

**MAYOR OF LONDON**

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# **London Learner Survey 2021/22**

Headline findings

June 2023

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## EXECUTIVE SUMMARY

### Adult Education Budget

From 1 August 2019, the Secretary of State for Education delegated responsibility for the commissioning, delivery and management of London's Adult Education Budget (AEB) to the Mayor of London.

The AEB helps Londoners to get the skills they need to progress both in life and work. The overarching aim of London's AEB is to make adult education in London even more accessible, impactful and locally relevant. Through the London Learner Survey (LLS), the GLA are measuring how learners' lives change after they complete their learning, whether that is, for instance, improvements in their health and wellbeing, progression in work or learning or entering new employment.

The LLS 2021/22 surveys learners who have participated in GLA-funded AEB learning aims during the 2021/22 academic year. The survey focuses on seven outcomes, which can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap. The economic outcomes are progression into employment, progression within work and progression into further learning. Meanwhile, the social outcomes are improved health and wellbeing, improved social integration, improved self-efficacy and participation in volunteering.

The LLS consists of two linked surveys of people participating in GLA-funded Adult Education Budget (AEB) learning: a baseline survey administered when the learner starts their course, and a follow-up survey approximately five to seven months after the end of learning. All eligible learners are asked to complete the survey.

### Outcomes across the AEB

The AEB provides education and training opportunities for Londoners from a variety of different backgrounds. In the academic year 2021/22, around 201,000 GLA-funded learners enrolled in 430,000 aims in London.<sup>1</sup> Final LLS data for 2021/22 (6,720 observations) delivers representative results at the learning aim and learner levels in London.

#### *Economic outcomes*

In the academic year 2021/22, 52% of non-retired learners<sup>2</sup> had a positive economic or educational change in the months following their participation in the AEB, which is equivalent to almost 100,000 learners.

Economic outcomes can be broken down further, with 33% of all learners experiencing a change in economic activity status. Almost half of this subset (or 15% of all learners)

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<sup>1</sup> These figures exclude continuing learners that started their course in the previous academic year.

<sup>2</sup> Non-retired learners includes all learners apart from those who described their work situation as retired in the follow-up survey.

experienced this change due to moving into employment. Furthermore, when looking at learners out of work when starting their learning aim, almost three in 10 (29%) moved into employment. For those that did move into employment, more than half (52%) stated that the course helped them get their current paid work.

There is evidence to suggest that the AEB helped individuals to increase their earnings; one third of those in employment reported that their pay had increased between the baseline and follow-up (whilst 47% reported their pay remained the same). Overall, there was a 10% increase in mean annual income amongst those reporting earnings. Some of the earnings trends can be partially explained by hours worked. Between the baseline and follow-up survey, the average hours of paid work increased by 5%, increasing from 29 to 30 hours per week.

As well as helping learners move into higher paying and secure work, the AEB is also an important stepping stone into further learning. Prior to starting the course, 30% of learners stated that the reason they were doing the course was to get on another course or training programme, but over double (68%) then went for (or were about to start) more study or training.

### *Social outcomes*

As well as equipping Londoners with the skills they need to secure a job and progress in work, adult learning can also deliver social benefits such as improved levels of confidence and wellbeing. A large majority of learners (96%) experienced a positive social change following their AEB course.

The LLS asks learners to what extent the course has impacted their wellbeing. The data suggests that the majority of the AEB courses (84%) had a positive impact on learner's wellbeing, with 43% of courses having a very positive impact. Learners have also experienced statistically significant increases in their life satisfaction, feelings that things they do are worthwhile, happiness and reductions in anxiety levels.

Positive changes in health and wellbeing are supported by an increase in self-efficacy. It encompasses a person's 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 a learner's personal life. Nine in ten (90%) AEB courses led to learners experiencing an increase in their confidence.

The third social outcome monitored by the LLS is social integration. This outcome is about the extent to which people positively interact and connect with others from different backgrounds. The AEB can support social integration due to the diversity of Londoners it brings together in one place. According to the LLS, 79% of AEB courses helped learners meet new people, despite only 30% of learners citing this as one of the reasons for enrolling in their course. Although there were improvements in three of the four social outcomes, there was no observed change in the number of learners participating in volunteering.

## Adult Skills

Outcomes for the whole AEB population may hide differences between Adult Skills and Community Learning. Learning aims in Adults Skills tend to be longer in duration than Community Learning and delivery ranges between Entry Level to Level 3.<sup>3</sup> During the 21/22 academic year a more than half of Adult Skills delivery was at Entry Level or Level 2.<sup>4</sup> In 2021/22, around 150,000 learners started a qualification in Adult Skills.<sup>5</sup>

### *Economic outcomes*

In Adult Skills, 54% of learners experienced a positive economic outcome. One aim of Adult Skills courses in London is to help those out of the labour market to gain employment, by equipping them with the relevant skills. This aim is seen firstly in the expectations of learners, where 62% of Adult Skills learners cited getting the job they wanted as the reason for doing their course, compared to 51% across the whole AEB.

Across the three desired economic outcomes, the following is seen in Adult Skills:

- 39% of learners had a change in economic activity status between the baseline and follow-up, which included 18% of learners moving into employment. One in three (31%) Learners out of employment<sup>6</sup> moved into employment;
- There was a large increase in mean earnings for learners in employment in the baseline and follow-up, rising by 12% compared to 10% across the AEB. Whilst 26% of those earning below the LLW, were earning above it in the follow-up
- Following their Adult Skills course, two-thirds of learners were taking or planning to take further education and learning. In fact, 26% of learning was at Level 3 or above compared to 21% for all learners in AEB.

### *Social outcomes*

In Adult Skills, 96% of learners experienced a positive change in their health and wellbeing, self-efficacy, or social integration as a result of participating in a GLA-funded learning aim.

Across the four social outcomes, the following was reported in Adult Skills:

- 82% of courses led to an increase in learner wellbeing;
- 92% of courses helped to boost learner confidence due to their course
- 81% of courses helped learners met lots of different people

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<sup>3</sup> These levels are based on the notional NVQ level version two (D\_Notionlev\_V2) and are consistent with the information reported in the ESFA's SILR files received by the Greater London Authority. For further information see the G.

<sup>4</sup> For more information, please see the [GLA-AEB Data Publication](#).

<sup>5</sup> Of which around 6,000 learners also participated in Community Learning.

<sup>6</sup> Out of employment is all learners who are not defined as employed. The calculation also excludes those who were retired in the follow-up survey. For more information see the GLOSSARY.

40% of learners participate in volunteering which is the same in the baseline and follow-up survey.

## **Community Learning**

Community learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities, special colleges and general further education colleges designed to bring together and support adults. Most Community Learning aim enrolments are 'Other Level' with a small number of enrolments taking place at Entry Level, Level 1, and Level 2. In 2021/22, around 65,000 learners started a learning aim in this strand of the AEB programme.<sup>7</sup>

### *Economic outcomes*

Overall, learners who did a community learning course had smaller changes in economic outcomes between the baseline and follow-up compared to the AEB average. This is partially due to the nature of the courses being of a shorter length, so it would be expected to have less impact on a learner's economic situation (such as their earnings). Compared to the AEB average where 52% of non-retired learners experienced a positive economic change, the figure is 46% in Community Learning.

Community Learning Learners experienced the following economic outcomes:

- 16% of learners experienced a change in economic status, and 23% of learners out of employment moved into employment;
- Annual mean income rose by 3% for learners in employment at the baseline and follow-up survey
- Almost three quarters (74%) of learners started or were going to further new training or education, which is higher than the AEB average of 68%.

### *Social outcomes*

Community Learning might be expected to lead to higher social outcomes than Adult Skills because of its delivery in the community and its focus on non-academic qualifications. Despite these expectations there is no difference between the share of learning aims which lead to positive social outcomes by funding model. The vast majority (96%) of learning aims in Community Learning contributed to a positive social outcome.

Learners in Community Learning reported significant improvements in health and wellbeing. Across the four social outcome areas, the following was reported:

- 88% of courses led to an increase in learner wellbeing;
- 86% of learners felt more confident due to their course
- 76% of learners met lots of different people

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<sup>7</sup> Of which, around 6,000 learners also participated in Adult Skills.



- 55% of learners participated in volunteering which is the same in the baseline, and follow-up survey, although there was an increase in the share of learners volunteering more than once a week.

## 1. INTRODUCTION

From 1 August 2019, the Secretary of State for Education delegated responsibility for the commissioning, delivery and management of London's Adult Education Budget (AEB) to the Mayor of London. Since then, the Greater London Authority (GLA) has been responsible for London's annual £320m Adult Education Budget which funds the majority of further education for Londoners aged 19 and over.

The AEB helps Londoners to get the skills they need to progress both in life and work. The AEB plays an important role in providing education and training to disadvantaged Londoners who are most in need of skills improvements. The overarching aim of London's AEB is to make adult education in London even more accessible, impactful and locally relevant.

Due to data limitations, adult education often focuses heavily on enrolments and participation whilst overlooking the economic or social outcomes experienced by learners. The GLA aims to transform people's lives via access to learning. Through the London Learner Survey (LLS), the GLA can measure the economic and social changes learners experience following their participation in the AEB. Therefore, by improving the data collected on London's skills provision the GLA's approach to commissioning and delivery can be better informed.

### 1.1 Objectives of the London Learner Survey 2021/22

The inaugural LLS provides London with an unprecedented level of insight into the outcomes achieved by AEB learners.

The objectives of the LLS are to:

- Successfully measure the economic and social outcomes achieved by learners following participation in learning aims funded by London's AEB;
- Collate better information on learner outcomes to support future policy development, and to share with local stakeholders and providers.

The GLA is the only funding authority with this level of insight into adult learner outcomes. The GLA will use the data collected to better understand how to allocate and disburse City Hall-funded provisions.

### 1.2 Survey methodology

The London Learner Survey 2021/22 surveys learners who have started and completed GLA-funded AEB learning aims during the 2021/22 academic year. The survey is sent to all eligible learners. The survey focuses on seven outcomes, which can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap.

Economic outcomes:

- Employment

- In work progression
- Further learning

Social outcomes:

- Health and wellbeing
- Social integration
- Self-efficacy
- Participation in volunteering

### *1.2.1 Baseline Survey*

The baseline survey is administered by providers of AEB learning aims. Approximately 20% of eligible learners participated in the baseline survey. This is in line with similar surveys, for example the FE choices survey received a response rate of 15%.<sup>8</sup> To obtain additional information on AEB learners, including learning aim title and demographic characteristics, the baseline survey is matched to the Individualised Learner Record (ILR). Of the 43,356 baseline responses received, 32,747 of these cases were matched, or 75% of the total.<sup>9</sup> In total, 73% of all cases (31,925) were matched to a learning aim which ended in 2021/22, while a further 2% (822) were matched to ongoing provision started in 2021/22 but to be completed in 2022/23.

### *1.2.2 Follow-up Survey*

The follow-up survey takes place following the completion of a learning aim and is administered by the GLA's commissioned partner (IFF Research). Not all learners who took the baseline survey go onto complete the follow-up survey and therefore the achieved final response rate is 29% (of matched baseline responses) in 2021/22. This is much higher than the expected response rate which was estimated to be between 8 – 10% based on evidence from the LLS Pilot.

A total of 9,035 follow-up surveys were undertaken in the 2021/22 academic year. However, several responses needed to be removed where the baseline and follow-up survey completion dates were considered unreliable – e.g. they took place much later than they should have and therefore did not accurately reflect the baseline or follow-up situation of the learner. The final data is based on a sample of **6,720 learning aims undertaken by 6,297 learners**. The data has undergone a rigorous weighting process to ensure that the data is representative of learners in the AEB population, and the learning is being taken in London. Weighting variables include, but are not limited to, level of study, funding model, gender, age and ethnicity.

Both surveys were carried out primarily online but were also available by phone or post for those who find it difficult to use online surveys. The online and telephone surveys were available in multiple languages. A full overview of the survey approach and weighting

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<sup>8</sup>DfE (2019), [Learner Satisfaction Survey 2018 to 2019 Technical report](#).

<sup>9</sup> Non-matching occurred for a variety of reasons. Principal among these was non-provision of matching information, with match rates rising to 86% when all matching information was provided.

methodology can be found in the technical guidance accessible via the London datastore.<sup>10</sup>

### **1.3 Context and caveats**

Whilst the data has been weighted and is representative of learning aims and learners, there are some caveats which need to be considered. The data shows differences in learner's economic and social situations before and after the completion of education, however this does not mean that an outcome has been achieved as a direct result of education.

The baseline and follow-up surveys are snapshots in time, they only reflect the situation of a learner on the day they complete the survey. It is possible that some learners went on to achieve positive economic or social outcomes after completing the follow-up survey.

### **1.4 Report**

This report provides the key headline outcome measures from the LLS at an aggregate level and then separated by funding model. It is being published so that the findings can be used publicly for a range of policy purposes. This initial analysis is descriptive in nature and does not suggest causation.

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<sup>10</sup> <https://data.london.gov.uk/dataset/london-learner-survey>

## 2. OUTCOMES FOR LONDON'S AEB LEARNERS

The AEB provides education and training opportunities for Londoners from a variety of different backgrounds. In the academic year 2021/22, there were 201,000 GLA-funded learners in London taking 430,000 aims enrolments.<sup>11</sup> The number of enrolments is more than double the number of learners because individuals can take more than one learning aim during the academic year.

Amongst learners participating in the AEB programme in 2021/22:

- 69% were female;
- 59% were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners)
- The majority were aged 24-49 (63%)
- 14% consider themselves to have a learning difficulty and/or disability and/or health problem.

In 2021/22, the LLS is restricted to learners who have started and finished a learning aim in the same academic year. In total, there were 188,000 eligible learners in 2021/22, which covers the vast majority of the learners (94%) that started a qualification in that academic year.

### 2.1 Economic outcomes in the AEB

One of the goals of education is to support people into better work. The AEB supports people who are without key qualifications (such as Level 2 English and Maths) and/or who are earning a low wage.

Overall, and particularly when compared to the amount of research on academic education, there has been limited research on the impact of vocational education on employment. Additionally, research on vocational education is often at a national rather than regional level. Previous research has sought to estimate how FE qualifications can improve an individual's economic outcome using the Longitudinal Educational Outcomes (LEO) dataset. The LEO dataset matches administrative datasets on pupil and student learning<sup>12</sup> with HMRC and DWP data, meaning researchers can track an individual's earnings, employment and benefit status after completing different qualifications. Patrignani et al (2017) utilised this dataset and found that gaining vocational qualifications increases the likelihood of being in employment, as well as increasing earnings in England. For instance, males who complete an NVQ at Level 3 have on average 19% higher earnings (when accounting for background characteristics), when compared to those who hold a Level 2.<sup>13</sup>

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<sup>11</sup> Greater London Authority, Adult Education Budget: Academic Year 2021/22 (August-July), 2022. The figures presented in this report exclude continuing learners.

<sup>12</sup> Using the national pupil database, the Individualised Learner Record (for FE data) and Higher Education Statistics Agency.

<sup>13</sup> Patrignani et al (2017), The earning differentials associated with vocational education and training using the Longitudinal Education Outcomes data.

However, the LEO dataset has some key limitations when measuring economic outcomes of education:

- Currently there is no data on the number of hours someone is working, meaning that it is difficult to distinguish if lower pay is due to working patterns;
- It cannot distinguish between individuals who are inactive or unemployed, and for those who are inactive the main reason for their inactivity
- There is no measure of the quality of work, such as if someone is on a permanent or temporary contract
- There is a significant time lag in the data (3-4 years of data), meaning it is difficult to estimate the impact of recently established courses or programmes.

The LLS, by collecting a broader range of economic indicators, is able to supplement evidence from LEO to give a more comprehensive picture of the economic outcomes for learners following the completion of a GLA-funded learning aim. Additionally, it allows us to define economic outcomes in a broader way than just changes to income or share of learners in employment. A positive economic or educational change is defined as meaning one of the following applies:

- A learner has moved into employment;
- A learner moved from a temporary job to a permanent job
- Their pay increased
- They have continued onto further training at a higher NVQ level
- They have moved from inactivity to unemployment.<sup>14</sup>

Overall, 52% of non-retired learners had a positive economic or educational change in the months following their participation in the AEB.<sup>15</sup> This section outlines in detail the changes in learners' economic activity, hours worked, earnings and progression into further learning.

### *2.1.1 Progression into employment*

Progression into employment is a key role of the AEB. In the baseline survey, 51% of learners cited getting the job they wanted as a reason for doing their course. 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.<sup>16</sup>

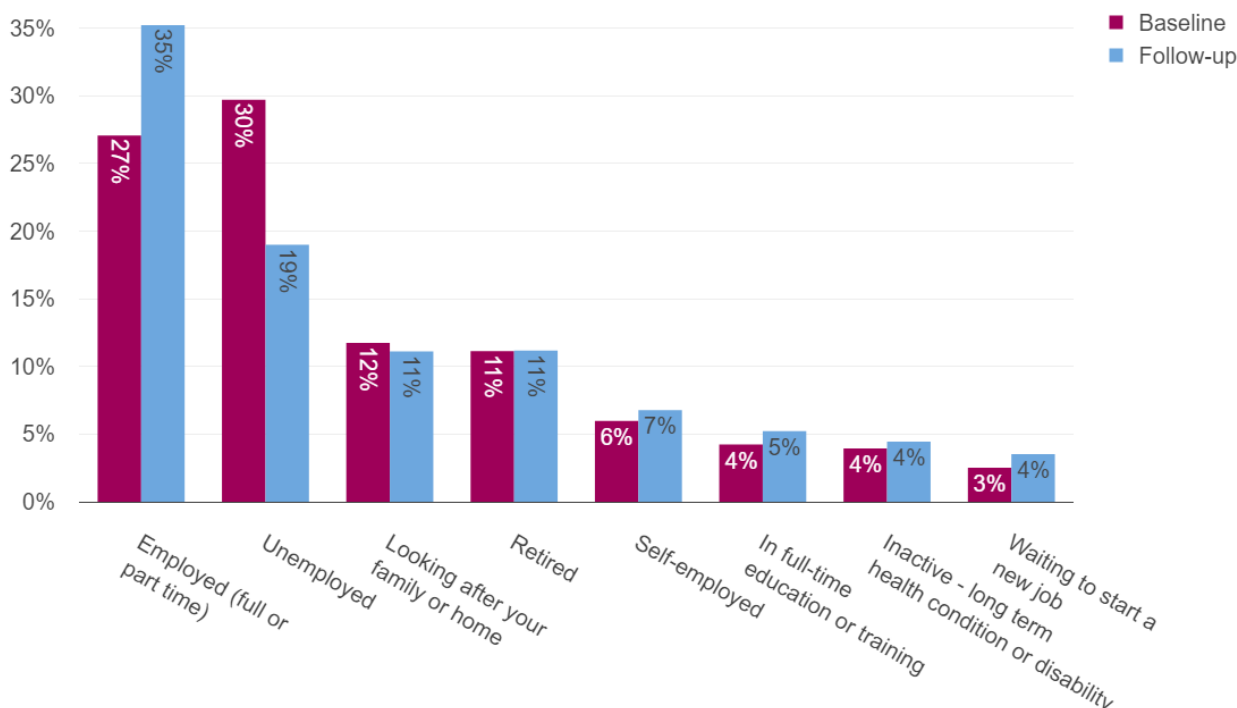
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<sup>14</sup> This follows methodology used by [ESF](#).

<sup>15</sup> Retired learners have been excluded as they are not expected to experience an economic change following AEB participation.

<sup>16</sup> According to the ONS Labour Force Survey, averaged across the academic year 2021/22.

**Figure 1: Distribution of economic activity status for baseline and follow-up**



Source: GLA, Londoner Learner Survey, 2021/22

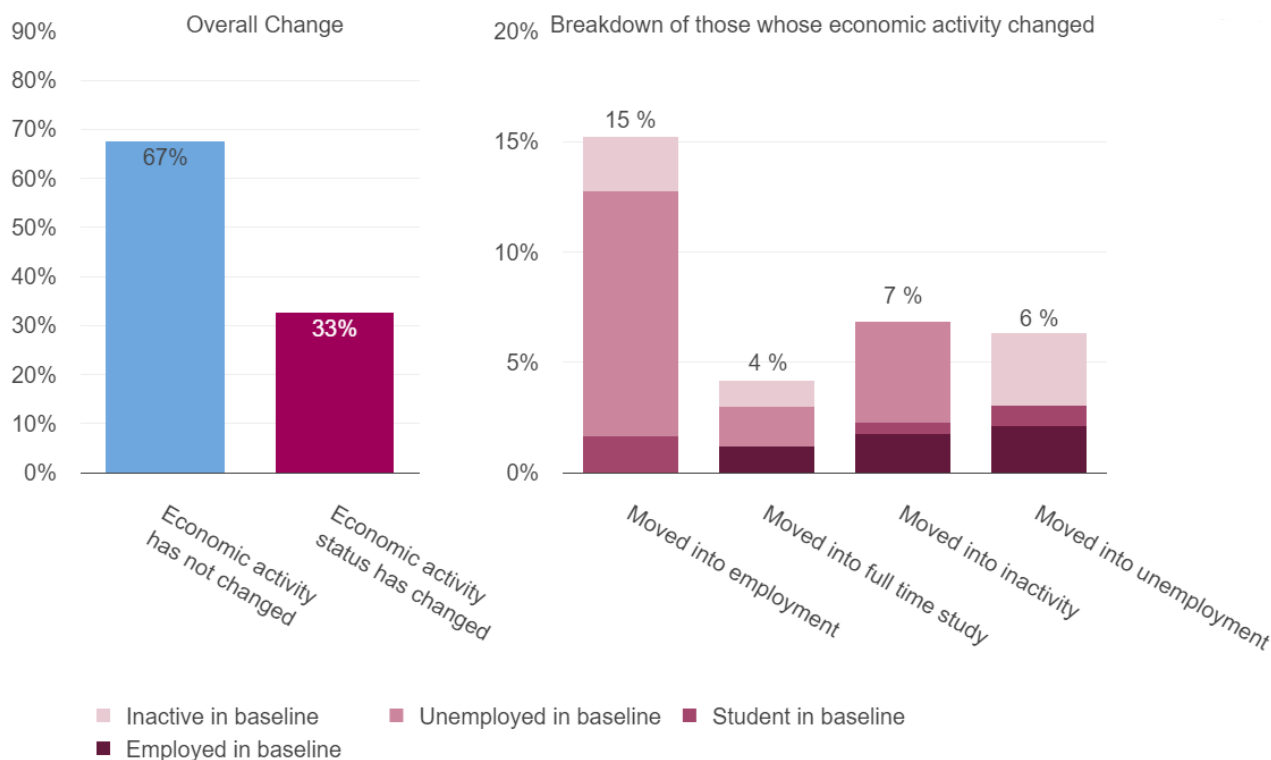
Note: Learner weight applied, sample size 6,126 and 6,109 in baseline and follow-up respectively

In order to understand the movements of learners, economic activity was grouped into four categories: in employment, unemployment, studying or inactivity.<sup>17</sup> As shown by Figure 2 below, one third of learners’ economic activity status changed between these categories. Almost half (15%) of the change was due to learners moving into employment. 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. In addition, 29% of learners who were out of employment when they started their learning aim had moved into employment upon completion of the follow-up survey.

Further analysis of the impact of the AEB on employment outcomes will be explored in the AEB impact analysis, which will be able to contextualise changes relative to wider labour market changes.

<sup>17</sup> For information on how these categories are defined, see the GLOSSARY.

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



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, sample size 5,489

### 2.1.2 Progression within work

#### 2.1.2A Earnings

Learners were asked to report their income in the baseline and follow-up survey based on banded groups. As a result, creating an average income for learners requires some approximation because we do not know exactly the amount individuals are earning. This is particularly the case for those in the top band who are earning £66,000 or more a year. This is known as interval censored income data. To estimate it, a non-parametric kernel density algorithm was used.<sup>18</sup>

Learners on AEB courses tend to have lower earnings compared to the rest of London’s population. For the baseline survey, the model estimates that the average earnings of learners in employment<sup>19</sup> was between £21,600-£22,900. In comparison, median gross

<sup>18</sup> This follows the methodology set out in [Walter et al \(2017\)](#), which incorporates the learner weight. This method is shown to be robust even when there are a lower number of intervals and allows direct estimation of mean income. In the analysis the income data is presented as a range based on the 95% confidence interval, where the standard errors have been estimated by a non-parametric bootstrap.

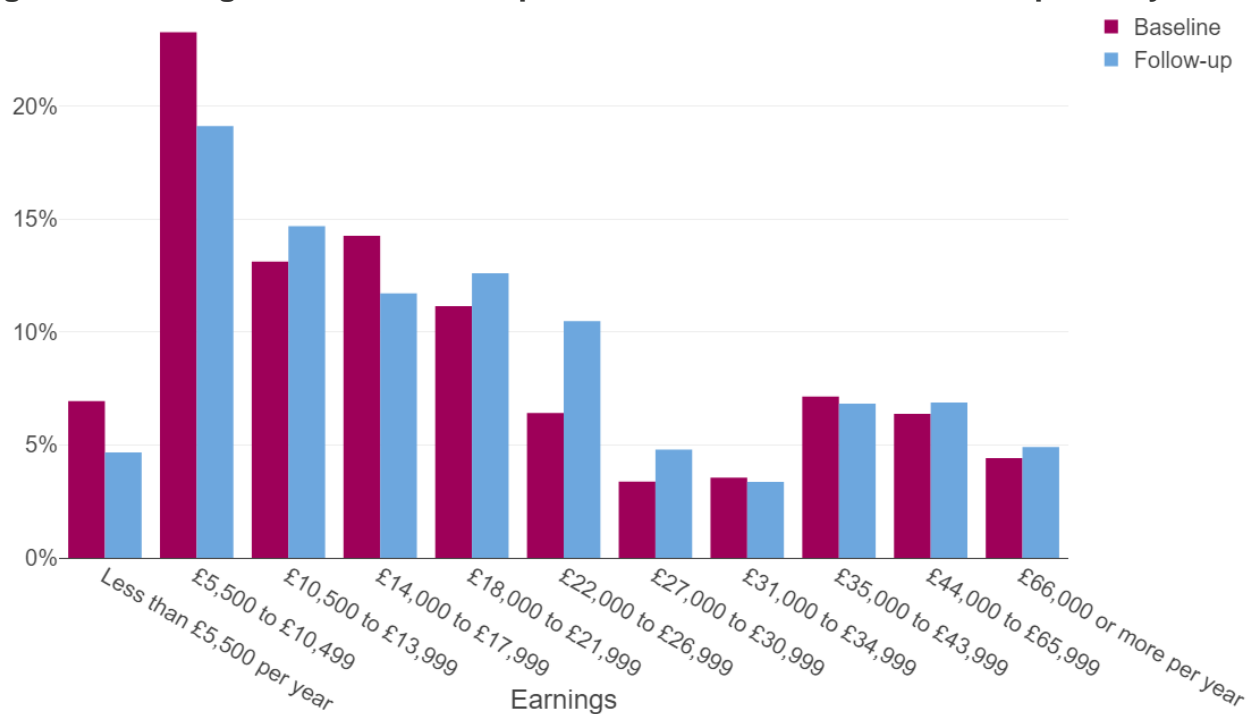
<sup>19</sup> Excluding those who did not report their incomes.



pay in London in 2021 was £34,600 (mean pay was £45,900).<sup>20</sup> As Figure 3 shows, there are around 9,000 AEB learners who in the baseline survey were earning under £10,500.

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 (an additional 47% reported their pay remained the same). Figure 3 shows that the number of learners in the bottom two earning groups (earning less than £10,500) fell significantly between the baseline and follow-up. Moreover, 44% of those earning less than £18,000 per year had an increase in salary in the follow-up, compared to 14% of those earning over £35,000. Overall, the model estimates that the average earnings rose to £23,700-£25,100 in the follow-up, equivalent of a 10% increase. These increases cannot be purely attributed to learning as other factors may be important, such as unobserved characteristics of the learners, increases in time spent at an employer and greater experience. Additionally, reported earnings are in nominal terms, and so do not account for the impact of inflation on individuals' earnings.

**Figure 3: Earning distribution of respondents in baseline and follow-up surveys**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 1,065 (Those in employment who reported their earnings)

<sup>20</sup> ONS (2021), Annual Survey of Hours and Earnings.

**Table 1: Change in earnings compared to baseline by grouped salary band**

		Percentage of learners with salary at follow-up...			
		Below baseline	Same as baseline	Above baseline	Total
Baseline Salary Band	Less than £18,000 per year	13%	43%	44%	100%
	£18,000-£35,000	27%	38%	36%	100%
	£35,000 or more per year	21%	65%	14%	100%

Source: GLA, Londoner Learner Survey, 2021/22

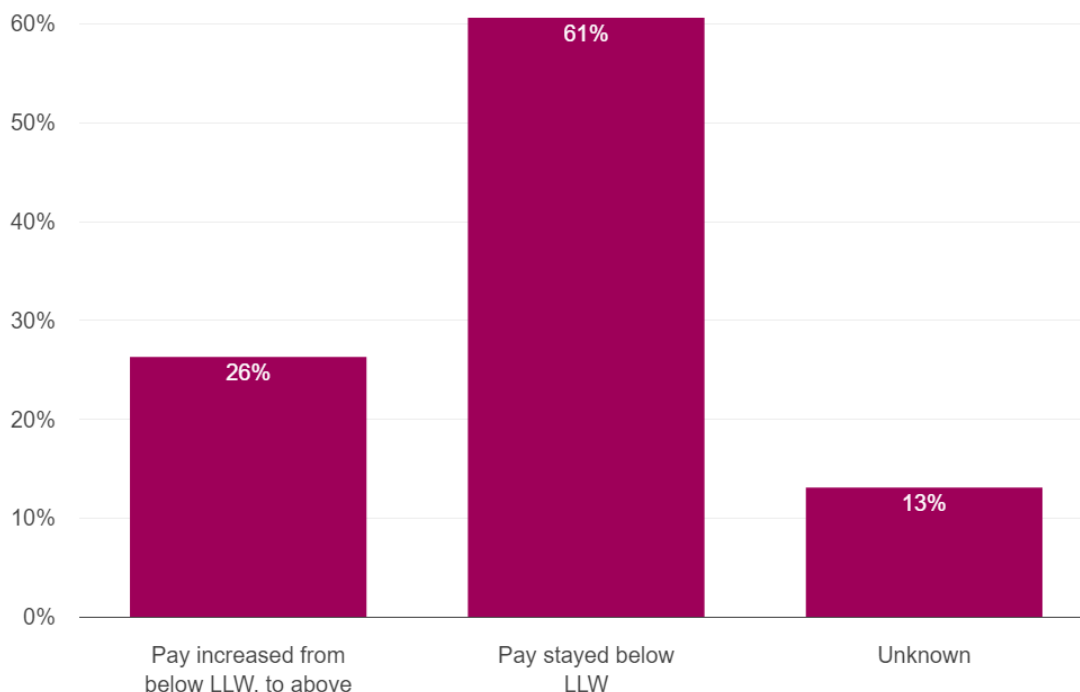
Note: Learner weight applied, sample size 1,065 (Those in employment who reported their earnings)

For those earning below the London Living Wage (LLW: £11.05 per hour in 2021/22), there is evidence of positive but limited improvement on the share of learners earning below the LLW. In the baseline survey, 38% of learners in employment were earning below the LLW. Overall, 26% of those who were earning below the LLW in the baseline were earning above it in the follow-up (Figure 4).<sup>21</sup> However, a quarter of learners were still earning below the LLW in the follow-up.

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<sup>21</sup> Note that for 5% of learners in employment in the baseline and follow-up, they were earning above the LLW in the baseline but earning below in the follow-up.

**Figure 4: Change in earnings between baseline and follow-up relative to LLW for those earning below the LLW in baseline**



Source: GLA, Londoner Learner Survey, 2021/22

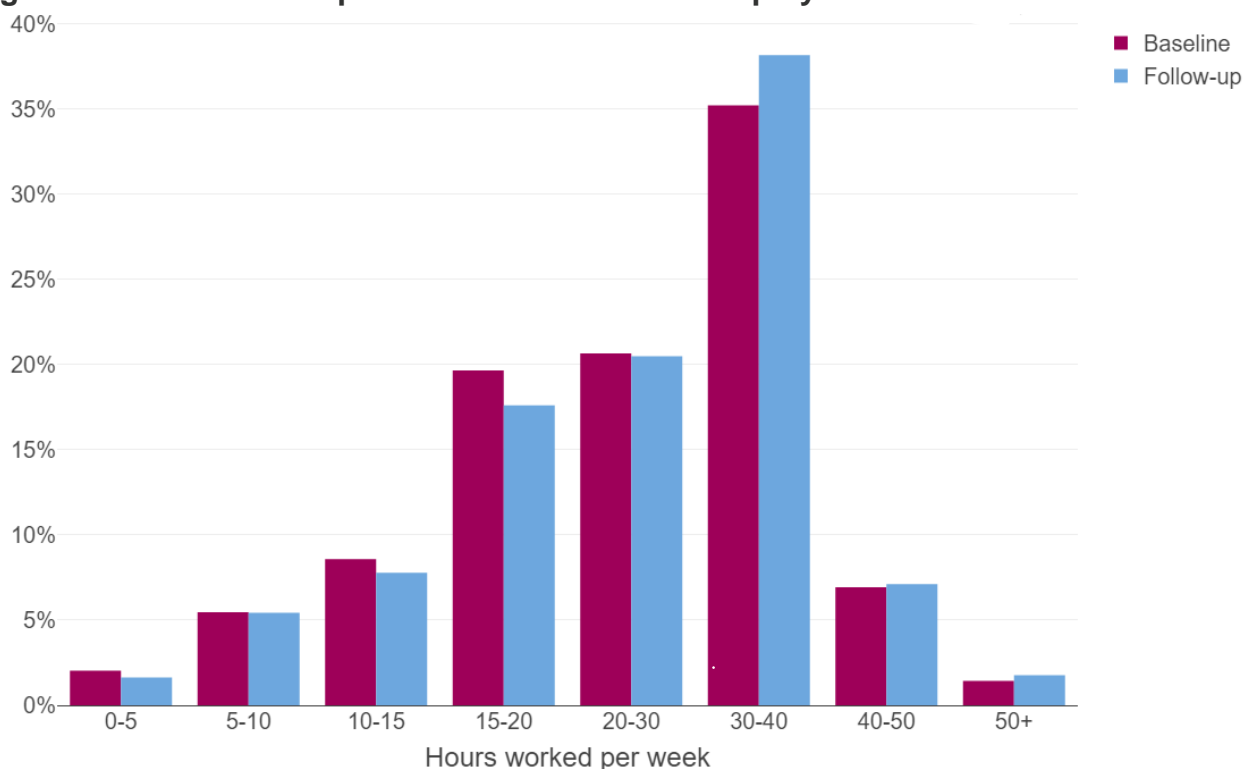
Note: Learner weight applied, sample size 682.

### 2.1.2B Hours worked

Some of the trends in earnings can partially be explained by hours worked. 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).<sup>22</sup> Between the baseline and follow-up the average hours of paid work increased by 5%, increasing from 29 to 30 hours per week. As discussed in the section below, a significant proportion of learners continue into further study at a higher level, so it would not be expected that those learners experience an increase in hours of work due to the time devoted to studying. The LLS also shows the time devoted to unpaid volunteering work, which is discussed in section 2.2.4.

<sup>22</sup> Note that the average hours worked in London is based on the ONS Annual Survey of Hours and Earnings which does not include self-employed. Self-employed hours are included in the LLS.

**Figure 5: Hours worked per week for learners in employment**



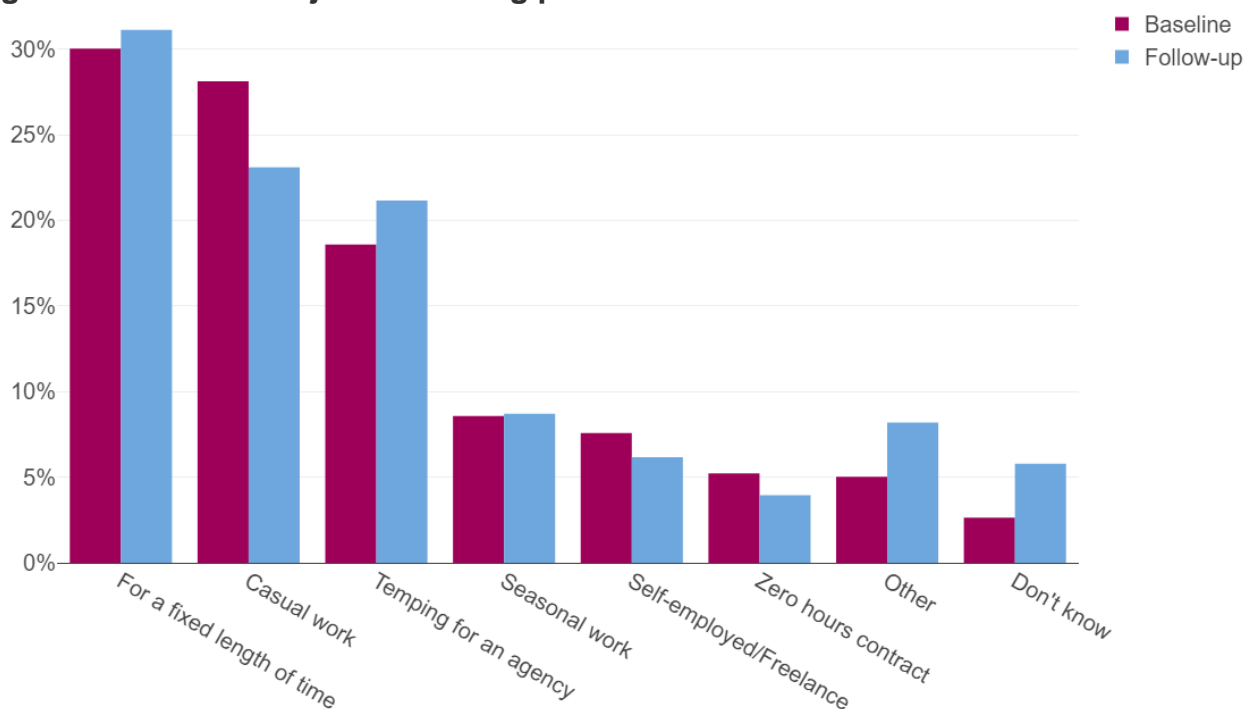
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 1,896 and 2,314 in the baseline and follow-up respectively.

### 2.1.2C Quality of work

The LLS sheds some insight on the quality of work as well as the earnings and hours worked. In the baseline, 66% of learners in employment were in a permanent job and this increased by four percentage points in the follow-up. For those that moved from a temporary job to a permanent job, a third (34%) said the course helped a lot in them getting a permanent job, with a further 23% saying it helped a little. As shown by Figure 6, there is a variety of reasons for learners’ jobs not being permanent and the distribution of reasons remained relatively similar in the baseline and follow-up.

**Figure 6: Reasons for jobs not being permanent**

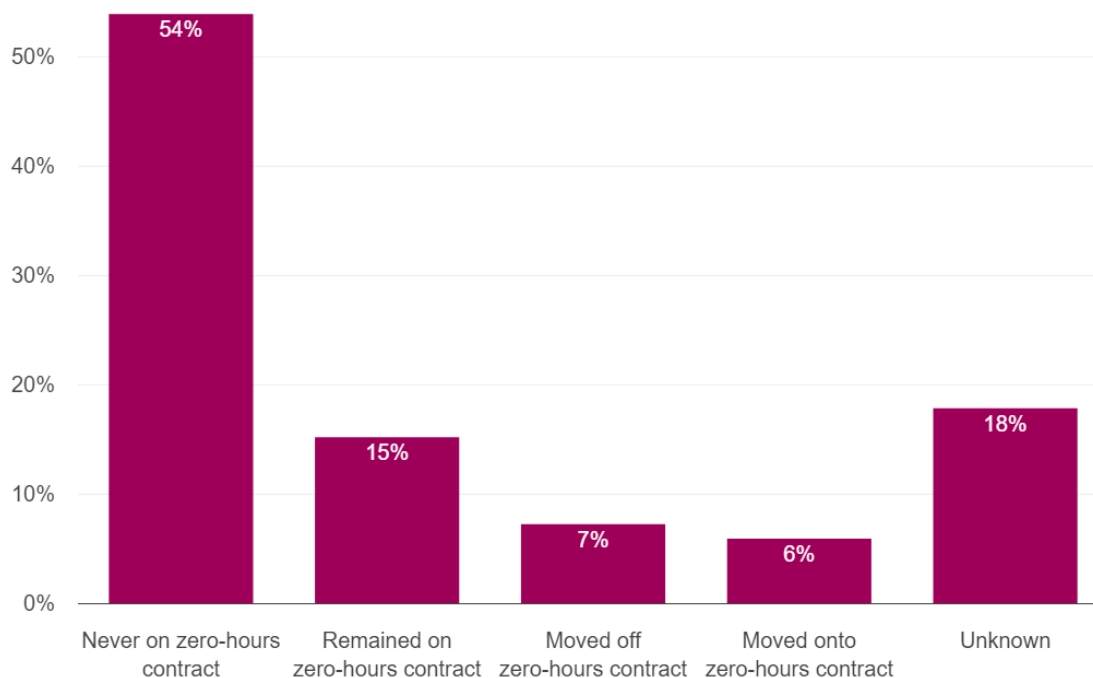


Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 517 and 604 in the baseline and follow-up respectively.

Between the baseline and follow-up surveys, there was a small increase in learners on zero-hour contracts. In the baseline, there was the equivalent of nearly 16,000 learners (27% of learners) on zero-hour contracts, which increased to 21,000 (28% of learners) in the follow-up. Although, as Figure 7 shows, 7% of those in employment moved off a zero-hour contract, this was offset by 6% of those employed in the baseline moving onto a zero-hour contract.

The survey also measured job satisfaction, which improved between the baseline and follow-up survey overall; 38% of learners in employment said their satisfaction increased, while 24% said their satisfaction with work decreased.

**Figure 7: Change in contract for those in employment between baseline and follow-up**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 1,783.

### 2.1.3 Progression to further 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.

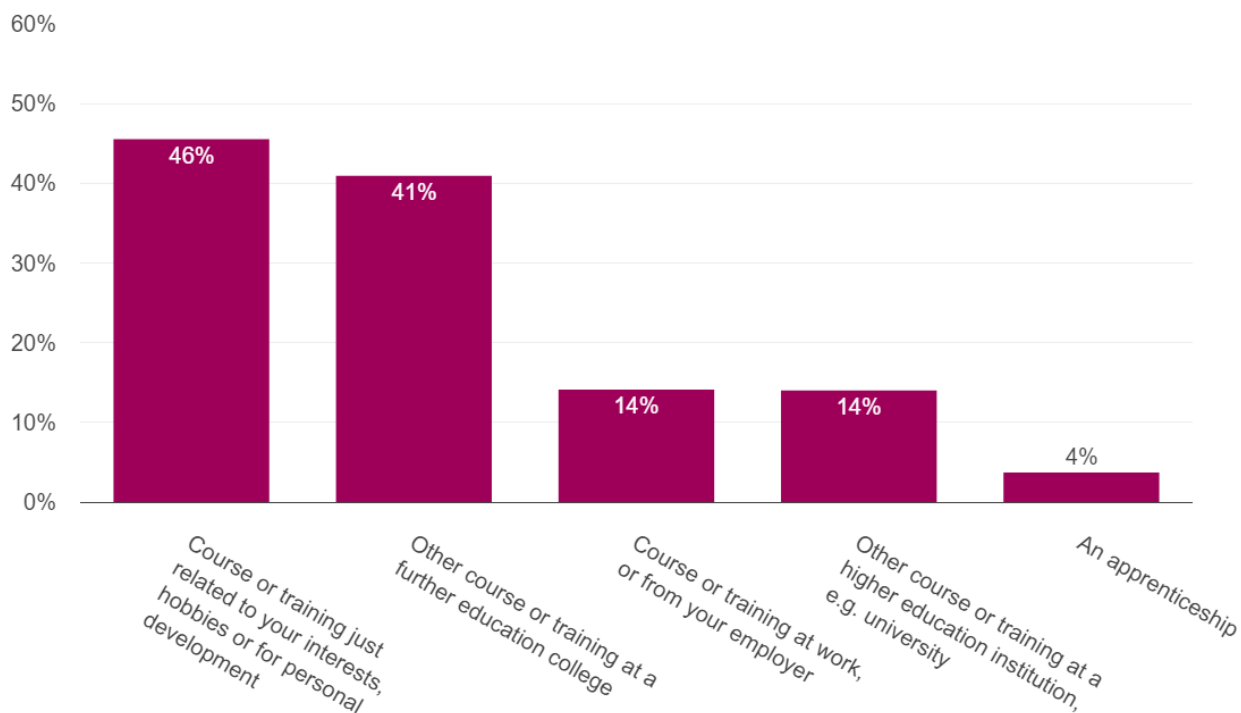
It appears that the process of doing an AEB course encourages learners to continue learning and upskilling. Prior to starting the course, 30% of learners reported the reason they were doing the course was to get on another course or training programme, but over double (68%) then went for (or were about to start) more studying or training.

A large share (41%) of this additional learning was undertaken at a further education college (Figure 8), while 4% went on to do apprenticeships.<sup>23</sup> Additionally, 14% of further training took place in a higher education institution, which equates to around 18,000 learners, of which 7,000 were studying at Level 4 or above. Additionally, nearly half of

<sup>23</sup> This excludes learners who reported doing an apprenticeship, but the reported level of the qualification was too low to be considered an apprenticeship (the lowest level for an apprenticeship is Level 2 an intermediate apprenticeship).

learners cite the personal benefits of further training: it relates to their interests or helps their own personal development.

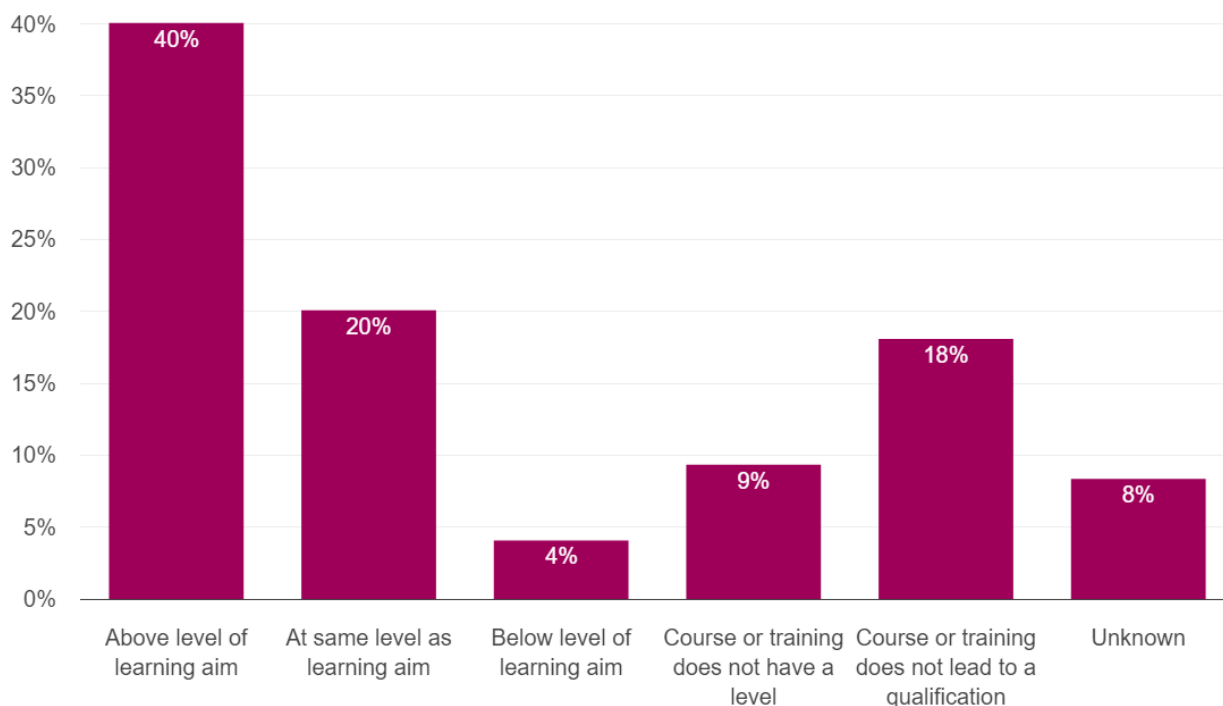
**Figure 8: Type of further training**



Source: GLA, Londoner Learner Survey, 2021/22

Notes: Learner weight applied, sample size 4,480 (base all those doing further study). The categories in Figure 8 are not mutually exclusive.

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 9).

**Figure 9: Comparative level of learning for those undertaking further learning**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 4,479.

For those who have studied Level 1-3 qualifications, the progression trend is more striking: 81% of those who studied a Level 3 qualification continued to study at the same level or below and 78% for those who studied at Level 1 and Level 2 (Table 2).

**Table 2: Share of further learning level by AEB qualification level**

AEB Course level / Further learning level	Course doesn't have level	Entry Level	Level 1	Level 2	Level 3
Course does not have level	21%	6%	7%	6%	6%
Course does not lead to qualification	55%	10%	4%	5%	3%
Entry Level	5%	38%	11%	4%	1%
Level 1	4%	19%	20%	7%	2%
Level 2	5%	14%	34%	27%	7%
Level 3	4%	8%	13%	32%	25%
Level 4+	6%	5%	11%	19%	56%

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 4,136.



## 2.2 Social outcomes in the AEB

Londoners take part in adult learning for many different reasons, and the benefits of learning are well established. As well as equipping Londoners with the skills they need to secure a job and progress in work, adult learning can also deliver social benefits such as improved levels of confidence and wellbeing.

On average among 24 OECD countries, a 30-year-old with less than an upper secondary education level can expect to live for five fewer years than a 30-year-old with tertiary education (a university degree or equivalent). These differences are higher among men, with an average gap of seven years, compared with an average gap of four years among women.<sup>24</sup> This is likely due to the relationship between education and socio-economic background but still demonstrates the importance of monitoring the social as well as economic outcomes associated with adult education participation.

Developing new skills can also help address wider determinants of health inequalities and increase participation in volunteering and other social activities. The LLS defines a positive social outcome based on the responses to three questions where the learner must report one of the following:

- 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.

A vast share of learners (96%) reported that participation in the AEB had led to a positive social outcome. The social outcome component of the LLS can be broken down into four themes which are health and wellbeing, self-efficacy, social integration, and volunteering.

### 2.2.1 Health and wellbeing

The LLS uses several questions to assess levels of personal wellbeing amongst AEB learners including monitoring life satisfaction and levels of anxiety. The questions used in the LLS are in line with national personal wellbeing metrics used by the Office for National Statistics (ONS)<sup>25</sup> which will be assessed in the AEB impact evaluation.

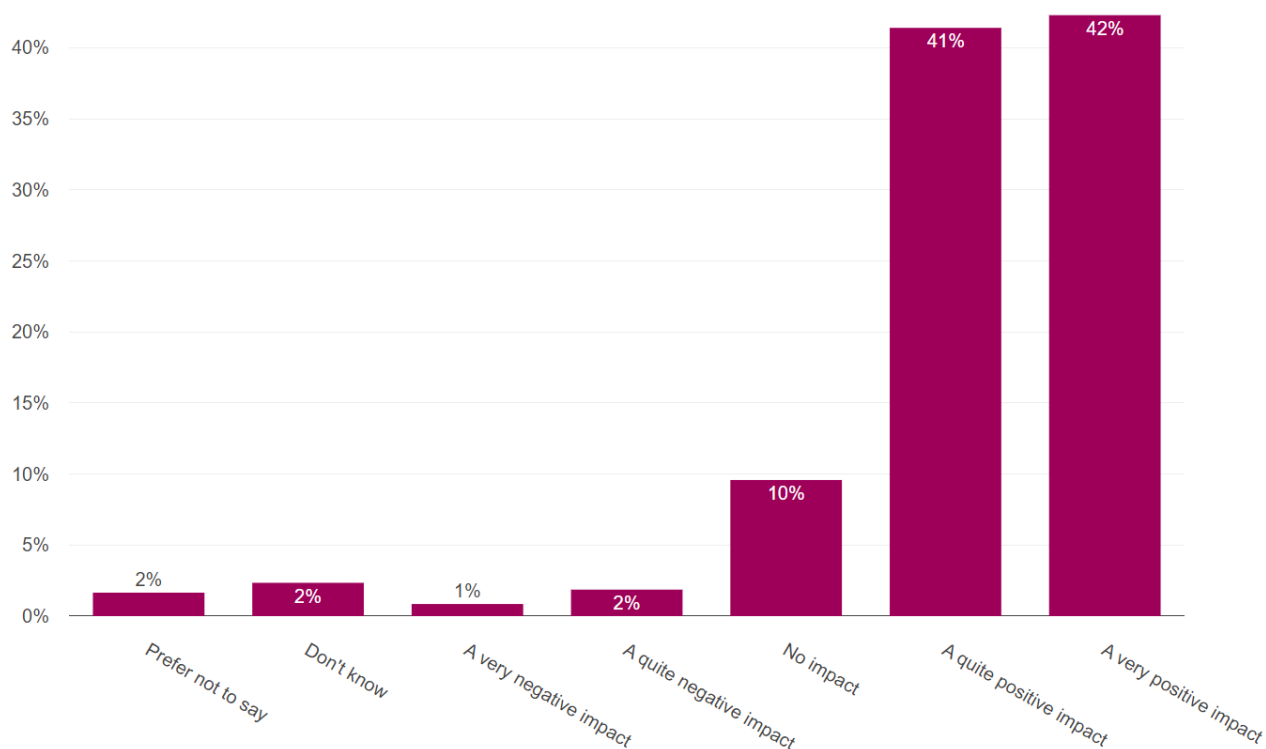
Learners are asked to what extent the course has impacted their wellbeing. A large share of AEB learners feel that their course has had a positive<sup>26</sup> impact on their wellbeing (84%), with 42% reporting that the course had a very positive impact (Figure 10).

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<sup>24</sup> OECD (2021), [Health at a Glance 2021](#).

<sup>25</sup>ONS, [People, Population and Community: Wellbeing](#).

<sup>26</sup> Defined as total reporting 'A quite positive impact' and 'A very positive impact'.

**Figure 10: Impact of the course on wellbeing**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,776.

At the baseline and follow-up survey learners are asked to report their levels of life satisfaction, feelings that things are worthwhile, happiness and anxiety on a scale of 0 to 10. Between the baseline and follow-up survey learners have experienced many positive changes in their wellbeing (Table 3).

**Table 3: Mean wellbeing scores at the baseline and follow-up**

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change***
Life satisfaction	6.9	7.3	6.0%
Feeling things in life are worthwhile	7.5	7.8	4.0%
Happiness	7.1	7.4	3.8%
Anxiety	4.0	3.8	-4.9%

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,361.

\*\*\* Results are significant at the 1% level using a paired t-test.

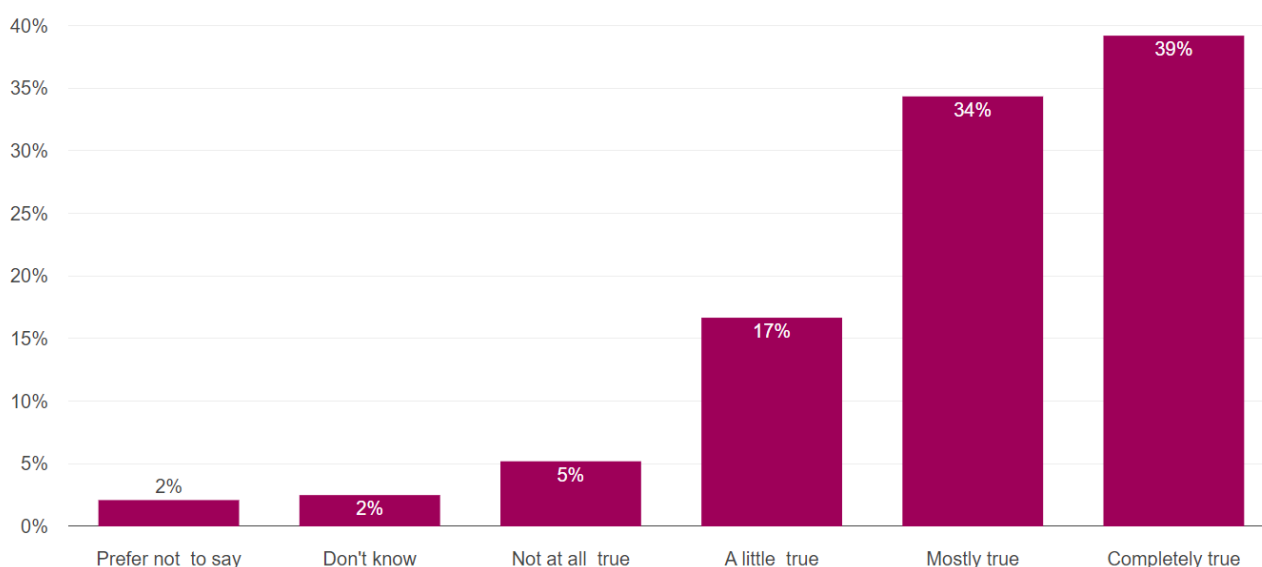
The largest change was with levels of life satisfaction, with average life satisfaction scores increasing by 6.0% from 6.9 to 7.3 between the two surveys. The share of learners reporting they were satisfied with their life (score of 6-10) increased from 72% to 80%. Meanwhile there was a 4.0% increase in feelings of things being worthwhile and a 3.8% increase in happiness. Personal health and wellbeing were also monitored through levels of anxiety amongst learners. Anxiety reduced amongst AEB participants with the average score declining by 4.9% and the share of learners reporting high levels of anxiety (score of 6 to 10) declining from 33% to 31%.

### 2.2.2 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.

Nine in ten (90%) AEB learners feel the course has contributed to an increase in their confidence (Figure 11).

**Figure 11: Impact of the course on confidence: responses to "The course has helped me to feel more confident"**

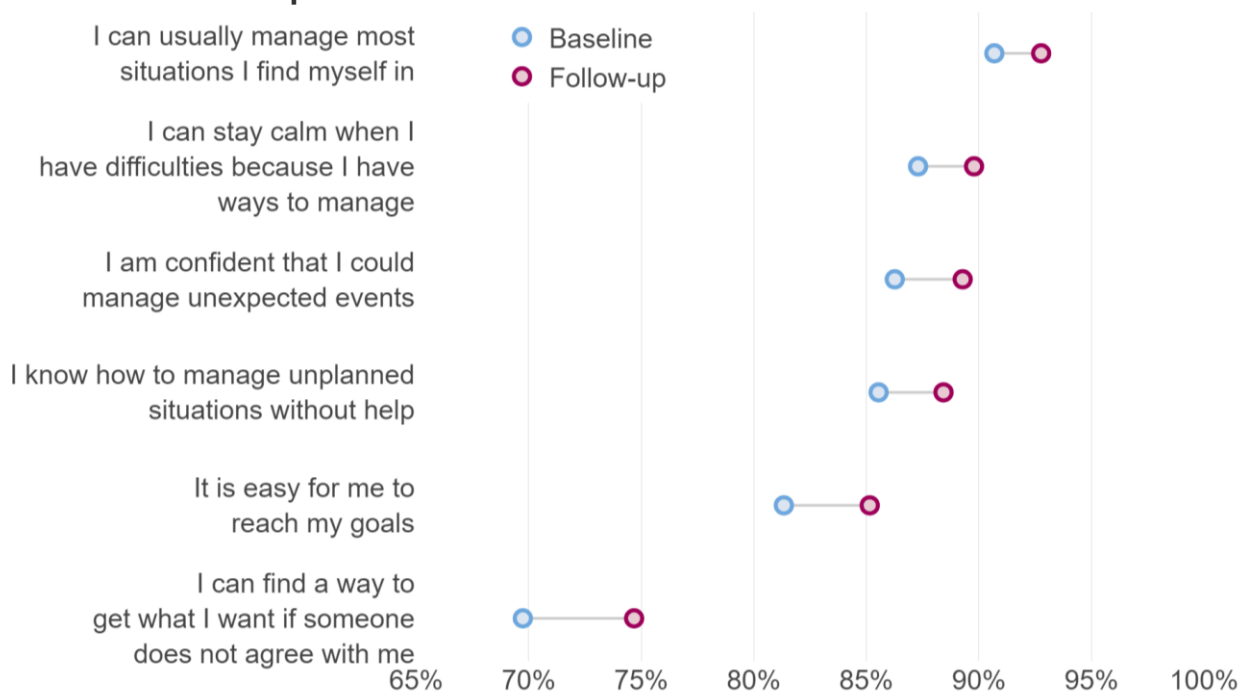


Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,776.

In addition to the headline increase in confidence, learners have improved their levels of self-efficacy across six different dimensions (Figure 12). The share of learners who believe they can find a way to get what they want if someone does not agree with them has increased from 70% to 75% and the share of learners who believe it is easy for them to reach their goals has increased from 81% to 85%.

**Figure 12: Percentage of learners agreeing to each self-efficacy statement at the baseline and follow-up**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,361.

### 2.2.3 Social integration

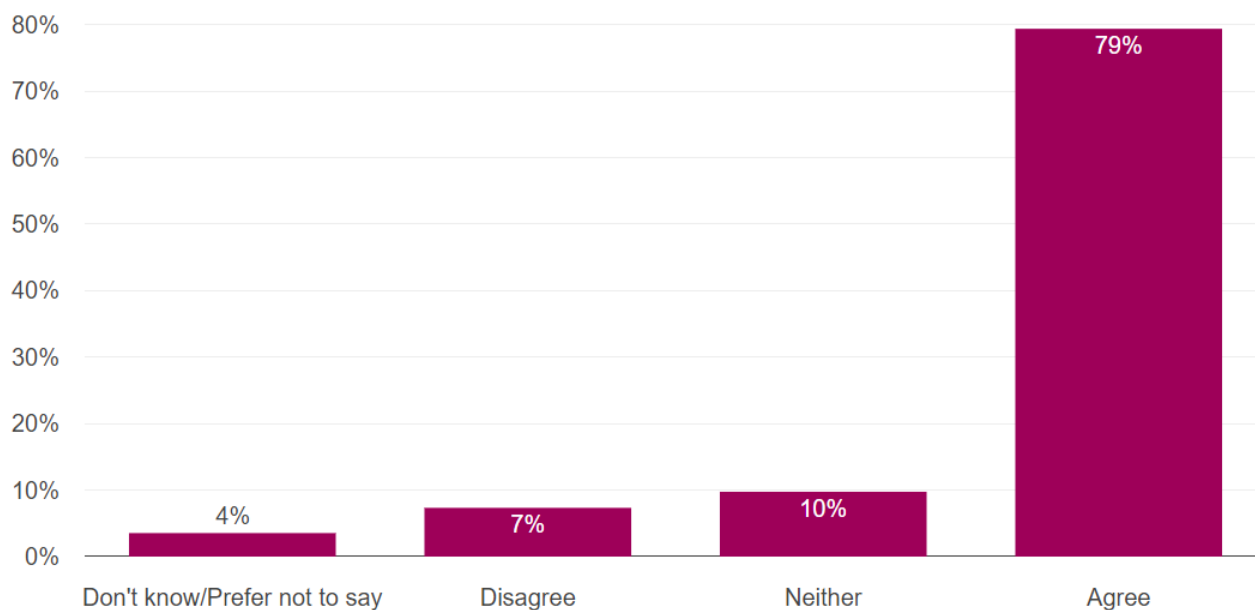
Social integration is about how we all live together, it is the extent to which people positively interact and connect with others from different backgrounds. It is shaped by:

- The level of equality between people;
- The nature of our relationships
- Our levels of community participation.

Improving London's social integration is one of the Mayor's top priorities and it means:

- Helping Londoners to build meaningful and lasting relationships with each other;
- Supporting them to be active in their communities and to play a part in the decisions that affect them
- Reducing barriers and inequalities, so that Londoners can relate to each other as equals.

The AEB can play an important role in social integration in London due to the diversity of Londoners it brings together in one place. In fact, 79% of 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.

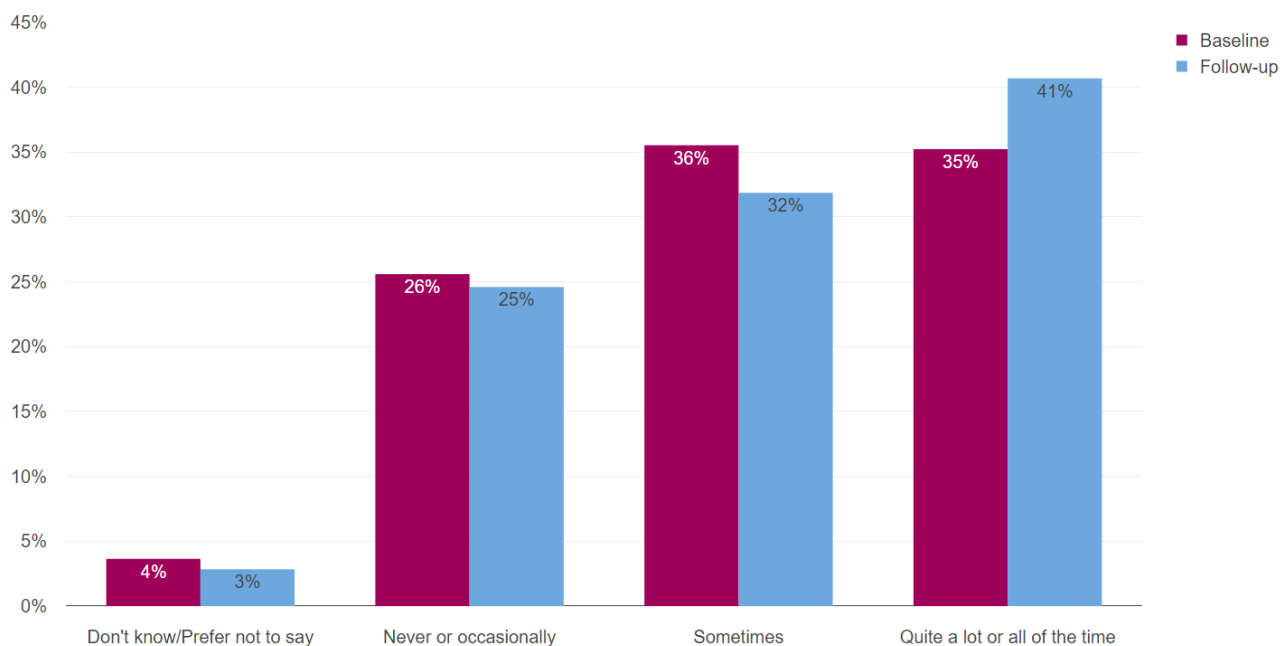
**Figure 13: Impact of the course of helping you to meet new people**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,720.

Learners are also asked about the time they spend with adults of a different age, social class, and ethnicity, and how they view this time. Firstly, participating in AEB-funded learning is associated with an increase in how often learners meet with people of different ages (Figure 14). At the baseline, just over one third of learners (35%) spent quite a lot or all of their time with learners of a different age, while at the follow-up this had increased to 41%.

At both the baseline and follow-up surveys a large share of learners believe the time they spend with adults of a different age is mostly or very positive. Following participation in AEB, there was a minor increase in the percentage of learners who reported the time they spend with adults of a different age was mostly or very positive (increase for 77% to 79%).

**Figure 14: How often learners spend time with adults of a different age**

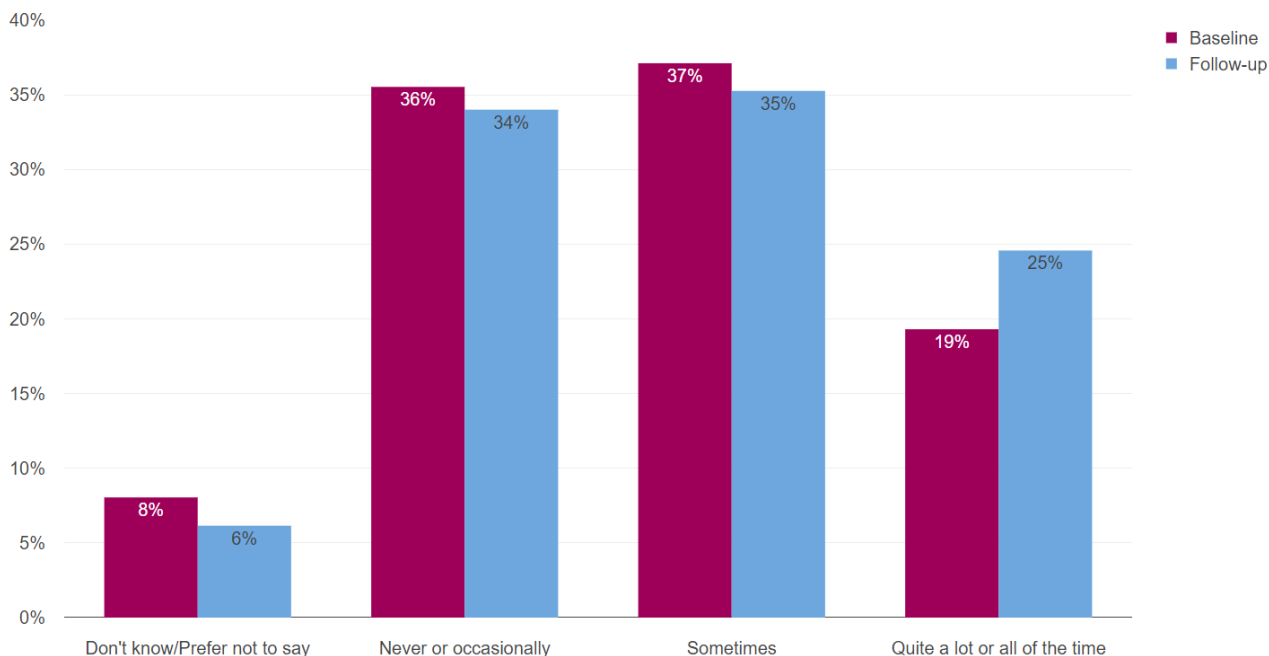
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 6,720.

A similar pattern is true for the time people spend with adults from a different social class. Prior to AEB participation, one in five (19%) learners spent quite a lot or all their time with adults from a different social class, however this increased to one in four (25%) following participation in AEB (Figure 15). The percentage of learners reporting that this experience was viewed as positive increased from 69% to 74%.

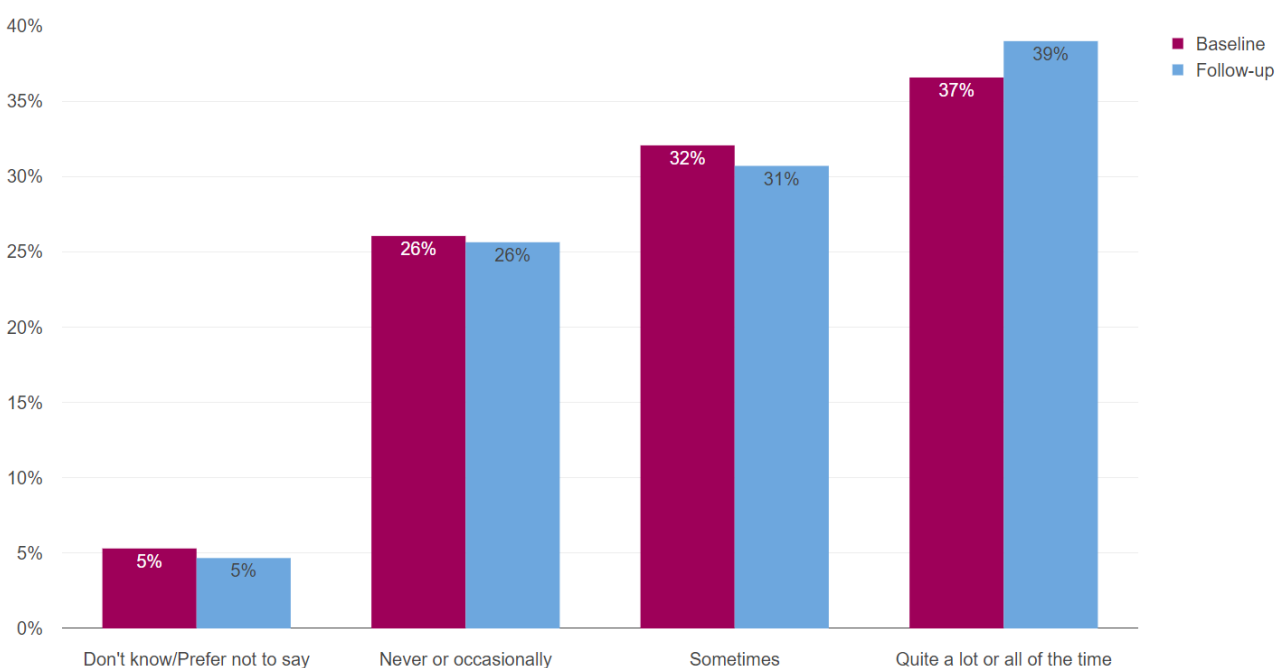
Finally, learners were asked about the time they spend with adults from a different ethnic background. There was no change in the percentage of learners who never or only occasionally spend time with adults from a different ethnic background. However, there was a small increase in the percentage (37% vs 39) who spend quite a lot or all their time with people from different ethnic backgrounds to themselves (Figure 16). Amongst learners who do spend time with people from a different ethnic background to themselves the share who view it as a positive experience increase by two percentage points to 79% in the follow-up survey.

**Figure 15: As part of your wider social group, how often do you spend time with adults who are a different social class to you?**



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, sample size 6,720.

**Figure 16: As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?**



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, unweighted sample size 6,361.

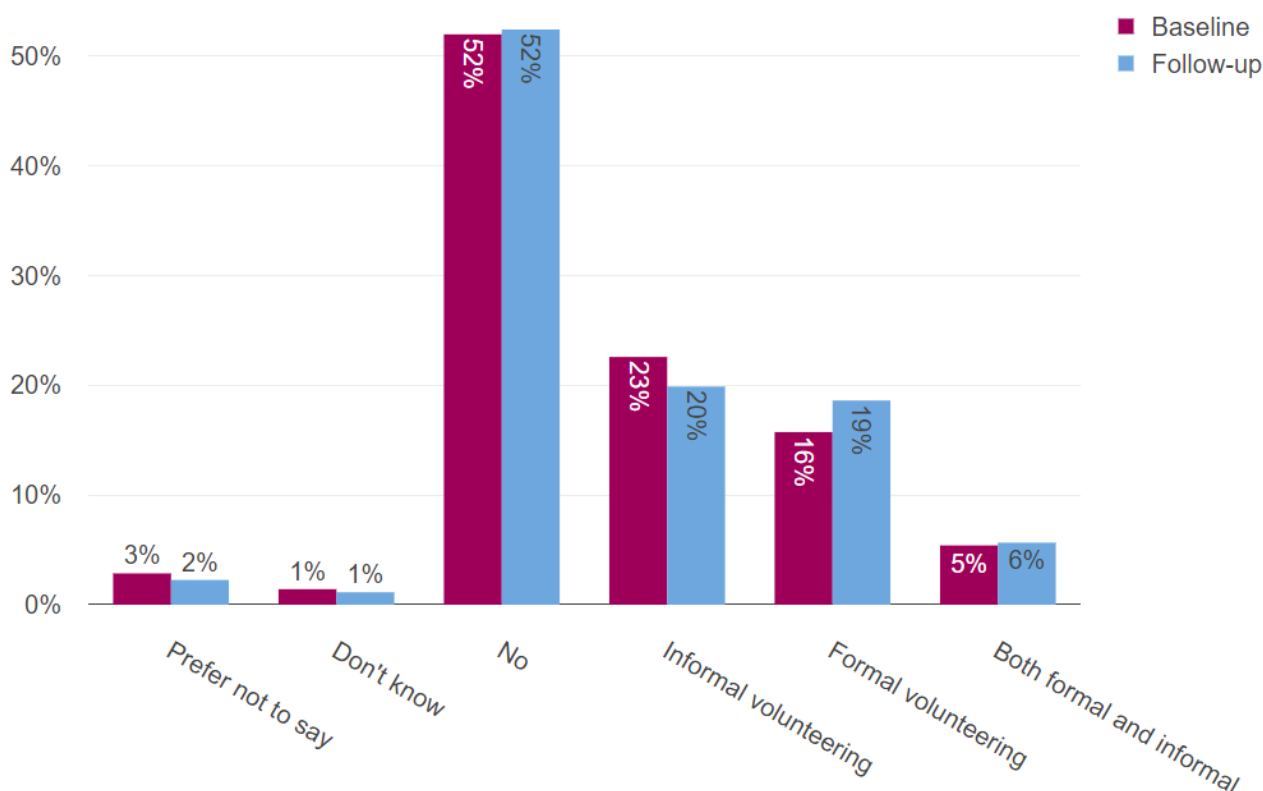
### 2.2.4 Volunteering

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.

More than half of AEB learners (52%) do not participate in volunteering and this does not change between the baseline and follow-up survey. However, there is a change in the percentage of learners taking part in formal vs informal volunteering. In Figure 17, 16% of learners take part in formal volunteering, such as helping at a local organisation or charity, during the baseline survey, but 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. The share of learners taking part in both formal and informal volunteering has increased by 1 percentage point to 6%.

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%).

**Figure 17: Participation in volunteering**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 6,307. Does not sum to 100% due to multiple answers possible.



### 3. OUTCOMES FOR LEARNERS IN ADULT SKILLS

Outcomes for the whole AEB population may hide differences between learners based on whether they are taking Adult Skills and Community Learning. Adults Skills aims tend to be longer in duration than Community Learning and delivery ranges between Entry Level to Level 3, where a significant proportion is associated to Entry Level and Level 2 qualifications in 2021/22.

From August 2021 to July 2022, around 151,000 Londoners started 315,000 learning aims in Adult Skills<sup>27</sup>. Amongst learners participating in Adult Skills programme:

- 67% were female;
- 65% were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners)
- The majority were aged 24-49 (68%)
- 13% consider themselves to have a learning difficulty and/or disability and/or health problem.

Across the AEB 90% of learners are satisfied with their course, this figure is slightly lower in Adult Skills (88%).

#### 3.1 Economic outcomes in Adult Skills

A key aim of London's Adult Skills provision is to equip learners with skills needed to succeed in the labour market, to benefit both individuals as well as respond to London businesses' skills needs. Overall, the majority of learning is achieving this, with 54% of non-retired Adult Skills learners having a positive economic outcome.

##### *3.1.1 Progression into employment*

Adult Skills courses in London strongly support those out of the labour market to gain employment, by equipping them with the relevant skills. This is seen firstly in the expectations of learners, where 62% of Adult Skills learners cited getting the job they wanted as the reason for doing their course, compared to 51% across the whole AEB. Secondly, as shown by Figure 18 and Figure 31: Distribution of economic activity status for baseline and follow-up, Community Learning learners Figure 31, the share of Adult Skills learners who are unemployed is double the share seen in Community Learning (36% and 14% respectively).

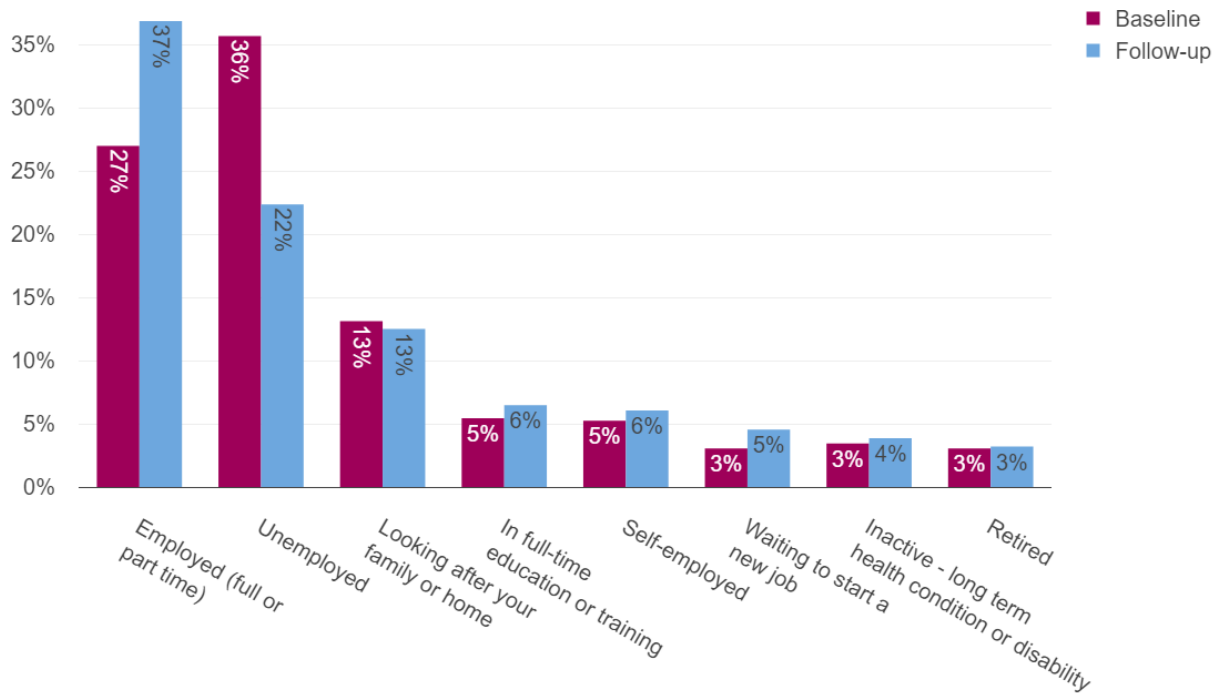
Figure 19 shows to what extent this aim is being achieved. Approximately, 39% of learners had a change in their economic activity status between the baseline and follow-up, which included 18% of learners moving into employment. This resulted in the share of those in employment rising by 11 percentage points between the baseline and follow-up, while unemployment fell by 14 percentage points. When focusing solely on those who were out of work at the start of their learning aim, 31% moved into employment following the

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<sup>27</sup> These figures exclude continuing learners that commenced qualifications in the previous academic year.

completion of their Adult Skills course. The AEB impact assessment will assess the extent Adult Skills courses contributed to these changes.

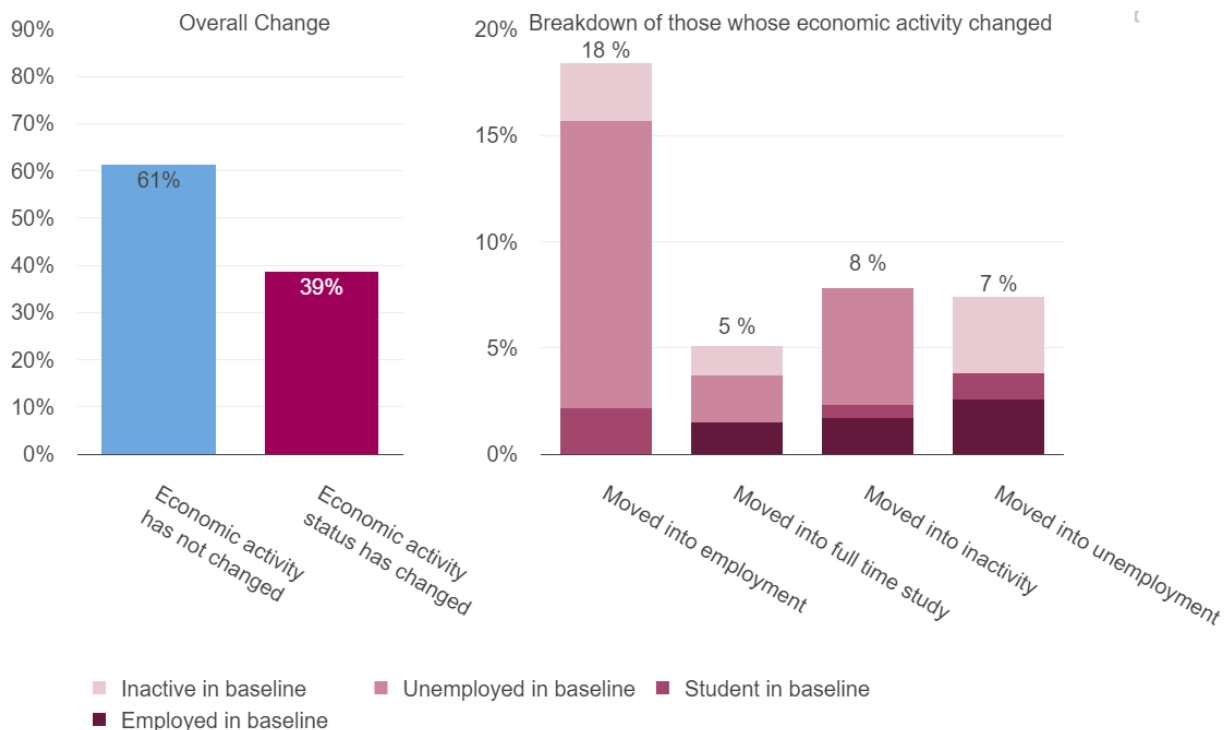
**Figure 18: Distribution of economic activity status for baseline and follow-up, Adult Skills learners**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 4,125 and 4104 in baseline and follow-up respectively.

**Figure 19: Change in economic activity between baseline and follow-up, Adult Skills learners**



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, sample size 4,042.

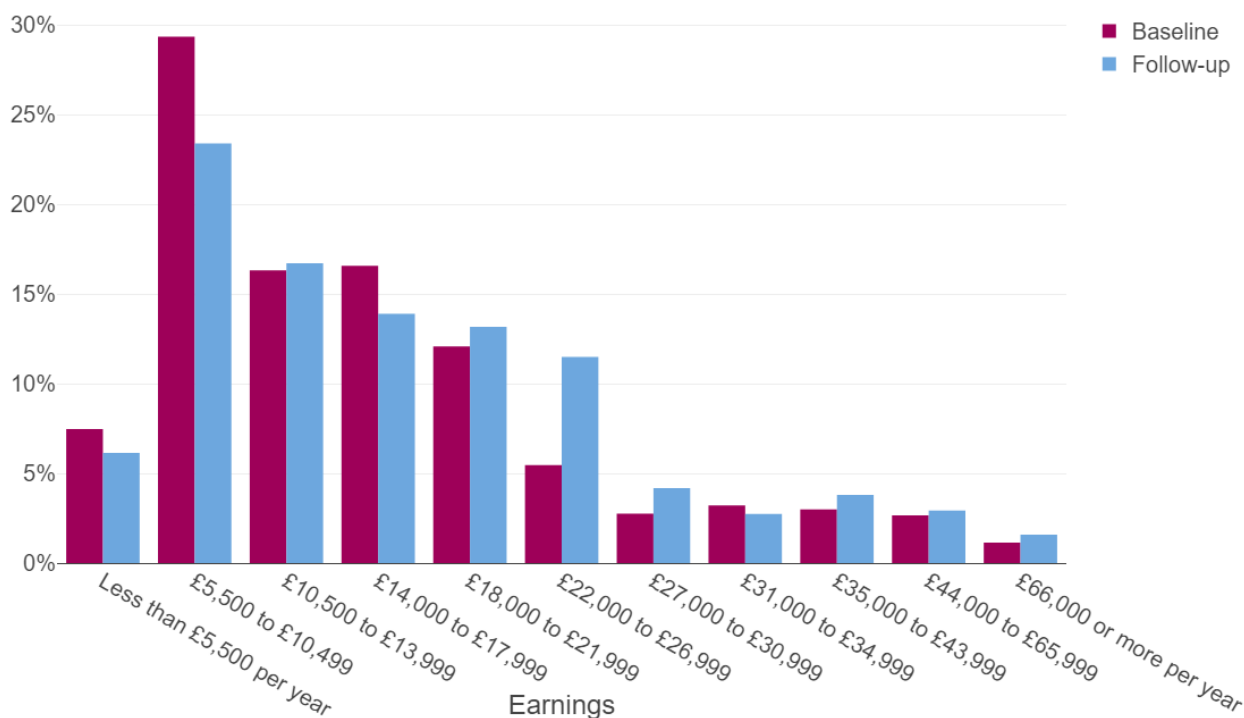
### 3.1.2 Progression within work

#### 3.1.2A Earnings

For the Adult Skills learners who were employed in the baseline, their earnings tended to be lower than across the AEB. This would be expected given the Adult Skills programme engages more with younger learners and learners working part time. The 95% confidence interval for modelled earnings of learners doing Adult Skills was £15,800-£16,900 in the baseline, compared to £21,600-£22,900 for the entire AEB. Additionally, in the baseline, 47% of Adult Skills learners were paid below the London Living Wage.

However, between the baseline and follow-up, there was a large increase in mean earnings, rising by 12% compared to 10% across the AEB. Meanwhile, 19% of those earning below the LLW were earning above it in the follow-up.

**Figure 20: Earning distribution of respondents in baseline and follow-up surveys, Adult Skills learners**



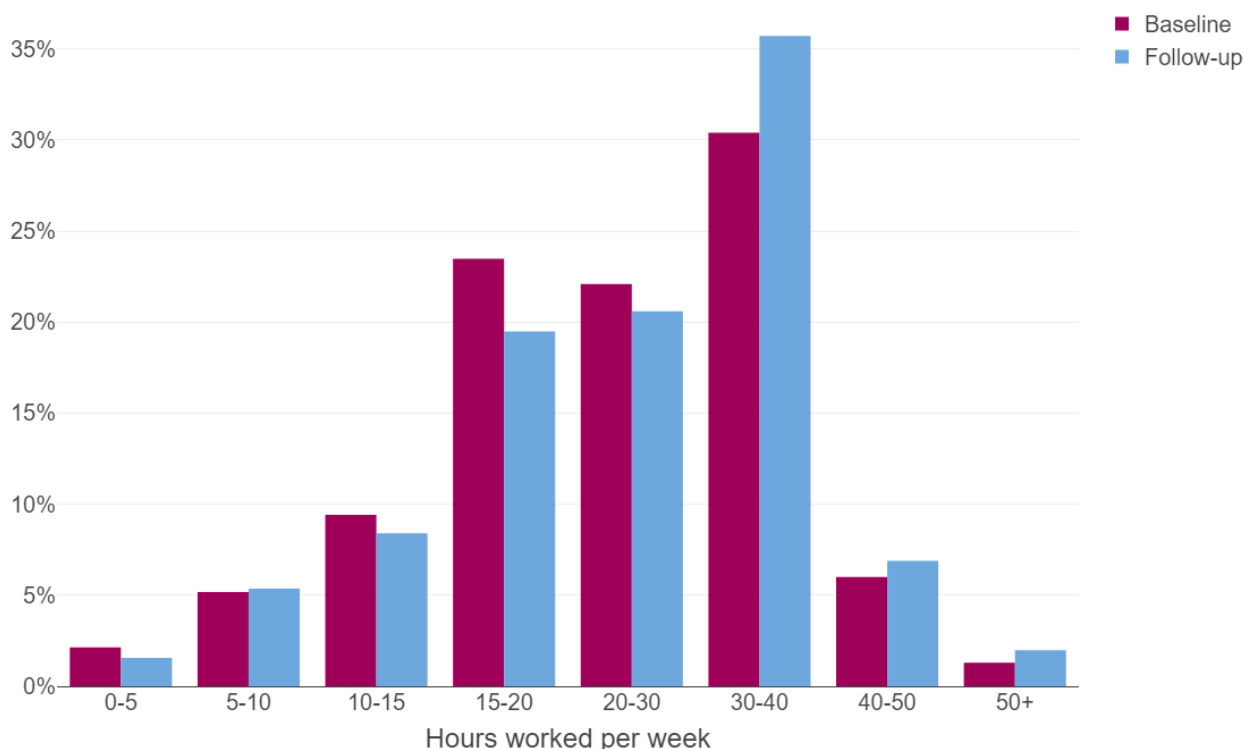
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 710.

### 3.1.2B Hours worked

Similar to earnings, in the baseline the number of hours worked by learners doing Adult Skills was slightly lower than across the AEB (mean hours worked were 28 and 29 hours respectively). Additionally, more learners were working in part-time roles, 33% of Adult Skills learners in employment worked between 10-20 hours a week, compared to 28% across the AEB.

Between the baseline and follow-up the hours worked increased. Figure 21 shows how in the follow-up more learners were working in full-time roles. There was a five percentage points increase in those working 30-40 hours. Overall, Adult Skills learners in employment were working an additional two hours a week, an increase of 7%.

**Figure 21: Hours worked per week for learners in employment, Adult Skills learners**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 1,290 and 1,667 in the baseline and follow-up respectively.

### 3.1.2C Quality of work

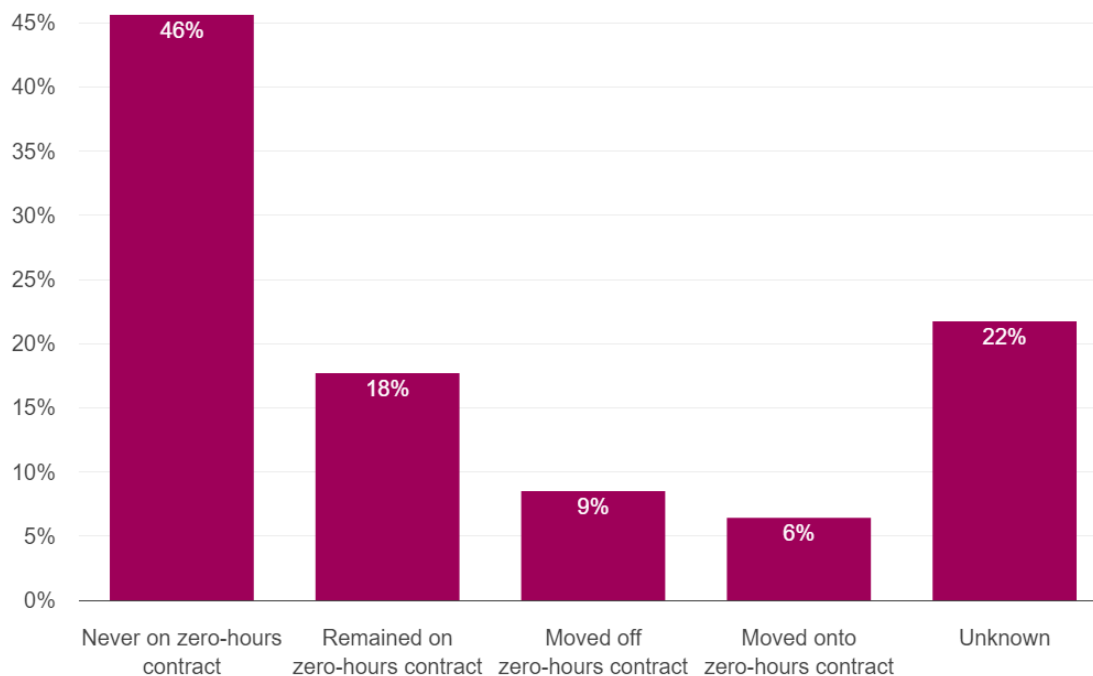
The share of employed learners in permanent roles was similar for Adult Skills learners and for all learners in the AEB (65% for Adult Skills, compared to 66% overall). Likewise, the share of employed learners in permanent roles in the follow-up increased to 70% for both Adult Skills learners and for all learners in the AEB. For those that moved from a temporary job to a permanent job, a third (35%) said the course helped a lot in them getting a permanent job, with a further 25% saying a little.

A higher proportion of Adult Skills learners were on zero-hour contracts in the baseline (31% compared to 27% across the AEB). This remained almost unchanged (32%) in the follow-up survey. As Figure 22 shows, 9% of Adult Skills learners moved off a zero-hour contract but an additional 6% moved onto a zero-hour contract.<sup>28</sup>

In terms of job satisfaction, 40% of Adult Skills learners in employment said their satisfaction with work had increased, compared to 23% who said their satisfaction with work decreased.

<sup>28</sup> Some learners who moved into employment after the baseline were on zero hours contracts, which resulted in the overall proportion of learners on zero hours contracts remaining almost unchanged.

**Figure 22: Change in contract for those in employment between baseline and follow-up, Adult Skills learners**



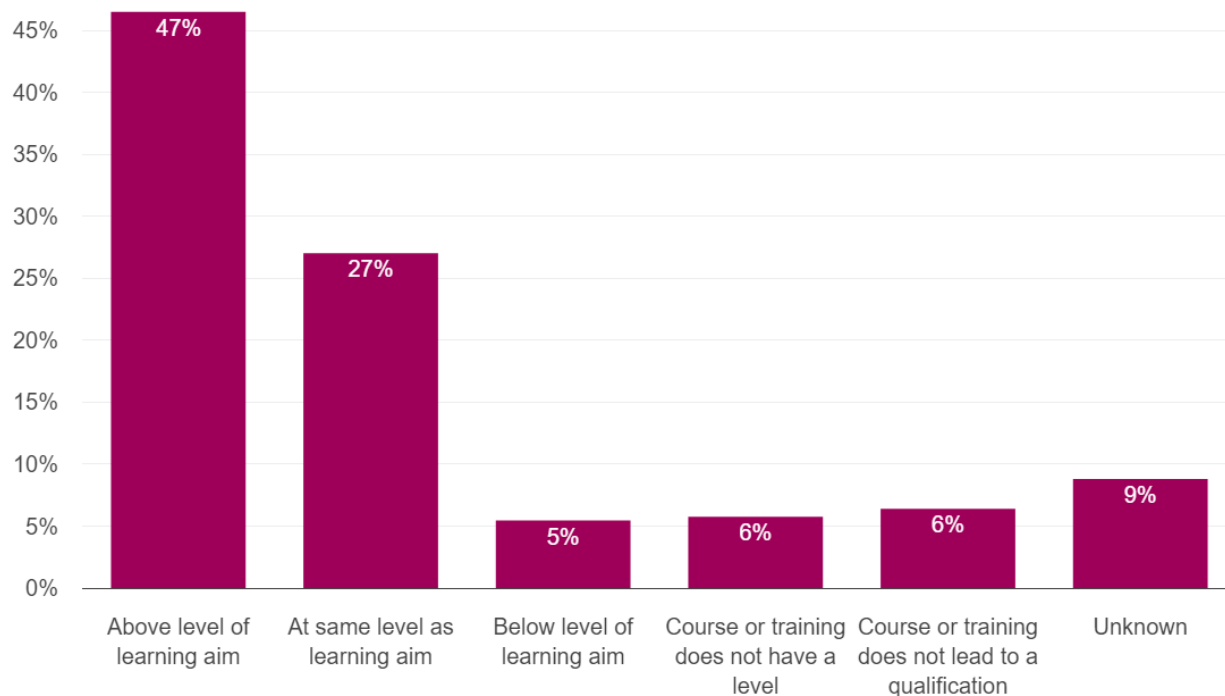
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 1,192.

### 3.1.3 Progression to further learning

Through gaining Entry Level, Level 1 or 2 qualifications, learners in Adult Skills can then proceed onto further and more advanced learning. The results show that learners in Adult Skills are less likely to proceed onto learning compared to the AEB average, but for those that do the courses they move onto are at a comparatively higher level. Two-thirds (66%) of Adult Skills learners went onto further studying or training (compared to 68% across all AEB learners), with 47% of this learning at a higher NVQ level than their AEB course (compared to 40% in the AEB), while 27% was at the same level (compared to 20%). Furthermore, 26% of further learning was at Level 3 or above compared to 21% for all learners. A larger share of this learning is happening at further education colleges (48% compared to 41% in all AEB).

**Figure 23: Comparative level of learning for those undertaking further learning, Adult Skills learners**



Source: GLA, Londoner Learner Survey, 2021/22

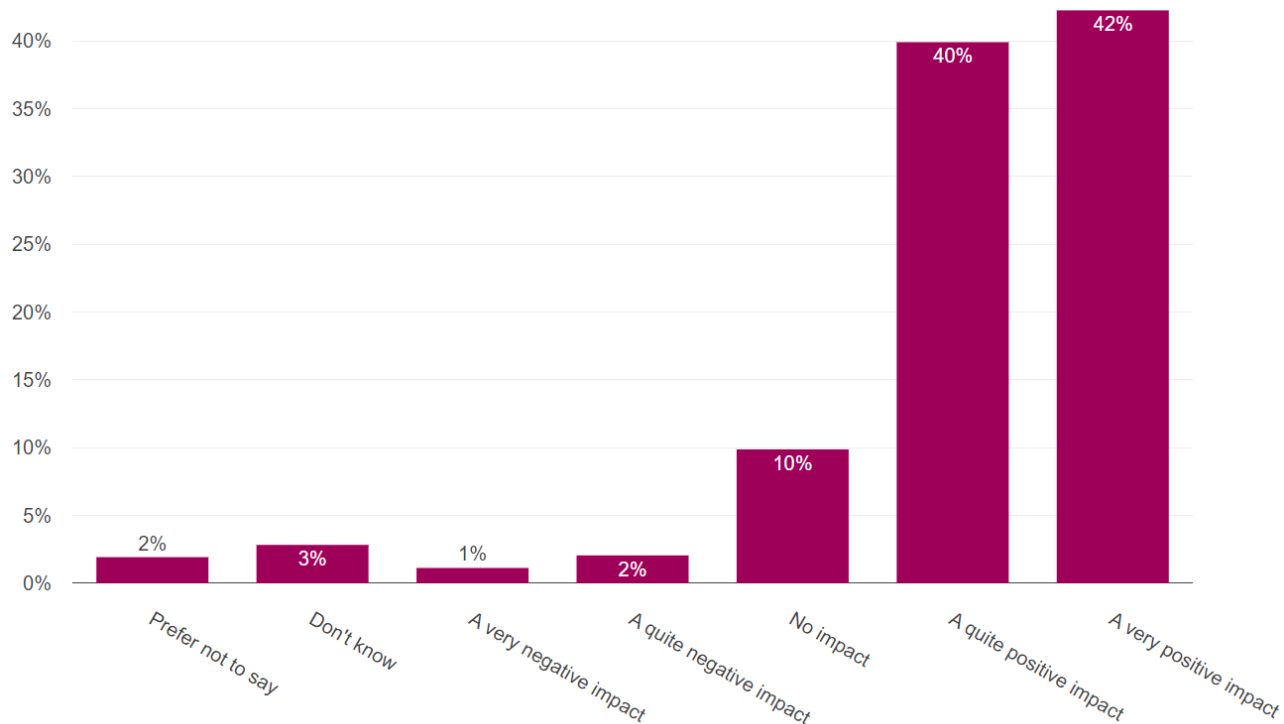
Note: Learner weight applied, sample size 2,905.

### 3.2 Social outcomes in Adult Skills

The GLA's Adult Skills offering focuses on higher levels of learning but the achievement of social outcomes is still a priority. The vast majority (96%) of Adult Skills aims led to learners experiencing a positive social outcome, meaning they experienced either an increase in wellbeing, confidence or met new people because of their course. This is in line with the AEB average.

#### 3.2.1 Health and wellbeing

The aggregate AEB results show that participating in learning can lead to an increase in health and wellbeing. In Adult Skills, 82% of learners experienced a positive change in their wellbeing as a result of participating in a GLA-funded learning aim (Figure 24); this is compared to 84% across the AEB.

**Figure 24: Impact of course on wellbeing, Adult Skills learners**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 4,428.

Learners participating in Adult Skills have experienced statistically significant increases in their health and wellbeing based on levels of life satisfaction, feeling that the things they do are worthwhile, happiness, and anxiety (Table 4). Mean life satisfaction scores increased by 6.6% for Adult Skills learners compared to 6.0% across the whole AEB. In addition, 79% reported being satisfied with their life in the follow-up survey compared to 69% in the baseline.

**Table 4: Mean health and wellbeing scores at the baseline and follow-up, Adult Skills learners**

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change***
Life satisfaction	6.8	7.3	6.6%
Feeling things in life are worthwhile	7.5	7.8	4.1%
Happiness	7.1	7.4	4.1%
Anxiety	4.1	3.9	-4.6%

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 4,020.

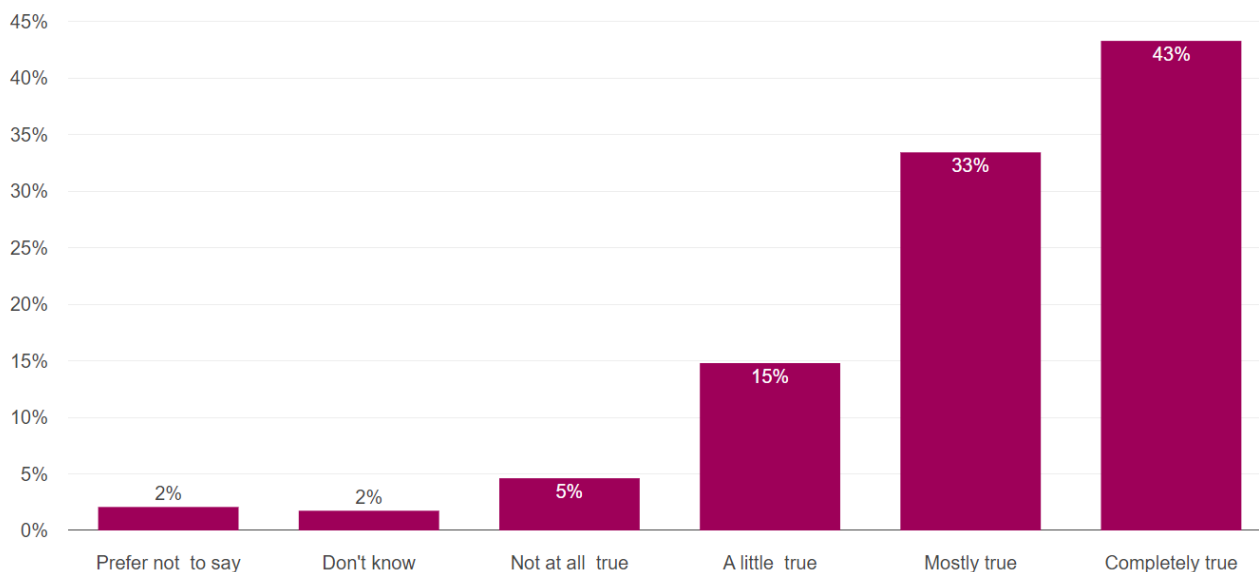
\*\*\* Results are significant at the 1% level using a paired t-test.



### 3.2.2 Self-efficacy

In Adult Skills, 92% of learners believe that participating in learning led to an increase in their confidence (Figure 25), which is slightly higher than the AEB average of 90%.

**Figure 25: To what extent has the course impacted your confidence, Adult Skills learners**

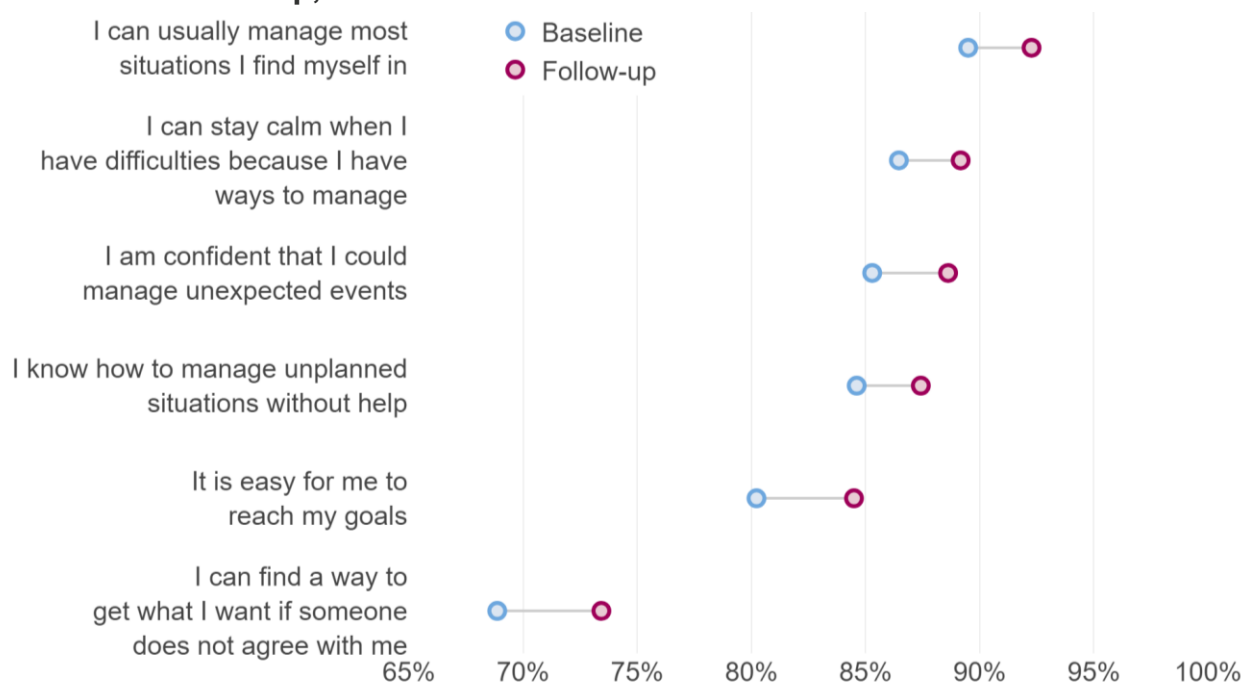


Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 4,428.

Across all six self-efficacy sub-questions there has been an increase in the share of learners reporting the answer is at least “somewhat true” between the baseline and follow up surveys (Figure 26). Learners are four percentage points more likely to report that they are confident they can manage unexpected events, get what they want if people do not agree with them, and that they can easily reach their goals.

**Figure 26: Percentage of learners agreeing to each self-efficacy statement at the baseline and follow-up, Adult Skills learners**



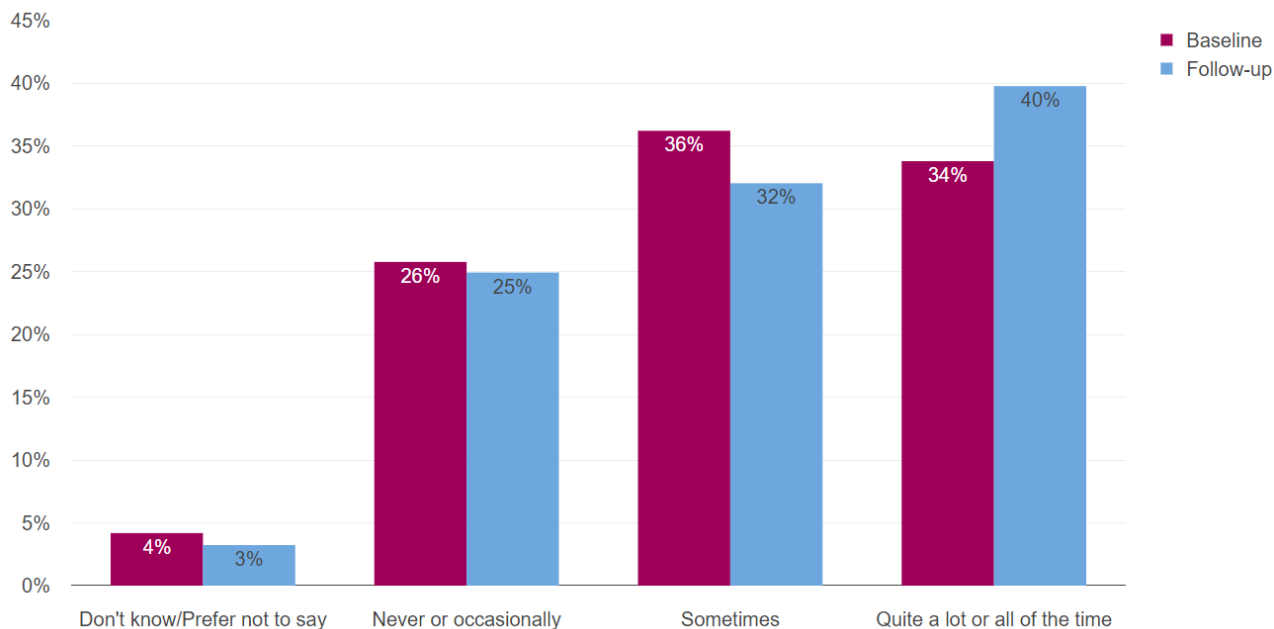
Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, unweighted sample size 4,428.

### 3.2.3 Social integration

In Adult Skills, 81% of learners were able to meet new people because of the AEB, which is slightly higher than the AEB average of 79%. This can be broken down further into the how often learners meet people of different ages, social class, and ethnic backgrounds.

The proportion of Adult Skills learners spending quite a lot or all of their time with adults of a different age to themselves increased from 34% to 40% between the baseline and follow-up (Figure 27). In addition, at the follow-up more than three quarters of learners (76%) believe the time they spend with adults of a different age to be a positive experience.

**Figure 27: As part of your wider social group, how often do you spend time with adults who are a different age to you? Adult Skills learners**



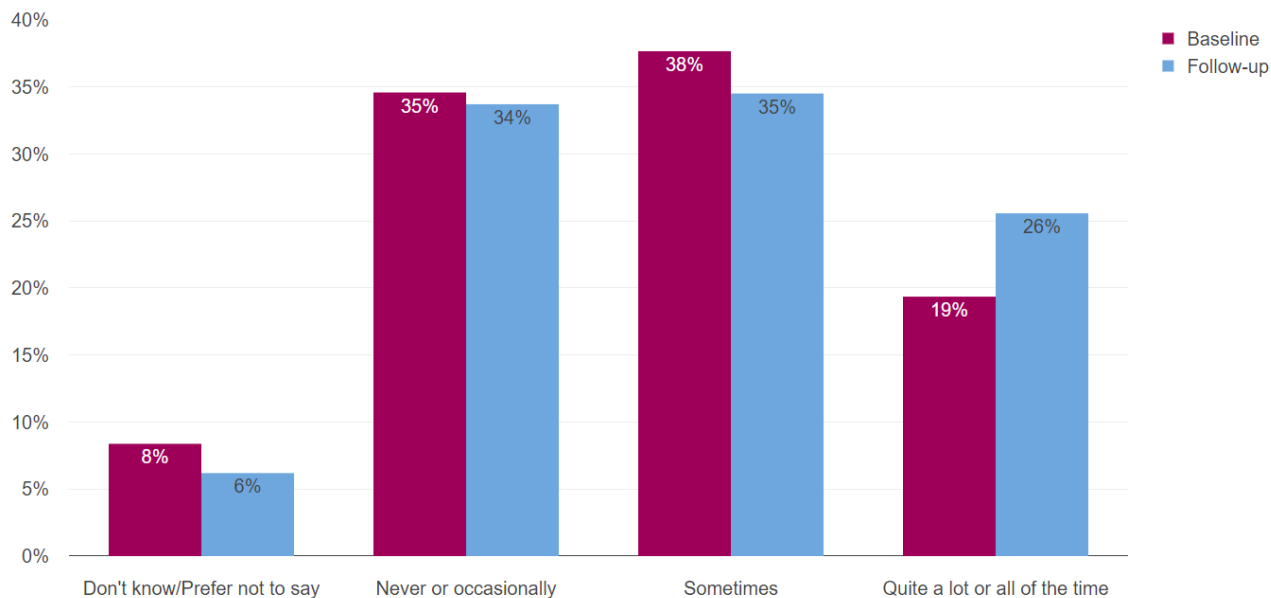
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 4,267.

Compared to the baseline survey, there has been a 7-percentage point increase in the share of Adult Skills learners who spend quite a lot or all of their time with people from a difference social class (Figure 28). Adult Skills Learners are also more likely to view the time they spend with people from different social class as positive following AEB participation (71% at the follow-up compared to 67% at the baseline), although the percentage is lower than for the AEB as a whole.

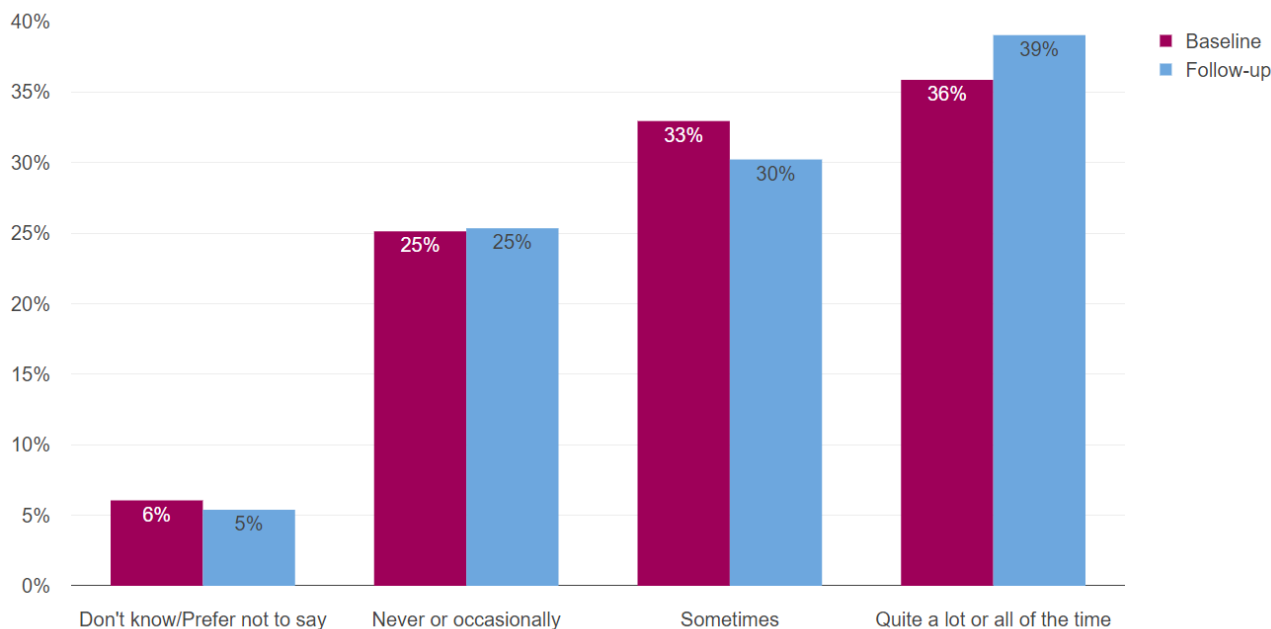
Similarly, learners are asked how often they spend time with people from a different ethnic background to themselves. The proportion of learners spending some, quite a lot or all their time with people from a different ethnic background has remained equal. However, there has been an increase in the proportion of learners who spend quite a lot or all their time with people from a different ethnic background (Figure 29). There has been a marginal increase in the share of learners who view this time spent as positive – increasing from 74% to 77%.

**Figure 28: As part of your wider social group, how often do you spend time with adults who are a different social class to you? Adult Skills learners**



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, unweighted sample size 4,267.

**Figure 29: As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you? Adult Skills learners**

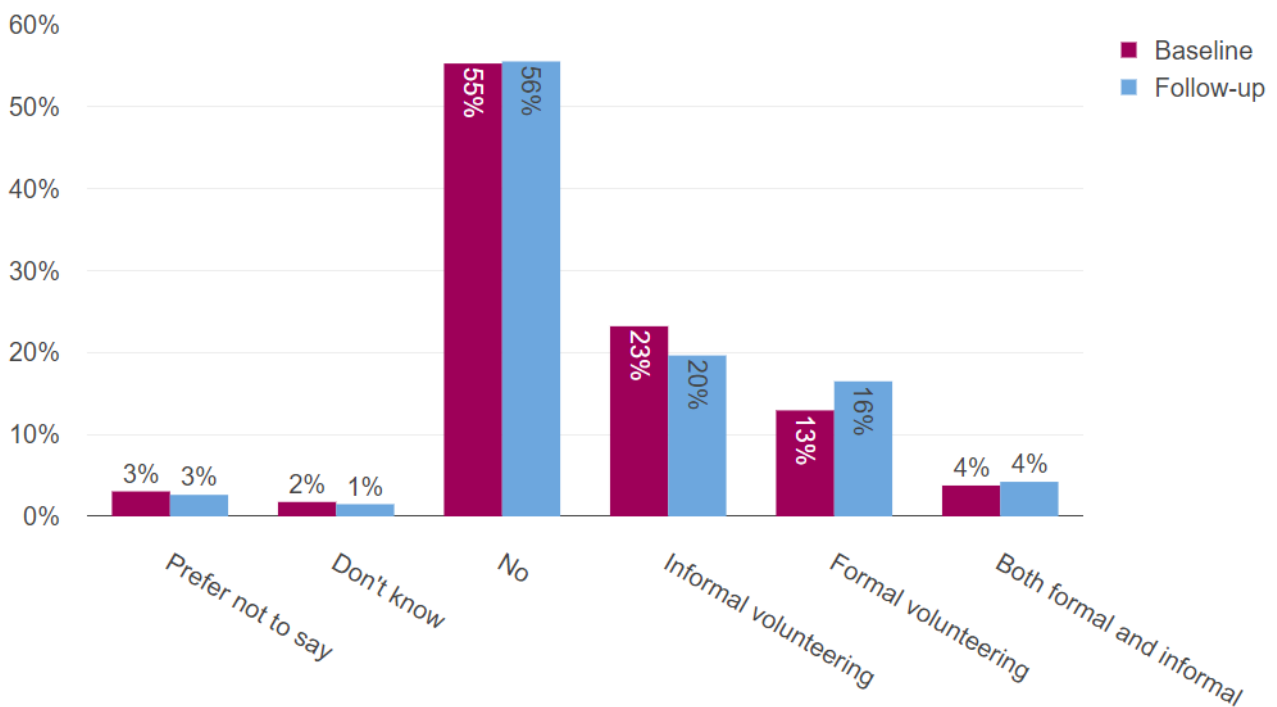


Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, unweighted sample size 4,267.

### 3.2.4 Volunteering

As seen with the aggregate AEB results, there has been no change in the overall proportion of learners participating in volunteering. More than half (56%) of learners do not take part in any volunteering following participation in an Adult Skills learning aim (Figure 30). However, there has been an increase in the share of learners taking part in formal volunteering, a decrease in informal volunteering, and the share of learners taking part in both types of volunteering has remained the same. In addition, there has been an increase in the share of learners volunteering at least once a week.

**Figure 30: Participation in volunteering, Adult Skills**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 4,267. Does not sum to 100% due to multiple answers possible.

## 4. OUTCOMES FOR LEARNERS IN COMMUNITY LEARNING

Community learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities, special colleges and general further education colleges. The vast majority of Community Learning aim enrolments are 'Other Level' (i.e. below Entry Level).

From August 2021 to July 2022, around 60,500 Londoners participated in Community Learning starting 115,000 learning aims<sup>29</sup>. Amongst learners participating in Community Learning:

- 77% were female;
- 42% were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners) which is considerably lower than the AEB average
- The majority were aged 24-49 (52%) but a large share was aged 50+ (45%)
- 15% consider themselves to have a learning difficulty and/or disability and/or health problem (LLDD).

### 4.1 Economic outcomes in Community Learning

Predominantly, learners who did a Community Learning course had smaller changes in economic outcomes between the baseline and follow-up. This is partially due to the nature of the courses being of shorter length, so it would be expected to have less impact on a learner's economic situation (such as their earnings). However, it is also due to learners in Community Learning tending to have higher economic security than the AEB overall: they are less likely to be unemployed, are on average earning more and working longer hours.

The LLS is the first and currently only survey which captures economic outcomes for those taking Community Learning courses. Overall, 46% of non-retired learners in Community Learning achieved a positive economic outcome, compared to 52% for the whole AEB.

In fact, it appears for these learners that social outcomes may play a more important role in measuring the impact of these courses. This is due to the level of the courses and the age of participants (one-third are retired), which means social outcomes may be of greater importance to the individual. This is discussed in section 4.2 below.

#### 4.1.1 Progression into employment

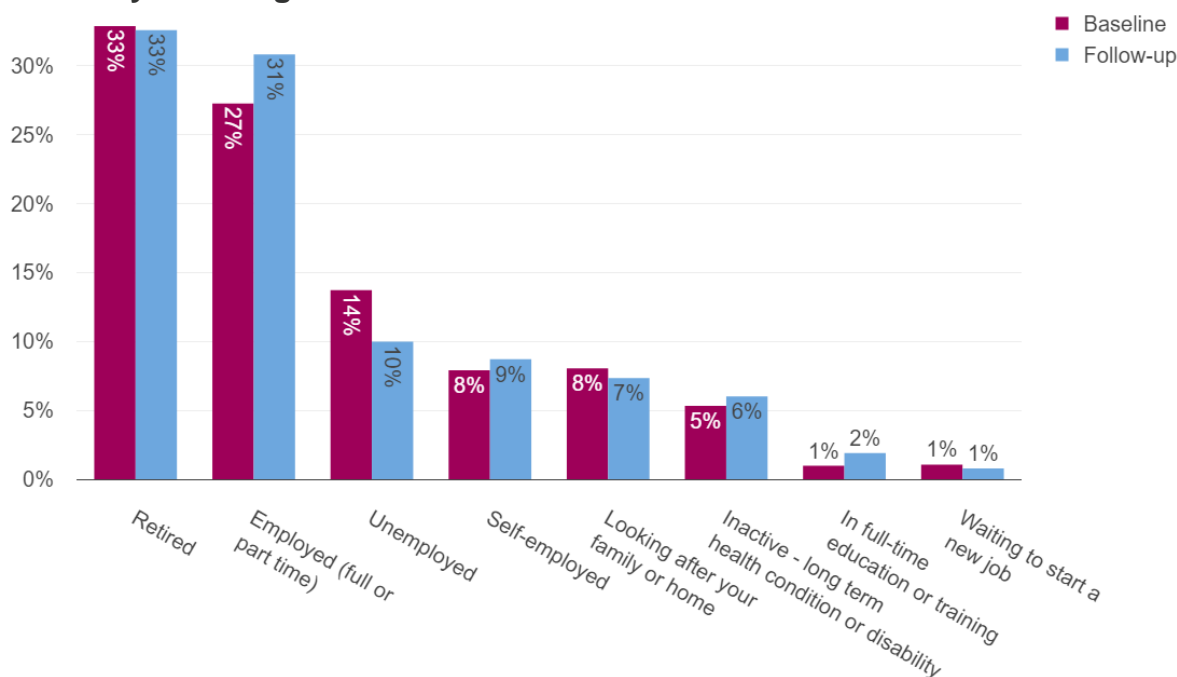
The economic activity of learners in Community Learning in the baseline was very different to the overall AEB. A third of learners in Community Learning were retired, three times the share of the whole AEB. Moreover, only 14% of learners were unemployed compared to 30% for all AEB learners. Hence, it is unsurprising that only 21% of Community Learning learners cited getting the job they wanted as the reason for doing their course, compared to 51% across the whole AEB. Additionally, only 16% of Community Learning learners had a change in economic activity between the baseline and follow-up, as shown by Figure 32.

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<sup>29</sup> These figures exclude continuing learners that commenced training in the previous academic year.

However, amongst Community Learning participants who were out of work at the beginning of their course, 23% had become employed in the follow-up survey. This demonstrates the importance of all education in supporting people back into work.

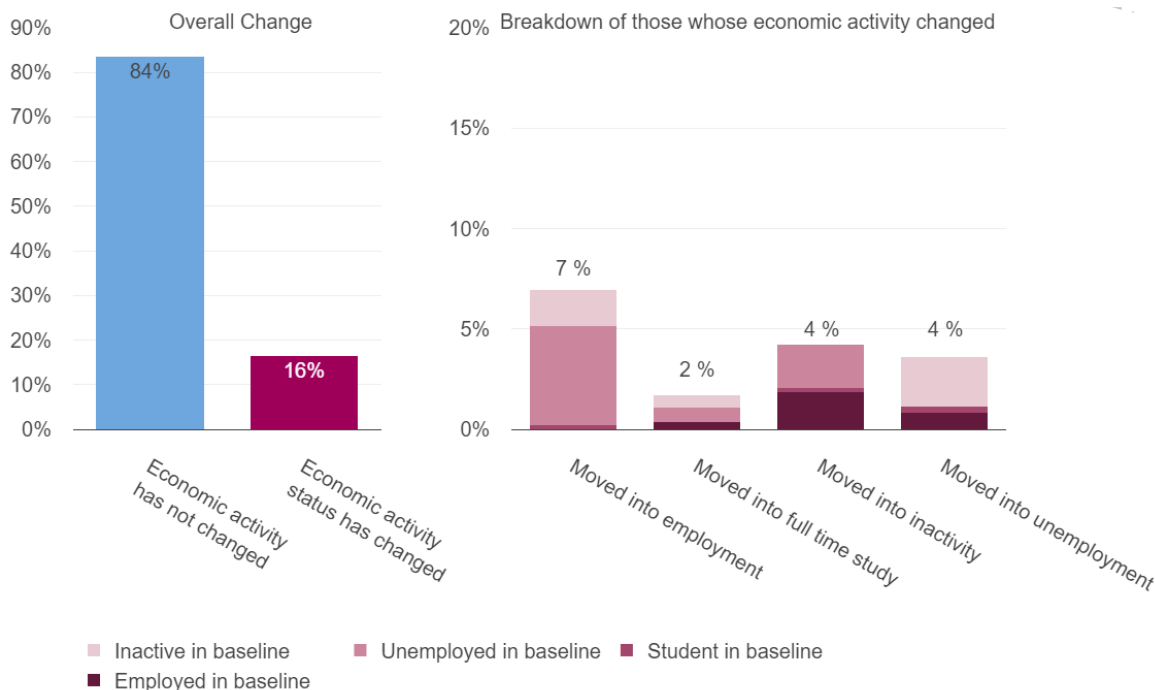
**Figure 31: Distribution of economic activity status for baseline and follow-up, Community Learning learners**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 2,045 and 2,048 in baseline and follow-up respectively.

**Figure 32: Change in economic activity between baseline and follow-up, Community Learning learners**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 2,037.

### 4.1.2 Progression within work

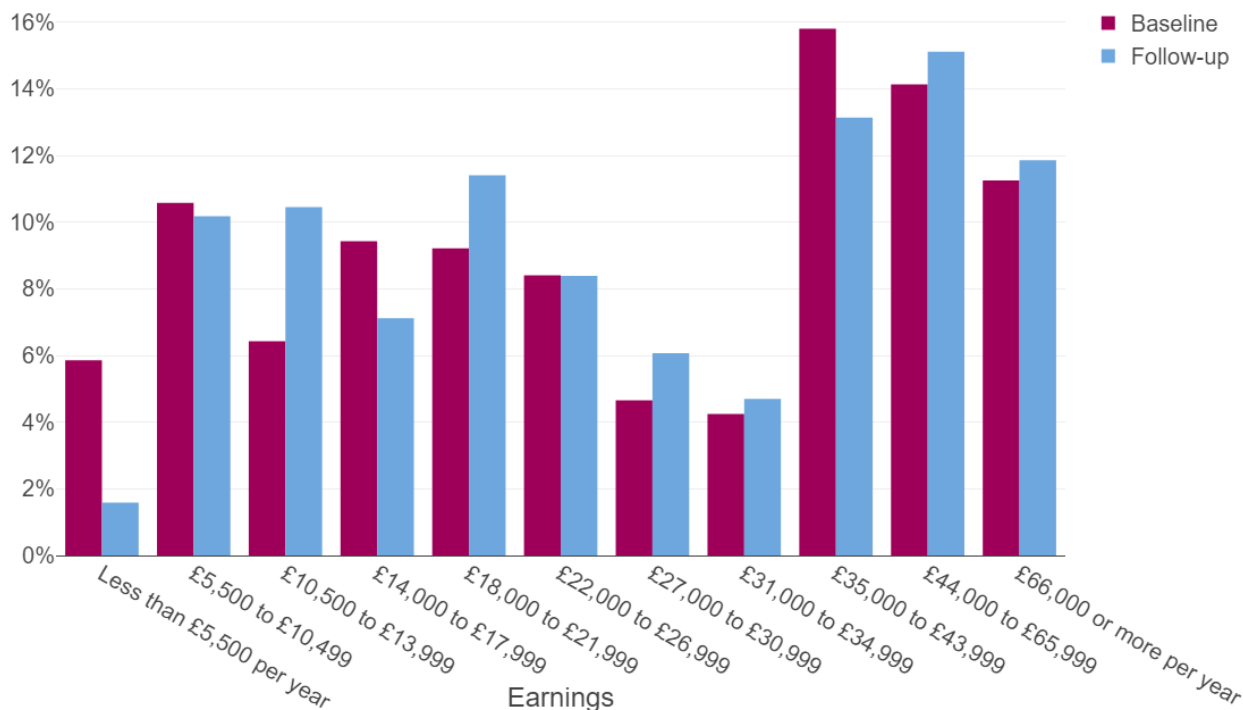
#### 4.1.2A Earnings

For learners in Community Learning who were employed in the baseline, their earnings tended to be higher than across the AEB. The 95% confidence interval for modelled earnings of learners doing Community Learning was £32,300-£35,800 in the baseline, compared to £21,600-£22,900 for the entire AEB. Additionally, in the baseline, only 14% of Community Learning learners were paid below the London Living Wage.

Given the higher initial wages, there was a smaller increase in mean earnings, rising by 3% compared to 10% across the AEB. One third (36%) of those earning below the LLW were earning above it in the follow-up.



**Figure 33: Earning distribution of respondents in baseline and follow-up surveys, Community Learning learners**



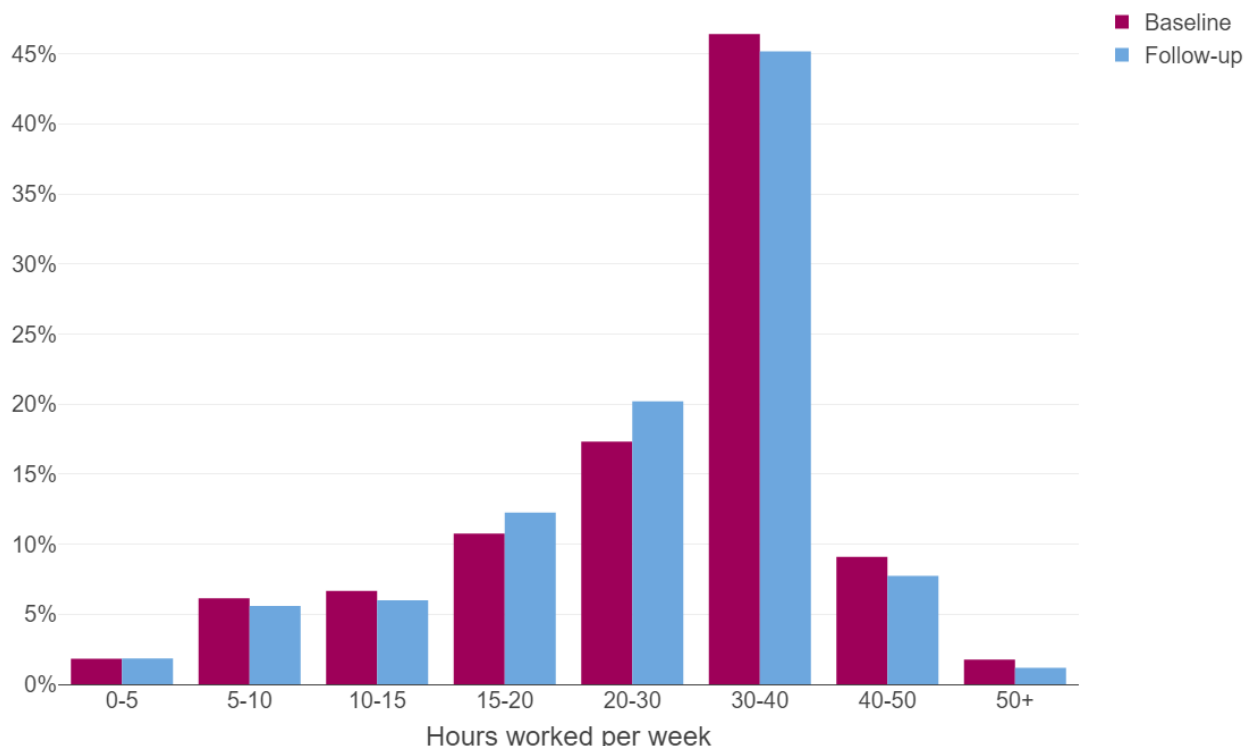
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 391.

#### 4.1.2B Hours worked

For Community Learning learners in work, they tend to be working more hours than across the AEB. On average, they worked 31 hours, two and a half hours more than across the AEB. Additionally, more learners were working in full-time roles, with 57% of learners in Community Learning in employment working over 30 hours a week, compared to 44% across the AEB.

Between the baseline and follow-up, there was a less prominent increase in hours worked for learners in Community Learning as compared to across the AEB. As shown by Figure 34, the share of learners in employment working over 30 hours slightly fell (3 percentage point change). On average, the hours worked increased to 32, an increase of 3%.

**Figure 34: Hours worked per week for learners in employment, Community learning learners**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 616 and 518 in the baseline and follow-up respectively.

#### 4.1.2C Quality of work

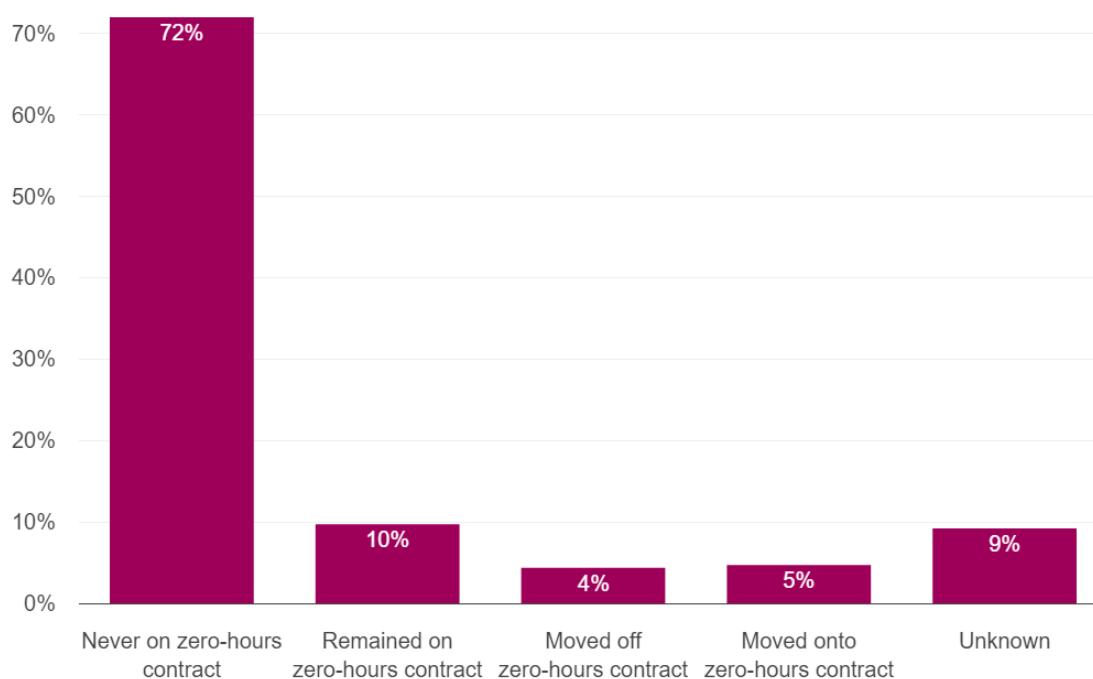
The share of employed learners in permanent roles was slightly higher in Community Learning than in the AEB (70% for Community Learning, compared to 66% overall). However, between the baseline and follow-up, the share of workers in permanent employment fell by two percentage points, whereas it rose by three percentage points overall.

Learners that moved from a temporary job to a permanent job following a Community Learning aim are slightly less likely to attribute this change to the course. A quarter of learners (27%) in Community Learning said the course helped a lot in them getting a permanent job (compared to 35% for all employed learners), with a further 14% saying it helped a little (compared to 25%).

Community Learning learners are more likely to be in more secure employment; 16% were on zero-hour contracts compared to 27% across the AEB. This rose slightly in the follow-up survey to 19%. As Figure 35 shows, 4% of Community Learning learners in employment moved off a zero-hour contract but an additional 5% moved onto a zero-hour contract.

In terms of job satisfaction, 33% of employed learners in Community Learning said their satisfaction with work had increased, compared to 25% who said their satisfaction with work decreased.

**Figure 35: Change in contract for those in employment between baseline and follow-up, Community Learning learners**



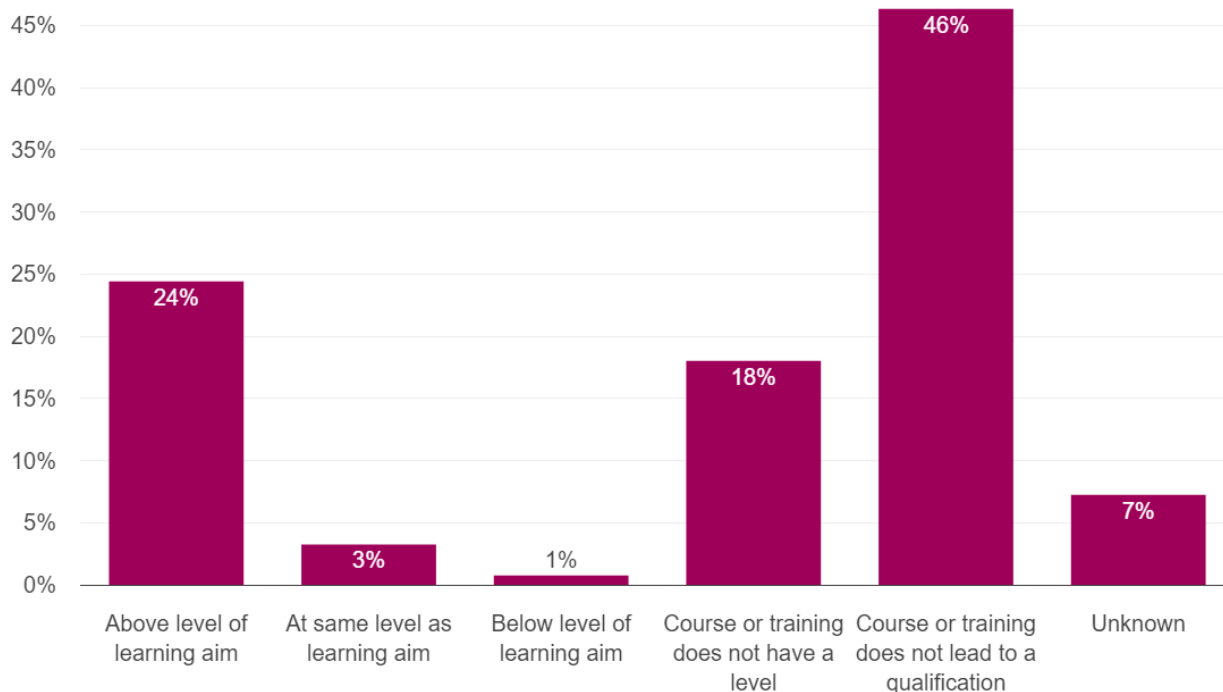
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, sample size 599.

#### 4.1.3 Progression to further education

In contrast to Adult Skills, more learners are going onto further learning, but almost half of this learning is not at a formal NVQ level. Approximately, 74% of learners in Community Learning went onto further studying or training (compared to 68% across all AEB learners). As Figure 36 shows, half (46%) of this further learning did not lead to a qualification, compared to 18% for all further learners in the AEB. For most, this probably means they have chosen to do another Community Learning course.

**Figure 36: Comparative level of learning for those undertaking further learning, Community Learning learners**



Source: GLA, Londoner Learner Survey, 2021/22

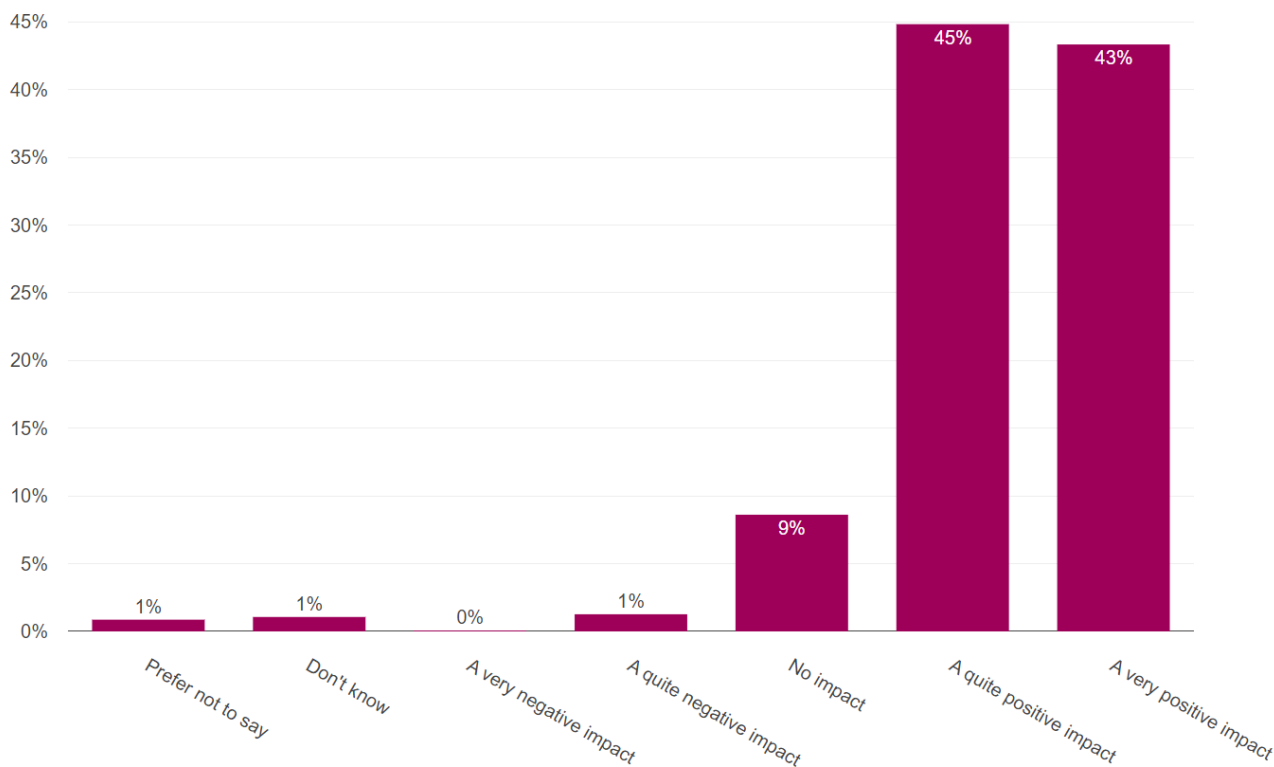
Note: Learner weight applied, sample size 1,610.

## 4.2 Social outcomes in Community Learning

Community Learning provision is predominately focused on lower levels of learning and therefore it might be expected to lead to higher social outcomes than Adult Skills. Despite these expectations, overall, there is not a difference between the share of learning aims which lead to positive social outcomes by funding model. The vast majority (96%) of Community Learning courses contribute to a positive social outcome.

### 4.2.1 Health and wellbeing

Across the AEB, learners have reported that their course led to an increase in their wellbeing. In Community Learning, 88% of learners experienced a positive change in their wellbeing as a result of participating in a GLA-funded learning aim (Figure 37).

**Figure 37: How do you rate the impact of the course on your wellbeing? Community Learning learners**

Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,292.

Changes in wellbeing can be broken down further by looking at changes in mean scores for life satisfaction, feeling things in life are worthwhile, happiness and anxiety (Table 5). Learners in Community Learning experienced a 4.6% increase in their mean life satisfaction score and a 5.8% reduction in feelings of anxiety.

**Table 5: Mean wellbeing scores at the baseline and follow-up, Community Learning learners**

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change***
Life satisfaction	7.1	7.4	4.6%
Feeling things in life are worthwhile	7.5	7.8	3.8%
Happiness	7.2	7.4	2.9%
Anxiety	3.8	3.5	-5.8%

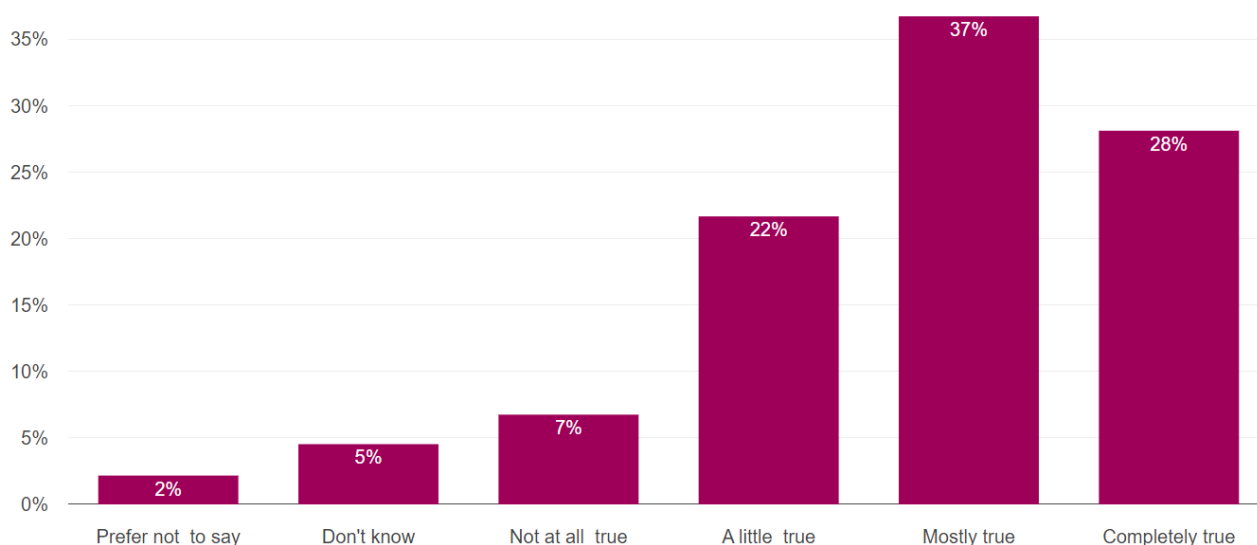
Source: GLA, Londoner Learner Survey, 2021/22

Notes: Learner weight applied, sample size 2,183. \*\*\* Results are significant at the 1% using a paired t-test.

### 4.2.2 Self-efficacy

Participating in a Community Learning course is associated with an increase in confidence. A large majority (87%) of learners in community learning feel more confident due to their course (Figure 38); this is marginally lower than the overall AEB average (90%).

**Figure 38: Impact of the course on confidence, Community Learning learners**

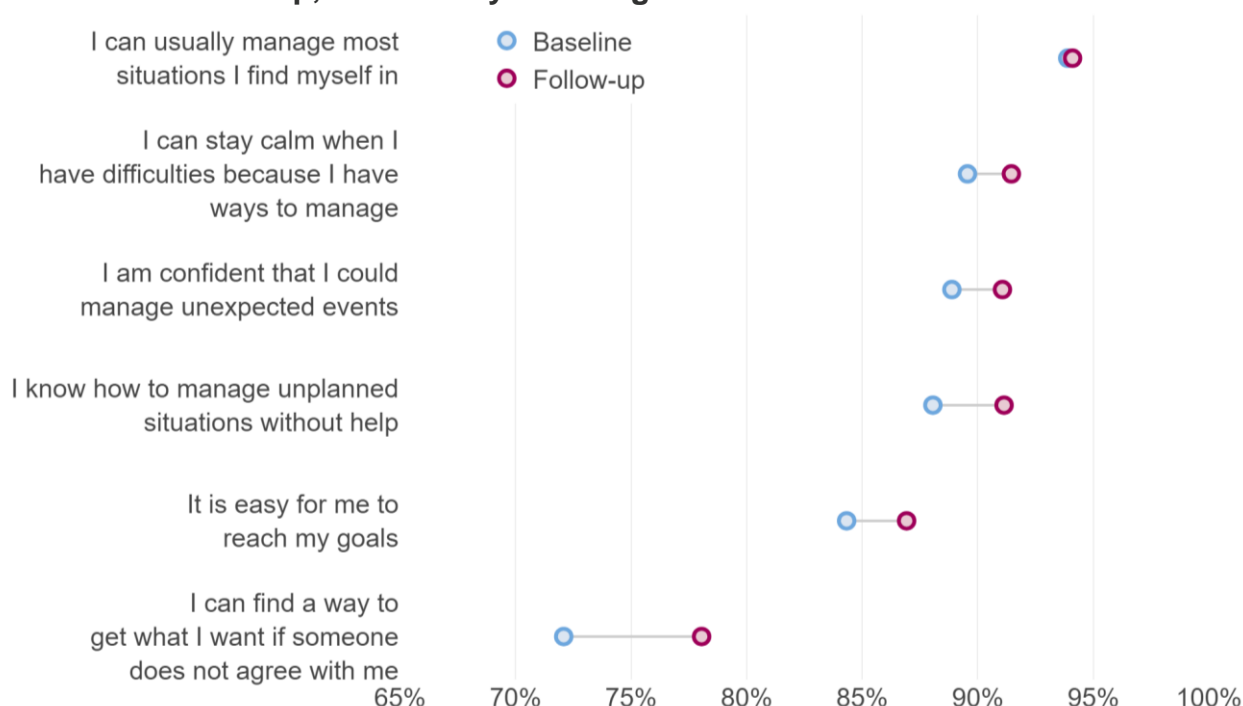


Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,292.

Increased confidence is further reflected by the feelings learners have around their ability to manage unexpected events and reach their goals (Figure 39). There has been very little change in the six self-efficacy statements amongst learners in Community Learning. The proportion of learners who believe they can usually manage most situations they find themselves in has not changed between the two surveys and remains at a high of 94%. In contrast, the share of learners who state they can find a way to get what they want if someone does not agree with them has increased by six percentage points to 79%. The proportion of learners agreeing with each statement at the follow-up is higher amongst learners in Community Learning compared to the AEB average.

**Figure 39: Percentage of learners agreeing to each self-efficacy statement at the baseline and follow-up, Community Learning learners**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,292.

### 4.2.3 Social integration

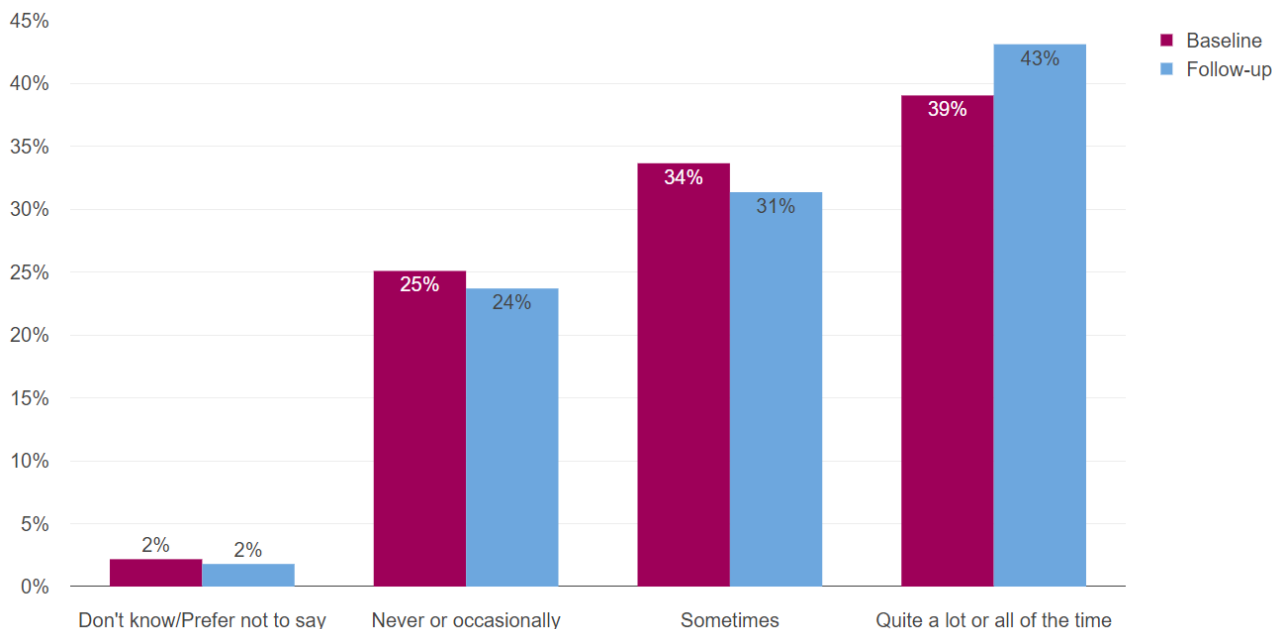
In Community Learning, 76% of learners were able to meet new people because of their learning, which is slightly lower than the AEB average of 79%. This can be broken down further into the how often learners meet people of different ages, social class, and ethnic background.

There has been an increase in the share of learners spending quite a lot or all of their time with people of a different age following AEB participation, rising from 39% to 43% (Figure 40). In addition, the share of learners reporting the time they spend with adults of a different age as positive increased by two-percentage points to 87%.

There has been a three-percentage point increase (19% to 22%) in the share of learners reporting that they are spending quite or a lot or all of their time with adults from a different social class (Figure 41). Furthermore, there was a four-percentage point increase in the share of learners viewing the time they spend with adults of a difference social class as positive (76% to 80%).

One in four learners (39%) report spending quite a lot or all their time with adults from different ethnic backgrounds in the follow-up survey (Figure 42). There has been a small change in the share of learners who view this as a positive experience (85% to 86%).

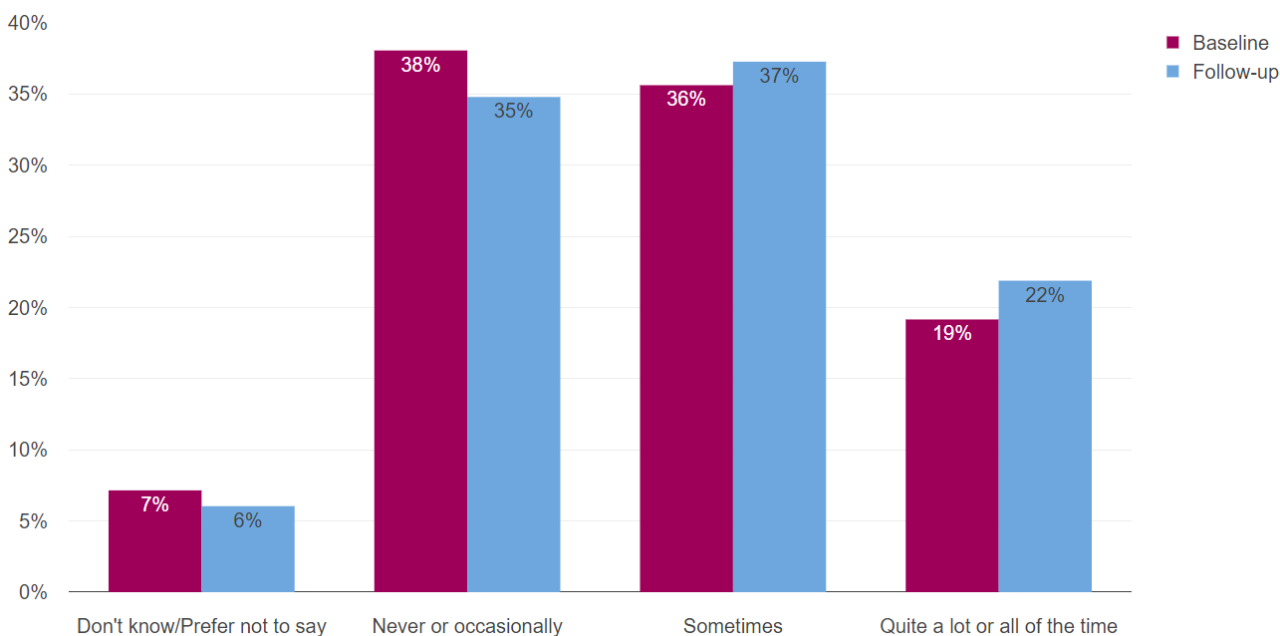
**Figure 40: As part of your wider social group, how often do you spend time with adults who are a different age to you? Community Learning learners**



Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,086.

**Figure 41: As part of your wider social group, how often do you spend time with adults who are a different social class to you? Community Learning learners**

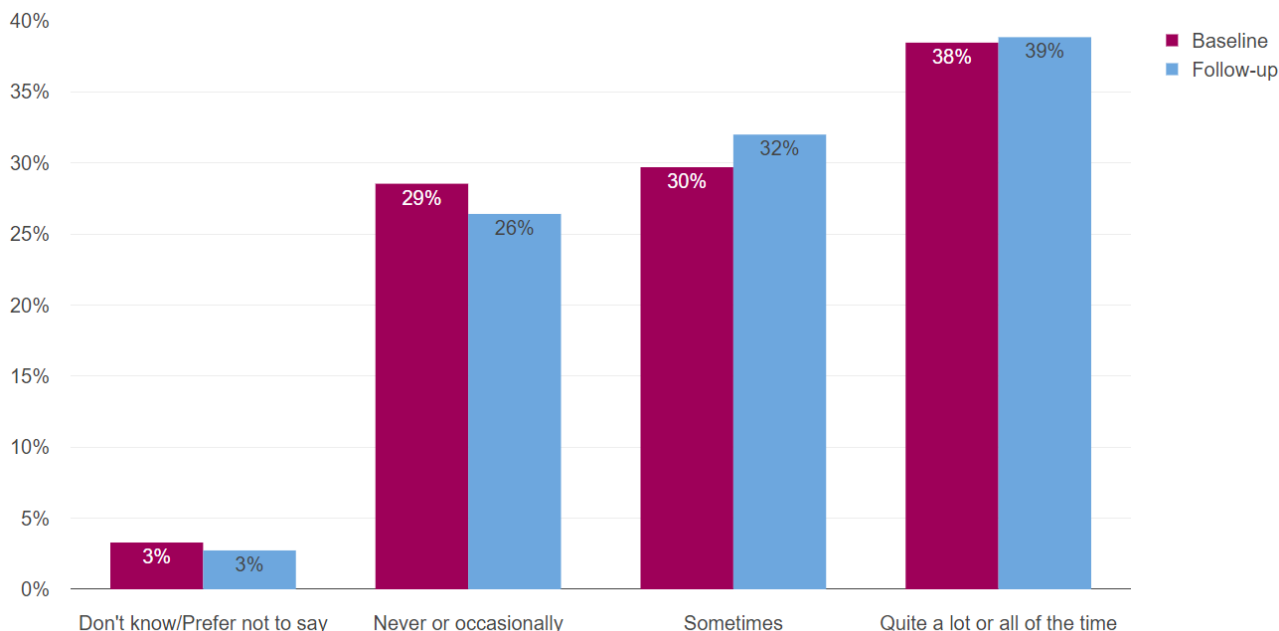


Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,086.



**Figure 42: As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?**



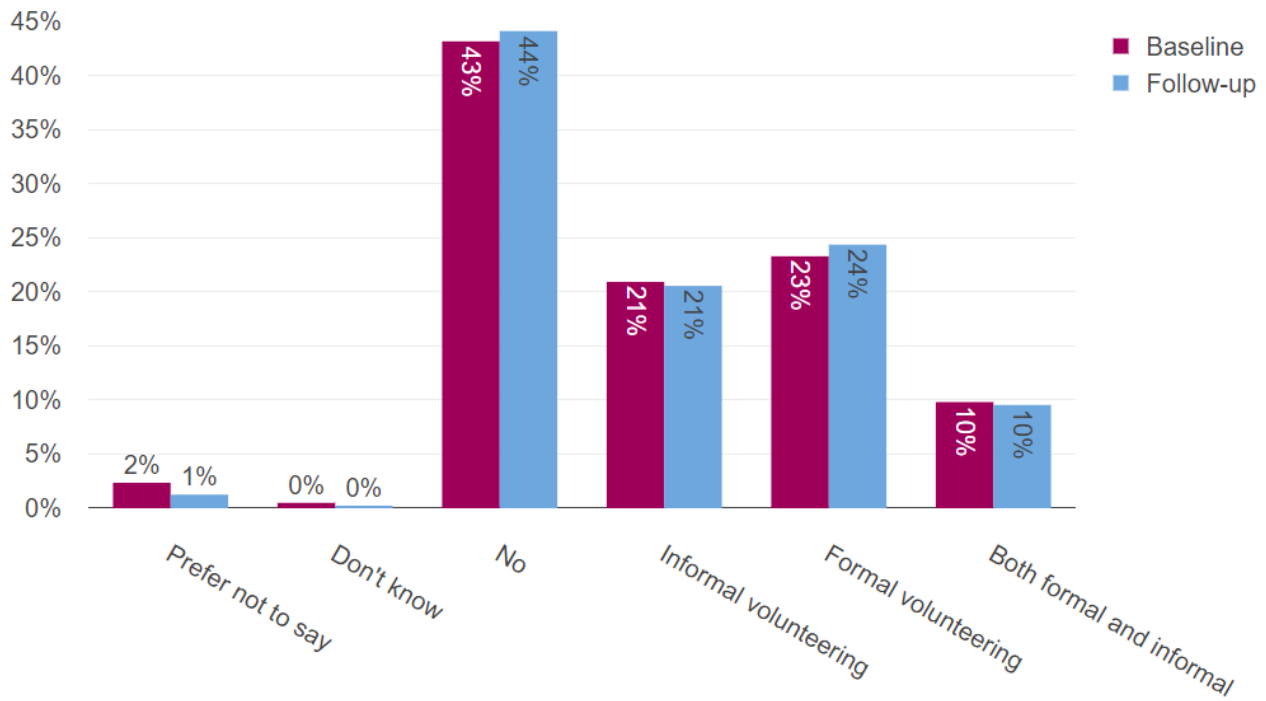
Source: GLA, Londoner Learner Survey, 2021/22

Note: Learner weight applied, unweighted sample size 2,086.

#### 4.2.4 Volunteering

As seen with the aggregate AEB and Adult Skills LLS results, there has been no change in the proportion of learners participating in volunteering (Figure 43). There has been a small, marginal increase in the share of learners taking part in formal volunteering and an increase in the share of learners volunteering at least once a week.

**Figure 43: Participation in volunteering, Community Learning Learners**



Source: GLA, Londoner Learner Survey, 2021/22  
 Note: Learner weight applied, unweighted sample size 2,086.

## 5. NEXT STEPS

The London Learner Survey provides rich information on learners' outcomes following participation in adult education. For many of these learners, learning has supported them to progress in work, enhance their skillsets, and lead happier and healthier lives.

The fieldwork has begun for the 2022/23 LLS. It is expected that the survey sample will be larger and allow for more detailed analysis, including learner demographics.

It is important to note that whilst this publication highlights the experiences of learners, it is not an evaluation or impact assessment of the AEB. A full impact evaluation report will be published by an external research organisation in 2024.

## 6. GLOSSARY

Term	Definition
Adult Education Budget (AEB)	The AEB funds education and training for adults aged 19 years and over and includes qualifications such as basic English, maths and digital skills and community learning. Responsibility for the AEB in London was delegated to the Mayor of London in the 2019/2020 academic year.
Adult Skills	Formula funded strand of the Adult (19+) Education Budget. It comprises vocational qualifications ranging from Entry Level to Level 4, which are often delivered by Further Education Colleges. More information is available in the <a href="#">2022 to 2023 ILR Specification</a> .
Apprenticeships	<p>Apprenticeships are paid jobs which include at least 20% off the job training (such as classroom learning) and lead to a nationally recognised qualification.</p> <p>Apprenticeship levels are classified as: intermediate (NVQ2), advanced (NVQ3) and higher (NVQ 4+).</p> <p>Note: higher level includes degree-level apprenticeships (NVQ 6-7).</p>
Community Learning	Adult community learning is delivered through a diverse network of providers, including local authority adult education services, colleges, and charities. Most community learning provision is at level 2 or below, including non-formal learning which does not lead to accreditation. It covers a wide range of areas, such as English, maths, digital skills and English for Speakers of Other Languages (ESOL) qualifications, as well as learning aimed at developing employability skills and well-being.
Employed	<p>In the report employed learners are defined as those who answered with one of the following options to the question “Which of the following best describes your work situation at the moment?”:</p> <ul style="list-style-type: none"> <li>• <b>Employed (full or part-time)</b> (including temporarily not working due to e.g. parental leave or furlough)</li> <li>• <b>Self-employed</b></li> <li>• <b>Waiting to start a new job you have been offered</b></li> </ul>

Higher-level skills	Generally used to refer to qualifications at level 4 or above (this is often a university degree but also includes higher-level technical qualifications and HE qualifications below degree level).
Inactive	<p>In the report employed learners are defined as those who answered with one of the following options to the question “Which of the following best describes your work situation at the moment?”:</p> <ul style="list-style-type: none"> <li>• <b>Retired</b></li> <li>• <b>Looking after your family or home</b></li> <li>• <b>You can’t work because of a long-term health condition or disability</b></li> <li>• <b>Volunteering</b></li> <li>• <b>Asylum seeker</b></li> </ul>
Levels of learning	<p>In England there are 9 qualification levels (NVQs):</p> <ul style="list-style-type: none"> <li>• <b>Entry level</b> (e.g. Skills for life, entry level functional skills, entry level English for speakers of other languages (ESOL))</li> <li>• <b>Level 1</b> (e.g. GCSE grades 3, 2, 1, or D, E, F, G)</li> <li>• <b>Level 2</b> (e.g. GCSE grades 9, 8, 7, 6, 5, 4 or A*, A, B, C, intermediate apprenticeship)</li> <li>• <b>Level 3</b> (e.g. A level, advanced apprenticeship, AS level, T level)</li> <li>• <b>Level 4</b> (e.g. certificate of higher education, higher apprenticeship)</li> <li>• <b>Level 5</b> (e.g. diploma of higher education, foundation degree)</li> <li>• <b>Level 6</b> (e.g. degree, degree apprenticeship, graduate diploma)</li> <li>• <b>Level 7</b> (e.g. master’s degree, postgraduate certificate)</li> <li>• <b>Level 8</b> (doctorate, level 8 diploma)</li> </ul>
Non-retired learners	For the purpose of analysing the LLS, non-retired learners are defined as all learners apart from those who described their work situation as retired in the follow-up survey.
Out of employment	In the analysis out of employment is all learners who are not in employment (using the definition above) and are not retired in the follow-up survey.

Student/Studying	In the report learners who are studying are defined as those who answered with “in full-time education or training” for the question “Which of the following best describes your work situation at the moment?”
Unemployed	In the report unemployed learners are defined as those who answered with “unemployed” for the question “Which of the following best describes your work situation at the moment?”

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