

Department for
**Innovation,
Universities &
Skills**

Segmentation of Adults by Attitudes Towards Learning and Barriers to Learning

David Chilvers, Continental Research
DIUS Research Report 08 01

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Attitudes Towards Learning and
Barriers to Learning*

*David Chilvers
Continental Research*

DIUS Research Report 08-01

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1. Executive Summary

Meeting the government's stated intention for the UK to become a world leader in skills requires large numbers of adults to upgrade their qualifications. To encourage this, we need to understand the range of motivations that might increase levels of adult learning.

The Department for Innovation, Universities and Skills (DIUS) recognises that different strategies may be required to encourage different segments of individuals to participate in adult learning. To this end, DIUS has developed a ten group segmentation which divides up the adult population according to their attitudes to learning and the range of obstacles that they feel deter them from taking part. These ten segments can be portrayed on an axis from the most positive to the most negative.

At one extreme are individuals who need no prompts to further learning during their lives. This segment fully recognises the need for lifetime learning and has found its own solutions. At the other extreme are two segments which have considerable learning needs, but which will be very difficult to encourage into adult learning. There are also two segments of predominantly older individuals who feel that learning is not appropriate for them at their late stage in life.

In between these extremes are five segments with different obstacles to learning and with different attitudes and demographics, which offer perhaps the greatest opportunity to improve skills by 2020. As the different segments have different obstacles to overcome, segment specific communication and service development strategies are likely to be necessary for each.

Overall the analysis seems to show that financial incentives can have only limited impact, since those with limited means often have multiple barriers. The approach DIUS has adopted, that of providing training while at work through Train to Gain, should help to encourage many adults who are in work. Also, the recently launched skills marketing campaign may help to improve attitudes to learning among some segments, but it is clear that a range of other measures will be required to engage the full spectrum of adults in learning.

2. Introduction

The Leitch Review of Skills which was endorsed by the Chancellor of the Exchequer in the pre-Budget Report 2006 has set the intention for UK to be a world leader on skills by 2020. To deliver this vision we need a great many adults to upgrade their levels of qualifications. Many of these adults will not have undertaken much learning since they left compulsory education and we need to understand how they might be encouraged to learn.

To this end, the Department for Innovation, Universities and Skills¹ (DIUS) commissioned Continental Research to develop a segmentation analysis of attitudes to learning and barriers to learning amongst adults. This report presents the results of that segmentation. The analysis was undertaken using data from the National Adult Learning Survey (2005) dataset. The purpose was to understand what segments of adults could be recognised based on their attitudes and barriers to learning. Once these segments of adult learners have been identified then it may then be easier to design policies which meet the needs of particular segments which would attract them to improve their level of qualifications.

The methodology assumes that whether or not people will learn depends on their attitudes towards learning, and on their barriers to learning. It is widely agreed that socio-demographics factors affect attitudes, but the cluster analysis was based purely on attitudes and barriers to learning. However, once the segments had been established, the socio-demographics were examined to see what sort of people held particular attitudes.

¹ Formerly the Department for Education and Skills

2.1. Background to National Adult Learning Survey (NALS) 2005

The National Adult Learning Survey (2005) was carried out by the National Centre for Social Research on behalf of the DfES. The survey was conducted between October 2005 and February 2006 and involved face to face interviews with adults aged 16 or over in England, Scotland and Wales. However, the dataset used for the segmentation analysis was only those adults aged 19-69 living in England and Wales – a total of 3,173 respondents.

The survey asked a number of questions about a variety of learning experiences in the previous three years or since leaving continuous full-time education. Respondents were also asked to rate a series of attitude statements, and to answer a detailed question regarding obstacles to learning. These questions formed the basis of the segmentation analysis and are listed in Annex A.

3. Methodology

3.1. Data cleaning

A number of data cleaning and data reduction analyses were undertaken prior to the segmentation analysis. The data cleaning analyses involved replacing any missing values for the 22 attitude statements with mean scores for the sample as a whole. This is necessary to allow all data to be used in the segmentation analysis. No such cleaning was required for the “obstacles to learning” question, as this was a multicoded question converted into a series of binary variables – one for each of the 27 possible codes in the original question. Respondents, who had not undertaken any adult learning, as defined in the survey, were asked which of these were obstacles and those that had taken part in adult learning were asked which of these were obstacles to any additional adult learning.

Each of these 49 variables was then standardised to have zero mean and variance of unity. This is achieved by a transformation of each variable, subtracting the mean from the observation and dividing the resultant figure by the standard deviation. The rationale for standardising variables is to remove any scale effects from the questions, so that each variable is measured on a consistent basis.

3.2. Data reduction

The cleaned and standardised data for the 3,173 respondents aged 19-69 living in England and Wales was then put through a factor analysis, using the standardised versions of the 22 attitude statements and 27 obstacles to learning binary variables as initial input. 13 initial factors had eigenvalues of one or more and between them explained 49.2% of the total variance of the original data. A Varimax rotation of these 13 initial factors produced final factors with loadings on the standardised variables as shown in Table 1 overleaf. The rotated factors have been given initial names to summarise the variables that have high loadings on the factor.

Table 1 - results of factor analysis

Component Score Coefficient Matrix	for me	worried	unaware	constrained	basic skills	uninterested	workaholic	latent	family	convinced	no clear identity	someone else's responsibility	no clear identity
	1	2	3	4	5	6	7	8	9	10	11	12	13
You need qualifications to get anywhere these days (attitude)	-0.03	0.04	-0.01	-0.02	0.04	-0.02	-0.03	-0.11	0.01	0.51	0.02	0.07	0.00
If you want to succeed at work you need to keep improving knowledge/skills (attitude)	0.11	0.00	-0.01	0.05	0.00	-0.07	0.03	-0.05	0.02	0.41	-0.07	0.08	-0.01
Employers should be responsible for training employees (attitude)	0.06	-0.01	-0.02	0.03	0.02	0.02	0.00	-0.09	0.04	0.09	-0.02	0.43	0.00
The skills you need at work can't be learned in a classroom situation (attitude)	-0.02	0.01	-0.06	0.09	0.00	0.05	-0.08	-0.01	0.00	-0.03	-0.14	0.38	-0.17
Learning new things is fun (attitude)	0.15	0.01	0.00	-0.03	0.00	-0.06	0.08	0.17	-0.01	0.03	-0.07	0.12	0.02
The government should pay for all adult learning (attitude)	-0.05	0.06	0.04	-0.09	-0.03	0.04	0.06	0.07	0.00	0.01	0.17	0.39	0.03
I am willing to pay something towards the learning that I do as an adult (attitude)	0.13	-0.09	-0.06	0.18	0.02	0.01	-0.06	0.04	0.02	0.05	-0.14	-0.16	-0.03
Learning isn't for people like me (attitude)	-0.21	0.01	0.00	0.06	0.01	0.00	-0.03	0.01	0.02	0.08	-0.02	0.01	-0.09
I didn't get anything useful out of school (attitude)	-0.16	-0.04	0.03	0.07	-0.03	0.11	-0.03	0.20	-0.02	-0.06	-0.02	0.08	-0.16
I wish I had carried on in education to a higher level (attitude)	-0.04	-0.07	0.02	0.08	0.03	0.00	0.02	0.30	-0.04	0.21	0.03	-0.16	0.05
I see education as an investment in my future (attitude)	0.07	-0.01	0.00	0.03	-0.03	0.05	0.00	0.08	-0.04	0.15	0.16	-0.12	0.08
I don't have the confidence to learn on my own (attitude)	-0.12	-0.20	0.07	0.11	-0.01	0.13	-0.01	0.05	0.00	0.02	0.00	0.00	0.19
I prefer to learn in a classroom rather than at home (attitude)	0.04	0.06	-0.02	-0.03	-0.03	-0.05	0.00	-0.01	0.03	0.04	-0.05	-0.09	0.62
Learning is something you should do throughout your life (attitude)	0.20	-0.10	0.05	0.05	0.01	0.01	0.03	0.05	0.04	0.04	-0.13	0.18	0.02
I like the idea of learning in new ways eg internet/CD ROM (attitude)	0.07	-0.08	0.08	0.02	-0.05	0.01	0.02	0.09	-0.03	0.08	0.32	-0.02	-0.23
Learning is only worthwhile if there is a qualification at the end (attitude)	-0.23	0.07	-0.05	0.02	-0.02	0.04	-0.03	0.08	-0.05	0.15	0.34	0.02	0.02
I'm not interested in doing any learning (attitude)	-0.16	0.03	-0.01	0.06	0.02	-0.12	0.02	-0.02	0.00	0.07	-0.02	0.00	-0.04
I often do things on the spur of the moment (attitude)	0.06	0.00	0.00	0.09	0.03	-0.19	0.05	0.45	0.02	-0.20	-0.07	0.16	-0.03
I've got a hidden talent I would love to explore (attitude)	0.01	0.07	0.02	-0.04	-0.02	-0.02	-0.03	0.44	0.03	-0.08	-0.06	-0.05	0.01
Computers are confusing and make things more difficult (attitude)	-0.08	-0.08	-0.02	0.07	0.07	0.10	-0.01	0.07	-0.02	-0.03	-0.36	0.04	0.11
I don't want responsibility; I'd rather be told what to do (attitude)	-0.10	-0.07	0.04	0.01	0.04	0.03	0.03	0.03	0.00	-0.01	-0.03	0.02	0.26
Taking everything into account how satisfied are you with your life at the moment (attitude)	0.14	-0.02	-0.01	0.17	-0.08	-0.18	0.07	-0.16	-0.04	-0.10	0.00	0.21	0.05
Reason for no educ/training: Busy with work, no time to spend	0.00	0.07	-0.08	-0.10	-0.01	-0.01	0.39	0.06	0.03	-0.01	-0.05	-0.03	0.05
Reason for no educ/training: No time because of family	-0.01	-0.01	-0.01	-0.04	-0.02	0.02	0.01	0.01	0.54	0.00	0.10	-0.02	0.00
Reason for no educ/training: Prefer to spend free time doing other things	-0.08	0.05	-0.04	0.03	-0.06	0.35	0.02	0.06	0.08	0.07	-0.07	-0.04	-0.07
Reason for no educ/training: Hard to get time off work do learning for job	0.03	0.02	-0.01	0.00	-0.03	0.02	0.48	-0.02	-0.01	0.00	0.03	0.02	0.00
Reason for no educ/training: Employer would not support learning	0.04	-0.07	0.03	0.07	0.01	0.00	0.44	0.00	-0.08	-0.03	0.12	0.01	0.01
Reason for no educ/training: Want to learn but can't find opportunities locally	0.01	-0.13	0.40	0.00	0.01	-0.04	0.01	0.00	-0.02	0.01	0.09	-0.04	-0.01
Reason for no educ/training: Know very little about learning opportunities in the area	-0.02	0.11	0.26	-0.05	-0.08	0.06	-0.06	0.01	0.04	0.04	-0.12	-0.01	0.02
Reason for no educ/training: Don't need to do nay more learning for kind of work wants to do	-0.03	-0.01	-0.02	0.00	0.01	0.37	0.03	-0.12	0.02	-0.03	-0.06	0.05	-0.05
Reason for no educ/training: Don't have time because of kids	0.01	-0.03	0.04	0.02	-0.03	0.02	-0.05	0.01	0.55	0.03	-0.04	0.06	0.02
Reason for no educ/training: Not interested in doing learning, training or education	0.04	-0.06	0.02	0.00	0.00	0.31	-0.08	-0.04	-0.04	-0.04	0.02	0.05	0.04
Reason for no educ/training: Hard to pay fees charged for courses	-0.04	0.03	-0.04	0.32	-0.11	-0.01	0.05	-0.02	0.04	0.13	-0.07	-0.05	-0.11
Reason for no educ/training: No time as look after elderly/ill/disabled person	-0.07	-0.05	-0.06	0.07	0.10	0.02	-0.01	-0.09	0.16	-0.08	0.39	0.01	0.03
Reason for no educ/training: Only willing to learn if fees are paid by someone else	-0.08	-0.09	-0.06	0.37	0.04	0.10	0.03	0.10	0.00	0.16	-0.09	-0.16	-0.22
Reason for no educ/training: Don't have the qualifications needed to get on most courses	-0.04	0.18	-0.01	0.01	0.04	0.04	-0.01	-0.06	-0.01	0.01	-0.02	0.04	0.00
Reason for no educ/training: Difficulties reading/writing	-0.01	0.00	-0.02	-0.11	0.44	0.04	-0.05	-0.01	-0.02	0.02	-0.06	0.03	-0.03
Reason for no educ/training: Difficulties with English	0.00	-0.07	0.00	-0.11	0.49	0.00	-0.01	0.02	-0.03	0.01	-0.03	0.01	-0.07
Reason for no educ/training: Problems with numbers	-0.04	-0.04	-0.05	0.05	0.31	-0.05	0.02	0.04	-0.01	0.05	0.08	-0.05	0.07
Reason for no educ/training: Worried about keeping up with others on course	-0.07	0.33	-0.11	-0.02	0.02	-0.06	0.04	0.11	-0.02	0.03	0.05	0.00	0.02
Reason for no educ/training: Too old to learn	-0.01	0.22	-0.06	-0.02	-0.11	0.15	0.02	-0.06	-0.04	-0.05	0.03	0.04	0.03
Reason for no educ/training: Most courses don't make allowances/arrangements for my health probs/disability	0.01	-0.05	-0.01	0.26	0.00	-0.03	0.01	0.02	-0.11	-0.16	0.21	0.07	0.24
Reason for no educ/training: Benefits would be cut if did training course	0.01	-0.05	-0.01	0.26	0.05	-0.02	-0.06	0.04	0.04	-0.10	0.03	0.12	0.13
Reason for no educ/training: Don't know where to look/who to ask about starting learning	-0.01	0.10	0.29	-0.09	-0.02	-0.01	-0.03	0.09	0.01	0.01	-0.10	-0.05	0.03
Reason for no educ/training: Don't see point in learning/education	0.04	-0.07	0.03	0.04	0.06	0.28	0.05	-0.11	-0.05	-0.17	-0.01	0.15	0.03
Reason for no educ/training: Would be nervous about going back to classroom	-0.05	0.35	-0.10	-0.02	-0.01	-0.07	0.01	0.09	0.00	0.05	-0.01	0.00	0.08
Reason for no educ/training: Difficult to arrange transport	-0.05	0.02	-0.03	0.32	-0.10	0.04	-0.02	0.02	-0.03	0.01	0.09	0.04	0.01
Reason for no educ/training: Don't know what courses would be interesting/useful for me	-0.04	0.19	0.18	-0.07	-0.11	0.11	-0.06	-0.01	-0.01	0.04	-0.14	-0.03	0.01
Reason for no educ/training: Couldn't find training I wanted	0.02	-0.17	0.44	-0.05	0.00	-0.03	0.02	0.04	0.01	-0.05	0.11	0.03	0.00

3.3. Cluster Analysis

The dataset was subjected to a hierarchical cluster analysis, using the 13 rotated factors as input variables. Wards Method was used to form the aggregation and all solutions from 2 to 15 segments produced. The solutions with 8, 11 and 14 segments show large rises subsequently in within segment variance, suggesting that these three solutions are worthy of further consideration. It was felt that 11 and 14 segments were too many to work with, and the eight segment solution was initially selected as the optimum solution. Table 2 below shows the dendrogram, which identifies how segments split at each stage of the process.

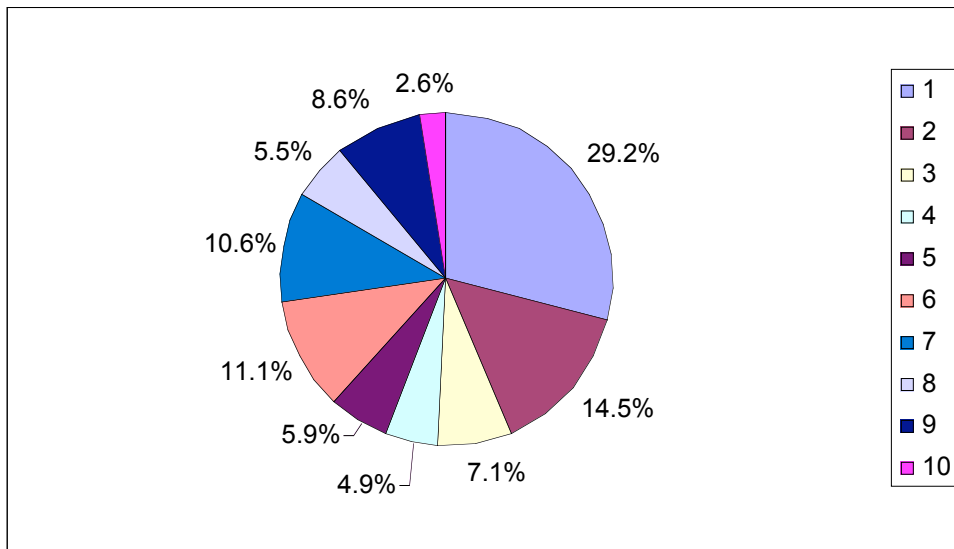
Table 2 – cluster analysis dendrogram

9	899			554			357	452	207			171	290		160	83	
10	899			554			357	452	207			171	188		102	160	83
11	899			376			178	357	452	207		171	188		102	160	83
12	899			193			183	178	357	452	207	171	188		102	160	83
13	536	363		193			183	178	357	452	207	171	188		102	160	83
14	536	363		193			183	178	267	90	452	207	171	188	102	160	83
15	536	363	137	56			183	178	267	90	452	207	171	188	102	160	83

The eight segment solution generates segments with from 83 to 899 respondents. Although this is a large range, the smallest segment was generated at the very first split of the process when two segments were formed. It is therefore a very distinct segment. The largest segment, with 899 respondents, survives until the 13 segment solution, and again is therefore a clearly distinct segment.

Further analysis of these eight segments demonstrated that two comprised individuals with differing characteristics and so these were each subdivided into two segments, producing a ten segment solution overall.

When weighted, the segments have the distribution shown in the pie chart below. The segments are arranged in order from most amenable to learning (1) to least amenable to learning (10):



3.4. Discriminant analysis

Discriminant analysis has been undertaken to identify the most important predictors of segment membership. The top ten predictors (in order of importance) are as follows:

Reason for no/limited learning: Difficulties with English

Reason for no/limited learning: Couldn't find training I wanted

Reason for no/limited learning: Difficulties reading/writing

Reason for no/limited learning: No time because of family

Reason for no/limited learning: Only willing to learn if fees are paid by someone else

Reason for no/limited learning: Hard to get time off work do learning for job

Whether there are people aged under 16yrs in household

Reason for no/limited learning: Not interested in doing learning, training or education

Reason for no/limited learning: Employer would not support learning

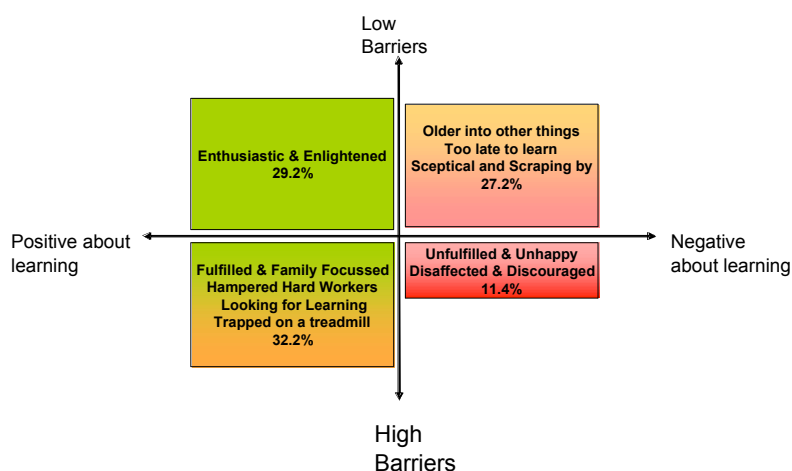
Reason for no/limited learning: Want to learn but can't find opportunities locally

These variables comprise nine obstacles to learning and one demographic and **no** attitudinal variables. Although the attitudinal variables are significant predictors of which segment a respondent belongs to, they are less important predictors than these obstacles to learning.

4. Segmentation results

The segments can be summarised in terms of the two dimensions of attitudes towards learning and number of barriers as shown below

Results: Generalised clusters whole population



A more detailed summary is shown in the table below

Summary of Clusters

New segment	Positive about learning	Below L2	Working	No of barriers to learning	Happy	Socio-Demographics	Barriers to learning
Enthusiastic and Enlightened	108%	24%	78%	1.3	102%	Mainly no children	None
Fulfilled and family focussed	106%	26%	75%	2.1	109%	Mainly younger women with children	Too busy with family
Hampered Hard Workers	109%	22%	97%	3.7	104%	More male than average	Too busy at work
Looking for learning	105%	23%	72%	4.5	95%	Younger than average	Don't know where to look for training
Trapped on a Treadmill	96%	31%	78%	5.4	87%	Younger than average	Can't afford learning and busy at work
Older into Other things	94%	40%	66%	3.1	113%	Mainly older men	Not interested in any learning
Too Late to Learn	91%	58%	52%	2.1	100%	Mainly older women	Low confidence and busy with family
Sceptical but Scraping -by	73%	50%	75%	2.1	98%	More male than average	Not interested and busy with work
Unfulfilled and unhappy	96%	54%	44%	5.2	78%	More female than average	Low confidence and multiple barriers
Disaffected and Discouraged	82%	80%	54%	9.0	86%	More male than average	Basic Skills and multiple barriers

The percentages in the first and fourth columns are indices (100% = average), whilst those in the second and third columns are the percentage who meet that criterion.

The colour coding in the above chart uses a convention where green is above average, amber average and red below average. This helps to see in one chart how the ten segments rate against each other – an all green coded segment is above average on all measures shown whereas an all red coded segment is below average on all measures shown.

The ten segments have clearly differentiated characteristics and in the remainder of this report, we provide short pen portraits of each. The segments have been given an alliterative description, as follows:

1 - Enthusiastic and Enlightened – 29.2% of the population

Enthusiastic and Enlightened are very positive about learning, and have very few barriers. They are mostly employed and well qualified and they can be expected to invest in their training when necessary without external incentives

2 - Fulfilled and Family-focused – 14.5%

Fulfilled and Family-focused are positive about learning but they have little time to learn because of their family commitments. They tend to be younger women with children under 16 in their household. Most of them are working and well qualified

3 - Hampered Hard Workers – 7.1%

Hampered Hard Workers are positive about learning but tend to find it difficult to justify taking time away from work. Nearly all of them are in work, and most of them are well-qualified

4 - Looking for Learning – 4.9%

Looking for Learning are positive about learning, but unsure what training to do. Nearly all of them are in work, and most of them are well-qualified. They tend to be mostly under 45

5 - Trapped on a Treadmill – 5.9%

Trapped on a Treadmill are slightly negative about the value of learning, and have strong financial barriers to learning. Most of them are working and they have average qualification levels. Their incomes are lower than most of the other “in work” segments and they are not very happy with their lives. They are mostly under 45

6 - Older into Other Things – 11.1%

Older into Other Things are slightly negative about learning. They are not interested in doing learning themselves and are very happy with their lives. Most of them are over 45, and a majority are male. Around two-thirds are in work and they have slightly less than average qualifications

7 - Too Late to Learn – 10.6%

Too Late to Learn tend to be older women. They are slightly negative about the value of learning but seem to have few barriers. Only about half of them are working, and a majority have qualifications below L2. Despite mostly having low incomes, they seem reasonably happy with their lives

8 - Sceptical but Scraping by – 5.5%

Sceptical but Scraping by have few barriers to learning but have a very negative attitude towards it. They are mostly in work even though half of them do not have L2 or above qualifications. Half of them have a low income and a majority of them are men, and are fairly happy with their lives

9 - Unfulfilled and Unhappy – 8.6%

Unfulfilled and Unhappy are slightly negative about learning but have many barriers. Less than half of them are working and over half are without level two qualifications. They are unhappy with their lives but don't feel that learning could change things for them

10 - Disaffected and Discouraged – 2.6%

Disaffected and Discouraged have a negative perception of the value of learning, and they report a great many barriers to doing any. Only around half of them are working, and more than half have basic skills problems. Two-thirds have low incomes, and overall they are not very happy with their lives

More detailed pen pictures of each segment are given in the next section.

4.1. Segment 1 - Enthusiastic and Enlightened – 29.2% of the population

Enthusiastic and Enlightened

Assessment:

"Enthusiastic and Enlightened are very positive about learning, and have very few barriers. They are mostly employed and well qualified and they can be expected to invest in their training when necessary without external incentives."

Enthusiastic and Enlightened see learning as an investment, and are likely to have done some learning recently. Nearly four-fifths of them are in work, and three-quarters have L2 or above qualifications. Most of them live in households without children. They have very few barriers to learning, and are likely to take up learning where they need to at their own initiative. They are happy with their lives.

Barriers to Learning: They rarely report barriers to learning, other than being too busy at work.

Attitudes to Learning: Generally very positive about learning

Are likely to agree with:

"I like the idea of learning in new ways "

"I've got a hidden talent that I would love to explore "

Are likely to disagree with:

"I don't know where to look or who to ask about learning "

"I don't see any point in learning "

Percentage of whole population: 29.2%

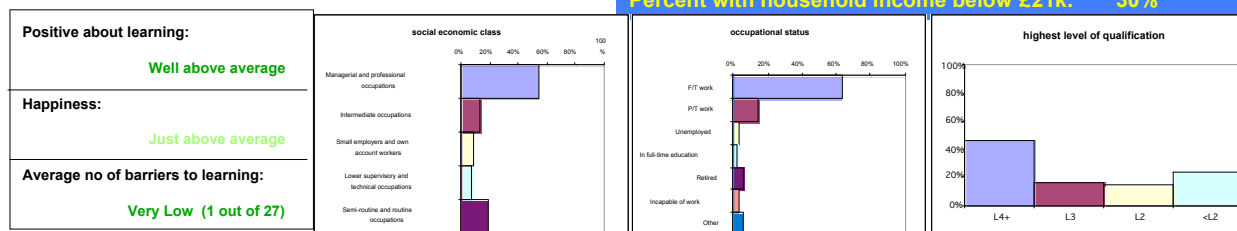
Percentage of Sub L2 population: 19.6%

Percent with basic skills problem: 11%

Percent with taught learning in last 12 months: 46%

Percent in employment: 78%

Percent with household income below £21k: 30%



4.2. Segment 2 - Fulfilled and Family-focused – 14.5% of population

Fulfilled and Family-focused

Assessment:

“Fulfilled and Family -focused are positive about learning but they have little time to learn because of their family commitments. They tend to be younger women with children under 16 in their household. Most of them are working and well qualified. ”

Fulfilled and Family -focused are most likely to be women between 25 and 45 who have children in their household. Three -quarters of them are working, and they are mostly well -educated, with three -quarters having L2 or above qualifications. They are positive about learning, but they are usually too busy because they prefer to spend their time with their families. They tend to be quite content with their lot at present.

Barriers to Learning: The main barrier reported is lack of time due to family, lack of time due to work, and to a lesser extent preferring to do other things in their spare time.

Attitudes to Learning: Generally positive about the value of learning and prepared to invest towards it.

Are likely to agree with:

“I like the idea of learning in new ways ”

“Taking everything into account, I am satisfied with my life at the moment ”

Are likely to disagree with:

“Learning isn't for people like me ”

“I didn't get anything out of school ”

Percentage of whole population:	14.5%
Percentage of Sub L2 population:	10.6%
Percent with basic skills problem:	9%
Percent with taught learning in last 12 months:	36%
Percent in employment:	75%
Percent with household income below £21k:	26%

Positive about learning:

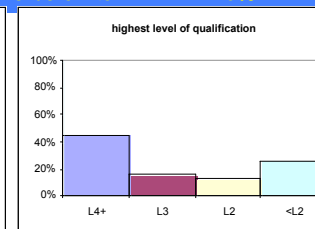
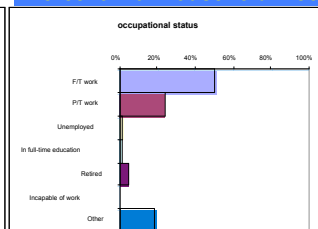
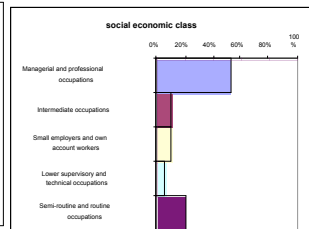
Just above average

Happiness:

Well above average

Average no of barriers to learning:

Very Low (2 out of 27)



4.3. Segment 3 - Hampered Hard Workers – 7.1% of population

Hampered Hard Workers

Assessment:

“Hampered Hard Workers are positive about learning but tend to find it difficult to justify taking time away from work. Nearly all of them are in work, and most of them are well-qualified.”

Hampered Hard Workers are generally positive about learning and happy with their lives. They are more likely to be men with no children. A massive 97% of them are in work, and their work dominates their lives, leaving little time for learning. They are mostly well-qualified, nearly four-fifths hold L2 or above qualifications.

Barriers to learning: Nearly all of them say they are too busy at work, and it's hard to get time off work for learning. A smaller proportion report that it is hard to pay the fees for courses, and their employer would be unwilling to support learning.

Attitudes to Learning: Generally positive about learning, and generally willing to pay something towards it.

Are likely to agree with:

“I am willing to pay something towards learning that I do as an adult”

“Work tends to dominate my life at the moment”

“If you want to succeed at work, you need to keep improving your skills”

Are likely to disagree with:

“I didn't get anything useful out of school”

“Learning is only worthwhile if there is a qualification at the end”

Percentage of whole population: 7.1%

Percentage of Sub L2 population: 4.5%

Percent with basic skills problem: 7%

Percent with taught learning in last 12 months: 41%

Percent in employment: 97%

Percent with household income below £21k: 27%

Positive about learning:

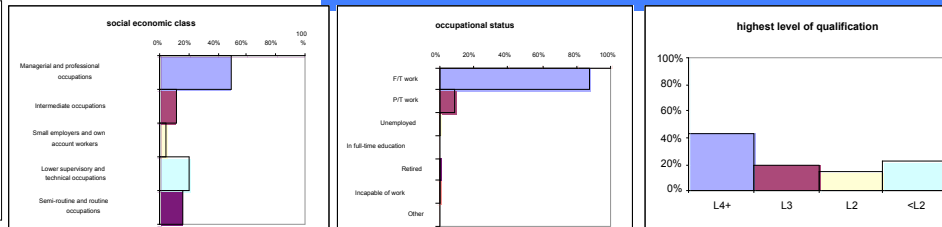
Well above average

Happiness:

Just above average

Average no of barriers to learning:

Average (4 out of 27)



4.4. Segment 4 - Looking for Learning – 4.9% of population

Looking for Learning

Assessment:

“Looking for Learning are positive about learning, but unsure what training to do. Nearly all of them are in work, and most of them are well-qualified. They tend to be mostly under 45.”

Looking for Learning are keen to learn more, but highly likely to say they don't know where to look for learning opportunities or that they can't find any locally. They are willing to pay for learning, and are generally under 45. Three-quarters are in work, and three-quarters have L2 or above qualifications. They have several barriers to learning, and are slightly below average contentment.

Barriers to Learning: The overriding barrier they report is that they don't know where to look for learning or cannot find what they want locally. Good advice is therefore critical.

Attitudes to Learning: Generally positive about the value of learning, but indicate a sense of frustration at not having achieved more. They may therefore be relatively easy to engage if their obstacles can be overcome.

Are likely to agree with:

“I see education as an investment in my future”

“I wish I had carried on in education to a higher level”

Are likely to disagree with:

“Learning isn't for people like me”

“The Government should pay for all adult learning”

Percentage of whole population: **4.9%**

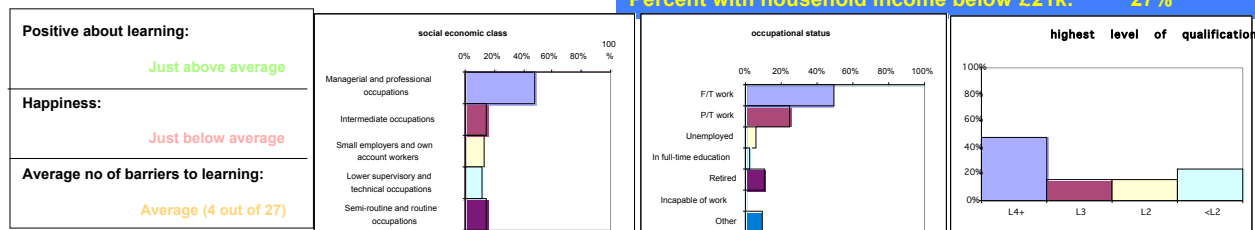
Percentage of Sub L2 population: **3.2%**

Percent with basic skills problem: **13%**

Percent with taught learning in last 12 months: **35%**

Percent in employment: **72%**

Percent with household income below £21k: **27%**



4.5. Segment 5 - Trapped on a Treadmill – 5.9% of population

Trapped on a Treadmill

Assessment:

“Trapped on a Treadmill are slightly negative about the value of learning, and have strong financial barriers to learning. Most of them are working and they have average qualification levels. Their incomes are lower than most of the other “in work” groups and they are not very happy with their lives. They are mostly under 45.”

Trapped on a Treadmill are slightly negative about learning. Most have financial barriers to learning, as well as a number of lesser barriers. Four-fifths of them are in work and they are averagely qualified (more than two-thirds at L2 or above). However, half of them have low household incomes, and they are fairly dissatisfied with their lives. Most of them are under 45.

Barriers to Learning: They report the cost of learning as their main barrier. They also report several other barriers including: lack of confidence, lack of information about what is available, getting time off work, and arranging transport.

Attitudes to Learning: They are slightly negative about learning. They do value learning that leads to a qualification, but they feel strongly that someone else should pay for it.

Are likely to agree with:

“I don't have the qualifications needed to get on the courses”

“I prefer to learn in a classroom than at home”

Are likely to disagree with:

“I am willing to pay something towards the learning I do as an adult”

“I don't see the point in learning”

Percentage of whole population: 5.9%

Percentage of Sub L2 population: 5.3%

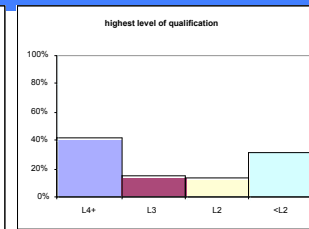
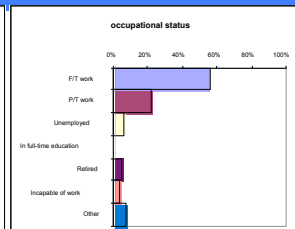
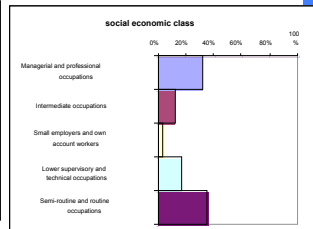
Percent with basic skills problem: 10%

Percent with taught learning in last 12 months: 49%

Percent in employment: 78%

Percent with household income below £21k: 50%

Positive about learning:	Just below average
Happiness:	Well below average
Average no of barriers to learning:	High (5 out of 27)



4.6. Segment 6 - Older into Other Things – 11.1% of the population

Older into Other Things

Assessment:

“Older into Other Things are slightly negative about learning, They are not interested in doing learning themselves and are very happy with their lives. Most of them are over 45, and a majority are male. Around two-thirds are in work and they have slightly less than average qualifications.”

Older into Other Things are generally over 45 and are more likely to be male and without children in the household. They are slightly negative about the value of learning; and not interested in doing any themselves. They are very happy with their lives. Two-thirds of them are working and they are slightly less qualified than average (two-fifths are without a level 2 qualification).

Barriers to Learning: The only significant barrier is that this group are not interested in doing any learning and prefer to spend their time doing other things.

Attitudes to Learning: While not hostile to the idea of learning for others, they feel strongly that it is not worthwhile for them.

Are likely to agree with:

“I'm not interested in any learning ”

“I'm too old to learn ”

Are likely to disagree with:

“I would find it hard to pay the fees charged for courses ”

“My benefits would be cut if I did a training course ”

Percentage of whole population: 11.1%

Percentage of Sub L2 population: 12.4%

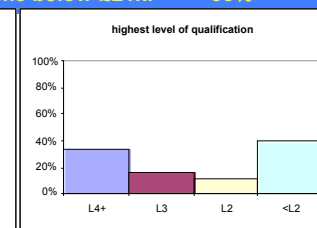
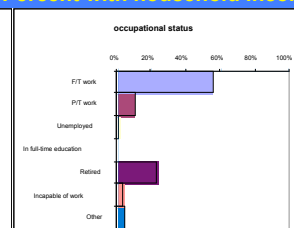
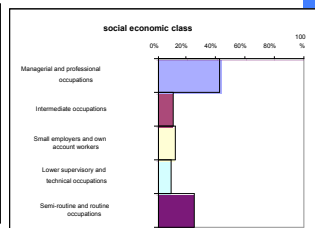
Percent with basic skills problem: 20%

Percent with taught learning in last 12 months: 22%

Percent in employment: 66%

Percent with household income below £21k: 35%

Positive about learning:
Just below average
Happiness:
Well above average
Average no of barriers to learning:
Low (3 out of 27)



4.7. Segment 7 - Too Late to Learn – 10.6% of the population

Too Late to Learn

Assessment:

“Too Late to Learn tend to be older women. They are slightly negative about the value of learning but seem to have few barriers. Only about half of them are working, and a majority have qualifications below L2. Despite mostly having low incomes, they seem reasonably happy with their lives.”

Too Late to Learn are mainly over 45 and a majority are women who do not have children in the household. They have few barriers to learning but are slightly negative about it: Many agree that “you need qualifications to get anywhere these days”, but they believe that it is not for people like them. Only about half of them are working, and three-fifths have qualifications below L2. Over three-fifths of them have low income, but most of them are reasonably happy with their lives, and don't see that learning will improve things for them.

Barriers to Learning: Around half say they have no time to learn because of their family, or because they look after elderly or disabled dependents. Otherwise no significant barriers other than lack of interest.

Attitudes to Learning: Slightly negative, and are likely to agree with:

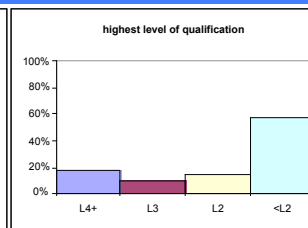
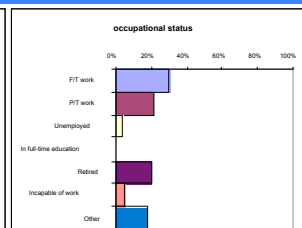
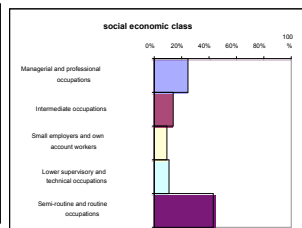
- “I'm not interested in doing any learning”
- “Computers are confusing and make things more difficult”
- “the skills you need at work can't be learned in a classroom”
- “employers should be responsible for training their employees”

Are likely to disagree with:

- “I see education as an investment in my future”
- “Work tends to dominate my life at the moment”

Percentage of whole population:	10.6%
Percentage of Sub L2 population:	17.8%
Percent with basic skills problem:	29%
Percent with taught learning in last 12 months:	26%
Percent in employment:	52%
Percent with household income below £21k:	61%

Positive about learning:	Just below average
Happiness:	Average
Average no of barriers to learning:	Very Low (2 out of 27)



4.8. Segment 8 - Sceptical but Scraping by – 5.5% of population

Sceptical but Scraping by

Assessment:

“Sceptical but Scraping by have few barriers to learning but have a very negative attitude towards it. They are mostly in work even though half of them do not have L2 or above qualifications. Half of them have a low income and a majority of them are men, and are fairly happy with their lives.”

Sceptical but Scraping by have very negative view of the value of learning. But interestingly, most of them report few barriers to learning for themselves, other than being too busy at work. A majority of them are men. Three-quarters of them are in work even though half of them do not have L2 or above qualifications. Half of them have below average household income. Despite these problems, they are fairly happy with their lives.

Barriers to Learning: The only significant barrier is that they are too busy at work to learn.

Attitudes to Learning: They have a generally sceptical view about the value of learning. They don't see it as an investment, don't consider it fun, and don't think it is for people like them.

Are likely to agree with:

“Work tends to dominate my life at the moment”

“Learning isn't for people like me”

Are likely to disagree with:

“You need qualifications to get anywhere these days”

“I wish I had carried on in education to a higher level”

“If you want to succeed in work, you need to keep improving skills”

“Learning is something you should do throughout your life”

Percentage of whole population: **5.5%**

Percentage of Sub L2 population: **7.9%**

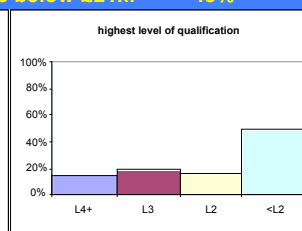
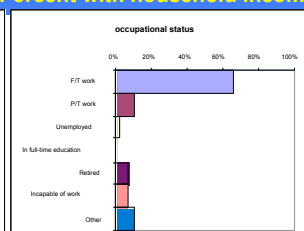
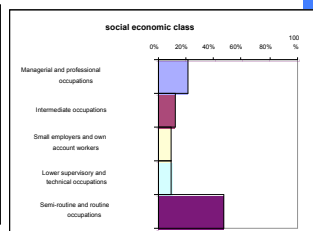
Percent with basic skills problem: **33%**

Percent with taught learning in last 12 months: **27%**

Percent in employment: **75%**

Percent with household income below £21k: **48%**

Positive about learning:
Well below average
Happiness:
Average
Average no of barriers to learning:
Very low (2 out of 27)



4.9. Segment 9 - Unfulfilled and Unhappy – 8.6% of population

Unfulfilled and Unhappy

Assessment:

“Unfulfilled and Unhappy are slightly negative about learning but have many barriers. Less than half of them are working and over half are without level two qualifications. They are unhappy with their lives but don't feel that learning could change things for them.”

Unfulfilled and Unhappy are more likely to be women. They are slightly negative about learning and there are many reasons preventing them from doing any. They lack confidence in themselves, and are nervous about learning. Less than half of them are working and over half are without level two qualifications. Over half of them have low household incomes and they are the group most likely to say they are satisfied with their lot in life.

Barriers to Learning: Lack of confidence and information about relevant courses, health problems, transport problems and finance are all given as major obstacles.

Attitudes to Learning: They tend to think learning is a good thing but not for them. They are likely to think that computers are confusing, and that they didn't get anything out of school.

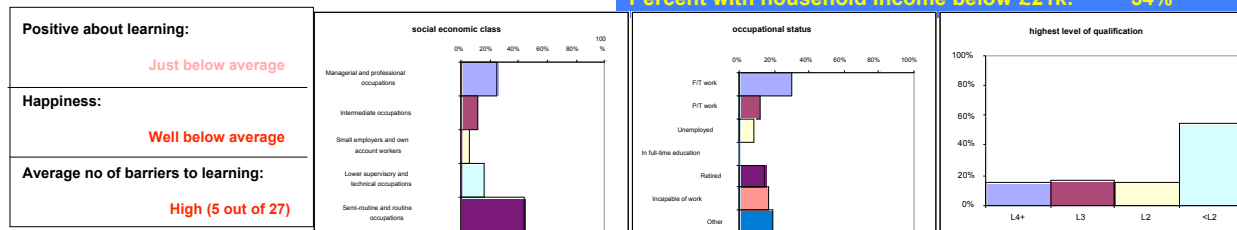
Are likely to agree with:

- “You need qualifications to get anywhere nowadays”
- “I wish I had carried on in education to a higher level”
- “I don't have the confidence to learn on my own”

Are likely to disagree with:

- “I don't see the point in learning”

Percentage of whole population:	8.6%
Percentage of Sub L2 population:	13.0%
Percent with basic skills problem:	22%
Percent with taught learning in last 12 months:	27%
Percent in employment:	44%
Percent with household income below £21k:	54%



4.10. Segment 10 - Disaffected and Discouraged – 2.6% of population

Disaffected and Discouraged

Assessment:

“Disaffected and Discouraged have a negative perception of the value of learning, and they report a great many barriers to doing any. Only around half of them are working, and more than half have basic skills problems. Two-thirds have low incomes, and overall they are not very happy with their lives.”

Disaffected and Discouraged have very negative views on the value of learning. They have a great many barriers to learning, especially language, literacy or numeracy problems. A majority of them are male, only around half of them are working, and two-thirds of the whole group have low incomes. Over half are receiving means-tested benefits. Four-fifths of them are qualified below L2, and over half have basic skills problems. Overall, they are not happy with their lives.

Barriers to Learning: Difficulties with English, literacy or numeracy may present major obstacles for nearly all of them. They also report many other barriers including: lack of confidence, inclination and information.

Attitudes to Learning: Generally don't think that learning is for them. They didn't get much out of school, and would lack the confidence to begin learning again, though they would prefer to learn in a classroom than at home. They are also likely to say that learning is only worthwhile if it results in a qualification.

Are likely to agree with:

“I don't have the qualifications to get on most courses”

“I don't have the confidence to learn on my own”

“Learning isn't for people like me”

Are likely to disagree with:

“I am too busy with work to learn”

“Taking everything into account I am satisfied with my life at the moment”

Percentage of whole population: 2.6%

Percentage of Sub L2 population: 5.7%

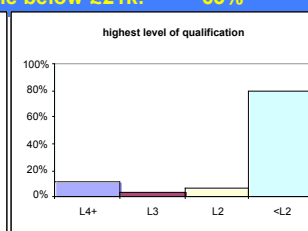
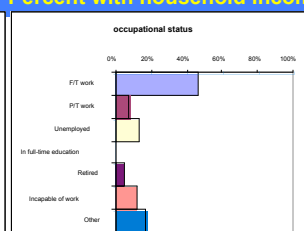
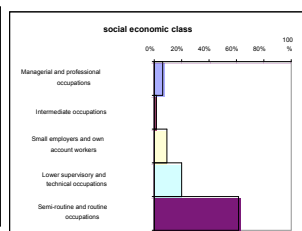
Percent with basic skills problem: 56%

Percent with taught learning in last 12 months: 18%

Percent in employment: 54%

Percent with household income below £21k: 63%

Positive about learning:	Well below average
Happiness:	Well below average
Average no of barriers to learning:	Very High (9 out of 27)

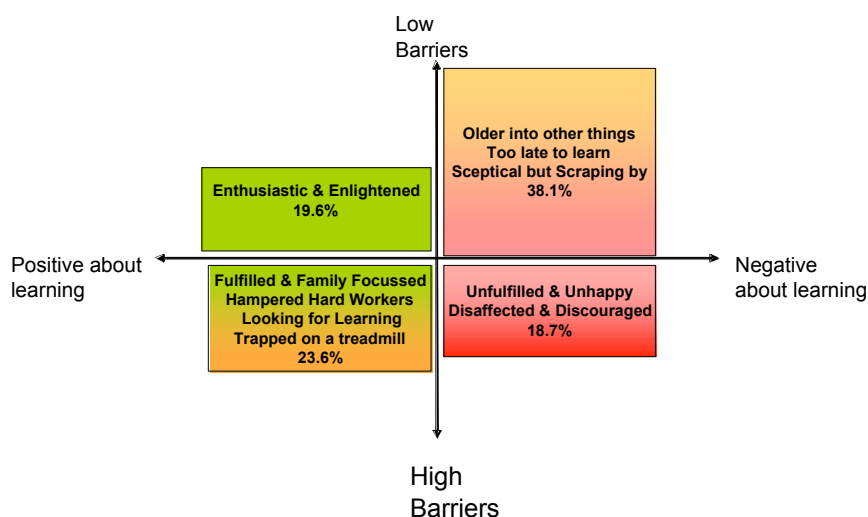


5. Using the segmentation results

5.1. Implications for policy and communications strategy

To meet the skills ambitions set out in the Leitch Review, the government will need to attract into learning people with a wide variety of attitudes and barriers to learning. However, as the chart below shows, the majority of those who are low skilled (i.e. not qualified to Level 2) are negative about learning and are likely to be hard to reach.

Results: Generalised clusters - below L2 population



The ten segments have clearly differentiated attitudes and perceived obstacles to adult learning. The segments exist on an axis which ranges from segments which need no real encouragement from government to continue participation in learning to segments which have major barriers to learning and would require substantial changes in attitude and behaviour and thus represent major policy challenges. The segments in the middle of this spectrum - segments 2 through to 5 – are likely to be the most receptive to communications, but with very different messages appealing to the specific (and different) concerns of each segment.

Segment 2 – Fulfilled and Family-focused - are positive about learning but have time constraints. Although they are quite content, if the time barrier to learning could be overcome, they might participate to a higher level. Self taught learning could be a route for this segment.

Segment 3 – Hampered Hard workers – are also time constrained, but due to work rather than family commitments. They would contribute to learning financially, but feel their employers would create obstacles. A route for this segment might be through their employers, perhaps enhancing the value of a better trained and qualified workforce.

Segment 4 – Looking for Learning – are positive about learning but have been unable to track down suitable local learning opportunities. The strategy for this segment could be to increase their awareness of local courses.

Segment 5 – Trapped on a Treadmill – are slightly negative about learning and feel that cost would be a major obstacle. They are also well below average in terms of satisfaction with their lives and so a route could be to point to sources of low cost learning which might help them get more out of their lives.

The two predominantly older segments (6 and 7) seem to have less desire to become involved in adult learning, either feeling that this has passed them by or so involved in other activities that their lives are fulfilled in that way. Segment 8 – Sceptical but Scraping by – have less barriers to learning than the other two segments, but have fairly entrenched views that learning is not for them.

Segment 1 is already accessing adult learning in a major way and probably need little encouragement to continue to do so. At the other extreme, segments 9 and 10 are likely to be very difficult segments to encourage into adult learning, although their needs are clearly considerable.

Segment 9 – Unfulfilled and Unhappy – are slightly negative about learning but have so many barriers to overcome that this is likely to be a major challenge.

Finally, segment 10 – Disaffected and Discouraged – are very negative about learning and have lots of barriers to overcome. More than half of this segment have basic skills problems and only around half are working. Although this is a small segment, it is the one with the greatest needs regarding learning.

Overall the analysis seems to show that financial incentives can have only limited impact, since those with limited means often have multiple barriers. The approach we have adopted of providing training while at work by the Train to Gain scheme seems to fit the requirement of many adults who are in work. The attitudes to learning are poor among some segments and it will be quite difficult to engage them while this remains the case. A solution might be a coordinated campaign to improve attitudes nationally.

Annex A – NALS 2005 questions on attitudes and barriers to learning

Attitudes to learning

{Ask all}

“I am now going to read out some statements about people’s attitudes towards learning. I will then ask to what extent you agree or disagree with each.”:

“To what extent do you agree or disagree that you need qualifications to get anywhere these days:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“To what extent do you agree or disagree that if you want to succeed at work you need to keep improving your knowledge and skills:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“(To what extent do you agree or disagree that) employers should be responsible for training their employees:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“(To what extent do you agree or disagree that) the skills you need at work can’t be learned in a classroom situation:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

“(To what extent do you agree or disagree that) learning new things is fun:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

“To what extent do you agree or disagree that the government should pay for all adult learning:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

“And I’d now like to ask about how important learning is to you **personally**. I’ll read out some statements people may make about the importance of learning to them in their own lives. Again, please say the extent to which you agree or disagree with each statement.”:

“To what extent do you agree or disagree with this statement. I am willing to pay something towards learning that I do as an adult:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

"To what extent do you agree or disagree with this statement. Learning isn't for people like me:

"Agree strongly",

"Agree slightly",

"Neither agree nor disagree",

"Disagree slightly",

"Disagree strongly"

"To what extent do you agree or disagree with this statement. I didn't get anything useful out of school:

"Agree strongly",

"Agree slightly",

"Neither agree nor disagree",

"Disagree slightly",

"Disagree strongly"

"To what extent do you agree or disagree with this statement. I wish I had carried on in education to a higher level:

"Agree strongly",

"Agree slightly",

"Neither agree nor disagree",

"Disagree slightly",

"Disagree strongly"

"To what extent do you agree or disagree with this statement. I see education as an investment in my future:

"Agree strongly",

"Agree slightly",

"Neither agree nor disagree",

"Disagree slightly",

"Disagree strongly"

"To what extent do you agree or disagree with this statement. I don't have the confidence to learn on my own:

INTERVIEWER: THIS MEANS SELF-TAUGHT LEARNING, IT DOES NOT MEAN NOT ATTENDING A COURSE WITHOUT HAVING A FRIEND JOIN THEM.

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“To what extent do you agree or disagree with this statement. I prefer to learn in a classroom rather than at home:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“To what extent do you agree or disagree with this statement. Learning is something you should do throughout your life:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“To what extent do you agree or disagree with this statement. I like the idea of learning in new ways such as through the internet or using CD ROMs:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

“To what extent do you agree or disagree with this statement. Learning is only worthwhile if there is a qualification at the end of it:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

“To what extent do you agree or disagree with this statement. I’m not interested in doing any learning:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

“...And now a few questions about yourself ”:

To what extent do you agree or disagree with this statement. I often do things on the spur of the moment:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

I’ve got a hidden talent that I would love to explore:

“Agree strongly”,
“Agree slightly”,
“Neither agree nor disagree”,
“Disagree slightly”,
“Disagree strongly”

Computers are confusing and make things more difficult:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

I don't want responsibility; I'd rather be told what to do:

“Agree strongly”,

“Agree slightly”,

“Neither agree nor disagree”,

“Disagree slightly”,

“Disagree strongly”

Taking everything into account, how satisfied are you with your life at the moment:

“Very satisfied”,

“Satisfied”,

“Neither satisfied nor dissatisfied”,

“Dissatisfied”,

“Very dissatisfied”)

Obstacles to learning

{Ask all}

“Could I just check, apart from courses we’ve already discussed, would you have liked to have done some FURTHER training or learning during the past 12 months?”:

“Yes definitely”,

“Yes maybe”,

“No”

{Non-learners who did not want to do learning over the past 12 months}

“I’d like to ask you now about the reasons why you did not want to take part in education or training over the past 12 months?”

“GIVE SHUFFLE CARDS TO RESPONDENTS. On these cards are reasons why people may not take part in education or training. Please sort the cards into two piles - the statements that apply to you, and those that do not apply to you?”

{Learners who did not want to take part in any more learning over the past 12 months}

“I’d like to ask you now about any reasons that may have made it difficult for you to take part in any more education or training over the past 12 months?”

“GIVE SHUFFLE CARDS TO RESPONDENTS. On these cards are reasons why people may have found it difficult to take part in any more education or training. Please sort the cards into two piles - the statements that apply to you, and those that do not apply to you”

{Those who would like to have done some (more) learning in the last 12 months}

“I’d like to ask you now about the reasons why you did not take part in ^MORE education or training over the past 12 months.”

“GIVE SHUFFLE CARDS TO RESPONDENTS. On these cards are reasons why people may not take part in MORE education or training. Please sort the cards into two piles - the statements that apply to you, and those that do not apply to you?”

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- "I'm so busy with work, I don't have time to spend (on more) learning",
 - "I haven't got time because of my family",
 - "I prefer to spend my free time doing things other than learning",
 - "It is hard to get time off work to do any learning for my job",
 - "My employer would not support my learning",
 - "I want to do some learning, but can't find any opportunities locally",
 - "I know very little about the learning opportunities round here
 - "I don't need to do any learning for the sort of work I want to do",
 - "I don't have time as I have to look after my children",
 - "I'm not interested in doing any learning, training or education",
 - "It is hard for me to pay the fees they charge for courses",
 - "I don't have time as I have to look after a person who is elderly, or has a long-term illness/disability",
 - "I am only willing to do learning if the fees are paid by someone else",
 - "I don't have the qualifications you need to get on to most courses",
 - "I have difficulties reading and/or writing",
 - "I have difficulties with English",
 - "I have problems with numbers"
 - "I would be worried about keeping up with the other people on the course",
 - "I feel that I'm too old to learn",
 - "Most courses don't make allowances or suitable arrangements for my health problems or disability",
 - "My benefits would be cut if I did a training course",
 - "I don't know where to look, or who to ask about starting some learning",
 - "I don't see the point in learning or education",
 - "I would be nervous about going back to the classroom",
 - "It's difficult for me to arrange transport to go and do some learning",
 - "I don't know what courses would be interesting or useful for me"
 - "I couldn't find the training I wanted",
 - "None of the cards apply to respondent"
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