SKILLS OUTLOOK 2019: OVERVIEW

SKILLS AND DIGITALISATION

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

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

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

2 Policy

How can countries shape their skills-related policies to ensure digitalisation leads to inclusive growth and well-being?
A comprehensive set of skills-related policies

- Skills in a digital world of work
- Skills in a digital society
- Learning in a digital environment

**SCOREBOARD**
Skills and skills policies to make the most of the digital transformation
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 25TH TO 75TH PCTILE OF DIGITAL EXPOSURE

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:

- Finland
- Netherlands
- Sweden
- Norway
- Japan
- New Zealand
- Australia
- Denmark
- Flanders (Belgium)
- Singapore
- Germany
- Canada
- Austria
- Czech Republic
- England/N. Ireland (UK)
- Estonia
- United States
- Korea
- Slovak Republic
- Israel
- Ireland
- Russian Federation
- Slovenia
- Poland
- Lithuania
- Greece
- Chile
- Turkey

% of individuals lacking basic skills

% of well-rounded individuals

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. 

COMPREHENSIVE SET OF SKILLS-RELATED POLICIES
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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