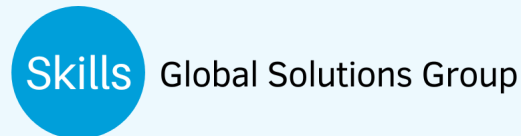




# SKILLS4DEV



SEPTEMBER 2023 | ISSUE 6

## Getting Formal TVET Right:

### Building Relevant Skills for Today and Tomorrow's Jobs

Dear Skills community,

We are delighted to bring you the latest issue of the *Skills4Dev Knowledge Digest*! Last July, the World Bank, the ILO, and UNESCO launched a joint study "Building Better Formal TVET Systems: Principles and Practice in Low- and Middle-Income Countries" that brings together global knowledge on Technical Vocational and Education Training (TVET) reform to develop a common understanding on the promise of TVET in advancing employment and productivity.

In this month's edition, we dive into the topic of **formal TVET**, exploring **how to build relevant skills for today and tomorrow's jobs**. With the support of World Bank experts, we have curated a collection of resources and put together Skills GSG services that we hope will help your work.

We would like to hear from you! Please send us your ideas, suggestions, questions, or collaboration opportunities at [skillsgsg@worldbankgroup.org](mailto:skillsgsg@worldbankgroup.org). Learn more about what the GSG can do for you at the end of this digest.

Happy reading!

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4. **Help Desk.** Various resources to keep you up to date and support your skills-related work.

## EDITORIAL

A broken link between technical and vocational education and training (TVET) systems and labor markets prevents TVET from delivering on its promise in low and middle-income countries. To address this, many countries are looking to reform their TVET systems. Policymakers want to get these reforms right as **successful TVET systems can help address pressing issues of youth unemployment and, overall, re- and upskill workers for today and tomorrow's jobs**. Accordingly, a [recent survey](#) found that many education policymakers prioritize TVET interventions over projects focused on either foundational literacy, assessment, construction, or information technology. This points to a significant momentum for TVET reforms in low- and middle-income countries.

**TVET programs that form part of the formal education system and that lead to diplomas, degrees, or other formal certifications can play a critical role in addressing the skills shortages and mismatches that often plague labor markets.** For example, the recent World Bank [retrospective](#) on Education reminded us of the potential TVET holds in shaping lifelong learning and a green economic transformation. However, a disconnect between TVET systems and labor markets poses significant challenges to realizing this potential.

Unfortunately, getting TVET right is not easy, as demonstrated by invaluable experiences of comprehensive reforms in low- and middle-income countries around the world. As we elaborate in the recently-launched [Better TVET report](#), jointly produced by the World Bank, the ILO, and UNESCO, the combination of challenged learners, unsupported teachers, and inadequate incentives for TVET providers frequently result in a **broken link between TVET systems and labor markets**. To repair this link we need three fundamental transformations, moving formal TVET systems towards three E's: **striving for Excellence, focusing on End results, and making decisions based on Evidence**.

Focusing on the last E of Evidence, **TVET systems in low- and middle-income countries have been largely operating in the dark**, with scarce data and limited evidence, compared to other parts of the education system. The good news is that in recent years new data and insights emerged on TVET, which we present in the Better TVET report. The resources featured in this newsletter demonstrate the continued growth in the evidence base on how to get TVET reforms right. Still, many questions about what works for formal TVET in low- and middle-income countries remain. This calls for more systematic data collection, more analysis of learning and labor market outcomes for graduates, and more curation and sharing of successful practices in TVET provision to realize the promise of better formal TVET.



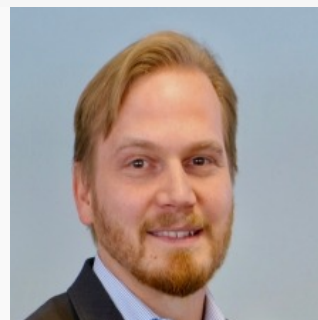
**Victoria Levin**  
Skills4Dev Co-Guest Editor

Senior Economist,  
Latin America and the Caribbean,  
Education, World Bank



**Indhira Vanessa Santos**  
Skills4Dev Co-Guest Editor

Lead Economist,  
Human Development for Europe and  
Central Asia, World Bank



**Michael Weber**  
Skills4Dev Co-Guest Editor

Senior Economist,  
Human Capital Project,  
World Bank



**Matteo Morgandi**  
Skills4Dev Editor

Senior Economist  
Co-Global Lead for Labor and Skills,  
World Bank

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## FEATURED WORKS ON TVET SYSTEMS



THE WORLD BANK  
International  
Labor Organization  
unesco



Global review of training funds  
Spotlight on levy-schemes in 75 countries

Education  
2030



DIGITAL  
DEVELOPMENT  
PARTNERSHIP  
WORLD BANK GROUP  
IFC

[Building Better Formal TVET Systems: Principles in Low- and Middle-Income Countries](#)

The World Bank–UNESCO–ILO  
| Report | 2023 | Global

This report, developed jointly by the World Bank, ILO, and UNESCO, offers **guidance to policymakers designing and implementing TVET reforms**, emphasizing core principles and practical considerations for L/MICs.

[Global review of training funds: spotlight on levy-schemes in 75 countries](#)

UNESCO | Report | 2022 |  
Global

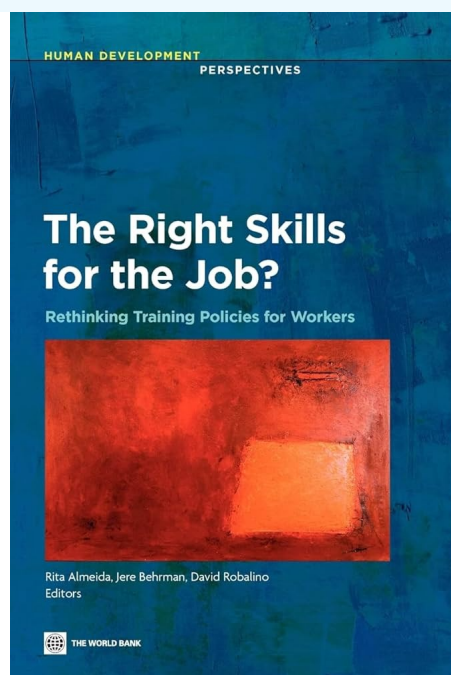
This report, developed by UNESCO, provides a comprehensive overview of **how training funds in 75 countries function** (including a detailed annex with fund characteristics) and offers a set of general recommendations to inform country, cross-country and regional discussions.

[Unleashing the power of educational technology in TVET systems](#)

Bain, L. et al. | The World Bank  
– IFC | Report | 2021 | Global

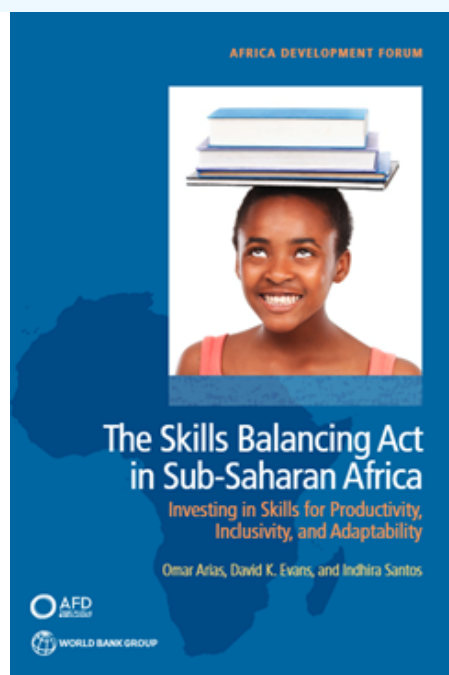
This publication focuses on **emerging EdTech trends** and the opportunities for the private sector and government to expand access to quality and relevant TVET and ultimately improve employment and productivity

## ESSENTIAL READING



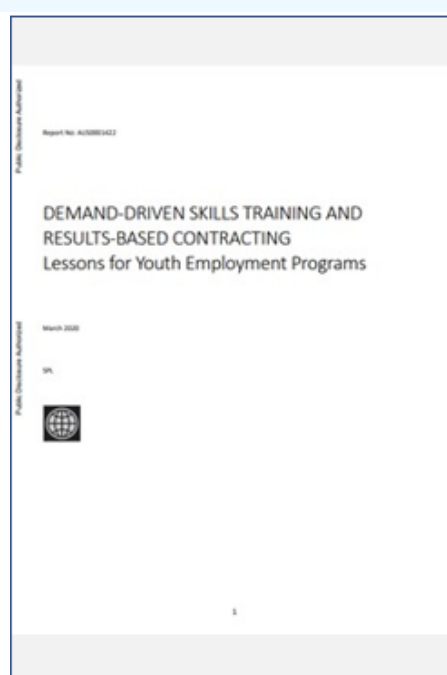
[Pre-Employment Technical and Vocational Education and Training: Fostering Relevance, Effectiveness, and Efficiency](#)

World Bank | Book chapter |  
2012 | Global



[Building Skills for the School-to-Work Transition in Sub-Saharan Africa](#)

Arias, O. et al. | The World  
Bank | Book | 2019 | Sub-  
Saharan Africa



[Demand-Driven Skills Training and Results-Based Contracting: Lessons for Youth Employment Programs](#)

World Bank | Report | 2020 |  
Global

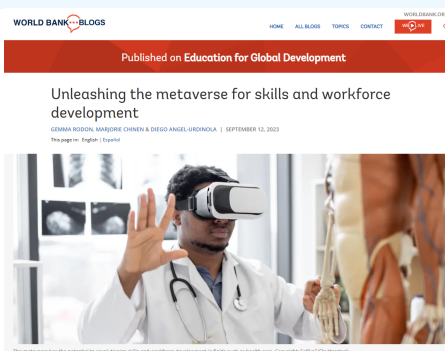


This chapter from the book [The Right Skills for the Job? Rethinking Training Policies for Workers](#) focuses on the mixed evidence on **returns to TVET in low- and middle-income countries**.

This chapter in [The Skills Balancing Act in Sub-Saharan Africa](#) advises that **TVET in Sub-Saharan Africa** should focus on strengthening the evidence base for all decision making; prioritizing selected growth sectors while supporting TVET in the informal sector; and strengthening the links between TVET and market demands.

This report reviews the **literature**, identifies **project examples** and derives lessons for the **design and implementation** of both demand-driven training and results-based contracting.

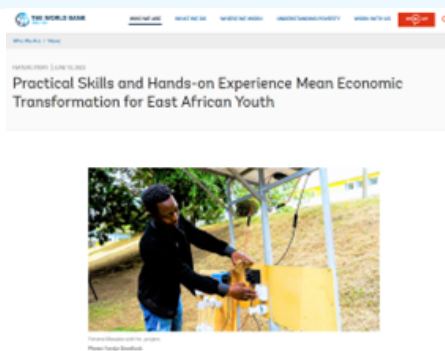
## WHAT'S BREWING AT THE WBG?



### [Unleashing the metaverse for skills and workforce development](#)

Angel-Urdinola, D. et al. |  
World Bank | 2023 | Global

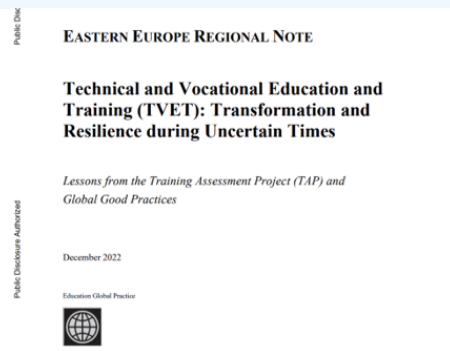
This blog highlights the **potential of educational technology** (including AR/ VR/ XR and metaverse) to revolutionize skills development, including in TVET programs, and discusses the active engagement of WB on this agenda.



### [Practical Skills and Hands-on Experience Mean Economic Transformation for East African Youth](#)

World Bank | Story | 2023 |  
East Africa

This feature story showcases the **Centers of Excellence approach** in action, as implemented as part of East Africa Skills for Transformation and Regional Integration Project (EASTRIP).



### [Technical and Vocational Education and Training \(TVET\): Transformation and Resilience during Uncertain Times](#)

World Bank | Working Paper |  
2022 | ECA

This report summarizes findings from the **Training Assessment Project (TAP)**, an assessment of TVET providers, conducted in **Belarus, Romania, and Ukraine** in 2020 and 2021 and presents regional recommendations based on global good practice.

## ADDITIONAL PUBLICATIONS ON TVET

### [Direct and Indirect Effects of Subsidized Dual Apprenticeships](#)

Crépon B. et al. | Discussion Paper | 2019 | Global

This a study uses a randomized experiment in Cote D'Ivoire to demonstrate that **subsidized dual apprenticeships** expand access to training, upgrade skills and improve earnings for youths without crowding out traditional apprentices.

### [Does Vocational Education Work? Evidence from a Randomized Experiment in Mongolia](#)

Field, E. M. et al. | Working Paper | 2019 | Mongolia

This paper estimates the **impact of admission to formal vocational secondary programs on labor market outcomes** in Mongolia, finding that admission to oversubscribed vocational schools in Mongolia led to significantly higher employment, and increased earnings for women.

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

Gassier, M. et al. | Working Paper | 2022 | Republic of Congo

This publication uses a randomized experiment to test the **effect of providing information on trade-specific earnings on trade choice** for men and women who were eligible for a vocational training program in the Republic of Congo.

### [Meister High Schools: The South Korean Model to revitalize technical and vocational education](#)

Lee, H. et al. | Blog | 2023 | South Korea

This blog reviews the **experience of Meister High Schools in South Korea**, including their core characteristics and observed outcomes, and offer potential implications for using this model in other countries.

### [Hard and Soft Skills in Vocational Training: Experimental Evidence from Colombia](#)

Berrera-Osorio, F. et al. | Working Paper | 2021 | Colombia

This study uses randomized oversubscription design to study the **effects of teaching hard and soft skills in vocational training** and examine their **impacts on skills and labor market outcomes** using both survey and administrative data.

### [Evaluating the impact of vocational education vouchers on out-of-school youth in Kenya](#)

Hamory, J. | Impact Evaluation Report | 2016 | Kenya

This report presents the results of an **impact evaluation of a vocational training program**, which included an information intervention.

### [Technical Education, Noncognitive Skills and Labor Market Outcomes: Experimental Evidence from Brazil](#)

Camargo, J. et al. | Working Paper | 2018 | Brazil

This paper uses a randomized control trial to evaluate the **Student Training Scholarship** to attend technical and vocational education courses for current and former high school students.

[Evaluation of the Formal Technical Education Sub-Activity of the Human Development Project, El Salvador](#)

Campuzano, L. et al. | Report | 2016 | El Salvador

This publication presents the final results of the **evaluations of three interventions** funded under the Formal Technical Education Sub-Activity of the first Millennium Challenge Corporation (MCC)-El Salvador compact.

[Long-Term Educational Consequences of Vocational Training in Colombia: Impacts on Young Trainees and their Relatives](#)

Kugler, A. et al. | Research Article | 2020 | Colombia

This article uses Colombian administrative data and a randomization design to examine the **long-term employment and education impacts** on trainees and their relatives.

[Review of the Evidence on Short-Term Education and Skills Training Programs for Out-of-School Youth with a Focus on the Use of Incentives](#)

Clarke, M. et al. | Discussion Paper | 2021 | Global

This paper reviews the global evidence to identify which **short-term education and skills training programs** are most effective at delivering results and **how incentives for stakeholders are incorporated** into the program design.

## SKILLS GSG - HELP DESK



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- > [May 2023 | Socioemotional Skills](#)
- > [April 2023 | Global Healthcare Workers](#)
- > [March 2023 | Career Guidance](#)
- > [February 2023 | EdTech for TVET](#)



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Do you have any collaboration opportunities, want to share your recent publication, or have a skills-related question? Contact us at [skillsgsg@worldbankgroup.org](mailto:skillsgsg@worldbankgroup.org).

## Key resources to support the skills-related work within the WB community (World Bank staff only)



[Skills GSG intranet site](#) (FURL: skills/)



[Thematic Knowledge Digest Archive](#)



[Office Hours](#) with Skills Global Leads



[Events](#) (material and recordings)



[Consultant Roster](#)



[Questions & Answers](#)

## CONTRIBUTORS

This knowledge digest is a product of the Skills Global Solutions Group, co-led by Education Global Practice and Social Protection & Jobs Global Practice. This edition was prepared with the support of [Gemma Rodon Casarramona](#), Education Analyst.

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Our mailing address is:

World Bank Group - Skills GSG · 1818 H Street NW · Washington, DC 20433 · USA