

Enterprise and Lifelong Learning



SCOTTISH EXECUTIVE

The elusive nature of the learning
society: a profile of adult
participation in education and
training in Scotland



**The elusive nature of the learning society: a profile of adult
participation in education and training in Scotland**

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Contents

Executive Summary

Acknowledgements

Contents

1. Public engagement in post-school learning in Scotland.
2. Information channels: how people learn about learning opportunities.
3. Diversity of learning opportunities: where people choose to learn.
4. Duration of learning: how long is a piece of string?
5. Motivation: why people engage in learning.
6. Subjects: what people choose to learn.
7. Finance.
8. Access and barriers.
9. Attitudes to learning and future plans.
10. Outcomes of learning.
11. Role of new technology.
12. Conclusion and Policy implications.

Appendices

- I Methodology
- II Definition of socio-economic class used by the Research Society of Great Britain
- III Characteristics of sample from Scotland
- IV Interview schedule
- V Highest Educational Qualifications of the population in Scotland by age and gender (2000)

References

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List of Tables

- Table 1.1:** Participation in learning since leaving school: Scotland compared to the UK (2002)
- Table 1.2:** Reported levels of current and recent participation by respondents in Scotland compared to the UK (1990-2003)
- Table 1.3:** Adult learning participation patterns by the highest qualifications held by respondents in Scotland
- Table 1.4:** Adult learning participation patterns by school leaving age of respondents in Scotland
- Table 1.5:** Adult learning participation patterns by gender of respondents in Scotland
- Table 1.6:** Adult learning participation patterns by social class of respondents in Scotland
- Table 1.7:** Adult learning participation patterns by age of respondents in Scotland
- Table 2.1:** Source of information about main subject of most recent learning, by gender
- Table 2.2:** Source of information about main subject of most recent learning, by age
- Table 2.3:** Combined sources of information about main subject of most recent learning, by age
- Table 2.4:** Source of information about main subject of most recent learning, by employment status
- Table 2.5:** Source of information about main subject of recent learning, by socio-economic group.
- Table 3.1:** Main location of learning, by gender
- Table 3.2:** Main location of learning, by area type
- Table 3.3:** Main location of learning, by age group
- Table 3.4:** Main location of learning, by social class

- Table 4.1:** Length of time altogether that learning is expected to take/has taken
- Table 4.2:** Expected duration of recent studies, by gender
- Table 4.3:** Expected duration of recent studies, by age
- Table 4.4:** Expected duration of recent learning, by employment status
- Table 4.5:** Expected duration of recent learning, by socio-economic group
- Table 4.6:** Hours a week spent on new learning
- Table 4.7:** Hours a week spent on new learning, by gender
- Table 4.8:** Hours a week spent on new learning, by age group
- Table 4.9:** Hours a week spent on recent learning, by employment status
- Table 4.10:** Hours a week spent on recent learning, by socio-economic status
- Table 5.1:** Details of main reasons for starting current/recent learning
- Table 5.2:** Summary of main reasons for engaging in recent learning in Scotland
- Table 5.3:** Main reasons for engaging in recent learning in Scotland, by socio-economic group
- Table 5.4:** Main reasons for engaging in recent learning in Scotland, by age when finished full-time education
- Table 5.5:** Qualification aims
- Table 5.6:** Qualification aims, by gender
- Table 5.7:** Qualification aims, by age
- Table 5.8:** Qualification aims, by socio-economic group
- Table 5.9:** Qualification aims, by area of domicile
- Table 5.10:** Qualification aims, by employment status
- Table 5.11:** Qualification aims, by existing qualifications

- Table 6.1:** Main subjects pursued by current and recent learners
- Table 6.2:** Subjects studied by at least 3% of recent learners in Scotland, by gender
- Table 6.3:** Subjects studied by at least 3% of recent learners in Scotland, by age
- Table 6.4:** Subjects studied by at least 3% of recent learners in Scotland, by employment status
- Table 6.5:** Subjects studied by at least 3% of recent learners in Scotland, by socio-economic group
- Table 6.6:** Subjects studied by at least 3% of recent learners in Scotland, by area type
- Table 7.1:** Sources of financial support for fees for current/recent learning
- Table 7.2:** Other costs associated with current/recent learning
- Table 7.3:** Sources of financial support for fees for current/recent learning, by gender
- Table 8.1:** Help and advice
- Table 8.2:** Help and advice, by gender
- Table 8.3:** Help and advice, by employment status
- Table 8.4:** Help and advice, by socio-economic group
- Table 8.5:** Help and advice, by experience of recent learning
- Table 9.1:** Extent of agreement with statements about learning
- Table 9.2:** Extent of agreement with statements about learning, by gender
- Table 9.3:** Extent of agreement with statements about learning, by age
- Table 9.4:** Extent of agreement with statements about learning, by employment status
- Table 9.5:** Extent of agreement with statements about learning, by socio-economic group
- Table 9.6:** Extent of agreement with statements about learning, by experience of recent learning
- Table 9.7:** Likelihood of taking up learning in next three years
- Table 9.8:** Main factors likely to prevent respondents engaging in learning in the future (respondents not likely to take up learning in next three years)
- Table 9.9:** Future plans by learning profile of respondents in Scotland
- Table 9.10:** Future plans by gender of respondents in Scotland

Table 10.1: Changes or benefits as a result of current/recent learning

Table 11.1: Technology to which respondents had regular access

Table 11.2: General and main activities for which internet was used

Table 11.3: Technology to which respondents had regular access, by participation in learning categories

EXECUTIVE SUMMARY

Introduction

1 The report analyses Scottish data from the 2002 NIACE survey of Adult Learners. The report is divided into chapters, which look at the following.

- Public engagement in post-school learning in Scotland
- Information channels: how people learn about learning opportunities
- Diversity of learning opportunities: where people choose to learn
- Duration of learning
- Motivation: why people engage in learning
- Subjects: what people choose to learn
- Finance
- Access and barriers
- Attitudes to learning and future plans
- Outcomes of learning
- Role of new technology
- Conclusions and policy implications

2 The results are reported for the total sample, and then usually broken down by gender, social class, current learning status (e.g. current learner, recent learner etc.), urban/rural residence and age band.

3 The relatively small size of the sample in Scotland (475) means that care should be taken when drawing general conclusions about the findings. The researchers did not apply statistical tests for significance.

1. Public engagement in post-school learning in Scotland

4 NIACE chose a broad definition of learning, not only including coaching and instruction, but also self-directed learning and study. The overall figures show that 25% of Scots are involved in some kind of learning activity (UK = 23%) and that 44% were either currently involved in learning or had been in the last three years (UK = 42%). 65% of respondents had undertaken some kind of learning since leaving full-time education.

5 Respondents are split into recent learners and non-recent learners. Recent learners were defined as those currently engaging in learning and those who have engaged in learning in the last three years.

6 *Educational background:* The results show that participants in adult learning are more likely than non-participants to be well qualified. Recent learners were significantly more likely to have higher levels of initial educational qualifications – 43% of recent learners compared to only 14% of those who had not undertaken learning had a degree or equivalent qualification. Almost 40% of those with no recent learning had no qualifications compared to only 11% of recent learners.

7 *Gender:* There was little difference between male and female overall participation rates in adult learning.

8 *Social class:* The social class profile of learners in the formal sector of post-compulsory education was better in Scotland than for the UK overall. Almost half of those who had not currently/recently participated in learning were in SES group DE (46%) as opposed to 15% from social groups AB.

9 *Age:* Recent learners were significantly more likely to be in younger age groups – 58% of recent learners were under 44 compared to 34% of those who hadn't engaged in learning recently.

2. Information channels: how people learn about learning opportunities

10 *Information channels:* The research highlights the significant differences in the resources, networks and reference groups drawn upon by different social classes and men and women (although it is important to note the small sample size for respondents who answered this section). Learners in Scotland commonly heard about their most recent learning activity through their employers (17%), workmates (14%), friends and family (14%) or newspapers and magazines (13%). Newspapers and magazines were more common in Scotland than in the UK as a whole (7%).

11 *Gender:* Men were more likely to have found out from their employer (23%) or their workmates or colleagues (14%) while the most frequent sources of information for women were newspapers and magazines (16%) and friends and family (14%). Women (25%) were also more likely than men (15%) to cite educational institutions such as schools, colleges and university.

12 *Age:* There were interesting differences between information channels across age groups. Young people from 17 – 24 were most likely to have found out about their main subject through school (26%), from friends/family (22%) or from their employer or colleges (both 14%). Those aged between 25 – 44 were most likely to have acquired information from their work, training office or personnel section (27%), from their workmates and colleagues (19%) or from their friends and family (12%). Older adults (45 – 64) cited newspapers/magazines (24%), workmates/colleagues (17%) and their employer (14%) as their main sources.

13 *Employment status:* As would be expected sources of information for those in employment differed to those not in employment, students and the retired.

14 *Social class:* Social groups AB and DE are more likely to look for information from outside the workplace as opposed to C1 and C2.

3. Diversity of learning opportunities: where people choose to learn

15 *Learning location:* FE college, tertiary or sixth form college and the workplace were the two most frequently mentioned locations for learning. The research found that the workplace as a location for learning was more common in Scotland (21%) than the UK as a whole (15%). There were also differences between the location for learning of those living in rural and urban areas. Rural respondents were less likely to be learning at work, or in higher

or further education and were more likely than urban respondents to be learning, informally or through open learning at home. They did not however, make more use of learning through the Internet.

16 *Gender:* The research identified significant gender patterns for learning. Men were more likely than women to be learning at work or at an FE college, whereas 19% of women, but only 8% of men were studying at University. Women were also slightly more likely to be studying at home through open learning.

17 *Age:* For the younger age group (17-24) a post-school environment was the most common location whereas for those aged 25 – 44 the workplace and FE college were the main locations (26% each).

18 *Social class:* Respondents defined as AB were most likely to be learning at university (28%), with 15% learning in the workplace. The workplace was also the main location for those in categories C1 (29%) and C2 (30%). FE colleges were also the main location for 29% of those in the C2 group and for 30% of group DE.

4. Duration of learning

12 Of learners in Scotland, 54% were undertaking learning lasting for more than a year. In the UK overall the figure was 58%. Learning of less than one month was not particularly common with only 13% of Scottish learners and 9% of UK learners undertaking such learning.

13 *Gender:* Men expected to study for shorter periods of time than women: 43% of men, but only 30% of women, were expecting to study for up to six months.

14 *Age:* There is no clear pattern relating to age group.

15 *Employment status:* There was a relatively high percentage, in all groups apart from the unemployed, who were committed to studying for over two years, including 36% of those not working, 48% of those who had retired and 78% of full-time students.

16 *Social class:* Respondents in group AB were more likely to be engaged on longer programmes of study, with 59% expecting to study for over two years. Approximately one in three of the learners in the other groups were also expecting to study for over two years.

17 Learners in Scotland appeared slightly more likely to be engaged in learning for 21 or more hours a week than their counterparts throughout the UK and 13% were spending 31 hours or more on their learning activity. The mean number of hours per week spent on learning in Scotland was 14.23 although the majority (54%) spent less than ten hours a week on learning their main subject.

18 *Gender:* There were significant differences between the numbers of hours spent learning by men and women. 50% of men and 57% of women were spending less than ten hours each week on their learning. One in five of the men but only one in twenty of the women said they were committing over 30 hours a week to learning.

19 *Age:* Younger age groups were more likely to be committing over 30 hours a week to learning.

20 *Employment status:* Full-time students comprised only 16% of the 56 people who said they were studying over 20 hours a week. The majority of this group (70%) were in employment and more than half in full-time employment (54%).

5. Motivation: why people engage in learning

21 The NIACE survey presented respondents with a series of options from which they were asked to select those which best fit their reasons for embarking on their most recent learning activity.

22 The most frequently cited reasons for participation by respondents were interest in the subject (35%), the enjoyment of learning (30%) and because they thought it would help in their current job (29%).

23 Younger people and those in group C1 and C2 were most likely to cite educational progression.

24 *Qualifications:* Fewer respondents in Scotland than the UK as a whole were aiming to achieve a qualification (49% compared to 56%). Of those who were aiming for a qualification, HE level qualifications were by far the most common with almost a third aiming for these. Scottish participants were more likely than UK respondents as a whole to be aiming for HNC/Ds.

25 *Gender:* Differences are small, with a slightly higher percentage of men not aiming for a qualification, and slightly more women (32%) than men (28%) studying for a degree or level 4/5 qualification.

26 *Age:* Older students were more likely to be engaged in learning which did not lead to a qualification, and the 17 – 24 age group included the largest percentage (60%) studying for a degree or level 4/5 qualification.

27 *Employment status:* Those not in employment (excluding full-time students) were somewhat less likely to be working for some form of qualification than those in employment.

28 65% of recent learners with no qualifications are engaged in learning which will not lead directly to a qualification. This contrasts with the 43% who have already achieved relatively good qualifications who are now seeking to further them.

6. Subjects: what people choose to learn

29 The patterns for Scotland mirror those for the UK. The most popular subjects of recent learning were IT related activities (22%). Other professional and vocational qualifications feature as the second highest category (11%).

30 *Gender:* Men (30%) were more likely than women (17%) to have taken an IT related course although this was the most popular area of learning for both.

7. Finance

31 Around a third of respondents did not have to pay any fee for their learning activity (including employer provided in-house courses). Undertaking learning funded through government sources was twice as common among the Scottish learners (10%) than UK learners as a whole (5%).

32 *Gender:* Women were more likely than men to have paid the fees themselves or to have drawn on some form of government funding. Men were more likely to have their fees paid for by their employers.

8. Access and barriers

33 Over a third of respondents felt that there was not enough advice about the different sorts of learning that people could do. Women (40%) appeared to have found more difficulties in finding help or advice about different sorts of learning available (men = 34%). The youngest age group (17 – 24) were more likely to say that there was not enough help or advice about learning, as were students when analysing the results by employment status. AB respondents were least likely to see a need for more help and advice about training (23%). Interestingly, there was little difference between the views of each learner group on the availability of help and advice.

34 Three quarters of all respondents said they found it easy to get the place of learning. A further fifth said they didn't have to travel to the place of learning as they were either learning at home or in their workplace.

35 22% of learners in Scotland said they were currently/recently learning either at home or work compared to the UK as a whole (13%). This may account for the fact that, despite the difficulties of rural access in Scotland, slightly fewer reported finding it 'difficult' to get to their place of work.

9. Attitudes to learning and future plans

36 Views on learning were generally positive with around three-quarters of respondents agreeing that learning was enjoyable for its own sake and that people who got training tended to find their jobs more interesting (72%). Almost two-thirds agreed that people who trained at work ended up with better promotion or better pay (63%).

37 *Gender:* Women (84%) were more likely than men (74%) to find learning enjoyable for its own sake and were slightly more optimistic about the benefits of training. Men were more confident about learning new skills compared to women.

38 *Age:* The results showed a significant decrease in reported confidence in learning new skills from 91% of those aged 17 – 24 to 36% of those aged 65 or over. The younger age group were far less likely than other groups to find learning enjoyable for its own sake.

39 *Employment status:* Full-time students were most confident (94%) about learning new skills whilst the retired (41%) and unemployed (74%) were least confident.

40 *Social status:* AB respondents were more likely to agree that learning is enjoyable for its own sake (89%), to be optimistic about the outcomes of training in terms of finding work more interesting (76%) and gaining promotion (69%). C2 respondents were the most confident about learning (80%) but the least likely to agree that learning was enjoyable (71%). DE respondents were least confident about learning (56%).

41 Around half of respondents objected to having to pay for education, whereas two-thirds felt that it was reasonable to expect people to engage in learning in their own time.

Future plans

42 More than half of respondents in Scotland said that they were unlikely to take up learning in the next three years and just over a third thought it likely. The main reasons given for not engaging in learning were 'not interested' and 'work/time pressures'. A notable finding is that these reasons were less likely to be given by non-participants in Scotland than by the total UK respondents (18% of those in Scotland and 25% of UK respondents cited lack of interest and 17% and 20% respectively mentioned time pressure).

43 Current/recent learners were four times more likely than those with no recent learning to say that they were likely to take up learning in the next three years (64% compared to 16%) and far less inclined to say it was unlikely that they would do so (30% compared to 80%).

44 *Gender:* 42% of women and 33% of men said they were likely to take up learning in the next three years.

10. Outcomes of learning

45 Learners in Scotland were slightly more likely than UK learners as a whole to give the course up before the end (10% compared to 5%). One possible explanation for this might be that as fewer are working towards qualifications, course completion might be perceived as being less important.

46 Respondents in Scotland were more likely than those in the UK as a whole to say that there had not been any benefits (22% compared to 16%).

47 The three benefits cited by more than one-fifth of Scottish respondents were all concerned with social and personal development rather than vocational development even though work related reasons were the most common cited reasons for having undertaken learning.

48 The lesser importance of qualifications to learners in Scotland was again evident in that over a fifth of UK learners but only just over a tenth of respondents in Scotland mentioned gaining qualifications as one of the benefits.

11. Role of new technology

49 Only half of respondents had access to a computer and more than a third to the internet – although this is higher than the average for Scotland.

50 Of those who had access to the internet over two-thirds used it for browsing/surfing (much of which might be described as learning). Over a third used it to find information for their learning or training and a quarter used it to learn on or off-line.

51 The results indicate some correlation between access to technology and participation in education – both are, however, closely linked to other variables, in particular socio-economic status.

12. Conclusions and Policy implications

52 *Equity and access remain important issues for the policy agenda:* Definition of participation is broad. Although a quarter of the adult population in Scotland are currently engaged in some form of learning, around one third has not engaged in learning since leaving full time education. The impact of initial educational background coupled with social class continues to be a determining factor in the likelihood of participation.

53 *Employment conditions need to be created to support learning for high priority groups:* Although around 30% of those in groups C1 and C2 site the workplace as their main location of learning only 10% of those in the lower skilled groups (DE) indicate that they are participating in learning for work.

54 *Inter-generational inequalities in levels of engagement need to be explored.*

55 *The high proportion of learners who did not obtain a formal qualification merits further investigation.*

56 *The implications for provision of learning opportunities once the latent demand associated with the demand of older adults to develop ICT skills has been met requires further investigation.*

57 *The number of respondents indicating that they thought they were unlikely to take up learning within the next three years needs further investigation.*

1 Public engagement in post-school learning in Scotland

Challenges of researching lifelong learning

One indirect, but important, consequence of the recent policy emphasis on lifelong learning has been to throw into sharp relief significant information gaps about many aspects of participation in post-compulsory education and training- a point highlighted in the reports on lifelong learning from both the Parliamentary Committee on Enterprise and Lifelong Learning (2002) and the Scottish Executive (2003).

Part of the reason for the lack of data lies in the complex and fragmented nature of the post-school education and training. A major research review undertaken by the Tavistock Institute for the Economic and Social Research Council (ESRC) Teaching and Learning Research Programme (TLRP) identified four distinct but overlapping sectors- adult education, higher education (encompassing further education) workplace learning and continuing professional development and informal learning (encompassing community based learning) (Cullen et al, 2002). While the concept of lifelong learning is contested and subject to differing interpretations (for example Watson and Taylor (1998) Coffield (1999) Field (2000a)) a common aspect to be found in all perspectives is that its boundaries are, effectively by definition, fluid. In Edwards' terms, lifelong learning is better conceived as a moorland rather than a (fenced in) field (Edwards, 1997).

Even in those areas of the moorland where data collection is systematised, each sector employs its own definitions, procedures and the like. Part of the reason therefore for the lack of overall data arises from the involvement of a diverse range of providers (public, private and voluntary) coupled with enormously varied learning opportunities of different levels, lengths and methodologies. What data is available predominantly relates to the more formal sections of publicly funded education and training through colleges and universities. Here however the shift in the policy discourse from 'student' to 'learner' is also generating new conceptual difficulties. In Scotland and internationally as more notional full-time students combine work with study, the boundaries in practice are also becoming increasingly blurred (Forsyth and Furlong (2003), Osborne and Edwards (2003), Schuetze and Slowey (2000)).

For these reasons population surveys provide an important means of gaining an overview of the post-compulsory, adult aspect of lifelong learning- that is, starting from the individual rather than the provider. For almost two decades the regular surveys commissioned by NIACE have provided one of the few sources of quantitative material which utilise an inclusive definition of participation, providing indicative data about motivations, communication channels and pathways of participation for the population as a whole. The survey also usefully covers all the countries and regions of the UK offering an opportunity for comparative analysis.

A population survey is also the basis of the National Adult Learning Survey (NALS) which has been commissioned in 1997, 2000, 2001 and 2002 by the Department for Education and Skills (DfES) in England and Wales.

The development of the concept of lifelong learning has required new research tools to define its boundaries and explore patterns of participation among different groups. The unprecedented expansion and diversification of post-compulsory education, the emergence of new learning and assessment methods, and the increased emphasis on autonomous and self-reliant learners, all require new and more complex research tools, which can accurately reflect the increasing variety of learning experiences and outcomes. (Fitzgerald et al, 2002: p9).

From a policy perspective equity and inclusion population surveys have the benefit of providing socio-demographic and other comparative information which can help to distinguish those who define themselves as being engaged in continuing learning (however this is defined) and those who do not. Such a comparative approach is core to the analysis in this report.

There are of course a number of limitations of the methodology which are discussed below. Most crucially such surveys can only provide a 'snapshot' meaning that changes over time have to be interpreted with considerable caution as they do not relate to the same population.

The 2002 NIACE survey of adult participation in education and training

The 2002 NIACE survey included 475 respondents from Scotland within the total weighted sample of 4,896. Methodological details are provided in Appendices I-IV. For this report the full data set was made available by NIACE from which the data relating to respondents in Scotland has been extracted. Comparable data for Scotland is extremely limited. The Labour Force Survey (LFS) does include basic information on participation, however as the UK report for the OECD Thematic Review of Adult Education pointed out, it "adopts a fairly short-term and vocational definition of learning" (Hillage et al. 2000, p.ix). In Scotland therefore a study conducted over fifteen years ago by Munn and MacDonald (1988) remains one of the few comparable sources of information on issues such as motivation and barriers to learning for the general public across the whole of Scotland.

The analysis here points to both continuities and important changes in the involvement of the public in lifelong learning in Scotland.

Respondents in the NIACE survey were asked a detailed question designed to elicit information about existing patterns of participation (or not) in learning as well as their future plans:

Learning can mean practising, studying or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full time, or part time, done at home, at work, or in a another place like a college. Learning does not have to lead to a qualification. We are interested in any learning you have done whether or not it was finished.

On this basis, table 1.1 points to an active engagement in some form of structured learning over the past three years by a significant minority of respondents from Scotland. One quarter defined themselves as currently being engaged in learning while just under one fifth said they had recently (within the last three years) been involved.

Table 1.1: Participation in learning since leaving school: Scotland compared to the UK (2002)

| | UK Total % | Scotland % |
|--|-----------------------|-----------------------|
| Currently engaged in learning activity | 23 | 25 |
| Recent learning (within last 3 years) | 19 | 19 |
| >3 years since studied/learned | 21 | 21 |
| None since full-time education | 36 | 34 |
| Don't know | 1 | 1 |
| <i>Total engaged in current or recent learning</i> | <i>42</i> | <i>44</i> |
| Total number of respondents | 4896 | 475 |

In total, 65% of the respondents in Scotland report that they have undertaken some form of structured learning since leaving full-time education. This percentage is considerably higher than the 42% found in the survey mentioned above by Munn and MacDonald (1988) in what remains one of the largest studies on adult participation in education and training in Scotland comprising 1826 respondents. However, the definition of an adult returner utilised in that study (that the individual should be aged 20 or over and have had at least a two-year break from initial full-time education) was more constrained than that used by the NIACE surveys and so it cannot necessarily be assumed that participation in adult learning in Scotland has increased so significantly in the past 15 years.

In addition, their definition of education and training (“any kind of study or training, or attended any classes including hobbies or personal interest classes ...[lasting] in total for 7 hours or more”) was perhaps more restricted than that used in the current survey and makes it difficult to directly compare findings.

In passing it is worth noting that the overall NIACE participation figures differ from those of NALS. Leaving aside the different coverage of the two surveys (NALS does not include Scotland) the questions used to ascertain participation are quite different.

Two broad categories of learning, taught and self-directed, are used in NALS series. As in previous surveys, a series of questions were asked in NALS 2002 to establish if respondents had undertaken any of these types of learning in the previous three years (i.e. since February 1999) or since leaving continuous full-time (CFT) education, whichever was shorter.

Taught learning includes:

1. Any taught courses meant to lead to a qualification
2. Any taught courses designed to help develop skills used in a job
3. Any courses, instructions or tuition in driving, playing a musical instrument, art or craft, sport or any practical skill
4. Evening classes
5. Learning involving an individual working on their own from a package of materials provided by any employer, college, commercial organisation or other training provider
6. Any other taught course, instruction or tuition

Self-directed learning

7. Supervised training while doing a job
8. Time spent keeping up to date with developments in one's work or profession
9. Deliberately trying to improve one's knowledge about anything or teach oneself a skill without taking part in a taught course

Thus in the NALS series a learner is defined as a “respondent who has left CFT education and has taken part in at least one of the above taught or self-directed learning activities within three years prior to the survey or since leaving CFT education (whichever period was shorter”. Using this definition some 76.4% of respondents in the 2002 study were defined as being active learners (Fitzgerald et al., 2002: pp 9,10,13. For further discussion of some of the differences between the NIACE and NALS surveys see Leman (2003)).

The figures in table 1.2 are however comparable, and they do certainly suggest that up to the period covered in this report, 2002, that there has been a real growth in participation by adults in learning in Scotland in recent years. Taking the results of the NIACE surveys over a twelve year period at face value they point to a dramatic increase in levels of participation in Scotland up to 2002. In 1999, for example, recorded levels of participation were amongst the lowest for all UK regions while in 2002 they are amongst the highest, and higher than the overall UK average.

Table 1.2: Reported levels of current and recent participation by respondents in Scotland compared to the UK (1990-2003)

| Country | 2003 | 2002 | 2001 | 2000 | 1999 | 1996 | 1990 |
|----------|------|------|------|------|------|------|------|
| Scotland | 38 | 44 | 36 | 34 | 33 | 38 | 22 |
| UK | 39 | 42 | 46 | 41 | 40 | 40 | 39 |

Source for 1990 figures: Sargant (2000) table 12.

Source for 1996 - 2003 figures Aldridge and Tuckett (2003) p 15

Note: the same question was used each year to identify participation in learning. The same sampling methodology was also employed.

Various attempts have been made to explain the apparent paradox of why traditionally higher staying on rates for initial levels of education (including further and higher education) in Scotland have not, in the past, seemed to be associated with correspondingly higher levels of participation by adults in continuing learning (Field and Schuller, 1999). In the qualitative study which followed the 1999 NIACE results it was suggested that the divergence in expected patterns (high levels of initial education leading to higher levels of participation by adults) in the case of Scotland largely "...disappeared on closer inspection, with higher IE [initial education] achievement dwindling and the appearance of lower CE [continuing education] participation resulting from different reporting habits- in itself an interesting cultural feature." (Schuller and Field, 1999, p69).

Up to 2002 in Scotland, the period covered in this report, did we really see a major rise in learning amongst adults in Scotland as the NIACE survey results suggest? If so this was obviously a significant trend to be welcomed and to be further studied. Certainly education has enjoyed a particularly high profile in Scotland since the establishment of the Scottish Parliament in 1999. While some of the more unrealistic expectations which accompanied the establishment of the Scottish Parliament have been moderated, it still retains a great deal of popular support.

Opinion polls for example, show that the proportion who thought that the Parliament had achieved "a lot" since its establishment doubled between September 2000 and February 2001 from 11% to 25%, while the majority thought it had achieved "a little" (McCrone, 2001).

The relatively short space of time since the establishment of the Parliament and the Scottish Executive has witnessed the production of an impressive range of policy papers and associated initiatives relating to different dimensions of post-compulsory education and training- commencing with the Independent Committee of Inquiry on Student Finance (the Cubie Committee) (also see Scottish Executive 2001a, Scottish Parliament 2002 and, most recently, Scottish Executive 2003a and 2003b). Could it be that these policy developments may already be associated with positive outcomes in terms of higher participation levels? It is interesting to note, for example, that there has been a growth of the number of people studying on a *part-time* basis in higher education in Scotland. Thus

in 1999-2000, part-time learners represented almost 40% of all in higher education- although their spread across the system was very uneven (Scottish Executive 2003b: 14).

There is indeed some other evidence of proportionately higher levels of demand in Scotland for post-compulsory education than other parts of the UK- for example, applications to higher education increased sharply by 3.8% compared to just 1% in the rest of the UK (UCAS, 2001). On the other hand, although the theme of lifelong learning has underpinned a range of policy areas associated not only with education and training but also economic development, social inclusion, urban and rural regeneration; generic issues about *adult* participation have tended to remain implicit or to be addressed on a sectoral basis (for example, adult literacy, mature students in higher education or vocational re-skilling).

Without further investigation it is only possible to speculate as to why the preliminary figures for 2003 indicate that Scotland may have experienced a downturn in participation of 6%, which is twice that of the national average. It could, for example, be associated with an economic slowdown with consequent knock-on effects on employers support for work based learning. It has also been suggested elsewhere that the targeting of much public policy towards "hard to reach" learners may have indirectly impacted on participation from the more typically high demand sections of the population (Aldrich and Tuckett 2003). Obviously these varying levels of reported participation require further investigation.

However one way or the other questions of equity and inclusion are central to addressing generic questions about the extent to which Scotland might be defined as being on the way to becoming a learning society. Or, in the phrase of the 1997 NIACE adult participation report, to what extent do current patterns of participation by adults appear to be contributing to reducing as opposed to reinforcing the 'learning divide' (Sargant et al., 1997)?

Educational background

In this and subsequent discussions the convention for defining 'recent learners' used in the main NIACE report for the 2002 survey will be followed. The term 'recent' learners thus combines those who were currently engaged in learning at the time of the study with those who have engaged in learning within the previous three year period.

This analysis shows that recent learners were significantly more likely to have higher levels of initial educational qualifications – 43% of recent learners compared to only 14% of those who had not undertaken recent learning had a degree or equivalent qualification. In contrast, almost 40% of those with no recent learning had no qualifications compared to only 11% of recent learners. Although the proportions differ, this is a similar trend to that found in all participation studies – participants in adult learning are more likely than non-participants to be well qualified. As a recent comprehensive review of surveys on participation concludes

...as a whole, participants in organised learning are no more representative of the whole population than they were 10 years ago. There has been growth in participation but less "breadth". (McGivney, 2002: p17).

Table 1.3: Adult learning participation patterns by the highest qualifications held by respondents in Scotland

| Highest qualification | No recent learning | Current/Recent learners |
|------------------------------------|---------------------------|--------------------------------|
| | % | % |
| None (< O level) | 39 | 11 |
| GCSE/SVQ2 | 25 | 17 |
| Higher/SVQ3 | 14 | 22 |
| Degree/HE/SVQ4-5 | 14 | 43 |
| Other | 3 | 4 |
| Don't know | 5 | 3 |
| Total number of respondents | 264 | 211 |

Note: The above are the qualification categories used in the NIACE survey, which can be mapped on to levels of the Scottish Credit and Qualifications Framework (SCQF, Appendix V).

Qualifications held are still very closely correlated with age completing full-time education so table 1.4 shows very similar patterns of participation. Three-quarters of those with no recent learning finished full-time education at age 16 or under compared to only 42% of recent learners. A quarter of the latter group stayed in full-time education until aged 21 or over; this compares with just 8% of those with no recent learning.

Table 1.4: Adult learning participation patterns by school leaving age of respondents in Scotland

| Age finished full-time education | No recent learning | Recent learners |
|---|---------------------------|------------------------|
| | % | % |
| 16 or under | 75 | 42 |
| 17-18 | 12 | 22 |
| 19-20 | 4 | 3 |
| 21 or over | 8 | 26 |
| Still full-time student | 0 | 8 |
| Total number of respondents | 264 | 211 |

Participation of women and men

The success of young women in school performance and in terms of entry to higher education has been one of the outstanding features of changes in educational participation patterns in recent decades. In relation to certain aspects of adult education, women have tended to have higher levels of participation than men - to the extent that in relation to community education in Scotland the question has been raised "where have all the men gone?" (Tett, 1994).

On the other hand, looking at the broader context across the population of Scotland as a whole the statistics show that in 2000, for all but one age category, men continue to demonstrate higher levels of qualifications than women (See Appendix V for details). The differences are particularly accentuated for the older age groups- thus 43% of women aged 55-59 had *no* formal educational qualifications- almost twice the percentage of men in this

category- 23%. Even in the younger age groups however the differences are striking- 21% of women as opposed to 14% of men had no formal qualifications in the 35-39 age group, 10% of women as opposed to 24% of men in the 40-44 age group.

Turning to the NIACE survey, as the figures in Table 1.5 show, a slightly higher proportion of women than men had undertaken recent learning (46% as opposed to 42%). On the other hand however slightly more women than men had not participated in any learning since leaving full-time education (36% as opposed to 32%).

Table 1.5: Adult learning participation patterns by gender of respondents in Scotland

| Scotland | Total % | Men % | Women % |
|---|--------------------|------------------|--------------------|
| Currently doing learning activity | 25 | 22 | 28 |
| Learning within last 3 years | 19 | 20 | 19 |
| >3 years since studied/learned | 21 | 24 | 17 |
| Don't know | 1 | 0 | 1 |
| <i>Total engaged in recent learning</i> | <i>44</i> | <i>42</i> | <i>47</i> |
| Total number of respondents | 475 | 230 | 245 |

The implications of gendered divisions of labour and educational experiences, outcomes and pathways undoubtedly require more investigation in Scotland as elsewhere. Why, for example, is the better performance of girls and young women in initial education not being translated into greater equity in pay and employment status? How is the danger of a zero sum game to be avoided (namely, if women are to get more access to lifelong learning opportunities does this mean men may get less)? Are the learning opportunities in which men and women are participating equivalent in length, status, cost etc.?

These matters appear of particular significance because of the prevalence of a contemporary discourse in certain arenas about the 'crisis of men'.

A study of historical debates about men and masculinities reveals an interesting pattern. For it is apparent that whenever larger social and public concerns raise their head (i.e. about possible war, economic recession, rises in crime, educational underachievement, or the moral fabric of a nation) then very quickly the issues of boys/men come to the fore; usually how to change them, control them, provide them with a purpose, or simply avoid the worst excesses of anti-social male behaviour. What emerges, in fact, is a moral panic around men and masculinity, which can quickly turn into a backlash against women and feminism.

(Whitehead and Barrett, 2001: p 8).

Social class

In terms of the social class profile of learners in the formal sector of post-compulsory education, the figures for Scotland do appear slightly better than those for other parts of the UK. The extent however to which expansion has resulted in any redistribution of opportunity remains the subject of much debate. On the one hand, Paterson (2001) drawing particularly on data from the Scottish School Leaver's Survey suggests that there

is evidence that those from working class backgrounds are increasingly likely to participate in further and higher education. On the other hand information from UCAS suggests little change in the proportion of those entering higher education from socio-economic groups IV and V in recent years (Scottish Executive 2003b).

Significant inequalities remain and the link between education and economic mobility appears to be a contributory factor across the UK to an actual *fall* in intergenerational economic mobility (for both men and women) over the last 40 years (Blanden 2002). A comparative analysis based on detailed information from two large data sets (the National Child Development Study and the British Cohort Survey) found that by the year 2000 the income levels achieved by those born in 1970 were determined by the income levels of their parents “to a significantly higher extent” than was the case for those born in 1958 (Blanden et al., 2002) and differential levels of participation in formal post-compulsory education were identified as important contributory factors to this reduction in economic mobility.

Specifically in relation to the West of Scotland, a recent quantitative and qualitative study of 395 young people who had attended secondary schools in areas of socio-economic disadvantage in Glasgow, Lanark, Ayr and Argyll shows that underlying lack of school achievement is identified as "the most important factor" in determining initial destinations in post-school education of disadvantaged young people (Forsyth and Furlong 2003).

Four main reasons for this pattern are identified here as relevant for our interest in adult participation patterns. Firstly, a group of obstacles associated with various educational barriers inherited from their school days. Secondly, problems associated with lack of familiarity with post-compulsory education (in terms, for example, of courses, subjects, institutions and student life). As a consequence, many of the most talented young people taking part in the research ended up in unsuitable courses. A third group of barriers is economic - both in direct terms related to lack of finance and in relation to fear of debt. Fourthly, issues associated with institutional culture - viewed by some of the young people as unfamiliar and middle-class.

Whether or not simple expansion of opportunities assists in widening access for adults the fact remains that, as table 1.6 indicates, social class- or more correctly- socio-economic status as a proxy for social class) is strongly associated with levels of participation.

Almost half of those who had not currently/recently participated in learning were in SES group DE (46%) as opposed to 15% of those from social groups AB.

Table 1.6: Adult learning participation patterns by social class of respondents in Scotland

| Socio-economic status | No recent learning % | Current/Recent learners % |
|------------------------------------|--------------------------------|-------------------------------------|
| AB | 15 | 29 |
| C1 | 19 | 30 |
| C2 | 20 | 18 |
| DE | 46 | 23 |
| Total number of respondents | 264 | 211 |

Intergenerational inequalities

Here again, there appears to be little evidence of change from earlier surveys. Recent learners were significantly more likely to be in the younger age groups – 58% of recent learners were under 44 years of age compared to 34% of those who had not engaged in learning over the previous three years. As younger adults will have had greater opportunity to benefit from the expansion of initial education (into which definition it is increasingly appropriate to include direct progression to further and higher education) this points not only to a continuing intergenerational learning divide but also to a divide which is potentially increasing.

Table 1.7: Adult learning participation patterns by age of respondents in Scotland

| Current age | No recent learning % | Current/Recent learners % |
|------------------------------------|---------------------------------|--------------------------------------|
| 17-19 | 3 | 12 |
| 20-24 | 3 | 11 |
| 25-34 | 12 | 17 |
| 35-44 | 16 | 18 |
| 45-54 | 18 | 20 |
| 55-64 | 22 | 12 |
| 65-74 | 16 | 6 |
| 75+ | 10 | 3 |
| Total number of respondents | 264 | 211 |

2 Information channels: how people learn about learning opportunities

As learning opportunities expand with new providers coming on the scene, ensuring comprehensive access to quality information and guidance has become a high policy priority. In the UK-wide survey, 20% named the workplace or their employer's training officer as the main source of information and a further 12% cited their workmates, leaving approximately 70% who had found their information from sources outside the workplace. These others indicated a wide range of word-of-mouth, printed, institutional, internet and telephone helpline sources. The UK survey notes how the use of internet as a source of information about opportunities for learning is developing less slowly than had been anticipated; and also that telephone helplines, such as LearnDirect are known to be attracting growing numbers of callers (Sargant and Aldridge, 2002, p. 51).

Given that only 211 recent learners in Scotland answered this question and given the length and diversity of the list from which they chose to name their main source of information, the data in the tables below need to be approached with some caution. With this proviso in mind, table 2.1 does suggest that the information channels used by men and women may be somewhat different.

Table 2.1: Source of information about main subject of most recent learning, by gender

| Mentioned by at least 1% of recent learners in Scotland | Men % | Women % | All % |
|--|------------------|--------------------|------------------|
| Work employer, training office, personnel | 23 | 12 | 17 |
| Friends/family | 13 | 14 | 14 |
| Workmates/colleagues | 14 | 13 | 14 |
| Newspapers/magazines | 10 | 16 | 13 |
| Colleges | 7 | 11 | 9 |
| School | 6 | 9 | 8 |
| University/OU/HE | 2 | 5 | 3 |
| Community centre/voluntary group | 1 | 5 | 3 |
| Public library | 2 | 4 | 3 |
| Job centre, job club | 6 | 0 | 3 |
| Printed publicity elsewhere | 3 | 1 | 2 |
| Careers service, guidance service | 2 | 1 | 2 |
| Internet/www/online | 2 | 2 | 2 |
| Printed publicity delivered to home | 2 | 1 | 1 |
| Trade union/prof. association | 1 | 0 | 1 |
| Learndirect | 1 | 0 | 1 |
| TV | 2 | 1 | 1 |
| Adult education centre/WEA | 0 | 1 | 0 |
| Other | 9 | 10 | 9 |
| Don't know | 2 | 4 | 3 |
| Total number of respondents | 98 | 113 | 211 |

Learners in Scotland commonly heard about their most recent learning activity through their employers (17%), workmates (14%), friends and family (14%) or newspapers and magazines (13%). Newspapers and magazines as a source of information were more common in Scotland (13%) than in the UK as a whole (7%). Analysis by gender shows that men were more likely to have found out from their employer (23%) or their workmates and colleagues (14%), while the most frequent sources of information for women were newspapers and magazines (16%) and friends and family (14%). Women were also more likely than men to cite educational institutions such as schools, colleges, and university. One in four women described one of these institutions as her main source of information, almost exactly the same number of women as those who said they had been informed through their employer or workmates. By contrast, 37% of men cited work-related sources, with only 15% mentioning school, college or university.

In the analyses by age, employment status and social class that follow, again caution needs to be exercised in interpretation as the numbers in each group are small. Tables have also been compiled to show only sources mentioned by at least 2% of respondents. With these constraints in mind, table 2.2 suggests some potentially interesting differences in the ways in which different age groups access information about learning opportunities.

Table 2.2: Source of information about main subject of most recent learning, by age

| Sources mentioned by at least 2% of all recent learners in Scotland | 17-24 % | 25-44 % | 45-64 % | 65 + % |
|--|----------------|----------------|----------------|---------------|
| Work employer, training office, personnel | 14 | 27 | 14 | 0 |
| Friends/family | 22 | 12 | 8 | 20 |
| Workmates/colleagues | 6 | 19 | 17 | 5 |
| Newspapers/magazines | 6 | 7 | 24 | 20 |
| Colleges | 14 | 11 | 2 | 10 |
| School | 26 | 3 | 0 | 5 |
| University/OU/HE | 2 | 5 | 3 | 0 |
| Community centre/voluntary group | 0 | 3 | 5 | 10 |
| Public library | 0 | 3 | 5 | 5 |
| Job centre, job club | 2 | 5 | 2 | 0 |
| Printed publicity elsewhere | 2 | 1 | 2 | 0 |
| Careers service, guidance service | 4 | 1 | 0 | 0 |
| Internet/www/online | 0 | 4 | 2 | 0 |
| Total number of respondents | 50 | 75 | 66 | 20 |

Table 2.2 shows that young people from 17 to 24 were most likely to have found out about their main subject through school (26%); from friends /family (22%); or from their employer or colleges (both 14%). Those aged from 25-44 were most likely to have

learned about it from their work, training office or personnel section (27%); from workmates and colleagues (19%); or from friends and family (12%). Older adults (aged 45-64) appeared to look further afield for information, citing newspapers / magazines (24%); workmates / colleagues (17%); and work employer (14%) as their main sources; while for those over 65, newspapers and magazines (20%) and friends and family (20%) were the most common sources. These differences suggest this is a topic which could easily benefit from further investigation.

In table 2.3 the work-related sources of information (work employer and workmates) are contrasted with the educational institutions (colleges, school and university).

Table 2.3: Combined sources of information about main subject of most recent learning, by age

| Sources mentioned by at least 2% of all recent learners in Scotland | 17-24 % | 25-44 % | 45-64 % | 65 + % |
|---|-----------|-----------|-----------|-----------|
| Work-related: net | 20 | 45 | 30 | 5 |
| Education institutions: net | 42 | 19 | 5 | 15 |
| Total number of respondents | 50 | 75 | 66 | 20 |

This shows how the youngest age group is most likely to look for information in traditional education institutions, while responses from the 25-44 age group suggest that their learning is predominantly driven by their working lives. By contrast the older adults, working or retired, appear to cast their nets more widely when seeking information about learning opportunities. The most frequent sources of information cited by learners in different employment situations are given in table 2.4.

Table 2.4: Source of information about main subject of most recent learning, by employment status

| Sources mentioned by at least 2% of all recent learners in Scotland | Working (FT or PT) % | Not working/unemployed % | Retired % | Student (FT) % |
|---|----------------------|--------------------------|-----------|----------------|
| Work employer, training office, personnel | 25 | 3 | 3 | 0 |
| Friends/family | 11 | 20 | 16 | 18 |
| Workmates/colleagues | 22 | 0 | 0 | 0 |
| Newspapers/magazines | 8 | 27 | 28 | 0 |
| Colleges | 10 | 0 | 6 | 18 |
| School | 4 | 13 | 3 | 29 |
| University/OU/HE | 4 | 0 | 3 | 12 |
| Community centre/voluntary group | 2 | 10 | 6 | 0 |
| Public library | 2 | 3 | 6 | 0 |
| Job centre, job club | 1 | 7 | 0 | 0 |
| Printed publicity elsewhere | 1 | 3 | 3 | 0 |
| Careers service, guidance service | 2 | 0 | 0 | 0 |
| Internet/www/online | 2 | 0 | 3 | 0 |
| Total number of respondents | 132 | 30 | 32 | 17 |

Those in full-time or part-time work said that their principal sources of information had been work employer (25%); workmates / colleagues (22%); and friends / family (11%).

Although it is unsurprising that almost all of those who saw the workplace as a source of information came from this group, perhaps it is surprising that over half of those in work said that their main source of information about learning was outside the workplace. For those unemployed or not working, newspapers / magazines (27%) and friends / family (20%) were the most mentioned sources; and the same sources had been useful to those who had retired (newspapers/magazines: 28%; friends / family 16%). Full-time students mentioned school (29%), and colleges and friends / family (each 18%).

Research drawing on the concept of social capital highlights significant differences in the resources, networks and reference groups drawn upon by different social classes (for example, Baron et al, 2000). This is important when it comes to the issue of ways in which people gain information about learning opportunities - particularly in relation to learners from socially economically disadvantaged backgrounds who appear to be particularly in danger of selecting a course which may not best suit their needs because of lack of familiarity with the education system and lack of good information and guidance (Forsyth and Furlong, 2003).

Table 2.5 shows the main sources of information used by respondents in the different socio-economic groups used in the NIACE survey:

- AB: most likely to mention newspapers/magazines (21%); friends and family (15%); workmates/ colleagues (15%);
- C1: most likely to mention work employer (25%); workmates/colleagues (14%); friends and family (13%);
- C2: most likely to mention work employer (21%); colleges (21%); workmates/ colleagues (18%);
- DE: most likely to mention newspapers/magazines (16%); friends and family (14%).

Table 2.5: Source of information about main subject of recent learning, by socio-economic group.

| Sources mentioned by at least 2% of all recent learners in Scotland | AB % | C1 % | C2 % | DE % |
|--|-----------------|-----------------|-----------------|-----------------|
| Work employer, training office, personnel | 2 | 25 | 21 | 8 |
| Friends/family | 15 | 13 | 16 | 14 |
| Workmates/colleagues | 15 | 14 | 18 | 8 |
| Newspapers/magazines | 21 | 6 | 5 | 16 |
| Colleges | 5 | 6 | 21 | 8 |
| School | 5 | 10 | 3 | 10 |
| University/OU/HE | 10 | 3 | 0 | 0 |
| Community centre/voluntary group | 3 | 2 | 0 | 8 |
| Public library | 2 | 5 | 3 | 2 |
| Job centre, job club | 0 | 3 | 3 | 6 |
| Printed publicity elsewhere | 2 | 2 | 0 | 2 |
| Careers service, guidance service | 0 | 3 | 0 | 2 |
| Internet/www/online | 5 | 2 | 0 | 0 |
| Total number of respondents | 61 | 63 | 38 | 50 |

Although the numbers involved are too small to draw any clear conclusions, it is interesting to note that both AB and DE respondents are more likely than other groups to look for information outside the workplace.

3 Diversity of learning opportunities: where people choose to learn

The growth of opportunities for learning outside the conventional classroom gives potential learners an expanding choice of locations. It is interesting to look at where recent learners had chosen to extend their skills and knowledge. Table 3.1 shows their responses.

Table 3.1: Main location of learning, by gender

| Mentioned by all recent learners in Scotland | Men % | Women % | All % |
|---|------------------|--------------------|------------------|
| FE college | 24 | 18 | 21 |
| Where I work | 25 | 17 | 21 |
| University/OU | 8 | 19 | 14 |
| At home- informal learning/from a book | 9 | 6 | 8 |
| At home – correspondence or open learning | 4 | 7 | 6 |
| At home – using a computer, CD-ROM, Internet | 6 | 5 | 5 |
| Local school or other education centre | 6 | 4 | 4 |
| Adult education centre/WEA | 2 | 5 | 4 |
| Community centre/leisure centre | 0 | 5 | 3 |
| Employer’s training centre | 3 | 3 | 2 |
| Other private training centre/hotel | 4 | 1 | 2 |
| With an informal group or voluntary organisation | 0 | 4 | 2 |
| Local ICT centre (LearnDirect) | 1 | 1 | 1 |
| While driving, travelling | 0 | 2 | 1 |
| Public library | 0 | 2 | 1 |
| At home – radio or TV | 0 | 2 | 1 |
| Job centre/skill centre/job club | 0 | 1 | * |
| Other | 7 | 0 | 3 |
| Don’t know | 0 | 2 | 1 |
| Total number of respondents | 99 | 113 | 212 |

Further education college, tertiary or sixth form college and the workplace were the two most frequently mentioned locations for learning. Interestingly, the workplace as a location was more common in Scotland (21%) than the UK as a whole (15%). Men were more likely than women to be learning at work or at an FE college, whereas 19% of women, but only 8% of men were studying at university. Women were also slightly more likely to be studying at home through open learning.

Bearing in mind that the range of opportunities for learners may depend on their urban or rural location, locations mentioned by at least 2% of recent learners in Scotland have been analysed by the type of area.

Table 3.2: Main location of learning, by area type

| Mentioned by at least 2% of recent learners | Urban % | Rural % |
|--|--------------------|--------------------|
| FE college | 24 | 15 |
| Where I work | 24 | 13 |
| University/OU | 15 | 11 |
| At home- informal learning/from a book | 5 | 13 |
| At home – correspondence or open learning | 3 | 11 |
| At home – using a computer, CD-ROM, Internet | 7 | 2 |
| Local school or other education centre | 4 | 5 |
| Adult education centre/WEA | 3 | 5 |
| Community centre/leisure centre | 3 | 3 |
| Employer’s training centre | 1 | 7 |
| Other private training centre/hotel | 3 | 0 |
| With an informal group or voluntary organisation | 1 | 5 |
| Other | 3 | 2 |
| Total number of respondents | 150 | 61 |

Rural respondents were less likely to be learning at work, or in higher or further education; they were, however, more likely than urban respondents to be learning, informally or through open learning, at home. They did not, however, make more use of learning on the internet.

Appropriate provision of opportunities for life-long learning requires an understanding of the needs and preferences of learners of different ages. Table 3.3 below shows the location of learning for ‘recent learners’, by age.

Table 3.3: Main location of learning, by age group

| Mentioned by at least 2% of recent learners | 17-24 % | 25-44 % | 45-64 % | 65 + % |
|--|--------------------|--------------------|--------------------|-------------------|
| FE college | 33 | 27 | 9 | 15 |
| Where I work | 19 | 27 | 21 | 0 |
| University/OU | 27 | 5 | 14 | 15 |
| At home- informal learning/from a book | 2 | 5 | 14 | 10 |
| At home – correspondence, open learning | 2 | 6 | 8 | 5 |
| At home – using a computer, CD-ROM, Internet | 2 | 5 | 9 | 0 |
| Local school or other education centre | 6 | 3 | 2 | 20 |
| Adult education centre/WEA | 2 | 4 | 5 | 5 |
| Community centre/leisure centre | 0 | 4 | 2 | 10 |
| Employer’s training centre | 0 | 3 | 5 | 0 |
| Other private training centre/hotel | 0 | 6 | 0 | 0 |
| With informal group or voluntary organisation | 0 | 1 | 2 | 10 |
| Other | 4 | 3 | 5 | 0 |
| Total number of respondents | 48 | 77 | 66 | 20 |

Most younger people are likely to be learning in a directly post-school environment, as is shown in table 3.4. Three out of five of them were learning in these settings, with a further 19% learning in the workplace. The workplace was the main location of learning for the largest groups of those aged 25-44 (27%) and 45-64 (21%), although a further 27% of the 25-44 age group named an FE college as their main location of learning.

Table 3.4: Main location of learning, by social class

| Mentioned by at least 2% of recent learners | AB % | C1 % | C2 % | DE % |
|--|-----------------|-----------------|-----------------|-----------------|
| FE college | 11 | 19 | 30 | 30 |
| Where I work | 15 | 29 | 30 | 10 |
| University/OU | 28 | 11 | 3 | 8 |
| At home- informal learning/from a book | 10 | 2 | 16 | 8 |
| At home – using computer, CD-ROM, Internet | 10 | 3 | 3 | 4 |
| At home – correspondence, open learning | 8 | 8 | 3 | 2 |
| Local school or other education centre | 5 | 5 | 3 | 4 |
| Adult education centre/WEA | 2 | 2 | 3 | 10 |
| Community centre/leisure centre | 0 | 3 | 3 | 6 |
| Employer’s training centre | 2 | 5 | 3 | 0 |
| Other private training centre/hotel | 0 | 5 | 0 | 4 |
| With an informal group or voluntary organisation | 3 | 2 | 0 | 2 |
| Other | 7 | 3 | 0 | 0 |
| Total number of respondents | 61 | 63 | 37 | 50 |

Table 3.4 shows that respondents defined as AB were most likely to be learning at university (28%), with 15% learning in the workplace. The workplace was also the main location of learning for those in categories of C1 (29%) and C2 (29%). Further education colleges were also the main location for 30% of those in the C2 group, and for 30% of group DE.

These patterns are potentially significant for policy development as the recent (2003a) strategy paper on lifelong learning stresses the importance of seeking to improve the skills of people who are not working - 35% of those who are not in work do not have any qualifications while 47% have qualifications below SCQF level 5 (37).

4 Duration of learning: how long is a piece of string?

Recent learners were asked about the length of time their course of learning was expected to last. Table 4.1 shows their responses, compared to the responses for the whole United Kingdom.

Table 4.1: Length of time altogether that learning is expected to take/has taken

| Length of time | Total UK % | Scotland % |
|------------------------------------|-----------------------|-----------------------|
| Less than one week | 4 | 7 |
| 1 week-1 month | 5 | 6 |
| >1 month-3 months | 8 | 13 |
| >3 months-6 months | 10 | 10 |
| 7-12 months | 12 | 8 |
| 1-2 years | 17 | 12 |
| Over 2 years | 41 | 42 |
| Don't know | 2 | 2 |
| Total number of respondents | 2073 | 211 |

Over half were undertaking learning which lasted for more than one year, although students in Scotland were slightly less likely (54%) to be undertaking learning of this duration than the UK total (58%). This contrasts with the Munn and MacDonald study (1988) which found only 23% of 'returners' had taken a course lasting more than one year. Learning of less than one month was not particularly common with only 13% of Scottish learners and 9% of UK learners undertaking such learning.

Table 4.2: Expected duration of recent studies, by gender

| Length of time | Men % | Women % |
|------------------------------------|------------------|--------------------|
| Less than one month | 14 | 12 |
| >1 month-6 months | 29 | 18 |
| 7 months – 2 years | 22 | 19 |
| Over 2 years | 31 | 50 |
| Don't know | 3 | 1 |
| Total number of respondents | 99 | 113 |

Table 4.3: Expected duration of recent studies, by age

| Length of time | 17-24 % | 25-44 % | 45-64 % | 65 + % |
|------------------------------------|--------------------|--------------------|--------------------|-------------------|
| Less than one month | 6 | 16 | 12 | 19 |
| >1 month-6 months | 13 | 33 | 20 | 23 |
| 7 months – 2 years | 31 | 14 | 20 | 19 |
| Over 2 years | 48 | 36 | 47 | 38 |
| Don't know | 2 | 1 | 2 | 0 |
| Total number of respondents | 48 | 76 | 66 | 21 |

Men expected to study for shorter periods of time than women: 43% of men, but only 30% of women, were expecting to study for up to six months. Half of the women, but only 31% of the men, were expecting to study for over two years. There is no clear pattern relating to the age-groups: although only one in five of the youngest age group expected to study for less than six months, all age groups, including those over 65, were represented amongst those expecting to study over two years.

Table 4.4: Expected duration of recent learning, by employment status

| Length of time | Working (FT) % | Working (PT) % | Unemployed % | Not working % | Retired % | Student (FT) % |
|------------------------------------|----------------|----------------|--------------|---------------|-----------|----------------|
| Less than 1 month | 18 | 11 | 33 | 4 | 9 | 0 |
| >1-6 months | 22 | 21 | 16 | 36 | 30 | 0 |
| 7 months – 2 years | 19 | 26 | 50 | 20 | 12 | 22 |
| Over 2 years | 36 | 42 | 0 | 36 | 48 | 78 |
| Don't know | 3 | 0 | 0 | 4 | 0 | 0 |
| Total number of respondents | 94 | 38 | 6 | 25 | 33 | 18 |

What is interesting here is the relatively high percentage, in all groups apart from the unemployed, who were committed to studying for over two years, including 36% of those not working, 48% of those who had retired, and 78% of full-time students.

Table 4.5: Expected duration of recent learning, by socio-economic group

| Length of time | AB % | C1 % | C2 % | DE % |
|------------------------------------|-----------|-----------|-----------|-----------|
| Less than 1 month | 5 | 19 | 18 | 12 |
| >1 month-6 months | 16 | 23 | 15 | 37 |
| 7 months – 2 years | 20 | 20 | 28 | 16 |
| Over 2 years | 59 | 38 | 30 | 32 |
| Don't know | 0 | 0 | 8 | 2 |
| Total number of respondents | 61 | 64 | 39 | 49 |

Respondents defined in socio-economic group AB were more likely to be engaged on longer programmes of study, with 59% expecting to study over two years; but approximately one in three of the learners in the other groups was also expecting to study over two years. It would be interesting in future research to extract those learners who have progressed from initial education directly to full-time study in order to look more closely into the inter-relationship for those from different social classes of issues access, duration of study and progression.

In her recent analysis of progression routes for new groups of adult learners McGivney (2003) highlights the strong view of many experienced practitioners, supported by some research evidence, that participation should be valued regardless of direct progression outcomes as, over time people will effectively continue to engage in learning 'by default' - in other words, the best way of ensuring that people will wish to continue in learning is to help them to get over the first hurdle of participating in what is to them an enjoyable and satisfactory learning experience.

Concentration on participation alone, however, can lead to an imbalance, with the provision for adult learners weighted at the basic or introductory learning levels. While research consistently shows that short programmes of any kind can lead to a continuation of learning, there is also evidence that courses to attract new learners are often offered only at basic levels with no follow-up opportunities at a more advanced level. Although support for short introductory programmes is vital, the downside is that the individuals who get involved in such learning may not be offered any options to go further. (McGivney, 2003: 50-51)

Learners were also asked how many hours per week they spent on their learning. Table 4.6 compares the time commitments of Scottish learners with those throughout the UK.

Table 4.6: Hours a week spent on new learning

| Hours per week spent on new learning | Total UK % | Scotland % |
|---|-----------------------|-----------------------|
| Up to 3 | 29 | 27 |
| 4-9 | 28 | 28 |
| 10-20 | 22 | 19 |
| 21-30 | 10 | 14 |
| 31-40 | 8 | 9 |
| 41+ | 3 | 4 |
| Don't know | 1 | 0 |
| Mean | 12.79 | 14.23 |
| Total number of respondents | 2073 | 211 |

As table 4.6 shows, learners in Scotland appeared slightly more likely to be engaged in learning for 21 or more hours a week than their counterparts throughout the UK, and 13% were spending 31 hours or more on their learning activity. The mean number of hours spent on learning was 14.23 in Scotland, although the majority (54%) spent less than 10 hours a week on learning their main subject. Tables 4.7 and 4.8 look in more detail at duration of learning in Scotland, by gender and age.

Table 4.7: Hours a week spent on new learning, by gender

| Hours per week spent on new learning | Male % | Female % |
|---|-------------------|---------------------|
| Up to 3 | 22 | 30 |
| 4-9 | 28 | 27 |
| 10-20 | 15 | 24 |
| 21-30 | 13 | 14 |
| 31-40 | 13 | 5 |
| 41+ | 8 | 0 |
| Total number of respondents | 99 | 114 |

Table 4.8: Hours a week spent on new learning, by age group

| Hours per week spent on new learning | 17-24 % | 25-44 % | 45-64 % | 65 + % |
|---|--------------------|--------------------|--------------------|-------------------|
| Up to 3 | 8 | 23 | 37 | 52 |
| 4-9 | 14 | 33 | 32 | 29 |
| 10-20 | 20 | 16 | 20 | 19 |
| 21-30 | 33 | 12 | 6 | 0 |
| 31-40 | 20 | 8 | 5 | 0 |
| 41+ | 4 | 7 | 0 | 0 |
| Total number of respondents | 49 | 73 | 66 | 21 |

Fifty per cent of men and 57% of women were spending less than 10 hours each week on their learning. One in five of the men, but only one in twenty of the women, said they were committing over 30 hours a week to learning.

Those learning for nine hours or less included 22% of the 17-24 year olds; 56% of those aged 25-44; 69% of those aged 45-64 and 81% of those aged 65 and over. Unsurprisingly, younger age groups were more likely to be committing over 30 hours a week to learning: 24% of those aged 17-24; 15% of those aged 25-44; only 5% of those aged 45-64 and none of those aged 65 and over.

Analysis by employment status, table 4.9, confirms that none of those committing over 20 hours a week to learning was retired, and that full-time students comprised only 16% of the 56 people who said they were studying over 20 hours a week. A further 14% of this group described themselves as unemployed or not working, but the great majority (70%) of those learning more than 20 hours a week were also in employment, 54% in full-time employment and 16% working part-time.

Table 4.9: Hours a week spent on recent learning, by employment status

| Hours per week spent on recent learning | Working (FT or PT) % | Not working/ unemployed % | Retired % | Full-time student % |
|--|-------------------------------------|--|----------------------|------------------------------------|
| Up to 3 | 23 | 27 | 53 | 6 |
| 4-9 | 32 | 30 | 25 | 0 |
| 10-20 | 16 | 17 | 22 | 38 |
| 21-30 | 12 | 23 | 0 | 31 |
| 31-40 | 13 | 3 | 0 | 13 |
| 41+ | 5 | 0 | 0 | 13 |
| Total number of respondents | 132 | 30 | 32 | 16 |

Table 4.10: Hours a week spent on recent learning, by socio-economic status

| Hours per week spent on recent learning | AB % | C1 % | C2 % | DE % | All classes % |
|--|-------------|-------------|-------------|-------------|----------------------|
| Up to 3 | 31 | 27 | 13 | 33 | 27 |
| 4-9 | 34 | 24 | 29 | 22 | 27 |
| 10-20 | 21 | 21 | 13 | 16 | 18 |
| 21-30 | 3 | 16 | 21 | 18 | 14 |
| 31-40 | 7 | 10 | 13 | 8 | 9 |
| 41+ | 3 | 3 | 11 | 2 | 4 |
| Total number of respondents | 61 | 63 | 38 | 49 | 211 |

Table 4.10 suggests that respondents in category AB were least likely to be committing 21 or more hours a week to learning than the other groups, but the small numbers involved prevent any firm conclusions about this.

5 Motivation: why people engage in learning

As qualitative research from the perspective of biographical life histories has demonstrated, motivation to participate in a particular learning opportunity is best conceived as the outcome of a process involving a complex combination of individual, social and economic factors (for example, Alheit, 1995). In the NIACE study respondents are provided with a series of options from which they are asked to select those which best fit the reasons why they embarked on their most recent learning activity. For practical purposes therefore personal decision making processes, the inter-play of opportunities with ‘trigger’ events and the like have to be left aside for the benefit of seeking summary and comparable quantitative information.

In this context, the most frequently cited reasons for participation by respondents were firstly, interest in the subject (35%); secondly, the enjoyment of learning (30%); and, thirdly, because they thought it would help in their current job (29%). The issue of growing compulsion to participate in continuing education/lifelong learning is one which had been gaining growing attention in recent years. As table 5.1 indicates 5% of the sample in Scotland regarded themselves as being in this category. It would seem important to undertake further analysis around areas such as the outcomes and completion rates for such participants- not to mention their likely interest in further learning.

Table 5.1: Details of main reasons for starting current/recent learning

| Items mentioned by at least 1% of recent learners in Scotland | % |
|--|------------|
| I am interested in the subject/personal interest | 35 |
| I enjoy learning/it gives me pleasure | 30 |
| To help in my current job | 29 |
| To develop myself as a person | 19 |
| To get a job | 17 |
| To get a recognised qualification | 15 |
| To make my work more satisfying | 14 |
| To get a rise in earnings | 8 |
| To improve my self-confidence | 7 |
| To get a job with a different employer | 6 |
| To change the type of work I do | 6 |
| To help me get onto a future course of learning | 5 |
| To meet people | 4 |
| To get promotion | 3 |
| Not really my choice – employer requirement | 3 |
| As a result of participating in another activity | 2 |
| Not really my choice – professional requirement | 1 |
| Not really my choice – benefit requirement | 1 |
| Total number of respondents | 211 |

Given the small numbers involved in tables 5.2, 5.3 and 5.4, the range of reasons given are summarised under four main categories - personal development, work related, educational and external pressures ("not my choice").

Table 5.2: Summary of main reasons for engaging in recent learning in Scotland

| Reasons | All recent learners |
|------------------------------------|----------------------------|
| | % |
| Personal development | 61 |
| Work related | 58 |
| Education / progression | 18 |
| Not my choice | 5 |
| Don't know | 1 |
| Total number of respondents | 211 |

The following tables need to be interpreted with caution because of small numbers. As might be expected, younger people and those in socio-economic groups C1 and C2 were most likely to cite education / progression as reasons for engaging in learning. Interestingly, personal development reasons appeared high on the lists across all age groups. The issue of compulsion mentioned by 5% in total is one which would merit further investigation.

Table 5.3: Main reasons for engaging in recent learning in Scotland, by socio-economic group

| Reasons | AB | C1 | C2 | DE |
|------------------------------------|-----------|-----------|-----------|-----------|
| | % | % | % | % |
| Personal development | 75 | 49 | 50 | 66 |
| Work related | 48 | 73 | 61 | 48 |
| Education / progression | 13 | 24 | 21 | 14 |
| Not my choice | 3 | 5 | 5 | 6 |
| Don't know | 2 | 2 | 3 | 0 |
| Total number of respondents | 61 | 63 | 38 | 50 |

Table 5.4: Main reasons for engaging in recent learning in Scotland, by age when finished full-time education

| Age finished education: | 16 or under | 17-18 | 19-20 | 21 or over | Still a student |
|------------------------------------|--------------------|--------------|--------------|-------------------|------------------------|
| | % | % | % | % | % |
| Reasons for learning: | | | | | |
| Personal development | 56 | 65 | 63 | 63 | 56 |
| Work related | 50 | 70 | 50 | 57 | 75 |
| Education / progression | 13 | 28 | 38 | 11 | 31 |
| Not my choice | 7 | 0 | 13 | 6 | 0 |
| Don't know | 1 | 0 | 0 | 2 | 6 |
| Total number of respondents | 88 | 46 | 8 | 54 | 16 |

Qualification aims

Recent learners were asked whether they were aiming to acquire qualifications and at what level. Table 5.5 compares the responses of learners in Scotland with those of all interviewees throughout the UK.

Table 5.5: Qualification aims

| Qualification aims | Total UK % | Scotland % |
|------------------------------------|-----------------------|-----------------------|
| None (or <O level) | 38 | 45 |
| GSCE/SVQ2 | 8 | 6 |
| Higher/NVQ/SVQ3 | 9 | 5 |
| Degree/HE/NVQ/SVQ4-5 | 29 | 31 |
| Other | 10 | 7 |
| Don't know | 5 | 7 |
| Total number of respondents | 2073 | 211 |

Note: The above are the qualification categories used in the NIACE survey, which can be mapped on to levels of the Scottish Credit and Qualifications Framework (SCQF, Appendix V).

Fewer respondents in Scotland than the UK as a whole were aiming to achieve a qualification (49% compared to 56%). This fits in with the finding that education/progression reasons and gaining a recognised qualification appeared to be less important to Scottish learners than other work-related or personal development reasons for undertaking the learning. Of those who were aiming for a qualification, HE level qualifications were by far the most common with almost a third aiming for these. Scottish participants were more likely than UK respondents as a whole to be aiming for HNC/Ds.

Table 5.6: Qualification aims, by gender

| Qualification aims | Male % | Female % | All % |
|------------------------------------|-------------------|---------------------|------------------|
| None (or <O level) | 47 | 44 | 45 |
| GSCE/SVQ2 | 7 | 4 | 6 |
| Higher/SVQ3 | 7 | 3 | 5 |
| Degree/HE/SVQ4-5 | 28 | 32 | 31 |
| Other | 7 | 7 | 7 |
| Don't know | 4 | 9 | 7 |
| Total number of respondents | 97 | 114 | 211 |

Differences are small, with a slightly higher percentage of men aiming at no qualification, and slightly more women (32%) than men (28%) studying for a degree or level 4/5 qualification.

Table 5.7: Qualification aims, by age

| Qualification aims | 17-24 | 25-44 | 45-64 | 65 + |
|------------------------------------|--------------|--------------|--------------|-------------|
| | % | % | % | % |
| None (or <O level) | 16 | 49 | 59 | 60 |
| GSCE/SVQ2 | 10 | 5 | 3 | 5 |
| Higher/SVQ3 | 6 | 5 | 1 | 5 |
| Degree/HE/SVQ4-5 | 60 | 26 | 19 | 10 |
| Other | 4 | 9 | 7 | 5 |
| Don't know | 2 | 4 | 9 | 15 |
| Total number of respondents | 50 | 74 | 68 | 20 |

Older students were more likely to be engaged on learning which did not lead to a qualification, and the 17-24 age group included the largest percentage (60%) studying for a degree or level 4 or 5 qualification. There were, however, people studying at all levels in all age groups.

Table 5.8: Qualification aims, by socio-economic group

| Qualification aims | AB | C1 | C2 | DE |
|------------------------------------|-----------|-----------|-----------|-----------|
| | % | % | % | % |
| None (or <O level) | 59 | 36 | 34 | 48 |
| GSCE/SVQ2 | 0 | 9 | 8 | 6 |
| Higher/SVQ3 | 2 | 5 | 13 | 2 |
| Degree/HE/SVQ4-5 | 28 | 33 | 34 | 29 |
| Other | 5 | 8 | 11 | 6 |
| Don't know | 7 | 9 | 0 | 8 |
| Total number of respondents | 61 | 63 | 38 | 49 |

Table 5.9: Qualification aims, by area of domicile

| Qualification aims | Urban | Rural |
|------------------------------------|--------------|--------------|
| | % | % |
| None (or <O level) | 44 | 48 |
| GSCE/SVQ2 | 7 | 2 |
| Higher/SVQ3 | 3 | 8 |
| Degree/HE/SVQ4-5 | 32 | 28 |
| Other | 8 | 8 |
| Don't know | 6 | 8 |
| Total number of respondents | 150 | 61 |

Tables 5.8 and 5.9 show that non-accredited learning was most common for all groups, followed by degree/ HE level qualifications. The numbers engaged in level 2 and level 3 qualifications are too small to warrant further analysis.

Finally, tables 5.10 and 5.11 show the employment status and existing qualifications of these learners in Scotland. Leaving aside full-time students, those not in employment were somewhat less likely to be working for some form of qualification than those in employment.

Table 5.10: Qualification aims, by employment status

| Qualification aims | Working (FT or PT) % | Not working/ unemployed % | Retired % | Full-time student % |
|------------------------------------|-------------------------------------|--|----------------------|------------------------------------|
| None (or <O level) | 44 | 53 | 69 | 0 |
| GSCE/SVQ2 | 7 | 7 | 3 | 0 |
| Higher/SVQ3 | 5 | 0 | 3 | 18 |
| Degree/HE/SVQ4-5 | 31 | 27 | 6 | 82 |
| Other | 8 | 10 | 3 | 0 |
| Don't know | 6 | 3 | 16 | 0 |
| Total number of respondents | 131 | 30 | 32 | 17 |

Note: These are the qualification categories used in the NIACE survey, which can be mapped on to levels of the Scottish Credit and Qualifications Framework (SCQF, Appendix V).

The patterns in table 5.11 lead to concerns about persisting, and potentially increasing qualification gaps. Sixty-five per cent of recent learners with no qualifications are engaged in learning which does not lead to a qualification. This contrasts markedly, for example, with the 43% who have already achieved level 4/5 and who are now seeking to pursue further study at this higher level i.e. degree or masters courses.

Table 5.11: Qualification aims, by existing qualifications

| Existing qualifications: | None, <O level % | Level 2 % | Level 3 % | Levels 4,5 % | Other % | Don't know % |
|------------------------------------|------------------------------------|----------------------|----------------------|-----------------------------|--------------------|-----------------------------|
| Qualification aims : | | | | | | |
| None (<O level) | 65 | 54 | 40 | 45 | 33 | 0 |
| GSCE/SVQ2 | 9 | 11 | 2 | 4 | 0 | 0 |
| Higher/SVQ3 | 0 | 6 | 18 | 0 | 0 | 0 |
| Degree/HE/SVQ4/5 | 17 | 14 | 36 | 43 | 0 | 14 |
| Other | 9 | 6 | 0 | 4 | 44 | 29 |
| Don't know | 0 | 9 | 4 | 3 | 22 | 57 |
| Total number of respondents | 23 | 35 | 45 | 89 | 9 | 7 |

Note: The above are the qualification categories used in the NIACE survey, which can be mapped on to levels of the Scottish Credit and Qualifications Framework (SCQF, Appendix V).

It is important to bear in mind that courses which do not lead to credit can form a vital first step, on what can be a long road, for many new learners. As a recent study in Scotland indicated, there can be striking differences in the attitudes to progression between adults engaged in basic literacy and numeracy studies and other learners; the former did not talk about their plans for the future, but were more likely to talk about:

...making progress; about things they could do, about increasing confidence. They did not talk about what next (Merrifield, 2000:4)

In other words, learning opportunities which do not directly lead to credit can offer crucial stages back to learning. However, it is important to ensure that relevant progression options are readily available in order to avoid disadvantaged learners becoming ghettoised in a particular part of the lifelong learning landscape.

6 Subjects: what people choose to learn

The focus on the ‘subject’ of study may be associated in respondents’ minds more with formal education and training than with non-formal learning. Consequently, despite the fact that the question used to ascertain participation in learning is very open and inclusive, the subsequent references to the ‘subject’ of learning fits better to school, college and university conceptions than to non-formal, adult and community education. However, many forms of adult learning do not fit neatly into such categories, including, for example, work based learning and broad, exploratory return to learn type programmes. In addition;

There is also shared and collective learning related to immediate local or environmental issues that individuals might find difficult to place within the specific subject label. (McGivney, 2003: 93)

In relation to subject matter, the patterns for Scotland mirror almost exactly those for the UK as a whole. The most popular subjects of recent learning were IT related activities including computer skills and learning about the internet (22%). Other professional and vocational qualifications featured as the second highest category (11%).

Table 6.1: Main subjects pursued by current and recent learners

| Subjects studied by at least 5% of current/recent learners | UK Total % | Scotland % |
|---|-------------------|-------------------|
| Computer skills/IT/Internet | 24 | 22 |
| Other professional and vocational qualifications | 11 | 11 |
| Health and medicine including nursing and first aid | 6 | 6 |
| Foreign languages | 4 | 5 |
| Other academic subjects | 6 | 5 |
| Other ‘leisure’ subjects | 4 | 5 |
| Business Studies/administration/marketing | 5 | 4 |
| Total number of respondents | 2073 | 211 |

Computer studies and IT was the most popular area of learning for both men and women, although 30% of men and only 17% of women said this had been the focus of their recent learning. Women were slightly more interested than men in health and medicine, including nursing, and other academic and leisure subjects. Engineering was more popular with men, and approximately one in ten of both gender groups had been studying for other professional and vocational qualifications.

Table 6.2: Subjects studied by at least 3% of recent learners in Scotland, by gender

| | Male % | Female % |
|---|-------------------|---------------------|
| Computer skills/IT/Internet | 30 | 17 |
| Other professional and vocational qualifications | 11 | 10 |
| Health and medicine including nursing and first aid | 4 | 7 |
| Other academic subjects | 4 | 6 |
| Foreign languages | 4 | 5 |
| Other 'leisure' subjects | 3 | 6 |
| Business Studies/administration/marketing | 3 | 5 |
| Engineering | 7 | 1 |
| Social work / community care | 2 | 4 |
| Arts, including painting, pottery | 1 | 4 |
| Cookery / catering | 1 | 5 |
| Social sciences, including psychology | 0 | 6 |
| Total number of respondents | 99 | 113 |

The numbers in cells in the following tables are very small so the information needs to be interpreted with caution. However, they are suggestive of a potentially intergenerational trend in relation to the declining need for training in ICT for younger people.

The patterns do however suggest two important matters which may benefit from further consideration. Firstly, the need to clearly distinguish between learning *about* ICT (i.e. ICT as a subject) and learning *utilising* ICT (i.e. ICT as a methodology). Secondly, there is likely to be a ceiling on the demand for the former as more and more people of all ages become familiar with new technology. There is a possible danger that when the demand for basic skills in ICT is largely met, this could result in an overall reduction in the provision of adult learning opportunities.

Table 6.3: Subjects studied by at least 3% of recent learners in Scotland, by age

| | 17-24 | 25-44 | 45-64 | 65-74 |
|--|--------------|--------------|--------------|--------------|
| | % | % | % | % |
| Computer skills/IT/Internet | 8 | 28 | 26 | 25 |
| Other professional/vocational qualifications | 14 | 11 | 11 | 5 |
| Health and medicine including nursing | 4 | 9 | 3 | 0 |
| Other academic subjects | 10 | 4 | 3 | 5 |
| Foreign languages | 0 | 5 | 6 | 10 |
| Other 'leisure' subjects | 2 | 1 | 6 | 5 |
| Business Studies | 8 | 5 | 2 | 0 |
| Engineering | 4 | 5 | 2 | 5 |
| Social work / community care | 4 | 7 | 2 | 0 |
| Arts, including painting, pottery | 2 | 1 | 6 | 0 |
| Cookery / catering | 4 | 3 | 3 | 0 |
| Social sciences, including psychology | 4 | 3 | 3 | 0 |
| Total number of respondents | 50 | 75 | 66 | 20 |

Table 6.4: Subjects studied by at least 3% of recent learners in Scotland, by employment status

| | Working | Unemployed / | Retired | Student |
|---------------------------------------|----------------|---------------------|----------------|----------------|
| | (FT/PT) | not working | | (FT) |
| | % | % | % | % |
| Computer skills/IT/Internet | 21 | 23 | 28 | 18 |
| Other professional/vocational quals | 14 | 3 | 6 | 6 |
| Health and medicine including nursing | 8 | 3 | 0 | 6 |
| Other academic subjects | 5 | 7 | 3 | 6 |
| Foreign languages | 3 | 10 | 9 | 0 |
| Other 'leisure' subjects | 1 | 13 | 16 | 0 |
| Business Studies | 7 | 0 | 0 | 0 |
| Engineering | 5 | 3 | 0 | 0 |
| Social work / community care | 4 | 3 | 0 | 6 |
| Arts, including painting, pottery | 1 | 7 | 9 | 0 |
| Cookery / catering | 3 | 3 | 0 | 6 |
| Social sciences, including psychology | 3 | 0 | 0 | 12 |
| Total number of respondents | 132 | 30 | 32 | 17 |

Table 6.5: Subjects studied by at least 3% of recent learners in Scotland, by socio-economic group

| | AB % | C1 % | C2 % | DE % |
|--|-----------------|-----------------|-----------------|-----------------|
| Computer skills/IT/Internet | 18 | 27 | 13 | 28 |
| Other professional/vocational qualifications | 13 | 13 | 26 | 4 |
| Health and medicine including nursing | 3 | 6 | 11 | 4 |
| Other academic subjects | 7 | 3 | 8 | 4 |
| Foreign languages | 7 | 5 | 0 | 6 |
| Other 'leisure' subjects | 8 | 0 | 3 | 8 |
| Business Studies | 5 | 8 | 0 | 2 |
| Engineering | 2 | 3 | 8 | 4 |
| Social work / community care | 3 | 2 | 5 | 4 |
| Arts, including painting, pottery | 7 | 0 | 0 | 4 |
| Cookery / catering | 0 | 5 | 3 | 4 |
| Social sciences, including psychology | 8 | 0 | 3 | 0 |
| Total number of respondents | 61 | 63 | 38 | 50 |

Table 6.6: Subjects studied by at least 3% of recent learners in Scotland, by area type

| | Urban % | Rural % |
|---|--------------------|--------------------|
| Computer skills/IT/Internet | 23 | 21 |
| Other professional and vocational qualifications | 9 | 15 |
| Health and medicine including nursing and first aid | 7 | 2 |
| Other academic subjects | 5 | 7 |
| Foreign languages | 5 | 5 |
| Other 'leisure' subjects | 3 | 8 |
| Business Studies/administration/marketing | 5 | 2 |
| Engineering | 5 | 2 |
| Social work / community care | 5 | 0 |
| Arts, including painting, pottery | 4 | 0 |
| Cookery / catering | 4 | 2 |
| Social sciences, including psychology | 3 | 5 |
| Total number of respondents | 150 | 61 |

7 Finance

The pathways which adult learners take into and through education and training are not linear. In addition, as the discussion above on motivation indicated circumstantial factors such as finance can be important in facilitating, or alternatively inhibiting, participation.

Around a quarter of respondents did not have to pay any fee for their learning activity- or up to one third, if employer provided in-house courses are taken into consideration. Of those liable for some form of fee, respondents were most likely to have paid them personally. Undertaking learning funded through Government sources was twice as common among the Scottish respondents (10%) than UK learners as whole (5%). This may be associated with the finding that more respondents in Scotland had heard of the European Social Fund than the UK total (37% and 28% respectively). Given the fact that around 4% of all respondents were full-time students it would be interesting to know the extent to which the formal abolition of fee payment for higher education in Scotland may also have had some bearing.

Table 7.1: Sources of financial support for fees for current/recent learning

| Mentioned by at least 5% of recent learners | Total UK % | Scotland % |
|--|-----------------------|-----------------------|
| No fees to pay | 28 | 24 |
| Myself | 33 | 29 |
| Employer/potential employer paid outside fees | 14 | 15 |
| Employer funded provision of learning | 7 | 10 |
| Other government funding | 5 | 10 |
| Family/relative | 6 | 2 |
| Total number of respondents | 2073 | 211 |

The financing of adult participation in learning has always represented a complex patchwork and now lifelong learning is, as Field puts it "...one of several policy areas where there is a new balance of responsibilities between individuals, employers and the state" (2000, p 220). As table 7.2 indicates over a quarter cited travel and equipment costs. However, half of all those currently/recently engaged in learning said they had incurred no other costs. Two possible interpretations present themselves. Either it could mean that the real costs are borne elsewhere- by employers, by voluntary organisations or by the state or local authorities via, in the main, educational institutions. Or it could relate to the use of sources of learning which may appear to respondents as being in some manner cost neutral.

Table 7.2: Other costs associated with current/recent learning

| Mentioned by at least 5% of current/recent learners | Total UK % | Scotland % |
|--|-----------------------|-----------------------|
| No other costs | 50 | 50 |
| Travel costs | 31 | 31 |
| Cost of equipment | 28 | 27 |
| Total number of respondents | 2073 | 211 |

Further analysis is required to ascertain just who is receiving what kinds of support for learning. To take just one example, as table 7.3 indicates, women were more likely than men to have paid the fees themselves or to have drawn on some form of government funding. Men were more likely to have had their fees paid by their employers. These findings are of some concern as the New Earnings Survey shows that women's earnings in Scotland are on average 54% those of men and even for *full time workers* remain on average 75% those of men (Office for National Statistics, 2000).

Table 7.3: Sources of financial support for fees for current/recent learning, by gender

| (Current/Recent learners only) | Men % | Women % |
|---------------------------------------|------------------|--------------------|
| Main funders only | | |
| Myself | 22 | 34 |
| Family/relatives | 2 | 1 |
| Employer | 18 | 12 |
| Employer-funded provision | 12 | 9 |
| Other government | 6 | 12 |
| Total number of respondents | 98 | 113 |

8 Access and barriers

Respondents were asked whether or not there is enough help/advice about the different sorts of learning people can do. Respondents were almost equally divided about whether or not they agreed that there was not enough advice about the different sorts of learning (see table 8.1). With over a third feeling that there was not, this implies that much more help and guidance needs to be made available.

Table 8.1: Help and advice

| (N=475) | Agree | Neither agree nor disagree | Disagree |
|---|-------|-------------------------------|----------|
| | % | % | % |
| There is not enough help/advice about the different sorts of learning people can do | 37 | 18 | 40 |

When considering the results by gender and age, women (see table 8.2 below) and younger respondents appeared to have found more difficulties in finding help or advice about the different sorts of learning available (17 – 24: 44%, 25 – 44: 35%, 45 – 64: 38%, 65+: 32%).

Table 8.2: Help and advice, by gender

| | Total | Male | Female |
|---|------------|------------|------------|
| | % | % | % |
| There is not enough help/advice about the different sorts of learning people can do | 37 | 34 | 40 |
| Total number of respondents | 475 | 229 | 246 |

When analysing the results by employment status, students were most likely to agree that there is not enough help/advice about learning. (see table 8.3 & 4).

Table 8.3: Help and advice, by employment status

| | Working (FT or PT) | Unemployed, not working | Retired | Student (FT) |
|---|-----------------------|----------------------------|-----------|-----------------|
| | % | % | % | % |
| There is not enough help/advice about the different sorts of learning people can do | 37 | 43 | 31 | 53 |
| Total number of respondents | 246 | 90 | 83 | 17 |

Socio-economic groups AB were less likely to see a need for more help and advice than all other groups.

Table 8.4: Help and advice, by socio-economic group

| | AB | C1 | C2 | DE |
|---|------------|------------|-----------|------------|
| | % | % | % | % |
| There is not enough help/advice about the different sorts of learning people can do | 23 | 40 | 42 | 41 |
| Total number of respondents | 100 | 103 | 89 | 171 |

Interestingly, there was little difference between the views of each learner group on the availability of help and advice.

Table 8.5: Help and advice, by experience of recent learning

| | Current learning | Recent learning | Learning over 3 years ago | None since full-time education |
|---|-------------------------|------------------------|----------------------------------|---------------------------------------|
| | % | % | % | % |
| There is not enough help/advice about the different sorts of learning people can do | 39 | 39 | 32 | 36 |
| Total number of respondents | 119 | 94 | 97 | 162 |

In relation to other barriers, when asked about ease of access or otherwise to their place of learning, three-quarters of all respondents said they found it “easy” to get to the place of learning and a further fifth did not have to travel at all because they were either learning at home or in the workplace. One striking difference between Scotland and elsewhere is the high proportion of learners in Scotland who said they were currently/recently learning either at home or work (22%) compared to the UK as a whole (13%). This may account for the fact that, despite the difficulties of rural access in Scotland, slightly fewer reported finding it “difficult” to get to their place of learning than the total (5% as opposed to 7%).

9 Attitudes to learning and future plans.

All respondents were invited to express their views on the general value of learning. A list of possible views was provided and interviewees were asked to indicate whether they agreed, disagreed or had no view on the relevant statement. Methodologically it is worth noting that this is a closed question and that many people have difficulty with negative statements.

Table 9.1: Extent of agreement with statements about learning

| (N=475) | Agree | Neither agree nor disagree | Disagree |
|--|-------|-------------------------------|----------|
| | % | % | % |
| Learning is enjoyable for its own sake | 79 | 15 | 4 |
| People who get training find their jobs more interesting | 72 | 18 | 7 |
| I am confident about learning new skills | 69 | 11 | 18 |
| People who get trained at work end up with better promotion or better pay | 63 | 20 | 15 |
| I don't see why I should pay for learning that is to do with my job or career | 49 | 18 | 28 |
| People should not be expected to learn new skills for their career in their own time | 32 | 18 | 48 |

Around three-quarters of respondents agreed that learning was enjoyable for its own sake (79%) and that people who got training tended to find their jobs more interesting (72%). Almost two-thirds also agreed that people who trained at work ended up with better promotion or better pay (63%). Agreement with these statements suggests that the majority of respondents have a very positive view, both of learning as an end in itself and as a means of improving the quality of one's working life. It was also interesting that such a high proportion (69%) felt confident about learning new skills. This implies that non-participation is not necessarily a result of fear of inability to learn.

Around half agreed that they shouldn't have to pay for learning which was to do with their job or career, although over a quarter disagreed with this. This question was slightly ambiguous however and could have been interpreted in different ways – was the learning to which it referred to do with developing a new career with a different employer (as in undertaking a full-time course) or in developing skills that were needed by the current employer? It's more likely that people would be willing to pay for the former than for the latter. A similar ambiguity is present in the statement about learning new skills for their career in their own time. Almost half of respondents disagreed with this and around a third agreed.

Table 9.2: Extent of agreement with statements about learning, by gender

| | Total % | Male % | Female % |
|--|--------------------|-------------------|---------------------|
| Learning is enjoyable for its own sake | 79 | 74 | 84 |
| People who get training find their jobs more interesting | 72 | 70 | 74 |
| I am confident about learning new skills | 69 | 75 | 64 |
| People who get trained at work end up with better promotion or better pay | 63 | 61 | 66 |
| I don't see why I should pay for learning that is to do with my job or career | 49 | 49 | 50 |
| People should not be expected to learn new skills for their career in their own time | 32 | 31 | 33 |
| Total number of respondents | 475 | 229 | 246 |

Women (84%) were more likely than men (74%) to find learning enjoyable for its own sake. They were also slightly more optimistic about the benefits of training, both in terms of finding their jobs more interesting and in terms of leading to promotion or better pay. Men, however, were much more confident about learning new skills (75%), while only 64% of women said they were confident.

Table 9.3: Extent of agreement with statements about learning, by age

| | 17-24 % | 25-44 % | 45-64 % | 65+ % |
|--|--------------------|--------------------|--------------------|------------------|
| Learning is enjoyable for its own sake | 71 | 81 | 80 | 81 |
| People who get training find their jobs more interesting | 62 | 70 | 76 | 73 |
| I am confident about learning new skills | 91 | 81 | 70 | 36 |
| People who get trained at work end up with better promotion or better pay | 61 | 59 | 63 | 73 |
| I don't see why I should pay for learning that is to do with my job or career | 62 | 55 | 47 | 38 |
| People should not be expected to learn new skills for their career in their own time | 27 | 38 | 29 | 32 |
| Total number of respondents | 66 | 149 | 172 | 88 |

The most striking feature of this table is the steady drop in confidence in learning new skills, from 91% of those aged 17-24, to 36% of those aged 65 and over. The youngest group was also far less likely than the other groups to find learning enjoyable for its own sake.

Table 9.4: Extent of agreement with statements about learning, by employment status

| | Working (FT or PT) % | Unemployed, not working % | Retired % | Student (FT) % |
|--|-------------------------------------|--|----------------------|-------------------------------|
| Learning is enjoyable for its own sake | 78 | 78 | 83 | 76 |
| People who get training find their jobs more interesting | 71 | 71 | 73 | 82 |
| I am confident about learning new skills | 80 | 74 | 41 | 94 |
| People who get trained at work end up with better promotion or better pay | 59 | 64 | 69 | 70 |
| I don't see why I should pay for learning that is to do with my job or career | 56 | 49 | 37 | 47 |
| People should not be expected to learn new skills for their career in their own time | 35 | 28 | 32 | 12 |
| Total number of respondents | 246 | 90 | 83 | 17 |

Full-time students had most confidence about learning new skills (94%), and were also the most optimistic group about the benefits of training in respect of better pay, or finding work more interesting. Those unemployed or not working (74%) and retired (41%) declared least confidence. The retired were, however, most likely to agree that learning is enjoyable for its own sake (83%), although there was a broad consensus of about four out of five respondents in all groups on this issue.

Table 9.5: Extent of agreement with statements about learning, by socio-economic group

| | AB % | C1 % | C2 % | DE % |
|--|-----------------|-----------------|-----------------|-----------------|
| Learning is enjoyable for its own sake | 89 | 82 | 71 | 77 |
| People who get training find their jobs more interesting | 76 | 75 | 69 | 69 |
| I am confident about learning new skills | 76 | 78 | 80 | 56 |
| People who get trained at work end up with better promotion or better pay | 69 | 61 | 58 | 65 |
| I don't see why I should pay for learning that is to do with my job or career | 35 | 49 | 59 | 54 |
| People should not be expected to learn new skills for their career in their own time | 23 | 27 | 39 | 39 |
| Total number of respondents | 100 | 103 | 89 | 171 |

AB respondents were most likely to agree that learning is enjoyable for its own sake (89%), and to be optimistic about the outcomes of training in terms of finding work more interesting (76%) and gaining promotion (69%). They were least likely to agree with the statements about individual commitment of personal time (23%) and money (35%) for their career. C2 respondents were most confident about learning new skills (80%), and least likely to agree that learning was enjoyable (71%). DE respondents were least confident about learning new skills (56%).

Table 9.6: Extent of agreement with statements about learning, by experience of recent learning

| | Current learning % | Recent learning % | Learning over 3 years ago % | None since full-time education % |
|--|-----------------------------------|----------------------------------|--|---|
| Learning is enjoyable for its own sake | 86 | 81 | 82 | 71 |
| People who get training find their jobs more interesting | 81 | 70 | 75 | 65 |
| I am confident about learning new skills | 92 | 83 | 72 | 43 |
| People who get trained at work end up with better promotion or better pay | 68 | 60 | 58 | 66 |
| I don't see why I should pay for learning that is to do with my job or career | 46 | 49 | 51 | 51 |
| People should not be expected to learn new skills for their career in their own time | 30 | 24 | 34 | 35 |
| Total number of respondents | 119 | 94 | 97 | 162 |

Although even 71% of those who have done no learning since leaving education agreed that learning is enjoyable for its own sake, the strongest agreement comes from the current learners (86%). The current learners are also most confident (92%) about learning new skills, while only 43% of those who have not completed any learning since leaving education agree with that. It is interesting to note that 81% current learners, but only 65% of non-learners, agree that people who get training find their jobs more interesting. There is, however, little difference between those two groups about whether training leads to better pay and promotion (current learners: 68%; non-learners: 66%), suggesting that the current learners are motivated more by the intrinsic pleasure of learning, than by belief in future extrinsic reward.

In relation to the policy concern about balance of investment between the state, the individual and employers it is interesting to note that around half of respondents objected to having to pay for education, whereas around two-thirds felt that it was reasonable to expect people to engage in learning in their own time.

Future Plans

More than half of respondents in Scotland said that they were unlikely to take up learning in the next three years and just over a third thought it likely.

Table 9.7: Likelihood of taking up learning in next three years

| | UK Total % | Scotland % |
|------------------------------------|-----------------------------|-----------------------------|
| Likely | 41 | 37 |
| Unlikely | 57 | 58 |
| Don't know | 3 | 5 |
| Total number of respondents | 4896 | 475 |

When those who said they thought they were unlikely to engage in learning were asked why, the two main reasons given were 'not interested' and 'work/time pressures'. This is similar to other studies, including Munn and MacDonald where the authors suggested that this was a depressing view because it implied that non-participants tended to view 'adult education and training as intrinsically uninteresting, not worth giving time to' (1988). They contrasted that with the view of 'returners' who saw participation in learning as useful and interesting. A notable finding in the current survey is that these reasons were less likely to be given by non-participants in Scotland than by the total UK respondents (18% of those in Scotland and 25% of UK respondents cited lack of interest and 17% and 20% respectively mentioned time pressures). However it is important to note that over one fifth of respondents in Scotland did not give any reason.

Table 9.8: Main factors likely to prevent respondents engaging in learning in the future (respondents not likely to take up learning in next three years)

| Items mentioned by at least 5% of recent learners | UK Total % | Scotland % |
|--|-----------------------------|-----------------------------|
| Not interested/don't want to | 25 | 18 |
| Work/other time pressures | 20 | 17 |
| I feel I am too old | 13 | 15 |
| I feel no need to learn anymore | 9 | 10 |
| Childcare/caring responsibilities | 7 | 8 |
| I haven't got round to doing it | 6 | 8 |
| Cost | 7 | 6 |
| I am too ill/too disabled | 4 | 5 |
| None | 15 | 21 |
| Total number of respondents | 3820 | 383 |

The reason 'time pressures' could, as noted in other surveys, be used as a socially acceptable euphemism for 'not interested', especially given the frequent finding that adults with many interests and hobbies are more likely to also participate in learning despite having so many demands on their time. The reason 'I feel I am too old' is an

interesting one which is being tackled at grassroots level by community organisations such as Age Concern and local authority sponsored projects.

A worrying factor from the perspective of concerns about growing learning divisions, is the fact that current/recent learners were *four times* more likely than those with no recent learning to say that they were likely to take up learning in the next three years (64% compared to 16%) and far less inclined to say that it was unlikely that they would do so (30% compared to 80%).

Table 9.9: Future plans by learning profile of respondents in Scotland

| Likelihood of taking up learning in next three years | No recent learning % | Current/Recent learners % |
|---|---------------------------------|--------------------------------------|
| Likely | 16 | 64 |
| Unlikely | 80 | 30 |
| Don't know | 4 | 6 |
| Total number of respondents | 264 | 211 |

A higher proportion of women (42%) than men (33%) said that they were likely to take up learning in the next three years. Of those who said that they were unlikely to take up learning in the next three years, men were more likely than women to say that they were not interested or that work/time pressures prevented them.

Table 9.10: Future plans by gender of respondents in Scotland

| Main reasons preventing learning | Men % | Women % |
|---|------------------|--------------------|
| Not interested | 24 | 13 |
| Work/time pressures | 22 | 12 |
| I feel I'm too old | 12 | 16 |
| I don't feel the need to learn | 12 | 8 |
| Total number of respondents | 189 | 193 |

10 Outcomes of learning

Learners in Scotland appeared to be somewhat more likely than UK learners as a whole to give the course up before the end (10% compared to 5%). Again with small numbers and no statistical indicators of significance it is important not to read too much into this finding but is something which may point to an interesting area for further investigation. One can only speculate on why this might be but it is possible that since fewer were working towards recognised qualifications, course completion may have been perceived as less important.

Respondents in Scotland were more likely than those in the UK as a whole to say that there had not been any benefits (22% compared to 16%). Schuller (2003) observes that this could be associated with some qualitative evidence to suggest that much of the earlier reported lower levels of participation in Scotland could be explained by reference to the interpretation of the question indicating that those in Scotland set a “higher threshold” in their understanding of what constitutes learning and that consequently they may also set higher standards also for assessing the significance of outcomes (Schuller, 2003). This matter needs further study, particularly in the light of subsequent higher levels of reported participation in Scotland.

Interestingly, the three benefits cited by more than one-fifth of Scottish respondents were all concerned with personal and social development rather than vocational development, even though work-related reasons were the most common cited reasons for having undertaken the learning. It does, however, tally with the predominance of the individual personal-related reasons given in Section 5. The lesser importance of qualifications to learners in Scotland was again evident in that over a fifth of UK learners but only just over a tenth of respondents in Scotland mentioned gaining a qualification as one of the benefits.

Table 10.1: Changes or benefits as a result of current/recent learning

| | UK Total % | Scotland % |
|---|-----------------------------|-----------------------------|
| My self-confidence has improved | 29 | 25 |
| I have developed myself as a person | 29 | 23 |
| I have met new people/made new friends | 26 | 23 |
| I have been helped/expect to be helped in my current job | 14 | 19 |
| I enjoy learning more | 19 | 17 |
| My work has become/I expect my work to become more satisfying | 15 | 12 |
| I have got/expect to get a recognised qualification | 21 | 11 |
| I have got/expect to get a promotion or rise in earnings | 9 | 8 |
| I have changed/expect to change the type of work I do | 7 | 7 |
| I have got/expect to get a job | 13 | 6 |
| My health has improved | 4 | 5 |
| My children/family have become more interested in learning | 4 | 5 |
| I am more involved in local events and issues | 5 | 5 |
| I have got/expect to get a job with a different employer | 5 | 4 |
| I have moved/expect to move onto a further course of learning | 6 | 3 |
| None | 16 | 22 |
| Don't know | 2 | 1 |
| Total number of respondents | 2073 | 211 |

11 Role of new technology

The potential (hype?) of ICT to increase access and hence participation levels in structured learning opportunities is frequently accompanied by concerns about the digital divide-as typified in the Scottish Executive Report, *Digital Inclusion* (2001b):

Today in Scotland, access to the Internet is growing, and growing quickly. Figures for 2000 show that almost 25% of all Scottish households are online, an increase of some 10% on the figures for 1998. For these people, this will open a world of opportunity in work, in education, in leisure and in business [Paragraph 2].

The Report proceeds to point out that the figure of 25% is lower than that for the UK as a whole which is estimated at 33% and to focus attention on those sections of the population in danger of being left out.

As shown above, IT related activities remain one of the most frequently mentioned topics for current/recent learning in Scotland (22%) and for future learning plans (18%). This suggests that these are the areas which tend to be supported by employers but also areas about which many people wish to learn more. Half of all respondents had access to a computer and more than a third to the internet- higher, it seems than the average for Scotland. However, this means that half of the population were unable to access computer-based learning at home and that almost two-thirds were not able to use one of the fastest growing sources of information – the internet.

Table 11.1: Technology to which respondents had regular access

| | Total UK % | Scotland % |
|------------------------------------|-----------------------------|-----------------------------|
| CD player | 79 | 79 |
| Mobile phone | 71 | 70 |
| Computer/PC/laptop | 53 | 50 |
| Net: any internet | 41 | 39 |
| Internet via normal phone line | 39 | 36 |
| DVD player | 26 | 25 |
| Internet via Broadband connection | 5 | 5 |
| None | 12 | 13 |
| Total number of respondents | 4896 | 475 |

Table 11.2: General and main activities for which internet was used

| Those in Scotland with internet access | General internet use % | Main purpose of internet use % |
|---|-------------------------------|---------------------------------------|
| Using e-mail | 74 | 37 |
| General browsing or surfing | 69 | 21 |
| Finding information about goods and services | 52 | 6 |
| Buying or ordering tickets, goods or services | 40 | 4 |
| Finding information for learning/training | 35 | 8 |
| Downloading software | 26 | 3 |
| Downloading or playing music | 26 | 1 |
| Finding information related to children's schoolwork | 25 | 4 |
| Learning on/off-line | 25 | 1 |
| Using or accessing government or official services | 25 | 1 |
| Personal banking, financial and investment activities | 23 | 1 |
| Looking for jobs or work | 21 | 1 |
| Using chat rooms | 17 | 3 |
| Other things | 3 | 0 |
| None/Don't know | 9 | 9 |
| Total number of respondents | 187 | 187 |

When one looks at the main purpose for which the Internet was used, e-mail stands out as being the most common (37%). The only other main purpose for which over a tenth of respondents used it was general browsing or surfing. However, when one looks at Internet use in general, the picture is a little more positive. Although, again, the most common activity for which the Internet was used was e-mail, over two-thirds also used it for general browsing or surfing (much of which might be described as learning). In addition, over a third used it for finding information for their learning or training, a quarter used it for finding information related to their children's schoolwork and a quarter used it to learn on or off-line. On other matters, one interesting difference between Scotland and the rest of the UK relates to use of the internet for personal banking- 23% as opposed to 31% respectively. A finding which is perhaps not unrelated to the fact that a (slightly) lower proportion of the population in Scotland actually hold a bank account (Independent Committee of Inquiry on Student Finance, 1999).

Table 11.3 does appear to indicate some correlation between access to technology and participation in education - both are however closely linked to other variables, in particular socio-economic status.

Table 11.3: Technology to which respondents had regular access, by participation in learning category

| | Current learning % | Learning in last 3 years % | Learning over 3 years ago % | None since FT education % | Don't know % |
|------------------------------------|-------------------------------|---------------------------------------|--|--------------------------------------|-------------------------|
| CD player | 93 | 86 | 76 | 68 | 75 |
| Mobile phone | 86 | 88 | 65 | 53 | 25 |
| Computer/PC/laptop | 79 | 66 | 42 | 28 | 0 |
| Net: any Internet | 61 | 55 | 32 | 21 | 0 |
| Internet via normal phone line | 53 | 51 | 31 | 20 | 0 |
| DVD player | 38 | 34 | 19 | 15 | 0 |
| Internet via Broadband connection | 11 | 5 | 1 | 2 | 0 |
| None | 0 | 7 | 16 | 25 | 0 |
| Total number of respondents | 118 | 91 | 98 | 163 | 4 |

12 Conclusion and policy implications

While adult participation in learning is not a sufficient condition for the achievement of a learning society in Scotland, it is a necessary condition. This report has highlighted the complexity of estimating levels of participation and interpreting trends over time.

The analysis here does however signal certain issues which do carry policy implications as well as pointers for future research to support the development, implementation and evaluation of policy in this crucially important area.

A number of these are listed below:

- i. The definition of participation in learning utilised in the NIACE Survey is a broad, inclusive and generous definition. It includes self-directed learning, non-formal learning etc. Using this definition it is estimated that around quarter of the adult population in Scotland are currently engaged in some form of learning. On the other hand, around one third have not participated in learning (even under this broad definition) since they completed their full-time education. The impact of initial educational background coupled with social class continues to be a strongly determining factor in the likelihood of individuals participating in post school learning. Questions of equity and access therefore remain very important for the policy agenda if the learning divides between different sections of the population is not to increase.
- ii. The role of the workplace as a site for learning is highlighted in the information in this survey. For 25% of men and 17% of women this is identified as their location of learning. However, as table 3.4, indicates while around 30% of those in social groups C1 and C2 site the workplace as their main location of learning only 10% of those in the lower skilled groups (social group DE) indicate that they are participating in learning for work. A key policy challenge here is to create employment conditions which support learning for this high priority group.
- iii. Given the demographic trends in Scotland, the persistence of inter-generational inequalities in levels of engagement in learning are highlighted in this survey. Fifty eight per cent of recent learners were under 44 years of age compared to 34% of those who had not engaged in learning over the last three years. Younger adults have had the opportunity to benefit from the expansion of initial education which points to a continuing intergenerational learning divide which may be set to increase. The communication channels by which people gain information in a form which they find useful is something which would merit further investigation. Once again the role of the workplace is significant with just over 30% of all respondents mentioning employers or their work colleagues as a source of information. There does appear to be some differences however in the communication channels found useful by men and women which may merit further investigation - for example almost twice as many men (23%) as women (12%) mentioned their employer as an important source of learning. It is also important to highlight educational institutions of one kind or another, colleges, schools, libraries, voluntary organisations remain important sources of information for adults. The survey was undertaken in the early days of LearnDirect so it is perhaps not surprising that the numbers mentioning this are very small (1%).

- iv. A number of methodological issues are raised in the survey. One of these relates to the definition of an adult learner. The NIACE survey includes in a single category learners aged 17 - 24. This effectively means that many in this category are young adults who have progressed directly from initial education to some form of post-school education or training - very often in an FE College or University. From a policy perspective it might be useful to try and separate out those sections of the population who have had a gap from their initial education.
- v. A snapshot survey such as this makes it difficult to evaluate the role which learning plays in the life of individuals. Research undertaken in the DfES Centre for the Wider Benefits of Learning at the Institute of Education suggests that learning can perform two principal functions along a continuum from "transformative" to "maintenance". At the former end of the spectrum participation in learning can be a trigger for a life changing experience while at the latter end of the spectrum engagement in learning is part of the continuing process of building and sustaining the fabric of society. Information from the present study certainly suggests that interest and enjoyment are key stimuli to engagement in learning. Certainly many individuals express what might be interpreted as more instrumental reasons, for example, to help in their present job (29%) or to get a recognised qualification (15%) (the figures in table 5.1 allowed people to give more than one reason). In practice as discussed in this report, motivation is a complex matter but the importance of personal reasons and the stimulus of interest and enjoyment is perhaps something which needs to be taken into consideration in policy formulation.
- vi. In relation to qualifications, around 45% of participants were engaged in learning which did not directly lead to any form of qualification. While the discussion emphasises the fact that it is important to separate participation in learning from the achievement of qualifications, the fact that 65% of those learners who currently did not have any form of formal educational qualification were engaged in learning which did not have a qualification aim is something which would merit further investigation. The clear benefits of engaging in learning with the pressure of assessment is highlighted in many qualitative studies, on the other hand the danger of adults with low qualifications becoming "trapped" in short cycle low level education and training courses is also a phenomenon which has been observed.
- vii. The NIACE survey discusses the topics which people are learning about in terms of "subjects". Methodologically this sits somewhat uneasily with the broader conception of learning used in the initial defining question. In practice, much of the learning with which adults engage are multi-disciplinary and inter-disciplinary and may not fit easily into conventional academic subject groupings. The largest single subject category mentioned by respondents in the survey were associated broadly with ICT. Obviously this is a very important area in order to ensure that a new learning divide does not develop between those with the knowledge and skills to make best use of the ICT and associated E-learning opportunities and those who do not have such abilities. Pointers for further research include the implications for provision of learning opportunities once the latent demand associated with the demand of older adults (in this case older is associated with those aged 25 or over) has been met. Given that a good deal of public funding has been targeted at this

area the possibility of a resultant decline in the provision of learning opportunities is something which may need to be kept under review. The NIACE survey is useful in providing a snapshot and may contribute to establishing broad benchmarks against which the impact of policy maybe measured. On the other hand, one of its main limitations is that it provides a snapshot of participation patterns. While it can give some indication of changes over a time the conclusions which can be drawn from this are very different to those which can be drawn from a longitudinal study. This is a major gap in our information in Scotland in particular on the question of learning pathways and routes through education and training for individuals over the life course. The achievement of a learning society is one in which lifelong learning for the individual is a key, if not the key element. This points to an important priority for future research activities.

- viii. One indication of educational pathways which can be obtained indirectly from the present study relates to respondents indication of their future plans. It should perhaps be a matter of concern for policy makers that 58% of respondents indicated that they thought they were unlikely to take up learning within the next three years. Particularly worrying from this perspective is the fact that where 64% of recent learners said that they were likely to take up learning in the next three years, 80% of those who have not engaged in recent learning indicated that they were unlikely to do so. This is another strong indicator of the resistance of the learning divide and a major challenge in the achievement of an equitable and inclusive learning society.

APPENDIX I: Methodology

Method

The information presented in this report was obtained as part of Research Survey of Great Britain's (RSGB) General Omnibus Survey for March 2002. The sample covers the adult population of the UK aged 17 and over. The total UK weighted sample for the 2002 survey was c. 5000 of which 475 were resident in Scotland. In the weighted total for UK figures the responses from Scotland are weighted at 10%. The survey for Wales was boosted to 995 (17%) to provide larger numbers for more detailed analysis. In the UK total figures the responses for Wales are weighted at 5%.

Sample

The survey was based on a representative sample selected from a minimum of 390 sampling points by random location method, which is described below.

Fieldwork

Respondents are interviewed at home by interviewers organised by Regional Managers according to RSGB's detailed instructions about the survey and administration procedures. The back-checking procedures that were carried out met the requirements of the Market Research Society Interviewer Quality Control Scheme (IQCS). The interviews took place during the period 13 February - 3 March 2002.

RSGB's Random Location Sampling Method

A unique sampling system has been developed by Taylor Nelson Sofres for its own use. Utilising 1991 UK Census small area statistics and the Post Office Address File (PAF), the eligible area of the country has been divided into 600 areas of equal proportion. The areas within each Standard Region were stratified into population density bands, and within band in descending order by percentage of population in socio-economic grades I and II.

To maximise the statistical accuracy of Omnibus sampling, sequential waves of fieldwork are allocated systematically across the sampling frame so as to ensure the maximum geographical dispersion.

The 600 primary sampling units are allocated to 25 sub-samples of 24 points each, with each sub-sample in itself being a representative drawing of the frame. For each wave of Omnibus fieldwork a set of sub-samples is selected so as to provide the number of sample points required (typically c. 130 for 2,000 interviews). Across sequential waves of fieldwork all sub-samples are systematically worked, thereby reducing the clustering effects on questionnaires asked for by two or more consecutive weeks.

Interviewing is restricted to after 2pm on weekdays or all day at the weekend. To ensure a balanced sample of adults within effective contacted addresses, a quota is set by gender (male, female, housewife, female non-housewife); within female housewife, presence of children and working status and within men, working status.

Methodological note on analysis of the data for Scotland

The full UK dataset was made available by NIACE. The command FILTER was used to select NATION=4, which produced the responses for respondents based in Scotland. This new dataset was then used as the basis for further analysis. There were some slight variations in the numbers for certain questions- possibly associated with coding issues. Thus, for example, the numbers of 'current and recent' learners in Scotland varies from 211 to 214 for different questions.

Because of the potentially small numbers for crosstabs certain categories were conflated- including those in full-time and part-time employment, those who were not working with the unemployed and the eight age groups were reduced to four.

Source: Adapted from Sargant and Aldridge 2002: 111-112

APPENDIX II: Definition of socio-economic class used by the Research Society of Great Britain

Grade 'A' Households: the upper middle class

The head of a Grade 1 household is a successful or professional person, senior civil servant, or has considerable private means. A young person in some of these occupations who is not yet fully established may still be found in Grade 'B', though s/he eventually should reach Grade 'A'.

In country or suburban areas, 'A' grade households usually live in large detached houses or in expensive flats. In towns, they may live in expensive flats or town houses in the better parts of town.

Grade 'B' Households: the middle class

In general, the heads of 'B' grade households will be quite senior people but not at the very top of their profession or business. They are quite well-off, but their style of life is generally respectable rather than rich or luxurious. Non-earners will be living on private pensions or on fairly modest private means.

Grade 'C1' Households: the lower middle class

In general Grade 'C1' is made up of families of small tradespeople and non-manual workers who carry out less important administrative, supervisory and clerical jobs, i.e. what are sometimes called 'white collar' workers.

Grade 'C2' Households: the skilled working class

Grade 'C2' consists in the main of skilled manual workers and their families. When in doubt as to whether the head of the household is skilled or unskilled, check whether s/he has served an apprenticeship; this may be a guide, though not all skilled workers have served an apprenticeship.

Grade 'D' Households: the semi-skilled and unskilled working class

Grade 'D' consists mainly of manual workers, generally semi-skilled or unskilled. It also includes non-earners: retired people who before retirement would have been in 'D' Grade and have pensions other than State Pensions, or have other private means.

Grade 'E' Households: those at lowest level of subsistence

Grade 'E' consists of old age pensioners, widows and their families, casual workers and those who, through sickness or unemployment, are dependent upon social security systems.

Source: Sargant and Aldridge 2002: 113

APPENDIX III: Characteristics of sample from Scotland compared to total sample

| | Total UK % | Scotland % |
|------------------------------------|-----------------------|-----------------------|
| Gender | | |
| Male | 49 | 48 |
| Female | 51 | 52 |
| Age | | |
| 17-19 | 5 | 7 |
| 20-24 | 7 | 7 |
| 25-34 | 18 | 14 |
| 35-44 | 20 | 17 |
| 45-54 | 15 | 19 |
| 55-64 | 14 | 18 |
| 65-74 | 12 | 12 |
| 75+ | 8 | 7 |
| Social class | | |
| AB | 19 | 21 |
| C1 | 29 | 24 |
| C2 | 22 | 19 |
| DE | 31 | 36 |
| Children in household | | |
| None | 67 | 64 |
| 0-4 years | 13 | 13 |
| 5-15 years | 26 | 29 |
| Working status | | |
| Full time | 41 | 38 |
| Part time | 12 | 13 |
| Unemployed | 4 | 4 |
| Not working | 15 | 15 |
| Retired | 24 | 26 |
| FT student | 4 | 4 |
| Access to services | | |
| Digital/satellite/cable | 48 | 49 |
| Cable/satellite not digital | 18 | 20 |
| Analogue TV only | 52 | 51 |
| Internet work only | 3 | 3 |
| Internet at home | 42 | 40 |
| No internet | 54 | 56 |
| No PC | 47 | 50 |
| No phone | 3 | 4 |
| Total number of respondents | 4896 | 475 |

APPENDIX IV: Interview schedule

Appendix 6: The questionnaire

(Scripter: throughout the questionnaire, items marked "*" are to appear on the Welsh version only)

INTERVIEWER: PLEASE CODE AREA WHERE YOU ARE WORKING.

- 01: Wales
- 02: Rest of the country

(Route: if coded 01 ask Q.A. Others go to Q.1)

Q.A For the next series of questions you have the opportunity of answering them in Welsh. The questions are on learning and education. If you would like to answer the questions in Welsh I will be happy to arrange for a Welsh-speaking interviewer to come and interview you at a time that is convenient. Would you like to answer the questions in Welsh, would you prefer to answer the questions in Welsh but would be prepared to answer them in English, or would you carry on answering in English?

- 01: Would like to answer questions in Welsh
- 02: Prefer Welsh but will answer in English
- 03: Will answer in English

(Route: if coded 01 go to Q.B. Others go to Q.1)

Q.B Will it be okay, therefore, for a Welsh speaking interviewer to give you a call in the next couple of weeks to arrange for the interview to be carried out in Welsh?

- 01: Yes - acceptable
- 02: No - not acceptable

INTERVIEWER: IF "Yes", SAY, Thankyou. I will arrange for someone to contact you.
PRESS OK TO GO TO NEXT LINK

IF "No", SAY, That's fine. PRESS OK TO GO TO NEXT LINK

(Route: go to N.S.)

SHOW SCREEN - MULTICHOICE

Q.1 Apart from television and radio, what are your main leisure time activities and interests?

- 01: Arts: painting, pottery, writing, photography etc.
- 02: Committee work\voluntary service
- 03: Gardening
- 04: Going to church\temple\mosque

- 05: DIY\handicrafts\woodwork
- 06: Indoor games including chess, bridge
- 07: Listening to music
- 08: Music as a performer
- 09: Physical activities and sports, including walking and keep fit
- 10: Reading
- 11: Sewing\knitting\making clothes\embroidery
- 12: Social activities (family, friends, disco, eating out, pub)
- 13: Other (please specify)
- (N)
- (DK)

SHOW SCREEN

Q.2 How often do you do any of the following?

- ...Visit a public library
- ...Go to the cinema
- ...Go to the theatre
- ...Go to a concert\opera\ballet
- ...Go to a museum
- ...Go to an art gallery
- ...Go to a community centre\social club
- ...Go to a place of worship

- 01: Once a week or more often
- 02: Less than once a week to once a month
- 03: Less often\never
- (DK)

I would now like to talk about the sort of learning that people do. Learning can mean practising, studying, or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full-time or part-time, done at home, at work, or in another place like college. Learning does not have to lead to a qualification. I am interested in any learning you have done, whether or not it was finished.

SHOW SCREEN

Q.3 Which of the following statements most applies to you?

- 01: I am currently doing some learning activity now.
- 02: I have done some learning activity in the last 3 years
- 03: I have studied\learnt but it was over 3 years ago
- 04: I have not studied\learnt since I left full time education
- (DK)

(Route: If coded 01 or 02 at Q.3 go to Q.4a, others go to Q.16a)

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.4a What subjects are you learning about or have you most recently learnt about?

PROBE: anything else?

- 01: Accountancy
 - 02: Arts: including painting\pottery\sculpture\design
 - 03: Basic maths\numeracy
 - 04: Basic skills: reading\writing\literacy
 - 05: Building trades
 - 06: Business studies\administration\management (including HR and marketing)
 - 07: Car maintenance
 - 08: Carpentry\DIY\Handicrafts
 - 09: Communication skills including customer care
 - 10: Computer skills\information technology\using the Internet
 - 11: Cookery\catering
 - 12: Dance
 - 13: Dressmaking\tailoring\needlecraft
 - 14: Driving (including HGV)
 - 15: Engineering (electronic\mechanical\construction)
 - 16: English as a second or additional language
 - 17: English language\literature
 - 18: Foreign languages (excluding Welsh)
 - 19: Gardening\horticulture\garden design\floristry
 - 20: Health and medicine: including nursing and first aid
 - 21: History\local history
 - 22: Law\bar exams
 - 23: Music
 - 24: Photography
 - 25: Religion\bible studies\theology
 - 26: Self development\assertiveness training
 - 27: Science\maths\statistics
 - 28: Shorthand\typing\office training
 - 29: Social sciences\psychology\sociology etc.
 - 30: Social work\social services\community care
 - 31: Sports\gymnastics\keep fit
 - 32: Welsh language
 - 33: Mother tongue, other than English or Welsh
 - 34: Other informal\community learning (including learning to learn) (type in)
 - 35: Other professional and vocational qualifications (type in)
 - 36: Other academic subjects (type in)
 - 37: Other 'leisure' subjects (type in)
- (DK)

(Route: if more than one subject coded at Q.4a go to Q.4b. Others go to Q.5)

DO NOT SHOW SCREEN FOR NEXT QUESTION

Q.4b What is the main subject you are learning about or have most recently learnt about?

(List of answers given at Q.4a)

(Scripter: create dummy question to record main subject, either from Q.4a if only one coded, or Q.4b. This subject should be inserted where appropriate in the following questions. If DK coded at Q.4b, subject should read "your main subject")

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.5 How did you find out about (INSERT SUBJECT)?

PROBE: Any other ways?

01: Friends\family

02: Work mates\colleagues

03: Printed publicity (posters\leaflets etc) delivered to home

04: Printed publicity (posters\leaflets etc) elsewhere

05: Newspapers\magazines

*29: Papur Bro

06: College: further education, tertiary, 6th form college

07: Adult education centre\evening institute\Workers' Educational Association

08: University\higher education institution\Open University

09: Community centre\voluntary organisation\religious group

10: School

11: Trade union\professional association

12: Public library

13: LSC (Learning and Skills Council), TEC (Training and Enterprise Council)\LEC
ELWa (Education and Learning Wales)

14: SBS (Small Business Service), Chamber of Commerce, Business Connect, Scottish
Enterprise

15: Work: my employer\training officer\personnel officer

16: Careers service\advice and guidance service\Connexions\Careers Wales

17: Job centre\Job club\UBO\employment service e.g. New Deal

18: Town hall\council offices

19: learndirect (including the University for Industry (Ufi))

20: Other telephone helpline, including BBC

21: CAB (Citizen's Advice Bureau)\advice centre

22: Radio

*30: Radio - Welsh medium

23: Television

*31: Television - Welsh medium

24: Internet\world wide web\online

- 25: GP\health centre\clinic
 - 26: Health club\fitness club\leisure club\sports centre
 - 27: Social worker\community outreach worker
 - 28: Other (please specify)
- (DK)

SHOW SCREEN - MULTICHOICE

Q.6 On this screen there are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your learning of (INSERT SUBJECT), which of the following best describe the reason you started this learning?

(Scripter: randomise order of list but fix 01 and 02 in that order, and fix 16-19 at bottom)

- 01: To get a job
 - 02: To get a job with a different employer
 - 03: To change the type of work I do
 - 04: To get a recognised qualification
 - 05: To help in my current job
 - 06: To get a promotion
 - 07: To get a rise in earnings
 - 08: To make my work more satisfying
 - 09: To help me get onto a future course of learning
 - 10: To develop myself as a person
 - 11: To improve my self-confidence
 - 12: I enjoy learning\it gives me pleasure
 - 13: I am interested in the subject\personal interest
 - 14: To meet people
 - 15: As a result of participating in another activity
 - 16: Not really my choice - employer requirement
 - 17: Not really my choice - professional requirement
 - 18: Not really my choice - benefit requirement
 - 19: Only type of learning available
- (DK)

SHOW SCREEN

Q.7 Where is the main location that you do or did this learning?

- 01: Where I work
- 02: Employer's training centre
- 03: Other private training centre\conference centre\hotel
- 04: Job centre\job club\skill centre
- 05: Local ICT learning centre (e.g. learndirect\UKonline)
- 06: Adult education centre\evening institute\Workers' Educational Association class
- 07: Further education college\tertiary\6th form college
- 08: University\higher education institution\Open University
- 09: Local primary school

- 10: Local secondary school
- 11: Other educational institution
- 12: Public library
- 13: Community centre\leisure centre
- 14: With an informal group e.g. women's group, church etc.
- 15: Voluntary organisation e.g. pre-school learning alliance, U3A etc
- 16: Health\fitness\leisure centre\club
- 17: While driving\travelling
- 18: At home - structured correspondence course or open learning
- 19: At home - informal learning\from a book
- 20: At home - from radio\TV
- 21: At home - using a computer, CD Rom, Internet
- 22: Other (please specify)
- (DK)

SHOW SCREEN

Q.8 How easy is it to get to where your learning takes or took place?

- 01: Don't or didn't have to travel: learn(t) at home\work
- 02: Very easy
- 03: Fairly easy
- 04: Fairly difficult
- 05: Very difficult
- (DK)

Q.9 Thinking about (INSERT SUBJECT), about how many hours a week do you or did you spend on learning?

(Scripter: insert 2 digit box)

SHOW SCREEN

Q.10 Thinking about (INSERT SUBJECT), how long do you expect to, or did you study for this altogether?

- 01: Less than 1 week
- 02: 1 week - 1 month
- 03: Over 1 month - 3 months
- 04: Over 3 months - 6 months
- 05: 7 - 12 months
- 06: Over 1 - 2 years
- 07: Over 2 years
- (DK)

SHOW SCREEN

Q.11a What qualifications, if any, are (were if coded 02 at Q.3) you aiming towards?

- 01: None\not aiming for qualification
- 02: GCSE grades A*-C\SCE Credit Level Standard Grades
- 03: GCSE grades D-G\SCE Foundation Level Standard Grades
- 04: A level, A\S level, S level\AVCE\Scottish Highers
- 20: RSA
- 21: City and Guilds
- 16: Open College Network (OCN) Credit
- 22: BTEC\SCOTVEC\SCOTEV
- 05: Diploma in Higher Education (DipHE)
- 06: Foundation Degree
- 07: Degree (BA, BSc, BEd)
- 08: Higher degree (e.g. MA, MSc, PhD)
- 09: Nursing\medical\clinical qualification
- 10: PGCE or other teaching qualification
- 11: Modern Apprenticeship
- 12: NVQ\SVQ
- 13: GNVQ\GSVQ
- 14: ONC\OND
- 15: HNC\HND
- 17: Other post-graduate qualification (please specify)
- 18: Other professional qualification (please specify)
- 19: Other qualifications (please specify)
- (DK)

(Route: if coded 02 or 03 at Q.11a ask Q.11b. Others see Q.11c)

Q.11b How many GCSEs or SCEs are (were if coded 02 at Q.3) you aiming for?

(Type in box, allow 2 digits)

(DK)

(Route: if coded 20 at Q.11a ask Q.11c. Others see Q.11d)

SHOW SCREEN

Q.11c What is (was if coded 02 at Q.3) the level of RSA you are (were if coded 02 at Q.3) aiming for?

- 01: Higher Diploma
- 02: Advanced Diploma or Certificate

- 03: First Diploma
- 04: Certificate
- 05: Other RSA qualification (please specify)
- (DK)

(Route: if coded 04 at Q.11a ask Q.11d. Others see Q.11e)

SHOW SCREEN

Q.11d How many A, A\S, S levels, AVCEs or Scottish Highers are (were if coded 02 at Q.3) you aiming for?

- 01: -1-
- 02: -2-
- 03: -3-
- 04: 4 or more
- (DK)

(Route: if coded 12 at Q.11a ask Q.11e. Others see Q.11f)

SHOW SCREEN

Q.11e What is (was if coded 02 at Q.3) the level of NVQ\SVQ you are (were if coded 02 at Q.3) aiming for?

- 01: Level 5
- 02: Level 4
- 03: Level 3
- 04: Level 2
- 05: Level 1
- 06: Units towards NVQ\SVQ
- 07: Other NVQ (specify)
- (DK)

(Route: if coded 13 at Q.11a ask Q.11f. Others see Q.11g)

SHOW SCREEN

Q.11f What is (was if coded 02 at Q.3) the level of GNVQ\GSVQ you are (were if coded 02 at Q.3) aiming for?

- 01: Advanced
- 02: Intermediate
- 03: Foundation
- 04: Other GNVQ\QSVQ qualification (specify)
- (DK)

(Route: if coded 16 at Q.11a ask Q.11g. Others see Q.11h)

SHOW SCREEN

Q.11g What is (was if coded 02 at Q.3) the level of OCN credit you are (were if coded 02 at Q.3) aiming for?

- 02: Level 3
- 03: Level 2
- 04: Level 1
- 06: Entry level
- 05: Other OCN qualification (specify)
- (DK)

(Route: if coded 21 at Q.11a ask Q.11h. Others see Q.11i)

SHOW SCREEN

Q.11h What is (was if coded 02 at Q.3) the level of City and Guilds you are (were if coded 02 at Q.3) aiming for?

- 01: Part 3\Final\Advanced Craft
- 02: Part 2\Craft\Intermediate
- 03: Part 1
- 04: Other City and Guilds qualification (please specify)
- (DK)

(Route: if coded 22 at Q.11a ask Q.11i. Others go to Q.12)

SHOW SCREEN

Q.11i What is (was if coded 02 at Q.3) the level of BTEC\SCOTVEC\SCOTEV you are (were if coded 02 at Q.3) aiming for?

- 01: Higher Certificate Diploma
- 02: National Certificate Diploma
- 03: First\General Diploma
- 04: First\General Certificate
- 05: Other BTEC\SCOTVEC\SCOTEV qualification (please specify)
- (DK)

SHOW SCREEN

Q.12 Did you complete your learning or course?

- 01: Yes, completed it
- 02: No, gave up before end
- 03: Still studying it
- (DK)

SHOW SCREEN - MULTICHOICE

Q.13 Can you identify any changes or benefits that have happened as a result of your learning?

(Scripter: randomise order of list but fix 01 and 02 in that order)

- 01: I have got\expect to get a job
 - 02: I have got\expect to get a job with a different employer
 - 03: I have changed\expect to change the type of work I do
 - 04: I have got\expect to get a recognised qualification
 - 05: I have been helped\expect to be helped in my current job
 - 06: I have got\expect to get a promotion or a rise in earnings
 - 07: My work has become\I expect my work to become more satisfying
 - 08: I have moved\expect to move onto a further course of learning
 - 09: I have developed myself as a person
 - 10: My self-confidence has improved
 - 11: I have met new people\made new friends
 - 12: My health has improved
 - 13: I enjoy learning more: more aware of the benefits of learning, know I can learn etc.
 - 14: My children\my family have become more interested in learning
 - 15: I am more involved in local events and issues
- (DK)

SHOW SCREEN - MULTICHOICE

(Scripter: do not invert list)

Q.14 Who pays or paid the fees for this learning?

PROBE: Who else?

- 01: No fees to pay
 - 02: Myself
 - 03: Family\relative
 - 04: My employer\potential employer paid outside fees
 - 05: My employer funded provision of learning
 - 06: Government training scheme e.g. New Deal
 - 07: ILA (Individual Learning Account)
 - 08: Help from my institution e.g. access funds, bursaries etc.
 - 08: Local authority grant
 - 09: Other government funding
 - 10: Charitable trust or other non-government organisation
 - 11: Other (specify)
- (DK)

SHOW SCREEN - MULTICHOICE

(Scripter: do not invert list)

Q.15 Sometimes learning can have other costs apart from fees. The following are some of the costs that people can experience when they do some learning. Thinking about your main learning of (INSERT SUBJECT), has it led or did it lead to any costs like these?

- 01: No other costs
- 02: Loss of wages\salary\overtime
- 03: Loss of benefit(s)
- 04: Cost of childcare
- 05: Travel costs
- 06: Costs of equipment (e.g. books\computers\Internet charges)
- 07: Other (specify)
- (DK)

SHOW SCREEN

Q.16a What is the highest level of examination or qualification that you now hold, including any that you may have gained since leaving full-time education?

- 01: No qualifications held
- 02: O level\CSE 1\Matriculation\School Certificate
- 03: GCSE grade A*-C\SCE Credit Level Standard Grade
- 04: GCSE grade D-G\SCE Foundation Level Standard Grade
- 05: A level, A\S level, S level, AVCE, Scottish Higher
- 22: RSA\Pitman's
- 23: City and Guilds
- 18: Open College Network (OCN) Credit
- 24: BTEC\SCOTVEC\SCOTEV
- 06: Diploma in Higher Education (DipHE)
- 07: Foundation Degree
- 08: Degree (BA, BSc, BEd)
- 09: Higher Degree (MA, MSc, PhD)
- 11: Nursing\medical\clinical qualification
- 12: PGCE or other teaching qualification
- 13: Apprenticeship\Modern Apprenticeship
- 14: NVQ\SVQ
- 15: GNVQ\GSVQ
- 16: ONC\OND
- 17: HNC\HND
- 19: Other post-graduate qualification (specify)
- 20: Other professional qualification (specify)
- 21: Other qualifications (please specify)
- (DK)

(Route: if coded 02 at Q.16a ask Q.16aa. Others see Q.16b)

SHOW SCREEN

Q.16aa How many subjects at O level\CSE grade 1\Matriculation\School Certificate do you hold?

(Type in box, allow 2 digits)
(DK)

(Route: if coded 03 at Q.16a ask Q.16b. Others see Q.16c)

SHOW SCREEN

Q.16b How many GCSE's grades A* to C, or SCE Credit Level Standard Grades, do you hold?

01: -1-
02: -2-
03: -3-
04: -4-
05: 5 or more (type in)
(DK)

(Route: if coded 04 at Q.16a ask Q.16c. Others see Q.16d)

SHOW SCREEN

Q.16c How many GCSE's grades D to G, or SCE Foundation Level Standard Grades, do you hold?

01: -1-
02: -2-
03: -3-
04: -4-
05: 5 or more (type in)
(DK)

(Route: if coded 05 at Q.16a ask Q.16d. Others see Q.16e)

SHOW SCREEN

Q.16d How many A levels, A\S levels, S levels, AVCEs, or Scottish Highers do you hold?

01: -1-
02: -2-
03: -3-
04: 4 or more
(DK)

(Route: if coded 14 at Q.16a ask Q.16e. Others go to Q.16f)

SHOW SCREEN

Q.16e What is the highest level of NVQ\SVQ you hold?

- 01: Level 5
- 02: Level 4
- 03: Level 3
- 04: Level 2
- 05: Level 1
- 06: Units towards NVQ\SVQ
- 07: Other NVQ (specify)
- (DK)

(Route: if coded 15 at Q.16a ask Q.16f. Others see Q.16g)

SHOW SCREEN

Q.16f What is the highest level of GNVQ\GSVQ you hold?

- 01: Advanced
- 02: Intermediate
- 03: Foundation
- 04: Other GNVQ\QSVQ qualification (specify)
- (DK)

(Route: if coded 18 at Q.16a ask Q.16g. Others see Q.16h)

SHOW SCREEN

Q.16g What is the highest level of OCN you hold?

- 02: Level 3
- 03: Level 2
- 04: Level 1
- 06: Entry level
- 05: Other OCN qualification (specify)
- (DK)

(Route: if coded 22 at Q.16a ask Q.16h. Others see Q.16i)

SHOW SCREEN

Q.16h What is the highest level of RSA\Pitman's you hold?

- 01: Higher Diploma
- 02: Advanced Diploma or Certificate
- 03: First Diploma
- 04: Certificate
- 05: Other RSA\Pitman's qualification (please specify)
- (DK)

(Route: if coded 23 at Q.16a ask Q.16i. Others see Q.16j)

SHOW SCREEN

Q.16i What is the highest level of City and Guilds you hold?

- 01: Part 3\Final\Advanced Craft
- 02: Part 2\Craft\Intermediate
- 03: Part 1
- 04: Other City and Guilds qualification (please specify)
- (DK)

(Route: if coded 24 at Q.16a ask Q.16j. Others go to Q.17)

SHOW SCREEN

Q.16j What is the highest level of BTEC\SCOTVEC\SCOTEV you hold?

- 01: Higher Certificate Diploma
- 02: National Certificate Diploma
- 03: First\General Diploma
- 04: First\General Certificate
- 05: Other BTEC\SCOTVEC\SCOTEV qualification (please specify)
- (DK)

SHOW SCREEN

Q.17 How old were you when you finished full-time education?

- 01: 14 or under
- 02: 15
- 03: 16
- 04: 17
- 05: 18
- 06: 19
- 07: 20
- 08: 21

- 09: 22
- 10: 23
- 11: 24
- 12: 25 or more
- 13: Still a full-time student: school\college\university
- (DK)

SHOW SCREEN

Q.18 How likely are you to take up any learning in the next 3 years?

- 01: Very likely
- 02: Fairly likely
- 03: Fairly unlikely
- 04: Very unlikely
- (DK)

(Route: if coded 02 to 04 or DK at Q.18 go to Q.19. Others go to Q.20)

SHOW SCREEN - MULTICHOICE

Q.19 From the following list what, if anything, would you say are the main things preventing you from learning these days?

PROBE: Anything else?

- 01: Not interested\don't want to
- 02: Cost\money\can't afford it
- 03: Childcare arrangements\caring for others
- 04: Transport\too far to travel
- 05: Work\other time pressures
- 06: I don't like being in groups of people I don't know
- 07: I don't know what is available
- 08: I feel I am too old
- 09: I am too ill\too disabled
- 10: I am worried about being out alone
- 11: I haven't got round to doing it
- 12: I feel no need to learn anymore
- 13: I don't feel colleges\centres are welcoming
- 14: I do not have the qualifications I need
- 15: I do not have the abilities I need
- 16: I am put off by tests and exams
- 17: I am too nervous about the idea of starting learning
- 18: I don't feel confident enough
- 19: I would not be able to get time off work
- 20: I've tried learning in the past and it has been unsuccessful

21: No suitable courses are available
*24: Lack of opportunity to learn in Welsh
*25: Lack of opportunity to learn in other mother tongue
22: Lack of opportunity to learn in other tongue
23: Other (please specify)
(N)
(DK)

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.20 What (else), if anything, would you be most interested in learning about if you could?

(List as Q.4a)

SHOW SCREEN

Q.21 I will now read out a list of statements people have made about different types of learning. For each one, please tell me how much you agree or disagree. So firstly, how much do you agree or disagree with

...Learning is enjoyable for its own sake
...I am confident about learning new skills
...People who get training find their jobs are more interesting
...People who get trained at work end up with better promotion or better pay
...People should not be expected to learn new skills for their career in their own time
...There is not enough help and advice available about the different sorts of learning people can do
...I don't see why I should pay for learning that is to do with my job or career

01: Agree strongly
02: Agree
03: Neither agree nor disagree
04: Disagree
05: Disagree strongly
(DK)

SHOW SCREEN

Q.22 I will now read two more statements and, again, for each one, please tell me how much you agree or disagree. So firstly, how much do you agree or disagree with

...In general most people can be trusted

...I am optimistic about my future

01: Agree strongly

02: Agree

03: Neither agree nor disagree

04: Disagree

05: Disagree strongly

(DK)

SHOW SCREEN - MULTICHOICE

Q.23 Which of the following statements, if any, applies to your recent or current situation?

01: I have started a family

02: I have lost my job\ been made redundant

03: I have started a new job\been promoted

04: I have taken early retirement\retired

05: I have been involved in a broken marriage\broken up with my partner

06: I have recently lost a partner\spouse

07: I have moved home\moved to a new area

08: I wanted\want promotion at work

09: I wanted\want to help my children learn

10: I had a serious illness

11: I have a new\increasing disability

(N)

(DK)

SHOW SCREEN - MULTICHOICE

Q.24 Which, if any, of these had any bearing on your decision to take up learning?

(List as at Q.23 filtered on answers at Q.23)

Q.25 Have you heard of the European Social Fund?

PROBE: You may have heard of it as ESF?

01: Yes

02: No

(DK)

(Route: if coded 01 at Q.25 ask Q.26. Others go to Q.27a)

Q.26 What do you think the European Social Fund does?
PROBE: What else? PROBE: Anything else?

(Open-ended)

SHOW SCREEN - MULTICHOICE

Q.27a Which of these do you have regular access to?
PROBE: Any others?

- 01: Mobile phone
- 02: CD player
- 03: DVD player
- 04: Computer\PC\laptop
- 05: Internet via normal phone line
- 06: Internet via Broadband connection
- (N)
- (DK)

(Route: if 05 or 06 coded, go to Q.27b. Others go to Q.28)

SHOW SCREEN - MULTICHOICE

Q.27b Which of these activities have you ever used the Internet for?
PROBE: Any others?

- 01: Using e-mail
- 02: Using chat rooms or sites
- 03: Finding information about goods and services (including holidays, flights, houses, etc.)
- 04: Buying or ordering tickets, goods or services (excluding shares and financial services)
- 05: Personal banking, financial and investment activities
- 06: Looking for jobs or work
- 07: Downloading software, including games
- 08: Playing or downloading music
- 09: Finding information related to children's schoolwork
- 10: Finding information for my learning\training
- 11: Learning on\off-line
- 12: Using or accessing government or official services
- 13: General browsing or surfing
- 14: Other things
- (N)
- (DK)

SHOW SCREEN

Q.27c And which of these activities do you mostly use the Internet for?

- 01: Using e-mail
 - 02: Using chat rooms or sites
 - 03: Finding information about goods and services (including holidays, flights, houses, etc.)
 - 04: Buying or ordering tickets, goods or services (excluding shares and financial services)
 - 05: Personal banking, financial and investment activities
 - 06: Looking for jobs or work
 - 07: Downloading software, including games
 - 08: Playing or downloading music
 - 09: Finding information related to children's schoolwork
 - 10: Finding information for my learning\training
 - 11: Learning on\off-line
 - 12: Using or accessing government or official services
 - 13: General browsing or surfing
 - 14: Other things
- (N)
(DK)

SHOW SCREEN

Q.28 People of different cultural backgrounds may have different needs in relation to studying and learning. With this in mind, can you tell me which of the following best describes you?

- 01: White
 - 02: Black - Caribbean
 - 03: Black - African
 - 04: Black - British
 - 05: Black - other (please specify)
 - 06: Bangladeshi
 - 07: Indian
 - 08: Pakistani
 - 09: Chinese
 - 10: Asian - British
 - 11: Asian - other (specify)
 - 12: Arab
 - 13: Cypriot
 - 14: Other (specify)
- (R)

SHOW SCREEN

Q.29 What is your mother tongue, that is the language you first learned as a child?

- 01: Arabic
- 02: Bengali
- 03: English
- 04: Greek
- 05: Gujarati
- 06: Hindi
- 07: Punjabi
- 08: Somali
- 13: Turkish
- 09: Urdu
- 10: Yemeni
- 11: Welsh
- 12: Other (specify)
- (DK)

SHOW SCREEN

Q.30 Through which language do you prefer to learn?

- 01: Arabic
- 02: Bengali
- 03: English
- 04: Greek
- 05: Gujarati
- 06: Hindi
- 07: Punjabi
- 08: Somali
- 13: Turkish
- 09: Urdu
- 10: Yemeni
- 11: Welsh
- 12: Other (specify)
- (DK)

APPENDIX V

Educational attainment of the population in Scotland by age and gender (2000)

| Scotland | | Percentage of age group with given level of qualification | | | | | | | | | | |
|---|-------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 16-64 | 16-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 |
| Lower Secondary (No formal qualifications) | M+W | 18 | 15 | 7 | 11 | 15 | 18 | 17 | 19 | 31 | 33 | 27 |
| | Men | 15 | 17 | 7 | 9 | 13 | 14 | 10 | 14 | 20 | 23 | 27 |
| | Women | 22 | 13 | 8 | 13 | 17 | 21 | 24 | 24 | 40 | 43 | |
| Short upper Secondary (< Standard Grades 1-3 or equivalent) | M+W | 16 | 19 | 15 | 18 | 20 | 19 | 14 | 14 | 12 | 12 | 9 |
| | Men | 13 | 23 | 14 | 14 | 17 | 14 | 9 | 10 | 9 | 8 | 9 |
| | Women | 19 | 14 | 16 | 21 | 23 | 23 | 20 | 17 | 16 | 17 | |
| Long Upper Secondary (>5 Standard Grades 1-3 or equivalent) | M+W | 21 | 31 | 15 | 16 | 16 | 19 | 19 | 23 | 22 | 23 | 35 |
| | Men | 26 | 30 | 16 | 20 | 21 | 24 | 26 | 31 | 33 | 31 | 35 |
| | Women | 15 | 33 | 15 | 13 | 11 | 15 | 12 | 16 | 12 | 15 | |
| SCE Highers (or equivalent) | M+W | 20 | 34 | 38 | 20 | 20 | 17 | 20 | 17 | 13 | 14 | 9 |
| | Men | 22 | 30 | 42 | 22 | 20 | 20 | 27 | 21 | 16 | 17 | 9 |
| | Women | 18 | 37 | 34 | 18 | 20 | 14 | 13 | 14 | 10 | 11 | |
| HNC/HND (or equivalent) | M+W | 11 | N | 13 | 15 | 13 | 14 | 14 | 11 | 10 | 7 | 7 |
| | Men | 10 | N | 12 | 15 | 12 | 13 | 12 | 8 | 8 | 8 | 7 |
| | Women | 13 | N | 14 | 14 | 14 | 15 | 17 | 13 | 11 | 7 | |
| Degree (or equivalent) | M+W | 13 | 0 | 12 | 20 | 16 | 14 | 15 | 16 | 13 | 11 | 12 |
| | Men | 14 | 0 | 10 | 19 | 17 | 16 | 16 | 17 | 14 | 14 | 12 |
| | Women | 13 | 0 | 14 | 21 | 15 | 12 | 15 | 16 | 11 | 8 | |

Source: Scottish Executive 2001 adapted from Table 1
(N - insufficient numbers to accurately calculate)

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