



SKILLS4DEV

Skills Global Solutions Group

EDITION 1 | JUNE 2022
World Bank's recent resources on skills

Dear colleagues,

Welcome to the first edition of the Skills4Dev newsletter! This newsletter is produced by the World Bank's Skills Global Solutions Group (GSG) and it is meant to be a compilation of World Bank resources on skills. The newsletter features blogs, events, publications, and recently-approved projects focused on skills.

As you will see in this newsletter, the World Bank's engagement on the skills agenda—focused on cognitive, socioemotional, digital, and technical skills primarily in technical and vocational education and training (TVET) and in out-of-school settings—is growing around the world, and the newsletter should help you keep up-to-date with new developments in this area in low- and middle-income countries. In this issue, for example, you will find resources on building digital skills, strengthening socioemotional skills in fragile contexts, and implementing demand-led training, among many others.

We look forward to engaging with you through this newsletter. Please [email us](#) to let us know what you think, and please do reach out with suggestions on how to improve this newsletter.

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BLOGS



[Is demand-led skills training one answer to Sierra Leone's human capital crisis?](#)

May 2022 | Ansari et al.

The **World Bank** and **Sierra Leone's Ministry of Technical and Higher Education** are working together to revamp **Sierra Leone's skills development sector**, using data and rigorous and competitive institution scouting to support demand-led training at Technical and Vocational Educational Training (TVET) centers across the country.



[Improving literacy and problem-solving skills: How Kyrgyz Republic works to build skilled workforce](#)

March 2022 | Hou

In supporting the **Kyrgyz Republic's** effort to tackle its challenges and to build evidence for better understanding of the **links between education, skills acquisition, and the labor market**, the World Bank conducted a **survey of adult skills** in late 2019. The focus was on literacy, numeracy, and problem-solving.



[TVET and the future of work: Tracing outcomes of graduates in Saudi Arabia](#)

March 2022 | Pankratova et al.

This blog synthesizes a World Bank paper that exploits a rich **administrative dataset** to study short- and medium-term labor market outcomes of **vocational education and training graduates** in Saudi Arabia.

Additional blogs

[Skilling Up Lebanon: An opportunity to lower unemployment rates in Lebanon amid a major financial crisis?](#)

March 2022 | Daher et al.

[Banking on youth: Rwanda's path to a 21st century economy](#)

March 2022 | Charo and Pryce

[Technology tools can help South Asians expand skills and knowledge to build a better future](#)

February 2022 | Fruman

[View all blogs](#)

EVENTS

Upcoming events

14-15 Dec 2022 | In-person conference

The 6th IZA/World Bank/NJD/UNU-WIDER [Jobs and Development Conference](#) is titled “The Challenge of Creating Better Jobs in Developing Countries” and will take place in Cape Town, South Africa. Submission of papers is invited on jobs and development policy and issues.

Call for papers

Deadline:
July 1, 2022

Past events

26 May 2022 | Event

This webinar, hosted by [Skills GSG](#), presented the recent experience in implementing the **Training Assessment Project (TAP)** in 10 countries in the **Europe & Central Asia** regions and **East Asia & the Pacific** regions. The presentations summarized key findings from the analysis and shared lessons for implementing TAP across different contexts, including during the COVID-19 pandemic.

Recording

24 Feb- 2 March 2022 | Event

The [Skills GSG](#) organized a two-part series on **socioemotional skills** and featured varied approaches on **how to measure and foster these skills**, including practical lessons learned on the design and implementation of interventions, particularly in the context of COVID-19.

Session 1

Session 2

2 Feb 2022 | Event

In this [Skills GSG](#) webinar, [Francesco Vona](#) discussed evidence from his work in the **United States and Europe** on skills needs in the context of transitioning to **greener jobs** and broader expected employment impacts of the **green transition**.

Recording

[View all events](#)

PUBLICATIONS



[E-learning in TVET in Vietnam: Rapid Assessment during COVID-19 and International Experience](#)

Report, May 2022 | Nguyen et al.

This report examines practices in delivering e-learning courses in TVET in response to COVID-19 in Vietnam and draws lessons from international experience.



[The Demand for Digital and Complementary Skills in Southeast Asia](#)

Working Paper, May 2022 | Cunningham et al.

This paper uses online job postings and labor force survey data to show that highly digital occupations in Southeast Asian countries require not only digital skills, but also cognitive and socioemotional skills.



[Socioemotional Skills Development in Highly Violent Contexts: Measurements and Impacts](#)

Working Paper, March 2022 | Dinarte-Diaz et al.

This paper studies the social-emotional learning and protection components of an After School Program (ASP) for teenagers in the most violent neighborhoods of El Salvador, Honduras, and Guatemala.

Additional publications

[Building Stability Between Host and Refugee Communities : Evidence from a TVET Program in Jordan and Lebanon](#)

Working Paper, June 2022 | Ferguson et al.

[Western and Central Africa Education Strategy: Chapter 6 - High-Impact Interventions to Build Job Relevant Skills for All](#)

Report, June 2022 | World Bank

[Addressing Gender-Based Segregation through Information Evidence from a Randomized Experiment in the Republic of Congo](#)

Working Paper, February 2022 | Gassier et al.

[View all publications](#)

RECENTLY APPROVED PROJECTS

The following skills-related lending projects were approved by the Board between January 2022 and June 2022:

- **Argentina** | \$250 million | [Promoting Better Jobs through Integrated Labor and Skills Programs](#) | PDO: To improve the employment of targeted groups and strengthen the quality and availability of training and employment services in Argentina.
- **Cote d'Ivoire** | \$150 million | [Cote d'Ivoire Youth Employment and Skills Development Project - Phase 3](#) | PDO: To enhance labor market outcomes for all Project beneficiaries, and strengthen the technical and vocational education and training (TVET) sector.
- **Federated States of Micronesia** | \$17.7 million | [FSM Skills and Employability Enhancement Project](#) | PDO: To improve the quality of and equitable access to vocational education and skills trainings, to improve access to employment, and in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.
- **Guyana** | \$44 million | [Guyana Strengthening Human Capital through Education Project](#) | PDO: To improve: (i) access and learning conditions in secondary education; and (ii) access to technical and vocational education and training aligned with identified labor market needs.
- **Lao People's Democratic Republic** | \$46 million | [Lao PDR Priority Skills for Growth](#) | PDO: To enhance access, quality and relevance of skills development and employment services for youth and other vulnerable groups in priority sectors, and in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.
- **Maldives** | \$24 million | [Sustainable and Integrated Labor Services](#) | PDO: To improve social protection coverage and employability of Maldivian workers.
- **Papua New Guinea** | \$32 million | [Enhancing Labor Mobility from Papua New Guinea](#) | PDO: To strengthen government systems in Papua New Guinea that support workers and their households to benefit from overseas employment opportunities, with a focus on women and disadvantaged groups.
- **Turkiye** | \$84.89 million | [Support for Transition to Labor Market Project](#) | PDO: To improve employability of Syrians under Temporary Protection ("SuTP"), International Protection Status Holders and Applicants ("IPSHA") and Turkish Citizens and to facilitate access to labor markets.
- **West Bank and Gaza** | \$20 million | [Supporting an Education Reform Agenda for Improving Teaching, Assessment and Career Pathways](#) | PDO: To improve teaching practices in primary grades and introduce effective career guidance for secondary school students.

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