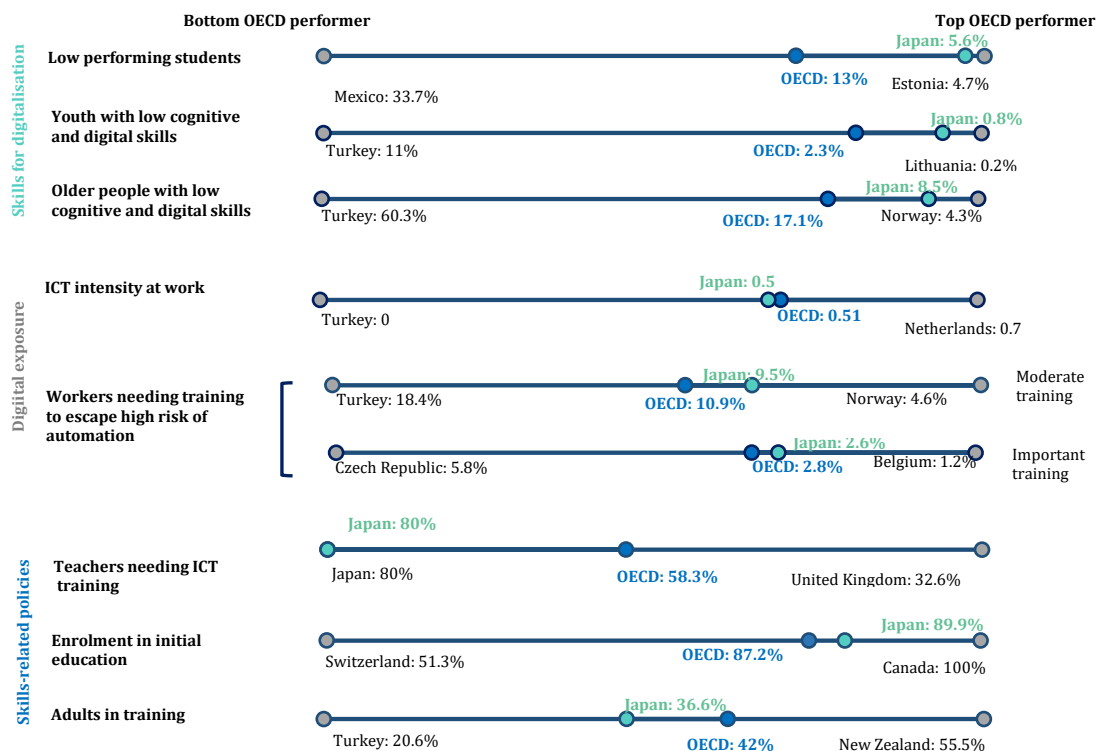


Skills Outlook Scoreboard – Thriving in a digital world



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 needing ICT training: Percentage of teachers reporting needing further training in ICT for teaching. 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>

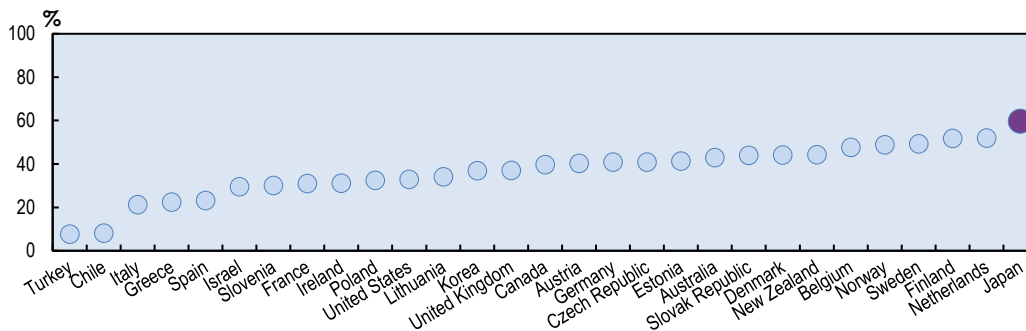
The Skills Outlook Scoreboard assesses the extent to which Japan is able to make the most of digitalisation. Japan's performance is measured along 3 main dimensions: Skills for digitalisation, Digital exposure and Skills-related policy effort.

The Scoreboard shows that Japan performs well on indicators closely linked with the skills acquired in formal education and those of the young generation's skills: 15-years-old Japanese students perform well above the OECD average in PISA test scores and few youth (aged 16-29) are low performers according to PIAAC. Japan, however, performs around average or poorly when it comes to digital exposure in the workplace, in particular in ICT intensity at work. In addition, few teachers in Japan use ICTs in the classroom and, at 80%, the share of teachers reporting a need for training in ICTs for teaching, is the highest among OECD countries.

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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

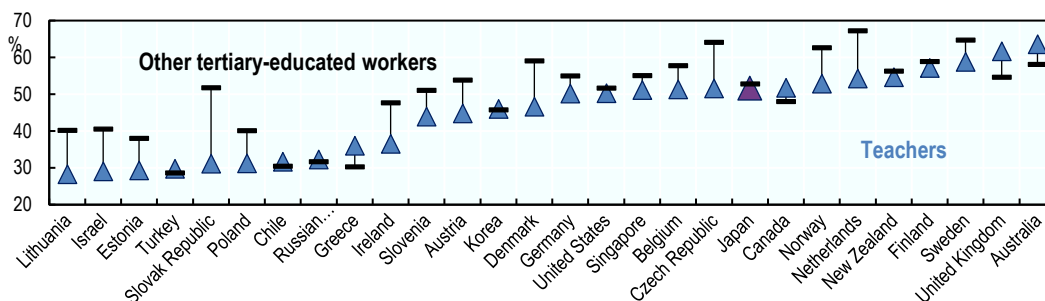
Percentage of 16-65 scoring at least Level 3 (inclusive) in literacy and numeracy



A good level of skills allows people to unlock all the benefits of Internet use. Japan has a very well-rounded population, as 60% 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

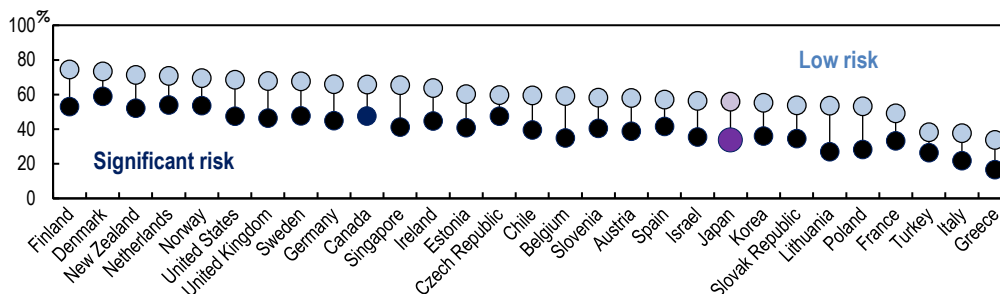
Share of top performing teachers and tertiary-educated workers in problem solving in technology-rich environments, by country



In some OECD countries teachers appear to be less likely to have higher proficiency of problem solving in technology-rich environment than other tertiary-educated workers. In Japan, instead, teachers problem solving ability as well as their 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 Japan the participation of workers in Adult Learning is below the OECD average. In addition, workers more exposed to the risk of automation and the low-skilled participate less 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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