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IMPACT OF DIGITALISATION ON YOUTH AND WOMEN'S EMPLOYMENT

POLICY IMPLICATIONS OF NEW WORKING AND LEARNING PATTERNS

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SUPPORTING YOUTH AND WOMEN

Looking ahead to the future of work and skills for young people and women

- Analysing the gender dimension in education and labour market, youth transitions and employment situation
- Investigating changing patterns of work triggered by digitalisation and implications for employment and skills development policies
- Contributing to defining youth and gender sensitive policies and consolidating their effectiveness
- Supporting the development of integrated services

NEW ECONOMIC AND LABOUR MARKET TRENDS

- **Increased diversity and contextual challenges, also linked with geopolitics**
- **Despite a huge potential most countries neighbouring the EU suffer from low productivity and inefficient use of resources, especially human resources**
- **The impact of technological change on human capital development is very intense and has been substantially accelerated by the COVID-19 pandemic. The ICT sector added value has expanded over years, particularly between 2020 and 2022**
- **Industrial relations are deeply changing, with strong sectoral shift towards services and new policy directions towards greening of the economies**
- **Economic and labour market volatility and growing risks of social exclusion, particularly for youth and women, bring new challenges to the education and training systems, as well as employment policies.**

IMPACT OF DIGITALISATION

NEW WORK PATTERNS

- Increasing self-employment, freelancing, remote work and platform work ; different configurations
  - outsourcing,
  - emergence of national start-ups,
  - technological parks and
  - growing number of workers on international platforms – Serbia, Ukraine, North Macedonia, Armenia, Montenegro, Bosnia-Herzegovina, Albania, Egypt
- Mostly young people involved, majority educated males from capital and other larger cities
- Strong gender segmentation - the gender gap can be partially explained by the type of occupations and skills demands, which favour men.

However, workers' profiles often undisclosed – age, gender, origin

NEW METHODS OF DATA COLLECTION

Main challenge: lack of evidence

While the prevalence of digital workwith multiple new forms of work (including platform work) is growing it is difficult to assess its level, share in total employment or contribution to GDP.

- Desk research and traditional data collection
- Interviews
- Representative surveys
- Focus groups

- Big data analytics: continuous or periodic web scaping, text mining
- Alternative surveys, e.g. online panel surveys, omnibus surveys, surveys conducted through social media

Example: proposal for an EU Directive on improving working conditions of platform workers envisages reporting data from platforms

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DATA SOURCES (OECD OVERVIEW)

Method	Advantages	Disadvantages
Labour Force Survey	• Same sampling frame as general statistics on labour market → comparability with overall data on labour market	• Could be unreliable in coverage of secondary jobs and self-employment • Small absolute number of digital platform workers may hinder further analysis of their characteristics • Past week as reference period not suitable to capture occasional digital platform workers • Difficulties in understanding the question may lead to unreliable results or overestimates • Small differences in question wording may have a large effect on estimates
ICT Usage Survey	• Same sampling frame as for statistics on ICT → comparability with other aspects of online activities and the digital economy	• Small sample size, associated with small absolute number of platform workers, reduces reliability of findings • Difficulties in understanding the question may lead to unreliable results or overestimates
Ad-hoc Survey	• Higher flexibility compared to official surveys, it could explore a wider spectrum of issues • Lower cost of online surveys	• Potential selection and sampling biases • Potential measurement bias linked to survey method used • Monetary incentives given to respondents may bias the results • The above biases reduce comparability
Administrative data (tax data)	• No issues related to sample size and techniques • Lower burden on data providers • Lower cost of data collection	• Potential problems of timeliness, relevance and accuracy • Often no distinction of digital platform employment from broader non-standard work • Differences in administrative systems across countries • Potential underestimation due to blurred regulatory boundaries, cross-border nature of digital platforms, underreporting by workers and if source of income not identifiable
Big data	• Reliable results	• Results not representative • No access to underlining (privately-owned) data
Web-scraping	• Real-time updates • Comparability across time	• May be difficult to extend to platforms in other languages • May provide trends but not absolute numbers • Ethical issues (data used for other purposes than those consent was given to)

IMPACT OF DIGITALISATION

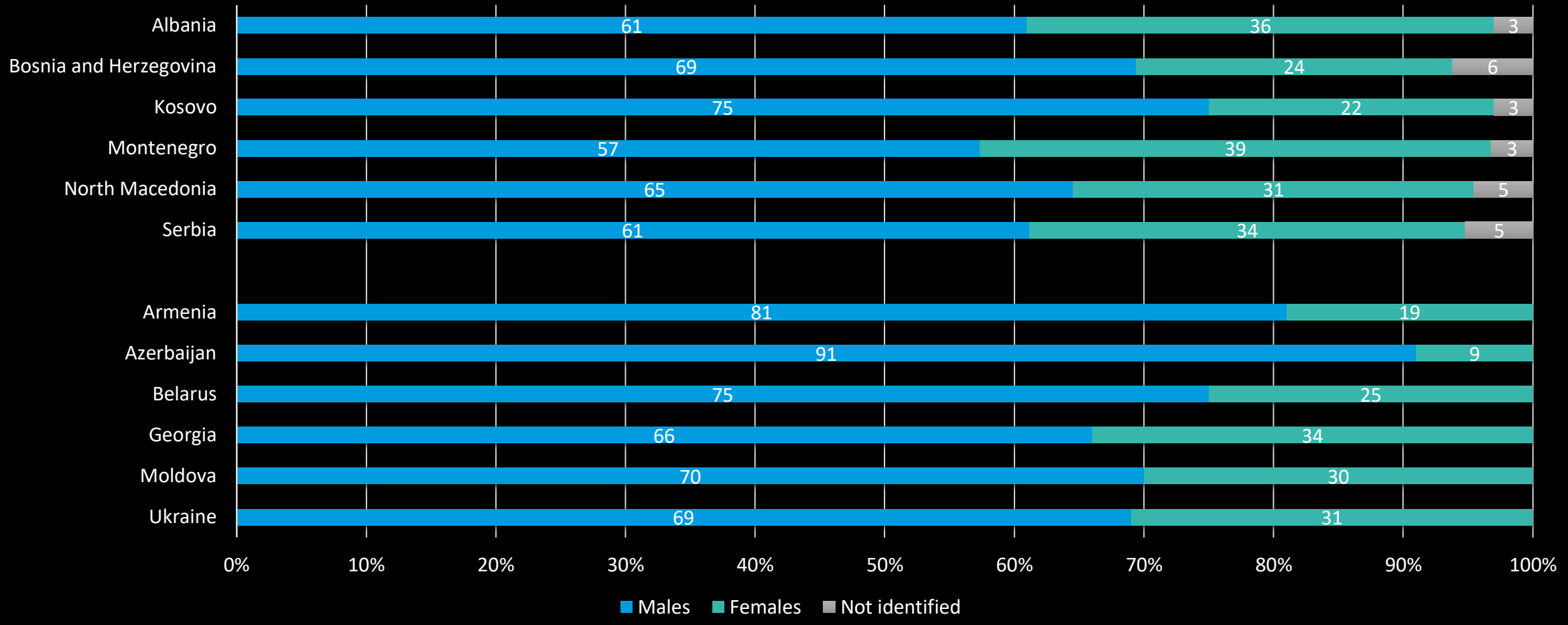
ETF FINDINGS IN EU NEIGHBOURING COUNTRIES

- **Fostered labour market flexibility and segmentation: high-skill and low-skill / gender**
- **Limited acknowledgement of the new phenomena in recent policies**
- **In most cases, regulations do not follow new work patterns**
- **Social partners are almost not present – weak social dialogue and policy making**
- **Wide-spread informality, affecting young people and women**
- **Limited coverage by employment policies, services or social benefits**
- **Limited career development, algorithmic management**
- **However, new forms of work are not seen as precarious, but rather as a source of additional and higher income**

ETF FINDINGS: PLATFORM WORKERS

	REMOTE PLATFORMS	ON LOCATION PLATFORMS
AGE	25-35 years	25-40 years
GENDER	60-70% male	80-90% male
EDUCATION	Mostly tertiary education	Secondary or higher education
PAY	Often better paid than counterparts in traditional economy	Better or equally paid as peers in traditional economy
CONTRACT	i. Self-employed/entrepreneurs in most countries ii. Often in informal economy	i) Standard employment) ii) Service contracts (iii) Self-employed/entrepreneurs; iv) Some in informal economy
SKILLS DEVELOPMENT	Usually equipped with digital, language and other soft skills Individual investment in skills development	Requires only basic skills Little opportunity/need for developing new skills

GENDER GAP ACROSS LABOUR PLATFORMS



POLICY DIMENSIONS

- **Digitalisation and technology** (access, work organisation)
- **Labour market** (working conditions, social security)
- **Education and training** (career and skills development)
- **Evidence for policy making** (access to information)

POLICY POINTERS

TAPPING INTO YOUTH POTENTIAL INTEGRATING WOMEN, MIGRANTS, MINORITIES

- **Recognising the importance of new work patterns, diverse forms of work (e.g. platform work) in increasingly digitalised economies:** policy discourse, enabling policy frameworks/business environment
- **Enhancing connectivity and digitalisation** as crucial preconditions for fostering the expansion of new online business models, but also access and affordability for youth, women, migrants, persons with disabilities, minorities.
- **Promoting further skills development for employment of women – digital and STEM in general**
- **Protecting workers and combating informality through clear and enabling labour market regulations, taxation and banking systems/online payment mechanisms**, including the status of platform workers, their rights and obligations
- **Supporting the transition into employment and from job to job through public employment services (PES)** to improve labour market outcomes and give opportunities for young to people to profit from new forms of work
- **Building policy actions on evidence** by extending knowledge and understanding, monitoring developments, adapting data collection, also from digital

POLICY IMPLICATIONS FOR EDUCATION AND TRAINING

- **Promoting further skills development for employment of women** – digital and STEM in general
- **Developing key competences** in formal education and training: digital skills, languages, communication, learning to learn and entrepreneurial skills
- **Supporting career management and providing counselling**
- **Enabling continuing training and adult education (formal, non-formal, informal)**
- **Accelerating and flexiblising learning and certification –** short courses, tutorials, microcredentials, individual learning accounts
- **Fostering portability of work experience and skills** gained on the job by recognising those acquired in new forms of employment and platform work: skills recognition, validation, certification

THANK YOU

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