Agenda to improve skills measurement

Albert Motivans
Chief, Education Indicators and Data Analysis

UNESCO Institute for Statistics

May 14, 2012

UNESCO Institute for Statistics

UNESCO
INSTITUTE
for
STATISTICS

United Nations
Educational, Scientific and
Cultural Organization

Questions

How can skills be measured?

What kinds of skills data are currently available?

What kinds of additional data are needed to guide skills development policies?

Skills for what?
Main focus of international organizations

UNESCO	ILO
Life skills, Lifelong learning Decent jobs, World of work	Decent work, Employment, Balanced growth
EFA, GMR, TVET	G20 Training Strategy

OECD	World Bank
Economic growth, Social outcomes	Productivity, Economic Growth
Skills Strategy	STEP

How can skills be measured?
Dialogue with policymakers is necessary

Vision & Mission

Sector analysis
Conceptual framework for policymaking

National skills strategy
Priorities, Goals, Objectives

Skills measurement

Statistical framework

Data collection

Implementation of the strategy
Programs, Activities, Budgets

4
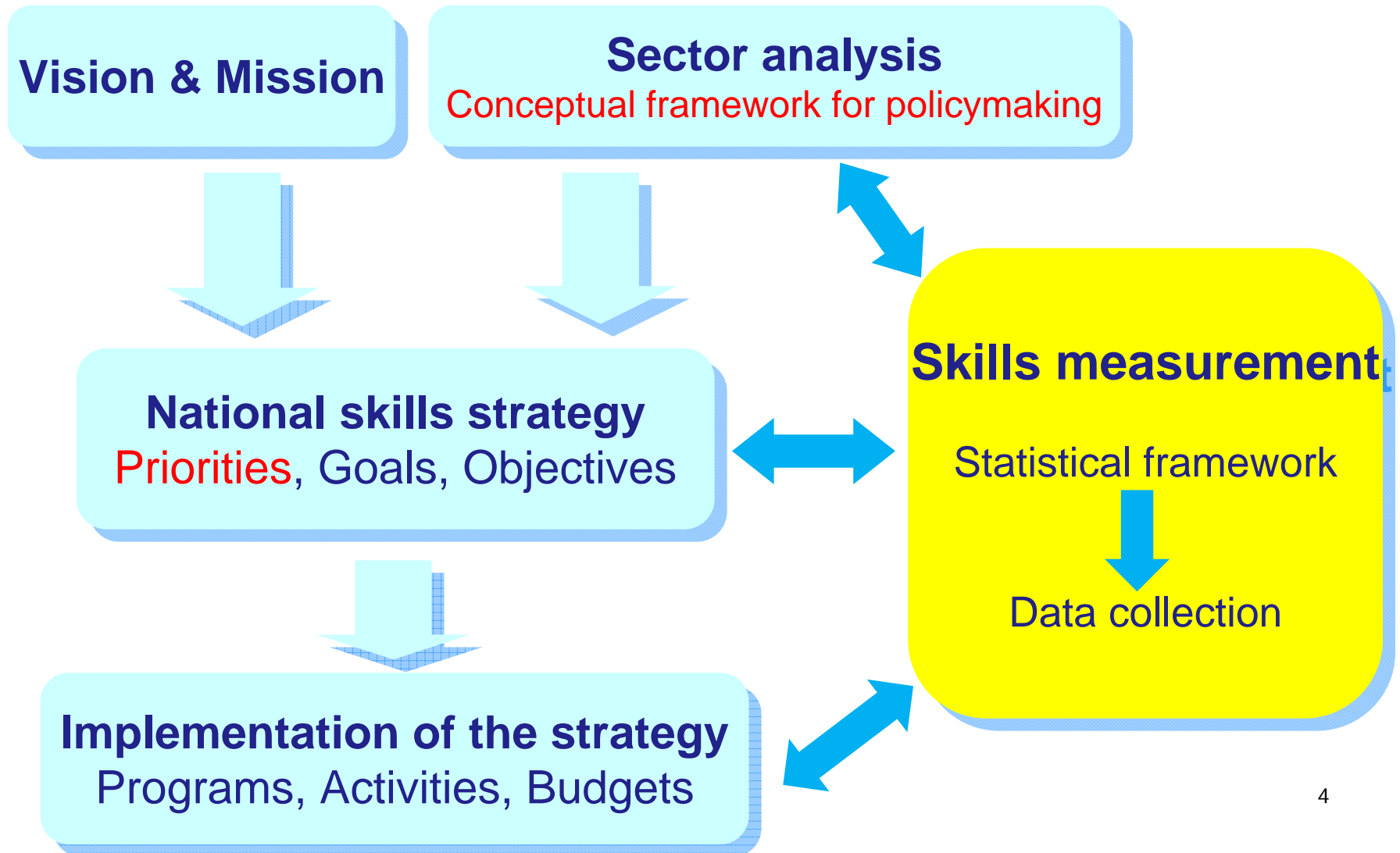
Conceptual framework for skills strategy
Examples of issues

Access/Equity

- Enrollment by type/mode of training
- Training for informal sector employment

Quality

- Employers' involvement in training
- Instructors' occupational backgrounds

Relevance

- Matching of skills supply with demands
- Labor market outcomes of participants

Cost/Financing

- Financial providers
- National training funds / training levies

Governance/ Management

- National qualifications framework
- Accreditation / Skills certification systems

Coverage of international skills data
Why large parts of skills activities are not covered

Formal education

Formal TVE

Covered

Skills development activities

Provided by
- Public training institutions
- Private training institutions
- Enterprises / firms
- Trade unions
- NGOs / communities
- Traditional apprenticeships
- On-the-job training

- Very diverse offerings
- Fragmentation of provision
- No coordination / regulation
- Limited data availability

6

Tools for education statistics cannot be used
Comparison between education and skills development

	Education	Skills development
Rationale	Individual and social outcomes	
	Human rights, Economic and social development	Employment, Lifelong learning
Policy-relevant data	International standards exist	Depends on the context of country and labor market
Contents	Similar across countries: Cognitive / social skills	Different by training program: Occupation- and job-specific
Results measurement	Graduation (within the system)	Employment status (outside of training provision)
Supervision	Mostly supervised by the education ministry	Supervised by multiple ministries, public/private bodies

7

TVE share of total upper secondary enrollment
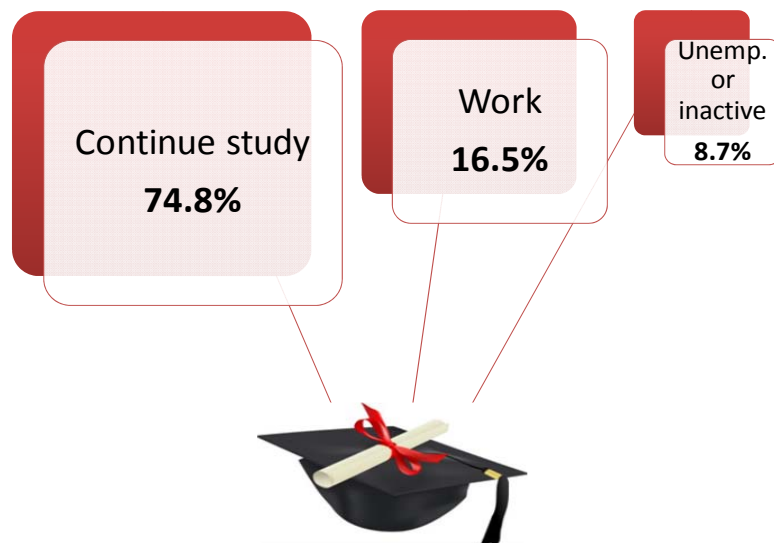## Can these data be used as a proxy of skills?
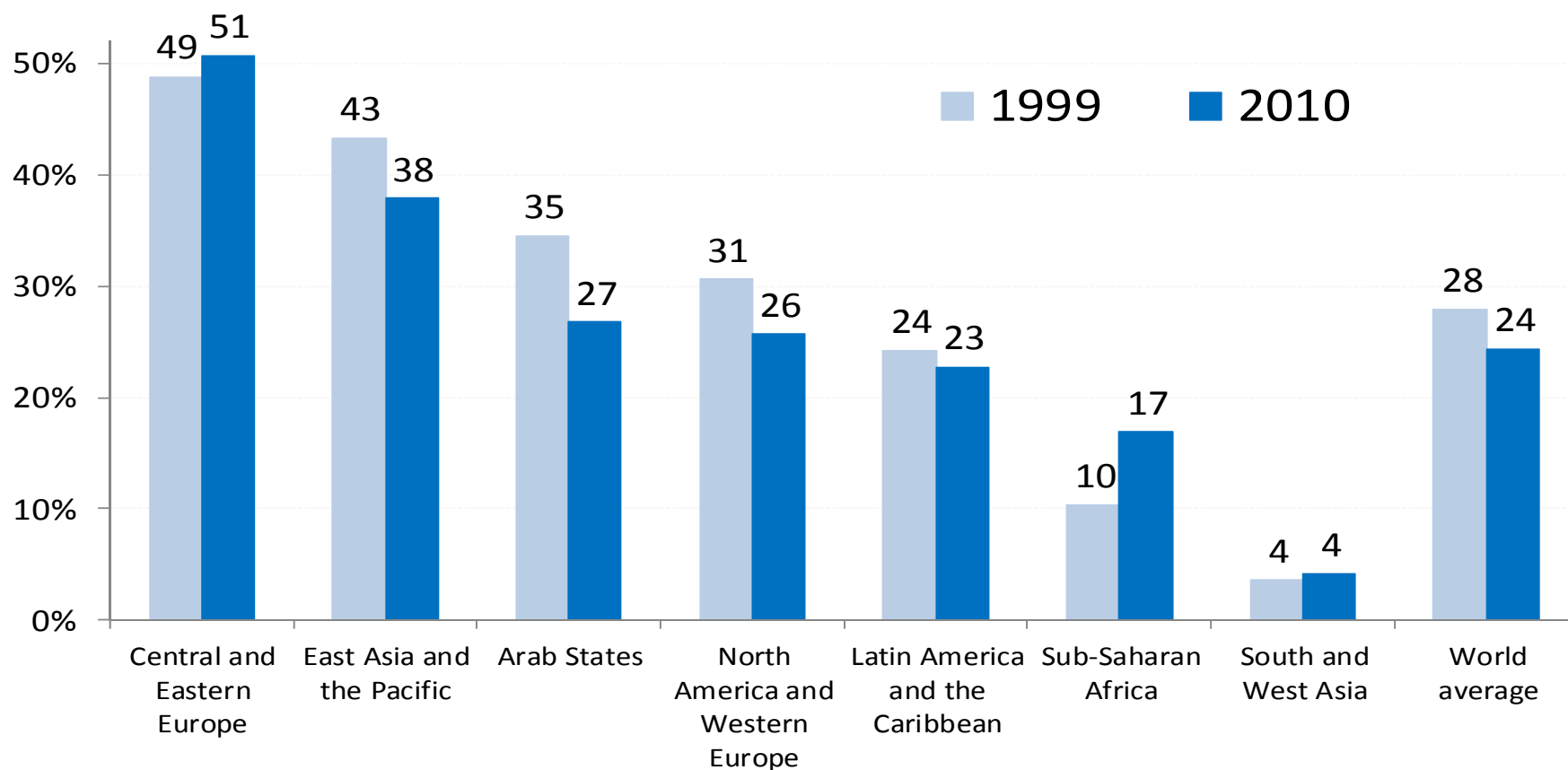
Source: UIS database, 2012

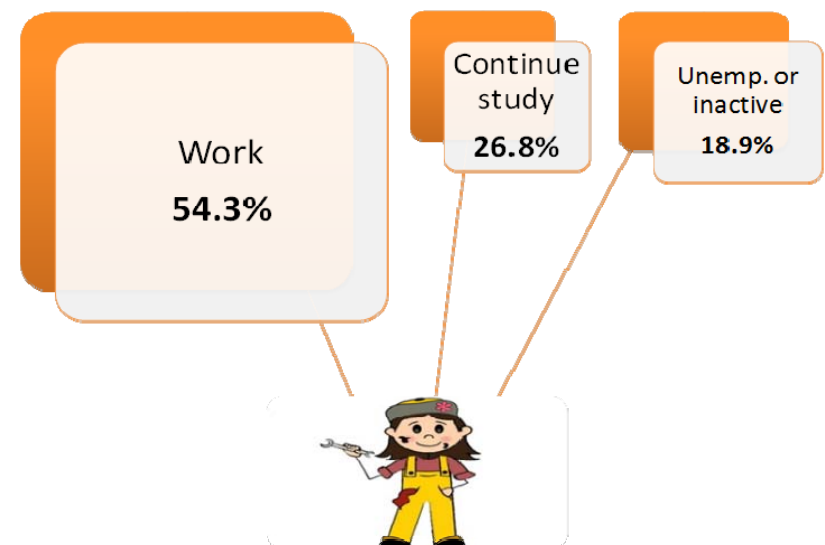# Typical pathways for young people in Europe
Labor market outcomes of vocational graduates

Age 18-24, EU27, 2009, upper-secondary/post-secondary-non-tertiary

General graduates tend to continue studying

Continue study
74.8%

Work
16.5%

Unemp. or inactive
8.7%

Vocational graduates tend to go straight to the labor market

Work
54.3%
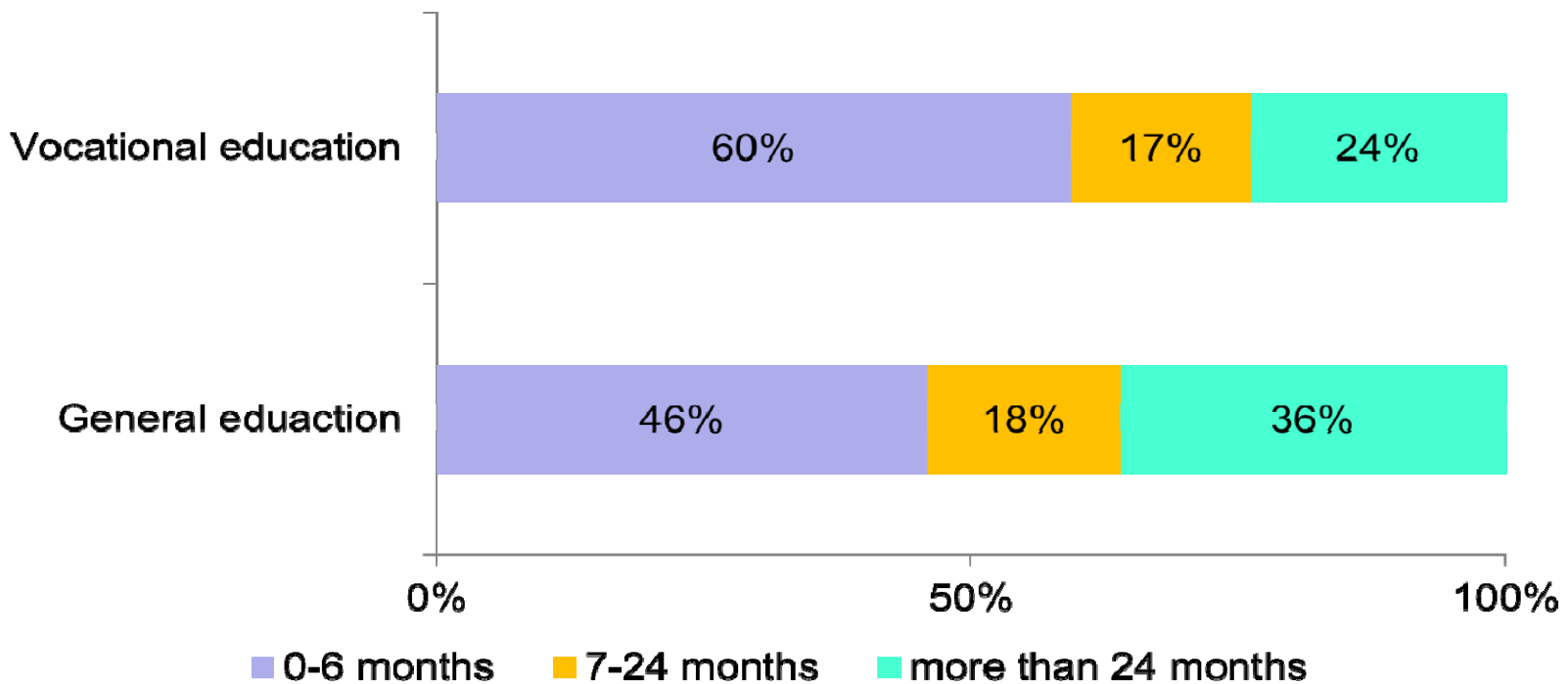
Continue study
26.8%

Unemp. or inactive
18.9%

Source: CEDEFOP, based on the EU Labor Force Survey 2009 Ad Hoc Module

General grads spend longer time without work
Labor market outcomes of vocational graduates

Cumulative duration of non-employment after leaving education
Age 25-29, EU27, 2009, upper-secondary/post-secondary-non-tertiary

	0-6 months	7-24 months	more than 24 months
Vocational education	60%	17%	24%
General education	46%	18%	36%

0%   50%   100%

■ 0-6 months   ■ 7-24 months   ■ more than 24 months

Source: CEDEFOP, based on the EU Labor Force Survey 2009 Ad Hoc Module
(Excluding Germany)

10

Direct measurement of skills

Skills acquisition	LAMP (UIS)	Reading, Pre-reading, Numeracy
	STEP (World Bank)	Cognitive, Socio-emotional Technical
	PIAAC, PISA (OECD)	Literacy, Numeracy, Problem-solving, Generic skills, Skills formation / outcomes
Skills requirements	STEP (World Bank)	Workforce characteristics, Skills used by the workforce
	Enterprise Surveys (World Bank / IFC)	Workforce characteristics
	Employers Survey (CEDEFOP)	Skills needs of employers. Generic / Occupation-specific skills
Skills development systems	SABER (World Bank)	Benchmarking Workforce Development: Policy / institutional factors
	Work4Youth (ILO / MasterCard)	Labor market and good practices information on youth employment

Inter-agency exercises on skills measurement

Follow-up on G20 Multi-Year Action Plan on Development (Seoul 2010)

Action 1	Create internationally comparable skills indicators for employment and productivity for low income countries	OECD World Bank
Action 2	Enhance national strategies to develop skills, improve productivity in existing jobs, and promote investment in new jobs	ILO UNESCO
Working Group on TVET indicators	Develop conceptual frameworks and indicators for monitoring and evaluation TVET at the national level	ETF

National level skills measurement
What are the next steps?

Challenges

- No international consensus on definition of skills
- No coordination mechanism among diverse training providers
- No policy-relevant conceptual framework and data

Steps to address challenges

- Identify targets, priority areas, data to guide policies
- Develop a national skills strategy
- Make better use of existing information
- Develop capacity
- Learn from international best practices

Achievable short term goal

- Develop a statistical framework in the countries that have a conceptual framework for skills policy-making

International skills measurement
What are the next steps?

What are potential areas for international comparison?
- Scale-up of national measurement to regional / global levels
- Regional qualification frameworks (SADC, CARICOM, ASEAN)
- South-South cooperation

Post-2015 international development agenda
- Beyond the MDGs and EFA goals
- Lessons learned from international development agenda
- Alignment with the aid effectiveness agenda

Who will take the lead? Who will coordinate?
- UN organizations, development banks, bilateral donors
- Regional organizations
- Organizations in developing countries

3 key messages to improve skills measurement

Ensure dialogue with policy-makers

**Look at "skills development"
instead of "the education sector"**

**Start from the national level, and look at the
regional level in line with skills policy debate**