

# SKILLS OUTLOOK 2019: OVERVIEW

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# SKILLS AND DIGITALISATION

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BERKELEY – 30 November 2017

**Stéphanie JAMET**

OECD, Directorate for Education and Skills, Skills Analysis/Skills Outlook

# 1 Understand

What is the **role of skills** in making the most of the digital transformation?

# 2 Policy

How can countries shape the skills-related policies to ensure digitalisation leads to inclusive growth and well-being?

## MAIN QUESTIONS

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# 2 Policy

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# SKILLS AND DIGITALISATION

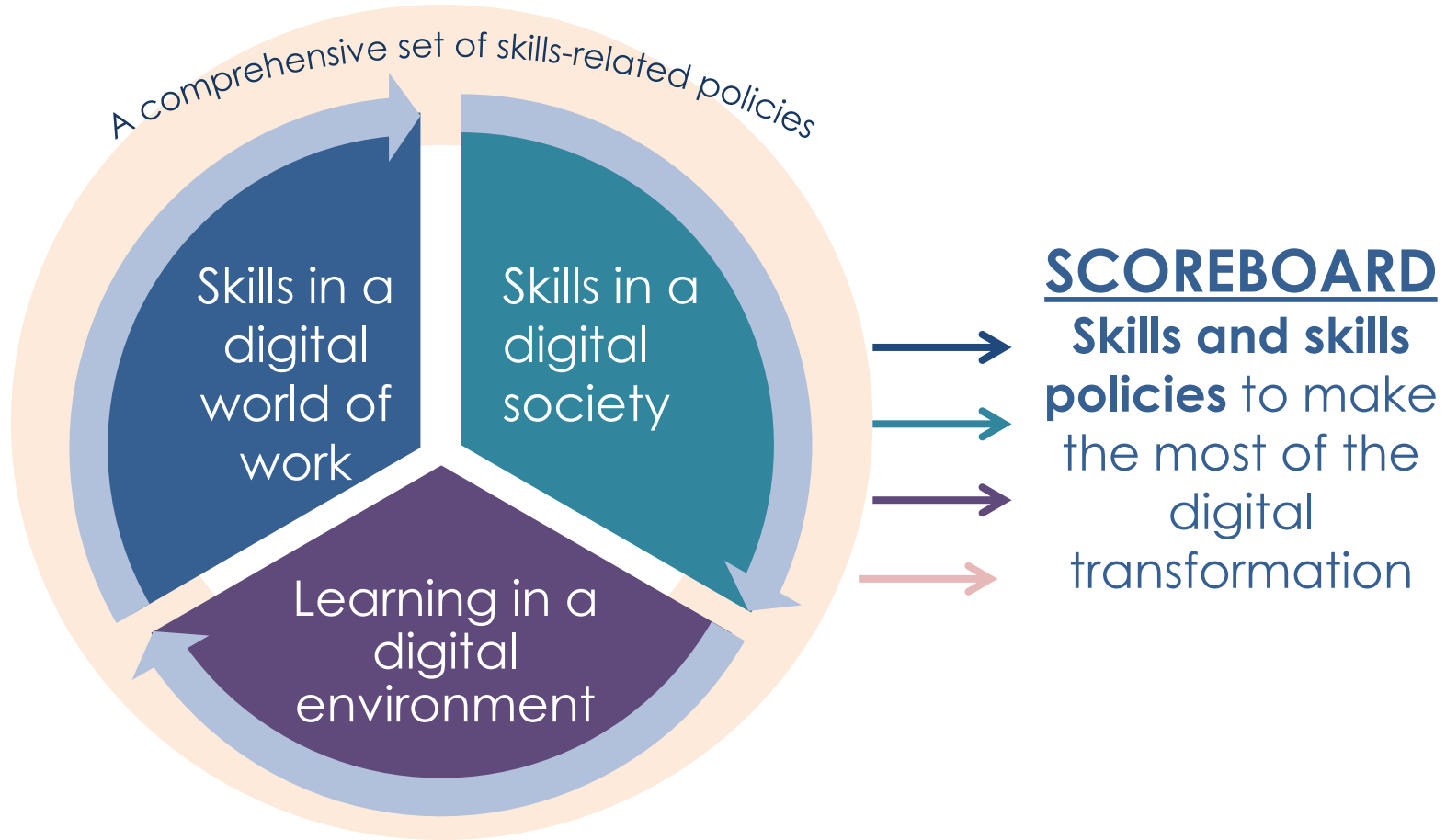
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# STRUCTURE OF THE PROJECT



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# SKILLS IN A DIGITAL WORLD OF WORK

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## MAIN ISSUES

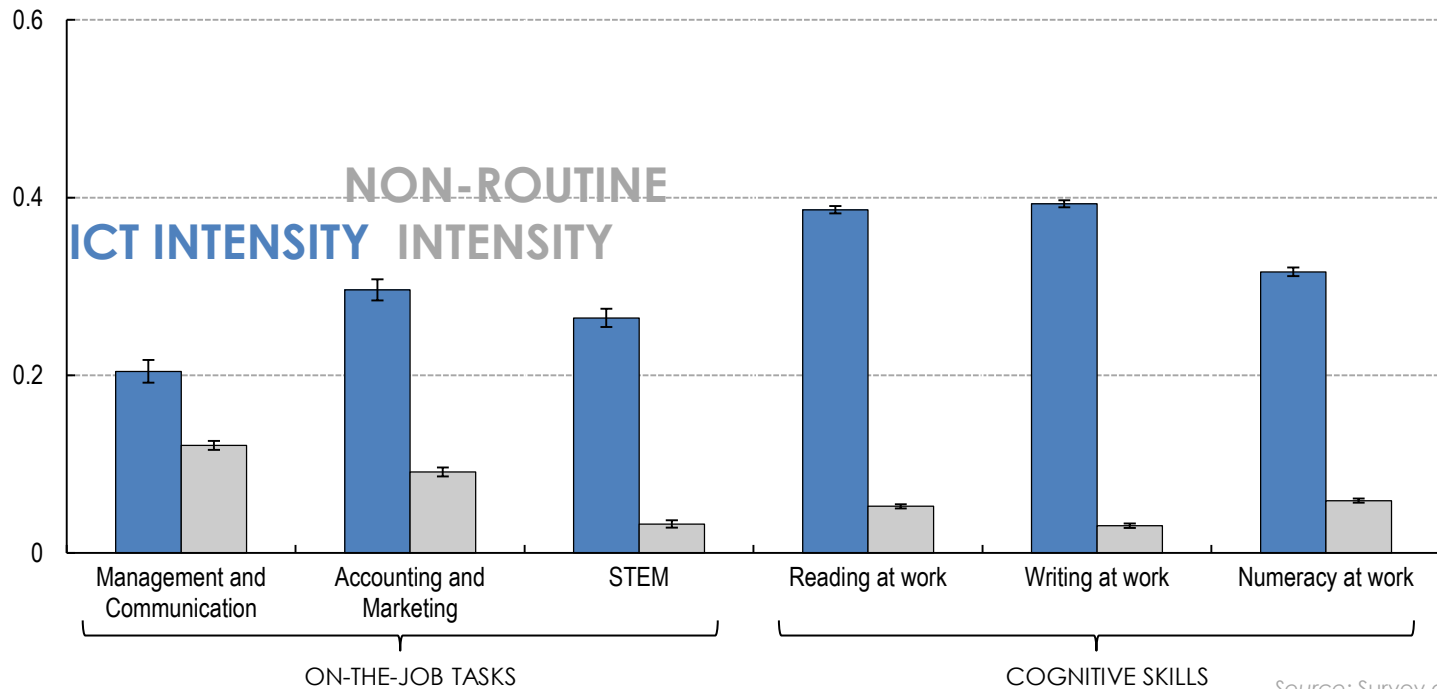
To what extent can **countries** expect the **exposure of their labour force to digitalisation to change** in the future?

How does **digitalisation** change the **skills needed on the job**? How does it **change the way workers can use their skills**?

Are countries' labour forces **equipped with the required skill sets**?

# DIGITALISATION INCREASES TASK CONTENT VARIETY AND COGNITIVE SKILL USE

EXPECTED EFFECT OF INCREASE FROM 25<sup>TH</sup> TO 75<sup>TH</sup> PCTILE OF DIGITAL EXPOSURE



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# SKILLS IN A DIGITAL SOCIETY

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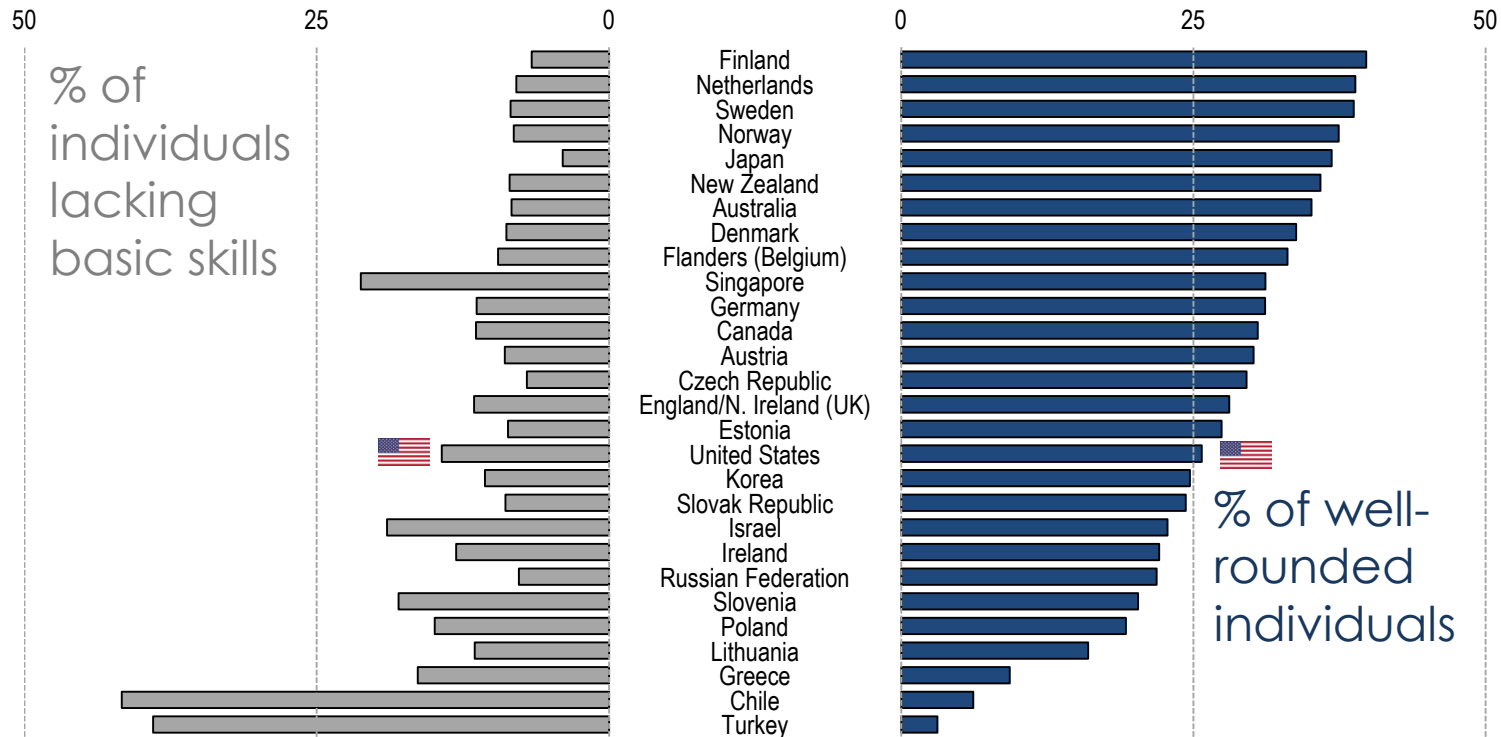
What are the **various aspects of a digital society** (e-government, e-health, e-commerce) and what are the **skills needed to benefit from them?**

How can **skills/education limit the digital divide?**

How do **skills shape the relationship between digitalisation and well-being** (e.g. work-life balance, social isolation)?



# SOME COUNTRIES ARE MORE PREPARED THAN OTHERS



## MAIN ISSUES

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# LEARNING IN A DIGITAL ENVIRONMENT

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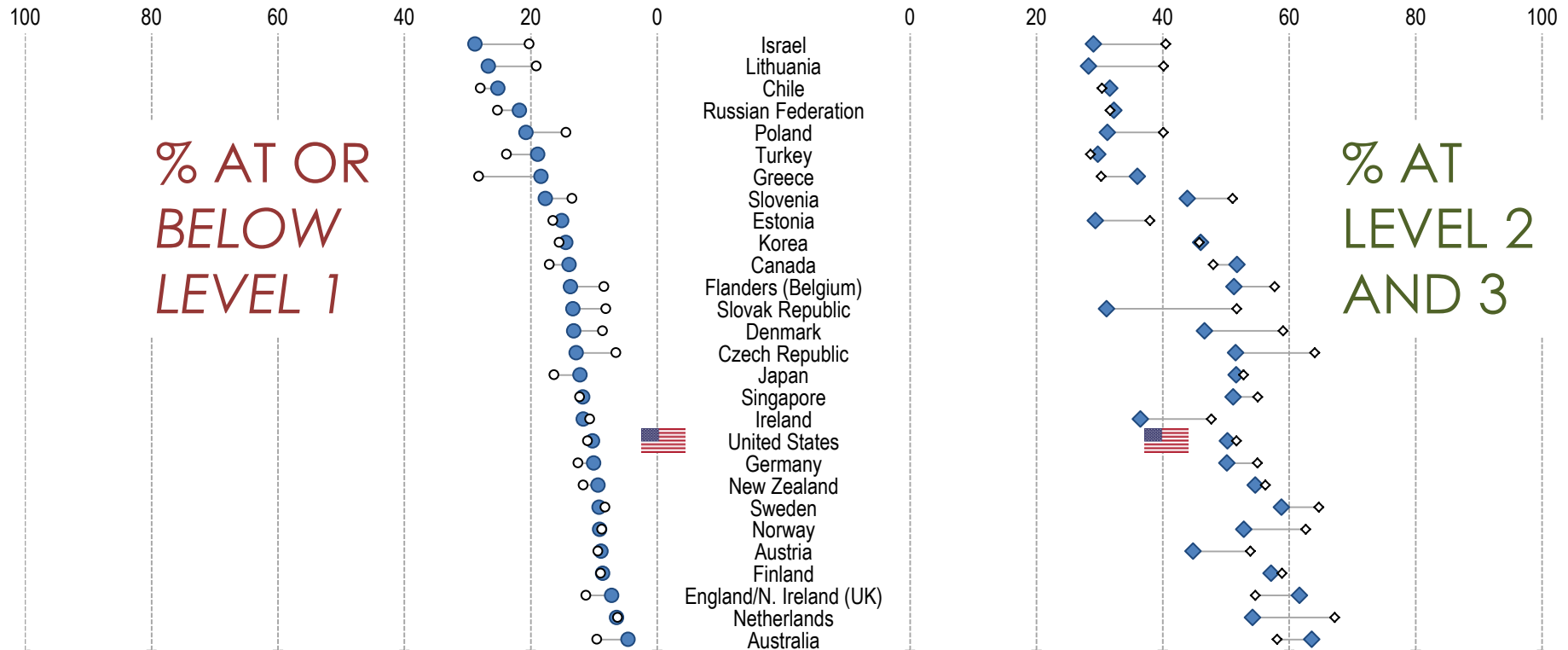
How does technology change the **content of knowledge** and the **sources of learning** (online tutorials, etc.)? What are the **implications for quality/reliability**?

**How to make the most of technology for learning outcomes**, from early to higher education, at school and outside of school?

As work environments become more exposed to digitalisation, how is the **acquisition of skills on the job** being reshaped?

# TEACHERS ARE LESS LIKELY TO HAVE HIGH PROBLEM-SOLVING SKILLS THAN OTHER HIGH-SKILLED WORKERS

TEACHERS' AND EMPLOYED TERTIARY EDUCATED WORKERS' PROBLEM SOLVING IN TECHNOLOGY-RICH ENVIRONMENT PROFICIENCY



Source: Survey of Adult Skills (2012, 2015)



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**COMPREHENSIVE  
SET OF SKILLS-  
RELATED  
POLICIES**

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# MAIN ISSUES

How to build a **comprehensive approach to lifelong learning**, finding a right balance and synergies between initial education and training policies?

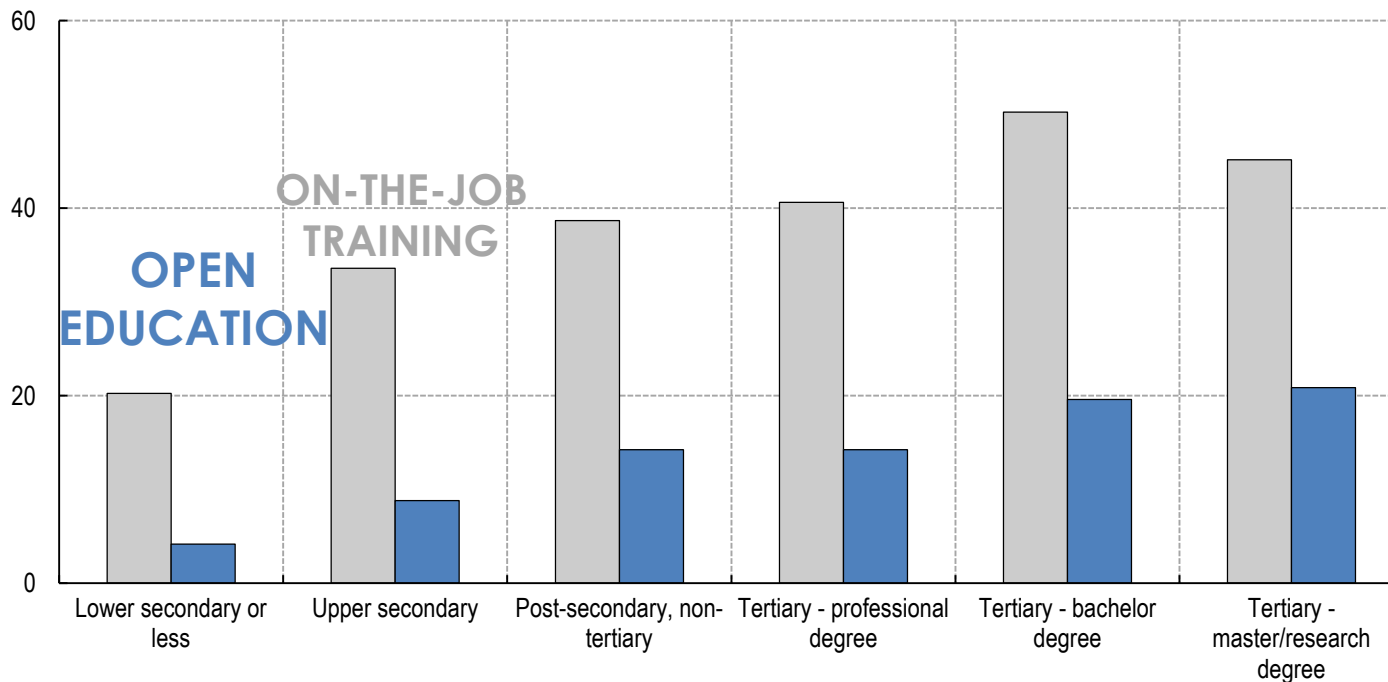
In an increasingly digital world, **who should be in charge of skill certification and recognition?**

How to **coordinate skills-related policies with other policy areas** that affect the demand for skills, investment in and adaptation of new technologies ?

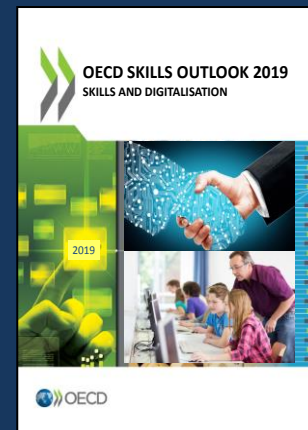
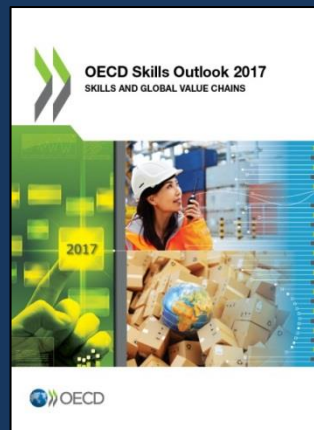
# EDUCATION AND TRAINING

## NOT REACHING LESS EDUCATED WORKERS

PARTICIPATION IN **ON-THE-JOB TRAINING** AND **OPEN EDUCATION** BY EDUCATION LEVEL (%)



# THANK YOU!



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