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. Learn more about what the GSG can do for you at the end of this digest.

Happy reading!

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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.
FEATURED WORKS ON TVET SYSTEMS

- Building Better Formal TVET Systems: Principles and Practices in Low- and Middle-Income Countries

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

- Unleashing the Power of Educational Technology in TVET Systems
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

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.

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**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**
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**
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**
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**
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**
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**
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.

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**SKILLS GSG - HELP DESK**

- Visit our [website](#) and learn more about our work on skills.

- Access the previous [Skills4Dev Knowledge Digest](#) editions:
  - > [June 2023 | Foundational Skills](#)
  - > [May 2023 | Socioemotional Skills](#)
  - > [April 2023 | Global Healthcare Workers](#)
  - > [March 2023 | Career Guidance](#)
  - > [February 2023 | EdTech for TVET](#)

- Receive updates about **events** organized by the Skills GSG by signing up [here](#).

- **Sign up** to receive future editions of the *Skills4Dev Knowledge Digest*. 
Do you have any collaboration opportunities, want to share your recent publication, or have a skills-related question? Contact us at 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.