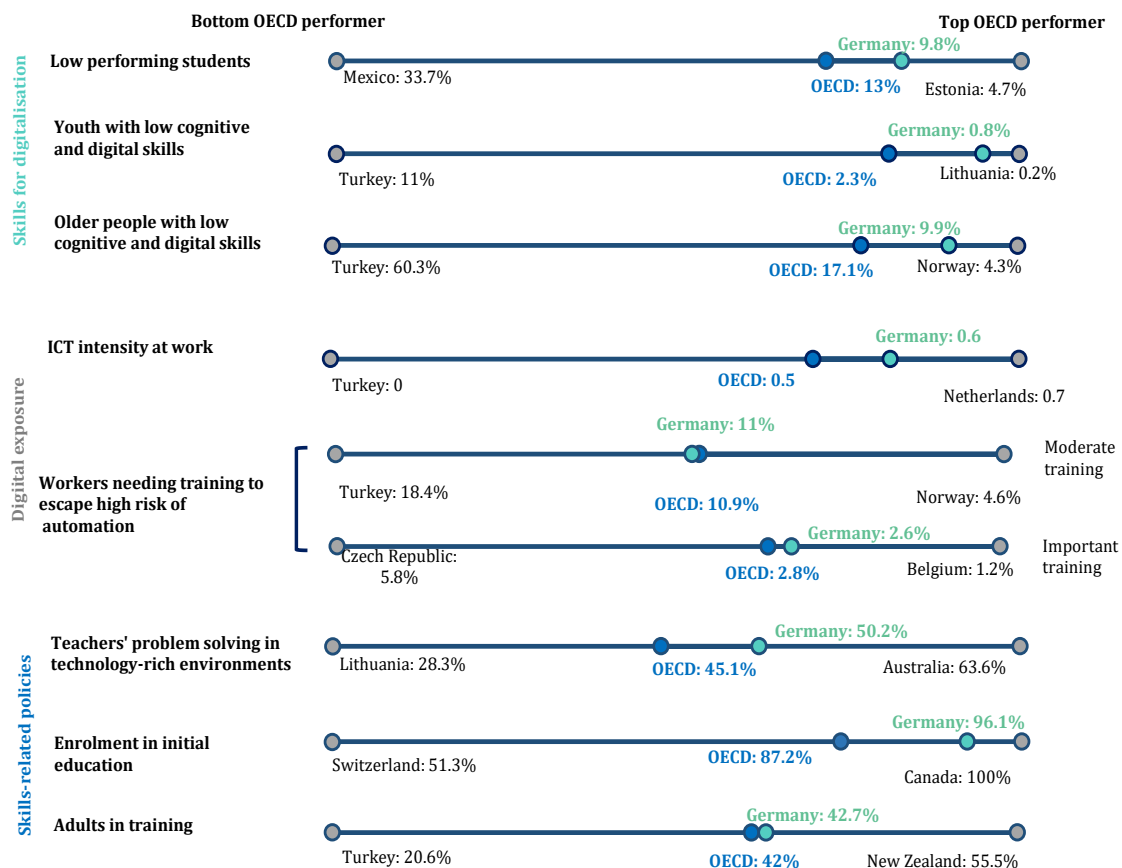


## Skills Outlook Scoreboard – Thriving in a digital world



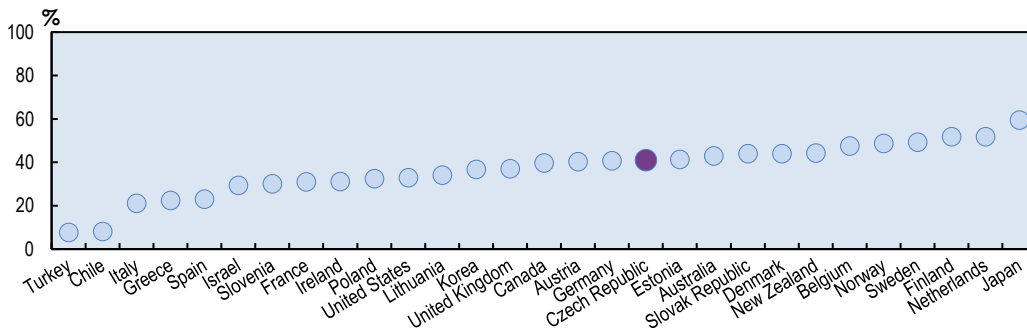
Note: How to read the data? Low performing students: Percentage of students scoring strictly below Level 2 in PISA (reading, mathematics, science), 2015. Youth with low cognitive and digital skills: Percentage of 16-29 scoring below Level 1 (inclusive) in literacy and numeracy and having no computer experience or having failed ICT core, 2012, 2015. Older people with low cognitive and digital skills: Percentage of 55-65 scoring below Level 1 (inclusive) in literacy and numeracy and having no computer experience or having failed ICT core, 2012, 2015. ICT intensity at work: Median intensity of ICT use across all workers (0-1). Workers needing training to escape high risk of automation: Percentage of employment in occupations at high risk of automation requiring moderate (up to 1 year) or important (up to 3 years) training needs to transition to occupations at low or medium risk of automation (upper bound). Teachers' problem solving in technology-rich environments: Percentage of teachers scoring at least Level 2 (inclusive) in problem solving in technology-rich environments. Enrolment in initial education: Enrolment rates at the age 3 (early childhood education and pre-primary education) and at age 5-15. Adults in training: Percentage of adults participating in non-formal and informal learning over the past 12 months (PIAAC). Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

The Skills Outlook Scoreboard assesses the extent to which Germany is able to make the most of digitalisation. Germany's performance is measured along 3 main dimensions: Skills for digitalisation, Digital exposure and Skills-related policy effort.

The Scoreboard shows that Germany has a high level of skill proficiency with respect to other OECD countries. German workers are using ICTs in their jobs quite intensively and performing non-routine tasks. In Germany, according to OECD estimates, 11% of workers are in occupations at high risk of automation and would need moderate training efforts to transit to safer occupations with low or medium risk of automation (in line with the OECD average). An additional 2.6% would need important training (up to 3 years) to avoid the risk of automation. Teachers in Germany, despite reporting higher training needs than other high-skilled workers, are well prepared: 50% of them are top performers in problem solving in technology-rich environment.

### Individuals with a well-rounded set of skills are more likely to be able to adapt if digitalisation transforms their job content or everyday activities

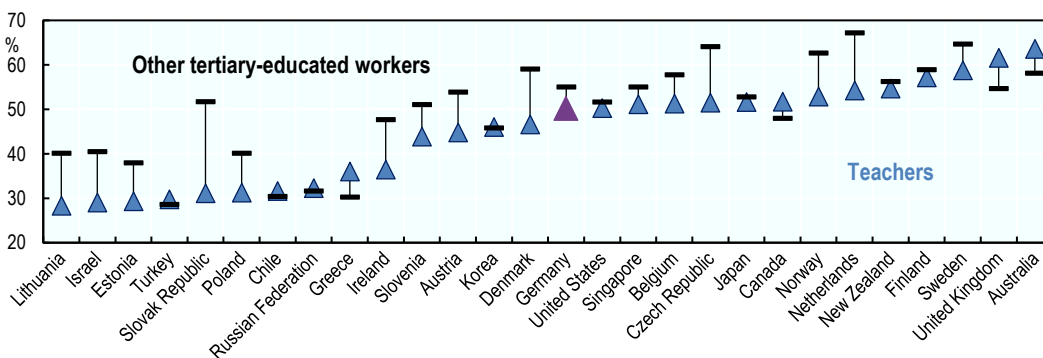
Percentage of 16-65 scoring at least Level 3 (inclusive) in literacy and numeracy



A good level of skills allows people to unlock all the benefits of Internet use. In Germany, only 40% of the individuals aged 16-65 have a good level of literacy and numeracy skills (i.e. score at least Level 3 in PIAAC literacy and numeracy tests).

### Teachers are generally less likely to be top performers in problem-solving skills

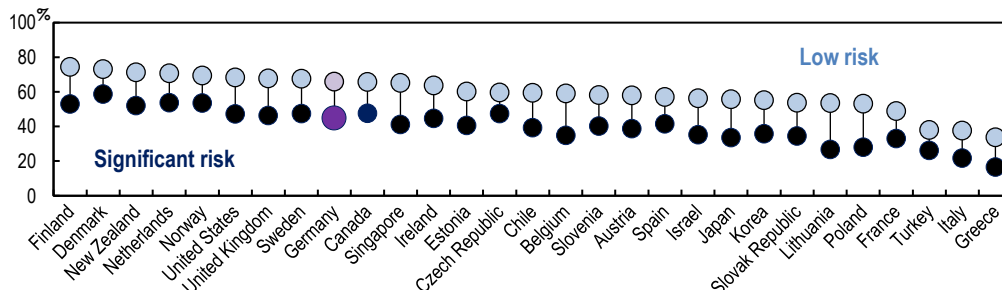
Share of top performing teachers and tertiary-educated workers in problem solving in technology-rich environments, by country



In some OECD countries, including Germany, teachers appear to be less likely to have higher proficiency in problem solving in technology-rich environment than other tertiary-educated workers. Nonetheless, additional evidence shows that in Germany teachers' use of technology is on par with that of other high-skilled workers.

### Workers more exposed to the risk of automation are less likely to participate in training

Share of workers participating in adult learning (in the last 12 months)



In Germany, the participation of workers in Adult Learning is in line with the OECD average. Yet, workers more exposed to the risk of automation and the low-skilled are less likely to participate in training than workers at low-risk of automation and high-skilled workers.

Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

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