

Jobs, skills, lifelong learning – An overview on recent and ongoing World Bank work

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*Qualifications Frameworks as an Instrument
of Public Policy for Lifelong Learning*

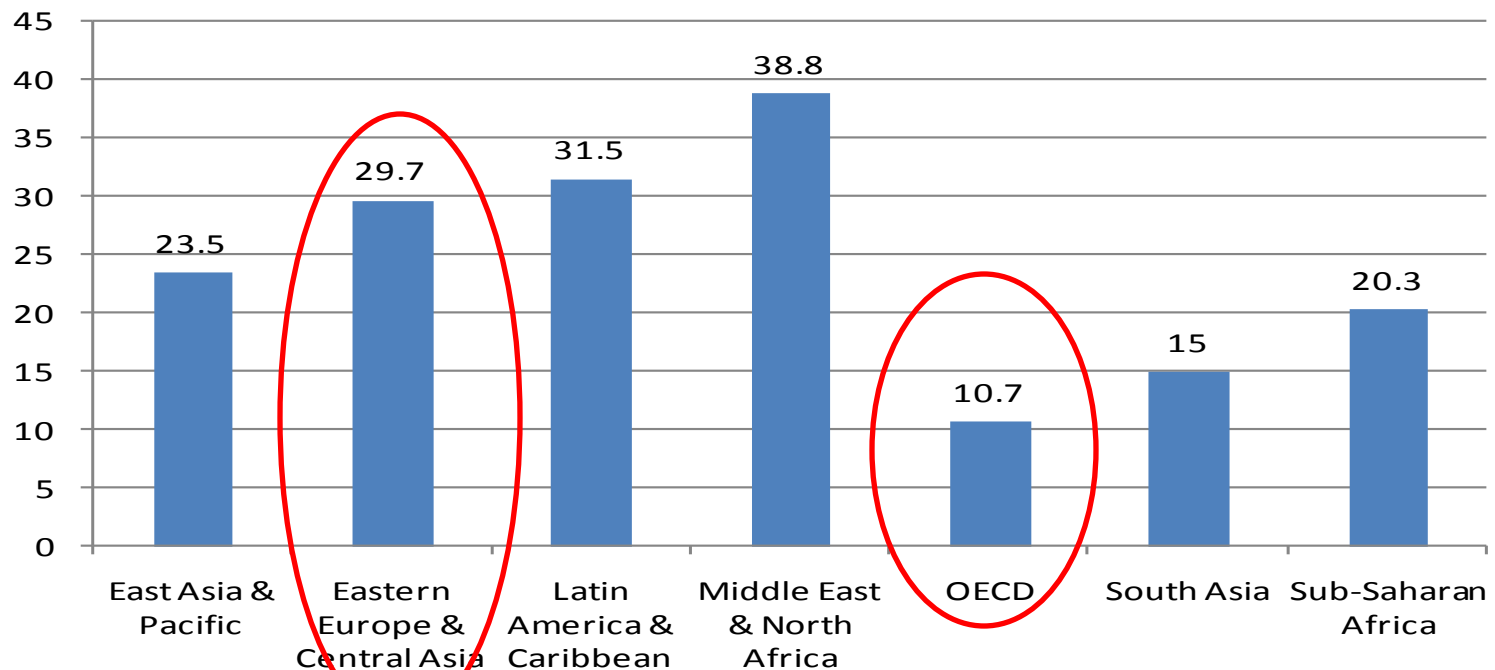
Warsaw, 08/09 November 2012

Presentation

- Background
- Tools
 - STEP
 - SABER
- Reports
 - Skills not just diplomas
 - WDR on Jobs
 - Europe 2020 Poland

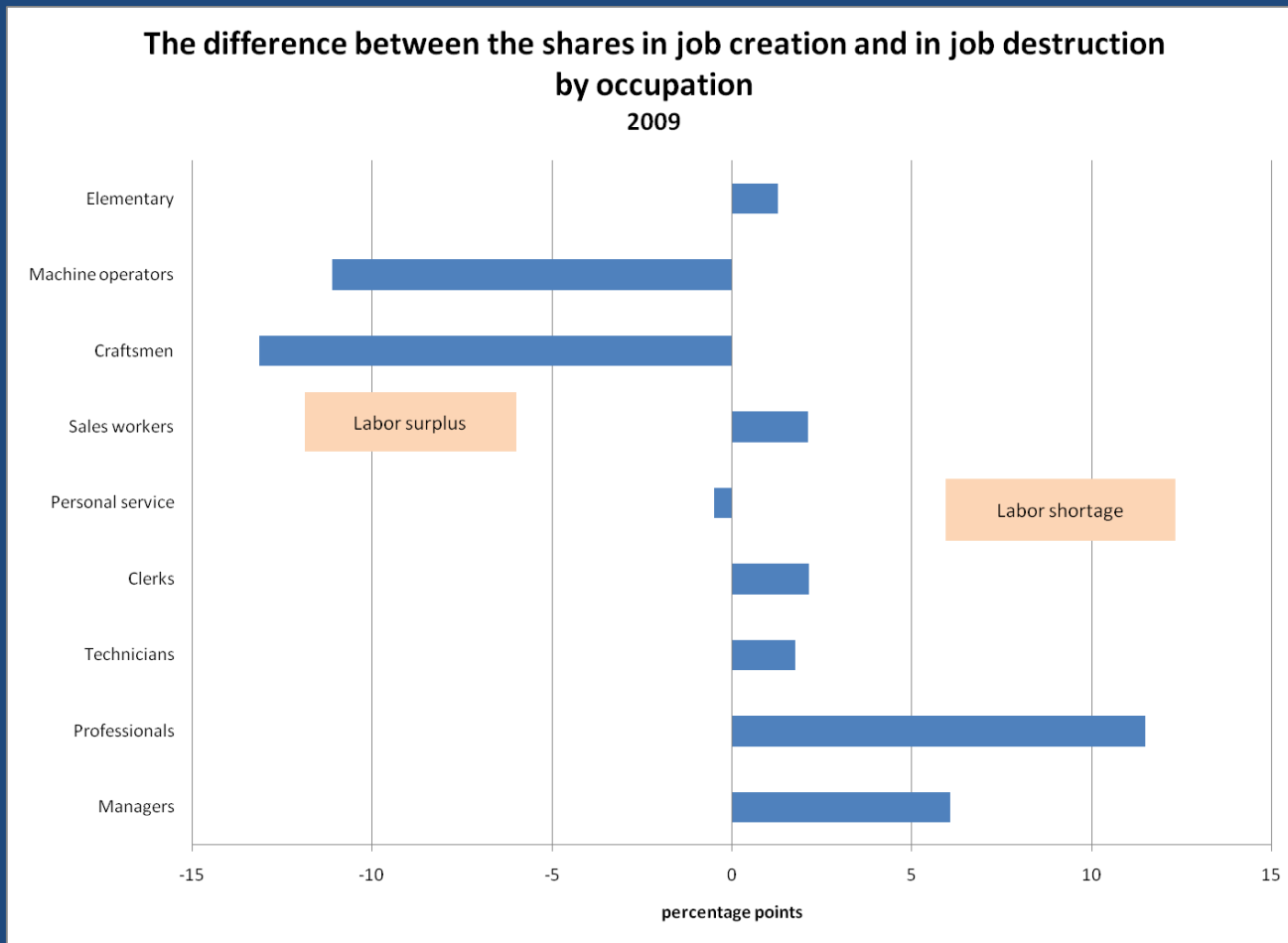
Firms across the globe report skills as major constraint

% of Firms Identifying Labor Skill Level as a Major Constraint

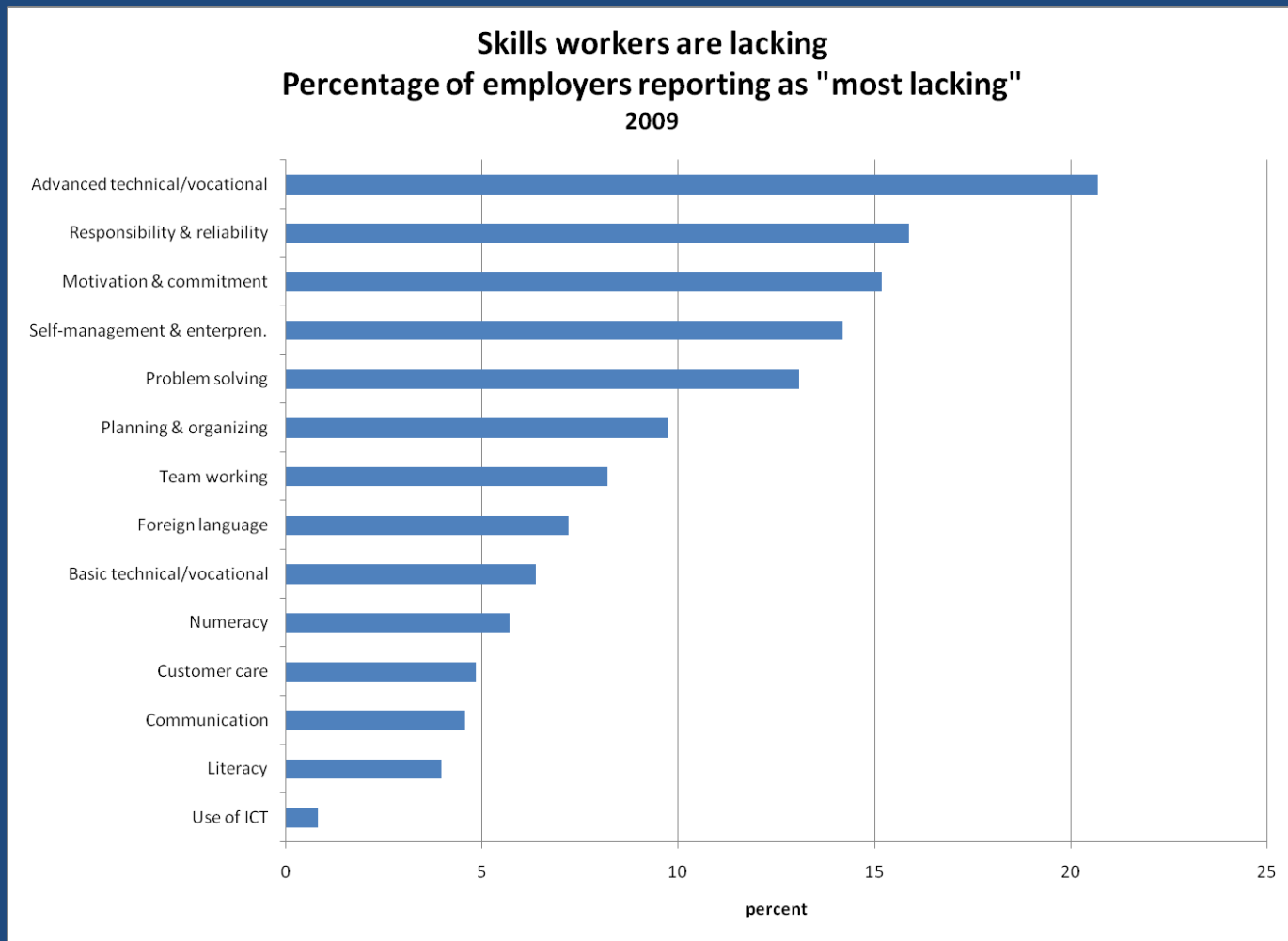


Source: www.enterprisesurveys.org, Sep 2010

Changing labor demand side – how does the education system respond?

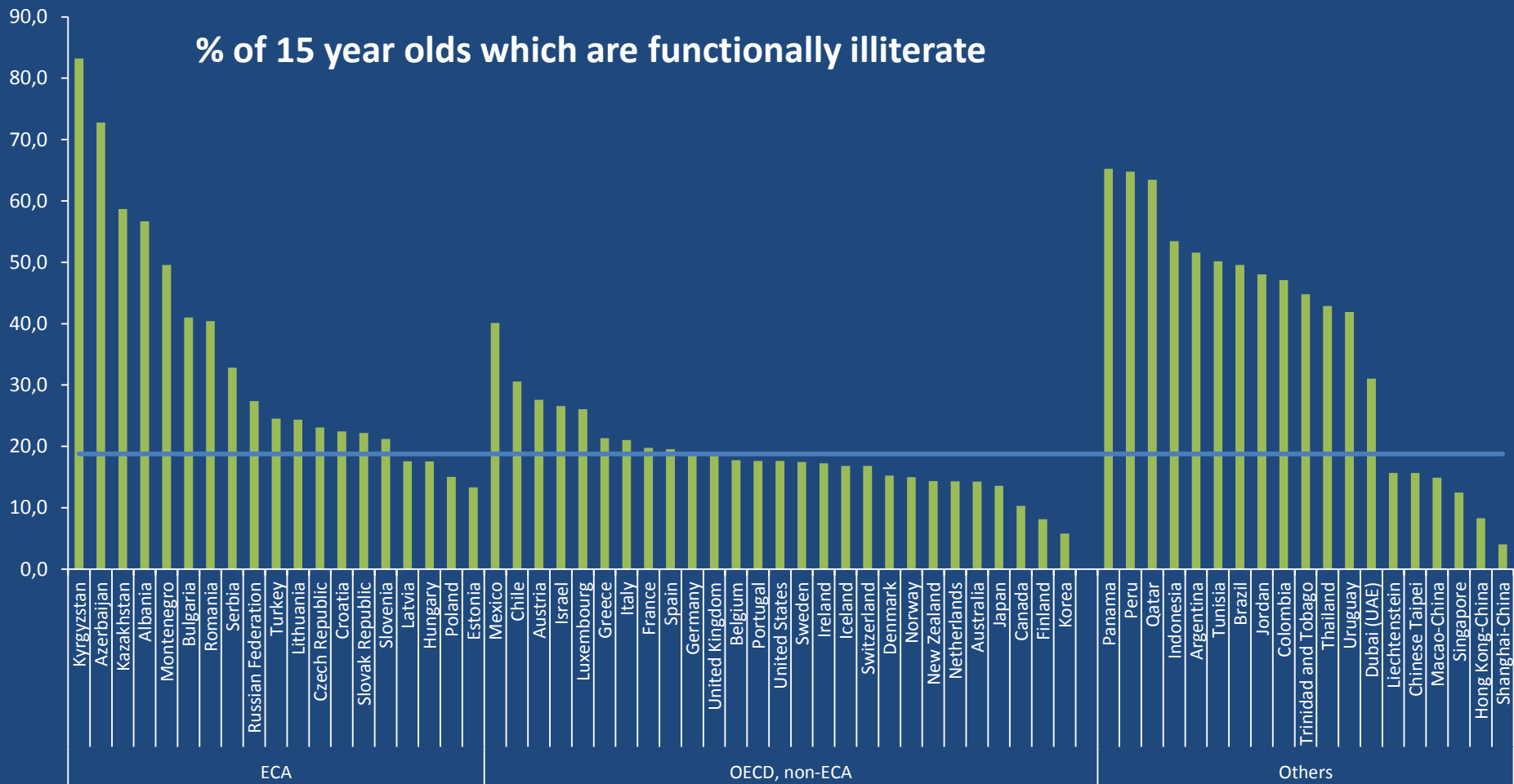


Many workers are lacking skills required by employers

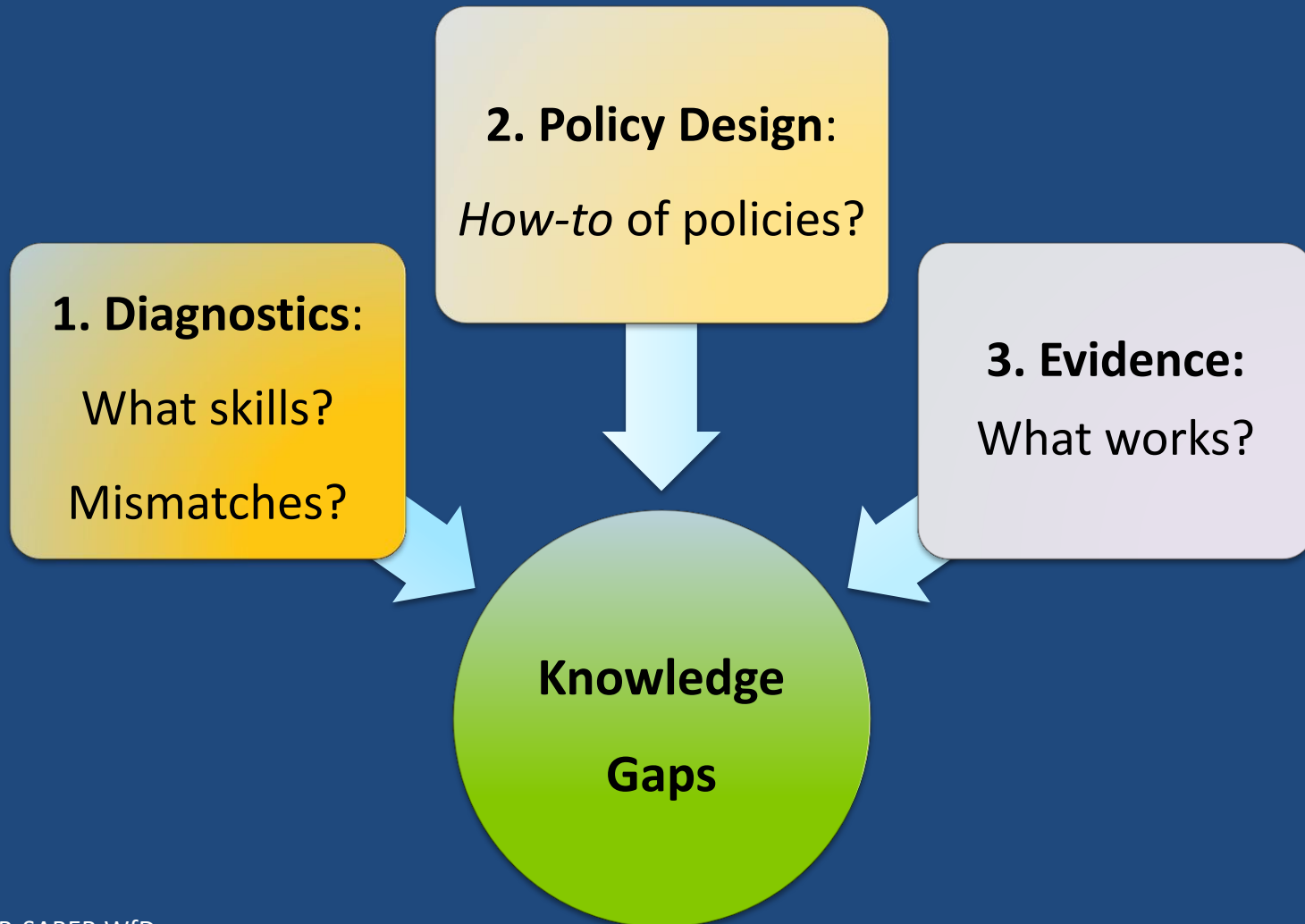


Students lack basic cognitive skills – what about other skills and 15+

% of 15 year olds which are functionally illiterate



Skills: knowledge gaps



Observations from work in the region

1. **Inflexible supply** of education and training system
2. **Firms unsatisfied** with skills of workforce
3. **Weak matching** mechanisms between demand/supply of skills
4. Some efforts to **measure** – especially cognitive skills, but limited in scope
5. Unclear how to **strategically plan** for future skill demand

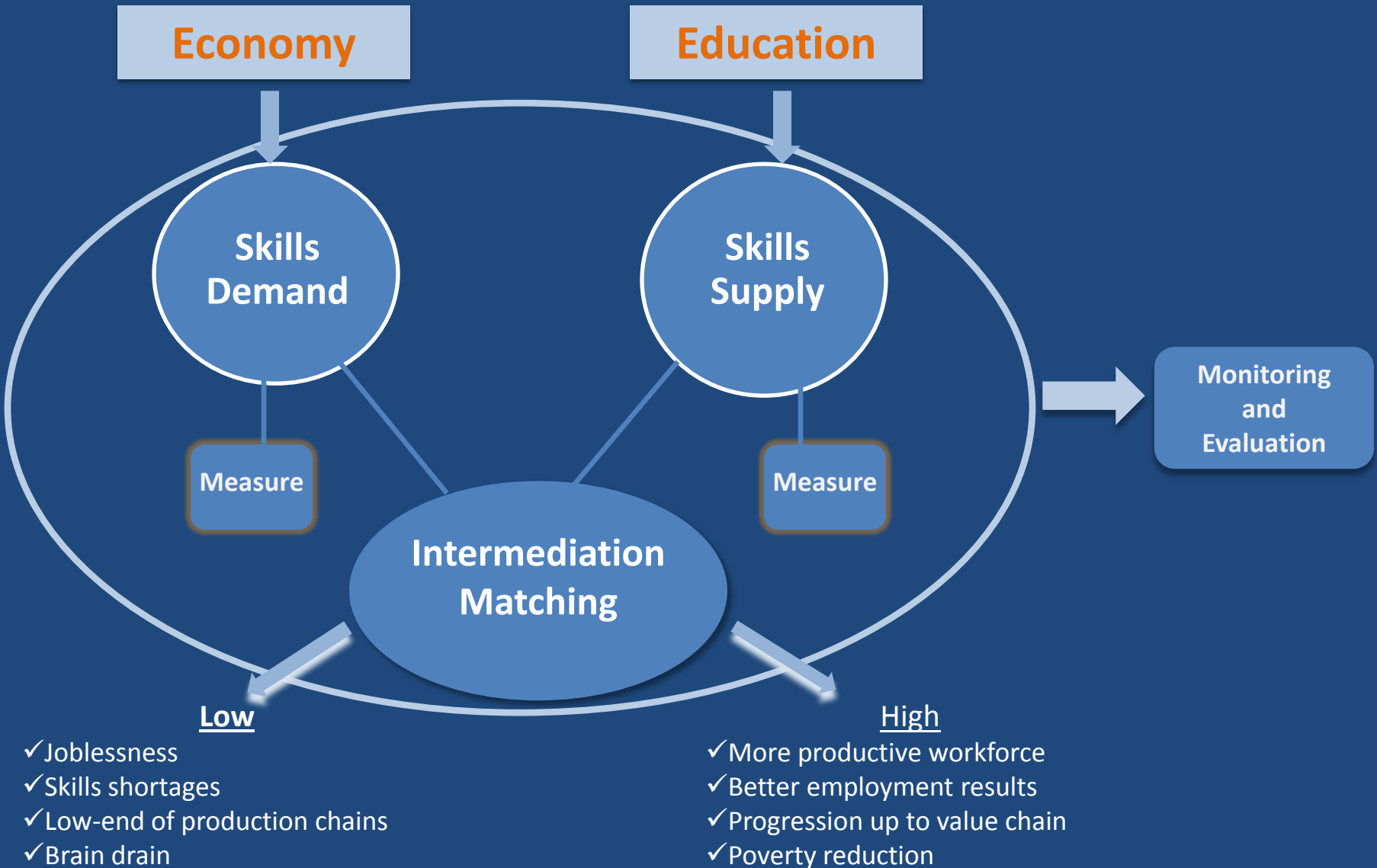
Task

Develop strategic **successful “skills systems”** that can **measure and identify skill gaps**, and effectively **provide** countries with the **skills needed**, thus contributing to **job creation** and **productivity increases**.

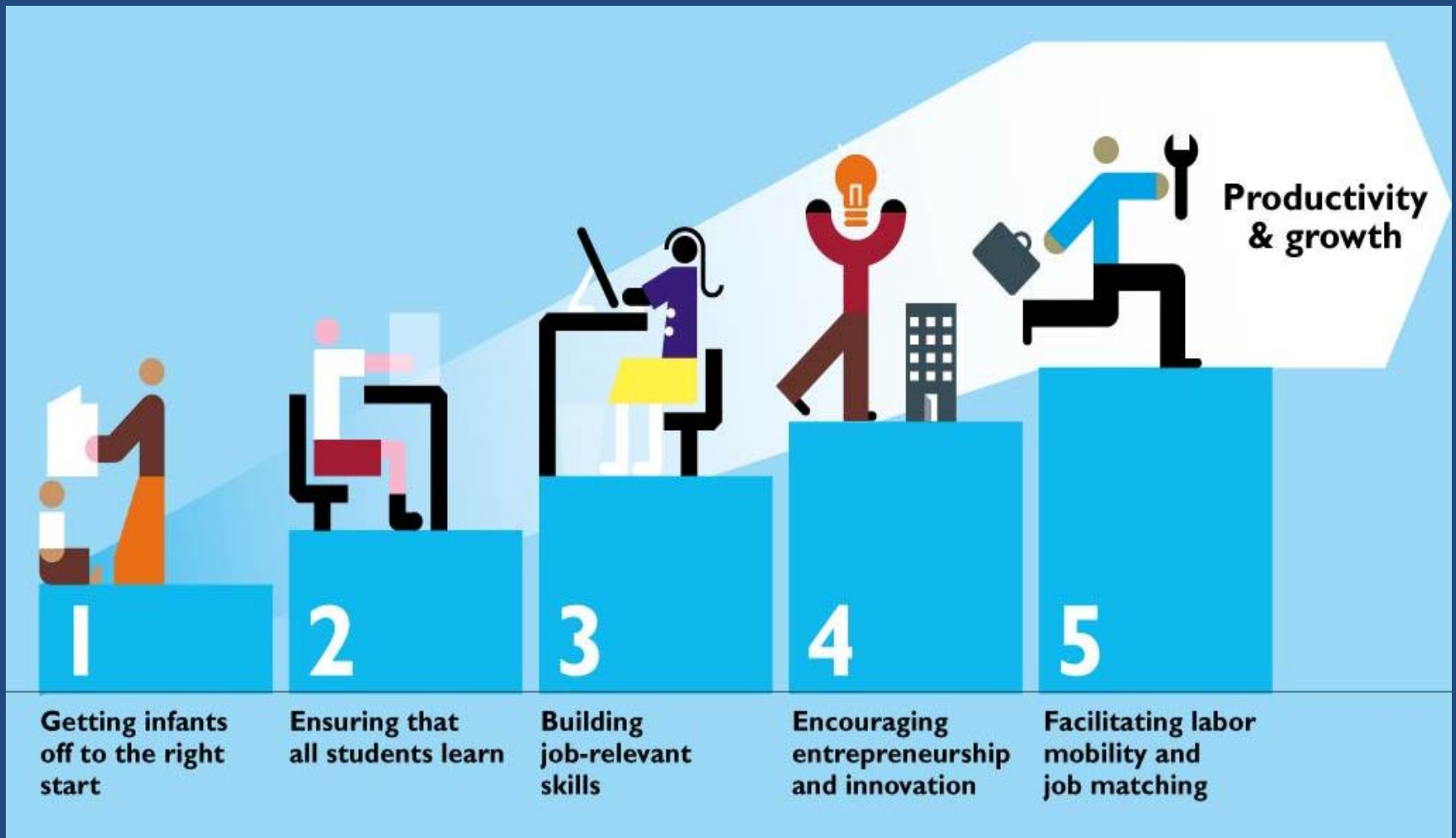
Objectives of skills development:

1. For job creation
2. For increases in productivity
3. For creating entrepreneurship
4. For happy, fulfilling lives

Scope of World Bank work on skills



STEP: skills toward employment and productivity – a lifecycle approach



STEP study: research questions

- ❑ What are the current **levels and distribution** of skills in the labor force?
- ❑ How do these skills affect **labor market outcomes**?
- ❑ What is the nature and size of **mismatches** between skills supply and demand?
- ❑ What is the relationship between **generic skills and schooling attainment** (including post-secondary career choices)?
- ❑ What **interventions** can improve employability and productivity?

STEP employer survey

- **Cognitive skills**

- *“Does their job ever involve reading?”*
- *“Does their job ever involve writing using correct spelling and grammar?”*
- *“Does their job ever involve math, that is, adding, subtracting, multiplying or dividing numbers - using a calculator or computer if necessary?”*
- *“Does their job ever involve solving problems that take 30 minutes or more of thinking time to find a good solution?”*

- **Technical skills**

- *“What is the highest level of computer use needed in this job?”*

- **Socio-emotional skills**

- *“Does their job ever involve speaking of a language other than [OFFICIAL LANGUAGE OF AREA IN WHICH WORKPLACE IS BASED]?”*
- *“Does the job ever require presenting logical arguments?”*
- *“Does their job ever involve interacting with a team of co-workers?”*
- *“What percentage of the days in a month does the worker arrive at work on time (within 15 minutes)?”*

Measure and analyze skills gaps – improve policies

- **Unpacking skills – STEP skills surveys**
 - To measure cognitive, technical and socio-emotional skills; links to socio-economic success and well-being
 - Building capacity to use tests to assess education and training systems and tracer studies to track graduates
- **Benchmarking skills policies: SABER tools**, promote assessment tools
- **Expenditure tool** to improve efficiency by linking expenditure to results



Key features of SABER

□ Objective:

- Support countries to examine and improve policies affecting education and training systems performance

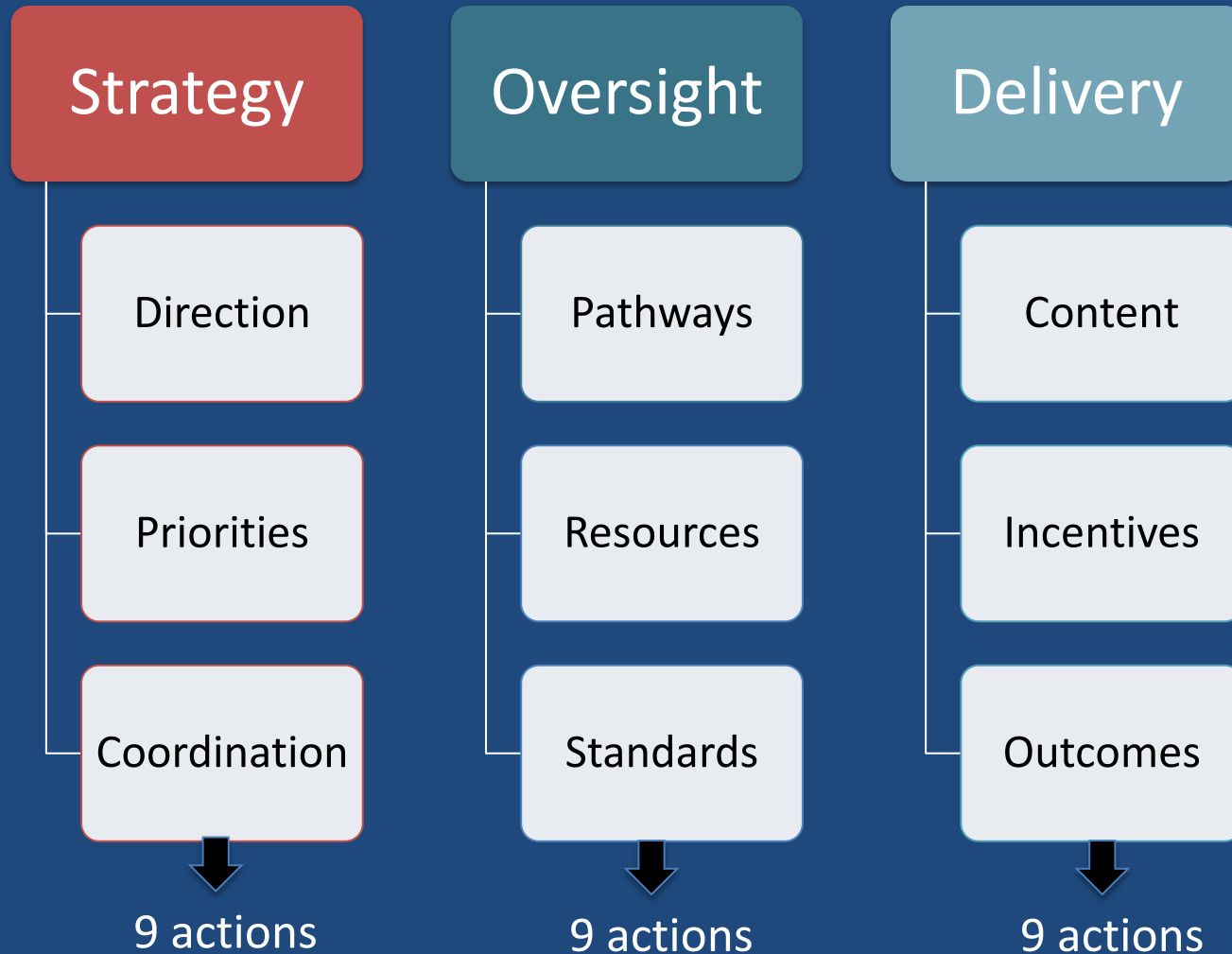
□ Approach:

- Systematically document policies and institutions
- Benchmark against evidence-based, global good practices
- Foster dialogue and action on policy reforms

□ Policy Domains in SABER:

- Workforce Development (WfD)
- 13 Others (e.g., teachers, student assessments, financing, ECD, higher education)

For each dimension: look at policy goals and actions



Key questions WDR on Jobs

2

- Growth strategies or jobs strategies?

3

- **Can entrepreneurship be fostered?**

4

- **Can policies contribute to social cohesion?**

5

- **Skills or jobs – what comes first?**

6

- A targeted investment climate?

7

- Competing for jobs?

8

- Protecting workers or protecting jobs?

9

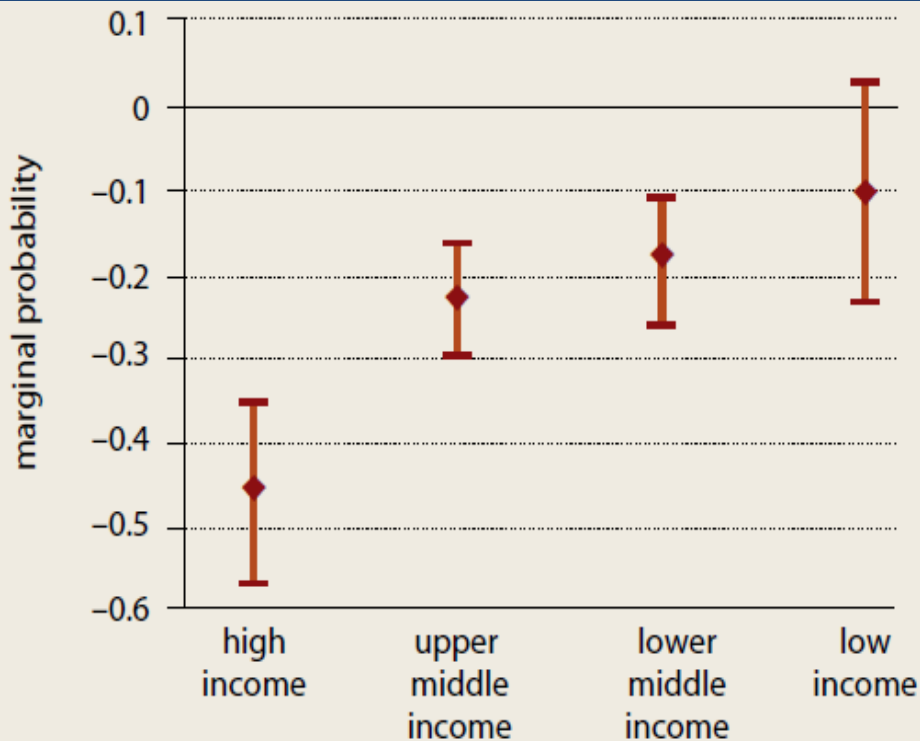
- How can job reallocation be accelerated?

But the 1st question is: **what is a job?** And the answer is not trivial

Jobs *plus...*

Jobs are correlated with civic engagement

Active membership and lack of a job



Active membership and motivating job



Sources and contacts

Resources:

- STEP: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1278533890893/Stepping_up_skills.pdf
- Skills, not just diplomas: <http://elibrary.worldbank.org/content/book/9780821380963>
- SABER Workforce Development: www.worldbank.org/education/saber
- WDR on Jobs: <http://www.worldbank.org/wdr2013>
- Europe 2020 Poland:
<http://documents.worldbank.org/curated/en/2011/03/16755059/europe-2020-poland-fueling-growth-competitiveness-through-employment-skills-innovation>

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