



EMPOWERING
FUTURES
through
EDUCATION &
JOB-RELEVANT
SKILLS



WORLD BANK GROUP

Six Education and Skills Solutions



1

Early Childhood Development



2

Basic and Secondary Education



3

TVET and Higher Education



4

On-The-Job Skilling (including apprenticeships)



5

Lifelong Independent and Self-Directed Learning



6

Skills and Jobs Matching

Future-ready,
industry-led,
country context-
specific (e.g. FCV)

Private sector
roles in design,
delivery and
finance

Leveraging
technology & AI

Evidence based
(e.g., Global
Education
Evidence Advisory
Panel)

Promising Approaches for Skills Development

Governance & Industry Engagement

- Skills strategy is aligned with national development plans
- Cross-government coordination and delivery are effective across national and subnational levels
- Employers are embedded in governance with meaningful influence and accountability.
- Providers have autonomy to innovate and partner, paired with transparent performance accountability.

Standards & Quality Assurance

- Industry-led competency standards and qualifications are current, trusted, and widely used.
- Pathways are flexible and permeable, with systematic recognition of prior learning (RPL) including informal workers.
- Quality assurance is rigorous, independent, and incorporates employer
- Trainers and learning environments meet high standards, with strong industry exposure and modern equipment.

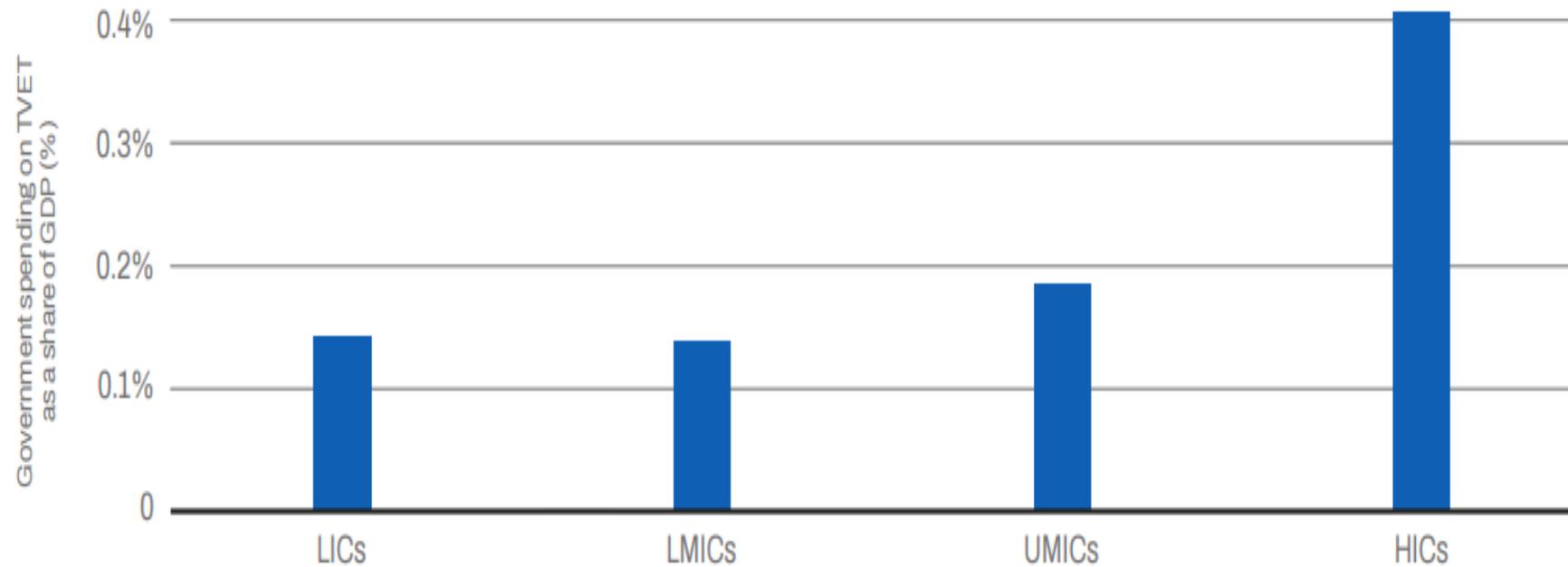
Sustainable & Results-Based Financing

- Public funding is adequate, predictable, and equity sensitive.
- Financing is diversified with structured co-investment from employers and other sources.
- Funding incentives are aligned with performance, employment outcomes, and equity objectives.
- Financial governance and public financial management (PFM) are strong, transparent, and enforceable.

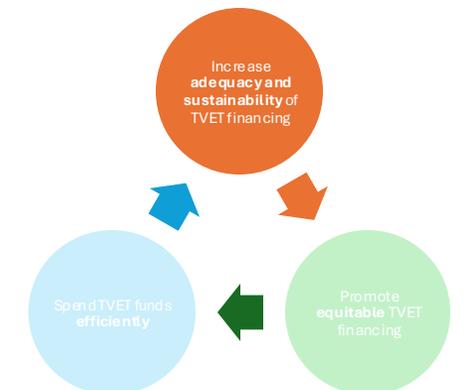
Data & Evidence for Impact

- Labor Market Information Systems (LMIS) and forecasting are integrated, credible, and routinely used for decisions.
- Outcomes and provider performance are measured, comparable, and publicly reported.
- Evaluation and learning are institutionalized, including impact evaluation of major reforms.

How much are governments spending on TVET?



Source: The World Bank, UNESCO and ILO (2023)



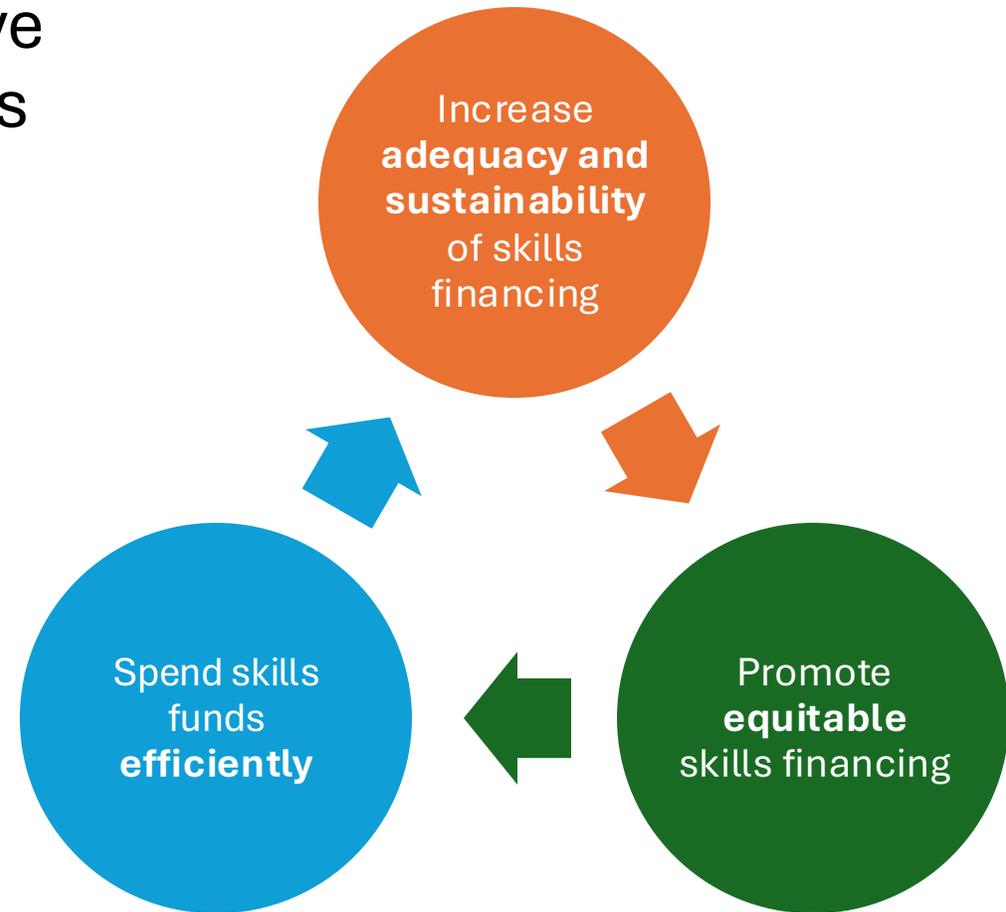
Results-based financing and Skills Development Funds can help achieve the three Interconnected policy goals



Results-based Financing



Skills Development Funds/Training Funds



Examples of Disbursement Linked Results

Outcomes and Outputs	Indicator
Coverage & Participation (by gender/youth)	Enrollment in post-basic formal TVET, higher education Enrollment in formal and nonformal apprenticeships
Training Completion & Certification	Completion rate Certification pass rate
Labor Market Relevance	Employment rate (6–12 months post-graduation) in field of training or related occupation Median earnings premium
Efficiency & Productivity	Cost per trainee
Trainer Industry Recency & Continuous Upskilling	Percentage of trainers with recent industry experience and/or meeting Continuous Professional Development (CPD) requirements
Industry-Appropriate Infrastructure	Share of total instructional hours delivered with appropriate infrastructure and equipment

Example 2: Mozambique FUNDEC SDF (WB financed)

Design	Results
<p>Purpose: Competitive grant mechanism to promote innovation, improve TVET quality/relevance, and expand access—especially for underserved groups</p>	<p>7 funding cycles implemented; strong demand with 405 proposals received</p>
<p>Funding windows: (1) Capacity building/training for public providers (non-pilot), (2) Capacity building/training for non-public providers, (3) Targeted training for underserved/rural populations with emphasis on girls/women [2]</p>	<p>Approvals: ~188–189 subprojects (≈46% of proposals) across 126 institutions [1]</p>
<p>Eligibility: Public/private training providers, NGOs, CSOs, trade associations; simple procurement for small works/goods [2]</p>	<p>Beneficiaries: 68,432 individuals (≈38–40% female across different references) [1][3]</p>
<p>Indicative grant sizes: ≈US\$50k–US\$250k per proposal (by window/provider type) [2]</p>	<p>Execution rate: ~73% of allocated grants fully executed; per-cycle execution 62–80%; strong fiduciary/M&E oversight [1]</p>
<p>Governance: Managed by COREP Executive Secretariat; proposal support/monitoring; gender and HIV/AIDS mainstreaming [2]</p>	<p>Financials: US\$8.15m allocated; US\$5.91m actual expenditures; ~US\$5.2m reported for FUNDEC grants; matching grants leveraged in 128 subprojects [1]</p>

Example 3: Uganda Skills Development Fund (WB financed)

Design	Results
<p>Strategic Focus & Demand Orientation</p> <ul style="list-style-type: none"> • Employer-led, demand-driven training + RPL • Priority sectors (incl. ICT, tourism, logistics) • Focus on productivity and employability 	<ul style="list-style-type: none"> • 82,247 beneficiaries (above target) • ~90% completion/certification • Employer satisfaction ~95.8%
<p>Governance, Partnerships & Financing</p> <ul style="list-style-type: none"> • PSFU-led with government oversight • Private-sector-led approvals • Competitive, window-based grants with cost-sharing 	<ul style="list-style-type: none"> • 885 grants approved (~95% completed) • ~\$17.6M disbursed • >1,000 partnerships • High employer (95.8%) and trainee (94.6%) satisfaction
<p>Delivery Model & Inclusion</p> <ul style="list-style-type: none"> • Employer-linked training and internships • Dedicated informal sector/SME support • Nationwide, inclusive targeting 	<ul style="list-style-type: none"> • 13,794 formal workers trained; ~2,000 jobs • 2,903 interns (75% employed) • 56,217 informal trainees (49,062 completed) • ~47% female; 94 districts covered
<p>Quality, Certification & Innovation</p> <ul style="list-style-type: none"> • DIT certification + RPL systems • International/national accreditation • New curricula, trainers, CoE support 	<ul style="list-style-type: none"> • 18,781 DIT certifications • 7 assessment centers; accredited institutions • 9 curricula; 130 trainers upskilled • 17 firms export-certified
<p>Outcomes & System Effects</p> <ul style="list-style-type: none"> • Employment, productivity, income focus • Strengthening national skills ecosystem 	<ul style="list-style-type: none"> • 75% internship placement; ~90% improved outcomes (RPL) • Expanded certification and training capacity • Demonstration of employer-led financing model

Example 3: Tanzania ESPJ (WB financed) SDF beneficiary trained at Ikwiriri FDC feeding chicken in his poultry project.



Questions for Discussion

- Many initiatives collapse once external funding phases out. What strategies help ensure long-term financial sustainability, including gradual public financing, levy windows, co-financing models, or hybrid cost-sharing arrangements?
- How can financing models be aligned with national budgets and economic realities to ensure continuity?
- Which reforms help governments gradually take ownership (e.g., unit cost schedules, earmarked training budgets, social fund integration)?
- What design features help ensure that public funds result in genuine training, not subsidising activities that would have happened anyway?