INDIVIDUAL COMMITMENT TO LEARNING: INDIVIDUALS' ATTITUDES
Report on the quantitative survey

by

Alison Park

The views expressed in the report are the author's and do not necessarily reflect those of the Department.
SN 3305

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Please note that the correct sample sizes are as follows and not as stated in the report -

Sample A (n= 1113)
Sample B (n= 290)

The weighting variables created by the two weighting procedures described in the report have been amalgamated in the weighting factor variable WEIGHT. The variable @WEIGHT0 is a duplicate of WEIGHT.

The calculations for the derived variables are as follows:

1 dv2
+hd=DV2 Learning Status
ttlLearning status
*include base
n01Current learner,c=c291 '1'  }
n01Past learner,c=c291 '2'  }
n01DK Current/Past,c=c291 '3'  } See below
n01Not work related,c=c291 '4'  }
n01Non learner,c=c291 '5'  }
n01FT education,c=c547 '3'  } (Question 47 (col 547))

1 dv2com
+hd=DV2 Learning Status
ttlLearning Status
*include base
n01Learner,c=c291 '1,2,3'  }
n01Non learner,c=c291 '4,5'  }
n01FT education,c=c547 '3'  } (Question 47)

1 dv3
+hd=DV3 Status - non-current learners
+c=c709 '2' or c554 '2'
ttlStatus - non-current learners
n10Base All not learning at time of survey
n01Non learner,c=c554 '2'  } (Question 50)
n01Past learner,c=c709 '2'  } (Question 104)

/* Program to write out person level data as a flat file
/*NB subject level data processed so that column 291, used for derived variables is
/*added to the subject level
/*Column 291 stores a summary of the responses found in Q59 at the subject level
/*i.e learning in the last four weeks

int nsbj; 1
real prewt 1
ed person	nsubj=0
filedef data pers data
filedef nsubj fet report

...
Archive Notes

prewt = cx(171,178)
set c291 = 'c'

/* no no answers in 554 so 89 ignored below

if(c555 = '23') emit c291 = '3'
if(c554 = '1' and c555 = '1') emit c291 = '4'
if(c554 = '2') emit c291 = '5'
return
level subject

/* set c291 for each subject

if(c2052 = '1') emit c291 = '1'
if(c2052 = '2') emit c291 = '2'
if(c2052 = '89') emit c291 = '3'
nsubj = nsubj + 1
return
endlevel person

/*force c291 to be single coded eg code 1 (some learning in the last 4 weeks) takes
/*priority over code 2 (learning finished 4 weeks ago)

priority c291 = '1', '2', '3', '4', '5'
write data pers c(101, 199)
write data pers c(201, 199)
write data pers c(301, 199)
write data pers c(401, 199)
write data pers c(501, 199)
write data pers c(601, 199)
write data pers c(701, 199)
write data pers c(801, 199)
write data pers c(901, 199)
write data pers c(1001, 199)
write data pers c(1101, 199)
write data pers c(1201, 199)
write data pers c(1301, 199)
write data pers c(1401, 199)
write data pers c(1501, 199)
write data pers c(1601, 199)
report nsubj fct c(101, 104) 4,nsubbj 1
end
ED Research Series

The Employment Department is committed to promoting a competitive, efficient and flexible labour market so that Britain can compete effectively within the European Community and in wider world markets.

The Department has policies and programmes in place to help to achieve this goal. For example, to ensure that unemployed and other disadvantaged people have the skills and motivation they need to compete actively for jobs, to help improve the skills of the workforce and entrants to it, to maintain a framework which provides a fair balance between the interests of people at work and their employers, to protect people at work from industrial risks, to encourage employment patterns, practices and attitudes which promote individual choice and enterprise, and to promote the interests of women in the workplace and beyond.

To ensure that public money is well spent we must continue to monitor the extent to which the Department is achieving its aim and objectives. To do this we need systematic and impartial information on the operation of the labour market and the Department therefore funds a comprehensive range of research and evaluation work to complement regular labour market statistics.

The Department’s Research Series makes the findings of these studies publicly available as a contribution to discussion and debate on improving the workings of the British labour market.

Richard Bartholomew
Chief Research Officer
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Chapter 1

Summary

This section provides a thematic summary of the data presented in the full report. Where appropriate, the relevant sections of the report are shown in brackets.

Introduction

This report contains the findings of the SCPR Survey of Individual Attitudes to Lifetime Learning (2.31). The aims of this survey were threefold:

- to increase understanding of different attitudes towards learning and the concept of lifelong learning
- to identify barriers to participation in learning
- to examine the impact which the removal of these barriers might have upon take-up of learning

The survey was based on 1,403 interviews with respondents aged between 16 and 54. The number of learners interviewed was boosted in order that more detailed analysis could be carried out. All data referred to in the report is weighted to take the boosted sample into account (2.4, 4.7).

Current provision

One respondent in five (19%) was doing some form of vocational learning at the time of interview. A further 29% had done an example of such learning in the three years prior to interview. Overall, therefore, nearly half the sample (48%) were doing, or had recently done, a form of vocational learning. Throughout the report this group are referred to as ‘learners’ (3.1).

The highest proportion of vocational learners was found amongst those who were in work at the time of the survey. Over six in every ten workers (61%) were either learning at the time of the survey or had done so in the previous three years (3.3, n).

Those respondents who were not doing any vocational learning at the time of interview, and who had not done any such learning in the previous three years are referred to as ‘non-learners’.

Nearly one in five (18%) non-learners had undertaken some non-vocational learning in the previous three years or was doing such learning at the time of interview (3.1).

Comparisons of this survey with other inquiries into vocational learning and training are complicated by variations in the definitions of learning used and the sample populations surveyed (3.2). However:

- A higher proportion of learners was identified in this survey than was found in the 1986-87 Training in Britain survey (Training Agency, 1989) and the 1992 Employment in Britain survey (PSL, 1993). The first of these inquiries found that a third of the economically active had received training in the previous three years.
- The second inquiry, which used the same definition of training, found that 54% of employees had undertaken such activities. Both these surveys concentrated upon more specialised groups than did the present survey and both used a more restricted definition of vocational learning (namely ‘training’). Some comparisons can still, however, be made. Training in Britain, in addition to finding that a third of the economically active had experienced training in the previous three years, found that, of those who had not, around half had undergone one or more of a set of activities which might in some circumstances or occasions be considered a ‘learning experience’.
- Overall, therefore, two thirds of the Training in Britain sample can be seen as having experienced some form of vocational learning in the three years prior to the survey. This figure is comparable to that obtained in this survey amongst the proportion of the sample who were in work at the time (61% of whom were learners).
- The survey identified substantially more learners amongst the general population than did a 1990 inquiry carried out on behalf of NIACE (NIACE, 1991).

The personal characteristics of learners (3.3)

Previous research has found different levels of reported learning among different age groups (Training Agency, 1989; NIACE, 1991). However, the average age of learners who participated in this survey was only slightly lower than that of non-learners. The 25 to 29 age group contained the highest proportion of learners (58%).

55% of men and 43% of women were either doing some vocational learning at the time of interview or had done some in the previous three years.

Learners were more likely than non-learners to be in full-time employment (65% and 41% respectively) and were less likely to be unemployed or looking...
after the home or family. Learners were also more likely than non-learners to work (or have worked) in non-manual occupations (68% and 43% respectively).

Learners of all ages were more likely than comparable non-learners to live in households without children (50% of learners and 36% of non-learners).

**Educational characteristics (3.4)**

A higher proportion of non-learners than learners had left education at the minimum school leaving age (65% and 43% respectively).

Learners were more likely than non-learners to have finished their education with qualifications. 77% of learners, and 50% of non-learners, reported having had at least one ‘academic’ qualification (that is, a qualification such as a CSE, GCSE or A level) when they left full-time education. This substantiates earlier research which established a link between qualifications and experience of learning (Training Agency, 1989; NIACE, 1991; PSI, 1993).

Learners and non-learners had very similar attitudes towards, and assessments of, full-time education.

**Employment (3.6)**

Learners were more likely than non-learners to be employees (90% and 82% respectively). Among those in work at the time of the survey, a higher proportion of learners than non-learners were in professional or managerial posts and twice as many learners as non-learners had jobs which involved supervisory responsibilities (41% and 22% respectively).

The 1986-1987 Training in Britain inquiry found that higher paid workers were more likely than their lower paid counterparts to report having had vocational training. This is substantiated by the findings of this survey. Thus, of those in full-time work when interviewed, 58% of non-learners earned less than £13,000 per annum, compared with 37% of learners.

Of those in work at the time of the survey, learners were more likely than non-learners to have jobs which incorporated formal procedures for assessing career development and training needs. Learners were, unsurprisingly, more likely than non-learners to feel that their employer encouraged vocational learning (79% and 59% respectively) and that the opportunities for training in their job were good (72% and 50% respectively).

Learners and non-learners displayed quite different attitudes towards work. Learners were more likely than non-learners to emphasise the importance of the nature of the work that is done within a job. Conversely, non-learners were more likely than learners to emphasise the importance of a job’s terms and conditions.

**The nature of current provision**

All respondents who were doing some vocational learning at the time of interview, or had done some vocational learning in the previous three years, were asked to supply details of their two most recent learning episodes (7.1).

The findings discussed in this section, and in the section on funding, relate (unless otherwise specified) to the total number of learning episodes about which data were collected (rather than the number of learners interviewed). For this reason it is not possible to make exact comparisons with previous research (which has analysed data on an individual respondent, rather than learning episode basis) (7.1).

**Basic characteristics**

Over eight in every ten (83%) reported learning episodes began while the respondent was in work (7.1).

41% of learning episodes were employer funded, and a further 18% did not require funds but were arranged by the respondent’s employer. Overall, therefore, nearly six in every ten (59%) reported learning episodes were employer provided. 17% were funded solely by the respondent and 2% involved joint funding between the respondent and their employer. Over a third (37%) of the learning reported by respondents who were not in work at the time was funded wholly or partially by a government scheme (such as Training for Work) or by a government or local authority organisation.

Further details on funding can be found in the next section of this summary (8.3).

Half the reported learning consisted of specific training for a particular profession or trade. One in five learning episodes concerned keyboard and computing skills, and over one in ten was concerned with management and administration (7.2.i).

Half (49%) of the learning reported by those who were in work at the time was carried out solely ‘off-the-job’. This type of learning was more common among men than women (54% and 43% of learning episodes respectively) (7.2.iii).
Time spent learning

Two thirds of the reported learning episodes were undertaken on a part-time, as opposed to full-time, basis. This was more common among women than men (73% and 59% respectively) (7 3,11).

Over three quarters (77%) of learning episodes which started whilst the learner had a job involved some learning during working hours. Less than a quarter involved learning which took place solely during the respondent’s own time (7 3,1u).

Over a third (35%) of learning episodes lasted one month or less, rising to 50% among those whose employer arranged and/or funded their learning. Only 15% of self-funded learning lasted for one month or less (7 3,1).

Of the learning episodes which lasted for less than one month, those done by women were more likely than those done by men to have lasted for one day only (31% and 15% respectively) (7 3,1).

Generally, learning which began while the respondent was in work lasted for a shorter time than that which began while the learner was not in work. Four in every ten learning episodes which began whilst the respondent was in work lasted for less than one month, compared with one in every ten episodes which began when the respondent was not in work (7 3,1).

Location of learning

A third (32%) of all learning episodes took place mainly at the workplace. Less than a quarter (22%) were based at a training or conference centre and one in ten were primarily home based (7 2,iv).

Funding (8.3)

59% of reported learning episodes were either funded solely by an employer or arranged through an employer without requiring funding (see also the section on the nature of current provision). 17% were funded solely by the respondent and 2% were funded jointly between the respondent and his or her employer.

Training in Britain reported that 9% of the economically active were, or had recently been, engaged in self-funded learning. Employment in Britain, conducted in 1991 (some four years after the former survey), obtained a figure of 13%. The comparable figure for those in work at the time of this survey, based upon the data discussed above, is 15%. Consequently, it seems likely, as Employment in Britain concluded from its findings, that self-funded learning is becoming more common amongst the workforce.

14% of the learning episodes reported by those who were in work when their learning began were self-funded (compared to 30% of those undertaken by respondents who were not in work).

As was found in both the Training in Britain and Employment in Britain inquiries, employers were more likely to have financed learning done by non-manual, and particularly professional and managerial, workers than they were to have financed that done by manual workers. 51% of the learning reported by professional or managerial workers, 41% of that reported by other non-manual workers, 38% of that reported by skilled manual workers, and 33% of that reported by semi/unskilled manual workers, was solely financed by an employer. Conversely, professional and managerial workers were the least likely to have undertaken learning which, though arranged by their employer, did not require any funding. 12% of the learning reported by professional and managerial workers fell into this category, compared to 19% of that reported by skilled manual workers.

The prevalence of self-funded learning did not vary between different socio-economic groups.

Unsurprisingly, learning which started when the learner was not in work was more likely than average to have been funded by government or a local authority.

Very few self-financed learning episodes involved the respondent taking out a loan (3%).

Motivation

Attitudes to learning

Overall, a high proportion of respondents recognised the possible benefits (such as increased job satisfaction or better job prospects) which an individual might gain from vocational learning. Learners were more likely than non-learners to acknowledge less material benefits of learning (such as personal satisfaction) and were less likely to acknowledge more material benefits like increased pay (5 1).

Non-learners were more likely than learners to feel that they themselves should not be expected to pay for job-related learning (43% and 36% respectively). This group was also more likely to feel that employers or government should fund vocational learning (5 4).

In general, most respondents (75%) thought that there were ‘ample’ opportunities available for people to learn. Far fewer, however, thought that there was
a lot of choice around for people with learning needs similar to their own (47%). This was particularly the case with non-learners (39% of whom felt this way) (5.2).

Respondents who were not learning at the time of the survey were asked to envisage the extent of encouragement they would get from different groups (such as their family) were they to start doing some vocational learning. Nearly two thirds (65%) thought that their family would be very happy and encouraging if they were to do this. A lower level of support (50%) was expected if the learning was non-vocational in nature (5.6).

**Forms of learning**

Over a third of respondents expressed an interest in finding out more about Open Learning. Respondents in their 30s were the most likely to express such an interest (with 45% doing so) (6.5.iii).

A quarter of respondents felt that they did not have the motivation to learn alone at home (with this proportion rising to over a third among non-learners). Non-learners were also more likely than learners to state that they would feel out of place going to evening classes (9% of learners and 23% of non-learners) (5.5).

**Financial incentives to learn**

Learners displayed more interest than non-learners in finding out more about financial incentives such as tax relief for vocational training (47% and 37% respectively) and Career Development Loans (17% and 12% respectively) (6.5.ii).

Younger respondents (those aged 16 to 24) tended to be more enthusiastic than their older counterparts about the various existing financial incentives to learn. However, an exception to this general decline in interest with increasing age was found among respondents in their 30s. Equal proportions (48%) of 16 to 24 year olds and 30 to 39 year olds expressed an interest in finding out more about tax relief for vocational training, compared with 43% of 25 to 29 year olds, 40% of 40 to 49 year olds and 25% of respondents aged between 50 and 54 (6.5.iii).

Respondents who worked (or had worked) in semiskilled or unskilled manual jobs were more likely than skilled manual workers to be interested in finding out more about existing financial incentives to learn. 48% of semi/unskilled workers expressed an interest in tax relief for vocational training (compared to 35% of skilled manual workers). Similar interest levels were also found among respondents in non-professional non-manual jobs (6.5.iii).

**The likelihood of future learning**

Nearly half the sample thought it likely that they would start some vocational learning in the near future, a slightly lower proportion than that found in Training in Britain (58%) and Employment in Britain (54%). The two latter inquiries, however, focused upon the economically active (a group which would be expected to have a higher than average expectation regarding the receipt of future vocational learning) (9.2.i).

As was found in the Training in Britain inquiry, existing learners were substantially more likely than non-learners to consider vocational learning a likely future activity (66% and 28% respectively). Consequently, nearly three quarters (73%) of those who thought that future learning was likely were respondents who were actually doing some learning at the time of interview or who had done some in the previous three years (9.2.ii).

A third of those respondents who thought it likely they would do some vocational learning in the near future had made definite plans to begin within the next year. Those with learning experience, the unemployed and those who left full-time education with qualifications were all more likely than average to have made such plans (38%, 38%, and 36% respectively) (9.3.i).

Nearly half (46%) of those who thought future vocational learning was likely anticipated that this would be employer provided. Unsurprisingly, full-time workers were the most likely group to have this expectation (60%) (9.3.i).

Overall, half the sample (51%) considered it unlikely that they would do any vocational learning in the near future. Certain types of respondent were more likely than others to belong to this group. In particular, respondents who were not learning at the time of interview and who had not done any such learning in the previous three years were considerably over-represented. Thus, 70% of unlikely future learners were non-learners, and 30% were learners. This balance is almost the mirror image of that found when examining the characteristics of likely future learners (see above) (9.4).

Unlikely future learners were more likely than average to be aged 30 or over, to be looking after the home or family at the time of interview, manual workers, or to have left full-time education with no academic and/or vocational qualifications (9.2.iv).

Of those respondents who thought future vocational learning was unlikely and who were not learning at
the time of interview, over four in every ten (44%) stated that they would *like* to do some vocational learning and 55% that they would not. Respondents aged between 25 and 39 were the most likely to fall into the former category (56% doing so) (9.4.1)

**Reasons for learning**

Increased job satisfaction was the most commonly cited reason for beginning learning. This was particularly the case for those who were in work when their learning began. 29% of learning episodes which started while the respondent was in work began for this reason (compared with 11% of the learning done by those who were not in work at the time). Increased job satisfaction was also the most commonly chosen reason given for learning by respondents who thought it likely they would do some vocational learning in the near future. 24% of likely future learners stated that this was the main reason for their intended future learning (8.2.11, 9.3.11)

Nearly half the learning reported by learners who were not in paid work when they began learning was motivated by the desire to get a job (compared with 4% of learning done by those in work) (8.2.11)

The most common reason given for learning by those who funded themselves was to change the type of work that they did. This applied to 22% of the learning episodes reported by this group (compared to an overall figure of 11%) (8.2.11)

A third of those who expressed a desire for future learning but did not see it as likely cited ‘self-improvement’ as being one of their motivating factors (9.4.1)

Respondents who were not learning at the time of the survey, and who stated that they had no desire to do vocational learning in the near future, reported that their interest might increase under certain circumstances (9.4.1v)

- A third (38%) of those who said that their work situation underpinned their lack of desire for vocational learning stated that they would be interested in such learning if their employer was to give them time off
- Over half (57%) of the respondents who cited domestic arrangements as being the reason for their lack of desire for vocational learning thought that they would be interested in learning if their situation were to change. This was particularly true of women
- In conclusion, of those respondents who were not learning at the time of the survey, and who neither foresaw nor wanted to do any such learning in the future, over half (57%) stated that they would be interested in finding out more about employer-funded learning

**Access problems**

The most common obstacle to learning cited by respondents who wanted to learn but thought that this would be unlikely in the near future was cost (mentioned by 21% of this group) (9.4.1i)

Those who expressed no desire to do any vocational learning in the near future were most likely to cite reasons concerned with their domestic arrangements and work situation as underlying their lack of enthusiasm (mentioned respectively by 44% and 34% of respondents). Women were substantially more likely than men to give reasons concerned with their domestic situation (56% and 29% respectively) (9.4.1ri)

**Vocational learning and qualifications**

Four in every ten learning episodes reported by respondents were directed towards a qualification (or towards a module which would lead to a qualification) (7.2.i)

Certain groups were more likely to have done, or be doing, qualification orientated learning. In particular, learning undertaken by younger respondents was more likely to be directed towards a qualification than that done by their older counterparts. Over half (61%) of the learning reported by 16-24 year olds was directed towards a qualification, compared to 41% of that done by 25-29 year olds, 40% by 30-39 year olds, and 28% by 40-49 year olds (7.2.ii)

Qualification orientated learning was also more common among those in occupations not associated with high qualification requirements. 26% of the learning episodes reported by professional or managerial workers was directed towards a qualification, compared with 38% of that done by other non-manual workers and 52% of that done by skilled manual workers (7.2.ii)

Learning directed towards a qualification was more common than average among those who were not in work when they started learning and those who were funding their own learning. 63% of learning episodes which started while the respondent was not in work were qualification orientated (compared to 34% of episodes which began whilst the respondent was working). Over half the self-funded episodes
were directed at a qualification (compared to 38% of those which were employer funded and 15% of those which were arranged by the employer and did not require any funding).

When asked about those learning episodes which were not directed towards a qualification, respondents stated that aiming towards a qualification was not possible in over eight out of every ten cases (84%). However, respondents stated that it would have been preferable to them if they could have aimed towards qualification in a quarter of these learning episodes. This particularly applied to learning done by women and by manual workers (who stated that, with respect to 30% and 38% of the above learning episodes respectively, it would have been preferable to have aimed for a qualification) (8.2,iii).

Of those who saw future vocational learning as being likely, half intended to aim for a qualification. This intention was most common among non-learners, manual workers and the unemployed (57%, 59% and 70% respectively). The young were also more likely to intend to aim towards a qualification. 66% of 16 to 24 year olds, compared to 38% of 40 to 49 year olds intended to do this type of learning. These findings regarding future intentions for qualification orientated learning largely match the higher than average propensity of these groups to be doing, or have recently done, qualification orientated learning (see above).

Awareness

Awareness of information sources (6.2)
Respondents were asked to name, without prompting, possible sources of information about learning. Overall, respondents displayed very low levels of awareness. The most commonly named institutions were colleges of Further Education, mentioned by 39% of the sample. Higher proportions did, however, recognise relevant institutions once they were shown a list of possible sources of information about learning.

Jobcentres and Jobclubs were recognised by the most respondents (67%) as a potential source of information about learning. 63% recognised the potential source of information represented by colleges of Further Education.

Generally, learners displayed higher awareness of the various institutions available to the public than did non-learners. The exception to this concerned Jobcentres and Jobclubs which were more likely to be recognised by non-learners than learners (71% and 63% respectively).

Different groups varied in the extent to which they were aware of various information sources about vocational learning. This proved particularly to be the case with different age groups. For instance, the youngest sample members, those aged 16-19, were over twice more likely than average to recognise careers advisers as having this type of role (73% and 30% respectively).

Awareness of ‘Open Learning’ (6.4)
Over half (54%) the respondents were aware of the term ‘Open Learning’. Two thirds claimed to recognise this form of learning when its underlying principles were described.

Awareness of financial incentives to learn (6.4)
Few respondents were aware of the various available financial incentives for particular forms of learning. The least widely recognised was the availability of tax relief for vocational training (recognised by 21% of respondents). 25% of the sample recognised the term ‘Career Development Loan’ (however 42% of the sample recognised the existence of such loans once the principles underlying them were described).

Learners displayed higher levels of awareness of present financial incentives to learn than did non-learners. For instance, 31% of learners, and 19% of non-learners recognised the term ‘Career Development Loan’. Other groups also varied in their awareness of these schemes (although, in the case of tax relief for vocational training, low awareness was common among most groups).

Information

Experience of information sources
Reported past usage of information sources about vocational learning was low. This substantiates the relatively low levels of unprompted awareness found as to possible sources of such information (see above). The most common resource used in the past for this purpose was the Jobcentre and/or Jobclub. 21% of the sample had visited this institution for information about learning. Learners were more likely than non-learners to have used the various available information sources in the past (6.2).

Despite the relatively low levels of reported past experience of information sources, most learning episodes (87%) had been easy to find out about. This
applied less to learning done by respondents who had not been in work at the time than it did to learning undertaken by respondents who were in work (79% and 89% respectively). Learning that was self-funded was also less likely to have been easy to find out about than learning that was funded by an employer (84% and 91% respectively) (6.1)

The information received by learners was, in the vast majority of cases, seen as having been useful. 86% of the forms of information received had been either very, or fairly, useful to the respondent (8.1)

Preferences regarding information sources

Overall, over four in every ten respondents (43%) felt that there is not enough information available about the different sorts of learning that people can do. Learners were less likely than non-learners to agree with this statement (39% and 49% respectively) (5.2)

When asked which institutions they would prefer to use as a source of general information about learning, respondents were most likely to choose Jobcentres and/or Jobclubs and colleges of Further Education (chosen by 33% and 30% of respondents respectively) (6.3.1)

Different groups varied in their preferences regarding information sources. The key institutions with which such variation was associated were Jobcentres and Jobclubs, employers and careers advisers (6.3.11)

Information on tax relief for vocational training

As discussed above, 43% of respondents expressed an interest in finding out more about the availability of tax relief for job related training. These respondents were subsequently asked where they would go to get more information about this scheme. Nearly one in five (18%) did not know how they could find out any more about the scheme and, although half (47%) correctly suggested approaching a tax office or the Inland Revenue, the same proportion thought they should approach a Bank or Building Society (neither of which would be able to provide much help on this subject)

Advice and guidance

Experience of advice and guidance (8.1)

A quarter of the vocational learning reported by respondents had been preceded by advice and guidance from a careers or training specialist. This was less common among professional or managerial workers than among any other occupational group. 19% of learning episodes undertaken by these workers were preceded by such advice and guidance, compared to 26% of the learning done by both other non-manual workers and skilled manual workers.

Learning which began when the respondent was not in work was more likely than that which began whilst the respondent was in work to have been preceded by specialist advice and guidance (29% and 23% respectively)

In over nine in every ten cases (94%), the advice received was seen as being useful.

Of those learning episodes which had been completed by the time of the survey, nearly six in every ten (58%) had not been followed up by advice on how to best utilise the learning. The most common source of that advice which was received was employer based. 21% of learning episodes had been followed by advice from this source.

Only 16% of learning episodes had been followed up by specialist advice and guidance from a careers or training adviser.

Preferences regarding advice and guidance (6.3)

When asked to choose who they would prefer to approach for personal advice about learning, the most common choice among respondents was a careers adviser (chosen by 28% of respondents).

Non-learners were more likely than learners to express a preference for the Jobcentre and/or Jobclub as a source of personal advice. This difference between learners and non-learners is not explained by the higher proportion of non-learners who were unemployed: 34% of unemployed non-learners, and 20% of unemployed learners, stated that they would prefer to visit a Jobcentre and/or Jobclub.

As was the case when asked about preferences regarding information sources, different groups varied in their preferences regarding sources of advice. The most variation was associated with Jobcentres and/or Jobclubs, employers, and careers advisers.

Market function

Unmet demand

As was discussed in point 53, 44% of those who felt that future vocational learning was unlikely and who were not learning at the time of interview, stated that they would like to do some vocational learning (9.4.1)
Most reported learning was not directed towards a qualification and many of the relevant respondents did not feel that to learn for a qualification would have been preferable. A significant group, however, did state that they would have preferred this option. This preference applied to around a quarter of those learning episodes which did not afford the respondent the choice between qualification orientated and non-qualification orientated learning (8.2,iii).

The role of employers

As was found in both Training in Britain and Employment in Britain, vocational learning is, at present, inexorably entwined with employer provision. Of those learning episodes which began whilst the respondent was in work, nearly three quarters (70%) were arranged through their employer. Using these figures it can be calculated that, of those who were in work at the time of the survey, around half (53%) had some recent experience of vocational learning that had been arranged by their current, or a previous, employer (8.2).

Nearly half the learning done by respondents in work when they began learning was funded by the employer alone and a further 21% was arranged by the employer but did not require funding. Only 3% was jointly funded by the respondent and his or her employer (8.3).

Within the context of vocational learning undertaken by those in work, some flexibility does exist. Roughly half the learning episodes reported by this group were initiated by the respondent and half by the employer. Seven in every ten involved an element of choice on the part of the respondent (either in terms of the choice to do some learning or in the choice of what learning to do). 30% of all learning reported by those who were in work was a consequence of the requirements of their employer (8.2).

Leakage

Little evidence was found of ‘leakage’ from the learning system in the form of premature curtailment of learning. 7% of all reported learning episodes ended early. However, it is possible that such truncated examples of learning might be under-represented in the survey (8.4,i).

Qualifications

Of those completed learning episodes which had aimed at a qualification, 15% did not result in the respondent obtaining the qualification (8.4,i).

Perceived consequences of learning (8.4,ii)

Two thirds of completed learning episodes were seen by respondents as having had a positive effect upon their work or their job/career prospects. Consequently, a third of completed learning episodes were not seen by respondents as having had this type of effect. Certain types of respondent were more likely than average to report that their learning fell into this latter category.

The different assessments made by respondents as to the consequences of their learning can be expected to reflect a number of issues, these ranging from the level of investment put into learning by the respondent and the motivation behind undertaking such learning, to the labour market position of the respondent before, during, and after, their learning.

Two of the groups who were least likely to see their learning as having had positive effects upon their work or job/career prospects consisted of respondents with very different characteristics to the ‘average’ learner (whose learning was employer arranged and/or funded and who were most likely to cite ‘increased job satisfaction’ as being their main motivation for embarking upon vocational learning). These two groups were those who were not in work when their learning began and those who funded their learning themselves. 47% of the completed learning episodes reported by the former group, and 49% of that reported by the latter, were not seen to have had any such effects upon the respondents’ work or job/career prospects (compared to an average of 35%). These figures reflect the possible importance of the association between the perceived consequences of learning, and individual investment, motivation and labour market position (see below).

The association between self-funded learning and a lower than average perception of benefit from vocational learning mirrors that found in both the Training in Britain and Employment in Britain inquiries.

The most common consequence of learning was perceived to be increased job satisfaction (mentioned in respect to 36% of learning episodes). Women were more likely than men to see their learning as having this type of effect (40% and 32% of learning episodes done by men and women respectively). Fewer episodes were seen as having led to more specific changes in respondents’ careers or career opportunities, such as changing the type of work the respondent did or getting a job (13% and 11% respectively).

Although self-funded learning was less likely than average to be perceived as having led to important
career events, a considerably higher than average proportion of those learning episodes had led to the respondent getting a job (21% compared to an average of 11%) Only 3% had led to the respondent changing the type of work that they did

A comparison of the perceived consequences of learning with the reasons given by respondents as to why they embarked upon learning shows that, overall, 'increased job satisfaction' was the most likely reason for starting learning to be realised once the learning had finished. For every ten episodes which began for this reason, fourteen completed learning episodes were reported to have resulted in an increase in satisfaction. For many respondents, therefore, learning resulted in an increase in job satisfaction, irrespective of whether or not this was the main reason behind starting learning. Similarly, for every ten learning episodes which began because the respondent wished to change the type of work they did, twelve reported this as a consequence of their learning. However, learning which was motivated by the desire to get a job was less likely to have resulted in this outcome. For every ten learning episodes which began for this reason, eight were seen to have resulted in the respondent getting a job.

The findings discussed above can be seen as related to the lower propensity for those who were not in work when they began learning, and those who funded themselves, to feel that their learning had resulted in positive benefits for their work and career/job prospects.

Problems with course based learning (8.5.i)

Two thirds (65%) of learning episodes had involved following a course. Seven in every ten of these episodes were not associated with any problems stemming from the course. Over a quarter, however, were associated with problems which derived from the course. The most commonly cited problems concerned the rigidity imposed by a course based learning structure. Thus, 11% of episodes were seen to have been either too long or not long enough, and 6% had been at an inconvenient time of day. 7% were associated with an inadequate standard of teaching.

A higher than average proportion of self-funded learning was associated with course based problems (34%). The most common problem cited was that the course had taken place at an inconvenient time of day (11% of episodes).

General problems with learning (8.5.ii)

31% of learning episodes were seen by respondents as having generated some problems. This applied more frequently than average to learning which was self-funded (38%) but did not appear to vary according to whether or not the respondent was in work at the time. The most common problem reported was lack of time to do learning, either at work or at home (40% of the problems reported). A quarter of the problematic learning episodes reported by those who undertook employer funded learning were a consequence of inadequate provision of time to learn at work.

Financial costs of learning to the respondent (8.5.iii)

Respondents were asked whether their learning had led to any costs over and above those resulting from the payment of fees. Four in every ten learning episodes had led to such costs to the respondent, the most common being travel costs (25% of all learning episodes) and equipment costs (24% of all learning episodes).

Respondents who were not in work at the time they began learning, and those whose learning was self-funded, were substantially more likely than average to report having experienced these kinds of cost. Learning which started whilst the respondent was not in work was twice as likely as that which began whilst the respondent was in work to have led to costs over and above those arising from the payment of fees (67% and 35% respectively). Similarly, of those learning episodes which were employer funded, three quarters did not lead to any such costs to the respondent (compared to 14% of self-funded learning episodes).

Satisfaction with learning and impact on attitudes to future learning (8.6)

Respondents stated that, with regard to 90% of the reported learning episodes, they would advise someone in a similar position to the one they were in to learn about the subject they had chosen. Fewer learning episodes (75%), however, would be recommended as representing the best method of learning about a subject.

Overall, 44% of the reported learning had resulted in the respondent wanting to do more learning in the future. Half the episodes had not made any difference to the respondent's desire to do future learning and only 3% had put the respondent off learning all together.

Self-funded learning was more likely than employer funded learning to have led to the respondent wanting to do more such learning in the future (52% and 41% of learning episodes respectively). Learning arranged by an employer without requiring funding was the least likely to have resulted in the respondent wanting to do more vocational learning (35%).
Chapter 2
Introduction

In May 1993, the Employment Department commissioned Social and Community Planning Research (SCPR) to undertake research concerned with examining individuals' attitudes towards learning and their experiences of, and commitment to, such learning.

2.1 Lifetime learning

Lifetime learning can be defined as an ideal whereby adults consciously continue learning throughout their lives. A prerequisite of this ideal is that of individual commitment to learning; that is, a willingness on the part of individuals to invest time in learning and, if necessary, to finance such learning. Strategic Priority 3 of the Secretary of State's guidance The Strategy for Skills and Enterprise (1993/94) states:

*Individuals must be persuaded that training pays and that they should take responsibility for their own development.*

The term 'learning' embraces a wide number of activities, not all of which are economically orientated or vocational in nature. Current interest, however, primarily focuses upon that learning which is of vocational relevance.

2.2 This survey

The quantitative survey described in this report was preceded by a qualitative study among purposively selected respondents. The aim of the latter study was to develop a greater depth of understanding of the key issues to be explored in the survey and to provide insights necessary for the initial development of the questionnaire.

The findings of the qualitative study are described in Individual Commitment to Lifetime Learning: Individuals' Attitudes. Report on qualitative phase (S. Taylor and L. Spencer: 1994).

The aims of the quantitative survey were threefold:

- to increase understanding of different attitudes to learning and to the concept of lifetime learning
- to identify barriers to participation in learning
- to attempt to examine the impact which the removal of these barriers might have upon take-up of learning.

These aims generated a number of topic areas which formed the basis of the questionnaire. These areas were as follows:

- awareness of the availability and types of learning available
- past and present experience of learning
- attitudes towards learning
- the perceived costs and benefits of learning
- prerequisites for future participation in learning.

2.3 The survey design and conduct

The issued sample for the survey was 5880 addresses obtained from the Postcode Address File (PAF) for England. The sample was divided into two parts. Individuals living at addresses in the first part of the sample were eligible for interview if they were aged between 16 and 54. The second part of the sample aimed at 'boosting' the number of current learners who participated in the survey. For this reason, individuals living at addresses in this section of the sample were only eligible for interview if they were aged between 16 and 54 and were currently doing some vocationally relevant learning. Individuals who were still in full-time continuous education were also excluded from this second part of the sample.

Fieldwork was carried out during September and October 1993. Details of the response rate achieved in the survey are given in Section A6, appended. The overall net response rate was 67% (1403 respondents).

The data used in this report is weighted. Two sets of weights have been used. The first corrects for the different selection probabilities of individuals within differently sized households. The second set of weights reduces the total number of current learners back to that which would be expected had the total number of learners not been boosted.

Full details of the survey design, conduct, and weighting procedures can be found in Sections A1 to A7 of the appendices at the end of this report.

2.4 Data analysis

Data are disaggregated by a number of different variables throughout the report. These are as follows: sex; age; activity status at the time of the survey; socio-economic group; learning status; employment status when learning commenced; and
the possession, or not, of academic qualifications when the respondent reached the end of their full-time continuous education.

Socio-economic group, learning status, academic qualifications, and full-time continuous education are fully defined in Section A 3 of the appendices. When necessitated by small bases, certain age bands and socio-economic groups are grouped together.

All data presented, unless otherwise stated, represent differences between subgroups which are statistically significant. Details concerning the calculation of statistical significance can be found in Section A 8, appended.

Note on tables
An asterisk (*) denotes that less than 0.5% of the weighted base falls into the relevant category. A dash (-) denotes that the category applies to none of the weighted base.

Unless otherwise indicated, columns sum to 100%. Data relating to ‘can’t say’ or ‘not answered’ responses are not presented unless of particular interest or magnitude.

2.5 This report

The structure of this report is as follows:

Chapter Three compares learners and non-learners in terms of the following characteristics: personal details and circumstances, employment details, attitudes towards work, educational experience and attainment, attitudes towards education.

Chapter Four consolidates the key themes which emerge from Chapter Three. Discussion is based upon the results of a logistic regression model which identifies the key attributes most strongly associated with being a learner or a non-learner.

Chapter Five examines the attitudes held by learners and non-learners towards learning.

Chapter Six examines the awareness of current learning opportunities, resources, and initiatives shown by different groups.

Chapter Seven considers the basic details of the learning undertaken by respondents in the survey.

Chapter Eight examines the experiences of learners in more depth.

Chapter Nine examines the future intentions of different groups.

Chapter Ten, in conclusion, summarises the key findings of the Individual Attitudes survey.

Detailed appendices provide information concerning the design of the survey, its conduct, and further details of the analysis used within the report.
Chapter 3

The characteristics of learners and non-learners

This chapter begins by describing the sample in terms of their experience of vocational learning and comparing, where possible, these findings with those derived from previous research inquiries into learning and training. The subsequent sections describe the key differences between learners and non-learners in terms of personal, educational, and occupational characteristics.

3.1 Learners and non-learners

Throughout the report, learners are defined as those respondents who had undertaken ‘learning relevant to a job or to getting a job’ within a certain time period. Such learning is referred to as ‘vocational learning’. For the purposes of the survey, attention was restricted to learning that started within the three years prior to fieldwork or since the respondent left full-time continuous education (whichever period was shorter). Full-time continuous education is defined as any full-time education or training that began within two academic years of leaving school or sixth form college. Those still in full-time continuous education at the time of the survey are referred to as ‘full-time students’.

As the figures in Table 3.1 show, 19% of the sample were current learners, that is, they were learning at the time of interview or had done so in the four weeks prior to the survey. A further 29% had done some vocational learning in the previous three years or since they left full-time education. Overall, therefore, nearly half the sample had done some vocational learning in the previous three years.

Table 3.1 Learning status of sample members

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<tr>
<td>Learners</td>
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<tr>
<td>- current learners</td>
<td>19</td>
</tr>
<tr>
<td>- recent learners</td>
<td>29</td>
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<tr>
<td>Non-learners</td>
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<td>Full-time students</td>
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<tr>
<td>Weighted base</td>
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<td>Unweighted base</td>
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</tbody>
</table>

Two of the most important examples of this type of research are the Training in Britain survey carried out in 1986-87 (Training Agency, 1989) and the Employment in Britain survey which was carried out in 1992 (PSL, 1993). The first of these inquiries found that 33% of the workforce had received some ‘vocational education or training’ in the three years prior to the survey but that, of those who had not received such training, half had undergone one or more of a set of activities... which might in some circumstances or occupations be considered a ‘learning experience’ over and above that which occurs naturally within work’. If the activities falling into this second, ‘wide’, definition are added to those included in the first, ‘restricted’, definition, the proportion of respondents who reported some form of vocational ‘learning activity’ doubles to include around two thirds of the sample.

The Employment in Britain survey, using the restricted definition of learning described above, found that 54% of the sample had undertaken vocational education or training in the previous three years. This represents a substantial increase on the figure obtained from the Training in Britain inquiry.

3.2 Comparisons with previous research

The prevalence of learning within a given population depends, obviously, upon the definition of learning which is adopted and the population to which this definition is applied. Much research in this area has taken its population as being the workforce in general (and employees in particular) and has focused upon ‘training’, this entailing a narrower definition of vocational learning than that used in the Individual Attitudes survey on which this report is based.

Comparisons between the Individual Attitudes survey and Training in Britain and Employment in Britain are further complicated by the different populations they surveyed. Training in Britain, as described earlier, examined the economically active.

Employment in Britain focused upon employees. The Individual Attitudes survey, on the other hand, focuses upon the population of England as a whole. Given that the focus of all three surveys was vocational learning (however defined), it is expected that the overall proportion of learners found within the general population will be smaller than that found within the workforce in general or employees.
in particular this does, in fact, prove to be the case.
As discussed above, 48% of the Individual Attitudes sample had done some form of learning, compared
to 66% of the Training in Britain sample (if the wider
definition of learning described above is used).
However, if those respondents in work at the time of
the Individual Attitudes survey are examined, very
similar proportions (61%) to those found in Training
in Britain stated that they have done some form of
vocational learning in the past three years.

A third key survey on the subject of learning is an
inquiry carried out in 1990 by the National Institute
of Adult Continuing Education (NIACE). This
survey examined a sample drawn from the
population of England, Wales and Scotland and
utilised a wider definition of learning than that
found in Training in Britain. Specifically, it did not
restrict attention to vocational learning. The NIACE
survey found that 36% of respondents were engaged
in some form of formal or informal learning
(vocational or non-vocational), or had been in the
three previous years. This figure is substantially
lower than that found in the Individual Attitudes survey
which restricted attention to vocational learning alone.
It is likely that much of this difference stems from
variations in the ways in which the two surveys
questioned respondents about learning. Although
the Individual Attitudes survey took NIACE's
definition of learning as its starting point, it
structured key questions on learning in a different
way. Namely, respondents in the Individual Attitudes
survey were given a more detailed description of
what was meant by learning and were taken through
this description in a more methodical and structured
manner than was possible in the NIACE survey.

Through doing this it was hoped that respondents
would have more time to consider whether they had
undertaken any of the activities described as
examples of learning. The fact that the Individual
Attitudes survey identified such a larger proportion
of learners than the NIACE survey would seem to
suggest that, if research interest is in all forms of
vocational learning, such an approach is worthwhile.

3.3 Personal characteristics and
circumstances

In this section the characteristics of learners and non-
learners will be compared. Data is given for full-
time students but will not be commented on unless
of particular interest.

1 Age

Previous research into learning has suggested that
vocational learning is dominated by the young (NIACE,
between age and learning status is not as apparent
among respondents in the Individual Attitudes survey.
As Table 3.2 shows, the average age of learners was
slightly younger than that of non-learners, but
this difference was not, however, substantial. Thus
finding cannot be wholly explained by variations in the age
structure of the populations surveyed by this, and
previous, research. Rather, it is likely that the narrower
gap between the levels of vocational learning
experienced by different age groups participating in
the Individual Attitudes survey is a function of the
broader definition of vocational learning used in this
survey when compared to definitions used in
previous inquiries.

<table>
<thead>
<tr>
<th>Table 3.2</th>
<th>Age, by learning status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (%)</td>
</tr>
<tr>
<td>16-19</td>
<td>9</td>
</tr>
<tr>
<td>20-24</td>
<td>12</td>
</tr>
<tr>
<td>25-29</td>
<td>14</td>
</tr>
<tr>
<td>30-39</td>
<td>26</td>
</tr>
<tr>
<td>40-49</td>
<td>27</td>
</tr>
<tr>
<td>50-54</td>
<td>10</td>
</tr>
<tr>
<td>Mean age</td>
<td>34</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
</tr>
</tbody>
</table>
Unsurprisingly, the age profile of full-time students was younger than that of the general sample. 95% of those in full-time continuous education at the time of the survey were aged 24 or under, with an average age of 19.

Overall, the respondents who undertook the most vocational learning outside full-time continuous education were in their 20s:

Table 3.3  Percentage of age groups classified as learners (full-time students excluded)

<table>
<thead>
<tr>
<th>($)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>48</td>
<td>1298</td>
</tr>
<tr>
<td>16-19</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>20-24</td>
<td>59</td>
<td>148</td>
</tr>
<tr>
<td>25-29</td>
<td>9</td>
<td>199</td>
</tr>
<tr>
<td>30-39</td>
<td>55</td>
<td>363</td>
</tr>
<tr>
<td>40-49</td>
<td>48</td>
<td>384</td>
</tr>
<tr>
<td>50-54</td>
<td>47</td>
<td>143</td>
</tr>
</tbody>
</table>

ii) Sex

When compared to the sample in general, a higher proportion of men than women were learners. This mirrors earlier research which has shown that men are more likely than women to undertake vocational learning (NIACE, 1991: Training Agency, 1989). Less than half the overall sample (45%) was male; this was true, however, for over half of the learners (52%).

Table 3.4  Sex, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>52</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>48</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

iii) Activity status at the time of the survey

Learners were more likely than non-learners to be in full-time employment at the time of the survey and were less likely to be unemployed or looking after the home or family. Of those who were looking after the home or family, 98% were women.

Consequently, the highest proportion of learners was found amongst workers. Nearly two thirds of full-time workers, and a half of part-time workers, had done some form of vocational learning in the three years prior to the survey, as shown in Table 3.6.

iv) Socio-economic group

All respondents were asked about the job that they had at the time of the survey or, if they were not working, their most recent job. The information obtained was used to classify respondents according to socio-economic group. As Table 3.7 shows, learners were more likely to work in non-manual occupations than in manual ones. Over two thirds of learners (68%) were working (or had worked) in non-manual occupations, compared to less than half of non-learners (43%).

Non-manual workers (and particularly professional and managerial workers) were, therefore, substantially more likely to have done some form of vocational learning in the three years prior to the survey, as shown in Table 3.8.

14
### Table 3.5  Current activity, by learning status

<table>
<thead>
<tr>
<th>Activity</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employment</td>
<td>50</td>
<td>65</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Unemployed</td>
<td>13</td>
<td>10</td>
<td>19</td>
<td>-</td>
</tr>
<tr>
<td>In full-time education</td>
<td>8</td>
<td>1</td>
<td>*</td>
<td>90</td>
</tr>
<tr>
<td>On government scheme</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Retired (under age of 55)</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Looking after home/family</td>
<td>11</td>
<td>4</td>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

### Table 3.6  Percentage of activity status groups classified as learners

<table>
<thead>
<tr>
<th>Activity</th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>48</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>All workers</td>
<td>61</td>
<td>924</td>
<td>950</td>
</tr>
<tr>
<td>Full-time workers</td>
<td>63</td>
<td>699</td>
<td>744</td>
</tr>
<tr>
<td>Part-time workers</td>
<td>51</td>
<td>225</td>
<td>206</td>
</tr>
<tr>
<td>Unemployed</td>
<td>37</td>
<td>187</td>
<td>189</td>
</tr>
<tr>
<td>Looking after the home or family</td>
<td>18</td>
<td>160</td>
<td>167</td>
</tr>
</tbody>
</table>

### Table 3.7  Socio-economic group, by learning status

<table>
<thead>
<tr>
<th>Socio-economic group</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/managerial</td>
<td>17</td>
<td>23</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>39</td>
<td>45</td>
<td>31</td>
<td>49</td>
</tr>
<tr>
<td>Skilled manual</td>
<td>19</td>
<td>16</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>Semi-skilled manual</td>
<td>18</td>
<td>11</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
<td>Unskilled manual</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Other/unclassified</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1325</td>
<td>666</td>
<td>595</td>
<td>64</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1344</td>
<td>807</td>
<td>503</td>
<td>34</td>
</tr>
</tbody>
</table>
Table 3.8 Percentage of socio-economic groups classified as learners

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>50</td>
<td>1325</td>
<td>1344</td>
</tr>
<tr>
<td>Professional and managerial</td>
<td>69</td>
<td>225</td>
<td>253</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>59</td>
<td>516</td>
<td>542</td>
</tr>
<tr>
<td>Skilled manual</td>
<td>44</td>
<td>249</td>
<td>236</td>
</tr>
<tr>
<td>Semi-skilled manual</td>
<td>32</td>
<td>236</td>
<td>228</td>
</tr>
<tr>
<td>Unskilled manual</td>
<td>20</td>
<td>89</td>
<td>73</td>
</tr>
</tbody>
</table>

Table 3.9 Household type, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%  )</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single person household</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Partner and child present</td>
<td>45</td>
<td>43</td>
<td>55</td>
<td>-</td>
</tr>
<tr>
<td>Partner present, no child</td>
<td>19</td>
<td>25</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Child present, no partner</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Parents present, no partner or child</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>57</td>
</tr>
<tr>
<td>None of the above apply</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

v) Household composition

Although the marital status of learners and non-learners was very similar, they tended to come from quite different types of household. In particular, learners were substantially more likely than non-learners to live in households with no children present (50% of learners and 36% of non-learners). This association of learning status with household type exists for both men and women. Consequently, respondents who live in a household containing a child are, regardless of sex, less likely than average to be learners.

vi) Ethnic group

93% of respondents classified themselves as being of white ethnic origin$. The sample size does not allow any analysis of the ethnic composition of learners and non-learners.

vii) Housing tenure

Learners were substantially more likely than non-learners to be owner-occupiers (80% and 67% respectively).
### Table 3.10 Housing tenure, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own</td>
<td>72</td>
<td>80</td>
<td>67</td>
<td>54</td>
</tr>
<tr>
<td>Rent from LA/New Town/HA/</td>
<td>17</td>
<td>10</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Co-Op/Trust</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Rent privately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

### 3.4 Education

92% of the sample had completed their full-time continuous education by the time of the survey (see Section 3.1). These respondents were asked a series of questions about their experiences during this period of education and the qualifications which resulted.

#### 1) Terminal education age

Overall, 56% of respondents stated that they had left school at the age of 16 or below. Of this group, 93% reported that they had left as soon as they were legally able. Overall, therefore, 53% of respondents who were not full-time students at the time of the survey had left education at the minimum school leaving age.

Earlier research has shown that those who stay in education longer are also more likely to return to learning as adults (NIACE, 1991). This remains the case. Learners in this survey were considerably more likely than non-learners to have stayed on in post-compulsory education.

#### 2) Qualifications

Qualification levels on leaving full-time continuous education are obviously correlated highly with the age at which an individual leaves such education. Given that non-learners tended to have left at an earlier age than learners, it is not surprising that learners emerge as being more likely than non-learners to have left with qualifications.

As Table 3.12 shows, over three quarters of learners had left full-time continuous education with an ‘academic’ qualification (compared to half the non-learners). Of those with such qualifications, nearly one in three learners (36%) had obtained a qualification of ‘A’ level or above, compared to less than one in five non-learners (17%).

In general, respondents were less likely to have left full-time continuous education with a ‘vocational’ qualification than an academic one. As was the case with academic qualifications, learners were more likely than non-learners to have obtained them (40% and 26% respectively). Of those with vocational qualifications on leaving full-time continuous education, non-learners were more likely than learners to have gained either a clerical or commercial qualification (46% and 36% respectively), or a City and Guilds qualification (27% and 19% respectively).
Table 3.12  Academic qualifications at terminal education age, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic qualification obtained</td>
<td>64</td>
<td>77</td>
<td>50</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1298</td>
<td>680</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1344</td>
<td>823</td>
<td>521</td>
</tr>
</tbody>
</table>
| Highest qualification obtained*
  - Postgraduate                       | 3       | 4            | 1                |
  - Degree/HE Diploma                 | 13      | 16           | 7                |
  - GCE A level/Scottish Higher       | 14      | 16           | 9                |
  - GCSE/GCE/CSE Scottish Lower       | 67      | 60           | 79               |
  - Other                             | 4       | 4            | 4                |
| Weighted base                        | 835     | 523          | 312              |
| Unweighted base                      | 909     | 638          | 271              |

Table 3.13  Vocational qualifications at terminal education age, by learning status*

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational qualification obtained</td>
<td>34</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1298</td>
<td>680</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1344</td>
<td>823</td>
<td>521</td>
</tr>
</tbody>
</table>
| Vocational qualification obtained
  - Clerical/commercial                | 40      | 36           | 46               |
  - City and Guilds                   | 22      | 19           | 27               |
  - Recognised Apprenticeship         | 11      | 12           | 9                |
  - Teaching qualification             | 11      | 15           | 5                |
  - BEC/TEC National/General          | 7       | 8            | 5                |
  - YT Certificate                     | 5       | 4            | 5                |
  - ONC/OND                            | 4       | 6            | 1                |
  - HNC/HND                            | 4       | 6            | 1                |
  - Nursing qualification              | 4       | 5            | 1                |
  - Other                              | 19      | 22           | 18               |
| Weighted base                        | 436     | 274          | 162              |
| Unweighted base                      | 446     | 313          | 133              |
ii) Advice and guidance received during full-time education

Learners were slightly more likely than non-learners to have received advice about jobs, careers or training before they left full-time education.

Table 3.14 Percentage of respondents who received advice and guidance during full-time continuous education, by learning status

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>64</td>
<td>1298</td>
<td>1344</td>
</tr>
<tr>
<td>Learners</td>
<td>67</td>
<td>680</td>
<td>823</td>
</tr>
<tr>
<td>Non-learners</td>
<td>61</td>
<td>617</td>
<td>521</td>
</tr>
</tbody>
</table>

However, nearly half the respondents also stated that they had either 'had enough of school' or that 'the time had come to leave', indicating that at least part of their reason for leaving at the minimum age was connected with their experience of the formal education system and perception of its utility. As one respondent stated:

'I just didn't like school at all - I just couldn't get with it. I was not very clever and if you weren't of a certain degree of intelligence they didn't want to know you. I didn't have any respect for the teachers and they had no respect for me - there was no doubt that I would leave school as soon as possible'.

Learners and non-learners did not differ particularly in their reasons for leaving school. Non-learners were, however, slightly more likely than learners to state simply that 'the time had come to leave'.

The desire for qualifications and the importance of education for a particular job were the two most common reasons given for remaining in full-time education after the minimum school leaving age (chosen, respectively, by 46% and 49% of those who stayed on).

iv) Deciding when to leave full-time education

All respondents who had finished their full-time education by the time of the survey were asked for the reasons behind their decision to stay on at, or leave, school at the minimum school leaving age.

The most common reason for leaving school at the minimum school leaving age was the desire for a job or for money. As Table 3.15 shows, two thirds of those who left at this age gave this response.

Table 3.15 Reasons for leaving education at the minimum school leaving age, by learning status

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire for job / money</td>
<td>67</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td>Had 'had enough of school'</td>
<td>28</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>'The time had come to leave'</td>
<td>18</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Family pressure / encouragement</td>
<td>12</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Lack of ability</td>
<td>9</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Not possible to stay on at school</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Weighted base</td>
<td>688</td>
<td>290</td>
<td>398</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>691</td>
<td>350</td>
<td>341</td>
</tr>
</tbody>
</table>
Table 3.16  Reasons for staying on in education after the minimum school leaving age, by learning status

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get qualifications</td>
<td>46</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>Related to specific job</td>
<td>49</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>A route into further education</td>
<td>15</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Expectation of others</td>
<td>10</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Lack of job opportunities</td>
<td>6</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>'The natural thing to do'</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>‘Didn’t know what else to do’</td>
<td>5</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Weighted base</td>
<td>608</td>
<td>390</td>
<td>218</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>652</td>
<td>473</td>
<td>179</td>
</tr>
</tbody>
</table>

Respondents were asked to respond to the question 'the views of my family were important when I was deciding whether to stay on, or leave, full-time education'. A higher proportion of learners than non-learners agreed that the views of their family were important at the time they made this decision.

Table 3.17  Percentage of learners and non-learners who stated that their family’s views were important when they were deciding to stay on, or leave, full-time education

<table>
<thead>
<tr>
<th></th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>49</td>
<td>1298</td>
</tr>
<tr>
<td>Learners</td>
<td>52</td>
<td>680</td>
</tr>
<tr>
<td>Non-learners</td>
<td>44</td>
<td>617</td>
</tr>
</tbody>
</table>

v) The qualifications of parents and partners

Learners were slightly more likely than non-learners to have parents with degrees:

Table 3.18  Percentage of learners and non-learners whose parents had (a) degree(s)

<table>
<thead>
<tr>
<th></th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>7</td>
<td>1298</td>
</tr>
<tr>
<td>Learners</td>
<td>9</td>
<td>680</td>
</tr>
<tr>
<td>Non-learners</td>
<td>5</td>
<td>617</td>
</tr>
</tbody>
</table>

As Table 3.19 shows, learners were also more likely than non-learners to have partners who left full-time education with academic or vocational qualifications.
Table 3.19  Qualifications obtained by partner at terminal education age, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with academic qualification</td>
<td>57</td>
<td>67</td>
<td>45</td>
</tr>
<tr>
<td>Partner with vocational qualification</td>
<td>53</td>
<td>56</td>
<td>49</td>
</tr>
<tr>
<td>Weighted base</td>
<td>897</td>
<td>468</td>
<td>429</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>835</td>
<td>520</td>
<td>312</td>
</tr>
</tbody>
</table>

This is not explained by tendency of ‘like to marry like’ (that is, for people to marry others with similar characteristics or, in this case, with similar qualification levels). Among those respondents who left full-time education with an academic or vocational qualification, learners were still more likely than non-learners to have partners who left full-time education with an academic qualification.

'School is a waste of time' (2%)
'Full-time education after you leave school is a waste of time' (4%)
'I wish that I could have stayed in full-time education longer than I did' (40%)
'I couldn't wait to leave full-time education' (41%)
'On the whole, school does not teach the kind of skills you need for work' (45%)
'On the whole, colleges and universities do not teach the kind of skills you need for work' (19%)

Section 3.4 showed that learners and non-learners differ in terms of the qualifications they obtained during their full-time education and the age at which such education ceased. These differences are not, however, evident when examining the responses of learners and non-learners to the statements listed above. Although some small differences in response emerge, these are, with one exception, not significant. Learners and non-learners, therefore, display marked similarities in their attitudes towards, and assessments of, full-time continuous education.

The statement which was associated with a significant difference in the responses of learners and non-learners was 'I couldn't wait to leave full-time education'. 35% of learners and 48% of non-learners agreed with this item. To respond to such a statement required respondents to refer back to the feelings they had about full-time education whilst they were undertaking it. This is obviously problematic, involving the possible influence of post-educational experiences as well as relying upon the respondent's memories of what might be a very distant period. However, the difference in response between learners and non-learners does correspond to the earlier finding that the latter group were...

Table 3.20  Proportion of learners and non-learners with partner who had academic qualifications at terminal education age (all respondents with academic or vocational qualification)

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>71</td>
<td>595</td>
<td>591</td>
</tr>
<tr>
<td>Learners</td>
<td>77</td>
<td>368</td>
<td>418</td>
</tr>
<tr>
<td>Non-learners</td>
<td>61</td>
<td>227</td>
<td>173</td>
</tr>
</tbody>
</table>

3.5 Attitudes towards education

All respondents who were not in full-time education at the time of the survey were asked to respond to a series of statements about education and schooling. These questions are listed below, with the percentage of respondents who agreed with each statement shown in brackets:

'The qualifications people get during full-time education are very important in getting a job' (79%)
substantially more likely than the former to have left full-time education at the minimum school leaving age.

Responses to the statement 'I couldn't wait to leave full-time education' also varied according to socio-economic group membership and whether or not the respondent had left education with any academic qualifications. As Table 3.21 shows, three in every ten professional non-manual workers agreed with this statement, compared to nearly four in every ten other non-manual workers and over half the manual workers in the sample.

3.6 Respondents' present or most recent jobs

This section examines the characteristics of the current jobs of those respondents who were in work at the time of the survey (and the most recent jobs reported by those who were not in full-time continuous education but did not have a job at the time of interview).

Nearly all (97%) of those who were not in work at the time of the survey provided details of their most recent job. The remaining 3% stated that they had never had any regular employment. This group largely consisted of unemployed young men and women who were looking after the home or family.

As Section 3.3 showed, learners were substantially more likely than non-learners to be in work at the time of the survey and were, consequently, more likely than non-learners to supply details of their current, as opposed to their most recent, job. This potentially complicates any comparison of the jobs held by learners and non-learners as it might be the case that the characteristics of 'present' jobs differ in some way to the characteristics of 'most recent' jobs which the respondent has since left. For example, it might prove to be the case that jobs held by respondents in work at the time of the survey are more likely to include supervisory responsibilities than the jobs most recently held by respondents who were not in work at the time of the survey.

In order to address this issue, the responses of current and past workers to questions about their work have, where appropriate, been compared. If significant differences in response exist, these are then taken into account when presenting data regarding the responses of learners and non-learners.

i) Length of time in job

Learners and non-learners did not differ consistently in terms of the length of time for which they had been employed by their present or most recent employer.

Although respondents not working at the time of the survey had, on average, worked for their previous employer for a substantially shorter period of time than had present employees, taking this into account did not result in any clear differences emerging between learners and non-learners.

| Table 3.21 Percentage of different groups who agreed with statement 'I couldn't wait to leave full-time education' |
|-------------------------------------------------|-----------------|-----------------|
| (%)                                           | Weighted base | Unweighted base |
| All                                           | 41             | 1298            | 1344            |
| Learners                                     | 35             | 680             | 823             |
| Non-learners                                  | 48             | 617             | 521             |
| Academic qualification at TEA                 | 33             | 835             | 909             |
| No academic qualification at TEA              | 56             | 463             | 435             |
| Professional or managerial                    | 30             | 223             | 251             |
| Other non-manual                              | 38             | 485             | 525             |
| Skilled manual                                | 52             | 249             | 236             |
| Semi-skilled manual                           | 49             | 210             | 216             |
| Unskilled manual                              | 52             | 85              | 70              |

22
Table 3.22 Employment status of jobs held at the time of the survey, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>7</td>
<td>90</td>
<td>82</td>
</tr>
<tr>
<td>Self-employed</td>
<td>13</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Weighted base</td>
<td>919</td>
<td>560</td>
<td>359</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>946</td>
<td>665</td>
<td>281</td>
</tr>
</tbody>
</table>

Table 3.23 Socio-economic group classification of jobs held at time of survey, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/managerial</td>
<td>19</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>41</td>
<td>47</td>
<td>31</td>
</tr>
<tr>
<td>Skilled manual</td>
<td>19</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Semi-skilled manual</td>
<td>14</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Unskilled manual</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Other/unclassified</td>
<td>1</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>Weighted base</td>
<td>919</td>
<td>560</td>
<td>359</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>946</td>
<td>665</td>
<td>281</td>
</tr>
</tbody>
</table>

ii) Employment status

Learners were more likely to be employees, and less likely to be self-employed, than non-learners (Table 3.22)

iii) Socio-economic group

As was shown in Section 3.3, learners were more likely than non-learners to work, or have worked, in non-manual occupations. Table 3.23 shows, for those respondents who were in work at the time of the survey, the proportions of learners and non-learners in the five key socio-economic groups. This reveals that over seven in every ten learners who were in work were in jobs classified as being non-manual (as opposed to just over four in every ten non-learners)

iv) Supervisory responsibilities

The jobs of those in work were more likely to involve the supervision of others than were the 'most recent' jobs reported by those not in work at the time of the survey. Taking this factor into account, however, does not eradicate the difference between the supervisory responsibilities reported by learners and non-learners.

Table 3.24 Percentage of learners and non-learners whose current job involves supervisory responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>34</td>
<td>799</td>
</tr>
<tr>
<td>Learners</td>
<td>41</td>
<td>504</td>
</tr>
<tr>
<td>Non-learners</td>
<td>22</td>
<td>295</td>
</tr>
</tbody>
</table>

23
Table 3.25  Reasons for leaving most recent job, by learning status

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To look after home/children/relative</td>
<td>25</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Declared redundant</td>
<td>14</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>Health</td>
<td>12</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Contract expired</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Weighted base</td>
<td>343</td>
<td>106</td>
<td>237</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>364</td>
<td>142</td>
<td>222</td>
</tr>
</tbody>
</table>

Table 3.26  Hours worked per week, by learning status

<table>
<thead>
<tr>
<th>Hours worked (weekly)</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29</td>
<td>23</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>30-39</td>
<td>30</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>40-49</td>
<td>27</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>50 plus</td>
<td>17</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Weighted base</td>
<td>919</td>
<td>560</td>
<td>359</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>946</td>
<td>665</td>
<td>281</td>
</tr>
</tbody>
</table>

v)  Reasons for leaving most recent job

Respondents who were not in work at the time of the survey but who had worked in the past were asked why their most recent job had ended. The two most common reasons were redundancy (14%) and leaving to look after the home, children or a relative (25%). As Table 3.25 shows, learners were more likely than non-learners to cite the former, and less likely to cite the latter, as being their primary reason for leaving their last job.

vi)  Salary and hours worked

Those respondents in work at the time of the survey provided details of the hours they worked each week and their gross earnings per annum. Learners and non-learners differed quite considerably in terms of the numbers of hours they worked each week (this corresponding to the higher than average proportion of employed non-learners found in part-time employment). For example, a higher proportion of non-learners than learners worked under 30 hours a week.

The earnings of learners and non-learners in full-time employment differed considerably. As Table 3.27 shows, twice as many non-learners than learners earned under £7,800 gross per annum and, overall, 58% of non-learners earned less than £13,000 per annum, compared with 37% of learners.

vii)  The learning culture at work

The organisations within which employees work display a wide range of 'learning cultures'. The learning culture of an organisation can be assessed, firstly, by examining the availability of formal procedures concerned with the learning, training, and 'career development' of employees, and,
Table 3.27  Gross annual salary, by learning status (full-time workers only)

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>£7,799 or less</td>
<td>16</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>£7,800 to £12,999</td>
<td>29</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>£13,000 to £20,799</td>
<td>26</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>£20,800 plus</td>
<td>19</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Refused / can’t say</td>
<td>10</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Weighted base</td>
<td>699</td>
<td>444</td>
<td>256</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>744</td>
<td>539</td>
<td>205</td>
</tr>
</tbody>
</table>

Table 3.28  The availability of formal procedures regarding learning at work, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With written career/training plan</td>
<td>24</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>Meets employer to discuss career</td>
<td>59</td>
<td>68</td>
<td>43</td>
</tr>
<tr>
<td>Weighted base</td>
<td>799</td>
<td>504</td>
<td>295</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>837</td>
<td>604</td>
<td>233</td>
</tr>
</tbody>
</table>

secondly, by examining the views of employees as regards the opportunities available to them

All employees who participated in the survey were asked whether they ever met their employer (or a representative of their employer) to discuss their career and/or future training. As Table 3.28 shows, two thirds of learners stated that they had such meetings (compared with less than half the non-learners). Learners were also more likely than non-learners to have written career or training plans.

Table 3.28 suggests a difference between the opportunities available to learners and those available to non-learners for formal discussion of learning and training with their employers. Given this, it is perhaps unsurprising that learners were substantially more likely than non-learners to state that their employer encouraged them to learn as much as possible about their job.

Table 3.29  Percentage of learners and non-learners agreeing that employer encourages them to learn ‘as much as you can about your job or how to do your job better’

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>72</td>
<td>799</td>
<td>837</td>
</tr>
<tr>
<td>Learners</td>
<td>79</td>
<td>504</td>
<td>604</td>
</tr>
<tr>
<td>Non-learners</td>
<td>59</td>
<td>295</td>
<td>233</td>
</tr>
</tbody>
</table>
Table 3.30  Opportunities for training in job, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>20</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>Fairly good</td>
<td>44</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Not very good</td>
<td>15</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Not good at all</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Weighted base</td>
<td>799</td>
<td>504</td>
<td>295</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>837</td>
<td>604</td>
<td>233</td>
</tr>
</tbody>
</table>

Table 3.31  Satisfaction of employees with job and pay

<table>
<thead>
<tr>
<th></th>
<th>Job satisfaction (%)</th>
<th>Pay satisfaction (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>Fairly satisfied</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>A little dissatisfied</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Weighted base</td>
<td>799</td>
<td>799</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>837</td>
<td>837</td>
</tr>
</tbody>
</table>

Overall, three in every ten respondents saw the opportunities for training afforded to them by their job as not being very good. This response was more common among non-learners than it was among learners.

viii) Satisfaction with work and pay

Employed learners and non-learners did not differ in their levels of satisfaction with, firstly, their job and, secondly, their pay. A third of employees stated that they were very satisfied with their job, and around half of each group stated that they were fairly satisfied. Around two thirds of employees were very, or fairly, satisfied with their pay; the same proportion as was identified in the Employment in Britain inquiry.

3.7  Attitudes towards work

i) The characteristics of work

In order to examine the attitudes of respondents towards work, each was presented with a list of characteristics which can be considered as being important in a job (such as, for instance, security and good pay). Respondents were asked whether they, personally, considered each of the characteristics 'essential' in a job, 'very important', 'fairly important', or 'not very important'. A list of the characteristics considered can be found in Table 3.32.12

One means of summarising and comparing the data collected from learners and non-learners is to calculate a 'score' for each characteristic which denotes its overall importance to a particular group.
of respondents. This is calculated by converting individual assessments of the importance of each characteristic into a score ranging from 1 to 4. The highest score possible is 4, this being given when a respondent has stated that a characteristic is 'essential' in a job. The lowest possible score, 1, is given when a characteristic is seen to be 'not very important' by a respondent. Once this has been done for all respondents, an average score for each characteristic can be calculated. This allows the ranking of characteristics according to their overall importance to the sample, and also enables a comparison of the relative importance of different characteristics to different types of sample member.

As Table 3.32 shows, learners and non-learners differed in the extent to which they saw the different characteristics as being important in a job. Furthermore, the variation found suggests a crucial difference in the attitudes of learners and non-learners towards work itself.

The characteristics listed in Table 3.32 can be divided roughly into two types: those concerned with the work done within a job, and those concerned with the conditions within which this work is done. The five characteristics which learners scored substantially more highly than non-learners were all ones associated with the nature of the work done in a job. Learners, therefore, see as more important than non-learners the ability to use one's initiative and abilities, to do 'work you like', to have a variety of work, and to have good training prospects. Conversely, those characteristics which were given higher scores by non-learners than learners were all ones associated with the conditions within which work is done. Thus, non-learners were more likely than learners to see good pay, job security, convenient hours, a choice in the hours worked, good fringe benefits, and an easy workload as important features of a job.

Learners differed in the ranking they gave job characteristics depending upon whether or not they were in work at the time of interview. Learners who were not in work gave higher scores to the following characteristics than did those who were in work having 'work you like doing', good pay, good training, good physical working conditions, good promotion prospects, an easy work load. Those respondents who were in work have higher than average scores to the following: having the opportunity to use your ability, using initiative, having variety in the type of work that is done, convenient working hours.

<table>
<thead>
<tr>
<th>Table 3.32</th>
<th>Important characteristics in a job</th>
<th>mean score, by learning status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Learners</td>
</tr>
<tr>
<td>'Work you like doing'</td>
<td>3.25</td>
<td>3.29</td>
</tr>
<tr>
<td>Secure job</td>
<td>3.18</td>
<td>3.12</td>
</tr>
<tr>
<td>Good relations with supervisors</td>
<td>3.07</td>
<td>3.10</td>
</tr>
<tr>
<td>Friendly people</td>
<td>3.06</td>
<td>3.06</td>
</tr>
<tr>
<td>Opportunity to use abilities</td>
<td>3.03</td>
<td>3.14</td>
</tr>
<tr>
<td>Good pay</td>
<td>2.95</td>
<td>2.87</td>
</tr>
<tr>
<td>Use of initiative</td>
<td>2.95</td>
<td>3.04</td>
</tr>
<tr>
<td>Good training</td>
<td>2.84</td>
<td>2.88</td>
</tr>
<tr>
<td>Good physical working conditions</td>
<td>2.84</td>
<td>2.81</td>
</tr>
<tr>
<td>Variety in type of work</td>
<td>2.84</td>
<td>2.74</td>
</tr>
<tr>
<td>Good promotion prospects</td>
<td>2.61</td>
<td>2.61</td>
</tr>
<tr>
<td>Convenient working hours</td>
<td>2.47</td>
<td>2.33</td>
</tr>
<tr>
<td>Good fringe benefits</td>
<td>2.08</td>
<td>1.97</td>
</tr>
<tr>
<td>Choice in hours of work</td>
<td>2.05</td>
<td>1.97</td>
</tr>
<tr>
<td>Easy work load</td>
<td>1.58</td>
<td>1.45</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
</tr>
</tbody>
</table>

27
Table 3.33  Important characteristics in a job: mean score, by activity status (learners)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>All learners</th>
<th>In work</th>
<th>Not in work</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Work you like doing'</td>
<td>3.29</td>
<td>3.28</td>
<td>3.35</td>
</tr>
<tr>
<td>Secure job</td>
<td>3.12</td>
<td>3.12</td>
<td>3.13</td>
</tr>
<tr>
<td>Good relations with supervisors</td>
<td>3.10</td>
<td>3.10</td>
<td>2.10</td>
</tr>
<tr>
<td>Friendly people</td>
<td>3.06</td>
<td>3.06</td>
<td>3.08</td>
</tr>
<tr>
<td>Opportunity to use abilities</td>
<td>3.14</td>
<td>3.17</td>
<td>3.04</td>
</tr>
<tr>
<td>Good pay</td>
<td>2.87</td>
<td>3.85</td>
<td>2.95</td>
</tr>
<tr>
<td>Use of initiative</td>
<td>3.04</td>
<td>3.06</td>
<td>2.98</td>
</tr>
<tr>
<td>Good training</td>
<td>2.88</td>
<td>2.87</td>
<td>2.94</td>
</tr>
<tr>
<td>Good physical working conditions</td>
<td>2.81</td>
<td>2.78</td>
<td>2.93</td>
</tr>
<tr>
<td>Variety in type of work</td>
<td>2.74</td>
<td>2.76</td>
<td>2.68</td>
</tr>
<tr>
<td>Good promotion prospects</td>
<td>2.61</td>
<td>2.59</td>
<td>2.67</td>
</tr>
<tr>
<td>Convenient working hours</td>
<td>2.33</td>
<td>2.36</td>
<td>2.22</td>
</tr>
<tr>
<td>Good fringe benefits</td>
<td>1.97</td>
<td>1.98</td>
<td>1.94</td>
</tr>
<tr>
<td>Choice in hours of work</td>
<td>1.97</td>
<td>2.97</td>
<td>1.99</td>
</tr>
<tr>
<td>Easy work load</td>
<td>1.45</td>
<td>1.43</td>
<td>1.55</td>
</tr>
<tr>
<td>Weighted base</td>
<td>680</td>
<td>557</td>
<td>120</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>823</td>
<td>665</td>
<td>158</td>
</tr>
</tbody>
</table>

Table 3.34  'If I had enough money to live comfortably for the rest of my life, I would still want to work', by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree strongly</td>
<td>12</td>
<td>16</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>46</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>17</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Disagree strongly</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

ii)  The importance of work

Respondents were also asked to respond to a statement designed to distinguish between those who view work as an important activity of intrinsic worth and those who view it more as a 'means to an end'. Overall, 59% of respondents agreed with the view 'if I had enough money to live comfortably for the rest of my life, I would still want to work'. As Table 3.34 shows, learners were more likely than non-learners to agree with this statement (62% and 54% respectively) and were, in particular, more likely to agree strongly (16% and 7% respectively).
Footnotes to Chapter 3

1. More details concerning definitions of learning and full-time continuous education can be found in Section A 3 of the appendices.

2. Further details concerning the definition of learning used can be found in Section A 3 appended.

3. Women are slightly over-represented in the sample. The 1992 General Household Survey reports that women form 51.4% of the 16-54 age group, and men 48.6% (HMSO, 1994).

4. Further information on socio-economic group classification can be found in Section A 3 appended.

5. This matches the most recent data reported in Social Trends (1994, HMSO).

6. Private tenants are slightly over-represented in the sample. The 1992 General Household Survey reports that 8% of the population in England rent privately, that 23% rent from a local authority or housing association, and that 68% own their own home. However, the exclusion of respondents aged 55 and above from the Individual Attitudes sample provides a partial reason for this discrepancy.

7. Academic qualifications include ‘school-based’ qualifications such as CSEs, O-levels and A-levels as well as degrees and post-graduate qualifications. A more detailed definition of academic (and vocational) qualifications can be found in Section A 3 appended.

8. In this, and the following table, figures are only presented for qualifications indicated by 5% or more of the total or subgroups.

9. Respondents could choose more than one category, thus columns sum to over 100%.

10. Respondents could choose more than one category, thus columns sum to over 100%.

11. Respondents could choose more than one category, thus columns sum to over 100%.

12. The characteristics shown are the same as those used in the Employment in Britain inquiry carried out in 1992 and the Women and Employment inquiry carried out in 1980 (HMSO, 1984).
Chapter 4
The characteristics of learners and non-learners - key findings

4.1 Introduction

As Chapter Three shows, a number of characteristics appear to be associated with whether or not a respondent was a learner. Sex, activity status at the time of the survey, qualification level, household type, and whether the respondent left full-time education at the minimum school leaving age were among those characteristics which varied according to the learning status of the respondent. Many of these characteristics are, however, interrelated. Consequently, assessing the degree of association between individual characteristics (such as sex or activity status) and learning status can be a complex process. The fact, for instance, that women are more likely than men to work part-time complicates exploration of the individual relationships between firstly, sex and learning status, and, secondly, part-time employment and learning status.

In order to address this problem more sophisticated statistical tools are required than those used in the previous chapter. The next two sections are based upon the results of analyses carried out using logistic regression. This multivariate technique constructs statistical models through which it identifies key characteristics (or variables) of use when attempting to predict an individual's learning status. This process subsequently allows the calculation of the estimated probability of an individual with certain characteristics being a learner.

An explanation of the procedures followed in the analysis can be found in Section A.8 of the appendix.

4.2 Experience of vocational learning

Those variables found previously to be associated with learning status, and about which data were collected for all (or most) respondents, were examined in the model building process. All characteristics were recoded into dichotomous variables which, in most cases, resulted in a simple binary variable, one side of which denoted the presence of a given characteristic (for example, having left education at the minimum school leaving age) and the other its absence (not having left education at the minimum school leaving age). In the cases of those variables which did not allow such a simple binary division (for example, activity status), one characteristic was selected as a base against which all other characteristics were compared. Thus, with regard to activity status, full-time employment was taken as the base against which the relative importance of each of the other activity status categories in predicting learning status was assessed. The significance of the relationship of each variable with learning status, once their relationship with other variables in the model was taken into account, was then examined.

Six variables were selected by the model as being significant in predicting whether or not a respondent was a learner:

- whether the respondent was male or female
- whether or not the respondent had academic qualifications when they left full-time education
- whether or not the respondent had vocational qualifications when they left full-time education
- whether the respondent was in full-time employment or unemployed
- whether the respondent was in full-time employment or looking after the family or home
- whether the respondent's socio-economic group was professional or manual (skilled, semi-skilled or unskilled)

Male respondents, and those with academic or vocational qualifications when they left full-time education, were more likely to be learners than women, or those without such qualifications. This finding takes account of differences between these groups in terms of the other characteristics entered into the model. The unemployed, those looking after the home and family, and manual workers were less likely to be learners than those in full-time employment or with professional backgrounds.

Six variables were rejected by the model. This means that, despite appearing to be associated with whether or not a respondent was a learner, they were not significant in predicting whether or not a respondent was a learner once other variables were taken into account.

The following variables were not found to be significant in predicting whether or not a respondent was a learner:

- whether the respondent was in full-time or part-time employment
- whether the respondent's socio-economic group was professional non-manual or other non-manual
• the age of the respondent
• whether or not the respondent left full-time education at the minimum school leaving age
• the characteristics of the respondent's household
• the housing tenure reported by the respondent
• household characteristics

The findings described above show that respondents in full-time and part-time employment at the time of the survey, and professional non-manual workers and other non-manual workers, did not differ significantly in their likelihood of being learners once other differences between these groups were taken into account. Similarly, the age of the respondent was not found to be linked to any substantial difference in the likelihood of a respondent being a learner.

4.3 'Respondent types' and learning experience

Once the characteristics of most significance in predicting learning status have been selected and a model based upon them constructed, it is possible to calculate the estimated probability that a particular type of respondent can be classified as a learner. The values of such probabilities lie between 0 and 1. The nearer the estimated probability to 1, the greater the likelihood that the type of respondent to which it applies was a learner. Figure 4.1 overleaf reflects the probabilities calculated for seven types of respondent. The shaded section of each bar denotes the estimated probability that a respondent with the characteristics described was a learner. The first bar, the 'base', represents the type of respondent to which the remaining cases are compared. The subsequent bars each represent a particular type of respondent, identical in all respects except one, to the base. This demonstrates the effect that different characteristics can have upon the probability that a respondent was a learner. The characteristics in question are each written on the appropriate bar in Figure 4.1. For example, the estimated probability of a respondent with the same characteristics as the base being a learner is 0.84. This 'base' respondent is male, in full-time work, from a professional socio-economic group, and had academic and vocational qualifications when he finished full-time education. Case 1 shows the estimated probability of a comparable woman being a learner. The estimated probability in this case is 0.77, a lower figure than that calculated for the base. Women, therefore, are less likely than men to be learners even when differences in socio-economic group, activity status and qualifications are taken into account. The type of respondent associated with the lowest estimated probability of all were those who were 'looking after the home or family' at the time of the survey. This type of respondent is represented in Figure 4.1 as case 3 and has an estimated probability of 0.54.

Estimated probabilities can be directly converted into odds ratios. Thus, the odds on a respondent with the same characteristics as the base being a learner are over five to one. Five out of every six respondents of this type, therefore, can be expected to be learners. Thus falls to odds of just over three to one for comparable women, and just over even odds (that is one in every two cases) for those who were looking after the home or family at the time of the survey. The estimated probabilities, and odds, for each type of respondent are shown in Table 4.1 below.

<table>
<thead>
<tr>
<th>Case</th>
<th>Estimated probability (of being learner)</th>
<th>Odds of being learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Base'</td>
<td>0.84</td>
<td>5.25</td>
</tr>
<tr>
<td>Case 1</td>
<td>0.77</td>
<td>3.35</td>
</tr>
<tr>
<td>Case 2</td>
<td>0.70</td>
<td>2.33</td>
</tr>
<tr>
<td>Case 3</td>
<td>0.54</td>
<td>1.17</td>
</tr>
<tr>
<td>Case 4</td>
<td>0.65</td>
<td>1.86</td>
</tr>
<tr>
<td>Case 5</td>
<td>0.71</td>
<td>2.45</td>
</tr>
<tr>
<td>Case 6</td>
<td>0.79</td>
<td>3.76</td>
</tr>
</tbody>
</table>
Figure 4.1 Estimated probability (of being learner) of different respondent 'types'

**Footnotes to Chapter 4**

1. Full descriptions of the variables examined can be found in Section A.8 of the appendix.

2. It should be noted that the inclusion of this variable in the list of variables rejected by the model means that there is no significant difference in the likelihood of part-time, as opposed to full-time, workers being learners.

3. It is possible to calculate more complex estimated probabilities for respondents with any combination of the characteristics described here. This procedure is explained in Section A.8 of the appendix.
Chapter 5
Attitudes to learning

This chapter examines the responses of the sample to a series of statements about learning. These statements are shown in Tables 5.1 and 5.2 and are subdivided into groups as follows: the consequences of learning, the learning system, the relevance of learning to different groups, the levels of responsibility held by different parties as regards learning, and the feelings of the individual respondent towards learning. The proportions of learners, non-learners and full-time students who agreed with each attitude statement are shown in Tables 5.1 and 5.2.

The chapter concludes by examining the perceived attitudes of others towards both vocational and non-vocational learning.

5.1 The consequences of learning

Overall, a very high proportion of respondents recognised the potential benefits of learning, both in terms of benefits to the individual and to his or her work. Nine in every ten respondents thought that learning new things could be very satisfying, and eight in every ten (81%) agreed that such learning potentially makes individuals more employable. Fewer respondents, however, considered that learning would result in increasing job interest (67%), or in promotion or better pay (56%).

Equal proportions of learners, non-learners, and full-time students agreed with the two statements which referred to the possible ‘material’ benefits of learning (that is, increased employment opportunities and higher promotion or pay-rise possibilities). Non-learners were, however, less likely than learners to acknowledge the less material advantages of learning, that is personal satisfaction or the possibility of a learner developing more interest in his or her job.

Full-time students were more likely than any other group to state that they neither agreed nor disagreed with the statements in this section. This is unsurprising given the relative youth of, and lack of work experience among, this group. Once this factor is taken into account, full-time students tended to mirror learners in the distribution of their responses to these four statements.

5.2 The learning system

Overall, three quarters of the sample thought that there were ‘ample’ opportunities available to those who wish to learn. However, when asked about the choices available to people with learning needs similar to their own, fewer respondents felt that “a lot” of choice existed. This was particularly apparent among non-learners. Only 39% of this group felt that a lot of choices existed for people with learning needs similar to their own, compared with 52% of learners and 65% of full-time students.

Non-learners were also more likely than learners to agree that there is not enough information available about the different types of learning which exist (49% and 39% respectively). These two groups did not, however, differ in their assessment of existing facilities for advice and guidance. Nearly four in every ten respondents agreed that not enough advice and guidance exists. The responses of full-time students to statements concerning information, and advice and guidance, are marked by a substantially higher than average proportion stating that they neither agree nor disagree.

59% of respondents thought that people who learn ‘usually’ get value for money. A quarter of the sample stated that they neither agreed nor disagreed with this view (rising to one third of the full-time students).

60% of the sample thought that colleges should become more flexible and make learning available when required.

Finally, nearly all respondents (96%) thought it important that learners ‘have clear information about what they are getting’. Despite this, only half the sample thought a ‘learners’ charter’ necessary. Learners themselves were the least likely group to feel that such a charter is needed.

5.3 The relevance of learning

Nearly all respondents agreed that learning is an activity of relevance to all and which takes place throughout life. Consequently, few thought that training, as one example of learning, should be restricted to the young or to those starting a new job. Non-learners and students were more likely than learners, however, to agree with the latter view.
Table 5.1  Attitudes to learning (1), by learning status

<table>
<thead>
<tr>
<th>% of respondents agreeing with statement:</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The consequences of learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- People who get training find their jobs more interesting</td>
<td>67</td>
<td>71</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>- People who get trained at work end up with promotion or better pay</td>
<td>56</td>
<td>56</td>
<td>57</td>
<td>56</td>
</tr>
<tr>
<td>- Learning new things in your own time can make you more employable</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>- Learning new things in your own time can be very satisfying</td>
<td>90</td>
<td>92</td>
<td>85</td>
<td>94</td>
</tr>
<tr>
<td><strong>The learning system</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- There is not enough information available about the different sorts of learning you can do</td>
<td>43</td>
<td>39</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>- There is not enough advice and help available about the different sorts of learning people can do</td>
<td>41</td>
<td>41</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>- There is a lot of choice around for people with learning needs like mine</td>
<td>47</td>
<td>52</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td>- There are ample opportunities for people to learn if they want to</td>
<td>75</td>
<td>77</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>- People who learn usually get value for money</td>
<td>59</td>
<td>62</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>- Colleges should be more flexible and make learning available when people want it</td>
<td>60</td>
<td>59</td>
<td>64</td>
<td>47</td>
</tr>
<tr>
<td>- It is important that people who are learning have clear information about what they are getting</td>
<td>96</td>
<td>96</td>
<td>95</td>
<td>99</td>
</tr>
<tr>
<td>- It is important that learners' rights be written into a charter</td>
<td>49</td>
<td>44</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

5.4 Responsibility for learning

Most respondents felt that learning that has been chosen by an individual is associated with higher levels of fulfilment than learning imposed upon him or her.

Less than a fifth of respondents (18%) felt that people should not be expected to learn new skills for their career in their own time. Full-time students were the least likely group to agree with this statement. However, around four in every ten respondents did not think that they themselves should pay for such learning. This view was slightly more prevalent among non-learners than among learners or full-time students. Equally, non-learners were more likely than learners to argue that government or employers should pay for job or career related learning (66% and 58% respectively).

5.5 Learning and the individual

Overall, the statements which were associated with the largest difference between the responses of learners and non-learners were those which referred to learning in direct relation to the respondent.
Table 5.2  Attitudes to learning (2), by learning status

<table>
<thead>
<tr>
<th>% of respondents agreeing with statement</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The relevance of learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Training at work is only for young people or people starting new jobs</td>
<td>10</td>
<td>5</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>- Learning is something that people do throughout their life</td>
<td>95</td>
<td>94</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>- Learning is an important part of everyone’s life</td>
<td>97</td>
<td>97</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td><strong>Responsibility for learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- People get more out of learning they have chosen to do than they get from learning they are made to do</td>
<td>89</td>
<td>88</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>- I don’t see why I should pay for learning that is to do with my job or career</td>
<td>39</td>
<td>36</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>- The government or employers should pay for learning that is to do with jobs or careers</td>
<td>62</td>
<td>58</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>- People should not be expected to learn new skills for their career in their own time</td>
<td>18</td>
<td>18</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td><strong>Learning and the individual</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I haven’t the motivation to learn on my own at home</td>
<td>27</td>
<td>20</td>
<td>36</td>
<td>23</td>
</tr>
<tr>
<td>- I would feel out of place going to evening classes in a college or school</td>
<td>15</td>
<td>9</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>- Learning is expensive and I can’t afford it</td>
<td>28</td>
<td>22</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td><strong>Weighted base</strong></td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td><strong>Unweighted base</strong></td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

Over a quarter of respondents felt that they did not have the motivation to learn alone at home (nsing to over a third among non-learners) Similar proportions stated that they could not afford the cost of learning. Non-learners were also much more likely than learners to state that they would feel out of place going to evening classes (9% of learners and 23% of non-learners)

5.6 The attitudes of others

All respondents who were not learning at the time of the survey were asked how various parties would respond if they were to start either vocational learning or non-vocational learning.

The family was seen as offering the highest level of support for learning, whether vocational or non-vocational.

Table 5.3  Attitude of family to vocational learning

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy and encouraging</td>
<td>65</td>
</tr>
<tr>
<td>Fairly happy but some reservations</td>
<td>11</td>
</tr>
<tr>
<td>Wouldn’t mind or not bothered</td>
<td>17</td>
</tr>
<tr>
<td>Disapproving or not understand why</td>
<td>1</td>
</tr>
<tr>
<td>Totally opposed or would not know</td>
<td>*</td>
</tr>
<tr>
<td>Can’t say</td>
<td>1</td>
</tr>
<tr>
<td><strong>Weighted base</strong></td>
<td>1028</td>
</tr>
<tr>
<td><strong>Unweighted base</strong></td>
<td>886</td>
</tr>
</tbody>
</table>
In general, vocational learning was perceived as attracting a more positive response than non-vocational learning. As Table 5.3 shows, nearly a third (65%) of respondents reported that their family would be ‘very happy and encouraging’ if they were to take up vocational learning. The comparable figure for non-vocational learning was 50%. For both types of learning, family and friends were perceived as offering the maximum level of support, with employers and colleagues displaying less wholehearted support.

Respondents with learning experience in the three years prior to the survey were slightly more likely than those without such experience to state that their family and friends would be very happy and encouraging if they were to undertake vocational learning. This group were also substantially more likely than those without learning experience in the last three years to consider that their employers and colleagues would offer the maximum support possible.

Table 5.4 shows the proportions of respondents who stated that the various parties listed would be ‘very happy and encouraging’ were they to undertake vocational learning.

<table>
<thead>
<tr>
<th>% who stated following would be ‘very happy and encouraging’ if vocational learning undertaken:</th>
<th>All (%)</th>
<th>Recent learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>65</td>
<td>69</td>
<td>63</td>
</tr>
<tr>
<td>Friends</td>
<td>45</td>
<td>49</td>
<td>43</td>
</tr>
<tr>
<td>Colleagues</td>
<td>30</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Employer</td>
<td>35</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1028</td>
<td>410</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>886</td>
<td>365</td>
<td>521</td>
</tr>
</tbody>
</table>
Chapter 6
Awareness of learning resources and opportunities

6.1 Introduction

This chapter examines respondents' awareness of the different possible learning resources and opportunities available to those wishing to undertake vocational learning. Section 6.2 considers respondents' awareness and experience of different sources of information about vocational learning. Section 6.3 examines respondents' preferences regarding sources of information and advice, and Section 6.4 considers respondents' awareness of Open Learning schemes and various current financial incentives aimed at helping people fund vocational learning and training.

Data relating to a number of different groups will be considered. These groups are defined according to the following learning status, sex, age, activity status, socio-economic group, and qualification level. Unless stated otherwise, all tables in this section relate to questions where respondents were able to select more than one option. For this reason, tables do not sum to 100%.

6.2 Finding out about learning

A number of different facilities are available for those wishing to find out about vocational learning. All respondents were asked, without prompting, where they would advise someone to go if they wanted to find out about opportunities for vocational learning in their area. Respondents were then prompted by being shown a list of institutions and were asked to identify which were available in their area. Finally, respondents were asked which institutions they themselves had visited or used in the past in order to find out about vocational learning.

1) Overall responses

The proportion of respondents who mentioned particular institutions without being prompted is shown in the first column of Table 6.1. As the table shows, the most frequent recommendation would be to visit the local College of Further Education or CFE (39% of respondents), followed by visiting the local Jobcentre and/or Jobclub (31%) or a Careers Adviser (30%). Overall, there was a very low awareness of the variety of different institutions available to the public as a source of information. Only 15% of respondents would suggest visiting an Adult Education Centre and 12% consulting an employer, personnel officer or training officer.

The second column in Table 6.1 shows the proportions of respondents who, when shown a list of institutions, stated they were available in their area and could be used to find out more about learning.

Once 'prompted', the proportion of respondents who mentioned a particular institution is considerably higher than the proportion who mentioned the same institution 'spontaneously'. Thus, when prompted, 63% stated that people in their area could visit the local CFE (compared to 39% of respondents when asked the unprompted question) and 67% that people could use the Jobcentre and/or Jobclub (compared with 31% previously). It would appear, therefore, that, whilst certain institutions are recognised as being available to the public, they do not instantly spring to mind as being sources of information on vocational learning opportunities.

Furthermore, certain types of institution are substantially more likely than others to be recognised as being available for this type of information. Only four institutions were chosen by over half of the sample from the list given: Jobcentres and/or Jobclubs, CFEs, public libraries, and the media. Whilst local variation in provision might account for the relatively low levels of recognition of, for instance, Universities or Colleges of Higher Education, many of the institutions on the list were ones which might be expected to be available in nearly all the sample members' areas (including, for example, employers, schools, and friends or relatives).

The final column in Table 6.1 shows the proportion of respondents who stated that they themselves had visited or used a particular institution in the past to find out more about opportunities for vocational learning. The distribution of responses to this question is close to that obtained when respondents were initially asked about sources of information available in their area. Thus, three institutions head the list, these all being chosen by around a fifth of respondents CFEs, Jobcentres and/or Jobclubs, and Careers Advisers. The institutions most used by respondents in the past are, therefore, the most likely to be spontaneously thought of by the respondent when asked about available information sources.
Table 6.1  Sources of information about vocational learning: awareness (prompted and unprompted) and experience

<table>
<thead>
<tr>
<th>% who mentioned</th>
<th>Unprompted (%)</th>
<th>Prompted (%)</th>
<th>Experience of (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Further Education</td>
<td>39</td>
<td>63</td>
<td>19</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>31</td>
<td>67</td>
<td>21</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>30</td>
<td>46</td>
<td>18</td>
</tr>
<tr>
<td>Public Library</td>
<td>25</td>
<td>59</td>
<td>14</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>15</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>12</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Read newspaper, adverts</td>
<td>10</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>University, College of Higher Education</td>
<td>8</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Citizens’ Advice Bureau</td>
<td>6</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Talk to friends or colleagues</td>
<td>6</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td>Local school</td>
<td>5</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>Town Hall/Council offices</td>
<td>3</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Private training or education centre</td>
<td>2</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Community centre</td>
<td>2</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>TEC (Training and Enterprise Council)</td>
<td>2</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Skill Centre</td>
<td>1</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Workers’ Educational Association</td>
<td>*</td>
<td>7</td>
<td>*</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>1403</td>
<td>1403</td>
</tr>
</tbody>
</table>

ii) Learners and non-learners

Perhaps surprisingly, learners and non-learners did not differ considerably in the extent to which they spontaneously named certain institutions as being available sources of information in their area. The two exceptions to this were employers (mentioned by 22% of learners and 6% of non-learners) and the Jobcentre and/or Jobclub (mentioned by 24% of learners and 38% of non-learners). This difference cannot be accounted for by the greater tendency of learners to be in employment. Of those in work at the time of the survey, learners were nearly four times more likely than non-learners to mention employers as a possible source of information about vocational learning:

Table 6.2  Percentage of respondents in work at the time of interview who stated that employers could be a possible source of information about learning (unprompted)

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>22</td>
<td>560</td>
<td>665</td>
</tr>
<tr>
<td>Non-learners</td>
<td>6</td>
<td>359</td>
<td>281</td>
</tr>
</tbody>
</table>

38
When asked to name possible sources of information about vocational learning, full-time students were less likely than either learners or non-learners to mention employers, Adult Education Centres, or the media. They were, however, substantially more likely to cite Careers Advisers as being an information source. This response was given by 61% of full-time students (compared with 30% of respondents overall). Careers Advisers were also the institution that most full-time students had had contact with and had been visited in the past by 60% of full-time students (compared with 18% of respondents in general).

Although learners and non-learners did not generally differ in their unprompted responses to questions concerning sources of information, they did differ considerably in their recognition of different institutions once they were shown a list of possible sources of information about vocational learning. As Table 6.3 shows, learners were generally more likely than non-learners to recognise the availability of certain institutions (with the exception of Jobcentres and/or Jobclubs which non-learners were more likely than learners to recognise).

Full-time students, as was the case with responses to unprompted questions about information and past experience, were the most likely group to mention Careers Advisers (71% compared to 46% in general). Their recognition of other institutions did not consistently correspond either to that of learners or non-learners.

Generally learners were more likely than non-learners to report past experience with a particular institution. Thus, 20% of learners stated that they had used a public library to find out about vocational learning, compared to 6% of non-learners. Although the previous discussion demonstrates a higher initial awareness among non-learners than learners of the uses of Jobcentres and/or Jobclubs, similar proportions of both groups report having used this resource in the past.

### Other groups

As was suggested in Section 6.2, different groups vary in their knowledge and experience of the various available sources of information about vocational learning. The following pages examine, firstly, the extent to which different groups of respondents are able to name, without prompting, possible sources of information, and, secondly, the levels of contact reported by respondents with these sources.

#### Age and sex

In terms of age, the clearest variation in levels of awareness of information sources is found when examining the youngest age group in the sample. As Table 6.5 shows, this group, aged 16-19, was more likely than average to mention Careers Advisers and Jobcentres and/or Jobclubs, and less likely to suggest any of the other most popular responses as being a possible source of information about learning. This reflects the greater than average levels of past

<table>
<thead>
<tr>
<th>Table 6.3</th>
<th>Sources of information about vocational learning (prompted), by learning status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learners (%)</td>
</tr>
<tr>
<td>% who mentioned</td>
<td></td>
</tr>
<tr>
<td>College of Further Education</td>
<td>69</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>63</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>50</td>
</tr>
<tr>
<td>Public Library</td>
<td>63</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>52</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>35</td>
</tr>
<tr>
<td>Read newspaper, adverts</td>
<td>65</td>
</tr>
<tr>
<td>Weighted base</td>
<td>680</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>823</td>
</tr>
</tbody>
</table>
Table 6.4  Experience of information sources about vocational learning by learning status

<table>
<thead>
<tr>
<th></th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% who mentioned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Further Education</td>
<td>26</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>22</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>17</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Public Library</td>
<td>20</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>10</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Read newspaper, adverts</td>
<td>21</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Weighted base</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

Table 6.5  Sources of information about vocational learning, by age 16-19 and sex

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Age 16-19 (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% who mentioned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of FE</td>
<td>39</td>
<td>27</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>31</td>
<td>37</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>30</td>
<td>73</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Public Library</td>
<td>25</td>
<td>20</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>15</td>
<td>*</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>12</td>
<td>2</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>132</td>
<td>638</td>
<td>765</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>88</td>
<td>633</td>
<td>770</td>
</tr>
</tbody>
</table>

Contact reported by young people with Careers Advisers. Over two thirds (68%) of 16-19 year olds had met a Careers Adviser (compared to an average of 18% among respondents in general).

Among those respondents aged 20 or over, more similarities than differences were found in response to questions concerning possible information sources and levels of past experience in using such resources.

As Table 6.5 shows, women were more likely than men to suggest libraries, Adult Education Centres or Careers Advisers as sources of information about learning, and less likely to mention employers. Men were also more likely than women to have used an employer in the past as a means of finding out about learning (15% and 8% respectively).

Activity at the time of the survey

The unemployed were substantially more likely than any other group to mention a Jobcentre and/or Jobclub as a source of information about learning or to have used one in the past for this purpose. 50% of the unemployed considered a Jobcentre and/or Jobclub a valid information source (compared to 31%
### Table 6.6 Sources of information about vocational learning, by activity status

<table>
<thead>
<tr>
<th>% who mentioned</th>
<th>Employed (%)</th>
<th>Unemployed (%)</th>
<th>Full-time education (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of FE</td>
<td>42</td>
<td>32</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>25</td>
<td>50</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>29</td>
<td>27</td>
<td>57</td>
<td>17</td>
</tr>
<tr>
<td>Public Library</td>
<td>25</td>
<td>22</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>17</td>
<td>10</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Weighted base</td>
<td>924</td>
<td>187</td>
<td>105</td>
<td>160</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>950</td>
<td>189</td>
<td>68</td>
<td>167</td>
</tr>
</tbody>
</table>

### Table 6.7 Sources of information about vocational learning, by socio-economic group

<table>
<thead>
<tr>
<th></th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of FE</td>
<td>35</td>
<td>44</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>23</td>
<td>27</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>29</td>
<td>35</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Public Library</td>
<td>24</td>
<td>30</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>17</td>
<td>20</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>18</td>
<td>14</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>9</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Weighted base</td>
<td>225</td>
<td>516</td>
<td>249</td>
<td>325</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>253</td>
<td>542</td>
<td>236</td>
<td>301</td>
</tr>
</tbody>
</table>

Overall) and 45% had used one in the past (compared to an average of 21%). Respondents in work were the most likely to see employers as a source of information or to have approached one in the past for this purpose. 16% of those in work, 1% of the unemployed, and 5% of those who were looking after the home or family, saw employers as a source of information about learning.

**Socio-economic group**

In general, non-manual workers showed higher levels of awareness than manual workers of possible sources of information about vocational learning. Only one institution, the Jobcentre and/or Jobclub, was mentioned by a higher proportion of manual workers than non-manual workers. Of non-manual workers, those who were not in the professional and managerial categories showed the highest levels of awareness.
Table 6.8  Experience of information sources in the past, by qualification at terminal education age (TEA)

<table>
<thead>
<tr>
<th>Source</th>
<th>Qualification at TEA (%)</th>
<th>No qualification at TEA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% who mentioned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of FE</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Public Library</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Adult Education Centre / Evening institute</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Employer / Personnel or training Officer</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
<td>463</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>909</td>
<td>435</td>
</tr>
</tbody>
</table>

Qualification levels at terminal education age

Respondents who had an academic qualification by the time they had completed their full-time continuous education were more likely than those who did not to mention Careers Advisers as a source of information about learning and to have had experience of such sources. As Table 6.8 shows, nearly one in five of those with qualifications (compared to around one in twenty of those without such qualifications) had visited a Careers Adviser in the past to discuss learning. The only resource mentioned by more of those without qualifications than by those with them was the Jobcentre and/or Jobclub. Similarly, the former group had more experience of contact with the Jobcentre and/or Jobclub than did the latter (26% and 19% respectively). With this one exception, however, respondents who left education with qualifications were more likely than those who left without qualifications to have been in contact with any of the listed organisations in the past.

6.3 Preferences regarding sources of advice, information and guidance

All respondents were asked to indicate their preferred sources of general information, information about funding, and sources of personal advice and guidance from a list of institutions.¹

i) General responses

In general, the preferences of respondents reflected the overall awareness of different information sources shown in Section 6.1. Thus, as Table 6.9 shows, the top three preferences for both general information and for personal advice and guidance were CFEs, Jobcentres and/or Jobclubs, and Careers Advisers.

Respondents were less likely, as Table 6.9 shows, to choose an institution as a source of advice and guidance than they were to choose it as a source of information alone. Thus, 33% of respondents stated that a CFE would be among their choice of institution for general information, compared to only 22% of respondents who cited it as a preferred source of advice and guidance. The most popular source of advice and guidance was, in fact, a Careers Adviser, chosen by 28% of respondents. This might reflect a tendency for non-specialist institutions to be less popular as sources of specific personal advice and guidance than as general information resources. Similarly, institutions associated with particular types of learning (such as CFEs) were also less popular as personal advice sources than as general information sources.

The most popular choice of institution for advice specifically concerned with funding was the Citizens' Advice Bureau (chosen by 21% of the sample) and the Jobcentre and/or Jobclub (chosen by 20% of the sample).
Table 6.9  Preferred sources of general information, information on funding, and personal advice and guidance

<table>
<thead>
<tr>
<th>% who mentioned</th>
<th>Preferred source of information (%)</th>
<th>Preferred advice on funding (%)</th>
<th>Preferred source of personal advice (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Further Education</td>
<td>33</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>30</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>22</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Public Library</td>
<td>18</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>17</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>13</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>16</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>University, College of Higher Education</td>
<td>13</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Citizens’ Advice Bureau</td>
<td>7</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Talk to friends or colleagues</td>
<td>12</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Local school</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Town Hall</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Private training or education centre</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Community centre</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TEC</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Skill Centre</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Workers’ Educational Association</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>1403</td>
<td>1403</td>
</tr>
</tbody>
</table>

11) Preferences regarding sources of information and guidance - learners and non-learners

As was the case when asked about possible sources of information in their area, learners and non-learners did not generally differ in their preferences for particular sources of information, advice or guidance. However, as before, non-learners were more likely than learners to state that they would prefer to approach a Jobcentre and/or Jobclub for information, advice or guidance and were less likely than learners to prefer talking to an employer. This cannot be accounted for by the higher proportion of learners in the workforce as, when those in work at the time of the survey are excluded, non-learners are still more likely than learners to prefer the idea of approaching a Jobcentre and/or Jobclub (34% and 20% respectively).

The popularity among full-time students of Careers Advisers as a general source of information is also evident when considering their preferred sources of personal advice and guidance. 51% of students stated that one of their preferred sources of advice would be a Careers Adviser (compared with 27% of learners and 26% of non-learners). Full-time students were also the group most likely to suggest friends and relatives as an informal source of advice and guidance.

43
Table 6.10  Preferred sources of: a) general information; b) personal advice and guidance, by learning status

<table>
<thead>
<tr>
<th>% who mentioned</th>
<th>General information</th>
<th>Personal advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learners (%)</td>
<td>Non-learners (%)</td>
</tr>
<tr>
<td>College of Further Education</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>22</td>
<td>39</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Public Library</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Adult Education Centre or Evening Institute</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Read newspapers, adverts</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>University, College of HE</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Citizens' Advice Bureau</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Friends or colleagues</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Local school</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Town Hall</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Weighted base</td>
<td>680</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>823</td>
<td>512</td>
</tr>
</tbody>
</table>

Table 6.11  Preferred sources of individual advice, by age 16-19 and sex

<table>
<thead>
<tr>
<th>% who mentioned</th>
<th>All (%)</th>
<th>Age 16-19 (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (%)</td>
<td>Age 16-19 (%)</td>
<td>Men (%)</td>
<td>Women (%)</td>
</tr>
<tr>
<td>College of Further Education</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>23</td>
<td>9</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>28</td>
<td>62</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Employer/Personnel or training officer</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Talk to friends or colleagues</td>
<td>14</td>
<td>18</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>132</td>
<td>638</td>
<td>765</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>86</td>
<td>633</td>
<td>770</td>
</tr>
</tbody>
</table>

iii)  Preferences regarding sources of personal advice and guidance - other groups

The following section compares the preferences for personal advice and guidance expressed by different groups.

Age and sex

Respondents aged 20 and above were more likely than 16-19 year olds to express a preference for advice and guidance through the Jobcentre and/or Jobclub. As Table 6.11 shows, less than one in ten
Table 6.12  Preferred sources of individual advice, by activity status

<table>
<thead>
<tr>
<th>% of respondents who mentioned</th>
<th>Employed (%)</th>
<th>Unemployed (%)</th>
<th>Full-time education (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Further Education</td>
<td>23</td>
<td>14</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>21</td>
<td>36</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>27</td>
<td>26</td>
<td>51</td>
<td>25</td>
</tr>
<tr>
<td>Adult Education Centre or Evening Institute</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>20</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Talk to friends or colleagues</td>
<td>14</td>
<td>12</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Weighted base</td>
<td>924</td>
<td>187</td>
<td>105</td>
<td>160</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>950</td>
<td>189</td>
<td>68</td>
<td>167</td>
</tr>
</tbody>
</table>

Table 6.13  Preferred sources of individual advice, by socio-economic group

<table>
<thead>
<tr>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of FE</td>
<td>33</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>14</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>16</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Public Library</td>
<td>22</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Adult Education Centre/Evening Institute</td>
<td>21</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Employer/Personnel or training Officer</td>
<td>14</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Weighted base</td>
<td>225</td>
<td>516</td>
<td>249</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>253</td>
<td>542</td>
<td>236</td>
</tr>
</tbody>
</table>

16-19 year olds chose this option, compared to nearly one in four respondents overall. Respondents aged 16-19 were, as has been noted before, substantially more likely than average to choose Careers Advisers as a source of advice and guidance.

Men and women did not differ considerably in their choices regarding sources of advice and guidance. Women were, however, more likely than men to express a preference for a Careers Adviser.

Activity at the time of the survey

The unemployed were more likely than any other group to express a preference for advice and guidance to be obtained at the Jobcentre and/or Jobclub. This corresponds with earlier findings regarding the higher levels of awareness shown by the unemployed of Jobcentres and/or Jobclubs. Conversely, those in work were four times more likely than any other group to express a preference for advice and guidance to be obtained in the workplace.
### Table 6.14 Preferred sources of individual advice, by academic qualification at terminal education age (TEA)

<table>
<thead>
<tr>
<th>Qualification at TEA (%)</th>
<th>No qualification at TEA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of respondents who mentioned</td>
<td></td>
</tr>
<tr>
<td>College of Further Education</td>
<td>40</td>
</tr>
<tr>
<td>Jobcentre and Jobclub</td>
<td>29</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>33</td>
</tr>
<tr>
<td>Adult Education Centre</td>
<td>17</td>
</tr>
<tr>
<td>Employer</td>
<td>16</td>
</tr>
<tr>
<td>Friends</td>
<td>6</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>909</td>
</tr>
</tbody>
</table>

**Socio-economic group**

Manual workers were likely than their non-manual counterparts to prefer the Jobcentre and / or Jobclub as a source of individual advice on vocational learning. Employers were mentioned in this context by a higher proportion of professional and managerial respondents than any other group. As Table 6.13 shows, other non-manual workers had more in common with skilled manual workers than with their professional counterparts when it came to nominating employers as a source of advice.

**Qualification levels at terminal education age**

The two most evident differences between the choices of those with, and without, qualifications at terminal education age concerned Careers Advisers and Employers. As Table 6.14 shows, those with qualifications were more likely than those without them to prefer these two sources of advice and guidance.

### 6.4 Awareness of Open Learning and financial incentives to aid individual funding of learning

A number of financial incentives exist at present, which aim, through a variety of means, to aid individual funding of vocational learning undertaken after full-time continuous education has ended. The following section examines the extent to which respondents were aware of these incentives; in addition, it considers general awareness of Open Learning. The section is followed by a consideration of the interest that different groups of respondents expressed in Open Learning and the various financial incentives described to them.

**i) Overall responses**

Respondents were asked whether they had heard of Career Development Loans (CDL); Open Learning; and tax relief for vocational training. In the cases of CDLs and Open Learning respondents were first given a brief description of what they entailed and asked whether they had heard of them; they were then asked if they recognised the specific name ‘Career Development Loans’ or ‘Open Learning’.

Over half the respondents (54%) recognised the term ‘Open Learning’. Substantially fewer, however, recognised the two financial incentives by name:

### Table 6.15 Percentage of respondents who had heard of Open Learning and financial incentives to learn

<table>
<thead>
<tr>
<th>( % )</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>25</td>
<td>1403</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>21</td>
<td>1403</td>
</tr>
<tr>
<td>Open Learning</td>
<td>54</td>
<td>1403</td>
</tr>
</tbody>
</table>
Although recognition of the named financial incentives was low, it is of note that a greater proportion of respondents were able to recognise them when they were described. As Table 6.16 shows, whilst only 25% of respondents recognised the term ‘Career Development Loan’, 42% stated that they were aware of a scheme whereby, in the cases of some career related training, it is possible to ‘borrow money from the bank and get help with the interest payments’. Similarly, 66% of respondents recognised the description given of Open Learning (compared to the 54% who recognised the term itself).

11) Learners and non-learners

Learners were more likely than non-learners both to recognise the descriptions given of Open Learning and the financial incentives and to state that they recognised their names. Thus, 46% of learners, when described a CDL, stated that they had heard of them, and 31% stated that they knew the term ‘Career Development Loans’. This compares to 34% and 19% respectively of non-learners. Non-learners were also less aware than learners of present initiatives regarding tax relief for vocational training.

In general, full-time students displayed similar levels of awareness to learners. With regard to CDLs, however, it is possible that students were confused between these and student loans as 65% of students claimed to recognise the description of CDLs yet only 20% recognised the term ‘CDL’ itself. Of course, it is possible that this confusion affects other groups in the sample as well.

11) Other groups

Age and sex

In general, there was little apparent difference between the awareness levels shown by either men and women or by the different age groups in the sample. However, as Table 6.17 shows, women were

---

### Table 6.16 Awareness of Open Learning and financial incentives to learn, by learning status

<table>
<thead>
<tr>
<th>% aware of</th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL (description)</td>
<td>42</td>
<td>46</td>
<td>34</td>
<td>65</td>
</tr>
<tr>
<td>CDL (name)</td>
<td>25</td>
<td>31</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>21</td>
<td>23</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>Open Learning (description)</td>
<td>66</td>
<td>74</td>
<td>57</td>
<td>73</td>
</tr>
<tr>
<td>Open Learning (name)</td>
<td>54</td>
<td>64</td>
<td>43</td>
<td>62</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>521</td>
<td>59</td>
</tr>
</tbody>
</table>

---

### Table 6.17 Awareness of Open Learning and financial incentives to learn, by age 50-54 and sex

<table>
<thead>
<tr>
<th>% aware of</th>
<th>All (%)</th>
<th>Age 50-54 (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL (description)</td>
<td>42</td>
<td>35</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>CDL (name)</td>
<td>25</td>
<td>23</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>21</td>
<td>21</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Open Learning (description)</td>
<td>66</td>
<td>59</td>
<td>63</td>
<td>69</td>
</tr>
<tr>
<td>Open Learning (name)</td>
<td>54</td>
<td>52</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>143</td>
<td>638</td>
<td>765</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>88</td>
<td>633</td>
<td>770</td>
</tr>
</tbody>
</table>

47
slightly less likely than men to be aware of the fact that tax relief can be deducted from the costs of job related learning, and were slightly more likely than men to recognise the description given of Open Learning.

The age group associated with the lowest levels of awareness was that of 50-54, the oldest respondents in the survey. Thus, 35% of 50-54 year olds recognised the existence of the description of CDLs (compared with 42% overall).

Current activity
Respondents in work at the time of the survey were more likely than those who were unemployed to be aware of Open Learning. Similar proportions of workers and the unemployed, however, recognised the term 'Career Development Loans' and the existence of tax relief for vocational training.

Socio-economic group
Overall, a higher than average proportion of professional and managerial respondents were aware of both Open Learning and the existence of financial incentives to aid the funding of vocational learning. Semi-skilled and unskilled manual workers displayed the lowest overall levels of awareness.

Qualification levels at terminal education age
Respondents who finished their education with at least one academic qualification were, on the whole, more likely than those who left with no academic qualifications to be aware of Open Learning and financial incentives to aid the funding of vocational learning.

Table 6.18  Awareness of Open Learning and financial incentives to learn, by current activity

<table>
<thead>
<tr>
<th></th>
<th>Employed (%)</th>
<th>Unemployed (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% aware of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDL (description)</td>
<td>43</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>CDL (name)</td>
<td>27</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Tax relief for job related learning</td>
<td>22</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Open Learning (description)</td>
<td>70</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Open Learning (name)</td>
<td>58</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Weighted base</td>
<td>924</td>
<td>187</td>
<td>160</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>950</td>
<td>189</td>
<td>167</td>
</tr>
</tbody>
</table>

Table 6.19  Awareness of Open Learning and financial incentives to learn, by socio-economic group

<table>
<thead>
<tr>
<th></th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% aware of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDL (description)</td>
<td>50</td>
<td>43</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>CDL (name)</td>
<td>30</td>
<td>27</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>25</td>
<td>19</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Open Learning (description)</td>
<td>79</td>
<td>74</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>Open Learning (name)</td>
<td>64</td>
<td>61</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Weighted base</td>
<td>225</td>
<td>516</td>
<td>249</td>
<td>325</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>253</td>
<td>542</td>
<td>236</td>
<td>301</td>
</tr>
</tbody>
</table>

48
Table 6.20  Awareness of Open Learning and financial incentives to learn, by academic qualification at terminal education age (TEA)

<table>
<thead>
<tr>
<th></th>
<th>Qualification at TEA (%)</th>
<th>No qualification at TEA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL (description)</td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>CDL (name)</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Open Learning (description)</td>
<td>73</td>
<td>52</td>
</tr>
<tr>
<td>Open Learning (name)</td>
<td>59</td>
<td>43</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
<td>463</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>909</td>
<td>435</td>
</tr>
</tbody>
</table>

Table 6.21  Percentage of respondents expressing interest in Open Learning and financial incentives to learn

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>16</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>Money available to choose between selected types of job related training</td>
<td>44</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>43</td>
<td>1403</td>
<td>1403</td>
</tr>
<tr>
<td>Open Learning</td>
<td>37</td>
<td>1403</td>
<td>1403</td>
</tr>
</tbody>
</table>

6.5  Interest in Open Learning and financial incentives to aid individual funding of learning

Once Open Learning and the financial incentives discussed in Section 6.4 had been described to respondents, they were asked whether or not they would be interested in finding out more about them. In addition, all respondents were asked the following question:

"Would you be interested in finding out about a system where money was available so that people could choose between doing selected types of learning relevant to jobs?"

i)  Overall responses

The proportion of respondents who stated that they would be interested in finding out more about Open Learning and the various financial incentives to learn are shown in Table 6.21 above.

ii)  Learners and non-learners

Learners displayed marginally more interest in Open Learning and financial incentives to learn than did non-learners. The most considerable difference was found in relation to tax relief for vocational training. 47% of learners and 37% of non-learners stated that they would be interested in finding out more about this area. Full-time students were more keen to find out about the various schemes than either learners or non-learners (the exception to this being Open Learning in which students expressed a lower than average level of interest).
Table 6.22  Interest in Open Learning and financial incentives to learn, by learning status

<table>
<thead>
<tr>
<th>% who expressed interest in</th>
<th>All (%</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Full-time students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>16</td>
<td>17</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>Choice of selected training</td>
<td>44</td>
<td>45</td>
<td>40</td>
<td>58</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>43</td>
<td>47</td>
<td>37</td>
<td>49</td>
</tr>
<tr>
<td>Open Learning</td>
<td>37</td>
<td>40</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1403</td>
<td>680</td>
<td>617</td>
<td>105</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1403</td>
<td>823</td>
<td>512</td>
<td>59</td>
</tr>
</tbody>
</table>

Table 6.23  Interest in Open Learning and financial incentives to learn, by age group

<table>
<thead>
<tr>
<th>% of respondents expressing interest in</th>
<th>16-19 (%)</th>
<th>20-24 (%)</th>
<th>25-29 (%)</th>
<th>30-39 (%)</th>
<th>40-49 (%)</th>
<th>50-54 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>33</td>
<td>21</td>
<td>15</td>
<td>20</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Choice of selected training</td>
<td>58</td>
<td>47</td>
<td>42</td>
<td>50</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>48</td>
<td>47</td>
<td>43</td>
<td>48</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td>Open Learning</td>
<td>25</td>
<td>39</td>
<td>38</td>
<td>45</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Weighted base</td>
<td>132</td>
<td>172</td>
<td>202</td>
<td>364</td>
<td>385</td>
<td>143</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>88</td>
<td>160</td>
<td>233</td>
<td>409</td>
<td>372</td>
<td>137</td>
</tr>
</tbody>
</table>

iii)  Other groups

Sex and age
Men and women did not differ in their expressions of interest in Open Learning and financial incentives to learn.

Age was, however, associated with considerable variation in interest levels. Crudely, a decline in interest with increasing age can be noted. Thus, younger respondents (those aged between 16 and 24) tended to be more enthusiastic than average about financial incentives to learn (but were less interested than average in finding out more about Open Learning). Those in the oldest age group (aged 50-54) were the least likely to express an interest in finding out more about either Open Learning or financial incentives to learn.

The one exception to this general decline in interest with increasing age, is found among 30 to 39 year olds. This group, like their younger counterparts, were more likely than average to express an interest in finding out more about financial incentives aimed at boosting individual funding of vocational learning. They were also more interested than average in finding out more about Open Learning.

Current activity
Those in work when interviewed were, in general, less likely than other groups to express a wish to find out more about Open Learning or financial incentives to learn. The unemployed and those looking after the home or family were, for instance, more likely than workers to want to find out more about Open Learning.
Table 6.24  Interest in Open Learning and financial incentives to learn, by current activity

<table>
<thead>
<tr>
<th>% respondents expressing interest in</th>
<th>Employed (%)</th>
<th>Unemployed (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>13</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Choice of selected training</td>
<td>41</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>43</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>Open Learning</td>
<td>35</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>Weighted base</td>
<td>924</td>
<td>187</td>
<td>160</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>950</td>
<td>189</td>
<td>167</td>
</tr>
</tbody>
</table>

Table 6.25  Interest in Open Learning and financial incentives to learn, by socio-economic group

<table>
<thead>
<tr>
<th>% respondents expressing interest in</th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Choice of selected training</td>
<td>39</td>
<td>47</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>41</td>
<td>44</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Open Learning</td>
<td>36</td>
<td>38</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>Weighted base</td>
<td>225</td>
<td>516</td>
<td>249</td>
<td>325</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>253</td>
<td>542</td>
<td>236</td>
<td>301</td>
</tr>
</tbody>
</table>

Socio-economic group

When examining the levels of interest shown by different socio-economic groups, semi-skilled and unskilled workers emerge as being substantially more interested than average in Open Learning and financial incentives to earn. The interest levels of these groups do, in fact, have more in common with those of non-manual workers than with skilled manual workers. The latter group show, overall, the least interest of all.

Qualification levels at terminal education age

Those with academic qualifications obtained before leaving full-time continuous education were, generally, more likely than those without such qualifications to express a desire to find out more about Open Learning or financial incentives to learn.

The largest difference related to finding out more about tax relief for vocational training, 47% of those with qualifications, and 33% of those without them, expressed an interest in this.
Table 6.26  Interest in Open Learning and financial incentives to learn, by academic qualification at terminal education age (TEA)

<table>
<thead>
<tr>
<th>Qualification at TEA (%</th>
<th>No qualification at TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>% respondents expressing interest in</td>
<td></td>
</tr>
<tr>
<td>CDL</td>
<td>17</td>
</tr>
<tr>
<td>Choice of selected training</td>
<td>46</td>
</tr>
<tr>
<td>Tax relief for vocational training</td>
<td>47</td>
</tr>
<tr>
<td>Open Learning</td>
<td>39</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>909</td>
</tr>
</tbody>
</table>

6.6  Finding out about tax relief on vocational training

All respondents who expressed an interest in finding out more about the availability of tax relief for job related training were asked where they thought they could go for information. As Table 6.27 shows, one in five (18%) did not know where they could go. Around half suggested visiting a tax office or the Inland Revenue and a similar proportion suggested visiting a Bank or Building society.

Table 6.27  Possible sources of information about tax relief on vocational training (interested respondents only)

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inland Revenue/Tax Office</td>
<td>47</td>
</tr>
<tr>
<td>Bank or Building Society</td>
<td>47</td>
</tr>
<tr>
<td>Jobcentre/DSS</td>
<td>20</td>
</tr>
<tr>
<td>Citizens’ Advice Bureau</td>
<td>14</td>
</tr>
<tr>
<td>Employer</td>
<td>8</td>
</tr>
<tr>
<td>Accountant</td>
<td>7</td>
</tr>
<tr>
<td>Training Institution</td>
<td>6</td>
</tr>
<tr>
<td>Careers’ Office</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18</td>
</tr>
<tr>
<td>Weighted base</td>
<td>599</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>621</td>
</tr>
</tbody>
</table>

Footnotes to Chapter 6

1. Details concerning the advice and guidance received by learners can be found in Section 8.1.
Chapter 7

Learners and learning (I) - the characteristics of learning

This chapter examines the basic characteristics of the most recent learning episodes done by respondents.

7.1 Introduction

Nearly half the sample (48%) stated that they were either currently learning or had done so in the three years prior to the survey. These respondents were asked to provide details of up to three of the learning episodes which occurred in that time period. In cases where respondents gave details of more than one learning episode, they were asked to indicate which episodes were the two most recent, and which was the most important to their job or to a future job that they might do. These two categories are, obviously, not mutually exclusive.

Overall, information was collected on 1085 learning episodes. 94% of these were the most recent examples of learning carried out by respondents. Thus, and the following, chapter is based upon the data relating to these episodes of learning.

A number of factors might prove to be associated with the characteristics of learning. Data was examined with reference to sex, age, academic qualification level on leaving full-time continuous education, and socio-economic group.

In addition, data was also disaggregated according to whether or not the respondent was in paid work when they began learning (overall, 83% of recent learning episodes started while the respondent was in paid work) and by the way in which the learning was funded. As is discussed in more detail in Section 8.3, 17% of learning episodes were entirely self-funded, 41% were entirely employer funded, and a further 18% did not require funding but were arranged by the respondent’s employer.

7.2 Basic characteristics of most recent learning

1) Subjects learned

Table 7.1 classifies the subjects reported by respondent into general categories. Only categories of relevance to 5% or more learning episodes are shown.

Nearly half the reported recent learning consisted of specialist training for particular professions or trades. Overall, this category represented 48% of recent learning. Only two particular professions were individually associated with over 5% of learning: teaching and engineering (these areas together accounting for 11% of recent learning). One in five (19%) learning episodes were concerned with...

<table>
<thead>
<tr>
<th>Table 7.1</th>
<th>Subject categories, by sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (%)</td>
</tr>
<tr>
<td>Training for particular professions or trades (excluding teaching and engineering)</td>
<td>37</td>
</tr>
<tr>
<td>Keyboard and computing skills</td>
<td>19</td>
</tr>
<tr>
<td>Administration and management</td>
<td>12</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
</tr>
<tr>
<td>'Academic subjects'</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
</tr>
</tbody>
</table>
keyboard and computing skills, and just over one in ten (12%) with management and administration.

Men and women did not generally differ in terms of the subject categories into which their most recent learning was classified. However, women were more likely than men to have undertaken learning concerned with teaching, whilst men were the sole recipients of that learning which was connected with engineering.

ii) Qualifications

Over a third of learning episodes (39%) aimed at achieving either a qualification or module, a slightly higher proportion than was found during the Employment in Britain inquiry. Younger respondents were more likely than their older counterparts to report this type of learning:

Table 7.2 Percentage of learning episodes directed towards a qualification or module, by age

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>39</td>
<td>1023</td>
<td>1273</td>
</tr>
<tr>
<td>16 - 24</td>
<td>61</td>
<td>164</td>
<td>180</td>
</tr>
<tr>
<td>25 - 29</td>
<td>41</td>
<td>174</td>
<td>227</td>
</tr>
<tr>
<td>30 - 39</td>
<td>40</td>
<td>313</td>
<td>414</td>
</tr>
<tr>
<td>40 - 49</td>
<td>28</td>
<td>284</td>
<td>353</td>
</tr>
<tr>
<td>50 - 54</td>
<td>26</td>
<td>88</td>
<td>99</td>
</tr>
</tbody>
</table>

As Table 7.3 shows, learning done by respondents who were not in paid work when they started learning was nearly twice as likely as that done by respondents in paid work to have been directed towards a qualification or module (63% and 34% respectively).

Self-funded learning was substantially more likely than that which was either employer funded or employer arranged to have been directed towards a qualification.

Learning directed towards a qualification was more common among manual workers than it was among non-manual workers. As Table 7.4 shows, the lowest level of qualification orientated learning was found among professional and managerial workers.

Table 7.3 Percentage of learning episodes directed towards a qualification or module, by employment status and funding source

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>39</td>
<td>1023</td>
<td>1273</td>
</tr>
<tr>
<td>In paid work</td>
<td>34</td>
<td>858</td>
<td>1051</td>
</tr>
<tr>
<td>Not in paid work</td>
<td>63</td>
<td>163</td>
<td>220</td>
</tr>
<tr>
<td>Self-funded</td>
<td>56</td>
<td>170</td>
<td>210</td>
</tr>
<tr>
<td>Employer-funded</td>
<td>38</td>
<td>418</td>
<td>492</td>
</tr>
<tr>
<td>Employer arranged (no funding necessary)</td>
<td>15</td>
<td>180</td>
<td>235</td>
</tr>
</tbody>
</table>
Interestingly, whether or not the respondent obtained an academic qualification prior to leaving full-time continuous education was not associated with any difference in the extent to which recent learning episodes aimed at a particular qualification or module.

The most common qualifications aimed for were those specific to particular professions or trades 45% of all subjects associated with a qualification fell into this category.

Table 7.5 Qualifications aimed for

<table>
<thead>
<tr>
<th>Qualification</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific professional/trade qualification</td>
<td>45</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>13</td>
</tr>
<tr>
<td>NVQ or SVQ</td>
<td>9</td>
</tr>
<tr>
<td>First degree or diploma</td>
<td>6</td>
</tr>
<tr>
<td>RSA/Pitmans</td>
<td>6</td>
</tr>
<tr>
<td>BTEC, ONC or OND</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
</tr>
<tr>
<td>Weighted base</td>
<td>399</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>507</td>
</tr>
</tbody>
</table>

Table 7.6 Type of learning, by sex

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>'On-the-job'</td>
<td>33</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>'Off-the-job'</td>
<td>49</td>
<td>54</td>
<td>43</td>
</tr>
<tr>
<td>Both</td>
<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
<td>436</td>
<td>399</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1027</td>
<td>520</td>
<td>507</td>
</tr>
</tbody>
</table>

were based at a training or conference centre and 20% at a college of further/higher education or university Only 11% of learning episodes were primarily home-based. As Table 7.7 shows, women were more likely than men to report that their learning was primarily work-based. This corresponds with the tendency noted above for working women's learning to be more 'on-the-job' than that done by working men. The differences between men and women shown in the table do not change if attention is restricted to those in work when they started learning.

Learning carried out whilst the respondent was in work was, unsurprisingly, more likely to be based primarily at the workplace or a training centre than was learning carried out by those who were not working at the time. Conversely, learning episodes which began when the respondent was not working were more likely to have taken place at an educational institution such as a College of Further Education or Adult Education Centre.

Similar proportions of older and younger respondents did their learning at the institutions listed above. The exception to this occurs in the case of colleges of Further Education 14% of all recent learning mainly took place in such institutions. This proportion rises to 32% amongst respondents aged under 25.

There was no substantial variation in the location of learning undertaken by those with, and without, academic qualifications obtained by the end of their full-time continuous education.
Table 7.7  Location of learning, by sex and employment status

<table>
<thead>
<tr>
<th></th>
<th>All (%</th>
<th>Men (%)</th>
<th>Women (%)</th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of work</td>
<td>32</td>
<td>29</td>
<td>36</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>Training/Conference centre</td>
<td>22</td>
<td>26</td>
<td>19</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Adult Education Centre</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>CFE or Technical College</td>
<td>14</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>University, CHE, Polytechnic</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>At home</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>532</td>
<td>492</td>
<td>898</td>
<td>163</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>636</td>
<td>637</td>
<td>1051</td>
<td>220</td>
</tr>
</tbody>
</table>

Table 7.8  Months spent learning, by age

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>16-24 (%)</th>
<th>25-29 (%)</th>
<th>30-39 (%)</th>
<th>40-49 (%)</th>
<th>50-54 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under one month</td>
<td>35</td>
<td>23</td>
<td>40</td>
<td>34</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>One to three months</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Four to twelve months</td>
<td>17</td>
<td>22</td>
<td>16</td>
<td>20</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Over one year</td>
<td>15</td>
<td>29</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Can't say</td>
<td>22</td>
<td>20</td>
<td>19</td>
<td>21</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>164</td>
<td>174</td>
<td>313</td>
<td>284</td>
<td>88</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>180</td>
<td>227</td>
<td>414</td>
<td>353</td>
<td>99</td>
</tr>
</tbody>
</table>

7.3  Time spent learning

i)  Duration of learning

Over four in every ten learning episodes lasted for three months or less, with over three in every ten lasting for less than one month. Learning done by men and women did not differ substantially in its duration; however, that reported by older respondents (those aged 25 or over) was more likely than learning done by respondents aged under 25 to have lasted for less than a month in total.

Learning which started while the respondent was not in paid work tended to last for a longer time than did learning which began whilst the respondent was working. As Table 7.9 shows, half of those who were in work at the time their learning began, reported that it lasted for three months or less, compared with 27% of those who were not in work.

Self-funded learning was substantially more likely than learning that was employer-funded, or learning arranged by an employer without requiring funding, to have lasted for over one month.

Of those learning episodes which lasted under one month, over eight in every ten were completed within seven days and nearly one in four lasted for one day only. As Table 7.10 shows, women were substantially more likely than men to have done learning which fell into this latter category.
Table 7.9  Months spent learning, by employment status at start of learning and funding source

<table>
<thead>
<tr>
<th></th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
<th>Employer arranged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under one month</td>
<td>40</td>
<td>11</td>
<td>15</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>One to three months</td>
<td>8</td>
<td>16</td>
<td>13</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Four to twelve months</td>
<td>15</td>
<td>35</td>
<td>34</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Over one year</td>
<td>15</td>
<td>20</td>
<td>17</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Can’t say</td>
<td>23</td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Weighted base</td>
<td>858</td>
<td>163</td>
<td>170</td>
<td>418</td>
<td>180</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1051</td>
<td>220</td>
<td>220</td>
<td>492</td>
<td>235</td>
</tr>
</tbody>
</table>

Table 7.10  Total number of days spent learning (if under one month), by sex

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>2</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>2 - 7 days</td>
<td>60</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>8 - 14 days</td>
<td>9</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>15 - 21 days</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Over 21 days</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Can’t say</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Weighted base</td>
<td>359</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>387</td>
<td>193</td>
<td>194</td>
</tr>
</tbody>
</table>

Table 7.11  Full-time and part-time learning, by sex

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>32</td>
<td>39</td>
<td>25</td>
</tr>
<tr>
<td>Part-time</td>
<td>66</td>
<td>59</td>
<td>73</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>532</td>
<td>492</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>636</td>
<td>637</td>
</tr>
</tbody>
</table>

Table 7.12  Hours per week spent learning, by sex

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours or less</td>
<td>24</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>5 - 9 hours</td>
<td>20</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>10 - 19 hours</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>20 - 29 hours</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>30 - 39 hours</td>
<td>9</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>40 hours or more</td>
<td>10</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Can’t say</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>532</td>
<td>492</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>636</td>
<td>637</td>
</tr>
</tbody>
</table>

ii) Hours spent learning

A third of the reported learning episodes were done on a full-time basis. This was more common among learning done by men than among learning done by women.

A quarter of reported learning episodes involved less than five hours study each week and a further one in five between five and nine hours per week. As Table 7.12 shows, women tended to spend less time learning each week than men, thus corresponding to the finding that women were less likely than men to have done their learning on a full-time basis.
Table 7.13  Provision of time to learn by employer, by sex

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in own time</td>
<td>23</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Learning in work time</td>
<td>49</td>
<td>47</td>
<td>51</td>
</tr>
<tr>
<td>Both</td>
<td>28</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
<td>436</td>
<td>399</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1027</td>
<td>520</td>
<td>507</td>
</tr>
</tbody>
</table>

were more likely than their male counterparts to have done learning solely in their own time and were less likely to have done learning which took place in both their own time and that of their employers.

Learning done by younger respondents was less likely to be done solely during the respondent’s own time than that done by older respondents.

Whether or not learning was done during working hours or during the respondent’s own time also varied according to whether or not the learning was directed towards a qualification or module. As Table 7.15 shows, qualification orientated learning was substantially more likely than average to be either solely or partly done during the respondent’s own time.

Footnotes to Chapter 7
1. Caution should be taken when examining figures relating to the duration of learning episodes due to the high proportion of respondents who did not provide sufficient data with which to calculate a figure and whose response, consequently, falls into the category of ‘can’t say’.

Table 7.14  Provision of time to learn by employer, by age

<table>
<thead>
<tr>
<th></th>
<th>16-24 (%)</th>
<th>25-29 (%)</th>
<th>30-39 (%)</th>
<th>40-49 (%)</th>
<th>50-54 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in own time</td>
<td>15</td>
<td>26</td>
<td>28</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Learning in work time</td>
<td>58</td>
<td>50</td>
<td>42</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>Both</td>
<td>27</td>
<td>24</td>
<td>30</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Weighted base</td>
<td>117</td>
<td>148</td>
<td>260</td>
<td>240</td>
<td>70</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>136</td>
<td>188</td>
<td>337</td>
<td>291</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 7.15  Provision of time to learn by employer, by whether or not learning directed towards a qualification

<table>
<thead>
<tr>
<th></th>
<th>Qualification module (%)</th>
<th>No qualification/module (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in own time</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Learning in work time</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>Both</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>Weighted base</td>
<td>291</td>
<td>543</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>361</td>
<td>665</td>
</tr>
</tbody>
</table>
Chapter 8

Learners and learning (II) - the experience of learning

This chapter examines the process of learning, including initial advice and guidance, any problems faced by respondents, and the consequences of learning on career development and change. As in Chapter 7 (see Section 7.1), the data used is that relating to the most recent examples of learning done by respondents.

8.1 Advice and guidance

1) Advice and guidance prior to learning

Generally, respondents had few problems finding out about the learning they intended to do. Nearly nine in every ten learning episodes were described as having been 'easy' to find out about. Respondents who were in work when they began learning were slightly more likely to have found it easy to find out about learning than did those who were not in work at the time.

Learning which was funded or arranged by employers was more likely than self-funded learning to be described as having been easy (and particularly, very easy) to find out about.

Most information obtained about learning was seen by respondents as having been very, or fairly, useful (86%).

A quarter of learning episodes were preceded by advice or guidance from someone specially trained in this area. This was more likely to apply to learning done by respondents who were not in work when they began learning than it was to apply to those who were in work.

Learning which lasted for over one year was also more likely than average to have been preceded by specialist advice and guidance.

Learning done by professional and managerial workers was less likely than average to have been preceded by specialist advice or guidance.

In over nine in every ten cases (94%), the specialist advice received was seen as being useful.

2) Advice and guidance after learning

Two thirds (67%) of the most recent episodes of learning reported on by respondents had finished by the time of the survey. These respondents were asked about any advice and guidance they had received after finishing learning.

A third (34%) of completed learning episodes were followed by the respondent receiving advice or guidance on how to use the learning in the future. One in five were followed by advice obtained from the respondent's employer (the most common source of such advice) and one in twelve by advice received from another source. Given that the bulk of advice received was from employers, it is not surprising that respondents who were in work when they began learning were substantially more likely than those who were not in work to have received some sort of 'post-learning' advice.

Table 8.1 Ease of finding out about learning, by employment status at start of learning and funding source

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
<th>Employer arranged (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>57</td>
<td>61</td>
<td>40</td>
<td>51</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>Fairly easy</td>
<td>30</td>
<td>28</td>
<td>39</td>
<td>33</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Not very easy</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Not easy at all</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>858</td>
<td>163</td>
<td>170</td>
<td>418</td>
<td>180</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>1051</td>
<td>220</td>
<td>220</td>
<td>492</td>
<td>235</td>
</tr>
</tbody>
</table>

59
Table 8.2  Percentage of completed learning episodes preceded by specialist advice and guidance, by employment status, duration of learning, and socio-economic group

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>24</td>
<td>1023</td>
<td>1273</td>
</tr>
<tr>
<td>In paid work</td>
<td>23</td>
<td>858</td>
<td>1051</td>
</tr>
<tr>
<td>Not in paid work</td>
<td>29</td>
<td>163</td>
<td>220</td>
</tr>
<tr>
<td>Duration of learning over one year</td>
<td>33</td>
<td>157</td>
<td>204</td>
</tr>
<tr>
<td>Duration of learning less than one month</td>
<td>24</td>
<td>363</td>
<td>390</td>
</tr>
<tr>
<td>Professional and managerial</td>
<td>19</td>
<td>246</td>
<td>314</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>26</td>
<td>464</td>
<td>578</td>
</tr>
<tr>
<td>Skilled manual</td>
<td>26</td>
<td>151</td>
<td>179</td>
</tr>
<tr>
<td>Semi/unskilled manual</td>
<td>24</td>
<td>127</td>
<td>159</td>
</tr>
</tbody>
</table>

Table 8.3  Advice and guidance received after learning, by employment status at start of learning and funding source

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>In work (%)</th>
<th>Not in work (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
<th>Employer arranged (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No advice/guidance</td>
<td>58</td>
<td>56</td>
<td>69</td>
<td>67</td>
<td>58</td>
<td>51</td>
</tr>
<tr>
<td>Advice from employer</td>
<td>21</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Other advice source</td>
<td>15</td>
<td>12</td>
<td>34</td>
<td>31</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Not answered/Can't say</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Weighted base</td>
<td>683</td>
<td>581</td>
<td>100</td>
<td>110</td>
<td>319</td>
<td>113</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>696</td>
<td>588</td>
<td>106</td>
<td>108</td>
<td>327</td>
<td>116</td>
</tr>
</tbody>
</table>

Table 8.4  Percentage of completed learning episodes followed up with specialist advice, by employment status and duration of learning.

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>16</td>
<td>683</td>
<td>696</td>
</tr>
<tr>
<td>Self-funded</td>
<td>11</td>
<td>110</td>
<td>108</td>
</tr>
<tr>
<td>Employer-funded</td>
<td>19</td>
<td>319</td>
<td>327</td>
</tr>
<tr>
<td>Employer arranged</td>
<td>15</td>
<td>113</td>
<td>116</td>
</tr>
<tr>
<td>Duration of learning over one year</td>
<td>14</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Duration of learning less than one month</td>
<td>20</td>
<td>322</td>
<td>316</td>
</tr>
</tbody>
</table>
Learning which was self-funded was less likely than average to have been followed by the respondent receiving advice about how to use learning in the future. Most of the advice received by such respondents was obtained through educational institutions such as colleges of Further Education.

Fewer completed learning episodes had been followed up with advice or guidance from a specialist in the area (16%). As was the case with general follow-up advice, employer funded learning was more likely than self-funded learning to have been followed by such advice and guidance. However, learning done by respondents who were in work at the time was no more likely to be followed by specialist advice and guidance than learning done by those not in work.

Learning which lasted for over one year was also more likely than learning which lasted for a shorter time to have been followed by specialist advice and guidance.

### 8.2 The impetus behind learning

#### i) The role of employers

Seven in every ten learning episodes which began whilst the respondent was in work were arranged through an employer.

Around half the learning done by respondents who were in work at the time was initiated by their employer, and half by the respondent. Respondents aged 25 or over were more likely than their younger counterparts to state that they, as opposed to their employer, had initiated their learning. So too were those who had academic qualifications when they left post-compulsory education.

Non-manual workers were more likely than their manual counterparts to have done learning which they themselves (as opposed to their employer) initiated. As Table 8.6 shows, professional and managerial groups were the most likely group of all to have done such learning.

### Table 8.5 Source of idea behind learning episodes, by age and academic qualification at terminal education age (TEA)

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>16-24 (%)</th>
<th>25-54 (%)</th>
<th>Qualification at TEA (%)</th>
<th>No qualification at TEA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own idea</td>
<td>49</td>
<td>40</td>
<td>50</td>
<td>52</td>
<td>37</td>
</tr>
<tr>
<td>Employer's idea</td>
<td>48</td>
<td>57</td>
<td>46</td>
<td>45</td>
<td>59</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
<td>117</td>
<td>718</td>
<td>668</td>
<td>166</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1027</td>
<td>136</td>
<td>891</td>
<td>826</td>
<td>201</td>
</tr>
</tbody>
</table>

### Table 8.6 Percentage of learning episodes which were self-initiated, by socio-economic group and funding source

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>49</td>
<td>835</td>
<td>1027</td>
</tr>
<tr>
<td>Professional and managerial</td>
<td>61</td>
<td>224</td>
<td>285</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>47</td>
<td>394</td>
<td>485</td>
</tr>
<tr>
<td>Skilled manual</td>
<td>43</td>
<td>119</td>
<td>133</td>
</tr>
<tr>
<td>Semi/unskilled manual</td>
<td>35</td>
<td>86</td>
<td>107</td>
</tr>
<tr>
<td>Self-funded</td>
<td>95</td>
<td>100</td>
<td>128</td>
</tr>
<tr>
<td>Employer-funded</td>
<td>37</td>
<td>412</td>
<td>484</td>
</tr>
<tr>
<td>Employer arranged</td>
<td>30</td>
<td>180</td>
<td>235</td>
</tr>
</tbody>
</table>

61
Unsurprisingly, self-funded learning was overwhelmingly initiated by the respondent as shown in Table 8.6.

Although nearly half the learning episodes reported by those in work at the time were suggested by an employer, seven in every ten episodes were associated with a degree of choice on the part of the respondent. As Table 8.7 shows, respondents indicated that they chose to do 56% of the reported learning episodes, that 30% were required by their employer, and that 14% were required by their employer but involved at least some degree of choice on the individual's part. Respondents who left full-time education with academic qualifications were more likely than those who did not to state that their learning was their own, as opposed to their employer's, choice.

Manual workers were more likely than non-manual workers (and, in particular, professional and managerial workers) to have done learning that was a requirement of their employer rather than a result of their own choice.

ii) Reasons for starting learning

The most common reason given for deciding to start learning was the desire to make work more satisfying. As Table 8.9 shows, this applied to over a quarter of learning episodes and was, unsurprisingly, a more common than average response among those who were in work at the time. The most common reason given for starting learning by those not in work at the time was the desire to get a job.

One in every five cases of self-funded learning began because the respondent thought it would help them get a job, and a further one in five because they wished to change the type of work they did. These two reasons, as Table 8.10 shows, account for 41% of all self-funded learning (compared to 8% of employer funded learning and 15% of employer arranged learning).

<table>
<thead>
<tr>
<th>Table 8.7</th>
<th>Choice to do learning, by academic qualification at terminal education age (TEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (%)</td>
</tr>
<tr>
<td>Respondent chose to do learning</td>
<td>56</td>
</tr>
<tr>
<td>Employer required learning</td>
<td>30</td>
</tr>
<tr>
<td>Both</td>
<td>14</td>
</tr>
<tr>
<td>Weighted base</td>
<td>835</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1027</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 8.8</th>
<th>Choice to do learning, by socio-economic group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional and managerial (%)</td>
</tr>
<tr>
<td>Respondent chose to do learning</td>
<td>67</td>
</tr>
<tr>
<td>Employer required learning</td>
<td>21</td>
</tr>
<tr>
<td>Both</td>
<td>10</td>
</tr>
<tr>
<td>Weighted base</td>
<td>224</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>285</td>
</tr>
</tbody>
</table>

62
Table 8.9  Main reason for starting learning, by employment status at start of learning

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make work more satisfying</td>
<td>26</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Required by employer</td>
<td>20</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>To get a job</td>
<td>11</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>To change the type of work done</td>
<td>11</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>To help with job or update skills</td>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>To gain promotion</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>To help get onto future learning course</td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>856</td>
<td>163</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>1051</td>
<td>220</td>
</tr>
</tbody>
</table>

Table 8.10  Main reason for starting learning, by funding source

<table>
<thead>
<tr>
<th>Reason</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
<th>Employer arranged (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make work more satisfying</td>
<td>20</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Required by employer</td>
<td>-</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>To get a job</td>
<td>19</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>To change the type of work done</td>
<td>22</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>To help with job or update skills</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>To gain promotion</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>To help get onto future learning course</td>
<td>8</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Weighted base</td>
<td>170</td>
<td>416</td>
<td>180</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>220</td>
<td>492</td>
<td>235</td>
</tr>
</tbody>
</table>

A higher proportion than average of the learning reported by manual workers began because the respondent thought it would help them get a job or change they type of work that they did. As Table 8.11 shows, learning done by skilled manual workers was nearly three times more likely than that done by professionals to have started for one of these reasons. The most common reason for learning given by professional or managerial workers was the desire to make work more satisfying.

**iii) The importance of qualifications**

In Section 7.2 it was reported that six in every ten (61%) learning episodes were not associated with attempting to gain a qualification or a module linked to a qualification. In 84% of these cases of learning, respondents stated that it would not have been possible to aim for such a qualification or module.

Among those who stated that it would not have been possible for their learning to aim towards a qualification, a substantial minority stated that this was undesirable. With regard to a quarter of such learning episodes, respondents stated that they would have preferred their learning to have been orientated towards a qualification.
Table 8.11  Main reason for starting learning, by socio-economic group

<table>
<thead>
<tr>
<th>Reason</th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make work more satisfying</td>
<td>33</td>
<td>28</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Required by employer</td>
<td>14</td>
<td>23</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>To get a job</td>
<td>5</td>
<td>7</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>To change the type of work done</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>To help with job or update skills</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>To gain promotion</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>To help get onto future learning course</td>
<td>*</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Weighted base</td>
<td>246</td>
<td>462</td>
<td>151</td>
<td>127</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>314</td>
<td>578</td>
<td>179</td>
<td>159</td>
</tr>
</tbody>
</table>

Some groups were more likely than others to state that aiming for a qualification would have been preferable. Women, for instance, were more likely than men to express this view, and manual workers were more likely than their non-manual counterparts to express a such preference.

Table 8.12  Percentage of non-qualification orientated learning episodes where it would have been preferable to aim for a qualification

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>25</td>
<td>521</td>
<td>631</td>
</tr>
<tr>
<td>Men</td>
<td>20</td>
<td>256</td>
<td>309</td>
</tr>
<tr>
<td>Women</td>
<td>30</td>
<td>265</td>
<td>325</td>
</tr>
<tr>
<td>Professional and managerial</td>
<td>15</td>
<td>158</td>
<td>196</td>
</tr>
<tr>
<td>Other non-manual</td>
<td>26</td>
<td>239</td>
<td>287</td>
</tr>
<tr>
<td>Manual</td>
<td>38</td>
<td>113</td>
<td>140</td>
</tr>
</tbody>
</table>

8.3 Paying for learning

Most reported learning required funding. Overall, four in every ten reported learning episodes were funded solely by an employer and a further 18% did not require funding but were arranged by an employer. In total, therefore, nearly six in every ten learning episodes were either funded or arranged through an employer.

Less than two in every ten learning episodes (17%) were funded solely by the respondent and 2% were funded jointly by the respondent and his or her employer.

Learning which began whilst the respondent was in work was substantially less likely than learning done by those not in work to have been self-funded. 14% of learning which began whilst the respondent was in work was self-funded, compared to nearly a third of the learning which started when the respondent was not in work. The latter group was the most likely to have been funded through a government programme (such as Training for Work) or a local authority.

Training in Britain found that 9% of those who were economically active at the time of interview were engaged in self-funded learning or had done so in the previous three years. Employment in Britain, conducted four years later in 1991, obtained a figure of 13%. If the figures shown above are converted into respondent-level data and analysed with reference to those respondents who were in work at the time of interview, a comparable figure is
Table 8.13  Funding of learning, by employment status at start of learning

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funding required - employer arranged</td>
<td>18</td>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>No funding required - other</td>
<td>12</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Solely employer funded</td>
<td>41</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Solely self-funded</td>
<td>17</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Joint self and employer funded</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Government scheme</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Government or local authority</td>
<td>6</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>858</td>
<td>163</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>1051</td>
<td>220</td>
</tr>
</tbody>
</table>

Table 8.14  Funding of learning, by socio-economic group

<table>
<thead>
<tr>
<th></th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Sem/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No fees - employer arranged</td>
<td>12</td>
<td>20</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Employer funded</td>
<td>51</td>
<td>41</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Self-funded</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Self and employer funded</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Weighted base</td>
<td>246</td>
<td>464</td>
<td>151</td>
<td>127</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>314</td>
<td>578</td>
<td>179</td>
<td>159</td>
</tr>
</tbody>
</table>

15% of the economically active were found to have undertaken self-funded learning in the previous three years or to be doing such learning at the time of interview. Consequently, it seems likely that, as Employment in Britain concluded from its findings, self-funded learning is becoming more common among the workforce.

As was found in both the Training in Britain and Employment in Britain inquiries, employers were more likely to have financed learning done by non-manual workers, and particularly professional and managerial workers, than they were to have financed that done by manual workers. Half of the learning reported by professional and managerial workers, 41% of that reported by other non-manual workers, 38% of that reported by skilled manual workers, and 33% of that reported by semi/unskilled manual workers, was solely financed by an employer. Conversely, professional and managerial workers were the least likely to have undertaken learning which was arranged by their employer without requiring funding.

Of those learning episodes which did require the payment of fees by the respondent, over a third involved sums of less than £100. Only 4% of these learning episodes involved the respondent taking out a loan.
8.4 The outcomes of learning

67% of the reported learning episodes had been completed by the time of interview. These respondents were asked a number of questions in order to assess the overall outcomes of their activity.

Table 8.15 Amount paid in fees for self-funded learning episodes, and percentage which required the respondent to take out a loan

<table>
<thead>
<tr>
<th>Amount paid in fees</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £100</td>
<td>39</td>
</tr>
<tr>
<td>£100-£199</td>
<td>12</td>
</tr>
<tr>
<td>£200-£499</td>
<td>13</td>
</tr>
<tr>
<td>£500 or more</td>
<td>18</td>
</tr>
<tr>
<td>Can’t say</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loan taken out</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>4</td>
</tr>
<tr>
<td>Weighted base</td>
<td>199</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>247</td>
</tr>
</tbody>
</table>

i) The completion of learning

In over eight in ten cases (81%), learning ended when the respondent had intended it to. Only 7% were terminated prematurely.

Of those learning episodes which aimed at a qualification, 79% resulted in the respondent gaining this qualification.

ii) The perceived results of learning

Respondents were asked whether past episodes of vocational learning had led to any important career events such as a promotion, pay rise, increased job satisfaction or getting a job. Overall, nearly two thirds of such learning was perceived as being linked to these sorts of changes. As Table 8.16 shows, men were less likely than women to state that this was the case. 40% of learning episodes done by men, compared to 31% of episodes done by women were seen as not having led to any important career events.

As was found in both Training in Britain and Employment in Britain, the most common consequence of learning was seen to be increased job satisfaction. Overall, 36% of completed learning episodes were perceived to have led to such an outcome. Fewer episodes were associated with more concrete changes in respondents’ careers or career opportunities. Thus, 13% were linked to an actual change in the type of work done by the respondent, 9% to a rise in earnings, and 11% to getting a job.

Women were more likely than men to associate their

Table 8.16 The consequences of learning for career, by sex and age

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
<th>16-29 (%)</th>
<th>30-54 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>35</td>
<td>40</td>
<td>31</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased job satisfaction</td>
<td>36</td>
<td>32</td>
<td>40</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>Change in type of work done</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Rise in earnings</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Promotion</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Getting a job</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Getting onto future course of learning</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Weighted base</td>
<td>683</td>
<td>343</td>
<td>340</td>
<td>224</td>
<td>459</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>696</td>
<td>341</td>
<td>359</td>
<td>224</td>
<td>472</td>
</tr>
</tbody>
</table>
previous learning with an increase in job satisfaction (40% and 32% respectively). This difference remains even when men’s higher propensity to state that their learning has not resulted in any career consequences is taken into account.

Although similar proportions of the learning done by younger and older respondents were seen to have led to important career events generally, the type of events to which they led differed. In particular, older respondents were substantially more likely to see their learning as having led to increased job satisfaction, and were slightly less likely to have done learning which they perceived as having led to increases in pay, promotion, or job opportunities.

Respondents who were not in paid work when their learning began, and those who funded their own learning, were less likely than average to perceive their learning as having had a positive effect upon their career or job opportunities. This mirrors the teachings of both the Training in Britain and Employment in Britain inquiries. As Table 8.17 shows, 47% of the completed learning episodes which started while the respondent was not in work and 49% of those which were self-funded were not seen to have resulted in positive consequences.

The perceived consequences associated with learning which began while the respondent was not in work or which was self-funded differed greatly to those associated with learning done by working respondents or funded by employers. In particular, the former types of learning were more likely than average to be seen as having led to the respondent getting a job and were less likely to be linked to an increase in job satisfaction.

The consequences of learning were also perceived differently by different socio-economic groups. Non-manual workers were substantially more likely than any other group to state that their learning had led to increased job satisfaction (40% compared to 28% of skilled manual workers, and 34% of semi/unskilled manual workers).

### 8.5 Problems experienced whilst learning

Possible problems encountered during learning fall into three broad categories. The first category comprises those potential problems which derive from following a particular course of learning, the second more general problems stemming from the act of learning itself. A third set of problems derives from the potential financial costs of learning, over and above those resulting from the costs of funding.

1) Problems with courses

Overall, two thirds of the reported learning episodes involved following a particular course of learning. Seven in every ten courses had not resulted in any problems for respondents (although learning which

<table>
<thead>
<tr>
<th></th>
<th>In work (%)</th>
<th>Not in work (%)</th>
<th>Self-funded (%)</th>
<th>Employer funded (%)</th>
<th>Employer arranged (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>34</td>
<td>47</td>
<td>49</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased job satisfaction</td>
<td>40</td>
<td>13</td>
<td>15</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>Change in type of work done</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Rise in earnings</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Promotion</td>
<td>7</td>
<td>-</td>
<td>*</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Getting a job</td>
<td>8</td>
<td>29</td>
<td>21</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Getting onto future course of learning</td>
<td>5</td>
<td>17</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Weighted base</td>
<td>581</td>
<td>100</td>
<td>110</td>
<td>319</td>
<td>113</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>588</td>
<td>106</td>
<td>108</td>
<td>327</td>
<td>116</td>
</tr>
</tbody>
</table>
Table 8.18  The consequences of learning for career, by employment status and source of funding

<table>
<thead>
<tr>
<th></th>
<th>Professional and managerial (%)</th>
<th>Other non-manual (%)</th>
<th>Skilled manual (%)</th>
<th>Semi/unskilled manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>39</td>
<td>30</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased job satisfaction</td>
<td>40</td>
<td>40</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>Change in type of work done</td>
<td>7</td>
<td>17</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Rise in earnings</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Promotion</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Getting a job</td>
<td>5</td>
<td>12</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Getting onto future course of learning</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Weighted base</td>
<td>147</td>
<td>321</td>
<td>108</td>
<td>86</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>154</td>
<td>330</td>
<td>108</td>
<td>86</td>
</tr>
</tbody>
</table>

Table 8.19  Problems with courses, by source of funding

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problems</td>
<td>70</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td>Uninteresting/unsuitable course content</td>
<td>9</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Inadequate teaching</td>
<td>7</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Inconvenient time of day</td>
<td>6</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Course too short</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Course too long</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Weighted base</td>
<td>699</td>
<td>135</td>
<td>314</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>844</td>
<td>172</td>
<td>381</td>
</tr>
</tbody>
</table>

‘Hustle and bustle at home made it difficult to concentrate, especially with my young children.’

‘My job is very demanding and at certain times of the year I found it very difficult to fit in the extra study.’

Self-funded learning was more likely than employer funded learning to have resulted in problems, although employer funded learning was the most likely type of learning to have encountered time problems such as those described above.

was self-funded was slightly more likely than employer funded learning to have been associated with problems).

ii)  Other problems with learning

All respondents were asked about any problems that they had encountered whilst learning. Three in every ten learning episodes had proved problematic. The main problem that respondents associated with learning was that of time, either at work or at home.
### Table 8.20 Main problems encountered while learning, by source of funding

<table>
<thead>
<tr>
<th>Problem</th>
<th>All (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problems encountered</td>
<td>69</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>Problems encountered</td>
<td>31</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>170</td>
<td>418</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>220</td>
<td>492</td>
</tr>
<tr>
<td>Problems encountered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time to learn at work</td>
<td>20</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Lack of time to learn at home</td>
<td>20</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Problems with childcare</td>
<td>10</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Problems with finance</td>
<td>7</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Difficulty with learning</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Problems with employer or colleagues</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Problems with staff at learning site</td>
<td>6</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Lack of time to go to learning site</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Weighted base</td>
<td>306</td>
<td>62</td>
<td>108</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>413</td>
<td>77</td>
<td>140</td>
</tr>
</tbody>
</table>

### Table 8.21 Non-funding costs of learning, by employment status and source of funding

<table>
<thead>
<tr>
<th>Cost</th>
<th>All (%)</th>
<th>In paid (%)</th>
<th>Not in paid (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No costs</td>
<td>59</td>
<td>65</td>
<td>31</td>
<td>14</td>
<td>74</td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>25</td>
<td>21</td>
<td>50</td>
<td>61</td>
<td>-16</td>
</tr>
<tr>
<td>Equipment</td>
<td>24</td>
<td>21</td>
<td>42</td>
<td>58</td>
<td>-10</td>
</tr>
<tr>
<td>Loss of wages or overtime</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Childcare</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>858</td>
<td>163</td>
<td>170</td>
<td>418</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>1051</td>
<td>220</td>
<td>220</td>
<td>492</td>
</tr>
</tbody>
</table>

### III) The financial costs of learning

Embarking upon learning can result in costs to the learner which are not related to the payment of fees. Overall, four in every ten episodes of learning entailed some such costs, the most commonly cited being the cost of travel and equipment (each cited in relation to a quarter of learning episodes). Respondents who were not in paid work when their learning started, and those who funded themselves, were considerably more likely than those who were in work or whose learning was employer funded to have incurred such costs. Thus, as Table 8.21 shows, self-funded learning was five times more likely than employer funded learning to have resulted in non-funding costs.
Table 8.22 Impact of learning on attitudes to future learning, by employment status at start of learning

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>In paid work (%)</th>
<th>Not in paid work (%)</th>
<th>Self funded (%)</th>
<th>Employer funded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made respondent want to do more learning</td>
<td>44</td>
<td>42</td>
<td>52</td>
<td>52</td>
<td>41</td>
</tr>
<tr>
<td>Put respondent off doing more learning</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Has not made any difference</td>
<td>52</td>
<td>54</td>
<td>43</td>
<td>41</td>
<td>56</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1023</td>
<td>858</td>
<td>163</td>
<td>170</td>
<td>418</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1273</td>
<td>1051</td>
<td>220</td>
<td>220</td>
<td>492</td>
</tr>
</tbody>
</table>

Table 8.23 Percentage who would advise others to learn subject and to learn in same way

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would advise learning subject</td>
<td>90</td>
<td>1023</td>
<td>1273</td>
</tr>
<tr>
<td>Would advise learning in same way</td>
<td>75</td>
<td>1023</td>
<td>1273</td>
</tr>
</tbody>
</table>

8.6 Impact of experience on attitudes towards learning

Overall, four in ten of the reported episodes of learning had resulted in respondents wanting to do more such learning in the future and five in ten had had no effect on how the respondent felt about learning. Learning done by respondents who were not in work at the time was more likely than average to have had a positive effect upon their overall attitude to future learning.

Respondents who funded their own learning were more likely than those who did not to state that their experience had made them want to do more such learning in the future.

All respondents were asked whether, firstly, they would advise someone in a similar to situation to learn about the subject they had chosen and, secondly, if they would advise this person to learn about the subject in the same way. Respondents stated that they would recommend 90% of the subjects studied; fewer, however, would recommend learning about the subject in the same way. Only 75% of the learning episodes would be recommended as being a good method of learning.

Footnotes to Chapter 8

1. Respondents could choose more than one category, thus columns sum to over 100%.
2. Respondents could choose more than one category, thus columns sum to over 100%.
3. Respondents could choose more than one category, thus columns sum to over 100%.
Chapter 9
Future intentions

9.1 Introduction

This chapter examines the future intentions of, and plans for learning held by, those sample members who were not in full-time continuous education at the time of the survey. Section 9.2 describes the different intentions of key groups and is followed, in Section 9.3, by a discussion of the types of learning likely to be undertaken by those who stated that vocational learning was likely in the next two to three years. Section 9.4 considers the responses of those sample members who stated that vocational learning was unlikely in the near future to questions concerning why such learning was unlikely.

As before, where numbers allow, data relating to a number of different groups are examined. These groups are defined in relation to the following variables: learning status, sex, age, activity status, socio-economic group, and qualification level at terminal education age.

9.2 The likelihood of future learning

i) Overall responses

All respondents were asked to assess the likelihood of their doing any learning (vocational or non-vocational) in the next two to three years. As Table 9.1 shows, over a third of respondents stated that it was very likely they would do some learning in this time. A further quarter said that such learning was fairly likely.

Of those who stated that future learning was likely, nearly eight in every ten (78%) intended that this learning would be vocational.

Overall, therefore, 48% of the sample considered that it was likely that they would do some vocational learning in the next two to three years.

ii) Learners and non-learners

As was found in the Training in Britain inquiry, existing learners were substantially more likely than non-learners to see learning in general, and vocational learning in particular, as being a likely activity in the next two to three years. As Table 9.2 shows, over three quarters of learners thought it likely that they would do some learning in this time (compared to less than half of the non-learners) and 84% of this group stated that this learning would be vocational (compared to 66% of non-learners).

Overall, therefore, two thirds of learners thought it likely they would do some vocational learning in the near future (compared with less than a third of non-learners).

Consequently, the majority (73%) of likely future vocational learners had done some vocational learning in the previous three years, or were doing some at the time of interview. Only 27% of such likely future learners had not done any learning in the previous three years.

iii) Learners

Respondents with certain types of learning experience were more likely than others to state that it was likely they would do more vocational learning in the future. As Table 9.3 shows, respondents whose previous learning had been their ‘own idea’ were more likely than respondents whose employers had initiated their learning to see future vocational learning as likely. However, having done employer funded learning in the past was associated with a higher than average perception that future vocational learning was likely.

| Table 9.1 Likelihood of future learning, and future vocational learning (%) |
|-----------------------------|-------------------|
| Very likely                 | 36                |
| Fairly likely               | 25                |
| Not very likely             | 19                |
| Very unlikely              | 15                |
| Can’t say                   | 4                 |
| Weighted base               | 1298              |
| Unweighted base             | 1344              |
| Likely future learning will | 78                |
| be job related              |                   |
| Weighted base               | 791               |
| Unweighted base             | 891               |
| Overall likelihood of future|                   |
| vocational learning         | 48                |
| Weighted base               | 1298              |
| Unweighted base             | 1344              |
Table 9.2  Likelihood of future learning, and future vocational learning, by learning status

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>36</td>
<td>51</td>
<td>19</td>
</tr>
<tr>
<td>Fairly likely</td>
<td>25</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Not very likely</td>
<td>19</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>15</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Can’t say</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1298</td>
<td>680</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1344</td>
<td>823</td>
<td>521</td>
</tr>
<tr>
<td>Likely future learning will be job-related</td>
<td>78</td>
<td>84</td>
<td>66</td>
</tr>
<tr>
<td>Weighted base</td>
<td>791</td>
<td>534</td>
<td>257</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>891</td>
<td>665</td>
<td>226</td>
</tr>
<tr>
<td>Overall likelihood of future vocational learning</td>
<td>48</td>
<td>66</td>
<td>28</td>
</tr>
<tr>
<td>Weighted base</td>
<td>1298</td>
<td>680</td>
<td>617</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>1344</td>
<td>823</td>
<td>521</td>
</tr>
</tbody>
</table>

Table 9.3  Percentage of learners with different types of learning experience who considered future vocational learning likely

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>48</td>
<td>1298</td>
<td>1344</td>
</tr>
<tr>
<td>All learners</td>
<td>66</td>
<td>680</td>
<td>823</td>
</tr>
<tr>
<td>Previous learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- mainly own idea</td>
<td>73</td>
<td>315</td>
<td>391</td>
</tr>
<tr>
<td>- mainly employer's</td>
<td>61</td>
<td>311</td>
<td>368</td>
</tr>
<tr>
<td>- self funded</td>
<td>65</td>
<td>140</td>
<td>173</td>
</tr>
<tr>
<td>- employer funded</td>
<td>72</td>
<td>298</td>
<td>349</td>
</tr>
<tr>
<td>- employer arranged</td>
<td>69</td>
<td>140</td>
<td>179</td>
</tr>
</tbody>
</table>

iv)  Other groups

Sex and age

Men and women did not differ in the extent to which they intended to do some learning in the near future. Men were, however, more likely than women to state that this learning would be vocational (83% and 74% respectively).

Younger respondents were more likely than their older counterparts to state that it was very likely they would do any learning in the next two to three years. As Table 9.4 shows, 66% of 16-24 year olds and 70% of 25-29 year olds thought it likely that they would do such learning, compared to 63% of 30-39 year olds, 57% of 40-49 year olds and 46% of those aged 50-54.
<table>
<thead>
<tr>
<th>Likelihood of future learning, and future vocational learning, by age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>*(All)</td>
</tr>
<tr>
<td>Very likely</td>
</tr>
<tr>
<td>Fairly likely</td>
</tr>
<tr>
<td>Not very likely</td>
</tr>
<tr>
<td>Very unlikely</td>
</tr>
<tr>
<td>Can't say</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
<tr>
<td>Likely future learning will be vocational</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
<tr>
<td>Overall likelihood of future vocational learning</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood of future learning, and future vocational learning, by current activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Employed)</em></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Very likely</td>
</tr>
<tr>
<td>Fairly likely</td>
</tr>
<tr>
<td>Not very likely</td>
</tr>
<tr>
<td>Very unlikely</td>
</tr>
<tr>
<td>Can't say</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
<tr>
<td>Likely future learning will be vocational</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
<tr>
<td>Overall likelihood of future vocational learning</td>
</tr>
<tr>
<td>Weighted base</td>
</tr>
<tr>
<td>Unweighted base</td>
</tr>
</tbody>
</table>

73
A similar pattern emerges when examining whether or not such future learning would be vocational. As Table 9.4 shows, the likelihood of any future learning being vocational declines with the age of the respondent. Overall, therefore, the highest proportion of likely future vocational learners was found among the 16-24 age group.

Current activity
Respondents in employment were more likely than those who were unemployed or looking after the home or family to consider future learning a likely event. However, of those who stated some future learning was likely, a higher proportion of the unemployed than any other group stated that this learning would be vocational in nature.

Consequently, the employed and the unemployed did not differ in their overall likelihood of doing some vocational learning in the near future.

Socio-economic group
As Table 9.6 shows, non-manual workers were more likely than manual workers to anticipate future learning. Of those who intended to do such learning, however, similar proportions of non-manual and manual workers thought it likely this learning would be vocational in nature.

Consequently, the overall likelihood of a respondent who finished full-time education with an academic qualification doing future vocational learning was twice that of a respondent who left education without such a qualification.

Qualification levels at terminal education age
Respondents who completed their full-time continuous education with an academic qualification were substantially more likely to perceive future learning as being likely than were those who did not leave education with such a qualification. The former group were also more likely to state that such learning would be vocational in nature.

9.3 The characteristics of future learning

i) Organisation of future learning
A third of respondents (34%) who stated that future vocational learning was likely had made definite plans to start this learning in the next year. As Table 9.7 shows.

<table>
<thead>
<tr>
<th></th>
<th>Non-manual (%)</th>
<th>Manual (%)</th>
<th>Qualification at TEA (%)</th>
<th>No qualification at TEA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>44</td>
<td>25</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Fairly likely</td>
<td>26</td>
<td>22</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Not very likely</td>
<td>14</td>
<td>25</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>9</td>
<td>24</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Weighted base</td>
<td>708</td>
<td>544</td>
<td>835</td>
<td>463</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>776</td>
<td>522</td>
<td>909</td>
<td>435</td>
</tr>
<tr>
<td>Likely future learning will be vocational</td>
<td>77</td>
<td>78</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Weighted base</td>
<td>510</td>
<td>253</td>
<td>597</td>
<td>194</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>586</td>
<td>275</td>
<td>909</td>
<td>435</td>
</tr>
<tr>
<td>Overall likelihood of future vocational learning</td>
<td>55</td>
<td>36</td>
<td>57</td>
<td>30</td>
</tr>
<tr>
<td>Weighted base</td>
<td>708</td>
<td>544</td>
<td>835</td>
<td>465</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>776</td>
<td>522</td>
<td>909</td>
<td>435</td>
</tr>
</tbody>
</table>
Table 9.7  Most, and least, likely groups to have made definite plans to start vocational learning in the next year (future vocational learning likely)

<table>
<thead>
<tr>
<th></th>
<th>% with definite plans</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>34</td>
<td>618</td>
<td>717</td>
</tr>
<tr>
<td><strong>Most likely</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>37</td>
<td>301</td>
<td>339</td>
</tr>
<tr>
<td>Age 16-24</td>
<td>38</td>
<td>48</td>
<td>116</td>
</tr>
<tr>
<td>Age 40-49</td>
<td>36</td>
<td>158</td>
<td>186</td>
</tr>
<tr>
<td>Learners</td>
<td>38</td>
<td>448</td>
<td>568</td>
</tr>
<tr>
<td>Unemployed</td>
<td>38</td>
<td>94</td>
<td>113</td>
</tr>
<tr>
<td>Academic qualification at TEA</td>
<td>36</td>
<td>478</td>
<td>552</td>
</tr>
<tr>
<td><strong>Least likely</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>32</td>
<td>317</td>
<td>378</td>
</tr>
<tr>
<td>Age 50-54</td>
<td>24</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Non-learners</td>
<td>25</td>
<td>170</td>
<td>149</td>
</tr>
<tr>
<td>Looking after home/family</td>
<td>17</td>
<td>51</td>
<td>61</td>
</tr>
<tr>
<td>No academic qualification at TEA</td>
<td>27</td>
<td>140</td>
<td>165</td>
</tr>
</tbody>
</table>

shows, men were more likely than average to have made such plans, as were those with experience of learning, the unemployed and those who had left full-time continuous education with an academic qualification. Although the youngest members of the sample were more likely than average to have made plans to start vocational learning in the next year, so to were those aged 40 to 49.

Nearly half (46%) those who saw future vocational learning as being likely in the next two to three years anticipated its provision by an employer.

Unsurprisingly, those in work at the time of the survey were the most confident that this would be the case. However, if those in work are divided into full-time and part-time workers, it emerges that such confidence only exists among full-time workers.

Part-time workers, in fact, display below average expectations as regards the provision of learning opportunities by their employers.

Non-manual workers were more confident than average about their chances of receiving employer provided training.

Table 9.8  Percentage of activity status groups expecting future vocational learning to be employer provided

<table>
<thead>
<tr>
<th></th>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>46</td>
<td>618</td>
<td>717</td>
</tr>
<tr>
<td>Full-time workers</td>
<td>60</td>
<td>351</td>
<td>526</td>
</tr>
<tr>
<td>Part-time workers</td>
<td>39</td>
<td>104</td>
<td>41</td>
</tr>
<tr>
<td>Unemployed</td>
<td>38</td>
<td>94</td>
<td>103</td>
</tr>
<tr>
<td>Non-manual</td>
<td>52</td>
<td>396</td>
<td>470</td>
</tr>
<tr>
<td>Manual</td>
<td>35</td>
<td>198</td>
<td>221</td>
</tr>
</tbody>
</table>

11)  Details of future learning

Over two thirds (69%) of those who thought that vocational learning was likely in the next two to three years stated that they knew what subject or skill they would learn about. Half intended to do learning that led to a qualification. Certain groups were more likely than others to intend to aim for a qualification.
Table 9.9  Future learning as aiming towards a qualification, by learning status and socio-economic group

<table>
<thead>
<tr>
<th></th>
<th>All (%)</th>
<th>Learners (%)</th>
<th>Non-learners (%)</th>
<th>Non-manual (%)</th>
<th>Manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who knew subject/skill to be studied</td>
<td>69</td>
<td>66</td>
<td>76</td>
<td>68</td>
<td>85</td>
</tr>
<tr>
<td>Who knew learning would aim at qualification</td>
<td>50</td>
<td>47</td>
<td>57</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td>Who knew learning would not aim at qualification</td>
<td>36</td>
<td>39</td>
<td>28</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Who did not know if learning would aim at qualification</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Weighted base</td>
<td>618</td>
<td>448</td>
<td>170</td>
<td>396</td>
<td>198</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>717</td>
<td>568</td>
<td>149</td>
<td>470</td>
<td>221</td>
</tr>
</tbody>
</table>

Table 9.10  Future learning as aiming towards a qualification, by activity status

<table>
<thead>
<tr>
<th></th>
<th>Full-time job (%)</th>
<th>Part-time job (%)</th>
<th>Unemployed (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>45</td>
<td>54</td>
<td>70</td>
<td>49</td>
</tr>
<tr>
<td>Don't know if qualification</td>
<td>9</td>
<td>7</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>No qualification</td>
<td>44</td>
<td>35</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Can't say</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Weighted base</td>
<td>351</td>
<td>104</td>
<td>94</td>
<td>51</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>422</td>
<td>107</td>
<td>103</td>
<td>61</td>
</tr>
</tbody>
</table>

Non-learners were more likely than learners to intend to do learning that led to a qualification (67% and 56% respectively). As Table 9.9 shows, manual workers were more likely than non-manual workers to state that their learning would be aimed at a particular qualification.

The unemployed were the most likely group to state that their future learning would aim towards a qualification (70%). Those in full-time work at the time of the survey were the least likely (45%).

The likelihood of a respondent stating that their future vocational learning would aim towards a qualification declined with age. As Table 9.11 shows, two thirds of those aged 16 to 24 expected to do this type of learning, compared with 53% of 25 to 29 year olds and 38% of 40 to 49 year olds.

iii) Reasons for future learning

All respondents who knew what subject or skill they were likely to learn in the next two to three years were asked to indicate their main reason for doing this type of learning. The most common reasons, each given by a quarter of respondents, was that they wished to make their work more satisfying or wanted to get a job. A further 17% stated that they wished to change the type of work that they did. Only 4% of respondents indicated that they had no choice but to do such learning (either because their employer or benefit requirements insisted they did so).

Respondents in work at the time of the survey were most likely to state that their primary reason for wanting to do some vocational learning was to make their work more satisfying. The most common reason given by those who were not in work when interviewed was the desire to get a job.
Table 9.11  Future learning as aiming towards a qualification, by age

<table>
<thead>
<tr>
<th>Qualification</th>
<th>16-24 (%)</th>
<th>25-29 (%)</th>
<th>30-39 (%)</th>
<th>40-49 (%)</th>
<th>50-54 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>66</td>
<td>53</td>
<td>52</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>Don't know if qualification</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>No qualification</td>
<td>21</td>
<td>31</td>
<td>35</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>Can't say</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Weighted base</td>
<td>125</td>
<td>110</td>
<td>186</td>
<td>158</td>
<td>38</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>116</td>
<td>136</td>
<td>234</td>
<td>186</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 9.12  Main reason for future learning, by activity status

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>Employed (%)</th>
<th>Unemployed (%)</th>
<th>Looking after home (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make work more satisfying</td>
<td>24</td>
<td>30</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>To get a job</td>
<td>26</td>
<td>12</td>
<td>57</td>
<td>64</td>
</tr>
<tr>
<td>To change type of work done</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>To gain a promotion</td>
<td>13</td>
<td>18</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>To gain a pay rise</td>
<td>4</td>
<td>5</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>To get onto future course of learning</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>No choice</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Weighted base</td>
<td>424</td>
<td>308</td>
<td>65</td>
<td>39</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>494</td>
<td>360</td>
<td>70</td>
<td>46</td>
</tr>
</tbody>
</table>

9.4 Unlikely future learners

Overall, 51% of those respondents who had completed their full-time education stated that it was unlikely they would do any vocational learning in the next two to three years. The next section examines the responses of those who were not learning at the time of the survey, and who did not foresee much likelihood of future learning, to questions concerning why such future learning was not likely.

As was shown in section 9.2, certain groups were more likely than others to state that it was likely they would do some vocational learning in the next two to three years. 70% of unlikely future learners had not done any vocational learning in the past three years and were not doing any at the time of interview. 30% were learners. These proportions are almost the exact opposite of those found when examining likely future learners, 73% of whom had recent learning experience (see section 9.2). The highest proportion of unlikely future learners was found among older respondents (and particularly among those aged 40 or over).

Respondents who were looking after the home at the time of interview, or those who were manual workers, were less likely than average to see future learning as probable.
A particularly high proportion of unlikely future learners was found among respondents who completed their full-time education without obtaining an academic qualification.

i) The desire to learn

44% of those unlikely to learn in the future stated that they would like to do such learning. The desire to learn did not vary substantially between men and women, different socio-economic groups or those in different activities at the time of the survey. However, those aged between 25 and 39 were the most likely to indicate such a desire:

Table 9.13 Percentage of unlikely future learners who expressed a desire for future vocational learning, by age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Weighted base (%)</th>
<th>Unweighted base (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>44</td>
<td>502</td>
</tr>
<tr>
<td>16-24</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>25-29</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>30-39</td>
<td>65</td>
<td>139</td>
</tr>
<tr>
<td>40-49</td>
<td>44</td>
<td>154</td>
</tr>
<tr>
<td>50-54</td>
<td>21</td>
<td>79</td>
</tr>
</tbody>
</table>

Respondents who left full-time continuous education with at least one qualification were more likely than those who did not, to want to do some vocational learning in the future (53% and 35% respectively).

ii) Desire for future learning - motivations and constraints

A third of those who wished to do some vocational learning in the future listed 'self-improvement' as being one of their motivating factors:

As one respondent stated:

'There are certain things I wish I had done at school but never did. I want to see if I can pass some of the exams I never took, just to see if I am capable of actually doing them... I just want to improve my mind'.

Table 9.14 Reasons for wanting to do future vocational learning (future vocational learning unlikely)

<table>
<thead>
<tr>
<th>Reason</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-improvement</td>
<td>34</td>
</tr>
<tr>
<td>To change career</td>
<td>22</td>
</tr>
<tr>
<td>To get a job</td>
<td>21</td>
</tr>
<tr>
<td>To get a better job</td>
<td>19</td>
</tr>
<tr>
<td>To do job better</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td>Weighted base</td>
<td>262</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>221</td>
</tr>
</tbody>
</table>

Cost was the obstacle most often cited by those who would like to learn but did not foresee any likelihood of this happening in the near future (21% of respondents). The second most common reason given was having to look after children or other dependents (19%). This obstacle was cited by a third of women and no men.

Table 9.15 Most important obstacle to future learning (future vocational learning unlikely)

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>21</td>
</tr>
<tr>
<td>Children/dependents</td>
<td>19</td>
</tr>
<tr>
<td>Unable to get time off work</td>
<td>12</td>
</tr>
<tr>
<td>Family circumstances</td>
<td>7</td>
</tr>
<tr>
<td>Insufficient qualifications</td>
<td>5</td>
</tr>
<tr>
<td>Weighted base</td>
<td>262</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>221</td>
</tr>
</tbody>
</table>

iii) Lack of desire for future learning

Half of those who did not anticipate doing any vocational learning in the next two to three years, and who were not learning at the time of interview, stated that they had no wish to do such learning. These respondents were asked to choose, from sixteen possible reasons, the main reason they personally did not want to do any vocational learning. These reasons can be classified as follows:
• work related (for example, 'when I finish work I just want to relax')
• domestic situation related (for example, 'I haven't got time because of my family')
• learning system related (for example, 'I didn't enjoy learning when I was younger')
• availability/publicity related (for example, 'I can't find the sort of learning I want to do')
• Finance related (for example, 'learning would be too expensive')

Non-manual workers who did not wish to do any future learning were more likely than their manual counterparts to cite work and their domestic situation as underlying their lack of desire. Manual workers, conversely, more likely than non-manual workers to give reasons connected to the learning system itself.

iv) Overcoming lack of desire for learning

Respondents who indicated that their work lay behind their lack of desire to do any vocational learning were asked whether they would be interested in such learning if their employer was to give them time off. Just over a third of this group (38%) stated that they would be interested if such a situation arose.

Respondents who said that their domestic situation underlay their lack of interest in learning were asked if they would be interested were their situation to

Table 9.16 Types of reason for not wanting to do vocational learning, by sex

<table>
<thead>
<tr>
<th>Reason</th>
<th>All (%)</th>
<th>Men (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work related</td>
<td>34</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>Domestic situation</td>
<td>44</td>
<td>29</td>
<td>56</td>
</tr>
<tr>
<td>The learning system</td>
<td>13</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Availability and publicity of learning</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Finance</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Weighted base</td>
<td>334</td>
<td>139</td>
<td>194</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>274</td>
<td>108</td>
<td>166</td>
</tr>
</tbody>
</table>

Table 9.17 Types of reason for not wanting to do vocational learning, by socio-economic group

<table>
<thead>
<tr>
<th>Reason</th>
<th>Non-manual (%)</th>
<th>Manual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work related</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Domestic situation</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td>The learning system</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Availability and publicity of learning</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Finance</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Weighted base</td>
<td>137</td>
<td>187</td>
</tr>
<tr>
<td>Unweighted base</td>
<td>118</td>
<td>148</td>
</tr>
</tbody>
</table>
change. Of this group, over half (57%) stated they would be interested.

Table 9.18  Percentage of respondents who stated that they would be interested in vocational learning if their domestic situation was to change (all who cited domestic situation as main obstacle to interest in learning)

<table>
<thead>
<tr>
<th>(%)</th>
<th>Weighted base</th>
<th>Unweighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>57</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

Finally, all respondents who expressed no desire to do any vocational learning in the near future were asked if they would be interested in employer funded learning. Over half (54%) stated that they would be interested in learning were this to be the case.

Footnotes to Chapter 9
1. More than one response was possible, thus columns sum to over 100%
Chapter 10

Conclusion

10.1 The situation at present

The majority of respondents in the Individual Attitudes survey recognised the potential benefits of learning, both to the individual concerned and to his or her work. Nearly half those interviewed were, in fact, doing some vocational learning at the time of interview or had done so in the previous three years. This proportion is higher than that suggested by previous research.\(^1\)

Over three quarters of the learning done had been easy to find out about (although respondents who were not in work at the time were less likely to give this response). The majority of learners had experienced no problems and most perceived their learning as having led to an important career event (most commonly, increased job satisfaction). The majority of learners were happy with the subject they had chosen to learn about and the method they had used.

The positive nature of the above findings is, however, tempered by a number of issues:

- Whilst most respondents displayed positive general attitudes towards learning and the present learning system, they were less positive when asked specifically about learning in relation to themselves. Thus, three quarters of the sample thought that ‘ample’ opportunities for learning existed, yet less than a half considered that ‘people with learning needs like mine’ were adequately catered for. Similarly, whilst the majority of respondents recognised the benefits of learning, over a third thought that they should not be expected to finance learning connected with their own job or career.

- In keeping with the findings of earlier surveys, considerable differences exist between the propensity of different social groups to undertake vocational learning. Women, those who left full-time education without academic or vocational qualifications, respondents who were unemployed or looking after the home, and those in manual socio-economic groups were all substantially less likely than average to undertake vocational learning or to envisage such learning in the near future. Unlike previous research, however, no clear relationship was found between the levels of learning reported by different age groups (this perhaps stemming from the wider definition of vocational learning used in this survey).

- The vocational learning reported by respondents tended to fall into a quite specific type. Most (83%) began whilst the respondent was in paid employment and less than a quarter involved learning carried out in the respondent’s own time. Overall, more than half the learning episodes were either solely employer funded or were arranged by the employer without requiring funding. Less than one in five learning episodes were funded solely by the respondent.

- Although the majority of learning episodes were not seen by respondents as having been problematic, a substantial minority had experienced problems. Over a quarter of the courses followed had been problematic and, in general, 30% of learning episodes had resulted in other problems (most commonly connected with difficulties encountered in finding time to learn at home or at work). Furthermore, four in every ten learning episodes had resulted in non fee-based costs to the respondent.

- Certain groups were more likely than others to state that they had experienced problems whilst learning. In particular, learning that was self-funded was more likely than average to be perceived as having led to difficulties and/or additional costs.

- On the whole, respondents displayed low levels of awareness both of existing learning initiatives and the potential sources of information about vocational learning which are available.

10.2 The future

Nearly half (48%) of the respondents considered it likely that they would undertake some vocational learning within the next two to three years. Those who had recent experience of learning (that is, who had done some vocational learning within the previous three years or were doing some at the time of the survey) were substantially more likely to envisage future learning of this kind.

73% of likely future learners were either learning at the time of interview or had done some vocational learning in the three years prior to interview. Only 30% of unlikely future learners were doing, or had recently done, some vocational learning.

Respondents who were not learning at the time of interview, and who thought it unlikely that they would do any vocational learning in the next few
years, fell into two broad categories. The first of these groups, which accounted for 44% of these respondents, consists of those who would like to embark upon some vocational learning but, for a variety of reasons, feel unable to. The second, slightly larger, group (55%) is made up of those respondents who displayed no desire to do any vocational learning whatsoever.

The existence of these two groups point towards two key issues which must be addressed if the overall proportion of learners in England is to increase:

- The first concerns the constraints perceived by some respondents as preventing them from being able to do any vocational learning. Cost and the pressures resulting from children or other dependents were the two most common barriers cited in this context. The former reason was mentioned by one in five respondents who wished to do some vocational learning but thought it unlikely. This substantiates a more general finding that many respondents (28%) perceive learning as an expensive activity which they themselves cannot afford.

- The second issue concerns the lack of desire to do vocational learning shown by some respondents. When asked why they did not wish to undertake such learning, the majority of respondents cited reasons concerned with either their work or domestic situation (34% and 44% respectively). Some did, however, acknowledge that an interest in vocational learning might develop under certain circumstances. Of those who, for example, cited work as underlying their lack of desire for learning, over a third (38%) thought they would be interested if their employer was to give them time off.

Footnotes to Chapter 10

Appendices

Appendix 1
Sampling and screening procedures

The sample was designed to be representative of the population of England. Sample selection was from the Postcode Address File (PAF) and was carried out in two stages. The first involved the stratifications of all Postal Sectors in England according to region, population density and socio-economic group. After stratification, a total of 98 Postal Sectors were selected. The second stage of sampling consisted of the selection, within each postal sector, of 60 delivery points (or addresses). A total of 5880 PAF addresses were selected.

When designing the survey, it was necessary to ‘boost’ the number of people in the achieved sample who were learning at the time of fieldwork. This decision was prompted by the relatively small numbers of people learning at any one time. According to the Autumn 1992 Labour Force Survey 15% of employees had received job-related training in the four weeks prior to interview. In addition, information from the 1991 Census suggests that approximately 14% of adults are engaged in formal or informal adult learning. Given the assumption that these two groups of ‘learners’ overlap, learners were ‘over-sampled’ to ensure a sufficient number of interviews could be carried out for analysis purposes.

In order to over-sample learners, the sample was divided into two, roughly equal, groups which were named samples ‘A’ and ‘B’. The addresses within each postal sector were divided into 31 ‘sample A’ addresses and 29 ‘sample B’ addresses (producing a total of 3045 and 2835 addresses respectively). The two different samples were issued to interviewers on different Address Record Forms (ARFs), copies of which are appended.

The two types of ARF contained different doorstep screening instructions. Such instructions allow the exclusion of individuals who do not conform to certain criteria (such as, for example, age). The criteria used to select individuals for interview differed depending upon whether their address was issued on a ‘sample A’ or ‘sample B’ address.

Addresses within ‘sample A’ were considered eligible for the survey if they contained at least one individual aged between 16 and 54.

Addresses within ‘sample B’ were only considered eligible if they contained at least one individual who met the following requirements:

1) he/she was aged between 16 and 54
2) he/she was not still at school or sixth form college or doing any education or training that had commenced within two years of leaving school
3) he/she was currently doing some learning that he/she considered relevant to a job or to getting a job (or had done this type of learning within the four weeks prior to the interview).

If an eligible household contained more than one eligible individual, interviewers randomly selected a respondent using a random number table.

In order to correct for the different selection probabilities of respondents in samples ‘A’ and ‘B’, selection probability weighting was carried out. This means that the overall proportion of learners in the survey population reflects the proportion of learners obtained in sample ‘A’ (which did not involve oversampling learners). The weighting procedure is explained in more detail in Section A.7.

Appendix 2
The questionnaire

After consultations with the Employment Department as to their requirements, a series of qualitative group discussions and depth interviews were set up. The results of these are described in Individual Commitment to Lifelong Learning Individuals’ Attitudes Report on the qualitative phase (Taylor, S and Spencer, L, 1994). A draft questionnaire was subsequently developed and piloted to ensure clarity and consistency. Various amendments were made to the questionnaire as a result of the pilot findings. A copy of the questionnaire is appended.

Appendix 3
Definitions used in the survey

Full-time continuous education

Full-time continuous education was defined as being that period of education which includes school or sixth form college and any full-time education or training entered into within two years of leaving school.
In order to ensure that respondents understood the meaning of the term 'full-time continuous education' a definition was provided on a showcard which was handed to the respondent when appropriate (appended: showcard D). To avoid undue repetition of the term, the age at which the respondent left full-time continuous education was established early in the interview. From that point on the interviewer was instructed to refer to this age when asking questions which referred to events which occurred before the end of this particular period of the respondent's life. It was also hoped that this practice would minimise the possibility of confusion between full-time continuous education and any education undertaken subsequently.

Learning

The principle aim of the survey was to examine attitudes towards, and experiences of, learning that is undertaken once full-time continuous education has ended. Particular interest was directed towards that learning defined by the respondent as 'relevant to a job or to getting a job'.

Previous research has shown that some definitions of 'vocational' learning can lead to the exclusion by respondents of forms of learning that are of relevance to the survey. A respondent might feel, for example, that his or her learning 'doesn't count' because it is carried out at home or is not linked to his or her present job.

In order to avoid this problem a 'two-stage' definition was used. The first definition aimed to encompass as wide a range of activities as possible. Respondents were given a showcard (appended: showcards ARP; K; S) detailing the definition of learning and were encouraged to look at this whilst the interviewer read through the same definition.

The definition of learning given on the showcard focused on a number of key points:

i) the different names that people might use to refer to 'learning'

ii) the different possible aims behind learning

iii) the different places where learning might occur

iv) the different times at which learning might occur

v) the differing levels of regularity with which learning can take place

vi) the fact that learning does not have to lead to a qualification.

After examining the showcard and being read a definition of learning, respondents were asked whether they were presently doing any learning or whether they had done any in the past three years. Once respondents were consciously considering any learning that they had undertaken, a second definition was read to them. The aim of this definition was to narrow down learning to that defined by the respondent as 'relevant to a job or to getting a job'.

Reference time periods

Two reference periods were referred to when asking respondents to consider their experience of learning. The first follows the practice of the Labour Force Survey and defines current learning as that which is being carried out at the time of the survey or has been carried out in the four weeks prior to interview.

The questionnaire also asks respondents about any learning that they had undertaken in the previous three years (recent learning). This reference period is the same as that used in the Training in Britain survey (Training Agency, 1989) and in work undertaken by NIACE (the National Institute of Adult Continuing Education).

Other important definitions

Socio-economic group

All respondents who provided details of their present or most recent job were allocated to a specific socio-economic group. 1325 respondents (94% of the sample) were classified in this way. The proportions of respondents within each group can be found in Chapter 3.

Socio-economic group is used to disaggregate data at various points in the report. When the base number to be disaggregated is too small to allow this, respondents are divided into 'non-manual' and 'manual' groups.

Academic and vocational qualifications

In the questionnaire and report qualifications have been divided into two types: academic and vocational. Academic qualifications include 'school-based' qualifications such as CSEs, O-levels; GCSEs; and A-levels, as well as Higher Education qualifications such as degrees and diplomas. Vocational qualifications include all trade and professional qualifications as well as City and Guilds, RSA/Pitmans, and BTEC qualifications.

Whether or not a respondent left full-time continuous education with an academic qualification is used to disaggregate data in this report. The proportion of respondents with academic qualifications can be found in Chapter 3.
Appendix 4
Fieldwork

A pilot survey was carried out between August 3rd and 9th, 1993. This involved a total of 20 interviews which were carried out with respondents selected so as to ensure that as wide a range of ages and activity statuses were covered as possible. The four interviewers involved attended a briefing and debriefing session.

All interviewers working on the main stage of the survey were personally briefed at a briefing conference led by the project researcher. Five briefing conferences were held between September 6th and 9th, 1993 - two in London and one each in Leeds, Birmingham and Bristol. In addition to attending a briefing, interviewers were issued with comprehensive written project instructions which covered contact procedures, the background to the survey, and a discussion of the questionnaire.

Interviewers were allowed to begin fieldwork as soon as they had been briefed. Fieldwork ceased on November 17th, 1993.

The average interview length was 45 minutes.

SCPR has a continuous programme of quality control procedures, which are applied to interviewers at regular intervals, independently of particular projects. These procedures include supervision of interviewers in the field, and recalls on sample members after work has been returned to the office.

coding Where necessary, codes were entered to denote missing values.

The manual edit also involved the coding of open-ended questions according to coding frames supplied by the project researcher. These frames were drawn up from listings of verbatim answers taken from 100 questionnaires.

The Standard Occupational Classification (SOC), Employment Status (ES), and Standard Industrial Classification (SIC) of the respondent’s current or most recent job were coded from detailed verbatim information recorded on the questionnaire by the interviewer. Socio-Economic Group (SEG) was not coded directly but was computed as a function of SOC and ES.

After manual coding and editing the questionnaires were sent for keying. All keying was 100% verified.

The keyed data was then subject to a computer edit. The edit programme was written by the SCPR programmer and agreed with the project researcher. In addition to ensuring the validity of all codes and completeness of the data, the computer edit was able to make some more complicated consistency checks and range checks than would have been feasible as part of the manual edit. All queries were referred back to the individual questionnaire, and any alterations were recorded on the questionnaire as well as the appropriate computer file. The data was repeatedly re-submitted to edit until it was ‘clean’, in the sense that all cases passed all of the edit checks.

Appendix 5
Data processing

The first two questionnaires completed by each interviewer were subjected to an ‘early work check’. If necessary, interviewers were informed of the results of this check in order that they might avoid making consistent errors.

A written set of coding and editing instructions were drawn up by the coding supervisor in consultation with the project researcher. These instructions were then issued to members of SCPR’s panel of freelance coders as a back-up to the personal briefing given to all coders by the coding supervisor.

The coders subjected all questionnaires to a comprehensive manual edit. This edit checked for logical consistency, correct routing, and clarity of

coding Where necessary, codes were entered to denote missing values.

The manual edit also involved the coding of open-ended questions according to coding frames supplied by the project researcher. These frames were drawn up from listings of verbatim answers taken from 100 questionnaires.

The Standard Occupational Classification (SOC), Employment Status (ES), and Standard Industrial Classification (SIC) of the respondent’s current or most recent job were coded from detailed verbatim information recorded on the questionnaire by the interviewer. Socio-Economic Group (SEG) was not coded directly but was computed as a function of SOC and ES.

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Appendix 6
Response

A total of 5880 PAF addresses were issued to interviewers. 3038 were classified as sample ‘A’ and 2842 as sample ‘B’.

Overall, 64% the total number of addresses were out-of-scope to the sample (3765). Out-of-scope to sample refers to addresses which were ‘deadwood’ (for example, addresses which were not traceable, were derelict, empty, institutions etc.) or addresses which contained individuals ineligible for inclusion in the sample.

12% of the addresses issued were classified as ‘deadwood’ and a further 33% did not contain an individual within the correct age group. Consequently, sample ‘A’ yielded 1667 m-scope addresses (55% of the total number of sample ‘A’
addresses issued). Addresses in sample ‘B’ were subject to a further series of screening questions before they could be classified as in-scope. The proportion of addresses in sample ‘B’ which were screened out at each of these questions is shown in table A1 below.

Of the 55% of sample ‘A’ addresses and the 16% of sample ‘B’ addresses which were in-scope (that is, eligible for inclusion in the survey), interviews were obtained at 1405. This represents a response rate of 66%. Table A2 below provides a more detailed breakdown of response.

### Table A1  Out-of-scope addresses in sample ‘B’

<table>
<thead>
<tr>
<th></th>
<th>Sample ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total out-of-scope (n)</td>
<td>2394</td>
</tr>
<tr>
<td></td>
<td>(84%)</td>
</tr>
<tr>
<td>- ‘deadwood’</td>
<td>11%</td>
</tr>
<tr>
<td>- out of age range</td>
<td>32%</td>
</tr>
<tr>
<td>- still in full-time continuous education</td>
<td>1%</td>
</tr>
<tr>
<td>- no learning in last four weeks</td>
<td>38%</td>
</tr>
<tr>
<td>- learning not relevant to job or to future job</td>
<td>3%</td>
</tr>
<tr>
<td>Total in-scope (n)</td>
<td>448</td>
</tr>
<tr>
<td></td>
<td>(16%)</td>
</tr>
</tbody>
</table>

### Appendix 7  Weighting

It was necessary to apply two sets of weights to the data prior to data analysis. The first set of weights corrected for different selection probabilities within the household. This means that the data are corrected to take account of the fact that respondents living in households with more than one eligible individual had a lower chance of being included in the survey than respondents in households with no other eligible individuals. Those respondents who were selected from a household containing more than one eligible individual were given a weight equal to this number of eligible individuals. Thus, a respondent who lived in a household with three

### Table A2  Response to the survey

<table>
<thead>
<tr>
<th></th>
<th>Total sample</th>
<th>Sample ‘A’</th>
<th>Sample ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number issued</td>
<td>5880</td>
<td>3038</td>
<td>2842</td>
</tr>
<tr>
<td>Out-of-scope (n)</td>
<td>3765</td>
<td>1371</td>
<td>2394</td>
</tr>
<tr>
<td>(%</td>
<td>64%</td>
<td>45%</td>
<td>84%</td>
</tr>
<tr>
<td>In-scope (n)</td>
<td>2115</td>
<td>1667</td>
<td>448</td>
</tr>
<tr>
<td>(%</td>
<td>36%</td>
<td>55%</td>
<td>16%</td>
</tr>
<tr>
<td>Of these ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unproductive (n)</td>
<td>710</td>
<td>553</td>
<td>157</td>
</tr>
<tr>
<td>(%</td>
<td>33%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>- no contact</td>
<td>8%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>- refusal</td>
<td>20%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>- other</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Productive (n)</td>
<td>1405</td>
<td>1114</td>
<td>291</td>
</tr>
<tr>
<td>Response rate</td>
<td>66%</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>
other eligible individuals, would be given a weight of 4. A respondent living in a household with no other eligible individuals would be given a weight of 1 (and would, therefore, remain unweighted).

The second weighting procedure corrected for the different selection probabilities that emerged as a consequence of the division of the sample into samples A and B. As has already been stated, individuals within sample B were only considered eligible for inclusion in the survey if they were current learners. Consequently, the total achieved sample contains a greater proportion of current learners than would be found in the general population.

Weights were applied in order to reduce the total number of current learners back to that which would be expected from the proportion of current learners obtained in sample A (where no selection according to learning status took place).

Appendix 8

Analysis

Standard errors and statistical significance

All differences between groups cited in the report are, unless otherwise indicated, significant at a 95% confidence level. In order to assess the significance of an observed difference between two groups, the standard error of this difference was calculated.

The most common standard error formula used to test the difference between two groups is as follows:

\[ SE = \sqrt{p \cdot q \cdot (1/n_1 + 1/n_2)} \]

where
\[ p = \text{percentage of group} \]
\[ q = 1 - p \]
\[ n = \text{number in group (the 'base')} \]

The standard error will, if multiplied by 1.96 (the 95% confidence level), give a value which the observed percentage difference between the two groups in question must exceed for the difference to be significant at a 95% level of confidence.

Testing for significance is, however, more complex when the sample has been weighted. In order to take this into account, the standard error formula shown above must allow for both the unweighted and weighted ‘bases’ of the two groups.

The standard error formula used in this report was as follows:

\[ SE = \sqrt{p \cdot q \cdot (1/n_1 + 1/n_2)} \]

where
\[ n = \text{unweighted base} \]
\[ q = 1 - p \]
\[ p = r \cdot q / n_1 + n_2 \]

where
\[ r = \text{number in group with given characteristic} \]
\[ n = \text{weighted base} \]

As was discussed above, the standard error produced by this formula will, if multiplied by 1.96, show the percentage difference which should exist between the two groups in question if this difference is to be seen as significant at a 95% confidence level.

Logistic regression

The analysis referred to in Chapter 4 was carried out using the logistic regression function of SPSS.

Logistic regression is a form of multivariate analysis which attempts to predict a binary dependent variable from a set of independent variables. The dependent variable has two values—the occurrence of an event or its non-occurrence.

The procedure used was as follows:

a) The dependent variable used in the model was learning status. Full-time students (as defined in A 3) were excluded from analysis. The model, therefore, aimed to predict whether, or not, a respondent was a learner.

b) Those characteristics about which data were collected for all, or most, respondents were recoded into dichotomous variables (or indicator variables). This is necessary as logistic regression is based upon comparing the effect of the presence of a given characteristic with the effect of another characteristic. In many cases this translates into a simple binary variable, one side of which refers to the presence of a characteristic, and the other to its absence (for example, leaving education at the minimum school leaving age or not leaving education at the minimum school leaving age). In some cases, notably age, socio-economic group, and activity status, this simple binary division is not possible. One category of each characteristic is, therefore, selected as a base to which all other categories are compared. Each side of the dichotomous variable is coded 0 or 1.

The variables used are listed below:

The indicator variables are then selected, one at a time, for inclusion in a model which aims to predict, as well as possible, the learning status of
a respondent. The criterion for inclusion in this model is the ability of the indicator variable to predict learning status.

d) Selection is based upon the significance of each variable in its association with learning status (calculated using the Wald statistic).

e) The variable with the largest significance level for the Wald statistic is selected first and added to the model. The significance of the remaining variables is then re-evaluated.

f) This procedure is critical as it prevents the inclusion of indicator variables whose significance lies simply in their own hidden association with another variable rather than with learning status per se. Conversely, the importance of some variables might only become apparent during this procedure.

g) After re-evaluating the significance of the remaining variables, the next most important is selected; re-evaluation again occurs, and so on until no significant indicator variables remain among those specified.

h) Once a model has been constructed, the estimated probability of a respondent with certain characteristics being a learner can be calculated. These estimated probabilities can be converted directly into the odds that this type of respondent is a learner.

It is important to remember that the characteristics considered must not be seen as the only ones of relevance to learning status. The model discussed, therefore, is concerned with identifying the inter-relationships between, and differing levels of importance of, those characteristics considered.

The indicator variables

The following binary indicator variables were used during analysis. The name of those variables selected for inclusion in the model are given where appropriate in brackets.

- male/female (SEX)
- age 16 to 24/age 25 to 39
- age 16 to 24/age 40 to 54
- full-time employment/part-time employment
- full-time employment/unemployment (UNEMPLOY)
- full-time employment/looking after home or family (HOMEFAM)
- full-time employment/other
- professional non-manual/other non-manual
- professional non-manual/manual (MANUAL)
- academic qualifications at end of full-time education/no academic qualifications at end of full-time education (ACQUAL)
- vocational qualifications at end of full-time education/no vocational qualifications at end of full-time education (VCQUAL)
- education ended at minimum school leaving age/education after minimum school leaving age
- household with child/household without child
- home owner/other owner

The model

Six indicator variables were selected for inclusion in the final model. The remainder proved to be insignificant once these variables had been taken into account.

The following table provides the estimated coefficients (under column heading B) and the standard error (S.E.) for the selected variables in the final model.

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>S.E</th>
<th>R</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANUAL</td>
<td>-1.05</td>
<td>0.14</td>
<td>-0.18</td>
<td>0.35</td>
</tr>
<tr>
<td>HOMEFAM</td>
<td>-1.84</td>
<td>0.24</td>
<td>-1.18</td>
<td>0.16</td>
</tr>
<tr>
<td>ACQUAL</td>
<td>0.81</td>
<td>0.14</td>
<td>0.13</td>
<td>2.24</td>
</tr>
<tr>
<td>UNEMPLOY</td>
<td>-0.82</td>
<td>0.18</td>
<td>-0.10</td>
<td>0.44</td>
</tr>
<tr>
<td>SEX</td>
<td>0.51</td>
<td>0.14</td>
<td>0.08</td>
<td>1.66</td>
</tr>
<tr>
<td>VCQUAL</td>
<td>0.39</td>
<td>0.14</td>
<td>0.06</td>
<td>1.47</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.01</td>
<td>0.15</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Estimated probabilities

The figures above allow the specific estimation of the probability of particular types of respondent being learners. Such estimates are calculated using the following formula:

Estimated probability (of having had training) = \[
\frac{1}{1 + e^{\text{z}}} \]

where \( z = B \text{ value of constant} + B^{\text{maj1}(0.1)} + B^{\text{maj2}(0.1)} + B^{\text{maj3}(0.1)} \)

For example, to calculate the estimated probability of a respondent who is male (SEX=1), in full-time work (UNEMPLOY=0, HOME=0), from a professional socio-economic group (MANUAL=0), and had academic and vocational qualifications when he left full-time education (ACQUAL=1, VCQUAL=1), the equation would read:

\[
\frac{1}{1 + e^{\text{z}}} = \frac{1}{1 + e^{\text{-0.1 + 0.51 + 0.81 + 0.39}}} = \frac{1}{1 + e^{\text{1.69}}} \]

Estimated probability (of having had training) = 0.84

Appendix 9
Materials

Copies of the address record forms (ARFs) used for samples A and B are appended, as is a copy of the questionnaire, showcards, and shufflecards.
### CALLS RECORD (Note all calls, even if no reply)

<table>
<thead>
<tr>
<th>TIME OF DAY:</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to noon</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1201-1400</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1401-1700</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1701-1900</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>1900 or later</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### DATE:
1. Day (Mon = 1, Tues = 2 etc)
2. Date
3. Month

### EXACT TIME OF CALL

### NOTES

ALWAYS RETURN ARF SEPARATELY FROM QUESTIONNAIRE
COMPLETE AS FAR AS FINAL OUTCOME

1. IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED?
   Yes
   No
   A GO TO Q.3
   B ANSWER Q.2

IF NO AT Q.1

2. WHY NOT?
   Insufficient address (call office before returning) 01
   Not traced (call office before returning) 02
   Not yet built/not yet ready for occupation 03
   Derelict/demolished 04
   Empty 05
   Business/industrial only (no private dwellings) 06
   Institution only (no private dwellings) 07
   Weekend or holiday home 08
   Other (please give details) 09

IF YES AT Q.1

3. ESTABLISH NUMBER OF OCCUPIED DWELLING UNITS COVERED BY ADDRESS (IF NOT KNOWN, TREAT AS OCCUPIED)

   IF NECESSARY, ASK:
   i) Can I just check, is this house/bungalow occupied as a single dwelling, or is it split up into flats or bedsitters?
   ii) How many of those flats/bedsitters are occupied at the present time?

   Number of occupied units
   A RING CODE ← 21*
   B RING CODE ← 22*
   END

   END

4. INTERVIEWER SUMMARY
   CODE: 1 unit only
   A GO TO Q.10
   2-12 units
   B GO TO Q.5
   13+ units
   C GO TO Q.7

IF 2-12 UNITS

5. LIST ALL OCCUPIED DWELLING UNITS AT ADDRESS
   • in flat/room number order
   OR • from bottom to top of building, left to right, front to back

<table>
<thead>
<tr>
<th>DWELLING UNIT</th>
<th>'DU' CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DWELLING UNIT</th>
<th>'DU' CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>09</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
IF 2-12 UNITS

6. LOOK AT SELECTION LABEL ON PAGE 1.
   i) "PERSON/DU" ROW - Find number corresponding to total number of DUs
   ii) "SELECT" ROW - Number beneath total number of DUs is SELECTED DU
       CODE NUMBER. RING ON GRID.
   iii) GO TO Q8.

IF 13+ UNITS

7. CODE NUMBER OF SELECTED DU IS ON BACK OF PROJECT INSTRUCTIONS

IF 2+ UNITS

8. ENTER 'DU CODE' OF SELECTED DU

9. RECORD FLAT NUMBER/DETAILS OF LOCATION OF SELECTED UNIT:

ALL (Q.4 A or B or C)

10. SEEK CONTACT WITH RESPONSIBLE ADULT AT SELECTED DWELLING
    UNIT AND INTRODUCE SURVEY.

    Contact made
    Contact not made with responsible adult (after 4+ calls)

    Contact made

    IF CONTACT MADE

11. Including yourself, how many people aged 16-54
    live in this house/flat/part of the accommodation?

    Number of people aged between 16-54
    No eligible occupants
    Information refused

INCLUDE
• PEOPLE WHO NORMALLY LIVE AT
  ADDRESS WHO ARE AWAY FOR
  UNDER 6 MONTHS
• PEOPLE AWAY AT WORK FOR
  WHOM THIS IS THE MAIN
  ADDRESS
• BOARDERS AND LODGERS

EXCLUDE
• PEOPLE AGED 16+ WHO LIVE ELSEWHERETO STUDY OR WORK
• SPOUSES WHO ARE SEPARATED AND
  NO LONGER RESIDENT
• PEOPLE AWAY FOR 6 MONTHS OR
  MORE
INTERVIEWER SUMMARY

1 person only
A GO TO Q16

2-12 persons
B ASK Q13

IF 2-12 PERSONS

13. ASK FOR FIRST NAME OR INITIAL OF EACH PERSON.
LIST IN ALPHABETICAL ORDER.

<table>
<thead>
<tr>
<th>FIRST NAME OR INITIAL</th>
<th>PERSON NUMBER</th>
<th>FIRST NAME OR INITIAL</th>
<th>PERSON NUMBER</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

14. LOOK AT SELECTION LABEL ON PAGE 1

i) "PERSON/DU" ROW - Find number corresponding to total number of persons

ii) "SELECT" ROW - Number beneath total number of households is SELECTED PERSON NUMBER. RING ON GRID ABOVE

iii) GO TO Q15

15. IF 2+ PERSONS
ENTER 'PERSON NUMBER' OF SELECTED PERSON

ALL (Q12 A or B)

16. RECORD FULL NAME OF SELECTED PERSON:
17. OUTCOME OF INTERVIEW ATTEMPTS
CODE ONE ONLY

RING ONE CODE ONLY AND RECORD DETAILS IN BOX BELOW

Interview obtained
No interview obtained
- Office refusal (phone or letter)
- No contact with selected person after 4+ calls
- Personal refusal by selected person
- Proxy refusal (on behalf of selected person)
  - Broken appointment, no recontact
  - Ill at home during survey period
  - Away/in hospital during survey period
  - Selected person senile/incapacitated
  - Inadequate English

- Other reason (WRITE IN)

FULL REASON FOR OUTCOME CODES 70-80
**ATTITUDES TO LIFETIME LEARNING**

**ADDRESS RECORD FORM (ARF)**

**ADDRESS**

**SELECTION LABEL**

<table>
<thead>
<tr>
<th>Selection Label</th>
<th>Ser No 01-04</th>
</tr>
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<tbody>
<tr>
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<td>Card 01 05-06</td>
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<td>F area 07</td>
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<td>Sample</td>
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<td>08-09 Sample</td>
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</table>

**Telephone number**

**Interviewer Name and No**

**CALLS RECORD (Note all calls, even if no reply)**

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<thead>
<tr>
<th>CALL NUMBER</th>
<th>01</th>
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**DATE**

i) Day (Mon = 1, Tues = 2 etc)

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ii) Date

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iii) Month

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**EXACT TIME OF CALL**

**NOTES**

ALWAYS RETURN ARF SEPARATELY FROM QUESTIONNAIRE
1. **IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED?**

   - **Yes**
     - A GO TO Q.3
   - **No**
     - B ANSWER Q.2

2. **IF NO AT Q.1**

   - Insufficient address (call office before returning)
   - Not traced (call office before returning)
   - Not yet built/not yet ready for occupation
   - Derelict/demolished
   - Empty
   - Business/industrial only (no private dwellings)
   - Institution only (no private dwellings)
   - Weekend or holiday home
   - Other (please give details)

3. **IF YES AT Q.1**

   **ESTABLISH NUMBER OF OCCUPIED DWELLING UNITS COVERED BY ADDRESS:**
   (IF NOT KNOWN, TREAT AS OCCUPIED)

   **IF NECESSARY, ASK:**
   
   i) Can I just check, is this house/bungalow occupied as a single dwelling, or is it split up into flats or bedsitters?

   ii) How many of those flats/bedsitters are occupied at the present time?

4. **INTERVIEWER SUMMARY:**

   **CODE:**
   - 1 unit only
     - A GO TO Q.10
   - 2-12 units
     - B GO TO Q.5
   - 13+ units
     - C GO TO Q.7

5. **LIST ALL OCCUPIED DWELLING UNITS AT ADDRESS**
   
   - in flat/room number order
   - or from bottom to top of building, left to right, front to back

   **DWELLING UNIT**
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<th>'DU' CODE</th>
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<tbody>
<tr>
<td>01</td>
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</table>

   **DWELLING UNIT**
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<td>12</td>
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</tbody>
</table>
IF 2-12 UNITS

LOOK AT SELECTION LABEL ON PAGE 1

i) "PERSON/DU" ROW - Find number corresponding to total number of DUs

ii) "SELECT" ROW - Number beneath total number of DUs is SELECTED DU CODE NUMBER. RING ON GRID

iii) GO TO Q8

IF 13+ UNITS

CODE NUMBER OF SELECTED DU IS ON BACK OF PROJECT INSTRUCTIONS

IF 2+ UNITS

ENTER 'DU CODE' OF SELECTED DU

RECORD FLAT NUMBER/DETAILS OF LOCATION OF SELECTED UNIT.

ALL (Q.4 A or B or C)

SEEK CONTACT WITH RESPONSIBLE ADULT AT SELECTED DWELLING UNIT AND INTRODUCE SURVEY.

Contact made

Contact not made with responsible adult (after 4 + calls)

A ANSWER Q.11

B RING CODE →

23*

END

IF CONTACT MADE

Including yourself, how many people aged 16-54 live in this house/flat/part of the accommodation?

Number of people aged between 16-54

A RING CODE →

B RING CODE →

24*

END

25*

END

INCLUDE

- PEOPLE WHO NORMALLY LIVE AT ADDRESS WHO ARE AWAY FOR UNDER 6 MONTHS
- PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS
- BOARDERS AND LODGERS

EXCLUDE

- PEOPLE AGED 16+ WHO LIVE ELSEWHERE TO STUDY OR WORK
- SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT
- PEOPLE AWAY FOR 6 MONTHS OR MORE
12. Can I first check, are any of these people still at school or sixth form college, or in any full-time education or training that they started within two years of leaving school? IF YES: How many people is that?

Number in full-time education/training:

- None
- Refused

GO TO Q13

13. INTERVIEWER NOTE: CALCULATE NUMBER OF ELIGIBLE HOUSEHOLD MEMBERS (Q11 MINUS Q12)

Eligible household members

- None

GOTO Q14b)

RING CODE → 26*

END

14a. CARD ARF. This card describes what I mean by learning. Could you read it while I go through it with you. As the card says, learning can mean practising, studying, or reading. It can also mean being taught, instructed, or coached. This is so that you can develop your skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do learning 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 a college. Learning does not have to lead to a qualification. We are interested in any learning, whether or not it was finished.

Thinking of the [number at Q11] person (people) in your household who are aged between 16 and 54, has this person (have any of these people) done any learning in the last four weeks? IF YES: How many people is that? WRITE IN NUMBER AT C) BELOW

b. CARD ARF. This card describes what I mean by learning. Could you read it while I go through it with you. As the card says, learning can mean practising, studying, or reading. It can also mean being taught, instructed, or coached. This is so that you can develop your skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do learning 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 a college. Learning does not have to lead to a qualification. We are interested in any learning, whether or not it was finished.

I'd now like you to think only about the [number at Q13] person (people) in your household who is (are) not in school or full-time education or training that started within two years of leaving school. Has this person (have any of them) done any learning in the last four weeks? IF YES: How many people is that? WRITE IN NUMBER AT C) BELOW

c. Number with learning experience

- None
- Refused

ASK Q15

RING CODE → 28*

END
I'd now like to check the sort of learning this person has (these people have) done in the last four weeks. Firstly, was any of this learning relevant to a job or to getting a job?

Yes
A ASK Q16

No
B RING CODE → 30*

Can't say
C RING CODE → 31*

INTERVIEWER TO CODE OR ASK.
So how many people is that who, in the last four weeks, have done learning relevant to a job or getting a job?

Number with eligible learning experience
GO TO Q17

Can't say
A RING CODE → 32*

Information refused
B RING CODE → 33*

INTERVIEWER SUMMARY
1 person only
A GO TO Q21

2-12 persons
B ASK Q18

IF 2-12 PERSONS
ASK FOR FIRST NAME OR INITIAL OF EACH PERSON
LIST IN ALPHABETICAL ORDER

<table>
<thead>
<tr>
<th>DWELLING UNIT</th>
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</table>

LOOK AT SELECTION LABEL ON PAGE 1

i) "PERSON/DU" ROW - Find number corresponding to total number of persons

ii) "SELECT" ROW - Number beneath total number of households is SELECTED PERSON NUMBER. RING ON GRID ABOVE

iii) GO TO Q20

IF 2+ PERSONS
ENTER 'PERSON NUMBER' OF SELECTED PERSON

ALL (Q17 A or B)
RECORD FULL NAME OF SELECTED PERSON.
22. OUTCOME OF INTERVIEW ATTEMPTS

CODE ONE ONLY

RING ONE CODE ONLY AND RECORD DETAILS IN BOX BELOW

- Other reason (WRITE IN) __________________________________________________________________________

FULL REASON FOR OUTCOME CODES 70-80

Interview obtained
No interview obtained
- Office refusal (‘phone or letter)
- No contact with selected person after 4+ calls
- Personal refusal by selected person
- Proxy refusal (on behalf of selected person)
- Broken appointment, no recontact
- Ill at home during survey period
- Away/in hospital during survey period
- Selected person senile/incapacitated
- Inadequate English
SURVEY OF ATTITUDES TO LIFETIME LEARNING

NOTE TIME AT START

SECTION 1: INTRODUCTION, EMPLOYMENT DETAILS AND HOUSEHOLD COMPOSITION

1. CARD A. Looking at this card, can you tell me what you are doing at present?

   - In paid job: full-time (30+ hours)
   - part-time (<30 hours)
   - Unemployed, signing on and looking for work
   - Unemployed, not signing on, but looking for work
   - Unemployed and not looking for work at the moment
   - Unemployed and sick
   - In full-time education (22+ hours)
   - Looking after family/home
   - On a government scheme
   - Retired
   - Other (SPECIFY)

2. How long ago did you last have any regular paid work?

   - Within the last year
   - More than 1 year, but less than 2 years ago
   - More than 2 years, but less than 5 years ago
   - More than 5 years ago
   - Never had regular paid work
   - Can't remember

   PROMPT WITH PRE-CODES IF NECESSARY

   1
   2 ASK Q3
   3
   4
   5 GO TO Q19 (P.6)
   8 ASK Q3
3. I'd like to check some details of your current (most recent) job. What is (was) the name or title of your current (most recent) job? WRITE IN

4. What kind of work do (did) you do most of the time? IF RELEVANT: What materials or equipment do (did) you use? WRITE IN

5. What qualifications or training are (were) needed for that job? WRITE IN

6. Are (were) you an employee or self-employed?

   Employee 1 ASK Q7
   Self-employed 2 GO TO Q8

7a) Do (did) you supervise or are (were) you directly responsible for the work of any other people? IF YES: How many?

       No, none 1
       Yes: 1-24 2
       25+ 3
       Can't say 8

b) And how long have you been (were you) continuously employed by your present (previous) employer?

   WRITE IN NUMBER OF YEARS OR CODE: Refused
   Round up to nearest year
   Can't say

8. Do (did) you have others working for you? IF YES: How many?

       No, none 1
       Yes: 1-24 2
       25+ 3
       Can't say 8
9 What industry is (was) the job in PROBE
What is (was) made or done at the place where you work(ed)?
WRITE IN

10 Including yourself, is (was) the number of people working at the place where you work (worked) READ OUT
   25 or more. 1 237
   or less than 25? 2
   Can't say 8

11 INTERVIEWER TO CODE FROM Q1 (P 1).
   Respondent in paid job (codes 01-02) ASK Q12 238
   Respondent not in paid job (codes 03-11) GO TO Q18 (P 6)

12 Do you do any other regular work for which you are paid?  
   Yes 1 239
   No 2

INTERVIEWER READ TEXT IN BRACKETS FOR Q13-Q17 IF
OTHER REGULAR WORK AT Q12 (CODE 1)
Now I'd like to ask you some more general questions about your (main) job

13a) Firstly, do you feel that your job is reasonably secure?  
   Yes 1 240
   No 2
   Can't say 8

b) For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your (main) job READ OUT
   just a means of earning a living. 1
   or, does it mean much more to you than that? 2
   (Can't say) 8

b) Some people's jobs depend on them regularly learning new skills or learning about new things. Other people, once they have learnt how to do their job, do not need to continue learning. On balance, would you say that your (main) job requires you to READ OUT
   regularly learn about new things, 1 242
   or does it not require much extra learning once you can do your job? 2
   (Can't say) 8
14. **INTERVIEWER CODE FROM Q6 (P.2)**

Employee (code 1)  
Self-employed (code 2)

1 **ASK Q15**
2 **GO TO Q19 (P.6)**

15a) How satisfied are you with your (main) job as a whole? Would you say you are ... READ OUR ...

... very satisfied, 1
fairly satisfied, 2
neither satisfied or dissatisfied, 3
a little dissatisfied, 4
or very dissatisfied? 5
(Can't say) 8

b) And how satisfied are you with your pay?
Are you ... READ OUT ...

... very satisfied, 1
fairly satisfied, 2
neither satisfied or dissatisfied, 3
a little dissatisfied, 4
or very dissatisfied? 5
(Can't say) 8

16a) (Again, thinking of your main job) Do you ever meet your employer, or a representative of your employer, to talk about your career or future training for your job?

Yes 1 **ASK b)**
No 2 **GO TO c)**
Can't say 8

b) How often do you meet your employer or employer's representative to talk about your career or future training for your job?

More than once a year 1
Around once a year 2
Less than once a year 3
Depends/Can't say 8

c) And do you have a written career or training plan relating to your present job?

Yes 1
No 2
Can't say 8
16d) In your view, does your employer encourage you to learn as much as you can about your job or how to do your job better?  

- Yes 1  
- No 2  
- Can't say 8

e) Would you say that your (main) job gives you very good opportunities for training, 1  

- fairly good opportunities, 2  
- not very good opportunities, 3  
- or are the opportunities for training not good at all? 4  
- (Can't say) 8

17a) Are you likely to leave your (main) present employer within the next six months?  

- Yes 1  
- No 2  
- Can't say 3

b) And will you leave your employer because you have to, for example, because your firm will shut down, your contract will end, or you have been made redundant or dismissed?  

- Yes 1  
- No 2  
- Can't say 3

c) CARD B. Why will you leave your employer? Please choose the phrases from this card that best describe your reasons for leaving. CODE ALL THAT APPLY

- To start or get a better/more convenient job 01
- To set up own business 02
- To take early retirement 03
- To look after home/children/relative 04
- For health reasons 05
- To study/train 06
- Other (SPECIFY) 07
18. **CARD C. Why did you leave your last job?**

Please choose the phrases from this card that best describe your reasons for leaving.

**CODE ALL THAT APPLY**

- Firm closed down 01
- I was declared redundant 02
- My contract of employment expired 03
- I took early retirement 04
- I was dismissed 05
- I decided to leave to look after home/children/relative 06
- I left for health reasons 07
- I left to study/train 08
- Other (SPECIFY) 09

Can't say 98

---

19. I'd now like to ask you a few questions about your household. Firstly, can you tell me the number of people, including yourself, who regularly live in your household? **IF NECESSARY:** By your household I mean people who use the same living room as you or share at least one meal a day with you.

**WRITE IN NUMBER**
INTERVIEWER: LIST ALL PERSONS IN HOUSEHOLD IN GRID AND ASK a)-d)

20 And, can you tell me

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<td>a) RELATIONSHIP TO</td>
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<td>Sister/brother</td>
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<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other relative</td>
<td>7</td>
<td>7</td>
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<td>7</td>
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</tr>
<tr>
<td>Non-relative</td>
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<tr>
<td>Other</td>
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<tr>
<td>b) SEX</td>
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<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
<td></td>
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<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>c) AGE LAST BIRTHDAY</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(if under 1 year</td>
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<tr>
<td>CODE #8</td>
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</tr>
<tr>
<td>d) IF AGED 18+ ASK</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>ACTIVITY STATUS</td>
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</tr>
<tr>
<td>Paid work full-time</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Paid work part-time</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Out of work</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Permanently sick or</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>disabled</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
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<td>05</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Full-time education</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>Government scheme</td>
<td>07</td>
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<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>Not working for</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
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</tr>
<tr>
<td>domestic reasons</td>
<td>09</td>
<td>09</td>
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<td>09</td>
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<td>Refused</td>
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<td>10</td>
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<td>10</td>
<td>10</td>
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<td></td>
</tr>
<tr>
<td>Retired</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e) Apart from any people you've just mentioned, have you had any children, including step children or adopted children, who have lived with you at any time in the past three years?

INCLUDE CHILDREN NO LONGER LIVING

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
21a) As you probably know, thousands of adults have difficulties with reading or writing at one time or another. If would help us if you could answer some questions about your own experiences of reading and writing. Since you were 16, have you had any problems with reading?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1 ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
</tr>
<tr>
<td>Refused</td>
<td>7</td>
</tr>
</tbody>
</table>

b) Are these problems due mainly to your not being able to see properly, or do you just have difficulties reading?

- Sight problem 1
- Just difficulty reading 2

22a) And, since you were 16, have you had any problems with writing?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1 ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
</tr>
<tr>
<td>Refused</td>
<td>7</td>
</tr>
</tbody>
</table>

b) Are these problems due mainly to your not being able to see properly, or not being able to hold a pen and pencil or use a keyboard properly, or do you just have difficulties with writing generally?

- Sight problem 1
- Problem holding pen or using keyboard 2
- Both 3
- Difficulties writing generally 4

23. Since you were 16 have you had any problems with numbers or simple arithmetic?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
</tr>
<tr>
<td>Refused</td>
<td>7</td>
</tr>
</tbody>
</table>
SECTION 2  EDUCATION

24 CARD D. This card describes what I mean by full-time continuous education. Could you read it please while I go through it with you. As the card says, full-time continuous education is the period of your life which includes school or sixth form college and any full-time education or training that you started within two years of leaving school.

Firstly, how old were you when you finished your full-time continuous education?

WRITE IN YEARS:

ROUND UP TO NEAREST YEAR OR CODE Still in full-time continuous education

Can't say  98 ASK Q25

25 Can I just check, did this period of education end in the last 3 years or did it end more than 3 years ago?

FT education ended in last 3 years  1

FT education ended over 3 years ago  2

26a) INTERVIEWER. INSERT AGE FROM Q24 INTO QUESTION WORDING WHERE STATED IF 'CAN'T SAY' AT Q24 READ TEXT IN ITALICS

CARD E. Cards E & F show some qualifications people can have. When you were [age at Q24]/had finished this period of education) had you passed any of the school or college examinations shown on Card E?

Yes  1 ASK b)

No  2 GO TO Q27

26b) CARD E Which is the highest of the examinations that you had passed when you were [age at Q24]/had finished your full-time continuous education?

CODE ONE ONLY

UK Postgraduate degree  01

UK University/CNAA first degree  02

Diploma of Higher Education  03

GCE A level/Higher School Cert  04

GCE O level/School Cert/Matric  05

GCSE Grades A-C  06

GCSE Grades D-G  07

CSE Grade 1  08

CSE Grades 2-5/Ungraded  09

ENGLISH, ETC

SCOTTISH

Certificate of 6th Year Studies  10

SCE/SLC/SUPE Higher Grade  11

SUPE/SLC Lower or Ordinary Grade  12

SCE Grades A-C or 1-3  13

SCE Grades D or E or 4 or 5  14

Other (WRITE IN)  15
27a) CARD F. And when you (were [age at Q24]/finished this period of education) did you have any of these qualifications?

| Yes | 1 ASK b) |
| No  | 2 GO TO Q28 |

b) CARD F. Which of these qualifications did you have when you (were [age at Q24]/finished full-time continuous education)? PROBE: Which others? CODE ALL THAT APPLY

- Recognised Trade Apprenticeship completed 01
- Clerical/commercial qualification (e.g. RSA/Pitmans, typing, short-hand, book-keeping, commerce) 02
- NVQ/SVQ 03
- GNVQ/GSVQ 04

City & Guilds Cert:
- Craft/Intermediate/Ordinary/Part I 05
- Advanced/Final/Part II 06
- Full technological/Part III 07
- Youth Training Certificate 08
- Ordinary National Certificate (ONC) or Diploma (OND) 09
- BEC/TEC National/General Certificate or Diploma 10
- SCOTVEC 11
- Higher National Certificate (HNC) or Higher Diploma (HND) 12
- Teaching qualification (including TEFL) 13
- Nursing qualification (e.g. SEN, SRN, SCM) 14

Other vocational qualification (WRITE IN) 15
Other professional qualification (WRITE IN) 16

28a) INTERVIEWER TO CODE FROM Q24: (Page 9)
Age at which finished full-time continuous education:

| 16 or under | 1 ASK b) |
| 17 or over  | 2 GO TO Q29 |

b) Did you leave school in the year that you were legally allowed to?

| Yes | 1 GO TO Q31 |
| No  | 2 ASK Q29 |
| Can't say | 8 GO TO Q31 |
29. Why did you stay on in full-time education or training after you were allowed to leave? PROBE FULLY

30. During (the education and training that ended when you were [age at Q24]/your full-time continuous education) did you ever have a break of six months or more between courses or training programmes?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>2 NOW GO TO Q32</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

31. Why did you leave full-time education when you did? PROBE FULLY
32. CARD G. I will now read you a list of statements about education. Please tell me, from this card, how much you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>a) The qualifications people get during full-time education are very important in getting a job</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) School is a waste of time</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c) Full-time education after you leave school is a waste of time</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d) Most of the friends I had at the time finished their full-time education when I did</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e) I wish that I could have stayed in full-time education longer than I did</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f) The views of my family were important when I was deciding whether to stay on or leave full-time education</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>g) I couldn't wait to leave full-time education</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h) On the whole, school does not teach the kind of skills you need for work</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i) On the whole, colleges &amp; universities do not teach the kind of skills you need for work</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

33a. Before you (were [age at Q24] finished your full-time education or training), did you receive any advice or guidance about the sorts of jobs you could do in the future?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q34</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>
33c) And, on the whole, was the advice you received ... READ OUT ...
   very useful, 1
   fairly useful, 2
   not very useful, 3
   or, not useful at all? 4
   (Can't say) 8

34a) And, before you (were [age at Q24]/ finished your full-time education or training), did you receive any advice or guidance about the sorts of training, learning, or studying you could do in the future?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q42 (P.17)</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

c) And, on the whole, was the advice you received ... READ OUT ...
   ... very useful, 1
   fairly useful, 2
   not very useful, 3 NOW GO TO Q42
   or, not useful at all? 4 (P.17)
   (Can't say) 8

ALL IN FT CONTINUOUS EDUCATION (CODE 00 AT Q24):

35a) CARD H. Looking at this card, are you studying for any of these qualifications at the moment?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q36</td>
</tr>
</tbody>
</table>
35b) CARD H. Which is the highest qualification you are studying for at the moment?
CODE ONE ONLY

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK Postgraduate degree</td>
<td>1</td>
</tr>
<tr>
<td>UK University/CNAA first degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>A level, A/S level, S level</td>
<td>4</td>
</tr>
<tr>
<td>GCSE</td>
<td>5</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>6</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

36a) CARD F. And, looking at this card, are you studying for any of these qualifications at the moment?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1 ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2 GO TO Q37</td>
</tr>
</tbody>
</table>

b) CARD F. Which of these qualifications are you studying for at the moment?
PROBE: Which others?
CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>01</td>
</tr>
<tr>
<td>Clerical/commercial qualification (eg. RSA/Pitmans, typing, short-hand, book-keeping, commerce)</td>
<td>02</td>
</tr>
<tr>
<td>NVQ/SVQ</td>
<td>03</td>
</tr>
<tr>
<td>GNVQ/GSVQ</td>
<td>04</td>
</tr>
<tr>
<td>City &amp; Guilds Cert:</td>
<td></td>
</tr>
<tr>
<td>- Craft/Intermediate/Ordinary/Part I</td>
<td>05</td>
</tr>
<tr>
<td>- Advanced/Final/Part II</td>
<td>06</td>
</tr>
<tr>
<td>- Full technological/Part III</td>
<td>07</td>
</tr>
<tr>
<td>Youth Training Certificate</td>
<td>08</td>
</tr>
<tr>
<td>Ordinary National Certificate (ONC) or Diploma (OND)</td>
<td>09</td>
</tr>
<tr>
<td>BEC/TEC National/General Certificate or Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Higher National Certificate (HNC) or Higher Diploma (HND)</td>
<td>11</td>
</tr>
<tr>
<td>Teaching qualification (including TEFL)</td>
<td>12</td>
</tr>
<tr>
<td>Nursing qualification (eg. SEN, SRN, SCM)</td>
<td>13</td>
</tr>
<tr>
<td>Other vocational qualification (WRITE IN)</td>
<td>14</td>
</tr>
<tr>
<td>Other professional qualification (WRITE IN)</td>
<td>15</td>
</tr>
</tbody>
</table>

(Spares)
37 Why did you stay on in full-time education or training?  
PROBE FULLY

38 During your full-time education or training have you ever had a break of six months or more between courses or training programmes?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
<th>No</th>
<th>2</th>
<th>Can't say</th>
<th>8</th>
</tr>
</thead>
</table>

39 CARD G. I will now read a list of statements people have made about staying in full-time education or training after school. For each statement, please tell me, from this card, how much you agree or disagree.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The qualifications I am aiming for will be very important in getting a job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b) School is a waste of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c) Full-time education after you leave school is a waste of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d) Most of my friends have stayed in full-time education or training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e) I wish I could have left full-time education or training earlier</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f) The views of my family were important when I was deciding whether to stay on or leave full-time education or training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g) On the whole, school does not teach the kind of skills you need for work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h) On the whole, colleges &amp; universities do not teach the kind of skills you need for work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
40a) So far in your full-time education or training, have you received any advice or guidance about the sorts of jobs you could do in the future?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
</tr>
</tbody>
</table>

c) And, on the whole, was the advice you received ... READ OUT ...

... very useful, 1
fairly useful, 2
not very useful, 3
or, not useful at all? 4
(Can't say) 8

41a) And, so far in your full-time education or training, have you received any advice or guidance about the sorts of training, learning, or studying you could do in the future?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
</tr>
</tbody>
</table>

c) And, on the whole, was the advice you received ... READ OUT ...

... very useful, 1
fairly useful, 2
not very useful, 3
or, not useful at all? 4
(Can't say) 8
ALL

42 INTERVIEWER TO CODE FROM Q20a) (P.7)

<table>
<thead>
<tr>
<th>Respondent married/living as married (code 1 at any column ringed at Q20a)</th>
<th>1</th>
<th>ASK Q43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent not married/living as married (no code 1 at any column ringed at Q20a)</td>
<td>2</td>
<td>GO TO Q45</td>
</tr>
</tbody>
</table>

43a) CARD I. Looking at this card, does your partner/spouse have any of these qualifications?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q44</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) CARD I. Which is the highest qualification that your partner/spouse has?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK Postgraduate degree</td>
<td>01</td>
</tr>
<tr>
<td>UK University/CNAA first degree</td>
<td>02</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>03</td>
</tr>
<tr>
<td>GCE A level/Higher School Cert</td>
<td>04</td>
</tr>
<tr>
<td>GCE O level/School Cert/Matric</td>
<td>05</td>
</tr>
<tr>
<td>GCSE Grades A-C</td>
<td>06</td>
</tr>
<tr>
<td>GCSE Grades D-G</td>
<td>07</td>
</tr>
<tr>
<td>CSE Grade 1</td>
<td>08</td>
</tr>
<tr>
<td>CSE Grades 2-5/Ungraded</td>
<td>09</td>
</tr>
<tr>
<td>Certificate of 6th Year Studies</td>
<td>10</td>
</tr>
<tr>
<td>SCE/SLC/SUPE Higher Grade</td>
<td>11</td>
</tr>
<tr>
<td>SUPE/SLC Lower or Ordinary Grade</td>
<td>12</td>
</tr>
<tr>
<td>SCE Grades A-C or 1-3</td>
<td>13</td>
</tr>
<tr>
<td>SCE Grades D or E or 4 or 5</td>
<td>14</td>
</tr>
<tr>
<td>Other (WRITE IN)</td>
<td>15</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
</tr>
</tbody>
</table>
44a). CARD J. And looking at this card, does your partner/spouse have any of these qualifications?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q45</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) CARD J. Which of these qualifications does he/she have?

- Recognised trade apprenticeship completed 01
- Clerical/commercial qualification (eg. RSA/Pitmans, typing, short-hand, book-keeping, commerce) 02
- NVQ/SVQ 03
- GNVQ/GSVQ 04

City & Guilds Cert:
- Craft/Intermediate/Ordinary/Part I 05
- Advanced/Final/Part II 06
- Full technological/Part III 07
- Youth Training Certificate 08
- Ordinary National Certificate (ONC) or Diploma (OND) 09
- BEC/TEC National/General Certificate or Diploma 10
- SCOTVEC 11
- Higher National Certificate (HNC) or Higher Diploma (HND) 12
- Teaching qualification (including TEFL) 13
- Nursing qualification (eg. SEN, SRN, SCM) 14
- Other vocational qualification (WRITE IN) 15
- Other professional qualification (WRITE IN) 16
- Can't say 98

45. Thinking of your parents now, does either your father or mother have a degree?

**PROBE IF NECESSARY**

**CODE ONE ONLY**

<table>
<thead>
<tr>
<th>Yes: father only</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother only</td>
<td>2</td>
</tr>
<tr>
<td>Both</td>
<td>3</td>
</tr>
</tbody>
</table>

| No               | 4 |
| Can't say        | 8 |

46. And thinking of any brothers or sisters that you grew up with, would you say that they ...

... finished full-time education or training at around the same age as you did, 1
... at an earlier age than you did, 2
... or, did they finish at a later age than you? 3
... (Some finished earlier/some later) 4
... (No siblings) 5
... Can't say 8
SECTION 3: EXPERIENCE OF LEARNING

INTERVIEWER TO CODE FROM Q25 (P.9)

<table>
<thead>
<tr>
<th>Code</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GO TO Q49</td>
</tr>
<tr>
<td>2</td>
<td>ASK Q48</td>
</tr>
<tr>
<td>3</td>
<td>Q128 (P.48) GO TO SECTION 5,</td>
</tr>
<tr>
<td></td>
<td>Respondent still in FT education</td>
</tr>
<tr>
<td></td>
<td>(no code ringed)</td>
</tr>
</tbody>
</table>

48a) CARD K  This card describes the sorts of learning that people might do. Could you read the card please while I go through it with you. As the card says, learning can mean practicing, studying, or reading about something. It can also mean being taught, instructed or coached. This is so that 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 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.

Have you done any kind of learning activity in the last three years?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

b) Have you tried to learn about anything (else) in the last three years, or tried to teach yourself anything? This could be at home, with friends, at work or in a club.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2 NOW GO TO Q50</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

49a) INTERVIEWER TO CODE AGE FINISHED FT CONTINUOUS EDUCATION FROM Q24 (P.9):

WRITE IN YEARS

OR CODE. Can't say 98

INTERVIEWER: INSERT AGE AT a) INTO QUESTION WORDING WHERE APPROPRIATE. IF "CAN'T SAY" AT a) READ TEXT IN ITALICS

b) CARD K  This card describes the sorts of learning that people might do. Could you read the card please while I go through it with you. As the card says, learning can mean practicing, studying, or reading about something. It can also mean being taught, instructed or coached. This is so that you can develop skills, knowledge, at lities, 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 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.
b) Have you done any kind of learning activity since you (were [age at Q49a]) left full-time continuous education?

| Yes  | 1 |
| No   | 2 |
| Can't say | 8 |

c) Have you tried to learn about anything (else) since you (were [age at Q49a]) left full-time continuous education or tried to teach yourself anything? This could be at home, with friends, at work or in a club.

| Yes  | 1 |
| No   | 2 |
| Can't say | 8 |

50. INTERVIEWER TO CODE FROM Q48a) & b) or Q49b) & c):

Recent learning (code 1 at Q48a) or Q49b) and/or code 1 at Q48b) or Q49c)

1 ASK Q51

No recent learning (code 2 at Q48a) or Q49b) and code 2 or 8 at Q48b) or Q49c)

GO TO SECTION 4, Q113 (P.40)

51a) CARD K. I'd now like to get some details of the things you have learnt about in the last three years or are learning about now. Firstly, can you tell me the names of the different things that you have learned about? If you have learnt about the same thing more than once, please tell me how many times you have learnt about it in the last 3 years.

WRITE IN EACH SUBJECT NAMED BY RESPONDENT IN Q51 GRID (P.21). IF THE SAME SUBJECT HAS BEEN LEARNED ABOUT MORE THAN ONCE, WRITE IN SUBJECT NAME FOR EACH PERIOD OF LEARNING.

b) FOR EACH ENTRY AT a) IN Q51 GRID (P.21), ASK:

Thinking of your (subject at a) Was this learning relevant to a job or getting a job?

RING SUBJECT CODES AT b) IN Q51 GRID (P.21) FOR EACH WORK RELATED SUBJECT...

c) INTERVIEWER CHECK NUMBER OF CODES RINGED AT b) IN Q51 GRID (P.21):

| No codes ringed | 1 GO TO SECTION 4, Q113 (P.40) |
| One code ringed  | 2 TRANSFER SUBJECT CODE AND NAME FROM a) AT Q51 TO Q53 AND Q54 |
| Two or more codes ringed | 3 ASK d) |

d) I'd now like you to think only about the learning relevant to a job or getting a job that you have done in the past 3 years. Which of these examples of learning has been, or will be, the most important for your job or a future job that you might do?

RING SUBJECT CODE AT d) IN Q51 GRID (P.21) FOR MOST IMPORTANT WORK RELATED SUBJECT. IF CAN'T SAY WHICH MOST IMPORTANT, RING CODE 98 AT d) IN Q51 GRID (P.21). CODE ONE ONLY
ASK OR CODE
And, again thinking of your learning that is or was relevant
to a job or getting a job, which are the two present or most
recent examples of such learning?
RING SUBJECT CODES AT a) IN GRID BELOW
CODE TWO ONLY

<table>
<thead>
<tr>
<th>(a) SUBJECT NAME (WRITE IN)</th>
<th>(b) WORK RELATED LEARNING (CODE ALL THAT APPLY)</th>
<th>(d) MOST IMPORTANT LEARNING (CODE ONE ONLY)</th>
<th>(e) TWO MOST RECENT LEARNING EPISODES (CODE TWO ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 ________________________</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>02 ________________________</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03 ________________________</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04 ________________________</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>05 ________________________</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>06 ________________________</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>07 ________________________</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>08 ________________________</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>09 ________________________</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>10 ________________________</td>
<td>10</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>

INTERVIEWER TO TRANSFER CODES RINGED AT Q51d) AND e) TO Q53 (P22)
AS FOLLOWS.

a) IF DIFFERENT CODES RINGED AT d) AND e) ABOVE
Transfer codes ringed at d) and e) to Q53 (maximum of 3 codes)

b) IF SAME CODE RINGED AT d) AND e) ABOVE
Transfer duplicate code once only to Q53 plus other code ringed at e)
(if appropriate) (maximum of 2 codes)

c) IF 98 RINGED AT d) AND 01-10 RINGED AT e)
Transfer code(s) ringed at e) to Q53 (maximum of 2 codes)

d) IF 01-10 RINGED AT d) AND 98 RINGED AT e)
Transfer code ringed at d) to Q53 (maximum of 1 code)

e) IF 98 RINGED AT d) AND 98 RINGED AT e)
Go to Section 4, Q112 (P 40)
53. INTERVIEWER TO CODE FROM Q51(d) AND e): SUBJECT CODE
   (WRITE IN):

54. INTERVIEWER TO CODE FROM Q51(a):
   SUBJECT NAME (WRITE IN):

55. I'd like you to think about the period before you started this
    learning. In general, how easy was it for you to find out about
    learning (subject/skill at Q54)?
    Was it ... READ OUT ...
    ... very easy,  1  1  1
    fairly easy,  2  2  2
    not very easy,  3  3  3
    or not easy at all?  4  4  4
    (Can't say)  8  8  8

56. And how useful was the information you got about the
    learning? Was it ... READ OUT ...
    ... very useful,  1  1  1
    fairly useful,  2  2  2
    not very useful,  3  3  3
    or not useful at all?  4  4  4
    (Can't say)  8  8  8

57. Where did you go for information or advice or who did you talk to
    so you could find out about this learning? PROBE: Which other
    places did you go to?
    DO NOT PROMPT

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nowhere</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Public libraries</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Personnel/Training officer/Employer</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Evening Inst./Adult Education Centre</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Further Education college/</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Tech. col/Pvt training/Educ. Centre</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Community centre</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Workers educational association</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Training &amp; Enterprise Council (TEC or LEC)</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Town Hall/Council offices</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Citizens Advice Bureau</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Poly/University or College of HE</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Skill centre</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Jobcentre or Jobclub/Careers Service</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Local school</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Friends/workmates, family</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Adverts, newspapers, leaflets</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>
58a So can I just check, before you started this learning, did you get advice or guidance from someone specially trained to help people decide about learning or careers?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

b) And, on the whole, was the advice you received... READ OUT

| Very useful      | 1  | 1  | 1  |
| Fairly useful    | 2  | 2  | 2  |
| Not very useful  | 3  | 3  | 3  |
| Or not useful at all? | 4 | 4  | 4  |
| Can't say        | 8  | 8  | 8  |

59 Are you still doing, or have you done, any of this learning in the last four weeks or did you finish learning (subject/skill at Q54) over four weeks ago?

| Learning in last 4 weeks | 1  | 1  | 1  |
| Learning finished 4 weeks ago | 2 | 2  | 2  |
| Can't say                | 8  | 8  | 8  |

INTERVIEWER: IF LEARNING NOW OR IN LAST 4 WEEKS, USE PRESENT TENSE. IF IN LAST THREE YEARS USE PAST TENSE.

60a Is (was) your learning of (subject/skill at Q54) aimed at obtaining a particular qualification, a module which could lead to a qualification, or is (was) your learning not aimed at either a qualification or a module?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No qualification/module</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

2050
2051
2052
2053
60b What qualification are (were) you aiming towards?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>A level, A/S level, S level</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>YTS Certificate</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>RSA/Pitmans</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>National or general BTEC/ONC or OND</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>NVQ/SVQ</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>GNVQ/GSVQ</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Nursing qualification</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Teaching qualification (incl. TEFL)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Higher BTEC, HND, HND</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>First degree/diploma</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Higher degree (eg. PhD)</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Other professional qualification (SPECIFY)</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

2054-55

c) INTERVIEWER: CODE WHEN LEARNED FROM Q59 (P.23).

Learning in last 4 weeks (code 1)

<table>
<thead>
<tr>
<th>1 GO TO Q61</th>
<th>1 GO TO Q61</th>
<th>1 GO TO Q61</th>
</tr>
</thead>
</table>

Learning in last 3 years (codes 2 or 8)

<table>
<thead>
<tr>
<th>2 ASK d)</th>
<th>2 ASK d)</th>
<th>2 ASK d)</th>
</tr>
</thead>
</table>

2056

d) Did you obtain this qualification?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Waiting to hear</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

2057

61 Is (was) this learning FT or PT?

<table>
<thead>
<tr>
<th>1 GO TO Q63</th>
<th>1 GO TO Q63</th>
<th>1 GO TO Q63</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Can’t say</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASK Q62</td>
<td>ASK Q62</td>
<td>ASK Q62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2058

62a Do (did) you do this learning ... READ OUT ...

<table>
<thead>
<tr>
<th>... just in the daytime, just in the evening, or both?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

2059

b) And do (did) you do this learning ... READ OUT ...

<table>
<thead>
<tr>
<th>... just during the week, just at the weekends, or both?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

2060
63. Can I just check, were you in paid work at the time you began learning (subject/skill at Q54)?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent in paid job</td>
<td>ASK Q64</td>
<td>ASK Q64</td>
<td>ASK Q64</td>
</tr>
<tr>
<td>Respondent not in paid job</td>
<td>GO TO Q69</td>
<td>GO TO Q69</td>
<td>GO TO Q69</td>
</tr>
</tbody>
</table>

64. And is (was) your learning of (subject/skill at Q54) READ OUT connected with your job, connected with a job you might be able to do in the future, or, was it not connected with work at all?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected with your job, connected with a job you might be able to do in the future</td>
<td>ASK Q65</td>
<td>ASK Q65</td>
<td>ASK Q65</td>
</tr>
<tr>
<td>or, was it not connected with work at all?</td>
<td>GO TO Q69</td>
<td>GO TO Q69</td>
<td>GO TO Q69</td>
</tr>
</tbody>
</table>

65a. Whose idea was it that you should do this learning? Was it mainly your idea, or was it mainly your employer's idea?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainly your idea</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mainly employer's idea</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

66. Is (was) this learning arranged through your employer?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

67. And do (did) you choose to do this learning or does (did) your employer require it of you?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses learning</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Employer required</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Both</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

68. Do (did) you do this learning entirely in your own time, entirely in work time, or partly one and partly the other?

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entirely in your own time</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Entirely in work time</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Partly one and partly the other</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
69. What is (was) the main place where you do (did) this learning?
PROMPT IF NECESSARY
- Where I work
  - Employer’s training centre
  - Private training centre
  - Skill centre
  - Jobcentre or jobclub
  - Evening Institute/Adult Education Centre
  - Further education college/technical college
  - Community Centre
  - Worker’s Educational Association
  - Women's Institute, Townswomen's Guild
  - Polytechnic, University, College of higher education
  - At home (Open College)
  - At home (Open University, other correspondence course or open learning)
  - At home (other)
- Other educational institution
  - Other (SPECIFY)

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Go to Q71</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>06 Ask Q70</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>15 Ask Q70</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

70. How far do (did) you have to travel to go to where your learning takes (took) place?

<table>
<thead>
<tr>
<th>Distance</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 mile</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>1-3 miles</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>4-6 miles</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>6-10 miles</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>11-15 miles</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>15-50 miles</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Over 51 miles</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Abroad</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>No fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Self/Family/Relative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Employer/potential employer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Training for work/YT/ET</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Training Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Other government or local authority organisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Charitable trust or other non-government organisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### INTERVIEWER TO CODE FROM Q71

**Some/all fees paid by resp (code 02)**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ASK Q73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 GO TO Q79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**No fees paid by resp (no code 02)**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 GO TO Q79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 GO TO Q79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CARD H

On this card are some of the types of loan that people can take out to help pay for their learning. Did you take out any of these types of loan to help pay for your learning of (subject/skill at Q54)? IF YES Which? PROBE Which others?

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 GO TO Q75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 GO TO Q75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 GO TO Q75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan from bank</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Loan from employer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Loan from family/friend</td>
<td>4 ASK Q74</td>
<td></td>
</tr>
<tr>
<td>Student loan</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Career Development loan (CDL)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other loan (SPECIFY)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Can't say which loan</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

### CARD L

Who pays (paid) the fees for this learning? PROBE. Who else?

CODE ALL THAT APPLY
IF MONEY BORROWED TO PAY FEES.
CODE 02

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No fees</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Self/Family/Relative</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Employer/potential employer</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Training for work/YT/ET</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>Training Credit</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Other government or local authority organisation</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>Charitable trust or other non-government organisation</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

#### CARD M

How much, in total, was the loan you took out at?

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE IN £</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR CODE</td>
<td>Can't say</td>
<td>9998</td>
</tr>
</tbody>
</table>

#### CARD N

How much, in total, was the loan you took out at?

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE IN £</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR CODE</td>
<td>Can't say</td>
<td>9998</td>
</tr>
</tbody>
</table>
75. Some people pay reduced fees for their learning. Can you tell me, were the fees that you paid for learning (subject/skill at Q54) reduced for any reason?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>1 ASK Q76</td>
<td>1 ASK Q76</td>
<td>1 ASK Q76</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>2 GO TO Q78</td>
<td>2 GO TO Q78</td>
<td>2 GO TO Q78</td>
</tr>
<tr>
<td><strong>Can't say</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

76. Were your fees reduced because tax was taken off them?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Can't say</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

77. Were your fees reduced because you got certain benefits such as Income Support or Child Benefit?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Can't say</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

78. What was or will be the total amount of fees that you have to pay for your learning?

- WRITE IN
- OR CODE: Can't say

79. CARD N. Sometimes learning can have other costs apart from fees. On Card N are some of the costs that people can experience when they do some learning. Thinking about your learning of (subject/skill at Q54), did it lead to any costs like these? IF YES: Which?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No costs</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Loss of wages/salary</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Loss of overtime wages</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Loss of benefit(s)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Cost of childcare</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Travel costs</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Costs of equipment (eg. books)</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Question</td>
<td>Response Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did you begin this learning (subject/skill at Q54)?</td>
<td>WRITE IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH</td>
<td>YR</td>
<td>MTH</td>
</tr>
<tr>
<td></td>
<td>9998</td>
<td>9998</td>
<td>9998</td>
</tr>
<tr>
<td>OR CODE: Can't say</td>
<td>2155-58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And did you start and finish this learning in under 1 month?</td>
<td>Yes</td>
<td>1</td>
<td>ASK Q82</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>GO TO Q83</td>
</tr>
<tr>
<td>How many days in total did this learning last?</td>
<td>WRITE IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH</td>
<td>YR</td>
<td>MTH</td>
</tr>
<tr>
<td>OR CODE: Can't say</td>
<td>2159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did this, or will this, learning finish?</td>
<td>WRITE IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH</td>
<td>YR</td>
<td>MTH</td>
</tr>
<tr>
<td>OR CODE: Can't say</td>
<td>2160-81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERVIEWER: CODE WHEN LEARNED FROM Q59 (P. 23)</td>
<td>Learning in last 4 weeks (code 1)</td>
<td>1</td>
<td>GO TO Q87</td>
</tr>
<tr>
<td></td>
<td>Learning in last 3 yrs (codes 2 or 8)</td>
<td>2</td>
<td>ASK Q85</td>
</tr>
<tr>
<td>Did you intend to finish this learning when you did?</td>
<td>Intended to finish when did</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finished earlier</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finished later</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can't say</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>GO TO Q87</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>ASK Q86</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ASK Q86</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>GO TO Q87</td>
<td>8</td>
</tr>
<tr>
<td>(Spare)</td>
<td>2166-80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
86. Why is that? PROBE FULLY:

87. On average, how many hours per week, do (did) you spend learning (subject/skill at Q54)? WRITE IN HOURS:

OR CODE: Can't say 9998 9998 9998

88. CARD O. On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your learning of (subject/skill at Q54), which of the items on this card best describes the reason you started your learning?

CODE ONE ONLY

<table>
<thead>
<tr>
<th>Reason</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get a job</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>To get a job with a different employer</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>To change the type of work I do</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>To gain a promotion</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>To gain a rise in earnings</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>To make my work more satisfying</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>To help me get onto a future course of learning</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Had no choice - employer chose</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Had no choice - benefit requirement</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Only type of learning available</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
Is (was) this learning aimed at building up skills and knowledge you already had, teaching you new skills and knowledge, or both these things?

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

90 INTERVIEWER CODE FROM Q59 (P 23)

Learning in last 4 weeks (code 1)

<table>
<thead>
<tr>
<th>1</th>
<th>GO TO Q92</th>
<th>1</th>
<th>GO TO Q92</th>
<th>1</th>
<th>GO TO Q92</th>
</tr>
</thead>
</table>

Learning in past 3 years (code 2 or 8)

<table>
<thead>
<tr>
<th>2</th>
<th>ASK Q91</th>
<th>2</th>
<th>ASK Q91</th>
<th>2</th>
<th>ASK Q91</th>
</tr>
</thead>
</table>

91a CARD P. Did this learning lead to any of the events listed on this card?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK b</th>
<th>1</th>
<th>ASK b</th>
<th>1</th>
<th>ASK b</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q92</td>
<td>2</td>
<td>GO TO Q92</td>
<td>2</td>
<td>GO TO Q92</td>
</tr>
</tbody>
</table>

b) CARD P. Which of the events on this card resulted from your learning? CODE ALL THAT APPLY

- Getting a job
- Changing type of work done
- Getting a promotion
- Getting a rise in earnings
- Increasing satisfaction in work
- Getting onto future course of learning
- Other (SPECIFY)

<table>
<thead>
<tr>
<th>Event</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>04</td>
<td>04</td>
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<td></td>
<td>05</td>
<td>05</td>
<td>05</td>
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<td></td>
<td>06</td>
<td>06</td>
<td>06</td>
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<tr>
<td></td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
</tbody>
</table>

92 INTERVIEWER CODE FROM Q88 (P 30)

Chose to do learning (codes 01-07,11)

<table>
<thead>
<tr>
<th>1</th>
<th>ASK Q93</th>
<th>1</th>
<th>ASK Q93</th>
<th>1</th>
<th>ASK Q93</th>
</tr>
</thead>
</table>

Did not choose to do learning (codes 08,09,10)

| 2 | GO TO Q95 | 2 | GO TO Q95 | 2 | GO TO Q95 |
93. Earlier I asked you about the main reason you had for doing this learning. Thinking of this reason, how satisfactory has your learning been? Has it been ... READ OUT ...

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
</tr>
<tr>
<td>02</td>
</tr>
<tr>
<td>03</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>fairly satisfactory,</td>
</tr>
<tr>
<td>fairly satisfactory,</td>
</tr>
<tr>
<td>fairly satisfactory,</td>
</tr>
<tr>
<td>or very unsatisfactory?</td>
</tr>
<tr>
<td>ASK Q94</td>
</tr>
<tr>
<td>ASK Q94</td>
</tr>
<tr>
<td>ASK Q94</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>(Can't say)</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
<tr>
<td>GO TO Q95</td>
</tr>
</tbody>
</table>

94. In what ways has your learning (subject/skill at Q54) been unsatisfactory?  
PROBE FULLY

WRITE IN:          WRITE IN:          WRITE IN:
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th>Code</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GO TO Q97</td>
<td>GO TO Q97</td>
<td>GO TO Q97</td>
</tr>
<tr>
<td>2</td>
<td>ASK Q96</td>
<td>ASK Q96</td>
<td>ASK Q96</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**95** Interviewer to code from Q60a) (P.23)
- **Respondent learning for qual** (code 1 or 2)
  - 1 GO TO Q97
  - 1 GO TO Q97
  - 1 GO TO Q97
- **Respondent not learning for qual** (code 3)
  - 2 ASK Q96
  - 2 ASK Q96
  - 2 ASK Q96

**96a** Can I just check, would it have been possible for you to aim for a qualification at the end of your learning of (subject/skill at Q54)?
- **Yes**
  - 1 GO TO c)
  - 1 GO TO c)
  - 1 GO TO c)
- **No**
  - 2
  - 2
  - 2
- **Can't say**
  - 8
  - 8
  - 8

**b)** Ideally, would you have preferred to have aimed for a qualification?
- **Yes**
  - 1 NOW
  - 1 NOW
  - 1 NOW
- **No**
  - 2 GO TO
  - 2 GO TO
  - 2 GO TO
- **Can't say**
  - 8 Q98
  - 8 Q98
  - 8 Q98

**c)** Why did you decide not to aim for a qualification?
- **PROBE FULLY**

**97** For some people the fact that learning leads to a qualification is very important. For others, it is not so important. On balance, would you say that it was important that your learning might lead to a qualification, or, was it not important?
- **1**
- **2**
- **8**

(Spare) 2256-80
98a Can I just check, did your learning of (subject/skill at Q54) include following a particular course?

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>ASK b)</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q99</td>
<td>2</td>
</tr>
</tbody>
</table>

b) CARDS Q AND R. Cards Q and R list some of the problems people can face when they are trying to learn something. Firstly, can you tell me if you have had any of the problems listed on Card Q? PROBE: Which others?

<table>
<thead>
<tr>
<th>Problem</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course at inconvenient time of day</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Course at inconvenient time of year</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Course too long</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Course too short</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Course fees changed while learning</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Content of course unsuitable for me</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Course included learning about things I wasn’t interested in</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Standard of teaching inadequate</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Tutors often late for classes</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Course was cancelled</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

99a CARD R. I’d like you to look at this card please. On it are some (other) problems that people can face when they are trying to learn something. Can you tell me if you have had any of these problems, or similar problems. PROBE: Which others?

Difficulties caused by/lack of encouragement or support from:

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>-family</td>
<td>01</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>-friends</td>
<td>02</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>-employer/workmates</td>
<td>03</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>-staff at the place you learn</td>
<td>04</td>
<td>05</td>
<td>05</td>
</tr>
</tbody>
</table>

Lack of time:

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>-to go to where you learn</td>
<td>ASK b)</td>
<td>ASK b)</td>
<td>ASK b)</td>
</tr>
<tr>
<td>-to learn at home</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>- at work</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Problems getting to the place where you learn</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Problems paying for learning, or for things it requires</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Problems getting time off work</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Problems with childcare</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Found learning difficult</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Other problems (SPECIFY)</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

|                       | 14 | 14 | 14 |
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GO TO d)</td>
<td>1</td>
<td>GO TO d)</td>
</tr>
<tr>
<td>2</td>
<td>ASK c)</td>
<td>2</td>
<td>ASK c)</td>
</tr>
</tbody>
</table>

#### b) INTERVIEWER TO CODE FROM Q99a):
- One code ringed at a)
- More than one code ringed at a)

#### c) CARD R. Which of these problems was the most difficult to face at the time you were doing this learning?

WRITE IN CODE NO. FROM Q99a)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### d) In what way did you have a problem with READ OUT CODE FROM c) OR a). PROBE FULLY

WRITE IN: WRITE IN: WRITE IN:

### 100 Has this experience of learning...

READ OUT ...

- made you want to do more learning,
- put you off doing more learning,
- has it not made any difference to how you feel about learning

(Can't say)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### 101 Would you advise someone in a similar position to the one you were in before you started learning, to learn about (subject/skill at Q54)?

#### a) Yes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### No

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Can't say

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### 102 And would you advise the same person to learn about (subject/skill at Q54) in the way that you did?

#### a) Yes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### No

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Can't say

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

(Spare)

2350-80
102 INTERVIEWER TO CODE FROM Q59

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 GO TO Q103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 GO TO Q103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 GO TO Q103</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) When you finished this period of learning did you get any guidance about how you could use this learning in the future? IF YES: Where did you go? PROBE: Where else?

- Nowhere
- Public libraries
- Personnel/Training officer/Employer
- Evening Inst./Adult Education Centre
- Further Education college/
- Tech. col/Pvt training/Educ. Centre
- Community centre
- Workers educational association
- Training & Enterprise Council (TEC or LEC)
- Town Hall/Council offices
- Citizens Advice Bureau
- Poly/University or college of HE
- Skill centre
- Jobcentre or Jobclub/Careers Service
- Local school
- Friends/workmates, family
- Adverts, newspapers, leaflets
- Other (SPECIFY)

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>00</td>
<td>00</td>
<td>00</td>
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<td>01</td>
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<td></td>
<td>09</td>
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<td>10</td>
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<td>11</td>
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<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
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<tr>
<td></td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

So can I just check, when you finished this period of learning, did you get any advice or guidance from someone specially trained to help people decide about learning or careers?

- Yes
- No
- Can’t say

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

And, on the whole, was the advice you received ... READ OUT...

- ... very useful, 1
- fairly useful, 2
- not very useful, 3
- or not at all useful? 4
- (Can’t say) 8
103 INTERVIEWER CHECK BACK TO Q53 (P 22) AND ENSURE Q54 TO Q102c) ASKED FOR ALL LEARNING CODED AT Q53

104 INTERVIEWER TO CODE FROM Q59 (P. 23):

learning now or in last four weeks
(code 1 in any of columns ringed at Q59)
1 ASK Q105

learning in last three years only
(code 2 in all columns ringed at Q59)
2 GO TO SECTION 4, Q113 (P. 40)

105 CARD S. Looking at this card again, how likely is it that you will start any more learning in the next two to three years. This includes learning that is not relevant to a job or getting a job. Would you say that it is READ OUT

very likely.
1 ASK Q106

fairly likely.
2

fairly unlikely.
3

or, very unlikely that you will be doing more learning in the next two to three years?
4 GO TO Q107

(Can't say)
8

106 And will some, or all, of this learning be relevant to a job or getting a job?

Yes 1 GO TO Q108

No 2 ASK Q107

Can't say 8

107 INTERVIEWER READ TEXT IN BRACKETS IF CODE 2 OR 8 AT Q106

Why are you unlikely, in the next two to three years, to do some more learning (that is relevant to a job or getting a job)? PROBE FULLY

857-52
108. I'd now like to talk about the learning relevant to a job or getting a job that you are likely to do. Firstly, have you made definite plans to start this learning in the next year?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

109. Thinking of your likely future learning, do you expect this will be organised by your employer?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

110. And do you know now what subject or skill you are likely to learn about in the next two to three years?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK Q111</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q112</td>
</tr>
</tbody>
</table>

111. CARD T. On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your likely learning of (subject/skill), which of the items on this card best describes the reasons you will start your learning?

- to get a job: 01
- to get a job with a different employer: 02
- to change the type of work I do: 03
- to gain a promotion: 04
- to gain a rise in earnings: 05
- to make my work more satisfying: 06
- to help me get onto a future course of learning: 07
- I will have no choice - employer chooses: 08
- I will have no choice - benefit requirement: 09
- no other learning available: 10

Other (SPECIFY) -------------------------------------- 11
And will this future learning aim at obtaining a particular qualification?
IF YES: What qualification is that?

No qualification aimed for 01
Don't know if qualification aimed for 02
Don't know which qualification aimed for 03

QUALIFICATION

YTS Certificate 04
GCSE 05
A level, A/S level, S Level 06
RSA/Pitmans 07
City and Guilds 08
National or general BTEC, ONC or OND 09
GSVQ/GNVQ 10
SVQ/NVQ 11
Nursing qualification 12
Teaching qualification (including TEFL) 13
Higher BTEC, HNC, HND 14
First degree/diploma 15
Higher degree (e.g. Ph.D.) 16
Other professional qualification 17
Other qualification (SPECIFY) 18
Can't say 98

GO TO SECTION 4, Q126 (P 46)
SECTION 4: FUTURE LEARNING

113. CARD S. Can you look at this card again please. Apart from any learning you are doing now, how likely is it that you will start any learning in the next two to three years. This includes learning that is not relevant to a job or getting a job. Would you say that it is ... READ OUT ...

... very likely, 1 ASK Q114
fairly likely, 2
not very likely, 3
or, very unlikely that you will do any learning in the next two to three years? 4 GO TO Q119
(Can’t say) 8

114. And will some, or all, of this learning be relevant to a job or getting a job?

Yes 1 ASK Q115
No 2 GO TO Q119
Can’t say 8

115a) I’d now like to talk about the learning you are likely to do that is relevant to a job or getting a job. Firstly, have you made definite plans to start this learning in the next year?

Yes 1
No 2
Can’t say 8

b) Thinking of your likely future learning, do you expect this will be organised by your employer or a future employer?

Yes 1
No 2

116. And do you know now what subject or skill you are likely to learn about in the next two to three years?

Yes 1 ASK Q117
No 2 GO TO Q118
CARD T. On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your likely learning of (subject/skill), which of the items on this card best describes the reasons you will start your learning?

CODE ONE ONLY

to get a job 01

to get a job with a different employer 02

to change the type of work I do 03

to gain a promotion 04

to gain a rise in earnings 05

to make my work more satisfying 06

to help me get onto a future course of learning 07

I will have no choice - employer will choose 08

I will have no choice - benefit requirement 09

no other learning available 10

Other (SPECIFY) ---------------------------------- 11

And will this future learning aim at obtaining a particular qualification?
IF YES: 'What qualification is that'?

- No qualification aimed for 01

Don't know if qualification aimed for 02

Don't know which qualification aimed for 03

QUALIFICATION

YTS Certificate 04

GCSE 05

A level, A/S level, S Level 06

RSA/Pitmans 07

City and Guilds 08

National or general BTEC, ONC or OND 09

GSVQ/GNVQ 10

SVQ/NVQ 11

Nursing qualification (including TEFL) 12

Higher BTEC, HNC, HND 13

First degree/diploma 14

Higher degree (eg PhD) 15

Other professional qualification 16

Other qualification (SPECIFY) ------------------------ 17

Can't say 98

NOW GO TO Q124 (P.45)
119a) Would you like to do some learning that is relevant to a job or getting a job in the next two to three years?

   Yes  1 ASK b)
   No  2 GO TO Q122

b) Why would you like to do some learning in the next two to three years, that is relevant to a job or getting a job?
   PROBE FULLY

120. CARD U. This card shows some of the reasons that might make it difficult for people to do some learning. Which reasons on this card make it unlikely that you will do any learning in the next two to three years? PROBE: Which others?
   CODE ALL THAT APPLY

   I cannot afford to
   I do not have the qualifications I would need
   I do not have the abilities I would need
   I am too nervous about the idea of starting learning
   I have to look after children/other dependents
   I am too ill or disabled
   There are no suitable learning opportunities near me
   I do not know about the types of learning available
   My family circumstances would make it difficult
   I would not be able to get time off work
   I have tried to do learning in the past and it has been unsuccessful

   Other (SPECIFY) ________________________________

   Can't say

121. INTERVIEWER: CHECK IF MORE THAN ONE CODE RINGED AT Q120. IF MORE THAN ONE CODE RINGED
   ASK: Which of these reasons is the most important?

   WRITE IN CODE NUMBER: ________

   OR CODE: Can't say

   OR: One code only ringed at Q8

   NOW GO TO Q124 (P.45)
GIVE SHUFFLE CARDS TO RESPONDENTS
On these cards are some of the reasons people have for not wanting to do learning that is relevant to a job or getting a job. Could you sort the cards into two piles - the reasons which apply to you, and the reasons which do not apply to you.

(a) REASONS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I finish work I just want to relax</td>
<td>01</td>
</tr>
<tr>
<td>I'm too busy with my work to spend time learning</td>
<td>02</td>
</tr>
<tr>
<td>I haven't got time because of my family</td>
<td>03</td>
</tr>
<tr>
<td>Learning would be too expensive</td>
<td>04</td>
</tr>
<tr>
<td>There are no opportunities for learning round here</td>
<td>05</td>
</tr>
<tr>
<td>I can't find the sort of learning that I want to do</td>
<td>06</td>
</tr>
<tr>
<td>I don't know anything about the opportunities round here</td>
<td>07</td>
</tr>
<tr>
<td>I didn't enjoy learning when I was younger</td>
<td>08</td>
</tr>
<tr>
<td>The learning system isn't for people like me</td>
<td>09</td>
</tr>
<tr>
<td>I'm too old to learn</td>
<td>10</td>
</tr>
<tr>
<td>I'm too young to learn</td>
<td>11</td>
</tr>
<tr>
<td>I don't have the qualifications you need for learning</td>
<td>12</td>
</tr>
<tr>
<td>I don't have the abilities you need for learning</td>
<td>13</td>
</tr>
<tr>
<td>I don't need to learn new things for work</td>
<td>14</td>
</tr>
<tr>
<td>What's the point of learning new things - it won't do me any good</td>
<td>15</td>
</tr>
<tr>
<td>(I really just don't want to learn)</td>
<td>16</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>17</td>
</tr>
</tbody>
</table>

(b) MAIN REASON

<table>
<thead>
<tr>
<th>MAIN REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
</tr>
<tr>
<td>02</td>
</tr>
<tr>
<td>03</td>
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<tr>
<td>04</td>
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<td>05</td>
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<td>15</td>
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<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

IF MORE THAN ONE CODE RINGED AT Q122a)
b) Which of these is the main reason for your not wanting to do learning relevant to a job or getting a job? RING APPROPRIATE CODE IN COL (b) ABOVE

INTERVIEWER TO CODE MAIN REASON NOT INTERESTED FROM Q122a) or b)

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Code Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASK Q123a)</td>
</tr>
<tr>
<td>2</td>
<td>ASK Q123b)</td>
</tr>
<tr>
<td>3</td>
<td>GO TO Q123c)</td>
</tr>
<tr>
<td>4</td>
<td>GO TO Q123d)</td>
</tr>
<tr>
<td>5</td>
<td>GO TO Q123e)</td>
</tr>
<tr>
<td>6</td>
<td>GO TO Q123f)</td>
</tr>
</tbody>
</table>

Work related (codes 01, 02)
Publicity related (code 07)
Availability related (code 05, 06)
Learning system related (codes 08, 09, 10, 11, 12, 13)
Money related (code 04)
Situation related (codes 03, 14, 15, 16, 17)
123a) Some people's employers allow them time off so they can learn new subjects or skills. If your employer was to do this, would you be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not applicable (self-employed)</td>
<td>3</td>
<td>NOW GO TO g</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b) In some areas learning is being better publicised. If this was to happen in your area would you be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>NOW GO TO g</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

c) In some areas, more opportunities for learning are being set up. If this was to happen in your area, would you be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>NOW GO TO g</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

d) In some areas learning attracts people from many different backgrounds. These people have different levels of ability and are of a variety of ages. If this was to happen in your area, would be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>NOW GO TO g</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

e) For people in certain circumstances some of the costs of learning can be reduced. If, in your case, some of the costs of learning were reduced would you be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>NOW GO TO g</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

f) What if your situation changed - say you got a new job or your family commitments were different? If this was to happen would you be interested in doing some learning?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
g) Some people's employers pay for, or help to pay for, their employees learning. If your employer or a future employer was to do this, would you be interested in doing some learning?

| Yes | 1 |
| No  | 2 |
| Not applicable | 3 |
| Can't say | 8 |

124 CARD V. On this card are some of the views people can have when someone they know is doing some learning.

a) If you were thinking of doing some learning that was relevant to a job or getting a job, how would your family feel about it? Please choose your answer from the card INTERVIEWER. RING APPROPRIATE CODE AT COLUMN A BELOW

b) And how would your friends feel about you doing learning related to your work or career? RING APPROPRIATE CODE AT COLUMN B BELOW

c) How would the people you work with feel about it? RING APPROPRIATE CODE AT COLUMN C BELOW

d) And how would your employer feel about it? RING APPROPRIATE CODE AT COLUMN D BELOW

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Friends</td>
<td>Workmates</td>
<td>Employers</td>
</tr>
<tr>
<td>$819$</td>
<td>$820$</td>
<td>$821$</td>
<td>$822$</td>
</tr>
</tbody>
</table>

- Very happy and generally encouraging: 1 1 1 1
- Fairly happy but would have some reservations: 2 2 2 2
- Wouldn't mind or not bothered either way: 3 3 3 3
- Disapproving or would not understand why I bothered: 4 4 4 4
- Totally opposed to it or would not know about my studies: 5 5 5 5
- (Don't know how they would feel): 6 6 6 6
- Not applicable: 7 7 7 7
125a) CARD V. What about if you were thinking of doing some learning that was not relevant to a job or getting a job? Again, looking at this card, how would your family feel about you doing this kind of learning? INTERVIEWER: RING APPROPRIATE CODE AT COLUMN A BELOW

b) And how would your friends feel about you doing learning that was not related to your work or career? RING APPROPRIATE CODE AT COLUMN B BELOW

c) How would the people you work with feel about it? RING APPROPRIATE CODE AT COLUMN C BELOW

d) And how would your employer feel about you doing learning that was not related to your work or career? RING APPROPRIATE CODE AT COLUMN D BELOW

<table>
<thead>
<tr>
<th></th>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>823</td>
<td>824</td>
<td>825</td>
<td>826</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very happy and generally encouraging</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fairly happy but would have some reservations</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Wouldn't mind or not bothered either way</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Disapproving or would not understand why I bothered</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Totally opposed to it or would not know about my studies</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>(Don't know how they would feel)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Not applicable</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

126a) INTERVIEWER TO CODE AGE FINISHED FT CONTINUOUS EDUCATION FROM Q24 (P.9):

WRITE IN YEARS □ □

OR CODE: Can't say 98
INTERVIEWER: INSERT AGE FROM a) INTO QUESTION WORDING WHERE STATED. IF "CANT SAY" AT a) READ TEXT IN ITALICS

Can I just check, apart from any qualifications you have told me about, have you obtained any other qualifications since you (were [age at Q126a]/left full time continuous education)? IF YES: Which qualification? PROBE: Which others?

CODE ALL THAT APPLY

No qualification obtained 01
Don't know which qualification obtained 02
Youth Training Certificate 03
GCSE 04
A level, A/S level, S Level 05
RSA/Pitmans 06
City and Guilds 07
National or general BTEC, ONC or OND 08
GNVQ/GSVQ 09
NVQ/SVQ 10
Nursing qualification 11
Teaching qualification (including TEFL) 12
Higher BTEC, HNC, HND 13
First degree/diploma 14
Higher degree (eg PhD) 15
Other professional qualification 16
Other qualification (SPECIFY) 17

And, apart from any attempts you have told me about, have you tried for, but not obtained, any qualifications since you (were [age at Q126a]/left full time continuous education)? IF YES: Which qualifications were they?

PROBE Which others?

CODE ALL THAT APPLY

Has not tried for any qualification which was not obtained 01
Don't know which qualification tried for but not obtained 02
Youth Training Certificate 03
GCSE 04
A level, A/S level, S Level 05
RSA/Pitmans 06
City and Guilds 07
National or general BTEC, ONC or OND 08
GNVQ/GSVQ 09
NVQ/SVQ 10
Nursing qualification 11
Teaching qualification (including TEFL) 12
Higher BTEC, HNC, HND 13
First degree/diploma 14
Higher degree (eg PhD) 15
Other professional qualification 16
Other qualification (SPECIFY) 17
SECTION 5: AWARENESS AND ATTITUDES

ALL:

128a) I'd now like to talk a bit more about learning relevant to a job or getting a job. Firstly, if someone asked you how they could find out more about opportunities for this kind of learning in your area what would you advise them to do? PROBE: What else? DO NOT PROMPT. CODE ALL THAT APPLY AT b) IN GRID

b) CARD W. And which of the things on this card could people in your area do to find out more about opportunities for learning that is relevant to a job or getting a job. PROBE: Which others? CODE ALL THAT APPLY AT c) IN GRID

<table>
<thead>
<tr>
<th>Public library</th>
<th>Personnel or training officer/Employer</th>
<th>Evening Institute/Adult Education Centre</th>
<th>Further Education College/Technical College</th>
<th>Private training/Education Centre</th>
<th>Community Centre</th>
<th>Workers Educational Association</th>
<th>Training and Enterprise Council (TEC)</th>
<th>Town Hall/Council offices</th>
<th>Citizens Advice Bureau</th>
<th>Polytechnic, University, College of HE</th>
<th>Skill centre</th>
<th>Jobcentre/Jobclub</th>
<th>Careers Adviser</th>
<th>Local school</th>
<th>Talk to friends, workmates</th>
<th>Read newspaper, adverts</th>
<th>Other (SPECIFY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>01</td>
<td>01</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

NONE/NOT APPLICABLE

Can't say 98
129a) CARD W. Again looking at this card, which would you prefer to use if you wanted some information about opportunities for learning that is relevant to a job or getting a job? PROBE: Which others would you prefer to use? CODE ALL THAT APPLY at a) IN GRID

b) CARD W. And what about if you wanted to find out about ways you could pay for this kind of learning? Which would you prefer to use to find this out? PROBE: Which others CODE ALL THAT APPLY at b)

c) CARD W. And what if you wanted to talk to someone about what you could learn? Who would you feel comfortable asking for advice and guidance about learning relevant to a job or getting a job? PROBE: Who else? CODE ALL THAT APPLY at c) IN GRID

d) CARD W. Have you ever visited or used any of the things on this card in order to find out about the opportunities available to you for learning that is relevant to a job or getting a job? PROBE: Which others? CODE ALL THAT APPLY at d) IN GRID

<table>
<thead>
<tr>
<th>(a) Information</th>
<th>(b) Payment</th>
<th>(c) Advice</th>
<th>(d) Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1108-80</td>
<td>1209-80</td>
<td>1309-80</td>
<td>1409-80</td>
</tr>
</tbody>
</table>

| Public library | 01 | 01 | 01 | 01 |
| Personnel or training officer/Employer | 02 | 02 | 02 | 02 |
| Evening Institute/Adult Education Centre | 03 | 03 | 03 | 03 |
| Further Education College/Technical College | 04 | 04 | 04 | 04 |
| Private training/Education Centre | 05 | 05 | 05 | 05 |
| Community Centre | 06 | 06 | 06 | 06 |
| Workers Educational Association | 07 | 07 | 07 | 07 |
| Training and (Local) Enterprise Council (TEC or LEC) | 08 | 08 | 08 | 08 |
| Town Hall/Council offices | 09 | 09 | 09 | 09 |
| Citizens Advice Bureau | 10 | 10 | 10 | 10 |
| Polytechnic, University, College of HE | 11 | 11 | 11 | 11 |
| Skill centre | 12 | 12 | 12 | 12 |
| Jobcentre/Jobclub | 13 | 13 | 13 | 13 |
| Careers Adviser | 14 | 14 | 14 | 14 |
| Local school | 15 | 15 | 15 | 15 |
| Talk to friends, workmates | 16 | 16 | 16 | 16 |
| Read newspaper, adverts | 17 | 17 | 17 | 17 |
| Other (SPECIFY) | 18 | 18 | 18 | 18 |
| NONE/NOT APPLICABLE | 19 | 19 | 19 | 19 |
| Can't say | 98 | 98 | 98 | 98 |
130a) Some people who want to learn skills useful for their career can borrow money from the bank and get help with the interest payments. Were you aware of this system?  
Yes 1  
No 2  
Can't say 8  

b) Have you ever heard of Career Development Loans?  
Yes 1  
No 2  
Can't say 8  

c) Would you personally be interested in finding out more about borrowing money in this way to pay for training?  
Yes 1  
No 2  
Can't say 8  

131. Would you be interested in finding out about a system where money was available so that people could choose between doing selected types of learning relevant to jobs?  
Yes 1  
No 2  
Can't say 8  

132a) Have you ever heard of people getting tax relief for job related training?  
Yes 1  
No 2  
Can't say 8  

b) Would you personally be interested in finding out more about tax relief which reduces the cost of job related training?  
Yes 1  
No 2  
Can't say 8  

GO TO Q131  

1514  

132c) Where would you go to find out more about tax relief for job related training?  
PROBE: Where else?

1515-20
133a) Some people choose to learn at a time, place and speed which suits them. This often means that they learn at home. Were you aware of this system?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

b) Have you ever heard of Open Learning?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

134 Would you personally be interested in finding out more about Open Learning?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

---

Now for some more general questions.

CARD X. I am going to read you a list of things that people have said they look for in a job. Please tell me, from this card, how important each thing is to you.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Friendly people to work with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b) Good promotion prospects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c) Good pay</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d) Good relations with your supervisor or manager</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e) A secure job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f) A job where you can use your initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g) Work you like doing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h) Convenient hours of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i) Choice in your hours of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j) The opportunity to use your abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k) Good fringe benefits</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l) An easy work load</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m) Good training provided</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n) Good physical working conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>o) A lot of variety in the type of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
136. CARD Y. Please tell me whether you agree or disagree with this statement: If I had enough money to live comfortably for the rest of my life, I would still want to work.

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree strongly</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Disagree strongly</td>
<td>5</td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
</tr>
</tbody>
</table>

137. CARD Y. I will now read out a list of statements people have made about different types of learning. For each one, please tell me, from this card, how much you agree or disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) People who get training find their jobs more interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>b) People who get trained at work end up with promotion or better pay</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>c) Training at work is only for young people or people starting new jobs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d) Learning new things in your own time can make you more employable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>e) People should not be expected to learn new skills for their career in their own time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>f) Learning new things in your own time can be very satisfying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>g) I haven't the motivation to learn on my own at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>h) People get more out of learning they have chosen to do than they get from learning they are made to do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Agree strongly</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
<td>Disagree strongly</td>
<td>(Don't know)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1) There is not enough information available about the different sorts of learning you can do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2) There is not enough advice and help available about the different sorts of learning people can do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3) There is a lot of choice around for people with learning needs like mine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>4) There are ample opportunities for people to learn if they want to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5) It is important that people who are learning have clear information about what they are getting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>6) I would feel out of place going to evening classes in a college or school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>7) Colleges should be more flexible and make learning available when people want it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>8) Learning is something that people do throughout their life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>9) People who learn usually get value for money</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>10) Learning is expensive and I can't afford it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>11) I don't see why I should pay for learning that is to do with my job or career</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>12) The government or employers should pay for learning that is to do with jobs or careers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>13) Learning is an important part of everyone's life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>14) It is important that learners' rights be written into a charter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
138. Finally, a few questions about yourself. Can you tell me, firstly, does your household own this accommodation, or rent it from the local authority, or rent it privately?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Own (include buying)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Rent from LA/New Town</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rent from housing association/Co-op/Housing Trust</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rent privately</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rent free/squatting</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lives in institution (nursing, B&amp;B, etc.)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Other (SPECIFY)</td>
<td></td>
</tr>
</tbody>
</table>

139. INTERVIEWER CODE TYPE OF ACCOMMODATION LIVED IN:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whole house</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bungalow</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Purpose-built flat/maisonette/bedsitter in converted home</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Room(s) not self-contained</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Caravan/mobile home</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Other (SPECIFY)</td>
<td></td>
</tr>
</tbody>
</table>

140. And how long have you been living in this house/flat?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 1 year</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 year, but less than 2 years</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2 years, but less than 5 years</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5 years, but less than 10 years</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10 years or more</td>
<td></td>
</tr>
</tbody>
</table>

141. Do you (or your spouse/partner) currently receive Housing Benefit from your local authority or local DSS office?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Can't say</td>
<td></td>
</tr>
</tbody>
</table>
CARD Z  Which of the codes on this card represents the total income of your household from all sources before tax? Please just tell me the code number.

NOTE  INCLUDE INCOME FROM BENEFIT, SAVINGS, ETC.

WRITE IN CODE NUMBER

OR CODE  Refused 97
Can't say 98

INTERVIEWER TO CODE FROM Q1 (P1).

Respondent in paid work (codes 01, 02) 1 ASK Q144
Respondent not in paid work (codes 03-11) 2 GO TO Q146

CARD Z  And which of the codes on this card represents your own gross or total earnings, before deduction of income tax and national insurance?

WRITE IN CODE NUMBER

OR CODE:  Refused 97
Can't say 98

And how many hours do you usually work for that pay, excluding meal times and breaks, but including paid overtime?

HALF HOURS ROUND UP  WRITE IN WEEKLY HOURS

CARD AA. To which of these groups do you consider you belong?

White 01
Black of African or Caribbean or other origin 02
Asian - of Indian origin 03
- of Pakistani origin 04
- of Bangladeshi origin 05
- of Chinese origin 06
Other (SPECIFY) __________________________ 07
Refused 97
147. And finally, what language do you mainly speak at home?

Other European language (SPECIFY) ____________________________

English 01
Greek 02
Spanish 03
Turkish 04
Arabic 06
Bengali 07
Chinese 08
Gujarati 09
Hindi 10
Urdu 11

Other non-European language (SPECIFY) ____________________________

Refused 12
Can't say 98

148. INTERVIEWER TO CODE NATURE OF AREA:
CODE ONE ONLY

Urban/City Centre 1
Surburban residential 2
Rural residential/village centre 3
Rural (eg agricultural with isolated dwellings or small hamlets) 4

149. INTERVIEWER TO CODE PREDOMINANT LAND USE OF AREA:
CODE ALL THAT APPLY

Residential 1
(commercial (shopping area/offices) 2
Industrial (heavy and light) 3
Civic/institutional council offices, courts, hospitals) 4
Open space (agricultural land, parkland, public open space) 5
Agricultural (farm houses, cottages, other dwellings in isolated situations) 6

150. INTERVIEWER: ENTER TIME

151. Thank you very much for helping us with this survey. It has been most useful.

152. Date of Interview D D M M Y Y

153. INTERVIEWER NAME ________________________________________
Learning means ...
practising, studying, reading,
or, being taught, instructed or coached

... so that you can develop ...

skills, knowledge or understanding

This leads to ...
the ability to do something new,
improving skills you already have,
or increasing your knowledge about something

Learning can also be called ...
education or training

Learning can be ...
regular (each day, week, or month)
or just for a short period of time,

full-time or part-time,
at home, at work, or in another place like a local college,
to get a qualification or not

We are interested in any learning you have
done - even if you did not finish it
I am:

Working in a full-time (30+ hours) paid job

Working in a part-time (<30 hours) paid job

Unemployed, signing on and looking for work

Unemployed, not signing on, but looking for work

Unemployed and not looking for work at the moment

Unemployed and sick

In full-time education (22+ hours)

Looking after family/home

On a government scheme

Retired

Other activity (please say what)
Reasons for leaving my job:

To start (or get) a better/more convenient job

To set up my own business

To take early retirement

To look after home, children, or relative

I will leave for health reasons

I will leave to study or train

Other reason (please say what)
Reasons for leaving last job:

The firm closed down

I was declared redundant

My contract of employment expired

I took early retirement

I was dismissed

I decided to leave to look after my home, my children or another relative

I left because of my health

I wanted to start a course of studying or training

Another reason (please say what)
Full-time continuous education includes:

... school/6th form college

and

any full-time courses or full-time training programmes (like Youth Training) ...

... that you did within two years of leaving school
UK Postgraduate degree
UK University/CNAA first degree
Diploma of Higher Education

English examinations:
- GCE A level/Higher School Cert
- GCE O level/School Cert/Matric
- GCSE Grades A-C
- GCSE Grades D-G
- CSE Grade 1
- CSE Grades 2-5/Ungraded

Scottish examinations:
- Certificate of 6th Year Studies
- SCE/SLC/SUPE Higher Grade
- SUPE/SLC Lower or Ordinary Grade
- SCE Grades A-C or 1-3
- SCE Grades D or E or 4 or 5

- Other qualification (please say what)
- Recognised Trade Apprenticeship completed
- Clerical or commercial qualification (eg. RSA or Pitmans, typing, short-hand, book-keeping, commerce)
- NVQ/SVQ
- GNVQ/GSVQ
- City & Guilds Cert:
  - Craft/Intermediate/Ordinary/Part I
  - Advanced/Final/Part II
  - Full technological/Part III
- Youth Training Certificate
- Ordinary National Certificate (ONC) or Diploma (OND)
- BEC/TEC National/General Certificate or Diploma
- SCOTVEC
- Higher National Certificate (HNC) or Higher Diploma (HND)
- Teaching qualification (including TEFL)
- Nursing qualification (eg. SEN, SRN, SCM)
- Other vocational qualification (please say what)
- Other professional qualification (please say what)
Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly
UK Postgraduate degree

UK University/CNAA first degree

Diploma of Higher Education

A level, A/S level, S level

GCSE

Other qualification (please say what)
• UK Postgraduate degree
• UK University/CNAA first degree
• Diploma of Higher Education

English examinations:
• GCE A level/Higher School Cert
• GCE O level/School Cert/Matric
• GCSE Grades A-C
• GCSE Grades D-G
• CSE Grade 1
• CSE Grades 2-5/Ungraded

Scottish examinations:
• Certificate of 6th Year Studies
• SCE/SLC/SUPE Higher Grade
• SUPE/SLC Lower or Ordinary Grade
• SCE Grades A-C or 1-3
• SCE Grades D or E or 4 or 5

• Other qualification (please say what)
• Recognised Trade Apprenticeship completed
• Clerical or commercial qualification (eg. RSA or Pitmans, typing, short-hand, book-keeping, commerce)
• NVQ/SVQ
• GNVQ/GSVQ
• City & Guilds Cert:
  - Craft/Intermediate/Ordinary/Part I
  - Advanced/Final/Part II
  - Full technological/Part III
• Youth Training Certificate
• Ordinary National Certificate (ONC) or Diploma (OND)
• BEC/TEC National/General Certificate or Diploma
• SCOTVEC
• Higher National Certificate (HNC) or Higher Diploma (HND)
• Teaching qualification (including TEFL)
• Nursing qualification (eg. SEN, SRN, SCM)
• Other vocational qualification (please say what)
• Other professional qualification (please say what)
Learning means ...

    practising, studying, reading,
or, being taught, instructed or coached

    ... so that you can develop ...

    skills, knowledge or understanding

This leads to ...

    the ability to do something new,
improving skills you already have,
or increasing your knowledge about something

Learning can also be called ...

    education or training

Learning can be ...

    regular (each day, week, or month)
or just for a short period of time,

    full-time or part-time,

at home, at work, or in another place like a local college,

    to get a qualification or not

We are interested in any learning you have
done - even if you did not finish it
I do not have to pay any fees

My fees are/were paid by:

Myself, my family, or another relative

My employer or a potential employer

The *Training for work* programme, YT, YTS, or ET

Training Credits

Another government or local authority organisation

A Charitable Trust or other non-government organisation

Another source (please say what)
I did not take out a loan

Types of loan taken out:

Loan from bank

Loan from employer

Loan from family/friend

Student loan

Career Development Loan (or CDL)

Other loan (please say which)

I don't know which loan I took out
My learning did not lead to any costs like those below

Costs:

Loss of wages or salary

Loss of overtime wages

Loss of benefit(s)

Cost of childcare

Cost of travel

Cost of equipment like books

Other costs (please say what)
Reasons for starting learning:

To get a job

To get a job with a different employer

To change the type of work I do

To gain a promotion

To gain a rise in earnings

To make my work more satisfying

To help me get onto a future course of learning

My employer chose the learning I did

I did the learning to satisfy benefit requirements

It was the only kind of learning available

Another reason (please say what)
Events which can happen after learning:

Getting a job

Getting a job with a different employer

A change in the type of work I do

A promotion

A pay rise

Increasing satisfaction in the work I do

Acceptance onto another course of learning

Another event (please say what)
I have not had any problems like those below

Problems with courses:

Course at an inconvenient time of day

Course at an inconvenient time of year

The course was too long

The course was too short

The course fees changed while I was learning

The content of the course was unsuitable for me

The course included learning about things I was not interested in

The standard of teaching was inadequate

The tutors were often late for classes

The course was cancelled

Another problem with the course (please say what)
I have not had any problems like the ones below

Problems some people can have:

Difficulties caused by or lack of encouragement or support from:

- My family
- My friends
- My employer or the people I work with
- The staff at the place where I learn

Lack of time:
- To go to where learning occurs
- To learn at home
- To learn at work

Problems getting to the place where I learn
Problems paying for learning or for things it requires
Problems getting time off work
Problems arranging childcare
I found the learning difficult
Other problems (please say what)
LEARNING

Learning means ...

practising, studying, reading,
or, being taught, instructed or coached

... so that you can develop ...

skills, knowledge or understanding

This leads to ...

the ability to do something new,
improving skills you already have,
or increasing your knowledge about something

Learning can also be called ...

education or training

Learning can be ...

regular (each day, week, or month)
or just for a short period of time,

full-time or part-time,

at home, at work, or in another place like a local college,

to get a qualification or not

We are interested in any learning you have
done - even if you did not finish it
Reasons for starting learning:

To get a job

To get a job with a different employer

To change the type of work I do

To gain a promotion

To gain a rise in earnings

To make my work more satisfying

To help me get onto a future course of learning

My employer will choose the learning I do

I will do the learning to satisfy benefit requirements

It is the only kind of learning available

Another reason (please say what)
I am unlikely to do any learning in the next few years because:

I cannot afford to

I do not have the qualifications I would need

I do not have the abilities I would need

I am too nervous about the idea of starting learning

I have to look after children/other dependents

I am too ill or disabled

There are no suitable learning opportunities near me

I do not know about the types of learning available

My family circumstances would make it difficult

I would not be able to get time off work

I have tried to do learning in the past and it has been unsuccessful

Another reason (please say what)
Very happy and generally encouraging

Fairly happy but would have some reservations

They wouldn't mind or would not be bothered either way

Disapproving or would not understand why I bothered

Totally opposed to it (or I would not tell them about my studies)
Public library
Personnel or training officer/Employer
Evening Institute/Adult Education Centre
Further Education College/Technical College
Private training/Education Centre
Community Centre
Workers Educational Association
Training and Enterprise Council (TEC) or Local Enterprise Council (LEC)
Town Hall/Council offices
Citizens Advice Bureau
Polytechnic, University, College of Higher Education
Skill centre
Jobcentre/Jobclub
Careers Adviser
Local school
Talk to friends, workmates
Read newspaper, adverts
Another way (please say what)
Essential

Very Important

Fairly Important

Not very Important
Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly
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<tr>
<th>Weekly</th>
<th>Code</th>
<th>Annual</th>
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<td>04</td>
<td>Less than £2,600</td>
</tr>
<tr>
<td>£50 - £99</td>
<td>02</td>
<td>£2,600 - £5,199</td>
</tr>
<tr>
<td>£100 - £149</td>
<td>10</td>
<td>£5,200 - £7,799</td>
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<td>£150 - £199</td>
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<td>08</td>
<td>£15,600 - £20,799</td>
</tr>
<tr>
<td>£400 - £499</td>
<td>03</td>
<td>£20,800 - £25,999</td>
</tr>
<tr>
<td>£500 - £599</td>
<td>06</td>
<td>£26,000 - £31,199</td>
</tr>
<tr>
<td>£600 or over</td>
<td>09</td>
<td>£31,200 or over</td>
</tr>
</tbody>
</table>
White

Black: of African or Caribbean or other origin

Asian: of Indian origin
       of Pakistani origin
       of Bangladeshi origin
       of Chinese origin

Other (please say what)
01 When I finish work I just want to relax

02 I'm too busy with my work to spend time learning

03 I haven't got time because of my family

04 Learning would be too expensive

05 There are no opportunities for learning round here

06 I can't find the sort of learning that I want to do

07 I don't know anything about the opportunities round here

08 I didn't enjoy learning when I was younger
09 The learning system isn't for people like me

10 I'm too old to learn

11 I'm too young to learn

12 I don't have the qualifications you need for learning

13 I don't have the abilities you need for learning

14 I don't need to learn new things for work

15 What's the point of learning new things - it won't do me any good
EMPLOYMENT DEPARTMENT
RESEARCH SERIES

The Research Series of reports was introduced in March 1992 and supersedes the Department's Research Papers (covering employment and industrial relations issues) and the Training Research and Development series.

Listed below are the current reports in the new series. Copies can be obtained free of charge from Research Management Branch, Employment Department, Room W441, Moorfoot, Sheffield S1 4PQ or by contacting our Orderline telephone number 0742 593932.

Listings of Research Papers and Training Research and Development reports can be obtained by contacting the above address or telephone number.

RES

<table>
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| 1  | Measure for Measure
    | A comparative analysis of measures to combat racial discrimination in the member states of the European Community | I Forbes and G Mead, Equal Opportunities Study Group, University of Southampton 1992 |
| 2  | New Developments in Employee Involvement
    | M Marchington, J Goodman, A Wilkinson and P Ackers, Manchester School of Management, UMIST 1992 |
| 3  | Entrepreneurship in Cleveland 1979-1989
    | A Study of the Effects of the Enterprise Culture
    | D J Storey and A Strange, Centre for Small and Medium Sized Enterprises, Warwick Business School, University of Warwick 1992 |
| 4  | Alcohol Consumption and Sickness Absence.
    | An Analysis of 1984 General Household Survey Data
    | L M Joeman, Employment Department 1992 |
| 5  | Payment Systems A Look at Current Practices
    | B Casey, J Lakey and M Whute, Policy Studies Institute September 1992 |
| 6  | New Inward Investment and the Northern Region Labour Market
    | F Peck and I Stone, Newcastle Economic Research Unit, University of Northumbria at Newcastle October 1992 |
| 7  | Final-Offer Arbitration in the UK. Incidence, processes and outcomes.
    | S Milner, Centre for Economic Performance, London School of Economics January 1993 |
| 8  | Information Requirements in Occupational Decision Making
    | Dr N C Boreham and Dr T A A Arthur, University of Manchester March 1993 |
| 9  | The Motivation to Train
    | M Crowder and K Pupryn, Minds at Work April 1993 |
| 10 | TEC Participation in National Development Activity
    | Ernst & Young May 1993 |
11. Business Growth Training Option 3 Evaluation Project

12. TECs & employers: Developing effective links.
    Part 1: a survey.

13. TECs & employers: Developing effective links.
    Part 2: TEC-employer links in six TEC areas.


15. New firm formation and small business growth in the United Kingdom: Spatial and temporal variations and determinants
    D Keeble and S Walker, Department of Geography and Small Business Research Centre, University of Cambridge, and M Robson, Department of Economics, University of Newcastle-upon-Tyne. September 1993.

16. Employment Policies for Disabled People: A review of legislation and services in fifteen countries

17. An Evaluation of Supported Employment Initiatives for Disabled People

18. Teleworking in Britain


20. Factors Influencing Individual Commitment to Lifetime Learning


22. The 1992 Survey of Industrial Tribunal Applications
    Nigel Tremlett, Social and Community Planning Research (SCPR) and Nitya Banerji, Employment Department. February 1994.

23. Thinking and Learning at Work: A report on the development and evaluation of the Thinking Skills At Work modules

24. The Early Use of Local Initiative Funds by TECs: Evoking local prosperity

25. Regional Advice Units: An examination of models for delivering advice and guidance to TECs and Department of Employment Regional Offices
    Kate Pupynin and Mary Crowder, Minds at Work. April 1994.

26. The Role of Evaluation in TEC Planning: Final report


28. Middle Managers: Their Contribution to Employee Involvement
29 An International Overview of Employment Policies and Practices Towards Older Workers
J Moore, B Tilson and G Whitting, ECOTEC Research and Consulting Ltd June 1994

30 Training An exploration of the word and the concept with an analysis of the implications for survey design
P Campanelli with Roger Thomas, Survey Methods Centre, SCPR, and J Channell with L McAulay and A Renouf, Research & Development Unit for English Studies, Uruversity of Birmungham July 1994

31 Individual Commitment to Lifetime Learning Individuals' Attitudes Report on the qualitative phase
S Taylor and L Spencer, Social and Community Planning Research (SCPR) July 1994

32 Individual Commitment to Lifetime Learning Individuals' Attitudes Report on the quantitative survey
A Park, Social and Community Planning Research (SCPR) July 1994
ATTITUDES TO LIFETIME LEARNING

Project Instructions

1. BACKGROUND

The Employment Department has sponsored SCPR to examine attitudes towards, and experience of, adult learning. The key objectives of the survey are to explore respondents' knowledge and experience of the present learning system and to develop an understanding of any preconditions necessary if general participation in such learning is to increase. A particular focus of the survey is upon learning which is relevant to a job or getting a job ("vocational learning"). This derives from a government desire to promote individual interest in, and responsibility for, career or job related learning.

It has been estimated that, at any one point in time, around 14% of the adult population are involved in formal or informal adult learning and that 14% of employees are receiving some form of job related training. It is expected that these two groups often overlap.

It is clear that not all types of learning are necessarily relevant to jobs or getting jobs. However, some learning which might not appear to fit into this category can, in fact, emerge as being vocationally orientated. For this reason the survey adopts a very wide definition of learning which is then refined in order to concentrate upon vocational learning. A more detailed discussion of the definitions of learning used in the survey can be found in Section 2.

The survey is concerned with the experiences and attitudes of people aged between 16 and 54. The sample is derived from the Postcode Address File (PAF) and covers England only. In order to boost the number of people in the achieved sample who are learning at the time of the survey, half the PAF addresses (known as Sample "B") will be issued on an ARF which contains a series of screening questions. The remainder of the sample, Sample "A", is not subject to these screening questions.

The development of the questionnaire was preceded by a qualitative study which aimed to identify certain key issues and themes, and to guide the format of the questionnaire. The questionnaire was pilot-tested in August 1993.
The main topics covered by the questionnaire are as follows:

- employment details, household composition, literacy and numeracy
- education (qualifications, age at which left full-time education, attitudes towards education), education of respondent's spouse, siblings and parents
- details about learning relevant to work that has been undertaken in the last three years
- details about future plans for learning and reasons why such future learning might be unlikely
- awareness of issues relating to learning, attitudes towards work and different types of learning
- background information about income, ethnicity and housing

2. DEFINITIONS

The survey relies upon the clear definition of three key concepts. These are referred to both in the questionnaire and the screening ARF used for Sample B.

2.1 Full-time continuous education

This refers to full-time education including school or 6th form college and any full-time education or full-time training (such as YT) entered into within two academic years of leaving school. Thus:

- A 20 year old on a full-time degree course who took a "year off" (or two years off) between school and college is still in full-time continuous education. So too is a 17 year old on Youth Training or another full-time vocational course.

- A 23 year old who is doing a degree and spent the time between this and school doing a full-time course at a CFE is also in full-time continuous education. Conversely, a 23 year old who has returned to full-time education after working for more than two years is not in full-time continuous education.

2.2 Learning

The main aim of this survey is to examine attitudes towards, and experiences of, learning which is "vocationally relevant". Previous research has shown, however, that many accepted definitions of vocational learning can lead some people to exclude their own experience of learning even though it is vocationally relevant. For this reason, the survey adopts a very wide definition of learning which is then carefully narrowed down to focus upon vocational learning.

The definition of learning used throughout the survey is as follows:

Learning refers to the process of acquiring skills, knowledge or understanding through instruction, teaching, coaching, practising, studying or reading. Training and education are both examples of learning. The "object" of learning is the ability to do something (or improvement of an existing ability) or the development of a body of knowledge about something (although people might not enter into learning with this as their primary aim).
Learning can be carried out in the home, at work, at college or in a university. It can be full-time or part-time, done during the day, the evening, or the night. Learning can either be relatively regular over a long period of time or can be fairly intensive over a short period of time. It does not necessarily have to lead to a qualification.

The following are all examples of learning:

- a student working for a degree (full-time or part-time)
- employees on a day-release scheme at a private training centre or the local CFE
- employees on a one week training course
- managers attending a conference or seminar
- employees who have monthly one day courses or who attend a course for a few hours a week
- employees being shown what to do by a colleague, instructor or supervisor
- an unemployed person on a government training scheme
- someone studying French/computing/flower arranging/basket-weaving each week at an evening class
- someone following a home-study course (such as a language course) or correspondence course
- someone doing a degree or diploma through the Open University or Open College
- someone who is trying to learn a skill by practising at home on a regular basis

2.3 Vocational orientation learning

Vocational orientation learning is any learning which the respondent states is relevant to a job or getting a job.

2.4 Calculation of the number of "learning activities"

At a key point in the questionnaire respondents are required to supply details of all learning that they have done in the past three years. In most cases this should not be difficult; some people, however, will have a learning history that makes it difficult to quantify the amount of learning that they have done. In such cases, the following rules should help:

- Usually one learning activity = skills/knowledge learned through one method of learning (for instance, German is studied by attending an evening course and doing the associated work at home)
• If the same subject is learned through more than one method of learning you should seek to clarify whether both methods began at the same time. For instance, a respondent might have been going to German evening classes for a year whilst also following a German cassette course. If this course began at more or less the same time as the evening course, you should code this as constituting one learning activity. However, if one method of learning preceded another you should code the person as having had two learning activities.

• Often a subject may have been learned about on more than one occasion. If the same subject does appear to have been learned about more than once, check that the respondent views their learning as separate activities rather than one on-going period of learning. If a respondent has learnt about the same subject on, say, four different occasions, this should be recorded as four examples of learning.

• Training at work can be problematic. If you are in doubt, ask the respondent whether the activities they do are seen as part of a course of training (for example, one day each month studying aspects of their job) or whether they are seen as separate training periods or sessions.

• If AT ALL in doubt, be guided by the respondent's own view of their learning.

2.5 Present and recent learning

The two key time periods used in the questionnaire relate to "present" learning (defined as learning at the time of interview or in the four weeks preceding the interview) and "recent" learning (defined as learning undertaken in the last three years).

2.6 Definitions and the questionnaire

Both "learning" and "full-time continuous education" are referred to in the questionnaire. Summaries of each concept are provided on the following showcards: ARF (learning), D (full-time education), K and S (learning).

With these showcards you are required to read through the text in the questionnaire (this matches that on the showcard) while the respondent is looking at the card. These showcards can also be used at any time if the respondent appears confused.

3. THE SAMPLE

The sample is drawn from PAF and covers 98 sampling units. Each interviewer will cover one sampling unit. The total number of issued addresses is 5880, 60 per interviewer.

The sample is divided into two similarly sized groups. These two groups, Samples A and B, are issued on different ARFs. In Sample A, all those who fit the age criteria of the survey (16 - 54) are considered eligible for interview. In Sample B, only those who meet the age criteria and are currently doing learning that is relevant to a job or getting a job are considered eligible for interview.
More information about the ARFs is given in Section 5 of these instructions.

Each interviewer will be issued with 31 ARFs for Sample A and 29 ARFs for Sample B. It is estimated that around 65% of Sample A addresses, and 22% of Sample B addresses, will contain an eligible person.

4. **NOTIFYING THE POLICE**

As is standard practice, remember to notify the local police station in the area where you will be working. You should complete a copy of the Police Notification Form that has been included in your supplies. This explains, amongst other things, how long you will be working in the area and how they can contact you, it includes a space to enter your car registration number. Attach to the form a copy of the introductory letter to respondents and hand it to the desk sergeant. It is a good idea to try and make sure these details are recorded in the book kept at the station desk. Take a note of the name and number of the officer to whom you speak and the date of your call, so that in the event of any query or complaint to the police you are fully covered. It is also useful if you can get the police to rubber-stamp a copy of the Employment Department letter for you and sign it with their name. It is reassuring for nervous or suspicious respondents to be shown that the police know about you and the survey, and that they can check with the station if they wish.

5. **THE ADDRESS RECORD FORM (ARF) AND SCREENING QUESTIONS**

There are two versions of the ARF; A (on white paper) and B (on yellow paper). Each ARF is marked A or B in a black box in the top right-hand corner.

ARF B is identical to ARF A except that it contains a series of additional screening questions. These will be explained shortly. Section 5.1 to 5.5 and 5.7 to 5.8 apply to both ARFs. Section 5.6 applies to ARF B only.

5.1 **The labels**

The address label on the front page provides details of your assignment. The PAF sample gives you an address which is defined by means of a four-digit serial number plus a check letter. This number must be written onto the questionnaire which relates to that address.

```
SN: 0401C  TYPE: B
15 SNEED ROAD
BREADHILL
NE2 5PT
SAMPLE: 01  AREA: 2
```

SN: Serial number and check letter
TYPE Sample A or B
SAMPLE: ignore
AREA: ignore
Sample B labels have a top border of asterixes.
Sample A labels do not.

The selection label adjoining the address label is for use when more than one dwelling unit or household is eligible for inclusion in the survey. The use of this label will be discussed in more detail in Section 5.4.
5.2 Front page

The front page is for you to record your visits to the address. You are required to approach the address on at least four occasions, at different times of the day and at suitably spaced times, before you classify it as unproductive. At least one of these calls should be in the evening (after 6pm) and one at the weekend.

It is very important that we achieve a high response rate, so you should keep trying to contact all your non-contacts for as long as you are working in the area. Also, if you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many as possible of those selected in the sample can we be confident that the information we get is representative of all people in England.

5.3 Questions 1 to 11 (pages 2 and 3)

These questions are concerned with ensuring that the address named on the label relates to an individual household.

Question 1 checks that the address is a residential one. Question 2 accounts for non-residential addresses. Note the distinction between business addresses, with no residents, and institutions. The survey does not cover the in-mates of institutions, such as pupils at a boarding school or students in a college hall of residence, elderly people in a nursing home, or residents of hotels. However, it does cover people living in private households on institutional premises, for example, a school caretaker in a tied cottage, or police flats where the occupants are each independently catering for themselves.

Also note that some business premises in the sample may contain a flat, such as a corner shop with a flat above, both having the same address. You must always positively check whether or not the address on the label contains a dwelling unit, where there is any possibility that it could do so.

Having ascertained that the address contains residential accommodation, you should move on to Question 3 and establish the number of occupied "dwelling units" the address contains. Questions to guide you in this task are supplied on the ARF. If you are unable to establish the number of occupied units, you should code "21" or "22" as appropriate.

Question 4 summarises the number of dwelling units contained within the address on the label. In the vast majority of cases, the address will contain a single dwelling unit. Where there is more than one dwelling unit, you will need to randomly select one to approach. This selection process is covered by questions 5 to 9 and should proceed as follows:

Question 5 requires you to list all eligible dwelling units (in flat/room number order or from the bottom to the top of the building). Each dwelling unit entered at question 5 will correspond to a "DU" code on the right of the grid which is used during the selection process.

Questions 6 and 7 summarise the procedure that you should adopt. This is summarised in Section 5.4 below.
5.4 Using the selection label

After listing all eligible dwelling units at Question 5, you should look at the selection label on the right hand side of the front page of the ARF. On the rows labelled "Person/DU", you should go to the total number of dwelling units you listed at Question 5. Directly below that number, on the row labelled "Select", you will find a code number. This tells you which of the dwelling units listed at question 5 you should select. The relevant "DU" code number from question 5 should be entered at Question 8 and the details of the selected dwelling unit recorded at Question 9.

For example

An address contains three dwelling units, flats A, B, and C. These are listed alphabetically at Question 5 so that flat A corresponds to the "DU" code 01, flat B to "DU" code 02, etc.

The selection label at the top of page 1 of the ARF is shown below:

| PERSON/DU: 1 2 3 4 5 6 |
| SELECT: 1 2 2 4 1 3 |
| PERSON/DU: 7 8 9 10 11 12 |
| SELECT: 1 3 1 2 8 6 |

Please note that each selection label allows for a maximum of 12 dwelling units at any one address. The label is generated afresh for every address, so yours will not necessarily look the same as in this example. If you find more than 12 dwelling units, refer to page 18 of these instructions.

5.5 Questions 10 and 11 (page 3)

Question 10 records the outcome of your attempts to make contact with a responsible adult at the selected dwelling unit.

Question 11 establishes the number of people living in the accommodation who are aged between 16 and 54 (the age limits for this survey).

5.6 Sample B (yellow ARF) only Questions 12 to 16 (pages 4 and 5)

These questions are designed to screen out particular groups of people.

Question 12 establishes the number of people in the household who are still in full-time time continuous education as defined in Section 2.1.

Question 13 requires you to calculate the number of eligible household members if the household contains people in full-time continuous education.

Question 14 regards only those members of the household who are not in full-time education and
should be asked in conjunction with Showcard ARF. It establishes the number of household
members who are presently doing any form of learning (learning now or in the last four weeks). Question 14a and b) have slightly different wording, depending upon whether any members of the
household are in full-time continuous education.

Question 15 is asked with reference to those household members who are presently doing some
learning. It establishes the number who are doing learning that is relevant to a job or getting a job.

5.7 Sample A: Questions 12 to 16 (page 4)
Sample B: Questions 17 to 21 (page 5)

These questions enable the selection of a respondent if more than one person in the household fulfils
the selection criteria of the ARF. In such cases, an identical procedure to that outlined in Section
5.4 above should be followed. Thus, the names of the eligible persons should be listed at Question
13 (or Question 18 in the case of Sample B) and the selection label on the front page of the ARF
used to randomly select a respondent.

Please remember to record the name of the respondent selected at Question 16 (or Question 21 in
the case of Sample B).

5.8 Sample A: Question 17 (page 5)
Sample B: Question 22 (page 6)

Please remember to ring the relevant outcome code and complete the box which relates to outcome
codes 70 to 80.

6. INTRODUCING THE SURVEY

When you arrive at the address, remember to show your identity card. Use the introduction below
or another that you feel comfortable with. If necessary, show the respondent a copy of the
Employment Department letter.

Good afternoon/evening. I am ________ from SCPR. We are conducting
a survey on behalf of the Employment Department about people's views on
learning and training.

If you do not contact anyone on your first visit to the address, you can post a copy of the
Employment Department letter through the letter box. If there is no adult at home on your first
visit, but the door is answered by a child, you can hand them a copy of the letter to explain why
you called.

When introducing the survey, you should make the following points:

• ... you are from SCPR, an independent social research institute, who are carrying out a
  survey for the Employment Department.
... the survey is about people's views and experiences of learning and training.

- the addresses of people who are being contacted were selected at random from the Postcode Address File

- all answers and information given by the respondent will be treated with the strictest confidence by SCPR and no information will be passed to the Employment Department in a manner that would enable an individual to be identified

- the survey is voluntary, but it is very important that as many people as possible who have been selected take part so that we can get an accurate picture of everybody's views. It would not be right if we only talked to people who felt a certain way about a subject - our findings would not reflect the true picture

- the length of the interview is usually about 45 minutes.

If someone is still not sure about participating, request that you begin the interview and see how they get along. Stress that they do not have to answer any questions they do not wish to and that they can stop at any stage if they wish.

All respondents should be given a copy of the Employment Department letter after they have been interviewed. Anyone with queries about the survey and who wishes to check with the Employment Department can contact Janet Rice on the number given on the letter heading. Should anyone wish to contact a researcher at SCPR, they should phone Sam Clemens on 071-250 1866.

Once you have gained the respondent's co-operation, try to ensure that you can carry out the interview in private. You could point out that there is quite a lot of reading out for you to do, and that you need to be able to concentrate.

7. SURVEY MATERIALS

White and yellow Address Record Forms (ARFs)
Questionnaires
Showcards (ARF, A to Z, AA)
Shufflecards (15 cards)
Employment Department letters
Project Instructions
SCPR leaflets

8. SURVEY TIMETABLE AND QUERIES

You may begin contacting your addresses as soon as you have been briefed. You should complete interviewing by Friday October 8th.

If you have any queries please contact Sam Clemens at SCPR on (071) 250 1866.
9. **THE QUESTIONNAIRE**

9.1 **Question wording**

At certain points in the questionnaire you will need to vary the question wording according to the characteristics of the respondent. The main examples of this are listed below. The figure in brackets relates to the question number in Section 9.2 at which such wording changes are discussed more fully.

- Past/present tense according to activity status of respondent (Q3)
- Insertion of age at which respondent left full-time continuous education into question text (Q26a)
- Insertion of subject being learned by respondent into question text (Q55)
- Past/present tense according to whether respondent learning now or in the past (Q60)

9.2 **The questionnaire**

**Sections 1 and 2 (pages 1 to 18)**

3. Note start of alternative question wording depending upon whether respondent is being asked about their present job or, in the case of those not in work at the time of interview, their most recent job. Wording that relates to those in a job at the time of interview is in italics; that relating to those discussing their most recent job is in brackets. Thus:

"I'd like to check some details of your *current* (most recent) job. What is (was) the name or title of your *current* (most recent) job?"

13a) Note that Qs13 to 17 relate to the respondent's main job (if they have more than one). Read the text in brackets only if the respondent has reported that they do other regular work at Q12 above.

"Now I'd like to ask you some more general questions about your (main) job."

13c) This question attempts to establish the difference between occupations which, as part of their very nature, depend upon continual learning and those which, bar some initial learning, do not require further learning.

20a) Note the difference between code 2 (respondent's child) and code 3 (partner's child). Use code 3 only if a child in the household is a partner's child from a previous relationship (for example, the respondent's step-child).
20e) We want to know about any children who have lived with the respondent during the past three years. Visits from children, or short stays of up to a month, do not count as "living" with the respondent.

24 Show the respondent showcard D whilst reading through the question text. It is very important to try and obtain the age at which the respondent left full-time continuous education as this age becomes an important reference point throughout the questionnaire. See Section 21 for further information on this definition.

Remember that "within two years of leaving school" refers to academic years (see Section 21). Someone who left sixth form college in June 1990 and started University in September 1992 is still in full-time continuous education.

Note that all those who are still in full-time continuous education are routed to Q35.

25 This question becomes an important backcheck in Section 3.

26a) You begin using alternative wording which makes reference to the age supplied at Q24. All alternative wording is enclosed in brackets; if an age was obtained at Q24 this should be inserted where indicated. If the respondent was not able to say when they left full-time continuous education, the text in italics will need to be read out. Thus:

"When you (were [age at Q24]/had finished this period of education) had you passed any of the school or college examinations shown on Card E?"

It is crucial that respondents understand we are asking about qualifications obtained during (and not after) their full-time continuous education. This is why reference is made to the age given at Q24. In those cases where a respondent is unable to say what age they were, you will need to be careful that they understand you are asking about qualifications obtained during this period of education (and not after it).

28b) This checks whether those people who left full-time continuous education at 16 left at the minimum school leaving age (15 or 16 depending upon the age of the respondent).

30 We are only interested in breaks of six months or more (and not, therefore, summer holidays!).

35a) Those people who are still in full-time continuous education re-enter the questionnaire here. The questions they are asked are modified versions of those asked of those who have left full-time continuous education.

38 As Q30.

Section 3 (pages 19 to 39)

The first three pages of Section 3 (Q47 to Q52) establish what, if any, learning the respondent has done in the last three years or since he/she left school (which ever is the most recent). Certain examples of any learning done are then selected (a maximum of three). For each of these examples Q53 to Q102 are asked. Q53 to Q102 are in a grid format.
48a) Identification of learning activity in the last three years. Show the respondent showcard K and read through the text at the same time. Take time over this question and ensure that the respondent understands what you mean by learning.

48b) This question is designed to "mop up" any learning people might have done but which have not been included as learning in response to Q48a).

49b) This question is identical to that asked at Q48a) but is aimed at those who have left full-time continuous education in the last three years and thus has slightly different wording.

Please note that Q49b) continues over onto page 20.

49c) As Q48b).

50. This question summarises the results of Q48 and Q49 and divides respondents into those with and without recent learning experience.

ERRATUM: No recent learning should read "code 2 or 3 at Q48a) or Q49b) and code 2 or 8 at Q48b) or Q49c)"

(addition underlined)

Note that all those who have not done any recent learning are routed on to Section 4.

51. Q51a) to e) are asked of all respondents with recent learning experience and aim to collect information about the type of learning done. Each question should be completed and the information given added to the relevant column in the grid on page 21 before moving on to the next question. A worked example can be found on page 13 of these instructions.

a) Please note that if the same subject has been learnt about more than once, it should be listed at (a) in the grid an equivalent number of times. It is useful if, in such cases, you also record an identifying characteristic for each case of such learning (see the example on page 13).

d) Please note that a "Can't say" code is permissible and that only one code should be ringed in this column.

e) Again, "Can't say" is permissible. A maximum of two codes should be ringed.

NOTE: If only two codes are ringed in column b) you need not ask question e) but should still ring the equivalent codes in column e) before moving on.
**EXAMPLE:**

A respondent cites six different types of learning that she has done in the last three years. These are listed in column a. Note that she has done two different French courses and that the interviewer has noted one of the differences between the two courses in order to help with later questions.

Four of the subjects learned have been coded in column b) as being work-relevant (codes 02, 03, 04, 05). 05, "training seminars", is said to have been the example of learning most important to her job and is, therefore, ringed in column d). 05 and 03 ("training seminars" and "French GCSE") are her two most recent subjects learned.

<table>
<thead>
<tr>
<th>(a) SUBJECT NAME</th>
<th>(b) WORK RELATED LEARNING (CODE ALL THAT APPLY)</th>
<th>(c) MOST IMPORTANT LEARNING (CODE ONE ONLY)</th>
<th>(e) TWO MOST RECENT LEARNING EPISODES (CODE TWO ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 sailing course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 French - Basic</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03 French - GCSE</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04 computing</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>05 training seminars</td>
<td>05</td>
<td>05</td>
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</tr>
<tr>
<td>06 woodwork</td>
<td>06</td>
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<td>07</td>
<td>07</td>
<td>07</td>
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<tr>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
</tbody>
</table>

52. Please ensure that the instructions at Q52 are followed carefully. These describe what to transfer from Q51 to the "learning grid" which starts with Q53 on page 22 of the questionnaire.

The basic rule is that all codes ringed at columns d) and e) of Q51 (except code 98) are transferred to Q53 Please note, however, that if the same code is ringed at both d) and e) of Q51, it should only be transferred once to Q53.

**EXAMPLE:**

In the example above, the instructions given at Q52b) would be followed and codes 03 and 05 transferred to Q53.
CODE 98:

No code 98s should be transferred from columns d) and e) to Q53. The rules for dealing with code 98 are found at Q52c) to e).

NOTE:

Q52c) covers those cases where a code 98 is ringed at d) and is also ringed at e) along with one code 01-10. In such cases, the code 01-10 entered at e) should be transferred to Q53.

53. Subject code transferred from Q51d) and e).

54. Ensure that you write in the subject name that relates to the code entered at Q53. This will ensure that you, and the respondent, know which subject you are talking about.

NOTE:

Q55 to Q102 should be asked in relation to each subject coded at Q53. If more than one subject is coded, work “down” the grid, asking each question in turn with regard to the first subject, and then return to Q55 to ask the same questions about the second (or third) subject.

DO NOT ATTEMPT TO WORK “ACROSS” THE GRID IF MORE THAN ONE SUBJECT CODED AT Q53. THIS CAN LEAD TO CONSIDERABLE PROBLEMS FOLLOWING FILTERS.

55. This marks the start of the grid questions which relate to the subjects entered at Q53 and Q54. Note that you are asked to insert the subject name entered at Q54 into the question wording. This occurs throughout the grid questions.

“... how easy was it for you to find out about learning (subject/skill at Q54)?”

57. Please do not prompt.

59. This establishes whether the learning is current (within the last four weeks) or recent (within the last three years) and is an important back-check at certain points in the grid as well as determining the tense used in subsequent questions.
60a) Note that alternative wording is supplied from this point on depending upon whether learning is current or past.

A module means a unit of learning that is explicitly seen as a "building block" leading to a particular qualification. It does not include a course which, for example, might lead into higher education (even though this might eventually lead to a degree).

60b) If the subject a respondent has studied might lead to two qualifications, code the qualification that will be attempted first (or was attempted first).

"On-the-job" learning is learning by example or practice that takes place while the respondent does their job. "Off-the-job" learning takes place away from the respondent's actual job (but might still take place at work).

69 We are interested here in the main institution which the respondent attended whilst learning. If, for instance, a respondent states that they studied at a Polytechnic but spent more time doing homework at home, please code 11 for Polytechnic. Only code "at home" if the respondent was learning via Open College or Open University (codes 12 or 13) or was learning at home under other circumstances and not regularly attending an institution or other place of learning.

71 It is important that we establish the ways in which respondents funded their learning. Code 01 ("no fees") should only be coded if there were no fees whatsoever. If the respondent was lent or given money, or if their family paid anything towards their fees, code 02 should be ringed. Note that all relevant sources of funding should be coded.

74 As ever, please remember to use leading zeros if appropriate.

82 "days in total" means the number of days on which the learning itself took place. For example, if someone had a two hour training course once a week for three weeks, the figure entered at Q82 should be 03. Had this course occurred twice a week for three weeks, the figure would have been 06.

88 This question relates to why the respondent wanted to learn the particular subject. Please note codes 08, 09 and 10. These all indicate cases where the respondent had no choice in the subject they learned. 08 should be used in cases where the respondent was told to do that particular type of learning by his/her employer and code 09 in cases where the respondent started that particular learning as a result of benefit regulations or because of instructions from the DSS. Code 10 should only be used if the respondent was free to choose what they learned but was unable to find any other subject.

98b) This, along with Q99a) identifies any problems that respondents might have had whilst learning. The problems listed here only relate to problems encountered with courses. Any other types of problems should be coded at Q99a).

101a) Note that this question relates to the subject that the respondent learned - not the way in which they learned it.

Q101b) This relates to the way in which the subject was learned - not the subject itself.
103. A reminder to check that Q5 to Q102 have been asked of all the examples of learning coded at Q53. PLEASE ENSURE THAT YOU ALWAYS CHECK BACK TO Q53 WHEN YOU REACH THIS QUESTION.

105. Showcard S contains the same information as showcard K (that is, it defines what we mean by learning).

107. This question is asked of those respondents who do not wish to do any learning (codes 3, 4 or 8 at Q105) as well as those who do not wish to do any work relevant learning (codes 2 or 8 at Q106). If the latter applies, ensure that you read the text in brackets at Q107.

108. It is possible that a respondent is likely to do more than one form of learning relevant to a job in the next year. In such cases, questions 108 to 112 should be asked in relation to the learning which is "most important to a job or getting a job".

111. See Q88.

**ERRATUM:**
The second sentence at Q111 should read "Thinking of your likely learning of this subject or skill, which of the ..."  
(amendment underlined)

112. Please note the difference between codes 01, 02 and 03. If the respondent knows that they will not aim for a qualification, code 01. If the respondent does not know whether or not they will aim for a qualification, code 02. If the respondent is going to aim for a qualification but does not know which one, code 03.

PLEASE NOTE THAT ONE CODE ONLY SHOULD BE CODED AT Q112.

Section 4 (pages 40 to 47)

This section is asked of all respondents who are not learning at the time of interview (or in the four weeks prior to the interview).

113. See Q105.

115. See Q108.

117. See Q88 and Q111.

118. See Q112.
122. This question involves the respondent sorting shufflecards into two piles - those which are connected to their lack of desire to do some learning and those which are not connected. If more than one reason is coded at a), you should identify the main reason they do not want to do learning at b). Q122c) then classifies the main reason into one of six categories and routes respondents accordingly.

There is a typo in the codes for Q122c) This does not affect the routing directions

123. Each of questions a) to f) attempt to probe further into the particular reasons given by respondents as to why they do not wish to do any work relevant learning in the near future. All respondents asked one of questions a) to f) are also asked Q123g)

124 This question only relates to learning that is relevant to a job or getting a job

125 This question is identical to Q124 but relates to learning that is not relevant to a job or getting a job

126a) This requires you to check back to Q24.

126b) As with Q26, this question (and Q127) requires you to insert the age at which the respondent left full-time continuous education into the text. This information is coded at Q126a) As before, if the respondent was unable to supply this information, you should read the text in italics.

Note that we only want to know about qualifications obtained since the end of the respondent's full-time continuous education which have not been covered in the grid

127 See instructions regarding wording at Q126b) above.

Note that we only want to know about qualifications attempted and failed since the end of the respondent's full-time continuous education which have not been covered in the grid

Please also note the difference between codes 01 and 02 01 should be used if the respondent has not tried and failed to get any qualification during the time period in question 02 should be used if the respondent has tried for and failed to get a qualification but does not know which qualification this was.

Sections 5 and 6 (pages 48 to 56)

128 Please note that a) should not be prompted and that b) requires the use of Card W.

130c) Career Development Loans are described at Q130a).

134 Open Learning is described at Q133a).
## LOOK UP CHART (FOR 13+ HOUSEHOLDS)

<table>
<thead>
<tr>
<th>IF THERE ARE ...</th>
<th>13 HOUSEHOLDS SELECT HOUSEHOLD NUMBER</th>
<th>14</th>
</tr>
</thead>
<tbody>
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<td>05</td>
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<td>05</td>
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<td>20</td>
</tr>
</tbody>
</table>
Additional Project Instructions

1 Current learners (learning now or in the last four weeks)

This group includes those who are on a course of learning which is not yet finished but has stopped for the summer holidays

This affects Q14 on ARF B (yellow).

Please add the following sentence to questions 14a) and 14b):

"This includes people who are on a course of learning that has stopped over the summer but has not yet finished."

Please also note that at Q59 on the questionnaire those on a course of learning which has temporarily stopped over the summer holidays should be coded as current learners (code 1).

However, if someone has finished one course and intends to start a more advanced course in the same subject in September, they are not a current learner. Similarly, people who intend to begin a course in the next few weeks (and might even have enrolled for this) should not be counted as current learners unless the course has actually started.

2 Current Activity

At Q1, full-time students who are on holiday and are to return to their course in the next few months should be coded as being in full-time education (code 07).

3 Telephone numbers

Please remember to request the respondent’s telephone number at the end of the interview. This should be recorded on the front page of the ARF, directly below the address label.

Requesting telephone numbers:

After establishing that the respondent has a telephone which can receive calls ask:

"My office likes to be able to check my work, so could I have your telephone number in case they want to talk with you?"
SURVEY OF ATTITUDES TO LIFETIME LEARNING

SECTION 1  INTRODUCTION  EMPLOYMENT DETAILS AND HOUSEHOLD COMPOSITION

1 CARD A  Looking at this card can you tell me what you are doing at present?

- In paid job: full time (30+ hours)
- Part time (<30 hours)
- Unemployed: signing on and looking for work
- Unemployed: not signing on but looking for work
- Unemployed: not looking for work at the moment
- Unemployed and sick
- In full time education (22+ hours)
- Looking after family/home
- On a government scheme
- Retired

Other (SPECIFY)

2 How long ago did you last have any regular paid work?

- Within the last year
- More than 1 year, but less than 2 years ago
- More than 2 years, but less than 5 years ago
- More than 5 years ago
- Never had regular paid work
- Can’t remember
1. I'd like to check some details of your current (most recent) job. What is (was) the name or title of your current (most recent) job? WRITE IN

2. What kind of work do (did) you do most of the time? IF RELEVANT: What materials or equipment do (did) you use? WRITE IN

3. What qualifications or training are (were) needed for that job? WRITE IN

4. Are (were) you an employee or self-employed? Employee 1 ASK Q7 250 Self-employed 2 GO TO Q8

5. Do (did) you supervise or are (were) you directly responsible for the work of any other people? IF YES: How many? No, none 1 231 Yes: 1-24 2 25+ 3 Can't say 8

6. How long have you been (were you) continuously employed by your present (previous) employer? WRITE IN NUMBER OF YEARS OR CODE: Refused 97 Now go to Q9 Can't say 98

7. Do (did) you have others working for you? IF YES: How many? No, none 1 254 Yes: 1-24 2 25+ 3 Can't say 8

8. What industry is (was) the job in: PROBE: What is (was) made or done at the place where you work(ed)? WRITE IN

9. Including yourself, is (was) the number of people working at the place where you work (worked) ... READ OUT...

... 25 or more 1
or less than 25? 2
Can't say 8

10. INTERVIEWER TO CODE FROM Q1 (P.1): Respondent in paid job (codes 01-02) 1 ASK Q12 Respondent not in paid job (codes 03-11) 2 GO TO Q14 (P.6)

11. Do you do any other regular work for which you are paid? Yes 1 No 2

INTERVIEWER: READ TEXT IN BRACKETS FOR Q13-Q17 IF OTHER REGULAR WORK AT Q12 (CODE 1)

How I'd like to ask you some more general questions about your (main) job

13a) Firstly, do you feel that your job is reasonably secure? Yes 1 No 2 Can't say 8

b) For some people their job is simply something that they do in order to earn a living. For others it means much more than that. On balance, is your (main) job ... READ OUT...

... just a means of earning a living, 1
or, does it mean much more to you than that? 2
(Can't say) 8

C) Some people's jobs depend on the training learning new skills or learning about new things. Other people, once they have learnt how to do their job, do not need to continue learning. On balance, would you say that your (main) job requires you to ... READ OUT...

... regularly learn about new things, 1
or does not require much extra learning once you can do your job? 2
(Can't say) 8
### Questionnaire on Career Satisfaction and Job Satisfaction

#### Section A: Career Planning

1. How satisfied are you with your current job? (Circle one)
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

2. Do you have a written career or training plan related to your present job?
   - Yes
   - No
   - Ask (1)

3. Do you have a written career or training plan related to your future job?
   - Yes
   - No
   - Ask (2)

#### Section B: Job Satisfaction

4. How satisfied are you with your pay? (Circle one)
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

5. How satisfied are you with your job? (Circle one)
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

#### Section C: Other Reasons for Leaving

6. Would you say that your (current) job allows you to learn as much as you can about your job or how to do your job better?
   - Yes
   - No
   - Ask (3)

#### Section D: Opportunity for Training

7. Are you likely to leave your employer within the next six months?
   - Yes
   - No
   - Ask (4)

#### Section E: Other Reasons

8. Would you list any other reason(s) why you think you are likely to leave this employer?

### Code the Following

9. Code the following:
   - (Circle one)
   - (Ask (5))
   - (Ask (6))
   - (Code (7))
   - (Code (8))

---

**Note:** The image contains a table with various questions and options for answers. The table is partially visible, and some parts are not legible due to the quality of the image.
18. CARD D. Why did you leave your last job?
Please choose the phrases from this card that describe your reasons for leaving. 
#29 ALL THAT APPLY

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm closed down</td>
<td>01</td>
</tr>
<tr>
<td>I was declared redundant</td>
<td>02</td>
</tr>
<tr>
<td>My contract of employment expired</td>
<td>03</td>
</tr>
<tr>
<td>I took early retirement</td>
<td>04</td>
</tr>
<tr>
<td>I was dismissed</td>
<td>05</td>
</tr>
<tr>
<td>I decided to leave to look after home/children/relative</td>
<td>06</td>
</tr>
<tr>
<td>I left for health reasons</td>
<td>07</td>
</tr>
<tr>
<td>I left to study/train</td>
<td>08</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>09</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
</tr>
</tbody>
</table>

19. I'd now like to ask you a few questions about your household. Firstly, can you tell me the number of people, including yourself, who regularly live in your household? IF NECESSARY: By your household I mean people who use the same living room as you or share at least one meal a day with you.

WRITE IN NUMBER

239-84

20. And, can you tell me...

<table>
<thead>
<tr>
<th>RELATIONSHIP TO RESPONDENT:</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband/wife</td>
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<td>311</td>
<td>324</td>
<td>323</td>
<td>320</td>
<td>326</td>
<td>328</td>
<td>342</td>
<td>346</td>
</tr>
<tr>
<td>or partner</td>
<td>312</td>
<td>311</td>
<td>324</td>
<td>323</td>
<td>320</td>
<td>326</td>
<td>328</td>
<td>342</td>
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<tr>
<td>Your child</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Your partner</td>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sister/brother</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Other relative</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>Non-relative</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

b) SEX:

<table>
<thead>
<tr>
<th>Sex</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tr>
</tbody>
</table>

233-66

c) AGE LAST BIRTHDAY (IF UNDER 1 YEAR)

<table>
<thead>
<tr>
<th>Age Last Birthday</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>310-10</td>
<td>310</td>
<td>315</td>
<td>320</td>
<td>325</td>
<td>330</td>
<td>335</td>
<td>340</td>
<td>345</td>
<td>350</td>
</tr>
</tbody>
</table>

231-78

d) IF AGE 16+ ARE ACTIVITY STATUS

<table>
<thead>
<tr>
<th>Activity Status</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid work: full-time</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Paid work: part-time</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Out of work</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Permanently sick or disabled</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Full-time education</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Governing where</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Not working for</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Domestic reasons</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Welfare</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Other</td>
<td>308</td>
<td>313</td>
<td>319</td>
<td>325</td>
<td>321</td>
<td>337</td>
<td>343</td>
<td>349</td>
<td>355</td>
</tr>
</tbody>
</table>

247-62

-speaks

336-77

329-60

a) Apart from any people you've just mentioned, have you had any children, including stepchildren or adopted children, who have lived with you at any time in the past three years?

INCLUDE CHILDREN NO LONGER LIVING

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
SECTION 2 EDUCATION

CARD D This card describes what I mean by full time continuous education. Could you read it please while I go through it with you. As the card says full time continuous education is the period of your life which includes school or sixth form college and any full time education or training that you started within two years of leaving school.

Firstly, how old were you when you finished your full time continuous education?

WRITE IN YEARS

<table>
<thead>
<tr>
<th>Round up to nearest year</th>
<th>OR CODE still in full time continuous education</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 TO 033</td>
<td>00 ASK Q25</td>
</tr>
</tbody>
</table>

Can I just check did this period of education end in the last 3 years or did it end more than 3 years ago?

FT education ended in last 3 years

FT education ended over 3 years ago

INTERVIEWER INSERT AGE FROM Q24 INTO QUESTION WORDING WHERE STATED, IF 'CAN'T SAY' AT Q24 READ TEXT IN ITALIC

CARD E Cards E & F show some qualifications people can have when you were age at Q24/had finished this period of education) had you passed any of the school or college examinations shown on Card E?

b) CARD E Which is the highest of the examinations that you had passed when you were age at Q24/had finished this period of continuous education?

CODE UNK ONLY

- UK Postgraduate degree
- UK University/MA first degree
- Diploma of Higher Education
- GCE A level/Higher School Cert
- GCE O level/School Cert/Hnc
- GCE Grades A C
- GCE Grades D G
- GSE Grade 1
- GSE Grades 2 5/ungraded
- Certificate of 6th Year Studies
- SCE/SIC/SUFE Higher Grade
- SCE/SIC Lower or Ordinary Grade
- SCE Grades A C or 1 3
- SCE Grades D or E or 4 5

Other (WRITE IN)
b) Did you leave school in the year that you were legally allowed to stay?

<table>
<thead>
<tr>
<th>No.</th>
<th>Age at which finished full-time education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 or over</td>
</tr>
<tr>
<td>2</td>
<td>15 or under</td>
</tr>
<tr>
<td>3</td>
<td>14 or under</td>
</tr>
<tr>
<td>4</td>
<td>Under 14</td>
</tr>
</tbody>
</table>

30. Why did you leave full-time education when you did?

<table>
<thead>
<tr>
<th>No.</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course finished</td>
</tr>
<tr>
<td>2</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

31. What type of education were you doing at this time?

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School</td>
</tr>
<tr>
<td>2</td>
<td>Further Education</td>
</tr>
<tr>
<td>3</td>
<td>Adult Education</td>
</tr>
<tr>
<td>4</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

b) School qualifications did you have when you were 16 or over? (Page 9)

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ordinary National Certificate of Education (ONCE)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Qualification (TQ)</td>
</tr>
<tr>
<td>3</td>
<td>Other Professional Qualification (OPQ)</td>
</tr>
</tbody>
</table>

c) Other qualifications did you have when you were 16 or over? (Page 9)

<table>
<thead>
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<th>No.</th>
<th>Qualification</th>
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</table>

b) Career qualifications did you have when you were 16 or over? (Page 9)

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
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<td>Teaching Qualification (TQ)</td>
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</tr>
<tr>
<td>3</td>
<td>Other Professional Qualification (OPQ)</td>
</tr>
</tbody>
</table>

b) When you were 16 or over did you gain any of these qualifications?

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ordinary National Certificate of Education (ONCE)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Qualification (TQ)</td>
</tr>
<tr>
<td>3</td>
<td>Other Professional Qualification (OPQ)</td>
</tr>
</tbody>
</table>

b) Career qualifications did you have when you were 16 or over? (Page 9)

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<tbody>
<tr>
<td>1</td>
<td>Ordinary National Certificate of Education (ONCE)</td>
</tr>
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<td>Teaching Qualification (TQ)</td>
</tr>
<tr>
<td>3</td>
<td>Other Professional Qualification (OPQ)</td>
</tr>
</tbody>
</table>

b) Other qualifications did you have when you were 16 or over? (Page 9)

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ordinary National Certificate of Education (ONCE)</td>
</tr>
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<td>2</td>
<td>Teaching Qualification (TQ)</td>
</tr>
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<td>3</td>
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</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ordinary National Certificate of Education (ONCE)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Qualification (TQ)</td>
</tr>
<tr>
<td>3</td>
<td>Other Professional Qualification (OPQ)</td>
</tr>
<tr>
<td>Q1. <strong>Did you receive any of this advice from someone specially trained to help people decide about learning or career?</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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<td>Yes</td>
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<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2. <strong>On the whole, how much did your families or friends agree with you about the sort of job you could do in the future?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly agree</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
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<tr>
<td>Yes</td>
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<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3. <strong>What was the advice you received on learning or career?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very useful</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Yes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4. <strong>In getting a job, how important was the view of your family or friends about the sort of education that you had at the time finished?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very important</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Q5. <strong>Did you receive any of this advice from someone specially trained to help people decide about education?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Yes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q6. <strong>Agree: The qualifications people need in getting a job are very important in getting a job.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td>Yes</td>
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<tr>
<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Yes</td>
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</tbody>
</table>

**Legend:**
- A: Agree
- D: Disagree
- N: Neither agree nor disagree
- C: Can't say
- Q: Question

**Notes:**
- The questions are designed to gather information about the advice received, the importance of family or friends' views on education, and the qualifications needed for getting a job.
36a) CARD F. Which of these qualifications are you studying for at the moment?
CODE ALL THAT APPLY

- Apprenticeship 01
- City & Guilds Cert: Craft/Intermediate/Ordinary/Part I 05
- Advanced/Final/Part II 06
- Full technological/Part III 07
- Youth Training Certificate 08
- Ordinary National Certificate (ONC) or Diploma (OND) 09
- BED/TEC National/General Certificate or Diploma 10
- Higher National Certificate (HNC) or Higher Diploma (HND) 11
- Teaching qualification (including TEFL) 12
- Nursing qualification (eg. SEN, SRN, SCM) 13
- Other vocational qualification (WRITE IN) 14
- Other professional qualification (WRITE IN) 15

36b) CARD F. And, looking at this card, are you studying for any of these qualifications at the moment?
Yes 1
No 2

37. Why did you stay on in full-time education or training?
PROBE FULLY

38. During your full-time education or training have you ever had a break of six months or more between courses or training programmes?
Yes 1
No 2
Can't say 8

39. CARD G. I will now read a list of statements people have made about staying in full-time education or training after school. For each statement, please tell me, from this card, how much you agree or disagree.

Agree
Not strongly Agree
Disagree
Disagree strongly
(Don't know)

a) The qualifications I am gaining will be very useful in getting a job

b) School is a waste of time

c) Full-time education after you leave school is a waste of time

d) Most of my friends have stayed in full-time education or training

e) I wish I could have left full-time education or training earlier

f) The views of my family were important when I was deciding whether to stay on or leave full-time education or training

g) On the whole, school does not teach the kind of skills you need for work

h) On the whole, colleges & universities do not teach the kind of skills you need for work
40a) So far in your full time education or training, have you received any advice or guidance about the sorts of jobs you could do in the future?

- Yes 1 ASK b)
- No 2 GO TO Q41
- (Can't say) 8

40b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

- Yes 1
- No 2
- Can't say 8

40c) And, on the whole, was the advice you received very useful, fairly useful, not very useful, or, not useful at all?

- Very useful, 1
- Fairly useful, 2
- Not very useful, 3
- Or, not useful at all, 4
- (Can't say) 8

41a) And, so far in your full time education or training, have you received any advice or guidance about the sorts of training, learning, or studying you could do in the future?

- Yes 1 ASK b)
- No 2 GO TO Q42
- (Can't say) 8

41b) Did you receive any of this advice from someone specially trained to help people decide about learning or careers?

- Yes 1
- No 2
- Can't say 8

41c) And, on the whole, was the advice you received very useful, fairly useful, not very useful, or, not useful at all?

- Very useful, 1
- Fairly useful, 2
- Not very useful, 3
- Or, not useful at all, 4
- (Can't say) 8

42 ALL INTERVIEWER TO CODE FROM Q2a) (P 7) respondent married/living as married (code 1 at any column ringed at Q20a)

- Yes 1 ASK Q43
- No 2 GO TO Q45

43a) CARD I Looking at this card, does your partner/spouse have any of these qualifications?

- Yes 1 ASK b)
- No 2 GO TO Q44
- Can't say 8

43b) CARD I Which is the highest qualification that your partner/spouse has?

- UK Postgraduate degree 01
- UK University/ChA first degree 02
- Diploma of Higher Education 03
- GCE A level/Hig School Cert 04
- GCE O level/School Cert/Mattic 05
- GCSE Grades A-C 06
- GCSE Grades D-G 07
- CSE Grade 08
- CSE Grades 2 5/Ungraded 09
- SCOTTISH Certificate of 6th Year Studies 10
- SCE/SLC/SUPE Higher Grade 11
- SUPE/SLC Lower or Ordinary Grade 12
- SCE Grades A-C or I-3 13
- SCE Grades D or E or 4 or 5 14
- Other (WRITE IN) 15
- Can't say 98
44a. CARD J. And looking at this card, does your partner/spouse have any of these qualifications?

Yes
1  ASK b)
No
2  GO TO Q45
Can't say
8

b) CARD J. Which of these qualifications does he/she have?

Recognised trade apprenticeship completed 01
Clerical/commercial qualification (e.g., RSA/Pitman, typing, shorthand, book-keeping, commerce) 02
NVQ/SVQ 03
GNYQ/GSVQ 04

City & Guilds Cert:
- Craft/Intermediate/Ordinary/Part I 05
- Advanced/Final/Part II 06
- Full technological/Part III 07
Youth Training Certificate 08
Ordinary National Certificate (ONC) or Diploma (OND) 09
NEC/TEC National/General Certificate or Diploma 10
SCOTVEC 11
Higher National Certificate (HNC) or Higher Diploma (HD) 12
Teaching qualification (including TVEI) 13
Nursing qualification (e.g., SEN, SRN, SCH) 14
Other vocational qualification (WRITE IN) 15
Other professional qualification (WRITE IN) 16
Can't say
98

45. Thinking of your parents now, does either your father or mother have a degree? (WRITE IN IF NECESSARY)

CODE ONE ONLY

Yes: father only 1
mother only 2
both 3
no 4
Can't say 8

46. And thinking of any brothers or sisters that you grew up with, would you say that they

... finished full-time education or training at around the same age as you did, 1
... at an earlier age than you did, 2
... or, did they finish at a later age than you? 3
(Some finished earlier/some later) 4
No siblings 5
Can't say 8

SECTION 3: EXPERIENCE OF LEARNING

47. INTERVIEWER TO CODE Q25 (P.9)

FT education ended in last 3 years (code 1)
FT education ended over 3 years ago (code 2)
Respondent still in FT education (no code needed)

GO TO Q48

48a. CARD K. This card describes the sorts of learning that people might do. Could you read the card please while I go through it with you. As the card says, learning can mean practicing, studying, or reading about something. It can also mean being taught, instructed, or coached. This is so that 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 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.

Have you done any kind of learning activity in the last three years?

Yes 1
No 2
Can't say 8

b) Have you tried to learn anything (else) in the last three years, or tried to teach yourself anything? This could be at home, with friends, at work or in a club.

in the last three years?

Yes 1
No 2
Can't say 8

49a. INTERVIEWER TO CODE Q26 & Q28 (P.9)

WRITE IN YEARS:

OR CODE: Can't say 98

INTERVIEWER: INSERT AGE AT a) INTO QUESTION WORDING WHERE APPROPRIATE. IF "CAN'T SAY" AT a) READ TEXT IN ITALIC

b) CARD K. This card describes the sorts of learning that people might do. Could you read the card please while I go through it with you. As the card says, learning can mean practicing, studying, or reading about something. It can also mean being taught, instructed, or coached. This is so that 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 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.
b) Have you done any kind of learning activity since you were [age at Q49a]/left full-time continuous education? (y/n/c)<br><br>Yes 1<br>No 2<br>Can't say 8

c) Have you tried to learn about anything (else) since you were [age at Q49a]/left full-time continuous education or tried to teach yourself anything? This could be at home with friends or at work or in a club (y/n/c)<br><br>Yes 1<br>No 2<br>Can't say 8

50 INTERVIEWER TO CODE FROM Q48a & b) or Q49b & c)

Recent learning (code 1 at Q48a) or Q49b and/or code 1 at Q48b or Q49c 1 ASK Q51

No recent learning (code 2 at Q48a) or Q49b and code 1 at Q48b or Q49c 2 Q113 (p. 40)

51a) CARD K 1'd now like to get some details of the things you have learnt about in the last three years or are learning about now. Firstly, can you tell me the names of the different things that you have learnt about? If you have learnt about the same thing more than once, please tell me how many times you have learnt about it in the last 3 years.

WRITE IN EACH SUBJECT NAMED BY RESPONDENT IN Q31 GRID (P 21) IF THE SAME SUBJECT HAS BEEN LEARNED MORE THAN ONCE WRITE IN SUBJECT NAME FOR EACH PERIOD OF LEARNING

b) FOR EACH ENTRY AT a) IN Q31 GRID (P 21), ASK<br>Thinking of your [subject at a) Was this learning relevant to a job or getting a job? RING SUBJECT CODES AT b) IN Q51 GRID (P 21) FOR EACH WORK RELATED SUBJECT

c) INTERVIEWER CHECK NUMBER OF CODES RINGED AT b) IN Q51 GRID (P 21)

No codes ringed 1 GO TO SECTION 4, Q113 (P 40)

One code ringed 2 TRANSFER SUBJECT CODE AND NAME FROM a) AT Q31 TO Q53 AND Q54

Two or more codes ringed 3 ASK d)

52 INTERVIEWER TO TRANSFER CODES RINGED AT Q51d) AND a) TO Q53 (P 22) AS FOLLOWS

a) IF DIFFERENT CODES RINGED AT d) AND a) ABOVE Transfer codes ringed at d) and a) to Q53 (maximum of 3 codes)

b) IF SAME CODE RINGED AT d) AND a) ABOVE Transfer duplicate code only to Q53 plus other code ringed at e) (if appropriate) (maximum of 2 codes)

c) IF 98 RINGED AT d) AND 01-10 RINGED AT e) Transfer code(s) ringed at e) to Q53 (maximum of 2 codes)

d) IF 01-10 RINGED AT d) AND 98 RINGED AT e) Transfer code ringed at d) to Q53 (maximum of 1 code)

ea) IF 98 RINGED AT d) AND 98 RINGED AT e) Go to Section 4 Q113 (P 40)
<table>
<thead>
<tr>
<th>Card 20</th>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. INTERVIEWER TO CODE FROM Q(14) AND Q(15): SUBJECT CODE (WRITE IN):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. INTERVIEWER TO CODE FROM Q(14): SUBJECT BASE (WRITE IN):</td>
<td></td>
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</tr>
<tr>
<td>55. I'd like you to think about the period before you started this learning. In general, how easy was it for you to find out about learning (subject/skill at Q54)? Was it ... READ OUT ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... very easy,</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>fairly easy,</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>not very easy,</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or not easy at all?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>56. And how useful was the information you got about the learning? Was it ... READ OUT ... very useful,</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>fairly useful,</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>not very useful,</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or not useful at all?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(Can't say)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>57. Where did you go for information or advice who did you talk to so you could find out about this learning? PROBE: Which other places did you go to? DO NOT PROMPT</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Public libraries</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Personnel Training officer/Employer</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td></td>
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<tr>
<td>Evening Inst./Adult Education Centre</td>
<td>03</td>
<td>03</td>
<td>03</td>
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<tr>
<td>Further Education college</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td></td>
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<tr>
<td>Tech. college/Pvt Training/Educ. Centre</td>
<td>05</td>
<td>05</td>
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<tr>
<td>Community centre</td>
<td>06</td>
<td>06</td>
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<td></td>
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<tr>
<td>Workers educational association</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>Training &amp; Enterprise Council (TEC or LEC)</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>Town Hall/Council offices</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>Citizens Advice Bureau</td>
<td>10</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Poly/University or College of HE</td>
<td>11</td>
<td>11</td>
<td>11</td>
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<tr>
<td>Skill centre</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Jobcentre or Jobclub/Careers Service</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Local school</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Friends/workmates, family</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Adverts, newspapers, leaflets</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>58a</th>
<th>So can I just check, before you started this learning, did you get advice or guidance from someone specially trained to help people decide about learning or careers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 ASK b)</td>
</tr>
<tr>
<td>No</td>
<td>2 GO TO Q59</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
<tr>
<td>59.</td>
<td>Are you still doing, or have you done, any of this learning in the last four weeks or did you finish learning (subject/skill at Q54) over four weeks ago?</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Learning in the last 4 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Learning finished 4 weeks ago</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60a</th>
<th>Is (was) your learning of (subject/skill at Q54) aimed at obtaining a particular qualification, a module which could lead to a qualification, or is (was) your learning not aimed at either a qualification or a module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>1 ASK b)</td>
</tr>
<tr>
<td>Module</td>
<td>2</td>
</tr>
<tr>
<td>No qualification/module</td>
<td>3 GO TO Q41</td>
</tr>
</tbody>
</table>
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th>Code</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>- A level, A/S level S.S.</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>YTS Certificate</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>RSA/FITNESS</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>National or general BTEC/ONC or OND</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>NVQ/SVQ</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>- GVQ/GVQ</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Nursing qualification</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>- Teaching qualification (includes TEFL)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Higher BTEC HND</td>
<td>11</td>
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<td>11</td>
</tr>
<tr>
<td>- Higher degree/PhD</td>
<td>12</td>
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<td>12</td>
</tr>
<tr>
<td>- Other professional qualification (SPECIF)</td>
<td>13</td>
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<tr>
<td>14</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

#### INTERVIEWER CODE WHEN LEARNED FROM Q59 (F 23)

- Learning in last 4 weeks (code 1)
  - 1 GO TO Q61
- Learning in last 3 years (codes 2 or 8)
  - 2 ASK 41
  - 2 ASK 42
  - 2 ASK 43

#### Did you obtain this qualification?
- Yes: 1
- No: 2
- Waiting to hear: 8

#### Is (was) this learning FT or PT?
- Full time: 1 GO TO Q43
- Part-time: 2 ASK 42
- CAN'T SAY: 8

#### Do (did) you do this learning?
- READ OUT
  - Just in the daytime: 1
  - Just in the evening: 2
  - Both: 3

#### And do (did) you do this learning?
- READ OUT
  - Just during the week: 1
  - Just at the weekend: 3

#### Can I just check were you in paid work at the time you began learning (subject/skill at Q56)?
- Respondent in paid job
  - 1 ASK 56
  - 1 ASK 56
  - 1 ASK 56
- Respondent not in paid job
  - 2 GO TO Q68
  - 2 GO TO Q68
  - 2 GO TO Q68

#### And is (was) your learning (subject/skill at Q56) READ OUT
- Connected with your job
  - 1 ASK 56
  - 1 ASK 56
  - 1 ASK 56
- Or, was it not connected with work at all?
  - 2
  - 2
  - 2
  - 3 GO TO Q69
  - 3 GO TO Q69

#### Whose idea was it that you should do this learning? Was it READ OUT
- Mainly your idea:
  - 1
- Mainly your employer's idea:
  - 2
(Can't say):
  - 8

#### Is (was) this learning arranged through your employer?
- Yes: 1
- No: 2
- Can't say: 8

#### Is (was) this learning READ OUT
- 'On-the-job' learning:
  - 1
- 'Off-the-job' learning:
  - 2
- Both:
  - 3

#### And do (did) you choose to do this learning or does (did) your employer require it of you?
- Chooses learning:
  - 1
- Employer required:
  - 2
- Both:
  - 3

#### Do (did) you do this learning?
- Entirely in your own time:
  - 1
- Entirely in work time:
  - 2
- Partly one and partly the other:
  - 3
<table>
<thead>
<tr>
<th>69. What is (was) the main place where you do (did) this learning?</th>
<th>70. How far do (did) you have to travel to go to where your learning takes (took) place?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TYPE OF LEARNING</strong></td>
<td><strong>TYPE OF LEARNING</strong></td>
</tr>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td><strong>Where I work</strong></td>
<td><strong>Where I work</strong></td>
</tr>
<tr>
<td>Employer's training centre 02</td>
<td>Employer's training centre 02</td>
</tr>
<tr>
<td>Private training centre 03</td>
<td>Private training centre 03</td>
</tr>
<tr>
<td>- Skill centra 04</td>
<td>- Skill centra 04</td>
</tr>
<tr>
<td>- Jobcentre or job club 05</td>
<td>- Jobcentre or job club 05</td>
</tr>
<tr>
<td>Evening Institute/Adult Education Centre 06</td>
<td>Evening Institute/Adult Education Centre 06</td>
</tr>
<tr>
<td>Further education college/technical college 07</td>
<td>Further education college/technical college 07</td>
</tr>
<tr>
<td>- Community Centre 08</td>
<td>- Community Centre 08</td>
</tr>
<tr>
<td>Worker's Educational Association 09</td>
<td>Worker's Educational Association 09</td>
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<tr>
<td>- Women's Institute 10</td>
<td>- Women's Institute 10</td>
</tr>
<tr>
<td>- Townswomen's Guild 11</td>
<td>- Townswomen's Guild 11</td>
</tr>
<tr>
<td>College of higher education 12</td>
<td>College of higher education 12</td>
</tr>
<tr>
<td>- At home (open college) 13</td>
<td>- At home (open college) 13</td>
</tr>
<tr>
<td>- At home (Open University) other correspondence course or open learning 14</td>
<td>- At home (Open University) other correspondence course or open learning 14</td>
</tr>
<tr>
<td>- At home (other) 15</td>
<td>- At home (other) 15</td>
</tr>
<tr>
<td>Other educational institution 16</td>
<td>Other educational institution 16</td>
</tr>
<tr>
<td>Other (SPECIFY) 17</td>
<td>Other (SPECIFY) 17</td>
</tr>
<tr>
<td><strong>Number of miles</strong></td>
<td><strong>Number of miles</strong></td>
</tr>
<tr>
<td>Up to 1 mile 01</td>
<td>Up to 1 mile 01</td>
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<tr>
<td>1-2 miles 02</td>
<td>1-2 miles 02</td>
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<tr>
<td>2-3 miles 03</td>
<td>2-3 miles 03</td>
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<tr>
<td>3-4 miles 04</td>
<td>3-4 miles 04</td>
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<td>4-5 miles 05</td>
<td>4-5 miles 05</td>
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<td>5-10 miles 06</td>
<td>5-10 miles 06</td>
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<tr>
<td>10-15 miles 07</td>
<td>10-15 miles 07</td>
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<tr>
<td>15-20 miles 08</td>
<td>15-20 miles 08</td>
</tr>
<tr>
<td>Over 20 miles 09</td>
<td>Over 20 miles 09</td>
</tr>
<tr>
<td>Abroad 10</td>
<td>Abroad 10</td>
</tr>
<tr>
<td>Can't say 11</td>
<td>Can't say 11</td>
</tr>
</tbody>
</table>

71. CARD L Who pays (paid) the fees for this learning? PROBE: Who else? CODE ALL THAT APPLY IF MONEY BORROWED TO PAY FEES, CODE O2

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>No fees</td>
<td>Self/Family/Relative</td>
<td>Employer/potential employer</td>
</tr>
<tr>
<td></td>
<td>Training for work/PT/ET</td>
<td>Training Credit</td>
</tr>
<tr>
<td></td>
<td>Other government or local authority organisation</td>
<td>Charitable trust or other non-government organisation</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

72. INTERVIEWER TO CODE FROM Q71

Some/all fees paid by resp (code O2)

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>No fees paid by resp (O2 code O2)</td>
<td>1 ASK Q73</td>
<td>1 ASK Q73</td>
</tr>
</tbody>
</table>

73. CARD M. On this card are some of the types of loan that people can take out to help pay the fees for their learning. Did you take out any of these types of loan to help pay for your learning of (subject/skill at Q56)? IF YES: WHICH? PROBE: Which others?

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>No loan</td>
<td>Loan from bank</td>
<td>Loan from employer</td>
</tr>
<tr>
<td></td>
<td>Loan from family/friend</td>
<td>Loan from family/friend</td>
</tr>
<tr>
<td></td>
<td>Student loan</td>
<td>Student loan</td>
</tr>
<tr>
<td></td>
<td>Career Development loan (CDL)</td>
<td>Career Development loan (CDL)</td>
</tr>
<tr>
<td></td>
<td>Other loan (SPECIFY)</td>
<td>Other loan (SPECIFY)</td>
</tr>
<tr>
<td></td>
<td>Can't say which loan</td>
<td>Can't say which loan</td>
</tr>
</tbody>
</table>

74. How much, in total, was the loan you took out at?

WRITE IN £

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR CODE: Can't say</td>
<td>9998</td>
<td>9998</td>
</tr>
<tr>
<td>TYPE OF LEARNING</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>2209-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2209-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2215-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2217-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 86: Why is that? PROBE FULLY:

87. On average, how many hours per week, do (did) you spend learning (subject/skill at Q54)?

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR CODE: Can’t say 9998

Table 88: CARD 0. On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your learning of (subject/skill at Q56), which of the items on this card best describes the reason you started your learning?

CODE ONE ONLY

- To get a job
  - To get a job with a different employer: 01
  - To change the type of work I do: 02
  - To gain a promotion: 03
  - To gain a rise in earnings: 04
  - To make my work more satisfying: 05
  - To help me get onto a future course of learning: 06
  - Had no choice — employer chose: 07
  - Had no choice — benefit requirement: 08
  - Only type of learning available: 09
  - Other (SPECIFY): 10

- Getting a job: 01

- Getting a job with different employer:
  - Changing type of work done: 02
  - Getting a promotion: 03
  - Getting a rise in earnings: 04
  - Increasing satisfaction in work: 05
  - Getting onto future course of learning: 06
  - Other (SPECIFY): 07

- Chose to do learning (codes 01-07, 11)
  - 1 ASK Q93

- Did not choose to do learning (codes 08, 09, 10)
  - 2 GO TO Q95
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Can't say**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

---

In what ways has your learning (subject/skill at Q54) been unsatisfactory? **WRITE FULLY**

---

### INTERVIEWER TO CODE FROM Q60a)

**F 33**

Respondent learning for qual (code 1 or 2)

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Respondent N/S learning for qual (code 3)

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Can't say**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Yes 1 GO TO C 1 GO TO C 1 GO TO C

No 2 ASK 2 ASK 2 ASK

**Can't say**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

---

b) Ideally, would you have preferred to have aimed for a qualification?

Yes 1 NOW 1 NOW 1 NOW

No 2 GO TO 2 GO TO 2 GO TO

**Can't say**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

---

c) Why did you decide not to aim for a qualification?

**WRITE FULLY**

---

For some people the fact that learning leads to a qualification is very important. For others it is not so important. On balance, would you say that

**READ OUT**

It was important that your learning might lead to a qualification

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

or, was it not important?

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Can't say**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### TYPE OF LEARNING

<table>
<thead>
<tr>
<th>Card</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>2304-23</td>
<td>ASK b)</td>
<td>ASK b)</td>
<td>ASK b)</td>
</tr>
<tr>
<td>2309</td>
<td>2 GO TO Q29</td>
<td>2 GO TO Q29</td>
<td>2 GO TO Q29</td>
</tr>
<tr>
<td>2310-23</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
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<tr>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

### Intervener to Code from Q99a:

- INTERVIEWER TO CODE FROM Q99a:
  - One code ringer at a)
    - More than one code ringer at a)
  - 2 ASK a) 2 ASK c) 2 ASK c)

### CARD B. Which of these problems was the most difficult to face at the time you were doing this learning?

WRITE IN CODE NO. FROM Q99a

### In what way did you have a problem with ... READ OUT CODE FROM c) OR a). PROBE FULLY...

<table>
<thead>
<tr>
<th>WRITE IN:</th>
<th>WRITE IN:</th>
<th>WRITE IN:</th>
</tr>
</thead>
</table>
| 100 | Has this experience of learning ... READ OUT ... 
  - made you want to do more learning.
  - put you off doing more learning.
  - has it not made any difference to how you feel about learning (Can't say)

| 01 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 8 | 8 | 8 | 8 |

### Would you advise someone in a similar position to the one you were in before you started learning, to learn about (subject/skill at Q5a)?

| Yes | 1 | 1 | 1 |
| No | 2 | 2 | 2 |
| Can't say | 8 | 8 | 8 |

### And would you advise the same person to learn about (subject/skill at Q5a) in the WAY that you did?

<p>| Yes | 1 | 1 | 1 |
| No | 2 | 2 | 2 |
| Can't say | 8 | 8 | 8 |</p>
<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>01</th>
<th>02</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td>102 INTERVIEWER TO CODE FROM Q59 (F 23)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning in past 4 weeks (code 1)</td>
<td>1 GO TO Q103</td>
<td>1 GO TO Q103</td>
<td>1 GO TO Q103</td>
</tr>
<tr>
<td>learning in past 3 years (code 2 &amp; 8)</td>
<td>2 ASK b)</td>
<td>2 ASK b)</td>
<td>2 ASK b)</td>
</tr>
</tbody>
</table>

b) When you finished this period of learning did you get any guidance about how you could use this learning in the future? IF YES Where did you go? PROBE Where else?

- Nowhere
- Public Libraries
- Personnel/Training officer/Employer
- Further Education College
- Tech college/Part time training
- Community Centre
- Workers Educational Association
- Training & Enterprise Council
- Town Hall/Council offices
- Citizens Advice Bureau
- Poly/University or college of HE
- Skill Centre
- Jobcentre or Jobcentre/Carers Services
- Other (SPECIFIC)

<table>
<thead>
<tr>
<th>103 INTERVIEWER CHECK BACK TO Q53 (F 22) AND ENSURE Q54 TO Q102c) ASKED FOR ALL LEARNING CODED AT Q53</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning new or in last four weeks (code 1 in any of columns ringed at Q59)</td>
</tr>
<tr>
<td>learning in last three years only (code 2 in all columns ringed at Q59)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>104 INTERVIEWER TO CODE FROM Q59 (F 23)</th>
<th>1 ASK Q103</th>
</tr>
</thead>
</table>

| 105 CARD B Looking at this card again, how likely is it that you will start any more learning in the next two to three years. This includes learning that is not relevant to a job or getting a job Would you say that it is READOUT |
|----------------------------------------|------------|
| very likely |
| fairly likely |
| fairly unlikely |
| or, very unlikely that you will be doing more learning in the next two to three years? (Can't say) |

| 106 And will some, or all of this learning be relevant to a job or getting a job? |
|----------------------------------------|------------|
| Yes |
| No |
| Can't say |

<table>
<thead>
<tr>
<th>107 INTERVIEWER READ TEXT IN BRACKETS IF CODE 2 OR 8 AT Q106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you unlikely in the next two to three years to do some more learning (that is relevant to a job or getting a job)? PROBE FULLY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>108 Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Fairly useful</td>
</tr>
<tr>
<td>3 Not very useful</td>
</tr>
<tr>
<td>4 Not at all useful</td>
</tr>
<tr>
<td>(Can't say)</td>
</tr>
</tbody>
</table>

| 1106 | 837 62 |

<table>
<thead>
<tr>
<th>111 GO TO Q108</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 ASK Q107</td>
</tr>
<tr>
<td>Can't say</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>112 INTERVIEWER READ TEXT IN BRACKETS IF CODE 2 OR 8 AT Q106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you unlikely in the next two to three years to do some more learning (that is relevant to a job or getting a job)? PROBE FULLY</td>
</tr>
</tbody>
</table>

| 1166 80 |
108. I'd now like to talk about the learning relevant to a job or getting a job that you are likely to do. Firstly, have you made definite plans to start this learning in the next year?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

109. Thinking of your likely future learning, do you expect this will be organised by your employer?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

110. And do you know now what subject or skill you are likely to learn about in the next two to three years?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask Q111</td>
</tr>
<tr>
<td>No</td>
<td>Go to Q112</td>
</tr>
</tbody>
</table>

111. CARD T. On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your likely learning of (subject/skill), which of the items on this card best describes the reasons you will start your learning?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>to get a job</td>
<td>01</td>
</tr>
<tr>
<td>to get a job with a different employer</td>
<td>02</td>
</tr>
<tr>
<td>to change the type of work I do</td>
<td>03</td>
</tr>
<tr>
<td>to gain a promotion</td>
<td>04</td>
</tr>
<tr>
<td>to gain a rise in earnings</td>
<td>05</td>
</tr>
<tr>
<td>to make my work more satisfying</td>
<td>06</td>
</tr>
<tr>
<td>to help me get onto a future course of learning</td>
<td>07</td>
</tr>
<tr>
<td>I will have no choice - employer chooses</td>
<td>08</td>
</tr>
<tr>
<td>I will have no choice - benefit requirement</td>
<td>09</td>
</tr>
<tr>
<td>no other learning available</td>
<td>10</td>
</tr>
</tbody>
</table>

Other (SPECIFY) ........................................ 11

112. And will this future learning aim at obtaining a particular qualification?

IF YES: What qualification is that?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No qualification aimed for</td>
<td>01</td>
</tr>
<tr>
<td>Don't know if qualification aimed for</td>
<td>02</td>
</tr>
<tr>
<td>Don't know which qualification aimed for</td>
<td>03</td>
</tr>
</tbody>
</table>

QUALIFICATION:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>YTS Certificate</td>
<td>04</td>
</tr>
<tr>
<td>GCE G</td>
<td>05</td>
</tr>
<tr>
<td>A levels; A/S level; S Level</td>
<td>06</td>
</tr>
<tr>
<td>RSA/Pitmans</td>
<td>07</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>08</td>
</tr>
<tr>
<td>National or General BTEC, ONC or OND</td>
<td>09</td>
</tr>
<tr>
<td>GNVQ/GNVQ</td>
<td>10</td>
</tr>
<tr>
<td>SVQ/SVQ</td>
<td>11</td>
</tr>
<tr>
<td>Nursing qualification</td>
<td>12</td>
</tr>
<tr>
<td>Teaching qualification (including TEFL)</td>
<td>13</td>
</tr>
<tr>
<td>Higher BTEC, HNC, HND</td>
<td>14</td>
</tr>
<tr>
<td>First degree/diploma</td>
<td>15</td>
</tr>
<tr>
<td>Higher degree (eg Ph.D)</td>
<td>16</td>
</tr>
<tr>
<td>Other professional qualification</td>
<td>17</td>
</tr>
<tr>
<td>Other qualification (SPECIFY)</td>
<td>18</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
</tr>
</tbody>
</table>

GO TO SECTION A DE (P.46)
SECTION 4 FUTURE LEARNING

CARD S Can you look at this card again please. Apart from any learning you are doing now how likely is it that you will start any learning in the next two to three years? This includes learning that is not relevant to a job or getting a job. Would you say that it is READ OUT

- very likely, 1 ASK Q114
- fairly likely, 2
- not very likely, 3
- or very unlikely that you will do any learning in the next two to three years? 4 GO TO Q119

(Can't say) 8

114 And will some or all of this learning be relevant to a job or getting a job?

Yes 1 ASK Q115
No 2
Can't say 8 GO TO Q119

115a) I'd now like to talk about the learning you are likely to do that is relevant to a job or getting a job. Firstly, have you made definite plans to start this learning in the next year?

Yes 1
No 2
Can't say 8

b) Thinking of your likely future learning, do you expect this will be organised by your employer or a future employer?

Yes 1
No 2
Can't say 8

116 And do you know now what subject or skill you are likely to learn about in the next two to three years?

Yes 1 ASK Q117
No 2 GO TO Q118

CARD T On this card are some reasons people have given for why they choose to learn about a certain subject or skill. Thinking of your likely learning of (subject/skill) which of the items on this card best describes the reasons you will start your learning? CODE ONE ONLY

to get a job 01
to get a job with a different employer 02
to change the type of work I do 03
to gain a promotion 04
to gain a rise in earnings 05
to make my work more satisfying 06
to help me get onto a future course of learning 07
I will have no choice employer will choose 08
I will have no choice benefit requirement 09
no other learning available 10
Other (SPECIFY) 11

118 And will this future learning aim at obtaining a particular qualification? IF YES What qualification is that?

No qualification aimed for 01
Don't know if qualification aimed for 02
Don't know which qualification aimed for 03
QUALIFICATION

- YTS Certificate 04
- GCSE 05
- A level A/S level 5 Level 06
- RSA/Pitmans 07
- City and Guilds 08
- National or general BTEC ONC or OND 09
- GSQ/NVQ 10
- SVQ/NVQ 11
- Nursing qualification (including TEFL) 12
- Higher BTEC HNC, HND 13
- First degree/diploma 14
- Higher degree (eg PhD) 15
- Other professional qualification 16
- Other qualification (SPECIFY) 17

Can't say 98

NOW GO TO Q124 (P 45)
119a) Would you like to do some learning that is relevant to a job or getting a job in the next two to three years?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1 ASK b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2 GO TO Q122</td>
</tr>
</tbody>
</table>

b) Why would you like to do some learning in the next two to three years, that is relevant to a job or getting a job?

PROBE FULLY

120. CARD U. This card shows some of the reasons that might make it difficult for people to do some learning. Which reasons on this card make it unlikely that you will do any learning in the next two to three years? PROBE: Which others?

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot afford to</td>
<td>01</td>
</tr>
<tr>
<td>I do not have the qualifications I would need</td>
<td>02</td>
</tr>
<tr>
<td>I do not have the abilities I would need</td>
<td>03</td>
</tr>
<tr>
<td>I am too nervous about the idea of starting learning</td>
<td>04</td>
</tr>
<tr>
<td>I have to look after children/other dependents</td>
<td>05</td>
</tr>
<tr>
<td>I am too ill or disabled</td>
<td>06</td>
</tr>
<tr>
<td>There are no suitable learning opportunities near me</td>
<td>07</td>
</tr>
<tr>
<td>I do not know about the types of learning available</td>
<td>08</td>
</tr>
<tr>
<td>My family circumstances would make it difficult</td>
<td>09</td>
</tr>
<tr>
<td>I would not be able to get time off work</td>
<td>10</td>
</tr>
<tr>
<td>I have tried to do learning in the past and it has been unsuccessful</td>
<td>11</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td></td>
</tr>
<tr>
<td>Can’t say</td>
<td>98</td>
</tr>
</tbody>
</table>

121. INTERVIEWER: CHECK IF MORE THAN ONE CODE RINGED AT Q120. IF MORE THAN ONE CODE RINGED ASK: Which of these reasons is the MOST IMPORTANT?

WRITE IN CODE NUMBER: [ ]

OR CODE: Can’t say 98

OR: One code only ringed at Q8 00

728

122a) GIVE SHUFFLE CARDS TO RESPONDENTS

On these cards are some of the reasons people have for not wanting to do learning that is relevant to a job or getting a job. Could you sort the cards into two piles - the reasons which apply to you, and the reasons which do not apply to you.

<table>
<thead>
<tr>
<th>REASONS</th>
<th>MAIN REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 When I finish work I just want to relax</td>
<td>01</td>
</tr>
<tr>
<td>02 I'm too busy with my work to spend time learning</td>
<td>02</td>
</tr>
<tr>
<td>03 I haven't got time because of my family</td>
<td>03</td>
</tr>
<tr>
<td>04 Learning would be too expensive</td>
<td>04</td>
</tr>
<tr>
<td>05 There are no opportunities for learning round here</td>
<td>05</td>
</tr>
<tr>
<td>06 I can't find the sort of learning that I want to do</td>
<td>06</td>
</tr>
<tr>
<td>07 I don't know anything about the opportunities round here</td>
<td>07</td>
</tr>
<tr>
<td>08 I didn't enjoy learning when I was younger</td>
<td>08</td>
</tr>
<tr>
<td>09 The learning system isn't for people like me</td>
<td>09</td>
</tr>
<tr>
<td>10 I'm too old to learn</td>
<td>10</td>
</tr>
<tr>
<td>11 I'm too young to learn</td>
<td>11</td>
</tr>
<tr>
<td>12 I don't have the qualifications you need for learning</td>
<td>12</td>
</tr>
<tr>
<td>13 I don't have the abilities you need for learning</td>
<td>13</td>
</tr>
<tr>
<td>14 I don't need to learn new things for work</td>
<td>14</td>
</tr>
<tr>
<td>15 What's the point of learning new things - it won't do me any good</td>
<td>15</td>
</tr>
<tr>
<td>16 (I really just don't want to learn)</td>
<td>16</td>
</tr>
<tr>
<td>17 Other (SPECIFY)</td>
<td></td>
</tr>
</tbody>
</table>

IF MORE THAN ONE CODE RINGED AT Q122a):

b) Which of these is the MAIN reason for your not wanting to do learning relevant to a job or getting a job?

RING APPROPRIATE CODE IN COL (b) ABOVE

| MAIN REASON NOT INTERESTED FROM Q122a) or b):
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work related (codes 01, 02)</td>
</tr>
<tr>
<td>Publicity related (code 07)</td>
</tr>
<tr>
<td>Availability related (code 05, 06)</td>
</tr>
<tr>
<td>Learning system related (codes 08, 09, 10, 11, 12, 13)</td>
</tr>
<tr>
<td>Money related (code 04)</td>
</tr>
<tr>
<td>Situation related (codes 03, 14, 15, 16, 17)</td>
</tr>
</tbody>
</table>
123a) Some people's employers allow them time off so they can learn new subjects or skills. If your employer was to do this, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Not applicable (self employed) 3  
   Can't say 8

b) In some areas learning is being better publicised. If this was to happen in your area, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Can't say 8

c) In some areas more opportunities for learning are being set up. If this was to happen in your area, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Can't say 8

d) In some areas learning attracts people from many different backgrounds. These people have different levels of ability and are of a variety of ages. If this was to happen in your area, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Can't say 8

e) For people in certain circumstances some of the costs of learning can be reduced. If in your case some of the costs of learning were reduced, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Can't say 8

f) What if your situation changed — say you got a new job or your family commitments were different? If this was to happen, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Can't say 8

g) Some people's employers pay for or help to pay for their employees learning. If your employer or a future employer was to do this, would you be interested in doing some learning?

   Yes 1  
   No 2  
   Not applicable 3  
   Can't say 8

card V On this card are some of the views people can have when someone they know is doing some learning.

a) If you were thinking of doing some learning that was relevant to a job or getting a job, how would your family feel about it? Please choose your answer from the card.

INTERVIEWER RING APPROPRIATE CODE AT COLUMN A BELOW

b) And how would your friends feel about you doing learning related to your work or career?

RING APPROPRIATE CODE AT COLUMN B BELOW

c) How would the people you work with feel about it?

RING APPROPRIATE CODE AT COLUMN C BELOW

d) And how would your employer feel about it?

RING APPROPRIATE CODE AT COLUMN D BELOW

(A) Family (B) Friends (C) Workmates (D) Employers

| Vary happy and generally encouraging | 1 | 1 | 1 | 1 |
| Fairly happy but would have some reservations | 2 | 2 | 2 | 2 |
| Wouldn't mind or not bothered either way | 3 | 3 | 3 | 3 |
| Disapproving or would not understand why I bothered | 4 | 4 | 4 | 4 |
| Totally opposed to it or would not know about my studies | 5 | 5 | 5 | 5 |
| (Don't know how they would feel) | 6 | 6 | 6 | 6 |
| Not applicable | 7 | 7 | 7 | 7 |
**125a** CARD V. What about if you were thinking of doing some learning that was not relevant to a job or getting a job? Again, looking at this card, how would your family feel about you doing this kind of learning?

**INTERVIEWER:** RING APPROPRIATE CODE AT COLUMN A BELOW

<table>
<thead>
<tr>
<th>(A) Family</th>
<th>(B) Friends</th>
<th>(C) Workmates</th>
<th>(D) Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy and generally encouraging</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fairly happy but would have some reservations</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Wouldn't mind or not bothered either way</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Disapproving or would not understand why I bothered</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Totally opposed to it or would not know about my studies</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>(Don't know how they would feel)</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Not applicable</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

**125b** C D A S B L O W

**INTERVIEWER:** RING APPROPRIATE CODE AT COLUMN B BELOW

**125c** How would the people you work with feel about it?

**INTERVIEWER:** RING APPROPRIATE CODE AT COLUMN C BELOW

**125d** And how would your employer feel about you doing learning that was not related to your work or career?

**INTERVIEWER:** RING APPROPRIATE CODE AT COLUMN D BELOW

---

**126a** INTERVIEWER TO CODE AGE FINISHED FT CONTINUOUS EDUCATION FROM Q24 (P.8): WRITE IN YEARS [ ] OR CODE: Can't say 98

**126b** Can I just check, apart from any qualifications you have told me about, have you obtained any other qualifications since you were [age at Q26a]/[last full-time continuous education]?

**INTERVIEWER:** INSERT AGE FROM a) INTO QUESTION WORDING WHERE STATED. IF "CANT SAY" AT a) READ TEXT IN ITALICS

**CODE ALL THAT APPLY**

- No qualification obtained 01
- Don't know which qualification obtained 02
- Youth Training Certificate 03
- GCSE 04
- A level, A/S level, S Level 05
- RSA/Pitmans 06
- City and Guilds 07
- National or general BTEC, ONC or OND 08
- NVQ/SVQ 09
- HNC/HND 10
- Other professional qualification 11

**127** And, apart from any attempts you have told me about, have you tried for, but not obtained, any qualifications since you were [age at Q26a]/[last full-time continuous education]? IF YES: Which qualifications were they?

**INTERVIEWER:** RING APPROPRIATE CODE AT COLUMN B BELOW

- Has not tried for any qualification which was not obtained 01
- Don't know which qualification tried for but not obtained 02
- Youth Training Certificate 03
- GCSE 04
- A level, A/S level, S Level 05
- RSA/Pitmans 06
- City and Guilds 07
- National or general BTEC, ONC or OND 08
- NVQ/SVQ 09
- HNC/HND 10
- Teaching qualification (including TEFL) 11
- Higher BTEC, HNC, HND 12
- First degree/diploma 14
- Higher degree (eg PhD) 15
- Other professional qualification 16

**127** Other qualification (SPECIFY) 17
SECTION 5  AWARENESS AND ATTITUDES

129a) CARD W Again looking at this card which would you prefer to use if you wanted some information about opportunities for learning that is relevant to a job or getting a job? PROBE Which others would you prefer to use?
CODE ALL THAT APPLY AT 4) IN GRID

129b) CARD W And what about if you wanted to find out about ways you could pay for this kind of learning? Which would you prefer to use to find this out?
PROBE Which others
CODE ALL THAT APPLY AT b)

card w and what if you wanted to talk to someone about what you could learn? Who would you feel comfortable asking for advice and guidance about learning relevant to a job or getting a job?
PROBE Who else?
CODE ALL THAT APPLY AT c) IN GRID

d) CARD W Have you ever visited or used any of the things on this card in order to find out about the opportunities available to you for learning that is relevant to a job or getting a job? PROBE Which others?
CODE ALL THAT APPLY AT d) IN GRID

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Payments</td>
<td>Advice</td>
<td>Expenses</td>
</tr>
<tr>
<td>1100 80</td>
<td>1200 80</td>
<td>1300 80</td>
<td>1400 80</td>
</tr>
<tr>
<td>Public library</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Personnel or training officer/Employer</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Evening Institute/Adult Education Centre</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Further Education College/Technical College</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Private training/Education Centre</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Community Centre</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Workers Educational Association</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Training and Enterprise Council (TEC)</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Town Hall/Council offices</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>Citizens Advice Bureau</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Polytechnic, University, College of HE</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Skill centres</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Jobcentres/Jobclub</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Local school</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Talk to friends, workmates</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Read newspaper adverts</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>NONE/NOT APPLICABLE</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>
13a. Some people who want to learn skills useful for their career can borrow money from the bank and get help with the interest payments. Were you aware of this system?

- Yes 1
- No 2
- Can't say 8

b) Have you ever heard of Career Development Loans?

- Yes 1
- No 2
- Can't say 8

c) Would you personally be interested in finding out more about borrowing money in this way to pay for training?

- Yes 1
- No 2
- Can't say 8

131. Would you be interested in finding out about a system where money was available so that people could choose between doing selected types of learning relevant to jobs?

- Yes 1
- No 2
- Can't say 8

132a) Have you ever heard of people getting tax relief for job related training?

- Yes 1
- No 2
- Can't say 8

b) Would you personally be interested in finding out more about tax relief which reduces the cost of job related training?

- Yes 1
- No 2
- Can't say 8

133a) Some people choose to learn at a time, place and spend which suits them. This often means that they learn at home. Were you aware of this system?

- Yes 1
- No 2
- Can't say 8

b) Have you ever heard of Open Learning?

- Yes 1
- No 2
- Can't say 8

c) Would you personally be interested in finding out more about Open Learning?

- Yes 1
- No 2
- Can't say 8

How for some more general questions.

CARD X. I am going to read you a list of things that people have said they look for in a job. Please tell me, from this card, how important each thing is to you.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a) Friendly people to work with
b) Good promotion prospects
c) Good pay
d) Good relations with your supervisor or manager
e) A secure job
f) A job where you can use your initiative
g) Work you like doing
h) Convenient hours of work
i) Choice in your hours of work
j) The opportunity to use your abilities
k) Good fringe benefits
l) An easy work load
m) Good training provided
n) Good physical working conditions
o) A lot of variety in the type of work
CARD Y  Please tell me whether you agree or disagree with this statement. If I had enough money to live comfortably for the rest of my life I would still want to work

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Can’t say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

CARD Y  I will now read out a list of statements people have made about different types of learning. For each one, please tell me, from this card, how much you agree or disagree

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree not</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) In your own time can make you more employable</td>
<td></td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>b) In your own time can be very satisfying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c) I haven't the motivation to learn on my own at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d) People get more out of learning they have chosen to do than they get from learning they are made to do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e) There is not enough information available about the different sorts of learning you can do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f) There is not enough advice and help available about the different sorts of learning people can do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g) There is a lot of choice around for people with learning needs like mine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h) There are ample opportunities for people to learn if they want to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i) It is important that people who are learning have clear information about what they are getting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j) I would feel out of place going to evening classes in a college or school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k) Colleges should be more flexible and make learning available when people want it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l) Learning is something that people do throughout their life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m) People who learn usually get value for money</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n) Learning is expensive and I can't afford it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>o) I don't see why I should pay for learning that is to do with my job or career</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>p) The government or employers should pay for learning that is to do with jobs or careers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>q) Learning is an important part of everyone's life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>r) It is important that learners' rights be written into a charter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
SECTION 6: GENERAL

138. Finally, a few questions about yourself. Can you tell me, firstly, does your household own this accommodation, or rent it from the local authority, or rent it privately?

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own (include buying)</td>
<td>1</td>
</tr>
<tr>
<td>Rent from LA/New Town</td>
<td>2</td>
</tr>
<tr>
<td>Rent from housing association/Co-op/Housing Trust</td>
<td>3</td>
</tr>
<tr>
<td>Rent privately</td>
<td>4</td>
</tr>
<tr>
<td>Rent free/squatting</td>
<td>5</td>
</tr>
<tr>
<td>Lives in institution (nursing, B&amp;B, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>7</td>
</tr>
</tbody>
</table>

139. INTERVIEWER CODE TYPE OF ACCOMMODATION LIVED IN:

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole house</td>
<td>1</td>
</tr>
<tr>
<td>Bungalow</td>
<td>2</td>
</tr>
<tr>
<td>Purpose-built flat/maisonnette/bedsitter in converted home</td>
<td>3</td>
</tr>
<tr>
<td>Room(s) not self-contained</td>
<td>4</td>
</tr>
<tr>
<td>Caravan/mobile home</td>
<td>5</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>6</td>
</tr>
</tbody>
</table>

140. And how long have you been living in this house/flat?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>1</td>
</tr>
<tr>
<td>1 year, but less than 2 years</td>
<td>2</td>
</tr>
<tr>
<td>2 years, but less than 5 years</td>
<td>3</td>
</tr>
<tr>
<td>5 years, but less than 10 years</td>
<td>4</td>
</tr>
<tr>
<td>10 years or more</td>
<td>5</td>
</tr>
</tbody>
</table>

141. Do you (or your spouse/partner) currently receive Housing Benefit from your local authority or local DSS office?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>8</td>
</tr>
</tbody>
</table>

142. CARD Z. Which of the codes on this card represents the total income of your household from all sources before tax. Please just tell me the code number.

NOTE: INCLUDE INCOME FROM BENEFIT, SAVINGS, ETC.

<table>
<thead>
<tr>
<th>Write in Code Number</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR CODE:</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>97</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
</tr>
</tbody>
</table>

143. INTERVIEWER TO CODE FROM Q1 (P.1):

<table>
<thead>
<tr>
<th>Respondent in paid work (codes 01, 02)</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent not in paid work (codes 03-11)</td>
<td>GO TO Q46</td>
</tr>
</tbody>
</table>

144. CARD Z. And which of the codes on this card represents your own gross or total earnings, before deduction of income tax and national insurance?

<table>
<thead>
<tr>
<th>Write in Code Number</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR CODE:</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>97</td>
</tr>
<tr>
<td>Can't say</td>
<td>98</td>
</tr>
</tbody>
</table>

145. And how many hours do you usually work for that pay, excluding meal times and breaks, but including paid overtime?

HALF HOURS ROUND UP

| Write in Weekly Hours | Code |

146. CARD AA. To which of these groups do you consider you belong?

<table>
<thead>
<tr>
<th>Group</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>01</td>
</tr>
<tr>
<td>Black: of African or Caribbean or other origin</td>
<td>02</td>
</tr>
<tr>
<td>Asian: - of Indian origin</td>
<td>03</td>
</tr>
<tr>
<td>- of Pakistan origin</td>
<td>04</td>
</tr>
<tr>
<td>- of Bangladeshi origin</td>
<td>05</td>
</tr>
<tr>
<td>- of Chinese origin</td>
<td>06</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>97</td>
</tr>
</tbody>
</table>
And finally what language do you mainly speak at home?

- English 01
- Greek 02
- Spanish 03
- Turkish 04

Other European language (SPECIFY) 05
- Arabic 06
- Bengali 07
- Chinese 08
- Gujarati 09
- Hindi 10
- Urdu 11

Other non European language (SPECIFY) 12
- Refused 97
- Can't say 98

INTERVIEWER TO CODE NATURE OF AREA

CODE ONE ONLY

- Urban/City Centre 1
- Suburban residential 2
- Rural residential/village centre 3
- Rural (eg agricultural with isolated dwellings or small hamlets) 4

INTERVIEWER TO CODE PREREQUISITE LAND USE OF AREA

CODE ALL THAT APPLY

- Residential 1
- Commercial (shopping area/offices) 2
- Industrial (heavy and light) 3
- Civic/institutional council offices, courts, hospitals 4
- Open space (agricultural land, parkland, public open space) 5
- Agricultural (farm houses, cottages other dwellings in isolated situations) 6

INTERVIEWER ENTER TIME

Thank you very much for helping us with this survey. It has been most useful.

Date of Interview 9 3

INTERVIEWER NAME
ATTITUDES TO LEARNING - "OTHER" AND OPEN ENDED RESPONSES

Q1 Other activity at present
R code if possible, otherwise TAB

Q17c Reasons for leaving employer
New codes at Q17c)
08 (Has) to leave area
09 Pregnancy
R code if possible, otherwise FINAL LIST WITH SN

Q18 Reasons for leaving last employer
New codes at Q18:
10 (Had) to leave area
11 Pregnancy
R code if possible, otherwise FINAL LIST WITH SN.

Q26b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN

Q27b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN.

Q35b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN

Q36b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN

Q43b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN.

Q44b) Other qualifications
R code if possible, otherwise FINAL LIST WITH SN
Q57 Other advice source

New codes:
18 Professional organisation or association (e.g. RCN, lawn tennis assoc.)

Note:
13 includes DSS
05 includes any specialised centre or institution (e.g. centre for learning difficulties, teacher training further development centre)
16 includes books, TV

Recode if possible, otherwise FINAL LIST WITH SN.

Q60b) Other qualification

Recode if possible, otherwise FINAL LIST WITH SN.

Q69 Main place of learning

Recode if possible, otherwise FINAL LIST WITH SN.

Q73 Other type of loan

Recode if possible, otherwise FINAL LIST WITH SN.

Q79 Other expenses

Note:
7 include any expenses (including stationary, examination fees) that are not travel, childcare, or work/benefit related.

Recode if possible, otherwise FINAL LIST WITH SN.

Q88 Other reasons

Note:
01 includes learning to get a particular type of job (e.g. "the sort of job I want", a "better job" etc.).
03 includes helping to find out about a new type of job or starting up new business.

Recode if possible, otherwise FINAL LIST WITH SN.

Q91b) Other events resulting from learning

Recode if possible, otherwise FINAL LIST WITH SN.
Q98b) **Other problems with course**

Please transfer any codes appropriate to Q99a) from the "other" category at Q98b) and then delete from 98b)

Recode if possible, otherwise FINAL LIST WITH SN

Q99a) **Other problems with learning**

New code
15 Other problem with lack of time (not covered by codes 06-08)

Recode if possible, otherwise FINAL LIST WITH SN

Q102b) **Other source of advice**

Note
13 includes DSS
05 includes any specialised centre or institution (eg centre for learning difficulties, teacher training further development centre)
16 includes books, TV

Q111 **Other reasons**

Note
01 includes learning to get a particular type of job (eg "the sort of job I want", a "better job" etc)
03 includes helping to find out about a new type of job or starting up new business

Recode if possible, otherwise FINAL LIST WITH SN.

Q112 **Other qualifications**

Recode if possible, otherwise FINAL LIST WITH SN

Q117 **Other reasons**

Note
01 includes learning to get a particular type of job (eg "the sort of job I want", a "better job" etc)
03 includes helping to find out about a new type of job or starting up new business

Recode if possible, otherwise FINAL LIST WITH SN
Q118  Other qualifications
Recode if possible, otherwise FINAL LIST WITH SN.

Q120  Other reasons
Recode if possible, otherwise FINAL LIST WITH SN.

Q122a)b)  Other reasons
New codes:
18  health problems (including mental health)
19  respondent has retired (or is about to)
Recode if possible, otherwise FINAL LIST WITH SN.

Q126b)  Other qualifications
Note:
15  includes M.A., M.Sc., M.Phil., (or "Master's Degree) D.Phil.
Recode if possible, otherwise FINAL LIST WITH SN.

Q127  Other qualifications
Note:
04  includes "O" level, CSE.
15  includes M.A., M.Sc., M.Phil., (or "Master's Degree) D.Phil.
Recode if possible, otherwise FINAL LIST WITH SN.

Q128a)b)  Other source of information
Note:
13  includes Unemployment Office
14  includes education adviser
15  includes "teachers" (if other institution not specified - otherwise code according to institution at which teacher works).
17  includes books, yellow pages, TV.

New codes:
20  Professional bodies/organisations/associations
21  Training Access Points (TAPs)
Recode if possible, otherwise FINAL LIST WITH SN.
Q129a)-d) **Other sources of help**

**Note**

13 includes Unemployment Office

14 includes education adviser

15 includes "teachers" (if other institution not specified - otherwise code according to institution at which teacher works)

17 includes books, yellow pages, TV, "press"

New codes:

20 Professional bodies/organisations/associations

21 Training Access Points (TAPs)

Rcode if possible, otherwise FINAL LIST WITH SN

Q138 **Other tenure**

Rcode if possible, otherwise FINAL LIST WITH SN

Q139 **Other accommodation type**

Rcode if possible, otherwise FINAL LIST WITH SN

Q146 **Other ethnic group**

Rcode if possible, otherwise FINAL LIST WITH SN

Q147 **Other languages**

Rcode if possible, otherwise FINAL LIST WITH SN.
TO: KAY
FROM: ALISON
DATE: 5TH OCTOBER, 1993
RE: P1316

Multi-coded answers

Question 44
If more than 5 codes indicated delete 15 or 16 (if both are given delete 15).

Question 64
Priority to 1, 2, then 3 (in that order).

Question 69
Priority to 01 - 11, 15 and 16. If more than one of these codes has been given please can you tab the questionnaire.

Questions 88, 111, and 117
Where multi-coding has occurred, priority should be given to codes 08, 09, 07, 10, 02, 01, 03, 04, 05, 06 (in that order).

Question 112
Priority to 03, 02, 01 (in that order). 12 or 13 should get priority if coded along with another qualification. Otherwise tab.

Questions 46 and 70
Code as "don't know".
WHY DID YOU STAY ON IN FULL-TIME EDUCATION OR TRAINING AFTER YOU WERE ALLOWED TO LEAVE?

Q28a IF COL 431/2 OR Q28b) IF COL 432/2
CODE UP TO 03 ANSWERS IN COLS 433 TO 438

The natural thing to do

01

including "never thought of doing anything else", "that's what everybody did then". DO NOT CODE IF DIDN'T KNOW WHAT ELSE TO DO (CODE 07). ALSO CODE 08 IF MENTION OF THE EXPECTATIONS OF OTHERS

"Education based" reasons for staying on

02 Qualifications

wanted to get particular (or "better") qualifications or grades (including re-sits). ALSO CODE 03-04 IF QUALIFICATIONS SOUGHT SO AS TO PURSUE CAREER, FURTHER LEARNING

03 Route into further education

ALSO CODE 02, 04 AS APPROPRIATE

04 Job related

education as a means of getting a particular job or improving chances of getting a "better" job

05 Enjoyed learning

enjoyment of education "for its own sake", liked learning whilst at school

06 General advantages

education as a means of improving chances, of "bettering" yourself, developing talents, broadening horizons. ONLY CODE IF 02-05 NOT APPROPRIATE

"Non-education based" reasons for staying on

07 Didn't know what else to do

includes not knowing what job wanted. societal or parental expectations or pressure ("it was just expected that I would continue with my education"). DO NOT CODE UNLESS INFLUENCE/EXPECTATIONS OF OTHERS REFERRED TO

08 Expectation of others

any reference to lack of (suitable) jobs

09 Lack of job opportunities

any other reasons which relate to the influence of factors outside the education system

10 Other


11 Other n.e.c.

FINAL LIST WITH SN

12 Left before allowed to

respondent left school before legally allowed to

EXCLUSIVE CODE

97 Irrelevant or vague answer

EXCLUSIVE CODE

98 Don't know

EXCLUSIVE CODE

99 Not answered

EXCLUSIVE CODE
WHY DID YOU LEAVE FULL-TIME EDUCATION WHEN YOU DID?

FILTER: Q28b) IF COL 432/1,8
CODE UP TO 03 ANSWERS IN COLS 440 TO 445

01 "The time had come to leave" - had reached school leaving age, "everybody left then", "the right thing to do", couldn't think of anything else to do, course ended. DO NOT CODE IF STATES THAT NOT POSSIBLE TO STAY ON (SEE CODE 03)

"Education based" reasons for leaving

02 Had enough of school - didn't like school, learning, exams, teachers, the system etc. "I just wanted to leave".

03 Not possible to stay on - because no facilities for staying on at particular school. DO NOT CODE IF COULDN'T STAY ON BUT ADVISED NOT TO BY TEACHERS (CODE 04) OR FAMILY (CODE 08).

04 Not encouraged to stay on - teachers didn't encourage or allow respondent to stay on, or advised respondent to leave. ALSO SEE CODE 05 ("not clever enough to stay on"). DO NOT CODE IF NOT POSSIBLE TO STAY ON (CODE 03) OR FAMILY CIRCUMSTANCES MEANT HAD TO LEAVE (CODE 08).

05 "Abilities" of respondent - "not clever enough to stay on", didn't get necessary exams, a "slow learner". ALSO SEE CODE 04 IF RESPONDENT ADVISED TO LEAVE SCHOOL FOR THIS REASON.

06 Other - any other reason for leaving which refers directly to characteristics of education n.e.c.

"Non-education based" reasons for leaving

07 Job/money - wanted to find (or had already found) work. Wanted (or needed) to start earning money. ALSO SEE CODE 08 IF FAMILY FINANCES A REASON FOR LEAVING SCHOOL.

08 Family - family wanted or encouraged respondent to leave (including cases where respondent had to leave area). ALSO SEE CODE 07 IF A FAMILY FINANCES A REASON FOR WANTING RESPONDENT TO LEAVE.

09 Other - any other reason for leaving not related directly to the characteristics of education n.e.c.

10 Other n.e.c. - FINAL LIST WITH SN.

97 Irrelevant or vague answer - EXCLUSIVE CODE

98 Don't know - EXCLUSIVE CODE

99 Not answered - EXCLUSIVE CODE
WHY DID YOU STAY ON IN FULL-TIME EDUCATION OR TRAINING?

FILTER: Q24 IF COL 414-415/00
CODE UP TO 03 ANSWERS IN COLS 509 TO 514

01 "The natural thing to do" - including "never thought of doing anything else", "that's what everybody did then" DO NOT CODE IF DIDN'T KNOW WHAT ELSE TO DO (CODE 07) ALSO CODE 08 IF MENTION OF THE EXPECTATIONS OF OTHERS

"Education based" reasons for staying on

02 Qualifications - wanted to get particular (or "better") qualifications or grades (including re-sits) ALSO CODE 03-04 IF QUALIFICATIONS SOUGHT SO AS TO PURSUE CAREER, FURTHER LEARNING
03 Route into further education - ALSO CODE 02, 04 AS APPROPRIATE
04 Job related - education as a means of getting a particular job or improving chances of getting a "better" job
05 Enjoyed learning - enjoyment of education "for its own sake", liked learning whilst at school
06 General advantages - education as a means of improving chances, of "bettering" yourself, developing talents, broadening horizons ONLY CODE IF 02-05 NOT APPROPRIATE

"Non-education based" reasons for staying on

07 "Didn't know what else to do" - includes not knowing what job wanted
08 Expectation of others - societal or parental expectations or pressure ("it was just expected that I would continue with my education") DO NOT CODE UNLESS INFLUENCE/EXPECTATIONS OF OTHERS REFERRED TO
09 Lack of job opportunities - any reference to lack of (suitable) jobs
10 Other - any other reasons which relate to the influence of factors outside the education system
11 Other n.e.c. - FINAL LIST WITH SN
97 Irrelevant or vague answer - EXCLUSIVE CODE
98 Don't know - EXCLUSIVE CODE
99 Not answered - EXCLUSIVE CODE
51b(c)d) SUBJECTS STUDIED

FILTER: FOR Q51b): Q51a) IF CODES 01 TO 20 RINGED
FOR Q51d): Q51b) IF CODES 01 TO 20 RINGED
FOR Q51e): Q51b) IF CODES 01 TO 20 RINGED

51b) CODE UP TO 20 ANSWERS IN COLS 808-828 AND 556-575
51d) CODE ONE ANSWER ONLY IN COLS 829-830
51e) CODE UP TO TWO ANSWERS IN COLS 831-834

Keyboard and computing skills, Information Technology

01 Computer - programming only (eg. FORTRAN, BASIC). If use of specific packages cited, code 02. IF UNCLEAR WHETHER PROGRAMMING OR USE OF COMPUTER PACKAGES, CODE 03.


03 "Computing" - only code in cases where unclear whether code 01 or 02.

Administration and management

04 "Office skills" - typing, shorthand, telephone manner, word-processing. DO NOT CODE IF WORD-PROCESSING ONLY (CODE 02). IF "WRITING SKILLS" ONLY, CODE 11 OR 26 AS APPROPRIATE.

05 Management and Administration - including business or government administration, management or supervision skills (for example, personnel management, pub management, management in local schools).

Training as result of official guidelines

06 Health and safety courses - including Health and Hygiene, Food safety, environmental safety etc.

07 First Aid - DO NOT CODE IF PART OF MORE SPECIALIST MEDICAL TRAINING (CODES 16-18)

08 Other official regulations - including BS500, building regulations, quality control.

09 "Self-development" - self-awareness/esteem, assertiveness training.

10 "Communication skills" - including customer care, "interaction training", courses in public speaking. DO NOT USE IF TRAINING CONCENTRATES ON ENGLISH LANGUAGE (CODE 11 OR 23).
"Basic Skills" - development of skills such as literacy, numeracy, writing etc. Includes courses such as City and Guilds "Word power" and "Number power"

Use of specific equipment - such as machinery, transport etc. DO NOT CODE IF TRAINING IN COMPUTING, INFORMATION TECHNOLOGY, OFFICE EQUIPMENT (CODES 01, 02, 03, 04)

Training for particular professions/trades

13 Finance and accountancy - including bookkeeping
14 Teaching - including learning about training others, TEFL, PGCE, courses aimed at improving knowledge of examination boards etc.
15 Counselling - general and specialist counselling (bereavement, marital, medical, career etc.)
16 Care and Social Services - including social work/care training and specialist Social Services training (for example DSS internal courses)
17 Legal training - including professional law courses and specialised training for particular occupations includes midwifery DO NOT CODE IF FIRST AID COURSE ONLY (CODE 06)
18 Nursing, ambulance - including doctors, dentists, vets
19 Medical - including pubs Also includes courses in food preparation DO NOT CODE IF COURSE IN FOOD SAFETY (CODE 05)
20 Hotel and Catering -
21 Building and decorating - electronic, mechanical and construction
22 Security trades - any training specific to retail trades (e.g., "selling") CODE 10 IF TRAINING SIMPLY IN "CUSTOMER CARE"
23 Engineering -
24 Retail -
25 Other - ANY OTHER TRAINING SPECIFIC TO A PARTICULAR PROFESSION OR TRADE
26 English language - english language, speech, writing DO NOT CODE IF TRAINING IN "BASIC SKILLS" SUCH AS LITERACY (CODE 11)

Other "academic"

27 Foreign languages -
28 Maths and arithmetic - including statistics, "number power" (City and Guilds)
29 Other academic subjects - English literature, arts, humanities, social sciences, sciences

"Leisure" activities - including sports, music, gardening and handicrafts

Other n.e.c. - FINAL LIST WITH SN

Irrelevant or vague answer - EXCLUSIVE CODE

Don't know - EXCLUSIVE CODE

Not answered - EXCLUSIVE CODE
86. WHY IS THAT (FINISHED LEARNING LATER THAN INTENDED)?

FILTER: Q85 IF COL 2167/2
CODE UP TO 03 ANSWERS IN COLS 2209 TO 2214

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason for finishing later</th>
<th>-</th>
<th>FINAL LIST WITH SN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>Irrelevant or vague answer</td>
<td>-</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
<td>-</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
<td>-</td>
<td>EXCLUSIVE CODE</td>
</tr>
</tbody>
</table>
**WHY IS THAT (FINISHED LEARNING EARLIER THAN INTENDED)?**

**FILTER:** Q85 IF COL 2167/3  
**CODE UP TO 03 ANSWERS IN COLS 2209 TO 2214**

<table>
<thead>
<tr>
<th>Code</th>
<th>Problem Description</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Method of learning</td>
<td>didn't enjoy the way in which they were learning (for example, didn't suit home-based course, tutorial system etc)</td>
</tr>
<tr>
<td>02</td>
<td>Quality of learning</td>
<td>dissatisfaction with the quality of, for example, teaching or materials used</td>
</tr>
<tr>
<td>03</td>
<td>Content of learning</td>
<td>unsuitable or unexpected content of learning, subject &quot;not what was expected&quot;</td>
</tr>
<tr>
<td>04</td>
<td>Finding necessary time</td>
<td>institution learned at too far away, no time at work/home for associated learning or homework. any problems with paying for learning or anything associated with it (for example, childcare, travel, books and equipment)</td>
</tr>
<tr>
<td>05</td>
<td>Funding</td>
<td>&quot;learning wasn't for me&quot;</td>
</tr>
<tr>
<td>06</td>
<td>&quot;I just didn't enjoy it&quot;</td>
<td>&quot;learning wasn't for me&quot;</td>
</tr>
<tr>
<td>07</td>
<td>Domestic reasons</td>
<td>respondent had to leave area, family pressures forced early end to learning. ALSO CODE 04 IF TIME STATED AS A REASON FOR FAMILY PRESSURE</td>
</tr>
<tr>
<td>08</td>
<td>Other n.e.c.</td>
<td>FINAL LIST WITH SN</td>
</tr>
<tr>
<td>97</td>
<td>Irrelevant or vague answer</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
<td>EXCLUSIVE CODE</td>
</tr>
</tbody>
</table>
IN WHAT WAYS HAS YOUR LEARNING BEEN UNSATISFACTORY?

FILTER: Q93 IF COL 2239/3,4
CODE UP TO 03 ANSWERS IN COLS 2240 TO 2245

Problems with the process of learning

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Quality of learning - inadequate or unsuitable teaching, content, practice, supervision etc.</td>
</tr>
<tr>
<td>02</td>
<td>Method of learning - encountered problems with learning in a group, at home, on course etc. ALSO CODE 08 IF THIS LED TO MOTIVATION PROBLEMS OR LACK OF INTEREST.</td>
</tr>
<tr>
<td>03</td>
<td>Content of learning - unsuitable or unexpected content of learning, subject &quot;not what was expected&quot;.</td>
</tr>
<tr>
<td>04</td>
<td>Finding necessary time - institution learned at too far away, no time at work/home for associated learning or homework.</td>
</tr>
<tr>
<td>05</td>
<td>Access - lack of choice regarding types of learning, problems with availability of required units of learning.</td>
</tr>
<tr>
<td>06</td>
<td>Financial support - lack of (adequate) financial support whilst learning (from work, DSS, family).</td>
</tr>
<tr>
<td>07</td>
<td>&quot;Too difficult&quot; - problems with maintaining interest or motivation to learn. Include those who simply &quot;didn't enjoy it&quot;. ALSO CODE 08 IF REASON FOR LACK OF ENJOYMENT WAS THAT THE LEARNING TOO DIFFICULT.</td>
</tr>
<tr>
<td>08</td>
<td>Interest - respondent had to leave area, family pressures forced early end to learning. ALSO CODE 04 IF TIME STATED AS A REASON FOR FAMILY PRESSURE.</td>
</tr>
<tr>
<td>09</td>
<td>Domestic reasons - other problems stemming from the process of learning n.e.c.</td>
</tr>
<tr>
<td>10</td>
<td>Other -</td>
</tr>
</tbody>
</table>

Problems with the value of learning

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Job related - learning has not led to a job or a change in career.</td>
</tr>
<tr>
<td>12</td>
<td>Promotion related - learning has not led to a promotion or pay rise.</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Just hasn't led anywhere&quot; - general dissatisfaction with the value of learning, including vague statements about worthlessness of qualification etc. ALSO CODE 15, 16 IF DISSATISFACTION A RESULT OF BEING UNABLE TO PUT LEARNING INTO PRACTICE. other specific problems with the value of learning, DO NOT CODE IF SIMPLY GENERAL DISSATISFACTION WITH VALUE OF LEARNING (CODE 13).</td>
</tr>
<tr>
<td>14</td>
<td>Other -</td>
</tr>
</tbody>
</table>

PLEASE TURN OVER FOR REMAINING CODES
<table>
<thead>
<tr>
<th></th>
<th>Problems with using learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>At work</td>
</tr>
<tr>
<td>16</td>
<td>Domestic constraints</td>
</tr>
<tr>
<td>17</td>
<td>Other</td>
</tr>
<tr>
<td>18</td>
<td>Other n.e.c.</td>
</tr>
<tr>
<td>97</td>
<td>Irrelevant or vague answer</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
</tr>
</tbody>
</table>

- lack of opportunity to use that which was learned, to "put it all into practice"
- domestic pressures meaning that difficult to use learning (by, for example, making it difficult to get a job that learning has qualified respondent for)
- other specific problems stemming from being unable to use learning n.e.c

FINAL LIST WITH SN
- EXCLUSIVE CODE
- EXCLUSIVE CODE
- EXCLUSIVE CODE
WHY DID YOU DECIDE NOT TO AIM FOR A QUALIFICATION?

FILTER: Q96a) IF COL 2247/1 CODE UP TO 03 ANSWERS IN COLS 2249 TO 2254

01 Didn't want qualification - "no need for a bit of paper", learning for own pleasure, self-achievement enough without qualification.

02 Not possible in circumstances - situation made it difficult/impossible to aim for a qualification.

03 Other n.e.c. - FINAL LIST WITH SN.

97 Irrelevant or vague answer - EXCLUSIVE CODE

98 Don't know - EXCLUSIVE CODE

99 Not answered - EXCLUSIVE CODE
107 WHY ARE YOU UNLIKELY, IN THE NEXT TWO TO THREE YEARS, TO DO SOME LEARNING (THAT IS RELEVANT TO A JOB OR GETTING A JOB)?

FILTER. Q105 IF COL 710/3,4,8 QR Q106 IF COL 711/2,8 CODE UP TO 03 ANSWERS IN COLS 857 TO 862

01 I don't need to learn - has enough qualifications for present work, does not anticipate changing jobs, is not looking for work. DO NOT CODE IF (IMMINENT) RETIREMENT CITED AS REASON FOR NOT WANTING TO LEARN (CODE 3)

02 Has "had enough of learning" - "fed up" with studying, has learned enough already DO NOT CODE IF WANTS TO DO SOME LEARNING THAT IS NOT RELATED TO WORK (CODE 04)

03 Retirement - respondent has retired (or is about to)

04 Learning for pleasure - respondent wants to do some learning for pleasure, desire to do non-vocational learning

05 "Time problems" - learning difficult as a result of commitments or pressures caused by, for example, family, childcare, work. ALSO CODE 06 IF TIME PRESSURES SPECIFICALLY A RESULT OF DOMESTIC PRESSURES

06 Domestic constraints - unable to learn because of family pressures, demands of childcare etc. ALSO CODE 05 IF DOMESTIC PRESSURES MEAN HAS NOT GOT TIME TO DO LEARNING

07 Funding/financial - unable to afford costs of learning

08 Availability and access - no suitable learning available

09 Other n.e.c. - FINAL LIST WITH SN

97 Irrelevant or vague answer - EXCLUSIVE CODE

98 Don't know - EXCLUSIVE CODE

99 Not answered - EXCLUSIVE CODE
WHY WOULD YOU LIKE TO DO SOME LEARNING IN THE NEXT TWO TO THREE YEARS THAT IS RELEVANT TO A JOB OR TO GETTING A JOB?

FILTER: Q119a) IF COL 728/1 CODE UP TO 03 ANSWERS IN COLS 729 TO 734

<table>
<thead>
<tr>
<th>Job-related reasons</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 To get a &quot;better&quot; job</td>
<td>including career advancement, promotion. DO NOT CODE IF REFERENCE SOLELY TO DOING A JOB BETTER (CODE 03) RATHER THAN GETTING A &quot;BETTER&quot; JOB (CODE 01).</td>
</tr>
<tr>
<td>02 To get a job</td>
<td>learning as improving chances of getting a job <em>per se</em>, will help &quot;job prospects&quot;, getting back into employment after redundancy. ONLY CODE IF IMPLICATION THAT RESPONDENT DOES NOT PRESENTLY HAVE A JOB.</td>
</tr>
<tr>
<td>03 To change career</td>
<td>specific wish for, or need to, &quot;change direction&quot; or get training for a new career.</td>
</tr>
<tr>
<td>04 To do job better</td>
<td>including increased job satisfaction. DO NOT CODE IF REFERENCE SOLELY TO GETTING A &quot;BETTER&quot; JOB (CODE 01) RATHER THAN DOING A JOB BETTER (CODE 03).</td>
</tr>
<tr>
<td>05 To get pay rise</td>
<td>for example, a salary increase, more overtime. ALSO CODE 01, 03, 04 IF APPLICABLE.</td>
</tr>
<tr>
<td>06 Other</td>
<td>other job related reason n.e.c.</td>
</tr>
<tr>
<td>07 &quot;To prove that I can&quot;</td>
<td>learning to make up for past mistakes, to demonstrate to self and others that is capable.</td>
</tr>
<tr>
<td>08 &quot;Self-improvement&quot;</td>
<td>learning as a means of keeping up, improving the mind, &quot;bettering yourself&quot;. IF SPECIFIC REFERENCE TO IMPACT ON CAREER CODE 01-06 AS APPROPRIATE.</td>
</tr>
<tr>
<td>09 Other n.e.c.</td>
<td>FINAL LIST WITH SN.</td>
</tr>
<tr>
<td>97 Irrelevant or vague answer</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>98 Don't know</td>
<td>EXCLUSIVE CODE</td>
</tr>
<tr>
<td>99 Not answered</td>
<td>EXCLUSIVE CODE</td>
</tr>
</tbody>
</table>
WHERE WOULD YOU GO TO FIND OUT MORE ABOUT TAX RELIEF FOR JOB RELATED TRAINING?

FILTER:
Q132b) IF COL 1314/1
CODE UP TO 03 ANSWERS IN COLS 1515 TO 1520

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td><strong>Inland Revenue</strong> - including local and regional tax offices, Customs and Excise</td>
</tr>
<tr>
<td>02</td>
<td><strong>Accountant</strong></td>
</tr>
<tr>
<td>03</td>
<td><strong>Citizens' Advice Bureau</strong> - (CAB)</td>
</tr>
<tr>
<td>04</td>
<td><strong>Job Centre or DSS</strong> - including Jobclub, Jobstart</td>
</tr>
</tbody>
</table>
| 05   | **TECs** - Training and Enterprise Council (TEC) offices
ONLY CODE IF TEC SPECIFICALLY MENTIONED |
| 06   | "Council" - any mention of local council offices or officials                 |
| 08   | **Guidance Centre** - ONLY CODE IF SPECIFICALLY MENTIONED                    |
| 09   | **Training institution** - including private training centres, colleges of FE and HE |
| 10   | **Careers' Office** - including Careers' Advisor                             |
| 11   | **Employer** - including personnel officer, training department (BUT NOT COLLEAGUES - CODE 13) |
| 12   | **Library**                                                                  |
| 13   | **Family/Friends/Colleagues**                                                |
| 14   | **Media** - including newspapers (general or specialist), adverts, TV, radio, magazines |
| 15   | **Other n.e.c.** - FINAL LIST WITH SN                                         |
| 97   | **Irrelevant or vague answer**                                               |
| 98   | **Don't know**                                                               |
| 99   | **Not answered**                                                             |

EXCLUSIVE CODE
TITLE ATTITUDES TO LIFETIME LEARNING - SEPTEMBER 1993
DATA LIST FILE="subject.dat" FREE/
totals
@dv41
@dv42
q54
q54sum
q55
q56
@q571
@q572
@q573
@q574
@q575
@q576
@q577
@q578
@q579
@q5710
@q5711
@q5712
@q5713
@q5714
@q5715
@q5716
@q5717
@q5718
@q5719
@q5720
@q5721
q58a
q58b
q59
q60a
q60b
q60c
q60d
q61
q62a
q62b
q63
q64
q65a
q65b
q66
q67
q68
q69
q70
@q711
@q712
@q713
@q714
@q715
@q716
@q717
@q718
@q719
@q7110
q72
@q102b3
@q102b4
@q102b5
@q102b6
@q102b7
@q102b8
@q102b9
@q102b10
@q102b11
@q102b12
@q102b13
@q102b14
@q102b15
@q102b16
@q102b17
@q102b18
@q102b19
@q102b20
q102c
q102d
weight
serial
subrec
subject
q53n
q74n
q78n
q80yymm
q82n
q83yymm
q87n
dv1n
@weight0

VALUE LABELS totals
0 "Total"

VARIABLE LABELS @dv41 "Most important subject".
* Whether subject most important or most recent.
VARIABLE LABELS @dv42 "Most recent subject".
* Whether subject most important or most recent.
VARIABLE LABELS q54 "Q54 Subject Name".
VALUE LABELS q54
1 "Computer"
2 "Keyboard packages"
3 "Computing - other"
4 "Office skills"
5 "Management and admin"
6 "Health & safety cour"
7 "First Aid"
8 "Other official regul"
9 "Self-development"
10 "Communication skills"
11 "Basic Skills"
12 "Use of specific equi"
13 "Finance and accounta"
14 "Teaching"
15 "Counselling"
16 "Care & Social Servic"
17 "Legal training"
"Nursing, ambulance"
"Medical"
"Hotel & Catering"
"Building and Decorat"
"Security trades"
"Engineering"
"Retail"
"Other"
"English language"
"Foreign languages"
"Maths & arithmetic"
"Other academic subj"e"
"Leisure activities"
"31 Other nec"
"32 Driving"
"Irrelevant or vague "
"Don’t know"
"NA"

* Subject Name

VARIABLE LABELS q54sum "Q54 Subject Summary"

VALUE LABELS q54sum
1 "Keyboard, computing "
2 "Administration and m"
3 "Training as result o"
4 "Self-development"
5 "Communication skills"
6 "Basic Skills"
7 "Use of specific equi"
8 "Training for profess"
9 "English language"
10 "Other academic"
11 "Leisure activities"
12 "Other nec"
13 "Irrelevant or vague ">
14 "Don’t know"
15 "NA"

* Subject Summary.

VARIABLE LABELS q55 "Q55 How easy was it for you to find out".

VALUE LABELS q55
1 "very easy"
2 "fairly easy"
3 "not very easy"
4 "not easy at all"
5 "can’t say"
6 "NA"

* How easy was it for you to find out about learning

VARIABLE LABELS q56 "Q56 How useful information you got"

VALUE LABELS q56
1 "very useful"
2 "fairly useful"
3 "not very useful"
4 "not useful at all"
5 "can’t say"
6 "NA"

* How useful information you got.

VARIABLE LABELS @q571 "Public libraries"
* Where go for information-advice.
VARIABLE LABELS q572 "Personnel/Training officer/Employer".
* Where go for information-advice.
VARIABLE LABELS q573 "Evening Inst./AE Centre".
* Where go for information-advice.
VARIABLE LABELS q574 "FE college/".
* Where go for information-advice.
VARIABLE LABELS q575 "Tech. col/Pvt training/Educ. Centre/spec".
* Where go for information-advice.
VARIABLE LABELS q576 "Community centre".
* Where go for information-advice.
VARIABLE LABELS q577 "Workers educational association".
* Where go for information-advice.
VARIABLE LABELS q578 "TEC or LEC".
* Where go for information-advice.
VARIABLE LABELS q579 "Town Hall/Council offices".
* Where go for information-advice.
VARIABLE LABELS q5710 "Citizens Advice Bureau".
* Where go for information-advice.
VARIABLE LABELS q5711 "Poly/University or College of HE".
* Where go for information-advice.
VARIABLE LABELS q5712 "Skill centre".
* Where go for information-advice.
VARIABLE LABELS q5713 "Jobcentre, Jobclub/Careers Service/DSS".
* Where go for information-advice.
VARIABLE LABELS q5714 "Local school".
* Where go for information-advice.
VARIABLE LABELS q5715 "Friends/workmates, family".
* Where go for information-advice.
VARIABLE LABELS q5716 "Adverts, newspapers, leaflets, book, TV".
* Where go for information-advice.
VARIABLE LABELS q5717 "Professional organisation or association".
* Where go for information-advice.
VARIABLE LABELS q5718 "Manufacturer or Company/Supplier".
* Where go for information-advice.
VARIABLE LABELS q5719 "Other".
* Where go for information-advice.
VARIABLE LABELS q5720 "NA".
* Where go for information-advice.
VARIABLE LABELS q5721 "00 Nowhere".
* Where go for information-advice.
VARIABLE LABELS q58a "Q58a  Did you get advice/guidance from s".
VALUE LABELS q58a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Did you get advice-gidance from someone specially trained.
VARIABLE LABELS q58b "Q58b  Was the advice...".
VALUE LABELS q58b
1 "very useful"
2 "fairly useful"
3 "not very useful"
4 "not useful at all"
5 "can't say"
6 "NA"

* Was the advice....
VARIABLE LABELS q59 "Q59  Current or recent learning".

262
VALUE LABELS q59
  1 "Learning in last 4 w"
  2 "Learning finished 4 "
  3 "Can't say"
  4 "NA"

* Current or recent learning.
VALUE LABELS q60a "Q60a Is learning aimed at qualification"
VALUE LABELS q60a
  1 "Qualification"
  2 "Module"
  3 "No qualification/mod"
  4 "NA"

* Is learning aimed at qualification or module
VALUE LABELS q60b "Q60b What qualification aiming towards"
VALUE LABELS q60b
  1 "GCSE"
  2 "A level, A/S level, "
  3 "YTS Certificate"
  4 "RSA/Pitmans"
  5 "City and Guilds"
  6 "National or general "
  7 "NVQ/SVQ"
  8 "GNVQ/GSVQ"
  9 "Nursing qualificatio"
 10 "Teaching qualificati"
 11 "Higher BTEC, HND, HN"
 12 "First degree/diploma"
 13 "Higher degree (eg. P"
 14 "Other professional q"
 15 "NA"

* What qualification aiming towards.
VALUE LABELS q60c "Q60c When learning done".
VALUE LABELS q60c
  1 "Learning in last 4 w"
  2 "Learning in last 3 y"
  3 "NA"

* When learning done.
VALUE LABELS q60d "Q60d Was qualification obtained".
VALUE LABELS q60d
  1 "Yes"
  2 "No"
  3 "Waiting to hear"
  4 "NA"

* Was qualification obtained
VALUE LABELS q61 "Q61 Is learning FT or PT".
VALUE LABELS q61
  1 "Full-time"
  2 "Part-time"
  3 "Can't say"
  4 "NA"

Is learning FT or PT.
VALUE LABELS q62a "Q62a Time learning done".
VALUE LABELS q62a
  1 "Daytime"
2 "Evening"
3 "Both"
4 "NA"

* Time learning done.
VARIABLE LABELS q62b "Q62b Days learning done".
VALUE LABELS q62b
1 "During week"
2 "At weekends"
3 "Both"
4 "NA"

* Days learning done.
VARIABLE LABELS q63 "Q63 Were you in paid work when began le".
VALUE LABELS q63
1 "Respondent in paid j"
2 "Respondent not in pa"
3 "NA"

* Were you in paid work when began learning.
VARIABLE LABELS q64 "Q64 Is learning...".
VALUE LABELS q64
1 "Connected with job"
2 "Connected with possi"
3 "Not connected with w"
4 "NA"

* Is learning....
VARIABLE LABELS q65a "Q65a Whose idea began learning".
VALUE LABELS q65a
1 "Mainly own idea"
2 "Mainly employer's id"
3 "can't say"
4 "NA"

* Whose idea began learning.
VARIABLE LABELS q65b "Q65b Is learning arranged through emplo".
VALUE LABELS q65b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Is learning arranged through employer.
VARIABLE LABELS q66 "Q66 Is this learning...".
VALUE LABELS q66
1 "'On-the-job' learnin"
2 "'Off-the-job' learni"
3 "both"
4 "NA"

* Is this learning....
VARIABLE LABELS q67 "Q67 Is learning chosen or required by e".
VALUE LABELS q67
1 "Chooses learning"
2 "Employer required"
3 "Both"
4 "NA"

* Is learning chosen or required by employer.

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VARIABLE LABELS q68 "Q68  Whose time learning done".
VALUE LABELS q68
  1 "In your own time,"
  2 "In work time,"
  3 "Partly one, partly o"
  4 "NA"

* Whose time learning done

VARIABLE LABELS q69 "Q69  Main place learning done".
VALUE LABELS q69
  1 "Where I work"
  2 "Employer's training "
  3 "Private training cen"
  4 "Hotel or Conference "
  5 "Skill centre"
  6 "Jobcentre or jobclub"
  7 "Evening Institute/Ad"
  8 "Further education co"
  9 "Community Centre"
 10 "WEA"
 11 "Women's Institute, T"
 12 "Polytechnic, Univers"
 13 "At home (Open Colleg"
 14 "At home (Open Univer"
 15 "At home (other)"
 16 "Other educational in"
 17 "Other"
 18 "NA"

* Main place learning done.

VARIABLE LABELS q70 "Q70  Length of travel to where learning ".
VALUE LABELS q70
  1 "Up to 1 mile"
  2 "1-3 miles"
  3 "4-6 miles"
  4 "6-10 miles"
  5 "11-15 miles"
  6 "15-50 miles"
  7 "Over 51 miles"
  8 "Abroad"
  9 "Can't say"
 10 "NA"

* Length of travel to where learning takes place.

VARIABLE LABELS @q711 "No fees".
* Fees for learning paid by
VARIABLE LABELS @q712 "Self/Family/Relative".
* Fees for learning paid by.
VARIABLE LABELS @q713 "Employer/potential employer" 
* Fees for learning paid by.
VARIABLE LABELS @q714 "Training for work/YT/ET"
* Fees for learning paid by.
VARIABLE LABELS @q715 "Training Credit".
* Fees for learning paid by
VARIABLE LABELS @q716 "Other government or local authority orga"
* Fees for learning paid by.
VARIABLE LABELS @q717 "Charitable trust or other non-government".
* Fees for learning paid by
VARIABLE LABELS @q718 "Other"
* Fees for learning paid by.
VARIABLE LABELS @q719 "Don’t".
* Fees for learning paid by.
VARIABLE LABELS @q7110 "NA".
* Fees for learning paid by.
VARIABLE LABELS q72 "Q72 Summary of who pays fees".
VALUE LABELS q72
  1 "Some/all fees paid b"
  2 "No fees paid by resp"
  3 "NA"

* Summary of who pays fees.
VARIABLE LABELS q73 "Q73 Any loans taken out to help pay for".
VALUE LABELS q73
  1 "No loan"
  2 "Loan from bank"
  3 "Loan from employer"
  4 "Loan from family/fri"
  5 "Student loan"
  6 "CDL"
  7 "Other loan"
  8 "Can’t say which loan"
  9 "NA"

* Any loans taken out to help pay for learning.
VARIABLE LABELS q74 "Q74 Total amount of loan".
VALUE LABELS q74
  1 "1-99"
  2 "100-199"
  3 "200-499"
  4 "500-999"
  5 "1000-1999"
  6 "2000 or more"
  7 "9998 Can’t say"
  8 "9999 NA"

* Total amount of loan.
VARIABLE LABELS q75 "Q75 Were fees paid for learning reduced".
VALUE LABELS q75
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Were fees paid for learning reduced.
VARIABLE LABELS q76 "Q76 Were fees reduced because tax deduc".
VALUE LABELS q76
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Were fees reduced because tax deducted.
VARIABLE LABELS q77 "Q77 Were fees reduced because of benefi".
VALUE LABELS q77
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Were fees reduced because of benefit receipt.
VARIABLE LABELS q78 "Q78 Total amount of fees (to be) paid by
the respondent for learning"
VALUE LABELS q78
1 "0-99"
2 "100-199"
3 "200-499"
4 "500-999"
5 "1000-1999"
6 "2000 or more"
7 "9998 Can't say"
8 "9999 NA"

* Total amount of fees (to be) paid by respondent for learning
VARIABLE LABELS @q791 "No costs".
* What costs did learning lead to.
VARIABLE LABELS @q792 "Loss of wages/salary".
* What costs did learning lead to
VARIABLE LABELS @q793 "Loss of overtime wages".
* What costs did learning lead to
VARIABLE LABELS @q794 "Loss of benefit(s)".
* What costs did learning lead to.
VARIABLE LABELS @q795 "Cost of childcare".
* What costs did learning lead to.
VARIABLE LABELS @q796 "Travel costs".
* What costs did learning lead to
VARIABLE LABELS @q797 "Costs of equipment".
* What costs did learning lead to.
VARIABLE LABELS @q798 "Other".
* What costs did learning lead to
VARIABLE LABELS @q799 "NA".
* What costs did learning lead to
VARIABLE LABELS q80 "Q80 Start date of learning"
VALUE LABELS q80
1 "1993"
2 "1992"
3 "1991"
4 "1990"
5 "1989"
6 "1988"
7 "1987"
8 "Can't say"
9 "NA"
10 "Before 1987"

* Start date of learning.
VARIABLE LABELS q81 "Q81 Did learning start and finish in under one year?"
VALUE LABELS q81
1 "Yes"
2 "No"
3 "NA"

* Did learning start and finish in under one month.
VARIABLE LABELS @q821 "1 Day".
* Total number of days spent on learning.
VARIABLE LABELS @q822 "2-7 Days".
* Total number of days spent on learning.
VARIABLE LABELS @q823 "8-14 Days".
* Total number of days spent on learning.
VARIABLE LABELS @q824 "15-21 Days".
* Total number of days spent on learning.
VARIABLE LABELS @q825 "More than 21 days".
* Total number of days spent on learning.
VARIABLE LABELS @q826 "Can't say".
* Total number of days spent on learning.
VARIABLE LABELS @q827 "NA".
* Total number of days spent on learning.
VARIABLE LABELS q83 "Q83 End date of learning".
VALUE LABELS q83
  1 "1997"
  2 "1996"
  3 "1995"
  4 "1994"
  5 "1993"
  6 "1992"
  7 "1991"
  8 "1990"
  9 "1989"
 10 "1988"
 11 "1987"
 12 "Can't say"
 13 "NA"

* End date of learning.
VARIABLE LABELS dv1 "Q80.Q83. Months of learning".
VALUE LABELS dv1
  1 "Under 1 month"
  2 "1-3 months"
  3 "4-6 months"
  4 "7-9 months"
  5 "10-12 months"
  6 "More than 1 year"
  7 "Not Known"

* Months of learning.
VARIABLE LABELS q84 "Q84 When learning done".
VALUE LABELS q84
  1 "Learning in last 4 w"
  2 "Learning in last 3 y"
  3 "NA"

* When learning done.
VARIABLE LABELS q85 "Q85 Did learning finish when intended".
VALUE LABELS q85
  1 "Intended to finish w"
  2 "Finished earlier"
  3 "Finished later"
  4 "Can't say"
  5 "NA"

* Did learning finish when intended.
VARIABLE LABELS @q861 "Method of learning".
* Why not finish when intended.
VARIABLE LABELS @q862 "Quality of learning".
* Why not finish when intended.
VARIABLE LABELS @q863 "Content of learning".
* Why not finish when intended.
VARIABLE LABELS @q864 "Finding necessary time".
* Why not finish when intended.
VARIABLE LABELS @q865 "Funding".
* Why not finish when intended.
VARIABLE LABELS @q866 "Just do not enjoy it".
* Why not finish when intended.
VARIABLE LABELS q867 "Domestic reasons"
* Why not finish when intended.
VARIABLE LABELS q868 "Made redundant, dismissed, had to leave job".
* Why not finish when intended
VARIABLE LABELS q869 "Other".
* Why not finish when intended.
VARIABLE LABELS q8610 "Irrelevant or vague answer"
* Why not finish when intended
VARIABLE LABELS q8611 "Don't know".
* Why not finish when intended
VARIABLE LABELS q8612 "NA"
* Why not finish when intended
VARIABLE LABELS q87 "Q87 Hours per week spent learning".
VALUE LABELS q87
1 "0-4"
2 "5-9"
3 "10-14"
4 "15-19"
5 "20-29"
6 "30-39"
7 "40-49"
8 "50 or more"
9 "98 Can't say"
10 "NA"

* Hours per week spent learning.
VARIABLE LABELS q88 "Q88 Reasons for starting learning".
VALUE LABELS q88
1 "To get job"
2 "To get job with diff"
3 "To change the type of"
4 "To gain promotion"
5 "To gain rise in earn"
6 "To make work more sa"
7 "To help get onto fut"
8 "Had no choice - empl"
9 "Had no choice - bene"
10 "Only type of learnin"
11 "For own interest"
12 "To help with job, upd"
13 "Other"
14 "NA"

* Reasons for starting learning.
VARIABLE LABELS q89 "Q89 Is learning aimed at . . .".
VALUE LABELS q89
1 "building up existing"
2 "teaching new skills"
3 "both"
4 "NA"

* Is learning aimed at. .
VARIABLE LABELS q90 "Q90 when learning done"
VALUE LABELS q90
1 "Learning in last 4 w"
2 "Learning in past 3 y"
3 "NA"

* when learning done
VARIABLE LABELS q91a "Q91a Did learning lead to any particular events.
VALUE LABELS q91a
1 "Yes"
2 "No"
3 "NA"

* Did learning lead to any particular events.
VARIABLE LABELS @q91b1 "Getting job".
* Events which resulted from learning.
VARIABLE LABELS @q91b2 "Getting job with different employer".
* Events which resulted from learning.
VARIABLE LABELS @q91b3 "Changing type of work done".
* Events which resulted from learning.
VARIABLE LABELS @q91b4 "Getting a promotion".
* Events which resulted from learning.
VARIABLE LABELS @q91b5 "Getting a rise in earnings".
* Events which resulted from learning.
VARIABLE LABELS @q91b6 "Increasing satisfaction in work".
* Events which resulted from learning.
VARIABLE LABELS @q91b7 "Getting onto future course of learning".
* Events which resulted from learning.
VARIABLE LABELS @q91b8 "Other".
* Events which resulted from learning.
VARIABLE LABELS @q91b9 "NA".
* Events which resulted from learning.
VARIABLE LABELS q92 "Q92 Whether chose to do learning".
VALUE LABELS q92
1 "Chose to do learning"
2 "Did not choose to do"
3 "NA"

* Whether chose to do learning.
VARIABLE LABELS q93 "Q93 How satisfactory has learning been".
VALUE LABELS q93
1 "very satisfactory"
2 "fairly satisfactory"
3 "fairly unsatisfied"
4 "very unsatisfied"
5 "can't say"
6 "NA"

* How satisfactory has learning been.
VARIABLE LABELS @q941 "Quality of learning".
* Why learning unsatisfactory.
VARIABLE LABELS @q942 "Method of learning".
* Why learning unsatisfactory.
VARIABLE LABELS @q943 "Content of learning".
* Why learning unsatisfactory.
VARIABLE LABELS @q944 "Finding necessary time".
* Why learning unsatisfactory.
VARIABLE LABELS @q945 "Access".
* Why learning unsatisfactory.
VARIABLE LABELS @q946 "Financial support".
* Why learning unsatisfactory.
VARIABLE LABELS @q947 "Too difficult".
* Why learning unsatisfactory.
VARIABLE LABELS @q948 "Maintaining Interest".
* Why learning unsatisfactory.
VARIABLE LABELS @q949 "Domestic reasons".
* Why learning unsatisfactory.
VARIABLE LABELS @q9410 "Other".
* Why learning unsatisfactory
VARIABLE LABELS @q9411 "Job related".
* Why learning unsatisfactory
VARIABLE LABELS @q9412 "Promotion related".
* Why learning unsatisfactory
VARIABLE LABELS @q9413 "Just hasn’t led anywhere".
* Why learning unsatisfactory.
VARIABLE LABELS @q9414 "Other problems with value of learning".
* Why learning unsatisfactory.
VARIABLE LABELS @q9415 "At work - no opportunity to use learning"  
* Why learning unsatisfactory
VARIABLE LABELS @q9416 "Domestic constraints - no opportunity to".  
* Why learning unsatisfactory
VARIABLE LABELS @q9417 "Other"  
* Why learning unsatisfactory.
VARIABLE LABELS @q9418 "Other".  
* Why learning unsatisfactory.
VARIABLE LABELS @q9419 "Irrelevant or vague answer".  
* Why learning unsatisfactory
VARIABLE LABELS @q9420 "Don’t know"  
* Why learning unsatisfactory.
VARIABLE LABELS @q9421 "NA".  
* Why learning unsatisfactory.
VARIABLE LABELS q95 "Q95 Whether learning for qualification".
VALUE LABELS q95
  1 "Respondent learning"
  2 "Respondent not learn"
  3 "NA"

* Whether learning for qualification.
VARIABLE LABELS q96a "Q96a Was it possible to aim for a qualif"
VALUE LABELS q96a
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Was it possible to aim for a qualification at the end of your learning
VARIABLE LABELS q96b "Q96b Would aiming for a qualification have been preferable."
VALUE LABELS q96b
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Would aiming for a qualification have been preferable.
VARIABLE LABELS q96c "Q96c Why decide not to aim for a qualif"
VALUE LABELS q96c
  1 "Didn’t want qualifi" 
  2 "Not possible"
  3 "Other"
  4 "Costs, could not aff"
  5 "Irrelevant or vague "
  6 "Don’t know"
  7 "NA"

* Why decide not to aim for a qualification.
VARIABLE LABELS q97 "Q97 Would you say that ."  
VALUE LABELS q97
"important that learn"
"not important"
"Can’t say"
"NA"

* Would you say that....

VARIABLE LABELS q98a "Q98a Did learning include following a p".

VALUE LABELS q98a
1 "Yes"
2 "No"
3 "NA"

* Did learning include following a particular course.

VARIABLE LABELS @q98b1 "No problems".
* Problems with courses.

VARIABLE LABELS @q98b2 "Course at inconvenient time of day".
* Problems with courses.

VARIABLE LABELS @q98b3 "Course at inconvenient time of year".
* Problems with courses.

VARIABLE LABELS @q98b4 "Course too long".
* Problems with courses.

VARIABLE LABELS @q98b5 "Course too short".
* Problems with courses.

VARIABLE LABELS @q98b6 "Course fees changed while learning".
* Problems with courses.

VARIABLE LABELS @q98b7 "Content of course unsuitable".
* Problems with courses.

VARIABLE LABELS @q98b8 "Content uninteresting".
* Problems with courses.

VARIABLE LABELS @q98b9 "Standard of teaching inadequate".
* Problems with courses.

VARIABLE LABELS @q98b10 "Tutors late for classes".
* Problems with courses.

VARIABLE LABELS @q98b11 "Course was cancelled".
* Problems with courses.

VARIABLE LABELS @q98b12 "Other".
* Problems with courses.

VARIABLE LABELS @q98b13 "NA".
* Problems with courses.

VARIABLE LABELS @q99a1 "No problems".
* Problems with learning.

VARIABLE LABELS @q99a2 "Problems with family".
* Problems with learning.

VARIABLE LABELS @q99a3 "Problems with friends".
* Problems with learning.

VARIABLE LABELS @q99a4 "Problems with employer/workmates".
* Problems with learning.

VARIABLE LABELS @q99a5 "Problems with staff at site of learning".
* Problems with learning.

VARIABLE LABELS @q99a6 "Lack of time to go to where learn".
* Problems with learning.

VARIABLE LABELS @q99a7 "Lack of time to learn at home".
* Problems with learning.

VARIABLE LABELS @q99a8 "Lack of time at work".
* Problems with learning.

VARIABLE LABELS @q99a9 "Problems getting to site of learning".
* Problems with learning.

VARIABLE LABELS @q99a10 "Problems paying for learning".
* Problems with learning.

VARIABLE LABELS @q99a11 "Problems getting time off work".

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* Problems with learning.
VARIABLE LABELS @q99a12 "Problems with childcare"
* Problems with learning.
VARIABLE LABELS @q99a13 "Found learning difficult"
* Problems with learning.
VARIABLE LABELS @q99a14 "Other problems".
* Problems with learning
VARIABLE LABELS @q99a15 "Other problem with lack of time"
* Problems with learning.
VARIABLE LABELS @q99a16 "NA"
* Problems with learning.
VARIABLE LABELS q99b "Q99b  Number of problems at Q99a".
VALUE LABELS q99b
1 "One code ringed at Q" 
2 "More than one code r"  
3 "NA"

* Number of problems at Q99a.
VARIABLE LABELS q99c "Q99c  Which problem the most difficult a".
VALUE LABELS q99c
1 "Problems with family" 
2 "Problems with friend" 
3 "Problems with employ" 
4 "Problems with staff " 
5 "Lack of time to go t" 
6 "Lack of time to lear"  
7 "Lack of time at work" 
8 "Problems getting to " 
9 "Problems paying for " 
10 "Problems getting tim" 
11 "Problems with childc" 
12 "Found learning diffi" 
13 "Other problems" 
14 "Other problem with l" 
15 "NA"

* Which problem the most difficult at time (includes 1 code only at 99a).
VARIABLE LABELS q100 "Q100  Has this experience of learning. .."
VALUE LABELS q100
1 "made want to do more" 
2 "put off doing more l" 
3 "not made any differe" 
4 "can't say" 
5 "NA"

* Has this experience of learning....
VARIABLE LABELS q101a "Q101a  Would advise someone to learn abo"
VALUE LABELS q101a
1 "Yes" 
2 "No" 
3 "Can't say" 
4 "NA"

* Would advise someone to learn about subject chosen.
VARIABLE LABELS q101b "Q101b  Would advise someone to learn in ".
VALUE LABELS q101b
1 "Yes" 
2 "No" 
3 "Can't say" 
4 "NA"
Would advise someone to learn in same way.

VARIABLE LABELS q102a "Q102a Whether learning in last 4 weeks".
VALUE LABELS q102a
  1 "learning in past 4 w"
  2 "learning in past 3 y"
  3 "NA"

* Whether learning in last 4 weeks.
VARIABLE LABELS @q102b1 "Public libraries".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b2 "Personnel/Training officer/Employer".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b3 "Evening Inst./Adult Education Centre".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b4 "Further Education college/".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b5 "Tech. col/Pvt training/Educ. Centre".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b6 "Community centre".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b7 "WEA".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b8 "TEC or LEC".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b9 "Town Hall/Council offices".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b10 "Citizens Advice Bureau".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b11 "Poly/University or college of HE".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b12 "Skill centre".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b13 "Jobcentre, Jobclub/Careers Service inclu".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b14 "Local school".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b15 "Friends/workmates, family".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b16 "Adverts, newspapers, leaflets books TV".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b17 "Guidance etc built into course".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b18 "Other".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b19 "NA".
* Source of advice received about how to use learning in future.
VARIABLE LABELS @q102b20 "00 No/Nowhere".
* Source of advice received about how to use learning in future.
VARIABLE LABELS q102c "Q102c Any advice or guidance received f".
VALUE LABELS q102c
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Any advice or guidance received from specially trained person.
VARIABLE LABELS q102d "Q102d Was the advice you received...".
VALUE LABELS q102d
  1 "very useful"
* Was the advice you received...*

VARIABLE LABELS weight "weight".
VARIABLE LABELS serial "serial".
VARIABLE LABELS subrec "subrec".
VARIABLE LABELS subject "subject".
VARIABLE LABELS q53n "q53n".
VARIABLE LABELS q74n "q74n".
VARIABLE LABELS q78n "q78n".
VARIABLE LABELS q80yy "q80yy"
VARIABLE LABELS q82n "q82n"
VARIABLE LABELS q83yy "q83yy"
VARIABLE LABELS q87n "q87n".
VARIABLE LABELS dv1n "dv1n".
FREQUENCIES @dv41,@dv42
EXPORT OUTFILE = SUBJECT.EXP.
FINISH.
TITLE P1316 SURVEY OF ATTITUDES TO LIFETIME LEARNING - SEPTEMBER 1993
DATA LIST FILE="person.dat" FREE/
sample
q1
q2
q3soc
q3seg
q3sc
q6
q7a
q7b
q8
q9s1c
q10
q11
q12
q13a
q13b
q13c
q14
q15a
q15b
q16a
q16b
q16c
q16d
q16e
q17a
q17b
@q17c1
@q17c2
@q17c3
@q17c4
@q17c5
@q17c6
@q17c7
@q17c8
@q17c9
@q17c10
@q181
@q182
@q183
@q184
@q185
@q186
@q187
@q188
@q189
@q1810
@q1811
@q1812
@q1813
@q1814
ql9
sex
age
q20sum
@q20re1
@q20re2
@q20re3
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VARIABLE LABELS q1 "Q1 Current activity".
VALUE LABELS q1
1 "Full-time job"
2 "Part-time job"
3 "Unemployed, signing"
4 "Unemployed, not sign"
5 "Unemployed, not look"
6 "Unemployed and sick"
7 "In full-time education"
8 "Looking after family"
9 "On government scheme"
10 "Retired"
11 "Other"
12 "NA"

* Current activity.
VARIABLE LABELS q2 "Q2 Last regular paid work".
VALUE LABELS q2
1 "Within the last year"
2 "More than 1 year, le"
3 "More than 2 years, 1"
4 "More than 5 years"
5 "Never had regular pa"
6 "Can't remember"
7 "NA"

* Last regular paid work.
VARIABLE LABELS q3soc "Q3 SOC (current/most recent job)".
VALUE LABELS q3soc
1 "Managers & adminstr"
2 "Professional occupat"
3 "Associate profession"
4 "Clerical & secretari"
5 "Craft & related occu"
6 "Personal & protectiv"
7 "Sales occupations"
8 "Plant & machine oper"
9 "Other occupations"
10 "Inadequately describ"
11 "NA"

* SOC (current-most recent job).
VARIABLE LABELS q3seg "Q3 SEG (current/most recent job)".
VALUE LABELS q3seg
1 "Professional & manag"
2 "Other non-manual"
3 "Skilled manual"
4 "Semi-skilled manual"
5 "Unskilled manual"
6 "Army and insufficien"

* SEG (current-most recent job).
VARIABLE LABELS q3sc "Q3 Social Class (current/most recent job)".
VALUE LABELS q3sc
1 "I"

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2 "II"
3 "IIIN (Non Manual)"
4 "IIIM (manual)"
5 "IV"
6 "V"
7 "Armed Forces"
8 "Inadequate Description"

* Social Class (current-most recent job)
VARIABLE LABELS q6 "Q6 Employee or self-employed"
VALUE LABELS q6
  1 "Employee"
  2 "Self-employed"
  3 "NA"

* Employee or self-employed.
VARIABLE LABELS q7a "Q7a Supervision responsibilities (and n)"
VALUE LABELS q7a
  1 "No, none"
  2 "Yes: 1-24"
  3 "25+"
  4 "Can't say"
  5 "NA"

* Supervision responsibilities (and number supervised)
VARIABLE LABELS q7b "Q7b Number of years continuously employ"
VALUE LABELS q7b
  1 "Less than 1"
  2 "1-2"
  3 "3-4"
  4 "5-9"
  5 "10 or more"
  6 "Refused"
  7 "Can't say"
  8 "NA"

* Number of years continuously employed by present-previous employer
VARIABLE LABELS q8 "Q8 Employment of others (and number emp)"
VALUE LABELS q8
  1 "No, none"
  2 "Yes: 1-24"
  3 "Yes: 25+"
  4 "Can't say"
  5 "NA"

* Employment of others (and number employed).
VARIABLE LABELS q9s1c "Q9 SIC (current/most recent job)"
VALUE LABELS q9s1c
  1 "Agriculture, forestry"
  2 "Energy & water supply"
  3 "Minerals, metals, ch"n
  4 "Metal goods, enginee"
  5 "Other manufacturing"
  6 "Construction"
  7 "Distribution, cateri"
  8 "Transport & communic"n
  9 "Finance & business s"
  10 "Other services"
  11 "Unclear"
  12 "DK"
SIC (current-most recent job).

* VARIABLE LABELS q10 "Q10 Number of people in workplace".
VALUE LABELS q10
   1 "25 or more"
   2 "less than 25"
   3 "can’t say"
   4 "NA"

* Number of people in workplace.

VARIABLE LABELS q11 "Q11 Whether Respondent in paid job".
VALUE LABELS q11
   1 "Respondent in paid j"
   2 "Respondent not in pa"
   3 "NA"

* Whether Respondent in paid job.

VARIABLE LABELS q12 "Q12 Other regular paid work".
VALUE LABELS q12
   1 "Yes"
   2 "No"
   3 "NA"

* Other regular paid work.

VARIABLE LABELS q13a "Q13a Is (main) job secure?".
VALUE LABELS q13a
   1 "Yes"
   2 "No"
   3 "Can’t say"
   4 "NA"

* Is (main) job secure?.

VARIABLE LABELS q13b "Q13b Is (main) job ...".
VALUE LABELS q13b
   1 "just a means of earn"
   2 "means much more than"
   3 "can’t say"
   4 "NA"

* Is (main) job ....

VARIABLE LABELS q13c "Q13c Does (main) job require you to ...".
VALUE LABELS q13c
   1 "regularly learn abou"
   2 "not require much ext"
   3 "can’t say"
   4 "NA"

* Does (main) job require you to ....

VARIABLE LABELS q14 "Q14 Whether employee or self employed".
VALUE LABELS q14
   1 "Employee"
   2 "Self-employed"
   3 "NA"

* Whether employee or self employed.

VARIABLE LABELS q15a "Q15a Satisfaction with (main) job".
VALUE LABELS q15a
   1 "very satisfied"
   2 "fairly satisfied"
3 "neither satisfied or"
4 "a little dissatisfied"
5 "very dissatisfied"
6 "can't say"
7 "NA"

* Satisfaction with (main) job
VARIABLE LABELS q15b "Q15b Satisfaction with pay"
VALUE LABELS q15b
1 "very satisfied"
2 "fairly satisfied"
3 "neither satisfied or"
4 "a little dissatisfied"
5 "very dissatisfied"
6 "can't say"
7 "NA"

* Satisfaction with pay.
VARIABLE LABELS q16a "Q16a Ever meet with employer to talk ab".
VALUE LABELS q16a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Ever meet with employer to talk about career.
VARIABLE LABELS q16b "Q16b Frequency of meetings to discuss c".
VALUE LABELS q16b
1 "More than once a yea"
2 "Around once a year"
3 "Less than once a yea"
4 "Depends/Can't say"
5 "NA"

* Frequency of meetings to discuss career-training.
VARIABLE LABELS q16c "Q16c Has written career or training pla".
VALUE LABELS q16c
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Has written career or training plan
VARIABLE LABELS q16d "Q16d Does employer encourage learning a".
VALUE LABELS q16d
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Does employer encourage learning as much as can about job
VARIABLE LABELS q16e "Q16e Opportunities for training in (main) job"
VALUE LABELS q16e
1 "very good"
2 "fairly good"
3 "not very good"
4 "not good at all"
5 "can't say"
6 "NA"
Opportunities for training in (main) job.

VARIABLE LABELS q17a "Q17a Likely to leave (main) employer in".
VALUE LABELS q17a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

Likely to leave (main) employer in next six months.

VARIABLE LABELS q17b "Q17b Has to leave employer".
VALUE LABELS q17b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

Has to leave employer.

VARIABLE LABELS @q17c1 "To start/get better/more convenient job".
* Reasons for leaving employer.
VARIABLE LABELS @q17c2 "To set up own business".
* Reasons for leaving employer.
VARIABLE LABELS @q17c3 "To take early retirement".
* Reasons for leaving employer.
VARIABLE LABELS @q17c4 "To look after home/children/relative".
* Reasons for leaving employer.
VARIABLE LABELS @q17c5 "For health reasons".
* Reasons for leaving employer.
VARIABLE LABELS @q17c6 "To study/train".
* Reasons for leaving employer.
VARIABLE LABELS @q17c7 "Other".
* Reasons for leaving employer.
VARIABLE LABELS @q17c8 "Has to leave area".
* Reasons for leaving employer.
VARIABLE LABELS @q17c9 "Pregnancy".
* Reasons for leaving employer.
VARIABLE LABELS @q17c10 "NA".
* Reasons for leaving employer.
VARIABLE LABELS @q181 "Firm closed down".
* Reasons for leaving last job.
VARIABLE LABELS @q182 "Declared redundant".
* Reasons for leaving last job.
VARIABLE LABELS @q183 "Contract of employment expired".
* Reasons for leaving last job.
VARIABLE LABELS @q184 "Took early retirement".
* Reasons for leaving last job.
VARIABLE LABELS @q185 "Dismissed".
* Reasons for leaving last job.
VARIABLE LABELS @q186 "Decided to leave to look after home/child".
* Reasons for leaving last job.
VARIABLE LABELS @q187 "Left for health reasons".
* Reasons for leaving last job.
VARIABLE LABELS @q188 "Left to study/train".
* Reasons for leaving last job.
VARIABLE LABELS @q189 "Disliked job, colleagues or pay".
* Reasons for leaving last job.
VARIABLE LABELS @q1810 "Had to leave area".
* Reasons for leaving last job.
VARIABLE LABELS @q1811 "Pregnancy".
* Reasons for leaving last job.
VARIABLE LABELS @q1812 "Other".

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* Reasons for leaving last job.
VARIABLE LABELS @q1813 "Can’t say"
* Reasons for leaving last job
VARIABLE LABELS @q1814 "NA"
* Reasons for leaving last job
VARIABLE LABELS q19 "Q19 Number of people in household"
VALUE LABELS q19
1  "1"
2  "2"
3  "3"
4  "4"
5  "5"
6  "6"
7  "7"
8  "8"
9  "9"
10  "10 or more"
11  "NA"

* Number of people in household.
VARIABLE LABELS sex "Sex of Respondent"
VALUE LABELS sex
1  "Male"
2  "Female"
3  "NA"

* Sex of Respondent.
VARIABLE LABELS age "Q20c_1 Respondent Age last birthday".
VALUE LABELS age
1  "16-19"
2  "20-24"
3  "25-29"
4  "30-39"
5  "40-49"
6  "50-54"
7  "+97 Refused"
8  "NA"

* Respondent Age last birthday
VARIABLE LABELS q20sum "Q20 Who living with: Summary child mean"
VALUE LABELS q20sum
1  "Alone"
2  "Partner, child"
3  "Partner, no child"
4  "No partner, child"
5  "Parents, no partner,"
6  "None of the above"

* Who living with: Summary. child means child any age of respondent-partner
VARIABLE LABELS @q20re1 "Husband/wife or partner"
* Numbers of respondents - at least one other person of relation type in house
VARIABLE LABELS @q20re2 "Your child"
* Numbers of respondents - at least one other person of relation type in house
VARIABLE LABELS @q20re3 "Your partner’s child"
* Numbers of respondents - at least one other person of relation type in house
VARIABLE LABELS @q20re4 "Parent"
* Numbers of respondents - at least one other person of relation type in house
VARIABLE LABELS @q20re5 "Sister/brother"
* Numbers of respondents - at least one other person of relation type in house
VARIABLE LABELS @q20re6 "Other relative"
* Numbers of respondents - at least one other person of relation type in house

VARIABLE LABELS @q20re7 "Non-relative".
* Numbers of respondents - at least one other person of relation type in house

VARIABLE LABELS @q20re8 "Other".
* Numbers of respondents - at least one other person of relation type in house

VARIABLE LABELS @q20re9 "NA".
* Numbers of respondents - at least one other person of relation type in house

VARIABLE LABELS @q20sex1 "Male".
* Numbers of respondents - at least one other person of sex in house.

VARIABLE LABELS @q20sex2 "Female".
* Numbers of respondents - at least one other person of sex in house.

VARIABLE LABELS @q20sex3 "NA".
* Numbers of respondents - at least one other person of sex in house.

VARIABLE LABELS @q20age1 "0-4".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age2 "5-15".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age3 "16-19".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age4 "20-29".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age5 "30-59".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age6 "60-69".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age7 "70-98".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20age8 "Age Unknown".
* Numbers of respondents - at least one other person of age group in house.

VARIABLE LABELS @q20ac1 "Paid work-full-time".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac2 "Paid work-part-time".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac3 "Out of work".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac4 "Permanently sick or disabled".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac5 "Full-time education".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac6 "Government scheme".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac7 "Not working for domestic reasons".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac8 "Refused".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac9 "Retired".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac10 "Other".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS @q20ac11 "NA".
* Numbers of respondents. At least one other person of activity type in house.

VARIABLE LABELS q20e "Q20e Any children lived in household in".
VALUE LABELS q20e
1 "Yes"
2 "No"
3 "NA"

* Any children lived in household in last 3 years who not present now.

VARIABLE LABELS q21a "Q21a Any problems with reading since 16".
VALUE LABELS q21a
"Yes"
"No"
"Can't say"
"Refused"
"NA"

* Any problems with reading since 16
VARIABLE LABELS q21b "Q21b Nature of reading problem".
VALUE LABELS q21b
1 "Sight problem"
2 "Just difficulty read"
3 "NA"

* Nature of reading problem.
VARIABLE LABELS q22a "Q22a Any problem with writing since 16"
VALUE LABELS q22a
1 "Yes"
2 "No"
3 "Can't say"
4 "Refused"
5 "NA"

* Any problem with writing since 16
VARIABLE LABELS q22b "Q22b Nature of problems with writing"
VALUE LABELS q22b
1 "Sight problem"
2 "Problem holding pen"
3 "Both"
4 "Difficulties writing"
5 "NA"

* Nature of problems with writing.
VARIABLE LABELS q23 "Q23 Any problems with numbers/arithmet1".
VALUE LABELS q23
1 "Yes"
2 "No"
3 "Can't say"
4 "Refused"
5 "NA"

* Any problems with numbers-arithmet1 since 16
VARIABLE LABELS q24 "Q24 Age when finished full-time continu".
VALUE LABELS q24
1 "Still in full-time c"
2 "15 or under"
3 "16"
4 "17-18"
5 "19-21"
6 "22 or older"
7 "Can't say"
8 "NA"

* Age when finished full-time continuous education.
VARIABLE LABELS q25 "Q25 Did FT continuous education end in ".
VALUE LABELS q25
1 "FT education ended 1"
2 "FT education ended 0"
3 "NA"

* Did FT continuous education end in last 3 years.
VARIABLE LABELS q26a "Q26a Any academic qualifications when finished FT continuous education."
VALUE LABELS q26a
   1 "Yes"
   2 "No"
   3 "NA"

* Any academic qualifications when finished FT continuous education.
VARIABLE LABELS q26b "Q26b Highest academic qualification when finished FT continuous education."
VALUE LABELS q26b
   1 "UK Postgraduate degree"
   2 "UK University/CNAA f"
   3 "Diploma of Higher Ed"
   4 "GCE A level/Higher S"
   5 "GCE O level/School C"
   6 "GCSE Grades A-C"
   7 "GCSE Grades D-G"
   8 "CSE Grade 1"
   9 "Certificate of 6th Y"
   10 "SCE/SLC/SUPE Higher"
   11 "SUPE/SLC Lower or Or"
   12 "SCE Grades A-C or 1-
   13 "SCE Grades D or E or"
   14 "Other"
   15 "CSE Grades 2-5/Ungtra"

* Highest academic qualification when finished FT continuous education.
VARIABLE LABELS ed1 "Q26b Highest examination passed at end of FT continuous education."
VALUE LABELS ed1
   1 "UK Postgraduate degree"
   2 "UK University/CNAA f"
   3 "Diploma of Higher Ed"
   4 "GCE A level/Higher S"
   5 "GCE O level/School C"
   6 "GCSE Grades A-C"
   7 "GCSE Grades D-G"
   8 "CSE Grade 1"
   9 "Certificate of 6th Y"
   10 "SCE/SLC/SUPE Higher"
   11 "SUPE/SLC Lower or Or"
   12 "SCE Grades A-C or 1-"
   13 "SCE Grades D or E or"
   14 "Other"
   15 "CSE Grades 2-5/Ungtra"
   16 "00 None"

* Highest examination passed at end of FT continuous education.
VARIABLE LABELS q27a "Q27a Any vocational qualification when finished FT continuous education."
VALUE LABELS q27a
   1 "Yes"
   2 "No"
   3 "NA"

* Any vocational qualification when finished full-time continuous education.
VARIABLE LABELS q27b1 "Recognised Trade Apprenticeship".
* All vocational qualifications.
VARIABLE LABELS q27b2 "Clerical/commercial qualification".
* All vocational qualifications.
VARIABLE LABELS q27b3 "NVQ/SVQ".
* All vocational qualifications.
VARIABLE LABELS q27b4 "GNVQ/GSVQ".
* All vocational qualifications
VARIABLE LABELS @q27b5 "C&G: Craft/Intermediate/Ordinary/Part I"
* All vocational qualifications
VARIABLE LABELS @q27b6 "C&G: Advanced/Final/Part II"
* All vocational qualifications
VARIABLE LABELS @q27b7 "C&G: Full technological/Part III"
* All vocational qualifications
VARIABLE LABELS @q27b8 "YT Certificate"
* All vocational qualifications
VARIABLE LABELS @q27b9 "ONC or OND"
* All vocational qualifications
VARIABLE LABELS @q27b10 "BEC/TEC National/General Cert /Dip."
* All vocational qualifications
VARIABLE LABELS @q27b11 "SCOTVEC"
* All vocational qualifications
VARIABLE LABELS @q27b12 "HNC or HND"
* All vocational qualifications.
VARIABLE LABELS @q27b13 "Teaching qualification"
* All vocational qualifications
VARIABLE LABELS @q27b14 "Nursing qualification"
* All vocational qualifications
VARIABLE LABELS @q27b15 "Other vocational qualification".
* All vocational qualifications.
VARIABLE LABELS @q27b16 "Other professional qualification"
* All vocational qualifications.
VARIABLE LABELS @q27b17 "NA".
* All vocational qualifications
VARIABLE LABELS @ed21 "Recognised Trade Apprenticeship"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed22 "Clerical/commercial qualification"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed23 "NVQ/SVQ"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed24 "GNVQ/GSVQ".
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed25 "C&G: Craft/Intermediate/Ordinary/Part I"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed26 "C&G: Advanced/Final/Part II".
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed27 "C&G: Full technological/Part III"
* Vocational qualifications obtained by the end of FT continuous education.
VARIABLE LABELS @ed28 "YT Certificate"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed29 "ONC or OND".
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed210 "BEC/TEC National/General Cert /Dip."
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed211 "SCOTVEC"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed212 "HNC or HND"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed213 "Teaching qualification"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed214 "Nursing qualification"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed215 "Other vocational qualification"
* Vocational qualifications obtained by the end of FT continuous education.
VARIABLE LABELS @ed216 "Other professional qualification"
* Vocational qualifications obtained by the end of FT continuous education
VARIABLE LABELS @ed217 "NA"
Vocational qualifications obtained by the end of FT continuous education.

VALUE LABELS q28a  
1 "16 or under"  
2 "17 or over"  
3 "NA"

Age finished full-time continuous education.

VALUE LABELS q28b  
1 "Yes"  
2 "No"  
3 "Can’t say"  
4 "NA"

Left school as soon as legally allowed to.

VALUE LABELS q291 "The natural thing to do ".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q292 "Qualifications - to get particular quals".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q293 "Route into further education".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q294 "Job related".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q295 "Enjoyed learning".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q296 "General advantages".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q297 "Didn’t know what else to do".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q298 "Expectation of others".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q299 "Lack of job opportunities".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2910 "Other non-education related reasons".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2911 "Other n.e.c.".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2912 "Left before legally allowed to".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2913 "Irrelevant or vague answer".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2914 "Don’t know".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q2915 "NA".

Why stay on in full-time education after allowed to leave.

VALUE LABELS q30 "Q30 Any break of 6 months plus during f".

VALUE LABELS q30  
1 "Yes"  
2 "No"  
3 "Can’t say"  
4 "NA"

Any break of 6 months plus during full-time continuous education.

VALUE LABELS q311 "The time had come to leave".

Why leave full-time education when did.

VALUE LABELS q312 "Had enough of school ".

Why leave full-time education when did.
VARIABLE LABELS @q313 "Not possible to stay on".
* Why leave full-time education when did
VARIABLE LABELS @q314 "Not encouraged to stay on"
* Why leave full-time education when did
VARIABLE LABELS @q315 "Abilities of respondent"
* Why leave full-time education when did.
VARIABLE LABELS @q316 "Other reason related to education"
* Why leave full-time education when did
VARIABLE LABELS @q317 "Job/money"
* Why leave full-time education when did
VARIABLE LABELS @q318 "Family"
* Why leave full-time education when did
VARIABLE LABELS @q319 "Other reason not related to education".
* Why leave full-time education when did.
VARIABLE LABELS @q3110 "Other nec"
* Why leave full-time education when did
VARIABLE LABELS @q3111 "Irrelevant or vague answer"
* Why leave full-time education when did.
VARIABLE LABELS @q3112 "Don’t know"
* Why leave full-time education when did.
VARIABLE LABELS @q3113 "NA"
* Why leave full-time education when did.
VARIABLE LABELS q32a "Q32a Qualifications from full-time educ"
VALUE LABELS q32a
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* Qualifications from full-time education very important in getting job
VARIABLE LABELS q32b "Q32b School is a waste of time".
VALUE LABELS q32b
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* School is a waste of time
VARIABLE LABELS q32c "Q32c Full-time education after you leav"
VALUE LABELS q32c
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* Full-time education after you leave school is a waste of time.
VARIABLE LABELS q32d "Q32d Friends at time finished their ful".
VALUE LABELS q32d
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"

* Friends at time finished their full-time education when I did.
VARIABLE LABELS q32e "Q32e  Wish I could have stayed in full-time".
VALUE LABELS q32e
1  "1  Agree strongly"
2  "2  Agree"
3  "3  Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"

* Wish I could have stayed in full-time education longer than I did.
VARIABLE LABELS q32f "Q32f  Family views important when decide".
VALUE LABELS q32f
1  "1  Agree strongly"
2  "2  Agree"
3  "3  Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"

* Family views important when deciding to stay on or leave.
VARIABLE LABELS q32g "Q32g  I couldn’t wait to leave full-time".
VALUE LABELS q32g
1  "1  Agree strongly"
2  "2  Agree"
3  "3  Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"

* I couldn’t wait to leave full-time education.
VARIABLE LABELS q32h "Q32h  School does not teach the kind of ".
VALUE LABELS q32h
1  "1  Agree strongly"
2  "2  Agree"
3  "3  Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"

* School does not teach the kind of skills you need for work.
VARIABLE LABELS q32i "Q32i  Colleges/universities do not teach".
VALUE LABELS q32i
1  "1  Agree strongly"
2  "2  Agree"
3  "3  Neither agree no"
4  "4  Disagree"
5  "5  Disagree strongly"
6  "8  Don’t know"
7  "9  NA"
* Colleges-universities do not teach the kind of skills you need for work

VARIABLE LABELS q33a "Q33a Advice/guidance before left about t"
VALUE LABELS q33a
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Advice-guidance before left about types of jobs could do in future.

VARIABLE LABELS q33b "Q33b Was advice from someone specially"
VALUE IABELS q33b
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Was advice from someone specially trained

VARIABLE LABELS q33c "Q33c Was advice received .."
VALUE LABELS q33c
  1 "very useful"
  2 "fairly useful"
  3 "not very useful"
  4 "not useful at all"
  5 "Can’t say"
  6 "NA"

* Was advice received

VARIABLE LABELS q34a "Q34a Advice or guidance before left about"
VALUE LABELS q34a
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Advice or guidance before left about training.

VARIABLE LABELS q34b "Q34b Was advice from someone specially ".
VALUE LABELS q34b
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Was advice from someone specially trained.

VARIABLE LABELS q34c "Q34c Was advice received .."
VALUE LABELS q34c
  1 "very useful"
  2 "fairly useful"
  3 "not very useful"
  4 "not useful at all"
  5 "Can’t say"
  6 "NA"

* Was advice received ...

VARIABLE LABELS q35a "Q35a Presently studying for any academic"
VALUE LABELS q35a
  1 "Yes"
  2 "No"
  3 "NA"

* Presently studying for any academic qualifications.
VARIABLE LABELS q35b "Q35b Highest academic qualification pre".

VALUE LABELS q35b
1 "UK Postgraduate degree"
2 "UK University/CNAA f"
3 "Diploma of Higher Ed"
4 "A level, A/S level, "
5 "GCSE"
6 "Other"
7 "Can't say"
8 "NA"

* Highest academic qualification presently studying for.

VARIABLE LABELS q36a "Q36a Presently studying for any vocation".

VALUE LABELS q36a
1 "Yes"
2 "No"
3 "NA"

* Presently studying for any vocational qualifications.

VARIABLE LABELS @q36b1 "Apprenticeship".

* Vocational qualifications presently studying for.

VARIABLE LABELS @q36b2 "Clerical/commercial qualification".

* Vocational qualifications presently studying for.

VARIABLE LABELS @q36b3 "NVQ/SVQ".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b4 "GNVQ/GSVQ".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b5 "C&G: Craft/Intermediate/Ordinary/Part I".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b6 "C&G: Advanced/Final/Part II".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b7 "C&G: Full technological/Part III".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b8 "YT Certificate".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b9 "ONC or OND".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b10 "BEC/TEC National/General Cert. or Dip.".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b11 "HNC or HND".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b12 "Teaching qualification".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b13 "Nursing qualification".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b14 "Other vocational qualification".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b15 "Other professional qualification".

Vocational qualifications presently studying for.

VARIABLE LABELS @q36b16 "NA".

Vocational qualifications presently studying for.

VARIABLE LABELS @q371 "The natural thing to do".

* Why stay on in full-time education or training.

VARIABLE LABELS @q372 "Qualifications".

* Why stay on in full-time education or training.

VARIABLE LABELS @q373 "Route into further education".

* Why stay on in full-time education or training.

VARIABLE LABELS @q374 "Job related".

* Why stay on in full-time education or training.

VARIABLE LABELS @q375 "Enjoyed learning".
* Why stay on in full-time education or training

VARIABLE LABELS @q376 "General advantage"
* Why stay on in full-time education or training
VARIABLE LABELS @q377 "Didn't know what else to do".
* Why stay on in full-time education or training
VARIABLE LABELS @q378 "Expectation of others"
* Why stay on in full-time education or training
VARIABLE LABELS @q379 "Lack of job opportunities".
* Why stay on in full-time education or training
VARIABLE LABELS @q3710 "Other reasons outside education system"
* Why stay on in full-time education or training
VARIABLE LABELS @q3711 "Other nec".
* Why stay on in full-time education or training
VARIABLE LABELS @q3712 "Irrelevant or vague answer"
* Why stay on in full-time education or training
VARIABLE LABELS @q3713 "Don't know"
* Why stay on in full-time education or training
VARIABLE LABELS @q3714 "NA"
* Why stay on in full-time education or training
VARIABLE LABELS q38 "Q38 Ever had break of 6 months plus dur".

VALUE LABELS q38
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Ever had break of 6 months plus during your full-time education or training

VARIABLE LABELS q39a "Q39a Qualifications aiming for will be "

VALUE LABELS q39a
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* Qualifications aiming for will be very important in getting a job

VARIABLE LABELS q39b "Q39b School is a waste of time"

VALUE LABELS q39b
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* School is a waste of time.

VARIABLE LABELS q39c "Q39c Full-time education after you leav"n

VALUE LABELS q39c
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Don’t know"
7 "9 NA"

* Full-time education after you leave school is a waste of time.
VARIABLE LABELS q39d "Q39d Most of friends have stayed in full".
VALUE LABELS q39d
   1 "1  Agree strongly"
   2 "2  Agree"
   3 "3  Neither agree no"
   4 "4  Disagree"
   5 "5  Disagree strongly"
   6 "8  Don't know"
   7 "9  NA"

* Most of friends have stayed in full-time education or training.
VARIABLE LABELS q39e "Q39e I wish I could have left full-time".
VALUE LABELS q39e
   1 "1  Agree strongly"
   2 "2  Agree"
   3 "3  Neither agree no"
   4 "4  Disagree"
   5 "5  Disagree strongly"
   6 "8  Don't know"
   7 "9  NA"

* I wish I could have left full-time education or training earlier.
VARIABLE LABELS q39f "Q39f Family views important when decid".
VALUE LABELS q39f
   1 "1  Agree strongly"
   2 "2  Agree"
   3 "3  Neither agree no"
   4 "4  Disagree"
   5 "5  Disagree strongly"
   6 "8  Don't know"
   7 "9  NA"

* Family views important when deciding to stay on or leave.
VARIABLE LABELS q39g "Q39g School does not teach the skills y".
VALUE LABELS q39g
   1 "1  Agree strongly"
   2 "2  Agree"
   3 "3  Neither agree no"
   4 "4  Disagree"
   5 "5  Disagree strongly"
   6 "8  Don't know"
   7 "9  NA"

* School does not teach the skills you need for work.
VARIABLE LABELS q39h "Q39h Colleges/universities do not teach".
VALUE LABELS q39h
   1 "1  Agree strongly"
   2 "2  Agree"
   3 "3  Neither agree no"
   4 "4  Disagree"
   5 "5  Disagree strongly"
   6 "8  Don't know"
   7 "9  NA"

* Colleges-universities do not teach the skills you need for work.
VARIABLE LABELS q40a "Q40a Any advice or guidance about jobs ".
VALUE LABELS q40a
   1 "Yes"
   2 "No"
   3 "Can't say"
* Any advice or guidance about jobs so far
VARIABLE LABELS q40b "Q40b Was advice from someone specially"
VALUE LABELS q40b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Was advice from someone specially trained
VARIABLE LABELS q40c "Q40c Was the advice received ...".
VALUE LABELS q40c
1 "very useful"
2 "fairly useful"
3 "not very useful"
4 "not useful at all"
5 "Can't say"
6 "NA"

* Was the advice received ...
VARIABLE LABELS q41a "Q41a Any advice or guidance so far about".
VALUE LABELS q41a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Any advice or guidance so far about training can do in future
VARIABLE LABELS q41b "Q41b Was advice from someone specially"
VALUE LABELS q41b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Was advice from someone specially trained.
VARIABLE LABELS q41c "Q41c Was advice received. ".
VALUE LABELS q41c
1 "very useful"
2 "fairly useful"
3 "not very useful"
4 "not useful at all"
5 "can't say"
6 "NA"

* Was advice received .
VARIABLE LABELS q42 "Q42 Whether married".
VALUE LABELS q42
1 "respondent married/1"
2 "respondent not married"
3 "NA"

* Whether married.
VARIABLE LABELS q43a "Q43a Does partner/spouse have academic "
VALUE LABELS q43a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"
* Does partner-spouse have academic qualifications.

VARIABLE LABELS q43b "Q43b Highest academic qualification of ".

VALUE LABELS q43b
1 "UK Postgraduate degr"
2 "UK University/CNAA f"
3 "Diploma of Higher Ed"
4 "GCE A level/Higher S"
5 "GCE O level/School C"
6 "GCSE Grades A–C"
7 "GCSE Grades D–G"
8 "CSE Grade 1"
9 "CSE Grades 2-5/Ungrea"
10 "Certificate of 6th Y"
11 "SCE/SLC/SUPE Higher ",
12 "SUPE/SLC Lower or Or"
13 "SCE Grades A–C or 1–"
14 "SCE Grades D or E or"
15 "Other"
16 "Can’t say"
17 "NA"

* Highest academic qualification of partner-spouse.

VARIABLE LABELS q44a "Q44a Does partner/spouse have any vocat".

VALUE LABELS q44a
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* Does partner-spouse have any vocational qualifications.

VARIABLE LABELS q44b1 "Recognised trade apprenticeship".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b2 "Clerical/commercial qualification".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b3 "NVQ/SVQ".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b4 "GNVQ/GSVQ".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b5 "C&amp;amp;G: Craft/Intermediate/Ordinary/Part I".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b6 "C&amp;amp;G: Advanced/Final/Part II".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b7 "C&amp;amp;G: Full technological/Part III".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b8 "YT Certificate".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b9 "ONC or OND".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b10 "BEC/TEC National/General Cert. or Dip.”.

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b11 "SCOTVEC".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b12 "HNC or HND".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b13 "Teaching qualification".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b14 "Nursing qualification".

* Partner-spouse’s vocational qualifications.

VARIABLE LABELS q44b15 "Other vocational qualification".

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Partner-spouse's vocational qualifications
VARIABLE LABELS @q44b16 "Other professional qualification".
Partner-spouse's vocational qualifications
VARIABLE LABELS @q44b17 "Can't say"
Partner-spouse's vocational qualifications
VARIABLE LABELS @q44b18 "NA"
Partner-spouse's vocational qualifications
VARIABLE LABELS q45 "Q45 Does father or mother have a degree"
VALUE LABELS q45
1 "Yes - father only"
2 "Yes - mother only"
3 "Yes - both"
4 "No"
5 "Can't say"
6 "NA"

Does father or mother have a degree.
VARIABLE LABELS q46 "Q46 Did siblings finish education at .."
VALUE LABELS q46
1 "around same age"
2 "at earlier age"
3 "at later age"
4 "some earlier/some sa"
5 "no siblings"
6 "Can't say"
7 "NA"

Did siblings finish education at...
VARIABLE LABELS q47 "Q47 When FT education ended".
VALUE LABELS q47
1 "FT education ended 1"
2 "FT education ended 2"
3 "Respondent still in "
4 "NA"

When FT education ended
VARIABLE LABELS q48a "Q48a Any kind of learning activity in t"
VALUE LABELS q48a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

Any kind of learning activity in the last three years
VARIABLE LABELS q48b "Q48b Tried to learn about anything (els)"
VALUE LABELS q48b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

Tried to learn about anything (else) in last three years
VARIABLE LABELS q49b "Q49b Any kind of learning activity since last full-time education"
VALUE LABELS q49b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

Any kind of learning activity since left full-time education
VARIABLE LABELS q49c "Q49c Tried to learn about anything (els)".
VALUE LABELS q49c
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* Tried to learn about anything (else) since left full-time continuous educati

VARIABLE LABELS q50 "Q50 Whether any recent learning".
VALUE LABELS q50
1 "Recent learning"
2 "No recent learning"
3 "NA"

* Whether any recent learning.

VARIABLE LABELS q51a "Q51a Number of subjects named".
VALUE LABELS q51a
1 "0"
2 "1"
3 "2"
4 "3"
5 "4"
6 "5"
7 "6+
8 "99 NA"

* Number of subjects named.

VARIABLE LABELS q51b "Q51b Number of work related subjects ide".
VALUE LABELS q51b
1 "0"
2 "1"
3 "2"
4 "3"
5 "4"
6 "5+
7 "99 NA"

* Number of work related subjects identified.

VARIABLE LABELS dv2 "DV2 Learning Status".
VALUE LABELS dv2
1 "Current learner"
2 "Past learner"
3 "DK Current/Past"
4 "Not work related"
5 "Non learner"
6 "FT education"

* Learning Status.

VARIABLE LABELS dv2com "DV2 Learning Status".
VALUE LABELS dv2com
1 "Learner"
2 "Non learner"
3 "FT education"

* Learning Status.

VARIABLE LABELS dv3 "DV3 Status - non-current learners".
VALUE LABELS dv3
1 "Non learner"
2 "Past learner"

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* Status - non-current learners
VARIABLE LABELS q51c "Q51c Number of work related subjects id"
VALUE LABELS q51c
  1 "No codes ringed"
  2 "One code ringed"
  3 "Two or more codes ri"
  4 "NA"

* Number of work related subjects identified
VARIABLE LABELS q104 "Q104 Interviewer to code from Q59"
VALUE LABELS q104
  1 "learning now or in l"
  2 "learning in last thr"
  3 "NA"

* Interviewer to code from Q59
VARIABLE LABELS q105 "Q105 Likelihood of learning in next two"
VALUE LABELS q105
  1 "very likely"
  2 "fairly likely"
  3 "fairly unlikely"
  4 "very unlikely"
  5 "can’t say"
  6 "NA"

* Likelihood of learning in next two to three years.
VARIABLE LABELS q106 "Q106 Will learning be relevant to a job".
VALUE LABELS q106
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Will learning be relevant to a job or getting a job.
VARIABLE LABELS @q1071 "I don’t need to learn"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1072 "Has had enough of learning".
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1073 "Retirement"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1074 "Learning for pleasure".
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1075 "Time problems".
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1076 "Domestic constraints"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1077 "Funding/financial".
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1078 "Availability and access".
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q1079 "Other"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q10710 "Irrelevant or vague answer"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q10711 "Don’t know"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS @q10712 "NA"
* Why unlikely to do some more learning (relevant to a job).
VARIABLE LABELS q108 "Q108 Has made definite plans to start l"
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Has made definite plans to start learning in the next year.
VARIABLE LABELS q109 "Q109 Will future learning be organised ".
VALUE LABELS q109
1 "Yes"
2 "No"
3 "NA"

* Will future learning be organised by employer.
VARIABLE LABELS q110 "Q110 Do you know now what subject or sk".
VALUE LABELS q110
1 "Yes"
2 "No"
3 "NA"

* Do you know now what subject or skill likely to learn about.
VARIABLE LABELS q111 "Q111 Why start future learning".
VALUE LABELS q111
1 "to get job"
2 "to get job with diff"
3 "to change type of wo"
4 "to gain promotion"
5 "to gain rise in earn"
6 "to make work more sa"
7 "to help get onto fut"
8 "will have no choice 
9 "will have no choice 
10 "no other learning av" 
11 "To help with job,upd"
12 "Other"
13 "NA"

* Why start future learning.
VARIABLE LABELS q112 "Q112 Which qualification will future le".
VALUE LABELS q112
1 "No qualification aim"
2 "Don't know if qualif"
3 "Don't know which qua"
4 "YTS Certificate"
5 "GCSE"
6 "A level, A/S level, 
7 "RSA/Pitmans"
8 "City and Guilds"
9 "National or general 
10 "GSVQ/GNVQ"
11 "SVQ/NVQ"
12 "Nursing qualificatio"
13 "Teaching qualificati"
14 "Higher BTEC, HNC, HN"
15 "First degree/diploma"
16 "Higher degree"
17 "Other professional q"
18 "Other qualification"
19 "Can't say"
20 "NA"

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* Which qualification will future learning aim at

VARIABLE LABELS q113 "Q113 Likelihood of learning in the next"
VALUE LABELS q113
1 "very likely"
2 "fairly likely"
3 "not very likely"
4 "very unlikely"
5 "can’t say"
6 "NA"

* comb Likelihood of learning in the next two to three years.

VARIABLE LABELS q113cmb "Q105/Q113 comb Likelihood of learning"
VALUE LABELS q113cmb
1 "very likely"
2 "fairly likely"
3 "not very likely"
4 "very unlikely"
5 "can’t say"
6 "NA=9"

* Likelihood of learning in the next two to three years.

VARIABLE LABELS q114 "Q114 Will this learning be relevant to ."
VALUE LABELS q114
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* Will this learning be relevant to a job.

VARIABLE LABELS q114cmb "Q106/Q114 comb. Will this learning be r"
VALUE LABELS q114cmb
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* comb Will this learning be relevant to a job

VARIABLE LABELS q115a "Q115a Have you made definite plans to st".
VALUE LABELS q115a
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* Have you made definite plans to start learning in the next year

VARIABLE LABELS q115acm "Q108/Q115a comb. Have you made definite ".
VALUE LABELS q115acm
1 "Yes"
2 "No"
3 "Can’t say"
4 "NA"

* comb Have you made definite plans to start learning in the next year

VARIABLE LABELS q115b "Q115b Will future learning be organised"
VALUE LABELS q115b
1 "Yes"
2 "No"
3 "NA"

* Will future learning be organised by employer.
VARIABLE LABELS q115bcm "Q109/Q115b Will future learning be orga"
VALUE LABELS q115bcm
1 "Yes"
2 "No"
3 "NA"

* Will future learning be organised by employer
VARIABLE LABELS q116 "Q116 Know what subject or skill likely ".
VALUE LABELS q116
1 "Yes"
2 "No"
3 "NA"

* Know what subject or skill likely to learn about
VARIABLE LABELS q116cmb "Q110/Q116 Know what subject or skill likl"
VALUE LABELS q116cmb
1 "Yes"
2 "No"
3 "NA"

* Know what subject or skill likely to learn about
VARIABLE LABELS q117 "Q117 Why start learning"
VALUE LABELS q117
1 "to get job"
2 "to get job with diff"
3 "to change the type of"
4 "to gain promotion"
5 "to gain rise in earn"
6 "to make work more sa"
7 "to help get onto a f"
8 "will have no choice "
9 "will have no choice "
10 "no other learning av"
11 "Other"
12 "NA"

* Why start learning
VARIABLE LABELS q117cmb "Q111/Q117 Why start learning".
VALUE LABELS q117cmb
1 "to get job"
2 "to get job with diff"
3 "to change the type of"
4 "to gain promotion"
5 "to gain rise in earn"
6 "to make work more sa"
7 "to help get onto a f"
8 "will have no choice "
9 "will have no choice "
10 "no other learning av"
11 "Other"
12 "NA"

* Why start learning.
VARIABLE LABELS q118 "Q118 What qualification will future lea".
VALUE LABELS q118
1 "No qualification aim"
2 "Don't know if qualif"
3 "Don't know which qua"
4 "YTS Certificate"
5 "GCSE"
"A level, A/S level, "
"RSA/Pitmans"
"City and Guilds"
"National/gen BTEC, ON"
"GSVQ/GNVQ"
"SVQ/NVQ"
"Nursing qualification"
"Higher BTEC, HNC, HN"
"First degree/diploma"
"Higher degree"
"Other professional q"
"Other qualification"
"Teaching"
"Can't say"
"NA"

* What qualification will future learning aim at.

VARIABLE LABELS q118cmb "Q112/Q118 comb. What qualification will".

VALUE LABELS q118cmb
1 "No qualification aim"
2 "Don't know if qualif"
3 "Don't know which qua"
4 "YTS Certificate"
5 "GCSE"
6 "A level, A/S level, "
7 "RSA/Pitmans"
8 "City and Guilds"
9 "National/gen BTEC, ON"
10 "GSVQ/GNVQ"
11 "SVQ/NVQ"
12 "Nursing qualification"
13 "Higher BTEC, HNC, HN"
14 "First degree/diploma"
15 "Higher degree"
16 "Other professional q"
17 "Other qualification"
18 "Teaching"
19 "Can't say"
20 "NA"

* comb. What qualification will future learning aim at.

VARIABLE LABELS q119a "Q119a Like to do learning relevant to a".

VALUE LABELS q119a
1 "Yes"
2 "No"
3 "NA"

* Like to do learning relevant to a job in next two to three years.

VARIABLE LABELS @q119b1 "To get a better job".
* Why like to do some learning in the next two to three years.

VARIABLE LABELS @q119b2 "To get a job".
* Why like to do some learning in the next two to three years.

VARIABLE LABELS @q119b3 "To change career".
* Why like to do some learning in the next two to three years.

VARIABLE LABELS @q119b4 "To do job better".
* Why like to do some learning in the next two to three years.

VARIABLE LABELS @q119b5 "To get a pay rise".
* Why like to do some learning in the next two to three years.

VARIABLE LABELS @q119b6 "Other - job related".
* Why like to do some learning in the next two to three years.
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b7 "To prove that can"
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b8 "Self-improvement"
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b9 "Other nec"
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b10 "Irrelevant or vague answer"
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b11 "Don't know"
* Why likely to do some learning in the next two to three years
VARIABLE LABELS @q119b12 "NA"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1201 "cannot afford to"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1202 "do not have the qualifications would need"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1203 "do not have the abilities would need"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1204 "too nervous about idea of starting learn"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1205 "have to look after children/other depend"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1206 "too ill or disabled"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1207 "no suitable learning opportunities near"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1208 "do not know about types of learning avail"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1209 "family circumstances would make it diffi"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1210 "would not be able to get time off work"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1211 "have tried unsuccessfully to do learning"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1212 "Other"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1213 "Can't say"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS @q1214 "NA"
* Why unlikely will do any learning in the next two to three years
VARIABLE LABELS q121 "Q121 Which reason (from Q120 - difficul"
VALUE LABELS q121
  1 "cannot afford to"
  2 "do not have the qual"
  3 "do not have the abil"
  4 "too nervous about id"
  5 "have to look after c"
  6 "too ill or disabled"
  7 "no suitable learning"
  8 "do not know about ty"
  9 "family circumstances"
 10 "would not be able to"
 11 "have tried unsucce"
 12 "Other"
 13 "Can't say"
 14 "NA"

* Which reason (from Q120 - difficul to do learning) is the most important
VARIABLE LABELS @q122a1 "When finish work just want to relax"
* Why not want to do learning
VARIABLE LABELS @q122a2 "Too busy with work to spend time learnin".
* Why not want to do learning.
VARIABLE LABELS @q122a3 "Haven't got time because of family".
* Why not want to do learning.
VARIABLE LABELS @q122a4 "Learning too expensive".
* Why not want to do learning.
VARIABLE LABELS @q122a5 "No opportunities for learning round here".
* Why not want to do learning.
VARIABLE LABELS @q122a6 "Can't find sort of learning I want to do".
* Why not want to do learning.
VARIABLE LABELS @q122a7 "Don't know anything about opportunities ".
* Why not want to do learning.
VARIABLE LABELS @q122a8 "Didn't enjoy learning when was younger".
* Why not want to do learning.
VARIABLE LABELS @q122a9 "Learning system isn't for people like me".
* Why not want to do learning.
VARIABLE LABELS @q122a10 "Too old to learn".
* Why not want to do learning.
VARIABLE LABELS @q122a11 "Too young to learn".
* Why not want to do learning.
VARIABLE LABELS @q122a12 "Don't have qualifications need for learn".
* Why not want to do learning.
VARIABLE LABELS @q122a13 "Don't have abilities need for learning".
* Why not want to do learning.
VARIABLE LABELS @q122a14 "Don't need to learn new things for work".
* Why not want to do learning.
VARIABLE LABELS @q122a15 "What's the point".
* Why not want to do learning.
VARIABLE LABELS @q122a16 "Just don't want to learn".
* Why not want to do learning.
VARIABLE LABELS @q122a17 "Other".
* Why not want to do learning.
VARIABLE LABELS @q122a18 "Health problems (including mental health".
* Why not want to do learning.
VARIABLE LABELS @q122a19 "Has retired (or is about to)"
* Why not want to do learning.
VARIABLE LABELS @q122a20 "NA".
* Why not want to do learning.
VARIABLE LABELS q122b "Q122b Which is main reason for not want".
VALUE LABELS q122b
  1 "When finish work jus"
  2 "Too busy with work t"
  3 "Haven't got time bec"
  4 "Learning too expensi"
  5 "No opportunities for"
  6 "Can't find sort of l"
  7 "Don't know anything "
  8 "Didn't enjoy learnin"
  9 "Learning system isn'"
 10 "Too old to learn"
 11 "Too young to learn"
 12 "Don't have qualifica"
 13 "Don't have abilities"
 14 "Don't need to learn "
 15 "What's the point"
 16 "Just don't want to l"
 17 "Other"
 18 "Health problems (inc"
 19 "Has retired (or is a"
 20 "NA"
* Which is main reason for not wanting to do learning

VARIABLE LABELS q122c "Q122c Main reason not interested in lea"
VALUE LABELS q122c
  1 "Work related"
  2 "Publicity related"
  3 "Availability related"
  4 "Learning system rela"
  5 "Money related"
  6 "Situation related"
  7 "NA"

* Main reason not interested in learning

VARIABLE LABELS q123a "Q123a Interested in learning if employe"
VALUE LABELS q123a
  1 "Yes"
  2 "No"
  3 "Not applicable (self"
  4 "Can’t say"
  5 "NA"

* Interested in learning if employer were to allow time off.

VARIABLE LABELS q123b "Q123b Interested in learning if learnin".
VALUE LABELS q123b
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Interested in learning if learning was better publicised

VARIABLE LABELS q123c "Q123c Interested in learning if more op"
VALUE LABELS q123c
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Interested in learning if more opportunities for learning set up.

VARIABLE LABELS q123d "Q123d Interested in learning if people ".
VALUE LABELS q123d
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Interested in learning if people from different backgrounds

VARIABLE LABELS q123e "Q123e Interested in learning if costs o".
VALUE LABELS q123e
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"

* Interested in learning if costs of learning reduced

VARIABLE LABELS q123f "Q123f Interested in learning if situati"
VALUE LABELS q123f
  1 "Yes"
  2 "No"
  3 "Can’t say"
  4 "NA"
* Interested in learning if situation changed.
VARIABLE LABELS q123g "Q123g Interested in learning if employe".
VALUE LABELS q123g
1 "Yes"
2 "No"
3 "Not applicable"
4 "Can’t say"
5 "NA"

* Interested in learning if employer paid for it.
VARIABLE LABELS q124a "Q124a How would family feel about job r".
VALUE LABELS q124a
1 "Very happy and encou"
2 "Fairly happy but som"
3 "Wouldn’t mind or not"
4 "Disapproving or not "
5 "Totally opposed or w"
6 "Don’t know how would"
7 "Not applicable"
8 "NA"

* How would family feel about job relevant learning.
VARIABLE LABELS q124b "Q124b How would friends feel about job ".
VALUE LABELS q124b
1 "Very happy and encou"
2 "Fairly happy but som"
3 "Wouldn’t mind or not"
4 "Disapproving or not "
5 "Totally opposed or w"
6 "Don’t know how would"
7 "Not applicable"
8 "NA"

* How would friends feel about job relevant learning.
VARIABLE LABELS q124c "Q124c How would colleagues feel about j".
VALUE LABELS q124c
1 "Very happy and encou"
2 "Fairly happy but som"
3 "Wouldn’t mind or not"
4 "Disapproving or not "
5 "Totally opposed or w"
6 "Don’t know how would"
7 "Not applicable"
8 "NA"

* How would colleagues feel about job relevant learning.
VARIABLE LABELS q124d "Q124d How would employer feel about job".
VALUE LABELS q124d
1 "Very happy and encou"
2 "Fairly happy but som"
3 "Wouldn’t mind or not"
4 "Disapproving or not "
5 "Totally opposed or w"
6 "Don’t know how would"
7 "Not applicable"
8 "NA"

* How would employer feel about job relevant learning.
VARIABLE LABELS q125a "Q125a How would family feel about non-j".

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VALUE LABELS q125a
1 "Very happy and encour" 
2 "Fairly happy but som" 
3 "Wouldn’t mind or not" 
4 "Disapproving or not" 
5 "Totally opposed or w" 
6 "Don’t know how would" 
7 "Not applicable" 
8 "NA"

* How would family feel about non-job relevant learning
VARIABLE LABELS q125b "Q125b How would friends feel about non-

VALUE LABELS q125b
1 "Very happy and encour" 
2 "Fairly happy but som" 
3 "Wouldn’t mind or not" 
4 "Disapproving or not" 
5 "Totally opposed or w" 
6 "Don’t know how would" 
7 "Not applicable" 
8 "NA"

* How would friends feel about non-job relevant learning
VARIABLE LABELS q125c "Q125c How would colleagues feel about n"

VALUE LABELS q125c
1 "Very happy and encour" 
2 "Fairly happy but som" 
3 "Wouldn’t mind or not" 
4 "Disapproving or not" 
5 "Totally opposed or w" 
6 "Don’t know how would" 
7 "Not applicable" 
8 "NA"

* How would colleagues feel about non-job relevant learning
VARIABLE LABELS q125d "Q125d How would employer feel about non"

VALUE LABELS q125d
1 "Very happy and encour" 
2 "Fairly happy but som" 
3 "Wouldn’t mind or not" 
4 "Disapproving or not" 
5 "Totally opposed or w" 
6 "Don’t know how would" 
7 "Not applicable" 
8 "NA"

* How would employer feel about non-job relevant learning
VARIABLE LABELS @q126b1 "No qualification obtained".

* Other qualifications obtained since left full-time continuous education.
VARIABLE LABELS @q126b2 "Don’t know which qualification obtained".

* Other qualifications obtained since left full-time continuous education
VARIABLE LABELS @q126b3 "Youth Training Certificate"

* Other qualifications obtained since left full-time continuous education
VARIABLE LABELS @q126b4 "GCSE"

* Other qualifications obtained since left full-time continuous education
VARIABLE LABELS @q126b5 "A level, A/S level, S Level"

* Other qualifications obtained since left full-time continuous education
VARIABLE LABELS @q126b6 "RSA/Pitmans"

* Other qualifications obtained since left full-time continuous education
VARIABLE LABELS @q126b7 "City and Guilds"
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b8 "National or general BTEC, ONC or OND".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b9 "GNVQ/GSVQ".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b10 "NVQ/SVQ".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b11 "Nursing qualification".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b12 "Teaching qualification".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b13 "Higher BTEC, HNC, HND".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b14 "First degree/diploma".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b15 "Higher degree".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b16 "Other professional qualification".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b17 "Other qualification".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q126b18 "NA".
* Other qualifications obtained since left full-time continuous education.
  VARIABLE LABELS @q1271 "Has not tried for any qualification which".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1272 "Don’t know which qualification tried for".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1273 "YT Certificate".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1274 "GCSE O Level CSE".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1275 "A level, A/S level, S Level".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1276 "RSA/Pitmans".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1277 "City and Guilds".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1278 "National or general BTEC, ONC or OND".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q1279 "GNVQ/GSVQ".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12710 "NVQ/SVQ".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12711 "Nursing qualification".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12712 "Teaching qualification".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12713 "Higher BTEC, HNC, HND".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12714 "First degree/diploma".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12715 "Higher degree".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12716 "Other professional qualification".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12717 "Other qualification".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q12718 "NA".
* Other attempts qualifications since left full-time continuous education.
  VARIABLE LABELS @q128a1 "01 Public library".

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* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a2 "02 Personnel or training officer/Emplo"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a3 "03 Evening Institute/Adult Education C"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a4 "04 Further Education College/Technical"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a5 "05 Private training/Education Centre"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a6 "06 Community Centre"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a7 "07 Workers Educational Association"
* How find out more about learning opportunities in your area.
  VARIABLE LABELS @q128a8 "08 Training and Enterprise Council (TE)"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a9 "09 Town Hall/Council offices".
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a10 "10 Citizens Advice Bureau"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a11 "11 Polytechnic, University, College of"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a12 "12 Skill centre"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a13 "13 Jobcentre/Jobclub/Unemployment Off1"
* How find out more about learning opportunities in your area.
  VARIABLE LABELS @q128a14 "14 Careers Adviser/education adviser"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a15 "15 Local school teachers (if other ins"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a16 "16 Talk to friends, workmates"
* How find out more about learning opportunities in your area.
  VARIABLE LABELS @q128a17 "17 Read newspaper, adverts, books yell"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a18 "18 Other"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a19 "19 None/Not applicable"
* How find out more about learning opportunities in your area.
  VARIABLE LABELS @q128a20 "20 Professional bodies/organisations/a"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a21 "21 Training Access Points (TAPS)"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a22 "98 Can’t say"
* How find out more about learning opportunities in your area
  VARIABLE LABELS @q128a23 "99 NA"
* How find out more about learning opportunities in your area.
  VARIABLE LABELS @q128b1 "01 Public library"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b2 "02 Personnel or training officer/Emplo"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b3 "03 Evening Institute/Adult Education C"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b4 "04 Further Education College/Technical"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b5 "05 Private training/Education Centre"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b6 "06 Community Centre"
* Which facilities in your area could people use
  VARIABLE LABELS @q128b7 "07 Workers Educational Association".
* Which facilities in your area could people use.
  VARIABLE LABELS @q128b8 "08 Training and Enterprise Council (TE)"
Which facilities in your area could people use.

- VARIABLE LABELS @q128b9 "09 Town Hall/Council offices".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b10 "10 Citizens Advice Bureau".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b11 "11 Polytechnic, University, College of".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b12 "12 Skill centre".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b13 "13 Jobcentre/Jobclub/Unemployment Offi".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b14 "14 Careers Adviser/education adviser".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b15 "15 Local school teachers (if other ins)".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b16 "16 Talk to friends, workmates".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b17 "17 Read newspaper, adverts, books yell".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b18 "18 Other".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b19 "19 None/Not applicable".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b20 "20 Professional bodies/organisations/a".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b21 "21 Training Access Points (TAPS)".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b22 "98 Can’t say".
- Which facilities in your area could people use.
- VARIABLE LABELS @q128b23 "99 NA".
- Which facilities in your area could people use.
- VARIABLE LABELS @q129a1 "01 Public library".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a2 "02 Personnel or training officer/Emplo".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a3 "03 Evening Institute/Adult Education C".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a4 "04 Further Education College/Technical".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a5 "05 Private training/Education Centre".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a6 "06 Community Centre".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a7 "07 Workers Educational Association".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a8 "08 Training and Enterprise Council (TE)".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a9 "09 Town Hall/Council offices".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a10 "10 Citizens Advice Bureau".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a11 "11 Polytechnic, University, College of".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a12 "12 Skill centre".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a13 "13 Jobcentre/Jobclub/Unemployment Offi".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a14 "14 Careers Adviser/education adviser".
- Which facilities would prefer to use for information.
- VARIABLE LABELS @q129a15 "15 Local school teachers (if other ins)".
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a16 "16 Talk to friends, workmates"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a17 "17 Read newspaper, adverts, books" yell"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a18 "18 Other"
* Which facilities would prefer to use for information.
VARIABLE LABELS @q129a19 "19 None/Not applicable"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a20 "20 Professional bodies/organisations/a"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a21 "21 Training Access Points (TAPS)"
* Which facilities would prefer to use for information.
VARIABLE LABELS @q129a22 "98 Can’t say"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129a23 "99 NA"
* Which facilities would prefer to use for information
VARIABLE LABELS @q129b1 "01 Public library"
* What facilities would prefer to use for advice re payment
VARIABLE LABELS @q129b2 "02 Personnel or training officer/Employ"
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b3 "03 Evening Institute/Adult Education C"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b4 "04 Further Education College/Technical"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b5 "05 Private training/Education Centre".
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b6 "06 Community Centre"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b7 "07 Workers Educational Association"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b8 "08 Training and Enterprise Council (TE"
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b9 "09 Town Hall/Council offices".
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b10 "10 Citizens Advice Bureau".
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b11 "11 Polytechnic, University, College of".
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b12 "12 Skill centre"
* What facilities would prefer to use for advice re. payment.
VARIABLE LABELS @q129b13 "13 Jobcentre/Jobclub/Unemployment Offi"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b14 "14 Careers Adviser/education adviser"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b15 "15 Local school teachers (if other ins"
* What facilities would prefer to use for advice re payment
VARIABLE LABELS @q129b16 "16 Talk to friends, workmates"
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b17 "17 Read newspaper, adverts, books yell"
* What facilities would prefer to use for advice re payment
VARIABLE LABELS @q129b18 "18 Other"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b19 "19 None/Not applicable"
* What facilities would prefer to use for advice re. payment
VARIABLE LABELS @q129b20 "20 Professional bodies/organisations/a"
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b21 "21 Training Access Points (TAPS)"
* What facilities would prefer to use for advice re payment.
VARIABLE LABELS @q129b22 "98 Can’t say".

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* What facilities would prefer to use for advice re. payment.
  VARIABLE LABELS @q129b23 "99  NA".
* What facilities would prefer to use for advice re. payment.
  VARIABLE LABELS @q129c1 "01  Public library".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c2 "02  Personnel or training officer/Emplo".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c3 "03  Evening Institute/Adult Education C".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c4 "04  Further Education College/Technical".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c5 "05  Private training/Education Centre".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c6 "06  Community Centre".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c7 "07  Workers Educational Association".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c8 "08  Training and Enterprise Council (TE)".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c9 "09  Town Hall/Council offices".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c10 "10  Citizens Advice Bureau".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c11 "11  Polytechnic, University, College of".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c12 "12  Skill centre".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c13 "13  Jobcentre/Jobclub/Unemployment Offic".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c14 "14  Careers Adviser/education adviser".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c15 "15  Local school teachers (if other ins".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c16 "16  Talk to friends, workmates".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c17 "17  Read newspaper, adverts, books yell".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c18 "18  Other".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c19 "19  None/Not applicable".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c20 "20  Professional bodies/organisations/a".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c21 "21  Training Access Points (TAPS)".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c22 "98  Can't say".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129c23 "99  NA".
* Which facilities would prefer to use for advice and guidance.
  VARIABLE LABELS @q129d1 "01  Public library".
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d2 "02  Personnel or training officer/Emplo".
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d3 "03  Evening Institute/Adult Education C".
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d4 "04  Further Education College/Technical".
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d5 "05  Private training/Education Centre".
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d6 "06  Community Centre".
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d7 "07 Workers Educational Association"
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d8 "08 Training and Enterprise Council (TE)"
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d9 "09 Town Hall/Council offices"
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d10 "10 Citizens Advice Bureau"
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d11 "11 Polytechnic, University, College of".
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d12 "12 Skill centre"
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d13 "13 Jobcentre/Jobclub/Unemployment Offi"
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d14 "14 Careers Adviser/education adviser".
* Which facilities used in past for finding out about learning
  VARIABLE LABELS @q129d15 "15 Local school teachers (if other ins"
* Which facilities used in past for finding out about learning.
  VARIABLE LABELS @q129d16 "16 Talk to friends, workmates"
* Which facilities used in past for finding about learning
  VARIABLE LABELS @q129d17 "17 Read newspaper, adverts, books yell"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS @q129d18 "18 Other"
* Which facilities used in past for finding about learning
  VARIABLE LABELS @q129d19 "19 None/Not applicable"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS @q129d20 "20 Professional bodies/organisations/a"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS @q129d21 "21 Training Access Points (TAPS)"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS @q129d22 "98 Can't say"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS @q129d23 "99 NA"
* Which facilities used in past for finding about learning.
  VARIABLE LABELS q130a "Q130a Awareness of getting help with lo"
VALUE LABELS q130a
  1 "Yes"
  2 "No"
  3 "Can't say"
  4 "NA"

* Awareness of getting help with loan interest payments.
  VARIABLE LABELS q130b "Q130b Awareness of Career Development L"
VALUE LABELS q130b
  1 "Yes"
  2 "No"
  3 "Can't say"
  4 "NA"

* Awareness of Career Development Loans
  VARIABLE LABELS q130c "Q130c Interest in CDLs"
VALUE LABELS q130c
  1 "Yes"
  2 "No"
  3 "Can't say"
  4 "NA"

* Interest in CDLs
  VARIABLE LABELS q131 "Q131 Interest in system where money ava"
VALUE LABELS q131
 1 "Yes"
 2 "No"
 3 "Can't say"
 4 "NA"

* Interest in system where money available so could choose types of job releva

VARIABLE LABELS q132a "Q132a Awareness of tax relief for learn".

VALUE LABELS q132a
 1 "Yes"
 2 "No"
 3 "Can't say"
 4 "NA"

* Awareness of tax relief for learning.

VARIABLE LABELS q132b "Q132b Interested in finding out more ab".

VALUE LABELS q132b
 1 "Yes"
 2 "No"
 3 "Can't say"
 4 "NA"

* Interested in finding out more about tax relief.

VARIABLE LABELS @q132c1 "Inland revenue".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c2 "Accountant".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c3 "CAB".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c4 "Job Centre or DSS".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c5 "TECs".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c6 "Council".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c7 "Guidance Centre".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c8 "Training institution".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c9 "Careers' Office".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c10 "Employer".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c11 "Library".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c12 "Family/friends/colleagues".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c13 "Media".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c14 "Bank or Building Society".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c15 "Other".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c16 "Irrelevant or vague answer".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c17 "Don't know".
* Where go to find out about tax relief.
VARIABLE LABELS @q132c18 "NA".
* Where go to find out about tax relief.
VARIABLE LABELS q133a "Q133a Awareness of flexible learning at".

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VALUE LABELS q133a
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Awareness of flexible learning at home.
VALUE LABELS q133b "Q133b Awareness of Open Learning"
VALUE LABELS q133b
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Awareness of Open Learning.
VALUE LABELS q134 "Q134 Interest in Open Learning"
VALUE LABELS q134
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Interest in Open Learning
VALUE LABELS q135a "Q135a Importance of having friendly people to work with."
VALUE LABELS q135a
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very important"
5 "8 Can't say"
6 "9 NA"

* Importance of having friendly people to work with.
VALUE LABELS q135b "Q135b Importance of having good promotion prospects."
VALUE LABELS q135b
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very important"
5 "8 Can't say"
6 "9 NA"

* Importance of having good promotion prospects.
VALUE LABELS q135c "Q135c Importance of having good pay"
VALUE LABELS q135c
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very important"
5 "8 Can't say"
6 "9 NA"

* Importance of having good pay.
VALUE LABELS q135d "Q135d Importance of having good relationship"
VALUE LABELS q135d
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very important"
5 "8 Can't say"
* Importance of having good relations with supervisor or manager.

VARIABLE LABELS q135e "Q135e Importance of having secure job".

VALUE LABELS q135e
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"
6 "9 NA"

* Importance of having secure job.

VARIABLE LABELS q135f "Q135f Importance of having job where in".

VALUE LABELS q135f
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"
6 "9 NA"

* Importance of having job where initiative.

VARIABLE LABELS q135g "Q135g Importance of having work that li".

VALUE LABELS q135g
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"
6 "9 NA"

* Importance of having work that like doing.

VARIABLE LABELS q135h "Q135h Importance of having convenient h".

VALUE LABELS q135h
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"
6 "9 NA"

* Importance of having convenient hours of work.

VARIABLE LABELS q135i "Q135i Importance of having choice in ho".

VALUE LABELS q135i
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"
6 "9 NA"

* Importance of having choice in hours of work.

VARIABLE LABELS q135j "Q135j Importance of having opportunitie".

VALUE LABELS q135j
1 "1 Essential"
2 "2 Very important"
3 "3 Fairly important"
4 "4 Not very importa"
5 "8 Can't say"

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* Importance of having opportunities to use abilities

VARIABLE LABELS q135k "Q135k Importance of having good fringe ".
VALUE LABELS q135k
1 1 Essential
2 2 Very important
3 3 Fairly important
4 4 Not very important
5 8 Can't say
6 9 NA

* Importance of having good fringe benefits

VARIABLE LABELS q135l "Q135l Importance of having easy work lo".
VALUE LABELS q135l
1 1 Essential
2 2 Very important
3 3 Fairly important
4 4 Not very important
5 8 Can't say
6 9 NA

* Importance of having easy work load.

VARIABLE LABELS q135m "Q135m Importance of having good trainin".
VALUE LABELS q135m
1 1 Essential
2 2 Very important
3 3 Fairly important
4 4 Not very important
5 8 Can't say
6 9 NA

* Importance of having good training

VARIABLE LABELS q135n "Q135n Importance of having good physica".
VALUE LABELS q135n
1 1 Essential
2 2 Very important
3 3 Fairly important
4 4 Not very important
5 8 Can't say
6 9 NA

* Importance of having good physical working conditions

VARIABLE LABELS q135o "Q135o Importance of having variety in w".
VALUE LABELS q135o
1 1 Essential
2 2 Very important
3 3 Fairly important
4 4 Not very important
5 8 Can't say
6 9 NA

* Importance of having variety in work

VARIABLE LABELS q136 "Q136 If had enough money to live on com"
VALUE LABELS q136
1 1 Agree strongly
2 2 Agree
3 3 Neither agree no
4 4 Disagree
5 5 Disagree strongly
6 "8 Can’t say"
7 "9 NA"

* If had enough money to live on comfortably would still want to work.
VARIABLE LABELS q137a "Q137a People who get training find thei".
VALUE LABELS q137a
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongl"
6 "8 Can’t say"
7 "9 NA"

* People who get training find their jobs more interesting.
VARIABLE LABELS q137b "Q137b People who get trained at work en".
VALUE LABELS q137b
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongl"
6 "8 Can’t say"
7 "9 NA"

* People who get trained at work end up with promotion or better pay.
VARIABLE LABELS q137c "Q137c Training at work is only for youn".
VALUE LABELS q137c
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongl"
6 "8 Can’t say"
7 "9 NA"

* Training at work is only for young people or people starting new jobs.
VARIABLE LABELS q137d "Q137d Learning new things in your own t".
VALUE LABELS q137d
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongl"
6 "8 Can’t say"
7 "9 NA"

* Learning new things in your own time can be very satisfying.
VARIABLE LABELS q137e "Q137e People should not be expected to ".
VALUE LABELS q137e
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongl"
6 "8 Can’t say"
7 "9 NA"

* People should not be expected to learn skills for their career in own time.
VARIABLE LABELS q137f "Q137f Learning new things in your own t".
VALUE LABELS q137f
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* Learning new things in your own time can be very satisfying.
VARIABLE LABELS q137g "Q137g I haven't the motivation to learn".
VALUE LABELS q137g
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* I haven't the motivation to learn on my own at home
VARIABLE LABELS q137h "Q137h People get more out of learning t"
VALUE LABELS q137h
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* People get more out of learning they have chosen to do.
VARIABLE LABELS q137i "Q137i There is not enough information a"
VALUE LABELS q137i
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* There is not enough information available about learning
VARIABLE LABELS q137j "Q137j There is not enough advice and he"
VALUE LABELS q137j
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* There is not enough advice and help available about learning
VARIABLE LABELS q137k "Q137k There is a lot of choice around f"
VALUE LABELS q137k
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* There is a lot of choice around for people with learning needs like mine.
VARIABLE LABELS q1371 "Q1371 There are ample opportunities for".
VALUE LABELS q1371
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* There are ample opportunities for people to learn if they want to.
VARIABLE LABELS q137m "Q137m Important that people who are lea".
VALUE LABELS q137m
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* Important that people who are learning have clear information.
VARIABLE LABELS q137n "Q137n I would feel out of place going t".
VALUE LABELS q137n
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* I would feel out of place going to evening classes in a college or school.
VARIABLE LABELS q137o "Q137o Colleges should be more flexible,".
VALUE LABELS q137o
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* Colleges should be more flexible, make learning available when people want i
VARIABLE LABELS q137p "Q137p Learning is something that people".
VALUE LABELS q137p
1 "1 Agree strongly"
2 "2 Agree"
3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* Learning is something that people do throughout their life.
VARIABLE LABELS q137q "Q137q People who learn usually get value"
VALUE LABELS q137q
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
 4 "4 Disagree"
 5 "5 Disagree strongly"
 6 "8 Can't say"
 7 "9 NA"

* People who learn usually get value for money
VARIABLE LABELS q137r "Q137r Learning is expensive and I can't".
VALUE LABELS q137r
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
 4 "4 Disagree"
 5 "5 Disagree strongly"
 6 "8 Can't say"
 7 "9 NA"

* Learning is expensive and I can't afford it.
VARIABLE LABELS q137s "Q137s I don't see why I should pay for ".
VALUE LABELS q137s
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
 4 "4 Disagree"
 5 "5 Disagree strongly"
 6 "8 Can't say"
 7 "9 NA"

* I don't see why I should pay for job related learning
VARIABLE LABELS q137t "Q137t Government/employers should pay f"
VALUE LABELS q137t
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
 4 "4 Disagree"
 5 "5 Disagree strongly"
 6 "8 Can't say"
 7 "9 NA"

* Government-employers should pay for job related learning
VARIABLE LABELS q137u "Q137u Learning is an important part of ".
VALUE LABELS q137u
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
 4 "4 Disagree"
 5 "5 Disagree strongly"
 6 "8 Can't say"
 7 "9 NA"

* Learning is an important part of everyone's life
VARIABLE LABELS q137v "Q137v It is important learners' rights ".
VALUE LABELS q137v
 1 "1 Agree strongly"
 2 "2 Agree"
 3 "3 Neither agree no"
4 "4 Disagree"
5 "5 Disagree strongly"
6 "8 Can't say"
7 "9 NA"

* It is important learners' rights be written into a charter.

VARIABLE LABELS q138 "Q138 Housing tenure".

VALUE LABELS q138
1 "Own"
2 "Rent from LA/New Town"
3 "Rent from HA/Coop/Ho"
4 "Rent privately"
5 "Rent free/squatting"
6 "Lives in institution"
7 "Other"
8 "NA"

* Housing tenure.

VARIABLE LABELS q139 "Q139 Type of accommodation".

VALUE LABELS q139
1 "Whole house"
2 "Bungalow"
3 "Purpose-built flat/m"
4 "Room(s) not self-con"
5 "Caravan/mobile home"
6 "Other"
7 "NA"

* Type of accommodation.

VARIABLE LABELS q140 "Q140 Length of time in house/flat".

VALUE LABELS q140
1 "Less than 1 year"
2 "1 year, less than 2"
3 "2 year, less than 5"
4 "years, less than 10"
5 "10 years or more"
6 "NA"

* Length of time in house-flat.

VARIABLE LABELS q141 "Q141 Receipt of Housing Benefit".

VALUE LABELS q141
1 "Yes"
2 "No"
3 "Can't say"
4 "NA"

* Receipt of Housing Benefit.

VARIABLE LABELS q142 "Q142 Total household income before tax".

VALUE LABELS q142
1 "Less than 2600"
2 "2600-5199"
3 "5200-7799"
4 "7800-10399"
5 "10400-12999"
6 "13000-15599"
7 "15600-20799"
8 "20800-25999"
9 "26000-31199"
10 "31200 or over"
11 "Refused"
"Can't say"
"NA"

* Total household income before tax
VARIABLE LABELS q143 "Q143 Is respondent in paid work"
VALUE LABELS q143
  1 "Respondent in paid w"
  2 "Respondent not in pa"
  3 "NA"

* Is respondent in paid work
VARIABLE LABELS q144 "Q144 Gross individual earnings before d"
VALUE LABELS q144
  1 "Less than 2600"
  2 "2600-5199"
  3 "5200-7799"
  4 "7800-10399"
  5 "10400-12999"
  6 "13000-15599"
  7 "15600-20799"
  8 "20800-25999"
  9 "26000-31199"
 10 "31200 or over"
 11 "Refused"
 12 "Can’t say"
 13 "NA"

* Gross individual earnings before deductions
VARIABLE LABELS @q1451 "1-10"
* Working hours
VARIABLE LABELS @q1452 "11-19"
* Working hours.
VARIABLE LABELS @q1453 "20-29"
* Working hours.
VARIABLE LABELS @q1454 "30-34"
* Working hours.
VARIABLE LABELS @q1455 "35-39".
* Working hours.
VARIABLE LABELS @q1456 "40-44".
* Working hours
VARIABLE LABELS @q1457 "45-49".
* Working hours
VARIABLE LABELS @q1458 "50 or more"
* Working hours
VARIABLE LABELS @q1459 "96 96+ Hours"
* Working hours
VARIABLE LABELS @q14510 "Varies can’t say"
* Working hours
VARIABLE LABELS @q14511 "NA".
* Working hours
VARIABLE LABELS q146 "Q146 Ethnic group"
VALUE LABELS q146
  1 "White"
  2 "Black"
  3 "Indian origin"
  4 "Pakistani Origin"
  5 "Bangladeshi origin"
  6 "Chinese origin"
  7 "Other"
  8 "Refused"
* Ethnic group.
LABELS q147 "Language mainly spoken at home".
VALUE q147
1 "English"
2 "Greek"
3 "Spanish"
4 "Turkish"
5 "Other European language"
6 "Arabic"
7 "Bengali"
8 "Chinese"
9 "Gujarati"
10 "Hindi"
11 "Urdu"
12 "Other non-European language"
13 "Refused"
14 "Can’t say"
15 "NA"

* Language mainly spoken at home.
LABELS q148 "Nature of area".
VALUE q148
1 "Urban/City Centre"
2 "Surburban residential"
3 "Rural residential/village"
4 "Rural"
5 "NA"

* Nature of area.
LABELS q1491 "residential".
* Predominant land use of area.
LABELS q1492 "commercial (shopping area/offices)"
* Predominant land use of area.
LABELS q1493 "industrial (heavy and light)"
* Predominant land use of area.
LABELS q1494 "civic/institutional"
* Predominant land use of area.
LABELS q1495 "open space"
* Predominant land use of area.
LABELS q1496 "agricultural"
* Predominant land use of area.
LABELS q1497 "NA"
* Predominant land use of area.
LABELS q150 "Time ended".
VALUE q150
1 "0"
2 "1-999"
3 "1000-1999"
4 "2000-2999"
5 "3000-3999"
6 "4000-4999"
7 "5000-5999"
8 "6000-6999"
9 "7000-7999"
10 "8000-8999"
11 "9000-9998"
12 "9999 NA"
* Time ended
VARIABLE LABELS weight "weight".
VARIABLE LABELS serial "serial".
VARIABLE LABELS arfq11 "arfq11".
VARIABLE LABELS arfbq12 "arfbc12".
VARIABLE LABELS arfbq13 "arfbc13".
VARIABLE LABELS arfbq14 "arfbc14".
VARIABLE LABELS arfbq16 "arfbc16".
VARIABLE LABELS soc "soc".
VARIABLE LABELS es "es".
VARIABLE LABELS seg "seg".
VARIABLE LABELS sic "sic".
VARIABLE LABELS q7bn "q7bn".
VARIABLE LABELS q19n "q19n".
VARIABLE LABELS agen "agen".
VARIABLE LABELS depch "depch".
VARIABLE LABELS ageyc "ageyc".
VARIABLE LABELS q24n "q24n".
VARIABLE LABELS q49an "q49an".
VARIABLE LABELS q51an "q51an".
VARIABLE LABELS q51bn "q51bn".
VARIABLE LABELS q51dn "q51dn".
VARIABLE LABELS q51en "q51en".
VARIABLE LABELS q51e2n "q51e2n".
VARIABLE LABELS q145n "q145n".
VARIABLE LABELS q150n "q150n".
VARIABLE LABELS q152n "q152n".
FREQUENCIES SAMPLE
EXPORT OUTFILE = PERSON.EXP
FINISH