

# Skills and jobs: insights from impact evaluations + meta-analyses in the EU

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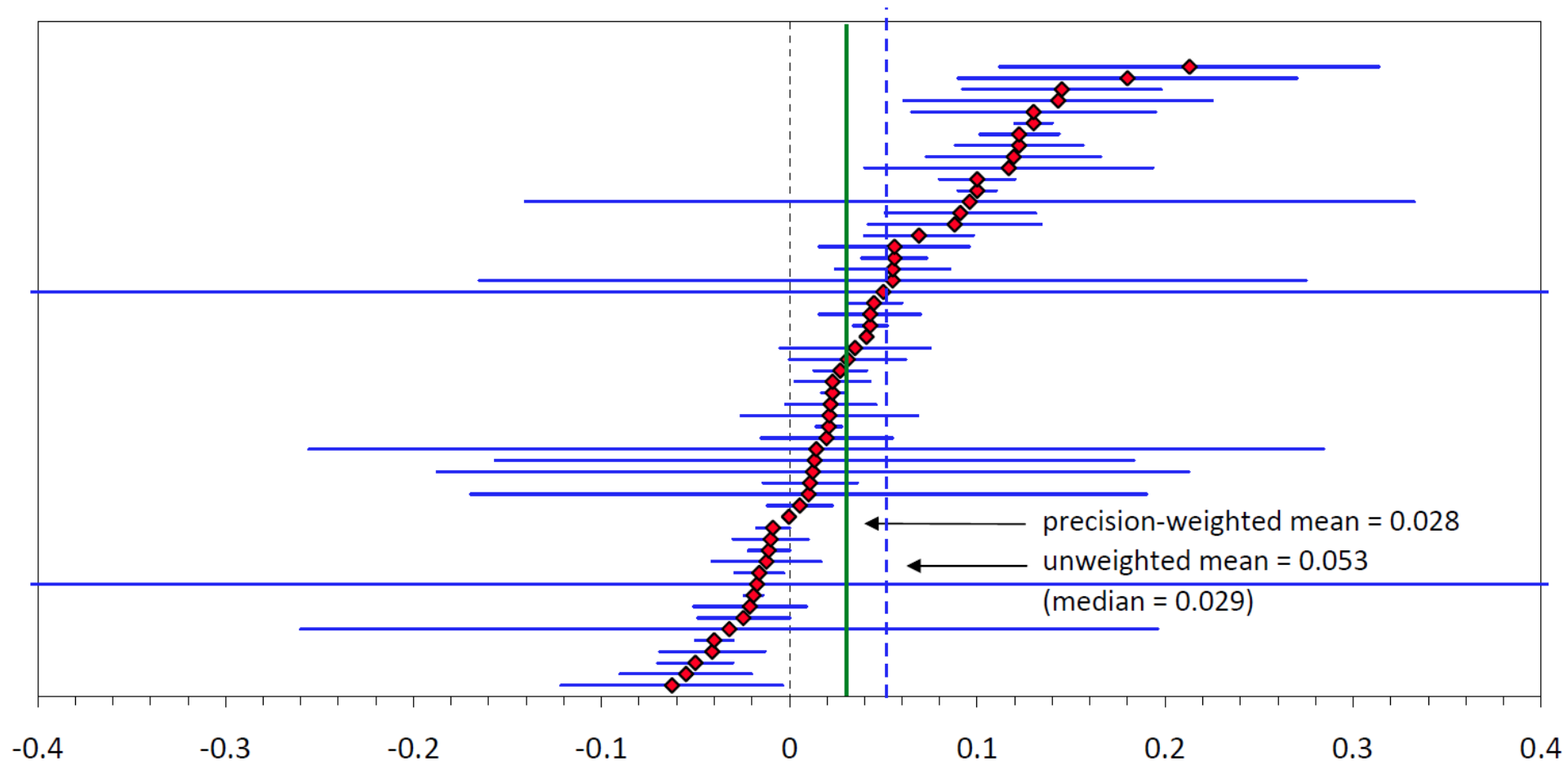
# In a nutshell: how do we learn?

Four **waves of learning** about impacts of skills training programs in the EU:

- 1) Mid-2000s: First version of a “meta-analysis” initiated and commissioned by DG EMPL. Key features of the evidence at the time: all studies “researcher-initiated”, and heterogeneous in basically all dimensions: country coverage, program types, data and study quality, etc.
- 2) Subsequently: Several refined meta-analyses – in particular, Card, Kluve, Weber (2010 and 2018) – with broader coverage and in-depth analyses (“effect sizes” of skills programs)
- 3) In parallel: DG EMPL has strongly encouraged and guided the use of impact evaluations (through JRC CRIE, Evaluation helpdesk, Impact Evaluation guidebooks, etc.), leading to a large database of evaluations of ESF and YEI programs by Member States, which in turn generates its own meta-analysis (Ismeri 2022)
- 4) The final, cutting-edge wave of learning is YOURS: while all previous waves have been informative, yet backward-looking in nature, you and your teams this week are taking the crucial next step: forward-looking, policy-initiated, innovative, testing ideas and generating novel evidence

# Effectiveness of skills programs: some key patterns

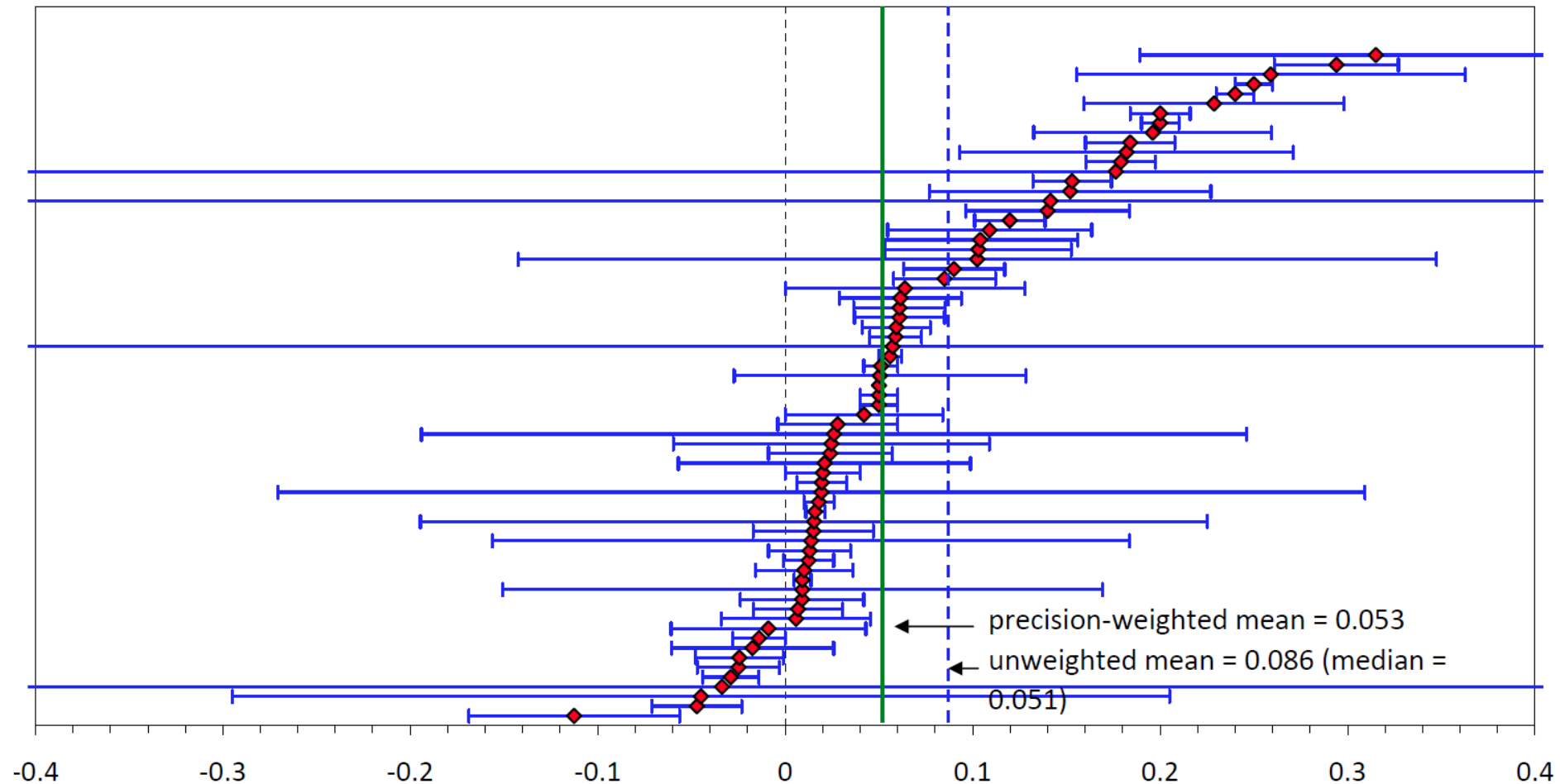
Figure 2a: Short Term Effects and Confidence Intervals



Source: Card,  
Kluve, Weber  
(2018)

# “Forest plots” summarizing the evidence indicate that ...

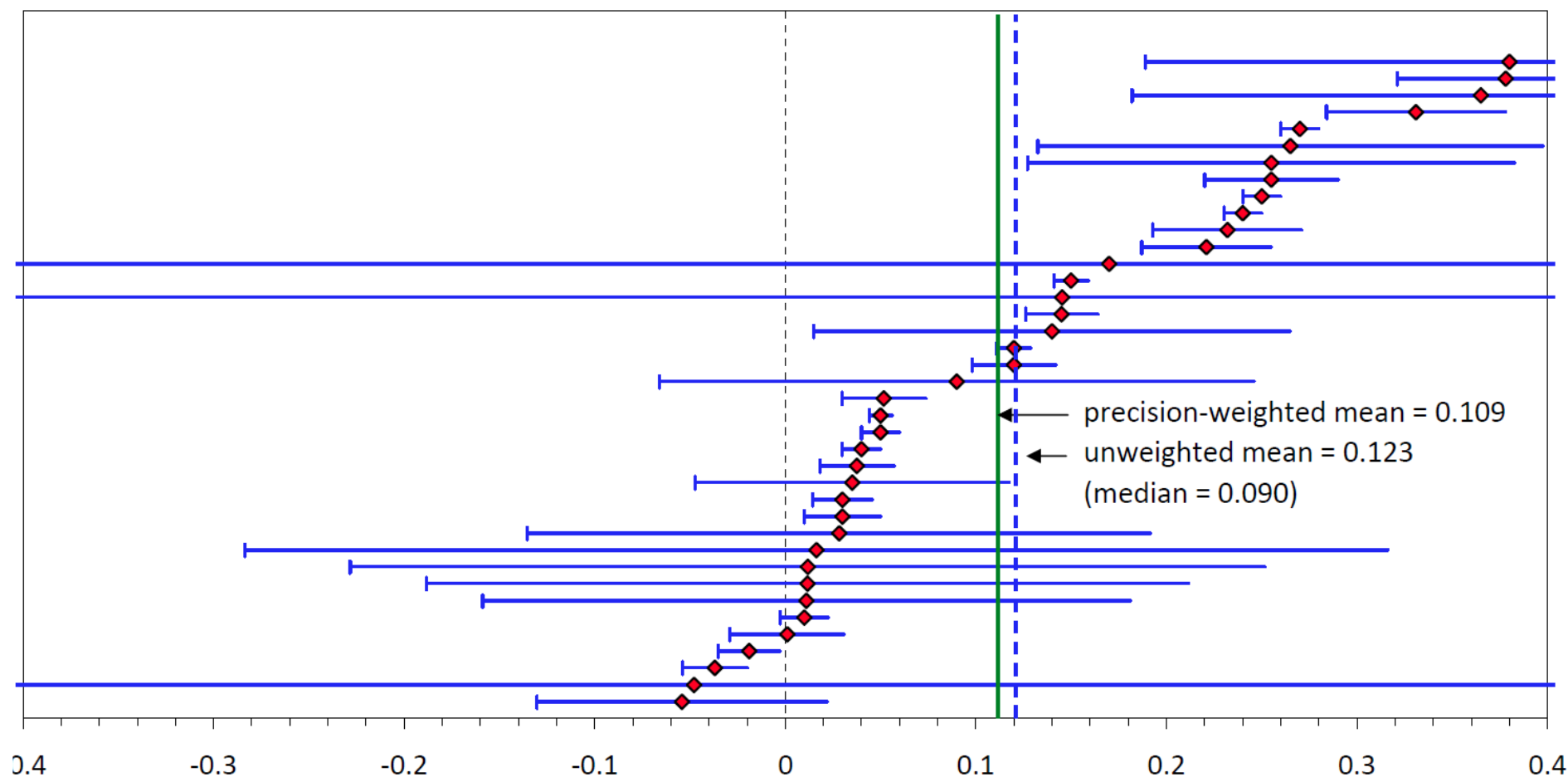
Figure 2b: Medium Term Effects and Confidence Intervals



Source: Card,  
Kluve, Weber  
(2018)

... employment effects are significantly larger in the long-term

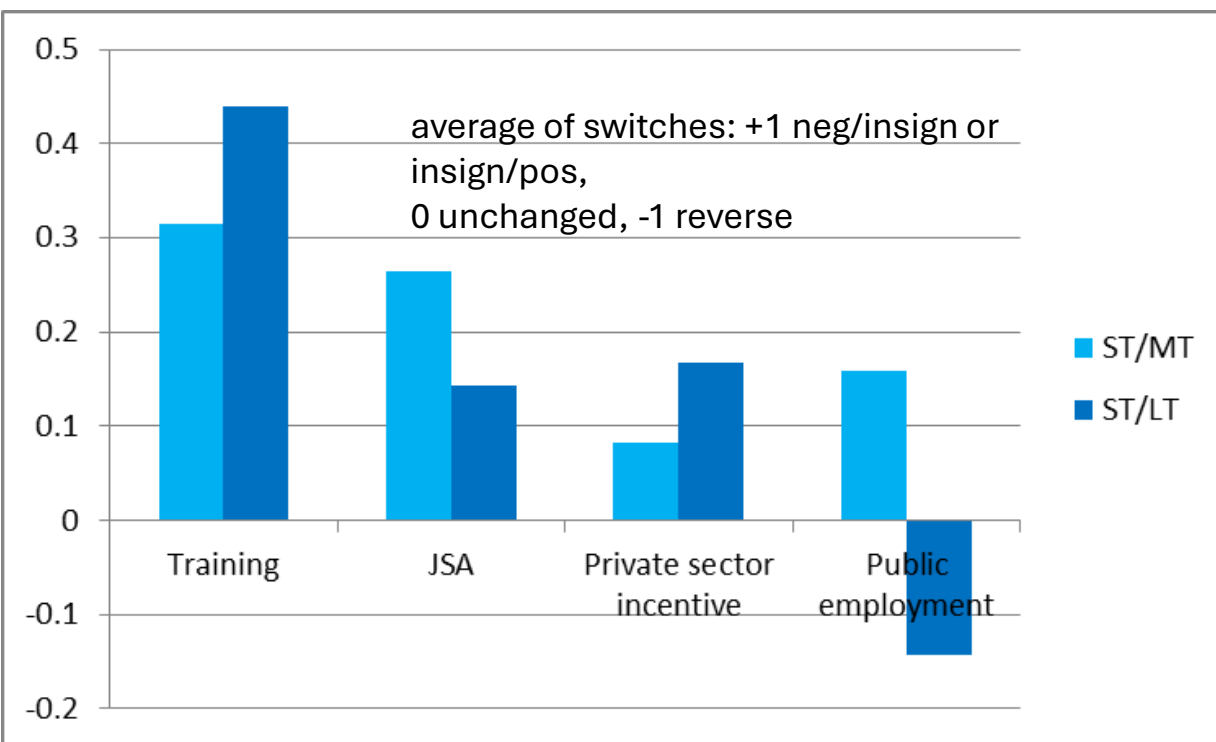
Figure 2c: Long Term Effects and Confidence Intervals



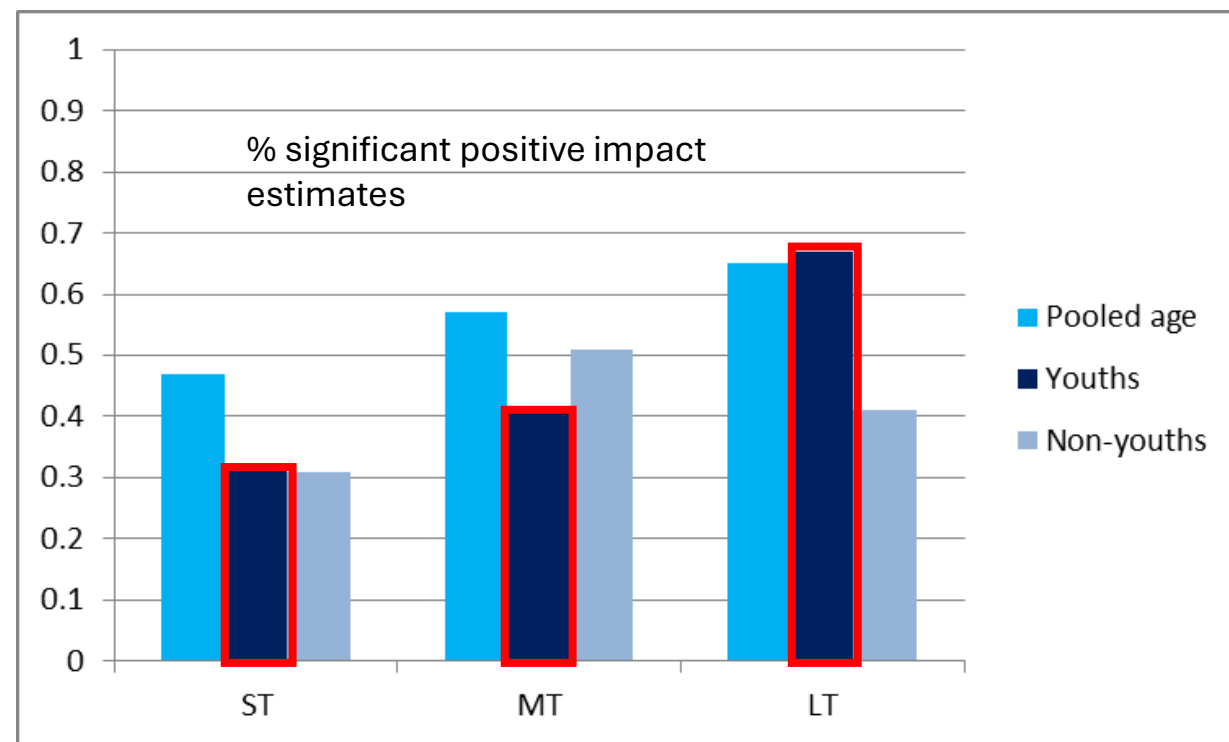
Source: Card,  
Kluve, Weber  
(2018)

# Labor market programs with skills components are more effective, and youths can benefit in particular

**Time profile by program type:  
sign/significance switches**

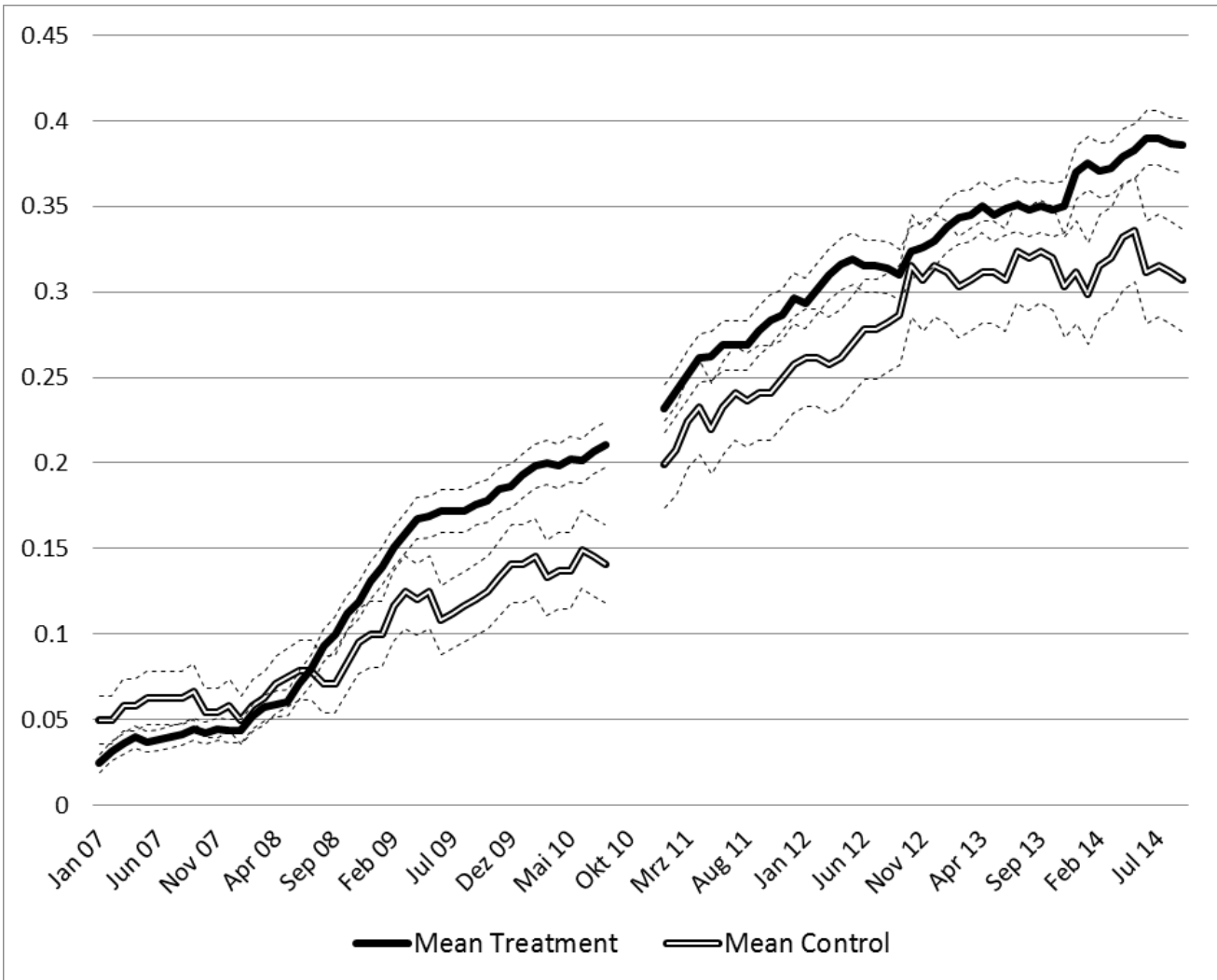


**Long-run impacts: youths**



Source: Data from Card, Kluve, Weber (2018)

# Addressing longer-term dynamics of skills and labor market integration is key



The example shows employment effects of a youth vocational skills training in the Dominican Republic (Ibarrarán, Kluve, Ripani, Rosas 2018)

- Randomized Controlled Trial
- Survey data collected until 7 years after random assignment
- Results show important dynamics
- Informative, but intricate data collection
- Next presentation in this session will show you how such an evaluation can be set-up with administrative data

# Some conclusions

- Substantial knowledge on the effectiveness of skills training programs has been accumulated
- In Europe, DG EMPL has been a key actor pushing the evidence agenda forward
- This push, along with general advancements in methodology and data, has resulted in a multitude of impact evaluations of single skills training programs (with an increasing number of RCTs),
- ... which in turn engendered the possibility to conduct meta-analyses to identify systematic patterns of program effectiveness
- The relevance of these insights notwithstanding, they are of an inherently backward-looking nature, whereas it is key for policy to be forward-looking, testing (its own!) new ideas, generating novel results, be innovative and take action
- And this is what you're here for this week!



Thank you.  
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