FUTURE OF SKILLS
EMPLOYMENT IN 2030

Pearson

Research partners

nesta

OXFORD MARTIN SCHOOL

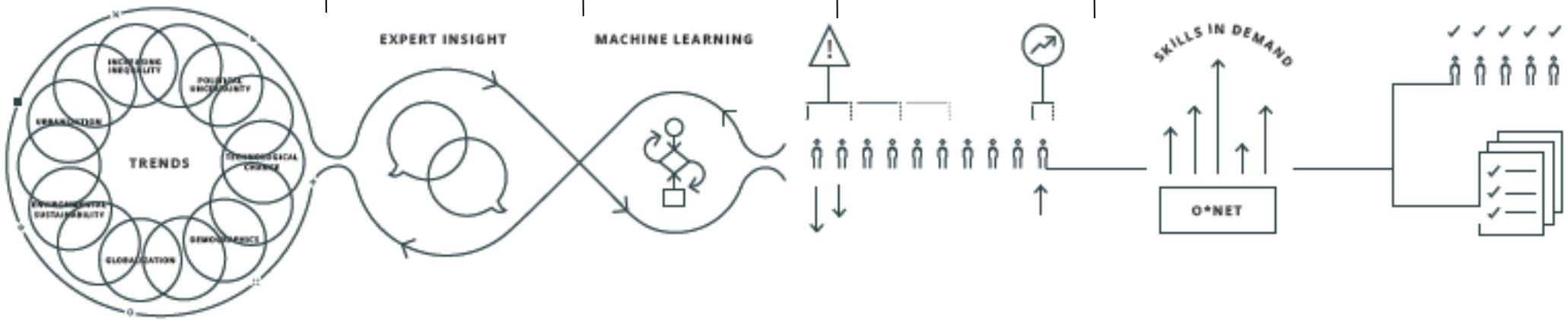
Future Skills - research programme

- Pearson – NESTA – Oxford Martin School
- Most comprehensive research project on this topic to date
- Better predicts how major societal and economic trends—and the interactions between them will affect the future of work
- Moves the conversation about the future of work past the negativity about automation

Robots Aren't Replacing Most Humans Anytime Soon

Methodology

Global Trend Analysis	Expert insight workshops	Predicting job demand	Predicting skills	Education and training policy and practice
To ensure the successful delivery of results from a cost efficient platform	Delivering accurate learner outcomes by putting technology at the heart of data capture	To use the Pearson values to drive performance & development of ourselves and one another	To deliver continual improvement in all aspects of our business	Right result, on time, every time



Global Trends

Results

- One-fifth of the workforce are in occupations that are likely shrink
  - Manufacturing production, administrative and sales occupations are expected to become less important in the workforce

- One-tenth of the workforce are in occupations that are likely to grow
  - Agriculture, skilled trades and construction occupations – opportunities throughout the skills ladder
  - Elementary services and hospitality are likely to continue to grow in importance
  - Education, health care and public sector could grow due to an ageing population and an appetite for lifelong learning
  - Creative, digital, design and engineering occupations have bright outlooks and are strongly complimented by digital technology

THE TOP 10 OCCUPATIONS PREDICTED TO EXPERIENCE INCREASED DEMAND THROUGH 2030

	UK	USA
1	Natural And Social Science Professionals	Preschool, Primary, Secondary, And Special Education School Teachers
2	Food Preparation And Hospitality Trades	Animal Care And Service Workers
3	Teaching And Educational Professionals	Lawyers, Judges, And Related Workers
4	Sports And Fitness Occupations	Postsecondary Teachers
5	Managers And Proprietors In Hospitality And Leisure Services	Engineers
6	Engineering Professionals	Personal Appearance Workers
7	Health And Social Services Managers And Directors	Social Scientists And Related Workers
8	Public Services And Other Associate Professionals	Counselors, Social Workers, And Other Community And Social Service Specialists
9	Artistic, Literary And Media Occupations	Librarians, Curators, And Archivists
10	Health Associate Professionals	Entertainers And Performers, Sports And Related Workers

THE TOP 10 SKILLS, ABILITIES, AND KNOWLEDGE ASSOCIATED WITH RISING OCCUPATIONS

	UK	USA
1	Fluency of Ideas	Learning Strategies
2	Judgement and Decision Making	Psychology
3	Originality	Instructing
4	Active Learning	Social Perceptiveness
5	Systems Evaluation	Sociology and Anthropology
6	Learning Strategies	Education and Training
7	Complex Problem Solving	Coordination
8	Critical Thinking	Originality
9	Systems Analysis	Fluency of Ideas
10	Deductive Reasoning	Active Learning

Results

- The identification of the bundles of skills, abilities and knowledge areas that are most likely to be important in the future
- Confirm the importance of 21st Century skills; a combination of interpersonal and cognitive skills
- Occupations and their skill requirements are not set in stone. Occupations can be re-designed to pair uniquely human skills with the productivity gains from technology
- Boost demand for jobs; occupation redesign coupled with workforce re-training could promote growth in these occupations
- Provides information that educators, employers and governments can use for strategic and policy making purposes

Action for policy makers

- Identifying the skills investments that will have the greatest impact on occupational demand
- Facilitate the regular review of professional standards to support occupation redesign – bringing educators and employers together
- Capture data on occupational trends and demands
- Develop policies to facilitate the introduction of human skills in teaching and learning in TVET
- Establish culture for lifelong learning; the single degree will not be everlasting

Action for educators

- Adapting faster to the changing needs of the labour markets
- Offer more flexible and adaptive pathways
  - Retraining courses
  - Short intensive courses so they can be transferred and applied in employment more rapidly
  - Digital badges
- 21st Century skills - education systems will need to support better understanding, teaching practice, and assessment of the granular skills that will be in greater demand
- Retooling teachers to develop pedagogies to support dynamic knowledge and skills development

Action for employers

- Redesigning roles to balance technology and human resources
- Proactively redesign the jobs most at risk
- Define the skills, knowledge and types of abilities which will experience both growth and decline
- Determine at the occupational level, which human capital investments will most likely to boost future demand.
- Moving beyond the degree as a the primary signal of employability and increase the recognition of TVET

Conclusion

- Technological change – threat but also it amplifies human performance in some occupations – gives rise to entirely new occupations and sectors
- Investment in skills must be at the centre of any long-term strategy for structural change
- Precondition for this is good information on skills needs; try to generate predictions for occupational growth
- Without it policy makers are flying blind
- Focus on the skills opportunities and boosting growth rather than just the risks and dangers
- Ensure that TVET systems are agile enough to respond appropriately

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