Agenda for future work on skills: A perspective from the World Bank

By Jee-Peng Tan
Advisor, Education Department
Human Development Network, World Bank

European Training Foundation Corporate Conference 2013
May 8-9, 2013
Turin, Italy
Outline

• The World Bank’s STEP framework

• Two new tools for future work:
  – STEP Measurement
  – SABER-WfD
“It is possible to fly without motors, but not without knowledge and skill.”

Wilbur Wright (1867-1912)
Airplane inventor
Framing the issues:
Skills toward Employment and Productivity (STEP) framework

1. Getting children off to the right start
2. Ensuring that all students learn
3. Building job-relevant skills
4. Encouraging entrepreneurship and innovation
5. Facilitating labor mobility and job matching
Two new diagnostic tools linked to STEP framework: Measurement and System Assessment

Measurement
- Enrollments
- Types of skills
- Skills mismatch
- Skills gaps

New surveys

System assessment
- Institutions
- Policies
- Practices
- Implementation

SABER-WfD*

Values

* Stands for System assessment for better education results (SABER)-Workforce development (WfD)
**STEP Skills Measurement**

**Two new survey instruments**

**Survey of adults aged 15-64**
- **Supply of skills**
  - Sample size: 2,000-3,500
  - Length: 120-150 minutes
  - Representative of urban areas
  - Tests to measure skills

**Survey of Employers**
- **Demand for skills**
  - Sample size: 300-500 enterprises
  - Length: 45-60 minutes
  - Formal and informal sectors
  - Geographic or economic sector based

**Key questions:**
- What is the skills profile of the labor force?
- What is the nature and size of skills gaps?
- What skills matter for employment and productivity?
Participating countries: two waves

Wave 1
- Armenia
- Azerbaijan
- Georgia
- Macedonia
- Ukraine

Wave 2
- Ghana
- Kenya
- Sri Lanka
- Lao RD
- Vietnam
- China (Yunnan)

Participating countries: two waves
Early results: results of ETS core reading test

<table>
<thead>
<tr>
<th>Score</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRI LANKA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOLIVIA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIETNAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YUNNAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pass
Core

Fail
Core
Early results: reading intensity

- **High prevalence of reading**: 75% of adults in SRI LANKA read at home or at work; share is at least 85% in the other 4 countries.

- **Big differences in reading intensity**: e.g., adults in both BOLIVIA and LAOS read at home or at work, but 74% of adults in LAOS are in low intensity reading bracket, compared with 21% in BOLIVIA.

- **Women show slightly lower intensity of reading than men** in BOLIVIA, LAOS, VIETNAM.
Early results: reading skills used at work

- **Reading**: under-used at work except in YUNNAN.

Other results (not shown here):
- **Writing**: similar pattern of under-utilization
- **Computer skills**: evidence of underutilization. In Bolivia and Vietnam, this pattern also translates into less intensive use of computer skills at work
Expected products of STEP study

Country reports

Cross-country summary

STEP skills products

Technical resources
System assessment: SABER-WfD

System assessment for better education results (SABER)-Workforce development (WfD)
SABER-WfD highlights nine policy goals

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Oversight</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting a strategic <strong>direction</strong> for WfD</td>
<td>4. Ensuring efficiency and equity in <strong>funding</strong></td>
<td>7. Enabling <strong>diversity and excellence</strong> in training provision</td>
</tr>
<tr>
<td>2. Fostering a <strong>demand-led</strong> approach to WfD</td>
<td>5. Assuring relevant and reliable <strong>standards</strong></td>
<td>8. Fostering <strong>relevance</strong> in public training programs</td>
</tr>
</tbody>
</table>

- **Strategy**
  - Setting a strategic direction for WfD
  - Fostering a demand-led approach to WfD
  - Strengthening critical coordination

- **Oversight**
  - Ensuring efficiency and equity in funding
  - Assuring relevant and reliable standards
  - Diversifying pathways for skills acquisition

- **Delivery**
  - Enabling diversity and excellence in training provision
  - Fostering relevance in public training programs
  - Enhancing evidence-based accountability for results
Example of SABER-WfD results

Data are scored on 4-point scale

1. Latent
2. Emerging
3. Established
4. Advanced

What the SABER-WfD data capture: Example from Singapore

• Prior to 1992: TVET was considered a “debacle”

• 1992: set up Institute of Technical Education
  – Creation an outcome of the 1991 Economic Review,
  – Status as a Statutory Board gave ITE autonomy with

• Since 1996: Four successive 5-year transformational plans

• Today’s results:
  – World class programs closely linked to demand
  – Governance: “One ITE, Three Colleges” system
  – Pedagogy: “Hands-on, Minds-on and Hearts-on”
  – Attractive option: targets academically weaker students
SABER-WfD as a lens: Working hypotheses from the pilot phase

– **Aspirations** matter

– **Leadership** at the top is critical

– **Partnership** with stakeholders must be genuine

– **Governance** is vital for linking up the parts

– **Financing** is a powerful instrument

– **Ownership** is the only way to sustain effort required

– **Learn-to-do, do-to-learn** approach is indispensable
SABER-WfD Country Applications
Status as of May 2013

- Pilot
- Ongoing
SABER-WfD as a lens: Learning from diverse and shared challenges

Overview: Scores for 4 countries

Detailed scores by policy goal

1. Direction
2. Demand-led
3. Coordination
4. Funding
5. Standards
6. Pathways
7. Excellence
8. Relevance
9. Accountability
Expectations of the new tools:
Improving the World Bank’s effectiveness
Thank you!

For more information please contact the following:

**STEP Measurement**: Alexandria Valerio (avalerio@worldbank.org) and Maria Laura Sanchez Puerta (msanchezpuerta@worldbank.org)

**SABER-WfD**: Jee-Peng Tan (jtan@worldbank.org; for details on SABER, see http://www.worldbank.org/education/saber)