A Brief Review of the World Bank Engagement in Technical and Vocational Education and Skill Development

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TVET – Great Expectations

They [governments] have called upon VET systems to help unemployed young people and older workers get jobs, to reduce the burden on higher education, to attract foreign investment, to ensure rapid growth of earnings and employment, to reduce the inequality of earnings between the rich and the poor and so on. (Gill, Fluitman and Dar 2000)

Bank's involvement in TVET till 1990

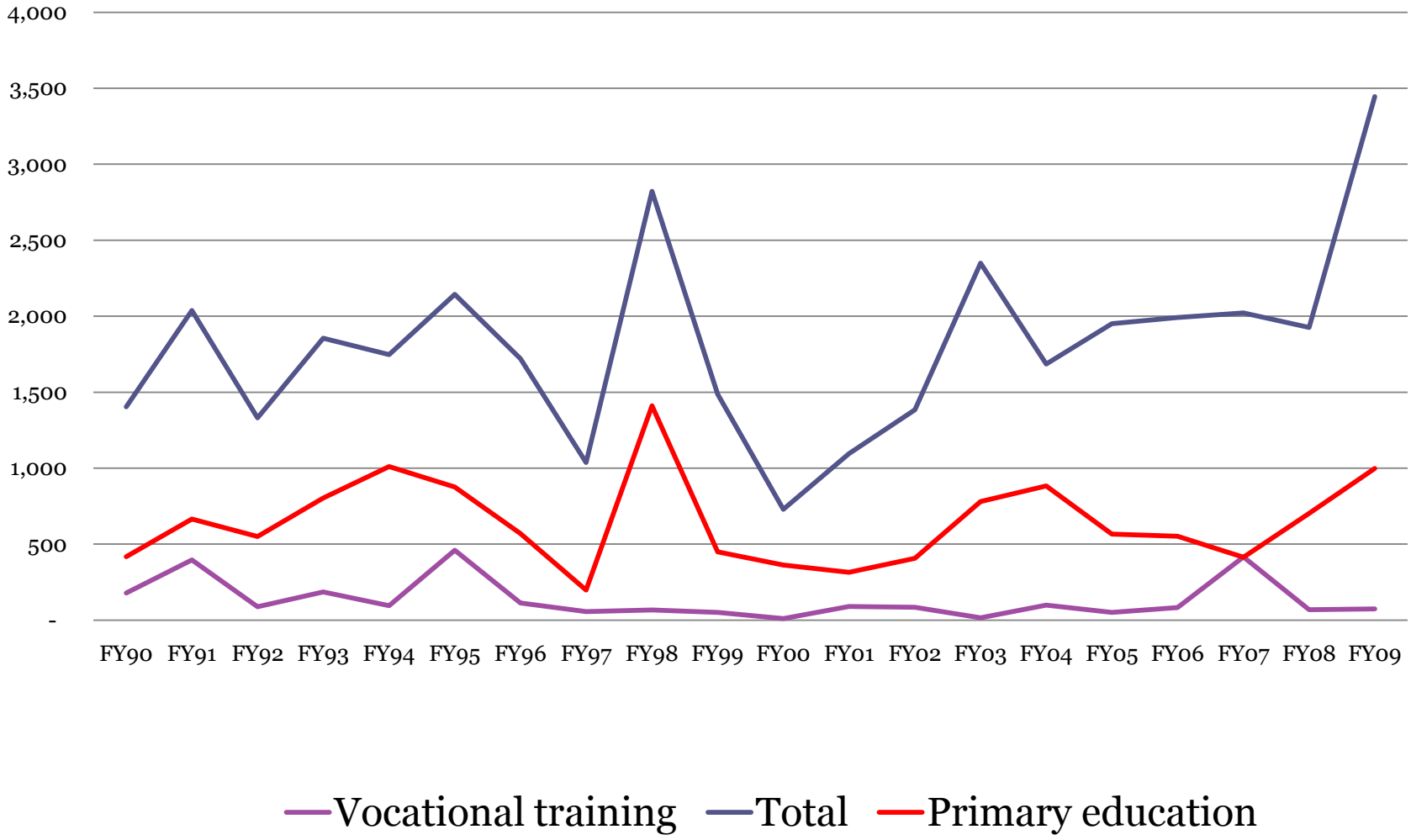
- Since the early 1960s till almost the mid 1980s, the Bank financed costly and complex vocational training systems at the secondary and post secondary levels (Middleton and Dempskey 1989)

TVET Policy Paper 1991

(Middleton, Adam and Ziderman)

- Analysis of the economic context of training - such as labor market issues in developing macroeconomic strategies and investment operations;
- Replacement of investment for prevocational courses with improving access and quality in academic secondary education;
- Policy changes and direct measures to encourage and improve private sector training;
- Improving the responsiveness and efficiency of public training;
- Development of a longer-term strategy for the governments' changing role in TVET, encouraging coordination of donor support.

New Commitments for Education by Sub-sectors FY90-09 (million US$)



World Bank in TVET over last two decades

- Competency standards or strengthening systems of skill testing.
- Modular courses based on competency standards
- Upgrading facilities and equipment
- Strengthening instructor qualification
- Enhancement of institutional management

Few Examples of World Bank Supported Projects and main objectives

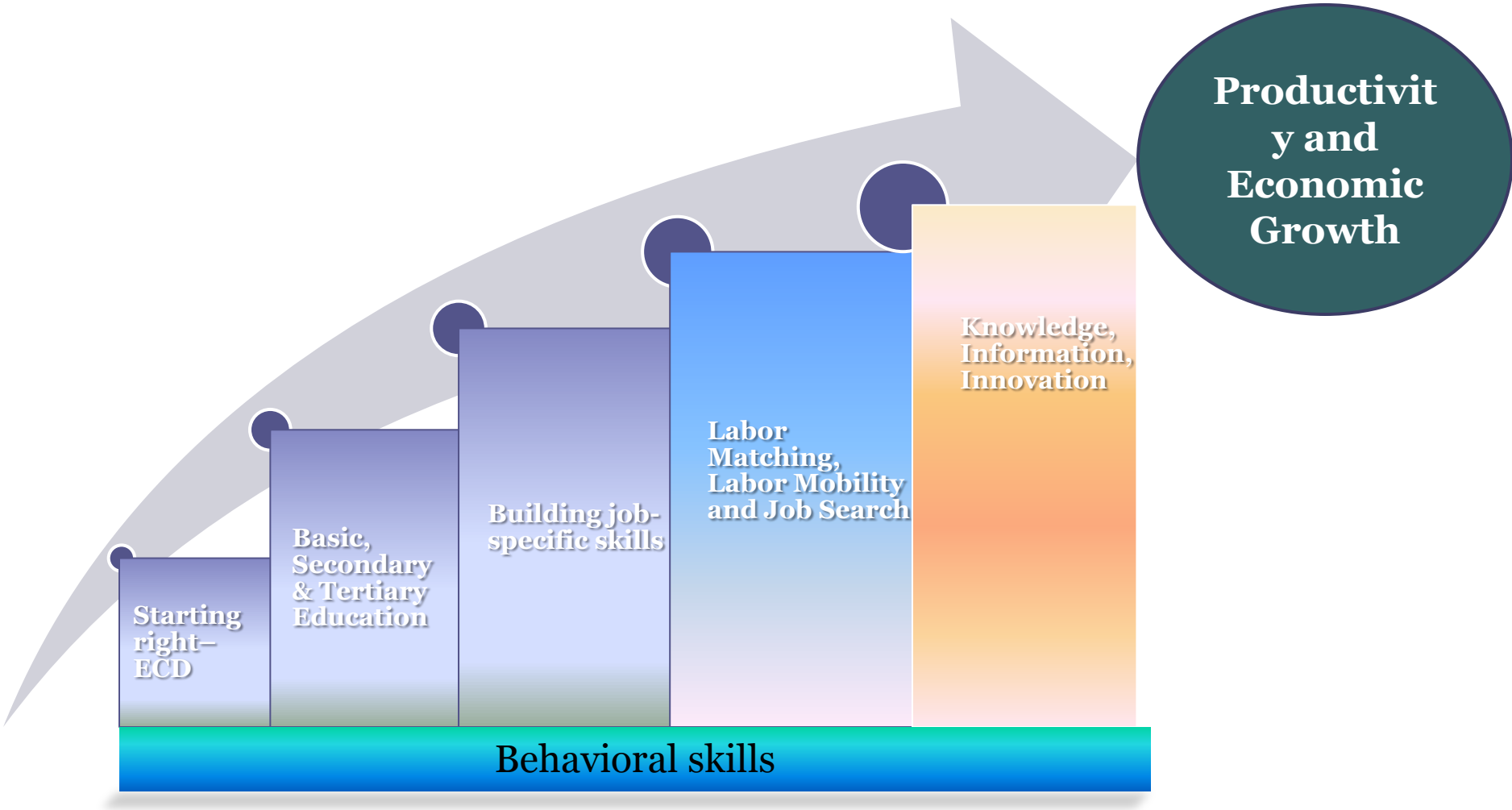
- **China**-Vocational Education Reform Project (1996-2002)
- **Chile**: Lifelong Learning Project (2002-09)
- **Mozambique:** Technical and Vocational Education and Training Project 2006 –
- **India:** Vocational Training Improvement Project (2007)

Support for TVET in non-Education Projects

- **Mexico**: a US$80 million project to develop Information Technology allocated almost half of budget to Human Skills Development

- **Rwanda**: project with objective to improve use of technology to enable growth and development has a significant component of training govt. staff to improve IT skills

Some Lessons From the European Skill Development Systems

- TVET branded for all; is flexible and encourages social inclusion and employability skills.
- TVET system is has a number of active players involved with the government including industry and unions with clear mandates.
- Effectiveness of public TVET institutes is linked to their autonomy in finance and management and in terms of accountability is based on performance and outcomes.
- Future looking

The Skills toward Employability and Productivity (StEP) Framework