

Session 2.3

Overview of World Bank Support for Workforce Development

Jee-Peng Tan , Advisor and
Ryan Flynn, Consultant
Education Department
Human Development Network
The World Bank

April 15-16, 2013
Jakarta, Indonesia

Based on “Overview of World Bank Support for Workforce Development through Operations in Human Development during 2002-2012” by Manorama Gotur, Senior Operations Officer and Viviana Gomez, Consultant



Session Objective

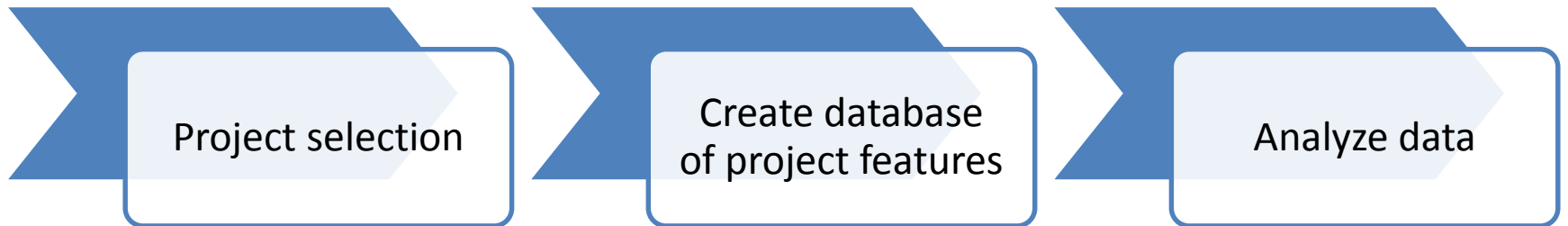
- Present trends in World Bank support for WfD (2002-2012) under the Education and Social Protection Sector Boards
- Explore the composition of portfolio in relation to the SABER-WfD framework



Outline

- ★ 1. Methodology and Sample
2. Project design and activities
3. Challenges and lessons

Methodology



Methodology: Project selection

684

Universe of approved Education and Social Protection projects

*Keyword
search*

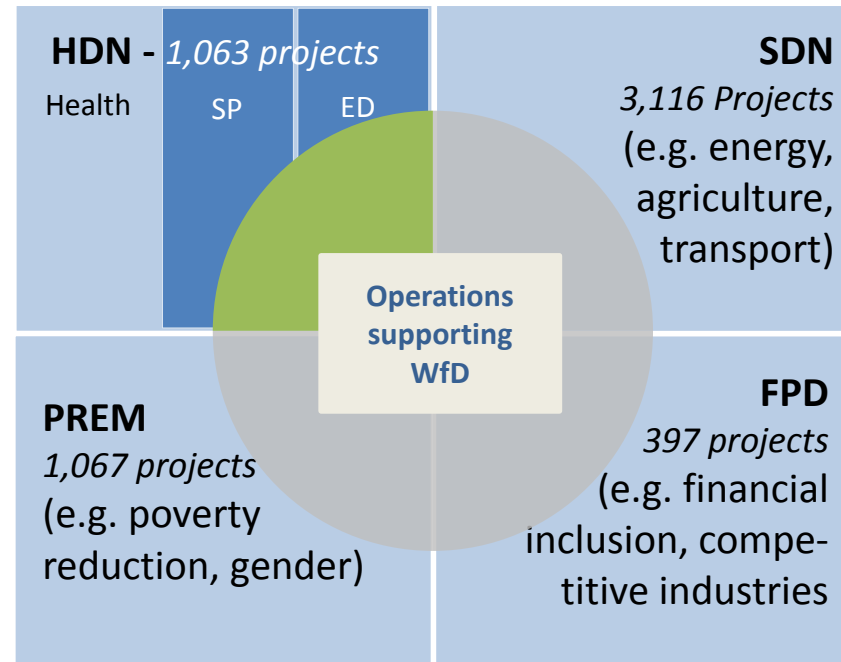
476

Projects meeting search criteria

*Review of PDOs
and components*

93

**Total number of operations
supporting Workforce
Development in ED and SP**



Sample characteristics:

Number and distribution of projects supporting WfD

684 Education and Social Protection projects

WfD 93	Other projects 594
-----------	-----------------------

13% of all ED and SP operations supported WfD

93 WfD projects, by sector

ED 59	SP 34
----------	----------

ED operations accounted for nearly two-thirds of the WfD operations

93 WfD projects, by funding source

IBRD 41	IDA 40	BLEND 12
------------	-----------	-------------

Both low- and middle-income countries received support for WfD

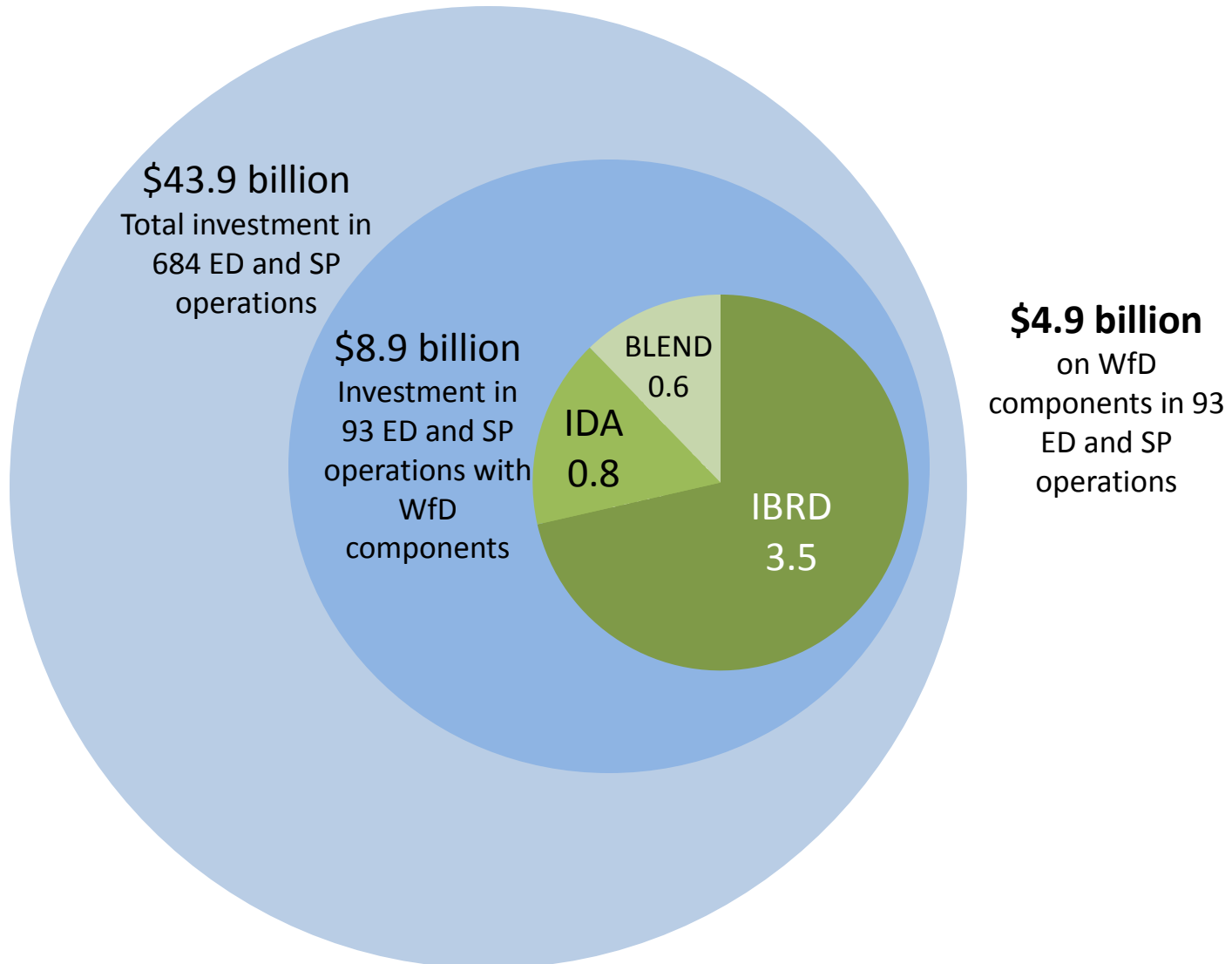
93 WfD projects, by region

AFR 32	LAC 21	ECA 14	SAR 10	MENA 8	EAP 8
-----------	-----------	-----------	-----------	-----------	----------

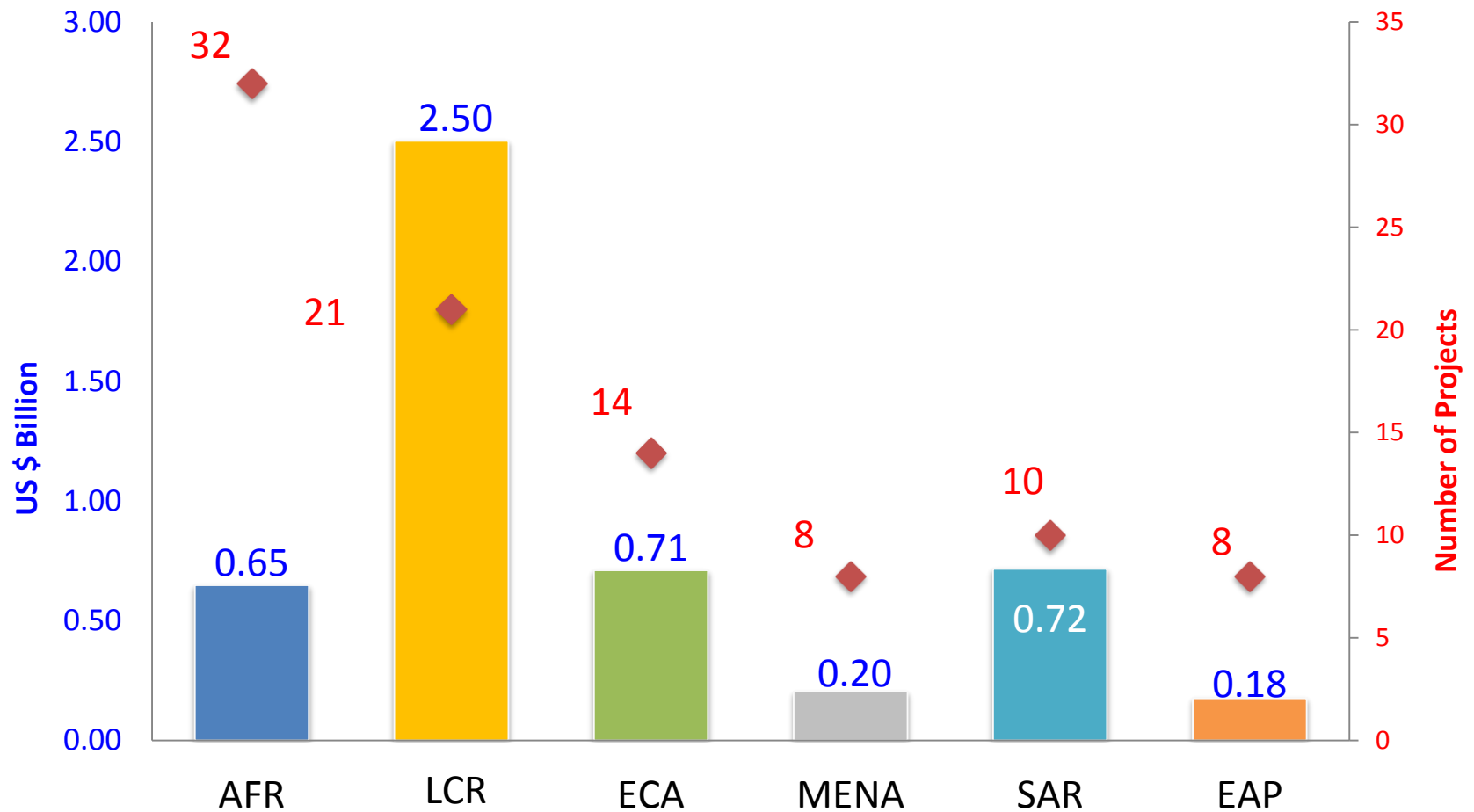
AFR and LAC accounted for the largest share of the WfD operations

Sample characteristics:

Volume of support for WfD (\$ billion)

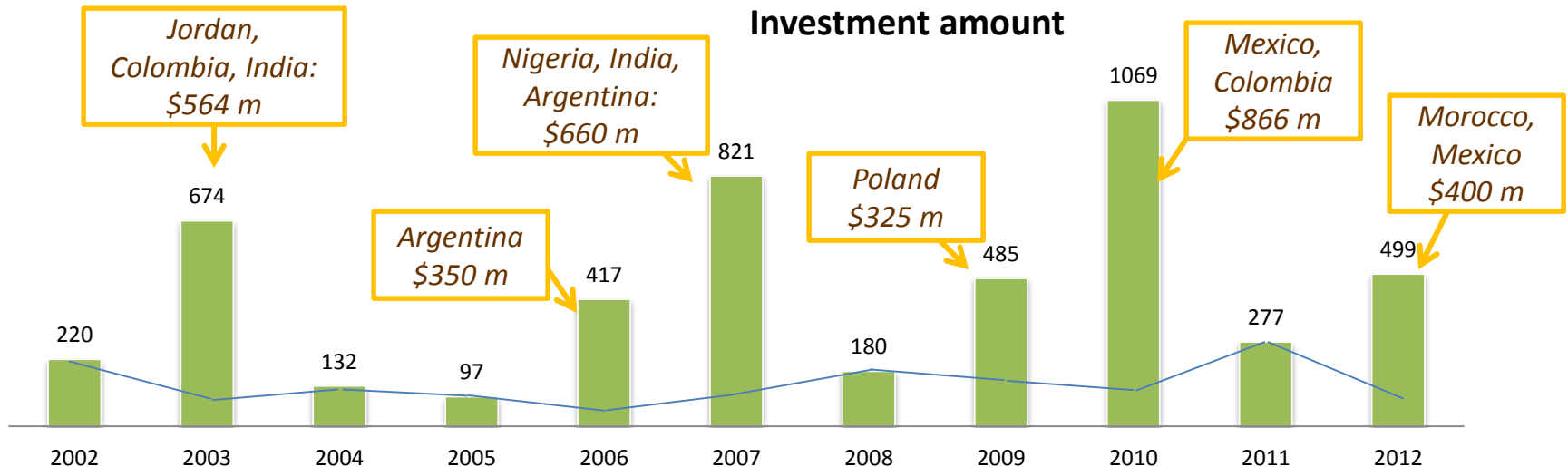
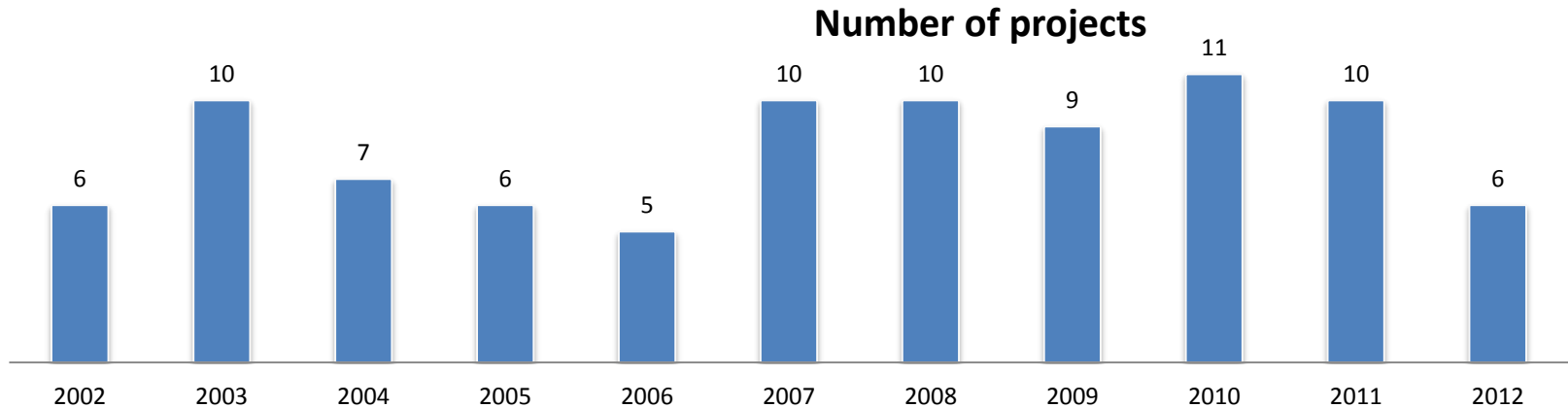


Sample characteristics: Distribution by Region



Sample characteristics:

Trends in the number of projects and volume of support for WfD



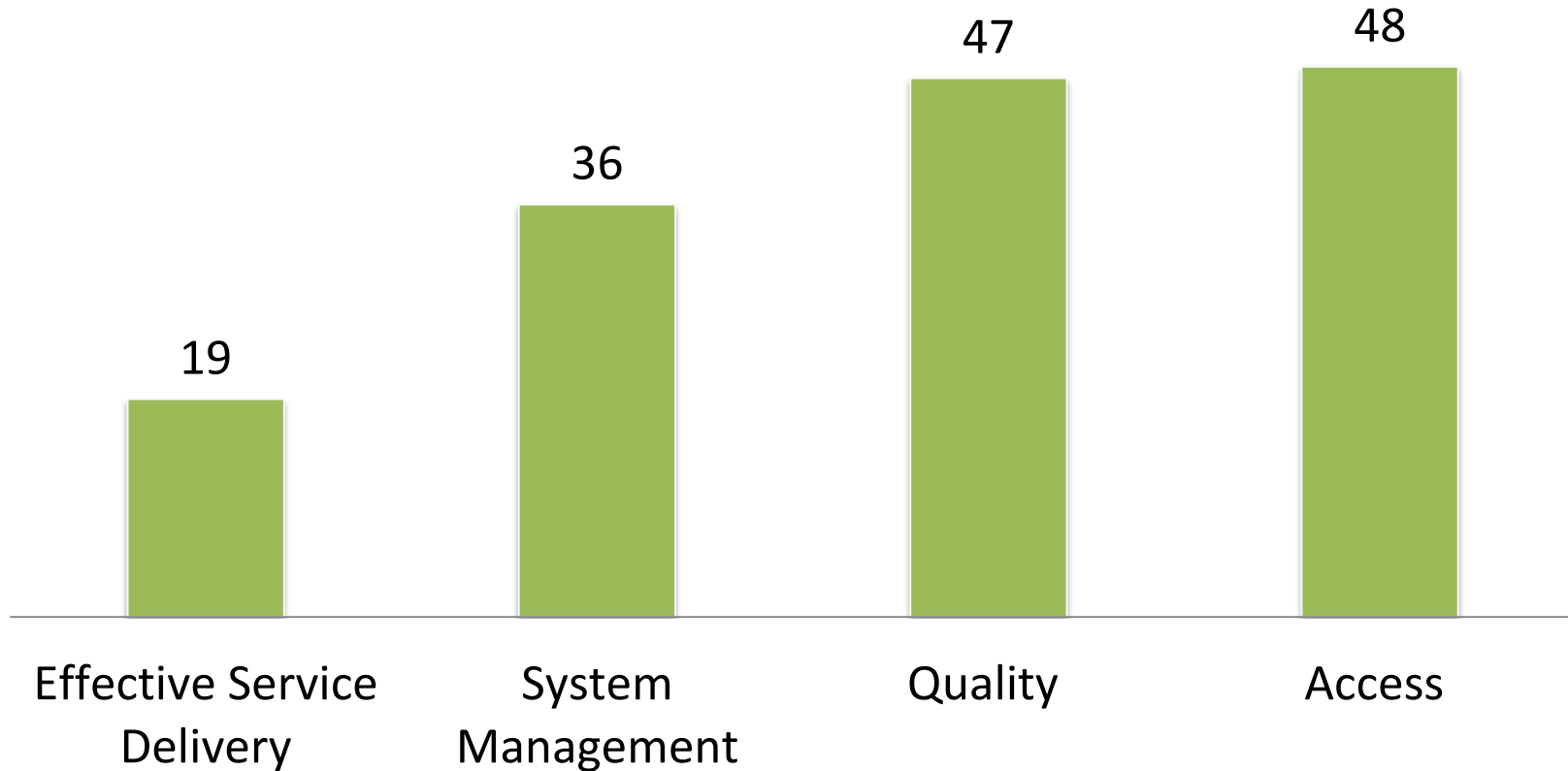
Outline

1. Methodology and Sample

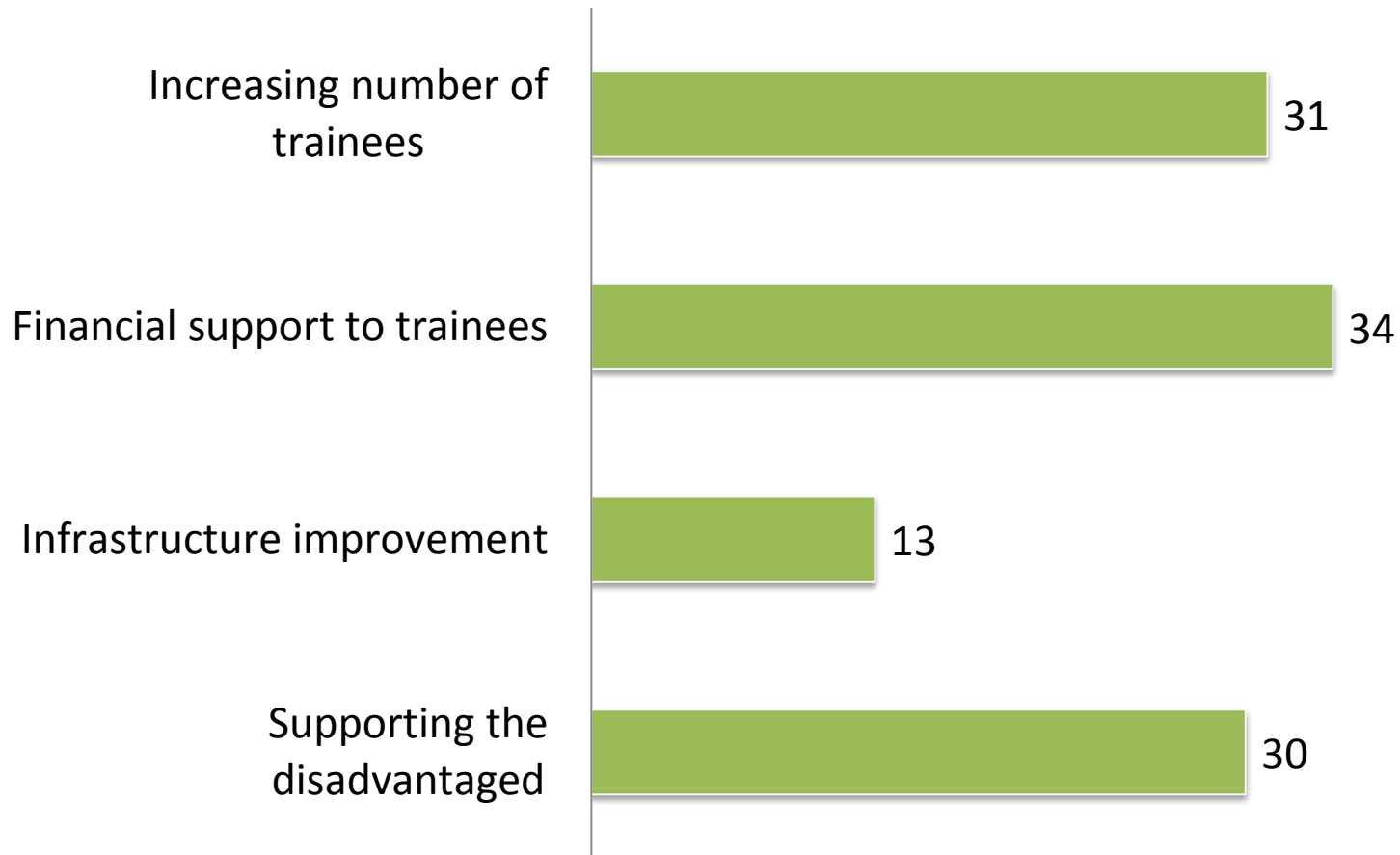
 2. Project design and activities

3. Challenges and lessons

Project development objectives (PDO)



Project activities: *Access and Equity*



Project activities: *Access and Equity (Example)*

Liberia Youth Employment and Skills Project

PDO: To expand access of poor and young Liberians to temporary employment programs and to improve youth employability

Component 1: Community works

- Scale up the ongoing Cash for Work Temporary Employment Project
- Technical assistance to the government to better coordinate and provide oversight for temporary employment activities.

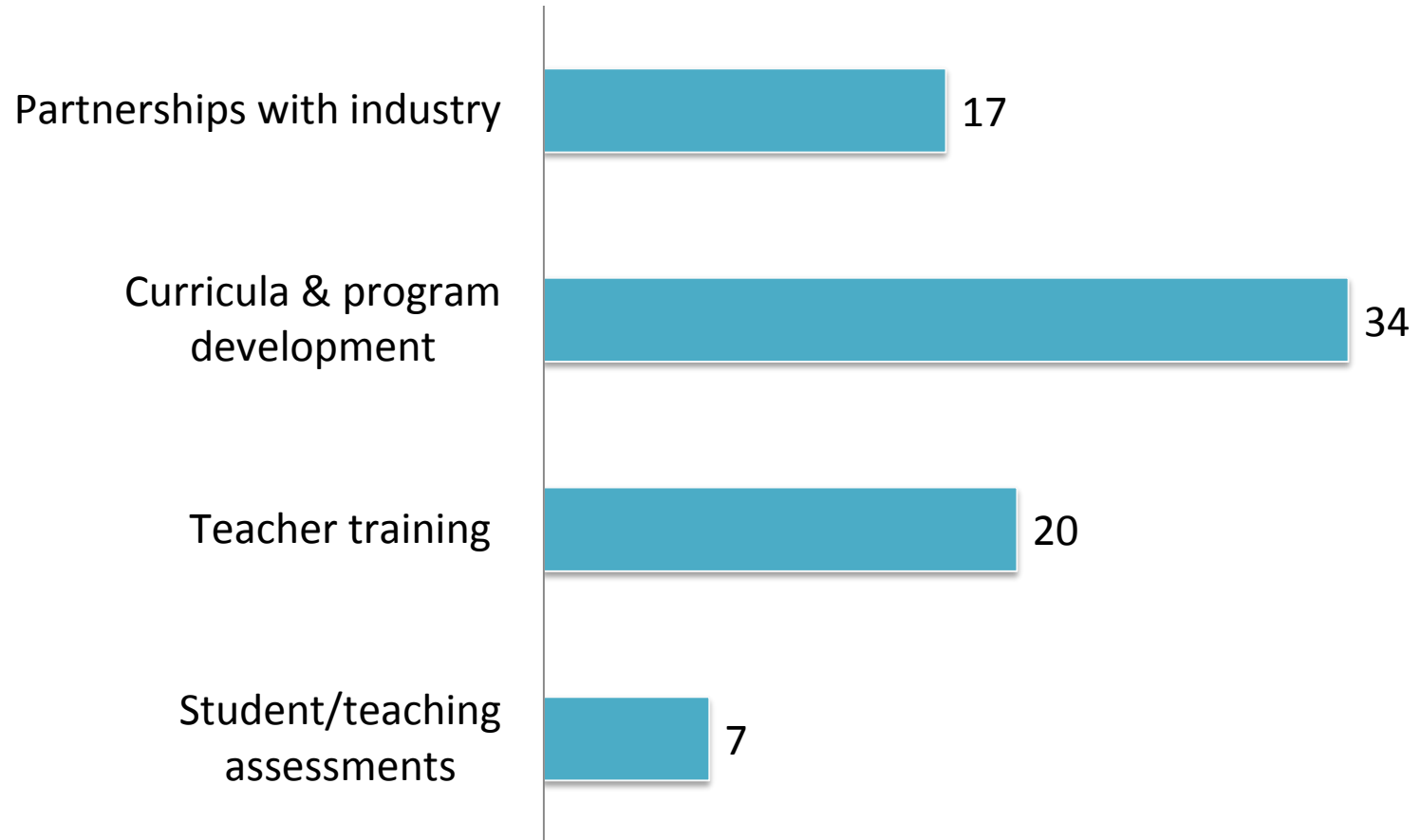
Component 2: Skills for jobs

- Skills Development Programs
- TVET institutional development

Indicators (examples):

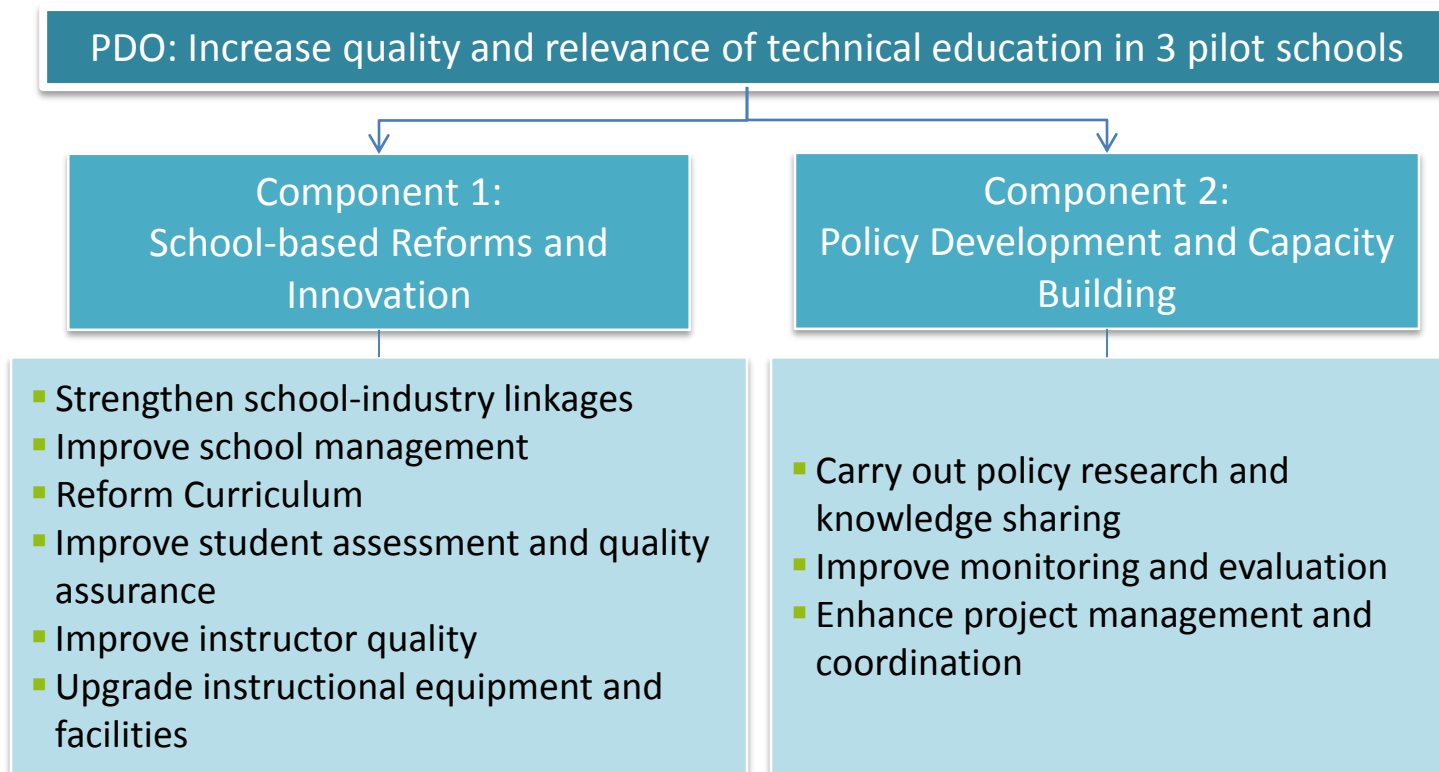
- Direct project beneficiaries/ Female project beneficiaries
- Net income gain of targeted participants in year of participation
- Persons participating and completing skills development programs and receiving certification

Project activities: *Quality and Relevance*



Project activities: *Quality and Relevance (Example)*

China Guangdong Technical and Vocational Education Training



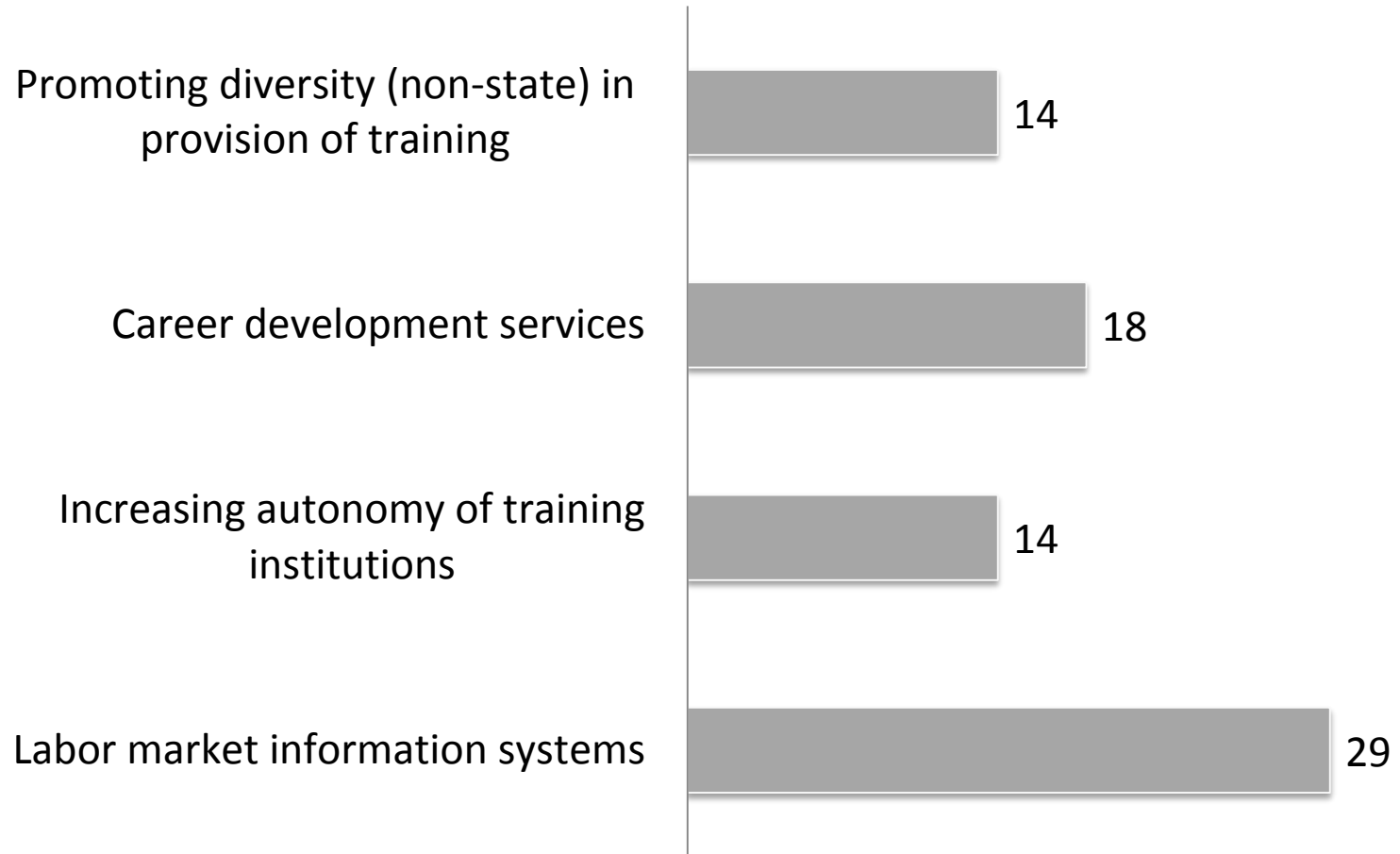
Indicators:

- Percent of graduates who pass skill certification exams
- Percent of graduates finding initial employment within 6 months
- Starting salary of graduates (amount in US\$)

Project activities: *System Management*



Project activities: *Effective Service Delivery*



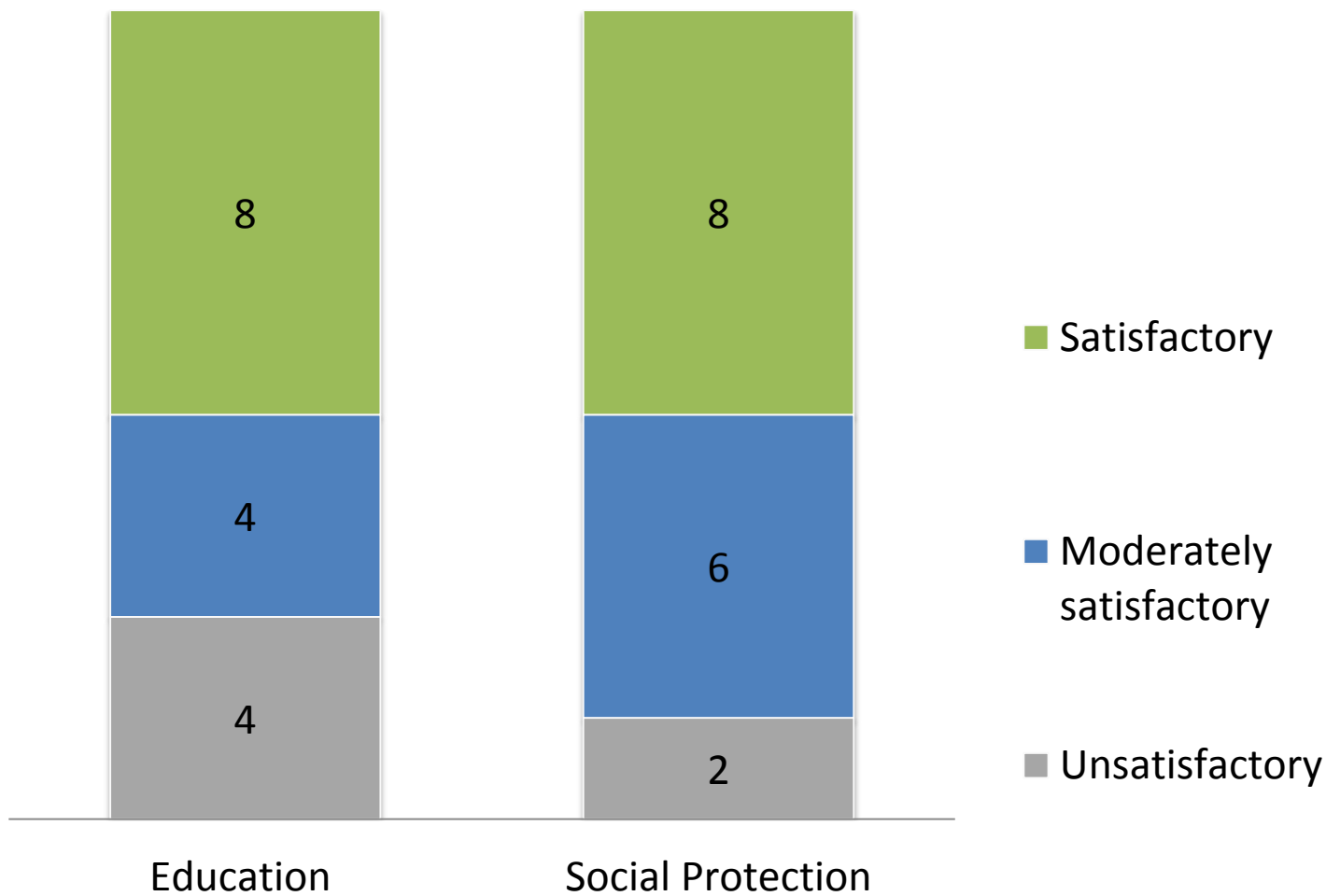
Outline

1. Methodology and sample
2. Project design and activities

 3. Challenges and lessons

ICR Ratings of Closed Projects supporting WfD

Number of closed projects: 32

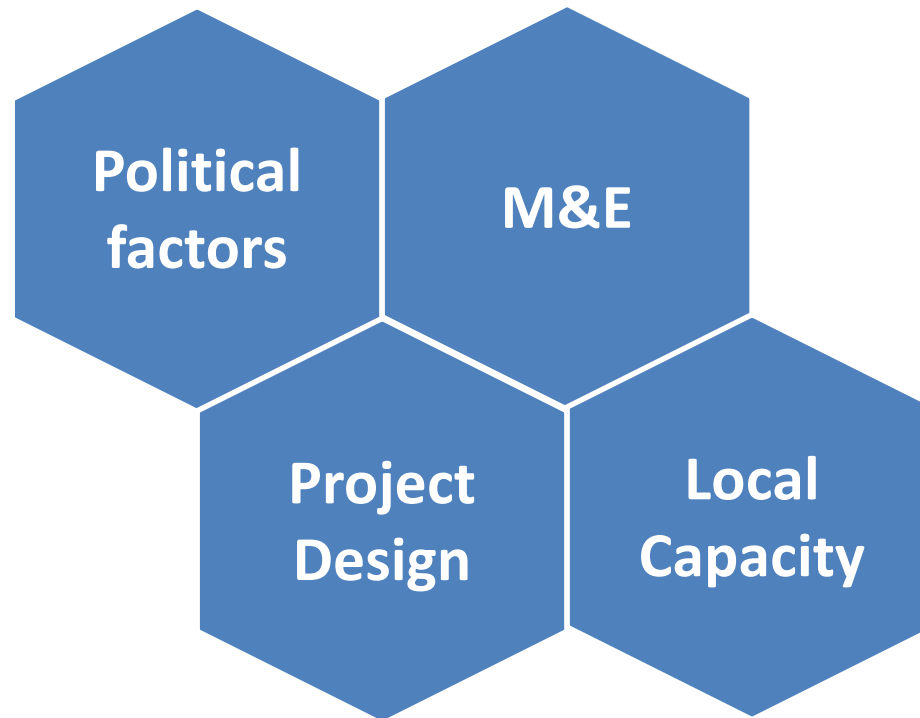


What results are being achieved?

Project Name	PDO	Results (preliminary in some cases)
China Guangdong Technical and Vocational Education Training	Relevance and quality	<p>Between 2010 and 2012:</p> <ul style="list-style-type: none"> ✓ % pass rates skills certification exams: 70% to 86% ✓ % graduates finding employment in 3 months: 34% to 91% ✓ Starting salary of graduates: \$950 to \$2,221
Mozambique Technical and Vocational Education and Training	Relevance and quality	<p>Between 2006 and 2012:</p> <ul style="list-style-type: none"> ✓ Competency standards for 41 occupation levels approved ✓ 32 new programs created ✓ 1000+ students assessed through the new competency-based training regime
Chile Lifelong Learning and Training	Employability	<p>Between 2003 and 2010:</p> <ul style="list-style-type: none"> ✓ 40,000+ students enrolled in Technical Tertiary Institutions ✓ 1,980 adults enrolled in job training programs ✓ 12,000 SME workers received distance education & training
India Vocational Training Improvement	Employability	<p>Between 2007-2012:</p> <ul style="list-style-type: none"> ✓ % graduates finding employment: 32% to 60% ✓ Monthly earnings increased from \$45 to \$66
Egypt Skills Development	Demand-driven training	<p>Between 2004-2010:</p> <ul style="list-style-type: none"> ✓ 34,000+ employees from 1,155 private sector firms were trained upon individual firm's training needs assessment ✓ Training courses were competitively delivered through 106 training providers

What went wrong?

Challenges faced by projects with unsatisfactory ICRs ratings



Thank You!

World Bank Team SABER-WfD:

Leader: Jee-Peng Tan (jtan@worldbank.org)

Members: Rita Costa, Angela Demas, Elise Egoume-Bossogo, Ryan Flynn, Viviana Gomez, Manorama Gotur, Kiong Hock Lee, Joy Nam, Marie Madeleine Ndaw, Brent Parton, and Alexandria Valerio

