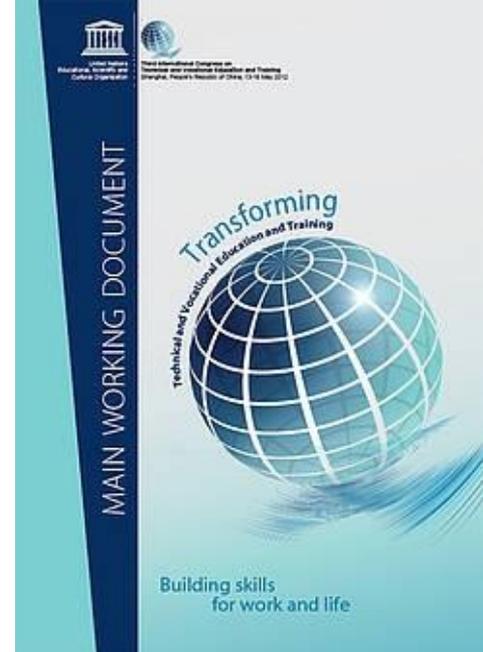


McKinsey Global Institute



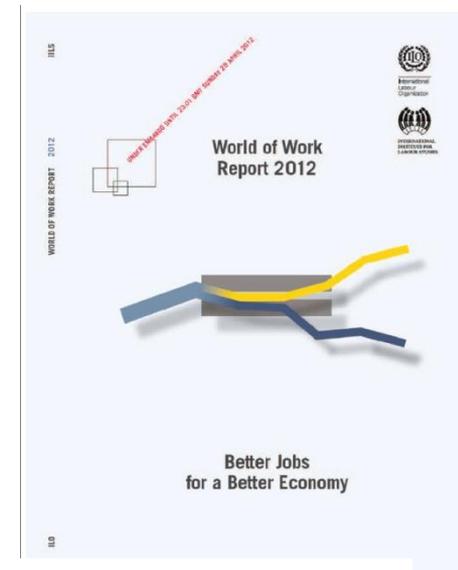
June 2012

The world at work:
Jobs, pay, and skills
for 3.5 billion people



Review of Key Reports on TVET, Skills Development, Work and Jobs

Kenneth King, ADB, 12.12.12



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2012-Year of TVET, Skills, Work & Jobs

- Why the same year for: *Better Lives* (OECD); *World TVET Report* (WTR); *Transforming TVET* (TTVET); *Global Monitoring Report* (GMR); *World Development Report* (WDR); *World At Work* (MGI); and *World Of Work* (ILO)??
- Also for Third International Congress (TIC); and for International Forum (ADB).
- See also *Good Practice* (ADB 2009) & *Skills Development* (ADB/Springer 2013)

Reports on TVET, Skills Development (SD), Work and Jobs: The “red threads”

- 1. Concepts of skill, and why definition matters
- 2. Where are skills developed, and in what sequence?
- 3. What comes first: skills or jobs?
- 4. Skills & an enabling labour market environment
- 5. Skills-and-growth
- 6. Measuring skills
- 7. Killer headlines & TVET/SD soundbites
- 8. Policy borrowing & policy learning in TVET
- 9. Learning for Asia and Learning from Asia
- 10. What post-2015 implications for skills and TVET?

TVET, SD OR Technical Vocational Skills Development (TVSD)?

- Danger of eclipse of 'TVET' by 'Skills'?
- Primacy of foundation-skills-for-all in GMR
- 'Education' a proxy for 'skill' in MGI but n.b....
- Are OECD's 'skills' from *Survey of adult skills*, from occupations, or from education levels?
- Decent and indecent jobs (and skills?) [WDR]; routine manual vs complex problem-solving
- Very little *direct* mention of skills, *of any sort*, in the WoW (ILO) report.
- From learning to do, to learning to be & to live (WTR)

Sequences of skills development

- GMR claims additive process with soft and technical on top foundation skills – reality diff.
- The primacy of non-cognitive (OECD) but non-cognitive essential in TVE & general secondary
- ‘All jobs require a combination of skills’, even if ‘learning to learn’ is not mentioned in WDR.
- Primary = low skill; secondary = medium skill; tertiary = high skill; TVET no mention (OECD).
But *Learning for Jobs* (OECD 2010) is TVET!

What comes first: skills or jobs?

- Underlying (false) assumption of skills development agenda: skills supply = jobs / productivity.... But labour market factors also play an essential role
- 'Jobs' (1924 mentions) need, pull and build skills – but so do 'work' (617), networks and family (WDR)
- Structural and demand side issues critical in skills development (ILO)
- Skills are acquired from early childhood but can also be lost (OECD)
- Key role of foundation skills in access to good jobs
GMR ['jobs' -191 mentions; 'work' – 642; the opposite to WDR]

Skills and TVET & an enabling labour market environment

- Note classic finding “4 years of education makes a difference to farmer productivity” (WB) –Not so; environment=key
- Skills acquisition vs. activation and utilisation (OECD)
- Not just business/investment environment, - social, nurturing, institutional & political (WDR)
- Foundation skills depend on a ‘literate environment’, or will be lost (GMR)

Skills-and-growth

- Two-way street between skills and growth; but ‘investing in skills pays dividends’ (GMR) and
- Chap. on ‘Investing in skills for prosperity’; Korea’s investment in skills = dramatic econ. growth (GMR)
- Half a year of schooling, over 20 years, = US\$115 trillion (OECD)
- Highskills workers needed for econ growth (MGI)
- (ADB): Skills nec. but not suffic. for econ. growth

Measuring skills and TVET

- Piloting *Survey of adult skills* (OECD) –but not ready till 2013, and only foundation skills
- Statistics of access and quality of foundation skills adequate, but minimal stats on transferable and technical skills (GMR)
- G20 work on internationally comparable indicators of skills (eg no. of youth in apprenticeship) not ready before 2015 (GMR/ILO)

Killer headlines & TVET/SD sound-bites

- Dangers of headlines, sound-bites, iconic numbers and large generalisations
- ‘War for talent’ (MGI). Implied logic of ‘Better skills, better jobs, better lives’; ‘Skills have become the global currency’ (OECD).
- ‘Evidence is clear that investing in skills pays dividends’ (GMR); ‘TVET for (TTVET)
- ‘More and better skills make it easier... to boost job growth’ (ILO).

Policy borrowing and policy learning in TVET & skills development

- The challenge of ‘best practice’, exemplary projects, illustrative boxes. What is the evidence base for the illustrations?
- Health warnings in some cases (e.g. NQF) [GMR]; in other cases, success is claimed.
- Many linked to natl. & intl. NGOs but ‘success’ often with small nos. e.g. 2-300 trainees. Danger of iconic nos. cf. Farmer field schools +253% crop value – especially for those without educ. (GMR)

Learning for Asia or from Asia

- Overall, more illustrations of learning about TVET & skills development **from** Asia than learning **for** Asia, especially from richer Asia
- So far from a unique model **for** Asia, there seem to be a whole series of unique models already. Not so static, but evidence of innovation in India, S. Korea, Singapore etc etc
- But health warning about the global toolkit of policy borrowings in TVET (WTR)

Skills in the post-2015 development agenda?

- The post-2015 discussion of options for skills or for TVET is almost nowhere discussed except for the goal of universal lower secondary (GMR).
- The UN thematic consultation on education post-2015 is just launched, 10th December 2012:
www.worldwewant2015.org/education2015
- Or 12-13th December 2012 in Bangladesh:
<http://www.worldwewant2015.org/node/293235>
- Or in Bali, 13-14 December 2012

Critical summaries of global reports

- This exercise has proved to me that powerpoint one-liners cannot capture the **complexity and density** of global reports.
- Short analytical policy insights are essential to deal with these 2000 pages of text.
- The role of ***NORRAG News (NN)*** claims such an approach. See the next issue NN 48 on 'Global TVET Reports & Post-2015'

www.norrags.org

Followups

- There is a paper written for this meeting by KK on **A Review of Key Reports on TVET, Skills Development, Work and Jobs**
- A soft copy can be provided by the secretariat for comments by participants.
- And can be discussed directly with Kenneth.King@ed.ac.uk
- I shall send participants a one page query about post-2015 in the region. Today!