

Adult Education Budget Academic Year 2019/20 (August-April)

25 August 2020

This second AEB data publication contains summary statistics on Further Education and Skills in London, covering a range of data on participation, achievements and spend, broken down across a range of metrics, including Mayoral areas of interest. This release is based on provisional data for the first three quarters of the 2019/20 academic year.

This note assists in interpreting the experimental statistics and highlights some key points and data limitations. It should be noted that the Covid-19 pandemic has had a yet unknown impact on the FE sector in London. Therefore, extra care should be taken in interpreting this data.

For a fuller understanding of the data please reference the accompanying Methodology and Table footnotes.

Summary Statistics

This release includes experimental statistics on AEB-funded Further Education and Skills in London based on provisional data for the first three quarters of the academic year 2019/20.

Learner participation

- From August 2019 to April 2020, there were 196,850 GLA-funded learners in London.
- Amongst learners participating in the AEB programme¹:
 - 70 per cent were female;
 - 56 per cent were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners);
 - The majority were aged 24-49 (61%);
 - 15 per cent consider themselves to have a learning difficulty and/or disability and/or health problem²;
 - In Adult Skills learning, 51% of delivery was eligible for the disadvantage uplift funding³;
 - 6 per cent of the total number of learners received learner support to enrol in 15,370 courses.

¹ Based on Source of Funding reported for each learning aim.

² Based upon self-declaration by the learner.

³ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

Aims enrolments

- There were 385,560 aims enrolments in London during the publication period.
- The most frequent course levels were Entry Level and Other Level⁴, accounting for nearly two thirds of all aims.
- The most frequent sector subject area chosen was Preparation for Life and Work, accounting for nearly half of all aims in the AEB programme.
- Of the total number of aims enrolments (385,560), 180,280 were achieved (47%), 169,400 (44%) are still in progress⁵, and 35,630 (9%) were not achieved by the end of April 2020 (third quarter of the academic year)⁶. The proportion of non-achieved aims is in line with official statistics published by the Department for Education⁷. However, it should be noted that the Covid-19 pandemic might alter the outcomes distribution by the end of the present academic year.

Delivery to date (£)

- AEB delivery to date in the first three quarters of 2019/20 amounted to £174,754,000⁸. 61 per cent of that corresponded to General Further Education (FE) Colleges (including Tertiary).

Mayoral areas of interest

- There were 32,160 learners enrolled in 48,050 English and Maths Entitlement learning courses⁹;
- 320 people participated in British Sign Language courses¹⁰;
- In Adult Skills learning, there were 19,390 fully funded learners due to receipt of low wage.

Further data breakdowns and additional information by provider and local authority district are available in the data tables: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

⁴ Other level is recorded when another level is not applicable or if the aim cannot be classified at other levels.

⁵ Study continuing or study completed, but outcome not know.

⁶ Providers traditionally do not record achievement data for education and training until the end of the academic year. Therefore, in-year data are subject to data lag until the final data returns for the academic year are made by providers after the end of the academic year. The data lag affects achievements numbers, which might look lower than expected. For more context please see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814023/190619_In_year_QAR_2018_2019_V5_FINAL.pdf

⁷ The National Achievement Rates Tables refer to previous cohorts of FE students. The tables are available here: <https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

⁸ Note that this estimate should not be considered a financial statement of the GLA liabilities to date. GLA payments are in accordance with the Standard National Profile for AEB Grant-Funded Providers and final reconciliation applies at the end of the academic year subject to the arrangements agreed by the Mayor for that year. For more information on grant and procured payment and reconciliation processes please see: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers#acc-i-57898>

⁹ This includes English and Maths AEB entitlement learners only.

¹⁰ The GLA fully funds any learner aged 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.

About this release

- This document provides summary information on current adult (19+) GLA funded Further Education (FE) in London. It covers learners who are studying a course in an FE College, training provider or within their local community.
- This release contains August to April academic year data for 2019/20, and it is based on the Individualised Learner Records data (ILR R10) as provided to the GLA by the ESFA, Funding Summary Report (R10) as provided to the GLA by the ESFA, and Funding Claim (R06) as reported to the GLA by providers.
- The data in this release should be treated as Experimental Statistics as the methodologies used to produce them are still in their developmental phase.

Background information

The AEB aims to engage adults and provide the skills and learning they need to equip them for work or other learning.

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.

In early 2020, the AEB Mayoral Board agreed that AEB programme data should be published following the Department for Education's Further Education and Skills data publication and in line with the UK Code of Practice for Official Statistics (which the GLA has signed up to on a voluntary basis).

The GLA published AEB programme data for the first time in June 2020. The data released is available here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

The GLA's second AEB release

This statistics publication includes London, Sub-regional and Borough level figures for the first three quarters of the academic year. It focuses on adult (aged 19+) GLA-funded Further Education, comprising Education and training and Community learning (excluding apprenticeships, traineeships, advanced learner loans, the offender learning and skills service, and education and training services funded by the Education and Skills Funding Agency).

Data sources used in this publication

The statistics shown in this note on learner participation, aims enrolments, achievements and expenditure are based on in-year Individualised Learner Record data for 2019/20 (August-April 2020)¹¹. Figures are restricted to GLA-devolved Adult Education Budget.

¹¹ The GLA, DfE and Education and Skills Funding Agency (ESFA) maintain a Data Sharing Agreement (DSA) permitting the monthly transfer of AEB delivery data collected by providers in the Individualised Learner Record (ILR).

It should be noted that this release presents provisional, reported to date figures for the first three quarters of the 2019/20 academic year. In-year data is subject to a data lag and future reconciliation. They should be treated with caution and as provisional estimates. Final year data will provide the most comprehensive picture of delivery.

For completeness, additional data sources used are the AEB Funding Claims made to the GLA and Funding Summary Reports as provided to the GLA by the ESFA.

All data has been rounded and totals have been produced from unrounded data so may not equal the sum of rounded breakdowns.

Figures include learners and learning that is active at any point during the publication period (August 2019 to April 2020). Learner participation is the count of unique learners who meet the criteria for a given table cell. As a result, learners who meet criteria for multiple cells will be counted in each cell. Therefore, a single learner may be counted more than once in a learner participation table and the cells may not sum to the total count of unique learners.

Aims enrolments is the count of the relevant learning aims reported in the Individualised Learner Record (ILR). Learners may be enrolled in more than one learning aim.

The following tables are described in this note¹²:

Table 1.3: Funding Profile, Provider Type

Table 2.2 Learner Home Local Authority District, Volumes

Table 2.3: Learner Characteristics, Volumes

Table 2.4: Level of Learning, Volumes

Table 2.6: Sector Subject Area, Volumes

Table 3.1: Provider, Achievements

Table 3.2: Learner Home Local Authority District, Achievements

Table 4.1: British Sign Language, Volumes

Table 4.3: Learners in Receipt of Low Wage by Level of Learning, Volumes

Table 4.7: English and Maths, Volumes

The accompanying technical document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

¹² Table numbering differs slightly between London, Sub-regional and London Boroughs tables. The table numbers shown here correspond to the London level tables only and are included here as a reference.

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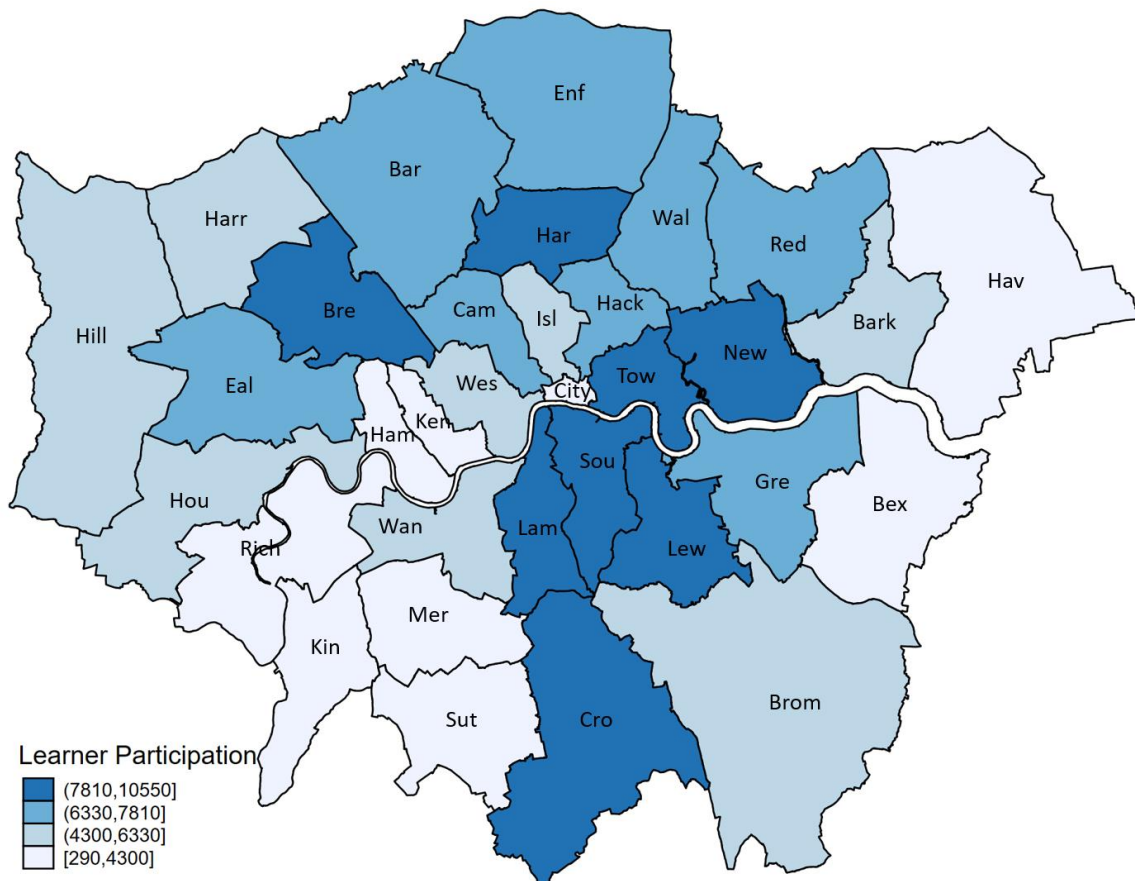
1. GLA's Adult Education Budget (August-April 2019/20)

This release covers experimental statistics on AEB-funded Further Education and Skills in London based on provisional data for the first three quarters of the academic year 2019/20. In this section we show some headline statistics of the programme, such as AEB participation (learners and aims), demographic characteristics of the learners, course levels, sector subject areas chosen, in-year achievements, delivery to date (£), and some of the Mayoral areas of interest.

It should be noted that the pandemic has had a yet unknown impact on the FE sector in London. Therefore, extra care should be taken in interpreting this data.

1.1 AEB participation 2019/20

Figure 1: Learner participation by London Borough



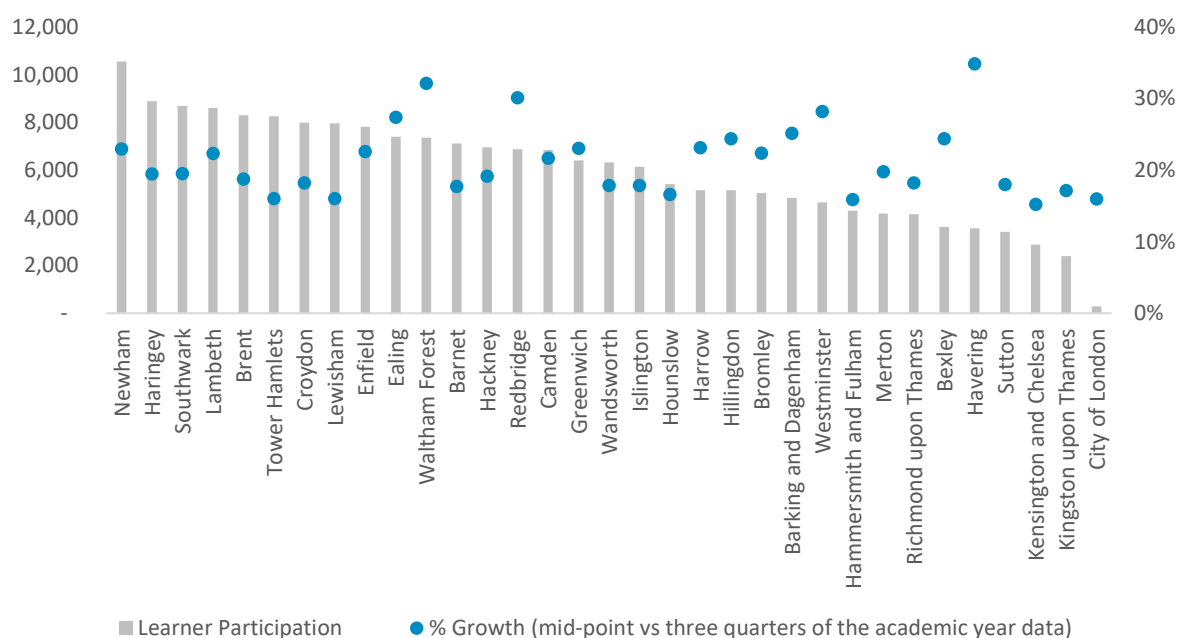
Source: R10 (August-April) ILR data

Note: Figures are based on learner's home postcode on the learning start date and excludes records without a valid postcode

From August 2019 to April 2020, there were 196,850 learners participating in the AEB programme. All of the Sub-Regional Partnerships¹³ and London Boroughs showed significant activity (above 2,000 learners¹⁴) during the publication period. The top 5 London Boroughs with the highest number of learners were Newham (10,550), Haringey (8,890), Southwark (8,690), Lambeth (8,300), and Brent (8,300). The full spatial distribution of learners by London Boroughs is shown in Figure 1¹⁵.

Compared to mid-point academic year data, learner participation increased on average by 21 per cent in London (see Figure 2). Although this change should be interpreted with caution as in-year data is provisional and subject to a data lag and future reconciliation. Moreover, the Covid-19 pandemic has heavily impacted the FE sector in recent months and could be affecting reporting by providers. Note that comparisons with the same period last year are not feasible as this is the first year of AEB delivery after devolution¹⁶.

Figure 2: Learner participation and the relative change in participation since January 2020 by London Borough



Source: R06 (August-January) and R10 (August-April) ILR data

¹³ Central London Forward includes all learning matched to LADs of Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster. Local London includes all learning matched to LADs of Barking and Dagenham, Bexley, Bromley, Enfield, Greenwich, Havering, Newham, Redbridge and Waltham Forest. South London Partnership comprises all learning matched to LADs of Croydon, Kingston upon Thames, Merton, Richmond upon Thames and Sutton. West London Alliance comprises all learning matched to LADs of Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow.

¹⁴ The exception is the City of London that, with a relatively small population, is a historic financial district.

¹⁵ Further breakdowns by Sub-regional partnerships are available online.

¹⁶ Current GLA-funded adult education is not equivalent to Education and Training in London in previous years (which was administered by the DfE). Compared to present GLA-delivery, the later includes additional courses, such as Offenders' learning provision and Traineeships. Therefore, comparisons would not be consistent.

1.2 Adult (19+) Demographic Summary of FE and Skills Participation

Table 1: Demographic characteristics

Background characteristics		Learner participation	
		Frequency	%
Sex	Male	59,070	30
	Female	137,790	70
Ethnicity group	White	84,040	44
	Mixed / Multiple Ethnic Groups	10,950	6
	Asian / Asian British	36,610	19
	Black / African / Caribbean / Black British	37,070	20
	Other Ethnic Group	20,790	11
Age band	19-23	19,970	10
	24-49	120,090	61
	50+	56,790	29
Total		196,850	100

Source: R10 (August-April) ILR data

Note: Age is based on learner's age on 31st August of the academic year.

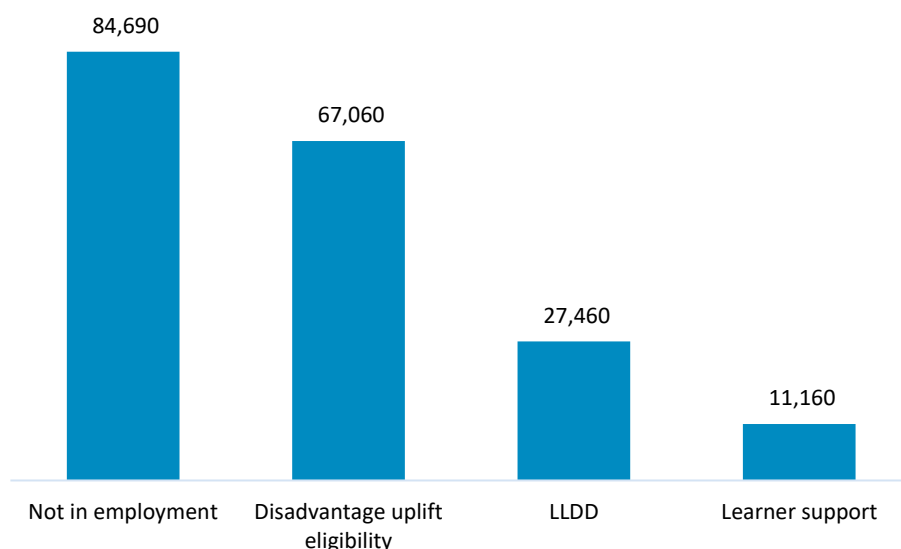
Table 1 shows key demographics characteristics of the AEB learners. Of the 196,850 participants in the first three quarters of 2019/20:

- 70 per cent were female (137,790 learners) and 30 per cent were male (59,070);
- 56 per cent were from a Black or Minority Ethnic background (105,420 learners including Mixed, Asian, Black and Other Ethnic Group learners)¹⁷ and 44 per cent were from White background (84,040)¹⁸;
- 10 per cent were aged 19-23 (19,970 learners), 61 per cent aged 24-49 (120,090), and 29 per cent 50+ (56,790).

¹⁷ The percentage calculation for the Black, Asian and Minority Ethnic (BAME) and "Learner's disability, learning difficulty and/or health problem" (LLDD) measures here are based on excluding instances of unknown ethnicity and unknown learning difficulty/disability.

¹⁸ Note that to compute these statistics, 'not knowns' (i.e. missing data) are not considered and have been excluded from Table 1.

Figure 3: Other background characteristics



Source: R10 (August-April) ILR data.

Note: Employment status prior to enrolment is based on self-declaration by the learner, as reported in the Individualised Learner Record (ILR). This variable is an indicative measure of employment status but is not sufficient to adequately deduce whether a person is employed, unemployed, or economically inactive, since the full suite of contextual questions needed to do so are not asked. Further, this data is not required for learners enrolled only in Community Learning. LLDD stands for learning difficulty and/or disability and/or health problem. Learning difficulty and/or disability and/or health problem is based on self-declaration by the learner. Categories in Figure 3 are not mutually exclusive.

The GLA also monitors background characteristics that can be used to identify certain groups in need. Figure 3 shows these non-mutually exclusive fields, which represent a significant portion of delivery:

- Amongst those self-reporting employment status (around 150,000 learners mostly in Adult Skills funding category), 57 per cent declared to be not in employment;
- In Adult Skills learning, just over half of provision (67,060 learners) were eligible for the disadvantage uplift funding¹⁹;
- 15 per cent (27,460 learners) consider themselves to have a learning difficulty and/or disability and/or health problem. Note that this statistic excludes cases where the information was not collected (4 per cent of the total number of learners);
- 6 per cent (11,160 learners) of the total number of participants received learner support²⁰.

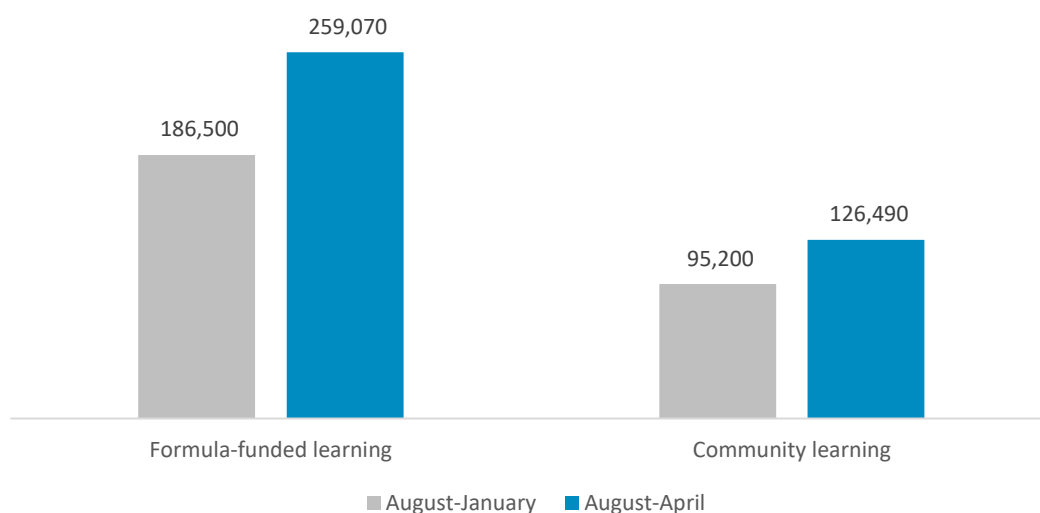
¹⁹ Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

²⁰ These are learners who are reported to receive the types of learner support included in the GLA's AEB funding rules (<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>).

1.3 Aims enrolments

Learners can take more than one aim during the academic year. There were 385,560 aims enrolments from August 2019 to April 2020. The majority of these (259,070) belong to funding category Adult Skills. Compared to the previous quarter, formula-funded learning (Adult Skills) and Community learning increased by 39 and 33 per cent, respectively²¹. Furthermore, in-year data shows that learners often enrol in multiple aims (on average each learner undertakes 1.96 aims), which suggests that learners and providers engage positively during the learning process.

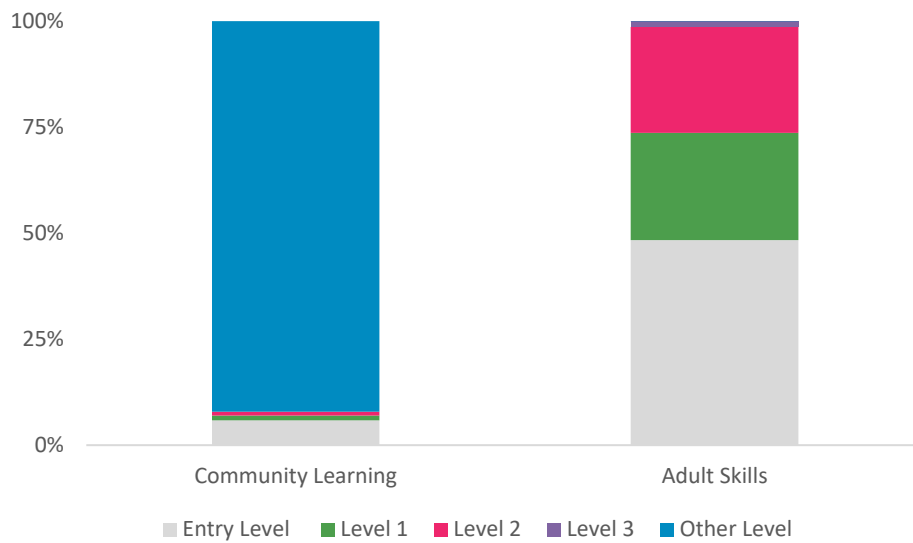
Figure 4: Aims enrolments by funding category



Source: R06 (August-January) and R10 (August-April) ILR data

²¹ As mentioned above, these statistics should be interpreted with caution as in-year data is provisional and subject to a data lag and future reconciliation. Moreover, the Covid-19 pandemic has heavily impacted the FE sector in recent months and could be affecting reporting by providers.

Figure 5: AEB provision by funding model (i.e. Adult Skills or Community Learning) and level

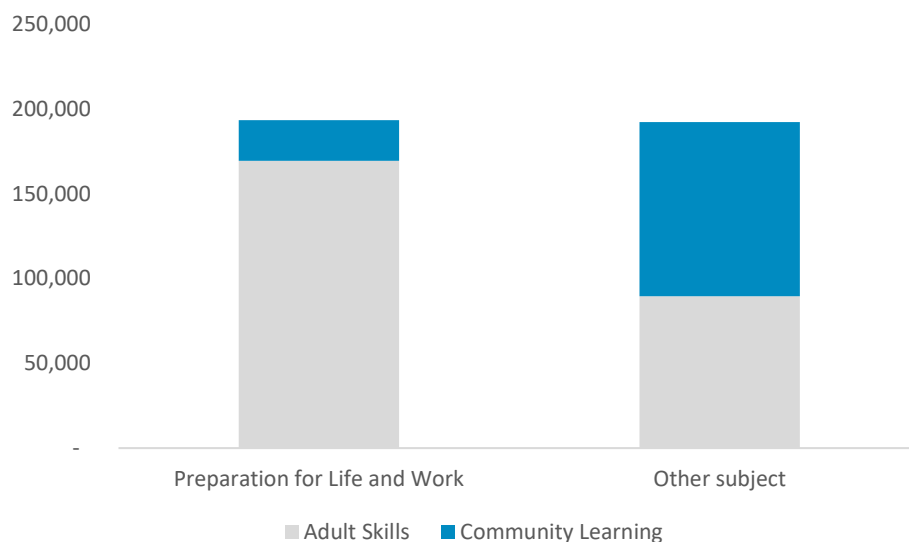


Source: R10 (August-April) ILR data

Note: Levels are based on the notional NVQ level version two

Figure 5 shows that the aim level composition differs between Adult Skills and Community Learning. Adults Skills delivery range between Entry Level and Level 3, while Community Learning tends to be concentrated at Other Level (i.e. level not applicable). This suggests complementarities between the two streams, which is confirmed by the analysis of sector subject areas.

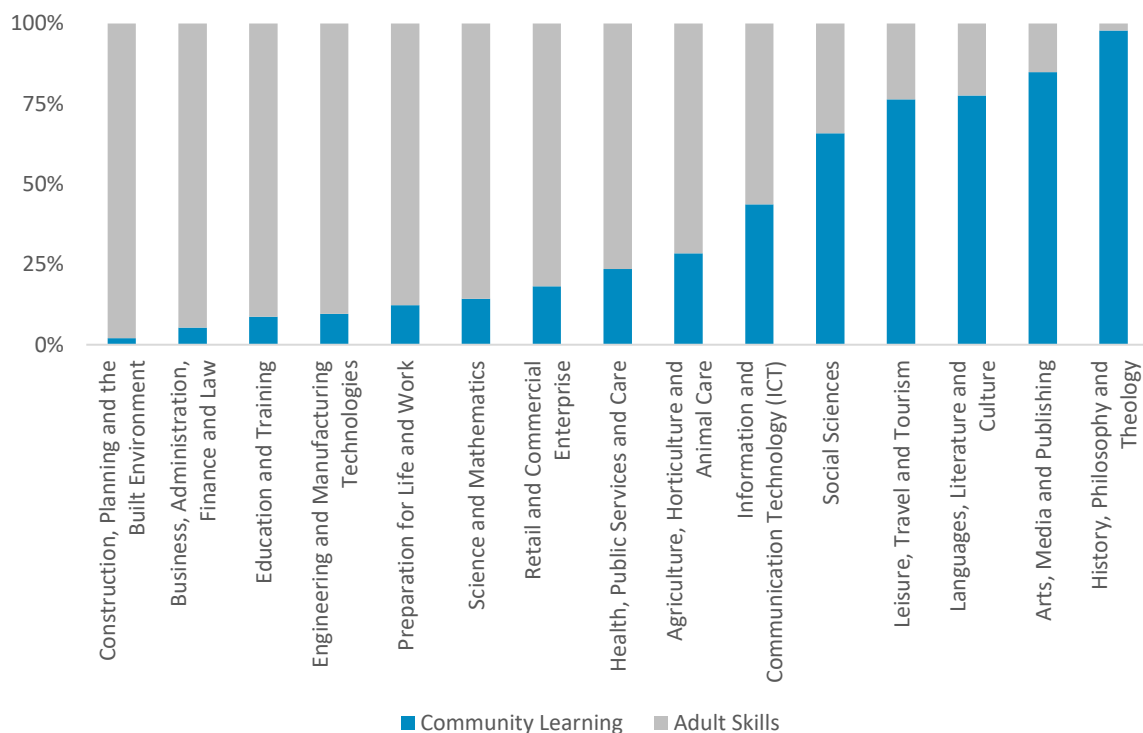
Figure 6: AEB provision by funding model (i.e. Adult Skills or Community Learning) and sector subject area



Source: R10 (August-April) ILR data

Almost half of all aims enrolments correspond to Preparation for Life and Work courses, and as shown in Figure 6, the vast majority is in funding category Adult Skills. In general, there is a strong correlation between sector subject area and funding model. For instance, Construction, Business, Education and Engineering are strongly associated with Adult Skills. Conversely, Languages, Arts and History and Philosophy clearly correlate with Community Learning (see Figure 7). Detailed statistics, including additional breakdowns by level and background characteristics are available online.

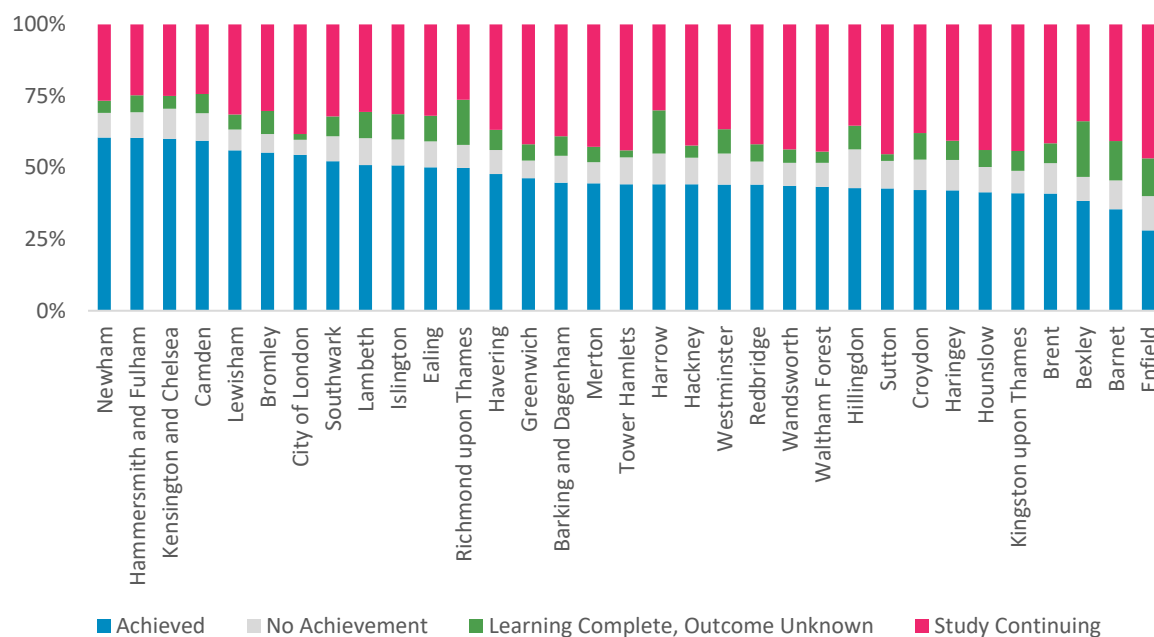
Figure 7: AEB provision by funding model (i.e. Adult Skills or Community Learning) and sector subject area



Source: R10 (August-April) ILR data

1.4 Adult (19+) in-year achievements in AEB-funded Further Education

Figure 8: In-year achievements²² in AEB-funded Further Education²³



Source: R06 (August-January) ILR data.

Note: Achievement statistics are counts of learning aims, not unique learners.

Figure 8 shows in-year achievements data reported so far for the first three quarters by London Borough. Of the total number of aims (385,560), the in-year R10 ILR data shows on average that:

- 46.7 per cent of the qualifications were achieved;
- 9.2 per cent were not achieved;
- 7.5 per cent were completed, but the outcome is still unknown;
- 36.4 per cent of the aims were recorded as “study continuing”.

In addition, Figure 8 shows that the proportion of non-achievers is relatively constant across London Boroughs ranging from 5.2% to 13.6% (grey areas). There is also a trade-off between achievers and continuing learners, which might be more relevant this year in the context of the pandemic. In previous years, the vast majority of those in education in the FE sector achieved their qualifications²⁴, however this academic year there is a significant level of uncertainty about

²² Partial achievement represents less than 1 per cent of the total and has been omitted in this chart.

²³ Achievement statistics are counts of learning aims, not unique learners; Figures are restricted to GLA-devolved Adult Education Budget; Wherever in-year data is used, it presents provisional, reported to date figures. These are updated in subsequent data returns and should not be considered the final record of provision in that time period; This release reflects provider R10 data submissions, which may be subject to data recording and/or reporting issues. As a result, where delivery numbers may seem below expectations, it is not possible to ascertain in advance of the final data submission what constitutes an issue with performance vs in-year data submissions.

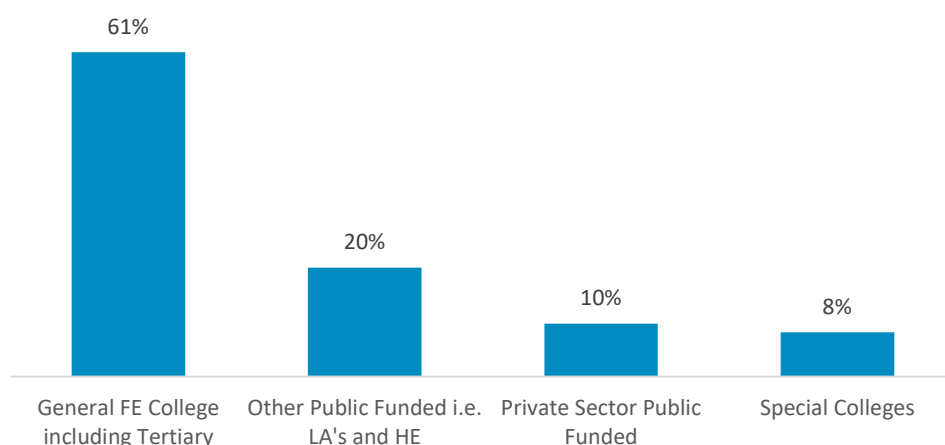
²⁴ See for instance, Education and Training National Achievement Rates Tables, available here: <https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

this statistic. The R14 (final year) ILR data will provide a more comprehensive representation of (GLA funded) FE achievements in London and therefore the GLA will be updating the analysis once these data are available²⁵.

A more complete source for achievements data is made available by the DfE in March each year. The National Achievement Rate Tables (NARTs) are published a full eight months after the end of delivery for any academic year, which is a result of the complexity of the calculation and the need to join up a range of different data sets. It is worth noting that the GLA does not currently receive the same data, consequently equivalent statistics cannot be produced.

1.5 Funding profile by provider type

Figure 9: AEB funding profile by provider type (%), Delivery to date²⁶



Source: R10 (August-April) ILR data, Funding Claims (mid-point year data), and Funding Summary Report (FSR R10)

AEB delivery to date in the first two quarters of academic year 2019/20 reached £174,754,000. Figure 9 shows AEB expenditure broken down by provider type:

²⁵ Providers traditionally do not record achievement data for education and training until the end of the academic year. Therefore, in-year data are subject to data lag until the final data returns for the academic year are made by providers after the end of the academic year. The data lag affects achievements numbers, which might look lower than expected. For more context please see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814023/190619_In_year_QAR_2018_2019_V5_FINAL.pdf

²⁶ Note that GLA payments are in accordance with the Standard National Profile for AEB Grant-Funded Providers and final reconciliation applies at the end of the academic year subject to the arrangements agreed by the Mayor for that year. Therefore, funding figures should not be considered a financial statement of the GLA liabilities to date. For more information on grant or procured payment and reconciliation processes, please see: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>; Wherever in-year data is used, it presents provisional, reported to date figures.

- 61 per cent correspond to General FE Colleges (including Tertiary);
- 20 per cent has been claimed by Other Public Funded²⁷;
- 10 per cent by Private Sector Public Funded²⁸;
- 8 per cent by Special Colleges²⁹, and
- Less than 1 per cent correspond to Sixth Form Colleges (not shown here).

It should be noted that these financial estimates differ from some of the other monetary estimates in the published tables on the proportion of funding to date for adult skills. These estimates are based solely on the SILR, which contains funding calculated by the ESFA's funding formula for Adult Skills (FM35) learners. This includes formula programme and learning support funding. It does not include any Earnings Adjustment Statement (EAS) Claims or learner support in the Funding Claim that may be associated with Adult Skills provision. Full details are provided in the notes of the published tables.

This data should also be treated with caution as they are provisional in-year data. This does not present estimates of the GLA liabilities to date and should not be considered a financial statement. GLA payments are in accordance with the Standard National Profile for AEB Grant-Funded Providers and final reconciliation applies at the end of the academic year subject to the arrangements agreed by the Mayor for that year. For more information on grant and procured payment and reconciliation processes please see: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers#acc-i-57898>

²⁷ Other Public Funded includes Central Government Department, Central Government NDPB, Public Corporations & Trading Funds, Local Education Authority (LEA), Social Services, Other Local Authority, Police Authority, Fire Authority, Local Authority Dept, Local Authority, NHS-English Foundation Trust, NHS-English Non Foundation Trust, NHS-Other Organisations, Independent school or college, UFI Directly Funded Hub, Dance and Drama School, External Institution, Higher Education Organisation, School Sixth Form (not college), Special learning needs establishment, Other Public Organisation, Charitable, Non-Charitable, Other Voluntary Organisation, LSC Region, Special College, Academies, External Institution, Institution funded by other Govt Dept, University Technology College.

²⁸ Private Sector Public Funded includes Community Interest Company, Company Incorporated by Royal Charter (England/Wales), Employer Association, Independent Association, Industrial/Provident (England/Wales), Limited Liability Partnership, Limited Partnership, PRI/LBG/NSC/S.30, PRI/LTD BY GUAR/NSC, Private Limited Company, Private Unlimited Company, Public Limited Company, Sole Trader, Trade Union, Chamber of Commerce / Trade, Organisation in Business in its own right, Other Private Organisation, Business Link.

²⁹ Special Colleges include Agriculture and Horticulture Colleges; Art, Design and Performing Arts Colleges and Specialist Designated Colleges.

1.6 Mayoral areas of interest

The Adult Education Budget aims to be a diverse and inclusive programme that offers more opportunities for all. Aligned with this objective, the Mayor of London is particularly interested in some qualifications and learners that require more attention and support. These are, English and Maths (basic skills) and British Sign Language courses and learners in receipt of low wage.

Table 2: English and Maths (Entitlements)

Entitlement	Level	Learner Participation	Aims Enrolments	Portion of Funding to Date for Adult Skills
<i>English</i>	<i>Entry Level</i>	9,980	11,520	£6,679,000
	<i>Level 1</i>	5,370	5,790	£3,083,000
	<i>Level 2</i>	7,480	7,570	£4,838,000
	Total	22,270	24,870	£14,600,000
<i>Maths</i>	<i>Entry Level</i>	9,730	10,470	£8,268,000
	<i>Level 1</i>	5,280	5,420	£3,026,000
	<i>Level 2</i>	7,170	7,290	£4,779,000
	Total	21,490	23,180	£16,073,000
Total		32,160	48,050	£30,673,000

Source: R10 (August-January) ILR data

Note: Entitlement learning is learning taken as part of the legal entitlements to full funding for eligible adult learners for English and Maths and Level 2 and Level 3 learning³⁰. Levels are based on the notional NVQ level version two

English and Maths Entitlement

Basics skills, such as English and Maths skills are essential in enabling people to function in society and progress in learning and employment. Table 2 shows, in total, 32,160 learners participated in 48,050 courses. Out of this total, almost a third of these aims are taken at Level 2.

British Sign Language

From August 2019 to April 2020, 320 people participated in British Sign Language courses³¹.

Learners in receipt of low wage

This second data publication also includes for the first-time statistics on fully funded learners in receipt of low wage³². From August 2019 to April 2020, 19,390 learners in receipt of low wage

³⁰ See the GLA's Adult Education Budget funding rules for further information on entitlements (<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>) and the methodology note for details on how entitlement learning has been identified.

³¹ The GLA fully fund any learner aged 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.

³² See for instance London data tables 4.3-4.6 available online.

participated in the Adult Skills' stream of the AEB programme, which is equivalent to £19,465,000 in spend.

Further breakdowns and more information about Mayoral areas of interest are available in <https://data.london.gov.uk/dataset/gla-adult-education-budget>

2. Accompanying tables

Data source: Individualised Learner Records (ILR), except where stated.

Coverage of the data: This release includes data for the first three quarters of the 2019/20 academic year (August 2019 to April 2020).

The following tables³³ are available in Excel (xlsx) format here:
<https://data.london.gov.uk/dataset/gla-adult-education-budget>

1. Funding

Table 1.1: Funding Profile

Table 1.2: Funding Profile, Entitlement

Table 1.3: Funding Profile, Provider Type

2. Volumes

Table 2.1: Provider, Volumes

Table 2.2: Learner Home Local Authority District, Volumes

Table 2.3: Learner Characteristics, Volumes

Table 2.4: Level of Learning, Volumes

Table 2.5: Level of Learning by Entitlement, Volumes

Table 2.6: Sector Subject Area, Volumes

Table 2.7: Sector Subject Area by Level of Learning, Volumes

Table 2.8: Sector Subject Area by Entitlement, Volumes

Table 2.9: Sector Subject Area by Sex, Volumes

Table 2.10: Sector Subject Area by BAME, Volumes

Table 2.11: Sector Subject Area by Age, Volumes

Table 2.12: Basic Skills, Volumes

Table 2.13: Community Learning by Type, Volumes

3. Achievements

Table 3.1: Provider, Achievements

Table 3.2: Learner Home Local Authority District, Achievements

Table 3.3: Learner Characteristics, Achievements

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Table 3.12: Basic Skills, Achievements

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Table 4.2: British Sign Language, Achievements

Table 4.3: Learners in Receipt of Low Wage by Level of Learning, Volumes

Table 4.4: Learners in Receipt of Low Wage by Employment Status, Volumes

³³ Table numbering differs slightly between London, Sub-regional and London Boroughs tables. The table numbers shown here correspond to the London level tables only and are included here as a reference.

Table 4.5: Learners in Receipt of Low Wage by Level of Learning, Achievements
Table 4.6: Learners in Receipt of Low Wage by Employment Status, Achievements
Table 4.7: English and Maths Entitlement, Volumes
Table 4.8: English and Maths Entitlement, Achievements

3. Further information

For more information about the Adult Education Budget please see:

<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget>

Additional breakdowns of AEB further education statistics, not covered in this note, are published online. These include for instance, breakdowns by funding model, entitlement and background characteristics, and detailed figures by Sector Subject Area (Tier 1 and Tier 2).

Please see the London Datastore Library here:

<https://data.london.gov.uk/>

4. Official Statistics

These experimental statistics are produced in accordance with the UK Code of Practice for Official Statistics and in agreement with the Department for Education (DfE).

Please note that DfE statistics (GOV.UK) continues as the first place that national and local authority headline statistics are published.

5. Technical information

A methodology information document accompanies this note. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

More technical information here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

6. Get in touch

6.1 Media enquiries

These contact details are for journalist enquiries only.

Following the latest instructions from the Government to limit non-essential travel to help control the spread of the COVID-19 virus the Mayor of London's press office is currently working remotely.

During this time all media enquiries should be emailed and we will continue to respond as quickly as possible.

Email: mayorspressoffice@london.gov.uk

For urgent media enquiries outside office hours and at weekends please call: 020 7983 4000 and ask for the duty press officer.

6.2 Other enquiries/feedback

Melisa Wickham, Supervisory Economist GLA Economics, City Hall, The Queen's Walk, London SE1 2AA

Email: Melisa.Wickham@london.gov.uk

Contact us form

We aim to respond to all written communication as quickly as possible and within 20 working days. See our [service standards](#) for more information on how we manage your correspondence. Before contacting us, please take a look at our [contacting City Hall and the Mayor](#) pages, where you may find the answer to your query.

<https://www.london.gov.uk/contact-us-form>