



DIRECTIONS IN DEVELOPMENT
Human Development

Skills, Not Just Diplomas

*Managing Education for Results
in Eastern Europe and Central Asia*

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THE WORLD BANK

Skills, Not Just Diplomas

Findings from regional report on Eastern Europe and
Central Asia (ECA) and ongoing World Bank work

Presentation at launch

Eschborn, Germany

Lars Sondergaard, October 25, 2011

www.worldbank.org/eca/skills



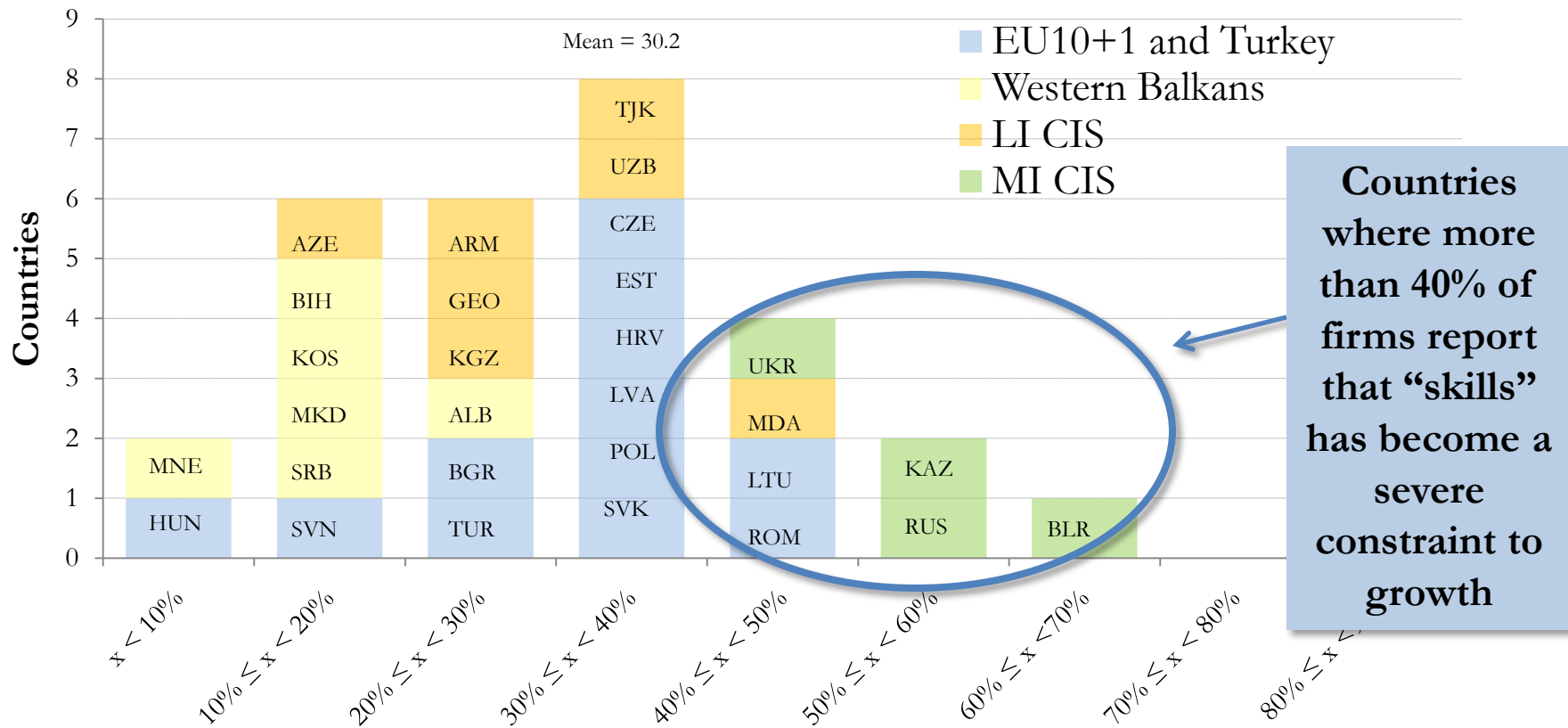
EDUCATION
THE WORLD BANK

- NEW EU MEMBER STATES
- CANDIDATE AND POTENTIAL CANDIDATE COUNTRIES
- EASTERN NEIGHBORHOOD COUNTRIES
- RUSSIAN FEDERATION
- CENTRAL ASIA



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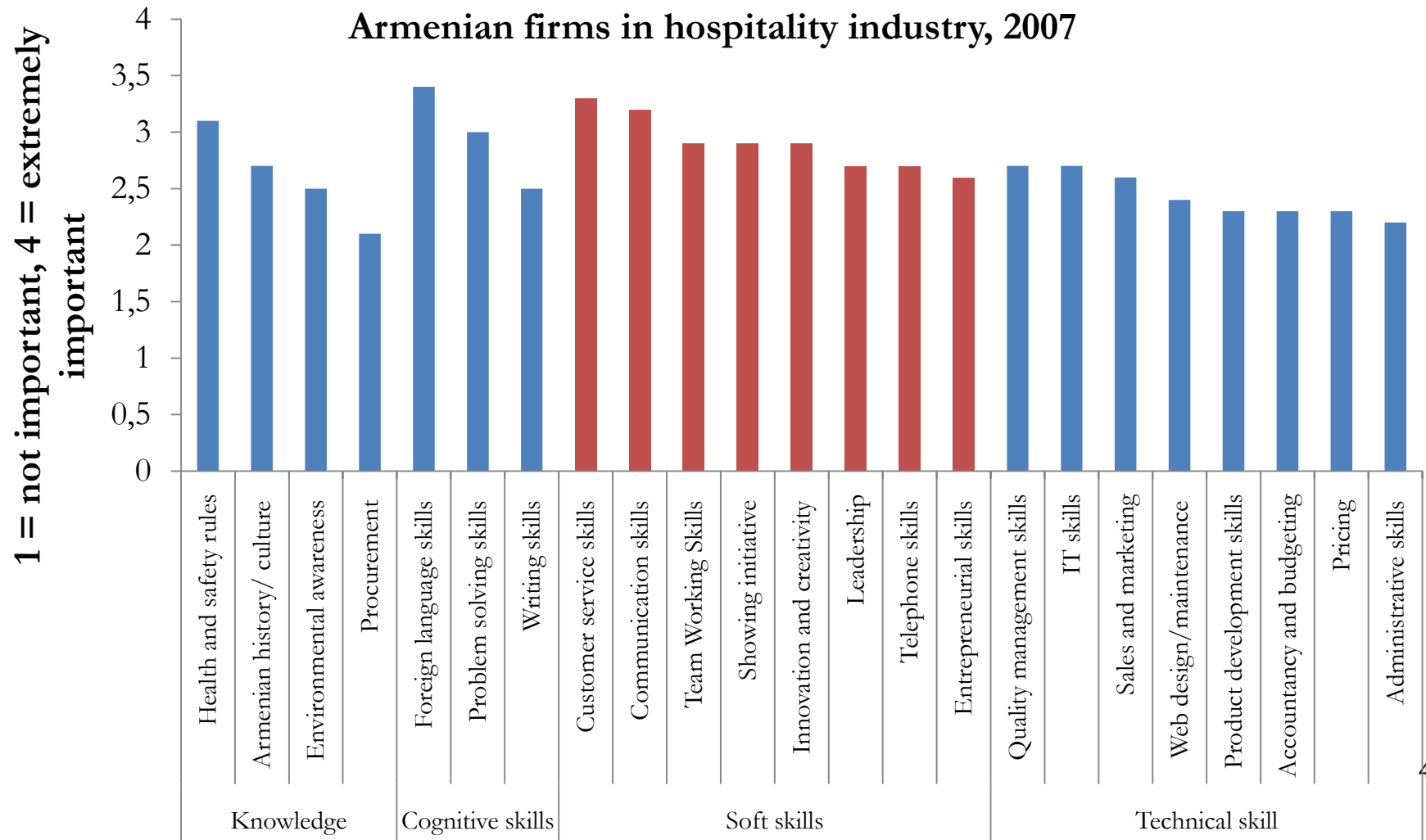
The wake up call: supply hasn't kept up with changes in the demand



Workers' skills had become a constraint on firm expansion by 2008.
 (percent of firms considering factor a 'major' or 'very severe' constraint)

Source: Turmoil at Twenty, World Bank, 2009

Surveys of firms highlight that soft skills are as important as other skills



Cognitive Skills

+

Non-cognitive Skills

+

Technical Skills

=

Skill Set

What skills are we talking about?

Cognitive

Involving the use of logical, intuitive and creative thinking

Raw problem solving ability vs. knowledge to solve problems

Verbal ability, numeracy, problem solving, memory (working and long-term) and mental speed

Non-cognitive

Soft skills, social skills, life-skills, personality traits

Openness to experience, conscientiousness, extraversion, agreeability, emotional stability

Self-regulation, perseverance, decision making, interpersonal skills

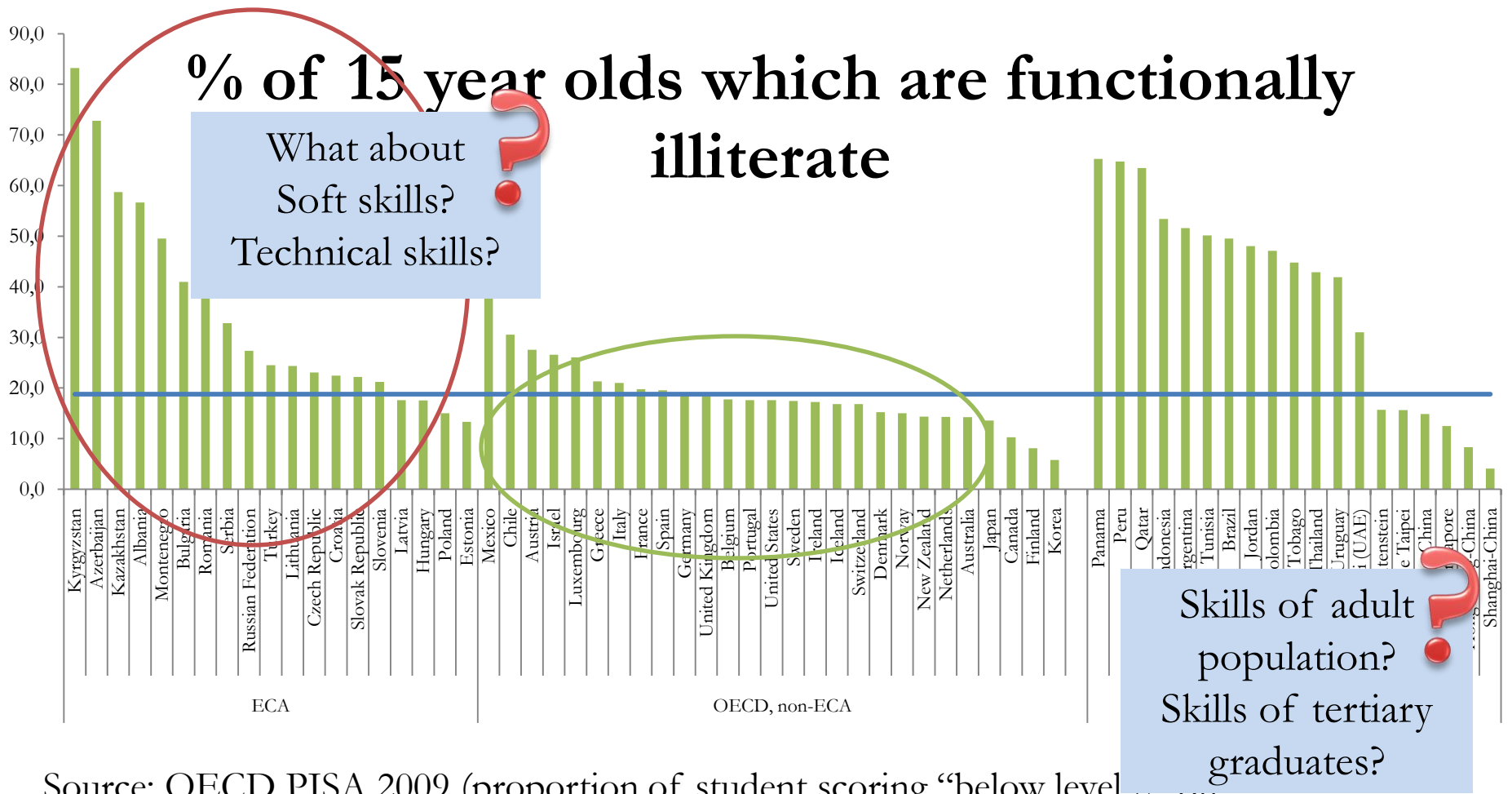
Technical skills

Involving manual dexterity and the use of methods, materials, tools and instruments

Technical skills developed through vocational schooling or acquired on the job

Skills related to a specific occupation (e.g. engineer, economist, IT specialist, etc)

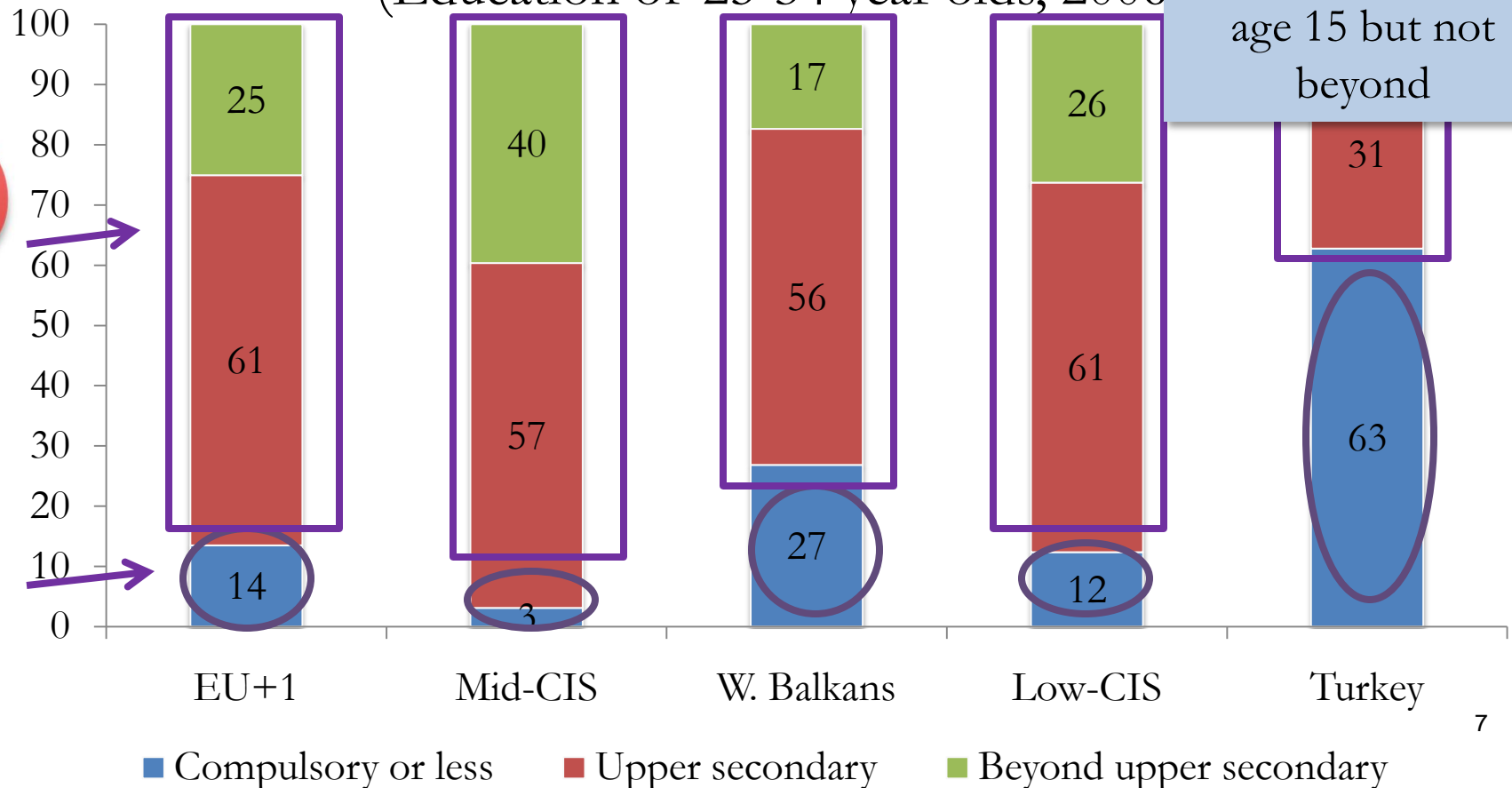
Basic cognitive skills is a problem for many students



Source: OECD PISA 2009 (proportion of student scoring “below level 2” in reading test)

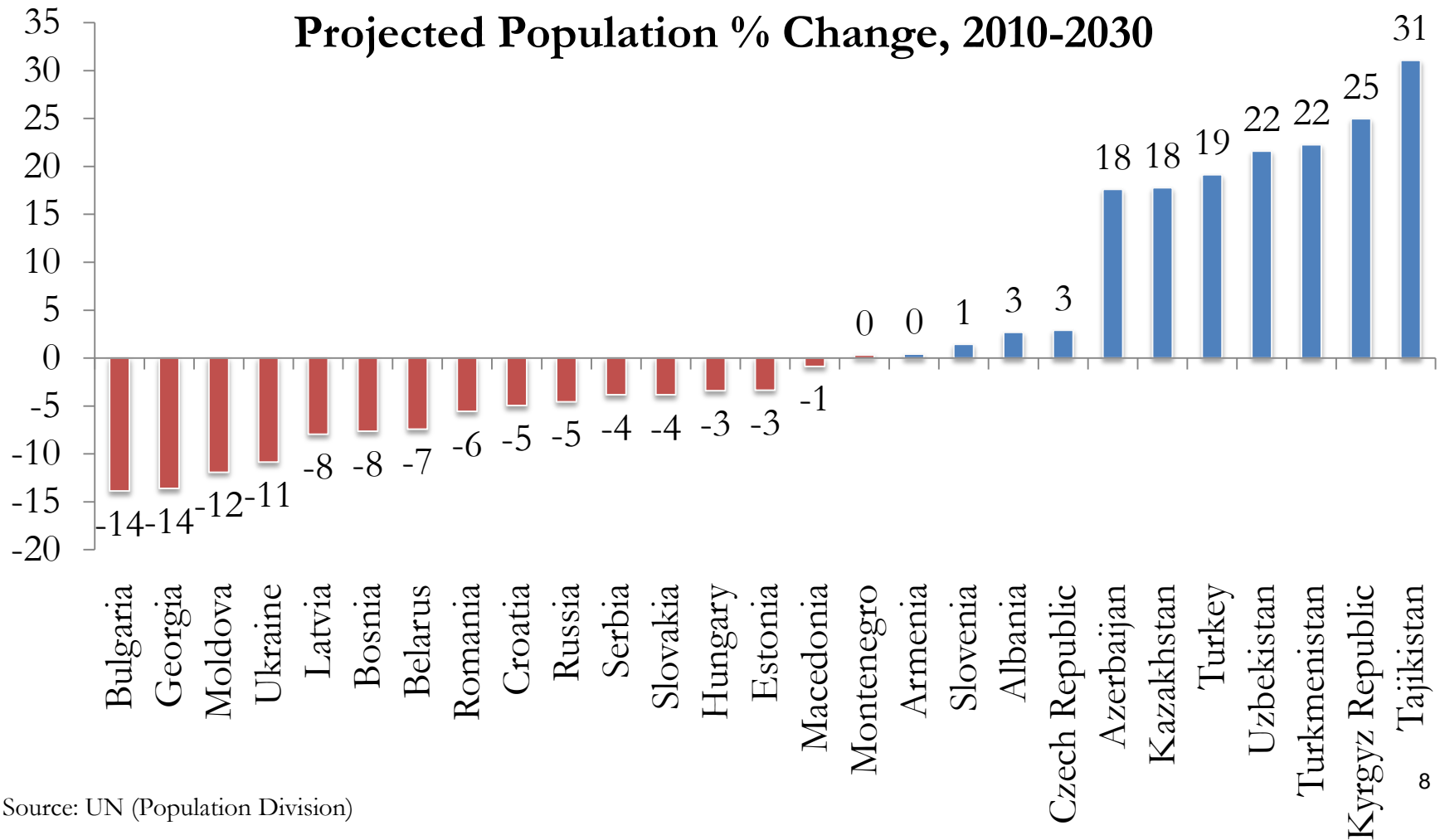
Available data focuses on education attained, not the skills acquired

Education of recent graduates
(Education of 25-34 year olds, 2006)



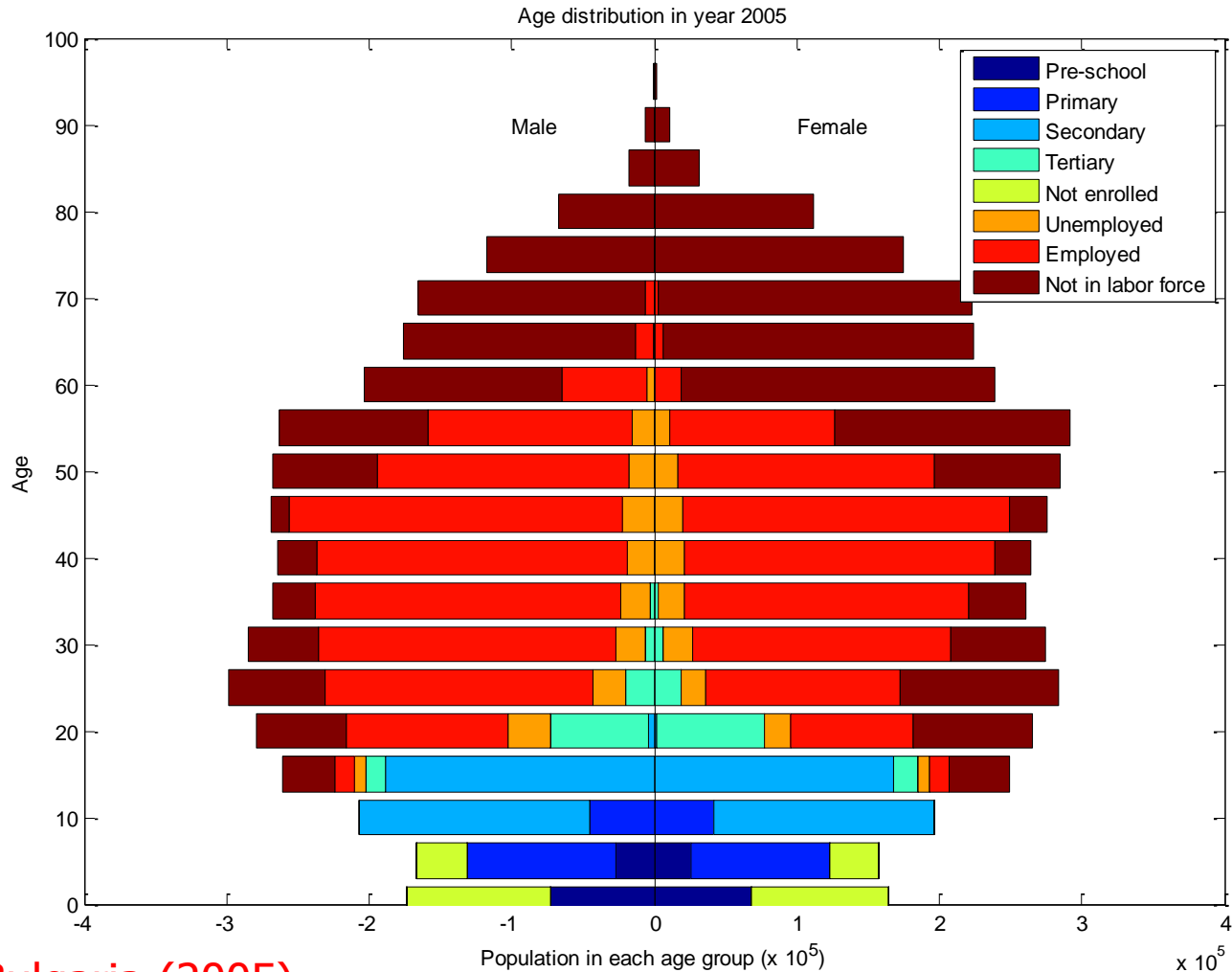
We have data on cognitive skills of age 15 but not beyond

The population is projected to continue to shrink in many countries



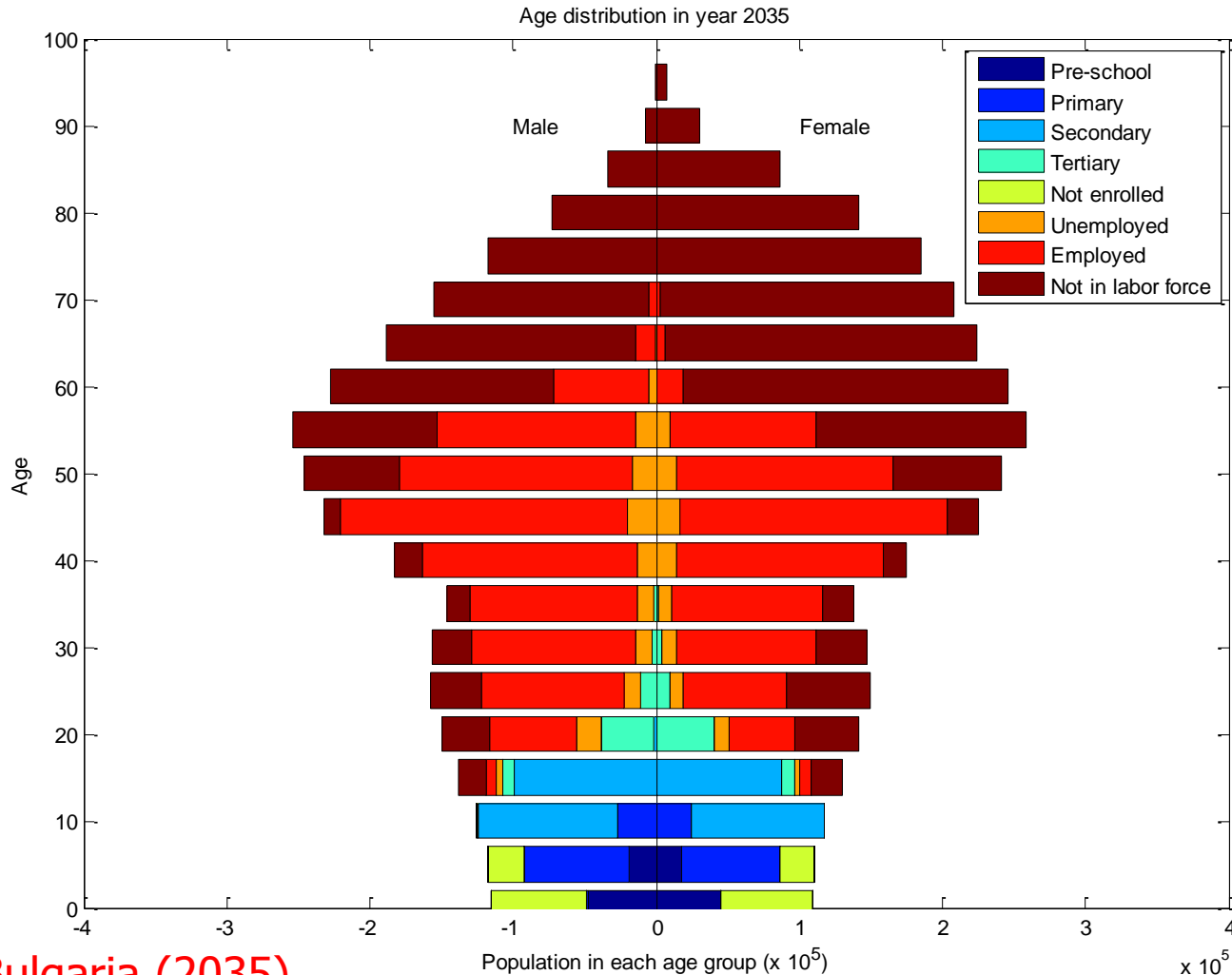
Source: UN (Population Division)

Two things are going to happen: fewer people will be around and more old people



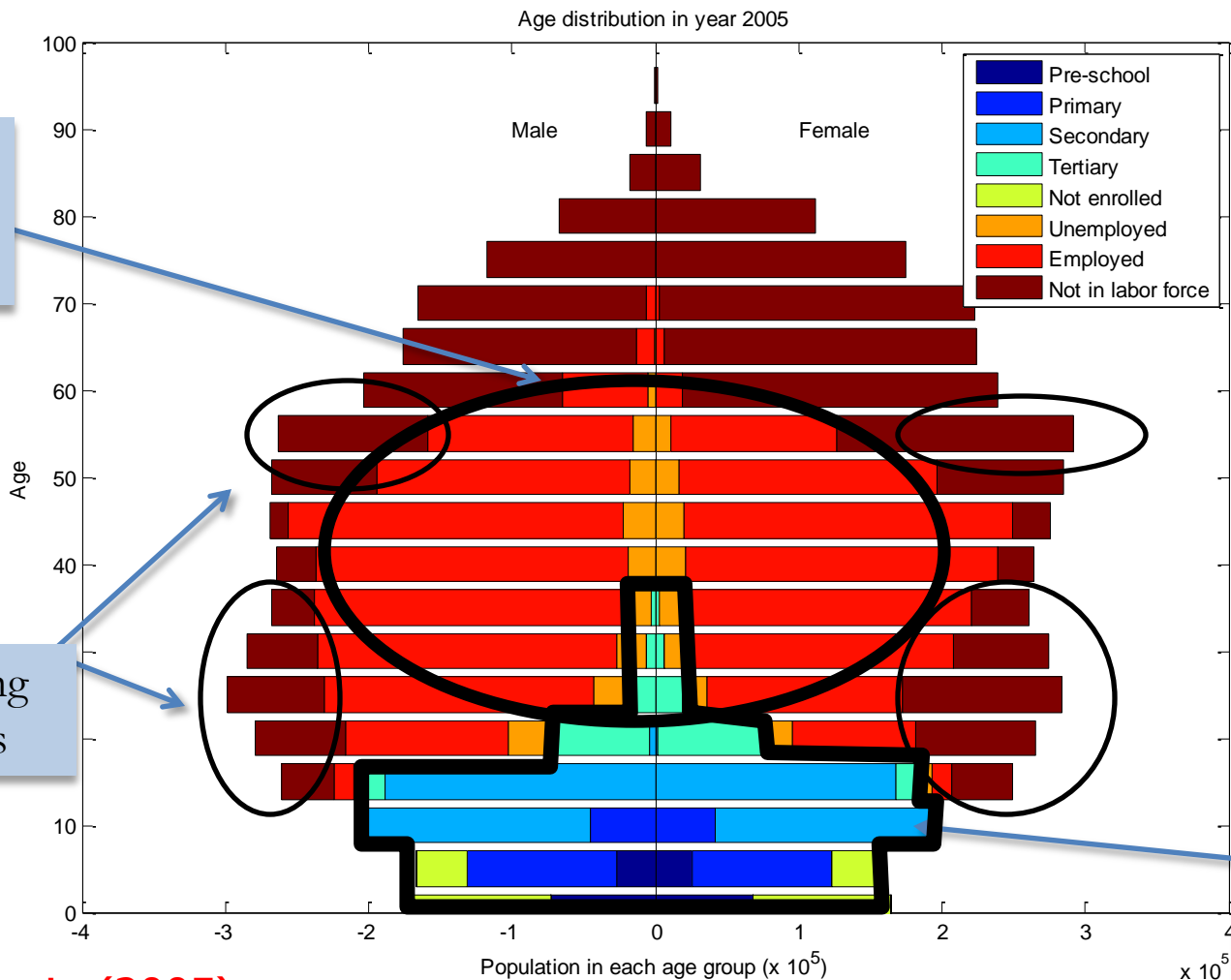
Example: Bulgaria (2005)

The implies activation inactive part of the population and raising skills of everyone



Example: Bulgaria (2035)

Addressing the effect of aging needs action on three fronts



Keeping
workers
productive

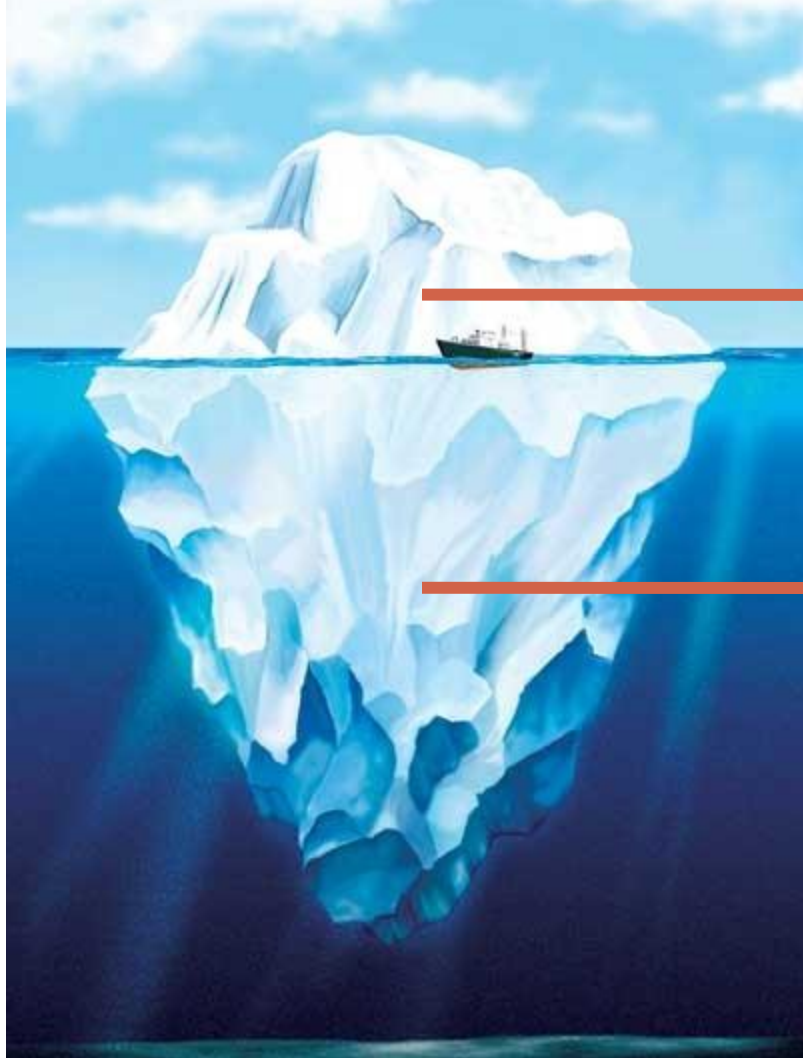
Activating
workers

Providing
quality and
relevant
education

Example: Bulgaria (2005)

Focus of World Bank's work: How can the system's performance be improved?

More focus on skills, not just diplomas



Refocusing what you see:
System performance
(skills developed)

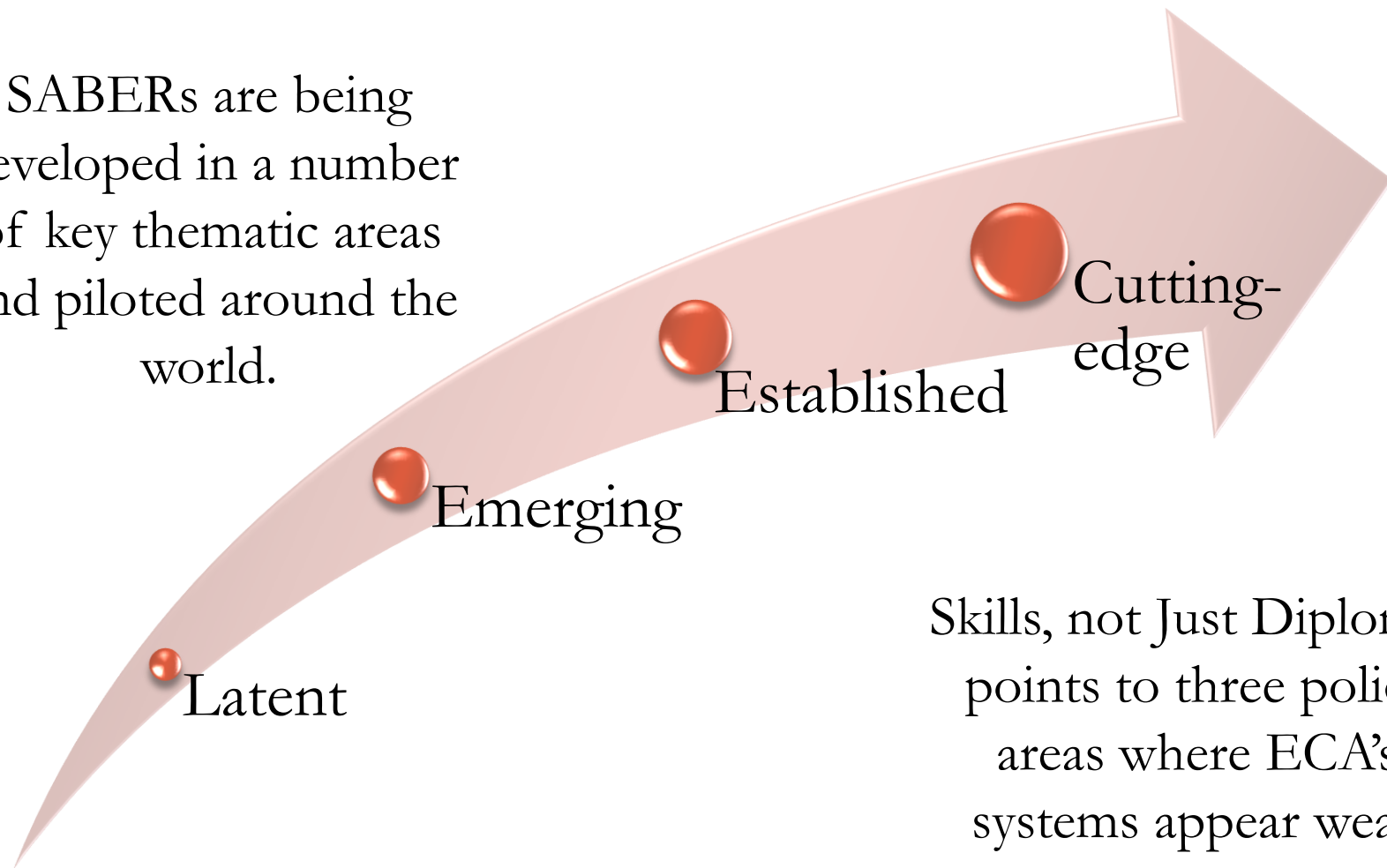
Understanding what you don't see:

Policies	}	Focus of System Assessment and Benchmarking for Education Results (SABER)
Institutions		
Values		



Understanding what you don't see: are the policies and institutions cutting-edge?

SABERs are being developed in a number of key thematic areas and piloted around the world.



Skills, not Just Diplomas points to three policy areas where ECA's systems appear weak
I'll focus on one of them today



Impediment 1: darkness

Too many unknowns to pinpoint skills gaps

What works and what doesn't work?

Is the situation improving or worsening?

No measurement of quality at tertiary level

No tracer studies

No measurements of non-cognitive skills

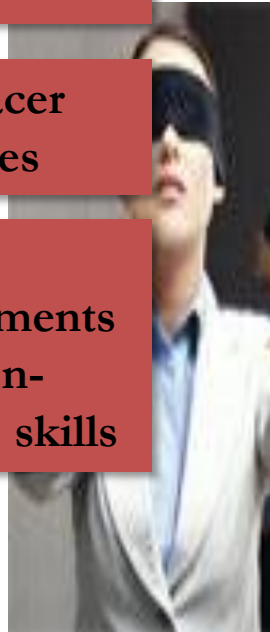
No measurement of skills obtained in adult education

Five countries have never participated in international assessments

National assessments are primarily used to test student, not assess system

Student's perspective: what and where should I study?

Graduate's perspective: I got the diploma but did I get the skills?



Example of important unknown



- There are around 35 HE institutions teaching economics in Kiev: 20 private and 15 public
 - Student's perspective: which institution does a better job at teaching me the skills I need to succeed? Where should I go if I can't get into the flagship institutions?
 - Employer's perspective: which students outside of the prestigious institutions graduate with the right skills?

Example of important unknown (continued)



- There are around 35 HE institutions teaching economics in Kiev: 20 private and 15 public
 - Institution's perspective: which of my programs are successful and which programs need tweaking/re-designing?
 - Policy maker's perspective: which institution is performing well? Which institution need sanctions/rewards/support?

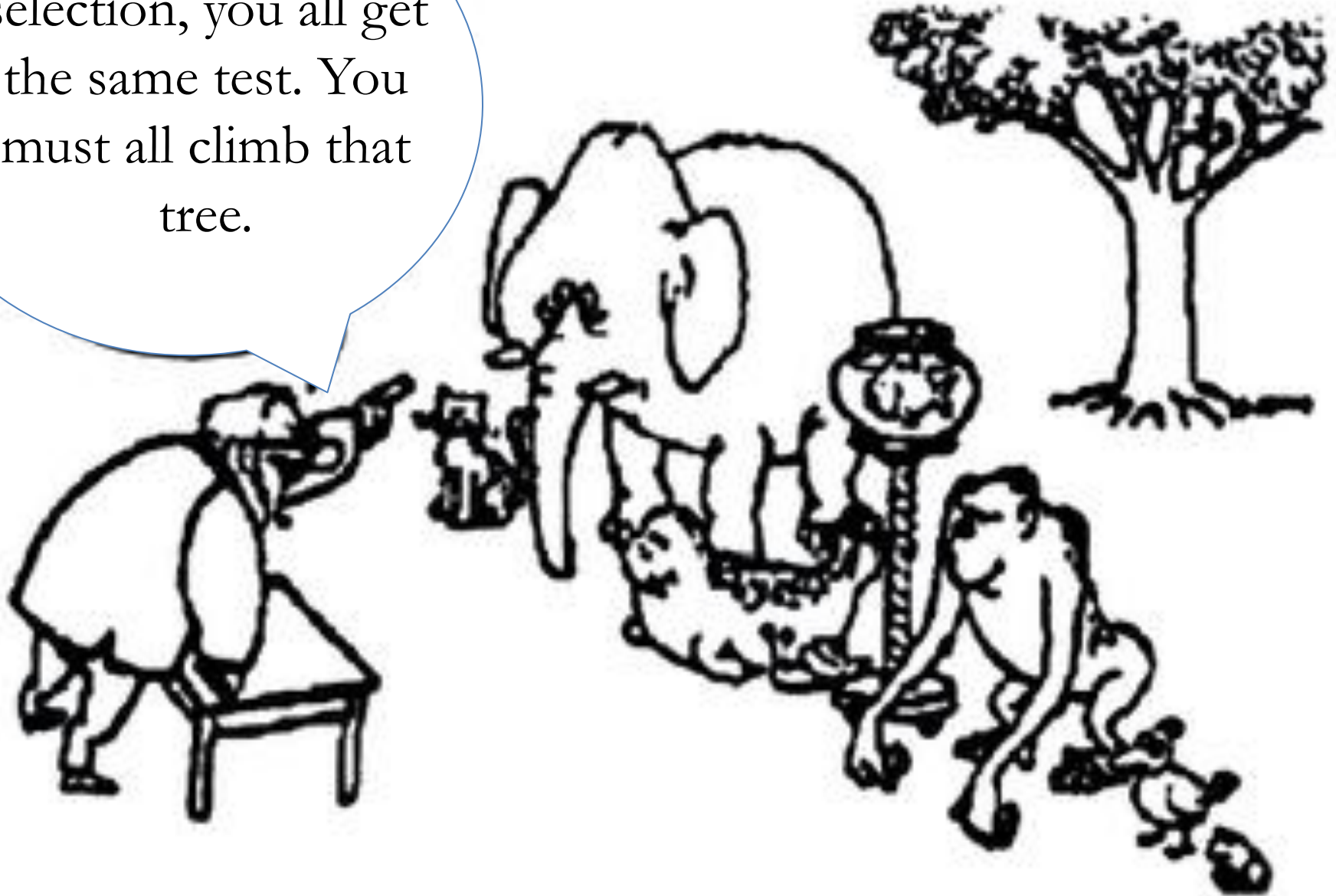


Report notes a couple of problems

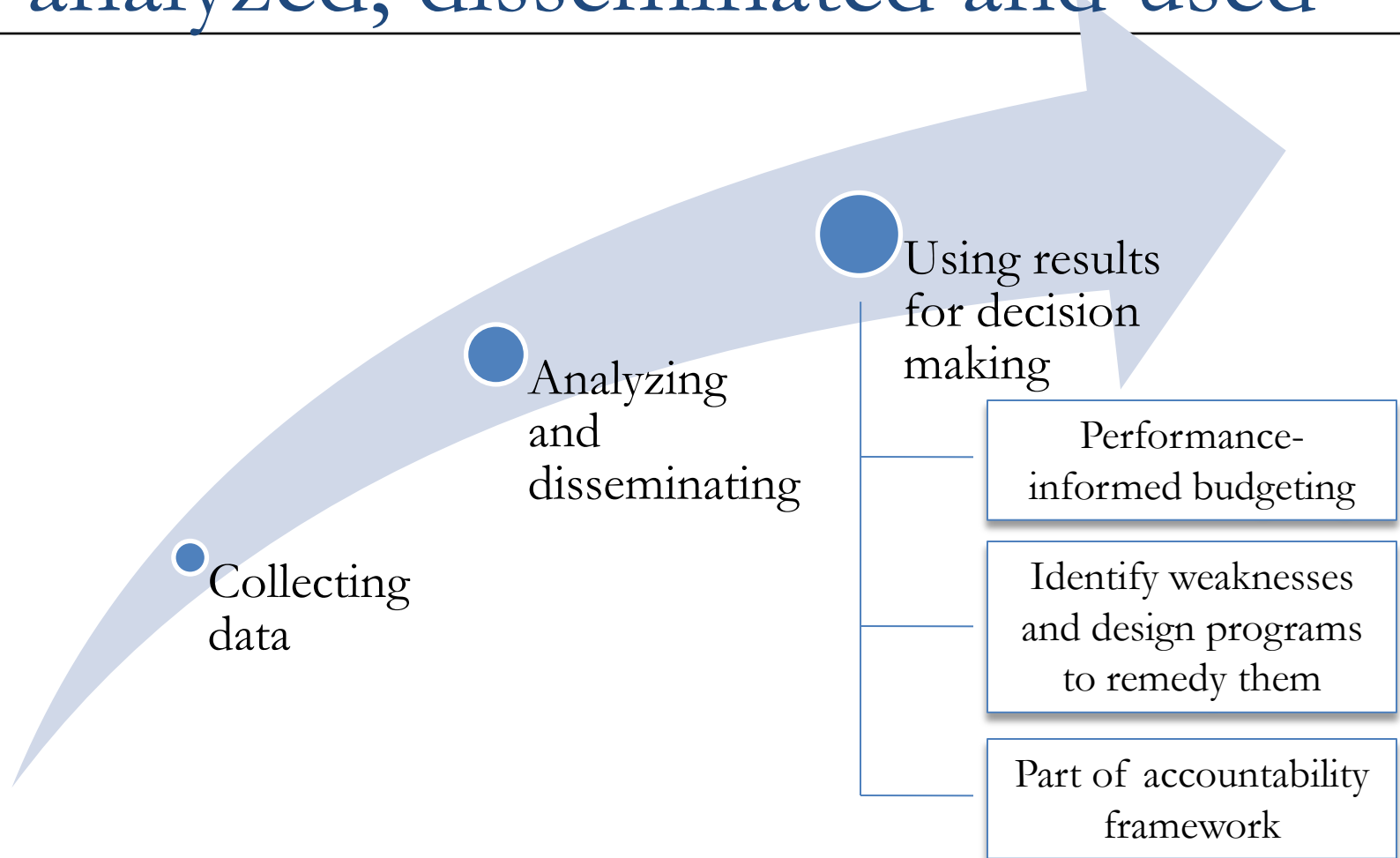
- A lot of focus on the few excellent students
- Most countries use assessments to make decisions about students, not the education system itself.
 - When assessments are used to obtain system-level measures, they tend to be of poor quality and utility. E.g. highlight which school (or region) had the highest average score; rank schools by average score

To ensure a fair selection, you all get the same test. You must all climb that tree.

Fair is fair?

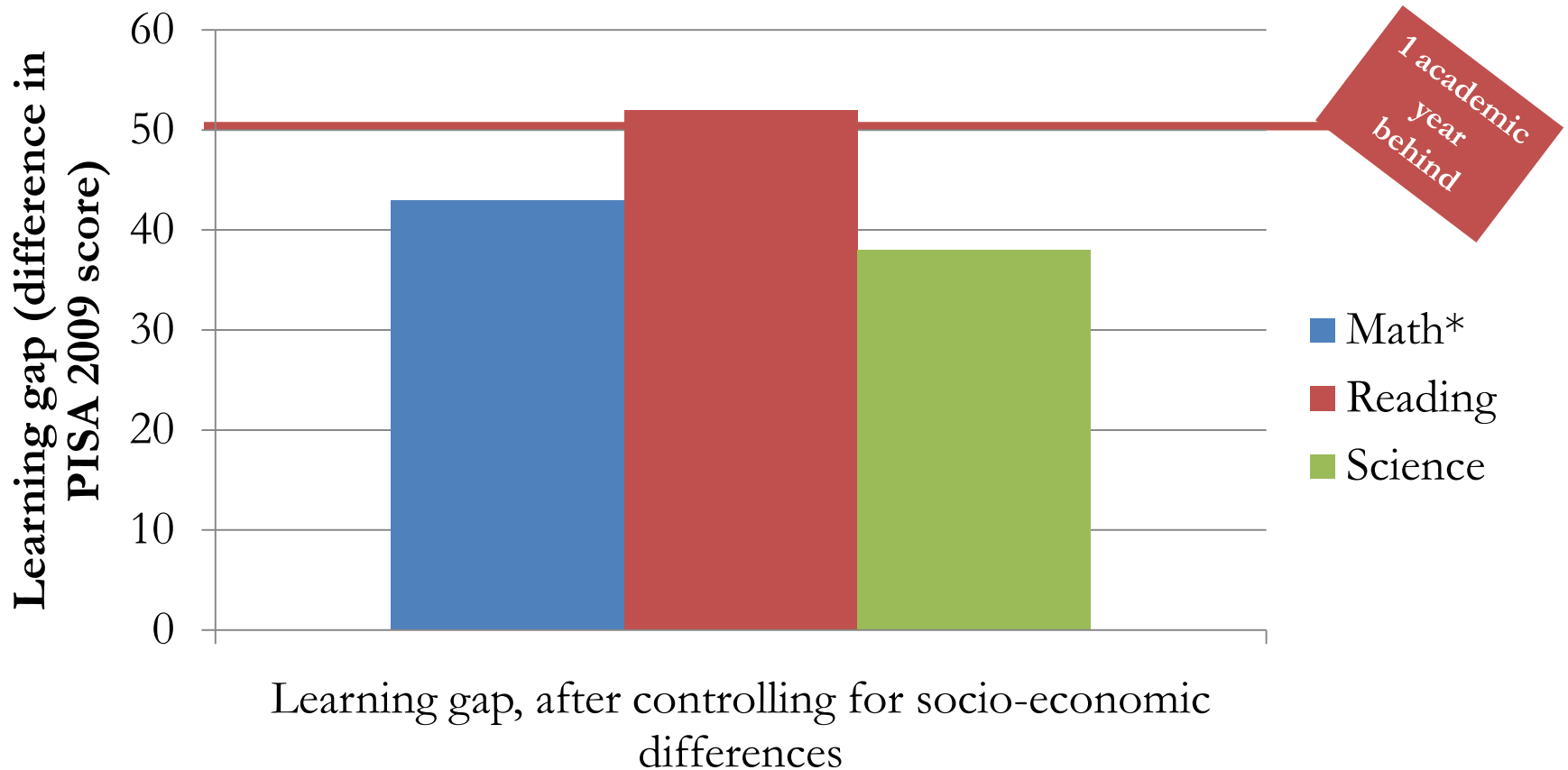


For data to have an impact, it needs to be analyzed, disseminated and used



Example of using tests to shed light on systemic problems

Learning gap between Roma and non-Roma students, Serbia 2009



How is the World Bank supporting strengthening education and training systems?

□ Benchmarking policies: SABER

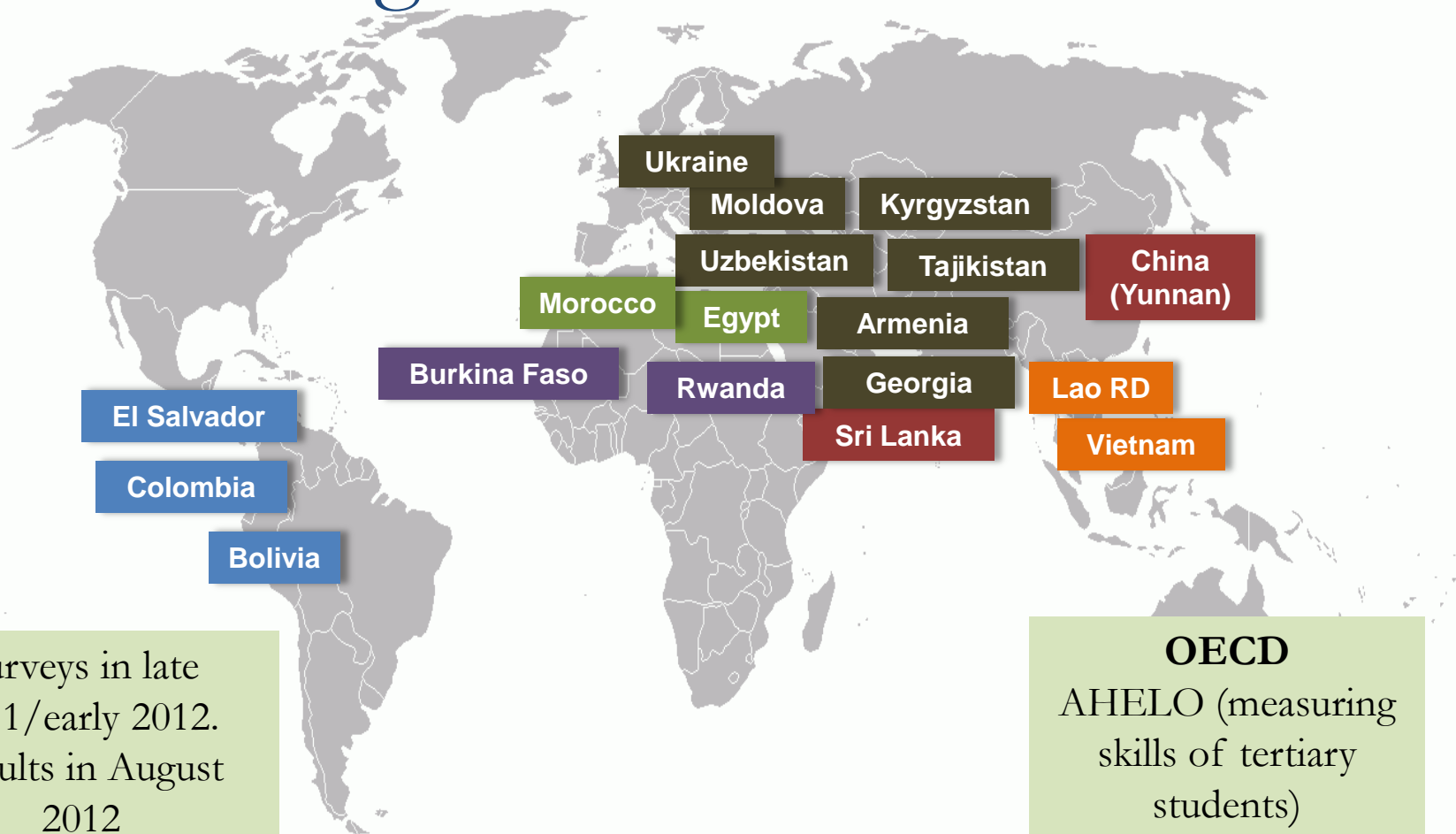
(<http://www.worldbank.org/education/saber>)

□ Providing ways to turn the lights on:

- New survey instruments to measure skills, incl. socio-emotional skills, and links to socio-economic success and well-being
- Tracking graduates using tracer studies
- Building capacity to use assessments to determine overall system quality



Skills surveys of both cognitive and non-cognitive skills



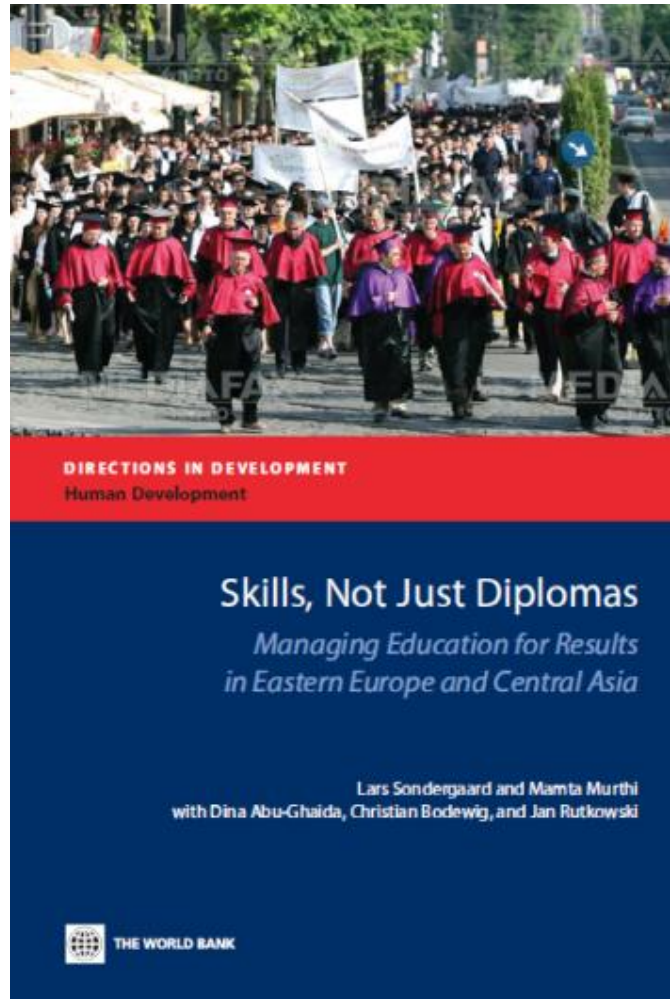
Surveys in late 2011/early 2012. Results in August 2012

OECD
AHELO (measuring skills of tertiary students)
PIAAC (measuring skills of adults)

Example: Countries to emulate in terms of tracking graduates into employment

- Romania (first survey in 2010-11)
 - <http://www.absolvent-univ.ro/home.aspx>
 - Hungary (Graduate Career Tracking System starting in 2010)
 - http://www.felvi.hu/pub_bin/dload/DPR/DPR_GraduateCarreerTrackingInHungary.pdf
 - Italy (since 1998)
 - <http://www.almalaurea.it/en/universita/occupazione/>
 - Germany (since 2009/10); Holland (since 1989); Norway (since 1972)
- University Graduates' Tracer Study Course (UNITRACE) (at University of Kassel)

Available at
www.worldbank.org/eca/skills



How can we help creating skills for growth?

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