



Policy Implication 3.1

Continuous learning throughout life can bring people a range of benefits.

Education and training improve mental capital, which in turn increases resilience in later life. Learning can also help improve physical and mental health, reducing pressure on family and community resources.



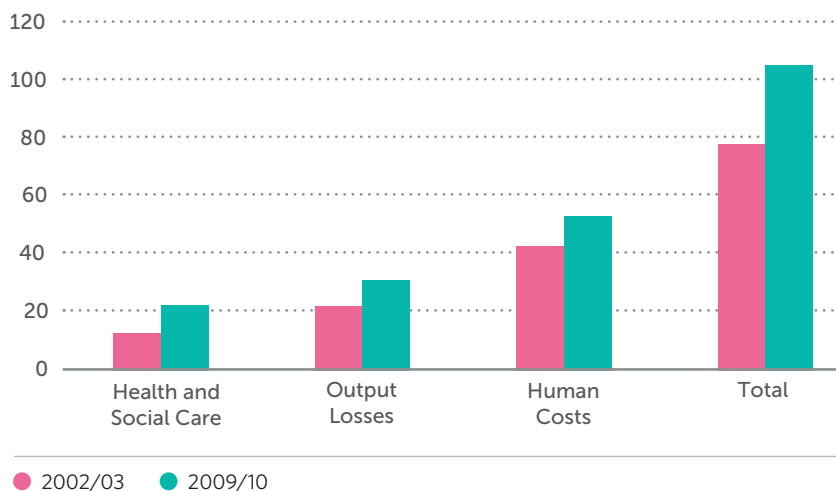
Mental health issues have cost implications for the state and to employers.

According to the OECD in 2014, mental health issues cost Britain **£70bn a year** and were the cause of **40% of the 370,000 new claims** for disability benefit each year.

The cost represents **4.5% of GDP** each year, caused by productivity losses, higher benefit payments and the increased cost to the NHS.



Economic and social costs of mental health problems in England in 2002/3 and 2009/10 in £billions



Source: Centre for Mental Health (2010) The economic and social costs of mental health problems in 2009/10



Learning can benefit mental resilience and age-related cognitive decline.

In terms of accredited learning, there is evidence of:



An effect on life satisfaction, but the association is not robust to the inclusion of controls for concurrent adult social and economic status, and it is related to women rather than the full sample.



An effect of accredited learning on decrease in men's self-efficacy.

In terms of non-accredited learning, there is evidence of:



An effect of leisure or interest-related learning on increased life satisfaction, in relation to women.



A positive impact of work-related training on life satisfaction.



An effect of leisure or interest-related learning in decreasing female depression.



A positive impact of work-related training on self-efficacy.



A positive effect of leisure or interest-related learning on self-efficacy.




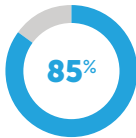

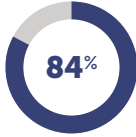

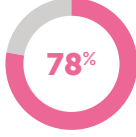

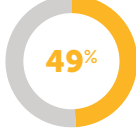
A significant unconditional association between work-related training and improvements in depression – although this is reduced once controls are included.

Source: BIS (2012) The Relationship between Adult Learning and Wellbeing: Evidence from the 1958 National Child Development Study



Employment rates are higher for those with higher levels of education.

Education levels are also important for understanding wage differentials

	Median Hourly Pay	Proportion in Employment
Degree	 £16.10	 85%
A-Levels	 £10.00	 84%
GCSEs	 £8.68	 78%
No Qualification	 £6.93	 49%

Sources: ONS (2011) Earnings by Qualification, 2011 | ONS (2014) Fewer than half of those with no qualifications were in employment





Policy Implication 3.2

Financial and technological skills will be increasingly important as the population ages. Evidence shows that these skills can improve people's retirement savings and their work and health outcomes.

However they are particularly problematic for older people to develop and maintain, so may require specific focus from policymakers.

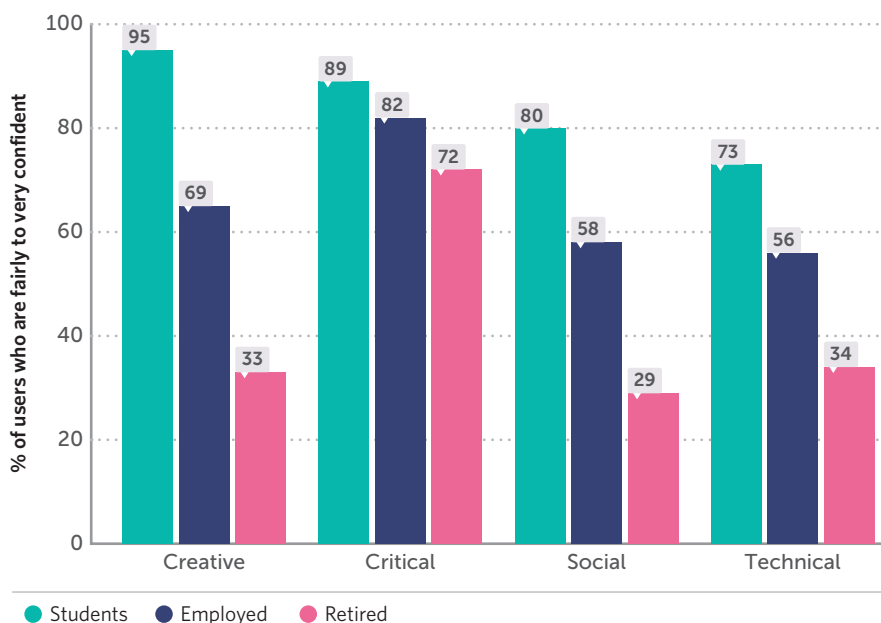


Current older people have lower technological skills affecting the benefits technology can bring to an ageing population.

Will this remain true as older cohorts change? The proportion of over 65s online has more than doubled since 2005 to 52% in 2014.



Specific internet skills by lifecycle



Source: Oxford Internet Surveys (2013) Cultures of the Internet: The Internet in Britain



People with low levels of Defined Contribution savings appear to be least well equipped with the necessary skills to take the best decisions about their pensions



Source: Silcock, D. (2015). Foresight evidence review

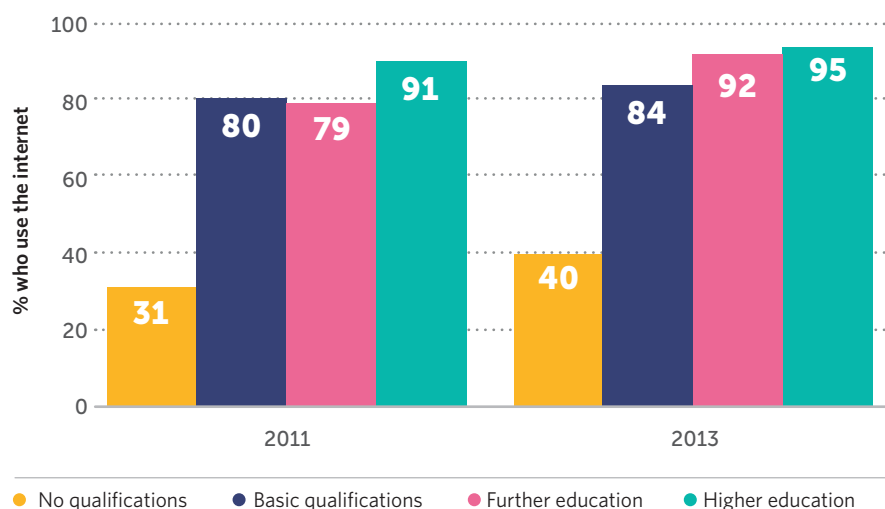


Throughout the lifecourse, use of modern ICT is linked to educational attainment.

A strong association has been found between internet use and whether respondents (of all ages) have qualifications, and attained education is a strong predictor of non-use among older adults.



Use by educational qualifications



Source: Oxford Internet Surveys (2013) Cultures of the Internet: The Internet in Britain





Policy Implication 3.3

Participation in organised adult learning is falling.

Older people are currently less likely to receive workplace training or participate in adult education, and there are differences in participation across socio-economic groups, genders and ethnicities. Participation rates need to be increased to fully realise the benefits of lifelong learning.



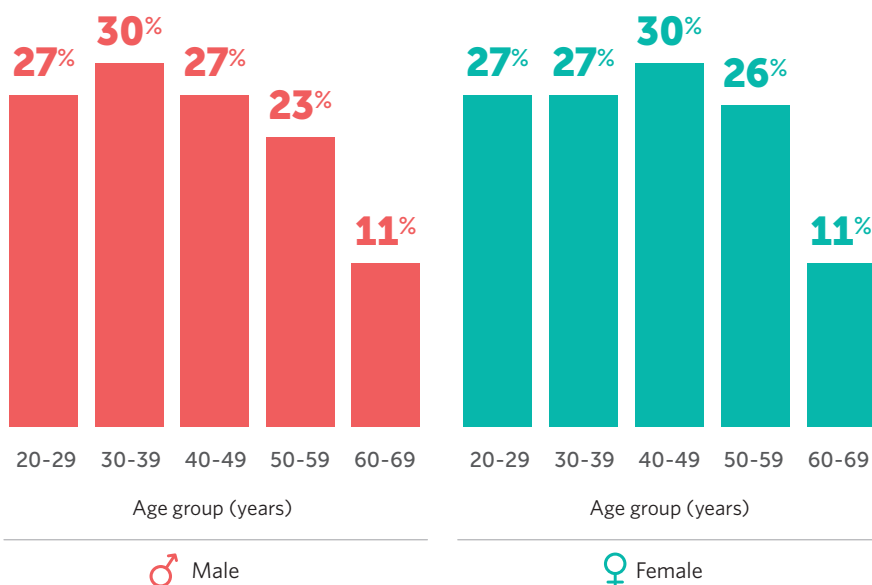
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Despite all the benefits of continuing to learn throughout life, older people are currently less likely to participate in learning than younger age groups.



Proportion of men and women reported receiving work-related training in the past 12 months



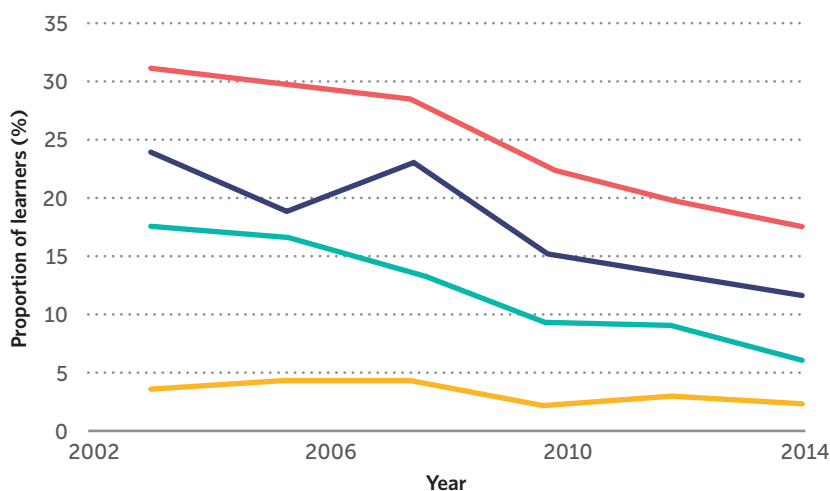
Source: Hyde, M. and Phillipson, C. (2015) Foresight evidence review



Those with higher levels of education, higher incomes or in full-time work are more likely to participate in learning activities.



Proportion of UK residents who report taking part in formal education or training in the last 12 months, by highest educational qualification, 2002-2014



Educational qualification:

● No qualification

● Up to O Level/GCSE/NVQ2

● A-Level/NVQ3

● Higher educational qualification

Source: Hyde, M. and Phillipson, C. (2015) Foresight evidence review



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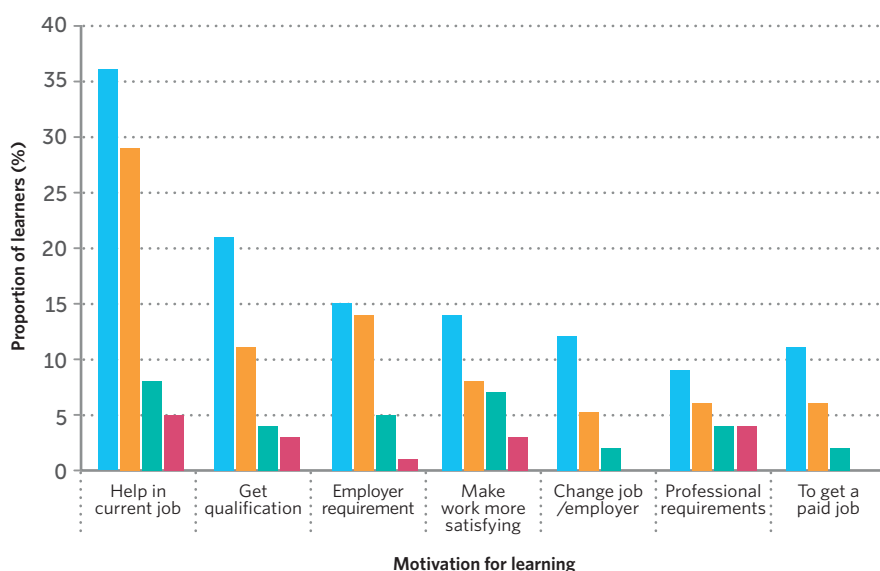
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There are a range of motivations for work-related learning. These vary by age.



Work-related motivations for learning among workers aged 50+, 2012



Age group (years): ● 50-54 ● 55-64 ● 65-74 ● 75+

Source: McNair, S. (2012) Older people's learning in 2012: A survey

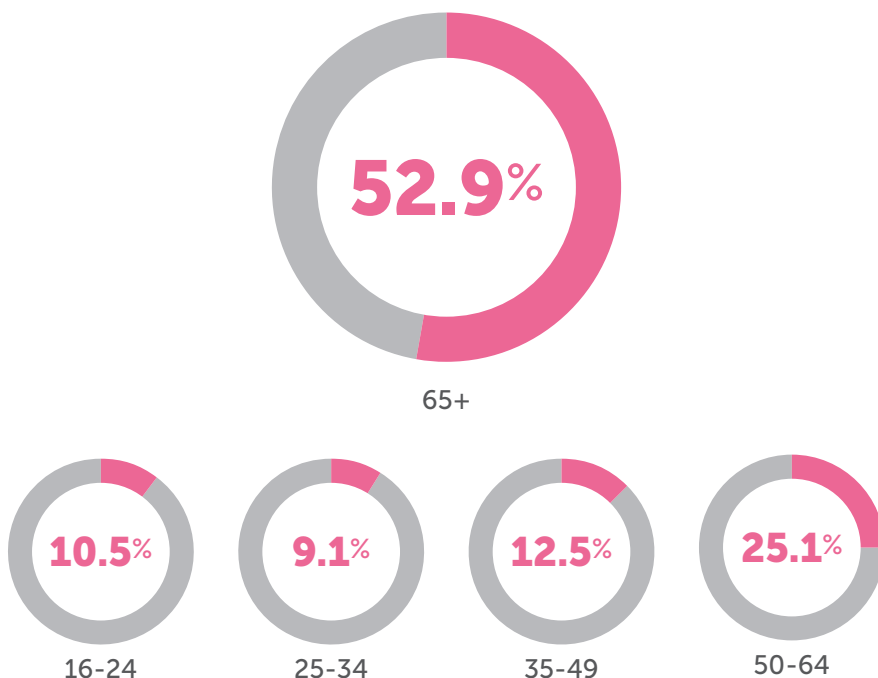


Older workers have lower levels of tertiary education.

The 65 and over age group was the only age group with more people reporting no qualifications as opposed to at least one qualification.



Proportion with no qualifications by age group in England and Wales



Source: ONS (2014) Local Area Analysis of Qualifications Across England and Wales

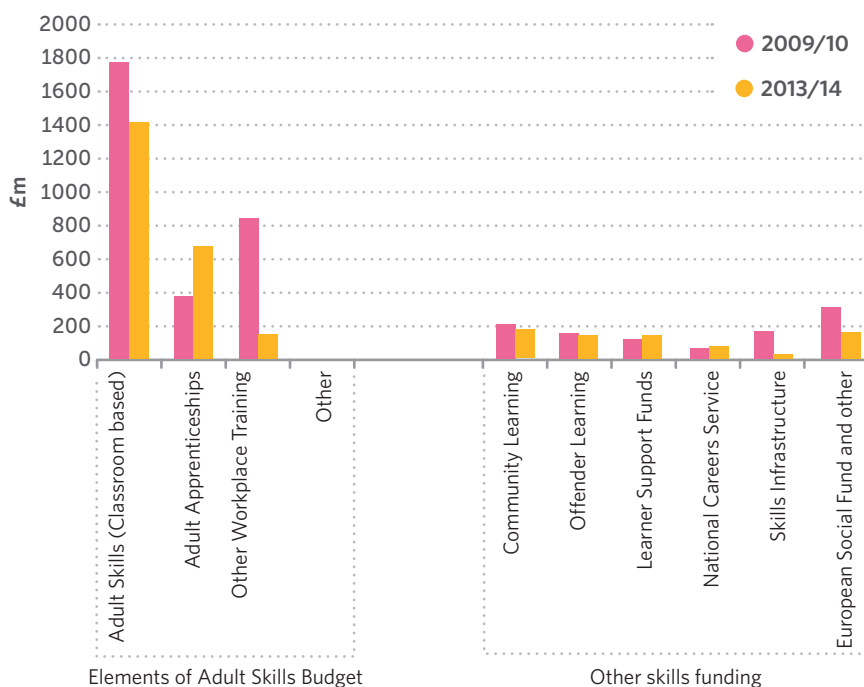


Government funding for adult education is reducing.

Funding for adult education is expected to decline by 24% for the 2015-16 academic year (plus additional 3.9% cut to non-Apprenticeship Adult Skills Budget)



Spending on elements of adult skills training 2009-10 to 2013-14
(real terms 2009/10 prices)



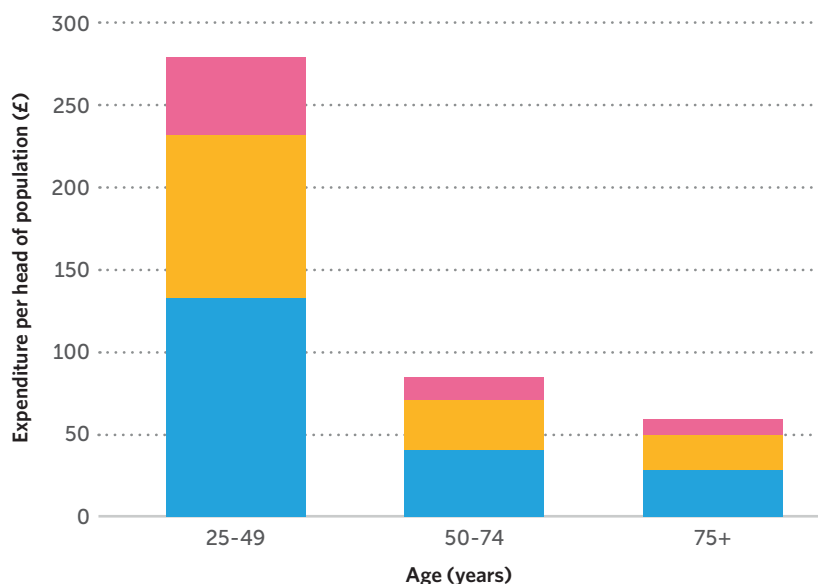
Source: LSE (2015) The Coalition's record on Further and Higher Education and Skills: Policy, Spending and Outcomes 2010-2015



Private and public spending on learning declines rapidly per head of population for those over 25.



Annual UK learning expenditure per head by age group, 2009



Funding source:

● Public expenditure ● Private employer expenditure ● Individual/community sector expenditure

Source: Schuller, T. and Watson, D. (2009) Learning Through Life: Inquiry into the Future for Lifelong Learning NIACE



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 Foresight

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Community learning initiatives have been found to be an effective way of addressing the adverse effects of retirement and social isolation and provide a mechanism for health promotion.



Men's Sheds is a community learning initiative funded in Australia from the Health budget

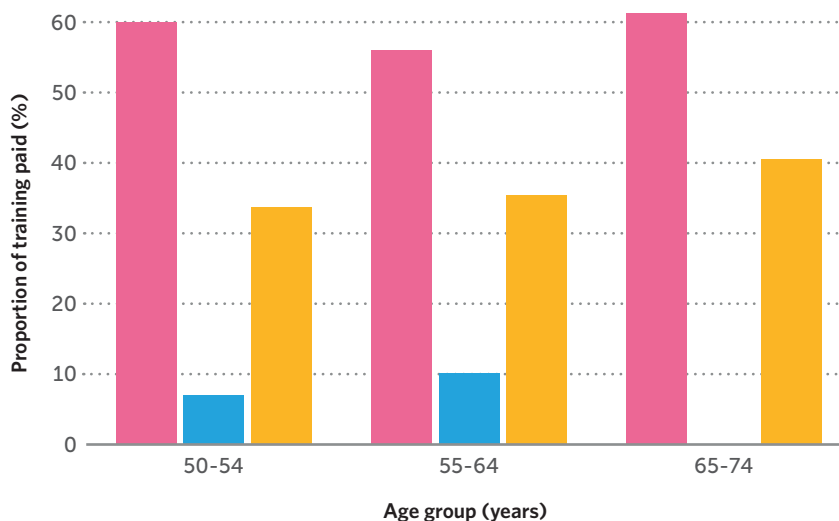
Source: Cordier, R. and Wilson, N. J. (2014) Community-based Men's Sheds: promoting male health, wellbeing and social inclusion in an international context *Health Promotion International* 29 483-493



The proportion of training paid for in part or in whole by employers reportedly declines with age.



Proportion of training paid for by employer, survey of British workers aged 50+, 2012



Funding proportion: ● All the cost ● Some of the cost ● None of the cost

Source: McNair, S. (2012) Older people's learning in 2012: A survey



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