



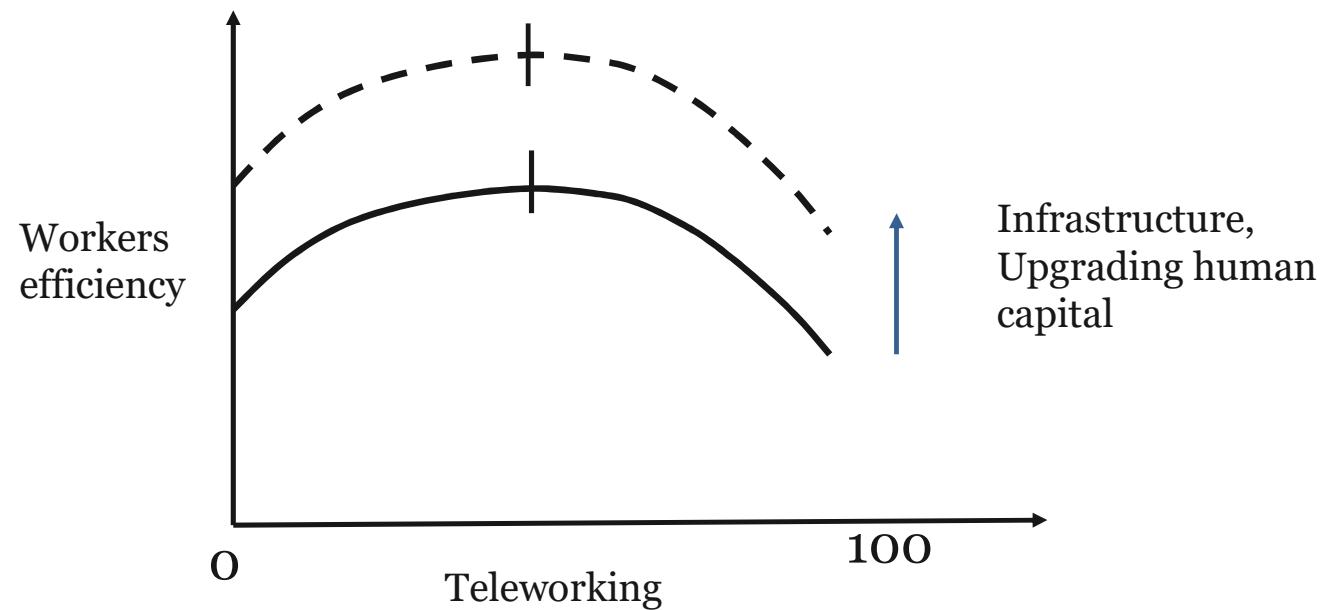
PRODUCTIVITY IN THE POST-COVID WORLD: UPGRADING HUMAN CAPITAL AND ADAPTING TO TELEWORK

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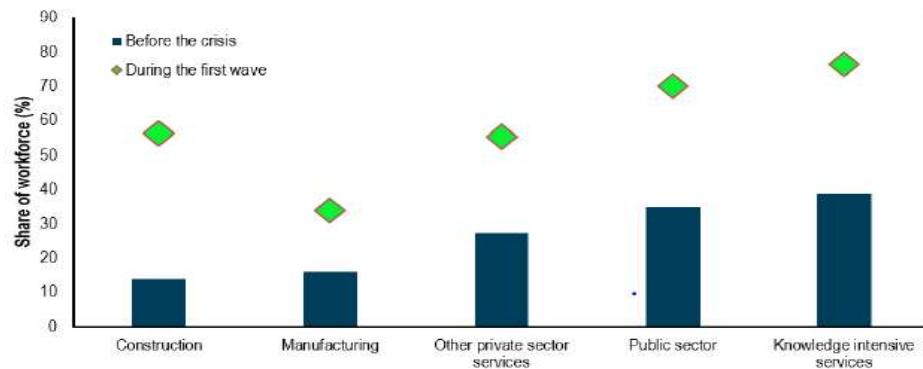
Productivity and teleworking



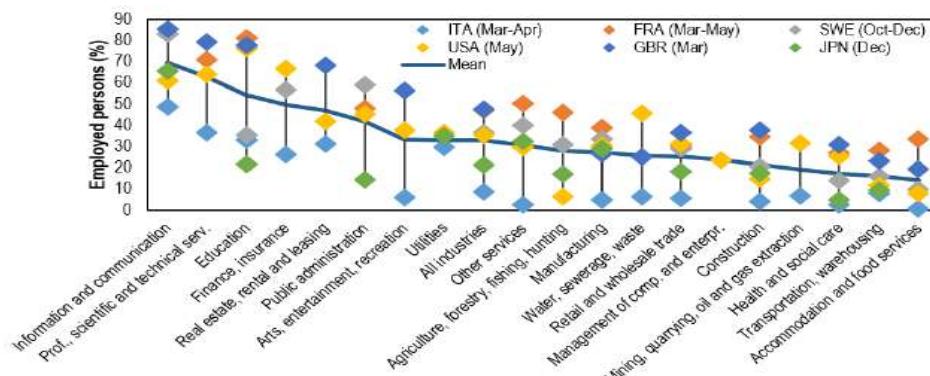


The adoption of teleworking arrangements across sectors

Panel a



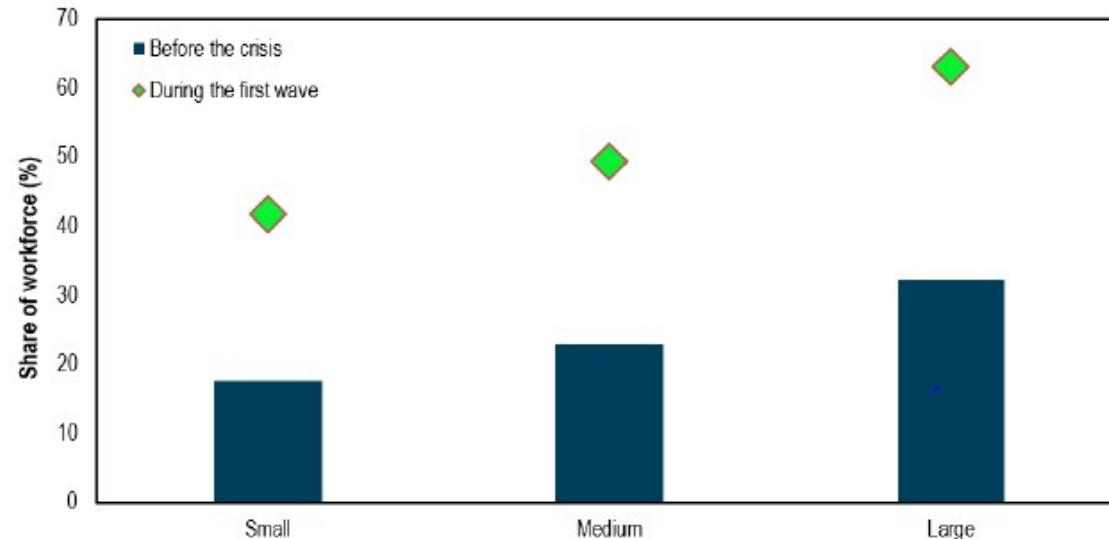
Panel b



Source. Panel a: Telework Survey of OECD Global Forum on Productivity. Results based on the aggregation of answers from managers and workers. Results based on Q2: "Approximately, what percentage of employees teleworked?"; Q3a: "Approximately, what percentage of employees was teleworking, and at what frequency, during the Spring 2020 lockdown period?"; Q20: "Which sector best describes your company's main activity?"; Panel b: Ker, Montagnier and Spiezia (2021).



The adoption of teleworking arrangements across firm size

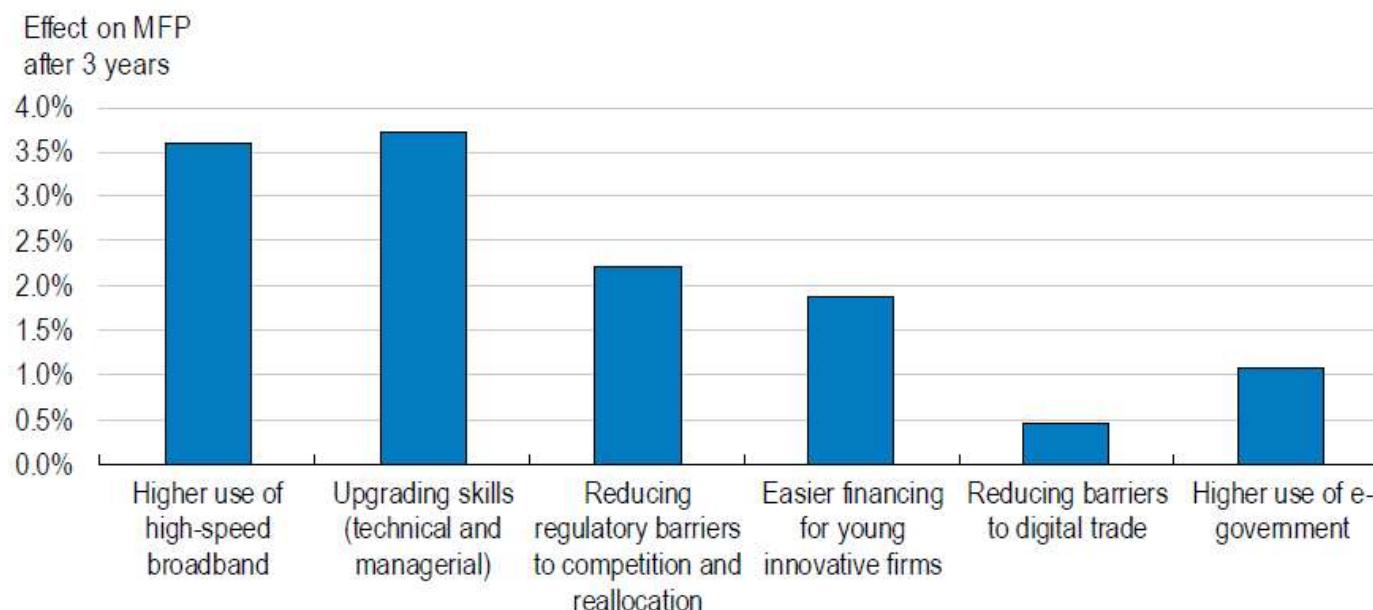


Source: Telework Survey of OECD Global Forum on Productivity. Results based on Q2: "Approximately, what percentage of employees teleworked?"; Q3a: "Approximately, what percentage of employees was teleworking, and at what frequency, during the Spring 2020 lockdown period?"; Q16: "How many employees does your company have?". Small-sized enterprises have less than 50 employees; medium-sized companies have less than 250 employees (but more than 50); large companies have more than 250 employees.



Policies can support digital adoption and productivity

Effect on firm productivity (through digital adoption) of closing half of the gap with best performing countries in a range of areas. Average OECD country effect after 3 years



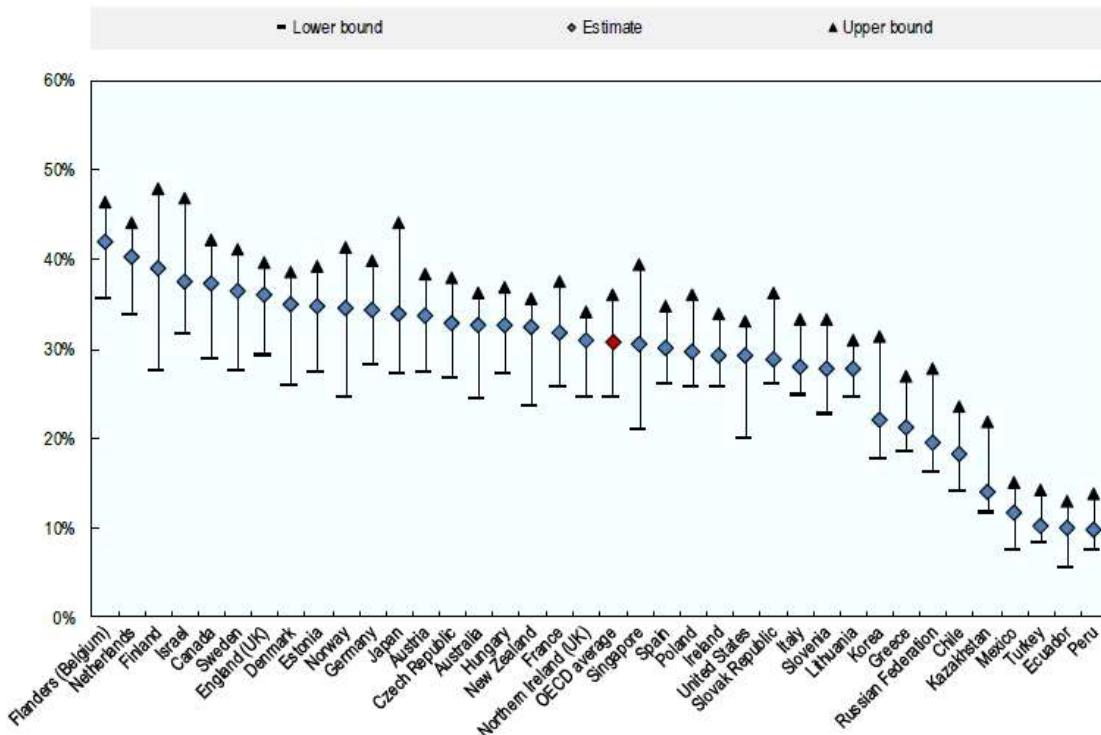
Source: Sorbe et al. (2019), "Digital dividend: Policies to harness the productivity potential of digital technologies".



The share of workers with jobs that are telework-compatible across OECD countries

Feasibility of teleworking

Upper and lower bound estimates

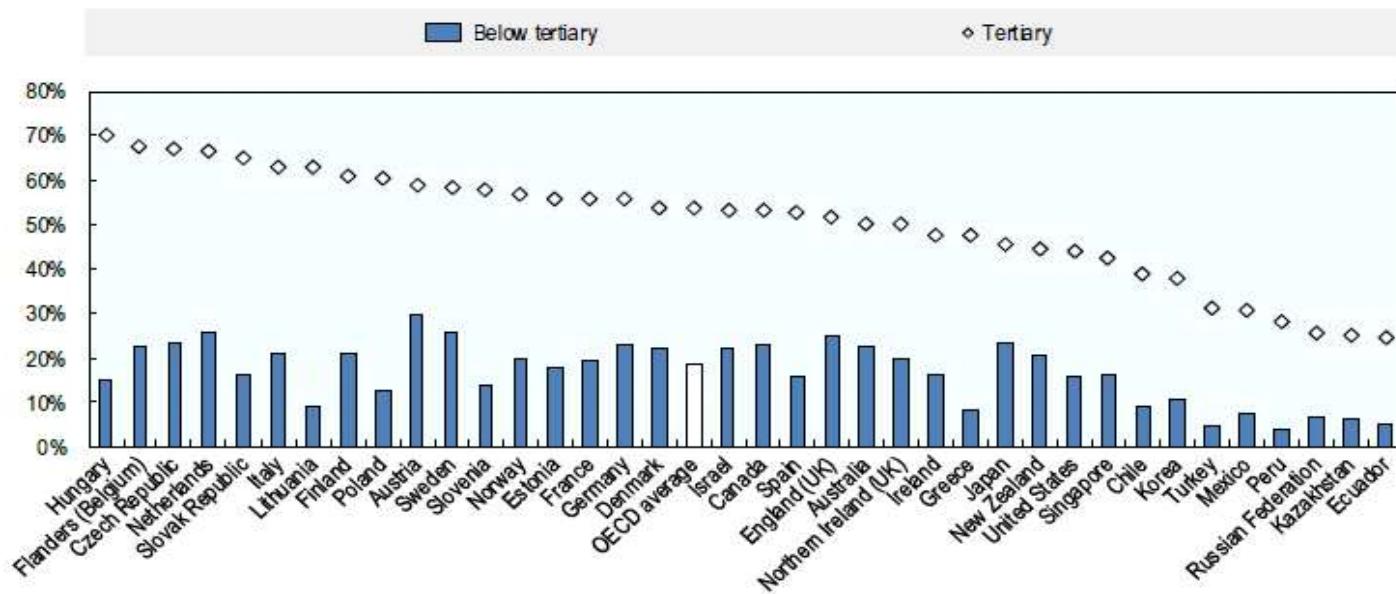


Source: OECD (2017) *OECD Skills Surveys: Survey of Adult Skills (PIAAC)*



Feasibility of teleworking by educational attainment

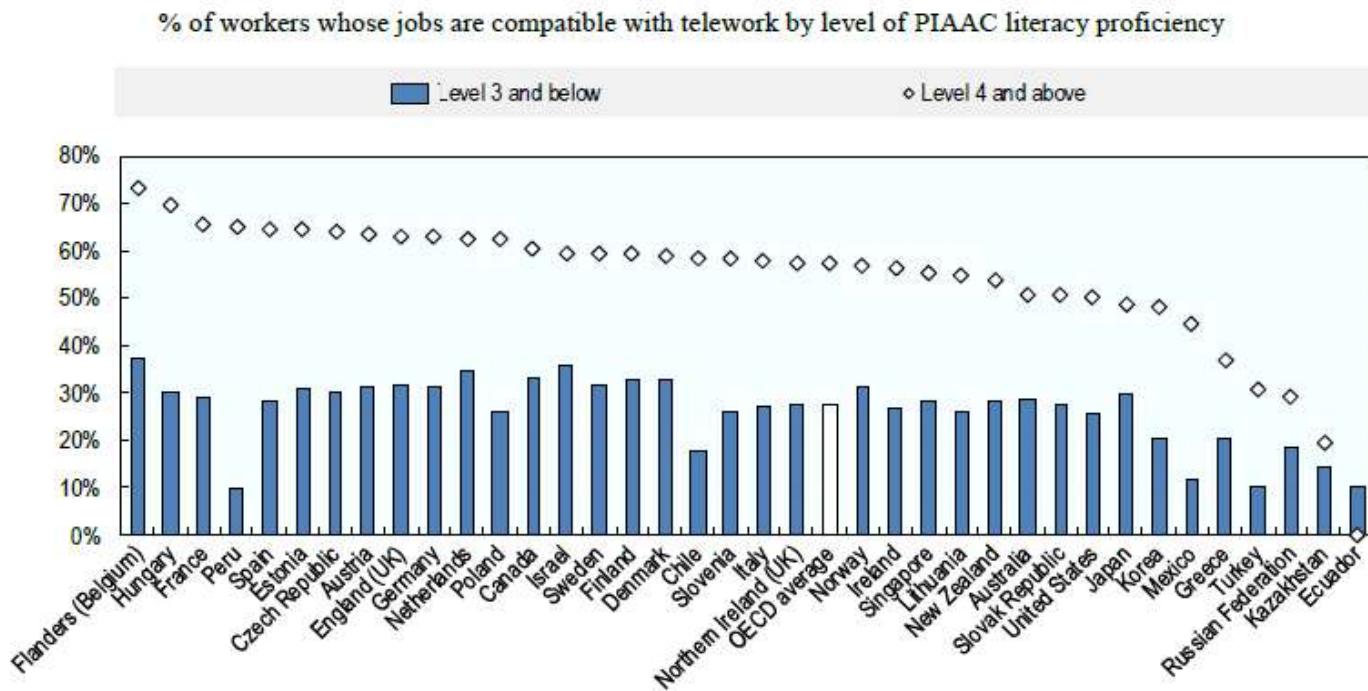
% of workers whose jobs are compatible with telework by educational attainment (lower panel)



Source: OECD (2017[14]) *OECD Skills Surveys: Survey of Adult Skills (PIAAC)*



Feasibility of teleworking by level of literacy skills



Source: OECD (2017[14]) *OECD Skills Surveys: Survey of Adult Skills (PIAAC)*



Upgrading human capital for the future of jobs

- **Prepare workers for new jobs and for changes to existing ones**
 - Digital transformation will lead to jobs being lost, and others being created. **Four out of ten jobs created in the past ten years were in digital-intensive sectors** while for those countries that experienced declines in employment, most of the job loss were in less digitally-intensive sectors. As labour markets transform, it is imperative to promote successful and fair transitions from declining to expanding work opportunities.
- **Empower people with a mix of skills to succeed in a digital world of work**
 - To succeed in the digital world of work, people need **sound cognitive skills including digital skills, social and emotional skills, job-specific skills** and importantly the ability and motivation to cope with change and keep learning, both in and out of the workplace.
- ***Improve the future readiness of adult learning systems.***
 - Adult learning systems need to be significantly scaled up and reach adults most at risk of being left behind by the digital transformation. Training that is line with labour market needs is essential to ensure that learners see returns in terms of wages and employment opportunities to their participation. Policies should additionally aim to **raise aspirations for learning, through career guidance, the assessment of individual skill gaps and transparent information on the quality of the training available** (OECD, 2019b).

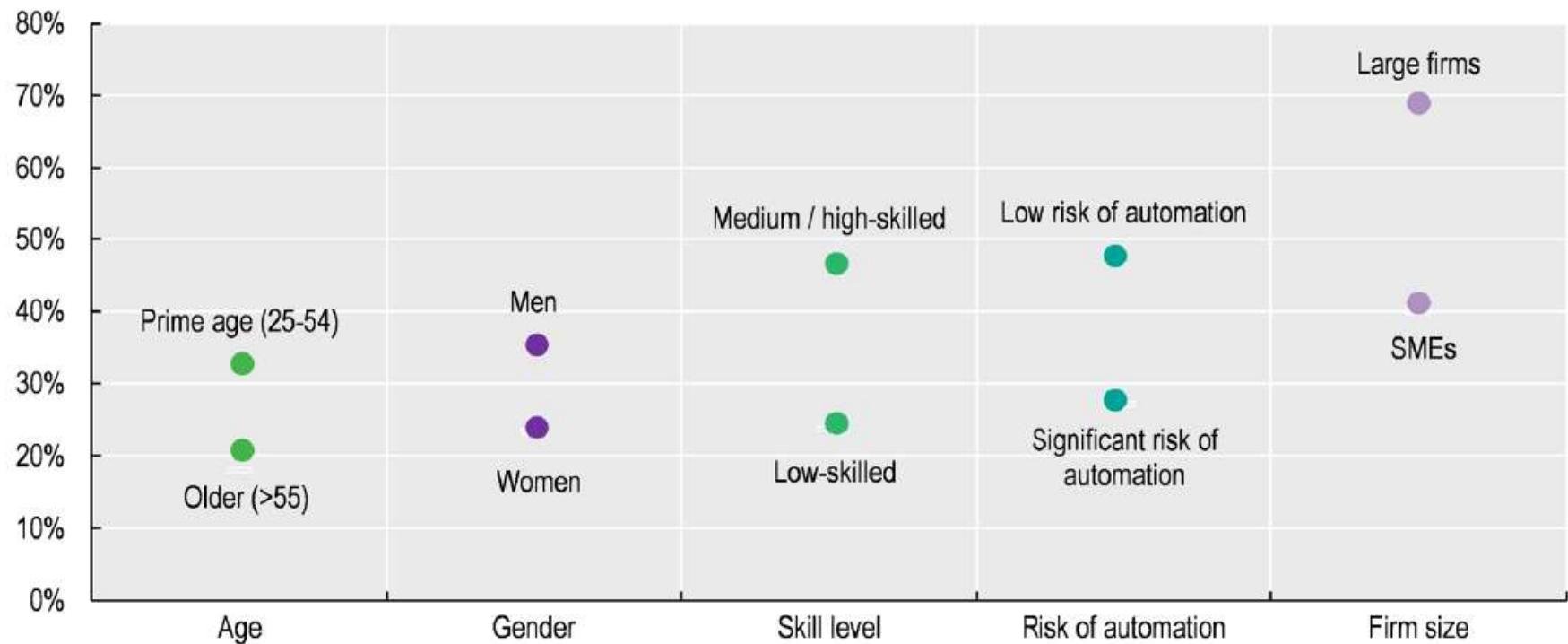


Developing skills

- ***Develop digital tools to assist in re- and up-skilling.***
 - Digital tools can help tailor, accelerate and inject far more flexibility in the process, with the aim to give individuals more ownership over what, how, when and where they learn. As a lack of time and the location of training are often cited as a major barrier by non-participants, digital tools have a significant role to play in increasing training participation.
- ***Develop new standards to recognise the skills acquired through lifelong learning.***
 - Non-formal and informal learning represent the bulk of training among adults, yet they often go uncertified, limiting the value of the skills acquired when changing jobs or enrolling in further formal education. New accreditation mechanisms – including those that accredit learning in much more granular ways (“micro-credentials”) – that provide an assessment of skills should be developed (OECD, 2018c).
- ***Encouraging participation through targeted incentives.***
 - Target financial incentives for training, to employers and participants, and on the groups least likely to benefit. Individual learning accounts have been proposed and implemented in a few countries as one way to empower workers to make their own training decisions. If vulnerable workers are to benefit fully from these schemes, they need to be complemented by targeted support.
- ***Share the financial burden of scaling up adult learning systems.***
 - Because training benefits all, the responsibility of provision and funding needs to be shared between employers and individuals, as well as governments, and built on co-operation between all stakeholders.



Participation in adult learning is very unequal across different groups in Latin America



OECD (2021), Future-Ready Adult Learning in Latin America. Action Plan.
(<https://www.oecd.org/els/emp/skills-and-work/adult-learning/adult-learning-latin-america-2021.pdf>).



Main challenges and key actions

Main challenges	Key actions
Action 1: Increase participation and inclusion in adult learning	
Many adults in Latin America have low skills, but training participation is low due to barriers such as a lack of time and financial resources. Those adults who need reskilling and upskilling the most are the least likely to train.	<p>Offer an integrated approach to training, particularly for vulnerable groups.</p> <p>Diversify the channels used to offer training for adults.</p>
Action 2: Offer accessible career guidance to all adults	
The demand for career guidance has increased during the COVID-19 crisis, but career guidance for adults does not receive focused public policy attention. Many adults are not aware of existing services.	<p>Implement proactive outreach measures.</p> <p>Display all guidance options in a centralised location.</p>
Action 3: Develop quality assurance systems and skills certification	
Very few Latin American countries have a rigorous quality assurance system for adult education and training, which leads to highly heterogeneous offers.	Set up quality assurance systems for adult learning systems.
Informal job-related learning is widespread, yet most countries do not have clear standards for certification, which limits the visibility and portability of adults' skills.	Establish a framework for the certification of informally acquired skills.
Action 4: Align training with labour market needs	
Education and training is not well connected to labour market needs and relatively high shares of adults lack basic skills.	<p>Develop assessments of current and emerging skill needs in the labour market to inform training content.</p> <p>Steer individuals' and providers' training choices towards skills in demand.</p>
There is limited systematic exchange between training providers and employers on the skills needed in the labour market.	Involve employers in the design and provision of training.
Action 5: Streamline the governance of adult learning and associated funding	
Most countries in Latin America do not have a coherent, unified approach to the development of adults' skills.	Develop and adopt a national skills strategy.
Cost is the biggest barrier to the take-up of training for adults and the investment by employers remains suboptimal.	Design effective financial incentives for individuals and companies.



Overview of identified measures to support skills in SMEs

Objective	Type of measures	Country good practices
Lowering the cost of reskilling: Financial measures		
Lowering direct and indirect costs of reskilling	Subsidies, e.g. Vouchers for training, Vouchers for consulting services, Grants	Qualification-Opportunities -Law (Qualifizierungschancengesetz) – DEU MKB! Dee subsidy – NLD Go Inno / Go Digital vouchers – DEU
	Subsidised schemes and support services for training	Joint Purchase Training system (Yhteishankintakoulutus / Gemensam anskaffning av utbildning) – FIN
	Others: Tax incentives, Levy schemes	
Lowering the cost of reskilling: Non-financial measures		
Lowering indirect costs Expanding the coverage scope of costs of public funding to other reskilling initiatives Mitigating poaching risks	Job Rotation schemes	Job rotation scheme (Jobrotationsordningen) – DNK
	Inclusion of informal training in subsidised training	Learning at the workplace (AFEST) – FRA
	Payback clauses	Payback clause (Scholingsbeding) – NLD

OECD (2021), *Incentives for SMEs to Invest in Skills: Lessons from European Good Practices*, Getting Skills Right, OECD Publishing, Paris, <https://doi.org/10.1787/1eb16dc7-en>.



Support measures to build SMEs' capacity and learning culture

Improving information on skill needs (Matching; Skill Assessment and Anticipation) Promoting HR capacity, workplace innovation Strengthening managerial skills	Diagnostic tools for skills anticipation and analysis and workforce innovation	Regional Skill Fora – IRL Advance Management of Skills (Gestion prévisionnelle des emplois et des compétences – GPEC) – FRA Workplace Innovation Tool – IRL Smart Diag' Tool – FRA
	HR support services and counselling, consulting	Joint Purchase Training system (Yhteishankintakoulutus/ Gemensam anskaffning av utbildning) – FIN Enterprise Value: the People (UnternehmensWert: Mensch – uMV) – DEU Innova South – GRC, ITA Telework Action Plan – BEL
	Peer-learning	Be the Business – GBR EI Mentor Network – IRL Scale-up Denmark – DNK
	Coaching and mentoring for managers and entrepreneurs	Kickstart Digitalisation (Kickstart Digitalisering) – SWE Turin Chamber of Commerce – ITA EI Mentor Network – IRL Scale-up Denmark – DNK
	Competence centres	Competence Centre on securing skilled labour (KOFA) – DEU

OECD (2021), *Incentives for SMEs to Invest in Skills: Lessons from European Good Practices*, Getting Skills Right, OECD Publishing, Paris, <https://doi.org/10.1787/1eb16dc7-en>.



Support measures to promote co-operation among companies and with the public/education sector

Creating economies of scale, pooling of information and resources Promoting collaboration among firms Promoting collaboration in the ecosystem	Learning networks	Joint Purchase Training system (Yhteishankintakoulutus/ Gemensam anskaffning av utbildning) – FIN Impulse Training Networks (Implus-Qualifizierungs-Verbund) – AUT Skillsnet Training Networks Programme – IRL
	Industry-science co-operation	Mittelstand 4.0-Kompetenzzentren – DEU Competence Centres for Excellent Technologies (COMET) – AUT Katapult – NLD

OECD (2021), *Incentives for SMEs to Invest in Skills: Lessons from European Good Practices*, Getting Skills Right, OECD Publishing, Paris, <https://doi.org/10.1787/1eb16dc7-en>.



Policies to support SMEs to adopt advanced digital tools

- To help SMEs overcome barriers to the use of advanced digital tools, governments can help create favourable conditions for ICT adoption, such as policies that foster ICT investment, skills development and business dynamism, and address specific challenges faced by SMEs through more targeted policies. Examples of policy approaches include:
 - **Support schemes to facilitate the adoption of tools** that are particularly beneficial but new to SMEs. **Cloud computing** is one example; it requires limited up-front investment when being paid as a service, and offers flexible up- or down-scaling of activities.
 - Measures that help SMEs overcome obstacles to better exploit and **protect intellectual property and leverage other intangibles**. This may include, for example, targeted skills development or measures to overcome hurdles to accessing intellectual property, such as administrative burdens and complex and costly litigation and enforcement mechanisms.
 - **Exemptions from certain rules for SMEs where these facilitate regulatory compliance**. For example, the EU General Data Protection Regulation includes a derogation for organisations with fewer than 250 employees with regards to data record-keeping.
 - At the same time, policies targeting firms by size should avoid creating disincentives for SMEs to scale up. For instance, in the case of regulatory simplification for SMEs, efficient firms may choose to remain small to avoid the additional regulatory burden that may come with a certain size threshold.



Further readings

OECD (2020a), Effective Adult Learning Policies: Challenges and Solutions for Latin American Countries,
OECD Skills Studies, OECD Publishing, Paris, <https://doi.org/10.1787/f6b6a726-en>.

OECD (2021b), Career Guidance for Adults in Latin America, Getting Skills Right, OECD Publishing, Paris,
<https://doi.org/10.1787/4eaf4996-en>.

OECD (2019a), Getting Skills Right: Engaging low-skilled adults in learning, OECD Publishing, Paris,
www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf.

OECD (2021c), Improving the Quality of Non-Formal Adult Learning: Learning from European Best Practices on Quality Assurance, Getting Skills Right, OECD Publishing, Paris,
<https://doi.org/10.1787/25206125>.