

OECD SKILLS STRATEGY

Digital Transformation and Employee Re-skilling

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Global HR Forum
12 November, 2020

OECD Centre for Skills

<https://www.oecd.org/skills/centre-for-skills>

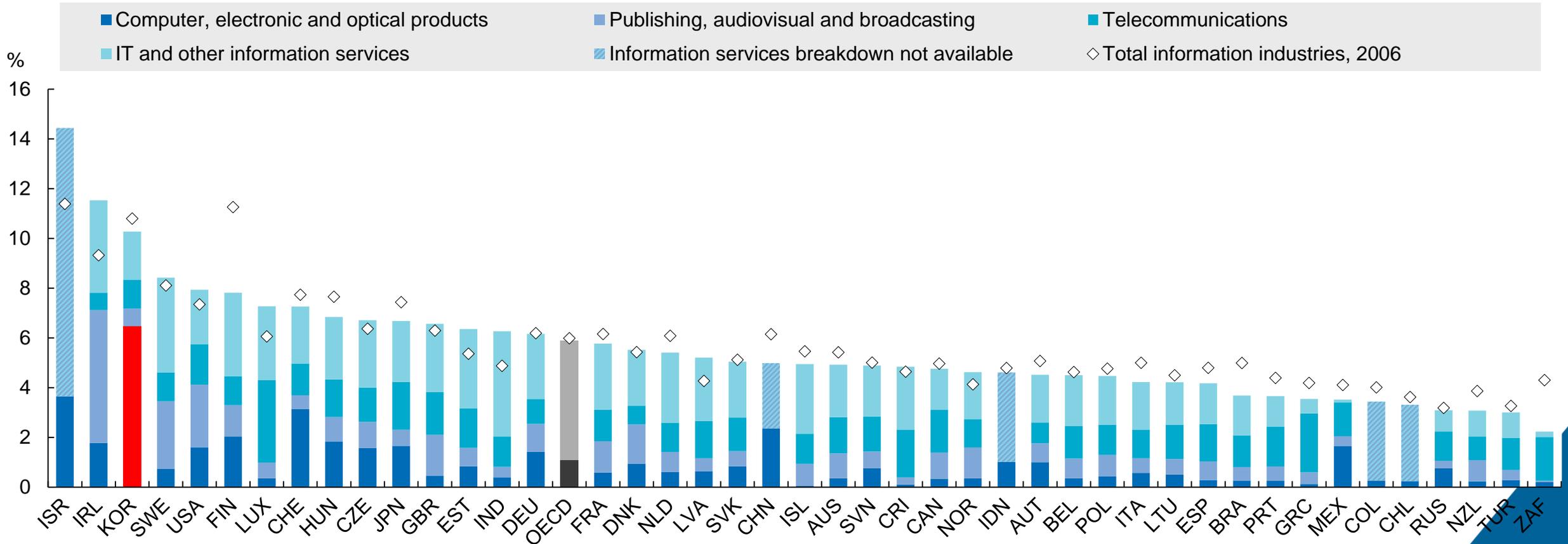


SKILLS IN THE CONTEXT OF THE DIGITAL TRANSFORMATION

Digital Transformation across OECD countries

Value added by information industries, 2016

As a percentage of total value added

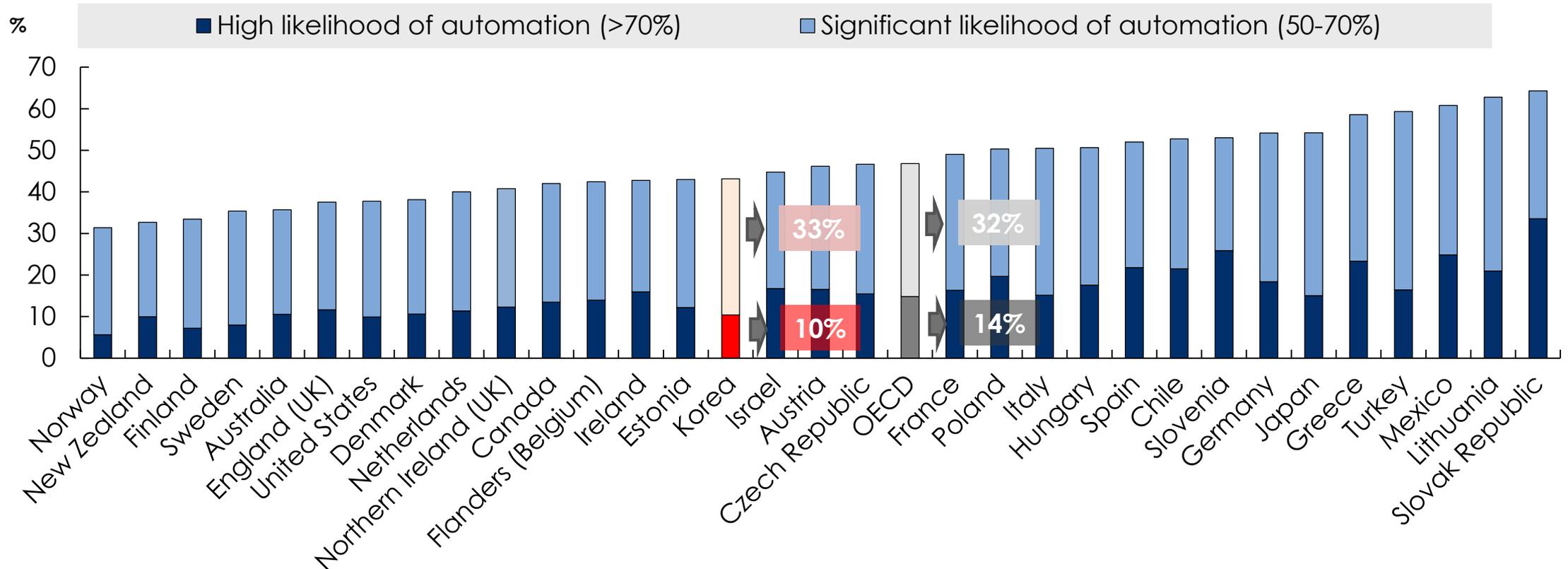


Source: OECD (2019), Measuring the Digital Transformation.

A significant share of jobs is at risk of automation

Jobs at risk of Automation

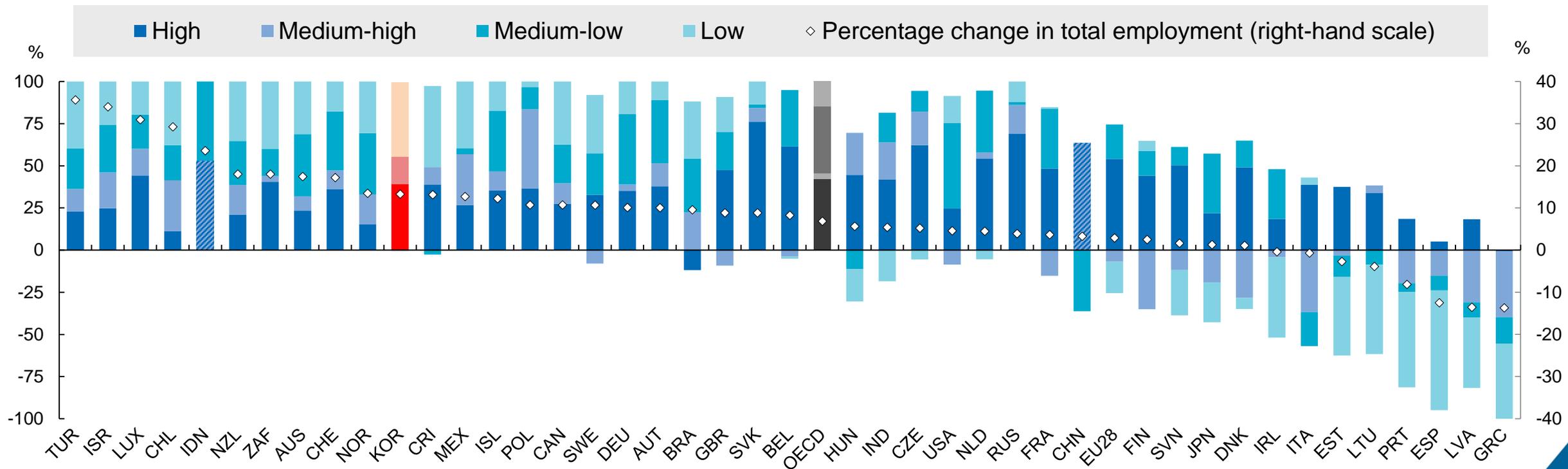
Share of jobs at **HIGH RISK (>70%)** of automation and at **SIGNIFICANT RISK (50-70%)**



The digital transformation creates more digital-intensive jobs

Digital-intensive sectors contribute to job creation

Contributions to changes in total employment, by digital intensity of sectors, 2006-16



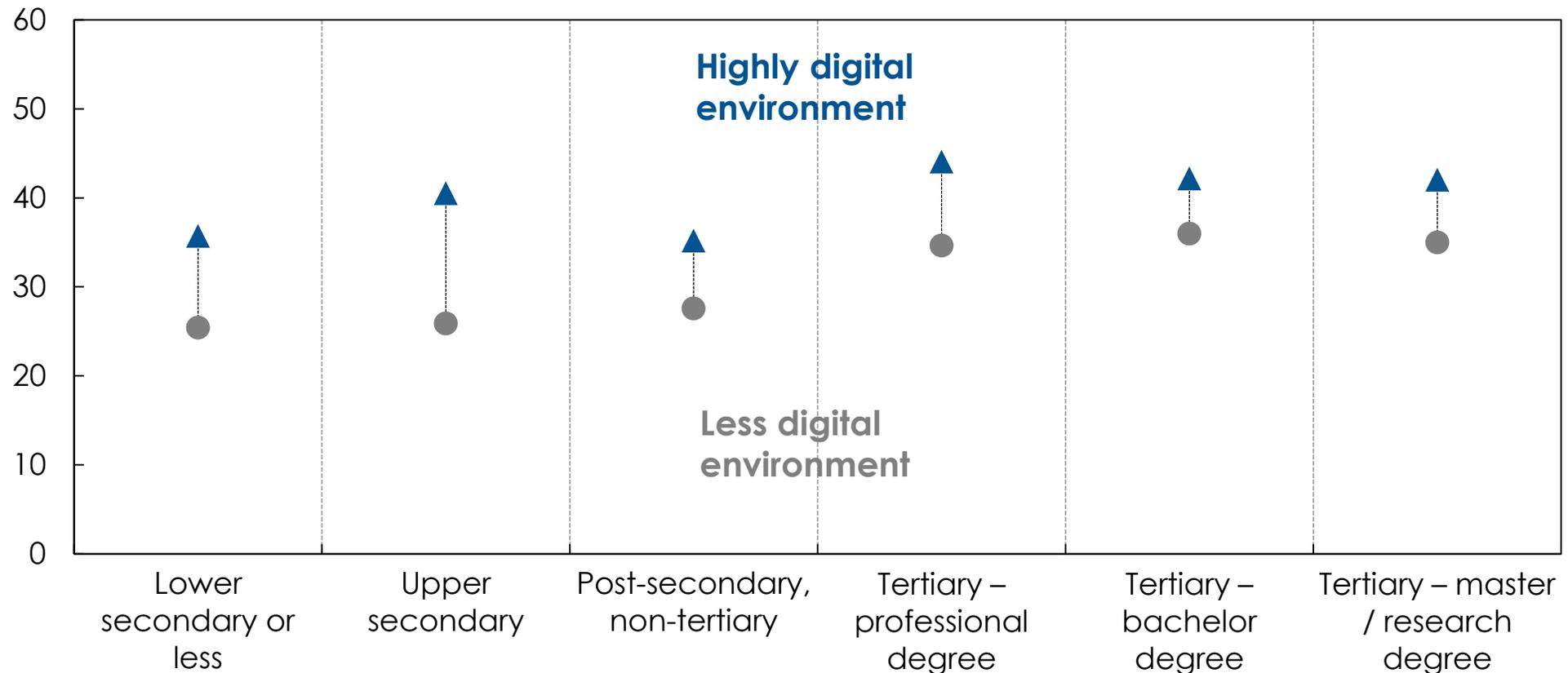
Note: Digital intensity is defined according to the taxonomy described in: Calvino, F., C. Criscuolo, L. Marcolin and M. Squicciarini (2018), "A taxonomy of digital intensive sectors", OECD Science, Technology and Industry Working Papers, No. 2018/14, OECD Publishing, Paris.

Source: OECD (2019), Measuring the Digital Transformation.

More and more, people of all skills levels will need to upskill and reskill

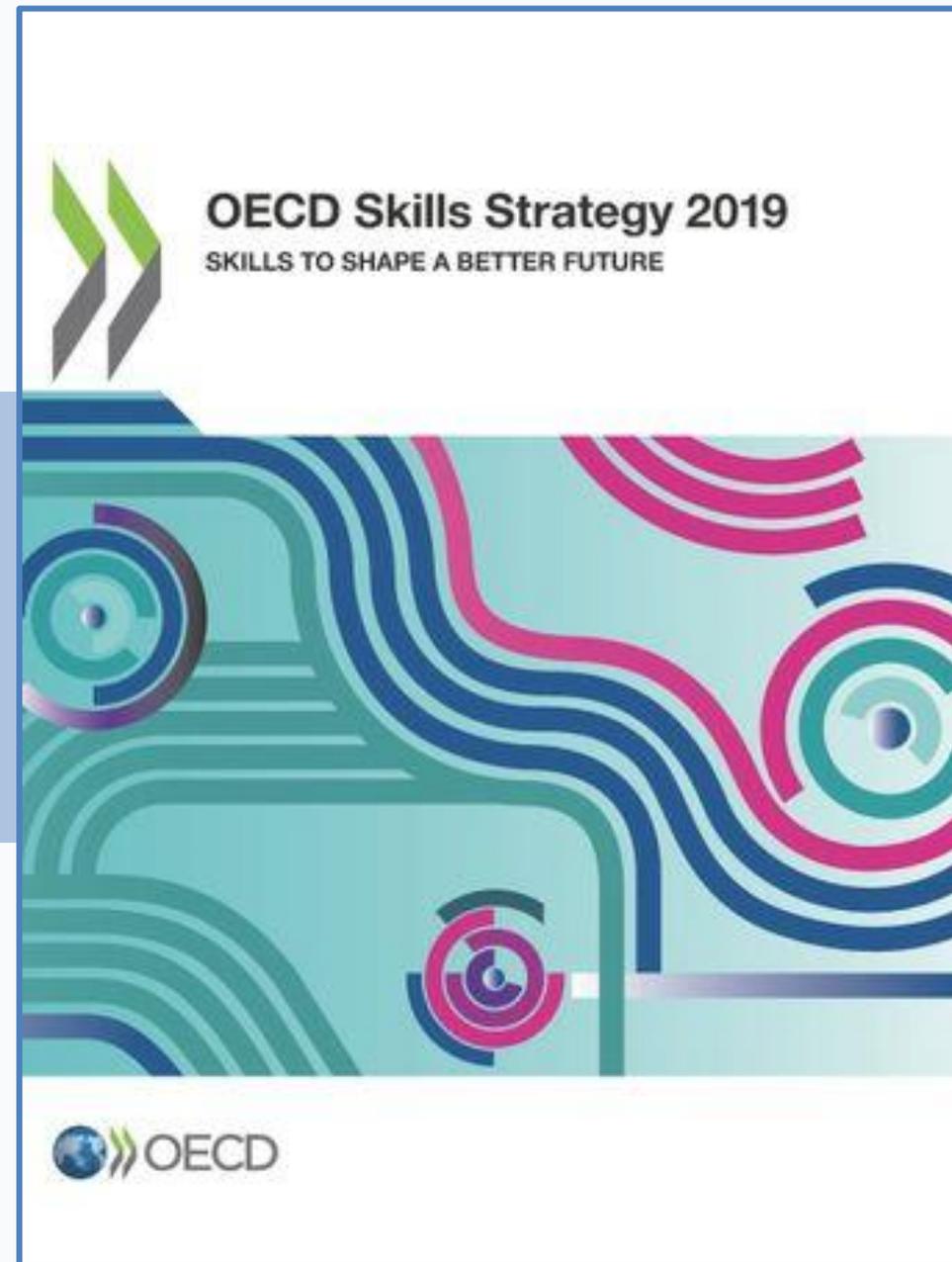
OECD workers reporting the need for further training for their job

Share of total workers, by education level, 2012/2015



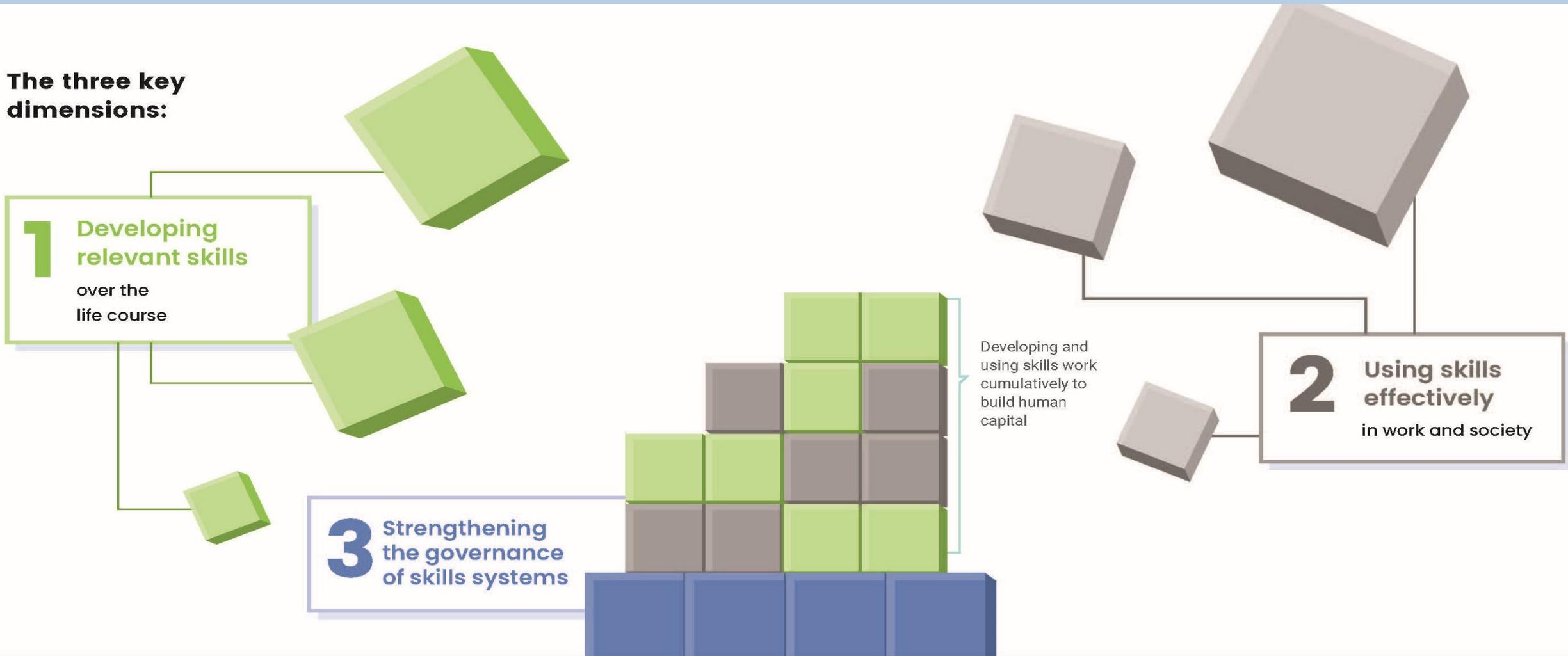
Source: OECD (2016), Skills Matter: Further Results from the Survey of Adult Skills.

OECD SKILLS STRATEGY



The OECD Skills Strategy Framework

The three key dimensions:



The building blocks of developing and using skills, supported by strong governance arrangements.

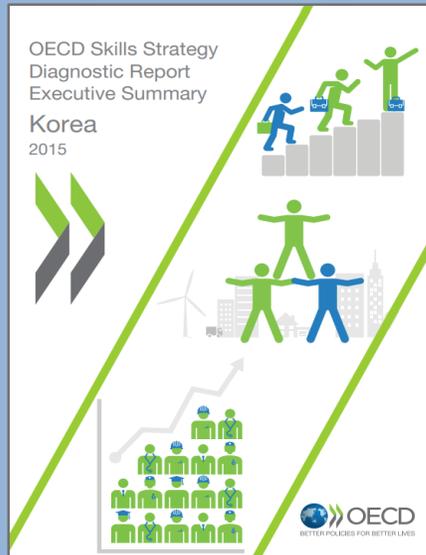
The OECD Skills Strategy has been implemented in a large and diverse range of countries



OECD Skills Strategy Project in Korea

Diagnostic phase (2015)

Skills Strategy Diagnostic Report



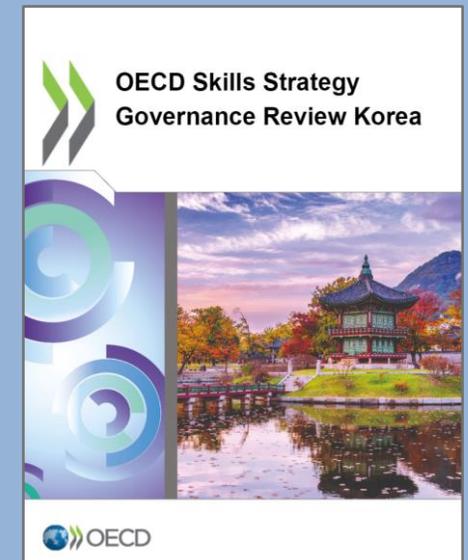
Active Learning phase (2017)

Active Learning Policy Note



Governance review phase (2019-2021)

Governance Review Report



Government and stakeholder representatives were engaged during the three phases

Engaging participants
representing diverse stakeholders



Discussing ideas
About challenges and opportunities



Sharing vision
on skills policies

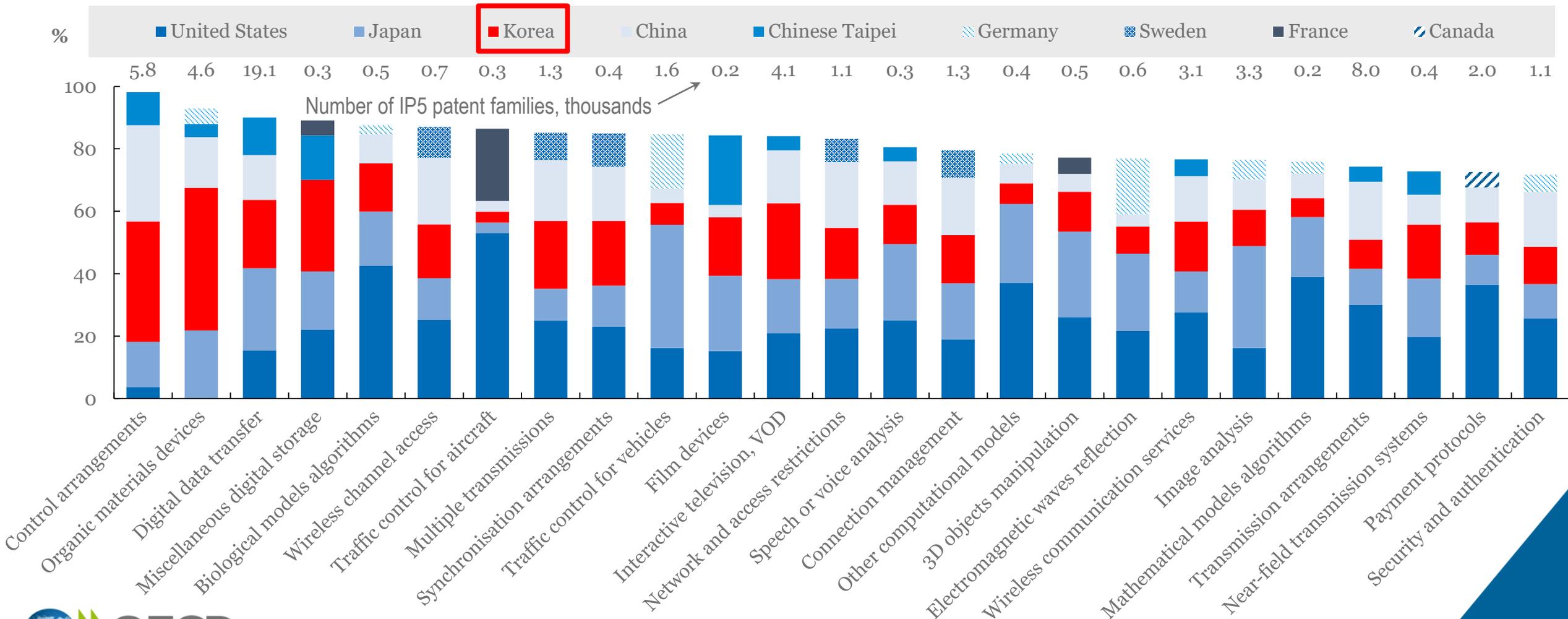




KEY FINDINGS

Korea is a leader in the development of digital technologies

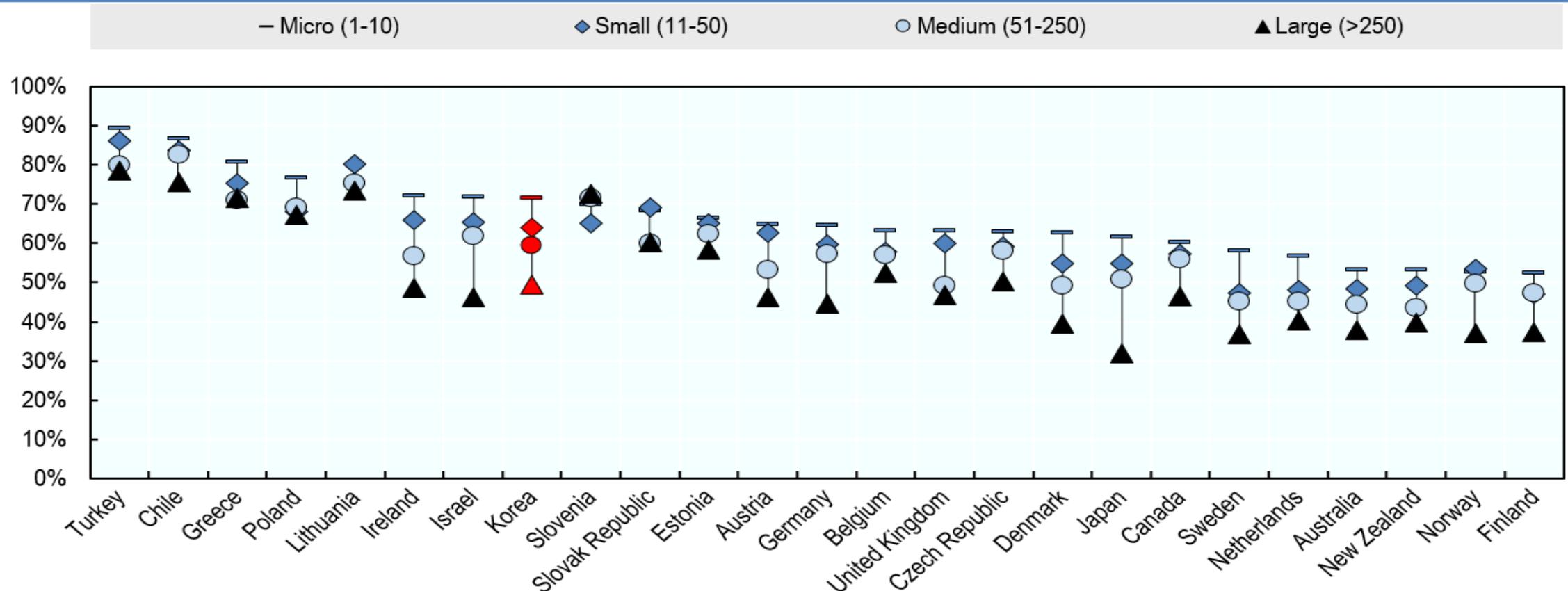
Share of top economies' patents in top 25 technologies fast accelerating from 2010 onwards



But the share of workers with low digital skills is relatively high

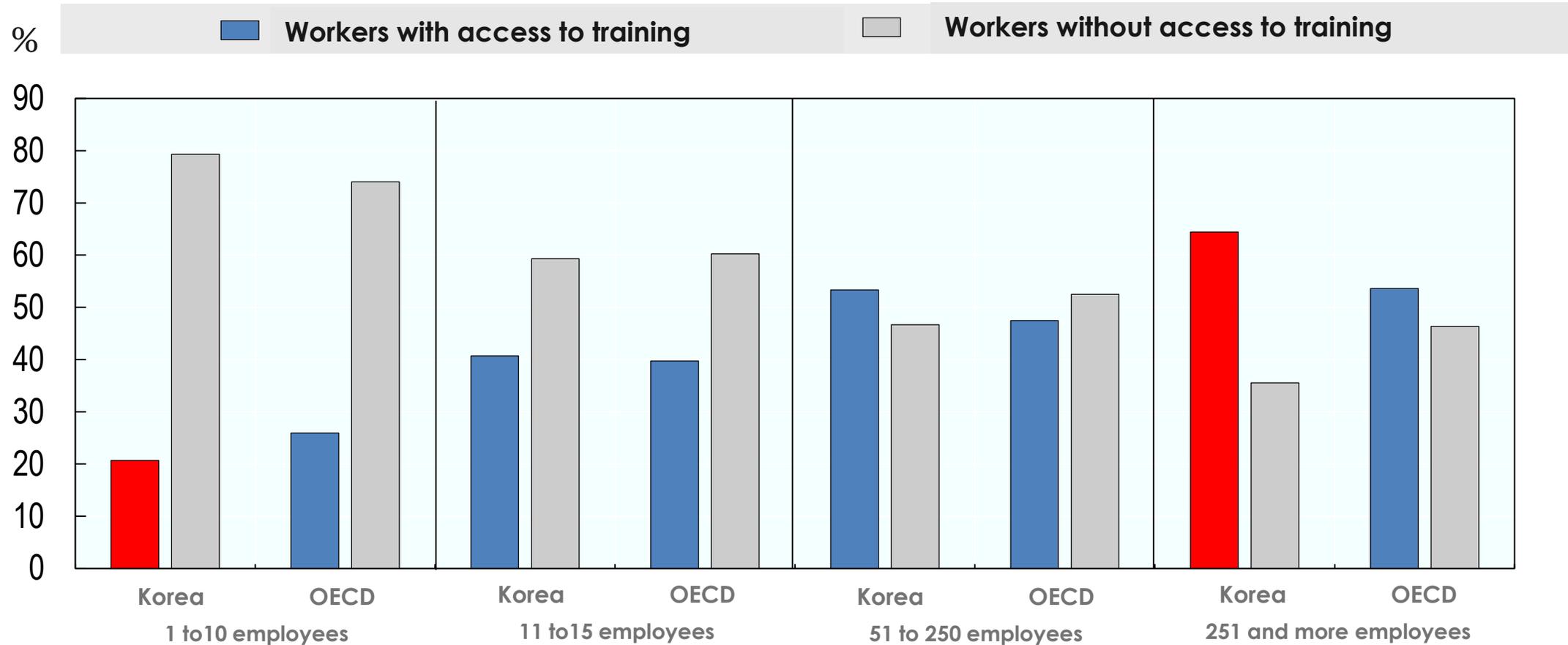
Workers with low digital problem-solving skills

Percentage of workers with low problem-solving skills in technology-rich environments, by firm size



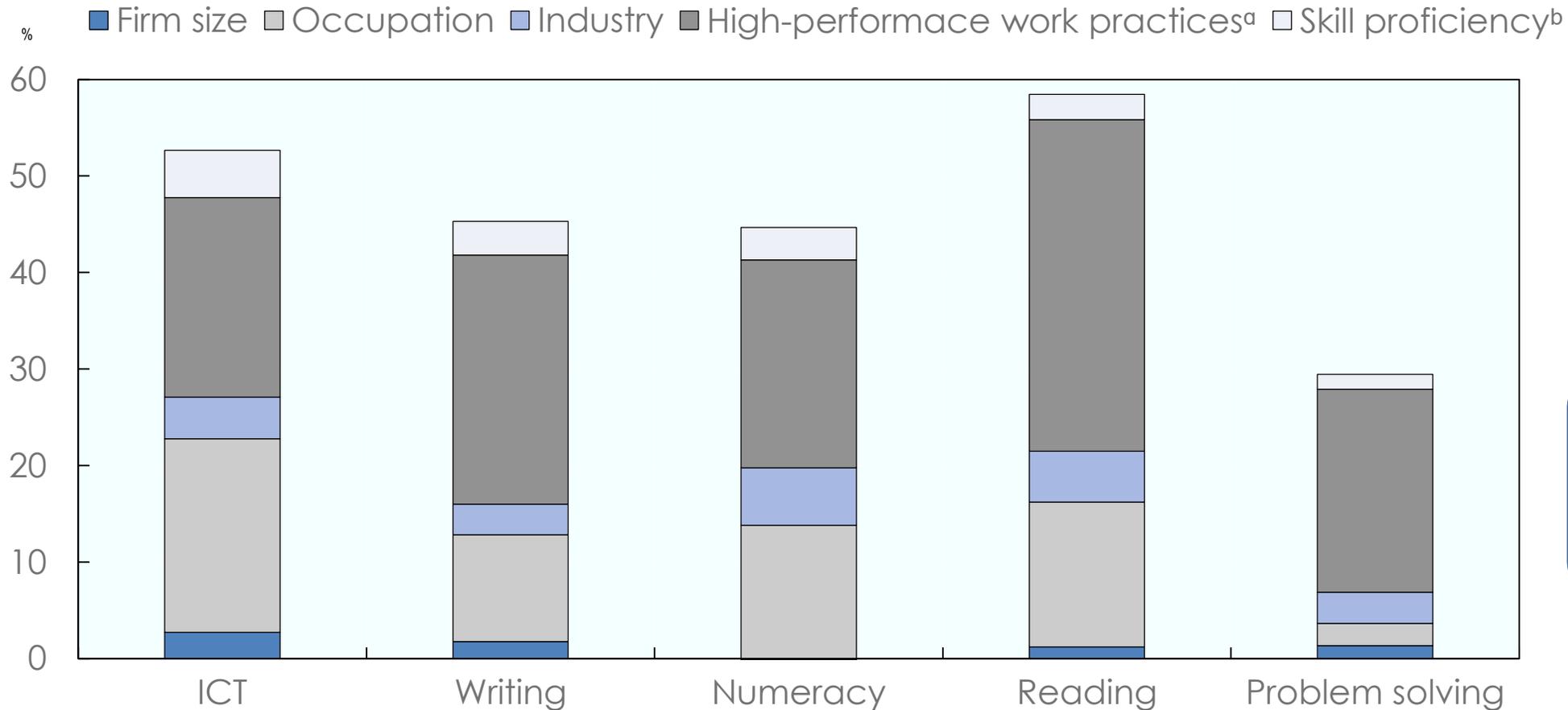
In Korea, participation in training varies **depending** **on the firm size**

Workers who have access to adult learning opportunities
Percentage of workers who received on-the-job training by firm size



It is also important to **use skills effectively in Korea**

Explaining information-processing skills used at work in Korea Percentage of the variance in skills use explained by each factor



Organisation practices
such as:

- Teamwork
- Autonomy
- Task discretion,
- Telework,
- Mentoring, and
- Job rotation

Management practices
such as:

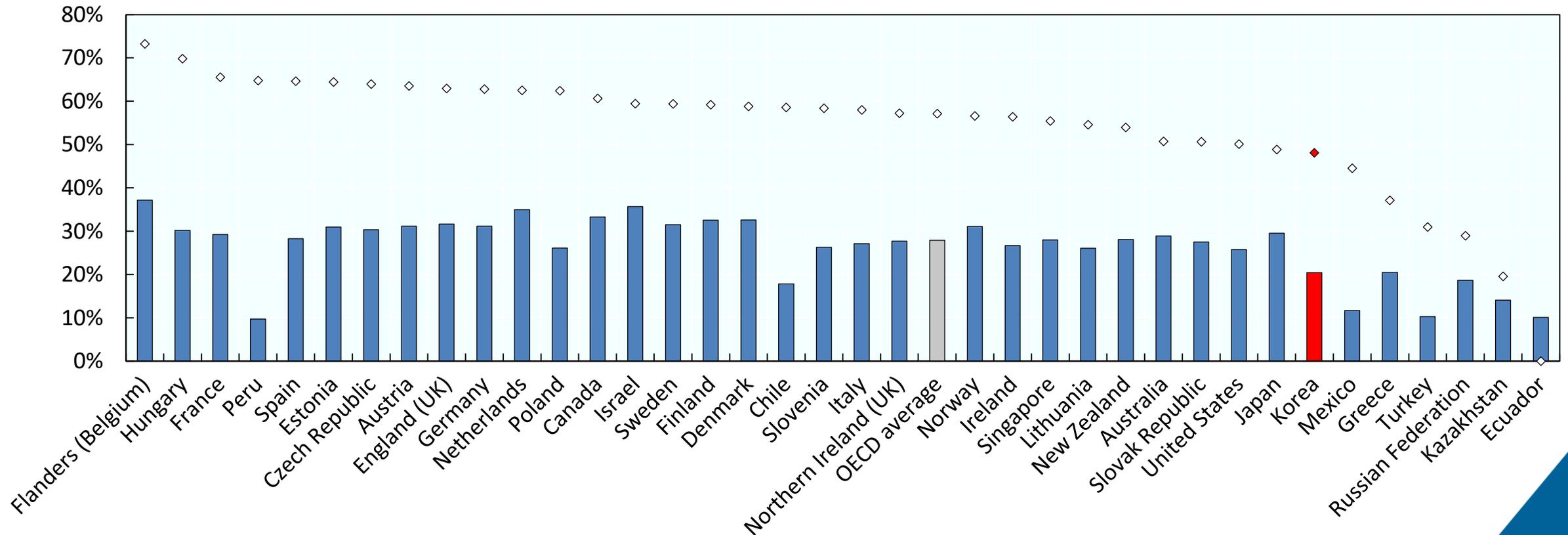
- use of incentive pay,
and
- flexibility in working
hours

The work environment needs to be adapted to make **better use of digital skills**

Percentage of workers whose jobs are compatible with telework by level of PIAAC
OECD Survey of Adult Skills, 2012/2015/2018

■ Level 3 and below

◇ Level 4 and above



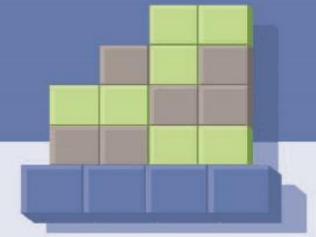


STRENGTHENING THE GOVERNANCE OF ADULT LEARNING

Strong skills governance is essential to build responsive and adaptable skills systems

Strengthening the governance of skills systems:

Key building blocks



The building blocks of developing and using skills, supported by strong governance arrangements.



- Mapping the skills system
- Building the right institutions
- Improving monitoring and evaluation processes



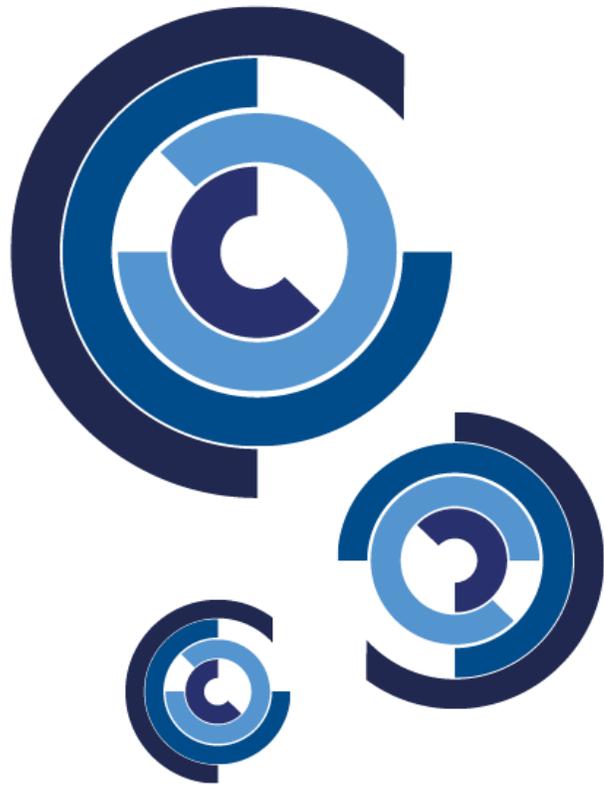
- Identifying and engaging all relevant stakeholders in the skills system
- Providing stakeholders the possibility to play a role in policy design, policy implementation, monitoring and evaluation
- Building trust



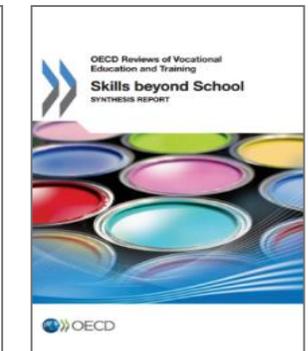
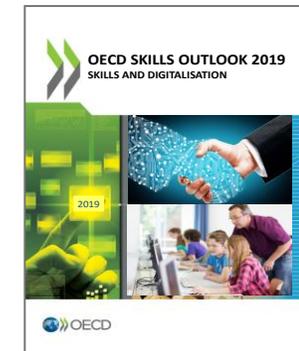
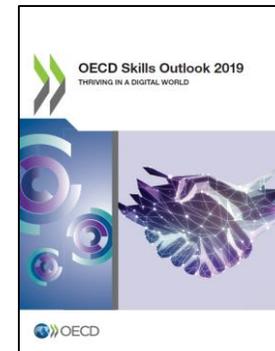
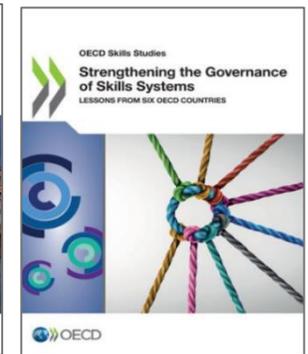
- Mobilising data
- Improving data processing and information dissemination and tailoring
- Enhancing management and evaluation processes



- Mobilising and diversifying resources
- Assessing financial needs and identifying priorities
- Matching funding with needs



OECD Centre for Skills



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To learn more about the OECD's work on skills visit: www.oecd.org/skills/