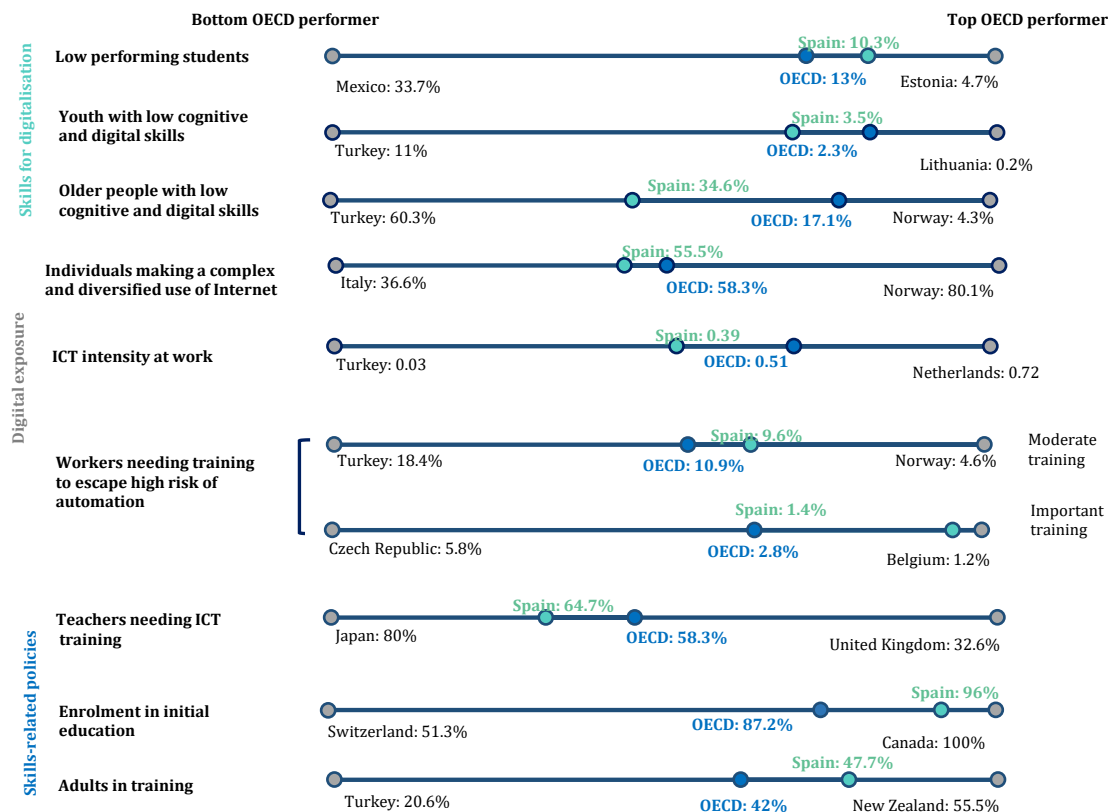


Skills Outlook Scoreboard – Thriving in a digital world



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. Individuals making a complex and diversified use of Internet: Share of individuals making a diversified and complex use of Internet, 2016. 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 medium (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).

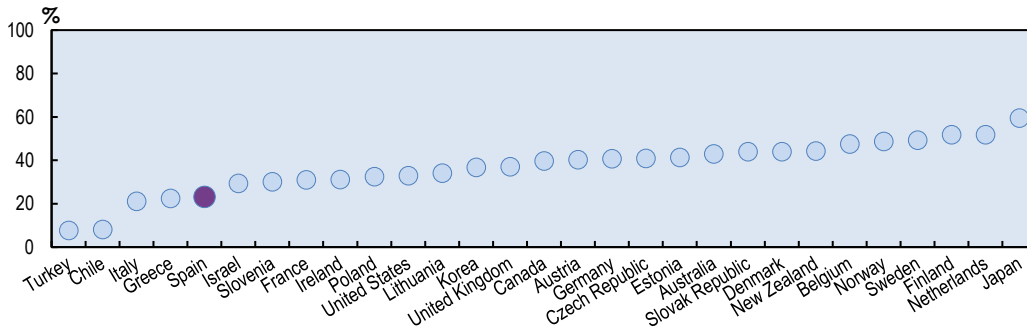
Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

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

The Scoreboard shows that 15-year-old students in Spain perform relatively better than the average of the OECD. However, Spanish youth, and especially older individuals, score significantly lower than the average OECD countries when it comes to complex and diversified use of the Internet. The use that Spanish workers make of ICT on the jobs is also lower than in the rest of the OECD. In Spain, according to OECD estimates, approximately 9.6% of workers are in occupations at high risk of automation and would need moderate training efforts (up to 1 year) to transit to safer occupations with low or medium risk of automation (vs. almost 11% in the OECD). An additional 1.4% would need important training (up to 3 years) to escape the risk of automation. Results also show that teachers in Spain are more likely than other tertiary-educated workers to be in need of training. In particular, more than 6 out of 10 teachers indicate needing training in ICT for teaching.

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

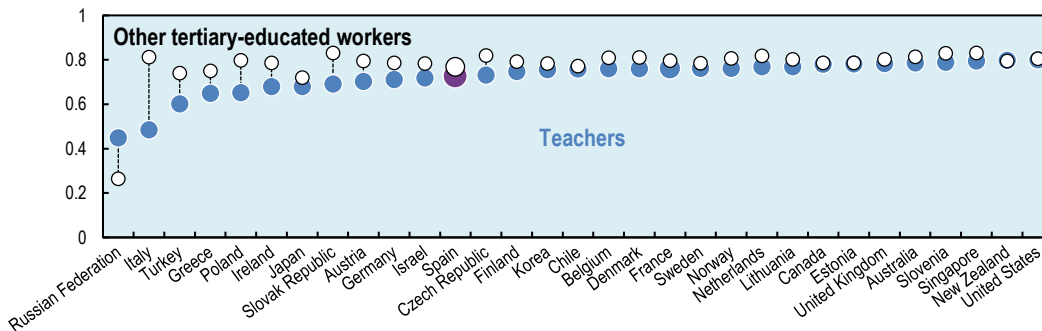
Percentage of 16-65 scoring at least Level 3 (inclusive) in literacy and numeracy



A good level of skills allows people to unlock all the benefits of Internet use. In Spain, however, only 23% 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).

At work, teachers make an important use of ICT. Some teachers, however, will need support to develop the right skills to benefit from those digital technologies

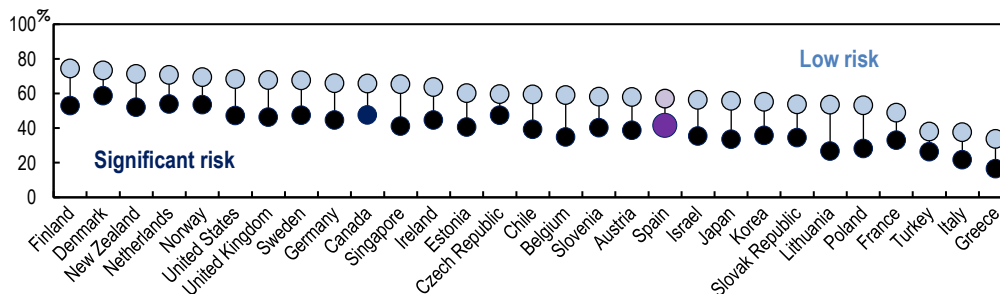
Median intensity of ICT use at work for teachers and workers with a tertiary education, by country



In Spain, as in several other OECD countries, teachers' use of technology is on par with that of other high-skilled workers. Evidence for a selection of countries, however, suggests that teachers appear to be less likely to have high proficiency of problem solving in technology-rich environments than other tertiary-educated 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 Spain, the participation of workers in Adult Learning is above the OECD average. Yet, workers more exposed to the risk of automation and the low-skilled participate in training less than workers at low-risk of automation and high-skilled workers, even if the gap in participation between these groups is smaller than in other countries.

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

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