

THE FUTURE OF WORK

OECD Employment Outlook 2019

Digital Skills and Adult Learning



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Are adult learning systems future-ready for all?

The demand for skills is changing, but adult learning systems are ill-equipped for this challenge

The share of high-skilled jobs has increased by 25% over the last two decades



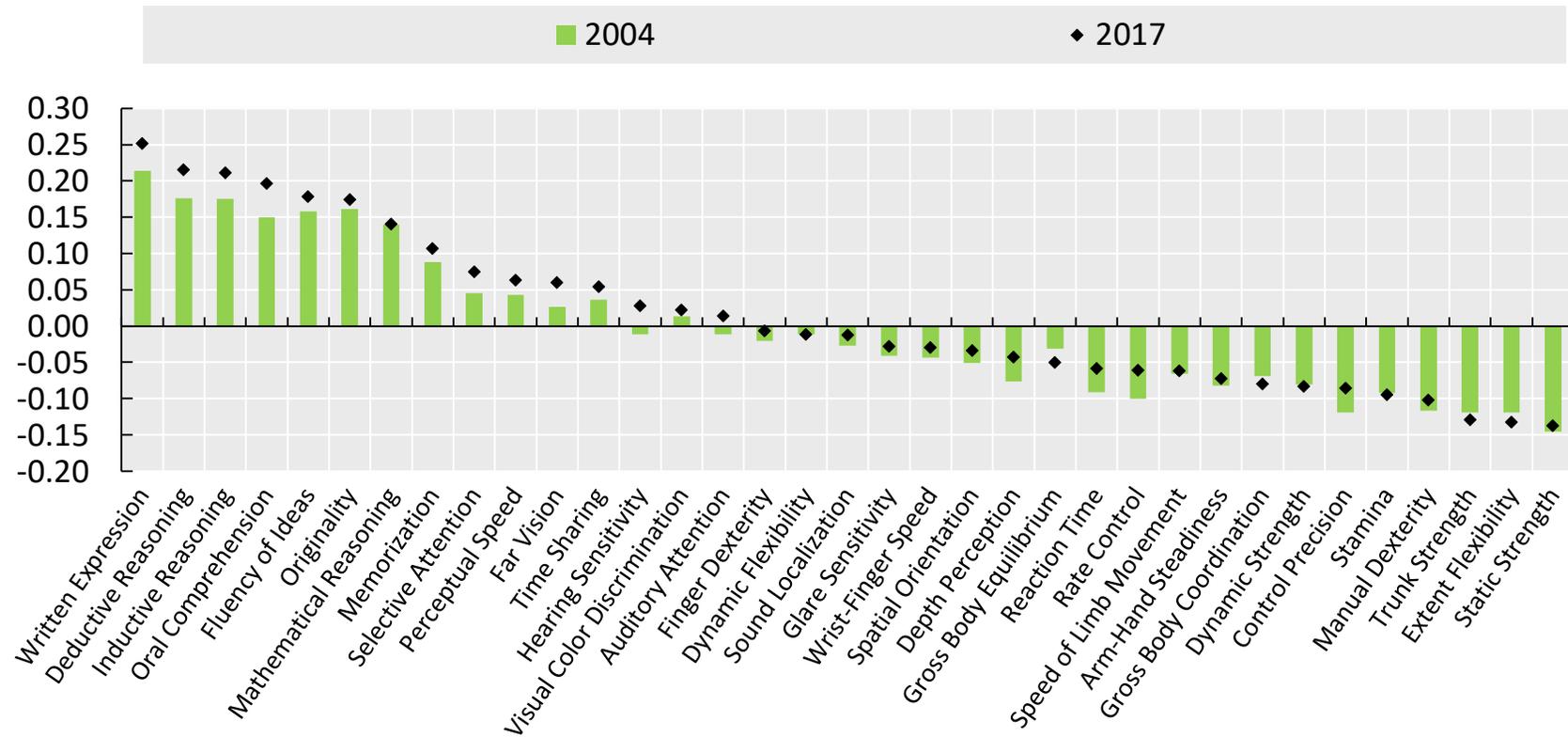
But many adults lack the skills needed for the new jobs emerging



6 out of 10 adults lack basic ICT skills or have no computer experience

It's not just ICT skills, however

Trends in skill shortages and surpluses, OECD unweighted average, 2004-17

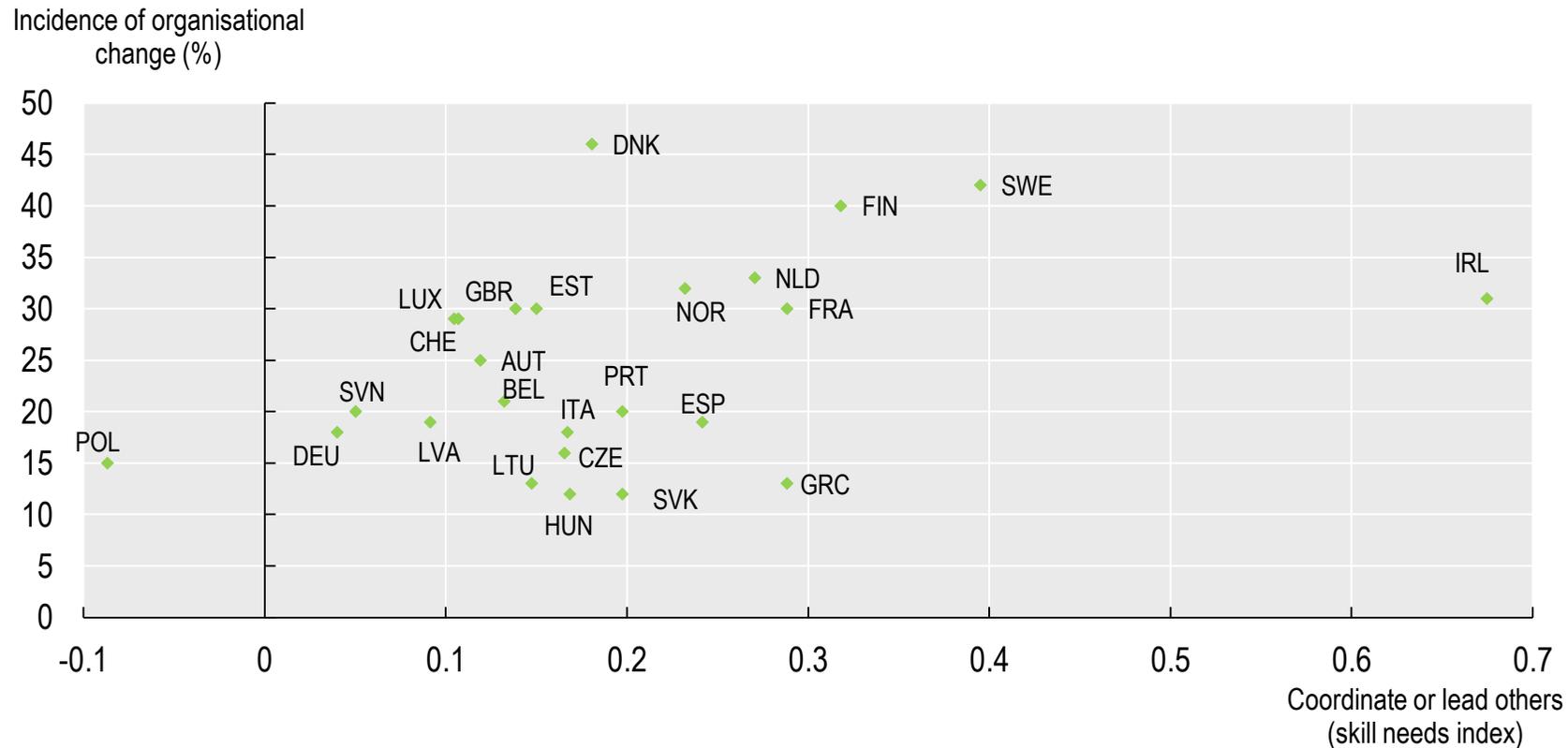


Note: Positive values on the skill needs index represent shortages, while negative values correspond to surpluses. The index varies between -1 and +1. The maximum value represents the strongest shortage observed across OECD (31) countries and skill areas.

Source: OECD Skills for Jobs database.

Organisational change is associated with changing skill needs

Organisational change and changing skill needs, EU countries

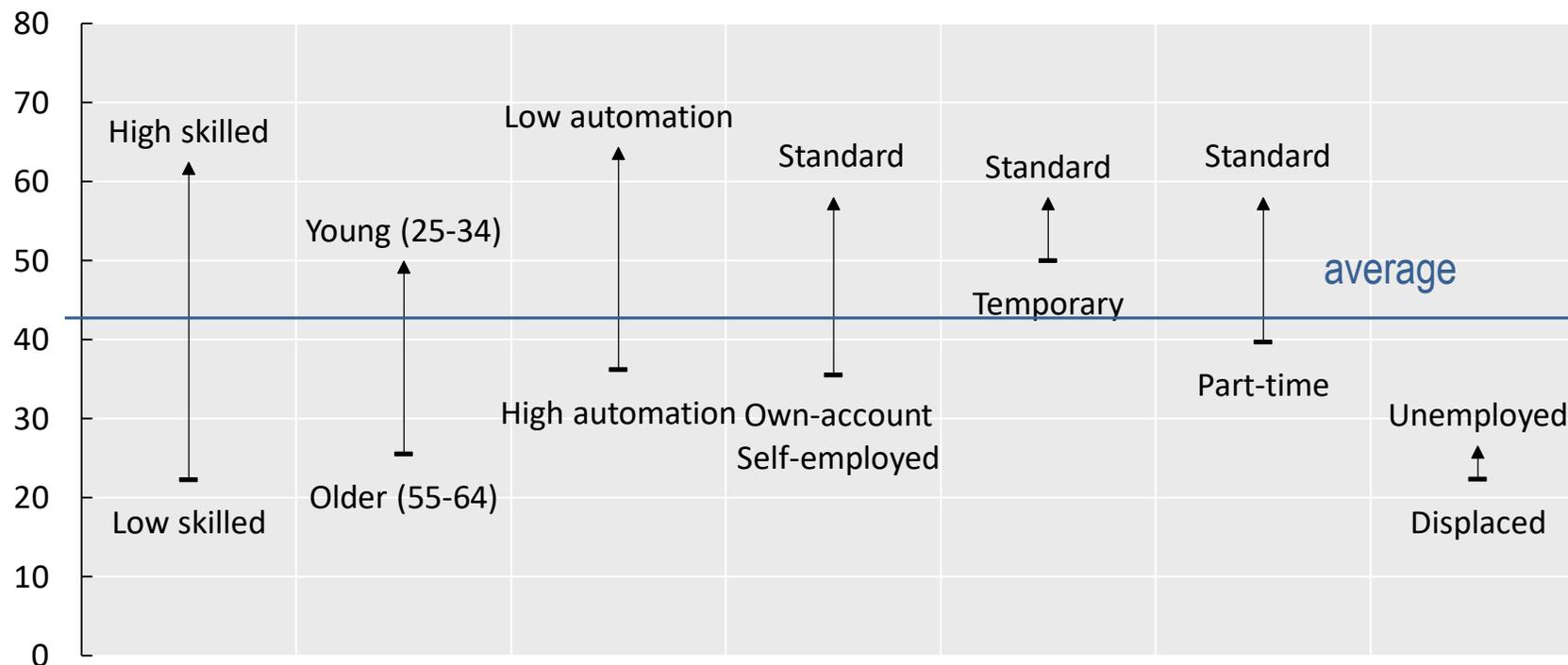


Note: Positive values on the skill needs index represent shortages, while negative values correspond to surpluses. The index varies between -1 and +1. The maximum value represents the most acute shortage observed across OECD (31) countries and skill areas.

Source: European Working Conditions Survey (2015), OECD Skills for Jobs database (2017) www.oecdskillsforjobsdatabase.org

But those who need training the most, train the least

Share of adults (16-65) in each group that participate in training, 2012/2015

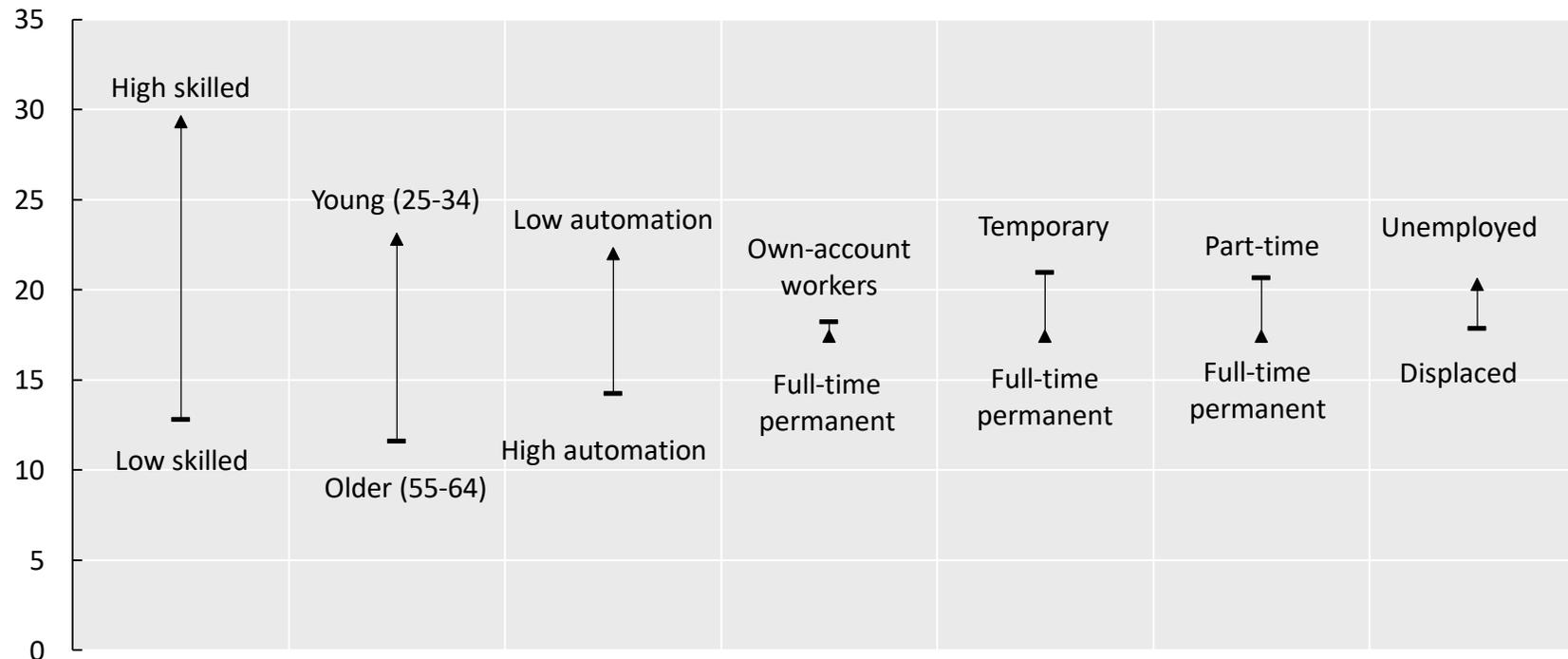


Note: Share of adults who participated in formal or non-formal job-related training over the previous 12 months. Data refer to 2012 for most countries, except for Chile, Greece, Israel, Lithuania, New Zealand, Slovenia and Turkey where they refer to 2015. Low (high) skilled refers to adults who score at level 1 or below (levels 4 or 5) on the PIAAC literacy scale. High (low) automation refers to adults at high (low) risk of automation. Own-account workers are the self-employed without employees. Temporary refers to workers on fixed term or temporary work agency contracts. Part-time refers to adults who work less (more) than 30 hours per week. Standard are adults in full-time jobs with an indefinite work contract. Unemployed refers to all unemployed who have not been dismissed for economic reasons in their last job; displaced refers to unemployed adults who have been dismissed for economic reasons in the last job. The OECD average (41%) refers to the unweighted average participation in job-related training among all adults among OECD countries participating in the Survey for Adult Skills (PIAAC).

Source: Survey of Adult Skills (PIAAC) (2012, 2015).

Motivation and/or information are key barriers

Share of adults in each group who did not participate in training but would have liked to participate in identified learning activities, 2012/2015

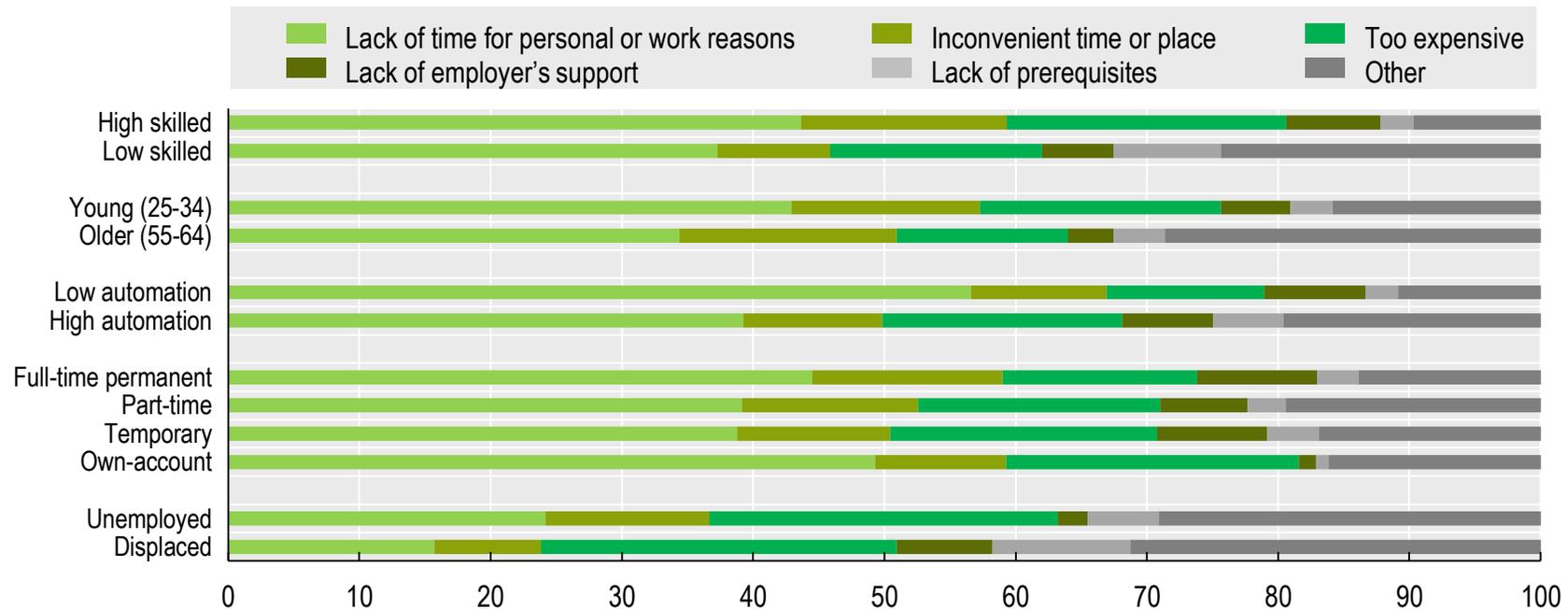


Note: Share of adults who did not participate in training but report that, over the previous 12 months, there were learning activities that they would have wanted to participate in. Data refer to 2012 for most countries, except for Chile, Greece, Israel, Lithuania, New Zealand, Slovenia and Turkey where they refer to 2015. Low (high) skilled refers to adults who score at level 1 or below (levels 4 or 5) on the PIAAC literacy scale. High (low) automation refers to adults at high (low) risk of automation. Own account workers are the self-employed without employees. Temporary refers to workers on fixed term or temporary work agency contracts. Part-time refers to adults who work less (more) than 30 hours per week. Full-time permanent are adults in full-time jobs with an indefinite work contract. Unemployed refers to all unemployed who have not been dismissed for economic reasons in their last job; displaced refers to unemployed adults who have been dismissed for economic reasons in the last job.

Source: Survey of Adult Skills (PIAAC) (2012, 2015).

Key barriers for those willing to train

Reasons for not training among adults who did not train but would have liked to participate in identified learning activities, by group, 2012, 2015



Note: Share of adults who participate in formal or non-formal job-related training over the previous 12 months. Data refer to 2012 for most countries, except for Chile, Greece, Israel, Lithuania, New Zealand, Slovenia and Turkey where they refer to 2015. Low (high) skilled refers to adults who score at level 1 or below (levels 4 or 5) on the PIAAC literacy scale. High (low) automation refers to adults at high (low) risk of automation. Own-account workers are the self-employed without employees. Temporary refers to workers on fixed term or temporary work agency contracts. Part-time refers to adults who work less (more) than 30 hours per week. Full-time permanent are adults in full-time jobs with an indefinite work contract. Unemployed refers to all unemployed who have not been dismissed for economic reasons in their last job; displaced refers to unemployed adults who have been dismissed for economic reasons in the last job. Lack of time for personal or work reasons refers to lack of time due to "being too busy at work" or due to "childcare or family responsibilities".

Source: Survey of Adult Skills (PIAAC) (2012, 2015).

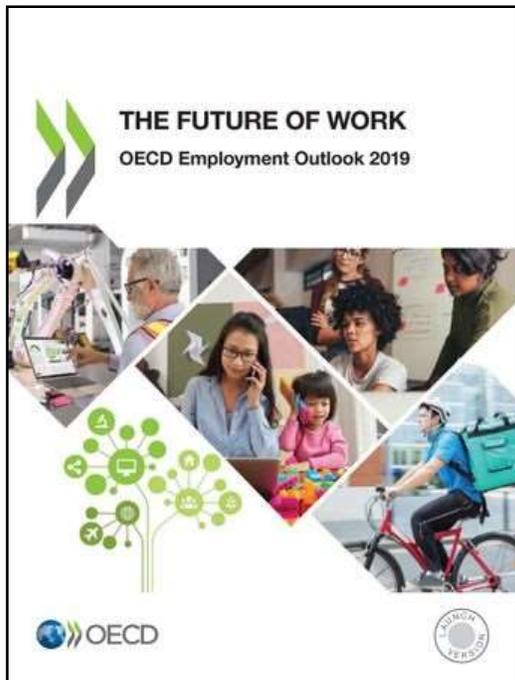
Adult Learning *Policy Directions*

- Foster a mind-set for learning among firms and individuals
- Tackle barriers to training
- Encourage employers to train groups at risk
- Target adult learning policies on the groups that need them most
- Make training rights portable
- Share the financial burden of scaling up adult learning systems

Thank you

OECD Employment Outlook 2019: <https://oe.cd/il/2zn>

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