

MAYOR OF LONDON

London Learner Survey 2023/24

Headline findings

June 2025

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EXECUTIVE SUMMARY

The London Learner Survey (LLS) 2023/24 provides a comprehensive analysis of the outcomes achieved by learners participating in the Adult Education Budget (AEB) and Free Courses for Jobs (FCFJ) programmes, both funded by the Greater London Authority (GLA). This report details the economic and social outcomes of the learners during the 2023/24 academic year, following the GLA’s commitment (in August 2019) to enhancing adult education accessibility and effectiveness.

The survey focuses on seven outcomes. These can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap.¹ The economic outcomes are: progression into employment; progression within work; and progression into further learning. The social outcomes are: improved health and wellbeing; improved social integration; improved self-efficacy; and participation in volunteering.

Methodology

The LLS consists of two surveys: a baseline survey administered at the start of the learners’ course and a follow-up survey conducted approximately five to seven months after course completion. This dual-survey approach allows for a thorough assessment of the changes in learners’ economic and social circumstances following their participation in GLA-funded learning. The LLS 2023/24 surveys all eligible adult learners (19+) who have enrolled GLA funded AEB and FCFJ programmes during the 2023/24 academic year.

Summary of headline outcomes

Destination: 81 per cent of learners were either employed, or pursuing further learning after completing their course

Economic Outcomes



44% reported a positive economic outcome



23% of Learners out of work moved into employment



38% of Employed learners progressed in work



9% increase in mean annual income for employed learners



65% started or are going to start new training

Social Outcomes



94% felt their course had led to positive social change in their life



80% of Learners experienced an increase in wellbeing



87% of Learners felt more confident due to their course



77% of Learners met different people due to their course



45% of Learners participated in volunteering

¹ GLA, [Skills Roadmap for London](#), January 2022.

Economic outcomes

- **Overall impact:** The survey revealed that 81 per cent of learners were either employed, or pursuing further learning after completing their course. Specifically, 44 per cent of non-retired learners experienced a positive economic change, such as gaining employment, securing a permanent position, receiving a pay increase, or advancing to higher levels of training.² Almost a quarter of learners out of work³ (23 per cent) were supported into employment. Four in ten learners in employment (38 per cent) experienced progression in work, of which half (19 per cent) experienced a pay increase following their AEB course. Improvements in pay and working hours are demonstrated by the fact that 31 per cent of learners are in good work following their course. In addition, 65 per cent of all learners started or were going to start further training.
- **Focusing on the industry of employment:** Nearly four in ten learners (38 per cent) were employed in the three most common sectors: human health and social work; education; and administrative and support service. Through the mapping of industry, the analysis shows how AEB learning supports London's economy. Following their course, 60 per cent of employed learners (or 45,600 Londoners) were working in sectors that are key to solving skills gaps and supporting growth across the capital. Supporting more Londoners from diverse backgrounds to access growth sectors will be a focus of the Inclusive Talent Strategy that the GLA will publish later in the year.
- **Impact by provision type:** Learners taking courses at Level 3 experienced the most significant economic benefits, with 54 per cent achieving positive economic outcomes. In addition, an above-average share of learners at Level 3 moved into employment, and experienced an increase in their earnings. In contrast, learners on Entry Level and Level 1 courses were the most likely to continue into further education or training. Adult Skills provision sees higher economic benefits compared to Community Learning including supporting people into work. However, those in Community Learning are more likely to continue into further study.
- **Impact by demographics:** More than half of learners aged 19-23, and of Black learners, experienced positive economic outcomes. Just under a third (32 per cent) of out-of-work 19-23-year-olds moved into employment following their AEB course, although older learners (50+) were the most likely to be continuing in education. Additionally, male learners reported better economic progress compared to female learners. Among learners who report learning difficulties / disability or health conditions (LLDD) health conditions, 43 per cent experience a positive economic outcome. As this is a smaller share than learners aged 19-23, and Black learners, they could be facing more significant challenges converting their AEB attainment into economic outcomes.

² Full definitions of the economic and social outcomes are described within chapters 3 and 4 of this report.

³ A learner who is either unemployed or inactive.

Social outcomes

- **Overall impact:** An overwhelming 94 per cent of learners reported positive social outcomes – including improved wellbeing, increased confidence and enhanced social integration. This shows the importance of education for learners beyond improvements in their economic situations. Specifically, the survey shows that 80 per cent of learners felt that the course positively impacted their wellbeing; and 87 per cent felt more confident as a result of their course.
- **Impact by provision type:** Both Community Learning and Adult Skills learners reported high levels of social benefits from learning (94 per cent). The LLS shows the important role of Community Learning courses in supporting social outcomes: 85 per cent of learners reported that the course improved their wellbeing. Nine in ten learners on Entry Level courses (89 per cent) felt the course had improved their confidence.
- **Impact by demographics:** There is no difference in the share of learners experiencing a positive social outcome by age, although the sub-outcomes show some differences. Older learners (aged 50+) were the most likely of any age group to report an improvement in their wellbeing (84 per cent), and were the most likely to be volunteering. It is worth noting that women experience higher social outcomes than men. There is a difference of four percentage points in the social-outcomes share between those reporting an LLDD and/or health problems (91 per cent), and those without (95 per cent).

Overall, the analysis presented in this report provides a strong evidence base to suggest that the AEB is helping to support London's economy and to transform the lives of Londoners – particularly those who are facing barriers in the labour market. However, 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 as a programme. Consequently, the outcomes cannot be *solely* attributed to learning.

1. INTRODUCTION

From 1 August 2019, the Secretary of State for Education delegated responsibility for the commissioning, delivery and management of London's AEB to the Mayor of London. Since then, the GLA has been responsible for London's annual circa £320m AEB, which funds the majority of further education for Londoners aged 19 and over (excluding apprenticeships). In addition, the GLA also manages the Level 3 adult offer (FCFJ), which was around £20m in academic year 2023/24.

In 2024/25, the Adult Skills Fund (ASF) replaced the AEB. However, this publication relates to the outcomes achieved by learners participating in the 2023/24 academic year; and therefore will still refer to the AEB.

The AEB and related programmes help Londoners to get the skills they need to progress in both 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 accessible, impactful and locally relevant.

Due to data limitations, insights into adult education often focus heavily on enrolments, achievements and participation. This is reported twice a year by the GLA, in its published data.⁴ However, these insights overlook the economic or social outcomes experienced by learners. Through the LLS, the GLA can measure the outcomes experienced by learners following their participation in the AEB. The level of available economic data means we can track progress towards Mayoral objectives, such as supporting London's priority sectors and helping Londoners to access good work. 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 LLS

The 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 and FCFJ
- collate better information on learner outcomes to support future policy development, and to share intelligence 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 adult education is transforming people's lives. The LLS was first conducted in academic year 2021/22, with

⁴ GLA Datastore, [GLA Adult Skills Fund](#).

the results published on the GLA's datastore in summer 2023.⁵ The 2023/24 publication is the third LLS release.

1.2 Survey methodology 2023/24

The LLS 2023/24 surveys learners who have started and/or completed GLA-funded learning aims (courses) during the 2023/24 academic year. A full overview of the survey approach and weighting methodology can be found in the technical guidance, accessible via the London datastore.⁶ The survey is sent to all eligible learners and focuses on seven outcomes. These can be divided into economic and social outcomes, as approved by the Mayor of London in the Skills Roadmap:⁷

Economic outcomes:

- Progression into 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 AEB, Multiply and FCFJ providers. However, the sample size achieved does not allow Multiply to be included within the LLS. Therefore, a separate evaluation of the Multiply programme will be published in 2025. A total of 465,000 AEB and FCFJ learning aims were eligible for the LLS in 2023/24; and approximately 21 per cent were covered by learners who participated in the baseline survey (99,779 aims).⁸ This is in line with similar surveys – for example, the survey on further education choices received a response rate of 15 per cent.⁹ To obtain additional information – including learning aim, and demographic characteristics – the baseline survey is matched to the Individualised Learner Record (ILR).¹⁰ In total, 98,760 baseline surveys were entered into the matching process; ultimately, 65 per cent (up from 63 per cent in 2022/23) or 64,387 (up from 51,069 in 2022/23) were matched to learners.¹¹

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 take the baseline survey go on to complete the follow-up survey.

A total of 14,771 follow-up surveys were undertaken in the 2023/24 academic year. However, several responses were removed where the baseline and follow-up surveys

⁵ GLA, [London Learner Survey](#).

⁶ GLA, [London Learner Survey](#).

⁷ GLA, [Skills Roadmap for London](#), January 2022.

⁸ This is excluding baseline surveys that were completed in 2022/23, where learning concluded in the 2023/24 academic year.

⁹ DfE, [Learner Satisfaction Survey 2018 to 2019: Technical report](#), August 2019.

¹⁰ DfE, [Individualised Learner Record \(ILR\)](#), last updated 28 February 2020.

¹¹ Non-matching occurred for a variety of reasons; for more information, please see the technical report.

completion dates were considered unreliable – for example, where 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 **10,451 learning aims undertaken by 9,708 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 (Adult Skills and Community Learning), gender combined with age, disability status and ethnicity.

Both surveys were primarily carried out 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. For more information, see the technical report.

1.3 Context and caveats

Whilst the data has been weighted, and is representative of learning aims and learners, there are some caveats that need to be considered. The data shows differences in learners' economic and social situations before and after completing education. However, this does not mean that an outcome has been achieved as a direct result of education. In other words, the outcomes cannot be solely attributed to the impact of learning.

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

1.4 Comparability to previous years

The 2023/24 survey is comparable to the 2022/23 survey. After the 2021/22 survey, several changes and improvements were made. These make it harder to compare the findings for 2022/23 and 2023/24 to 2021/22. Changes include the following:

- In 2022/23 and 2023/24, learners were only asked to fill in the baseline survey once every 90 days; in 2021/22, this was every 30 days. This change was made to reduce burden on learners and providers.
- The better response rate in 2022/23 resulted in changes to the weighting compared to 2021/22. Therefore, the population profile in 2022/23 and 2023/24 better represents the population of AEB learners.
- The last two years of the survey are able to better take into account learners with multiple learning aims compared to 2021/22. This means:
 - some learning aims that tend to be carried out as one of many aims would have been over-represented in 2021/22; this is not the case in 2022/23 and 2023/24
 - demographic groups that tend to carry out multiple aims at once would have been over-represented in 2021/22; this is not the case in 2022/23 and 2023/24.

The baseline questionnaire was also adjusted to include the industry and occupation of those in employment at the start of their course in 2023/24.

The technical report contains a more thorough explanation of changes made in 2022/23 and 2023/24, and the methodology of the survey.¹²

1.5 Scope of the report

This report provides the key headline outcome measures from the LLS at an aggregate level. These are then separated by provision (funding model and Level) and learner demographics (age, gender, ethnicity and LLDD status). It is being published so that the findings can be used publicly for a range of policy purposes. Although it might shed some light on the effect of adult education on relevant outcomes, this initial analysis is descriptive in nature and does not suggest causation.

¹² GLA, [London Learner Survey](#).

2. BACKGROUND INFORMATION

Economic and social outcomes cannot be achieved in isolation. Therefore, they partly depend on the type of education being delivered, and the health of the London labour market. This section of the report includes important context on what is being delivered by the AEB in London; the demographics of learners; and the state of the London labour market over the last five years.

There are large differences in learner demographics by funding model (Adult Skills or Community Learning), which could partially explain the results shown in chapters three and four. Note that the descriptive statistics presented in this report do not account for interacting factors.

The information in this section is important in helping us to understand what could be driving differences in outcomes year on year, and between learners.

2.1 London's AEB in 2023/24

The AEB provided education and training opportunities for Londoners from a variety of different backgrounds. In the academic year 2023/24, there were 233,820 GLA-funded learners in London taking 487,700 aims enrolments.¹³ The number of enrolments is more than double the number of learners, because individuals can take more than one learning aim (courses) during the academic year. Most of the learning within the AEB is taking place at Other Level and Entry Level. However, in recent years there has been a growth in learning above Level 1, particularly at Level 3.

Amongst learners participating in the AEB and FCFJ programmes in 2023/24:

- 69 per cent were female;
- 61 per cent were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners);
- 61 per cent were aged 24-49; and
- 15 per cent consider themselves to have an LLDD and/or a health problem.

The AEB was made up of two funding models: Adult Skills and Community Learning. Adult Skills comprises a range of education services for adults that support individual learning and progression of workplace skills. In 2023/24, almost three-quarters of AEB enrolments were in Adult Skills, with around 168,700 Londoners starting 359,710 learning aims.¹⁴ The share of AEB enrolments in Community Learning increased from 24.5 per cent in 2023/24, to 26.2 per cent in 2022/23. An increase in Community Learning could impact headline economic outcomes across the AEB due to a lower share of Community Learning learners achieving economic outcomes as evidenced by previous years of the LLS.¹⁵

¹³ GLA, AEB: academic year 2023/24 (August-July). The figures presented in this report include continuing learners, and those funded under FCFJ. Data can be accessed at: GLA Datastore, [GLA Adult Skills Fund](#).

¹⁴ These figures include FCFJ and continuing learners that commenced qualifications in the previous academic year. Data can be accessed at: GLA Datastore, [GLA Adult Skills Fund](#).

¹⁵ GLA, [London Learner Survey](#), 2022/23.

In Adult Skills, Entry Level accounts for the biggest share of learning (46 per cent), followed by Levels 1 and 2 (22 per cent each). Compared to 2022/23, Adult Skills participation decreased by five per cent. However, there was a rise in participation at Levels 3 and 4. Compared to the AEB as a whole, the Adult Skills learner profile is:

- slightly less likely to be female (67 per cent for Adult Skills, vs 69 per cent for AEB)
- more likely to be from a Black, Asian or Minority Ethnic background (67 per cent vs 61 per cent);
- more likely to be aged 24-49 (66 per cent vs 61 per cent); and
- equally likely to consider themselves to have an LLDD and/or a health problem (15 per cent).

The profile of learners in Adult Skills has changed slightly since 2022/23. This includes a marginal decrease in White learners; and a small increase in the share of learners reporting an LLDD. Since 2021/22, the share of older learners (aged 50+) accessing Adult Skills courses has also grown.

In contrast to Adult Skills, Community Learning includes a range of community-based and outreach learning opportunities. These are primarily managed and delivered by local authorities, special colleges and general further education colleges designed to bring together and support adults. From August 2023 to July 2024, 68,550 Londoners participated in Community Learning, starting 127,990 learning aims.¹⁶ Most Community Learning aim enrolments are at Other Level (82 per cent), with a small number of enrolments taking place at Entry Level, Level 1 and Level 2. In 2023/24, there was a 260 per cent increase in the number of learners taking Entry Level courses in Community Learning.

Compared to the AEB, Community Learning learners are:

- more likely to be female (76 per cent for Community Learning, vs 69 per cent for the AEB);
- more likely to be White (57 per cent from a White background vs 39 per cent)
- less likely to be aged 24-49 (48 per cent vs 61 per cent) and much more likely to be aged 50+ (48 per cent vs 29 per cent); and
- more likely to consider themselves to have an LLDD and/or health problem (17 per cent vs 15 per cent).

For Community Learning, the share of male learners and learners reporting an LLDD increased by one percentage point compared to 2022/23.

In 2023/24, the LLS is restricted to learners who finished a learning aim in that academic year. In total, there were 465,000 learning aims eligible to complete the survey.

¹⁶ These figures include continuing learners that commenced training in the previous academic year.

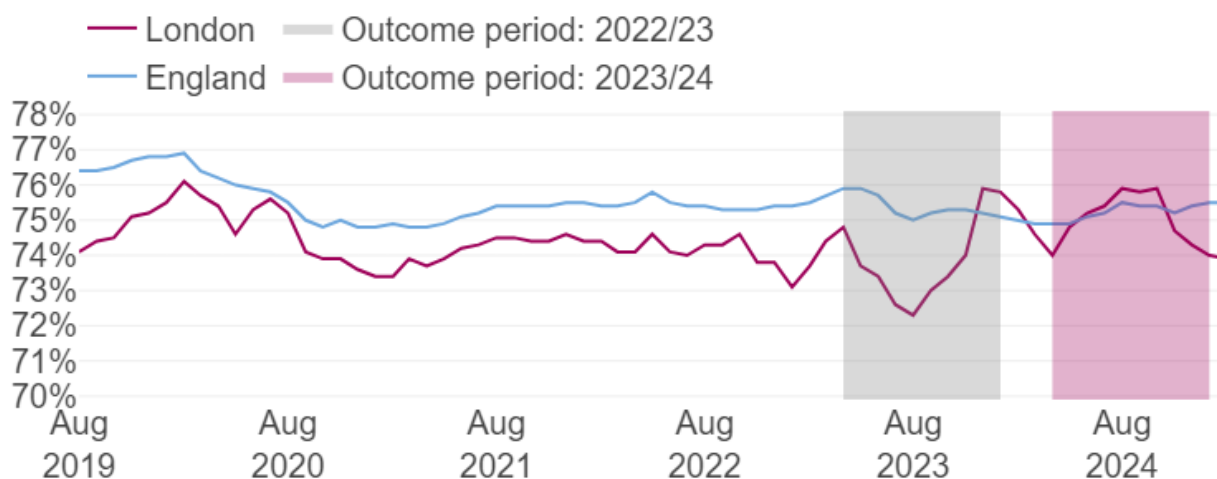
2.2 London’s labour market in 2023/24

The LLS measures how a learner’s economic situation (such as income and economic activity status) has changed five to seven months after their course finished. However, these changes are in the context of wider shifts in London’s labour market – including fluctuations in the employment rate, real wage changes and rising unemployment levels. It is important to note that, whilst learning has occurred in the 2023/24 academic year, outcomes can be reported five to seven months post study. Therefore, the economic outcomes are reported up to January 2025.

Learners trying to enter or progress within the London labour market in academic year 2023/24 faced a more challenging environment than the previous academic year (2022/23).¹⁷ There were fewer job postings (an indicator of labour demand); and unemployment increased throughout much of the year, particularly for those aged 24 or under.

During the 2023/24 outcome period (April 2024 to January 2025), the number of payrolled employees in London stagnated and then fell, from its peak of 4.4m in May 2024 to 4.38m in January 2025. In August 2024, the employment rate in London reached 75.9 per cent, up by 3.6 percentage points from the previous year despite noticeable fluctuation throughout the year.¹⁸ However, between August 2024 and January 2025, when many learners may have entered the workforce, the employment rate had fallen again to 74 per cent.

Figure 1 : Employment rate in London and England



Source: ONS Labour Force Survey, Aug 2019-March 2025.

Note: Outcome periods for 2022/23 and 2023/24 LLSs indicated by shaded areas.

¹⁷ Note that labour market conditions varied across London boroughs. Some learners may have had more favourable conditions depending on their location.

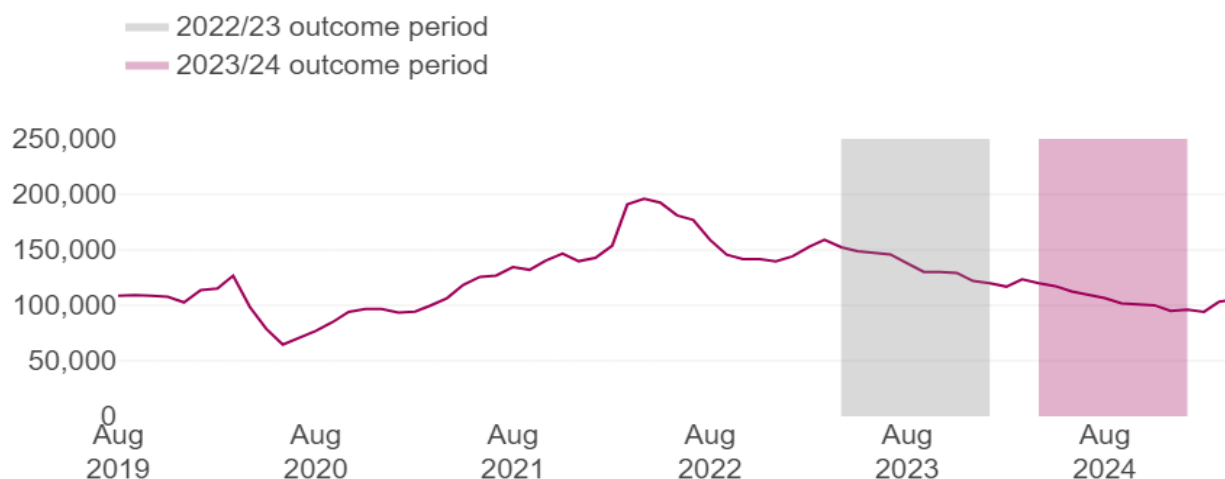
¹⁸ Volatility may reflect ongoing uncertainty in Labour Force Survey estimates highlighted by ONS. See: ONS, [Labour Force Survey quality update – May 2025](#), 13 May 2025.

Many Londoners, especially those engaged in AEB courses, will be impacted by their local employment conditions rather than the London average. The average employment rate hides differences by London borough.¹⁹ Across 2024, nine London boroughs had an employment rate above 80 per cent. This includes Merton, which had an employment rate of 83.7 per cent. However, many London boroughs have employment rates that are significantly lower than this target, such as Kensington and Chelsea (62.6 per cent) and Greenwich (66.6 per cent).²⁰

In a similar vein to understanding borough differences, not all of London’s industries experienced a slowdown in employment. Between 2023 and 2024, the number of workforce jobs rose in arts, entertainment and recreation (19 per cent increase) and in health and social work (6 per cent increase). However, over the same period, the number of workforce jobs declined in several other industries key to London’s economy, such as accommodation and food services (3 per cent decrease), construction (1 per cent decrease), and information and communication (1 per cent decrease).²¹

Another way to measure the performance of the labour market, beyond the numbers in work, is to look at online job postings.²² Throughout the academic year 2023/24, and the outcome reporting period to January 2025, the number of online job postings has steadily declined from its peak in April 2022 towards 2019 pre-pandemic levels (Figure 2). In the three months leading to January 2025, there was an average of 96,000 job postings a month, down 20 per cent from the previous year.²³

Figure 2 : Monthly unique job postings in London



Source: Lightcast, Aug 2019-March 2025.

Note: 3-month moving average. Non-seasonally adjusted. Outcome periods for 2022/23 and 2023/24 LLSs indicated by shaded areas.

¹⁹ Recent employment fluctuations need to be taken cautiously, particularly at the borough level. This is due to the volatility and uncertainty in Labour Force Survey estimates highlighted by ONS.

²⁰ Nomis, Annual Population Survey, 2024.

²¹ Nomis, Workforce jobs by industry (seasonally adjusted). Total workforce jobs, 2023 and 2024 average.

²² Online job posting data from Lightcast complements official statistics by offering a unique and near real-time perspective of how the labour market, recruitment patterns, and employer skill needs are changing.

²³ GLA analysis online job postings data provided by Lightcast. Accessed via: GLA Datastore, [Online Job Postings Analyses](#).

It is important to also look at the number of Londoners out of work, whether that is unemployment or inactivity. Over the 2023/24 academic year and outcome period, inactivity declined but unemployment rose. In the three months leading to July 2024 (the first three months of outcome reporting for the 2023/24 academic year), unemployment was 5.6 per cent, up by 0.6 percentage points from the previous year. In this period, London had the second highest unemployment rate across all UK region, just behind the North East (6 per cent).

The rise in unemployment was particularly noticeable for young Londoners. The share of Londoners aged 16-24 not in employment, education, or training (NEET) reached 15 per cent by the final quarter of 2024, an increase of 4 percentage points on the previous year.²⁴ Economic inactivity peaked at 23.5 per cent by July 2023 (the first three months of outcome reporting for the 2022/23 academic year) but had declined to around 20 per cent by July 2024. London has seen a faster reduction in economic inactivity than the England average. However, since autumn 2024, economic inactivity is on the rise.

Figure 3: Unemployment rate in London and England

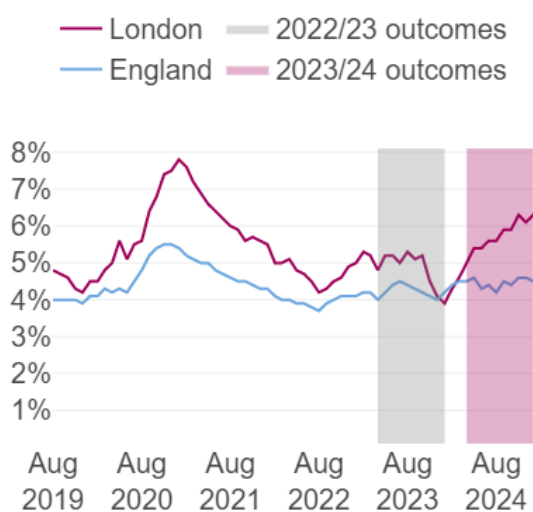
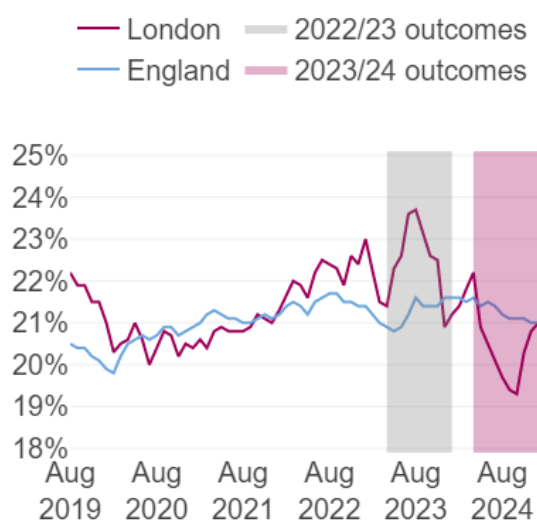


Figure 4: Economic inactivity in London and England



Source: ONS Labour Force Survey, Aug 2019-March 2025.

Note: Outcome periods for 2022/23 and 2023/24 LLSs indicated by shaded areas.

Despite inflation easing throughout 2023 and 2024 (from 7 per cent in January 2023 to 3 per cent by August 2024), worker pay continued to increase at around 5 per cent year-on-year. This meant employees benefitted from real wage growth throughout much of the 2023/24 academic year and outcome reporting period (Figure 5).

²⁴ ONS, Official NEET statistics, Labour Force Survey, 2024.

Figure 5: Real wage growth in London, % change



Source: HM Revenue and Customs – Pay As You Earn Real Time Information, August 2019 to March 2025. ONS Consumer Price Inflation. Note: Estimates are based on where employees live. Outcome periods for 2022/23 and 2023/24 LLSs indicated by shaded areas.

When interpreting findings within this report, it is important to take into account the wider context of London’s labour market. As employment and unemployment rates fluctuated and inactivity decreased, AEB learners faced a variable employment landscape following completion of their learning.

3. ECONOMIC OUTCOMES FOR LONDON'S AEB LEARNERS

Education aims to help people enhance their skills, find better work and gain knowledge. The AEB supports all Londoners, especially those who lack key qualifications (such as Level 2 English and maths), and those who are unemployed or earning a low wage, to gain the skills needed to improve their lives.

There is limited information available on the economic outcomes of further education learners. The Department for Education's (DfE's) Longitudinal Educational Outcomes (LEO) dataset provides us with some high-level information. The LEO dataset links educational data with HMRC and Department for Work and Pensions records, allowing researchers to track earnings, employment, and benefits post-qualification attainment. This data is the basis for the DfE's FE Outcomes dataset, which has replaced provider-reported outcomes in the ILR.²⁵

The latest available FE Outcomes analysis tracks 2021/22 learners' economic outcomes between October 2022 and March 2023. In Greater London, of the 142,990 adult learners who completed education and training²⁶ qualifications in 2021/22, 72 per cent had a sustained positive destination²⁷ (employment or further learning) in the following year.

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

- Currently, there is no data on the number of hours someone is working. This means it is difficult to distinguish if lower pay is due to working patterns.²⁸
- It cannot distinguish between individuals who are inactive or unemployed; nor can it identify, 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.
- Published data on Community Learning outcomes is not available beyond national figures.²⁹
- There is a significant time lag in the data (between three and four years), meaning it is difficult to estimate the impact of recently established courses or programmes.

²⁵ DfE, [Further education outcomes, academic year 2021-22](#), last updated 28 November 2024.

²⁶ Education and training is mainly classroom-based adult further education that is not classed as an apprenticeship or community learning. It can also include distance learning or e-learning.

²⁷ Sustained positive destinations (SPD) include economic outcomes and further learning for at least six months in the following year (2022/23). SPD shows unconditional association between qualifications and outcomes. Differences might be explained by, for example, learner characteristics or labour market conditions.

²⁸ However, there are plans for future iterations of the LEO dataset to incorporate the ONS's Annual Survey of Hours and Earnings, so a measure of hours worked will be available.

²⁹ This is possible in the underlying LEO data.

The LLS collects a broader range of economic indicators. Consequently, it can supplement evidence from LEO to give a more comprehensive and timely picture of the economic outcomes for learners who participate in GLA-funded learning.

This section of the report outlines, in detail, the changes in learners' economic activity, hours worked, earnings and progression into further learning.

3.1 Positive economic outcome

Following their course, 81 per cent of learners were in employment or had started or were about to start further learning. This does not consider their previous labour market status or the type of further learning they are taking.

The data shows that many learners were already in employment before starting their learning (34 per cent),³⁰ but chose to do a course to gain skills and confidence to progress in their career. Therefore, to align with the Mayor of London's goal of facilitating access to good work and further education, we primarily measure economic outcomes by assessing improvements in learners' economic situations.

Definition: Positive economic outcome

A positive economic or educational change means one of the following applies to a learner:

- They have moved into employment.
- They have moved from a temporary job to a permanent job.
- Their pay has increased.
- They have continued onto further training at a higher NVQ level.
- They have moved from inactivity to looking for work.

Overall, **44 per cent of non-retired learners³¹ had a positive economic or educational change** following their participation in the AEB.³² This is equivalent to about 77,400 Londoners.

By provision type

A key aim of London's Adult Skills provision is to equip learners with skills needed to succeed in the labour market and to respond to London businesses' skills needs. Overall, 46 per cent of non-retired Adult Skills learners experience a positive economic outcome within five to seven months after completing their courses.

³⁰ Including those who were waiting to start a job they had been offered.

³¹ Note that this is restricted to 19+ non-retired learners.

³² Retired learners have been excluded as they are not expected to experience an economic change following AEB participation.

Learners who did a Community Learning course had smaller changes in economic outcomes between the baseline and follow-up surveys. Overall, 40 per cent of non-retired learners in Community Learning achieved a positive economic outcome, compared to 44 per cent for the whole AEB. The smaller change in outcomes could be partially explained by the fact that the courses are shorter, and hence are expected to have less of a long-term impact on a learner's economic situation (such as their earnings).

As demonstrated previously, there is a positive link between the level of AEB education and the share of learners experiencing a positive economic outcome. Four in ten learners on Other Level and Entry Level courses (39 per cent and 42 per cent respectively) experienced a positive economic outcome following their course. However, the share who experienced a positive economic outcome rises to half of learners taking courses at Levels 1, 2 and 3 (50 per cent, 49 per cent and 54 per cent respectively).

By learner demographic

The share of learners experiencing a positive economic outcome varies across different demographic profiles. More than half of learners aged 19-23 (52 per cent) experienced a positive economic outcome, compared to only 37 per cent of those aged 50 or above. Overall, male and female learners do not have significantly different shares of learners experiencing positive economic outcomes.

When looking at differences by ethnicity, it is apparent that Black learners are considerably more likely to experience a positive outcome. Whilst 44 per cent of all learners experience a positive economic outcome after their course, this rises to 51 per cent for Black learners in London. There is a small but significant difference between the outcomes of learners based on whether they report a health condition and/or an LLDD: 43 per cent of those with an LLDD experience a positive economic outcome, compared to 45 per cent of those without.

3.2 Progression into employment

In the labour market section of the report, we have discussed how unemployment is rising (particularly for those under 24) and economic inactivity remains high in the capital. Given the current context, supporting Londoners into work is therefore an important goal of the AEB. In the baseline survey, 43 per cent of learners cited getting the job they wanted as a reason for doing their course. AEB learners are significantly less likely to be in employment compared to the London population average. In the baseline survey, 34 per cent of learners (about 66,100) were in employment (either employed or self-employed), this is significantly lower than the London average. For Londoners aged 16-64, 75 per cent were in employment.³³

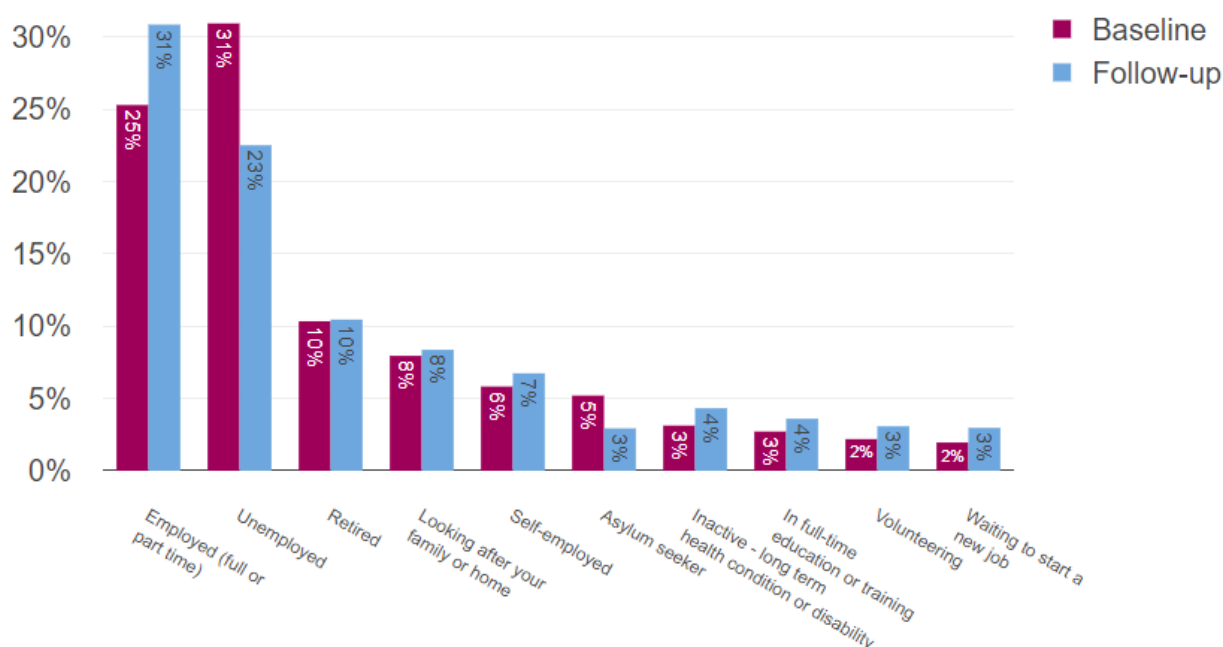
Nearly a third of learners (31 per cent) were unemployed when enrolling onto their AEB course. However, only 23 per cent were unemployed in the follow-up survey (Figure 6). Additionally, the percentage of learners recorded as inactive (excluding those in full-time education) remained at 29 per cent between the baseline and follow-up. This could

³³ According to the ONS Labour Force Survey, averaged across the academic year 2023/24.

demonstrate the challenge in overcoming the barriers faced by those further from the labour market.

A quarter (23 per cent) of learners who were out of employment when they started their course had moved into employment once the follow-up survey was completed. This is equivalent to around 22,700 learners. Additionally, 35 per cent of those who had moved into employment said the course helped a lot in them getting their current paid work; and 27 per cent said it helped a little. This demonstrates how adult education benefits Londoners.

Figure 6: Distribution of economic activity status for baseline and follow-up



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,335 and 9,452 in baseline and follow-up respectively. The figure above excludes 'Don't know', 'Prefer not to say' and 'Other' categories.

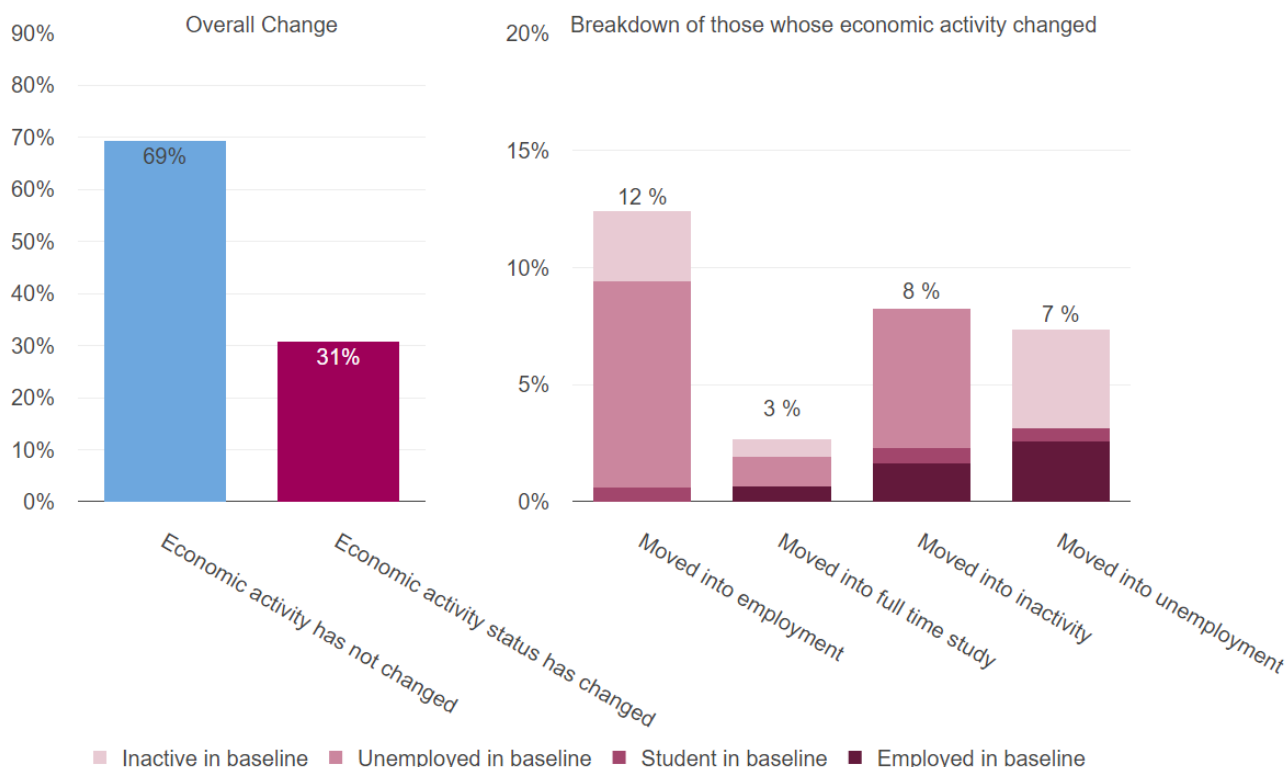
To understand the movements of learners, economic activity was grouped into four categories: in employment; unemployed; studying; or inactive.³⁴ As shown by Figure 7, below, three in ten learners (31 per cent) underwent an economic activity status change between the baseline and follow-up surveys. Almost half of this change was due to learners moving into employment. For learners under the age of 24, one in five (19 per cent) were recorded as NEET in the follow-up survey, the majority of that being unemployment (12 per cent of learners aged under 24 were unemployed)³⁵ Almost two-

³⁴ For information on how these categories are defined, see the Glossary (Section 6).

³⁵ As all learners were in training to be in the baseline survey, the baseline NEET rates are not included.

thirds (60 per cent) of under-24s were in or about to start some further education or training in the follow-up survey.

Figure 7: Change in economic activity between baseline and follow-up survey



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,202.

By provision type

A quarter (24 per cent) of out-of-work Adult Skills learners moved into employment following their course, in Community Learning the figure is 19 per cent. However, it is worth noting that a lower share of Community Learning learners were out of work prior to their course. As with the share of learners experiencing a positive economic outcome, there is a clear relationship between changes in a learner’s employment status and the level of their course. Over a third (37 per cent) of out-of-work learners at Level 3 moved into employment following their course. This could signify the importance of higher-level learning in meeting the skills needs of London’s employers.

By learner demographic

Just below a third (32 per cent) of out-of-work learners aged 19-23 moved into work following their course, compared to only a fifth (19 per cent) of those aged 50+. Out-of-work men are seven percentage points more likely to move into employment following their AEB course compared to women (28 per cent vs 21 per cent).

By ethnicity, learners from a Black or White background are the most likely to have moved into employment (25 per cent and 26 per cent respectively) in the months following their course. There is a large difference in the share of out-of-work learners moving into employment based on reported LLDD status. Around 18 per cent of learners with an LLDD were able to move into employment following their course, compared to 24 per cent of non-LLDD learners. Differences by self-reported LLDD/health condition could represent the external barriers these individuals face in the labour market.

3.3 Progression within work

As mentioned earlier, many Londoners accessing adult education are already in employment. Therefore, it is important to consider progression within work as well as into work. When focusing on progression within work, the analysis is limited to those who were in employment or self-employment in both the baseline and follow-up surveys. Slightly fewer than four in ten employed learners (38 per cent) progressed in work following their course, by either experiencing an increase in their pay or hours, or moving to a permanent contract. Detailed analysis of earnings, hours and the quality of work is presented below.

3.3.1 Earnings

Learners were asked to report their income in the baseline and follow-up surveys, based on banded groups. As a result, creating an average income for learners requires some approximation because we do not know exactly how much 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, following the methodological approach of previous LLS releases.³⁶

Income is one of the factors that impacts a Londoner's eligibility for GLA-funded AEB learning. Therefore, 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 annual earnings of AEB learners in employment³⁷ were between £23,100 and £24,400. In comparison, median gross pay in 2023 for full-time workers resident in London was £47,455.^{38, 39} As Figure 8 shows, there is a large share of learners who, in the baseline survey, were earning under £10,500. This is partially a reflection of part-time work: the mean hours worked for those earning under £10,500 was 16.1 hours a week, compared to 32.8 hours for those earning over £10,500 a year.

There is some evidence that the AEB helped individuals to increase their earnings; a fifth (18 per cent) of those in employment reported their pay had increased between the

³⁶ This follows the methodology set out in [Walter et al \(2017\)](#), which incorporates the learner weighting. 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 per cent confidence interval, where the standard errors have been estimated by a non-parametric bootstrap.

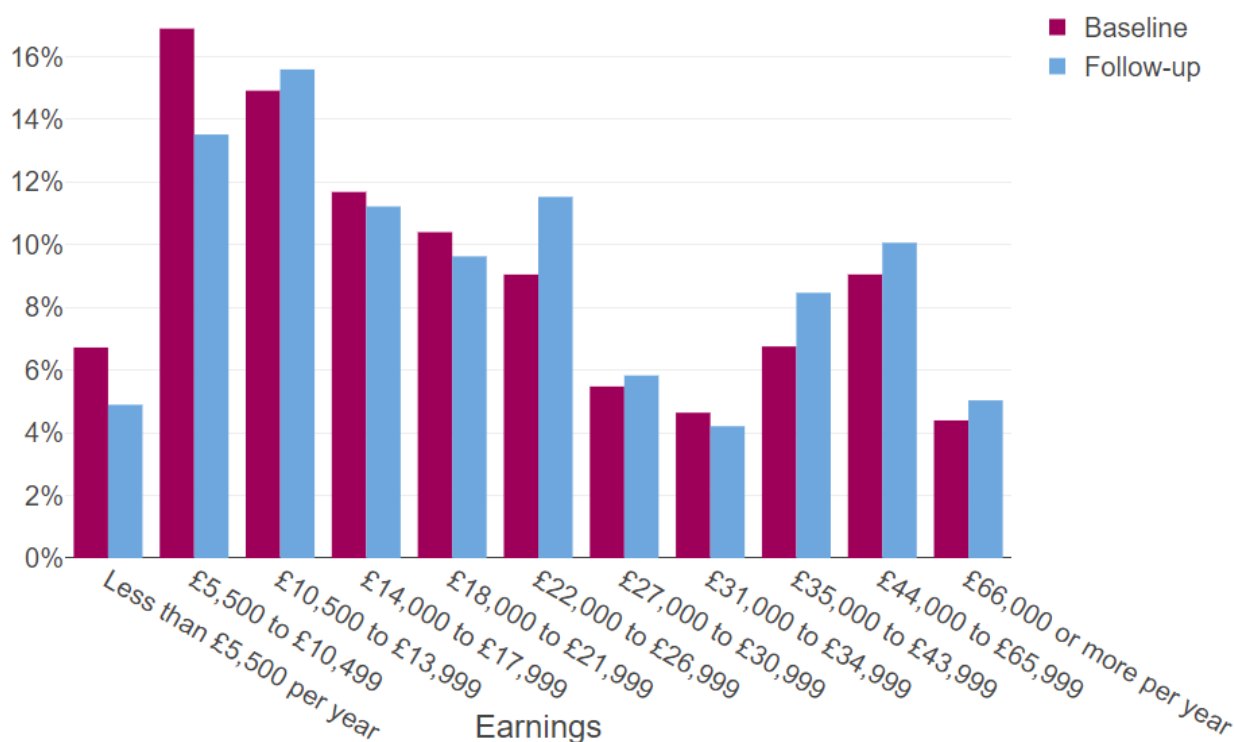
³⁷ Excluding those who did not report their incomes.

³⁸ These values are not fully comparable because the LLS average earnings include those who are working part-time, whereas the estimate of average pay for all of London is based on full-time workers only.

³⁹ ONS, Annual Survey of Hours and Earnings, 2024, provisional edition

baseline and follow-up surveys (an additional 70 per cent reported their pay remained the same which could reflect the relatively short time period for outcome collection). Overall, we would expect a large proportion of employed learners not to have changes in their earnings due to the relatively short period between the baseline and follow-up surveys. Figure 8 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 surveys.

Figure 8: Earning distribution of respondents in baseline and follow-up surveys



Source: GLA, Londoner Learner Survey, 2023/24

Note: Learner weight applied, unweighted sample size = 1,458 (those in employment who reported their earnings).

Overall, it is estimated that the average earnings rose to between £25,300 and £26,700 in the follow-up survey: a 9 per cent increase. These increases cannot be seen as the returns to education, as other factors may be important – such as unobserved characteristics of the learners, increases in minimum wage, increases in time spent at an employer and greater experience. Additionally, reported earnings are in nominal terms and do not account for the impact of inflation on individuals’ earnings when inflation was still coming down from its peak in 2022.

Moreover, as shown in Table 1, 43 per cent of those earning less than £18,000 per year in the baseline had an increase in salary in the follow-up, compared to 14 per cent of those earning over £35,000.

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

		<i>Percentage of learners with salary at the follow-up</i>			
		Below baseline	Same as baseline	Above baseline	Total
Baseline salary band	Less than £18,000 per year	13%	44%	43%	100%
	£18,000 – £34,999	24%	36%	41%	100%
	£35,000 or more per year	17%	69%	14%	100%

Source: GLA, Londoner Learner Survey, 2023/24.

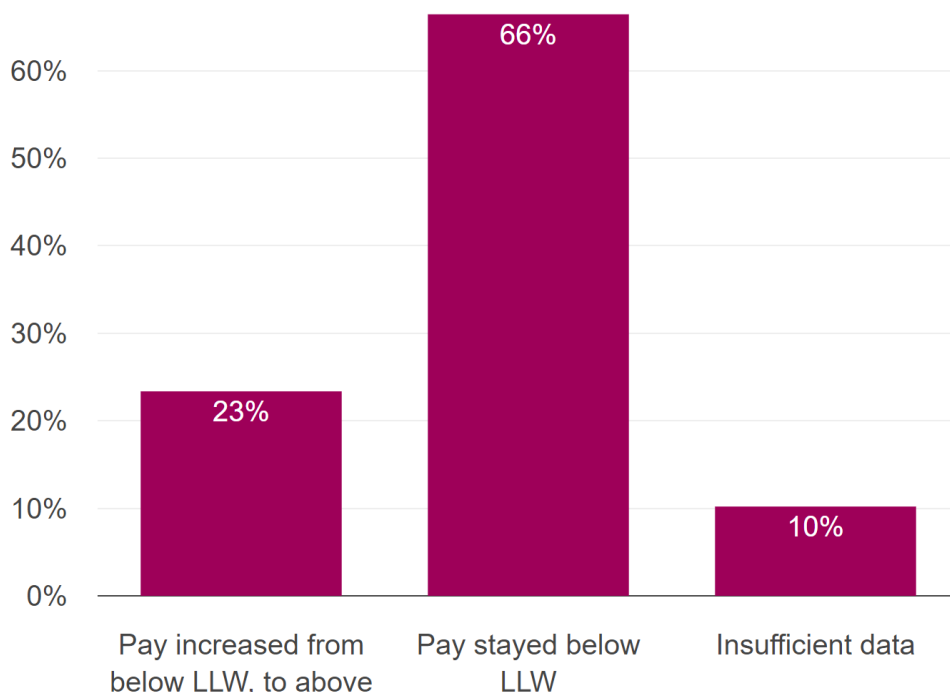
Note: Learner weight applied, sample size 1,484 (those in employment who reported their earnings).

There is evidence of positive but limited improvement in the share of learners earning below the London Living Wage (LLW).⁴⁰ In the baseline survey, 31 per cent of learners in employment were earning below the LLW; of these, 23 per cent were earning above it in the follow-up (Figure 9). Starting a new a role that pays below the LLW could be a good first step into the labour market for many Londoners who are out of work. The share of learners earning below the LLW in the follow-up remained at 31 per cent. In contrast, in April 2023, 13.3 per cent of all employee jobs in London were paid less than the LLW.⁴¹

⁴⁰ LLW: £11.95 per hour at start of baseline survey, rising to £13.15 from October 2023 and £13.85 from October 2024.

⁴¹ Living Wage Foundation, [London's Low Pay Landscape](#), October 2024.

Figure 9: Change in earnings between baseline and follow-up relative to LLW for those earning below the LLW in baseline



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 916.

By provision type

In the baseline, the average earnings of employed Adult Skills learners was between £16,900 and £17,800. This contrasts with employed learners in Community Learning, whose average earnings were much closer to the London average, at between £32,400 and £34,900. This pattern is related to variations in demographics and work experience for those studying Adult Skills, compared to Community Learning, which is explored below.

The share of employed learners experiencing an increase in their income differs by funding model. Learners in Adult Skills are more likely to see an increase (19 per cent) than those in Community Learning (16 per cent). Learners taking Level 3 qualifications are much more likely to receive an increase in their income. Whilst 18 per cent of all AEB learners experienced an increase in their income, this rises to 27 per cent for learners who took a Level 3 course.⁴²

By learner demographic

The data also shows differences by age. Learners aged 19-23 were twice as likely to see an increase in income compared to those aged 50+ (30 per cent vs 15 per cent of

⁴² This includes FCFJ – Level 3 adult offer.

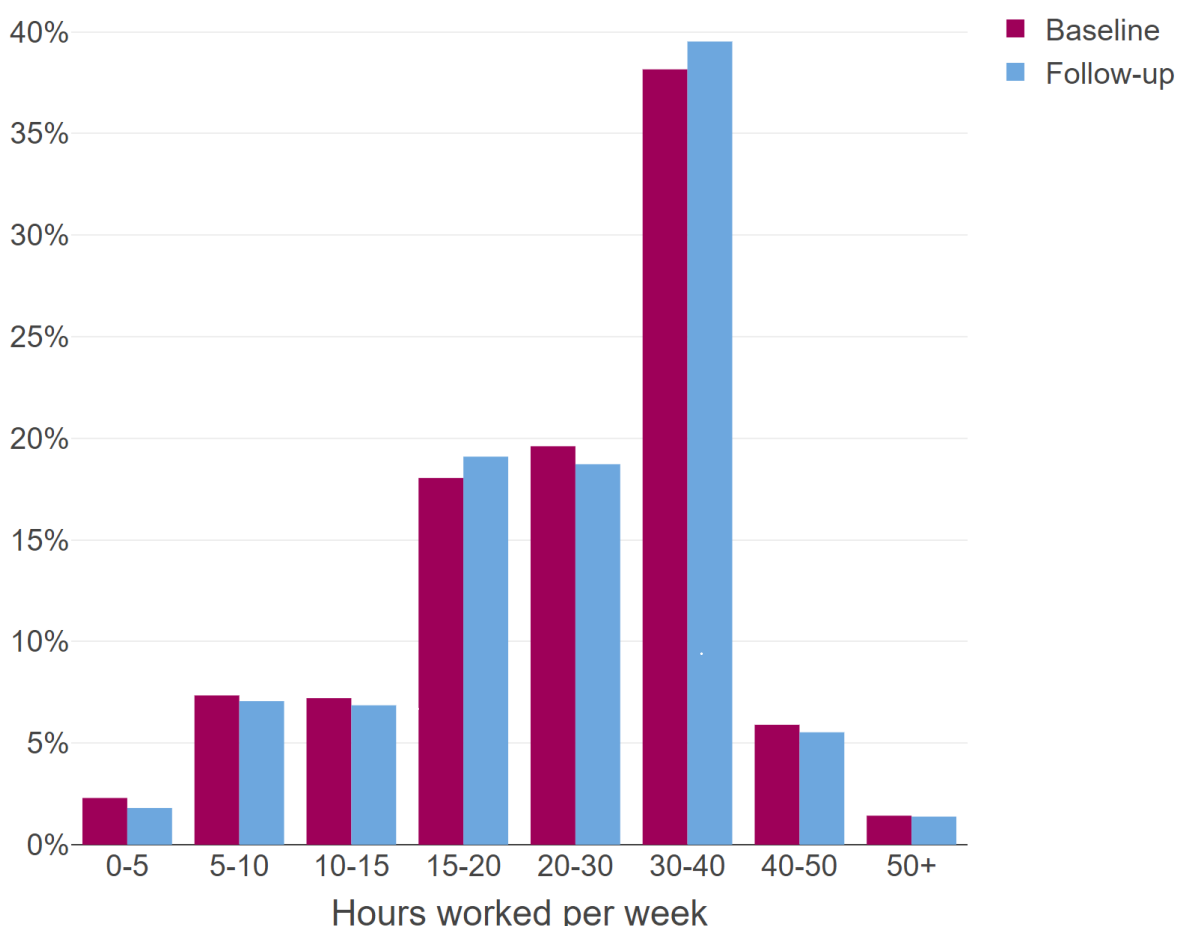
learners). There is a small but insignificant difference in the share of learners whose incomes have increased by gender.

When focusing on ethnicity, Asian and Mixed ethnicity groups had a larger share of learners experiencing an increase in income (both 23 per cent, compared to 18 per cent for whole AEB). Nearly a quarter of learners (22 per cent) with a reported LLDD who were in employment experienced an increase in income.

3.3.2 Hours worked

The survey shows that many learners accessing adult education work part-time; and that changes in earnings previously reported could be linked to hours-worked trends. In the baseline survey, those in employment worked an average of 29 hours per week, lower than the London average of 34 (or 37 as measured by the median).⁴³

Figure 10: Hours worked per week for learners in employment



Source: GLA, Londoner Learner Survey, 2023/24. Note: Unweighted sample size = 2,489 baseline, 3,010 in follow-up, learners employed at baseline and follow-up.

⁴³ 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 hours. Self-employed hours are included in the LLS.

Between the baseline and follow-up surveys, the average hours of paid work increased from 29 to 30 hours per week (a 1 per cent increase). At section 3.5, below, we discuss how many learners continue into further study at higher levels; therefore, it would not be expected that those learners increase their working hours, due to the time devoted to studying.

By provision type

There is no difference in the share of employed learners increasing their hours by funding model. For learners at Levels 2 and 3, a significant share (30 per cent and 31 per cent respectively) saw an increase in hours worked, compared to 25 per cent for all learners in the AEB. The rise in hours worked following higher-level qualifications could be explained by the time devoted to completing these courses; and could help to explain why these learners see a higher increase in earnings. Additionally, Level 3 courses are often taken by younger learners, who were more likely to be working part-time in the baseline survey.

By learner demographic

Employed learners aged 50+ in the AEB were less likely to see an increase in their hours worked (21 per cent). This potentially reflects older learners' preference for part-time work, or the motivations behind engaging in adult learning. Changes in hours worked did not differ significantly by learners' ethnicity, gender or LLDD status.⁴⁴

3.3.3 Quality of work

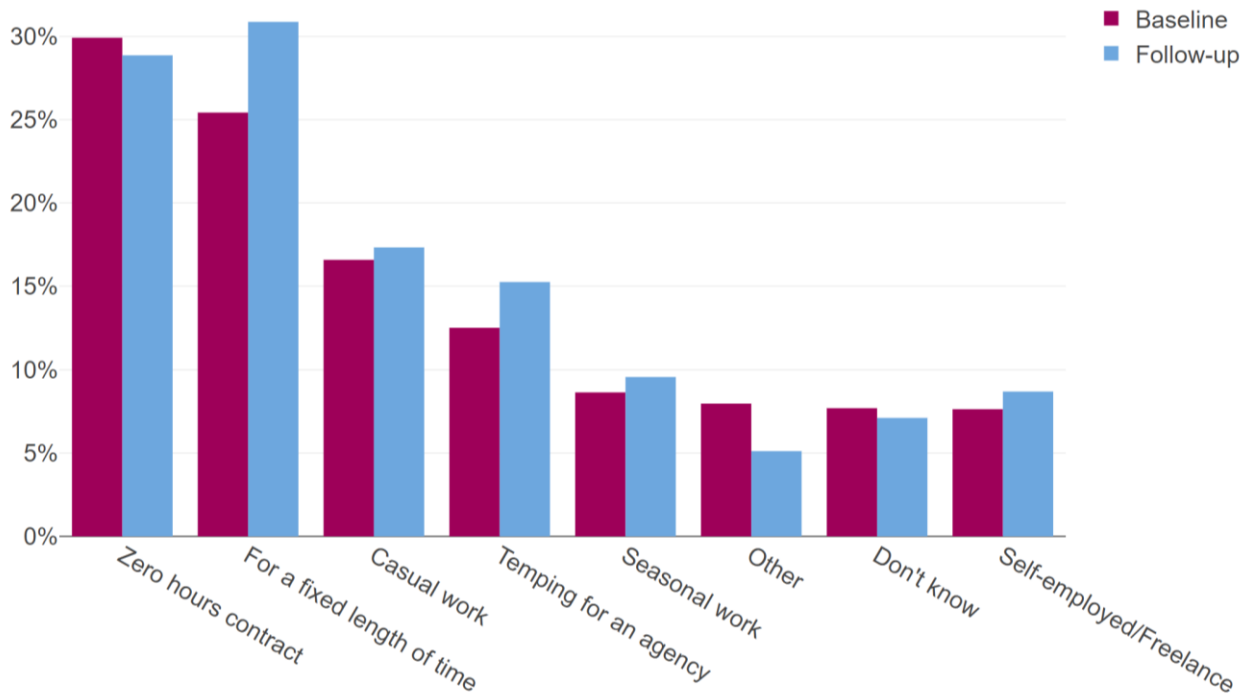
Alongside information on hours and earnings, the LLS sheds some insight on the quality of work. In the baseline and follow-up surveys, 66 per cent of learners in employment were in a permanent job. For those that moved from a temporary job to a permanent job, just over a quarter (28 per cent) said the course helped a lot in them getting a permanent job; 25 per cent said it helped a little. As shown in Figure 11, there are a variety of reasons for learners' jobs not being permanent. The distribution of reasons remained relatively similar in the baseline and follow-up surveys.

The survey also collects information about learners on zero-hour contracts. In the baseline survey there was the equivalent of nearly 3,000 learners (5 per cent of learners in employment) on zero-hour contracts, which increased to 3,400 (6 per cent of learners in employment) in the follow-up survey. Although, as Figure 12 shows, 6 per cent of those in employment moved off a zero-hour contract in the follow-up survey; this was offset by 6 per cent of those employed in the baseline moving onto a zero-hour contract. This suggests that ongoing support is needed for some learners, so it positive that learners can enrol onto further AEB courses.

⁴⁴ In other words, changes were not significantly different across these demographics. However, this could partially be due to low sample size for some demographics.

The survey also measured job satisfaction, which improved between the baseline and follow-up surveys overall; 32 per cent of learners in employment said their satisfaction increased, while 26 per cent said their satisfaction with work decreased.

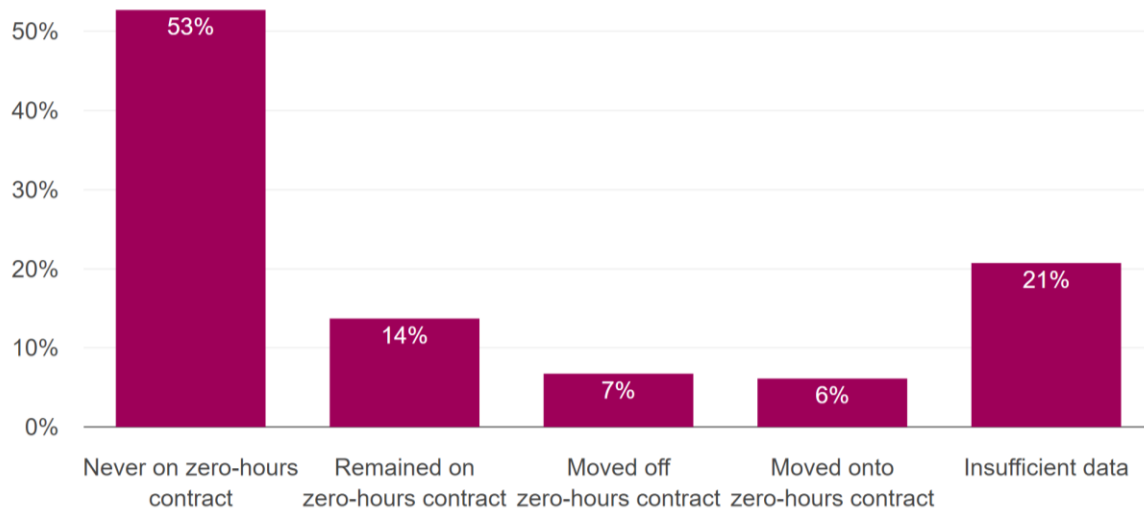
Figure 11: Reasons for jobs not being permanent



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Unweighted sample size = 673 learners in a non-permanent job in the baseline and 860 in the follow-up. Respondents could choose multiple reasons.

Figure 12: Change in contract for those in employment between baseline and follow-up



Source: GLA, Londoner Learner Survey, 2023/24

Note: Learner weight applied, sample size 2,463.

By analysing a combination of quality-of-work metrics, we can see how many employed Londoners are in 'good work' across all of the AEB.

Definition: Good work

A learner is defined as being in 'good work' if all of the following apply:

- paid above the LLW
- works more than 16 hours a week
- on a permanent, non-zero-hour contract.

Following their course, 31 per cent of learners (or 19,300) were employed in good work. This is an increase of nearly 3,300 learners compared to the baseline, where 16,000 learners were in good work.

By provision type

Employed learners in Adult Skills programmes are more likely to experience an increase in work satisfaction (33 per cent) compared to those in Community Learning programmes (30 per cent). Differences in work satisfaction changes by course level are not statistically significantly different.

By learner demographic

Employed learners in the AEB experienced similar increases in work satisfaction regardless of their age, ethnicity, LLDD status or gender.⁴⁵

3.4 Sector and occupation of employment

At the beginning of the 2023/24 academic year, the London Local Skills Improvement Plan (LSIP) was published for London. Its goal was to set out the blueprint to help Londoners into better higher-paying jobs, by better matching training provision to employer demand. The LSIP identified four key sectors (creative; health and social care; built environment; and hospitality) and four cross-cutting themes (digital; green skills; transferable skills; and labour market inclusion).⁴⁶

Whilst the LSIP sets out the priority sectors for skills needs, and identifies where lower-level skills provision can be most impactful, it does not capture the employment opportunities London growth sectors bring. In February 2025, the Mayor of London launched the London Growth Plan (LGP), London's 10-year ambition for growth, and the actions that will take to make it happen. It includes the sectors and places that London will grow. The sectors that are key to London's growth, as set out in the LGP, are: financial,

⁴⁵ In other words, changes were not significantly different across these demographics. However, this could partially be due to low sample size for some demographics.

⁴⁶ Business London, [Local Skills Improvement Plan](#), 2023.

professional and business services and technology; creative industries and technologies; international education; experience economy; and frontier innovation.

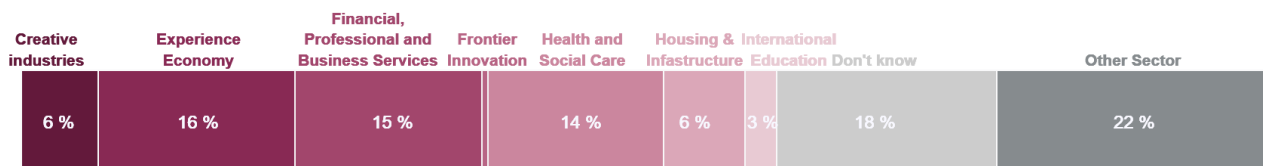
The LLS asks learners who are in employment to report their industry and occupation at the three-digit Standard Industrial Classification (SIC) and four-digit Standard Occupation Classification (SOC).⁴⁷ Therefore, through the detailed economic data collected, we can provide additional detail on the work situation of learners.

3.4.1 Industry

Focusing on the industry of employment we can see that nearly four in ten (38 per cent) of learners were employed in the three most common sectors: human health and social work activities; education; and administrative and support service activities. Many of these are public sector roles, and demonstrate the economic contribution of the public sector in London.

Using the three-digit SIC code, we have mapped industry of employment to several of the priority sectors set out in the LSIP and the LGP. This shows that 60 per cent of employed learners (45,600 Londoners) were working in either a growth plan or an enabling sector following their course (Figure 13).

Figure 13: Industry of employment matched to priority sectors



Source: GLA, Londoner Learner Survey, 2023/24

Note: Learner weight applied, sample size 3,684.

The sector of employment does not always reflect the types of courses being delivered by providers. Instead, the GLA will use the ASF data publication to monitor delivery against priority areas. Supporting more Londoners from diverse backgrounds to access growth-plan sectors will be a focus of the Inclusive Talent Strategy that the GLA will publish later in the year.

3.4.2 Occupation

In addition to industry of employment, the LLS allows us to analyse occupation. In the follow-up survey, the top five occupations held by AEB learners in employment were: cleaners and domestics; care workers and home carers; kitchen and catering assistants; sales and retail assistants; and teaching assistants. Many of these are low-paying roles but an essential part of London’s economy. The types of occupations held by learners demonstrates the level of qualifications held by those participating in AEB – but also

⁴⁷ More information on SIC and SOC can be found at: ONS, [UK Standard Industrial Classification of Economic Activities](#); and ONS, [Standard Occupational Classification \(SOC\)](#).

shows the important role of adult education in helping Londoners to continue progressing in work and education.

3.5 Progression to further learning

The AEB funds learning from Entry Level through to Level 3 and above, which provides Londoners with a variety of different education pathways. By undertaking further learning at a higher level, it would be expected that learners experience more economic and social benefits.

It appears that the process of doing an AEB course encourages learners to continue learning and upskilling. While only 22 per cent of learners enrolled with the intention of progressing to another course or training programme, 65 per cent ultimately pursued, or were planning to pursue, further education following their course.

By provision type

The likelihood of undertaking further education varies based on the type of course. Community Learning participants exhibit a higher likelihood (69 per cent) of continuing their education compared to those in Adult Skills (63 per cent). This is mainly due to Community Learners frequently choosing to do additional Community Learning courses – which could, itself, be due to fewer guided learning hours for Community Learning courses.

This trend persists across different levels of learning, with Other Level courses displaying the highest percentage of learners advancing to further education (70 per cent). A lower but significant portion (62 per cent) of Level 3 learners opt for further education, with 45 per cent of Level 3 learners progressing onto a Level 4 qualification or higher (Table 2, below).

By learner demographic

Certain demographic characteristics – such as being female, White, or over 50 – correlate with a higher likelihood of progressing into further education.

The AEB also contributes to educational advancement for learners with a learning difficulty, disability and/or health problems (LLDD), with 63 per cent progressing to further education – a marginal two percentage point difference from learners without an LLDD.

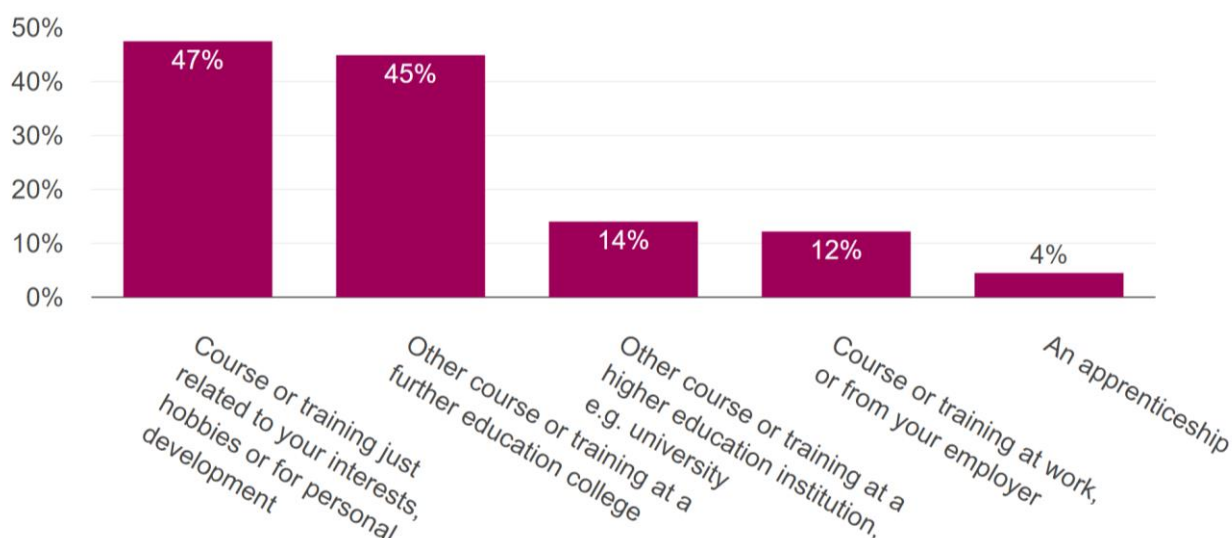
3.5.1 Type of further learning

A significant portion (45 per cent) of this further learning occurred at further education colleges (Figure 14); 4 per cent of learners in further study pursued apprenticeships.⁴⁸ Moreover, 14 per cent of further education and training was conducted in higher education

⁴⁸ 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).

institutions, involving approximately 18,000 learners, among whom 8,000 were enrolled in Level 4 or higher courses.

Figure 14: Type of further training



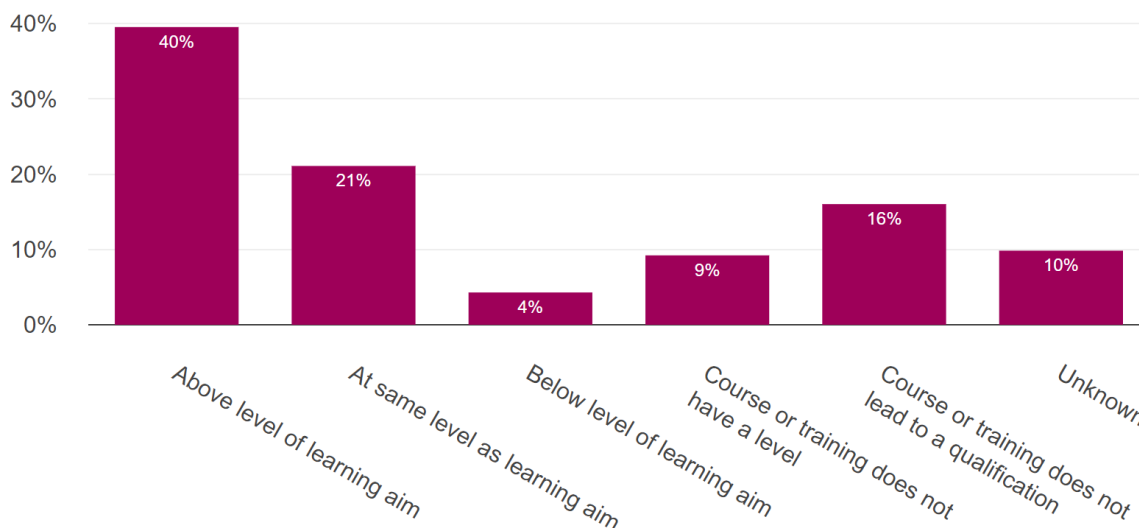
Source: GLA, Londoner Learner Survey, 2023/24. Notes: Learner weight applied, sample size 6,550 (base all those doing further study). The categories are not mutually exclusive.

3.5.2 Level of further learning

London's AEB aims to equip learners with the skills and confidence necessary for advanced vocational training, apprenticeships or university courses, regardless of their backgrounds. Therefore, a critical metric for further education success is whether learners advance to higher-level courses, as measured by the National Vocational Qualification (NVQ) classification. This differs from the DfE's approach, which primarily focuses on sustained participation in further education, irrespective of the level of courses pursued.

Amongst those taking further study, many learners are advancing in education. Specifically, 40 per cent of further learning occurred at a higher NVQ level than their AEB studies, with an additional 21 per cent remaining at the same level (Figure 15). Adult Skills learners who do further study tend to progress onto the same or a higher level (71 per cent); while 53 per cent of Community Learning learners progress onto courses without a level or that do not lead to a qualification (likely to be further Community Learning).

Figure 15: Comparative level of learning for those undertaking further learning



Source: GLA, Londoner Learner Survey, 2023/24.
 Note: Learner weight applied, sample size 6,550.

The majority of learners are continuing to a course which is at the same level or higher than their course. For those who took a Level 3 course, almost half (45 per cent) of those continuing to study are studying a qualification at Level 4 or above (Table 2), with 24 per cent doing a Level 6 qualification (which are commonly undergraduate degrees).

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

Further learning level \ AEB course level	Entry Level	Level 1	Level 2	Level 3	Other level
Course does not have level	5%	7%	8%	5%	17%
Course does not lead to qualification	6%	6%	5%	3%	43%
Entry Level	38%	11%	4%	1%	4%
Level 1	14%	17%	7%	2%	3%
Level 2	9%	23%	24%	4%	3%
Level 3	6%	14%	27%	31%	5%
Level 4+	8%	11%	19%	45%	20%
Prefer not to say/don't know	13%	10%	7%	10%	6%
Same or higher level	75%	65%	70%	75%	N/A

Source: GLA, Londoner Learner Survey, 2023/24.
 Note: Learner weight applied, sample size 6,550.

4. SOCIAL OUTCOMES FOR LONDON'S AEB LEARNERS

Learners engage in education and training in their adult life for a variety of reasons and not all of their motivations will be economic in nature.

Through the LLS, the GLA can measure how education and training is not only equipping Londoners with the skills they need to secure a job or progress in work, but also deliver social benefits such as improved levels of confidence and wellbeing. 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.

4.1 Positive social outcome

In 2023/24, **the vast majority of learners (94 per cent)** reported that participation in the AEB had led to a positive social outcome.

Definition: Positive social outcome

A positive social outcome is based on the responses to three questions, where the learner must report one of the following:

- the course had a positive impact on their wellbeing
- the course made them more confident
- the course helped them to meet new and different people.

By provision type

There are minor but statistically insignificant differences in the share of learners experiencing a positive social outcome as a result of learning by funding model. In Adult Skills, 94 per cent of learners reported a positive social change, whereas in Community Learning the figure is 95 per cent.

Similarly, there are small differences in the share of learners experiencing a positive social outcome by level of learning. Learners on Entry Level courses are the most likely to experience a positive social outcome (96 per cent), the share drops to 92 per cent for learners on Level 1 courses.

By learner demographic

There is no significant difference in the share of learners experiencing a positive social outcome by age, although in the following sections of this report we will discuss how the sub-outcomes vary by age. Women are two percentage points more likely to experience a positive social outcome compared to men (95 per cent vs 93 per cent).

There are small differences in the share of social outcomes by ethnicity. Learners from "other" ethnic group backgrounds are the least likely to experience a positive social outcome (92 per cent). By LLDD status there is a four-percentage-point difference, in the social-outcomes share, between those reporting an LLDD and those without (91 per cent

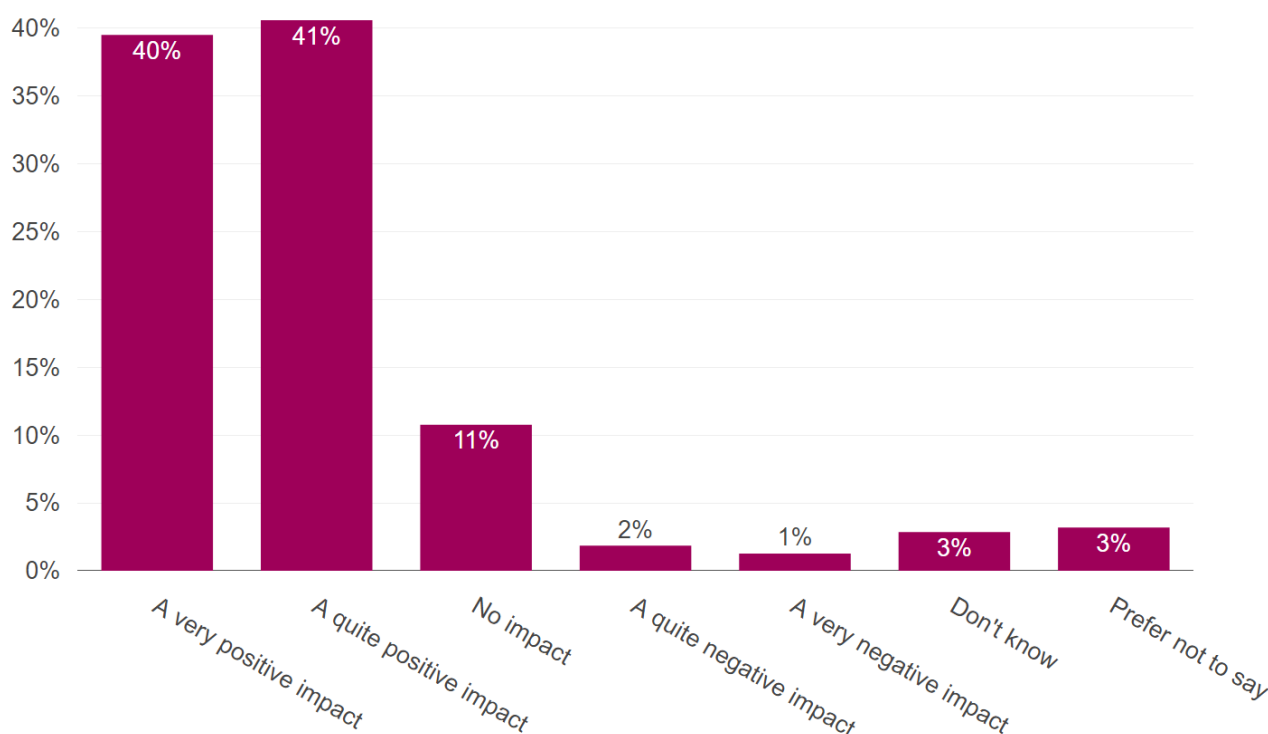
vs 95 per cent respectively), which could reflect the realities different learners face in terms of physical and mental wellbeing.

4.2 Health and wellbeing

The LLS assesses levels of personal wellbeing through monitoring metrics such as 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).⁴⁹

Learners are asked to what extent the course has impacted their wellbeing. A large share (80 per cent) stated that their course had a positive⁵⁰ impact on their wellbeing; within this, 40 per cent reported that the course had a very positive impact (Figure 16).

Figure 16: Impact of the course on wellbeing



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708.

At the baseline and follow-up surveys, 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 surveys, learners have experienced many positive and significant changes in their wellbeing (Table 3).

⁴⁹ ONS, [People, Population and Community: Wellbeing](#).

⁵⁰ Defined as total reporting 'A quite positive impact' and 'A very positive impact'.

Table 3: Mean wellbeing scores for the baseline and follow-up surveys

Wellbeing metric	Mean baseline score (0 to 10)	Mean follow-up score (0 to 10)	Percentage change
Life satisfaction	6.9	7.1	3.6%***
Feeling things in life are worthwhile	7.5	7.6	1.9%***
Happiness	7.1	7.2	1.6%***
Anxiety	4	4	-1.2%

Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708. *** Results are significant at the 1 per cent level using a paired t-test.

The largest statistically significant change was with levels of life satisfaction. Average life satisfaction scores rose by 3.6 per cent – from an average of 6.9 out of 10 in the baseline survey, to 7.1 in the follow-up survey. Meanwhile, there was a 1.9 per cent increase in feelings of things being worthwhile, and a 1.6 per cent increase in happiness. There was no statistically significant change in anxiety levels amongst AEB learners between the baseline and follow-up surveys.

By provision type

There is a large difference, by funding model, in the share of learners reporting that the course led to an improvement in their wellbeing. In Adult Skills, just over three-quarters (78 per cent) of learners reported an improvement in their wellbeing due to their course, whilst 85 per cent of learners in Community Learning reported the same.

In addition, there are some differences in the share of learners reporting an improvement in their wellbeing based on the level of study. However, this is likely linked to provision type. Nearly nine in ten learners (86 per cent) studying Other Level courses reported an improvement in their wellbeing, compared to only 76 per cent of learners studying a course at Level 1. Interestingly, the second highest share of learners reporting an improvement in their wellbeing is amongst learners on Level 3 courses (81 per cent).

By learner demographic

By age, there are substantial differences in the share of learners reporting that the course led to improvements in their wellbeing. Older learners (50+) are the most likely to report improvements in their wellbeing as a result of their course (84 per cent) compared to 72 per cent of those aged 19-23. Women are six percentage points more likely than men to report a positive impact of the course on their wellbeing (82 per cent vs 76 per cent).

White learners are the most likely of any ethnicity group to report a positive impact on their wellbeing from the course (83 per cent), although these learners are also the most likely to take Community Learning courses. Notably, around three-quarters (76 per cent) of

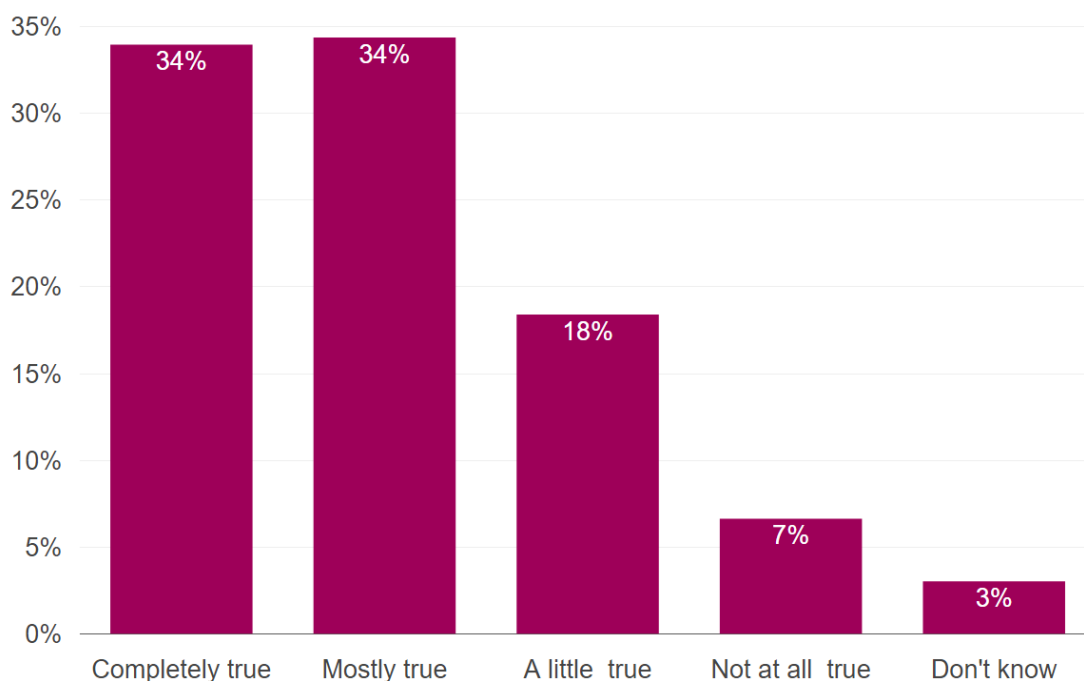
learners reporting an LLDD or health condition experienced an improvement in their wellbeing due to their participation on the course – but this remains five percentage points lower than those without an LLDD (81 per cent).

4.3 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.

Nearly nine in ten learners (87 per cent) stated that their AEB course contributed to an increase in their confidence (Figure 17).

Figure 17: Impact of the course on confidence: responses to “the course has helped me to feel more confident”

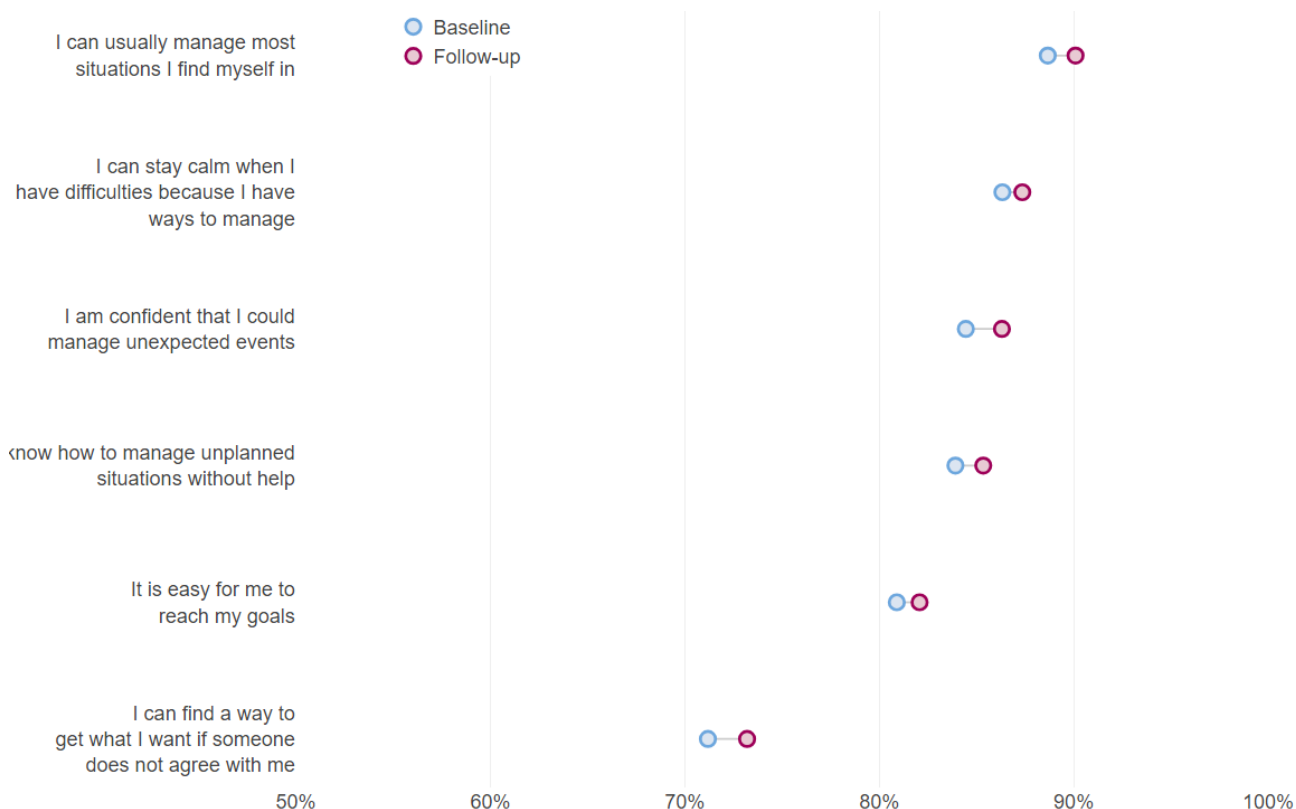


Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708.

In addition to the headline increase in confidence, learners have improved their levels of self-efficacy across six different dimensions (Figure 18).

Figure 18: Percentage of learners agreeing to each self-efficacy statement at the baseline and follow-up



Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708.

By provision type

Learners in Adult Skills are more likely to report that their course has led to improvements in their confidence (88 per cent, compared to 84 per cent in Community Learning).

Learners on Entry Level courses are the most likely to report that the course has helped them feel more confident (89 per cent), followed closely by those on Level 2 courses (88 per cent).

By learner demographic

Older learners (50+) are the least likely to report improvements in their confidence due to their course (85 per cent), which could be associated with the type and level of learning they undertake. In addition, male learners are significantly less likely than women to report improvements in their confidence following the course (84 per cent compared to 88 per cent). Only Asian and Black learners are more likely than the AEB average to report an increase in their confidence due to the course (90 per cent and 89 per cent compared to 87 per cent across the AEB). LLDD learners are three percentage points less likely to report that the course improved their confidence compared to the AEB average (84 per cent vs 87 per cent).

4.4 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:

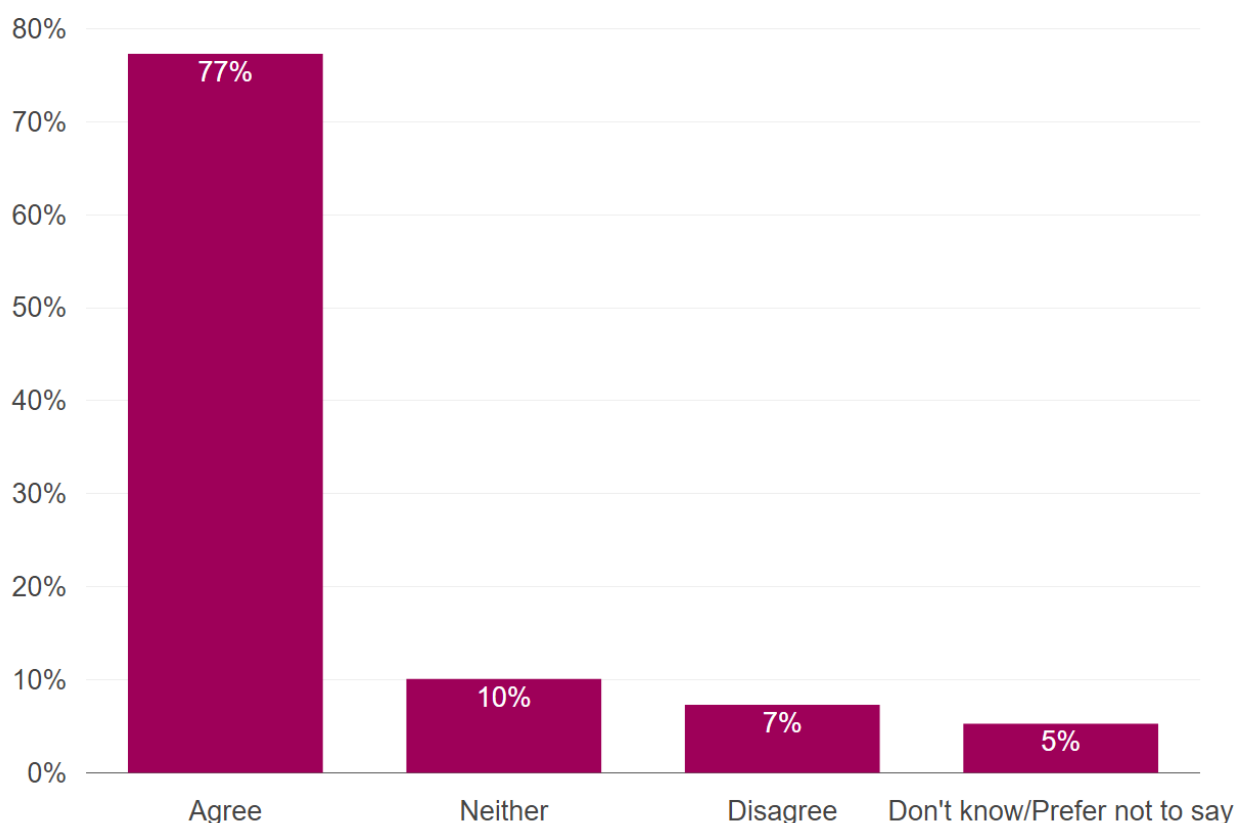
- the level of equality between people;
- the nature of our relationships; and
- our levels of community participation.

Improving London's social integration is one of the Mayor's top priorities. 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; and
- 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, 77 per cent of learners feel that their AEB course helped them to meet different people (Figure 19).

Figure 19: Impact of the course on helping you to meet different people



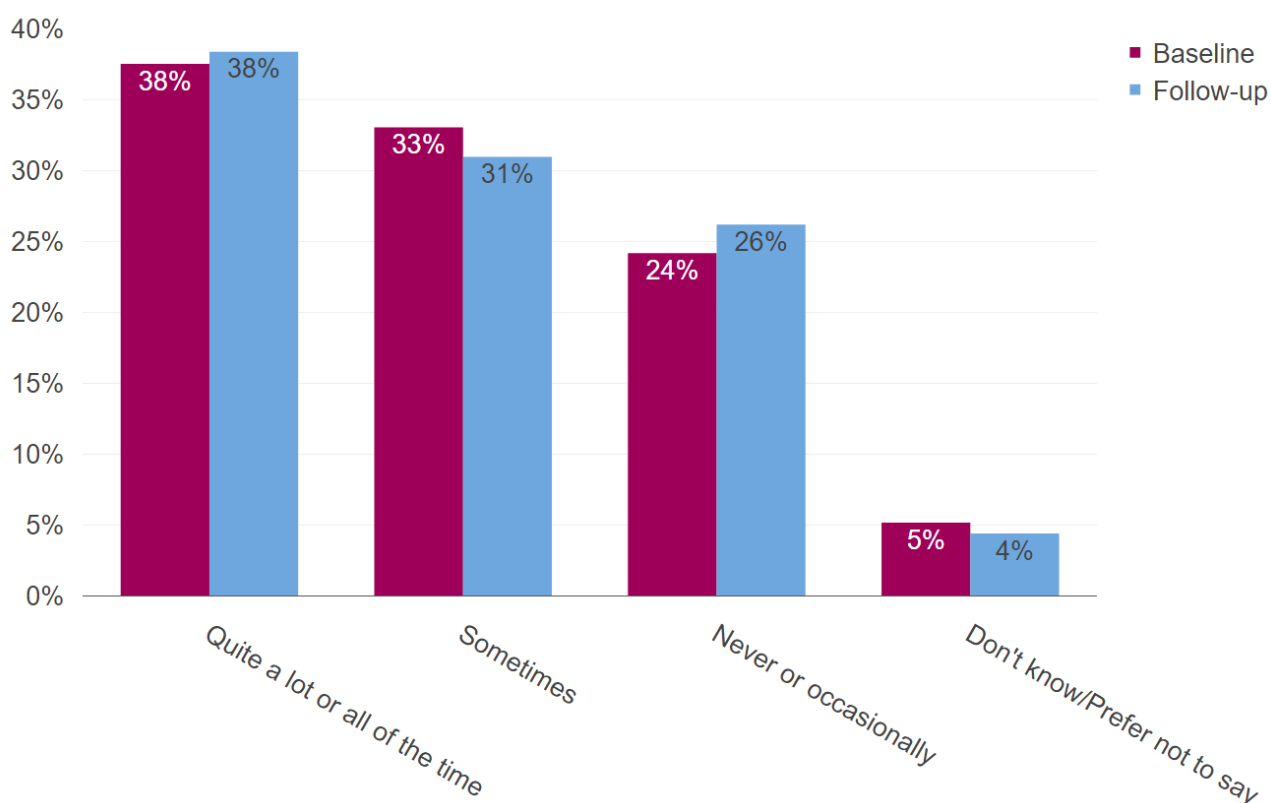
Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708.

Learners were also asked about the time they spend with adults whose age, social class or ethnicity is different to their own; and how they view this time.

At the baseline survey, just over a third of learners (38 per cent) spent quite a lot or all of their time with learners of a different age. This had marginally increased at the follow-up survey (Figure 20). Whilst the share engaging with learners of a different age had not increased overall, a large share (80 per cent) of learners who spend time with people of different ages in the follow-up survey find this a positive experience.

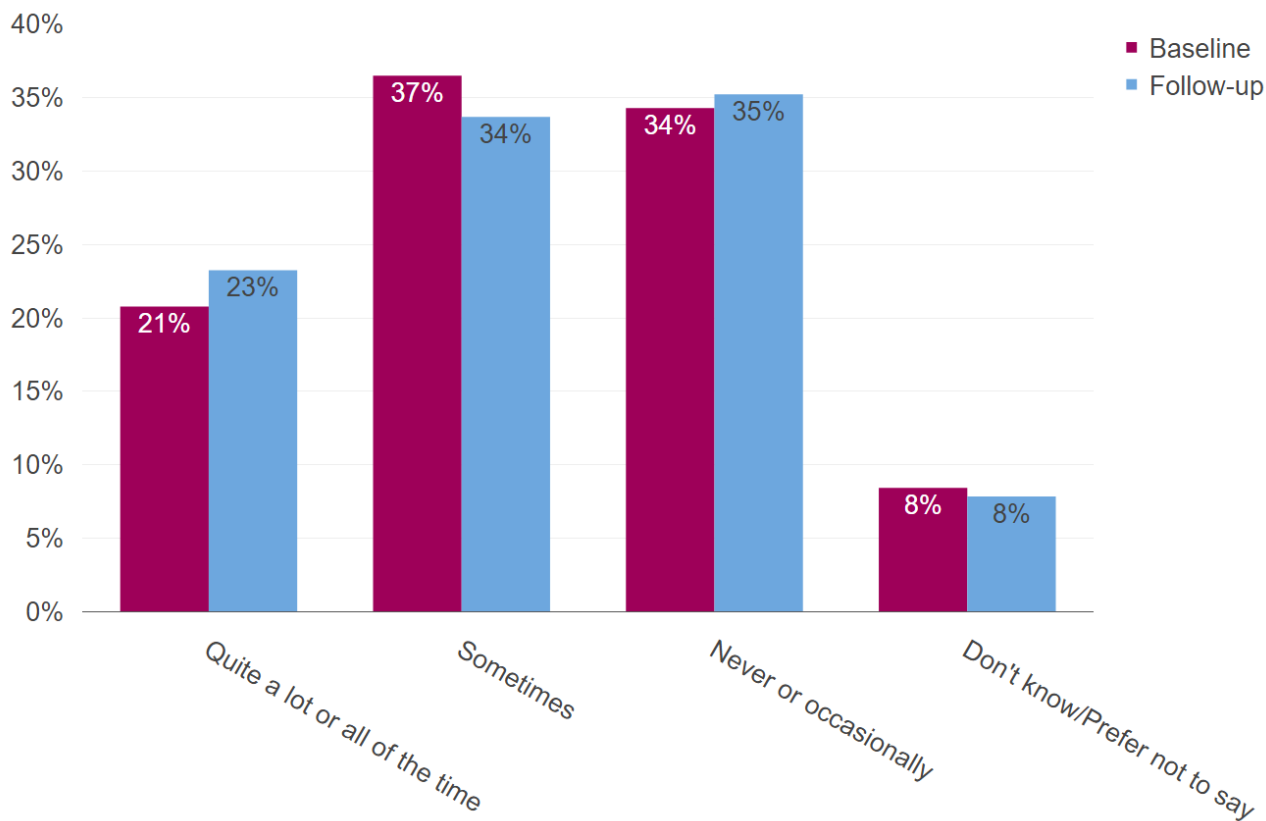
Figure 20: How often learners spend time with adults of a different age



Source: GLA, Londoner Learner Survey, 2023/24.
 Note: Learner weight applied, sample size 9,708.

A similar pattern is true for the time people spend with adults from a different social class to themselves. Prior to AEB participation, one in five (21 per cent) learners spent quite a lot or all their time with adults from a different social class. However, this increased by two percentage points (23 per cent) following participation in AEB (Figure 21). The percentage of learners who spend time with people from different social class reporting that this experience was viewed as positive stood at 74 per cent at the follow-up survey (data not shown in graph).

Figure 21: As part of your wider social group, how often do you spend time with adults who are a different social class to you?

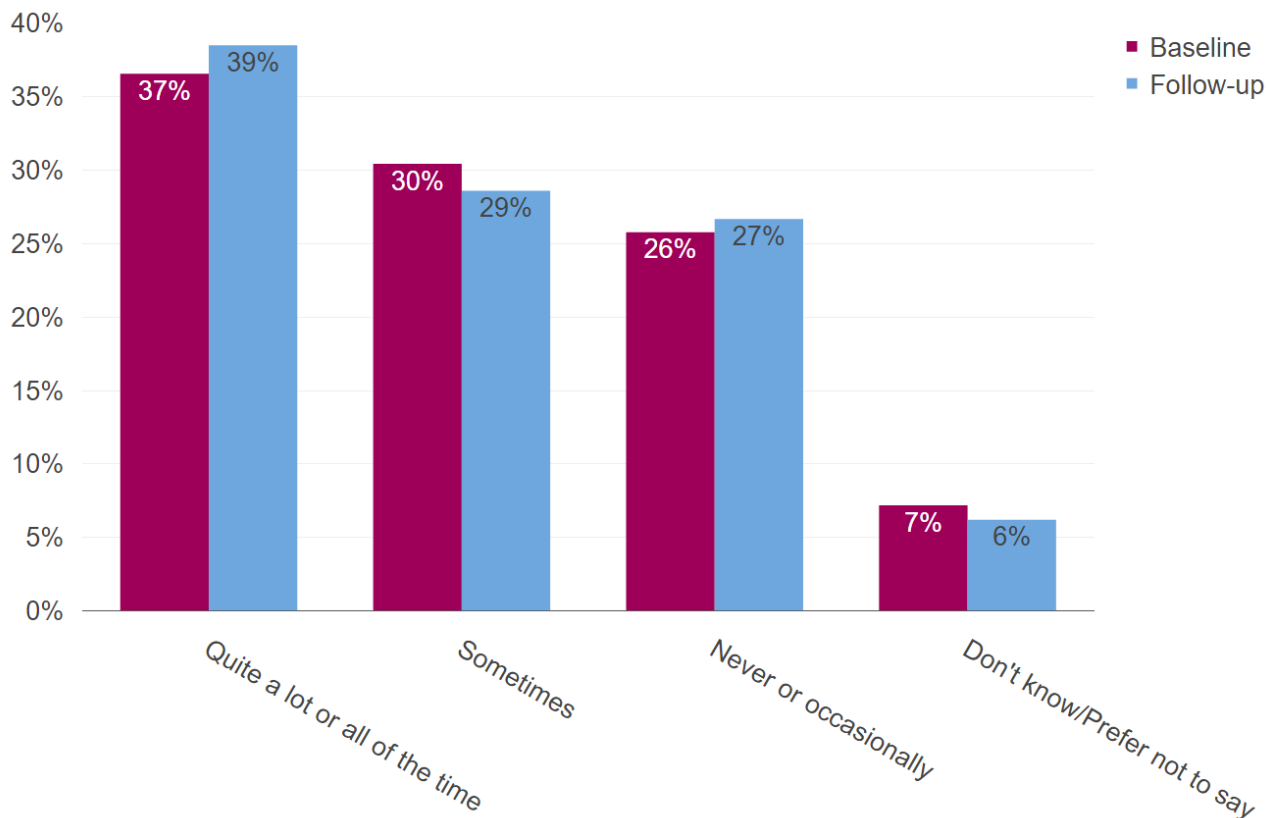


Source: GLA, Londoner Learner Survey, 2023/24.

Note: Learner weight applied, sample size 9,708.

Finally, learners were asked about the time they spend with adults from a different ethnic background. There was a small increase in the percentage (37 per cent vs 39 per cent) who spend quite a lot or all their time with people from different ethnic backgrounds (Figure 22). Amongst learners who do spend time with people from a different ethnic background to themselves, 79 per cent view it as a positive (data not shown in graph).

Figure 22: 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, 2023/24.
 Note: Learner weight applied, sample size 9,708.

By provision type

More than three-quarters of learners report meeting different people due to their course regardless of funding model (78 per cent in Adult Skills and 76 per cent in Community Learning). Entry Level learners are the most likely to report meeting different people as a result of their course (83 per cent), which could reflect the diversity of those requiring support with essential skills across London.

By learner demographic

Learners aged 50+ and men are the least likely to report meeting different people due to their course (74 per cent of men and 75 per cent of those aged 50+). Meanwhile, 79 per cent of women, and of learners aged 24 to 49, reported meeting different people due to their course.

As with many of the other social outcomes, Asian learners are statistically more likely than average to report meeting different people due to their course (81 per cent). There is a five-percentage-point difference between learners based on their LLDD status: 73 per cent of learners with an LLDD reported meeting different people, compared to 78 per cent of those without an LLDD.

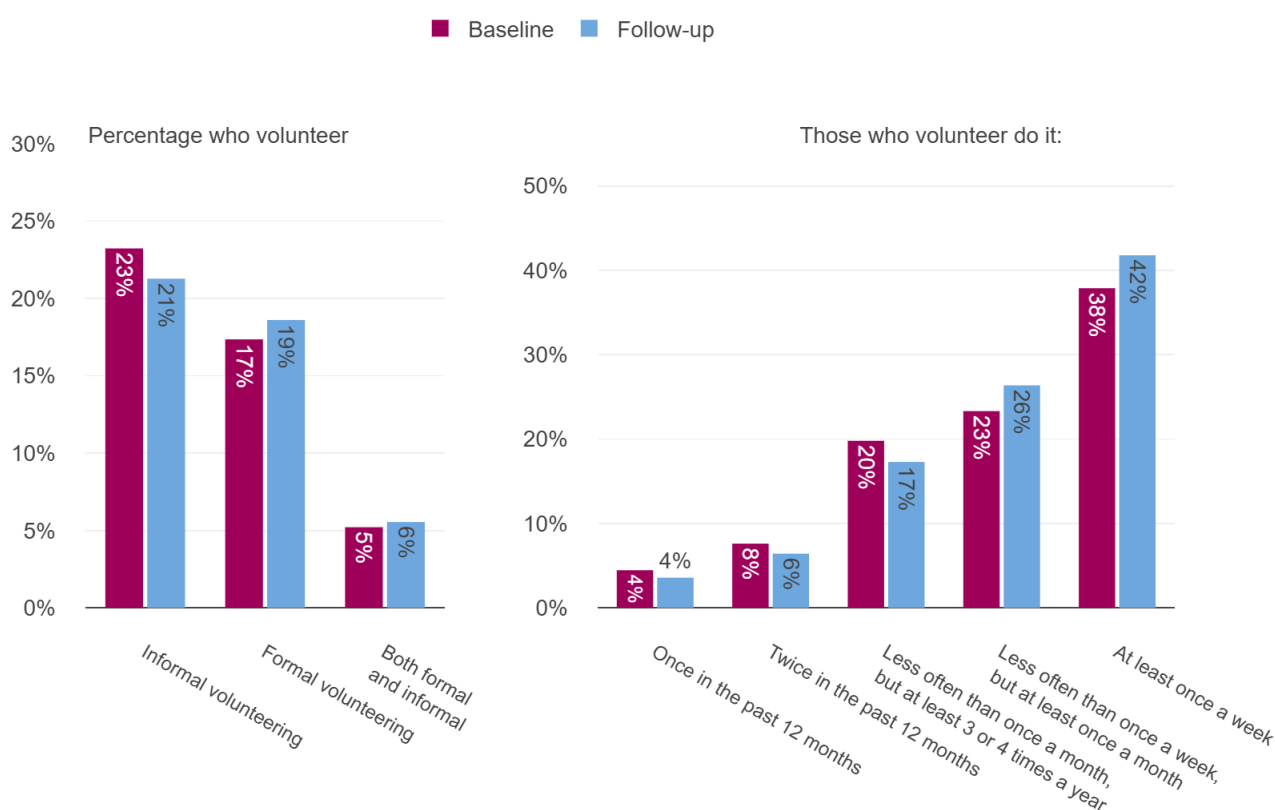
4.5 Volunteering

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.

About 45 per cent of the AEB learners participate in volunteering. This did not change between the baseline and follow-up surveys. However, there is a change in the percentage of learners taking part in formal vs informal volunteering. Informal volunteering is defined as helping a neighbour or friend, whereas formal volunteering involves a local organisation or charity. In Figure 23, 17 per cent of learners took part in formal volunteering, such as helping at a local organisation or charity, during the baseline survey; this increases to 19 per cent in the follow-up. In contrast, 23 per cent undertook informal volunteering in the baseline, but this falls to 21 per cent in the follow-up. The share of learners taking part in both formal and informal volunteering has increased by one 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 42 per cent (from 38 per cent).

Figure 23: Participation in volunteering



Source: GLA, Londoner Learner Survey, 2023/24.
 Note: Learner weight applied, sample size 9,708.

By provision type

In the follow-up survey, 45 per cent of learners across the AEB participated in volunteering. This rises to 55 per cent for those in Community Learning, compared to only 41 per cent in Adult Skills – although this likely reflects the age profile of learners (as seen below). More than half of learners (57 per cent) taking an Other Level qualification participated in volunteering during the follow-up survey. Entry Level learners are the least likely to engage in volunteering, with only 38 per cent of learners reporting that they do so.

By learner demographic

There is a considerable difference in the likelihood of volunteering by age. Learners aged 50 or above are 19 percentage points more likely to volunteer in the follow-up survey than learners aged 19 to 23 (56 per cent vs 37 per cent). Women are more likely than men to participate in volunteering (47 per cent vs 42 per cent).

By ethnicity, White AEB learners are the most likely to volunteer (51 per cent) whilst Black learners are the least likely (41 per cent). There is no statistical difference in the likelihood of volunteering in the follow-up survey by LLDD status.

5. CONCLUSION AND NEXT STEPS

The LLS provides rich and unique information on learners' outcomes following adult education in London. For many, learning has supported them to progress in work; enhance their skillsets; and live happier and healthier lives.

The 2023/24 survey provides a strong evidence base to suggest that the AEB is helping transform the lives of Londoners – particularly those who are facing barriers in the labour market. It is estimated that more than 77,000 learners were able to move into employment, progress in their role, or start further study following their course. Almost two-thirds (62 per cent) of these learners were from a Black, Asian or Minority ethnic background (48,000 learners).

Supporting people into work is a core aim of the AEB. The analysis shows that in 2023/24, more than 22,000 learners who were out of work were supported into employment (23 per cent of out-of-work learners). More than half of these (61 per cent) were women.

Focusing on the industry of employment, we can see that nearly four in ten learners (38 per cent) were employed in the three most common sectors: human health and social work activities; education; and administrative and support service activities. The analysis shows that 60 per cent of employed learners (45,600 Londoners) were working in a sector aligned to London's growth ambitions.

Many AEB learners work in roles and sectors where there are concerns regarding in-work poverty, and people being trapped in low-paid roles. Education plays an important role in supporting people to progress within work with either their current or a new employer. It is estimated that, in the five to seven months after their course, 21,000 Londoners had in-work progression, including more than 9,000 AEB learners seeing an increase in their income (18 per cent of those in work), with average incomes rising by 9 per cent.

Education progression is a core component of supporting learners to enter employment or progress in work. The GLA continues to fund qualifications at levels 3 and above. These have grown in scale in the last two years, due to the implementation of programmes such as FCFJ and the Mayor of London's Level 3 flexibility. The analysis shows higher levels of learning are associated with better economic outcomes. Therefore, it is important that learners taking lower-level courses have clear and accessible pathways available to them, that allow progress onto higher-level qualifications. It is estimated that, in 2023/24, 126,000 learners went into or were about to start further study following their course. More than half of these (77,000) were studying lower-level qualifications (Entry or Other Level).

The social outcomes from adult education are often overlooked, but are of equal importance to the GLA. It is estimated that more than 183,000 learners experienced a positive social outcome following their course – with 156,000 seeing improvements in their health and wellbeing, and more than 169,000 learners feeling more confident.

Overall, the analysis presented in this report suggests the changes learners experience following their engagement with adult education provision. However, 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.

6. GLOSSARY

Term	Definition
Adult Education Budget (AEB)	The AEB funds education and training for adults aged 19 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 2019/20 academic year. In 2024/25, the AEB was replaced with the Adult Skills Fund (ASF).
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 2023 to 2024 ILR Specification .
Apprenticeships	Apprenticeships are paid jobs that include at least 20 per cent off-the-job training (such as classroom learning) and lead to a nationally recognised qualification. Apprenticeship levels are classified as intermediate (NVQ2), advanced (NVQ3) and higher (NVQ 4+). Note: higher level includes degree-level apprenticeships (NVQ 6-7).
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 that 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	In the report, employed learners are defined as those who answered the question “Which of the following best describes your work situation at the moment?” with one of the options below: <ul style="list-style-type: none"> • employed (full or part-time) (including temporarily not working due to, e.g., parental leave) • self-employed • waiting to start a new job you have been offered.
Free Courses for Jobs	This initiative funds some Level 3 qualifications, which will support the development of new skills and improve the prospects of eligible adults in the labour market.

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 higher education qualifications below degree level).
Inactive	<p>In the report, inactive learners are defined as those who answered the question “Which of the following best describes your work situation at the moment?” with one of the options below:</p> <ul style="list-style-type: none"> • retired • looking after your family or home • you can’t work because of a long-term health condition or disability • volunteering • asylum seeker
Levels of learning	<p>In England there are nine qualification levels (NVQs):</p> <ul style="list-style-type: none"> • Entry level (e.g., Skills for life, entry-level functional skills, entry-level ESOL) • Level 1 (e.g., GCSE grades 3, 2, 1, or D, E, F, G) • Level 2 (e.g., GCSE grades 9, 8, 7, 6, 5, 4 or A*, A, B, C; intermediate apprenticeship) • Level 3 (e.g., A level, advanced apprenticeship, AS level, T level) • Level 4 (e.g., certificate of higher education, higher apprenticeship) • Level 5 (e.g., diploma of higher education, foundation degree) • Level 6 (e.g., degree, degree apprenticeship, graduate diploma) • Level 7 (e.g., master’s degree, postgraduate certificate) • Level 8 (e.g., doctorate, level 8 diploma)
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, those out of employment are 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 the question “Which of the following best describes your work situation at the moment?” with “in full-time education or training”.

Unemployed	In the report unemployed learners are defined as those who answered question “Which of the following best describes your work situation at the moment?” with “unemployed”.
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7. APPENDIX

Overall results by funding model (Adult Skills and Community Learning)

Overall	Percentage (%)			Sample Size		
	AEB	Adult Skills	Community Learning	AEB	Adult Skills	Community Learning
Positive Economic Outcome	44	45.6***	40.3***	8,132	6,778	1,396
Positive Social Outcome	94	94.3	93.7	9,708	7,262	2,521
Moved into employment	23	24*	18.9*	4,695	4,167	547
Share whose income increased	18	19.3*	15.8*	2,375	1,687	698
Share whose hours worked increased	25	25.8	23.1	2,438	1,733	714
Progressed in work	38	38.8	36	2,600	1,871	739
Share whose work satisfaction increased	32	32.8*	30.4*	2,463	1,750	723
Further learning	65	62.9***	69.3***	9,708	7,262	2,521
Increase in Wellbeing	80	78***	84.7***	9,708	7,262	2,521
Felt more confident	87	87.7***	84.4***	9,708	7,262	2,521
Met new people	77	77.8**	76.1**	9,708	7,262	2,521
Volunteering in Follow-up	45	41***	54.9***	9,708	7,262	2,521

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by funding line type

Overall	Percentage (%)					Sample Size				
	AEB	Adult Skills (grant)	Adult Skills (procured)	National Skills Fund	Community Learning	AEB	Adult Skills (grant)	Adult Skills (procured)	National Skills Fund	Community Learning
Positive Economic Outcome	44	44.8	50.5***	49.1	40.3***	8,132	5,632	909	273	1,396
Positive Social Outcome	94	95.2***	89.7***	90.3	93.7	9,708	6,111	913	274	2,521
Moved into employment	23	21.5***	34.9***	37.4***	18.9*	4,695	3,369	688	136	547
Share whose income increased	18	18.5	24.9*	24.9**	15.8*	2,375	1,453	132	104	698
Share whose hours worked increased	25	25.7	23.5	32.2	23.1	2,438	1,489	139	107	714
Progressed in work	38	39	34.6	41.9	36	2,600	1,604	156	114	739
Share whose work satisfaction increased	32	32.7	30.3	38.2	30.4*	2,463	1,506	139	107	723
Further learning	65	64.4	53.3***	61.7*	69.3***	9,708	6,111	913	274	2,521
Increase in Wellbeing	80	78.8***	72.4***	80.4	84.7***	9,708	6,111	913	274	2,521
Felt more confident	87	88.4***	84.3	84.1	84.4***	9,708	6,111	913	274	2,521
Met new people	77	80.6***	61.4***	68.8**	76.1**	9,708	6,111	913	274	2,521
Volunteering in Follow-up	45	41***	40.3***	44.7	54.9***	9,708	6,111	913	274	2,521

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by Sub-Regional Partnership

Overall	Percentage (%)					Sample Size				
	AEB	Central London Forward	Local London	South London Partnership	West London Alliance	AEB	Central London Forward	Local London	South London Partnership	West London Alliance
Positive Economic Outcome	44	43.7	45.7	40.8	45.7*	8,132	2,932	2,268	1,115	1,821
Positive Social Outcome	94	93.6	93.7	95	95*	9,708	3,609	2,613	1,332	2,158
Moved into employment	23	21.7*	24.1	22.8	24.1	4,695	1,614	1,297	632	1,151
Share whose income increased	18	18	18.9	15	18.4	2,375	952	631	343	450
Share whose hours worked increased	25	23.9	25.8	25.2	24.8	2,438	977	656	347	459
Progressed in work	38	37	37.4	38.6	39.5	2,600	1,038	703	371	489
Share whose work satisfaction increased	32	30.7	33.2	34.5	30.7	2,463	987	662	350	465
Further learning	65	65.8	64.7	65.8	63	9,708	3,609	2,613	1,332	2,158
Increase in Wellbeing	80	80.6	78.5**	82.9	79.6	9,708	3,609	2,613	1,332	2,158
Felt more confident	87	85.6***	87.1	87.5	87.8	9,708	3,609	2,613	1,332	2,158
Met new people	77	76.4*	77.8	77.4	78.1	9,708	3,609	2,613	1,332	2,158
Volunteering in Follow-up	45	48.8***	40.4***	45.7	45.2	9,708	3,609	2,613	1,332	2,158

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by NVQ level

Overall	Percentage (%)						Sample Size					
	AEB	Entry Level	Level 1	Level 2	Level 3	Other Level	AEB	Entry Level	Level 1	Level 2	Level 3	Other Level
Positive Economic Outcome	44	38.9***	49.5***	49.4***	53.7***	42***	8,132	2,862	1,912	1,862	452	1,184
Positive Social Outcome	94	96.1***	92.2***	94.2	92.4	93.1	9,708	3,223	1,998	1,934	453	2,278
Moved into employment	23	16.5***	27**	28.7***	36.6***	22.6	4,695	1,760	1,275	1,065	243	436
Share whose income increased	18	15.9	18.1	22	27.1**	15.7*	2,375	652	400	556	152	642
Share whose hours worked increased	25	22.8	20.6	30**	30.5*	23.5	2,438	679	410	569	155	653
Progressed in work	38	33.4*	34.5	43.7**	46.1*	37.3	2,600	730	448	614	165	671
Share whose work satisfaction increased	32	32.6	33.8	31.5	37	30.1*	2,463	684	414	575	156	661
Further learning	65	63.1*	61.1***	64.6	61.7**	70.4***	9,708	3,223	1,998	1,934	453	2,278
Increase in Wellbeing	80	79.5	76***	77.4**	80.9	85.6***	9,708	3,223	1,998	1,934	453	2,278
Felt more confident	87	88.9***	86.1	88.3**	86.2	83.3***	9,708	3,223	1,998	1,934	453	2,278
Met new people	77	83.3***	74.6*	73.4***	73.3*	74.6***	9,708	3,223	1,998	1,934	453	2,278
Volunteering in Follow-up	45	38.4***	39.2***	47	44	57.3***	9,708	3,223	1,998	1,934	453	2,278

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by age

Overall	Percentage (%)				Sample Size			
	AEB	19 to 23	24 to 49	50+	AEB	19 to 23	24 to 49	50+
Positive Economic Outcome	44	52.5***	45.4***	36.9***	8,132	669	5,217	2,255
Positive Social Outcome	94	94.5	94.3	93.6	9,708	669	5,220	3,828
Moved into employment	23	31.6***	22.9	18.8***	4,695	425	3,065	1,209
Share whose income increased	18	30.1**	18.1	14.8*	2,375	113	1,445	820
Share whose hours worked increased	25	28.7	25.8*	21.4**	2,438	115	1,496	830
Progressed in work	38	45.2	38.6	33.8**	2,600	134	1,606	863
Share whose work satisfaction increased	32	35	31.8	31.2	2,463	118	1,508	840
Further learning	65	57.3***	64***	69.1***	9,708	669	5,220	3,828
Increase in Wellbeing	80	71.9***	79.4***	84.2***	9,708	669	5,220	3,828
Felt more confident	87	85.5	87.9***	84.8***	9,708	669	5,220	3,828
Met new people	77	75.2	78.7***	75***	9,708	669	5,220	3,828
Volunteering in Follow-up	45	36.7***	41.5***	55.6***	9,708	669	5,220	3,828

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by gender

Overall	Percentage (%)			Sample Size		
	AEB	Male	Female	AEB	Male	Female
Positive Economic Outcome	44	46.9	43.1	8,132	2,199	5,933
Positive Social Outcome	94	92.9***	94.7***	9,708	2,638	7,070
Moved into employment	23	27.9***	20.7***	4,695	1,302	3,393
Share whose income increased	18	19	17.4	2,375	626	1,749
Share whose hours worked increased	25	25.7	24.3	2,438	641	1,797
Progressed in work	38	39.2	37.1	2,600	687	1,913
Share whose work satisfaction increased	32	33	31.3	2,463	643	1,820
Further learning	65	61.7***	66.3***	9,708	2,638	7,070
Increase in Wellbeing	80	75.9***	82***	9,708	2,638	7,070
Felt more confident	87	84.2***	87.9***	9,708	2,638	7,070
Met new people	77	74.4***	78.6***	9,708	2,638	7,070
Volunteering in Follow-up	45	41.6***	47***	9,708	2,638	7,070

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

Overall results by ethnicity

Overall	Percentage (%)						Sample Size					
	AEB	Asian	Black	Mixed	Other Ethnic Group	White	AEB	Asian	Black	Mixed	Other Ethnic Group	White
Positive Economic Outcome	44	43.5	51.2***	45.3	41.7	41.8***	8,132	1,773	1,595	494	749	2,995
Positive Social Outcome	94	95.5	95.2	92.4	91.8**	93.5	9,708	1,850	1,665	530	781	4,318
Moved into employment	23	20.2*	24.7*	24.7	20.7	26.3*	4,695	1,193	952	304	437	1,440
Share whose income increased	18	22.7*	18.3	23*	12.3*	17.2	2,375	335	412	126	181	1,227
Share whose hours worked increased	25	23.4	23.6	20.8	23.8	25.9	2,438	348	423	129	188	1,249
Progressed in work	38	36.7	37.4	37	32.2	39.5	2,600	390	457	141	207	1,298
Share whose work satisfaction increased	32	32.7	33.8	32	26.1	31.2	2,463	350	427	130	192	1,262
Further learning	65	62.4***	68.3	62.8	60.2***	66.6***	9,708	1,850	1,665	530	781	4,318
Increase in Wellbeing	80	77.3***	80*	80.3	76.9**	82.8***	9,708	1,850	1,665	530	781	4,318
Felt more confident	87	90***	89.1**	83.3	82.8***	85.2***	9,708	1,850	1,665	530	781	4,318
Met new people	77	80.6***	78.5	75.1	75.3	75.1***	9,708	1,850	1,665	530	781	4,318
Volunteering in Follow-up	45	40.5***	41.3***	46.4	45.1	51.2***	9,708	1,850	1,665	530	781	4,318

Note:

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Overall results by LLDD status

Overall	Percentage (%)			Sample Size		
	AEB	LLDD Learner	Non-LLDD Learner	AEB	LLDD Learner	Non-LLDD Learner
Positive Economic Outcome	44	42.9*	44.7*	8,132	1,283	6,513
Positive Social Outcome	94	91.1***	94.5***	9,708	1,461	7,863
Moved into employment	23	17.9***	24.1***	4,695	885	3,628
Share whose income increased	18	21.6	17.5*	2,375	236	2,033
Share whose hours worked increased	25	21.8	25.1	2,438	237	2,088
Progressed in work	38	38.9	37.9	2,600	259	2,221
Share whose work satisfaction increased	32	32	31.8	2,463	244	2,106
Further learning	65	62.9*	65.3**	9,708	1,461	7,863
Increase in Wellbeing	80	75.8***	80.7***	9,708	1,461	7,863
Felt more confident	87	84.3**	87.2***	9,708	1,461	7,863
Met new people	77	73.1***	77.8***	9,708	1,461	7,863
Volunteering in Follow-up	45	46	45.2	9,708	1,461	7,863

Note:

*** Means the category is significantly different to the rest of survey results in the AEB at 0.001 level, ** at 0.01 level, * at 0.05 level

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