

MAYOR OF LONDON



The London Learner Survey 2021/22
Overview of Findings
June 2023

MAYOR OF LONDON

1. Introduction

THE LONDON LEARNER SURVEY

Background Information

The Adult Education Budget (AEB) aims to engage adults and provide them with the skills and learning they need to equip them for work or other learning.

The London Learner Survey (LLS) provides detailed insight into the economic and social outcomes achieved by AEB learners.

The survey was run for the first time in academic year 2021/22, and the survey is currently underway for academic year 2022/23.

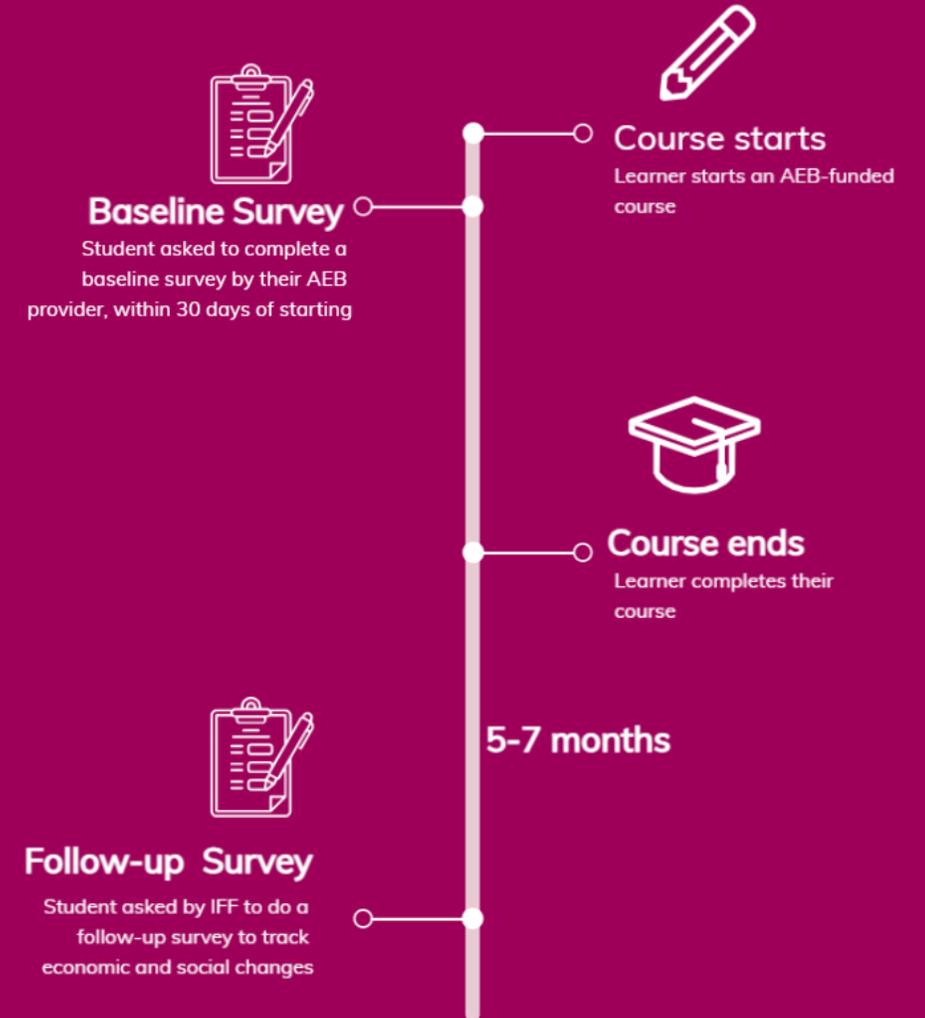
The London Learner Survey (LLS) provides London with an unprecedented level of insight into the economic and social outcomes achieved by AEB learners.

THE LONDON LEARNER SURVEY

Survey Approach

The LLS consists of two linked surveys of people participating in GLA-AEB learning:

- A baseline survey administered by learning providers when the learner starts their course;
- A follow-up survey, administered by IFF Research from approximately five to seven months after the end of learning. This enables the LLS can measure outcomes achieved by learners post AEB courses.



THE LONDON LEARNER SURVEY

The data is representative, but any interpretation should consider some caveats

In 2021/22 there were 201,000 Londoners enrolling in 430,000 aims through the AEB. The final data is based on a sample of 6,720 learning aims undertaken by 6,297 learners.

The data reported has been weighted and is representative of learning and learners, however the results should be interpreted with caution (see right).

The surveys are a snapshot meaning that learner outcomes may not be well represented on the days the baseline and follow-up surveys took place.

These results report changes in social and economic outcomes, but these changes cannot be solely attributed to the impact of AEB learning.

2. Outcomes across the AEB

SUMMARY OF OUTCOMES

Results of the London Learner Survey are positive overall and highlight the broad range of outcomes delivered through the Adult Education Budget



52%

Learners reporting a positive economic outcome



29% Learners out of employment moved into employment



10% Increase in mean income for employed learners



68% Learners started or going to start new training



96%

Learners felt their course had led to positive social change



84% Learners experienced an increase in wellbeing



90% Learners felt more confident due to their course



79% Learners met different people due to their course



40% Learners participated in volunteering

Notes: The percentage of learners (52%) reporting a positive economic outcomes is equivalent to around 100,000 learners; and 96% of learners reporting a positive social change is equivalent to around 180,000 Londoners. The change in income is statistically significant at 1%. For more information and interpretation of the data please see the accompanying report.

SUMMARY OF OUTCOMES

Most learners achieve a positive economic or social change after learning



of respondents had a **positive economic or educational change...**

...meaning one of the following is true:

- They moved into employment
- They moved from a temporary job to a permanent job
- Their pay increased
- They continued onto further training at a higher NVQ level
- They moved from inactivity to unemployment



of respondents believed the course had led to a **positive social change...**

...meaning one of the following is true:

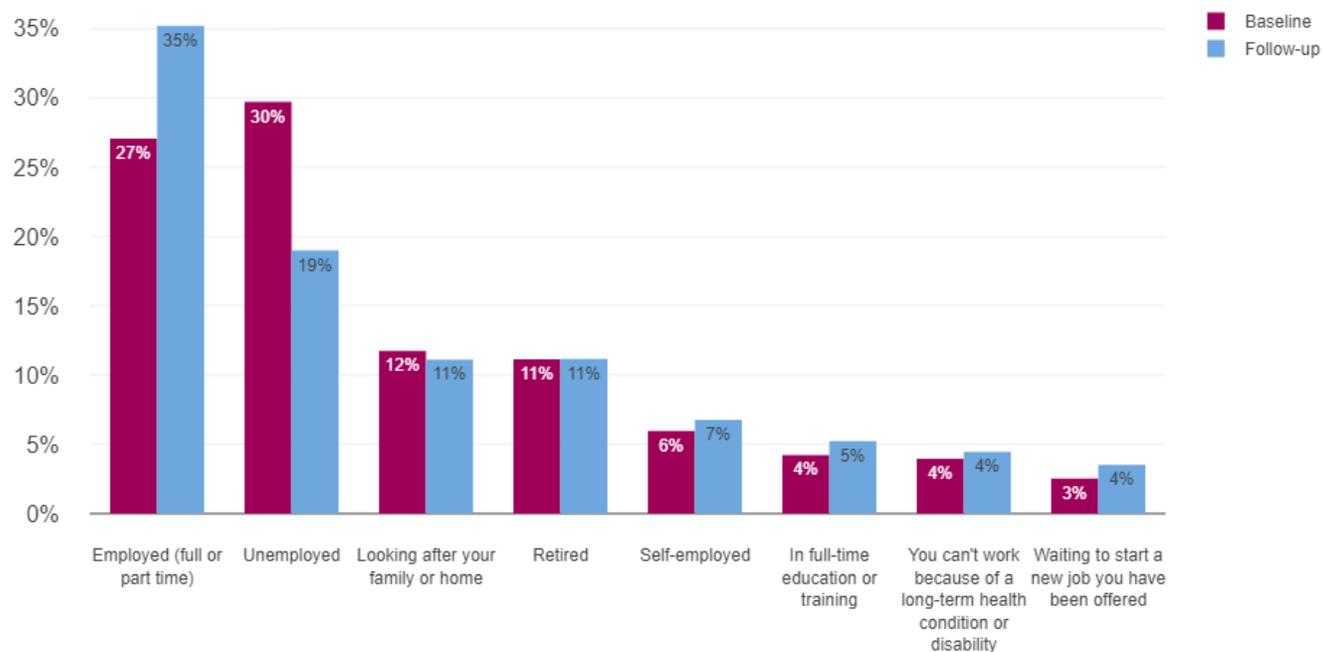
- They reported the course had a positive impact on their wellbeing
- They reported the course made them more confident; or
- They reported that the course helped them to meet new people

Note: Changes that occurred between the baseline and follow-up survey cannot be purely attributed to the course. Economic outcome excludes retired individuals

2.1 Economic outcomes

PROGRESSION INTO EMPLOYMENT

Figure 1: Change in economic activity between baseline and follow-up survey



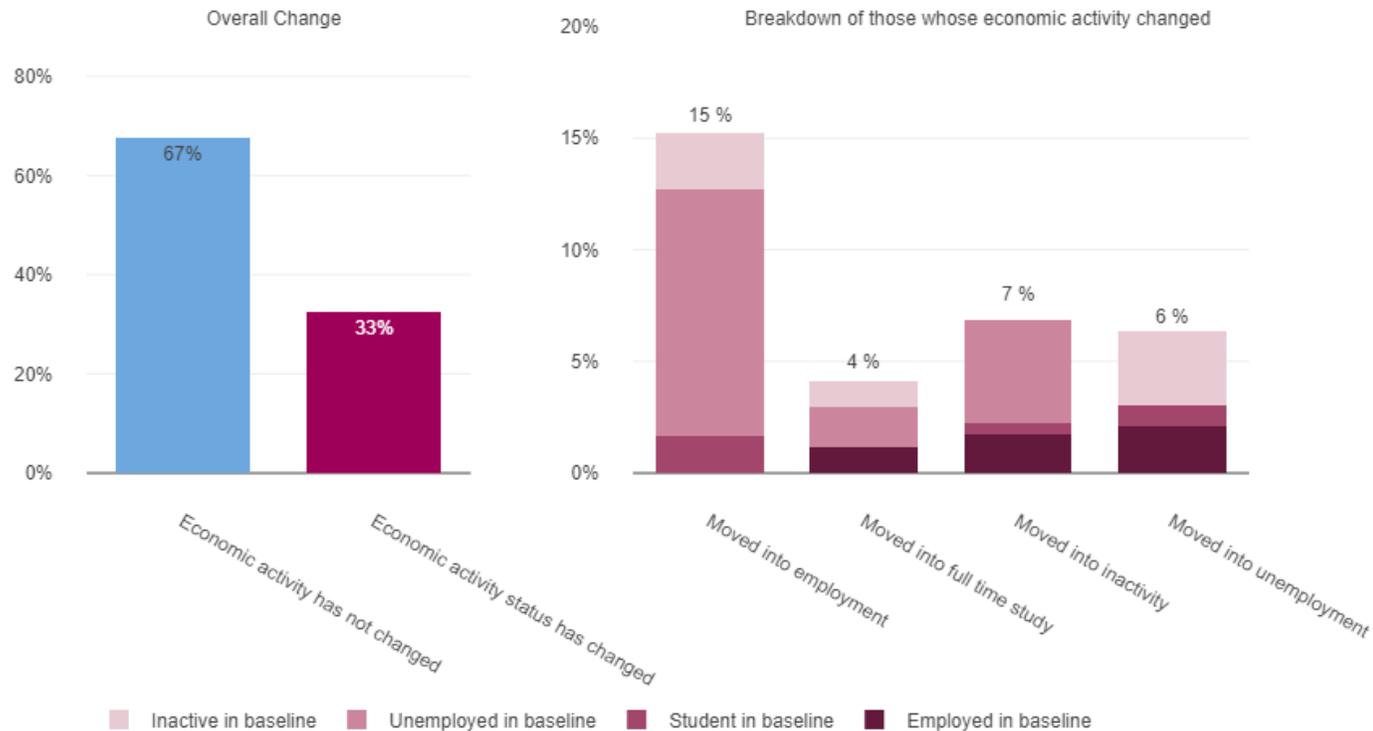
Learner weight applied, sample size 6,126 and 6,109 in baseline and follow-up respectively. The figure above excludes 'Don't know', 'Prefer not to say' and 'Other' categories.

Those benefitting from the AEB are less likely to be in employment; in the baseline survey, 33% of learners were in employment (either employees or self-employed), compared to 75% for Londoners aged 16-64 (Labour Force Survey, 2021/22).

For those that did move into employment, 27% said the course helped a lot in them getting their current paid work, with a further 25% saying it helped a little.

PROGRESSION INTO EMPLOYMENT

Figure 2: Change in economic activity between baseline and follow-up survey



As shown in Figure 2, one third of learners' economic activity status changed between categories. Almost half (15%) of the change was due to learners moving into employment.

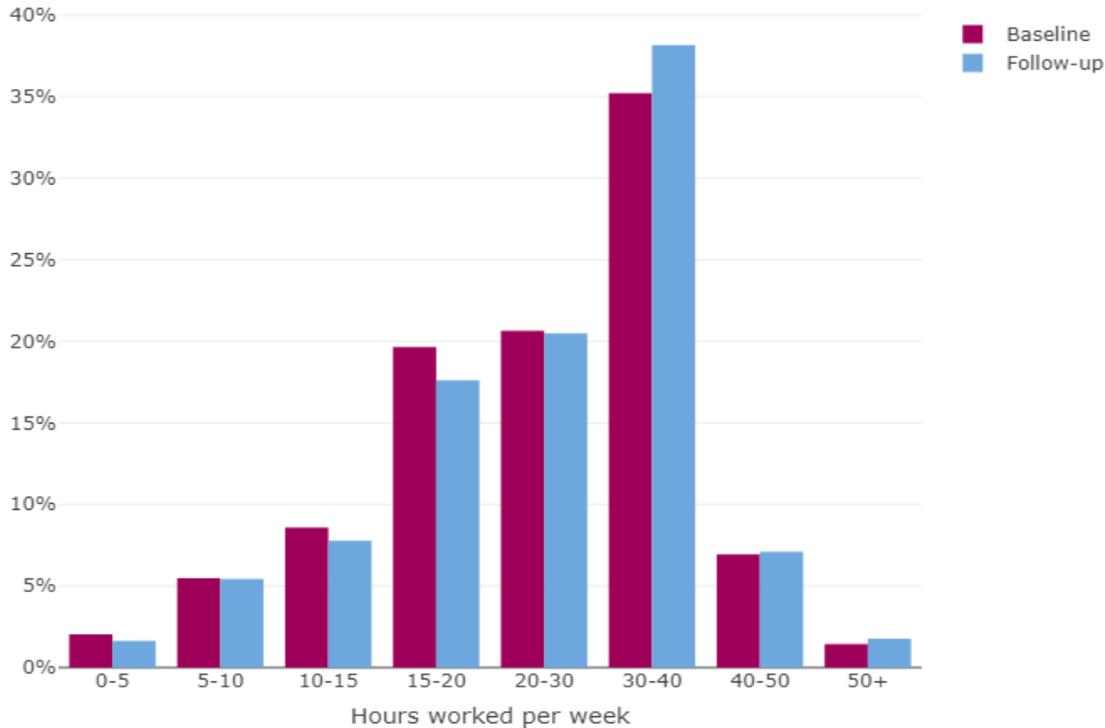
In addition, 29% of learners who were out of employment when they started their learning aim (not shown in Figure 2) had moved into employment upon completion of the follow-up survey.

Learner weight applied, Sample size = 5,849 Total learners (excluding those whose economic activity is not listed). The figure above excludes 'Don't know', 'Prefer not to say' and 'Other' categories.

PROGRESSION WITHIN WORK

In the baseline survey, those in employment worked 29 hours per week, lower than the London average of 34 (or 37 as measured by the median). Between the baseline and follow-up the average hours of paid work increased by 5%, increasing from 29 to 30 hours per week.

Figure 3: Hours worked per week for learners in employment



Learner weight applied, Unweighted sample size = 1,633 learners employed at baseline and follow-up.

*** Statistically significant at 1% significance level

29

Average hours worked at the baseline

(n = 1,633)



30

Average hours worked at the follow up

(n = 1,633)



5%***

Increase in average hours worked
(baseline v follow-up)

PROGRESSION WITHIN WORK

AEB learners tend to have lower earnings compared to the rest of London's population. For the baseline survey, we estimate that the average earnings of learners in employment^[1] was between £21,600-£22,900. In comparison, median gross pay in London in 2021 was £34,600 (mean pay was £45,900).^[2]

There is some evidence that the AEB helped individuals to increase their earnings; one third of those in employment reported their pay had increased between the baseline and follow-up surveys.

Overall, our model estimates that the average earnings rose to £23,700-£25,100 in the follow-up, equivalent of a 10% increase.

£21,600 - £22,900

Mean annual income at the
baseline (n = 1,065)



£23,700 - £25,100

Mean annual income at the
follow up (n = 1,065)



10%***

Increase in mean annual
income (baseline v follow-up)

*** Statistically significant at 1% significance level

[1] Excluding those who did not report their incomes.

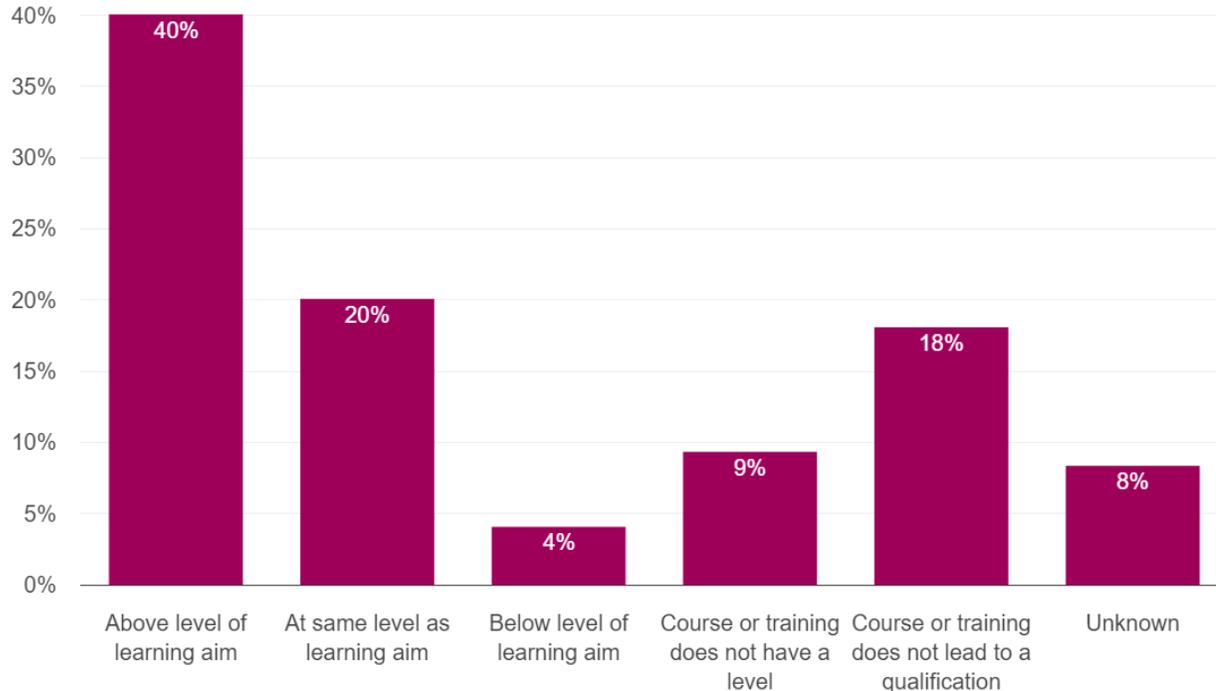
[2] ONS (2021), Annual Survey of Hours and Earnings.

PROGRESSION IN LEARNING

As well as helping learners to move into higher paying and secure work, the AEB is also an important stepping stone into further learning. With further learning at a higher level, it would be expected that further economic and social benefits for learners would follow.

68% of learners had started or were going to start more study or training

Figure 4: Level of further study / training



Learner weight applied, Unweighted sample = 4,479

Around 68% of the AEB learners state that then went for (or were about to start) more studying or training.

In the further studies learners are doing, the majority of learners are progressing in education; 40% of further learning was at a higher NVQ level than what they had studied through the AEB and a further 20% was at the same level (Figure 4).

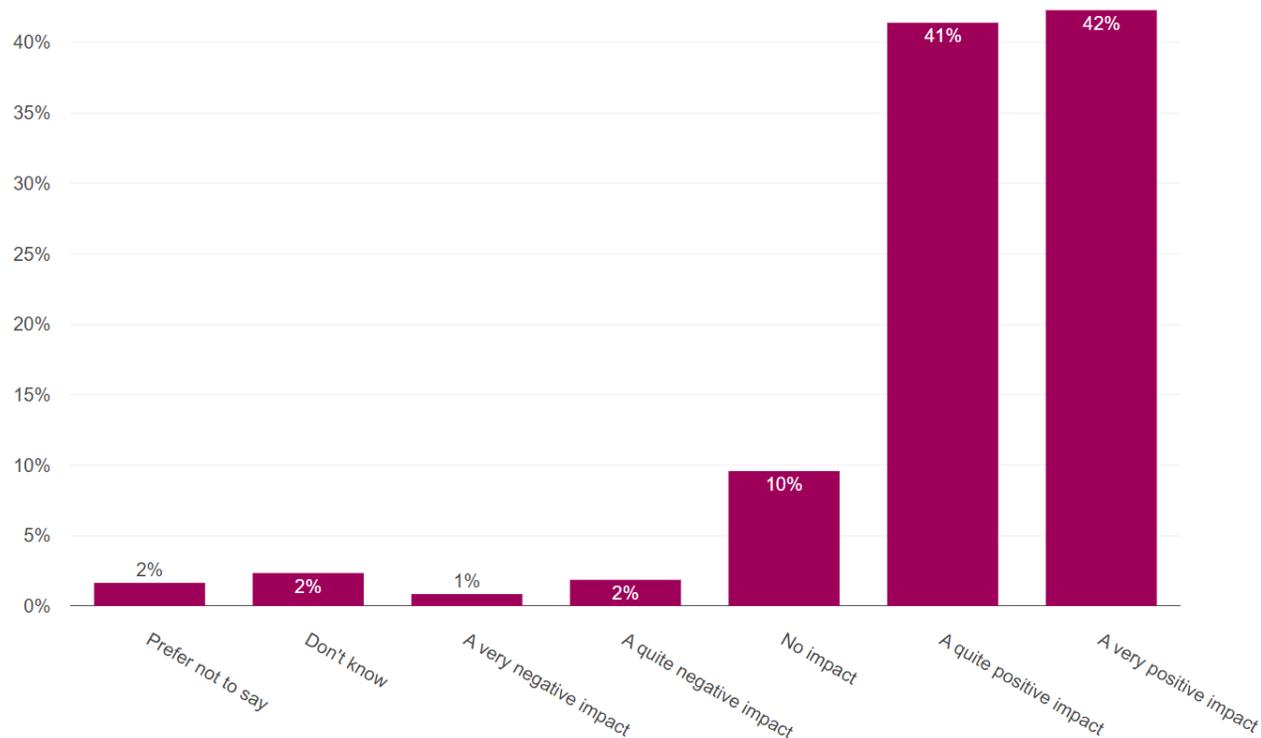
MAYOR OF LONDON

2.2 Social outcomes

HEALTH AND WELLBEING

Learners are asked to what extent the course has impacted their wellbeing. A large share of learners (84%) feel their AEB course positively impacted their wellbeing, with 43% reporting that the course had a very positive impact.

Figure 5: How do you rate the impact of the course on your wellbeing?



Learner weight applied, sample size = 6,776. *** Statistically significant at 1% significance level

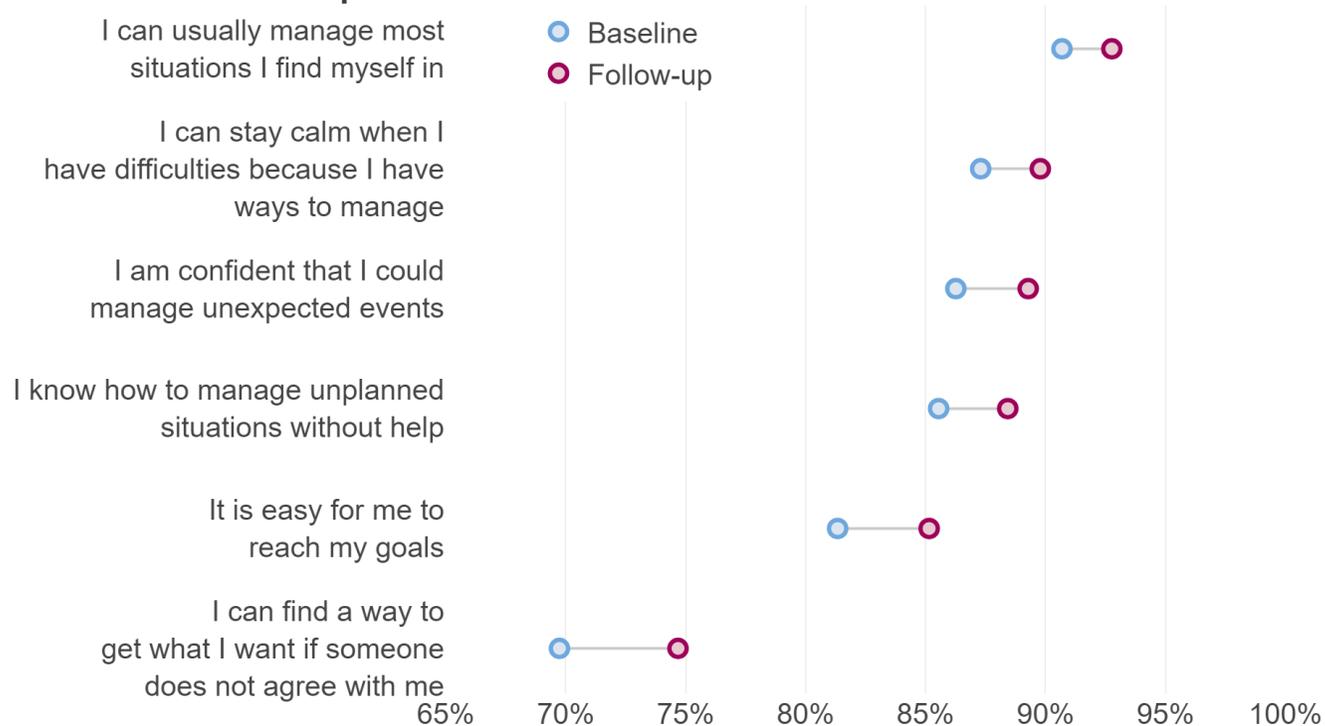
Between the baseline and follow-up survey learners have experienced many positive changes in their wellbeing. The largest change was with levels of life satisfaction, with average life satisfaction scores increasing by 6.0% from 6.9 to 7.3 between the two surveys.

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change***
Life satisfaction	6.9	7.3	6%
Feeling things in life are worthwhile	7.5	7.8	4%
Happiness	7.1	7.4	3.8%
Anxiety	4.0	3.8	-4.9%

SELF-EFFICACY

Self-efficacy is a person's belief in their ability to complete a task, their confidence in themselves to reach their goals, stay calm in difficult situations, and manage unexpected events. Having high levels of self-efficacy can prove important in work, education and in one's personal life.

Figure 6: Percentage of learners agreeing to each self-efficacy statement at the baseline and follow-up



Learner weight applied, sample size = 6,720

90%

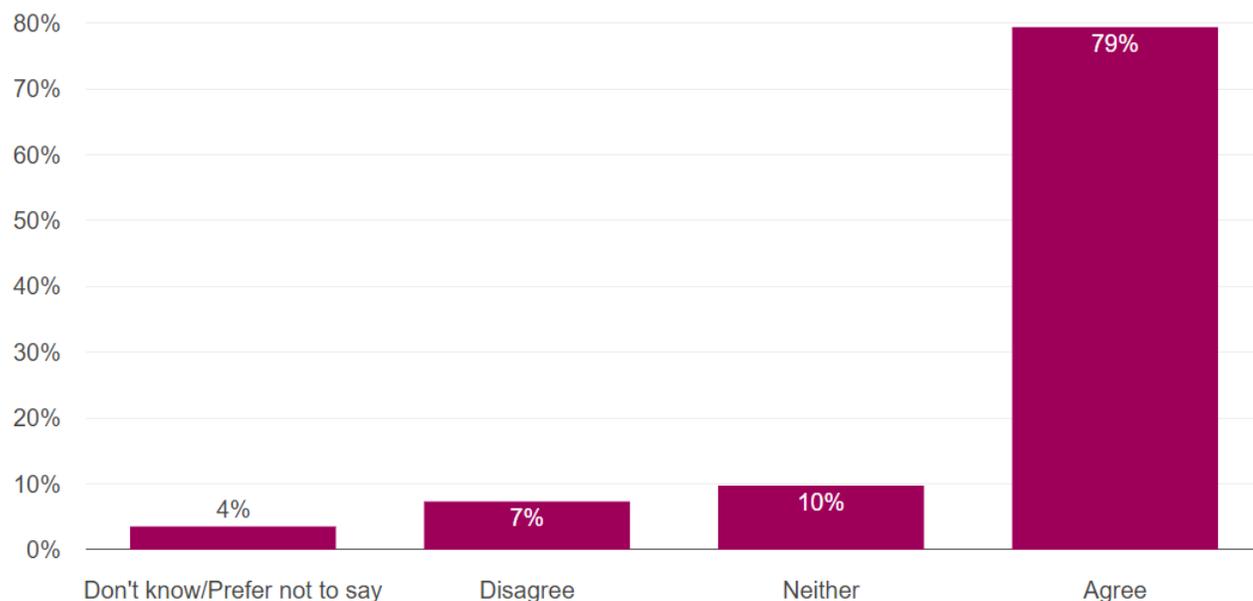
of respondents reported an increase in their confidence as a result of the course

Learners reported improvements across all the dimensions of self-efficacy.

SOCIAL INTEGRATION

Social integration is about how we all live together, it is the extent to which people positively interact and connect with others from different backgrounds. It is shaped by the level of equality between people; the nature of our relationships and our levels of community participation.

Figure 8: The course has helped me to meet lots of different people?



Learner weight applied, unweighted sample size = 6,720

The majority (79%) of the learners feel that their AEB course helped them to meet new people, despite only 30% of learners citing this as one of the reasons for enrolling in their course.

Learners also report spending more time with people from different age groups, ethnicities and socio-economic backgrounds to themselves in the follow-up survey.

VOLUNTEERING

Participation in volunteering is the final social outcome measured by the London Learner Survey. Volunteering helps Londoners to connect with people in their local communities who may be from different backgrounds and therefore it is an important pillar in furthering social cohesion and integration.

Figure 9: Volunteering participation



Learner weight applied, sample size = 6,307

Figure 9 shows that, during the baseline survey, 16% of learners take part in formal volunteering, such as helping at a local organisation or charity, and this increases to 19% in the follow-up. In contrast 23% undertake informal volunteering, such as helping a neighbour or friend, in the baseline but this falls to 20% in the follow-up.

Amongst those who do volunteer, there was an increase in the share of learners volunteering at least once a week in the follow-up survey, which has risen to 44% (from 38%).

3. Adult skills



ADULT SKILLS FINDINGS

Outcomes for the whole AEB population may hide differences between learners based on whether they are taking Adult Skills or Community Learning. Adults Skills aims tend to be longer in duration than Community Learning and delivery ranges between Entry Level to Level 4, where a significant proportion is associated to Entry Level and Level 2 qualifications in 2021/22.



54%

Learners reporting a positive economic outcome



31% Learners out of employment moved into employment



11.5% Increase in mean income for employed learners



66% Learners started or going to start new training



96%

Learners felt their course had led to positive social change



82% Learners experienced an increase in wellbeing



92% Learners felt more confident due to their course



81% Learners met different people due to their course



40% Learners participated in volunteering

Notes: In 2021/22, there were around 151,000 learners in Adult Skills. The change in income is statistically significant at 1%. For more information and interpretation of the data please see the accompanying report

4. Community Learning



COMMUNITY LEARNING FINDINGS

Community learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities and general further education colleges. The vast majority of Community Learning aim enrolments are short in duration and classified as 'Other Level'.



46%

Learners reporting a positive economic outcome



74% Learners started or going to start new training



3.0% Increase in mean income for employed learners



23% Learners out of employment moved into employment



96%

Learners felt their course had led to positive social change



88% Learners experienced an increase in wellbeing



87% Learners felt more confident due to their course



76% Learners met different people due to their course



55% Learners participated in volunteering

Notes: In 2021/22, there were around 60,500 learners in Community Learning. The change in income is statistically significant at 1%. For more information and interpretation of the data please see the accompanying report.

MAYOR OF LONDON



The London Learner Survey 2021/22
Overview of Findings
June 2023

THE LONDON LEARNER SURVEY

Further Information

1. Headline findings report:

Covering the social and economic outcomes of Londoners participating in the AEB. The report includes results for all learners funded by the AEB and to subsections which divide learners based on fundings model (Adult Skills and Community Learning).

2. Dashboard:

Outlining the key statistics from the research report and allow users to view and interact with the results by funding model.

3. IFF technical report:

Provided by IFF Research (commissioned partner that conducted the survey), outlining how the survey was conducted, the statistical approach taken to weighting and the full questionnaire.

For enquiries / feedback, please contact us at: aeb@london.gov.uk