

MAYOR OF LONDON



The London Learner Survey 2022/23

Overview of Findings

June 2024

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 GLA is the only funding authority with this level of insight into adult learner outcomes. Therefore, we cannot compare outcomes in London to other areas in England.

The survey was run for the first time in academic year 2021/22 but underwent a series of methodological changes for the year 2022/23. Therefore, comparisons across years are not recommended.

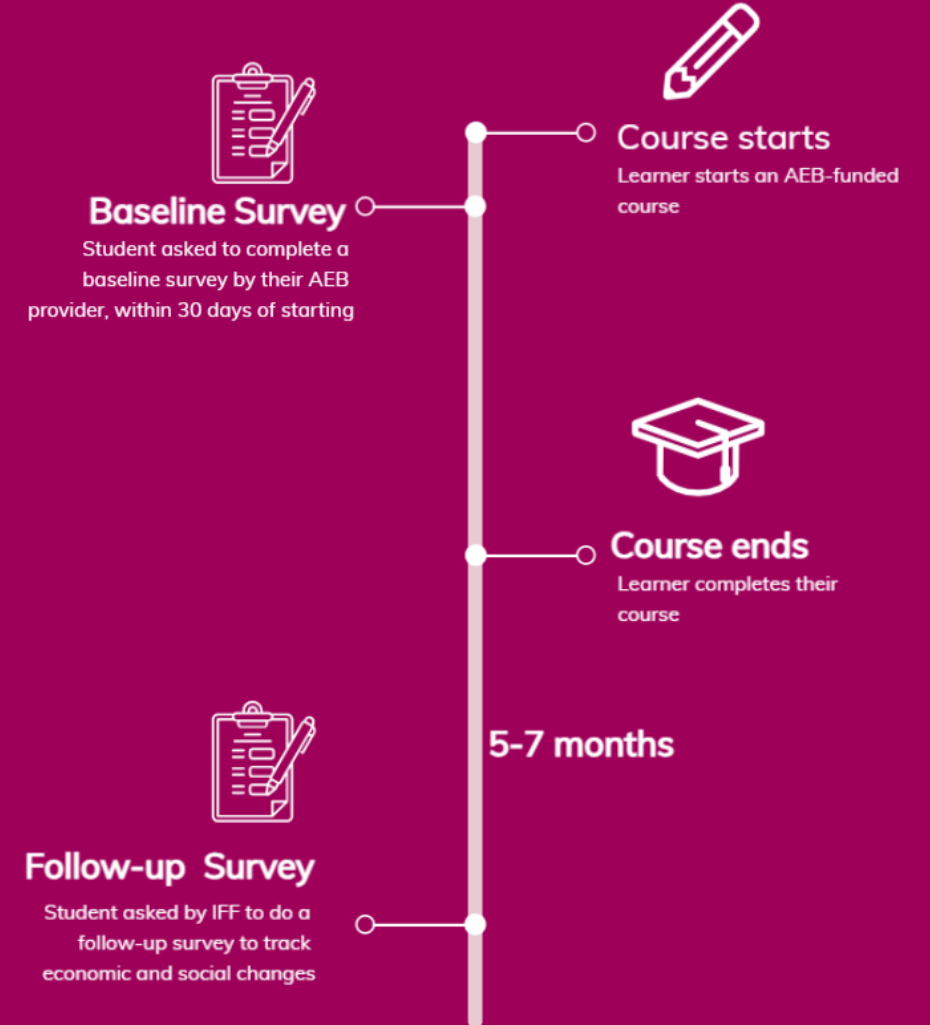
The London Learner Survey (LLS) provides London with an unprecedented level of insight into the economic and social outcomes achieved by AEB learners.

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.



Learners taking multiple enrolments will only take the baseline survey once within a 90 day period

THE LONDON LEARNER SURVEY

The data is representative of the whole AEB population, but any interpretation should consider some caveats

In the academic year 2022/23, there were 230,060 GLA-funded learners in London taking 487,100 aims enrolments. AEB 19+ learners are from diverse backgrounds with 69% of learners being female whilst 59% come from Black, Asian or Minority Ethnic backgrounds.

The final dataset includes responses for 9,644 learning aims undertaken by 9,248 learners.¹ This represents a 50% increase in the final sample compared to 21/22.

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

1. Learning aims can be defined a single enrolment at a provider as represented on the Individualised Learner Record. In some instances, this will represent a single course, although in some situations a course can be made up of multiple aims. In Adult Skills, this involves classroom, distance and e-learning, whilst in Community learning, it comprises a range of non-formal courses to promote civic engagement and community development.

The surveys are a snapshot meaning that learner outcomes simply reflect the situation of the learner 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.

THE LONDON LEARNER SURVEY

Summary of changes made in 2022/23

In Year 2, learners were only asked to fill in the baseline survey once every 90 days, rather than the 30 days at Year 1, in order to reduce burden on learners and providers.

As a result of the changes to the weighting (enabled by the better response rate and allowing multiple responses), the population profile used in Year 2 better represents the population of learners.

Year 2 is able to better take into account learners with multiple learning aims, meaning that:

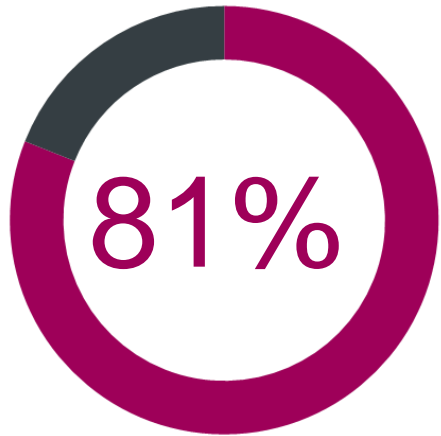
- Some learning aims which tended to be carried out as part of a set of multiple aims would have been over-represented in Year 1, but not in Year 2
- Demographic groups which tended to carry out multiple aims at once would also have been over-represented in Year 1, but not in Year 2

Changes to the London Learner Survey (LLS) methodology limits our ability to compare the results to 2021/22

2. Outcomes across the AEB

SUMMARY OF OUTCOMES

Through the LLS we can look at the share of learners in employment or further study following their course...



of respondents **were in employment or had started or were about to start further learning...**

This is equivalent to 159,000 learners in 2022/23.

Note: Share in work or further learning excludes retired individuals

In addition, the following analysis is based on ambitious definitions to measure progression across seven outcomes:



Economic Outcomes:

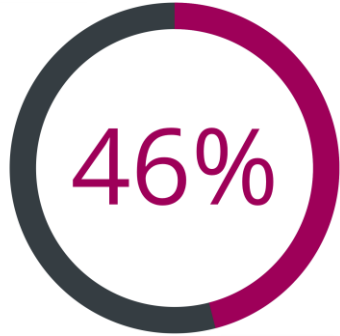
- Progression into employment
- Progression within work
- Progression into further learning



Social Outcomes:

- Improved health and wellbeing
- Improved self-efficacy
- Improved social integration
- Participation in volunteering

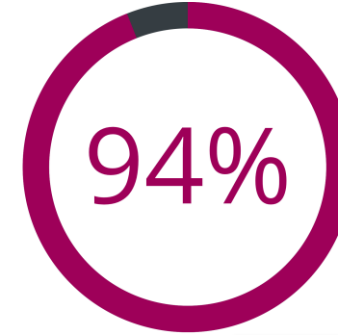
SUMMARY OF OUTCOMES



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 looking for work



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

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

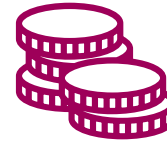


46%

Learners reporting a positive economic outcome



24% Learners out of employment moved into employment



8% Increase in mean income for employed learners



65% Learners started or going to start new training



94%

Learners felt their course had led to positive social change



80% Learners experienced an increase in wellbeing



87% Learners felt more confident due to their course



77% Learners met different people due to their course



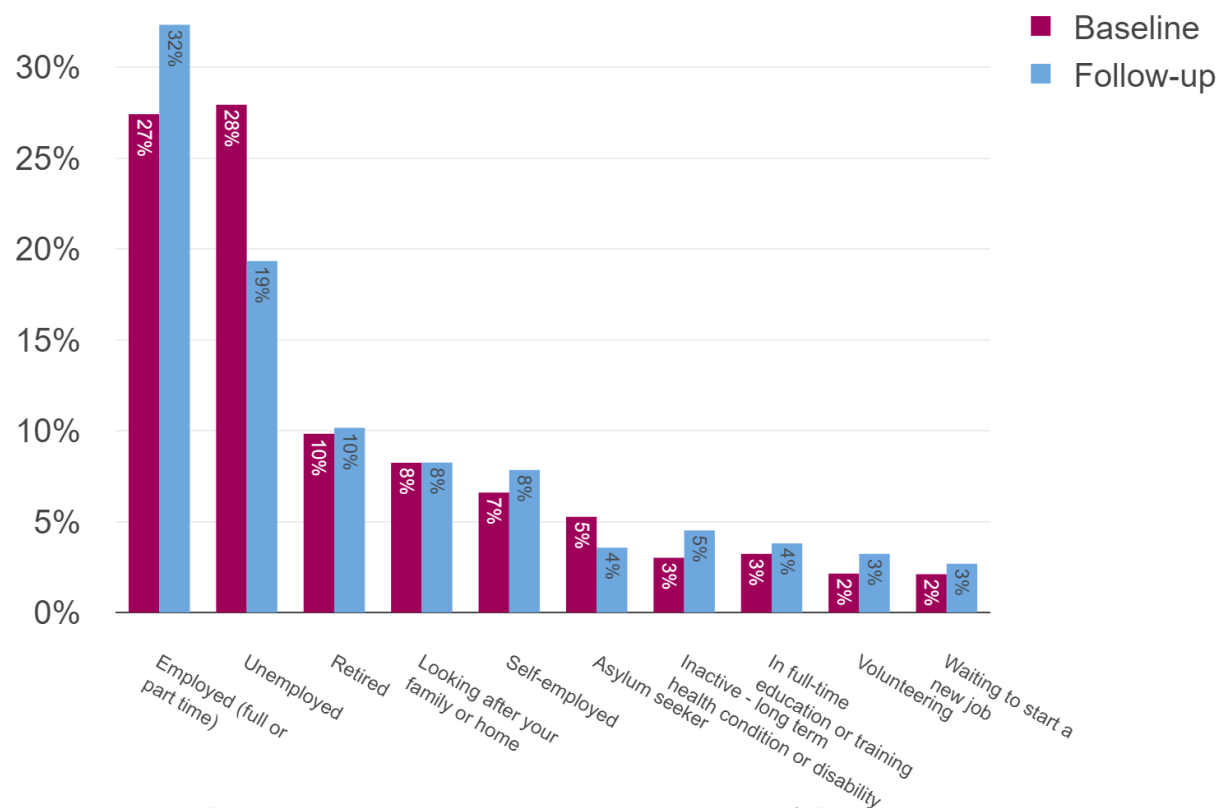
45% Learners participated in volunteering

Notes: The percentage of learners (46%) reporting a positive economic outcomes is equivalent to around 81,000 learners; and 94% of learners reporting a positive social change is equivalent to around 186,000 Londoners. For more information and interpretation of the data please see the accompanying report.

2.1 Economic outcomes

PROGRESSION INTO EMPLOYMENT

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



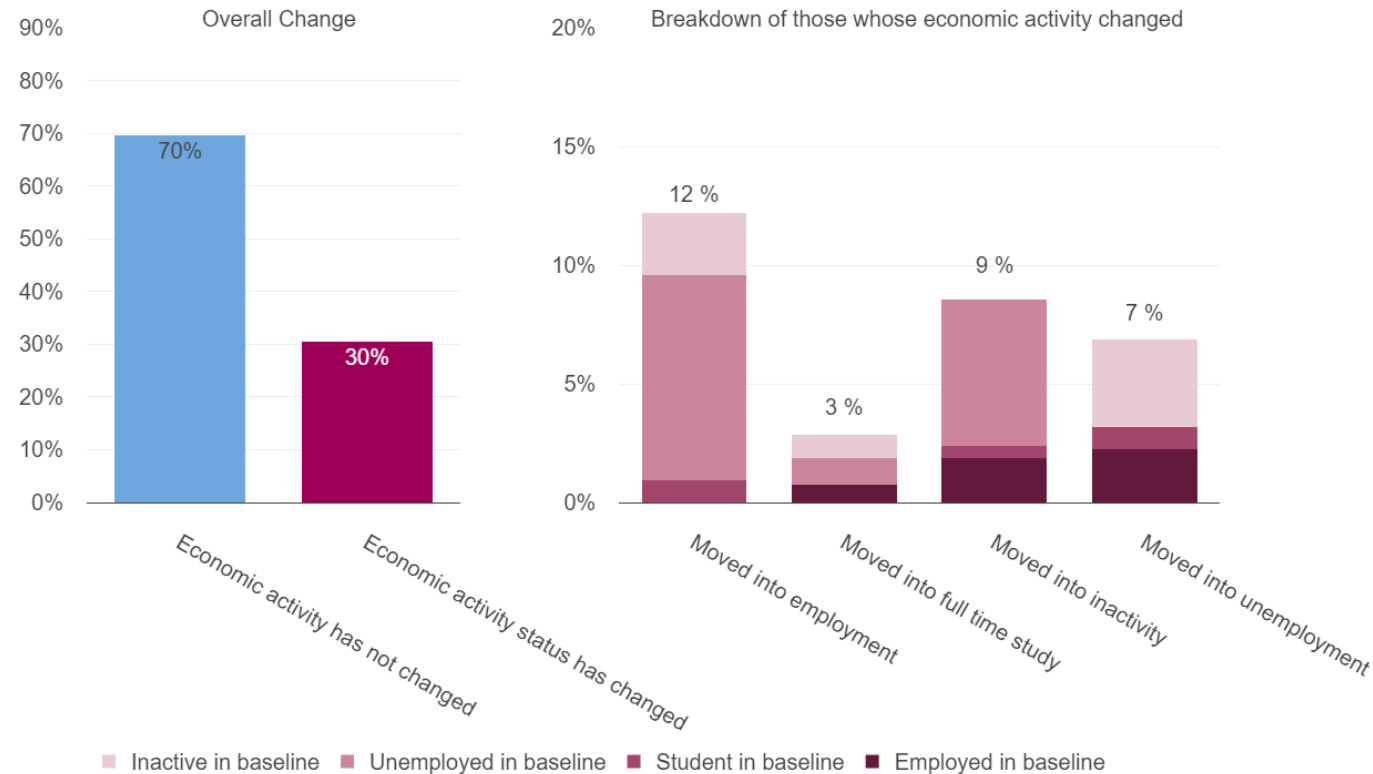
Learner weight applied, sample size 8,905 and 8,993 in baseline and follow-up respectively. The figure above excludes 'Don't know', 'Prefer not to say' and 'Other' categories.

Those benefitting from the AEB are less likely to be in employment; in the baseline survey, 34% of learners were in employment (either employees or self-employed), compared to 74% for Londoners aged 16-64 (Labour Force Survey, 2022/23).

For those that did move into employment, 40% said the course helped a lot in them getting their current paid work, with a further 22% saying it helped a little.

PROGRESSION INTO EMPLOYMENT

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



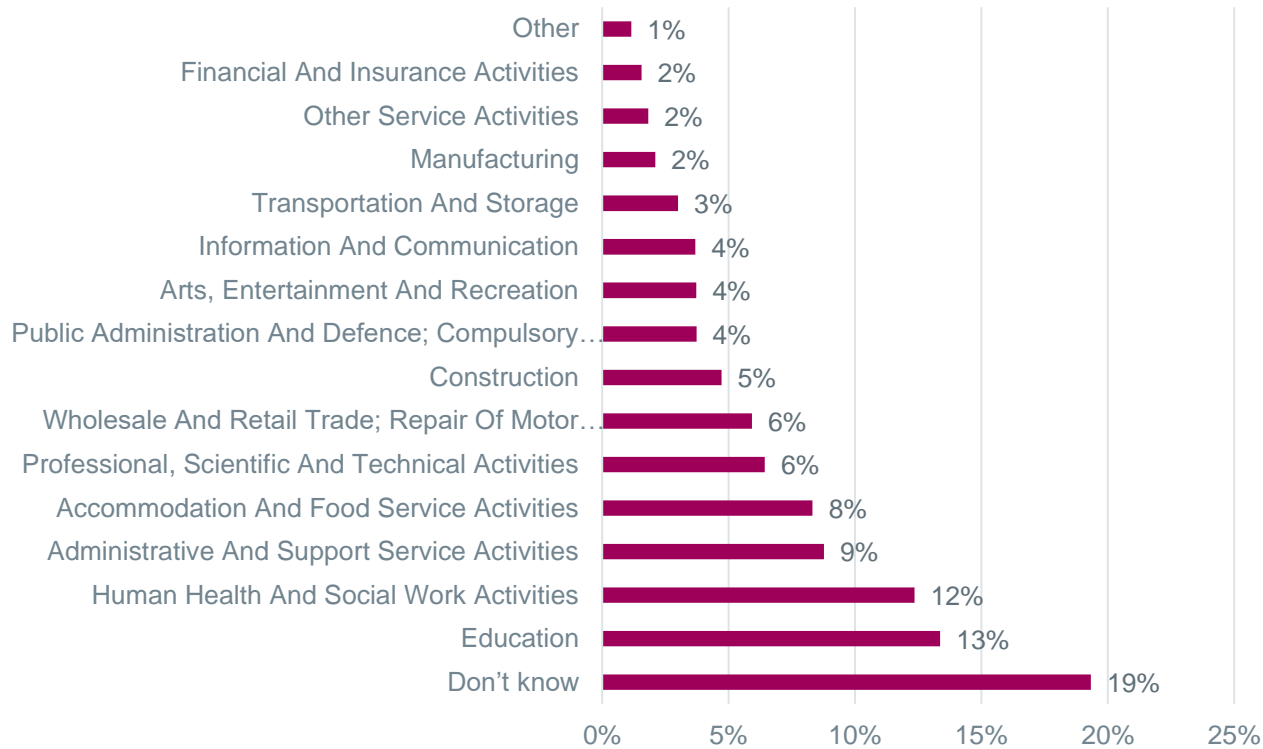
As shown in Figure 2, one in three learners' economic activity status changed between categories. Almost half (12%) of the change was due to learners moving into employment.

In addition, 24% 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 = 8,775 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 INTO EMPLOYMENT

Figure 3: Industry of employment in the follow-up survey



Learner weight applied, unweighted sample size: 3,708. Don't know includes those who choose not to answer.
Other represents the grouping of industries with less than 50 responses

...for those who are in employment / self-employment in the follow up survey Education and Human health and social work activities are the most common industries of employment (Figure 3).

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 £23,500-£24,800. In comparison, median gross pay for full-time workers in London in 2023 was £41,853²

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 £25,400-£27,000 in the follow-up, equivalent of a 8% increase. One in five (20%) of in work learners saw their pay increase.

Learner weight applied, Unweighted sample size = 1,516 (Those in employment who reported their earnings).

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

^[2] ONS (2023), Full-time workers, resident in London, Annual Survey of Hours and Earnings.

£23,500 - £24,800

Mean annual income at the
baseline



£25,400 - £27,000

Mean annual income at the
follow up



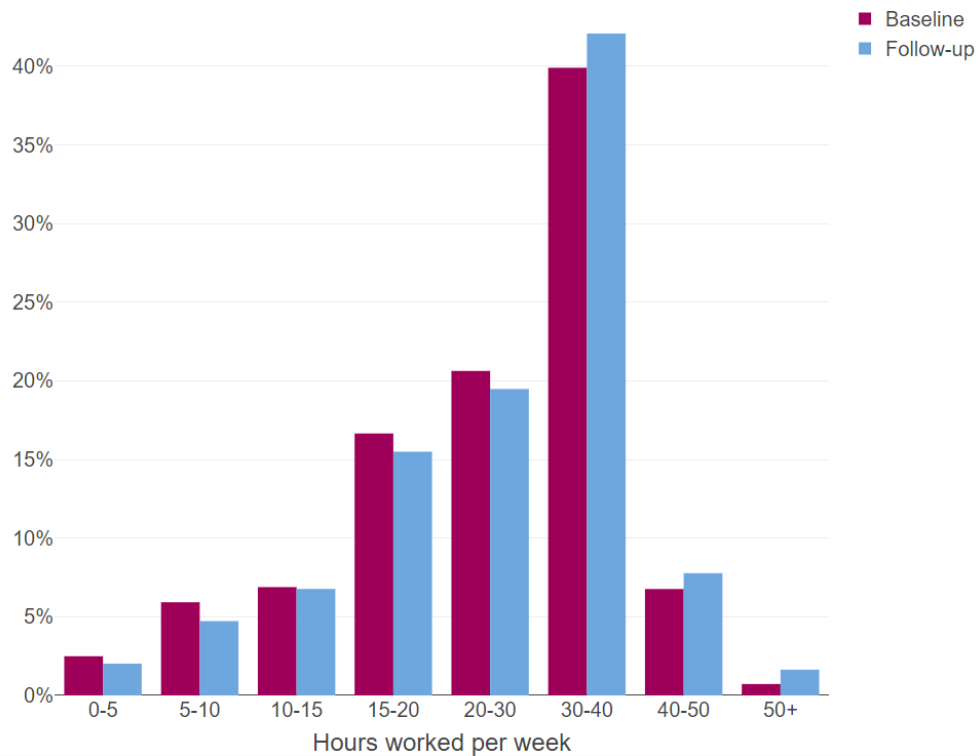
8%

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

PROGRESSION WITHIN WORK

In the baseline survey, those in employment worked 29.9 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 2.8%, rising to 30.8 hours per week.

Figure 4: Hours worked per week for learners in employment



Learner weight applied, Unweighted sample size = 2,112 learners employed at baseline and follow-up.

** Statistically significant at 5% significance level

39%

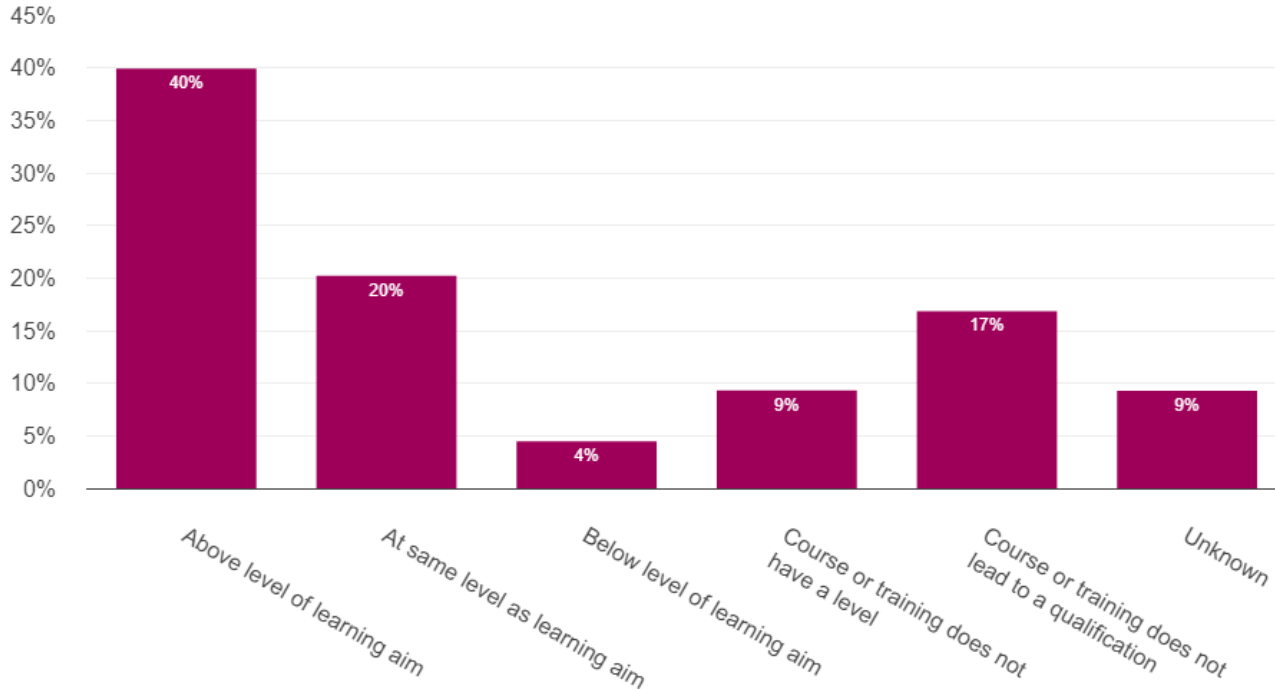
Of employed learners experienced in work progression through an increase in their pay or hours or movement onto a permanent contract.

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.

65% of learners had started or were going to start more study or training

Figure 5: Level of further study / training



Learner weight applied, Unweighted sample = 6,184

Around 65% of the AEB learners started (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).

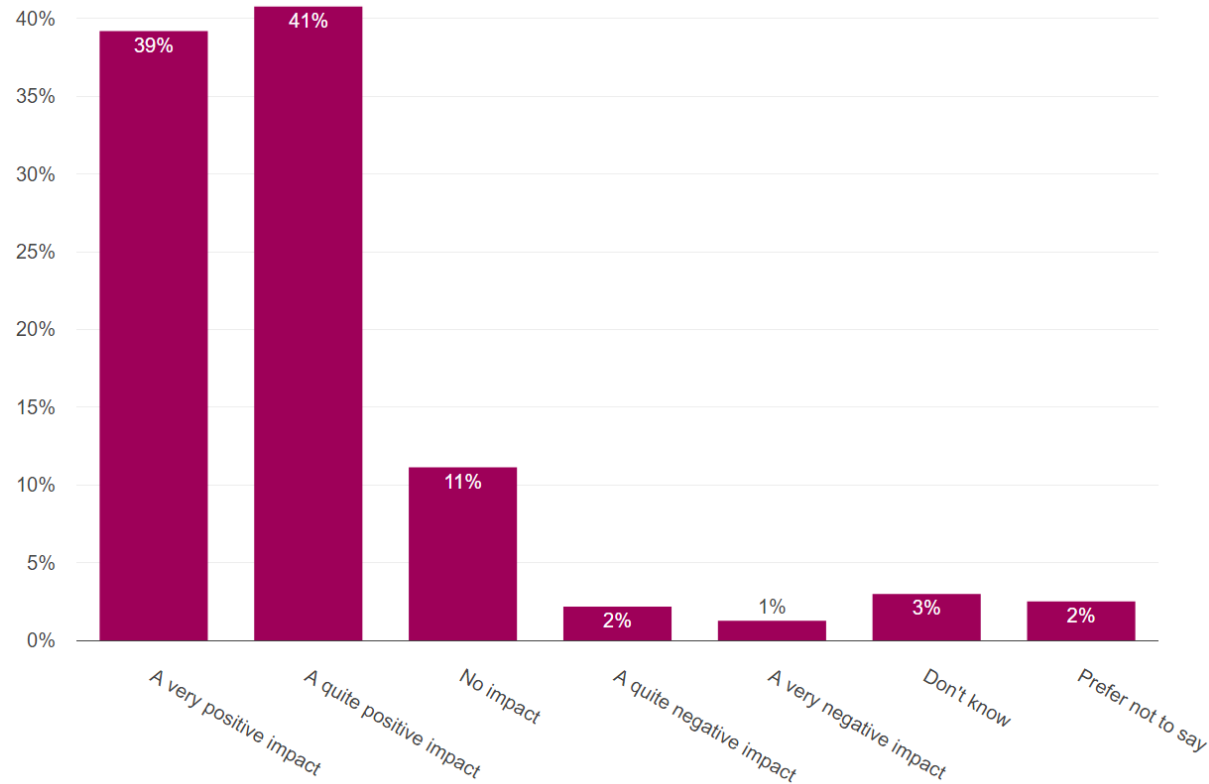
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2.2 Social outcomes

HEALTH AND WELLBEING

Learners are asked to what extent the course has impacted their wellbeing. A large share of learners (80%) feel their AEB course positively impacted their wellbeing, with 41% reporting that the course had a very positive impact.

Figure 6: How do you rate the impact of the course on your wellbeing?



Learner weight applied, unweighted sample size = 9,248. *** Statistically significant at 1% significance level

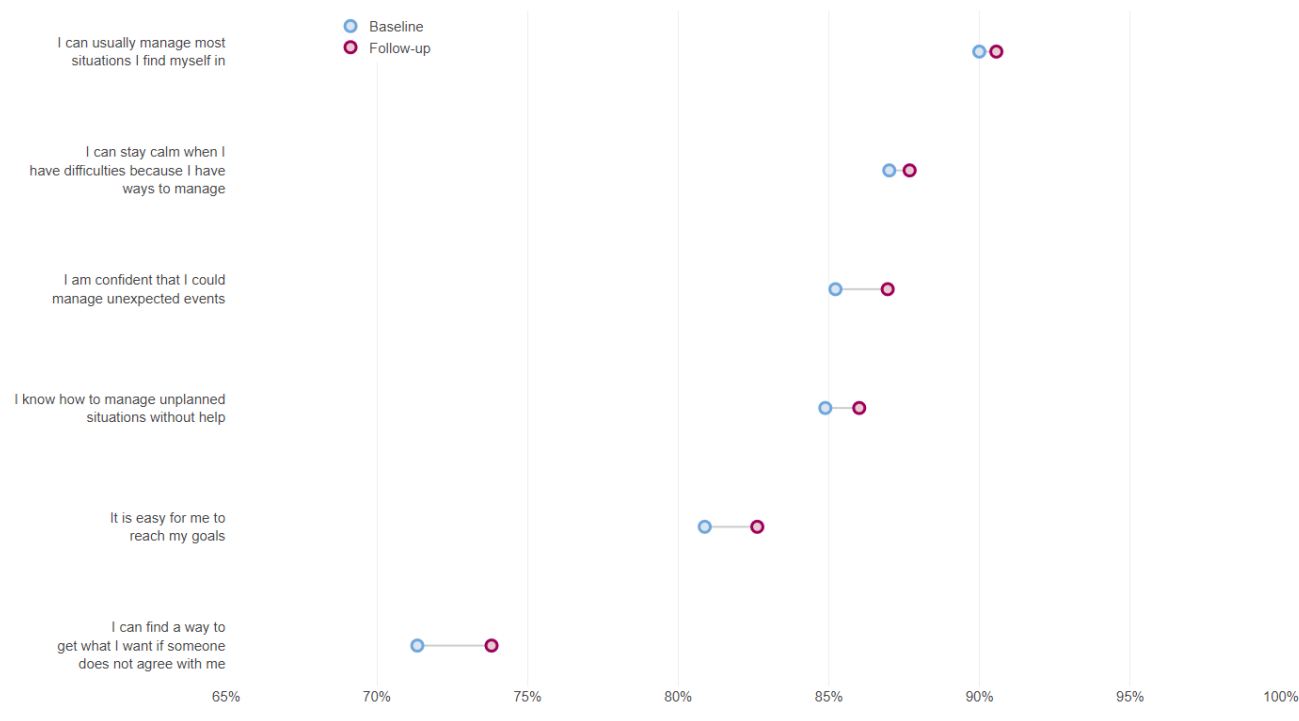
Between the baseline and follow-up survey learners have experienced many positive changes in their wellbeing. The largest change was with levels of life satisfaction, with average life satisfaction scores increasing by 4.2% from 6.8 to 7.1 between the two surveys.

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change
Life satisfaction	6.8	7.1	4.2%***
Feeling things in life are worthwhile	7.5	7.6	1.7%***
Happiness	7.1	7.2	1.7%***
Anxiety	4.0	4.0	-0.7%

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



Learner weight applied, unweighted sample size = 9,248

87%

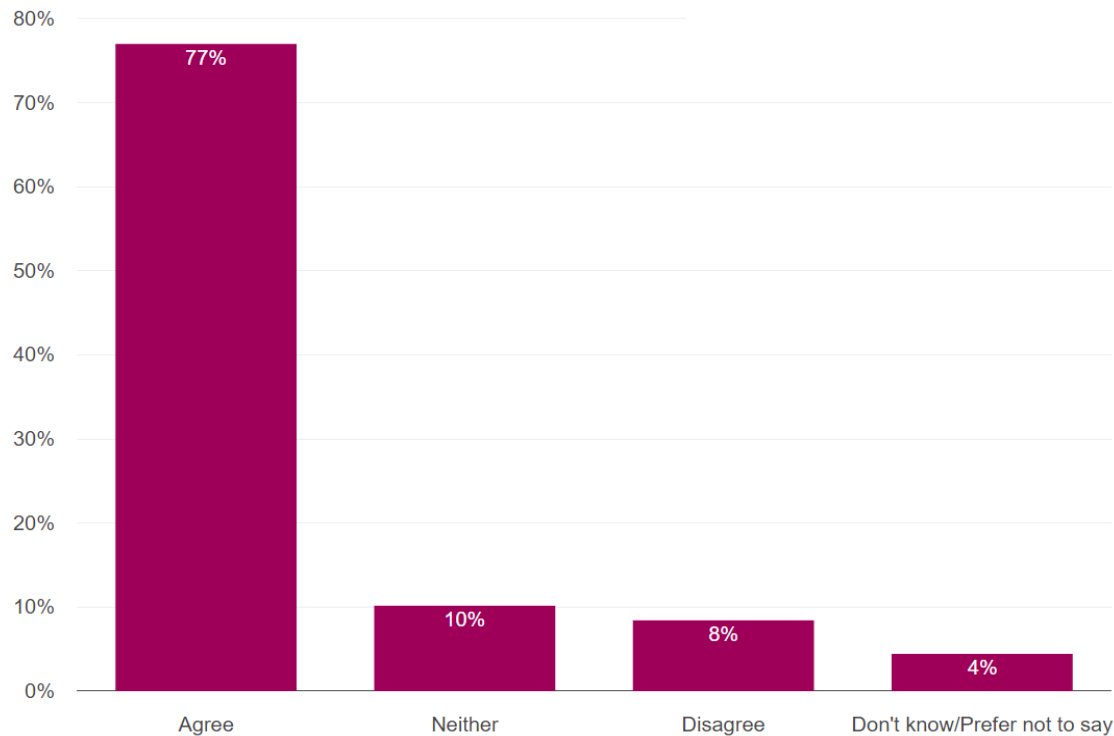
of respondents reported an increase in their confidence as a result of the course

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 = 9,248

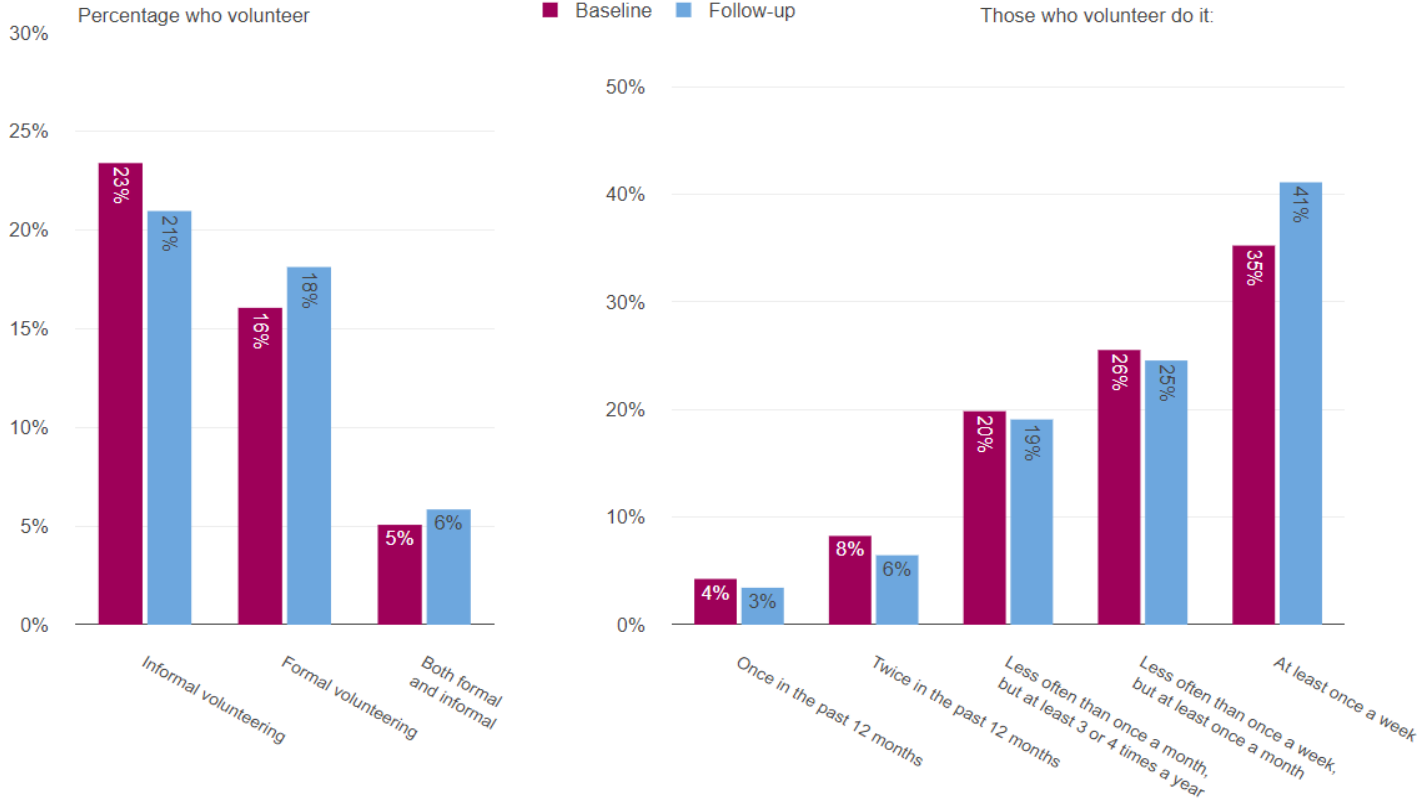
The majority (77%) of the learners feel that their AEB course helped them to meet new people, despite only 27% of learners citing this as one of the reasons for enrolling in their course.

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, unweighted sample size = 9,248

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 18% in the follow-up. In contrast 23% undertake informal volunteering, such as helping a neighbour or friend, in the baseline but this falls to 21% 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 41% (from 35%).

3. Outcomes by provision type and learner demographics

PROVISION TYPE: SUMMARY OF OUTCOMES

Clear association between economic outcomes and the level of learning... but with lower-level qualifications proving an important stepping stone to further learning



Economic outcomes

- Economic outcome share is slightly higher in AS (47%) compared to CL (40%)
- Higher share of learners in AS moving out of employment into work
- CL learners most likely to undertake further education or training
- The higher the level of education, the higher the share of positive economic outcomes
- Level 3 courses have the highest proportion of learners moving into employment and increasing their income
- Lower levels of learning support Londoners to progress in education



Social outcomes

- On average, strong results in both AS and CL (94% and 95%)
- Improvements in wellbeing and participation in volunteering are larger in CL
- Confidence levels and meeting new people is relatively similar in AS and CL
- Entry level and Level 3 qualifications experience highest social outcomes especially in relation to confidence

LEARNER DEMOGRAPHICS: SUMMARY OF OUTCOMES

Black learners have the highest economic outcome share, women and learners over 50 are more likely to experience social outcomes



Economic outcomes

- Black learners experience highest economic outcome share (52% vs 46%)
- Younger (19-23) learner experience greater economic outcomes – but learners over 50 more likely to continue into further studying or training
- Males show better economic outcomes, but a higher proportion of females progress into further study
- LLLD learners experience the lowest economic outcomes compared to those without an LLDD which could suggest LLDD learners continue to face barriers in the labour market.



Social outcomes

- Learners of all ages experience positive social outcomes but learners 50+ experience increased wellbeing and are more likely to do more volunteering
- Females experience higher social outcomes than men
- LLDD learners are less likely to experience social outcomes which could be linked to factors outside of AEB control (i.e. wellbeing changes)

4. Conclusion

CONCLUSION

The London Learner Survey provides rich and unique 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 live happier and healthier lives.



The 22/23 survey provides a strong evidence base to suggest that the AEB is helping to transform the lives of Londoners, particularly those who are facing barriers in the labour market. It is estimated that more than 81,000 learners were able to move into employment, progress in their role or start further study following their course. More than half (59%) of these learners were from Black Asian or Minority ethnic background (48,000 learners).



The social outcomes from adult education are often overlooked but are of equal importance to the GLA. It is estimated that more than 185,000 learners experienced a positive social outcome following the course - with 158,000 seeing improvements in their health and wellbeing and more than 170,000 learners feeling more confident.

5. Appendix

THE LONDON LEARNER SURVEY

Caveats

When interpreting findings within this report, it is important to take into account the wider context of London's labour market. As employment rates declined and unemployment and inactivity increased during the reporting period. Therefore, AEB learners faced a more challenging employment landscape following completion of their learning.

More information on the London labour market can be found in the full report.

THE LONDON LEARNER SURVEY

Further resources

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

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