

# Adult Education Budget Academic Year 2021/22 (August-January)

22 April 2022

The Adult Education Budget (AEB) data publication contains summary statistics on Further Education and Skills in London, covering a range of data on learner participation, enrolment and achievement, including Mayoral areas of interest. This release is based on data for the first two quarters of the 2021/22 academic year.

This note assists in interpreting the statistics and highlights some key points and data limitations. It should be noted that the Covid-19 pandemic has had an impact on the FE sector in London during the reporting period. Thus, 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 statistics on AEB-funded Further Education and Skills in London for the first half of the academic year 2021/22.

### Learner participation

- From August 2021 to January 2022, there were 144,870 GLA-funded learners in London.
  - Total learner participation increased by 11 per cent compared to 130,590 in the same period in 2020/21.
  - Compared to the same period last year, Adult Skills participation increased by 9 per cent (education and training participation<sup>1</sup> decreased by around 0.8 per cent nationally); and Community Learning participation increased by 16 per cent (increased by around 27 per cent nationally).
- Amongst learners participating in the AEB programme<sup>2</sup>:
  - 70 per cent were female;

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<sup>1</sup> Official Education and Training statistics include Adult Skills plus traineeships and learning funded by advanced learner loans.

<sup>2</sup> Based on Source of Funding reported for each learning aim.

- 60 per cent were from a Black or Minority Ethnic background (including Mixed, Asian, Black and Other Ethnic Group learners<sup>3</sup>);
- The majority were aged 24-49 (63%);
- 13 per cent consider themselves to have a learning difficulty and/or disability and/or health problem<sup>4</sup>;
- In Adult Skills learning, 50 per cent of learner participation were eligible for the disadvantage uplift funding<sup>5</sup>;
- 5 per cent of the total number of learners received learner support to enrol in 14,880 courses.

The background characteristics of learners in 2021/22 and 2020/21 are largely similar.

### Aims enrolments

- Learners can take more than one aim during the academic year. There were 264,690 aims enrolments in London during the publication period.
  - Total aims enrolments increased by 4 per cent compared to 255,040 in the same period in 2020/21.
  - There were differences by funding stream. Enrolments decreased by 3 per cent in Community Learning; and increased by 6 per cent in Adult Skills.
- The most frequent course levels were Entry Level (in Adult Skills) and Other Level (in Community Learning)<sup>6</sup>, accounting for more than half of all aims.
- Compared to the same period in 2020/21, aims enrolments at level 2 decreased by 17 per cent. However, aims enrolments at level 3 increased by 63 per cent.
- The most frequent sector subject area chosen was Preparation for Life and Work, which includes predominantly basic skills qualifications in English, Mathematics and English for Speakers of Other Languages, accounting for nearly half of all aims in the AEB programme. Some subject areas have shown a sustained and significant rise in aims enrolments across years, for instance Information and Communication Technology (ICT), Health, Public Services and Care, and Construction, Planning and the Built Environment. Conversely, Leisure, Travel and Tourism and Arts, Media and Publishing have not reached their pre-pandemic levels by the end of the reporting period.

### Achievements (by 31<sup>st</sup> January 2022)

- Achievement statistics are counts of learning aims achieved, which are likely to be affected by the Covid-19 pandemic. By 31st January 2022, when most of the learning is still ongoing, around 28 per cent of the qualifications were achieved (75,300).

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<sup>3</sup> Note that this excludes “Unknown” observations.

<sup>4</sup> Based upon self-declaration by the learner. This excludes “Unknown” observations.

<sup>5</sup> Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

<sup>6</sup> Other level is recorded when another level is not applicable or if the aim cannot be classified at other levels.

### Additional figures relating to specific Mayoral policy changes

From August 2021 to January 2022:

- There were 28,220 learners taking 40,180 Entitlement learning courses. The number of participants increased by around 9 per cent compared to 2020/21.<sup>7</sup>
- There were 16,340 learners in receipt of low wage that participated in the Adult Skills' stream of the AEB programme. They enrolled in 26,680 aims ranging from Entry Level to Level 3 (aims enrolments increased by around 32 per cent compared to the same period in 2020/21).
- The Level 3 flexibility<sup>8</sup> supported 1,100 adult learners (or 1,100 Level 3 qualifications).
- In September 2020, the Mayor approved a series of measures to support Londoners as part of the COVID-19 Skills Recovery Package. This included three strands of delivery, comprising high value courses to 19-year-olds, sector-based work academy programmes and London Recovery Programmes. During the reporting period, the Covid-19 Skills Recovery Package supported 4,480 learners that enrolled in 7,220 qualifications.
- In the context of the Covid-19 pandemic, 10 learners enrolled in British Sign Language courses<sup>9</sup> and 30 learners were funded through the SEND funding flexibility<sup>10</sup>.

Further data breakdowns and additional information by provider, Sub-Regional Partnership and Local Authority District are available in the data tables:

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

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<sup>7</sup> This includes English and Maths, Level 2 and Level 3 and Digital AEB entitlement learners.

<sup>8</sup> The flexibility enables providers to fully fund Adult Skills fundable Level 3 vocational qualifications beyond the legal entitlements, on learning programmes of less than 12 months duration which are designed to provide progression into work.

<sup>9</sup> 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.

<sup>10</sup> The SEND funding flexibility enables providers to apply to the GLA for permission to fully fund delivery of learning that upskills teaching and learning support staff to deliver improved specialist provision for adult learners with Special Educational Needs and Disabilities (SEND).

## 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 data for the first two quarters of the academic year 2021/22, and it is based on the Individualised Learner Records data (ILR R06) as provided to the GLA by the ESFA.
- 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. The overarching aim is to make adult education in London even more accessible, impactful and locally relevant

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. This data and subsequent publications are available here: <https://data.london.gov.uk/dataset/gla-adult-education-budget>

### About this data release

This statistics publication includes London, Sub-regional and Borough level figures for the first half of the academic year 2021/22. 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). It also has an extensive breakdown on learner characteristics as well detailed information on the nature of learnings aims and subjects studied.

## Data sources used in this publication

Unless otherwise stated, the statistics shown in this note on learner participation, aims enrolments and achievements are based on the Individualised Learner Record data for 2021/22 (August - January 2022)<sup>11</sup>. The figures are restricted to GLA-devolved Adult Education Budget.

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. 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 data tables are described in this note<sup>12</sup>:

Table 1: Funding Model

Table 5: Learner Home Local Authority District

Table 6: Learner Characteristics

Table 7: Level of Learning

Table 8: Sector Subject Area

Table 14: Entitlements

Table 15: AEB Flexibilities

Table 16: AEB Covid-19 Skills Recovery Package

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

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<sup>11</sup> 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).

<sup>12</sup> 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 - January 2021/22)

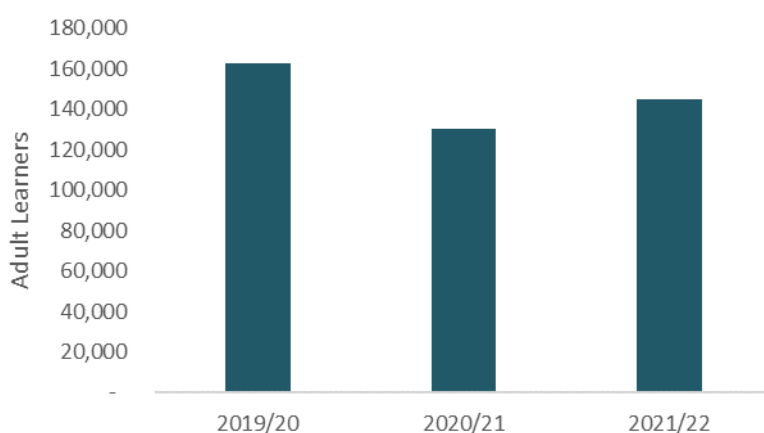
This release covers experimental statistics on AEB-funded Further Education and Skills in London based on administrative data for the first two quarters of the academic year 2021/22. In this section we show some headline statistics of the programme, such as AEB participation (learners and aims), demographic characteristics of the learners, course levels, sector subject areas chosen, achievements and some of the Mayoral areas of interest.

It should be noted that the pandemic has had an impact on the education sector in London. Therefore, extra care should be taken in interpreting this data.

### 1.1 AEB participation, August - January 2021/22

There were 144,870 adult learners participating in the AEB programme in the first two quarters of 2021/22. In-year data (see Figure 1) shows that total learner participation increased by 11 per cent compared to 130,590 in the same period in 2020/21. But it is still below its pre-pandemic level (162,700).

**Figure 1: Learner participation, August - January, academic years 2019/20, 2020/21 and 2021/22**



Source: R06 August - January 2021/22 ILR data, years 2019/20, 2020/21 and 2021/22.

Table 1 shows a significant rise in adult participation in 2021/22 compared to 2020/21, in both Community Learning and Adult Skills. In Community Learning, in-year growth relies on participation at Levels 1 and below. In Adult Skills, growth is supported by learner participation at Level 3.

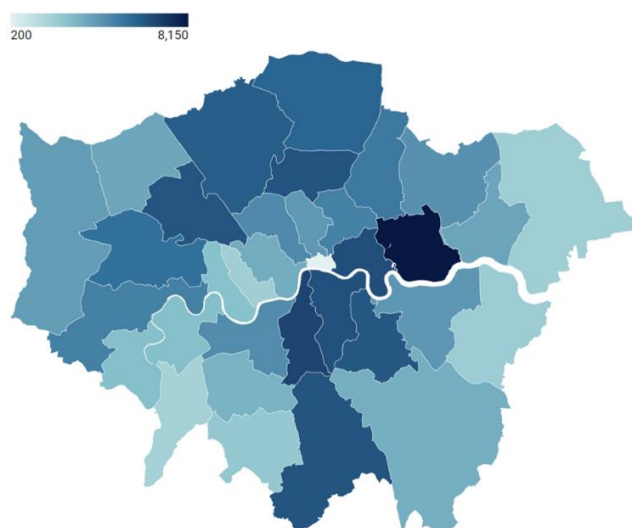
**Table 1: Learner participation by funding category and level, academic years 2019/20, 2020/21 and 2021/22**

	Learner participation, August to January					
	Community Learning			Adult Skills		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
<i>Other Level</i>	56,680	31,470	36,820	20	20	1,720
<i>Entry Level</i>	4,420	2,500	3,010	54,330	39,980	50,360
<i>Level 1</i>	980	710	760	30,210	29,110	31,100
<i>Level 2</i>	880	750	670	36,740	42,450	38,970
<i>Level 3</i>	-	-	-	2,990	3,610	6,530
<b>Total</b>	<b>62,050</b>	<b>34,870</b>	<b>40,380</b>	<b>108,220</b>	<b>101,010</b>	<b>109,840</b>

Source: R06 August - January 2021/22 ILR data, years 2019/20, 2020/21 and 2021/22.

All of the Sub-Regional Partnerships<sup>13</sup> and London Boroughs showed significant activity (above 2,000 learners<sup>14</sup>) during the publication period. The top 5 London Boroughs with the highest number of learners were Newham (8,150), Lambeth (6,720), Tower Hamlets (6,460), Southwark (6,360) and Haringey (6,290). The colour-coded map below (see Figure 2) shows the full distribution of learners by London Boroughs during the reporting period (where the darkest hue represents the greatest number of learners)<sup>15</sup>.

**Figure 2: Learner participation by London Borough**



<sup>13</sup> 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.

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

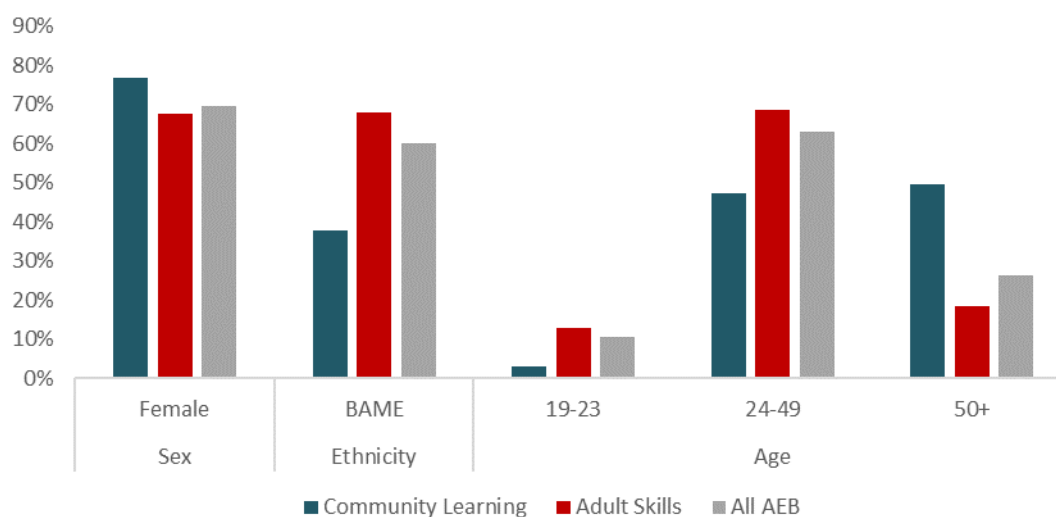
<sup>15</sup> Data breakdowns by Sub-regional partnerships are available online.



Source: R06 August - January 2021/22 ILR data. Note: underlying data are based on learner's home postcode on the learning start date and excludes records without a valid postcode.

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

Figure 3: Demographic characteristics



Source: R06 August - January 2021/22 ILR data

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

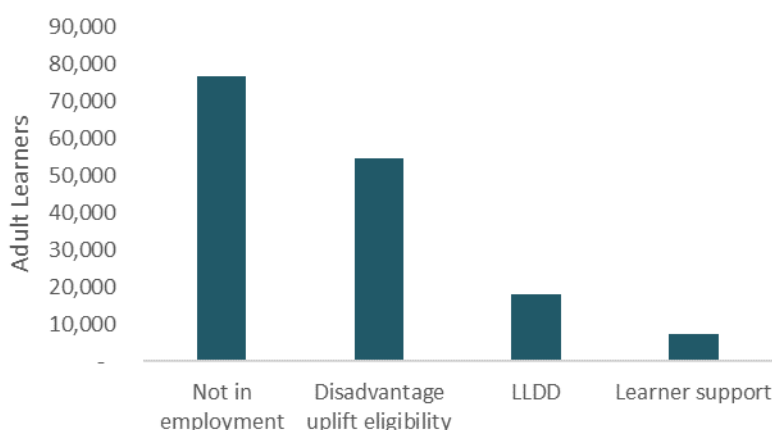
Figure 3 shows key demographic characteristics of the AEB learners. Of the total number of participants (144,870) in the first half of the academic year 2021/22:

- 70 per cent were female (100,990 learners) and 30 per cent were male (43,880);
- 60 per cent were from a Black or Minority Ethnic background (83,340 learners including Mixed, Asian, Black and Other Ethnic Group learners)<sup>16</sup> and 40 per cent were from White background (54,980);
- 11 per cent were aged 19-23 (15,230 learners), 63 per cent aged 24-49 (91,420), and 26 per cent 50+ (38,220).

There are some notable differences by Funding Model in terms of Ethnicity and Age. Compared to Community Learning, Adult Skills engaged a higher proportion of BAME and younger learners. The background characteristics of the learners in academic years 2021/22, 2020/21 and 2019/20 are largely similar.

<sup>16</sup> The percentage calculation for the Black, Asian and Minority Ethnic (BAME) and White measures here are based on excluding instances of unknown ethnicity.

**Figure 4: Other background characteristics**



Source: R06 August - January 2021/22 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 is 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 4 are not mutually exclusive.

The GLA also monitors background characteristics that can be used to identify certain groups in need. Figure 4 shows these non-mutually exclusive fields, which represent a significant portion of delivery:

- Amongst those self-reporting employment status (around 76,780 learners mostly in Adult Skills funding category), 63 per cent declared to be not in employment;
- In Adult Skills learning, around 50 per cent of provision in terms of funding were eligible for the disadvantage uplift funding<sup>17</sup> (54,580 learners);
- 13 per cent (18,060 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);
- 5 per cent (7,180 learners) of the total number of participants received learner support<sup>18</sup>.

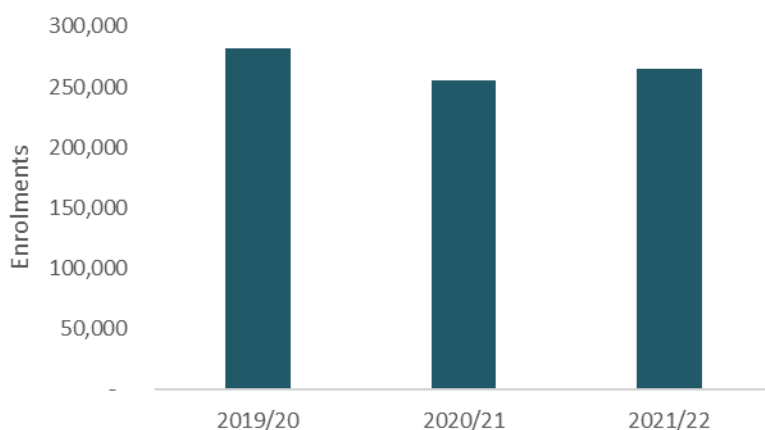
<sup>17</sup> Disadvantage funding does not apply to Community Learning, so only Adult Skills learning is included.

<sup>18</sup> These are learners who are reported to receive the types of learner support included in the GLA's [AEB funding rules](#).

### 1.3 Aims enrolments

Learners can take more than one aim during the academic year. There were 264,690 aims over the course of the first two quarters of the 2021/22 academic year (on average each learner undertakes around 2 aims). In-year data shows that the number of enrolments increased by 4 per cent compared to 255,040 in the same period in 2020/21. But it is still below its pre-pandemic level (281,600).

**Figure 5: Aims enrolments, August - January, academic years 2019/20, 2020/21 and 2021/22**



*Source: R06 August - January 2021/22 ILR data, years 2019/20, 2020/21 and 2021/22.*

Table 2 shows aims enrolments in academic years 2019/20, 2020/21 and 2021/22. From August 2021 to January 2022, there were 65,830 active courses in Community Learning and 198,870 in Adult Skills. Aims enrolments in Community Learning decreased by 3 per cent compared to 67,870 in the same period in 2020/21. Conversely, enrolments increased by 6 per cent in Adult Skills compared to 187,170 courses in 2020/21.

Furthermore, Table 2 shows that the aim level composition differs between Adult Skills and Community Learning. Adults Skills delivery range between Entry Level and Level 3 (where a significant proportion is associated to Level 2 and 3 qualifications in 2021/22). Notably, aims enrolments at Level 3 increased by 105 per cent compared to the same period in 2019/20. Conversely, provisional in-year data shows a significant drop in participation in Community Learning, which tends to be concentrated at Other Level (i.e. level not applicable).

**Table 2: Aims enrolments by funding category and level, academic years 2019/20, 2020/21 and 2021/22**

Aims enrolments, August to January						
	Community Learning			Adult Skills		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
<i>Other Level</i>	87,360	62,160	59,360	20	20	2,290
<i>Entry Level</i>	5,590	3,840	4,630	88,000	72,360	88,480
<i>Level 1</i>	1,160	910	990	46,490	48,020	49,670
<i>Level 2</i>	1,040	970	840	48,650	62,600	51,600
<i>Level 3</i>	-	-	-	3,330	4,180	6,830
<b>Total</b>	<b>95,150</b>	<b>67,870</b>	<b>65,830</b>	<b>186,490</b>	<b>187,170</b>	<b>198,870</b>

*Source: ILR R06 data, August - January 2019/20, 2020/21, and 2021/22. Note: Levels are based on the notional NVQ level version two*

Almost half of all AEB aims enrolments correspond to Preparation for Life and Work courses (the vast majority is funded via Adult Skills). Other popular subjects include Arts, Media and Publishing, Languages, Literature and Culture, Health, Public Services and Care, Languages, Literature and Culture, Information and Communication Technology (ICT) and Business, Administration, Finance and Law (see Table 3). Some subject areas have shown a sustained and significant rise in aims enrolments across years, for instance Information and Communication Technology (ICT), Health, Public Services and Care, and Construction, Planning and the Built Environment. Conversely, Leisure, Travel and Tourism and Arts, Media and Publishing have not reached their pre-pandemic levels by the end of the reporting period. Detailed statistics, including additional breakdowns by level and background characteristics are available online.

**Table 3: Sector Subject Areas (Tier 1), August to January**

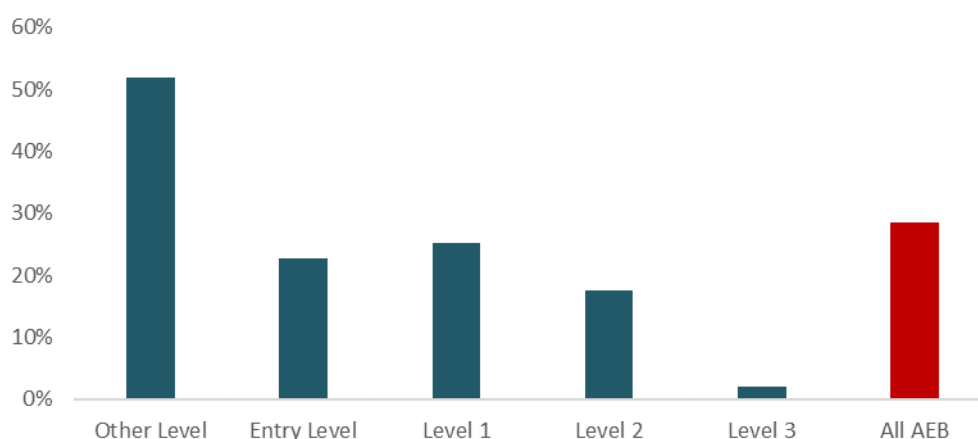
	Aims enrolments, August to January		
	2019/20	2020/21	2020/21
<i>Health, Public Services and Care</i>	17,110	20,020	21,160
<i>Science and Mathematics</i>	6,750	6,390	5,350
<i>Agriculture, Horticulture and Animal Care</i>	1,870	1,340	1,610
<i>Engineering and Manufacturing Technologies</i>	1,910	2,970	2,590
<i>Construction, Planning and the Built Environment</i>	5,330	5,530	6,140
<i>Information and Communication Technology (ICT)</i>	11,490	13,290	16,710
<i>Retail and Commercial Enterprise</i>	7,640	7,680	8,090
<i>Leisure, Travel and Tourism</i>	9,240	5,690	6,390
<i>Arts, Media and Publishing</i>	42,400	27,160	30,950
<i>History, Philosophy and Theology</i>	3,210	4,320	2,540
<i>Social Sciences</i>	490	620	410
<i>Languages, Literature and Culture</i>	25,420	21,210	16,660
<i>Education and Training</i>	3,190	2,910	3,330
<i>Preparation for Life and Work</i>	136,510	123,870	132,710
<i>Business, Administration, Finance and Law</i>	9,020	12,030	10,080
<b>Total</b>	<b>281,600</b>	<b>255,040</b>	<b>264,690</b>

Source: ILR R06 data, August - January 2019/20, 2020/21, and 2021/22. Note: Subjects are based on the Sector Subject Areas tier two.

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

In this publication, achievement statistics are counts of achieved learning aims, not unique learners. By 31<sup>st</sup> January 2022, when most of the learning is still ongoing, around 28 per cent of the qualifications were achieved (75,300). As expected, provisional data suggests that achievement proportions vary by level of education (see Figure 6).

**Figure 6: Achievements by level in 2021/22**



Source: R06 (August - January) 2021/22 ILR data

## 1.5 Additional figures relating to specific Mayoral policy changes

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.

### Entitlements

Basics skills are essential in enabling people to function in society and progress in learning and employment. Therefore, the legal entitlements play a key role amongst eligible adult learners taking English and Maths, Digital and Level 2 and Level 3 learning. Table 4 shows that 28,220 learners participated in 40,180 courses, including Digital entitlements that were introduced in 2020/21 academic year. In terms of learner participation, entitlements increased by around 9 per cent compared to the same period in 2020/21.

**Table 4: Entitlements**

<b>Entitlement</b>	<b>Learner Participation</b>	<b>Aims Enrolments</b>
<i>English</i>	15,460	16,420
<i>Maths</i>	15,900	16,520
<i>Level 2</i>	670	730
<i>Level 3</i>	2,670	2,930
<i>Digital</i>	3,380	3,580
<b>Total</b>	<b>28,220</b>	<b>40,180</b>

*Source: R06 August - January 2021/22 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, Digital and Level 2 and Level 3 learning<sup>19</sup>. Levels are based on the notional NVQ level version two.*

### Learners in receipt of low wage

From August 2021 to January 2022, 16,340 learners in receipt of low wage participated in the Adult Skills' stream of the AEB programme. They enrolled in 26,360 aims ranging from Entry Level to Level 3. It is worth noting that learner participation and enrolments increased by around 27 and 32 per cent, respectively, compared to the same period in 2020/21.

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<sup>19</sup> See the GLA's Adult Education Budget [funding rules](#) for further information on entitlements and the methodology note for details on how entitlement learning has been identified.

**Table 5: AEB Flexibilities**

<b>Programme</b>	<b>Learner Participation</b>	<b>Aims Enrolments</b>
<i>Learners in Receipt of Low Wage</i>	16,340	26,360
<i>British Sign Language</i>	10	10
<i>Upskilling of Staff Delivering Provision to SEND Learners</i>	30	30
<i>London Recovery Flexibility - Level 3</i>	1,100	1,110
<i>London Recovery Flexibility - Non-Formula Funding</i>	1,620	2,200
<b>Total</b>	<b>18,900</b>	<b>29,680</b>

Source: R06 August - January 2021/22 ILR data

### British Sign Language and Upskilling of Staff Delivering Specialist Provision to SEND Learners

In the context of the Covid-19 pandemic, 10 learners enrolled in British Sign Language courses<sup>20</sup> and 30 learners were funded through the SEND funding flexibility during the reporting period.<sup>21</sup>

### The London Recovery Flexibility for Level 3

It was introduced to support London recovery in respect of the COVID-19 pandemic. The flexibility enables providers to fully fund Adult Skills fundable Level 3 vocational qualifications beyond the legal entitlements, on learning programmes of less than 12 months duration which are designed to provide progression into work. By 31st January 2022, 1,100 fully funded learners<sup>22</sup> enrolled in a Level 3 qualification.

### AEB Covid-19 Skills Recovery Package

The COVID-19 Skills Recovery Package made funding available to support London recovery by enabling providers to meet demand for learning and skills to protect, support and create jobs, under these programme strands. In this publication are included, High value courses for 19-year olds<sup>23</sup>, Sector-based Work Academy Programmes and London Recovery Programmes. By 31<sup>st</sup> January 2022, 4,480 learners taking 7,220 courses participated in these programmes (similar levels were reported in 2020/21).

<sup>20</sup> 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.

<sup>21</sup> The SEND funding flexibility enables providers to apply to the GLA for permission to fully fund delivery of learning that upskills teaching and learning support staff to deliver improved specialist provision for adult learners with Special Educational Needs and Disabilities (SEND).

<sup>22</sup> This figure refers to the London recovery flexibility for Level 3 only.

<sup>23</sup> High Value Courses (HVC) for 19-year-olds are closed to new starts from 1 August 2021. Learners continuing HVC learning delivery which started in 2020/21 must complete before 31 March 2022.

**Table 6: Covid-19 Recovery Programmes**

<b>Programme</b>	<b>Learner Participation</b>	<b>Aims Enrolments</b>
<i>High Value Courses</i>	-	-
<i>Sector-based Work Academy Programmes</i>	2,530	4,630
<i>London Recovery Programmes</i>	1,990	2,600
<b>Total</b>	<b>4,480</b>	<b>7,220</b>

*Source: R06 August - January 2021/22 ILR data*

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 two quarters of 2021/22 academic year (August 2021 to January 2022).

The following tables<sup>24</sup> are available in Excel (xlsx) format here:  
<https://data.london.gov.uk/dataset/gla-adult-education-budget>

- Table 1: Funding Model
- Table 2: Provider Type
- Table 3: Community Learning by Type
- Table 4: Provider
- Table 5: Learner Home Local Authority District
- Table 6: Learner Characteristics
- Table 7: Level of Learning
- Table 8: Sector Subject Area
- Table 9: Sector Subject Area by Level
- Table 10: Sector Subject Area by Sex
- Table 11: Sector Subject Area by BAME
- Table 12: Sector Subject Area by Age
- Table 13: Basic Skills
- Table 14: Entitlements
- Table 15: AEB Flexibilities
- Table 16: AEB Covid-19 Skills Recovery Package
- Table 17: National Skills Fund, Free Courses for Jobs

## 3. Further information

For more information about the Adult Education Budget please see:  
<https://www.london.gov.uk/what-we-do/jobs-and-skills/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, level of learning 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/>

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<sup>24</sup> 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.

## 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.

All media enquiries should be emailed, and we will respond as quickly as possible.

Email: [mayorspressoffice@london.gov.uk](mailto: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.

Please note: the Press Office is unable to assist with general queries or complaints. Members of the public can visit our Contact Us page (link below) for more details on contacting the Mayor and City Hall.

### 6.2 Other enquiries/feedback

Dr Héctor Espinoza, Supervisory Economist, Skills and Employment Unit, 169 Union Street, London SE1 0LL

Email: [Hector.Espinoza@london.gov.uk](mailto:Hector.Espinoza@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>

For more information, please contact Dr Héctor Espinoza, Skills and Employment Unit  
Greater London Authority, 169 Union Street, London SE1 0LL  
E-mail: [Hector.Espinoza@london.gov.uk](mailto:Hector.Espinoza@london.gov.uk)

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