



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

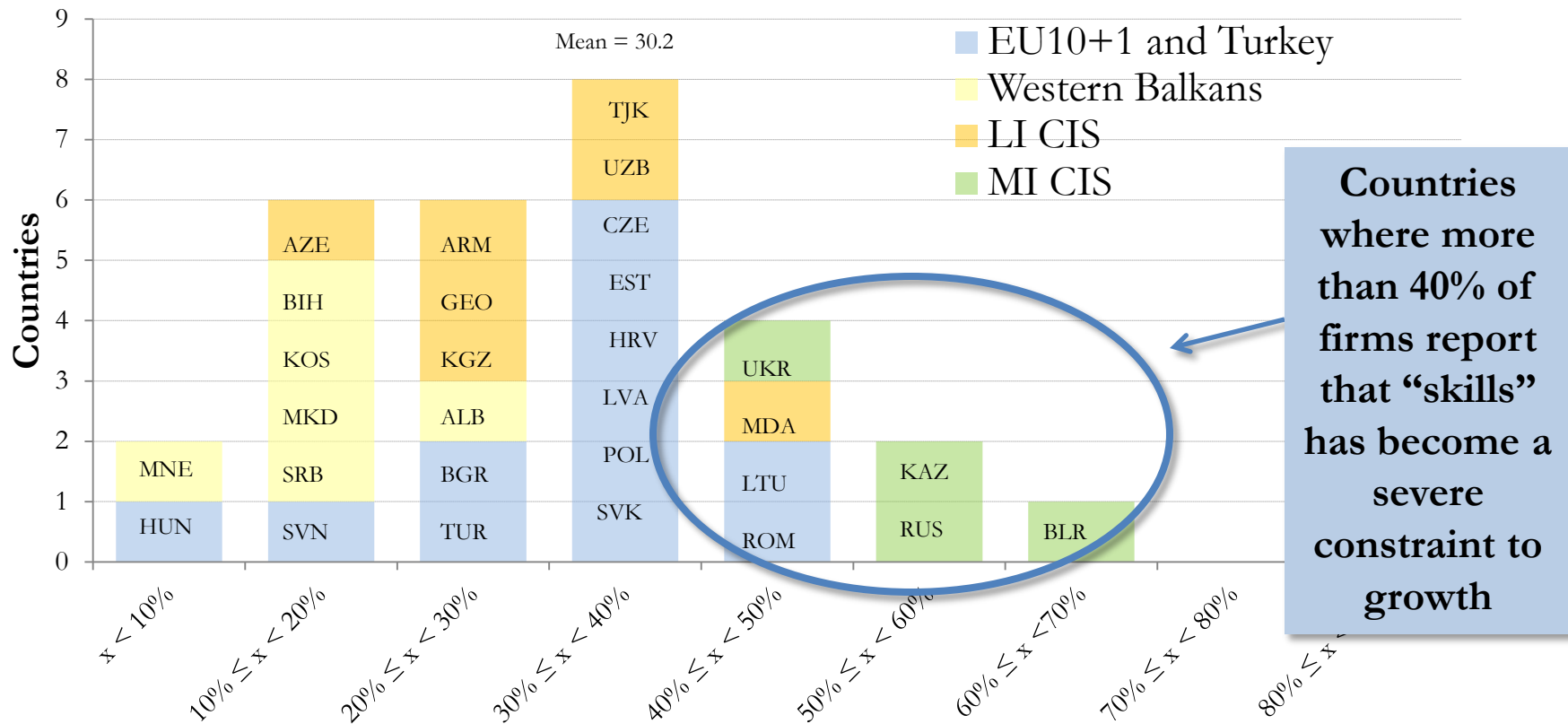
Findings from forthcoming regional report on Eastern Europe and Central Asia (ECA) and ongoing World Bank work

High level Education Forum on
Education Systems in Europe in the 21st Century

Lars Sondergaard, September 22, 2011



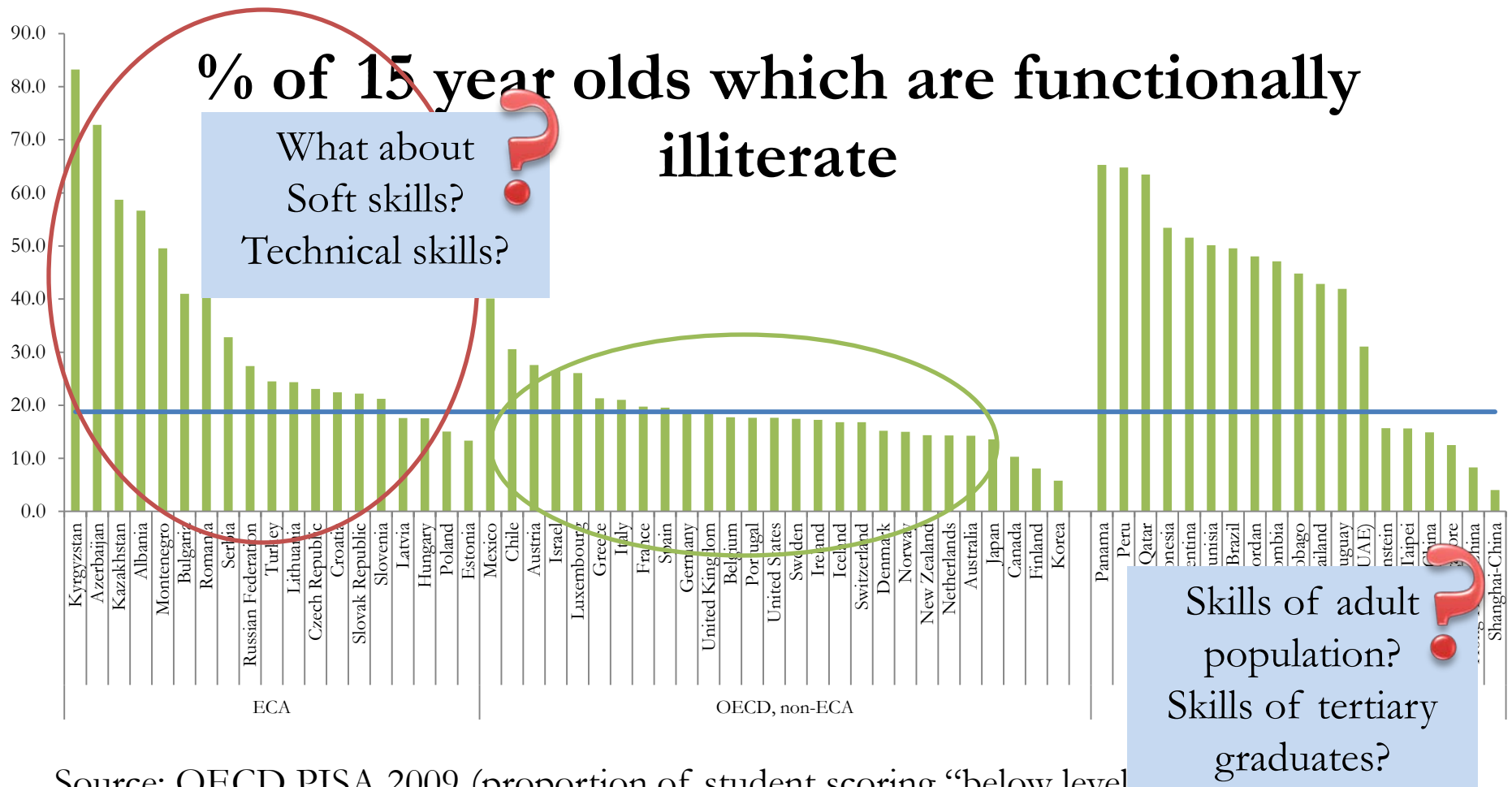
The wake up call: supply hasn't kept up with changes in the demand



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

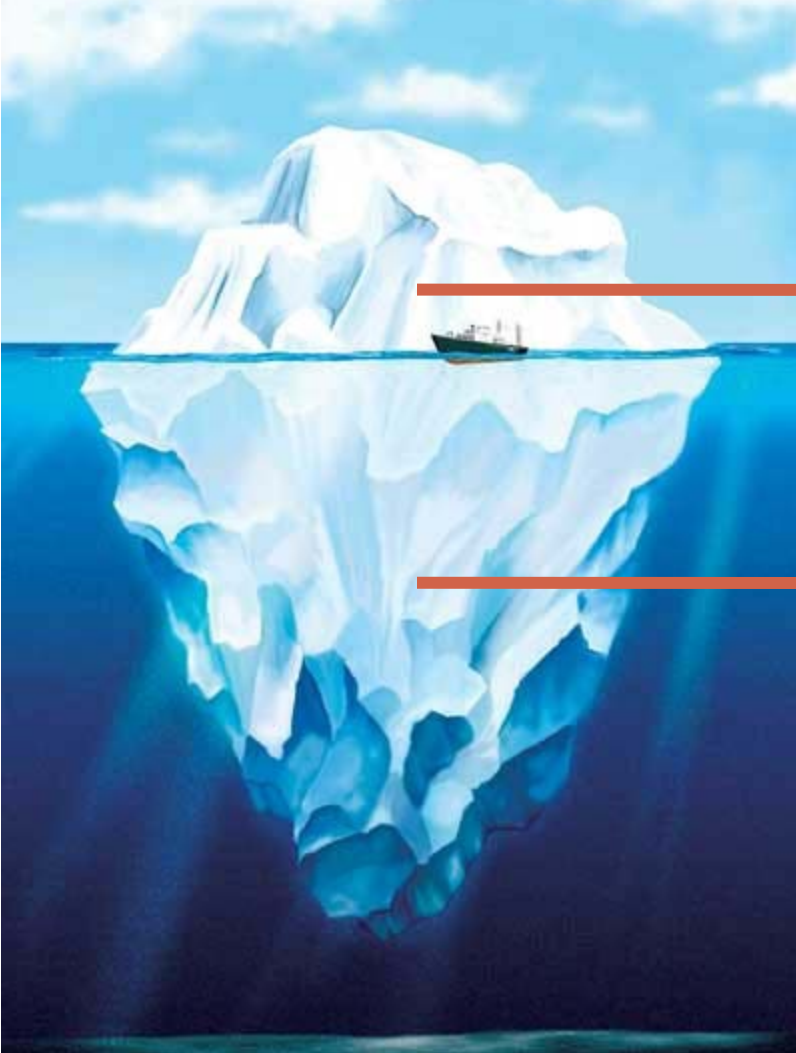
Source: Turmoil at Twenty, World Bank, 2009

Basic cognitive skills is a problem for many students



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

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		



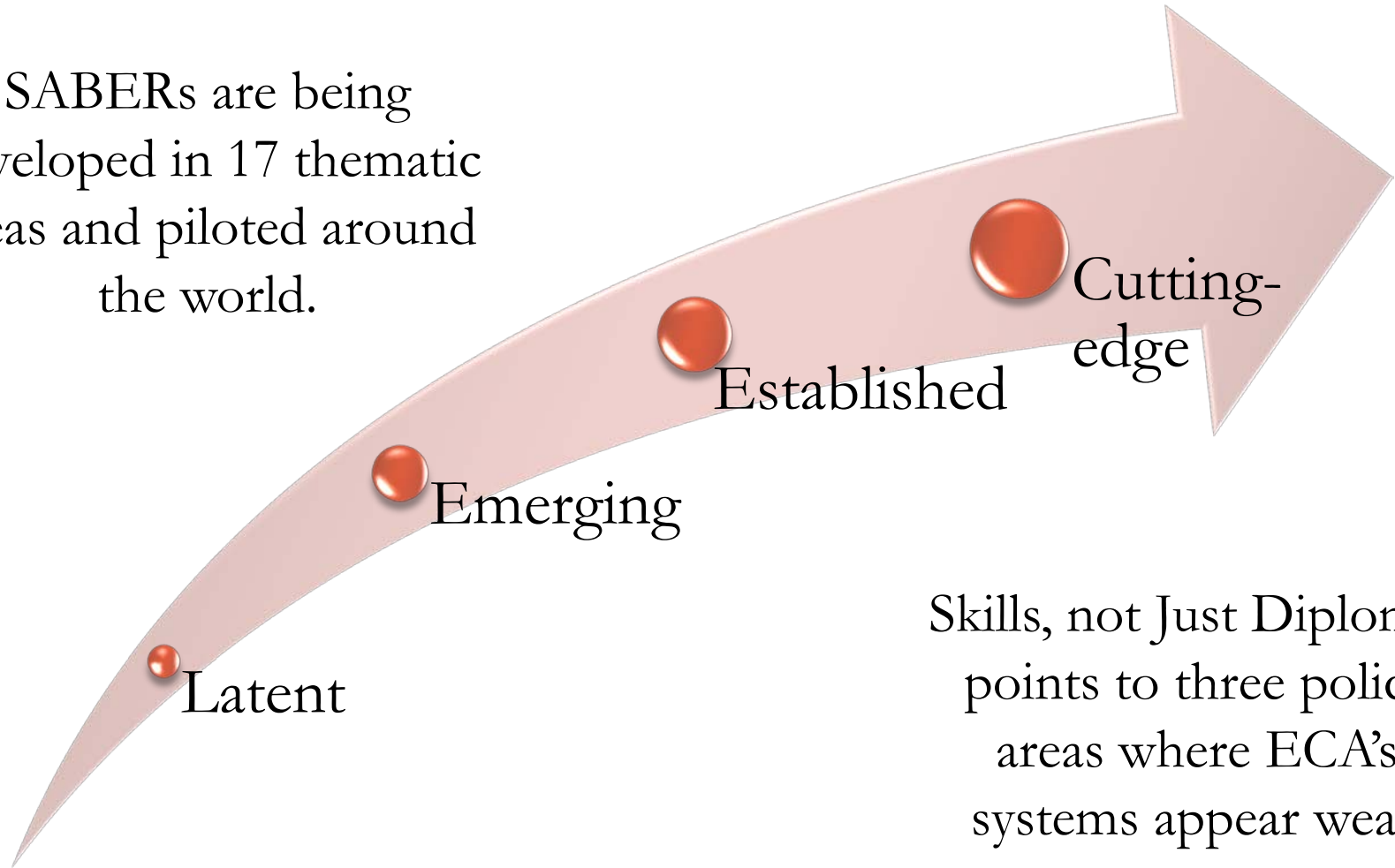
System performance: What does it take to be a “well-educated” person in the 21st Century?

- ▶ Mounting evidence that both cognitive (e.g, literacy, numeracy) and non-cognitive (socio-emotional/ “soft”) skills are key determinants of socioeconomic success and well-being
 - ▶ Cognitive and non-cognitive skills improve employment and earnings and reduce social problems
 - ▶ Skills beget skills: Cognitive and non-cognitive skills predict access to tertiary education; participation in further training
 - ▶ Both are *malleable* through human development investments (maternal health, ECD, education, training)



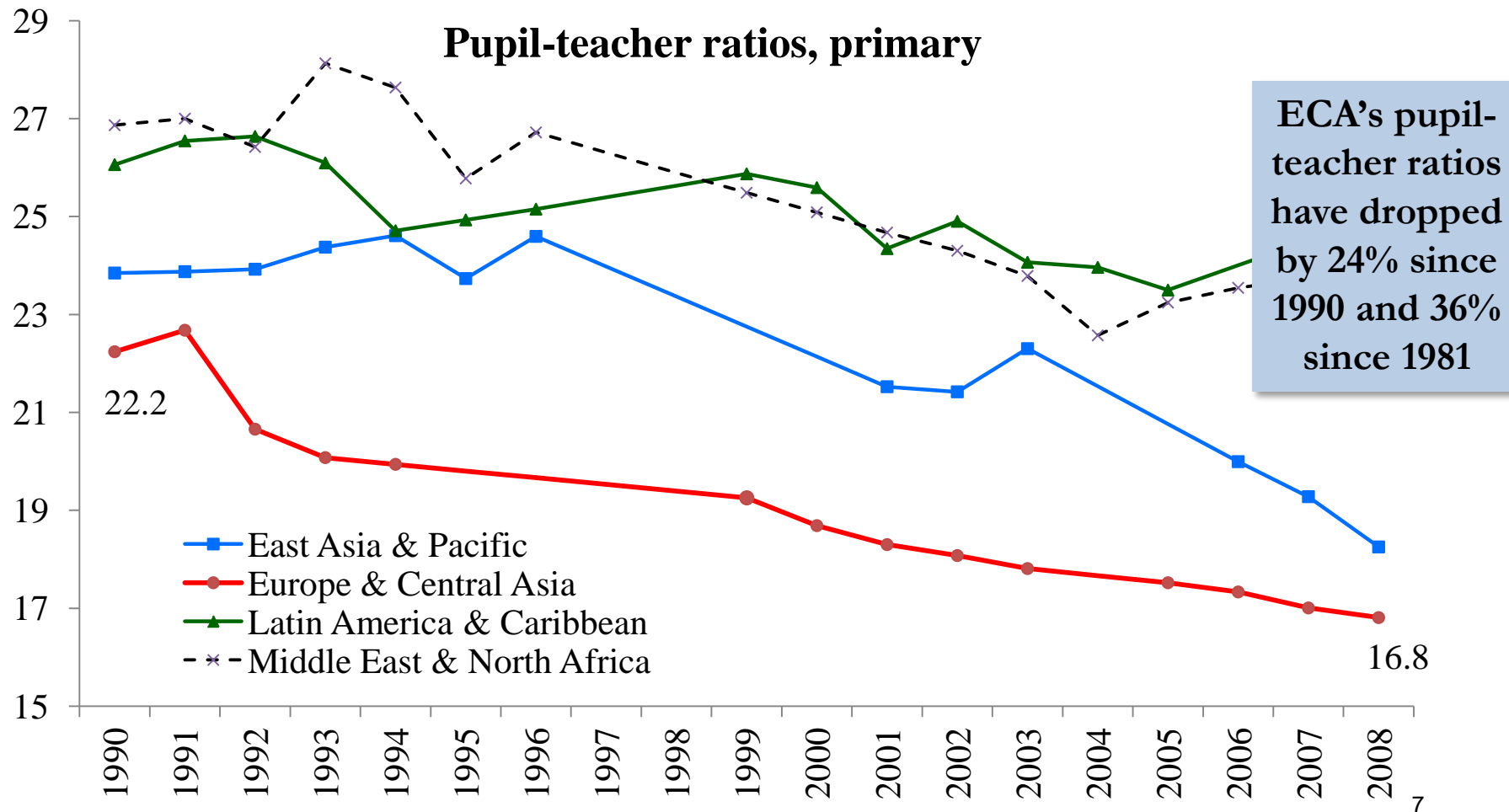
Understanding what you don't see: are the policies and institutions cutting-edge?

SABERs are being developed in 17 thematic areas and piloted around the world.



Skills, not Just Diplomas points to three policy areas where ECA's systems appear weak

Weakness 1: by some measures, ECA's education systems is one of the most inefficient in the world



Resources are spent the wrong way

Wasteful spending

- High utility bills
- Refurbishing schools which are no longer needed
- Salary payments to staff which are not needed

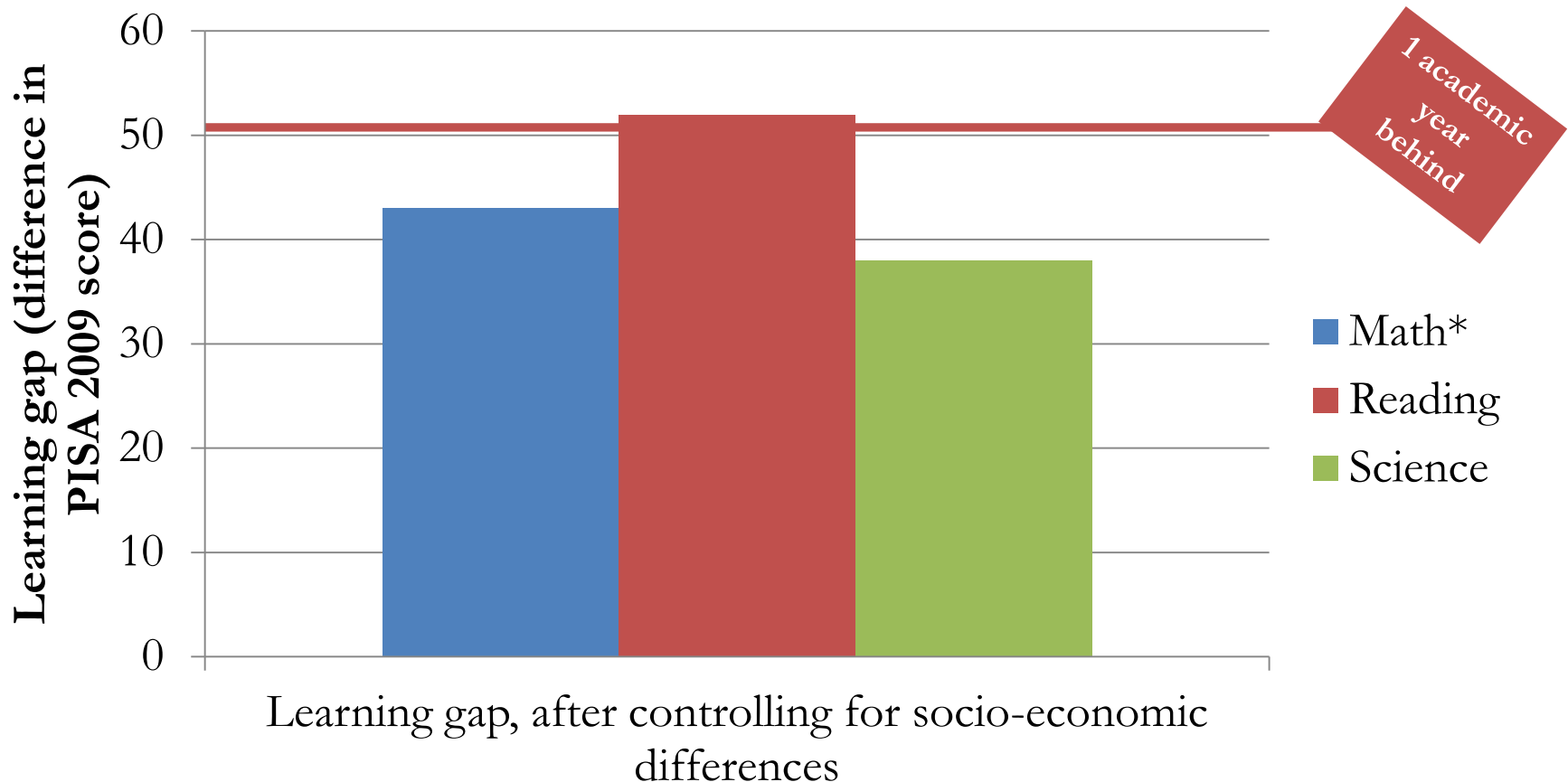
What's missing?

- Teacher training is cut
- Teacher salaries are not attractive
- Ministries of education do not have resources to reform and/or innovate



Weakness 2: exams are used to test students, not assess system weaknesses

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



Latent

Not started, very early stages, no, or rare participation in international assessments

Armenia
Azerbaijan
Belarus
Bosnia & Herzegovina
Kazakhstan
Kosovo
Kyrgyz Republic
Tajikistan
Turkey
Turkmenistan
Uzbekistan

Early piloting of own assessment instruments, some participation in international assessments

Albania
Croatia
Czech Republic
Estonia
Georgia
Macedonia, FYR
Moldova
Montenegro
Poland
Russian Federation
Slovak Republic
Ukraine

Several years of experience with own assessments and regular participation in international assessments

Bulgaria
Hungary
Latvia
Lithuania
Romania
Serbia
Slovenia

Several years of experience in measuring, analyzing, and making use of learning results to improve education policy

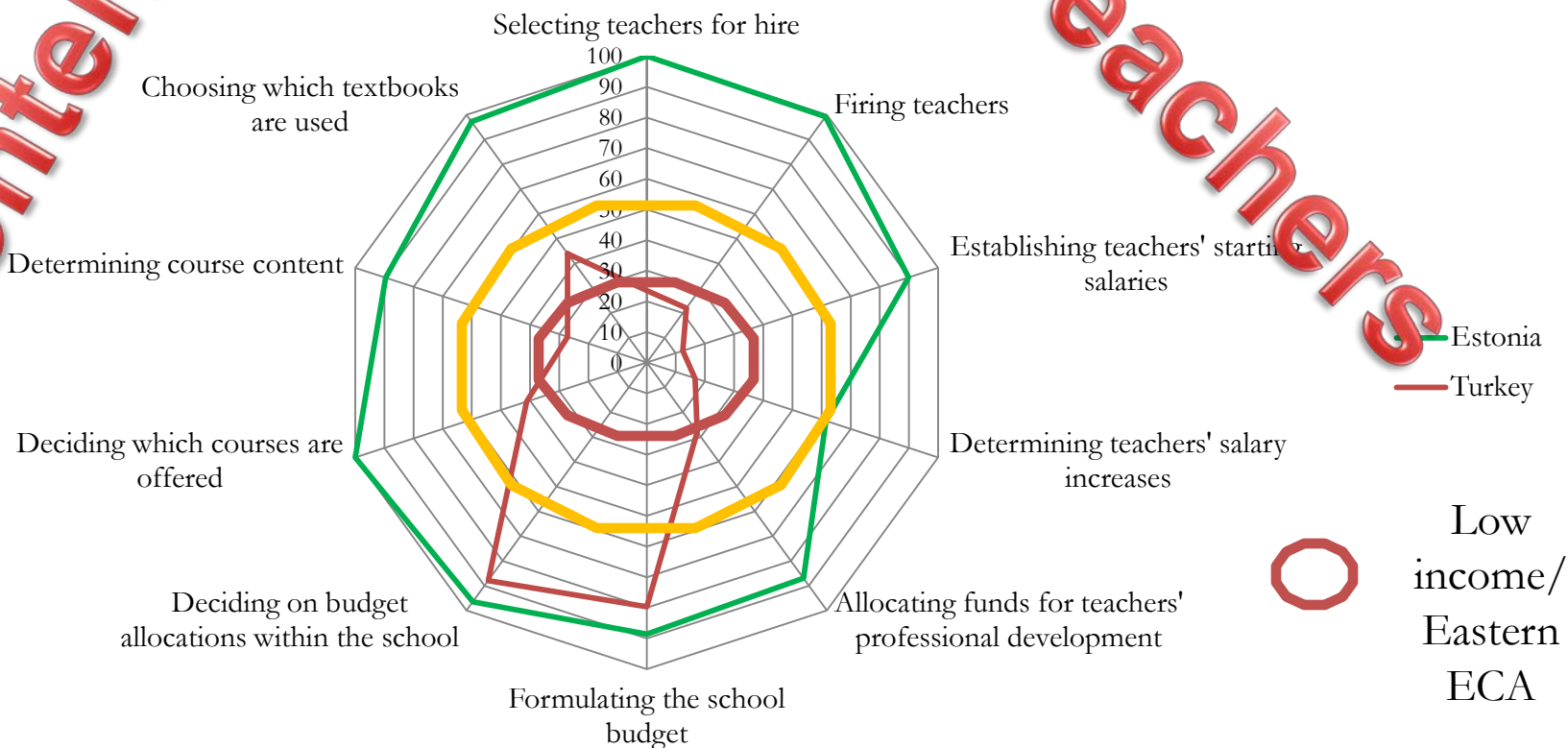
Cutting edge

Weakness 3: School principals have limited autonomy

Content

Teachers

School autonomy in Estonia vs Turkey



Source: OECD Talis data base

Budgets

- Low income/ Eastern ECA
- Middle income

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:

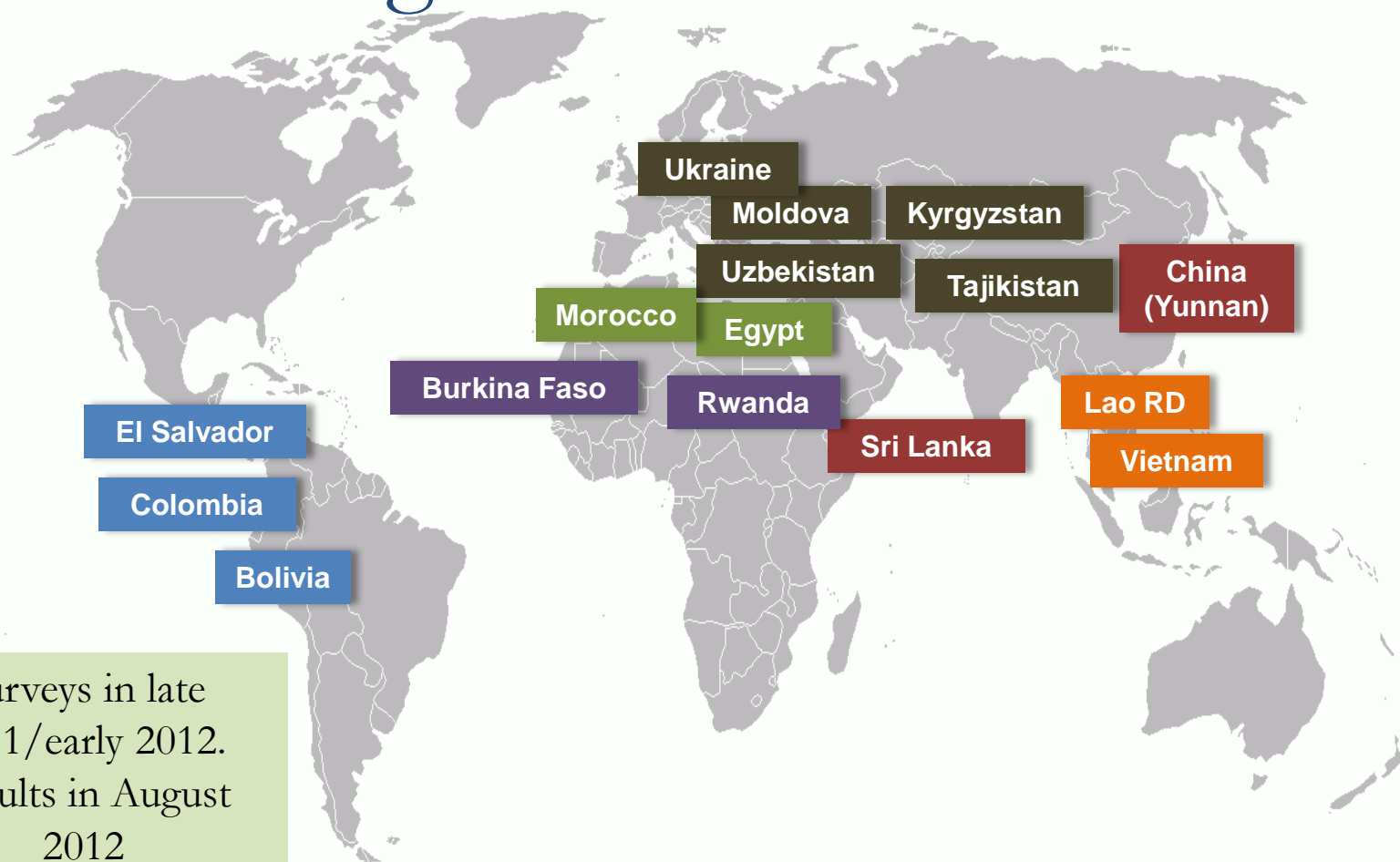
- New survey instruments to measure skills, incl. socio-emotional skills, and links to socio-economic success and well-being
- Tracking graduates using tracer studies
- Building capacity to use tests to assess systems

□ New expenditure tool to improve efficiency by linking expenditure to results:

BOOST SPENDING AND PERFORMANCE DATA AND RESULTS

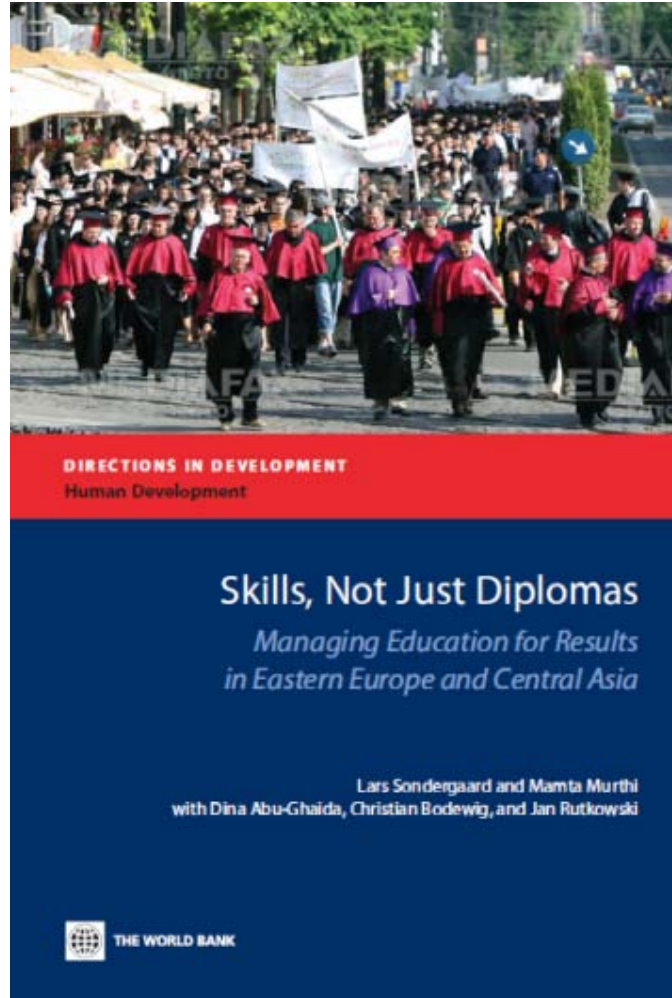


Skills surveys of both cognitive and non-cognitive skills



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

Launch of “Skills, Not Just Diplomas”: October 24th, 2011



How can we help creating skills for growth?

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