

This is a blank page.

07



- There are over 3,000 schools, colleges and universities in London.
- In 2002, 72 per cent of three and four year-olds were in education in London, a higher participation rate than the average for England.

07: Education and training



- By September 2002 over 1,000 Beacon Schools had been established in England; around 200 of these were in London.
- The proportion of 16 year-olds with no graded results had fallen more in London by 2002 than the proportion in England as a whole.
- Nearly a fifth of employees in London received some job-related-training in spring 2002.
- Around 45 per cent of the resident labour force in Inner London have a higher education qualification compared with 27 per cent of the United Kingdom as a whole.

Schools, colleges and universities are an integral part of London. Over 3,000 of these establishments provide access to an extensive array of education services for people of all ages and backgrounds in the capital, reflecting London's status as an international centre for education.

Schools and pupils

For most children, education begins with learning and participation in pre-school education, with compulsory schooling starting at the age of five. The Education Act 2002 extended the National Curriculum to include the foundation stage, which was introduced in September 2000 and covers children's education from the age of three. There has been an increasing proportion of children starting formal education at the earlier age. Table 7.1 shows that between 1997/98 and 2001/02 the proportion of three and four year-olds receiving full-time and part time education in England rose by 2 percentage points, whereas in London it increased by 7 percentage points. In 2001/02, 72 per cent of all three and four year-olds in London participated in school education, the highest proportion over the last decade.

Changes in the birth rate and the raising of the school leaving age have both had an impact on the number of children of school age in the UK. An increase in the birth rate in the late eighties and early nineties resulted in an increase in primary school and secondary school admissions throughout the nineties. Between 1991/92 and 2001/02 there was a rise of over 74,000 pupils attending primary schools in London, which is a significant increase compared to the rise of just 44,400 between 1981/82 and 1991/92.

Admissions to maintained secondary schools in London have steadily increased since 1991/92 from around 342,000, to 412,000 in 2001/02, a 21 per cent increase as shown in Figure 7.2. The number of children in London attending independent schools has increased over the last two decades.

Table 7.1

Three and four year-olds^{1,2,3} in education at school

	Percentages					
	Maintained nursery and primary schools		Independent and special schools		All schools	
	London	England	London	England	London	England
1997/98	59	57	6	5	65	62
1998/99	62	59	7	4	69	63
1999/2000	62	58	7	5	69	63
2000/01	62	58	7	5	69	63
2001/02	65	59	7	5	72	64

¹ Headcounts of children aged three and four at 31 December of the first year shown expressed as a percentage of the three and four year-old population.

² Numbers of three and four year-olds in schools may include some two year-olds.

³ Any child attending more than one provider in England may have been counted twice.

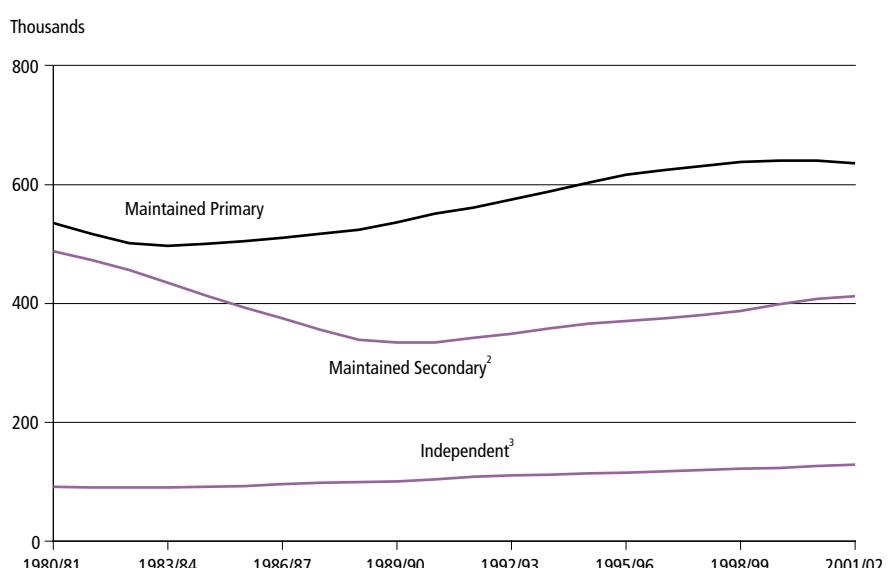
Source: Department for Education and Skills

Between 1981/82 and 2001/02 this increased by 43 per cent compared to an increase of around 14 per cent in England over the same period. The number of pupils in London attending independent schools in 2001/02 was around 130,000. This accounts for one fifth of children attending independent schools in England as a whole.

The proportion of children that are educated in schools that cater specifically for special educational needs in London is falling. This reflects a trend for children with special needs to be educated in mainstream schools. Details of the percentage of pupils with a statement of special educational needs can be found in Table A7.1. A statement

Figure 7.2

Headcount of pupils¹: by type of school, London



¹ Full-time and part-time (i.e. headcounts). Excludes pupils in nursery schools, special schools and pupil referral units.

² Excludes sixth form colleges.

³ Includes City Technology Colleges.

Source: Department for Education and Skills

of special needs is a formal assessment completed following observation of a child considered to have special educational needs. Inner London has a slightly higher proportion of pupils with statements of educational needs than Outer London; but the overall rates for London are slightly lower than the rates for the whole of England.

Due to London's high population density, it has the highest proportion of pupils who attend schools with large numbers. This is especially apparent in the Outer London boroughs, as *Table 7.3* shows. In 2001/02, 74 per cent of pupils were attending maintained primary schools where there were more than 300 pupils; this is around 26 percentage points higher than the figure for England. Due to secondary schools covering larger catchment areas and providing more specialised facilities in England and London, over half of all pupils attend maintained secondary schools with over 1,000 pupils. At 66 per cent, Outer London has one of the highest percentages of pupils in schools with over 1,000 pupils.

Figures in *Table A7.1* in the Appendix show that, in spite of the increase over time in the number of pupils, London has a number of surplus places in its maintained schools. In 2000/01 the percentage of surplus places was slightly higher for secondary schools in London than in England, with only a

Table 7.3**Distribution of pupils¹: by size of school, 2001/02**

	Inner London	Outer London	England	Percentages and thousands
Maintained primary schools				
100 pupils or fewer	0.1	0.2	3.8	
101-200 pupils	5.3	3.2	15.7	
201-300 pupils	31.1	22.9	32.9	
Over 300 pupils	63.5	73.6	47.6	
Total pupils in primary schools (=100%)(thousands)	231.7	404.3	4,363.3	
Maintained secondary schools				
600 pupils or fewer	7.2	3.8	8.0	
601-800 pupils	14.6	11.0	14.2	
801-1,000 pupils	23.9	19.5	20.2	
Over 1,000 pupils	54.3	65.7	57.6	
Total pupils in secondary schools (=100%)(thousands)	128.3	284.1	3,264.1	

¹ Full-time and part-time (i.e. headcounts).

Source: Department for Education and Skills

0.1 per cent difference. However, there are significantly more surplus primary school places in some parts of London than in the country as whole. Numbers also vary a great deal between boroughs, being as high as 19 per cent for secondary schools in Lambeth and as low as 2 per cent for secondary schools in Bromley. Overall, there are proportionally more surplus places in both primary and secondary schools in Inner London than in Outer London,

around 3 percentage points for secondary schools.

Secondary education in England consists of a combination of different types of school, which are shown in *Table 7.4*. For the last three decades the majority of children in England, and in particular London, have been educated via the non-selective comprehensive system, which is aimed at providing equality of opportunity for children of all abilities.

Table 7.4**Distribution of pupils in maintained secondary schools: by type of school, 2001/02**

	Thousands and percentages			
	London		England	
	Thousands	Percentages	Thousands	Percentages
Middle, deemed secondary	0.7	0.2	131.7	4.0
Secondary modern	8.1	2.0	102.6	3.1
Grammar	17.0	4.1	146.2	4.5
Comprehensive	384.4	93.2	2,860.7	87.6
Technical and other	2.2	0.5	22.9	0.7
All pupils	412.4	100	3,264.1	100

Source: Department for Education and Skills

In London in 2001/02 93 per cent of pupils enrolled in maintained secondary schools attended a comprehensive school compared with 88 per cent in England. Before the introduction of comprehensive schools during the 1960s, children were required to take the "11 plus" exam which determined whether they would attend a grammar or secondary modern school. In London there are 19 grammar schools remaining.

In some London boroughs, Local Education Authorities (LEAs) which are responsible for the administration of state sector education services now have more governance over selection requirements. In London there are some LEAs where non-selective comprehensive schools co-exist with both selective grammar schools and a small number of partially selective comprehensive schools. Grammar schools tend to be wholly selective by ability whereas some comprehensive schools are more likely to have partial selective requirements. Overall 4 per cent of pupils in maintained secondary schools in London attend grammar schools, a similar proportion to that for England as a whole.

In 1998, the Government introduced the "Beacon School Initiative". It aimed to raise standards in education by encouraging schools to develop their own mission and ethos, and to share best practice. This includes all nursery, primary, secondary and special schools that have a high delivery of performance, good quality education and generally high standards. By September 2002 over 1,000 Beacon Schools had been established in England with around 200 in London in 2002. This has increased since 1998 when the initiative was first launched with only 63 Beacon Schools in England, 4 of which were in London. The increase may partly be due to the launch of the Government's "Excellence in Cities" strategy, which enabled the Beacon Schools initiative to expand. The strategy aim was for at least 1 in 4 Beacon Schools to be serving a city area. The strategy has particular

Table 7.5**Average class sizes¹**

	Inner London	Outer London	London	England	Numbers
Primary schools					
1980/81	23.1	25.2	
1990/91	24.3	26.4	25.8	26.3	
2000/01	26.8	27.1	27.0	26.7	
2001/02	26.6	27.0	26.9	26.3	
Secondary schools					
1980/81	19.6	20.8	
1990/91	21.3	20.3	20.6	20.3	
2000/01	22.4	21.9	22.1	22.0	
2001/02	22.5	21.9	22.1	21.9	

¹ One-teacher classes in maintained schools only.

Source: Department for Education and Skills

relevance to London as nearly all Inner London Education Authorities fall into this category.

The relationship between the number of pupils enrolled in schools and teachers employed in schools is known as the pupil-teacher ratio. The impacts of class size and pupil-teacher ratios have been questioned; but it is largely believed that children learn better in smaller groups and therefore the ratio reflects the quality of education. In September 2001 it became a legal requirement for Local Education Authorities and schools to limit the size of infant classes to 30 or fewer. Overall, average class sizes in

London are comparable with the national average for England. Table 7.5 shows that between 1990/91 and 2001/02 the average class size in primary schools in London (for one-teacher classes) increased from an average of 26 to 27 pupils per class, compared with England where there was no change over the same period. Historically, class sizes in London were smaller than for the rest of the country, although this gap has narrowed and in some cases class sizes now exceed the national average of 26 pupils per class.

Between 1991/92 and 2001/02 the number of pupils per teacher in London

Table 7.6**Pupil-teacher ratios: by type of school**

	Pupils per teacher					
	1991/92			2001/02		
	Inner London	Outer London	England	Inner London	Outer London	England
Nursery schools	16.6	17.5	19.1	16.1	14.8	16.6
Primary schools	19.3	21.8	22.2	21.6	22.9	22.5
Secondary schools	15.8	15.8	15.9	16.0	16.8	16.9
Independent schools ¹	11.1	11.5	10.6	10.5	10.9	10.1
Special schools	4.9	5.2	4.7	5.7	6.3	6.4

¹ Includes Direct Grant Nursery Schools and City Technology Colleges.

Source: Department for Education and Skills

increased in primary, secondary and special schools. However, Table 7.6 shows that generally, the numbers of pupils per teacher in London schools are in some cases lower than England as a whole. Pupil-teacher ratios in independent schools, both in London and in England, are considerably smaller than in maintained mainstream schools and the number of pupils per teacher has decreased in Inner London from 11.1 pupils per teacher in 1991/92 to 10.5 in 2000/01. In Outer London the decrease was from 11.5 pupils per teacher to 10.9 over the same period.

It is widely acknowledged that there are problems recruiting and retaining teachers in London. Major causes of teacher shortages in London schools are the high housing and living costs in the capital.

Classroom assistants support fully qualified teachers and are in place in schools across London and England. Their number has increased in recent years and has helped reduce the ratio of pupils to adults, working in schools.

Table 7.7**Pupil absence from maintained schools, 2001/02¹**

	Numbers and percentages		
	Inner London	Outer London	England
Average number of half days missed per absent pupil			
Primary schools			
Authorised absence	19	18	18
Unauthorised absence	10	9	9
Secondary schools			
Authorised absence	24	24	25
Unauthorised absence	17	17	17
Percentage of half days missed			
Primary schools			
Authorised absence	5.8	5.6	5.4
Unauthorised absence	1.3	0.6	0.5
Secondary schools			
Authorised absence	7.3	7.5	7.6
Unauthorised absence	2.0	1.2	1.1

¹ Absences during the school year up to 24 May 2002.

Source: Department for Education and Skills

Table 7.8**Examination achievements of young people: by sex, 2001/02¹**

	Percentages and thousands					
	Inner London		Outer London		England	
	Males	Females	Males	Females	Males	Females
Pupils in their last year of compulsory schooling achieving (percentages)						
5 or more GCSEs grades A* to C or GNVQs	38.9	49.4	48.5	59.2	46.4	57.0
1 to 4 GCSEs grades A* to C or GNVQs	27.2	28.6	24.9	23.4	24.0	23.2
GCSEs grades D to G only ² or GNVQs	26.1	17.1	20.6	13.5	23.2	15.5
No graded results	7.8	4.9	6.0	4.0	6.4	4.3
Total pupils (thousands)	12.9	12.9	26.7	25.8	309.7	296.8
Students in post-compulsory education³ achieving (percentages)						
2 or more GCE/ VCE A levels/ AS equivalents	24.9	34.5	37.0	47.3	33.6	41.8
Total population (thousands)	15.1	14.5	28.0	26.1	313.5	296.8

¹ Provisional.

² No grades above D and at least one in the D-G range.

³ Students in schools and further education colleges aged 17 to 19 at end of the academic year as a percentage of the 18 year-old population.
See Notes and Definitions.

Source: Department for Education and Skills

Average figures for pupil-teacher ratios conceal differences between boroughs.

Information given in Appendix

Table A7.1 shows the average pupil-teacher ratio for London maintained primary schools for 2001/02 is 22.4. The range varies from 24.4 in Hillingdon to 18.9 in Kensington and Chelsea. The corresponding figures for secondary schools show similar variation; an average of 16.6 for the whole of London, with the highest pupil-teacher ratio of 18.3 in Richmond upon Thames, and the lowest ratio, 14.9, in Kensington and Chelsea.

Absentee rates from school are presented in Table 7.7. These show both authorised and unauthorised absence figures for maintained schools in the academic year 2001/02. For both primary and secondary schools, unauthorised rates of absence in 2001/02 were higher in Inner London than Outer London, although the number of half days lost per absent pupil was the same for Inner and Outer London secondary schools. Unauthorised absence rates for London are higher than the rate for England as a whole.

Parents condoning their children's truanting behaviour is currently an area of particular interest. Results from national truancy sweeps (conducted in partnership with Education Welfare Services, schools, the Police, Youth Offending Teams, Parks Police, Connexions and the Department for Education and Skills) indicate that a large number of children were absent from school with the permission of parents. It has long been established in education law that where a child of compulsory school age who is registered at a school fails to attend regularly at the school then the parent is guilty of an offence. Since March 2001 there has been an 'aggravated' offence where a parent, knowing that their child is failing to attend regularly at school, fails without reasonable justification to cause them to attend. There are higher penalties for the aggravated offence, including imprisonment. The Anti-Social

Table 7.9

Trends in GCSE/GCE A level examination results: by sex

	Percentages					
	Inner London		Outer London		England	
	Males	Females	Males	Females	Males	Females
Pupils¹ achieving at least 5 GCSE grades A* to C						
1996/97	33.2	41.8	41.9	51.8	40.5	50.0
1997/98	32.8	41.7	43.7	55.3	41.3	51.5
1998/99	33.6	43.4	45.0	56.7	42.8	53.4
1999/2000	34.3	46.2	46.4	57.6	44.0	54.6
2000/01	36.0	47.1	46.4	58.0	44.8	55.4
2001/02 ²	38.9	49.4	48.5	59.2	46.4	57.0
No graded results						
1996/97	12.0	7.6	7.3	5.6	8.8	6.5
1997/98	8.9	5.8	7.4	4.6	7.7	5.4
1998/99	8.6	5.9	6.4	4.7	7.0	5.0
1999/2000	8.2	5.5	6.0	4.2	6.5	4.6
2000/01	9.2	4.6	5.8	3.7	6.5	4.4
2001/02 ²	7.8	4.9	6.0	4.0	6.4	4.3
Students³ achieving at least 3 GCE/ VCE A levels or AS equivalents						
1996/97	15.7	18.9	20.1	24.7	20.4	24.8
1997/98	14.7	18.6	21.4	27.3	21.0	26.2
1998/99	14.2	18.7	21.7	28.0	21.4	26.9
1999/2000	14.1	19.4	22.4	30.4	21.4	27.6
2000/01	14.9	21.2	23.6	32.2	22.8	29.2
2001/02 ²	17.6	25.4	27.3	36.5	26.0	33.6

¹ Pupils in their last year of compulsory schooling as a percentage of the school population of the same age.

² Provisional

³ For all years except 2000/01, students in schools and further education colleges aged 17-19 at the end of the academic year as a percentage of the 18 year old population. For 2000/01, students aged 18 to 19 at the end of the academic year as a percentage of the 18 year-old population. See Notes and Definitions.

Source: Department for Education and Skills

Behaviour Bill, which began its parliamentary passage on 27 March 2003, would introduce penalty notices as an alternative to prosecution for an attendance offence and enable parents to discharge potential liability for conviction by paying a fixed penalty.

Cultural diversity in schools

London is one of the most diverse and cosmopolitan cities in Europe, encompassing many faiths and languages. As a result, cultural diversity in schools and colleges in London is more apparent than in the rest of the

country. London schools have a strong requirement to develop ways in which to meet the changing needs of their pupils, ensuring that their programme of activities reflects cultural diversity. The 'London Challenge', announced by the Government in 2002, aims to encourage the diversity of schools and provide for the 43 per cent of pupils where English is an additional language. Other languages spoken include Bengali, Sylheti, Punjabi, Gujarati, Hindi, Urdu, Turkish, Arabic, Cantonese, Yorba and Somali.

Educational attainment

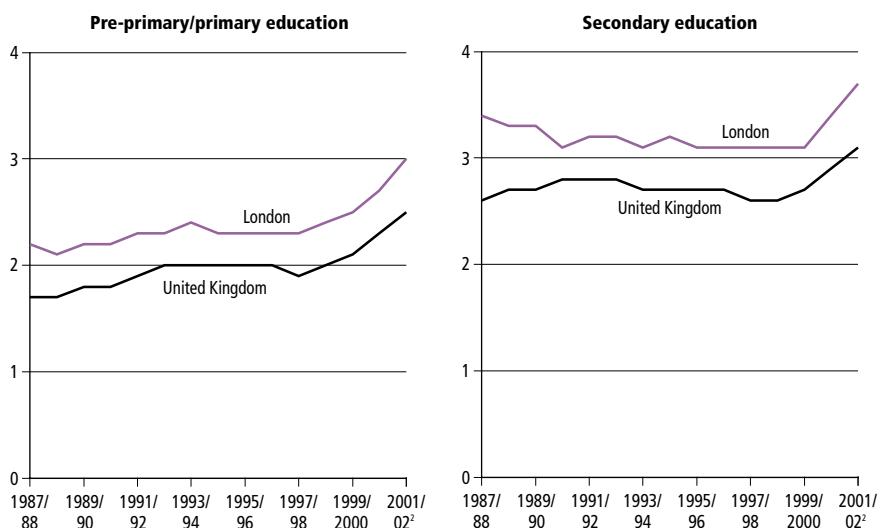
In schools across the country young people aged 15 and 16 sit GCSEs. There is also an opportunity to sit AS or A levels at the ages of 17 to 19. Results of GCSE examinations give an indication of educational attainment, used for comparing individual schools and measuring progress over time. Table 7.8 shows the examination achievements of pupils in their last year of compulsory schooling and students in post compulsory schooling (aged 17 to 19). In 2001/02 the proportions of young people gaining 5 or more GCSE grades A* to C or the GNVQ equivalent and 2 or more GCE/VCE A levels or AS equivalents in Outer London were slightly higher than those achieved across England as a whole. However, in Inner London, the proportions were below those for England. In the 2001/02 academic year there was a marked difference in educational achievement between sexes. Across London and England, the number of females achieving 5 or more GCSE grades A* to C or equivalent was higher than males – by over 10 percentage points in each case.

Differences in results between London and England have generally not changed over time, as can be seen in Table 7.9. However, the proportion of 16 year-olds in Inner London who obtained no graded results declined more rapidly in the late 1990s to 2001/02 than the corresponding proportions for Outer London and England. In London, girls' educational achievement consistently out-performed boys' throughout the 1990s to 2001/02 at both GCSE and GCE A level. The gap was particularly wide for GCSE English and modern languages. For English, nearly two thirds of girls achieved grade A*- C compared with less than half the boys in 2001/02. For modern languages, the proportion of girls achieving GCSE grades A* - C was 15 percentage points higher than boys. In 2001/02, boys generally performed better than girls in the subject areas of Design and Technology, and Information Technology.

Figure 7.10

Local Education Authority (LEA) expenditure per pupil at constant prices¹

£ thousand per full-time equivalent pupil



¹ Revalued to 2001/02 prices using the December 2002 national GVA deflator.

² Provisional.

Source: Department for Education and Skills

Table 7.11

16 and 17 year-olds participating in post-compulsory education¹ or government-supported training²

Percentages³

	16 year-olds		17 year-olds	
	1990/91	2000/01	1990/91	2000/01
In education¹				
Inner London	62	77	45	66
Outer London	73	83	56	71
London	69	81	53	69
England	72	77	58	66
In training²				
London	..	4	..	6
England	19	8	19	10
In education and/or training⁴				
London	..	84	..	74
England	83	83	71	74

¹ Full or part-time.

² Government-supported training (GST) only.

³ As a percentage of the estimated 16 and 17 year-old populations respectively.

⁴ Excludes the overlap between education and GST.

Source: Department for Education and Skills

Figure 7.10 shows how expenditure per pupil changed between 1987/88 and 2001/02 for London and England. (The expenditure figures have been adjusted for national inflation, see Notes and Definitions.) Spending on schools in both London and England increased in real terms between 1999/2000 and 2001/02 reaching the highest level for 15 years. There has been a greater increase, over this period, for pre-primary/primary schools in both London and England. Spending on pupils from both primary and secondary schools in London was higher than in England. In 2001/02 spending per pupil in London was just under 20 per cent higher than in England as a whole, for both pre-primary/primary and secondary schools.

Table A7.1, in the Appendix, shows that there is considerable variation in expenditure per pupil, across boroughs, with the highest expenditure in the Inner boroughs. Westminster had the highest spending per pupil for pre-primary/primary schools at £4,061 per pupil and Southwark, for secondary, at £5,059 per pupil. The lowest expenditure per pupil was in Bexley, £2,331 for pre-primary/primary pupils and in Sutton, £2,999 for secondary school pupils.

Further and higher education

Although 16 is the minimum leaving age for school children in secondary education, a great deal of attention is focused on what happens next for young people, and how further education can prepare them for working life.

Learning to Succeed, a White Paper published in June 1999, announced proposals for a new Learning and Skills Council for the whole of England. As a result, provision of further and higher education in London went through substantial change. Since April 2001 the Council has delivered post-16 education and training (excluding higher education) and has responsibility for funding colleges, modern apprentices, and national traineeships;

advising government on national learning targets; and developing in partnership with Local Education Authorities arrangements for adult and community learning.

The White Paper also announced the nationwide government-supported training strategy aimed mainly at 16 to 19 year-olds called Connexions. This replaced the previous government-supported training programme, Work-Based Training for Young People. The scheme aims to ensure that all young people have access to high quality education and training, irrespective of whether they opt to take up education in a school sixth form or further education college, or work-based training through an apprenticeship, traineeship or other arrangement. In addition, under the Welfare-to-Work

programme (see Notes and Definitions in the Labour Market Chapter) all young unemployed people are guaranteed education and training opportunities, while those with poor basic skills have the option of participating in full-time study on an approved course.

Table 7.11 shows 16 and 17 year-olds participating in education and government-supported training. In 1990/91 the percentage of pupils in London who remained in post-compulsory education was lower than in England as a whole. In Inner London, the difference was as much as 13 percentage points for 17 year-olds. However, since 1990/91 the participation rates grew much faster in London than in the rest of the country. In 2000/01 the proportion of young people participating in post-compulsory

Table 7.12

Students at higher education institutions in London, 2001/02

Thousands and percentages

	Number of students (thousands)	Part-time students (percentages)	Overseas students (percentages)
Universities			
London ¹	105.1	29	23
South Bank	17.0	44	7
Middlesex	22.0	28	23
Westminster	21.5	45	16
Thames Valley	13.3	46	11
Greenwich	17.1	33	14
Brunel	14.0	23	13
Kingston	15.6	21	11
North London	13.9	34	17
East London	12.3	35	16
City	14.6	42	23
London Guildhall	12.4	34	13
London Business School	1.4	44	66
Royal College of Art	0.8	6	31
All universities	281.1	33	18
Other higher education institutions	24.9	15	20
All higher education institutions	306.0	31	19

¹ Including all the constituent colleges of the University.

Source: Department for Education and Skills

education in London was slightly higher than in England as a whole; 69 per cent of 17 year-olds and 81 per cent of 16 year-olds in London compared with 66 per cent and 77 per cent respectively in England.

Participation in government-supported training (principally but not exclusively Work-Based Training for Young People) was lower in London than nationally, with 4 per cent of 16 year-olds and 6 per cent of 17 year-olds in some form of training in 2000/01. Comparative figures for the whole of England stood at 8 and 10 per cent respectively.

Table 7.12 shows that over a third of higher education students in London study at London University, a collection of around 18 constituent colleges and training hospitals scattered throughout the capital. The University is Britain's largest after The Open University (200,000 students). Founded by Royal charter in 1836, it was the first to admit women onto degree courses and to appoint a female professor.

Middlesex and Westminster Universities are also popular destinations for higher education students in London, each having over 20,000 students. Specialist art, drama and music colleges reflect the importance of the capital as an internationally recognised centre of excellence for the performing and expressive arts.

Job-related training

Education and training are now recognised as important not only for young people but throughout a person's working life. The percentage of employees in London receiving some form of job-related training is in line with the UK as a whole, see **Table 7.13**.

Overall, around 18 per cent of employees in London received some form of job-related training in spring 2002. Approximately 1 in 5 women working in the capital received such training, compared with 1 in 6 men.

Table 7.13

Employees¹ receiving job-related training^{2,3}

Percentages⁴

	London			United Kingdom		
	1992 ⁵	1997	2002	1992 ⁵	1997	2002
Males						
Any job-related training	15.4	16.6	15.9	14.3	14.3	14.9
On-the-job training only	3.9	4.5	4.4	3.8	4.0	4.7
Off-the-job training only	9.2	9.7	7.9	8.4	7.8	7.1
Both on and off-the-job training	2.3	2.4	3.6	2.1	2.5	3.0
Females						
Any job-related training	17.4	17.9	20.1	14.9	16.7	18.5
On-the-job training only	4.4	4.1	6.1	4.2	4.5	5.7
Off-the-job training only	11.0	11.2	10.0	8.8	9.6	9.2
Both on and off-the-job training	1.9	2.5	3.9	1.8	2.7	3.6

1 Employees are those in employment excluding the self-employed, unpaid family workers and those on government-supported employment and training schemes.

2 Job-related training includes both on and off-the-job training received in the four weeks before the interview. Spring quarter of each year.

3 These figures have not been regressed in line with the 2001 Census population estimates and therefore may not be consistent with those published by ONS.

4 As a percentage of employees of working age: males aged 16 to 64 and females 16 to 59.

5 Due to a change in the LFS questionnaire in 1994, data for 1992 are not directly comparable with later years.

Source: Department for Education and Skills from the Labour Force Survey, (Office for National Statistics)

Adult education

Women outnumber men in enrolments onto adult education courses provided by Local Education Authorities in London, as shown in **Table 7.14**. More than two thirds of people enrolled on

evening courses are women and they make up three quarters of those on part-time day courses.

The total number of enrolments in London has dropped by over two fifths in ten years, compared with around a

Table 7.14

Enrolments on Local Education Authority adult education courses

Thousands

	London			England		
	1990/91	1995/96 ¹	2001/02 ¹	1990/91	1995/96 ¹	2001/02 ¹
Males						
Part-time day courses	32.7	26.7	25.4	93.1	114.2	127.2
Evening courses	58.0	32.3	22.8	263.1	191.1	136.5
Females						
Part-time day courses	116.5	92.0	90.2	385.5	399.9	426.6
Evening courses	120.3	71.8	52.3	607.1	447.9	335.5

1 Includes enrolments on courses provided by contracted-out provision.

Source: Department for Education and Skills

quarter in England as a whole. Traditionally there were more enrolments on evening classes than on part-time day courses for both men and women in England. However, in 2001/02 figures for women on part-time day courses outnumbered those on evening classes by a quarter, in London the difference was over 70 per cent. Across England, men on evening courses outnumbered those on part-time day courses by 7 per cent. However, in London, 9 per cent fewer men were enrolled for evening courses compared with part-time day courses.

The type of courses that people attend includes those leading to qualifications and those that are for leisure purposes.

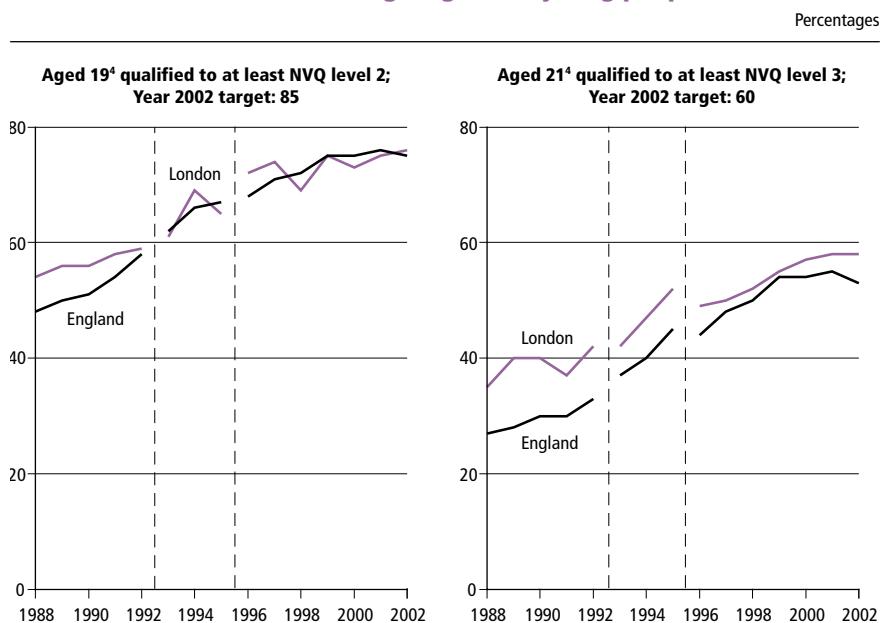
National Learning Targets

The National Learning Targets for young people were set in 1998 to help those entering the labour market to develop their skills and to meet the needs of employers and business targets. The first target set for 2002 was for at least 85 per cent of 19-year olds to reach 'NVQ2' or equivalent (a National Vocational Qualification at level 2, an 'Intermediate' GNVQ or five GCSE passes at grades A* to C). A second target was for 60 per cent of 21 year olds to achieve the higher 'NVQ3' or equivalent (including an 'Advanced' GNVQ or two GCE A levels). Figure 7.15 shows progress towards these targets in London and England. In respect of the higher level target, in 1998 London was closer to reaching the target than the rest of England. By 2001, London had reached 58 per cent, almost reaching the target, while England as a whole was at 53 per cent.

For the lower target of achieving an NVQ2, the percentage for England exceeded London in 1998, and from 1999 to 2002 the percentage achievement for England was in line with London, with neither quite reaching the 85 per cent target.

Figure 7.15

Attainment of National Learning Targets for young people^{1,2,3}



¹ Spring quarter of each year.

² Changes in the LFS qualifications questions in 1993 and 1996 mean that the figures for 1988-1992, 1993-1995 and 1996-2002 are not directly comparable.

³ These figures have not been regrossed in line with the 2001 Census population estimates and therefore may not be consistent with those published by ONS.

⁴ The targets for young people relate to 19 and 21 year olds, but data relate to 19 to 21 and 21 to 23 year olds respectively to increase sample sizes.

Source: Department for Education and Skills from the Labour Force Survey, Office for National Statistics

Table 7.16

Economically active population of working age¹: by highest qualification achieved, spring 2002²

	Percentages and thousands			
	Inner London	Outer London	London	United Kingdom
Degree or Equivalent	39.2	24.5	30.1	18.0
Higher education	5.7	7.9	7.1	9.0
GCE A level or equivalent ³	15.5	21.4	19.1	25.0
GCSE grades A* to C or equivalent	11.0	19.4	16.2	23.0
Other qualifications	18.1	17.4	17.7	13.0
No qualifications	10.0	9.0	9.4	11.0
Total economically active (=100%) (thousands)	1,425	2,280	3,706	29,029

¹ Economically active people of working age are defined as males aged 16 to 64 and females aged 16 to 59 who are either in employment or unemployed according to the ILO definition.

² These figures have not been regrossed in line with the 2001 Census population estimates and therefore may not be consistent with those published by ONS.

³ Including recognised trade apprenticeship.

Source: Department for Education and Skills

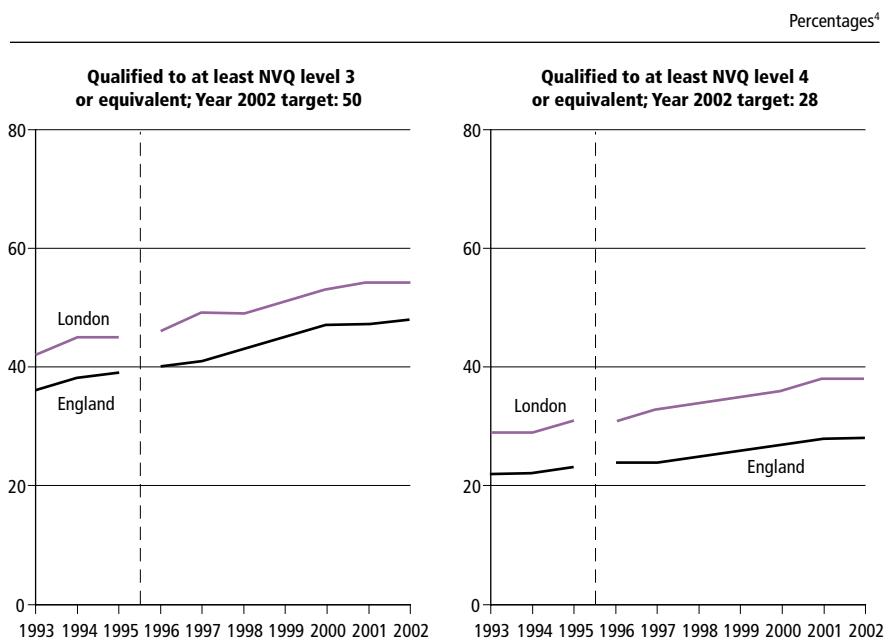
Qualifications of the adult population

Qualifications geared towards people in the workforce have a different focus from those aimed at young people in the formal education system. As a major centre of business, administration and learning, London tends to attract people who have been well educated. [Table 7.16](#) shows that 45 per cent of the resident labour force in Inner London have a higher education qualification of some sort, for example, a degree, NVQ level 4/5, HNC/D, teaching/nursing qualifications or higher level BTEC. This compares with over 32 per cent in Outer London, and 27 per cent for the United Kingdom as a whole. In addition, the proportion of London's labour force with no qualifications is slightly lower than in the rest of the UK.

The first National Learning Target for economically active adults (complementing National Learning Targets for young people) was that by 2002, 50 per cent of the working age labour force should be qualified to NVQ level 3, broadly equivalent to two GCE A levels. The second target, for the same year, was that 28 per cent of the workforce should have a vocational, professional, management or academic qualification at NVQ level 4 or above, broadly equivalent to a first degree. [Figure 7.17](#) shows London's progress towards achieving both targets with an increase in the percentage of economically active adults achieving these levels since 1993. The percentage of adults obtaining an NVQ3 has increased from 42 per cent to 54 per cent, whilst those achieving an NVQ4 has increased from 29 per cent to 38 per cent. London was already above the NVQ level 4 target, and close to the level 3 target when the targets were last revised.

Figure 7.17

Attainment of National Learning Targets for economically active adults^{1,2,3}



1 Spring quarter of each year.

2 Changes in the LFS qualifications questions in 1996 mean that the figures for 1993-1995 and 1996-2002 are not directly comparable.

3 These figures have not been regressed in line with the 2001 Census population estimates and therefore may not be consistent with those published by ONS.

4 As a percentage of economically active adults: males aged 18 to 64 and females aged 18 to 59.

Source: Department for Education and Skills from the Labour Force Survey, Office for National Statistics