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# How can HEIs attract greater number of mature students?

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# WHY LEARNING AND WORK MATTER

## LIFE CHANCES

In the UK, there is a stronger link between people's income and their parents' income than in other countries. Around

one half

of this is due to the strong links between your parents' educational attainment and yours.

Supporting parents to improve their skills and earnings can help to improve outcomes for their children. Family learning can increase children's academic achievement by as much as

15 percentage points.



## ESSENTIAL SKILLS

9.0m

people lack essential skills like literacy or numeracy.

13.5m

people lack basic digital skills.

One out of two people with low literacy or numeracy are in work. People with essential skills are more likely to vote and be active citizens.



## 50 YEAR CAREER

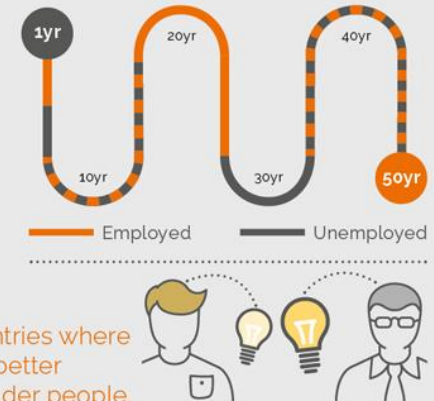
Young people leaving full-time education today are likely to have

50 year

careers meaning they will need to retrain and update their skills.

A period out of work when young has a long-term scarring effect on pay and job prospects.

We are one of the few countries where young people do not have better literacy or numeracy than older people.



## INCLUSIVE SOCIETY

People with higher levels of skills are more likely to actively participate in society, including voting. Learning can also improve financial capability: in a survey,

16% couldn't

identify the available balance on a simple bank statement. Higher levels of financial capability are associated with improved life satisfaction, higher rates of saving, and a

£120pm higher income.



Learning is also linked to better health: education is associated with better take-up of preventative services, such as screening.



### PRODUCTIVITY CRISIS

UK productivity, the amount workers produce, is

**20-25% lower**

than in France, Germany and the US. It has flatlined in recent years and is

**15% lower**

than if pre-2007 trends had continued. Households would be

**£21k per year**

better off if UK productivity matched the US. Raising skills is a key way to increase productivity: people with Level 3 qualifications earn

**10% more** than those without.



### LOW PAY

**5m** people are low paid,

**1m more** than the OECD average.

**3 out of 4**

people who were low paid ten years ago are still low paid today.

Improving skills can help people increase pay: the evidence shows the more you learn, the more you earn. A Level 3 apprentice can earn £77-117,000 more over their lifetime.



### EMPLOYMENT GAPS

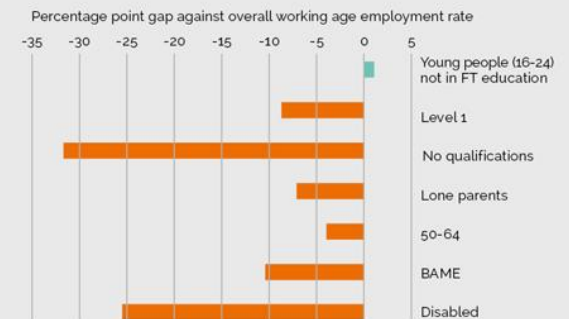
The employment rate of people with health problems and disabilities is

**33 percentage points**

lower than for those without. The disability employment rate gap has barely changed in recent decades.

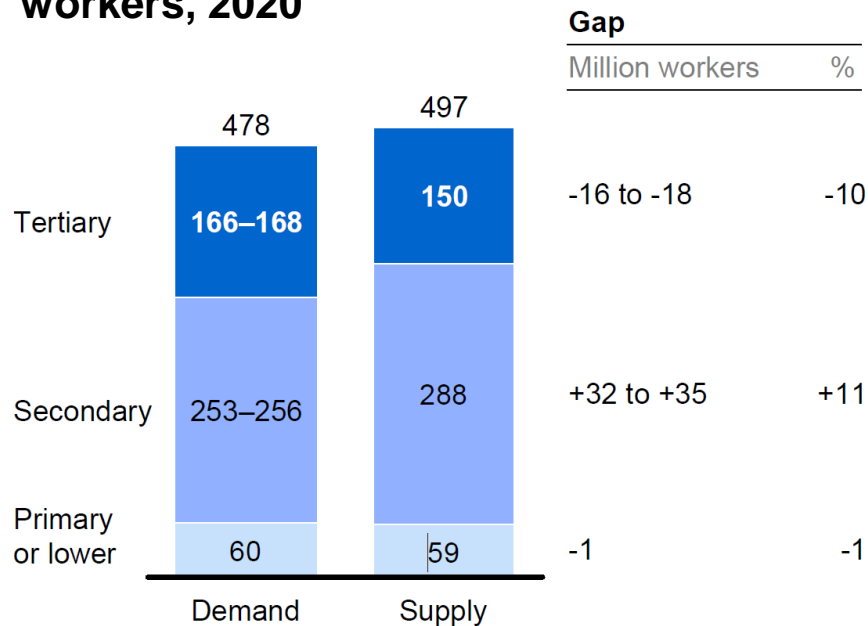
**More than 1 million**

more disabled people would need to be in employment to halve this gap.



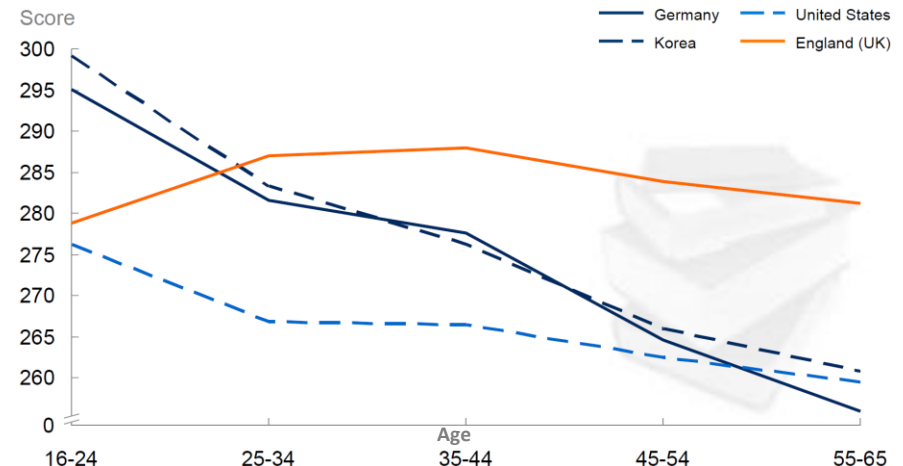
# The global skills context is changing

**Global undersupply of tertiary educated workers alongside oversupply of secondary educated workers, 2020**



Advanced economies projected skill levels supply and demand, 2020  
 NOTE: numbers may not sum due to rounding  
 SOURCE: The world at work: Jobs, pay and skills for 3.5 billion people, McKinsey (2012)

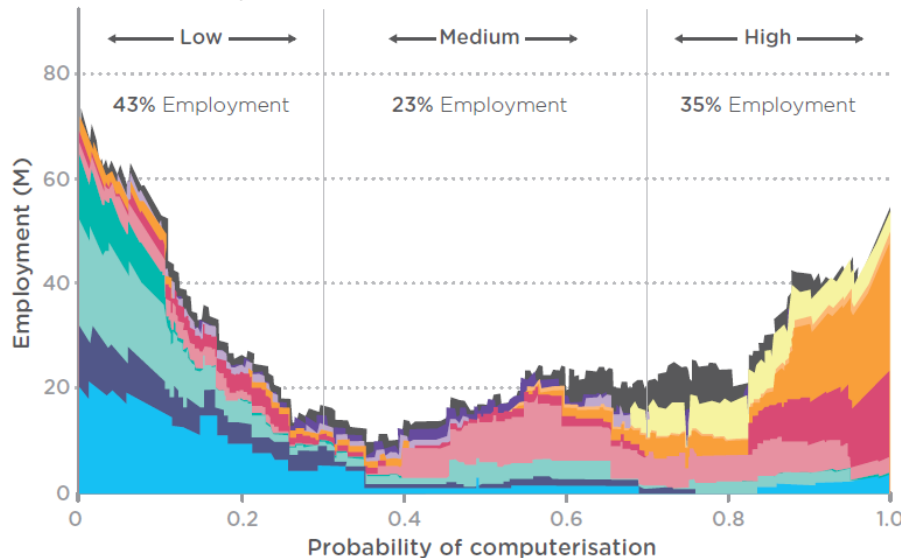
**UK 16-24 literary proficiency suggests a future problem in basic skills provision for UK compared to competitors**



Literacy proficiency, adjusted for socio-demographic characteristics.  
 SOURCE: OCED PIAAC (2016)

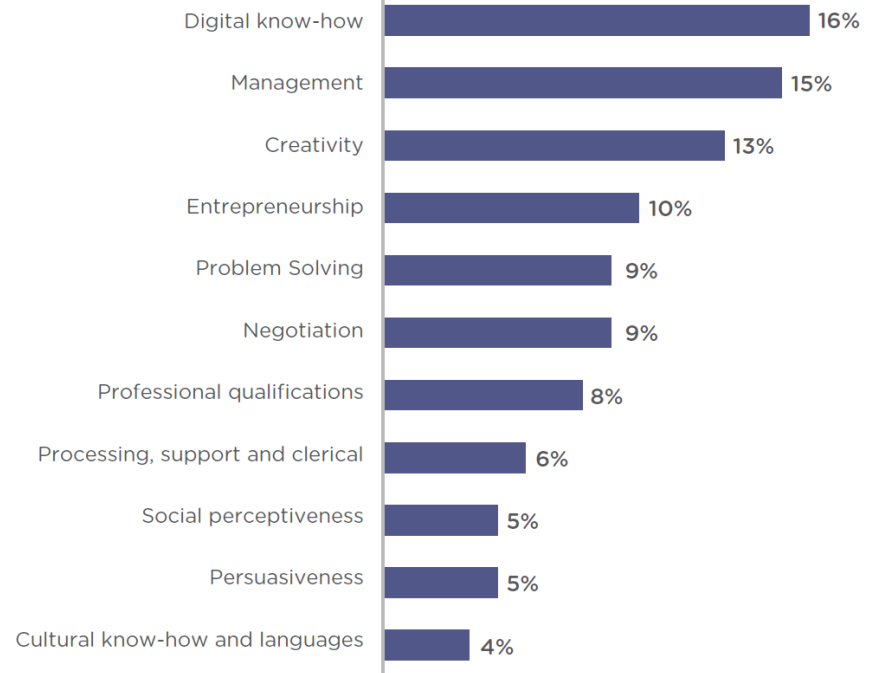
# Technology is predicted to replace jobs and require new skills

**An estimated 35% of existing UK jobs are at high risk of replacement by technology in next 20 yrs**



Probability of computerisation of UK jobs by sector.  
SOURCE: Foresight (2015) based on Frey and Osborne (2014) data

**Future jobs are more likely to need technology skills. DCMS report 12.6m people lack basic digital skills to make the most of the internet**

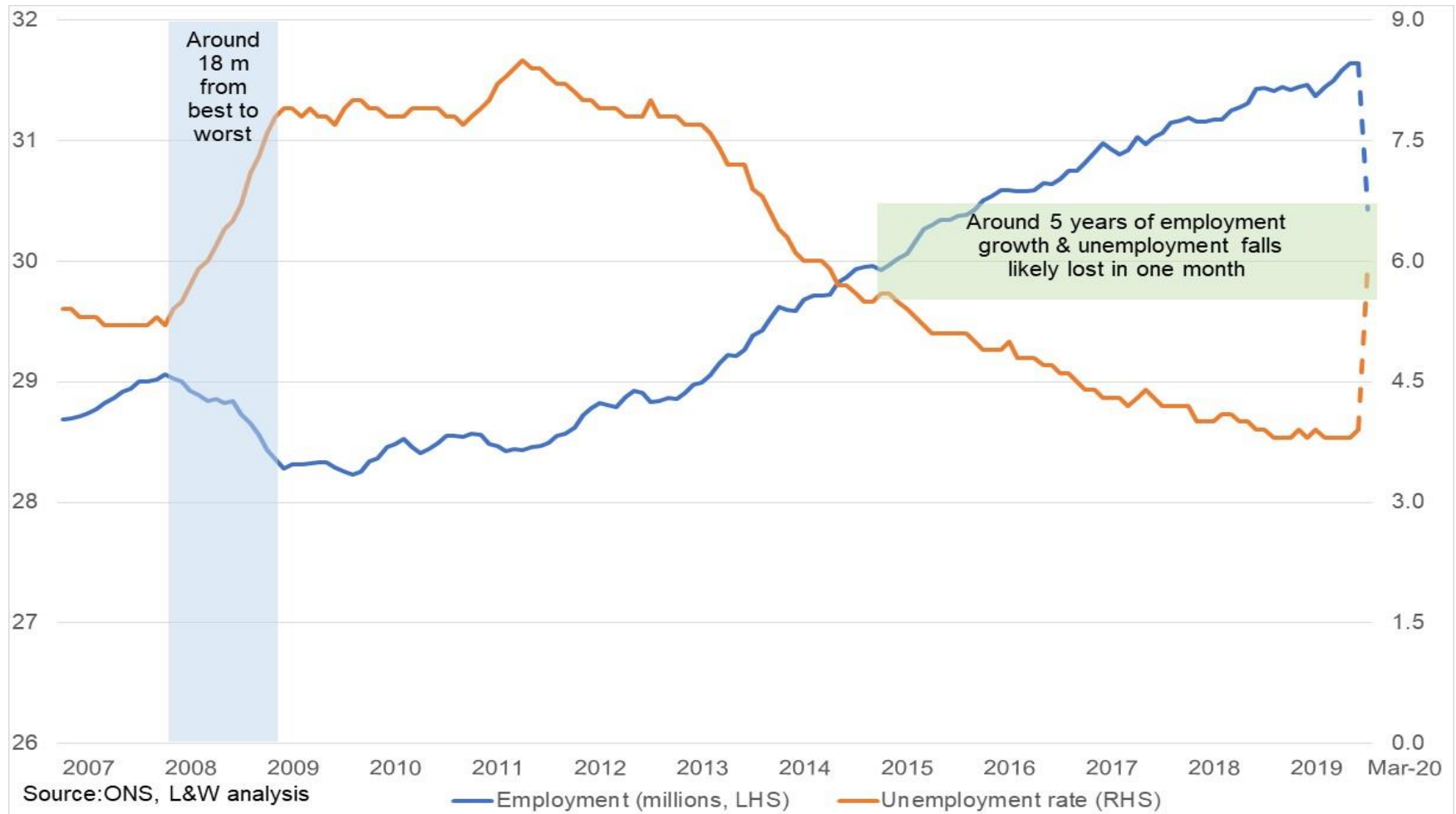


Survey of businesses of their London based employees will have to change over the next ten years.

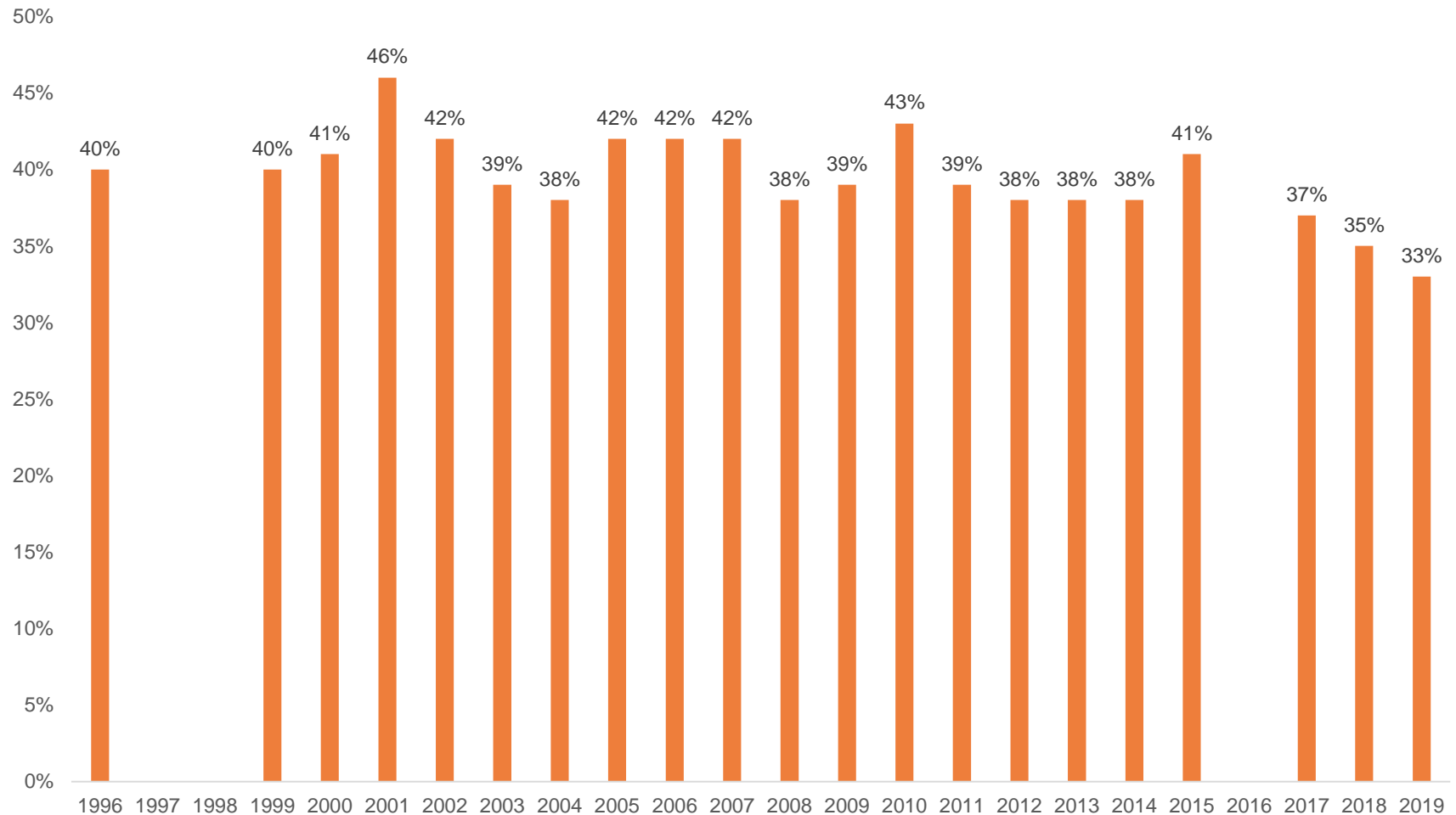
SOURCE: London Futures, Agiletown: The relentless march of technology and London's response (2014)



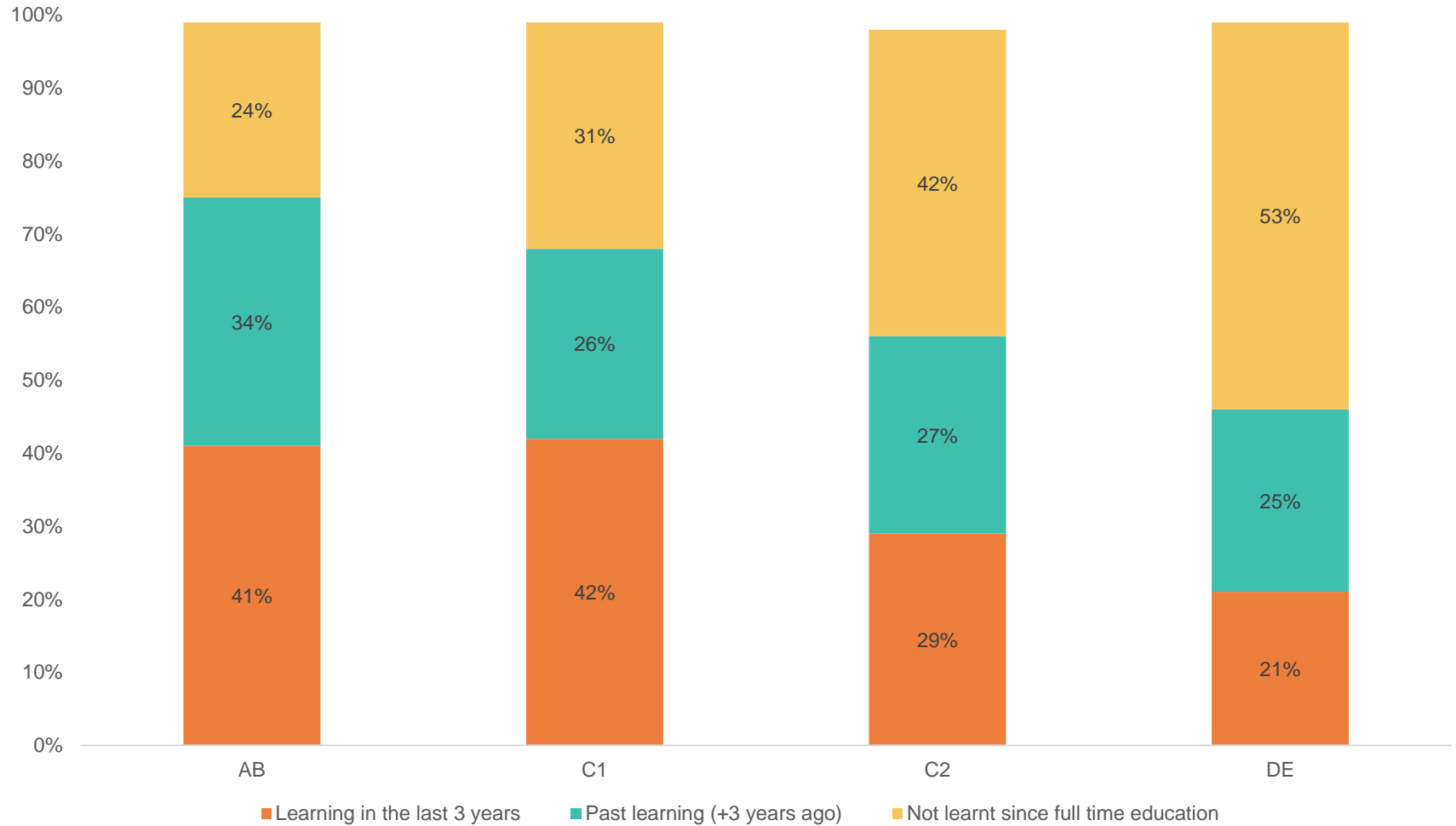
# Actual and project changes in employment and unemployment



# Adult Participation in Learning

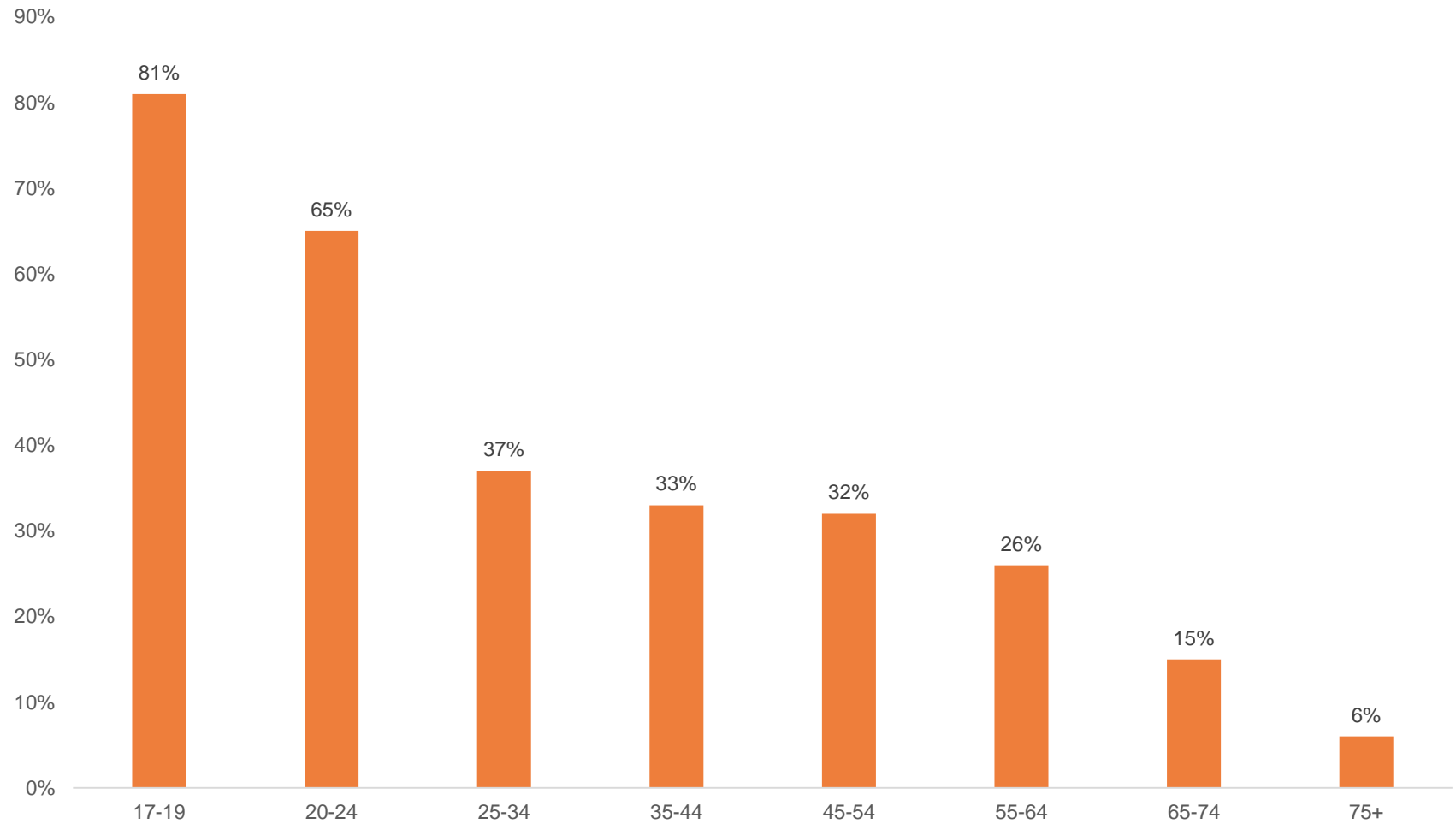


# Social grade

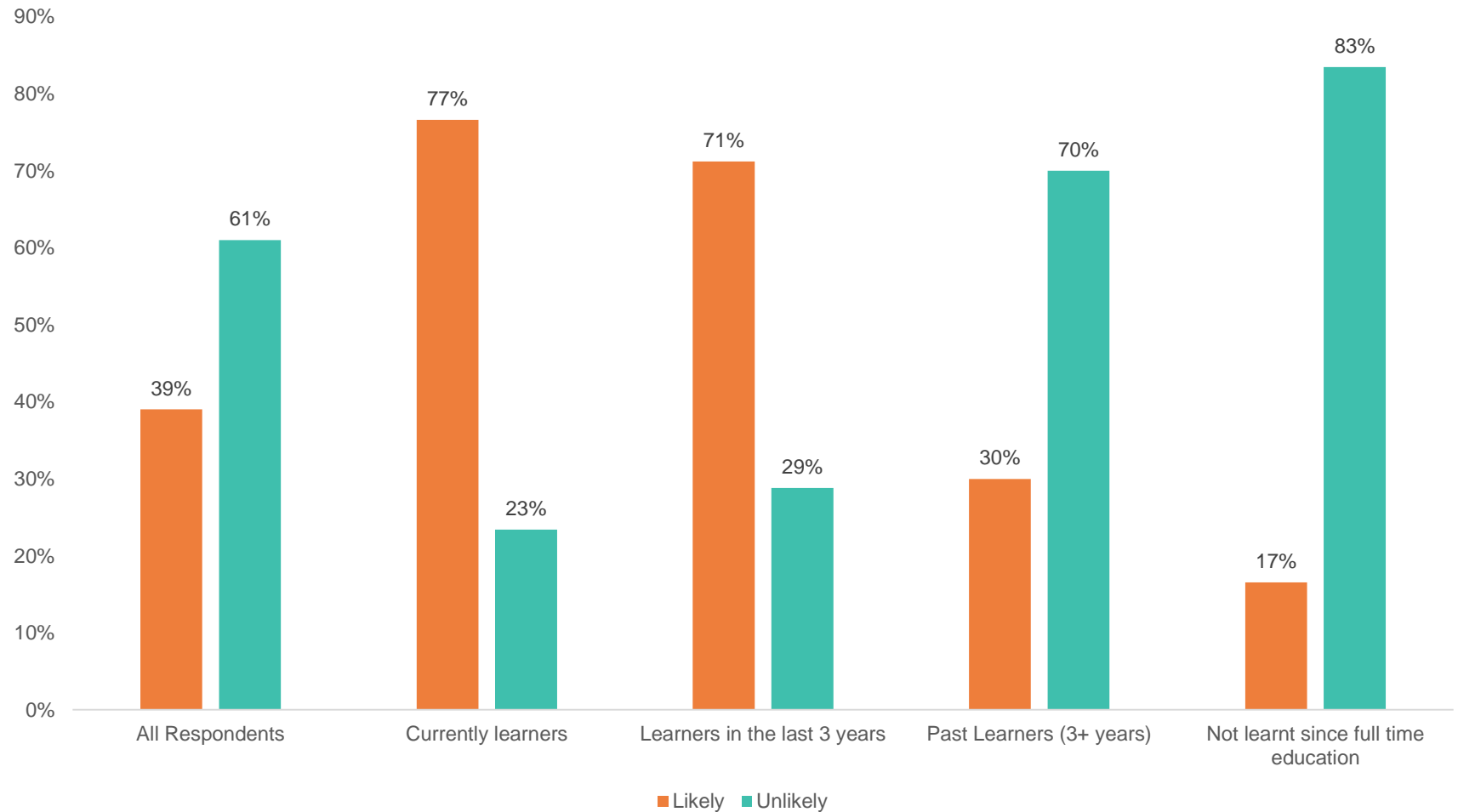




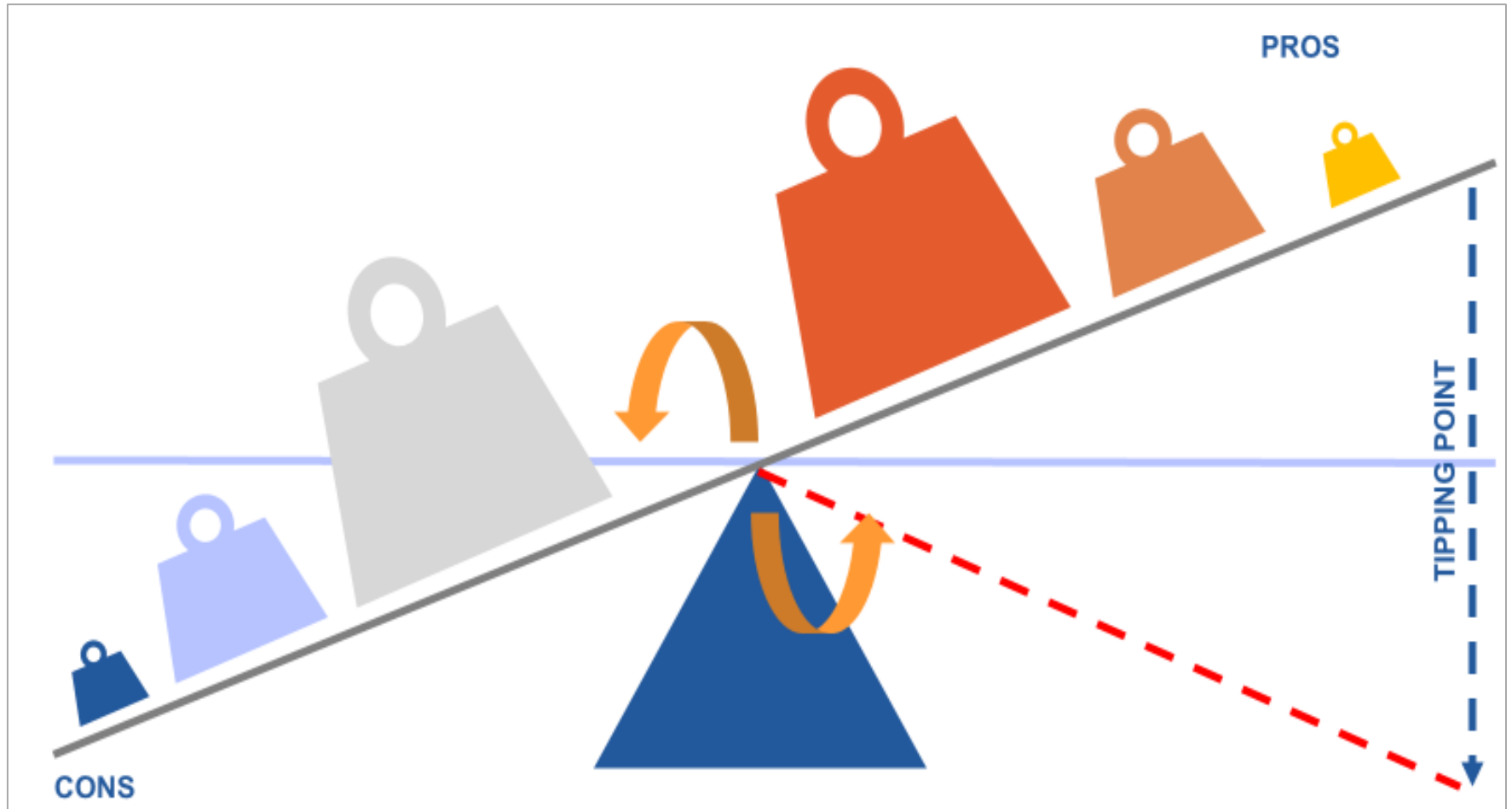
# Age



# Likelihood to learn



# The tipping point



# Reversing a decade of decline

- Significant increase in public investment
- Boost employer investment in learning
- More accessible, affordable and attractive opportunities for lifelong learning.
- Be more explicit about how learning can help people meet their aspirations and goals
- Ensure that local education institutions are focused on meeting the needs of adult learners as well as young people
- Embracing the opportunities that technology provides



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