Pearson

Lost in transition:

Fixing the “learn-to-earn” skills gap

Transforming workforces to unlock trillions in trapped value

Pearson

Our purpose

We help people realize the life they imagine through learning.

Pearson Does Three Things

Create and Curate Content

Produce Assessments

- Learning Courseware
- Design Courses
- Write Curriculum Standards

Distribute Content Digitally and Physically

Deliver Assessments

- Distribute Lessons
- Interactive Content
- Facilitate Teaching

Build and Verify Skills

Score Assessments

- Assess Gaps
- Credential Skills
- Evaluate Talent

Our research

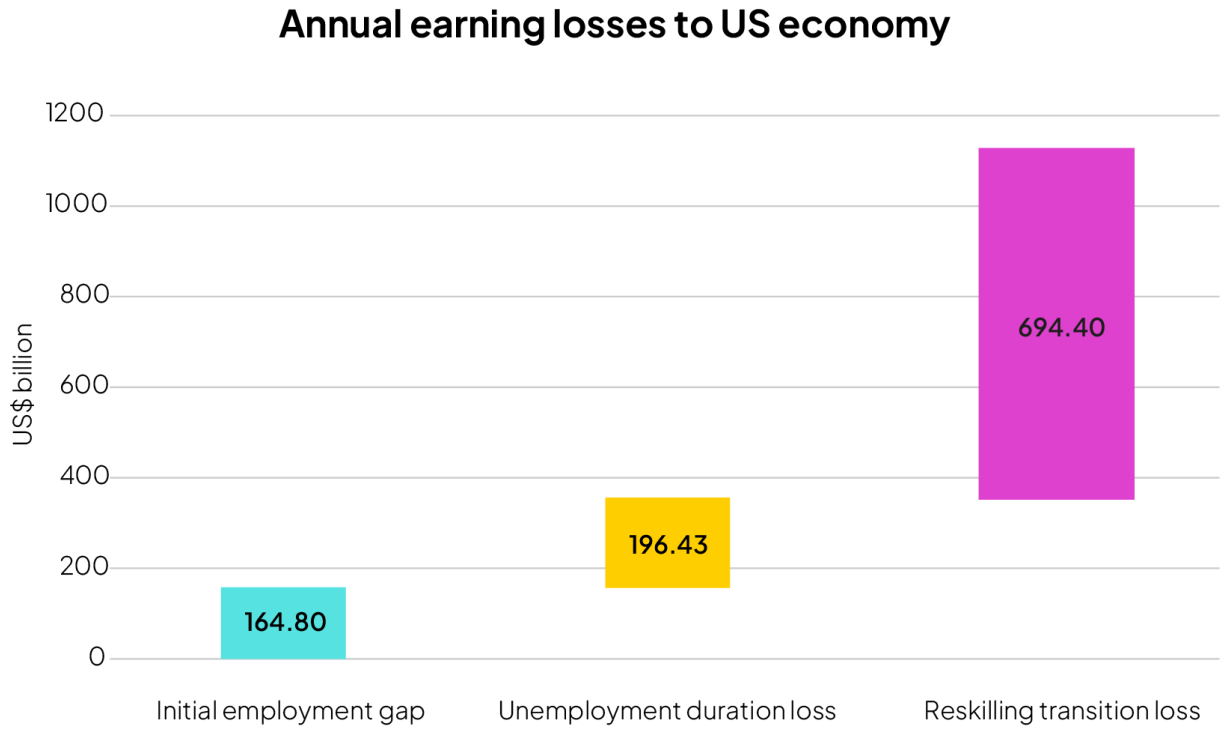
We conducted research to understand how we can intervene to accelerate learning and prevent the skills gap becoming a chasm

Our research highlighted two critical areas of focus. In combination they have the potential to prevent the skills chasm:
— Learning to learn
— Clearer pathways

1. Economic analysis of the problem
2. Review of peer-reviewed research and industry data
3. Interviews with leading academics and industry experts

There are trillions of dollars of trapped value at stake

In the US alone, annual losses at key transition points—from school to work or job to job, for example — amount to $1.1 trillion.



Read the full report at:
Plc.pearson.com/lostintransition

Skills gaps are threatening to become a skills chasm

Demographic change and technological advances (AI) are transforming the global skills outlook

22%

By 2050, 22% of the world's population will be over 60

WHO

65%

65% of the skills required for jobs will change by 2030

LinkedIn Future Work

85M

By 2030, 85M jobs could be unfilled due to skill shortages

Korn Ferry

Seven Critical Skills for Agility and Transition

Resilience	Staying composed under stress and developing constructive solutions. Not being paralyzed, absorbing setbacks in stride, and maintaining perspective.
Creative Problem Solving	Generating novel ideas and going beyond conventional parameters to innovate, instead of forcing familiar solutions.
Adaptability	Adjusting plans, goals, and priorities in dynamic situations. Seeing when course correction is needed and readily changing as needed.
Continuous Upskilling	Showing enthusiasm for gaining new knowledge and skills even before these are needed and proactively acquiring them.
Interpersonal Savvy	Showing keen insight into others' motivations and tailoring approach to influence others and get what is needed to succeed.
Cultural Versatility	Understanding the needs, customs, and values of others. Questioning own assumptions and actively working to overcome these.
Abstract Reasoning	Ability to solve unfamiliar problems, make meaning out of confusion, and grasp new concepts and tasks quickly.

Pears

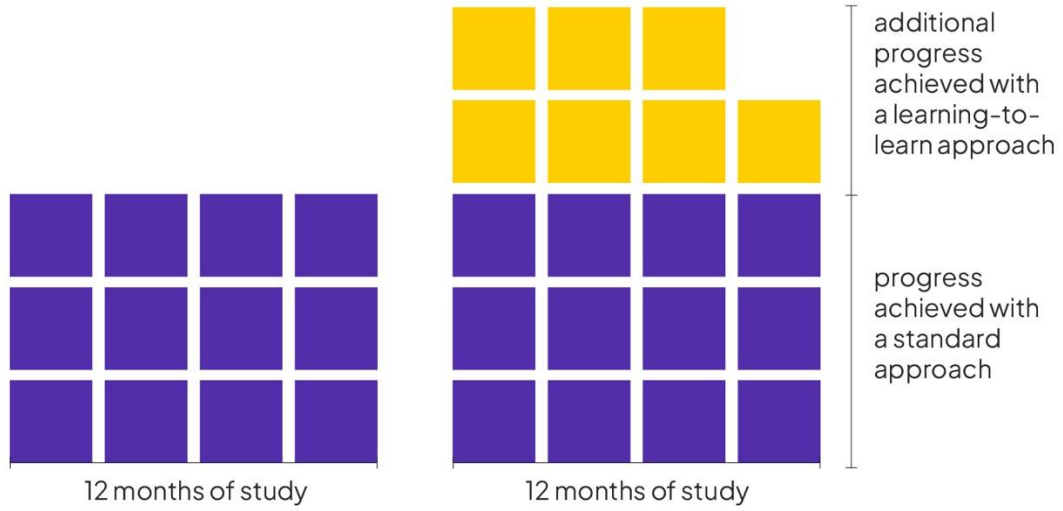
We must intervene to accelerate the pace of skill development

1 Make Learning more effective

Fewer than half of students regularly employ the strategies known to help you learn efficiently.

PISA

This means teaching “learning to learn”, which can translate to 7 additional months of progress over the course of a year.



We must intervene to accelerate the pace of skill development

2 Develop clear skilling pathways

Nearly 1/3 of workers are not a good match for their jobs in terms of their qualifications, skills or fields of study

OECD

The US could gain $40B/yr by shortening the transition from education to work by six weeks.

DEEP Framework

Diagnose

Know your current and future skills

Map roles to tasks

Model AI's impact

Embed

Learning experiences that are grounded in pedagogical science, short and purposeful.

Include practice work

Evaluate

Skills are proven by doing

Need real time in flow feedback

Rapid certification

Prioritise

Verified skill profiles become a carer superhighway

1. Proportionality and Do No Harm

The use of AI systems must not go beyond what is necessary to achieve a legitimate aim. Risk assessment should be used to prevent harms which may result from such uses.

2. Safety and Security

Unwanted harms (safety risks) as well as vulnerabilities to attack (security risks) should be avoided and addressed by AI actors.

3. Right to Privacy and Data Protection

Privacy must be protected and promoted throughout the AI lifecycle. Adequate data protection frameworks should also be established.

4. Multi-stakeholder and Adaptive Governance & Collaboration

International law & national sovereignty must be respected in the use of data. Additionally, participation of diverse stakeholders is necessary for inclusive approaches to AI governance.

5. Responsibility and Accountability

AI systems should be auditable and traceable. There should be oversight, impact assessment, audit and due diligence mechanisms in place to avoid conflicts with human rights norms and threats to environmental wellbeing.

6. Transparency and Explainability

The ethical deployment of AI systems depends on their transparency & explainability (T&E). The level of T&E should be appropriate to the context, as there may be tensions between T&E and other principles such as privacy, safety and security.

7. Human Oversight and Determination

Member States should ensure that AI systems do not displace ultimate human responsibility and accountability.

8. Sustainability

AI technologies should be assessed against their impacts on 'sustainability', understood as a set of constantly evolving goals including those set out in the UN's Sustainable Development Goals.

9. Awareness & Literacy

Public understanding of AI and data should be promoted through open & accessible education, civic engagement, digital skills & AI ethics training, media & information literacy.

10. Fairness and Non-Discrimination

AI actors should promote social justice, fairness, and non-discrimination while taking an inclusive approach to ensure AI's benefits are accessible to all.

Source: https://www.unesco.org/en/artificial-intelligence/recommendation-ethics

Collaboration is critical to prevent the skills gap becoming a skills chasm

We are calling on governments, enterprises, and institutions to:

- Foster effective learning
- Develop clear skilling pathways

Pearson

Helping people realize the life they imagine through learning.

Thank You

Metacognitive strategies

01

Self-reflection

Reflecting on one's own learning behaviors, knowledge, and feedback can help learners regulate their behaviors

02

Goal management

Setting and adapting goals based on reflection provides opportunities for learners to track their progress and adjust behaviors.

03

Growth mindset

A growth mindset is the belief that intelligence and abilities can be developed through effort and practice. In contrast, a fixed mindset is the belief that abilities are innate and unchangeable.

Behavioural strategies

Spaced repetition

Short study sessions that are spaced out over time produce stronger memories than a single longer session.

Interleaving

We learn best when different, related topics are mixed together instead of referenced one-at-a-time.

Time management

Scheduling brief, uninterrupted time blocks with regular breaks can help learners maintain attention.

Collaboration

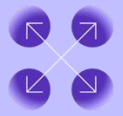
Collaborating with other learners to solve a problem leads to richer understanding and deeper knowledge.

Active learning

Asking questions, elaborating through examples, and analyzing learned information are active learning strategies that help learners apply their knowledge.

Retrieval Practice

We remember information better when we practice retrieving it from our memory – like answering questions about it – compared to just re-reading information.



Chunking

Breaking down tasks into chunks can help learners manage the amount of new information they learn and apply at a time.

OS of Signals