



Department
for Education

Adult Education Survey

Technical report

June 2018

Authors – Office for National Statistics

Contents

List of figures	4
List of tables	5
1 Introduction	6
1.1 Report content	6
1.2 Background to the survey	6
1.2.1 European Adult Education Survey	7
1.2.2 UK National Adult Learner Survey	7
1.3 Technical summary	8
2 Sample Design	9
2.1 Creation of AES sample frame	9
2.2 Selection of sampling units	10
3 Questionnaire	12
3.1 Questionnaire design	12
3.1.1 Questions available from previously collected LFS data	13
3.1.2 Questions from NALS 2010 and of policy interest	13
3.2 Questionnaire instrument	14
3.3 Piloting and testing of survey questionnaire	14
3.4 Implementation of survey questionnaire	15
4 Fieldwork	16
4.1 Interviewer briefings	16
4.2 Respondent materials	16
4.3 Fieldwork management and quality control	16
4.4 Achieved interviews and response rates	17
5 Data Processing and Weighting	18
5.1 Data processing	18
5.2 Weighting	19
5.2.1 Calculation of design weights	19
5.2.2 Non-response adjustments	19
5.2.3 Calibration to population totals	20
5.2.4 Standard errors	21

5.2.5	Imputation	21
6	Data Analysis and Future Research	22
6.1	Eurostat	22
6.2	UK data service	23
7	Appendix A	24
7.1	General Information	24
7.2	Information on the household	25
7.3	Information on the individual	29
7.3.1	Demographic background	29
7.3.2	Education and training successfully completed	32
7.3.3	Not completed education and training	34
7.3.4	Main labour status	35
7.3.5	Characteristics of the main job	36
7.3.6	Parental education and country of origin	37
7.3.7	Languages	39
7.4	Access to information about learning possibilities and guidance	42
7.5	Participation in education and training	47
7.5.1	Screeners for formal and non-formal education	48
7.5.2	Formal Learning	50
7.5.3	Non-formal Learning	60
7.5.4	Detailed information concerning randomly selected activities	69
7.6	Difficulties in participation in education	78
7.7	Informal Learning	82
7.8	Household income	86
7.9	Close	87
8	Appendix B	88
8.1	19 to 64-year-old letter:	88
8.2	65 and over letter:	89
9	Appendix C	90
9.1	Adult Education Survey 2016 standard errors	90

List of figures

Figure 6.1: AES data on the Eurostat website

22

List of tables

Table 1.1: Differences between AES 2016 and NALS 2010	8
Table 2.1: AES sample frame metrics, by age group	11
Table 4.1: Response rates, by age group	17
Table 5.1: Comparison of AES achieved interviews to population totals	20
Table 9.1: Participation in any learning in the last 12 months	90
Table 9.2: Participation in formal learning in the last 12 months	91
Table 9.3: Participation in non-formal learning in the last 12 months	92
Table 9.4: Participation in informal learning in the last 12 months	93

1 Introduction

1.1 Report content

This report provides information about the technical and methodological details for the Adult Education Survey (AES) 2016. The report covers sample design, questionnaire development, fieldwork, materials, response rates, the data processing and weighting strategy, and data analysis.

The appendices attached to this report present the advance letters, standard errors and a paper version of the AES questionnaire.

1.2 Background to the survey

The AES 2016 aimed to gain a better understanding of people's experiences of, and attitudes towards, different types of learning. The main objective of the survey was to assess participation in adult education and learning in the 12 months and 3 years prior to the survey. The analysis presented in the accompanying research report focuses on participation in learning over the last 12 months, however data related to learning over the last 3 years can be accessed on the UK data archive. Learning is subdivided into three categories:

- **Formal learning** - learning that is intended to lead to a nationally recognised qualification; for example, a degree or NVQ;
- **Non-formal learning** – a course or taught class that does not lead to a nationally recognised qualification; for example, a first aid course;
- **Informal learning** – self-directed learning with the aim of improving knowledge of a subject, not including taught classes or qualifications; for example, watching an online tutorial.

The survey collected information on a range of areas, including:

- Participation in formal learning, non-formal learning and informal learning
- Characteristics of the learning activities
- Volume of instruction hours
- Reasons for and obstacles to participating in learning
- Access to information on learning possibilities
- Financing and costs of learning

The AES was designed to meet two separate research needs. The first of these was the European Union's requirement for statistics on Adult Education, while the second need was to produce estimates allowing comparability to previous National Adult Learner Survey (NALS).

1.2.1 European Adult Education Survey

The European Adult Education Survey is a survey of adults aged 25 to 64 concerning their participation in education and learning activities (formal, non-formal and informal learning). It was governed by Eurostat (the statistical office of the European Union (EU)).

The first AES was commissioned in 2007 by the EU and became a compulsory European survey from 2011. The current survey (AES 2016) was set up to meet Eurostat's requirement for EU member states to deliver statistics on Adult Education based on data collected in 2016/2017.

Three waves of the survey have been implemented so far (2007 AES, 2011 AES and 2016 AES). The first AES – referred to as 2007 AES – was a pilot exercise and carried out on a voluntary basis in 29 countries in the EU, EFTA (European Free Trade Association) and candidate countries between 2005 and 2008. The 2011 AES was underpinned by a European regulation and thus carried out in all Member States on a mandatory basis. The 2016 AES was carried out in 2016/2017 and the dissemination of results is ongoing with the available countries.

Further information on the European Adult Education Survey requirements can be found on the Eurostat website¹.

1.2.2 UK National Adult Learner Survey

AES 2016 was also designed to provide statistics previously covered by the National Adult Learner Survey (NALS) series, which was last run in 2010. The first NALS was commissioned in 1997 by the former Department for Education and Employment (DfEE) to explore participation in a wide range of learning experiences. Subsequently, surveys were conducted in 2000, 2001, 2002 and 2005 to evaluate the effectiveness of adult learning policies over time.

The 2010 NALS was a survey of adults in England, and set up to interview people aged 16 to 24 who were not in *continuous* full-time education (having left continuous full-time education or returned to it after a break of 2 years or more), and individuals aged 25 and over. In total, 4,647 adults aged 16 and over in England were interviewed. Further

¹ <http://ec.europa.eu/eurostat/web/microdata/adult-education-survey>

information on the 2010 National Adult Learners Survey can be found here:
<https://www.gov.uk/government/publications/national-adult-learner-survey-2010>

1.3 Technical summary

AES 2016 was run by the Office for National Statistics (ONS) on behalf of the Department for Education (DfE). It covered adults aged 19 years or older living in England; specifically, the survey interviewed adults aged 19 to 24 who were not in continuous full-time education (having left continuous full-time education or returned to it after a break of 2 years or more) and individuals aged 25 and over.

The sample was drawn from respondents who had completed their final Labour Force Survey (LFS) interview between January 2015 and December 2015. This offered an efficient design for the AES, by linking to previously collected data on the LFS, in turn reducing interview lengths and respondent burden.

The survey was conducted by Computer Assisted Telephone Interviewing (CATI), with interviews taking place between August 2016 and March 2017. A total of 8,822 adults were interviewed across England, with an average interview length of 27 minutes.

The design adopted for AES 2016 was a departure from the methods adopted in NALS 2010. Furthermore, the questionnaire was primarily based on the European Adult Education Survey, however some questions were included from NALS 2010 with some definitional changes.

For this reason, comparison of trends with NALS 2010 should be treated with some caution. Table 1 highlights some of the differences between the two surveys.

Table 1.1: Differences between AES 2016 and NALS 2010

	AES 2016	NALS 2010
Collection mode	Telephone interview	Face-to-face interview
Sample frame	Follow up of participants from the ONS LFS	Based on a systematic random sample taken from the Royal Mail Postal Address File (PAF)
Sample size	8,822	4,647
Average interview length	27 minutes	40 minutes

2 Sample Design

The AES made use of the ONS Labour Force Survey (LFS) as a sampling frame. The frame comprised of respondents who had completed their final LFS interview, and had provided contact details for future research. The benefit of this sample frame was the availability of key demographic information about respondents, which enabled the targeted sampling of adults.

The sampling frame was composed mostly of individuals from households that had taken part in either five successive quarterly LFS interviews (about 58% of the frame) or four successive annual LFS interviews (about 37% of the frame). The remaining individuals had fewer interviews because they either joined the LFS after the first wave or were aged 75 or above when first interviewed. The households that were interviewed annually were part of a local LFS boost, which covers local authorities with relatively small populations. As a result, the sampling frame contained proportionally more households from small local authorities. Differential non-response and attrition resulted in younger age groups being under-represented in the frame.

The AES was designed to deliver a sample which was representative of adults aged 19 and over in England. To achieve this, the following achieved interviews were required:

- 19 to 24-year-olds: 400 interviews
- 25 to 64-year-olds: 7,000 interviews²
- 65 and overs: 1,250 interviews

2.1 Creation of AES sample frame

The AES sample frame comprised of respondents who had completed their final Labour Force Survey (LFS) interview between January 2015 and December 2015. Using information already available from the LFS, the sample frame was reduced to contain:

- households in England only
- households with one or more adults aged 19 or above as at 31st August 2016

² The number of achieved interviews for 25 to 64-year-olds was specified by Eurostat, who required a minimum effective sample size of 5,000 adults (as set out in Annex II of the AES COMMISSION REGULATION (EU) No 823/2010). This was inflated by a design effect of 1.4 to account for the complex survey design adopted by the Adult Education Survey in England. Further information on this can be found in the UK's Eurostat AES technical report, which is available here: http://ec.europa.eu/eurostat/cache/metadata/en/trng_aes_12m0_esms.htm

- adults who had provided sufficient contact details for re-contact (telephone numbers)³
- adults who had not taken part in other research for ONS since their last LFS interview

From this, a sample frame of 24,356 households and 31,112 adults was created.

2.2 Selection of sampling units

A two-stage stratified random sample was drawn for AES. This involved the stratification of the individuals on the sample frame into three age bands, the selection of households where at least one adult had provided details for re-contact (primary sampling unit) within each age band, and then a subsequent selection of one adult per household (final sampling unit). Unequal sampling fractions were used in the three strata to achieve the required number of target interviews for each age group.

The three age strata comprised of:

- 19 to 24-year-olds
- 25 to 64-year-olds
- 65 and overs

Within each stratum, adults within each household were firstly grouped together by a household identifier. The sample frame was then ordered by postcode sector before a systematic random sample of households took place.

Within each selected household, one eligible adult was selected at random (using the simple random sampling function in SAS). This delivered a sample of 17,530 adults who were invited to take part in the AES. This included an initial sample of 14,981 adults, and a subsequent reserve sample of 2,900 adults. Table 2 presents the key metrics associated with the AES sample frame.

³ This included the selection of adults who had provided direct contact details for re-contact (for 25 to 64-year-olds, and 65 and overs) or provided contact details via a proxy (19 to 24-year-olds only).

Table 2.1: AES sample frame metrics, by age group

	19 to 24	25 to 64	65 and over	Total
Sample Frame				
<i>Households</i>	2,186	16,408	8,147	24,356
<i>Adults</i>	2,537	19,231	9,344	31,112
Issued Sample (adults)				
<i>Mainstage</i>	1,230	11,433	1,967	14,630
<i>Reserve</i>	845	2,029	26	2,900
<i>Total</i>	2,075	13,462	1,993	17,530

Source: Adult Education Survey 2016

Footnotes:

The sum of the households across each stratum will not sum to the total number of households as some households had more than one adult present in each age group.

This table presents metrics based on an adjusted respondent age based information obtained from productive interviews. In some instances this differed from respondent estimated age used during the sampling process, which was based on information collected at a respondent's last LFS interview.

3 Questionnaire

3.1 Questionnaire design

The AES questionnaire was developed following a review of the 2010 NALS and 2016 European Adult Education Survey questionnaires. To meet the UK's European requirements, the questionnaire was primarily based on the European Adult Education Survey questionnaire⁴. This comprised of the following sections:

- 1 General Information
- 2 Information on the household
- 3 Information on the individual
 - 3.1 Demographic background
 - 3.2 Education and training successfully completed
 - 3.3 Not completed education and training
 - 3.4 Main labour status
 - 3.5 Characteristics of the main job
 - 3.6 Parental education and country of origin
 - 3.7 Languages
- 4 Access to information about learning possibilities and guidance
- 5 Participation in education and training
 - 5.2 Formal education
 - 5.3 Non-formal education
 - 5.4 Detailed information concerning selected activity
- 6 Difficulties in participation in education
- 7 Informal learning
- 8 Household income

⁴ A copy of the 2016/17 European AES questionnaire is available in CIRCABC on the Eurostat website. A direct link to this website is: <https://circabc.europa.eu/w/browse/ac6f3889-ab25-4f75-9c7a-de997f65e2db>

This questionnaire was reviewed and adapted to:

- Identify questions which could be answered from previously collected LFS data
- Include questions from NALS 2010 and questions of policy interest

3.1.1 Questions available from previously collected LFS data

A review was conducted of questions on the European AES which were available from respondent's previous answers to the Labour Force Survey. This resulted in the linkage of previously collected LFS data into the questionnaire instrument, with interviewers confirming the accuracy of responses with respondents, rather than asking a full set of questions to obtain responses. The following areas of the AES questionnaire made use of linked LFS responses:

- 1 General Information
- 2 Information on household
- 3 Information on the individual
 - 3.1 Demographic background
 - 3.2 Education and training successfully completed
 - 3.4 Main labour status
 - 3.5 Characteristics of the main job
 - 3.6 Country of origin

This approach had the advantage of reducing the interview lengths associated with the AES questionnaire, which enabled the inclusion of additional questions.

3.1.2 Questions from NALS 2010 and of policy interest

In addition to the questions covered in the 2016 European AES, a series of question topics from NALS 2010 were added to the questionnaire. These were based on a review of the key areas covered from NALS 2010, and included:

- Extension of European required participation in formal, non-formal and informal learning questions to cover participation in last 3 years (European requirement is participation in the last 12 months)
- Additional questions on awareness and attitudes to apprenticeships and traineeships
- Additional questions on attitudes to current and future learning
- Addition of an agreement to future data linkage question

3.2 Questionnaire instrument

The AES questionnaire was programmed for administration via Computer Assisted Telephone Interview (CATI), using Blaise computer software. Blaise is a Windows-based computer-assisted interviewing system and survey processing tool developed by Statistics Netherlands specifically for use in official statistics.

3.3 Piloting and testing of survey questionnaire

The Adult Education Survey pilot lasted two weeks and took place between Monday 20 June and Sunday 3 July 2016. The pilot was carried out by a team of social researchers at ONS. The key aims of the AES pilot were to examine:

- Interview duration of the pilot questionnaire
- The user-friendliness of the AES questionnaire for both respondents and interviewers
- The acceptability of respondent and interviewer materials,

The AES pilot sample contained a total of 500 individuals in England. The pilot sample consisted of:

- 125 (25%) individuals aged 19 to 24
- 250 (50%) aged 25 to 64
- 125 (25%) aged 65 and over

These individuals were selected from a sample frame of respondents who provided contact details for future research at their last LFS interview between October to December 2014.

Following completion of the pilot fieldwork period, 220 interviews (out of 500 issued cases) were completed, representing a 44% response rate. A debrief session was held with interviewers, which provided feedback and suggestions for improvement regarding:

- Overall usability of the questionnaire instrument
- Advance materials and interviewer instructions
- Questionnaire length
- Gaining cooperation with respondents
- Feedback on questionnaire content.

3.4 Implementation of survey questionnaire

Following the adoption of feedback received during the AES pilot, a questionnaire instrument was signed off for data collection in August 2016. A copy of the questionnaire used for the Adult Education Survey can be found in **Appendix A** of this report.

4 Fieldwork

AES fieldwork took place between August 2016 and March 2017. A total of 37 interviewers worked on the survey, all based in ONS's Telephone Operations in Titchfield, Hampshire.

4.1 Interviewer briefings

All interviewers working on AES were required to have passed a rigorous and structured training programme before joining ONS. All interviewers were required to attend a face-to-face briefing session, which provided them with some background to the policy area and the survey aims, as well as specific requirements for fieldwork including respondent eligibility, tips on making contact and maximising response, and the questionnaire.

After the briefing session, each interviewer was required to conduct at least one practice interview before starting fieldwork. Each interviewer was also provided with a training manual, which they were required to review in advance of the briefing session.

4.2 Respondent materials

An advance letter introducing the survey was sent out to every selected adult prior to interviewer contact. Two letter designs were developed to account for the different motivations a respondent may have regarding adult learning and education:

- 19 to 64-year-olds: This age group were advised that by taking part, they would help policy makers and education providers ensure that people of all ages and circumstances have the opportunity to develop the skills needed to compete in the global employment market
- 65 and overs: This age group were advised that by taking part they would help policy makers and education providers ensure that people of all ages and circumstances have the opportunity to access lifelong learning services

The letter contained a free-phone helpline number and website address which respondents could contact for more information. A copy of each letter is included in **Appendix B**.

4.3 Fieldwork management and quality control

Survey fieldwork was split into monthly allocations, allowing the effective management of fieldwork using the ONS telephone call scheduler. The call scheduler ensured that interviewers regularly attempted to contact an address several times over the fieldwork period at varying times of the day and evening, thereby giving the maximum chance to

make contact. Our interviewers worked from 8 am until 9.30 pm from Monday to Friday, and conducted shifts on weekends.

Regular monitoring of calls took place throughout the survey period to ensure the quality of the data. Interviewer performance was managed by experienced interviewer managers, whereby regular performance feedback was provided throughout the fieldwork period.

4.4 Achieved interviews and response rates

In total, 8,822 productive interviews were achieved on the survey. This comprised of:

- 412 interviews with 19 to 24-year-olds⁵
- 7,057 interviews with 25 to 64-year-olds
- 1,353 interviews with 65 and overs

Overall, a response rate of 52% was achieved on the survey, which varied from 25% for 19 to 24-year-olds to 68% for 65 and overs.

Table 4.1: Response rates, by age group

	19 to 24	25 to 64	65 and over	Total
Issued sample	2,075	13,462	1,993	17,530
<i>Ineligible</i>	448	17	7	472
Eligible Sample	1,627	13,445	1,986	17,058
Non-Responders				
<i>Refusal</i>	171	1,111	256	1,538
<i>Non-contact</i>	1,044	5,277	377	6,698
Achieved Interviews	412	7,057	1,353	8,822
Response Rate	25.3%	52.5%	68.1%	51.7%

Source: Adult Education Survey 2016

⁵ The number of achieved interviews with 19 to 24-year-olds excludes 436 adults who were interviewed however coded out as ineligible due to being in full-time education, or had completed their last participation in full-time education within the last 2 years.

5 Data Processing and Weighting

5.1 Data processing

The AES utilised a complex survey design which used data from the Labour Force Survey (LFS), allowing certain AES questions to be populated or updated from a respondent's previous LFS interview. This helped reduce respondent burden and interview lengths; however, this also required a more complex post-data collection process to derive variables.

The data processing of AES was conducted in SPSS, and broadly followed the process phase of the Generic Statistical Business Process Model (GSBPM)⁶.

- **Integrate data.** Monthly survey data was merged into a full survey data file.
- **Classify and code.** Survey data was assigned value labels and numeric codes according to a pre-determined classification scheme.
- **Derive new variables and units.** The AES questionnaire made use of a combination of Eurostat AES questions, and questions from NALS 2010. As a result, data was subjected to a series of derivations to produce variables which were suitable for European and UK analysis purposes.
- **Review and validate.** This step identified potential problems, issues and discrepancies such as outliers, item non-response and miscoding. It utilised a validation tool produced by Eurostat, and a series of additional checks to identify potential survey edits.
- **Edit and impute.** Where data was flagged as requiring an edit, SPSS syntax was created to update survey data values. This step also involved imputation of household income data, to account for high proportion of missing data for this step.
- **Calculate weights.** The AES weighting strategy (described in section 5.2 of this report) was applied at this stage of the process.
- **Calculate aggregates.** AES weighted survey data was aggregated to check survey estimates summed to the known population totals in England (see table 5.1). Complex standard errors were also produced to show the impact of the sample design and weighting of the survey on precision of survey estimates (Appendix C).
- **Finalise data files.** AES data was subsequently extracted into SPSS and .csv format for further analysis.

⁶ The Generic Statistical Business Process Model (GSBPM) is a means to describe statistics production in a general and process-oriented way. Further information can be found here: <https://statswiki.unece.org/display/GSBPM/GSBPM+v5.0>

5.2 Weighting

The weighting strategy adopted for the Adult Education Survey consisted of three main stages.

5.2.1 Calculation of design weights

As the AES sample design was not a simple random sample, design weights that adjusted for the probability of selection of each respondent were calculated. The design weight took account of unequal probabilities of selection arising from the sample design, including stratification. It is given by:

$$APS\ weight \times \frac{1}{prob.of\ household\ being\ selected} \times no.\ of\ eligible\ individuals\ at\ address$$

The formula above contains an adjustment for multiple occupancy addresses, which is included in the APS weight, and an adjustment to account for the fact that one eligible individual per household is selected. The selection probabilities of households varied between age bands.

5.2.2 Non-response adjustments

The use of the LFS as a sampling frame provided very powerful information on non-respondents. As a result, a non-response adjustment stage was included in the weighting to correct for potential bias in the AES data.

A non-response model was constructed by assessing the characteristics of the responding sample, compared with the issued sample, and fitting a regression model of the factors that influence whether someone responds or not. These factors, based on those typically associated with attrition and non-response, included region, tenure, age, sex, ethnicity, religion, and National Statistics Socio-economic classification (NSSEC).

From this assessment, the most effective non-response model was based on the following variables:

- Region (Government Office Region)
- Tenure
- Age (10-year age bands)
- Employment (Nsecmj10)
- Ethnicity (Eth11ew)

The design weight given above was divided by the predicted response probability based on the fitted model to obtain the non-response adjusted design weights.

5.2.3 Calibration to population totals

The non-response adjusted design weights of the AES dataset were calibrated to ONS mid-year population estimates for 2016 for England⁷ and Annual Population Survey⁸ estimates. The calibration groups used were:

- Government Office Region
- 10-year age bands by sex
- Tenure & National Statistics Socio-economic classification (NSSEC) estimates from the UK Annual Population Survey
- Education (ISCED) bands based on the UK Labour Force Survey data (October-December 2016)

This aimed to adjust survey estimates of AES for non-response bias associated with variables in the calibration model by ensuring that the key estimates of age, sex, region, tenure, NSSEC and education are consistent with population totals or known survey estimates. Calibration has also the potential to increase the precision of survey estimates.

Table 5.1 presents the impact of this weighting strategy, highlighting the distribution of the AES unweighted and weighted achieved sample compared to ONS population estimates.

Table 5.1: Comparison of AES achieved interviews to population totals

	Sex	19-24	25-34	35-44	45-54	55-64	65-74	75+	Total
Population (ONS 2016 mid-year estimates)	M	5.1%	8.9%	8.2%	8.9%	7.3%	6.1%	4.4%	48.9%
	F	4.8%	8.8%	8.3%	9.2%	7.5%	6.5%	6.0%	51.1%
Unweighted Achieved Interviews	M	2.6%	3.7%	6.1%	11.1%	12.9%	5.0%	2.5%	44.0%
	F	2.1%	5.3%	9.9%	14.4%	16.6%	5.2%	2.6%	56.0%
Weighted Achieved Interviews	M	2.9%	9.3%	8.6%	9.4%	7.7%	6.5%	4.6%	49.1%
	F	2.4%	9.1%	8.8%	9.7%	8.0%	6.9%	6.0%	50.9%

Source: Adult Education Survey 2016 and ONS 2016 mid-year estimates

⁷ <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates>

⁸ <https://www.nomisweb.co.uk/articles/676.aspx>

5.2.4 Standard errors

Specialist software (SAS) was used for taking account of the calibration in the production of standard errors which typically produces smaller standard errors than those produced by other software packages. The specialist software, which implements the Linearized Jack-knife method for variance estimation, is routinely used for many ONS outputs, including labour market statistics, subjective wellbeing and wealth and assets.

The standard errors produced for key survey estimates can be found in **Appendix C** of this technical report. The accuracy of the estimates in the research report are indicated by confidence intervals at the 95% level. Confidence intervals give an indication of the range in which the true population value is likely to fall if our statistical assumptions are correct. By 95%, we mean that we would expect the true value for the population to fall within the upper and lower bounds of the confidence interval 19 times out of 20.

Differences between estimates have been deemed statistically significant when the respective confidence intervals do not overlap. Unless stated otherwise, this report only comments on differences that are statistically significant at the 95% confidence level.

5.2.5 Imputation

The AES applied imputation to the household income data collected on the survey, due to a high level of item non-response for this variable. Imputation was implemented through a two-stage process:

- firstly, imputing the household income bands using SAS software
- secondly, using the observed and imputed income band data together to inform the imputation of the income amounts using the CANCEIS⁹ software (HHIncomeEstimate)

These methods estimated the statistical properties of the missing data using a robust Nearest Neighbour donor-based imputation method in order to preserve the conditional distributions of the observed data.

The imputation of the household income variables in the AES dataset preserved the distributions in the observed data, which indicates that the pattern of missing data was random.

⁹ CANCEIS is an edit and imputation system developed by Statistics Canada. It was designed based upon the Nearest-neighbour Imputation Methodology (NIM) and was first used to perform edit and imputation on census data.

6 Data Analysis and Future Research

In addition to the analysis included in this analytical report, data from the Adult Education Survey is also available from other sources.

6.1 Eurostat

The results from 25 to 64-year-olds who took part in the AES are available from the Eurostat Education and Training Database (as seen in figure 6.1):

<http://ec.europa.eu/eurostat/web/education-and-training/data/database>

This database enables the comparison of UK results with other EU member states, across a variety of domains including:

- Participation in education and training (educ_part)
- Learning mobility (educ_uoe_mob)
- Education personnel (educ_uoe_per)
- Education finance (educ_uoe_fin)
- Education and training outcomes (educ_outc)
- Languages (educ_lang)

Figure 6.1: AES data on the Eurostat website

The screenshot shows the Eurostat website interface. At the top, there is a navigation bar with the Eurostat logo, the text "Your key to European statistics", and a search bar. Below the navigation bar, there are tabs for "News", "Data", "Publications", "About Eurostat", and "Help". The main content area is titled "European Commission > Eurostat > Education and training > Data > Database". On the left, there is a sidebar menu with categories like "Overview", "Data", "EU benchmarks", "Quality", "Methodology", "Legislation", "Publications", "Statistics illustrated", and "Links". The "DATABASE" section is highlighted with a red arrow. The main content area displays a list of database categories under "EDUCATION AND TRAINING": "Education and training (educ)", "Participation in education and training (educ_part)", "Learning mobility (educ_uoe_mob)", "Education personnel (educ_uoe_per)", "Education finance (educ_uoe_fin)", "Education and training outcomes (educ_outc)", "Languages (educ_lang)", "Education-administrative data until 2012 (ISCED1997) (educ_uoe_h)", and "Past series (trng_h)". At the bottom, there are several columns of links for "News", "Data", "Publications", "About us", and "Opportunities".

6.2 UK data service

A copy of the AES data will also be made available on the UK Data Service. The dataset, which will be anonymised¹⁰ prior to publication on the UK Data Service, will comprise of a set of key AES variables for all 8,822 productive interviews. This will enable researchers to conduct their own analysis of educational outcomes by demographic variables such as age, sex, region (Government Office Region), and other key variables. Further information on the UK Data Service can be found here:

<https://discover.ukdataservice.ac.uk/>

¹⁰ Further information on the anonymisation techniques applied prior to depositing data to the UK Data Service can be found here: <https://www.ukdataservice.ac.uk/manage-data/legal-ethical/anonymisation>

7 Appendix A

Adult Education Survey 2016 Questionnaire

7.1 General Information

This section contains the following Eurostat variables:

COUNTRY, REGION, DEG_URB, REFYEAR, REFMONTH, INTMETHOD

All questions in this section are derivable from information available provided by respondents on the LFS previously or will be provided by default administration information.

Proposal for section:

COUNTRY (ISO 2 digit)

Set to "UK" for all.

REGION (NUTS 2 digits)

Use postcode variable "**POSTCODE**" in order to derive in post data collection processing.

"**NUTS132**" is the equivalent variable on the LFS.

DEG_URB (Degree of Urbanisation)

Cities (Densely populated) 1

Towns and Suburbs (Intermediate) 2

Rural areas (Thinly populated) 3

Requires "**POSTCODE**" variable from LFS in order to derive in post-data collection processing.

REFYEAR (Year of Interview, recorded as 4 digits)

Automatically generated by CATI programme

REFMONTH (Month of Interview, recorded as 2 digits)

Automatically generated by CATI programme

INTMETHOD (Data Collection method)

Set to Code 31 "Telephone, electronic version" for all.

7.2 Information on the household

This section contains the following Eurostat variables:

**HHNBPERS (HHNBPERS_tot, HHNBPERS_0_13, HHNBPERS_14_24
HHNBPERS_25plus)**
HHTYPE

In order to collect this information, respondents will be presented with information they previously provided on the LFS at the start of this section.

HHIntro

Over the following questions we will confirm whether the details you gave us when we last contacted you have changed. Where there have been any changes, we will capture these with a few extra questions.

CurStat

Code the appropriate current status for each household member for this wave.

1. Resident here: Over the age of 16
2. Resident here: Under the age of 16
3. Now resident elsewhere, sampled or living with sampled individual
4. Now resident elsewhere, not sampled and not living with sampled individual
5. Ineligible – Died since last call
6. Ineligible – Now in institution (for 6 months or more)
7. Ineligible – Now resident abroad (for 6 months or more)
8. Ineligible – Other

NewPerson

Does anyone else normally live at this address?

1. Yes
2. No

If NewPerson = 1

Title

Enter the preferred title of the respondent

If NewPerson = 1

FstNme

Enter first name of respondent

If NewPerson = 1

SurNme

Enter surname of respondent

If NewPerson = 1

MoreNme

Any more household members to record?

1. Yes
2. No

If MoreNme = 2 then repeat **Title** to **MoreNme** until all household members have been recorded.

(Repeat for all household members)

Sex

Last time sex was recorded as "Sex"

1. Male
 2. Female
-

(Repeat for all household members)

DteofBth

Last time date of birth was recorded as "DteofBth"

(Repeat for all household members)

If DteofBth = Don't know OR REFUSAL

Agelf

If respondents refuse to give their age, or cannot, then give your best estimate.

What was your age last birthday?

(Repeat for all household members)

HallRes

Is this person living in halls of residence or at a boarding school? Student nurses living in NHS accommodation elsewhere in Great Britain should not be included in this household.

1. Yes
2. No

(Repeat for all household members)

If DVAge <16

xMarsta

Are you...

Code first that applies

1. Single, that is never married
2. Married and living with your husband/wife
3. A civil partner in a legally-recognised Civil Partnership
4. Married and separated from your husband/wife
5. Divorced
6. Widowed
7. **Spontaneous only** - In a legally recognised Civil Partnership and separated from his/her civil partner
8. **Spontaneous only** - Formerly a civil partner, the Civil Partnership now legally dissolved
9. **Spontaneous only** - A surviving civil partner: his/her partner having since died.

(Repeat for all household members)

If xMarsta = 2 OR 3

MarChk

Is your 'Spouse' a member of the household?

1. Yes
2. No

(Repeat for all household members)

HRPId

Record if 'Name' is the person in whose name this accommodation is owned or rented

1. Yes
 2. No
-

R

I would now like to ask you how the people in your household are related to each other...

Code relationship Person 1 is Person 2's...

Treat relatives of civil partners as though the civil partners were married.

Treat relatives of cohabiting members of the household as though the cohabiting couple were married, including same sex couples.

1. Spouse
2. Cohabitee
3. Son/daughter (including adopted)
4. Step-son/daughter
5. Foster child
6. Son-in-law/daughter-in-law
7. Parent/guardian
8. Step-parent
10. Foster parent
11. Parent-in-law
12. Brother/sister (including adopted)
13. Step-brother/sister
14. Foster brother/sister
15. Brother/sister-in-law
16. Grand-child
17. Grand-parent
18. Other relative
19. Other non-relative
20. Civil Partner

7.3 Information on the individual

7.3.1 Demographic background

This section collects the following Eurostat variables:

CITIZEN, BIRTHPLACE, RESTIME, MARSTADEFACTO

In order to collect this information, respondents will be presented with information they previously provided on the LFS at the start of this section.

CryIntro

To begin the study, I first want to ask some questions about your country of birth.

Cry01

In which country were you born?

- 921. England
 - 924. Wales
 - 923. Scotland
 - 922. Northern Ireland
 - 926. UK, Britain (Don't know country)
 - 372. Republic of Ireland
 - 356. India
 - 586. Pakistan
 - 616. Poland
 - 997. Other
-

(If Cry01 = Other)

CrySpec

Type in country

[STRING]

(If Cry01 = Other)

CryO

[CODING FRAME]

(If Cry01 ≠ 921, 924, 923, 922, 926)

Cameyr

Which year did you first arrive in the UK?

If arrived in this country before 1900, enter 1900.

[ENTER YEAR]

ContUK

Apart from holidays and short visits abroad have you lived in the UK continuously since then?

1. Yes
 2. No
-

(If ContUK = 2)

Cameyr2

Which year did you last arrive in the UK?

If arrived in this country before 1900, enter 1900.

[ENTER YEAR]

(If Cameyr2 = 2017)

CameMt

In which month did you arrive in the UK?

1. January
 2. February
 3. March
 4. April
 5. May
 6. June
 7. July
 8. August
 9. September
 10. October
 11. November
 12. December
-

Citizen

For what country or countries do you hold, or are entitled to hold, a passport?

Code first country

(If Citizen = 997)

CtzSp1

Type in country

[STRING]

(If Citizen = 997)

CtzCode

[CODING FRAME]

OthPass

Do you hold or are you entitled to hold a passport for any other country?

1. Yes
 2. No
-

(If OthPass = 1)

Citiz2

For what other country or countries do you hold, or are entitled to hold, a passport?

Code first country

(If Citiz2 = 997)

CtzSp2

Type in country

[STRING]

(If Citiz2 = 997)

CtzCode2

[CODING FRAME]

7.3.2 Education and training successfully completed

This section collects the following Eurostat variables:

HATLEVEL, HATFIELD, HATYEAR, HATVOC

In order to collect this information, respondents will be presented with information they previously provided on the LFS at the start of this section.

Qualintr

I'm now going to ask you about previous qualifications you might have gained. At the time of your last LFS interview we recorded your highest qualification was "**Hiqua15**". Have you completed any higher qualifications since then?

1. Yes
2. No
3. Incorrect information recorded previously

If Qualintr = 1 OR 3

Route to LFS Education Block to obtain the necessary information to derive **HATLEVEL, HATFIELD, HATYEAR and HATVOC**. Further information on the exact questions can be found in Volume 2 2015 LFS questionnaire pages 116-155, available here:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/labourforcesurveyuserguidance#2015-update>

(If Qualintr = 2)

EHatYr15Chk

Just to confirm, last time you told us your highest qualification was completed in "**Ehatyr15**". Is this correct?

1. Yes
2. No

(If Qualintr = 2)

Ehatfld15chk

Just to confirm, last time you told us "**Hiqua15**" was in the field of "**Ehatfld15**". Is this correct?

1. Yes
2. No

(If Ehatfld15chk = 2 OR Ehatfld15 = Unknown)

EHatFld15Upd

In what field was your highest qualification?

1. Generic
2. Education (e.g. Teacher training and education science)
3. Arts and Humanities (e.g. History, modern languages, fashion design)
4. Social Sciences
5. Journalism and Information
6. Business Administration and Law
7. Natural Sciences (e.g. Biology, chemistry, physics, microbiology)
8. Mathematics and Statistics
9. Information and Communication Technologies
10. Engineering, Manufacturing and Construction
11. Agriculture, Forestries, Fisheries and Veterinary
12. Health and Welfare (e.g. Nursing, social work, counselling)
13. Services (e.g. Occupational health, security services, transport services, personal services)
14. Unknown

(If EHatYr15Chk = 2)

EHatYr15Upd

What year was it?

[ENTER YEAR]

7.3.3 Not completed education and training

This section collects the following Eurostat variables:

DROPEduc, DROPEducLEVEL, DROPEducVOC

In order to collect these questions, we propose utilising the LFS education block questions to collect information on not completed education and training.

DDROPEduc

Is there any educational programme that you started but then stopped without completing?

1. Yes
2. No

If DDropEduc = 1

Routed to LFS education block to obtain necessary information to allow derivation of **DROPEducLEVEL** and **DROPEducVOC**. Further information on the exact questions can be found in Volume 2 2015 LFS questionnaire, pages 116-155, available here: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/labourforcesurveyuserguidance#2015-update>

7.3.4 Main labour status

This following two sections collect the variables used to derive the following Eurostat variables:

MAINSTAT, EMP12M, JOBSTAT, JOBISCO, LOCNACE, LOCSIZEFIRM, JOBTIME

In order to collect this information, respondents will be presented with information they previously provided on the LFS at the start of this section.

Intro

I'm now going to ask you some questions about your employment

Questions on current main job status or participation in Government training schemes

See Volume 2 2015 LFS questionnaire, pages 33 to 36, available here:
<http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/guide-method/method-quality/specific/labour-market/labour-market-statistics/volume-2-2015.pdf>.

MainStat

Thinking about your current work status, which of these statements best describes your current situation?

This question relates to the respondent's own perception of their main activity at the time of interview. This differs from the usual strict definitions of main activity status as it concerns the respondent's perception of themselves rather than formally agreed definitions.

Code first that applies

11. Carries out a full-time job or profession, including unpaid work for a family business or holding, an apprenticeship or paid traineeship
12. Carries out a part time job or profession, including unpaid work for a family business or holding, an apprenticeship or paid traineeship
20. Unemployed
31. Pupil, student, further training, unpaid work experience
32. In retirement or early retirement or has given up business
33. Permanently disabled
34. In compulsory military service or community service
35. Fulfilling domestic tasks
36. Other inactive person

7.3.5 Characteristics of the main job

(If Schm12 = 66 AND Wrking = 2 AND JbAway = 2 AND OwnBus = 2 AND RelBus = 2)

Emp12M

Did you carry out a job or profession at any time during the last 12 months, including unpaid work for a family business or holding, an apprenticeship or paid traineeship, etc?

1. Yes
2. No
3. Not applicable

(If MainStat = 11 or 12)

Samejob

I need to check whether your details are the same as at the last time we called, are these statements still correct:

Code all that apply

1. Describes what your firm/organisation mainly makes or does?
2. Describes your (main) job?
3. Describes what you mainly do in your job?
4. You are
5. Describes your supervision of the work of other employees
6. None of these

((If MainStat = 11 OR 12) AND (SameJob = 6))

Ask LFS Employment block questions to obtain correct current employment details. See Volume 2 2015 LFS questionnaire, pages 33-55, available here:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/labourforcesurveyuserguidance#2015-update>

7.3.6 Parental education and country of origin

This section collects the following Eurostat variables:

HATFATHER, HATMOTHER, BIRTHFATHER, BIRTHMOTHER

AHMItr

The following few questions will gather information on the country of origin and education of your mother and father or guardians.

AESCryFth

In which country was your father born?

- 921. England
- 924. Wales
- 923. Scotland
- 922. Northern Ireland
- 926. UK, Britain (Don't know country) - 926
- 372. Republic of Ireland - 372
- 356. India - 356
- 586. Pakistan
- 616. Poland
- 997. Other
- 998. Not applicable – Father unknown

(If Aescryfth = 997)

AESCryFSpc

Type in country

[STRING]

(If Aescryfth = 997)

CryFFrm

[CODING FRAME]

AESCryMth

In which country was your mother born?

- 921. England
- 924. Wales
- 923. Scotland
- 922. Northern Ireland
- 926. UK, Britain (Don't know country) - 926
- 372. Republic of Ireland - 372
- 356. India - 356
- 586. Pakistan

- 616. Poland
- 997. Other
- 998. Not applicable – Mother unknown

(If Aescrymth = 997)

AESCryMSpc

Type in country

[STRING]

(If Aescrymth = 997)

CryMFrm

[CODING FRAME]

(If Aescryfth ≠ 998)

AESFathEdu

What is your father's highest qualification

1. Did not attend school
2. Attended school but no qualifications
3. Less than 5 GCSEs (or equivalent e.g. O-levels, GNVQ, City and Guilds etc.)
4. 5 or more GCSEs or any A-levels (or equivalent)
5. Degree level or higher (including foundation degrees)

(If Aescrymth ≠ 998)

AESMothEdu

What is your mother's highest qualification.

1. Did not attend school
2. Attended school but no qualifications
3. Less than 5 GCSEs (or equivalent e.g., O-levels, GNVQ, City and Guilds etc.)
4. 5 or more GCSEs or any A-levels (or equivalent)
5. Degree level or higher (including foundation degrees)

7.3.7 Languages

This section collects the following Eurostat variables:

LANGMOTHER, LANGUSED, LANGBEST1, LANGLEVEL1, LANGBEST2, LANGLEVEL2

LangMother

What is your mother tongue? By mother tongue I mean language spoken at home when you were a child and which you still understand.

[STRING]

(If LangMother = RESPONSE)

LangISO

[CODING FRAME]

If respondent is bilingual with no single dominant language spoken at home when a child then please enter a 2nd language code.

LangMothMr

Do you consider another language as your mother tongue?

1. Yes
2. No

(If LangMothMr = 1)

Lang2Mother

Which other language is this?

[STRING]

(If LangMother = RESPONSE)

Lang2ISO

[CODING FRAME]

LangUsedNo

How many other languages can you use except this language?

Enter number

(If LangUsedNo >0)

LangUsedTxt

Which language(s) is/are this/these?

[STRING]

(If LangUsedTxt = RESPONSE)

LangUsed

[CODING FRAME]

(If LangUsedNo >1)

LangBest1Q

Which of the languages you mentioned before (excluding your mother tongue) do you know best?

Options filled from those selected at LangUsed

(If LangUsedNo >0)

LangLevel1

Which one of the following statements best describes your knowledge about 'LangBest1Q'...?

Code first that applies

1. I can only understand and use a few words and phrases.
 2. I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.
 3. I can understand the essential gist of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.
 4. I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.
-

(If LangUsedNo >1)

LangBest2Q

Which of the languages you mentioned before (excluding your mother tongue) do you know second best?

Options filled from those selected at LangUsed and excluding that selected at LangBest1Q

(If LangUsedNo >1)

LangLevel2

Which one of the following statements best describes your knowledge about 'langbest2'?

Code first that applies

1. I only understand and can use a few words and phrases.
2. I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.
3. I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.
4. I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.

7.4 Access to information about learning possibilities and guidance

This section collects the following Eurostat variables:

SEEKINFO, GUIDEINST, GUIDESOURCE, GUIDETYPE, GUIDEMODE

Intro

We're now going to ask some questions regarding information, advice or guidance you might have received about anything related to learning

Please think about the last 12 months only.

GuideType

Have you received any free information, advice or guidance from organisations about...?

Individual prompt, code all that apply

1. Future learning possibilities
2. Assessing your skills through any type of test or interview
3. Gaining recognition or validation for your skills or prior learning
4. Anything else related to learning? (Please specify)
5. None of these

(If GuideType = 4)

GuideTypeOth

What other free information, advice or guidance from organisations have you received?

[STRING]

(If GuideType = 1, 2, 3, 4)

GuideSource

Have you received any free information, advice or guidance from the following organisations...?

Individual prompt, code all that apply

1. Education or training institutions such as a school, college, university or adult education centre
2. Employment services such as the jobcentre, learndirect, careers advice service or any other government services
3. An employer or employer organisations
4. Trade unions
5. Another source (Please specify)
6. None of these

(If GuideSource = 5)

GuideSourceO

What other free information, advice or guidance have you received?

[STRING]

(If GuideSource = 1, 2, 3, 4, 5)

GuideMode

In what way did you receive this free information, advice or guidance...?

Individual prompt, code all that apply

1. Face-to-face interaction
 2. Interaction with a person through the internet, phone, email or any other media
 3. Interaction with a computer based application e.g. self-assessment tools
 4. No interaction, only information through dedicated material e.g., books, posters, websites, leaflet, TV programme etc.
 5. Other (please specify)
 6. None of these
-

(If GuideMode = 5)

GuideModeOth

In what other way did you receive this free information, advice or guidance?

[STRING]

GuidelInst

Have you paid for any information, advice or guidance on learning possibilities from an organisation?

1. Yes
 2. No
-

Seekinfo

Have you looked for any information advice or guidance on learning possibilities from an organisation and been unable to find it?

1. Yes
 2. No
-

(If Seekinfo = 2)

SeekinfoProbe

Can I just check, is that...?

1. Because you were able to find what you were looking for
 2. Because you did not look for any information, advice or guidance
-

(If DVAge < 65)

Scale1

How much, if anything, do you know about the following schemes...

For each of these questions I'd like you to give an answer of either "Know a lot", "Know a little", "Know hardly anything", "Know nothing but heard the name", or "Not heard of them at all before today". If you'd like me to repeat the options at any time please let me know.

(If DVAge < 65)

AppQ9a

How much, if anything, do you know about the following schemes... apprenticeships?

1. Know a lot
 2. Know a little
 3. Know hardly anything
 4. Know nothing but heard the name
 5. Not heard of them at all before today
 6. Don't Know
-

(If DVAge < 65)

AppQ9b

How much, if anything, do you know about the following schemes... traineeships (combine work experience and training)? This is different from company training schemes or military service training.

1. Know a lot
 2. Know a little
 3. Know hardly anything
 4. Know nothing but heard the name
 5. Not heard of them at all before today
 6. Don't Know
-

(If DVAge < 65)

AppQ9c

How much, if anything, do you know about the following schemes... private traineeships or training schemes (like internships or graduate schemes)?

1. Know a lot
 2. Know a little
 3. Know hardly anything
 4. Know nothing but heard the name
 5. Not heard of them at all before today
 6. Don't Know
-

(If DVAge < 65)

AppQ9d

How much, if anything, do you know about the following schemes... work experience?

1. Know a lot
2. Know a little
3. Know hardly anything
4. Know nothing but heard the name
5. Not heard of them at all before today
6. Don't Know

AppQ13Intr

We are now going to ask you a few questions to understand your current perceptions of different training and employment schemes available to young people.

For each of these questions I'd like you to give an answer of either "Agree strongly", "Agree slightly", "Neither agree nor disagree", "Disagree slightly", or "Disagree strongly". If you'd like me to repeat the options at any time please let me know.

AppQ13a

To what extent do you agree or disagree that... a young person who has completed work experience is more likely to be employed?

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't Know

AppQ13b

To what extent do you agree or disagree that... apprenticeships are suitable for someone like you?

Please note that this question refers to respondent's current suitability and not if the respondent feels they would have been suitable for an apprenticeship in the past.

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't Know

AppQ13d

To what extent do you agree or disagree that... an apprenticeship is a real job with training?

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't Know

AppQ13f

To what extent do you agree or disagree that... apprenticeships help young people to develop their professional skills?

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't Know

AppQ13g

To what extent do you agree or disagree that... a traineeship is a high-quality work experience placement?

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't Know

7.5 Participation in education and training

This section collects the following Eurostat variables:

Formal education:

FED, FEDNUM, FEDNAME, FEDSTARTYEAR, FEDSTARTMONTH, FEDLEVEL, FEDCOMP, FEDFIELD, FEDVOC, FEDDIST, FEDDISTOL, FEDOERA, FEDOERB, FEDREASON, FEDWORKTIME, FEDNBHOURS, FEDNBWEEKS, FEDDURPERWEEK, FEDPAID, FEDPAIDBY, FEDUSEA, FEDUSEB, FEDOUTCOME

Non-formal education:

NFE, NFECOURSE, NFECOURSENUM, NFEWORKSHOP, NFEWORKSHOPNUM, NFEGUIDEJT, NFEGUIDEJTNUM, NFELESSON, NFELESSONNUM, NFENUM, NFEACT01, NFEACT01_TYPE, NFEACT01_PURP, NFEACT01_WORKTIME, NFEACT01_PAIDBY, NFEACT02, NFEACT02_TYPE, NFEACT02_PURP, NFEACT02_WORKTIME, NFEACT02_PAIDBY, NFEACT03, NFEACT03_TYPE, NFEACT03_PURP, NFEACT03_WORKTIME, NFEACT03_PAIDBY, NFEACT04, NFEACT04_TYPE, NFEACT04_PURP, NFEACT04_WORKTIME, NFEACT04_PAIDBY, NFEACT05, NFEACT05_TYPE, NFEACT05_PURP, NFEACT05_WORKTIME, NFEACT05_PAIDBY, NFEACT06, NFEACT06_TYPE, NFEACT06_PURP, NFEACT06_WORKTIME, NFEACT06_PAIDBY, NFEACT07, NFEACT07_TYPE, NFEACT07_PURP, NFEACT07_WORKTIME, NFEACT07_PAIDBY

Detailed information concerning randomly selected activities:

NFERAND1, *NFERAND1_TYPE*, NFEFIELD1, NFEDIST1, NFEDISTOL1, NFEOERA1, NFEOERB1, NFEREASON1, NFENBHOURS1, NFENBWEEKS1, NFEDURPERWEEK1, NFEPROVIDER1, NFECERT1, NFEPAID1, NFEPAIDBY1, NFEPAIDVAL1, NFEUSEA1, NFEUSEB1, NFEOUTCOME1
NFERAND2, *NFERAND2_TYPE*, NFEFIELD2, NFEDIST2, NFEDISTOL2, NFEOERA2, NFEOERB2, NFEREASON2, NFENBHOURS2, NFENBWEEKS2, NFEDURPERWEEK2, NFEPROVIDER2, NFECERT2, NFEPAID2, NFEPAIDBY2, NFEPAIDVAL2, NFEUSEA2, NFEUSEB2, NFEOUTCOME2,
NFERAND3, *NFERAND3_TYPE*, NFEFIELD3, NFEDIST3, NFEDISTOL3, NFEOERA3, NFEOERB3, NFEREASON3, NFENBHOURS3, NFENBWEEKS3, NFEDURPERWEEK3, NFEPROVIDER3, NFECERT3, NFEPAID3, NFEPAIDBY3, NFEPAIDVAL3, NFEUSEA3, NFEUSEB3, NFEOUTCOME3

The following few questions we are going to ask relate to your participation in education and training, including your most recent education you have studied towards and any other education you might have participated in.

7.5.1 Screener for formal and non-formal education

Screener3y

If you think about the last 3 years, that is since (INTERVIEW YEAR - 3) have you...?

Individual prompt – code all that apply

1. Worked towards or completed a qualification?
2. Worked towards or completed a formal apprenticeship at any level (including trade/advanced/foundation/ modern apprenticeships) which will lead or led to a qualification?
3. Been on any taught courses designed to help you develop skills that you might use in a job?
4. Received any supervised training while you were actually doing a job. By this I mean when a manager or experienced colleague has spent time with you helping you learn or develop skills as you do specific tasks at work?
5. Attended any adult education classes, including evening classes?
6. Attended any courses or received any instruction or tuition in driving, playing a musical instrument, in an art or craft, a sport or any other practical skill?
7. Learnt from a package of materials provided by employer, college, commercial organisation or training provider?
8. Been on any other taught course or received any other instruction or tuition in anything, for example attending a workshops or seminars?
9. None of the above?

(If Screener3y = 1)

S3yFI1num

You've answered that you worked towards or completed a qualification, how many?

Please include all activities over the last 3 years and not just the most recent ones.

[ENTER NUMBER]

(If Screener3y = 2)

S3yFI2num

You've answered that you worked towards or completed a formal apprenticeship, how many?

Please include all apprenticeships over the last 3 years and not just the most recent ones.

[ENTER NUMBER]

(If Screener3Y ≠ 9)

Screener12m

During that last 12 months, that is, since (INTERVIEW YEAR - 1), have you...?

ONLY SHOW OPTIONS SELECTED IN SCREENER3Y

Individual prompt – code all that apply

1. Worked towards or completed a qualification?
2. Worked towards or completed a formal apprenticeship at any level (including trade/advanced/foundation/ modern apprenticeships) which will lead or led to a qualification?
3. Been on any taught courses designed to help you develop skills that you might use in a job?
4. Received any supervised training while you were actually doing a job. By this I mean when a manager or experienced colleague has spent time with you helping you learn or develop skills as you do specific tasks at work?
5. Attended any adult education classes, including evening classes?
6. Attended any courses or received any instruction or tuition in driving, playing a musical instrument, in an art or craft, a sport or any other practical skill?
7. Learnt from a package of materials provided by employer, college, commercial organisation or training provider?
8. Been on any other taught course or received any other instruction or tuition in anything, for example attending a workshops or seminars?
9. None of the above?

(If Screener12m = 1)

F11num

You've answered that you worked towards or completed a qualification, how many?
Please include all activities over the last 12 months and not just the most recent ones.

[ENTER NUMBER]

(If Screener12m = 2)

F12num

You've answered that you worked towards or completed a formal apprenticeship, how many?

Please include all activities over the last 12 months and not just the most recent ones.

[ENTER NUMBER]

7.5.2 Formal Learning

(If Screener12m = 1)

Fedintro

Thinking about the most recent qualification you worked or studied towards...

(If Screener12m = 1)

Qullast12R

What qualification were/are you studying for?

1. Degree level qualification incl. foundation degrees, graduate membership of a professional institute, PGCE, or higher
2. Diploma in Higher Education
3. HNC/HND
4. ONC/OND
5. BTEC/BEC/TEC/Edexcel/LQL
6. SCOTVEC, SCOTEC or SCOTBEC
7. Teaching qualification (excl. PGCE)
8. Nursing or other medical qualification not yet mentioned
9. Other Higher Education qualifications below degree level
10. A level/Vocational A level/GCE in Applied Subjects or equivalent
11. New Diploma
12. Welsh Baccalaureate
13. Scottish Baccalaureate
14. International Baccalaureate
15. NVQ/SVQ
16. GNVQ/GSVQ
17. AS level/Vocational AS level or equivalent
18. Certificate of 6th Year Studies (CSYS) or equivalent
19. Access to HE
20. O-Level or equivalent
21. Nationals (Scotland)
22. Skills for work (Scotland)
23. Standard/Ordinary (O) Grade/Lower (Scotland)
24. GCSE/Vocational GCSE
25. CSE
26. Advanced Higher/Higher/Intermediate/Access qualifications (Scotland)
27. RSA/OCR
28. City and Guilds
29. YT Certificate
30. Key skills/Core skills (Scotland)
31. Basic skills (Skills for life/literacy/numeracy/language)
32. Entry Level Qualifications
33. Level 1 to 8, Award, Certificate or Diploma
34. Other (Please specify)
- 35.

(If Screener12m = 1 AND Qullast12R = 34)

Qullast12Roth

Please record response given as 'Other (Please specify)'

[STRING]

(If Screener12m = 1 AND Qullast12R = 1)

DegNow

Were/are you studying for a...

1. Higher degree (including PGCE)
 2. First degree
 3. Foundation degree
 4. Other (e.g. graduate member of a professional institute or chartered accountant)
 5. Don't know (spontaneous only)
-

(If Screener12m = 1 AND DegNow = 1)

HghNow

Were/Are you studying for a...?

1. A Doctorate
 2. A Masters
 3. A Postgraduate Certificate in Education
 4. Some other post-graduate degree or professional qualification
 5. Don't know (spontaneous only)
-

(If Screener12m = 1 AND Qullast12R = 5)

TcNw11

What level BTEC/TEC/EDEXCEL/LQL were/are you studying for?

Code first that applies

1. Level 4 or above (higher level)
2. Level 3 (National Certificate or National Diploma level)
3. Level 2 (First/ general diploma level)
4. Below Level 2 (First/ general certificate level)
5. Other
6. Don't know

(If Screener12m = 1 AND TcNw11 = 5)

TCNWACD

Was/is this an...?

1. Award
2. Certificate
3. Diploma
4. Don't know

(If Screener12m = 1 AND TcNw11 = 5)

TCNWLEV

What level was/is your "TCNWACD"?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1 AND Qullast12R = 6)

SCNow11

Were/are you studying for a SCOTVEC/ SCOTEC/ SCOTBEC?

Code first that applies

1. At higher level (level 4)
2. For full National Certificate (level 3)
3. At first diploma or general diploma level (level 2)
4. At first certificate or general certificate level (below level 2)
5. Modules towards a National Certificate
6. Other
7. Don't know

(If Screener12m = 1 AND SCNow11 = 6)

SCNWACD

Was/ is this an...?

1. Award
2. Certificate
3. Diploma
4. Don't know

(If Screener12m = 1 AND SCNow11 = 6)

SCNWLEV

What level was/is your "SCNWACD"?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1 AND Qullast12R = 11)

DipTyp

You said you were/ are studying for a new diploma. Were/ are you working towards an...?

1. Advanced Diploma (Level 3)
2. Progression Diploma (Level 3)
3. Higher Diploma (Level 2)
4. Foundation Diploma (Level 1)

(If Screener12m = 1 AND Qullast12R = 27)

OCRN11

Were/ are you studying for an OCR at...?

Code first that applies

1. Level 4 or above
2. Level 3 (Advanced)
3. Level 2 (Intermediate)
4. Level 1 (Basic)
5. Other
6. Don't Know

(If Screener12m = 1 AND OCRN11 = 5)

OCRNACD

Was/ is this an...?

1. Award
2. Certificate
3. Diploma
4. Don't know

(If Screener12m = 1 AND OCRN11 = 4)

OCRNLEV

What level was/is your "OCRNACD"?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1 AND Qullast12R = 28)

CGNw11

Were/ are you studying for a City & Guilds qualification at...?

Code first that applies

1. Part 3/Advanced craft
2. Part 2/Craft
3. Part 1/Foundation
4. Other
5. Don't know

(If Screener12m = 1 AND CGNw11 = 4)

CGNWACD

Was/ is this an...?

1. Award
2. Certificate
3. Diploma
4. Don't know

(If Screener12m = 1 AND CGNw11 = 4)

CGNWLEV

What level was/is your "CGNWACD"

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1 AND Qullast12R = 26)

HSTNow

Were/ are you studying for a Advanced Higher/ Higher/ Intermediate/Access qualification at...?

1. Access Level
2. Intermediate 1
3. Intermediate 2
4. Higher
5. Advanced Higher

(If Screener12m = 1 AND Qullast12R = 21)

HSTNowN

What level of the Nationals qualification were/ are you currently studying for?

1. National 1
2. National 2
3. National 3
4. National 4
5. National 5

(If Screener12m = 1 AND Qullast12R = 22)

HSTNowS

What level of the Skills for Work qualification were/ are you currently studying for?

3. National 3
4. National 4
5. National 5
6. Higher

(If Screener12m = 1 AND Qullast12R = 12)

WBac

Was/ is your Welsh Baccalaureate...?

1. At the foundation level
2. At the intermediate level
3. At the advanced level
4. Don't know

(If Screener12m = 1 AND (Qullast12R = 15 OR Qullast12R = 16))

NVQKn2

Were/ are you working towards any NVQs or SVQs?

1. Yes
2. No

(If Screener12m = 1 AND (NVQKn2 = 1 OR Qullast12R = 15))

NVQLe11

What is the highest level of NVQ/SVQ that you were/are working towards?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Other
7. Don't know

(If Screener12m = 1 AND (NVQKn2 = 1 OR Qullast12R = 15))

NVNWACD

Was/ is this an...?

1. Award
2. Certificate
3. Diploma
4. Don't know

(If Screener12m = 1 AND (NVQKn2 = 1 OR Qullast12R = 15))

NCNWLEV

What level was/ is your "NVNWACD"?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1 AND Qullast12R = 33)

QCFNOW

You said that you were/ are studying for an Entry Level or Level 1 to 8 Award, Certificate, or Diploma qualification. Was/ is this an...

1. Award
2. Certificate
3. Diploma
4. Other
5. Don't know

(If Screener12m = 1 AND Qullast12R = 33)

QCFLVNW

And what level was/is this qualification?

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5
6. Level 6
7. Level 7
8. Level 8
9. Entry level
10. Don't know

(If Screener12m = 1)

CurSubAES

You said you were/are currently studying for "Qullast12r" Can you tell me the main subject area of study?

[STRING]

(If Screener12m = 1 AND CurSubAES = RESPONSE)

CurCodeAES

You were/are currently studying for a "Qullast12r" in "CurSubaes"

[CODING FRAME]

(If Screener12m = 2)

Ask follow up questions regarding apprenticeship level and subject captured per LFS 2015 questionnaire variables **APPSAM** through **APPRLEV**. See Volume 2 2015 LFS Questionnaire, pages 168 to 170, available here:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/labourforcesurveyuserguidance#2015-update>

(If Screener12m = 1 or Screener12m= 2)

Fedname

Interviewer, please enter a short name for the activity indicated. This will be used as a textfill in subsequent questions

(If Screener12m = 1 AND Screener12m= 2)

MostRecent

You have told me about “FedName[1]” and your formal apprenticeship “FedName[2]”. Which of these did you work towards most recently?

1. Fedname[1]
2. Fedname[2]

7.5.3 Non-formal Learning

(If Screener12m = 3) (Loop for each activity, maximum of 3 for each)

IntNFI3

Can you tell me about each of these taught courses designed to help with skills for a job, starting with the most recent?

NFI3Desc

Description

[STRING]

NFI3myMon

Month started

1. January
 2. February
 3. March
 4. April
 5. May
 6. June
 7. July
 8. August
 9. September
 10. October
 11. November
 12. December
-

NFI3myYr

Year started

[ENTER YEAR]

NFI3wrkhour

Did the activity take place...?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
 2. Mostly during paid working hours
 3. Mostly outside paid working hours
 4. Only outside paid working hours
 5. Not working at that time
-

NFI3paidemp

Was the activity paid for either partially or fully by your employer or business?

1. Yes
2. No
3. It was a free course

NFI3more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

(If Screener12m = 4) (Loop for each activity, maximum of 3 for each)**IntNFI5**

Can you tell me about this supervised job training, starting with the most recent occurrence?

NFI5Desc

Description

[STRING]

NFI5myMon

Month started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

NFI5myYr

Year started

[ENTER YEAR]

NFI5more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

(If Screener12m = 5) (Loop for each activity, maximum of 3 for each)**IntNF12**

Can you tell me about each of these adult education classes, starting with the most recent?

NFI2Desc

Description

[STRING]

NFI2myMon

Month started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

NFI2myYr

Year started

[ENTER YEAR]

NFI2JobR

Was the activity mainly job-related?

1. Yes
2. No

NFI2wrkhour

Did the activity take place...?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
2. Mostly during paid working hours
3. Mostly outside paid working hours
4. Only outside paid working hours
5. Not working at that time

NFI2paidemp

Was the activity paid for either partially or fully by your employer or business?

1. Yes
2. No
3. It was a free course

NFI2more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

(If Screener12m = 6) (Loop for each activity, maximum of 3 for each)

IntNF11

Can you tell me about each of these courses or instructions, starting with the most recent?

NFI1Desc

Description

[STRING]

NFI1myMon

Month started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

NFI1myYr

Year started

[ENTER YEAR]

NFI1JobR

Was the activity mainly job-related?

1. Yes
2. No

NFI1wrkhour

Did the activity take place...?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
2. Mostly during paid working hours
3. Mostly outside paid working hours
4. Only outside paid working hours
5. Not working at that time

NFI1paidemp

Was the activity paid for either partially or fully by your employer or business?

1. Yes
2. No
3. It was a free course

NFI1more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

(If Screener12m = 7) (Loop for each activity, maximum of 3 for each)**IntNF18**

Can you tell me about each of the learning from a package of materials provided by an employer, college, commercial organisation or training provider, starting with the most recent?

NFI8Desc

Description

[STRING]

NFI8myMon

Month started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

NFI8myYr

Year started

[ENTER YEAR]

NFI8JobR

Was the activity mainly job-related?

1. Yes
2. No

NFI8wrkhour

Did the activity take place...?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
2. Mostly during paid working hours
3. Mostly outside paid working hours
4. Only outside paid working hours
5. Not working at that time

NFI8paidemp

Was the activity paid for either partially or fully by your employer or business?

1. Yes
2. No
3. It was a free course

NFI8more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

(If Screener12m = 8) (Loop for each activity, maximum of 3 for each)

IntNFI7

Can you tell me about each of the other types of taught course, instruction or tuition, starting with the most recent?

NFI7Desc

Description

[STRING]

NFI7myMon

Month started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

NFI7myYr

Year started

[ENTER YEAR]

NFI7JobR

Was the activity mainly job-related?

1. Yes
2. No

NFI7wrkhour

Did the activity take place...?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
2. Mostly during paid working hours
3. Mostly outside paid working hours
4. Only outside paid working hours
5. Not working at that time

NFI7paidemp

Was the activity paid for either partially or fully by your employer or business?

1. Yes
2. No
3. It was a free course

NFI7more

Did you do any more activities of this type in the last 12 months?

1. Yes
2. No

7.5.4 Detailed information concerning randomly selected activities

This block collects detailed information regarding 2 random occurrences non-formal activities (from section 5.3) and detailed information on the most recent formal activity (from section 5.2). As the detailed information required is similar in places for formal and non-formal learning, we have, where possible integrated the questions within this block to reduce questionnaire length and potential respondent burden.

(If Screener12m = 3, 4, 5, 6, 7, 8)

CalcRand

Programme instruction – CATI programme to randomly select 2 Non-formal learning activities identified. If only 1 or 2 activities previously identified these are to be selected to populate Nflrand1 and Nflrand2.

(If Screener12m = 3, 4, 5, 6, 7, 8)

Nflfurtherintro

I'm now going to ask you for more information about "NFLrand1" you mentioned **(if only one selected non-formal activity)** and "NFLrand2" you mentioned **(if more than one indicated non-formal activity)**, these two activities have been chosen randomly from all of those you mentioned **(if more than two indicated non-formal activities)**.

(If Screener12m = 1 or Screener12m = 2)

Fedstartyear

What month and year did "Fedname" start?

[ENTER YEAR]

(If Screener12m = 1 or Screener12m = 2)

Fedstartmonth

Enter month activity started

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

(If Screener12m = 1 or Screener12m = 2)

Fedcomp

Have you completed "Fedname"?

Prompt as necessary

1. No, I dropped out before the expected end
2. No, it is still on-going
3. Yes, I completed it

(Loop for Nflrand1 and Nflrand2)

Field_nf1, Field_nf2

What was the subject of "Nflrand1"/"Nflrand2"?

1. Generic programmes and qualifications
2. Education
3. Arts and humanities
4. Social sciences, journalism and information
5. Business, administration and law
6. Natural sciences, mathematics and statistics
7. Information and Communication Technologies (ICTs)
8. Engineering, manufacturing and construction
9. Agriculture, forestries, fisheries and veterinary
10. Health and welfare
11. Services
12. Don't know

(Loop for Fedname, Nflrand1 and Nflrand2)

Dist_f, Dist_nf1, Dist_nf2

Was “Fedname”/”Nflrand1”/”Nflrand2” organised mainly as distance learning? By ‘mainly’ we mean at least half of your time was spent learning in this manner.

1. Yes
2. No

(Loop for Fedname, Nflrand1 and Nflrand2)

(If Dist_f = 1), (If Dist_nf1 = 1), (If Dist_nf2 = 1)

Distol_f, Distol_nf1, Distol_nf2

Was this distance learning for “Fedname”/”Nflrand1”/”Nflrand2” mainly organised as an online course? By ‘mainly’ we mean at least half of your time was spent learning using this mode of learning.

1. Yes
2. No

(Loop for Fedname, Nflrand1 and Nflrand2)**Edoera_f, Edoera_nf1, Edoera_nf2**

Have you used online educational resources in “Fedname”/”Nflrand1”/”Nflrand2”. For example, audio-visual materials, online learning software, electronic textbooks, etc.

1. Very Frequently
2. Frequently
3. Sometimes
4. Never

(Loop for Fedname, Nflrand1 and Nflrand2)**Edoerb_f, Edoerb_nf1, Edoerb_nf2**

Did you interact with other people (e.g. teachers, learners) through educational websites/portals for “Fedname”/”Nflrand1”/”Nflrand2”?

1. Yes
2. No

(Loop for Fedname, Nflrand1 and Nflrand2)

Reason_f, Reason_nf1, Reason_nf2

What were the reasons for participating in "Fedname"/ "Nflrand1"/ "Nflrand2"?

Individual prompt - Code all that apply

1. To do my job better
2. To improve my career prospects
3. To be less likely to lose my job
4. To increase my chance of getting a job, or changing a job
5. To start my own business
6. I was obliged to participate
7. To get knowledge/skills useful in my everyday life
8. To increase my knowledge/skills on a subject that interests me
9. To obtain a certificate
10. To meet new people/for fun
11. Other (Please specify)

(Loop for Fedname, Nflrand1 and Nflrand2)

(If Reason_f = 11), (If Reason_nf1 = 11), (If Reason_nf2 = 11)

ReasOth_f, ReasOth_nf1, ReasOth_nf2

Please record response given as 'Other (Please specify)'.

[STRING]

(Loop for Fedname, Nflrand1 and Nflrand2)

Weeks_f, Weeks_nf1, Weeks_nf2

Can you estimate how many weeks of instruction you received for "Fedname"/ "Nflrand1"/ "Nflrand2" during the last 12 months?

For courses lasting less than 1 week please enter 1 and record the number of hours in the subsequent Hours_f, Hours_nf1 and Hours_nf2 questions.

[ENTER WEEKS]

(Loop for Fedname, Nflrand1 and Nflrand2)

Hours_f, Hours_nf1, Hours_nf2

Can you estimate the average number of instruction hours per week for "Fedname"/"Nflrand1"/"Nflrand2"?

[ENTER HOURS]

(Loop for Nflrand1 and Nflrand2)

Provider_nf1, provider_nf2

Who was the provider of "Nflrand1"/"Nflrand2"?

Prompt as necessary

1. A School, College or University
2. An Adult Education Class provider, Workers, Education Association or Local Authority
3. Commercial institution where education or training is not the main activity (e.g. equipment suppliers)
4. Employer
5. Employers' organisations, chambers of commerce
6. Trade unions
7. Non-profit associations, e.g. cultural society, political party, Charity such a Princes Trust.
8. Individuals (e.g. students giving private lessons)
9. Non-commercial institution where education or training is not the main activity (e.g. libraries, museums, ministers)
10. Other (Please specify)

(Loop for Nflrand1 and Nflrand2)

(If Provider_nf1 = 10), (If Provider_nf2 = 10)

ProvOth_nf1, provOth_nf2

Please record response given as 'Other (Please specify)'

[STRING]

(Loop for Nflrand1 and Nflrand2)

Cert_nf1, Cert_nf2

Can I check, will "Nflrand1"/"Nflrand2" lead to a certificate? If yes, was this certificate required by your employer or professional body for your current role?

1. Yes, required by the employee or a professional body or by law
2. Yes, not required by the employer or a professional body or by law
3. No (acknowledgment of attendance)

(Loop for Fedname, Nflrand1 and Nflrand2)

Paid_f, Paid_nf1, Paid_nf2

Which one of the following cases best describes the payment for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for "Fedname"/"Nflrand1"/ "Nflrand2"?

Running prompt - Code one response only

1. Fully paid by yourself
2. Partly paid by yourself and partly paid by somebody else
3. Fully paid by somebody else
4. Free activity

(Loop for Fedname, Nflrand1 and Nflrand2)

(If Paid_f = 2 or 3), (If Paid_nf1 = 2 or 3), (If Paid_nf2 = 2 or 3)

Paidby_f, Paidby_nf1, Paidby_nf2

Which of the following paid in-part or in-full for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for "Fedname"/"Nflrand1"/ "Nflrand2"?

Running prompt - Code all that apply

1. Employer or prospective employer
2. Public employment services e.g. Job centre
3. Other public institutions
4. A household member or a relative
5. Other (Please specify)
6. None of these

(Loop for Fedname, Nflrand1 and Nflrand2)

(If Paidby_f = 5), (If Paidby_nf1 = 5), (If Paidby_nf2 = 5)

PaidbyOth_f, PaidbyOth_nf1, PaidbyOth_nf2

Please record response given as 'Other (Please specify)'.

[STRING]

(Loop for Fedname, Nflrand1 and Nflrand2)

(If (Paid_f = 1 or 2) or (Paid_f = 3 and Paidby_f = 4))

(If (Paid_nf1 = 1 or 2) or (Paid_nf1 = 3 and Paidby_nf1 = 4))

(If (Paid_nf2 = 1 or 2) or (Paid_nf2 = 3 and Paidby_nf2 = 4))

Paidval_f, Paidval_nf1, Paidval_nf2

How much did you personally or any member of your household or relative pay for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for "Fedname"/ "Nflrand1"/ "Nflrand2"?

Costs should only refer to those part of learning activities that took place in the last 12 months. Where one fee has been paid to cover a number of courses, please enter the individual course cost as the total fee paid divided by the number of courses taken. This can be an estimate.

[ENTER AMOUNT IN £s]

(If Fedname = value)

Fedworktime

Did “Fedname” take place during paid working hours (including paid leave or recuperation)?

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid hours”.

1. Only during paid working hours
2. Mostly during paid working hours
3. Mostly outside paid working hours
4. Only outside paid working hours
5. Not working at that time

(Loop for Fedname, Nflrand1 and Nflrand2)

Usea_f, Usea_nf1, Usea_nf2

How much are you currently using the skills or knowledge that you acquired from “Fedname”/”Nflrand1”/ ”Nflrand2”?

1. A lot
2. A fair amount
3. Very little
4. Not at all

(Loop for Fedname, Nflrand1 and Nflrand2)

Useb_f, Useb_nf1, Useb_nf2

How much are you expecting to use the skills or knowledge that you acquired from “Fedname”/”Nflrand1”/ ”Nflrand2”?

1. A lot
2. A fair amount
3. Very little
4. Not at all

(Loop for Fedname, Nflrand1 and Nflrand2)

Outcome_f, Outcome_nf1, Outcome_nf2

Have the new skills, knowledge or any other benefits acquired through "Fedname"/
"Nflrand1"/ "Nflrand2" helped you in any of the following ways...?

Individual prompt - Code all that apply

1. Getting a (new) job
2. Higher salary/wages
3. Promotion in the job
4. New tasks
5. Better performance in present job
6. Personal-related reasons (meet other people, refresh your skills on general subjects, etc.)
7. No outcome yet
8. None of the items above

7.6 Difficulties in participation in education

This section collects the following Eurostat variables:

DIFFICULTY_A, DIFFICULTY_B, NEEDA, NEEDB, DIFFTYPE, DIFFMAIN

This is a relatively straightforward block, and therefore we propose collecting this information as suggested by Eurostat. Please note the comment against “DIFFTYPE” and request for further discussion on most appropriate way to collect this information.

We have also included the non-core question “LL1” in this block (not required by Eurostat), to capture reasons for encouraging participation in learning. As per Steering Group agreement.

(If Screener12m ≠ 9)

Difficulty_A

You stated that during the last 12 months you have participated in some form of education and training activity. Would you have liked to participate even more in such activities?

1. Yes
2. No

(If Screener12m = 9)

Difficulty_B

You stated that you did not participate in any kind of education or training in the last 12 months. Despite this, would you have liked to participate in such activities?

1. Yes
2. No

(If Difficulty_A = 2)

NeedA

Is this because you did not need additional education or training?

1. Yes
2. No

(If Difficulty_B = 2)

NeedB

Is this because you did not need additional education or training?

1. Yes
2. No

(If (Difficulty_A = 1 OR Difficulty_B = 1) OR (NeedA = 2 OR NeedB= 2))

Difftype

Which of the following obstacles prevented you from participating in education and training

Code all that apply

1. The cost/too expensive
2. I don't have the time or training takes too long
3. I don't have the necessary training/experience/pre-requisite qualifications
4. Lack of employer support or I wouldn't be able to fit it around my job
5. I wouldn't be able to fit it around my family/caring responsibilities
6. The course(s) I want to do are not available locally/at the right time for me
7. Personal reasons (e.g. lack confidence, not interested in learning, don't know what courses are available/right for me)
8. I don't have internet or computer access
9. I have ill health.
10. I'm too old to learn?
11. Lack of support from my friends or family
12. There is no suitable learning activity for me
13. I am put off by a negative learning experience
14. Other (please specify)

(If Difftype = 14)

DiffOth

Please record response given as 'Other (please specify)'

[STRING]

(If more than one response to DiffType)

DiffMain

Among the obstacles that you mentioned previously, which one was the most important?

Only show responses selected at DiffType

1. The cost/too expensive
2. I don't have the time or training takes too long
3. I don't have the necessary training/experience/pre-requisite qualifications
4. Lack of employer support or I wouldn't be able to fit it around my job
5. I wouldn't be able to fit it around my family/caring responsibilities
6. The course(s) I want to do are not available locally/at the right time for me
7. Personal reasons (e.g. lack confidence, not interested in learning, don't know what courses are available/right for me)
8. I don't have internet or computer access
9. I have ill health.
10. I'm too old to learn?
11. Lack of support from my friends or family
12. There is no suitable learning activity for me
13. I am put off by a negative learning experience
14. Other (please specify)

II1

Which of the following reasons would encourage you to take part in (more) learning or training?

Code all that apply

1. To learn something new
2. To enable me to help my children with their learning
3. To meet new people
4. To build my self-confidence
5. To get a promotion
6. To improve my job prospects or help get a new job or career
7. To increase my income
8. To improve my ability to do my current job
9. To get more job satisfaction
10. To get more job security
11. Greater financial support
12. I'm not interested in taking part
13. Other (Please specify)

(If II1 = 13)

II1Oth

Please record response given as 'Other (Please specify)'

[STRING]

(If more than three responses to II1)

IIMostImp

Of these reasons, which 3 would be most important?

Only show responses selected at II1

1. To learn something new
2. To enable me to help my children with their learning
3. To meet new people
4. To build my self-confidence
5. To get a promotion
6. To improve my job prospects or help get a new job or career
7. To increase my income
8. To improve my ability to do my current job
9. To get more job satisfaction
10. To get more job security
11. Greater financial support
12. I'm not interested in taking part
13. Other (Please specify)

7.7 Informal Learning

This section collects the following Eurostat variables:

INF, INFFAMILY, INFMATERIAL, INFCOMPUTER, INFMEDIA, INFMUSEUM, INFLIBRARIES

Inf

During the last 12 months, apart from the activities mentioned earlier, have you deliberately tried to learn anything at work or during your free time to improve your knowledge or skills through the following means...

Code all that apply

1. Learning from a family member, friend or colleague
2. Learning by using printed material such as books or magazines
3. Learning using a computer, tablet or smartphone (either online or offline)
4. Learning through watching television, DVD or blu-rays or listening to the radio
5. Learning by taking guided tours of museums, historical, natural or industrial sites
6. Learning by visiting libraries or other learning resource centres
7. None of these

(If Inf ≠ 7)

sl10hours

Thinking of all the time you spent in the last 12 months learning at work or during your free time like this, did you spend ten hours or more in total?

1. Yes, more than 10 hours
2. No, fewer than 10 hours

(If Inf ≠ 7)

slwout

Thinking about the time you have spent learning like this in the last 12 months, which of these things, if any, apply to you. It...?

Code all that apply

1. Was interesting
2. Boosted my confidence
3. Increased my self-esteem
4. Taught me new skills
5. Improved my knowledge or skills in the subject
6. Encouraged me to do more learning
7. Encouraged me to take part in more voluntary or community activities
8. Was enjoyable

9. Meant I made new friends or met new people
10. Enabled me to help my child(ren) with their school work
11. Helped me to do something useful with my spare time
12. Helped me to keep my body active
13. Helped me with my health problems/disability
14. None of the above

(If Inf ≠ 7)

SslSubj

What area have you tried to learn about most recently?

Prompt as necessary

1. Computer use (including internet use)
2. Number skills
3. Basic reading and writing skills
4. English language/creative writing skills
5. First aid
6. Gardening
7. Nature/Environment
8. Local history, heritage or genealogy
9. Handicrafts, art or culture
10. Photography
11. Music, drama and performing arts
12. Sport/physical activity
13. Food and cookery
14. Languages and travel
15. Health and well-being
16. Technology and broadcasting
17. Self-development (e.g., parenting skills, self-awareness, mindfulness etc.)
18. Other (please specify)

19. Architecture, building and planning
20. Historical and philosophical studies
21. Modern languages and literature
22. Ancient languages and linguistics
23. Creative arts and design
24. Physical sciences
25. Mathematical and Computer sciences
26. Engineering
27. Biology and biochemistry
28. Medicine and Dentistry
29. Other subjects allied to medicine
30. Veterinary sciences, agriculture and related subjects
31. Social studies
32. Business and administrative studies

- 33. Mass communications and documentation
- 34. Education and teacher training.
- 35. Law
- 36. Other academic subject (please specify)
- 37. Other work-related subject (please specify)

(If Sslsubj = 18)

SslSubjOth3

What other subject have you tried to learn about most recently?

[STRING]

(If SslSubj = 36)

SslSubjOth1

What other academic subject have you tried to learn about most recently?

[STRING]

(If SslSubj = 37)

SslSubjOth2

What other work-related subject have you tried to learn about most recently?

[STRING]

(If Inf #7)

V3yInf

If you think about the last 3 years instead, that is since 'Month' 'Year- 3' have you deliberately tried to learn anything at work or during your free time to improve your knowledge or skills through ...

Code all that apply

Only show those options that respondent did not select at Inf12m

1. Learning from a family member, friend or colleague
2. Learning by using printed material such as books or magazines
3. Learning using a computer, tablet or smartphone (either online or offline)
4. Learning through watching television, dvd or blu-rays or listening to the radio
5. Learning by taking guided tours of museums, historical, natural or industrial sites
6. Learning by visiting libraries or other learning resource centres
7. None of these

Futattintro

I'd now like to ask you some questions about your current and future learning intentions...

Lrnjbf

Apart from your current learning, how likely is it that you will do any job-related learning, training, or education in the next two or three years?

1. Very likely
2. Fairly likely
3. Not very likely
4. Not at all likely

Lrnotf

Apart from your current learning, how likely is it that you will do any non-job-related learning, training, or education in the next two or three years?

1. Very likely
2. Fairly likely
3. Not very likely
4. Not at all likely

7.8 Household income

This section collects the following Eurostat variables:

HHINCOMEINTRO, HHINCOMEESTIMATE, HHINCOMEBAND

To enable production of the Eurostat required variable **Hhincome** calculation of equivalised income amounts and sorting into quintiles will be carried out during post-data collection processing.

HHIncomeIntro

Do you know what your household's total net monthly income is? By net monthly income I mean the amount of the household's monthly income after any tax, contributions to pensions or maintenance payments have been deducted. Please consider income from any sources. This could include income from work, self-employment, any form of government benefit or from investments such as property, shares, savings or private pensions.

1. Yes
2. No

(If HHIncomeIntro = 1)

HHIncomeEstimate

What is your household's total net income per month? If you don't know the exact figure, please give an estimate.

[ENTER ESTIMATE]

(If (HHIncomeIntro= 2, REFUSAL, Don't Know) OR (HHIncomeEstimate= REFUSAL, Don't Know)

HHIncomeBand

If you cannot provide an estimate or exact amount of your income, can you provide an approximate range instead? Is your household's total net monthly income...?

1. £0 to £1,049
2. £1,050 to £1,499
3. £1,500 to £1,799
4. £1,800 to £2,199
5. £2,200 to £2,499
6. £2,500 to £2,899
7. £2,900 to £3,399
8. £3,400 to £4,099
9. £4,100 to £5,299
10. £5,300 and above

7.9 Close

Datalinkage

Thank you, we are now at the end of the interview. Your answers will be treated in the strictest confidence and will only be used for research purposes. Your responses may be used together with other anonymised information about you which is available to the Government and other public services. Thank you for taking part in the survey.

1. **Spontaneous Only** - I don't want my data linked
2. No objections to linkage raised

8 Appendix B

Advance Letters

8.1 19 to 64-year-old letter:



<Name>
<Address line 1>
<Address line 2>
<Town>
<County>
<Postcode>

Segensworth Road
Titchfield, Fareham
PO15 5RR

Freephone: 0800 298 5313
NGT Service: (18001) 0800 298 5313

<Month><Year>

Dear <Name>

You have been selected for the **Adult Education Survey**. This study is carried out by the Office for National Statistics (ONS) on behalf of the Department for Education (DfE). Each year about half a million people take part in our surveys.

Taking part will help your household

Many of the news stories you see or hear, about the economy or the cost of living for example, are based on information we collect. This study seeks to understand people's attitudes towards, and experiences of, different types of learning. By taking part, you will help policy makers and education providers ensure that people of all ages and circumstances have the opportunity to develop the skills needed to compete in the global employment market.

We need to interview you

When we interviewed your household as part of the Labour Force Survey, you kindly agreed that we could contact you again.

One of our interviewers will contact you by telephone to carry out the interview. If you are busy when they call, the interviewer will be happy to arrange a more convenient time to suit you. Our interviewers are available during the day, in the evenings and at weekends. Please show this letter to other people in your household in case the interviewer phones when you are not at home.

If you'd like to arrange a time to suit you, or if you have any questions, please call us on **0800 298 5313**. More information about the study is also available on our website www.ons.gov.uk/aes

We value your contribution

Your answers will be treated as confidential. Thank you for helping ONS and DfE with this study.

Yours faithfully,

Glen Watson
Director General

To request a copy of this letter in large print or braille please phone **0800 298 5313**.



The information you give us is protected by law and is treated as confidential. It will be used for statistical purposes only. The Office for National Statistics is not linked to any political parties.

8.2 65 and over letter:



<Name>
<Address line 1>
<Address line 2>
<Town>
<County>
<Postcode>

Segensworth Road
Titchfield, Fareham
PO15 5RR

Freephone: 0800 298 5313
NGT Service: (18001) 0800 298 5313

<Month><Year>

Dear <Name>

You have been selected for the **Adult Education Survey**. This study is carried out by the Office for National Statistics (ONS) on behalf of the Department for Education (DfE). Each year about half a million people take part in our surveys.

Taking part will help your household

Many of the news stories you see or hear, about the economy or the cost of living for example, are based on information we collect. This study seeks to understand people's experiences of and attitudes to learning, whether related to work or leisure. By taking part, you will help policy makers and learning providers ensure that people of all ages and circumstances are able to access lifelong learning opportunities.

We need to interview you

When we interviewed your household as part of the Labour Force Survey, you kindly agreed that we could contact you again.

One of our interviewers will contact you by telephone to carry out the interview. If you are busy when they call, the interviewer will be happy to arrange a more convenient time to suit you. Our interviewers are available during the day, in the evenings and at weekends. Please show this letter to other people in your household in case the interviewer phones when you are not at home.

If you'd like to arrange a time to suit you, or if you have any questions, please call us on **0800 298 5313**. More information about the study is also available on our website **www.ons.gov.uk/aes**

We value your contribution

Your answers will be treated as confidential. Thank you for helping ONS and DfE with this study.

Yours faithfully,

Glen Watson
Director General

To request a copy of this letter in large print or braille please phone **0800 298 5313**.



The information you give us is protected by law and is treated as confidential. It will be used for statistical purposes only. The Office for National Statistics is not linked to any political parties.

9 Appendix C

Standard errors

9.1 Adult Education Survey 2016 standard errors

Specialist software (SAS) was used for taking account of the calibration in the production of standard errors (SEs) which typically produces smaller SEs than those produced by software such as Stata, even when using cluster and stratum variables to adjust for complex survey designs, as the latter does not take account of post-stratification or calibration.

The specialist software, which implements the Linearized Jack-knife method for variance estimation, is routinely used for many ONS outputs, including labour market statistics, subjective wellbeing and wealth and assets.

Table 9.1: Participation in any learning in the last 12 months

	%	Weighted frequency	Unweighted base	Standard error	Confidence interval	Lower bound	Upper bound
Age							
19 to 24	88.9	1,904,700	412	1.8	3.5	85.5	92.4
25 to 34	83.9	6,196,900	797	1.5	3.0	80.9	86.9
35 to 44	82.8	5,766,300	1,406	1.2	2.4	80.4	85.2
45 to 54	77.5	5,933,200	2,249	1.1	2.2	75.3	79.7
55 to 64	76.7	4,852,100	2,604	1.1	2.1	74.6	78.8
65 and over	70.1	6,766,800	1,353	1.6	3.1	67.0	73.1
<i>All adults</i>	<i>78.3</i>	<i>31,420,100</i>	<i>8,821</i>	<i>0.6</i>	<i>1.2</i>	<i>77.1</i>	<i>79.5</i>
Sex							
Men	79.4	15,645,600	3,879	0.8	1.7	77.8	81.1
Women	77.2	15,774,500	4,942	0.8	1.6	75.6	78.8
<i>All adults</i>	<i>78.3</i>	<i>31,420,100</i>	<i>8,821</i>	<i>0.6</i>	<i>1.2</i>	<i>77.1</i>	<i>79.5</i>

Source: Adult Education Survey 2016

Footnotes:

Respondents were defined as having undertaken 'any learning' if they had participated in any of the three types of learning (formal, non-formal or informal) in the last 12 months.

'Weighted frequency' is based on the numerator (the number of adults who answered yes to the question). The unweighted base excludes those who answered 'Don't Know' or 'Refusal'.

Weighted frequencies have been rounded to the nearest 100. Percentages, standard errors, confidence intervals and interval bounds have been rounded to one decimal place.

Table 9.2: Participation in formal learning in the last 12 months

	%	Weighted frequency	Unweighted base	Standard error	Confidence interval	Lower bound	Upper bound
Age							
19 to 24	35.4	758,800	412	2.4	4.7	30.7	40.2
25 to 34	17.4	1,284,700	796	1.5	2.9	14.6	20.3
35 to 44	13.7	950,900	1,405	1.2	2.4	11.3	16.0
45 to 54	10.4	798,300	2,249	0.8	1.6	8.8	12.0
55 to 64	5.1	324,600	2,603	0.6	1.3	3.9	6.4
65 and over	0.6	56,900	1,353	0.2	0.5	0.1	1.0
<i>All adults</i>	<i>10.4</i>	<i>4,174,200</i>	<i>8,818</i>	<i>0.4</i>	<i>0.8</i>	<i>9.6</i>	<i>11.2</i>
Sex							
Men	9.6	1,892,400	3,878	0.6	1.2	8.4	10.9
Women	11.2	2,281,800	4,940	0.5	1.1	10.1	12.2
<i>All adults</i>	<i>10.4</i>	<i>4,174,200</i>	<i>8,818</i>	<i>0.4</i>	<i>0.8</i>	<i>9.6</i>	<i>11.2</i>

Source: Adult Education Survey 2016

Footnotes:

'Weighted frequency' is based on the numerator (the number of adults who answered yes to the question). The unweighted base excludes those who answered 'Don't Know' or 'Refusal'.

Weighted frequencies have been rounded to the nearest 100. Percentages, standard errors, confidence intervals and interval bounds have been rounded to one decimal place.

Table 9.3: Participation in non-formal learning in the last 12 months

	%	Weighted frequency	Unweighted base	Standard error	Confidence interval	Lower bound	Upper bound
Age							
19 to 24	64.9	1,388,800	412	2.6	5.0	59.8	69.9
25 to 34	54.5	4,015,000	796	2.1	4.2	50.3	58.6
35 to 44	51.6	3,593,800	1,405	1.7	3.2	48.4	54.9
45 to 54	46.1	3,527,200	2,249	1.2	2.3	43.8	48.4
55 to 64	36.7	2,317,700	2,603	1.2	2.3	34.4	38.9
65 and over	21.8	2,107,700	1,353	1.4	2.7	19.2	24.5
<i>All adults</i>	<i>42.3</i>	<i>16,950,000</i>	<i>8,818</i>	<i>0.7</i>	<i>1.3</i>	<i>41.0</i>	<i>43.6</i>
Sex							
Men	41.1	8,093,700	3,878	1.0	2.0	39.1	43.1
Women	43.4	8,856,400	4,940	0.9	1.7	41.7	45.0
<i>All adults</i>	<i>42.3</i>	<i>16,950,000</i>	<i>8,818</i>	<i>0.7</i>	<i>1.3</i>	<i>41.0</i>	<i>43.6</i>

Source: Adult Education Survey 2016

Footnotes:

'Weighted frequency' is based on the numerator (the number of adults who answered yes to the question). The unweighted base excludes those who answered 'Don't Know' or 'Refusal'.

Weighted frequencies have been rounded to the nearest 100. Percentages, standard errors, confidence intervals and interval bounds have been rounded to one decimal place.

Table 9.4: Participation in informal learning in the last 12 months

	%	Weighted frequency	Unweighted base	Standard error	Confidence interval	Lower bound	Upper bound
Age							
19 to 24	69.0	1,471,800	410	2.5	4.9	64.1	73.9
25 to 34	67.1	4,944,300	796	1.9	3.7	63.4	70.8
35 to 44	68.3	4,752,400	1,402	1.6	3.2	65.2	71.5
45 to 54	62.7	4,786,200	2,244	1.3	2.5	60.1	65.2
55 to 64	67.8	4,276,000	2,598	1.2	2.4	65.4	70.1
65 and over	66.1	6,360,700	1,346	1.6	3.2	62.9	69.3
<i>All adults</i>	<i>66.4</i>	<i>26,591,400</i>	<i>8,796</i>	<i>0.7</i>	<i>1.3</i>	<i>65.1</i>	<i>67.8</i>
Sex							
Men	68.1	13,387,000	3,865	1.0	2.0	66.1	70.1
Women	64.8	13,204,400	4,931	0.9	1.8	63.0	66.6
<i>All adults</i>	<i>66.4</i>	<i>26,591,400</i>	<i>8,796</i>	<i>0.7</i>	<i>1.3</i>	<i>65.1</i>	<i>67.8</i>

Source: Adult Education Survey 2016

Footnotes:

'Weighted frequency' is based on the numerator (the number of adults who answered yes to the question). The unweighted base excludes those who answered 'Don't Know' or 'Refusal'.

Weighted frequencies have been rounded to the nearest 100. Percentages, standard errors, confidence intervals and interval bounds have been rounded to one decimal place.



Department
for Education

© Department for Education

Reference: DFE-RR801a

ISBN: 978-1-78105-906-7

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Any enquiries regarding this publication should be sent to us at:

aliki.pareas@education.gov.uk or www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications