Towards a Lifelong Learning Society in Europe: the Contribution of the Education System (LLL2010)

Report on Subproject 3

Survey of adult returners to further and higher education in Scotland

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Introduction

The survey reported on here forms part of Sixth Framework funded European project entitled: Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (www.lll2010.tlu.ee). The project consists of five subprojects and the survey constitutes subproject 3. The survey included learners at all levels from ISCED level 1 to 5 and the key criterion for inclusion in the survey was that that a learner should have had a break from his/her initial formal education for at least two years. A key aim of the project that the survey is part of was to examine the contribution of the education system to lifelong learning in Europe. The contribution of the survey was to:

- Gain greater understanding of the adult learners' perspective on formal provision of lifelong learning
- To explore causes of unequal participation with a particular focus on low-skilled and low literate adult learners

Educational institutions are nowadays expected to play a role in reducing inequality in participation in order to foster social inclusion. Data were therefore gathered from the institutions to examine the extent to which their policies and practices included stimulating participation in lifelong learning by adult learners. In order to contextualise the data within country practices macro level data is included in the report.

The remainder of this report is structured as follows:

Chapter 1 outlines the national and EU policies on lifelong learning, and provides information on overall levels of participation in lifelong learning in Scotland. It also includes a brief review of the academic literature.

Chapter 2 offers an account of the broader macro level context relating the education system to welfare and labour market organisation.

Chapter 3 outlines the methodology used in the survey and the adaptation of the questionnaire to the Scottish context and provides a descriptive overview of the learners and the institutions

Chapter 4 examines the learners' experiences and perspectives, including attitudes, motives for study, confidence and satisfaction with their learning and its environment. It considers this in relation to the level of the current course of the learner and their previous educational background.

Chapter 5 considers the meso-level considering the impact of the characteristics of the educational institution on the learners and the role of the educational institutions may play in stimulating participation and reducing individual inequalities

Chapter 6 brings together the evidence from both learners and institutions and considers the evidence in relation to inequalities in access and provision of lifelong learning in the formal setting.

Chapter 1: Lifelong learning in Scotland: policy, statistics and the academic literature

This chapter explains the Scottish policy context for lifelong learning since the Lisbon Strategy was published in 2000 and its relationship to EU lifelong learning initiatives. It also provides an overview of the main providers of lifelong learning, participation rates as well as a brief review of the academic literature.

Scotland has had its own parliament since 1999 and education is one of the devolved powers; however, prior to this Scotland had its own education legislation and a compulsory education system that was distinctly different from the rest of the UK (Bryce & Humes, 2003).

1.1 Lifelong learning in Scotland since the formulation of the Lisbon objectives

In Scotland, emphasis has been placed on three key issues in the field of lifelong learning: the importance of the *knowledge economy; demographic changes*; and the importance of *social justice and citizenship* (Scottish Executive, 2003, 21). All of these reflect the goals and concerns of the Lisbon strategy. Scotland has participated in projects that have been part of the LEONARDO (1994) and ERASMUS (1987) programmes. Both these programmes aim to promote lifelong learning across Europe. Scotland has contributed to shaping the EU's policy on lifelong learning, for example through the promotion of the Scottish Credit and Qualifications Framework (SCQF) within Europe (Scottish Executive, 2003: 19).

The first lifelong learning strategy was published in 2003: 'Life Through Learning Through Life'. This was followed by an evaluation of the strategy in 2005: 'Lifelong Learning Statistics 2005' (Scottish Executive, 2005a). These statistics were updated in 2006 in response to the UK wide interim report from the Leitch Review of Skills and a Scottish Skills Strategy was published in 2007. Although it could be argued that lifelong learning should include learning throughout the entire lifespan it is clear that the focus for the Scottish Executive was on post-compulsory education. This definition therefore encompasses students who remain at school after the age of 16 and all learners in other forms of education or training that is available to those that are over sixteen years of age. The new SNP Government, published its skill strategy in 2007, *Skills for Scotland, A lifelong skills strategy* (Scottish Government, 2007). As the title indicates, it has a strong emphasis on skills development and employability. In contrast with the policy of the previous Labour administration, it includes early years and compulsory education within the lifelong learning agenda.

In addition to developing a lifelong learning strategy and undertaking a review of that strategy a number of other policies and legislation have been developed that focus on lifelong learning. The main ones are shown below:

Community Learning and Development (CLD)

- *Working and Learning Together to Build Stronger Communities* (Scottish Executive, 2004a), set out a long term framework for the development of CLD in Scotland.

- The *Local Government (Scotland) Act 2003* placed a duty on councils to work with other key agencies in the delivery of lifelong learning, training and local economic development. The Act also established Community Planning Partnerships (CPPs), which contribute to improving the quality of life within communities through use of lifelong learning.

- The Scottish Executive's community regeneration strategy is set out in the document *Better Communities in Scotland: Closing the Gap* (Scottish Executive, 2002).

Raising literacy and numeracy skills

- *Adult Literacy and Numeracy in Scotland (*ALNIS) sets out the strategy for adult literacy in Scotland. The Scottish Executive identified literacies in the broad sense as an area of importance for policy and it defines literacies as: *The ability to read and write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners.* (Scottish Executive, 2006).

- *Adult ESOL Strategy for Scotland* (Scottish Executive, 2007a) is a newly created policy which sets out the aim for the provision of English for speakers of other languages. The main guiding principles of this strategy are: inclusion, diversity, achievement, quality and progression.

Work based learning

- *A Smart Successful Scotland* (Scottish Executive, 2004b) set out several objectives aimed at fostering an environment where people can invest in their own educational achievement.

- The Green Paper *Opportunity Scotland* (Scottish Office, 1998), Scotland's first policy document on lifelong learning, emphasised the need for people at all levels to have access to work-based learning opportunities.

- *Skills for Scotland, A lifelong skills strategy* (Scottish Government, 2007) provides a strategy for developing the skills in the Scottish population. It emphasises that this essential in order to meet the demands of the global economy and the development of accredited learning is stressed.

Widening access to further and higher education

Following extensive consultation, legislation on the funding of higher education was passed by the Scottish Parliament in 2001. The *Education (Graduate Endowment and Student Support) (Scotland) Act* 2001 abolished the existing student fee, instead establishing that Scottish domiciled students studying in Scotland would pay into an endowment fund following graduation, which would be used to provide bursaries for future students. These endowment fees are currently (2008) being phased out by the Scottish Government.

- The Green Paper *Opportunities and Choices: a Consultation Paper on Post-school Provision for 16-18 year olds* (Scottish Executive, 1999) set out a framework for more integration and progression between further education and work based learning.

- The *Garrick Report* (Scottish Office, 1997) emphasised the role of HE in widening access to all learners and the need to include non-traditional learners. The report also placed strong emphasis on the development of transferable skills as demanded by employers.

1.1.2 The relationship between the formal education system and non-formal initiatives

> *'Scotland's colleges occupy a pivotal position in the skills community because of the diversity of the individuals they serve, in the range of opportunities they provide and in the breadth of partnership working.' (Scottish Government, 2007)*

This quote from the Skills Strategy indicates the emphasis on the colleges in providing both education and training to the Scottish population. The strategy also stresses the role of Community Learning and Development in reaching out to those in need of basic skills and of provision that will allow transition into work. In addition, emphasis is placed on development of accredited provision through the work of the Scottish Credit and Qualifications Framework (SCQF) and of the development of effective guidance on learning opportunities. A key aim is that formal education providers work in **partnerships** with employers and business to offer

education and training. Further education colleges were set up and have traditionally provided both initial and ongoing vocational training. Universities are encouraged to increase partnerships with employers and business. This is encouraged both in terms of knowledge transfer and by including 'employability' skills in the curriculum.

1.2 Provision of education and training for adult learners

Education for adults is offered within the formal education system in higher and further education. Universities and Higher Education institutions offer advanced course from undergraduate degrees through to doctorate level studies. Adults(over 21) who do not have the required entry qualifications can undertake an Access course. If successfully completed this allows entry straight into a university. Further Education colleges offer mainly vocational and non-vocational non-advanced courses but also a limited number of HE courses, the majority of which are at sub-degree level. Local authority organised learning through Community Learning and Development offer literacies and other basic educational programmes which are all aimed at adult learners. Voluntary organisations such as the WEA also offer basic education to adult learners.

Scottish Enterprise and Highlands & Islands Enterprise funded Local Enterprise Companies (LECs) to provide training through programmes such as Modern Apprenticeships and Skillseekers. Some of these were delivered through FE colleges. The training function of Scottish Enterprise has now been removed from that organisation and is now the responsibility of local authorities.

There has been an increase in the total number of young people on Skillseekers programmes from 35,034 in 1998 to 37,835 in 2007. Over this period there has been a steady increase in uptake of Modern Apprenticeships from 8,110 in 1998 to 28,028 in 2007. This has been accompanied by a decrease of those on other Skillseekers programmes (including Get Ready for Work). In 1998 there were 26,924 participants in these types of programmes, whilst in 2007 there were only 9,812 (table 1). There is a strong gender bias in uptake of Modern Apprenticeships for those aged 16-19 with 15,798 males and only 2,946 females and also in the sectors within which men and women were located, intensifying the differences seen in the subject choice areas. The Modern Apprenticeships were extended to include those over 24 and this is known as the Adult Apprentice Programme. In 2005 this had attracted more women (4,552) than men (3,135) (Scottish Enterprise, 2007).

Table 1: Young people in training (16-24 year olds with employed or trainee status) 1998-2007

As at	Modern Apprenticeships	Other Skillseekers (including Get Ready for Work people)	Total Skillseekers
October 1998	8,110	26,924	35,034
October 1999	13,265	26,250	39,515
October 2000	16,202	23,080	39,282
October 2001	18,421	15,651	34,072
October 2002	21,479	14,151	35,630
October 2003	23,722	13,229	36,951
October 2004	26,362	12,843	39,205
October 2005	27,161	12,633	39,794
October 2006	28,037	10,667	38,704
October 2007	28,028	9,812	37,835

Source: Scottish Government, 2008

Funding: institutions and providers

Funding for colleges and universities comes from the Scottish Funding Council which deals with funding of both colleges and universities since 2005; prior to that there were separate funding councils for the two types of institutions. Institutions also receive premium funding (additional funding) based on the number of students from disadvantaged backgrounds or in receipt of Disabled Student Allowance.

Workplace learning and training is funded by the Scottish Executive. In 2004/5 the Executive committed about £220m to programmes and schemes such as Modern Apprenticeships, Enterprise in Education, the Scottish Union Learning Fund, Scottish Skills Fund etc. The majority of this funding (£190m) is spent by the Enterprise Networks to fund their work with businesses and individuals (see table 2 below).

Table 2: Spending and projected spending on lifelong learning in Scotland

	2002-03 budget	**2003-04 budget**	**2004-05 budget**	**2005-06 plans**	**2006-07 plans**	**2007-08 plans**
Student Award Agency for Scotland (SAAS): fees, awards and loans	346,200	360,300	360,300	368,600	347,600	349,600
Scottish Higher Education Funding Council	699,300	737,500	787,400	853,000	958,000	1,028,000
Scottish Further Education Funding Council	419,300	428,400	474,300	534,700	602,200	619,200
Scottish Enterprise – skills and learning (shows only funding related to skills and learning)	132,600	157,100	155,900	155,800	155,800	155,800
Highlands and Islands – skills and learning (shows funding related to skills and learning)	19,000	19,600	20,100	20,100	16,100	16,100
Other (mostly EMA and ILA)	26,100	36,500	49,500	62,300	72,000	77,700
Total	1,642,500	1,739,400	1,847,500	1,994,500	2,151,700	2,246,400

Source: Scottish Lifelong Learning Statistics, 2005 (please note the projections were calculated during a previous administration and that the Scottish Higher Education Funding Council and Scottish Further Education Funding Council have now merged)

Funding: Learners

School education up to the age of 18 is free for all. To encourage students to stay on beyond the compulsory leaving age of 16 there are bursaries (Educational Maintenance Allowance) for students from less well off families. These are means tested and on a graded scale. All Scottish domiciled students are entitled to further and higher education that is the equivalent of an undergraduate degree. This means that fees will be paid by the Students Award Agency Scotland (SAAS). There are also bursaries/grants to cover living costs for those from less well off backgrounds and all students can apply for a student loan. Students on limited income or benefits can also access a range of allowances to pay for expenses such as childcare and travel. All non-advanced (normally below ISCED level 5) at further education colleges are free as are the courses offered by WEA and Community Learning and Development.

There are a range of allowances for learners who have a limited income and/or are unemployed. This includes Individual Learning Accounts (ILA) and fees and, in some cases allowances for specific courses.

Modern Apprenticeships are available to those aged 16 to 24 years of age. These apprenticeships are a combination of paid employment and training and the training is paid for by Scottish Enterprise or the employer. The training provides a nationally recognised qualification at SVQ level 3 (ISCED 3). Training for Work is open to anyone over the age of 25 who is unemployed. Participants are paid an allowance each week in addition to their benefits and the training is free.

Provision of information about education and training: Learners
Learndirect acts as a broker and provides information and guidance for learners about courses that are available. It is a government sponsored organisation. Careers Scotland offers advice and guidance to adults in relation to seeking work and gaining relevant qualifications. Scottish Enterprise provides guidance on work related training (e.g. Training for Work).

Provision of information about education and training: Employers
Scottish Enterprise offers general advice to businesses and this includes guidance on training and staff development. This training used to be offered through local enterprise companies; however, this function has been transferred to local authorities (autumn 2007).

1.3 Formal education and provision for adult learners

The definition of an 'adult' learner is not straightforward. Traditionally provision of adult education was modest and catered mainly for a middle class constituency. However, the Alexander Report in 1975 saw the expansion of local authority provision in disadvantaged communities through the creation of Community Education Services which combined adult education, community development and youth work into an integrated service. In the tertiary education system the term mature student is normally used for those students who have a gap between initial and further education. However, the age at which a student is considered 'mature' differs according to context. In FE colleges, students aged 19 or over are considered mature (email correspondence A Reibig, SFC). The Higher Education Statistics Agency (HESA) treat all undergraduate students over the age of 21 as mature students but postgraduate students are not treated as mature students until they are 25 and over.

Special provision for adult learners
Within the formal education system there are a number of programmes aimed at adult learners and these are offered mainly through Further Education colleges. The Scottish Wider Access Programme (SWAP) has been developed as a partnership between a number of colleges and higher education institutions. The programme offers a one-year full-time programme based on units accredited by the Scottish Qualifications Authority (SQA). Through specific agreement with selected universities students who successfully complete the programme have guaranteed access to higher education courses. They do not need any prior qualifications to enter the programme but it is only accessible to students over the age of twenty-one. Colleges also offer a variety of courses for adult returners which aim to develop more basic skills such as literacy, numeracy and ICT. Newbattle Abbey College is a small FE college that caters only for adult learners.

Colleges also work in partnerships with employers and offer a range of work related courses as well as courses to unemployed which focus specifically on developing skills relevant to work.

There is also special provision for adults through Local Authority community based learning, voluntary organisations with the main one being the Workers' Educational Association. These organisations offer both non-accredited and accredited learning opportunities.

1.4 Participation in formal and non-formal adult education

This section presents data on participation in formal education with more limited information on non-formal learning which is included in table 10 below. Table 3 provides an overview of the number of students in higher and further education according to gender. Students studying with the Open University in Scotland are not included in this table and in 2005-06 there were a total of 13,955 students studying with the Open University in Scotland. These students are mainly part-time students and many are likely to be in employment. Whilst there are overall more female students in further education, tables 6 and 7 demonstrate that younger male students up to the age of 19 outnumber female students.

Table 3: HE (including those studying HE in HEIs or FE) and FE students by gender 2004-05 (2205-06)

Gender	HE[1]	FE[2]	FE[2] 2005-06
Male	124,415	152,894	157,309
Female	160,765	207,911	213,564
Total	285,180	363,189	370,822

Source 1: Scottish Executive, 2007b; Source 2: www.sfc.ac.uk/statistics/stats_infact.htm

Table 4 shows that 7% of students in HE come from non-white ethnic minority groups and just under 4% in FE. According to the 2001 census in Scotland around 3% of the population came from non-white ethnic minorities. The figure for HE is likely to reflect the high number of post-graduate students that come from non-white ethnic minorities and who are not resident in Scotland.

Table 4: Ethnicity of students studying in Scotland 2004-05

Ethnic group	% HE	% FE *
White British	73.63	74.58
Other White	4.00	2.58
White Irish	1.56	0.44
African	0.75	0.58
Any Mixed Background	0.69	0.20
Bangladeshi	0.09	0.06
Black Scottish or Other Black	0.21	0.08
Caribbean	0.08	0.03
Chinese	1.56	0.50
Indian	1.16	0.35
Other Ethnic Group	0.53	0.93
Other South Asian	0.72	0.44
Pakistani	0.91	0.76
Total known ethnic minorities other than white	**6.7**	**3.93**
Ethnic Group Unknown	14.11	6.87

Source: http://www.scotland.gov.uk/Publications/2006/11/20102424/PDFEthnicGroup

* based on enrolments (and please note numbers do not add up to 100)

In 2005-06, university students aged up to 24 accounted for more than half of the total numbers (table 5). There has been a very slight decrease between 1999 and 2006 in the percentage of under 21s but an increase in the 21-24 year group which means that the under 24s still account for about 54% of the university population. There has been a very slight increase in the percentage of those aged over 40. This contrasts with students in FE where there is a more even spread across the age groups (see tables 6 and 7). Table 8 shows the gender differences in overall participation with a greater percentage of women studying at further education colleges than men. This holds for all age groups except the youngest as there are more young men (18 and under) than young women.

Table 5: Age of students in Higher Education (universities and HEIs) in Scotland 1999-00 to 2005-06

Year	Under 21	%	21-24	%	25-29	%	30-39	%	40-49	%	50+	%	Total
1999-00	87,635	34	55,625	21	30,865	12	47,355	18	27,000	10	10,560	4	259,390
2000-01	87,485	33	58,035	22	29,810	11	47,470	18	27,865	11	11,840	5	262,915
2001-02	88,005	32	60,880	22	30,775	11	49,700	18	29,725	11	12,765	5	272,625
2002-03	86,690	32	62,435	23	29,325	11	46,805	18	29,300	11	12,150	5	267,025
2003-04	87,140	32	63,820	23	30,295	11	45,625	17	30,805	11	13,955	5	271,865
2004-05	85,685	31	65,775	24	31,890	12	45,285	16	32,630	12	15,145	5	276,705
2005-06	86,915	30	67,580	24	35,010	12	46,385	16	33,240	12	15,760	6	285,180

Source: Scottish Executive, 2007b; Note: percentages may not add to 100 due to rounding and there are a small number of 'unknown' as information on age was missing

Table 6: Female students by age in Further Education 1998-99 to 2005-06

Year	Under 16	16-18	19-24	25-59	60-64	65+	Total female	Total all students
1999-00	18,826	28,465	25,678	110,126	4,163	4,590	191,848	347,734
2000-01	23,707	29,362	26,210	118,141	5,531	7,040	209,991	374,605
2001-02	23,948	30,469	26,763	128,358	6,294	8,440	224,272	398,278
2002-03	22,666	30,157	27,062	123,576	6,144	8,470	218,075	382,654
2003-04	19,862	29,359	27,076	121,855	5,815	7,927	211,894	370,127
2004-05	20,432	29,557	27,259	116,996	5,736	7,931	207,911	363,189
2005-06	23,165	31,318	27,645	116,600	6,233	8,603	213,564	370,873

Source: http://www.sfc.ac.uk/statistics/stats_infact.htm

Table 7: Male students by age in Further Education 1999-00 to 2005-06

Year	Under 16	16-18	19-24	25-59	60-64	65+	Total male	Total all students
1999-00	18,481	31,274	25,698	71,895	2,986	3,916	154,250	347,734
2000-01	23,054	31,245	26,621	75,061	3,660	5,016	164,657	374,605
2001-02	23,945	31,858	26,230	79,947	3,907	5,832	171,719	398,278
2002-03	22,594	31,573	26,252	74,928	3,733	5,510	164,590	382,654
2003-04	20,316	30,707	26,127	70,688	3,535	5,193	156,566	370,127
2004-05	21,445	31,124	25,257	66,606	3,470	4,992	152,894	363,189
2005-06	24,387	33,337	26,270	64,615	3,447	5,253	157,309	370,873

Source: http://www.sfc.ac.uk/statistics/stats_infact.htm

Table 8: A comparison between female and male participation rates in Further Education, 1999-2006

Year	Total Female	% Female	Total Male	% Male	Total Numbers
1999-00	191,848	55	154,250	44	347,734
2000-01	209,991	56	164,657	44	374,605
2001-02	224,272	56	171,719	43	398,278
2002-03	218,075	57	164,590	43	382,654
2003-04	211,894	57	156,566	42	370,127
2004-05	207,911	57	152,894	42	363,189
2005-06	213,564	58	157,309	42	370,873

Source: http://www.sfc.ac.uk/statistics/stats_infact.htm
Note: percentages may not add to 100 due to rounding

Students in FE colleges are more likely to come from socially deprived areas than those studying in higher education institutions (table 9). Even students who are studying at HE level in FE colleges are more likely to come from a socially deprived area. This suggests that FE colleges have an important role in promoting access to higher education in Scotland.

Table 9: Participation in Further and Higher Education by social deprivation area 2005-06, quintiles (1 most deprived; 5 least deprived). Percentages calculated on total known (341,873)

Quintile	Colleges				HEIs	
	HE level		FE level		HE level	
	Nos	%	Nos	%	Nos	%
1st Least deprived	8,244	18	47,232	16	54,033	31
2nd	8,826	19	58,291	20	43,260	24
3rd	8,927	20	59,229	20	34,214	19
4th	9,822	22	61,273	21	27,062	15
5th	9,775	21	67,171	23	18,073	10
Total	45,594	100	293,196	100	176,642	100

Source: SFC, 2007a; this excludes 3,440 students in HEIs and 24,617 students in colleges for whom the data is missing.

Data on non-formal learning (learning in the workplace) comes from two sources: the Annual Population Survey Scotland (previously the Labour Force Survey) of employees and management information from employers. The Labour Force survey of learning includes both on the job and off the job training and asks respondents to indicate any training undertaken during a

period of three months. In 2004, 28% stated that they had received some training, an increase from 23% in 1995. Most (48%) of the training in 2004 was of less than 1 week's duration.

The following groups are most likely to receive training:

- Younger workers
- Women, except those under 24
- Those with higher qualifications
- Those employed in the public sector. Employees in services industries, agriculture and fishing are least likely to receive training.
- Those in larger workplaces

Table 10: Participation in different types of learning by level of highest qualification, age 16-69 and including those not currently in continuous full-time education

	SVQ level 5 ISCED 5	SVQ level 4 ISCED 5	SVQ level 3 ISCED 3	SVQ level 2 ISCED 3	SVQ level 1 ISCED 3	No qualifications ISCED 2	Total
Any learning	100%	98%	85%	88%	73%	28%	83%
Taught learning	85%	83%	67%	67%	55%	23%	67%
Self-directed learning	94%	88%	63%	74%	50%	15%	67%
Vocational learning	98%	92%	73%	83%	59%	22%	74%
Non-vocational learning	27%	35%	27%	34%	26%	10%	29%

Source: National Adult Learning Survey (NALS) 2005, Scotland Report, p. 18
Note: ISCED levels based on: Correspondance between National Education Attainment Classification (NEAC) and EU-LFS coding produced by Department for Education and Skills, UK

Table 10 relates to learning that a person has participated in over the past three years. This shows that 83% of those sampled had participated in some form of learning; however, this varied considerably according to the current level of qualification. Those with no qualifications participated considerably less than those with qualifications at SVQ level 5.

The above provides an overview of the policy and relevant statistics overview, a brief review of the academic literature relating to lifelong learning will now follow.

The academic literature

Lifelong learning is a contentious concept and has been accused of being a *'broad, imprecise and "elastic" term'* (Johnston, 2000, cited in Rogers, 2006:125) and as being '*human resource development in drag*' (Boshier, 1998). However, the term, as shown above has been accepted into policy documents. Field (2006) argues that in spite of its lack of precision it is still useful. According to him it reflects changes in society that are evident in the ways that people nowadays acquire new skills and capacities. He does raise a concern though that if used by government to engage those on the margins of society it can become a mechanism for exclusion and social control. Field also notes that the policy discourse emphasises individual agency and that learners are expected to take control of their own learning. There is thus an inherent tension in the concept between human capital, social capital and personal development, and structure and agency.

Other researchers also, like Field, question the value that policymakers place on the role of lifelong learning in promoting economic growth through encouraging participating in continued education. Coffield warns against its use as a means for dealing with social problems (Coffield, 1999). Researchers in Sweden have questioned whether lifelong learning is really the answer to producing a competitive society in the global market. They also feel that the emphasis on continued learning positions those who do not wish to learn as somehow deficient (Fejes, 2006). Ahl, raises a similar concern but focuses on the role of motivation. Her argument is that there is a misplaced belief amongst some policymakers and some researchers that removal of barriers

to learning will lead to increased participation. She argues, along the same lines as Fejes, that this identifies the unmotivated learner as the problem. She feels that there is a need to examine instead, those that identify the unmotivated and why they see it as a problem (Ahl, 2006).

Whilst the concept of lifelong learning is questioned by some, its continued use has influenced research in relation to participation in continuing education. Participation rates have continued to attract interest and reasons for participation or non-participation have been examined in the UK both through a range of government sponsored surveys such as the Scottish and England/Wales Adult Education surveys (Ormston, et al., 2007; Snape, et al., 2006) and in the academic literature. Jung and Cervero identify a distinction between two main research paradigms within participation research:

- one that focuses mainly on psychological attributes and explores participation in relation to individual characteristics and motives or examines barriers or deterrents that prevent adults from engaging in learning;
- and a second that social and structural factors and their influence on adult participation in continuing education (Jung and Cervero, 2002).

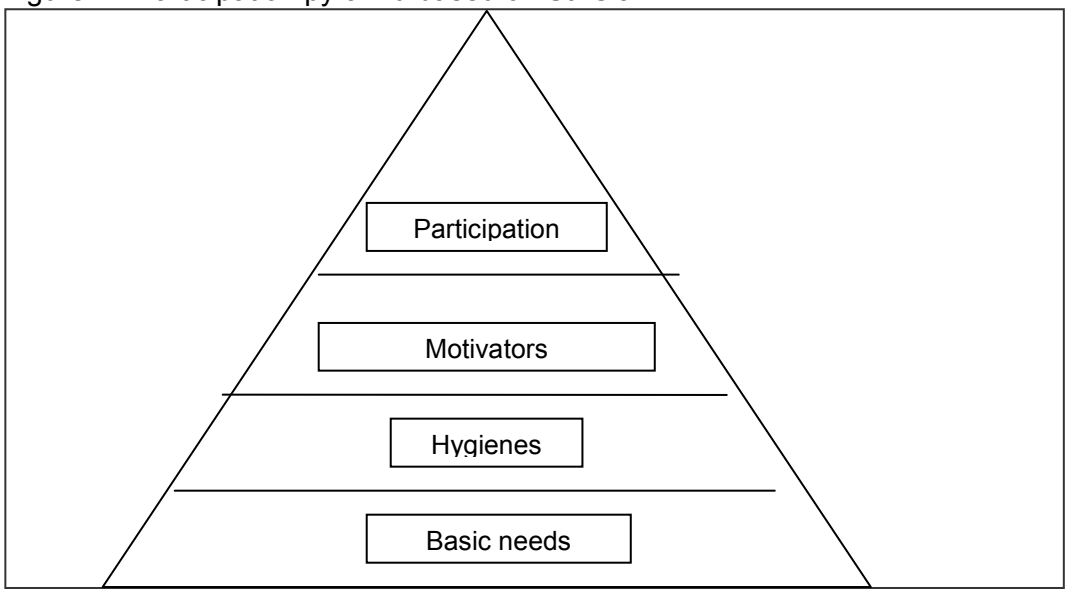
Traditional studies focusing on the individual have been criticised for neglecting structural factors and their impact and, conversely, sociological studies are seen to neglect the individual.

Motivation in adult learners

Psychological research in motivation by Boshier falls into the 'examining barriers' category as he stresses that better understanding of what motivates learners to participate should help us understand better why some drop out. Such research, he argues could also be used to enhance the quality of the learning experience (Boshier, 1991). Research focusing on individual characteristics recognises that motivation can be intrinsic or extrinsic (Ryan & Deci, 2002). Learners who are intrinsically motivated gain satisfaction from the actual learning experience whilst those relying on extrinsic factors are motivated by rewards or punishment or possibly lack of punishment. The type of rewards that may motivate adult learners would be enhanced job opportunities or better pay. The removal of benefits for those not engaging in learning is also a form of extrinsic motivation.

St. Clair, when examining motivations and barriers to learning in adults on part-time courses argued that the approaches stemming from Maslow and Hertzberg were more useful than the traditional research on barriers. He suggested that there were a set of factors that needed to be in place to allow participation and these are referred to as hygienes and another set that he terms motivators which are factors that act to encourage participation. Amongst hygienes he lists childcare, affordability, time, accessibility, attitudes and confidence in learning. He suggests that motivators include interest, identifiable benefits of learning, work demands, positive experiences and maintenance of learning identity (St. Clair, 2006: 17). From this framework he developed a 'participation pyramid' (figure 1)

Figure 1: Participation pyramid based on St. Clair



These layers, according to St Clair, are not as separate as they appear in the diagram as there may be overlaps, for example, between basic needs and hygienes. He further argues that when considering participation, it is not simply a matter of addressing barriers such as those listed as hygiene, e.g. providing childcare. It is still necessary to consider specific motivators such attitudes to learning. This approach offers a contrast to the research which focuses on removing barriers by looking at different factors and their interrelationship, in relation to encouraging participation. However, it still retains a focus on the individual and the satisfaction of basic needs is likely to be related to a person's social and economic background. These are the kind of issues that sociological perspectives would include by considering structural factors.

Sociological perspectives

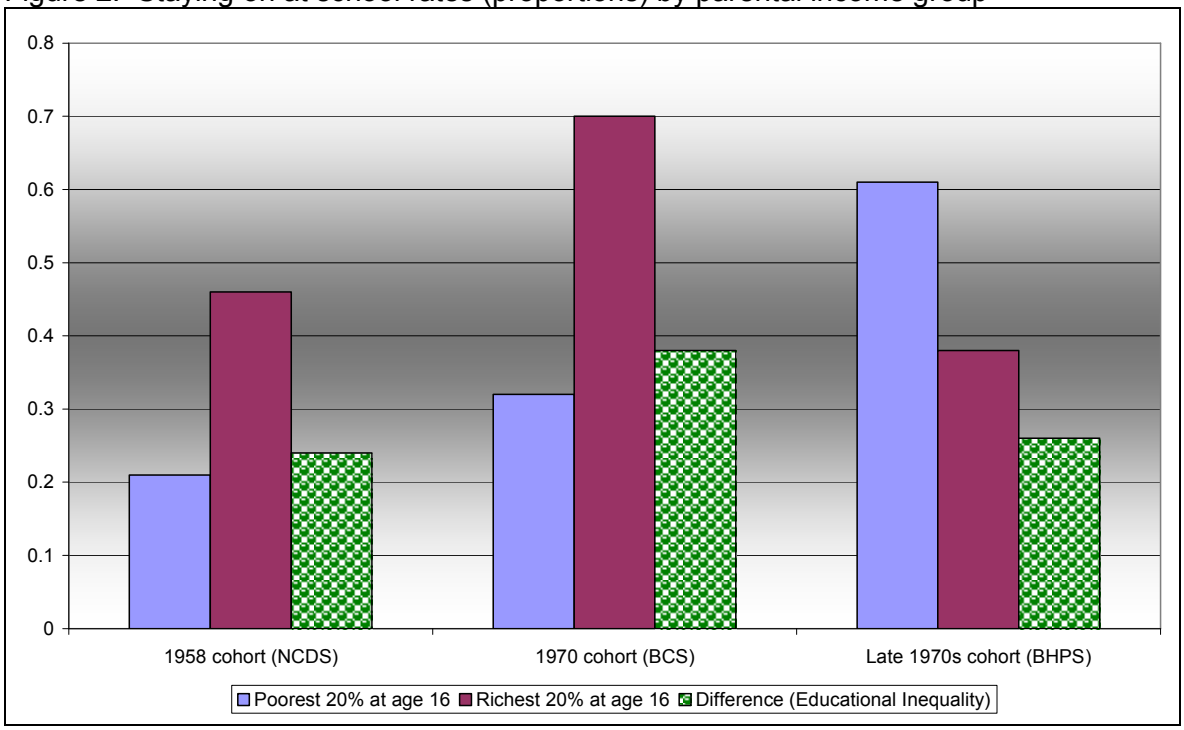
In contrast to psychological research, sociological perspectives place far greater emphasis not just on environmental factors but on deep-seated structural factors, such as class, gender and race and examine the extent to which individual agency interacts with the impact of these factors. However, there is danger that this leads to a dualism with emphasis either on agency or structure. Evans explores the role of agency further in relation to control and social regulation. In a cross cultural study she examines the role of agency and control in young adults' transitions from education to work. She notes that *'all social transitions entail some risk of losing personal control'* (p. 252) and argues that focusing on control and agency allows for an exploration of agency as *'socially situated'* (p.252). Her review of theoretical perspectives notes that different theorists emphasise the role of structure to differing degrees (Evans 2002). Structure, according to Ecclestone (2006), does not refer to the specific environment – the structural environment such as the specific institutional practices – are therefore not the same as societal structures. Gallacher et al (2002) refer to these as institutional factors and note their impact on an individual's ability to engage with learning. The more immediate social situation of individuals (such as family and work dynamics) and the way in which these social factors play out at the level of the individual's experiences and perspectives also impact on an individual's ability to engage effectively with learning (Davey & Jamieson, 2003). Individual agency refers to the way that individuals engage with and act upon their environment. Different theorists vary in that some focus to a greater extent on structure whilst others emphasise agency.

There are differences then between sociological and psychological perspectives in terms of views of what impacts on adult learners' motivation to engage with further learning. Added to that, there are issues around the value of continuing education and the emphasis on lifelong learning as a panacea for all social ills. Whilst these concepts allow for exploration of reasons for participation and the extent to which people from different backgrounds may be influenced by structural factors in relation to participation in education, they do not consider these in relation to inequality in participation and access.

Inequality in access to education

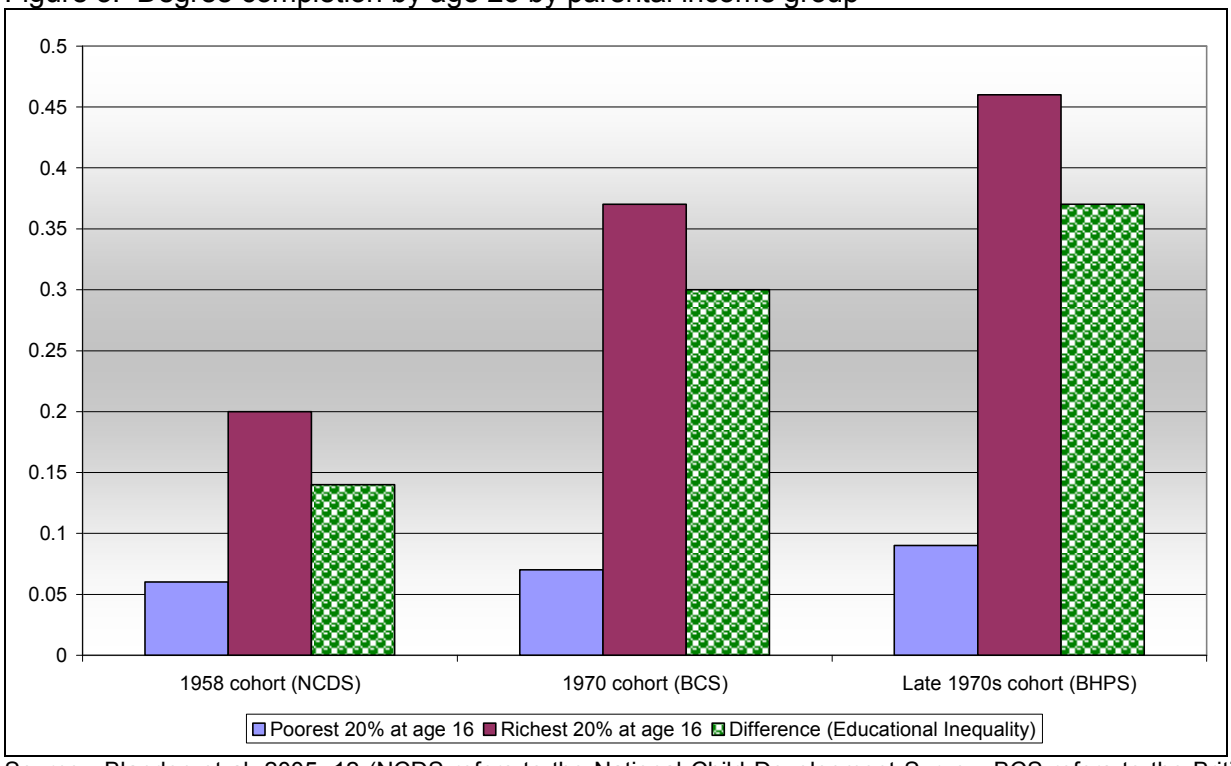
Education enhances an individual's chances on the labour market. It has therefore been targeted with a range of policy measures as can be seen in section 1.1. Many of these measures have aimed to increase social mobility to ensure that those from poorer backgrounds, often measured in terms of the occupational status of the father, get better jobs than their father. A recent cabinet paper (Cabinet Office, 2008) claims that social mobility for men increased immediately post-war, but then stabilised from the 1970s to the turn of the century. Women's social mobility continued to increase during this period. The same report also states that family income became a more important determinant of social mobility from the 1970s than it had been prior to that time. A recent report by Blanden et al (2005) comparing intergenerational mobility in Europe and North America also comments on the lack of social mobility post 1970 and ascribes this to the increasing impact of family income on educational opportunity. Figure 2 shows that those staying on at school at post-compulsory level in the UK increased during the years 1974 to 1986 (when young people in the cohort surveyed were aged 16) more among those from a more affluent background. However, this trend was reversed from 1986 to the late 1990s as shown in figure 2 (late 1970 cohort). This could be taken to indicate greater social mobility when measured by income inequality. The authors point out that this is not necessarily the case, as this increase in staying on rates at school is not reflected in degree completion rates (see figure 3). The authors go on to argue that policy measures aimed at stimulating participation in higher education have disproportionately benefited those better off.

Figure 2: Staying on at school rates (proportions) by parental income group



Source: Blanden et al, 2005: 11 (NCDS refers to the National Child Development Survey; BCS refers to the British Cohort Study; BHPS refers to the British Household Panel Survey)

Figure 3: Degree completion by age 23 by parental income group



Source: Blanden et al, 2005: 12 (NCDS refers to the National Child Development Survey; BCS refers to the British Cohort Study; BHPS refers to the British Household Panel Survey)

Scotland, it has been argued, has been more effective in increasing participation in higher education. For example, the Age Participation Index for 2006-07 shows that around 47% of those under 21 in Scotland participate in higher education. This is a higher level than in England but a relatively large proportion of this is at sub-degree level (see Gallacher, 2006). A recent report from the Scottish Funding Council further notes that in 2006-07 those from the most deprived areas of Scotland were more likely to be at university in 2006-07 than in 2001-02. However, those from the most deprived backgrounds are still considerably more likely to study at a further education college than at university. Table 11 shows that in 2006 participation in higher education of those from the most deprived areas is about two thirds (0:63) of those from less deprived areas; in further education the relationship is reversed as participation of this group is about 1:33 of those from less deprived areas. It is clear that the narrowing of the gap between those from less and more deprived backgrounds in higher education is a positive change. However, the gap still exists.

Table 11: Participation rates in higher and further education in Scotland

	Higher Education Headcount			Further Education Headcount		
Year	Deprivation[1] Rate per 1000		Ratio of most to less deprived	Deprivation Rate per 1000		Ratio of most to less deprived
	Less deprived	Most deprived		Less deprived	Most deprived	
2001-02	63.9	35.3	0:55	69.6	81.1	1:17
2002-03	62.2	35.6	0:57	69.0	84.9	1:23
2003-04	62.4	36.4	0:58	66.5	81.4	1:22
2004-05	62.1	37.5	0:60	62.7	78.4	1:25
2005-06	61.4	37.9	0:62	60.7	77.4	1:27
2006-07	59.9	37.9	0:63	61.2	81.5	1:33

Source: SFC, 2008

1. Deprivation measured by the Scottish Index of Multiple Deprivation (SIMD)

Whilst there is some indication of a decrease in the gap in access to higher education between those least and those most deprived, it is not clear whether this will translate into a greater equality in access to high quality jobs. Research examining social mobility in Scotland drawing

on data from the Scottish Household Survey and using social class as a measure, indicates that there has been upward social mobility in absolute terms but this has not impacted adversely on those already of a higher occupational class (Iannelli and Paterson, 2006). The authors argue that the changes in absolute mobility are mainly due to a restructuring of the labour market and the overall structure of the economy. If relative mobility, rather than absolute mobility, is measured then they argue that there has been little change. This is because earlier changes to the labour market allowed for some upward mobility as lower grade jobs decreased. This expansion has now slowed down and there will therefore be more limited opportunities for upward mobility. A further claim by these authors is that educational reform in itself is unlikely to have a significant impact on social mobility. They argue that although Scotland has a relatively egalitarian school system with no academic selection, it has not had greater relative social mobility than, for example, England which has a less egalitarian school system. Their research does not examine widening participation in higher education, however, their emphasis on the role of the labour market and overall economy and its impact on relative social mobility would suggest that widening participation measures are likely to have a limited impact.

Chapter 2: Lifelong learning and the macro-level context

2.1 Education, vocational training and the labour market

The initial education system

The initial education system provides comprehensive, non-selective education up to the age of 18, although the compulsory stage ends at the age of 16. The majority of pupils attend state-funded schools but there is a growing private sector, catering for around 4% of the population. The Scottish secondary curriculum is, and has been for a long time, subject centred. The comprehensive education system was introduced in the 1960s (Bryce & Hume, 2003). The raising of the school leaving age in 1972 led to further changes and Standard Grade courses, aiming to provide certificated courses for all students, were introduced in the late 1970s. This qualification replaced O-grades which had not provided certificated courses for all students. Whilst these changes were introduced to produce a broader curriculum, the UK wide Technical and Vocational Initiative (TVEI) was introduced in 1984 in Scotland for 14 to 18 year olds. It aimed to introduce vocational learning into schools through changes to the curriculum and by requiring students to participate in real work experience. According to Gavin (2003), the introduction of Standard Grades and the use of TVEI have had a beneficial impact on the curriculum but Hartley suggests that this impacted mainly on low achievers. He argues that vocational learning was developed to a much greater extent in further education with the development of student-centred learning delivered through vocational SCOTVEC modules (Hartley, 2003).

Further reform of the curriculum followed with the introduction of *Higher Still* in 1999. It aimed to provide a flexible and unified curriculum and assessment system covering all aspects of learning up to higher education. The previous system differentiated between academic Highers and Certificate of Sixth Year Studies (CSYS) and vocational National Certificate (NC) modules. The new system created an interlinked system with National Qualifications (NQs or NNQs = New National Qualifications) which subsequently fitted into the Scottish Credit and Qualifications framework (SCQF) (Raffe *et al*., 2007). One key aim of *Higher Still* was to provide parity of esteem between vocational and academic education by offering vocational and academic qualifications within the comprehensive education system. *Higher Still* linked into the Scottish Qualifications Framework (SCQF) as it attached levels to each qualification. It also provided national qualifications offering 'stepping stones' towards both Standard Grade and Highers. Its introduction has been followed by the development of *A Curriculum for Excellence* (CfE) which is focused on a set of values which are aimed at providing a more flexible curriculum adjusted to suit particular learners. This new development also included the *Skills for Work* programme. These courses specifically aimed to provide opportunities for learning skills relevant to work. In 2005-06 a pilot programme was introduced which included Construction Crafts, Sport and Recreation, Early Education and Childcare and Financial Services. These were national courses that linked into the SQA framework and these early courses were either at Intermediate 1 or 2 level. The courses had a strong emphasis on experiential learning (Howieson and Raffe, 2007a). Another initiative, *Determined to Succeed,* aimed to foster entrepreneurial skills in school age children to help them transfer effectively into the labour market.

Clearly then, the compulsory education system has in the past provided a mainly general education but there have been and continue to be initiatives that aim to develop vocational education. A further aspect of this has been the emphasis on links between schools and further education. All schools are encouraged to work in partnerships with colleges to provide vocational education for pupils from Secondary 3[1] (Scottish Executive, 2005). This scheme is open to all but due to limited capacity at the colleges and potential impact on college ethos schools are encouraged to ensure that those most likely to benefit are prioritised (Scottish Executive, 2005, Executive Summary).

[1] Secondary 3 is third year in Secondary Education and students at this stage are normally aged 14-15. Secondary 4 (S4) is the final year of compulsory education.

Standardisation is provided through the qualification system (SCQF) which now provides accredited learning from lower secondary through to doctoral level research within in one single framework. At present this includes vocational qualifications validated by SQA. However, it does not currently include training provided in the workplace or in community learning. One key priority identified by the 2007 Skills Strategy was the development of accredited workplace learning.

Skills development, vocational education and training (skills formation)
In Scotland the term 'skills development' is more commonly used in policy documents than 'skills formation' (see e.g. Scottish Government, 2007). Ashton et al (2000) use the term Vocational, Education and Training (VET) systems to examine the way that skills are developed within different countries and provides a typology of different systems. However, it is worth noting that they recognise the problem of developing such typologies as abstractions invariably focus on certain characteristics whilst potentially leaving out others that may be of relevance. A further danger in cross national comparison is in the understanding of the terms used. Clarke and Winch argue that there are qualitative differences in the way that the term 'skill' is interpreted in English and German. They suggest that there is a much closer link between the actual qualification and the skills linked to that qualification which is then associated to wage levels in the continental understanding of the term. In Britain the term skill is more closely associated with particular tasks and recruitment for non-professional jobs is by experience rather than qualification (Clarke and Winch, 2006). However, it could be argued that the typologies developed by Ashton et al do take these differences into account in their typology as they emphasise the different roles played by markets in determining the vocational and education training system in a country.

As can be seen from the above, the initial education system focuses mainly on general education. Further Education colleges are the main vehicle for delivering initial vocational education. There was a total of just under 400,000 enrolments in FE colleges in 2005-06; out of these just under 350,000 were vocational enrolments.

Appendix 1 shows an estimated breakdown of learners in 2002-03 and this demonstrates the central role played by FE colleges in education and training provision. However, whilst FE colleges provide much initial vocational training, there has been a tendency amongst employers not to use FE colleges as training providers – the colleges are seen as providing inflexible course delivery and inappropriate content of courses. In 2005-06 8.8% of Scottish people of working age participated in learning at FE colleges; of these enrolments 40% had a direct link to businesses (SFC, 2007b)

Whilst the total number of employer sponsored training places is estimated at 749,000 much of this training is of a very short duration, e.g. half a day or a day. In a survey of employers, 60% stated that they had used private training providers/external consultants and 24% that they had used FE colleges. This survey also noted that 86% of the training was job specific and 74% related to Health and Safety and/or First Aid (Futureskills Scotland, 2007). Employers also reported that 65% of staff had received some training within the last 12 months in 2006 (an increase of 2% from 2004). Managers and professionals are more likely to receive training than low skill workers. Larger enterprises are more likely to provide training and staff in the public sector are offered more training than those in the private sector.

Adult literacy and numeracy training is funded by the Scottish Executive/Government but is managed by local authorities, in some areas this work is outsourced by the local authority to the local FE college. Adult community based learning and development accounted for around 26% of learners of the working age population. The emphasis in this provision is on development of basic skills including ICT and personal development.

2.2 Labour market organisation

The **Anglo-Saxon model** is economically and socially liberal, emphasising the importance of individuals adopting responsibility for their own education, training and social welfare. Social transfers are smaller, more targeted and means tested. There is less regulation of the labour market and freedom of movement within the education system (SP1 typology paper). Clarke and Winch note that the UK is considered to have a low-skill equilibrium; however, they question whether the term 'skill' means the same thing in different countries (Clarke and Winch, 2006).

The role of the trade unions
Membership of trade unions in the UK has fallen over the period from 1995 to 2006. In 1995 membership stood at just under 37% for both genders, by 2006 it was down to just under 35% of the workforce. Interestingly membership for women is above this rate and has increased slightly between 2004 and 2006.

Table 12: Trade union density in Scotland 2006 (fourth quarter)

	All employees	Gender		Full-time/Part-time status	
		Male	Female	Full-time	Part-time
All employees	34.6%	33.5%	35.7%	37.5%	26.5%
Age: 16-24	10.9%	14.5%	7.2%	13.2%	*
Age: 25-34	27.3%	24.9%	29.6%	28.5%	21.7%
Age: 35-49	40.9%	38.9%	42.8%	41.9%	37.7%
Age: 50 +	44.6%	42.9%	46.5%	50.2%	30.0%
Sector: Private	20.4%	22.9%	17.0%	22.6%	13.7%
Sector: Public	66."%	71.1%	63.5%	72.6%	50.6%

* sample too small for a reliable estimate
Source: Labour Force Survey, Office for National Statistics

As can be seen from Table 12, trade union density is considerably higher in the public than in the private sector. It is highest amongst full-time older workers and women, except in the age group 16-24, are more likely to be in a union. This is because women are more likely to be found in public sector employment than in private sector employment. However, examining gender and trade union membership within the public sector alone shows that there are a higher proportion of public sector male employees in unions than women. Trade unions play an active part in encouraging learning and have a separate department at Stow College for training of trade union representatives and a range of other courses. The Scottish Executive support the role of the trade unions in lifelong learning through the Scottish Union Learning Fund (SULF). The key aim of this fund, which was started in 2000, is to support workplace learning and contribute to the lifelong learning strategy (Findlay et al, 2007).

The role of employers' organisations
The main employers' organisation is the Confederation of British Industry (CBI). Unlike the STUC it does not have much information or focus on learning. The only reference to staff training is in relation to training managers and it offers links to provision for management training which includes tailoring learning to company needs (see http://www.cbi.org.uk/ndbs/staticpages.nsf/StaticPages/home.html/?OpenDocument). The Leitch report emphasises the need for employers to promote workplace learning and notes that it may be necessary to introduce a legal entitlement to training for low skilled workers. However, the report only recommends such measure by 2010 if employers have failed to engage on a voluntary basis (HM Treasury, 2006). This is in contrast with the Scottish Government which does not intend to bring compulsory training requirements.

Labour market policy: active vs passive measures
Labour market policy is not devolved to the Scottish Government and Scotland is therefore covered by UK wide legislation in this area. The UK has active labour market policies focused on supply-side measures. During the Conservative government of the 80s and 90s policies aimed at tightening the benefit regime and increasing work incentives. The Labour government

which came into power in 1997 continued the supply-side measures but it also introduced some demand-side policies which aimed to create employment. This was through measures such as the Regional Development Agency. The main policy development was the New Deal initiative aimed at the young (18-24 year), the long-term unemployed (that is more than one year), lone parents, disabled people, those in disadvantaged communities, unemployed aged 50 and over and partners of unemployed people (McQuaid et al, 2004). During this period the emphasis has been on active job seeking and passive measures have become increasingly conditional rather than absolute entitlements (Lange and Georgillis, 2007). This emphasis on seeking work can be seen in the new Green Paper entitled A New Deal for Welfare: Empowering People to Work published in 2006. It obliges people claiming incapacity benefit to attend a Work Focused Interview where Personal Advisers will explore with them the possibility of participating in an education, training or employment programme with a view to assisting them back into employment. A possible penalty for non-attendance at such an interview would be the withdrawal of benefits, although these sanctions were rarely used in the pilot projects. The centrality of lifelong learning is indicated by the fact that most employment and training programmes count progression into an education or training programme as a 'successful' outcome.

Broader context of the economy: degree of openness and innovation rate.
The Summary Innovation Index (SII) shows the UK as above average but places it in the 'Followers' rather than leaders section of the scoreboard (Eurostat, Statistics in Focus 116/2007).

Chapter 3: Methodology

3.1 Scottish Survey: Sampling

Following the guidelines of SP3 a number of different institutions were sampled according to differences in size and geographical location. The main focus was on Further Education (FE) colleges as the colleges are central to the Scottish Government's strategy for lifelong learning. Eleven FE colleges participated in their own right. In addition, students enrolled at a further six colleges were included; however these students were studying on degree courses that formed part of a federal higher education institute; these students have therefore been included under the entry for this institution. In addition to these colleges, three universities and one HEI were approached. One of these universities, in a west coast city, declined to participate. Three organisations, two voluntary sector and one local authority run, focusing on delivering literacies and basic skills courses were also included (see Appendix 2 for an overview of the institutions).

The principals in the colleges, one university and the HEI were contacted by letter to request participation in the survey. In the case of university (012) permission was sought from the Head of School where the students were located. Two of the three organisations (014 and 015) were contacted by phone with an approach to one of the senior people within the organisation. The third organisation (016) was contacted through the links that they had with one of the universities. Most of the institutions responded and provided a contact person for us to work with. In the case of lack of response the principal's secretary was contacted and in all cases we managed to identify a contact person.

Identifying a sample
Identifying the actual sample was not straightforward. The criterion for inclusion was that a learner should have been away from their initial education for a minimum of two years; however, there are no statistics for this particular population. As compulsory education finishes at the age of 16, this definition meant that anyone aged 18 or over was potentially eligible for inclusion. We dealt with this by asking staff within the institutions for access to courses where we knew there was a likelihood of a high number of adult returners. This included courses which were specifically designed for adults such as Access to HE and Adult Returners. In addition, the colleges/universities knew of courses which traditionally attracted a high number of adult students who had returned for further/higher education. In terms of the three organisations that participated identifying adult returners was not a problem as they cater mainly for adults who are requiring basic level education. We attempted to achieve a reasonable spread across the ISCED levels as required, see table 13.

Table 13: Sampling per ISCED level

ISCED level	Number in sample	Survey methods
1 and 2	71	Face to face; Group
3	297	Group
4	302	Group
5	354	Group; Online
Overall total	1024	

In order to convert qualifications to ISCED levels we used the National Education Attainment Classification (NEAC) which was also used for the Adult Education Literacy Survey (England/Wales and Scotland). Table 14 shows the main Scottish qualifications according to ISCED level.

Table 14: ISCED level of Scottish qualifications

ISCED 1-2	ISCED 3	ISCED 4	ISCED 5	ISCED 6
Basic skills	Standard Grade Highers or equivalent	Access to HE	HNC/D, Undergraduate, Postgraduate or equivalent	PhD

This classification includes lower secondary classifications as level 3. This meant that students

studying on lower secondary, nationally accredited courses are classed as ISCED level 3. Only those courses which did not offer a nationally recognised qualification (validated by the Scottish Qualifications Authority, SQA) were therefore included at level 2; these were basic skills courses e.g. in IT or courses aiming to give learners confidence to progress towards certificated learning. This accounts for the lower than required levels of learner at levels 1 and 2. The only courses classified at ISCED level 4 in the UK are those courses offering an access route into higher education for students over 21 with limited previous qualifications. The timeframe did not allow us to achieve a sample with an even distribution across the different ISCED levels.

According to the 2006 Population Survey (Scottish Executive, 2007), 16.4% of working age adults had qualifications below SCQF level 5 (ISCED 3); 30.4% of those aged 18-29 had qualifications below SCQF level 6. The majority of young people stay on at school and SCQF level 6 is not normally reached until the age of 17, it is therefore likely that those in this age group will achieve further qualifications. The statistics for those aged 18 and over show that it is the oldest workers who are least likely to have qualifications at SCQF level 5.

Table 15: Highest qualification levels of working age people, Scotland, Oct. 2006 to Sep. 2007

Age band	Below SCQF level 5 Standard Grade Credit (ISCED level 3)	Below SCQF level 6 Higher (ISCED level 3)
16 & 17	18.6%	74.4%
18-21	10.7%	36.3%
22-29	10.3%	27.9%
30-39	12.4%	30.8%
40-49	15.5%	33.3%
50 to retirement age	24.7%	34.8%
All working age	16.1%	34.3%

Source: data for Annual Population Survey, data provided by Scottish Government

Procedures used for administering the survey

The questionnaire was only administered in English as the language of teaching in all the institutions involved was English. We used three main methods of administering the survey: face to face, group and online. Face to face was used in those cases where the learners had difficulties with reading or writing. The main method was group and this was administered either by one of the researchers on the project or a member of the college staff. In some cases questionnaires were given to students to complete in their own time and then returned to the college/university for posting. The online survey was produced using Survey Monkey (see http://www.surveymonkey.com/). The students who participated in the online survey were all studying on online courses and they were invited to participate through email sent to each student individually. A reminder was sent two weeks after the first invitation.

It is not possible to give a comprehensive overview of non-respondents; the main reasons for non-response were:

- Not attending on day that survey was conducted. Reasons for non-attendance included illness self or dependant; children being off school (e.g. in-service)
- Not having time to carry out the survey. Students were asked to take the survey away and complete it; however, the response rate was very poor when this was done.
- Other priorities, the online survey clashed with preparation for exams and completion of coursework assessments. This was also the case for surveys administered to groups during the period from March through to June.
- In relation to the online survey there were a number of cases of incompatible of software and students working on a home computer were unable to complete the whole questionnaire. This was checked with Survey Monkey who assured us that there were no flaws in the actual survey.

It has to be noted that several students who completed the questionnaire complained about the length of it and also questioned the inclusion of some of the more personal questions. We also

experienced difficulties in accessing students early on in the survey in a small number of colleges due to quality inspections (HMIE inspections).

3.2 The Institutions in the Scottish survey

There were four types of institutions involved in the survey: Further education colleges, universities/higher education institutions (HEIs), voluntary organisations and local authority community learning and development. Further and higher education institutions are funded by the Scottish Funding Council, local authority provision is funded by the government through a grant to the local authority. Voluntary organisation 1 is a Community Learning Centre which is funded through the local authority. Voluntary organisation 2 is considered a leading voluntary sector provider of adult education and it receives grants for local education programmes from most of the local authorities and they also access funding through Scottish Enterprise, the Highlands and Islands Enterprise networks, the EU and trusts and foundations. The majority of learners in the survey came from further education as this is the main vehicle for the government in provision of lifelong accredited learning.

There were 11 further education colleges in total that participated and they ranged in size. Seven had more than 200 members of staff, and the number of students ranged from 7,644 to 23,180 in these institutions and in most of the colleges the majority of students were over 25 (range from 43% to 78%) (see Appendix 3, table 2). All of the colleges have full-time and part-time provision and several also offer online learning opportunities as well as distance, open learning courses. All apart from three have a mission statement for adult learners, however, these three would argue that they focus on all learners, irrespective of age and that attracting those that have been disadvantaged is a key priority. They all offer in-service training opportunities to staff, have annual performance review and are subject to external control at least once year (see Appendix 3, table 3).

3.3 The learners

Demographics
Virtually all respondents responded to the question on gender and the majority (73%) were women. Most learners were born between 1960 and 1989 which meant they were aged between 18 and 47. There were more, older learners in the ISCED level 1-2 group, this is because basic skills computing courses were classed at this level and greater numbers of older people engaged in this type of course (see Appendix 3, tables 4 and 5). The majority of learners considered themselves to be either Scottish or British, with 19 stating they were English. There were 25 EU nationals, 2 Russian and 24 non-EU. The majority (80%) of those that responded to the question said they were born in Scotland, and most of those not born in Scotland had been born in England. English was the first language for the majority with more than 95% stating that this was their language. Just over one third of those that responded stated that they were not married and had never been married, the remainder were either married, had been married or were cohabiting.

Characteristics of the current course
The majority of learners were undertaking courses at further education colleges (82%); with 12% of learners doing courses at university or an HEI and the remainder were doing courses with the voluntary or local education authority. Most (70%) of those that responded to the question were not doing another course and had not been involved in another course over the past 12 months. About 22% had done one other course but few learners had done more than one other course. The programmes of study were mainly in the area of education, social science and health and welfare as is shown in table 16 below.

Table 16: Courses surveyed showing percentage on each type of programme

Programme of study	Frequency	Percentage
General programmes	76	7.4
Other: includes engineering and services	66	6.5
Teacher training and education	199	19.5
Humanities, languages and arts	91	8.9
Social sciences, business and law	239	23.4
Science, mathematics and computing	88	8.6
Health and welfare	262	25.7
Total	1021	100.0

These areas of study represent those that generally have higher number of adult learners; areas that are traditionally 'male' such as construction, basic engineering courses and vehicle maintenance tend to attract young male learners coming straight from school. It should be noted that the learners on the engineering course were on a course specifically for people who were out of work.

Learner history

More than half (62%) had at least ISCED level 3 qualifications, only 71 learners (8%) stated that they had no formal qualifications. Of those forty were born before 1970, nineteen between 1970 and 1979, and ten in 1980 or after. Most of them (66) were Scottish born. Examining this against the number of learners in each of these categories more of the older learners are likely to have left school without formal qualifications; the 'no formal qualification' category represents 11% of those born in 1969 or before; 6% of those born between 1970 and 1979 and 4% of those born in 1980 or after. According to the most recent statistics on the school leaving population around 4% of pupils left with no National Qualification at level 3 or better (ISCED level 3) (Scottish Government, 2008). The majority (80%) of the learners had left full-time initial education after 1980. About 20% of the learners had started a course at a higher level but abandoned it.

Labour market engagement

Over half of the learners classed themselves as students (57%) with just under a quarter being in temporary employment (24%). The next largest group, though it constituted only 9%, were those caring for the family. Of these around half considered themselves as both carers and students. The majority of those in work were employees with a very small number stating they were self-employed. The most common sector of employment was community, social and personal services and taken together with health and social work and education 48% of those in employment came from these three sectors. The other sector with a relatively high proportion of employees is that of wholesale/ retail etc. which accounted for around 20% of those in employment (see Appendix 3, tables 17-19). Of those that responded to the question on personal monthly income nearly half (47%) stated that their income was below £869, another 17% fell into the next two bands and had an income below £1699. Over a quarter of respondents (28%) did not wish to disclose or did not know their income. This data is likely to be unreliable as there were a number of students who were unsure of their income and are likely to have had problems interpreting the term 'total income before deductions'.

Table 17: FE Students by age bands 2005-06 compared to our survey

Age bands	FE overall: Numbers	% of total	Our survey: Numbers	% of total
Under 16	47,552	13	NA	-
16-18	64,655	17	NA	-
Total 18 + under	112,207			
19-24	53,915	(15) 21*	178**	22
25-59	181,215	(49) 70*	601	76
60+	23,536	(6) 9*	13	2
Total Over 18	258,666		792	
Total All FE	370,873			

* percentage of those aged 19 and over

** 18-24

Chapter 4: Adults' perceptions and experiences of learning

This chapter examines the attitudes, motives for participation, confidence and satisfaction of the learners that participated in the survey with an aim to explore whether there are differences in motives and attitudes between learners from different groups and if they indicate inequality in relation to accessing formal education. These factors are examined relating them to the following:

- Socio-demographic characteristics
- Socio-economic background
- Immediate social environment
- Previous formal learning experience

Chi-square tests have been used to test for statistically significant differences. Where a significant finding is reported this is at $p < 0.05$ or below. Our colleague from statistics advised us not to carry out regression analysis as we did not have sufficient data on the population that the sample came from.

4.1 Attitudes to lifelong learning

Attitudes to learning was measured by nine statements with responses gathered on a 5-point Likert scale from strongly disagree to strongly agree which were recoded into three categories (see table 18).

Table 18: Attitudes to learning and adult education

Statement	Percentage			Missing Nos
	Agree	Disagree	Neutral	
1. I enjoy educational activities that allow me to learn with others	84.2	6.0	9.8	0
2. I dislike studying	7.0	67.5	21.6	52
3. I'm fed up with teachers and classes	5.1	75.6	13.1	63
4. Successful people don't need adult/continuing education and/or training	5.0	78.1	11.2	59
5. Adult/continuing education and/or training is mostly for people with little else to do	4.8	81.6	6.1	77
6. Money spent on adult/continuing education/training for employees is money well spent	87.5	2.8	5.5	43
7. Adult/continuing education and/or training helps people make better use of their lives	85.5	2.6	8.5	34
8. Adult/continuing education is an important way to help people cope with changes in their lives	69.8	3.6	23.1	35
9. Continuing my education makes me feel better about myself	89.8	2.9	4.8	35

ISCED level

The table above shows that the large majority of learners had positive attitudes to adult education. There was a sizeable minority who were ambivalent about the role of education in helping people cope with change and about studying as can be seen from the neutral responses for these two statements. Examining these statements individually by ISCED level shows some variation between the levels for statements 2, 3, 4, 5 and 6 between learners at ISCED level 2 and those at other levels. ISCED level 2 learners are significantly more likely to say they dislike studying and are fed up with teachers and classes. They are also more likely to agree that successful people do not need education, that adult education is for people with less else to do and disagree with money spent on adult education being money well spent

This would indicate that most learners held positive attitudes to learning but that there was a small number of learners at ISCED level 2 who were less positive about engaging with learning. However, as is shown below this less positive attitude is not evidenced in learners who had no previous formal qualifications. Attitudes will now be examined according to socio-demographic

characteristics, socio-economic background, immediate social environment and previous formal learning experience.

Socio-demographic characteristics
The majority of learners felt that education was valuable and money spent on it was beneficial irrespective of gender; women were significantly more likely to stress its benefit for them personally. Women were also significantly more likely to stress the enjoyment of learning and to state that it was not just a pastime for those with little else to do. There were limited differences in relation to age; the main one was that the youngest age groups were significantly more likely to say they disliked teachers and studying, less likely to support spending on education and to state that it was beneficial to help to cope with change. The sample was highly homogenous in relation to ethnic origin so further analysis was not carried out on this variable.

Socio-economic background
Socio-economic background was measured by the following three questions:

- Main current activity: employed, unemployed, student or other
- If the learner was employed analysis was done by type of contract: permanent, non permanent or don't know
- Occupational type based on the Standard Occupational Classification (SOC) as used the by the Higher Education Agency for the DLHE survey.

There was virtually no difference in attitudes to learning based on main current activity, the only small significant difference was that those not working were more likely to state that successful people did not need education and students were slightly more likely to choose a neutral response. Attitudes to learning were examined by type of contract comparing those with permanent contracts to those with non-permanent contracts. These two categories accounted for 477 students as the remaining learners were not in employment. The only area where there was a statistically significant difference between these two groups was in relation to the role in learning in helping people to cope with change. Here three quarter of learners on non-permanent contracts were more likely to stress that role of education compared to around 60% of those on permanent contracts.

Occupational categories were recoded into high/low skill white collar and high/low skill blue collar occupations. There were no significant differences in attitudes between these groups.

Immediate social environment
Household composition as measured by living alone, with a partner and/or with children or older people showed very limited significant differences. The main ones were:

- Those living with a partner or with school age children were less likely to say that they were fed up with teachers but a higher proportion responded with neutral. However those in households shared with people between 25 and 64 were more likely to say they were fed up with teachers and also that successful people did not need education.
- Those living with other household members aged 16-24 were more likely than the other groups to say they disliked studying or respond with the neutral category.
- Those without a partner were more likely to stress education as beneficial to them and those with no pre-school age children were more likely to stress education as useful to help people cope with change in their lives
- Those with dependent children aged 14 to 15 were more likely to feel that education helped people make better use of their lives; those with dependent children aged 16 to 24 stressed the value of spending money on adult education. However, those with younger school age children (5-13) were more likely to say that they do not enjoy educational activities that allow them to learn with others.

The number of people with who lived in households with people older than 65 were very small so did not lend themselves to statistical analysis.

Support from family, friends or employer did not have much impact on attitudes to learning. Where there was a difference, those with support from family and friends were significantly more likely to say that the continuing their education made them feel good and less likely to say they were fed up with classes. Learners who felt supported by friends and engaged in social activities also indicated that they enjoyed learning with others more. It was not possible to assess impact of employer support as less than half the sample were in employment but several of those not in employment ticked the box showing lack of employer support.

Previous formal learning experiences
This was measured by previous formal qualification, when the learner had left compulsory full-time education, and whether they had started another course at a higher level.

There were no differences in attitudes to learning between those that had started another course at a higher level and those that had not or in between those that had left initially because they got the required level of qualification or had left to start work. Learners who only recently left full-time education (less than five years ago) were significantly more likely to say that they were fed up with teachers and classes and/or that they disliked studying which links to the findings about the relationship between age and attitude to learning (see above).

There were some significant differences in attitudes between those with no previous formal qualifications, those with low previous qualifications and those with higher qualifications. Learners with no or ISCED level 3 qualifications were more likely to say they disliked studying. Those with no previous qualifications stated they were fed up with teachers and classes and more likely to feel that successful people did not education. This group were also significantly more likely to agree with the statement that adult education was for people with little else to do. They also indicated significantly stronger support for education as a means of supporting people to cope with change in their lives.

Impact of study programme
There were limited significant differences between learners on different programmes. Where there were significant differences it was students on science, maths and computing programmes were most likely to be negative about studying and adult education and those on social science, language/humanities and health and welfare who were most positive. However, it should be noted that women were generally more positive and the majority of students on the science programmes were male. This would suggest an interaction between gender and study programme.

To summarise, the majority of learners from all groups had positive attitudes to adult learning and education. The main statistically significant differences were as follows:

- ISCED level 2 learners are significantly more likely to say they dislike studying and are fed up with teachers and classes. They are also more likely to agree that successful people do not need education and that adult education is for people with less else to do.
- Younger learners had slightly more negative attitudes to teachers, classes and studying as did those with low/no previous qualifications
- Those living with a partner or with school age children were less likely to say that they were fed up with teachers but a higher proportion responded with neutral. However those in households shared with people between 25 and 64 were more likely to say they were fed up with teachers and also that successful people did not need education.
- Those living with other household members aged 16-24 were more likely than the other groups to say they disliked studying or respond with the neutral category.
- Those without a partner were more likely to stress education as beneficial to them and those with no pre-school age children were more likely to stress education as useful to help people cope with change in their lives

- Those with dependent children aged 14 to 15 were more likely to feel that education helped people make better use of their lives; those with dependent children aged 16 to 24 stressed the value of spending money on adult education. However, those with younger school age children (5-13) were more likely to say that they do not enjoy educational activities that allow them to learn with others
- Learners with non-permanent contracts were more likely to stress the value of education
- Women were also significantly more likely to stress the enjoyment of learning and to state that it was not just a pastime for those with little else to do
- Engagement in social activities and support from family and friends had a small but positive impact on learners' attitudes to learning
- Learners on science and computing programmes were mostly male and more likely to have negative attitudes to studying and adult education

4.2 Motivations to engage with learning

The respondents were asked whether the main reason for learning was personal or job related. There was a statistically significant difference between ISCED levels 2 and 4 respectively and 3 and 5. Sixty percent at level 3 and 71% at level 5 said the motive was job related; only 22% at level 2 and 44% at level 4 said this was the case. A number of those undertaking ISCED level 2 courses were in the older age groups and this may be a reason for them stating that personal gain was the main motivator. However, those who were undertaking Access courses with the majority (75%) born after 1970 were also mainly motivated by personal reasons. There were no gender differences with just over half of the men and women stating that the main reason for the course was job related; there were no significant age differences in reasons for studying. However, study programme impacted with those in engineering, teacher training and health and welfare being significantly more likely to state job related reasons for starting to study.

Participants' motivations for undertaking the course were probed in greater detail. Eighteen statements based on the Education Participation Scale (Boshier, 1991) were used and are shown in table 19 below.

Table 19: The Education Participation Scale with percentage responses, missing numbers and type of factor

Statement	Percentage			Missing Nos	Factor
	Agree	Disagree	Neutral		
1. To learn more on a subject that interests me	88.0	4.2	7.8	13	-
2. To earn more	60.9	19.2	19.8	60	5
3. My employer required me to do the course	12.1	70.1	17.8	96	3
4. To participate in group activities	30.4	30.4	39.1	74	1
5. To contribute more to my community	48.2	20.2	31.6	58	1
6. To gain awareness of myself and others	65.2	11.6	23.2	60	1
7. To get a break from the routine of home and work	39.0	37.5	23.5	67	4
8. To do my job better	46.2	26.6	27.2	87	3
9. Someone advised me to do it	30.1	46.3	23.6	77	3
10. To start my own business	12.7	66.0	21.4	90	-
11. I was bored	23.1	60.6	16.4	80	4
12. I had to do it, e.g. to claim benefits, to avoid redundancy	5.4	85.6	9.0	84	2
13. To get a job	56.0	28.3	15.8	67	5
14. To learn knowledge/skills useful in my daily life	73.1	10.4	16.6	67	1
15. To contribute more as a citizen	48.7	16.8	34.5	70	1
16. To meet new people	62.3	14.4	23.4	62	1
17. To be less likely to lose my current job	9.0	70.0	23.4	91	2
18. To obtain a qualification	90.4	3.5	6.1	52	2

Factor Analysis

Factor analysis showed that sixteen of the items cluster into five factors. Factor 1 includes items 4, 5, 6, 14, 15 and 16. These items relate to development of knowledge and skills, a desire to meet new people and to contribute to ones community, essentially it is a social capital building factor. Factor 2 consists of only two items: 12 and 17 and these emphasise to social control as they are about being forced to do the course to obtain benefits or to avoid losing a job. Factor 3 consists of three items: 3, 8 and 9. These are also work related and could be considered as a form of external motivations as these are about an employer or somebody else requiring or advising the person to do it or to do a job better. Interestingly these do no correlate closely with Factor 2. Factor 4 includes only two items: 7 and 11 and these are both about using learning as a means of combating boredom. Factor 5 includes three items (2, 13 and 18) and these are clearly job related: to earn more, to get a job and to get a qualification. Factors 1 and 4 could be suggested to have a social and individual dimension; whilst factors 2, 3 and 5 are all work related. These factors do suggest certain groupings but it should be noted that they only account for 56% of the variance in total with the greatest loading on factor 1. There were two items that did not have a good fit with any of the factors and these were items 1 (to learn more on a subject of interest) and 10 (to start my own business). Item 1 had the closest fit with factor 1 and item 10 with factor 2.

ISCED level

The items were analysed individually by ISCED level. Starting with factor 1 items, there were no significant differences between the ISCED levels for items 5 'making a contribution to my community' and 6 'to gain awareness of self and others'; but learners at level 2 were most likely to agree with this statement. There was a statistically significant difference for the remaining four items. Item 4 'to participate in group activities' showed that level 2 learners significantly more likely to agree with this statement. The distinction between level 2 and the other learners was also evident for item 14 'to learn knowledge/skills useful to everyday life'. For item 15 'to contribute more as a citizen' and 16 'to meet new people' there were also significant differences; however, here the distinction is more between levels 2 and 4 versus levels 3 and 5 with level 2 showing the overall strongest agreement with the statements. For the two items where there are no significant differences the trend is towards higher agreement with the statement from level 2 learners. This would indicate that social aspects of learning feature particularly strongly in the motivation of ISCED level 2 learners.

The two factor 2 items both showed statistically significant differences between the ISCED levels. In relation to item 12 'I had to do it to claim benefits or avoid redundancy' the difference was mainly between level 2 and the other levels; however, overall the percentage of learners who agreed with this statement were low – 5% or less for ISCED levels 3-5 and 23% for level 2. The levels for item 17 'to be less likely to lose my current job' were only slightly higher (26% for level 2). The difference was mainly between level 2 and the other level though a slightly higher proportion of level 5 learners agreed with this statement in comparison to the previous statement.

Factor 3 included three items, item 3 'my employer required me to do it' shows a significant difference mainly between ISCED level 2 and 5 and the other two levels (χ^2=50.385, df=6, p<0.00). The proportion of learners agreeing was generally low though with about a quarter of level 2 and just under 20% of level 5. The difference was also statistically significant for item 8 'to do my job better'. Here the level of agreement is considerably higher and it is level 5 learners that are most likely to agree with this statement and level 4 least likely. The final item in this group is item 9 'someone advised me to do it' is significantly different with level 2 learners most likely to have been encouraged by somebody else and level 4 learners least likely.

Turning to factor 4 items which included two items there are again statistically significant differences. Item 7 'to get a break from routine …' and item 11 'I was bored' both show significant differences between level 2 and the other learners.

Finally factor 5 included 3 items; item 2 'to earn more', item 13 'to get a job' and item 18 'to obtain a qualification'. For all these the differences between the levels were significant. For item 2 it was level 4 and 5 that differed from the other two levels indicating that this was a stronger motivator for them. Getting a job was the strongest motivator for level 3 learners around half or more indicated agreement with this statement. Obtaining a qualification was most important for level 5 learners and least important for level 2 learners. However, it was a strong motivator for all with three quarter or more at all levels stating this was a motivator.

There were two items that did not fit into the factor analysis. Item 1 'to learn more about a subject that interests me' did not indicate any statistically significant differences between the levels with 85% or more indicating that this was one of the motivations for learning. There were significant differences for item 10 'to start my own business'. Those at levels 2 and 3 were most likely to agree with this statement but the proportion of those agreeing at these levels were below 30%.

To summarise, learners at level 3 and 5 are more strongly motivated to participate in learning for work related reasons whilst those at levels 2 and 4 are more likely to cite personal reasons. The more fine-grained analysis drawing on items where there were statistically significant differences between the groups showed:

- Social motives were relatively strong motivators ranging from half to three quarters of the learners indicating this as a motive. A particularly strong one was the opportunity to learning new skills useful for everyday life. Generally it was learners at ISCED level 2 who stressed this motive, especially the opportunity to participate in group learning activities and to meet new people. Learning more about a subject of interest was a very strong motivator for all but in particular for level 5 learners.
- Social control motives were less strong overall as a motivator with only around 5% to 10% overall agreeing to this; however, it was a considerably stronger motive for learners at ISCED level 2 as around a quarter of these learner indicated it was a motivator.
- Other external motivators varied in their influence; employer influence was generally low at 5% overall, advice from another person was important for around a quarter of the learners; whilst doing a job better was more important for just under half the learners. Level 2 and 5 learners were considerably more likely to cite employer pressure, level 5 learners were most concerned about doing a job better and level 2 learners were most likely to have had external advice.
- Using learning as a means of getting away from boring and routine environments was important for around a quarter to just over one third of the learners; it was a much stronger motivator for level 2 learners than those at other levels.
- Employment related motives were important for 60% to 90% of the learners. Increasing earnings for over half the sample but most important for those at higher levels; getting a job was most important for level 3 learners and level 5 learners agreed that getting a qualification was extremely important.

Motivations for learning will now be examined according to socio-demographic characteristics, socio-economic background, immediate social environment and previous formal learning experience.

Socio-demographic characteristics

Gender differences were examined in relation to motivation, excluding the neutral category. There were significant differences between men and women for item 5 and 6 indicating that women were more strongly motivated by social capital motives. Men were more likely to state that someone had advised them to do the course and also that they were doing it because it would alleviate boredom. Getting a job, earning more and starting their own business were also a higher priority for men. Younger people were more likely to be studying to get a job and also to meet new people, whilst 31-40 year old people were most likely to do it to gain awareness of self and others. This suggests that women are more likely to be influenced by social capital motives and men more by human capital motives. Employment statistics indicate that men are

more likely to gain from higher qualifications in terms of earnings (Scottish Executive, 2005).

Socio-economic background
Socio-economic background was measured by the following three questions:

- Main current activity: employed, unemployed, student or other
- If the learner was employed analysis was done by type of contract: permanent, non permanent or don't know
- Occupational type based on the Standard Occupational Classification (SOC) as used the by the Higher Education Agency for the DLHE survey.

The learners were identified as either in employment, student, other and unemployed. Where numbers have been low the unemployed category has had to be omitted from the analysis. A number of students also had some form of employment but identified their main activity as being a student. There were significant differences in terms of strengths of motivations between these groups but the extent to which a particular statement was a strong or weak motivator for all must also be considered.

To earn more was a considerably stronger motive for students than those employed or not working and, understandably, getting a job it was a significantly stronger motivator for those with no work or students. It was also a significantly stronger motivator for those in low skill and/or blue collar jobs.

Around a third of those who were employed stated that they were required to undertake the course by their employer, those on permanent contracts and in high skill white collar work were significantly more likely to have been required to do it. This shows that the majority of those that are employed are studying because they have made the decision to study. Only 23% of learners indicated that they had employer support. Learners from Health and Welfare were most likely to be supported, followed by those in teacher training. A number of students were working in care or as learning assistants in schools or nursery. There is legislative requirement for training in health and welfare and government support for training for those under 25 and this may be one of the reasons for the higher levels of support in this area. However, in both these cases only around one third of learner stated they were supported suggesting that generally this is a low level of support from employers for formal education in an institutional setting. This is supported by evidence from the a survey of employers which showed that 60% of employers used training providers with only 24% using colleges and 10% using higher education institutions. Forty-seven percent used staff on site and 38% using industry bodies or professional associations (Futureskills, 2006). There is clearly a tension between the policy view as evidenced in the Skill strategy which identifies Scotland's colleges as essential in the development of a highly qualified workforce.

Around three-quarters of learners whose main current activity was work, who were on permanent contracts and in high skill white collar work stated that they were learning in order to do their job better compared to only just over half of the students and those on non-permanent contracts. Those in blue collar work (both high and low skill) were least likely to learn to do their job better. In relation to the student category it reflects that many students are in poorly paid work of a transitory nature. An analysis of main current activity by high/low skill work supports that for this particular group of students. Of those in employment nearly half were in high skill white collar work and 80% overall were in white collar work. The majority of students were in blue collar work with less than 10% indicating that they were in high skill work. Students and those on non-permanent contracts were significantly more likely to study in order to get a job and this was also the case for those in low skill jobs.

Those in work were more likely to have been advised to do the course and to be doing it to avoid losing their current job; however the percentage of those doing the course out of fear for losing their job was low – only just over 20%. All of the learners were doing the course to gain a qualification but this was significantly more important for those who categorised themselves as

students. However, those with permanent contracts were more likely to say they were studying to learn more.

In relation to the social capital building, those not working were significantly more likely to stress the motivation of group activities than students and employed people, though students also valued this aspect of learning. This group also stressed contribution to their community more, whilst all groups stressed education as a means of gaining awareness of self and others. Learning knowledge and skills was important for all groups, but significantly less for those in employment and in high skill white collar work. To contribute more as a citizen was significantly less important for those in employment, on permanent contracts or in high skill white collar work than the other groups and this was also the case in relation to education as a means of meeting new people. Those in white collar high skilled work were considerably less interested in participating in group activities whilst learning than those from low skill or blue collar work.

Finally, those not working or unemployed, on non-permanent contracts and in low skill work were significantly more likely to use learning to combat boredom. Learners who were not working were also most likely to use it to get a break from routine as were those in low skill work. Those in employment contrasted most strongly with these two groups with students falling in between.

Immediate social environment
Household composition as measured by living alone, with a partner and/or with children or older people showed very limited significant differences. The main ones were:

- Learners living with others, rather than in households with dependent children, were more likely to have been required to do a course by an employer but less likely to be learning in order to contribute more effectively as a citizen
- Those that had not/were not married were more likely to be motivated to study in order to get a job, that they were learning because they were bored and because they wanted to meet new people and participate in group activities.
- Learners with children below 4 were less likely to learn to prevent losing their job than other groups, in spite of there being no significant difference in levels of employment between this group of learners and the others. The proportion concerned about losing their job was low overall (below 11%). Learner with children below 13 were most likely to say that they wanted to get a break from routines with half to two thirds in this category compared to the other categories; overall around 50% stated that they wanted to get a break from routines.
- Less than 16% of all learners were studying in order to start their business but those with no children aged 5 – 13 were more likely to be doing this, as were those in households with others aged 16 to 24.

The number of people with who lived in households with people older than 65 were very small so did not lend themselves to statistical analysis.

There were few significant differences in terms of motivation and support from friends, family and employer. The main ones were:

- Those who studied to increase earnings or to gain a qualification were more likely to be supported by their family but if the employer required the respondent to do the course there was less support from family and friends.
- If a course was a requirement for work then there was evidence of some employer support. Learners who had been advised to do a course or who were studying to avoid losing their job were more likely to get employer support as were those who were studying to do their job better. Friends were also more likely to support a learner who had been advised to do a course. As could be expected, there were low levels of employer support for those who were studying to start their own business or those wanting to get a job.

- Generally there was less employer support for those motivated by more social reasons such as contributing more as a citizen and learning knowledge useful for everyday life and meeting new people. Friends were more likely to support a learner motivated by social reasons such as contributing as a citizen or to meet new people.

There were also limited differences in motivation in relation to participation in social, cultural and political activities. The main ones were:

- Learners who were motivated by participation in group activities, to get a break from routine and to meet new people were less likely to be involved in social activities and/or cultural/political activities. This would suggest that for some, learning is used to compensate for the lack of participation in other social activities.
- Those wishing to gain awareness of self and others or wanting to relieve boredom were less likely to be involved in political activities as were those wanting to learn skills useful for everyday life and contribute more as a citizen. Engaging with education to learn more was marginally more important for those who were not involved in cultural activities.
- Where learning was an employer requirement learners were more likely to be socially active; however, those motivated by getting a job were less likely to be socially active.
- Those studying to earn more or to get a job were less likely to be involved in cultural activities but those studying because of employer requirement, to do their job better and to be less likely to lose their job were more likely to be politically active.

Previous formal learning experience
There were a number of differences in motivation in relation to previous highest level of qualification and reason for leaving full-time education but only one difference in relation to time since left full-time education.

- Learners who were required to do the course by their employer were significantly more likely to have ISCED level 5 qualification and to state that they were doing it to do their job better; conversely, learners with no formal previous education were most likely to say they were learning to start their own business or to get a job. This latter group were also most likely to say that they were learning in order to be able to claim benefits or that someone advised them to do it.
- Those with no formal previous qualifications were most likely to appreciate the opportunity to participate in group activities, to be learning because they were bored, wanted a break from routine or to meet new people. ISCED level 3 and to a lesser extent those with no previous formal education wanted to learn to gain awareness of self and others and were more likely to see education as a means of contributing as a citizen.
- Learners who had been away from education for longer were more likely to see education as a means to contribute to their community; those who had left school to start work were more likely to learn to contribute as a citizen and to meet new people. This may well be linked to age.
- If you had left school because you had achieved the qualification you needed you were more likely to state that you were learning to do your job better and you were more likely to be motivated by earning more it you had started a course a higher level but abandoned it.
- Those whose reason for leaving school to start work were more likely to be motivated to learn to start their own business and to get a job.

Impact of study programme
There were a number of statistically significant differences in motivation between learners on different study programmes. Whilst there were some overlaps the main distinctions were:

- Learners on engineering programmes were more highly motivated than others when it came to learning more on a specific subject, earning more, to start own business and to

get a job. Learners on these programmes were least likely to study in order to contribute to their community/as a citizen and to meet new people. These programmes had a strong vocational element.

- Learners on other programmes with a vocational element such as Health and Welfare and Teacher training also stressed job related motives as well as studying as a requirement by their employer. However there was also a strong element of social motives as contributing to the community and to contribute as a citizen. As there was a gender difference between these two subject areas with more men doing science this is a further factor influencing the motives.
- Learners on General Programmes and Computing programmes were strongly motivated by the opportunity to participate in group activities, to get a break from routines and to learn everyday skills. It should be noted that the most of the computing programmes were basic computer use programmes.

Generally the differences in motivation between the different study programmes reflect that there are gender differences in programme choice, differences in vocational elements in the courses, differences in end qualification of the courses.

4.3 Confidence in completing the course

Learners were asked if they thought they would complete the course and the overwhelming majority at all ISCED levels expected to complete their course (see table 20 below). The percentage was highest in the ISCED level 2 group and learners in were slightly more likely to respond in the neutral category than the other groups.

Table 20: Confidence in completing the course by ISCED level showing

	ISCED level 2	ISCED level 3	ISCED level 4	ISCED level 5
Is confident	93.8%	87.8%	89.1%	88.3%
Neutral	3.1%	10.4%	7.8%	8.2%
Is not confident	3.1%	1.9%	3.1%	3.5%

Socio-demographic characteristics
There were no gender or age differences in confidence in completing the course.

Socio-economic background
Socio-economic background was measured by the following three questions:

- Main current activity: employed, unemployed, student or other
- If the learner was employed analysis was done by type of contract: permanent, non permanent or don't know
- Occupational type based on the Standard Occupational Classification (SOC) as used the by the Higher Education Agency for the DLHE survey.

The only significant difference in relation to confidence in completing the course was that those not working were least likely to be confident. However as levels of confidence were high the difference is relatively small.

Immediate social environment
There were no significant differences in confidence in completing the course and immediate social environment as measured by household composition, marital status, support from family, friends and employer, and involvement in social, political or cultural activities.

Previous formal learning experience
There was no significant difference in confidence in completing the course and previous learning experience. Those with no previous formal qualifications were marginally more likely to be less confident in completing the course and this result was close to significance.

Impact of study programme
There was no impact of study programme in learners' confidence in completing the course.

Problems faced by learners
The respondents were asked to identify whether there were any particular difficulties that they encountered which made engaging with learning more problematic for them. Generally the students identified few problems. As can be seen from the table below the main areas of difficulty for around one third of the learners were financial problems or too little time to study. A smaller proportion had difficulties with childcare or family problems. Further examination by ISCED level of those stating they had financial problems shows that students on Access courses (level 4) are considerably more likely to have financial problems. There was a statistically significant differences particularly with level 2 students who were least likely to say they had financial difficulties. The majority of students on Access courses are women and many had children and some were single parents and this probably accounts for them reporting the highest level of financial difficulties. When it came to problems with not having enough time to study it was the ISCED level 5 students who reported most difficulties and level 2 students least; this is likely to be because level 5 students were most likely to be working and studying.

A small percentage indicated they had other problems. Some of those stated simply stressed financial problems further of lack of time, e.g. because of family commitments. One comment simply stated *'daughter off school'* indicating difficulties for parents with school age children who relied on school for child care. Within this category by far the largest number of additional difficulties were faced by those who had health problems, including mental health difficulties. Another problem that was highlighted, albeit by a small numbers, was lack of a computer to practice on, or lack of computer skills when doing an online course.

Table 21: Problems faced by learners

Type of difficulty	**Yes (%)**	**No (%)**	**No of responses**
Transport problems	9.9	90.1	1005
Childcare problems	10.9	89.1	1008
Financial problems	37.8	62.2	1006
Classes/lectures at inconvenient time	4.6	95.4	1007
Too little time to study	33.9	66.1	1006
Not well prepared for the course	7.5	92.5	1007
Difficulties with competing with younger students	4.7	95.3	1008
Family problems	11.8	88.2	1008
Other	6.1	93.9	1002

Students on engineering programmes were most likely to report financial problems; this is not surprising as on of these courses was solely for unemployed people. Learners on teacher training and health and welfare were most likely to have problems relating to insufficient time for studying. Again, this is not likely to be specific to the course, it is more likely to be because many of these students were in employment and some also had family responsibilities.

Satisfaction with the learning process
Satisfaction with the learning process environment and outcomes was measured by five questions on a Likert scale using the following five statements:

1. I am satisfied with the progress of the entire course
2. I am satisfied with the learning climate in the institution
3. I am satisfied with the practical organisation of the course
4. I am satisfied with what I have learnt so far
5. I am satisfied with the opportunities that I have after I complete this course

Factor analysis indicated two main factors; factor 1 consisted of items 1 to 3 and factor 2 of items 4 and 5. Factor 1 was named 'satisfaction with process' and these items were converted into an index from 0 to 6; factor 2 was called 'satisfaction with outcome' and consisted of an

index running from 0 to 4. 0 indicates that the person is not satisfied, 6 (or 4) that the learners is completely satisfied. The level of satisfaction for all is shown below in the two tables.

Table 22: Satisfaction with process index

Percentages								
0	1	2	3	4	5	6		Missing Nos
3.1	4.9	9.6	76.0	3.5	1.2	1.7		48

Table 23: Satisfaction with outcome index

Percentages						
0	1	2	3	4		Missing Nos
2.7	15.2	78.1	3.2	0.8		39

In general, the learners were highly satisfied with three quarter or more indicating satisfaction with their course, their learning and the institutions. There were no significant differences between the different ISCED levels in terms of satisfaction with progress or with their learning so far. There were statistically significant differences between the levels in particular in relation to opportunities after the course. Those at ISCED level 4 were most satisfied and those at level 5 least satisfied (though 73% indicated satisfaction). This could be because ISCED level 4 students were on Access to Higher Education courses and these courses guarantee a place at a university on successful completion of the course. Those at level 5 did not indicate high levels of dissatisfaction but had higher response rate in the 'neutral' category. This could be because the course was part of their professional development and progression was not an issue. ISCED level 5 learners were also more likely to be dissatisfied with the learning climate than any of the other groups and with the institutional organisation. Learners at ISCED level 2 could not be included in the statistical analysis due to small numbers; however, the overall pattern for this group resembled that of level 3 and 4 for these three areas.

Socio-demographic characteristics
Low numbers in certain categories did not allow for significance testing; however, examining percentages there were virtually no gender differences in terms of satisfaction with process. There is an indication of a difference between the youngest age group (20 and below) being overall less satisfied with learning process than the older learners.

Women are marginally more likely to be satisfied with the outcome or potential outcome of their course than men and this difference is statistically significant. Low numbers did not allow for significance testing in relation to age and outcome; however, the percentages indicate that the oldest age group (41 and over) are least likely to be satisfied with the outcome of their learning.

Socio-economic background
Socio-economic background was measured by the following three questions:

- Main current activity: employed, unemployed, student or other
- If the learner was employed analysis was done by type of contract: permanent, non permanent or don't know
- Occupational type based on the Standard Occupational Classification (SOC) as used the by the Higher Education Agency for the DLHE survey.

Overall, based on percentages only, those who categorised themselves as students were most satisfied with both process and outcome and the percentages also suggested that blue collar high skill employees were most satisfied with both process and outcome of the learning.

Immediate social environment
There were very limited differences between different groups in relation to their immediate social environment and satisfaction with the process of learning and the outcome. There was a slight difference between those living in households with others aged 16 and over in relation to satisfaction with outcome as those in these households were more satisfied. Those involved with

social activities were significantly more satisfied with the process of learning than those who did not engage with social activities. Comparing those that had never been married with those who had or were married or cohabiting showed that the former group was significantly more likely to be satisfied with outcomes.

Previous formal learning experience
There was very limited impact on previous learning experiences on satisfaction either with process or outcome. The only one was that those that left initial education because they wanted to start working were marginally more likely to be satisfied with the process of learning

Impact of study programme
There was no impact of study programme in learners' satisfaction with outcome or process.

4.4 Summary

The majority of learners from all levels had positive attitudes to adult learning and education. The main statistically significant differences were in relation to dislike of studying and being fed up with teachers and classes. Here, learners on ISCED level 2 courses were more likely to say they were fed up with teachers and that they disliked studying. They are the group that is most likely to have low or no previous formal qualifications. The data thus suggests that those with higher levels of qualifications and on higher level courses are slightly more positive about teachers and studying; however, this data contrasts with views on the teaching and learning process as level 2 learners were overall most positive about their learning experiences (see p. 42). It could be that the level 2 learners were drawing on earlier negative experiences when responding to the general questions about lifelong learning.

There were some differences in relation to learning with others which seemed to be affected by the context of the learner. Learners with young children were less likely to value opportunities to that allowed them to learn with others; learners without a partner stressed the benefits of education more than other groups. In other words, those that lacked social contact elsewhere valued it as part of their learning experience. Women were generally more positive about learning than men.

Overall then attitudes to learning were positive and, as these learners had committed themselves to doing a course it would be unlikely for them to have extremely negative attitudes. The slightly less positive attitudes of those with low previous formal qualifications and on lower level courses might in some part be due to these learners having engaged with learning as a result of external pressure, either through advice from another person or in order to avoid redundancy/claim benefits. However, it should be noted that these learners had generally more positive attitudes in relation to the actual learning experience.

Social motives were more important for women and, this may be related to their generally more positive attitude to learning. This kind of motivation was also important for ISCED level 2 learners including those no previous qualifications. This group also saw learning as way of alleviating boredom and get a break from routine. This is clearly linked to the fact that there was a higher proportion within this group who were not in work and who were likely to be living alone as they were unmarried. Generally human capital motives and earning more, featured more strongly in the motivations of those courses at a higher level; this group was also most likely to be in work and be required to do the course as part of their employment. Type of study programme impacted on motivation but participation in particular programmes was strongly influenced by gender. Women were more likely to stress social motives for learning and they were also more likely to enrol on courses in health and welfare and education; men were more likely to enrol on engineering programmes.

Employers were more likely to have an influence on learners on ISCED level 5 courses and these learners were more likely to be in high skill white collar work. Although overall employer support was low, this group was most likely to be supported. This is in line with other research

which shows that high skilled workers are more likely to have access to education and training than those in low skill occupations and sectors. Education and health are identified as key areas where employees are most likely to be offered training (Futureskills, 2006: 33). Learners who were in employment but identified their main activity as 'student' were more likely to be in work such hotels and restaurants and these groups receive less training from their employer. Those not in work, stressed the social value and social networking aspects significantly more as a motive for engaging in learning.

The majority of learners were confident that they would be able to complete the course and they felt that they had few problems when engaging with learners. Finance and insufficient time to study was the most likely problem which was identified by around one third of the learners. The majority of students were satisfied with their course, its organisation and progress.

Chapter 5: The role of the formal education system in stimulating participation and reducing inequalities in participation

Seventeen institutions/organisations participated in total; one of these failed to respond to part of the institutional questionnaire. This chapter focuses on institutional policies and practices including those that aim to encourage adult participation in learning. The institutions have been described in Chapter 3.

5.1 Institutional policy in relation to lifelong learning

Out of the 17 institutions 11 stated that they had a mission statement relating to adult learners, five that that they did not. One organisation did not respond; however, this organisation focuses specifically on adult, disadvantaged learners and it can therefore be argued that its policy is geared towards lifelong learning.

Practice in relation to staff development and external review of the institution
All (16) of the institutions that responded to this part of the questionnaire indicated that they offered staff training and the same number stated that had annual performance reviews with staff. All institutions were subject to external review in some form. Whilst this information is correct it does not include information about who within the institution can access staff development, for example, part-time staff often find access to staff development more problematic.

Outreach strategies and support for disadvantaged/non-traditional learners
Most (15 out of 16) used contact with public services and contact with non-formal educational institutions to reach disadvantaged groups. The majority (13 out of 15) used contact with other private associations or intermediaries but only a quarter of the institutions used home visits as a means of reaching disadvantaged learners.

Just under half of the institutions stated they supported learners by reducing fees and about two thirds stated that they provided special grants and loans. These responses have to be interpreted carefully as there are different forms of support for students at different levels of study and also depending on their previous qualifications. Students undertaking non-advanced SQA accredited courses, normally those at ISCED level 3 and below do not have to pay fees unless they are non-residents and come from a country outside the EU. Further education colleges offer means tested bursaries to students on non-advanced courses. The support provided normally comes from the government (e.g. via the funding council) and colleges are funded on the basis of student enrolment though enrolment numbers may be capped on certain courses.

All the institutions provided extra support for their studies through additional study support, workshops and preparatory programmes. Generally institutions do not reserve places specifically for students who are disadvantaged though one of the voluntary organisation stated that it did. Around three quarter used access services to engage with disadvantaged students. Five of the institutions stated that they had additional measures to reach this group of learners and this included providing courses geared towards adult returners.

Entry requirements
All fourteen formal educational institutions had a range of entry requirements but they all offered the opportunity for entry through accreditation of prior learning (APL) and through accreditation of prior experiential learning (APEL). These arrangements were specifically aimed at older (mature) learners and in some cases there were lower age limits. For example, students on Access to higher education courses must be 21 years or over. It is worth noting though that we know that in practice access through non-traditional route are less common to elite institutions. There were no students without formal qualifications in the HE institutions who had been allowed entry based on APEL; however, there were a small number of students with no previous formal

qualifications on ISCED level 5 courses in FE colleges. An examination of the characteristics of the students at one such Scottish institution indicates that older learners at undergraduate level are in the minority. The two voluntary organisations and the local authority community learning did not require any entry requirements for their courses.

Financial support
See section on support for disadvantaged learners

Mode of study
Two of the organisations for adult learners, the local authority community learning and one of the voluntary organisations offered only part-time learning. All the other institutions offered both and ten stated that they also provided distance learning, some including online learning through a virtual learning environment.

5.2 Teachers and the learning process

A set of fifteen statements, using a five point Likert scale, asked learners to indicate agreement and disagreement with these statements (see table 24 below).

Table 24: The teaching and learning process

Statement	Percentage			Missing Nos
	Agree	Disagree	Neutral	
1. The course provides opportunities for making new friends	89.8	2.4	7.7	26
2. Students often ask the teacher questions	94.9	1.9	3.2	27
3. The teacher makes every effort to help students succeed	91.5	2.3	6.1	41
4. Students can select assignments that are of personal interest to them	50.5	27.2	22.4	42
5. Activities not related to course objectives are kept to a minimum	57.2	10.1	32.6	53
6. Most students on the course achieve their personal learning goals	69.4	1.5	29.0	43
7. The teacher respects students as individuals	89.8	1.9	8.3	40
8. Getting work done is very important in the course	94.8	1.1	4.1	44
9. The course is well organised	76.2	10.3	13.5	49
10. The teacher insists that you do things his or her way	26.0	45.8	28.2	48
11. Students feel free to question course requirements	74.5	7.5	17.9	39
12. The course has a clear sense of direction	85.3	4.7	10.0	43
13. Most students enjoy the course	84.2	3.1	12.7	40
14. The students on the course enjoy working together	83.9	1.7	14.4	42
15. Students on this course have an opportunity to draw on their own personal experiences and relate it to their learning	87.9	2.0	10.2	47

Relationships between learners (1 and 14)
Learners at all levels felt that studying provided opportunities for making new friendships with more than 85% at all levels responding positively to this question. There were some differences that were significant mainly between ISCED level 5 learners and those at the other levels, especially level 2 and 4. These results have to be treated with caution as they are likely to reflect the fact that students that study online have more limited opportunities for developing new friendships. The only fully online learners were ISCED level 5 learners. There was a similar difference between ISCED level 5 and the other groups for the question which asked if students enjoyed working together. Again this could be explained by more limited contact between online students and the difficulties in engaging in group work online.

Learner engagement in the learning process and ability to pursue own interest (2, 13, 10, 11, 15, 4 and 6)
There was a high level of student involvement as more than 90% at all levels stated that questions were asked of the teacher. The majority (more than 75%) also agreed that students were enjoying the course. As for the previous questions those at ISCED level 5 were least likely to agree with these two statements.

A range of three questions explored the extent to which the learning environment was 'learner centred'. This included such things as teachers allowing learners freedom to follow their own methods. There were some distinct differences between the different levels with almost half (47%) of level 2 learners indicating that they had limited choice in comparison to around a quarter for the other three levels with more than half of the learners at level 3 stating they had choice. There was a high level of neutral responses for this question with nearly one third of learners at level 4 and 5 using this category. These responses would suggest that the environment was least learner centred for level 2 learners, however, responses to the question asking if learners felt free to question the course requirements indicated that those at level 2 were in the most learner centred environment. The third question measuring learner centredness – students can draw on their own experience – shows level 5 learners to be in the most learner centred environment. However, this was mainly due to the fact that higher levels of levels 2, 3 and 4 responded in the neutral category. It can be suggested that these three statements taken together are not measuring learner centredness.

Another two questions which explored learner choice asked about student choice in selecting assignments and the ability of students to pursue their own learning goals. For the first of these questions there was a considerable difference between ISCED level 2 and the other levels. Nearly three quarter of level 2 learners felt they had choice with less than half at levels 3 and 5 and just over half at level 4. This difference was statistically significant. The responses to the second question were similar in that level 2 indicated the greatest likelihood of achieving their own personal learning goals. However, the differences between the four levels were far smaller. The difference was statistically significant, however, this is mainly between levels 2 and 3 on the one hand, and levels 4 and 5 on the other. Overall there is a suggestion that opportunities for engaging in the learning process is greatest for those at the lowest level courses.

Teacher support, organisation of learning and task focus (B20 3, 7, 5, 8, 9 and 12)
Almost all of the learners at all ISCED levels felt well supported and respected by their teacher with 95% of those at level 2 indicating satisfaction with their teachers. The satisfaction decreased slightly the higher the level of the course with 88% at level 5 stating they felt well supported. The majority of students, more than 80% in all cases and 90% for level 4 students, felt that the course had a clear sense of direction. Learners at level 2, 3 and 4 also felt that the course was well organised whilst those at level 5 were slightly more critical with only two thirds stating it was effectively organised. Virtually all the students (93% or more) agreed that it was important to get work completed on their course. However, the second item examining task orientation produced a different picture. Just over half of the students at levels 2, 3 and 4 and a slightly higher proportion (63%) of those at level 5 agreed that activities not related to the course were kept to a minimum. Interestingly, this statement attracted a high level of neutral responses with nearly one third of students at all levels opting for this response.

Summary
There were a number of significant differences between learners at different levels in relation to the teaching and learning process.

- Learners at ISCED level 2 were significantly more likely to state that their course afforded opportunities to make new friends followed by those at ISCED level 4; they also felt that students enjoyed the course and that students enjoyed working together. This group of learners were also most likely to state they had choice in assignments and that they were able to question course requirements. In contrast to this choice level 2 learners also felt that they had to do things according to guidance from the teacher
- Students at level 5 were least likely to ask questions of their teacher and to feel that their teacher was making every effort to help them, but most likely to say there was a strong focus on course tasks and that that the course offered them opportunities to draw on their experiences and relate it to their learning
- Students at level 2 and 3 were most likely to say that students would achieve their learning goals and those at level 2 and 4 were most likely to feel that the course was well organised. Students at level 4 were most likely to say that the course had a clear sense

of direction

The responses are likely to have been influenced by the general organisation of the different courses. Students in higher education are normally taught in larger groups than those in the other institutions. Observations undertaken in all three environments show that both further and higher education students have more formal classes than those in voluntary/local authority setting. This is likely to impact both on the opportunity to engage socially with the students during class time and the ability to discuss the course with the teacher. It is important to bear these differences in mind when interpreting the data.

5.3 Formal learning institutions and their role in stimulating participation

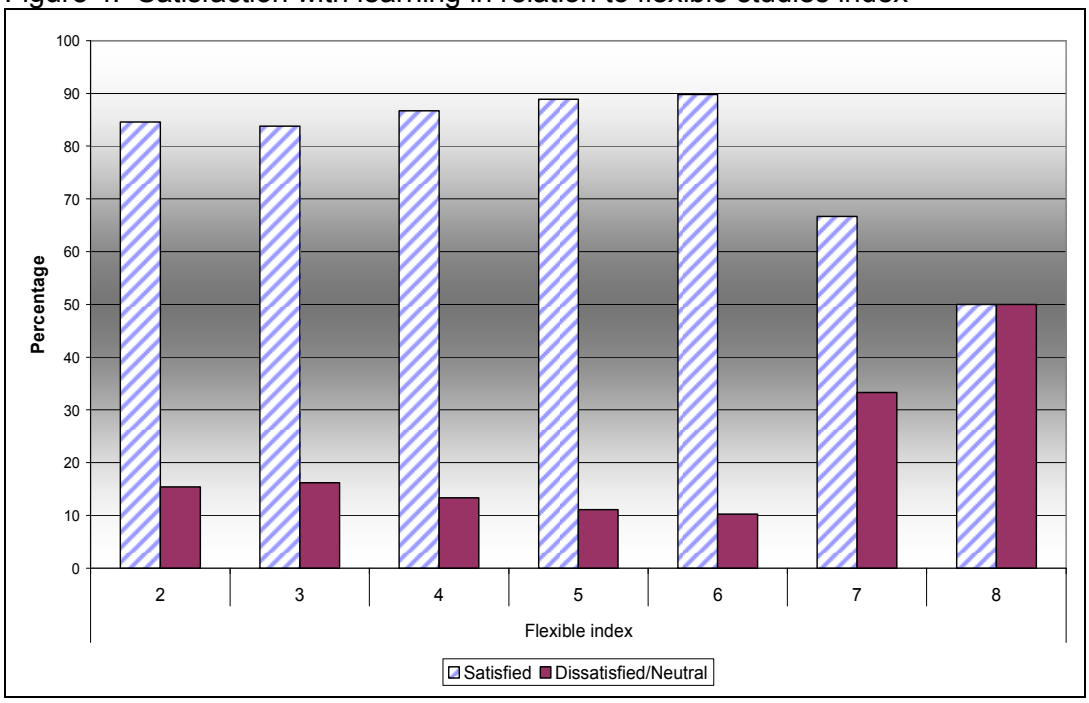
This section examines learners' confidence in completing the course and their levels of satisfaction in order to link these to institutional measures aimed at promoting inclusion. Four indices were created to examine the institutions:

- Lifelong learning policy index based the institution's mission statement, plans to broaden participation for vulnerable groups, availability of staff development and regular appraisal and external quality control mechanisms. This index included five items, institutions were therefore scored from 0 to 5, with 0 indicating that they had none of these measures in place.
- Outreach strategy index which examined strategies used to attract learners from disadvantaged groups and the way in which this was achieved. There were nine items on this index and a higher score indicated more extensive outreach strategies.
- Institutional support index based on the type and range of support provided. This index included 20 items with 0 indicating that none of the support mechanisms listed was in evidence and 20 that all were in place.
- Flexible studies index which considered availability of study in different modes, e.g. part/full-time and distance and the type of teaching methods and included 8 items in total. A score of eight demonstrated a highly flexible provision.

There were no differences between students in different types of institutions and their confidence in being able to complete the course or between students in different types of institutions and the problems that they experienced (see table 21, p. 36 for an overview of the main type of problem experienced by the students). There was a suggestion, though small numbers did not allow for statistical analysis, that students on higher education course were less satisfied with their course than students in the other types of institutions. These students were also significantly less satisfied with the learning climate, the practical organisation and the opportunities when completing the course.

Institutional policies and practices did not impact on learners' confidence in completing the course; however, it did have some impact on aspects of satisfaction. Satisfaction with the entire course was generally higher when the outreach strategy index and the lifelong learning strategy were high. Satisfaction with the learning climate in relation to the flexible studies index was different (see figure 4). The satisfaction was greatest for those institutions that scored at 6 and not 8 (the highest). Further investigation shows that students whose course had a high level of online activity were significantly less likely to be satisfied with the learning climate in the institution. However, it is clear whilst the online students did not necessarily like the overall learning climate, several noted in the additional comment that if they could not study online they would not be able to study at all. Clearly then, online provision offers an important alternative provision for students who cannot attend college or university for tuition.

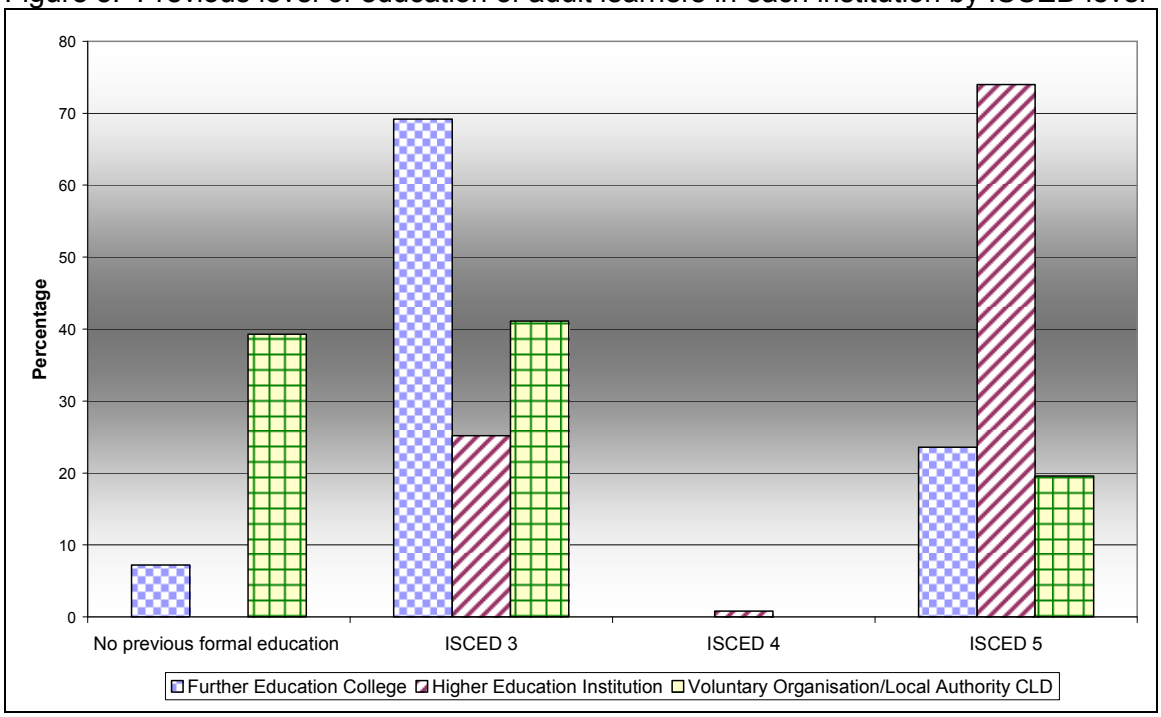
Figure 4: Satisfaction with learning in relation to flexible studies index



The role of educational institutions in reducing inequalities in participation

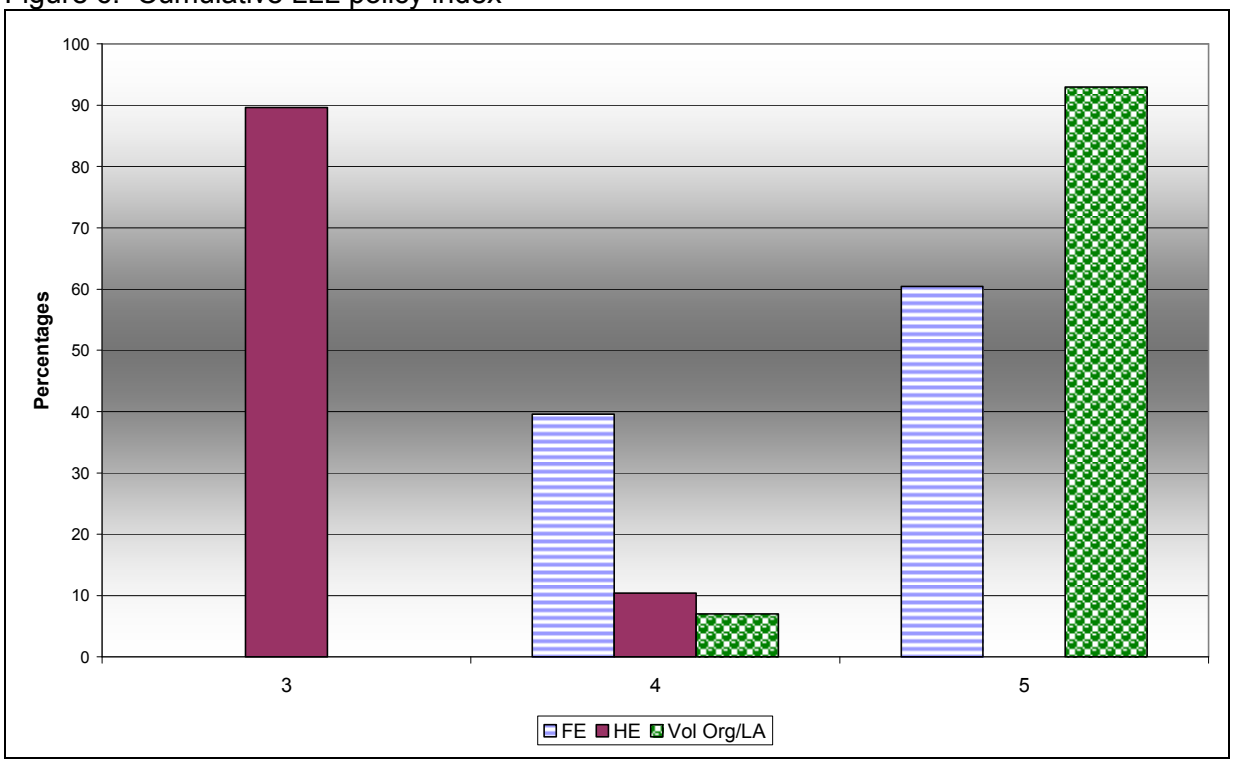
The institutions varied in terms of provision of courses at different levels, with higher education institutions offering courses at ISCED level 5 and 6; further education colleges offering courses at all levels up to ISCED level 6; voluntary and local authority provision was mainly at basic skills level with some at ISCED level 3. This is to be expected as these different institutions are different in their main mission. When it comes to examining the way that these different institutions operate in relation to reducing inequality in participation it is clear that voluntary/local authority organisations that have a relatively high proportion of learners with low or no previous formal qualifications offer an important route back into education. This is also the case in further education colleges, but in addition they also offer courses at degree level. What is interesting to note is that a large proportion of adult learners in higher education already had ISCED level 5 qualifications (see figure 5). In the majority of cases this was due to learners moving from a college HNC or HND into higher education. These two qualifications are at defined as 'sub-degree' level but classified as ISCED level 5. Clearly the partnerships between further and higher education do offer an important progression route for learners from a range of different backgrounds.

Figure 5: Previous level of education of adult learners in each institution by ISCED level



Examining the different types of institutions by the four different indices shows that voluntary/local authority organisations score significantly higher on the lifelong learning policy index (figure 6). The items on this index included both institutional practices in relation to staff development on which all institutions scored high and questions relating to participation of vulnerable adults. As the voluntary and local authority organisations have specific provision for adults with low levels of basic skills this would be expected. However, it also has to be noted that these organisations play at particularly important role in supporting low skill adults in that their provision seems particularly suited to their needs.

Figure 6: Cumulative LLL policy index



FE colleges score highest on the cumulative outreach strategy index and they also have the highest score on institutional support (figures 7 and 8). Voluntary organisations score lower than the other two institutions; however, this is for two reasons. The first is that they tend to operate in smaller premises and cannot therefore include all the kind of support services offered in larger institutions. Secondly, many of their courses are first step into education courses which do not require preparatory programmes, rather they offer preparation for other courses.

Figure 7: Outreach index by institution type

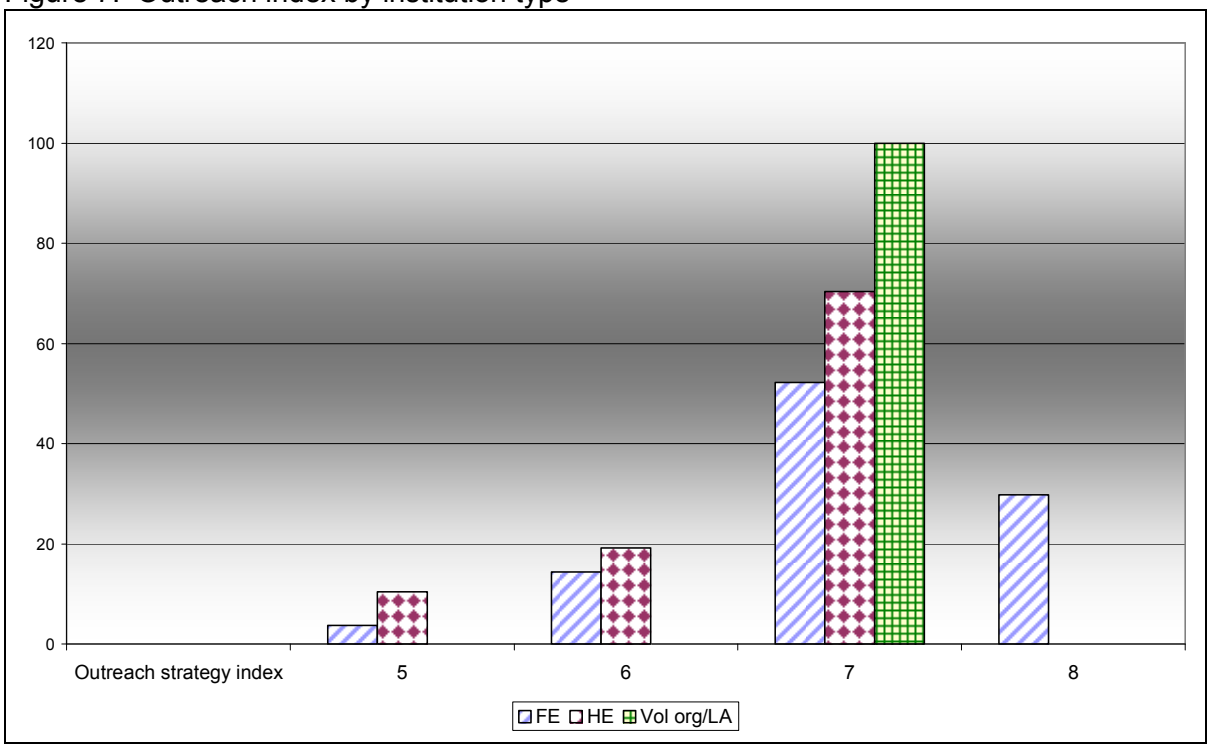
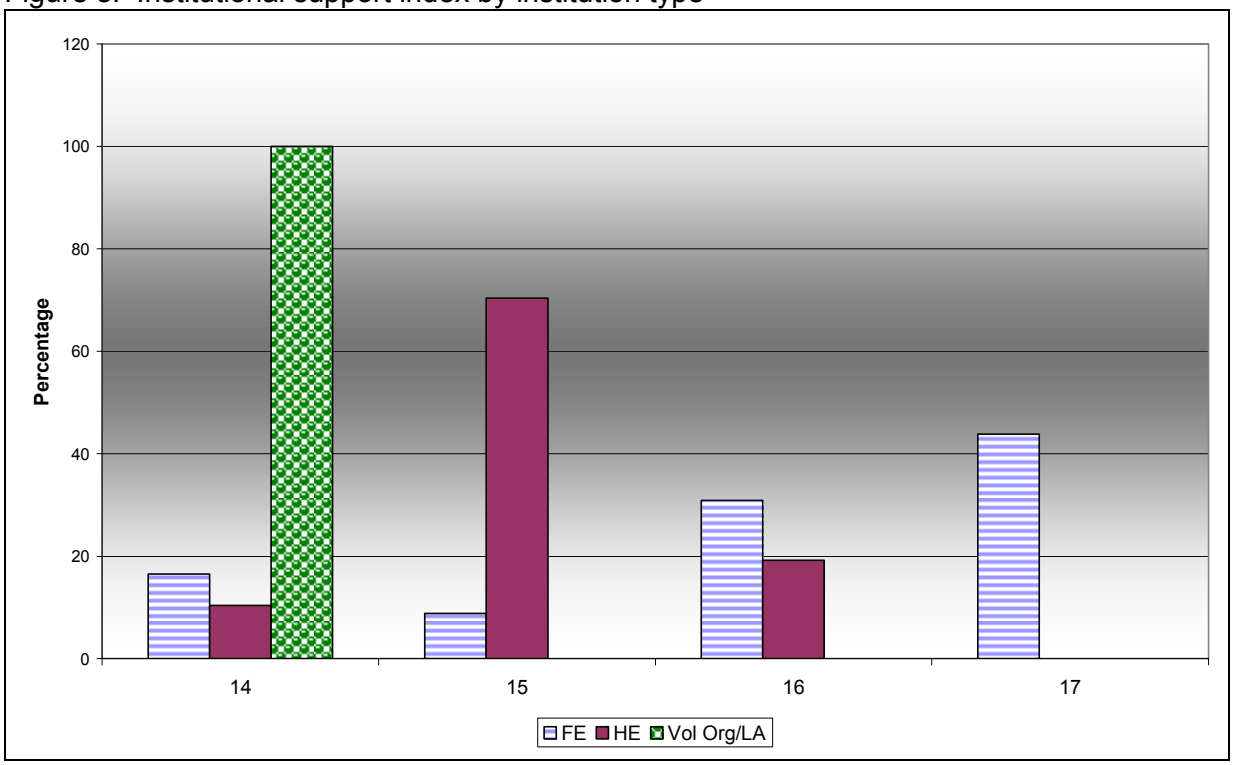
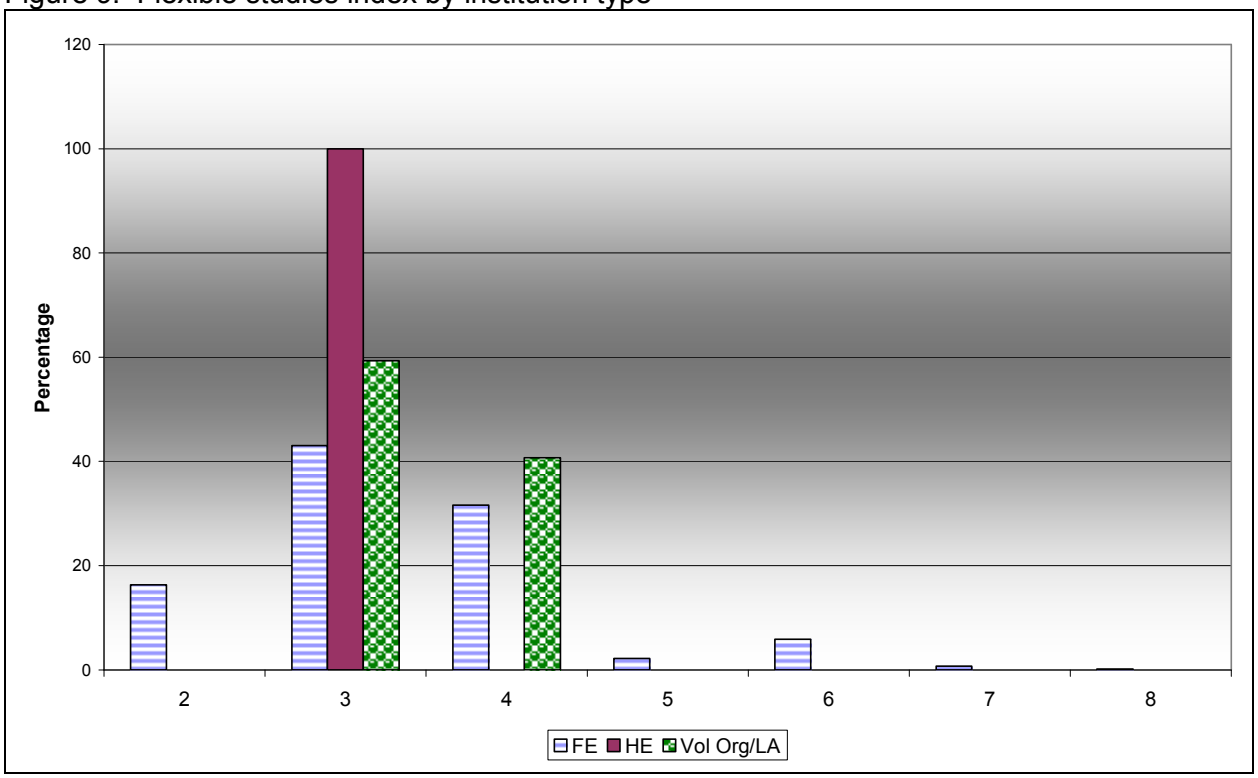


Figure 8: Institutional support index by institution type



All of the institutions scored in the middle of the flexible studies index; overall FE and HE offered flexible access to learning with both day-time and evening provision, full-time and part-time and some online/distance provision (see figure 9). However, the other aspect that was measured related to size of learning groups and access to groupwork and one-to-one support. This was more limited leading to the majority of institutions scoring in the middle range of the index.

Figure 9: Flexible studies index by institution type



5.4 The role of the learning process in encouraging participation and reducing inequalities

The majority of learners at all levels felt that studying provided opportunities to make new friendships, they also stated that working together with other students was an enjoyable aspect of their learning. The types of institutions differed though, in that learners in HEIs doing ISCED level 5 courses were considerably less likely to support these two statements and, in the case of making new friends this difference was statistically significant. This finding has already been explained in part by a number of these students studying on online courses which by their nature afford fewer opportunities for developing relationships with other students. Does it matter that students at this level seem to have less opportunity to develop new friendships? Looking at the questions on motivation (see p. 31) it is clear that this aspect of learning is most important for level 2 learners and possibly less important for those at level 5. However, it does raise the question of the extent to which e-learning/online learning should be used as a sole mean of delivery of a course to learners at more basic levels. It is considered by some as the most flexible way of learning and the Learndirect Scotland website makes the following claims:

> *'it's easy to access, flexible, and you can learn when you want, even in the middle of the night! … and because you're online, you can:*
> - *Meet other learners in online classrooms*
> - *Discuss your work online with them*

The findings of this study would indicate that online learning is not a good solution for attracting and supporting learners at lower levels of study. The two quotes below, from the questionnaire, illustrate both the value of offering online learning and the danger that it can leave students totally unsupported.

> *I would not be studying if the current course was not available online. The convenience of online study is the main reason for taking up the current course.*
>
> *I am a student on a distance learning course I feel completely unsupported by tutors. When I have asked for help with assignments I have been declined by more than one tutor. I feel that as I am working full time and the [institution] is aware that all students on the course are working full time, and it is a pre requisite for entry to the course, the support and organisation of the course is a disgrace and it adds to my stress levels.*

These were ISCED level 5 learners; it could be argued that for learners with no previous formal qualifications and on basic skill courses online learning would not be a suitable medium.

Learner engagement in the learning process and ability to pursue own interests
The statements exploring learner engagement focused on the opportunity for learners to question the tutor, to direct aspects of the curriculum, to achieve their personal learning goals and enjoyment of the course. In all of these learners in the voluntary/local authority organisations were most likely to say that this was the case for them followed by those in FE. Learners in HEIs were more likely than the other groups to say that they could draw on personal experience and relate it to their learning. If these are measures of 'learner centredness' then it could be argued that the organisations/institutions offering learning at the lower levels are generally more student centred than those that focus on delivering ISCED level 5 courses.

Teacher support, organisation of learning and task focus
Learners in voluntary/local authority organisations were most likely to feel respected by their tutor and most likely to feel that the course was well organised. There was no difference between the institutions in terms of task focus – the majority in all institutions felt that this was the case on their course.

To summarise, it is evident that all the institutions provide quality learning experiences for the learners that participated in this survey and that they perform different functions in term of providing opportunities for adult returners. It raises some important issues, not ones that can be answered by the data here. The main one centres on the extent to which different opportunities and experiences lead to different outcomes in relation to progression or ability to make use of any qualification, for example, in the workplace. This is explored further in the following chapter.

Chapter 6: Institutional provision and learner experiences, attitudes and motives – is there evidence for inequality in access and provision?

> *[I] was in a children's home and did not receive any full-time education when [I was a] youngster*. (Female, 50)

The quote above illustrates the lack of earlier educational opportunities of some of the learners who took part in the survey. It both demonstrates inequality in access at one stage but also that this individual has been offered a second chance as she was one of the learners participating in the survey. This chapter explores the evidence from the data, both from learners and the institutions, relates it to relevant aspects of the academic and policy literature with particular emphasis on any differences between adult returners with limited qualifications and those already well qualified.

A key aim of the project that the survey is part of was to examine the contribution of the education system to lifelong learning in Europe. The contribution of the survey was to:

- Gain greater understanding of the adult learners' perspective on formal provision of lifelong learning
- To explore causes of unequal participation with a particular focus on low-skilled and low literate adult learners

It also intended to explore the role of the formal education system in stimulating participation in lifelong learning and whether the formal education system played a role in reducing inequality in participation.

6.1 Individual aspect of learning

The project has gained an understanding of adult learners' perspectives and it has shown that learners at all levels of study have highly positive attitudes towards lifelong learning and its benefits. However, motivation differ between those on higher and lower level courses with those on higher level courses more motivated by human capital aspects of learning and those on lower level generally more motivated by social capital and personal development motives. Overall learning experiences were highly satisfactory but those on lower level courses more likely to be in a more learner centred environment, whilst those on higher level course reported greater task orientation. A further, important difference was also that learners at lower levels were more likely to have engaged with learning as a result of external pressure. This suggests that lifelong learning is being used as a form of social control as suggested by Field (2006) and Coffield (1999); however, in spite of the external pressures, these learners reported very positive experiences and there was an indication that learning provided an opportunity to engage with others socially. Does this suggest that the external pressure has positive impact rather than just being negative as argued by Fejes (2006) and Ahl (2006)? A response to this question cannot be provided by these data as it would require data from non-participants.

Drawing on the evidence from learners with no previous formal qualifications it is clear that their experiences of learning and participation differed from those on ISCED level 5 courses. Our sample contained 8% of learners who had no previous formal qualification. Data from the National Adult Education Survey (Scotland) 2005 (Ormston, et al, 2007) suggest that their representative sample of just under 1000 respondents includes about 9% of learners with no formal previous qualification. This would suggest that our sample is in line with the general population. The experiences of our respondents are also similar to literacy and numeracy learners in research carried out by Tett et al (2006). It would therefore seem valid to explore some of the issues around engaging low skilled adults in learning drawing on our findings, whilst at the same time remembering that the numbers in the sample are relatively low. They were highly satisfied with their experience and their learning environment, especially those in a

voluntary/local authority setting. This level of satisfaction and distinction between those in voluntary/local authority setting and those in FE is similar to that found by Tett et al (2006). This research also noted that the most of the adult and literacy learners had been encouraged by friends and family to participate and were motivated by self improvement and also to get into work. In our sample learners with lower level qualifications and no qualifications were more likely to state that learning skill useful for everyday life were of importance to them. In our sample a higher proportion were motivated by the possibility of getting a job than those in Tett et al's research and they also stated that they were learning to avoid redundancy or to get benefits. This could be due to a difference in the courses. Tett et al focused on literacy and numeracy whilst our sample also included basic computer skills courses.

The data from our survey indicates similar findings for learners with low qualifications as that of Tett et al but it adds to it by setting that into the context of learners with higher previous qualifications. It suggests differences in terms of motivations which may be of importance when developing information about learning opportunities and provision for learning.

Considering issues around unequal participation, the data from the survey shows that for these learners there was a difference in terms of experiences in compulsory education. Those with low level qualifications were most likely to leave school to start work rather than because they had gained the qualification they needed and they were also more likely to leave because of dissatisfaction with the learning environment. Survey data does not allow for further exploration of these issues at an individual level; however, it confirms that learners with low levels of qualifications are likely to have had less satisfactory experiences when at school. The data also indicates that their parents were less likely to have had higher qualifications. This is not a new finding as the literature and statistics show that educational outcomes for those from more deprived backgrounds are less favourable than those from less deprived backgrounds. What the survey data can explore are the attitudes and motivations of those from low skilled backgrounds and, as has been shown above, there were virtually no differences between this group of learners and others in terms of attitudes to lifelong learning. The data show some clear differences in relation to motivations and experiences for participating which raise some interesting issues. The key points are:

- Differences in need for the social aspects of learning – this is greater for low skilled learners than those at ISCED level 5
- Differences in the extent to which there was external pressures to participate in learning – the external pressures are greater for those that are low skilled
- Differences in the teaching and learning experience with the low skilled generally afforded more opportunities to engage with others in learning, make new friends and a more flexible curriculum

The fact that more of the low skilled participants cited external pressures to participate but also stressed that their learning experience was very positive raises an interesting dilemma. Current policy emphasises the individual as a rational being making choices and assumes that the individual should be free to make his/her own choices. However, these data suggest that some external pressure to participate may have beneficial effects for those who are persuaded to come along.

6.2 Institutional policies and practices

The aim of the survey was also to explore the role of the educational institutions in promoting participation, especially of those with low skills. The institutions included in the survey perform different functions in terms of the qualifications they provide and this has an impact on who can access their provision. Higher education institutions all claim to have mechanisms in place for including disadvantaged learners; however, the extent to which this happens (not shown by data in this survey) depends on the status of the institution. None of the HEIs had allowed access through APEL. However, as they offered higher level courses it would be extremely difficult for a learner to start on degree level study drawing on prior experiential learning without having formal

educational preparation for the course. The curriculum in these institutions is not organised to allow this to happen. However, all HEIS are expected to engage with widening participation measures but within this sector, institutions vary according to their level of engagement and support for learners who have previously been disadvantaged. Further education colleges cater for a wider range of learners and for courses at all levels. Examining the eleven colleges that participated they all provided high levels of support and the majority emphasised participation of non-traditional learners. Their emphasis was not necessarily only on adults, inclusion was for all, including younger people from school.

The Scottish colleges traditionally provided vocational courses at craft/technician level which often was part-time. As the manufacturing industry contracted the need for such training diminished and colleges needed to develop new markets. These changes were also affected by the changing governance of the colleges, from local authority control to free standing corporate bodies in the 1990s. Since then the colleges have developed more full-time provision and much of this focused on the development of Higher National Certificate (HNC) and Higher National Diploma (HND) courses which are included within the Scottish Credit and Qualifications Framework (SCQF) at sub-degree level (ISCED level 5). These changes in provision have offered a route to higher education for many students who would not otherwise have gained higher level qualifications. Colleges are seen as key to social inclusion, widening access and promoting lifelong learning (Gallacher, 2006). Whilst these programmes were aimed at all learners irrespective of age, the development of the Scottish Wider Access Programme (SWAP) provides an important route for adult returners who have no previous formal qualifications. The Access to Higher Education is a full-time one year course which provides the successful learner with guaranteed access to a specific higher education institution. It is clear from our survey data that these routes provide an important opportunity for mature learners to progress from low or no qualifications to higher education. Slightly less than half the sample (46%) was either on HN or Access programmes. In addition, several of the college survey participants were on courses specifically geared towards getting learners on the ladder to higher qualification through Adult Returner courses. It is evident that the colleges play an important role in providing access to formal education for those with low level qualifications as their provision spans a range from lower level qualifications and confidence building programmes to higher education programmes. As the colleges are able to offer accredited courses they provide stepping stones to a wider range of degree courses offered by higher education. A number of colleges have articulation programmes with higher education which allow learners to undertake part of their study in the college before moving on to a university. Clear progression routes offer opportunities for learners to develop qualifications that can ultimately help them improve their position in the labour market.

Whilst these developments within further education have played a role in stimulating participation in lifelong learning and reducing inequality, there is still evidence of stratification with the ancient, elite higher education institutions catering mainly for young and middle class learners. The new (post-92) universities on the other hand have a far more diverse student population. A number of initiatives have been developed to limit this stratification (Gallacher, 2006); however, they have focused on the links between FE and HE rather than examining the labour market outcomes for the learners.

The further education colleges make important provision for adult returners but the data suggest that voluntary and local authority organisation play an important role, especially for the most vulnerable learners. These organisations offer accredited learning either through being accredited centres or in partnerships with other institutions. However, much of their focus is on disadvantaged learners and some courses aim to develop skills, e.g. in literacy which are geared towards an individual's learning needs. Literacy and numeracy provision in Scotland is currently not accredited but learners can do communication modules accredited by Scottish Qualifications Authority (SQA). The development of accreditation is currently being explored (University of Edinburgh, 2008). This report highlights tensions in the development of accredited learning for those with no previous qualifications. A number of learning providers were surveyed and several felt that assessment may be seen as threatening to these learners and potentially replicate

earlier failure. Our survey data indicated that these learning providers offer a highly satisfactory experience for vulnerable learners. However, there are a number of issues for this type of learning provision; one is in relation to the extent to which these learners develop 'portable' qualifications which will allow them to progress to higher qualifications and/or into the labour market. A second issue is how easy it is for these learners to progress to other institutions such as further and possibly higher education. Other research has suggested that learners in smaller learning centres attached to further education colleges find it difficult to move from that setting into the larger college (Gallacher, et al, 2007). These researchers refer to the need to move out of the 'comfort zone' in order to access further qualifications. As there was no longitudinal aspect to the survey our data does not allow us to examine if the learners from this setting were able to move on. It is worth noting though that the Evaluation of the Adult Literacy and Numeracy Strategy identified progression for adult literacy and numeracy learners as an area requiring further development (Tett, et al, 2006: 76). There is limited tracking of learners in this setting compared to higher and further education. The future outcomes for learners in this setting are thus unclear; however, the data has demonstrated that these organisations perform an important function in engaging with the most vulnerable learners.

These organisations differ in terms of funding for learners. Further and higher education is funded through the Scottish Funding Council. The voluntary sector depends on funding from a range of sources, some of it local authority and, at times, European funding. Funding is not secure and this can lead to job insecurity for staff which has an impact on the provision for the learners.

6.3 Macro level factors impacting on lifelong learning in formal education

As discussed in Chapter 2, employment policy is covered by GB wide legislation and this includes measures requiring unemployed and those on incapacity benefit to participate in education in order to gain relevant skills for work. The effect of these measures could be seen in the survey in that a number of those with low skills and/or on low skill courses cited this type of pressure to engage with learning.

Other macro level factors that impact on lifelong learning include policies and strategies. The key ones are discussed in chapter 1. The policies acknowledge the role of education in personal development and social cohesion but the human capital approach has increased since the new SNP administration came into power in Scotland in May 2007. Whilst there is still a strong emphasis on adult skills development there is also now a much stronger focus on building employability into the compulsory curriculum. *Performance at a Glance* (Scottish Government, 2008) lists a set of national indicators which cover the five main areas of the Government's Economic Strategy. Post-compulsory education is focused on in four of these fifty indicators; however, only one of these focuses specifically on people with low levels of skills as it aims to *'reduce the number of working age people with severe literacy and numeracy problems'.* A key aspect of strategies is the funding plans which aim to implement strategy. As already mentioned, further and higher education are funded through the funding council and over the next three years (2008-2011) are set to have an increase in their grants. Voluntary/local authority organisations receive at least part of their funding through the local authority budget. They may be adversely affected by the freezing of the council tax which impacts on local authority revenue and also the removal of ring-fencing of budgets for specific projects. This is a recent development and it is not yet clear what, if any impact it will have. However, the survey data indicated that voluntary/local authority organisations provide an important role and are likely to be influential in helping achieve the reduction of working age people with severe literacy and numeracy problems.

To summarise, the survey has identified positive attitudes towards lifelong learning amongst all participants, different motives for learning between those on high level courses to those on lower level courses and learners with lower qualifications. It also noted the impact of external pressures on learning amongst those with low/no formal qualifications and linked this to active labour market measures. The report has explored issues in relation to the impact of

qualifications on later labour market outcomes and noted, drawing on other research, that there is still considerable stratification in terms of institutions and the opportunities for progression, especially for those at the lowest levels. It should perhaps be noted that whilst education can clearly make an important outcome to employment opportunities it may also have a beneficial impact on health. This is indicated by the quote from one of the learners in the survey:

> *Due to many years of suffering from depression, and being well for the last two years, I felt confident to apply to [institution]. Thankfully the chance [occurred] even at a late stage in life, to be here without prejudice of age [and] not having to have formal qualifications. There should be many more places like this! (Female learner, 55, Access course)*

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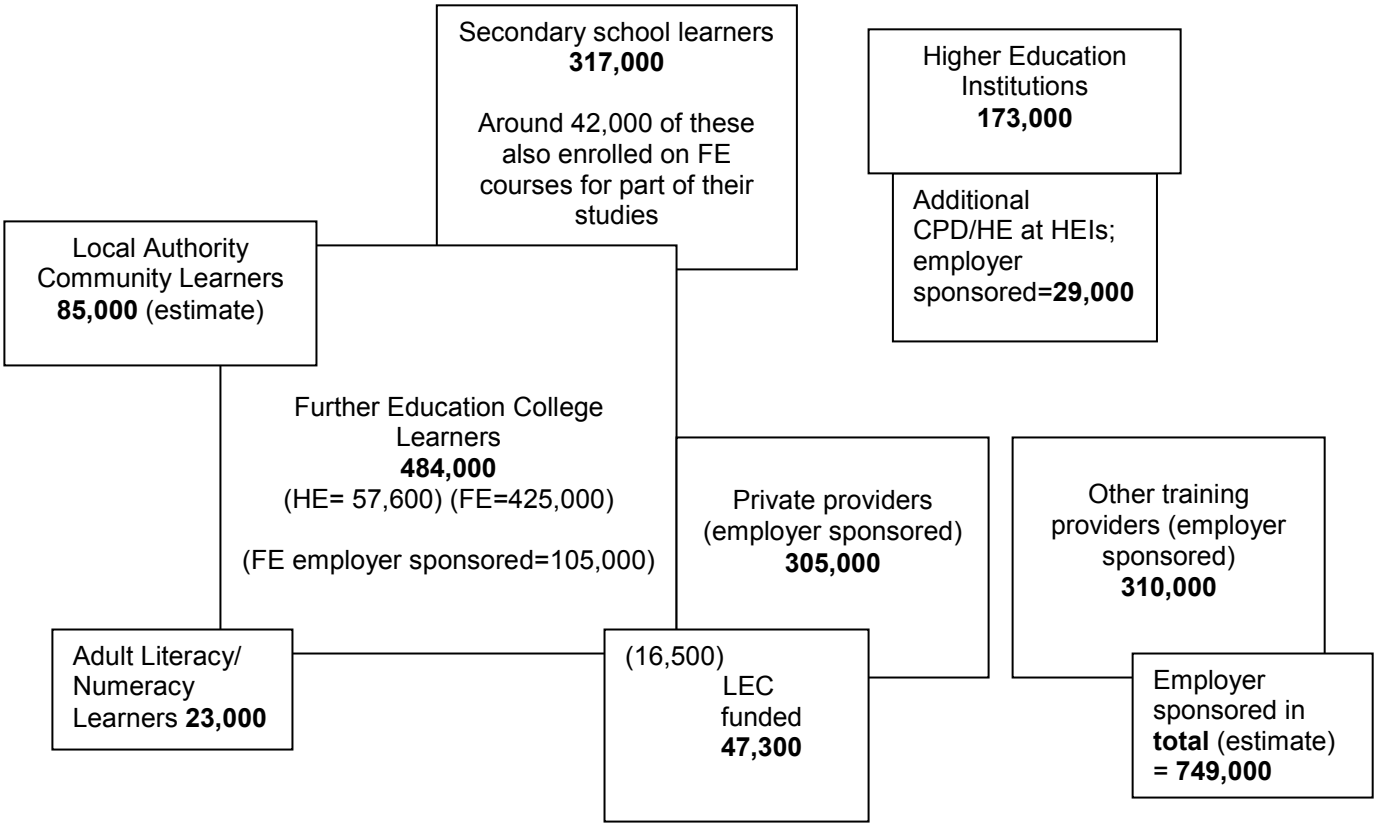
Appendix 1: Estimated learners by provider and sponsor, 2002-2003



Source: Scottish Executive, Lifelong Learning Statistics 2005: 30

Appendix 2: Sampling of institutions

Following the guidelines of SP3, a number of different institutions were sampled according to differences in size and geographical location. The main focus was on Further Education (FE) colleges as these have been identified in the lifelong learning strategy as pivotal in the development of lifelong learning. Eleven FE colleges participated in their own right. In addition, students enrolled at a further six colleges were included; however these students were studying on HE courses that formed part of a federal higher education institution and have been included under the entry for this institution. In addition to these colleges three universities and one HEI was approached. One of these universities, in a west coast city, declined to participate. Three organisations focusing on delivering literacies and basic skills courses were also included. Please note that statistical data for the colleges come from the Scottish Funding Council (SFC), for the universities and HEI from the UK Higher Education Statistics Agency (HESA) and for the three organisations from their websites/annual reports.

Further Education Colleges:

- College 001. This college is located in a medium-sized old industrial east coast town. It recently merged with a small college in a nearby new town. In 2005-06 the college enrolled 21% of its students from the most deprived post-code area in FE courses; and 16% on HE courses.
- College 002. This medium-sized college is based in a large west coast city. In 2005-06 the college enrolled 46% of its students from the most deprived post-code area in FE courses; and 38% on HE courses.
- College 003. This is a large college in an east coast city. In 2005-06 the college enrolled 29% of its students from the most deprived post-code area in FE courses; and 20% on HE courses.
- College 004. This is a large college in a medium-sized industrial town in the central belt. In 2005-06 the college enrolled 14% of its students from the most deprived post-code area in FE courses; and 13% on HE courses.
- College 005. A medium sized college which is located on the edge of a large city. In 2005-06 the college enrolled 14% of its students from the most deprived post-code area in FE courses; and 12% on HE courses.
- College 006. Medium/large college in medium sized east of Scotland town. In 2005-06 the college enrolled 21% of its students from the most deprived post-code area in FE courses; and 14% on HE courses.
- College 007. A small 'remote' college situated in a small town on one of the larger Scottish isles. It is part of the federal higher education institution. In 2005-06 the college enrolled less than 1% of students from deprived post-code areas on FE programmes. However, the college has particular role in providing education to remote communities and measures of deprivation by post code area are more relevant to urban than rural areas. The college does not agree with the measure of deprivation which it considers more suitable for urban, inner city areas. There are no records for HE enrolments as these are dealt with by the federal HEI.
- College 008. This small college is located outside a large city and caters only for adult learners. It has no FE courses and in 2005-06 it enrolled 12% of its students from the most deprived post-code area in HE courses.
- College 009. This is a medium sized college in a medium sized Scottish town. It is part of the UHI network. In 2005-06 the college enrolled 6% of its students from the most deprived post-code area in FE courses. There are no records for HE enrolments as these are dealt with by UHI.
- College 010. This is a large college located in large east coast city. In 2005-06 the college enrolled 18% of its students from the most deprived post-code area in FE courses; and 12% on HE courses
- College 011. This is a large college located in a large east coast city (same as 010). In 2005-06 the college enrolled 17% of its students from the most deprived post-code area

in FE courses; and 12% on HE courses

Universities and HEIs:

- University 012. This is large, ancient university located in the city centre of an east coast city. In 2005-06 it enrolled 9% of its students from low participation neighbourhoods and 17.7% from SEC 4-7.
- University 013. This institution has only just achieved university status, having been an HEI prior to that. It is located on the edge of an east coast city. In 2005-06 it enrolled 19.3% of its students from low participation neighbourhoods and 28.4% from SEC 4-7.
- Higher education institution 017. The headquarters of this institution are located in a northern city and its degrees are (at the time of the survey) awarded by the Open University Validation Service (OUVS). It is a federal institutions made up of thirteen FE colleges and two associated research institutions. These colleges are located throughout the north of Scotland. In 2005-06 it enrolled 25.8% of its students from low participation neighbourhoods and 52% from SEC 4-7.

Other organisations providing formal learning:

- Organisation 014. This is located in the city centre of a large east coast city. It is a social action centre aiming to enhance public provision for those individuals who are disadvantaged. It also aims to promote social change and regeneration.
- Organisation 015. Its Scottish headquarters are located in a large east coast city. It has a membership of both individuals and affiliated organisations. The core commitment is to build core skills, including confidence, literacies, citizenship and critical understanding. It gives priority to learning for educationally, socially and economically disadvantaged groups. In 2006-07 it offered 1050 courses and had 14,290 enrolments in over 400 locations.
- Organisation 016 is part of local authority community development and learning provision and operates from a number of sites within the local authority.

These three organisations offer a range of learning opportunities focusing on disadvantaged learners. They offer both non-accredited starter course which aim to engage people with learning and accredited courses in core skills. They have links to other institutions allowing progression on to higher level courses.

Appendix 3: Tables for Chapter 3

Table 1: Course provision[1] at the different institutions by ISCED level and number of learners from our survey at each of the levels

ISCED level	University/ HEI		Further Education		Voluntary organisation		Local Authority CLD		Total
	Available	Nos	Available	Nos	Available	Nos	Available	Nos	
1 and 2			√	37	√	29	√	5	71
3			√	277	√	17	√		294
4	√		√	292			√	9	301
5	√	125	√	230					355
6	√								
Total		125		836		46		14	1021

1. Note: this shows what is available but does not indicate that our survey included learners from all these levels. The institutions often work in partnerships with each other to provide a range of different courses.

Table 2: Overview of the institutions showing number of staff, total number of students and the number of students aged over 25 and type of provision offered

Institution	No. of staff	Total no. of students	Total no. of students over 25	% students over 25	Full-time provision	Part-time provision
Further Ed 1	200 or more	23,180	9,977	43%	√	√
Further Ed 2	100 - 199	6,921	3,905	56%	√	√
Further Ed 3	200 or more	18,844	10,657	57%	√	√
Further Ed 4	200 or more	16,987	10,626	63%	√	√
Further Ed 5	200 or more	7,644	3,552	46%	√	√
Further Ed 6	200 or more	10,794	5,998	56%	√	√
Further Ed 7	100 - 199	2,019	1,273	63%	√	√
Further Ed 8	25-49	107[1]	79	74%	√	√
Further Ed 9	100 - 199	6,099	4,203	69%	√	√
Further Ed 10	200 or more	11,701	6,787	58%	√	√
Further Ed 11	200 or more	16,914	7,979	47%	√	√
University 1	200 or more	23,563	5,865	25%	√	√
University 2	200 or more	5,280	2,435	46%	√	√
Voluntary organisation 1	25-49	824	N/A[2]	-		√
Voluntary organisation 2	200 or more	Not available	N/A[2]	-		√
LEA Community Learning & Development	Not known	1654	N/A[2]	-		√
HE1 1	200 or more	4582	2348	51%	√	√

1. Note all students on this course have to be over 21.
2. These institutions are for adult learners only (post-compulsory education)

Table 3: Overview of the institutions showing whether they have a written mission statement with focus on adult learning, paid in-service training for academic staff, performance reviews for staff and the level of external control

Institution	Mission Statement[1]	In-service training	Performance reviews	External control
Further Ed 1	No	Yes	Yes	Yes
Further Ed 2	Yes	Yes	Yes	Yes
Further Ed 3	No	Yes	Yes	Yes
Further Ed 4	Yes	Yes	Yes	Yes
Further Ed 5	Yes	Yes	Yes	Yes
Further Ed 6	Yes	Yes	Yes	Yes
Further Ed 7	Yes	Yes	Yes	Yes
Further Ed 8	Yes	Yes	Yes	Yes
Further Ed 9	Yes	Yes	Yes	Yes
Further Ed 10	No	Yes	Yes	Yes
Further Ed 11	Yes	Yes	Yes	Yes

University 1	No	Yes	Yes	Yes
University 2	Yes	Yes	Yes	Yes
Voluntary organisation 1	Yes	Yes	Yes	Yes
Voluntary organisation 2	Yes	Yes	Yes	Yes
LEA Community Learning & Development	Missing	Missing	Missing	Missing
HEI 1	No	Yes	Yes	Yes

[1]. Note that whilst some of these institutions do not have a mission statement specifically mentioning adult students they do have a commitment to widening participation for all (this is specifically so for Institution 10 and HEI 1)

Students

Socio-demographic:

Table 4: Gender by ISCED level

	ISCED level				Total
Gender	**1-2**	**3**	**4**	**5**	
Female	46	193	207	289	735
Male	22	99	88	64	273
	68	292	295	353	1008

Table 5: Year of birth by ISCED level (percentage within ISCED level in brackets)

	ISCED level				Total
Year of birth	**1-2**	**3**	**4**	**5**	
1920 – 1929	1 (2%)	0	0	0	1
1930 – 1939	2 (3%)	1 (0.3%)	0	0	3
1940 – 1949	12 (19%)	6 (2%)	6 (2%)	0	24
1950 – 1959	13 (21%)	27 (10%)	16 (6%)	34 (10%)	90
1960 – 1969	11 (18%)	73 (26%)	48 (17%)	120 (35%)	252
1970 – 1979	13 (21%)	96 (34%)	93 (33%)	101 (30%)	303
1980 – 1989	10 (16%)	79 (28%)	119 (42%)	87 (25%)	295
> 1990					
Total	62	282	282	342	968

Table 6: Nationality by ISCED level

	ISCED level				Total
Nationality	**1-2**	**3**	**4**	**5**	
Czech	0	0	1	0	1
English, UK	2	5	8	4	19
Estonian	0	0	1	0	1
Irish	0	1	4	2	7
Russian	0	1	0	1	2
Scottish, UK	60	252	255	326	893
Slovenian	0	0	0	1	1
Other EU	1	3	7	4	15
Other non-EU	1	13	5	5	24
Total	64	275	281	343	963

Table 7: Country of birth by ISCED level

	ISCED level				Total
Country of birth	**1-2**	**3**	**4**	**5**	
Scotland	63	232	230	269	794
Other country	3	54	65	78	200
Total	66	286	295	347	994

Table 8: First language by ISCED level

	ISCED level				Total
Language	**1-2**	**3**	**4**	**5**	
Czech	0	0	1	0	1
Dutch	0	1	0	1	2

English	65	264	282	336	947
Estonian	0	0	1	0	1
French	0	2	1	0	3
Greek	0	0	0	1	1
Italian	0	0	1	1	2
Irish	0	0	0	1	1
Polish	0	1	1	0	2
Romanian	0	0	1	0	1
Russian	0	2	0	1	3
Slovene	0	0	0	1	1
Spanish	0	2	3	1	6
Turkish	0	0	1	0	1
Welsh	0	1	0	0	1
Gaelic	0	0	0	3	3
Other	1	13	3	1	18
Total	66	286	295	347	994

Table 9: Marital status by ISCED level

Marital status	ISCED level				Total
	1-2	3	4	5	
Unmarried (never married)	31	112	143	86	372
Married/civil partnership	14	80	77	161	332
Cohabiting	6	33	24	38	101
Widowed	1	6	5	3	15
Legally separated and divorced	10	27	29	41	107
Divorced and remarried	0	6	6	7	19
Prefer not to disclose	3	21	9	11	44
Total	65	285	293	347	990

Characteristics of current course

Table 10: Type of institution, number of students by ISCED level

Type of institution	ISCED level				Total
	1-2	3	4	5	
Further Education College	37	277	292	230	836
University/Higher Education Inst.	0	0	0	125	125
Voluntary Organisation	29	17	0	0	46
LEA CLD	5	0	9	0	14
Total	71	294	301	355	1021

Table 11a: Discipline/subject area by ISCED level

Discipline	ISCED level				Total
	1-2	3	4	5	
General programmes	15	60	1	0	76
Teacher training, education science	0	49	0	150	199
Humanities, languages and arts	11	1	69	10	91
Social Sciences	0	51	131	57	239
Science, mathematics and computing	0	1	0	0	1
Life Sciences	0	3	9	3	15
Physical science	0	0	0	1	1
Computer science	0	8	0	12	20
Computer use	40	11	0	0	51
Engineering, manufacturing and construction	0	44	0	5	49
Health and welfare	5	58	91	108	262
Services	0	8	0	9	17
Total	71	294	301	355	1021

Table 11b: Discipline/subject area by ISCED level in Further Education

Discipline	ISCED level				Total
	1-2	3	4	5	
General programmes	15	60	1	0	76
Teacher training, education science	0	49	0	150	199
Humanities, languages and arts	11	1	69	10	91
Social Sciences	0	51	131	57	239
Science, mathematics and computing	0	1	0	0	1
Life Sciences	0	3	9	3	15
Physical science	0	0	0	1	1
Computer science	0	8	0	12	20
Computer use	40	11	0	0	51
Engineering, manufacturing and construction	0	44	0	5	49
Health and welfare	5	58	91	108	262
Services	0	8	0	9	17
Total	71	294	301	355	1021

Table 11c: Discipline/subject area by ISCED level in Universities or HEI

Discipline	ISCED level				Total
	1-2	3	4	5	
General programmes	0	60	1	0	76
Teacher training, education science	0	49	0	150	199
Humanities, languages and arts	0	1	69	10	91
Social Sciences	0	51	131	57	239
Science, mathematics and computing	0	1	0	0	1
Life Sciences	0	3	9	3	15
Physical science	0	0	0	1	1
Computer science	0	8	0	12	20
Computer use	0	11	0	0	51
Engineering, manufacturing and construction	0	44	0	5	49
Health and welfare	0	58	91	108	262
Services	0	8	0	9	17
Total	0	294	301	355	1021

Table 11d: Discipline/subject area by ISCED level in Voluntary Organisations or LEA CLD

Discipline	ISCED level				Total
	1-2	3	4	5	
General programmes	15	60	1	0	76
Teacher training, education science	0	49	0	150	199
Humanities, languages and arts	11	1	69	10	91
Social Sciences	0	51	131	57	239
Science, mathematics and computing	0	1	0	0	1
Life Sciences	0	3	9	3	15
Physical science	0	0	0	1	1
Computer science	0	8	0	12	20
Computer use	40	11	0	0	51
Engineering, manufacturing and construction	0	44	0	5	49
Health and welfare	5	58	91	108	262
Services	0	8	0	9	17
Total	71	294	301	355	1021

Table 12: Participation in other formal courses over the past 12 months by ISCED level

Number of other courses	ISCED level				Total
	1-2	3	4	5	
None	40	212	223	203	678
1	16	49	49	100	214
2	5	11	13	28	57

3	2	3	2	1	8
4	1	3	1	4	9
5 or more	0	2	1	7	10
Total	64	280	289	343	976

Learning history of adult learners

Table 13: Highest level of education (qualification) by ISCED level

Highest previous level of qualification	ISCED level of current course				Total
	1-2	3	4	5	
None	27	33	15	6	81
Standard Grade or equivalent	16	107	103	43	269
Higher, Advanced Higher or equivalent	3	23	67	78	171
SVQ level 1 or equivalent	1	3	2	2	8
SVQ level 2 or equivalent	1	10	18	12	41
SVQ level 3 or equivalent	0	16	9	20	45
Diploma in Higher Education	0	8	15	12	35
HNC	1	20	13	68	102
HND	4	18	7	18	47
Ordinary or honours degree	3	13	5	33	54
Higher degree	2	4	2	9	17
Other	8	23	29	45	105
Don't know	3	6	5	1	15
Total	69	284	290	347	990

Table 14: Highest level of education (qualification) by ISCED level

ISCED level of previous qualification	ISCED level				Total
	1-2	3	4	5	
No formal education	25	33	14	6	78
ISCED 2	0	1	0	0	1
ISCED 3	27	173	223	172	595
ISCED 4	0	0	0	1	1
ISCED 5	13	66	47	161	287
Total	65	273	284	340	962

Table 15: Year of leaving full-time education by ISCED level

Discipline	ISCED level				Total
	1-2	3	4	5	
Don't know	15	15	8	11	49
1940 – 1949	1	0	0	0	1
1950 – 1959	18	1	0	0	9
1960 – 1969	7	9	10	4	30
1970 – 1979	8	36	21	42	107
1980 – 1989	11	81	59	110	261
1990 – 1999	9	90	120	101	320
2000 – 2006	7	56	77	70	210
Total	66	288	295	338	987

Table 16: Whether started but abandoned other higher level course by ISCED level

Started higher level qualification but abandoned it	ISCED level				Total
	1-2	3	4	5	
Yes	6	50	74	77	207
No	57	222	220	266	765
Don't know	5	10	1	2	18
Total	68	282	295	345	990

Participation in the labour market

Table 17: Main current activity by ISCED level (please note some of the learners selected more than one option and this is shown by 'and')

Main current activity	ISCED level				Total
	1-2	3	4	5	
Temporary employment/apprenticeship etc	14	54	33	133	234
Unemployed/Job Seeker	2	20	5	4	31
Student	24	157	214	171	566
Retired/temporarily given up business	11	3	1	0	15
Incapable of working	3	8	4	2	17
Caring for the family	5	15	11	13	44
Temporary employment and retired	0	0	1	0	1
Unemployed and student	1	0	0	0	1
Unemployed and incapable of working	0	2	0	0	2
Unemployed and caring for the family	0	1	0	0	1
Student and retired	0	0	1	0	1
Student and incapable of working	1	1	1	2	5
Student and caring for the family	2	12	17	14	45
Other	1	2	0	4	7
Prefer not to disclose	1	9	5	3	18
Unemployed, student and incapable of working	0	1	0	0	1
Total	65	285	293	346	989

Table 18: Main occupational status by ISCED level

Occupational status	ISCED level				Total
	1-2	3	4	5	
Self-employed with employees	0	1	0	0	1
Self-employed without employees	1	8	3	0	12
Employee	16	84	158	225	483
Family worker	0	0	1	1	2
Other	0	0	0	2	2
Student not working	22	125	99	84	330
Total	39	218	261	312	830

Table 19: Sector of employment by ISCED level

Sector of employment	ISCED level				Total
	1-2	3	4	5	
Agriculture, hunting and forestry	0	1	3	0	4
Manufacturing	0	2	0	2	4
Electricity, gas and water supply	0	2	3	2	7
Construction	1	4	2	4	11
Wholesale/retail/repair motor vehicles, personal and household goods	0	22	51	28	101
Hotels and restaurants	2	6	25	9	42
Transport and storage	0	2	9	7	18
Financial intermediation	0	0	1	0	1
Real estate, renting and business activity	0	2	6	4	12
Public admin & defence, compulsory social security	1	0	2	7	10
Education	4	16	1	28	49
Health and social work	0	4	4	47	55
Other community, social and personal services	4	20	40	72	136

Extra-territorial organisations and bodies	0	0	1	1	2
Other	1	5	9	3	18
Prefer not to disclose	0	12	11	8	31
Total	13	98	168	222	501

Table 20: Personal monthly income by ISCED level

Monthly income	ISCED level				Total
	1-2	3	4	5	
Up to £429	7	88	90	65	250
£430 - £869	9	49	73	65	196
£870 - £1299	5	15	34	45	99
£1300 - £1699	4	18	17	27	66
£1700 - £2199	0	0	1	6	7
£2200 - £2599	1	0	3	21	25
£2600 - £3499	1	1	2	2	6
£3500 - £4299	0	2	1	4	7
£4300 - £5799	0	1	2	2	5
£5800 - £8299	0	0	1	3	4
£8300 or more	2	5	1	13	21
Prefer not to disclose	13	51	48	64	176
Don't know	21	31	15	22	89
Total	63	261	288	339	951