attitude amongst the particular group that we have tracked (those that agreed to be on the panel in 2004 and then agreed to be re-interviewed in 2005).
- The results from 2004 (wave I) that are described in this report will therefore differ to references in the published 2004 report because they refer to just the 1,309 respondents that took part in wave II.

There have been some interesting developments over time that have implications for:

- Understanding the longevity of interest and action in terms of take up of learning.
- Assessing any movement between qualification based and non qualification based learning over time.
- Looking at levels of informal learning over time.
- Exploring the shifts in future intentions/ aspirations in general over time and how this affects take up/barriers to learning.
- Understanding how attitudes to learning can change and how this correlates with other experiences.



- Looking at how attitudes towards opportunities offered by employers change for particular groups of working people and if this encourages take up.
- Exploring the initial segmentation of the wave 1 data and looking at how behaviour has changed for individuals in each cluster. The report explores the proportions in each cluster that have the same attitudes, motivations and behaviour as last year.

1.2 Survey Coverage

In the initial wave of the research 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 Community First areas it was decided to boost these areas in the final sample. Although the Community First areas were boosted in the sample they were weighted back down for the final analysis.

In the second wave, the sample was determined by all those who said they would take part in the follow up and then agreed to be re-interviewed in 2005. Data has been weighted to match the demographic profile of the wave 1 respondents for final analysis.

1.3 Question Areas

The core topics covered by the Individuals Panel 2005 were as follows (these core questions will be repeated in future Panel waves):

- training undertaken in the last year
 - 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

In the Individuals Panel 2005 survey questions were added to explore the influence of the timetable on take up of learning and preparedness to travel to provider. Also, questions were included relating to attitudes toward taking on the challenge of learning.

1.4 Methodology and sampling

The survey was carried out by means of a face-to-face interview, lasting 24 minutes on average, with 1,309 individuals in their homes. Interviewing took place between December 2004 and January 2005.

1.4.1 Pilot

A pilot survey was conducted to test the questionnaire for clarity, flow and length. Overall 20 pilot interviews were conducted by 3 interviewers over the course of a day. Comments were fed back to ELW and a number of changes were made to the questionnaire as a result.

1.4.2 Welsh Interviews

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

2 CHANGES IN CIRCUMSTANCES

2.1 Introduction

We have compared the demographic data that relates to economic status and health year-on-year. Whilst the data showed that there were no changes in household composition in the space of a year, there were some interesting shifts surrounding working status.

2.2 Economic status

Generally, respondents' economic status has remained static across the two waves. However:

- Respondents who were unemployed but available for work in 2005 were the group where the most movement between working status categories had occurred. Positively, half of this group had found employment either full time (39%) or part time (13%).
- Just under a half (48%) of those who were in full time education in 2004 were still in full time education in 2005. However, four out of ten (41%) were now in employment and 5% were unemployed and available for work.
- One in six (16%) who were employed in full time paid jobs in 2004 were now doing something different in 2005. Just over one in ten (12%) had either become a part time employee (4%), become self employed (4%), retired (2%) or were incapable of work due to long term illness or disability (2%).
- Just over a quarter (27%) of those who were looking after the family/home in 2005 were in employment (12%, full time and 15%, part time).

Some movement in the data was also evident in the retired category with 2% returning to work.

2.3 Health and life events experienced

The health of respondents remained virtually unchanged from 2004 to 2005 with approximately seven in ten reporting that they did not have any health problems or disabilities that would last more than a year (2004, 71% and 2005, 69%). Of those who had a health problem or disability that was expected to last more than a year, there had been a significant reduction in the proportion reporting that it affected the kind or amount of paid work that they could do (2004, 61% and 2005, 57%).

Table 3 explores life events that had happened in the last 12 months. If we look at differences between 2004 and 2005 data the only significant differences were that slightly fewer reported:

- that they wished to help their children learn (18% and 14% respectively)
- I have started a family (7% and 4% respectively)
- I have moved home/moved to a new area (11% and 4% respectively)

It is worth noting that some of the respondents gave the same responses in 2004 and 2005, indicating that the event was still current or recent for them (e.g. a marriage break down spanning both waves).



Table 2: Economic status (2004 and 2005)

Base: All respondents		Economic status in 2004					
Economic status in 2005	Total	Employee in full time paid job	Employee in part time paid job	Unemployed and available for work	In full time education	Looking after home/ family	Retired from paid work
Unweighted base	1,309	407	158	**69	**54	127	328
Weighted base	1,309	493	161	67	64	92	283
	%	%	%	%	%	%	%
Employee in full time paid job	38	84	15	39	20	11	1
Employee in part time paid job	12	4	64	11	20	14	–
Self employed full time	5	3	2	–	1	1	–
Self employed part time	2	1	3	1	–	1	1
Doing voluntary work	*	–	–	–	2	1	–
On work based training programme	*	–	–	–	–	–	–
On a local or government training scheme involving paid work	*	–	–	3	–	–	–
Unemployed and available for work	3	3	1	28	5	4	–
Not registered unemployed but seeking work	*	*	–	2	–	–	–
In full time education	3	*	3	4	48	–	–
In part time education	*	–	–	–	2	1	–
Looking after family/ home	6	1	6	6	–	58	2
Retired from paid work	23	2	5	–	–	6	94
Incapable of work due to long term illness, injury or disability	6	2	*	6	2	3	2
Other activity	*	*	*	–	–	*	*

Note: Single response question. Don't know not included in table. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Denotes small base (unweighted base is less than 100).

Table 3: Life events experienced by respondents, percentage agreeing with each statement.

	2004	2005
Unweighted base: All	1,309	1,309
Weighted base: All	1,309	1,309
	%	%
I wanted/want to help my children learn	18	14
I have started a new job/been promoted	12	14
I had a serious illness	6	8
I have a new or increasing disability	7	8
I wanted/want a promotion at work	7	7
I now look after my grandchildren	5	7
I have had to start looking after a sick/infirm relative	4	6
I have suffered a bereavement in my immediate family	N/a	6
I have started a family	7	4
I have moved home/moved to a new area	11	4
I have been involved in a broken marriage/broken up with my partner	4	4
I have lost my job/been made redundant	4	3
I have taken early retirement/retired	5	2
None of these apply	40	40

Note: Multiple response question.

3 FORMAL LEARNING



3.1 Introduction

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

- 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 chapter provides a comparison year-on-year of learning activity. Whilst the data shows that there had been few changes in terms of the forms of learning or training undertaken, it is clear that a significant proportion of those who were in learning in 2004 were no longer learning by the time of the survey in 2005.

3.2 Involvement in training or learning in the last 12 months

Just under half (49%) of respondents had not been involved in any learning, either formal or informal since the 2004 survey. Cross-tabulating the data for 2005 versus 2004 (table 4) showed that those who had done *no learning* in the past three years in 2004 were significantly more likely than those who had learned in the past year or past three years to say they had not undertaken any learning in 2005 (78% versus 29% and 33% respectively).

The type of learning that respondents had participated in varied widely, with the most commonly cited learning activity being job related. The following list provides a summary of the proportions of respondents citing all job related learning activities:

- Been on courses designed to help you develop skills that you might use in a job (24%)

- Spent time keeping up to date with developments in the type of work that you do e.g. reading books, manuals or attending seminars (17%)
- Been on general courses at work e.g. induction, health and safety or first aid training (15%)
- Received supervised training whilst you were actually doing a job (12%)

Other learning undertaken included:

- Been on taught courses that were meant to lead to qualifications (18%)
- Been on any other taught course, instruction or tuition e.g. evening classes (10%)
- Any other non-taught course or training e.g. e-learning (7%)
- Achieved a credit/step towards a qualification (6%)
- Studied for qualifications without taking part in a taught course (3%)

When the data was analysed by key demographics some significant differences were evident.

- Respondents aged under 24 (47%) were significantly more likely to have been on a taught course that was meant to lead to a qualification than those aged 25+ (14%).
- Respondents aged 55+ were less likely than those aged under 55 to have been on taught courses designed to help them develop skills that they might use in a job (8% and 33% respectively), been on a general course at work e.g. induction, health and safety or first aid training (4% and 21% respectively), received supervised training while they were actually doing their job (5% and 17% respectively), achieved a credit/step towards a qualification (2% and 9% respectively).
- Older respondents i.e. those aged 55+ (67%) were the more likely than those aged under 55 (39%) to have not carried out any learning in the last year.

Table 4: Have you been involved in any of these forms of training or learning in the past 12 months? By learning activity in 2004.

Base: All	Learning activity in 2004			
	Total	Learning in past year	Learning in past 3 years	No learning in past 3 years
Unweighted base	1,309	634	767	542
Weighted base	1,309	698	833	476
	%	%	%	%
Been on taught courses that were meant to lead to a qualification	18	30	27	3
Been on taught courses designed to help you develop skills that you might use in a job	24	39	35	5
Been on any general courses at work e.g. induction, health and safety	15	23	21	3
Been on any other taught course, instruction or tuition e.g. evening classes	10	15	13	3
Studied for qualifications without taking part in a taught course	3	5	4	1
Received supervised training while you were actually doing a job	12	18	18	3
Spent time keeping up to date with developments e.g. reading books etc	17	25	23	7
Any other non-taught courses or training e.g. e-learning	7	11	10	3
Achieved a credit/step towards a qualification	6	11	10	*
None of these	49	29	33	78
Don't know	*	–	–	*

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.



- Occupation was also an influencing factor with professionals and managers/associate professional/technical occupations significantly more likely to take part in training that was job related.
- Similarly working status affected whether respondents had carried out any learning; retired respondents (76%) were the least likely to have done so.
- The likelihood of a respondent indicating that they had carried out no learning either formal or informal increased across the social class groups. Just over a quarter (27%) of those classified as AB had done no learning since the last wave compared to more than two thirds (67%) of those classified as DE.
- Qualification level was also an influencing factor. Respondents whose highest qualification level in 2005 was a Level 3 to 5 were more likely than those with a lower qualification level to have undertaken work related training (either by going on a taught course designed to help them develop skills that they might use in a job or spending time keeping up to date with developments in the type of work they did).

3.2.1 Comparison of 2004 and 2005 findings

In terms of the forms of learning or training that respondents had been involved in there was little change between 2004 and 2005. However, significantly fewer respondents had been on general courses at work e.g. induction, health and safety or first aid training (15% compared to 22% in 2004), or had spent time keeping up to date with developments in the type of work they did (17% compared to 21% in 2004).

Some sub group differences were however evident between 2004 and 2005:

- Respondents who were working full time were increasingly attending taught courses designed to help them develop skills for their job (45% compared to 35% in 2004).

However, fewer were attending other taught courses, instruction or tuition e.g. evening classes (9% compared to 14% in 2004).

- In terms of social class, respondents classified as AB had taken fewer taught courses that were meant to lead to a qualification (20% compared to 29% in 2004). Conversely there had been a significant increase in the number taking courses that were designed to help them develop skills that they might use in a job (36% compared to 28% in 2004).
- In terms of respondents reporting that they had not done any learning there were mixed results – there was no change for those classified as C2 and DE. Movement was however evident for both AB and C1s. ABs were significantly less likely to report that they had done no learning (27% compared to 33% in 2004) whilst C1s were significantly more likely to have not participated in any learning in the last year (47% compared to 39% in 2004).

3.3 Subjects studied in 2005

Respondents who had indicated that they were doing a course last year were asked whether they were still undertaking this course. Four in ten (40%) said that they were still participating in a course that they had mentioned in the previous survey. (It should be noted that respondents who were only carrying on with the courses or learning they began in the previous wave were not asked what subject they were studying).

Respondents who had either carried out additional or new learning had studied a wide variety of subjects over the last year. The most popular were Information and communication technology (28%) and health, public services and care (24%).

Table 5: Involvement in training or learning in the past twelve months by occupation

Base: All respondents	Occupation						
	Total	Professional occupations	Managers/ associate professional/ technical occupations	Administrative/ secretarial	Skilled trades	Personal services/sales	Semi-skilled/ operatives
Unweighted base	1,309	102	106	**74	**89	124	111
Weighted base	1,309	133	128	86	108	147	119
	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to a qualification	18	29	26	21	21	19	17
Been on taught courses designed to help you develop skills that you might use in a job	24	58	48	42	27	28	22
Been on any general courses at work e.g. induction, health and safety	15	27	26	22	17	25	19
Been on any other taught course, instruction or tuition e.g. evening classes	10	16	11	12	4	4	4
Studied for qualifications without taking part in a taught course	3	8	8	3	2	1	3
Received supervised training while you were actually doing a job	12	24	17	22	11	25	21
Spent time keeping up to date with developments e.g. reading books etc	17	46	39	18	16	21	7
Any other non-taught courses or training e.g. e-learning	7	10	14	13	7	9	6
Achieved a credit/step towards a qualification	6	11	13	8	10	7	5
None of these	49	16	25	31	50	39	43
Don't know	*	–	–	–	–	–	–

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Unweighted base less than 100.



Other subjects that were studied by at least 5% of respondents who had done any training or learning in the past 12 months were:

- Arts, media and publishing (8%)
- Education and training (7%)
- Engineering and manufacturing technologies (7%)
- Business, administration and law (7%)
- Other languages, literature and culture (6%)

When the data was analysed by key demographic variables there were some significant differences to point out:

- Women were significantly more likely than men to have studied health, public services and care (33% and 16% respectively), arts, media and publishing (12% and 4% respectively) and education and training (10% and 4% respectively).
- Men (12%) were significantly more likely than women (1%) to have studied engineering and manufacturing technologies.
- Those aged 55+ (26%) were more likely to study arts, media and publishing than those under 55 years old (3%).

3.4 Types of qualifications undertaken in the last 12 months

More than six out of ten (62%) who had done any additional or new forms of training or learning in the past 12 months undertook courses that were designed to lead to a qualification or certificate. Respondents took a wide variety of qualifications with nearly two in ten (18%) reporting their course was designed to lead to an NVQ and just over one in ten (12%) a vocational professional qualification. Similarly one in ten (10%) received a general certificate to show attendance/completion.

Other qualifications undertaken by at least 4% of respondents included:

- Degree (e.g. BA, BSc) (8%)
- City and Guilds qualification (5%)
- GCSE (4%)
- A level (4%)
- Diploma in higher education (4%)
- Other academic professional qualification (4%)
- RSA/OCR qualification (4%)

Generally, the sub groups were too small to carry out robust analysis, however it is fair to say that women were significantly more likely than men to have undertaken a course of learning that would lead to:

- Other academic professional qualifications (7% compared to 2%)
- RSA/OCR (7% compared to 1%)

Respondents who had done a course designed to lead to a qualification were also asked which qualifications they had gained. Four in ten (40%) respondents indicated that they had not gained the qualification that they had taken the course to achieve. It is worth noting that although in some cases it may be due to them failing the course it may also be that the respondents had yet to finish the course. At least one in twenty five (4%) had gained the following qualifications:

- NVQ (10%)
- General certificate to show attendance/ completion (8%)
- Other vocational professional qualification (6%)
- City and Guilds qualification (4%)

Table 6: Involvement in training or learning in the past twelve months by qualification level

Base: All respondents	Qualification level						
	Total	No qualifications	Level 1	Level 2	Level 3	Level 4/5	Other
Unweighted base	1,309	251	195	227	108	352	176
Weighted base	1,309	199	195	235	120	400	160
	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to a qualification	18	6	11	29	34	22	4
Been on taught courses designed to help you develop skills that you might use in a job	24	5	16	25	29	43	7
Been on any general courses at work e.g. induction, health and safety	15	5	11	16	23	23	4
Been on any other taught course, instruction or tuition e.g. evening classes	10	5	9	8	11	14	8
Studied for qualifications without taking part in a taught course	3	1	1	2	2	6	1
Received supervised training while you were actually doing a job	12	5	11	13	22	16	7
Spent time keeping up to date with developments e.g. reading books etc	17	3	9	12	22	34	7
Any other non-taught courses or training e.g. e-learning	7	4	4	2	7	16	2
Achieved a credit/step towards a qualification	6	2	3	6	7	11	1
None of these	49	81	57	46	32	28	72
Don't know	*	–	–	–	–	–	1

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Unweighted base less than 100.



Table 7: Involvement in training or learning in the past twelve months by working status

Base: All	Total		Working status									
			Working full time		Working part time		Self employed		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	**59	**71	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	74	91	207	203	304	300
	%	%	%	%	%	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to a qualification	19	18	26	26	18	17	11	10	10	8	4	4
Been on taught courses designed to help you develop skills that you might use in a job	21	24	35	45	26	28	13	8	11	7	2	3
Been on any general courses at work e.g. induction, health and safety	22	15	40	28	26	16	14	7	9	4	1	–
Been on any other taught course, instruction or tuition e.g. evening classes	12	10	14	9	7	5	6	7	8	7	13	14
Studied for qualifications without taking part in a taught course	4	3	9	5	2	3	–	–	3	*	*	1
Received supervised training while you were actually doing a job	14	12	26	24	21	19	2	3	4	2	1	*
Spent time keeping up to date with developments e.g. reading books etc	21	17	37	30	25	17	20	13	8	5	4	5

Table 7: Have you been involved in any of these forms of training or learning in the past 12 months by working status (Continued)

Base: All	Total		Working status									
			Working full time		Working part time		Self employed		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	**59	**71	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	74	91	207	203	304	300
	%	%	%	%	%	%	%	%	%	%	%	%
Any other non-taught courses or training e.g. e-learning	5	7	8	11	2	3	8	11	4	5	1	5
Achieved a credit/step towards a qualification	6	6	11	11	7	5	–	4	2	1	1	1
None of these	48	49	31	28	35	39	49	61	66	74	79	76
Don't know	–	*	–	–	–	–	–	–	–	–	–	*

Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Unweighted base less than 100.

3.4.1 Comparison of 2004 and 2005 findings

In terms of types of qualifications studied there had been a significant decrease in between 2004 and 2005 in the number of respondents studying for GCSEs (9% compared to 4%) and driving licenses (6% compared to 1%).

Gender differences were evident:

- Men were less likely in 2005 than in 2004 to have undertaken courses designed to lead to an A/S level (1% compared to 5%), A levels (3% compared to 7%), degrees (6% compared to 10%) and City and Guilds qualifications (7% compared to 11%).

- Women on the other hand were less likely to have undertaken a course that would lead to an NVQ in 2005 (14% compared to 25%) but more likely to have undertaken an other academic professional qualification (7% compared to 3%).



Table 8: Involvement in training or learning in the past twelve months by social class

Base: All	Total		Social Class Group							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	232	231	306	314	307	299	464	464
Weighted base	1,309	1,309	271	264	335	347	320	313	383	384
	%	%	%	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to a qualification	19	18	29	20	20	21	16	20	12	13
Been on taught courses designed to help you develop skills that you might use in a job	21	24	28	36	25	28	23	26	11	12
Been on any general courses at work e.g. induction, health and safety	22	15	30	19	27	19	24	15	11	7
Been on any other taught course, instruction or tuition e.g. evening classes	12	10	16	15	14	11	11	10	7	4
Studied for qualifications without taking part in a taught course	4	3	7	6	5	3	3	3	3	1
Received supervised training while you were actually doing a job	14	12	16	14	14	13	18	15	8	8
Spent time keeping up to date with developments e.g. reading books etc	21	17	40	35	26	16	16	15	7	8

Table 8: Involvement in training or learning in the past twelve months by social class (Continued)

Base: All	Total		Social Class Group							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	232	231	306	314	307	299	464	464
Weighted base	1,309	1,309	271	264	335	347	320	313	383	384
	%	%	%	%	%	%	%	%	%	%
Any other non-taught courses or training e.g. e-learning	5	7	8	12	5	8	3	6	3	5
Achieved a credit/step towards a qualification	6	6	10	8	8	7	6	9	2	2
None of these	48	49	33	27	39	47	49	50	67	67
Don't know	–	*	–	–	–	*	–	–	–	–

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.

3.5 Summary

Just under a half of respondents (49%) have not been involved in any form of learning since the 2004 survey. Nearly three out of ten (29%) of those who had taken part in some form of learning in 2004 were no longer learning in 2005.

The main focus of the learning undertaken was job related, however nearly two in ten (18%) had been on a taught course that was meant to lead to a qualification. Unsurprisingly, those under 55 years old were significantly more likely than those over 55 years old to have undertaken work related learning.

There has been little change between 2004 and 2005 in the forms of learning or training

undertaken by respondents. However, overall there had been a significant drop in the number of respondents attending general courses at work or spending time keeping up to date with developments between 2004 and 2005. Sub group differences were evident with those who were working full time and those classified as AB increasingly likely to be attending taught courses designed to help them in their job. Qualifications undertaken varied greatly with nearly two in ten (18%) taking an NVQ and around one in ten taking a vocational professional qualification (12%) or a degree (8%). It is however worth noting that four in ten (40%) respondents who were undertaking a course that led to a qualification had not yet gained the qualification.



Table 9: Subjects studied in the past year

Base: All	Total	Gender		Working status				
		Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55+
Unweighted base	446	205	241	**69	**77	103	**96	101
Weighted base	490	245	244	90	113	95	87	106
	%	%	%	%	%	%	%	%
Information and Communication Technology	28	32	24	32	30	21	39	21
Health, Public Services and Care	24	16	33	21	27	32	27	16
Arts, Media and Publishing	8	4	12	5	2	1	4	26
Education and Training	7	4	10	7	15	4	7	–
Engineering and Manufacturing Technologies	7	12	1	14	2	7	11	2
Business, Administration and Law	7	7	7	9	2	8	6	8
Other languages, literature and culture	6	4	7	7	3	6	8	6

Note: Multiple response question. ** Unweighted base less than 100. – Signifies zero.

Overall, the types of qualifications undertaken between 2004 and 2005 has remained the same, however, there has been a significant reduction in the number undertaking GCSEs (9% compared to 4%) and studying for their driving license (6% compared to 1%).

Table 10: Type of qualification by gender.

All who did a course designed to lead to a qualification	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	261	283	114	129	147	154
Weighted base	259	306	127	159	133	147
	%	%	%	%	%	%
NVQ	21	18	22	22	25	14
Other vocational professional qualification	11	12	13	13	9	10
Degree	10	8	10	6	9	9
GCSE	9	4	9	2	8	5
A level	8	4	7	3	8	5
City and Guilds qualification	8	5	11	7	5	3
Driving License	6	1	8	1	5	1
Diploma in Higher Education	5	4	4	5	6	3
A/S level	4	2	5	1	2	2
Other academic professional qualification	4	4	4	2	3	7

Note: Multiple response question. ** Unweighted base less than 100. – Signifies zero.

4 INFORMAL LEARNING ACTIVITY



4.1 Introduction

As a reminder, for the purposes of this report formal and informal learning were defined as follows:

- 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 engage 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.

4.2 Activities undertaken with three to seven year olds

4.2.1 Findings: 2005

Respondents who had children were asked which activities, if any, they had undertaken with their children aged 3 to 7 years in the last 12 months. All but one respondent had undertaken some activities.

The vast majority of parents had looked at books/read stories to their child or played with their child (96% and 94% respectively). Almost nine in ten had:

- helped him/her to read (88%)
- helped him/her with drawing, paintings or craft (88%)
- helped him/her to recognise/learn about letters, numbers or shapes (86%)

Just over three quarters had helped their child with other school work (79%) and taught their child about nature e.g. by visiting the zoo, countryside or farm (78%). Significantly less had taken their child to a museum, gallery or historical building (48%), helped as a volunteer at their child's nursery, playgroup or school (25%) or attended a course with their child e.g. literacy course (7%).

Gender differences were evident with women being significantly more likely than men to have helped their child with drawings, paintings or crafts (93% and 82% respectively) and helped them to recognise or learn about letters, numbers or shapes (93% and 78% respectively).

4.2.2 Comparison of data: 2004 and 2005

Overall, the proportion of respondents undertaking activities with children aged 3 to 7 years old had remained the same year-on-year. However, some gender differences were evident between 2004 and 2005. Increasing numbers of women year-on-year had undertaken the following activities with their children:

- looked at books or read stories (2004, 94% and 2005, 99%)
- helped their child to recognise or learn about letters, numbers or shapes (2004, 87% and 2005, 93%)
- helped as a volunteer at their child's nursery, playgroup or school (2004, 27% and 2005, 31%)

Overall, men appeared to be less likely to have undertaken the following activities with their children across the two waves.

- played with their child (2004, 97% and 2005, 90%)
- helped their child with drawing, painting or crafts (2004, 92% and 2005, 82%)
- helped their child to recognise/learn about letters, numbers or shapes (2004, 87% and 2005, 78%)

Table 11: Activities undertaken with child(ren) in the last twelve months to support his/her learning (3 – 7), by gender

Base: All with children aged 3 to 7 years old	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	194	201	**76	**78	118	123
Weighted base	194	208	94	97	101	111
	%	%	%	%	%	%
Played with him/her	97	94	97	90	97	97
Looked at books or read stories to him/her	95	96	96	93	94	99
Helped him/her with drawing, paintings or crafts	91	88	92	82	90	93
Helped him/her to read	86	88	87	87	85	89
Helped him/her to recognise/learn about letters, numbers or shapes	87	86	87	78	87	93
Taught him/her about nature e.g. visiting the zoo, countryside or farm	81	78	79	75	83	81
Helped him/her with other school work	81	79	84	77	79	82
Taken him/her to a museum, gallery or historical building	45	48	47	49	44	46
Helped as a volunteer at his/her nursery, playgroup or school	22	25	17	18	27	31
Attended a course with him/her e.g. literacy	5	7	1	4	8	9
Other	1	–	–	–	2	–
None of these	1	*	–	–	1	1

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.

** Denotes small base (unweighted base is less than 100). Don't know not included in table.



- helped their child with other school work (2004, 84% and 2005, 77%)
- taught their child about nature (2004, 79% and 2005, 75%)

4.2.3 Activities that parents would like to do more of (2005 data only)

Respondents who had children aged 3 to 7 years old and who had carried out one or more of the activities with them were asked which of the activities, if any, they would like to do more of. Nearly two out of ten (19%) reported that they did not want to do more of any of the activities mentioned. However around four in ten wanted to do more of the following:

- teach their child about nature (46%)
- help their child to read (46%)
- look at books or read stories to their child (45%)
- play with them (45%)
- help their child with drawing, painting or crafts (40%)
- help their child to recognise/learn about letters, numbers or shapes (39%)
- help their child with other school work (38%)

Significantly fewer wished to take their child to a museum, gallery or historical building more often (26%) or volunteer at their child's nursery, playgroup or school more often (14%). Females (19%) were significantly more likely than males (8%) to wish they could volunteer at their child's nursery, playgroup or school more often.

Parents who indicated they would like to do more activities with their child aged 3 to 7 years were asked what was stopping them doing more of these types of activities. Just over a third (34%) indicated that there was nothing to stop them doing more however a similar number (35%) reported they had too

many other commitments at work. Males (46%) were significantly more likely than females (24%) to cite too many commitments at work as a reason for not doing more activities with their children.

Other reasons given by at least 5% of the respondents included:

- I have too many commitments at home (25%)
- it is too expensive (13%)
- there are not many places to go and visit (7%)
- the children are not that interested (6%)
- I need to know more about these activities myself (5%)

4.3 Activities undertaken with children aged eight years or older

4.3.1 Findings: 2005

Parents who had children aged 8 years or older at home were asked whether they had done any of a list of activities in the last 12 months to support their child's learning. A minority (6%) had not done any of the activities mentioned with their child.

However, more than six out of ten had:

- helped their child with their school work (82%)
- discussed the news or a documentary with their child (70%)
- helped their child to look up information on a computer or internet (67%)
- helped their child to read or consult books, magazines or newspapers (63%)

Around a half had attended a sports event with their child (56%), taken them to a museum, gallery or historical building (52%) or discussed religion with their child (47%). Fewer had advised their child on learning, training or job options (39%), helped as a volunteer at their child's school (15%) or attended a course with their child (2%).

Table 12: Activities undertaken with child(ren) in the last twelve months to support his/her learning (8 years plus), by gender

Base: All with children aged 3 to 8 years old	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	337	332	133	131	204	201
Weighted base	320	310	157	148	163	162
	%	%	%	%	%	%
Attended a sport event with him/her	59	56	56	59	62	53
Taken him/her to a museum, gallery or historical building	47	52	46	52	47	52
Discussed the news or a news documentary with him/her	63	70	54	63	71	75
Discussed religion with him/her	47	47	43	43	52	50
Helped him/her to read or consult books, magazines or newspapers	64	63	58	59	70	67
Helped him/her to look up information on a computer or the internet	60	67	59	68	60	65
Helped him/her with school work	80	82	78	82	82	82
Helped as a volunteer at his/her school	18	15	14	12	23	18
Attended a course with him/her e.g. literacy course	6	2	7	2	4	2
Advising him/her on learning or job options	39	39	36	37	41	40
Other	1	–	1	–	1	–
Don't know	*	1	–	1	1	–
None of these	8	6	9	7	7	5

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.



Generally the base sizes were too small to compare across most sub groups, however females (75%) were significantly more likely than males (63%) to have discussed the news or a documentary with their child. Similarly those in social class group AB (90%) were significantly more likely to have discussed the news or a documentary than those in C1 (71%), C2 (65%) and DE (58%).

4.3.2 Comparison of data: 2004 and 2005

There have been some significant increases in parental activity with children aged 8 to 17 years old between 2004 and 2005. Overall the proportion of parents in the panel helping their child had increased from 2004 to 2005 for the following activities:

- helped their child to look up information on a computer or the internet (60% and 67% respectively)
- taken their child to a museum, gallery or historical building (47% and 52% respectively)

However, there had been a reduction in the percentage of parents attending a course with their child e.g. literacy course (6% and 2% respectively).

When the data was analysed by gender significant differences were found.

- The percentage of males helping their children with their school work had risen from just under eight in ten (78%) in 2004 to more than eight in ten (82%) in 2005. This brings them in line with the number of females (82%) helping their children in this way.
- The number of females attending a sports event with their child has fallen from just over six in ten (62%) in 2004 to just over a half (53%) in 2005.
- Females in 2005 (18%) are also less likely to help as volunteer at their child's school than they were in 2004 (23%).

4.3.3 Activities parents would like to do more of (2005 data only)

Parents of children aged 8 to 17 years old were asked in 2005 which, if any, of the activities they would like to do more of. Just over a quarter (27%) indicated that they did not want to do any more of any of the activities mentioned. However, between two and four in ten would have liked to have done more of the following:

- helped their child with school work (38%)
- helped their child look up information on a computer or Internet (32%)
- attend a sports event with their child (26%)
- discussed the news or a documentary with their child (26%)
- taken their child to a museum, gallery or historical building (26%)
- helped their child to read, consult books, magazines or newspapers (24%)

Less than two in ten wished to advise their child on learning, training or job options (17%), discuss religion with them (15%), help as a volunteer at their child's school (5%) or attend a course with their child (2%) more often than they did at the time of interview.

Gender differences were again evident with males being more likely to want to do more of the following activities than females:

- help their child with school work (45% of males and 31% of females)
- help their child to look up information on computer or the Internet (39% and 26% respectively)
- attend a sport event with them (33% and 20% respectively)

Table 13: During the last four weeks, have you tried to improve your knowledge about anything or teach yourself a skill without taking part in a taught course (2005)?
By gender, working status and social class

Base: All respondents	Unweighted base	Weighted base	Yes	No	Don't know
			%	%	%
Total	1,309	1,309	42	58	*
Gender					
Male	614	658	46	54	*
Female	694	650	38	62	*
Working status					
Working full time	406	497	48	52	*
Working part time	147	159	37	63	–
Self employed	**77	91	50	50	–
Not working	277	203	37	62	1
Retired	345	300	32	68	–
Social class					
AB	231	264	64	36	–
C1	314	347	41	59	–
C2	299	313	39	60	1
DE	464	384	30	70	*

Note: Single response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.

** Small base (unweighted base is less than 100).



Parents with children aged 8 years or more and who wanted to undertake more activities were asked what stops them. A quarter (24%) indicated that nothing prevented them. However, nearly four in ten (39%) cited having too many other commitments at work as a reason; a similar number (32%) reported having too many commitments at home. A further one in ten said it was too expensive (12%) or that their children were not interested (12%).

It is worth noting that females (42%) were significantly more likely than males (21%) to indicate they had too many commitments at home. Conversely, males (47%) were significantly more likely than females (31%) to report they had too many other commitments at work.

4.4 Improving knowledge/teaching yourself a new skill (2005 data only)

5.4.1 Findings: 2005

All respondents were asked 'during the last four weeks, have you tried to improve your knowledge about anything or teach yourself a new skill without taking part in a taught course?'. Just over four in ten (42%) had done so. It is worth noting that males (46%) and those in either professional occupations (67%) or managers/associate professional/technical professions (62%) were significantly more likely to have done so than their counterparts. Retired respondents (68%) and those classified in social class group DE (70%) were the least likely to have undertaken this type of learning in the last four weeks.

Respondents who had tried to improve their knowledge or teach themselves a new skill without taking part in a course were asked what they did as part of their learning. Over a half had either read printed materials like books, journals or manuals (78%) or used information from the Internet (51%).

More than two in ten had learnt new skills by:

- Trial and error/experimenting (28%)
- Seeking advice or help from a work colleague (26%)
- Watching TV programmes, videos or using CD ROMs (24%)
- Visiting a place where information is provided like a library (22%)

When key demographics were considered significant differences were evident:

- Females (29%) were significantly more likely to have visited a place where information is provided, such as a library, than males (16%).
- Respondents under 55 years old were significantly more likely than those aged over 55 years to use information on the Internet (64% and 32% respectively) or seek advice or help from a work colleague (30% and 17% respectively).
- The retired were the least likely to have used information from the Internet (24%).

These questions were asked in 2004 but owing to the fact that the question wording was changed, the results should not be directly compared.

4.5 Summary

Overall, the level and types of activities undertaken with 3 to 7 year olds remained static between 2004 and 2005. However, parents were less likely to be helping their children with drawing, paintings or crafts in 2005. If we look at gender, generally a greater number of females were doing activities such as reading stories/looking at books, helping children to recognise or learn about letters, number or shapes or helping as a volunteer at their child's nursery, playgroup or school. Conversely, the number of males carrying out certain activities had fallen; a lower percentage of males were playing with their child, helping them with drawing, paintings or crafts, recognising/learning about letters, numbers or shapes, helping with school work, or teaching their child about nature.

Parents were asked whether they wished to do more of these activities with their children:

What proportion of parents?

Nearly two in ten (19%) did not want to but the majority did.

Which types of learning?

More than four in ten would have liked to teach their child about nature (46%), helped their child to read (46%), looked at books or read stories to their child (45%), played with them (45%) or helped them with drawing, painting or crafts (40%).

Barriers

Over a third (34%) reported that nothing was stopping them doing more of these activities but a similar number (35%) cited work commitments as a barrier.

If we now consider those with children aged 8 to 17 years old a greater percentage of parents than in wave 1 were helping their children look up information on a computer (60% in 2004 and 67% in 2005) or taking their child to a museum, gallery or historical building (47% in 2004 and 52% in 2005).

There was a willingness to participate in and facilitate more learning with children 8 years and over:

What proportion of parents?

When parents were asked if they would like to do more of any of these activities over a quarter (27%) did not but a majority did.

Which types of learning?

More than three in ten wanted to either help their child with school work (38%) or help their child look up information on a computer or Internet (32%). Males were particularly likely to report that they would like to do more of these activities.

Barriers

Again when parents were asked what stopped them from doing more of these activities with their children a sizeable proportion (24%) reported that nothing prevented them. However, work (39%) and home (32%) commitments were the biggest barriers.

It is interesting to compare the age of children amongst those that would like to do more activities. Whilst just over a third (34%) of those with 3 – 7 year olds said that nothing was stopping them from doing more, this decreased to just over a quarter (27%) for those with older children. Commitments to work and home were a more significant barrier for those with older children. The lack of time amongst respondents to dedicate to learning or any other pursuits is a theme that arises throughout this report.

In terms of respondents improving their own knowledge or teaching themselves a new skill only four in ten (42%) had done so in the previous four weeks. The main forms of teaching themselves were reading printed material like books, journals or manuals (78%) or via information from the Internet (51%).

5 LEARNING OPPORTUNITIES AT WORK



5.1 Introduction

In both waves the questionnaire explored, amongst respondents who were employed at the time, attitudes toward their employer and the learning environment in which they worked. This section explores the changes in attitudes toward learning opportunities in the workplace year-on-year.

5.2 Findings: 2005

The 2005 survey results showed that a majority of respondents (67%) felt that they got the right amount of training for

their current job. Almost two thirds felt that their employer valued them (66%) and slightly fewer agreed (58%) that they had a wide variety of opportunities for learning. There were however a substantial proportion of respondents who were unhappy about their potential not being recognised (40% said that their current job did not make the most of their abilities and personal qualities, and 33% agreed that they did not get the chance to progress). Just over three in ten respondents (32%) said that people in their role did not get offered much training.

Table 14: Opportunities for learning at work (2005) % agreeing with statements

	Total
Unweighted base: All working excluding the self employed	561
Weighted base: All working excluding the self employed	665
	%
I get the right amount of training for my current job*	67
I feel my employer values me	66
I have a wide variety of opportunities for learning, not just ones related to my immediate job*	58
I feel that my current job does not make the most of my abilities and personal qualities	40
People in my role do not get a chance to progress	33
People in my role do not get offered much training	32

Note: Single response (level of agreement) to each statement. Don't know not included in table. *These statements were asked of all those working including the self employed but excluding those on a local or government training scheme (weighted base 756)

It is interesting to look at the relationship between a few of the statements above and analysis between the statements shows that a feeling of being valued by an employer will generally coincide with positive attitudes towards learning opportunities presented at work. Of those that agreed that their employer valued them a higher proportion were positive on the other statements:

- Six in ten (60%) thought that they had a wide variety of opportunities compared to more than a half (54%) of those who did not feel valued.
- A third (34%) felt that their job *did not* make the most of their abilities and personal qualities compared to a half (49%) of those who did not feel valued.
- Over a quarter (27%) agreed that they *did not* get the chance to progress compared to nearly four in ten (38%) of those who did not feel valued.
- Over a quarter (28%) agreed that they *did not* get much training compared to more than a third (35%) of those who did not feel valued.

Table 15: Links between feeling valued and other opportunities at work (2005) % agreeing with statements.

	I feel my employer values me (agreeing)	I feel my employer values me (disagreeing)
Weighted base: All working/self employed	438	185
	%	%
I have a wide variety of opportunities for learning, not just ones related to my immediate job (agreeing)	60	54
I feel that my current job does not make the most of my abilities and personal qualities (agreeing)	34	49
People in my role do not get a chance to progress (agreeing)	27	38
People in my role do not get offered much training (agreeing)	28	35

Note: Single response (level of agreement) to each statement. Don't know not included in the table.



Respondents who agreed that they got enough training were more inclined to have positive attitudes towards learning opportunities presented at work. Of those that agreed they got enough training a higher proportion were positive on the other statements:

- Two thirds (65%) thought that they had a wide variety of opportunities compared to just under a half (46%) of those who did not get enough training.
- A third (32%) felt that their job *did not* make the most of their abilities and personal qualities compared to nearly two thirds (63%) of those who did not get enough training.

- A quarter (25%) agreed that they *did not* get the chance to progress compared to nearly six in ten (58%) of those who did not get enough training.
- Nearly two in ten (19%) agreed that they *did not* get much training compared to two thirds (66%) of those who did not get enough training.

Having said this, it is important to note that getting the right amount of training for a current job does not always extend to employees feeling that they get enough training. As mentioned above, a fifth (19%) of respondents felt that they got the right amount of training for their job, but also agreed that people in their role did not get much training. This is a significant minority.

Table 16: Links between getting the right amount of training and other opportunities at work (2005) % agreeing

	I get the right amount of training for my current job (agreeing)	I get the right amount of training for my current job (disagreeing)
Weighted base: All working/self employed	453	133
	%	%
I have a wide variety of opportunities for learning, not just ones related to my immediate job (agreeing)	65	46
I feel that my current job does not make the most of my abilities and personal qualities (agreeing)	32	63
People in my role do not get a chance to progress (agreeing)	25	58
People in my role do not get offered much training (agreeing)	19	66

Note: Single response (level of agreement) to each statement. Don't know not included in the table.

When the data was analysed by key demographic variables there were some significant differences to point out:

- Males were significantly more likely than females to agree that their current job *did not* make the most of their abilities (46% compared to 33%).
- Almost eight in ten (77%) of the under 24 year olds agreed that they got the right amount of training for their job and a similar proportion (72%) felt that their employer valued them. Almost two thirds (65%) felt that they got a wide variety of opportunities. With just over half (51%) feeling that the job *did not* make the most of their abilities there was a substantial core that believed that their full potential was not reached.

It is interesting to note that whilst respondents who were employed part time were significantly more negative toward the amount of training offered at work, their responses were similar to those employed full time for all other statements. Social class group DE were more likely to agree than other groups with a number of statements:

- I feel that my current job does not make the most of my abilities and personal qualities
- People in my role do not get a chance to progress
- People in my role do not get offered much training

Looking at the data by occupation, apart from their high level of agreement with the statement 'I get the right amount of training for my current job', semi skilled/operatives were more negative when responding. Differences between their responses and other groups were most marked for:

- Having a wide variety of opportunities (just 52% agreed to this statement compared to 66% of the professional group).
- Feeling that their job *did not* make the most of their abilities (57% agreed to this statement compared to 29% of the professional group).
- People in the role *do not* get offered much training (45% agreed with this compared to 26% in the professional group).

Respondents in the category for semi skilled/operative were the only respondents to give a relatively low level of agreement to the statement relating to the employer valuing them (52% compared to at least 63% amongst all other groups).

5.2.1 Comparison of data: 2004 and 2005

The statement regarding opportunities for learning at work that had received a more positive response this year was 'my employer values me' (2004, 63% and 2005, 66%).

Respondents showed more of a tendency (although not significantly so) to disagree with the *negative* statements.

The question involved a series of positive and negative statements. If the situation were improving year-on-year then the proportion of respondents agreeing with the statements that compliment the employer would stay the same or increase. The opposite would be true for the negative statements; if the situation at work was improving then the proportion of respondents agreeing to these statements should decrease.

For the positive statements the majority of respondents who were in agreement last year continued to be so:

- Two thirds of respondents (63%) agreed that their employer valued them in 2004 and a similar proportion (66%) agreed in 2005.



Table 17: Learning opportunities at work (2005) % agreeing by gender and age.

Base: All working excluding self employed	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus
Unweighted base	561	275	286	**72	110	179	134	**81
Weighted base	665	347	318	89	174	175	128	100
	%	%	%	%	%	%	%	%
I get the right amount of training for my current job ⁺	67	66	68	77	74	59	64	65
I feel my employer values me	66	66	66	72	63	65	61	72
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	58	56	60	65	62	51	57	57
I feel that my current job does not make the most of my abilities and personal qualities	40	46	33	51	29	47	38	38
People in my role do not get a chance to progress	33	36	30	37	24	33	38	39
People in my role do not get offered much training	32	33	31	36	24	38	32	32

Note: Single response (level of agreement) to each statement. Don't know not included in the table. ** Denotes small base (unweighted base is less than 100). ⁺Note these statements were also asked of the self employed (unweighted base 638 and weighted base 756).

Table 18: Learning opportunities at work (2005) % agreeing by employment and social class (excluding self employed)

Base: All working excluding self employed	Working status			Social class			
	Total	Employed full time	Employed part time	AB	C1	C2	DE
Unweighted base	561	406	147	122	156	157	126
Weighted base	665	497	159	152	192	187	133
	%	%	%	%	%	%	%
I feel my employer values me	66	66	65	73	69	59	63
I feel that my current job does not make the most of my abilities and personal qualities	40	40	40	28	39	40	54
People in my role do not get a chance to progress	33	33	33	22	32	36	42
People in my role do not get offered much training	32	30	39	20	31	35	44

Note: Single response (level of agreement) to each statement. Don't know not included in table.



Table 19: Learning opportunities at work (2005) % agreeing by employment and social class (including self employed)

Base:All working	Total	Working status			Social class			
		Employed full time	Employed part time	Self employed	AB	C1	C2	DE
Unweighted base	638	406	147	**77	122	156	157	126
Weighted base	756	497	159	91	152	192	187	133
	%	%	%	%	%	%	%	%
I get the right amount of training for my current job	67	69	66	59	57	72	71	65
I have a wide variety of opportunities for learning, not just ones related to my immediate job	58	58	59	56	64	60	49	59

Note: Single response (level of agreement) to each statement. Don't know not included in table.

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

- Almost two thirds (60%) of respondents agreed that there were a wide variety of opportunities last year and a similar proportion (58%) agreed in 2005.
- However, almost three quarters (73%) of respondents agreed they had the right amount of training for their current job in 2004 and this had dropped to more than two thirds (67%) in 2005.

Table 21 shows the statements crosstabulated by those that agreed with each statement in 2004. Between three quarters and two thirds of those that agreed with the positively worded statements continued to do so this year

(therefore up to a third of respondents no longer agreed):

- Nearly eight in ten (78%) respondents continued to agree that their employer valued them this wave (therefore a quarter no longer agreed).
- More than seven in ten (74%) respondents continued to agree that they got the right amount of training for their current job (therefore a quarter no longer agreed).
- Only two thirds (65%) continued to agree that they have a wide variety of opportunities for learning, therefore a third no longer agreed this was the case.

Table 20: Learning at work (2005): % agreeing by occupation.

Base: All working excluding self employed	Occupation						
	Total	Professional	Managers/associate professional/technical occupations	Admin/secretarial	Skilled trades	Personal service/sales occupations	Semi skilled/operatives
Unweighted base	561	**92	**93	**74	**64	105	105
Weighted base	665	122	112	86	78	126	111
	%	%	%	%	%	%	%
I get the right amount of training for my current job ⁺	67	50	66	83	62	73	68
I feel my employer values me	66	68	67	78	63	67	52
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	58	66	54	60	54	61	52
I feel that my current job does not make the most of my abilities and personal qualities	40	29	32	43	42	38	57
People in my role do not get a chance to progress	33	27	32	30	37	30	43
People in my role do not get offered much training	32	26	28	28	25	35	45

Note: Single response (level of agreement) to each statement. Don't know not included in the table. ** Denotes small base (unweighted base is less than 100). ⁺ Note these statements were also asked of the self employed (unweighted base 638 and weighted base 756).



Table 21: Learning at work 2004 and 2005: agreement with statements.

Base: All working excluding self employed	2004	2005
	Total	Total
Unweighted base: All	576	561
Weighted base: All	675	665
	%	%
I get the right amount of training for my current job ⁺	73	67
I feel my employer values me	63	66
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	60	58
I feel that my current job does not make the most of my abilities and personal qualities	43	40
People in my role do not get a chance to progress	35	33
People in my role do not get offered much training	30	32

Note: Single response (level of agreement) to each statement. Don't know not included in the table. ⁺ Note these statements were also asked of the self employed (2004 – unweighted base 635 and weighted base 749 and 2005. – Unweighted base 638 and weighted base 756).

- Between a half and two thirds of respondents who agreed to each negative statement last year continue to do so this year. These are positive findings as up to a half no longer felt these were problems for them.
- Over half (52%) of respondents who agreed last year that their job *did not* make the most of their abilities continued to agree in 2005. This is positive and means that just under a half (48%) no longer felt this was a problem.
 - Six in ten (57%) of respondents who agreed last year that people in their role *did not* get a chance to progress continued to agree in 2005. Therefore four in ten (43%) no longer believed they didn't get chance to progress.
 - Six in ten (61%) who agreed last year that people in their role *did not* get offered much training continued to agree in 2005.

Table 22: Learning opportunities at work 2004 and 2005: % agreeing.

Base: All agreeing to statement in 2004	All agreeing to statements in 2004					
	I get the right amount of training for my current job (agreeing)	I feel my employer values me (agreeing)	I have a wide variety of opportunities for learning (agreeing)	I feel that my current job does not make the most of my abilities and personal qualities (agreeing)	People in my role do not get a chance to progress (agreeing)	People in my role do not get offered much training (agreeing)
Unweighted base	405	312	332	199	176	136
Weighted base	486	369	400	227	202	161
	%	%	%	%	%	%
I get the right amount of training for my current job (agreeing in 2005)	74					
I feel my employer values me (agreeing in 2005)		78				
I have a wide variety of opportunities for learning, not just ones related to my immediate job (agreeing in 2005)			65			
I feel that my current job does not make the most of my abilities and personal qualities (agreeing in 2005)				52		
People in my role do not get a chance to progress (agreeing in 2005)					57	
People in my role do not get offered much training (agreeing in 2005)						61

Note: Single response (level of agreement) to each statement. Don't know not included in the table.



Table 23: Learning opportunities at work (2004 and 2005): % agreeing by gender.

Base: All working excluding self employed	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	576	561	294	275	282	286
Weighted base	675	665	351	347	324	318
	%	%	%	%	%	%
I get the right amount of training for my current job ⁺	73	67	74	66	71	68
I feel my employer values me	63	66	58	66	70	66
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	60	58	62	56	59	60
I feel that my current job does not make the most of my abilities and personal qualities	43	40	43	46	43	33
People in my role do not get a chance to progress	35	33	33	36	36	30
People in my role do not get offered much training	30	32	32	33	27	31

Note: Single response (level of agreement) to each statement. Don't know not included in the table. ⁺ These statements were also asked of the self employed (2004 – unweighted base 635 and weighted base 749 and 2005. – Unweighted base 638 and weighted base 756).

Table 24: Learning opportunities at work (2004 and 2005): % agreeing by age.

Base:All working excluding self employed	Total		Under 24		25 – 34		35 – 44		45 – 54		55 plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	576	561	**56	**57	156	110	165	179	120	134	**79	**81
Weighted base	675	665	70	89	202	174	175	175	125	128	102	100
	%	%	%	%	%	%	%	%	%	%	%	%
I get the right amount of training for my current job ⁺	73	67	82	77	74	74	69	59	75	64	68	65
I feel my employer values me	63	66	70	72	62	63	62	65	58	61	72	72
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	60	58	70	65	59	62	62	51	58	57	58	57
I feel that my current job does not make the most of my abilities and personal qualities	43	40	39	51	42	29	46	47	45	38	40	38
People in my role do not get a chance to progress	35	33	29	37	36	24	33	33	38	38	34	39
People in my role do not get offered much training	30	32	18	36	31	24	32	38	27	32	33	32

Note: Single response (level of agreement) to each statement. Don't know not included in the table.

** Denotes small base (unweighted base is less than 100). *note these statements were also asked of the self employed (2004 – unweighted base 635 and weighted base 749 and 2005 – unweighted base 638 and weighted base 756).



Therefore four in ten no longer agreed that this was the case.

- Males: Whilst less positive about the amount of training and whether they have a wide variety of opportunities, more males agreed that their employer valued them this year (66% compared to 58% last year).
- Females: Generally speaking they were slightly more positive on most statements compared to last year. The most significant change was that fewer felt their job *did not* make the most of their abilities (43% in 2004 and 33% in 2005).
- Under 24 year olds: This group were more negative than they were a year ago. Fewer agreed to receiving the right amount of training (77% this year compared to 82% last year). Substantially more agreed with the statements that their current job did not make the most of their abilities (51% compared to 38% last year) and that people in their role *did not* get much training (36% compared to 18% last year).
- 25 – 34 year olds: This group were showing signs of being more positive than they were a year ago. Substantially fewer agreed that their current job did not make the most of their abilities (29% in 2004 compared to 42% in 2004) and fewer agreed that people in their role *did not* get a chance to progress (24% this year compared to 36% last year).
- 35 – 44 year olds: This group were more negative compared to last year. They were significantly less likely to agree that they got the right amount of training (59% this year compared to 69% last year) and less likely to agree that they had a wide variety of opportunities (51% compared to 62%).
- Part time employed: Whilst there was some slight positive and negative shifts amongst the data for some of the statements, the most dramatic change in attitude had been positive. Far fewer part time employed agreed

that people in my role *do not* get a chance to progress (33% this year compared to 42% last year).

- Social class group AB: Whilst fewer respondents in this category agreed that they got the right amount of training, the overall view was more positive than a year ago. More respondents agreed that their employer valued them (73% compared to 58%) and fewer agreed that their job did not make the most of their abilities (28% compared to 39%) and did not give them the chance to progress (22% compared to 32%).
- Social class group C2: There were some signs of a more negative attitude toward learning opportunities at work. Levels of agreement were shifting slightly for some statements but more significantly so in relation to having a wide variety of opportunities at work (49% compared to 61% in 2004).
- Social class group DE were more positive about wider opportunities (59% compared to 52% in 2004) but more negative when responding to the statement about the amount of training offered (65% compared to 76% in 2004).

Please note that comparisons cannot be made by occupational classification year-on-year due to the fact that the occupational question was only added in 2005.

Table 25: Learning opportunities at work (2004 and 2005) % agreeing by employment (excluding self employed)

Base: All working excluding self-employed	Total		Employed full time		Employed part time	
	2004	2005	2004	2005	2004	2005
Unweighted base	576	561	407	406	158	147
Weighted base	675	665	490	497	175	160
	%	%	%	%	%	%
I feel my employer values me	63	66	60	66	73	65
I feel that my current job does not make the most of my abilities and personal qualities	43	40	43	40	44	40
People in my role do not get a chance to progress	35	33	33	34	42	33
People in my role do not get offered much training	30	32	29	30	32	39

Note: Single response (level of agreement) to each statement. Don't know not included in the table.



Table 26: Learning opportunities at work (2004 and 2005) % agreeing by employment (including self employed)

Base: All working	Total		Employed full time		Employed part time		Self employed	
	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	635	638	407	406	158	147	**59	**77
Weighted base	749	756	490	497	175	160	17	91
	%	%	%	%	%	%	%	%
I get the right amount of training for my current job	73	67	76	69	70	66	61	59
I have a wide variety of opportunities for learning, not just ones related to my immediate job	60	58	63	58	53	59	63	56

Note: Single response (level of agreement) to each statement. Don't know not included in the table. ** Denotes small base (unweighted base is less than 100).

5.3 Summary

Overall the situation relating to opportunities for learning at work remains broadly the same year-on-year.

The data shows that the most consistent attitudes toward positive statements that respondents held were that:

- Their employer values them (78% of those that agreed to this last year continued to do so in 2005).
- Respondents get the right amount of training for their job (73% of those that agreed in 2004 continued to agree in 2005).

The data also shows that the most consistent agreement toward negative statements year-on-year relates to people not getting offered much training (75% of those that agreed to this last year continued to agree in 2005).

It is interesting to note that for some respondents getting offered the right amount of training did not necessarily equate to being offered enough training.

There had been several shifts for particular sub groups towards being more positive and several towards being more negative. Table 28 highlights them all.

Table 27: Learning opportunities at work (2004 and 2005) % agreeing by social class.

Base: All working	Total		AB		CI		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	576	561	130	122	156	156	167	157	123	126
Weighted base	675	665	167	173	183	226	201	218	124	138
	%	%	%	%	%	%	%	%	%	%
I get the right amount of training for my current job ⁺	73	67	71	57	70	72	75	71	76	65
I feel my employer values me	63	66	58	73	72	69	63	59	59	63
I have a wide variety of opportunities for learning, not just ones related to my immediate job ⁺	60	58	65	64	61	60	61	49	52	59
I feel that my current job does not make the most of my abilities and personal qualities	43	40	39	28	38	39	45	40	52	54
People in my role do not get a chance to progress	35	33	32	22	32	32	33	36	46	42
People in my role do not get offered much training	30	32	22	20	30	31	31	35	37	44

Note: Single response (level of agreement) to each statement. Don't know not included in the table. **Denotes small base (unweighted base is less than 100). ⁺ Note these statements were also asked of the self employed (2004 – unweighted base 635 and weighted base 749 and 2005 – unweighted base 638 and weighted base 756).



Table 28: Significant shift towards greater agreement

	Significant shift towards greater agreement	Significant shift towards lower level of agreement
I get the right amount of training for my current job		Males Under 24 35 – 44 year olds SCG DE
I feel my employer values me	Males SCG AB	
I have a wide variety of opportunities for learning, not just ones related to my immediate job	SCG DE	Males 35 – 44 year olds SCG C2
I feel that my current job does not make the most of my abilities and personal qualities ⁺	Under 24s	Females 25 – 34 year olds SCG AB
People in my role do not get a chance to progress ⁺	Under 24s	25 – 34 year olds Part time employed SCG AB
People in my role do not get offered much training ⁺	SCG DE	

⁺ Negative statements therefore shifts to lower agreement is a positive outcome.

6 ATTITUDES TO LEARNING

6.1 Introduction

Respondents were asked for their level of agreement to a series of statements about learning. The statements were designed to reflect attitudes towards taking responsibility for learning and enjoyment of learning. The same question was repeated in both 2004 and 2005 so that any shifts from positive to negative and vice versa between the two years may be measured.

In the 2005 survey we added some more statements relating to the degree respondents embrace new challenges and responsibilities. Due to the fact that this is a new question there is no comparison with 2004.

6.2 Attitudes to learning

6.2.1 Findings: 2005

This section explores the findings from 2005. The table below have split the statements (and findings) relating to attitudes into broad themes.

Broad theme	Findings from 2005
Enjoyment, confidence and motivation	Most of the respondents felt that learning was enjoyable for its own sake (87%). The other statement which registered a high level of agreement was related to confidence about learning new skills (77% agreed to some extent with this statement). However, a quarter (25%) agreed that they did not feel confident in a classroom environment and three in ten (30%) felt that they had not got the motivation to do a course.
Taking responsibility for job related learning/training	There was a sense that many respondents were reluctant to take responsibility for job related learning (in terms of time and money); 53% agreed that they should not have to pay and 23% agreed that they should not have to do it in their own time.
Help and advice	Around three in ten respondents (28%) agreed that there was not enough help and advice about the sorts of learning people can do.
Exposure to other people in the learning environment	Whilst very few respondents (13%) agreed that the rest of their own family were not interested in learning, four in ten (38%) said that they knew a lot of people in their area that were learning ('area' referring to a geographical or local area)



Table 29: Attitudes to learning (2005) % agreeing

Base: All respondents	2005
	Total
Unweighted base	1,309
Weighted base	1,309
	%
Learning is enjoyable for its own sake	87
I am confident about learning new skills	77
I don't see why I should pay for learning that is to do with my job or career ⁺	53
I know a lot of people in my area who are learning	38
There is not enough help and advice available about the different sorts of learning people can do	28
People should not be expected to learn new skills for their career in their own time	23
I haven't the motivation to do a course	30
I would feel out of place in a classroom situation	25
The rest of my family aren't interested in learning	13

Note: Single response (level of agreement) to each statement. Don't know not included in table. + Statement only offered to respondents not retired or incapable of work (weighted base 2005, 933).

When the data was analysed by key demographic variables there were some significant differences to point out:

- Females were less agreeable to taking responsibility (in terms of time and costs) for job or career related learning. Males were more agreeable to this element of learning and also more confident in their ability to learn new skills.
- Females were more likely than males to agree that learning was enjoyable for its own sake (91% compared to 84%), that people should not have to learn new skills for a job in their own time (25% compared to 20%) and that you should not have to pay for job related learning (54% compared to 51%).
- Males were significantly more likely than females to agree that they were confident about learning new skills (83% compared to 71%).
- Females were more likely to believe that help was not available (30% agreed to this statement compared to 26% of males) and that they had no motivation to do a course (32% compared to 27% of males).

- Whilst respondents aged 55+ were significantly more likely than some of the younger groups to agree that learning was enjoyable for its own sake (91% compared to 82% of the 24s and under) they were least likely to be confident in learning new skills (59% compared to 94% of the youngest group of respondents).
- Younger learners were more likely to agree that there is not enough help and advice available (34% and 35% for the under 24s and 25 – 34 year olds compared to 23% of the 55+ age group).

In terms of working status:

- The retired and those working part time were significantly more likely than those not working and those working full time to agree that learning is enjoyable for its own sake. The retired were least likely to agree that they were confident in learning new skills (55% compared to 91% of respondents working full time).
- Those who were working part time and those who were not working were significantly less likely than those working full time to agree to having confidence for learning new skills (77% and 69% respectively compared to 91%).
- Respondents who were not working were more likely to agree that there was not enough help and advice available (41% compared to 29% of respondents working full time).
- Respondents who were not working and those who were retired were least likely to say that they had the motivation to undertake learning (35% of those not working and 54% of the retired).

Significant differences were evident by social class group, with the DE group tending to hold the most negative attitudes for most statements. The exception, social class group C2, was most likely to think that people should not be expected to learn new skills for their career in their own time (28% versus 25% or less in other groups) and were the least likely to agree with the statement 'learning is enjoyable for its own sake' (83% versus 87% or more).

In 2005 the questionnaire explored three additional areas (these cannot be compared to 2004); these were statements that could perceivably be barriers to learning:

- Just over a fifth (21%) agreed that they were nervous about learning due to the standard of work required. Females and the older respondents were much more likely than their counterparts to agree to this statement.
- Between 33% and 38% of respondents said that they had too many commitments at work and/or at home to undertake further learning. Work commitments were impacting on males and full time working respondents and home commitments were having a greater impact on females and on part time workers. In terms of age, commitments outside learning were affecting significantly fewer respondents aged less than 24 years. The level of agreement to statements about commitments in the home and work being a barrier to learning did not appear to decline for the 55 plus group.
- A significantly lower number of AB respondents were nervous about learning due to the standard of work required (12% versus 19% or more in other groups). They were also the group least likely to cite commitments at home as a barrier to undertaking further learning (28% compared to an average of 41%).



Table 30: Attitudes to learning (2005) % agreeing by gender and age

Base: All respondents	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus
Unweighted base	1,309	614	694	129	181	262	229	507
Weighted base	1,309	658	650	162	242	237	195	471
	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	84	91	82	86	85	87	91
I am confident about learning new skills	77	83	71	91	91	86	80	59
I don't see why I should pay for learning that is to do with my job or career*	53	51	54	53	51	52	55	54
I know a lot of people in my area who are learning	38	38	37	54	27	39	39	37
There is not enough help and advice available about the different sorts of learning people can do	28	26	30	34	35	28	25	23
People should not be expected to learn new skills for their career in their own time	23	20	25	22	28	23	27	19
I haven't the motivation to do a course	30	27	32	9	18	21	23	51
I would feel out of place in a classroom situation	25	23	26	16	18	21	26	33
The rest of my family aren't interested in learning	13	13	12	11	13	11	12	14

Note: Single response (level of agreement) to each statement. Don't know not included in table. *statement only offered to respondents not retired or incapable of work (weighted base 2005, 933)

Table 31: Attitudes to learning (2005) % agreeing by working status and social class.

Base: All respondents	Total	Employed full time	Employed part time	Not working	Retired	AB	CI	C2	DE
Unweighted base	1,309	406	147	277	345	231	314	299	464
Weighted base	1,309	497	159	203	300	264	347	313	384
	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	85	93	88	92	92	89	83	87
I am confident about learning new skills	77	91	77	69	55	81	81	81	68
I don't see why I should pay for learning that is to do with my job or career ⁺	53	58	62	47	na	42	55	54	57
I know a lot of people in my area who are learning	38	38	39	27	36	47	38	36	32
There is not enough help and advice available about the different sorts of learning people can do	28	29	26	41	22	18	22	33	35
People should not be expected to learn new skills for their career in their own time	23	26	29	25	19	15	22	28	25
I haven't the motivation to do a course	30	17	24	35	54	23	26	29	39
I would feel out of place in a classroom situation	25	17	18	40	35	11	18	26	39
The rest of my family aren't interested in learning	13	12	10	17	14	8	11	12	17

Note: Single response (level of agreement) to each statement. Don't know not included in table. ⁺ Statement only offered to respondents not retired or incapable of work (weighted base 2005, 933)



Table 32: Attitudes to learning new question (2005) % agreeing by gender and age.

Base: All	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus
Unweighted base	1,309	614	694	129	181	262	229	507
Weighted base	1,309	658	650	162	242	237	195	471
	%	%	%	%	%	%	%	%
I am nervous about learning due to the standard of work required	21	16	26	15	16	21	23	25
I have too many commitments at work to undertake additional learning	33	37	28	20	32	37	39	35
I have too many commitments at home to undertake further learning	38	33	44	23	41	45	40	38

Note: Single response (level of agreement) to each statement.

6.2.2 Comparison of data: 2004 and 2005

The only significant shifts in attitude year-on-year have been that:

- Significantly fewer respondents agreed that there was not enough help and advice available about the different sorts of learning people can do (from 2004, 37% to 2005, 28%); and
- Fewer respondents agreed that people should be expected to learn new skills for their career in their own time (2004, 27% to 2005, 23%).

There were also some shifts in attitude on a case by case basis and also on a sub group level (see later in this section).

There were some interesting shifts in attitude by sub group:

Attitudes have been explored year-on-year and analysis has shown which attitudes have remained consistent on a case by case basis and which have proved to be more changeable over time.

The most consistent set of attitudes towards learning seemed to be:

- ‘Learning is enjoyable for its own sake’ where nine in ten (90%) of those who agreed to this in 2004 also agreed with it in 2005; and
- ‘I am confident about learning new skills’ where almost nine in ten (87%) of those who agreed to this in 2004 also agreed with it in 2005.

Table 33: Attitudes to learning new question (2005) % agreeing by working status and social class.

Base: All respondents	Total	Employed full time	Employed part time	Not working	Retired	AB	C1	C2	DE
Unweighted base	1,309	406	147	277	345	231	314	299	464
Weighted base	1,309	497	159	203	300	264	347	314	382
	%	%	%	%	%	%	%	%	%
I am nervous about learning due to the standard of work required	21	13	21	31	28	12	21	19	29
I have too many commitments at work to undertake additional learning	33	43	24	2	–	31	33	39	27
I have too many commitments at home to undertake further learning	38	36	46	40	41	28	38	40	44

Note: Single response (level of agreement) to each statement. Don't know not included in table. – Signifies zero.

Attitudes that have changed most year-on-year reflected a positive shift, they showed that far fewer respondents who agreed to negative statements were agreeing to them a year down the line:

- 'There is not enough help and advice available' where nearly a half (47%) of those who agreed it was not available in 2004 also agreed with it in 2005; and
- The rest of my family are not interested in learning' where almost a third (31%) of those who agreed to this in 2004 also agreed with it in 2005.

6.3 Attitudes toward challenges and responsibility

Respondents were given another set of statements that revolved around how they embraced new challenges and responsibilities

and how important their free time was to them. The objective of this question was to explore how sensitive people were to taking on new responsibilities in general.

The responses to the statements were a little contradictory in that whilst just over three quarters (76%) agreed that they like a new challenge, six in ten (62%) said that they like to stick to routine. A proportion of these respondents must have been one and the same. This may indicate that whilst respondents agreed that they like a new challenge, the impact of this 'challenge' should not interfere with routine. Two fifths of respondents said that they would not take on new responsibilities unless they had to.

Time to relax and time for the children (amongst respondents with families) were important with just over half agreeing to



Table 34: Attitudes to learning (2004 and 2005) % agreeing

	2004	2005
	Total	Total
Unweighted base	1,309	1,309
Weighted base	1,309	1,309
	%	%
Learning is enjoyable for its own sake	87	87
I am confident about learning new skills	78	77
I don't see why I should pay for learning that is to do with my job or career ⁺	51	53
I know a lot of people in my area who are learning	40	38
There is not enough help and advice available about the different sorts of learning people can do	37	28
People should not be expected to learn new skills for their career in their own time	27	23
I haven't the motivation to do a course	27	30
I would feel out of place in a classroom situation	23	25
The rest of my family aren't interested in learning	16	13

Note: Single response (level of agreement) to each statement. Don't know not included in table. + Statement only offered to respondents not retired or incapable of work (weighted base 2005, 933). ⁺The base for this question differs between 2004 and 2005; in 2005 the retired and those incapable of work were not asked this question. Therefore comparisons should be treated with caution.

these statements. For almost three in ten respondents who were working (29%), managing commitments between home and work was a problem. These findings seemed to confirm the pressure on free time and how to use it gainfully for a significant amount of respondents.

In terms of analysis by sub group:

- Females were significantly more likely than males to agree that 'I prioritise all my time for being with the children' (63% compared to 46%) and they found managing work and home commitments a problem (32% compared to 26%). They were less likely to say that they liked a new challenge (70% compared to 81% of males).
- The older age groups were less likely to agree that they prioritised all their time for being with the children (37% of the 44 – 55 age groups and 39% of the 55 plus age group). The 55 plus group were significantly more likely to say that they would not take on new responsibilities unless they had to (54%). These findings mirror those for retired respondents.

Broad theme	Comparison in findings from 2004 to 2005
Enjoyment, confidence and motivation	<p>Confidence has increased amongst:</p> <ul style="list-style-type: none"> • Social class C2 (2004, 77% to 2005, 81%) <p>Females and the 55 plus groups were more likely to say that they had not got the motivation to do a course (as are the retired):</p> <ul style="list-style-type: none"> • Females (2004, 26% to 2005, 32%) • 55 plus (2004, 45% to 2005, 51%)
Taking responsibility for job related learning/training	<p>There was a mixed picture emerging about willingness to pay⁺¹ and spend personal time on job related learning. More respondents agreed that they should not have to pay for learning in the following groups:</p> <ul style="list-style-type: none"> • Males (2004, 46% to 2005, 51%) • 35 – 44 (2004, 46% to 2005, 52%) • 55 plus (2004, 45% to 2005, 54%) <p>It should be noted that the under 24s and the 25 – 34 year olds were less likely to agree giving them a more positive inclination to pay for learning. This was the same for respondents not working (2004, 58% to 2005, 47%).</p> <p>Significantly fewer respondents agreed that they should not have to use their own time for job related learning in the following groups:</p> <ul style="list-style-type: none"> • Females (2004, 31% to 2005, 25%) • 17 – 24 (2004, 26% to 2005, 22%) • 55 plus (2004, 26% to 2005, 19%)
Help and advice	<p>A positive picture emerged when significantly fewer respondents in almost all sub groups agreed that help and advice was <i>not</i> available. Perhaps most significantly there had been a positive shift in attitude towards availability of help amongst those not working (2004, 48% to 2005, 41%).</p>
Exposure to other people in the learning environment	<p>The majority of the sub groups saw fewer respondents agreeing that they knew a lot of people in learning:</p> <ul style="list-style-type: none"> • Females (2004, 41% to 2005, 37%) • 17 – 24 (2004, 61% to 2005, 54%) 25 – 34 years (2004, 38% to 2005, 27%) • C1 social class (2004, 43% to 2005, 38%)

Note: ⁺¹ Only respondents who were not retired or incapable of work were asked this question.



Table 35: Attitudes to learning (2004 and 2005) % agreeing by gender.

Base: All respondents	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	614	614	694	694
Weighted base	1,309	1,309	658	658	649	650
	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	87	85	84	89	91
I am confident about learning new skills	78	77	83	83	73	71
I don't see why I should pay for learning that is to do with my job or career ⁺¹	51	53	46	51	56	54
I know a lot of people in my area who are learning	40	38	39	38	41	37
There is not enough help and advice available about the different sorts of learning people can do	37	28	37	26	36	30
People should not be expected to learn new skills for their career in their own time	27	23	24	20	31	25
I haven't the motivation to do a course	27	30	29	27	26	32
I would feel out of place in a classroom situation	23	25	23	23	23	26
The rest of my family aren't interested in learning	16	13	15	13	17	12

Note: Single response (level of agreement) to each statement. Don't know not included in table. + Statement only offered to respondents not retired or incapable of work in 2005 (weighted base 2005, 933), therefore direct comparisons with 2004 are not possible and comparisons should be treated with caution. ⁺¹Only respondents who were not retired or incapable of work were asked this question.

Table 36: Attitudes to learning (2004 and 2005) % agreeing by age.

Base: All respondents	Total		Under 24		25 – 34		35 – 44		45 – 54		55 plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	148	129	227	181	250	262	210	229	471	507
Weighted base	1,309	1,309	149	161	256	244	236	238	197	194	471	471
	%	%	%	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	87	78	82	87	86	86	85	86	87	90	91
I am confident about learning new skills	78	77	96	91	89	91	87	86	79	80	61	59
I don't see why I should pay for learning that is to do with my job or career ⁺¹	51	53	60	53	60	51	46	52	55	54	45	54
I know a lot of people in my area who are learning	40	38	61	54	38	27	37	39	40	39	36	37
There is not enough help and advice available about the different sorts of learning people can do	37	28	47	34	39	35	38	28	36	25	31	23
People should not be expected to learn new skills for their career in their own time	27	23	25	22	30	28	28	23	28	27	26	19
I haven't the motivation to do a course	27	30	9	9	13	18	24	21	22	23	45	51
I would feel out of place in a classroom situation	23	25	15	16	15	18	18	21	25	26	33	33
The rest of my family aren't interested in learning	16	13	13	11	17	13	13	11	14	12	18	14

Note: Single response (level of agreement) to each statement. Don't know not included in table. + Statement only offered to respondents not retired or incapable of work in 2005 (weighted base 2005, 933), therefore direct comparisons with 2004 are not possible and comparisons should be treated with caution. ⁺¹only respondents who were not retired or incapable of work were asked this question.



Table 37: Attitudes to learning (2004 and 2005) % agreeing by working status.

Base: All respondents	Total		Employed full time		Employed part time		Self working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	207	203	304	301
	%	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	87	86	85	89	93	83	88	90	92
I am confident about learning new skills	78	77	90	91	78	77	71	69	59	55
I don't see why I should pay for learning that is to do with my job or career ^{+I}	51	53	54	58	61	62	58	47	39	N/A
I know a lot of people in my area who are learning	40	38	42	38	43	39	34	27	33	36
There is not enough help and advice available about the different sorts of learning people can do	37	28	36	29	38	26	48	41	30	22
People should not be expected to learn new skills for their career in their own time	27	23	29	26	33	29	27	25	24	19
I haven't the motivation to do a course	27	30	17	17	19	24	34	35	49	54
I would feel out of place in a classroom situation	23	25	16	17	13	18	34	40	35	35
The rest of my family aren't interested in learning	16	13	14	12	15	10	21	17	18	14

Note: Single response (level of agreement) to each statement. Don't know not included in table. + Statement only offered to respondents not retired or incapable of work in 2005 (weighted base 2005, 933), therefore direct comparisons with 2004 are not possible and comparisons should be treated with caution, 933). ^{+I} Only respondents who were not retired or incapable of work were asked this question.

Table 38: Attitudes to learning (2004 and 2005) % agreeing by social class.

Base: All respondents	Total		AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	232	231	306	314	307	299	464	464
Weighted base	1,309	1,309	271	264	335	348	320	314	383	384
	%	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	87	87	92	92	86	89	86	83	85	86
I am confident about learning new skills	78	77	86	81	82	81	77	81	69	68
I don't see why I should pay for learning that is to do with my job or career ⁺	51	53	40	43	54	55	48	53	59	58
I know a lot of people in my area who are learning	40	38	48	47	43	38	37	36	35	32
There is not enough help and advice available about the different sorts of learning people can do	37	28	29	18	33	22	36	33	46	36
People should not be expected to learn new skills for their career in their own time	27	23	26	15	25	22	28	28	29	26
I haven't the motivation to do a course	27	30	19	23	22	26	25	28	40	40
I would feel out of place in a classroom situation	23	25	9	11	18	18	21	26	40	39
The rest of my family aren't interested in learning	16	13	8	8	14	11	15	12	23	17

Note: Single response (level of agreement) to each statement. Don't know not included in table. ⁺ Statement only offered to respondents not retired or incapable of work in 2005 (weighted base 2005, 933), therefore direct comparisons with 2004 are not possible and comparisons should be treated with caution. ⁺only respondents who were not retired or incapable of work were asked this question.



Table 39: Attitudes to learning by response year-on-year

Base: All who agreed with the statement in 2004	2004 Agreement with statement								
	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 ⁺	I know a lot of people in my area who are learning	There is not enough help and advice available about the different sorts of learning people can do	People should not be expected to learn new skills for their career in their own time	I haven't the motivation to do a course	I would feel out of place in a classroom situation	The rest of my family aren't interested in learning
Weighted base	1,130	1,030	510	528	483	360	341	299	205
	%	%	%	%	%	%	%	%	%
% also agreeing in 2005	90	87	64	57	47	39	65	58	31
% disagreeing in 2005	4	6	16	30	40	45	25	36	52

Note: Single response (level of agreement) to each statement. Don't know not included in table. *statement asked of those who were not retired or incapable of work in 2005. ⁺only respondents who were not retired or incapable of work were asked this question.

- The under 24 age group were significantly more likely to agree that they liked a new challenge (93% compared to 62% of the 55 plus group) and least likely to agree that they would not take on any new responsibilities (24% compared to 54% of the 55 plus group).
- Free time to relax seemed important to all age groups and both gender groups.
- Those working full time were least likely to say that routine was important to them (56% compared to 62% of part time workers and 67% of those not working).
- Social class group DE was significantly more likely than most other groups to agree that they did not take on new responsibilities unless they had to (56%) and that they liked to stick to a routine (71%). They were significantly less likely to say that they liked a new challenge (68%).

6.4 Summary

Overall the situation relating to attitudes to learning remained broadly the same year-on-year. The most significant shifts were in relation to more positive attitudes about the amount of information and advice that was available, and a smaller proportion agreed that they should not have to use their own time for job related learning.

When exploring attitudes year-on-year the data shows that the most consistent attitudes were that:

- 'learning is enjoyable for its own sake' (90% of those that agreed to this last year did so again in 2005)
- 'I am confident about learning new skills' (87% of those that agreed in 2004 did so again in 2005)

Table 40: Attitudes to challenges and responsibility (2005) % agreeing by gender and age

Base: All	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus
Unweighted base	1,309	614	694	129	181	262	229	507
Weighted base	1,309	658	650	162	242	237	195	471
	%	%	%	%	%	%	%	%
I am the sort of person who likes a new challenge	76	81	70	93	82	83	77	62
I like to stick to a routine	62	60	64	58	60	59	60	66
I like a lot of free time to relax	59	60	58	69	56	52	56	63
I prioritise all my time for being with the children**	55	46	63	59	65	55	37	39
I do not take on new responsibilities unless I have to	40	39	41	24	30	35	37	54
I often find managing home and work commitments a problem*	29	26	32	23	31	30	38	24

Note: Single response (level of agreement) to each statement. Don't know not included in table. * This statement was only offered to respondents not retired or incapable of work (weighted base 2005, 933); ** This statement was only offered to respondents with children (weighted base 2005, 508).

This seems to suggest that once the enjoyment of learning and confidence in tackling learning has been instilled it remains relatively constant for the individual.

There had been several shifts for particular sub groups to the positive and several to the negative. The table 45 highlights these:

From the new statements added in 2005 the data shows that a fifth of respondents were nervous about the standard of work required

for learning (more likely to be female and older respondents). Approximately a third of respondents had too many commitments at work or home to undertake additional learning. The pressure of time for the individual is a theme which emerges throughout the report. It appears that this is a perceived or real barrier that needs to be tackled in order to attract more people into learning.



Table 41: Attitudes to challenges and responsibility (2005) % agreeing by working status and social class.

Base: All respondents	Total	Employed full time	Employed part time	Not working	Retired	AB	C1	C2	DE
Unweighted base	1,309	406	147	277	345	231	314	299	464
Weighted base	1,309	497	159	203	300	264	347	314	382
	%	%	%	%	%	%	%	%	%
I am the sort of person who likes a new challenge	76	87	76	72	58	79	79	79	68
I like to stick to a routine	62	56	62	67	72	54	58	62	71
I like a lot of free time to relax	59	57	57	60	64	55	63	53	63
I prioritise all my time for being with the children**	55	49	65	67	44	44	61	48	62
I do not take on new responsibilities unless I have to	40	27	37	50	62	28	32	38	56
I often find managing home and work commitments a problem*	29	33	28	12	N/A	33	31	28	26

Note: Single response (level of agreement) to each statement. Don't know not included in table. *This statement was only offered to respondents not retired or incapable of work (weighted base 2005, 933); ** This statement was only offered to respondents with children (weighted base 2005, 508).

We also found that whilst just over three quarters of respondents agreed that they like a new challenge, just over six in ten (62%) agreed that they liked to stick to a routine. This being the case (there was overlap where the respondent held both views) the data suggests that the new challenge needed to have little impact on routine. Time to relax

was important (six in ten agreed that they need lots of it). For four in ten respondents, they would not take on extra responsibilities unless they had to. These findings again make the link to individuals being reluctant to use what spare time they have for anything that adds more responsibilities or pressure.

Table 42: Summary of positive and negative shifts in attitudes to learning.

	Significant shift towards greater agreement	Significant shift towards lower level of agreement
I am confident about learning new skills	SCG C2	SCG AB
I don't see why I should pay for learning that is to do with my job or career ^{+1*}	35 – 44 55 plus Males Employed full-time SCG C2	Under 24 25 – 34 Not Working
I know a lot of people in my area who are learning		Female Under 24 25 – 34 Not working SCG C1
There is not enough help and advice available about the different sorts of learning people can do*		Shifts to a lower level of agreement across all groups
People should not be expected to learn new skills for their career in their own time*		Female 55 plus 35 – 44 Employed part-time Retired SCG AB
I haven't the motivation to do a course*	Female 25 – 34 55 plus Employed part-time Retired SCG AB SCG C1	

Note: Only asked of those who were not retired or incapable of work. *Negative statements therefore shifts to lower agreement is a positive outcome. ⁺¹Only respondents who were not retired or incapable of work were asked this question.

7 MOTIVATIONS FOR LEARNING AND IMPACTS



7.1 Introduction

The questionnaire in 2004 and 2005 included questions about why respondents embarked on a course of learning. Respondents who had been involved in any training or learning in the past year (excluding those who had only participated in a general course at work such as a health and safety course) were asked what their motivations for learning were from a list of reasons. This section explores findings to this question and discusses the impact that timetabling might have had on the motivation to undertake a course. Finally, it looks at the benefits of learning for the individual.

7.2 Motivations for learning

8.2.1 Findings: 2005

Table 46 shows that the two most common reasons given for choosing their main subject or skill were 'to help me in my current job' (33%) and 'to get a recognised qualification' (9%).

Other responses mentioned by between 5% and 8% were:

- to develop myself as a person (7%)
- to get a job (7%)
- I am interested in the subject/personal interest (7%)
- to change the type of work that I do (6%)
- I enjoy learning/it gives me pleasure (5%)

When the data was analysed by key demographic variables there were some significant differences to point out:

- Age was a factor with a quarter (26%) of those aged under 24 stating they chose to learn to get a job and 10% stating they chose to learn to help them get on a future course of learning in comparison to those aged over 25 years (4% and 1% respectively).
- Respondents aged 55 plus were more likely to be doing learning for personal reasons; one in seven (15%) agreed that 'I enjoy learning/it gives me pleasure' and one in six (18%) that 'I am interested in the subject/personal interest' than those aged under 55 (3% and 4% respectively).
- Working status was also influential with those who were currently working, either full or part time, reporting that their learning was to help them in their current job (43%).
- The retired were particularly likely to report 'I enjoy learning/it gives me pleasure' (24%) and 'I am interested in the subject/personal interest' (30%).
- Those in social class groups C2 and DE (14% and 10%) were more likely than those in group AB (3%) to have done learning to get a job. Those in C2 were more likely than the other groups to want a rise in earnings (7% compared to less than 1% in other social class groups).

Table 43: The main reason for starting main learning/training activity by gender (2005).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total	Gender	
		Male	Female
Unweighted base	564	266	298
Weighted base	626	321	306
	%	%	%
To help me in my current job	33	33	32
To get a job	7	8	6
To get a recognised qualification	9	8	10
I am interested in the subject/personal interest	7	7	7
To develop myself as a person	7	7	6
To change the type of work that I do	6	7	4
I enjoy learning/it gives me pleasure	5	5	6
To get a promotion	3	3	2
To make my work more satisfying	3	2	4
Not really my choice – employer requirement	4	3	5
Not really my choice – professional requirement	3	3	2
To get a rise in earnings	2	3	1
To get a job with a different employer	2	2	2
To help me get onto a future course of learning	3	1	4
To improve my self confidence	1	1	1
To help or keep up with my children/grandchildren	2	2	2
Because friends/family/colleagues are also learning	*	*	–

Note: Multiple response question. Don't know not included in the table. * Signifies less than 0.5% but greater than zero.



Table 44: The main reason for starting main learning/training activity by age (2005).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total	Age				
		Under 24	25 – 34	35 – 44	45 – 54	55 plus
Unweighted base	564	**76	**94	135	122	137
Weighted base	626	101	138	129	110	148
	%	%	%	%	%	%
To help me in my current job	33	1	34	40	44	26
To get a job	7	26	8	3	4	–
To get a recognised qualification	9	17	11	6	15	1
I am interested in the subject/personal interest	7	2	4	4	4	18
To develop myself as a person	7	5	4	8	7	9
To change the type of work that I do	6	3	11	8	4	2
I enjoy learning/it gives me pleasure	5	1	4	3	2	15
To get a promotion	3	6	3	3	2	–
To make my work more satisfying	3	3	1	4	3	5
Not really my choice – employer requirement	4	4	4	8	1	3
Not really my choice – professional requirement	3	–	6	2	–	3
To get a rise in earnings	2	2	2	1	4	2
To get a job with a different employer	2	–	4	–	4	1
To help me get onto a future course of learning	3	10	1	1	1	1
To improve my self confidence	1	3	1	1	1	1
To help or keep up with my children/grandchildren	2	–	2	5	*	3
Because friends/family/colleagues are also learning	*	–	–	1	–	–

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

* Signifies less than 0.5% but greater than zero. – signifies zero. ** Small base (unweighted base less than 100)

Table 45: The main reason for starting main learning/training activity by working status and social class (2005).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total	Working Status					Social Class Group			
		Employed full time	Employed part time	Employed part time	Not working	Retired	AB	C1	C2	DE
Unweighted base	564	269	**84	**30	**64	**74	159	149	125	131
Weighted base	626	340	87	34	49	72	188	175	147	117
	%	%	%	%	%	%	%	%	%	%
To help me in my current job	33	43	44	33	11	–	41	32	28	27
To get a job	7	6	5	4	12	1	3	5	14	10
To get a recognised qualification	9	9	9	–	14	2	6	12	8	11
I am interested in the subject/personal interest	7	3	4	5	10	30	10	6	5	4
To develop myself as a person	7	5	5	4	11	12	10	5	5	6
To change the type of work that I do	6	7	5	14	3	1	–	10	9	5
I enjoy learning/it gives me pleasure	5	2	3	6	7	24	9	4	2	8
To get a promotion	3	5	–	–	–	–	4	4	2	–
To make my work more satisfying	3	4	5	9	–	–	3	4	5	1
Not really my choice – employer requirement	4	7	3	–	–	–	2	2	6	9
Not really my choice – professional requirement	3	2	4	6	–	3	3	5	1	–
To get a rise in earnings	2	2	–	16	–	1	–	1	7	1



Table 45: The main reason for starting main learning/training activity by working status and social class (2005) (Continued).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total	Working Status					Social Class Group			
		Employed full time	Employed part time	Employed part time	Not working	Retired	AB	C1	C2	DE
Unweighted base	564	269	**84	**30	**64	**74	159	149	125	131
Weighted base	626	340	87	34	49	72	188	175	147	117
	%	%	%	%	%	%	%	%	%	%
To get a job with a different employer	2	2	3	–	4	–	3	3	1	–
To help me get onto a future course of learning	3	1	5	–	5	1	1	2	2	6
To improve my self confidence	1	*	2	–	5	1	1	*	1	4
To help or keep up with my children/ grandchildren	2	1	*	5	8	6	1	3	*	5
Because friends/family/ colleagues are also learning	*	–	1	–	–	–	–	1	–	–

Note: Single response (level of agreement) to each statement. Don't know not included in table. * This statement was only offered to respondents not retired or incapable of work (weighted base 2005, 933); ** This statement was only offered to respondents with children (weighted base 2005, 508).

7.3 Comparison of data: 2004 and 2005

The main reason given for choosing to learn was 'to help me in my current job'. This was the most commonly mentioned response in both 2004 and 2005. However, in 2005 the percentage of respondents mentioning this motivation had significantly increased (2004, 25% and 2005, 33%).

There was a significant decrease in the number of respondents reporting that the main reason for their learning was to get a job (2004, 15% and 2005, 7%).

The analysis showed:

- The decrease in the number of respondents learning to get a job was not significantly different across gender, age and working status groups.
- Those in social class group DE were also less likely in 2005 (10%) than 2004 (21%) to choose to learn to get a job.
- Positively, there was an increase from 2% in 2004 to 8% in 2005 in social class group DE reporting they took a course of learning because 'I enjoy learning/it gives me pleasure'.

Table 46: The main reason for starting main learning/training activity (2004 and 2005) % agreeing by gender and age.

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Gender				Age									
			Male		Female		Under 24		25 – 34		35 – 44		45 – 54		55+	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	275	266	319	298	168	**76	127	**94	131	135	103	122	123	137
Weighted base	633	626	316	321	317	306	112	101	151	138	131	129	101	110	138	148
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
To help me in my current job	25	33	24	33	27	32	15	19	29	34	31	40	40	44	19	26
To get a job	15	7	18	8	11	6	42	26	15	8	8	3	9	4	2	–
To get a recognised qualification	9	9	8	8	11	10	15	17	9	11	11	6	5	15	6	1
I am interested in the subject/personal interest	9	7	9	7	8	7	4	2	7	4	4	4	5	4	22	18
To develop myself as a person	8	7	6	7	9	6	5	5	8	4	5	8	8	7	12	9
To change the type of work that I do	6	6	6	7	6	4	4	3	5	11	12	8	7	4	4	2
I enjoy learning/it gives me pleasure	4	5	4	5	4	6	–	1	–	4	2	3	2	2	13	15
Not really my choice – employer requirement	3	4	2	3	3	5	–	4	4	4	3	8	4	1	2	3

Note: Multiple response question. Mentions of 4% or more at a total level in 2005. Don't know not included in the table. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Small base (un-weighted base less than 100).

- However, conversely there was a decrease (from 9% to 7%) in the number of reporting that they took a course of learning because 'I am interested in the subject/personal interest'

There was a reduction in the proportion of learners in the following groups mentioning

that they had undertaken a course because 'I am interested in the subject/ personal interest':

- Retired (2004, 38% to 2005, 30%)
- 55 plus (2004 22% to 2005 18%)
- Social class group DE (2004, 13% to 2005, 4%)

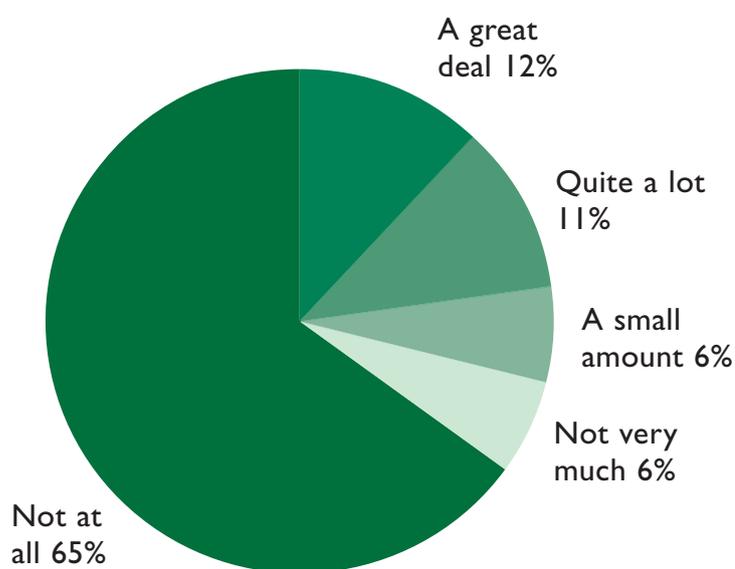


Table 47: The main reason for starting main learning/training activity (2004 and 2005) % agreeing by working status and social class

Base: all who have been involved in any training or learning in the last year	Total		Working status								Social class							
			Employed full time		Employed part time		Not working		Retired		AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted	594	564	258	269	**96	**84	**88	**64	**67	**74	151	159	169	149	128	125	146	131
Weighted	633	626	312	340	103	87	66	49	65	72	181	188	194	175	140	147	118	117
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
To help me in my current job	25	33	31	43	39	44	7	11	5	–	29	41	25	32	26	28	19	27
To get a job	15	7	12	6	8	5	32	12	–	1	11	3	14	5	15	14	21	10
To get a recognised qualification	9	9	10	9	11	9	5	14	4	2	10	6	8	12	11	8	7	11
I am interested in the subject/personal interest	9	7	4	3	6	4	13	10	38	30	11	10	9	6	2	5	13	4
To develop myself as a person	8	7	7	5	3	5	13	11	14	12	12	10	4	5	6	5	8	6
To change the type of work that I do	6	6	7	7	7	5	4	3	–	1	3	–	10	10	5	9	6	5
I enjoy learning/it gives me pleasure	4	5	1	2	3	3	2	7	18	24	5	9	5	4	2	2	2	8
Not really my choice – employer requirement	3	4	5	7	1	3	–	–	2	–	1	2	2	2	6	6	2	9

Note: Multiple response question. Mentions of 4% or more at a total level in 2005. Don't know not included in the table. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Small base (un-weighted base less than 100).

Chart 1: The extent the course timetable influenced respondents decision to choose a particular course



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).

7.4 Timetabling and preparedness to travel (2005 data only)

7.4.1 Full time courses

Respondents who had undertaken a full time course in the last year were asked to what extent the timetable influenced their decision to choose the course(s) they studied. Too few respondents answered this question to do any sub group analysis however, overall it does not seem that the timetable made a huge contribution to decision making. Two thirds (65%) reported it did not influence their decision at all, whilst a further 6% said not very much. However, for more than one in ten (12%) it was a great influence.

7.4.2 Part time courses

Respondents who had undertaken a part time course in the past 12 months were asked a series of questions to investigate whether timetabling played an important factor in whether respondents opted to take the course. It should be noted that for many of these questions the base size is very small and therefore the data should be used with caution.

Table 48: Thinking of the times of day of your course(s), would you have attended your course if it had been run at different times of the day?

All taking a course...	Weighted base	Yes – any time of day	Yes, but only if at specific time	No	Don't know
		%	%	%	%
Morning – weekday	138	63	22	15	–
Afternoon – weekday	**92	76	9	16	–
Evening – weekday	**93	32	17	49	2

Note: ** Unweighted base less than 100. – Signifies zero.



Overall the most common times of day for a part time course amongst respondents were:

- Morning – weekday (51%)
- Evening – weekday (35%)
- Afternoon – weekday (34%)

All part time learners were asked if they would have attended the course if it had been run at different times of the day. The majority of learners currently learning in weekday mornings or weekday afternoons were flexible around time (63% and 76% said that they would have attended). Learners currently studying on weekday evenings however were far less flexible about timing of courses (just 32% said that they would be willing to attend at different times of day)

All respondents who had either completed or were doing a part time course were asked if they would have attended this course if it had been run on a different day of the week. Two thirds (67%) of the respondents indicated that they would have attended any day of the week, nearly two in ten (19%) would have attended but only on specific days and one in ten (11%) would not have attended if it had been on another day. No significant differences were evident within sub groups.

In terms of journey time to reach the provider of the course just over four in ten (44%) were prepared to travel up to half an hour, one in fourteen (7%) up to 45 minutes, one in seven (15%) up to an hour and three in ten (30%) an hour or more. Gender differences were visible. Males were slightly more willing to spend time travelling than females. Females (50%) were significantly more likely than men (38%) to only be prepared to travel up to 30 minutes. Males (19%) on the other hand were significantly more likely than females (10%) to travel up to an hour. It is however, worth noting that there were no significant gender differences evident in those that were prepared to travel for an hour or more.

Table 49: How long a journey are you prepared to travel to reach the provider of your course?

	Total	Gender	
		Male	Female
Unweighted base	446	205	241
Weighted base	490	245	244
	%	%	%
Up to 30 minutes	44	38	50
Up to 45 minutes	7	6	8
Up to an hour	15	19	10
An hour or more	30	31	28
Don't know	5	6	4

Note: Single response question.

Table 50: Impacts of learning in 2005 by gender, age and social class.

Base: All learning or training in the last year excluding those who had only been on a general course at work	Gender			Age					Social Class			
	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus	AB	C1	C2	DE
Unweighted base	564	266	298	**76	**94	135	122	137	159	149	125	131
Weighted base	626	321	306	101	138	129	110	148	188	175	147	117
	%	%	%	%	%	%	%	%	%	%	%	%
I was able to do my job better	37	37	37	27	47	35	54	26	44	38	38	26
I learned new skills for the job I was doing at the time	36	40	30	31	51	38	40	19	32	35	39	39
I gained confidence in my own abilities	34	26	42	36	39	34	23	35	28	30	35	49
I got more satisfaction out of the work I was doing at the time	19	16	22	14	15	20	22	21	21	17	18	16
I developed personal interests unrelated to work	15	12	17	11	14	11	8	26	13	11	18	19
I changed to a different type of work	8	9	6	2	11	13	8	3	4	8	12	6
I got a pay rise in the job I was doing at the time	5	6	5	5	10	6	5	1	5	7	5	4
I got a promotion in the organisation where I was working at the time	5	5	4	2	7	6	8	*	4	7	2	4
I got a new job	4	5	4	8	2	7	5	1	3	2	5	9



Table 50: Impacts of learning in 2005 by gender, age and social class (Continued).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Gender			Age					Social Class			
	Total	Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55 plus	AB	C1	C2	DE
Unweighted base	564	266	298	**76	**94	135	122	137	159	149	125	131
Weighted base	626	321	306	101	138	129	110	148	188	175	147	117
	%	%	%	%	%	%	%	%	%	%	%	%
I stayed in my job, which I might have lost without this training	4	7	1	3	7	4	5	1	4	3	4	7
Other job – related outcome	3	4	3	5	4	4	3	2	5	5	2	1
It helped me with the work related problems related to my health/ disability	2	1	3	–	1	4	3	3	3	1	1	5
I set up my own/family business	1	2	*	–	2	2	–	2	1	–	3	1
Other	2	1	3	–	1	3	3	3	4	1	1	3
None of these/nothing happened	11	13	8	17	3	14	9	13	9	15	8	10

Note: Multiple response question. Don't know not shown. * Signifies less than 0.5% but greater than zero. – Signifies zero.
 ** Denotes small base (unweighted base is less than 100).

Table 51: Impacts of learning in 2005 by working status and qualification level.

Base: All learning or training in the last year excluding those who had only been on a general course at work	Working status						Overall highest level of qualification						
	Total	Working full time	Working part time	Self employed	Not working	Retired	No qualifications	Level 1	Level 2	Level 3	Level 4	Level 5	Other
Unweighted base	564	269	**84	**30	**64	**74	**44	**78	102	**66	201	**31	**42
Weighted base	626	340	87	34	49	72	35	79	116	75	242	37	42
	%	%	%	%	%	%	%	%	%	%	%	%	%
I was able to do my job better	37	49	50	35	13	3	9	28	29	42	44	57	38
I learned new skills for the job I was doing at the time	36	50	27	24	20	4	15	44	35	31	37	38	33
I gained confidence in my own abilities	34	29	32	26	48	44	53	45	33	37	29	21	34
I got more satisfaction out of the work I was doing at the time	19	22	22	22	13	6	20	15	17	18	20	24	20
I developed personal interests unrelated to work	15	8	12	23	28	37	28	18	11	8	17	6	15
I changed to a different type of work	8	8	10	7	6	1	2	9	11	4	8	6	7
I got a pay rise in the job I was doing at the time	5	9	5	–	–	–	–	6	5	2	8	3	6
I got a promotion in the organisation where I was working at the time	5	8	*	–	*	–	8	7	4	4	5	1	–
I got a new job	4	6	5	–	4	–	2	7	8	1	3	3	3



Table 51: Impacts of learning in 2005 by working status and qualification level (Continued).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Working status						Overall highest level of qualification						
	Total	Working full time	Working part time	Self employed	Not working	Retired	No qualifications	Level 1	Level 2	Level 3	Level 4	Level 5	Other
Unweighted base	564	269	**84	**30	**64	**74	**44	**78	102	**66	201	**31	**42
Weighted base	626	340	87	34	49	72	35	79	116	75	242	37	42
	%	%	%	%	%	%	%	%	%	%	%	%	%
I stayed in my job, which I might have lost without this training	4	6	4	–	–	–	2	10	2	2	4	–	8
Other job related outcome	3	5	1	–	2	3	–	1	1	7	6	3	–
It helped me with the work related problems related to my health/ disability	2	1	4	–	10	5	1	1	2	5	2	–	5
I set up my own/ family business	1	1	1	7	–	–	–	–	–	–	2	–	1
Other	2	2	2	1	2	5	3	3	–	2	2	5	1
None of these/ nothing happened	11	9	10	4	3	17	19	7	14	10	8	15	17

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero.
 * Denotes small base (unweighted base is less than 100). Don't know not included in table.

7.5 Direct Impacts of learning/training

7.5.1 Findings: 2005

Respondents in both 2004 and 2005 who had undertaken learning in the past year (excluding those who had only attended a general course at work e.g. a health and safety) were asked to agree or disagree with a number of statements about what may have happened to them as a result of taking part in the training.

Just over one in ten (11%) respondents in 2005 reported that nothing had happened as a result, however the majority of learners could link their learning to impacts. The top three impacts were:

- I was able to do my job better (37%)
- I learned new skills for the job I was doing at the time (36%)
- I gained confidence in my own abilities (34%)

Other impacts mentioned by at least 5% of respondents included:

- I got more satisfaction out of the work I was doing at the time (19%)
- I developed personal interests unrelated to work (15%)
- I changed to a different type of work (8%)
- I got a pay rise in the job I was doing at the time (5%)
- I got a promotion in the organisation where I was working at the time (5%)

When the data was analysed by key demographics some significant differences were found.

- Gender differences were evident with significantly more males reporting that they learned new skills for the job they were doing at the time (40%) and they stayed in a job they might have lost without the training (7%) compared to females (30% and 1% respectively). Conversely, females were

significantly more likely to report they had gained confidence in their own abilities (42%) and to get more satisfaction out of the work they are doing at the time (22%) than males (26% and 16% respectively).

- Respondents aged 55 plus were particularly likely to indicate that they developed a personal interest unrelated to work (26%).
- Respondents who were working full time (50%) were significantly more likely than those who either worked part time (27%) or were not working (20%) or retired (4%) to have learned new skills for the job that they were doing at the time.
- Working respondents (either full or part time) were particularly likely to report that they were able to do their job better (50%).
- Most impacts were not social class group specific. However, respondents in social class group DE (49%) were significantly more likely to have gained confidence in their own abilities than other groups (35% or less).
- Generally, existing qualification level did not differentiate impacts. However, those in Level 4 (44%) were significantly more likely to report that they were able to do their job better than those in Levels with no qualifications, 1 and 2 (25%).

7.5.2 Comparison of data: 2004 and 2005

Overall, across the two waves most of the impacts of learning had remained unchanged. However, there had been some shifts:

When the data was analysed by key demographics further differences were evident.

- In terms of the impact 'I learned new skills for the job I was doing at the time' this was reported significantly more by males in 2005 (40%) than in 2004 (30%).



Table 52: Summary of impacts of learning 2004 to 2005

<p>Increase in reported impacts year-on-year</p>	<ul style="list-style-type: none"> ● I learned new skills for the job I was doing at the time (2004, 30%, to 2005, 36%) ● I was able to do my job better (2004, 33% to 2005, 37%)
<p>Decrease in reported impacts year-on-year</p>	<ul style="list-style-type: none"> ● I got a new job (2004, 13%, to 2005, 4%) ● I got a pay rise in the job I was doing at the time (2004, 10% to 2005, 5%)

- Working status influenced the impacts that were felt; respondents who worked full time were significantly less likely to say they had changed to a different type of work (2004, 14%, to 2005, 8%) or that they got a pay rise in the job they were doing at the time (2004, 14% to 2005, 9%).
- Positively, part time employees were more likely to report that they were able to do their job better (2004, 37%, to 2005, 50%).

As table 53 shows, a number of the social class groups showed an increase in the number of respondents experiencing impacts from their learning. For example, in 2004 only one in six (17%) of those in social class group DE had learned new skills for the jobs they were doing at the time. In 2005 this had risen to nearly four in ten (39%). Similarly, increases have been seen across the waves for groups AB, C2 and DE in relation to the respondents being able to do their job better.

However, not all the change had been positive with a reduction of those in all social class groups gaining a pay rise and a lower proportion of those in C1 citing that they got more satisfaction out of the work they were doing at the time or that they had gained confidence in their own abilities. There were also decreases in those who had got a new job as a result of learning or training in the last year across social class groups AB, C1 and C2.

Table 53: Comparison of impacts (2004 and 2005) by social class

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Social class							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	151	159	169	149	128	125	146	131
Weighted base	633	626	181	188	194	175	140	147	118	117
	%	%	%	%	%	%	%	%	%	%
I was able to do my job better	33	37	37	44	38	38	31	38	20	26
I learned new skills for the job I was doing at the time	30	36	32	32	34	35	35	39	17	39
I gained confidence in my own abilities	36	34	29	28	40	30	33	35	47	49
I got more satisfaction out of the work I was doing at the time	19	19	22	21	23	17	15	18	13	16
I developed personal interests unrelated to work	15	15	14	13	16	11	11	18	18	19
I changed to a different type of work	10	8	7	4	16	8	11	12	5	6
I got a pay rise in the job I was doing at the time	10	5	8	5	11	7	13	5	6	4
I got a promotion in the organisation where I was working at the time	8	5	7	4	10	7	9	2	5	4
I got a new job	13	4	13	3	12	2	15	5	10	9
I stayed in my job, which I might have lost without this training	4	4	3	4	3	3	5	4	6	7



Table 53: Comparison of impacts (2004 and 2005) by social class (Continued)

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Social class							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	151	159	169	149	128	125	146	131
Weighted base	633	626	181	188	194	175	140	147	118	117
	%	%	%	%	%	%	%	%	%	%
Other	5	2	6	4	5	1	6	1	3	3
None of these/nothing happened	11	11	12	9	11	15	10	8	13	10

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. Don't know not included in table. Mentions of 4% or less at a total level in 2005 are not shown.

7.6 Benefits of learning undertaken in the last 12 months (2005 data only)

Respondents who had done any form of learning or training in the past 12 months, excluding those who had only gone on a general course at work, were asked how their learning had benefited their life in a number of areas. Some of the statements related to work and only respondents who qualified and were working were asked these questions. The results are shown on chart 2.

The majority (85%) indicated that the learning they had completed was either very (55%) or fairly (30%) beneficial to their working/ professional development.

Similarly nearly nine in ten (89%) reported that the learning was either very (47%) or fairly (42%) beneficial to their own personal development. However, it should be noted that gender differences were evident. Females (53%) were significantly more likely than

males (42%) to report that it was very beneficial to their own personal development.

In contrast nearly two thirds (63%) thought that the learning they carried out was either not very (18%) or not at all (45%) beneficial to their family life. Occupation and social grade were influential factors in the perception of learning being beneficial to family life. Those in either professional occupations (79%), managers/associate professional/technical occupations (73%) and those in social class groups AB (71%) and C1 (71%) were more likely to think it was not beneficial.

Similarly, nearly two thirds (63%) reported that the learning they had undertaken was either not very (14%) or not at all (49%) beneficial to their social life. Significant differences were not evident across sub groups.

Table 54: Comparison of Impacts (2004 and 2005) by gender.

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Gender			
			Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	275	266	319	298
Weighted base	633	626	316	321	317	306
	%	%	%	%	%	%
I was able to do my job better	33	37	32	37	33	37
I learned new skills for the job I was doing at the time	30	36	30	40	31	30
I gained confidence in my own abilities	36	34	29	26	44	42
I got more satisfaction out of the work I was doing at the time	19	19	19	16	19	22
I developed personal interests unrelated to work	15	15	14	12	15	17
I changed to a different type of work	10	8	13	9	8	6
I got a pay rise in the job I was doing at the time	10	5	11	6	8	5
I got a promotion in the organisation where I was working at the time	8	5	8	5	8	4
I got a new job	13	4	12	5	13	4
I stayed in my job, which I might have lost without this training	4	4	4	7	3	1
Other	5	2	3	2	7	3
None of these/nothing happened	11	11	13	13	9	8

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. Don't know not included in table. Mentions of 4% or less at a total level in 2005 are not shown.



Table 55: Comparison of Impacts (2004 and 2005) by working status.

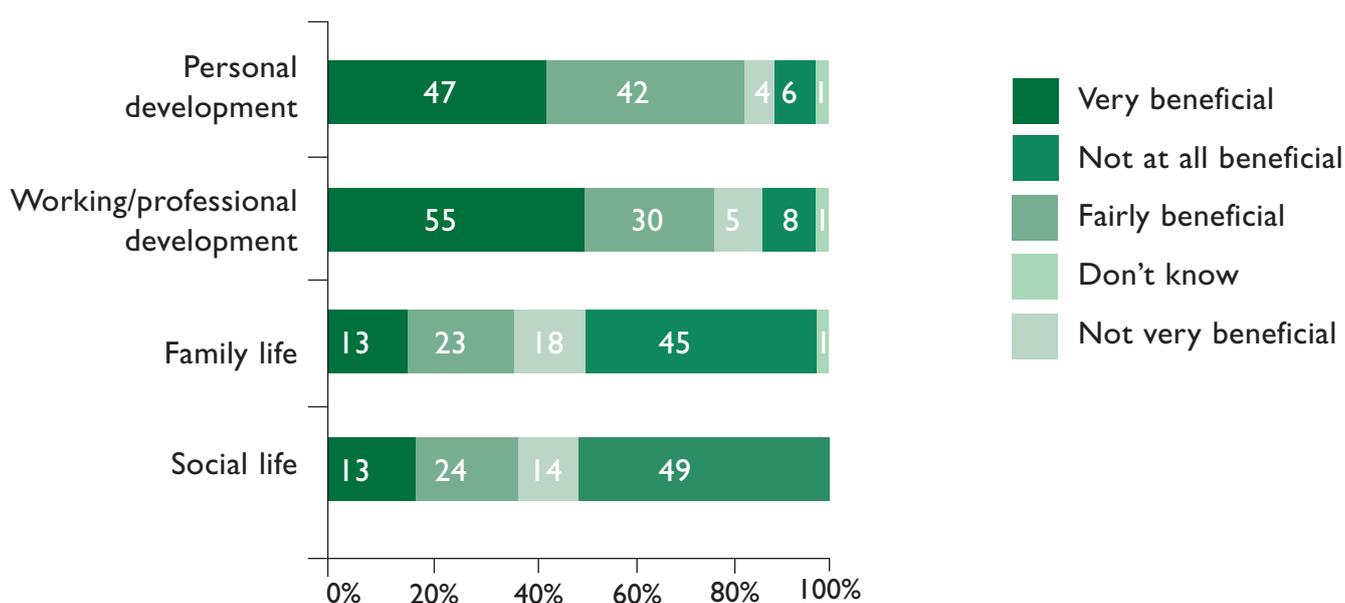
Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Working full time		Working part time		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	258	269	**96	**84	**88	**64	**67	**74
Weighted base	633	626	312	340	103	87	66	49	65	72
	%	%	%	%	%	%	%	%	%	%
I was able to do my job better	33	37	46	49	37	50	10	13	8	3
I learned new skills for the job I was doing at the time	30	36	41	50	37	27	11	20	8	4
I gained confidence in my own abilities	36	34	33	29	35	32	49	48	47	44
I got more satisfaction out of the work I was doing at the time	19	19	22	22	24	22	8	13	14	6
I developed personal interests unrelated to work	15	15	7	8	12	12	21	28	43	37
I changed to a different type of work	10	8	14	8	11	10	5	6	–	1
I got a pay rise in the job I was doing at the time	10	5	14	9	10	5	6	–	5	–
I got a promotion in the organisation where I was working at the time	8	5	11	8	9	–	2	*	5	–
I got a new job	13	4	16	6	14	5	13	4	–	–
I stayed in my job, which I might have lost without this training	4	4	5	6	4	4	2	–	–	–

Table 55: Comparison of Impacts (2004 and 2005) by working status (Continued).

Base: All learning or training in the last year excluding those who had only been on a general course at work	Total		Working full time		Working part time		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	594	564	258	269	**96	**84	**88	**64	**67	**74
Weighted base	633	626	312	340	103	87	66	49	65	72
	%	%	%	%	%	%	%	%	%	%
Other	5	2	3	2	7	2	4	2	6	5
None of these/ nothing happened	11	11	9	9	15	10	17	3	9	17

Note: Multiple response question. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Small base size (less than 100). Don't know not included in table. Mentions of 4% or less at a total level in 2005 are not shown.

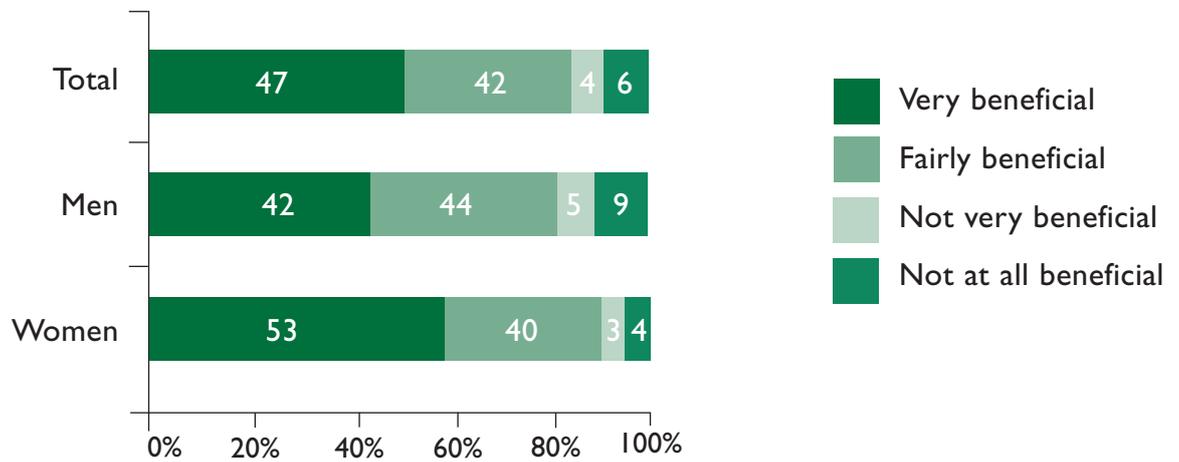
Chart 2: The extent learning undertaken in the last twelve months has benefited respondents in the following areas



Base: All who have done any learning in the past 12 months (excluding those who have only been on a general course) (unweighted 564, weighted 626). The statement Working/professional Development has a base of All who done any learning in the past months (excluding those who have only been on a general course) and are working (unweighted 465, weighted 539).



Chart 3: The extent learning undertaken in the last twelve months has benefited respondents personal development, by gender



Base: all who have done any form of training or learning in the past 12 months (excluding general courses at work)

7.7 Summary

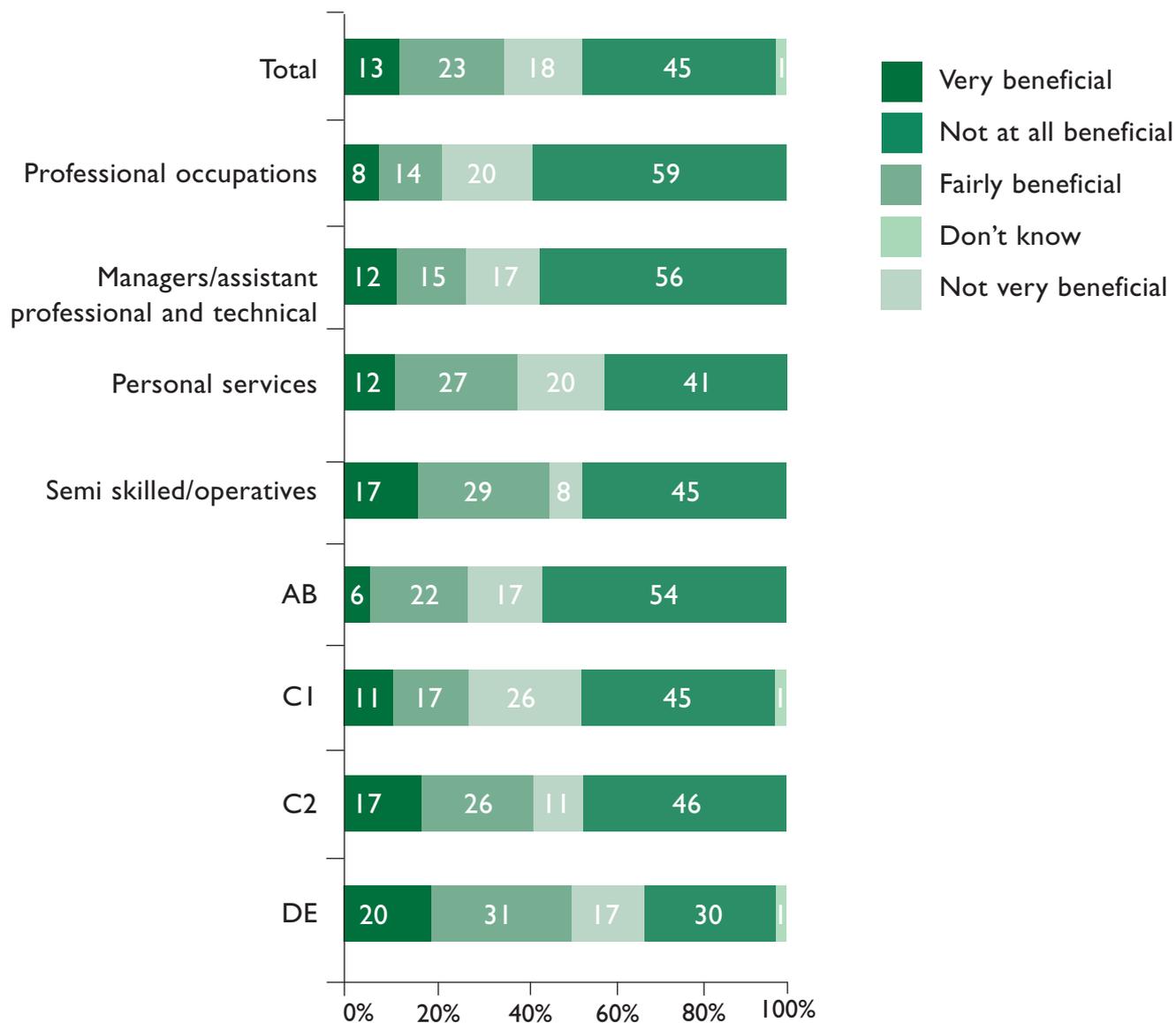
Overall motivations for learning and impacts were work related in 2005. There was a significant increase between 2004 and 2005 in the numbers reporting that they started the learning to help them in their current job (2004, 25% to 2005, 33%).

The time of day the course was run was influential in whether part time learners undertook this learning. A half of those who attended a course during the week in the evening would not have attended if it had been run at a different time. This was almost certainly due to working hours. The course timetable was not a factor that the majority of full time learners considered when making a decision about going on a course.

The location of providers was important with just under a half indicating that the provider of a course had to be local i.e. within half an hour of them. Just under a third (30%) would actually travel up to an hour to attend a course.

Generally respondents linked learning to improving their work skills and to them as an individual. They did not see that their learning may be beneficial for their family or social life. The majority did however consider learning to be either very or fairly beneficial to their own personal development (89%) or working/professional development (85%).

Chart 4: The extent learning undertaken in the last twelve months has benefited respondents family life, by occupation and social class



Base: all answering – those who have done any form of training or learning in the past 12 months (excluding general courses at work) and are working (bases vary per statement). Note: only occupations with an unweighted base of more than 50 respondents are shown in the above chart.

8 BARRIERS TO LEARNING



8.1 Introduction

In both waves of the survey respondents who had not done any training or learning within the last year, 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 precoded responses and also probed for any other responses.

8.2 Findings: 2005

The main reason for non-participation in learning in the last year was linked to respondents simply not having enough time (24%) or work pressure/hours of work (12%). Family and childcare commitments including care of the elderly was also a large factor which prevented participation (18%).

The reasons given were strongly linked to the gender and working status of the respondent.

- Women (28%) were significantly more likely than men (7%) to cite family or childcare commitments as a barrier to learning.
- Men (15%) found that work pressures or hours of work were more of an issue than women (8%).
- Not enough time and work pressure or hours of work were more likely to be given as reasons by working respondents (37% and 26% respectively) than those who were not working (10% and 3% respectively).

8.3 Comparison of data: 2004 and 2005

Reasons for non-participation in learning or studying in the past year have generally remained static across the two waves. However, family or childcare commitments have become an increasing barrier to learning between 2004 (14%) and 2005 (18%).

In line with the 2004 findings other barriers to learning that were mentioned by 10% or more of respondents included:

- Not enough time (24%)
- Work pressures/hours of work (12%)
- Health problems/illness/been in hospital (11%)

It should be noted that nearly two in ten (17%) reported that nothing prevents from learning.

When the data was analysed by key demographic variables there were some significant differences to point out:

- Men had become increasingly likely to report that they did not have enough time for learning (2004, 23% and 2005, 27%).
- A greater number of women were finding that childcare or family commitments were acting as a barrier to learning (2004, 22% and 2005, 28%).
- Respondents aged between 35 – 44 years old were increasingly likely to not have enough time to participate in learning (2004, 28%, and 2005, 32%).
- Lethargy had increased with older people, i.e. those aged 55+, with a sharp increase in the number reporting they couldn't see the point in learning (2004, 3% and 2005, 10%).
- Working status was also a factor, with those working full time increasingly likely to report that they did not have enough time (2004, 33% and 2005, 40%).

Table 56: Barriers to learning in the last year, by gender

Base: All who have not done any form of training or learning in the past year	Total		Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	715	745	339	348	375	396
Weighted base	676	683	343	338	332	345
	%	%	%	%	%	%
Not enough time	23	24	22	27	23	21
Family/childcare commitments	14	18	6	7	22	28
Nothing prevents me	14	17	14	18	15	15
Work pressures/hours of work	11	12	17	15	5	8
Health problems/illness/been in hospital	N/A	11	–	9	–	12
I feel I am too old	10	9	10	8	11	9
Can't see the point	3	6	2	6	3	5

Note: Multiple response question. Only responses of more than 6% in 2005 survey shown. – Signifies zero.

8.4 Making decisions about learning in the last year

8.4.1 Findings: 2005

Respondents 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) were asked in both 2004 and 2005 whether they had considered doing any learning at any point in the past year.

In the 2005 survey, just over a quarter (27%) had considered learning in the past year.

- Households with someone working (32%) were considerably more likely than households without anyone working (18%) to indicate that they had considered learning in the past year.
- Respondents who had no qualifications (85%), were significantly more likely to state that

they had not considered doing any learning in the past year than those with a Level 1 or above qualification (68%).

8.4.2 Comparison of data: 2004 and 2005

The number of respondents considering learning remained fairly static across the two waves (24%, 2004 and 27%, 2005). However, greater proportions of the following groups were considering learning: males, those aged 35 – 44 and those in AB, C1 and C2 category.

- Males who had not done any learning in the last year were increasingly likely to consider learning in 2005 (29%) compared with 2004 (23%).
- In 2005 four out of ten (41%) respondents aged 35 – 44 years had considered learning in the last year compared to only two out of ten (21%) in 2004.



Table 57: Barriers to learning in the last year, by age

Base: All who have not done any form of training or learning in the past year	Total		Age							
			25 – 34		35 – 44		45 – 54		55 plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	715	745	100	**87	119	127	107	107	348	370
Weighted base	676	683	104	104	105	109	96	85	332	322
	%	%	%	%	%	%	%	%	%	%
Not enough time	23	24	36	38	28	32	36	25	14	15
Family/childcare commitments	14	18	31	37	21	19	7	13	6	11
Nothing prevents me	14	17	13	12	11	15	13	24	16	18
Work pressures/hours of work	11	12	20	21	21	23	24	17	3	3
Health problems/illness/been in hospital	–	11	–	8	–	6	–	12	–	14
I feel I am too old	10	9	–	–	–	*	3	–	20	18
Can't see the point	3	6	*	*	3	3	3	3	3	10

Note: Multiple response question. Only responses of more than 6% in 2005 survey shown. Under 24s not shown base in 2004 too low for comparison. * Signifies less than 0.5% but greater than zero. – Signifies zero. ** Small base size (less than 100).

- Respondents who had been classified as in either group AB, C1 or C2 and who had not done any learning in the past year were increasingly likely to have considered doing learning.

8.5 How close did you get to undertaking learning in the past year?

8.5.1 Findings: 2005

Respondents who had considered participating in any learning in the past year were asked in both waves how close they got to undertaking the learning.

As chart 5 shows, over a half (55%) had not actually taken it any further than thinking about it. Just over three in ten (31%) had taken the next step and either sought advice on the subject (12%) or where they should go to study a particular course (19%). A further two in ten (19%) had tried to find somewhere to do the course. However, a small proportion of those who considered learning experienced problems either when they tried to apply for a course (6%), applied for a course but it was subsequently cancelled (3%) or they just experienced problems that prevented them from attending (4%). Two per cent went to the first session

Table 58: Percentage of respondents considering learning in the past year, by household circumstance and qualification

Base: All who have not done any forms of training or learning in the past year including those who have only done a general course at work)	Total	Household circumstance		Highest qualification level					
		Anyone working	No one working	No qualifications	Level 1	Level 2	Level 3	Level 4 & 5	Other
Unweighted base	745	411	334	207	117	125	42	120	134
Weighted base	683	420	263	164	115	119	**45	121	118
	%	%	%	%	%	%	%	%	%
Yes	27	32	18	15	37	32	56	26	16
No	72	66	82	85	61	67	44	71	83

Note: ** Unweighted and weighted base less than 100. Don't know not included in table.

Table 59: Percentage of respondents considering learning in the past year, by gender (2004 and 2005)

Base: All who have not done any learning in the past year (including those who have only done a general course at work)	Total		Gender			
			Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	715	745	339	348	375	396
Weighted base	676	683	343	338	332	345
	%	%	%	%	%	%
Yes	24	27	23	29	24	24
No	76	72	77	70	75	74

Note: Don't know not included in table.



Table 60: Percentage of respondents considering learning in the past year, by age (2004 and 2005)

Base: All who have not done any learning in the past year or who have only done a general course at work	Total		Age							
			25 – 34		35 – 44		45 – 54		55 plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	715	745	**100	**87	119	127	107	107	348	370
Weighted base	676	683	104	104	105	109	96	85	332	322
	%	%	%	%	%	%	%	%	%	%
Yes	24	27	44	37	21	41	23	26	16	15
No	76	72	56	60	77	58	77	72	84	85

Note: Don't know not included in table. ** Denotes small base (unweighted base is less than 100). The data for the under 24s has not been shown due to the base size being too small for comparison.

Table 61: Percentage of respondents considering learning in the past year, by social class (2004 and 2005)

Base: All who have not done any learning in the past year or who have only done a general course at work	Total		Social class							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	715	745	**81	**72	137	165	179	174	318	333
Weighted base	676	683	89	77	141	172	180	166	266	267
	%	%	%	%	%	%	%	%	%	%
Yes	24	27	25	33	25	29	21	26	24	24
No	76	72	75	64	75	71	78	71	76	76

Note: Don't know not included in table.

but then did not go back. No sub group differences were evident.

8.5.2 Comparison of data: 2004 and 2005

Two new answer categories were added to this question in 2005; 'I sought advice on which subject I should study' and 'I sought advice on where I could go to study a particular subject'. It is worth noting that the addition of these two answer categories may have changed the decision making process and therefore we are unable to compare like with like.

However, the overall picture is very similar to 2004 where under two out of ten had left the decision making process at an early stage before they had even considered what type of learning they might like to do. More than a third (2004, 39% and 2005, 36%) had thought about studying a particular subject but didn't take it any further.

8.6 Where advice was obtained about what to learn or where to learn (2005 data only)

Respondents who had either sought advice on which subject to study or sought advice on where to study were asked from where they had obtained advice. Overall, only 37 people indicated that they had sought advice and therefore these figures should be treated with caution.

The main source of advice was the college admissions office (39%), followed by the Internet (12%). Other sources included:

- newspapers and magazines (9%)
- library (7%)
- advisor at an information and guidance centre (5%)
- advisors at Careers Wales (4%)

The base sizes were too small to allow for any sub group analysis.

8.7 Why didn't you take your consideration to do learning any further?

8.7.1 Findings: 2005

Respondents who had considered participating in learning during the past year were asked in both waves why they had not taken it any further. The main reason was that they were too busy or had no time (23%). Other reasons given by more than 5% of respondents were:

- other commitments (family, home, hobbies etc) (15%)
- work commitments/hours (9%)
- lack of motivation/apathy/not interested (7%)
- course held at inconvenient time (7%)
- health problems (7%)
- too expensive (6%)
- not doing the course I wanted/could not find a suitable course/course full (5%)
- waiting to hear from the course provider/no communication from them (5%)

8.7.2 Comparison of data 2004 and 2005

In line with the 2004 findings respondents reported that they did not take their consideration of doing some learning any further because they had no time or were too busy (2004, 22% and 2005, 23%).

- family/home commitments (2004, 15% and 2005, 19%)
- health problems (2004, 4% and 2005, 7%)



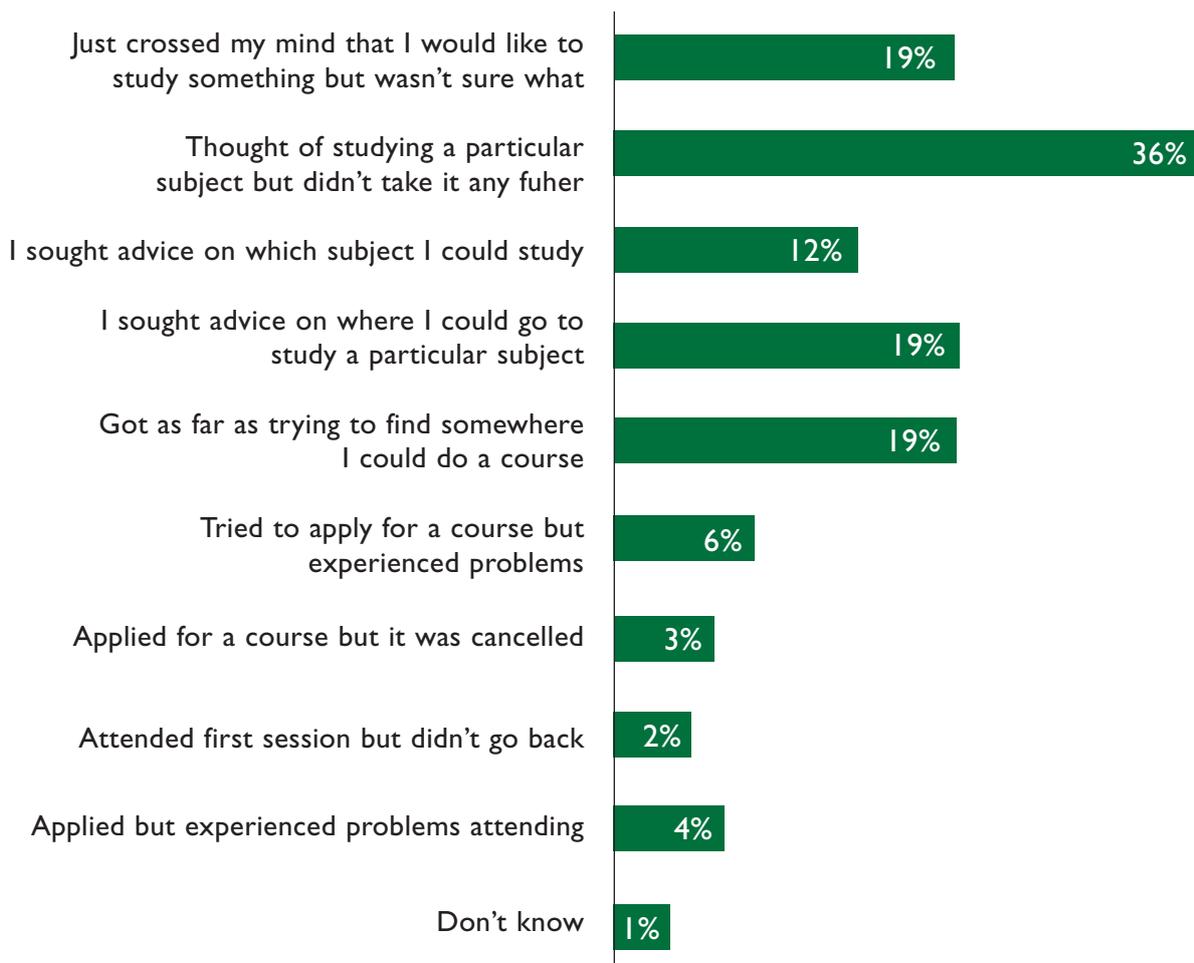
8.8 Summary

Overall the barriers to learning that respondents faced across the two waves have remained the same. However, family or childcare commitments have increasingly become a barrier to learning – women were particularly likely to report this as a barrier.

Men have become more likely to report that they did not have enough time to undertake learning. However, across the two waves they have become increasingly likely to have actually considered undertaking learning in the past year.

If we look at the question ‘how close did you get to undertaking learning?’ the figures again remained fairly constant.

Chart 5: Percentage of non-learners at different stages of the decision making process



Base: All non-learners who considered learning at any point in the past year (weighted, 182 and unweighted, 189)

9 FUTURE PLANS

9.1 Introduction

The questionnaire in both 2004 and 2005 explored the aims and aspirations of the respondents for the following year. It also explored their perceptions of the impact that learning had in helping them achieve these aims. This section also deals with any changes to the stated likelihood to learn in the future.

9.2 Aspirations for the following year

9.2.1 Findings: 2005

Aspirations for the following year were varied. The most common response for just over a third (36%) of respondents was a rise in earnings. Respondents were interested in personal development with around a third wishing to meet people (33%), to develop themselves as a person (32%), to learn a new skill (30%), to help their children or grandchildren with their learning or homework (28%) and to improve their self-confidence (26%). Generally career development aspirations were mentioned by less than one in eight respondents – to change the type of work that I do (13%), to get a promotion (13%), to get a job (9%) and to get a job with a different employer (7%).

When the data was analysed by key demographic variables there were some significant differences to point out:

- Males were much more likely than females to mention job related aspects i.e. to get a rise in earnings (42% compared to 30%), to make my work more satisfying (23% compared to 15%), to be better at my current job (21% compared to 15%), to change the type of work that I do (15% compared to 10%) and to get a promotion (16% compared to 11%).
- Females were significantly more likely than males to want to improve their self confidence (33% compared to 18%).
- Age influenced aspirations with nearly half (47%) of the 25 to 44 age group wanting to help their children with their learning or homework. A similar number (46%) of under 24 year olds wanted to get a recognised qualification or wanted to meet new people (44%).
- Most aspirations were not social class specific. However, those in group AB (42%) were significantly more likely to want to develop themselves as a person than those in groups C2 (29%) and DE (23%). In contrast, those in group DE (7%) were significantly less likely to want to be better at their current job than those in the higher social class groups (22%).
- Respondents were more likely to have stated aspirations if they had undertaken learning within either the last year or past three years (compared to non learners). Just more than two in ten (22%) of those that had not done any learning in the past three years indicated that they had none of the aspirations for the next year or so.
- Similarly, those who reported they were unlikely (28%) to learn in the future were also the most likely to not mention any of the aspirations on the list.



Table 62: Aspirations for the next year by gender and age 2005.

Base: All respondents	Total	Gender		Age				
		Male	Female	Under 24	25 – 34	35 – 44	45 – 54	55+
Unweighted base	1,309	614	694	129	181	262	229	507
Weighted base	1,309	658	649	162	242	237	195	471
	%	%	%	%	%	%	%	%
To get a job	9	9	9	28	14	6	8	2
To get a job with a different employer	7	8	6	14	10	10	7	1
To change the type of work I do	13	15	10	19	20	18	14	3
To get a recognised qualification	19	16	21	46	31	22	14	3
To be better at my current job	18	21	15	17	30	27	20	6
To get a promotion	13	16	11	15	28	19	14	2
To get a rise in earnings	36	42	30	44	56	53	45	11
To make my work more satisfying	19	23	15	17	27	26	27	8
To get onto a future course of learning	17	17	18	32	25	18	11	11
To develop myself as a person	32	29	34	37	40	32	35	24
To improve my self confidence	26	18	33	30	32	26	26	30
To meet people	33	31	35	44	33	28	25	34
To help my children with their learning/homework	28	27	29	13	43	50	29	13
To learn a new skill	30	30	30	48	49	31	24	16
None of these	12	12	11	–	1	2	9	27

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

Table 63: Aspirations for the next year by learning activity in 2004 and social class

Base: All respondents	Total	Recent learning activity			Social class			
		Learnt in past year	Learning in the past	No learning in the past 3 years	AB	C1	C2	DE
Unweighted base	1,309	634	767	542	231	314	299	464
Weighted base	1,309	698	833	476	264	347	313	384
	%	%	%	%	%	%	%	%
To get a job	9	10	10	8	3	7	9	15
To get a job with a different employer	7	10	9	4	7	8	9	5
To change the type of work I do	13	16	15	9	14	11	16	10
To get a recognised qualification	19	26	24	9	11	20	25	17
To be better at my current job	18	26	24	7	26	21	21	7
To get a promotion	13	17	18	5	15	16	15	9
To get a rise in earnings	36	46	46	20	35	43	44	26
To make my work more satisfying	19	27	25	7	27	21	20	10
To get onto a future course of learning	17	22	21	10	16	15	19	19
To develop myself as a person	32	40	38	21	42	34	29	23
To improve my self confidence	26	25	26	25	23	21	27	30
To meet people	33	35	35	29	35	38	28	31



Table 63: Aspirations for the next year by learning activity in 2004 and social class (Continued)

Base: All respondents	Total	Recent learning activity			Social class			
		Learnt in past year	Learning in the past	No learning in the past 3 years	AB	C1	C2	DE
Unweighted base	1,309	634	767	542	231	314	299	464
Weighted base	1,309	698	833	476	264	347	313	384
	%	%	%	%	%	%	%	%
To help my children with their learning/homework	28	28	29	25	25	28	30	27
To learn a new skill	30	38	37	18	33	28	35	26
None of these	12	6	6	22	7	10	8	20

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

9.2.2 Comparison of data: 2004 and 2005

The importance of income was, perhaps unsurprisingly, again most evident. However, in 2005 income appears to have become slightly more important to the panel members with a significant increase in the number who would like a rise in earnings (2004, 32% compared to 2005, 36%).

However, it was interesting to note that other aspirations most commonly mentioned by the panel members were specifically related to the personal development of the individual rather than learning or employment related events. It is also worth noting that these aspirations have become increasingly important with significant rises between 2004 and 2005. For instance, just under a quarter (23%) of panel members wanted to meet new people in 2004, this has risen to a third (33%) in 2005. Similarly, just over a quarter of the

panel members (27%) wanted to develop as a person in 2004 which has again risen to almost a third (32%) in 2005.

Positively, our panel members have become more aspirational with significantly fewer reporting that nothing on the list was relevant to what they wanted to achieve in the next year (2004, 18% compared to 2005, 12%). The analysis showed that:

- Growth in 'aspirations' was not gender specific. However, male panel members have been increasingly focused on being better at their current job (2004, 14% compared to 2005, 21%) and making their work more satisfying (2004, 18% compared to 2005, 23%). Females were still more likely to mention improving their self-confidence than males were and there has been a growth in this aspiration for females year-on-year from 29% in 2004 to 33% in 2005. Achieving a rise in

Table 64: Aspirations for the next year by year within gender.

Base: All respondents	Total		Gender			
			Male		Female	
	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	614	614	694	694
Weighted base	1,309	1,309	658	658	649	650
	%	%	%	%	%	%
To get a job	9	9	10	9	9	9
To get a job with a different employer	8	7	9	8	7	6
To change the type of work I do	13	13	15	15	11	10
To get a recognised qualification	17	19	16	16	18	21
To be better at my current job	14	18	14	21	14	15
To get a promotion	10	13	13	16	6	11
To get a rise in earnings	32	36	38	42	26	30
To make my work more satisfying	17	19	18	23	16	15
To get onto a future course of learning	20	17	19	17	21	18
To develop myself as a person	27	32	24	29	29	34
To improve my self confidence	23	26	16	18	29	33
To meet people	23	33	20	31	26	35
To help my children with their learning/ homework	25	28	24	27	26	29
None of these	18	12	18	12	18	11

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



earnings in the next year has become increasingly important to both males and females from 2004 to 2005. However, overall males were still much more inclined to mention a rise in earnings (42% compared to 30% of females).

- The youngest respondents (under 24 year olds) have become increasingly likely to want to meet new people (2004, 29% compared to 2005, 44%), to develop themselves as a person (2004, 30% compared to 2005, 37%) and to get a job with a different employer (2004, 9% compared to 2005, 14%). Conversely they were less likely to want to get a job (2004, 36% compared to 2005, 28%).

Positively the number of respondents in the 55 year plus age group who indicated that none of the list of achievements was relevant to them has decreased significantly across the two waves from just under four in ten (38%) in 2004 to more than a quarter (27%) in 2005. When looking at the retired group this percentage has also decreased from more than four in ten (44%) to a third (32%).

In line with the first wave, the only achievement in the next year to be mentioned by nearly as many retired people as respondents on average, was meeting new people (39%). This had risen significantly from a quarter (24%) reported in 2004. They were significantly less likely to mention any of the 'personal development' related aspirations. However, there was a significant increase in the number of retired respondents indicating they would like to help their children with their learning or homework (2004, 9% compared to 2005, 16%).

Panel members who worked full time have become increasingly interested in being better at their current job or getting a rise in earnings in the next year, from 2004 to 2005 as follows:

- to get a rise in earnings (57% compared to 65%)
- to be better at my current job (25% compared to 33%)

Self-development has also become increasingly important to both full and part time workers with significant increases between 2004 (full time, 28% and part time, 33%) and 2005 (full time, 35% and part time, 43%).

Part time employees were increasingly more likely to report that in the next year they would like to meet people (2004 – 26%, 2005 – 35%), make their work more satisfying (2004 – 22%, 2005 – 28%), get a recognised qualification (2004 – 20%, 2005 – 26%) and change the type of work that they do (2004 – 16%, 2005 – 22%).

Panel members who were not working more likely to want to get a job in the next year or so (2004, 36% compared to 2005, 41%). There is also an increasing number who would like to get a recognised qualification (2004, 27% compared to 2005, 34%), or develop themselves as a person (2004, 27% compared to 2005, 33%).

Positively there has been a reduction in the number of respondents with no qualifications citing that they would not like to achieve any of the aspirations (2004, 39% compared to 2005, 31%).

9.3 Impact of learning on achieving aspirations

10.3.1 Findings: 2005

All individuals who had not undertaken any learning in the last year were asked whether a course of learning might help them achieve each of their aspirations mentioned 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.

Respondents generally felt that a course of learning 'might help a lot' across all aspects of their lives. More than seven in ten of the respondents said that learning might *help them a lot* to:

Table 65: Aspirations for the next year by year within age

Base: All respondents	Total		Age									
			Under 24		25 – 34		35 – 44		45 – 54		55plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	148	129	227	181	250	262	210	229	471	507
Weighted base	1,309	1,309	149	162	256	242	236	237	197	195	471	471
	%	%	%	%	%	%	%	%	%	%	%	%
To get a job	9	9	36	28	10	14	7	6	6	8	2	2
To get a job with a different employer	8	7	9	14	18	10	9	10	10	7	1	1
To change the type of work I do	13	13	15	19	22	20	18	18	16	14	3	3
To get a recognised qualification	17	19	46	46	26	31	18	22	16	14	3	3
To be better at my current job	14	18	14	17	26	30	18	27	18	20	4	6
To get a promotion	10	13	15	15	22	28	14	19	6	14	*	2
To get a rise in earnings	32	36	40	44	50	56	49	53	32	45	11	11
To make my work more satisfying	17	19	16	17	27	27	24	26	23	27	5	8
To get onto a future course of learning	20	17	34	32	27	25	21	18	15	11	13	11
To develop myself as a person	27	32	30	37	37	40	28	32	25	35	20	24
To improve my self confidence	23	26	28	30	32	32	23	26	20	26	17	20
To meet people	23	33	29	44	30	33	13	28	17	25	25	34



Table 65: Aspirations for the next year by year within age (Continued)

Base: All respondents	Total		Age									
			Under 24		25 – 34		35 – 44		45 – 54		55plus	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	148	129	227	181	250	262	210	229	471	507
Weighted base	1,309	1,309	149	162	256	242	236	237	197	195	471	471
	%	%	%	%	%	%	%	%	%	%	%	%
To help my children with their learning/ homework	25	28	11	13	43	43	45	50	24	29	9	13
None of these	18	12	5	–	3	–	5	2	13	9	38	27

Note: Multiple response question. – signifies zero. Don't know not included in table

- get a recognised qualification (87%)
- to learn a new skill (84%)
- to get a job (75%)
- to get a job with a different employer (74%)
- to change the type of work that I do (72%)

Around a half indicated that learning might help a lot to:

- get on a future course of learning (62%)
- to meet people (58%)
- to develop myself as a person (55%)
- to improve my self confidence (54%)
- to get a rise in earnings (48%)
- to get a promotion (48%)
- to make my work more satisfying (47%)

Another observation was that one of the areas where learning was thought to help least was helping children with learning/ homework. Whilst approximately four in ten (43%) said that it might either help a lot or it might help a little (37%), one in six (16%) said that it would not help at all.

9.3.2 Comparison of data: 2004 and 2005

In line with the 2004 findings it was thought that learning was more likely to help with work related aspirations. However, learning was seen as increasingly important for both professional and personal development.

In terms of professional development the importance of learning in helping to achieve goals had increased significantly for the following aspects.

- change in the type of work done (2004, 58% compared to 2005, 72%)

Table 66: Aspirations for the next year by working status

Base: All respondents	Total		Working status									
			Working full time		Working part time		Self employed		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	**59	**77	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	74	91	207	203	304	300
	%	%	%	%	%	%	%	%	%	%	%	%
To get a job	9	9	1	1	4	5	–	–	36	41	2	1
To get a job with a different employer	8	7	15	12	11	15	2	3	3	1	*	–
To change the type of work I do	13	13	23	21	16	22	9	6	7	7	–	1
To get a recognised qualification	17	19	20	22	20	26	14	7	19	20	1	2
To be better at my current job	14	18	25	33	22	19	21	23	1	3	1	1
To get a promotion	10	13	22	29	8	13	–	2	2	4	*	–
To get a rise in earnings	32	36	57	65	43	44	35	40	10	8	2	3
To make my work more satisfying	17	19	29	31	22	28	9	21	7	6	2	3
To get onto a future course of learning	20	17	22	19	27	19	11	16	21	23	12	8
To develop myself as a person	27	32	28	35	33	43	32	31	24	25	19	20
To improve my self confidence	23	26	20	23	31	33	17	14	31	33	15	20
To meet people	23	33	17	29	26	35	17	23	31	33	24	39



Table 66: Aspirations for the next year by working status (Continued)

Base: All respondents	Total		Working status									
			Working full time		Working part time		Self employed		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	**59	**77	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	74	91	207	203	304	300
	%	%	%	%	%	%	%	%	%	%	%	%
To help my children with their learning/homework	25	28	30	30	38	34	22	32	31	36	9	16
To learn a new skill	N/A	30	N/A	38	N/A	30	N/A	21	N/A	37	N/A	13
None of these	18	12	7	4	9	5	17	13	15	11	44	32

Note: Multiple response question. – signifies zero. Don't know not included in table

- to get a job (2004, 65% compared to 2005, 75%)
- to get a rise in earnings (2004, 38% compared to 2005, 48%)

Similarly there had been a significant increase between 2004 and 2005 in the number of respondents reporting that a course of learning might help them a lot in their personal development.

- to get on to a future course of learning (2004, 50% compared to 2005, 62%)
- to meet people (2004, 48% compared to 2005, 58%)
- to improve my self confidence (2004, 44% compared to 2005, 54%)
- to develop myself as a person (2004, 47% compared to 2005, 55%)

9.4 Likelihood to learn in the next three years

9.4.1 Findings: 2005

In 2005 just over six out of ten (62%) respondents reported that they would either be very (35%) or fairly (27%) likely to take up learning in the next 3 years. Those aged 34 years or under (86%) were the most likely to say they would take up learning whilst those aged 55 + (37%) were the least likely. Working respondents were also more likely to indicate that they would take up learning than those not working.

Table 67: Extent to which a course of learning might help achieve these aims

	Total (weighted)	Might help a lot	Might help a little	Wouldn't help	Don't know
Base: All respondents that have not done any learning in the past year*		%	%	%	%
To get a recognised qualification	117	87	10	3	1
To learn a new skill	197	84	14	1	1
To get a job	**78	75	17	8	—
To change the type of work I do	**84	72	19	6	3
To get a job with a different employer	**41	74	26	—	—
To get onto a future course of learning	110	62	26	9	4
To develop myself as a person	193	55	40	3	2
To meet people	228	58	29	11	2
To improve my self confidence	186	54	34	10	1
To make my work more satisfying	**112	47	36	15	2
To get a promotion	**89	48	30	21	1
To be better at my current job	**102	51	29	18	2
To help my children with their learning/homework	215	43	37	16	4
To get a rise in earnings	240	48	25	27	1

Note: Multiple response question. * Base includes non-learners or anyone that had only been on a general course at work, received supervised training on-the-job or spent time keeping up-to-date with de-velopments. ** Denotes small base unweighted base is less than 100).



9.4.2 Comparison of data: 2004 and 2005

The overall likelihood of take up of any learning in the next three years has remained generally static across the two waves.

Approximately six in ten (2005, 62% and 2004, 59%) reported that they were either very likely or fairly likely to take up learning in the next 3 years. However, there are some interesting differences between the sub groups of respondents.

In terms of summarising those who were 'very likely' or 'fairly likely' to take up learning in the next 3 years the survey showed that:

- Likelihood to learn in the next three years amongst females had increased from 2004 (59%) to 2005 (64%).
- Age was also a driver. The percentage 'very likely' to learn for the under 24s group was significantly more likely than any other age group to have increased across the two waves (2004, 59% and 2005, 65%). It should be noted that the all likely (i.e. very likely and fairly likely) to learn in the next 3 years has increased significantly for those aged 25 – 34 (2004, 79% compared to 2005, 83%) and those aged 45 – 54 years old (2004, 62% compared to 2005, 67%).
- Similarly part time workers (75%) were overall more likely (i.e. either very or fairly likely) to take up learning than they were in 2004 (70%).

- Respondents in social class groups AB and C2 have seen a significant increase in the number of respondents indicating they were likely to learn compared to 2004 (AB – 2004, 71% compared to 2005, 75% and C2 – 2004, 60% compared to 2005, 64%).

It has already been noted that respondents were asked the same question about likelihood to learn in the future in both waves. If the likelihood of learning had changed between waves the respondent was asked why it had either increased or decreased.

The main reason for the likelihood of learning increasing was that the respondent:

- 'wanted to learn something (new)/something in which I was interested' (22%)
- needed to learn new skills ('for my job/promotion/ to get on') (17%)
- had more time (15%).

The reasons respondents gave for a declining likelihood to learn were also linked to their job and family commitments:

- family commitments (21%)
- work commitments (19%)
- no time too busy (15%)
- health reasons (12%)

Chart 6: Likelihood of taking up learning in the next three years



Base: All respondents (1,309).

Table 68: Likelihood of taking up any learning in the next three years by gender and age.

Base: All respondents	Total		Gender				Age									
			Male		Female		Under 24		25 – 34		35 – 44		45 – 54		55+	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,30	1,30	614	614	694	694	129	129	227	181	250	262	210	229	471	507
Weighted base	1,309	1,309	658	658	649	650	149	162	256	242	236	237	197	195	471	471
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very likely	34	35	34	33	34	37	59	65	48	44	38	40	32	35	18	17
Fairly likely	25	27	26	27	25	27	23	21	31	39	29	29	29	32	19	20
Fairly unlikely	12	12	13	14	11	11	6	9	14	7	15	13	15	11	10	16
Very unlikely	25	21	23	22	27	21	7	4	4	6	14	11	19	17	50	42
Don't know	4	4	3	4	4	4	5	1	3	3	4	6	4	4	3	5
All likely	59	62	60	60	59	64	82	86	79	83	67	70	62	67	37	37
All unlikely	37	34	37	36	37	32	13	12	18	14	29	24	34	29	60	58

Note: Single response question.

9.5 Summary of key findings

The wish for an increase in earnings has increased between 2004 (32%) and 2005 (36%). However, beyond this, aspirations were, as in 2004, focused on personal development. Respondents had become more likely to cite that in the next year they would like to meet new people (2004, 23% and 2005, 33%) and develop as a person (2004, 27% and 2005, 32%). Positively the number of respondents reporting that they had no aspirations for the next year had decreased (2004, 18% and 2005, 12%).

Another positive finding was that respondents with aspirations for the next year who had not done any learning in the last year were increasingly likely to view learning as important to develop themselves both professionally and personally.

Exploring the shift in aspirations year-on-year amongst the sub groups there were some significant increases in what respondents would like to achieve. These are shown in table 72.



Table 69: Likelihood of taking up any learning in the next three years by working status.

Base: All respondents	Total		Working status									
			Working full time		Working part time		Self employed		Not working		Retired	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	407	406	158	147	**59	**77	291	277	328	345
Weighted base	1,309	1,309	490	497	175	159	74	91	207	203	304	300
	%	%	%	%	%	%	%	%	%	%	%	%
Very likely	34	35	43	46	42	44	30	18	29	29	15	13
Fairly likely	25	27	30	30	28	31	37	42	26	28	15	18
Fairly unlikely	12	12	13	10	11	14	10	11	14	17	10	15
Very unlikely	25	21	11	10	15	9	21	26	26	21	57	49
Don't know	4	4	3	5	5	2	2	3	6	5	3	5
All likely	59	62	73	75	69	75	67	60	54	57	30	31
All unlikely	37	34	24	20	26	23	31	37	40	38	67	64

Note: Single response question. ** Small base (unweighted base less than 100).

In line with last year, when asked how much they thought learning would help achieve aspirations, respondents were more likely to say that it would 'help a lot' for the job/career related aspirations. Importantly however, year-on-year there has been an increase in the likelihood to say that learning would help achieve many of the aspirations stated. Table 71 shows where increases have been significant in job/career related and personal development broad areas.

It is interesting to note the shift in the belief that learning will help achieve particular goals. This will have implications for how learning is marketed.

However, overall the likelihood to take up learning in the next 3 years has remained static across the two waves. It is however worth noting that certain groups such as females, those aged under 24 years old, part time workers and those classified as a AB or CI had become more likely to say either they were very or fairly likely to take up learning in the next 3 years.

Table 70: Likelihood of taking up any learning in the next three years by social class

Base: All respondents	Total		Social class							
			AB		C1		C2		DE	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,309	1,309	232	231	306	314	307	299	464	464
Weighted base	1,309	1,309	271	264	335	347	320	313	383	384
	%	%	%	%	%	%	%	%	%	%
Very likely	34	35	52	44	37	36	31	38	23	26
Fairly likely	25	27	19	31	28	29	29	26	24	23
Fairly unlikely	12	12	11	8	13	13	12	12	10	15
Very unlikely	25	21	15	14	18	18	24	18	39	32
Don't know	4	4	2	3	4	4	4	5	4	5
All likely	59	62	71	75	65	65	60	64	47	49
All unlikely	37	34	27	22	31	31	36	31	50	47

Note: Single response question.



Table 71: Groups who show a significant increase in % mentions year-on-year

Aspiration			
To get a job	Not working		
To get a recognised qualification	Working Part time		
To be better at my current job	Males	Working Full time	
To get a rise in earnings	Males	Females	Working Full time
To make my work more satisfying	Males		
To develop myself as a person	Working Full time	Working Part time	
To improve my self confidence	Females		
To meet people	17 – 24	Retired	Working Part time
To help my children with their learning/homework	Retired		

Table 72: Aspirations where there has been a significant increase year-on-year in respondents saying that learning would ‘help a lot’ in achieving these goals

Aspirations related to job/career	Aspirations related to personal development
Change the type of work done	To get on to a future course of learning
To get a new job	To meet people
To get a rise in earnings	To improve my self confidence
	To develop myself as a person

APPENDIX A – GLOSSARY

Cluster

As part of a **Segmentation** analysis, 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. The principle of good clustering is that the clusters should have large distances between them, but that the members of each cluster should be close together. In the case of the Individuals Panel, the segmentation is based around the individual's attitude to learning and development.

Segmentation

A statistical means of understanding a population by examining the attitudinal differences between groups within that population. This technique is commonly used for targeting marketing messages.

Social class group

The social classification system used for this survey was the market research social class coding, developed originally by the advertising industry and now maintained by the Market Research Society. The classification is a household one, based on the current or previous occupation of the chief income earner in the household. Classification is carried out by the interviewer after asking questions, on job title, type of work done, qualification required and supervisory responsibility. It is technically a sixway classification, but at either end the two extreme categories are usually combined, producing the following classification: AB – Professional and managerial, C1 – Administrative, clerical and other white-collar, C2 – Skilled manual, DE – Unskilled manual and those dependent on state benefit.

Weighting – weighted/unweighted

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.



A1 Introduction and background to the segmentation

Segmentation is an extremely effective way of understanding a population by examining the attitudinal differences between groups within that population. The power of a segmentation is that users of the data can create a holistic view of their population and from there they can target marketing for current initiatives and/or create new initiatives or incentives.

Following the first wave of the Individuals Panel (2004), two segmentation models were devised based on respondents' attitudes to learning. The first was related to individuals who were classed as Receptive to Learning and the other segmentation was devised for those classed as Non Receptive to Learning. The following definitions applied:

Receptive to Learning. Were defined as individuals who had been involved in training or learning in the past year. It also included anyone who was likely (very or fairly) to undertake learning in the next three years and anyone who thought they might try to improve their knowledge about anything or learn new skills in the next three years.

Non Receptive to Learning. Were defined as individuals who had not undertaken training or learning in the past year, who were not likely (very or fairly) to undertake learning in the next three years and anyone who was certain that they would not try to improve their knowledge about anything or learn new skills in the next three years.

This section looks at the findings from the second wave of the panel for each of the clusters as defined in the first wave (each respondent was allocated to a cluster in wave I and has stayed in this cluster for wave II). Having the ability to track the behaviour of individuals *within* each cluster over time has been useful in that we can identify which clusters have the most consistent learning behaviour. We know their behaviour at the time of the first wave but this gives us insight into which clusters are more likely to change the type of learning they do in relatively short space of time or which of Receptive to Learning are most likely to opt out of learning for a space of time (it is accepted that not everyone will stay in learning all of the time). We can also explore whose attitudes to learning are most likely to change over time.

Reviewing the data from the second wave against the original clusters also gives us the opportunity to add more knowledge about them, there was one additional question in the second wave that provides an extremely useful insight into attitudes within the groups. This question explored how individuals liked to prioritise their time and their willingness to take on new challenges and responsibilities.

This paper cannot explore the segmentation of those who were Non Receptive to Learning in any more detail than was already given previously. The reason for this is that the population for this segmentation was relatively small in the first wave. This was further reduced in the second wave due to the fact that the survey was longitudinal (we only went back to those that said we could and in field we could only interview those that were willing).

A2 The segmentation of Receptive to Learning

Six groups were identified for those Receptive to Learning, based on the data from the Individuals Panel wave 1, as follows:

Group 1	Learning for its own sake
Group 2	Driven to change
Group 3	Passive learners
Group 4	Ambitious at work
Group 5	Looking for reinforcement
Group 6	Qualification driven

Group 1: Learning for its own sake

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 (i.e. increasing self confidence and meeting people). They were not particularly interested in qualifications. They undertook learning for their own interest/enjoyment and whilst around six in ten (64%) thought it was very or fairly likely that they would learn in the next three years, this was lower than the average for learners as a whole (72%).

Group 2: Driven to change

Individuals in 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 would be planning to change the type of work they did and/or get a job with a different employer. They were likely to be undertaking courses that would help them in this aim (self

development, skills related and qualification based). They were confident and motivated learners who also enjoyed learning for its own sake. They agreed however that advice and help was not always available. They were slightly more likely than learners in other groups 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 recently.

Group 3: Passive learners

This group was disenchanted. They did not feel that learners should have to pay for learning that was career linked or that they should have to undertake learning in their own time and they also believed that not enough help and advice was available. A number of them were not 'recent' learners (i.e. within the last year) but were likely to participate in learning in the next three years. 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

This group were strong in ambition. They wanted to get a promotion, get a rise in earnings and/or do better at their current job. Unlike the 'Driven to change' group, a career change or change in employer was not top of their agenda. They had 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

This group were motivated to learn by improving self confidence, meeting people and developing as a person. Previous learning had met these aims and perhaps as a result, four in ten (40%) were 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 to be volunteering.

Group 6: Qualifications driven

This group had a tendency to be engaged with learning as part of their day-to-day life. They were motivated by qualifications and getting a job. Over six in ten (64%) of this group were unemployed and looking for work, in full time education and/or looking after the home/family. There was an even gender split. They were the youngest group, with more than two in ten (22%) being 16 – 18 years old and nearly three in ten (29%) being 19 – 24 years old.

A3 Formal Learning

Proportions of individuals in learning

Last year the report concluded that across the Receptive to Learning as a whole, two thirds (64%) of respondents had been involved in at least one form of learning or training within the last 12 months. When we look at the data for wave II it appears that nearly six in ten (58%) respondents Receptive to Learning had been involved in some type of learning identified in the question (a decrease from 64% in the previous year).

All respondents who were undertaking formal learning in December 2004 were asked, in 2005, if they were still undertaking this learning. Just over four in ten (43%) of the Receptive to Learning were still on the same course they had spoken about in the 2004 survey. Attending courses that lasted more than a year (since being interviewed first time round) was highest amongst the *Ambitious at work* (51%) and lowest amongst *Driven to change* (31%) and *Looking for reinforcement* (30%).

Table A1: If respondent is still attending the same course as in 2003

Base: All Receptive to Learning	Total Receptive to Learning	Learning for its own sake	Driven to change	Passive learners	Ambitious at work	Looking for reinforcement	Qualification driven
Unweighted base	484	123	57	86	72	76	70
Weighted base	537	126	72	89	92	74	84
	%	%	%	%	%	%	%
Yes	40	43	31	41	51	30	39
No	60	57	69	59	49	70	61

Single response question. Respondents prompted with details of course.

Type of learning

Last year the key differences between the groups and the types of learning undertaken were summarised as:

- The *Driven to change* group was more likely than average to be pursuing learning related to their work or career, for example, three in ten (30%) had been on a taught course designed to help them develop skills for use in a job (compared to the learner average of 26%), four in ten (41%) had been on general courses at work (compared with a learner average of 27%), three in ten (29%) had received supervised training whilst doing a job, and more than a third (36%) had spent time keeping up to date with developments in the type of work they do.
- Also the, *Ambitious at work* group was more likely to have undertaken formal types of learning relating to their work or career. Two fifths (41%) had been on taught courses designed to help them develop skills for use in a job, just under a half (46%) had been on general courses at work, three in ten (31%) had received supervised training whilst doing a job, and nearly a half (45%) had spent time keeping up to date with developments in the type of work they do.
- It is of no surprise that the *Qualifications driven* group most likely to say that they had been on a taught course designed to lead to qualifications (38% versus the learner average of 23%). They were less likely than the average learner to have undertaken general courses at work.
- Broadly speaking, the *Looking for reinforcement* group were in line with those for learners as a whole.
- The *Passive learners* were less likely than the learner average to have undertaken any type of formal learning (45% had not done any formal learning compared with the average of 36% amongst all learners).
- The *Learning for its own sake* group was less likely than average to have undertaken any of the formal types of learning, with the exception of 'Any other taught course, instruction or tuition' (17% versus 13% learner average). Given the age/ working status of this group, this is not surprising – many were undertaking learning for pleasure and to fill their time.

Specific groups that were less active in 2005 in particular areas than before were:

- *Driven to change*: A relatively high decline in attending general courses at work (from 41% in 2004 to 23% in 2005) in supervised training (29% to 18%) and spending time keeping up to date with developments in the type of work they do (36% to 24%).
- *Ambitious at work*: A decline in attending taught courses that lead to qualifications (27% in 2004 to 17% in 2005), attending general courses at work (46% to 31%) and spending time keeping up to date with developments in the type of work they do (45% to 35%).
- *Looking for reinforcement*: A decline in attending general courses at work (24% to 12%) and spending time keeping up to date with developments in the type of work they do (24% to 14%).



Table A2: Types of learning respondents have been involved in during the past twelve months

Base: All Receptive to Learning	Total Receptive to Learning		Learning for its own sake		Driven to change		Passive learners		Ambitious at work		Looking for reinforcement		Qualification driven	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,529	1,03	406	293	179	111	342	221	182	128	226	151	197	133
Weighted base	1,581	1,083	435	302	213	138	340	208	219	154	209	138	165	144
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Been on taught courses that were meant to lead to qualifications	23	22	17	16	25	19	19	19	27	28	23	20	38	36
Been on taught courses designed to help you develop skills that you might use in a job	26	28	19	21	30	44	22	22	41	46	24	23	28	22
Been on any general courses at work, e.g. induction, health & safety	27	17	19	10	41	23	23	14	46	31	24	12	20	22
Been on any other taught course, instruction or tuition	13	11	17	18	7	6	9	7	11	11	18	14	10	6
Studied for qualifications without taking part in a taught course	5	3	4	4	6	3	5	4	9	4	5	1	6	4
Received supervised training whilst actually doing a job	19	14	12	8	29	18	17	16	31	25	16	9	16	17
Spent time keeping up to date with developments in the type of work you do	25	20	19	22	36	24	18	13	45	35	24	14	14	9

Table A2: Types of learning respondents have been involved in during the past twelve months (Continued)

Base: All Receptive to Learning	Total Receptive to Learning		Learning for its own sake		Driven to change		Passive learners		Ambitious at work		Looking for reinforcement		Qualification driven	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,529	1,03	406	293	179	111	342	221	182	128	226	151	197	133
Weighted base	1,581	1,083	435	302	213	138	340	208	219	154	209	138	165	144
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Any other non taught course or training	6	6	5	7	5	6	2	7	11	8	7	4	4	3
Achieved a credit step towards a qualification	7	5	6	4	7	8	5	4	14	6	5	4	6	4
None of these	36	42	45	50	24	37	45	46	21	26	36	44	32	39

Multiple response question. Don't know not shown in table

Attitudes to learning

The conclusions from the segmentation report (relating to the Individuals Panel data in the first wave) were as follows:

Learning for its own sake: This group were not clearly driven by ambition or personal development. They were an older group and therefore tended to feel that learning was enjoyable for its own sake (94% compared to 89% of learners overall). Few felt out of place in the classroom, probably due to the fact that they were confident about learning new skills (84% compared to 86% of all learners and 76% of respondents overall).

Driven to change: This group enjoyed learning for its own sake (87% agreed with this statement) and they were confident about learning (90% agreed). Due to the fact that

they planned to change their circumstances (78% were looking to change the type of work they do, whilst six in ten (61%) planned to get a job with a different employer) they were motivated to learn. They may need some help and advice about what course to take (53% agreed that not enough help and advice is available compared to 38% of learners and 38% of all respondents).

Passive learners: The main motivation for learning had been to help in their current job, and the impacts of the learning were concentrated on increased competence in the job. They enjoyed learning for its own sake (28% agreed strongly compared to 21% for learners overall) but they did show a lack of commitment to learning for any other reason. Significantly more learners in this group felt that:



- Learners should not be expected to learn new skills in their own time (61% agreed compared to 28% of respondents overall)
- That there was not enough help and advice available (60% agreed compared to 38% of respondents overall)
- That learners should not have to pay for courses that are to do with their job/career (83% agreed compared to 52% of respondents overall)

Ambitious at work: This group were very confident about learning new skills (95% agreed to some extent to this statement), they were happy to learn new skills in their own time and they were finding help and advice available. They were also highly motivated: nearly nine in ten (87%) disagreed with the statement 'I haven't the motivation to do a course'

Looking for reinforcement: They felt that there was not enough advice/help (43%). This was relatively high compared to other groups (38% agreed amongst learners as a whole) and indicated that some had had a negative experience. They felt out of place in the classroom, 24% agreed with this statement, and this was highest of all Receptive to Learning groups.

Qualification driven: The responses to many of the statements relating to attitudes to learning fell in line with the overall average for all respondents. However, this group were more likely to agree that they should not have to pay for learning than many of the others. They were motivated (75% disagreed with the statement 'I haven't the motivation to do a course' compared to 63% of respondents overall) and they knew many people in their area who were in learning (57% compared to 40% of respondents overall).

The main group to show some significant shifts in opinion over the last year has been

the *Passive learners*. They have become more positive about paying for learning, undertaking learning related to jobs/careers in your own time and also more positive about advice and help available about learning opportunities:

- One in eight (12%) agreed that they do not see why you should pay for learning related to a job or career in 2005 compared to just over two in ten (22%) in 2004.
- One in seventeen (6%) agreed that you should not be expected to undertake learning related to jobs/careers in your own time in 2005 compared to just over one in ten (11%) in 2004.
- One in twenty five (4%) agreed that there is not enough advice and help available about learning opportunities in 2005 compared to more than one in ten (13%) in 2004
- This group were also less likely to agree that learning is enjoyable for its own sake (16% in 2005 compared to 28% in 2004).

Other shifts in attitude to note are that:

- Individuals in *Learning for its own sake* and *Ambitious at work* groups were less confident about learning new skills (17% in 2005 compared to 24% in 2004 and 15% in 2005 and 23% in 2004 respectively).
- The *Qualification driven* were less likely to know a lot of people in learning (5% in 2005 compared to 12% in 2004).

In the 2005 survey an extra precode was incorporated into this question which explored how nervous individuals were about the standard of work expected of them and the degree to which this deterred them from learning altogether. Just under one fifth (17%) of all individuals Receptive to Learning agreed to some extent that they were nervous about learning due to the standard of work expected of them. This response was significantly higher within the *Looking for reinforcement* group (29%) and also higher than average amongst the *Passive learners*

Table A3: Attitudes to learning (% strongly agreeing to statements)

Base: All Receptive to Learning	Total Receptive to Learning		Learning for its own sake		Driven to change		Passive learners		Ambitious at work		Looking for reinforcement		Qualification driven	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,529	1,037	403	293	179	111	342	221	182	128	226	151	197	133
Weighted base	1,581	1,083	435	302	213	138	340	208	219	154	209	138	165	144
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Learning is enjoyable for its own sake	21	17	28	26	9	8	28	16	15	13	24	21	9	11
I am confident about learning new skills	24	19	24	17	25	28	24	19	23	15	21	16	26	22
I don't see why I should pay for learning that is to do with my job or career	10	10	3	6	10	10	22	12	10	11	8	8	10	14
There is not enough help and advice available about the different sorts of learning people can do	6	4	1	2	8	2	13	4	5	3	6	5	9	9
I would feel out of place in a classroom situation	4	3	4	3	2	–	7	6	1	3	5	3	3	3
I haven't the motivation to do a course	3	4	5	4	*	2	5	4	*	1	2	3	2	7
People should not be expected to learn new skills for their career in their own time	4	3	1	3	3	3	11	6	4	2	2	2	1	3
I know a lot of people in my area who are learning	5	4	5	6	1	1	4	3	6	3	5	5	12	5
The rest of my family aren't very interested in learning	2	1	*	2	2	–	2	–	1	–	2	1	3	2

Single response (rating scale) per question. Table shows % agreeing strongly. * Less than 0.5%, greater than zero.



Table A4: Nervous about learning due to standard of work required (% agreeing overall)

Base: All who did not do any learning in last year	Total Receptive to learning	Learning for its own sake	Driven to change	Passive learners	Ambitious at work	Looking for reinforcement	Qualification driven
Unweighted base	507	155	**47	116	**46	**76	**67
Weighted base	489	155	55	103	50	65	62
	%	%	%	%	%	%	%
I am nervous about learning due to the standard to work required	17	13	16	22	10	29	19

Single response (rating scale) per question. ** Small base (unweighted base less than 100).

(22%). Very few of the *Ambitious at work* (10%) agreed with this statement showing their confidence levels to be much higher.

Future plans

The conclusions from the segmentation report (relating to the Individuals Panel data in the first wave) were as follows:

Learning for its own sake: When responding to plans for the future, almost a quarter (23%) of this group said that the list on the questionnaire was not applicable to them. The statements most likely to be applicable were: to get a rise in earnings (25%), to develop myself as a person (19%), to help my children/grandchildren (15%) and to meet new people (14%). Just 7% of this group were planning to do anything to improve their self confidence.

Driven to change: This group were significantly more likely than most other groups to be planning to get a new job with a different employer, to change the type of work they

do, to get a qualification, to get a rise in earnings and to make their work more satisfying.

Passive learners: A fifth (20%) of this group said 'none' of the options relating to things they would like to do in the next year were applicable (compared to 11% of learners overall). Due to the fact that the precoded list covered a many and varied list of aspirations this would suggest that they had few aspirations to change in the next year. This should not be seen as negative, it could simply indicate that current commitments fulfilled them.

Very few of the *Ambitious at work* wanted to change jobs or employer in the next year. They planned to get better at their work, get promoted, get another pay rise and increase the amount of satisfaction they got from their work. Half were very likely to learn in the next three years.

The *Looking for reinforcement* group were more likely than some of the other groups to say that they would get a job and/or a

qualification in the next year but they were significantly more focused on the following than all other groups:

- Develop myself as a person (81% compared to 31% of learners and 26% of respondents overall)
- Improve my self confidence (89% compared to 24% of learners and 21% of respondents overall)
- To meet people (70% compared to 25% of learners and 22% of respondents overall)
- To help my children with learning/homework (48% compared to 26% of learners and 23% of respondents overall)

Many of the *Qualification driven* had aspirations for the next year:

- Two thirds (66%) of this group wanted to get a job in the next year compared to nearly one in ten (9%) of respondents overall
- Six in ten (59%) wanted to get a qualification compared to one in six (16%) respondents overall
- More than four in ten (42%) wanted to get onto a future course compared to two in ten (19%) respondents overall

Ambitions have changed in the last year for many of the groups. The table below shows the groups for whom ambitions in a particular area have declined and where they have also increased. It clearly indicates that:

- For many groups there has been an increase in interest to develop as a person, get a rise in earnings and to meet people.
- *Looking for reinforcement* are more concerned with developing as a person than meeting people and increasing self confidence
- *Passive learners* have increased the likelihood of mentioning many of the ambitions
- *Driven to change* are less likely to mention changing employment and more likely to

mention getting better at their current job and/or getting a promotion.

Likelihood to learn in the next three years has remained static for most groups. The only change that is noteworthy is not significant and relates to a decline in the proportion of individuals in *Looking for reinforcement* and *Qualifications driven* who said that they were very likely to return to learning.

Time management (new data for segmentation)

A question was added into the 2005 survey that explored how the respondents managed their time and also how they liked to use this time. In terms of using their time the question specifically aimed to explore if respondents liked routine, if they liked to relax and how open they were to taking on new responsibilities or challenges. The first group, *Learning for its own sake* did not reveal any attitudes or behaviours beyond the average for all Receptive to Learning. There were however some strong indicators in the remaining groups about how they liked to spend their time:

- *Driven for change*: This group were one of the clusters most likely to say that they needed a lot of time to relax (62% compared to 58% of all Receptive to Learning). It is interesting to note that whilst this was the case, they were not bound by routine, a half (49%) agreed that they liked to stick to routine (compared to 59% of the total).
- *Passive learners*: This group showed quite a few significant findings when compared against all Receptive to Learning. They were significantly more likely than average to say that they had too many commitments at home to undertake additional learning (42% compared to 36%), to say that they prioritised all their time to be with their children (64% compared to 55%) and to feel that they did not want to take on extra responsibilities unless they had to (42% compared to 36%).



Table A5: Change in ambitions mentioned by segmentation

	Groups who have increased ambition in this area	Groups who have decreased ambition in this area
To get a rise in earnings	Passive learners Looking for reinforcement Qualification driven	Ambitious at work
To develop myself as a person	Learning for its own sake Passive learners Qualification driven	Looking for reinforcement
To help my children with their learning/homework	Qualification driven	
To meet people	Learning for its own sake Passive learners Ambitious at work Qualification driven	Looking for reinforcement
To improve my self confidence	Passive learners	Looking for reinforcement
To get onto a future course of learning		Qualification driven
To get a recognised qualification	Passive learners	Qualification driven
To change the type of work I do		Driven to change
To be better at my current job	Driven to change Qualification driven	Ambitious at work
To get a promotion	Driven to change	Ambitious at work
To get a job		Qualification driven
To get a job with a different employer	Driven to change	

- Ambitious at work:* This group proved to be least likely to agree that they prioritised their time for being with the children (43%) and very few agreed that they avoided taking on new responsibilities (22%). Almost all (92%) of this group said that they were the sort of person who liked a new challenge.
- Looking for reinforcement:* This group indicated that they had problems with managing the commitments that they already had. Just over a third (35%) said that they often found managing work and home commitments a problem. They were the group most likely to say that they prioritised all their time for

Table A6: Future plans

Base: All Receptive to Learning	Total Receptive to Learning		Learning for its own sake		Driven to change		Passive learners		Ambitious at work		Looking for reinforcement		Qualification driven	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,529	1,037	403	293	179	111	342	221	182	128	226	151	197	133
Weighted base	1,581	1,083	435	302	213	138	340	208	219	154	209	138	165	144
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Aims/aspirations for next year?														
To get a rise in earnings	36	40	25	23	53	61	24	37	87	73	20	34	21	31
To develop myself as a person	31	36	19	30	30	32	16	29	40	38	81	57	22	35
To help my children with their learning/homework	26	29	15	22	22	26	20	25	50	47	48	39	14	25
To meet people	25	34	14	30	28	31	10	27	22	32	70	50	25	44
To improve my self confidence	24	26	7	13	26	28	8	22	19	24	89	54	22	33
To get onto a future course of learning	24	20	15	13	31	24	16	16	24	20	34	26	42	29
To make my work more satisfying	20	22	8	13	47	36	8	16	40	39	23	26	10	13
To get a recognised qualification	20	22	7	14	28	27	7	17	29	22	19	23	59	43
To change the type of work I do	16	14	4	5	78	34	7	16	5	16	8	10	11	12
To be better at my current job	16	20	7	15	9	21	10	16	62	44	16	17	2	14
To get a promotion	12	15	1	8	12	21	4	8	62	48	2	7	1	10



Table A6: Future plans (Continued).

Base: All Receptive to Learning	Total Receptive to Learning		Learning for its own sake		Driven to change		Passive learners		Ambitious at work		Looking for reinforcement		Qualification driven	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Unweighted base	1,529	1,037	403	293	179	111	342	221	182	128	226	151	197	133
Weighted base	1,581	1,083	435	302	213	138	340	208	219	154	209	138	165	144
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
To get a job	11	10	1	3	3	7	4	8	4	7	12	13	66	32
To get a job with a different employer	9	8	*	2	61	21	–	6	3	9	1	9	1	8
None of the above	11	9	23	16	–	7	20	11	–	–	–	7	3	3
Likelihood of learning in next 3 years?														
Very likely	41	41	33	33	47	47	33	35	50	52	45	40	58	52
Fairly likely	31	30	31	29	36	34	29	26	33	31	34	38	25	27

being with the children (67% compared to 55% overall) and most likely to say that they did not take on any extra responsibility unless they had to (47% compared to 34% overall).

- *Qualification driven:* This group were most likely to say that they liked a lot of free time to relax (63% compared to 59% overall).

Implications and conclusions

This exercise has certainly added some insight to the current intelligence about the segmentation. Notably, some very important data about how flexible each of the groups is in terms of the possible time commitment and responsibility that attending a course may

have has been discussed. The statements relating to taking on new responsibilities and currently having too much responsibility were very revealing:

- *Driven to change:* they need a lot of time to relax but they were not bound by routine. Possible messages need to be related to flexible learning/that learning can be enjoyable and not stressful.
- *Passive learners:* Significantly more likely than average to say that they had too many commitments at home to undertake additional learning (42% compared to 36%), to say that they prioritised all their time to be with their children (64% compared to

55%) and to feel that they did not want to take on extra responsibilities unless they had to (42% compared to 34%). They are very time restricted.

- *Ambitious at work*: Embrace responsibilities and challenges. The messages for this group need to be quite dynamic.
- *Looking for reinforcement*: Problems with managing the commitments that they already had and they prioritised all their time for being with the children. Were most likely to say that they did not take on any extra responsibility unless they had to. This group will need to be persuaded about personal development and that over burden in terms of commitments can be avoided.

In terms of looking at changes in behaviour and attitude over time the key points are that:

- Overall the incidence of this group in learning has declined. Fluctuations over time are expected. There have been some shifts in behaviour but this is natural as one course ends, the individual will not necessarily embark on another learning experience immediately.
 - Attitudes have shifted quite substantially for the *Passive learners* (to the positive), this might indicate that as a group they are more open than others to marketing messages/increased information.
- Future plans, whilst the data shows that ambitions do change over time for some groups the importance of messages that tap into ambitions and plans and how learning can help should not be underestimated. We would argue that what this paper shows is that:
 - Ambitions relating to work/career are the key areas that have changed most for some groups. In the previous report it was stated that these messages needed to be targeted amongst the *Ambitious at work*. This will always be the case but this paper indicates that using messages related to the relationship with learning and getting ahead in work are not wholly inappropriate for other groups at one time or another (for instance *Looking for reinforcement*).
 - For many groups there has been an increase in interest to develop as a person, get a rise in earnings and to meet people and this should also be considered as a secondary message in marketing and promotion for all groups (the primary message being the one that “best fits” the group from wave I data).



Table A7: How much do you agree with the following statement (statements relating to time management) % agreeing

Base: All Receptive to Learning	Total Receptive to learning	Learning for its own sake	Driven to change	Passive learners	Ambitious at work	Looking for reinforcement	Qualification driven
Unweighted base	1,037	293	111	221	128	151	133
Weighted base	1,083	302	138	208	154	138	144
	%	%	%	%	%	%	%
I have too many commitments at work to undertake additional learning*	31	35	31	36	34	18	28
I have too many commitments at home to undertake additional learning	36	33	38	42	37	35	30
I prioritise all my time for being with the children#	55	53	47	64	43	67	59
I do not take on new responsibilities unless I have to	34	34	26	42	22	47	31
I am the sort of person who likes a new challenge	81	78	85	77	92	76	82
I often find managing work and home commitments a problem	29	27	30	27	32	35	24
I like a lot of free time to relax	58	55	62	57	54	59	63
I like to stick to routine	59	57	49	63	60	63	60

Single response (rating scale) per question. # This statement was only asked to those with children. * This question was only asked of those who were not retired or incapable of work.