

Older people and learning – key statistics 2005

This briefing sheet provides a summary of recent key statistics relating to the participation of older people in learning. Taken from recent surveys, it provides evidence of current participation, recent trends, future intentions, and the correlation between learning in later life and initial education. We also raise some issues for consideration.

The surveys quoted in this briefing sheet vary in the range of age groups surveyed and methodology. The references for the surveys can be found at the end of the briefing sheet along with the definition of learning used for the NIACE surveys. These NIACE surveys highlight the results in relation to older people.

- Participation in learning in relation to age
- Current or recent participation in learning by age, comparing 1996, 1999, 2002 and 2005
- Proportion of each age group in full time education, comparing 1996, 1999, 2002 and 2005
- Participation in learning, by terminal age of participation
- Future intentions to take up learning, by age
- Future intentions to take up learning, by age comparing 1996, 2003 and 2005

Summary of key findings

- The decline in learning participation is particularly steep for those aged 55 and over, only 32 per cent of adults aged 55-64, 17 per cent of adults aged 65-74 and 10 per cent of those aged over 75 and over regard themselves as learners. However there is an improvement in participation in the 55-64 year olds.
- In general, the older people are, the less likely they are to participate in learning. Sixty-three per cent of 20-24 year olds are current or recent learners, compared with around half of the rest of the working population.
- Over one-half of all adults aged 65 and above say that they have not participated in any learning since leaving full-time education.
- According to NIACE surveys on adult participation in learning, in 1996, 1999, 2002 and 2005 figures have remained fairly static for the over 55's.
- The most popular (Local Learning and Skills Council funded) area of learning for those over 50, is Information and Communication Technology closely followed by Visual and Performing Arts and Media.
- Since 2002 there has been no effective increase in the proportion of full-time students aged 25 and over.
- The earlier a person left school, the less likely he or she is subsequently to undertake any form of formal learning.
- In 2004, women with no qualifications at state pension age or over, had the highest rate of employment, in the 50+ age group.
- In 2004, men having attained GCSE grades A-C or equivalent, in the 50+ age group, had the lowest rate of employment.
- Funding is given the greatest prominence as a reason for not learning in the 55+ age group.

International Comparison

New Zealand - since the Student Loan Scheme has been operating it has been very successful in helping to raise the level of participation in tertiary education. Between 1992 and 2003 the numbers of New Zealanders formally enrolled in public tertiary institutions has more than doubled.

Issues for consideration

An older population, with longer periods of active retirement, gains real health benefits from participation in learning, as research from the Centre for Wider Benefits of Learning shows – yet these surveys show little impact of learning outside the world of work.

These findings must be of concern, given the demographic context facing the UK. Diminishing cohorts of young people can only fill one in three of the vacancies for new and replacement jobs of the next decade. The other places will need to be filled by people currently outside the labour force, and by older people taking on new roles. But, on this evidence these are the groups least likely to participate in learning.

What is the significance of women with no qualifications at state pension age or over, having the highest rate of employment, in the 50+ age group? Does this signal an act of choice or necessity? Is this related to the inequality of state pension provision for women who have had 'career breaks', whether for child rearing or caring for relatives?

	Total	17-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
	%	%	%	%	%	%	%	%	%
Current learning	19	55	36	23	20	21	14	7	3
Recent learning (in the last three years)	22	20	26	29	29	26	19	10	7
All current/recent learning	42	75	63	52	49	47	32	17	10
Past learning (more than three years ago)	24	6	13	19	23	24	30	32	30
None since leaving full-time education/ don't know	35	20	25	29	28	29	38	51	60

1. Participation in learning in relation to age

Source; NIACE survey 2005.

Base: all respondents

Key findings

- Recently published LSC data on participation in publicly funded further education shows that between October 2003 and October 2004 the total number of learners over 60 decreased by 7 per cent.¹

For consideration

- Over the next decade, there will not be enough young people entering the labour market to fill all the new and replacement jobs needed in the UK. It is estimated that two-thirds of vacancies will therefore need to be filled by adults – women from minority ethnic communities, older people delaying retirement, people moving from benefits into work, as well as by inward migration.

- Despite the increasing need for learning and training opportunities for older adults both for work and wider life, participation rates are stuck at a disappointingly low level. Less than one in five of over 65s identify themselves as learners.²

2. Recent trends

A. Current or recent participation in learning by age, comparing 1996, 1999, 2002 and 2005.

Source; NIACE surveys.

	1996	1999	2002	2005
	%	%	%	%
Total sample	40	40	42	42
17-19	86	81	78	75
20-24	65	70	72	63
25-34	48	50	51	52
35-44	43	47	47	49
45-54	36	41	44	47
55-64	25	29	30	32
65-74	19	16	20	17
75+	15	9	10	10

Base: all respondents

Key findings

- The proportion of people aged 65 and above, engaged in learning has decreased in the last 9 years, despite cohort effects and changes.

For consideration

- The proportion of people now aged 45 plus, engaged in learning has increased by 19% since 1996, some of this gain will be due to cohort effects.

B. Proportion of each age group in full time education, comparing 1996, 1999, 2002 and 2005.

Source; NIACE surveys.

	1996	1999	2002	2005
	%	%	%	%
Total sample	5	4	4	5
17-19	42	37	34	47
20-24	15	25	27	25
25-34	2	2	2	2
35-44	1	1	2	1
45-54	1	*	1	*
55-64	*	0	0	0
65-74	2	0	0	0
75+	0	0	0	0

Base: all respondents. * Indicates less than .5% but greater than zero

Key findings

- A clear divide is evident between those under 25, where substantial numbers are studying full time, and those aged 25 and over where only 2 per cent or even fewer are full-time students.
- Since 2002 there has been no effective increase in the proportion of full-time students aged 25 and over.

For consideration

- Government policy should ensure equity for part-time learners across all fields of post-compulsory education as the evidence suggest the inappropriateness of full time study for most adult learners.

3. Importance of initial education

A. Participation in learning, by terminal age of education.

Source; NIACE Survey 2005.

	Total	Up to 16	17-18	19-20	21+
	%	%	%	%	%
Current learning	19	12	20	21	27
Recent learning (in the last three years)	22	18	29	26	33
All current/recent learning	42	30	48	47	60
Past learning (more than three years ago)	24	24	26	28	25
None since leaving full-time education/don't know	35	45	26	25	15

B. Participation in learning, by terminal age of education.

Source; NIACE Survey 2003.

	Total	Up to 16	17-18	19-20	21+
	%	%	%	%	%
Current learning	19	11	22	19	27
Recent learning (in the last three years)	20	16	27	22	32
All current/recent learning	39	27	49	41	59
Past learning (more than three years ago)	26	27	29	30	27
None since leaving full-time education/ don't know	35	46	22	30	14

C. Participation in learning, by terminal age of education.

Source; NIACE Survey 2000.

	Total	Up to 16	17-18	19-20	21+
	%	%	%	%	%
Current learning	22	13	27	28	32
Recent learning (in the last three years)	18	14	26	27	29
All current/recent learning	40	28	53	55	61
Past learning (more than three years ago)	23	23	26	26	26
None since leaving full-time education/ don't know	37	49	21	19	13

Key findings

- In 2005 - 30 per cent of those who left school as early as possible are current or recent learners, compared with around half of those who finished full-time education aged between 17 and 20, and 60 per cent of those who left aged 21 and over.
- In previous surveys terminal age of education has been a key predictor of participation in learning as an adult. The 2005 figures confirm the key divide between those who leave school at the earliest opportunity and those who stay on for even a short while.

4. Areas of learning — learners aged 50+

Source; LSC unpublished data 2003/04.

- 1% Construction; engineering, technology and manufacturing; retailing, customer service and transportation; hairdressing and beauty therapy.
- 2% Science and mathematics; land based provision.
- 3% Not known.
- 4% Humanities.
- 5% Business administration; management and professional.
- 7% Foundation programmes.
- 9% Health; social care; and public services; English; languages and communication.
- 13% Hospitality; sports; leisure and travel.
- 18% Visual and performing arts and media.
- 24% Information and communication technology.

Key findings

- The most popular area of learning in this age group is Information and Communication Technology closely followed by Visual and Performing Arts and Media.

For Consideration

- If the areas of retailing, customer service and transportation; hairdressing and beauty therapy; engineering, technology and manufacturing; and construction all attract 1% of the learners over the age of 50, can we deduce from this that;
(a) there are very few learners in this age group retraining for work?
(b) or these are traditionally physically demanding occupations and older people are retraining for other types of work?

5. Reasons for not learning

Source; Progression from Adult Courses run by LEAs: follow up survey 2003.

	Total	Under 55	55+
Base: All who have not done any learning since last interviewed (all who answered)	236	114	121
Only answers mentioned by 2% or more are shown	%	%	%
Practical/Financial	42	55	30
Too expensive/can't afford it	6	7	6
Not enough time	27	34	20
Family/childcare commitments incl. care of elderly	8	14	3
Work pressures	10	16	3
Courses available	20	15	25
No suitable courses available	10	6	13
No courses that interest me in my area	8	5	10
Nothing available at a convenient time	4	4	4
College/experience of education	3	2	4
Course cancelled	2	1	3
Personal	13	9	17
Ill health/disability	9	8	12
Lack motivation	11	8	12
I have better things to do with my spare time	5	3	6
Haven't got around to doing it	3	2	3
Can't see the point	2	2	2
Don't want to learn new things	2	-	3
Other (specify)	13	13	12
Nothing prevents me	14	14	14

Key findings

- Funding is given the greatest prominence as a reason for not learning in the 55+ age group.
- The second greatest reason was given by the 55+ age group, was that there were no suitable courses available and that there were no courses that interested them in their area.

For consideration

- Does the perceived lack of suitable courses for the 55+ age group indicate a gap in provision or a lack of signposting advice for this group, as seen in the table for "Factors which might encourage learning"?

6. Factors which might encourage learning

Source; Progression from Adult Courses run by LEAs: follow up survey 2003.

	Total	Under 55	55-64	65+
Base: All respondents	970	445	224	297
	%	%	%	%
Advice on the type of learning I could do	23	27	22	16
Funding to help me pay for learning	34	44	29	24
Childcare available while learning	5	11	1	*
Care of other dependents available while learning	2	3	-	2
Help with problems/disability	8	8	8	6
Help with reading, writing and/or English	3	4	1	1
Learning organised at more convenient times	24	31	25	14
Learning organised in more convenient places	20	22	25	14
Learning is more relevant to what I need	16	18	18	12
Learning which helped to improve my employment prospects	12	23	5	-
Time off work to do learning	12	22	6	*
Learning organised in the workplace	8	15	7	*
Support with transport	8	9	6	8
Other things would encourage me to do some learning	5	4	7	6
None of these would encourage me to do some learning	27	16	27	45

Key findings

- The lack of funding, is the main factor deterring learning.

For consideration

- Do the numbers of respondents, especially those over 65 years of age, stating that none of the reasons quoted would encourage them to learn, reflect their lack of advice on the type of learning they could do?

7. Change of opinion

Change in opinion of own abilities

Source; Progression from Adult Courses run by LEAs: follow up survey 2003.

	Total	Under 55	55-64	65+	Male All ages	Female All ages
Base: All respondents	970	445	224	297	226	744
	%	%	%	%	%	%
Have become aware of abilities I didn't know I had	29	36	27	22	19	32
Have become more ambitious at work	8	15	4	2	6	9
Have realised I can go on to learn at a higher level	22	29	20	14	16	24
Have realised that I can teach the skills I have learnt to others	19	25	19	9	15	20
Have found a lot of new/interesting things I want to learn about	31	33	29	29	26	32
I have gone on to do courses I would not have thought of doing before	13	16	12	10	8	15
I have realised I am better at learning than I thought	26	29	28	19	17	28
Other	2	2	3	3	3	2
No change	32	25	33	42	43	29

Key findings

- 68% of respondents reported changes in their opinion of their own abilities with regard to work or earning since they were last interviewed.
- Changes are much less frequently mentioned by those in the over 55 age group.
- The greatest number of respondents in the 55+ age group cited that they had found a lot of new/interesting things they wanted to learn.
- Women appear to have changed their opinions of their own abilities to a greater extent than men.

For consideration

- Men attend fewer learning activities than women (43% of women and 40% of men are engaged in current or recent learning).¹ Yet men have gone on to do courses they would not have thought of before. Does this again indicate a gap in provision or a lack of signposting advice for this group?

8. Future intentions to learn

A. Future intentions to take up learning, by age.

Source; NIACE survey 2005.

	Total	17-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
	%	%	%	%	%	%	%	%	%
Total likely	39	56	55	58	52	45	27	11	4
Total unlikely	57	37	39	39	44	50	69	87	93

Base: all respondents who have finished full-time education

B. Future intentions to take up learning by age 45+, comparing 1996, 2003 and 2005

Source; NIACE surveys.

		45-54	55-64	65-74	75+
		%	%	%	%
Total likely	1996	36	20	14	10
	2003	41	26	15	6
	2005	45	27	11	4
Total unlikely	1996	57	76	82	83
	2003	56	72	83	93
	2005	50	69	87	93

Key findings

- Thirty-nine per cent of adults who have left full-time education say that they are likely to take up learning in the next three years, while 57 per cent say that they are unlikely to do so.
- Seventy-seven per cent of current learners report that they are likely to take up learning in the future, compared with only 14 per cent of those who have not participated since leaving full-time education.¹
- The majority of those who have not participated in learning since leaving full-time education (83 per cent) say that they have no intention of doing so in the future.¹
- Older adults aged 65+ are now less likely to say that they intend to take up learning in the future than they were in 1996 and 2003.

For Consideration

- Given the wide range of benefits to learning, from the economic to those related to health and civic life, this poverty of aspiration among adults should be cause for concern.

9. Levels of study

LSC Funded Learners (000s) split by Age band and level, England.

Source; LSC unpublished data, 2003/04.

	Under 50	50+
Other/Not known	1277	333
Level 4,5, or Higher	74	10
Level 3	1555	77
Level 2	1724	254
Level 1 & Entry	2989	1323
Grand Total	7619	1995

Key findings

- Over 66% of LSC funded enrolments for those over 50 are at Level 1 and Entry Level.
- At Level 4, 5, or Higher, 1.0% of learners are under 50 and 0.5% over 50.

10. Further Education

% of population participating in Further Education in England.

Source; LSC unpublished data, 2003/04.

Age band	Population (000's)	Learners (000's)	participation rate
1 - 15	9,804	18	0.2%
16 -18	1,922	706	36.7%
19 - 24	3,727	539	14.5%
25 - 29	3,106	441	14.2%
30 - 34	3,736	507	13.6%
35 - 39	3,967	537	13.5%
40 - 44	3,676	482	13.1%
45 - 49	3,221	383	11.9%
50 - 54	3,120	331	10.6%
55 - 59	3,192	300	9.4%
60 - 64	2,438	214	8.8%
65 - 69	2,205	174	7.9%
70 - 74	1,954	115	5.9%
75 -79	1,614	61	3.8%
80 - 84	1,238	27	2.2%
85 - 89	597	8	1.3%
90 +	340	4	1.2%
Not known		68	
All ages	49,856	4,914	9.9%

Key findings

- 36.7% of 16 -18 year olds participate in Further Education
- 13.5% of 19 - 49 year olds participate in Further Education
- 7.4% of 50+ year olds participate in Further Education

For consideration

- Despite the increasing need for learning and training opportunities for older adult for work and wider life, participation rates are stuck at a disappointingly low level.

11. Higher Education

A. Percentage of first year students at UK higher education institutions by age group, level of study, mode of study 2003/04.

Source; HESA Student record 2003/04.

Age Group	Mode of Study	Level of Study		Total
		Postgraduate	Undergraduate	
		%	%	
49 and Under	Full-time and Sandwich	147503	426946	574449
	Part-time and Other	100928	260894	361822
49 and Under Total		248431	687840	936271
50 and Over	Full-time and Sandwich	1653	2428	4081
	Part-time and Other	11374	50153	61527
50 and Over Total		13027	52581	65608
Age Unknown	Full-time and Sandwich	161	354	515
	Part-time and Other	1337	8484	9821
Age Unknown Total		1498	8838	10336
Total		262956	749259	1012215

B. Percentage of first year students, Undergraduate, 50 and over, at UK higher education institutions by age group, level of study, mode of study 2001/04

Source: HESA Student record 2001/04

Age Group	Mode of Study	Level of Study		
		Undergraduate	Undergraduate	Undergraduate
		2001-02	2002-03	2003-04
		%	%	%
50 and Over	Full-time and Sandwich	0.20	0.30	0.32
50 and Over	Part-time and Other	7.37	6.70	6.69

C. Percentage of first year students, Postgraduate, 50 and over, at UK higher education institutions by age group, level of study, mode of study 2001/04

Source: HESA Student record 2001/04

Age Group	Mode of Study	Level of Study		
		Postgraduate	Postgraduate	Postgraduate
		2001-02	2002-03	2003-04
		%	%	%
50 and Over	Full-time and Sandwich	0.60	0.60	0.63
50 and Over	Part-time and Other	3.90	4.10	4.33

Key findings

- Between 2001 and 2004 the percentage of first year part-time, undergraduate students aged 50+ reduced.
- Between 2001 and 2004 the percentage of first year part-time, postgraduate students aged 50+ increased.

For consideration

- Will the UK see a significant increase in student numbers in higher education now that the 54 years of age cap has been lifted from student loans?

12. Workforce – educational attainment

Source: ONS Labour Force Survey (Autumn 2004 – Great Britain)
(thousand, per cent of all employed in age group)

	16-24	25-49	50-59/64 (SPA)			SPA and over		
	All	All	All	Men	Women	All	Men	Women
All employment thousands = 100%	3980	16333	6208	3681	2527	967	330	638
Split by educational attainment:	%	%	%	%	%	%	%	%
Degree or equivalent	11.4	24.3	17.4	19.0	15.1	12.7	19.4	9.3
Higher Education	4.6	10.6	11.3	9.5	14.0	10.8	8.1	12.2
GCE A level or equivalent	34.7	22.7	24.9	33.2	12.7	15.8	30.1	8.3
GCSE grades A-C or equivalent	35.2	23.1	15.4	10.1	23.1	13.5	6.0	17.4
Other qualifications	8.3	12.0	14.4	13.3	15.9	16.5	11.1	19.3
No qualifications	5.9	7.3	16.7	15.0	19.2	30.7	25.3	33.6

Fewer than 10,000 estimate not shown, SPA – State Pension Age.

Key findings

- Women with no qualifications at State Pension Age or over, have the highest rate of employment, in the 50+ age group.
- Men having attained GCSE grades A-C or equivalent, in the 50+ age group, have the lowest rate of employment.

For consideration

- Does the fact that women in the 50+ age range, with GCSE qualifications A-C or less, have a higher employment rate than men, reflect the inequality in state pension provision? Is this an act of choice or necessity?

13. People who work full-time and part-time.

Proportions of those aged over 50, by age and sex.

Source: Labour Force Survey, Spring 2004—United Kingdom.

	Age	Full-time workers	Part-time workers
		%	%
All	50-54	77.0	23.0
	55-59	70.2	29.8
	60-64	59.6	40.4
	65+	26.1	73.9
Total		67.8	32.2

	Age	Male Full-time workers	Female Full-time Workers	Male Part-time workers	Female Part-time workers
		%	%	%	%
All	50-54	94.3	58.0	5.7	42.0
	55-59	88.2	48.8	11.8	51.2
	60-64	76.9	29.9	23.1	70.1
	65+	33.4	13.8	66.6	86.2
Total		83.8	47.9	16.2	52.1

For consideration

- Attitudes towards work and training varied across the sample depending on respondents' occupation, work history and work status. Respondents in professional and managerial jobs were more likely to have considered flexible working, those working in sectors with a tradition of training were most positive about training, whereas many in and out of work felt that they had little opportunity to change their work status.³

14. International comparison—New Zealand

New Zealand has one of the very few systems in the world that has open access – every New Zealander with the ability and desire to take part in tertiary education is funded to do so.

Participation Rate

Source; New Zealand's Tertiary Education Sector: Profiles and Trends 2003.

Year	Under 40	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75 and over	40 and over	Total
	%	%	%	%	%	%	%	%	%	%	%
1996	15.2	7.4	5.9	3.8	2.1	0.8	0.3	0.1	0.0	3.2	9.2
1999	17.0	8.3	6.4	4.1	2.2	0.9	0.3	0.1	0.0	3.6	10.0
2002	20.7	11.8	9.7	6.9	4.5	2.6	1.4	0.6	0.2	5.7	12.6
2003	21.6	12.9	11.0	8.1	5.5	3.4	2.1	1.0	0.2	6.6	13.4

Notes:

1. Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.
2. Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year.
3. Totals also include those students whose age is unknown.
4. Data excludes all non-formal learning, on-job Industry training and Private Training Establishments which neither received tuition subsidies nor were approved for student loans and/or allowances.

Key findings

- Since the Student Loan Scheme has been operating in New Zealand it has been very successful in helping to raise the level of participation in tertiary education. Between 1992 and 2003 the numbers of New Zealanders formally enrolled in public tertiary institutions has more than doubled. Many factors have contributed to this success including annual increases in government funding of tertiary education, the open access to tertiary education policy and the availability of the Student Loan Scheme. However older students are less likely to access student loans and allowances than their younger counterparts.
- The average age of tertiary students has also been increasing. In 1994 the average age was 27.6 with 51% under 25. By 2003, the average age was 30.9 with 38% of students under 25.
- The participation of people in older age groups has also been increasing steadily since 1994. For instance, the number of students in the 55-59 age group has risen from 2,762 in 1994 to 11,738 in 2003. The participation rate of this group has increased from 1.8% in 1994 to 5.5% in 2003. There has also been increased growth in students in the 60-64, 65-69, and 70-74 age groups.
- Similarly, the number of students receiving Student Allowances has increased in the older age groups. For instance, in the 56-65 age group the numbers have increased from 104 females and 105 males in 1999 to 410 females and 303 males in 2003.

For consideration

- Will the UK see a significant increase in student numbers in tertiary education when the 54 years of age cap has been lifted from student loans?

Notes

The following definitions were used in the NIACE surveys:

"Learning can mean practising, studying, or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full or part time, done at home, at work, or in another place like college. Learning does not have to lead to a qualification. We are interested in any learning you have done, whether or not it was finished."

The surveys, undertaken for NIACE by RSGB, interviewed a weighted sample of 5,053 adults, aged 17 and over, in the UK in the period 16 February – 6 March 2005. A range of questions was asked on adult participation in learning. A more detailed analysis and commentary on the full range of questions will be published by NIACE early in 2006.

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DfES. (2005). *Work-based learning for young people and adult and community learning – learner numbers in England on 1 October 2004*. LSC (2005) Further Education, DfES Statistical First Release, available on www.dfes.gov.uk/rsgateway/DB/SFR/s000567/index.shtml

Other useful surveys and statistics

The Centre for Research on the Wider Benefits of Learning
www.learningbenefits.net

Chartered Institute of Public Finance - education statistics actuals and estimates.
<http://www.cipfastats.net/>

Department for Education and Skills - Research and Statistics Gateway
Wide range of statistics including post-16 learning. <http://www.dfes.gov.uk/rsgateway/>

Department for Education and Skills - National Adult Learning Survey 2002 Research Information Key Summary Statistics for LEAs. <http://www.dfes.gov.uk>

Learning and Skills Council - National Learner Satisfaction Survey Published 29/03/05
The Learning and Skills Council (LSC) has now carried out the third National Learner

Satisfaction Survey (NLSS). For 2003/04. <http://www.lsc.gov.uk>

Office for National Statistics—Labour Market Trends. <http://www.statistics.gov.uk/>

Organisation for Economic Co-operation and Development
Education statistics. http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html

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This is the sixty-ninth in a series of briefing sheets, which aim to provide an introduction to a variety of lifelong learning issues. Many earlier titles in the series are still available including:

- 68. Learning in later life - moving into 2006
- 67. Adult education working in care setting
- 60. Sources of funding for learning for older people
- 54. Mobile ICT resources for older learners
- 48. Older people and mentoring
- 45. Older people and learning
- 35. Cultural diversity - responding to the learning needs of older people from black and minority ethnic communities

Requests for briefing sheets in other formats, such as large print are welcomed, we will be pleased to consider your request. Copies of this and other sheets are available from NIACE

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NIACE, the National Institute of Adult Continuing Education, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training. It aims to do this for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties, or insufficient resources. Registered charity number 1002775; Company registration number 2603322.