

# Adult Participation in Learning Survey 2023: South West

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## Summary

Learning is crucial for life, work and society. It can help people find work, progress in or change careers, support health and wellbeing, promote social integration, and many more benefits besides. Lifelong learning will only grow in importance as the UK's population ages, people have longer working lives, and our economy and society changes.

Since 1996, Learning and Work Institute has been undertaking the Adult Participation in Learning Survey on an almost annual basis. The survey provides a unique overview of the level of participation in learning by adults, with a detailed breakdown of who participates and who does not.

Year-on-year the survey finds stark and persistent inequalities, with some groups more likely to learn as an adult than others. The 2023 survey also indicated that differences between geographical regions may be widening. With greater devolution of learning and skills policy and funding, it is important to better understand patterns of participation at a regional level.

Regional differences in adult participation in learning can be explained by demographical differences, in other words, who lives in the region. But other factors, such as policy interventions, can also result in these differences. This report provides insights on adult participation in learning in the South West.

## Key findings for the South West

In the South West, just under half of adults (48 per cent) said they have learned over the past three years, which is consistent with the UK and England averages. **The South West has the fourth lowest participation in learning rate of the nine English regions.** However, the proportion of current or recent learners in this region is only significantly lower than the proportion of Greater London, where nearly two third of adults (64 per cent) said they have learned over the past three years. Participation in learning in South West is also significantly higher than participation in Wales and Scotland (both 41 per cent).

The relatively low participation rate in the South West could be partly explained by demographic differences. For example, in the sample in the South West, nearly half (49 per cent) of the survey respondents were aged 50 to 75, compared with only two fifth (40 per cent) in the UK sample. There is also a larger proportion of retired people in the South West than in the rest of the UK. Older people and people not in work are less likely to participate in learning than younger people or people in work.

Within the South West, and as seen in the UK as a whole, there are significant inequalities between demographic groups:

- Adults in the highest social grade (AB<sup>1</sup>) are significantly more likely to participate in learning than adults in other social grades.
- Younger adults are significantly more likely to take up learning than older adults.
- The longer individuals remain in full-time education, the more likely they are to learn as an adult.

These inequalities are similar in the other regions: the demographic groups that are less likely to participate in learning in the South West are also those that are less likely to learn in the other regions.

In the South West, adults' motivations for learning and their method of learning are similar to the UK overall: they are more likely to be learning for work than for leisure; they are mainly learning independently or through work; and most are doing at least some of their learning online. However, respondents in South West were significantly more likely to say they learned independently on their own than in the rest of the UK.

Furthermore, they were also significantly more likely to report learning online than in the rest of the UK.

Despite relatively low levels of participation in learning, a significantly lower proportion of respondents identified challenges while learning in the South West (62 per cent) than in the rest of the UK (69 per cent). The most commonly cited challenge was work and other time pressures. The challenges experienced by learners in the South West are similar to those identified by learners in other UK regions. However, in the South West, learners are significantly more likely to identify dispositional barriers<sup>2</sup> than in the rest of the UK.

Survey respondents who say they haven't engaged with learning in the past three years were most likely to cite dispositional barriers, such as feeling too old as a barrier for taking part in learning.

The survey included questions about career change. Nearly two in five adults (39 per cent) would like or need to change their career/industry/occupation in the next one or two years. The main reason cited was to earn more money, followed by a desire to get a more fulfilling job. Respondents were most likely to cite dispositional barriers to changing job or career, including a lack of self-confidence and fear of applying for jobs. Most commonly, respondents said that if they wanted to change career, they would find learning or training helpful and they would search online to find information and advice.

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<sup>1</sup> AB social grade corresponds to adults in higher and intermediate managerial, administrative, and professional occupations.

<sup>2</sup> Dispositional barriers relate to the attitudes, perceptions and expectations of adult. They include barriers such as feeling too old to learn, being put off by tests and exams, not feeling confident enough to learn.

## Introduction

Learning is crucial for life, work and society. It can help people find work, progress in or change careers, support health and wellbeing, promote social integration, and many more benefits besides. Lifelong learning will only grow in importance as the UK's population ages, people have longer working lives, and our economy and society changes.

The Adult Participation in Learning Survey provides a unique insight into how many adults are taking part in learning each year, the benefits people see from learning, and the reasons why some adults say they have not taken part in learning. It does so based on a broad definition of learning, including but not limited to formal learning, courses and qualifications.

The 2023 survey shows almost one in two adults in the UK took part in learning in the last three years, the highest rate since the survey started in 1996. This continues the step change in learning participation seen since the pandemic, which followed a decade of declines as the Government cut adult education budgets in England and austerity hit services.

The increase in participation since the pandemic has been driven by a rise in self-directed learning, including online. This is often for personal or leisure reasons or general interest. This is clearly positive, but other opportunities to learn have become more limited over time: employer and Government investment in England are down in the last decade.

There is more positive news in the narrowing over time of some inequalities in learning participation between groups. This includes by age, important given our aging population. Nonetheless, these inequalities remain stark and persistent and, in the case of regional differences, may in fact have widened in recent years.

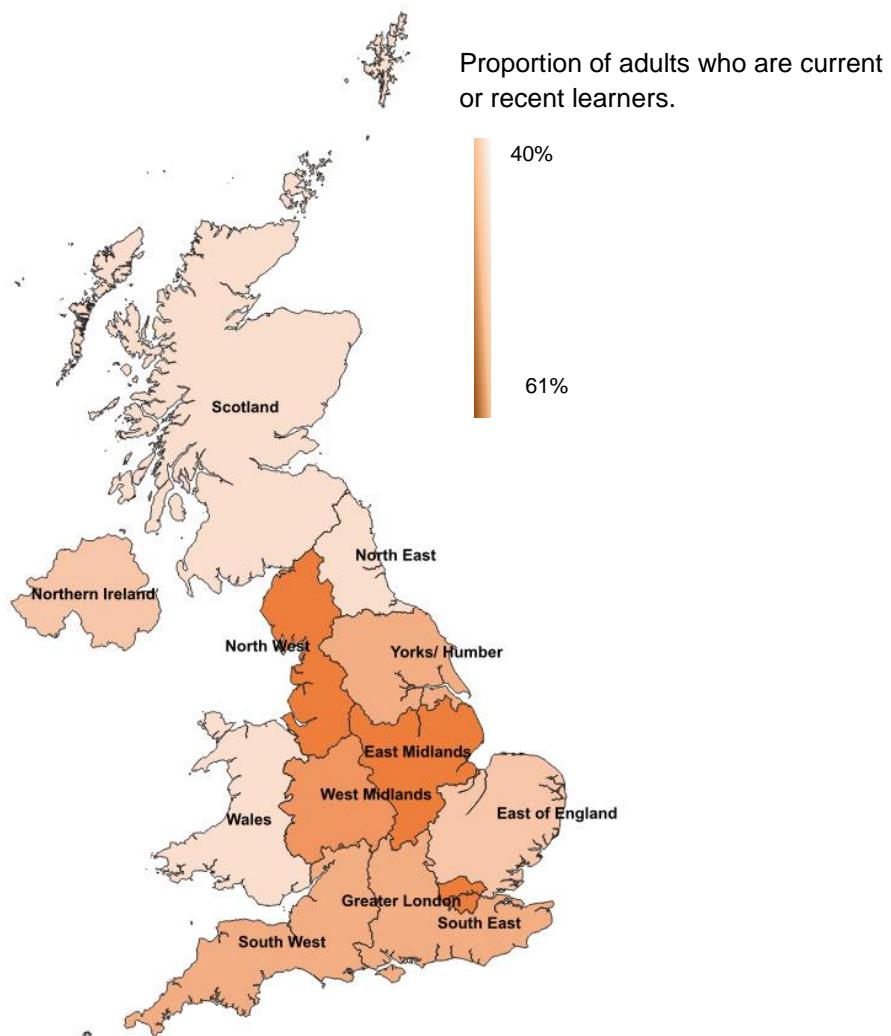
Growth in learning participation since 2019 shows an innate interest in learning among adults. However, fewer opportunities to learn at work or take part in formal learning or courses means people face limits in the types of learning they can pursue. Learning in all its forms has value and benefits.

To engage more adults in learning, policymakers, commissioners and those working in learning providers need to look at people's motivations for learning. The biggest reasons adults give for not taking part in learning are cost, feeling too old, time pressures and also not wanting to / not seeing the benefits. That points to the need to build a culture of learning and offer people a range of flexible learning options. Learning and Work Institute has called for an expanded Lifelong Learning Entitlement to provide more help with the course and living costs of learning at all levels and through life. Along with better incentives for employers to invest more in training, such as a new Skills Tax Credit, this can help us make that step change.

## Analysing UK's nations and regions

While increased participation in learning is encouraging, there are stark regional differences and the survey indicates that these inequalities have been growing since 2017.<sup>3</sup> For example, while more than three in five adults in Greater London have learned within the past three years, only two in five adults say are either a current or recent learners in the North East. Furthermore, participation rates are also lower for Northern Ireland, Scotland and Wales than for England.

**Figure 1: Adult participation in learning by English regions and UK nations**



Source: Hall, S., Jones E., Evans, S. (2023) Adult Participation in Learning Survey 2023.

However, there are also important inequalities within regions and nations, with some groups less likely to take part in learning than others. With greater devolution of learning and skills policy and funding, it is important to better understand patterns of participation at a regional level. This can help inform where interventions and support

<sup>3</sup> Hall, S., Jones E., Evans, S. (2023) [Adult Participation in Learning Survey 2023](#), Learning and Work Institute.

are best targeted and may make the greatest impact. It should be noted that combined authorities, who manage devolved adult education budgets, cover sub regional areas rather than a region as a whole.

## About the Adult Participation in Learning Survey

Since 1996, Learning and Work Institute has been undertaking the Adult Participation in Learning Survey on an almost annual basis.<sup>4</sup> The survey provides a unique overview of the level of participation in learning by adults, with a detailed breakdown of who participates and who does not.

The survey deliberately adopts a broad definition of learning, including a wide range of formal, non-formal and informal learning, far beyond the limits of publicly offered educational opportunities for adults. Each year, a representative sample of approximately 5,000 adults aged 17 and over across the UK are provided with the following definition of learning and asked when they last took part, as well as how likely they are to take part in learning during the next three years:

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

Like most of our surveys in recent years, the 2023 survey explores who participates in learning; motivations and barriers; how learning is undertaken; and benefits experienced as a result of learning. It also includes questions on learning for career change.

Unlike previous years, the 2023 survey sample includes regional boosts to achieve a minimum sample size in each UK region (600 for all regions apart from Northern Ireland, where the sample was boosted to 400 respondents). The boosted sample consists of 9,506 adults aged 17 and over (8,906 weighted). A total of 711 adults in the South West took part in the survey (772 weighted).

Fieldwork was conducted between August and September 2023 by a market research company via their UK online omnibus survey. The sample has been weighted to provide a nationally representative dataset.

To find out more about the survey series and explore trend data through our interactive charts, visit [www.learningandwork.org.uk](http://www.learningandwork.org.uk).

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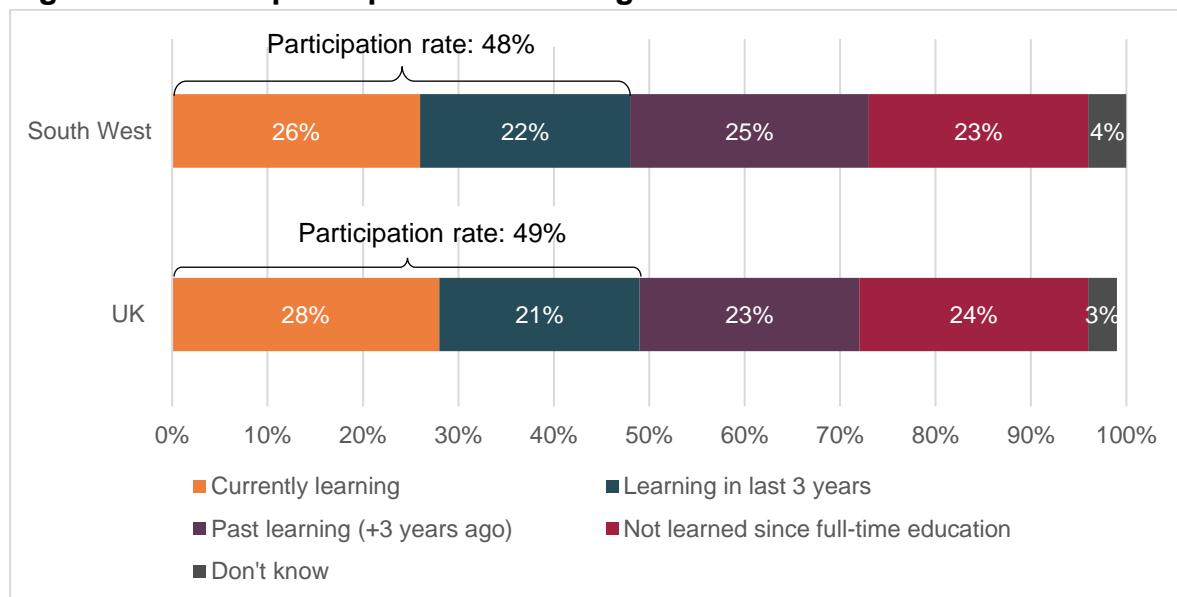
<sup>4</sup> Surveys were undertaken annually from 1996 except in three years: 1997, 1998 and 2016.

## Adult participation in learning in the South West

Participation in learning is slightly lower in the South West compared to the UK overall. Just under half (48 per cent) of adults in the South West said they are currently learning or that they have taken up learning within the past three years, compared to 49 per cent in the UK. However, the difference is not statistically significant.

Around one in four adults in the South West said they are currently learning (26 per cent), with a further one in five (22 per cent) saying they have done some learning over the past three years (Figure 2). One in four adults (25 per cent) said they have been in learning over three years ago and 23 per cent said they have not done any learning since full-time education.

**Figure 2: Overall participation in learning in the South West**

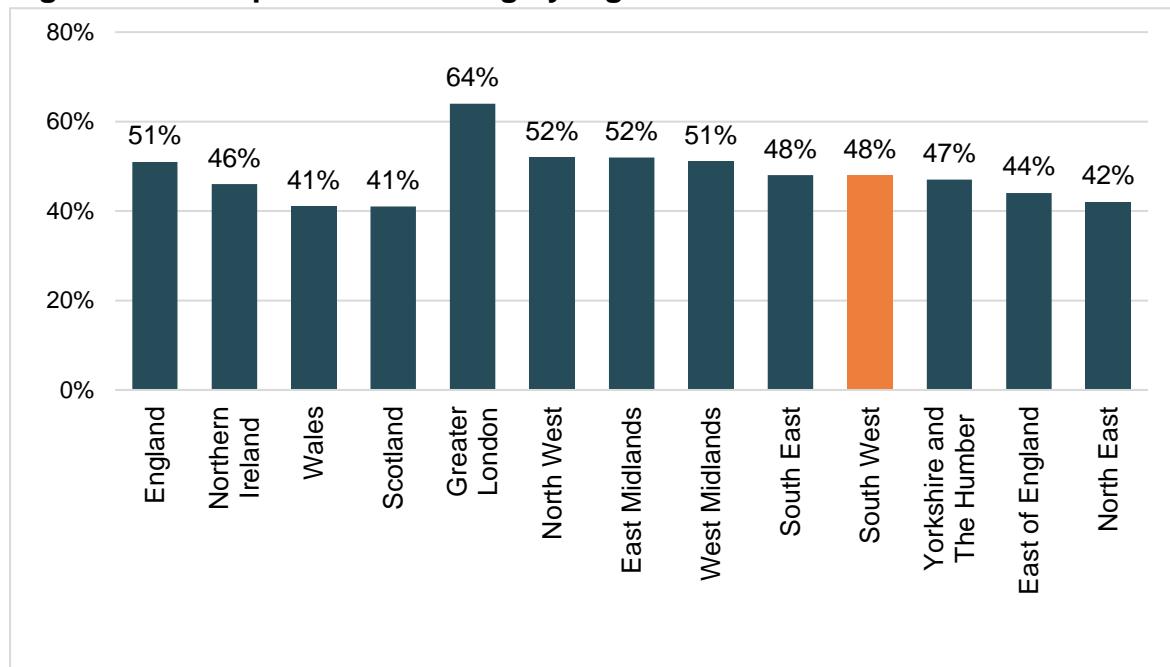


Base: South West respondents. Weighted base: = 772, unweighted base = 711. UK: all respondents. Weighted base = 8906, unweighted base = 9506.

When comparing levels of participation in learning across the UK in 2023, the survey shows that the participation rate in the South West is below with the average in England (51 per cent). However, this difference is not statistically significant.

While the South West has the fourth lowest participation in learning rate in England, the proportion of current or recent learning is only significantly higher than the proportion of Greater London (64 per cent). In the South West, respondents were also significantly more likely to say they are current or recent learners than in Wales (41 per cent) or Scotland (41 per cent).

**Figure 3: Participation in learning by region and nation**

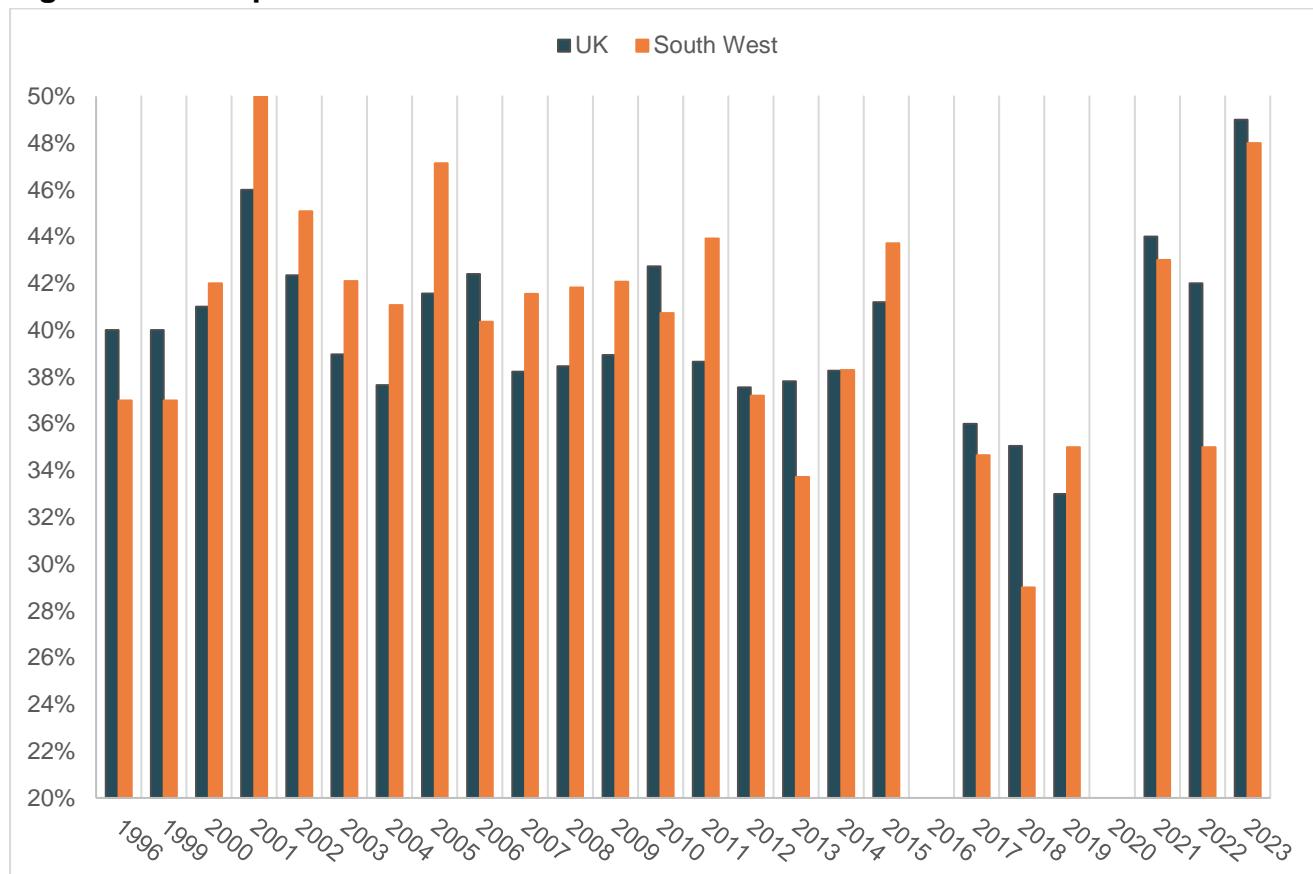


Base: all respondents. Total weighted base = 8,906, North East = 359, North West = 975, Yorkshire and The Humber = 730, East Midlands = 651, West Midlands = 782, East of England = 832, Greater London = 1,173, South East = 1,216, South West = 772, England = 7,491, Northern Ireland = 249, Scotland = 744, Wales = 422. Total unweighted base = 9,506, North East = 598, North West = 1,045, Yorkshire and The Humber = 786, East Midlands = 709, West Midlands = 834, East of England = 814, Greater London = 1,328, South East = 1,083, South West = 711, England = 7,908, Northern Ireland = 401, Scotland = 600, Wales = 597.

In the 27-year history of the survey, the participation rate in the South West has fluctuated. The South West has been averaging lower than the UK average between the years 2017-2023 (aside from the year 2019) (Figure 4).<sup>5</sup> The year-on-year changes should be interpreted with caution as the volatility of the estimates are partly due to the smaller sample size at a regional level.

<sup>5</sup> Note that data is available for 23 out of 27 years. The survey did not run in 1996, 1997 or 2016. The survey in 2020 was carried out using a different methodology and is therefore not comparable.

**Figure 4: Participation rates over time in the South West and in the UK**



Base: all respondents to each survey. Weighted base for 2023 = 8,906, unweighted base for 2023 = 9,506.

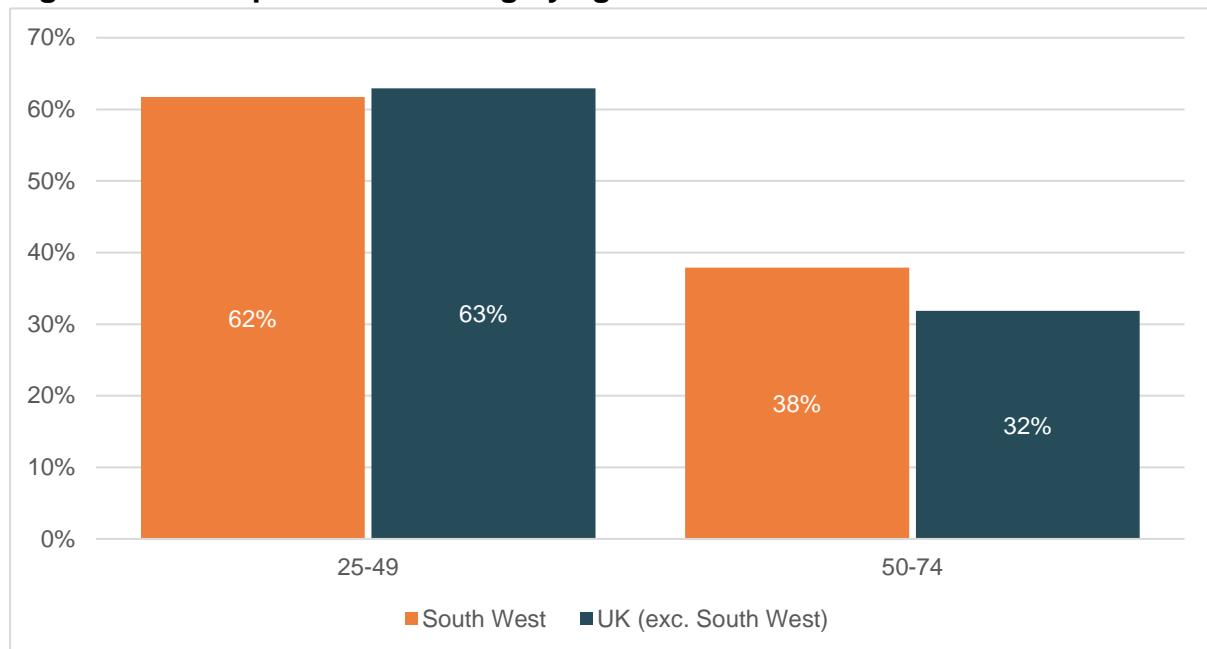
## Demographic breakdown

### Age

The UK survey consistently shows that participation in learning decreases with age. In the South West, adults aged 25-49 are significantly more likely to say they are current or recent learners than adults aged 50-74 (Figure 5). Just over three in five adults aged 25-49 (62 per cent) said they are current or recent learners, compared with nearly two in five adults aged 50-74 (38 per cent).

Despite some differences between the participation rates by age in the South West and in the rest of the UK, none of the differences are statistically significant.

**Figure 5: Participation in learning by age in the South West and in the UK**



Base: South West respondents. Note: 19-24 and 75 or over categories were removed because the sample sizes were too small. Total weighted base = 772, 25-49 = 269, 50-74 = 380. Total unweighted base = 711, 19-24 = 42, 25-49 = 266, 50-74 = 342. UK respondents. Total weighted base = 7153, 25-49 = 3132, 50-74 = 3237. Total unweighted base = 7753, 25-49 = 3559, 50-74 = 3382.

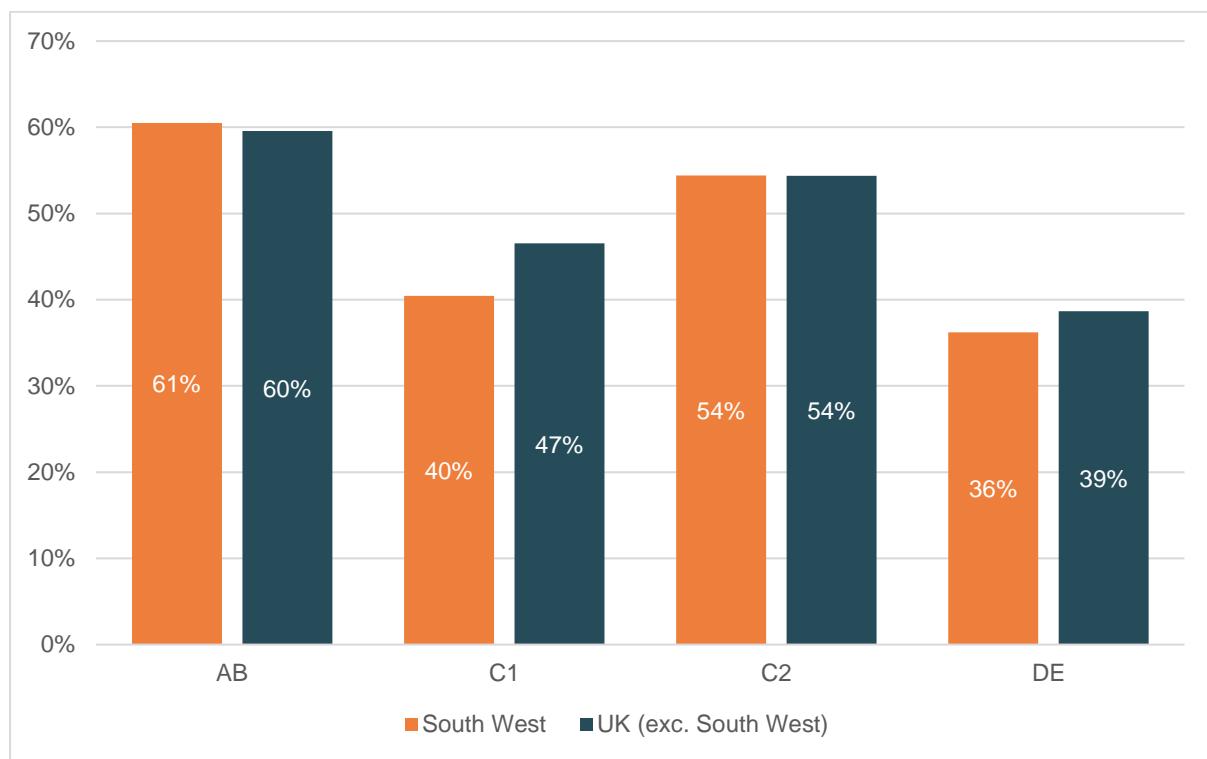
### Social grade

The Adult Participation in Learning Survey consistently shows that social grade<sup>6</sup> is a key predictor of participation in learning. In the South West those in the AB social grade are significantly more likely to say they are current or recent learners compared to those in the C1 and DE social grades (Figure 6). Three in five adults (61 per cent) in the AB social grade said they are current or recent learners, compared to 40 per cent in the C1 and 54 per cent in the C2 grades. Respondents in the DE grade were the least likely to say they are current or recent learners (36 per cent).

The participation rates by social grades are fairly similar to the rates in the UK (excluding the North West) for those in the AB grade, C2 grade and DE grade. **However, the participation rate for adults in the C1 grade is significantly lower in the South West than for the rest of the UK.**

<sup>6</sup> Social Grade: AB: Higher and intermediate managerial, administrative, and professional occupations. C1: Supervisory, clerical, and junior managerial, administrative, and professional occupations. C2: Skilled manual occupations. DE: Semi-skilled and unskilled manual occupations; unemployed and lowest grade occupations plus economically inactive and retired.

**Figure 6: Participant in learning by social grade in the South West and in the UK**



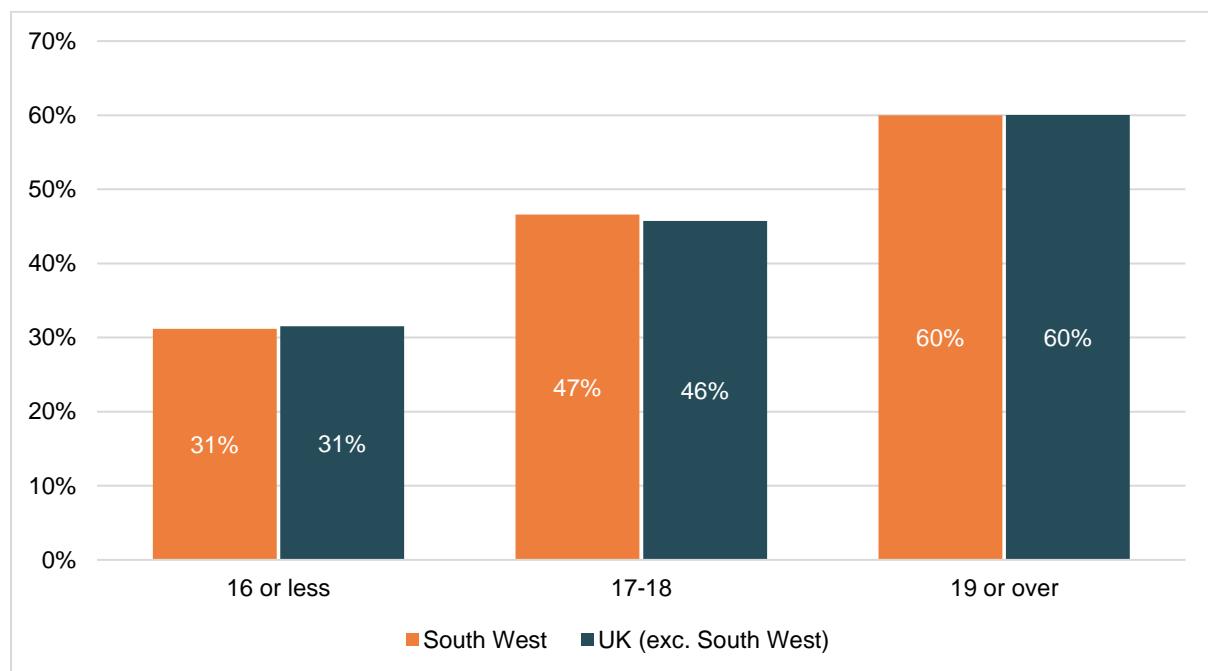
Base: South West respondents. Total weighted base = 773, AB = 233, C1 = 183, C2 = 136, DE = 221. Total unweighted base = 711, AB = 212, C1 = 168, C2 = 128, DE = 203. Base: UK (excluding the South West) respondents. Total weighted base = 8133, AB = 2505, C1 = 1840, C2 = 1323, DE = 2418. Total unweighted base = 8795, AB = 2691, C1 = 2012, C2 = 1495, DE = 2597.

### Age completed full-time education

The survey uses the age someone left full-time education as a proxy for highest level of qualification. The UK survey shows that the longer individuals remain in full-time education, the more likely they are to learn as an adult. In the South West, adults who left full-time education aged 16 or under are significantly less likely to learn as an adult than the other groups (Figure 7). Three in ten adults (31 per cent) who left full-time education aged 16 or under are current or recent learners. This figure increases to almost half (47 per cent) for adults who stayed in full-time education until age 17-18 and to 60 per cent for people who left education aged 19 and over. People who stayed in education until at least 19 years old are twice as likely to learn as an adult than those who left education aged 16 or under.

In the South West, the participation rates are fairly similar to the rates for the UK overall for people who left full-time education in all age groups.

**Figure 7: Participation in learning by age of completing full-time education in the South West and in the UK**



Base: South West respondents. 'Don't know' responses have been taken out. Total weighted base = 744, 16 or less = 263, 17-18 = 176, 19 and over = 305 Total unweighted base = 685, 16 or less = 238, 17-18 = 161, 19 and over = 286. Base: UK respondents (excluding the South West). Total weighted base = 8162, 16 or less = 2362, 17-18 = 1843, 19 and over = 3494. Total unweighted base = 8821, 16 or less = 2506, 17-18 = 1995, 19 and over = 3839.

### Gender

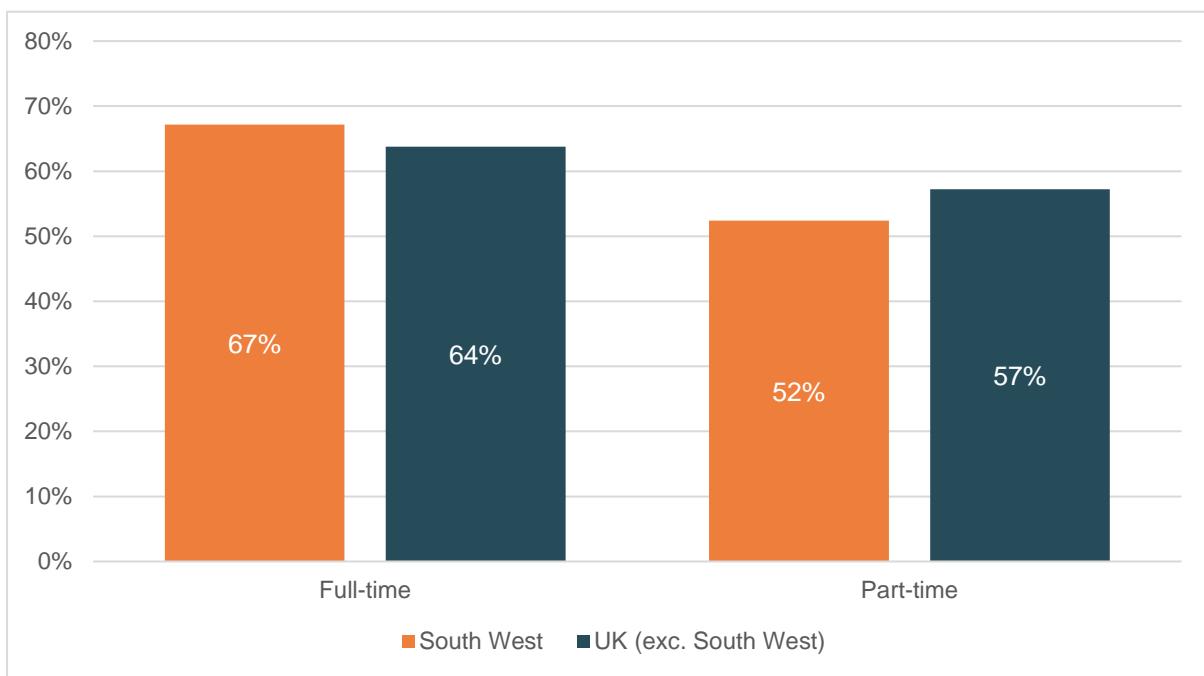
In the South West, men (57 per cent) are more likely than women (43 per cent) to say they are current or recent learners. However, this difference is not statistically different. The rates are similar to the UK overall, as men (51 per cent) are more likely than women (47 per cent) in the UK saying they are current or recent learners.

### Working status

The survey shows that working status is a key predictor of participation in learning, with closer proximity to the labour market associated with higher participation rates. Due to small sample sizes, the South West analysis includes only two working statuses: working full-time and working part-time (Figure 8).

Adults working part-time are less likely to say they are currently learning or have done so in the last three years (52 per cent), compared to those working full-time (67 per cent). However, this difference is not significant.

**Figure 8: Participation in learning by working status in the South West and in the UK**



Base: South West respondents. Total weighted base = 763, Full-time = 262, Part-time = 105. Total unweighted base = 702, Full-time = 255, Part-time = 101. Base: UK (excluding the South West) respondents. Total weighted base = 8143, Full-time = 3221, Part-time = 1150. Total unweighted base = 8804, Full-time = 3633, Part-time = 1290.

Note: Respondents in other working status are not shown in this chart due to small sample sizes in the South West.

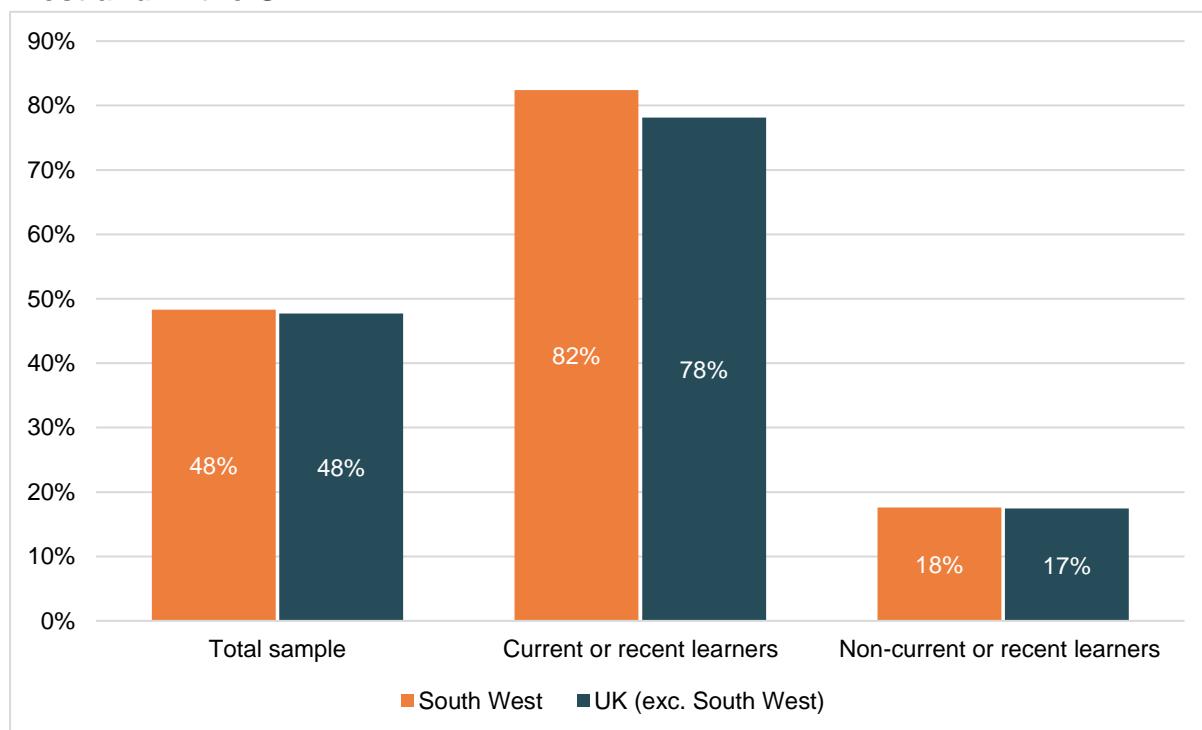
## Future intentions to learn

As well as patterns and experiences of current/recent learning, the survey captures future intentions to learn. Respondents were asked about their likelihood of taking up learning in the next three years.

In the South West, just under half of adults (48 per cent) said that they are either very likely or likely to take up learning in the next three years (Figure 9). However, adults' intention to learn is highly influenced by their current learning status. Recent and current learners are significantly more likely to say they are likely to learn in the future than adults who haven't engaged with learning in the past three years. Just over four in five (82 per cent) current or recent learners said they are likely or very likely to learn in the future compare with under one in five (18 per cent) of adults who haven't engaged in learning in the past three years.

These proportions are fairly similar to the rest of the UK overall: 78 per cent of the current or recent learners said they are likely to learn in the future compared with only 17 per cent of adults who have not taken up learning over the last three years.

**Figure 9: Future likelihood of learning by current learning status in the South West and in the UK**



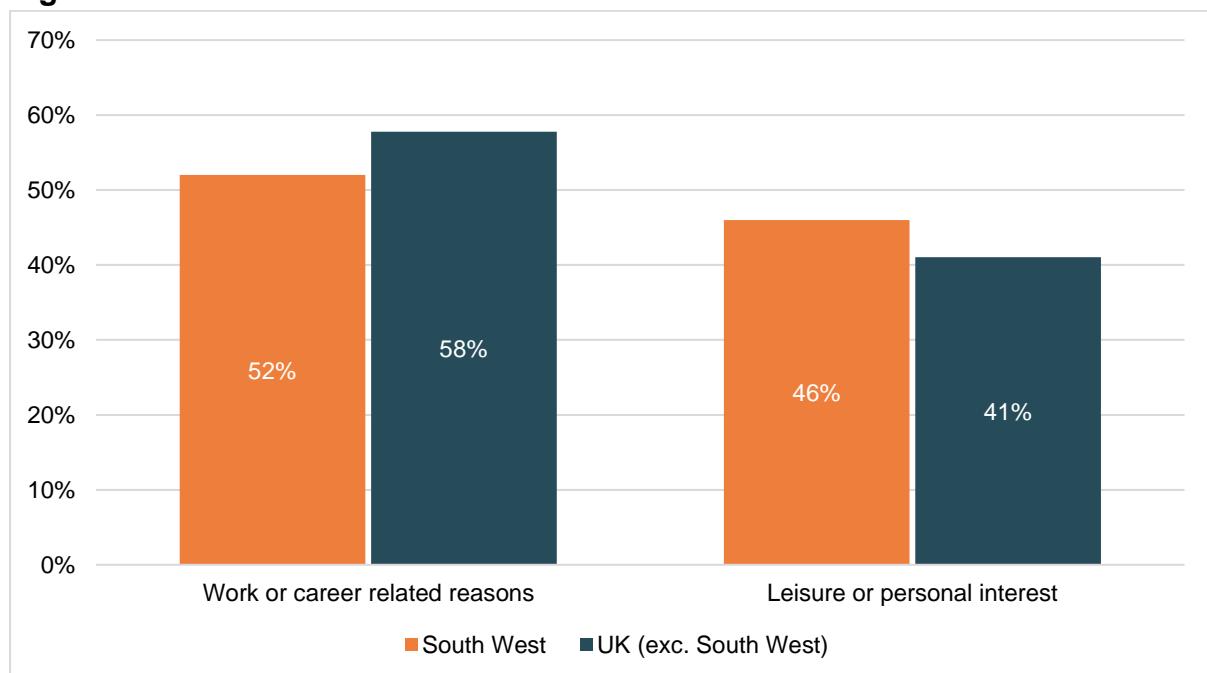
Base: South West respondents. 'Don't know' responses have been taken out. Weighted base = 689, Current or recent learner = 333, Not current or recent learner = 356. Unweighted base = 711, Current or recent learner = 398, Not current or recent learner = 313. Base: UK (excluding the South West) respondents. Weighted base = 8217, Current or recent learner = 4063, Not current or recent learner = 3843. Unweighted base = 8467, Current or recent learner = 4380, Not current or recent learner = 4085.

## Motivations to learn

Respondents who have engaged with learning within the previous three years were asked to state whether they started their main learning for work or career related reasons. In the South West, just over half of adults (52 per cent) said they took up learning for work or career related reasons, while 46 per cent said they took up learning for leisure or personal interests (Figure 10).

Adults in the South West were significantly more likely to say they learned for leisure or personal reasons than adults in the West Midlands and Greater London. Adults in the South West **are significantly less likely than the rest of the UK to say they engaged with learning for work or career related reasons** (58 per cent compared to 52 per cent). This could be related to the relatively high proportion of older and retired people in the survey sample in the South West.

**Figure 80: Motivations to learn in the South West and in the UK**



Base: all current or recent learners in the South West. Weighted base = 369, unweighted base = 349.

Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229.

## Learning delivery

Adults who reported that they are currently learning or have done so in the last three years were asked how they did or are doing their main learning. In the South West, two in five (42 per cent) current and recent learners said they learned independently on their own (Figure 11).

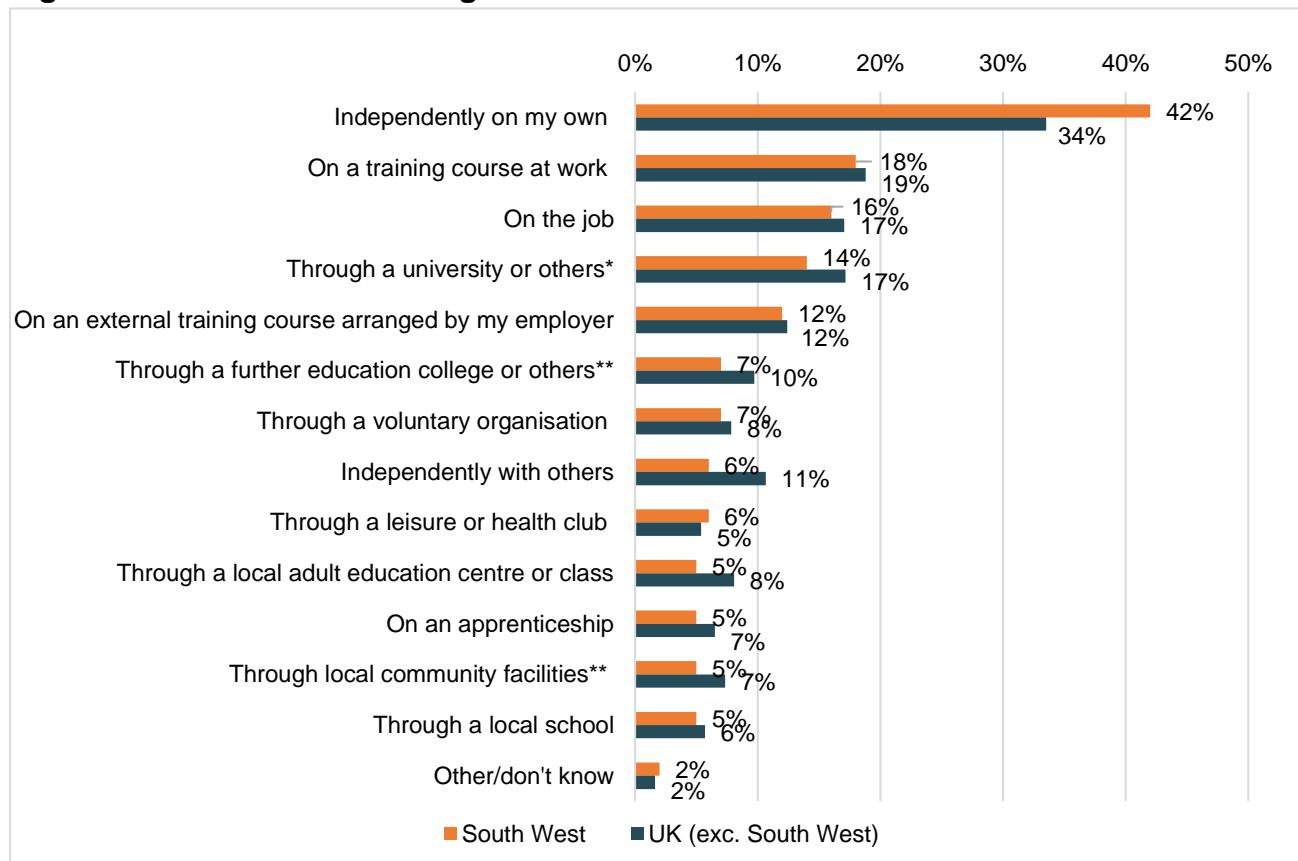
Work related learning was also commonly reported, with around one in five adults learning through a training course at work (18 per cent), 15 per cent learning on the job and 12 per cent said learning through an external training course arranged by their employers. Only 5 per cent reported doing an apprenticeship

Fourteen per cent of learners said they accessed this through a university or higher education. Less than one in ten learners reported learning through further education (7 per cent), through a voluntary organisation (7 per cent) or independently with others (6 per cent).

Other provision reported by learners included at a leisure or health club (6 per cent), through a local adult education centre (5 per cent), community facilities (5 per cent), or a local school (5 per cent).

These proportions are similar to the UK overall. However, **adults in the South West are significantly more likely to say that they learned independently on their own than in the UK (34 per cent)**. This could relate to a higher proportion of learners being motivated to learn for leisure, as well as a relatively high proportion of older and retired people in the survey sample in the South West.

**Figure 11: Location of learning in the South West and in the UK**



Base: All current or recent learners in the South West. Weighted base = 369, unweighted base = 349. To note: the sample sizes are small for some of these categories, so they need to be interpreted with caution. Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229. \*higher education institution/Open University \*\*tertiary/6th Form college \*\*\* such as a library, museum, place of worship, bookshop etc.

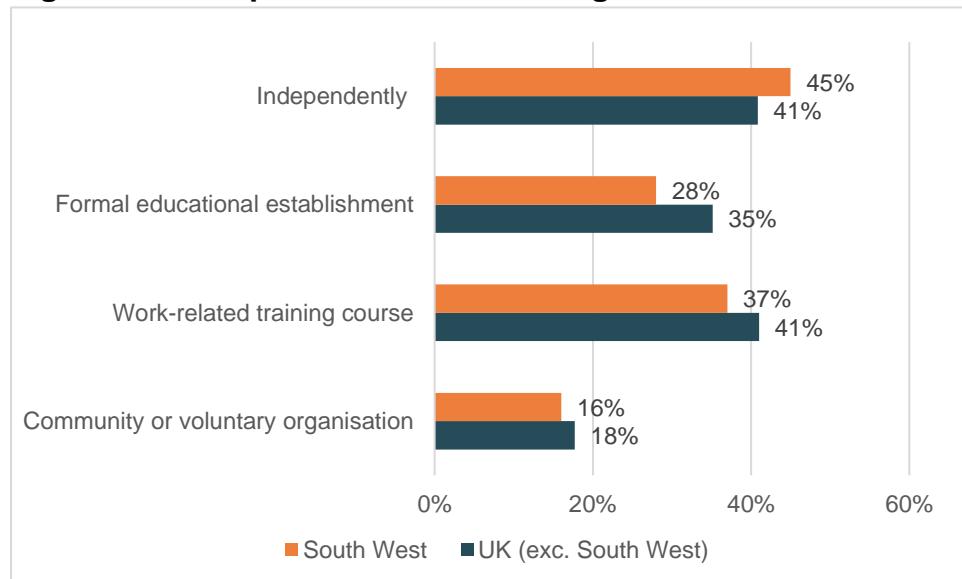
To help with comparison, these delivery methods could be grouped in four categories: independently; formal education establishment; work-related training course and community or voluntary organisation.<sup>7</sup> In the South West, under half of participants said they have done their learning independently (45 per cent), with just under two in five said this has been through a work-related training course (37 per cent). Just under three in ten (28 per cent) said they have done their training through a formal establishment and 16 per cent said they have done their training through a community or voluntary organisation (Figure 12).

<sup>7</sup> The response options were categorised as follows:

- Work-related, including: On the job; On a training course at work; On an external training course arranged by my employer; On an apprenticeship
- Independently, including: Independently on my own; Independently with others
- Formal educational establishment, including: Through a university/higher education institution/Open University; Through a further education college/tertiary/6th form college; Through a local adult education centre or class; Through a local school
- Community or voluntary organisation, including: Through a voluntary organisation; Through local community facilities e.g. library, museum, place of worship, bookshop etc; Through a leisure or health club.

The delivery methods are fairly similar to the rest of the UK.

**Figure 12: Grouped location of learning in the South West and in the UK**



Base: all current or recent learners in the South West. Weighted base = 369, Unweighted base = 349.

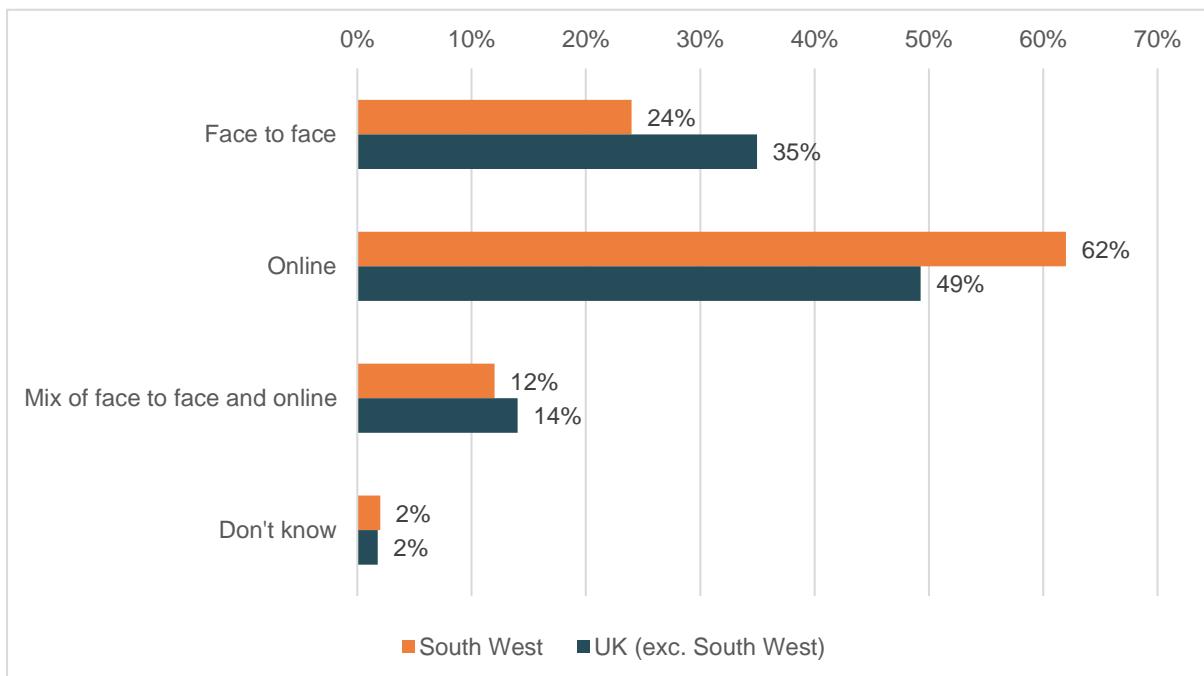
Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229.

### Online and face to face

Adults who reported that they are currently learning or have done so in the last three years were asked whether their main learning took place online or face-to-face. In the South West, three in five (62 per cent) of current or recent learners said they completed at least one of their learning online (Figure 13). One in four adults (24 per cent) said they have taken up their learning face to face and 12 per cent said their learning has involved a mix of online and face to face learning.

The proportions are similar to the UK overall with 35 per cent of learners in the rest of the UK said they have done their learning face to face and 14 per cent said a mix of face to face and online. However, **adults in the South West were significantly more likely to say their learning was online (62 per cent) than the UK average (50 per cent) and significantly less likely to say they have done their learning face to face than those in the UK (35 per cent)**. This could relate to the higher proportion of adults in the South West learning independently.

**Figure 13: Participation in learning by mode of delivery in the South West and in the UK**



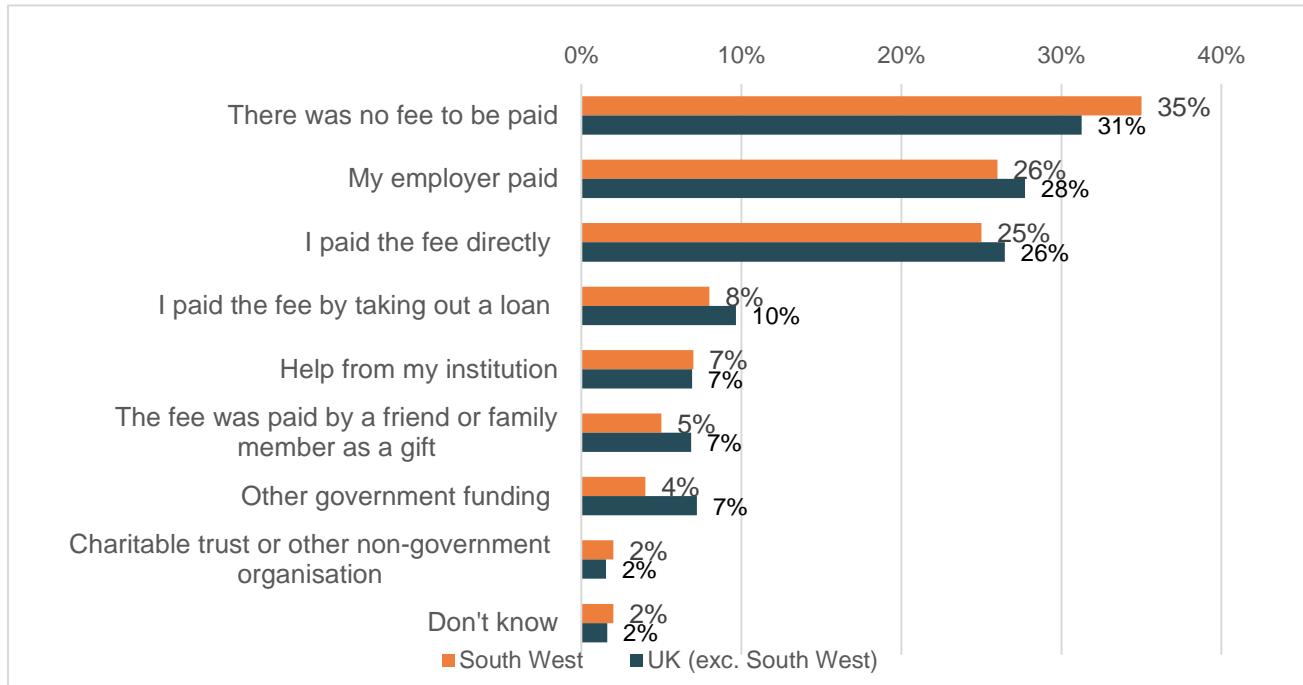
Base: all current or recent learners in the South West. Weighted base = 369, unweighted base = 349.  
 Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229.

## Fees

In the South West, two in three (65 per cent) current or recent learners said a fee was attached to their main learning (Figure 14). Most commonly, learners reported their fee was paid by their employer (26 per cent). One in four (25 per cent) learners said they paid their fee directly. Around one in ten learners said they paid their fee by taking out a loan (8 per cent). A small minority of learners said they paid their fee with help from their institution (7 per cent), support from their friend or family member (5 per cent), other government funding (4 per cent), or with support by charities or non-governmental organisation (2 per cent).

The proportions are fairly similar to the rest of the UK.

**Figure 94: How learning is paid for in the South West and in the UK**



Base: all current or recent learners in the South West. Weighted base = 369, unweighted base = 349.

Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229.

## Barriers to learning

Each year, current or recent learners are asked to state any challenges that they have encountered while learning, and adults who have not participated in learning for at least three years are asked to identify the barriers that prevent them from doing so. These provide insights on the types of obstacles that policy and practice can seek to remove to ensure that more and different adults are able to engage in learning throughout their lives.

### Challenges current or recent learners have experienced

In the South West, **three in five (62 per cent) current or recent learners identified at least one challenge while learning. This is significantly lower than the UK average (69 per cent).**

Most commonly, current or recent learners in the South West identified work and other time pressures as a challenge (23 per cent) (Figure 15).

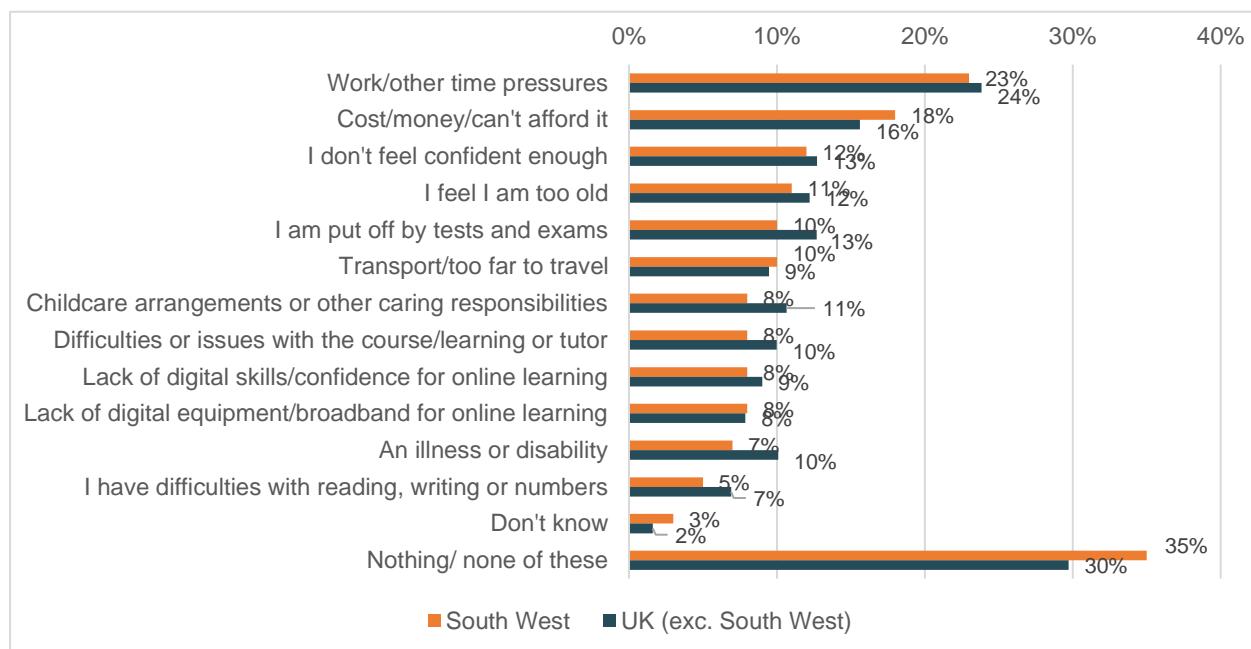
Respondents identified challenges related to their situation, including the cost of learning (18 per cent), transport (10 per cent), childcare arrangements or other caring responsibilities (8 per cent), difficulties or issues with the course, learning or tutor (8 per cent), an illness or disability (7 per cent), or they have difficulties with reading, writing or numbers (5 per cent).

Other common challenges relate to people's attitudes or perceptions of learning, such as a lack of confidence to learn (12 per cent), feeling too old (11 per cent) or being put off by tests/exams (10 per cent).

Respondents also said they experienced digital barriers while learning due to a lack of digital skills or confidence for online working (8 per cent) or lack of digital equipment (8 per cent).

The challenges experienced by learners in the South West are similar to those identified by learners in other UK regions.

**Figure 15: Challenges experienced when learning in the South West and in the UK**



Base: all current or recent learners in the South West. Weighted base = 369, unweighted base = 349.

Base: all current or recent learners in the UK (excluding the South West). Weighted base = 4027, unweighted base = 4229.

Challenges encountered by learners can be grouped into those that are:

- **Situational**, arising from an adult's personal and family situation, including: cost/money/can't afford it; Childcare arrangements or other caring responsibilities; Transport/too far to travel; Work/other time pressures; lack of digital equipment/broadband for online learning
- **Dispositional**, relating to the attitudes, perceptions and expectations of adults, including: I feel I am too old; An illness or disability; I am put off by tests and exams; I have difficulties with reading, writing or numbers; I don't feel confident enough; lack of digital skills/confidence for online learning
- **Institutional**, arising from the unresponsiveness of educational institutions, including: Difficulties or issues with the course/learning or tutor.

In the South West, 46 per cent of current or recent learners said they have experienced situational challenges (Table 1). Just over one in three (36 per cent) said they are facing dispositional challenges and a further 8 per cent said they are facing institutional challenges.

**Adults in the South West are significantly more likely to not encounter any challenges (34 per cent) than the UK average (30 per cent). Adults in the South West are also less likely to report dispositional challenges than in the rest of the UK (42 per cent).**

**Table 1: Grouped challenges experienced by current or recent learners in the South West and in the UK**

Group	South West	The UK (excluding the South West)
Situational	46%	48%
Dispositional	36%	42%
Institutional	8%	10%
No challenges encountered	34%	30%

Base: all current or recent learners in the South West. Weighted base = 369, unweighted base = 349.

Base: all current or recent learners in the UK. Weighted base = 4396, unweighted base = 4778.

### **Barriers faced by people who haven't engaged with learning within the past three years**

In the South West, seven in ten (72 per cent) adults who say they have not engaged in learning within the past three years identified at least one barrier. This proportion is similar to the rest of the UK (71 per cent).

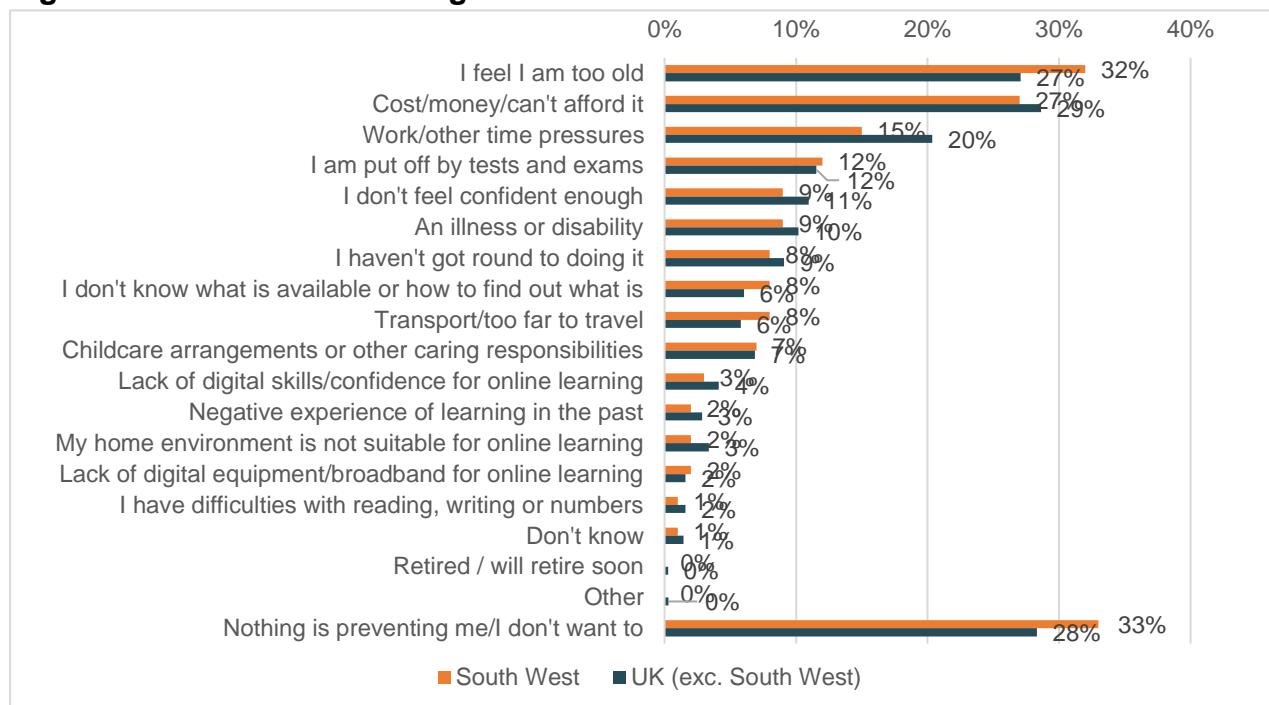
The top barrier identified by the adults who haven't taken up learning within three years is that they feel too old to learn (32 per cent) (Figure 16). This was followed by adults saying they can't afford the cost of learning (27 per cent).

Fifteen per cent reported work or other time pressures as a barrier to learning. Other barriers that were reported by around one in ten adults in the South West included being put off by tests and exams (12 per cent), not feeling confident enough (9 per cent), an illness or disability (9 per cent) or that they haven't got round to doing it (8 per cent).

One in three adults (33 per cent) said they did not want to engage with learning or that nothing was preventing them from doing so.

The barriers people faced in the South West are similar to the barriers experienced in the rest of the UK.

**Figure 16: Barriers to learning in the South West and in the UK**



Base: respondents who have not participated in learning within the last three years in the South West.

Weighted base = 374, unweighted base = 335. Base: respondents who have not participated in learning within the last three years in the UK (excluding the South West) Weighted base = 3825, unweighted base = 4063.

Barriers can be grouped into those that are:

- **Situational**, including: Cost/money/can't afford it; Childcare arrangements or other caring responsibilities; Work/other time pressures; Lack of digital equipment/broadband for online learning; My home environment is not suitable for online learning; Transport/too far to travel
- **Dispositional**, including: I don't know what is available or how to find out what is; I feel I am too old; An illness or disability; I haven't got round to doing it; I am put off by tests and exams; I have difficulties with reading, writing or numbers; I don't feel confident enough; Lack of digital skills/confidence for online learning; Negative experiences of learning in the past.

Dispositional factors were reported by over one half of adults (53 per cent). Just over two in five adults (43 per cent) who said they have not taken part in learning in the last three years identified situational barriers preventing them from doing so. These findings are fairly similar to the UK overall (see Table 2).

**Table 2: Grouped barriers faced by adults who haven't engaged with learning within the past three years in the South West and in the UK**

Group	South West	The UK (excluding the South West)
Situational	43%	46%
Dispositional	53%	51%
No challenges encountered	33%	28%

Base: respondents who have not participated in learning within the last three years in the South West. Weighted base = 374, unweighted base = 335. Base: respondents who have not participated in learning within the last three years in the UK (excluding the South West) Weighted base = 3825, unweighted base = 4063.

## Learning for career change

Advances in technology, including Artificial Intelligence, alongside longer working lives will see more people needing to change jobs and careers. The Coronavirus pandemic also had a profound effect on the labour market, with an increase in the number of people who are economically inactive and job vacancies at record levels.

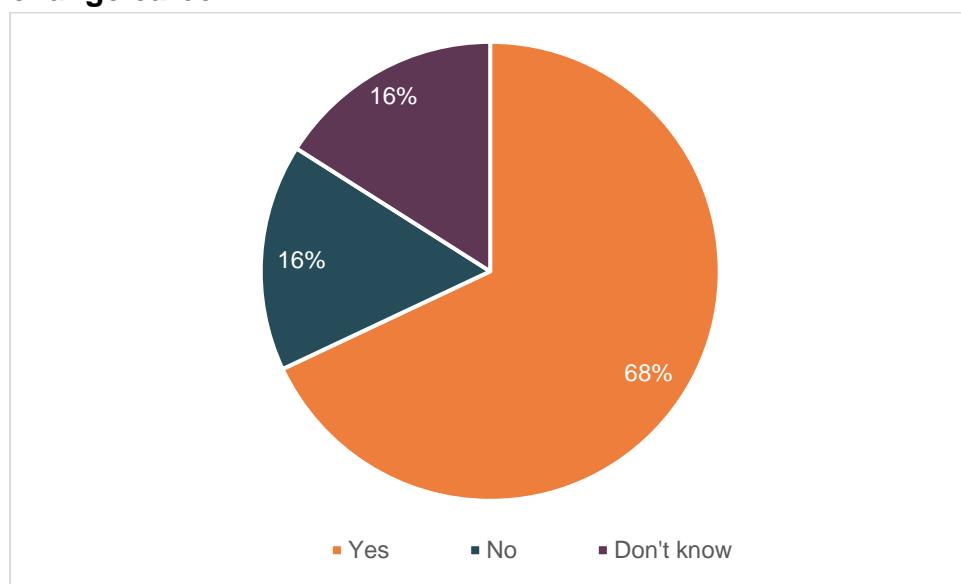
Many workers will therefore need to reskill into different careers to ensure they can make the most of the opportunities ahead. Within this context, this year's survey asked adults whether they are planning to change job or career in the near future. The survey also explored motivations to change career, barriers to changing career and what support people would find helpful.

### Changing job or career

All respondents who are working or unemployed and seeking work were asked whether they thought people like them could change careers or change the occupation/industry they were in. In the South West, more than two thirds (68 per cent) believe that people like them can change career (Figure 17). Sixteen per cent said they did not think that people like them could change careers and 16 per cent said they don't know.

This is fairly similar to the UK overall with 71 per cent of respondents who believe that people like them are able to change careers, 16 per cent who did not think so. Adults in the South West are significantly more likely to say they don't know (16 per cent) than the UK average (12 per cent).

**Figure 17: Respondents in the South West who believe people like them can change career**



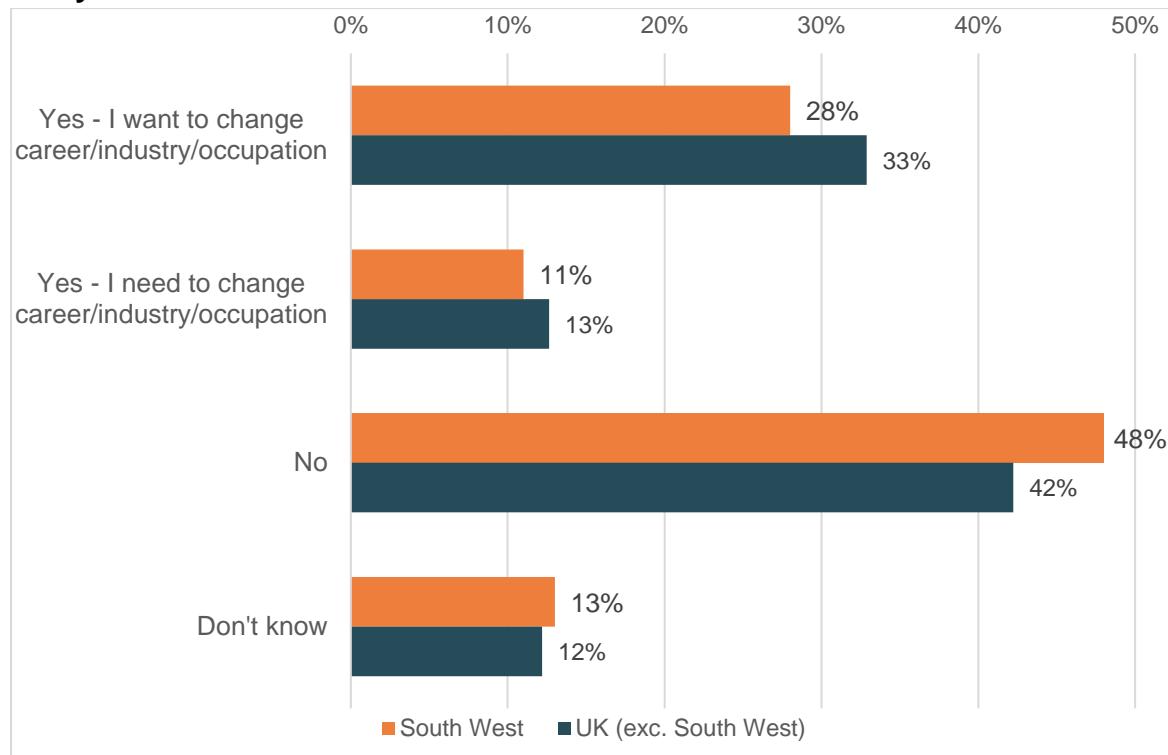
Base: respondents who are employed, unemployed and seeking work or in full-time education in the South West. Weighted base = 473, unweighted base = 456.

In the South West, 39 per cent of respondents said they want (28 per cent) or need (11 per cent) to change their career/industry/occupation in the next one or two years (Figure 18). Nearly half of adults (48 per cent) said they do not need or want to change career and 13 per cent don't know.

**Adults in the South West were significantly less likely to say that they do not want or need to change their career in the next one or two years, than the UK average (38 per cent compared to 43 per cent).** This could relate to the relatively high proportion of older and retired people in the survey sample in the South West.

Wider research indicates that around six per cent of adults change occupation or sector each year<sup>8</sup>.

**Figure 18: Whether adults want or needs to change career in the next one or two years**



Base: respondents who are employed, unemployed and seeking work or in full-time education in the South West. Weighted base = 473, unweighted base = 456. Base respondents who are employed, unemployed and seeking work or in full-time education in the UK (excluding the South West). Weighted base = 5493, unweighted base = 6133.

### Motivations for career change

Respondents who indicated that they either want to or need to change career in the next one to two years were asked the reason for this change. In the South West, the main reason cited was to earn more money (52 per cent) (Figure 19). This was followed by wanting to get a job that's more fulfilling or worthwhile (45 per cent).

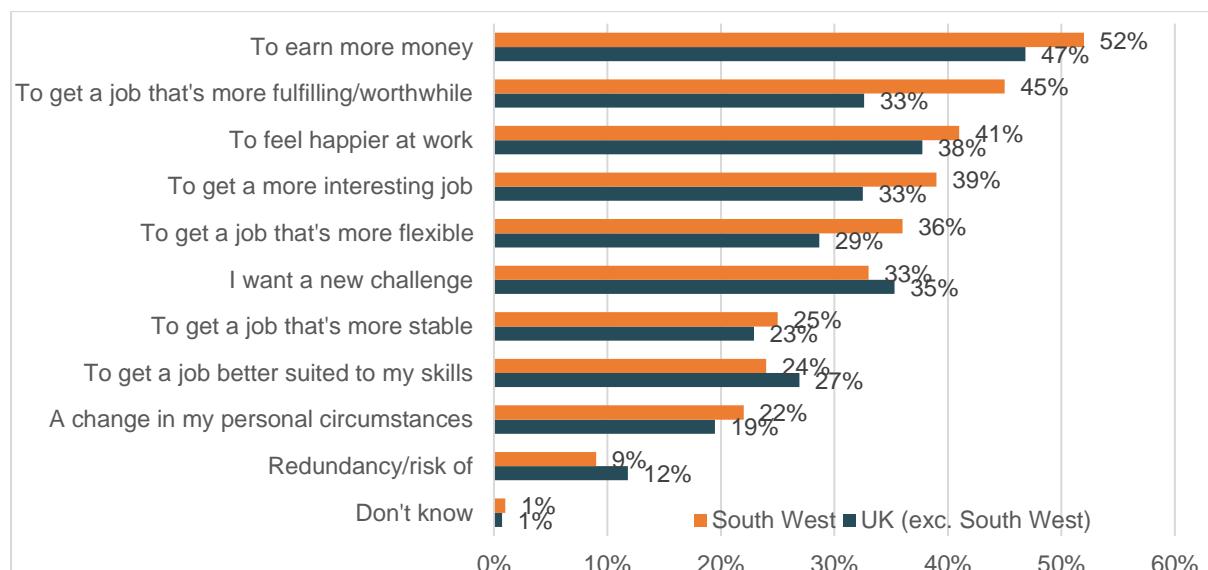
<sup>8</sup> Evans, S. and Vaid, L. (2023) [All change: Understanding and supporting retraining and career change](#)

Respondents also reported wanting to feel happier at work (41 per cent), to get a job that would be more interesting (39 per cent), more flexible (36 per cent), wanting a new challenge (33 per cent), more stable (25 per cent) or better suited to their skills (24 per cent).

One in five respondents (22 per cent) reported that a change in personal circumstances was the reason for wanting a career change. A further one in ten (9 per cent) said they feared or were at risk of redundancy.

The motivations for career change in the South West are fairly similar to the rest of the UK (Figure 19). However, **adults in the South West are significantly more likely to cite that want to change career to get a job that's more fulfilling or worthwhile (45 per cent) than the UK average (33 per cent). In addition, adults in the South West are significantly more likely to cite that they want to get a job that's more flexible (36 per cent) than the UK average (29 per cent).**

**Figure 19: Reasons for wanting or needing career change in the South West and in the UK**



Base: respondents who want to change job/career in the next 1-2 years in the South West. Weighted base = 185, unweighted base = 179. Base: respondents who want to change job/career in the next 1-2 years in the UK (excluding the South West). Weighted base = 2501, unweighted base = 2802.

## Barriers to career change

Respondents who indicated that they want or need to change career were then asked what was stopping them from doing this (Figure 20). In the South West, the most cited barrier was a lack of self-confidence (31 per cent). Other dispositional barriers<sup>9</sup> included a fear of applying for jobs/job interviews (27 per cent), having always done the same type of job (22 per cent) and feeling too old (21 per cent).

<sup>9</sup> Dispositional barriers relate to the attitudes, perceptions and expectations of adult. They include barriers such as feeling too old to learn, being put off by tests and exams, not feeling confident enough to learn.

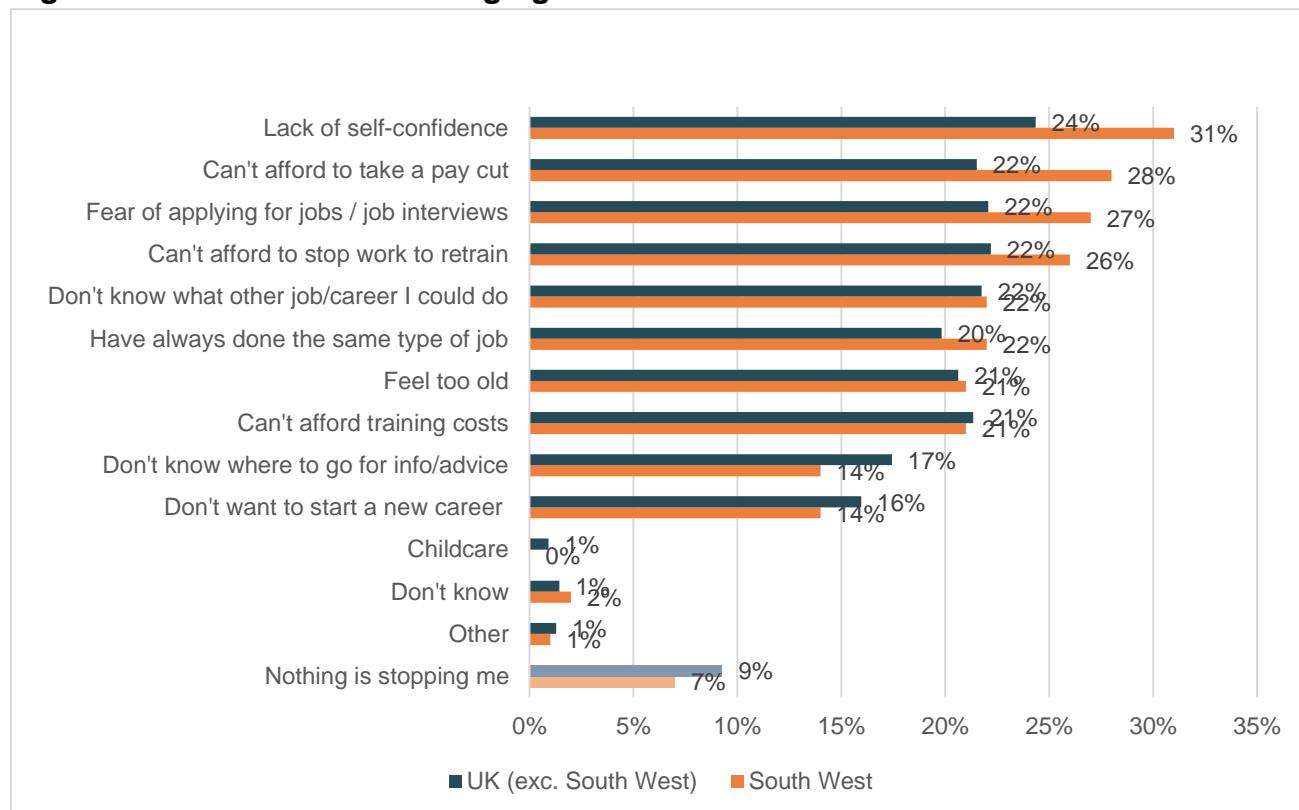
Some barriers related to finance, including not being able to afford a pay cut (28 per cent), not being able to stop work to retrain (26 per cent) and not being able to afford training costs (21 per cent).

One in five (22 per cent) adults said that they did not know what other job/career they could do, 14 per cent said they did not know where to go for information or advice and 14 per said they did not want to start a new career (15 per cent).

Only 9 per cent of respondents who said they want or need to change career say that nothing is stopping them from doing this.

The barriers to career change identified by respondents in the South West are fairly similar to the ones identified in the rest of the UK (see Figure 20). However, **adults in the South West are significantly more likely to say that they can't afford to take a pay cut (28 per cent) than the UK average (22 per cent)**.

**Figure 20: Reason for not changing career in the South West and in the UK**



Base: respondents who want to change job/career in the next 1-2 years in the South West. Weighted base = 185, unweighted base = 179. Base: respondents who want to change job/career in the next 1-2 years in the UK (excluding the South West). Weighted base = 2501, unweighted base = 2802.

## Developing skills for career change

Respondents who indicated that they want or need to change career were asked if they need to develop their skills in order to change career or the industry/occupation they are in (Figure 21).

In the South West, nearly seven in ten adults (68 per cent) said they need to develop their skills, while 23 per cent said they don't and 9 per cent said they don't know. These figures are fairly similar to the UK.

**Figure 21: Do you need to develop your skills to change career or change the industry/occupation you work in?**



Base: respondents who want to change job/career in the next 1-2 years in the South West. Weighted base = 179, unweighted base = 185. Base: respondents who want to change job/career in the next 1-2 years in the UK (excluding the South West). Weighted base = 2501, unweighted base = 2802.

### Support for career change

Respondents were asked to select, from a list of options, what support they would find helpful if they wanted/needed to change career (Figure 22). In the South West, respondents most commonly indicated that they would need learning or training (34 per cent).

Respondents commonly said financial support towards would be helpful, including towards the costs of learning/training (27 per cent) or living costs while learning/training helpful (27 per cent).

Many respondents also said they would find advice, support or coaching useful, including: advice on what transferable skills they might have (25 per cent), advice to help them choose the right job/career for them (21 per cent) or help them choose the learning or training needed to change job/career (20 per cent), coaching and support when they first start a new job (20 per cent), advice and coaching to help them get a job (20 per cent).

Respondents in the South West identified similar support to the rest of the UK.

**Figure 22: What would be the most helpful for changing career**



Base: respondents who are employed, unemployed and seeking work or in full-time education in the South West. Weighted base = 473, unweighted base = 456. Base respondents who are employed, unemployed and seeking work or in full-time education in the UK (excluding the South West). Weighted base = 5493, unweighted base = 6133.

Respondents were asked where they would go for information and advice if they wished to change career (Table 3). In the South West, two in five respondents (41 per cent) said they would use a general online search to find information and advice. This was followed by friends, family and colleagues (24 per cent). These findings highlight the need for credible and trustworthy information being available and easy to find online, as well as the importance of social networks in providing information.

Other sources of information and advice include an education provider such as a college or university (16 per cent), Jobcentre Plus (16 per cent), a professional, sector or trade organisation (15 per cent), social media (14 per cent), a recruitment agency/consultant (14 per cent), the National Career Service (11 per cent), their current manager (11 per cent), prospective employers (9 per cent) or Citizens' Advice (7 per cent).

A small minority of respondents said they would go to a local or national charity (5 per cent) for advice, Unionlearn representative (3 per cent) or a local community, voluntary or religious centre (3 per cent).

Over one in ten adults (14 per cent) do not know where they would go for information or advice about changing job or career.

These figures are fairly similar to the rest of the UK (see Table 3).

**Table 3: Where respondents go for advice on career change**

Source of information/advice	South West	UK (excluding the South West)
General online search	41%	37%
Friends, family or colleagues	24%	23%
Education provider such as a college or university	16%	16%
Social media	14%	16%
Recruitment consultant/agency	14%	16%
Professional, sector or trade organisation	15%	15%
Jobcentre Plus	16%	15%
National Careers Service	11%	12%
Prospective employers	9%	12%
Your current employer (e.g. HR, line manager)	11%	11%
Citizens' Advice	7%	8%
Local community, voluntary or religious centre	3%	5%
Local or national charity	5%	5%
Unionlearn representative or Workplace Learning Advocate	3%	5%
Don't know	14%	11%

Base: respondents who are employed, unemployed and seeking work or in full-time education in the South West. Weighted base = 473, unweighted base = 456. Base respondents who are employed, unemployed and seeking work or in full-time education in the UK (excluding the South West).

Weighted base = 5493, unweighted base = 6133.