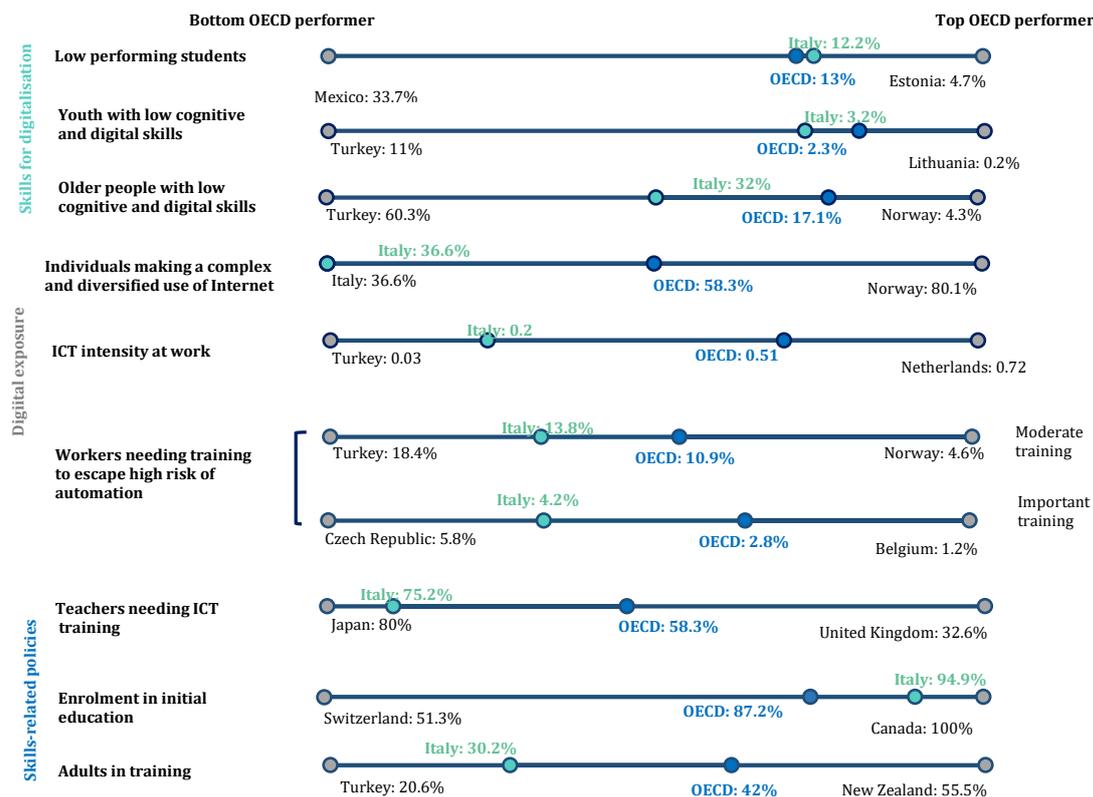


Skills Outlook Scoreboard – Thriving in a digital world



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 high (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).

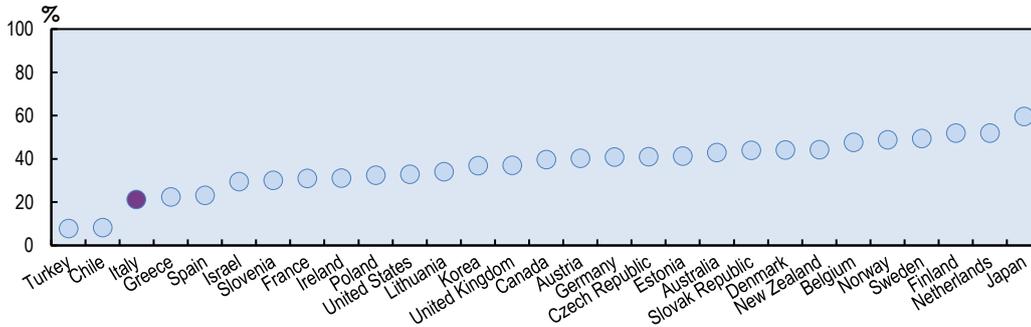
Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

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

The Scoreboard shows that Italy's population lacks the necessary foundational skills to flourish in a digital world, both as individuals and workers. Only 36% of individuals in Italy, the lowest level among OECD countries with available comparable data, can make a complex and diversified use of the Internet. Italian workers are using ICTs on the job less intensively than in many other OECD countries. According to OECD estimates, 13.8% 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. 10.9% in the OECD). An additional 4.2% would need important training efforts (up to 3 years) to escape from the risk of automation. Against this backdrop, only 30% of adults have received non-formal and informal training in the past 12 months, against an OECD average of 42%.

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

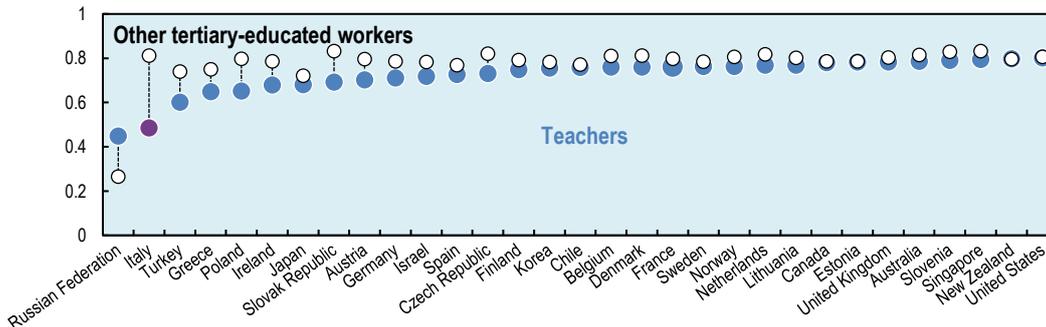
Percentage of 16-65 scoring at least Level 3 (inclusive) in literacy and numeracy



A good level of skills allows people to unlock all the benefits of Internet use. In Italy, however, only 21% of 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). This is the 3rd worst performance among countries for which information is available.

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

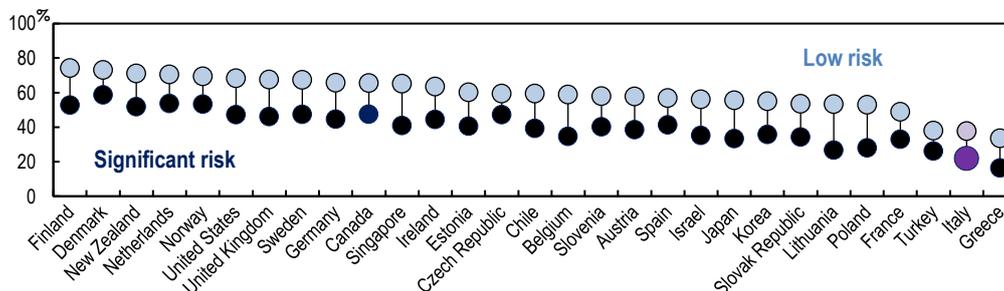
Median intensity of ICT use at work for teachers and workers with a tertiary education, by country



While in several countries teachers use ICTs with the same intensity than other tertiary-educated workers, in Italy teachers use technology well below other high-skilled workers. Additionally, 3 out of 4 teachers report needing further training in ICT for teaching.

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 Italy, the participation of workers in Adult Learning is low by international standards. In addition, workers more exposed to the risk of automation and the low-skilled are less likely to participate in training activities 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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