WORKING, EARNING, LEARNING IN THE AGE OF INTELLIGENT TOOLS

The Berkeley WITS Project

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Session F4

Summary and Further Steps

Andy Wyckoff, OECD

- How do you change education and training to take into account that we have these new technological devices all the time
- It changes how we learn and teach

Stefano Scarpetta, OECD

- Universal quality continuous education – this is an agenda going forth
- How do we scale, how do we go forth
    - There is a huge demand by policymakers, we are not there yet with the data for the people who are most lagging behind, for those who need it the most – to think that the government only is going to solve it would be wrong – what does it mean to have public private partnerships, to implement solutions locally
- One of the challenges in the short run – how can we make it work?

Andreas Schleicher

- What questions – what are the knowledge skills that can be paired with technology. People are always anxious about the future, but now we don't know what to prepare for. What should we prepare for?

Chris Edley

- dynamic continuous learning for the system itself – the relationship is not fixed)

Laura Tyson

- when you talk about specific skills, you are actually talking about sectors

- We kind of know where increases in demands and services are likely to come from – care, alternative energy, infrastructure, housing – we have a pretty good idea where demand can lead to new jobs
- But within these sectors, what are the skills that we need
    - More attention to the landscape will allow us to see this. We have a pretty good idea of the skill changes that are needed. (**Mary**) regionalization of this kind of work is necessary to see returns to the worker
    - Job creation and technology needs to follow the regional area

Jennifer Granholm

- As a database I would like to see the outcomes – in order to coach well.
- We also have to be able to measure "success"

Do you have some sense of programs that work and programs that don't work?

Stefano Scarpetta

- We try to facilitate sharing of good practices – often country and community specific. We have a database on skill needs and skill anticipations. Most countries have a lot of jobs on how labor markets are evolving, we know the demand, we know the supply. Most of the countries the data isn't put together – putting this info all together is quite helpful. Our contribution is this database: students can learn from it, companies can learn from that, people need it.
- OECD is good at understanding mechanics of success.
- (**Jennifer**) Policy intervention outcomes have not been great.
- Training programs are mostly for unemployed adults. What about impact moving adults from one sector to another sector. We see impact over time. We don't have that much data on training programs for adults in their jobs.

Chiara Criscuolo

- Connection between firms is lacking. SMEs will have different rates of adoption. Linking skills to productivity. Applying at the local level.

Andy Wyckoff – this is where the OECD is weak – we focus on the national level.

Montesarrat Gomendio

- Some measures that work in some places don't work in others
- Two problems:
    - How transferable good programs are and solutions are very local
    - Economy of reforms

Mariagrazia Squicciarini

- Training workers when you fear that other companies will poach them – if we go to the extreme, if everyone gets traded, everyone benefits – how do we get there?
- Higher mobility might lead to more dynamic, more technology transfer, happier workers, more fit in position – how do we get there from a position of fear
- Societal enhancing

Andreas Schleicher – where companies make collective investments – there are strong institutions for it, companies don't do this alone.

Stijn Broecke

- We are good at compiling information – we are good at documenting – but we are limited in our evaluation. We rely on academic studies. We need to do more on the evaluation side – what works under what situations

Laura Tyson

- Wealth of info that OECD has put together
- Firms come together to talk about what kind of skill development they need

Lee Rainie

- Companies don't want to share a lot of stuff – and they are the catalyst.

Claire Tomlin

- Companies invited were very enthusiastic about the project, from an academic perspective, we see our students go to the companies, we see the technology – a lot of the information is available
- Perfection can't stand in the way of getting something done